**Teaching Manual for Enhancing Students’ English Writing Skills**

**through Language across the Curriculum**

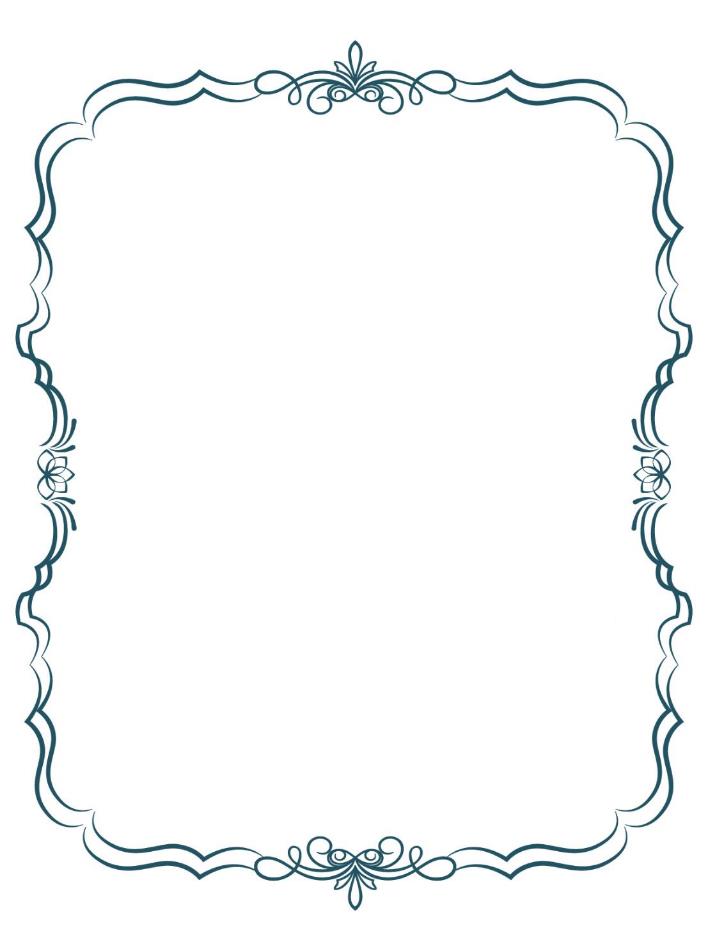
**in Life and Society (Secondary 1-3)**

**Coping with Adversities**

**Reading & Writing Unit**







Hong Kong secondary school students studying subject contents in English typically find it challenging to express what they want to say in writing. This is especially the case for subjects where language competences are an integral part of learning, such as Life and Society (Secondary 1-3) in the PSHE KLA.

The “Teaching Manual for Enhancing Students’ English Writing Skills through Language across the Curriculum in Life and Society (Secondary 1-3)” (the Manual) aims to demonstrate how the learning of subject contents and development of academic writing skills can be interweaved in carefully designed scaffolding activities and tasks. The Manual contains 10 sample units. Educationally sound practices such as “Catering for Learner Diversity”, ”Peer Evaluation” and “Assessment as Learning” are incorporated in these sample units to facilitate learning and teaching. Upon completion, students are expected to develop an enhanced understanding of the topics taught, sharper writing skills for answering questions and better knowledge of the language functions covered.

For Life and Society teachers, we hope that the Manual will provide them with useful teaching resources for direct, selective or adaptive use. For other PSHE subject teachers, we hope that the Manual will demonstrate one possible way of how Language across the Curriculum practices can bring greater benefits to learning and teaching.

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**Unit Overview**

**Coping with Adversities**

|  |  |
| --- | --- |
| **Strand** | 1 |
| **Module** | ② Personal Growth (II): Coping with Adversities |
| **Target class level** | S1 |
| **Learning Objectives** | **Contents:**  Students can:   1. tell the factors and impacts of stress and anxiety on adolescents; 2. suggest ways to deal with stress and anxiety.   **Language functions**:  Students can:   1. use certain verbs (e.g. result in) to explain cause and effect; 2. make suggestions 3. in sentences by using modal verbs, imperatives, or the sentence pattern “It is good + to-infinitive”; 4. in prose by using “3+3 model”. |

Module 2

Personal Growth (II): Coping with Adversities

Contents

**Part 1: Sources and impacts of stress and anxiety**

**Task 1 What make(s) me feel stressed and anxious?**

**Task 2 Why are there different responses to a stressful situation?**

**Task 3 Stress: Good or bad?**

***Language support I – Cause and effect***

**Task 4 Writing: An experience of stress**

**Part 2: Dealing with stress**

**Task 1 His story**

**Task 2 Ways to deal with stress**

**Task 3 Suggestions to friends under stress**

***Language support II – Making suggestions: “3+3 Model”***

**Task 4 Writing – Making suggestions by using “3+3 Model”**

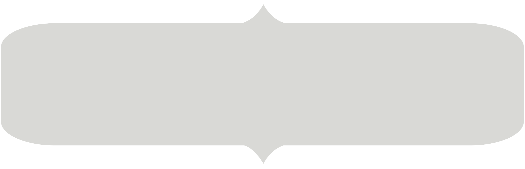
**Part 3: My vocabulary bank and learning record**

**Task 1 Finding useful expressions for “Coping with Adversities”**

**Task 2 My choice of the most useful words and expressions**

**Task 3** **My learning record of “Coping with Adversities”**

**Part 1: Sources and impacts of stress and anxiety**



Notes to teachers:

Teacher may ask students to read the introduction and complete Task 1 Questions (1) and (2) before the lesson to facilitate class activities.

