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Preface

This resource package is designed and developed in support of the *English Language Curriculum and Assessment Guide (Secondary 4 – 6)* (2007) and the *Suggested Schemes of Work for the Elective Part of the Three-year Senior Secondary English Language Curriculum (Secondary 4 – 6)* (2007)*. It provides learning resources and teaching ideas for the development and implementation of the elective module “Learning English through Social Issues”.

Aims

The rationale behind the package is that students will have ample opportunities to enrich their English learning experience and extend a range of language abilities through exploring social issues. Carefully designed and sequenced, the materials and activities in this package aim to:

- strengthen students’ skills of understanding and analysing texts on social issues;
- develop students’ ability to understand and evaluate social issues;
- raise students’ awareness of the structural and linguistic features of different texts on social issues; and
- enable students to plan and produce coherent and structured texts on social issues.

How to use this resource package

This resource package comprises **student’s handouts**, **teacher’s notes**, **supplementary materials** and a **CD-ROM**. It covers the key focuses suggested in the SoWs for the module, i.e. “Identifying, Examining and Presenting Social Issues”, “Researching and Gathering Information on Social Issues” and “Final Presentation”. The package takes students through different stages, from identifying, defining and examining social issues, researching information on the issues, to presenting them in speaking and / or writing. Students will first practise reading, identifying and writing definitions, causes and effects, and solutions to social problems before they move on to develop strategies and skills for researching, evaluating as well as citing information. Towards the end of the module, students will be given the opportunity to present a social issue that they have been exploring. Given the range of learning activities in this package, teachers are encouraged to exercise careful planning, be selective about the materials and freely adapt them to suit their school contexts and students’ needs, interests and abilities. For instance, the learning activities for “Examining an Issue from Various Perspectives” may be more demanding and are intended to enrich students’ learning experience. Teachers should use their discretion to decide whether to cover them or replace them with other more suitable learning activities.

Student’s Handouts

The **student’s handouts** (indicated by the page number prefix ‘S’) provide learning materials which enable students to understand how a social issue may be defined, analysed, perceived, researched and presented in a spoken or written text. They also provide a variety of activities that enable students to understand the structural and linguistic features of different texts on social issues so that they can apply this understanding to their learning and use of the language.

Teacher’s Notes

The **teacher’s notes** (indicated by the page number prefix ‘T’) provide explanations of teaching steps and alternative teaching suggestions as to how to carry out the activities. Where appropriate, teachers may feel free to select and flexibly adapt the activities into assessment tasks to promote learning and teaching.

* From this point forwards referred to as SoWs

To help teachers to support “**less advanced students**” and stretch “**more advanced students**”, additional suggestions are contained in the “**Catering for Learner Diversity**” boxes. Language notes are also provided, where appropriate, to draw teachers’ attention to grammar and vocabulary items that can be introduced in connection with a particular learning activity. **Suggested time allocations** have been provided for each activity for teachers’ reference during lesson planning. However, the suggested time is for indicative purposes only and will vary according to learners’ needs and abilities. Teachers should use their professional judgement to gauge appropriate timings with a particular group of learners in mind.

References to websites that contain materials helpful to the learning and teaching of particular activities are also included in the teacher’s notes. The weblinks or addresses which were accurate at the time this package was published are yet subject to change. Teachers might like to make use of a search engine to regain access to any resources that have been relocated, or may look for similar resources on the web.

Supplementary Materials

The **supplementary materials** section provides additional teaching materials and resources for teachers’ use and reference. The following items are included in this section:

A **Glossary** which gives the definitions of difficult words in the package is provided to assist teachers in explaining them to students. *Words that appear in the glossary are marked with an asterisk in the student’s handouts or teacher’s notes at their first appearance.* The glossary can also be given directly to students at the beginning of the module so that it can be referred to throughout the course, and students can be asked to add any other vocabulary items to the list for their own reference and revision.

Research Project Forms are provided to guide students to plan their research and presentation on a social issue. Teachers should help students to select a suitable topic and decide on the best way to research and present it.

A **Sample Essay** on Internet addiction is included to illustrate how a social issue can be discussed in four steps: definition, causes, impact and solutions. It can be analysed as each step is covered throughout the course, or be used towards the end of the module for consolidating students’ knowledge on the four steps. It also serves as a reference for students who are presenting their social issue in the form of an essay.

CD-ROM

The **CD-ROM** consists of an electronic version of the learning and teaching materials in this resource package, as well as recordings that support some of the learning activities in the package. The text files are available in both PDF and MS WORD formats for ease of use and adaptation. The audio and video recordings in the CD-ROM are examples of interviews and presentations that serve to demonstrate the qualities needed for a successful interview and presentation. Track numbers of the recordings are provided in the instructions to teachers for relevant activities and on the cover page of each focus in the teacher’s notes.

To further support the implementation of the module, other relevant online teaching resource materials for each module have been developed and can be accessed at the English Language Education Section website <<http://cd.edb.gov.hk/eng>>.

Acknowledgements

We are most grateful to the English Language Centre, City University of Hong Kong, for their expert input in material design, resourcing and recording the video tracks for this resource package. Special thanks are due to Ivy Sek, Instructor at the English Language Centre, City University of Hong Kong, who was chiefly responsible for developing the materials and activities in this package.

Part 1

Identifying, Examining and Presenting Social Issues

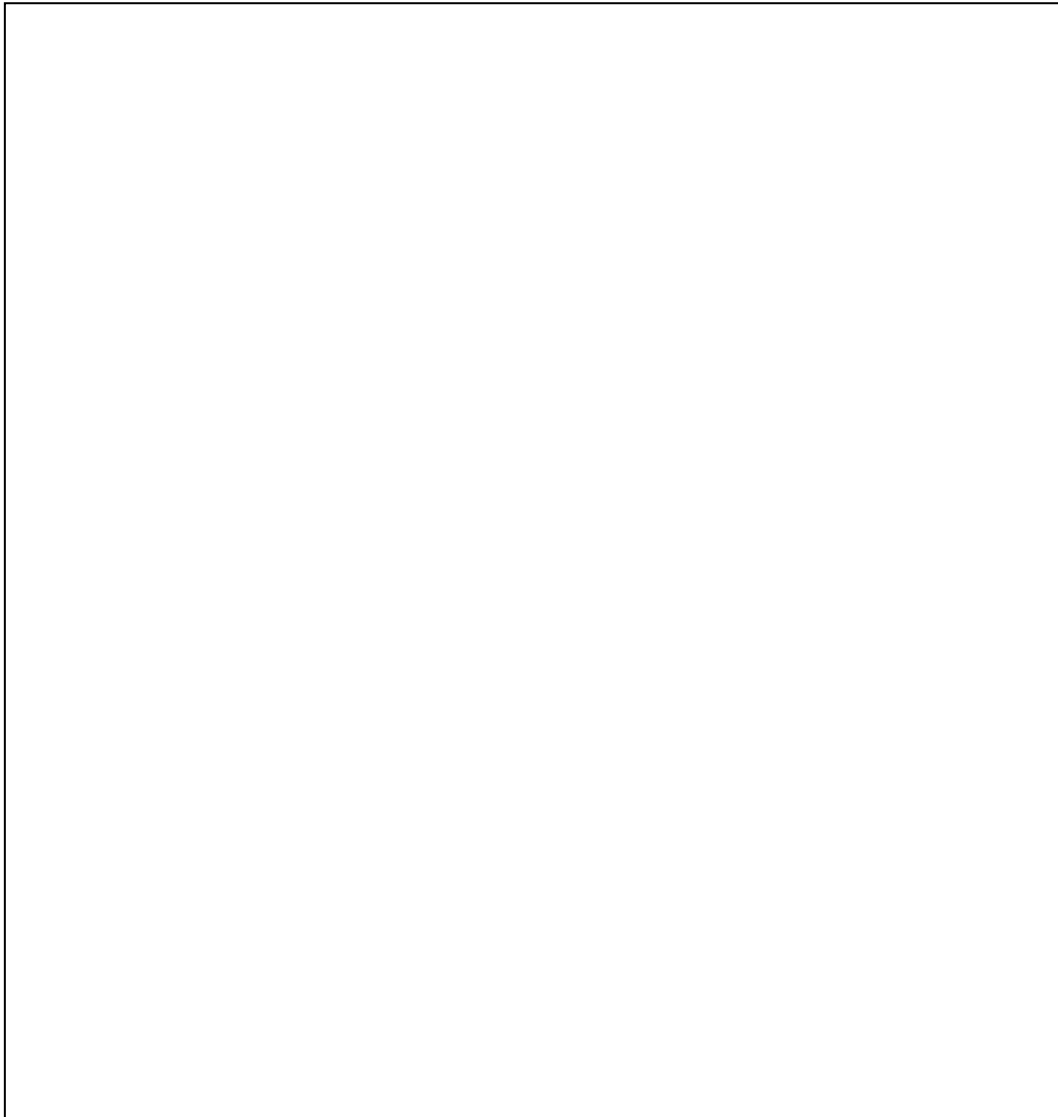
What are Social Issues?

You are about to do this elective module 'Learning English through Social Issues'.

Learning Activity 1

Your group will receive some cards from your teacher.

- (a) Identify the cards that are social issues and separate them from the ones that are not. Be prepared to give reasons to explain why you consider some of the topics 'social issues' but not the others.
- (b) Considering the reasons given by different groups in (a), draw up some criteria that make a topic a social issue.
- (c) Group the social issues according to your understanding of their nature (e.g. 'they are all related to health'). Be prepared to explain the different groups to your other classmates. You can use the space below to make notes.
- (d) Brainstorm other social issues and write one on each blank card. Either add them to your groups or make new groups.



Learning Activity 2

How do social issues affect the world? How do they affect society? How do they affect you as an individual?

- (a) In your group, discuss what impact the social issues in Learning Activity 1 (and any other social issues you can think of) have on the world, Hong Kong and you.
- (b) Which of the issues has the biggest impact on the world, Hong Kong and you respectively? Rank the impact of the issues in each case. Choose the top three and complete the table below.

Three issues with the biggest impact on the world	Three issues with the biggest impact on Hong Kong	Three issues with the biggest impact on you
<p><i>e.g. Poverty</i></p> <p>Impact: <u><i>It causes a lot of suffering like the lack of food, clean water and medical care. This problem affects millions of people all around the world.</i></u></p>	<p><i>e.g. Air pollution</i></p> <p>Impact: <u><i>It affects not only the health of Hong Kong people, but also the wish for foreigners to visit or work in Hong Kong.</i></u></p>	<p><i>e.g. Slimming culture</i></p> <p>Impact: <u><i>As a girl, I can feel the social pressure on me. I really like eating, but I have to watch my diet to stay slim.</i></u></p>
<p>1.</p> <p>Impact: _____</p> <p>_____</p> <p>_____</p>	<p>1.</p> <p>Impact: _____</p> <p>_____</p> <p>_____</p>	<p>1.</p> <p>Impact: _____</p> <p>_____</p> <p>_____</p>
<p>2.</p> <p>Impact: _____</p> <p>_____</p> <p>_____</p>	<p>2.</p> <p>Impact: _____</p> <p>_____</p> <p>_____</p>	<p>2.</p> <p>Impact: _____</p> <p>_____</p> <p>_____</p>
<p>3.</p> <p>Impact: _____</p> <p>_____</p> <p>_____</p>	<p>3.</p> <p>Impact: _____</p> <p>_____</p> <p>_____</p>	<p>3.</p> <p>Impact: _____</p> <p>_____</p> <p>_____</p>

Learning Activity 3

Do you care about social issues? Why do social issues matter?

- (a) Look at the possible reasons why you should be concerned* and decide whether you agree or not by circling the appropriate number.
- (b) Suggest some other reasons and conclude if you think you care about social issues.
- (c) In groups, share your answers.

Reasons why I should care about social issues	1 2 3 4 5 Disagree ←-----→ Agree
1. I am a world citizen and I have the responsibility to care.	1 2 3 4 5
2. Social issues help me to develop critical thinking skills.	1 2 3 4 5
3. I want to make a difference.	1 2 3 4 5
4. I feel sorry for those less fortunate in society.	1 2 3 4 5
5. Social issues will have an impact on my life eventually.	1 2 3 4 5
6. I find social issues interesting.	1 2 3 4 5
<i>(your own reasons)</i> 7. 8.	

Looking at all your answers above, do you think you care much about social issues? Why (not)?

Defining Social Issues

Learning Activity 1

Study the following news headlines*. What do the highlighted parts mean to you?

Survival Guide to Global Warming

Wealth Gap Widens

Cyber-bullying Spreads

Riding the Wave of Consumerism

(a) Write down what you think the highlighted words mean.

Global warming: _____

Wealth gap: _____

Cyber-bullying: _____

Consumerism: _____

(b) Compare your answers with your partner. Are there any differences in the way you explain the highlighted words?

Everybody may understand the same phrase in their own way. As a writer or presenter, it is therefore important that you set a common ground for discussion by providing a definition beforehand.

When we brainstorm for ideas to use in a definition, it would be helpful to ask ourselves questions using the different Wh- words. Four common Wh- words that are particularly useful are included in the table below.

What	<i>What have you seen or heard that makes you realise the issue exists? E.g. have there been incidents in the news that reflect the issue? What observation have you made of the phenomenon* in our society?</i>
Who	<i>Who are involved? Who are the victims*? Who are the people who cause the problem? Who are concerned or have even taken action?</i>
Where	<i>Where does it take place? Is this an issue that troubles developing countries or developed countries in general?</i>
When	<i>When does the issue occur? Can you provide a timeline that includes the important dates / years of the development of the issue?</i>

Learning Activity 2

The following texts define some social issues. In pairs, identify the parts that answer the questions of *what*, *who*, *where* and *when*.

- (a) Study the example below and answer the questions that follow:

Consumerism

Today, we live in a society driven by consumption, very often unnecessary consumption. (What?) Consumerism is the term used to describe a way of life where people shop unnecessarily to pursue happiness. In fact, the advertisements that promote material pleasure can be seen everywhere to give us the sense that we actually have the need to buy the products they advertise. As a result, people work long hours, create waste, pollute the environment and worse of all, feel stressed and unhappy. (Where?) In a consumer society like Hong Kong, (Who?) almost everybody is affected. (When?) In the past, rural areas and developing countries used to be less 'buying-driven'. However, under the current wave of globalisation, consumerism is hitting more and more societies, leaving very few places unaffected today.

- (b) Which question word does the underlined part answer? Put your answer in the given space.

Obesity

Obesity is a growing public health problem (.....?) in all developed countries, where lifestyle is often marked by a high-calorie diet and insufficient exercise. (.....?) A person is defined to be obese most commonly by their body mass index (BMI), which is a simple calculation of the person's weight in proportion to their height. (BMI = kg/m²) According to Professor Woo Kam-sang, Professor of the Department of Medicine and Therapeutics of The Chinese University of Hong Kong, (.....?) the population classified as overweight in Hong Kong increased from 25% to 40% (.....?) in the period 1989 to 1998, the obesity prevalence (according to more conservative criteria) increased from 3.5% to 9%, and this figure keeps on increasing.

- (c) With your partner, identify the parts in the following passage which are about what, who, where and when.

Poverty

Poverty generally refers to the condition when a person does not have the money to sustain their basic human needs like food, shelter, clothing and safe drinking water. Poverty is also characterised by the lack of access to education, information and health care. Unlike what many think, the issue of poverty is not confined* to developing countries. Even in developed parts of the world, a fraction of the population often lives in poverty. In today's global village, with a widening gap between the wealthy and the poor, this fraction is expanding at an increasing speed. In Hong Kong, for example, from 1996 to 2006, the number of people under the Comprehensive Social Security Assistance Scheme drastically* increased from 223,384 to 521,611.

Learning Activity 3

What words or phrases can be used to provide definitions? A sentence in the 'Consumerism' passage in the previous learning activity is reprinted below. The words and phrases that are used to provide definitions are highlighted.



Consumerism **is the term used to describe** a way of life where people shop unnecessarily to pursue happiness.

- (a) Read the following sentences and underline the words / phrases that are used to provide definitions.
1. Bullying is defined as threatening or hurting someone who is usually less strong or powerful than you.
 2. Privacy refers to someone's right to keep his / her personal matters secret.
- (b) Identify the words or phrases used in the other two passages, 'Obesity' and 'Poverty', in Learning Activity 2 to provide definitions. Underline them in the passages.
- (c) Some of the expressions below are often used in definitions. In pairs, circle the ones you think are useful for defining social issues.

- | | | |
|---------------------|--------------|----------------|
| recommends | means | a condition |
| is characterised by | results in | is known as |
| a request | differs from | is also called |
| advantages | summarise | a phenomenon |

- (d) Choose two of the expressions that you have circled above and write definitions for any two social issues. You may use a dictionary to help you.

Learning Activity 4

Now you need to practise defining social issues. Your teacher will give you some information about certain social issues.

Choose one of the information sheets and write a definition for the social issue in the space below. The phrases / language in the table will help you to complete your paragraph.

Information Sheet A

...there has been...	This phenomenon is...
...such as...and...	...is also a serious problem...
Product counterfeiting is defined as the...	

Information Sheet B

...the...but...	As a result...
For example...	Food safety refers to the...and...
...have been...	

Analysing the Causes and Impact

Learning Activity 1

- (a) According to the Food and Agriculture Organisation of the United Nations, more than 25,000 people died of starvation every day in 2003. What do you think are the causes of starvation or hunger in the world? What impact do you think hunger has in the affected regions? Put your answers in the space below.

- (b) Decide which of the following statements about hunger you agree with (A) and which you disagree with (D), and write 'A' or 'D' in the blanks given.

1. Hunger is a serious problem in the world. _____
2. Hunger is the result of the lack of food in the world. _____
3. Human activities are the root of hunger. _____
4. Hunger affects children's growth. _____
5. Hunger leads to high drop-out rates in school. _____
6. Hunger makes people work harder. _____

- (c) Read the article below. Then work in pairs and answer the questions that follow.

HUNGER

With today's high technology in food production, it is a surprise to many people that ending hunger is still one of the major tasks for the United Nations and many other non-government organisations. The word 'hunger', when used in our daily lives, simply refers to our desire for food; however, to 854 million people (Food and Agriculture Organisation (FAO) of the United Nations, 2006), hunger is something that could lead to death.

Hunger is not an isolated problem. It is often the consequence of a combination of many other issues in our society.

The root of hunger is not that we do not have enough food in today's world, but that we do not distribute it evenly enough. According to the FAO (2000), while the richest 20% of the world population consume as much as half of the meat and seafood in the world, the poorest 20% consume only 5% of such protein-rich food. In other words, hunger arises from uneven food distribution among different income groups.

Tragedies like natural disasters and wars are also common reasons that bring about hunger on a large scale. Floods, droughts and typhoons are natural disasters that often lead to a large reduction in food production. When a country is in war for a long period, farmland is also often destroyed, consequently resulting in hunger.

Environmental pollution is another important contributing factor to the decrease in food production and hence hunger. If industrial development is not well controlled, the waste created can pollute farmland and rivers. In some cases, this brings about soil erosion and desertification. A likely effect of the loss of farmland is that prices of food are driven so high that most people are unable to get enough food.

What are the effects of hunger that lasts a long period of time?

Food provides our body with nutrients, which are necessary for growth and health. A lack of nutrients, which is sometimes known as malnutrition, naturally results in illnesses and sometimes even death. 'Feeding Minds, Fighting Hunger' (2006)[△] points out that 'malnutrition in the form of deficiencies of essential vitamins and minerals continues to cause severe illness or death in millions of people worldwide.'

Children's mental development can also be severely affected. The intelligence of hungry children is generally lower. These children's ability to learn is limited, and as a result, schools' drop-out rates are high in countries with serious hunger problems. This often leads to high illiteracy rates, making it even more difficult for these countries to develop.

It is obvious that when people do not have enough food, they lack the energy to take part in economic activities. When people get sick because of malnutrition, they are unable to work. In short, a lack of food contributes to lower productivity, and economic loss is an unavoidable result.

As seen from the above, hunger is seriously damaging to the affected people and countries. As individuals, we can of course reduce food wastage by ordering only what we can eat. But more importantly, increased international efforts in providing financial aid and technological assistance are needed to put an end to hunger.

[△] 'Feeding Minds, Fighting Hunger' is a global education initiative that encourages people to help build a world free from hunger and malnutrition. See <http://www.feedingminds.org> for more information.

1. Why is it a surprise to many people that hunger is still a big problem in the world?
 - (a) hunger only means desire for food
 - (b) there is high technology in food production
 - (c) the United Nations has many tasks
 - (d) hunger is not an isolated problem

2. According to the FAO, how much of the world's protein-rich food do the richest 20% of the population eat?
 - (a) 5%
 - (b) 20%
 - (c) 50%
 - (d) 80%

 3. Which of the following is not mentioned in the article as a cause for the reduction of food production?
 - (a) floods
 - (b) droughts
 - (c) wars
 - (d) technology

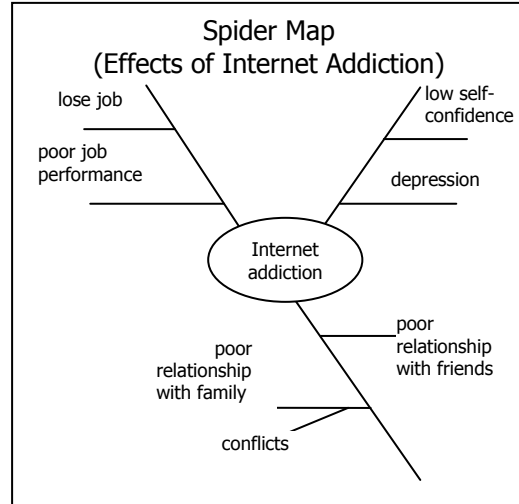
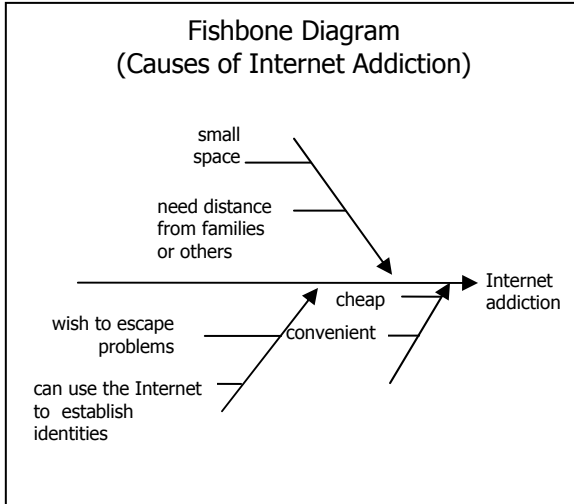
 4. What is malnutrition?
 - (a) hunger
 - (b) overweight
 - (c) underweight
 - (d) lack of nutrients

 5. According to the article, which of the following does NOT help to solve the problem of hunger?
 - (a) increase overall world food production
 - (b) reduce food wastage
 - (c) provide financial aid to countries affected by hunger
 - (d) provide technology to countries affected by hunger
- (d) In pairs, highlight where in the article the causes and impact of hunger are described. Then, complete the table below.

Causes of Hunger	Impact of Hunger
e.g. Uneven distribution of food	e.g. Malnutrition

Learning Activity 2

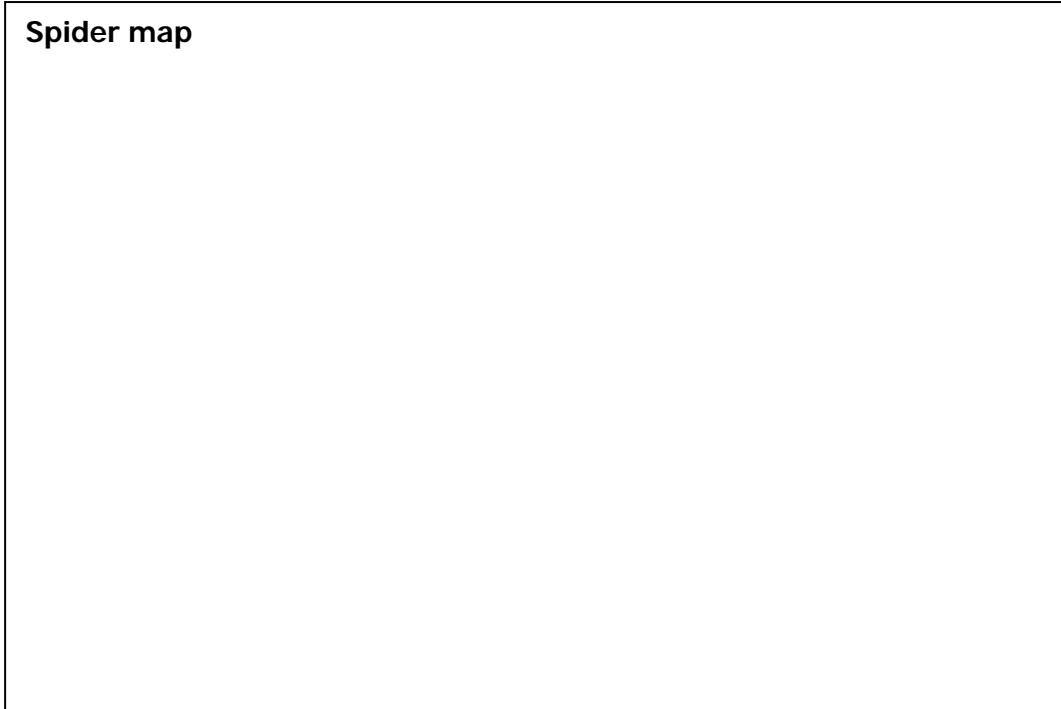
The use of a graphic organiser allows you to present your ideas more clearly and see whether the ideas are logically related. The causes and the effects of an issue can be organised in the form of the two graphic organisers below.



