

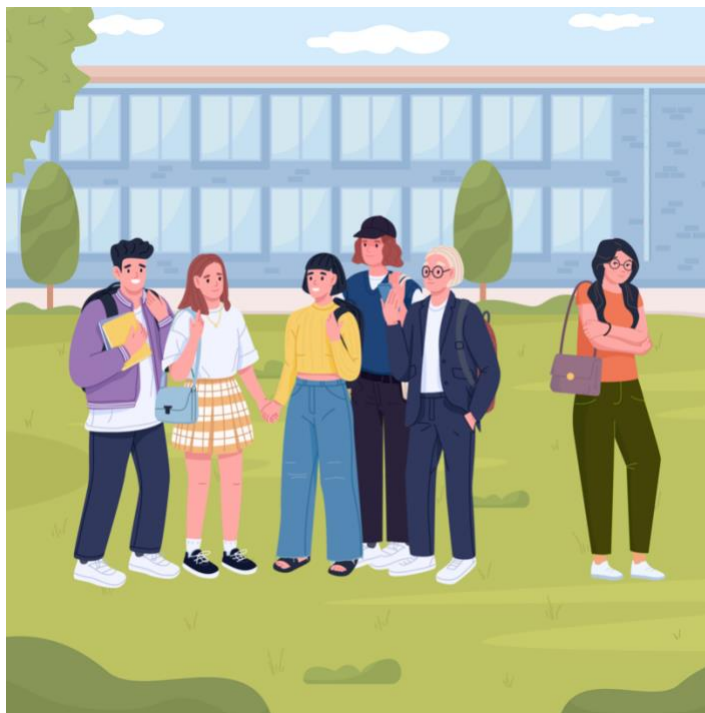


Quality Education Fund Thematic Networks - Tertiary Institutes (QTN-T)
Enhancing Assessment Literacy of Teachers in Primary/Secondary Schools

Secondary 3

English Language

Health and Beauty



Name: _____

Class & Class No. : _____

Table of Contents

<i>Unit Start: Continuous Self-assessment</i>	3
<i>Reading – Health & Beauty</i>	5
Pre-reading Stage– Explicit Grammar Teaching	5
While-reading Stage	5
Post-reading Stage	8
Task 1 – Reading Comprehension	10
Task 2 – Graphic Organiser	10
<i>Writing – Beauty</i>	12
Pre-writing Stage	12
Structure of a One-sided Argumentative Essay	12
Written Task – One-sided Argumentative Essay	14
Task 1 – Group Discussion	16
Task 2 – Individual Writing (Graphic Organiser).....	18
Post-writing Stage	20
Task 1 – Assessment Rubrics.....	20
Task 2 – Peer Assessment.....	21
Task 3 – Self-reflection.....	22

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Unit Start: Continuous Self-assessment