**Introduction**

|  |
| --- |
| Everyone encounters stress and anxiety when they find it difficult to adapt to certain changes or deal with challenges. These feelings or emotions are subjective as people may feel differently about, or have different levels of responses to, the same circumstances.  Stress can help us act more actively and perform better, but it may also bring negative impacts when we fail to manage it. Therefore, it is very important for adolescents, who face changes and challenges regularly, to know how stress comes about and how to cope with it. |

**Task 1 What make(s) me feel stressed and anxious?**

1. Below are some common factors that may cause stress and anxiety to adolescents. Circle the factor(s) that may bring stress, pressure or anxiety to you. You may suggest other factors in the space provided below.

|  |  |  |  |
| --- | --- | --- | --- |
| **academic results** | **family relationships** | **time management** | **exams** |
| **after-school activities** | **physical appearance** | **friendship** | **romantic relationships** |
| **competition amongst peers and/or relatives** | **changes during puberty** | **social media** | **financial concerns** |
| **smartphone addiction** | **health problems** | **self-esteem** | **scary news** |
| **Others: (Please suggest)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |

1. With reference to your responses in Question (1), answer the following questions.

[Student answer]

1. How many factors did you circle? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(b) Among them, which causes the most and the least amount of stress?

[Student answer]

[Student answer]

|  |  |
| --- | --- |
| (i) The most: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | (ii) The least: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

1. Share with your neighbouring classmates how the factor mentioned in Question 2b(i) affects you.

**Task 2 Why are there different responses to a stressful situation?**

Look at the following pictures showing people who are anxious, nervous, stressed, worried or tense. Can you guess why?

1. In a group of four, write your guesses about how people feel in and the situations they may be encountering in and. and have been done for you as examples.

I have to

|  |  |  |
| --- | --- | --- |
|  | I have to find ways to overcome the demanding school work.  I am/feel so anxious about my performance in the competition that I can’t sleep or eat. | [Student answer]  Possible answers:  - finish my work before the deadline!  - do more exercises to grow stronger and taller! |
| I am/feel |  |  |



I really

[Student answer]

Possible answers:

- nervous when I have to compete with my friends.

- excited when the teacher asks me to represent my class to give a short presentation in the assembly.

[Student answer]

Possible answers:

- can’t concentrate on my work as phone messages keep popping up.

- need to learn more skills to make friends with others.

1. Are the responses to the stress in – positive or negative? According to Question (1), put “🗸” for positive responses or “🗴” for negative responses in the appropriate boxes below.

|  |  |  |
| --- | --- | --- |
| **Responses** | **Positive (***🗸)* | **Negative (***🗴)* |
|  | *🗸* |  |
|  |  | *🗸* |
|  | Answers can be positive or negative depending on how students guess or imagine about the situations facing the character in each picture on the previous page. |  |
|  |  |  |
|  |  |  |

1. Do you think that different responses to stress make a difference? If yes, what is it? If no, give a reason to support your view.

Ithink/do not think*\** that different responses to stress make a difference because

*\*delete as appropriate*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

[Student answer] Suggested answers:

* Positive responses enable us to think more clearly and take constructive action to deal with the stress, but negative responses may hinder us from taking positive action.
* It will take more than positive responses to deal with the stress.

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*



Notes to teachers:

You may ask students to discuss with their neighbours for 2 minutes to allow them to have some initial thoughts on the responses to stress. Then, move on to Task 3.

**Task 3: Stress: Good or Bad?**

Read the article and answer the questions which follow.

|  |
| --- |
| **Stress: Good or bad?**  When we encounter a challenge or a foreseeable threat, it brings stress to us as we may feel uneasy, start to worry and have anxiety. It is a normal response. Stress can be bad if we think challenges as negative things and consider ourselves as incompetent to cope with them. When worries and anxieties persist for a long time and affect our health, it may cause serious problems to us.  However, is stress all bad? Not at all. There can be “good stress” too. Good stress is an optimal amount of stress that can result in higher motivation which encourages us to develop effective coping strategies. When challenges are seen as an opportunity to learn, we may become more motivated to overcome the obstacles. For example, if we consider exams as a chance to review knowledge and to advance our strength, we would find them less of a burden. But if we avoid the problems, bad stress will escalate and can even lead to health problems.    As such, whether stress is good or bad to us depends on our responses to it, such as how we see it and how we are going to cope with it. If we are positive, have self-confidence and actively seek solutions, we can turn bad stress into good stress and make big progress in life.  *Adapted from:*  “Managing Stress in Teens and Adolescents: A Guide for Parents” (https://www.bradleyhospital.org/managing-stress-teens-and-adolescents-guide-parents) |

1. According to the passage, what brings stress to us?

A challenge or a foreseeable threat

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ brings stress to us.

Hint:

This is the ‘stem’, which can be formed by rearranging the words ‘can stress be bad’ in the question.

1. Why can stress be bad according to the article?

serious problems

Stress can be bad because it may cause \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to us.

Hint:

Answer this question with the stem.

1. Why can stress be good according to the article?

because it may help us to develop effective coping strategies.

Stress can be good

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. Do you think stress is good or bad? Why do you think so?



Notes to teachers:

Teachers may remind students of the positions of the cause and effect. The cause precedes the verb, while the effect follows it.

This is the pattern with active voice sentences. If it is a passive sentence, the result should precede the verb. For example,

This may cause serious problems.→ active

Serious problems may be caused (by this).→ passive

good/bad [Student answer]

I think stress is \_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Possible answers:

- it helps us keep trying hard.

