

**Professional Development Programme  
for Secondary Teachers of English**

**Catering for Learner Diversity  
in English Language Teaching**

**Resource Pack**

**by C. K. Chan**



of structuring tiered assignments, namely by challenge level, complexity, resources, outcome, process and product. The teacher is the one who is in the best position to determine the best approach, based on the specific learning that he or she is addressing.

From the current course, I have also learnt to take into account other important factors when addressing learner diversity in the classroom. One of them is the wide range of abilities and talents that students possess. As psychologist Howard Gardner argues, people do not have just one single intellectual capacity; on the contrary, they have many different intelligences, including musical, interpersonal, spatial-visual, verbal-linguistic, as well as bodily-kinesthetic intelligences. When designing language activities and assignments and conducting lessons, English teachers need to take advantage of students' specific 'assets' and provide opportunities for them to leverage their strengths to achieve success.

These are the major theoretical concepts that I rely on for guidance when I prepare my Resource Pack, which is made up of materials for three double-lesson sessions. Finally, I am also inspired by the 'transformational' questions highlighted by Carol Ann Tomlinson (2003) and her appeal to educators to develop "the skill and the will to teach for each learner's equity of access to excellence".

### **Rationale for the Choice of Theme and Teaching/Learning Materials**

The present Resource Pack, which is targeted at Form 3 to Form 4 students, is based on the original materials that I developed from scratch for my PCEd project at HKU some years ago. From the results of two surveys that I carried out among Form 3 and 4 students, I discovered that "teenage love" ranked as their most favourite topic and it was something that they wish to explore in class. It should not come as a surprise to us that such a topic prominently occupies the minds of our students, who are all teenagers. During their current developmental stage, it is only natural that they begin to develop an intense interest in the opposite sex. In my case, my students' interest is further heightened by the fact that they study in a girls' school and seldom have sustained contact with teenage boys, and consequently they develop even stronger curiosity about them.

Two points need to be noted in my choice of materials and tasks. The first one is that I have decided to confine the materials and activities to the common phenomena in teenage romantic relationships and steer clear of any controversy. The second one is that the focus is mainly on the 'fun' aspects of the topic instead of all those 'heavy', serious issues (like whether teen dating does more harm than good) which are certain to bore our young students to tears.

For the Resource Pack, I have taken great pains to select tasks which I think will maximize meaningful (and hopefully fun-filled) interaction and communication among my students in their use of the target language. In almost each session, they have the chance to move around the classroom,

discuss in pairs or in groups, to negotiate and confirm their preferences, to give suggestions or advice, and to report to the whole class the fruits of their mental and verbal labour either orally or in writing.

In the Resource Pack, I have faithfully applied the two general, complementary principles of sequencing, namely building and recycling, advocated by Graves (1996). I start off with relatively easy tasks which help build the foundation, and ensure that students are adequately prepared and equipped before they are asked to handle the complicated and demanding task of writing at the end. At the same time, I make arrangements in such a way that materials encountered previously in various tasks can be recycled in subsequent ones.

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# Session 1

## Lesson Plan

	<u>Version for Less Ready Students</u>	<u>Version for More Ready Students</u>
<b>Objectives</b>	<p>Students (Ss) will be able to</p> <ul style="list-style-type: none"> <li>➤ have a good understanding of the theme of teenage love</li> <li>➤ learn many useful phrases or expressions related to the theme of teenage love</li> <li>➤ judge whether two teenagers are likely to hit it off as a couple</li> <li>➤ revise the use of past tenses and future tenses</li> </ul>	<p>Students (Ss) will be able to</p> <ul style="list-style-type: none"> <li>➤ have a good understanding of the theme of teenage love</li> <li>➤ learn many useful phrases or expressions related to the theme of teenage love</li> <li>➤ judge whether two teenagers are likely to hit it off as a couple</li> <li>➤ revise the use of past tenses and future tenses</li> </ul>
<b>Learning Activities / Tasks</b>	<ul style="list-style-type: none"> <li>➤ <u>Activity 1</u> Ss to watch a short video and then to make a guess about the theme of the upcoming activities</li> <li>➤ <u>Activity 2</u> Ss to match phrases or expressions related to the theme of teenage love with pictures</li> <li>➤ <u>Activity 3</u> Ss to read a passage on teenage love and make use of the ideas/words to complete two comprehension exercises</li> <li>➤ <u>Activity 4</u> Ss to discuss whether two teenagers will hit it off as a couple; Ss to give an oral report on their group's consensus to their classmates</li> </ul>	<ul style="list-style-type: none"> <li>➤ <u>Activity 1</u> Ss to watch a short video and then to make a guess about the theme of the upcoming activities</li> <li>➤ <u>Activity 2</u> Ss to properly sequence the phrases or expressions related to the theme of teenage love</li> <li>➤ <u>Activity 3</u> Ss to read a passage on teenage love and make use of the ideas/words to complete two comprehension exercises</li> <li>➤ <u>Activity 4</u> Ss to discuss whether two teenagers will hit it off as a couple; Ss to give an oral report on their group's consensus to their classmates</li> </ul>
<b>Language Skills to be Developed</b>	<ul style="list-style-type: none"> <li>➤ Reading</li> <li>➤ Listening</li> <li>➤ Speaking</li> <li>➤ Writing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reading</li> <li>➤ Listening</li> <li>➤ Speaking</li> <li>➤ Writing</li> </ul>
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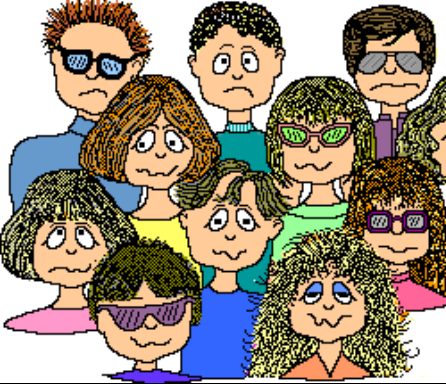

# Session 1

## Activity 1 : Introducing the Theme




Instructions to Whole Class :

In this lesson and in the next few lessons as well, you need to do a number of tasks related to a common theme. You will now watch a short video of about 1 minute. After watching it, please make a guess about the theme of the upcoming activities.

Here are some hints. Are the activities about ...or...or...?

		
<b>children</b>	<b>teenagers</b>	<b>adults</b>

Are the activities about ...or...or...?

		
<b>suitable summer activities ?</b>	<b>teenage love ?</b>	<b>lifelong learning ?</b>



# Session 1

## Activity 2 : Matching & Sequencing

### Instructions to Whole Class :

In this second activity, you will be presented with some useful phrases or expressions related to the theme of teenage love. You need to know and remember them in order to be able to do the upcoming tasks. For this activity, you will now work in pairs or groups of four.

### Instructions to Less Ready Students :

Look at each phrase or expression and try to match it with the right picture. Please note that a phrase or expression may be matched with more than one picture.

### Instructions to More Ready Students :

Work with your classmates in matching words with pictures. At the same time, try to put the phrases or expressions in their appropriate sequence, that is, which comes first and which comes after in time.