Checkpoint 1			
Answer these questions <u>before starting the learning of the unit</u> (tick the appropriate boxes, you can tick more than 1.)			
1. What will I learn in this unit?	<input type="checkbox"/> a) adjectives describing beauty and appearance	<input type="checkbox"/> b) recognising that information is underpinned by values and beliefs	<input type="checkbox"/> c) stating my view point on a topic/ issue
2. What will I read about in this unit?	<input type="checkbox"/> a) a debate speech	<input type="checkbox"/> b) an article	<input type="checkbox"/> c) a one-sided argumentative essay
3. What do I need to write about at the end of the unit?	<input type="checkbox"/> a) a debate speech	<input type="checkbox"/> b) an article	<input type="checkbox"/> c) a one-sided argumentative essay
Checkpoint 2			
Answer these questions <u>after the reading tasks</u> (tick the appropriate boxes, you can tick more than 1.)			
4. What reading skill(s) have I learned?	<input type="checkbox"/> a) working out the meaning of unfamiliar words	<input type="checkbox"/> b) referencing	<input type="checkbox"/> c) identifying the main idea and supporting details
5. Which reading skill(s) can I master (use) the best?	<input type="checkbox"/> a) working out the meaning of unfamiliar words	<input type="checkbox"/> b) referencing	<input type="checkbox"/> c) identifying the main idea and supporting details
6. What else have I learned in the reading tasks?	<input type="checkbox"/> a) the structure of a one-sided argumentative essay	<input type="checkbox"/> b) how to support arguments with evidence and examples	<input type="checkbox"/> c) to embrace and respect individual differences; to appreciate and to value oneself
7. What can I apply (use) in the unit writing?	<input type="checkbox"/> a) the structure of a one-sided argumentative essay	<input type="checkbox"/> b) how to support arguments with evidence and examples	<input type="checkbox"/> c) how to construct convincing arguments with a strong and argumentative tone
Checkpoint 3			
Answer these questions <u>after the writing task</u> (tick the appropriate boxes, you can tick more than 1.)			
8. To make my essay more appealing and convincing, I <u>have used</u>	<input type="checkbox"/> a) using conditional sentences to describe possible consequences of certain scenarios	<input type="checkbox"/> b) evidence-based information such as research findings	<input type="checkbox"/> c) others: _____ _____ _____

<p>9. Next time, to attract the interest of the reader, I can <u>do more</u> such as</p>	<p><input type="checkbox"/> a) using various strategies to arouse reader’s interest in the introduction</p>	<p><input type="checkbox"/> b) support my arguments with evidence-based information such as research findings</p>	<p><input type="checkbox"/> c) others: _____ _____ _____</p>
<p>Checkpoint 4 Answer these questions <u>at the end of the learning of the unit</u> (tick the appropriate boxes, you can tick more than 1.)</p>			
<p>10. Next time, when I read an argumentative essay, I will pay attention to....</p>	<p><input type="checkbox"/> a) how the writer attracts reader’s interest in the introduction</p>	<p><input type="checkbox"/> b) how the writer develops and support his/ her arguments</p>	<p><input type="checkbox"/> c) others: _____ _____ _____</p>
<p>11. If I can write the argumentative essay again, what area(s) can I do better to improve my writing?</p>	<p><input type="checkbox"/> a) paying more attention to the <u>structure</u> of the essay by developing logical arguments (text level)</p>	<p><input type="checkbox"/> b) supporting each argument with adequate and reasonable examples and details (paragraph level)</p>	<p><input type="checkbox"/> c) stating my view clearly in the introductory paragraph Or <input type="checkbox"/> restating my view point with appropriate concluding remarks in the conclusion (paragraph level)</p>
<p>12. What did I learn in this unit?</p>	<p><input type="checkbox"/> a) recognizing and stating one’s view point on a topic/issue in a one-sided argumentative essay</p>	<p><input type="checkbox"/> b) recognizing that information is underpinned by values and beliefs </p>	<p><input type="checkbox"/> c) to embrace and respect individual differences; to appreciate and to value oneself </p>
	<p><input type="checkbox"/> d) others: _____ _____ _____ _____ _____ _____ _____</p>	<p>e) others: _____ _____ _____ _____ _____ _____ _____</p>	<p><input type="checkbox"/> f) others: _____ _____ _____ _____ _____ _____ _____</p>

Reading – Health & Beauty

Pre-reading Stage– Explicit Grammar Teaching 

While-reading Stage

Text 1

The Influence of Social Media on Beauty Standards among Teenagers: Boon or Bane?

Under the digital era, it is ubiquitous that adolescents have been taught through media that they need to fit a certain mold. They tend to **jump on the bandwagon** to follow the appearance and body types glamorized by social media. The impacts of social media apps to teenagers have been put **under the limelight**. While young people think that pursuing such an **unrealistic** image **does no harm to** their **physical and mental well-being**, **it is my strong conviction that** social media would bring serious influence to how teenagers perceive beauty.



