

INTRODUCTION

The *Teen Time Remix* CD-ROM is part of the resource package *Teen Time Remix – Using Authentic Materials for Developing Secondary Students’ Listening Skills* developed in collaboration with the SAMS Training and Research Unit of Hong Kong Baptist University in support of the implementation of the *Syllabus for English Language (Secondary 1-5)* (CDC, 1999), the *English Language Education Key Learning Area Curriculum Guide Primary 1-Secondary 3* (CDC, 2002) and the *English Language Curriculum and Assessment Guide (Secondary 4-6)* (CDC & HKEAA, 2007). It has been produced to illustrate the use of authentic materials to support the development of secondary students’ listening skills and strategies.

This CD-ROM consists of an electronic version of four units of tasks, audio clips for use in each unit and a video clip about the *Teen Time* radio programme. There is also an identical online version of the *Teen Time Remix* CD-ROM, which is available on <http://www.edb.gov.hk/teentimeremix>

Electronic Version of the Four Units of Tasks

Materials for conducting the four units of tasks under the themes of “Healthy Eating”, “Self-esteem and Cosmetic Surgery”, “Careers” and “Two Greek Myths” are included. It is suggested that “Healthy Eating” can be used with average junior secondary students, and “Two Greek Myths”, “Self-esteem and Cosmetic Surgery” and “Careers” with average senior secondary students.

Each unit is made up of two parts. The **Learning Materials for Students** include the task overview, task descriptions, task sheets and assessment forms. They are intended for students’ use and can be adapted to suit students’ abilities, needs and interests. The **Teachers’ Notes** include the task overview, task descriptions, answer keys for task sheets, assessment forms, an overview of the learning targets and objectives, suggested teaching steps for each task, guidelines on developing listening strategies, and a tapescript. These are mainly for teachers’ reference. All materials are available in MS WORD format, which can be adapted for classroom use, and PDF format, which can be downloaded for making printed copies.

Audio Clips

The audio clips, as indicated by the icon  on the main page of each unit of tasks, are

adapted from previous *Teen Time* radio programmes. In the unit on “Careers”, an audio clip has been made to provide students with input on how to write a feature article.

Video Clip

A 15-minute Education Television (ETV) video clip entitled “One Day in the Life of a Disc Jockey” has been made to introduce the RTHK radio programme *Teen Time*. The clip is a behind-the-scenes documentary which aims to promote *Teen Time* by taking viewers through the challenging tasks that the *Teen Time* hosts, Ms Alyson Hau and Ms Jennifer Su, need to deal with in their preparation for the radio programme.



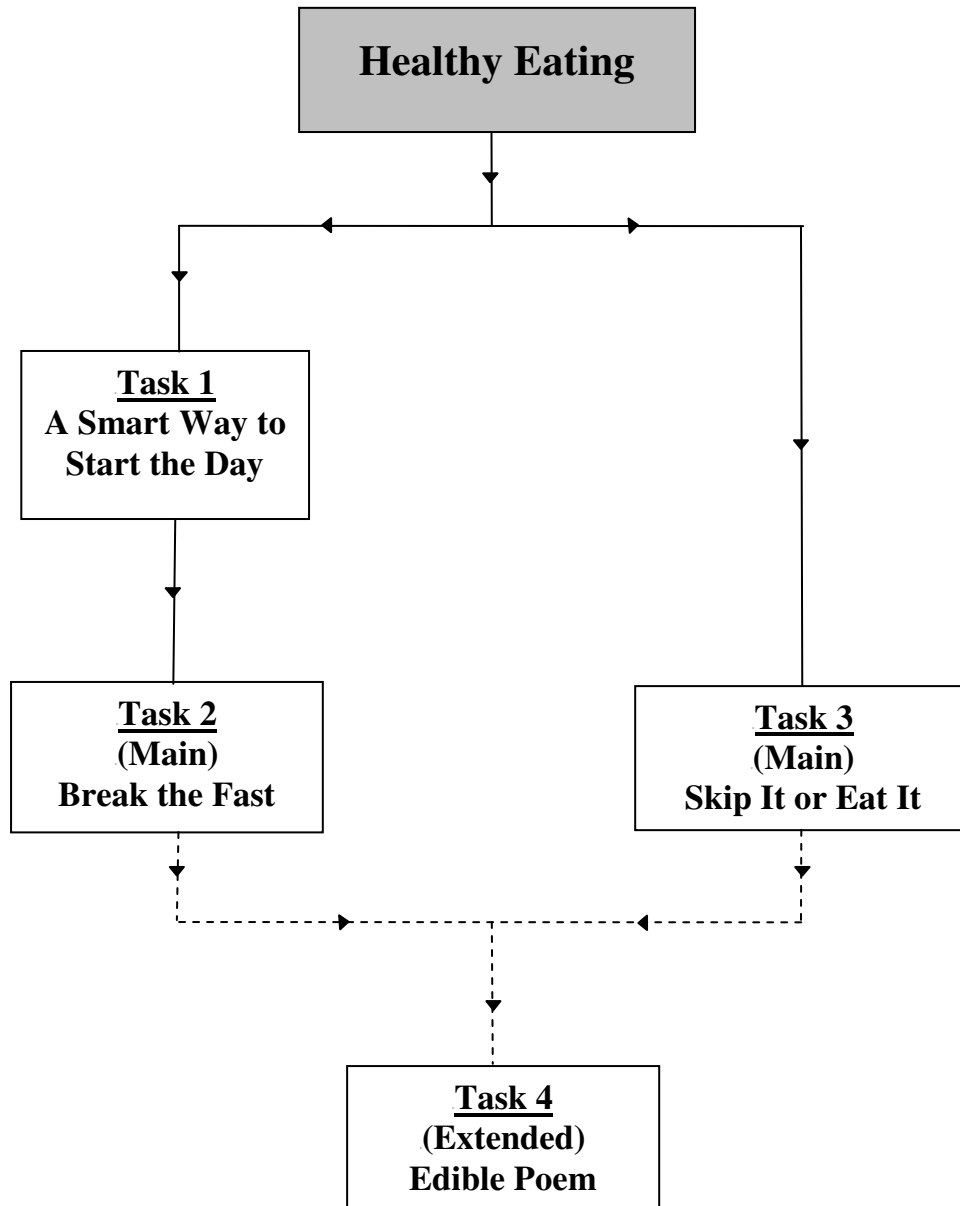
Task Description

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 to help promote the idea of healthy eating. You and three other students have been nominated by your school to join their selection procedures. The four of you 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 under the guidance of Mr. Solomon, the workshop facilitator.

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



Task Overview





Task 1: A Smart Way to Start the Day

In the workshop, you will listen to the first part of the Teen Time Programme in which the presenter asked various people what they had had for breakfast that morning. Answer all the questions in the Breakfast Quiz while you are listening.

Pre-listening Activity 1: Vocabulary Focus

To prepare you for the Breakfast Quiz, Mr. Solomon would like you to familiarise yourself with the vocabulary in the recording. Match the food names in Column A with the definitions in Column B. In groups of 4, try to make a guess before using a dictionary to find out the answers.

Column A	Answers	Column B
Weetabix		A. A tasty mixture to be spread on bread or crackers
Chives		B. Milk in which part of or all of the cream has been moved
Spread		C. A wheat-based breakfast cereal
Skimmed milk		D. A very high-fibre, wheat bran breakfast cereal
All-bran		E. A fragrant herb with slender, hollow green stems and a mild onion flavour

Pre-listening Activity 2: Anticipation

You are going to anticipate the kinds of breakfast the people in the interview had. Tick the boxes in the following table of food groups and write at least one example accordingly.

Food Group	Grain group	Fruit group and Vegetable group	Meat and Protein group	Milk group	Fat and sugar group
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examples					



Task: Breakfast Quiz

Now, listen to the first part of the Teen Time Programme in which the presenter asked what various people had for breakfast that morning. Answer all the questions in the Breakfast Quiz while you are listening.

A Smart Way to Start the Day – Breakfast Quiz

1. According to the presenter, what campaign was running last week?

2. According to the presenter, what should most Hong Kong people do to maintain a healthy lifestyle?

3. Of the people interviewed, how many of them did not have breakfast and why?

4. One of the interviewees said she had two mangoes for breakfast. Then she laughed. What do you think she had in mind at that moment? Circle the best option.
 - a) That was not unusual.
 - b) That was laughable.
 - c) That was absolutely unacceptable for many people in Hong Kong.
 - d) That was irritating.



Task 2: Break the Fast

In order to promote the eating of breakfast, Mr Solomon would like you to design a leaflet. In Part A, you 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, and take notes on the note sheet provided. In Part B, you will write the leaflet based on the notes you have taken.

Part A: Note-taking

Pre-listening Activity: Anticipation

With your group mates, try to anticipate at least four questions that Helen, the host of the programme, may ask Clare. Write them down below.

1. _____

2. _____

3. _____

4. _____



Task: Note-taking

Listen to the second part of the Teen Time programme, which is about the importance of eating breakfast. Complete the note sheet while you are listening.

Note sheet

1. Why does Clare use 'interesting fact' to refer to children skipping breakfast?

2. What is the percentage of children who skip breakfast?

3. According to Clare, why do these children skip breakfast?

- a) _____
- b) _____
- c) _____

4. Explain why it is important not to skip breakfast.

5. What particular age group does Clare think breakfast is particularly important for?

6. Clare states that 'if you eat more, you tend to lose weight'. Explain her view.

7. What kinds of food does Clare suggest for breakfast?

8. Clare thinks that a western set breakfast is bad. Is it a fact or an opinion? Why?



Part B: Leaflet Writing Activity

Based on your response to the Breakfast Quiz in Task 1 and the information you have jotted down in Part A of this task, write in the space provided on p.5 a leaflet on the importance of eating breakfast. Give the leaflet a title. To help you write the leaflet, Mr Solomon has provided you with the following for reference:

- Guidelines For Writing a Leaflet ; and
- Breakfast Tips.

After you have completed the leaflet, assess your own work using the assessment form on p.6 to help you.

Guidelines For Writing a Leaflet

What is a leaflet?

Leaflets are a type of open letter or postcard that are designed for distribution anywhere that will catch a person's eye.

Why produce a leaflet?

A leaflet gives you the space to present your ideas clearly and with graphical impact. It also gives you a chance to put across your argument or a message, and to draw attention to it.

Designing a leaflet – step by step

When you design a leaflet, you are conveying a message or idea. There are three parts involved in the design of a leaflet.

- Decide what kind of message you want to get across. Try to write the message clearly and in a persuasive way.
- Write the text and/or include other effective texts from other sources and make your leaflet 1) persuasive, 2) interesting to read, and 3) eye-catching and memorable. Use short paragraphs and mark them with headings. You can also use bullet-pointed lists to make reading it easier.
- Design the layout in a way that will be eye-catching and attracting readers to read it. You may consider questions like: Where will the heading go? What kind of colours should you use for the text and background?



Breakfast Tips

Breakfast is the first meal of the day which is eaten in the morning. The word derives from the idea of breaking the involuntary fast of sleep. A good breakfast that is packed with nutrients may help you keep a healthy body weight, get more done in the morning, and help control the urge to nibble or eat a big lunch. Here are a few tips to give you a better idea of a good breakfast that will help boost your energy in the morning.

Tip 1

Choose a breakfast that includes at least three of the four food groups, namely the Grain Group (e.g. bread, cereal, rice and pasta), Fruits and Vegetables group (e.g. oranges, bananas, broccoli, tomatoes), Dairy Products (e.g. milk, yogurt, cheese), Meat and Alternatives (e.g. poultry, fish and beans). For example: a piece of whole wheat toast, a banana, a glass of low fat milk or a boiled egg.

Tip 2

Stock up foods with high fibre/ low fat content in your fridge at home. For example, choose low fat yogurt, fresh fruit juice, whole wheat bread, high fibre bran or oatmeal cereal, fresh fruit such as grapes, apples, and bananas, and low fat milk.

Tip 3

When you go out for a quick breakfast, try to switch from low fibre/high fat foods (e.g. bacon and fried eggs, croissant, pancakes and syrup, hash browns etc.) to low fat/high fibre foods (boiled tea eggs, wheat bread/roll, rice congee with a bit of minced lean meat, noodles with vegetables and veggie dumplings etc.).





Assessment Form

Assessment Form
Leaflet-writing on the Importance of Eating Breakfast

Tick the appropriate boxes and add comments below.

	Yes	No
Content		
• The title of the leaflet is appropriate.	<input type="checkbox"/>	<input type="checkbox"/>
• The content includes an overview of the situation of skipping breakfast and its possible causes, a reference to food items for breakfast and a discussion of the importance of eating breakfast.	<input type="checkbox"/>	<input type="checkbox"/>
Organisation		
• Short paragraphs are used with headings and subheadings.	<input type="checkbox"/>	<input type="checkbox"/>
• Bullet-pointed lists are used to make reading easier.	<input type="checkbox"/>	<input type="checkbox"/>
Language and Style		
• The leaflet is interesting to read, eye catching and memorable.	<input type="checkbox"/>	<input type="checkbox"/>
Layout		
• The layout of the leaflet is appropriate.	<input type="checkbox"/>	<input type="checkbox"/>
Grammar		
• The expressions and words are accurate.	<input type="checkbox"/>	<input type="checkbox"/>
• Verb forms, punctuation, and spelling are accurate.	<input type="checkbox"/>	<input type="checkbox"/>

Other comments:

Assessment conducted by

_____ (Name)

** This assessment form can be used for self, peer and/or teacher assessment. The person who provides the feedback may put his/her name down if necessary.*



Task 3: Skip It or Eat It

To enhance your understanding of what a healthy breakfast consists of, Mr Solomon would like you to design a breakfast menu. In Part A, you will listen to the third part of the Teen Time Programme, in which Clare Yurman, a nutritionist and a dietitian, shares her view on skipping breakfast and offers suggestions on good breakfast food. You will also complete a note sheet. In Part B, you will design a breakfast menu based on the notes taken.

Part A: Note-taking

Pre-listening Activity 1: Anticipation

In the third part of the Teen Time programme, Clare talked about eating breakfast and the kinds of breakfast we should eat and avoid eating too often. With your group mates, try to anticipate the kinds of food Clare suggested that are good and bad for breakfast.

Examples of good breakfast food	Examples of bad breakfast food

Pre-listening Activity 2: Anticipation

It seems that skipping breakfast is a common phenomenon among teenagers. Again, in your group, anticipate whether the following statements are true or false before you listen to the recording.

	True	False
Skipping breakfast is okay as it is not an important meal of the day.	<input type="checkbox"/>	<input type="checkbox"/>
Having breakfast at home even for a couple of minutes encourages family time.	<input type="checkbox"/>	<input type="checkbox"/>
A healthy breakfast should be a big one with a variety of food items.	<input type="checkbox"/>	<input type="checkbox"/>



Task: Menu-writing

Complete the notesheet while listening to the third part of the Teen Time programme. For Items 2 to 9, circle the best option(s).

