
Catering for Learner Diversity in English Language Learning

Introduction

Catering for Learning Diversities

It is very important that students can learn effectively. If they can do that, they can learn independently by themselves in their whole life. Teachers are only the facilitators and collaborators at the end. According to Harvey, V.S & Chickie-Wolfe, .A(2002) said that independent learning can promote student's success.

However, how can teacher lead students to learn effectively? Students are human, they are unique. They have different backgrounds. For instance, they have different interests, learning styles, abilities, needs, preferences and motivations. Also, Dr. Howard Gardner (1983), pointed out that human had many talents and intelligences. Thus, teachers should tailor-made, modify or adapt and differentiate the teaching to suit their students' multiple intelligences. Teachers may not change too much but they can accommodate what they can do.

In addition, instructional design is also important. According to Morris, the goal of instructional design is to make learning more efficient and effective and to make learning less difficult. Teachers should find out student's learning problems and plan suitable activities to fit their learning needs. If teachers can manage differentiated instruction, they can engage students in learning. Students can have more opportunity to learn and they can get a much better life in future.

Teaching Vocabulary Part

I design a vocabulary unit to suit the needs of two groups of Secondary 1 students who are Lower Band 2 CMI School. There are high achiever and low achiever students. The unit is based on unit 3 in the textbook 'Longman Activate 1A'. It is found that the vocabulary part cannot cater for the needs of these groups' students. As a result, it is necessary for me to adapt the part. There are different learning activities with different levels to help students to learn. Hope students can find them interesting, worthwhile and applied to use.

In designing the resource, I consider the following procedures: firstly, use accommodating class, e.g. pair work and group work; secondly, design and replace difficult tasks for high achievers; thirdly, use simplified and adjusted version for the low achievers; lastly, I have great expectation

for the high achievers as they need to finish some challenging tasks.

After using the resource, students can develop their communication skills, collaboration skills and critical thinking skills. Moreover, different activities are based on their multiple intelligences to design.

Learning Objectives

The resource contains three lessons. In the first lesson, students can be provided different vocabulary and sufficient input to practice. In the second lesson, they will work together. They can practice some more vocabulary and language by speaking to their group mates. At the end of the lesson, students need to write about 50-80 words to talk about their favorite holiday activities and things to take on holiday after they learnt these two things. It is a time for them to apply the knowledge and skills. At that time, teachers can walk around to give help and additional support to someone who needs help. For high achievers, they also need to have one or two-minute presentation in front of the class.

References

Gardner Howard. 2006. *Multiple Intelligences; New horizons*. Basic books, USA

Harvey, V.S. & Chickie-Wolfe, L.A. (2002). *Fostering Independent Learning*. New York, London. The Guilford Press.

Morrison G.R. & Ross, S. M. & Kemp J.E. (2007) *Designing Effective Instruction*, John Wiley & Sons, Inc.

UNIT PLAN **(Vocabulary Lesson)**

Topic: On Holidays (Vocabulary)

Level: Secondary 1

Tasks: 1. Students learn to talk about holiday activities and things to take on holidays.
2. write a short paragraph

Learning Objectives: By the end of the unit, students should be able to:

1. read and pronounce different holiday activities and things to take on holiday
2. give some more holidays activities and give briefly descriptions or supporting details (more able students)
3. tell their classmate which activities whether they like or dislikes
4. remember and spell the vocabulary
5. write a short paragraph (50-80 words) to talk about their favor holiday activities and things they need to take. Then, more able students have oral presentation to their classmates. (1-2 minutes)

Total no. of
Lessons: 6

Materials & Aids: Computer, projector, worksheets, Longman Activate Book 1A, power points, transparencies, pictures, sunglasses

Lesson Plan – On Holiday (Vocabulary lesson)

Lesson No.	Objectives:	Students will be able to
		1. read and pronounce different holiday activities and things

		<p>to take on holiday</p> <p>2. give some more holidays activities and give briefly descriptions or supporting details (more able students)</p> <p>3. tell their classmate which activities whether they like or dislikes</p> <p>4. remember and spell the vocabulary</p> <p>5. write a short paragraph (50-80 words) to talk about their favor holiday activities and things they need to take. Then, more able students have oral presentation to their classmates. (1-2 minutes)</p>	
	Learning Activities/Tasks	Version 2 (Low Achievers)	Version 1 (High Achievers)
1 & 2 (introducing, listening and speaking)		<p>1. T shows some pictures and asks students to guess what activities they are.</p> <p>2. Students' focus on practicing pronunciations (<u>6 vocabulary</u>)</p> <p>3. Ss in group of three to practice the vocabulary</p> <p>4. Ss finish the worksheet 1(<u>6 basic</u> vocabulary)</p> <p>5. Ts demonstrate the two language patterns (what they like and don't like)</p> <p>6. Ss work in pairs to practice the two language pattern</p>	<p>1. T shows some pictures and asks students to guess what activities they are.</p> <p>2. T display some more holiday activities (power points) to Ss and <u>clarify meaning</u></p> <p>3. Students' practice pronunciations (<u>14 vocabulary</u>)</p> <p>4. In Group of three to practice</p> <p>5. T asks Ss to <u>read aloud</u> some difficult vocabulary</p> <p>6. Ss finish the worksheet 1 (<u>challenging</u>)</p> <p>7. Ts demonstrate the two language patterns (what they like and don't like)</p> <p>8. Ss work in pairs to practice the two language pattern</p> <p>9. Ts invite some groups to <u>act out</u> this conversation</p>

<p>3 & 4 (listening ,speaking)</p>		<ol style="list-style-type: none"> 1. Ts ask Ss what they learnt in the last lesson 2. T gives worksheet 2 (<u>give words</u>) as a revision. Ss work in pairs. 3. Works in pairs to practice the pronunciations of vocabulary and language pattern. Ts <u>help individual</u> Ss. 4. Ts encourage Ss to give supporting details for holiday activities (Wh Qs) 5. Ts ask Ss to brainstorm what thing they take on holidays 6. Ts show a pair of sunglasses and power points 7. Ss read aloud these vocabulary (the things we take on holidays) 8. Work in pairs to practice and spell these vocabularies. 9. T gives worksheet 3 (basic 6 vocabulary) 10. T gives worksheet 4 (word search game) <u>Work in group of two.</u> 11. T leads Ss to play a guessing game by asking the language pattern (Do you have... in the list?) 12. Ts ask Ss to write down 4 	<ol style="list-style-type: none"> 1. Ts ask Ss what they learnt in the last lesson 2. Ts invite some Ss to give the answers 3. T gives worksheet 2 (<u>give first letter</u>) as a revision. Ss work in pairs. 4. T gives worksheet 2.1 (<u>no words given</u>) to the fastest to finish. 5. Ts encourage Ss to give supporting details for holiday activities (Wh Qs) 6. Ts ask Ss to brainstorm what thing they take on holidays 7. Ts show a pair of sunglasses and power points 8. <u>Individual Ss read aloud</u> these vocabularies (the things we take on holidays) and Ts correct their pronunciations. 9. Work in pairs to practice and spell these vocabularies. 10. T gives worksheet 3 (challenging) 11. T gives worksheet 4 (word search game) <u>Work in group of four.</u> 12. T leads Ss to play a guessing game by asking the language pattern (Do you have... in the list?) 13. Ts ask Ss to write down 4 items on holiday in a colour paper. 14. Ss take turns to guess which items are on the list. The most correct guesses are the winners. (at least invite 5 Ss)
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		<p>items on holiday in a colour paper.</p> <p>13. Ss take turns to guess which items are on the list. The most correct guesses are the winners (at least invite 3 Ss)</p>	
5 & 6 (writing and presentation)		<p>1. T asks what they learnt in the last lesson.</p> <p>2. T gives a revision worksheet 5 (<u>give the first letter</u>)</p> <p>3. T gives worksheet 6. T asks Ss to write a short paragraph around 50 words.</p> <p>4. Work in pairs <u>to think or share</u> the information.</p> <p>5. Ss proofread their writing by filling in the self-evaluation checklist.</p> <p>6. Ss and T give helpful feedback.</p>	<p>1. T asks what they learnt in the last lesson.</p> <p>2. T gives a revision worksheet 5 (<u>no given words</u>)</p> <p>3. T gives worksheet 6. T asks Ss to write a short paragraph around 80 words. They also have a 1-2 minutes short talk.</p> <p>4. Work in pairs to think, share or <u>discuss</u> the information.</p> <p>5. Ss proofread their writing by filling in the self-evaluation checklist.</p> <p>6. Ss and T give helpful feedback.</p> <p>7. Ss have a 1-2 minutes <u>short talk</u>.</p>
	Language Skills to be Developed	<ul style="list-style-type: none"> ➤ Reading ➤ Listening ➤ Speaking ➤ Writing 	
	Generic Skills to be developed	<ul style="list-style-type: none"> ➤ Collaboration skills ➤ Critical thinking skills ➤ Communicating skills 	
	Multiple	<ul style="list-style-type: none"> ➤ Interpersonal 	

	Intelligences to be developed	<ul style="list-style-type: none"> ➤ Visual-spatial ➤ Verbal-linguistic ➤ Intra-personal ➤ Body-kinesthetic
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Worksheet 1 (Version 1 ~ High achievers)

Name: _____ Class: 1_____ Class No: _____

Write down the tourist activities under the pictures.

		
<p>_____</p>	<p>_____</p>	<p>_____</p>
		
<p>_____</p>	<p>_____</p>	<p>_____</p>

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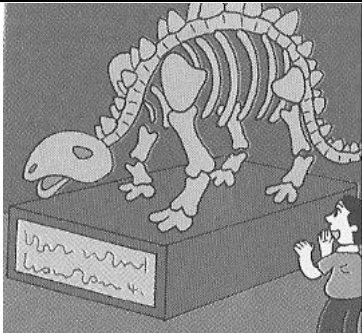
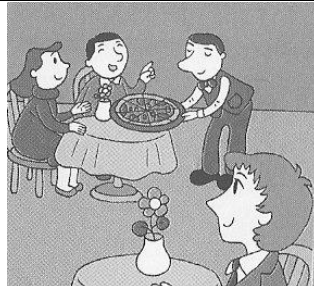
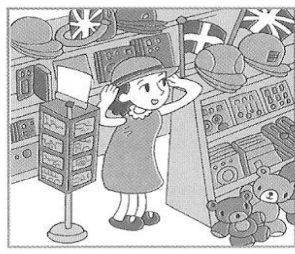
going shopping	going swimming	going scuba diving	going hiking
going sightseeing	going on city tours	going on rides	visiting theme parks
visiting museums	taking boat trips	taking photos	trying local food
sunbathing	Watching fireworks	watching parades	

Worksheet 1 (Version 1 ~ Low achievers)

Name: _____ Class: 1_____ Class No: _____

Write down the tourist activities under the pictures.

going sightseeing	taking photos	trying local food
sunbathing	buying souvenirs	visiting museums

 <p>_____</p>	 <p>_____</p>	 <p>_____</p>
 <p>_____</p>	 <p>_____</p>	 <p>_____</p>

Worksheet 2 (Version 1 ~ High achievers)

Name: _____ Class: 1 _____ Class No: _____

Jeremy is on holiday in Hong Kong. He is writing a letter to his friend. Complete his letter with suitable words and phrases from the unit.

Hi John,

Hong Kong is amazing! We're staying in a four-star hotel. It's near Tuen Mun.

It's wonderful. Do you want to hear what we did today?

First, we looked at some art and other historical items. My mum and dad love visiting m_____. Next, we ate lunch at a Chinese restaurant. My dad ordered Peking duck – he thinks trying l_____ f_____ is an important part of a holiday. After lunch, we returned to the hotel. I spent the rest of the day s_____ - I love the sun very much. My mum spent the time buying s_____ to our relatives. My dad walked along the beach taking p_____ of the boats.

Tomorrow, we're going to spend the day going s_____. There are a lot of things to see.

Goodbye!

