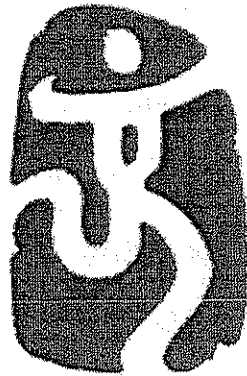


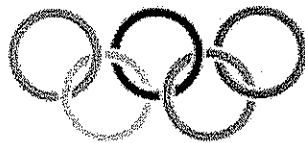
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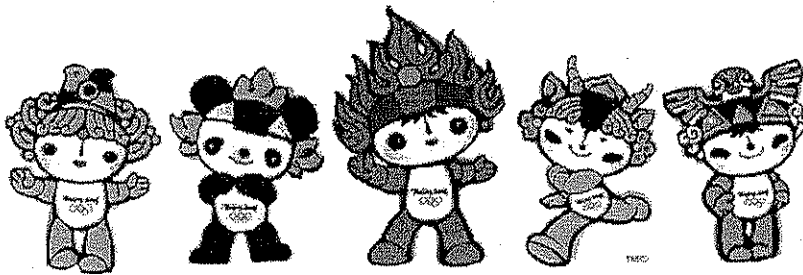
A Resource Pack for Sports and Olympics



Beijing 2008



福娃 Fuwa



晶晶 Jingjing

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Theme: Sports and Olympics

Level of Students : S4

Summary Sheet of Text Types:

| Part | Activities | Teaching Resources | Duration |
|-------------|--|---|-------------------|
| A | Song / Music Video Appreciation | Music Video: Olympic Theme Song 2008 http://www.youtube.com/watch?v=d8xJVe049tg http://www.youtube.com/watch?v=9WQ8tHEF03w | 6 lessons |
| B1 | Video Viewing | Discovery Channel – Ultimate Athlete – Pushing the Limit | 9 – 10 lessons |
| B2 | Interviewing a HK sport star | Searching information about a local sport star http://www.hkolympic.org/article/sport_star_interviews http://en.wikipedia.org/wiki/Lee_Lai_Shan http://en.wikipedia.org/wiki/Wong_Kam-po | |
| B3 | Producing a Radio Programme | Ss' script Song Dedication Form | |
| C | Preparing a Photo Gallery for our school website | http://www.news.gov.hk/en/photo/event/ | 7 – 8 lessons |

Description:

The theme, Sports and Olympics, is chosen because of the 2008 Olympics in Beijing. The topic itself is a big hit and appeals to students. Besides, students enjoy sports activities and there are various sports events held within and outside school throughout the year. This provides lots of opportunities for students to make use of the language they learn. All the activities are task-oriented and inter-related. For example, students have to make use of the songs they learn in Part A to produce their own radio programme in Part B. Also, the final tasks for Part A and Part C are related to the school sports day. For Part A, students have to create their own theme song for the school sports day and for Part C, students collect photos and write captions for the photo gallery of the school website. All the tasks provide lots of opportunities for students to interact with both their classmates and teachers. Besides the four language skills, namely listening, reading, speaking and writing, other generic skills like critical and creative thinking, information technology, problem solving, communication and collaboration skills can also be developed.

Part A

Song/Music Video Appreciation

Activity 1

1. Listen to the beginning of the song.

Have you heard this song before?

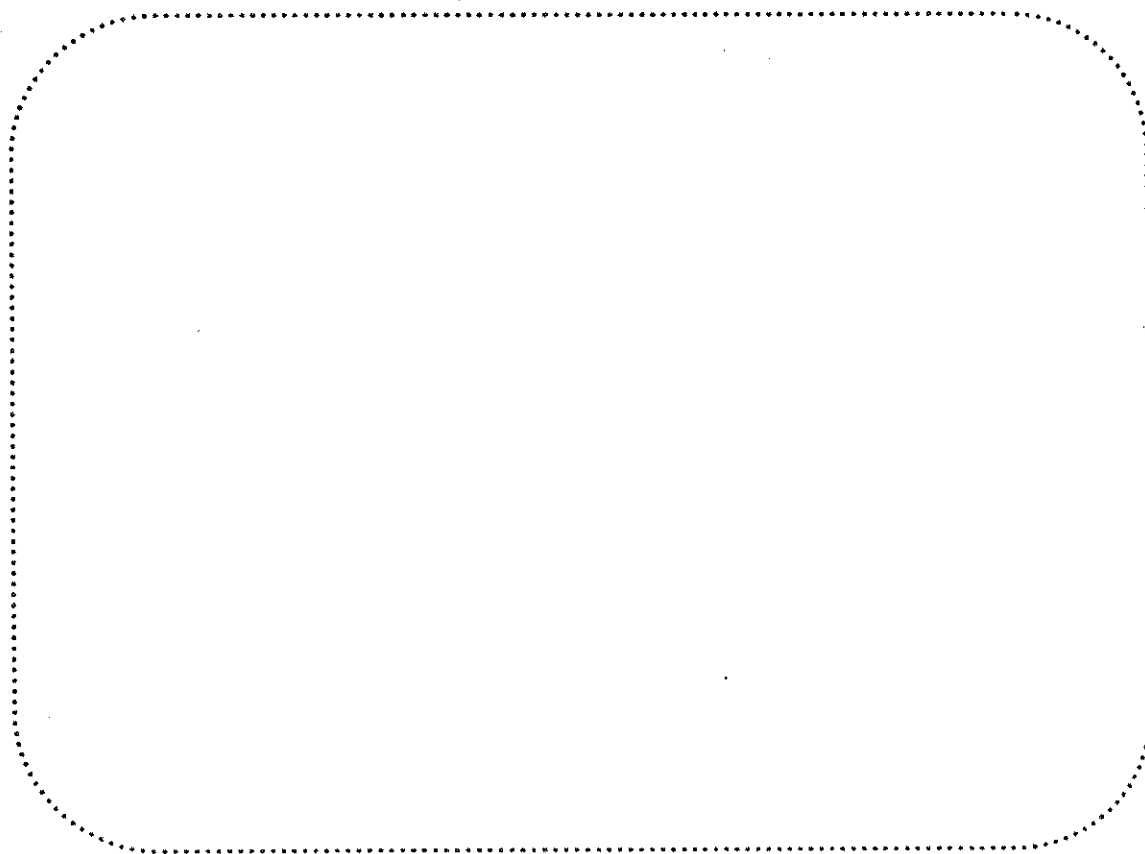
Where did you hear it?

What is it about?

2. Listen to the song and write down any key lyrics that you hear or any words / phrases that you think are important.

(Teacher plays the Theme song of 2008 Beijing Olympic Games without showing the lyrics or the music video.)

<http://www.youtube.com/watch?v=d8xJVe049tg>



Activity 2

Read the lyrics of the song below. Listen to the song again, while listening, please fill in the blanks with the words provided.

<http://www.youtube.com/watch?v=d8xJVe049tg>

Theme song for 2008 China Beijing Olympic Games

best Success rest less

You've tasted bitter defeat and the sweet _____
You want it all and you settle for nothing _____
You've tried harder than the _____
You've become one of the _____
This is the time you'll remember for all your life
Forever friends
In harmony

My thoughts

peace share Sees cheers years everywhere

*As the whole world joins and _____
Days of unity and _____
Forever through the _____
We'll hear the _____
Joy and laughter _____!
We're together here to _____
Forever Friends*

My thoughts

heart Seen apart been

You'll meet all races, see faces you've never _____
People from parts of the world where you've never _____
And you'll feel it in your _____
We spent too much time _____
This is the time when all dreams of men come alive
Forever friends
In harmony

My thoughts

*Repeat * **

| | | | |
|--------|----|-------|------|
| prayer | Go | share | know |
|--------|----|-------|------|

No matter where we are or _____

No matter what we hope for or _____

No matter how we word our _____

This is one dream we _____

Forever Friends

Forever Friends (Forever Friends)

In harmony

In harmony (In harmony)

As the whole world joins and sees

Days of unity and peace

Forever through the years

We'll hear the cheers (We'll hear the cheers)

Joy and laughter everywhere!

We're together here to share

One world one dream

Forever Friends

In harmony

Forever friends

My thoughts

Double-entry Journal

Read the lyrics again. Underline the lines that you like most. In the 'My thoughts' box, write down why you like them.

Discussion Questions:

1. What is the slogan of the Beijing 2008 Olympics?

2. What is the theme of the song?
































3. What other Olympic spirit can you think of?

4. We are going to watch the music video of the song, what do you think you can see in it?











Activity 3 ~ Sports Vocabulary

Look at the logos below, can you match them with the names of the sports?

| | | | |
|--------------|-----------|---------------|-----------------|
| Archery | Shooting | Waterpolo | Football/Soccer |
| Softball | Badminton | Canoeing | Boxing |
| Judo | Handball | Weightlifting | Volleyball |
| Baseball | Cycling | Field Hockey | Tennis |
| Rowing | Taekwondo | Sailing | Basketball |
| Table tennis | Diving | Fencing | Swimming |

| | | | | | |
|----|--|----|--|----|---|
| 1 |  | 11 |  | 21 |  |
| 2 |  athletics | 12 |  | 22 |  |
| 3 |  | 13 |  | 23 |  |
| 4 |  | 14 |  Gymnastics | 24 |  |
| 5 |  | 15 |  | 25 |  |
| 6 |  | 16 |  | 26 |  |
| 7 |  | 17 |  Equestrian | 27 |  triathlon |
| 8 |  | 18 |  | 28 |  |
| 9 |  | 19 |  | 29 |  |
| 10 |  modern Pentathlon | 20 |  synchronized swimming | 30 |  |
| | | | | 31 |  wrestling |


Answer Key

-  Archery
-  Athletics
-  Badminton
-  Baseball
-  Basketball
-  Boxing
-  Canoeing
-  Cycling
-  Diving
-  Equestrian
-  Fencing
-  Field Hockey
-  Football/Soccer
-  Gymnastics
-  Handball
-  Judo
-  Modern pentathlon
-  Rowing
-  Sailing
-  Shooting
-  Softball
-  Swimming
-  Synchronized swimming
-  Table tennis
-  Taekwondo
-  Tennis
-  Triathlon
-  Volleyball
-  Water polo
-  Weightlifting
-  Wrestling

Activity 4

Now watch the music video of the theme song for Beijing 2008 Olympic Games. While you are listening, try to write down as many types of sports and images of China as possible.






<http://www.youtube.com/watch?v=cGUyxe0btIs&NR=1>

| Types of Sports | Images about China |
|-----------------|--|
| |  |

Activity 4

Now watch the music video of the theme song for Beijing 2008 Olympic Games. While you are listening, try to write down as many types of sports and images of China as possible.

