



Quality Education Fund Thematic Networks - Tertiary Institutes (QTN-T)  
Enhancing Assessment Literacy of Teachers in Primary/Secondary Schools (2021-2022)

# A New Page of Life



**Name:**

**Class:** S1 \_\_\_\_ ( ) **Group** \_\_

**Teacher:**

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## A NEW PAGE OF LIFE - READING

### Pre-reading Stage

Teacher's note: A Jam Board activity is designed here for activating students' prior knowledge. Due to the copyright issue, the original Jam Board is not shown here. Teacher may consider to use other collaborative digital whiteboard for this activity.

#### Task 1 – Teenage Problems Think and Share







Have you ever encountered any **teenage problems**? Share a teenage problem that you or your friends may encounter.

Notes:

Task 2 – Vocabulary Learning

2.1 Teenage Problems

**Teacher’s note: A Quizlet activity is designed here for vocabulary learning. Due to the copyright issue, the original Quizlet is not shown here.**

(1)	(2)	(3)	(4)	(5)	(6)
					









(1)		(2)	
(3)		(4)	
(5)		(6)	

2.2 Adjectives Describing Emotion

**Teacher’s note: A Quizlet activity is designed here for vocabulary learning. Due to the copyright issue, the original Quizlet is not shown here.**

Match the word with the emoji shown on the left column.

depressed	embarrassed	excited	relaxed	self-conscious	stressed	low	upset
<i>miserable and deep sadness</i>	<i>shy and uneasy</i>	<i>thrilled and eager</i>	<i>ease and free from stress</i>	<i>being aware too much about self-image and behaviour</i>	<i>feeling pressure and worried</i>	<i>low in spirit</i>	<i>feeling sad</i>

1)			2)		
3)			4)		
5)			6)		
7)			8)		

## Task 3 – Watch the Video – About Feelings (Optional 1)

Watch the video and number the emotion mentioned.

**Teacher’s note: Due to the copyright issue, the video clip and its transcript cannot be shown. Teachers may search for clips related to ‘Inside Out: Guessing the feelings.’ on the Internet for the activity.**

*Below is the link to a suggested video:*

<https://www.youtube.com/watch?v=dOkYKyVFnsS>

**Below are some suggestions on designing a worksheet based on the video.**

Disgusted / Disgust	Sad / Sadness	Happy / Joy	Angry / Anger	Scared / Scare

## Task 3 – Watch the Video - About Teenage Problems (Optional 2)

Watch the video. Match the definition of each problem.

**Teacher’s note: Due to the copyright issue, the video clip and its transcript cannot be shown. Teachers may search for clips related to ‘Inside Out: Guessing the feelings.’ on the Internet for the activity.**

*Below is the link to a suggested video:*

<https://www.youtube.com/watch?v=ZJ-C3urbTfI>

**Below are some suggestions on designing a worksheet based on the video.**

Teenage Problem		Meaning
	eating disorder	A. unable to control the use of social media
	depression	B. try to be perfect in everything
	social media addiction	C. eating too much or too little
	worry about the future	D. improper use of drugs
	constant pressure to excel in all aspects of life	E. underage use of alcohol <i>and</i> smoking

	take drugs	F. feel anxious about what has not happened
	drinking and smoking	G. feel low and unhappy
	study pressure	H. care about how you look
	worry about appearance	I. do things to feel accepted and valued by friends
	peer pressure	J. stress caused by being unable to study up to standard

Task 4 – Rank the Problems

Use an online polling tool and tell which teenage problem you think is the most serious.

Teacher’s note: A Mentimeter activity is designed here. Due to the copyright issue, the original Mentimeter is not shown here. Teacher may consider using other online polling tool and add related photos for this activity.



## While-reading Stage

### Reading Text



Before you read the text, try to

- (a) *Highlight the vocabulary related to feelings*
- (b) *Circle the tense used in the passage*
- (c) *Underline the modal verbs in the passage*



*Peter sent an email to a counsellor about his problem on exam stress and got a reply. He wants you to read it with him. Read the counsellor's email.*



**From** bettychan@abmail.com

**To** peterlee@cdmail.com

**Subject** Re: I am stressed!

Dear Peter,

Thanks for your email. I'm sorry to hear that you're feeling low and stressed because of the exam. You told me that there's a lot to study within a short period of time. You also said that some subjects are too difficult for you. You cannot understand even though you have made every effort to study hard. Let me share what you may do to ease your pressure.

Maintaining good time management would help you solve the problem of having to study a lot within a short period of time. First, you may design a study plan. You should work out how much revision you need to do and then create a flexible timetable. This can help you get control over your study and rest time. You could break down the things that you need to study into smaller chunks. For example, you could study section by section, or unit by unit. You do not need to revise all units at one go. In this way, you will feel relaxed and gain a sense of achievement once you get your work done by stages.

Also, you may make the best use of time. That means you should do regular revision every week. Don't leave it until the last minute. Studying for an hour each day is way more effective than cramming information right before the exams.

You also mentioned that some subjects are too difficult for you. I suggest that you should try to do revision together with a "study buddy". The advantage of studying with your friend is that you can learn from each other. I believe each of us must be good at something. Having a study buddy is worth trying!

Finally, to deal with stress, the key is to learn to relax. You can't keep on studying for a long time. You should take a break from time to time. When you are under pressure, why don't you just hang out with friends and tell them about your stress? They may share similar feelings as yours too! You can gain mutual spiritual support from one another, or even work out some feasible solutions to the problem. Listening to music and playing sports might also help too!

