

Candidate A

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Net language

For years, researchers have been looking at the ways different people learn a second language and the findings are very interesting.

Joyce Chow, a Secondary Seven student, is a keen second language learner in Hong Kong who is constantly working hard to improve her English. She does not spend time on examination drills like many students do, nor does she attend tutorial classes. However, her English is well above average. Her secret to success is chatting on the Net.

Some people criticise Internet programmes like ICQ (I seek you) and Net Meeting because they waste time and encourage the use of sub-standard English. This ‘cyber-slang’ uses symbols and borrows grammar from other languages. For example ‘U 2day no happy, ah?’ is acceptable use of English on the Net, although many people feel that this is ‘bad’ English. Joyce sees it

differently – for her, the cyber world opens up many opportunities to make new friends that she can communicate with in English. But Joyce insists on the use of proper English with all those she meets, as a way to practise the language.

‘It’s an excellent way to use English and it’s convenient,’ says Joyce. ‘I can sit at home and learn by chatting to others. When I am chatting online, I need to respond quickly and I find that I can now think in English. It’s almost like speaking face-to-face.’ When Joyce comes across new words that she doesn’t understand, she stops for a while to look them up in the dictionary. She says she has picked up many new words that she can now use in her compositions at school. When she has time, Joyce reads through her old messages and reviews the words and phrases. ‘It trains my typing skills as well,’ adds Joyce. ‘Isn’t that much more interesting than exam practice?’

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

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You and your classmates have decided to produce a video for the project. You are meeting to discuss what information to include in the video, where and how to gather information and how the information could be presented in an interesting and attractive way.

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Candidate B

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Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Movie language

Like many Hong Kong students of his age, John Chan is a movie fan. He also speaks English fluently. The main reason for John's success in English is the way he uses his hobby as a tool for language learning.

John loves watching movies of all kinds and he finds that he can learn a lot about vocabulary, expressions and accents from the characters in the movies. He claims that he never gets bored with watching films and can watch the same one up to ten times but still enjoy each and every part. 'This helps me remember what I've learned in a better way,' he explains.

When watching English movies, John always tries to listen to the actors as they speak and he only reads the Chinese subtitles when he has difficulty catching a word. He admits that he will happily watch a film over and over again, until he learns all the lines by heart. He then

knows exactly what the actors are going to say in their next line so the next time he watches, he can say the words with them. Many teachers would say that memorisation is not an effective way of learning, but it works well for John.

Interestingly, John believes that watching Chinese movies is an equally good way of learning English and explains, 'My mind automatically tries to translate what I hear from Chinese into English. And when I'm not too sure, I take a quick look at the English subtitles.' This way John ensures he is always working on his English. He also looks at the subtitles when he wants to see how some common Chinese expressions are written in English. 'Sometimes I like to guess how it will be translated in the subtitles, and then I check to see if I'm right,' says John.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

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Candidate C

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Local language

To most Hong Kong students, learning a second language and mastering it can be both difficult and boring. The vast majority of students will not feel secure until they have done lots of exam practice. They believe that by doing the most recent past papers over and over again, they will perform well in the public exams. But does this necessarily guarantee good results?

Victor Lee, a first-year University student, does not think so. His performance in A-level Use of English was excellent, but he did not bury himself in books and past papers before the examinations. He knows he is living in a bilingual city, so he prefers to 'look out' for English. This means he makes a particular effort to focus on the English used in signs, notices, advertisements and announcements. And he does it so often it has become a habit.

'When I am shopping or simply walking along the street, I pay attention to information in English. This

helps me to think in English,' says Victor. 'I know that many of my friends simply ignore things they see which are written in English like street names, brochures and posters, but I don't. I enjoy learning new words this way.' Victor usually takes along a notebook and jots down things he finds interesting. Then when he gets home he checks in his dictionary to see how the words are pronounced. Victor also loves eating out and reading the menu gives him the chance to discover names of dishes and drinks in English. 'If I go to Western restaurants, for example in Stanley, I always order my food in English,' he adds.

To Victor, learning English can be very interesting if you 'look out' for it. Hong Kong is a cosmopolitan city and there are many opportunities around for learning and practising English.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

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Candidate D

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Living language

Most English teachers believe that in order to master a language, a student must be given the opportunities to use it in real-life situations. Ingrid Leung, a seventh-former, is certainly a firm believer of this theory and she tries to bring English into all aspects of her life.

