

## Rationale

### 1. Target Group

F.3 CMI band 2 students

### 2. Class size:

25 to 30 students

### 3. Background of students

Our school practices streaming class system according to the examination results in the past two years. For all forms of students, they have fixed dictation syllabus. Some vocabularies from the reading articles will be tested in grammar examination. Therefore, the reading article for both groups must be the same. Also, the composition topics and requirements must be the same as marks are included in their report cards.

For the more ready students, their language proficiency is quite high. They can handle most of the assignments by themselves whereas for the less able students, their language proficiency is quite low. They usually cannot get the main idea of the passage after reading and have limited range of vocabulary. Some of them are hesitated to learn and have difficulties in expressing their ideas by using English.

For both groups of students, their attention span is quite short, usually 20 minutes is the maximum. Therefore, in the resource pack, lots of short tasks are included. They love grouping rather than do the work alone. They are cooperative and do not have many discipline problems.

### 4. Rationale of design

As different students have different preferred learning styles, we, as teachers, need to cater for their needs in order to facilitate their learning. Different kinds of teaching strategies and materials should be used in the classroom to meet the differences.

The design of two sets of instructional materials will be based on learners' diverse learning needs in terms of their interests, learning styles, motivation and English proficiency. My resource pack is mainly a set of supplementary worksheets for *Longman Activate JS3A* unit 3 Teen Problem. For more ready students (set A worksheets), the reading materials and instructions are usually longer than the less ready students. Less visual images are used and all the answers should be written in complete sentences in the worksheets. On the other hand, the worksheets for the less ready students (set B worksheets) are less reading, more visualized inputs and shorter instructions. Students can answer the questions by key words only.

### 5. Flexible grouping

There are different types of grouping: group according to their interests, mixed ability group and pair work. By different types of grouping, cooperative and collaborative learning can be practiced. Students can demonstrate or discover their talents in different settings. Sometimes individual work is also introduced by completing the worksheet or doing a report after group discussion. By doing so, students can gather enough information or knowledge before they do reports; the chance of success will be greater. This can help students build up their self confidence and motivation of learning English.

### 6. Multiple intelligence

In the resource pack, different teaching approaches are used to cater different intelligence of the students. For visual learners, some video clips and pictures are used. Key words are highlighted in the worksheet. For audio learners, songs and reading aloud passage with meaning can help students to understand better. For kinesthetic learners, movement is involved during grouping and the guess game. Moreover, involving lots of group works can cater for students' interpersonal intelligence.

### 7. Modification

Apart from the resource pack, variation in imposing instructions during lessons is also important. When teaching the less ready students, simple instructions and less complex sentence structure can be used. Repeating the key words and more scaffolding are preferred. When students answer, the standard can be lowered like targeting on key words only. By doing so, students can understand the instructions as the load of decoding is greatly reduced. Students can know what is required and they have a model to follow when doing their works. This could make the classroom less threatening and hence the learning atmosphere can be enhanced. Whereas for the more ready students, teacher should do the reverse so as to provide more chances for students to learn different sentence structures and widen their range of vocabulary. Encourage students to answer by using their own wordings can train their organization and memories. Teacher can also spot out students' misconception and provide guidance accordingly.

### Resource Pack

#### Objective

- Have a basic understanding of their preferred learning style.
- State some vocabularies to describe the common teenage problems.
- Use some adjective to describe the feelings
- Format of informal letter
- Using conditional sentence (type 2) to give advice
- Format of letter of advice

#### Lesson 1

##### Objective

- To activate students' prior knowledge of the theme
- To learn some vocabularies about common teenage problems (pictures , definition)

Time	Procedure	Resources
10 min	Read the pictures/ comic script with the Ss T goes over the WS with some guiding questions  Ask the Ss to work in pairs and discuss the what type of problem they can identify (4 types) and rank the problem (1 for most frustrating and 10 for least frustrating) * Cue cards will be given upon Ss request	Worksheet 1
20 min	Check the answers with the students Go through the problems on p.22 and 23	Longman Activate JS3A P.22-23
10 min	List all the problems on the blackboard Group the Ss according to the problem they concern most Ask Ss to share and discuss among groups about their experience and feeling	