<http://www.youtube.com/watch?v=cGUyxe0btIs&NR=1>

| Types of Sports | Images about China |
|---------------------------|---|
| - <i>gymnastics</i> | - <i>Chinese opera</i> |
| - <i>Chinese Kung Fu</i> | - <i>Stone lion statue</i> |
| - <i>Roller Skating</i> | - <i>Chinese constructions</i> |
| - <i>Swimming</i> | - <i>The Great Wall</i> |
| - <i>Cycling</i> | - <i>The Forbidden City</i> |
| - <i>Rowing</i> | - <i>Lion dance</i> |
| - <i>Diving</i> | |
| - <i>Hurdle</i> | |
| - <i>Volleyball</i> | |
| - <i>Judo</i> | |
| - <i>Running</i> | |
| - <i>Taekwondo</i> |  |
| - <i>Table-tennis</i> |  |
| - <i>Sailing</i> |  |
| - <i>Equestrian</i> |  |
| - <i>Tennis</i> |  |
| - <i>[Cheering crowd]</i> | |


Activity 5

Watch another version of the theme song. While listening, write down what you can see in the music video.

<http://www.youtube.com/watch?v=9WQ8tHEF03w>


| Images of other countries | Images of China |
|---------------------------|-----------------|
| | |

Activity 6

Compare the two music video clips you have just watched for Activities 4 and 5. Work in groups of 4. Discuss with your group members and fill in the following chart. Which one do you like better? Give a rating to the two music video clips. (Award up to  for the song you like better.)

<http://www.youtube.com/watch?v=cGUyxe0btIs&NR=1>

<http://www.youtube.com/watch?v=9WQ8tHEF03w> (by Coco Lee and Sun Nan)

| Music Video | Images / Features | Messages | Ratings with reasons (award ) |
|-------------|-------------------|----------|--|
| 1 | | | |
| 2 | | | |


Activity 5 ~ Suggested Answers

Watch another version of the theme song. While listening, write down what you can see in the music video.

<http://www.youtube.com/watch?v=9WQ8tHEF03w>


| Images of other countries | Images of China |
|--|---|
| - <i>Egypt: pyramid</i> | - <i>torch relay</i> |
| - <i>France: the Eiffel Tower</i> | - <i>The Great Wall</i> |
| - <i>Australia: Sydney Opera House</i> | - <i>The Temple of Heaven</i> |
| - <i>The Olympic rings</i> | - <i>Beijing National Aquatics Centre</i> |
| - <i>5 colours: red, blue, yellow, black and green</i> | - <i>Water Cube</i> |
| | - <i>Beijing National Stadium / Bird Nest</i> |
| | - <i>2008 Olympic Venues</i> |

Activity 6

Compare the two music video clips you have just watched for Activities 4 and 5. Work in groups of 4. Discuss with your group members and fill in the following chart. Which one do you like better? Give a rating to the two music video clips. (Award up to  for the song you like better.)

<http://www.youtube.com/watch?v=cGUyxe0btIs&NR=1>

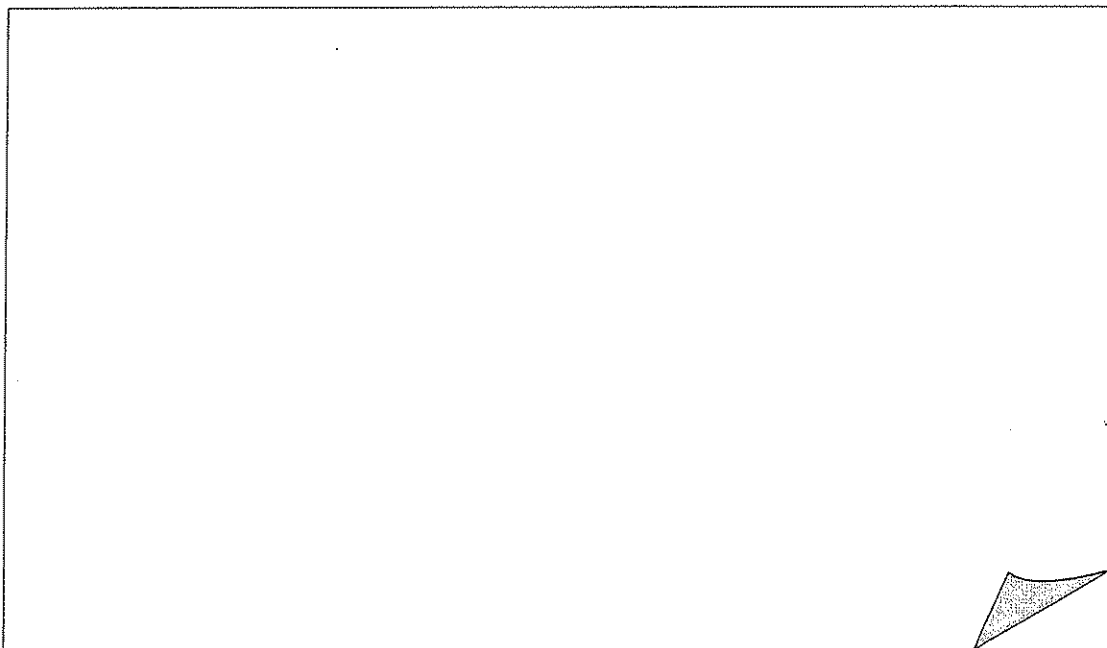
<http://www.youtube.com/watch?v=9WQ8tHEF03w> (by Coco Lee and Sun Nan)

| Music Video | Images / Features | Messages | Ratings with reasons (award ) |
|-------------|-------------------|----------|--|
| 1 | | | |
| 2 | | | |

Activity 7 ~ Making Your Own Sports Day Theme Song

The School Sports Day is coming and you are going to prepare a theme song for the cheering team of your own house.

1. Brainstorming: Write down anything you can think of about sports / sports day.



2. Think about a short and well-known tune. It can be a nursery rhyme, a jingle from a TV commercial or a part of a pop song.
3. Write up new lyrics by making use of your notes above.
4. Write your own song here.

Melody: _____

Song Lyrics Rubric

| | A | B | C | D |
|---|--|---|--|---|
| Rhythm | Student follows the rhythm of an existing song completely | Student follows rhythm of an existing song mostly | Student occasionally follows the rhythm of an existing song | Student does not clearly follow the rhythm of an existing song |
| Ideas | Ideas are expressed in a clear and organized fashion. It is easy to figure out what the new lyrics is about. | Ideas are expressed in a pretty clear manner, but the organization could be better. | Ideas are somewhat organized, but are not very clear. It takes more than one reading to figure out what the new lyrics is about. | The new lyrics seem to be a collection of unrelated sentences. It is very difficult to figure out what the new lyrics is about. |
| Grammar & spelling (conventions) | Writer makes no errors in grammar or spelling. | Writer makes 1-2 errors in grammar and/or spelling. | Writer makes 3-4 errors in grammar and/or spelling | Writer makes more than 4 errors in grammar and/or spelling. |
| Length | The new lyrics are a chorus and three or more verses | The new lyrics are two verses and the chorus. | The new lyrics are one verse and the chorus. | The new lyrics are only the chorus. |
| Performance | Student performs the song for classmates (audiotape, videotape, or live) | Student reads words to classmates in an expressive way | Student reads words to classmates | Student does not perform song |
| Layout | Neat, computer print out version of song is given to the teacher | Neat, written version of song is given to the teacher | Sloppy version is given to teacher | Illegible handwriting |

Activity 8

If you want to listen to other Olympic theme songs, you may view the music video clips on 'Youtube'. Here are three more songs for 2008 Olympics.

We are Ready

The official song for the game's one-year countdown celebration

<http://www.youtube.com/watch?v=WoMABlw4udc&feature=related>

Light the Passion Share the Dream

The torch relay song sung by 106 contestants of Miss World 2007

<http://www.youtube.com/watch?v=n1PWmriKGrw>

A Pledge of Love

A chorus performance

<http://www.youtube.com/watch?v=kFPfb3pSbB0>

You can also try other songs about sports such as the ones below:

Michael Jordan – I believe I can fly

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

Queen – We are the Champions

<http://www.youtube.com/watch?v=En9eiH4dTK0&feature=related>

Activity 9 ~ Designing the CD Cover of the Olympic Theme Song

After listening to the song 'Forever Friends' or other Olympic theme songs as mentioned in Activity 8, choose a song that you like best. Try to design a CD cover of the song based on the ideas of the lyrics.

Lesson Plan for Song / Music Video Appreciation

Objectives:

1. To arouse students' interest in learning English through songs
2. To enhance students' language skills through song appreciation
3. To elicit vocabulary related to sports
4. To develop critical thinking skills: working out the theme / messages of the 2008 Olympic theme song 'Forever Friends', comparing different music video clips and rating them
5. To let students use their creativity to write their own theme song for their school sports day (with vocabulary and language skills e.g. rhyming patterns of words provided)

Level: S.4

Time: 6 periods

Teaching Steps:

Activity 1

1. Play the first part of the song 'Forever Friends' and ask the students if they have heard the song before.
2. Ask students to listen to the whole song and write down as many keywords as possible.

Activity 2

1. Give the lyrics to students and ask them to fill in the blanks while listening to the song the second time.
2. Discuss the common features of the words at the end of the lines. (They are all rhyming words)
3. Ss write down what they think about the lyrics in the space for 'My thoughts'.
4. Discuss the main theme of the song and Olympic spirit.

Activity 3

1. Elicit vocabulary related to Olympic sports

Activity 4

1. Watch the first music video:
<http://www.youtube.com/watch?v=cGUyxe0btIs&NR=1>
2. Ss write down the types of sports and images of China while watching.

Activity 5

1. Watch another music video: <http://www.youtube.com/watch?v=9WQ8tHEF03w>
2. Ss write down the images of other countries and China while watching.