- (a) Read the article on hunger again. In your group, use a fishbone diagram and a spider map to present the causes and the effects of hunger in the space below.

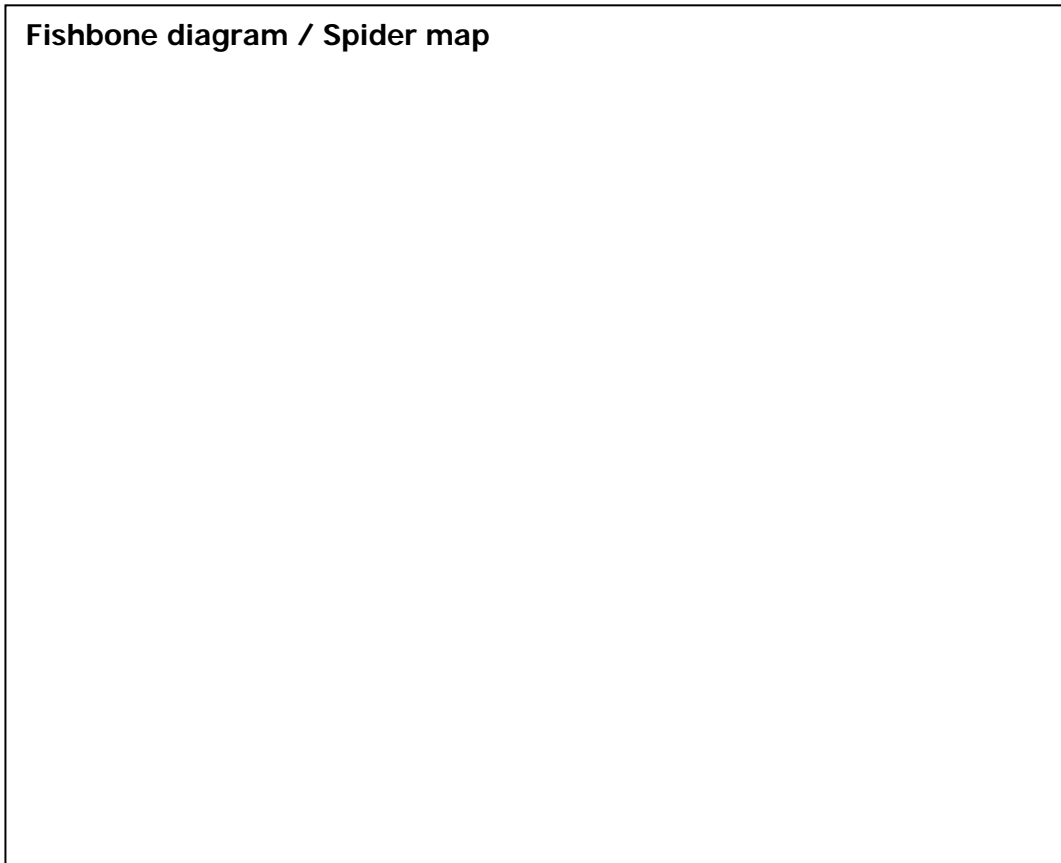
Fishbone diagram

Spider map



- (b) In the same group, choose a social issue that interests you. Brainstorm the causes and the effects of that issue. Use either a fishbone diagram or spider map to organise your ideas in the space below. However, in the diagram, do not name the issue. After you finish, show your work to another group and ask them to guess which issue you are referring to.

Fishbone diagram / Spider map



Learning Activity 3

What words or phrases can be used to describe causes and effects? Below are sentences about consumerism. The words and phrases that are used to describe causes and effects are highlighted.

One consequence of consumerism **is** over-production.

There is a causal relationship between consumerism **and** people's need for recognition.

- (a) Read the following sentences and underline the words / phrases that are used to describe causes and effects.
1. Due to jealousy, some teenagers may bully their peers.
 2. The increasing respect for privacy has led to a review of the existing legislation*.
- (b) Study the article on hunger again and underline all the words and phrases used to describe causes and effects.
- (c) Which of the following expressions are used to describe causes and which of them describe effects? Write *C* (causes) and *E* (effects) next to the expressions. The first one has been done for you as an example.

e.g. Since ...	<i>C</i>
a. ... due to ...	
b. ... give rise to ...	
c. One of the main causes is ...	
d. A serious effect of ... is ...	
e. ... is a contributing factor to ...	
f. ... lead to ...	
g. ... owing to ...	
h. ... bring about ...	
i. The reason why... is that ...	
j. ... because ...	
k. ... result in ...	
l. As a result, ...	

- (d) Some words and phrases to describe causes and effects are left blank in the paragraph below. In pairs, complete the paragraph with appropriate expressions.

e.g. Since human beings are social by nature, we all feel the need to establish relationships with others. Good relationships with family and friends (1) _____ a sense of security. Sometimes, we may follow others and do things we would not usually do (2) _____ our wish to be accepted. This (3) _____ a tendency to think or act like other members of a group. Children and teenagers are in the stage of forming their own identity.

Learning Activity 5

Your teacher will regroup you. You need to orally present the **effects** of the social issue you used in Learning Activity 2 to your classmates in the new group.

Here are some tips about presentation for you to consider:

1. You should put down only key words, not complete sentences in your notes. When you present, you should not read a prepared text aloud.
2. Use some signposts like 'first', 'second', 'to conclude', etc. to help your audience to follow your points.
3. Maintain eye contact with your audience.
4. Pay attention to the quality of your voice, e.g. volume, speed and clarity.
5. Relax and look confident.

Use the space below to prepare your presentation.

A large empty rectangular box with a thin black border, intended for students to write their presentation notes.

Your teacher will give you some peer evaluation forms. While others in your new group are presenting, complete one form for each speaker.

Suggesting Solutions

Learning Activity 1

The repeated news of family tragedies that involve verbal and physical abuse*, and even murder of spouses and children, has raised grave concerns among the public.

- (a) From the information you have collected from the mass media, what types of family tragedies are there? In groups, complete the table below.

Description of the incident (<i>When? Where? Who? What?</i>)	Type of family tragedy

- (b) In pairs, brainstorm solutions that will prevent family violence from happening. Make notes in the space below.



- (c) Now, brainstorm solutions that will reduce the impact family violence has on the victims. Make notes in the space below.



Learning Activity 2

Sometimes the solutions we suggest may not work in reality. 'Unrealistic' is a word that can be used to describe such suggestions. Below are a few examples of reasons why solutions are not realistic:

- too much money will be required
- there is not enough manpower to carry out the solution
- the public will oppose it
- the technologies involved are not currently available
- the cooperation of another government will be involved, which may not always be available

(a) Look at the suggestions below and explain in what way they are unrealistic:

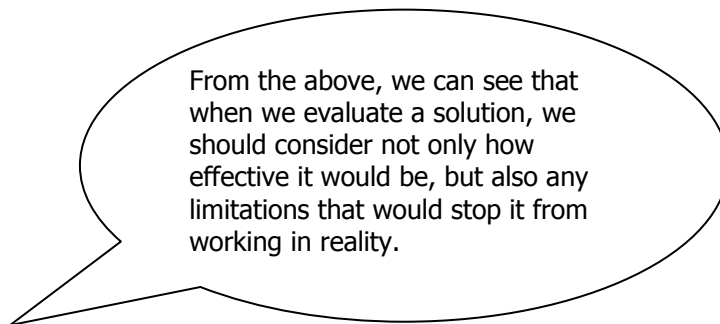
e.g. To reduce school violence, the government should send a team of at least ten police officers to each school to patrol the campus during school hours.

→It is unrealistic because the cost involved is too high.


1. One way to deal with the problem of global warming is to make it illegal for people to drive their own cars.

2. To improve the air quality in Hong Kong, factories in Shenzhen should filter the gas to remove all pollutants before emission.

3. I suggest that the importing of high-fat snacks be banned completely to stop people from getting obese.



- (b) Study the solutions you have suggested in Learning Activity 1. Are they realistic? Discuss in your group and make notes in the space below.

A large, empty rectangular box with a thin black border, intended for students to take notes on the realism of the solutions discussed in Learning Activity 1.

- (c) Discuss with your partner and rank the solutions according to how likely they are going to be effective. (1= very effective; 5= very ineffective)

Learning Activity 3

What words or phrases can be used to suggest solutions? Read the following sentence in which the words / phrases for suggesting a solution to air pollution are highlighted.

To help resolve air pollution, **we need to** conserve energy.

(a) Read the following sentences and underline the words / phrases that are used to suggest a solution to the problem.

1. I would recommend planting more trees as they will help to produce more fresh air.
2. I propose that the government limit the number of cars on the roads.

(b) Look at the three suggestions given in Learning Activity 2(a) and identify the words or phrases used to suggest solutions. Write them in the space below.

(c) The expressions below are often used for suggesting solutions. Some of the letters are, however, missing. Work out what the expressions are and put them on the right.

1. to s_lv_	
2. to i_pr_v_	
3. to ad_ _ss	
4. it is a_vis_b_e that	
5. to _eal with	
6. I s_g_es_ that	
7. one way to p_eve_t this from wo_s_ning	
8. to c_m_ _t	

(d) Use two of the above expressions and suggest solutions for any two social issues that you have come across.

Learning Activity 4

Your teacher will give you different roles to play in a consultation forum about family violence. Based on the information on the role card, you will need to:

- (a) convince the other speakers that the solution you suggest is the most effective
- (b) give specific details as to how the solution you suggest should be carried out

Before the forum begins, you will sit with people who share similar opinions with you. The discussion will help you to prepare for the forum. Use the space below to make notes.



Examining an Issue from Various Perspectives

Learning Activity 1

Many social issues are controversial. In other words, different individuals and / or groups have different opinions about the same issue which often results in a heated debate. What opinions people hold are very often shaped by the context (e.g. their background, values) in which they view the issue. This is also known as 'point of view' or 'perspective*'. When someone looks at an issue from a human perspective, they tend to consider human welfare* to be a more important factor when they form their opinions. On the other hand, someone looking at issues from a business perspective places more emphasis on money and financial interests.

(a) Read the article given by your teacher or the one you have collected. Answer the questions below.

1. What is the social issue presented?

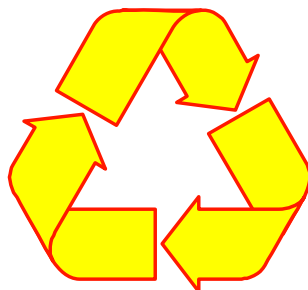
2. Who (individuals and / or groups) are involved in this social issue?

3. How are the individuals and / or groups involved?

Learning Activity 2

(a) In groups, examine the social issue of extensive use of plastic bags from various perspectives. Complete the matching exercise below.

Excessive use of plastic bags	
The government •	<ul style="list-style-type: none"> • We can tax the use of plastic bags. On the other hand, we fear that this will increase the cost of businesses and the cost of living for the public.
Consumers •	<ul style="list-style-type: none"> • We produce plastic bags. We can use biodegradable materials, but this will inevitably increase the price per bag. • We must do something to reduce the use of plastic bags. Otherwise, we need to build new landfills soon. The cost will be paid by us eventually.
Retailers •	<ul style="list-style-type: none"> • We distribute plastic bags for free upon purchase. We can charge customers for the plastic bags, but this will reduce our competitiveness. • Our biggest concern is taking our customers' wishes into account.
Plastic bag producers •	<ul style="list-style-type: none"> • We need cheap, convenient and durable containers for our purchases. • We are concerned about the impact on the environment.
Environmentalists •	<ul style="list-style-type: none"> • Plastic bags, which are not biodegradable, not only take up a substantial part of our landfills, but they are also a non-renewable resource. • You can't expect us to use a paper bag to carry a fish around. • Paper bags are no alternative to plastic bags. Paper is not durable and water-resistant. Besides, the energy demand in producing and transporting paper bags is much higher.



- (b) In your group, examine the two social issues listed in the tables and complete the boxes. You can use the table in (a) as reference. For each issue:
- (1) discuss who are involved
 - (2) how they are involved and what they might say

1. Slimming culture	
The government	e.g. We can regulate the advertisements of slimming products. We can also educate the public. The medical cost of treating severely underweight people is our responsibility.
	e.g. If we don't do something about the slimming culture, the health care costs will have to be paid by us.
People who use slimming products	
Nutritionists	
Fashion models	
Producers of slimming products	
Advertisers who advertise slimming products	

2. Teenage pregnancy	
e.g. Teenagers	e.g. We are curious about sex. We have a more casual and open attitude towards sex. However, many of us have little knowledge about safe sex.
	e.g. If the girl accidentally gets pregnant, she can get an abortion in Shenzhen.

Learning Activity 3

Your teacher will give you some information about a case of euthanasia (i.e. mercy killing) on a situation sheet and a role card. Study the information given on the situation sheet carefully and the instructions on the role card. You will need to express your views towards the court's decision in this case according to your given role.

(a) First, you will sit with people who play the same role and discuss your views towards the case. In your discussion, you might wish to consider the following:

- Where did Doctor Kind put the pill? Why?
- Did Mary Poor die because of what Doctor Kind did?
- Was Mary Poor's wish to die clear enough?
- Did Mary Poor have the right to end her life like any other normal person? Is the right to die a human right that Mary should not be prevented from having?
- What are the responsibilities of a doctor?

Use the space here to make notes during your discussion.

- (b) You will now need to write your opinions towards the court's decision (Doctor Kind NOT guilty) according to your given role on an online discussion board. You can use the space below to prepare for your writing.

A large, empty rectangular box with a thin black border, intended for students to write their opinions on the court's decision regarding Doctor Kind.

- (c) Euthanasia is now illegal in Hong Kong. Now, you will express your own opinions towards legalising euthanasia. Follow your teacher's instructions in this learning activity.

Part 2

Researching and Gathering Information on Social Issues

Conducting Observations and Interviews



Learning Activity 1

How is information usually collected when examining a social issue? Apart from websites and books, which students heavily rely on during research*, what other ways can be used to gather information about a social issue?

- (a) In pairs, brainstorm as many ways of gathering information about a social issue as possible.

- (b) Which of the ways above allow you to get first-hand information and opinions directly (i.e. primary sources)? Which involve more analysis, generalisation and organised discussion (i.e. secondary sources)?

- (c) Below are some statements that describe either primary research (P) or secondary research (S). Read the statements and determine which of the two they are about. The first one has been done for you as an example.

- e.g. The information may not be reliable. (S)
1. The information is readily available and usually well organised. ()
 2. The subjects' voice can be heard directly. ()
 3. Information and opinions may be distorted* in the process of interpretation. ()
 4. It is less time-consuming to collect the information. ()
 5. The amount of information is not affected by the response rate. ()
 6. Biases* and inaccuracies can be checked and avoided. ()

(d) Some common sources of information and opinions in research are listed in the table below. Match the descriptions on the right with the sources on the left.

1. Observation	(A) The use of a questionnaire to collect information and opinions from a number of respondents
2. Encyclopaedia	(B) A video produced to report on and record reality
3. Textbook	(C) An attempt to attentively watch, sometimes measure, and record a phenomenon
4. Survey	(D) A series of books that contain information about all branches of knowledge
5. Newspaper	(E) A collection of web pages on the Internet to give information to users
6. Documentary	(F) A conversation, face-to-face or on the phone, where questions are asked by the interviewer to obtain information from the interviewee
7. Interview	(G) A book for educational purposes
8. Website	(H) A publication on low-cost paper that contains news, information, feature articles (e.g. book reviews), editorial opinions and a sports column

1. _____ 2. _____ 3. _____ 4. _____
 5. _____ 6. _____ 7. _____ 8. _____



Learning Activity 2

Watch excerpts of a documentary assigned by your teacher. In pairs, answer the questions below.

(a) What was the subject of the documentary?

(b) What was the researcher trying to observe specifically?

(c) Where and when did the researcher conduct the observation?

(d) Did the researcher interact with the participants? What difference would it make if he / she did or did not?

(e) How did the researcher record his / her observation?

Learning Activity 3

Here are some guidelines for you when you are conducting an observation:

- Be very clear and specific about what you are trying to observe

Compare the following:

Student A says, *'I am trying to observe Hong Kong people's reading habits.'*

Student B says, *'I am trying to observe the customers of newsstand and make notes on their number, approximate age and gender as well as what kinds of publications they buy.'*

- Decide when and where you will conduct the observation carefully (e.g. There may be some differences in your observation results if you observe at the weekend and on weekdays.)
- Determine how you will record your observations (e.g. Will you be taking written notes? Will you be recording your observations with a digital camera, video camera, or digital recorder?)

(a) In your group, decide on a social issue that can be investigated through observation.

(b) Decide specifically what you are going to observe.

(c) Conduct your observation after class and make notes on the next page. When you complete your observation, you need to report your findings to another group.



Observation Notes

Research topic: _____

Place of observation: _____

Time of observation: _____

Items to observe:

e.g. number of customers at a newsstand in three hours

1. _____

2. _____

3. _____

4. _____

5. _____

Findings from observation:

Learning Activity 4

Another way of collecting information about a social issue is to conduct interviews. Politeness is an important factor that affects the success of an interview. In pairs, answer the following questions.

(a) Which of the following should you do when you begin an interview? Circle the appropriate letters. There is more than one answer.

- A. Introduce yourself
- B. Give the list of questions to the interviewee
- C. Explain the research findings that you have gathered so far to the interviewee in detail
- D. Say how long you think the interview will last
- E. Ask the interviewee politely for permission to interview him / her
- F. Approach the interviewee politely
- G. Introduce the purpose of the interview
- H. Wait for people to approach you
- I. Ask the interviewee for permission to record the interview

(b) Put the ones you have circled into the order you would follow in an interview.

(c) Which of the following can you say to carry out the procedure you have identified in (b)? Circle the appropriate numbers. Put the corresponding letter next to the expression.
e.g. Would you mind if I ask you a few questions about...? (F)

1. My name is...
2. Answer my questions now.
3. It will take around ... minutes.
4. Excuse me.
5. Hey, you.
6. I am working on a research project on ...
7. I wonder if you could answer a few questions.
8. This is urgent. You must help me.
9. I would like to find out more about ...
10. Just give me ten minutes, okay?
11. May I record your interview?
12. Come on. Don't be shy.

Learning Activity 5

Sometimes, you may find the interviewee's answers not very helpful at first. However, you can always ask follow-up questions to get more satisfactory answers. In pairs, answer the following questions.

(a) When should follow-up questions be asked?

(b) Can you prepare follow-up questions before the interview?

(c) Your teacher will play two interviews for you. Listen carefully and decide which one is better. Explain what makes it better and give examples to support your points.

Learning Activity 6

Now, listen to Interview Two in Learning Activity 5 again. In this interview, follow-up questions are asked to elicit better answers from the interviewee. While you are listening, complete the follow-up questions in the tape script below.

A: Hi.

B: Hi.

A: My name is Kira. I am collecting opinions on the conservation of historic buildings for a school project. Would you mind if I ask you a few questions?

B: No, not at all.

A: Thank you. So to begin, how would you define historic buildings?

B: Erm, any building that has been in existence for a long time.

A: I see. But when you say a long time, 1) _____?

B: Erm, could be fifty, sixty years or more. But, I don't think age of the building is the only thing. The key is whether the architectural style is very different from what we can see today.

A: 2) _____ the architectural value is even more important than how long it has stood?

B: Yes.

A: So, can you think of any examples?

B: Well, let me see. The clock tower in Tsim Sha Tsui, you know the one next to the Star Ferry Pier, is a good example.

A: I see. 3) _____ any more examples?

B: Hmm...I don't know if I would say the Queen's Pier is historic. Many people think it is. But, honestly, I don't know.

A: Right. 4) _____ about the Queen's Pier. Why is it difficult to decide whether it is a historic building?

B: Somehow I feel that these people's claim that Hong Kong people have a collective memory of this place is an exaggeration. At least, I myself do not find this place particularly memorable.

A: I see. Then why do you think historic buildings should be conserved?

B: Of course they should be conserved. They are very important for people's cultural identity and their pride of this place.

A: 5) _____?

B: Yeah, erm, I mean the historic buildings remind us of the past of this place — how our grandparents led their lives, what struggle our parents had to go through in their childhood before we have today's achievement. This gives us a sense of pride, doesn't it?

A: Yes. So, when conserving a historic building is in conflict with a development project, what do you think should be done?

B: Of course economic development should give way to conserving heritage. These old buildings are the footprints left behind by the older generations. I just can't stand seeing these buildings being torn down. Even if the area must be re-developed, I am sure there are other ways.

A: 6) _____?

B: Renovation for example.

A: Right. Okay, that's all. Thank you very much for your time.

B: My pleasure.

Learning Activity 7

Your teacher will give each pair of students a set of role cards. With your partner, role-play an interview based on the cards provided.



Conducting and Reporting on a Questionnaire Survey

Learning Activity 1

Besides interview and observation, a questionnaire survey is another common means of collecting primary sources of information. A questionnaire is a set of questions designed to collect information from a group of people on a certain topic. In pairs, study the case below and answer the questions that follow.

Mary is doing a research project on teen pregnancies. She has collected some information from textbooks, government publications and websites of various organisations. Now, she wants to have a more in-depth investigation of teenagers' general attitude towards sex.

- (a) Should Mary conduct an interview or a questionnaire survey to collect such information? You can consider (1) the number of people involved and (2) the interaction between the researcher and the respondent.

- (b) Mary does not have much time, but she needs a rather big sample size. Can you think of some different ways how Mary can conduct the questionnaire survey?

- (c) Who do you think Mary should survey? Explain your answer.

Learning Activity 2



The form of questions that you ask can often affect the response you get.

A closed-ended question is one that can be answered by a simple 'yes' or 'no', or by a specific piece of information (e.g. 'Are you married?' or 'What is your occupation?'). An open-ended question is one which allows the respondent the freedom to give an answer which he / she considers appropriate (e.g. 'What do you think about your school?').

- (a) When should open-ended questions be used and when should closed-ended questions be used?

- (b) You will receive some question cards from your teacher. In pairs, put the closed-ended questions into one group and the open-ended questions into another.

- (c) Below are some questions used in a survey. Follow the instructions in brackets and rewrite them.

1. What is your opinion of people buying counterfeit products? (*Change this question to a closed-ended question beginning with 'Is it wrong...'*)

2. Have you bought any counterfeit products before? (*Change this question to an open-ended question beginning with 'What counterfeit products...'*)

3. Do you think making the purchase of counterfeit products illegal is an effective solution to piracy? (*Change this question to an open-ended question beginning with 'What do you think...'*)

(d) The following describes some common types of questions used in questionnaires. Match them with the question cards your teacher gave you.

1. An incomplete sentence for the respondent to complete
2. A scale (e.g. from 1 to 5) which allows the respondent to rate something
3. A question that the respondent can answer in an almost unlimited number of ways
4. A question offering three or more answer choices
5. A scale (e.g. from 1 to 5) which allows the respondent to show to what extent they agree or disagree with a given statement
6. Words are presented, one at a time, and respondents mention the first word that comes to mind

Learning Activity 3

Your classmate is researching the issue of school bullying. Below is a questionnaire created by him / her. There are a number of problems in the questionnaire. In pairs, find out the problems and suggest ways to help him / her to improve.

Name:	Phone number:
HKID No.:	Date of birth:

1. Have you ever been bullied and did you report it to your teacher? A lot: _____ Many times: _____ Never: _____	
2. Many people believe the school and teachers are partly responsible for school bullying. Don't you agree?	
Strongly agree	_____
Agree	_____
Neither agree nor disagree	_____
Disagree	_____
Strongly disagree	_____
3. How often do you see or hear about students being bullied?	
Always	_____
Occasionally	_____
Seldom	_____
Never	_____
4. What do you think of school prefects?	

Learning Activity 4

In groups, work on the following:

- (a) Decide on an area in your research topic that can be investigated by using a questionnaire survey.
- (b) Design a simple questionnaire.
- (c) Swap your questionnaire with another group. Use the evaluation form on the next page to give feedback to each other.
- (d) Conduct the survey with at least eight students.

Use the space below to write your questionnaire.

Learning Activity 5

After conducting the survey, you should report on your findings. Below is a short checklist of what you should include in the report on a survey and the possible order you write the report in.

1. Introduction
2. Methodology
3. Results
4. Analysis of results
5. Conclusion

(a) Which part of the survey report should include the following? Write the number used above to indicate.

- 2 e.g. details of when and where the survey was conducted
- A. summary of the key findings and the implications
- B. written presentation of the survey responses
- C. background information (e.g. nature of the social issue)
- D. details of who were selected and how they were selected
- E. interpretation of the results
- F. graphic presentation of the survey responses
- G. purpose of the survey
- H. recommendation for further action
- I. details of the methods used for data collection and analysis



- (b) Read the survey report below carefully and see if you can find the elements listed in (a). Write the elements you can identify in the boxes provided.