## Lesson 2

### Objective

- To learn some adjective describing feelings

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Time	Procedure	Resources
15 min	Recap the common teenage problems Ask one S from each group to report their experience and feeling.	
15 min	Teach some adjectives describing feelings	Worksheet 2
10 min	Group the students according to the sitting plan. One row each group. A small game: Ask the first student to come out and choose an adjective from WS2 and act (cannot speak). Ss pass the action from the first one to the last one. The last one needs to run to the T and say out the adjective. The first one who can get the answer scores 1 mark. After guessing, the first one swaps with the last one and continue the game.	

### Lesson 3

#### Objective

- Identify the teenage problem
- Identify the format of the informal letter
- Write conditional sentence type 2 to give advice

Time	Procedure	Resources
10 min	Introduce the text type of informal letter WS3 and ask Ss to analysis the features of text 1 & 2 on p. 24	Worksheet 3 <i>Longman Activate JS3A p.24</i>
20 min	<i>Read aloud Longman Activate JS3A p.24</i> Work in pairs. Ask students to complete WS 4 and identify the problems of the text on p.24	Worksheet 4
10 min	Check the answers with students Discuss the possible solutions with the students. T demonstrates to use conditional sentence type 2 to give suggestions Ask Ss to do p.26 and use conditional sentence type 2 to give suggestions to the problems as HW.	

#### Lesson 4

- Use conditional sentence type 2 to give advice and support with a reason by using the connective “because”

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Time	Procedure	Resources
5 min	Check the answers on p.26. T picks up students to read aloud their conditional sentences they made in lesson 3	
15 min	Play YouTube Ask Ss to identify the problem (4 in a group)	<a href="http://www.youtube.com/watch?v=IJd0jas2QWw">http://www.youtube.com/watch?v=IJd0jas2QWw</a> WS5
10 min	Ask Ss to think about the consequence of each situation	
10 min	Recap the usage of conditional type 2  Ask Ss to link up their suggestions by using conditional sentence type 2 and give a reason for the suggestions by linking the consequences of the actions using the connective “because”	

#### Lesson 5

Time	Procedure	Resources
10 min	recap <ul style="list-style-type: none"> <li>- common teenage problem</li> <li>- conditional sentence type 2</li> </ul>	
20 min	Ask students to read p.25 and complete WS 6	WS 6
10 min	Ask students to do p.27 as class-work and check the answers	Longman Activate JS3A p.27

### Lesson 6

Time	Procedure	Resources
10 min	In groups of 4, ask Ss to identify the problems on p.34	
10 min	In each group, one student needs to write one problem they found on the blackboard and the remaining students need to read out the answer.	
10 min	Discuss among groups to generate possible solutions for the problems	
10 min	Two students from each group swap with two students from the other group and exchange the ideas (possible solutions) Students need to go back to their original group and report the exchanged ideas.	

### Lesson 7-8

Time	Procedure	Resources
20 min	Introduce the format of letter of advice and useful phrases	WS 7
50 min	Ask Ss to write a letter of advice on p.34 in 150 words	
10 min	Work with pair to prove read the composition	

Worksheet 1 -Introducing some common teenage problem

Discuss with your partner and identify the teenage problems. After your discussion, rank the problems, No.1 for most frustrating and No.10for least frustrating.



