

- Subject** : English Language
Class : Form 4 A (41 students)
Duration : 1 period (40 minutes) **Date:** 20 June 2006 (Tuesday)
Level : Intermediate and above
Topic : Social Issues – *Facing teenage blues*
Skills focus : Reading and Writing
Language content : Present perfect tense
Previous knowledge : Students had gone through the lesson on how to give advice verbally. They are able to use spoken English but still having problem with written tasks especially writing essays. This lesson will help them to “transfer” what they have learnt in the previous lesson into written form.
- Curriculum specifications** : 1.2 Take part in social interaction by:
 a) Carrying out a variety of language functions in spoken and written forms.
 b) solving problems and making decisions.
Level 3
 vii) suggest ways to solve a problem.
- General objectives** : Upon successful completion of the lesson, students will be able to:
 i) offer relevant advice by responding to the given problems
- Specific objectives** : Upon successful completion of the lesson, students will be able to:
 i) give appropriate advice in written form by completing the worksheet given.
- Teaching aids** : *handout*
Moral value : Caring
References : *SEVENTEEN Magazine June 2005 issue.*

Lesson development

Stage	Activity and content	Rationale
Set Induction (5 minutes)	<ol style="list-style-type: none"> 1. Teacher asks students whether they have ever come across sections in magazine whereby teenagers send in their letter to ask for advice. 2. Students are also asked whether they used to write to such magazines to seek for advice. 3. Allow students to share their experience. 	- to make a review of what the students have learnt and to help them to generate some preliminary ideas related to the lesson.
Presentation (10 minutes)	<ol style="list-style-type: none"> 1. Teacher then distributes the handout. (Excerpts taken from the SEVENTEEN Magazine.) 2. The students are told to read the first two excerpts on “Boyfriend Blues” and “Friend or Foe”. 3. Teacher will ask general questions to check students’ understanding of the excerpts. 4. Students are then asked whether they agree with the advice given by the counsellor. Allow them to give their suggestions to solve the problems. 5. Teacher then highlights the use of present perfect tenses in the text. 6. Explanation of the “rules” of present perfect tense 	- students are given “model” to follow as to how they can give advice in written form. This is guide them for the task later on.

	<p>will be given based on the examples taken from the text. Example:</p> <ul style="list-style-type: none"> • My boyfriend and I have been together since the last 3 years. • We have not spoken for a long time. • Some have advised me to cut all ties with her.... <p>7. Teacher will ask students will the meaning change if the sentence is written in simple past tense. This to check if they have understood the function of present perfect tense in context of the text.</p>	<p>- the use of present perfect tense is discussed with reference to the text so that the students can differentiate its difference from simple past tense.</p>
<p>Practice (15 minutes)</p>	<ol style="list-style-type: none"> 1. Student will then work in pairs. 2. They will try to complete the "blanks" for next two excerpts on teenage problems. 3. The students will have to discuss with their partner and decide on ways to solve the problem and write it out in the form of paragraph. 4. Teacher should also explain the influence of audience in the students' writing. This would mean the students will have to assume that they are going to publish the advice column in the magazine and thus they will have to beware of how they "word" their advice. 5. Students will then share their answers with the rest of the class. 	<p>- to let students practice how to give advice in written form, which is appropriate to the specific audience/context.</p>
<p>Closure (5 minutes)</p>	<ol style="list-style-type: none"> 1. Teacher sum up the lesson by reinforcing on the moral value of caring. 	<p>- to make an overview of what the students have learnt and also to instil moral value.</p>

Self reflection:

Comments:

SEVENTEEN *Advice*

Uh-oh, we're in trouble

Boyfriends, crushes and best friends are making your life a misery? Let's see what our counsellor has to say....

BOYFRIEND BLUES

My boyfriend and I have been together since the last 3 years. He used to send me home from school and called me often. We made promise that we would never break up, no matter what. But one day, he decided not to speak to me anymore. I just don't know why he'd suddenly do that. We have not spoken for a long time. Although he has been ignoring me, I still love him.



Kristal, 17

>> This must be a really tough situation for a 17-year-old like you. I guess we learn that in relationships, a promise is about trust, it's not a contract. Perhaps there is some misunderstanding you could help clarify with your boyfriend. Seek to clear the air, not to find blame. If your boyfriend still decided not to talk to you, ask yourself how much more are you willing to put up for "love"? Good luck!

DUMPED BY FRIENDS

I've always stuck to my own way of thinking. I have a lot of friends but no close confidants. In primary school, I wasn't exactly accepted but not rejected as well. I really looked forward to going to secondary school. Form 1 was great, I made new friends, my opinion mattered and I was included in a lot of events. But this year, my friends split up. They started leaving me out. I tell myself that if my classmates don't care about me, it would be their loss because I'm going to be someone who is going to be successful one day. Am I crazy to think this way?

Bratt, 14

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FRIEND OR FOE

Lately, my best friend has been ignoring me and I don't know why. We have been friends over the past 7 years. We sit next to each other in class. But when she has a question, she'll turn around to ask someone else instead of me. We used to do everything together but now, she refuses to hang out with me. When I ask her, she insisted I was being over-sensitive. It's embarrassing when other friends ask about our friendship. Some have advised me to cut all ties with her because she's very selfish. Should I let her cool down for a while or just let go of this friendship?

Ashley, 16

>> It's heartening to know you have the grace within you to let her cool down. This is very kind. Sometimes insisting on reasons or believing on what others may say or think doesn't help. The best part about being gracious is, if the friendship does eventually fizzle out, you have a peace of mind knowing you have tried your best. I would say, you should let her cool down and try to talk to her more often.

AM I GOING CRAZY?

I think I'm going mad. I have a crush on my married school teacher. He is really handsome and lots of girls in my school like him. He teaches Physics and I see him twice a week. I blush whenever I talk to him, or even when I'm around him. I have had this feeling ever since the first day he entered my class. I have tried to be rationale and forget about him. But I can't. Maybe it's because I have no one to turn to.

Depressed girl, 14.

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All letters or emails answered by Mr Alan Yeo, Staff Psychologist of University Sains Malaysia (USM). Opinions expressed do not necessarily reflect that of USM. For detailed assessments, please consult a professional counsellor.

Email us your problem at
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