



Healthy Eating Teachers' Notes

Task Description

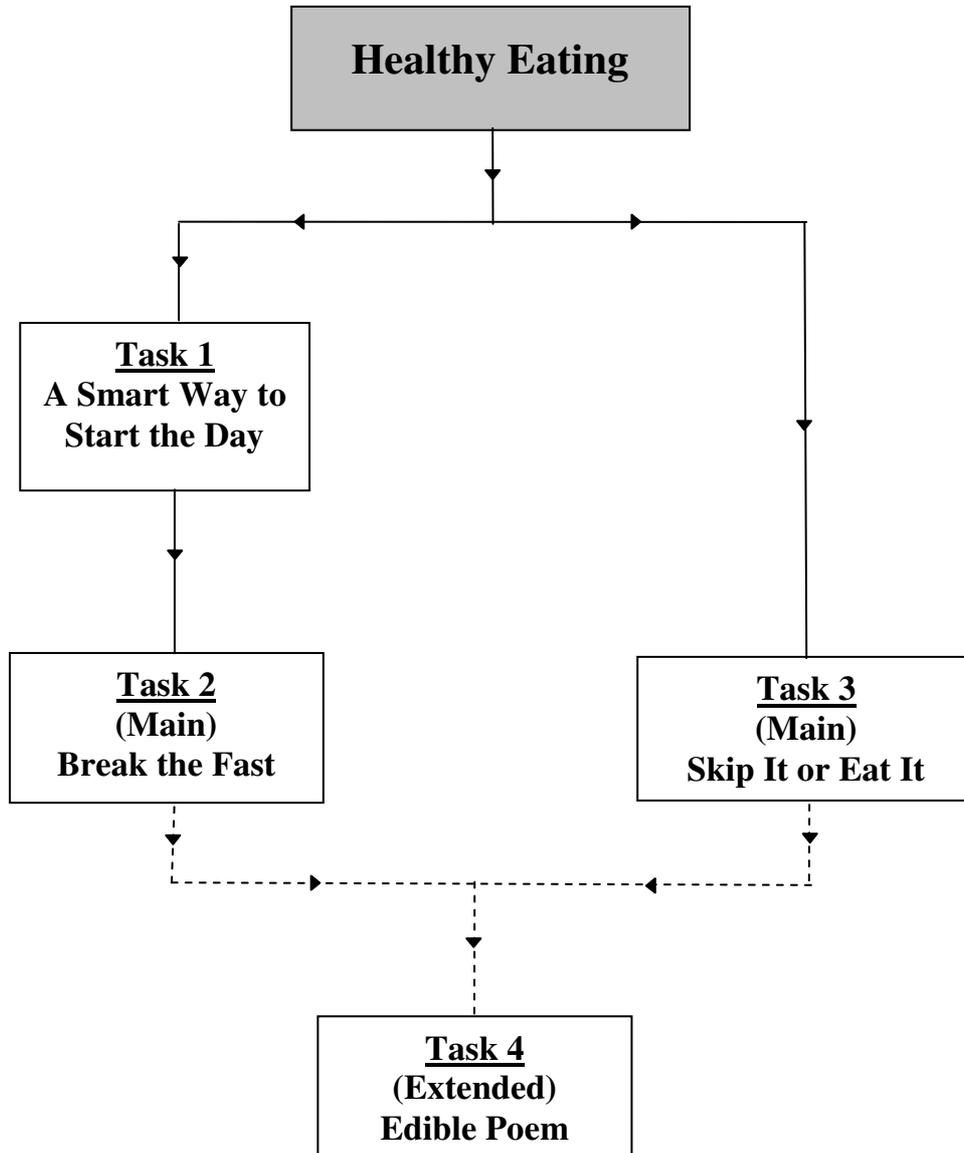
The Department of Health (DH) is launching a Healthy Eating Campaign to arouse awareness of the importance of eating healthily to promote good health. They are recruiting Student Health Ambassadors (SHA) to help promote the idea of healthy eating. Four students in your school have been nominated to join their selection procedures. They are required to attend a workshop organised by the Department. The objective of the workshop is to help the prospective Ambassadors to understand better how a good diet is essential for maintaining good health. In the workshop, the prospective Ambassadors have to attempt the following four tasks.

The description of the tasks of this workshop is as follows:

Tasks	Task Description
Task 1	A Smart Way to Start the Day To get a rough idea of what people have for breakfast, students will listen to the first part of a Teen Time Programme about the importance of eating breakfast, in which the presenter asked various people what they had had for breakfast that morning. They will then be asked to answer all the questions in the Breakfast Quiz.
Task 2	Break the Fast In order to promote eating breakfast, students are asked to design a leaflet. In Part A, students will listen to the second part of the Teen Time Programme about the importance of eating breakfast, in which the host of the programme, Helen, talks to Clare Yurman, a nutritionist, about the importance of eating breakfast. They will then be asked to take notes on the note sheet provided. In Part B, students will write a leaflet based on the notes they have taken.
Task 3	Skip It or Eat It To enhance the prospective Ambassadors' understanding of what a healthy breakfast consists, students are asked to design breakfast menu. In Part A, students will listen to the third part of the Teen Time Programme, in which Clare Yurman shares her view on skipping breakfast and offers suggestions on good breakfast food. They will then be asked to complete a note sheet. In Part B, students will design a breakfast menu based on the notes taken.
Task 4	Edible Poem To disseminate knowledge about food, students will write a food poem. In Part A, they will study two poems and learn about their features. In Part B, they will write either an alphabet poem or a rhyming poem.



Task Overview





Overview of the Learning Targets and Objectives

	Task 1	Task 2	Task 3	Task 4
(I) Learning Targets				
Interpersonal Strand (IS)				
<ul style="list-style-type: none"> To establish and maintain relationships and routines in school and community and work situations (ISa, KS3) 	✓	✓	✓	
<ul style="list-style-type: none"> To converse and exchange points of view about feelings, interests, preferences, ideas, experiences and plans (ISb, SS) 		✓	✓	✓
<ul style="list-style-type: none"> To produce or exchange a range of formal and informal messages both oral and written (ISc, KS3) 		✓	✓	✓
<ul style="list-style-type: none"> To participate with others in planning, developing, organizing and carrying out events (ISd, SS) 		✓	✓	✓
<ul style="list-style-type: none"> To obtain and provide objects, services and information in real and simulated situations (ISe, SS) 	✓	✓	✓	✓
Knowledge Strand (KS)				
<ul style="list-style-type: none"> To provide or find out, select, organise and present information on familiar and unfamiliar topics (KSa, SS) 		✓	✓	✓
<ul style="list-style-type: none"> To interpret and use more extensive information through processes or activities such as sequencing, describing, classifying, comparing, explaining, predicting, inferring, summarising, and drawing conclusions (KSb, KS3) 	✓	✓	✓	
<ul style="list-style-type: none"> To identify and discuss ideas in spoken and written texts, form opinions and express them (KSc, KS3) 		✓	✓	
<ul style="list-style-type: none"> To identify and define problems from given information, consider related factors, solve the problems, and explain the solutions (KSd, KS3) 		✓	✓	
<ul style="list-style-type: none"> To clarify and develop ideas by making revisions to one's own written texts through personal reflection and talking with others (KSe, KS3) 		✓	✓	✓
<ul style="list-style-type: none"> To understand how the English Language works in relations to basic differences between formal and informal contexts and how different texts are organized and expressed; and apply this understanding to one's learning and use of the language (KSf, KS3) 		✓	✓	
Experience Strand (ES)				
<ul style="list-style-type: none"> To give expression to imaginative ideas through oral, written and performative means such as: - creating simple poems and lyrics using given models (ESc, KS3) 				✓
<ul style="list-style-type: none"> To give expression to one's experience through activities such as providing oral and written descriptions of feelings and events (ESd, KS3) 				✓



	Task 1	Task 2	Task 3	Task 4
(II) Learning Objectives				
Text-types				
• Interviews	✓	✓	✓	
• Leaflets		✓		
• Menus			✓	
• Poems				✓
Vocabulary				
• Names of food, fruits, and vegetables, and nutrients	✓	✓	✓	✓
• Words and expressions relating to healthy diets and eating habits (e.g. a balanced diet, nibble)	✓	✓		
• Health-related vocabulary (e.g. active play, metabolic rate, put on weight)		✓		
Language Items and Communicative Functions				
• Use adverb phrases and adverb clauses of reason, concession, result, etc., to justify one's behaviour and point of view in simple situations (e.g. <u>If you miss breakfast</u> , the nutrients that you usually get at breakfast are not made up during the rest of the day.)		✓		
• Use imperatives to make suggestions (e.g. <u>Eat</u> plenty of fruit.)		✓		
• Use adverb phrases and adverb clauses of reason to give reasons (e.g. More children are skipping breakfast <u>because of lack of time</u> .)		✓		
• Use modals to make suggestions and give advice (e.g. You <u>should</u> eat plenty of ..., I <u>would</u> really recommend that you have breakfast.)		✓		
Language Skills				
Listening				
Listen for Information, Ideas, Intended Meanings, Views, Attitudes and Feelings in a Variety of Spoken Texts				
• Identify key ideas in a passage, discussion or conversation (KS3)	✓	✓	✓	
• Extract information and ideas in spoken texts (KS3)	✓	✓	✓	
• Discriminate between different intonations for various feelings and attitudes (KS3)	✓	✓	✓	
• Make connections between ideas and information with the help of discourse markers (KS3)	✓	✓	✓	
• Understand speakers' intentions, views, attitudes or feelings (SS)	✓	✓	✓	
• Establish and infer meanings from clues (SS)	✓	✓	✓	
Speaking				
Participate Effectively in an Oral Interaction				
• Make judgments and suggestions, support and develop each other's views, disagree and offer alternatives, reply, ask relevant questions, explain, give examples and use formulaic expressions where appropriate (SS)		✓	✓	
• Solicit sharing of experiences, views, attitudes and values (SS)		✓	✓	



(II) Learning Objectives (cont'd)	Task 1	Task 2	Task 3	Task 4
Writing				
Present Information, Ideas and Feelings Clearly and Coherently				
• Plan and organise ideas, and use appropriate cohesive devices (KS3)		✓	✓	✓
• Adjust the balance of ideas and length of the writing to meet the requirements of a variety of text-types (KS3)		✓	✓	✓
• Use appropriate linguistic and structural devices, a variety of structures and range of vocabulary to achieve desired purposes (KS3)		✓	✓	✓
Language Development Strategies				
Develop Thinking Skills				
• Use reasoning skills (e.g. causes and consequences, draw conclusions) (KS3)		✓		
Develop Reference Skills				
• Use the library and internet regularly to collect information and develop research skills (KS3)		✓		✓
• Identify apparent relationships between materials, data, ideas, events, etc (KS3)		✓	✓	
Develop Information Skills				
• Collect, evaluate and store information systematically in the form of notes, records, computer discs, etc. (KS3)	✓	✓	✓	
• Make notes from spoken and written sources, using abbreviations as far as possible (e.g., i.e., &) (SS)	✓	✓	✓	
• Take down the main points and important supporting details (SS)	✓	✓	✓	
• Make precise and concise notes (SS)	✓	✓	✓	
Work with Others				
• Employ negotiation skills to solicit support, reach agreement or solve problems (KS3)		✓	✓	✓
• Express views and suggestions, draw conclusions and make decisions (SS)	✓	✓	✓	✓
Attitudes				
• Confidence in using English	✓	✓	✓	✓
• Keenness to participate in activities leading to improvement of knowledge and skills in the language	✓	✓	✓	✓
Generic Skills				
• Collaboration skills		✓	✓	
• Communication skills		✓	✓	
• Critical thinking skills		✓	✓	✓
• Problem-solving skills		✓	✓	
Positive Values and Attitudes				
• Independence				✓
• Co-operation		✓	✓	
• Creativity				✓
• Confidence	✓	✓	✓	✓



Suggested Teaching Steps

Task 1: A Smart Way to Start the Day – Breakfast Quiz

Pre-listening Activity 1: Vocabulary Focus

1. Tell students that they will listen to the first part of the Teen Time programme about the importance of eating breakfast (about 1 minute) in which the presenter asked various people what they had for breakfast that morning and then answer all the questions in the Breakfast Quiz while listening.
2. Draw students' attention to the vocabulary activity.
3. Get them to match the words with the meanings. (Tell them to make a guess before using a dictionary to find out the answers.)

Pre-listening Activity 2: Anticipation

1. Ask students to anticipate the kinds of breakfast the people had in the interview.
2. Tell them to tick the boxes in the table of food groups provided, and give at least one example accordingly.
3. After students have finished this pre-listening activity, ask them to check with their classmates if they have got the food groups and foods right.

Task: Breakfast Quiz

1. Ask students to listen to the first part of the Teen Time programme, in which the presenter asked what various people had for breakfast that morning.
2. Ask students to answer all the questions in the Breakfast Quiz while listening to the recording.
3. Check the answers with students. If possible, find out whether students' anticipation is accurate or not, if possible.
4. Tell students that, as a matter of fact, the kinds of foods that the interviewees had were not entirely typically Chinese. For example, not many Hong Kong people eat mangoes or have cream cheese for breakfast. Then ask students to talk about the kind of food they normally have for breakfast and why.



Task 2: Break the Fast

Part A: Note-taking

Pre-listening Activity 1: Anticipation

1. Get students to work in groups and then try to anticipate at least four questions that Helen, the host of the programme, may ask Clare.
2. Check with students if the questions they anticipated were reasonable or not.
3. Ask students to write them down.

Possible Questions:

- Why is it important to eat breakfast?
- Is there any evidence that people are skipping / not eating breakfast?
- What are the possible reasons that people skip breakfast?
- Will people gain weight or get tired after eating breakfast?

Task: Note-taking

1. Tell students that they are going to listen to the second part of the Teen Time programme, which is about the importance of eating breakfast.
2. Ask students to take notes while listening to the interview.
3. Play the recording.
4. As students listen, have them complete the note sheet.
5. Check with students if their anticipation of the four questions that Helen may ask is accurate or not.

Part B: Leaflet Writing Activity

1. Based on students' responses to the Breakfast Quiz in Task 1, and the information they have jotted down in Part A of this task, ask them to write a leaflet on the importance of eating breakfast.
2. Remind students to refer to *Guidelines For Writing a Leaflet*, and *Breakfast Tips*, both provided by Mr Solomon.
3. Also ask students to give the leaflet a title.
4. Remind students that they should go through the assessment form to check their work and make necessary revisions.



Task 3: Skip It or Eat It

Pre-listening Activity 1: Anticipation

1. Tell students that they will listen to the third part of the Teen Time programme again, which is about Clare's view on skipping breakfast and the suggestions she offered on good breakfast food.
2. Before listening to the recording, students will first work in groups to anticipate the kinds of food Clare may suggest that are good and bad for breakfast.
3. Play the recording.
4. Have students complete the statements and check their answers with their peers.
5. Go over the answers.

Pre-listening Activity 2: Anticipation

1. Ask students to anticipate whether the three statements presented are true or false.

Task: Menu Writing

1. Ask students to design a healthy school breakfast menu which consists of food items from the five food groups.
2. Before students begin the task, remind them to use the notes they have taken in Part A.
3. Encourage students to use the menu template provided by Mr Solomon.



Task 4: Edible Poem

Part A: Steps of How to Write a Poem

1. Introduce students to the different steps of how to write a poem.
2. For Activity 1 – Vocabulary, with reference to the two food poems, namely, the Fruit Poem and the Meals Poem, ask students to identify and underline all the names of all the fruits and foods in each of the poems.
3. Tell students to use a dictionary to find out the definitions of the food / fruit names that might be unfamiliar to them.
4. For Activity 2 – The Defining Features of an Alphabet Poem, with reference to the Fruit Poem, ask students to pay attention to the first word of each sentence in the entire poem.
5. Ask them to point out a special feature that is related in each line to fruits.
6. For Activity 3 – Rhymes, with reference to the Meals Poem, ask students to read aloud and circle all the words that rhyme.
7. Then ask them to read aloud again and check their answers.

Part B: Healthy Food Poem Writing

1. Tell students that they are going to write a healthy food poem to promote the habit of eating breakfast.
2. Introduce Activity 1: Planning, and discuss with students the kind of poem they prefer to write. Suggest to them that they can use the food names they found in the Food Poem or the Meals Poem.
3. Remind students to refer to *Tips for Writing an Alphabet Poem* and *Notes on Rhyming Poems* from Mr. Solomon when they are composing their poems.
4. Ask students to think of their writing frame. Tell the students that it does not matter how long or short the poem is, or what kind of food items they eat. They should follow the writing frame when composing the poem.
5. Suggest to students that they can start each line with a letter using the Fruit Poem OR follow the rhyming scheme of the Meals Poem.
6. Ask students to complete Activity 2: Healthy Food Poem-writing, and remind them to give the poem a title.
7. Remind students that they should conduct either self-assessment or peer-assessment using the assessment form provided and make necessary revisions to the poem.



Developing Listening Strategies

The tasks in this Unit aim to help students learn and practice a range of **listening strategies** through using authentic listening material. Listening strategies are the steps or actions which a listener takes in order to understand incoming speech, and their value lies in their direct contribution to the improvement of listening comprehension. Thus, teachers are strongly encouraged to provide listening strategy instruction through a variety of tasks.

The listening strategies through which the tasks of this Unit aim to help students develop can be classified into two categories as follows:

1. **Top down strategies** require students to focus on meaning. Students make use of their knowledge of the context, the topic, and the nature of the world to make sense of the speech they hear.
2. **Bottom-up strategies** require students to focus on form. Students pay attention to the sounds, words, and grammar which they hear in order to create meaning.

Specific listening strategies practiced under each of these broad categories are set out in the following tables.

Top-down listening strategies		
Strategy	Description	Example task
Identify the purpose of listening	Students preview the task to decide the purpose of listening	Task 1, Task 2 Part A, Task 3 Part A
Make predictions	Students predict the general content of what they are going to hear	Task 2- Pre-listening Task 1, Task 3- Pre-listening Tasks 1 & 2
Take notes about complex information	Students take notes while listening to help them improve their comprehension and recall	Task 1, Task 2 Part A, Task 3 Part A
Listen for the gist	Students identify the main ideas in the listening input	Task 1, Task 2 Part A, Task 3 Part A
Listen for specific information	Students listen selectively to identify details	Task 1, Task 2 Part A, Task 3 Part A
Reconstruct meaning from words heard and notes taken	Students work out the meaning by making sense of the notes taken	Task 2 Part A, Task 3 Part A
Understand the speaker's purpose	Students use contextual clues and other help to find out the purpose of the speaker	Task 1, Task 2 Part A, Task 3 Part A



Use differences in intonation patterns to understand the speaker's attitudes	Students use their knowledge of intonation to understand the speaker's attitudes	Task 1, Task 2 Part A, Task 3 Part A
Interpret the speaker's opinions	Students use their prior knowledge and available evidence to interpret the opinions of the speaker and to say whether they agree with the opinions	Task 1, Task 2 Part A, Task 3 Part A
Make inferences	Students use their knowledge and clues to infer ideas and information not directly expressed	Task 1, Task 2 Part A

Bottom-up listening strategies		
Strategy	Description	Example task
Use stress to identify important information	Students identify noticeable words (i.e. those which contain stressed syllables) and use them to identify important information	Task 1, Task 2 Part A, Task 3 Part A
Use discourse markers to understand listening input	Students rely on discourse markers (e.g. markers of reason, cause, sequence) to find the main idea, supporting idea, general idea, specific idea, etc.	Task 1, Task 2 Part A, Task 3 Part A
Listen to words in meaningful groups	Students listen for words in meaningful groups and ignore false starts, slips, and pauses in order to understand natural speech	Task 1, Task 2 Part A, Task 3 Part A
Distinguish between intonation patterns (e.g. rising and falling tones) to aid comprehension	Students decide whether a sentence has a final rising or falling tone in an attempt to better understand the listening material	Task 1, Task 2 Part A, Task 3 Part A



Note that teachers should help students decide which listening strategies are most appropriate for a particular listening task. A student may know how to use a certain listening strategy in a situation, but it does not mean that s/he can apply the strategy to another task. Thus, teacher guidance is important.



Assessment Form

The following assessment form can be used by the teachers to evaluate their students' overall performance in the listening activities in this unit after they have completed Task 3.

Assessment Form
Use of Listening Strategies

Name: _____ Form: _____ Date: _____

Tick (✓) the appropriate boxes.

		Use of strategies	Yes, very well	Yes, quite well	Only sometimes	No, not at all
Top-down strategies		Can the student identify the purpose of listening?				
		Can the student make suitable predictions about the content of the listening input?				
		Can the student take accurate notes about complex information?				
		Can the student listen for the gist?				
		Can the student listen for specific information?				
		Can the student reconstruct meaning from words heard and notes taken?				
		Can the student understand the speaker's purpose?				
		Can the student use differences in intonation patterns to understand the speaker's attitudes?				
		Can the student interpret the speaker's opinions?				
		Can the student draw inferences from what is said?				
Bottom-up strategies		Can the student use stress to identify important information?				
		Can the student use discourse markers to understand the spoken input?				
		Can the student listen to words in meaningful groups?				
		Can the student distinguish between intonation patterns (e.g. rising and falling tones)?				