Don't worry! I'm sure things will get better soon.

Best,  
Betty Chan  
Counsellor



## Post-reading Stage

### Task 1 – Reading comprehension

Based on the text, answer questions 1-12.

1. Peter feels \_\_\_\_\_.

A. angry

B. proud

C. relaxed

D. stressed

A	B	C	D
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. What is the counsellor's name? \_\_\_\_\_

3i. Find words in paragraph 1 that mean the same as “reduce”. \_\_\_\_\_

3ii. Find words in paragraph 2 that mean the same as “get” \_\_\_\_\_

4. What is the counsellor's tone in the email?

A. upset

B. joyful

C. doubtful

D. sympathetic

A	B	C	D
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. What does “this” (line 9) refer to?

\_\_\_\_\_

6. What does “it” (line 15) refer to?

\_\_\_\_\_

7. The life coach's email \_\_\_\_\_.

- A. tells Peter about different teenage problems
- B. explains why Peter is under stress
- C. encourages Peter to study hard
- D. gives Peter advice

A	B	C	D
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. From the email, which word can best replace the word "stress"?

\_\_\_\_\_

9. According to the text, give TWO suggestions to have good time management.

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

10. Why is it good to have a study plan?

\_\_\_\_\_

11. What does it mean by having a "study buddy"?

\_\_\_\_\_

12. There are altogether 3 pieces of advice given by Betty. What are they?

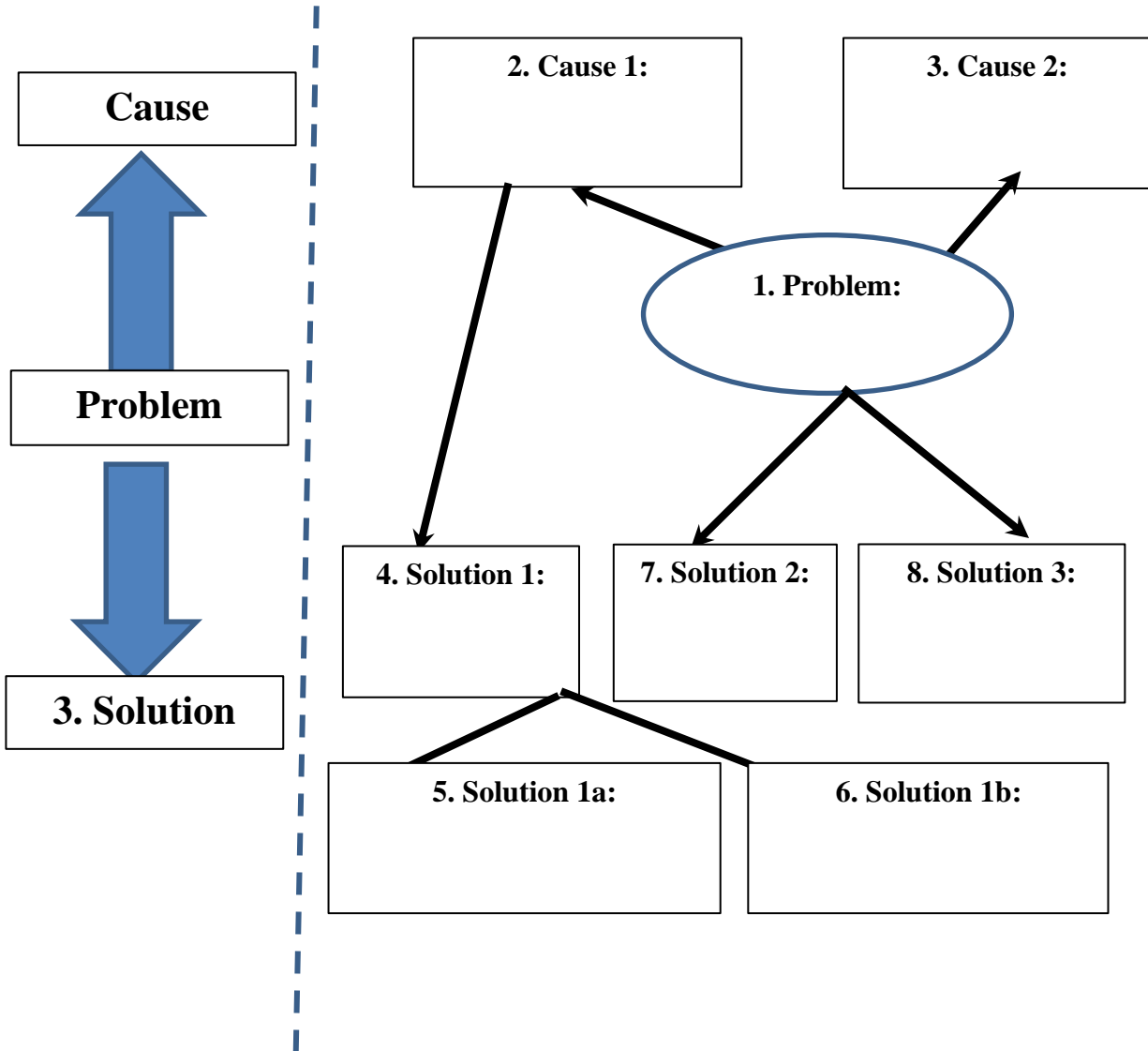
(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

Task 2 – Completing a Graphic Organiser

Analyse the text with a Cause-Problem-Solution graphic organiser.