Activity 6

1. Ss discuss with their group member, compare the two music videos and rate them.

Activity 7 ~ Writing their own theme song for the School Sports Day

1. Elicit vocabulary related to sports day
2. Ss think of a tune they like
3. Ss write new lyrics to the song
4. Ss perform their song in the class.
5. For the keen ss, they can produce a music video of their own song and upload it to 'Youtube'

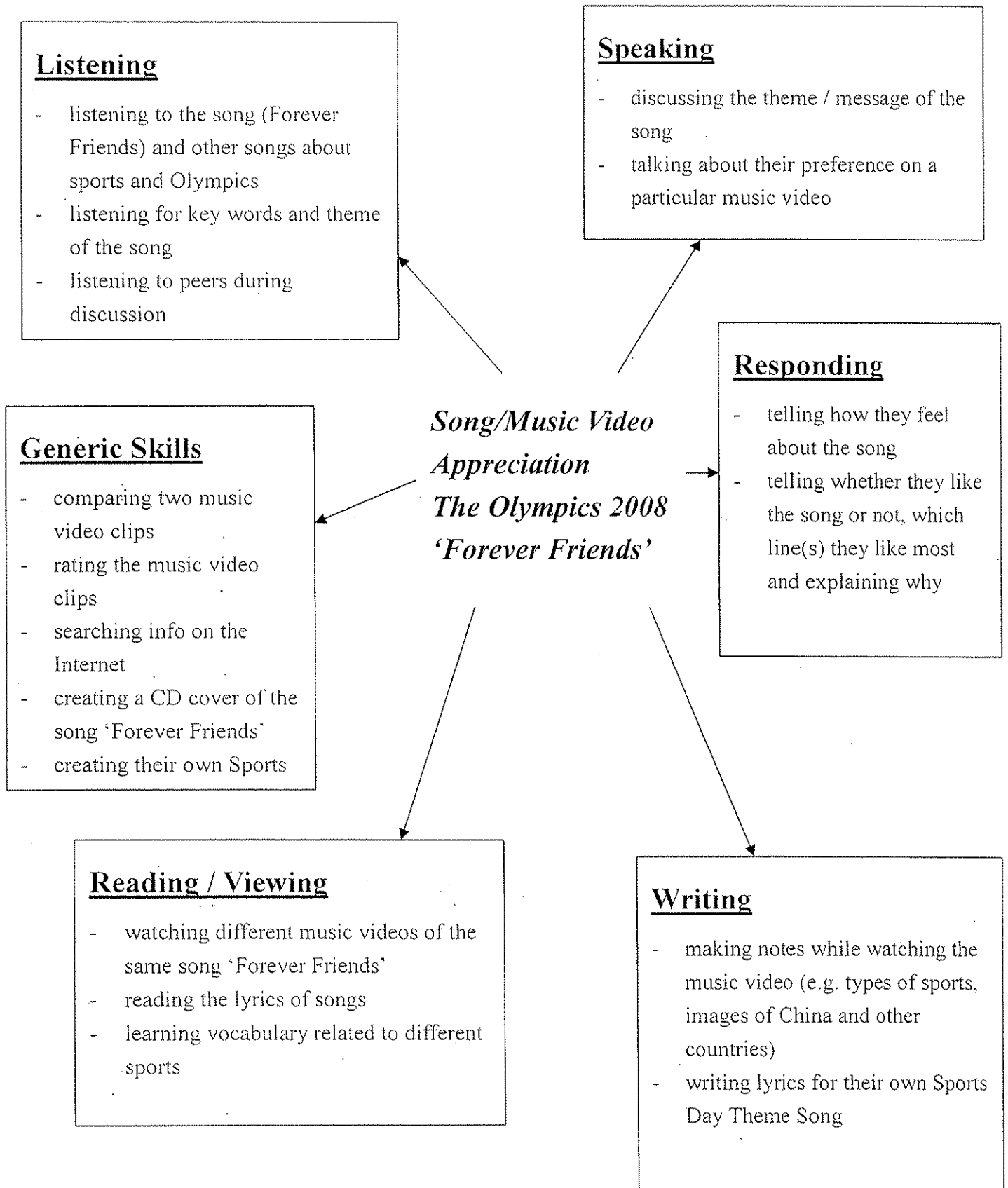
Activity 8 (Optional)

Ss search the Internet on their own and listen to other songs related to sports and Olympics

Activity 9 (Optional)

Ss design a CD cover for one of the songs in Activity 1 or 8 based on the meaning of the lyrics.

Learning English through Popular Culture



Song Lyrics and Supplementary Materials

1. Theme song for China Beijing Olympic Games

Forever Friends

You've tasted bitter defeat and the sweet success
You want it all and you settle for nothing less
You've tried harder than the rest
You've become one of the best
This is the time you'll remember for all your life
Forever friends
In harmony

***As the whole world joins and sees**

Days of unity and peace

Forever through the years

We'll hear the cheers

Joy and laughter everywhere!

We're together here to share

Forever Friends*

You'll meet all races, see faces you've never seen
People from parts of the world where you've never been
And you'll feel it in your heart
We spent too much time apart
This is the time when all dreams of men come alive
Forever friends
In harmony

Repeat * *

No matter where we are or go
No matter what we hope for or know
No matter how we word our prayer
This is one dream we share
Forever Friends
Forever Friends (Forever friends)
In harmony
In harmony (In harmony)

As the whole world joins and sees
Days of unity and peace
Forever through the years
We'll hear the cheers (We'll hear the cheers)
Joy and laughter everywhere!
We're together here to share
One world one dream
Forever Friends
In harmony
Forever friends

Song Lyrics and Supplementary Materials

2. We are ready

(The official song for the game's one-year countdown celebration)

Year after year we've been waiting, our moment coming
Hand in hand we'll grow strong in pride, stand side by side

Day after day we've been longing, our dreams fulfilling
Hope reflected in our eyes, we'll share the best of times

Now let's show the courage we have inside
Even without wings, we can fly
Our spirits lifted high, lighting up the bright red sky

(Chorus)

We are ready, our hearts together brings us glory
We are ready, the world lives as one in harmony
Striving to exceed, with our smiles we'll embrace victory
All of our dreams become reality
We are ready

When we hear the cheering, it will last a lifetime
See the fireworks paint the skies, the colours of our lives

Song Lyrics and Supplementary Materials

3. Hand in hand

Seoul 1988 Olympics Theme Song

We feel the beating of our hearts together
This our time to rise above
We know the chance is here to live forever
For all time
(Reffrain:)
Hand in hand we stand
All across the land
We can make this world a better place in which to live
Hand in hand we can
Start to undrestand
Breaking down the walls that come between us for all time
Arirang
Everytime we give it all
We feel the flame eternally inside us
Lift our hands up to the sky
The morning calm helps us to live in harmony
For all time

Song Lyrics and Supplementary Materials

4. We are the Champions ~ The Queen

Page 1 of 1

Title :Queen - We Are The Champions

This is lyrics from www.lyrics007.com

I've paid my dues -

Time after time -

I've done my sentence

But committed no crime -

And bad mistakes

I've made a few

I've had my share of sand kicked in my face -

But I've come through

We are the champions - my friends

And we'll keep on fighting - till the end -

We are the champions -

We are the champions

No time for losers

'Cause we are the champions - of the world -

I've taken my bows

And my curtain calls -

You brought me fame and fortune and everything that goes with it

I thank you all -

But it's been no bed of roses

No pleasure cruise -

I consider it a challenge before the whole human race -

And I ain't gonna lose -

We are the champions - my friends

And we'll keep on fighting - till the end -

We are the champions -

We are the champions

No time for losers

'Cause we are the champions - of the world -

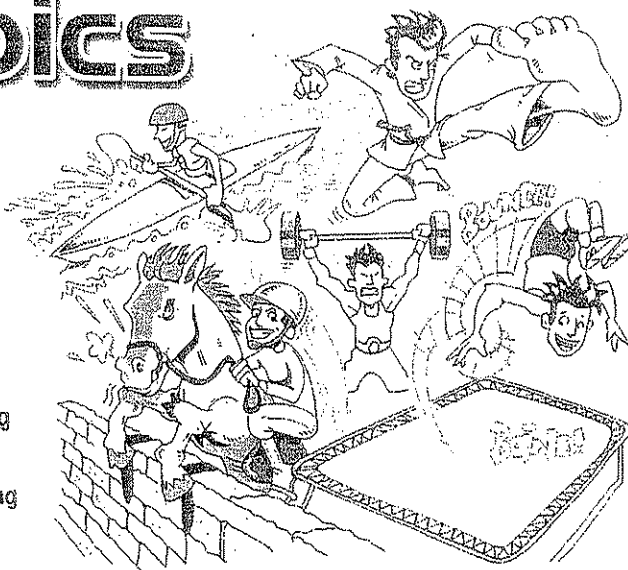
Song Lyrics and Supplementary

MORE RAPS FOR LEARNING ENGLISH



Olympics Rap

The Olympics are coming
I'm going to take part
The Olympics are coming
I'm going to be a star
The Olympics are coming
I'm proud and I'm bold
The Olympics are coming
I'm going for gold



I'm going to train every day
I'm going to go to the gym
I'm going to sail to Calais
and if I can't sail, I'll swim
I'm going to jump on a trampoline
Do a yoga class
Spend hours on the bike machine
cycling really fast
I'm going to think about doing
gymnastics and tennis
I'm going to practise canoeing
in the canals of Venice

The Olympics are coming
I'm going to take part
The Olympics are coming
I'm going to be a star
The Olympics are coming
I'm proud and I'm bold
The Olympics are coming
I'm going for gold

I'm going to run for an hour
between five o'clock and six
I'm going to stretch in the shower
and practise taekwondo kicks
I'm going to learn how to dive
and be a synchronised swimmer
I'm going to dance, jog and jive
and get trimmer and slimmer
I'm going to jump a high wall
on my best friend's horse
I'm going to kick a ball
on a football course

The Olympics are coming
I'm going to take part
The Olympics are coming
I'm going to be a star
The Olympics are coming
I'm proud and I'm bold
The Olympics are coming
I'm going for gold

MORE RAPS FOR LEARNING ENGLISH © SHERIDAN LTD



Olympics Rap

1 Listen to the rap. Find the words that rhyme with these words.

- | | |
|----------------|----------------|
| 1 Calais | 5 six |
| 2 gym | 6 horse |
| 3 doing | 7 Venice |
| 4 class | |

2 A Look at these Olympic sports from the rap. Put them under the correct heading, *do, go or play*.

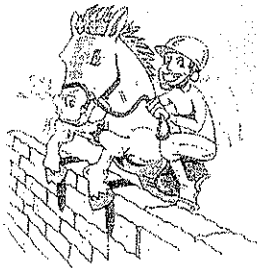
tennis • swimming • football • gymnastics • taekwondo • cycling

B Now add these Olympic sports to the columns below.

archery • basketball • rowing • athletics • hockey • skating

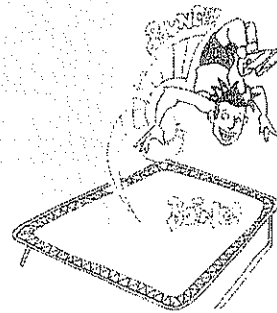
| | | |
|-------|-------|-------|
| do | go | play |
| | | |
| | | |
| | | |

3 Match the words in column A with words in column B to make sports expressions.



- A**
- 1 taekwondo
 - 2 cycling
 - 3 yoga
 - 4 synchronised
 - 5 goal
 - 6 water
 - 7 high
 - 8 mountain

- B**
- a swimmer
 - b jump
 - c polo
 - d class
 - e kick
 - f biking
 - g keeper
 - h machine



4 What are your ambitions for the future? Would you like to take part in the next Olympics? Write sentences about your plans using *going to*.

I'm going to

.....