- it brings negative feelings and harms our health.

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**Language support I – Cause and Effect**

Things usually happen with a reason. There are some verbs which help explain the cause and effect relationship as follows:

|  |  |  |
| --- | --- | --- |
| *Cause* |  | *Effect* |
| **When we encounter a challenge or a foreseeable threat, it** | ***brings*** | **stress to us.** |
|  | *verb* |  |

|  |  |  |  |
| --- | --- | --- | --- |
| *Cause* |  |  | *Effect* |
| **When worries and anxieties persist for a long time and affect our health, this** | ***may*** | ***cause*** | **serious problems to us.** |
|  | *modal verb* | *verb* |  |

|  |  |  |  |
| --- | --- | --- | --- |
| *Cause* |  |  | *Effect* |
| **Good stress** | ***can*** | ***result in*** | **higher motivation which encourages us to develop effective coping strategies.** |
|  | *modal verb* | *verb* |  |

|  |  |  |  |
| --- | --- | --- | --- |
| *Cause* |  |  | *Effect* |
| **But if we avoid the problems, bad stress will escalate and** | ***can*** | ***lead to*** | **health problems.** |
|  | *modal verb* | *verb* |  |

**Question 1**

The sentence in the box below is chopped up for analysing the sentence structure. Circle the suitable words/phrases for (A). There are more than one appropriate answers.

|  |  |  |  |
| --- | --- | --- | --- |
| *Cause* |  |  | *Effect* |
| **Stress** | ***can*** | **\_\_\_\_\_(A)\_\_\_\_\_** | **both positive and negative impacts.** |
|  | *modal verb* | *verb* |  |

|  |  |  |
| --- | --- | --- |
| **bring** | **because of** | **cause** |
| **so** | **result in** | **due to** |
| **since** | **therefore** | **lead to** |



Notes to teachers:

Teachers may tell students that the rest of the words/phrases also help explain a cause and effect relationship.

**Question 2**

What other verbs can you think of that help show the cause and effect relationship? Work with your partner and write down the verbs below.

|  |
| --- |
| [Student answer]  Suggested answers:  generate, create, make, produce, etc. |

**Task 4 Writing: An experience of stress**

1. How do you respond to stress? Has stress brought you or someone around you any positive and negative impacts? With the verbs you learned from the previous activity, i.e., ‘bring’, ‘cause’, ‘result in’ and ‘lead to’, write a positive or a negative experience about stress. Follow the steps below:

**Step 1**

* Jot down the key words of the experience you had or heard from your peers.
* Decide whether the experience is about good or bad stress and complete the table below. The first two cases of Task 2 “Why are there different responses to a stressful situation” on p.6 are taken as examples:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Good Stress vs. Bad Stress**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Cause** | **Effect** | **Good Stress** | **Bad Stress** | | Case 1 | demanding school work | find ways to overcome it | √ |  | | Case 2 | performance in the competition | cannot sleep and eat |  | √ | |

Now you try:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Cause** | **Effect** | **Good Stress** | **Bad Stress** |
| Your (peer’s) experience | [Student answer] |  |  |  |

**Step 2**

* Write sentences about the cause and effect using verbs such as ‘bring’, ‘cause’, ‘result in’ or ‘lead to’. Use **past tense** because it is a past experience.

|  |  |
| --- | --- |
|  | **Cause and Effect** |
| Case 1 | Demanding school work brought him a lot of stress. But this resulted in his finding ways to overcome it. |
| Case 2 | Stress from the competition caused sleeping and eating problems. |
| Your (peer’s) experience | [Student answer] |

**Step 3**

* Write more about your (peer’s) experience by using the following guiding questions:
* Who was involved?
* When was that?
* What was the cause of stress?
* And the result?

|  |  |
| --- | --- |
| **Examples** | **Guiding Questions:** |
| Bad stress:  “Two years ago, I got rather poor marks in an exam. I felt extremely stressed and this ***resulted in*** frequent nightmares at night. ”  Good stress:  “Last year, I had a piano competition. I was very worried as the competition was keen. This **caused** me **to** work harder and ***led to*** breakthrough. After three months of preparation, I achieved a good result.” | * **Who was involved?** * **When was that?** * **What was the cause of stress?** * **And the result?** |

1. Now write your experience of either good or bad stress.

**An experience of good/bad\* stress**

\* Delete as appropriate

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[Student answer] Suggested answers:

* My friend once suffered from a lot of academic pressure. Her parents’ expectation was

very high. She always achieved high marks, but sometimes she made mistakes and felt

dissatisfied. The stress brought her serious headaches and stomach ache.

* I was very quiet at primary school, and it was very difficult for me to start talking to

people whom I did not know . I did not have friends and even thought my classmates disliked me. I felt so sad and it was so stressful. This ***caused*** me ***to*** reflect on my attitudes. I started to say ‘hi’ and to smile first to some classmates near my seat. Soon we became good friends.

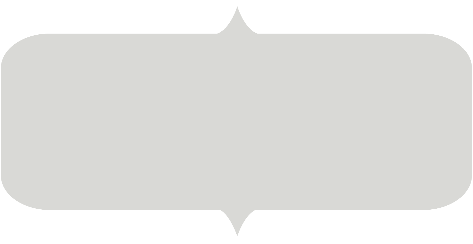
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**Part 2: Dealing with stress**



Notes to teachers:

Teachers may ask students to listen to the performance and the interview first. Discuss the feedback from a netizen with students. Students answer the question afterwards.