Ingrid is one of the most outstanding students in her school and she performs well in every subject. However, she gets the most satisfaction from being able to use and appreciate English. ‘I don’t see it as a foreign language – I see it as part of my life,’ Ingrid explains. At school, she will never miss a chance to talk to her teachers in English, especially the native-speaking English teacher. Sometimes, she will even initiate conversations with her schoolmates in English. She also likes to communicate with tourists she meets on the streets of Hong Kong, for example by giving them directions.

As a music lover, Ingrid enjoys listening to songs. In particular, she likes to hear English songs written by people of all nationalities, because she finds that writers from other parts of the world use English differently. She often reads the lyrics and admires the sounds of the language as she sings along. She also tries to see any stage productions of English plays and musicals that are shown in Hong Kong. This summer she is taking part in her school’s English drama production and she will play a leading role.

‘My ambition is to study at university and then to become an English teacher,’ says Ingrid. ‘English is important because it is a world language, and I want to encourage my students to learn it in a natural and enjoyable way.’ In Ingrid’s opinion, learning English is much easier and much more fun if you make it a part of your life.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

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Caught on video

In a large city like Hong Kong, it is easy for people to believe that they are anonymous as they travel from their home to work, or walk through a shopping centre after school. Having so many strangers around them makes people think that they are hidden in the crowd. However, this is increasingly not the case: it is quite likely that we are being watched as we carry on with our normal lives.

David Hui owns a private security company. He knows that people in Hong Kong are often filmed without their knowledge and asks anyone who does not agree with him to think about their journey to work or school. 'First you use a lift in your block of flats,' he began. 'There may be a camera in there or at least at the entrance to your building. Then there are cameras at all the MTR stations and on many buses these days, too.'

These cameras are sometimes visible but they can also be hidden. 'Look around for mirrored glass or dark

glass - cameras are often concealed behind this,' explained David. 'They have motors so they can be moved to follow particular people or to give different views of the same place.' At banks, the cameras are usually obvious to the customers, while other places, for example expensive shops, prefer to disguise their video equipment. 'People are always surprised when they consider how much of their day is on film somewhere,' laughed David. 'And if you actually work in a bank, almost every movement you make is recorded by a camera.'

Cameras may deter some robbers and pickpockets from committing crimes; they also make it easier to find law-breakers who are 'caught in the act'. Using computers, the police can improve even poor-quality images on video to help identify criminals.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

Your school has entered an inter-school debating contest on the motion that 'In the "electronic age", people no longer have the right to privacy'.

You are a member of a team that has been chosen to enter the debating contest, but at this moment you do not know whether you will be asked to argue *for* or *against* the motion. You and your team will therefore need to prepare arguments for both sides. You will probably want to decide how to organise and present your arguments.

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Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Overheard information

Virtually everyone nowadays has a mobile phone. Teenagers use them to chat to friends while travelling to and from school. Business people like to save time by making appointments and keeping in touch with their customers while they are on the move. Making a quick call on your mobile phone is very useful if you are going to be late for a meeting or you need to change an arrangement at the last minute.

However, despite these benefits, there is concern that using mobile phones might be dangerous for people who are not careful. Rex Wong, a student, had an experience which put him off using his phone in public. 'I rang one of my friends while I was on the MTR and gave him my new mobile phone number, so he could call me back later,' he explained. 'Someone else on the train must have memorised it, because later I received several calls from a stranger who swore at me over the phone.' Rex stopped getting these unwanted calls only when he changed his number.

People using their phones in public do not always remember that what they are saying can be heard by everyone around them – and that's a lot of people if you are on a crowded bus, for example. 'You have to be careful what you say,' warned Rex. 'It might seem obvious not to give bank account numbers or other personal information in public. But it is so easy to forget that you can be heard not only by someone you trust but also by everyone around you!'

Most mobile phone conversations are not very interesting to other people. They are usually hard to understand as well, because only half the dialogue is available. Nevertheless, everyone should be aware of the dangers of careless talk.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

Your school has entered an inter-school debating contest on the motion that '*In the "electronic age", people no longer have the right to privacy*'.

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Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Multi-purpose cards

It is interesting to consider the different kinds of cards people carry around with them today. In Hong Kong, an average person's wallet or purse might contain an identity card, a staff pass for work, a library card and a credit card. Most people also have an Octopus card to pay for public transport. These cards not only have information printed on them but they also contain data encoded electronically which only computers can read.

Sarah Liu is a first-year student in Hong Kong. Like everyone else in her university, she has a 'smart card'. 'My card includes everything I need as a student,' explained Sarah. 'It has my photo, name, student number, and the subject I'm studying printed on the front. I use it to get into the library by holding it next to an electronic card reader at the entrance. And I use it to access my bank account as well.'