\* have strong feelings for him/her

\* have a crush on him/her

\* feel / (be) attracted to him/her

\* fall in love with him/her

\* make a move (OR) make the first move

\* ask him/her out on a date

\* brush him/her off

\* go out on a (second/third/...) date with him/her

\* hit it off with him/her (on the first date)

\* go steady with him/her

\* have a wonderful time together

\* have a (big) fight (OR) have lots of fights

\* drift apart from each other

\* fall out with him/her

\* dump him/her

\* break up with him/her

\* go their separate ways

\* feel upset/hurt/heartbroken

\* get over it/him/her in time

\* patch things up with him/her

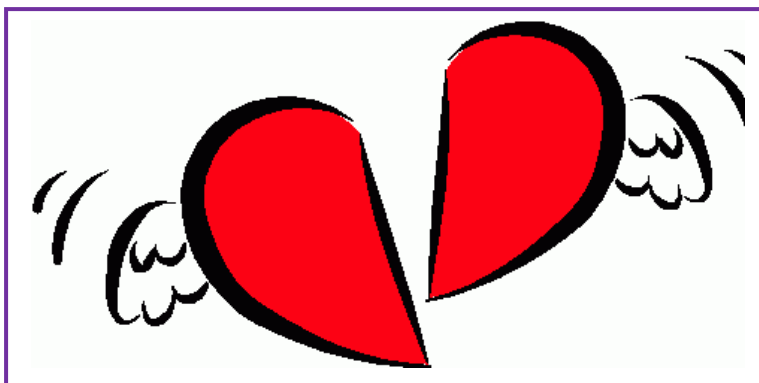
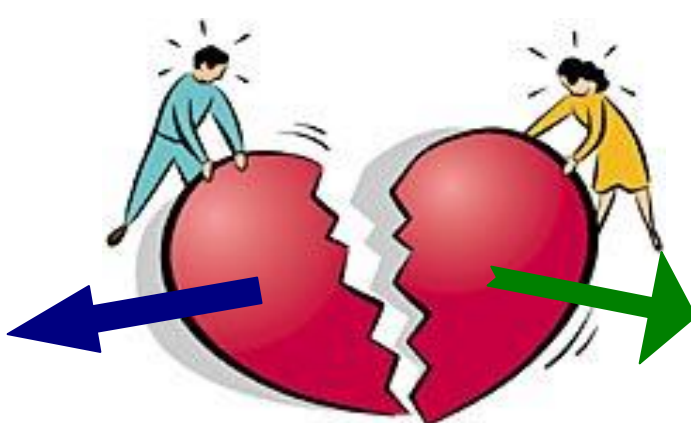
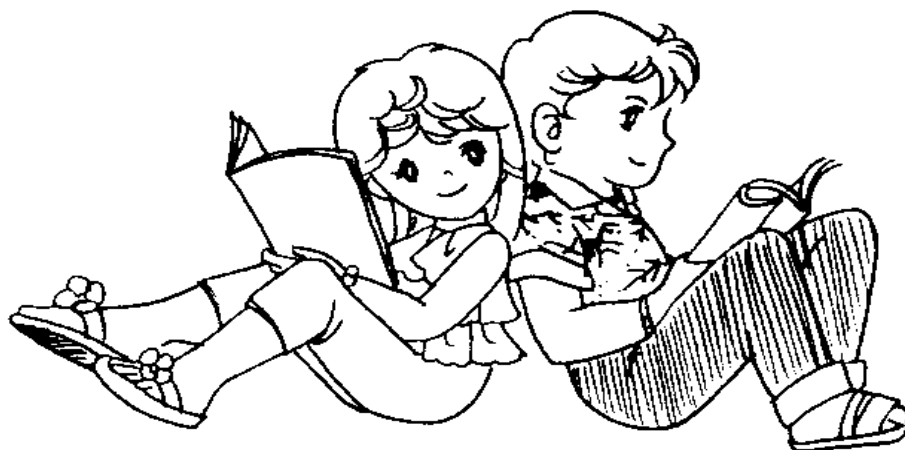


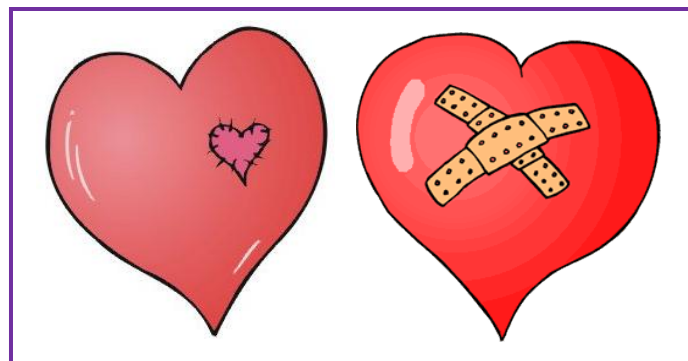
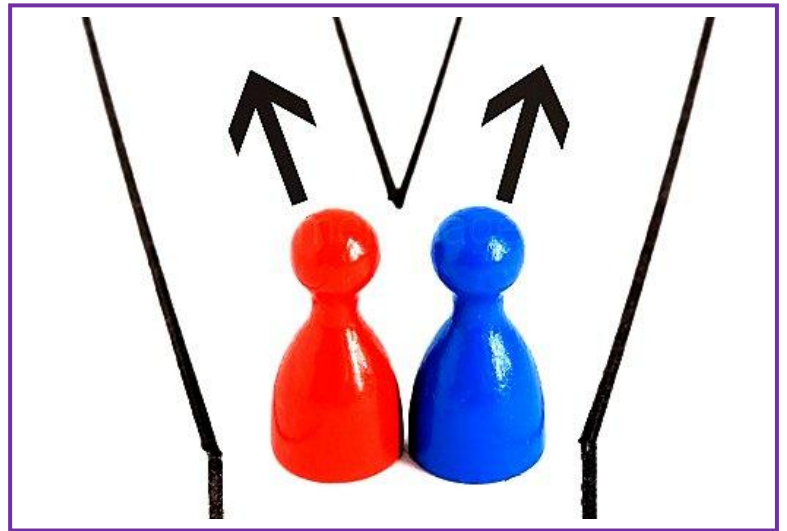
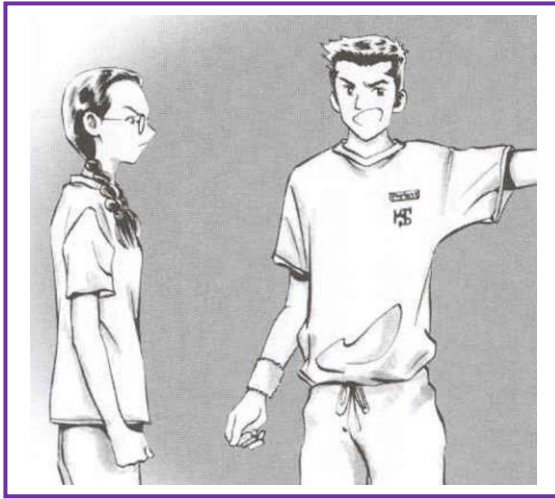


*She's my only girlfriend. I'm not seeing anyone else.*



*I'm seeing him only. I'm also going out with him only.*





# *Put the phrases/expressions in their right order*

When the  
couple first  
met

*Future*



Instructions to More Ready Students :

Please come out and stick the phrase  
or expression in the right place on the  
whiteboard.



# Session 1

## Activity 3 : Reading & Filling in Blanks

Instructions to Whole Class :

Now that you have learnt many useful phrases or expressions related to the theme of teenage love, you should find it easy to handle the reading task which is to come next. Read the passage on teenage love. Then take a close look at two cases, one with a happy ending and the other one with a sad ending. Find the right phrases and expressions from the passage to complete the blanks. Please note that you may need to use different tenses.

