

Learning and Teaching Materials on Promoting Positive Values and Attitudes through English Sayings of Wisdom (SOW) at Secondary Level



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“Promoting Positive Values and Attitudes through English Sayings of Wisdom” is a cross-curricular campaign that connects English Language education with values education. Sayings of wisdom (SOW), which include proverbs, quotes, maxims and adages, usually provoke thinking, share insights and experience, and explore meaning in life. In this connection, four sets of learning and teaching materials, each of which centring around an inspirational English saying of wisdom, are developed to support the campaign.

Aims

The learning and teaching materials aim to:

- promote positive values and attitudes that echo with the themes of My Pledge to Act (MPA), i.e. be grateful, cherish what we have, be proactive and be optimistic;
- enhance students’ reading and writing skills through appreciation and production of literary texts which carry inspirational messages; and
- develop students’ media literacy skills through different multimodal resources (e.g. posters, movies).

Content

The four sets of learning and teaching materials are based on four selected SOW for different year levels. Inspirational texts of different text types, suggested reading and writing activities and teaching steps are provided to illustrate the meaning and use of the SOW, cultivate positive values and attitudes and introduce the relevant language items.

Learning Task 1 - The Early Bird Catches the Worm (S1-S2)

Students learn the SOW “The early bird catches the worm.” and understand the positive values and attitudes behind (e.g. being proactive, diligent, persevering) through viewing a poster and reading an article about two Hong Kong athletes. Students are guided to write a reflection or story on how the spirit of “The early bird catches the worm.” influences their life.

Learning Task 2 - Count Your Blessings (S3-S4)

Students read a reflective essay and are inspired to view an unpleasant experience from a different perspective and understand that they can choose to replace negative thoughts with positive ones. In the learning activities, students learn the structure of a reflective essay and the relevant language items before writing their own essay on “Count your blessings.” about their personal experience.

Learning Task 3 - A Friend in Need is a Friend Indeed (S4-S5)

Students learn the importance of cherishing the people around them through reading a fable about two friends in danger. They explore how the “Show, don’t tell” technique adds variety and colour to story writing and are guided to apply the technique in writing a fable or story about human relationship.

Learning Task 4 - Every Cloud Has a Silver Lining (S4-S5)

Students explore positive values and attitudes (e.g. perseverance, respect for others, care for others, kindness) through viewing a poster and watching the movie *Wonder*, which depicts how a kid with facial deformity gets through the unpleasant situations in his school life. Students are introduced to different filmic elements and are guided to write a reflective essay on their experiences in overcoming hardship and challenges.

Using the learning and teaching materials in the English lessons

Tying in with the modules and topics in the school-based English Language curriculum, the learning materials and teaching ideas can be used to raise students’ awareness of text structures and language items when introducing the various SOW in the English lessons. Teachers are encouraged to select and adapt the materials to suit their students’ needs, interests and abilities. Posters, games and videos on other SOW are available on the website of the Education Bureau (<http://www.edb.gov.hk/sow>) to provide additional resources in support of the promotion of positive values and attitudes in the English classroom.

Learning Task 1

The Early Bird Catches the Worm

Suggested Levels: S1-S2

Summary of the Learning Task:

Students learn the proverb “The early bird catches the worm” and understand the positive values and attitudes behind (e.g. being proactive, diligent, persevering) through viewing a poster on the proverb and reading an article about two Hong Kong athletes. Students are asked to write a reflection or story on how the spirit of the proverb “The early bird catches the worm” influences their life.

Learning objectives:

Content

1. To understand the meaning and use of the proverb “The early bird catches the worm”
2. To cultivate students’ positive values and attitudes (e.g. being proactive, diligent, persevering)

Language

1. To infer meanings of words using contextual clues
2. To understand the gist of paragraphs and the message of the texts
3. To develop skills of writing a reflection or story

Suggested Learning Activities

Pre-reading

1. Introduce to students the objectives of the learning activities.
2. Show students the following poster
(<https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/SOW/posters.html>), and then ask them the following questions:



- What do you see in the picture?
(Suggested answer: Two birds on separate tree branches and a worm in one of the birds' beak)
 - What are they doing?
(Suggested answer: One bird is catching a worm. The other bird is sleeping.)
 - What does this picture tell you?
(Possible answer: Getting up early helps us become more successful.)
3. Introduce the proverb "The early bird catches the worm" to students.
 - What does the proverb mean?
(Suggested answer: The person who takes the opportunity to do something before other people will have an advantage over them.)
 4. Ask students to think about a scenario in which this proverb is relevant to their life. Invite some students to share with their classmates.
 - (Possible answers:
(1) Going to school earlier to better prepare for the day ahead
(2) Going to department stores early during the period for sales to secure what we want as things may be out of stock if we arrive late.)
 5. Highlight the positive values and attitudes associated with the proverb – be proactive, diligent and persevering and take action before other people so that we can have an advantage.

While-reading

1. Distribute Text 1. Draw students' attention to the title of the text. Ask them:
 - What does "athlete" mean?
(Suggested answer: A person who competes in sports)
 - Why do the two athletes get up early in the morning?
(Possible answer: They need to attend training for competitions.)
 - What tips do you think the athletes will give?
(Any reasonable answers)
2. Read paragraphs 1-2 with students. Ask them:
 - Why does the writer describe the warm feeling in bed in a dark cold morning?
(Suggested answer: To show readers how difficult it is to get up early, especially in winter, and how determined and proactive the athletes are to be able to do so.)
3. Read paragraph 3 with students. Ask them:
 - What special achievement did Christy make?

(Suggested answer: She became Hong Kong's first champion of figure skating at the 2018/2019 Chinese National Figure Skating Championships.)

4. Read paragraphs 4-6 with students. Ask them:

- What does “her edge over” mean in paragraph 5? Can you identify any clues in the text to support your answer?

(Suggested answer: It means “her advantage over others”. In paragraph 4, Christy said that she wanted to make sure she did not fall behind, which echoes “her desire to maintain her edge over her opponents”.)

5. Read paragraphs 7-8 with students. Ask them:

- To Kaylin, what helps her get up more quickly on cold days?

(Suggested answer: Having a decent amount of sleep on the previous day and setting the alarm 30 minutes earlier help her get up more quickly.)

6. Read paragraph 9 with students. Ask them:

- What can be done in the extra hour in the morning if people get up early?
(Any reasonable answers)
- If people who sleep and wake up early are called “early birds”, what would you call those who enjoy staying up late at night?

(Suggested answer: Night owls)

Post-reading

Students read Text 1 again and complete Activity Sheet 1 for consolidation.

Applying the Proverb

Pre-writing

1. Ask students to share what time they usually go to bed to see if they are “early birds” or “night owls”. Ask students to share the reasons for their sleeping habit/preferences.

(Any reasonable answers)

Writing

2. Draw students' attention to paragraph 9 of Text 1. Re-read with them the sentences “You know what they say – the early bird gets the worm. Early to bed and early to rise makes a man healthy, wealthy, and wise.” Ask students to write a reflection/story (about 200 words) on how this attitude influences teenagers' life. Begin/End the reflection/story with the proverb “The early bird catches the worm” (Activity Sheet 2).

Post-writing

3. Ask students to share their reflection/story with their classmates.

Extended Reading

1. Guide students to read Text 2, an adapted Aesop fable titled “The Grasshopper and the Ants” and ask them to discuss in groups of three or four the following questions:
 - If you were the ants, would you give food to the grasshopper? Why or Why not?
 - What is the moral of the story?
 - How may the story be connected to the proverb “The early bird catches the worm”?
2. Ask students to share with the class what they have discussed.

Text 1

Two HK student athletes and champions' tips for getting out of bed early in the morning

The mornings in Hong Kong at the moment are still chilly, and it can be difficult to get out of bed. Two student athletes tell us how they motivate themselves to wake up early

Young Post

Joanne Ma 16:01pm, 10 Jan, 2019

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① You know the feeling: you're warm and toasty in bed, and everything outside the duvet is cold. You know you have to get up, but it's hard to do when all you really want to do is lie in bed and nap the day away – especially when the mornings are dark and cold.

② *Young Post* spoke to two of Hong Kong's top young athletes about how they manage to get themselves into training on cold wintry mornings, and how you can do the same to get to school on time. 10

③ Christy Leung-yi is a figure skater, who last month became the city's first-ever champion of the sport at the 2018/2019 Chinese National Figure Skating Championships in Harbin, China. She came a clear 10 points ahead of her closest competitor – something that she can attribute in some way to her ability to get out of bed early. 15

④ “One thing that forces me to wake up [early] is imagining that my competitors are already up, and training. That motivates me to get up and start training,” Christy, 16, says. “I just want to make sure I don't fall behind.” 20

⑤ It's not just her desire to maintain her edge over her opponents that gets Christy out of bed, though. Another reason that she gets up earlier than she needs to on cold mornings is that it affords her the time to look good. Like many other girls her age, she likes to take care of her appearance. “It just gives me more time to decide what to wear. I can also do my make-up without rushing.” 25

⑥ She adds that it's also important for her to be able to enjoy her breakfast. Whenever she wants to sleep in, the thought of eating breakfast without rushing

is enough to motivate her to get up.

⑦ Hong Kong épée fencer Kaylin Hsieh Sin-yan says that she finds that she is able to get up quicker on cold mornings when she's had a decent amount of sleep the night before. The 17-year-old Sha Tin College student, who won two silver medals at the 2018 Buenos Aires Youth Olympics in the women's individual épée and Mixed Continental Teams events, has morning training sessions every day, and sticks to a rigid sleeping schedule. 30

⑧ Kaylin says that setting your alarm to go off half an hour before you plan to actually wake up also helps – so if you plan on getting out of bed at 7 am, you should set your alarm for 6.30 am. “Then you'll have time to slowly wake up and get ready,” she says. “Sometimes, though, you will just have to force yourself to get up once your alarm goes off. Don't just press the snooze button and go back to sleep.” 40

⑨ We might not all be like Christy and Kaylin, and be capable of scoring medals for the city, but we can all make an effort to get up early like they do, even when the city is as cold as it has been over the past few weeks. You know what they say – the early bird gets the worm. Early to bed and early to rise makes a man healthy, wealthy, and wise. Who knows what you might discover or do (like that piece of homework you might have forgotten about) in that extra hour that you're awake in the morning? 45



(Permission to use the text “Two HK student athletes and champions’ tips for getting out of bed early in the morning” by Joanne Ma, which was originally published in the *Young Post*, was given by the South China Morning Post.)

Activity Sheet 1

Read Text 1 and answer the following questions.

1. From paragraph 1, find an antonym for the word “chilly” in line 1.

2. Which of the following represents the meaning of “it’s” in paragraph 1?

- A it was
- B it is
- C it has
- D None of the above

3. According to paragraphs 4-6, what motivates Christy to wake up early, even on cold days?

4. Which of the following best describes the meaning of “rigid” in paragraph 7?

- A not able to be bent or moved
- B not exact
- C not easy to be changed or persuaded
- D having a surface that is not even or regular

5. Decide whether the following statements are True (T), False (F) or the information is Not Given (NG). Put a tick (✓) in the correct boxes:

	T	F	NG
(i) Christy Leung-yi thinks that getting up early helped her win the championship at the 2018/2019 Chinese National Figure Skating Championships.			
(ii) Christy Leung-yi does not care about her appearance.			
(iii) Christy Leung-yi and Kaylin Hsieh Sin-yan are good friends.			