Note Sheet

1. Jot down examples of good and bad breakfast food that Clare mentions in the programme.

Examples of good breakfast food	Examples of bad breakfast food
a. _____	a. _____
b. _____	b. _____
c. _____	c. _____
d. _____	d. _____

2. Clare mentioned the Breakfast Week because it encouraged people to eat / discouraged people from eating breakfast every day.
3. Clare had a positive / negative / scornful attitude towards eating a big / simple / light breakfast.
4. Having breakfast is a good / bad way to spend family time together no matter how short it is.
5. Clare prefers a home-cooked breakfast / shop 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 / does not have an impact on eating lunch.
7. In Clare's view, a simple breakfast may consist of bacon / ham / yogurt / fruits / sandwich / butter cookies / fresh fruit juice / plain biscuits.
8. What is Clare's attitude towards encouraging families to eat breakfast together?
a) uninterested b) enthusiastic c) excited d) hesitant
9. When Helen asked Clare about the kind of food Clare had for breakfast that morning, Clare responded "Ah, I was...". What kind of message does her tone convey?
a) She anticipated this question.
b) She was not ready for this question.
c) She was surprised for being asked such a question.
d) She was embarrassed for being asked such a question.



Part B: Designing a School Breakfast Menu

Design on the following page a healthy school breakfast menu which consists of food items from the five food groups, using the notes you have taken in Part A. To help you complete the task, Mr Solomon has given you a sample menu to refer to.

A sample breakfast menu from Mr Solomon

ABC School Breakfast Menus

A. Rocket Breakfast (Grab-and-go)
Tuna salad sandwich
Yogurt
Banana
Chocolate milk

B. Morning Bird Breakfast (Traditional)
Omelette
Raisin toast
Apple juice
Skimmed milk

C. Double-Sun Depot (Buffet)
*Seafood Pizza
*Noodles with egg and vegetables
*Cinnamon Roll
(*Choose one from the above three items)
Variety of wholemeal cereal
Choices of fruit juices
Fresh fruit
Soya Milk



Healthy School Breakfast Menu

A large, empty rectangular box with a black border, intended for students to create a healthy school breakfast menu.



Self-reflection

Having completed a range of listening tasks using different listening strategies in this Unit, do you think you are more confident in listening to authentic English and you know what to do to understand what people mean? Here is an activity to help you think about your performance.

Self-reflection Form

Name: _____ Form: _____ Date: _____

How well can you listen to authentic English and understand what is heard? Assess your own performance by putting a tick (✓) in the appropriate boxes.

	Yes	No	Sometimes
Preparing to listen <ul style="list-style-type: none"> I can figure out why I am listening. I can predict words I may hear before I start listening. I can predict the content of what I am going to listen to. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening for main idea <ul style="list-style-type: none"> I can understand a whole conversation or discussion. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening for details <ul style="list-style-type: none"> I can listen carefully to find the answers to specific questions. I can use the questions given to help me decide what is and is not important. I can take notes to help me identify supporting ideas. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening for attitudes <ul style="list-style-type: none"> I can work out the opinions and attitudes of different speakers. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making inferences <ul style="list-style-type: none"> I can guess ideas that are not directly expressed by the speakers. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Task 4: Edible Poem

The final task of the workshop involves writing a food poem that helps promote the good habit of eating breakfast. In Part A, you will study two poems and learn about their features. In Part B, you will write a food poem of your choice. To help you complete the task, Mr. Solomon has provided you with the following:

- Two food poems, namely, a Fruit Poem and a Meals Poem, to serve as models;
- Tips for writing an alphabet poem;
- Notes on rhyming words; and
- A poem-planning sheet.

Part A: Steps of How to Write a Poem

Study the two poems below and complete the three activities that follow

Poem One - Fruit Poem – an alphabet poem

	Fruits
5	A little boy was eating an apple But suddenly he saw a bee sitting on his banana. Could it be a bumblebee preying on his banana next to the cantaloupe? Didn't he finish his last bite of the cantaloupe and a dragon fruit?
10	Entering the kitchen, he saw a bee eating his eggfruit. He also Found out that he still had a Fuji apple. Gazing on the grapes sitting on the kitchen table, he was Hoping that his mum would get him some horse mangoes. Immediately he ran upstairs and started to eat some Indian figs while his Jacket was stained with some jackfruit pudding.
15	Knowing that his mum would be coming home soon after getting some kiwi fruit, he Leaned against the window, holding a lemon. There she was, Mum coming home with some mulberries and other fruits, he wasted No time to greet his mum, grabbed the nectarines and Oh my, she has oranges in her bag!

Poem Two - Meals Poem – a rhyme poem

	Meals
5	Breakfast A carton of skimmed milk A small slice of beef roast Two tea eggs A piece of raspberry jam toast
10	Lunch A plate of wholemeal spaghetti A piece of carrot cake Two servings of salad A strawberry milkshake
15	Dinner A bowl of brown rice A piece of pork chop Two servings of veggies A fruit lollipop



Activity 1: Vocabulary

Identify and underline all the names of fruits and foods in each of the two poems.

Activity 2: The Defining Features of an Alphabet Poem

With reference to the Fruit poem: What do you notice about the first word of each sentence in the entire poem? Can you point out a special feature that is related to fruits in each line?

Activity 3: Rhymes

Read aloud the Meals Poem and circle all the words that rhyme. Then read it aloud again and check your answers.

Part B: Healthy Food Poem Writing

Study Mr Solomon's tips for writing an alphabet poem and his notes on rhyming poems. Then complete Activity 1 and Activity 2

Tips for Writing an Alphabet Poem

- There is no rhyme in alphabet poems.
- You can come up with one or a few words for each letter.
E.g. A hard-working boy.
Believing that he will pass the examination,
Came to school every day...
- You can use a noun, a verb, an adverb or an adjective to begin a sentence.
- You do not have to form all 26 lines.



Notes on Rhyming Poems

A rhyme is when two words end with the same sound. For example, **book** rhymes with **took** because they both end with an **ook** sound. **Mango** rhymes with **tango** because they both end with an **ango** sound.

When you choose a rhyme, try to find words that sound similar. For example, if you have the word **pin**, you might rhyme it with **fin** or **tin**, because they have a similar sound. Here are two sample rhyming poems.

My cat

My family has a **cat**.
She's very, very **fat**.
She sits on mum's **hat**.
So mum's hat is **flat**.

Or

My dog

My family has a dog.
She's very, very **fat**.
She sits on mum's bag.
So mum's bag is **flat**.

Activity 1: Planning

Refer back to the two poems on p.1, complete the planning sheet below.

Planning Sheet

1. Which kind of poem do you prefer to write about? A Fruit Poem (the alphabet poem) or a Meals Poem (rhyming poem)?

2. Brainstorm and write down the names of the types of food, drinks, desserts, fruits and vegetables you might want to write about. Write as many names as you can.

3. Think of any words that rhyme with the foods you wrote in Question 2. They can be nouns, adjectives, verbs or adverbs.



Activity 2: Healthy Food Poem-writing

Write a food poem below. Follow the writing frame of either the Fruit Poem or the Meals Poem. You can start each line with a letter OR follow the rhyming scheme of the Meals Poem. Give the poem a title. When you have completed the poem, use the assessment form on p.5 to do self-assessment or peer-assessment. Revise your poem accordingly.

Food Poem

<hr/> <p>Breakfast time</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Lunch time</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Dinner time</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Assessment Form

Assessment Form
Healthy Food Poem-writing

Tick the appropriate boxes and add comments below.

	😊	😐	☹️
Content			
• The title of the poem is appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The content includes healthy food items.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organisation			
• A writing frame has been adopted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• For the alphabet poem, there is at least one word for each letter included. For the rhyming poem, a total of three stanzas have been composed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language and Style			
• The poem is interesting to read, and memorable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Layout			
• The layout of the poem is appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar			
• The expressions and words are accurate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Verb forms, punctuation, and spelling are accurate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other comments:

Assessment conducted by

_____ (Name)

** This assessment form can be used for self, peer and/or teacher assessment. The person who provides the feedback may put his/her name down if necessary.*



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*. You and three other students are the members of the organising committee assisting Mrs Wood in implementing all the activities for the English Week. To trial run the activities, you will complete the following six activities.

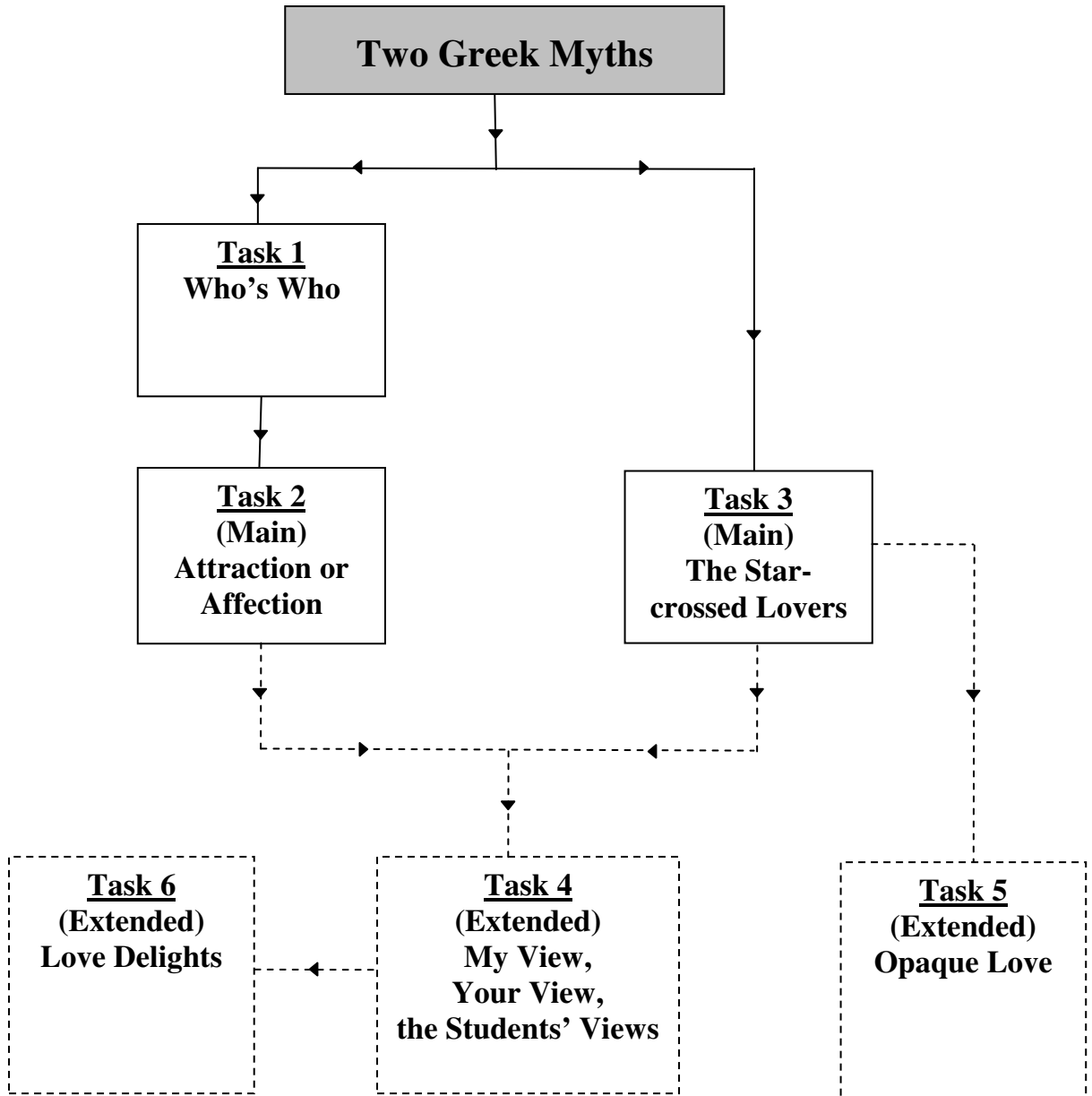
Tasks	Task Description
Task 1	Who’s Who In order to help you depict the characters better before you rewrite the Greek myth <i>Pygmalion and the Statue</i> , you will complete three activities. In Part A, you will listen to the first part of a Teen Time programme, which is on the Greek myth <i>Pygmalion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



Tasks	Task Description
Task 4	My View, Your View, the Students' Views To help you understand how people see things from different perspectives, you 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 You will write a letter to Pyramus' parents to persuade them to let Pyramus and Thisbe see each other as a couple. In Part A, you will work with your group mates and brainstorm some ideas to convince Pyramus' parents. In Part B, you will make an outline of the persuasive letter. In Part C, you will write the persuasive letter.
Task 6	Love Delights To learn how to write a poem, you will work with your group mates to compose a love poem, based on your personal response to either <i>Pygmalion and the Statue</i> or <i>Pyramus and Thisbe</i> .



Task Overview



Task 1: Who's Who

In order to help you depict the characters in the Greek myth *Pygmalion and the Statue* better before you rewrite the myth, Mrs Wood would like you to complete three activities. In Part A, you will listen to the first part of a Teen Time programme, which is on the Greek myth *Pygmalion and the Statue*, and take notes on the note sheet provided while listening. In Part B, you will complete a personality matching activity. In Part C, you will construct four character maps, based on the notes taken in Part A.

Part A: Note-taking

Pre-listening Activity: Making Predictions

Below are some words related to the Greek myth *Pygmalion and the Statue*. Rearrange them in order and predict what the story is about.

a) went to the temple	1.
b) was also a sculptor	2.
c) carved a beautiful statue	3.
d) had a son	4.
e) fell in love with the statue	5.
f) was not interested in women	6.
g) named Pathos	7.
h) got married	8.
i) the statue was brought to life	9.
j) Pygmalion, king of Cyprus	10.
k) the goddess had pity on him	11.
l) prayed to Aphrodite, the goddess	12.



Task: Note-taking

Now listen to the first part of the Teen Time programme, which is on the Greek myth *Pygmalion and the Statue*. Take notes and answer all the questions in the note sheet provided.

Note Sheet – Pygmalion and the Statue

1. How does Dino, the presenter, sound at the beginning of the recording when he asks the audience the question “Can you imagine falling in love with a statue?”?

2. i) What is the setting of the Greek myth *Pygmalion and the Statue*? ii) Who is Venus and what can she do? iii) What is the background of Pygmalion?

3. Describe the woman statue that Pygmalion has made.

4. i) Choose the most appropriate adjective provided below to describe Dino’s attitude when he mentions the moment Pygmalion kisses the statue’s lips.
a) empathetic b) skeptical c) enthusiastic d) weird

ii) What does Dino think about Pygmalion kissing the statue?

5. Dino mentions that “Pygmalion is wretched, because Pygmalion loves a lifeless thing”. Can you guess the meaning of “wretched” here?
a) miserable b) outraged c) hopeful d) enjoyable

6. Make notes on all the things Pygmalion has done to the statue.

7. Why did Pygmalion go to worship Venus at her temple?

8. Why does Venus help Pygmalion?

9. Give an account of what happens after Pygmalion has come home from the temple of Venus.

10. After listening to the recording, decide whether each of the following statement is a fact or an opinion. Tick the correct box for each statement.