Having a single card with multiple uses is very convenient. Sarah and her fellow students only have

to carry one small piece of plastic around. There are problems if you lose it though. 'I wouldn't know what to do without it,' laughed Sarah. Nevertheless, the idea of combining several functions on one card is becoming popular. In future, your credit card could be integrated into your identity card. You would get into your home, car and office using the same card too, instead of keys.

However, some people are increasingly concerned about maintaining their privacy. When these cards and the computer systems needed to support them are more widespread, it will also become much easier to check where people are and monitor what they are doing. While it is acceptable that the police do this to catch criminals, people should worry about what could happen if their personal information got into the wrong hands.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

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Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Web secrets

Most young people in Hong Kong today are familiar with searching the World Wide Web to find information on topics that interest them. They might want help with projects at school or just some fun at home. The Web is an amazing resource of millions of pages of text, images and sounds stored in digital format and available almost instantly, no matter whether the data is coming from a local source or from the other side of the world.

Anna Mak is doing research into advertising on the Web. She explained how websites ‘get to know’ an individual user and then try to supply what he or she needs automatically. ‘A student might visit a commercial website regularly to see if there are any new books or software available on her favourite topic, for example pets,’ said Anna. ‘When she visits the site, it learns about her and what she’s interested in by remembering which pages on the site she looks at. Then,

when the visitor comes back, the site recognises her and shows her a page containing what it calculates she is probably looking for.’

The website ‘remembers’ this information by leaving a small file called a cookie on the searcher’s computer. Cookies contain coded information – the website can find and read this cookie if the user visits again, and then arranges its content to match. ‘So, you can’t really be anonymous on the Web,’ warned Anna. ‘The advantage is that you often find what you want more quickly. The disadvantage is that strangers are also finding out about you and your preferences.’

‘The same will happen soon with digital television,’ Anna pointed out. ‘If the television company has information about what you like, the advertisements it shows you will be different from those it shows to your neighbour.’

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Kitchen safety

If someone tried to imagine what it was like inside the kitchen of a large five-star hotel, what images would come to mind? There might be a cook concentrating hard on adding the finishing touches to a beautiful cake that looks like a work of art. Or, perhaps a chef in a white hat using a spoon to taste a steaming sauce, while his co-workers quietly wait for his comments.

These images from kitchen advertisements or cookery programmes are quite different from the reality of a job in catering, however. Jeff Wong, a trainee chef at one of Hong Kong's largest hotels, is able to give a more accurate description. Before he started working there, he had an idealistic image of a hotel kitchen. But he says he now knows that it is a hot, noisy and dangerous place.

'It's important for food to be prepared just before it is eaten – it shouldn't be left to get cold,' said Jeff.

'This means that when there are a lot of orders coming in, we get very busy.' Being busy usually makes the temperature in the kitchen go up and the noise level increases as well. In addition, because there are often so many people working in a small space, the chances of having an accident are high.

Ovens that are in use all day become very hot, and there is always boiling water around so workers have to be careful not to bump into anyone or push them. Basic kitchen equipment is dangerous – knives are sharp and chopping boards are heavy, for example. Another risk is slipping on a wet or greasy floor. 'A large part of a chef's initial training is about how to work safely with all these hazards around,' continued Jeff. 'It's much more like being in a factory than in a hotel!'

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

As part of your school's Careers Week, your class has been asked to invite two speakers to your school. They will take part in a seminar on work in a particular area of employment. Your class has decided to focus on the catering industry.

You are meeting with your classmates to discuss who you could invite to talk at your school. You should consider which type of catering worker can represent the industry most effectively. You can also talk about how the seminar is to be organised and what questions other students may want to ask the speakers.

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Kitchen abuse

Working in a restaurant kitchen can be a stressful experience. During busy periods like lunchtime, when customers want their food to arrive quickly as well as taste good, there is no time to make mistakes. The pressure to get things right is passed down from the head chef to the trainees, who are called apprentices. And if there is a problem, the apprentices are usually the people who suffer.

Helen Fu is a representative of a local catering workers' union. She can give many examples of unacceptable behaviour towards kitchen staff. 'One worker felt so insulted by the chef shouting at him every day that he became depressed and needed to see a doctor,' she said. Another worker had to give up her training because of constant criticism from her superiors.

Working in a kitchen is rather like being in the army - the head chef gives the orders and everyone has to

obey. Top chefs are often perfectionists who expect all the kitchen staff to meet their high standards, and many are famous for being moody. The job of an apprentice chef has both positive and negative points. They have the chance to learn from an expert, but also risk being abused by someone with an uncontrollable temper. Verbal abuse is not the only problem either. In extreme cases, apprentices sometimes suffer physical abuse at work.