Answer Keys

Task 1: A Smart Way to Start the Day

Pre-listening Activity 1: Vocabulary Focus

<u>C</u>	Weetabix
<u>E</u>	Chives
<u>A</u>	Spread
<u>B</u>	Skimmed milk
<u>D</u>	All-bran

Pre-listening Activity 2: Anticipation

Food Group	Grain group	Fruit group and Vegetable group	Meat and Protein group	Milk group	Fat and sugar group
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Example(s)	cereal, bread, rice, noodles	mangoes, oranges, bananas, broccoli, tomatoes	lean meat, nuts, beans and soya-bean products	milk, cheese, yoghurt	cream cheese, butter, oil, cakes, biscuits, chips, soft drinks

Task: Breakfast Quiz

<p>A Smart Way to Start the Day</p> <ol style="list-style-type: none"> 1. Breakfast Week 2. Have a nutritious breakfast 3. Two did not have breakfast, and one of them got up at 4 a.m. 4. a) That was not unusual.



Task 2: Break the Fast

Part A: Note-taking

Pre-listening Activity: Anticipation

Suggested Questions:

- **Why is it important to eat breakfast?**
- **Is there any evidence that people are skipping / not eating breakfast?**
- **What are the possible reasons that people skip breakfast?**
- **Will people gain weight or get tired after eating breakfast?**

Task: Note-taking

Note Sheet

1. **Probably she finds it contradictory as many children tend to like eating a lot**
2. **15%**
3. **a) lack of time
b) people don't feel hungry
c) worrying about weight**
4. **Because one will miss out on important nutrients**
5. **Teenagers**
6. **Because it affects the metabolic rate**
7. **She suggested something simple, like cereal with milk and a piece of fruit, or congee with a little bit of meat with less fat in it, and or noodle soup**
8. **A fact**



Task 3: Skip It or Eat It

Pre-listening Activity 2: Anticipation

1. **F**
2. **T**
3. **F**

Task: Menu-taking

1. Examples of good and bad breakfast.

Examples of good breakfast	Examples of bad breakfast
a. something simple such as cereal with milk b. a piece of fruit c. congee with a little bit of meat and less fat on the meat d. noodle soup	a. sausages b. white bread c. 2 eggs d. no fruit or other nutrients in that meal

2. Clare mentioned the Breakfast Week because it **encouraged people to eat** breakfast every day.

3. Clare had a **positive** attitude towards eating a **simple / light** breakfast.

4. Having breakfast is a **good** way to spend family time together no matter how short it is.

5. Clare prefers a **home-cooked breakfast**, which may be a bit more nutritious and contains less junk food, and allows her to sit back and relax with her family.

6. Breakfast eating **does not** have an impact on eating lunch.

7. In Clare's view, a simple breakfast may consist of **bacon / ham / yoghurt / fruits / sandwich**.

8. **b) enthusiastic**

9. **a) She anticipated this question.**



Part B: Leaflet Writing Activity

Model Leaflet

Rise and Shine for Breakfast Time

Children Skipping Breakfast

A recent survey shows that 15% of school children skip breakfast. Why?

For three main reasons:

1. They do not have sufficient time
2. They do not feel hungry early in the morning
3. They worry about putting on weight

Importance of Eating Breakfast

If one skips breakfast, he/she misses out on important nutrients after fasting while sleeping.

Teenagers, in particular, need to have breakfast because it affects their metabolic rate.

Furthermore, breakfast:

- fuels the body with nutrients
- provides food energy for the morning's active play
- may help you lose weight because it affects your metabolic rate
- may help you get more done in the morning
- helps keep a healthy body weight
- helps control the urge to nibble or eat too big a lunch

Choices of Food for Breakfast

- Take plenty of fibre: take brown or wholemeal bread, not white
- Take anything simple such as cereal with skimmed milk and a piece of fruit, or congee with a little bit of meat and less fat in it, and or noodles, etc
- Avoid food with too much fat such as luncheon meat



Task 4: Edible Poem

Part A: How to Write a Poem

Activity 1: Vocabulary

Fruit Poem

**Apple, banana, cantaloupe, dragon fruit, eggfruit,
Fuji apple, grapes, kiwi fruit, a lemon, mangoes, nectarines, oranges**

Meals Poem

**Skimmed milk, tuna roll, tea eggs, raspberry jam toast, wholemeal spaghetti,
Carrot cake, salad, strawberry milkshake, brown rice, pork chop, vegetables, fruit lollipop**

Activity 2: The Defining Features of an Alphabet Poem

Each line starts with a letter starting from A to O in alphabetical order. In all the lines that start with a letter in alphabetical order starting from “A”, there is a kind of fruit in which the first letter of its name is the same as the beginning letter.

Activity 3: Rhymes

The rhyming words are: roast and toast in the first stanza, cake and milkshake in the second, and chop and lollipop in the last.



Tapescript

Task 1

Presenter: Now, how often do you eat breakfast? Every morning without fail? Or does the thought of eating at that time in the morning make your stomach churn? Well, did you know that last week was Hong Kong Breakfast Week, and the Director of Health, Dr Margaret Chan, said that more people in Hong Kong should practice the healthy life-style of having a nutritious breakfast. So what did you have for breakfast this morning?

- Two weetabix with raisins and skimmed milk
- I had a big bowl of all-bran plus natural bran plus raisins plus skimmed milk
- I didn't have anything for breakfast
- Do you normally eat something for breakfast? Sometimes just a cup of coffee.
- Egg sandwich
- Ham and egg sandwich
- Toasted wholemeal roll with cream cheese, onion & chives spread
- Two mangoes
- I didn't eat breakfast. I get up at 4 a.m.

Task 2: Part A

For Part A

Presenter: But why is it so important to eat a good breakfast, and what should we eat? Well, Helen talked to Clare Yurman, a nutritionist and dietitian, to find out more.

Clare: The interesting fact is that we've been finding in Hong Kong, that 15% of children do not eat breakfast – and this is maybe because of lack of time – you don't feel hungry – or girls just worrying about their weight. But the important thing is that if you miss breakfast, the nutrients that you usually get at breakfast are not made up for the rest of the day – especially in teen years – you have increased requirements for things like calories, protein, iron and calcium. So that's one reason to have breakfast...to...don't miss out on important nutrients, but other facts are coming out: that people who don't eat breakfast can be heavier than those that do have a breakfast; although you might think that by missing breakfast, you miss out a meal, therefore, you've eaten less calories. So, if any of you are trying to watch your weight, not gain any weight, I would really recommend that you have a breakfast.

Helen: How does that work? Why is it that you eat more, you tend to lose weight?

Clare: Yes, it's very surprising. Because it affects the metabolic rate. If you think of breakfast, eating the first meal of the day, as stoking up a fire to get your fire burning more, so increasing your metabolic rate that way, that's why it's fairly important.



Task 3

For Part A

Music

Helen: Does it matter what sort of breakfast you have, or is it just that you've got to eat something, or should you eat one thing rather than another?

Clare: Oh, you can eat various foods at breakfast time. For health reasons, you know, people don't really like to think it's been too fatty, but something simple, like cereal with milk and a piece of fruit, or congee with a little bit of meat in it – less fat on the meat though – and/or noodle soup – something like that will be fine for breakfast.

Helen: Can you give us some bad examples of things to have for breakfast?

Clare: Bad examples. Well, I have to say the Western set breakfast – which has been found by Dr Gouldman to be the most popular breakfast in Hong Kong – I would say that's probably a bad example, because it's really high in calories and fat, because it consists of 2 sausages, white bread and 2 eggs – and there's no fruit or other nutrients in that meal.

Helen: So that's something not to have for breakfast.

Clare: It's OK to have it occasionally, but I wouldn't advise to have it every day.

Music

Helen: Do you think that people skipping breakfast is a big problem in Hong Kong?

Clare: Yes, it's something that we'd like to encourage. As you may be aware, there was a Breakfast Week last week to try to encourage us all to eat more breakfast, or to eat breakfast every day – and it's a big family time, because again, Hong Kong fathers, in particular, have been finding on average to be only spending 6 minutes a day with their children, and this 6 minutes was...tended to be more likely at breakfast time, so we're trying to encourage family time as well, and to ... everybody to sit down and eat their breakfast together.

Helen: What about when you wake up in the morning and you really don't feel like eating? Like, you feel a bit groggy and just a cup of coffee, and go off to school. How can you sort of pep yourself up to face a big breakfast?

Clare: You don't have to face a big breakfast. I'm, don't say... I'm just saying eat breakfast. You don't have to eat a big breakfast. Something like – something simple – even like a yogurt and a piece of fruit would be enough if you don't feel very hungry first thing. And I'll say a lot of you may not find – you know – you wake up – you don't feel hungry – “how can I force anything down now?”, so if you find that you cannot eat breakfast first thing, wait a little bit; maybe have something just before you leave for school, or take something packed, like a sandwich and eat that the first opportunity when you arrive at school – if that's practical.



(Cont'd)

Helen: What about children who eat their breakfast on the way to school, who'll pick something up from the shops on the way there. Is that OK?

Clare: It's better than no breakfast at all – but it would be nicer, to eat breakfast in more relaxed circumstances, to sit down and eat breakfast, and have something home-cooking, maybe a bit more nutritious and less junk food – like what you may pick up in a shop on the way to school.

Music

Helen: And does having breakfast mean you eat less lunch?

Clare: Not necessarily. In fact, sometimes, if you eat breakfast, you may find you're getting hungrier in the middle of the morning – that's a surprising thing – it doesn't matter to eat little and often, again something light, like a plain biscuit, piece of fruit, yogurt, sandwich. You can have your main meal at lunch-time if you fancy. I don't think that by eating breakfast, it's going to make you eat less lunch.

Helen: What did you have for breakfast this morning?

Clare: Ah, I was... thought you might be asking that. I made sure I had a good breakfast. This morning for my breakfast I had a cup of tea, some fresh orange juice, with some breakfast cereal with skimmed milk on it.

Helen: Very healthy.

Music



Two Greek Myths Teachers' Notes

Task Description

The English Society is organising an English Week and the theme is “Language Arts and Greek Myths”. Your Native English-speaking Teacher (NET) Mrs Wood is in charge of coordinating all the activities and she has planned a series of writing competitions and activities which revolve around two Greek myths – *Pygmalion and the Statue*, and *Pyramus and Thisbe*. As members of the organising committee, students assist Mrs Wood in implementing all the activities for the English Week. To trial run the activities, they will complete the following six activities.

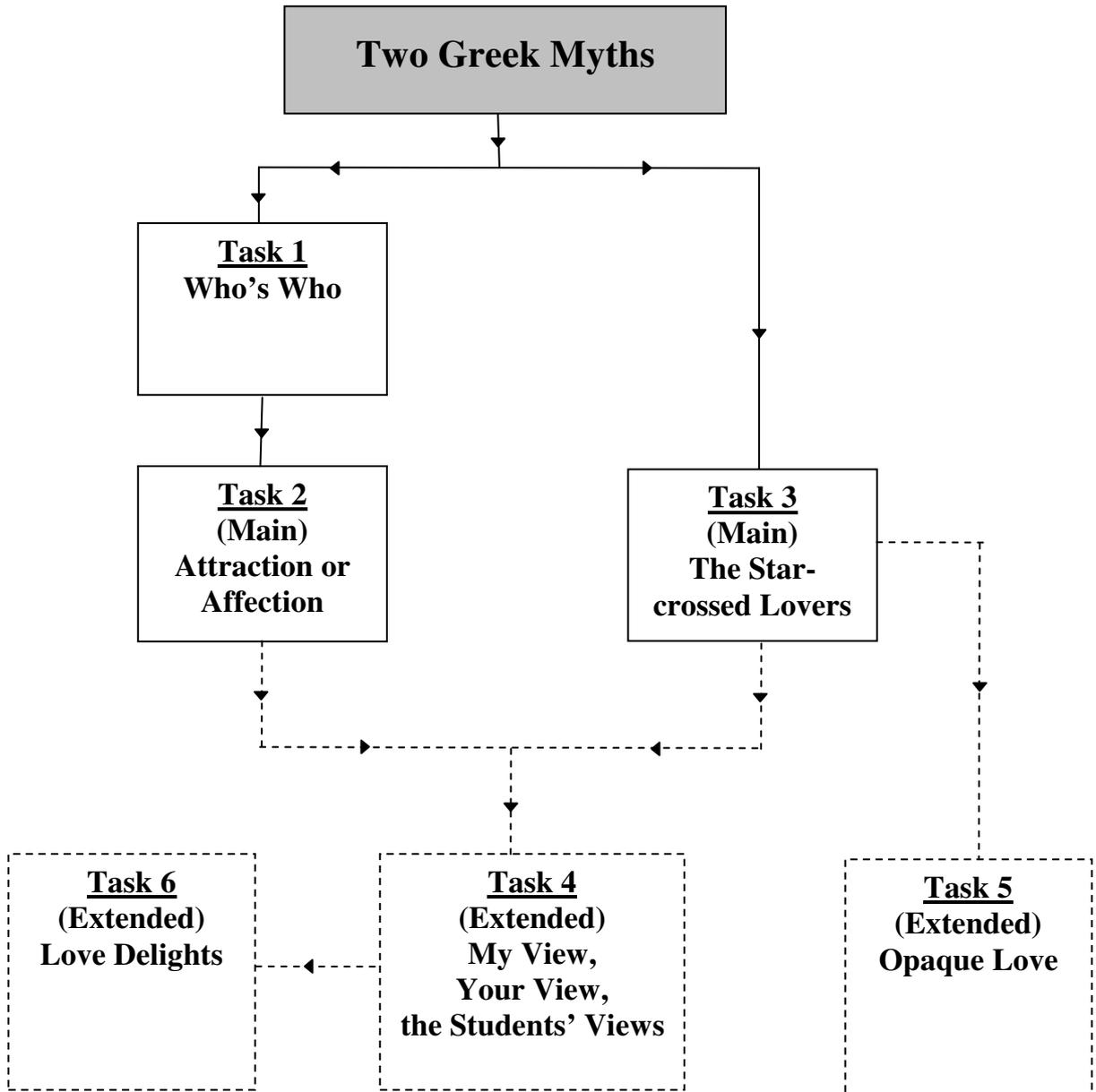
Tasks	Task Description
Task 1	Who's Who In order to help students depict the characters better before they rewrite the Greek myth <i>Pygmalion and the Statue</i> , they will complete three activities. In Part A, they will listen to the first part of a Teen Time programme, which is on the Greek myth <i>Pygmalion and the Statue</i> , and take notes on the note sheet provided while listening. In Part B, they will complete a personality matching activity. In Part C, they will construct four character maps, based on the notes taken in the listening activity.
Task 2	Attraction or Affection In order to help students understand the Greek myth <i>Pygmalion and the Statue</i> better, they are given the opportunity to rewrite the myth. In Part A, they will fill in a story planning worksheet with reference to the short story analysis guidelines. In Part B, they will rewrite the myth.
Task 3	The Star-crossed Lovers To practise writing a modern fable, students will rewrite the myth <i>Pyramus and Thisbe</i> . In Part A, they will listen to the second part of the Teen Time programme, which is on the Greek myth <i>Pyramus and Thisbe</i> , and take notes on the note sheet provided while listening. In Part B, they will fill in a fable-writing plan worksheet with their group mates. In Part C, they will rewrite the myth.



Tasks	Task Description
Task 4	My View, Your View, the Students' Views To help students understand how people see things from different perspectives, they will listen to the final part of the Teen Time programme, in which two students share their views about the two Greek myths, and answer all the questions given in the note sheet provided.
Task 5	Opaque Love Students will write a letter to Pyramus' parents to persuade them to let Pyramus and Thisbe see each other as a couple. In Part A, they will work with their group mates and brainstorm some ideas to convince Pyramus' parents. In Part B, they will make an outline of the persuasive letter. In Part C, they will write the persuasive letter.
Task 6	Love Delights To learn how to write a poem, students will work with their group mates to compose a love poem, based on their personal response to either <i>Pygmalion and the Statue</i> or <i>Pyramus and Thisbe</i> .



Task Overview





Overview of the Learning Targets and Objectives

	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
(I) Learning Targets						
Interpersonal Strand (IS)						
<ul style="list-style-type: none"> To converse, discuss, compare, argue, evaluate and justify points of view about feelings, interests, preferences, ideas, experiences and plans (ISb, SS) 	✓	✓	✓		✓	✓
<ul style="list-style-type: none"> To communicate a range of more complex messages, both oral and written, for different audiences and purposes (ISc, SS) 	✓	✓	✓		✓	✓
<ul style="list-style-type: none"> To participate with others in planning, organising and carrying out complex and extended events (ISd, SS) 		✓	✓		✓	✓
<ul style="list-style-type: none"> To obtain and provide information in real and simulated situations (ISE, SS) 	✓	✓	✓	✓		
Knowledge Strand (KS)						
<ul style="list-style-type: none"> To provide or find out, select, analyse, organise and present information on familiar and unfamiliar topics (KSa, SS) 	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> To identify and define more complex problems from given information, consider related factors, explore options, solve the problems, explain and justify the solutions (KSd, SS) 					✓	
<ul style="list-style-type: none"> To develop and refine ideas by making appropriate revisions to own written texts independently and collaboratively (KSe, SS) 		✓	✓		✓	✓
<ul style="list-style-type: none"> To understand how the English Language works in a wide range of contexts and how more complex texts are organised and expressed; and apply this understanding to one's learning and use of the language (KSf, SS) 					✓	✓
Experience Strand (ES)						
<ul style="list-style-type: none"> To develop a response to a wider range of imaginative literature through activities such as: <ul style="list-style-type: none"> – participating in the presentation of texts – identifying and interpreting themes – appreciating the use of language including rhythm and rhyme, other sound patterns and rhetorical devices (ESa, SS) 		✓	✓		✓	
<ul style="list-style-type: none"> To respond to characters, events, issues and themes in imaginative and other narrative texts through oral, written and performative means such as: <ul style="list-style-type: none"> – putting oneself in the imaginary roles and situations in the story – participating in dramatic presentations and reflecting on the way in which authors use language to create effects (ESb, SS) 					✓	



	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
(I) Learning Targets (cont'd)						
<ul style="list-style-type: none"> To give expression to imaginative ideas through oral, written and performative means such as: <ul style="list-style-type: none"> writing stories with a clear awareness of purpose and some development of plot and character providing oral and written descriptions and interpreting a situation, object or character creating poems and lyrics (ESc, SS) 		✓	✓		✓	✓
<ul style="list-style-type: none"> To give expression to one's experience through activities such as providing oral and written descriptions of feelings and events, incorporating where appropriate reflections on their significance (ESd, SS) 						✓
(II) Learning Objectives						
Text-types						
• Stories	✓	✓	✓			
• Fables			✓			
• Personal letters					✓	
• Interviews				✓		
• Poems						✓
Vocabulary						
• Names of gods and goddesses in Greek myths (e.g. Zeus, Venus)	✓	✓				
• Personality-related adjectives and nouns (e.g. intelligent, bigmouth)	✓	✓	✓	✓		✓
• Love-related expressions (e.g. divine, adore, passion)	✓					✓
• Words and expressions of persuasion (e.g. desperately, with all my heart)					✓	
Language Items and Communicative Functions						
• Use a variety of tenses, passive voice, reported speech, adverbs, etc., to refer to events in the past, present and future and to the frequency with which things occur (e.g. Pygmalion <u>vowed</u> he <u>would never get married</u> because he <u>thought</u> he <u>could never find</u> the perfect woman.)	✓	✓	✓		✓	
• Use adverb phrases and adverb clauses of reason, concession, result, etc., to justify one's behaviour and point of view in simple situations (e.g. Pygmalion was wretched, <u>because Pygmalion loved a lifeless thing.</u>)	✓	✓	✓		✓	
• Use modals and formulaic expressions to express obligation, prohibition, agreement and disagreement (e.g. Pyramus and Thisbe <u>should</u> be allowed to see each other.)					✓	
• Use adjectives, adjective phrases, formulaic expressions, etc., to describe one's feelings (e.g. I feel <u>heart-broken</u> to see that Pyramus and Thisbe cannot even talk to each other face to face.)				✓		✓



	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
(II) Learning Objectives (cont'd)						
Language Skills						
Listening						
Listen for Information, Ideas, Intended Meanings, Views, Attitudes and Feelings in a Variety of Spoken Texts						
• Extract information and ideas in spoken texts (KS3)	✓		✓	✓		
• Understand and interpret spoken texts in a range of situations and for different purposes (SS)	✓		✓	✓		
• Identify details that support a main idea (SS)	✓		✓	✓		
• Distinguish between facts and opinions in spoken texts (SS)	✓		✓	✓		
• Understand speakers' intentions, views, attitudes or feelings (SS)	✓		✓	✓		
Speaking						
Participate Effectively in an Oral Interaction.						
• Make judgements and suggestions, support and develop the views of others, disagree and offer alternatives, reply ask relevant questions, explain, give examples and use formulaic expressions where appropriate (SS)	✓	✓	✓	✓	✓	✓
• Solicit sharing of experiences, views, attitudes and values (SS)	✓	✓	✓	✓	✓	✓
Writing						
Present Information, Ideas, Views, Attitudes and Feelings Clearly, Coherently and Appropriately in a Variety of Written Texts						
• Plan and produce coherent and structured texts (SS)		✓	✓		✓	
• Organise and integrate information and ideas, and write texts appropriate to the context, purpose and audience (SS)		✓	✓		✓	
• Present different views and arguments clearly and logically (SS)	✓				✓	
• Present and elaborate main ideas and supporting details through exemplifications, paragraphs, explanations, etc (SS)					✓	
• Relate events and their causes and effects (SS)		✓	✓			
• Draft, revise and edit a piece of writing (SS)		✓	✓		✓	✓
• Use appropriate discourse markers to signal the development of ideas (SS)		✓	✓		✓	
• Use appropriate linguistic and structural devices, a variety of structures and a range of vocabulary to achieve desired purposes (SS)		✓	✓		✓	✓
• Use the salient features of a range of text-types appropriately (SS)		✓	✓		✓	✓
• Use appropriate style and register for various purposes (SS)		✓	✓		✓	✓
• Use persuasive devices effectively (SS)					✓	