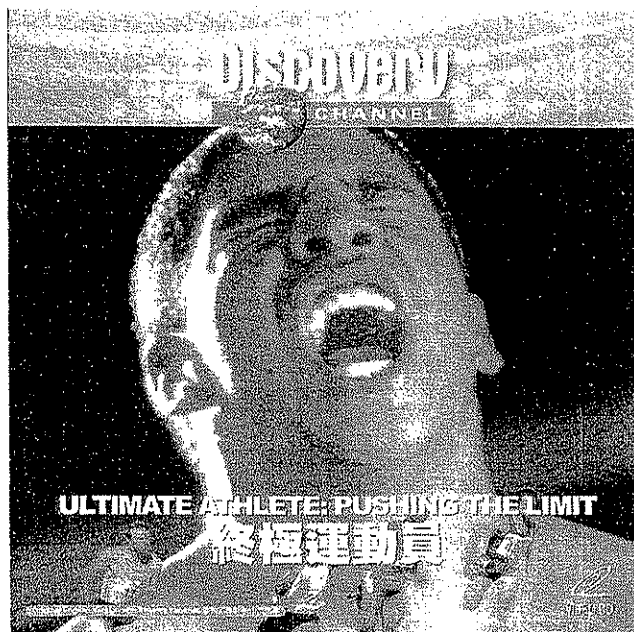
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Part B

Video Viewing and Producing a Radio Programme

Ultimate Athlete: Pushing The Limit (Discovery Channel)



'How much suffering is too much?'

'If you want to be the best, then you've got to think and do everything to be the best. There's no room for other things.'

'Few people have won a grand slam, only a few can reach the top.'

'I like to make history.'

'I love competitions. I can do whatever it takes to get the job done. This is my job and I love it.'

Activity 1

Pre-viewing

Look at the cover of the VCD and the quotations from the narrators and some of the athletes. Discuss with your neighbour and guess what the video clip is about.



Activity 2

Watch the video clip about how Chinese diving athletes are trained. (about 12 minutes)

After watching the video clip, complete the cloze passage below by using the words in the table.

| | | | |
|-----------------|----------------|--------------------|----------------------|
| <i>choice</i> | <i>free</i> | <i>China</i> | <i>dawn</i> |
| <i>parents.</i> | <i>10</i> | <i>poor</i> | <i>12</i> |
| <i>food</i> | <i>chance</i> | <i>character</i> | <i>arms</i> |
| <i>15</i> | <i>energy</i> | <i>dining hall</i> | <i>5</i> |
| <i>legs</i> | <i>improve</i> | <i>selected</i> | <i>training pool</i> |

Diving Training for Gold in China

_____ always wins most of the gold medals in the world diving competitions. Children usually start taking their training when they are _____ years old. It is because the best age to be competing is _____ and it takes about _____ years to train an athlete to meet the level for winning the competitions.

Children in the training team have to spend _____ hours a day on training. Every day they begin their training before _____. It is not by _____ or out of their own _____ that they can be in the national team. In fact, they are _____ to be in it. When choosing the appropriate athletes, the coaches consider their physique, technique, mental attitude, _____ and body figure. They look for children with good proportion in _____ and _____.

They also look at their _____ because seeing their parents, they can predict how the children will grow in future.

Competition is keen in the training school. If they do not continue to _____, they will not be able to stay in the team any longer. Being in the team means they can enjoy _____ coaching and _____ and have a promising future. Many of these children are from very _____ farming families. They are able to cope with a lot more hardship than children from the cities.

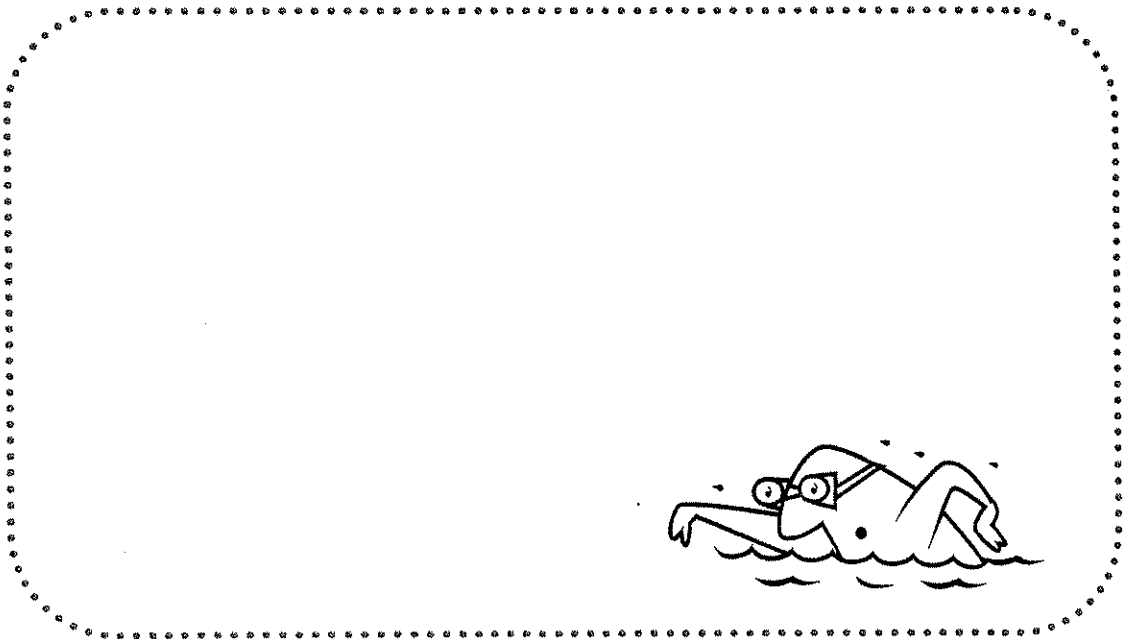
In the Diving Training Centre in Naning, the little athletes nearly spend all the time on training every day. They spend all their time in the _____, dormitory and _____. Life is rather monotonous there. Fu Ming Xia, the Olympic Gold Medallist in 1992, said that the athletes could not go out of the training center and wonder around because they have to conserve _____.

Life in the training centre is tough. It is because of the athletes' dedication, hard work and sacrifice that bring the national glory to all Chinese!

Discussion:

What do you think about the life of athletes in China?

Do you think Hong Kong children can undergo the same training?



Activity 2 ~ Answer Key

Diving Training for Gold in China

China always wins most of the gold medals in the world diving competitions. Children usually start taking their training when they are 10 years old. It is because the best age to be competing is 15 and it takes about 5 years to train an athlete to meet the level for winning the competitions.

Children in the training team have to spend 12 hours a day on training. Every day they begin their training before dawn. It is not by chance or out of their own choice that they can be in the national team. In fact, they are selected to be in it. When choosing the appropriate athletes, the coaches consider their physique, technique, mental attitude, character and body figure. They look for children with good proportion in arms and legs.

They also look at their parents because seeing their parents, they can predict how the children will grow in future.

Competition is keen in the training school. If they do not continue to improve, they will not be able to stay in the team any longer. Being in the team means they can enjoy free coaching and food and have a promising future. Many of these children are from very poor farming families. They are able to cope with a lot more hardship than children from the cities.

In the Diving Training Centre in Naning, the little athletes nearly spend all the time on training every day. They spend all their time in the dining hall, dormitory and training pool. Life is rather monotonous there. Fu Ming Xia, the Olympic Gold Medallist in 1992, said that the athletes could not go out of the training centre and wonder around because they have to conserve energy.

Life in the training centre is tough. It is because of the athletes' dedication, hard work and sacrifice that bring the national glory to all Chinese!

Activity 3

Interviewing a HK Sport Star

We have learnt that the athletes in the Mainland China have to undergo very tough training before they have the chance to compete in international events. Do you know if the athletes in Hong Kong have to do the same? You are going to produce a radio programme in which you have to interview one of the Hong Kong sport stars. Work in groups of four to five.

| Preparation for the Interview | |
|--|--|
| 1. Who will you interview? | Lee Lai Shan / Wong Kam Po / Li Ching & Ko Lai Chak / Fu Ka Chun, etc. |
| 2. What questions will you ask him/her? (Think about what you would like to know about them.) | 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ _____ _____ |

Imagine one of the group members is the sport star you want to interview. Collect information about the answers to your questions listed above and prepare the script for the interview. You may find information from the following websites:

1. Sports Federation and Olympic Committee of Hong Kong, China
http://www.hkolympic.org/article/sport_star_interviews

2. Wikipedia

Lee Lai Shan: http://en.wikipedia.org/wiki/Lee_Lai_Shan

Wong Kam Po: http://en.wikipedia.org/wiki/Wong_Kam-po

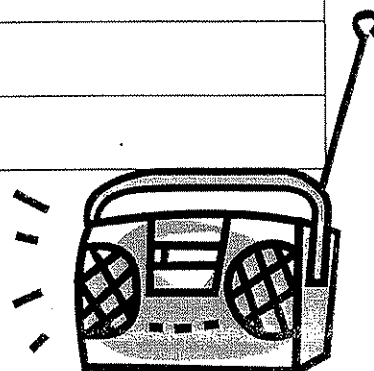
A Radio Programme

Activity 4

In Activity 3, you have worked out the interview part. Now you have to think about the name of your programme and two to three songs for your radio programme. Then decide what the DJ(s) will talk about in between the songs. The following table will help you work out the framework of your programme.



| | |
|---|---|
| Report on group discussion | |
| Group: _____ | |
| Name: _____ (leader) _____ (athlete 1) | |
| _____ (DJ1) _____ (athlete 2) | |
| _____ (DJ2) | |
| <i>Name of the radio programme</i> | |
| <i>Theme of the programme</i> (Beijing Olympics 2008 / sports / a particular sport / Life of an athlete / others) | |
| Interview (Activity 3) Who will you interview? What questions will you ask? | |
| <i>Songs</i> (e.g. <i>We are Ready, Light the Passion Share the Dream, Forever Friends, A Pledge of Love, We are the Champion, Hand in Hand, Olympics Rap, etc.</i> <i>You can also look for other Olympic theme songs.</i>) | 1. _____ 2. _____ 3. (optional) _____ |
| Reasons for choosing this theme | |
| Reasons for choosing these songs | |



Song Dedication

Activity 5

Post your report from Activity 4 on a notice board for the class to read. Attach an envelope for collecting song dedication forms. All students in the class will choose a song in a programme and dedicate it to somebody or some groups of people you like (e.g. your best friend, the whole class, your class teacher, your school, all the HK athletes, etc.) You can add a short message for the person(s) you dedicate the song to.

Song Dedication Form

Programme: _____

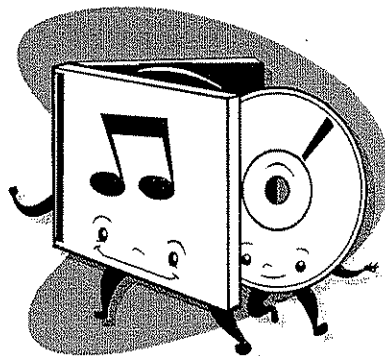
Group: _____

Song: _____

My name is _____

I would like to dedicate this song to _____

Message: _____



Producing a Radio Programme

Activity 6

A. Designing your programme

Work with your group members and decide how you will introduce your programme, the interview and the songs. Each song must be introduced individually. Write your plan in the outline below. Your programme should last for about 10 minutes.