Helen knows of other issues that affect kitchen workers too. Some complain of having to work long hours without proper breaks. 'The worst example I've had this year is a new apprentice who was forced to work a 13-hour shift with only a fifteen-minute break,' she said. However, Helen's biggest problem is that workers are often unwilling to make an official complaint against their employer, because they are worried about losing their jobs and then not being re-employed elsewhere.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

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Tips for waiters

The status given to catering workers varies in different parts of the world. For example, in some places working as a waiter is seen as having low status, like being a servant. In other places, it is viewed as a useful and important role and people who do the job well are respected.

Eddie Lam has been a waiter for four years and clearly thinks he has a good job. He is proud that he knows how to give good service to guests in the restaurant where he works. 'I enjoy learning about people – their likes, dislikes and their moods. I make an effort to show them that I care,' he explains. 'It takes experience to understand how to make someone happy.' Eddie knows that when he talks about his customers, it may sound like he is talking about his friends or his family. 'There are actually many similarities in the relationship, although the relationship between waiter and customer may only last a short time,' he laughs.

Eddie believes that waiters have to be very observant. They need to notice quickly when a customer is bothered, for example if they don't have a knife, or if they want a glass of water. It is also important for them to recognise when someone is in a hurry or when a couple want to be left undisturbed for a while. And all this should happen without the customers realising; they just get what they want. He points out that when service is good, the customers are often not aware of it. However, if customers receive bad service in a restaurant, they usually react very quickly.

'I suppose the tips left by customers are part of my financial reward,' says Eddie, 'but I also get a lot of satisfaction just from seeing customers relaxing and enjoying their meals.'

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

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Reviewer's tips

When a new restaurant opens, people usually find out about it by reading reviews in the newspaper. Being a restaurant reviewer might seem like the ideal job, because you are expected to eat a lot of good food and your company pays for it. However, there are several problems associated with this work, too.

Emily Sing is the restaurant reviewer for a local weekly magazine. She wants to tell catering workers, and especially restaurant owners, how she would like them to behave when she visits their restaurant. She insists that she does not want to be given special treatment if they recognise that she is a restaurant reviewer. 'I use a different name to make my booking because I want to be treated like an ordinary customer,' she said. She gave an example of being given a dish of ten perfect prawns with a beautiful salad while a customer at the next table received only six prawns and a few pieces of old lettuce. 'Of course I reviewed her dish, not mine,' laughed Emily.

Something else that irritates Emily is when the manager of a restaurant recognises her and gives her extra dishes which she has not ordered. She says she takes care to select a range of dishes to try and doesn't need recommendations from the manager, too. Emily is also upset if the manager keeps talking to her during her meal. She says she doesn't want to hear about the planned changes to the menu or excuses about problems in the kitchen.

Emily explains the best way to make a reviewer happy: 'Use the best food you can find to prepare your dishes and make sure there is a welcoming, relaxed atmosphere in the restaurant. And, of course, the easiest way to be ready for a reviewer's visit is to practise on your regular customers!'

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

As part of your school's Careers Week, your class has been asked to invite two speakers to your school. They will take part in a seminar on work in a particular area of employment. Your class has decided to focus on the catering industry.

You are meeting with your classmates to discuss who you could invite to talk at your school. You should consider which type of catering worker can represent the industry most effectively. You can also talk about how the seminar is to be organised and what questions other students may want to ask the speakers.

You do not need to come to a final decision or to reach a conclusion to your discussion. You should try to discuss both the content and procedures involved in your discussion task. You cannot take notes or write during the discussion.

The examiners cannot answer any questions about the instructions or the task you have to discuss. If you have any questions, you may discuss them among yourselves and that will be an acceptable part of your group discussion, and will be assessed.

NOT TO BE TAKEN AWAY

Candidate A

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Economics and Commerce

Junior secondary students at Leo Memorial College in Tai O no longer study Economics and Public Affairs (EPA) or Commerce. Instead, they take a combined new subject called ‘Economics and Commerce’.

The new subject was created from the past EPA curriculum and the Commerce curriculum. According to the principal of the school, Mr. Yeung, the original junior Commerce subject was felt to have too strong a focus on technical skills, such as the use of the fax machine and other office equipment. EPA teachers had also noticed that some topics, such as Hong Kong’s social development, were covered both in EPA and in Chinese History. ‘We feel this new curriculum can address the deficiencies of the two subjects and help provide our students with the skills they need for their careers,’ said Mr. Yeung.