Problem: \_\_\_\_\_

Rank: \_\_\_\_\_



Problem: \_\_\_\_\_

Rank: \_\_\_\_\_



Problem: \_\_\_\_\_

Rank: \_\_\_\_\_



Problem: \_\_\_\_\_

Rank: \_\_\_\_\_





Problem: \_\_\_\_\_

Rank: \_\_\_\_\_



Problem: \_\_\_\_\_

Rank: \_\_\_\_\_



Problem: \_\_\_\_\_

Rank: \_\_\_\_\_



Problem: \_\_\_\_\_

Rank: \_\_\_\_\_



Problem: \_\_\_\_\_



Problem: \_\_\_\_\_

Rank: \_\_\_\_\_

Rank: _____	
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Cue card for WS 1

## Having heavy workload

- Having lots of worksheets, homework, projects to do

## Being rebellious

- Having opposite ideas of the people in authority and plan to change the system, often using force. If someone is rebellious, they are difficult to control and do not behave in the way they are expected to

## Drug abuse

- misuse medicines

## Addicted to internet/ computer games

- cannot stop oneself from browsing the internet/ playing computer games

## Bullying

- To hurt or frighten someone who is smaller or less powerful than you, often forcing them to do something they do not want to do

## Being emotional

- having or expressing strong feelings

## Having pimples

- Having a small raised spot on the skin which is temporary

### Premarital pregnant

- Having baby before marriage

### Dating (with opposite sex)

- To regularly spend time with someone you have a romantic relationship with (the opposite sex)