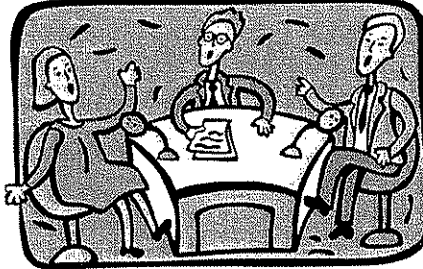
| Outline | Speakers | Content (What are you going to say?) |
|--|----------|--------------------------------------|
| Greeting – Welcome to (name) programme | | |
| Introduce the theme of the programme | | |
| Interview 1 | | |
| Song Dedication 1 | | |
| Song 1 (Introduce the song and the singer(s)) | | |
| Interview 2 | | |
| Song Dedication 2 | | |

| | | |
|---|--|--|
| Song 2 (Introduce the song and the singer(s)) | | |
| Interview 3 | | |
| Closing | | |



B. Performing your radio programme

Perform your radio programme for the class. Make sure you get all the computer files ready before you start, and finish your programme within ten minutes. If your songs are too long, you may play only part of each song.



C. Feedback

What did you think of your classmates' radio programmes? Write your feedback about one or more programmes and post it next to the group's report forms on the board.



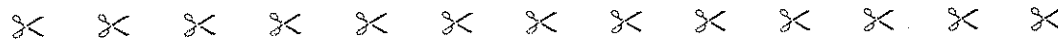
Feedback Form

Name: _____

I like the programme produced by group _____

It is because _____

Something that could be improved is _____



Feedback Form

Name: _____

I like the programme produced by group _____

It is because _____

Something that could be improved is _____

Adapted from OUP Treasure Plus Language Art 3

D. The Best Radio Programme Award

While you are 'listening' to the radio programmes, choose the winners for:

The Best Radio Programme Award,

The Most Outstanding DJ Award and

The Most Impressive Athlete Award.



The Best Radio Programme Award

Name: _____

The programme I like best is _____

which is produced by Group _____.

I like the programme because _____

The Most Outstanding DJ Award

Name: _____

The DJ I like most is _____

from Group _____.

I like him because _____

The Most Impressive Athlete Award

Name: _____

The athlete I like most is _____

from Group _____.

I like him because _____

Rubric for Radio Programmes

A. Presentation

| | Difficulty Level 1 | Progressing Level 2 | Meeting Level 3 | Surpassing Level 4 |
|---------------------------|---|---|---|---|
| Vocal / Verbal Expression | Little verbal or vocal use. Expression monotone or difficult to hear | Occasionally demonstrates variety in volume, tone, pitch and voice quality. Expression is mostly understandable. | Demonstrates variety in volume, tone, pitch and voice quality. Expression is interesting and understandable. | Demonstrates variety in volume, tone, pitch and voice quality appropriate to character. Expression enhances character/situation. |
| Effect on Audience | Audience is confused. | Audience follows performance politely. | Audience clearly enjoys performance. | Audience is deeply engaged, eager to follow performance and responds enthusiastically. |
| Focus | Performance inconsistent. | Performance mostly consistent and relatively smooth. | Flashes of spontaneity and style enliven solid performance. | Performance is alive and explores the bounds of form. |
| Preparedness | Students have not practised and/or planned presentation thoroughly. | Students have practised. A general outline with some details are in place. | Students have practised and the outline is clear and ordered. | Students are well prepared. It is obvious from the polish and ease of the performance that much practice and planning has taken place. |

B. Task Fulfillment

| | | | | |
|---|--|---|---|--|
| Greeting, closing and introducing the programme | Demonstrates only one of the criteria | Demonstrates two of the criteria | Demonstrates all of the criteria abruptly | Demonstrates all criteria in a lively, friendly way |
| Timing | Programme is short or long by more than 5 minutes | Programme is short or long by 3 - 4 minutes | Programme is short or long by 1- 2 minutes | Programme meets the assigned time requirement. |
| Interviewing the Sport Star | Few questions are set appropriately. Gives little or no evidence of listening; marches through prepared questions without regard to responses. Does not elicit elaborated responses. | A few questions are set appropriately. Gives little evidence of careful listening by largely ignoring potentially relevant responses and moving on to the next prepared question. Elicits little elaboration. | Most questions are set appropriately. Demonstrates attentiveness by interjecting follow-up questions to responses that may have greater significance, if pursued. May elicit some relevant elaboration of answers | All questions are set appropriately. Demonstrates careful listening by interjecting effective follow up questions to significant responses. Effectively elicits relevant elaboration of answers. |
| Songs | No songs or none of them are relevant to the theme The songs are not introduced properly. | Only one song chosen is relevant to the theme. The songs are very briefly introduced. | Most songs chosen are relevant to the theme. Most songs are introduced in an interesting way. | All songs chosen are relevant to the theme. All songs are introduced in an interesting way |

Self-Evaluation Rating Scale

Name _____ Task _____

- | | | | | |
|---|-------------|-------|-----------|--------|
| 1. I helped the group review its task. | always | often | sometimes | rarely |
| 2. I contributed relevant ideas. | always | often | sometimes | rarely |
| 3. I stayed on topic. | always | often | sometimes | rarely |
| 4. I listened carefully to other group members' ideas. | always | often | sometimes | rarely |
| 5. I was open-minded about different interpretations. | always | often | sometimes | rarely |
| 6. I encouraged participation from all group members. | always | often | sometimes | rarely |
| 7. I shared materials with my group. | always | often | sometimes | rarely |
| 8. I helped the group stay on task. | always | often | sometimes | rarely |
| 9. I contributed to questions asked of the group. | always | often | sometimes | rarely |
| 10. I did my share of the work to complete the task. | always | often | sometimes | rarely |
| 11. I used my strengths to enhance the task. | always | often | sometimes | rarely |
| 12. I am proud of my contribution to the task. | always | often | sometimes | rarely |
| 13. My best contribution to the task was ... | because ... | | | |
| 14. For the next task, two ways in which I will improve my performance within a group are ... | | | | |



Source:

[http://www.education.alberta.ca/physicaleducationonline/edmonton2001/pdf/7-12/\(Q\)AssessmentSuggestionsp51-56.pdf](http://www.education.alberta.ca/physicaleducationonline/edmonton2001/pdf/7-12/(Q)AssessmentSuggestionsp51-56.pdf)

Group Work Rating Scale

My name _____ TASK _____

| | | | | |
|---|--------|-------|-----------|--------|
| 1. We clearly understood the task. | always | often | sometimes | rarely |
| 2. We shared ideas openly. | always | often | sometimes | rarely |
| 3. We listened respectfully to each other's ideas. | always | often | sometimes | rarely |
| 4. We encouraged each other. | always | often | sometimes | rarely |
| 5. We were motivated to do our best. | always | often | sometimes | rarely |
| 6. We divided the workload fairly. | always | often | sometimes | rarely |
| 7. We were on task during class preparation time. | always | often | sometimes | rarely |
| 8. We worked out differences of opinion in an appropriate manner. | always | often | sometimes | rarely |
| 9. We learned something meaningful during this task. | always | often | sometimes | rarely |
| 10. We are proud of the outcome of this task. | always | often | sometimes | rarely |

Evaluate *each member of your group honestly* based on the following criteria:

- EFFORT (motivated to do well at task)
- COOPERATION (shared workload, accepted suggestions)
- ON TASK (stayed focused without reminders)
- SUPPORTIVE (helped and encouraged other group members)

Evaluation Scale (give each group member a mark out of ten)

- (9-10) - always focused; highly motivated; cooperated with everyone
- (7-8) - quite well focused; motivated to do well; cooperated most of the time
- (4-6) - sometimes off task; not overly motivated; trouble cooperating some of the time
- (1-3) - often off-task; very little effort; highly uncooperative with others

| Name | Mark | Comment/Reason |
|------|------|----------------|
| (me) | | |
| | | |
| | | |
| | | |
| | | |

Source:

[http://www.education.alberta.ca/physicaleducationonline/edmonton2001/pdf/7-12/\(Q\)AssessmentSuggestionsp51-56.pdf](http://www.education.alberta.ca/physicaleducationonline/edmonton2001/pdf/7-12/(Q)AssessmentSuggestionsp51-56.pdf)

Teaching Notes ~ Video Viewing and Producing a Radio Programme

Objectives:

1. To arouse students' interest in English through video viewing and watching their peers' performance
2. To encourage collaborative learning through the production of a radio programme
3. To develop students' confidence in using English through careful planning and performing their radio programme
4. To develop critical thinking skills by evaluating their peers' performance

Level: S.4

Time: 9 - 10 periods

Teaching Steps:

Activity 1

1. Ss watch the cover of the VCD and read the quotations made by the athletes and the narrator of the video clip.
2. Ss discuss and guess what the video clip is about.

Activity 2

1. Ss watch a video clip about how athletes in China have their training before they are eligible for international events.
2. Ss fill in a cloze passage
3. Ss discuss whether HK children can do the same as those young athletes in the Mainland China.

Activity 3

1. Ss choose a local sport star to interview
2. Ss prepare interview questions and search the Internet for answers to their questions

Activity 4

1. Ss work in groups of 4 to 5 and prepare their own radio programme including the programme name, theme, songs to be played and local sport star interview.