The main aim of implementing the new subject is two-fold: to introduce students to the basic concepts of

economics, which will help them understand the local business environment, and to enhance students’ communication skills. Students learn topics and theories which are closely related to their daily lives, like financial planning and control. They are then asked to apply these theories to current situations in Hong Kong business. Last year, for example, trips were organised for students to visit shop owners and find out reasons for their success. In class, students are also introduced to very practical skills such as word processing, proposal writing and report writing. A Secondary Three student, Anita Liu, said that lessons are now much more enjoyable and relevant than they used to be.

Following the introduction of Economics and Commerce, teachers have found that students show a clearer understanding of economics and that they now play a more active role in class discussions. With such encouraging results, the school is considering modifications to other parts of the junior curriculum.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

The principal of your school has heard about the success of other local secondary schools in implementing new subjects in their school curriculum. Your principal is thinking of introducing some new subjects, and would like to have some student input. He has asked students to make suggestions for an additional new subject they would like to see introduced.

You are a member of a group which has been chosen to discuss this issue. You will need to propose a new subject to be introduced and suggest the level of students the new subject is best suited for. You should also talk about the reasons for your suggestion and how it is expected to benefit students.

You do not need to come to a final decision or to reach a conclusion to your discussion. You should try to discuss both the content and procedures involved in your discussion task. You cannot take notes or write during the discussion.

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Candidate B

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Media Arts

St. Patrick's Secondary School has introduced a new subject to the junior secondary school curriculum called 'Media Arts', which has brought both interest and enjoyment to students of the school.

What students learn in Media Arts is a wide range of performing arts. Students are taught drama skills, shadow puppetry, video production and computer animation. The new curriculum is designed to promote creativity and develop presentation skills and problem-solving techniques. Learning is not restricted to the classroom. During lessons, students may be taken to the school hall or to a multi-purpose room to learn acting skills or video-making techniques. They may also create animations in the computer laboratory. Once a month, teachers take students out during school hours to visit places, such as the Hong Kong Heritage Museum or the Cultural Museum. A local theatre group, Ming Chi Theatre, helps to design programmes for the students and also organises workshops to train the teachers.

The new subject has proved to be a great success. Students are fascinated by the variety of tasks they can engage themselves in, and are attracted by the power of technology. Their enthusiasm for Media Arts has inspired them to apply what they have learned in the new subject to their other subjects. For example, students in a Secondary One class have chosen to perform a shadow puppet drama for their Chinese History project, to present a story based on a Chinese myth. Secondary Three students, on their own initiative, produced a video about flooding and deforestation for their Geography teacher. Another group of students is preparing an animated film to compete in the independent film and video awards at the Hong Kong Arts Centre.

With the overwhelming response from both teachers and students, the school is planning to extend the new subject to senior secondary forms in the next academic year.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

The principal of your school has heard about the success of other local secondary schools in implementing new subjects in their school curriculum. Your principal is thinking of introducing some new subjects, and would like to have some student input. He has asked students to make suggestions for an additional new subject they would like to see introduced.

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Candidate C

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

General Education

Teachers at Ho Yin College have brought innovation to their school curriculum by introducing a new subject called ‘General Education’, a two-hour session which is held every Friday afternoon.

General Education covers a broad range of topics. These include thinking and learning skills, student volunteer training and drug, civic and environmental education. The topics are not confined to classroom lectures. Last year, for example, a series of talks was organised in the school hall. In one of these talks, members of the police force shared their views on drugs and triads with students. Adventure activities in the country parks are also designed for students to show them how to cope with challenging tasks. On weekends and school holidays, other programmes are arranged, like visits to hospitals and homes for the aged.

According to teachers at the school, a number of students with behavioural problems have changed a lot

since the introduction of the new subject. Topics discussed in General Education sessions have not only helped students develop more positive life values and boost their self-esteem, but have also made them like their school more. ‘I now feel that I have a greater sense of belonging to my school,’ says Michelle Tang, a Secondary Two student. ‘I used to think that school was only a place to learn boring subjects. Now, I can learn skills and values which help me lead a more interesting life.’ Through taking part in the activities, students have also built up more lasting friendships and established better relationships with their teachers. ‘They now concentrate better in their academic school subjects and respect me more,’ says Miss Leong, a Geography teacher at the school.

Having experienced great success in enriching students’ lives and enhancing learning, the principal of the school is planning to promote this innovation to other schools.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

The principal of your school has heard about the success of other local secondary schools in implementing new subjects in their school curriculum. Your principal is thinking of introducing some new subjects, and would like to have some student input. He has asked students to make suggestions for an additional new subject they would like to see introduced.