		Fact	Opinion
i.	Pygmalion is a talented and hardworking sculptor.	<input type="checkbox"/>	<input type="checkbox"/>
ii.	What Pygmalion does to the statue is considered strange.	<input type="checkbox"/>	<input type="checkbox"/>
iii.	For Pygmalion, when the statue turns into a real woman, it is like watching wax soften in the sun.	<input type="checkbox"/>	<input type="checkbox"/>
iv.	Pygmalion names the statue that has come to life Galatea and marries her.	<input type="checkbox"/>	<input type="checkbox"/>
v.	Venus does an amazing job bringing the statue to life.	<input type="checkbox"/>	<input type="checkbox"/>
vi.	<i>Pygmalion and the Statue</i> is a beautiful story.	<input type="checkbox"/>	<input type="checkbox"/>



Part B: Personality Matching Activity

Match the items on the left with the items on the right. Use your dictionary to check out the definitions of the unfamiliar adjectives below if necessary.

	Adjectives		Definitions
1	An <u>honest</u> person is ...	A	someone who likes to give or share things with others.
2	An <u>intelligent</u> person is ...	B	someone who always tells the truth.
3	A <u>creative</u> person is ...	C	someone who is quick at learning new things.
4	A <u>frank</u> person is ...	D	someone who is always on time.
5	A <u>generous</u> person is ...	E	someone who can't keep a secret.
6	An <u>ambitious</u> person is ...	F	someone who does not think about other peoples' feelings.
7	A <u>cultured</u> person is ...	G	someone who speaks in a very direct and honest way.
8	A <u>bigmouth</u> is ...	H	someone who is educated or has good manners.
9	A <u>punctual</u> person is ...	I	someone who comes up with new and original ideas.
10	An <u>inconsiderate</u> person is ...	J	someone who has a strong desire to succeed.

Here are more sources for adjectives that describe character and personality:



http://www.nonstopenglish.com/allexercises/vocabulary/Vocabulary-character_and_personality.asp (Quiz and games)

http://www.oup.com/elt/global/products/englishfile/preint/b_vocabulary/bank02/vocabulary02_01/ (A personality game)



Part C: Creating Character Maps

Here is an example of a character map for Achilles – the legendary reluctant warrior who fought in the Trojan War.

Character map of Achilles
A Sample

Character/ personalities/ abilities		What others feel about this character
<ul style="list-style-type: none"> - a fast runner - with superhuman strength - a great warrior - the mightiest man in the Achaean army 		<ul style="list-style-type: none"> - arrogant and proud - disloyal and untrustworthy as he abandons his comrades and prays that the Trojans will slaughter them - brutal and bloodthirsty as he kills his opponents without mercy
ACHILLES		
How this character looks, feels and thinks		How I feel about this character and what we can learn from this character's life
<ul style="list-style-type: none"> - has a thirst for glory - yearns to live a long, easy life 		<ul style="list-style-type: none"> - merciless as he tied the corpse of Hector, his enemy, behind his chariot and dragged him behind it around the walls of Troy - lustful and beastful as he killed Penthesileia, the Queen of the Amazons, and had sex with her dead body - mankind is mortal and is not flawless as Achilles is shot with an arrow in the heel, his only vulnerable spot



Now, refer to the notes you have taken in Part A and Part B, the adjectives you have learnt in the personality matching activity and, with your group mates, construct at least four character maps, one for each of Pygmalion, Galatea, their son Pathos, and Venus. You may add a few more characters and imagine, say, it is 20 years after Pygmalion's marriage. Each of you should fill in at least one character map. Use your imagination and add more information to the character maps.

1. Character map of Pygmalion

Character/ personalities/ abilities		What others feel about this character
PYGMALION		
How this character looks, feels and thinks		How I feel about this character and what we can learn from this character's life

2. Character map of Venus

Character/ personalities/ abilities		What others feel about character
VENUS		
How this character looks, feels and thinks		How I feel about this character and what we can learn from this character's life



3. Character map of Galatea

Character/ personalities/ abilities		What others feel about this character
GALATEA		
How this character looks, feels and thinks		How I feel about this character and what we can learn from this character's life

4. Character map of Pathos

Character/ personalities/ abilities		What others feel about this character
PATHOS		
How this character looks, feels and thinks		How I feel about this character and what we can learn from this character's life



5. Character map of _____

Character/ personalities/ abilities		What others feel about this character
?		
How this character looks, feels and thinks		How I feel about this character and what we can learn from this character's life

Useful websites:



<http://www.scribd.com/doc/34398/How-To-Describe-Characters-In-A-Story>
(How to describe characters in a story)

http://www.geocities.com/fifth_grade_tpes/Character.html (Character sketch - Writing assignment using descriptive vocabulary, similes, and metaphors)



Task 2: Attraction or Affection

In order to help you understand the Greek myth *Pygmalion and the Statue* better, Mrs Wood would like you to rewrite it. In Part A, you will fill in a story planning worksheet with reference to the *Short Story Analysis Guidelines* provided by Mrs Wood. In Part B, you will rewrite the myth with the help of the *Writing Tips*, also supplied by Mrs Wood.

Part A: Story Planning

Before you rewrite the Greek myth *Pygmalion and the Statue*, fill in the story planning worksheet on p. 3, with reference to the *Short Story Analysis Guidelines* below.

Short Story Analysis Guidelines

Characters	<p>Protagonist The protagonist is the character that is central to the story and most of the major events that happen in the story evolve around him/her.</p> <p>Antagonist The antagonist is the opposer of the protagonist.</p>	
Setting	<ul style="list-style-type: none"> • Place – Where is the action of the story taking place? • Time – When is the story taking place (i.e. historical period, time of year, etc.)? • Weather conditions – Is it rainy, foggy, stormy, etc.? • Social conditions – What is the daily life of the characters like (e.g. speech, dress, mannerisms, customs of a particular place)? • Mood or atmosphere – What feeling is created at the beginning of the story? 	
Theme	<p>It is the controlling idea or the main idea the author is trying to convey. He may use figurative speech including symbol, allusion, simile, metaphor, hyperbole, or irony to emphasise his theme.</p> <p>Some examples of common themes are:</p> <ul style="list-style-type: none"> • Looks versus personality traits and virtues • Love is blind • Perfection doesn't exist 	
Plot	<p>1. Introduction</p> <p>2. Conflict</p>	<p>The beginning of the story where the characters and the setting are revealed.</p> <p>There are four kinds of conflict the leading character experiences:</p> <ul style="list-style-type: none"> • man versus man with his physical strength against other men, forces of nature or animals. • man versus circumstances against fate, or the circumstances of life facing him/her. • man versus society against ideas, practices, or the customs of other people. • man versus himself/herself himself/herself; with his/her own soul, ideas of right or wrong, physical limitations and choices, etc.



	3. Complication	It is the event of the story that introduces the conflict. It causes a plot to become tense or entangled. Both conflict and complication are resolved at the end of the story.
	4. Suspense	It is an apprehension (i.e. fearful expectation or anticipation) about what is going to happen. Sometimes it is simply referred to as “tension”.
	5. Climax	This is the highest point of interest and the turning point of the story. It makes the readers wonder what will happen next and whether the conflict will be resolved or not.
	6. Outcome	This refers to the ending of the story.
	7. Denouement	This is the final outcome or untangling of events in the story.
	8. Point of view	It is the angle from which the story is told. <ul style="list-style-type: none">• Innocent Eye – Through the eyes of a child.• Stream of Consciousness – In a way that the reader feels like he knows what the character thinks and does.• First Person – By the protagonist or one of the characters who has a close relationship with the protagonist or other characters (using pronouns <i>I, me, we</i>, etc.). Through this person’s eyes the reader sees and experiences the story.• Omniscient – The author narrates the story using the omniscient point of view by moving from character to character, event to event. He has free access to the thoughts, feelings and motivations of his characters. He can bring in information wherever and whenever he chooses. There are two kinds of omniscient point of view:<ul style="list-style-type: none">▪ Omniscient Limited – The author tells the story in third person using pronouns <i>they, she, he, it</i>, etc. The readers only know what the character knows and what the author allows him/her to tell us.▪ Omniscient Objective – The author tells the story in the third person. There is no comment on the characters or their thoughts. The reader has to interpret events on his own.

Sources:



<http://hrsbstaff.ednet.ns.ca/engramja/elements.html> (Short story elements)

<http://www.writingonyourpalm.net/2004/11/building-suspense-story-questions.htm>
(Building suspense: Story questions)



Story Planning Worksheet

Characters	Protagonist	
	Antagonist	
Setting		
Theme		
Plot	1. Introduction	
	2. Conflict	
	3. Complication	
	4. Suspense	
	5. Climax	
	6. Outcome	
	7. Denouement	
	8. Point of view	



Part B: Story Rewriting

In your own words, retell the Greek myth *Pygmalion and the Statue* in 500 words in the space provided on the following page. Give the story a title. You may refer to *Writing Tips* for guidelines. After you have completed the rewriting, use the assessment form on p.6 to help you review and revise your story.

Writing Tips

Writing Tips



Length of the Story

Your rewriting must be at least 250 words long and no more than 500 words. You may want to expand on the original myth.

Story Content

You may want to add extra details and dialogues to lengthen the story.

Language

- Use of first or third-person narrative
 - First-person narrative – Write from the “I” point of view (e.g. I picked the rose.).
 - Third-person narrative – Write from the omniscient point of view using the “he” or “she” form (e.g. She picked the rose.).
- Portray events in a logical order.
- Elaborate events that convey a unifying theme or tone.
- Include details and concrete language and/or dialogue.

Spell-check and Proofread

You should spell-check and proofread your writing. One of the best ways to proofread it is to read it out loud to yourself. You may also want to ask your schoolmates to proofread it for you.

Optional: Include Image

You may include an image, if necessary, but you should provide information such as the title, the artist, or the webpage link of the image.



Rewrite the Greek myth *Pygmalion and the Statue* below.



Assessment Form

Assessment Form
Pygmalion and the Statue Story-rewriting

Tick the appropriate boxes and add comments below.

Content

- | | ☺ | ☹ | ☹ |
|----------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| Are the characters interesting enough to make readers read on? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Do they each have imperfection as well as virtues? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Is the setting interesting and informative enough? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Is the theme of the story clearly stated? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Is the plot creative? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Are the main events appealing to the readers? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Does the ending of the story make sense? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Language and Style

- | | | | |
|------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| Does the narrative show actions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Do descriptive passages bring to mind vivid mental images? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Is there a balance between narrative and dialogue? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Organisation

- | | | | |
|--------------------------------------------------|--------------------------|--------------------------|--------------------------|
| Does the opening hook the reader? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| If there is a conflict, is it clearly presented? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Do ideas flow and are they well connected? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Is the conclusion a satisfying one? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Grammar

- | | | | |
|-------------------------------------------|--------------------------|--------------------------|--------------------------|
| Is the grammar correct? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Is the spelling and punctuation accurate? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other comments:

Assessment conducted by

(Name)

** This assessment form can be used for self, peer and/or teacher assessment. The person who provides the feedback may put his/her name down if necessary.*



Task 3: The Star-crossed Lovers

Mrs Wood would like you to practise writing a modern fable by rewriting the Greek myth *Pyramus and Thisbe*. In Part A, you will listen to the second part of the Teen Time programme, which is on the Greek myth *Pyramus and Thisbe*, and complete a note sheet. In Part B, you will fill in a fable-writing plan using the notes taken. In Part C, you will write a modern fable based on Pyramus and Thisbe's love story. You are encouraged to provide an ending different from the original story.

Part A: Note-taking

Pre-listening Activity: Matching Activity

Both column A and column B contain expressions that provide clues to the Greek myth *Pyramus and Thisbe*. With a partner, match the expressions in column A with those in column B. Then write a brief summary of your prediction on the plot of the myth in the box provided.

Column A	Column B	Answer
1. Another similar story	A. Pyramus and Thisbe	1. _____
2. A lion	B. Disapproval by their parents	2. _____
3. Pyramus wrongly believes that Thisbe is killed	C. Through a crack	3. _____
4. Whispers to each other	D. Under a fruit tree in the country	4. _____
5. Plan to run away	E. Romeo and Juliet	5. _____
6. Two lovers	F. Scares Thisbe away	6. _____
7. Kept apart	G. He kills himself by his sword	7. _____
8. If they cannot be together in life	H. They would rather die	8. _____

A brief summary of the story



Task: Note-taking

Listen to the second part of the Teen Time programme, which is about Pyramus and Thisbe's love story. Take notes and answer all the questions on the note sheet.

Note sheet – Pyramus and Thisbe

1. Why is Pyramus and Thisbe's story famous?

2. How do Pyramus and Thisbe "meet"?

3. Why is it difficult for Pyramus and Thisbe to meet and see each other?

4. What kind of conversation do Pyramus and Thisbe have through the wall every morning?

5. How do Pyramus and Thisbe express their fear that their parents will hear them when they "talk"?

6. Arrange the following 10 incidents in chronological order. The first and the last incidents have been identified for you.

- 1 Pyramus and Thisbe decide to run away.
- Later Pyramus turns up, sees the cloak, and thinks his darling, Thisbe, has been killed by a lion.
- They make a date to meet in the countryside under a fruit tree near a famous temple.
- She flies to him, and throws her arms around him, kisses his cold lips and begs Pyramus to look at her.
- As she runs, she drops her cloak, and the lion rips the cloak to pieces.
- The lion eats a deer and has blood in his mouth. Some of the blood goes on Thisbe's cloak.
- And then Thisbe comes back and finds him lying in blood.
- Thisbe gets there first, but she sees a wild lion and runs away.
- Pyramus thinks Thisbe has been killed by a lion and is so unhappy that he plunges his sword into his side.
- 10 After Pyramus has died, Thisbe moans that "If we cannot be together in life, I shall follow you into death." Then she takes the sword from Pyramus' hand, and plunges it into her own side.



Part B: Planning for Fable-writing

Fill in the fable-writing plan using the notes you have taken in Part A. To help you complete the task, Mrs Wood has given you the following for reference:

- Notes on “What is a Fable?”;
- An Aesop’s Fable “The Man, The Boy, and The Donkey”; and
- Steps on Writing a Fable.

Notes on “What is a Fable?”

What is a Fable?

A fable is a brief, succinct story, in prose or verse traditionally, that features animals, plants, inanimate objects, or forces of nature that speak and act like human beings. It aims to illustrate a moral lesson which may be expressed explicitly at the end in a concise proverb or saying.

Example morals

Appearances can be deceiving.
One man’s trash is another man’s treasure.
Haste makes waste.
Look before you leap.
You can’t judge a book by its cover.
Pride leads to a fall.



Sample Aesop's Fable

An Aesop's Fable The Man, the Boy, and the Donkey

A Man and his son were once going with their Donkey to market. As they were walking along by its side, a countryman passed them and said: "You fools, what is a donkey for but to ride upon?"

So the Man put the Boy on the Donkey and they went on their way. But soon they passed a group of men, one of whom said: "See that lazy youngster, he lets his father walk while he rides."

So the Man ordered his Boy to get off, and got on himself. But they hadn't gone far when they passed two women, one of whom said to the other: "Shame on that lazy lout to let his poor little son trudge along."