For this activity, you can work in pairs with your neighbor, or if you like, you can work in groups of three or four.

## Teenage love

### - Does it come and go? Or will it last forever?

“To me, he really looks cute and cool. Every time he looks and smiles at me, I can’t help becoming red in the face and my heart beats wildly. I think about him all day and I always dream about how happy we’ll be if we’re together. I must do something about my feelings.”

*Susan (F.2)*

“To me, she’s so beautiful that she really takes my breath away. When she talks to me, I turn into an idiot at once. I just can’t get a word out and my mind is a blank. I can look at her all day and I’m dying to spend every minute with her. I must make a move soon, or I’m afraid I’ll go mad.”

*Alan (F.3)*

What is happening to Susan and Alan? They are teenagers and it is natural that they have strong feelings for or have a crush on a member of the opposite sex. Have you had a similar experience?

What do teenage people usually do when they fall in love with someone?

First they will try their best to get close to him/her so as to know him/her better and to show him/her their best sides. And if they are brave enough to make the first move, they will ask him/her out on a date. Then if everything goes well on the first date and the two of them feel really attracted to each other, they will go out a second time and more often.

After that, they may decide to go steady with each other and other people may also think that they are a nice couple. Of course, if things do not work out on the first date, they will go their separate ways, although one of them may feel quite upset or hurt. The worst thing that can happen is that a boy/girl who you like a lot brushes you off when you try to ask him/her out.



What usually happen when teenage people have a steady boyfriend or girlfriend? If they have a lot in common and really care about each other, they will have a wonderful time together. Who knows – one day in the future they may even get married and have lots of kids! However, things do not usually go so smoothly for most teenage couples. Sooner or later they have problems. They may have a lot of big fights over a lot of things and finally fall out with each other. Or they may drift apart because they slowly lose interest in their lover as they don’t have much in common. Or they may decide to dump their lover when they find someone who is better. And when such a time comes, there is nothing that can be done to patch things up. Anyway, in a few years’ time, most teenage couples break up and move on to another member of the opposite sex. For a short time, they may be heartbroken but almost all of them get over it in time.

Class : \_\_\_\_\_ Name : \_\_\_\_\_ Class No. : \_\_\_\_\_

### Task 1

Your friend's eldest sister **Susan** has just told you how she got her wish in Form 3 and met her Mr Right, **Tommy**. Then in the next eight years, they went from a pair of happy teenage lovers to a happily married couple. Find out what happened. You can pick the suitable words in the passage to complete the blanks below, or you can use your own words. Also remember to use the right tenses.



*Susan*

First, Susan e.g. *made the first move* and (a) \_\_\_\_\_

\_\_\_\_\_. After they had a wonderful (b) \_\_\_\_\_

and Tommy also felt really (c) \_\_\_\_\_ her, they (d) \_\_\_\_\_

\_\_\_\_\_. Soon in three

weeks' time, they decided to (e) \_\_\_\_\_ each other. Because they

had a lot in common and they knew how to get along with each other, they (f) \_\_\_\_\_

\_\_\_\_\_ together. Then after leaving school

and finding work, they (g) \_\_\_\_\_ and start a family.

### *Bonus marks for creative work!*

(not less than 50 words)

Susan said that their \_\_\_\_\_ date was the most memorable one. \_\_\_\_\_

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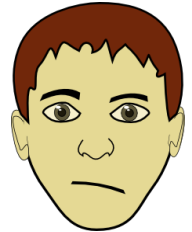
## Answer Key : (Suggested Answers)


## Task 1



First, Susan e.g. made the first move and (a) asked Tommy out on a date . After they had a wonderful (b) first date and Tommy also felt really (c) attracted to her, they (d) began to spend more time together (OR) started to see each other more often . Soon in three weeks' time, they decided to (e) go steady with each other. Because they had a lot in common and they knew how to get along with each other, they (f) had a wonderful time together. Then after leaving school and finding work, they (g) got married and start a family.

## Task 2



First Alan (a) will make a move and (b) (will) ask Mandy out on a date . 

Because everything goes nicely on their (c) first date and she finds him cute and thoughtful, she will agree to (d) go steady with him as a couple. Unluckily, by the end of the third month, she (e) will lose interest in him. Then she will decide to (f) dump him (OR) break up with him and find another boy who is cooler and more fun to be her boyfriend.

Alan will try his best to change her mind but in the end they (g) will still break up (OR) go their separate ways . Of course he (h) will be / feel (deeply) hurt / heartbroken but in another five months' time he (i) will get over her/it and move on with his life.



# Session 1

## Activity 4 : Group Discussion & Presentation

Sandy and Patrick, both Form 4 students in the same school, will have a date this weekend. Read to find out what kind of person each of them is. Then have a discussion with your neighbour or your group members. Try to predict the two students' future relationship as a teenage couple, e.g. whether they will hit it off, whether they will go steady with each other, whether they will have a happy time together, whether they will have lots of fights, whether they will break up soon, etc.



- *an animal lover*
- *enjoys meeting people*
- *likes chatting very much*
- *enjoys outdoor activities*
- *quite careless and forgetful*
- *sleeps very early and seldom goes out at night*
- *loves Canto-pop very much*

- *likes to keep tropical fish*
- *likes to be alone*
- *loves reading and music*
- *spends most of his time thinking and writing*
- *often stays up late and begins to come alive only in the evening*
- *loves only Western rock 'n roll music*



Instructions to Less Ready Students :

Make use of the Report Form to help you prepare for the presentation after the group discussion.



























## *Report Form*

You may want to use one or some of these in your presentation

- We think that Sandy and Patrick will likely / certainly hit it off (OR) not hit it off. That's because .....
- We think that after their first date, he / she / they will .....  
.....  
.....
- We think that when they are together as a couple, he / she / they will .....  
.....  
.....
- We think that in the end Sandy and Patrick will .....
- .....  
.....  
.....
- .....  
.....  
.....

# The Lexicon of Teenage Love



-  ***have strong feelings for him/her***
-  ***have a crush on him/her***
-  ***feel / (be) attracted to him/her***
-  ***fall in love with him/her***
-  ***make a move (OR) make the first move***
-  ***ask him/her out on a date***
-  ***brush him/her off***
-  ***go out on a (second/third/...) date with him/her***
-  ***hit it off with him/her (on the first date)***
-  ***go steady with him/her***
-  ***have a wonderful time together***
-  ***spend (a lot of) time together***
-  ***have a lot in common***
-  ***have a (big) fight (OR) have lots of fights***
-  ***patch things up with him/her***
-  ***drift apart from each other***
-  ***fall out with him/her***
-  ***dump him/her***
-  ***break up with him/her***
-  ***go their separate ways***
-  ***remain / stay friends***
-  ***feel upset/hurt/heartbroken***
-  ***get over it/him/her in time***
-  ***move on with his/her life and see someone else***
-  ***(boy) Mr Right / the One / soulmate / dream lover***
-  ***(girl) dream girl / the One / soulmate / dream lover***