Report on School Bullying Survey 2008

I. Introduction

School bullying is clearly not a new issue, but with more and more videos of school children beating up their classmates uploaded to video-sharing websites, this issue is drawing increasing media attention in recent years. As part of our research project on the issue of school bullying, a survey was carried out on campus in April 2008 with the aims:

- to investigate the prevalence of school bullying
- to understand teenagers' attitudes towards school bullying

II. Methodology

In early April, a survey questionnaire was sent by email to one class of students randomly selected from each level (Secondary One to Secondary Seven), a total of 273 students. During the two-week survey period, 118 valid questionnaires were collected from respondents aged 11 – 19, including 49 females (41.5%) and 69 males (58.5%).

III. Survey Results

1. Prevalence of school bullying

Survey results suggested that bullying is very common at school. The majority of the respondents (89%) had witnessed bullying incidents on campus (73% had witnessed verbal bullying, 68% had witnessed physical assault, 55% had witnessed bullying through extortion).

2. Reactions to bullying incidents

Out of the 89% who had witnessed bullying on campus, 63% left the scene immediately, 33% tried to stop the bullying by themselves, and only 21% went to seek help from prefects and / or teachers. It was also found that 18% stayed to watch the bullying.

3. Attitudes to bullying

97% of the respondents agreed that 'it would be better not to have any bullying at school.'

When asked about their attitude towards the bullies, most (82%) of the respondents 'feared becoming the next target', 55% 'felt angry', 29% 'were frustrated', and 5% 'admired the bullies'.

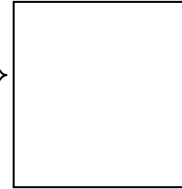
As for their attitudes towards the victims, 'sympathy' dominated the responses (91%), although less than 5% 'felt the victims deserved it'.

△This report is made up for illustration purposes only.

IV. Analysis of Survey Results

From the data collected from the survey, it was found that bullying is a very serious problem on campus.

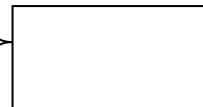
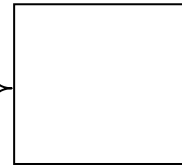
One significant finding was that there was a sharp contrast between students' reactions and their attitudes to bullying. While most students had rather strong negative feelings (anger, frustration, fear) about the bullying incidents, not many of them actually took action to stop bullying from spreading. Judging from their responses, one could suggest that their inaction was not the result of indifference. It was either students' fear of becoming the next target that silenced them, or it was their lack of trust in the school to handle the problem that made them do nothing.



Another result that is worth highlighting is that the great majority of students wished to study in a bullying-free campus. A conclusion one could draw is that, when protected and encouraged, most students would probably be willing to take action to stop bullying.

V. Conclusion

Bullying is a pressing issue. Unfortunately, many students interviewed preferred to 'stay out of the problem'. The good news is that most students did not approve of the bullying behaviour and they agreed that it would be better if no one were bullied. To effectively stop campus bullying, not only that the school must maintain strict confidentiality of the reporters' identity, but this should also be made known to students. If taken seriously, it is foreseeable that the number of reports will increase. Together with appropriate punishment and education, this will certainly help to reduce tragedies at school.



- (c) Using the results of the survey you did in Learning Activity 4, write a report on the survey on the next page.



Write your report here. Use a separate sheet of paper if there is not enough space.

Title: _____

Introduction *(What's the purpose of the survey?)*

Methodology *(Who were interviewed? How was the sample selected? What methods were used for data collection and analysis?)*

Results *(Present the survey responses by writing and charts / graphs if suitable)*

Analysis of results *(How do you interpret the results? What are their implications?)*

Conclusion *(How would you summarise the key findings and implications? What further action would you recommend?)*

Acknowledging Sources of Information

Imagine if someone copied the ideas or words from your work as if it was his / her own, how would you feel?

You would probably feel it was very unfair. Therefore, it is essential that if we are using someone else's ideas or words, we give the credit to the original writer by telling the reader / audience where we got the information. In other words, it is important for us to acknowledge the sources.

Learning Activity 1

(a) If the following statements are included in your research project, do you think you have to acknowledge the sources? Discuss your answer in pairs.

Statements included in your research project	Should you acknowledge the sources?	Your reasons
e.g. Hong Kong's population is about 7 million.	Y / <u>N</u>	It is a well-known fact.
1. The Hong Kong economy has transformed to a knowledge-based economy since the 1990's.	Y / N	
2. Hong Kong primary students spend a daily average of 2.6 hours watching TV.	Y / N	
3. The media is a powerful tool in shaping social values.	Y / N	
4. As at the end of March 2008, the number of Comprehensive Social Security Assistance cases was 285,773.	Y / N	
5. British rule of Hong Kong was handed over to China on 1 July 1997.	Y / N	
6. The blanket of greenhouse gases keeps the planet about 15°C warmer than it would be without the cover.	Y / N	

From the table, we can see that acknowledgement of the source is necessary if the information:

1. is an **expert opinion** (i.e. information which can be only collected from another source, but not known to the general public, e.g. **statistics, scientific findings, unusual examples**)
2. consists of words or graphical information **directly lifted** from another text
3. consists of ideas collected from another text in a **large amount** (e.g. a whole paragraph) even though they may have been rephrased

(b) As homework, look for examples of acknowledgement of sources from printed materials or the Internet. Identify the reasons why the sources are acknowledged.

Learning Activity 2

Below is a paragraph you have read in your research project. You would like to include some information used in the paragraph in the report of your research results.

Source information	
Text:	Renewable Energy Development in Hong Kong
Authors:	Dr. K.M. Leung and Jimmy W.W. Hui
Date:	8 April 2004
URL:	http://www.emsd.gov.hk/emsd/e_download/wnew/conf_papers/drpt045.pdf

When we discuss the topic of sustainable energy supply, there are actually many issues and problems surrounding us, and there is no single magic solution. The two important measures that policy* makers in many countries usually have accorded high priority to are the promotion of energy efficiency and conservation, and exploitation of renewable energy sources. These two measures, one addressing the demand-side and the other addressing the supply-side, still cannot solve all of our problems. We have yet to explore other measures. Nonetheless, they are ranked high in our list of measures. That is why the Energy Efficiency Office of the Electrical and Mechanical Services Department, established in 1994, not only implements* energy efficiency initiatives, but also looks into the potential for wide-scale application of renewable energy in Hong Kong.*

The following texts present three possible ways in which you can incorporate some of the ideas in the paragraph in your research report.

Text A	In many parts of the world, there are two important ways to deal with the energy crisis. First, people are encouraged to use energy more efficiently so as to reduce the demand for energy; second, renewable sources are used to sustain the supply of energy. Other possible solutions still have to be investigated, but the two mentioned above are the main trends. In Hong Kong, the Energy Efficiency Office of the Electrical and Mechanical Services Department has put a lot of effort into carrying out both (Leung & Hui, 2004).
Text B	Leung & Hui (2004) remark that 'the two important measures that policy makers in many countries usually have accorded high priority to are the promotion of energy efficiency and conservation, and exploitation of renewable energy sources.'
Text C	According to Leung & Hui (2004), as in many other countries, two ways to solve or alleviate the energy crisis have been used by the Energy Efficiency Office of the Electrical and Mechanical Services Department in Hong Kong: (1) to promote energy efficiency and (2) to investigate the use of renewable energy sources.

(a) In pairs, discuss the following questions.

- Which of the three texts includes words directly copied from the source?
Answer: Text _____
- Which of the texts is a summary of the main ideas in the student's own words?
Answer: Text _____
- Which of the texts is a rewritten version in the student's own words?
Answer: Text _____

(b) Three common ways to incorporate others' ideas or information into your own work, or in other words, three types of citations, are:

Direct quotation – example: Text _____

Summary – example: Text _____

Paraphrase – example: Text _____

Learning Activity 3

How is information cited from the original source? What words or phrases will help you to cite information from the original source? Refer to the citations in Learning Activity 2 to help you to answer (a) and (b) below.

(a) Underline the reporting verb in Text B that is used to introduce citations.

Can you think of more such reporting verbs? Write them down below.

(b) Text C does not contain a reporting verb. What phrase is used instead to introduce the citation? Underline it.

Can you think of more of such phrases? Write them down below.

(c) Below are some citations which contain the words and phrases you just learnt in (a) and (b). Follow the instructions in brackets and rewrite the citations.

1. To quote the 5 November 08 issue of the Hong Kong Post, 'piracy has become part of mainland Chinese culture.'

(Rewrite this citation using the reporting verb 'mention'.)

2. 'Causes of Hunger' published by Oxfam Hong Kong (2006) suggests that one of the causes of hunger is uneven distribution of resources.

(Rewrite this citation using 'According to'.)

3. The 'Air Quality and Health Fact Sheet' published by the WHO (2008) points out that air pollution 'is estimated to cause approximately 2 million premature deaths worldwide per year.'

(Rewrite this citation by putting the information of the source in brackets.)

Learning Activity 4

Eating disorders are increasingly common in today's society.

(a) In pairs, discuss the following questions:

1. What kinds of eating disorders are there?
2. In which age group do you think people are most likely to develop eating disorders?
3. Why do you think people develop eating disorders?

(b) Imagine that you are doing a research project on the topic of eating disorders and you have found some information online. You would like to use the information about the gender and age of people who suffer from the problem.

Your teacher will give you some information about one of the three types of citations. Based on the given information, write a short paragraph that contains relevant information from the source below using the type of citation you are given.

Source information	
Text:	Local Trend of Eating Disorders
Author:	Hong Kong Eating Disorders Association Limited
Date of last update:	2006
URL:	http://www.heda-hk.org/eng/02sitED_03trend.php

HEDA received 1345 hotline enquiry calls and identified 684 cases of eating disorders from 2000 to 2005. Among those identified cases, 60% were bulimic cases; 30% were anorexic cases and almost 10% were cases of eating disorders not otherwise specified[△]. Almost all of them were females. 70% of them were between 16 and 30 years of age. The prevalent onset age was from 15 to 19 years old. Because the Hong Kong government has yet to have a specialized plan for eating disorders treatment, there is no official figure on the number of people suffering from eating disorders. HEDA believes that there are many cases of eating disorders of different severity levels that are unidentified.

[△] 'Eating disorder not otherwise specified cases' are eating problems that do not fall into anorexia, bulimia, or binge eating disorders because the patients have some but not all of the symptoms of these disorders.

Part 3

Final Presentation

Presenting Social Issues in Speaking

As you should probably be aware, in Part 3 of this module, you will need to present your research findings and your opinions of a social issue your group has chosen. But how? We can, of course, do so either orally or in writing. However, in this unit, we will focus on how we communicate our analysis and views through oral presentations.

Learning Activity 1

In Chinese or in English, you probably have already done many oral presentations at school.

(a) Now think about the last presentation you did and share your experience with a classmate by answering the questions below.

1. What was the title?
2. How long was the presentation?
3. Did you give your presentation individually? Or in a group?

If you presented in a group, how many were in your group?

4. Did you use visual aids? What kind of visual aids did you use?
5. Did you enjoy the experience? Why or why not?

(b) Do you remember any good presentation you have attended? In pairs, share your experiences and answer the following questions.

1. What in the presentation impressed you most?
2. What do you think makes a presentation effective? Brainstorm as many qualities as possible and put them down below.

e.g. The presenter should speak loudly and clearly.

Learning Activity 2

You will now watch two presentation videos about consumerism.

(a) Before you watch the videos, in pairs, answer the questions below:

1. What is consumerism?

2. Do you think Hong Kong is a consumerist city? Explain your reasons.

(b) While you are watching the two presentations, consider which one is better and complete the table below.

When you have finished, discuss your answers in groups.

Presentation ____ is better.	Presentation ____ is not very good.
Reasons:	Reasons:

Learning Activity 3

Four important elements that make an effective presentation are listed on the left. Match them with the descriptions on the right. Write the number of the corresponding element in the given space.

What makes an effective presentation?

<p>1. Organisation</p>	<p><i>e.g. <u> 3 </u> A suitably loud and clear voice</i></p> <p>_____ Strong conclusion – to summarise main points and leave the audience still thinking about what you said after the presentation</p> <p>_____ Interesting and original ideas</p>
<p>2. Content</p>	<p>_____ Clear signposting words like <i>firstly, secondly, to conclude</i>, to link different parts / ideas</p> <p>_____ Looking at everyone in the audience</p> <p>_____ Proper use of colours, pictures, sound effects and animations for emphasis</p>
<p>3. Delivery (voice, eye contact and body language)</p>	<p>_____ Strong introduction – to explain content and arouse interest</p> <p>_____ Elaboration of points</p> <p>_____ Appropriate timing</p> <p>_____ Correct use of pausing for emphasis and stress on the right words</p>
<p>4. Visual aids</p>	<p>_____ Relevant points and examples</p> <p>_____ Appropriate use of gestures for emphasis</p> <p>_____ Clear and simple messages or diagrams which help to make the presentation more effective</p>

Learning Activity 4

To make your presentations audience-friendly, you should use some phrases to signpost different parts of your presentations.

- (a) In groups of four, you will do a 'running dictation' of useful signposts that can be used in oral presentations. Your teacher will give you the rules. In groups, complete the following table as instructed.

Useful phrases for presentations	
To sequence points	<i>e.g. First of all</i>
To indicate movement to a new point	
To provide an example	
To show a contrast	
To sum up and conclude	

- (b) Can you think of more useful signposts in presentations? Discuss with your group and add them to the list above.
- (c) The following is the script of a presentation on Internet addiction. On your own, complete it with signposts you have learnt in (a) and (b) or any signposts you find appropriate.

Script of a Presentation on Internet Addiction

Good morning everyone. I'm here today to talk about Internet addiction. (1)_____ by asking you a question. Have your parents and teachers ever told you that you're 'addicted' to the Internet? Yes, right? So, what is 'Internet addiction' really?

Internet addiction is defined as excessive use of the Internet and its features such as online games and chat programs. This is a worldwide phenomenon and is particularly common in developed countries. (2)_____, in mainland China, an estimated 3.2% of teenagers are addicted to Internet use and in Hong Kong 15.4% are addicted.

(3)_____ why so many people are addicted to the Internet. Hong Kong is a place with a large population and very little space. Using the Internet can help young people to establish their own identities online, without interference from their family or others. Another reason that encourages Internet use is that the Internet is becoming cheaper and more easily accessible every day. (4)_____, free Internet connection is provided in almost all government buildings and public areas. Teenagers are therefore quick to take advantage of the Internet for fun, collecting information and staying in touch with friends. (5)_____, this healthy activity can lead to addiction when the Internet is used as a way of escaping problems in the family or at school, or relieving feelings of helplessness, guilt, or anxiety.

(6)_____ how Internet addiction affects the addicts and their families. Like alcoholics or drug abusers, Internet addicts tend to be depressed and have low self-esteem. Since they usually spend many hours behind the computer screen, this can affect their job, friendships, romantic relationships and educational opportunities. (7)_____ the impact on the addicts, _____ how their families are affected as a result too. The parents of young Internet addicts are unlikely to understand the attraction of cyberspace, so they may ask their addicted children to reduce the time they spend online. When their children refuse, they are likely to feel irritated, angry and sometimes even helpless, which can create tension and conflict within the family.

(8)_____ how the problem of Internet addiction can be solved. (9)_____, at school, extra-curricular activities should be provided to encourage Internet addicts to develop other hobbies. Also, family counselling sessions can help in combating addiction and allow parents to understand youth culture and why the Internet is so important to their children. (10)_____ that social welfare organisations have a role to play in addressing the problem too. Lastly, courses should be provided to allow Internet addicts to build their self-confidence and ability to communicate, along with other skills needed in human interaction.

Now, (11)_____. I have discussed the definition of Internet addiction and the global spread of this phenomenon. I have also talked about the factors that contribute* to the growth of Internet addiction and how Internet addiction affects the addicts and their families. And (12) _____, I have suggested a few solutions to combat this problem.

I hope you found this presentation useful and I am happy to answer any questions you have about this issue.

Learning Activity 5

Body language refers to communication through body movements and gestures. It is very important in oral presentations because it sends messages about how confident you are, how much preparation you have done, what you think is important, etc. to your audience.

- (a) Do you know what the following body movements refer to? Demonstrate the ones you know to the person next to you.

stand upright	keep looking at your feet	hold your notes or the table all the time
point to relevant parts of visual aids	pound your fist	count with your fingers as you say 'firstly', 'secondly', etc.
put both hands into your pockets	cross your arms	move one or two steps forwards / backwards
turn your back to the audience	shake your head as you say 'no', 'never', etc.	point your finger at the audience
put your hand out a little, palm up, as you refer to the audience	slouch and lean on the table (as if you feel too tired to carry the weight of your body)	play with your hair / finger

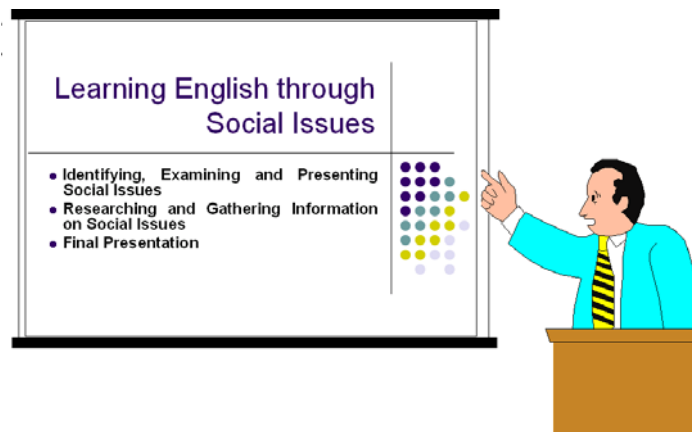
- (b) In pairs, decide which of the gestures above should be definitely avoided in oral presentations. Cross them out and discuss why.
- (c) In pairs, decide which of the above can be used to stress important points in oral presentations. Put ticks next to them and discuss how you can use them.

Learning Activity 6

Visual aids like pictures, photos and graphs are very helpful in oral presentations. With the help of tools like PowerPoint and overhead transparencies, the use of visual aids is becoming easier and easier.

What should people do and not do when they use PowerPoint in presentations? Below are some tips but they are not complete. In pairs, fill in each blank with one letter.


DOs
1. Use short phrases or k _ _ _ points only.
2. Use d _ _ _ _ _ _ _ _ _ _ to show relationships, trends, etc. instead of using textual description.
3. Introduce complicated ideas o _ _ _ step at a time. This allows the audience time to slowly take in the points.
4. To avoid making language mistakes, p _ _ _ _ _ _ _ _ _ _ the slides before the presentation.
5. Familiarise yourself with the PowerPoint until you know when to c _ _ _ _ _ the mouse for the next slide / point.
DON'Ts
1. Do not put e _ _ _ _ _ word you say on the slides. PowerPoint is to ASSIST you, not REPLACE you.
2. Do not use many different f _ _ _ _ _ styles and sizes on the same slide. This is confusing for the audience to read, so be consistent.
3. Do not use font colour similar to the b _ _ _ _ _ _ _ _ _ _ colour. You can use the 'Design Template' to avoid this.
4. Do not use unnecessary s _ _ _ _ _ effects and animation, as they will distract your audience from you.
5. Do not stand in f _ _ _ _ _ of the screen.



Learning Activity 7

Some of you will take turns to do a presentation in groups. While you are watching other groups present, use the peer evaluation forms given by your teacher to give feedback to them.

Use the space below to plan your presentation.

A large, empty rectangular box with a thin black border, intended for students to plan their presentation. It occupies most of the lower half of the page.

Presenting Social Issues in Writing

In the unit 'Conducting and Reporting Surveys', you have learnt how to write a report. In English compositions, you are probably often asked to write argumentative essays and expository essays. In this unit, two other common types of writing will be introduced: fact sheets and letters to the editor. Fact sheets are often used to present information, while letters to the editor are used to present views and opinions.

Learning Activity 1

Study the fact sheets you and your group mates have collected or your teacher gives you. Decide which of the following statements are true (T) and which are false (F).

	True (T) or false (F)?
1. A fact sheet contains more opinions than facts.	
2. A fact sheet is a short summary on a topic.	
3. Fact sheets are often divided clearly into different sections.	
4. Fact sheets contain imaginative phrases like 'the index went up like a rocket' and 'Hong Kong never sleeps'.	
5. Fact sheets often contain many numbers.	
6. Tables, charts and graphs are often used in fact sheets.	
7. A fact sheet aims to make the reader believe in the writer's point of view.	
8. Information is often presented in bullet points.	
9. Personal pronouns like 'I' and 'you' are often used in fact sheets.	

As seen in Learning Activity 1, fact sheets are used for a wide variety of purposes by companies, governments and organisations. Because of the many different purposes fact sheets serve, the content, the style and the format can also be quite different. Below are some common rules many fact sheets observe:

1. Fact sheets are short, often within two pages.
2. A title is always given to each fact sheet.
3. Fact sheets have to be well organised. Most fact sheets are divided into sections with numbered headings.
4. Language in fact sheets is kept straightforward and simple.

Learning Activity 2

- (a) Below are the first three paragraphs of a sample fact sheet on the topic of obesity. Study them and check if they follow the guidelines set out in Learning Activity 1.

Obesity

1. Overview

A person is defined to be obese when there is excessive or abnormal fat in the body to the extent that it affects the person's health. Body mass index (BMI), which equals the weight divided by the square of the height (kg/m^2), is a common measurement used to decide if a person is obese or not. A person is known to be obese if the BMI is more than 30.

There are approximately 400 million obese adults in the world. Obesity is no longer limited to the developed parts of the world, but is increasingly affecting developing countries as well.

2. Causes of obesity

There are two major causes that lead to the spread of obesity. First, people's diet today includes much more fatty and sugary food. Such food provides a large amount of calories that often cannot be used up by the body. Second, there is a much smaller demand for physical activity at work and in people's life. With machines and improved transportation means, there are fewer chances for people to consume the calorie intake. These two changes in people's life give rise to a fast growing number of overweight people.

3. Health consequences of obesity

Obesity significantly increases the risk of the following diseases:

- heart diseases
- diabetes
- disorders with muscles and bones
- some cancers

In addition to physical health consequences, obesity often affects a person's psychological well-being too. Overweight people are more likely to be depressed and have low self-esteem.

△Source of information: World Health Organisation's 'Obesity and Overweight Fact Sheet'.

- (b) Below is a similar text with the first three paragraphs of a fact sheet on the topic of ageing population. However, there are some problems with this fact sheet. For example, the title and subheadings are missing, and some of the language used is inappropriate. Decide with your group the appropriate title and subheadings and improve the underlined phrases by rewriting or deleting them. Try also to think about other changes that can be made to improve the fact sheet.

Ageing Population Fact Sheet

1. _____

e.g. worries many governments

Population ageing is a problem that ~~makes many governments knit their brows.~~ *I think* the population is ageing when the percentage of children gets smaller and that of the elderly gets larger. Can't you see that this shift in population is particularly clear among developed countries? The median age of the population of developed countries rocketed from 29.0 in 1950 to 37.3 in 2000, and is forecast to rise to 45.5 in 2050.

2. _____

The ageing population is the result of two trends: a longer life expectancy and lower birth rate. In other words, people live longer and give birth to fewer children. The reasons why people live longer are simple: better nutrition and medical care, which I believe are good things. In contrast, people give birth to fewer children as a result of the combination of various socio-economic factors: later marriage, higher female education level, easier access to contraception and abortion, increasing housing and education costs, higher work pressure, gloomier prospects, etc.

3. _____

As expected, Hong Kong is also hitting rough weather. In the past fifteen years, male life expectancy has risen from 72.3 to 78.8, while female life expectancy has gone up from 78.4 to 84.4. What is worse, these numbers are forecast to increase even further respectively to 82.5 and 88.0 in 2033. The number of children married couples give birth to has declined from 3 in the 1970s to a pathetic 0.97 in 2005.

△Sources of figures: Council for Sustainable Development's Invitation and Response Document *Enhancing Population Potential for a Sustainable Future*.

Learning Activity 3

A letter to the editor is a type of writing that appears in newspapers and magazines, often on the editorial page. In the letter, people express their opinions on social issues, usually heatedly debated by the community* at the time of writing. The content of letters to the editor varies a lot, but most of them are responses to news articles, editorials and other writers' letters to the editor.

Your teacher will give you a letter to the editor cut up into different parts. In groups, put these parts in the right order and identify which part corresponds with the following:

1. Body paragraphs

2. Greeting

3. Call for action

4. Your name

5. Reference to the article you are responding to

6. Your point of view



Learning Activity 4

The letter used in Learning Activity 3 is reprinted for you below. In pairs, answer the questions that follow.

Dear Editor,

I am writing in response to the article 'Family Plight' dated 18 April and would like to express my views on the recent tide of domestic violence.

I strongly believe that no single solution will eliminate the multi-dimensional issue of domestic violence. Instead, a combination of various preventive and remedial measures, taken by different government bodies and community organisations at different stages, is needed. Here in this letter, I would like to point out the importance of two measures in particular.

First, I would like to address the need to increase law enforcement*. Domestic violence is a crime, and naturally, there should be severe punishment as a deterrent. However, as far as I am concerned, the problem now lies more in the lack of identification and arrest than in the lack of legal consequences*. The police are often the first people victims of domestic violence seek help from. Police officers should not treat these cases as only disputes* within family, but they should understand that family violence can lead to a devastating* impact on the individual victims, the family and the community. Instead of dealing with family battering cases in isolation, frontline officers should also be more sensitive to the possibility of long term abuses. They should be given training on detecting and handling family issues and a specialised division or team can also be set up to follow up any such cases.