	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
(II) Learning Objectives (cont'd)						
Language Development Strategies						
Develop thinking skills						
• Use reasoning skills (e.g. analyse for a particular purpose, make inferences, use induction and deduction, draw conclusions)	✓	✓	✓			
• Explore and speculate about possibilities	✓	✓	✓		✓	
• Analyse data and situations systematically for better understanding or to solve problems	✓	✓	✓		✓	
• Generate criteria and principles for action and judicial thinking			✓		✓	
Develop reference skills						
• Use the library and the Internet regularly to collect information and develop research skills	✓	✓	✓		✓	✓
• Identify relationships (e.g. grouping / differentiating, cause / effect, priority / sequence / order, similarities and differences) between the ideas expressed within texts	✓	✓	✓		✓	
Develop information skills						
• Collect, evaluate and store information systematically	✓	✓	✓			
• Adapt materials, text-types, systems, etc., for supporting and illustrating various topics	✓	✓	✓		✓	
• Employ graphic forms (e.g. pie/column charts, cartoons and maps) to organise information and aid the presentation of ideas	✓					✓
• Make notes from spoken and written sources, using abbreviations as far as possible (e.g. i.e., &)	✓	✓	✓	✓	✓	
• Take down the main points and important supporting details	✓	✓	✓	✓	✓	
• Make precise and concise notes	✓	✓	✓	✓	✓	
Work with others						
• Communicate to the point (e.g. explain precisely and clearly, give clear and precise descriptions, justifications or illustrations)	✓	✓	✓	✓	✓	✓
• Ask others for help and offer help to others	✓	✓	✓	✓	✓	✓
• Employ negotiation skills to solicit support, bargain, reach consensus, compromise or solve problems	✓	✓	✓	✓	✓	✓
• Listen to different opinions and respond appropriately	✓	✓	✓	✓	✓	✓
• Express views and suggestions, draw conclusions and make decisions	✓	✓	✓	✓	✓	✓
Attitudes						
• Confidence in using English	✓	✓	✓	✓	✓	✓
• Keeness to participate in activities leading to improvement of knowledge and skills in the language	✓	✓	✓	✓	✓	✓



Teen Time Remix

Unit: Two Greek Myths

Overview of the Learning Targets and Objectives

	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
(II) Learning Objectives (cont'd)						
Generic Skills						
• Collaboration skills	✓	✓	✓	✓	✓	✓
• Communication skills	✓	✓	✓	✓	✓	✓
• Critical thinking skills	✓			✓	✓	
• Problem-solving skills					✓	
Positive Values and Attitudes						
• Independence	✓			✓		✓
• Co-operation	✓	✓	✓	✓	✓	
• Confidence	✓	✓	✓	✓	✓	✓



Suggested Teaching Steps

Task 1: Who's Who

Part A: Note-taking

Pre-listening Activity: Making Predictions

1. Introduce to students some words related to the myth of *Pygmalion and the Statue*.
2. Then divide students into groups of 4, and ask them to rearrange the words in order and predict what the story is all about.
3. Explain to students that the words in capital letters are names of the characters in the myth.
4. Explain to students that throughout all ages, people have tended to believe that there is or there are gods who can perform miracles for those who pray to them. Give them examples in modern times.

Example:

In modern day Hong Kong, people flock to Wong Tai Sin Temple or other temples and pray to the gods that their desires can be granted.

5. Teachers may get students to read other stories for a warm up. Then get them to brainstorm some ideas and jot them down on a piece of paper. After that, they may discuss the storyline together and decide what to include in the story. They can also share with one another their views on what is genuine love, etc.
6. For stronger students, teachers may provide them with some other stories with a twisted theme such as the story of Pinocchio where a wooden puppet is transformed into a real boy or stories that have parallels in the examples of Daedalus, Hephaestus, and Talos. Encourage them to visit the following reference site:
[http://en.wikipedia.org/wiki/Pygmalion_\(mythology\)](http://en.wikipedia.org/wiki/Pygmalion_(mythology)).

Task: Note-taking

1. Brief students that they will listen to the first part of the Teen Time programme, which is on the Greek myth *Pygmalion and the Statue*.
2. Ask students to jot down notes while listening, and then answer the questions on the note sheet.
3. Teachers may want to play the recording twice for students who cannot follow.
4. Alternatively, teachers can pause the recording a couple of times so that these students will be able to jot down some notes.



Part B: Personality Matching Activity

1. Introduce a personality matching activity to students and tell them that this activity involves them in exercising their imagination.
2. Tell them to match the items on the left with the items on the right.
3. Encourage students to make a guess before using the dictionary to check out the definitions of unfamiliar adjectives. For weaker students, allow them to refer to a dictionary from the start.
4. Check the answers with students.
5. Get students to brainstorm some ideas on how to write about a character by doing some research with reference to the websites provided.

Part C: Creating Character Maps

1. In groups, tell students that they will construct at least four character maps, one for each of Pygmalion, Galatea, their son Pathos, and Venus.
2. Remind them to refer to the notes they have taken in Part A and Part B, as well as the adjectives that they have learnt in the personality matching activity.
3. Encourage them to add a few more characters and imagine that it is 20 years after Pygmalion's marriage.
4. Tell students that they will each fill in a character map, with the help of their imagination.



Task 2: Attraction or Affection

Part A: Story Planning

1. In order to better understand the Greek myth, students will retell the Pygmalion myth in their own words.
2. First draw students' attention to the information provided in the short story analysis guidelines.
3. Also remind them to refer to the writing tips provided before they construct the story.

Part B: Story Rewriting

1. Explain to students again that they will retell the Pygmalion myth in their own words.
2. They will write the myth in around 250-500 words.
3. They will also give the story a new title.
4. Upon finishing the first draft of the story in the story planning worksheet, ask students to read it aloud to each other.
5. Also get students to collect feedback from peers based on the Assessment Form.
6. Encourage them to redraft the story based on peer feedback.



Task 3: The Star-crossed Lovers

Part A: Note-taking

Pre-listening Activity: Matching Activity

1. Introduce to students the story of *Pyramus and Thisbe*. If necessary, tell students that the story is similar to *Romeo and Juliet*, a popular love story composed by William Shakespeare. Direct students to the following websites if they are interested in the story or if they are not familiar with the storyline of this play:
http://www.geocities.com/Hollywood/Hills/4954/rj_story.html
<http://www.william-shakespeare.info/shakespeare-play-romeo-and-juliet.htm>
2. Arrange students in pairs, and then ask them to match the items in Column A with those in Column B.

Task: Note-taking

1. Ask students to listen to the second part of the Teen Time programme, which is about Pyramus and Thisbe's love story.
2. Tell students to jot down notes and answer all the questions in the note sheet provided while listening.
3. Play the recording.
4. Have students complete the questions and check their answers with their peers.
5. Go over the answers.

Part B: Planning for Fable-writing

1. After the note-taking activity, introduce the fable writing plan worksheet to students.
2. Based on the Greek myth story *Pyramus and Thisbe*, ask students to discuss the questions given with their group mates and complete the plan.

Part C: Modern Fable-writing

1. Based on the ideas generated from the fable-writing plan, ask students to rewrite the Greek myth into a modern fable.
2. Tell them to end the fable with a moral expressed in the form of a statement.
3. Encourage students to review their fable using the Assessment Form when they have finished writing it, and to make revisions, if necessary.



Task 4: My View, Your View, the Students' Views

Pre-listening Activity: Anticipation

1. Explain to students that they will listen to the last part of the Teen Time programme, which contains responses from two students, Helen and Tracey, to the two Greek myths – *Pygmalion and the Statue* and *Pyramus and Thisbe*.
2. Before listening to the recording, get students to work in groups and predict what their responses will be about the two Greek myths.
3. Ask students to fill in the table.
4. Invite students to share their predictions with the class. Accept all sorts of predictions from students as long as they can justify them.

Task: Note-taking

1. Play the last part of the Teen Time programme, which includes responses from two students, Helen and Tracey, to the two myths – *Pygmalion and the Statue* and *Pyramus and Thisbe*.
2. Ask students to answer the questions.

Self-reflection

1. Praise students for having completed a range of listening tasks.
2. Remind them of the listening strategies that they have learnt and practised.
3. Ask students to reflect on their listening performance by completing the Self-reflection Form.



Task 5: Opaque Love

Part A: Brainstorming Activity

1. Explain to students that they will come up with ideas to convince Pyramus' parents that Pyramus and Thisbe love each other, and that they should be allowed to see each other.
2. Pair students up. Encourage them to think of true stories similar to the Greek myth *Pyramus and Thisbe* that they have heard of, whether from their friends or from the media, or even from stories they have read before. Then ask them to put themselves into the shoes of these two lovers, and discuss and weigh the advantages and disadvantages of courtship for this young couple before they come up with rational arguments.
3. Also ask students to discuss and predict with their partners all possible objections both their parents might have.

Part B: Planning for Persuasive Letter-writing

1. Ask students to fill in the right hand column of the persuasive letter writing table.
2. Encourage students to put themselves into Pyramus' and Thisbe's position, and think of how their parents may treat them and care about them.
3. Also ask students to think of what parents' concerns for their children are and the reasons behind their concerns before they proceed with their writing.

Part C: Writing a Persuasive Letter

1. With reference to Parts A and B above, and all the previous information and the pre-listening activities, ask students to write a persuasive letter to convince Pyramus' parents to let them see each other as a couple.
2. Ask students to imagine that the setting is in the present time.
3. Remind students to fill in the Assessment Form to check their work and make necessary revisions. The rubric can serve as self, peer and/or teacher assessment.



Task 6: Love Delights

Task: Writing a Love Poem

1. Explain the task to the students, which is to compose a love poem based on their personal response to either the Greek myth *Pygmalion and the Statue* or the Greek myth *Pyramus and Thisbe*.
2. Encourage students to read more love poems by referring to the websites provided and to learn useful adjectives, adverbs, and expressions for love poems before they proceed with the poem-writing.
3. Remind students to give the poem a title.
4. Remind students to review their poem using the Assessment Form and to make revisions, if necessary.



Developing Listening Strategies

This Unit of tasks aims to help students learn and practise a range of **listening strategies** by using authentic listening material. Listening strategies are the steps or actions which a listener takes in order to understand incoming speech, and their value lies in their direct contribution to the improvement of listening comprehension. Thus, teachers are strongly encouraged to provide listening strategy instruction through a variety of tasks.

The listening strategies which this Unit of tasks aims to help students develop can be classified into two categories:

1. **Top-down strategies** require students to focus on meaning. Students make use of their knowledge of the context, the topic, and the nature of the world to make sense of the speech they hear.
2. **Bottom-up strategies** require students to focus on form. Students pay attention to the sounds, words, and grammar which they hear in order to create meaning.

Specific listening strategies practised under each of these broad categories are set out in the following tables.

Top-down listening strategies		
Strategy	Description	Example task
Identify the purpose of listening	Students preview the task to decide the purpose of listening	Tasks 1, 3, 4
Make predictions	Students predict the general content of what they are going to hear	Tasks 1, 3, 4 – Pre-listening Activities
Take notes about complex information	Students take notes while listening to help them improve their comprehension and recall	Tasks 1, 3, 4
Listen for the gist	Students identify the main ideas in the listening input	Tasks 1, 3, 4
Listen for specific information	Students listen selectively to identify details	Tasks 1, 2, 3, 4
Reconstruct meaning from words heard and notes taken	Students work out the meaning by making sense of the notes taken	Tasks 1, 3
Understand the speaker's purpose	Students use contextual clues and other help to find out the purpose of the speaker	Tasks 1, 4
Use differences in intonation patterns to understand the speaker's attitudes	Students use their knowledge of intonation to understand the speaker's attitudes	Tasks 1, 4



Interpret the speaker's opinions	Students use their prior knowledge and available evidence to interpret the opinions of the speaker and to say whether they agree with the opinions	Tasks 1, 4
Make inferences	Students use their knowledge and clues to infer ideas and information not directly expressed	Tasks 1, 3

Bottom-up listening strategies		
Strategy	Description	Example task
Use stress to identify important information	Students identify noticeable words (i.e. those which contain stressed syllables) and use them to identify important information	Tasks 1, 3
Use discourse markers to understand listening input	Students rely on discourse markers (e.g. markers of reason, cause, sequence) to find the main idea, supporting idea, general idea, specific idea, etc.	Tasks 1, 3, 4
Listen to words in meaningful groups	Students listen for words in meaningful groups and ignore false starts, slips, and pauses in order to understand natural speech	Tasks 1, 3, 4
Distinguish between intonation patterns (e.g. rising and falling tones) to aid comprehension	Students decide whether a sentence has a final rising or falling tone in an attempt to better understand the listening material	Tasks 1, 3, 4



Note that teachers should help students decide which listening strategies are most appropriate for a particular listening task. A student may know how to use a certain listening strategy in a situation, but it does not mean that s/he can apply the strategy to another task. Thus, teacher guidance is important.



Assessment Form

The following teacher assessment form can be used by the teacher to evaluate their students' overall performance in the listening activities in this unit after they have completed Task 3.

Teacher Assessment Form
Use of Listening Strategies

Name: _____ Form: _____ Date: _____

Tick (✓) the appropriate boxes.

		Use of strategies	Yes, very well	Yes, quite well	Only sometimes	No, not at all
Top-down strategies		Can the student identify the purpose of listening?				
		Can the student make suitable predictions about the content of the listening input?				
		Can the student take accurate notes about complex information?				
		Can the student listen for the gist?				
		Can the student listen for specific information?				
		Can the student reconstruct meaning from words heard and notes taken?				
		Can the student understand the speaker's purpose?				
		Can the student use differences in intonation patterns to understand the speaker's attitudes?				
		Can the student interpret the speaker's opinions?				
		Can the student draw inferences from what is said?				
Bottom-up strategies		Can the student use stress to identify important information?				
		Can the student use discourse markers to understand the spoken input?				
		Can the student listen to words in meaningful groups?				
		Can the student distinguish between intonation patterns (e.g. rising and falling tones)?				



Answer Keys

Task 1

Part A: Note-taking

Pre-listening Activity: Making Predictions

1. j
2. b
3. f
4. c
5. e
6. a
7. l
8. k
9. i
10. h
11. d
12. g

Task: Note-taking

1. He probably thinks that is something so weird and unbelievable.
2. i) 2000 years ago in ancient Greece.
ii) She is the goddess of love who makes something extraordinary happen.
iii) He is a young sculptor, an artist who makes statues from marble or wood, stone or metal.
He vowed he will never get married because he thinks he can never find the perfect woman. He works very hard and creates a perfectly beautiful woman statue.
3. It is so beautiful that people weep when they see it.
It appears so real that people have to touch it and feel the coldness of the stone for they do not believe it is not real.
4. i) d) weird
ii) Dino will probably think Pygmalion is out of his mind.
5. a) miserable
6. He strokes her hands, her face.
He takes her in his arms.
He dresses her up in rich robes and brings her presents of little birds, bunches of flowers.
He puts her to bed and tucks her in like little girls do with their dolls.
7. He prays that Venus will find him a beautiful woman like the statue he creates from stone.
8. Because she is interested in Pygmalion who is a brilliant sculptor. Venus is always ready to help people in love.
9. He goes to see the statue and caresses her. He is shocked when he feels warmth to his touch.
The lips of the statue are soft when Pygmalion kisses them. The statue's shoulders and arms are soft.
10. i. fact
ii. opinion
iii. fact
iv. fact
v. opinion
vi. opinion



Part B: Personality Matching Activity

<u>b</u>	Honest
<u>c</u>	Intelligent
<u>i</u>	Creative
<u>g</u>	Frank
<u>a</u>	Generous
<u>i</u>	Ambitious
<u>h</u>	Cultured
<u>e</u>	Bigmouth
<u>d</u>	Punctual
<u>f</u>	Inconsiderate

Task 3

Part A: Note-taking

Pre-listening Activity: Matching Activity

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

Task: Note-taking

- | |
|---|
| <ol style="list-style-type: none">1. Because William Shakespeare used their story as part of his famous play “A Midsummer Night’s Dream”.2. They live next to each other, they talk to each other through a small hole in the wall that separates their gardens.3. Because their parents won’t let them.4. Burning love for each other, and how cruel it is to be separated by a stone wall.5. They utter words, they whisper very softly.6. 1, 6, 2, 9, 4, 5, 8, 3, 7, 10 |
|---|



Task 4

Pre-listening Activity: Anticipation

Suggested answers

	Pygmalion and the Statue	Pyramus and Thisbe
The two students' responses	<ul style="list-style-type: none">• Pygmalion might be a perfectionist who thinks no perfect women exist in his time.• Pygmalion might be an introvert who does not have a social life.• Pygmalion is mad as he falls in love with a statue.• It is gross to love something unhuman.	<ul style="list-style-type: none">• Love is blind.• One can do anything in order to be with his/her love.• Love is sacrificial.

Task: Note-taking

1. **Because she thinks that they can die for love but the first story is a bit silly as Pygmalion falls in love with a statue.**
2. **No, no one is perfect.**
3. **A statue is not a living thing but a person can share his/her life with you as both of you get old.**
4. **b) not so important.**



Tapescript

Task 1

For Part A

Presenter: Can you imagine falling in love with a statue?

Hello, and welcome to the Reading Ear. My name is Dino Mahoney, and on today's programme we are going to be talking about two Greek Myths – Pygmalion and Galatea, and also Pyramus and Thisbe. Also on today's programme we have two students from Buddhist Ma Kam Chan Memorial English Secondary School in Fanling, and they are Helen Ya. Hi, Helen and also Tracey Sin. (Hi). Hello, Tracey nice to have you with us today. I will be talking to them later.

Myths were stories told over 2000 years ago in ancient Greece. They are stories that are about people and about gods. The ancient Greeks believed in many different gods – for example, the king of the gods was Zeus - Z-E-U-S - and other famous gods are Aphrodite – the goddess of love, and Apollo, god of the sun, the arts and of healing. Many of the Greek gods are today better known by their Roman names. A good example of this is the goddess of love, Aphrodite. We usually call her Venus, the goddess of love. In our first myth, Venus appears, and with her powers as a goddess, she makes something extraordinary happen. Remember I asked you if you could imagine falling in love with a statue, well, that's exactly what Pygmalion does. Pygmalion is a young sculptor (a sculptor is an artist who makes statues from marble or wood, stone or metal). Pygmalion vowed he would never get married because he thought he could never find the perfect woman. Instead, he tried to create the perfect woman himself out of marble (marble is a beautiful white stone). Pygmalion worked very hard on creating a statue of a perfectly beautiful woman.

A gifted young artist resolved never to marry. His art, he told himself, was enough for him. And he spent all his days, and a good part of every night working on the sculpture of a woman. And he made a marble statue of a woman so beautiful that people wept when they saw it. No woman was ever born, no statue ever made as beautiful as Pygmalion's marble woman. The statue was so real that people had to touch it and feel the coldness of the stone before they believe it was not a real woman standing in front of them.

And, then something strange happens. Pygmalion starts to buy beautiful clothes for his statue, and he even starts to kiss the statue. How do you think the lips of a statue would feel? (Brr) very cold.

He kissed her lips. They could not kiss him back. He stroked her hands, her face. But she was unresponsive. He took her in his arms, but she was cold and hard as stone. For a time he tried to pretend, as children do with their toys. He would dress her in rich robes. He would bring her presents – little birds and bunches of flowers. He put her to bed at night, and tucked her in, as little girls do with their dolls.

Pygmalion was wretched, because Pygmalion loved a lifeless thing.



(Cont'd)

Strange, isn't it? A man in love with a stone statue. But this is where Venus comes into the story, Venus, the goddess of love. Well, Pygmalion goes to worship Venus at her temple, the same way that Christians will go to the church to pray, or Muslims will go to their mosques to pray to Allah – and can you guess what he prayed for? What he asked Venus to do for him? Yes, he asked Venus to help him find a woman as beautiful as the statue of the woman he had created from stone.

Venus was interested in Pygmalion. He was a brilliant sculptor, and Venus was always ready to help people in love, even if they were in love with a piece of stone. So Venus decides to help Pygmalion.