## Session 2

### Lesson Plan

	<u>Version for Less Ready Students</u>	<u>Version for More Ready Students</u>
<b>Objectives</b>	<p>Students (Ss) will be able to</p> <ul style="list-style-type: none"> <li>➤ have a good idea of the common, popular recreational activities</li> <li>➤ discuss, choose and vote on the most suitable recreational activities for teenage couples</li> <li>➤ give advice or recommendations using 'can', 'should, or 'must'</li> <li>➤ have a good idea of what usually causes teenage couples to fight with each other</li> </ul>	<p>Students (Ss) will be able to</p> <ul style="list-style-type: none"> <li>➤ have a good idea of the common, popular recreational activities</li> <li>➤ discuss, choose and vote on the most suitable recreational activities for teenage couples</li> <li>➤ give advice or recommendations using 'can', 'should, or 'must'</li> <li>➤ have a good idea of what usually causes teenage couples to fight with each other</li> </ul>
<b>Learning Activities / Tasks</b>	<ul style="list-style-type: none"> <li>➤ <u>Activity 1</u> Ss to find out about the common, popular recreational activities that people like to do together with other ; Ss to watch videos about three uncommon activity</li> <li>➤ <u>Activity 2</u> Ss to choose and then vote on the top 5 recreational activities most suitable for teenage couples</li> <li>➤ <u>Activity 3</u> Ss to give advice and suggestions to a best friend as to which recreational activities to choose for a first date</li> <li>➤ <u>Activity 4</u> Ss to listen to the conversation between a teenage couple and find out what they are fighting about</li> <li>➤ <u>Activity 5</u> Ss to give advice and suggestions about how the couple can make it up</li> </ul>	<ul style="list-style-type: none"> <li>➤ <u>Activity 1</u> Ss to find out about the common, popular recreational activities that people like to do together with other ; Ss to watch videos about three uncommon activity</li> <li>➤ <u>Activity 2</u> Ss to choose and then vote on the top 5 recreational activities most suitable for teenage couples</li> <li>➤ <u>Activity 3</u> Ss to give advice and suggestions to a best friend as to which recreational activities to choose for a first date</li> <li>➤ <u>Activity 4</u> Ss to listen to the conversation between a teenage couple and find out what they are fighting about</li> <li>➤ <u>Activity 5</u> Ss to give advice and suggestions about how the couple can make it up</li> </ul>
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# Session 2

## Activity 1 : Gathering Ideas & Suggestions

Instructions to Whole Class :

When we don't have to study or work, we usually do 'fun' things to enjoy or relax ourselves. We call these 'recreational activities', and we think of them as being healthy as they can refresh our mind and body.

Of course, we can do these recreational activities alone, but most of us like to do these with people we like or love. Now, please talk with your group members and find out what they like to do with their friends or family members during their free time. Afterwards, we will put together a list of common, popular recreational activities in Hong Kong.

Instructions to Whole Class :

(at the end of the group discussion) Each group please send a representation or two to come to the front and write on the whiteboard at least two common, popular recreational activities in Hong Kong.

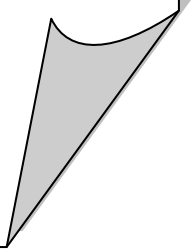
If any of you wants to tell the class a wonderful recreational activity, you are welcome to come out alone and write it on the whiteboard.





# ***Common recreational activities in HK***

# Common Recreational Activities in HK



Instructions to Whole Class :

Before moving on to the next activity, perhaps you would like to take a look at a number of uncommon, yet totally 'fun', recreational activities that you can do together with your friends.

Let's watch three short videos about .....



### geocaching

<http://www.youtube.com/watch?v=16Rijx114VM>



### cosplaying

[http://www.youtube.com/watch?v=TotMwhwBu0o&feature=results\\_videoplaynext=1&list=PL0E96F0732C86052F](http://www.youtube.com/watch?v=TotMwhwBu0o&feature=results_videoplaynext=1&list=PL0E96F0732C86052F)



### horse riding

<http://www.youtube.com/watch?v=1-XkUiuE5EM>

# Session 2

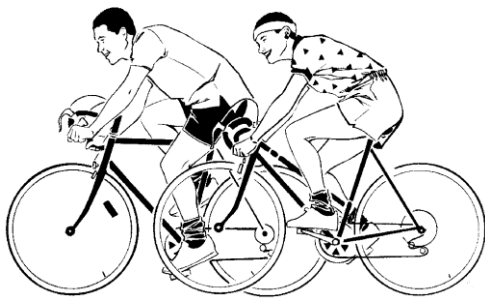
## Activity 2 : Discussing & Voting

### Instructions to Whole Class :

You will now have a discussion among your group members about what recreational activities are suitable for a teenage couple who have just started going out. Write down your top 3 choices. Later, you will be asked to share your ideas with the whole class.

### Instructions to More Ready Students :

Please think about the criteria for deciding which recreational activities to choose for a teenage couple who have just started seeing each other. In other words, you need to be able to tell us how you can decide whether a particular recreational activity is good for the couple, for example, both teenagers being able to meet the expense, the activity offering them a chance to talk, and so on.



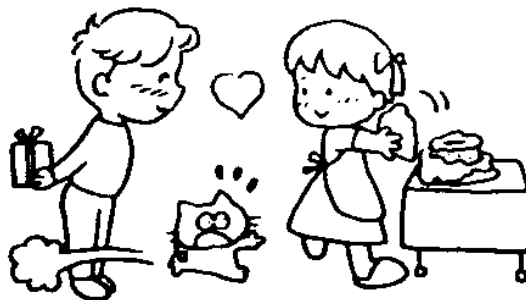
# Our Group's Top 3 'Couple' Activities

Members of this group : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Our Top 3 Choices :

- 1st : \_\_\_\_\_
- 2nd : \_\_\_\_\_
- 3rd : \_\_\_\_\_



Instructions to Whole Class :

You have all got some good ideas of what recreational activities are most suitable for a teenage couple. Let's work together to come up with a list of top 5 recommendations from our class for the hundreds of teen love birds out there.

Each group please suggest one recreational activity which you consider to be the best one. In the end, if there are more than five options, we will go through two or more rounds of voting until we can narrow the list down to five activities only.



# Our Class's Top 3 'Couple' Activities



1st

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2nd

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3rd

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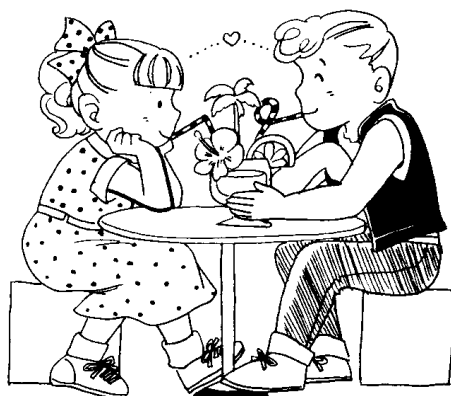
4th

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5th

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# Session 2

## Activity 3 : Giving Suggestions & Recommendations using 'can', 'should' or 'must'

Instructions to Whole Class :

Imagine that your best friend has just started seeing someone and he/she has asked you to recommend some suitable 'couple' activities. Tell us what your suggestions or recommendations are. Remember to use 'can', 'should' or 'must' when giving suggestions or recommendations.

Instructions to Less Ready Students :

You can make use of this Report Form to help you with giving suggestions or recommendations to your friend.