Jeremy



Worksheet 2 (Version 1 ~ Low achievers)

Name: _____ Class: 1_____ Class No: _____

Jeremy is on holiday in Hong Kong. He is writing a letter to his friend. Complete his letter with

suitable words and phrases from the unit.

sightseeing sunbathing photos museums local food souvenirs

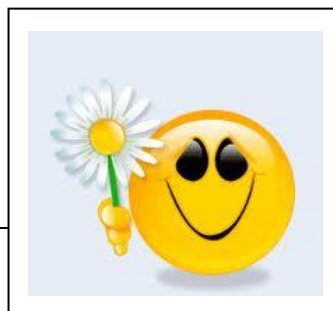
Hi John,

We're staying in a four-star hotel in Hong Kong. It's near Tuen Mun. Do you
want to hear what we did today?

First, we looked at some art items. My mum and dad love visiting
m _____. Next, My dad ordered Peking duck at a Chinese restaurant. He thinks
trying l _____ f _____ is an important part of a holiday. After lunch, we returned to
the hotel. I spent the rest of the day s _____ - I love the sun very much. My
mum spent the time buying s _____ to our relatives. My dad walked along
the beach taking p _____ of the boats.

Tomorrow, we're going to spend the day going s _____. There are a
lot of things to see.

Goodbye!
Jeremy



Worksheet 2.1 (High achievers)

Name: _____ Class: 1____ Class No: _____

At the end of the day, Jeremy writes his diary in the hotel. Fill in the blanks from the unit.

Dear Diary,

Today I was very tired but happy. First, my parents and I visited the Art _____ as my mum and dad liked art very much. In the afternoon, we had lunch in a Chinese restaurant. Father ordered the Peking Duck because he said that it was very important to try _____ in a country. We wanted to know the food culture of Chinese.

Afterwards, I did _____ in the hotel because I loved the sun very much. My mum went to buy _____ to remind us of Hong Kong after we return to US. My dad took _____ in the beach.

I want to sleep since we will spend the whole day for _____. I need much energy.

Goodnight,



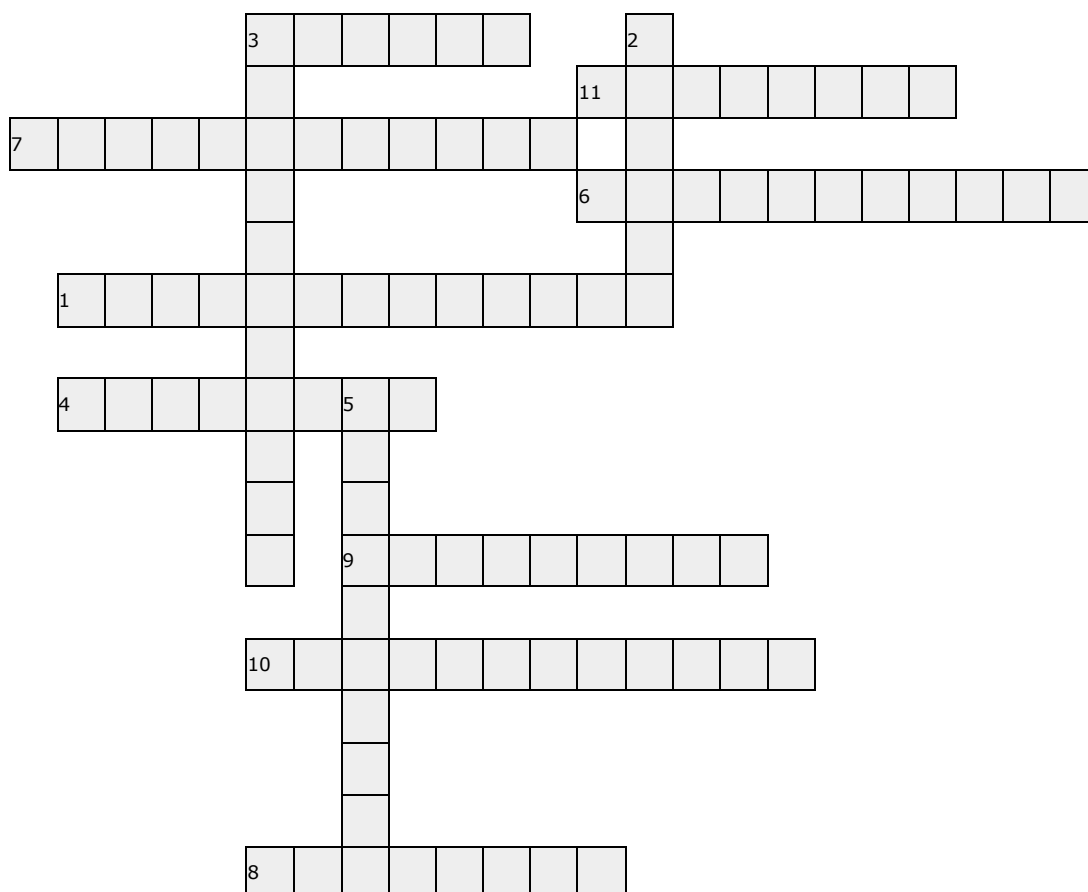
Diary

Worksheet 3 (Version 1 ~ High achievers)

Name: _____ Class: 1 _____ Class No: _____

A. Puzzle Games. Please complete the crossword puzzle below.

Things to take on holidays



Across:

1. to heal your wound
3. to take photo
4. to put all your belongings inside
6. call you to get up on time in the morning
7. call someone when you need
8. to identify yourself in a country

Down:

2. put money on that for man
3. electronic money
5. to protect your eyes from sun-ray when you have a long trip

-
9. to show traveler where to go
 10. to take an aeroplane
 11. you should put everything inside this bag for trip



B. Word Scramble.

Things to take on holidays

Please unscramble the words below

1. mlaclokacr _____
2. ckacpkab _____
3. rcmaea _____
4. drtcreadic _____
5. dfikisratti _____
6. kuibodoeg _____
7. hieolmoepbn _____
8. saosrpt _____
9. iakpteetlnc _____
10. stusecai _____
11. assssgenul _____

12. Iltwea

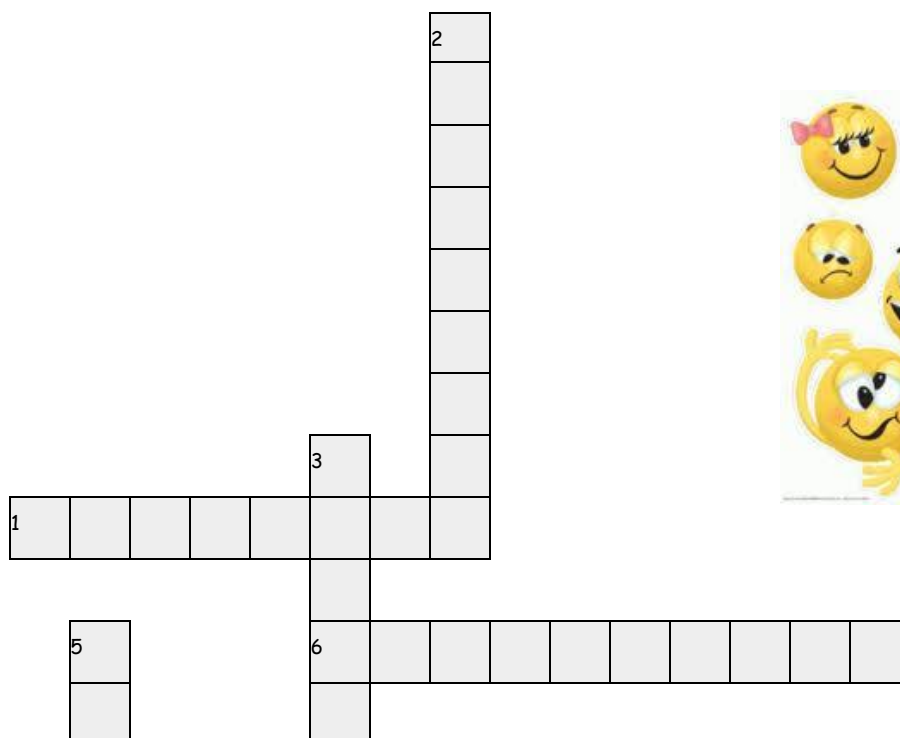


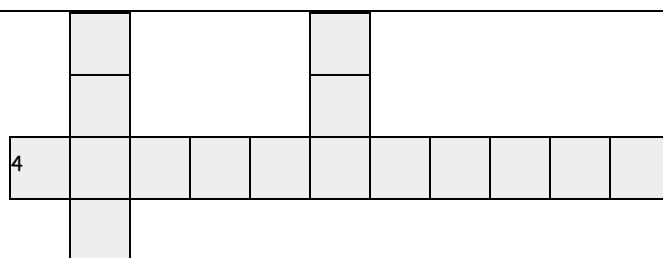
Worksheet 3 (Version 2 ~ Low achievers)

Name: _____ Class: 1_____ Class No: _____

A. Puzzle Games. Please complete the crossword puzzle below.

Things to take on holidays





Across:

1. to put everything inside
4. to pay instead of money
6. to protect your eyes from the sun

Down:

2. to show you where to go or visit
3. to identify yourself with your photo
5. to take photos

B. Word Scramble.

Things to take on holidays

Please unscramble the words below

1. bpackack _____

2. cmaaer _____

3. detdaccrir _____

4. eoobgiduk _____

5. ssorpat _____

6. suslagnsse

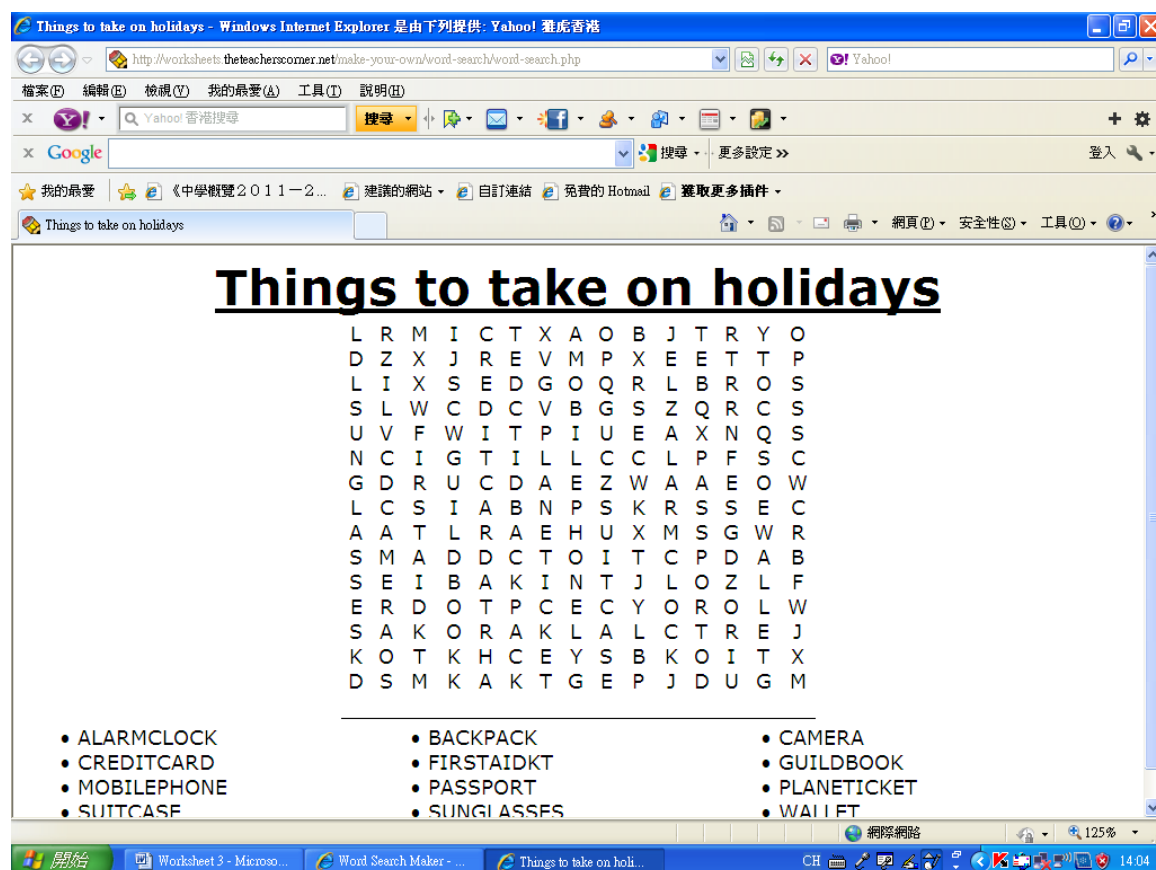


Worksheet 4 (Version 1 ~ High achievers)

Name: _____ Class: 1_____ Class No: _____

Word Search games.