6. According to the article, why are Christy Leung-yi and Kaylin Hsieh Sin-yan considered top young athletes in Hong Kong?

7. Which of the following groups is the target audience of the article?

- A Teenagers
- B Parents
- C Teachers
- D Scientists



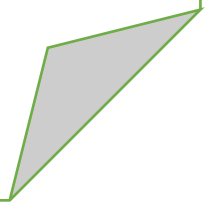
Activity Sheet 2

"You know what they say – the early bird gets the worm. Early to bed and early to rise makes a man healthy, wealthy, and wise."

In about 200 words, write a reflection/story on how the above attitude influences teenagers' life. Begin/End your work with the proverb "The early bird catches the worm".



This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, text, or other markings on the page.



A rectangular sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. The bottom right corner of the page is folded over, creating a triangular flap that is shaded light gray. The entire sheet is outlined by a thin green border.

Text 2

The Grasshopper and the Ants

On a hot summer day, a grasshopper was relaxing in the shade when a group of ants passed by. The ants were drying out the grain in order to store it up for the cold winter.

“Ants, why are you so busy? Why don’t you take a break? Would you like to sit down for a while and sing a song with me?” asked the grasshopper as he 5
took his violin out. “We’re gathering food for the winter when it will be bitter cold and there will be hardly any food to eat. It will be a good idea if you do the same,” answered the ants. “What? Do the same as what you’re now all doing? I don’t have time to store up any food because I’m very busy making music,” the grasshopper replied. He laughed at the ants and walked away with 10
his violin.

Winter came. It was cold and freezing. Without any food to eat, the grasshopper was starving. So he went to the ants and asked, “Ants, can you help me? I’m very hungry but I have nothing to eat. Let me sing you all a song and please give me some food in return.” 15

“All summer long we were working very hard, while you were singing and laughing at us. As a result, we have a full tummy now and you are starving,” said the ants. “I’ve learnt a lesson from it. Please help me!” begged the grasshopper. The ants finally agreed to help the grasshopper by giving him some food to eat. They also helped the grasshopper dig a hole for storing food 20
for the coming winter.

Suggested Answers

Activity Sheet 1

1. Warm/toasty
2. B
3. Christy is motivated to wake up early as she does not want to fall behind her competitors. She wants to try her best in competitions. Having more time to dress, put on her make-up and enjoy breakfast also motivates her to get up early.
4. C
5. (i) T
(ii) F
(iii) NG
6. They both have made significant achievements in sports. Christy Leung became Hong Kong's first champion of figure skating at the 2018/2019 Chinese National Figure Skating Championships in Harbin and Kaylin Hsieh won two silver medals at the 2018 Buenos Aires Youth Olympics.
7. A

Activity Sheet 2

Any reasonable answers

Extended Reading

- If you were the ants, would you give food to the grasshopper? Why or Why not?
Any reasonable answers
- What is the moral of the story?
There is a time for work and a time for play. / We should prepare well for the days of necessity. / We should work hard and plan early for the future.
- How may the story be connected to the proverb “the early bird catches the worm”?
We should get well prepared in order to survive and succeed.

Learning Task 2

Count Your Blessings

Suggested Level: S3-S4

Summary of the Learning Task

Students read a reflective essay titled “A wake-up call”. They are then inspired to view the unpleasant experience from a different perspective and understand that they have a choice to focus on what they missed, lost or failed to achieve, or what they have already had, and that they can choose to replace negative thoughts with positive ones. Students are then guided to count their blessings by practising flipping complaints into gratitude statements. In the main writing task, students learn the structure of a reflective essay and relevant language items and write a reflective essay on “Count your blessings” about their personal experience.

Learning Objectives

Content:

- To understand the saying of wisdom “Count your blessings”
- To appreciate the positive side(s) of a negative experience
- To recognise and be grateful for what we already have

Language:

- To understand the text features of a reflective essay
- To write a reflective essay on “Count your blessings” about students’ personal experience

Suggested Learning Activities

Pre-reading: Learning Activity 1	
1.	Ask students to recall what happened in the previous week and write down any complaints they made in the space provided.
2.	Remind students that the complaints can be as insignificant as the following: <ul style="list-style-type: none">(a) The bus did not wait for you though you were rushing for it. As a result, you were late for school, and got penalised. You grumbled for a whole day.(b) You almost won the 100-metre race on the Sports Day but you slipped and fell before the finishing line. You complained about your bad luck for a week.
3.	Ask students to think about the nature of a complaint and what a complaint does, and then write their complaints on a slip of paper. Invite students to share their views.
4.	Guide students to reflect on the drawbacks of complaining by asking the following questions: <ul style="list-style-type: none">• Did the problem go away?• How did you feel after complaining? Better or worse?

5. Point out to students that complaints may help vent their dissatisfaction, frustration or anger at the time but complaining itself does not help make the situation better. Worse still, sometimes complaints escalate negative emotions and make the situation worse.
 - In Example (a), grumbling would not change the fact that you missed the bus and were late for school, nor would the penalty disappear. In Example (b), complaining would not let you run the race again, nor would the accident of slipping and falling be avoided.
6. Using the above examples, explain to students that complaining focuses their attention on the problem itself instead of the cause(s) of /solution(s) to the problem.

While-reading: Learning Activity 2

1. Ask students to read the text and answer the questions that follow.
2. When checking answers with students, draw students' attention to the following:
 - Q1: Draw students' attention to the time (two o'clock in the morning) and ask students to answer the question using their prior knowledge and knowledge of the world.
 - Q2: Draw students' attention to the choice of diction – "hurling" and "stomped". Ask them to check the meaning of the words and compare "hurl" with "throw" and "stomp" with "walk". Point out to students that these verbs are more vivid and often convey the emotion of the doer.
 - Q3: Explain to students that they can work out the meaning of "ungodly" by using
 - 1) contextual clues (e.g. Line 5: "two o'clock in the morning"), and
 - 2) knowledge of word formation (i.e. the prefix "un-" meaning "the opposite" whereas "godly" referring to something positive).
 - Q4: Point out to students that the escalation of anger is reflected in the series of actions: "stomped out of the room" → "speaking at the top of my voice" → "hung the phone up" → couldn't sleep afterwards
 - Q5: Point out to students that both the literal meaning (a phone call that woke "me" up from sleep) and the figurative meaning (an enlightenment on a need to change) of "wake-up call" are applicable in this context.
 - Q6: Ask students to look for words or phrases from the text which make the tone of the text reflective and causal, e.g.
 - reflective: "should" / "could have"
 - casual: "I'm going to" / "I'll"
3. Wrap up the activity using the illustration on p. 7 to explain to students that it is our choice to make complaints or be grateful, e.g. "I hate to be woken up by the call" vs. "I am grateful that my sister is safe". But it takes time and practice to recognise positive sides in a negative experience.
4. If time allows, ask students to post the slips of paper where they have written their complaints on a wall or blackboard. Invite students to read their friends' complaints, and then write a gratitude statement on the back of the paper. Return the paper to students, ask them to study

the gratitude statements their classmates wrote and write their own gratitude statement, if any. Allow some time for silent reflection.

Post-reading: Learning Activity 3

1. Ask students to read the text again and identify the different elements of a reflective essay by filling in the blanks.
2. Check the answers with students.

Writing a Reflective Essay: Learning Activity 4

1. Explain to students that a reflective essay can be formal as in an academic reflective essay or informal as in the sample writing. The formality and language features thus vary among different types of reflective writing.
2. Go through the different types of language and functions mentioned in the table with students and ask them to find one or two examples for each function from the sample writing.
3. Revisit the elements of a reflective essay. Go over the guiding questions.
4. Ask students to write, in about 300 words, a reflective essay on “Count your blessings” based on their personal experience.

Extended Reading


1. Ask students to read the poem titled “Count your blessings” and think about the message of the poem. Encourage students to share ideas with their classmates.

Pre-reading: Learning Activity 1

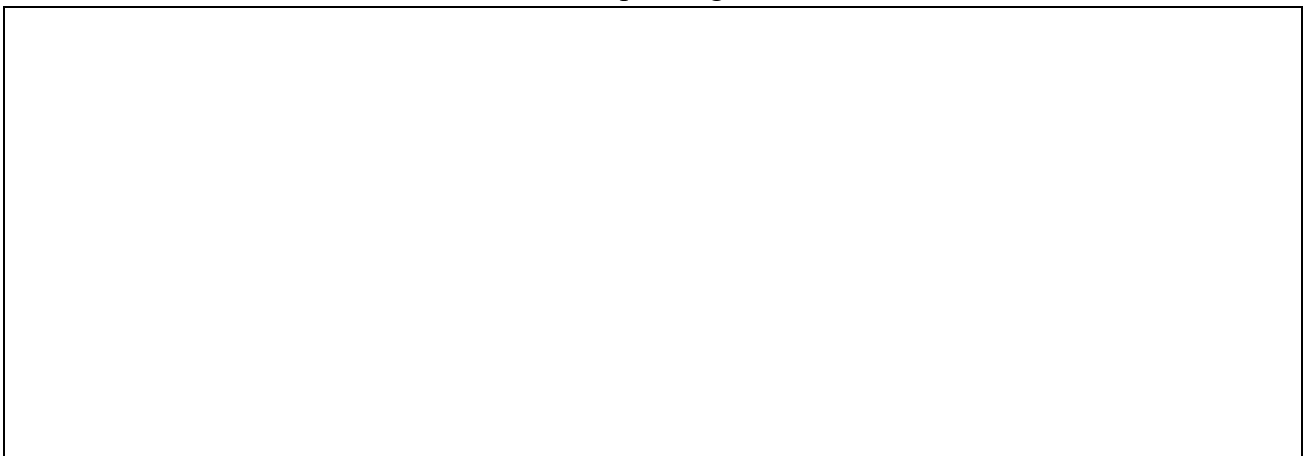
1. How did your past week go? Close your eyes and recount all the events that happened. Did you complain about anything? Write down your complaint(s) in the space provided. Then share with your friends your complaint(s).



2. Why do you complain?



3. What are the benefits and drawbacks of complaining?



While-reading: Learning Activity 2

A. Read the following text “*A wake-up call*” and answer the questions that follow.

A wake-up call	
	An unexpected call in the early hours is a nightmare, especially when you are sound asleep. If the caller has just dialled a wrong number, you will no doubt feel angry. What if the caller is someone you know? What if there is an important message from the caller? What if there is something positive beyond the call? Let me share with you my personal experience.
5	One night, I was woken up by the landline. It was two o'clock in the morning. I waited for the annoying ring to go off but it didn't. The hope of mom picking up the phone faded as my anger grew. “Who on earth would call at this ungodly hour,” I grumbled. Hurling the quilt, I threw myself across the room. I answered the phone at the top of my voice, despicably wishing that no one could continue their sleep. It was my sister. She called to tell mom that she wouldn't
10	come home and something else. But I would never know what it was because I hung the phone up before she could finish her line. Lying on my bed again, I couldn't find the way back to sleep as my mind was busy coming up with ideas how I could get back at her. The sleepless night started.
15	I felt bad that my rage and impulse got the best of me. It definitely made me feel cross when my sleep was disturbed. But I didn't contain my anger and even tried to wake everybody up. What did I get from all these? A sleepless night, which in turn made me feel even worse.
20	This experience was a “wake-up call”. The negativity, in the case, escalated my rage, which blinded me to what I already have and things that I should feel grateful for. To start with, I should be grateful for having a safe place where my family are with me, and a bed and a quilt that are essential for a good night's sleep. I should also be thankful for the fact that my sister was safe. The recognition and appreciation of my blessings made me come to terms with my anger and understand how stupid I was. They also helped me realise that I was the one who ruined my night, not my sister. The negative emotions tricked me into shifting the responsibility to my sister. I could have focused more on what I had had and been more grateful.
25	I'm going to develop a habit of mind which focuses my attention on the things I have and recognises the positive sides in a negative experience. I'll start by calling to mind one or two things that I should be grateful for every day before I end my day.