## Task 3 – Language Tasks

*Grammar Point 1 – Imperative*

- What is imperative?

*An imperative sentence uses the bare form of a verb, for example: “stop”, “tell”, “sit”, “be”, etc.*

*For example,*

“**Talk** to your parents, Jane. This is a serious problem.”

“I think so too”

*In the above “**Talk** to your parents.” is an imperative sentence. The sentence means, “Jane, I want you to tell your parents about your problem. I am telling you to talk to your parents.”*

- When do we use it?

Imperative sentences give orders, directions, and advice. With the addition of *please*, as it (d), imperative sentences are used to make polite requests.

For example,

- Orders:           **Stop** running, thief!
- Directions:       **Turn** your book to page 10.
- Advice:           **Don’t** worry.
- Requests:         **Please be** calm.

- Things I should pay attention when using imperative

When we use imperative sentences in negative form, we need to add **Don’t**.

Sometimes, we may add **do** before the simple form to make a strong emphasis.

For example,

**Don’t be** afraid of bullies.




**Do tell** your teachers about their act.

Practice

Part 1. Underline the imperative verbs in the following dialogues.

1. Cindy: We're going.  
Liza: Wait! I need to change my socks.  
Cindy: Hurry up! We'll be late.  
Liza: Okay. Okay. I'm ready. Let's go
  
2. Mandy: (Knock, knock.) May I come in?  
Professor Li: Certainly. Come in. Please have a seat.  
Mandy: Thanks.  
Professor Li: How can I help you?  
Mandy: I need to ask you a question about yesterday's lecture.  
Professor Li: Okay. What's the question?
  
3. Andrew: Bye, Mom. I'm going over to Bill's house.  
Mom: Wait a minute. Did you clean up your room?  
Andrew: I'll do it later.  
Mom: No. Do it now, before you leave.  
Andrew: Do I have to?  
Mom: Hang up your clothes. Make your bed. Put your books back on the shelf. Empty the waste paper basket. Okay?  
Andrew: Alright.

Part 2. Write **an imperative sentence** in the space provided.

		
1.		
2.		
3.		

*Grammar Point 2 – Modal verbs for giving advice: should & shouldn't*

- When do we use it?

We use the modal verb **should** to talk about things that are necessary or right to do. We can also use **should** to give advice.

e.g. You **should study** harder.

e.g. Teenagers **should not** spend too much time on social media.

- Things I should pay attention to when using modal verbs.

We use the bare infinitive after the modal **should** or **should not**.

Practice

Using **should** and **should not** to give advice in the following situation.

1. I am having trouble in maths class (talk to your teacher)

\_\_\_\_\_.

2. I am overweight. (have snacks at night)

\_\_\_\_\_.

3. My little sister is mad at me as I broke her favourite doll. (apologise to her)

\_\_\_\_\_.

4. The weather is extremely hot. (go outdoor)

\_\_\_\_\_.

5. I barely passed my English test. (do more regular revision)

\_\_\_\_\_.

*Grammar Point 3 – Using question to give advice: Why not / Why don't you*

- How to give advice besides using modal verbs?

We use “*Why not...?*” and “*Why don't you ...?*” to give **gentle** advice.

- Why do we use this question pattern to give advice?

“*Why not...?*” and “*Why don't you ...?*” sound less forceful and more polite. It is easier for the listener to accept the advice.

- Things I should pay attention to when using “*Why not...?*” and “*Why don't you ...?*”

Remember to use the bare **infinitive** after “*Why not...?*” and “*Why don't you ...?*”

For example:

Words giving advice	Bare infinitive	Advice
Why not	write	a letter to the social worker?
Why don't you		

Remember to end your question with a question mark ‘?’.

### Practice

Using “*Why not...?*” and “*Why don't you ...?*” to give advice in the following situation.

1. The weather is so nice! (go to the beach)

\_\_\_\_\_?

2. My hair is really bushy. (change the brand of your shampoo)

\_\_\_\_\_?

3. It's a nice day outside, but I don't have anything to do. (go cycling)

\_\_\_\_\_?

4. I have a fever and a sore throat. (COVID testing)

\_\_\_\_\_?

5. I feel really stressed about my exams. (ask your teacher for advice)

\_\_\_\_\_?

## A NEW PAGE OF LIFE – WRITING A LETTER OF REPLY

### Pre-writing Stage

#### Task 1 – Understanding the Task

#### Writing task

You are Chris Wong. Your friend Katy has written an email to you about a teenage problem. You want to reply to her with an email giving advice.

⬢ ⬢ ⬢
✉

---

**From** katy.chan@teen.com

---

**To** chriswong@teen.com

---

**Subject** What can I do?

---

Hi there,

I feel scared at school these days. Some students from other forms keep asking me for money. During recess, I am so afraid they may approach me and I hide myself in the school library. What can I do to regain my normal campus life?

Yours,  
Katy

1. What is Katy’s problem? Put a tick ✓ under the picture.

		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Why does Katy have this problem?

Katy’s problem	Evidence	What did she do?



Tick the appropriate box.