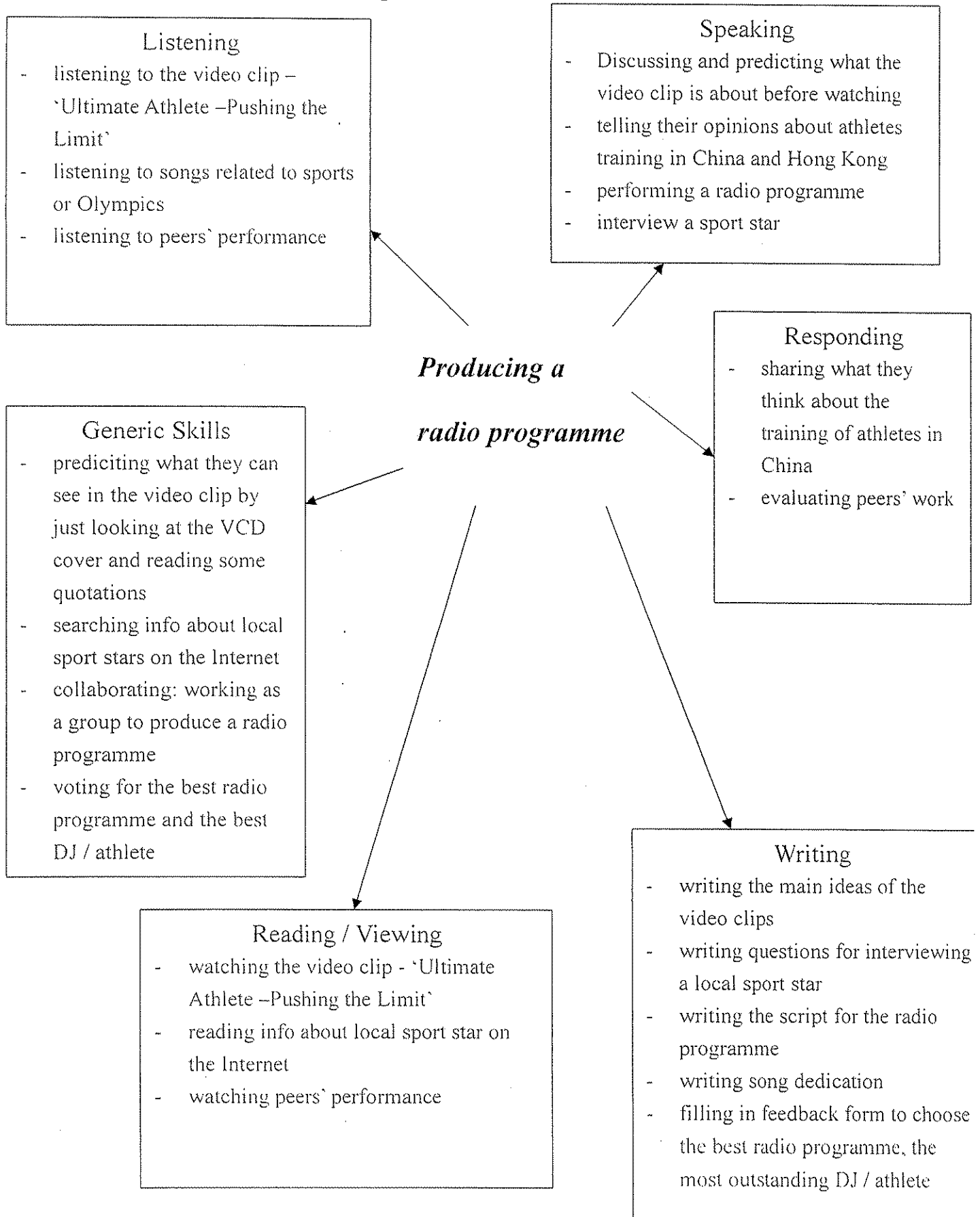
Activity 5

1. Each group posts their plan on the notice board
2. Ss read different plans and fill in song dedication form for at least one song to one of the programmes.

Activity 6

1. Ss draft their script for the radio programme.
2. Performance of each group (Other Ss have to fill in feedback forms which will then be put on the notice board next to the corresponding plans.)
3. Ss can vote for their favourite radio programme, the best DJ and the most impressive athlete.

Learning English through Popular Culture



Part C

Photo Captions

Activity 1

Look at the pictures here, do you know what event are they about?

When did it take place? _____

Can you match the captions with the pictures?

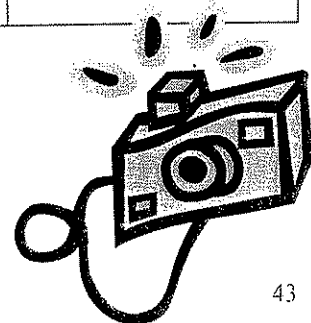
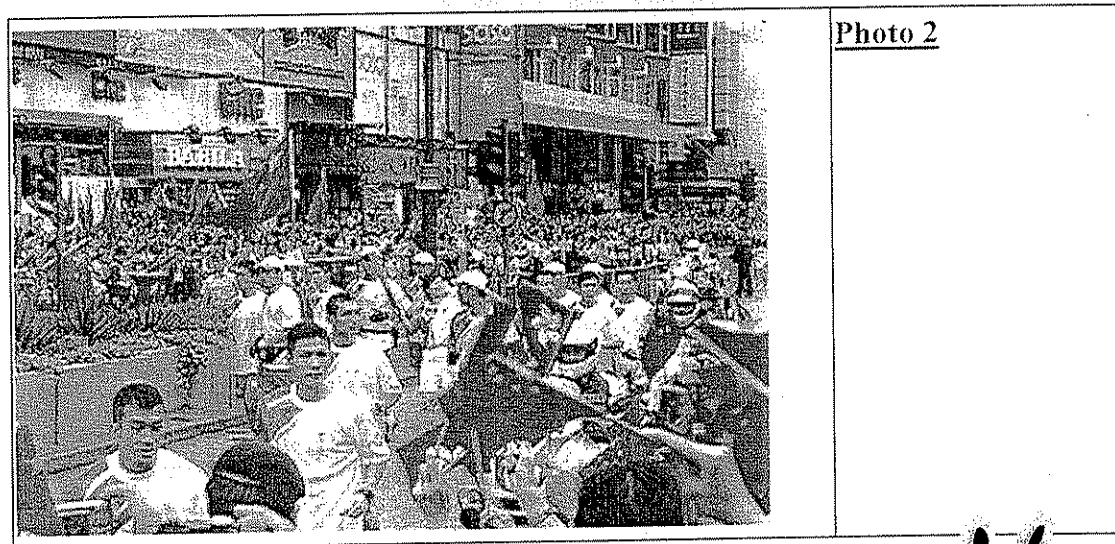


Photo 3



Photo 4



- A **TST fever:** Enthusiastic supporters turn the streets into a sea of red.
- B **Star athlete:** Hong Kong's first Olympic gold medallist, windsurfer Lee Lai-shan, accepts the torch from Chief Executive Donald Tsang.
- C **Good spot:** Crowds of flag-wavers line Nathan Road as badminton star Yip Pui-yin carries the torch.
- D **Wave rider:** Aquatics athlete Sze Hang-yu takes the torch aboard a dragon boat to cross the Shing Mun River.

Photo Captions

Activity 1 ~ Suggested Answers

Look at the pictures here, do you know what event are they about?

Beijing Olympic torch relay in Hong Kong

When did it take place? 2nd May, 2008

Can you match the captions with the pictures?

- A **TST fever:** Enthusiastic supporters turn the streets into a sea of red.
- B **Star athlete:** Hong Kong's first Olympic gold medallist, windsurfer Lee Lai-shan, accepts the torch from Chief Executive Donald Tsang.
- C **Good spot:** Crowds of flag-wavers line Nathan Road as badminton star Yip Pui-yin carries the torch.
- D **Wave rider:** Aquatics athlete Sze Hang-yu takes the torch aboard a dragon boat to cross the Shing Mun River.

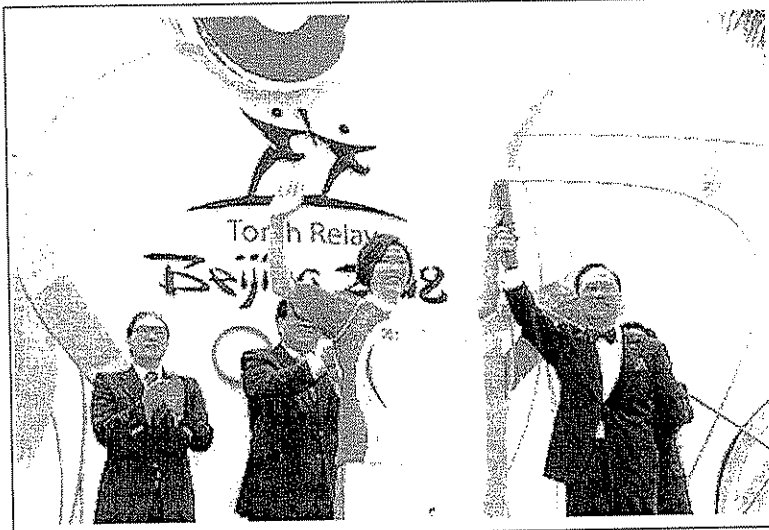


Photo 1

Star athlete:
Hong Kong's first
Olympic gold
medallist,
windsurfer Lee
Lai-shan, accepts
the torch from Chief
Executive Donald
Tsang.

<http://www.news.gov.hk/en/photo/event/080502/080502en30001/pages/5.htm>

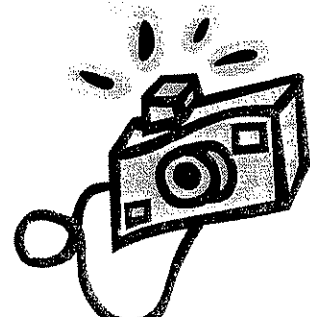




Photo 2

Good spot: Crowds of flag-wavers line Nathan Road as badminton star Yip Pui-yin carries the torch.

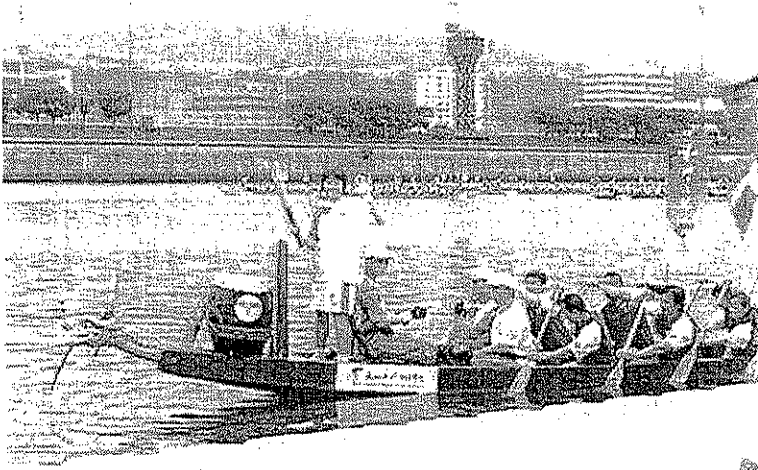


Photo 3

Wave rider:

Aquatics athlete Sze Hang-yu takes the torch aboard a dragon boat to cross the Shing Mun River.

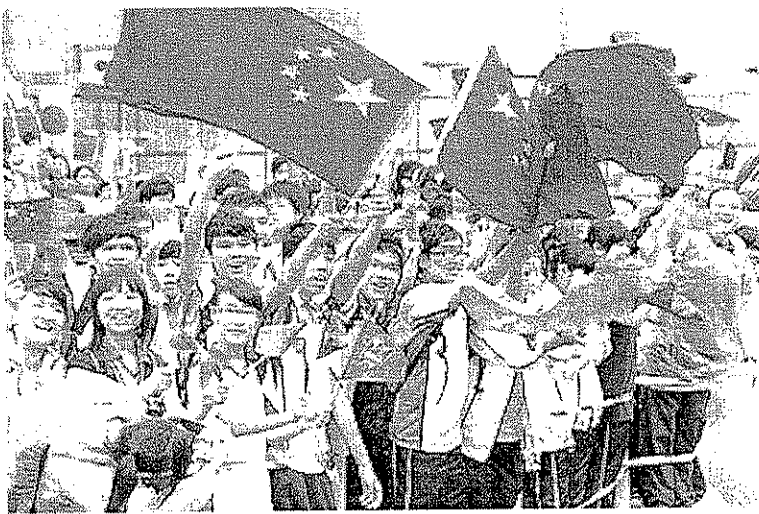


Photo 4

TST fever:

Enthusiastic supporters turn the streets into a sea of red.