### 'Couple' Activities

*I think one thing that the two of you can do is .....*

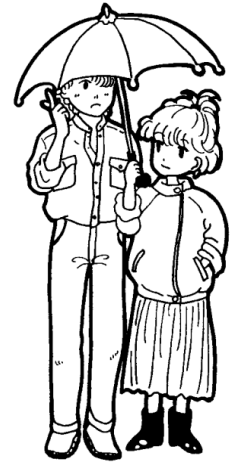
*..... You can also .....*

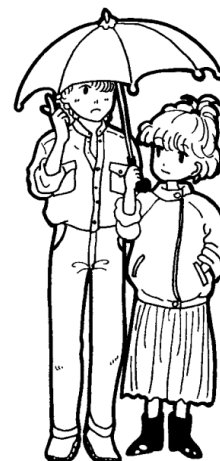
*And if you ask me about my top choice, I think you two must .....*

*.....*









## Tapescript

Alan and Susan are a teenage couple. Both of them study in the same school and they have been going out for months. Things, however, are not going well between them and they are having a big fight now.

- Alan : What's the matter with you? You haven't talked to me or answered my phone calls for three days. Why are you so angry with me? What have I done?
- Susan : Do you know what last Sunday was?
- Alan : No. What's so special about last Sunday?
- Susan : Why can't you be more thoughtful? Last Sunday was *our* big day. Six months ago on that day of the month, we had our first date. I would like to celebrate such a big day with you.
- Alan : Oh .... I didn't know ... and I'm sorry about that. But why didn't you remind me?
- Susan : I don't want to have to remind you. If you really love me, you will remember that. Here's another example. If you do love me, you should remember that yesterday is another one of our important dates. Five months ago on the same day we had our first kiss!
- Alan : But I'm so poor at finding out those special days! Why don't you just remind me and tell me what you want me to do on those days?
- Susan : Here's another problem of yours that makes me mad. I told you I needed your help with the English Club's display boards after school two days ago and you promised to be there. Why didn't you come?
- Alan : Well, I did promise you and I did want to help but ..... I'm really sorry – I forgot about the whole thing and went to play basketball instead.
- Susan : This is the third time you didn't show up after you had promised to. Why can't you be less forgetful?
- Alan : I'm sorry – I'll try my best to do better from now on.
- Susan : Now that I am being so honest with you, there's another thing that I want you to work on. Next time when you go out with me and my friends, please don't keep talking only about basketball – your basketball scores, your basketball idols, your new basketball shoes! Can't you talk about something else?
- Alan : But I thought your friends were interested in the topic!
- Susan : They're just being nice. How many girls you know of are really interested in basketball? I can see they are totally bored.
- Alan : Well, I didn't know .... but you see, I usually keep talking about something I know a lot about when I feel uncomfortable. And I feel very uncomfortable when I'm with your friends because I hate wearing shirts and trousers, but you make me do that every time we have activities together. I love to wear T-shirts and shorts in summer and track suits in winter.
- Susan : But you look really cool and handsome in shirts and trousers!
- Alan : I'm not sure about that. And you don't know how uncomfortable that makes me feel!
- Susan : Well, we'll talk about that later. But another thing that makes me mad is that we're spending less and less time together. Since the beginning of this school year, you've been having practice sessions and matches almost every Saturday and Sunday. I don't play the sport so I can't join you. I want you to cut back on your basketball time and spend more time with me. Also I hate it when you choose to take part in those training camps during the long holidays. From now on I want those long holidays reserved for just the two of us so that we can do something fun together.
- Alan : Well, I'll try to do that, but you must promise me not to pack too many activities into those long holidays. I don't want to be tired out at the end of the holidays and I hate having to rush from one activity to another. I don't understand why you're always in such a hurry and want to do such a lot of things in a short time. Can't you take things easy and try to enjoy being leisurely?

# Answer Key : (Suggested Answers)

Version for Less  
Ready Students :

Susan says that these are **Alan's problems** : (please ✓)

- ☐ (a) He is always laughing at her friends and making bad jokes.
- ☒ (b) He is forgetful and often fails to remember to keep his promise with her.
- ☐ (c) He likes to show off the fact that he is rich and handsome.
- ☒ (d) He is not thoughtful enough to remember to celebrate their "special dates".
- ☒ (e) His own favourite activity takes up too much of his time and he is spending less and less time with her.
- ☐ (f) He likes to be in charge all the time and never cares about how she feels.
- ☒ (g) He keeps talking about (i) \_\_\_\_\_ when he goes out with her and her friends but he doesn't know that they are totally (ii) \_\_\_\_\_.

Alan says that these are **Susan's problems** : (please ✓)

- ☐ (h) She often makes him lose face by shouting at him in front of his friends.
- ☒ (i) She plans too many activities with him in a short time and at the end of their time together he feels tired out.
- ☐ (j) She is always late as she spends too much time trying to make sure that she looks perfect.
- ☐ (k) She asks him to keep telling her how much he loves her and how beautiful she is.
- ☒ (l) She makes him wear clothes that cause him to feel (i) uncomfortable, such as  
(ii) shirts and (iii) trousers every time they have activities together.



# Session 2

## Activity 5 : Giving Advice & Suggestions *using 'can', 'should' or 'must'*

Instructions to Whole Class :

If two teenagers want to stay together and remain a loving couple after a big fight, they need to admit their mistake as well promise to and take action to change for the better. Also it'll be wise and nice of them to do something to make their boyfriend/girlfriend happy again, that is, to patch things up with their boyfriend/girlfriend, or to make it up to him/her.

Discuss among your group members what Susan and Alan should do to change for the better and also what they can do to patch things up with the other. Then report your advice and suggestions to the whole class.

Instructions to Less Ready Students :

You can make use of the two Report Forms to help you with giving suggestions or recommendations to your friend.

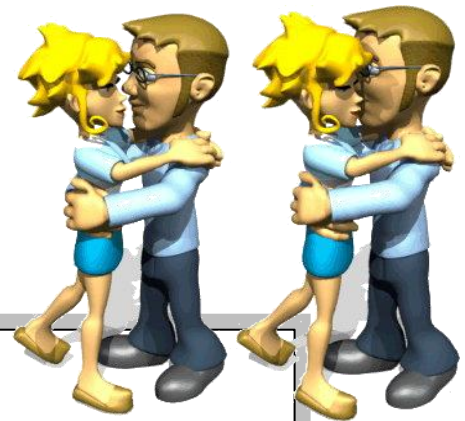


## Report Form

Our group members agree with Susan that Alan is in the wrong  
when he .....

..... From now on, he  
should .....

To patch things up with her and make her happy again, he can  
.....  
.....



## Report Form

On the other hand, our group members also agree with Alan that  
Susan is in the wrong when she .....

.....  
From now on, she should .....

To make it up to him and to please him, she can .....

.....  
.....