Well, the Man didn't know what to do, but at last he took his Boy up before him on the Donkey. By this time they had come to the town, and the passers-by began to jeer and point at them. The Man stopped and asked what they were scoffing at. The men said: "Aren't you ashamed of yourself for overloading that poor donkey of yours and your hulking son?"

The Man and the Boy got off and tried to think what to do. They thought and they thought, till at last they cut down a pole, tied the donkey's feet to it, and raised the pole and the donkey to their shoulders. They went along amid the laughter of all who met them till they came to Market Bridge, when the Donkey, getting one of his feet loose, kicked out and caused the Boy to drop his end of the pole. In the struggle the Donkey fell over the bridge, and his fore-feet being tied together he was drowned.

"That will teach you," said an old man who had followed them:

Moral: "Please all, and you will please none."

Source:



http://www.pagebypagebooks.com/Aesop/Aesops_Fables/The_Man_the_Boy_and_the_Donkey_p1.html (The fable of *The Man, the Boy, and The Donkey*)



Steps on Writing a Fable

1. Choose a moral lesson

All fables have a moral lesson, which is usually placed at the end of the fable.

2. Create characters

Many fables have animal characters. You can choose to use animals, people, or anything you like. Animal and object characters should be personified.

3. Find a setting

Your fable can happen anywhere or anytime in a real or an imaginary place.

4. Create a plot

Think of a plot and the things that will happen to your characters, the conflicts and their actions, other characters' reactions and the lesson they will learn.

5. Think of a suitable moral that fits the fable

Morals teach us lessons that are true of all time. You should think of one which can be a well-known saying or something you make up of your own.

6. Write the first draft

a) Introduce the characters and setting

Use adjectives to describe your characters' personalities, looks, actions, thoughts, etc. for readers' imagination. Then describe the setting so that the readers know where the fable will be taking place.

b) Explain the plot

Write the actual story of what the characters do, what happens to them and how they respond.

c) End the story

This part shows what your characters learn from their lesson and you should end your fable with the moral you planned in Step 1.



Fable-writing Plan Worksheet

Based on the Greek myth *Pyramus and Thisbe*, discuss the following questions with your group mates and complete the plan:

1. Think of a title for this modern fable.

2. Think of some possible lessons we can learn from this tragic story and consider if you agree with what Pyramus and Thisbe decide to do – to elope (i.e. run away) for love.

3. Did this kind of story happen in Hong Kong or elsewhere as far as you know? Research the news archive and find similar stories if you can. Write the summary of one or two stories below and share what you have learnt from these news stories.

4. Plan the following details.

Who will be the main characters in your modern fable and what will each of them be like? Name them below and write a brief description of each of the characters. You can add more characters in the fable.

Main Character

Who the character is like

A _____

Pyramus

B _____

Thisbe



C _____

The Lion

D _____

5. What are the desires of Characters A and B?

6. Do you think Pyramus and Thisbe think about the feelings and reactions of their parents before they make their decision to run away? Why? Why not?

7. Can you think of any other ways to deal with their dilemma of not being able to see each other and yet loving each other deeply? If you were Pyramus or Thisbe in the present time, what would you do?

8. What kind of actions will Characters A and B take in order to satisfy their desire? What will Characters C and D do in response to what Characters A and B do?

Actions	Character C's reaction	Character D's reaction
Character A _____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Character B _____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



Part C: Modern Fable-writing

Based on your ideas in the fable-writing plan, rewrite the Greek myth *Pyramus and Thisbe* into a modern fable in the space provided. End the fable with a moral expressed in the form of a statement. After you have completed the fable, fill in the assessment form on the following page and improve the fable based on your own assessment of it.



Assessment Form

Assessment Form					
Pyramus and Thisbe Modern Fable-writing Rubric					
Rubric for Fable-writing	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Score
Setting	Contains vivid description of setting	Contains description of setting	Contains minimal information about setting	Contains no information about setting	
Characters	Contains good descriptions of appearance, actions, and thoughts of characters	Contains good description of appearance and actions of characters	Contains fair description of the appearance of characters	Contains no description of characters	
Plot	Contains a logical beginning, middle, and end which enhance the significance of the moral	Contains a logical beginning, middle, and ending	Incomplete plot as either the beginning, middle, or ending is missing	Contains no story	
Moral	Stated at the end of the fable and matches the story well	Implied, not stated explicitly	Stated at the end of the fable but does not match the story	Contains no moral	

This rubric can serve as an assessment form for your work. It can be used for self, peer and/or teacher assessment.



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

To help you understand how people see things from different perspectives, Mrs Wood would like you to listen to the final part of the Teen Time programme, in which two students, Helen and Tracey, share their views on the two Greek myths, and answer all the questions in the note sheet provided.

Pre-listening Activity: Anticipation

Before listening to the responses of the two students, predict what their responses would be to the two Greek myths with your group mates and fill in the table below.

	Pygmalion and the Statue	Pyramus and Thisbe
The two students' responses		

Task: Note-taking

Now listen to the responses to the two Greek myths from Helen and Tracey and answer the following questions.

Note sheet

1. Why does Helen like *Pyramus and Thisbe* but not *Pygmalion and the Statue*?

2. Does Helen think perfect love exists? Why / why not?

3. For Helen, how different was it to love a statue?

4. What is Tracy's attitude about one's look or appearance? Circle the best option.

- a) very important
- b) not so important
- c) extremely important



Self-reflection

Self-reflection Form

Name: _____ Form: _____ Date: _____

How well can you listen to authentic English and understand what is heard? Assess your own performance by putting a tick (✓) in the appropriate boxes.

	Yes	No	Sometimes
Preparing to listen			
• I can figure out why I am listening.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I can predict words I may hear before I start listening.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I can predict the content of what I am going to listen to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening for main idea			
• I can understand a whole conversation or discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening for details			
• I can listen carefully to find the answers to specific questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I can use the questions given to help me decide what is and is not important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I can take notes to help me identify supporting ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening for attitudes			
• I can work out the opinions and attitudes of different speakers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making inferences			
• I can guess ideas not directly expressed by the speakers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Task 5: Opaque Love

As an extension activity, Mrs Wood would like you to imagine yourself to be a friend of Pyramus and write a letter to Pyramus' parents to persuade them to let Pyramus and Thisbe see each other as a couple. The letter will be posted on the English Society web page. In Part A, you will brainstorm some ideas to convince Pyramus' parents with your group mates. In Part B, you will fill in the ideas in the persuasive letter-writing table provided. In Part C, you will write the persuasive letter.

Part A: Brainstorming Activity

With your group mates, brainstorm ideas as instructed below. Write down your ideas in the space provided.

- 1. With your partners, brainstorm all the arguments that you can think of to convince Pyramus' parents that Pyramus and Thisbe love each other and they should be allowed to see each other.**

- 2. Discuss with your partners all the possible objections that both of their parents might have.**



Part B: Planning for Persuasive Letter-writing

Make an outline of the persuasive letter by filling in the right hand column of the following persuasive letter-writing table.

Salutation	Dear Sir
Introduction	State the purpose of writing this letter, i.e. to ask for the permission of Pyramus' parents to let Pyramus see Thisbe.
Body Theme of this paragraph First reason for arguing that it is all right to let Pyramus and Thisbe see each other, and supporting evidence, examples, etc. (e.g. their courtship will not affect their studies).	
Body Theme of this paragraph Second reason for arguing that it is all right to let Pyramus and Thisbe see each other, and supporting evidence, examples, etc.	
Body Theme of this paragraph Third reason for arguing that it is all right to let Pyramus and Thisbe see each other, and supporting evidence, examples, etc.	
Concluding paragraph	
Closing signature	Best regards Nichole



Part C: Writing a Persuasive Letter

Based on the ideas generated in Part A and Part B, write a persuasive letter in the space provided on p.6 to convince Pyramus' parents' parents to let him and Thisbe see each other as a couple. You may imagine that the setting is in the present time. To help you write the letter, Mrs Wood has given you the following for reference:

- Notes on strategies for writing a persuasive letter;
- A sample persuasive letter; and
- Notes on useful language and style.

After you have completed the letter, fill in the assessment form on p.7 and improve your letter based on your own assessment of it.

Notes on Strategies for Writing a Persuasive Letter

1. Identify an issue or situation that you feel should be changed, which the intended reader may not be aware of. Write a sentence or two telling briefly about the situation.
2. Write a statement about your opinion.
3. How much do you know about your audience and what are their concerns? Think about any points of agreement with them and the best way to support your point of view.
4. Search for arguments against your position and brainstorm counter-arguments.
5. List your support and collect evidence that will support your point of view.
6. Think of an anecdote or personal story that may support your position.
7. Start your first draft by developing and giving details of your reasons, examples, information, and anecdotes.
8. Read your draft aloud to a partner and have them respond especially to your arguments. Are they clear enough and do they have enough evidence to support them?
9. Take their suggestions and revise your initial draft.
10. Seek further feedback from your peers and teachers, edit the essay and write a complete final draft.



A Sample Persuasive Letter

Sample Persuasive Letter	
<p>Dear District Officer,</p> <p>I am writing to suggest that we should have a law that tells us that one breaches the law if he or she leaves trash on beaches. If there is a law already in place, then I suggest we should take strong measures to enforce the law.</p> <p><u>The first</u> reason why I make the above suggestions is that <u>many marine lives die because of trash left behind on beaches</u>. Trash left on beaches gets picked up by the tide and carried to the ocean, which indirectly <i>affects marine lives</i>. <u>In fact</u>, <i>every day hundreds and thousands of sea animals die</i> because of trash and trash contaminated water! It was on the news recently that <i>birds got their beaks stuck in plastic rings left in the water</i>. <u>As a result</u>, <i>they died from starvation</i>.</p> <p><u>Secondly</u>, another big reason to outlaw trash on beaches is that <u>trash spoils the beauty of our beautiful beaches</u> and <i>Repulse Bay is one such example</i>. How sad it is when beaches like that are spoiled! Indirectly this will <i>affect the tourism industry in Hong Kong</i>! I have even heard a <i>friend naming Repulse Bay “Repulsive Bay” after visiting the beach</i>. How awful!</p> <p><u>Thirdly</u>, <u>filthy beaches spoil the reputation of a place or a country where there once were beautiful beaches</u>. In Hong Kong we used to have lots of beautiful beaches which attracted tourists. From our textbooks, I learnt that <i>in the 60s there were cross-harbour swimming competitions that attracted many local swimmers and tourists</i>. <i>Gone are the good old days!</i></p> <p><u>All in all</u>, I am wondering if there is any law that restricts people from leaving trash on the beaches and if there is any, why is it not enforced? I am sure many Hong Kong people would love to see beautiful beaches again. No beach deserves to be ruined with trash, so please consider the idea of making a law to stop people from polluting our beaches or please consider enforcing this law if there is one. <u>Isn't it time to show you care about this issue?</u> Your action certainly makes a difference.</p> <p style="text-align: right;">Sincerely yours, <i>Ben Chan</i></p>	<p>Salutation</p> <p>Introduction</p> <p>First argument and topic sentence underlined Use of cohesive devices such as “the first”, “in fact”, “as a result”, “secondly” to link ideas more smoothly</p> <p>Second argument and the topic sentence underlined</p> <p>Third argument and the topic sentence underlined</p> <p>Concluding paragraph The bold, underlined question being a rhetorical question</p> <p>Closing Signature</p>

Notes: The lines in italics indicate supporting evidence for the argument in that paragraph.



Notes on Useful Language and Style

1. Use emotive words

Use emotive words that are forceful, and that arouse emotions and feelings to stir the reader. Very often, these include comparatives and superlatives, adjectives and adverbs.

Compare the following two example sentences:

e.g. She desperately needs your helping hand.

e.g. She needs your helping hand.

2. Use personal tone

Very often, the 'you' approach is used in persuasive writing so that the reader feels your concerns about him/her and that the distance between you and him/her is narrowed. In doing so, it is easier for you to convince the reader to accept your viewpoints.

In addition, make your writing direct, simple and straightforward for easier understanding. You may use active voice instead of passive voice, and simple and short sentences to get your message across.

3. Use questions, and rhetorical questions in particular

In fact, it is quite common to use questions to attract the reader's attention, arouse sympathy, and increase the force of persuasion. Rhetorical questions are often used as they only expect a 'yes-no' answer which is quite obvious.

e.g. Don't you think your decision will make a difference?

4. Use examples to elaborate and support your claims

Facts, evidence and examples are often used to support your arguments.

e.g. Smoking is hazardous to health. The government shows that about 5 per cent of our adult population suffers from smoking-related illnesses every year.



Write your letter to Pyramus' parents below.



Assessment Form

Assessment Form
A Persuasive Letter Rubric

Rubric for Writing a Persuasive Letter	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Score
Opening Statement	Clearly identifies the issue by stating a personal opinion	Clearly states a personal opinion and with some references to the issue	Personal opinion not clearly stated and with few or no references to the issue	Personal opinion not easily understood with no references to the issue	
Supporting Details	Provides two or more reasons in support of the opinion	Provides two reasons in support of the opinion	Provides at least one reason in support of the opinion	Provides little or no support of the opinion	
Tone and Language	Uses expressions that are clear, descriptive and accurate while maintaining a consistent persuasive tone	Uses expressions that are clear, descriptive and accurate and demonstrates a persuasive tone in parts of the letter	Uses some words that are clear and descriptive but lacks a consistent persuasive tone	Uses unclear language and letter lacks description and a persuasive tone	
Format and Organisation	Well composed sentences and paragraphs	Sentence and paragraph structure by and large correct	Inconsistent control of sentence and paragraph structure	Weak control of sentence and paragraph structure	
Concluding Statement	Summarises personal opinion with strong concluding statement	Summarises personal opinion with a concluding statement	A weak concluding statement	A weak concluding statement that makes no reference to personal opinion	
Grammar	Contains very few punctuation, spelling and/or grammatical errors	Contains some errors in punctuation, spelling and/or grammar which do not interfere with meaning	Contains many punctuation, spelling and/or grammatical errors which interfere with meaning	Contains many punctuation, spelling and/or grammatical errors which make the letter incomprehensible	

This rubric can serve as an assessment form for your work. It can be used for self, peer and/or teacher assessment.



Task 6: Love Delights

As a second extension activity, Mrs Wood would like you to learn how to write a poem. You will work with your group mates to compose a love poem, based on your personal response to either the Greek myth *Pgymalion and the Statue* or the Greek myth *Pyramus and Thisbe*. To help you write the poem, Mrs Wood has provided you with the following for reference:

- A sample love poem and the background to the poem;
- A poem analysis;
- Links to useful websites for love poem-writing tips; and
- Useful adjectives, adverbs and expressions for love poems.

A Sample Poem

Here is a sample of a love poem *My Luve is Like a Red, Red Rose*.

My Luve is Like a Red, Red Rose	
1	O, my luve is like a red, red rose, That's newly sprung in June, O, my luve is like a melodie, That's sweetly play'd in tune.
5	As fair art thou, my bonie lass, So deep in luve am I, And I will luve thee still, my dear, Till a' the seas gang dry.
10	Till a' the seas gang dry, my dear, And the rocks melt we' the sun! And I will luve thee still, my dear, While the sand o' life shall run.
15	And fare thee weel, my only luve! And fare thee weel, a while! And I will come again, my luve, Tho' it were ten thousand mile!