2] To commence with, social media contributes to the trend of demonstrating a perfect life among youngsters' peers. **Constantly viewing perfect selfies with unattainable beauty standards on social media, unrealistic views of society could be instilled into young minds.** Youth who are at a tender age have no option but to follow owing to peer pressure. **Comparing their lives and striving for perfection, young people become stressed and anxious** because they think their own lives aren't good enough. To add insult to injury, celebrities on social media intensify *this perverted situation* as they regularly post photos of their 'ideal life'. In short, the tremendous pressure on young people to create a perfect life is incontrovertibly attributed to the **rampant** social media influence.



3] On top of that, the severe social media influence is also **associated with the prevalence** of use of filters, which encourage users to make comparisons constantly. Based on its global advertising audience reach numbers, Instagram has *at least 1.318 billion active users* around the world in January 2023. Literally anybody can capitalize on filter functions on Instagram to make themselves look like they have any body type they would like. With *this* in mind, **teenagers may question why they shouldn't 'Photoshop' ourselves when our friends on Instagram are also altering their bodies.** Social media apps, as a result, have created a ridiculous norm that young people should aspire to the 'perfect appearance'.

4 When it comes to *their* lifestyle, if teenagers follow this unhealthy habit blindly, it is beyond question that they will fall into the trap of eating disorder. The National Eating Disorders Association suggested that people with a negative body image are more likely to develop an eating disorder. The predicament will be further exacerbated by the soaring numbers of myths on social media that eating less is equivalent to being good looking, dragging adolescents into

the unbreakable vicious cycle. In view of this, eating disorders are so damaging, physically and mentally, and are lifetime struggles that people deal with forever.

5 All in all, revealing all the adverse effects brought by social media apps, would it be preposterous to claim that social media brings no harm to young people's mental health and how they view their own body? This fallacy should undeniably be rectified. It is high time for us to reassess the role social media should play in our lives.



Post-reading Stage

Task 1 – Reading Comprehension

Answer the question below using the information from Text 1.

1. What does ‘this perverted situation’ (line 22) refer to?



2. What does the study which ‘Instagram has at least 1.318 billion active users around the world in January 2023’ (lines 27) imply?

3. What does ‘this’ (line 29) refer to?

4. What does ‘their’ (line 32) refer to?

5. Why does the writer say that ‘eating disorders are ... lifetime struggles that people deal with forever.’ (lines 42-43)?

6. Several actions from the text are described below, along with their consequences. Complete the information by writing a word or a phrase from the relevant paragraph in each blank below. Write no more than TWO words for each blank. Answers must be grammatically correct.

	Action		Consequences
Paragraph 2	Adolescents keep viewing perfect photos on (i) _____ and striving for unattainable beauty standards.		Young people’s social view becomes (ii) _____.
Paragraph 4	Teenagers compare themselves with others constantly.		Eating disorder is more likely to be (iii) _____.

7. Arguments and reasons/examples/evidence were given in the text. Complete the summary in the table below.

Answers must be grammatically correct.

Paragraph	Main argument	Reasons/Example/Evidence
3	The emergence of social media filters (i) _____.	The increasing numbers of global advertising audience facilitate youths to use filter functions.
4	Teenagers may suffer from (ii) _____ due to their dissatisfaction with their body shape.	The National Eating Disorders Association suggested that people with negative body image are more likely to develop an eating disorder.