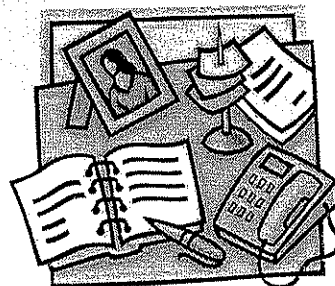
Activity 2

Study the photo captions again. What are the common features of photo captions?

| Photo | No. of Sentence | Who? | Where? | Verb | Tense | Active/Passive |
|-------|-----------------|------|--------|------|-------|----------------|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |

From the above table, can you tell what the common features of photo captions are?

| | | |
|---|--|--|
| 1 | How many sentences are there in a photo caption? | |
| 2 | What does it tell about the photo? | |
| 3 | What is the tense of the verb(s) used? | |
| 4 | Active / Passive Voice | |



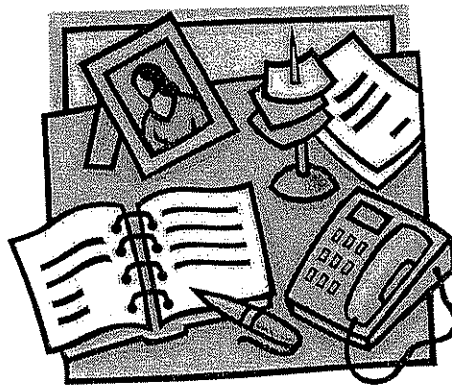
Activity 2 ~Suggested Answers

Study the photo captions again. What are the common features of photo captions?

| Photo | No. of sentence | Who? | Where? | Verb | tense | Active/passive |
|-------|-----------------|---|-----------------|----------------|----------------|----------------|
| 1 | 1 | Lee Lai Shan and Chief Executive Donald Tsang | / | accepts | Simple Present | Active |
| 2 | 1 | Crowds of flag wavers | Nathan Road | line / carries | Simple Present | Active |
| 3 | 1 | Sze Hang-yu | Shing Mun River | takes | Simple Present | Active |
| 4 | 1 | Enthusiastic supporters | TST | turn | Simple Present | Active |

From the above table, can you tell what the common features of photo captions are?

| | | |
|---|--|--|
| 1 | How many sentences are there in a photo caption? | Usually one An additional sentence can be written to add more details if needed. |
| 2 | What does it tell about the photo? | Who or what is being pictured? What are they doing? Where is it? When was it? / When was the picture taken? |
| 3 | What is the tense of the verb(s) used? | Simple Present |
| 4 | Active / Passive Voice | Active Voice |



Activity 3

Write the captions of the following pictures by using the key words.

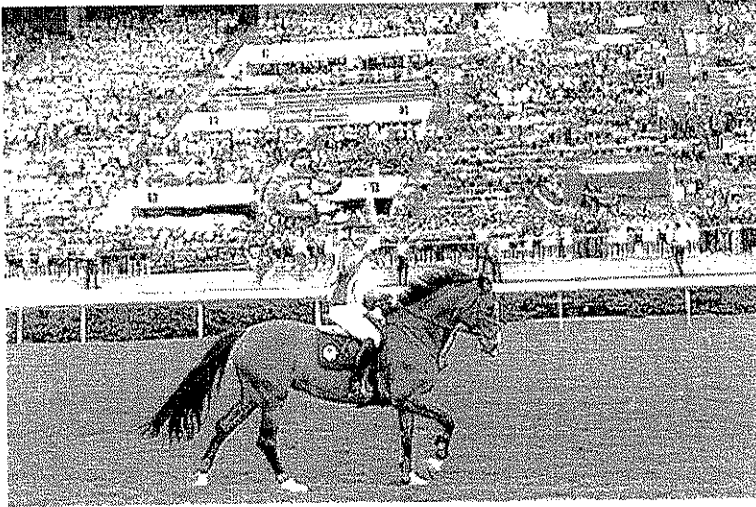


Photo 5

Mane attraction:

Equestrian athlete
Kenneth Cheng/
torch / horseback.



Photo 6

Light the passion:

Cyclist Wong
Kam-po / lights /
cauldron / Bauhinia
Square

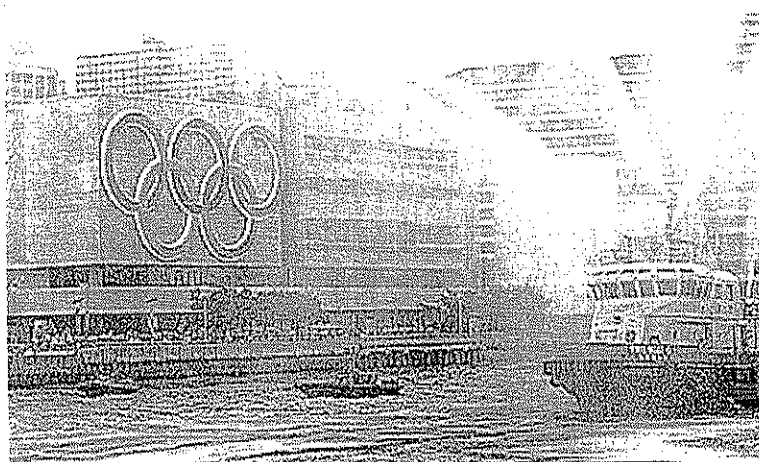


Photo 7

Water works:

A Fire Services
Department vessel /
spectacular display /
waterfront

Activity 3 ~ Suggested Answers

Write the captions of the following pictures.



Photo 5

Mane attraction:
Equestrian athlete
Kenneth Cheng/
torch / horseback.

Equestrian athlete
Kenneth Cheng
holds the torch on
horseback.



Photo 6

Light the passion:
Cyclist Wong
Kam-po / lights /
cauldron / Bauhinia
Square

Cyclist Wong Kam-po
lights the cauldron as
the torch reaches the
end of its journey at
Bauhinia Square.

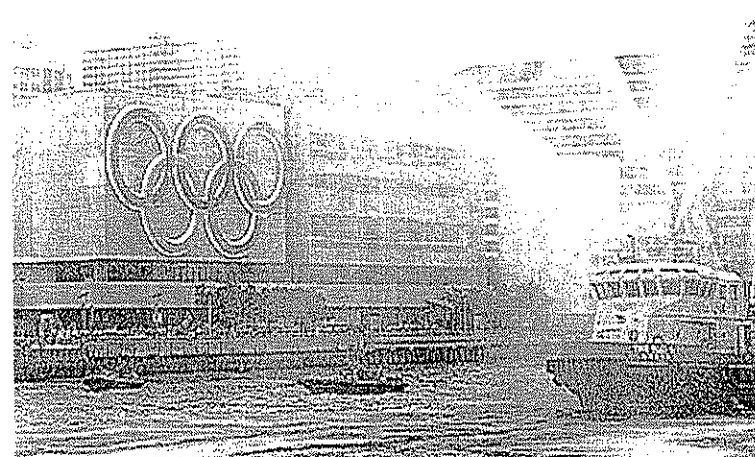


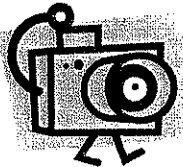
Photo 7

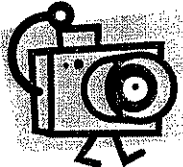
Water works: A
Fire Services
Department vessel /
spectacular display /
waterfront

A Fire Services
Department vessel puts
on a spectacular display
to welcome the torch to
the waterfront.

Activity 4

We are going to prepare a photo gallery in our school website. Each student has to contribute at least 2 photos for the photo gallery. All S.4 students are responsible for contributing photos about sports events of our school like Sports Day, Swimming Gala and interclass competitions. Take some photos of these events and write a caption about each of your pictures.

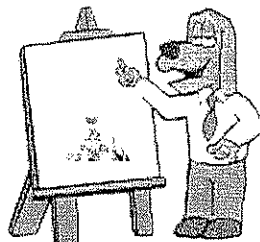
| |
|--|
| <p><i>Photo</i></p> |
|  |
| Photo Caption: _____ |
| _____ |

| |
|---|
| <p><i>Photo</i></p> |
|  |
| Photo Caption: _____ |
| _____ |

Activity 5 ~ Presenting your photo captions:

Write your presentation script here:

| | |
|---|--|
| Greetings | |
| How many photos have you got? | |
| How did you get the photos? (Did you get it from somebody / School Intranet? Did you take the photos by yourself?) | |
| What are the photos about? | |
| What are the captions of the photos? | |
| Invite your classmates to ask questions or give feedback to you. | |



Activity 6 ~ Presentation

Each of you will have at most 3 minutes to do presentation.

Listen carefully while your classmates are doing their presentation. You may ask questions when they finish. Choose the best speaker and the most interesting photo and submit the forms by the end of the lesson.

The Best Speaker Award

Name: _____

The speaker I like most is _____

I choose him because _____

The Most Interesting Photo Award

Name: _____

I like (name of your classmate) _____'s photo most.