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Candidate D

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Living with Innovation

Po Shing College has introduced its Secondary One and Two students to a new subject called ‘Living with Innovation’ (LI). This combines the study of Art and Design, Design and Technology and Home Economics, and aims to link these subjects more closely to daily life.

‘These three subjects are clearly related and it makes sense to teach them together,’ says Mr. Yiu, the principal of the school. ‘The everyday objects we use are the result of good design, and we use technology more and more in the home. Plus, art has always had an important place in making our homes attractive.’ Teachers at the school also hope the students will feel that the skills they learn in LI are practical ones that can be used throughout their lives.

LI lessons are not always conducted in the classroom. To help students understand the concept of creativity, educators and experts are invited to give talks in the school. They conduct workshops to help the

students to learn creative thinking through games and activities. Teachers then organise project work which requires students to think about how the household can be improved. The students later design new equipment, furniture and electrical appliances to achieve these improvements.

After the LI programme was implemented, teachers noticed significant changes in their students. ‘Students have developed a more critical eye for good and bad designs, and are not afraid to express their opinions,’ says Mr. Yiu. ‘Although their designs are not wonderful creations, their self-confidence has been boosted and they have become more ready to accept new ideas and appreciate the artistic elements of everyday objects.’ Apart from reading more books on technology, students are even attending design courses outside school. Teachers at the school are hopeful that future designs produced by the students will attract interest from local manufacturing companies.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

The principal of your school has heard about the success of other local secondary schools in implementing new subjects in their school curriculum. Your principal is thinking of introducing some new subjects, and would like to have some student input. He has asked students to make suggestions for an additional new subject they would like to see introduced.

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Candidate A

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Getting on together

Sophie Cheung left Hong Kong five years ago to go to university in London. While she was studying there, she met Duncan, a student from Scotland in the same year as her at the university, and they fell in love. After their courses finished, Duncan decided to return to Hong Kong with Sophie. They have now been living here for about a year. They have both found jobs and Duncan is enjoying life with Sophie in a new environment.

Nevertheless, because Sophie and Duncan come from very different backgrounds, it is not always easy for them to maintain a harmonious relationship. Misunderstandings between them are frequent. They know that as well as being aware of their partner's personal preferences and habits, it is vital to have some knowledge of each other's beliefs and culture. Duncan, for example, is trying hard to learn Cantonese so he can communicate more easily with Sophie's parents. But, despite these efforts, the young couple realise that problems are bound to occur.

'An example is when we go to have *dim sum* with Sophie's family,' said Duncan. 'I don't mind going occasionally, but I'm expected to go every weekend. And I never get a chance to talk properly to anyone because there are so many people in the group.' Sophie knows that Duncan does not feel relaxed with her family and does not like being in big groups. She says that when they lived in the UK they seldom visited Duncan's parents, and she has never met his aunts, uncles and cousins.

'In Britain, couples spend more time alone, or with friends,' said Sophie. 'That is easier to do when you are far away from home. Now I am back in Hong Kong I need to spend more time with my family – and Hong Kong families are usually much bigger than British ones!'

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

This year is the United Nations 'Year of Understanding between Cultures'. Local schools have been asked to prepare different sections of an exhibition to be displayed at a conference in Geneva, Switzerland.

Your group has been asked to prepare a display illustrating problems concerning cultural differences in Hong Kong. You are meeting to discuss what issues you want to include, how you will present them, and how to attract people's attention to your display.

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Candidate B

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Cultural differences or not?

When people from different cultures get to know each other well, the differences between them become less important because they recognise more and more the things they have in common. People begin to see each other as individuals, rather than just as representatives of a particular culture. This can happen quickly when people are working or studying together. It is common in offices and colleges in Hong Kong, where the racial groups might include Chinese, Indians, Americans and Europeans.

However, problems can arise in situations where people from different cultures are put together but remain strangers. This often occurs in everyday life, for example on public transport. Here, people may have different expectations of how to behave and often criticise the actions of people from other cultures that they do not understand very well.

Monica Sung, a sociologist, has been researching public attitudes to the televisions which are now installed

on many buses in Hong Kong, showing programmes and advertising for passengers to watch. Monica's research indicates that some people find this a 'disturbance' because their expectations of bus travel are different, while other passengers like to have something to occupy them during their journey. 'A Westerner wrote a letter to the newspaper, complaining about the noise of the televisions and saying that buses in his home country were more pleasant because they did not have televisions,' said Monica. 'A Chinese person wrote a reply, telling the foreigner he should go back home if he preferred the buses there.'