1. What was “I” doing when the phone rang? Support your answer with evidence.

2. How did “I” feel when the phone rang? Support your answer with evidence.

3. What does “ungodly” (line 7) mean?

4. Did the feeling(s) you identified in Q2 disappear after complaining? Support your answer with evidence.

5. Why is “wake-up call” (line 17) in quotation marks? What does it mean?

6. Which of the following options best describe the tone of the text?

(i) reflective

(ii) formal

(iii) sarcastic

(iv) casual

A. (i) & (iii)

B. (ii) & (iii)

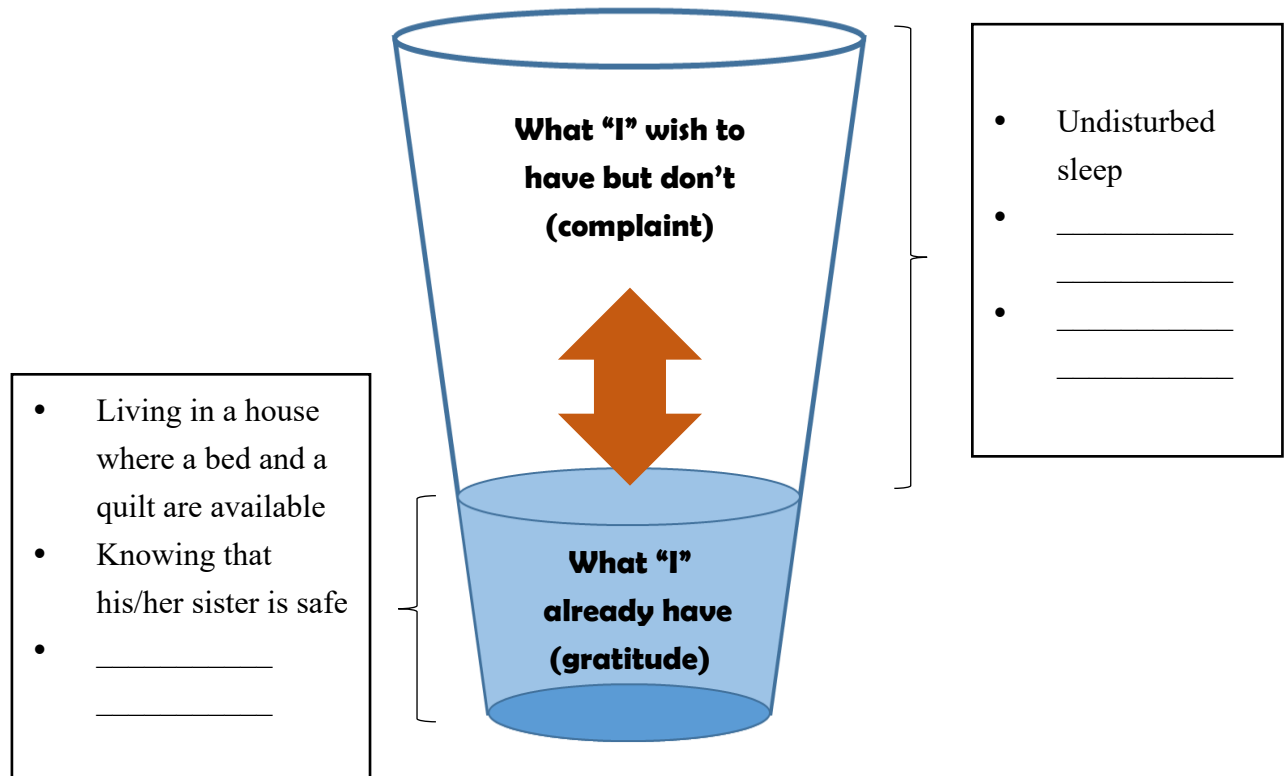
C. (i) & (iv)

D. (ii) & (iv)

A B C D

☐ ☐ ☐ ☐

B. The image below helps visualise how we can view a situation from a different perspective. With reference to the text “*A wake-up call*”, add more to the boxes of (1) what “I” wish to have but don’t and (2) what “I” already have without knowing it.



It is our choice to make a complaint or be grateful. Practise flipping a complaint into a gratitude statement.



Post-reading: Learning Activity 3

Understanding the structure of a reflective essay

A reflective essay is more than a recount of a past experience. It should include your understanding of what you have learnt, evaluation of your past experience and impact on your future action. Study the following reflective essay. Identify the text structure by filling in the blanks with appropriate words provided in the box below.

evaluation	experience	feel
future plan	introduction	title

A wake-up call

An unexpected call in the early hours is a nightmare, especially when you are sound asleep. If the caller has just dialled a wrong number, you will no doubt feel angry. What if the caller is someone you know? What if there is an important message from the caller? What if there is something positive beyond the call? Let me share with you my personal experience.

One night, I was woken up by the landline. It was two o'clock in the morning. I waited for the annoying ring to go off but it didn't. The hope of mom picking up the phone faded as my anger grew. "Who on earth would call at this ungodly hour," I grumbled. Hurling the quilt, I threw myself across the room. I answered the phone at the top of my voice, despicably wishing that no one could continue their sleep. It was my sister. She called to tell mom that she wouldn't come home and something else. But I would never know what it was because I hung the phone up before she could finish her line. Lying on my bed again, I couldn't find the way back to sleep as my mind was busy coming up with ideas how I could get back at her. The sleepless night started.

I felt bad that my rage and impulse got the best of me. It definitely made me feel cross when my sleep was disturbed. But I didn't contain my anger and even tried to wake everybody up. What did I get from all these? A sleepless night, which in turn made me feel even worse.

This experience was a "wake-up call". The negativity, in the case, escalated my rage, which blinded me to what I already have and things that I should feel grateful for. To start with, I should be grateful for having a safe place where my family are with me, and a bed and a quilt that are essential for a good night's sleep. I should also be thankful for the fact that my sister was safe. The recognition and appreciation of my blessings made me come to terms with my anger and understand how stupid I was. They also helped me realise that I was the one who ruined my night, not my sister. The negative emotions tricked me into shifting the responsibility to my sister. I could have focused more on what I had had and been more grateful.

I'm going to develop a habit of mind which focuses my attention on the things I have and recognises the positive sides in a negative experience. I'll start by calling to mind one or two things that I should be grateful for every day before I end my day.

1. _____

2. _____

Your personal
3. _____

How the
experience made
you
4. _____

5. _____
of your experience

6. _____

Learning Activity 4: Writing a reflective essay

A reflective essay can be personal and informal. The language features vary depending on the purpose of the texts. Four main types of language features are identified from the sample reflective essay. Study the table below and identify examples from the sample essay. One has been done for you as an example.

	Function	Language/Structure	Example from the text
Descriptive & Narrative	To tell something that happened in the past	Past tenses	<i>E.g. I was woken up by the landline.</i>
	To describe two or more actions concisely	Participle phrases	
	To describe actions vividly	Precise verbs	
	To indicate inner thoughts	Thought / speech tags	
Describing feelings	To describe emotions	Adjectives of feelings	
Evaluative	To talk about obligation and the right thing to do	Modal verb “should”	
	To show regret or hindsight	“...should/could have (past participle)”	
Talking about resolution	To talk about plans and goals	<ul style="list-style-type: none">- The simple future tense- Be going to	

Below are some guiding questions that help you plan and write your reflective essay.

Elements of a reflective essay	Guiding questions
Title	<ul style="list-style-type: none"> What is the key message of the reflective essay?
Introduction	<ul style="list-style-type: none"> What is the focus of the reflection? What is the experience you want to share?
Personal experience	<ul style="list-style-type: none"> What are you reflecting on? Who was / were involved? What happened? How did you react to the situation? How did other people react?
How the experience made you feel	<ul style="list-style-type: none"> How did you feel at the time? What did you think about at the time? What did you think about the incident afterwards?
Evaluation of the experience	<ul style="list-style-type: none"> What was good / bad about the experience? Did you think the problem was resolved? What have you learnt from the experience? How did the experience change your attitude? What could you have done differently to ensure a positive outcome / prevent it from happening again?
Future plan	<ul style="list-style-type: none"> How will you prepare yourself for similar problems/incidents?

In about 300 words, write a reflective essay on “Count your blessings” about your personal experience. Describe your experience and how the experience changes your future action. Give your essay a title.

[illegible]

[illegible]

Extended Reading

Scan the QR code below and read the poem titled “Count your blessings” by William Henry Dawson.



<https://www.makefunoflife.net/everyday-inspiration/count-your-blessings-by-william-henry-dawson>

What do you think the poem is about? Share your ideas with your friends.

Suggested Answers

Pre-reading: Learning Activity 1

1. How did your past week go? Close your eyes and recount all the events that happened. Did you complain about anything? Write down your complaint(s) in the space provided. Then share with your friends your complaint(s).



2. Why do you complain?

Suggested reasons for complaining

- Impulse
- Venting of feelings of dissatisfaction / frustration / anger

3. What are the benefits and drawbacks of complaining?

Suggested benefits of complaining

- Forming connections with those who share our complaints / feelings
- Feeling better
- Getting attention

Suggested drawbacks of complaining

- You may fixate on the problem itself and dwell on the things that you are not happy with instead of looking for a solution to the problem.
- It may escalate / intensify your negative emotions, which in turn may magnify other people's faults and blind you to your own responsibilities.

While-reading: Learning Activity 2

A. Read the following text “*A wake-up call*” and answer the questions that follow.

A wake-up call	
	An unexpected call in the early hours is a nightmare, especially when you are sound asleep. If the caller has just dialled a wrong number, you will no doubt feel angry. What if the caller is someone you know? What if there is an important message from the caller? What if there is something positive beyond the call? Let me share with you my personal experience.
5	One night, I was woken up by the landline. It was two o’clock in the morning. I waited for the annoying ring to go off but it didn’t. The hope of mom picking up the phone faded as my anger grew. “Who on earth would call at this ungodly hour,” I grumbled. Hurling the quilt, I threw myself across the room. I answered the phone at the top of my voice, despicably wishing that no one could continue their sleep. It was my sister. She called to tell mom that she wouldn’t
10	come home and something else. But I would never know what it was because I hung the phone up before she could finish her line. Lying on my bed again, I couldn’t find the way back to sleep as my mind was busy coming up with ideas how I could get back at her. The sleepless night started.
15	I felt bad that my rage and impulse got the best of me. It definitely made me feel cross when my sleep was disturbed. But I didn’t contain my anger and even tried to wake everybody up. What did I get from all these? A sleepless night, which in turn made me feel even worse.
20	This experience was a “wake-up call”. The negativity, in the case, escalated my rage, which blinded me to what I already have and things that I should feel grateful for. To start with, I should be grateful for having a safe place where my family are with me, and a bed and a quilt that are essential for a good night’s sleep. I should also be thankful for the fact that my sister was safe. The recognition and appreciation of my blessings made me come to terms with my anger and understand how stupid I was. They also helped me realise that I was the one who ruined my night, not my sister. The negative emotions tricked me into shifting the responsibility to my sister. I could have focused more on what I had had and been more grateful.
25	I’m going to develop a habit of mind which focuses my attention on the things I have and recognises the positive sides in a negative experience. I’ll start by calling to mind one or two things that I should be grateful for every day before I end my day.