Background of the Poem *My Luve is Like a Red, Red Rose*

This poem was written in the 18th Century by the famous Scottish poet, Robert Burns, who was born in 1759 and died in 1796. As a matter of fact, this poem has been set to music. It is believed that the lyrics of this poem are so beautiful the words make their own music as one is reading them.

Burns had many girl friends while he was alive. Yet, he articulates his idea of loving somebody faithfully as long as the world lasts, which is not confined by space and time. Some words like "luve", "art thou", "thee" etc. were written in his Scottish dialect and old English.



Poem Analysis by Mrs. Wood

This is a lovely poem published in 1794 and it was written as a traditional ballad, four stanzas (or verses) of four lines each. The reason why love was spelt luvve was that Burns was of Scottish descent and luvve means love.

Some people think this poem is romantic as love is explicitly compared to a red rose, which is a simile (a figure of speech that expresses a similarity between things of different kinds - usually formed with “like” or “as”). Alliteration (the repetition of the beginning sounds of words) such as “red, red rose” is also used. Burns also compares his love with a springtime rose which is blooming in the first stanza (or verse), and then with a sweet melody. There are also rhyming words like “June” in line 2 and “tune” in line 4.

In the second and third stanzas, there are also rhyming words: “I”, “dry” in line 6 and line 8, and there are internal rhyming words of “will” and “still” in line 7. “Sun” also rhymes with “run” in line 10 and line 12 while “while” rhymes with “mile” in line 14 and line 16.

The last stanza wraps up the poem with both a farewell and a promise of return.

Useful Websites for Love Poem-writing Tips



<http://www.eslteachersboard.com/cgi-bin/writing/index.pl?noframes;read=444>
(How to write the perfect love poem)

<http://www.electpress.com/loveandromance/page2.htm> (Love poems from the web)

Useful Adjectives, Adverbs and Expressions for Love Poems

adore, awaken, beloved, charming smile, contentment, cuddly, darling, delightful, descend, divine, embrace, eternity, flawless, gaze, kissable, heart and soul, lovable, luscious lips, memories, open arms, outstanding, passion, pleasing, praise, pure, radiant, rejoiced, sensational, sweet face, warm embrace



Task: Writing a Love Poem

Work with your group mates to compose a love poem in the space below. When you have finished composing the poem, ask another group to fill out the assessment form on p.4. Then make improvement to your group's poem based on the feedback given.



Assessment Form

Assessment Form
Writing a Love Poem

Tick the appropriate boxes and add comments below.



Content

- The title of the poem is appropriate.
- The content is based on my personal response to either the Greek myth of *Pygmalion and the Statue* or the Greek myth of *Pyramus and Thisbe*.

Organisation

- The poem has a rhyming pattern.

Language and Style

- The poem is interesting to read, and memorable.

Layout

- The layout of the poem is appropriate.

Grammar

- The expressions and wordings are accurate.
- Verb forms, punctuation, and spelling are accurate.

Other comments:

Assessment conducted by

_____ (Name)

** This assessment form can be used for self, peer and/or teacher assessment. The person who provides the feedback may put his/her name down if necessary.*



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?"

You and three students have been selected by your school to enter the contest. To prepare for the event, you are going to a training session run by the Hong Kong Student Health Organisation where you will complete the following tasks with your teammates together.

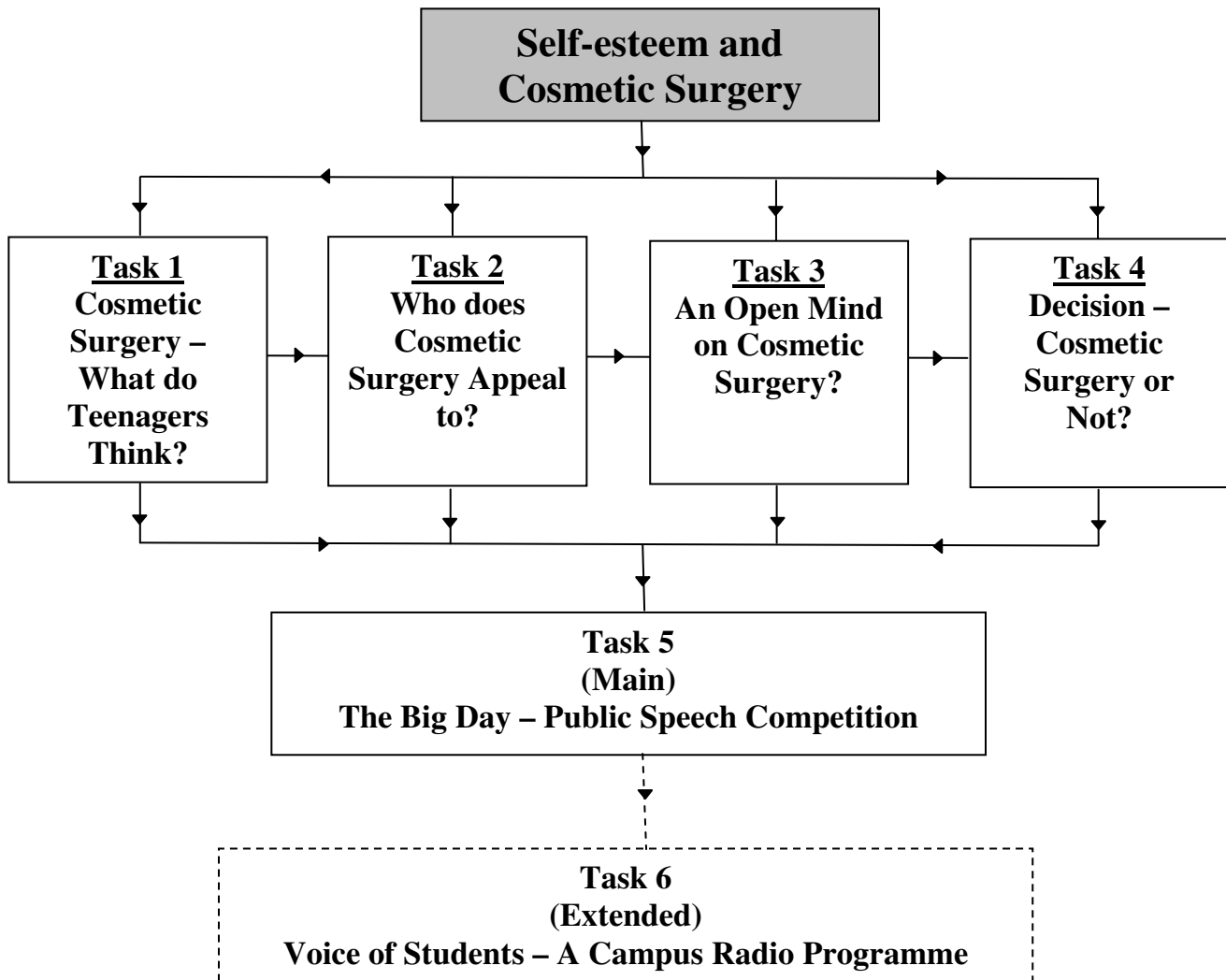
Tasks	Task Description
Task 1	Cosmetic Surgery – What do Teenagers Think? As a member of the school's public speaking team, you are asked to explore the issue of cosmetic surgery. In Part A, you will design a survey form and conduct interviews to find out what your schoolmates think about cosmetic surgery.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



Tasks	Task Description
Task 4	Decision – Cosmetic Surgery or Not? You 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, you will decide if the expatriate and the cosmetic surgeon are for or against cosmetic surgery. In Part B, you will complete a flow chart on what people should consider before they decide to have cosmetic surgery. In Part C, you will write a summary of the main points made by the cosmetic surgeon. In Part D, you will write about your views on cosmetic surgery.
Task 5	The Big Day – Public Speech Competition You will prepare and deliver a speech on “Cosmetic surgery – Does it boost self-confidence?” In Part A, you will use all the information collected from the previous tasks to prepare your speech. In Part B, you will deliver it to your classmates and teachers.
Task 6	Voice of Students – A Campus Radio Programme You will work with your classmates to produce a radio programme on self-esteem and self-confidence for the school campus radio. In Part A, you will listen to the beginning of a few radio programmes to decide what you will do or say in the Introduction to your radio programme. In Part B, you will conduct interviews with your fellow schoolmates on self-esteem and self-confidence. In Part C, you 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). You will then use this information to write a radio drama about a teenager who suffers from anorexia nervosa. Finally in Part D, you will prepare the Conclusion to your radio programme.



Task Overview





Task 1: Cosmetic Surgery – What do Teenagers Think?

As a member of the school’s public speaking team, you are asked to explore the issue of cosmetic surgery. In Part A, you will design a survey form and conduct interviews to find out what your schoolmates think about cosmetic surgery. In Part B, you will summarise the findings in a brief report.

Part A: Preparing a Survey Form to Gather Opinions

In a survey conducted by a British magazine, it was found that four in ten teenage girls would consider cosmetic surgery as they thought that the operation might make them look more attractive, and become more confident and happier.

Do Hong Kong teenagers share the same opinions? At the public speaking training session, the instructor suggests that your group should explore the issue by preparing a survey form and doing opinion interviews. The information collected should help you prepare the content of your speech.

You have been given the following example statements for reference. Choose eight appropriate statements to include in your questionnaire. Add two statements of your own. Include an open question (i.e. one which cannot be answered by “yes” or “no”) to make your findings more interesting (e.g. “Do you think that cosmetic surgery is good?”).

Example statements for inclusion in your survey form (given by the training instructor)

1. If we are not happy with how we look, it is all right for us to get cosmetic surgery.
2. It is unethical to have cosmetic surgery to improve our looks.
3. We can feel emotionally better by getting cosmetic surgery.
4. We should not consider cosmetic surgery because health is more important than good looks.
5. Getting cosmetic surgery can boost our self-confidence.
6. Only insecure people undergo cosmetic surgery.
7. Cosmetic surgery can give us social advantages over other people.
8. People who have cosmetic surgery are vain.
9. Cosmetic surgery can add to our quality of life.
10. Our appearance does not affect our self-worth.
11. Inner beauty is important, but physical beauty is even more important.
12. Physical beauty cannot last forever.
13. Cosmetic surgery is not socially acceptable among young people.
14. Cosmetic surgery can change people’s appearance but it cannot solve all the problems.
15. Cosmetic surgery can make us feel better about ourselves.



You are encouraged to use the following template to help you prepare the survey form.

Survey Form Template

Survey Form

Cosmetic Surgery – What are Your Opinions?

Gender of respondent: Male / Female Age of respondent: _____
 Form level: _____

	☺ Agree	☹ Disagree	☺ Not sure
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11. <i>(Write an open question here.)</i>	_____ _____		
Additional information based on response to:			
Item No. _____:			
Item No. _____:			



Part B: Conducting a Survey and Presenting the Findings

You are now ready to use your questionnaire to conduct a survey on your classmates' opinions of cosmetic surgery. Before you start your survey, you would like to read the following advice given by your training instructor.

Conducting an Opinion Survey


Cosmetic Surgery – What are your views?

Please follow the suggestions below:

1. Interview about 30 classmates using your survey form. Use one survey form for each classmate.
2. Start each interview politely. Describe the purpose of your survey.
e.g. Excuse us. We're doing a survey on teenagers' opinions of cosmetic surgery. Can you answer a few questions?
3. Write down all the answers on the survey form.
4. If you don't understand the answers, make sure you ask the speaker to explain, clarify or repeat the ideas.
5. Ask follow-up questions to gather more information.
e.g. Really? Can you tell us why?
6. Jot notes on the additional information on the survey form.
7. End the interview by thanking your classmates.
e.g. Thank you very much. You've been very helpful.



You have now finished your interviews, and it is time to present your findings in a brief report. Writing this report will help you gather relevant ideas for your public speech contest later. You are given the following writing tips at the training session for reference.

 Writing Tips Summarising Survey Results		
Beginning (Give the background)	Describe the purpose of the survey and say how many people were involved. It is useful to provide some background information about the respondents (e.g. age, form level).	<u>Sample survey report</u> Five students from Form 4B carried out a survey of their schoolmates' favourite pastimes last week. A total of 80 students were interviewed for the poll. Overall, the majority of the students enjoyed playing computer games. Quite a few students communicated with their friends using MSN every day, while a small number preferred talking on the phone. Very few found reading English newspapers interesting, and hardly any listened to English radio or watched English TV programmes.
Body (Summarise results)	Summarise the results of the survey and report the findings by noting trends in the results. You can use expressions like: <i>On the whole / overall / all in all ...</i> <i>most students ...</i> <i>a lot of students ...</i> <i>quite a few ...</i> <i>some ...</i> <i>just a few ...</i> <i>hardly any ...</i> <i>none of the students ...</i>	
Charts (Optional)	Use a bar chart or a pie chart to present the findings more clearly.	



Task 2: Who does Cosmetic Surgery Appeal to?

The title of the speech that you are going to give is “Cosmetic surgery: Does it boost self-confidence?” To get you thinking about how cosmetic surgery relates to self-confidence and what kinds of people tend to undergo the operation, the instructor at the training session is going to ask you to listen to a short radio drama from a Teen Time programme on self-esteem and cosmetic surgery.

Before you listen, however, she would like you to do some vocabulary work so that you will be adequately prepared for the listening task.

Pre-listening Activity: Vocabulary

The words and phrases on the left occur in the radio drama. Use a dictionary to find out the meanings of any difficult words. Then match the words and phrases with the meanings on the right.

___ rectify	a. careless mistakes made by nature – as if nature has produced something carelessly and imperfectly
___ physical oddities	b. make everything balance nicely so that it is in good proportion
___ blunders of nature	c. change something to make it satisfactory
___ jests of fortune	d. things connected with a person’s body which are very strange
___ repropotion	e. jokes of life – as if life was laughing at someone

Now that you know what the words and phrases on the left mean, practise saying them to each other so that you can recognise them when you hear them in the recording.

Part A: Listening for the Main Idea

The training instructor will now play a radio drama in which a woman is seeking the advice of a cosmetic surgeon. As you listen, decide what the cosmetic surgeon’s *purpose* is. Is he advising the woman to get cosmetic surgery? Or is he discouraging her from the idea? Put a tick (✓) in the right box.

- Yes, the surgeon recommends cosmetic surgery.
- No, the surgeon does not recommend cosmetic surgery.



Part B: Listening for Details

To help you get the most out of the radio drama, the training instructor will play the recording again. This time, imagine that you are the surgeon in the recording. After you have listened to the recording for the second time, write a consultation record on the woman by completing the following.

Consultation Record

Miss Dirage came to see me today. She _____ (had / did not have) an attractive physical appearance.

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

1. _____
2. _____
3. _____
4. _____

Part C: Understanding Attitudes

You now have the chance to listen to the radio drama for the final time. This time, you are asked to find out whether the cosmetic surgeon and the woman are confident of themselves or not.

- Do they say most of their sentences with a rising tone or a falling tone?
- What does this tell you about the attitudes of the two speakers?

You are asked to complete the following.

Listen to the recording and circle the correct answers.

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

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



Part D: Making Inferences

The training instructor now wants you to consider what kinds of people are likely to have cosmetic surgery. She wants you to work with your teammates to infer the answers to the following questions, based on what you have listened to.