My second suggestion is to encourage the reporting of violence. Although the number of reported cases of domestic violence is on the increase, I believe there are still countless victims who remain silent for fear of losing their financial income, shelter and children. To encourage domestic violence victims to report their situation to the police, they should be made aware of the support and protection they will receive. Social workers and community organisations like family service centres will play an important role in this regard. Also, a strong message should be sent to the public that if they suspect their family or neighbours are victims of domestic violence, they should immediately report their concerns to the police with the guarantee that their identity will be protected.

Domestic violence is morally wrong and causes enduring emotional pain. I must say to eliminate this social ill is a responsibility we, as a society, should not turn a blind eye to.

Yours faithfully,

Chris Wong

1. Do you need to put the name of the editor in the letter? Why? Or why not?

2. When are personal pronouns like 'I' and 'we' used?

3. What phrases are useful for expressing opinions? Underline them in the letter and put them down below.

4. How is a letter to the editor similar to and different from an argumentative essay?



Part 1

Identifying, Examining and Presenting Social Issues

What are Social Issues?

Focus: Module Introduction

Objectives

By the end of the lessons, students will be better able to:

- identify social issues
- discuss and explain why they should be concerned about social issues

Time Needed

- 1 hour 20 minutes

Learning / Teaching / Assessment Tasks / Activities

- Students identify and categorise social issues
- They brainstorm social issues
- They discuss and rank the extent to which social issues affect them
- They suggest why they should be concerned about social issues

Materials Required

- Handouts on 'What are Social Issues?'

What are Social Issues?

Teacher's Notes

Teachers can set the scene by telling students that they are going to discuss, research and present social issues in this module. To facilitate group work, it is suggested that the same grouping be maintained throughout the module as far as possible so that students' discussion and work on the definition, causes and effects of a social issue as well as the solutions to it can contribute to their group presentation at the end of the module. The presentation is based on a research project that students carry out, and each group presentation will last for approximately eight minutes. To ensure that students set a good topic for their presentation, it is important that teachers help them to identify and formulate a feasible research topic. Apart from the oral presentation, teachers may also organise a final display of students' written presentation at the end of the module so that students can learn from each other's work.

A glossary, which gives the meanings of words in this package that students may have difficulty with, is provided in the Supplementary Materials Section. The words included in the glossary are marked with an asterisk where they first appear in this package. Teachers may distribute the glossary to students at the beginning of this module so that it can be referred to throughout the lessons for this module, or they may keep the glossary for their own reference and explain the meanings of words to students where necessary.

Learning Activity 1

30 minutes (group work)

Preparation: Make one copy of the next two pages for each group. Cut up the cards.

- (a) As a start, teachers can ask what students think social issues are and elicit examples from them. They then distribute the cards. Students should be allowed to use a dictionary. Check with students the cards they think are not social issues. Accept any reasonable answer.
- (b) Ask students to draw up a few criteria that make a topic a social issue. The following are some examples:
- (1) Social issues are usually controversial* in nature.
 - (2) A social issue should have a far reaching impact on the majority of people.
 - (3) Social issues often receive wide media coverage*.
 - (4) A social issue is a problem which has caused wide public concern.
 - (5) Social issues often involve a lot of emotions (e.g. anger, sympathy, frustration).
 - (6) Social issues often involve value judgement.
- (c) Students categorise the issues in their own way and brainstorm other social issues.

Suggested categories: (issues in brackets are those for the more advanced students)

Environment: air pollution, energy crisis, environmental protection

Health: alcoholism, food safety, hunger, slimming culture

Violation of law / rules: crime, drug use in sport, fake goods, (pornography)

Pregnancy: abortion, low birth rate, teen pregnancy

Rights: animal rights, privacy, sexual equality, (capital punishment, sexual orientation discrimination, racial discrimination)

Misuse of power or strength: school bullying, nuclear arms race

Money: gambling, poverty

Follow up the learning activity by asking students how they have grouped the issues. Again, there is no absolute answer. Accept any reasonable categorisation. The key is to activate students' logical thinking and encourage discussion.

Instead of having a teacher-led discussion with students to follow up, teachers can regroup the students, so that the new group contains only one student from a previous group. Students report in their new group how they categorised the issues in their previous group. This allows students to see the different ways of categorising items and justify their own way.

Social issues (accept any reasonable answer)	
Gambling	Low birth rate
School bullying	Nuclear arms race
Food safety	Poverty
Environmental protection	Air pollution
Alcoholism	Abortion
Drug use in sport	Sexual equality
Privacy	Slimming culture
Crime	Animal rights
Teen pregnancy	Hunger
Fake goods	Energy crisis

Non-social issues (accept any reasonable answer)	
Fashion	Festivals
Movie stars	Communication
Space travel	Blind dating
Time management	Languages
Blank cards	
Extra social issues for more advanced students	
Racial discrimination*	Sexual orientation discrimination
Capital punishment	Pornography

Catering for Learner Diversity

For less advanced students:

Students can be given the following vocabulary matching exercise to prepare them for the categorisation activity.

- | | | | |
|---------------|---|---|---|
| 1. privacy | • | • | (a) having little or no money to meet basic needs |
| 2. alcoholism | • | • | (b) the safeguarding of personal information |
| 3. poverty | • | • | (c) having a baby inside the female body |
| 4. abortion | • | • | (d) not real |
| 5. fake | • | • | (e) ending a baby's life inside the female body |
| 6. pregnancy | • | • | (f) a serious drinking problem |

Answers:

1-b 2-f 3-a 4-e 5-d 6-c

For more advanced students:

Make use of the extra cards to challenge the more advanced students.

- (d) Teachers can ask students to bring newspapers to class so that they can come up with other social issues more easily. The following are some examples of social issues: *ageing population, capital punishment, child labour, cloning, compensated dating, drug abuse, drunk driving, euthanasia, family violence, global warming, human rights, intellectual freedom, sexual discrimination, terrorism, wealth gap*

Learning Activity 2
30 minutes (group work)

1. Teachers remind students that there is a part later in the unit that discusses the impact or effects of social issues; in this activity, students' explanation can be brief.
2. Students discuss and complete the table. Teachers can monitor and offer help when necessary.
3. Teachers also remind students that the ideas generated from this learning activity may be used when they choose which social issue they are going to use in the research project.
4. Optional follow-up: a mini-survey can be done. Secretaries can be appointed or elected to do the tally on the board to find out which issue students find most important.

Catering for Learner Diversity

For less advanced students:

You can provide students with five social issues to choose from, e.g. privacy, fake goods, environmental protection, crime and food safety. Students can then be asked to work on only one issue instead of three for each column of the table.

Learning Activity 3
20 minutes (individual work / pair work)

This learning activity allows students to reflect on whether they care about social issues and why they should. There is an option of students doing an interview to exchange opinions in pairs.

Defining Social Issues

Focus: Providing Definitions of Social Issues

Objectives

By the end of the lessons, students will be better able to:

- identify the common features in definitions of social issues
- provide definitions of social issues

Time Needed

- 1 hour 20 minutes

Learning / Teaching / Assessment Tasks / Activities

- Students discuss the importance of definitions in discussing social issues
- They identify common features (what, who, where, when) included in definitions of social issues
- They identify common expressions used in definitions of social issues
- They practise defining social issues

Materials Required

- Handouts on 'Defining Social Issues'
- Authentic texts of social issues students bring to class (if the alternative of Learning Activity 2 is done with the more advanced students)
- Fact sheets A and B for Learning Activity 4 (pages T13-T14)
- Article on Internet addiction (Supplementary Materials 3a-b)

Defining Social Issues

Teacher's Notes

This unit and the next two units ('Analysing the Causes and Impact' and 'Suggesting Solutions') aim at helping students to see how a social issue can be discussed in four steps: definition, causes, impact and solutions. A sample essay, 'Internet Addiction', which follows this four-step approach, is provided in the Supplementary Materials Section for students' reference. It is, however, up to individual teachers whether students should produce a written text like the sample essay or whether other forms of writing practice are more appropriate.

Learning Activity 1

10 minutes (pair work)

Since some students may have little knowledge about issues like 'cyber-bullying' and 'consumerism', teachers can ask students to conduct an Internet search of the issues at home beforehand.

Students explain to each other what the given social issues mean to them. Teachers can point out to students that it is a good idea for students to set a common ground before discussing any issue because of possible reasons like:

The reader has little knowledge about the issue
 The reader's perception may differ from the writer's
 The issue may be technical (e.g. medical terms) and therefore requires explanation

To set such a common ground, a definition is often provided by the writer, usually at the beginning of the text.

Learning Activity 2

30 minutes (pair work)

Teachers can introduce the use of the four question words *what*, *who*, *where*, *when* in definitions before students do this learning activity. Teachers can explain that other questions words like *why* and *how*, which usually involve more in-depth analysis, are usually discussed in the later sections of a text that discusses a social issue. It is also important for students to understand that these question words are just prompts that they can use to brainstorm ideas for the definition or are tools they can use to analyse the structure of definitions. In reality, very often, the answers to these questions are implied, rather than explicitly provided.

Catering for Learner Diversity

For less advanced students:

For Learning Activity (b), instead of the given text on obesity, you may ask students to read the simplified text below and ask them to fill out the blanks with the suitable question words.

Obesity is a problem (Where?) in all developed countries, where (What?) people often eat unhealthily and do not spend time exercising. (What?) A person is usually defined as obese by their body mass index (BMI), which is a calculation of a person's weight in proportion to

their height. According to Professor Woo of The Chinese University of Hong Kong, (Who?) the population classified as obese in Hong Kong has increased from 3.5% to 9% (When?) in the period 1989 to 1998, and the figure is still increasing.

For more advanced students:

You can ask students to bring their own articles about social issues to class. Students can be grouped and assigned to identify different question words. In other words, there should be several *What* groups, several *Who* groups, several *When* groups and several *Where* groups. After one group has underlined and labelled the parts in their articles that are about their question word, they pass the articles to the next group. When the articles return to the first group, they discuss the structure of the definition.

Suggested answers: (Accept any reasonable answer)

Obesity

Obesity is a growing public health problem **(Where?)** in all developed countries, where lifestyle is often marked by a high-calorie diet and insufficient exercise. **(What?)** A person is defined to be obese most commonly by their body mass index (BMI), which is a simple calculation of the person's weight in proportion to their height. (BMI = kg/m²) According to Professor Woo Kam-sang, Professor of the Department of Medicine and Therapeutics of The Chinese University of Hong Kong, **(Who?)** the population classified as overweight in Hong Kong increased from 25% to 40% **(When?)** in the period 1989 to 1998, the obesity prevalence (according to more conservative criteria) increased from 3.5% to 9%, and this figure keeps on increasing.

Poverty

(What?) Poverty generally refers to the condition when a person does not have the money to sustain their basic human needs like food, shelter, clothing, safe drinking water. **(What?)** Poverty is also characterised by the lack of access to education, information and health care. **(Where?)** Unlike what many think, the issue of poverty is not confined to developing countries. Even in developed parts of the world, a fraction of the population often lives in poverty. **(What?)** In today's world, with a widening gap between the wealthy and the poor, this fraction is expanding at an increasing speed. **(Where?)** In Hong Kong, for example, **(When?)** from 1996 to 2006, **(Who?)** the number of people under **(What?)** the Comprehensive Social Security Assistance Scheme drastically increased from 223,384 to 521,611.

Learning Activity 3

10 minutes (individual work / pair work)

Teachers can go over the example from the 'Consumerism' passage as demonstration first before students work on their own or in pairs on the questions that follow.

Answers:

- (a) 1. is defined as
2. refers to
- (b) 'Obesity' passage:
 '... is often marked by ...'
 '... is defined to be ...'
- 'Poverty' passage:
 '... refers to ...'
 '... is also characterised by ...'
- (c) column 1: is characterised by

column 2: means

column 3: a condition, is known as, is also called, a phenomenon

(d) Students' own answers.

Additional practice with the use of words or phrases useful for defining social issues can be done with the first paragraph of the Internet Addiction article (Supplementary Materials 3a-b).

The language notes below can be distributed to students as reference as the teacher sees fit.

Language Notes

How are phrases used to define social issues?

1. Subject + **is defined to be** + noun phrase

e.g. Abortion is defined to be the removal of a foetus to end a pregnancy.

2. Subject + **means**
refers to
is related to
is characterised by + noun phrase or gerund phrase

*e.g. Abortion refers to the removal of a foetus to end a pregnancy. OR
Abortion refers to removing a foetus to end a pregnancy.*

3. Subject (noun phrase) + **is known as** + noun

e.g. The removal of a foetus to end a pregnancy is known as abortion.

4. 'Condition' and 'phenomenon' are nouns. Like any other noun, they can be used as a subject, an object or in a complement of the sentence.

e.g. This phenomenon is especially common in big cities like Hong Kong.

Did you watch the TV programme on global warming last night? It took a very in-depth look at the phenomenon.

Learning Activity 4

30 minutes (individual work / pair work)

1. Teachers hand out the information sheets on the next two pages.
2. Students choose an information sheet and write their own short definition paragraph with the help of the language / phrases given below the chart. They can be asked to work on their own or in pairs.
3. Optional follow-up: students can be asked to write definitions of social issues they are interested in as homework.

Catering for Learner Diversity

For less advanced students:

Before students start writing the definition, get students to label each bullet point with *what, who, where* and *when*.

The students can write the definition as a whole class with the teacher providing support where necessary. This can be done with the use of an OHP or a computer with a projector.

For more advanced students:

Ask students to write their definitions by just referring to the information sheets without the help of the language / phrases. They should also be encouraged to include information from the graph / pie chart in their paragraph.

Suggested answers:

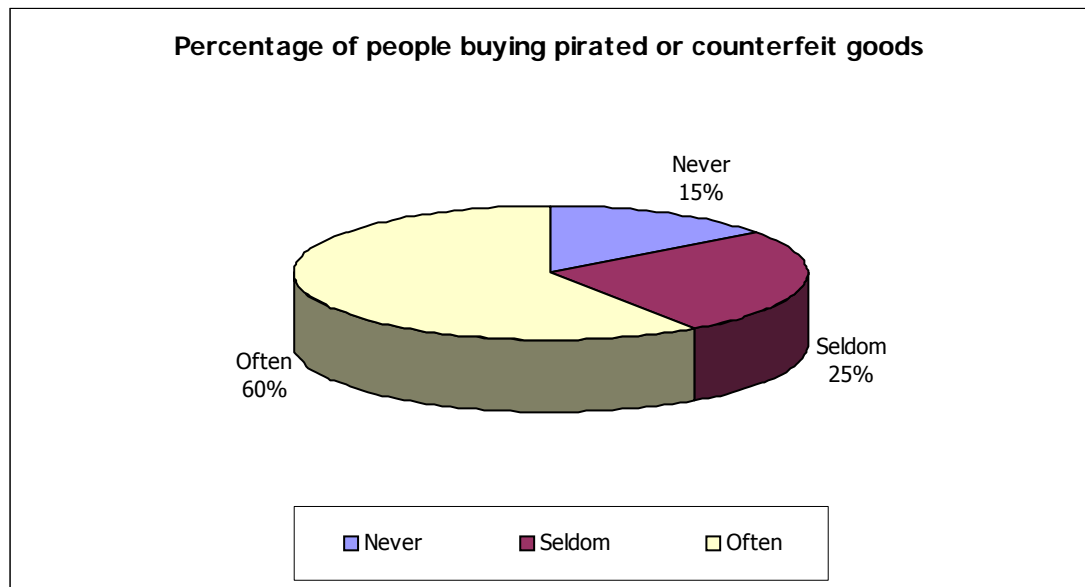
Product Counterfeiting

Product counterfeiting is defined as the unlawful copying of original products, such as DVDs, software and toys. This phenomenon is particularly serious in developing countries but it is also a serious problem in the developed parts of the world. Designers and producers of the original products are the ones that suffer most. In recent years, however, there has been more pressure on governments in various countries to enforce the law to try and stop the problem.

Food Safety

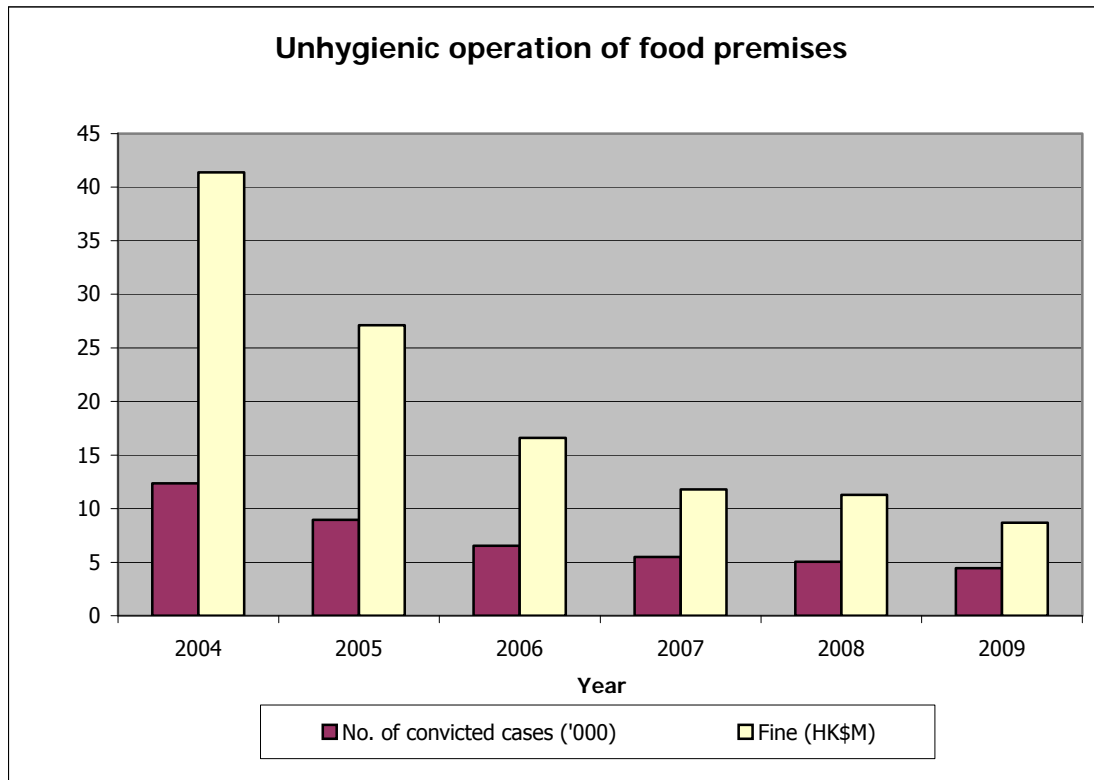
Food safety refers to the proper handling, preparation and storage of food to prevent health hazards. In Hong Kong, the hygiene of food premises is getting better but people are concerned about the many incidents happening in mainland China. For example, fake milk powder, soy sauce made from human hair and Sudan 1 Red Dye have been discovered in the past few years. As a result of this, the Centre for Food Safety of the Food and Environmental Hygiene Department was set up to ensure the standards.

Information Sheet A Product Counterfeiting



- Unlawful imitation (i.e. copying) of original products
- Common goods imitated: DVDs, software, clothing, watches, toys, medicine
- Particularly serious in non-third-world developing countries, but can also be found in many developed parts of the world
- Designers and producers of the original products suffer most
- People from all walks of life buy such products
- In recent years, more pressure on enforcing the law to stop the problem

Information Sheet B
Food Safety



- Proper handling, preparation, storage of food to prevent health hazards
- In Hong Kong, hygiene of food premises is getting better
- People are concerned about the many incidents happening in mainland China
- Fake milk powder, soy sauce made from human hair, Sudan I Red Dye discovered in the past few years
- The Centre for Food Safety of the Food and Environmental Hygiene Department was set up to ensure the standards

Analysing the Causes and Impact

Focus: Analysing the Causes and Impact

Objectives

By the end of the lessons, students will be better able to:

- identify how the causes and effects of a social issue are presented
- organise the causes and effects of a social issue
- present the causes and effects of a social issue orally and in writing

Time Needed

- 5 hours 20 minutes

Learning / Teaching / Assessment Tasks / Activities

- Students identify the causes and effects of hunger in a given text
- They organise the causes and effects of social issues using a fishbone diagram or a spider map
- They identify common expressions used for presenting cause and effect
- They practise presenting the causes and effects of a social issue in writing and orally

Materials Required

- Handouts on 'Analysing the Causes and Impact'

Analysing the Causes and Impact

Teacher's Notes

Learning Activity 1

75 minutes (individual work and pair work)

- (a) Teachers can set the scene by introducing the problem of world hunger to students by showing some pictures of starving people. Such pictures can be found by doing an image search on any online search engine.

Students then brainstorm the causes and impact of hunger.

Catering for Learner Diversity

For less advanced students:

You can form students into groups so that some groups will focus on brainstorming the causes while others will brainstorm the impact.

- (b) Students will work on their own to write down whether they agree (A) or disagree (D) with the given statements.
- (c) In pairs, students read the article and answer the comprehension questions. Teachers can then ask students to compare their prediction in (b) with what the passage describes. Students should be helped to understand the article if necessary.

Answers (the paragraph where each answer can be found or derived is given in brackets):

- 1-b (para. 1)
- 2-c (para. 3)
- 3-d (para. 4)
- 4-d (para. 7)
- 5-a (para. 10)

Catering for Learner Diversity

For less advanced students:

You may choose to give students two options instead of four for each question to reduce the challenge, or give students the numbers of the paragraphs where answers can be found to narrow their search.

You can also give students the following pre-reading vocabulary exercise as scaffolding.

Match the words on the left with the meanings on the right.

- | | | | |
|--------------------|---|---|---|
| 1. starvation | • | • | (a) extreme hunger for a long time |
| 2. famine | • | • | (b) inequality of income and earnings between the rich and the poor |
| 3. wealth gap | • | • | (c) a health problem caused by having too little of the right type of food necessary for growth and good health |
| 4. drought | • | • | (d) disappearance of plant and topsoil of land, making it desert-like |
| 5. degradation | • | • | (e) worsening |
| 6. desertification | • | • | (f) hunger on a large scale due to shortage of food |
| 7. malnutrition | • | • | (g) shortage of water for a long time |

Answers:

1-a 2-f 3-b 4-g 5-e 6-d 7-c

(d) Teachers refer students to the article on hunger.

In pairs, students identify the causes and effects described in the article and complete the table. Students should be reminded to write only the key words, not complete sentences.

Suggested answers:

Causes of Hunger	Impact of Hunger
<i>e.g. Uneven distribution of food</i>	<i>e.g. Malnutrition</i>
Natural disasters	Death
War	Reduced mental capacity
Environmental degradation	Reduced productivity

Catering for Learner Diversity

For less advanced students:

You may provide one or two answers and students complete the rest of the boxes. Alternatively, students may be asked to read over the article while paying attention to the first sentence of each paragraph (the topic sentence) where the causes and impact can be found.

Learning Activity 2
80 minutes (group work)

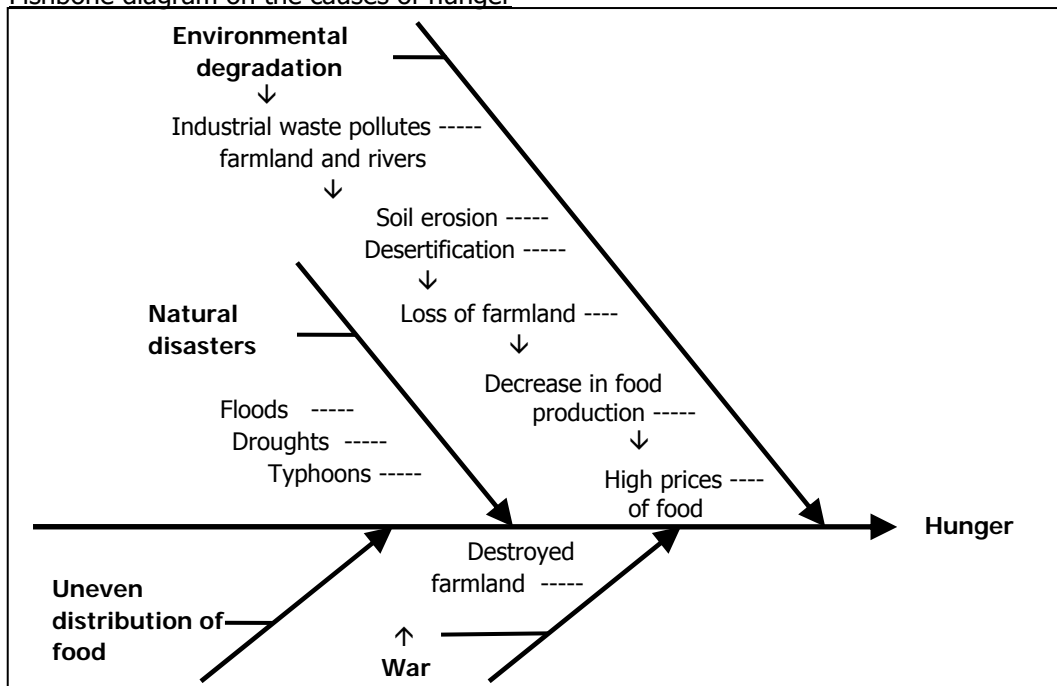
(a) Teachers explain what a graphic organiser is and how it can help to organise ideas. A fishbone diagram (also known as an Ishikawa diagram) and a spider map are two examples of graphic organisers that are commonly used to present cause and effect. The following websites contain further information about the diagrams.

http://en.wikipedia.org/wiki/Ishikawa_diagram

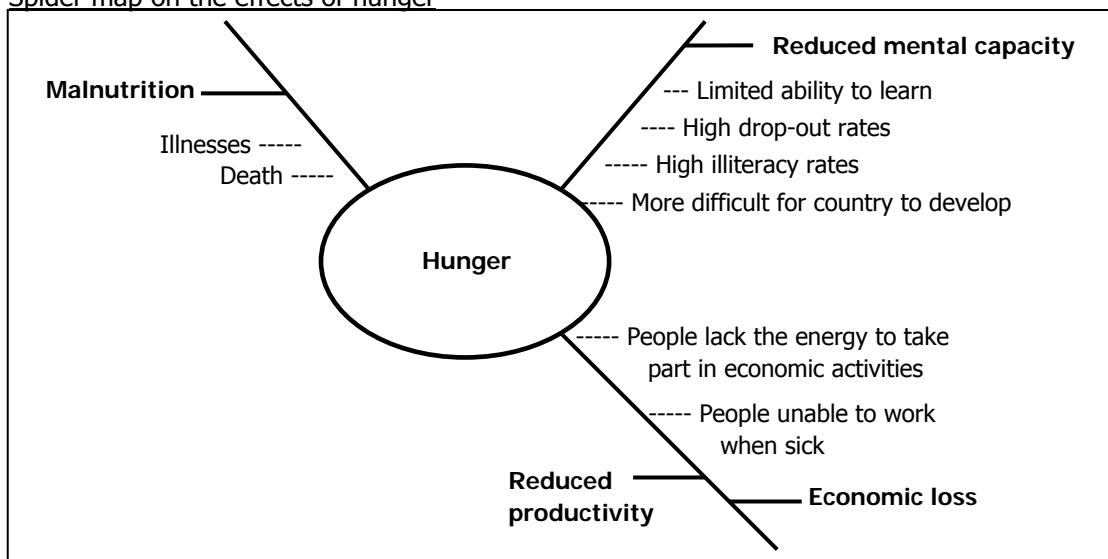
<http://www.enchantedlearning.com/graphicorganizers/spider/>

Possible diagrams:

Fishbone diagram on the causes of hunger



Spider map on the effects of hunger



Catering for Learner Diversity

For less advanced students:

You can draw a fishbone diagram and a spider map on the board or on an OHT. Demonstrate how to elicit the points from the article to complete one part of the diagram.