**Task 1 His story**

Read the article about Jeffrey Li and answer the following questions.

|  |
| --- |
| **His Story**  People feel nervous and stressed when a lot of attention is drawn on them. Some may focus on negative consequences such as criticisms or taunts which they receive from others. Some may just relax themselves and enjoy the tension or pressure positively. They can do this because they see criticisms as a way to improve themselves and they ignore unconstructive taunts.  A 13-year old boy attended an audition for a competition in a TV show in the United States. Although he felt nervous and had pressure, he overcame it and received outstanding remarks from the judges.  Jeffrey Li sang “You Raise Me Up” in 2018 America’s Got Talent. |

|  |
| --- |
| **Source 1**  Visit the following Link to view Jeffrey Li’s performance and interview:   * Jeffrey’s performance 0129-0335   YouTube Link: https://www.youtube.com/watch?v=1SUETL-TJNc |

**Source 2**

Feedback from a netizen

… he has a calmness in his personality, he is not OVER joyed or OVER nervous or OVER excited, he remained calm through out! He didn't scream or shake or cry. He was INCREDIBLE 💗﻿

Source: https://www.youtube.com/watch?v=k7\_eua1kbvg

(1) With reference to the video in Source 1, how did Jeffrey feel before he started to sing?

Hint:

Answer this question with the stem.

Jeffrey felt nervous before he started to sing.

(2) With reference to the feedback from a netizen in Source 2 and your personal experience, what made him perform well throughout the performance?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Calmness made him perform well throughout the performance.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(3) What did you learn from Jeffrey’s experience?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[Student answer]

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Did you have a similar moment when huge attention was drawn on you? Share your experience by completing the following diagram.

My feeling of huge attention on me

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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[Student answer]

Hint:

If you do not have similar experience, just imagine you are going to sing or talk for 5 minutes in the school assembly, how would you feel?

(5) Fill in the blanks of the right-hand column using the words on the left-hand column, and draw a line to link up the words and their meaning. The first one has been done for you as an example.

No

*Share ONE TIP to put yourself at ease.*

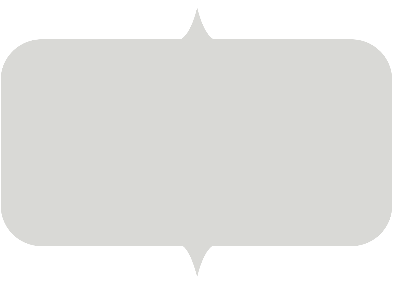
*Suggest ONE WAY that may help you overcome the negative feelings.*

[Students answer]

[Students answer]

Yes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Word** |  |  | **Meaning**  enjoy |
| **1.** | **attention** | **•** | **•a.** | If you \_\_\_\_\_\_\_\_\_\_ something, you find pleasure and satisfaction in doing it. |
| **2.** | **enjoy** | **•** | **•b.** | If you \_\_\_\_\_\_\_\_\_\_ something, you pay no attention to them.  ignore |
| **3.** | **ignore** | **•** | **•c.** | If you give someone or something your \_\_\_\_\_\_\_\_\_\_\_, you look at it, listen to it, or think about it carefully.  attention  improve |
| **4.** | **improve** | **•** | **•d.** | If you \_\_\_\_\_\_\_\_\_\_ something, it gets better.  positive |
| **5.** | **negative** |  | **•e.** | If you have a \_\_\_\_\_\_\_\_\_ attitude towards something, you are optimistic and full of hope.  relax |
| **6.** | **nervous** | **•** | **•f.** | If you \_\_\_\_\_\_\_\_\_\_, you feel more calm and less worried or tense.  taunt |
| **7.** | **stressed** | **•** | **•g.** | If someone \_\_\_\_\_\_\_\_\_\_s you, they say unkind or insulting things to you.  stressed |
| **8.** | **taunt** | **•** | **•h.** | If you are \_\_\_\_\_\_\_\_\_\_, you feel tense and anxious because of difficulties in your life.  nervous |
| **9.** | **relax** | **•** | **•i.** | If someone is \_\_\_\_\_\_\_\_\_\_, they are worried about something that is happening or might happen, and show this in their behavior.  negative |
| **10.** | **positive** |  | **•j.** | If you are \_\_\_\_\_\_\_\_\_ about something, you tend to think of the bad side and do not expect good things to happen. |



Notes to teachers:

Teacher may divide students into groups. Ask each group to read one paragraph at home and share the main points of the paragraph with the other groups in class.

|  |  |
| --- | --- |
| **Task 2 Ways to deal with stress**  Read the article and answer the questions which follow. |  |
| |  |  | | --- | --- | | **Ways to deal with stress**  We all face stress and anxieties at times in our life and it is important for us to learn the ways to deal with them. |  |   Firstly, we need to know the root causes of stress and find appropriate ways to solve the problems. Stress is a natural part of life for everyone. For teenagers, the usual causes of stress include academic pressure, pressure from friendships and dating, peer pressure and time management. Teenagers also encounter pressure from dealing with the changes in puberty. If we know the root cause of stress, we can find appropriate ways to address the problems. For instance, if our stress comes from friendship, we may examine our interpersonal skills and try new ways to establish a good relationship with others.  Secondly, we should stay calm and positive. Nervous and negative thinking will not help. Only by seeing things from a positive perspective and being calm can we stay optimistic and persevere in times of difficulties and uncertainties. One way to do this is to appreciate our own effort and allow ourselves to improve from mistakes. We should also give up on the idea of perfection and unrealistic expectations. By doing this, we can focus on what we can control and let go of other people’s unconstructive opinions and expectations beyond our capabilities. That will help much in relieving stress and anxieties, and making achievements. For example, when criticised by a judge in the ‘America’s got Talent’, Jeffrey Li stayed calm and listened attentively, which won his applause from the audience. Do bear in mind that throughout history, stories of successful people tell us that problems can often be solved with optimism and perseverance.  Thirdly, we can find somebody who is reliable to talk to. Parents, teachers and social workers, for example, have much experience in life. Even friends who are of our age may have experienced similar difficulties before and might be able to offer views that we may not have thought of. It is likely that we can gather some useful advice from them.  Finally, we can find ways to relax ourselves. Taking deep breaths, doing exercise regularly and getting enough sleep go a long way toward facing challenges and solving problems. | |