Try to find out the hidden words. The word placement will be forward, up or down.

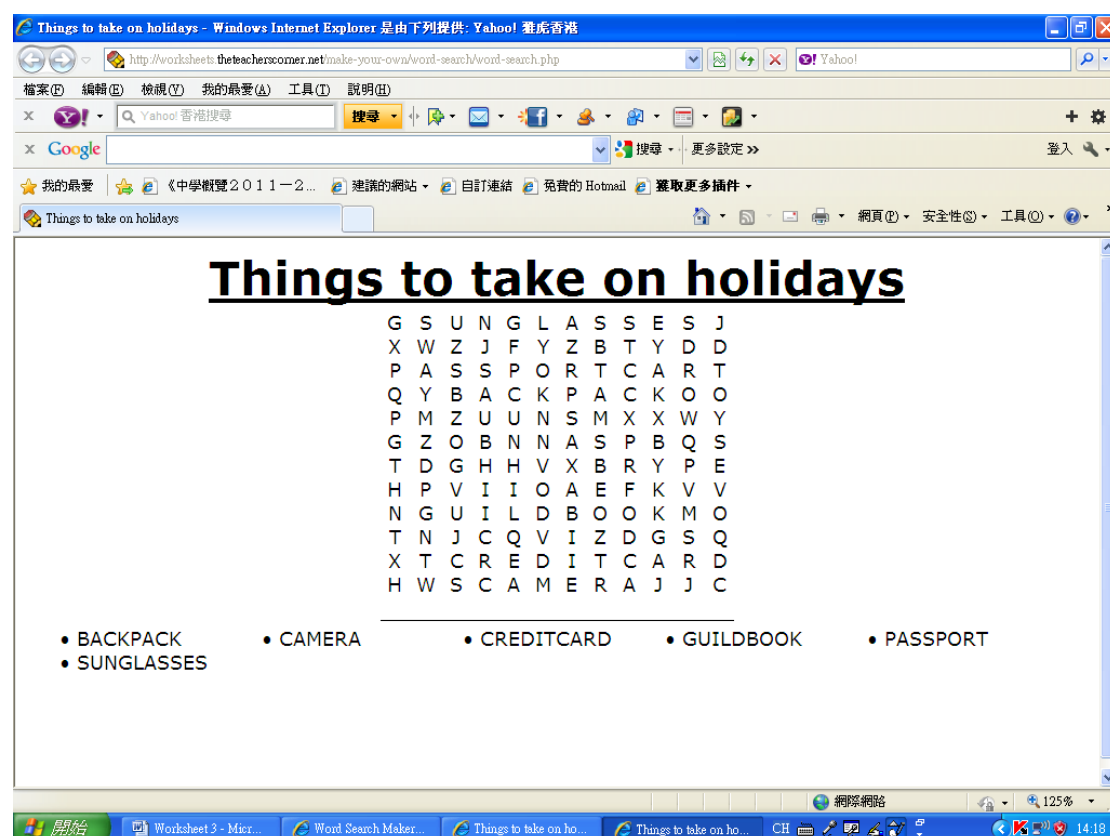


Worksheet 4 (Version 2 ~ Low achievers)

Name: _____ Class: 1____ Class No: _____

Word Search games.

Try to find out the hidden words. The word placement will be forward only



Worksheet 5 (Version 1 ~ High achievers)

Name: _____ Class: 1____ Class No: _____

Well done! You've finished the vocabulary part. Do you still remember the words?

Let's think about them. Read the following letter and fill in the blanks.

Dear Johnson,

How are you? I'm sitting in a café. I'm reading a _____ because I want to go somewhere. Also, I'm waiting for my parents to come back. They are buying _____ to my relatives in a souvenir shop. I'm really enjoying my holidays.

Yesterday, we put on swimming suit. We spent the whole morning on a _____ next to our hotel. The weather is really sunny. I like _____ very much. It is fantastic! However, I forgot to bring my _____ to protect my eyes. I tried to find it from my _____ but I, of course, didn't find anything.

At that time, I cut my figure. Then I put a protective plaster from the _____ _____ to protect my small wound. In the afternoon, we visited a lot of _____. I'm getting tired to going museums but it's my parents' favour holiday activity. We're trying some _____ at night. I am very hungry and I'm looking forward to dinner.

Jack Wong



Worksheet 5 (Version 2 ~ Low achievers)

Name: _____ Class: 1 _____ Class No: _____

Well done! You've finished the vocabulary part. Do you still remember the words?

Let's think about them. Read the following letter and fill in the blanks.

Dear Johnson,

How are you? I'm sitting in a café. I'm reading a g_____ because I want

to go somewhere. Also, I'm waiting for my parents to come back. They are buying

s_____ to my relatives in a souvenir shop. I'm really enjoying my holidays.

Yesterday, we put on swimming suit. We spent the whole morning on a

b_____ next to our hotel. The weather is really sunny. I like s_____ very

much. It is fantastic! However, I forgot to bring my s_____ to protect my

eyes. I tried to find it from my b_____ but I, of course, didn't find anything.

At that time, I cut my finger. Then I put a protective plaster from the f_____

a_____ k_____ to protect my small wound. In the afternoon, we visited a lot of

m_____. I'm getting tired to going museums but it's my parents' favour

holiday activity. We're trying some i_____ f_____ at night. I am

very hungry and I'm looking forward to dinner.

Jack Wong



Worksheet 6 (Version 1 ~ High achievers)

Name: _____ Class: 1____ Class No: _____

You will have a holiday in summer. Write a short paragraph about **80 words** to talk about your favor holiday activities and things you need to take. You need to give a title. Then give an oral presentation to your classmates. (1-2 minutes)

Tips:

Where will you go in holidays?

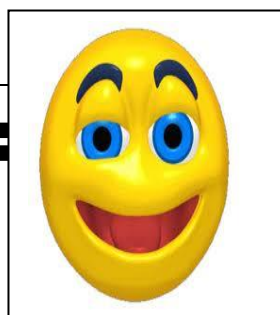
What are your favour holiday activities? Why?

What things will you bring? Why

How do you feel in your holidays?



Title: _____



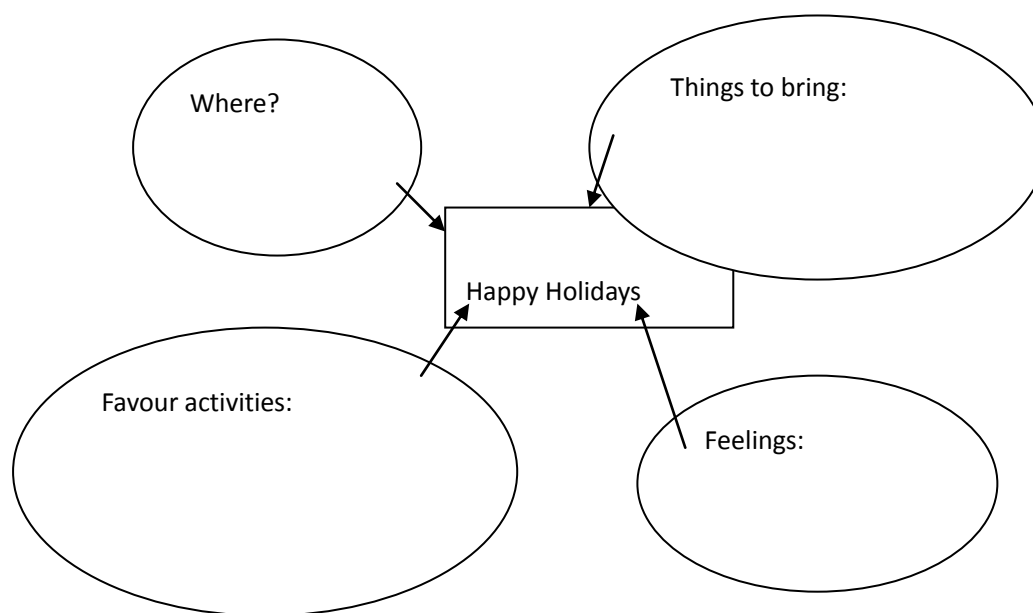
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Worksheet 6 (Version 2 ~ Low achievers)

Name: _____ Class: 1 _____ Class No: _____

You will have a holiday in summer. Write a short paragraph about **50 words** to talk about your favor holiday activities and things you need to take.

1. Write down the following information in the circle.



Japan	Korea	USA	UK	sunglasses	passport	guild book
camera	credit card	backpack	sunbathing	taking photos		

visiting museums trying local food buying souvenirs

going sightseeing enjoyable glad fantastic attractive



2. Write your short paragraph in about 50 words.



Title: _____ Holidays

_____ I will go _____ in _____

_____ I like to _____

the original authors.
right to share the
knowledge the

S1 Short Paragraph : Self-evaluation checklist for students

Name: _____ class.1____ () Date: _____

	5	4	3	2	1	Pt
Content	Information is smooth. Details are accurate	Information is mostly clear. Details are	Information is suitable. Details are easy to	Some information may be incorrect. Details may be	Information is incorrect. Details are	/5

	and clear.	mostly clear.	understand.	difficult to understand.	difficult to understand.	
Grammar	All words are spelled correctly. All are completed sentences.	Mostly words are spelled correctly. Most are completed sentences.	Some words are spelled correctly. Some completed sentences are found.	A few words are spelled correctly. A few completed sentences are found.	Many words are spelled correctly. No completed sentences.	/5
organization	/	/	The orders of ideas perfectly make sense.	The orders of ideas mostly make sense.	The order of ideas doesn't make sense.	/3
<p>* 0 mark for those paragraph which are blank or irrelevant.</p> <p>* Failure in content if the word limit is below the required word limit (50 or 80 words)</p>					Total:	/13

Most teachers share the experience of teaching students with different ability, learning strategies and learning style. Learning styles are habitual, often unconscious, patterns of perceiving, processing, or reacting to information, whereas 'Learning strategies' are, often conscious, the specific actions one takes and/ or techniques one uses in order to learn. (lecture notes from Dr. Joanne Chuk)

From our daily observation, the normal class size is around 30 students. However, not everyone can get high marks; some may even fail in exams. In some worse cases, students may engage in different kinds of disruptive behaviors telling you that they are not interested in the lesson. Students are different individuals. They differ in different aspects: learning style, learning needs, personality, motivation, ability, attitudinal and social maturity intellectual and emotional development and interest. To make learning and teaching successful, we have to cater for these different factors.

The following section tries to cater for learners' diversity in teaching 'reading comprehension'. There are a number of activities involved in teaching. The reason is that students enjoy playing games; however, 'if a game is over-used on one level, it will be difficult to motivate the children to try it another way.' (Lewis & Bedson, 1999:8) When designing activities, the following principles are addressed:

First of all, to appeal to visual learners and auditory learners, who absorb and recall information best by seeing and hearing, a movie clip from Youtube is shown to students and this helps arouse their interest in reading the passage. As travelling outside Hong Kong is a very abstract and distant topic to students in a lower banding school when most of them are from grass-root families, showing a clip from Youtube become an instant solution to provide students a vivid background information to the content. Such an activity makes the topic more relevant to them.

Apart from using visual images, students are encouraged to participate in group work. One of the advantages is that 'collaborative group work permits learners to ask for repetition and clarification if needed.' (Peregoy & Boyle (2001:72)) This gives the lower ability students much help as they are less stressed when they seek help from their fellow classmates. At the same time, stronger students can get benefits from doing group work as 'English learners are also challenged to speak during group work, thereby providing excellent practice in articulating their ideas in English.'