Each group of students is then assigned to read only one part of the article. They complete only the corresponding branch of the diagram.

- (b) In groups, students brainstorm the causes and effects of a social issue they are interested in. Teachers can emphasise that students should not aim at listing ALL the causes and effects. The ideas they generate in this learning activity will probably prepare them for the research project they will work on later in this module, but at this stage, students should focus on how to organise their ideas with a fishbone diagram or spider map.

Alternatively, this learning activity can be set as homework.

Learning Activity 3

75 minutes (individual work / pair work)

Before students work on the questions, teachers go over the example sentences on consumerism with students and highlight the words and phrases used to describe causes and effects.

(a) **Answers:**

1. Due to
2. has led to

- (b) Students study the article on hunger to identify useful expressions for describing causes and impact. To give variety to interaction patterns, teachers can assign different pairs to work on different paragraphs and cross-group them afterwards when they share their answers.

Answers:

With today's high technology in food production, it is a surprise to many people that ending hunger is still one of the major tasks for the United Nations and many other non-government organisations. The word 'hunger', when used in our daily lives, simply refers to our desire for food; but to 854 million people (Food and Agriculture Organisation (FAO) of the United Nations, 2006), hunger is something that could lead to death.

Hunger is not an isolated problem. It is often the consequence of a combination of many other issues in our society.

The root of hunger is not that we do not have enough food in today's world, but that we do not distribute it evenly enough. According to the FAO (2000), while the richest 20% of the world population consume as much as half of the meat and seafood in the world, the poorest 20% consume only 5% of such protein-rich food. In other words, hunger arises from uneven food distribution among different income groups.

Tragedies like natural disasters and wars are also common reasons that bring about hunger on a large scale. Floods, droughts and typhoons are natural disasters that often lead to a large reduction in food production. When a country is in war for a long period, farmland is also often destroyed, consequently resulting in hunger.

Environmental pollution is another major contributing factor to the decrease in food production and hence hunger. If industrial development is not well controlled, the waste created can pollute farmland and rivers. In some cases, this brings about soil erosion and desertification. A likely effect of the loss of farmland is that prices of food are driven so high that most people are unable to get enough food.

What are the effects of hunger that lasts a long period of time?

Food provides our body with nutrients, which are necessary for growth and health. A lack of nutrients, which is sometimes known as malnutrition, naturally results in illnesses and sometimes even death. 'Feeding Minds, Fighting Hunger' (2006) points out that, 'malnutrition in the form of deficiencies of essential vitamins and minerals continues to cause severe illness or death in millions of people worldwide.'

Children's mental development can also be severely affected. The intelligence of hungry children is generally lower. These children's ability to learn is limited, and as a result, schools' drop-out rates are high in countries with serious hunger problems. This often leads to high illiteracy rates, making it even more difficult for these countries to develop.

It is obvious that when people do not have enough food, they lack the energy to take part in economic activities. When people get sick because of malnutrition, they are unable to work. In short, a lack of food contributes to lower productivity, and economic loss is an unavoidable result.

As seen from the above, hunger is seriously damaging to the affected people and countries. As individuals, we can of course reduce food wastage by ordering only what we can eat. But more importantly, increased international efforts in providing financial aid and technological assistance are needed to put an end to hunger.

- (c) Students read the expressions given and decide whether they are for describing causes or effects.

Answers:

- a. ...due to...(C)
- b. ...give rise to...(E)
- c. One of the main causes is...(C)
- d. A serious effect of...is...(E)
- e. ...is a contributing factor to...(C)
- f. ...lead to...(E)
- g. ...owing to...(C)
- h. ...bring about...(E)
- i. The reason why...is that...(C)
- j. ...because...(C)
- k. ...result in...(E)
- l. As a result...(E)

Catering for Learner Diversity

For more advanced students:

You may give them the following phrases to categorise in addition to the ones above:

For describing causes:

...stems from...

The root of...is...

An important cause is...

...can be attributed to...

For describing effects:

The most likely effects of...are...

Consequently,

(d) **Suggested answers:**

e.g. Since human beings are social by nature, we all feel the need to establish relationships with others. Good relationships with family and friends **(1) result in / lead to / bring about / give rise to** a sense of security. Sometimes, we may follow others and do things we would not usually do **(2) because of / as a result of** our wish to be accepted. This **(3) results in / leads to / brings about / creates / gives rise to** a tendency to think or act like other members of a group. Children and teenagers are in the stage of forming their own identity. **(4) Therefore / As a result / Consequently**, they feel a particularly strong need to conform to the group they socialise with. In other words, their behaviour and minds are often influenced by peer pressure. This **(5) is the reason why / explains why** most teenagers dress in the same way, listen to the same type of music, use the same language, and worse, sometimes do the same bad deeds. In other words, peer pressure **(6) is one of the main causes of / is a contributing factor to** teenage crime.

Teachers should remind students that there may be more than one possible answer for each blank. If time allows, students can be encouraged to put down all the possibilities and compare the differences.

Additional practice with the use of words or phrases useful for describing causes and effects can be done with the second and third paragraphs of the article on Internet addiction (Supplementary Materials 3a-b).

Catering for Learner Diversity

For less advanced students:

For each blank, you can provide two options for students to choose from, such as the ones below:

- (1) bring about / are caused by
- (2) since / because of
- (3) leads to / comes from
- (4) As a result / In addition
- (5) explains why / is because
- (6) is one of the main causes of / is due to

Learning Activity 4

40 minutes (group work)

To encourage use of the expressions students have learnt and to encourage participation, teachers can cut up and distribute the following expression cards (one per student). Each student must use the given expression and make at least one sentence in their group's writing.

Since...	The reason why...is that...
...because...	...explains why...
...owing to...	One of the main causes is...
...due to...	...is a contributing factor to...

Catering for Learner Diversity

For less advanced students:

Ask students to write only three causes for the social issue using the following structure:

One of the main causes of _____ is _____. + elaboration

_____ is also a contributing factor to _____. + elaboration

Another reason why _____ is that _____. + elaboration

Learning Activity 5

50 minutes (group work)

Teachers should regroup the students for this activity, so that in each new group, the students present a different social issue.

Teachers should also make copies of the peer evaluation form on the next page so that each student can fill out one form for every member of their group.

Teachers can briefly go over the skills required in giving a presentation. However, the focus of this learning activity is on presenting the effects of a social issue rather than presentation skills, which will be taught in more detail in Part 3. Students should be reminded not to write complete sentences in their notes.

Catering for Learner Diversity

For more advanced students:

Students can be instructed to ask questions about the social issue or give oral comments when a group member has finished presenting.

Presentation of the effects of a social issue

Peer Evaluation Form

Give feedback on your classmate's performance by circling the appropriate number.

	<i>Needs improvement</i>	<i>Satisfactory</i>	<i>Good</i>
1. The topic is clear	1	2	3
2. The effects presented are logical	1	2	3
3. The effects are presented in an appropriate order, e.g. the bigger effects presented before the smaller effects	1	2	3
4. The information is elaborate	1	2	3
5. There is enough description of the effects in the presentation, e.g. examples and supporting details	1	2	3
6. The presentation makes me feel that the issue discussed is serious	1	2	3

Other comments:

**This is a general list of feedback criteria. Teachers might like to adapt it for use in their own classroom.*

Suggesting Solutions

Focus: Suggesting Solutions to Social Issues

Objectives

By the end of the lessons, students will be better able to:

- brainstorm and suggest solutions to a social issue
- evaluate the feasibility and effectiveness of solutions
- identify how solutions are presented
- present and justify the solutions

Time Needed

- 2 hours 50 minutes

Learning / Teaching / Assessment Tasks / Activities

- Students brainstorm preventive and remedial solutions to family violence
- They discuss the feasibility and effectiveness of the suggested solutions
- They identify common expressions used in presenting solutions
- They role-play different parties in a forum to present solutions to family violence

Materials Required

- Handouts on 'Suggesting Solutions'
- Role cards for Learning Activity 4 (pages T29-T30)

Suggesting Solutions

Teacher's Notes

Learning Activity 1 40 minutes (pair work)

Students should be asked to collect recent articles or passages about family violence from the mass media before this lesson.

- (a) Students should complete the table by categorising the passages and naming the type of family violence reported.

Below are some websites where articles reporting on family violence can be found:

<http://www.yesican.org/news.html>

<http://www.thaindian.com/newsportal/tag/domestic-violence>

http://www.wowzio.com/pulse/486662_family-violence

<http://www.cnn.com/2006/US/04/06/btsc.rowlands.batteredmen/index.html>

Alternatively, this learning activity can be skipped and teachers can introduce the topic of family violence by showing students the information below.

Statistics on family violence: <http://www.swd.gov.hk/vs/english/stat.html>

A news article reporting on the rise of family violence cases:

<http://www.voanews.com/tibetan/archive/2007-05/2007-05-14-voa2.cfm>

Examples of types of family violence:

sexual abuse, physical assault, murder-suicide, verbal violence (e.g. insult), economic deprivation, isolation

- (b) Teachers can explain to students that solutions can be generally categorised into & *preventive measures* (Learning Activity (b)) and *remedial measures* (Learning Activity (c)).

Teachers should also point out that it is not enough for students to say, for example, family members should communicate more, or people should learn to control their emotions. Students should suggest methods to encourage such behaviour, rather than only naming what people should and should not do.

Students should also be asked to think about the details of the solutions, rather than coming up with only general headings like education or punishment. Below are some examples of solutions which students can further elaborate on.

Examples of solutions that will prevent family violence:

- promote family violence awareness and educate the public about the problem
- report suspected cases of family violence
- provide support, e.g. counselling service, to families with problems such as gambling and drug abuse or marriage problems
- encourage potential victims to seek help from friends or organisations

Examples of solutions that will reduce the impact of family violence:

- report the case to the police
- provide advice to victims on how they should keep themselves safe from further violence
- provide shelters for victims

- encourage the victims to seek support from friends or professionals such as social workers
- show care and concern to the victims and avoid giving judgemental advice
- listen to the victims and help them to understand their situation and see the possible ways out

Catering for Learner Diversity

For less advanced students:

You can give students a list of people and organisations that may be involved in the issue of family violence and have them think about what each of them can do to prevent or reduce the impact of family violence, e.g. the victim, the government, schools, social workers, the media, the victims' family / relatives / friends and charitable organisations. Alternatively, students can be given time to do an Internet search for ideas.

Learning Activity 2

35 minutes (pair work)

- (a) Teachers can point out that solutions are often easier said than done. In reality, things like money, legislation, and public support are required to implement solutions to social issues, and such things may not be readily available.

Suggested answers:

1. This may face strong public opposition.
 2. It requires cooperation of the Shenzhen government to enforce such a rule.
 3. This may face strong public opposition.
- (b) Students apply what they have learnt from Learning Activity 2(a) to discuss how & realistic the solutions they suggested in Learning Activities 1(b) and 1(c) are.
- (c)

Learning Activity 3

35 minutes (individual work / pair work)

Before students work on the questions, teachers can go over the example sentence on air pollution with students and highlight the words and phrases used to describe solutions.

- (a) **Answers:**
1. I would recommend
 2. I propose that
- (b) **Answers:**
1. One way to deal with the problem is to...
 2. To improve...
 3. I suggest that...

Teachers can elicit phrases and expressions from students and ask students to make sentences using them. They can also use the last paragraph in the Internet addiction article (Supplementary Materials 3a-b) to demonstrate what expressions are useful and how they should be used in suggesting solutions.

(c) Answers:

1. to s _ l v _ _	to solve
2. to i _ _ p r _ _ v _ _	to improve
3. to a d _ _ _ _ s s	to address
4. it is a _ _ v i s _ _ b _ _ e that	it is advisable that
5. to _ _ e a l with	to deal with
6. I s _ _ g _ _ e s _ _ that	I suggest that
7. one way to p _ _ e v e _ _ t this from w o _ _ s _ _ n i n g	one way to prevent this from worsening
8. to c _ _ m _ _ _ t	to combat

Catering for Learner Diversity

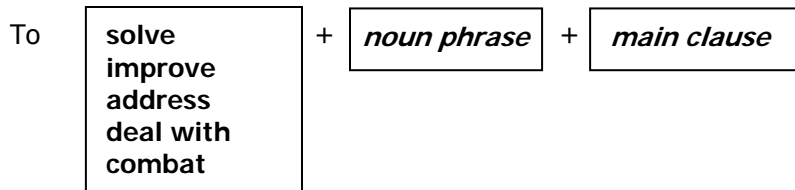
For less advanced students:

You can read the words or phrases aloud once as a hint for weaker students, not necessarily in the same order as in the table, depending on the level and motivation of students. Alternatively, you can assign students who have worked out the answer to read the words or phrases for the class.

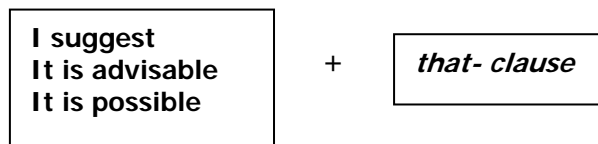
Also, you can reduce the number of questions to make the learning activity easier.

After getting the answers, you may go over the language notes below with students to make sure they know how to use the words / phrases in the next activity.

Language notes



e.g. To improve the air quality in Hong Kong, the government could impose a higher tax on private cars.



e.g. It is advisable that the government impose a higher tax on private cars.

(d) Encourage students to work on different expressions and invite them to share their solutions with the class. Give feedback on whether the expressions have been used appropriately.

Learning Activity 4

60 minutes (group work)

Teachers cut up and distribute the role cards on the next two pages. Students get into small groups according to the roles they play. They brainstorm ideas related to the solution their character suggests to prepare for the forum. Since in the role-play later students need to justify why the solution they suggest is the most effective, at this preparation stage, it is important that they discuss the feasibility of the solution in detail. Teachers could guide students with the questions below:

1. What is required for the suggested solution to be carried out?
2. What is the impact of carrying out this solution on victims and criminals in other domestic violence cases?
3. Is the suggested solution fair to all the parties involved?

Teachers regroup students so that each group contains students playing the four roles. In the new group, students present the solution they suggest and persuade the others in the group that their suggested solution is the most effective.

Catering for Learner Diversity

For less advanced students:

Instead of having ten groups of students doing ten separate forums, there can be fewer but larger forums in the classroom, with each group having more than one student playing one role. This gives students more confidence in giving their opinions and allows students in the same role to collaborate as a team during the discussion, e.g. making clarifications, taking notes while the others speak. They can also be given time to work before the forum to prepare what they will say, guess what the others may say and think about how they will possibly respond.

Alternatively, the number of roles in each forum can be reduced. Each group can be asked to choose two roles to work on, with two members working on each role.

When the students finish the learning activity, teachers can ask them which solution they themselves believe will be the most effective. Students should then be asked to justify their choice. Teachers can round up by reminding students that whatever solutions they are suggesting, they should always elaborate and explain how the solutions will work in detail.

Role cards for Learning Activity 4

You are a child abuse victim.

A

When you were young, you were a victim of family violence. You were regularly hit, kicked, locked up and sometimes not given any food for days by your violent father. At the age of fifteen, after your father threatened to kill you with a knife, you left home and never returned.

Under the current law, an offender of family violence is subject to a maximum sentence of three years' imprisonment. You believe that people like your father should be punished more severely and that severe punishment will stop people from doing such terrible things to their family.

You are a spouse battering victim.

B

You were a victim of family violence. You were regularly hit, kicked, locked up and sometimes not given any food for days by your violent ex-husband / ex-wife. Three years ago, after he / she threatened to kill you with a knife, you divorced him / her.

You believe that although more severe punishment may reduce the problem slightly, family violence is almost unavoidable. You think that the most urgent thing to do is to protect the victims from the violent family members and provide them with financial and emotional support.

You are a social worker.

C

You are a social worker experienced in handling cases of family violence. From your experience, unlike what most people believe them to be, some violent members in fact have low self-esteem, lack self-control, have difficulties communicating with others and suffer a great deal emotionally too.

You believe that severe punishment will not help to solve the problem, as few of the violent members actually think about the consequences when they act. You feel that more support should be provided to these people to help them work out their relationship with their family members instead.

You are a teacher.

D

You are a teacher. From your observation of teenagers, you believe that young people nowadays are worse and worse at communicating with others and some of your students take to violence when they quarrel with others. Many parents have complained to you about their children's refusal to talk and bad behaviour at home.

You believe that the root of the family violence tragedies is that people in general lack communication skills and do not respect family values. You think that to effectively solve the problem of family violence, communication skills and family values should be taught at school and promoted in the community.

Examining an Issue from Various Perspectives

(* An extra unit for more advanced students)

Focus: Examining an Issue from Various Perspectives

Objectives

By the end of the lessons, students will be better able to:

- identify the perspectives different individuals or groups may have about an issue
- demonstrate critical awareness of the complex nature of social issues by examining them from different perspectives

Time Needed

- 3 hours 50 minutes

Learning / Teaching / Assessment Tasks / Activities

- Students identify the individuals and / or groups involved in a social issue from a reading text
- They examine a series of issues in terms of the individuals and / or groups involved and the possible perspectives they have
- They role-play the individuals and / or groups in court to present their views towards a controversial case
- They write in an online discussion board to present different views towards a controversial case

Materials Required

- Handouts on 'Examining an issue from various perspectives'
- Role cards for Learning Activity 3 (page T38)
- Information sheets for Learning Activity 3 (pages T39-T41)

Examining an Issue from Various Perspectives

(* An extra unit for more advanced students)

Teacher's Notes

Learning Activity 1

20 minutes (individual work)

Teachers can distribute an article about a controversial issue for this learning activity. Alternatively, they can ask students to collect their own article before the lesson, and ask students to swap their articles for this learning activity. Below are a few articles on some controversial issues:

Smoking Ban Looms Over Protesting Entertainment Sector
<http://tobacco.cleartheair.org.hk/2009/06/10/smoking-ban-looms-over-protesting-entertainment-sector/>

Keep away, Mui Wo tells drugs school
http://edu.singtao.com/eng-s/digest_details.asp?article_id=268&catid=1

Uproar at Tsang June 4 view
http://edu.singtao.com/eng-s/digest_details.asp?article_id=243&catid=1

Learning Activity 2

80 minutes (group work)

- (a) After students finish the matching exercise, they can be encouraged to brainstorm other things the different parties might say and add them to the table.

Excessive use of plastic bags	
The government	We can tax the use of plastic bags. On the other hand, we fear that this will increase the cost of businesses and the cost of living for the public.
	We must do something to reduce the use of plastic bags. Otherwise, we need to build new landfills soon. The cost will be paid by us eventually.
Consumers	We need cheap, convenient and durable containers for our purchases.
	You can't expect us to use a paper bag to carry a fish around.
Retailers	We distribute plastic bags for free upon purchase. We can charge customers for the plastic bags, but this will reduce our competitiveness.
	Our biggest concern is taking our customers' wishes into account.
Plastic bag producers	We produce plastic bags. We can use biodegradable materials, but this will inevitably increase the price per bag.

	Paper bags are no alternative to plastic bags. Paper is not durable and water-resistant. Besides, the energy demand in producing and transporting paper bags is much higher.
Environmentalists	We are concerned about the impact on the environment.
	Plastic bags, which are not biodegradable, not only take up a substantial part of our landfills, but they are also a non-renewable resource.

- (b) The purpose of this learning activity is to develop students' ability to perceive an issue from different perspectives. The discussions should be as open-ended as possible. Teachers should accept any reasonable answer other than those suggested for reference below:

1. Slimming culture	
People who use slimming products	I tried to lose some weight by taking slimming pills but then I felt dizzy and feverish.
	I can't stop taking the pills. I rapidly regained the weight I lost when I tried to!
Nutritionists	Slimming products with undeclared drug ingredients have many side effects, including increased blood pressure and heart rate and symptoms of psychosis. They are dangerous to people with heart problems.
	Weight control should be achieved with a good diet and appropriate exercise. People should consult healthcare professionals before taking any medication for weight control.
Fashion models	I need to stay slim in order to keep my job. I can't afford losing shape.
	Though some countries have banned ultra-thin models from doing catwalks, people in general still fall for slim fashion models. There's nothing I can do.
Producers of slimming products	Our products are safe as long as you closely follow the directions on the package.
	Why not when we can make women feel happier with their appearances?
Advertisers who advertise slimming products	Our job is to try our best to promote the slimming products using different lines of appeal. Among them, celebrity appeal is the most common and effective.
	It is important that we only let our target audience see the benefits of the products.

2. Teenage pregnancy	
Parents	We seldom discuss sexual matters with our children. It's just too embarrassing.
	I'm afraid if I teach my children about sex when they are too young, they will be even more curious about it.

Teachers	I myself didn't receive any sex education and that's why I don't know how to discuss sex issues with my students now.
	It's really hard to manage the class when my students get excited at the topics about sex.
Social workers	The number of cases we have been receiving these years seems to be increasing. The problem is really worrying.
	Sometimes teenagers simply don't think before they act. It's sad to see girls considering abortion the easy way out.
Pregnant girls	I can't let my parents know so I'm left with no choice but to abort the baby.
	I really regret being so careless, but I can't kill the baby now. It's a life and I will try my best to bring up the baby no matter what.
Government	We have included moral and civic education in our curriculum and we hope that teachers will help to heighten students' awareness of ethical issues.
	We will continue to produce TV programmes and other promotional materials to help teenagers to understand the consequence of casual sex.

Catering for Learner Diversity

For less advanced students:

You can ask students to do some research on the two topics before class and answer the guiding questions below as homework before they return to class to complete the tables with their classmates.

1. Slimming culture

- (i) Why do people wish to lose weight?
- (ii) How is the nutrition affected by reducing the calories by a large extent?
- (iii) What impact does the slimming culture have on fashion models?
- (iv) Are all slimming products safe?
- (v) How are thin women presented in advertisements of slimming products? Are they presented to be confident and beautiful or unhealthy and unattractive? What is the impact of such advertisements?

2. Teenage pregnancy

- (i) Who do you think are the closest to a pregnant teenage girl and the most worried about her future? Parents? Boyfriend? School friends? Teachers? How do they feel?
- (ii) Who can educate the teenagers? Is their education usually effective?
- (iii) Is there any particular group against abortion? Why are they against it? What do they think pregnant teenage girls should do?

- (iv) Why is there a continuous increase in the number of teenage pregnancies?
People in which profession have closer contact with teenagers and may have better knowledge about what teenagers think?
- (v) Are the media responsible for spreading a casual attitude towards sex? How?

Learning Activity 3 130 minutes (group work)

- (a) Teachers can introduce the topic of euthanasia by showing students some related news clippings or even a short clip from a relevant documentary. Short clips related to euthanasia can easily be found on the Internet. The following is an example of a clip which includes different views on euthanasia:

<http://www.youtube.com/watch?v=O6EAMD6NS9U&feature=related>

Teachers then distribute the situation sheet on page T37 to students. Students should be encouraged to ask for clarification if there is anything they are not certain about. Use of dictionaries should also be allowed.