|  |
| --- |
| Sources:  1 “Managing Stress in Teens and Adolescents: A Guide for Parents” (<https://www.bradleyhospital.org/managing-stress-teens-and-adolescents-guide-parents>)  2 “Stress Sources in Your Life” (<http://www.gostress.com/stress-sources/>)  3 “Stress” (<http://www.mentalhealthamerica.net/conditions/stress>)  4 “Stress” (<https://www.lifeline.org.au/get-help/topics/stress>) |

1. What are the four ways of dealing with stress and anxieties as suggested in the article?

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

Firstly, we need to know about the root cause of stress. Secondly, we should stay calm and positive. Thirdly, we can find somebody who is reliable to talk to. Finally, we can find ways to relax ourselves.

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

Hint:

Use ‘Firstly’, ‘secondly’, etc. for better organisation.

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. According to the article, who are the people we can talk to when facing difficulties?

We can talk to parents, teachers, social workers and friends.

Hint:

Answer this question with the stem.

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. Give two more ways which could help relax ourselves in addition to the suggestions in the fifth paragraph.

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

[Student answer] Suggested answers:

It is good to listen to music, or take a short break after long hours of work.

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Task 3: Suggestions to friends under stress**

1. Jenny and her primary school classmates, Susan and Sam, are in the same Secondary 2 class this year. Jenny finds her classmates under stress. Help Jenny to give them some suggestions. One has been done for you as an example.

I am happy too. I was not able to make any friends last year. I hope I can make more friends this year.

|  |  |  |  |
| --- | --- | --- | --- |
| ***September***  *I am so happy that we study in the same class this year.*   |  |  |  | | --- | --- | --- | | **Jenny**  **Susan** | Me too!  But school work is getting more and more difficult. I will put more effort in my work. | **Sam** | |

*I’m so worried that I may not be the top student in the coming exam, even though I work very hard every day.*

*I am so stressed when you two are not around and people walk past me seeing me alone.*

|  |  |  |  |
| --- | --- | --- | --- |
| ***November***  **Sam**   |  |  |  | | --- | --- | --- | | **Susan** |  |  | |
| ***What would Jenny say to Susan and Sam?***  *Hi Susan…*   |  |  | | --- | --- | |  | *Hi Sam…* | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***What would Jenny say to Susan and Sam?***  (Example)  Hi Susan, I understand that you are worrying about your performance in the exam *(Stating the issue/the problem)*. You should know that if you have tried your best, you have already done a good job (*Giving suggestion).* Hope this helps *(Conclusion).*   |  |  | | --- | --- | |  |  | | [Student answer] Suggested answer: You should know that if you are nice to people and talk to them more, they will make friends with you soon | [Student answer] Suggested answer: I hope that you’ll feel better soon.  I understand that you are worrying about  making friends.  Hi Sam.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*(Stating the issue/the problem)*.    *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *(Giving suggestion). \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Conclusion)* | |

should

**Language support II - Making suggestions: “3 + 3 Model”**

**I. 3 useful ways of making suggestions**

|  |
| --- |
| 1. **Modal verbs** such as “must”, “should”, “had better”, and “can”  2. **Imperatives**  3. Sentence pattern “**It is good + to-infinitive**” |

1. **Modal verbs**

We use modal verbs to talk about obligations and what we or others need to do. Modal verbs are expressions such as “have to”, “must”, “had better”, “can”, “ought to”, “should”, “need to”, and “may”.

|  |  |
| --- | --- |
| *Modal verb “can”*   |  | | --- | |  |   (1) We **can** find ways to relax ourselves. |

1. **Imperatives**

Imperatives are expressions that we use to give orders to others.

|  |  |
| --- | --- |
| *General statement Example statement*   |  | | --- | |  |   (2) When feeling down, there are methods we can energize ourselves. (3) For example/  *Imperatives*  For instance, **do** some sports. |

1. **Sentence pattern “It is good + to-infinitive”**

|  |  |
| --- | --- |
| *The sentence pattern “It is good + to-infinitive”*   |  | | --- | |  |   **It is also good to** seek help from teachers and family. |

**II. A “3-step” approach for writing suggestions**

Here is a “3-step” approach for writing suggestions in a paragraph. This strategy can help you make suggestions to someone in need more effectively.