3. What is the purpose of your writing?

- to share your problems with your friend
- to talk about teenage problems in general
- to give advice

4. Who will read this letter?

- Katy, your friend
- Katy's friend
- Katy's parents

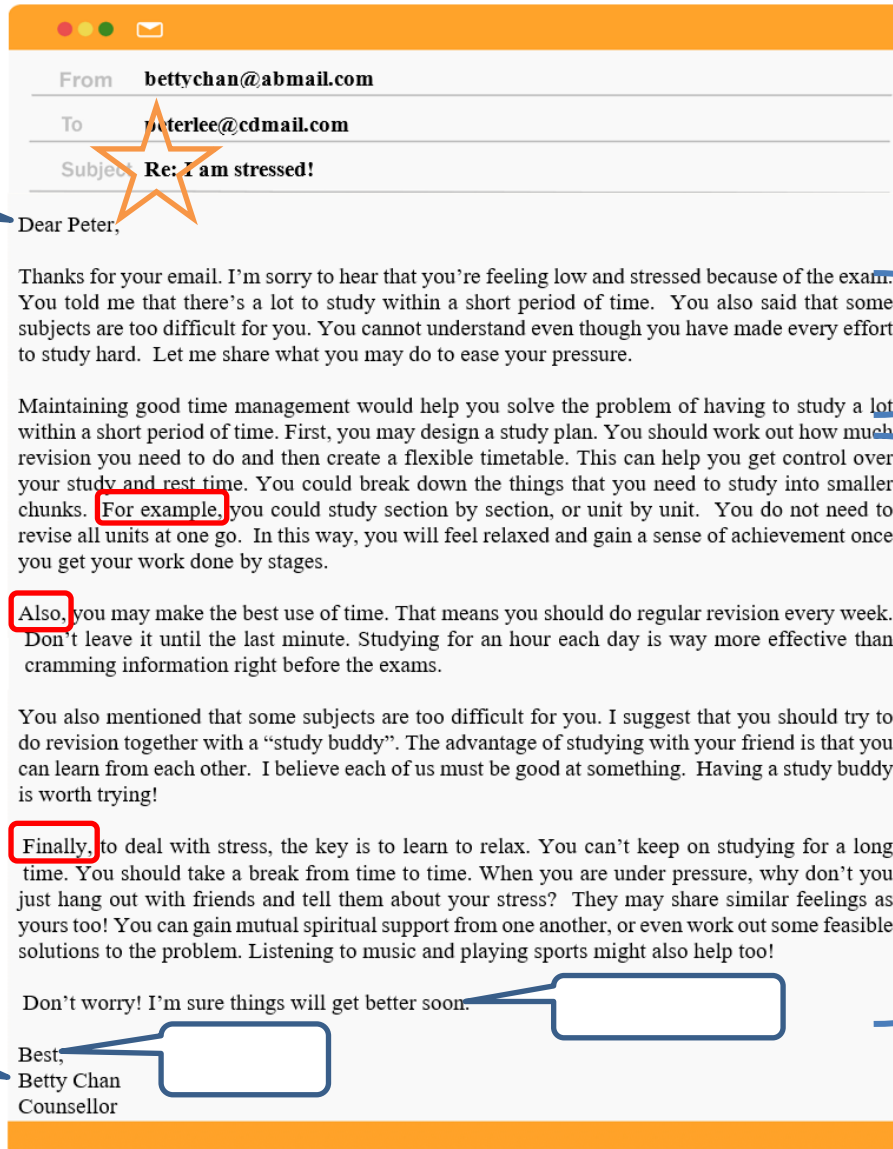
5. What tone should you use in the letter of advice?

- very formal 😊
- friendly 😊
- caring 😊
- angry 😞

Task 2 – Knowing the text type

Read the reply email giving advice on page 8 again. Match the email with the correct descriptions.

A	B	C	D	E	F
giving specific advice	complimentary close	end with encouragement	greeting	sender's name	opening



TONE

What tone should you use? Tick the appropriate boxes.

- very formal     friendly     caring     angry

Points to note:

- \*We may write the remark "RE: I am stressed" to show it is a reply letter.
- The square bracketed words are cohesive devices that help link for different purposes.

## Task 3 – Polishing Your Writing Skill (Using a Friendly Tone)

- We should use a friendly tone to write an email giving advice. We could use friendly and empathetic expressions such as those that start with “I”, e.g. “*I’m sorry that you’re feeling low.*”

Read the following sentences, tick ✓ the sentences that use a friendly tone.

	I’m sorry to hear about your problem.
	I am writing to give you advice on your problem.
	Thanks for your email.

- There are several ways you can give advice.

Put the words in the correct order to give advice.

1) Using **imperatives**. e.g. *Don’t ask about private matters. Smile at people!*

i. (to/ teacher / report / delay)

---

ii. (at the corner of / sit / the classroom. /alone / Don’t)

---

2) Using **modal verbs “should / shouldn’t”**. e.g. *You should make eye contact with other students. You should join a club.*

i. (asking /you/ firmly / You / tell/ to stop/ for money)

---

ii. (at the corner of / sit / the classroom. /alone)

---

3) You can also use questions to make suggestions, e.g. *Why not ...? and Why don’t you ...?*

*Why don’t you*

---

*Why not*

---

- End the email with an encouraging remark as closing. e.g. *Good luck! I’m sure that things will get better soon.*

## Task 4 – Knowing More Useful Vocabulary and Expressions

Here are some more vocabulary and expressions you can use to write your email to give advice.

### Expressing your feeling / emotions

angry	glad	mad at	pleased	upset
ashamed	helpless	nervous	unhappy	worried
I understand that you felt uneasy/ anxious/ scared ...				
You felt stressed / embarrassed / miserable ...				