Then teachers should tell the students that the case has gone to court and the judge has decided that **Doctor Kind is NOT guilty**.

Teachers distribute the role cards to students. Students playing the same role should form a group and discuss the given questions and their views to the court's decision.

Catering for Learner Diversity

For less advanced students:

Instead of looking at the court case which may involve challenging vocabulary and procedures, students can be assigned different roles according to the role cards on page T38 and asked to simply express their views on euthanasia in a group. In other words, do not give out the information sheets. They should not see each other's role cards so that they need to speak in order to express their views. Before the real discussion which will take place in (b), students of the same roles can first sit in groups to prepare how they can elaborate and give examples to support their ideas, as well as what possible arguments may be raised by the other roles and how they can defend their own.

- (b) Students in the same group should then post their views to a discussion board on the Internet, at home or in the Multimedia Learning Centre. Most schools today provide teachers and students with Internet services, often including discussion boards. Just in case teachers need free discussion space, there are many sites that offer it. The following are a few of them:

<http://www.quicktopic.com/about.html>

<http://www.boards2go.com/index.html>

<http://www.forumotion.com/>

To encourage students to interact, a minimum number of posts each group / student should write in response to other groups' posts can be set.

The advantage of using a discussion board is that students will not have the pressure of expressing their views spontaneously (as in a debate or a role-play court trial), but at

the same time, students can 'hear' the opinions of different parties and interact freely with each other.

However, if teachers prefer getting students to write with pen and paper, students can be asked to swap their writing after they finish and respond to another student whose views are different from their own.

Catering for Learner Diversity

For less advanced students:

Instead of posting their views to a discussion board on the Internet, students form new groups with students playing other roles and discuss what they think about euthanasia. They should try to express their opinion as well as respond to others' views.

For more advanced students:

You can turn this online writing activity into an in-class spoken activity that replicates a court trial to encourage spontaneous responses to each other's arguments. The court setting is chosen to add a dramatic element to the discussion and encourage students to justify their views in a convincing manner. The information sheets on the following pages should be distributed to students instead of the role cards. Time should be given to students to do research and form arguments in groups before the mock trial.

- (c) The class polls with their feet in this learning activity, which acts as a follow-up speaking learning activity for the euthanasia writing activity in (b). In Learning Activity (c), students no longer play the given role, but they express their own views towards legalising euthanasia in Hong Kong.

First, teachers write 'Euthanasia SHOULD be legalised' on one side of the board and 'Euthanasia SHOULD NOT be legalised' on the other side. Teachers then ask students to walk to the sign that represents their own opinion. Students sharing the same view should be given some time to explain to each other why they hold that view.

Next, all the students should get back to the middle. Students are now given some time to find someone from the other side of the room in order to convince them.

Catering for Learner Diversity

For less advanced students:

Instead of doing a class poll, students can be asked to write a few lines about how they personally think about euthanasia and be invited to share them with the class.

Situation Sheet

Is Doctor Kind guilty?

The Facts:

Mary Poor had an accident twelve years ago when she was eighteen. Her brain was badly damaged and she became a quadriplegic, completely losing all sensation and her ability to move from her neck down. During the last ten years, Mary was taken care of by her mother, who quit her job as a Chinese restaurant waitress and went to see Mary every day, and her father, who supported the family and Mary's medical expenses by driving a lorry. Although – or perhaps because – Mary loved her parents, she had always expressed her wish to die, and in fact, she had already attempted suicide several times, usually by biting her tongue.

Eventually, Mary's father lost his job. Mary was very worried and she became even more determined to die to relieve her family from the expensive medical bills. Last month, she bit her tongue badly again to try to kill herself, but again without success. After her failed suicide, she asked her doctor, Doctor Kind, who had arrived just a month ago, to help her to die. Knowing that it was against the law, Doctor Kind refused immediately, but deep down, he felt confused.

On 2 January, 2007, at 4 a.m., Doctor Kind passed by Mary's room. He saw Mary lying in her bed, blood coming down her mouth and her face deathly pale. He went in, saw Mary's pleading eyes and on her chest a piece of paper with the words 'let me die' mouth-written on it. He decided to help her. He put a lethal pill near her mouth. She swallowed it and it killed her immediately.

Doctor Kind is now accused of murder by the government (the Director of Public Prosecutions).

Reminders:

1. This case happened in Hong Kong.
2. The facts have been agreed upon by the counsels already. Therefore, there should be no dispute over the facts.
3. Do not go into technical or legal details. You should use your common sense.

Role cards

<p style="text-align: right;">A</p> <p>You belong to a religious group. You believe that whatever happens, a person has no right to end his / her life. Therefore, a third party commits a crime if he / she helps another person to commit suicide.</p>	<p style="text-align: right;">B</p> <p>You work in a hospice (i.e. a house which provides medical and emotional care for terminally ill people). You believe that the quality of life is more important than the length of life and one's choice should always be respected.</p>
<p style="text-align: right;">C</p> <p>You are a terminally ill patient and you want to end your life. You feel that the pain of being ill and in bed for years is too much. You believe you, like any other normal person, have the right to choose what to do about your life. You just need some help.</p>	<p style="text-align: right;">D</p> <p>You are a doctor. You believe that a doctor's biggest responsibility is to save life, although reducing pain and the patient's will may also be important factors of consideration when you make a medical judgement.</p>

Information Sheet A -- You are Attorney Rational (the prosecutor)

You represent the Director of Public Prosecutions in pressing charges against Doctor Kind. Both you and the defendant's counsel have agreed that the facts are true and will not be argued about in court. Therefore, your main job in court is to establish the following things: (1) without Doctor Kind's pill, Mary Poor would not have died, or in other words, Mary Poor died because of what Doctor Kind did; (2) Mary Poor's wish to die was not clear enough; (3) nobody should be encouraged to kill themselves, even if they suffer mental or physical pain.

Court procedures: (the shaded parts are those which require you to speak)

1. You will give an **opening statement** to present your main arguments very briefly.
2. Then, the defendant's counsel will give his / her opening statement.
3. You will ask the **defendant questions** to prove that he is guilty.
4. The defendant's counsel will then ask the defendant questions to prove that he is innocent.
5. You will call your first witness, **Mrs. Poor**, and ask her **questions** to prove the defendant guilty.
6. The defendant's counsel will ask the witness questions.
7. You will give a short **summary** of your arguments.
8. The defendant's counsel will then give his / her summary.
9. The jury will leave the court to discuss the case and reach a verdict (i.e. decision).

(Try to come up with more arguments to include in the opening statement and summary. Also prepare some questions to ask the defendant and the witness.)

Information Sheet B -- You are Doctor Kind (the defendant)

You have admitted helping Mary Poor to kill herself out of pity, but you feel what you did is right for the following reasons: (1) Mary Poor had expressed her wish to die very clearly; (2) if Mary had been able to move, she would have already killed herself even without help, and all you did was just give her back some control over her own life that normal people would have; (3) you were trying to respect Mary's idea and preference.

Court procedures: (the shaded parts are those which require you to speak)

1. The prosecutor will give an opening statement to present his / her main arguments.
2. Then, your counsel will give his / her opening statement.
3. The **prosecutor** will then ask you questions.
4. **Your counsel** will then ask you questions to prove that you are innocent.
5. The prosecutor will call the first witness, Mrs. Poor, and ask her questions to prove the defendant guilty.
6. Your counsel will ask the witness questions.
7. The prosecutor will give a short summary of his / her arguments.
8. Your counsel will then give his / her summary.
9. The jury will leave the court to discuss the case and reach a verdict (i.e. decision).

(Try to come up with more arguments to defend yourself.)

Information Sheet C -- You are Attorney Smart (the defendant's counsel)

You represent Doctor Kind, the defendant, in court. The doctor has admitted helping Mary Poor to kill herself out of pity, but you have to argue that what he did is right for the following reasons: (1) Mary Poor had expressed her wish to die very clearly; (2) if Mary had been able to move, she would have already killed herself even without help, and all Doctor Kind did was just give her back some control over her own life that normal people would have; (3) if people are allowed to choose how they live, they should also be allowed to choose how they die, and this right should include patients who cannot move on their own.

Court procedures: (the shaded parts are those which require you to speak)

1. The prosecutor will give an opening statement to present his / her main arguments.
2. Then, you will give your **opening statement** to present your main arguments.
3. The prosecutor will then ask the defendant questions.
4. You will then ask the **defendant questions** to prove that he is innocent.
5. The prosecutor will call his / her first witness, Mrs Poor, and ask her questions.
6. You will then ask the **witness questions**.
7. The prosecutor will give a short summary of his / her arguments.
8. You will then repeat your arguments in your **summary**.
9. The jury will leave the court to discuss the case and reach a verdict (i.e. decision).

(Try to come up with more arguments to include in the opening statement and summary. Also prepare some questions to ask the defendant and the witness.)

Information Sheet D -- You are Mrs Poor

You are very angry with Doctor Kind for giving Mary the pill and you think he had murdered your daughter. You have agreed to appear in court to help the prosecutor. The doctor has admitted helping Mary Poor to kill herself out of pity, but you have to show that: (1) Mary had lived a happy life and her wish to die was not clear; (2) Doctor Kind had no right to take away your daughter's life; (3) doctors should save, but not kill.

Court procedures: (the shaded parts are those which require you to speak)

1. The prosecutor will give an opening statement to present his / her main arguments.
2. Then, the defendant's counsel will give his / her opening statement.
3. The prosecutor will then ask the defendant questions.
4. The defendant's counsel will then ask the defendant questions to prove that he is innocent.
5. The **prosecutor** will call his / her first witness, you, and ask you questions.
6. The **defendant's counsel** will then ask you questions.
7. The prosecutor will give a short summary of his / her arguments.
8. The defendant's counsel will then give his / her summary.
9. The jury will leave the court to discuss the case and reach a verdict (i.e. decision).

(Try to come up with more arguments to prove the defendant guilty.)

Information Sheet E – You are the Juror

You have been chosen to be in the jury of this murder case. You will listen to the prosecutor and the defendant's counsel presenting the case and questioning the defendant and the witness. After the counsels have given their summaries, you will discuss whether you believe Doctor Kind is guilty of murder and reach a verdict (i.e. decision).

Court procedures: (the shaded part is where you will be required to speak)

1. The prosecutor will give an opening statement to present his / her main arguments.
2. Then, the defendant's counsel will give his / her opening statement.
3. The prosecutor will then ask the defendant questions.
4. The defendant's counsel will then ask the defendant questions to prove that he is innocent.
5. The prosecutor will call his / her first witness, Mrs Poor, and ask her questions.
6. The defendant's counsel will then ask the witness questions.
7. The prosecutor will give a short summary of his / her arguments.
8. The defendant's counsel will then give his / her summary.
9. You and the other jurors will discuss the case and **reach a verdict** (i.e. decision).

(You should take notes while listening.)

Part 2

Researching and Gathering Information on Social Issues

Conducting Observations and Interviews

Focus: Conducting Observations and Interviews

Objectives

By the end of the lessons, students will be better able to:

- identify the salient features of observations and interviews
- use polite expressions in making a request and showing appreciation
- seek clarification and additional information by asking follow-up questions
- perform an interview

Time Needed

- 4 hours

Learning / Teaching / Assessment Tasks / Activities

- Students brainstorm different research methods
- They watch documentary excerpts to identify the salient features of an observation
- They conduct an observation
- They identify the salient features of an interview and the polite expressions used
- They listen to interviews and identify how follow-up questions help to elicit better and more in-depth answers
- They role-play an interview

Materials Required

- Handouts on 'Conducting Observations and Interviews'
- Excerpts of a documentary that includes observation
- CD Tracks 1-2 (audio): Interviews 1 and 2 for Learning Activities 5-6
- Role cards for Learning Activity 7 (pages T49-T50)
- Research Project Forms (Supplementary Materials 2a-c)

Conducting Observations and Interviews

Teacher's Notes

Teachers should start by explaining to students that in Part 2 of the module, they will learn how to collect information of social issues beyond the typical means of websites and books. Students should be encouraged to, or required to (teachers can decide), use a combination of secondary sources like websites, newspapers and books, and the primary research methods they are going to learn in Part 2 for their research project.

It is also a good time to discuss with students or remind them of the requirements of their research project. (e.g. What assessment learning activities exactly do students need to do? How long are the learning activities expected to be? How should students be grouped? What research methods should students use? When is the submission deadline?) Teachers could also refer students to the Research Project Form in the Supplementary Materials Section to guide students in their project.

Learning Activity 1

30 minutes (pair work)

- (a) This learning activity prompts students to think about the different possible research methods.
- (b) Teachers should explain the general differences between primary sources and secondary sources to students before they answer (b):

Primary sources refer to the information collected directly from the research subjects (i.e. the parties involved in the research topic). The research of primary sources is known as primary sources. It is a means journalists heavily rely on to gather information.

Secondary sources usually contain 'generalisation, analysis, synthesis, evaluation or evaluation of the original information' ('Secondary Source' in Wikipedia, 2008). Common secondary sources include textbooks, academic journals, newspapers, documentaries and websites.

- (c) **Answers:**

1. S
2. P
3. S
4. S
5. S
6. P

The table below summarises the advantages and disadvantages of primary research when compared with secondary research. Teachers may go over it with students if considered appropriate.

Primary research	
Advantages	Disadvantages
Biases and inaccuracies can be checked.	It is not readily available and is time-consuming to conduct.

Primary research allows the subjects' 'voice' to be heard and therefore makes the findings more representative.	Response rate may be low and selection non-random. This affects the reliability of the research.
There may be a lack of secondary sources for some issues (e.g. when they have not yet been reported or studied).	Primary research is difficult to do with some issues (e.g. when they take place in another country).
Secondary research	
Advantages	Disadvantages
Readily available.	Information and opinions may be distorted in the process of interpretation and synthesis.
Usually well organised. This makes comprehension of the topic easier, so it is particularly good in the early stages of research.	Secondary research does not contain the subjects' 'voice'. Reliability may be questioned.

(d)

1. C 2. D 3. G 4. A
 5. H 6. B 7. F 8. E

Learning Activity 2
40 minutes (group work)

Teachers should choose excerpts from a documentary video that contain observation study before the lesson. Below are some useful sites where documentary videos can be viewed for free:

- <http://search.rthk.org.hk/search/index.php>
<http://search.bbc.co.uk/cgi-bin/search/results.pl?q=&scope=all&tab=av&recipe=all&x=46&y=11>
<http://www.youtube.com>

Below are two videos which teachers can consider using:

1. Cross River Gorilla Conservation
<http://www.youtube.com/watch?v=13Toh3Q4Vrk>
2. Guardians of the Sea: Wild Dolphins
<http://www.youtube.com/watch?v=InUrAHyggDY>

Teachers should go through the questions before students watch the documentary excerpts, so that they know what to pay attention to.

Answers to the questions vary from one documentary to another. Teachers should accept any reasonable answers.

The focus of this learning activity is not on assessing students' listening skills but their understanding of the purpose and use of observation as a research tool. Teachers should judge whether the English subtitles, if available, should be switched on according to the level of students.

Learning Activity 3

40 minutes (group work)

Before this activity, teachers should tell students that they will be presenting their research findings and analyses of a social issue in Part 3 'Final Presentation' of this module. Teachers should help students to form groups latest at this point so that they can start working together, as the observation findings of this activity can form part of the oral or written presentation later. Students should be encouraged to choose a social issue that interests them so that they will be motivated to find out more. They should also be reminded to decide on some specific items to observe so that they will be able to record their observations.

Teachers should go through the guidelines for observation study before students start designing their own observation. This link provides further information about observation and primary sources: <http://owl.english.purdue.edu/owl/resource/559/07/>. Students should be asked to report their observation findings to another group in the following lesson.

Learning Activity 4

40 minutes (pair work)

(a) **Suggested answers:** (The numbers in brackets show the suggested order, but any & reasonable answer should be accepted.)

- (b)
- (A) Introduce yourself (2)
 - B. Give the list of questions to the interviewee
 - C. Explain the research findings that you have gathered so far to the interviewee in detail
 - (D) Say how long you think the interview will last (4 / 5)
 - (E) Ask the interviewee politely for permission to interview him / her (4 / 5)
 - (F) Approach the interviewee politely (1)
 - (G) Introduce the purpose of the interview (3)
 - H. Wait for people to approach you
 - (I) Ask the interviewee for permission to record the interview (6)

(c) **Answers:**

1. My name is ... (A)
2. Answer my questions now.
3. It will take around ... minutes. (D)
4. Excuse me. (F)
5. Hey, you.
6. I am working on a research project on... (G)
7. I wonder if you could answer a few questions. (E)
8. This is urgent. You must help me.
9. I would like to find out more about ... (E)
10. Just give me ten minutes, okay?
11. May I record your interview? (I)
12. Come on. Don't be shy.

Learning Activity 5
40 minutes (pair work)

Teachers will need to play the interviews on Tracks 1-2 of the CD for Question(c) of this activity. They need to make sure they do not give students the handout for Learning Activity 6 at this point as the tape script may give away some of the answers.

Suggested answers:

- (a) Follow-up questions can be asked when the answers given by the interviewee are insufficient, irrelevant or vague.
- (b) The interviewer should try to predict the answers and prepare some follow-up questions before the interview. However, the interviewer should listen actively on the spot to decide whether to ask follow-up questions and what questions to ask.
- (c) Interview Two is better because more answers are elicited and the answers are more specific and clear. This is achieved by asking follow-up questions.

Catering for Learner Diversity

For less advanced students:

Students can be asked to jot notes while the interviews are played. You may then ask students to report the information they have noted down for each of the interviews and guide students to decide which interviewer has elicited more information from the interviewee and how the interviewer has made this possible.

Alternative for more advanced students:

Students can be chosen to role-play the two interviews.

Tape script for Interview 1

- A: Hi.
- B: Hi.
- A: My name is Kira. I am collecting opinions on the conservation of historic buildings for a school project. Would you mind if I ask you a few questions?
- B: No, not at all.
- A: Thank you. So to begin, how would you define historic buildings?
- B: Erm, any building that has been in existence for a long time.
- A: I see. So, can you think of any examples?
- B: Well, let me see. The clock tower in Tsim Sha Tsui, you know the one next to the Star Ferry Pier. Hmm...I don't know if I would say the Queen's Pier is historic. Many people think it is. But, honestly, I don't know.
- A: Okay. Why do you think historic buildings should be conserved?
- B: Of course they should be conserved. They are very important for people's cultural identity and their pride of this place.
- A: Right. When conserving a historic building is in conflict with a development project, what do you think should be done?

B: Of course economic development should give way to conserving heritage. These old buildings are the footprints left behind by the older generations. Once they are gone, they are gone forever. I just can't stand seeing these buildings being torn down. I am sure there are other ways.

A: Okay. That's all. Thank you very much for your time.

B: My pleasure.

Tape script for Interview 2

A: Hi.

B: Hi.

A: My name is Kira. I am collecting opinions on the conservation of historic buildings for a school project. Would you mind if I ask you a few questions?

B: No, not at all.

A: Thank you. So to begin, how would you define historic buildings?

B: Erm, any building that has been in existence for a long time.

A: I see. But when you say a long time, what exactly do you mean?

B: Erm, could be fifty, sixty years or more. But, I don't think age of the building is the only thing. The key is whether the architectural style is very different from what we can see today.

A: Do you mean the architectural value is even more important than how long it has stood?

B: Yes.

A: So, can you think of any examples?

B: Well, let me see. The clock tower in Tsim Sha Tsui, you know the one next to the Star Ferry Pier, is a good example.

A: I see. Can you think of any more examples?

B: Hmm...I don't know if I would say the Queen's Pier is historic. Many people think it is. But, honestly, I don't know.

A: Right. I wonder if you could tell me a bit more about the Queen's Pier. Why is it difficult to decide whether it is a historic building?

B: Somehow I feel that these people's claim that Hong Kong people have a collective memory of this place is an exaggeration. At least, I myself do not find this place particularly memorable.

A: I see. Then why do you think historic buildings should be conserved?

B: Of course they should be conserved. They are very important for people's cultural identity and their pride of this place.

A: Can you elaborate on that a bit?

B: Yeah, erm, I mean the historic buildings remind us of the past of this place — how our grandparents led their lives, what struggle our parents had to go through in their childhood before we have today's achievement. This gives us a sense of pride, doesn't it?

A: Yes. So, when conserving a historic building is in conflict with a development project, what do you think should be done?

B: Of course economic development should give way to conserving heritage. These old buildings are the footprints left behind by the older generations. I just can't stand seeing these buildings being torn down. Even if the area must be re-developed, I am sure there are other ways.

A: Other ways?

B: Renovation for example.

A: Right. Okay, that's all. Thank you very much for your time.

B: My pleasure.

Extra follow-up questions commonly used in interviews: (Teachers can elicit more from students and put them on board.)

Could you explain that in more detail?

Can you give me an example?

When you say the idea / proposal is good, in what way is it good?

What exactly do you mean by that?

So, are you saying that ...?

Sorry, I'm not with you. Do you mean ...?

Learning Activity 6

20 minutes (individual work)

This activity underscores for students the questions they could ask for elaboration of ideas. Teachers may go over the answers with students and ask them if there are any other ways of asking for such information.

Answers:

1. what exactly do you mean
2. Do you mean
3. Can you think of
4. I wonder if you could tell me a bit more
5. Can you elaborate on that a bit
6. Other ways

Learning Activity 7

30 minutes (pair work)

The role cards are just to give students some ideas of what they can say during the interview. Students should be discouraged from reading from the cards but encouraged to use the expressions learnt in Learning Activities 4 and 5.

Role card A

Situation:

You are a reporter for your school's campus magazine. You plan to write an article about slimming culture. You are interviewing a social worker who runs an eating disorder support group to find out more about the phenomenon. To gather as much information as possible, you need to ask follow-up questions. Do the following during the interview:

1. Start the interview by politely introducing yourself and explaining why you are conducting the interview and thanking him / her for his / her time.
2. Find out from the interviewee three reasons why teenagers are so concerned about their weight.
3. Ask him / her a follow-up question for every reason he / she offers.
4. Thank the interviewee at the end of the interview.

Role card B

Situation:

You are a social worker who runs an eating disorder support group.

Use the information below to answer the questions the interviewer asks you.

Your response:

Most teenagers are concerned about their weight:

1. there is peer pressure (If the interviewer asks a follow-up question, provide statistics that if a teenager has a friend who is on a diet, he / she is twice as likely to go on a diet)
2. advertisements suggest that to be thin is the only standard of beauty (If the interviewer asks a follow-up question, add details about why and how advertising works, e.g. they use well-known youth role models, they use distorted 'before-and-after' photos, they sponsor television programmes about weight control)
3. some teenagers believe that to be thin means popularity and success (If the interviewer asks a follow-up question, tell him / her that actually if one pays too much attention to weight, one misses other valuable things in life and one's social life will eventually be affected)

Catering for Learner Diversity

For less advanced students:

You can provide some sentence starters for students, such as the ones below:

My name is...and I am from...

I am planning to write... and I am trying to find out more about...

Would you mind sparing a few minutes to answer a few questions?

My first question is...

Here comes my second question...

Thank you very much indeed for your time.

Alternatively, ask students to prepare fewer questions to ask, e.g. ask for two reasons only and ask two follow-up questions, or simplify the role cards to make the activity less challenging.

Conducting and Reporting on a Questionnaire Survey

Focus: Conducting and Reporting on a Questionnaire Survey

Objectives

By the end of the lessons, students will be better able to:

- identify the salient features of a questionnaire survey
- write a simple survey questionnaire
- critique survey questionnaires
- carry out a questionnaire survey
- report on survey findings

Time Needed

- 5 hours

Learning / Teaching / Assessment Tasks / Activities

- Students identify the basic features of a survey questionnaire
- They identify the common types of questions in a survey questionnaire
- They critique and give feedback on a survey questionnaire
- They write a survey questionnaire on a social issue
- They carry out a survey on a social issue
- They identify the common elements found in a report on survey results
- They write a report on the results of a survey

Materials Required

- Handouts on 'Conducting and Reporting on a Questionnaire Survey'
- Cut-up question cards for Learning Activity 2 (page T53)
- Questionnaire Evaluation Form for Learning Activity 4 (page T57)

Conducting and Reporting on a Questionnaire Survey

Teacher's Notes

Learning Activity 1 30 minutes (pair work)

Suggested answers:

- (a) If Mary wants to understand teenagers' attitude to sex in general, a questionnaire survey is more suitable.

A questionnaire survey is a collection of responses to a set of questions on a large-scale, whereas interviews are usually done individually.

The interviewer can always ask follow-up questions if the answers provided are not clear or detailed enough. In a questionnaire survey, the researcher does not have this chance.

- (b) She can conduct the questionnaire survey on the phone, on paper or via the Internet.
- (c) Teenagers. If she wants to get an overview of teenagers' attitude in general, the respondents should ideally come from different age groups and sexes to make the survey more representative.

In general, when deciding who to survey, the following should be considered:

- what your research is focussed on, which affects the group of people you want to survey (e.g. age, gender, occupation, income group)
- who you have easy access to

Learning Activity 2 40 minutes (group work)

- (a) Closed-ended questions, giving respondents a finite set of answers, are usually used when the researcher wishes to do statistical analysis, especially in order to 'get a more complete picture' of the situation. On the other hand, open-ended questions, which do not limit the respondents to definite answers and allow them to answer in their own words, allow the researcher to explore different possible responses and get more in-depth understanding.