(Peregoy & Boyle (2001:72))

The activities also try to cater for the needs of tactile and kinesthetic learners who absorb information best by doing, experiencing, touching, moving or being active in some way. There is a task (worksheet 2) which requires students to rearrange the components of the postcard. This task also suits the need of visual learners as once they complete the worksheet, the answer visualizes the format of a postcard. Admittedly, group work may lead to a chaotic situation if grouping of student is not carefully planned. Therefore, it is vital to control the size of each group. In the activities of the following teaching session, two students in a group is a desirable group size as it allows ‘students to carry out the task in small groups. Everyone gets a chance to contribute in a low-risk, low anxiety atmosphere.’ (Peregoy & Boyle (2001:73))

After highlighting the fundamental principles, one cannot ignore the differences of students’ learning ability. Olinghouse (2008:1) claims that accommodations are made in the instructional delivery method, assessment method, or both to enable the student to have access to the same learning and equal opportunity to demonstrate learning. Olinghouse (2008:1) also points out that all students should be given access to the same core content. However, the content’s complexity should be adapted to students’ learner profiles.

As a result, in the following session, the whole class will use the same reading text in classroom doing different tasks. For the lower ability students, they will be given extra support: a vocabulary table with Chinese translation in their reading materials. There are two sets of worksheets: Version A (for less able students) and Version B (for more able students). The two different versions of worksheets are tailor-made to suit different student’s learning strategies and ability. In Version B, more cognitive strategies are involved which provide students a model to follow when answering comprehension questions. High order thinking questions such as guessing the meanings of new words in context have been asked. In Version A, the lower ability students are given more hints

and helps from teachers for example, vocabulary list. Moreover, the tasks in Version A are easier to do. Complete sentence is not required and there are more multiple-choice questions. More pictures are provided in Version A which help students to understand the questions or passage.

Everyone is a unique learner. No one else learns in exactly the same way as others do. Each style has its own strengths and weaknesses, so it is important to remember that there is no right or wrong learning style. Knowing students' learning style and recognizing their special qualities is a way to expand them – by helping them to work, learn, think and live more efficiently. Teaching and learning are never easy work but with a willing heart to change our teaching style, classroom teaching and learning experience can be positive and enjoyable.

References:

1. **Games for children**. Gordon Lewis with Günther Bedson. (Oxford : Oxford University Press), (1999).
2. **Reading, writing and learning in ESL : a resource book for teaching K-12 English learners**. Suzanne F. Peregoy, Owen F. Boyle, Karen Cadiero-Kaplan. (Hong Kong : Pearson Education) (2008)
3. **Designing Lessons for Diverse Learners** by Natalie Olinghouse (2008).
4. **Fostering independent learning : practical strategies to promote student success**. Harvey, Virginia Smith. (New York : Guilford Press) (2007)
5. Lecture notes from Dr. Joanna Chuk.

Lesson Plan – Longman Activate 1A Unit 3 On Holiday

Objectives:	Students (Ss) will be able to	
	<ul style="list-style-type: none"> ➤ learn to listen for specific information ➤ learn the skill of ‘skimming’ and ‘scanning’ ➤ learn the format of a postcard ➤ make use of the skill of ‘skimming’ and ‘scanning’ in extended reading task 	
Learning Activities/ Tasks	Version A	Version B
	<p>1.1 Pre reading activity 1 T plays a clip from Youtube to motivate Ss and set up the background of ‘on holiday’</p> <p>http://www.youtube.com/watch?v=TVOsBV DXSzc</p> <p>Ss try to brainstorm where they want to travel for their holiday.</p> <p>1.2 Pre-reading activity 2 Answer the question on worksheet 1 with hints and vocabulary bank.</p> <p>2.1 While-reading activity 1</p> <p>Ss answer comprehension questions on worksheet 2 with more pictures to prompt their answers. Ss have to give short answer only and they are asked to draw their answer on space provided.</p> <p>2.2 While-reading activity 2</p> <p>Ss rearrange the components of the postcard in a group</p> <p>3. Post-reading task 1</p> <p>Ss have to choose a suitable tour for three people on worksheet 4. Ss have to fill in key word and complete sentence is not required.</p> <p>3.1 Post-reading task 2</p> <p>Ss read an extended reading passage and complete worksheet 5 in a group.</p>	<p>1.1 Pre-reading activity 1 Ts plays a clip from Youtube to motivate Ss and set up the background of ‘on holiday’</p> <p>http://www.youtube.com/watch?v=TVOsBV DXSzc</p> <p>Ss try to brainstorm where they want to travel for their holiday.</p> <p>1.2 Pre-reading activity 2</p> <p>Answer the questions of worksheet 1.</p> <p>2.1 While-reading activity 1</p> <p>Ss answer comprehension questions on worksheet 2 with high order thinking questions. No picture is given to help Ss to get the answers.</p> <p>2.2 While-reading activity 2</p> <p>Ss rearrange the components and paragraphs of the postcard in a group.</p> <p>3. Post-reading task 1</p> <p>Ss have to choose a suitable tour for three people on worksheet 4. Ss have to answer in complete sentence and write in a short paragraph. They also have to give reason to justify their answer which requires critical thinking skills.</p> <p>3.1 Post-reading task 2</p> <p>Answer the questions of worksheet 5 individually.</p>

	<p>3.2 <u>Post-reading activity</u></p> <p>Ss fill in the ‘Ss Self-regulated reading checklist’ (worksheet 6) to reflect on their reading experience.</p>	<p>3.2 <u>Post-reading activity</u></p> <p>Ss fill in the ‘Ss Self-regulated reading checklist’ (worksheet 6) to reflect on their reading experience.</p>
Language Skills to be Developed	<ul style="list-style-type: none"> ➤ Reading ➤ Listening ➤ Speaking ➤ Writing 	
Generic Skills to be Developed	<ul style="list-style-type: none"> ➤ Collaboration skills ➤ Critical thinking skills ➤ Communicating Skills 	
Multiple Intelligences to be developed	<ul style="list-style-type: none"> ➤ Interpersonal ➤ Visual-spatial ➤ Verbal-linguistic ➤ Intra-personal ➤ Body-kinesthetic 	

Worksheet 1 for more able
students

Pre-reading:

Watch the commercial of Visa Card from Youtube. Then, discuss with your neighbour and answer the following questions. Please write in complete sentence.

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

1. Can you give example of the travelling destination shown in the commercial?

2. Please match the following currency with the country:



Country	Currency	Symbol
Singapore ●	● Dong ●	● \$
Japan ●	● Dollar ●	● ₹
Bali ●	● Yuan ●	● đ
China ●	● Rupiah ●	● ¥

Vietnam ●

● Yen ●



USA ●

● Dong ●



3. What is the slogan at the end of the commercial?

Without the _____ of _____

4. If you had a chance, where would you like to visit? Why?

Worksheet 1 for less able
students

Pre-reading:

Watch the commercial of Visa Card from Youtube. Then, discuss with your neighbour and answer the following questions:



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

1. Can you give example of the travelling destination shown in the commercial?

_____, _____, _____

2. Please match the following currency with the country:



Country	Currency	Symbol
Singapore ●	● Dong ●	● 
Japan ●	● Dollar ●	● 

Bali ●	● Yuan ●	● đ
China ●	● Rupiah ●	● ¥
Vietnam ●	● Yen ●	● ¥ YUAN
USA ●	● Dong ●	● \$

3. What is the slogan at the end of the commercial?

Without the w _ _ _ _ of c _ _ _ _ _ e _ _ _ _ _

4. If you had a chance, where would you like to visit? Why?

If I had a change, I would like to visit _ _ _ _ _ because I like _ _ _ _ _

Vocabulary Bank:

Country	Things to do
● Singapore	● go shopping
● Japan	● sunbathing
● Bali	● taking photos
● Korea	● trying local food
● Thailand	● visiting museums
● China	● sightseeing
● Vietnam	● visiting theme parks

<ul style="list-style-type: none">● England● France	<ul style="list-style-type: none">● buying souvenirs● doing spa
--	--

Worksheet 2 for more able
students

Work in groups. Cut the components of a post card on P.2 and paste them on this blank postcard.

<div data-bbox="421 1576 866 1657"></div> <div data-bbox="245 1709 553 1789"></div> <div data-bbox="245 1816 751 2231"></div>	<div data-bbox="1200 1590 1348 1702"></div> <div data-bbox="938 1794 1292 1904"></div>
---	--

Worksheet 2 for more able
students

Dear Pat,



Bye for now

Your Aunt Linda and Mark are walking around the garden at the moment. Mark is too young for many of the rides, so he's not having a very good time. Unfortunately he also hates going shopping. Last night, we went to Namdaemun Market. The market was very crowded and he cried all the time. I hope he feels happier when we go to Lotte world tomorrow.

Sunday, 15th November

Pat Wong

Uncle Andy

*Flat 12B, 7/F
Westwood Villa
25 Sha Tin Road
Sha Tin
New Territories
Hong Kong
China*

Hello from South Korea! I'm writing this postcard in a café at Everland. Everland is the largest theme park in South Korea. It has lots of great rides. About ten minutes ago, Jane and I went on a ride called the Hurricane. It was terrifying and now I'm not feeling well! Jane is fine though. She's eating an ice cream. I'm waiting for a cup of tea. I hope I feel better after drinking it!

Worksheet 2 for less able
students

Discuss with the neighbor what the different parts of a post card are. Cut the components of a post card on P.2 and paste them on this blank postcard.

greeting

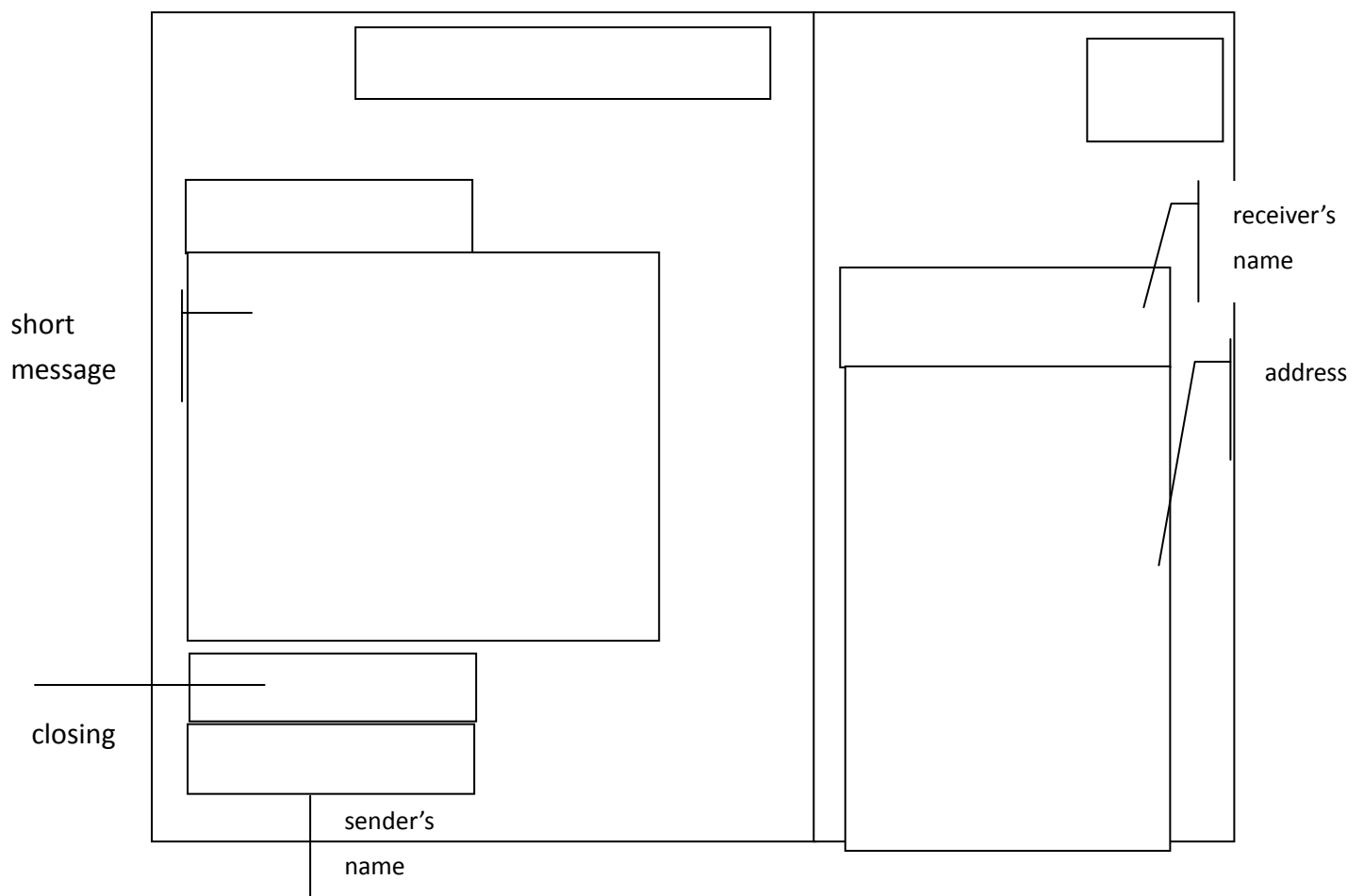


The Hong Kong
Institute of Education
香港教育學院

date

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postage
stamp



Dear Pat,

Sunday, 15th November

Uncle Andy

Pat Wong

Flat 12B, 7/F
Westwood Villa
25 Sha Tin Road
Sha Tin
New Territories
Hong Kong
China



Bye for now

Hello from South Korea! I'm writing this postcard in a café at Everland. Everland is the largest theme park in South Korea. It has lots of great rides. About ten minutes ago, Jane and I went on a ride called the Hurricane. It was terrifying and now I'm not feeling well! Jane is fine though. She's eating an ice cream. I'm waiting for a cup of tea. I hope I feel better after drinking it!