1. What was “I” doing when the phone rang? Support your answer with evidence.

“I” was probably sleeping. It was “two o’clock in the morning”.

2. How did “I” feel when the phone rang? Support your answer with evidence.

“I” was probably annoyed or angry. The actions “hurling the quilt” and “stomped out of the room” show that “I” was annoyed or angry.

3. What does “ungodly” (line 7) mean?

Unreasonably early or unacceptable

4. Did the feeling(s) you identified in Q2 disappear after complaining? Support your answer with evidence.

No. The negative feelings escalated. “I” spoke at the top of “my” voice and hung up abruptly. “I” couldn’t get back to sleep after answering the phone.

5. Why is “wake-up call” (line 17) in quotation marks? What does it mean?

“Wake-up call” here bears two levels of meaning. At the literal level, “wake-up call” means the phone call that woke “me” up from sleep. At the figurative level, it indicates that the incident makes “me” realise that there was a need to change “my” attitude when facing a negative experience.

6. Which of the following options best describe the tone of the text?

(i) reflective

(ii) formal

(iii) sarcastic

(iv) casual

A. (i) & (iii)

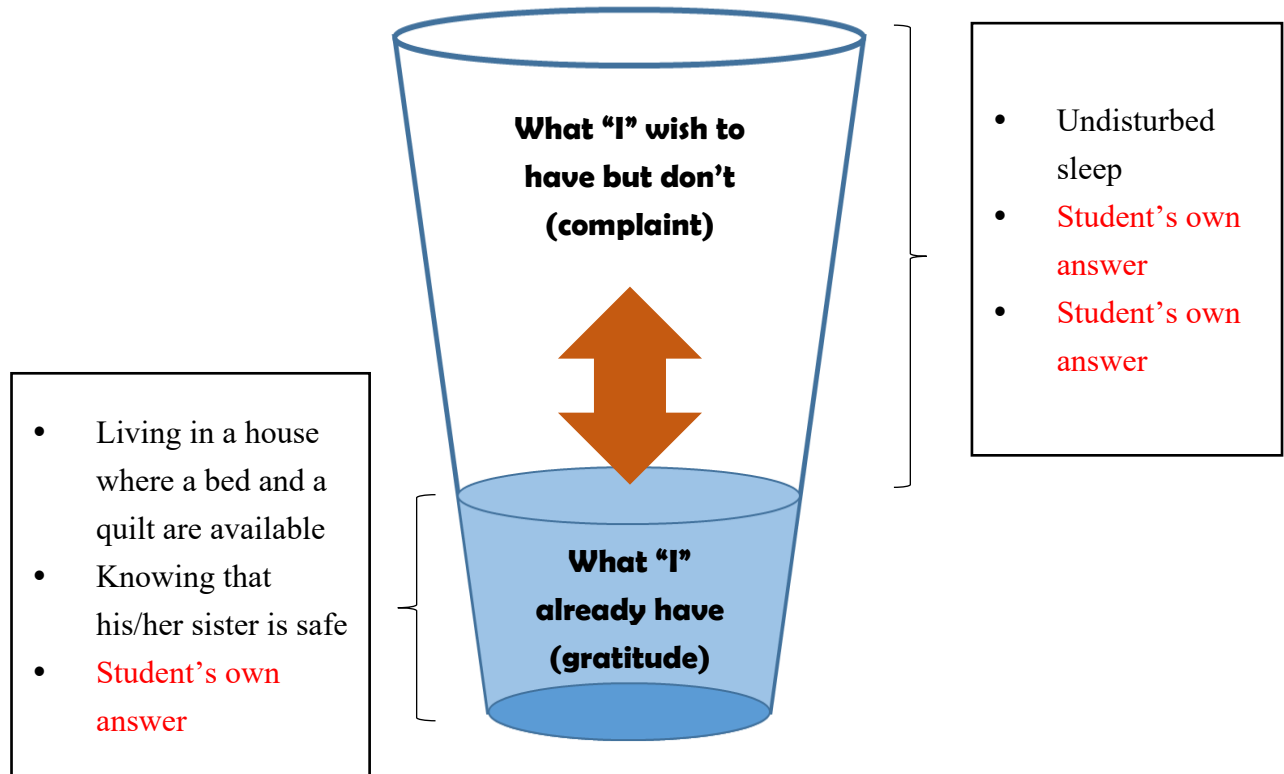
B. (ii) & (iii)

C. (i) & (iv)

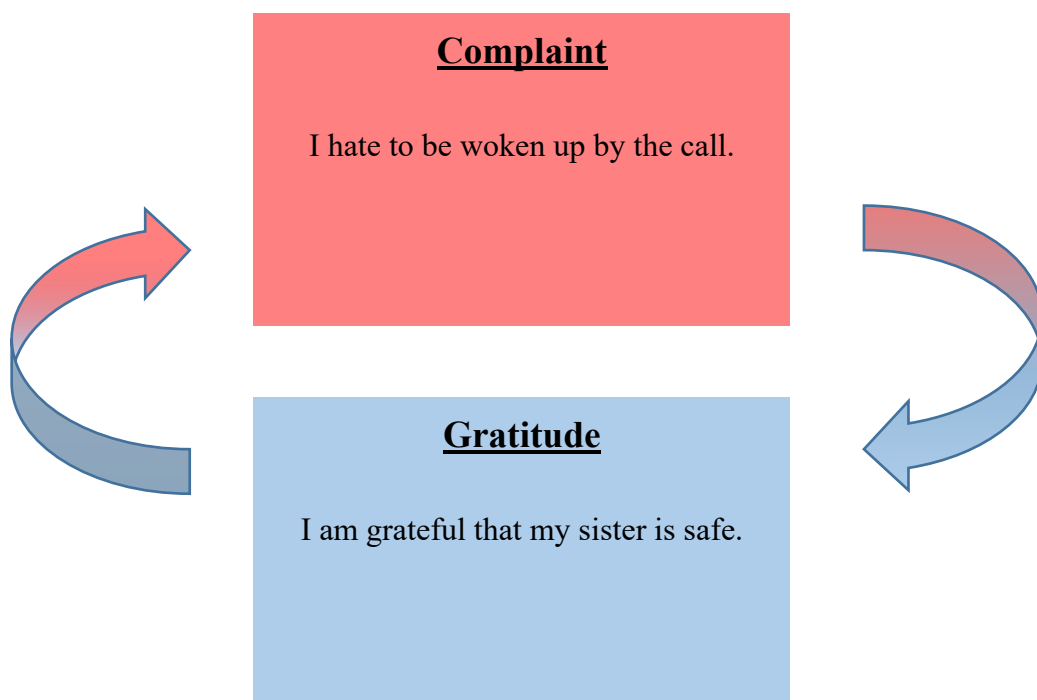
D. (ii) & (iv)

A	B	C	D
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B. The image below helps visualise how we can view a situation from a different perspective. With reference to the text “*A wake-up call*”, add more to the boxes of (1) what “I” wish to have but don’t, and (2) what “I” already have without knowing it.



It is our choice to make a complaint or be grateful. Practise flipping a complaint into a gratitude statement.



Post-reading: Learning Activity 3

Understanding the structure of a reflective essay

A reflective essay is more than a recount of a past experience. It should include your understanding of what you have learnt, evaluation of your past experience and impact on your future action. Study the following reflective essay. Identify the text structure by filling in the blanks with appropriate words provided in the box below.

evaluation	experience	feel
future plan	introduction	title

A wake-up call

An unexpected call in the early hours is a nightmare, especially when you are sound asleep. If the caller has just dialled a wrong number, you will no doubt feel angry. What if the caller is someone you know? What if there is an important message from the caller? What if there is something positive beyond the call? Let me share with you my personal experience.

One night, I was woken up by the landline. It was two o'clock in the morning. I waited for the annoying ring to go off but it didn't. The hope of mom picking up the phone faded as my anger grew. "Who on earth would call at this ungodly hour," I grumbled. Hurling the quilt, I threw myself across the room. I answered the phone at the top of my voice, despicably wishing that no one could continue their sleep. It was my sister. She called to tell mom that she wouldn't come home and something else. But I would never know what it was because I hung the phone up before she could finish her line. Lying on my bed again, I couldn't find the way back to sleep as my mind was busy coming up with ideas how I could get back at her. The sleepless night started.

I felt bad that my rage and impulse got the best of me. It definitely made me feel cross when my sleep was disturbed. But I didn't contain my anger and even tried to wake everybody up. What did I get from all these? A sleepless night, which in turn made me feel even worse.

This experience was a "wake-up call". The negativity, in the case, escalated my rage, which blinded me to what I already have and things that I should feel grateful for. To start with, I should be grateful for having a safe place where my family are with me, and a bed and a quilt that are essential for a good night's sleep. I should also be thankful for the fact that my sister was safe. The recognition and appreciation of my blessings made me come to terms with my anger and understand how stupid I was. They also helped me realise that I was the one who ruined my night, not my sister. The negative emotions tricked me into shifting the responsibility to my sister. I could have focused more on what I had had and been more grateful.

I'm going to develop a habit of mind which focuses my attention on the things I have and recognises the positive sides in a negative experience. I'll start by calling to mind one or two things that I should be grateful for every day before I end my day.

1. Title

2. Introduction

Your personal
3. experience

How the
experience made
you 4. feel

5. Evaluation of
your experience

6. Future plan

Learning Activity 4: Writing a reflective essay

A reflective essay can be personal and informal. The language features vary depending on the purpose of the texts. Four main types of language features are identified from the sample reflective essay. Study the table below and identify examples from the sample essay. One has been done for you as an example.

	Function	Language/Structure	Example from the text
Descriptive & narrative	To tell something that happened in the past	Past tense	<i>E.g. I was woken up by the landline.</i>
	To describe two or more actions concisely	Participle phrases	<i>Lying on my bed again, I couldn't find my way back to sleep.</i>
	To describe actions vividly	Precise verbs	<i>Hurling the quilt, I threw myself across the room.</i>
	To indicate inner thoughts	Thought tags	<i>"Who on earth would call at this ungodly hour," I grumbled.</i>
Describing feelings	To describe emotions	Adjectives of feelings	<i>It definitely made me feel cross... / ... which in turn made me feel even worse.</i>
Evaluative	To talk about obligation and the right thing to do	Modal verb "should"	<i>I should be grateful for having a safe place where... I should also be thankful for the fact that...</i>
	To show regret or hindsight	"...should/could have (past participle)"	<i>I could have focused more on what I had had and been more grateful.</i>
Talking about resolution	To talk about plans and goals	<ul style="list-style-type: none"> - The simple future tense - Be going to 	<i>I'll start by calling to mind one or two things ... I'm going to develop a habit of mine which ...</i>

Below are some guiding questions that help you plan and write your reflective essay.