Example(s):

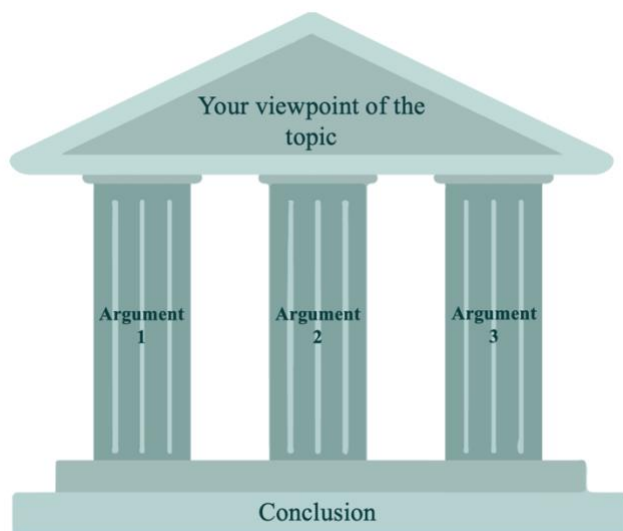
Example(s):

Example(s):

Writing – Beauty

Pre-writing Stage

Structure of a One-sided Argumentative Essay



- ◆ Introduce the main topic
- ◆ Mention common viewpoint 1 and common viewpoint 2
- ◆ State your own stand (Thesis statement):

Body Paragraphs

◆ Introduce your arguments

◆ Support it with reasons

Structure of Paragraph 2
(Body paragraph 1)



Argument 1

Step 1: Introduce your argument.

Topic Sentence:

Step 2: Support it with Reason 1 by stating examples, details and facts.

Supporting Sentence 1:

Example (1):

Example (2):

Step 3: Support it with Reason 2 by stating examples, details and facts.

Supporting Sentence 2:

Example (1):

Example (2):



Follow the same structure for body paragraph 2 and 3

Conclusion

- ◆ Summarize your arguments in 1 to 2 sentences.
- ◆ Restate your opinion that already stated in the introduction with 1 sentence.
- ◆ You may also call for appeal.

Example:

We should stop cyber bullying right now.

*Written Task – One-sided Argumentative Essay***A. Topic**

During the Global Week this year, some guests from overseas expressed their views on beauty to all Secondary 3 students. They presented various objectives about the beauty standard of their hometown. Your English teacher recently asked you to write a one-sided argumentative essay to the school magazine sharing your own views on a topic “**Does wearing their own outfits to school boost students’ self-image?**” Express your ideas with a clear stance and convincing reasons.

Give your essay a title. Write at least **250 words**.

B. Genre analysis

Text type:	
Role:	
Audience:	
Style:	
Purpose:	

C. Useful vocabulary, phrases and expressions**Unit 5 Text 1**

1. attitudes
2. habit
3. appearance
4. sbd. feels appearance affected popularity
5. concerns about appearance
6. (peer) judgement
7. (be) judged by peers
8. experience judgement from their peers
9. being unpopular
10. low popularity
11. dissatisfaction
12. low self-esteem
13. teasing
14. tease others
15. promote a positive body image
16. hurt their self-regard
17. encourage a healthier view of beauty
18. health classes
19. encourage a healthier attitude towards beauty

Unit 5 Text 2

- | | | |
|---|---|---------------------------|
| 1. perfect | 2. imperfect | 3. a casual photo |
| 4. look imperfect | 5. look gorgeous | 6. look spontaneous |
| 7. seek Internet approval | 8. stressful lifestyle | 9. (be) too much for sbd. |
| 10. damage one's self-image | 11. view images of beauty | 12. anxiety |
| 13. lack of confidence | 14. success is (partly) linked to their looks | |
| 15. sbd. is pressured to look perfect all the time | 16. puts pressure on people to look better | |
| 17. displays of round-the-clock glamour | 18. obsess about their outward appearance | |
| 19. project an image of perfection day in and day out | | |

Supplementary reading text

- | | | |
|----------------------------------|------------------------------------|---------------------------|
| 1. shove down their throats | 2. glamorize | 3. unrealistic |
| 4. contribute to | 5. physical and mental well-being | |
| 6. unattainable beauty standards | 7. perceived version of perfection | |
| 8. striving for perfection | 9. at first glance | |
| 10. a fear of missing out | 11. give rise to | 12. strain |
| 13. associated with | 14. the prevalence of (photoshop) | |
| 15. eating disorder | 16. a devastating effect | 17. detrimental (to sth.) |
| 18. a fulfilling life | 19. long term consequence(s) | 20. reassess |