***Step 1. An overview of the issue/problem***

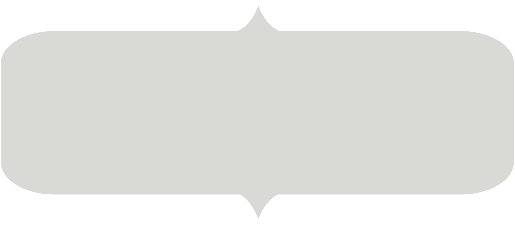
Write an overview of the issue/problem. It should state the issue/problem and show an understanding to the one in need.

|  |  |  |
| --- | --- | --- |
|  | *Understanding* | *Stating the issue/problem* |
| **I** | **understand** | **that you are worrying about your performance in the exam.** |

***Step 2. Suggestions***

Give your suggestion(s) to deal with the issue/problem.

|  |  |  |
| --- | --- | --- |
|  |  | *Suggestion* |
| **You** | **should** | **know that if you have tried your best,**  **you have already done a good job** |
|  |  |  |



Notes to teachers:

When a that-clause is the object of the main verb, “that” can be omitted. In informal communication, the subject “I” can be omitted in “I hope that it helps.” because it is well understood who is the subject.

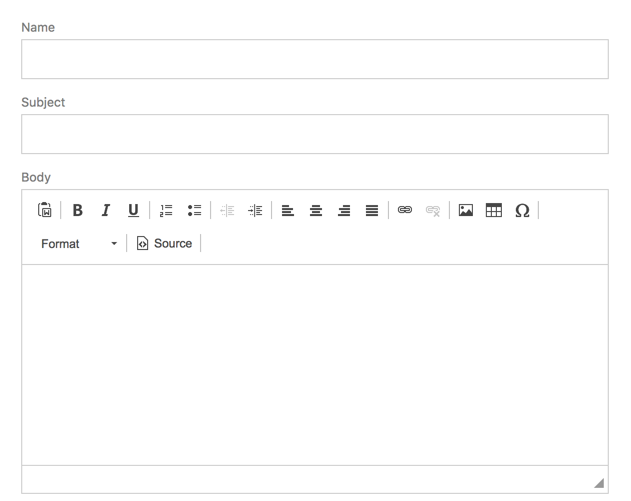
***Step 3. Conclusion***

Give a concluding statement(s).

|  |  |
| --- | --- |
| **Hope** | **this helps.** |

**Task 4 Writing – Making suggestions by using the “3-step” approach**

|  |  |
| --- | --- |
| Imagine you were a social worker. One day you received an email written by Susan, the student in Task 3, Part 2. You find Susan very stressful and feel that she needs some good advice. With reference to what you have learnt in Tasks 2 and 3, Part 2 and the “3+3 Model” in Language support II, draft a reply to Susan and give THREE suggestions to relieve her stress. |  |



Dear Social Worker,

I’m Susan and in Form 2 now. Until last year, I was always the best student who achieved the top scores in class. I was so happy as my parents were proud of me.

Now, I am not the best student any more. No matter how hard I study, and how much leisure time I sacrifice, I still cannot get perfect scores. I just don’t know why I sometimes make silly mistakes in exams. I think everyone around me is disappointed about me.

How could I become the best student again? When I think about exams, I become sweaty and even feel dizzy. How can I stop all these?

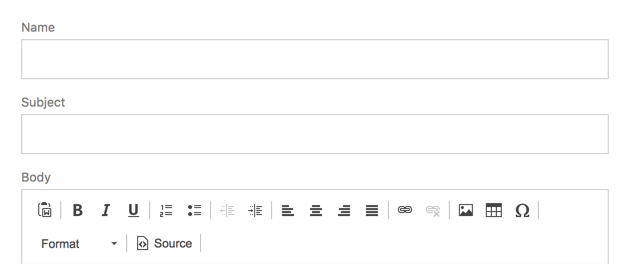
Susan

Subject: Am I hopeless?

From: Susan

Activity A

Now you write:



From: (write your name)

Subject: Am I hopeless?

|  |  |
| --- | --- |
| Dear Susan,  You have such a hard time now. I met many students suffering from \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_. I understand your situation and feelings. To help reduce your stress and anxiety, I will give you some suggestions.  academic pressure  Firstly,  [Student answer] Suggested answers:   * To think positively * To give up on perfection * To try to relax * To ask for suggestion or advice * To be patient/not to be impatient * To set an achievable goal first/go forward step by step.   Secondly,  Finally,  I hope the above suggestions are helpful. If you want someone to talk to or just listen, I am happy to be the one.  Notes to teachers:  This task is designed for students of stronger ability. Teachers may provide Activity B as a pre-writing activity or for students’ reference before writing.  For students of weaker ability, teachers may ask them to complete Activity B.  Best regards,  (Your name) | Hint:  Step 1:  Stating the issue/problem  Step 2:  Suggestion 1  Suggestion 2  Suggestion 3  Step 3:  Conclusions |

**Peer Evaluation**

Read the reply email from your peer. Give feedback to him/her by blackening the stars in the table below.

|  |  |
| --- | --- |
| **Description** | **Feedback**  ***No star= minimum score; 5 stars = maximum score*** |
| Three relevant and suitable suggestions |  |
| Proper use of words/phrases/sentence patterns for making suggestions |  |
| Using the“3-step” approach effectively in making suggestions |  |
| Write your name before closing |  |
| Optional: Do you want to give any written feedback\* to your classmate? |  |
|  | Signature: |

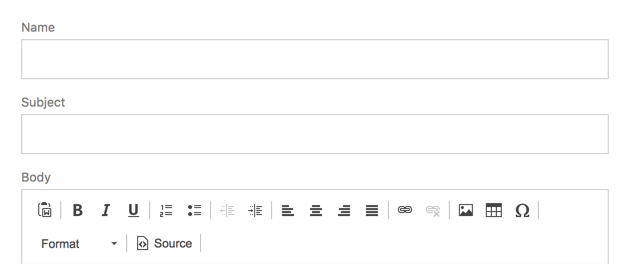
\* You are encouraged to write down a few words to give encouragement and support to your classmate such as “Nice work!”, “Interesting”, “I like the way you write about ….”,“You are making good progress.”, “Your work will be better if you can ….”, “More effort is needed, especially in ….”