Elements of a reflective essay	Guiding questions
Title	<ul style="list-style-type: none"> What is the key message of the reflective essay?
Introduction	<ul style="list-style-type: none"> What is the focus of the reflection? What is the experience you want to share?
Personal experience	<ul style="list-style-type: none"> What are you reflecting on? Who was / were involved? What happened? How did you react to the situation? How did other people react?
How the experience made you feel	<ul style="list-style-type: none"> How did you feel at the time? What did you think about at the time? What did you think about the incident afterwards?
Evaluation of the experience	<ul style="list-style-type: none"> What was good / bad about the experience? Did you think the problem was resolved? What have you learnt from the experience? How did the experience change your attitude? What could you have done differently to ensure a positive outcome / prevent it from happening again?
Future plan	<ul style="list-style-type: none"> How will you prepare yourself for similar problems/incidents?

Learning Task 3

A Friend in Need is a Friend Indeed

Suggested Levels: S4-S5

Summary of the Learning Task

- Students learn about the proverb “A friend in need is a friend indeed” and read a fable about two friends in danger. Students then write a fable/story about human relationship.

Learning Objectives

Content

- To understand the meaning and use of the proverb “A friend in need is a friend indeed.”
- To cultivate positive values and attitudes (e.g. cherishing people around us, such as friends and family members)

Language Focuses

- To understand the “Show, don’t tell” technique in story writing with the use of imagery and action verbs
- To understand the use of participle clauses for linking actions
- To write a fable/story about human relationship

Suggested Learning Activities

Pre-reading

1. Introduce the objectives of the learning activities.
2. Divide students into groups to discuss what qualities they think a true friend should have using Activity Sheet 1. For weaker students, provide them with useful vocabulary like “sincere”, “helpful”, “understanding”, etc. Invite students to share their ideas.
3. Summarise students’ ideas on what true friends will do when they are in trouble. Introduce the proverb “A friend in need is a friend indeed.”, which means ***a friend who helps you when you really need help is a true friend.***

4. Discuss with students the message behind the proverb. Highlight the positive values and attitudes associated with the proverb – cherish the people around us such as friends and family members.

While-reading

1. Focus students' attention on the text type of Text 1 (i.e. a fable). Explain to students the definition of a fable: ***a traditional short story that teaches a moral lesson, especially a story about animals***. Famous fables (e.g. "The Hare and the Tortoise", "The Lion and the Mouse", "The North Wind and the Sun") can be used to exemplify how moral lessons can be taught through fables.
2. Guide students to read Text 1 and complete Activity Sheet 2.

Part 1 - Questions 1 - 2

3. Discuss the answers of Questions 1 and 2 with students and highlight to them the "Show, don't tell" technique used by the writer: ***"Show, don't tell" is a writing technique in which a story and its characters are related through sensory details and actions rather than exposition.***
4. Explain to students that the use of imagery (i.e. using figurative language to present actions and ideas in a way that appeals to our physical senses) in Paragraph 1 is an example of the "Show, don't tell" technique. Discuss with students how the imagery helps create the sense of suspense when going over the answers of Question 2.

Part 2 - Questions 3 - 8

5. Highlight that instead of "telling" the readers how the characters feel directly, the writer "shows" it using action verbs (Question 6). Tell students that this is another way which they can use the "Show, don't tell" technique in writing.
6. Check if students understand the fable and the moral lesson taught.
7. Guide students to reflect on what they have learnt from the fable and proverb, with reference to the learning objectives of the lesson.
8. Recap that the use of the "Show, don't tell" technique helps add variety and colour to story writing. Encourage students to try using imagery and action verbs when they write stories.

Part 3 – Questions 9 - 12

9. Introduce participle clauses (present participles) to students by guiding them to notice the form: adding -ing (present) to verbs to make them function as an adjective.
10. Have them make some sentences using participle clauses.
11. Have students think about when they could use participle clauses: when they want to link different actions in fewer words and “spice up” a noun by providing additional information about it (e.g. what it’s doing, what it looks like, how it feels).
12. Recap that participle clauses help add variety to the sentence structures in story writing. Encourage them to try it when they complete the writing task.

Post-reading

1. Brief students on the details of the post-reading task (i.e. writing a short fable/story with a moral lesson about human relationship) using Activity Sheet 3.
2. Remind students to incorporate the “Show, don’t tell” technique in their fable/story.

Text 1

The Bear and the Two Travellers

[1] At nightfall, two travellers were walking together along a narrow path through a dark, dense forest. While trekking through the deep shadows, they heard some rustlings in the thickets. Both of them trembled, worrying that there might be danger, but neither of them wanted to admit that they were scared. Then a low, threatening growl pierced through the still air.

5

[2] “Don’t panic. It may be just a dog,” said the first man quickly.

[3] “It’s much larger than a dog!” screamed the second man, who saw a huge, hairy bear lumbering towards them.

[4] In no time did the two friends begin to run, but before they had taken just a few steps, the first man stumbled and fell upon the ground.

10

[5] “Help! Help! Help!” he yelled as he struggled to get up.

[6] However, his friend just ran on as if he had not heard the call for help. He swiftly climbed up a tall tree nearby and hid himself in the branches, shaking with fear.



15

20

[7] The bear paused a while, looked around and then moved slowly towards the first man, who, seeing no help and no hope, threw himself flat down on the ground with his face in the dust as a whim flashed through his mind: he had heard that a bear would not attack a dead body. So, he lay still, pretending to be dead.

25

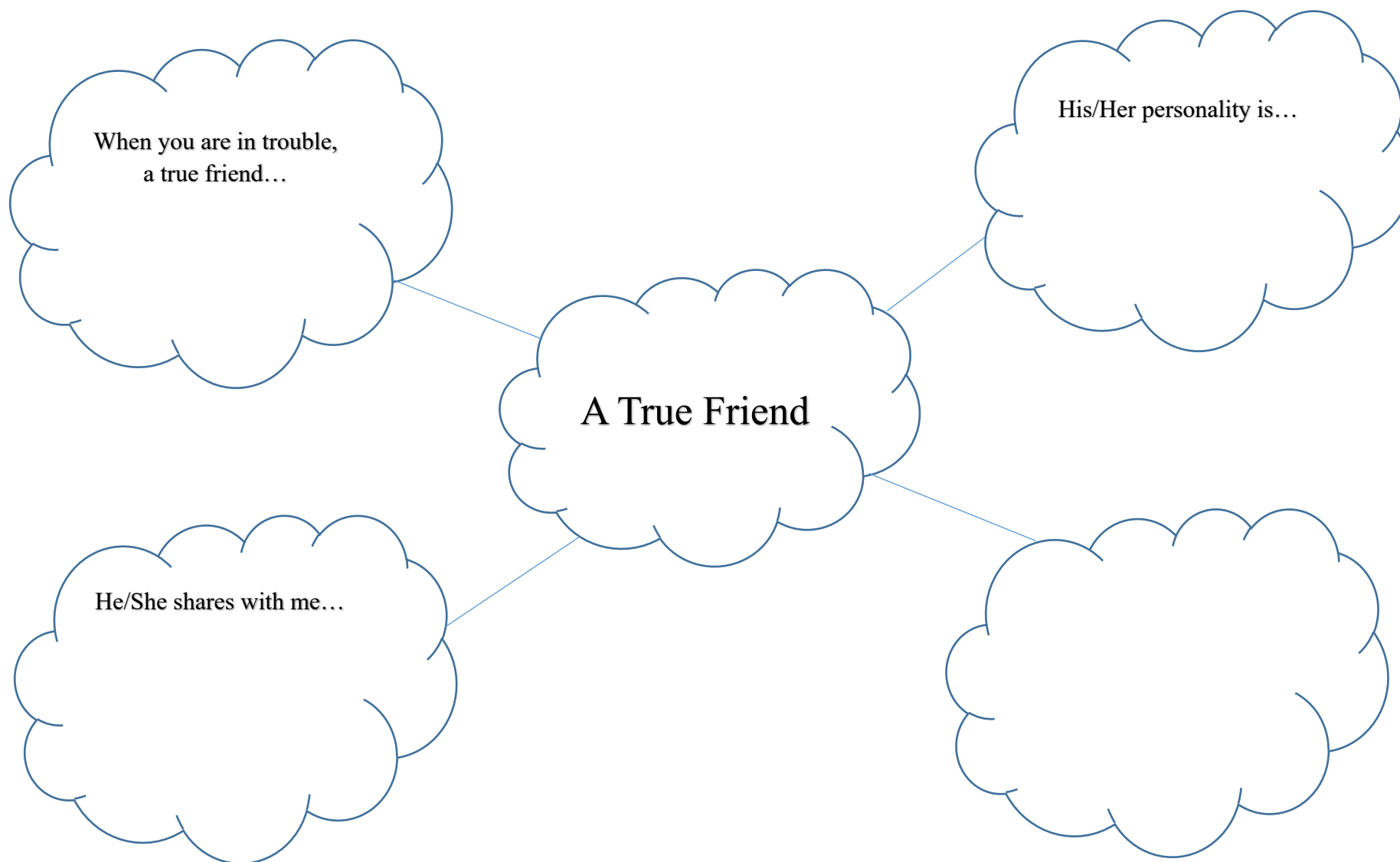
[8] The bear came up, sniffed and snuffled around him. It also touched his neck, back and legs with its paws and even gave the body a gentle push. Although the man was petrified, he kept calm and still, not moving at all, like a log of wood. Out of curiosity, the bear moved close to the man’s head and snorted as it nuzzled his ear. Although he was extremely frightened, he still lay unmoving as he knew it was a critical moment of life or death.

30

[9] Some time later, the bear began to lose interest in the “dead” body. With a low growl, it shook its head slowly, turned away and shuffled back into the woods, leaving the man alone.

35

<p>[10] Seeing that the bear had gone deep into the forest, the second man climbed down the tree and went to check on his friend.</p> <p>[11] “It was a miracle!” said the second man. “The bear put its nose right on your ear! I couldn’t believe it. It seemed to whisper some secret to you, didn’t it?”</p> <p>[12] The first man stared at his friend, and said, “Yes, the bear advised me to find a more dependable friend!”</p>	40
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Read Text 1 and answer the following questions.

Part 1

1. How did you feel when you read Paragraph 1? Why did you feel so?

2. The writer created a sense of suspense in Paragraph 1 by appealing to some of our five senses. Write the words which show the sense of suspense in the table below.

Words that help create a sense of suspense	Physical sense appealed to (sight, sound, smell, taste, touch)
<i>Example: narrow path</i>	<i>sight</i>
(a)	
(b)	
(c)	
(d)	
(e)	

Part 2

3. What trouble were the two travellers facing? How did they overcome it?

4. Why didn't the bear attack the traveller on the ground?

5. At the end of the story, the man said the bear advised him to find a more dependable friend. What is the message behind?

6. Find the action verbs which show the feelings of the characters underlined in the sentences below.

	Action verbs that show the characters' feelings
<i>Example:</i> <i>The first and second men were <u>scared</u>.</i>	<i>Example:</i> <i>Paragraph 1: trembled</i>
(a) The second man was very <u>frightened</u> .	Paragraph 3: _____

(b) The first man was <u>nervous</u> and was <u>eager</u> to get help.	Paragraph 5: _____
(c) The first man was <u>angry</u> with his friend.	Paragraph 12: _____

7. What is the moral of the fable?

8. In what way(s) do you cherish your true friends?

Part 3

The following sentences from Paragraphs 6 to 10 described the moves and actions of the characters. In pairs, discuss with your classmate the functions of the underlined clauses.