# Session 3

## Lesson Plan

	Version for Less Ready Students	Version for More Ready Students
<b>Objectives</b>	<p>Students (Ss) will be able to</p> <ul style="list-style-type: none"> <li>➤ have a good idea of what an 'advice column' is and how teenagers can benefit from it</li> <li>➤ know the language features used when writing for 'advice column'</li> <li>➤ give advice or recommendations in writing</li> </ul>	<p>Students (Ss) will be able to</p> <ul style="list-style-type: none"> <li>➤ have a good idea of what an 'advice column' is and how teenagers can benefit from it</li> <li>➤ know the language features used when writing for 'advice column'</li> <li>➤ give advice or recommendations in writing</li> <li>➤ research a particular topic before giving advice or recommendations to others</li> </ul>
<b>Learning Activities / Tasks</b>	<ul style="list-style-type: none"> <li>➤ <u>Activity 1</u> Ss to share their usual concerns, problems or headaches; Ss to get to know what an 'advice column' is and how they can benefit from it; Ss to learn the language features used when writing for 'advice column'; Ss to read and then to match the queries from readers and the advice given</li> <li>➤ <u>Activity 2</u> Ss to give advice and suggestions in writing regarding what recreational activities are suitable for a first date</li> </ul>	<ul style="list-style-type: none"> <li>➤ <u>Activity 1</u> Ss to share their usual concerns, problems or headaches; Ss to get to know what an 'advice column' is and how they can benefit from it; Ss to learn the language features used when writing for 'advice column'; Ss to read and then to match the queries from readers and the advice given</li> <li>➤ <u>Activity 2</u> Ss to give advice and suggestions in writing regarding the dos and don'ts of first date</li> </ul>
<b>Language Skills to be Developed</b>	<ul style="list-style-type: none"> <li>➤ Reading</li> <li>➤ Listening</li> <li>➤ Speaking</li> <li>➤ Writing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reading</li> <li>➤ Listening</li> <li>➤ Speaking</li> <li>➤ Writing</li> </ul>
<b>Generic Skills to be Developed</b>	<ul style="list-style-type: none"> <li>➤ Collaboration skills</li> <li>➤ Communication skills</li> <li>➤ Critical thinking skills</li> <li>➤ Problem-solving skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collaboration skills</li> <li>➤ Communication skills</li> <li>➤ Critical thinking skills</li> <li>➤ Problem-solving skills</li> <li>➤ Information technology skills</li> </ul>
<b>Multiple Intelligences to be Developed</b>	<ul style="list-style-type: none"> <li>➤ Interpersonal</li> <li>➤ Visual-spatial</li> <li>➤ Verbal-linguistic</li> <li>➤ Intra-personal</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interpersonal</li> <li>➤ Visual-spatial</li> <li>➤ Verbal-linguistic</li> <li>➤ Intra-personal</li> </ul>

# Session 3

## Activity 1 : Introducing 'Advice Column'

Instructions to Whole Class :

Here are some questions about which all of you are certain to have a lot to say. You are most welcome to share your personal situation, views and suggestions with your classmates.

- What concerns, problems or headaches do you usually have at school, at home and with their friends?
- Who do you usually talk to about these concerns, problems or headaches?
- Where do you usually go to seek advice and guidance?

Instructions to Whole Class :

When you have concerns, problems or headaches but you don't feel comfortable about talking to people close to you, one good way to find some good advice and guidance is to write to people who are in charge of the 'advice column' in a newspaper or magazine or a website. You will now be given some time to read a short article on what an 'advice column' has to offer to teenagers.

# What should I do? Please tell me!

When you read a newspaper or magazine, you may notice that there is a part called the “agony column”. It contains letters from readers about their personal problems, together with advice from the newspaper or magazine, or from the person who is in charge of the column. Because for a long time such a person is usually a woman, she is called the “agony aunt”. However, in this modern age, there is no reason why a man cannot be put in charge of this kind of column and make a good job of it. Therefore, next time when you find an “agony uncle” in a newspaper or magazine, you should not be surprised.

Here are some examples of letters from readers with personal problems and pieces of advice given by an “agony aunt/uncle” :



*My Mom won't let me sleep over at my best friend's house at the weekend. She keeps saying that she's worried about my safety. I've had several big fights with her over it in this past week. What should I do?*

*Amy (14)*

I understand that mothers can sometimes be quite annoying when they worry too much. But there're quite a lot of things that you can do to put her mind at ease. For one thing, why don't you ask your best friend's Mom to talk to your Mom to make her free from worry? Another thing that you can and should do is to write down your friend's address and home phone number and give them to your Mom so that she knows where you are and how to contact you. It also helps matters if you promise to call her every hour before going to bed.



The last thing that you should do is to get into a big fight with them in front of everyone. Instead you should learn to pay no attention to their unkind words or jokes and to avoid them. There are always such students who don't care about their own schoolwork but are jealous of classmates who work hard and do well in their studies. Don't ever sink to their levels. But if they are really out of line, you should go to your class teacher and tell him or her about it and let your class teacher deal with it.

ADVICE

*In this school year I'm in a new school. I've always been serious about my schoolwork, but some girls in my class keep making fun of me every time I try to get better results for my homework or study for the tests. Should I hit them back even if it means having a big fight with them in front of everyone?*

*Sandy (15)*

Class : \_\_\_\_\_ Name : \_\_\_\_\_ Class No. : \_\_\_\_\_

## Language Features used in Advice Columns



1) Use \_\_\_\_\_ language.

- ♦ Use contractions, e.g. \_\_\_\_\_
- ♦ Use abbreviations, e.g. \_\_\_\_\_
- ♦ Use colloquialisms, e.g. "It totally \_\_\_\_\_ me \_\_\_\_\_."  
(= "It really disgusted me.")

2) Address the advice-seeker \_\_\_\_\_ through the use of the \_\_\_\_\_ person.

e.g. \_\_\_\_\_ 're not thinking straight – there's no way everyone has given up on \_\_\_\_\_.

3) Use \_\_\_\_\_ verbs.

e.g. You \_\_\_\_\_ take action now, not later.

You \_\_\_\_\_ not lie to your mom again.

You \_\_\_\_\_ try talking to her one more time before giving up.

You \_\_\_\_\_ ask a close friend to go with you.



4) Use \_\_\_\_\_ to spur the advice-seeker into action.

e.g. \_\_\_\_\_ eating some fruit today and \_\_\_\_\_ doing that every day.

\_\_\_\_\_ off your computer and \_\_\_\_\_ to bed before midnight tonight.

5) Use \_\_\_\_\_ sentences to help the advice-seeker visualize possible scenarios or to offer hope.

e.g. If you \_\_\_\_\_ what you did wrong, I'm sure your friends  
\_\_\_\_\_ you.

If you \_\_\_\_\_ seize this opportunity and \_\_\_\_\_ her about  
your feelings for her, you \_\_\_\_\_ regret it for the rest of your  
life.



## Language Features used in Advice Columns



1) Use informal language.

- ♦ Use contractions, e.g. she's / they're / he'd / you'll
- ♦ Use abbreviations, e.g. exam, info, photo, TV, HK, govt, dept
- ♦ Use colloquialisms, e.g. "It totally grossed me out." (= "It really disgusted me.")  
(next point/example) "think straight" (= "think clearly")  
(next point/example) "there's no way" (= "it is impossible")

2) Address the advice-seeker directly through the use of the second person.

e.g. You 're not thinking straight – there's no way everyone has given up on you .

3) Use modal verbs.

e.g. You should take action now, not later.

You must not lie to your mom again.

You have to try talking to her one more time before giving up.

You may ask a close friend to go with you.



4) Use imperatives to spur the advice-seeker into action.

e.g. Start eating some fruit today and keep doing that every day.

Turn off your computer and go to bed before midnight tonight.

5) Use conditional sentences to help the advice-seeker visualize possible scenarios or to offer hope.

e.g. If you admit what you did wrong, I'm sure your friends

will forgive you.

If you didn't seize this opportunity and (didn't) tell  
 her about your feelings for her, you might / would regret  
 it for the rest of your life.