**For students of weaker ability**



Activity B

Now you write:



From: (write your name)

Subject: Am I hopeless?

|  |  |
| --- | --- |
| Dear Susan,  You have such a hard time now. Similar to you, I met so many students suffering from \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_. I understand your situation and feelings. To help reduce your stress and anxiety, I will give you some suggestions.  academic pressure  try to change your negative thoughts to positive ones  Firstly,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_. Positive attitudes will make you perform better and bring positive results. For example, you feel making mistakes is silly. But don’t you know that it is actually natural for people to make mistakes? You should feel proud that you know you have made mistakes, and that you would not make the same mistakes again in the future.  you should find someone you feel comfortable like parents or friends and talk to them  Secondly,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ \_\_\_. You will know how precious you are to them, no matter how your academic work. Of course, you are most welcome to talk to me.  it is good to do exercise for relieving stress  Finally, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I like jogging. What about you? Think what exercise you like and spend time on it.  I hope the above suggestions are helpful. If you want someone to talk to or just listen, I am happy to be the one.  Other possible answers:   * To think positively * To try to relax * To ask for suggestion or advice * To be patient/not to be impatient * To set an achievable goal first/go forward step by step.   Best regards,  (Student’s name) | Hint:  Step 1:  Stating the issue/problem  Step 2:  Suggestion 1  Suggestion 2  Suggestion 3  Step 3:  Conclusions |

**Peer Evaluation**

Read the reply email from your peer. Give feedback to him/her by blackening the stars in the table below.

|  |  |
| --- | --- |
| **Description** | **Feedback**  ***No star= minimum score; 5 stars = maximum score*** |
| Three relevant and suitable suggestions |  |
| Proper use of words/phrases/sentence patterns for making suggestions |  |
| Write your name before closing |  |
| Optional: Do you want to give any written feedback\* to your classmate? |  |
|  | Signature: |

\* You are encouraged to write down a few words to give encouragement and support to your classmate such as “Nice work!”, “Interesting”, “I like the way you write about ….”,“You are making good progress.”, “Your work will be better if you can ….”, “More effort is needed, especially in ….

**Part 3: My vocabulary bank and learning record**

In this part, you will revise the topic vocabulary and assess your learning.



Notes to teachers:

Given the importance, this part will be included in every module.

***My vocabulary bank***

|  |
| --- |
| Do you want to write better answers to questions in *Life and Society (Secondary 1-3)*?  Good writing comes from well-written paragraphs and sentences. And well-written paragraphs and sentences are built with proper English vocabulary. Generally, English vocabulary can be sorted into three groups: ***subject-specific*****vocabulary**, **general academic vocabulary**, and **logical connectors** (linking words).   * ***Subject-specific vocabulary***: key concepts specific to a subject, namely Life and Society or Integrated Humanities. * ***General academic vocabulary*:** Words that are used more often in written texts rather than informal conversations. They help us express ideas more precisely. * ***Logical connectors*** (linking words): conjunctions and phrases that connect ideas. |

**Task 1 Finding useful expressions for “Dealing with stress”**

Fill in the blanks of the subject-specific vocabulary, general academic vocabulary and linking words from the readings in the unit. Some are already done as examples.

**1. “Stress: Good or bad?”**

|  |  |  |
| --- | --- | --- |
| **Subject-specific vocabulary** | **General academic vocabulary** | **Linking words** |
| ***About stress***  xiety  an\_\_\_\_\_\_\_\_\_\_\_ (n.)/ anxious (adj.)  tivation  mo\_\_\_\_\_\_\_\_\_\_\_\_\_ (n.)/ motivated (adj.)  ress  st\_\_\_\_\_\_\_\_\_ (n.)/stressed (adj.)  ***About dealing with stress***  ance  adv\_\_\_\_\_\_\_\_\_ our strength (v. ph.)  ect  aff\_\_\_\_ our health (v. ph.)  pe  co\_\_\_\_\_\_ with (v. ph.)  rategies  coping st\_\_\_\_\_\_\_\_\_\_\_ (n.)  al  de\_\_\_\_\_\_\_ with (v. ph.)  sitive  po\_\_\_\_\_\_\_\_\_\_ (adj.)  come  over\_\_\_\_\_\_\_\_\_\_ (v.)  fidence  self-con\_\_\_\_\_\_\_\_\_ (n.)  lutions  seek so\_\_\_\_\_\_\_\_\_ (v. ph.) | ***About stress***  affect (v.)  a foreseeable threat (n. ph.)  challenge (n.)  calate  es\_\_\_\_\_\_\_\_\_\_\_ (v.)  competent  in\_\_\_\_\_\_\_\_\_\_\_ (adj.)  optimal (adj.)  persist (v.)  ***About dealing with stress***  actively (adv.)/active (adj.)  avoid (v.)  Key: n.= noun; n. ph.= noun phrase; v.= verb; v. ph. =verb phrase; adj.=adjective; adj. ph. =adjective phrase; adv.=adverb;  prep.=preposition;  prep. ph.=prepositional phrase; conj.=conjunction  pend  de\_\_\_\_\_\_\_\_ on (v. ph.)  make progress (v. ph.)  opportunity (n.)  response (n.)/respond to…( v. ph.)  turn…into…(v. ph.) | ***Showing the time/condition***  When…  ***Giving examples***  For example, … (prep. ph.)  such as…(prep.)  ***Contrasting***  But…(conj.)  However, … (adv.)  ***Cause and effect***  As such (=Therefore), … (adv.) |