Para. 6 (Lines 17-21)

He swiftly climbed up a tall tree nearby and hid himself in the branches, shaking with fear.

Para. 7 (Lines 25-26)

So, he lay still, pretending to be dead.

Para. 9 (Lines 33-35)

With a low growl, it shook its head slowly, turned away and shuffled back into the woods, leaving the man alone.

Para. 10 (Lines 36-37)

Seeing that the bear had gone deep into the forest, the second man climbed down the tree and went to check on his friend.

9. Circle the verbs in the underlined clauses.

10. What is the language structure used in the underlined clauses?

11. What kind of information is provided by the underlined clauses?

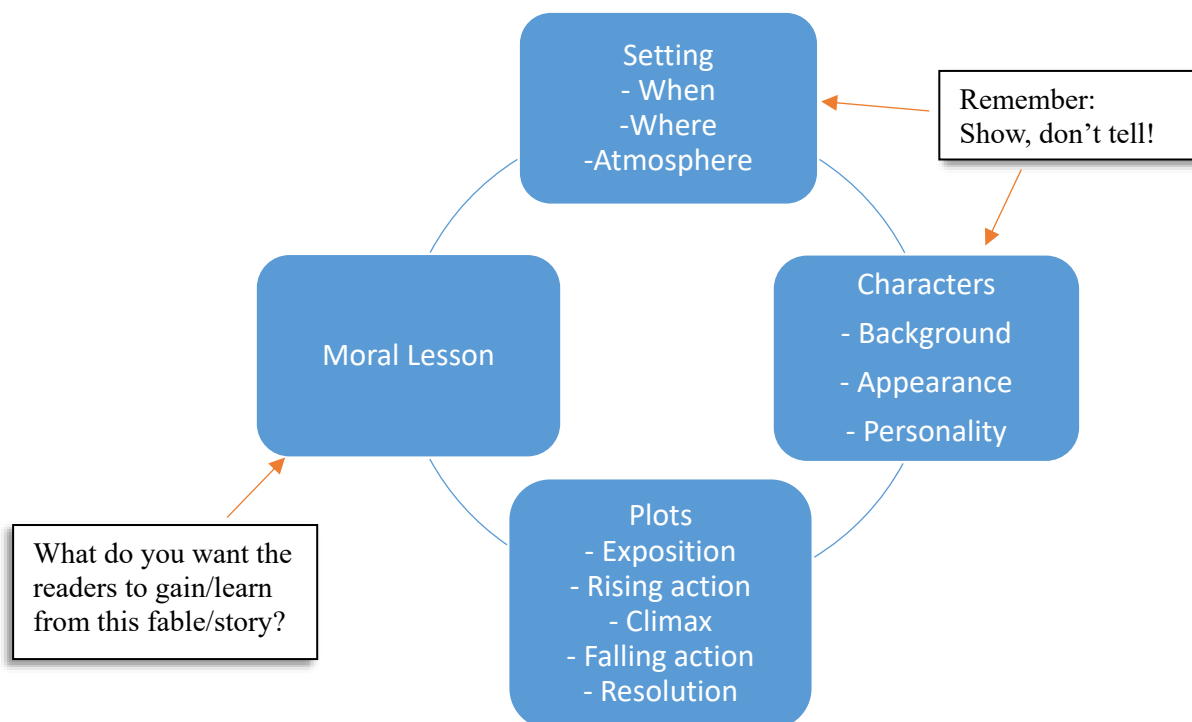
	Information provided
(a) Para. 6 (Lines 17-21)	the feelings of the man
(b) Para. 7 (Lines 25-26)	
(c) Para. 9 (Lines 33-35)	
(d) Para. 10 (Lines 36-37)	

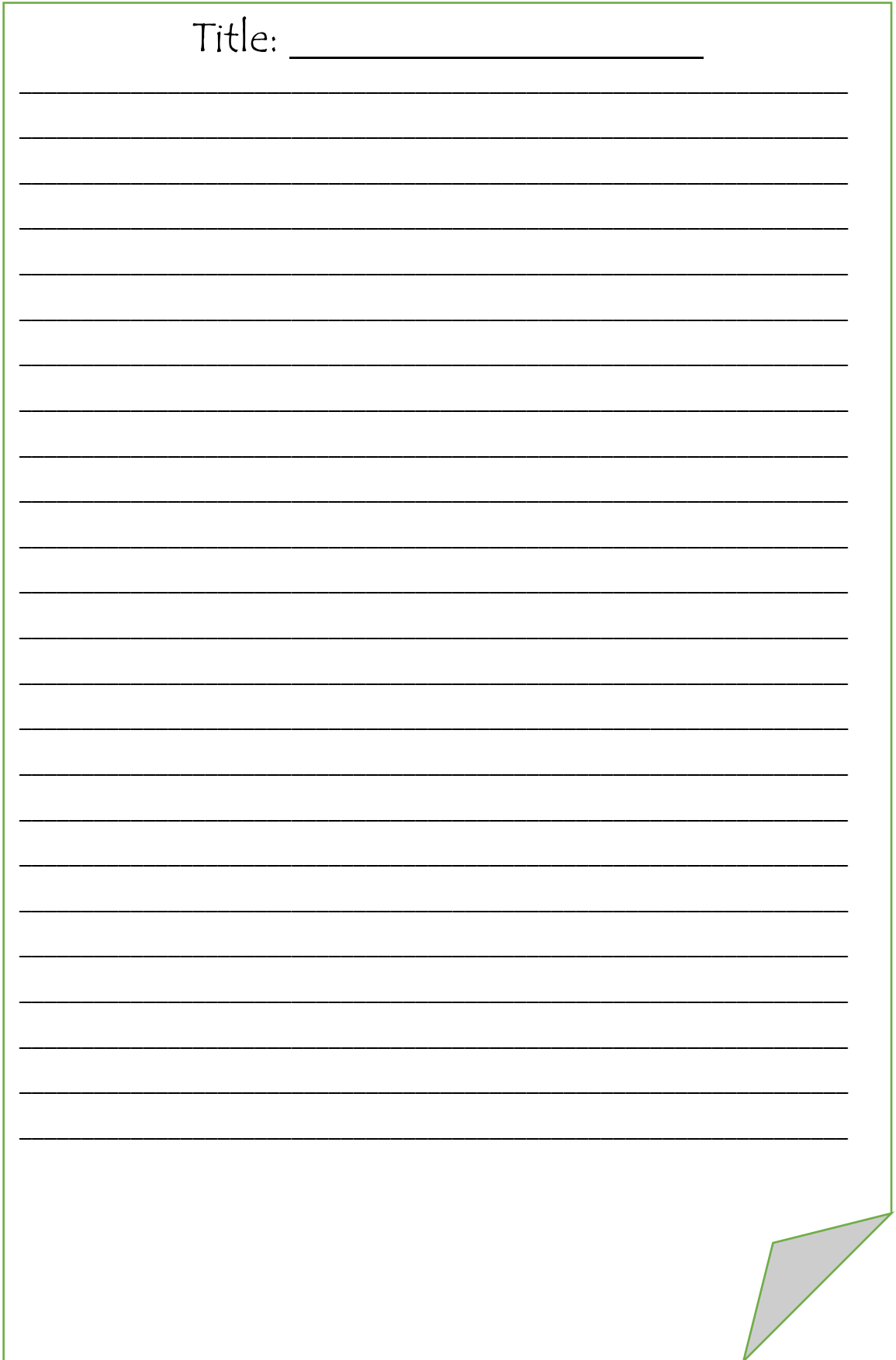
12. How do the underlined clauses help spice up the story?

Have you ever reflected on your relationship with friends? Based on your personal experience and the proverb “A friend in need is a friend indeed.”, write a short fable/story about human relationship with a moral lesson in about 300 words. Give your fable/story a title.



Your fable/story may include the following details:



[illegible]

A large rectangular box with a green border, containing 25 horizontal lines for writing. The bottom right corner of the box is folded over, revealing a gray triangular area.

Suggested Answers

Activity Sheet 1

(Student's own answer)

Activity Sheet 2

1. Suggested answer: I felt terrified / worried for the two travellers because the forest seemed dangerous as it was depicted as dark and dense, and there were rustlings and a low, threatening growl.

2.

Words that help create a sense of suspense	Physical sense appealed to (sight, sound, smell, taste, touch)
<i>Example: narrow path</i>	<i>sight</i>
(a) a dark, dense forest	sight
(b) deep shadows	sight
(c) rustlings	sound
(d) a low, threatening growl	sound
(e) still air	touch

3. The two travellers met a huge, hairy bear. One of them climbed up a tall tree and hid himself in the branches while the other threw himself flat down on the ground, pretending to be dead.

4. The bear believed that he was dead.

5. Suggested answer: The man was angry that his friend deserted him when he was in danger / The man thought his friend was not dependable.

6.

	Action verbs that show the characters' feelings
<i>Example:</i> <i>The first and second men were <u>scared</u>.</i>	<i>Example:</i> <i>Paragraph 1: trembled</i>
(a) The second man was very <u>frightened</u> .	Paragraph 3: screamed
(b) The first man was <u>nervous</u> and was <u>eager</u> to get help.	Paragraph 5: yelled, struggled
(c) The first man was <u>angry</u> with his friend.	Paragraph 12: stared

7. Suggested answer: A friend in need is a friend indeed. / Misfortune is the test of true friendship.
8. Student's own answer
- 9.

Para. 6 (Lines 17-21)

He swiftly climbed up a tall tree nearby and hid himself in the branches, shaking with fear.

Para. 7 (Lines 25-26)

So, he lay still, pretending to be dead.

Para. 9 (Lines 33-35)

With a low growl, it shook its head slowly, turned away and shuffled back into the woods, leaving the man alone.

Para. 10 (Lines 36-37)

Seeing that the bear had gone deep into the forest, the second man climbed down the tree and went to check on his friend.

10. Participle clauses (in present form)

11.

	Information provided
(a) Para. 6 (Lines 17-21)	the feelings of the man
(b) Para. 7 (Lines 25-26)	the reason why the man lay still
(c) Para. 9 (Lines 33-35)	the action of the bear
(d) Para. 10 (Lines 36-37)	what the second man did before climbing down the tree and checking on his friend / the reason why the second man climbed down the tree

12. Participle clauses help link different actions and allow us to present a great deal of information in a shorter form.

Activity Sheet 3

Student's own answer

Learning Task 4

Every Cloud Has a Silver Lining

Suggested Levels: S4-S5

Summary of the Learning Task

Students are guided to explore positive values and attitudes (e.g. perseverance, respect for others, care for others, kindness) through different learning activities. They learn the proverb “Every cloud has a silver lining” and watch the film *Wonder*, which is about a kid with facial deformity who gets through the unpleasant situations in his school life. Students are then guided to understand the filmic elements and write a reflective essay on “Every cloud has a silver lining” about their personal experience.