It is about _____

It was taken by _____

I like this photo because _____

Name: _____ ()

Class: _____

Date: _____

Photo Caption Rubric

| Skill | Description | Scores and Remarks |
|-------------------|--|--------------------|
| Reporting | Accurately answers the 5W's and H: who, what, when, where, why, how | 5 4 3 2 1 |
| Word Choice | Employs active verbs. Uses descriptive nouns. Strong, specific words match the action of the photo. | 5 4 3 2 1 |
| Style and Grammar | Names are spelled correctly. Spelling is checked and grammar is correct. The summary sentence is written in present tense. | 5 4 3 2 1 |

Total Score: _____

5 = outstanding

4 = very good (a revision would make it even better)

3 = acceptable (needs a revision)

1 or 2 = not yet acceptable (revise thoroughly)

Oral Presentation Rubric

| TRAIT | 4 | 3 | 2 | 1 |
|--|---|---|--|--|
| NONVERBAL SKILLS EYE CONTACT | Holds attention of entire audience with the use of direct eye contact, seldom looking at notes. | Consistent use of direct eye contact with audience, but still returns to notes. | Displayed minimal eye contact with audience, while reading mostly from the notes. | No eye contact with audience, as entire report is read from notes. |
| BODY LANGUAGE POISE | Movements seem fluid and help the audience visualize. Student displays relaxed, self-confident nature about self, with no mistakes. | Made movements or gestures that enhances articulation. Makes minor mistakes, but quickly recovers from them; displays little or no tension. | Very little movement or descriptive gestures. Displays mild tension; has trouble recovering from mistakes. | No movement or descriptive gestures. Tension and nervousness is obvious; has trouble recovering from mistakes. |

COMMENTS:

| | | | | |
|------------------------------------|--|---|--|--|
| VERBAL SKILLS ENTHUSIASM | Demonstrates a strong, positive feeling about topic during entire presentation. Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. | Occasionally shows positive feelings about topic. Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation. | Shows some negativity toward topic presented. Student incorrectly pronounces terms, and speaks too quietly for a majority of students to hear. | Shows absolutely no interest in topic presented. |
| ELOCUTION | | | | |

COMMENTS:

| | | | | |
|-------------------------------------|--|---|--|---|
| CONTENT SUBJECT KNOWLEDGE | Student demonstrates full knowledge by answering all class questions with explanations and elaboration. Student presents information in logical, interesting sequence which audience can follow. | Student is at ease with expected answers to all questions, without elaboration. Student presents information in logical sequence which audience can follow. | Student is uncomfortable with information and is able to answer only rudimentary questions. Audience has difficulty following presentation because student jumps around. | Student does not have grasp of information; student cannot answer questions about subject. Audience cannot understand presentation because there is no sequence of information. |
| ORGANIZATION | | | | |
| MECHANICS | Presentation has no misspellings or grammatical errors. | Presentation has no more than two misspellings and/or grammatical errors. | Presentation has three misspellings and/or grammatical errors. | Student's presentation has four or more spelling and/or grammatical errors. |

COMMENTS:

Read with your...

Self-Evaluation Rating Scale

Name _____ Task _____

- | | | | | |
|--|-------------|-------|-----------|--------|
| 1. I helped the group review its task. | always | often | sometimes | rarely |
| 2. I contributed relevant ideas. | always | often | sometimes | rarely |
| 3. I stayed on topic. | always | often | sometimes | rarely |
| 4. I listened carefully to other group members' ideas. | always | often | sometimes | rarely |
| 5. I was open-minded about different interpretations. | always | often | sometimes | rarely |
| 6. I encouraged participation from all group members. | always | often | sometimes | rarely |
| 7. I shared materials with my group. | always | often | sometimes | rarely |
| 8. I helped the group stay on task. | always | often | sometimes | rarely |
| 9. I contributed to questions asked of the group. | always | often | sometimes | rarely |
| 10. I did my share of the work to complete the task. | always | often | sometimes | rarely |
| 11. I used my strengths to enhance the task. | always | often | sometimes | rarely |
| 12. I am proud of my contribution to the task. | always | often | sometimes | rarely |
| 13. My best contribution to the task was ... | because ... | | | |

14. For the next task, two ways in which I will improve my performance within a group are ...



Source:

[http://www.education.alberta.ca/physicaleducationonline/edmonton2001/pdf/7-12/\(Q\)AssessmentSuggestionsp51-56.pdf](http://www.education.alberta.ca/physicaleducationonline/edmonton2001/pdf/7-12/(Q)AssessmentSuggestionsp51-56.pdf)

Group Work Rating Scale

My name _____ TASK _____

- | | | | | |
|---|--------|-------|-----------|--------|
| 1. We clearly understood the task. | always | often | sometimes | rarely |
| 2. We shared ideas openly. | always | often | sometimes | rarely |
| 3. We listened respectfully to each other's ideas. | always | often | sometimes | rarely |
| 4. We encouraged each other. | always | often | sometimes | rarely |
| 5. We were motivated to do our best. | always | often | sometimes | rarely |
| 6. We divided the workload fairly. | always | often | sometimes | rarely |
| 7. We were on task during class preparation time. | always | often | sometimes | rarely |
| 8. We worked out differences of opinion in an appropriate manner. | always | often | sometimes | rarely |
| 9. We learned something meaningful during this task. | always | often | sometimes | rarely |
| 10. We are proud of the outcome of this task. | always | often | sometimes | rarely |

Evaluate *each member* of your group *honestly* based on the following criteria:

- EFFORT (motivated to do well at task)
- COOPERATION (shared workload, accepted suggestions)
- ON TASK (stayed focused without reminders)
- SUPPORTIVE (helped and encouraged other group members)

Evaluation Scale (give each group member a mark out of ten)

- (9–10) – always focused; highly motivated; cooperated with everyone
- (7–8) – quite well focused; motivated to do well; cooperated most of the time
- (4–6) – sometimes off task; not overly motivated; trouble cooperating some of the time
- (1–3) – often off-task; very little effort; highly uncooperative with others

| Name | Mark | Comment/Reason |
|------|------|----------------|
| (me) | | |
| | | |
| | | |
| | | |
| | | |

Source:

[http://www.education.alberta.ca/physicaleducationonline/edmonton2001/pdf/7-12/\(O\)AssessmentSuggestionsp51-56.pdf](http://www.education.alberta.ca/physicaleducationonline/edmonton2001/pdf/7-12/(O)AssessmentSuggestionsp51-56.pdf)

Teaching Notes ~ Photo Captions

Objectives:

5. To arouse students' interest in learning English through using current photos.
6. To elicit the language features of photo captions.
7. To develop students' writing and presentation skills through writing up and presenting their own photo captions.

Level: S.4

Time: 7 - 8 periods

Teaching Steps:

Activity 1

1. Show some photos about Torch Relay in Hong Kong and ask Ss what they are about.
2. Ss match captions with the photos.

Activity 2

Ss analyse language features of photo captions

Activity 3

Ss write captions for other pictures of the Torch Relay.

Activity 4

Ss collect photos about school sports events like Sports Day, Swimming Gala or other interclass competitions and write captions for the photos they collect.

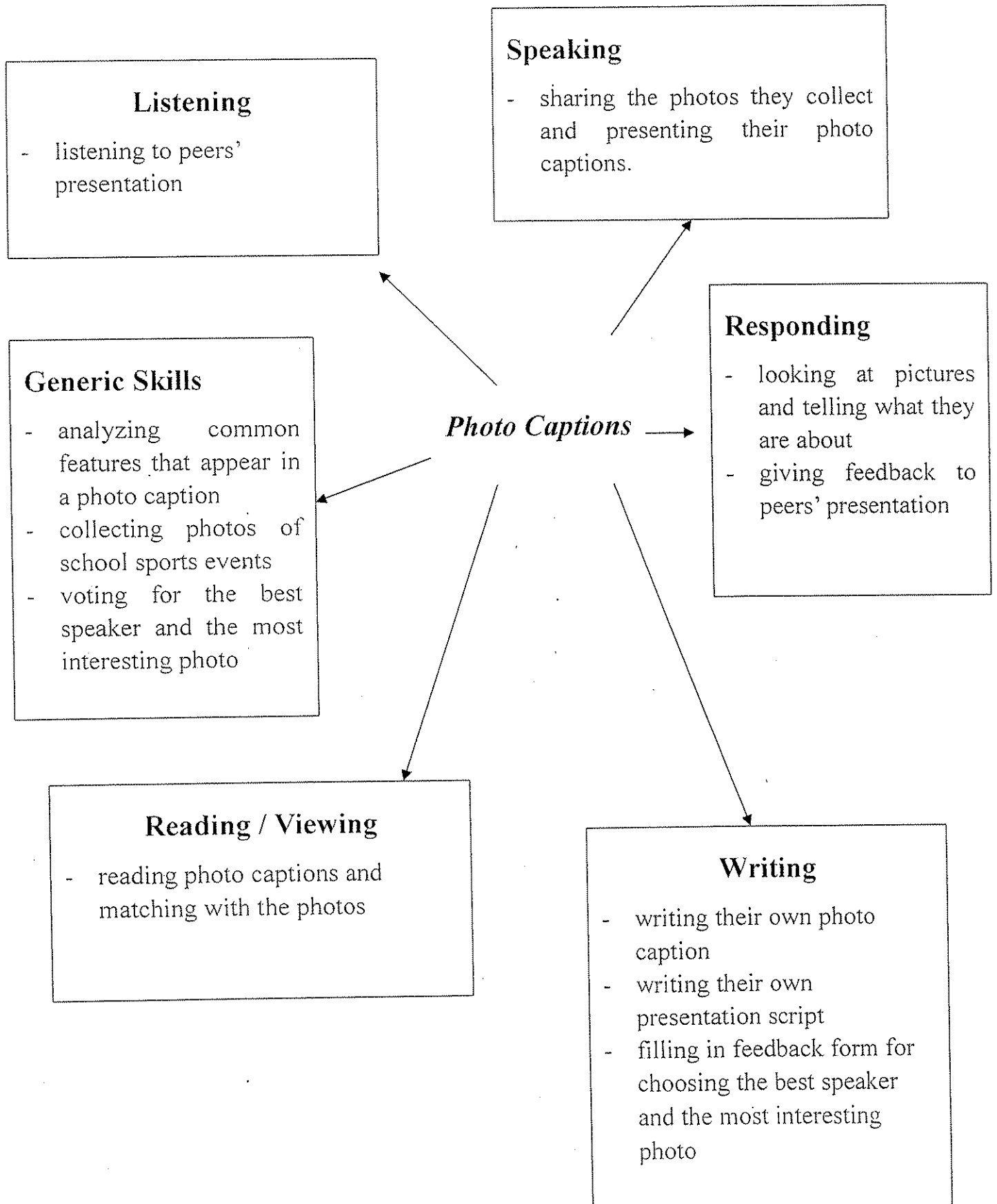
Activity 5

Ss write their own presentation script

Activity 6

Ss vote for the best speaker and the most interesting photo.

Learning English through Popular Culture



Reference

Hicks, S. (2000). *VCD Ultimate Athlete: Pushing The Limit*: Discovery Channel Pictures

Lim, J., Wong, R. & Yu, Z. (2007). *Treasure Plus Languages Arts 2*. Hong Kong: Oxford University Press

Lim, J., Wong, R. & Yu, Z. (2007). *Treasure Plus Languages Arts 3*. Hong Kong: Oxford University Press

Internet Sites

<http://www.youtube.com/watch?v=WoMABlw4udc&feature=related>

<http://www.youtube.com/watch?v=n1PWmriKGrw>

<http://www.youtube.com/watch?v=kFPfb3pSbB0>

<http://www.youtube.com/watch?v=gWDmau1Vbxs&feature=related>

<http://www.youtube.com/watch?v=En9eiH4dTK0&feature=related>

<http://www.youtube.com/watch?v=d8xJVe049tg>

<http://www.youtube.com/watch?v=9WQ8tHEF03w>

http://www.hkolympic.org/article/sport_star_interviews

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

http://en.wikipedia.org/wiki/Wong_Kam-po

<http://www.news.gov.hk/en/photo/event/>

<http://engres.ied.edu.hk/>

<http://www.readwritethink.com>