Your Aunt Linda and Mark are walking around the garden at the moment. Mark is too young for many of the rides, so he's not having a very good time. Unfortunately he also hates going shopping. Last night, we went to Namdaemun Market. The market was very crowded and he cried all the time. I hope he feels happier when we go to Lotte world tomorrow.

Worksheet 3 for more able students

Comprehension Exercise:

1. Who write this postcard to Pat?

2. The synonym for the word 'café' (line 1) is

- a. restaurant
- b. fast food shop
- c. coffee shop
- d. supermarket



3. How do you know Jane enjoyed her ride on the Hurricane?

4. Uncle Andy thought the Hurricane was...

- a. exciting
- b. boring
- c. disgusting
- d. upsetting



5. In line 7 of the postcard, what does 'it' refer to?

6. What is the relationship between Pat and Mark?

7. The best word to replace "at the moment" is ...

- a. later
- b. again
- c. soon
- d. now



8. Do you think Mark enjoyed his visit to Everland? Give reason to justify your answer.

9. Was Namdaemun Market busy? How do you know?

Worksheet 3 for less able students

10. Name three things visitors can do at Everland.

2. Everland is the biggest _____ in South Korea.

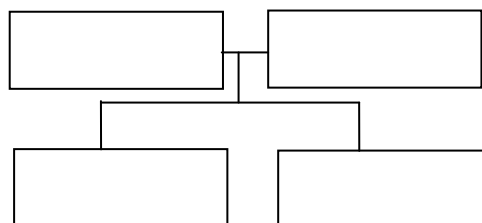
3. Uncle Andy felt _____ his ride on Hurricane

- a. happy
- b. excited
- c. sick
- d. upset



4. Fill in the blank according to the postcard:

(Uncle Andy, Aunt Linda, Mark, Jane)



5. Jane ate _____ after her ride on the Hurricane.

- a. tea
- b. ice cream
- c. sandwich
- d. hot dog



6. Fill in the blanks according to the passage:

Yesterday

Ten minutes ago

Today


Now

Tomorrow

k.			
<p>7.</p> <div style="border: 1px solid black; padding: 5px;"> <p>a. will go to Lotte World</p> <p>b. is eating ice cream</p> <p>c. went to Namdaemum</p> <p>d. are at Everland</p> <p>e. are walking around</p> <p>f. am writing postcard</p> </div>		<div style="border: 1px solid black; height: 40px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 40px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 40px;"></div>	
		at Everland	

8. Draw a picture and write sentences in the box describing what Uncle Andy's family is doing at Everland now.

Uncle Andy is writing a postcard.



- a. (Uncle Andy/ write/ postcard)
- b. (Aunt Linda and Mark /walk/ around the garden)
- c. (Jane/ eat/ ice cream)
- d. (Uncle Andy/ wait/ a cup of coffee)

Worksheet 4 for more able students

Extended Reading Task 1:

Work in groups to help the following three people to find a tour for them which suits their interest.

Jennifer Smith is a fashion designer. She is interested in shopping and exciting rides. When she has spare time, she likes to travel to other countries to visit different theme parks.



John Potter is a university student studying History and Geography. He enjoys drawing and visiting museums of arts and history. He also likes taking photos.



David Lam is a middle-aged bank manager. His job is very busy. To relax himself, he likes to try different kind of food and take photos.



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Worksheet 4 for more able students

e.g. Jennifer Smith

I think tour A is suitable for Jennifer because she likes shopping and tour A will take her to go to shopping malls such as Doota, Migliore, Hello apM, and Good Morning City. I will also suggest Jennifer to join tour B because she enjoys exciting rides and tour B will take her to The Gyeongju World Resort's Amusement Park where she can go on 26 exciting rides.

John Potter

I think tour _____ is suitable for John because

David Lam

Worksheet 4 for more able students

Tour A:



Dongdaemun

Visitors come here to see creative new looks at shopping malls such as Doota, Migliore, Hello apM, and Good Morning City. These fashion hotspots are among the first places to receive new clothing. Cheaper than those in department stores, clothes in Dongdaemun are sold 24 hours a day. They also have a variety of other products including: stationery, food, souvenirs, and products for children.

Tour B:

The Gyeongju World Resort's Amusement Park

It is located next to Bomun Lake inside the Gyeongju Bomun Tourist Complex. The Amusement Park features 26 exciting rides, as well as several other recreational facilities including a sledge park, a petting zoo, and an organic grass field. Moreover, the Resort houses a waterpark and a youth training center.



Tour C:



Northern Palace

Gyeongbokgung Palace is also called as the “Northern Palace” because it is the furthest north when compared to the neighboring palaces of Eastern Palace and Western Palace. Gyeongbokgung Palace is the most beautiful and remains the grandest of all five palaces.

Tour D:

Jirisan National Park

Mt. Jirisan, located in the south, is one of the five mountain peaks that surround the capital of old Shilla. On December 29, 1957 Jirisan National Park was declared the nation’s first and biggest national park.

Jirisan National Park is full of great tourist attractions, a valley and ancient villages.



Worksheet 4 for less able students

Extended Reading Task 1:

Work in groups to help the following three people to find a tour for them which suits their interest.

Name: Jennifer Smith
Job: fashion designer
Interest: shopping and exciting rides



Name: John Potter
Job: university student studying History
Interest: arts and history, taking photos



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Name: David Lam
Job: bank manager
Interest: food and taking photos



e.g. I will suggest Jennifer to go to Dongdaemun because she can go shopping there.

1. I will suggest Jennifer _____ because she can
_____ there.

John Potter

2. I will suggest John to go to _____ because he can _____
there.

3. I will suggest John to go to _____ because he can _____
there.

David Lam

4. I will suggest David to go to _____ because he can _____
there.

Worksheet 4 for less able students

5. I will suggest David to go to _____ because he can _____
there.



Dongdaemun

These fashion hotspots are among the first places to receive new clothing. Cheaper than those in department stores, clothes in Dongdaemun are sold 24 hours a day. They also sell other products including stationery, food, souvenirs, and products for children.

Tour B:

The Gyeongju World Resort's Amusement Park

It is located inside a Tourist Complex. The Amusement Park has 26 exciting rides, and several other recreational facilities including a sledge park, a petting zoo, and an organic grass field. Moreover, the Resort houses a waterpark center.



Tour C:

Northern Palace



Gyeongbokgung Palace is also called as the “Northern Palace” because it is in the north when compared to Eastern Palace and Western Palace. Gyeongbokgung Palace is the most beautiful than the other five palaces.

Tour D:

Jirisan National Park

The park is located in the south and is one of the five mountain peaks that surround the capital city. On December 29, 1957 Jirisan National Park was declared the nation’s first and biggest national park.

Jirisan National Park is full of great tourist attractions such as temple, waterfalls, valley and ancient villages.



Worksheet 5 for more able students

Extended Reading Task 2:

Comprehension Exercise:



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-
1. Who write this postcard to Pat?

 2. What does the word 'There' (line 2) refer to?
 - a. Hong Kong
 - b. shopping mall
 - c. great country
 - d. South Korea☐
 3. Jane and her family visited _____ before they went to Dongdaemun Market.
 4. The best word to replace 'fantastic' is
 - a. interesting
 - b. boring
 - c. disgusting
 - d. amazing☐
 5. In line 7 of the postcard, what does 'it' refer to?

 6. How do you know Jane enjoyed the food *hotteok*?

 7. The best word to replace "at the moment" is ...
 - a. later
 - b. again
 - c. soon
 - d. now☐
 8. Do you think Mark enjoyed his visit to Lotte World? Why?

 9. What is the date when Jane's family returns to Hong Kong?

Worksheet 5 for less able students

Extended Reading Task 2:

Comprehension Exercise:

1. _____ sent this postcard to Pat.
2. Everland is the biggest _____ in South Korea.
3. Jane enjoyed her shopping trip because ...
 - a. it is crowded.
 - b. it is famous.
 - c. it is convenient.
 - d. there have a huge variety of cheap clothes.
4. What did they enjoy? Fill in the blank according to the postcard:
(shopping, exciting rides, delicious dessert)



and

and

5. What can people do in Lotte World?
 - a. see movie
 - b. eat ice cream
 - c. see parade
 - d. enjoy exciting rides



and



6. Fill in the blanks according to the passage:

Yesterday		Today	Tomorrow
	in the evening		

- a. go back to Hong Kong
- b. went to Lotte World
- c. went to Namdaemum
- d. tried a delicious dessert

Worksheet 6 for all students

Student Self- Regulated Reading Checklist

Student Name: _____ **Date:** _____

Before I read:

___ I overviewed the material by prereading or scanning.

I checked that I can read this material comfortably.

___ I could read at least 9 out of 10 words accurately in this material.

I knew the reason I was reading was:

___ to learn,

___ to gain specific information,

___ to find evidence

___ to complete a task

___ for pleasure or leisure

___ to search for information

While I read:

___ I changed my reading speed according to the type of reading.

I improved my understanding by:

___ questioning and predicting what will come next

___ rapid reviewing

___ summarizing and paraphrasing

___ skimming and scanning

___ drawing a graphic organizer

___ taking notes

___ imaging

___ outlining



After I finished reading:

(adapted from Virginia Smith Harvey and Louise A. Chickie-Wolfe (2007))

Our Group has decided to choose the theme of **“Travelling”** which comes from **Longman Activate Book 1A Unit 3 On Holiday**. This is the textbook we are currently using for our Form 1 students. “Travelling” is always an interesting topic. Not only does it link up to students’ personal experience but also enhances their exposure to the outside world. Through various well-designed activities, students are expected to be able to share their excitement of going on holiday, revise the poetic devices which they have previously learnt, brainstorm ideas related to the theme and share their ideas through an email.

In order to cater for learners’ diverse learning needs, TWO sets of instructional materials: “Version A” and “Version B” have been designed for less able students and more able students respectively.

According to what Drapeau (2004) puts forward, differentiation is the means by which we optimize the opportunities for all individuals to learn. An effective and successful differentiated instruction provides a structure of flexible tiers to challenge students at the level of instruction deemed appropriate.

Ehrman, ME (1996) also argues that adapting teaching and curriculum to different learning styles does not have to be a major undertaking. Often a minor adaptation or change is well enough to let a student know that you

recognize his/her needs.

When learner diversity in the English classroom is addressed, it is clear that different students possess different English proficiency. That is why in **Pre-writing activity 1**, students in Version A are only asked to circle the phrases which are related to the theme and an example is given to them for reference. Whereas students in **Version B** need to explore the ideas and explain why their ideas are related to the theme. Obviously, less able students may find the task easier with the example given.