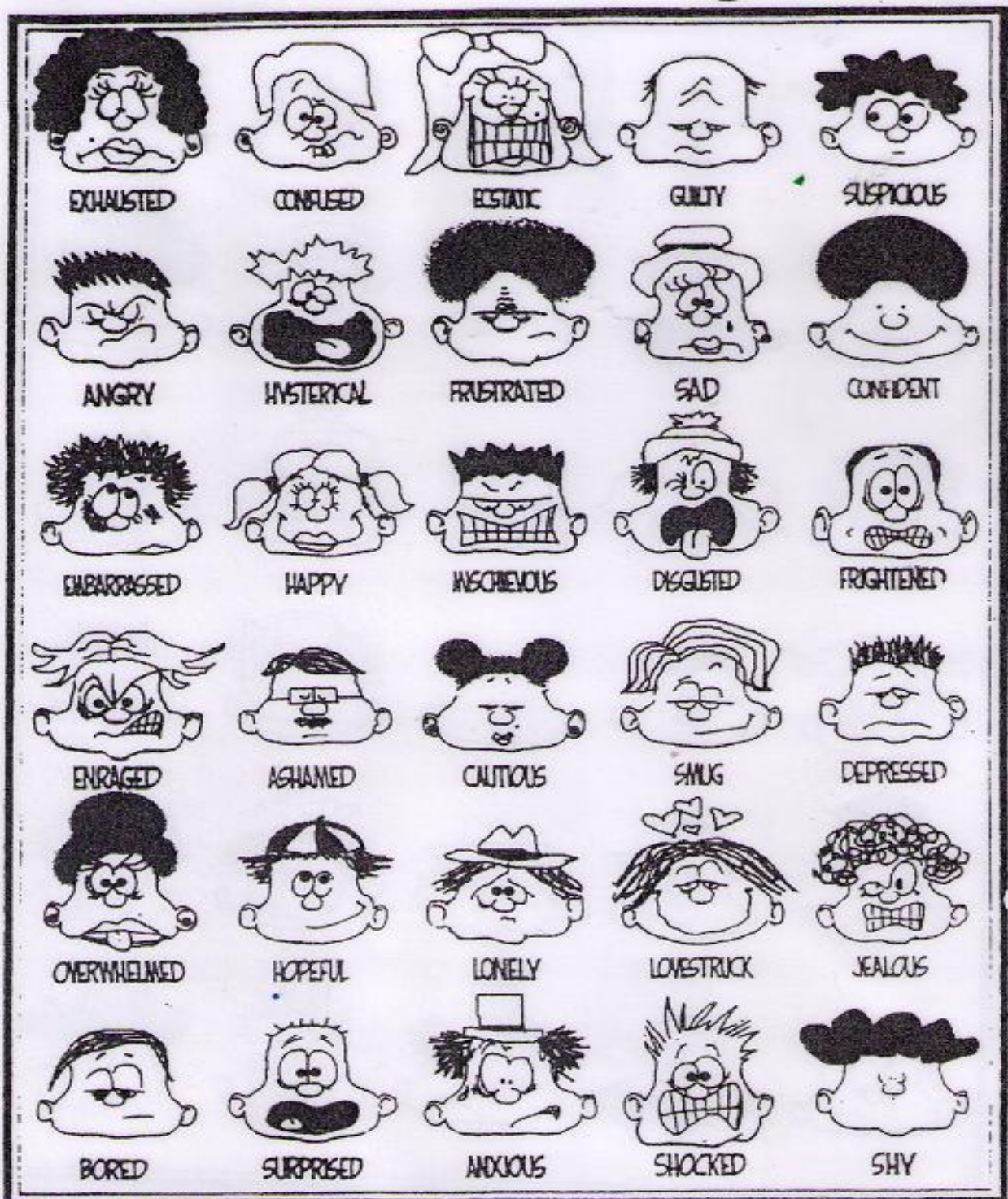
### Being dissatisfied with weight

- Not pleased with your outlook; feeling that your outlook is not as good as it should be

### Worksheet 2 - Adjectives describing feelings



# How Are You Feeling Today?



Worksheet 3 - Text type: Informal letter  
(Set A)

## Informal Letter Format

	Return Address Line 1 <b>1</b>
	Return Address Line 2
	Date (Month Day, Year) <b>2</b>
Dear Name of Recipient, <b>3</b>	
Body Paragraph	
<b>1</b> .....	
.....	
Body Paragraph	
<b>2</b> .....	
.....	
Body Paragraph	
<b>3</b> .....	
..... <b>4</b>	
	Closing (Sincerely...), <b>5</b>
	Signature <b>6</b>
P.S. <b>7</b>	

### Your Address 1

All that is needed is your street address on the first line and the city, state and zip on the second line. (Not needed if the letter is printed on paper with a letterhead already on it.)

### Date 2

Put the date on which the letter was written in the format **Month Day Year** e.g. August 30, 2012. Skip a line between the date and the salutation.

### Salutation 3

Usually starts out with **Dear** so and so, or **Hi** so and so. Note: There is a comma after the end of the salutation (you can use an exclamation point also if there is a need for some emphasis).

### Body 4

The body is where you write the **content** of the letter; the paragraphs should be single spaced with a skipped line between each paragraph. Skip 2 lines between the end of the body and the closing.

### Closing 5

Let the reader know that you are finished with your letter; usually ends with **Sincerely, Sincerely yours, Yours, Thank you**, and so on. Note that there is a comma after the end of the closing and only the first word in the closing is capitalized.

### Signature 6

Your signature will go in this section, usually signed in black or blue ink with a pen. Skip a line after your signature and the P.S.

### P.S. 7

If you want to add anything **additional** to the letter you write a P.S. (post script) and the message after that. You can also add a P.P.S after that and a P.P.P.S. after that and so on.

Worksheet 3 Text type: Informal letter  
(Set B)

## Informal Letter Format

Rm____, __/F, _____street	
Kowloon, Hong Kong	
Date (Month Day, Year) 2	
Dear Name _____/ Hi _____, 3 (Salutation)	
Body Paragraph (your ideas)	
1	.....
	.....
Body Paragraph (your ideas)	
2	.....
	.....
Body Paragraph (your ideas)	
3	.....
	..... 4
Sincerely/ Yours (Closing)	
DAVID(Signature) 6	
P.S. 7	

Worksheet 4 (Set A)

