

**“In Love We Share, In Love We Grow” Thematic Book Series**  
**– To Love Oneself is the Beginning of a Lifelong Romance –**

**(Pre-reading)**

**A) Facing Adversity**

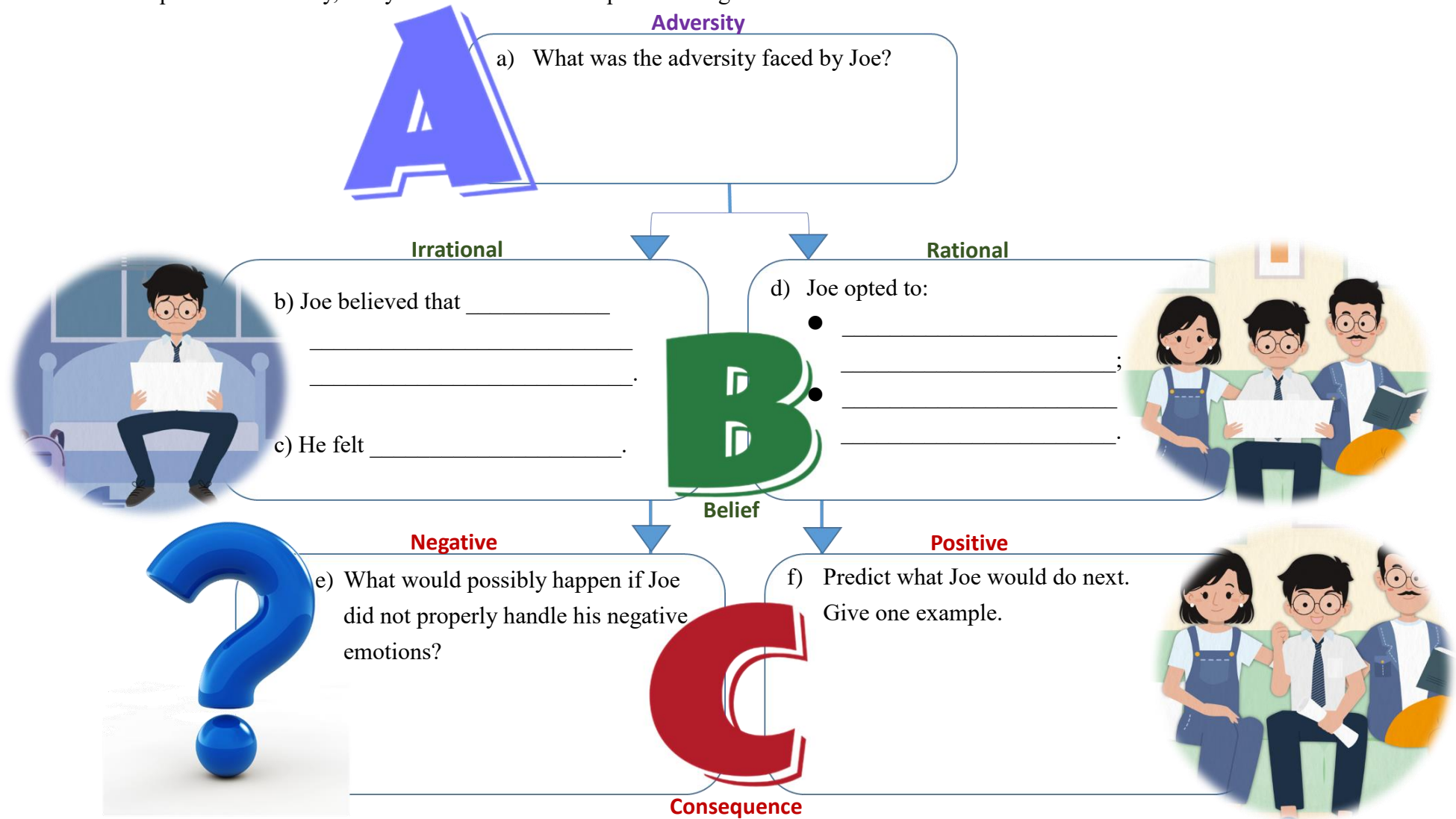
1. When was the last time you felt sad? Complete the chart below and share your experience with the class.