## Classwork ~ Match the queries and the advice

Toni and Josh answer teenage readers' queries on personal problems in their *Sunday Young Post* advice column. Several youngsters have written to them. Read and find out what their troubles or problems are, and decide which reply offers the right advice for them.

### Dear Toni

I have to repeat a year at school, so I'll be older than everyone else. I feel people will laugh at me, so I don't even want to make friends. Am I being silly?

**Grandma**



### Dear Toni

I've got exams coming up after the Christmas break and I'm so stressed. Any tips?

**Frazzled**



### Dear Toni

I've had long hair all my life because my parents think it suits me. Besides, they give me the money for the hair dresser. But I really think I'd look better with short hair. Should I just go for the chop? I'm 15!

**Ready for change**



### Dear Josh

My parents divorced a few years ago. I go to see my dad occasionally, but I always feel a bit uneasy because I've heard bad things about him.

What's more, he has his own family now and I don't quite feel at home with his new wife and children. But he doesn't want to come to my flat so I have to visit him.

I love my dad but I wish things could be better.

**Son in the middle**



### Dear Josh

My teacher hates me. Any time I speak up in class, she replies sarcastically, implying I'm stupid. I work hard but she hasn't changed her tune. What should I do?

**Victim**



Read the advice given by Toni and Josh. Find two examples of each language feature listed below :

♦ informal language → \_\_\_\_\_

\_\_\_\_\_

♦ second person → \_\_\_\_\_

\_\_\_\_\_

♦ modal verbs → \_\_\_\_\_

\_\_\_\_\_

♦ imperatives → \_\_\_\_\_

\_\_\_\_\_

♦ conditional sentences → \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





# Advice Column ~ Replies to Readers' Queries

**A**

**Ouch.** That's got to hurt. There are some teachers – who seem to go out of their way to make life miserable, but what they're actually doing is challenging you to prove them wrong. Does she only pick on you, or are there other students she "torments"? If you're not alone, she could be pushing you to call her bluff and show that you're far from stupid.

Of course, she could just be an intensely unhappy person.

Even if your teacher is acting this way for what she thinks is your benefit, it's not nice to be treated like that. And if she's only doing it to you, it could be a form of bullying.

I think it's very important to tell your parents what's going on. Then you should speak to the principal. Explain how your teacher acts and what she says – try to give specific examples – and how it makes you feel.

Then leave it to the adults for a couple of weeks. The principal should sort it out. I hope you have some more inspiring classes soon.



**B**

On the grand scale of Things Kids Do That Parents Disapprove Of, this is low down (assuming, of course, you don't keep your hair long for religious reasons).

Parents often like their daughters to keep their hair long because it's "girly" and "youthful" – but it doesn't suit everyone. My parents were exactly the same – I had my first major lop at 15, but didn't get it shorter than my shoulders until I was nearly 21. And I haven't looked back since. So I say go for it. Hair will grow back. Sometimes kids actually do know best.

**D**

I think problems can often seem a whole lot worse in our heads than they really are, so your feelings are natural. Repeating a year is not uncommon. I'm sure your new classmates won't hold it against you.

Secondly, someone always has to be the oldest in a group of people. It's more likely your younger peers will look up to you, and go to you for advice than mock you – after all, you've had a year more to experience life.

Finally, just because you're not in class with your old classmates doesn't mean you can't hang out with them, and even bring your new classmates to meet your old buddies, too. Share the love!



**C**

There are lots of ways to reduce exam stress.

The first, and most obvious one, is to be prepared – you've got a few weeks before your exams, so start making notes now. It's never too early, and this will make your pre-exam revision so much less painful.

Make time for exercise – moving around gets the endorphins flowing, making you happier and calmer, and better at studying.

Finally, make smart food choices – certain foods help the body to produce serotonin, the happy hormone, or ease stress. Check out Wynnie's column this week for more info.

Take a deep breath – it'll all be OK!

**E**

It's never easy when parents split up, and adding a new family to the mix makes it even harder. But try to see the bright side – your dad wants to be part of your life. So many parents just cut all contact with the kids from their first marriage, and don't want anything to do with them. Your dad's actively inviting you into his life.

What sort of "bad things" have you heard? If they've come from your mum – and no disrespect meant – could she be somewhat biased? If, as I'm sure is not the case, these "bad things" involve anything dangerous or dishonest, then find excuses not to visit him.

But if they are merely descriptions of his character flaws, don't let them colour your opinions. Spend time with your dad and make up your own mind.

As for feeling uneasy around the new family, I'm sure they feel equally awkward. Try to meet your dad alone – go bowling, watch sport together or eat out. That way, nobody will feel like they're intruding.

# Answer Key :

## Classwork ~ Match the queries and the advice

Toni and Josh answer teenage readers' queries on personal problems in their *Sunday Young Post* advice column. Several youngsters have written to them. Read and find out what their troubles or problems are, and decide which reply offers the right advice for them.



### Dear Toni

I have to repeat a year at school, so I'll be older than everyone else. I feel people will laugh at me, so I don't even want to make friends. Am I being silly?

**Grandma**

D

### Dear Toni

I've got exams coming up after the Christmas break and I'm so stressed. Any tips?

**Frazzled**

C

### Dear Toni

I've had long hair all my life because my parents think it suits me. Besides, they give me the money for the hair dresser. But I really think I'd look better with short hair. Should I just go for the chop? I'm 15!

**Ready for change**

B

### Dear Josh

My teacher hates me. Any time I speak up in class, she replies sarcastically, implying I'm stupid. I work hard but she hasn't changed her tune. What should I do?

**Victim**

A

### Dear Josh

My parents divorced a few years ago. I go to see my dad occasionally, but I always feel a bit uneasy because I've heard bad things about him.

What's more, he has his own family now and I don't quite feel at home with his new wife and children. But he doesn't want to come to my flat so I have to visit him.

I love my dad but I wish things could be better.

**Son in the middle**

E





# Session 3

## Activity 2 : Giving Advice in Writing

### Instructions to Whole Class :

Each of you will now have a piece of writing to do. In this writing task, you will take the role of an advice columnist and have to give advice and suggestions to a teenager.

There are two tasks for you to choose from, one of which is more challenging and requires some research and quite a lot of thinking. You are free to choose from the two.

Now pick a task and go and sit with those who have chosen the same task. You will be given time to discuss and share ideas with your classmates in pairs or in small groups.

### Instructions to Less Ready Students :

In the #1 Writing Task, you will have to give advice and suggestions to Kenny, a Form 3 boy who will be going out on a date this weekend with a girl who is in another class in the same form. Unluckily he hasn't got any idea as to what they should do together.

You can refer to what we did and talked about in the previous lessons for ideas and information.

### Instructions to More Ready Students :

In the #2 Writing Task, you will have to give advice and suggestions to Melissa, a Form 3 girl who will be going out on a date this weekend with a boy she really likes (also a schoolmate). Apparently, this is her very first dating experience, she is at a loss about the dos and don'ts of first date. She wants to leave a really good impression on the boy and she also doesn't want to make a fool of herself !

You need to do some research on the topic. You will also certainly get a lot of good ideas from the discussion you will have with other classmates who have chosen the same writing task.

Class : \_\_\_\_\_ Name : \_\_\_\_\_ Class No. : \_\_\_\_\_

Imagine that you are in charge of the advice column of the school newspaper and often you have to give advice and suggestions to fellow students on matters related to teenage love affairs. These are two of the latest letters which you have got.