Monica points out that both types of reaction are stupid. 'Not all foreign people want quiet buses, and not all Chinese people want to watch television on buses!' she said. Monica realises that it is too easy to assume that every member of a particular cultural group shares the same values and opinions.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

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Candidate C

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Fear of contact

Although Hong Kong is often described as an international city, the majority of the population is Chinese – 94% in the recent census. So, while some people may live and work in an environment where there is a mixture of nationalities and cultures, most Hong Kong people rarely have contact with foreigners.

Connie Leung works as a clerk in an insurance company. She uses Cantonese almost all the time in her day-to-day life. She says it is a shock when she gets a call from a customer who speaks to her in English. ‘My English isn’t very good because I didn’t like studying it when I was at school, and I find it embarrassing to talk to foreigners,’ she explained. ‘Also, if I can’t understand what customers are saying, they sometimes get angry with me – that makes everything even more difficult.’

Connie remembers her teacher at school encouraging the class to look for opportunities to practise

English. She laughs as she remembers how they were told to go to the Star Ferry pier in Tsim Sha Tsui to find foreign tourists to talk to. Connie was always too frightened to do that when she was at school and she doesn’t think she has changed much since then. Connie realises that she tries as far as she can to avoid any contact with people who might speak English to her. She will never take an empty seat on the MTR that is next to a foreigner, even when she is really tired. ‘I’m afraid the person might ask me something,’ she admitted.

Connie feels she has little in common with people from places outside Hong Kong. ‘Even if there was no language barrier, I’m sure I still wouldn’t understand what they think about or what they are interested in,’ she said.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

This year is the United Nations ‘Year of Understanding between Cultures’. Local schools have been asked to prepare different sections of an exhibition to be displayed at a conference in Geneva, Switzerland.

Your group has been asked to prepare a display illustrating problems concerning cultural differences in Hong Kong. You are meeting to discuss what issues you want to include, how you will present them, and how to attract people’s attention to your display.

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Candidate D

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

No local contact

Stephen Owen was sent to work in Hong Kong by his company, a multi-national bank. Before he arrived here, more than a year ago, he had never travelled outside Europe, so his first months in Hong Kong were exciting. Stephen has a good job and, although he has to work hard, he is well looked after by his company, which provides a large flat in Mid-levels and a company car to drive him to his office.

Stephen knows that he is privileged in many ways, but he is still not sure that his life in Hong Kong is exactly what he would like it to be. He is aware that he has very little connection with the majority of people in the city. He doesn't really understand what everyday life is like for the average Hong Kong person. 'My colleagues are mainly Americans or Europeans and we tend to go out together after work. And the Chinese people I know from work have often been educated

overseas and they sometimes say they feel as 'foreign' in Hong Kong as I do!' said Stephen.

Stephen rarely uses public transport and his main contact with anyone outside his office is when he goes to the supermarket at the weekend. He does not try to avoid local people, but he speaks no Cantonese. And he feels that this, in addition to his Western lifestyle, means that he lives a life separated from most people in Hong Kong.

The 'parallel lives' of separate groups of people in Hong Kong – living in the same place but doing very different things and rarely making real contact with each other – worries Stephen. 'It would be a shame to live in this amazing city for several years and always be an outsider who doesn't know what it is really like,' he said.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

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Candidate A

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Restaurant owners will suffer

Over six hundred restaurants in Hong Kong closed down between July and December last year because of the economic downturn. Even more will go out of business if the HKSAR Government introduces a law to prohibit smoking in all restaurants.

The banning of smoking in restaurants will seriously affect the catering industry in a number of ways. According to restaurant owner Jacky Wong, who owns two restaurants in Mong Kok, over 70% of his customers smoke at least one cigarette with their meal. 'If our customers are not allowed to smoke, they will definitely buy take-away meals rather than eat in the restaurant,' he said. 'So we won't make as much profit, because there's no service charge on take-away orders.' Another owner said that a large part of his restaurant earnings comes from drinks which customers order with their meals. However, customers who choose take-away food seldom order drinks, as they can easily get them at

home or at the office. He therefore expects his earnings to fall if a smoking ban is introduced.

Restaurant owners generally feel that the move to ban smoking in all public eateries will have very serious implications on the tourist industry. Hong Kong has earned its reputation not only as a shopping destination but also as a food paradise. If many restaurants are forced to close because of the anti-smoking law, Hong Kong could then become less attractive to tourists.

There have already been a number of protests by restaurant owners. They do not feel that a law is necessary and think that the present policy of dividing restaurants into smoking and non-smoking zones is working well enough. They think they should be free to decide whether to make their restaurants smoke-free or to remain as they are. The Government should not deprive them of the freedom of choice.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

Your District Board is planning to hold a public forum on whether smoking should be banned in all restaurants and would like to invite student representatives from schools in the district to help plan the event.