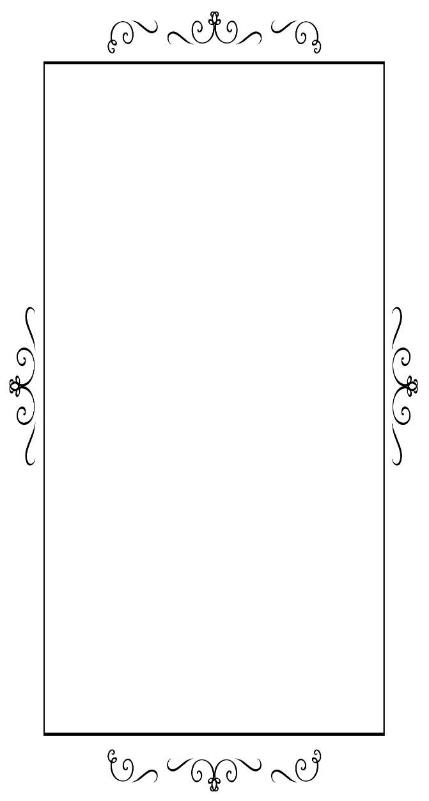
**2. “Ways to deal with stress”**

Key: n.= noun; n. ph.= noun phrase; v.= verb; v. ph. =verb phrase; adj.=adjective; adj. ph. =adjective phrase; adv.=adverb;

prep.=preposition;

prep. ph.=prepositional phrase; conj.=conjunction

|  |  |  |
| --- | --- | --- |
| **Subject-specific vocabulary** | **General academic vocabulary** | **Linking words** |
| ***About causes of stress***  demic  aca\_\_\_\_\_\_\_\_ pressure (n.)  pectations  ex\_\_\_\_\_\_\_\_\_\_\_\_\_ beyond our capabilities (n. ph.)  ssure \_  peer pre\_\_\_\_\_\_\_ (n. ph.)  sical  phy\_\_\_\_\_\_\_ and co\_\_\_\_\_\_\_\_\_ changes (n.)  gnitive  berty  pu\_\_\_\_\_\_\_\_\_\_\_\_ (n.)  agement  time man\_\_\_\_\_\_\_\_\_\_\_\_ (n. ph.)  ***About dealing with stress***  ress  add\_\_\_\_\_\_\_\_ the problems (v.)  reciate  app\_\_\_\_\_\_\_\_\_\_ our effort (v. ph.)  ropriate  app\_\_\_\_\_\_\_\_\_ ways (n. ph.)  eal  de\_\_\_\_\_ with (v. ph.)  counter  en\_\_\_\_\_\_\_ pressure (v. ph.)  ce  fa\_\_\_\_\_\_ stress (v. ph.)  ther  ga\_\_\_\_\_\_\_ advice (v. ph.)  up  give \_\_\_\_\_\_ on the idea of perfection and unrealistic expectations (v. ph.)  gative  ne\_\_\_\_\_\_\_\_ thinking (adj. ph.)  timistic  op\_\_\_\_\_\_\_\_\_\_\_(adj.) / op\_\_\_\_\_\_\_\_\_\_\_ (n.)  timism  severe  per\_\_\_\_\_\_\_\_\_\_\_\_\_\_(v.)/ per\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (n.)  severance  sitive  po\_\_\_\_\_\_\_\_\_ perspective (adj. ph.)  liable  re\_\_\_\_\_\_\_\_\_\_\_\_ (adj.)  ot  ro\_\_\_ \_\_ cause (n. ph.)  ay  st\_\_\_\_\_\_\_\_ calm/positive (v. ph.) | ***About stress***  criticise (v)  ***About solutions:***  attentively (adv.)/attentive (adj.)  bear in mind that… (v. ph.)  establish a good relationship (v. ph.)  examine (v.)  focus on… (v. ph.)  in times of difficulties and uncertainties (prep. ph.)  let go of… (v. ph.)  make achievements (v. ph.)  offer views (v. ph.)  sort  re\_\_\_\_\_\_\_\_\_\_ to… (v. ph.)  solve (v.)  take deep breaths (v. ph.) | ***Giving examples***  For instance, …(prep. ph.)  such as… (prep. ph.)  ***Contrasting***  on the contrary…  ***Listing:***  Firstly,…(adv.)  Secondly,…(adv.)  Thirdly,… (adv.)  Finally, … (adv.) |

****Task 2 My choice of the most useful words and expressions**

*In the space below, write:*

1. *FIVE top most useful* subject-specific words,
2. FIVE general academic words, and
3. THREE linking words you have learnt in this unit.

*Compare your choice with your neighbouring classmate; see if there are similarities and differences and discuss.*

1. **Subject-specific words**

[Student answer]

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **General academic words**

[Student answer]

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Linking words**

[Student answer]

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Task 3*** ***My learning record of “Dealing with Stress”***

*Put a tick (√) if you think you can manage the item in this unit.*

***Do I know…***

|  |  |  |
| --- | --- | --- |
|  | **Item:** | **Yes (√)/No (🗶)** |
| 1. | that stress can be both good and bad? |  |
| 2. | the possible ways of dealing with stress? |  |
| 3. | how to make suggestions using “3+3 model”? |  |
| 4. | how to use key terms in the unit to talk about dealing with stress? |  |