(b) Below are the question cards for use in this learning activity. Teachers should make enough copies so that each group will have one set of all the question cards.

Closed-ended questions

Open-ended questions

<p>Question (i) What counterfeit products have you bought? (please tick the appropriate box(es))</p> <p>Software <input type="checkbox"/></p> <p>Videos <input type="checkbox"/></p> <p>Fashion items <input type="checkbox"/></p> <p>Jewelry <input type="checkbox"/></p> <p>Stationery <input type="checkbox"/></p> <p>Other <input type="checkbox"/></p>	<p>Question (iv) What is your opinion of making the purchase of counterfeit products illegal?</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Question (ii) It is wrong for people to buy counterfeit products. Do you agree or disagree? (please tick the appropriate box)</p> <p>Strongly disagree <input type="checkbox"/> 1</p> <p>Disagree <input type="checkbox"/> 2</p> <p>Neutral <input type="checkbox"/> 3</p> <p>Agree <input type="checkbox"/> 4</p> <p>Strongly agree <input type="checkbox"/> 5</p>	<p>Question (v) What is the first word that comes to your mind when you hear the following?</p> <p>Copyright* _____</p> <p>Franchise* _____</p> <p>Trademark* _____</p>
<p>Question (iii) The quality of counterfeit products is generally: (please tick the appropriate box)</p> <p>Excellent <input type="checkbox"/> 1</p> <p>Very Good <input type="checkbox"/> 2</p> <p>Good <input type="checkbox"/> 3</p> <p>Fair <input type="checkbox"/> 4</p> <p>Poor <input type="checkbox"/> 5</p>	<p>Question (vi) To stop people from buying counterfeit products, the most effective solution is:</p> <hr/> <hr/> <hr/> <hr/> <hr/>

Suggested answers for (c):

1. Is it wrong for people to buy counterfeit products?
2. What counterfeit products have you bought before?
3. What do you think is an effective solution to piracy? / What do you think of making the purchase of counterfeit products a criminal offence?

Answers for (d):

1 – (vi) 2 – (iii) 3 – (iv) 4 – (i) 5 – (ii) 6 – (v)

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For less advanced students:

You can put students into six groups and assign each group to answer one question in the question cards. Next, choose certain students from each group to report their answers to the whole class (and put them up on the board if necessary). Students should then be encouraged to reflect on what types of answers they are. This would help them not only to see how the questions differ from one another but also to do the matching exercise.

If necessary, make use of the glossary in the Supplementary Materials Section to explain vocabulary such as 'copyright', 'franchise' and 'trademark', which students may find challenging.

For more advanced students:

They can be asked to collect a certain number of questions per question type from authentic questionnaires within a given period. This can enhance their awareness of how questions are designed.

Learning Activity 3

40 minutes (group work)

This learning activity requires students to critique a sample questionnaire. Through this learning activity, students should be able to identify the points they should consider when writing a questionnaire:

Suggested answers: (Accept any reasonable answer)

1. The respondent's name and personal information should not be included.
2. There should be a clear statement of the purpose of the survey and a polite request for the respondent to fill out the questionnaire.
3. Instructions as to how to answer the questions are missing, e.g. should the respondent put ticks?
4. The first question is what is known as a 'double-barrelled' question. 'A lot' to the first half of the question may be followed by 'No' to the second half. This should be rewritten as two separate questions.
5. Another problem with Question 1 is that the two options 'many times' and 'a lot' are too similar.
6. Question 2 is biased. It should be rewritten as: Do you agree that the school is partly responsible for school bullying?
7. The options in Question 3 are unclear. They can be changed to more specific descriptions like 'Once to three times in a year'.
8. Question 4 is vague. It can be rewritten as: Do you think school prefects can help reduce school bullying?
9. The layout is not reader-friendly. More space should be provided especially for Question 4.

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For less advanced students:

To make the task a bit easier, you might like to provide a few criteria for judging the effectiveness of the questionnaire, and ask students to rate them and give reasons to support their opinions. Here are a few examples:

- The respondent's personal information is not required.
- Instructions are clear.
- All the questions are clear.
- All questions are not biased.

Alternatively, consider providing a few of the suggested comments as examples for students to start off with.

Learning Activity 4
60 minutes (group work)

The evaluation form can be found on the next page. Students should be encouraged to give critical feedback to each other's questionnaires.

Catering for Learner Diversity**For less advanced students:**

Instead of asking students to design their own questionnaires in groups, the whole class can work on one survey questionnaire. First, the whole class (with the teacher's assistance) can decide on a research topic (e.g. slimming culture). Next, students brainstorm possible sub-topics that may be researched with the use of a survey (e.g. diet, exercise habits, use of slimming products). You can put the sub-topics up in a graphic organiser on the board at the same time. Students form groups (the number of groups depends on the number of sub-topics). Assign each group of students to form a question on one sub-topic. The groups swap the questions and refine them following the comments given in Learning Activity 3. You can then collect all the questions and ask students to complete the questionnaire (e.g. re-order the questions, design the layout, put in a statement of the survey purpose, write the instructions). Students then conduct the survey in groups.

For more advanced students:

Instead of distributing the evaluation form to students, the students can design their own evaluation form as a class. This can be done with the use of an OHT or a computer with a projector. The skills in designing the evaluation form are similar to those they need when designing a questionnaire.

The survey can be conducted after class as homework to save lesson time.

Questionnaire Evaluation Form

Evaluate the questionnaire of another group by circling the appropriate number for the criteria below.

	<i>Needs improvement</i>	<i>Satisfactory</i>	<i>Good</i>
1. The questionnaire includes a clear purpose at the beginning	1	2	3
2. The questionnaire does not ask the respondent for unnecessary personal information	1	2	3
3. The questionnaire includes clear instructions	1	2	3
4. The questions are easy to understand	1	2	3
5. The questions are not biased	1	2	3
6. The layout is reader-friendly	1	2	3

Other comments:

**This is a general list of feedback criteria. Teachers might like to adapt it for use in their own classroom.*

Learning Activity 5
130 minutes (pair work)

Answers for (a):

A-5 B-3 C-1 D-2 E-4 F-3 G-1 H-5 I-2

(b) Teachers ask students to read the survey report and identify the different parts.

Suggested answers:

Report on School Bullying Survey 2008[△]

I. Introduction

School bullying is clearly not a new issue, but with more and more videos of school children beating up their classmates uploaded to video-sharing websites, this issue is drawing increasing media attention in recent years. As part of our research project on the issue of school bullying, a survey was carried out on campus in April 2008 with the aims:

- to investigate the prevalence of school bullying
- to understand teenagers' attitudes towards school bullying

Background information

Details of when and where the survey was conducted

Purpose of the survey

II. Methodology

In early April, a survey questionnaire was sent by email to one class of students randomly selected from each level (Secondary One to Secondary Seven), a total of 273 students. During the two-week survey period, 118 valid questionnaires were collected from respondents aged 11 – 19, including 49 females (41.5%) and 69 males (58.5%).

Details of who were selected and how they were selected

III. Survey Results

1. Prevalence of school bullying

Survey results suggested that bullying is very common at school. The majority of the respondents (89%) had witnessed bullying incidents on campus (73% had witnessed verbal bullying, 68% had witnessed physical assault, 55% had witnessed bullying through extortion).

2. Reactions to bullying incidents

Out of the 89% who had witnessed bullying on campus, 63% left the scene immediately, 33% tried to stop the bullying by themselves, and only 21% went to seek help from prefects and/or teachers. It was also found that 18% stayed to watch the bullying.

3. Attitudes to bullying

97% of the respondents agreed that 'it would be better not to have any bullying at school.'

When asked about their attitude towards the bullies, most (82%) of the respondents 'feared becoming the next target', 55% 'felt angry', 29% 'were frustrated', and 5% 'admired the bullies'.

As for their attitudes towards the victims, 'sympathy' dominated the responses (91%), although less than 5% 'felt the victims deserved it'.

Written presentation of the survey responses

[△]This report is made up for illustration purposes only.

IV. Analysis of Survey Results

From the data collected from the survey, it was found that bullying is a very serious problem on campus.

One significant finding was that there was a sharp contrast between students' reactions and their attitudes to bullying. While most students had rather strong negative feelings (anger, frustration, fear) about the bullying incidents, not many of them actually took action to stop bullying from spreading. Judging from their responses, one could suggest that their inaction was not the result of indifference. It was either students' fear of becoming the next target that silenced them, or it was their lack of trust in the school to handle the problem that made them do nothing.

Interpretation of the results

Another result that is worth highlighting is that the great majority of students wished to study in a bullying-free campus. A conclusion one could draw is that, when protected and encouraged, most students would probably be willing to take action to stop bullying.

V. Conclusion

Bullying is a pressing issue. Unfortunately, many students interviewed preferred to 'stay out of the problem'. The good news is that most students did not approve of the bullying behaviour and they agreed that it would be better if no one were bullied. To effectively stop campus bullying, not only that the school must maintain strict confidentiality of the reporters' identity, but this should also be made known to students. If taken seriously, it is foreseeable that the number of reports will increase. Together with appropriate punishment and education, this will certainly help to reduce tragedies at school.

Summary of the key findings and the implications

Recommendation for further action

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For more advanced students:

Instead of only asking students to identify the various elements commonly found in survey reports, cut up the report into small paragraphs and remove the sub-headings. Students can then be asked to work out the order of the paragraphs and write their own sub-headings.

An authentic survey report on sex education can also be found from the website below:
<http://www.cuhk.edu.hk/cpr/pressrelease/080128e.htm>

- (c) This learning activity can be set as homework after students have conducted the survey outside class.

Acknowledging Sources of Information

Focus: Acknowledging Sources of Information

Objectives

By the end of the lessons, students will be better able to:

- identify the kinds of information that should be acknowledged
- acknowledge the sources of information
- quote, paraphrase or summarise the sources of information

Time Needed

- 2 hours 40 minutes

Learning / Teaching / Assessment Tasks / Activities

- Students identify information that should be acknowledged and work out a list of criteria
- They compare the features of three common types of citations: direct quotation, paraphrase and summary
- They identify and brainstorm reporting verbs and phrases that introduce citations
- They practise writing different types of citations and present the important features of each type to each other

Materials Required

- Handouts on 'Acknowledging Sources of Information'
- Information sheet about direct quotation, paraphrase and summary for Learning Activity 4 (pages T66-T68)

Acknowledging Sources of Information

Teacher's Notes

Teachers should first help students to understand that it is their responsibility to acknowledge the source of information in their work. The failure to do so is known as plagiarism, which is a serious academic offence. This can be done by asking students to imagine being the author of the source, who would most likely feel disrespected; and being the reader or audience, who would probably cast doubt over the reliability of any specific information like statistics, which can only be collected through in-depth research.

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For less advanced students:

This unit aims to arouse students' awareness of the need to acknowledge the source of information in their work. If you find the style of citation introduced in this unit too detailed or elaborate, you may require your students to make only simple and straightforward acknowledgements (e.g. According to the Social Welfare Department...) in their work.

Learning Activity 1

30 minutes (pair work)

(a) Suggested answers:

Statements included in your research project	Should you acknowledge the sources?	Your reasons
e.g. Hong Kong's population is about 7 million.	Y / <u>N</u>	It is a well-known fact
1. The Hong Kong economy has transformed to a knowledge-based economy since the 1990's.	Y / <u>N</u>	General description of a trend that can be observed in society
2. Hong Kong primary students spend a daily average of 2.6 hours watching TV.	<u>Y</u> / N	Specific statistical information that is beyond most people's common knowledge
3. The media is a powerful tool in shaping social values.	Y / <u>N</u>	Your own personal view of a general social phenomenon
4. As at the end of March 2008, the number of Comprehensive Social Security Assistance cases was 285,773.	<u>Y</u> / N	Specific statistical information that comes from the government
5. British rule of Hong Kong was handed over to China on 1 July 1997.	Y / <u>N</u>	A historical event that is known to most people
6. The blanket of greenhouse gases keeps the planet about 15°C warmer than it would be without the cover.	<u>Y</u> / N	Specific statistical information that is supported by scientific research

- (b) An alternative is that teachers bring in authentic texts like newspapers, academic books, government or non-government organisations' reports and consultation papers, which are likely to contain citations. The sources can be distributed to different groups of students randomly. Students can then look for as many examples of acknowledgement of sources as possible and put them under different reasons for acknowledgement.

Below are some suggested texts with examples of acknowledgement of sources:

<http://www.cyberschool.oxfam.org.hk/articles.php?id=77>

<http://www.cyberschool.oxfam.org.hk/articles.php?id=83>

<http://www.bbc.co.uk/ethics/sport/fair/rights.shtml>

<http://youthink.worldbank.org/issues/environment/earthday/>

http://www.thestandard.com.hk/news_detail.asp?pp_cat=15&art_id=65324&sid=18781255&con_type=1&d_str=20080505&sear_year=2008

http://www.thestandard.com.hk/news_detail.asp?pp_cat=11&art_id=74795&sid=21598291&con_type=1&d_str=20081124&sear_year=2008

Learning Activity 2 20 minutes (pair work)

(a) **Answers:**

- &
- (b)
- Which of the three texts includes words directly copied from the source?
Text B -- Direct quotation
 - Which of the texts is a summary of the main ideas in your own words?
Text C -- Summary
 - Which of the texts is a rewritten version in your own words?
Text A -- Paraphrase

Learning Activity 3 50 minutes (group work)

(a) Reporting verb in Text B: *remark*

Other possible reporting verbs:

say, state, mention, argue, point out, observe, claim, believe, report

(b) Phrase used for citation in Text C: *According to ...*,

Other possible phrases:

To quote ..., To cite ..., As pointed out by ..., As xxx(author) notes,

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For less advanced students:

Instead of asking students to brainstorm, you can give them some newspaper articles from which they identify reporting verbs and phrases used.

- (c) Before students do this learning activity, teachers can remind them that expressions like 'according to' and 'to quote' and reporting verbs like 'state' and 'suggest' should not be used at the same time (e.g. It is incorrect to say 'According to Professor Wong, he states that ...'). Although this exercise requires students to pay some attention to punctuation and citation style, the focus is actually on the language. Teachers do not need to go into detail with regard to the technical knowledge of citation.

Answers:

1. The 5 November 08 issue of the Hong Kong Post suggests that 'piracy has become part of mainland Chinese culture.'
2. According to 'Causes of Hunger' published by Oxfam Hong Kong (2006), one of the causes of hunger is uneven distribution of resources.
3. Air pollution 'is estimated to cause approximately 2 million premature deaths worldwide per year' ('Air Quality and Health Fact Sheet', the WHO, 2008).

After students have finished Learning Activity 3, the notes on how sources of information are acknowledged on the following page can be given to more advanced or interested students for reference.

How are sources of information acknowledged?

1. Use of brackets at the end

In many parts of the world, two important solutions to the energy crisis are considered above all. First, people are encouraged to use energy more efficiently, so as to reduce the demand on energy; second, renewable sources are employed to sustain the supply of energy. Other possible solutions still have to be investigated, but the two mentioned above are key. In Hong Kong, the Energy Efficiency Office of the Electrical and Mechanical Services Department has put significant effort into carrying out both (Leung & Hui, 2004).

year of publication

authors' last names

Name(s) of author(s) and year of publication put after the information in brackets

2. Use of a reporting verb

authors' last names

year of publication

Name(s) of author(s) + (year) + reporting verb + that ...
e.g. remark
argue
point out

Leung & Hui (2004) remark that 'the two important measures that policy makers in many countries usually have accorded high priority to are the promotion of energy efficiency and conservation, and exploitation of renewable energy sources.'

3. Use of a citation phrase

Citation phrase + name(s) of author(s) + (year), ...
e.g. According to
To quote
As pointed out by

authors' last names

year of publication

According to Leung & Hui (2004), as in many other countries, two measures to address the issue of the energy crisis have been adopted by the Energy Efficiency Office of the Electrical and Mechanical Services Department in Hong Kong: (1) to promote energy efficiency and (2) to investigate the use of renewable energy sources.

Learning Activity 4**60 minutes (pair work, individual work and group work)**

- (a) The discussion in this learning activity provides some vocabulary scaffolding for the citation learning activity in (b) and helps orient students to the given text. It is likely that students do not know much about eating disorders at this stage. Teachers should encourage them to make guesses in pairs and introduce any vocabulary afterwards. For instance, teachers can encourage students to describe symptoms of the different types of disorders instead of giving the names of the types.

Suggested answers:

1. Anorexia (a mental illness that makes someone stop eating) and bulimia (an illness that causes someone to keep eating until they vomit in order to lose weight).
2. Teenagers and people in their twenties are more likely to develop eating disorders.
3. There is a wide range of reasons, e.g. desire to lose weight, distorted self-image, stress and biological factors. (For more detailed discussions, teachers can direct students to: http://www.heda-hk.org/eng/04leadED_02psychological.php.)

- (b) The next few pages give information about the three types of citations: direct quotation, paraphrase and summary. Students should get into groups of three and decide who will be Student A, Student B and Student C. Teachers should distribute the Quotation information sheet to Student As, the Paraphrase information sheet to Student Bs and the Summary information sheet to Student Cs.

Students should study the information sheet given and try to write a citation on their own using some of the information from the paragraph. Teachers should provide help when necessary.

Suggested answers:Citation 1 – Direct Quotation

According to the Hong Kong Eating Disorders Association, 'there are many cases of eating disorders of different severity levels that are unidentified.'

Citation 2 – Paraphrase

So far the government has not yet made any plans for the treatment of eating disorders.

Citation 3 – Summary

Many people in Hong Kong suffer from eating disorders of different kinds and severity levels. Most patients are young females who start to develop eating disorders during their teens.

- (c) This learning activity is a peer-teaching activity. After students have learnt about the citation type given on their information sheet, they should highlight the most important points and teach their group mates.

Catering for Learner Diversity**For less advanced students:**

Students can first be put into six groups (or nine groups), depending on class size. Two (or three) of these groups can be given one type of citation to work on. Students should then discuss the use of the citation type as shown in the information sheet within their group and write the citation paragraph together. This should help students to better prepare for the peer-teaching in (c).

Next, students should be regrouped so that each group contains students working on all the three types of citations. They peer-teach as instructed in (c).

Information sheet for direct quotation:

Citation 1 – Direct Quotation

Direct quotations are used usually for the following reasons:

1. the quote is short
2. the quote contains attention-grabbing statements
3. it is very difficult to rephrase the source because it contains many names / numbers / technical terms

Except for the above reasons, in the majority of cases, you should paraphrase the ideas and information instead of using a direct quotation. Large chunks of quotes should also be avoided.

Direct quotations must be placed in quotation marks (' ') to show that the exact words in the original source are used in your work.

e.g.

- To quote the 5 November 2008 issue of the Hong Kong Post, 'piracy has become part of mainland Chinese culture.'
- Ku (1997) observes that 'Japanese comics remain extremely popular, while karaoke bars have taken the place of singing lounges and sushi bars are never empty until they close, often in the small hours.'

Information sheet for paraphrase:

Citation 2 – Paraphrase

Here are some guidelines of a good paraphrase:

1. Rewrite the source in **your own** words as far as possible.
2. Keep the same meaning without adding or omitting any important ideas.
3. Keep approximately the same length.

You can use the following strategies to help you to paraphrase:

1. Do not paraphrase word for word; instead, look at groups of words, e.g. pre-primary education facilities → kindergartens
2. Do not paraphrase every single word. Some words are impossible to paraphrase, e.g. the Chief Executive, the greenhouse effect

3. Restructure the grammar.

- voice of verbs: active ← → passive

The government **established** the commission in 1988.
→ The commission **was established** in 1988.

- part of speech : noun ← → verb

The government's **proposal** to solve the problem involves raising taxes.
→ The government **proposes** to solve the problem by raising taxes.

- infinitives ← → gerunds

It is difficult for **us to change** our behaviour overnight.
→ **Changing** our behaviour overnight is difficult.

4. You can change the order of ideas, providing that the ideas can be expressed clearly.

Information sheet for summary:

Citation 3 – Summary

Here are some guidelines of a good summary:

1. Rewrite the source in **your own** words as far as possible.
2. Present only the most important ideas in the source to reduce the length.
3. Do not include your own ideas.

You can take the following steps to help you when writing a summary:

1. Read the original source and underline the key points / main ideas and cross out the supporting details.
2. Recognise the organisation pattern of the source:

e.g. comparison and contrast, classification and division
3. Reread the source, extract the key points / main ideas and take notes on a separate piece of paper.
4. Rewrite your notes in your own words, without looking back at the original source.
5. Compare your summary and the source to see if you have missed out any important points.

Part 3

Final Presentation

Presenting Social Issues in Speaking

Focus: Presenting Social Issues in Speaking

Objectives

By the end of the lessons, students will be better able to:

- identify the salient features of an oral presentation
- use appropriate signposts in oral presentations
- use appropriate body language in oral presentations
- use appropriate visual aids in oral presentations
- evaluate oral presentations
- do an oral presentation on a social issue

Time Needed

- 4 hours

Learning / Teaching / Assessment Tasks / Activities

- Students reflect on their personal experience of giving presentations
- They watch two presentations and explain why one is better
- They dictate and brainstorm useful signposts in oral presentations
- They demonstrate and differentiate good and bad gestures and postures in oral presentations
- They complete guidelines in using visual aids in oral presentations
- They do presentations on social issues they have researched

Materials Required

- Handouts on 'Presenting Social Issues in Speaking'
- Cut-up signpost cards for Learning Activity 4 (page T74)
- Presentation Peer Evaluation Form for Learning Activity 7 (page T79)
- CD Tracks 3-4 (video): Presentations A and B for Learning Activity 2

Presenting Social Issues in Speaking

Teacher's Notes

Part 3 includes activities that aim at enabling students to organise their findings and analyses for a presentation. Teachers may use their discretion as to which activities to implement according to their students' abilities. As stated in the Suggested Scheme of Work, it is very important that teachers provide a context for the presentations to take place. For example, teachers can organise a Social Awareness Week or a field trip to the High Court, which should give students a context for doing the presentations.

Learning Activity 1

10 minutes (pair work)

Students reflect on their own experience of doing presentations and discuss in pairs what makes an effective presentation.

Learning Activity 2

20 minutes (pair work)

- (a) The two questions here only act as lead-in. Teachers should accept any reasonable answers and encourage students to justify.

Suggested answer for (1):

Consumerism refers to the social phenomenon that people equate happiness with purchasing material things.

- (b) Students watch the presentations on consumerism (CD Tracks 3-4) and decide which one is better. They should also be asked to come up with some reasons to support their judgement.

Suggested answers:

Presentation <u>B</u> is better.	Presentation <u>A</u> is not very good.
Reasons: 1. Well organised 2. Introduction is interesting and attracts attention 3. Effective use of signposts 4. Frequent eye contact 5. Relaxed and confident 6. Body language used to make emphasis 7. Only keywords put on PowerPoint slides 8. Good design of PowerPoint slides makes presentation clear	Reasons: 1. Introduction is not clear 2. Little eye contact 3. Excessive reading from the PowerPoint slides 4. Confusing use of signposts 5. Distracting body language e.g. walking back and forth 6. Too many words on PowerPoint slides 7. Distracting PowerPoint animations and sound effects

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For less advanced students:

You may provide a few guiding questions for students to consider while commenting on the presentations, for example:

Which presentation has a more interesting introduction?

Which presentation is more organised?

Which presentation has better signposting?

Which of their PowerPoint slides are clearer and more helpful?

Which presenter has better eye contact and looks more confident?

Learning Activity 3

15 minutes (pair work)

Answers:

1. Organisation	<p><i>e.g. <u>3</u> A suitably loud and clear voice</i></p> <p><u>1</u> Strong conclusion – to summarise main points and leave the audience still thinking about what you said after the presentation</p> <p><u>2</u> Interesting and original ideas</p>
2. Content	<p><u>1</u> Clear signposting words like <i>firstly, secondly, to conclude</i>, to link different parts / ideas</p> <p><u>3</u> Looking at everyone in the audience</p> <p><u>4</u> Proper use of colours, pictures, sound effects and animations for emphasis</p>
3. Delivery (voice, eye contact and body language)	<p><u>1</u> Strong introduction – to explain content and arouse interest</p> <p><u>2</u> Elaboration of points</p> <p><u>1</u> Appropriate timing</p> <p><u>3</u> Correct use of pausing for emphasis and stress on the right words</p>
4. Visual aids	<p><u>2</u> Relevant points and examples</p> <p><u>3</u> Appropriate use of gestures for emphasis</p> <p><u>4</u> Clear and simple messages or diagrams which help to make the presentation more effective</p>

Learning Activity 4

55 minutes (group work and individual work)

- (a) Teachers could first ask students about the use of signposts in a talk (e.g. to make the different parts and ideas easier to identify).

Then, teachers could explain the procedures of the running dictation to students:

1. Students should get into groups of four.
2. One set of cards bearing various useful signposts in a presentation is placed at the teacher's desk face down.
3. The teacher turns over one of the cards. Each group sends a representative (the runner) to look at the card at the teacher's desk. The runner is not allowed to take the card back to the group, but instead the runner should memorise the word / phrase at the teacher's desk.
4. When the runner returns to the group, he / she says the word / phrase, the other group mates write it in the right place on the given form.
5. Then the teacher turns over another card. Students in the group take turns to become the runner and the same steps are repeated.
6. The group that finishes first and gets all the words / phrases in the right place wins.