Learning Objectives


Content

- To understand the meaning and use of the proverb “Every cloud has a silver lining”
- To learn about the film *Wonder*
- To cultivate positive values and attitudes (e.g. perseverance, respect for others, care for others, kindness)

Language

- To explore the filmic elements (e.g. plot development, characterisation, point of view)
- To understand the use of positive and negative adjectives to describe personality



Sharing Learning Intentions
1. Introduce the objectives of the learning activities
Understanding the Proverb
<p>2. Show students the following photo:</p>  <p>3. Ask students to describe the cloud in the photo.</p> <p>4. Draw students' attention to the representations of the "black cloud" and the "silver lining" and ask them the following question:</p> <ul style="list-style-type: none"> • <i>What do you think they (i.e. black cloud, silver lining) represent?</i> <p>5. Introduce the proverb "Every cloud has a silver lining", which means <i>every difficult or unpleasant situation has a comforting or more hopeful aspect, even though it may not be immediately apparent</i>, to students.</p> <p>6. Discuss with students the positive values and attitudes promoted by the proverb.</p>
Pre-viewing
<p>1. Introduce the film <i>Wonder</i> (2017), directed by Stephen Chbosky, based on R.J. Palacio's novel <i>Wonder</i>, which is a story about a kid's experience in his first school life.</p> <p>2. Refer students to <i>Activity Sheet: Part 1</i>.</p> <p>3. Draw students' attention to</p> <ul style="list-style-type: none"> • the point of view that the film is presented by asking them the following questions: <ul style="list-style-type: none"> ➤ Who is doing the narration in the film? One of the characters? A person outside the story? <p><u>Clues</u> Narration at the beginning of the trailer: "<i>My</i> name is <i>Auggie Pullman</i>, next week <i>I</i>ll start fifth grade..."</p> ➤ From whose point of view are the audience learning about the story? One of the characters? A person outside the story? <ul style="list-style-type: none"> • the plot elements, e.g. <ul style="list-style-type: none"> ➤ setting, characters, problem, solution <p>4. Play the trailer of the film, which is available on YouTube.</p> <p>5. Discuss with students their observations (<i>Activity Sheet: Part 1</i>). Play the trailer again whenever necessary.</p>

Viewing
<ol style="list-style-type: none"> 1. Ask students to view the film <i>Wonder</i> at their own time or play the film during class time. 2. Guide students to focus their attention on the setting, plot, characters and theme of the film and ask them to take notes while watching the film (<i>Activity Sheet: Part 2</i>).
Post-viewing
<ol style="list-style-type: none"> 1. Ask students to discuss, in groups of three or four, the setting, plot, characters and theme of the film, and share their feelings about the film. 2. Guide students to analyse the personality of the characters and understand the development of the story (<i>Activity Sheet: Part 3</i>).
Applying the Proverb
<p><u>Pre-writing</u></p> <ol style="list-style-type: none"> 1. Revisit the proverb “Every cloud has a silver lining” with students. 2. Guide students to identify the unpleasant events experienced by Auggie in the middle school and the benefit(s) brought about by those hard times (<i>Activity Sheet: Part 4</i>). 3. Guide students to reflect on their experience and write down <ul style="list-style-type: none"> • the hardships they have experienced; and • what they have gained/learnt from the hardships. (<i>Activity Sheet: Part 4</i>) <p><u>Writing</u></p> <ol style="list-style-type: none"> 4. Ask students to refer to their ideas in <i>Activity Sheet: Part 4</i> and write a reflective essay on “Every cloud has a silver lining” about their personal experience (<i>Activity Sheet: Part 5</i>). <p><u>Post-writing</u></p> <ol style="list-style-type: none"> 5. Ask students to share their essays with their classmates.
Extended Viewing
<ol style="list-style-type: none"> 1. Watch a music video titled “Every cloud has a silver lining” by Mike O’Donnell and Junior Campbell on YouTube. What do you think the video is about? Share your ideas with your classmates.

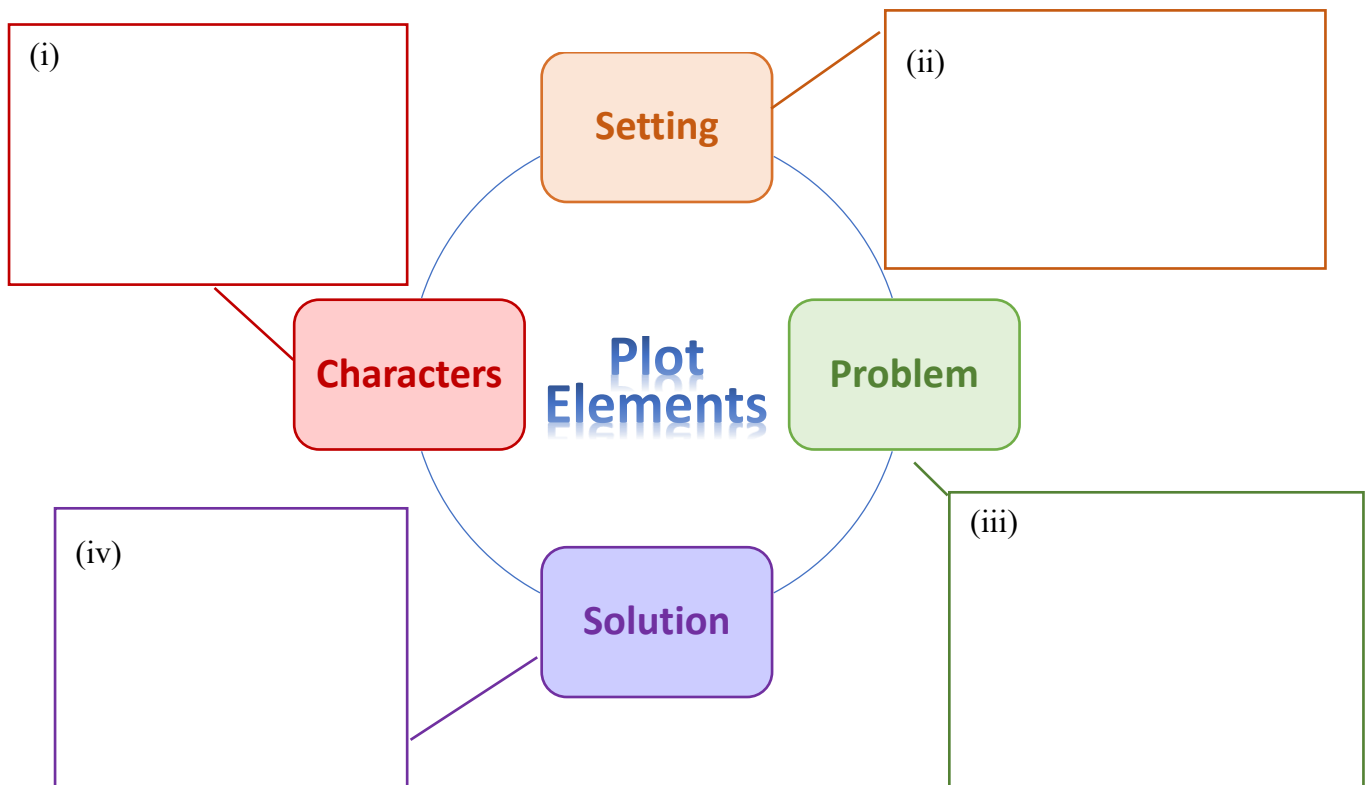
- Every Cloud Has a Silver Lining - Activity Sheet

Part 1: Pre-viewing

- 1.) Watch the trailer of the film *Wonder* on YouTube.
- (a) From whose point of view is the story told at the beginning of the trailer?
What kind of a person is he/she? Explain your observation.

- (b) Why is the point of view important in a film?

- (c) What do you think the film is about? Write down your thoughts in the boxes below:



Part 2: Viewing

Study the note sheet below and take notes while watching the film:

Setting

Plot

Characters

Theme

Part 3: Post-viewing

1.) Understanding the Characters

- (a) Below are some adjectives for describing the characters in the film *Wonder*. Categorise the adjectives and complete the table below.

arrogant	brave	considerate	courageous	easygoing
friendly	funny	good-hearted	loving	mean
optimistic	petrified	rude	sympathetic	thoughtful

Describing Personality

Positive Description	Negative Description

- (b) How do you describe the characters in the film *Wonder*? Use the adjectives from 1(a) to help you complete the table below. The adjectives can be used more than once.

	Characters	Relationship with Auggie	Personality Description		Provide Evidence to Support your Description (e.g. the ways the characters speak, what they do, how they behave, their appearance).
			Positive (+ve)	Negative (-ve)	
1.	Isabel				
2.	Nate	<i>Father</i>	• <i>funny</i>		• <i>He can make Auggie laugh.</i>
3.	Auggie				
4.	Via				
5.	Jack				
6.	Summer				
7.	Julian				

- (c) If you were in the situation of the following characters, what would you do?
- (i) Character: Summer
Situation: Summer is sitting at Auggie's table at lunch time. Her friends invite her to go back to the girls' table.

- (ii) Character: Jack
Situation: Jack's friends make fun of Auggie by mocking his appearance at Halloween.

- (d) Who is your favourite character in the film? Explain your answer.

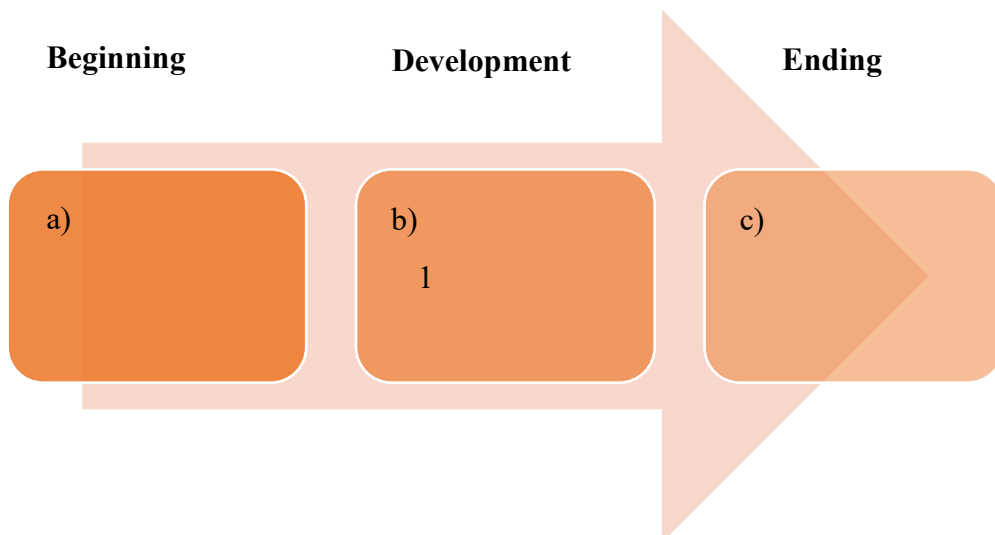
2.) Development of the Story

(a) Who is the speaker? Complete the boxes using the names below:

Auggie Isabel Nate Jack Julian Summer Mr Tushman

	Dialogue	Speaker
1.	<i>If I looked like that... I'd put a hood over my face every day.</i>	
2.	<i>Thank you for making me go to school.</i>	
3.	<i>Everyone will stare at me at school.</i>	
4.	<i>I keep sitting down with him because he is fun.</i>	
5.	<i>I can't imagine looking in the mirror every day and seeing myself like that. It would be too awful.</i>	
6.	<i>You are a wonder!</i>	
7.	<i>I realised that the flashlight was pointed right at my face, and what they were talking about – screaming about – was me.</i>	
8.	<i>I got picked on because of my face and Jack defended me, and those guys – Amos, Henry, and Miles – protected me.</i>	
9.	<i>...So sending him off to middle school like a lamb to the slaughter...</i>	
10.	<i>This year I am very proud to award the Henry Ward Beecher medal to the student whose quiet strength has carried up the most hearts.</i>	

