Teaching Plan

**Teaching objectives**

After this lesson, students are expected to

1. Analyze the original text for the characters’ personality, change of feelings, actions and reactions, linguistic features like contrast (show development of story and personality) and short sentences (create rhythm and show a particular emotional burst)
2. Brainstorm the possible development of the story -- feelings, actions and reactions, contrasts show development of story and personality, imitation of the language
3. Learn how to deal with personal imperfection and adopt a positive and healthy attitude toward life

**Teaching procedure**

1. Lead in

What information can you get from the picture?

How will you feel if there’s someone like him in your class?

How about in your family?

Do you want to be a straight-A student like him? Why (not)?

What should you do to make it?

1. Reading

How would you describe Jack? Any supporting details? (a straight-A student)

How did “I” feel about him? (enjoy the challenge but feel immensely stressed)

If you were him, will you feel the same?

What did “I” do ? (words showing my endeavour of pursuing perfection and balancing Jack’s record)

How would you describe “I” ? (stressed-out, jealous and hardworking)

Did it work out well? (an unexpected B)

How did “my” feeling change?

How did Jack react to “my” burst of emotions? (concerned, surprised and hurt)

What kind of person is Jack? (good as a student and as a big brother)

1. Brainstorming the possible development of the story

Para. 1

1. Jack asked me about what had happened.
2. I told Jack about my failure in the test.
3. Jack comforted me.

Para. 2

1. I began change myself in reality.
2. Jack supported me to become a better self.
3. I reflected on this experience and learnt a life lesson.
4. Writing

Use five senses to describe how Jack comforted “me”

Use contrast to show the difference and development

1. Criteria for writing

Content, diction and grammar, context