After Pygmalion came from the temple of Venus, he went straightaway to see his stone woman. There she stood on her pedestal, entrancingly beautiful. He caressed her. Then he got a shock – (s)he felt warm to his touch; he kissed her lips, a long, lingering kiss, and felt them grow soft beneath his lips. He touched her arms, her shoulders – their hardness vanished. It was like watching wax soften in the sun. He clasped her wrists. Blood was pulsing in them. Venus, he thought, sweet Venus, - she has made my dream come true. And he threw his arms around his beloved, and she smiled into his eyes, and blushed.

Amazing – Venus has made the cold, stone statue come alive, and Pygmalion who said he would never marry, because he could never find the perfect woman, marries his statue. He names her Galatea (actually, this is a modern addition to the myth), which means 'as white as milk', and Pygmalion and Galatea had a son they called Pathos. Beautiful story, isn't it?

Task 3

For Part A

Presenter: Our second story is also about two lovers, Pyramus and Thisbe. These lovers are especially famous because William Shakespeare used their story as part of his famous play "A Midsummer Night's Dream".

Pyramus and Thisbe is similar in some ways to the story of Romeo and Juliet: the two young people live next to each other, but their parents won't let them meet. Their only way of meeting is by talking to each other through a small hole in the wall that separates their gardens.

Every morning very early they would go out to the hole in the wall and utter words of burning love to each other, and talk about how cruel it was to be separated by a stone wall, but all this they did in their softest whispers for fear that their parents would hear.



(Cont'd)

Finally their love is so strong, they decide to run away. They make a date to meet in the countryside under a fruit tree near a famous temple. Thisbe gets there first, but she sees a wild lion and runs away. As she runs, she drops her cloak, and the lion rips the cloak to pieces. Now, the lion has just killed and eaten a deer, so its mouth is all bloody, and some of this blood goes on Thisbe's cloak. Later Pyramus turns up, sees the cloak, and thinks – well, you can guess, can't you? – He thinks his darling Thisbe has been killed by a lion. Pyramus is so unhappy, he plunges his sword into his side, and as he does so all the white fruit on the fruit tree turns into red. And then Thisbe comes back and finds him lying in blood.

She flew to him, and threw her arms around him. She kissed his cold lips, and begged him to look at her. "It's me, Thisbe, your dearest, look at me." Pyramus opened his eyes for the last time, and as he closed them, he crossed over into death, and she took the sword from his hand, and plunged it into her own side. "If we cannot be together in life, I shall follow you into death."

Task 4

- Presenter: Mm, two amazing stories there. Well, maybe we can turn to our studio guests, Helen and Tracey. Helen, which of the two stories did you prefer?
- Helen: I prefer the second one.
- Presenter: Uhu, can you tell us why?
- Helen: Mm, because they can die for love. Mm, the first one is a bit silly to me – because how can you love a statue? It's silly.
- Presenter: But he's looking for the perfect woman, isn't he? Do you think that the perfect woman or the perfect man exists? Do you think that you can find a perfect...?
- Helen: No, no one's perfect.
- Presenter: Right. But, he thought that he could make a sculpture that would be absolutely perfect, so that was...
- Helen: Well, that's a statue only; it's not a person. (Yeah) Isn't dying – it's (a) sort of dying thing, it's not alive, dead. (Right) A person is different. (Yes) We live, we get old, but a statue doesn't.
- Presenter: Yes, yes. But then, the statue comes alive, doesn't it? And then, it is the perfect person.
- Helen: Well, that's... it doesn't occur in reality.
- (Laughter)



(Cont'd)

Presenter: So do you think you will never find the perfect person then?

Helen: You mean him?

Presenter: You?

Helen: Me?

Presenter: Yeah.

Helen: Um, I have found one.

Presenter: Oh, wonderful! That's fantastic. That's great. What do you think is more important – the way people look, or the way people are? Because definitely, in the story, the sculptor is much more interested in the appearance, isn't it? Pygmalion thinks that the perfect woman means perfectly beautiful from the outside. What do you think of that?

Helen: Well, of course, look(s) is important, but personality is also important.

Presenter: Mm. Do you agree with that?

Tracey: Yes, I agree.

Presenter: And what personality do you like? What kind of personality do you find...?

Tracey: Kind, gentle, generous, and they have good manners. They should respect others, and think of other's feelings too.

Presenter: Great, well, I like that. I agree with that. How about you? Do you agree with the same kind of qualities?

Helen: Yes, the same.

Presenter: The same, yup. Umm. In what ways is "Pyramus and Thisbe" like "Romeo and Juliet"? There are some similarities, aren't there?

Helen: They can die for love.

Presenter: Yeah, that's the main one, isn't it? Dying for love, yeah. Ymm, now are there any statues in Hong Kong? Have you seen any statues in Hong Kong?

Helen: Yeah, in my school.

Presenter: In your school – can you tell us about it?

Helen: The statue of Ma Kam Chan.



(Cont'd)

Presenter: Who's that actually?

Helen: It's the founder of our school.

Presenter: Right. And what is the sculpture made of?

Tracey: Um, stone.

Presenter: Stone, and what does he look like? Does he look serious or happy?

Tracey: Serious.

Presenter: Serious, is he sitting or standing?

Helen: I can't tell.

Tracey: Both not.

Tracey: It's just the head. We can't see.

Presenter: Oh, I see, it's just a head. Right. OK. What do you think is the most famous statue in Hong Kong at the moment?

Helen: The one in Lantau.

Presenter: Oh, the one in Lantau, and what's that?

Tracey: Temple/ The Buddha.

Helen: The Buddha.

Presenter: The big Buddha. Thank you very much.



Self-esteem and Cosmetic Surgery Teachers' Notes

Task Description

The Hong Kong Student Health Organisation is launching a public speaking contest to help raise students' self-esteem and self-confidence. All senior secondary students are eligible to enter, and participants will deliver a 3-minute speech on the topic of "Cosmetic surgery – Does it boost self-confidence?"

Students have been selected by your school to enter the contest. To prepare for the event, they are going to a training session run by the Hong Kong Student Health Organisation where they will complete the following tasks.

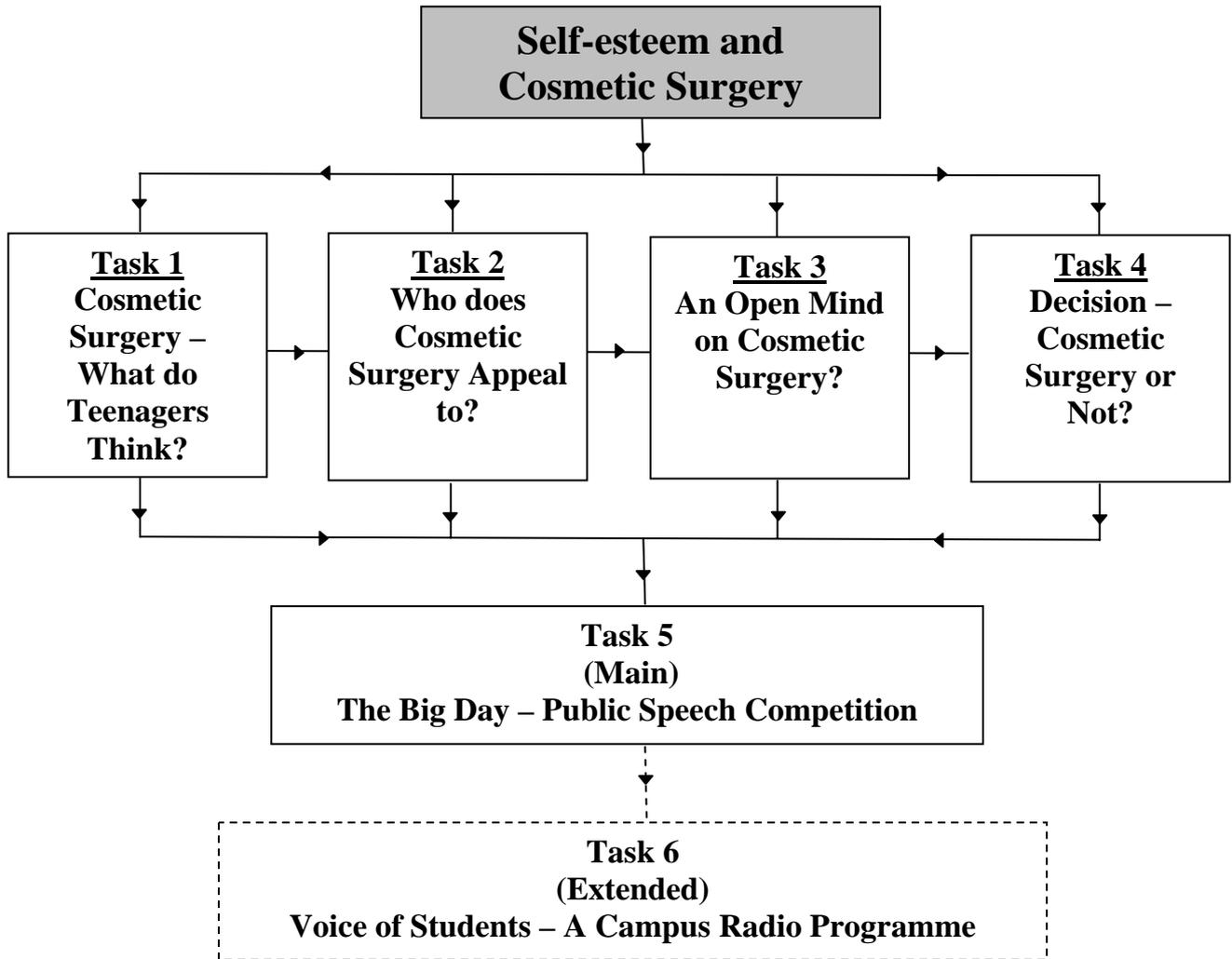
Tasks	Task Description
Task 1	Cosmetic Surgery – What do Teenagers Think? As members of the school's public speaking team, students are asked to explore the issue of cosmetic surgery. In Part A, they will design a survey form and conduct interviews to find out what their schoolmates think about cosmetic surgery. In Part B, they will summarise the findings in a brief report.
Task 2	Who does Cosmetic Surgery Appeal to? To gather ideas for their speech, students will listen to a radio drama involving a cosmetic surgeon and his client, which is taken from the first part of a Teen Time programme on self-esteem and cosmetic surgery. In Part A, they will decide what the cosmetic surgeon's motive is. In Part B, they will complete a consultation record. In Part C, they will decide if the cosmetic surgeon and his client are confident of themselves or not. In Part D, they will consider what kinds of people are likely to have cosmetic surgery.
Task 3	An Open Mind on Cosmetic Surgery? To continue their search for ideas to include in their speech, students will listen to a radio interview with a cosmetic surgeon and a music student, which is taken from the second part of the Teen Time programme on self-esteem and cosmetic surgery, to find out about people's attitudes towards cosmetic surgery. In Part A, they will decide whether the cosmetic surgeon and the students are open about cosmetic surgery or not. In Part B, they will find out what the cosmetic surgeon's view on people's attitudes towards cosmetic surgery is. In Part C, they will work out the cosmetic surgeon's and the music student's style of speaking in the interview.



Task 4	Decision – Cosmetic Surgery or Not? Students will listen to an interview involving an expatriate and another cosmetic surgeon, which is taken from the third part of the Teen Time programme on self-esteem and cosmetic surgery, to find out what people should consider before deciding to have cosmetic surgery. In Part A, they will decide if the expatriate and the cosmetic surgeon are for or against cosmetic surgery. In Part B, they will complete a flow chart on what people should consider before they decide to have cosmetic surgery. In Part C, they will write a summary of the main points made by the cosmetic surgeon. In Part D, they will write about their views on cosmetic surgery.
Task 5	The Big Day – Public Speech Competition Students will prepare and deliver a speech on “Cosmetic surgery – Does it boost self-confidence?”. In Part A, they will use all the information collected from the previous tasks to prepare their speech. In Part B, they will deliver it to their classmates and teachers.
Task 6	Voice of Students – A Campus Radio Programme Students will work with their classmates to produce a radio programme on self-esteem and self-confidence for the school campus radio. In Part A, they will listen to the beginning of a few radio programmes to decide what they will do or say in the Introduction to their radio programme. In Part B, they will conduct interviews with their fellow schoolmates on self-esteem and self-confidence. In Part C, they will listen to an interview with a medical doctor, which is taken from the fourth part of the Teen Time programme on self-esteem and cosmetic surgery, to find out how low self-esteem might lead to anorexia nervosa (i.e. eating disorder). They will then use this information to write a radio drama about a teenager who suffers from anorexia nervosa. Finally in Part D, they will prepare the Conclusion to their radio programme.



Task Overview





Overview of the Learning Targets and Objectives

	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
(I) Learning Targets						
Interpersonal Strand (IS)						
• To establish and maintain relationships and routines in school situations (ISa, KS3)	✓					✓
• To converse, compare, argue and justify points of view about feelings, preferences, ideas, and experiences (ISb, SS)	✓	✓			✓	✓
• To communicate a range of more complex messages, both oral and written, for different audiences and purposes (ISc, SS)					✓	✓
• To participate with others in planning, organising and carrying out complex and extended events (ISd, SS)	✓					✓
• To obtain and provide information in a wider and more complex range of real and simulated situations (ISe, SS)	✓	✓	✓	✓	✓	✓
Knowledge Strand (KS)						
• To provide or find out, select, analyse, organise and present information on familiar and unfamiliar topics (KSa, SS)	✓	✓	✓	✓	✓	✓
• To interpret and use more extensive and complex information through processes or activities such as ordering, describing, classifying, comparing, explaining, justifying, predicting, inferring, summarising, synthesising and drawing conclusions (KSb, SS)	✓	✓	✓	✓	✓	✓
• To identify and discuss critically ideas, issues, themes, arguments, views and attitudes in spoken and written texts, make connections, refine or generate ideas, express or apply them (KSc, SS)	✓	✓	✓	✓	✓	✓
• To identify and define more complex problems from given information, consider related factors, explore and discuss options, solve the problems, evaluate and justify the solutions or offer alternatives (KSd, SS)	✓				✓	✓
• To develop, refine and reorganise ideas, and to improve expressions by making appropriate revisions to one's own written texts independently and collaboratively (KSe, SS)	✓				✓	
• To understand how the English Language works in a wide range of contexts and how more complex texts are organised and expressed; and apply this understanding to one's learning and use of the language (KSf, SS)	✓				✓	✓



	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
(I) Learning Targets (cont'd)						
Experience Strand (ES)						
<ul style="list-style-type: none"> To respond to characters, events and issues in imaginative and other narrative texts through oral, written and performative means such as: <ul style="list-style-type: none"> making evaluative comments putting oneself in the imaginary roles and situations in the story participating in dramatic presentations and reflecting on the way in which authors use language to create effects (ESb, KS3) 		✓				✓
<ul style="list-style-type: none"> To give expression to one's experience through activities such as providing oral and written descriptions of feelings and events, incorporating where appropriate reflections on their significance (ESd, SS) 						✓
(II) Learning Objectives						
Text-types						
<ul style="list-style-type: none"> Charts 	✓			✓		
<ul style="list-style-type: none"> Conversations 					✓	✓
<ul style="list-style-type: none"> Forms 	✓		✓		✓	✓
<ul style="list-style-type: none"> Interviews 	✓		✓	✓		✓
<ul style="list-style-type: none"> News reports 						✓
<ul style="list-style-type: none"> Plays 		✓				✓
<ul style="list-style-type: none"> Questionnaires 	✓					
<ul style="list-style-type: none"> Reports 	✓	✓				
Vocabulary						
<ul style="list-style-type: none"> Words for describing physical appearance (e.g. attractive, slim) 	✓	✓		✓		
<ul style="list-style-type: none"> Words for talking about self-esteem and self-confidence (e.g. secure, insecure) 	✓				✓	✓
<ul style="list-style-type: none"> Word and expressions for summarising trends in findings (e.g. on the whole, a few) 	✓					
<ul style="list-style-type: none"> Words for talking about cosmetic surgery (e.g. reoperation) 		✓	✓		✓	
<ul style="list-style-type: none"> Words for talking about body parts (e.g. bust) 			✓			
<ul style="list-style-type: none"> Words and expressions related to anorexia nervosa (e.g. anorexic, intense dieting) 						✓
Language Items and Communicative Functions						
<ul style="list-style-type: none"> Use formulaic expressions to seek information (e.g. Can you answer a few questions?) 	✓					✓
<ul style="list-style-type: none"> Use “yes-no” questions to obtain yes or no answers (e.g. Are you happy about your body image?) 	✓					✓
<ul style="list-style-type: none"> Use “wh-questions” to obtain specific information (e.g. Why are you not satisfied with your body image?) 	✓					✓



	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
(II) Learning Objectives (cont'd)						
<ul style="list-style-type: none"> Use a variety of tenses, passive voice, reported speech, adverbs, etc., to refer to events in the past, present and future and to the frequency with which things occur (e.g. Michael Jackson <u>has made</u> the headlines <u>several times</u> in the past few months ... although he <u>denies</u> bleaching his skin, he <u>has admitted having had</u> cosmetic surgery <u>three times</u> to reshape his nose.) 	✓		✓	✓	✓	✓
<ul style="list-style-type: none"> Use adjectives, adverbs, formulaic phrases, etc. to make comparisons and give descriptions of processes and situations (e.g. They are <u>more certain</u> about themselves.) 		✓			✓	✓
<ul style="list-style-type: none"> Use imperatives to make suggestions (e.g. <u>Change</u> your glasses.) 		✓				
<ul style="list-style-type: none"> Use adverb phrases and adverb clauses of reason to give reasons (e.g. People have become more open <u>because they frequently hear about it in the news.</u>) 			✓		✓	✓
<ul style="list-style-type: none"> Use modals to make suggestions and give advice (e.g. You <u>should</u> talk it through with your parents.) 				✓	✓	
<ul style="list-style-type: none"> Use adjectives, adjective phrases, formulaic expressions, etc. to describe one's feelings and responses to happenings and states of affairs in some detail (e.g. The findings of our survey are <u>surprising</u> and <u>unexpected</u>.) 					✓	✓
<ul style="list-style-type: none"> Use modals and formulaic expressions to express agreement and disagreement (e.g. We <u>cannot</u> agree with such a view.) 					✓	
<ul style="list-style-type: none"> Use the simple present tense, gerunds, conditionals, etc. to make general statements about the world and "universal truths" (e.g. Most of us <u>are</u> pretty average people.) 					✓	✓
Language Skills						
Listening						
Listen for Information, Ideas, Intended Meanings, Views, Attitudes and Feelings in a Variety of Spoken Texts						
<ul style="list-style-type: none"> Identify key ideas in a passage, discussion or conversation (KS3) 	✓	✓	✓	✓		✓
<ul style="list-style-type: none"> Extract information and ideas in spoken texts (KS3) 	✓	✓	✓	✓		✓
<ul style="list-style-type: none"> Understand levels of formality and informality (KS3) 			✓			
<ul style="list-style-type: none"> Discriminate between different intonations for various feelings and attitudes (KS3) 		✓				✓
<ul style="list-style-type: none"> Make connections between ideas and information with the help of discourse markers (KS3) 		✓		✓		
<ul style="list-style-type: none"> Understand and interpret spoken texts in a range of situations and for different purposes (SS) 		✓	✓	✓		✓
<ul style="list-style-type: none"> Identify details that support a main idea (SS) 		✓	✓	✓		✓
<ul style="list-style-type: none"> Predict the likely development of ideas (SS) 			✓			
<ul style="list-style-type: none"> Establish and infer meanings from clues (SS) 		✓	✓	✓		✓
<ul style="list-style-type: none"> Understand speakers' intentions, views, attitudes or feelings (SS) 		✓				



	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
(II) Learning Objectives (cont'd)						
• Understand speakers with a variety of accents (SS)		✓	✓	✓		✓
Speaking						
Present Information, Ideas, Intended Meanings, Views, Attitudes and Feelings Clearly, Coherently and Appropriately in a Variety of Contexts						
• Present feelings, views and arguments coherently and convincingly with suitable reasoning, suggestions and strategies (SS)					✓	✓
• Describe details that support a main idea (SS)					✓	✓
• Use a variety of vocabulary appropriately (SS)	✓				✓	✓
• Use language appropriate to the role or situation at different levels of formality (SS)	✓				✓	✓
• Use persuasive devices effectively (SS)					✓	
Participate Effectively in an Oral Interaction						
• Make judgments and suggestions, support and develop the views of others, disagree and offer alternatives, reply, ask relevant questions, explain, give examples and use formulaic expressions where appropriate (SS)		✓		✓		✓
• Solicit sharing of experiences, views, attitudes and values (SS)		✓		✓		✓
Writing						
Present Information, Ideas, Views, Attitudes and Feelings Clearly, Coherently and Appropriately in a Variety of Written Texts						
• Plan and produce coherent and structured texts (SS)	✓					
• Organise and integrate information and ideas, and write texts appropriate to the context, purpose and audience (SS)	✓					
• Present and elaborate main ideas and supporting details through exemplification, paraphrases, explanations, etc (SS)	✓					
• Adjust the balance of ideas and length of text to meet the requirements of different text-types (SS)	✓					
• Use appropriate linguistic and structural devices, a variety of structures and an appropriate range of vocabulary to achieve desired purposes (SS)	✓	✓				
• Use appropriate style and register in writing (SS)	✓	✓				
Language Development Strategies						
Develop thinking skills						
• Use reasoning skills (e.g. analyse for a particular purpose, make inferences, and draw conclusions)	✓	✓	✓	✓	✓	✓
• Analyse data and situations systematically for better understanding or to solve problems	✓				✓	✓
• Generate criteria and principles for action and judicial thinking	✓				✓	✓



	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
(II) Learning Objectives (cont'd)						
Develop reference skills						
• Use the library and the Internet to collect information and develop research skills						✓
• Identify relationships (e.g. similarities and differences) between the ideas expressed within texts	✓		✓	✓	✓	✓
Develop information skills						
• Collect, evaluate and store information systematically	✓	✓	✓	✓	✓	✓
• Employ graphic forms (e.g. charts) to organise information and aid the presentation of ideas	✓			✓		
• Make precise and concise notes	✓	✓	✓	✓		✓
• Take down the main points and important supporting details		✓	✓	✓		✓
Work with others						
• Ask others for help and offer help to others	✓	✓				✓
• Listen to different opinions and respond appropriately	✓	✓				✓
Attitudes						
• Confidence in using English	✓	✓	✓	✓	✓	✓
• Keeness to participate in activities leading to improvement of knowledge and skills in the language	✓	✓	✓	✓	✓	✓
Generic Skills						
• Collaboration skills	✓	✓				✓
• Communication skills	✓	✓		✓		✓
• Creativity					✓	✓
• Critical thinking skills	✓	✓	✓	✓	✓	✓
• Information technology skills	✓					✓
• Numeracy skills	✓					✓
• Problem-solving skills	✓				✓	✓
• Self-management skills	✓					✓
Positive Values and Attitudes						
• Independence	✓	✓	✓	✓	✓	✓
• Co-operation	✓					✓
• Confidence	✓	✓	✓	✓	✓	✓
• Responsibility					✓	✓



Suggested Teaching Steps

Task 1: Cosmetic Surgery – What do Teenagers Think?