**Vocabulary Building (p.24)**

Vocabulary	Parts of speech	Meaning
1. Mad (with)	adjective	very angry or annoyed
2. Argument	noun	a situation in which two or more people disagree, often angrily
3. Avoided	verb _____ tense	stayed away from someone or something
4. Impossible	adjective	something that cannot happen or be done
5. Tease	verb _____ tense	to laugh at someone and make jokes in order to have fun by embarrassing them
6. Appearance	Noun	The way someone or something looks to other people
7. Desperate	Adjective	Needing or wanting something very much

**Use the above vocabulary to fill in the blanks.**

1. Everyone \_\_\_\_\_ him because of his bad temper.
2. It was \_\_\_\_\_ to concentrate because of the noise.
3. Many teenagers are concerned about their \_\_\_\_\_.
4. My friends would be \_\_\_\_\_ with me if they knew the truth.
5. We had an \_\_\_\_\_ about who is to blame for the accident.
6. My friends always \_\_\_\_\_ me about my hair. Although they just want to make fun of me, sometimes I feel sad.
7. She was \_\_\_\_\_ to win the game.



Find out the problems on p.24 and suggest possible solutions. Use one adjective to describe the how you feel if you were the one who are facing the problem.

Text 1

Problem	Possible solution
1.  Adjective: _____	
2.  Adjective: _____	
3.  Adjective: _____	

Text 2

Problem	Possible solution
1.  Adjective: _____	
2.  Adjective: _____	
3.  Adjective: _____	

### Conditional sentence Type 2

## If clause (past tense), main clause (would + bare infinitive)

Usage:

1. Can be used in \_\_\_\_\_ situation

If I were a dolphin, I would swim all day long.

2. Give advice


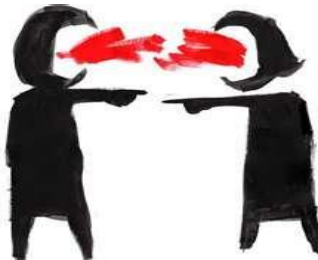





If I were you, I would not smoke.

Try to write your advice by using conditional sentences.

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

Worksheet 4 (Set B)

**Vocabulary Building (p.24)**

 <p>Mad</p>	 <p>Argument</p>	 <p>Avoid</p>
 <p>Impossible</p>	 <p>Tease (-ve)</p>	 <p>Appearance (outlook)</p>
 <p>Desperate</p>		

**Use the above vocabulary to fill in the blanks.**

1. Everyone \_\_\_\_\_ him because of his bad temper.

2. It was \_\_\_\_\_ to concentrate because of the noise.
3. Many teenagers are concerned about their \_\_\_\_\_.
4. My friends would be \_\_\_\_\_ with me if they knew the truth.
5. We had an \_\_\_\_\_ about who is to blame for the accident.
6. My friends always \_\_\_\_\_ me about my hair. Although they just want to make fun of me, sometimes I feel sad.
7. She was \_\_\_\_\_ to win the game.

Find out the problems on p.24 and suggest possible solutions. Choose one adjective from worksheet 2 to describe the how you feel if you were the one who are facing the problem.

Text 1

Problem	Possible solution
1.  (para.1) Adjective: _____	
2.  (para.1) Adjective: _____	
3.  (para.2) Adjective: _____	

Text 2

Problem	Possible solution
1.  (para. 1) Adjective: _____	
2.	

(para.1) Adjective: _____	
3.	
(para.2) Adjective: _____	

### Conditional sentence Type 2

## If clause (past tense), main clause (would + bare infinitive)

Usage:

1. Can be used in \_\_\_\_\_ situation

If I were a dolphin, I would swim all day long.

2. Give advice

If I were you, I would not smoke.

Try to write your advice by using conditional sentences.

1. If I were \_\_\_\_\_, I would/ would not \_\_\_\_\_

2. If I were \_\_\_\_\_, I would/ would not \_\_\_\_\_

3. If I were \_\_\_\_\_, I would/ would not \_\_\_\_\_

4. If I were \_\_\_\_\_, I would/ would not \_\_\_\_\_

5. If I were \_\_\_\_\_, I would/ would not \_\_\_\_\_

6. If I were \_\_\_\_\_, I would/ would not \_\_\_\_\_

Worksheet 5 (set A)

While you are watching the clip, identify the problems and think of the consequence.