As psychologist Howard Gardner states, people do not have just one single intellectual capacity. Instead they possess multiple intelligence. Teachers should make use of different strategies to help students develop their various kinds of intelligence. It is shown in **Pre-writing activity 3**. Students in **Version A** may need to make use of their auditory intelligence by listening to the recorded poem whereas students in **Version B** may make use of their verbal intelligence to read aloud the poem to their partners before working out the rhyming pairs of the poem. Moreover, in order to let the more able students feel the task more challenging, they are allowed to add two more rhyming words for each stanza. This arouses students' imagination and creativity.

Moreover, different students may have their own learning strategies to acquire knowledge or skills, especially in learning a second language.

Referring to Carol Ann Tomlinson and Caroline Cunningham Eidson (2003), we recognize one of the principles for fostering Equality and Excellence in Academically Diverse Learners is that each learner should receive respect in all tasks. Every student deserves work that is focused on the essential knowledge and understanding targeted for the lesson.

I have also provided students with opportunities to apply their preferred cognitive strategy. Students in **Version A** are asked to answer some WH questions which only require some basic comprehension skills whereas students in **Version B** are asked to answer some high order thinking

questions. They need to analyze sentences of the text or guess the implied meaning of the words. It is hoped that the more able students can find their work more interesting and powerful.

Henderson. C (2004) also believes that teachers should provide various activities for students in order to accommodate different learning styles. Mind mapping is suggested to be a very effective activity to arouse interests of visual learners so that they can collate information by graphic images. Based on the above theory, mind Mapping is used in the **while-writing activity**. With the given information, students brainstorm their ideas and fill in the mind map on their own.

According to Berry's (2004) views, it is believed that autonomous learners are more willing to take charge of one's learning. Students may have higher motivation if they are offered with some sources of independence. This is also reflected in the **First while-writing activity**. Students in **Version A** can freely choose an Asian country to write about whereas students in **Version B** can even choose any country they like through exploring their ideas in the suggested traveling websites. Ehrman ME (1996) also points out that offering a range of options can make students more independent and pay more attention to their preferred learning styles and associated strategies.

In addition, different mode of grouping is also shown in various tasks. For some activities, students need to work individually. But for some others, they need to collaborate with their classmates in either pairs or in small groups. This provides students with chance to make use of their social strategies. It is also stated by Ehrman ME (1996) that collaborative learning techniques help students take advantage of strengths of one another.

In order to let students demonstrate their metacognitive strategies, they are asked to fill in a “self-evaluation checklist” during the **First Post-writing activity**. It acts as a checklist for “success”. Students can evaluate their own performance and make amendments where necessary.

Moreover, I also add a peer review session for the students. Kise, J.A.G (2007) points out that students can give effective and timely feedbacks if peer review is well-structured. Having chances to talk about their writing also increases the level of interest of many extraverted students. Peer feedbacks really help the writer learn to appreciate the reader's perspective as opposed to writing to get the thing done.

Needless to say, the most challenging task a teacher faces is teaching both efficiently and effectively to students with different learning ability and motivation just in ONE classroom. In the regard, effective teaching strategies come into play. We do believe that students can benefit after all and develop their potentials to the fullest through thoughtful classroom activities designed by teachers out of heart really.

Lesson Plan – Longman Activate 1A Unit 3 On Holiday

Objectives:	Students (Ss) will be able to	
	<ul style="list-style-type: none"> ➤ share the excitement of going on holiday. ➤ revise two poetic devices --“stanzas”, ”rhymes” which they have previously learnt. ➤ brainstorm ideas related to the theme “Holiday and Travelling”. ➤ write an email to share their ideas on the related theme. 	
Learning Activities/ Tasks	Version A	Version B
	<p>1.3 <u>Pre-writing activity 1</u></p> <p>T introduces the theme through a poem.</p> <p>Ss try to guess the missing word of the “Title”. Ss are only asked to <u>CIRCLE</u> the</p>	<p>1.3 <u>Pre-writing activity 1</u></p> <p>T introduces the theme through a poem. Ss try to guess the missing word of the “Title”. Ss are asked to</p>

	<p>phrases which are related to the theme. An example is given.</p> <p>1.4 <u>Pre-writing activity 2</u> Ss find out the number of stanzas in the poem.</p> <p>1.5 <u>Pre-writing activity 3</u> Ss listen to the poem recorded by the NET and find out the rhyming pairs. Examples are given.</p> <p>1.6 <u>Pre-writing activity 4</u> Ss tell what each stanza is about by matching the stanza number with the content given.</p> <p>1.5 <u>Pre-writing activity 5</u> Ss work in groups and answer some WH comprehension questions.</p> <p>2.1 <u>While-writing activity 1</u> Ss imagine they have just spent a holiday overseas. With the help of the information given by the T, Ss brainstorm their ideas and fill in the mind map.</p> <p>2.2 <u>While-writing activity 2</u> Ss talk to their partners and share their ideas.</p> <p>2.3 <u>While-writing activity 3</u></p>	<p><u>explore</u> the ideas and <u>explain</u> why they are related to the theme.</p> <p>1.2 <u>Pre-writing activity 2</u> Ss find out the number of stanzas in the poem.</p> <p>1.3 <u>Pre-writing activity 3</u> Ss read aloud the poem with their partners and find out the rhyming pairs.</p> <p>1.4 <u>Pre-writing activity 4</u> Ss tell what each stanza is about by filling the blanks with suitable words.</p> <p>1.5 <u>Pre-writing activity 5</u> Ss work in groups and answer some High order thinking question.</p> <p>2.1 <u>While-writing activity 1</u> Ss explore the web page of http://www.lonelyplanet.com/worldguide OR http://www.travelforkids.com Ss gather some information and plan their oversea holiday by filling in the mind map.</p> <p>2.2 <u>While-writing activity 2</u> Ss talk to their partners and share their ideas.</p> <p>2.3 <u>While-writing activity 3</u></p>
--	---	--

	<p>Ss write an email to the poem writer to share their wonderful trip.</p> <p>3.1 <u>Post-writing activity 1</u></p> <p>Ss proofread their writing by filling in the self evaluation checklist.</p> <p>3.2 <u>Post-writing activity 2</u></p> <p>Ss proofread their partners' writing and give helpful feedback.</p>	<p>Ss write an email to the poem writer to share their holiday plan.</p> <p>3.3 <u>Post-writing activity 1</u></p> <p>Ss proofread their writing by filling in the self evaluation checklist.</p> <p>3.4 <u>Post-writing activity 2</u></p> <p>Ss proofread their partners' writing and give helpful feedback.</p>
Language Skills to be Developed	<p>➤ Reading</p> <p>➤ Listening</p> <p>➤ Speaking</p> <p>➤ Writing</p>	
Generic Skills to be Developed	<p>➤ Collaboration skills</p> <p>➤ Critical thinking skills</p> <p>➤ Communicating Skills</p>	
Multiple Intelligences to be developed	<p>➤ Interpersonal</p> <p>➤ Visual-spatial</p> <p>➤ Verbal-linguistic</p> <p>➤ Intra-personal</p> <p>➤ Body-kinesthetic</p>	

Name: _____ Class: _____ Class No.: _____

Version A

Pre-writing

Pre-writing Activity 1

Guess the missing word in the title of the poem.

What is the poem about? CIRCLE the hints.



_____ Happiness

Here today, gone tomorrow
A smile upon my face.
Happiness around me,
Preparing to pack my case.

Going on holiday,
Flying away,
Me and my family,
Off today!

Going out,
To have some fun,
Swimming in the sea,
Bathing in the sun.

Every holiday,
Is a time of joy.
For adults, families,
Each girl and boy.

I love going on holiday,
It makes me feel good.
Go on holiday...



Authors.
are the
edge the

I think you should!

By Kirsty Lane

Pre-writing Activity 2

How many stanzas are there in the poem?

(A stanza is a unit within a poem. It is like a "paragraph" in a passage)

_____.

Pre-writing Activity 3

Listen to the poem once and find out all the rhymes in each stanza.

(Words rhyme when their ending sounds are the same)

The first one has been done for you as an example.

Eg: Stanza 1: face , case

Stanza 2: away , _____

Stanza3: _____, _____

Stanza4: _____, _____

Stanza5: _____, _____



Pre-writing Activity 4

The following sentences tell us what each stanza is about.

Write the letters in the space provided.

Stanza 1	_____	A. The write suggests the reader go on holiday like her.
----------	-------	--

Stanza 2	_____	B. The writer is enjoying some holiday activities.
Stanza 3	_____	C. The writer is going on holiday today.
Stanza 4	_____	D. The writer is going on holiday tomorrow.
Stanza 5	_____	E. The writer tells the reader that everyone enjoys going on holiday.



tions with your group.

5.1 What does the writer need to prepare to go on holiday?

5.2 Who does the writer go on holiday with?

5.3 What holiday activities does the writer mention in the poem?

5.4 How does the writer feel for going on holiday?

5.5 Where do you think the writer is going to?

Thailand, China or London? Why?

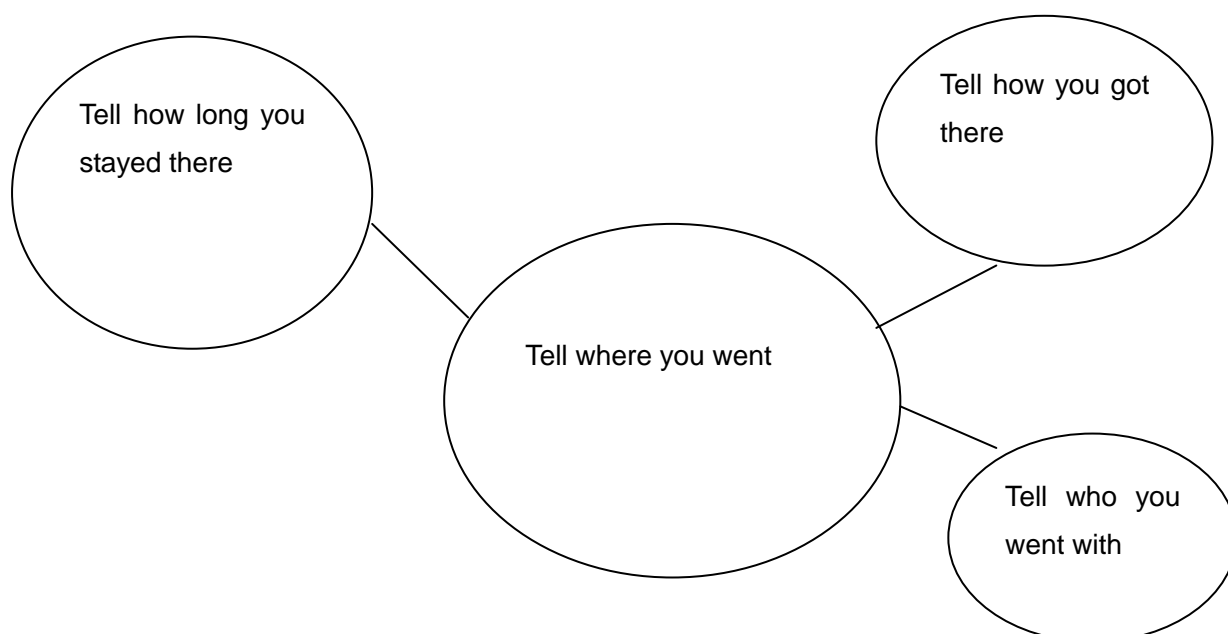
The writer is going to _____ because there are lots of _____ and _____.