Part A: Preparing a Survey Form to Gather Opinions

1. Introduce the situation of the public speaking contest. Explain that the students' main task is to deliver a 3-minute speech on "Cosmetic surgery – Does it boost self-confidence?" later.
2. Divide students into groups of 4 – 5 for all the tasks in this unit. Tell each group to imagine that they have been selected to enter the competition.
3. Have each group design a survey form for opinion interviews. Explain that the purpose of the interviews is to help them collect relevant information for their speech. Then ask each group to choose eight statements from the list given for inclusion in their survey form.
4. Encourage students to write two more statements and an open question for their survey forms. Point out that open questions often lead to interesting findings. If necessary, explain that most open questions contain a *wh*-word such as "what" and "how".

Examples:

Possible items to add to the closed questions section

- It is more important for us to feel confident about ourselves than to look physically attractive.
- Cosmetic surgery is becoming popular in Hong Kong.
- Cosmetic surgery offers more advantages than disadvantages.
- Cosmetic surgery is risky and should be banned.

Possible open questions to include

- Why would you support/not support cosmetic surgery?
- How can students feel confident about themselves without having cosmetic surgery?

5. Have each group produce their own survey form using the template given.
6. Go over their questions and help with language problems.

Part B: Conducting a Survey and Presenting the Findings

1. Brief students on ways of conducting a survey.
2. Review strategies for asking questions (e.g. asking questions politely).
3. Pair groups up for some practice in asking questions. First, Group A interviews Group B on their views of cosmetic surgery, using the survey form that Group A has designed. Then the groups switch roles.
4. Ask each group of students to interview about 30 schoolmates in their free time. Remind them to prepare enough copies of the survey form and write the responses on the survey forms.
5. After students have finished their interviews, go through the writing tips for summarising survey results. Teach useful expressions such as "on the whole", "in general", and "the majority" if necessary.
6. Ask each group to write a brief report on their survey findings. Tell them that they should refer to the sample survey report for reference.
7. If time allows, get each group to give a 1-minute presentation to the whole class on their survey findings.



Task 2: Who does Cosmetic Surgery Appeal to?

Pre-listening Activity: Vocabulary

1. Tell students that before they listen to a recording, they can use a helpful **listening strategy – learning related words**. This strategy will make it easier for them to understand what the speakers mean.
2. Draw students' attention to the vocabulary activity. Ask them to use a dictionary to find the meanings of any unknown words at home.
3. Get them to match the words with the meanings. (Students may find the expression “jest of fortune” difficult even after consulting a dictionary. Ask them to use the definitions given to help them work out the meaning.)
4. Ask students to practise saying the words aloud to each other so that they can recognise them in the recording later.
5. If students need more pre-listening preparation, ask them to guess what a cosmetic surgeon may say to a potential client in an initial consultation meeting. Elicit predictions from the class, and ask students whether the predictions are reasonable.

Part A: Listening for the Main Idea

1. Tell students that they are going to listen to an authentic radio drama between a cosmetic surgeon and a potential client.
2. Ask students **not** to try to catch every word or idea. Instead, they should focus on the key words and the main theme of the conversation to help them.
3. Play the recording. As students listen, have them choose the correct answer.

Part B: Listening for Details

1. Tell students that they are going to listen to the recording again so that they can complete the consultation record.
2. Give students some time to study the consultation record to be filled in.
3. To prepare students to listen for the cosmetic surgeon's suggestions, teach them the **listening strategy** of paying attention to **discourse markers**. Specifically, explain that when people mention a list of things (e.g. a list of reasons), they may use **markers of sequence** such as “first”, “to begin with”, and “then”. Ask students to pay attention to such markers when they listen.
4. Play the recording.
5. Have students work in small groups to complete the consultation record.
6. Students may find it difficult to summarise the surgeon's suggestions. In that case, ask them for the key words that they have noted down (e.g. “glasses”, “nose”, “teeth”). Then encourage them to make guesses about what suggestions a cosmetic surgeon may make using the key words.



Part C: Understanding Attitudes

1. Tell students that we can learn much about people's attitudes by paying attention to the intonation they use.
2. Have students read the table given.
3. Play the recording, and ask students to pay special attention to the tones used by the cosmetic surgeon and the woman. They then decide if most of the sentences are spoken with a rising or falling tone.
4. If students find it difficult to do this activity, explain how intonation works briefly. For example, you can point out that a sentence can usually be divided into a number of tone units, each of which may be said on a particular tone. For simplicity's sake, get students to focus on the tone at the end of sentences.
5. Give an example as demonstration. For example, the woman in the recording made her first utterance on a rising tone because she was uncertain about the information. She wanted the cosmetic surgeon to confirm what she had just heard. (For the major tone patterns used in the radio drama, see the Answer Key.)
6. After the recording, have students complete the table and check answers in pairs.
7. Help students see the links between intonation and attitudes. Point out that *in general*, a rising tone is used to express uncertainty or doubt while a falling tone signals finality and certainty.

Part D: Making Inferences

1. Introduce the **listening strategy of making inferences**. Point out that to understand meanings that are not directly expressed, students can (a) use their knowledge of the topic and situation, and (b) find clues and evidence in what they hear.
2. Ask students to guess whether the woman will follow the advice given by the cosmetic surgeon. Tell them to base their guesses on the woman's level of self-confidence, which they considered in the last listening activity.
3. In the light of the answer to Question 1, ask students to consider what kinds of people are more likely to have cosmetic surgery.



Task 3: An Open Mind on Cosmetic Surgery?

Pre-listening Activity: Prediction

1. Tell students that they will listen to a radio interview to find out about people's attitudes towards cosmetic surgery.
2. Introduce the **listening strategy** of **making predictions**. Explain that listening to confirm predictions is easier than listening for everything.
3. Ask students to predict whether people are now more open about cosmetic surgery than before.
4. Encourage students to give one or two reasons for their predictions.

Part A: Listening for the Main Idea

1. Tell students that they are going to listen to a radio interview involving the host of a radio programme, a cosmetic surgeon, and a music student.
2. Give students some time to study the table given.
3. Introduce the **listening strategy** of using **questions** to help students decide what is and is not important to understand. For example, if the question asks for "how many", the answer is likely to contain a number. Similarly, if the question is "Are people more open about cosmetic surgery than before?", the answer may contain such words as "open", "frank", "secret", etc. Ask students to pay attention to such words.
4. Play the recording.
5. Have students complete the questions and check their answers with their peers.
6. Go over the answers.

Part B: Listening for Details

1. Explain what students are to listen for.
2. Play the recording.
3. Get students to write down the cosmetic surgeon's reasons for saying that people are now more open about cosmetic surgery.

Part C: Understanding Styles of Speaking

1. Tell students that some uses of language can be regarded as formal while others are informal.
2. Ask students to study the table given.
3. Play the recording. Have students fill in the missing information.
4. Help students plan ahead and consider which style they would use for their speeches later (i.e. formal or informal).



Task 4: Decision – Cosmetic Surgery or Not?

Pre-listening Activity: Roleplay

1. Explain the roleplay.
2. Have students work in groups of three. If a group has four members or more, two or more students can take the role of Student B or Student C.
3. Give students some time to mentally prepare the roleplay. Ask them not to write things down.
4. Start the roleplay, telling students that they should aim to finish it within 5 – 8 minutes.

Part A: Listening for the Main Idea

1. Explain that students should find out whether the expatriate and the cosmetic surgeon are supportive of cosmetic surgery or not.
2. Introduce the **listening strategy** of paying attention to the kind of **vocabulary** that speakers use. Explain that if people are positive about something, they are likely to use positive words (e.g. “nice”, “advantageous”, “powerful”). However, if people’s attitudes are negative, students may hear negative words such as “unattractive”, “drawback”, and “problem”.
3. Ask students to study the questions.
4. Play the recording and check that students complete the table.

Part B: Listening for Details

1. Discuss with students whether people should rush into a decision about getting cosmetic surgery to improve their looks.
2. Explain what students are to listen for.
3. Suggest that students can use the **listening strategy** of paying attention to **discourse markers**. Specifically, explain that when people describe the steps for doing something, they may use **markers of sequence** such as “the first step is”, “then”, etc.
4. Play the recording and have students complete the chart.
5. Ask students to compare their answers in pairs. Then go over them with the whole class.



Part C: Understanding Natural English

1. Explain why natural English can be difficult to understand. For example:
 - There may be silences and hesitations in the speech (e.g. uhm, uh).
 - A speaker may begin a sentence, leave it unfinished, and start using a different sentence to express their ideas.
 - Some ideas are mentioned after the main message has been conveyed, giving rise to language which is not too well organised.
2. To help students understand natural English, teach them the **listening strategy** of focussing on **meaningful groups of words**. Tell them that when they listen to the extract, they should ignore the “imperfect” hesitations, false starts, afterthoughts, etc. and focus on meaningful groups of words that make sense. Such meaningful groups carry the main ideas.
3. Play the recording and ask students to take notes.
4. Ask students to summarise the main points made by the cosmetic surgeon.
5. Have students discuss their summaries in small groups.

Part D: What do You Think?

1. Ask students to recall the views expressed by the expatriate, the cosmetic surgeon, and the host of the radio programme.
2. Tell students to decide who they agree with most and why.

Self-reflection

1. Praise students for having completed a range of listening tasks.
2. Remind them of the listening strategies that they have learned and practised so far.
3. Ask students to reflect on their listening performance by completing the Self-reflection Form.



Task 5: The Big Day – Public Speech Competition

Part A: Preparing the Speech

1. Explain that students are going to practise preparing and delivering a speech for the public speaking contest.
2. Talk students through the steps to take.
3. Ask students to use ideas which they have collected earlier (from Tasks 1 – 4) in their speech.

Examples:

Is cosmetic surgery becoming popular?	<ul style="list-style-type: none"> • It is, as reported by a British teenage magazine. • In Hong Kong, cosmetic surgery <u>is/is not</u> popular with teenagers as revealed by the survey conducted by the students. ...
What kinds of people tend to have cosmetic surgery?	<ul style="list-style-type: none"> • People who tend to have low self-esteem and who are not confident about their looks may have cosmetic surgery.
Do people who have cosmetic surgery have confidence in themselves?	<ul style="list-style-type: none"> • Generally, no.
What are people’s attitudes towards cosmetic surgery?	<ul style="list-style-type: none"> • Cosmetic surgeons are positive that the surgery does good. • However, average people such as students, expatriates, and radio presenters are more cautious about what cosmetic surgery can do and whether the operation is risk free.
What can cosmetic surgery achieve and not achieve?	<ul style="list-style-type: none"> • The surgery may give people more self-confidence and self-esteem. • The surgery may not change people’s lives or their personality. • The surgery may not solve all of people’s problems. • The surgery may not help people find a boyfriend or girlfriend.

4. Ask students to write an outline of their speech. Teach them that they should have a proper introduction, enough ideas and examples to support their point of view, and a conclusion that summarises their key points. Refer them to Guiding Document 1, *Write an Outline of Your Speech*. Point out that if students want to see an example of how the form can be completed, they can refer to Guiding Document 2, *Sample Outline of a Speech from a Past Public Speaking Competition*.
5. Ask students to prepare their speech, using Guiding Document 3, *Checklist: Confident Public Speaking*, for reference.



Part B: Delivering the Speech

1. Arrange a time for students to give their speeches before the whole class.
2. Get students to provide peer feedback by using the Peer Assessment Form.
3. Give feedback to students using the same form yourself.
4. Encourage students to reflect on their performance. What did they do well? What could they do to improve their performance in the future?



Task 6: Voice of Students – A Campus Radio Programme

Setting the Scene

1. Explain the project to the students.
2. Take students through the plan for the radio programme.
3. Encourage students to be creative and to make appropriate changes to the plan.

Part A: Preparing for the Introduction to the Radio Programme

1. Draw students' attention to the hyperlink provided. Ask them to listen to the beginning of a few archived radio programmes to get an idea of what to include in the introduction to a radio programme.
2. Have each group complete their plan for their introduction.
3. Choose a good plan and show it to the whole class. Explain why it is good.

Example:

In the introduction to a radio programme, students can do things such as:

1. Greet the audience.
2. Tell the audience what programme they are listening to.
3. Give the names of the radio presenters.
4. Mention briefly what the radio presenters will be talking about.

For example:

“Good afternoon. This is the school campus radio station. You’re listening to a special programme called ‘Be Happy, Be Healthy, and Be Confident’ with four F.4 students today. I’m John Lee. (Another student: I’m Alice Cheung.) (Another student: I’m Jason Hung.) (Another student: I’m Tracy Yeung.) We’ll be talking about the importance of self-esteem and self-confidence, and we’ve got some interesting interviews and a radio drama lined up for you. So stay tuned.”

Part B: Preparing for and Conducting the Interviews with Students

1. Go through the guidelines for doing the interviews.
2. Emphasise that the topic of the interviews should be related to self-esteem and self-confidence. For example:

Do students have a high self-esteem?
How can students increase their confidence in themselves?

3. Get each group to write one question to ask.
4. Go through all the questions, showing the class a few good examples.
5. Get students to conduct their interviews in their spare time.
6. Remind students to write down the responses elicited.



Part C: Preparing for the News Report

1. Take students through Mrs Anderson's notes.
2. Introduce the term "anorexia nervosa". Explain that it is frequently reduced to "anorexia". Find out what students know about it. For example, do they know anyone who has suffered from the disease?

Pre-listening Activity: Identifying Significant Words

1. Explain that a speaker often makes some words stand out from others. These noticeable words help the hearer to understand the most important meaning.
2. Point out that a noticeable word contains a syllable that is marked by the following features: a slightly raised pitch, longer duration, and greater loudness.
3. Use any simple sentence to demonstrate how the significant words in it are made noticeable.
4. Ask students to read the tapescript.
5. Play the recording, and ask students to underline the noticeable words.
6. Play the recording a few more times so that students can identify all the examples.

Activity 1: Listening for the Main Idea

1. Tell students that the recording that they are going to listen to is fairly long, but they should focus on the causes of anorexia nervosa only.
2. Point out that students can use two **listening strategies** to help them. First, students can pay attention to **noticeable words**, as they carry important information. Second, students should **ignore supporting details**. This means that less important information introduced by "for example", "such as" and "like" does not need to be noted.
3. Play the recording.
4. Divide students into groups. Have them discuss the causes they have identified.
5. Discuss whether students' answers are correct or not.

Activity 2: Listening for Details

1. Play the recording again.
2. Ask students to focus on the details about Sam, the teenage girl who suffered from anorexia nervosa. Students should complete the table while they are listening to the recording.
3. Get students to work in groups. Each group should produce a radio drama about Sam. Encourage them to add any other details necessary. Emphasise the need for dialogues, and tell students that they should alter their voices where necessary in order to bring colour and life to the drama.
4. Ask students to refer to the document "Writing a Radio Drama" when they prepare their drama script.

Part D: Preparing the Conclusion

1. Get students to think about how a radio programme can end.
2. Play the endings of a few radio programmes to students if necessary.
3. Have students plan the endings for their own programmes.



Producing the Entire Radio Programme

1. After students have prepared all the parts of the radio programme, ask them to record it using a recorder or an MP3 player.
2. Encourage students to add music and sound effects where appropriate.
3. Tell students that if they make a mistake while recording, they should record again.
4. If recording is a problem, get students to give their performance before the entire class.

Peer Feedback

1. Play all the radio programmes to the whole class, and arrange for students to give peer feedback to each other by doing the following:

Before listening

- Pair all the groups in the class so that each group has a partner group: Group A – Group B.

While listening

- Group A pays special attention when the radio programme produced by their partner group, Group B, is played.
- While listening, Group A completes the Peer Assessment Form on Group B's performance.
- Similarly, Group B listens to Group A's radio programme carefully.
- Group B then gives peer feedback on Group A's work.

2. Ask the class to vote for the best programme.



Developing Listening Strategies

This Unit of tasks aims to help students learn and practise a range of **listening strategies** by using authentic listening material. Listening strategies are the steps or actions which a listener takes in order to understand incoming speech, and their value lies in their direct contribution to the improvement of listening comprehension. Thus, teachers are strongly encouraged to provide listening strategy instruction through a variety of tasks.

The listening strategies which this Unit of tasks aims to help students develop can be classified into three categories:

1. **Top-down strategies** require students to focus on meaning. Students make use of their knowledge of the context, the topic, and the nature of the world to make sense of the speech they hear.
2. **Bottom-up strategies** require students to focus on form. Students pay attention to the sounds, words, and grammar which they hear in order to create meaning.
3. **Interactive strategies** require students to take an active listening role while interacting with other people verbally. For example, they may actively ask their conversational partners to clarify certain points so as to overcome any problem with understanding.

Specific listening strategies practised under each of these broad categories are set out in the following tables.

Top-down listening strategies		
Strategy	Description	Example task
Identify the purpose of listening	Students preview the task to decide the purpose of listening	All listening activities in Tasks 2, 3, 4, 6
Make predictions	Students predict the general content of what they are going to hear	Task 3 – Pre-listening Activity
Take notes about complex information	Students take notes while listening to help them improve their comprehension and recall	Task 4 – Part C
Listen for the gist	Students identify the main ideas in the listening input	Task 3 – Part A Task 6 – Part C, Activity 1
Listen for specific information	Students listen selectively to identify details	Task 2 – Part B Task 3 – Part B Task 4 – Part B Task 6 – Part C, Activity 2
Reconstruct meaning from words heard and notes taken	Students work out the meaning by making sense of the notes taken	Task 4 – Part C
Understand the speaker's purpose	Students use contextual clues and other help to find out the purpose of the speaker	Task 2 – Part A



Use differences in intonation patterns to understand the speaker's attitudes	Students use their knowledge of intonation to understand the speaker's attitudes	Task 2 – Part C
Interpret the speaker's opinions	Students use their prior knowledge and available evidence to interpret the opinions of the speaker and to say whether they agree with the opinions	Task 4 – Part D
Make inferences	Students use their knowledge and clues to infer ideas and information not directly expressed	Task 2 – Part D Task 3 – Part C Task 4 – Part A

Bottom-up listening strategies		
Strategy	Description	Example task
Use stress to identify important information	Students identify noticeable words (i.e. those which contain stressed syllables) and use them to identify important information	Task 6 – Part C, Activity 1
Use repetition to locate key facts	Students use repetition of words to identify main facts	Task 6 – Part C, Activity 1
Use discourse markers to understand the listening input	Students rely on discourse markers (e.g. markers of reason, cause, sequence) to find the main idea, supporting idea, general idea, specific idea, etc.	Task 4 – Part B Task 6 – Part C, Activity 2
Listen to words in meaningful groups	Students listen for words in meaningful groups and ignore false starts, slips, and pauses in order to understand natural speech	Task 4 – Part C
Distinguish between intonation patterns (e.g. rising and falling tones) to aid comprehension	Students decide whether a sentence has a final rising or falling tone in an attempt to better understand the listening material	Task 2 – Part C

Interactive listening strategies		
Strategy	Description	Example task
Indicate lack of comprehension while interacting with or listening to others	While listening to others in everyday interaction, students ask for help to indicate that they have comprehension problems (e.g. by asking for explanation, clarification, repetition, etc.)	Task 1 – Part B



Note that teachers should help students decide which listening strategies are most appropriate for a particular listening task. A student may know how to use a certain listening strategy in a situation, but it does not mean that s/he can apply the strategy to another task. Thus, teacher guidance is important.



Assessment Forms

The following assessment form can be used by teachers to assess their students' performance in listening after they have completed the listening activities in Task 4.