Problem	consequence
1.	
2.	
3.	
4.	

1. If I were \_\_\_\_\_, I would/ would not \_\_\_\_\_  
because \_\_\_\_\_

2. If I were \_\_\_\_\_, I would/ would not \_\_\_\_\_  
because \_\_\_\_\_

3. If \_\_\_\_\_, I \_\_\_\_\_  
because \_\_\_\_\_

4. If \_\_\_\_\_  
because \_\_\_\_\_

Worksheet 5 (set B)

While you are watching the clip, identify the problems and think of the consequence.

Problem	consequence
1.	If you were the bully, how does the other feel about you? Any punishment?
2.	Will it affect health? Do you need to spend lots of money to buy the things? Will your true friends do these things with you?
3.	
4.	Will it affect your school work? Any argument with your family?

e.g. If I were the boy, I would not go there again because I don't want to meet the bullies again.

1. If I were \_\_\_\_\_, I would/ would not \_\_\_\_\_  
because \_\_\_\_\_

2. If I were \_\_\_\_\_, I would/ would not \_\_\_\_\_  
because \_\_\_\_\_

3. If I were \_\_\_\_\_, I would/ would not \_\_\_\_\_  
because \_\_\_\_\_

4. If I were \_\_\_\_\_, I would/ would not \_\_\_\_\_  
because \_\_\_\_\_

Worksheet 6 (set A)

### Vocabulary Building (p.25)

Vocabulary	Parts of speech	Meaning
1. bully	Noun	<b>someone</b> who hurts or frightens someone who is smaller or less powerful than them, often forcing them to do something they do not want to do
2. bully	Verb	<b>to hurt or frighten someone</b> who is smaller or less powerful than you, often forcing them to do something they do not want to do
3. be bullied	Verb (passive)	<b>Being hurt</b> or frightened
4. bullying	Noun	The <b>action</b> done by the bullies
5. advice	Noun	<b>An opinion</b> you give someone about what they should do
6. advise	Verb	<b>To give</b> someone <b>an opinion</b> about what they should do
7. confront	Verb	To face someone in a threatening way, as though you are going to attack them
8. complexion	Noun	The natural colour of appearance of skin on your face
9. effect	Noun	the result of a particular influence
10. overweight	Adjective	fat
11. pimples	Noun	a small raised spot on the skin which is temporary

Use the above vocabulary to fill in the blanks.



Could you give me some \_\_\_\_\_ about how to do this project?

	 <p>advice (noun) advise (verb)</p>	 <p>confront (verb)</p>
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He has a healthy \_\_\_\_\_. His skin is really good he has no \_\_\_\_\_ on his skin.

I hate those \_\_\_\_\_ because they threaten the weaker one and get something from them. Therefore, \_\_\_\_\_ should be stopped, especially in school.

Students are advised not to \_\_\_\_\_ bullies, nut to report them to teachers.

David is \_\_\_\_\_. He has to wear those oversize clothes. This brings a negative \_\_\_\_\_ on his self esteem.

Worksheet 6 (set B)

### Vocabulary Building (p.25)

<p>(bully/ bullies)      being bullied Action: bullying</p>	 <p>complexion</p>	 <p>effect</p>
	 <p>overweight</p>	 <p>pimple(s)</p>

**Use the above vocabulary to fill in the blanks.**

Could you give me some \_\_\_\_\_ about how to do this project?

He has a healthy \_\_\_\_\_. His skin is really good he has no \_\_\_\_\_ on his skin.

I hate those \_\_\_\_\_ because they threaten the weaker one and get something from them. Therefore, \_\_\_\_\_ should be stopped, especially in school.

Students are advised not to \_\_\_\_\_ bullies, nut to report them to teachers.