### Explaining your difficulties to others

don't know how to deal with problems                      too self-conscious

feel afraid to tell others    too threatening

### Advice

insist on rejecting their requests                                      don't be afraid to speak up

don't worry about refusing the bully                                      try to find your class teachers

seek help from your classmates    try to seek help from others

let others know that you have trouble                                      think positively

### Encouraging remarks

I'm sure you can solve your problem soon after reporting!

Cheer up! I think your problem can be resolved soon!

Stay positive! Don't worry!

**CCC Kei Chi Secondary School**  
**Form 1 Book 1B Unit 8 -Letter of advice**  
**Task-specific rubrics**

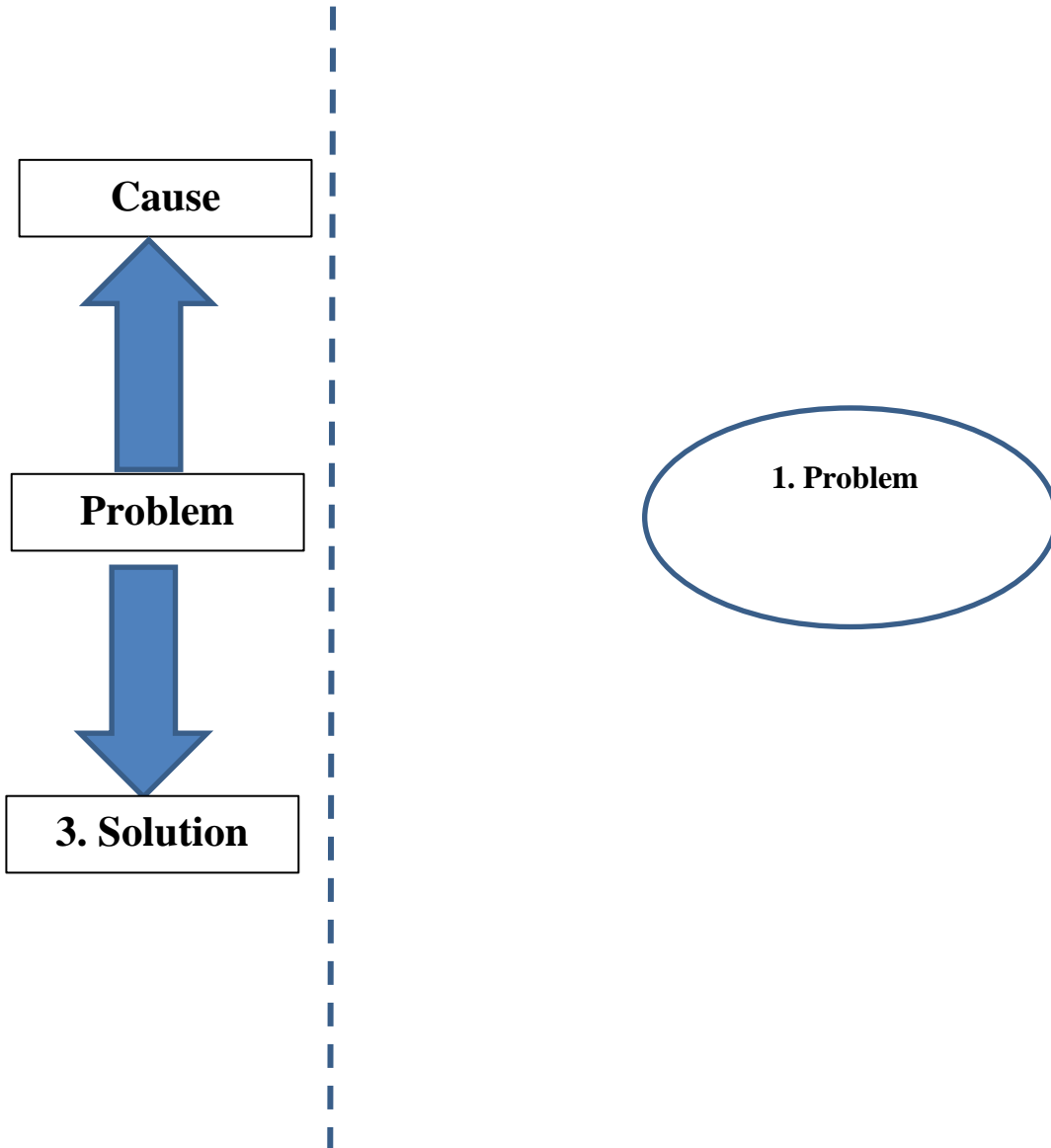
Score (Total:21) Performance Level	Content (7)	Language (7)	Organisation (4)	Feature (3)
3	<p><b>6-7 marks</b> Included <b>all</b> (4) of the below:</p> <ul style="list-style-type: none"> <li>- talking about Katy's problem (i.e., loneliness)</li> <li>-mentioned how she felt</li> <li>-offering at least 2 pieces of advice on how to solve her problem</li> <li>-showing your encouragement to Katy</li> </ul>	<p><b>6-7 marks</b> Included <b>all</b> (5) of the below:</p> <ul style="list-style-type: none"> <li>-using expressions to show your understanding and empathy to her situation/ problem</li> <li>-using modals (e.g, may/ should/ shouldn't) correctly to give advice</li> <li>-using rhetorical questions to make suggestions E.g., Why don't you...?</li> <li>-using appropriate expressions to show your encouragement to Katy</li> <li>-using <b>a wide range</b> of adjectives to describe emotions and feelings</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>-making no spelling mistakes</li> <li>-making no or minor grammatical mistakes</li> </ul>	<p><b>4 marks</b> Included <b>all</b> (3) of the below:</p> <ul style="list-style-type: none"> <li>- locating and responding appropriately to Katy's problem in the introductory paragraph (e.g., In your letter, <i>you said/ mentioned/ told me</i> that...)</li> <li>-developing clear main idea in each body paragraph with many/adequate supporting details and examples</li> <li>-sharing your overall feelings, gave recommendation and showed encouragement in the closing paragraph</li> </ul>	<p><b>3 marks</b> -showed in your letter the features of an informal letter by including <b>all</b> (3) of the below:</p> <ul style="list-style-type: none"> <li>-following the layout of an informal letter</li> <li>-using a friendly and informal tone</li> <li>-using contractions e.g. shouldn't</li> </ul>