**Teacher Assessment Form
Use of Listening Strategies**

Name: _____ Form: _____ Date: _____

Tick (✓) the appropriate boxes.

		Use of strategies	Yes, very well	Yes, quite well	Only sometimes	No, not at all
Top-down strategies	Can the student make suitable predictions about the content of the listening input?					
	Can the student take accurate notes about complex information?					
	Can the student listen for the gist?					
	Can the student listen for specific information?					
	Can the student reconstruct meaning from words heard and notes taken?					
	Can the student understand the speaker's purpose?					
	Can the student use differences in intonation patterns to understand the speaker's attitudes?					
	Can the student interpret the speaker's opinions?					
	Can the student draw inferences from what is said?					
Bottom-up strategies	Can the student use stress to identify important information?					
	Can the student use repetition to locate key facts?					
	Can the student use discourse markers to understand the spoken input?					
	Can the student listen to words in meaningful groups?					
Interactive Strategies	Can the student distinguish between intonation patterns (e.g. rise and fall tones)?					
Interactive Strategies	Can the student signal lack of comprehension while interacting with and listening to others?					



The following assessment form can be used by teachers to determine the students' level of listening proficiency after they have completed the listening activities in Task 6.

Teacher Assessment Form

Name: _____ Form: _____ Date: _____

Based on the student's performance throughout the whole Unit, s/he falls into the following category:

<input type="checkbox"/>	<p>Proficient listener</p> <ul style="list-style-type: none"> • Uses pre-listening preparation effectively to make sense of speech • Able to locate main ideas • Listens selectively to identify specific information • Able to understand speakers' intentions and attitudes • Able to draw inferences based on what is heard • Actively selects appropriate listening strategies to use
<input type="checkbox"/>	<p>Average listener</p> <ul style="list-style-type: none"> • Uses pre-listening preparation to understand spoken input • Demonstrates ability to find the main ideas • Has difficulty in identifying specific information sometimes • Able to understand speakers' intentions and attitudes with teacher help • Requires additional teacher support to draw inferences
<input type="checkbox"/>	<p>Beginning listener</p> <ul style="list-style-type: none"> • Can generally do pre-listening preparation to facilitate understanding of the listening input • Mostly able to understand the gist • Has difficulty in locating specific information • Finds it hard to understand speaker's intentions and attitudes • Has problems with drawing inferences
<input type="checkbox"/>	<p>Novice listener</p> <ul style="list-style-type: none"> • Does not do any pre-listening preparation • Fails to understand the gist • Has difficulty in locating specific information • Finds it hard to understand speaker's intentions and attitudes • Has problems with drawing inferences



Answer Keys

Task 2

Pre-listening Activity: Vocabulary

- | | |
|----------|--------------------|
| <u>c</u> | rectify |
| <u>d</u> | physical oddities |
| <u>a</u> | blunders of nature |
| <u>e</u> | jests of fortune |
| <u>b</u> | reproportion |

Part A: Listening for the Main Idea

Yes, the surgeon recommends cosmetic surgery.

Part B: Listening for Details

Miss Dirage came to see me today. She **did not have** an attractive physical appearance.

To help her handle this, I suggested that she should do the following:

1. **stop wearing her glasses / replace her glasses**
2. **do something to her nose / make her nose look better**
3. **do something to her teeth / make her teeth look better**
4. **have her body redesigned and reproportioned**

Part C: Understanding Attitudes

The major tone patterns used in the radio drama are indicated below. The symbol (↑) represents a rising tone while (↓) signals a falling tone.

Miss Dirage	Physical beauty is not your strongest suit, I believe you said, quite the reverse. (↑)
Plastic surgeon	My dear Miss Dirage, these things are all a matter of how you present yourself. (↓) To begin with you'd look, I'm sure, quite lovely without your glasses. (↓)
Miss Dirage	Oh, (giggle) do you think so? (↑)
Plastic surgeon	Without your glasses, and without your nose, those particular teeth and, of course, with a body considerably redesigned and reproportioned. (↓) As a plastic surgeon, I am, Miss Dirage, in a position to rectify all your unhappy imperfections, your physical oddities, jests of fortune, blunders of nature, whatever you like to call them. (↓)

On the whole, the woman is **uncertain** about herself or what she has heard.
Most of her sentences are said on a **rising** tone.

The cosmetic surgeon is **certain** about his opinions and suggestions.
Most of his sentences are said on a **falling** tone.



Part D: Making Inferences

1. As the woman was uncertain about herself and seemed to lack self-confidence, it was likely that she would accept the cosmetic surgeon's suggestions.
2. On the basis of the above, it may be said that people who are insecure and not confident of themselves are more likely to have cosmetic surgery than other people.

Task 3

Part A: Listening for the Main Idea

1. Yes.
2. No.

Part B: Listening for Details

According to the cosmetic surgeon, people are **more open** about cosmetic surgery than before. He gives these reasons for his view:

1. More people are aware of cosmetic surgery through reading it, talking about it, and seeing the results of it
2. Cosmetic surgery is now an everyday occurrence and not a mystery

Part C: Understanding Styles of Speaking

1. The music student
2. The music student
3. The music student
4. The cosmetic surgeon
5. A slightly formal style would be suitable. For example, students should avoid speaking too fast and they should not use a pitch that is too high. They may not want to use very informal words (e.g. "cool" meaning great or good).

Task 4

Part A: Listening for the Main Idea

1. False
2. mess around
3. True
4. effective / nice shape / perfect surface (any one)



Part B: Listening for Details

1. parents
2. what cosmetic surgery can and cannot achieve
3. go ahead with the operation

Part C: Understanding Natural English

Suggested answers only

1. If a young patient can't get rid of a thick thigh, cosmetic surgery can help.
2. Cosmetic surgery works best with young people, and it can help them achieve a nice shape or a perfect surface.

Task 6

Part C: Preparing the News Report

Pre-listening Activity: Identifying Significant Words

Now, when you read stories in the newspapers about people in other parts of the world not having enough to eat, it does make you appreciate living here in Hong Kong. But some local teenagers take a different view, and deliberately starve themselves, surviving on as little as 200 calories a day.

Activity 1: Listening for the Main Idea

1. emotional problems
2. personality problems
3. family problems
4. perceived examination pressures
5. a history of being fat

Activity 2: Listening for Details

Age	16
Appearance	large build
Relationship with friends	good relationship, popular with friends
Busy with ...	GCSE exams
Suffering from ...	thinness
Obsessed with ...	her size
Treatment that she is receiving	regular counselling with a psychotherapist



Tapescript

Task 2

For Part A, Part B and Part C

- Miss Dirage: Physical beauty is not your strongest suit, I believe you said, quite the reverse.
- Plastic surgeon: My dear Miss Dirage, these things are all a matter of how you present yourself. To begin with you'd look, I'm sure, quite lovely without your glasses.
- Miss Dirage: Oh, (giggle) do you think so?
- Plastic surgeon: Without your glasses, and without your nose, those particular teeth and, of course, with a body considerably redesigned and repropotioned. As a plastic surgeon, I am, Miss Dirage, in a position to rectify all your unhappy imperfections, your physical oddities, jests of fortune, blunders of nature, whatever you like to call them.

Task 3

For Part A and Part B

- Presenter: Most of us are pretty average people. We may not have the looks of actress Cherry Chung, nor legs like Maggie Chan, and definitely very few of us will have a bust like Amy Yip. Michael Jackson has made the headlines several times in the past few months, and there's been numerous stories that he has been bleaching his skin to make him appear whiter. Although he denies bleaching his skin, he has admitted having had cosmetic surgery three times to reshape his nose. It seems people are becoming more open about it, as cosmetic surgeon, Dr Nicholson explains.
- Dr Nicholson: Well, nowadays, so many more people are aware of cosmetic surgery. They read it; they talk to their friends about it; they see the results of it. It's an everyday occurrence, and it's no longer the mystery it used to be. People no longer try to conceal the fact that they're having plastic surgery, or cosmetic surgery.
- Presenter: But not everyone in Hong Kong shares such an open attitude. Like this music student I spoke to.
- Music student: No, of course not. I won't let people know, because if I want to have cosmetic surgery, I want to look prettier and more appealing to people. I don't want people to think "Oh, that's not true!".
- Presenter: She went on to say that she felt cosmetic surgery was interfering with nature. Something that Dr Nicholson denies.
- Dr Nicholson: It's not really interfering with nature, uh, not everyone looks alike - some people have very attractive features, and yet they may have one feature that looks abnormal and out of place in proportion to the rest of their features. And the idea of cosmetic surgery is to make everything balance nicely so that everything is in good proportion.



For Part C

- Dr Nicholson: Well, nowadays, so many more people are aware of cosmetic surgery. They read it; they talk to their friends about it; they see the results of it. It's an everyday occurrence, and it's no longer the mystery it used to be. People no longer try to conceal the fact that they're having plastic surgery, or cosmetic surgery.
- Presenter: But not everyone in Hong Kong shares such an open attitude. Like this music student I spoke to.
- Music student: No, of course not. I won't let people know, because if I want to have cosmetic surgery, I want to look prettier and more appealing to people. I don't want people to think "Oh, that's not true!".

Task 4

For Part A and Part B

- Presenter: This expatriate feels that cosmetic surgery does have its place, but only under special circumstances.
- Expatriate: I think you shouldn't mess around with what somebody's already given you, I think for most of it. Only if people have been involved in some hideous accident, and they want to get back to where they were, should they bother with something like that. I don't think they should do it if they just want to improve what they've already got.
- Dr Nicholson: But, I get young patients ... that ... if they have congenital ... sort of ... like if they have a very prominent outer thigh that no matter what they do - they diet, they exercise - they can't get rid of it, or it's ... they ... this can correct it, and it's very effective, especially in young people. The older you are, the less effective the procedure is, but if you have a young person with good skin tone, you can, you can er ... provided the problem is a fatty excess, you can sculpture that into a nice shape, and er the skin will adapt, and and give a very perfect surface.
- Presenter: Even allowing for this, going for cosmetic surgery is not the same as going to the dentist to have your teeth put in a brace. Before making any final decision, you should talk it through with your parents, and a responsible surgeon should satisfy himself that it's really what you want to do.
- Dr Nicholson: Well, I always ask them what they don't like about themselves, uh, and then why, and then how long they've been thinking about it and I keep fishing until I find the real purpose of why they want the operation. Once you find that out, then the next thing is what their expectations of the operation are, because some think it will change their lives, their personality; it will solve all their problems; it'll help them to find a boyfriend; it'll do all sorts of things, which it may not do, but may give them more self-confidence and self-esteem, but, uh, you have to be sure that they're realistic about what what they want, and then you have to explain very carefully what you can and what, what's even more important, what you cannot achieve, so that they know exactly what they're going to get.



(Cont'd)

Presenter: And then as long as everyone is happy, the operation can go ahead. But before you get carried away with the idea, always remember, just because your nose has been raised, or your eyes are rounder, it won't necessarily make you more attractive to other people, and you certainly won't be transformed overnight into another Ronnie Yip.

Dr Nicholson: Cosmetic surgeons can't perform ... magical tricks at all. They're basically surgeons that er have good experience in general surgery, they are experienced in surgery, and then they go on and train in plastic surgery, and they should have a very good aesthetic sense so they have an appreciation of beauty and how to achieve it, but they can't achieve miracles.

Presenter: That was Dr Nicholson, who's a cosmetic surgeon in Hong Kong - of course, I think most of us are happy with our looks, and cosmetic surgery can sometimes be dangerous, and operations can go wrong, so you can end up looking worse than before.

For Part C

Dr Nicholson: But, I get young patients ... that ... if they have congenital ... sort of ... like if they have a very prominent outer thigh that no matter what they do - they diet, they exercise - they can't get rid of it, or it's ... they ... this can correct it, and it's very effective, especially in young people. The older you are, the less effective the procedure is, but if you have a young person with good skin tone, you can, you can er ... provided the problem is a fatty excess, you can sculpture that into a nice shape, and er the skin will adapt, and and give a very perfect surface.

Task 6

For Part C – Pre-listening Activity

Now, when you read stories in the newspapers about people in other parts of the world not having enough to eat, it does make you appreciate living here in Hong Kong. But some local teenagers take a different view, and deliberately starve themselves, surviving on as little as 200 calories a day.

For Part C Activity 1 and Activity 2

Presenter: Now, when you read stories in the newspapers about people in other parts of the world not having enough to eat, it does make you appreciate living here in Hong Kong. But some local teenagers take a different view, and deliberately starve themselves, surviving on as little as 200 calories a day. They are said to suffer from a condition called anorexia nervosa, and one such sufferer is Sam.

Sam: I've always been a large girl and it's now got to be an obsession with me, but, um, I feel I'd be happy if I was slim.

Presenter: Sam is 16. She's popular, pretty and slim for her height. Like all her other classmates, she's working hard for the GCSE exams in June. There is one big difference, though, between Sam and her friends: Sam is suffering from anorexia nervosa, an eating disorder which is affecting more and more young women in Hong Kong. Anorexia nervosa, where you control your food intake by starving yourself is now such a common term you may have talked about it with your friends. Dr Sing Li from the Department of Psychiatry at the Chinese University, has spent time researching the causes of eating disorder in Hong Kong, and he explains what they are.



(Cont'd)

Dr Sing Li: Generally, one fails to find one simple cause. Uh, certainly commonly recognised causes of anorexia nervosa include, uh, weight control behaviour, commonly we call it dieting. However, dieting is insufficient to account for anorexia nervosa because dieting is very widespread, depending how you define it, dieting, whether it is a kind of innocent dieting or is it very serious intense dieting, uh, so dieting needs the presence of other causal factors to result in what is actually a potentially fairly serious psychiatric problem, anorexia nervosa.

Presenter: Did you know that anorexia nervosa is not just an eating disorder? There are other factors too.

Dr Sing Li: These include usually some kinds of emotional problems, ur, personality problems, like someone lacking in self-esteem, confidence, er, social, interpersonal skills, family problems, like parental disharmony, er, and then the perceived examination school pressures. I said perceived pressures because if you look at the system in Hong Kong, probably nine out of ten students are under pressure, but for all that, anorexia nervosa is still a fairly rare disorder in clinical practice. Mild degree of weight loss or occasional missing of period is common, but when all the strict criteria apply, anorexia nervosa is still an uncommon condition. And finally a history of being fat is probably also one predisposing factor. And this fat (?) doesn't need to be medical obesity - you see doctors are much more loose with the definition er, ah, more strict actually, with the definition of what is obese. Er, but what happens is because of changes in aesthetic standards, increasingly young women would like to be really slim and so when they feel fat, their doctors may not actually think that they are medically fat. And it is more a subjective perception that you are fat and therefore you need to diet, and when the dieting behaviour occurs in the setting of personal, family or interpersonal emotional problems, then eating disorders can result.

Presenter: Going back to Sam, she admits she has an obsession with thinness and fails to accept compliments about how slim she has become.

Sam: People say that to me, but, you see, I, I don't see that, cause it's, um, with these disorders it's like, ah, mental. You see yourself different to how everyone else sees you.

Dr Sing Li: Certain anorexics continue to perceive themselves to be fat even though to everyone else they are getting quite slim. So they can tell their brothers are thin, or their brothers are fat, but they have this specific way of looking at themselves in what appears to be a distorted sort of body image. Even though after they achieve a certain slimness, they prefer to stay slim and control their body weight. Psychological theories have been raised, er, suggesting that these are young women who seem to have lost control over many aspects of their life, like the family relationships, their studies, their interpersonal relationships and how they handle the emotional problems and so on, so much so that they come to learn that perhaps the one aspect of life that they control is their own dietary intake and their body weight. And this particular theory can explain why most of these patients, at least initially, are fairly reluctant to seek help, in particular help from psychiatrists. Er, it takes a lot of time, attention and support to, in the form of psychotherapy usually, ah, to let them see their problems is actually not in their body weight or body shape, but in other aspects of their life.



(Cont'd)

Presenter: We often see on television or magazines for example, beauty contests, actresses posing, all emphasising the myth that to be thin is to be beautiful. Vivien is also a sixteen-year-old student in Hong Kong. She's adamant that the mass media is to be blamed.

Vivien: When you see idols or models in television or magazines, Ronnie Yip or Faye Wong, very tall and thin, so people will want to imitate them and want to be, er, good-looking and very smart. School, may be, there's the problem of peer pressure, but I think the most important factor that makes them so obsessed is the mass-media.

Presenter: A victim of anorexia nervosa can often experience loneliness, and family relationships can suffer as a result. Sam tells us about the strain her problem has caused between herself and her mother.

Sam: My mother gets so frustrated with me. My ... I'm always complaining, I'm never happy with what I'm wearing or what I look like. I've had many arguments with people because, I say, you know, things like "I'm fat".

Presenter: Sam has now come to terms with her illness and is undergoing regular counselling with a psychotherapist to combat anorexia. She has also improved her relationship with her family. Remember, problems will not be solved by abusing your body. Dr Sing Li has worked with many anorexic patients and he explains why family therapy is important.

Dr Sing Li: Improving family communication, er, is vital. Often patients come to us, er, disclosing that they have no one to talk to, and at the same time they want to hide their problems from schoolmates or teachers and so on, so in fact for younger patients in our own practice routinely we offer family treatments, family therapy in which as far as possible every family member should come, er, regularly for psychotherapeutic sessions, and using this particular treatment, the anorexic subject is considered to be a symptom of a troubled family. In other words, the patient herself should not be scapegoated alone as the only problem, you know, the others are just being burdened. There often especially for younger anorexic subjects, we do see a different sort of family problems.

Presenter: That was Dr Sing Li from the Department of Psychiatry at the Chinese University.



Careers Teachers' Notes

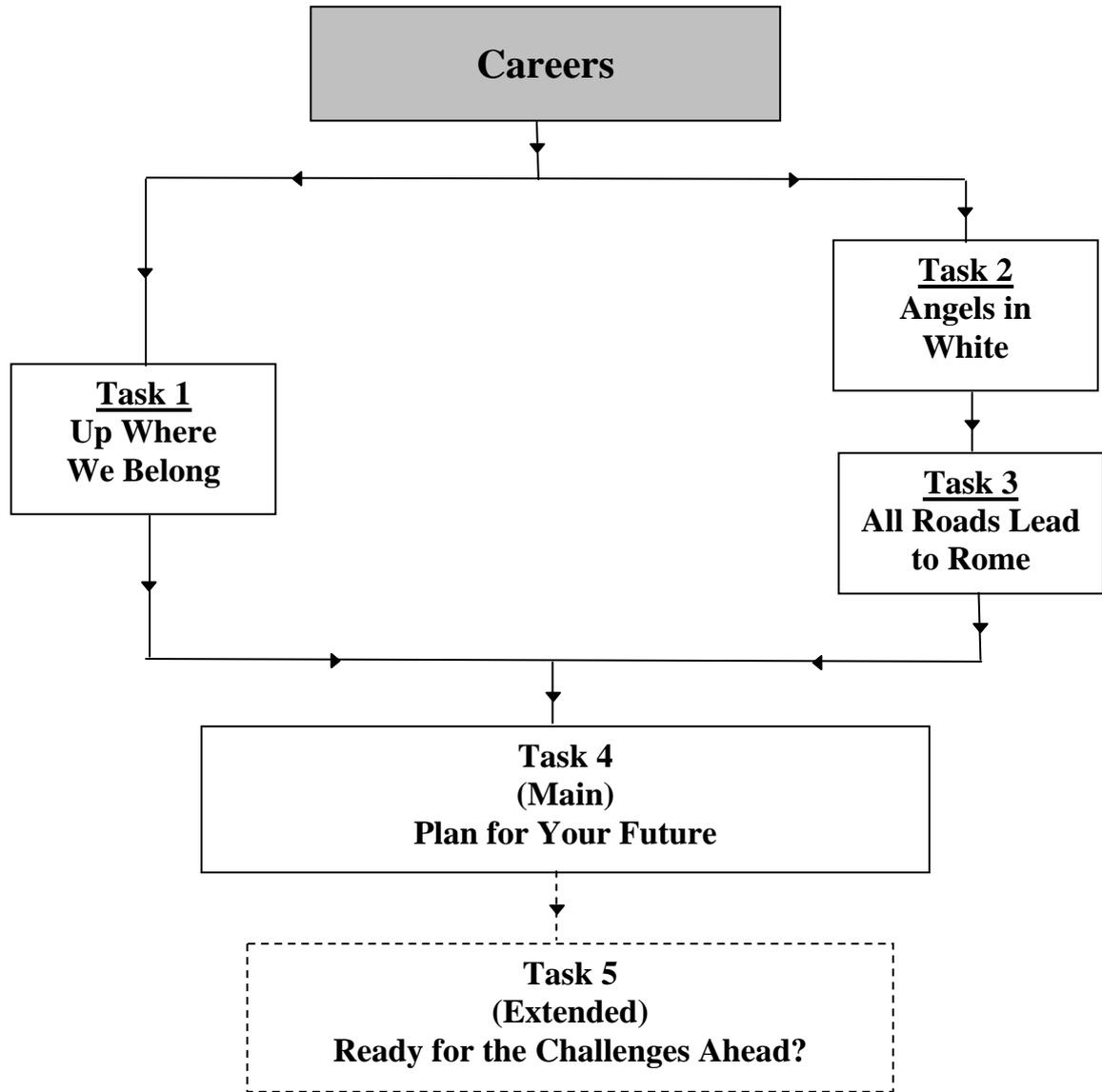
Task Description

The school's Careers Masters, Mr Timberlake, plans to devote the next issue of *Careers Newsletter* to introducing to students two professions, namely fashion design and nursing. To prepare for this issue of *Careers Newsletter*, Mr Timberlake would like his student helpers to complete the following tasks.