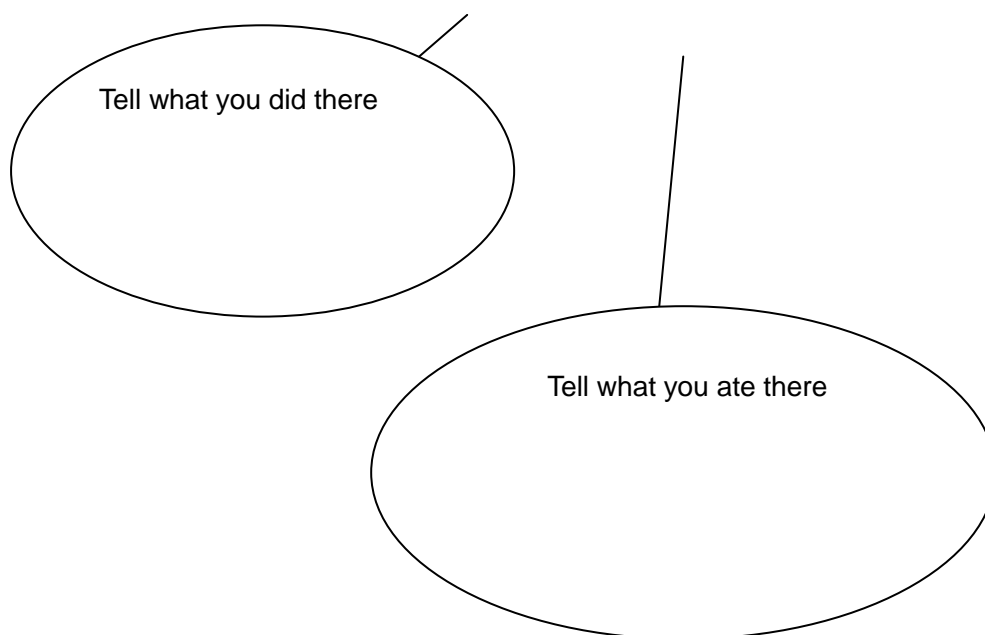


While-writing

While-writing activity 1

Imagine you were the friend of the poem writer, Kristy and you have been back from your holiday in an Asian country. Decide which country you want to write about. Brainstorm your ideas by filling in the mind map below.





While-writing Activity 2

Talk to your partner and share your ideas with him/her.



W
W

I share with her your wonderful trip.

Email: kristylane@gmail.com

1. Write your email Address.	From: _____
2. Give your email a subject	Subject: _____
3. Greet Kristy.	Hi _____,
4. Ask how she is	How _____
5. Tell where you have just been	_____
6. Tell how you got there	_____

7. Tell how many days you stayed there	<hr/> <hr/>
8. Tell Who you went with	<hr/>
9. Tell what you saw/did there.	<hr/> <hr/>
10. Tell what you ate there	<hr/> <hr/>
11. Tell how you felt about your holiday	<hr/> <hr/>
12. End your email	<hr/>
13. Sign your name	<hr/> <hr/>

Post-writing

Post-writing activity 1

Proof-read your piece of writing and fill in the following self-evaluation checklist.

Area	In my writing, I have already	✓ what I have done
Content	1. told where I have just been	
	2. told how I got there	
	3. told how many days I stayed there	
	4. told who I went there with	
	5. told what I saw/did there	
	6. told what I ate there	
	7. told how I felt about the holiday	
Language	8. checked the spelling	
	9. checked the tenses	
	10. checked the singular and plural forms	
	11. checked the sentence structure	
Organization (an email format)	12. written my email address	
	13. given my email a subject	
	14. greeted my friend	
	15. asked how he is	
	16. ended up my email with a closing statement	
	17. signed my name	
	18. used proper punctuation	
	19. written _____ paragraphs	
	20. used proper linking words	

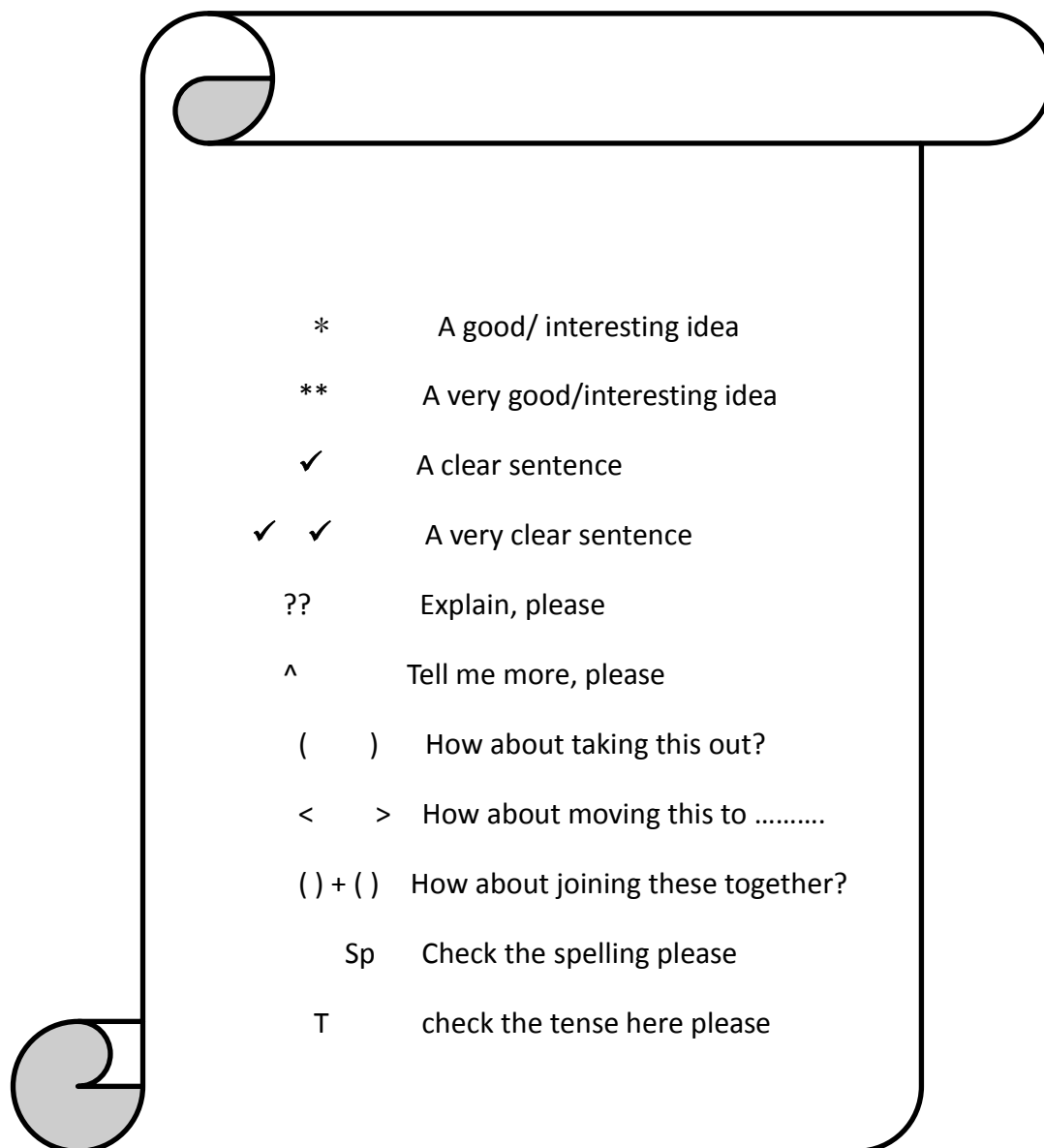


Post-writing Activity 2✓

Help your friend proof-read her/his writing by using the following checklist.

Be a good Writing partner Give helpful feedback

1. Read your partner's writing.
2. Put down your comment with the help of the following symbols.



*	A good/ interesting idea
**	A very good/interesting idea
✓	A clear sentence
✓ ✓	A very clear sentence
??	Explain, please
^	Tell me more, please
()	How about taking this out?
< >	How about moving this to
() + ()	How about joining these together?
Sp	Check the spelling please
T	check the tense here please

Name: _____ Class: _____ Class No.: _____

Pre-writing

Version B

Pre-writing Activity 1

1. Guess the missing word in the title of the poem.

What is the poem about? How do you know?

_____ Happiness

Here today, gone tomorrow
A smile upon my face.
Happiness around me,
Preparing to pack my case.



Going on holiday,
Flying away,
Me and my family,
Off today!

Going out,
To have some fun,
Swimming in the sea,
Bathing in the sun.

Every holiday,
Is a time of joy.
For adults, families,
Each girl and boy.

I love going on holiday,
It makes me feel good.

Go on holiday...

I think you should!

By Kristy Lane

Pre-writing Activity 2

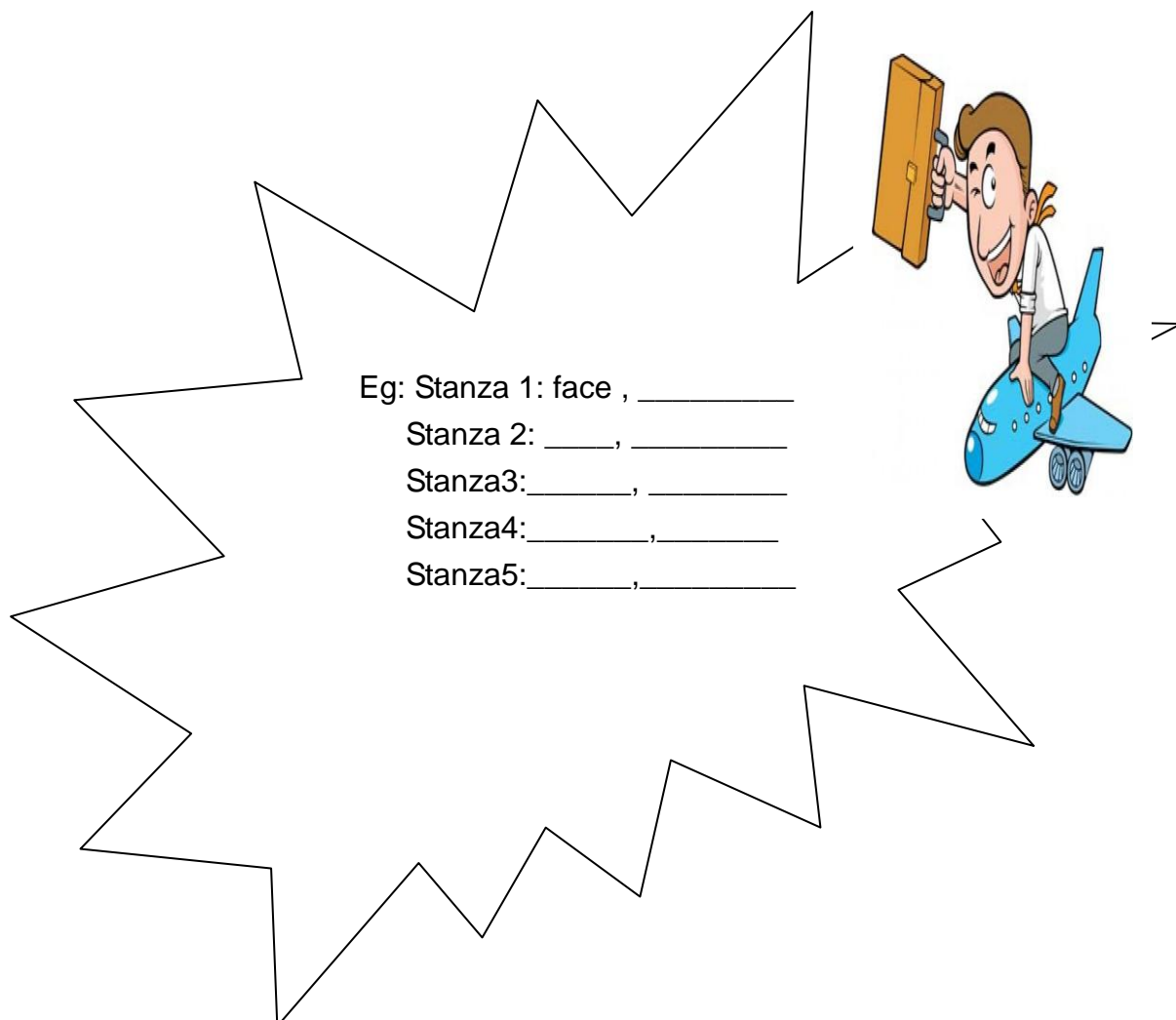
How many stanzas are there in the poem?

(A stanza is a unit within a poem. It is like “a paragraph” in a passage)

Pre-writing Activity 3a.

Read aloud the poem with you partner and find out all the rhymes in each stanza.