<b>A</b> <b>Adversity</b>	<b>B</b> <b>Belief</b>	<b>C</b> <b>Consequence</b>
a) When was the last time you felt sad?	b) How did you manage your negative emotions?  c) How would you describe your reaction to negative emotions? <input type="checkbox"/> Rational <input type="checkbox"/> Irrational	d) What happened in the end?  e) How would you describe the consequence resulted? <input type="checkbox"/> Positive <input type="checkbox"/> Negative

(While-reading)

**B) Emotional Management Skills**

1. Based on the development of the story, analyse Joe's emotional responses using the ABC model\*.

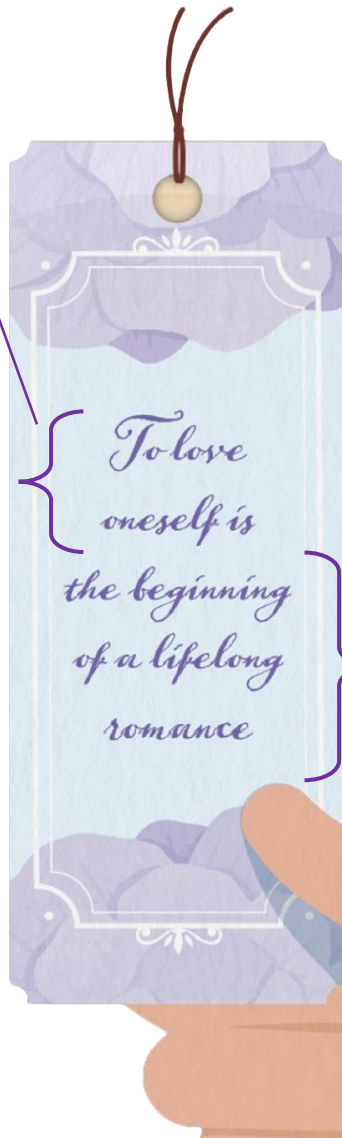
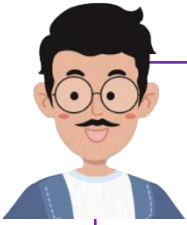


2. Rational beliefs can help \_\_\_\_\_ our emotions and lead to \_\_\_\_\_ consequences.

\* Tiba AI (2024). The Grounded Cognition Foundation of the First Cognitive Model in Cognitive Behavior Therapy: Implications for Practice. *Front. Psychol.* 15:1364458.doi: 10.3389/fpsyg.2024.1364458.

**C) Savings of Wisdom**

1. How did Dad encourage Joe to appreciate his own ability?



2. How did Mum guide Joe to equip himself for his artistic journey?



**(Post-reading)**

**D) Inflectional -ed Endings**

1. Work in pairs. Read aloud the following words to your classmate. Pay attention to the “-ed” endings and complete the table according to their ending sounds. You may refer to the e-book for the pronunciation of these words again.

arrived	rushed	submitted	looked	talented	failed
satisfied	frustrated	opted	shared	dropped	listened
studied	explained	picked	showed	asked	spilled
turned	added	valued	explained	passed	amazed
encouraged	guided	suggested	prepared	added	experienced

When “-ed” is added to the word, it makes a _____ sound.		c) When “-ed” is added to the word, the ending consonant forms <b><u>a syllable</u></b> with the ending consonant.
a) /t/	b) /d/	



2a) When “-ed” is added to the following ending consonants, it makes a /t/ sound.

b) Read aloud these ending consonants again, what feature do they share in common?

They give a/an voiced / aspirated\* sound. (\* Circle the answer.)

3a) When “-ed” is added to the following ending consonants/vowels, it makes a /d/ sound.

b) Read aloud these ending consonants/vowels again, what feature do they share in common?

They give a/an voiced / aspirated\* sound. (\* Circle the answer.)

4. When “-ed” is added to the following ending consonants, it forms a syllable with the ending consonant.

**E) Facing Adversity**

1. How did Joe face adversity?



a) When Joe felt sad, he opted to \_\_\_\_\_ from his parents.



b) Dad guided Joe to stay \_\_\_\_\_ and appreciate the effort Joe had made in his artwork.



c) Mum guided Joe to explore ways to \_\_\_\_\_ his art techniques.



d) Joe felt \_\_\_\_\_ and was \_\_\_\_\_ to fight for his new goals.



2. Joe opted to talk to his parents when he felt sad. What other ways would you recommend to Joe to help him face adversity? Explain your answers.