Tasks	Task Description
Task 1	Up Where We Belong In order to help the student helpers understand more about the fashion design profession, they will listen to a Teen Time programme about two young fashion designers from Hong Kong and construct two flow charts to describe their career paths.
Task 2	Angels in White To gather more information about the nursing profession in Hong Kong, the student helpers will listen to another Teen Time programme, which is an interview with two officers from the Hong Kong College of Nursing about the nursing profession in the mid-1990s and complete a note sheet following Mr Timberlake's prompts.
Task 3	All Roads Lead to Rome To update the information about the development of nursing education in Hong Kong, the student helpers will visit different websites and present the updates in the form of a table.
Task 4	Plan for Your Future To help the student helpers write an appealing feature article, they will complete two activities. In Part A, they will listen to a recording of a workshop on writing feature articles and take notes on the note card provided while listening. They will also identify the features included or missing in the feature article given by Mr Timberlake. In Part B, they will write a feature article about either becoming a fashion designer or becoming a nurse.
Task 5	Ready for the Challenges Ahead? To know more about their schoolmates' career options after they have read the next issue of the Careers Newsletter, student helpers will complete three activities. In Part A, they will design a form for a survey. In Part B, they will conduct the survey. In Part C, they will present an oral report on the survey findings.



Task Overview





Overview of the Learning Targets and Objectives

	Task 1	Task 2	Task 3	Task 4	Task 5
(I) Learning Targets					
Interpersonal Strand (IS)					
• To establish and maintain relationships and routines in school and community and situations (ISa, KS3)				✓	✓
• To converse, discuss, compare, argue, evaluate and justify points of view about feelings, interests, preferences, ideas, experiences and plans (ISb, SS)				✓	✓
• To communicate a range of more complex messages, both oral and written, for different audiences and purposes (ISc, SS)				✓	✓
• To participate with others in planning, developing, organising, carrying out and evaluating more complex and extended events (ISd, SS)					✓
• To obtain and provide objects, services and information in a wider and more complex range of real and simulated situations (ISe, SS)	✓	✓	✓	✓	✓
Knowledge Strand (KS)					
• To provide or find out, select, organise and present information on familiar and unfamiliar topics (KSa, SS)	✓	✓	✓	✓	✓
• To interpret and use more extensive and complex information through processes or activities such as ordering, describing, defining, classifying, comparing, explaining, justifying, predicting, inferring, summarising, synthesising, evaluating and drawing conclusions (KSb, SS)	✓	✓	✓	✓	✓
• To identify and discuss critically ideas, issues, themes, arguments, views and attitudes in spoken and written texts, make connections, refine or generate ideas, and express or apply them (KSc, SS)		✓		✓	✓
• To identify and define more complex problems from given information, consider related factors, explore and discuss options, solve the problems, evaluate and justify the solutions, or offer alternatives (KSd, SS)				✓	✓
• To develop, refine and re-organise ideas, and to improve expression by making appropriate revisions to one's own written texts independently and collaboratively (KSe, SS)				✓	✓
• To understand how the English Language works in a range of contexts and how more complex texts are organised and expressed; and apply this understanding to one's learning and use of the language (KSf, SS)				✓	✓



	Task 1	Task 2	Task 3	Task 4	Task 5
(II) Learning Objectives					
Text-types					
• Feature articles				✓	
• Flow charts	✓				
• Forms					✓
• Interviews	✓	✓			✓
• Pamphlets				✓	
• Presentations					✓
• Tables		✓	✓		
Vocabulary					
• Names of some iconic fashion labels (e.g. Calvin Klein, Yves Saint Laurent, Gucci, Chanel, Dr Martens, Red and Dead)	✓			✓	✓
• Words and expressions relating to the fashion profession (e.g. glamorous, talent, competitive, cutters, buyers, textiles)	✓			✓	✓
• Names of different places (e.g. India, Portugal, London, Middlesex)	✓				
• Words and expressions relating to the nursing profession (e.g. registered nurse, midwife, apprentice, clinical practice, demanding, stressful)		✓	✓	✓	✓
• Words and expressions relating to education (e.g. graduates, foundation course, fine arts, degree, college, university, degree course)	✓	✓	✓	✓	✓
Language Items and Communicative Functions					
• Use adjectives to describe feelings (e.g. He was <u>dissatisfied</u> with the clothing that he could buy when he was a boy.)	✓	✓		✓	✓
• Use a variety of tenses, the passive voice, reported speech, adverbs, etc., to refer to events in the past, present and future and to the frequency with which things occur (e.g. And I <u>did</u> that for eight years, and then finally, because I <u>was getting</u> quite type-cast as a ...)	✓	✓	✓	✓	✓
• Use a variety of tenses, prepositions, formulaic expressions, adjectives, adverb phrases, adverbial clauses, the passive voice, etc., to express factual information (e.g. Although, I <u>suppose</u> , Designer of the year <u>was</u> , <u>was</u> it, John Rocha, who <u>was</u> actually from Hong Kong ...)	✓	✓		✓	✓
• Use modals and formulaic expressions to ask for and give advice on a variety of matters (e.g. Today I <u>would like to give</u> you some ideas on how to write a feature article.)	✓	✓		✓	



	Task 1	Task 2	Task 3	Task 4	Task 5
(II) Learning Objectives (cont'd)					
Language Skills					
Listening					
Listen for Information, Ideas, Intended Meanings, Views, Attitudes and Feelings in a Variety of Spoken Texts					
• Extract information and ideas in spoken texts (KS3)	✓	✓		✓	✓
• Identify the sequence of events (KS3)	✓	✓			
• Make connections between ideas and information with the help of discourse markers (KS3)	✓	✓		✓	
• Identify key ideas in conversations (KS3)	✓	✓			✓
• Understand and interpret spoken texts in a range of situations and for different purposes (SS)	✓	✓			✓
• Identify details that support a main idea (SS)	✓	✓		✓	✓
• Predict the likely development of ideas (SS)	✓	✓			
• Establish and infer meanings from clues (SS)	✓	✓			
• Distinguish between facts and opinions in spoken texts (SS)	✓	✓			
• Understand speakers' intentions, views, attitudes or feelings (SS)	✓	✓			✓
• Understand speakers with a variety of accents (SS)	✓	✓		✓	
Speaking					
Present Information, Ideas, Intended Meanings, Views, Attitudes and Feelings Clearly, Coherently and Appropriately in a Variety of Contexts					
• Present feelings, views and arguments coherently and convincingly with suitable reasoning, suggestions and strategies for various contexts and purposes (SS)					✓
• Describe details that support a main idea (SS)					✓
• Use language appropriate to situations of different levels of formality (SS)					✓
• Use a variety of vocabulary appropriately (SS)					✓
Participate Effectively in an Oral Interaction					
• Seek and give clarification, explain what information one requires and why, rephrase one's questions when necessary, sum up points made and redirect the discussion when the need arises (KS3)					✓
• Open and close an interaction appropriately (SS)					✓
• Make judgements and suggestions, support and develop the views of others, disagree and offer alternative, reply, ask relevant questions, explain, give examples and use formulaic expressions where appropriate (SS)				✓	
• Solicit sharing of experiences, views, attitudes and values (SS)				✓	
• Use appropriate interaction skills and conversational strategies (SS)					✓



	Task 1	Task 2	Task 3	Task 4	Task 5
(II) Learning Objectives (cont'd)					
Reading					
Understand, Interpret and Analyse a Variety of Written Texts					
<ul style="list-style-type: none"> Acquire, extract and organise information relevant to specific tasks (KS3) 				✓	
<ul style="list-style-type: none"> Relate facts, opinions and information from a variety of print sources (KS3) 			✓	✓	
<ul style="list-style-type: none"> Identify main and supporting ideas (SS) 			✓	✓	
<ul style="list-style-type: none"> Relate evidence to conclusions (SS) 				✓	
Writing					
Present Information, Ideas, Views, Attitudes and Feelings Clearly, Coherently and Appropriately in a Variety of Written Texts					
<ul style="list-style-type: none"> Plan and produce coherent and structured texts (SS) 				✓	
<ul style="list-style-type: none"> Organise and integrate information and ideas, and write texts appropriate to the context, purpose and audience (SS) 				✓	
<ul style="list-style-type: none"> Present and elaborate main ideas and supporting details through exemplifications, paraphrases, explanations, etc. (SS) 				✓	
<ul style="list-style-type: none"> Use appropriate discourse markers to signal the development of ideas (SS) 				✓	
<ul style="list-style-type: none"> Use appropriate linguistic and structural devices, a variety of structures and an appropriate range of vocabulary to achieve desired purposes (SS) 				✓	
<ul style="list-style-type: none"> Use the salient features of a range of text-types appropriately (SS) 				✓	
Language Development Strategies					
Develop Thinking Skills					
<ul style="list-style-type: none"> Use reasoning skills (e.g. analyse for a particular purpose, make inferences, use induction and deduction, draw conclusions, etc.) 	✓	✓		✓	✓
<ul style="list-style-type: none"> Analyse data and situations systematically for better understanding or to solve problems 	✓	✓	✓	✓	✓
Develop Reference Skills					
<ul style="list-style-type: none"> Use the library and the Internet regularly to collect information and develop research skills 			✓	✓	



	Task 1	Task 2	Task 3	Task 4	Task 5
(II) Learning Objectives (cont'd)					
Develop Information Skills					
• Collect, evaluate and store information systematically	✓	✓	✓		✓
• Adapt materials, text-types, systems, etc., for supporting and illustrating various topics				✓	
• Employ graphic forms (e.g. pie/column charts) to aid the presentation of ideas		✓	✓		✓
• Make notes from spoken and written sources, using abbreviations as far as possible	✓	✓	✓	✓	
• Take down the main points and important supporting details	✓	✓	✓	✓	✓
• Make precise and concise notes	✓	✓	✓	✓	
Work with Others					
• Communicate to the point (e.g. explain precisely and clearly, give clear and precise descriptions, justifications or illustrations)					✓
Attitudes					
• Confidence in using English	✓	✓	✓	✓	✓
• Keeness to participate in activities leading to improvement of knowledge and skills in the language	✓	✓	✓	✓	✓
• Open-minded attitude and willingness to share ideas with different people				✓	✓
• Ownership and responsibility for learning development through assessing and monitoring one's own performance and progress of learning	✓	✓	✓	✓	✓
• Sensitivity towards language use	✓	✓	✓	✓	✓
Generic Skills					
• Collaboration skills				✓	✓
• Communication skills				✓	✓
• Creativity	✓			✓	✓
• Self-management skills				✓	✓
Personal and Social Values and Attitudes					
• Independence	✓	✓	✓	✓	✓
• Confidence	✓	✓	✓	✓	✓



Suggested Teaching Steps

Task 1: Up Where we Belong

1. One week before the lesson, ask students to search for some information about careers in fashion from different sources (e.g. newspapers, magazines, websites).
2. During the lesson, before asking students to complete the pre-listening activity, help students brainstorm ideas about what they are going to listen to. For example, some iconic fashion labels such as Calvin Klein, Yves Saint Laurent, Gucci, Chanel, Dr Martens, Red and Dead ... and the ways to become a fashion designer (e.g. the course students need to take and the work experience students need to have).
3. Check answers to the pre-listening activity with students and teach them the vocabulary items when necessary.
4. Talk about how to become a fashion designer in Hong Kong. Ask them to predict the career path of a fashion designer. This helps students jot notes more easily as they listen. If students have difficulty predicting the career path of a fashion designer, use a mind map to help students brainstorm ideas.
5. Go over “A note from Mr Timberlake” with students. Ask them to underline the key points on the note before they listen to the interview.



Task 2: Angels in White

1. One week before the lesson, ask students to search for some on-line information about the nursing profession.
2. During the lesson, ask students to brainstorm ideas about the background information of the nursing profession in Hong Kong by completing the mind map in the pre-listening activity.
3. Check answers to the pre-listening activity with the students to make sure that they have the language to complete Task 2.
4. Emphasise the recording of the interview with two officers from the College of Nursing, Hong Kong was produced in 1996. Therefore, some of the information is outdated.
5. Go over the prompts prepared by Mr Timberlake with students. Ask them to try to answer some of Mr Timberlake's questions before they listen to the recording. This helps students listen to and locate specific information more easily.
6. Give students one minute to read the note sheet before playing the recording.



Task 3: All Roads Lead to Rome

1. Before the lesson, get students to search for more information on the suggested links and guide them to use some appropriate headings (e.g. “Department of Nursing” or “Nursing Programmes”) to search for the relevant information about nursing and nursing education. Ask them to make notes while they are surfing the websites.
2. During the lesson, discuss with students the latest information on the nursing profession and nursing education based on the information given on the websites. Ask students to update the relevant information when they are completing the table in Task 3.



Task 4: Plan for Your Future

Part A: Making Your Feature Article Appealing

1. Before the lesson, get students to look for a feature article on any profession from different sources (e.g. newspapers, magazines, websites).
2. During the lesson, ask students to analyse the feature articles that they have got. Go through some of the key terms that students are going to listen to on the recording if necessary.
3. Give students one minute to read the note card before playing the recording.
4. Ask students to analyse the given feature article to identify different features of the article following the note card.
5. Remind students to identify three missing features. Provide examples from the feature article to explain the answers, if necessary. Examples of uninteresting words from the feature article include “people”, as in “many people in the nursing profession”, and “the best”, as in “the best birthday present”. Encourage students to either provide more details or replace these words with more interesting words. For instance, “well-known” can be put in front of “people” and “the best” replaced by “the most unforgettable”.

Part B: Writing an Appealing Feature Article

1. Ask students to read the information from the Careers Pamphlet on "Fashion Design" (published by the Careers Advisory Service, Labour Department) and the information about nursing obtained from the Labour Department website.
2. Guide students in groups of four to write the feature articles based on *Tips for Writing a Feature Article*.
3. Remind students to make good use of the information from the Careers Pamphlet and the Labour Department website.
4. Guide students through the writing process. Emphasise the importance of collaboration within the group, obtaining feedback from their peers using the assessment form and incorporating useful feedback in their revision for improvement.
5. Good work can be displayed in class or in school in recognition of students' effort and achievement. A competition may be run within the class or among classes so as to make the task more authentic and challenging.



Task 5: Ready for the Challenges Ahead?

Part A: Designing a Survey Form regarding Career Options

1. Go over Mr Timberlake's note with students and ask them to underline the key points on the note.
2. Discuss with students the guidelines for drafting a survey form. Help them construct questions and draft the survey form. Go over the structures of all the questions (i.e. Wh-Questions) in the survey form, if necessary.
3. Discuss with students what a challenging job is like. Remind them to make use of the information from the interviews in Tasks 1 and 2.
4. Ask students to list the adjectives that can be used to describe a challenging job. Remind them to use those adjectives when they are answering the questions during the interview.
5. Get students to work in groups of four. Each group has to design one survey form. Give students time to draft their survey form in the space provided. Remind them to check and revise their drafts by making use of the assessment form – Writing a survey form. This gives students an opportunity to improve their own work through self-assessment.
6. After students have finished drafting their survey forms, ask them to try them out with their classmates from other groups to see if the questionnaires need any revision. The assessment form can also be used for peer assessment and to help students spot the areas for improvement.
7. Give students feedback on their survey forms and discuss common errors with them before asking them to conduct the survey.

Part B: Conducting a Survey on Students' Career Options

1. Ask each student to interview at least 10 classmates from other groups.
2. Guide students to read Mr Timberlake's note on conducting a survey. Ask them to follow the guidelines and conduct the survey during lunch break and after school.

Part C: Presenting an Oral Report on the Survey Findings

1. Guide students to read Mr Timberlake's note. Ask students to prepare the summary of the findings and then give an oral presentation based on the summary.
2. Remind students to review one another's presentation of the findings using the peer assessment form provided.



Developing Listening Strategies

This Unit of tasks aims to help students learn and practise a range of **listening strategies** by using authentic listening material. Listening strategies are the steps or actions which a listener takes in order to understand incoming speech, and their value lies in their direct contribution to the improvement of listening comprehension. Thus, teachers are strongly encouraged to provide listening strategy instruction through a variety of tasks.

The listening strategies which this Unit of tasks aims to help students develop can be classified into two categories:

1. **Top-down strategies** require students to focus on meaning. Students make use of their knowledge of the context, the topic, and the nature of the world to make sense of the speech they hear.
2. **Bottom-up strategies** require students to focus on form. Students pay attention to the sounds, words, and grammar which they hear in order to create meaning.
3. **Interactive strategies** require students to take an active listening role while interacting with other people verbally. For example, they may actively ask their conversational partners to clarify certain points so as to overcome a problem with understanding.

Specific listening strategies practised under each of these broad categories are set out in the following tables.

Top-down listening strategies		
Strategy	Description	Example task
Identify the purpose of listening	Students preview the task to decide the purpose of listening	Task 1, Task 2 and Task 4 Part A
Make predictions	Students predict the general content of what they are going to hear	All pre-listening activities in Tasks 1 and 2
Take notes about complex information	Students take notes while listening to help them improve their comprehension and recall	Task 1, Task 2 and Task 4 Part A
Listen for specific information	Students listen selectively to identify details	Task 1, Task 2 and Task 4 Part A
Reconstruct meaning from words heard and notes taken	Students work out the meaning by making sense of the notes taken	Task 1, Task 2 and Task 4 Part A
Understand the speaker's purpose	Students use contextual clues and other help to find out the purpose of the speaker	Task 2



Use differences in intonation patterns to understand the speaker's attitudes	Students use their knowledge of intonation to understand the speaker's attitudes	Task 2
Interpret the speaker's opinions	Students use their prior knowledge and available evidence to interpret the opinions of the speaker and to say whether they agree with the opinions	Task 2
Make inferences	Students use their knowledge and clues to infer ideas and information not directly expressed	Task 1, Task 2 and Task 4 Part A

Bottom-up listening strategies		
Strategy	Description	Example task
Use stress to identify important information	Students identify noticeable (i.e. those which contain stressed syllables) words and use them to identify important information	Task 1, Task 2 and Task 4 Part A
Use repetition to locate key facts	Students use repetition of words to identify main facts	Task 1
Use discourse markers to understand listening input	Students rely on discourse markers (e.g. markers of reason, cause, sequence) to find the main idea, supporting idea, general idea, specific idea, etc.	Task 1, Task 2 and Task 4 Part A
Listen to words in meaningful groups	Students listen out for words in meaningful groups and ignore false starts, slips, and pauses in order to understand natural speech	Task 1, Task 2 and Task 4 Part A
Distinguish between intonation patterns (e.g. rising and falling tones) to aid comprehension	Students decide whether a sentence has a final rising or falling tone in an attempt to better understand the listening material	Task 2

Interactive listening strategies		
Strategy	Description	Example task
Indicate lack of comprehension while interacting with others	While listening to others in everyday interaction, students ask for help to indicate that they have comprehension problems (e.g. by asking for explanation, clarification, repetition, etc.	Task 5 Part B



Note that teachers should help students decide which listening strategies are most appropriate for a particular listening task. A student may know how to use a certain listening strategy in a situation, but it does not mean that s/he can apply the strategy to another task. Thus, teacher guidance is important.



Assessment Form

The following teacher assessment form can be used by the teacher to evaluate their students' overall performance in the listening activities in this unit after they have completed Task 4.

Teacher Assessment Form Use of Listening Strategies

Name: _____ Form: _____ Date: _____

Tick (✓) the appropriate boxes.

		Use of strategies	Yes, very well	Yes, quite well	Only sometimes	No, not at all
Top-down strategies		Can the student identify the purpose of listening?				
		Can the student make suitable predictions about the content of the listening input?				
		Can the student take accurate notes about complex information?				
		Can the student listen for the gist?				
		Can the student listen for specific information?				
		Can the student reconstruct meaning from words heard and notes taken?				
		Can the student understand the speaker's purpose?				
		Can the student use differences in intonation patterns to understand the speaker's attitudes?				
		Can the student interpret the speaker's opinions?				
		Can the student draw inferences from what is said?				
Bottom-up strategies		Can the student use stress to identify important information?				
		Can the student use discourse markers to understand the spoken input?				
		Can the student listen to words in meaningful groups?				
		Can the student distinguish between intonation patterns (e.g. rising and falling tones)?				



Answer Keys

Task 1

Pre-listening Activity: Preparing the Content of the Flow Charts

Getting to Know the Fashion Design Profession

Tick the appropriate box below (You may choose more than one option).