(Words rhyme when their ending sounds are the same)



Pre-writing Activity 3b Write TWO more rhyming words for each stanza.

Stanza 1: face, race

Stanza 2: _____

Stanza 3: _____

Stanza 4: _____

Stanza 5: _____

Pre-writing Activity 4



The following sentences tell us what each stanza is about.

Fill in the blanks with suitable words.

Stanza 1	The writer is going on holiday _____. (when?)
Stanza 2	The writer is going on holiday _____ (when?).
Stanza 3	The writer is enjoying some holiday _____.(What?)
Stanza 4	The writer tells the reader that _____ enjoys going on holiday. (Who?)
Stanza 5	The writer suggests that the _____ should go on holiday like her. (Who?)

Pre-writing Activity 5

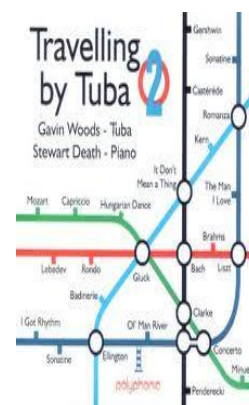
Discuss the following questions with your group.

5.1 What transport does the writer take to go on holiday?

5.2 Which of the following activities are not mentioned by the writer?
Shopping / swimming/ taking photos/ sunbathing/ visiting theme parks

5.3 Where do you think the writer is going to? Why?

5.4 Which phrases/words show that the mood of the poem is happy?



While-writing

While-writing activity 1

After reading the poem “Holiday Happiness”, you really want to find somewhere to spend a happy holiday.

Go to the page “Travel Destination” of the Lonely Planet Websites

<http://www.lonelyplanet.com/worldguide/>

Choose a place and click on “activities” or other pages

OR

Go to the page of “Travel for Kids Website

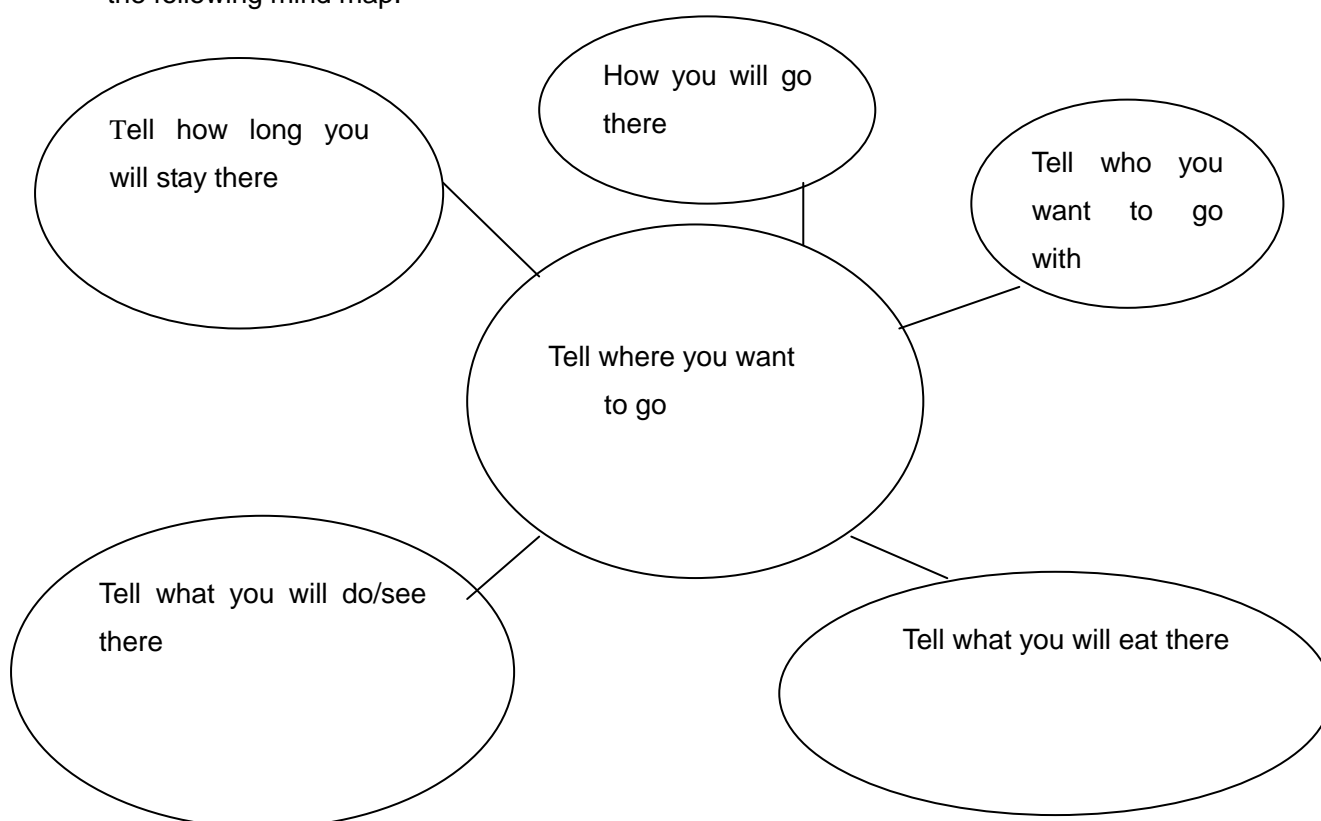
<http://www.travelforkids.com/>

Choose a place and click on “fun things to do” or other pages.



While-writing activity 2

Gather the information and plan your overseas holiday. Brainstorm your ideas by filling in the following mind map.



While-writing activity 3 Talk to your partner and share your ideas with him/her.



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While-writing activity 4

Write an email to Kristy and tell her your holiday plan.

To: kristylane@gmail.com

From: _____

Subject: _____

Hi _____,

After reading the poem "Holiday Happiness", I really want to spend my holiday in _____.
I have already collected some information through the internet.

Post-writing

Post-writing activity 1

Proof-read your piece of writing and fill in the following self-evaluation checklist.

Area	In my writing, I have already	✓ what I have done
Content	21. told where I have just been	
	22. told how I got there	
	23. told how many days I stayed there	
	24. told who I went there with	
	25. told what I saw/did there	
	26. told what I ate there	
	27. told how I felt about the holiday	
Language	28. checked the spelling	
	29. checked the tenses	
	30. checked the singular and plural forms	
	31. checked the sentence structure	
Organization (an email format)	32. written my email address	
	33. given my email a subject	
	34. greeted my friend	
	35. asked how he is	
	36. ended up my email with a closing statement	
	37. signed my name	
	38. used proper punctuation	
	39. written _____ paragraphs	
	40. used proper linking words	



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Post-writing 2

Help your friend proof-read her/his writing by using the following checklist.

Be a good Writing partner

Give helpful feedback

3. Read your partner's writing
4. Put down your comment with the help of the following symbols

* A good/ interesting idea

** A very good/interesting idea

✓ A clear sentence

✓✓ A very clear sentence

?? Explain, please

^ Tell me more, please

() How about taking this out?

< > How about moving this to

() + () How about joining these together?

Sp Check the spelling please

T check the tense here please

Para How about starting a new paragraph

P Check your punctuation here please



Appendix 1

Worksheet 2 for more able
students

Reading Passage:

You are Pat. Your cousin Jane and her family are on holiday in South Korea. Read the postcard they sent you:

Sunday, 15th November

Dear Pat,

Hello from South Korea! I'm writing this postcard in a **café** at Everland. Everland is the largest theme park in South Korea. It has lots of great rides. About ten minutes ago, Jane and I went on a ride called the Hurricane. It was terrifying and now I'm not feeling well! Jane is fine though. She's eating an ice cream. I'm waiting for a cup of tea. I hope I feel better after drinking **it**!

Your Aunt Linda and Mark are walking around the garden at the moment. Mark is too young for many of the rides, so he's not having a very good time. Unfortunately he also hates going shopping. Last night, we went to Namdaemun Market. The market was very crowded and he cried all the time. I hope he feels happier when we go to Lotte world tomorrow.

Bye for now

Uncle Andy



Pat Wong

Flat 12B, 7/F

Westwood Villa

25 Sha Tin Road

Sha Tin

New Territories

Hong Kong

China

Appendix 2

Worksheet 2 for less able students

Reading Passage:

You are Pat. Your cousin Jane and her family are on holiday in South Korea. Read the postcard they sent you:

Sunday, 15th November

Dear Pat,

Hello from South Korea! I'm writing this postcard in a **café** at Everland. Everland is the largest theme park in South Korea. It has lots of great rides. About ten minutes ago, Jane and I went on a ride called the Hurricane. It was terrifying and now I'm not feeling well! Jane is fine though. She's eating an ice cream. I'm waiting for a cup of tea. I hope I feel better after drinking **it**!

Your Aunt Linda and Mark are walking around the garden at the moment. Mark is too young for many of the rides, so he's not having a very good time. Unfortunately he also hates going shopping. Last night, we went to Namdaemun Market. The market was very crowded and he cried all the time. I hope he feels happier when we go to Lotte world tomorrow.

Bye for now

Uncle Andy



Pat Wong

Flat 12B, 7/F

Westwood Villa

25 Sha Tin Road

Sha Tin

New Territories

Hong Kong

China

Vocabulary:

café	(n)	咖啡室
theme park	(n)	主題公園
Rides	(n)	機動遊戲
Terrifying	(adj)	使害怕、使恐怖
Though	(conj)	雖然
feel(ing) well	(v)	感覺舒服
at the moment	(adv)	現在
Unfortunately	(adv)	不幸地
Crowded	(adj)	擠逼

Appendix 3

Worksheet 5: reading passage

For more able students

Extended Reading Passage:

You are Pat. Your cousin Jane has sent you another postcard from South Korea. Read the postcard:

Sunday, 17th November

Dear Pat,

How are things in Hong Kong? We're having a wonderful time in South Korea. What a great country! There are lots of things to do and the shopping is fantastic. Earlier today, Mum and I went shopping at Dongdaemun Market. The shops there have a huge variety of clothes and everything is very cheap.

*Yesterday we went to Lotte World. It's right next to the hotel that we're staying at, so it's very convenient. Mark loved the parade at Lotte World and I enjoyed the rides. In the evening, we went to an area called Jongno for dinner. Dad and I tried a delicious dessert called **hotteok** (pronounced 'ho-duck'). It's a kind of sweet pancake. Yum!*

Tomorrow we go home! I'm looking forward to seeing you. Are you still planning to come for dinner? If you are, I can give you your present then.

Love

Jane



Pat Wong

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Westwood Villa

25 Sha Tin Road

Sha Tin

New Territories

Hong Kong

China

Appendix 4

Worksheet 5: reading passage

For less able students

Extended Reading Passage:

You are Pat. Your cousin Jane has sent you another postcard from South Korea. Read the postcard:

Sunday, 17th November

Dear Pat,

How are things in Hong Kong? We're having a wonderful time in South Korea. What a great country! There are lots of things to do and the shopping is fantastic. Earlier today, Mum and I went shopping at Dongdaemun Market. The shops there have a huge variety of clothes and everything is very cheap.

*Yesterday we went to Lotte World. It's right next to the hotel that we're staying at, so it's very convenient. Mark loved the parade at Lotte World and I enjoyed the rides. In the evening, we went to an area called Jongno for dinner. Dad and I tried a delicious dessert called **hotteok** (pronounced 'ho-duck'). It's a kind of sweet pancake. Yum!*

Tomorrow we go home! I'm looking forward to seeing you. Are you still planning to come for dinner? If you are, I can give you your present then.

Love

Jane



Pat Wong

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New Territories

Hong Kong

China

Vocabulary:

wonderful	(adj)	美好的	Dongdaemun Market.	(n)	東大門市場
fantastic	(adj)	極好的、了不起的	Lotte World	(n)	樂天世界
huge	(adj)	巨大的、龐大的	Jongno	(n)	鐘路
variety	(n)	多樣化、多變化	hotteok	(n)	用小麥麵粉、水、牛奶、糖和酵母做成的麵團
convenient	(adj)	方便的			
parade	(n)	巡遊			
delicious	(adj)	美味的			
dessert	(n)	甜品			
present	(n)	禮物			