### #1 Writing Task

*Since the beginning of this term, I've had feelings for a girl in another class in our form. Yesterday I was finally brave enough to ask her out on a date this weekend. And she said yes!! Unluckily I haven't got any idea as to what we should do together. Please help me!!!*

*Kenny (14/F.3)*

### #2 Writing Task

*There is this boy who I really like. I think he has feelings for me too. Yesterday at school he asked me out on a date this weekend. Could you tell me the dos and don'ts of first date so that I can leave a really good impression on him, or at least won't make a fool of myself!*

*Melissa (15/F.3)*



Try to help these students by giving them some good advice and useful suggestions.

### #\_\_\_\_ Writing Task

.....

.....

.....

.....

.....

.....

.....

.....

Handwriting practice lines consisting of 20 horizontal dotted lines within a rectangular border.

[illegible]

<b>Content (C)</b>	<b>/ 10</b>
<b>Language (L)</b>	<b>/ 10</b>
<b>Organisation (O)</b>	<b>/ 10</b>
<b>Total :</b>	<b>/ 30</b>

## Marking Scheme

Marks	Content (C)	Language (L)	Organization (O)
10	<ul style="list-style-type: none"> <li>Content is very extensive and often exceeds the requirements of the question</li> <li>Totally relevant</li> <li>All ideas are well developed</li> <li>Creativity and imagination are consistently shown</li> <li>Engages the reader's interest skilfully and shows a fine-tuned awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>Unlimited range of accurate sentence structures, with an excellent grasp of more complex structures</li> <li>Grammar extremely accurate</li> <li>Vocabulary well-chosen and used appropriately to express subtleties of meaning</li> <li>Spelling and punctuation are entirely correct</li> <li>Register, tone and style are used to deliberate effect and are entirely appropriate to the genre and text-type</li> </ul>	<ul style="list-style-type: none"> <li>Paragraphs are organized extremely effectively, with logical development of ideas from topic sentences and all points supported by relevant details</li> <li>Cohesive ties between and within paragraphs are sophisticated</li> <li>Overall structure is coherent, extremely sophisticated and entirely appropriate to the genre and text-type</li> </ul>
9	<ul style="list-style-type: none"> <li>Content is extensive and entirely fulfils the requirements of the question</li> <li>Totally relevant</li> <li>Most ideas are well developed</li> <li>Creativity and imagination are shown when appropriate</li> <li>Engages the reader's interest consistently and shows a high awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>Very wide range of accurate sentence structures, with a good grasp of more complex structures</li> <li>Grammar accurate with only very minor slips</li> <li>Vocabulary well-chosen and often used appropriately to express subtleties of meaning</li> <li>Spelling and punctuation are almost entirely correct</li> <li>Register, tone and style are entirely appropriate to the genre and text-type</li> </ul>	<ul style="list-style-type: none"> <li>Paragraphs are organized effectively, with logical development of ideas from topic sentences, and most points supported by relevant details</li> <li>Strong cohesive ties between and within paragraphs</li> <li>Overall structure is coherent, sophisticated and appropriate to the genre and text-type</li> </ul>
7-8	<ul style="list-style-type: none"> <li>Content is extensive and fulfils the requirements of the question</li> <li>Totally relevant</li> <li>Main ideas are well developed</li> <li>Creativity and imagination are shown when appropriate</li> <li>Maintains the reader's interest and shows general awareness of audience throughout</li> </ul>	<ul style="list-style-type: none"> <li>Wide range of accurate sentence structures with a good grasp of simple and compound sentences</li> <li>Grammar mainly accurate with occasional common errors that do not affect overall clarity</li> <li>Vocabulary is wide, with many examples of more sophisticated lexis</li> <li>Spelling and punctuation are mostly correct</li> <li>Register, tone and style are appropriate to the genre and text-type</li> </ul>	<ul style="list-style-type: none"> <li>Paragraphs are mostly organized effectively, with logical development of ideas from topic sentences, and the main points supported by relevant details</li> <li>Sound cohesive ties between and within paragraphs</li> <li>Overall structure is coherent and appropriate to the genre and text-type</li> </ul>
5-6	<ul style="list-style-type: none"> <li>Content addresses the requirements of the question adequately</li> <li>Almost totally relevant</li> <li>Some ideas are developed in detail</li> <li>Creativity and imagination are shown in most parts</li> <li>Mostly maintains the reader's interest and shows some awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>A range of accurate sentence structures with some attempts to use more complex sentences.</li> <li>Grammatical errors occur in more complex structures but overall clarity not affected</li> <li>Vocabulary is moderately wide and used appropriately</li> <li>Spelling and punctuation are sufficiently accurate to convey meaning</li> <li>Register, tone and style are mostly appropriate to the genre and text-type</li> </ul>	<ul style="list-style-type: none"> <li>Introductory and concluding paragraphs are appropriate, and other paragraphs have clearly defined topics.</li> <li>Some cohesive ties between and within paragraphs.</li> <li>Overall structure is mostly coherent and appropriate to the genre and text-type</li> </ul>
3-4	<ul style="list-style-type: none"> <li>Content just satisfies the requirements of the question</li> <li>Mostly relevant</li> <li>Some ideas but not always developed</li> <li>Several examples of creativity and imagination are evident</li> <li>Engages the reader's interest sporadically and shows occasional awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature</li> <li>Grammatical errors sometimes affect meaning</li> <li>Common vocabulary is generally appropriate</li> <li>Most common words are spelt correctly, with basic punctuation being accurate</li> <li>There is some evidence of register, tone and style appropriate to the genre and text-type</li> </ul>	<ul style="list-style-type: none"> <li>Brief introductory and concluding paragraphs. Other paragraphs are generally defined</li> <li>Some simple cohesive ties within and between paragraphs</li> <li>A limited range of connectives and sequencers are used appropriately</li> </ul>
2	<ul style="list-style-type: none"> <li>Content shows very limited attempts to fulfil the requirements of the question</li> <li>Intermittently relevant</li> <li>Some ideas but few are developed</li> <li>Very limited awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences</li> <li>Grammatical errors often affect meaning</li> <li>Simple vocabulary is appropriate</li> <li>Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate</li> </ul>	<ul style="list-style-type: none"> <li>Paragraphs reflect some attempts to organize topics</li> <li>Some use of simple connectives and sequencers to link ideas</li> </ul>
1	<ul style="list-style-type: none"> <li>Content inadequate and heavily based on the task prompt(s)</li> <li>A few relevant points</li> <li>A few ideas but none developed</li> <li>Almost total lack of awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>Some short simple sentences accurately structured</li> <li>Grammatical errors frequently obscure meaning</li> <li>Very simple vocabulary of limited range often based on the prompt(s)</li> <li>A few words are spelt correctly with basic punctuation being occasionally accurate</li> </ul>	<ul style="list-style-type: none"> <li>Some paragraph divisions</li> <li>Very limited use of simple connectives or sequencers to link ideas</li> </ul>
0	<ul style="list-style-type: none"> <li>Totally inadequate</li> <li>Irrelevant or memorised</li> <li>Points/ ideas are copied from the task prompt or the reading texts</li> <li>No awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>Multiple errors in sentence structures, spelling and/or word usage, which make understanding impossible</li> </ul>	<ul style="list-style-type: none"> <li>Mainly disconnected words, short note-like phrases or incomplete sentences</li> <li>Connectives and sequencers entirely absent</li> </ul>