1. The fashion design profession is

glamorous	<input type="checkbox"/>	boring	<input type="checkbox"/>	expanding	<input type="checkbox"/>
routine	<input type="checkbox"/>	competitive	<input checked="" type="checkbox"/>	promising	<input type="checkbox"/>

2. Do you need to take specialised courses before you can become a fashion designer?

Yes No

3. Fashion students have to be ...

hardworking	<input checked="" type="checkbox"/>	pleasing	<input type="checkbox"/>	promising	<input type="checkbox"/>
experienced	<input type="checkbox"/>	committed	<input checked="" type="checkbox"/>	talented	<input checked="" type="checkbox"/>

4. Will all fashion graduates be able to become fashion designers?

Yes No

5. The fashion careers mentioned in the recording are

fashion designers	<input checked="" type="checkbox"/>	models	<input type="checkbox"/>	cutters	<input checked="" type="checkbox"/>
photographers	<input type="checkbox"/>	competitors	<input type="checkbox"/>	buyers	<input checked="" type="checkbox"/>

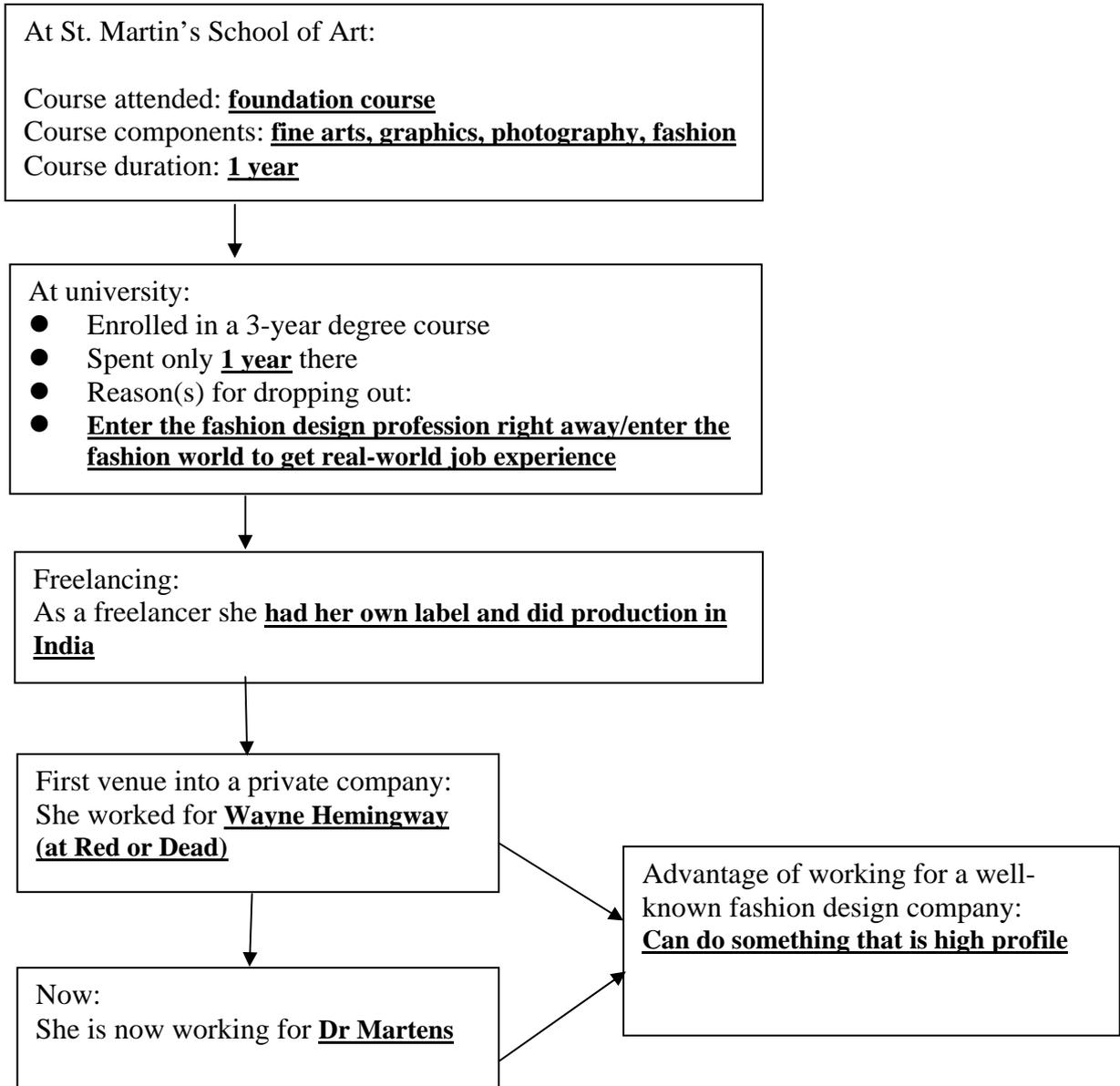
6. The iconic fashion labels mentioned in the recording are

Louis Vuitton	<input type="checkbox"/>	Yves Saint Laurent	<input checked="" type="checkbox"/>	Chanel	<input checked="" type="checkbox"/>
Giorgio Armani	<input type="checkbox"/>	Calvin Klein	<input checked="" type="checkbox"/>	Dr Martens	<input checked="" type="checkbox"/>



Task: Constructing the Flow Charts

1. Kate Killanon's career path



2. Conrad Leech's career path (suggested)

Before studying fashion design:
Reason why Conrad decided to do fashion design:
He was dissatisfied with the clothing that he could buy when he was a boy.

At Ravenborne in South London:
● Course attended: **foundation course**
● Duration of the course: **1 year**

At Polytechnic:
● Did a **3-year** degree at Middlesex Polytechnic in North London

Reasons why Conrad likes Middlesex Polytechnic:
(i) **broadminded**
(ii) **tolerant of all cultures**
(iii) **everybody has an equal opportunity**

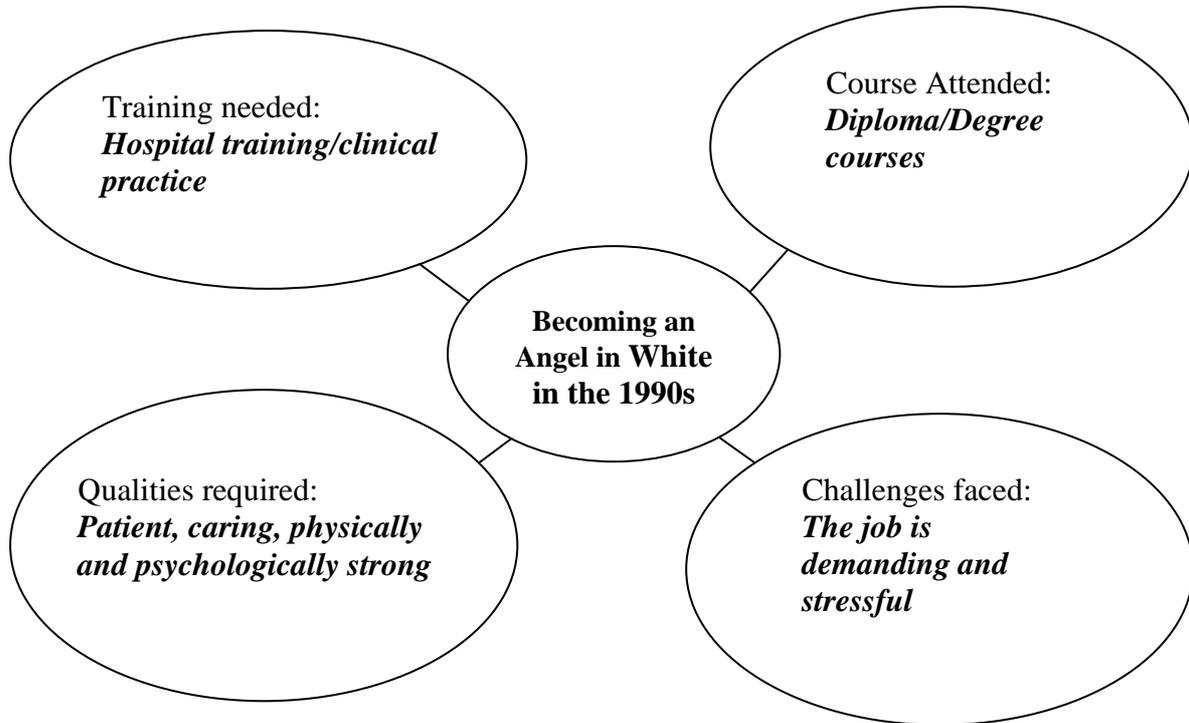
Now:
He is now working for **Dr Martens**

Conrad's advice for Chinese students who want to succeed as a fashion designer in the UK:
Have a good command of English



Task 2

Pre-listening Activity: Checking Your Background Knowledge of the Nursing Profession





Task: Getting to the Know the Nursing Profession in the 1990s

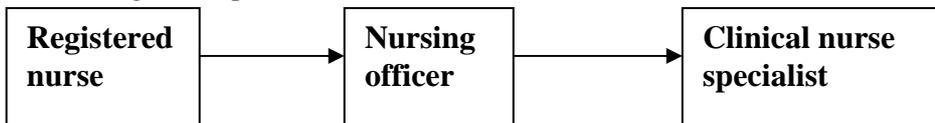
Note Sheet

- Ann mainly talks about **the career path of a nurse** and Barbara mainly talks about **the challenges faced by nurses**.
- The nursing profession was facing **a shortage of nurses** at the time the interview was conducted. Ann's attitude towards the problem was **(a bit) negative** because **the work itself is often not appreciated by some young people**.

3. Ways to become a nurse:

Systems of learning	Hospital training	University-type
Duration of training	3 years	4 years
Institutions that offer training	Hospital school of nursing	The Hong Kong Polytechnic University
Intake per year	Not mentioned	40 students a year

4. The nursing career path:



- The interview is conducted at a time when the majority of nurses were women.
Evidence: **Ann and Barbara did not mention male nurses during the interview**.
- The qualities that a good nurse should possess are
 - patient**
 - (to be) caring**
 - have strength**
 - (being) able to stand up for themselves**
- Growing in the nursing profession entails **development of personal qualities and career development**.
- The challenges faced by nurses are **managing stress and caring for somebody who may be in a lot of pain or facing death**.



Task 3

The Development of Nursing Education in Hong Kong					
<i>Ways to become a nurse</i>					
	1996		Now		
Systems of learning	Hospital training	University-type	University-type		
Duration of training	3 years	4 years	4 years		
Institutions that offer training	Hospital school of nursing	The Hong Kong Polytechnic University	The Hong Kong Polytechnic University	The University of Hong Kong	The Chinese University of Hong Kong
Intake per year		40 students	175 students		
Programmes offered			Bachelor of Nursing		
Mode of study			Full-time		
Credits required for graduation			87 (plus 34 clinical/field credits)	240 credit units	
Professional recognition			Registered nurse		



Task 4

Part A: Making Your Feature Article Appealing

Tips for Writing a Feature Article

1. Select a topic that is **interesting**.
2. Make sure that the topic chosen can arouse **(the) readers' interest**.
3. Make use of different sources like **books, magazines, newspapers** and **websites** to gather relevant information.
4. Pay attention to the **leads** of your article because good beginnings can attract readers.
5. Start your article by creating a scene which allows readers to **form visual images**, or by asking a **stimulating** question, or even by stating **interesting facts**.
6. Start writing your content by **describing the background information** of the topic.
7. Address the areas you would like to cover **in a logical order** with **the support of quotes** and **factual information**.
8. Write your article from a specific angle.
9. Do not mention too many content areas.
10. Use **lively** and **vivid** language to make reading your article a **pleasurable** experience.
11. Add in photos and pictures to express your ideas where **appropriate / necessary**.
12. Conclude your article by making a **summary** of the key points you have mentioned and try to connect it back to the **lead** in some way.



The features found in the article:

- 1. Topic***
- 2. Lead***
- 3. Scene***
- 4. Quote***
- 5. Background information***
- 6. Conclusion***

The features missing in the article:

- 1. Lively and vivid language***
- 2. Pictures***
- 3. Photos***



Tapescript

Task 1

Pre-listening Activity

Presenter: Studying fashion is not as glamorous as it sounds. It requires hard work, commitment and talent. The fashion world is competitive and at the end of the course, only a few fashion graduates will be able to find work as designers. Many will have to make do with jobs like being cutters, buyers, or copying other designers' creations. Well, all fashion students have dreams of being the next Calvin Klein, Chanel or Yves Saint Laurent, but it's not easy. We spoke to two young designers, who are working for the famous British company Dr Martens, Kate Killanon and Conrad Leech, both are young and full of bright ideas but how did they make it into the fashion world?

Task

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Kate: Well, after school I went to do a foundation course at St Martin's School of Art in London. And on a course like that you get to do everything, from fine arts to graphics, to photography, to fashion, everything to do with the arts and you have a year to decide what you want to do. So, at the end of the year I decided I wanted to do textiles, and I applied for a textile course, then at the last minute I got the form back, and said "Oh, no, no, no". I want to do fashion. I typed everything out and changed it, and went off to do a fashion degree. And I, it was a three year course, but I spent just one year there, and just wanted to start doing it properly, get out in the real world and do it for real.

Presenter: The fashion industry is a competitive one. Each year there are many *wannabes, but only a few students will make it as designers. Was Kate ever worried about not getting work as a designer?

Kate: Well, I was in such a hurry to come and get out of college, that I didn't think about it at all, and started working for myself, doing lots and lots of free-lance work, for lots of companies, out of Hong Kong, out of Portugal. I did my own label as well, and went to India and did lots of production there. And I did that for eight years, and then finally, because I was getting quite type-cast as a ... in the mass market and I wanted to do something a bit more high profile, I just wrote to Wayne Hemingway at Red or Dead, and said I want to work for you, and two days later I was working there.

* *wannabes* people who want to be designers



(Cont'd)

Presenter: Conrad's first job was working for the famous British firm, Dr Marten's. Does he think the fashion industry is competitive for new-comers?

Conrad: It depends. In the UK it's competitive, but also it's quite small. Everybody is familiar with everybody else, and it can work as a kind of club, if you like, but, yeah, on the whole, very competitive.

Presenter: So what made him want to join this rat-race?

Conrad: Well, I think it sort of came from a dissatisfaction of what I could buy as a boy. As I was growing up, sort of, er, you have opinions about how you need to appear, and I wasn't satisfied with what was available, basically.

Presenter: And where did he study?

Conrad: I studied like Kate, I went to a foundation course, which is a general thing for a year at Ravensborne in South London, and there I went to Middlesex Polytechnic in North London for three years and finished my degree there.

Presenter: Is fashion designing a popular course for Chinese students in the UK?

Conrad: There were quite a large number of Chinese students throughout the art college. There were two specifically on the fashion course, but they were two years below me, so I never knew them well, unfortunately.

Presenter: Do you think it's still difficult for ethnic minorities to become well-known designers in the UK? Although, I suppose, Designer of the Year was, was it, John Rocha, who was actually from Hong Kong but you think it's quite tough being / working as a designer in the UK if you're not British!?

Conrad: Well, I mean, I can only speak from my experience obviously, and I've found Middlesex Polytechnic as a college very broadminded and tolerant of all cultures, and I think everybody has an equal opportunity at Middlesex Polytechnic definitely. With regard to the professional world, I mean I must admit I find it the same situation. Obviously good command of the English language will help you no end in the UK. The British are probably the worst in the world at speaking anybody else's language, and good English definitely helps.

Presenter: Want to be a designer? Well, here's a word of advice from a professional.

Conrad: OK, design goes up and down so ... to such extremes that really when you ... if you really want to do it, you've got to be just committed and also have a clear idea about what you want to achieve with design. Don't bend too much to satisfy people. Have your own clear ideas, and I would just say at all times deliver a strong message about what you personally can add to the world of design.



Task 2

- Presenter:** Career Watch now, and this week Helen spoke to Barbara Simpson and Ann Chan from the Hong Kong College of Nursing. Well, there's been a lot in the press recently about the shortage of nurses in Hong Kong, so Helen asked Barbara what is causing this.
- Ann:** Probably the staff shortage that exists is a fairly complex collection of things. Um, recruiting nurses seems to be one problem, and many ... there are so many other career options now for girls, many of which, perhaps, have better educational opportunities and development opportunities. And, perhaps, too, the work itself is often not appreciated by some young people. Nursing is seen as a rather stressful, difficult job - and I think that doesn't encourage people to take it on.
- Helen:** Nursing is a demanding career. It's not particularly glamorous and the pay, at around \$13,000 for a graduate is not especially remarkable, but training is thorough and it's based on a hands-on approach.
- Ann:** Well, at the moment there are two systems of learning to be a nurse. One is the hospital training, which is by far the predominant type - and that is, you enter a hospital school of nursing and you undertake a field of training, for approximately three years. While you're doing that system you are an apprentice, and you actually supply 70% of your time is spent supplying service to the hospital; so the other 30% - this is approximate - is taken up with the education programme. So basically as any apprentice system you're learning on the job - and that has some advantages, but it also has some disadvantages. Some of the disadvantages are for the students, and others for the patients, because, you know, you're being looked after by somebody who's learning on the job, and may be, if you're doing some other technical work with other objects, that's fine; but when working with people, that may be a problem. The other system is a university type system. At the moment, the Hong Kong Polytechnic runs a four-year .what we call pre-registration, because that's sort of to get ready to be a registered nurse - and that takes about 40 students a year approximately. And there they spend a lot of their time, much of their time on the actual education, and they do have clinical practice, so they go out to various hospitals and clinics and actually work in that setting.
- Helen:** So, that's the academic training sorted out. Then, I asked Barbara how rewarding nursing is, and what sort of personality a potential nurse would need.
- Barbara:** I guess there are different areas of nursing that are particularly rewarding. I think being a midwife and helping babies come into the world is something very special, but in any area of nursing probably the satisfaction of getting to know people, and being available to them when they are at a point of crisis in their lives. That to me is very satisfying. And that covers a whole range of things. I think they need to be a caring kind of person, and generally you know that whether you care for your brothers and sisters, or your mum and dad, or people in general. I think people who have patience, is very helpful; but I think people also need an element of, um, strength, being able to stand up for themselves - and sometimes that's hard in a culture where being a woman in a profession can be difficult, but certainly nurses are learning to stand up for themselves, and that's helpful.



(Cont'd)

Helen: It's also said that nursing isn't a career for the faint-hearted. Do you think that's true?

Barbara: Yes, I do. Lots ... nurses have to do many jobs that other people don't like to do and I think we need to be willing to do that. And we see some very hard things. So, yes, it's ... you don't need to be faint-hearted; but I do believe you can learn ways to cope with those things, and I don't think we expect young people to come into nursing with all of those qualities already developed, but that's part of growing in the profession, I think.

Helen: Another aspect of growing in the profession is career development. Ann told me about the sort of path a nurse might follow.

Ann: Typically when somebody finishes their training programme they would be a registered nurse - that is actually a position, a level. And then they would stay at that level and progress sort of up, first year, second year, etc. And then eventually they would be able to become a nursing officer, which is the next level. When they are at the nursing officer level, they are then eligible to become - if they have the qualifications - a clinical nurse specialist, so that it's the beginnings of a career ladder, but it is something that needs to be further developed.

Helen: Earlier Barbara mentioned the stress factor involved in nursing. I asked her how young nurses managed.

Barbara: I think they need to learn ways to cope with stress. I think that we are all confronted with stress, and stress can be a good thing as well, but it depends how we deal with it. And in nursing you are going to be caring in very busy situations, in very sad situations. I think there can be a healthy way of dealing with those things, and the difficulty is nurses are often so busy they don't have the opportunity to learn constructively ways to deal with the stress. But that's part of the reward. It's kind of the *flip side of the reward - you care for somebody who's maybe in a lot of pain or facing death - that's stressful - particularly if you don't feel you've got time to care as well as you'd have liked, but, on the other hand, it's extremely satisfying to be able to help relieve that pain, or to see somebody facing death with strength and courage.

**flip side the other side of a record*



Task 4

Part A

How to Write a Feature Article

Hello, everybody. Today I would like to give you some ideas on how to write a feature article. You may like to take a look at the following suggestions before you get started, and I hope you would find them useful at the end of the sharing.

A feature article introduces a specific topic to its readers. You may want to write about a topic that you are familiar with, but be sure it can arouse the readers' interest. After you have decided on the topic, you should gather relevant information from different sources like books, magazines, newspapers and websites. They help you to generate your own ideas. So, remember to choose an interesting topic for your feature article.

In order to attract readers, feature articles usually have good beginnings. These are called 'leads'. You can start your article by creating a scene which allows readers to form visual images, or by asking a question that stimulates their thoughts. You may also state interesting facts to serve the same purpose. It is important to have a well-written beginning because it helps you to develop the content of the article.

You should first provide the background information of the topic when you start writing your content. This can enhance your readers' understanding. Next, address the areas you would like to cover in a logical order, with the support of quotes and factual information which can make your article more persuasive. Try to write your article from a specific angle or from a particular point of view. Do not mention too many content areas. Your language should be lively and vivid as feature articles are designed for informative pleasure reading. Avoid using words that don't paint a picture, words that don't say much. Some examples of these uninteresting words include "good", "bad", "happy" and "said", as in "he said". You can also add in photos and pictures to assist your expression of ideas.

Conclude your article by summing up the key points you have mentioned and try to connect it back to the lead in some way. This will help to reinforce the impression of your article on the readers' minds.

Okay, so this is all I want to share with you. I hope you can benefit from the suggestions and I wish you all every success in your writing. Thank you very much and good luck to you all.