

“Developing Students’ Listening and Viewing Skills” Video Series
- A Typical Day in My Life -

Please refer to *The Learning Progression Framework for English* (www.edb.gov.hk/lpfenglish) for details of the eight attainment milestones (ATMs) and the respective learning outcomes.

| Suggested Answers | When students respond to the questions appropriately, they can: |
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| (Pre-viewing) | |
| A) 1) (Students’ own answers) Accept any reasonable answers. | ATM 2.7 (Reading/Viewing) <ul style="list-style-type: none"> make predictions about the video’s content by examining the textual features and visual elements (e.g. the title and illustrations) |
| (While-viewing) | |
| B) 1) A school for the deaf 2) Rugby coach 3) Teaching rugby | ATM 3.2 (Listening) <ul style="list-style-type: none"> extract specific information about Mary’s job by identifying meaningful chunks (e.g. “<i>teaching rugby at a school for the deaf</i>”) ATM 3.3 (Reading/Viewing) <ul style="list-style-type: none"> locate specific information by using semantic clues (e.g. the campus, students in school uniforms) |
| 4) B. creative | ATM 7.4 (Listening) <ul style="list-style-type: none"> infer Mary’s attitude by using semantic clues (e.g. Mary’s account of her creativity in coaching through diverse, engaging activities tailored to her students) |
| 5) A social enterprise restaurant // 2/F, 618 Shanghai Street 6) Art/Painting teacher // Mural painter 7) Teaching drawing (and) restoring murals | ATM 3.2 (Listening) <ul style="list-style-type: none"> extract specific information about Mary’s job by identifying meaningful chunks (e.g. “<i>a social enterprise restaurant</i>”, “<i>turn this hobby into my job</i>”, “<i>painting murals</i>”) ATM 3.3 (Reading/Viewing) <ul style="list-style-type: none"> locate specific information about Mary’s job by using semantic clues (e.g. paintings, murals) |

| Suggested Answers | When students respond to the questions appropriately, they can: |
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| <p>8)</p> <p>(i) Fact</p> <p>(ii) Opinion</p> | <p>ATM 7.3 (Listening)</p> <ul style="list-style-type: none"> • distinguish between facts and opinions by using semantic and syntactic clues <ul style="list-style-type: none"> ➤ Semantic clues e.g. the use of figure (90%) to present facts ➤ Syntactic clues e.g. the use of present tense (i.e. “work”) to present facts and adjectives (i.e. “kind” and “genuine”) to present opinions |
| <p>9) not needing help/support from other people</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>According to Mary, after receiving training, the workers with disabilities can perform a variety of jobs on their own, such as working as cashiers, chefs or cleaners. She highlights a positive change, where people become independent and empowered instead of needing help or support from others.</p> </div> | <p>ATM 4.1 (Listening)</p> <ul style="list-style-type: none"> • work out the meaning of the adjective “self-reliant” by using semantic and syntactic clues <ul style="list-style-type: none"> ➤ Semantic clues, e.g. <ul style="list-style-type: none"> - the prefix “self-” describing the ability to do something by themselves; - <i>“Although over 90% of the staff here have different degrees of disabilities, after training, they work as chefs, cleaners, cashiers, and more.”</i> ➤ Syntactic clues, e.g. <ul style="list-style-type: none"> - the use of the connective “Although” to contrast ideas |
| <p>10) Hong Kong Deaf Rugby Team</p> <p>11) King’s Park Sports Ground</p> <p>12) Rugby player</p> <p>13) Having rugby training</p> | <p>ATM 3.2 (Listening)</p> <ul style="list-style-type: none"> • extract specific information by identifying meaningful chunks (e.g. “<i>rugby training</i>”, “<i>King’s Park Sports Ground</i>”) <p>ATM 3.3 (Reading/Viewing)</p> <ul style="list-style-type: none"> • locate specific information by using semantic clues (e.g. the sports ground, rugby players having rugby practice) |