David is \_\_\_\_\_. He has to wear those oversize clothes. This brings a negative \_\_\_\_\_ on his self esteem.

## Worksheet 7

### Sample of Letter Of Advice

Dear Pat, [Greeting]

Thank you for your letter. I think you have a very difficult problem but I hope I can help you. I know that your family is moving to Shanghai because your mom has got a job there. I can give you some advice. [Opening paragraph]

In my opinion, if you stay in Hong Kong, you don't need to adapt to a new lifestyle. You have friends and relatives in Hong Kong. Your aunt will look after you but you and your parents will be apart. You may miss your father and mother. Also, you need to be independent. On the other hand, if you move to Shanghai with your mom, you'll need to adapt to a new lifestyle. You will meet new friends and you can enlarge your social circle. You also need to learn a new language. However, you can widen your horizons and you can stay with your parents. [Body]

I hope my advice is helpful. Please write and tell me how you get on.

[Closing paragraph]

Best wishes, [Closing]

Chris [Signature]

### Some more useful phrases

#### **Referring to previous contact**

- It was good / nice to hear from you.....

#### **Beginnings / Introductory phrases**

- I'm sorry I haven't written / haven't been in touch for such a long time...

- It's been ages since I've heard from you. I hope you're well.....

### **Giving news / information**

- I thought you might be interested to hear about / to know that.....
- This is just to let you know that.....
- By the way, have you heard about / did you know that.....

### **Recommending / Giving advice**

- I would/wouldn't recommend.....
- If I were you, I'd/ I would .....

### **Endings / Concluding comments**

- Looking forward to hearing from / seeing you soon.....
- Once again, thank you for your letter.....
- Give my regards / love to.....
- If you have any further questions, please let me know.

## Reading

- You have just started to work as an assistant editor for the agony aunt column of a teen magazine. To help you become familiar with the column, the editor has given you two letters from teenagers and a reply to one of the letters from Aunt Carol. Read the letters.

### TEXT 1

Dear Aunt Carol

I'm very unhappy at school. Please can you help me?

I started at a new school this term and I'm finding my schoolwork very difficult. Last week, I failed an important Maths test and my teacher was  
5 really angry. I'm sure I'd do better if I were able to ask someone for help, but I'm not as I don't have any friends.

I really want to tell my parents how unhappy I am. However, I'm sure if I did that, they would be mad with me. The last time I tried to talk to them about this, we had an argument. People always say you ought to talk to your  
10 parents about your problems but my parents never listen ... plus they're so busy I rarely see them anyway!

What do you think I should do, Aunt Carol?

Frankie

### TEXT 2

Dear Aunt Carol

Two months ago, a group of students from the school next door started asking me for money. I know it would help if I avoided them. However, it's impossible – every day after school, they wait for me outside my school.

5 Sometimes, I don't have any money to give them. On these days, they push me and tease me. They laugh at the pimples on my face and say I'm fat. Last year, I didn't worry about my appearance, but now I worry about my face and my weight all the time.

I'm desperate for help. Please help me!

10 POPPY

Dear Poppy

I'm sorry to hear that you're being bullied by students from the school next door. Thank you for sharing your worries about your pimples and your weight too. I think I can offer you some advice.

5 Bullying is a terrible thing and must be stopped. If I were you, I would talk to your class teacher and your parents about it. In the meantime, you shouldn't confront the bullies. This can make things worse. You must try to avoid them instead, even though this can be difficult. For example, if I were you, I would leave school at different times or with some friends.

10 As for your complexion and your weight, I think you have to consider whether the bullies are just making you feel bad about yourself. Bullying can have that effect. Perhaps you should ask your friends what they think. If they agree that you are overweight and have a problem with pimples, maybe you ought to see a doctor. Eating healthier food and exercising more will also help.

15 I hope this advice is useful. Please write to me again if you need any more help.

Best wishes

Aunt Carol