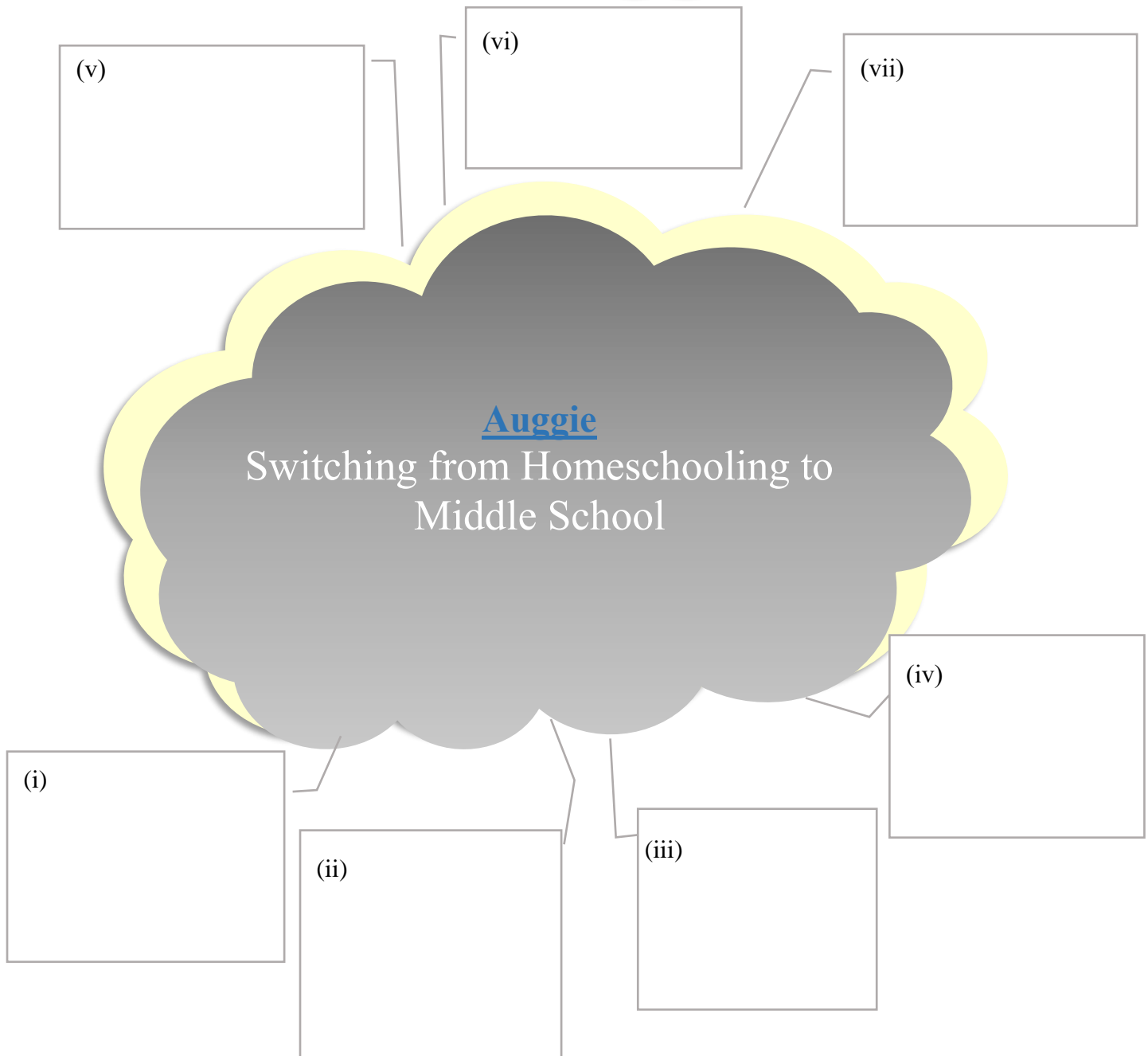
(b) Complete the timeline using the dialogue in 2(a). The first one has been done for you as an example.



Part 4: Pre-writing

- 1.) While Auggie tries to fit in his first school life in the middle school, he has to face different challenges in the unpleasant situations in his school life.
 - (a) Write down some of the unpleasant events faced by Auggie in boxes (i) to (iv).
 - (b) Every cloud has a silver lining. What has he gained from those difficult times? Put them down in boxes (v) to (vii).

Every Cloud Has a Silver Lining



- 2.) Have you experienced any difficult or unpleasant situation in your life (e.g. relationship, school work, family life)?
- (a) Write down the hardships you have experienced in that situation in boxes (i) to (iii).
- (b) Reflect on your experience and write down what you have gained/learnt from the hardships in boxes (iv) to (vi).
- You may add more boxes if needed.

(iv)

(v)

(vi)

Title: _____

(i)

(ii)

(iii)

Part 5: Writing a Reflective Essay

Refer to your ideas in Part 4 and write, in about 300 words, a reflective essay on “Every cloud has a silver lining” about your personal experience. Your essay may include the following details:

- 1.) How do you relate to the proverb “Every cloud has a silver lining.”?
- 2.) Describe the hardships you have experienced in a difficult or unpleasant situation in your life.
- 3.) How did you overcome the hardships in that situation? How did you feel?
- 4.) What have you gained/learnt from the hardships?
- 5.) What is the impact of the experience on the way you view life?
- 6.) Give your essay a title.

Suggested Answers

Part 1: Pre-viewing

1a)

- Auggie (August Pullman)
 - A boy with facial deformity/He is very self-conscious about how he looks.
 - He wears an astronaut helmet as he does not want others to see his face.
- 1b) It shows the personal emotions of the characters and helps the audience feel about a character/situation.
- 1c) Accept all reasonable answers.

Part 3: Post-viewing

1a)

Positive Description	Negative Description
<ul style="list-style-type: none">• brave• considerate• courageous• easygoing• friendly• funny• good-hearted• loving• optimistic• sympathetic• thoughtful	<ul style="list-style-type: none">• arrogant• mean• rude• petrified

1b) Teachers can accept all reasonable answers. The interpretation of the characters' personality may vary.

	Characters	Relationship with Auggie	Personality Description		Provide Evidence to Support your Description.
			Positive (+ve)	Negative (-ve)	
1.	Isabel	Mother	<ul style="list-style-type: none"> loving optimistic 		<ul style="list-style-type: none"> She is always there for Auggie when he has a hard time. Auggie finds comfort in his mother. Though she is worried about how Auggie can fit in his school life, she believes that is part of growing up.
2.	Nate	Father	<ul style="list-style-type: none"> funny optimistic easygoing 		<ul style="list-style-type: none"> He can make Auggie laugh. He encourages Auggie not to wear the astronaut helmet and be himself.
3.	Auggie		<ul style="list-style-type: none"> funny brave 	<ul style="list-style-type: none"> petrified 	<ul style="list-style-type: none"> Summer and Jack like to hang out with Auggie because they think he is funny. While Auggie is petrified about going to school at the very beginning, he is also brave in taking the challenges to start his first school life.
4.	Via	Sister	<ul style="list-style-type: none"> considerate thoughtful 		<ul style="list-style-type: none"> She always takes care of the feelings of Auggie and her parents, even though Auggie seems to get most of the attention in her family. She always puts Auggie's feelings before hers, which can be seen from the choices she has made for Halloween and her play.
5.	Jack	Classmate/ Friend	<ul style="list-style-type: none"> good-hearted courageous 		<ul style="list-style-type: none"> He hangs out with Auggie even though he has to face the consequence of being isolated by his friends. He defends Auggie and stands up for Auggie at school.
6.	Summer	Classmate/ Friend	<ul style="list-style-type: none"> friendly sympathetic 		<ul style="list-style-type: none"> At the cafeteria, she leaves the table with her bunch of friends and chooses to sit with Auggie.
7.	Julian	Classmate/ Friend		<ul style="list-style-type: none"> arrogant rude mean 	<ul style="list-style-type: none"> He behaves arrogantly in the school tour for Auggie. He is Auggie's bully. He is rude to Auggie and encourages other classmates to do the same to Auggie.

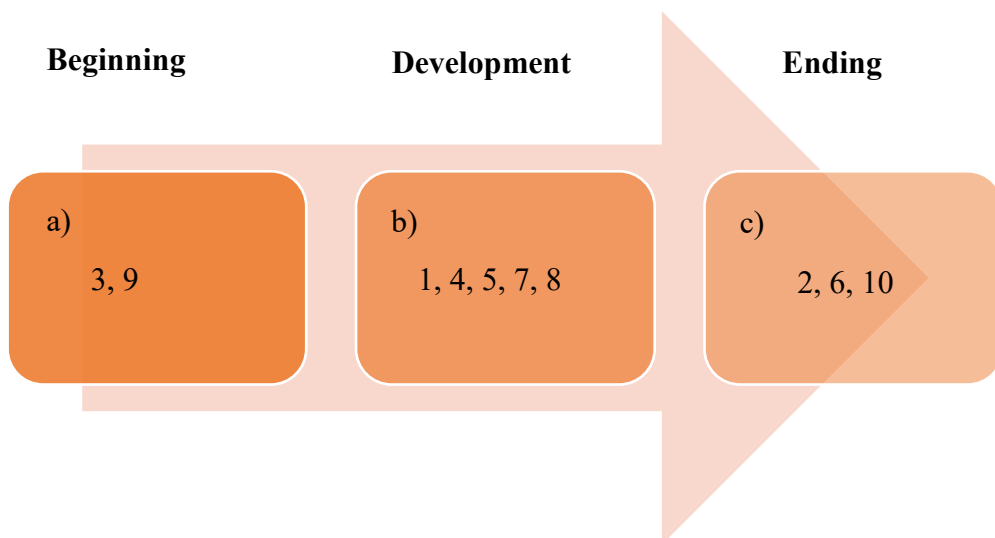
1c) Accept all reasonable answers.

1d) Accept all reasonable answers.

2a)

Dialogue		Speaker
1.	<i>If I looked like that... I'd put a hood over my face every day.</i>	Julian
2.	<i>Thank you for making me go to school.</i>	Auggie
3.	<i>Everyone will stare at me at school.</i>	Auggie
4.	<i>I keep sitting down with him because he is fun.</i>	Summer
5.	<i>I can't imagine looking in the mirror every day and seeing myself like that. It would be too awful.</i>	Jack
6.	<i>You are a wonder!</i>	Isabel
7.	<i>I realised that the flashlight was pointed right at my face, and what they were talking about – screaming about – was me.</i>	Auggie
8.	<i>I got picked on because of my face and Jack defended me, and those guys – Amos, Henry, and Miles – protected me.</i>	Auggie
9.	<i>...So sending him off to middle school like a lamb to the slaughter...</i>	Nate
10.	<i>This year I am very proud to award the Henry Ward Beecher medal to the student whose quiet strength has carried up the most hearts.</i>	Mr Tushman

2b)



Part 4: Pre-writing

1)

Every Cloud Has a Silver Lining