| Suggested Answers | When students respond to the questions appropriately, they can: |
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| 14) (i) impairment / loss (ii) hearing aids (iii) sign language (iv) training (v) a set of signals (vi) communicate with each other | ATM 6.2 (Listening) <ul style="list-style-type: none"> follow the development of main ideas and make connections between them by using syntactic clues (e.g. the use of the connectives “At first”, “However”, “Despite” to present solutions to challenges) |
| 15) (i) Wide shot (ii) Close-up shot (iii) person (iv) facial expressions (v) communication and teamwork (vi) how hard she is trying and being determined during training | ATM 7.5 (Reading/Viewing) <ul style="list-style-type: none"> understand the use of filmic techniques in the video (e.g. framing) to highlight Mary’s determination amidst the tough training practices |
| 16) The use of imperatives (encourage) and rhetorical questions (gain agreement) 17) C. encouraging 18) Mary believes that “living our lives to the fullest” highlights the importance of making the most of our experiences and opportunities. Sayings such as “Don’t be afraid to try new things” and “Dream big and go for it!” reflect her opinions meant to inspire or motivate others. | ATM 8.3 (Listening) <ul style="list-style-type: none"> analyse Mary’s character and personality by using knowledge of stylistic features (e.g. the use of imperatives and rhetorical questions to engage and encourage the audience) |
| (Post-viewing) | |
| C) (Students’ own answers) | Underlying Principles <ul style="list-style-type: none"> support students in the development of positive values and attitudes (e.g. resilience, perseverance, empathy) through engaging students in personal reflection |
| D) (Students’ own answers) Suggested prompts Mary’s story demonstrates how a deaf athlete overcomes obstacles with perseverance and hard work and achieves personal success. Her experiences inspire students to cultivate resilience and a positive outlook, and teach them to respect and value individual differences. Students may draw upon some of the points below or any other appropriate alternatives, e.g. <ul style="list-style-type: none"> Perseverance and diligence (rugby training) Rugby is a team sport that requires strong collaboration among players. Since Mary is deaf, she | |

| Suggested Answers | When students respond to the questions appropriately, they can: |
|---|---|
| <p>cannot wear hearing aids during training or matches, which makes it difficult for her to hear the referee, coaches and her teammates. Sometimes, coaches forget about her hearing impairment, which adds to the challenge. Mary has learnt ways to overcome these obstacles in training and communication.</p> <ul style="list-style-type: none"> • Responsibility and caring for others (teaching rugby) Mary talks about her experiences coaching rugby for students with hearing impairment or other special educational needs. She demonstrates a sense of social responsibility and contribution to society. • Empathy and kindness (restoring murals) Mary explains how she uses her life experiences to create art that uplifts the community and raises public awareness about the deaf community. | |

Tapescript

A Typical Day in My Life

Hello, everyone! I'm Mary, a member of the Hong Kong Deaf Rugby Team. I have a profound hearing impairment and usually wear hearing aids. I mainly rely on lip-reading to understand what others say. Today, I'm so happy to be teaching rugby at a school for the deaf. (Let's) go!

As a coach, I always try to come up with different games and activities that make learning the rules and techniques more engaging for my students to ensure their continued interest in learning. Throughout my life journey, I've faced countless challenges and it's my aspiration to serve as a role model for my students, empowering them with confidence and exemplifying that deaf people are capable of accomplishing anything.

Can anyone guess where this place is? This is 618 Shanghai Street, a Grade II historic building. Now I'm on my way to a social enterprise restaurant on the second floor to teach drawing and restore murals. (Let's) go!

Although over 90% of the staff here have different degrees of disabilities, after training, they work as chefs, cleaners, cashiers, and more. It's inspiring to see them become self-reliant! I enjoy hanging out with the staff here. They're all kind and genuine. I'm not an eloquent speaker. That's why I particularly love to express myself through painting. I'm blessed to be able to turn this hobby into my job. I can make a living by teaching children how to draw and painting murals.

I have rugby training 1-2 times a week in the evening at King's Park Sports Ground. Rugby is a sport that emphasises teamwork. At first, it was challenging for me as I couldn't wear my hearing aids on the pitch and I couldn't hear my coaches and teammates. All I could rely on was sign language and gestures to communicate with them. However, we've steadily developed our set of signals that allows both the able-bodied and deaf players to effectively communicate with each other on the field. Now we've built trust in our team, and I feel accepted. Despite being deaf, with rigorous training, I can excel in rugby too. In 2023, I had the privilege of representing Hong Kong in the World Deaf Rugby Sevens World Cup held in Argentina.

I'm also working towards my goal of becoming a professional rugby coach to help and inspire deaf people with my own experience. Don't be afraid to try new things. We shouldn't let our worries hold us back from living our lives to the fullest. We'll never know until we try, right? Dream big and go for it!

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