1. Would the woman accept the cosmetic surgeon's suggestions? Why/why not?
(Hint: Think about the woman's confidence in herself.)

2. What kinds of people are more likely to get cosmetic surgery than the average people?



Task 3: An Open Mind on Cosmetic Surgery?

The training instructor now wants you to consider people’s attitudes towards cosmetic surgery. Have they become more open about it than before? Are they more willing to tell others that they have had something fixed by a cosmetic surgeon?

To answer these questions, you will listen to the second part of the Teen Time programme on self-esteem and cosmetic surgery, which is a radio interview involving the host of the radio programme, a cosmetic surgeon, and a music student.

To prepare you for the listening, the training instructor asks you to do a prediction activity first.

Pre-listening Activity: Prediction

Do you think that people are now more open about cosmetic surgery? Would someone who has had the procedure be willing to tell other people about it? Give two reasons to support your guesses.

My Predictions

I _____ (think / don’t think) that people are now more open about cosmetic surgery than before. This is because:

1. _____
2. _____

Part A: Listening for the Main Idea

To see whether your guesses are correct or not, the training instructor will now play the radio interview. As you listen, complete the following table by putting a tick (✓) in the right box.

	Yes	No
1. According to the cosmetic surgeon, are people more open about cosmetic surgery than before?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the music student agree with the cosmetic surgeon?	<input type="checkbox"/>	<input type="checkbox"/>



Part B: Listening for Details

What reasons does the cosmetic surgeon give to support his view regarding people's attitudes towards cosmetic surgery? You are asked to listen to the recording again and complete the table below.

According to the cosmetic surgeon, people are _____ (more open / not more open) about cosmetic surgery than before. He gives the following reasons for his view:

1. _____
2. _____

Part C: Understanding Styles of Speaking

The training instructor tells you that the cosmetic surgeon and the music student speak in different ways in the radio interview. She wants you to listen to an extract again so that you can pay attention to their styles of speaking. She also asks you to consider which style of speaking would be suitable for your speech later.

Between the cosmetic surgeon and the music student ...

1. Who speaks faster?

2. Who uses more everyday words (e.g. words that are shorter and simpler)?

3. Who uses a higher pitch of voice throughout?

4. Who uses a more formal style of speaking? (based on 1 – 3)

Planning ahead ...

5. Which style of speaking would be suitable for your upcoming speech? Formal or informal? Explain your choice.



Task 4: Decision – Cosmetic Surgery or Not?

To deliver your speech at the public speaking contest later, you need to collect informed opinions about what cosmetic surgery can and cannot achieve.

To help you do this task, your training instructor now asks you to listen to the third part of the Teen Time programme on self-esteem and cosmetic surgery. It is a continuation of the interview you listened to in Task 3, and you are asked to take note of the things which should be taken into consideration before anyone decides to have cosmetic surgery.

As usual, complete the following pre-listening activity to prepare yourself better for the listening task.

Pre-listening Activity: Roleplay

Work in groups of three. Study the role cards below and decide on a role for each group member. Then do a roleplay in which Student A tells the other two students that s/he wants to get cosmetic surgery. Student B should be supportive of the idea while Student C should be against it.

Student A

You are a secondary student. You are not happy with your looks because you think that you are fat, your eyes are too small, and your nose is not straight enough. You are considering cosmetic surgery and you want to listen to your best friends' views.

Student B

You are a good friend of Student A's. You think that cosmetic surgery can improve your friend's looks and restore his/her confidence. Tell Student A that it is all right for him/her to have the surgery.

Student C

You are Student A's close friend. You think that inner beauty is more important than physical appearance. You also think that cosmetic surgery is dangerous, so you do not want Student A to take the risk.



Part A: Listening for the Main Idea

You will now listen to a radio interview involving the host of the Teen Time radio programme, an expatriate, and a cosmetic surgeon. As you listen, decide whether the expatriate and the cosmetic surgeon are for or against cosmetic surgery.

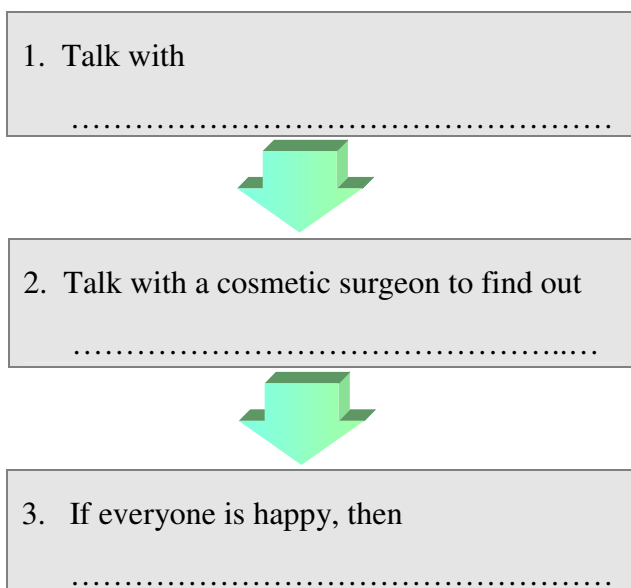
Put a tick (✓) in the appropriate box, and write down one positive or negative expression used by each speaker in support of his view.

1. On the whole, the expatriate is supportive of cosmetic surgery. True <input type="checkbox"/> False <input type="checkbox"/>
2. A word / phrase used by the expatriate that reveals his attitude is: _____
3. On the whole, the cosmetic surgeon is supportive of cosmetic surgery. True <input type="checkbox"/> False <input type="checkbox"/>
4. A word / phrase used by the cosmetic surgeon that reveals his attitude is: _____

Part B: Listening for Details

You now have the chance to listen to the recording again. This time, you are asked to find out what people should consider before they decide to have cosmetic surgery. As you listen, fill in the chart below.

How to decide whether to have cosmetic surgery or not





Part C: Understanding Natural English

The training instructor points out that when people speak naturally, their sentences may not be well planned. For example, they may hesitate and use filler words such as “well” and “I mean”, they may not pronounce all the words clearly, and they may start to say something and then stop to rephrase it.

Knowing such features should help you to understand the main ideas of natural English more easily. For example, you can focus on meaningful groups of words while listening and ignore the “imperfect” hesitations. Such meaningful groups will tell you the main ideas of the speakers.

The training instructor now wants you to listen to an extract from the radio interview again. In this extract, the cosmetic surgeon expresses some ideas, but his language is not too well planned. Listen carefully. Can you understand what the cosmetic surgeon means? Take notes and summarise the main points made.

Summary

The main points made by the cosmetic surgeon are ...

1. _____
2. _____

Part D: What do You Think?

The three speakers in the radio interview hold different views about whether cosmetic surgery is desirable or necessary.

What is *your* own view? Which speaker do you agree with most?

Write down your thoughts below, as the training instructor feels that you can use this information later.

I agree with _____ most because _____



Self-reflection

You have completed a variety of listening tasks using a range of listening strategies so far in this Unit. How well have you been doing? Do you think that you are now more confident in listening to natural English because you know what to do to understand what people mean? Here is an activity for you to evaluate your performance.

Self-reflection Form

Name: _____ Form: _____ Date: _____

How well can you understand natural English? Assess your own performance by putting a tick (✓) in the appropriate box.

	Yes	No	Sometimes
Preparing to listen <ul style="list-style-type: none"> I can figure out why I am listening. I can predict words I may hear before I start listening. I can predict the content of what I am going to listen to. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening for main idea <ul style="list-style-type: none"> I can listen to a whole conversation or discussion and understand the main ideas. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening for details <ul style="list-style-type: none"> I can listen carefully to find the answers to specific questions. I can use the questions given to help me decide what is and is not important. I can take notes to help me identify supporting ideas. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening for attitudes <ul style="list-style-type: none"> I can work out the opinions and attitudes of different speakers. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making inferences <ul style="list-style-type: none"> I can guess ideas not directly expressed by the speakers. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Task 5: The Big Day – Public Speech Competition

Part A: Preparing the Speech

At the end of the training session, you are asked to go home and prepare a speech on “Cosmetic surgery – Does it boost self-confidence?” for the upcoming public speaking contest.

To help you prepare for this speech, the training instructor has made available the following set of guiding documents for your reference. These materials were produced by adjudicators of past competitions for students new to public speaking. Follow the advice given and use the following steps to help you write a script for your speech.

1. Gather Ideas for Your Speech

Think about questions such as:

- Is cosmetic surgery becoming popular? (Refer to Task 1)
- What kind of people tend to get cosmetic surgery? (Refer to Task 2)
- In general, do people who get cosmetic surgery have confidence in themselves? (Refer to Task 2)
- What are people’s attitudes towards cosmetic surgery? (Refer to Task 3)
- What can cosmetic surgery achieve and not achieve? (Refer to Task 4)



2. Write an Outline of Your Speech

- Organise your ideas appropriately.
- Use Guiding Document 1, *Write an Outline of Your Speech*, to help you organise your speech.
- Refer to Guiding Document 2, *Sample Outline of a Speech from a Past Public Speaking Competition*, for reference.



3. Check that You are Fully Prepared

- Check that you are fully prepared to give your speech before an audience.
- Use Guiding Document 3, *Checklist: Confident Public Speaking*, to help you.



Guiding Document 1

Write an Outline of Your Speech

Topic: _____

Introduction

Possible techniques to use

Ask a question

Tell a story

Do a relevant survey of the listeners

Outline what you are going to say

Body

What are your views about the topic?

What examples and evidence do you have to support your views?

Conclusion

Signal the end

Summarise main points

End with a memorable impression



Guiding Document 2

Sample Outline of a Speech from a Past Speaking Competition

Topic: How to Raise Self-esteem

Introduction

- Ask a question
Is self-esteem something which most teenagers lack?
- Tell a story
On my way to school every morning, I see a little boy who always keeps his head down while he's walking. He also avoids having eye contact with anyone. ...
- Do a relevant survey of the listeners
How many of you think that self-esteem is something that most teenagers lack? Can I have a show of hands please?
- Outline what you are going to say
In my speech today, I'm going to explain what self-esteem means. Then I'll report a survey which I carried out with my classmates on students' confidence in themselves. Finally, I'll suggest ways of building self-esteem.

Body

What are your views about the topic?

I agree that most students lack self-confidence. / I think that it's important to find solutions to this problem.

What examples and evidence do you have to support your views?

In a survey conducted by a British magazine, it was found that ...

Conclusion

Signal the end

Pause. Then say 'to conclude' or 'in conclusion'.

Summarise main points

Today, I have talked about three main points. First,

End with a memorable impression

Self-confidence is the key to success. So have confidence in yourself and be a happy and successful student.



Guiding Document 3

Checklist: Confident Public Speaking

Check that you have done the following before giving your speech in front of an audience.

- There is one main message in my speech.
- This message is mentioned both at the beginning and end of my speech.
- I have collected enough ideas, examples, and evidence to support the content.
- I have organised my speech properly.
- There is an introduction, a body, and a conclusion in my speech.
- I am familiar with what I am going to say.
- I have avoided memorising the speech.
- I have practised giving my speech to myself.
- I have prepared note cards, but I will not read aloud from them.



Part B: Delivering the Speech

Before going to the public speaking contest, your English teacher suggests that you practise your speech before your classmates.

After giving your speech, your classmates, who will be working in groups, will give you some feedback using the following form.

Peer Assessment Form Public Speaking			
Name of speaker:	_____		
Topic:	_____		
	😊	😐	😞
Preparation			
• The speaker was well prepared for the speech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The speaker was confident and not nervous.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content & Organisation			
• The speaker used a good introduction to get the audience's attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The speaker used a lot of examples and evidence to support the speech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The speaker summarised the main points of the speech in the closing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delivery			
• The speaker used his/her own words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The speaker did not just read aloud to the audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The speaker did not refer to the note cards all the time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The speaker spoke clearly and simply.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gesture			
• The speaker used appropriate body language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The speaker had good eye contact with the audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback conducted by:			

(Name)			
* <i>This assessment form can be used for self, peer and/or teacher assessment. The person who provides the feedback may put his/her name down if necessary.</i>			



Task 6: Voice of Students – A Campus Radio Programme

Following the public speaking contest, you and a few classmates become very interested in helping to raise your fellow schoolmates' self-esteem and self-confidence. After talking to your English teacher, your group decides to make a radio programme for the school campus radio station.

With the help of your English teacher, you have drawn up the following plan for the radio programme.

Plan for Radio Programme	
Title:	Be Happy, Be Healthy, and Be Confident
Content:	<ol style="list-style-type: none">1. Introduction to the programme2. Interviews with students on self-esteem3. News report (focussing on cases where bad effects occur when people lack confidence in themselves)4. A radio drama5. Conclusion
Duration:	About 15 minutes

Part A: Preparing for the Introduction to the Radio Programme

Your English teacher, Mrs Anderson, suggests that your group listen to some English radio programmes to find out how a radio programme generally begins. She has provided you with the following link, which will take you to the homepage of Teen Time, a radio programme for teenagers in Hong Kong, on RTHK Radio 3.



<http://www.rthk.org.hk/rthk/radio3/teentime/>

Click on “Archive” and listen to the *beginning* of a few radio programmes. Then complete the following with your group mates.

We will start our radio programme by doing or saying the following:

1. _____
2. _____
3. _____
4. _____
5. _____



Part B: Preparing for and Conducting the Interviews with Students

The second part that you would like to include in your radio programme is a few short interviews with your fellow schoolmates on self-esteem and self-confidence.

To help you prepare for this part of your programme, your English teacher, Mrs. Anderson, has sent you the following note.

Hello Students,

Here are some guidelines for you on preparing for and conducting your interview.

Before the interview

- Each of you in the group can write a possible question to ask. The question should be related to the theme of self-esteem and self-confidence. Then choose the best question for the interview.

During the interview

- Start your interview politely. Explain why you're collecting the information.
- Ask for permission to record the interviews.
- Make the interview short. Ask your question, get an answer, and then move on to the next student.
- Conduct the interview in groups.
- Take turns to ask the question, to control the tape-recorder and to take notes during the interview.

After the interview

1. Listen to the recorded interview and summarise the responses.
2. Prepare a short introduction and summary. For example:
 - Why did you conduct the interview?
 - What were the students' opinions? (Use percentages where possible.)
 - Are the students interviewed confident of themselves on the whole?

Enjoy!

Mrs Anderson



Your English teacher has also given you the following Guiding Document to help you prepare for the interviews.

Guiding Document
Student Interview

Topic of the interview	_____
The question to ask	_____
No. of students to be interviewed	_____
Date of interview	_____

Part C: Preparing for the News Report

The next part of your radio programme is a news report about self-esteem and self-confidence. Your English teacher has some suggestions for you. Follow her advice and produce the news report.

Hello All,

I think that in your news report, you can discuss a serious disease that can be caused by low self-esteem – anorexia nervosa, which is an eating disorder.

If you like the topic, here's another Teen Time programme you'll find useful. In this programme, you will hear the story of a teenager called Sam, who is suffering from anorexia nervosa. You will also hear a speaker called Dr. Sing Li talking about the causes of anorexia nervosa.