Score (Total:21) Performance Level	Content (7)	Language (7)	Organisation (4)	Feature (3)
2	<p><b>3-5 marks</b> Included <b>most</b> (3) of the below:</p> <ul style="list-style-type: none"> <li>- talking about Katy's problem (i.e., loneliness)</li> <li>-mentioned how she felt</li> <li>-offering at least 2 pieces of advice on how to solve her problem</li> <li>-showing your encouragement to Katy</li> </ul>	<p><b>3-5 marks</b> Included <b>most</b> (3) of the below:</p> <ul style="list-style-type: none"> <li>-using expressions to show your understanding and empathy to her situation/ problem</li> <li>-using modals (e.g, may/ should/ shouldn't) correctly to give advice</li> <li>-using rhetorical questions to make suggestions E.g., Why don't you...?</li> <li>-using appropriate expressions to show your encouragement to Katy</li> <li>-using <b>a small range</b> of adjectives to describe emotions and feelings</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>-making few spelling mistakes</li> <li>-making few or minor grammatical mistakes</li> </ul>	<p><b>2-3 marks</b> Included <b>most</b> (2) of the below:</p> <ul style="list-style-type: none"> <li>- locating and responding appropriately to Katy's problem in the introductory paragraph (e.g., In your letter, <i>you said/ mentioned/ told me</i> that...)</li> <li>-developing clear main idea in each body paragraph with many/ adequate supporting details and examples</li> <li>-sharing your overall feelings, gave recommendation and showed encouragement in the closing paragraph</li> </ul>	<p><b>2 marks</b> -showed in your letter the features of an informal letter by including <b>most</b> (2) of the below:</p> <ul style="list-style-type: none"> <li>-following the layout of an informal letter</li> <li>-using a friendly and informal tone</li> <li>-using contractions e.g. shouldn't</li> </ul>

Score (Total:21) Performance Level	Content (7)	Language (7)	Organisation (4)	Feature (3)
1	<p><b>0-2 marks</b> Included <b>few</b> (1-2) of the below:</p> <ul style="list-style-type: none"> <li>- talking about Katy's problem (i.e., loneliness)</li> <li>-mentioned how she felt</li> <li>-offering at least 2 pieces of advice on how to solve her problem</li> <li>-showing your encouragement to Katy</li> </ul>	<p><b>0-2 marks</b> Included <b>few</b> (1-2) of the below:</p> <ul style="list-style-type: none"> <li>-using expressions to show your understanding and empathy to her situation/ problem</li> <li>-using modals (e.g, may/ should/ shouldn't) correctly to give advice</li> <li>-using rhetorical questions to make suggestions E.g., Why don't you...?</li> <li>-using appropriate expressions to show your encouragement to Katy</li> <li>-using <b>few</b> adjectives to describe emotions and feelings</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>-making many spelling mistakes</li> <li>-making many or major grammatical mistakes</li> </ul>	<p><b>0-1 mark</b> Included <b>at least 1</b> of the below:</p> <ul style="list-style-type: none"> <li>- locating and responding appropriately to Katy's problem in the introductory paragraph (e.g., In your letter, <i>you said/ mentioned/ told me</i> that...)</li> <li>-developing clear main idea in each body paragraph with many/ adequate supporting details and examples</li> <li>-sharing your overall feelings, gave recommendation and showed encouragement in the closing paragraph</li> </ul>	<p><b>0-1 mark</b></p> <ul style="list-style-type: none"> <li>-showed in your letter the features of an informal letter by including <b>at least 1</b> of the below:</li> <li>-following the layout of an informal letter</li> <li>-using a friendly and informal tone</li> <li>-using contractions e.g. shouldn't</li> </ul>

## Task 5 – Planning Your Email with a Cause-Problem-Solution Graphic Organiser

**You may refer to p.11 of this booklet for a similar graphic organiser you have done for the reading text of this unit. The brainstorming question on the next page (p. 25) may help you as well.**