D. Targeted sentence patterns**1. Participle phrases****a. Present participle phrase**

Leaving the theatre, the singer was surrounded by fans.

b. Past participle phrase

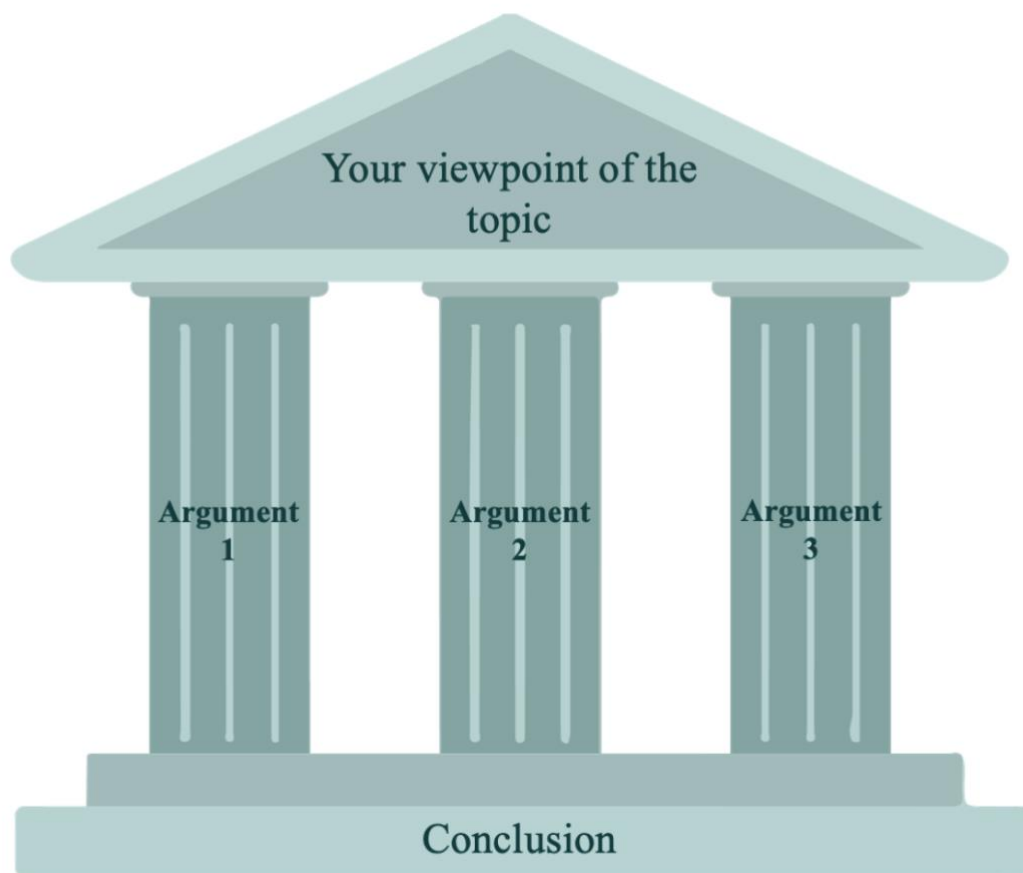
Stung by a bee, the child cried in pain.

2. Relative clauses

- a. Children **who hate chocolate** are uncommon.

3. Reported Speech

- a. More than 70 percent said they would not permanently scrap their social media for anything less than \$10, 000.

Task 1 – Group Discussion

Title: _____




Paragraph 1 – Introduction

Introduce the situation/background

In this day and age, it is common for young people to _____..