As you listen to the recording, try to do the tasks which I have set for you. I think the information should prepare you for making your news report. But before you begin listening, why not do a pre-listening activity? I've got one for you.

Hope this helps.

Mrs Anderson



Pre-listening Activity: Identifying Significant Words

When people speak, they often make some words more noticeable than others. These noticeable words are significant because they indicate the focus of the information. Thus when we listen, we should pay special attention to such words. A word is noticeable if it contains a syllable which has a higher pitch, or which is longer or louder than other syllables.

You will hear the host of the radio programme introduce anorexia nervosa. As you listen to the programme, read the tapescript below and underline the significant words. You will need to listen to the recording a few times in order to identify all such words.

As you listen, underline the 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

Listen to the Teen Time programme on anorexia nervosa. Then write down the causes of anorexia nervosa mentioned by Dr. Sing Li. Remember that important words and information are often stressed in speech.

The causes of anorexia nervosa are ...

1. -----
2. -----
3. -----
4. -----
5. -----

Activity 2: Listening for Details

Your English teacher thinks that the story of Sam, which you heard in the recording, will be very useful in helping you to prepare for the news report. She would therefore like you to listen to the recording again.

As you listen, write down details about Sam by completing the table on the next page. Then use the details about Sam to prepare a radio drama. Through this drama, you hope to raise your schoolmates' awareness of the problems caused by low self-esteem.



Details about Sam

Age	
Appearance	
Relationship with friends	
Busy with ...	
Suffering from ...	
Obsessed with ...	
Treatment that Sam is receiving	

Your English teacher has given you the following pointers for writing your radio drama script.

Writing a Radio Drama Script

1. Write a summary of the drama, e.g.
 - a. What is the storyline of the drama?
 - b. Where is the setting?
 - c. What is the date and time?
 - d. Who are the characters?
2. Divide the summary into two or more scenes.
3. Write the dialogue for each scene.
4. Read through the script for editing.
5. Prepare a final draft.
6. Add sound effects and music where suitable.

Part D: Preparing the Conclusion

To bring your radio programme to a close, you can summarise your main message for the whole programme in one or two sentences. Alternatively, you can think of a slogan that catches people's attention.



Peer Assessment

You have listened to the radio programme produced by one of the groups in the class. Try to give them some feedback by completing the following form.

**Peer Assessment Form
Radio Programme**

Group number: _____ Form: _____ Date: _____

Listen to the radio programme produced by one of the groups in the class, and give feedback to your classmates by ticking (✓) the appropriate boxes.

	Excellent	Good	Satisfactory	Needs some improvement
1. The radio programme was well prepared.				
2. The radio programme was interesting.				
3. The radio programme was like a real one.				
4. The group spoke clearly.				
5. The group reported information effectively.				
6. The group members were supportive of each other and the group functioned well.				

A question our group would like to ask your group is:

A suggestion we have is:

Assessment conducted by:

(Name)

** This assessment form can be used for self, peer and/or teacher assessment. The person who provides the feedback may put his/her name down if necessary.*



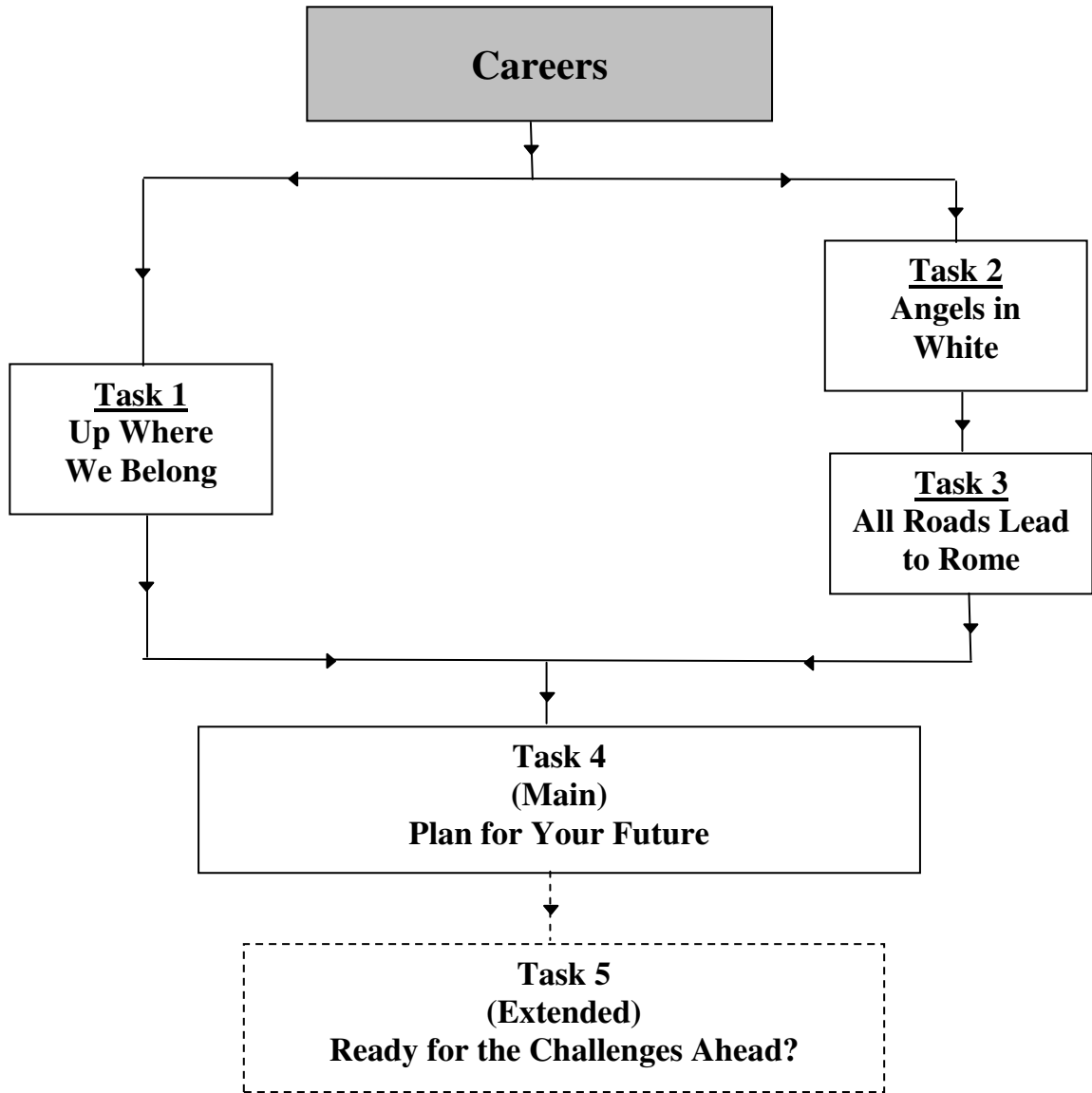
Task Description

You are a student helper of the school's Careers Master, Mr Timberlake. It is the Careers Master's duty to introduce to students various professions in Hong Kong in each issue of *Careers Newsletter*. As many students are interested in knowing more about fashion design and nursing, he would like to devote the next issue of *Careers Newsletter* to introducing these two professions. To prepare for this issue, Mr Timberlake has asked you to complete the following tasks.

Tasks	Task Description
Task 1	Up Where We Belong In order to help you understand more about the fashion design profession, you 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 information about the nursing profession in Hong Kong, you will listen to a Teen Time programme, which is an interview with two officers from the Hong Kong College of Nursing and complete a note sheet about the nursing profession in 1996.
Task 3	All Roads Lead to Rome To update the information about the development of nursing education in Hong Kong, you will visit different websites and present the updates in the form of a table.
Task 4	Plan for Your Future To help you write an appealing feature article, you will complete two activities. In Part A, you will listen to a recording of a workshop on writing feature articles and take notes on the note card provided while listening. You will also identify the features included or missing in the feature article provided by Mr Timberlake. In Part B, you 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 your schoolmates' career options after they have read the next issue of the <i>Careers Newsletter</i> , you will complete three activities. In Part A, you will design a survey form. In Part B, you will conduct a survey. In Part C, you will present an oral report on the survey findings.



Task Overview





Task 1: Up Where We Belong

To help you gather information in preparation for writing the feature article, Mr Timberlake has sent you the following note:

Dear Student Helpers,

Please listen to the recording enclosed, which is taken from the radio programme Teen Time. It is an interview with two fashion designers from Hong Kong, Ms Kate Killanon and Mr Conrad Leech. To help you jot notes while listening, I've got some guidelines for you:

- **The notes can be presented in the form of a flow chart, like the one I've sketched for Kate's career path. Please fill in the notes using the information from the recording.**
- **Draw a similar flow chart to show Conrad Leech's career path. On the flow chart, find suitable places to jot notes about the reasons why Conrad likes Middlesex Polytechnic and his advice for Chinese students who want to succeed as a fashion designer in the UK.**

Mr Timberlake



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

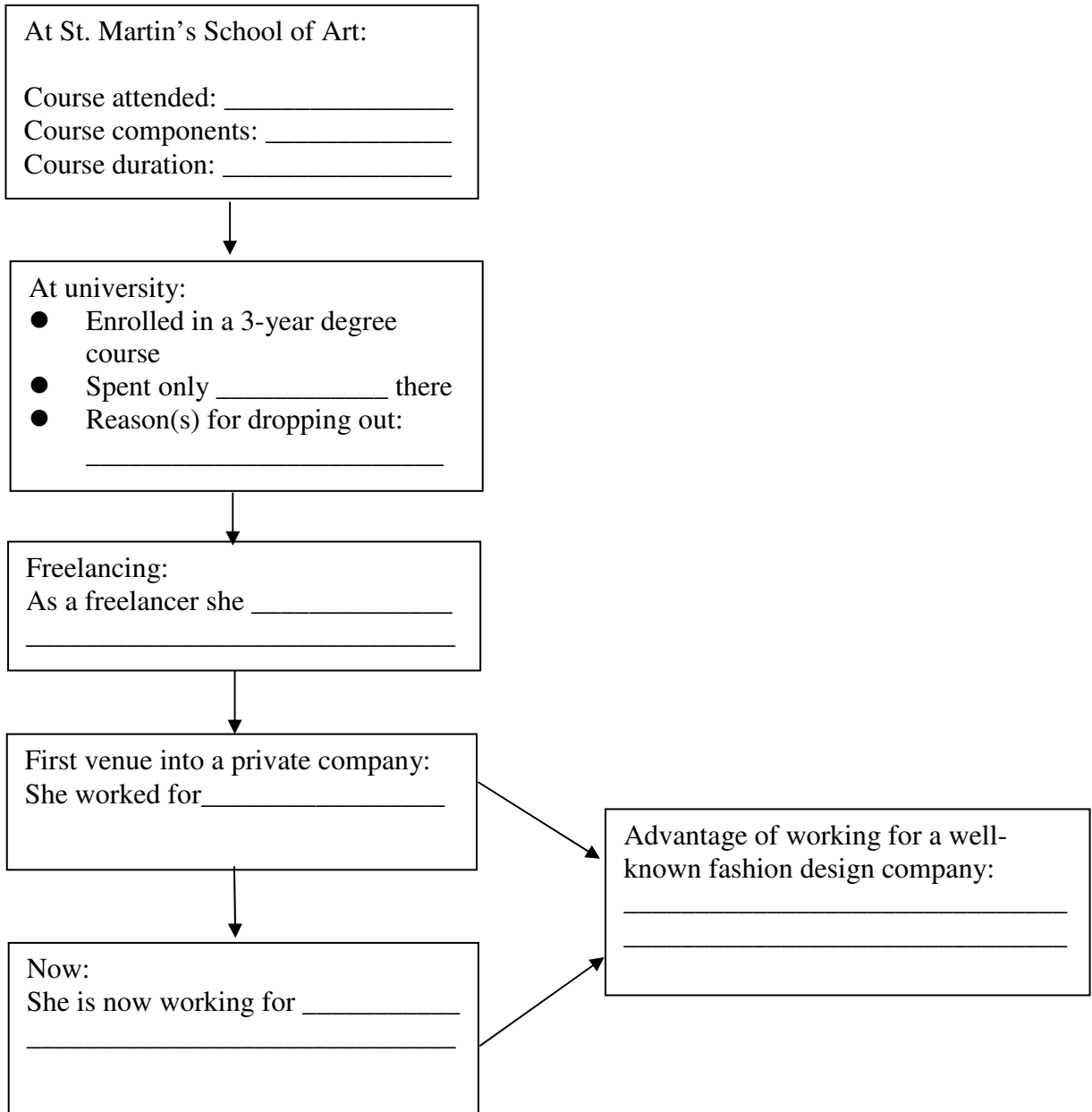
Before you start constructing the flow charts, Mr Timberlake would like you to listen to the introduction of the interview to get some background information about the fashion design profession. Complete the following note sheet as you listen.

Getting to Know the Fashion Design Profession					
For each item below, tick <input checked="" type="checkbox"/> the appropriate box(es). (You may tick more than one box).					
1. The fashion design profession is					
glamorous	<input type="checkbox"/>	boring	<input type="checkbox"/>	expanding	<input type="checkbox"/>
routine	<input type="checkbox"/>	competitive	<input type="checkbox"/>	promising	<input type="checkbox"/>
2. Do you need to take specialised courses before you can become a fashion designer?					
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
3. Fashion students should be					
hardworking	<input type="checkbox"/>	pleasing	<input type="checkbox"/>	promising	<input type="checkbox"/>
experienced	<input type="checkbox"/>	committed	<input type="checkbox"/>	talented	<input type="checkbox"/>
4. Will all fashion graduates be able to become designers?					
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
5. The fashion careers mentioned in the recording include					
fashion designers	<input type="checkbox"/>	models	<input type="checkbox"/>	cutters	<input type="checkbox"/>
photographers	<input type="checkbox"/>	competitors	<input type="checkbox"/>	buyers	<input type="checkbox"/>
6. The iconic fashion labels mentioned in the recording include					
Louis Vuitton	<input type="checkbox"/>	Yves Saint Laurent	<input type="checkbox"/>	Chanel	<input type="checkbox"/>
Giorgio Armani	<input type="checkbox"/>	Calvin Klein	<input type="checkbox"/>	Dr Martens	<input type="checkbox"/>

Task: Constructing the Flow Charts

You are going to listen to the interview with two fashion designers from Hong Kong, Ms Kate Killanon and Mr Conrad Leech. Jot notes while you are listening and complete the two flow charts, which describe the career paths of Kate and Conrad.