## Task 6 – Brainstorming Your Advice

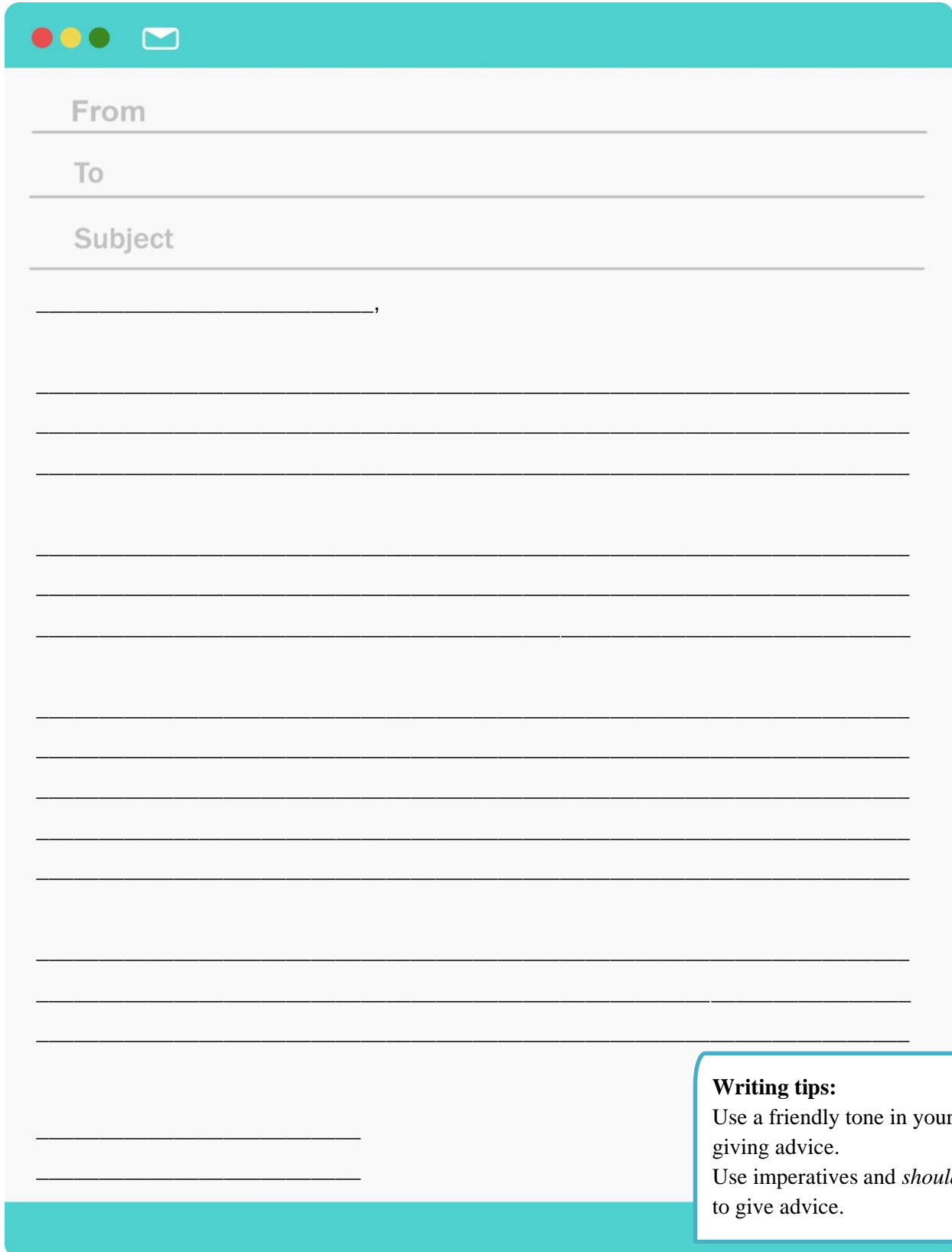
Now think about what you want to include in each part of your email giving advice. Write a few sentences about Katy's problem using the notes below.

<b><u>Katy's problem</u></b>
<p><b>What is Katy's problem?</b></p> <ul style="list-style-type: none"> <li>• <b>Why does she have this problem?</b> <i>Too shy? Doesn't know how to deal with bullying? Too scared to tell others?</i></li> <li>• <b>How does Katy feel?</b> <i>Lonely? Upset? Helpless?</i></li> </ul>
<b><u>Advice 1</u></b>
<p><b>What advice can you give Katy?</b> <i>Speak up? Find a companion during recess?</i></p>
<b><u>Advice 2</u></b>
<p><b>What is another piece of advice you can give Katy?</b> <i>Tell her parents? Report to the discipline teacher?</i></p>

## While-writing Stage

### Task 1 – 1<sup>st</sup> Draft of Your Writing

Now write your email giving advice in about 150 words. Use your notes and the writing plan below to help you. You can also use the words and expressions on page 20 to help you.



The form is a stylized email writing interface. It features a teal header bar with three colored circles (red, yellow, green) and an envelope icon. Below the header, there are three labeled fields: 'From', 'To', and 'Subject', each followed by a horizontal line. The main body of the email is filled with horizontal lines for writing. In the bottom right corner, there is a teal-bordered box containing writing tips.

**Writing tips:**

Use a friendly tone in your email giving advice.

Use imperatives and *should/shouldn't* to give advice.

## Task 2 – Self-Assessment Grid

Put a ✓ or X after reviewing each domain.

	Self-Assessment I think I have
<b>Content</b>	
identified Katy's problem and talked about how she felt in my email giving advice.	
offered at least 2 pieces of advice on how to solve her problem.	
included words of encouragement in my email giving advice.	
<b>Language</b>	
used imperatives and <i>should/shouldn't</i> correctly to give advice.	
used friendly and informal expressions in my email giving advice.	
used questions to make suggestions and give well wishes to encourage the recipient in my email giving advice.	
<b>Organisation</b>	
responded to her problem (loneliness). [e.g. In your letter, you say that .....]	
have included related details to the topic of the paragraph.	
have shared your overall feelings and gave recommendations in <u>the closing paragraph</u> .	
<b>Feature</b>	
included features of an informal letter	
used a casual tone to write your letter.	
used contractions to write an informal letter.	