Suggested answers can be found on page T75.

To illustrate (further explain) this point, we can look at ...	On the other hand,	Now, let me turn to ...
I'll now explain ...	If I can just repeat the main points,	Lastly,
First of all,	Now, I'd like to discuss ...	An example of this is ...
However,	To conclude,	But,
For instance,	I will begin by...	Whereas...
Let me briefly summarise the main points.	In addition to ..., we need to think about ...	To start with,
My third point is,	Let me remind you of some of the issues we've covered.	For example,

Suggested answers:

To sequence points	e.g. First of all <ul style="list-style-type: none"> • Lastly, • To start with, • My third point is, • I will begin by...
To indicate movement to a new point	<ul style="list-style-type: none"> • Now, let me turn to ... • Now, I'd like to discuss ... • I'll now explain ... • In addition to ..., we need to think about ...
To provide an example	<ul style="list-style-type: none"> • For example, • For instance, • To illustrate this point, we can look at ... • An example of this is ...
To show a contrast	<ul style="list-style-type: none"> • However, • On the other hand, • Whereas... • But,
To sum up and conclude	<ul style="list-style-type: none"> • Let me remind you of some of the issues we've covered. • If I can just repeat the main points, • To conclude, • Let me briefly summarise the main points.

(b) Teachers can remind students that signposts and linking words used for most other text-types can also be used in presentations. The following are some more examples:

To sequence points:

First, I'd like to talk about... / To begin with,...

To indicate movement to a new point:

Having looked at..., I'd now like to discuss...

Now, I'd like to move on to...

Let's now look at...

To provide an example:

Take...as an example,...

Let me give you a couple of examples. Firstly,...

To show a contrast:

Yet, / Though... / Although...

On the contrary,

Despite... / In spite of...

To sum up and conclude:

To summarise, / In short, / To sum up,

- (c) Students fill out the gaps and teachers elicit from them the different possible options.

Suggested answers: (other phrases that fit in the passage should also be accepted)

Script of a Presentation on Internet Addiction

Good morning everyone. I'm here today to talk about Internet addiction. (1) I will begin by asking you a question. Have your parents and teachers ever told you that you're 'addicted' to the Internet? Yes, right? So, what is 'Internet addiction' really?

Internet addiction is defined as excessive use of the Internet and its features such as online games and chat programs. This is a worldwide phenomenon and is particularly common in developed countries. (2) For instance, in mainland China, an estimated 3.2% of teenagers are addicted to Internet use and in Hong Kong 15.4% are addicted.

(3) Now, let me turn to why so many people are addicted to the Internet. Hong Kong is a place with a large population and very little space. Using the Internet can help young people to establish their own identities online, without interference from their family or others. Another reason that encourages Internet use is that the Internet is becoming cheaper and more easily accessible every day. (4) For example, free Internet connection is provided in almost all government buildings and public areas. Teenagers are therefore quick to take advantage of the Internet for fun, collecting information and staying in touch with friends. (5) However, this healthy activity can lead to addiction when the Internet is used as a way of escaping problems in the family or at school, or relieving feelings of helplessness, guilt, or anxiety.

(6) I'll now explain how Internet addiction affects the addicts and their families. Like alcoholics or drug abusers, Internet addicts tend to be depressed and have low self-esteem. Since they usually spend many hours behind the computer screen, this can affect their job, friendships, romantic relationships and educational opportunities. (7) In addition to the impact on the addicts, we need to think about how their families are affected as a result too. The parents of young Internet addicts are unlikely to understand the attraction of cyberspace, so they may ask their addicted children to reduce the time they spend online. When their children refuse, they are likely to feel irritated, angry and sometimes even helpless, which can create tension and conflict within the family.

(8) Now, I'd like to discuss how the problem of Internet addiction can be solved. (9) First of all, at school, extra-curricular activities should be provided to encourage Internet addicts to develop other hobbies. Also, family counselling sessions can help in combating addiction and allow parents to understand youth culture and why the Internet is so important to their children. (10) My third point is that social welfare organisations have a role to play in addressing the problem too. Lastly, courses should be provided to allow Internet addicts to build their self-confidence and ability to communicate, along with other skills needed in human interaction.

Now, (11) let me briefly summarise the main points. I have discussed the definition of Internet addiction and the global spread of this phenomenon. I have also talked about the factors that contribute to the growth of Internet addiction and how Internet addiction affects the addicts and their families. And (12) lastly, I have suggested a few solutions to combat this problem.

I hope you found this presentation useful and I am happy to answer any questions you have about this issue.

Learning Activity 5
30 minutes (pair work)

(a) This allows students to see for themselves the different gestures and postures.

Catering for Learner Diversity

For less advanced students:

Less advanced students may find the following words / phrases difficult. You can give them hints as suggested below.

pound your fist – hand movement; you do it when you feel very angry

palm – central part of the front of your hand

slouch – stand, sit or walk with your shoulders and head bent forward

(b) **Suggested answers:**

stand upright	keep looking at your feet	hold your notes or the table all the time
point to relevant parts of visual aids	pound your fist	count with your fingers as you say 'firstly', 'secondly', etc.
put both hands into your pockets	cross your arms	move one or two steps forwards / backwards
turn your back to the audience	shake your head as you say 'no', 'never', etc.	point your finger at the audience
put your hand out a little, palm up, as you refer to the audience	slouch and lean on the table (as if you feel too tired to carry the weight of your body)	play with your hair / finger

(c) Gestures that can be used to stress important points include:

- Count with your fingers as you say 'firstly', 'secondly', etc.
- Move one or two steps forwards
- Shake your head as you say 'no', 'never', etc.

Learning Activity 6

20 minutes (individual work)

Suggested answers:

DOs
1. Use short phrases or <u>key</u> points only.
2. Use <u>diagrams</u> to show relationships, trends, etc. instead of using textual description.
3. Introduce complicated ideas <u>one</u> step at a time. This allows the audience time to slowly take in the points.
4. To avoid making language mistakes, <u>proofread</u> the slides before the presentation.
5. Familiarise yourself with the PowerPoint until you know when to <u>click</u> the mouse for the next slide / point.
DON'Ts
1. Do not put <u>every</u> word you say on the slides. PowerPoint is to ASSIST you, not REPLACE you.
2. Do not use many different <u>font</u> styles and sizes on the same slide. This is confusing for the audience to read, so be consistent.
3. Do not use font colour similar to the <u>background</u> colour. You can use the 'Design Template' to avoid this.
4. Do not use unnecessary <u>sound</u> effects and animation, as they will distract your audience from you.
5. Do not stand in <u>front</u> of the screen.

Teachers can play the 'bad' presentation video used (Presentation A) in Learning Activity 2 again for students to demonstrate the dos and don'ts with the use of PowerPoint.

Catering for Learner Diversity

For less advanced students:

Instead of asking students to fill out the blanks on their own, you may provide a list of words for students to choose from. You may also play the game 'hangman' to help students to get at some of the words which they have difficulty with.

For more advanced students:

The following videos about the use of PowerPoint can be played for more advanced students.

<http://www.youtube.com/watch?v=cagxPIVqrtM>

http://www.youtube.com/watch?v=hKv_s6WMc1U

You can elicit the points mentioned in the videos from students after viewing.

Learning Activity 7**(Approximately 8 minutes per group + 10 minutes for follow-up)**

Teachers make copies of the peer evaluation form below and distribute them to students. Students should be encouraged to give critical feedback to each other. To encourage more interaction between groups, teachers can regroup the students after all the groups have finished presenting and ask students to discuss and vote for the best presentation in the new group. Students should be prepared to justify their choice.

Presentation of a Social Issue Peer Evaluation Form				
Student's name:				
Topic:				
<i>Give feedback on your classmate's performance by circling the appropriate number.</i>				
	<i>Needs improvement</i>	<i>Satisfactory</i>	<i>Good</i>	
Content				
1.	There are enough examples and details to support the points	1	2	3
2.	The points are interesting	1	2	3
3.	The points are logical and convincing	1	2	3
Organisation				
4.	A good introduction is given	1	2	3
5.	Each part is signposted clearly	1	2	3
6.	The main point in each part is clear	1	2	3
7.	A good conclusion is given	1	2	3
Delivery				
8.	Notes are appropriately referred to (i.e. speech is natural)	1	2	3
9.	Good eye contact is maintained	1	2	3
10.	Voice is loud and clear	1	2	3
11.	Confidence is shown	1	2	3
Other comments:				

**This is a general list of feedback criteria. Teachers might like to adapt it for use in their own classroom.*

Presenting Social Issues in Writing

Focus: Presenting Social Issues in Writing

Objectives

By the end of the lessons, students will be better able to:

- identify the salient features of fact sheets
- write a fact sheet to present information about a social issue
- identify the salient features of a letter to the editor
- write a letter to the editor to present their views on a social issue

Time Needed

- 2 hours 30 minutes (excluding the time for students to do the writing)

Learning / Teaching / Assessment Tasks / Activities

- Students identify the features of fact sheets
- They make corrections to improve a fact sheet
- They identify the layout of a letter to the editor
- They identify the language features of a letter to the editor

Materials Required

- Handouts on 'Presenting Social Issues in Writing'
- Authentic fact sheets for Learning Activity 1
- Cut-up strips of the sample letter to the editor for Learning Activity 3 (page T83)

Presenting Social Issues in Writing

Teacher's Notes

To begin this unit, teachers should point out that there are many different ways how information and opinions about social issues can be presented in writing. Students are presumed to have prior knowledge about the different text-types. Fact sheets and letters to the editor are selected for this unit mainly because they can help to illustrate the features of many other text-types. For example, what students learn about the language and features of fact sheets can be transferred to writing reports and expository essays; what they learn about the language and features of letters to the editor can be used in argumentative essays. Teachers may consider opting for either one of the text-types to be covered in class so that more time could be used to prepare students for their writing.

Learning Activity 1

20 minutes (group work)

Students should be asked to bring in authentic fact sheets to class for this learning activity. Alternatively, teachers can find them from the following websites:

<http://www.kidsplanet.org/factsheets/map.html>

<http://www.gov.hk/en/about/abouthk/factsheets/index.htm>

<http://www.who.int/mediacentre/factsheets/fs311/en/index.html>

Answers:

	True (T) or false (F)?
1. A fact sheet contains more opinions than facts.	F
2. A fact sheet is a short summary on a topic.	T
3. Fact sheets are often divided clearly into different sections.	T
4. Fact sheets contain imaginative phrases like 'the index went up like a rocket' and 'Hong Kong never sleeps'.	F
5. Fact sheets often contain many numbers.	T
6. Tables, charts and graphs are often used in fact sheets.	T
7. A fact sheet aims to make the reader believe in the writer's point of view.	F
8. Information is often presented in bullet points.	T
9. Personal pronouns like 'I' and 'you' are often used in fact sheets.	F

Learning Activity 2

50 minutes (individual work / pair work)

- (a) Students are given a sample fact sheet on obesity that will prepare them for Learning Activity (b). The sample fact sheet follows the guidelines set out in Learning Activity 1.
- (b) Teachers should accept any reasonable changes other than those suggested on the next page.

Suggested answers:**Population ageing****1. Overview**

Population ageing is a problem that worries many governments. ~~I think~~ The population is ageing when the percentage of children gets smaller and that of the elderly gets larger. ~~Can't you see that~~ This shift in population is particularly clear among developed countries. The median age of the population of developed countries rocketed from 29.0 in 1950 to 37.3 in 2000, and is forecast to rise to 45.5 in 2050.

2. Causes of population ageing

Population ageing is the result of two demographic trends: a longer life expectancy and lower birth rate. In other words, people live longer and give birth to fewer children. The reasons why people live longer are simple: better nutrition and medical care, ~~which I believe are good things~~. In contrast, people give birth to fewer children as a result of the combination of various socio-economic factors. Examples include:

- later marriage
- higher female education level
- easier access to contraception and abortion
- increasing housing and education costs
- higher work pressure
- gloomier prospects

3. Hong Kong population trends

facing the same problem

As expected, Hong Kong is also ~~hitting rough weather~~. In the past fifteen years, male life expectancy has risen from 72.3 to 78.8, while female life expectancy has gone up from 78.4 to 84.4. ~~What is worse,~~ These numbers are forecast to increase even further respectively to 82.5 and 88.0 in 2033. The number of children married couples give birth to has declined from 3 in the 1970s to a ~~pathetic~~ 0.97 in 2005.

Teachers can explain to students that the changes are made in order to avoid the expression of personal opinions and the use of idiomatic language. Besides putting the information in section 2 in bullet points, students may also consider using charts or graphs to present the information in section 3.

Catering for Learner Diversity**For more advanced students:**

You might like to just provide students with the first example and remove the underlines in the rest of the text to give students more challenge.

Learning Activity 3
40 minutes (group work)

Teachers cut up the paragraphs in the letter to the editor below and distribute the strips to students. Students sequence the paragraphs and label the different parts. Teachers should remember not to distribute the handout for Learning Activity 4 at this stage as it will give away the answers for this activity.

(C) Dear Editor,

(B) I am writing in response to the article 'Family Plight' dated 18 April and would like to express my views on the recent tide of domestic violence cases.

(G) I strongly believe that no single solution will eliminate the multi-dimensional issue of domestic violence. Instead, a combination of various preventive and remedial measures, taken by different government bodies and community organisations at different stages, is needed. Here in this letter, I would like to point out the importance of two measures in particular.

(A) First, I would like to address the need to increase law enforcement. Domestic violence is a crime, and naturally, there should be severe punishment as a deterrent. However, as far as I am concerned, the problem now lies more in the lack of identification and arrest than in the lack of legal consequences. The police are often the first people domestic violence victims seek help from. Police officers should not treat these cases as only disputes within family, but they should understand that family violence can lead to a devastating impact on the individual victims, the family and the community. Instead of dealing with family battering cases in isolation, frontline officers should also be more sensitive to the possibility of long term abuses. They should be given training on detecting and handling family issues and a specialised division or team can also be set up to follow up any such cases.

(F) My second suggestion is to encourage the reporting of violence. Although the number of reported cases of domestic violence is on the increase, I believe there are still countless victims who remain silent for fear of losing their financial income, shelter and children. To encourage domestic violence victims to report their situation to the police, they should be made aware of the support and protection they will receive. Social workers and community organisations like family service centres will play an important role in this regard. Also, a strong message should be sent to the public that if they suspect their family or neighbours are victims of domestic violence, they should immediately report their concerns to the police with the guarantee that their identity will be protected.

(E) Domestic violence is morally wrong and causes enduring emotional pain. I must say to eliminate this social ill is a responsibility we, as a society, should not turn a blind eye to.

(D) Yours faithfully,

Chris Wong

Suggested answers:

(C) Dear Editor, 2. Greeting 5. Reference to the article you are responding to

(B) I am writing in response to the article 'Family Plight' dated 18 April and would like to express my views on the recent tide of domestic violence cases.

(G) I strongly believe that no single solution will eliminate the multi-dimensional issue of domestic violence. Instead, a combination of various preventive and remedial measures, taken by different government bodies and community organisations at different stages, is needed. Here in this letter, I would like to point out the importance of two measures in particular. 6. Your point of view

(A) First, I would like to address the need to increase law enforcement. Domestic violence is a crime, and naturally, there should be severe punishment as a deterrent. However, as far as I am concerned, the problem now lies more in the lack of identification and arrest than in the lack of legal consequences. The police are often the first people domestic violence victims seek help from. Police officers should not treat these cases as only disputes within family, but they should understand that family violence can lead to a devastating impact on the individual victims, the family and the community. Instead of dealing with family battering cases in isolation, frontline officers should also be more sensitive to the possibility of long term abuses. They should be given training on detecting and handling family issues and a specialised division or team can also be set up to follow up any such cases. 1. Body Paragraph 1

(F) My second suggestion is to encourage the reporting of violence. Although the number of reported cases of domestic violence is on the increase, I believe there are still countless victims who remain silent for fear of losing their financial income, shelter and children. To encourage domestic violence victims to report their situation to the police, they should be made aware of the support and protection they will receive. Social workers and community organisations like family service centres will play an important role in this regard. Also, a strong message should be sent to the public that if they suspect their family or neighbours are victims of domestic violence, they should immediately report their concerns to the police with the guarantee that their identity will be protected. 1. Body Paragraph 2

(E) Domestic violence is morally wrong and causes enduring emotional pain. I must say to eliminate this social ill is a responsibility we, as a society, should not turn a blind eye to.

(D) Yours faithfully, 3. Call for action

Chris Wong 4. Your name

Learning Activity 4 40 minutes (pair work)

This learning activity aims to further raise students' awareness of the features of letters to the editor.

Suggested answers:

1. Do you need to put the name of the editor in the letter? Why? Or why not?

No. Even if you know the name of the editor, it is not appropriate to put it in the letter. Letters to the editor are not correspondence between only the writer and the newspaper editor. The target audience actually include all the readers of the newspaper.

2. When are personal pronouns like 'I' and 'we' used?

'I' is used when the writer wants to make it clear that the point made is his / her opinion. 'We' is used to refer to the community in general.

3. What phrases are useful for expressing opinions? Underline them.

See answers in the letter on page T84.

4. How is a letter to the editor similar to and different from an argumentative essay?

(Accept any reasonable comparison)

- Both text-types are used to express opinions and present arguments with a purpose to convince the reader.
- Because of spacing limits, a letter to the editor is usually shorter and more direct. Argumentative essays tend to include more details, examples and elaboration to support the arguments.
- A letter to the editor is often a response to an article, an editorial, another writer's letter to the editor, about which the readers are presumed to already know. Therefore, when compared with an argumentative essay, less background information is needed in a letter to the editor.

Teachers can decide what text-types they want their students to produce as a final display of their research project results. As mentioned at the beginning of this unit, students do not need to write fact sheets or letters to the editor, if teachers think other forms of writing, e.g. feature articles, proposals, speeches and editorials, are more appropriate.

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Supplementary Materials 1 Glossary

abuse	(n) wrong or improper use
bias(es)	(n) a bias is a negative attitude towards one particular social group and / or favouritism towards another; biases (plural)
citation	(n) words, sentences or short passages taken from a written or spoken text (e.g. a book, a journal article or a speech)
community	(n) a group of people living in a local area under the same government; society
confined	(adj) limited
consequence(s)	(n) a consequence is a result or effect of a certain action or situation; consequences (plural)
contribute	(v) to give one's share of money, time, knowledge, etc. for a common purpose
controversial	(adj) causing many people to have different opinions about
copyright	(n) the legal right to produce or sell a book, song, film, etc. for a period of time
concerned	(adj) caring or worried about something or someone
devastating	(adj) causing great damage
discrimination	(n) unfair treatment of a person because of race, sex, age, religion, etc.
dispute(s)	(n) a dispute is an argument or disagreement; disputes (plural)
distorted	(adj) when we say something is distorted, we mean that it is changed from its original form so that it is not completely clear, true or correct
dominate	(v) to have control of or have a strong influence on people
drastic	(adj) sudden and extreme
enforcement	(n) the act of putting a law, a rule, a policy, etc. in force
ethics	(n) ethics are moral beliefs or principles about right and wrong

franchise	(n) the right to sell a company's products or services using its name
headline	(n) title or caption of a newspaper or magazine article usually in large type
implement	(v) to carry out or put into effect a policy, a rule, etc.
legislation	(n) the act of making laws
measures	(n) actions considered or taken as a means to achieve an aim, e.g. reduce a social problem
media coverage	the attention newspapers, television, radio, etc. give to something or someone
non-government organisation	an organisation whose membership does not include government representatives, often with a view to promoting social development and providing relief
perspective	(n) a point of view
phenomenon	(n) an observable fact or event
policy	(n) a plan or a course of action, as of a government, a business, etc. intended to influence decisions or actions
prevalent	(adj) common
public concern	the attention something gets from the general public
research	(n) a serious study or investigation into something to discover facts, theories, etc.
significant	(adj) having important effect(s)
trademark	(n) a name or sign on a product to show that it is made by a particular company and cannot be legally used by any other company
victim(s)	(n) a victim is a person who suffers loss, injury or death as a result of a happening or situation; victims (plural)
welfare	(n) the happiness, comfort and well-being of a person, a group or an organisation

Supplementary Materials 2a Research Project Form Group List

Group members

Name	Tel. no.	e-mail address / other contact

Supplementary Materials 2b

Research Project Form

Planning the research project

	Make notes here when you discuss.	Remarks
Research topic:		Which topic do you plan to research about? The guiding questions on the next page may help you to choose your topic.
Search for background information:		Where can you find background information about the topic? Put down the URLs of websites, the titles of books, etc. you think will be useful here.
Primary research:		What can you do to collect first-hand information and / or opinions about the topic? Which area of the topic can you survey people about? Which issues are appropriate for observations? Which for interviews? Do you have enough time and people to conduct primary research?
Secondary research:		Does the information you have collected present a representative view of the issue? Is any of the information biased? Write down the sources you find the most useful.

Some guiding questions on choosing your research topic:

1. Are most / all members of your group interested in the topic?

2. What do you as a group already know about the topic? (You could find out some quick facts about the topic by using the encyclopaedia or Wikipedia.)

3. Is this topic a social issue?

4. Is it a topic that has been discussed so often that it is quite difficult to get your reader or audience interested and to bring new insights to it?

5. Is there a particular aspect of this issue that you want to focus on? (e.g. Instead of doing a research project on sport ethics* which may be too broad a topic for study, you might want to concentrate on investigating the use of drugs in sport)

6. Is there enough available information about the topic? Where do you think you can find out more about this topic? Are there organisations or government departments that deal with this issue and might have information and data about it?

Supplementary Materials 2c

Research Project Form

Planning the presentation

	Make notes here when you discuss.	Remarks
Introduction:		You should clearly introduce to the audience the topic you have chosen. Provide some background information to arouse the audience's interest. In certain types of text like essays and presentations, you can include an overview of the points you are going to make in the introduction.
Main body:		How many sections or paragraphs should there be? One section or paragraph should include only one main point. How should the different paragraphs and sections be ordered?
Conclusion:		What is your most important message? You should repeat it here in a powerful way. What do you want the audience to do after reading or listening? You can also indicate what you think and hope the future development of this issue will be like.

Supplementary Materials 3a Sample Essay

Internet Addiction

Internet addiction is defined as excessive use of the Internet and its features such as online games and chat programs. This is a world-wide phenomenon that has been identified by the American Psychiatric Association as a treatable addiction. In mainland China, an estimated 13.2% of teenagers are addicted to Internet use (China TechNews, 23 November 2005), with a recent survey (Hong Kong Family Welfare Society, 2004) indicating 15.4% of Hong Kong teenagers were also addicted.

In societies like Hong Kong, with large populations in small spaces, using the Internet can help young people to establish their own identities online, without interference from families or others. The government's encouragement of Internet use is also a contributing factor. Free Internet connection is provided in almost all government buildings and many government services are now available online. Also, the Internet is becoming cheaper and more easily accessible every day, and consequently teenagers are quick to take advantage of it for fun, collecting information and staying in touch with friends. However, this healthy activity can lead to addiction when the Internet is used as a way of escaping problems in the family or at school, or relieving feelings of helplessness, guilt, or anxiety. When a user spends more and more time online without being able to account for what they have been doing, or cannot stop using the Internet without feeling alone or upset, they also harm those around them.

Internet addiction has a significant impact on both the addicts and their families. Like alcoholics or drug abusers, Internet addicts tend to be depressed and have low self-esteem. As a result of the extended time they spend behind the computer screen, they risk the loss of friendships, romantic relationships and jobs, and can also waste educational opportunities. The parents of young Internet addicts are unlikely to understand the attraction of cyberspace, and this gives rise to family problems in a majority of cases. When asked by their parents to reduce the time they spend online, young Internet addicts become restless and irritable, resulting in an even wider gap within the family.

Yet the problem of Internet addiction can be solved with coordinated social effort. At school, extra-curricular activities should be provided to encourage Internet addicts to develop other hobbies. Family counselling sessions will also help in combating addiction, since it will allow parents to understand youth culture and why the Internet is so important to their children. Social welfare organisations have a role to play in addressing the problem as well. Courses should be provided to allow Internet addicts to build their self-confidence and ability to communicate, along with other skills needed in human interaction. To prevent the situation from getting even worse, punishment should also be introduced by law. Any youngster confirmed to regularly use the Internet for an extended time, for instance more than twelve hours every day, should be sent to the Youth Correctional Institution. With all these measures in place, Internet addicts will learn to use the Internet appropriately and gradually resume healthier lifestyles.

Supplementary Materials 3b

Reading text

*The target language phrases in the 'Defining Social Issues' unit, the 'Causes and Impact' unit and the 'Suggesting Solutions' unit are highlighted in this version.

Internet Addiction

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Yet the problem of Internet addiction can be solved with coordinated social effort. At school, extra-curricular activities should be provided to encourage Internet addicts to develop other hobbies. Family counselling sessions will also help in combating addiction, since it will allow parents to understand youth culture and why the Internet is so important to their children. Social welfare organisations have a role to play in addressing the problem as well. Courses should be provided to allow Internet addicts to build their self-confidence and ability to communicate, along with other skills needed in human interaction. To prevent the situation from getting even worse, punishment should also be introduced by law. Any youngster confirmed to regularly use the Internet for an extended time, for instance more than twelve hours every day, should be sent to the Youth Correctional Institution. With all these measures in place, Internet addicts will learn to use the Internet appropriately and gradually resume healthier lifestyles.