1. Kate Killanon's career path





2. Conrad Leech's career path



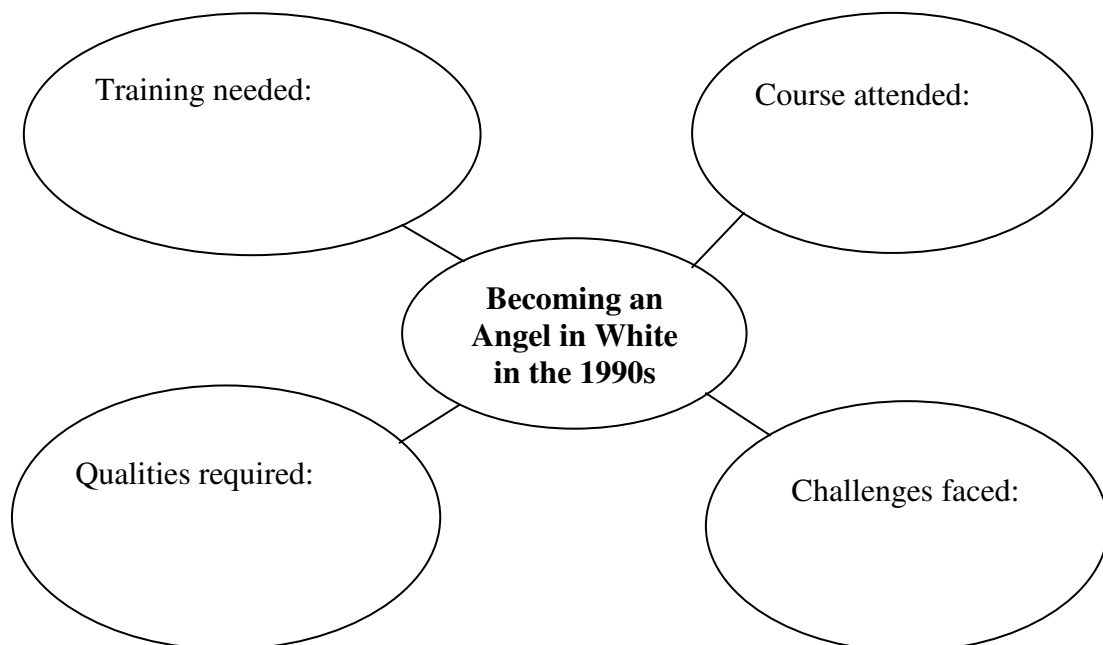


Task 2: Angels in White

To let you have a better knowledge of nursing education in Hong Kong, Mr Timberlake has also given you another extract from the Teen Time programme. It is a 1996 recording of an interview with two officers from the College of Nursing, Hong Kong, Ms Ann Chan and Ms Barbara Simpson.

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

To make it easier for you to listen to the recording of the interview, Mr Timberlake would like to check your background knowledge of the nursing profession in Hong Kong in the 1990s. Complete the following mind map.





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

You are going to listen to another Teen Time programme, which is a recording of an interview with the two officers from the College of Nursing, Ms Ann Chan and Ms Barbara Simpson. As you listen, jot notes about the information they provide on the nursing profession on the note sheet, following the prompts prepared by Mr Timberlake. You may need the information on the note sheet when you are writing the feature article.

A note from Mr Timberlake

Dear Student Helpers

Please jot notes about the following questions with the help of the note sheet enclosed while you're listening to the recording:

1. What does Ann mainly talk about? What does Barbara mainly talk about?
2. What problem was facing the nursing profession at the time the interview was conducted? What was Ann's attitude towards the problem? How can you tell?
3. What is said about the following during the interview?
 - * Systems of learning
 - * Duration of training
 - * Institutions that offer training
 - * Intake per year
4. Present the career path a nurse might follow in the form of a flow chart.
5. The interview was conducted at a time when the majority of nurses were women. What evidence is there to suggest that the nursing profession is discussed in the interview with women in mind?
6. What are the qualities that a good nurse should possess?
7. What does growing in the nursing profession entail?
8. What challenges are facing nurses?

Good luck!
Mr Timberlake



Note Sheet

- Ann mainly talks about _____
_____ and Barbara mainly talks about _____

- The nursing profession was facing _____ at the time the interview was conducted. Ann's attitude towards the problem was _____ because _____

3. Ways to become a nurse:

Systems of learning		
Duration of training		
Institutions that offer training		
Intake per year		

4. The nursing career path:



- The interview was conducted at a time when the majority of nurses were women. Evidence: _____

- The qualities that a good nurse should possess are _____
- Growing in the nursing profession entails _____

- The challenges faced by nurses are _____



Task 3: All Roads Lead to Rome

You would like to include the development of nursing education in Hong Kong in your feature article. However, you are aware that the recording on the nursing profession is over 10 years old and some of the information you have gathered for point number 3, “Ways to become a nurse”, in the note sheet may be outdated. You have decided to visit the following websites and update the relevant information on the nursing profession and nursing education accordingly. You would like to present the updates available on the websites in the form of a table.

Nursing – Links

Information about the nursing profession in Hong Kong:



Careers Advisory Service, Labour Department
http://www.careers.labour.gov.hk/2000/cas/web_gui/eng/job_srch/occ_srch/result.aspx?ind_id=52&sec_id=251#251

Information about nursing education in Hong Kong:



Department of Nursing Studies, The University of Hong Kong
http://www3.hku.hk/nursing/ed_under_full.php?pk&hkuid=&w=

School of Nursing, The Hong Kong Polytechnic University
<http://nhs.polyu.edu.hk/sn/eng/programmes/bschon.asp>

The Nethersole School of Nursing, The Chinese University of Hong Kong
<http://www.cuhk.edu.hk/med/nur/en/programmes.html>

The College of Nursing, Hong Kong
www.fmshk.com.hk/conhk



The Development of Nursing Education in Hong Kong

Ways to become a nurse

	1996		Now		
Systems of learning					
Duration of training					
Institutions that offer training					
Intake per year					
Programmes offered					
Mode of study					
Credits required for graduation					
Professional recognition					



Task 4: Plan for Your Future

Part A: Making Your Feature Article Appealing

To help you understand how to write a feature article, Mr Timberlake has sent you the following note:

Dear Student Helpers,

Please listen to a recording of a workshop on writing feature articles. While you are listening, jot down the advice provided by the workshop facilitator with the help of the note card that I've sent you. After you have completed the note card, use the notes to check if the author of the feature article enclosed has followed the suggestions given by the workshop facilitator in the recording. Here are some guidelines for you when you are reading the feature article enclosed:

- **Read the enclosed feature article carefully.**
- **Identify the features labelled from 1 to 6.**
- **Identify three missing features according to the advice provided by the workshop facilitator.**

Mr Timberlake



Note Card

Tips for Writing a Feature Article

1. Select a topic that is _____.
2. Make sure that the topic chosen can arouse _____.
3. Make use of different sources like _____, _____, _____ and _____ to gather relevant information.
4. Pay attention to the _____ of your article because good beginnings can attract readers.
5. Start your article by creating a scene which allows readers to _____, or by asking a _____ question, or even by stating _____.
6. Start writing your content by _____ of the topic.
7. Address the areas you would like to cover _____ with _____ and _____.
8. Write your article from a specific angle.
9. Do not mention too many content areas.
10. Use _____ and _____ language to make reading your article a _____ experience.
11. Add in photos and pictures to express your ideas where _____.
12. Conclude your article by making a _____ of the key points you have mentioned and try to connect it back to the _____ in some way.



A Feature Article

(1) An Outstanding Nurse

(2) *Yesterday May Chan celebrated her 26th birthday with the best birthday present she had ever received in her life – Hong Kong’s ‘Nurse of the Year’ Award. May is the youngest person ever to receive this award.* (3) **The award ceremony was held at Hong Kong Convention and Exhibition Centre and many people in the nursing profession were there to congratulate May on her good work.**

May Chan said when she was holding the award in her hands, (4) *“I think I should share this award with my colleagues. Without them I couldn’t have stayed in the nursing profession.”*

(5) **Many people think that May’s career path was rather smooth, but actually it was not. When she was young, she wanted to become a nurse one day. However, as her public examination results were not very good, May had to take the full-time Higher Diploma in Nursing course at Hong Kong Polytechnic University. After graduation, she became a nurse. But she did not stop there. She spent another two years to complete her part-time Bachelor in Nursing course and has been working as a nurse since then.**

(6) *Now May is planning to take a Master of Science in Nursing course next year so that she will become a nursing officer in three years’ time.*

The features found in the article:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

The features missing in the article:

- 1.
- 2.
- 3.



Part B: Writing an Appealing Feature Article

Write the feature article in the space provided on p.6 about either becoming a fashion designer or becoming a nurse, using all the notes you have jotted down and all the information you have gathered. For the fashion designer feature article, you can make use of the information from the Careers Pamphlet on "Fashion Design" (published by the Careers Advisory Service, Labour Department); for the feature article on the nursing profession, you can refer back to the Labour Department website:



http://www.careers.labour.gov.hk/2000/cas/web_gui/eng/job_srch/occ_srch/result.aspx?ind_id=52&sec_id=251#251.

In the article, include the following:

1. What do fashion designers / nurses do?
2. How can one study to become a fashion designer / a nurse?
3. What options are available to fashion design / nursing studies graduates?
What do these options entail, in terms of the opportunities available?
4. What qualities should a fashion designer / a nurse possess?
5. What are the challenges that a fashion designer / a nurse would face?

FASHION DESIGN

(An extract from Careers Pamphlet on "Fashion Design")

Introduction

In recent years, the local clothing industry has gradually moved upmarket and established a high quality fashion image. Hong Kong is the world's second largest clothing exporter after Italy. Combined with its re-exports, Hong Kong's total exports of clothing products actually rank first in the world.

Although there is a continuing shift of labour intensive processes and lower-end production out of Hong Kong, Hong Kong remains a strong base of infrastructural supports such as fashion design, merchandising, sample making and quality control for production facilities in nearby areas. The manpower demand in the fields of fashion design and merchandising, and related activities grows constantly.

Fashion Design

Fashion Designer

A fashion designer creates designs for clothing products and supervises the production of first samples. He produces design sketches and production drawings, marks the colour schemes and specifies the use of fabrics and other accessories. To ensure that his designs are within the limits of costing, merchandising and technical requirements, frequent discussions with the management, merchandising staff, manufacturing staff and buyers are required.

He must keep himself abreast of market trends so as to make predictions about what will be salable in coming seasons. Reading fashion magazines, attending both local and overseas fashion parades and conferring with sales personnel and buyers on trade preferences are sources from which to gather new design ideas.

P.1



He is also responsible for compiling schedules for the production of seasonal fashion collections.

An inexperienced new recruit may join the field as assistant designer. An experienced designer may be promoted to senior designer supervising a team of designers and overseeing certain lines of collections or creating label collections.

Conditions for Employment

Salary

Salary depends on personal experience and ability. It also varies from one establishment to another. Apart from basic salary, employees receive allowances for business trips out of Hong Kong. End-of-year bonuses ranging from one to a few months' salary are payable.

Senior fashion designers who co-operate with garment manufacturers in producing designer label collections share commission on the total sales of garment products.

Qualities and Qualifications

Sensitivity to fashion market trends, awareness of production problems and tactfulness in dealing with people are essential qualities. Moreover, a good command of spoken and written English is a must since interactions with overseas buyers, suppliers, manufacturers and designers are frequent.

Fashion designers should have artistic sensitivity and creative talent.

Training

The general academic requirement for entry into the profession is Secondary Five, but appropriate training in related disciplines is required.

A variety of courses in fashion design are offered by local training institutes for those who are interested in joining the profession. The Hong Kong Polytechnic University offers degree, higher diploma and higher certificate courses in fashion design. One may also choose to attend the higher diploma courses offered by the Hong Kong Institute of Vocational Education (Kwai Chung). Graduates are usually employed as assistants or trainees.

Source: the Careers Pamphlet on "Fashion Design" (published by the Careers Advisory Service, Labour Department)

P.2



Feature Article



Task 5: Ready for the Challenges Ahead?

Part A: Designing a Survey Form Regarding Career Options

Mr Timberlake has decided to conduct a survey to find out students' awareness of fashion design or nursing as a career option after they have read the coming issue of Careers Newsletter. He has asked you to design a simple survey form and conduct the survey. Read the note from Mr. Timberlake below and follow his instructions accordingly.

Dear Student Helpers,

I would like you to conduct a survey to find out which profession, fashion design or nursing, is considered to be more challenging in your schoolmates' view after they have read the Careers Newsletter. Please draft a form for conducting a survey. To help you draft the survey form, I've got some guidelines for you:

The survey form should:

- be simple and easy to understand; and
- consist of 6 to 8 questions;

To get the information you want, you may ask questions about the following:

- the profession your schoolmates find more challenging;
- the reasons for considering that profession to be more challenging;
- the type of courses they would like to attend;
- the career prospects in the chosen profession;
- the desirable qualities they should possess; and
- anything else you think is important.

When you draft the survey form, you may follow the plan below:

1. Discuss with three of your classmates what questions to ask.
2. Write out the questions clearly.
3. Arrange the questions in a logical order.
4. Proofread the questions and correct the mistakes, if any.
5. Try out your survey form with your group members to see if it needs any revision.

Mr Timberlake



Assessment Form
Designing a Survey Form Regarding Career Options

Tick the appropriate boxes and add comments below.

	☺	☹	☹
Content			
• Questions are relevant to the topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Content coverage is adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organisation			
• Questions are asked in a logical order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language and Style			
• Questions are clear and easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Choice of words is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar			
• The survey form is accurate in			
- question form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- punctuation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other comments:

Assessment conducted by

_____ (Name)

** This assessment form can be used for self, peer and/or teacher assessment. The person who provides the feedback may put his/her name down if necessary.*



Part B: Conducting a Survey on Students' Career Options

Before conducting the survey, read the following note from Mr Timberlake.

Dear Student Helpers,

Please make use of the survey form that you have drafted on students' career options. I think you have to interview at least 10 schoolmates. To help you conduct the survey more easily, I've got the following guidelines for you:

- **First greet the schoolmate before you start.**
- **Then start your interview like this: *"Excuse me, my name is Britney. I'm from Secondary 4A. My classmates and I are doing a survey on students' career options. May I ask you some questions? It won't take long ..."***
- **Write down each schoolmate's answers on a separate survey form.**
- **When you have finished the survey, thank him/her for answering your questions.**

Mr Timberlake

Part C: Presenting an Oral Report on the Survey Findings

You have finished the survey. Now read the following note from Mr Timberlake and then present the findings.

Dear Student Helpers,

Please prepare a summary of the findings. Then give an oral report to your schoolmates. To help you present the findings easily, I've got the following guidelines for you:

- **Start your report by greeting your teacher and schoolmates and introduce yourself.**
- **Give a summary of your findings. You may start your presentation like this: *Good morning/ afternoon, Miss/Mrs/Mr (name of teacher) and fellow students, I am Britney Lau from Secondary 4A. Our group interviewed (number of schoolmates) schoolmates and I found out that (number of schoolmates) of them ...***
- **Ask another group to fill in the assessment form attached as they listen to your group's presentation.**

Mr Timberlake



Assessment Form

Peer Assessment Form
Presenting an Oral Report on the Survey on Students' Career Options

Tick the appropriate boxes and add comments below.

	😊	😐	☹️
Content			
• Coverage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Clarity of ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Relevance of ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organisation			
• Introduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Body (i.e. presentation of the findings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Conclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language and Style			
• Accuracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Degree of formality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Appropriate choice of words and expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication Strategies			
• Level of confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Use of non-verbal features (e.g. eye contact, gestures, postures, pauses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Voice and Pace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Use of Visual Aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other comments:

Assessment conducted by _____

(Name)

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