## Post-writing Stage

### Task 1 – Peer Assessment Grid

Put a ✓ or X after reviewing each domain.

	Peer Assessment “I think she /he has...”
<b>Content</b>	
identified Katy’s problem and talked about how she felt in my email giving advice.	
offered at least 2 pieces of advice on how to solve her problem.	
included words of encouragement in my email giving advice.	
<b>Language</b>	
used imperatives and <i>should/shouldn’t</i> correctly to give advice.	
used friendly and informal expressions in my email giving advice.	
used questions to make suggestions and give well wishes to encourage the recipient in my email giving advice.	
<b>Organisation</b>	
responded to her problem (loneliness). [e.g. In your letter, you say that .....]	
have included related details to the topic of the paragraph.	
have shared your overall feelings and gave recommendations in <u>the closing paragraph</u> .	
<b>Feature</b>	
included features of an informal letter	
used a casual tone to write your letter.	
used contractions to write an informal letter.	

## Teacher's Assessment Grid

					
<b>Content</b>					
You identified Katy's problem and talked about how she felt in my email giving advice.					
You offered at least 2 pieces of advice on how to solve her problem.					
You included words of encouragement in my email giving advice.					
<b>Language</b>					
You used imperatives and <i>should/shouldn't</i> correctly to give advice.					
You used friendly and informal expressions in my email giving advice.					
You used questions to make suggestions and give well wishes to encourage the recipient in my email giving advice.					
<b>Organisation</b>					
You responded to her problem (loneliness). [e.g. In your letter, you say that .....]					
You have included related details to the topic of the paragraph.					
You have shared your overall feelings and gave recommendations in <u>the closing paragraph</u> .					
<b>Feature</b>					
You have included features of an informal letter					
You have used a casual tone to write your letter.					
You have used contractions in an informal letter.					
Comments	Content: /7 Language: /7 Organization: /4 Feature: /3 Total: /21				



## Appendix – Feedback design for the post-reading Google form task

Q1

Feedback for correct answers  
Well done! Learn more adjectives by watching this video.  
<https://www.youtube.com/watch?v=KfhzFUYuFIQ>

Feedback for incorrect answers  
Feelings and emotions - Vocabulary (Line 2)  
stressed - too much pressure, too much stress  
<https://www.youtube.com/watch?v=sqxVQNtl5A>  
<https://dictionary.cambridge.org/zht/%E8%A9%9E%E5%85%B8/%E8%8B%B1%E8%AA%9E/stressed>

Q2

Feedback for all answers  
Specific Information - Complementary Close  
“Betty Chan”

Q3i

Feedback for all answers  
Vocabulary question  
ease (verb) ; look for a verb in paragraph 1  
<https://dictionary.cambridge.org/zht/%E8%A9%9E%E5%85%B8/%E8%8B%B1%E8%AA%9E-%E6%BC%A2%E8%AA%9E-%E7%B9%81%E9%AB%94/ease>

Q3ii

Feedback for all answers  
Vocabulary question  
gain (verb) ; look for a verb in paragraph 1  
<https://dictionary.cambridge.org/zht/%E8%A9%9E%E5%85%B8/%E8%8B%B1%E8%AA%9E-%E6%BC%A2%E8%AA%9E-%E7%B9%81%E9%AB%94/gain>

Q4

Feedback for incorrect answers  
Tone  
The life coach shows empathy for Peter in the email.  
Line 2: I'm sorry to hear that ...  
<https://greatergood.berkeley.edu/topic/empathy/definition>  
[https://youtu.be/cDDWvj\\_q-o8](https://youtu.be/cDDWvj_q-o8)

Q5

Feedback for all answers

Reference question

- 1) Identify the pronoun "this" from the text
- 2) Read the line close by for the noun/noun phrase that the reference word refers to.
- 3) The answer should match the reference word in number, gender and person.

<https://www.youtube.com/watch?v=Hzc8P5Li-6M>

Q6

Feedback for all answers

Reference question

- 1) Identify the pronoun "it" from the text
- 2) Read the line close by for the noun/noun phrase that the reference word refers to.
- 3) The answer should match the reference word in number, gender and person.

Q7

Feedback for incorrect answers

The counsellor's email provides suggestions to Peter to resolve his problem about study.

Q8

Feedback for all answers

<https://www.thesaurus.com/browse/pressure>

<https://dictionary.cambridge.org/zht/%E8%A9%9E%E5%85%B8/%E8%8B%B1%E8%AA%9E-%E6%BC%A2%E8%AA%9E-%E7%B9%81%E9%AB%94/stress>

Q9

Feedback for all answers

Paragraph 2 & 3

Read the topic sentence and scan for the example provided.

Q10

Feedback for all answers

Paragraph 2 line 9.

Reason for having a study plan.

Q11

Feedback for all answers

A friend to study with.

Backward referencing.

<https://dictionary.cambridge.org/zht/%E8%A9%9E%E5%85%B8/%E8%8B%B1%E8%AA%9E-%E6%BC%A2%E8%AA%9E-%E7%B9%81%E9%AB%94/buddy>