

“You Can Make a Difference”

About this set of materials...

This set of materials is based on the experience of an S.1 class of Heung To Middle School (Tin Shui Wai) (HTMSTSW). To cater for learner diversity, some parts in the learning and teaching process are supplemented by the experience of Holy Trinity College (HTC). It illustrates how teachers can make use of the advertisement “You Can Make a Difference” to develop learners’ language skills, creativity and critical thinking skills. It also helps arouse learners’ compassion for the needy.

Texts and materials used in this exemplar



You Can Make a
Difference



HTMSTSW
Worksheet



HTC
Worksheets

Strand Targets

- To respond to characters, events and issues in imaginative and other narrative texts through oral, written and performative means (ESb, KS3) such as:
 - making predictions and inferences
 - making evaluative comments
 - explaining one’s feelings towards characters and events
 - expressing one’s reactions to issues
 - relating to one’s experiences
 - putting oneself in the imaginary roles and situations in the story
- To converse and exchange points of view about feelings, ideas and experiences (ISb, KS3)
- To identify and discuss ideas in spoken and written texts, form opinions and express them (KSc, KS3)
- To give expression to one’s experience through activities such as providing oral and written descriptions of feelings and events (ESd, KS3)

Learning Targets/ Objectives

- **Text-type:** advertisements

- **Language skills:**

Reading:

Understand, interpret and analyse different written texts

- Understand different feelings, views and attitudes
- Identify implied meanings through inferencing

Speaking:

Present information, ideas and feelings clearly and coherently

- Convey ideas and information in conversations or discussions

Writing:

Present information, ideas and feelings clearly and coherently

- Evaluate and make use of given information to complete specific tasks
- Describe, express or explain ideas, feelings and experiences

- **Generic skills:**
 - Creativity
 - Critical thinking
 - Communication skills
- **Values and Attitudes:** kindness, benevolence, betterment of human kind

Learning and Teaching Process

- The teacher described some scenarios (for example sharing an umbrella with a friend or classmate, giving seat to a woman with a baby and giving money to a beggar) to learners, and invited them to talk about whether they would help the people in need and their reasons behind.

For an alternative version of this teaching step, in which learners were involved in a performance of the text, please [click](#).

- The teacher asked learners to complete Part A of the worksheet, a cloze passage of a story from an advertisement. The teacher first went through the passage with the class, giving them hints on the parts of speech of the words to be filled in. Then she asked the learners to do the task in pairs with the help of a vocabulary sheet and she walked around to give individual help.



Worksheet

- The teacher checked answers with the class by reading aloud the work of two learners before distributing to them the original advertisement.



You Can Make a Difference

For an additional teaching step, in which learners were involved in a performance of the text, please [click](#).

- The teacher asked the class to answer some interpretative questions in Part B of the worksheet. Then she invited a student to give his answers and turned his answers to an open discussion when controversies arose.



For an alternative version of this teaching step, which generated more reflection in learners, please [click](#).

Impact on Learning

Learners

- ✓ *activate their knowledge and experience of the world about helping the needy to understand the written text to be read later*
- ✓ *respond to the characters, events and issues in the story by*
 - *making inferences*
 - *making evaluative comments*
 - *explaining their feelings towards characters and events*



Learning and Teaching Process	Impact on Learning
<p>5. The teacher asked the learners to rewrite the story in pairs and she walked around to give advice and guidance.</p> <p>6. Two learners were invited to read aloud the endings they had written.</p> <p>7. Then the teacher asked the learners to form groups of four to design an advertisement appealing for donations to a charitable organization, based on the story.</p> <p>For an alternative version of this teaching step, in which features of an advertisement were given, please click.</p>	<p><i>Learners</i></p> <ul style="list-style-type: none"> ✓ <i>put their knowledge, creativity and critical thinking in use by adding dialogues to the characters in the story or rewriting the story through the eyes of the starfish being saved</i> ✓ <i>express positive values and attitudes towards the needy people (e.g. benevolence, betterment of human kind) through designing an advertisement</i> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>