Show the opposite view + Share your own stance with reasons in brief

Eg. While some may think that _____, I strongly believe that

<p>Paragraph 2</p> <hr/> 	<p>a. Topic sentence: _____</p> <p>b. Supporting reason 1: _____</p> <p style="padding-left: 20px;">- Example (1) _____</p> <p style="padding-left: 20px;">- Example (2) _____</p> <p>c. Supporting Reason 2: _____</p> <p style="padding-left: 20px;">- Example (1) _____</p> <p style="padding-left: 20px;">- Example (2) _____</p>
<p>Paragraph 3</p> <hr/> 	
<p>Paragraph 4</p> <hr/> 	

Paragraph 5 – Conclusion

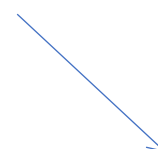
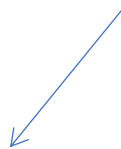
Task 2 – Individual Writing (Graphic Organizer)

Topic: _____

Audience: _____

Text type: _____

Thesis statement: _____



Reason 1

Topic sentence:

Reason(s):

Reason 2

Topic sentence:

Reason(s):

Reason 3

Topic sentence:

Reason(s):

Example(s):

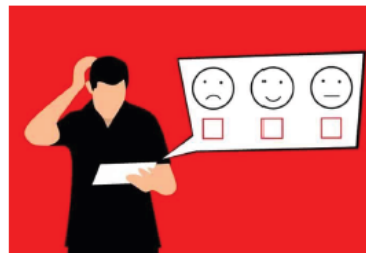
Example(s):

Example(s):

Post-writing Stage

Task 1 – Assessment Rubrics

Assessment Rubrics

Text Type: **1-sided argumentative essay**Title: Does wearing their own outfits boost students' self-image?

Today, we will focus on the CONTENT & ORGANIZATION

Domain	Criteria	Self-checking		
		😊	😐	😞
Content	An appropriate title	😊	😐	😞
	Clear introduction: -situation/background+ impacts -Opposite views -Your stance+ reasons			
	3 arguments related to the topic -“wearing their own outfits” →may include clothes/accessories/ make-up/hairstyles -“boost students' self-image” →do not give irrelevant ideas such as affecting academic performance; cannot concentrate in class			
	Well-developed ideas: -show examples and evidence -give both general and specific examples -detailed explanation of the reasons			
	Awareness of audience: -Your targets: schoolmates			

Task 2 – Peer Assessment

Peer Assessor's Name: _____ I'm reading
 _____'s work.

Peer Evaluation Form

Text Type: 1-sided argumentative essay

Title: Does wearing their own outfits boost students' self-image?



Today, we'll focus on the *CONTENT & ORGANIZATION* ...

Domain	Criteria	Peer-Checking			Comments What should she/he add or change? Any suggestions?
		😊	😐	😞	
Content	An appropriate title				
	Clear introduction: <ul style="list-style-type: none"> - Background/Situation - Opposite Views - Your stance + Reasons 				
	3 arguments related to the topic <ul style="list-style-type: none"> - Wearing their own outfits - Boost students' self-image 				
	Well-developed ideas: <ul style="list-style-type: none"> - Show examples and evidence - Both general & specific examples - Detailed explanation of the reasons 				
	Awareness of audience: <ul style="list-style-type: none"> - Your targets: schoolmates 				
	Conclusion: <ul style="list-style-type: none"> - Show your stance again - Summary - Hope/Expectation 				
Organization	Organized overall structure:				


	<ul style="list-style-type: none"> - 5 paragraphs - Introduction → Arguments x3 → Conclusion 				
	<p>Organized structure in an argument:</p> <ul style="list-style-type: none"> - Topic sentence - Elaboration - Example - Evidence - Concluding sentence 				
	<p>Logical development of ideas:</p> <ul style="list-style-type: none"> - Connection between sentences - Connection between paragraphs 				
	<p>One main idea for each paragraph</p>				

Task 3 – Self-reflection




Time to have some magic ...






Tell me what you've done well~

Tell me what you've done well~





Tell me your wish~