You are a member of a group which has been invited to take part. You are meeting for the first time to discuss which groups of people you would like to invite to the forum as speakers, and what issues you would like to be covered. You may also wish to talk about how to encourage your schoolmates to join the forum.

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Candidate B

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Non-smokers welcome the ‘no smoking’ move

The HKSAR Government’s plan to impose legislation to ban smoking in all restaurants has brought good news to the non-smoking population of Hong Kong.

The health of the large number of non-smokers in Hong Kong has always been under threat from inhaling second-hand smoke. A recent study conducted by the World Health Organisation has shown that, since the year 2000, there has been a 30% increase in the number of non-smokers who suffer from respiratory infections and who die of lung cancer. Passive smoking is believed to be the main cause. Research has also indicated that an average person will spend at least two to three hours a week in restaurants where customers may be smoking. This data reveals the potential impact of second-hand smoke on diners and explains why such a ban is proposed.

Non-smokers generally feel that the current policy of imposing ‘no smoking’ zones in restaurants in Hong

Kong is not at all effective. According to regular restaurant-goer Betty Lam, ‘The non-smoking zone in most restaurants is usually just a few steps away from the smoking one.’ Betty complains that even if she is sitting in a non-smoking zone, she feels irritated by the smoke. Another non-smoker, James Tong, fully agrees. He suffers from respiratory problems and will only eat in smoke-free restaurants, since breathing in smoke seriously affects his health. To him, the air outdoors is already very polluted and the environment in a restaurant will be intolerable if smoking is allowed, especially during busy times like the lunch hour. He sees the restaurants he goes to as a refuge from pollution. ‘I go to a restaurant to relax, not to suffer,’ he explains.

Anti-smoking organisations and non-smokers who are aware of the dangers of passive smoking are strongly urging the Government to impose the smoking ban in all restaurants.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

Your District Board is planning to hold a public forum on whether smoking should be banned in all restaurants and would like to invite student representatives from schools in the district to help plan the event.

You are a member of a group which has been invited to take part. You are meeting for the first time to discuss which groups of people you would like to invite to the forum as speakers, and what issues you would like to be covered. You may also wish to talk about how to encourage your schoolmates to join the forum.

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Candidate C

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Anti-smoking law promotes positive values

Sociologists and educators are in full support of the HKSAR Government's intention to introduce a law that forbids smoking in restaurants.

It is believed that the younger generation will be the first to benefit from the introduction of an anti-smoking law in restaurants. Sociologists see the proposed law as a positive move on the Government's part to reduce the number of younger smokers in the HKSAR. According to government statistics, the number of teenage smokers has risen in the last year and the average age of teenage smokers is falling. This is obviously a trend that the Government does not want to encourage. Julia Lui, a social worker in Hong Kong, feels that many teenagers start smoking because of peer influence. When they go to fast-food restaurants or to karaoke clubs in their leisure time, they often see many people smoking. 'These scenes are just so common that they feel that smoking is a normal part of social life, and

gradually imitate what they see,' says Julia. 'The banning of smoking in restaurants will give them fewer opportunities to be exposed to such behaviour.'

Educators are also in favour of the Government's plan to impose a ban on smoking in restaurants. They believe that once this decision is made, it will convey the positive message to young people that smoking is neither a trendy act nor a good habit to be encouraged. With the help of posters and programmes at school, educators think that youngsters can also be warned of the dangers of becoming addicted to smoking and be introduced to healthier ways of spending their time and money.

If the anti-smoking law in restaurants is enforced, social workers and members of the teaching community have promised to support the Government in running campaigns to promote more positive values and habits to our younger generations.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

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Candidate D

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Banning smoking – deprivation of freedom

Following the HKSAR Government's announcement of its plan to prohibit smoking in all restaurants, a number of people representing different human rights organisations have expressed their concerns.

Human rights activists feel that the proposal to ban smoking in restaurants will deprive citizens of their freedom. Jean Fu, the spokesperson of Freedom For Smokers, points out that Hong Kong is a free society and the Government should not restrict the lifestyle of its people. 'After all, over 40% of our population are smokers and they have rights too,' she says. Others argue that smoking should not be seen as a crime. They feel the fact that cigarette advertisements on television and on the streets have been banned is sufficient to warn the public of the hazards caused by smoking. A smoker who is strongly against the restaurant ban complains, 'I've been smoking for more than thirty years and I smoke on average ten cigarettes a day. If I'm not allowed

to smoke in restaurants, where can I go for lunch?' To many people, this ban means more than depriving them of the right to smoke – it also restricts their ability to participate in normal social situations.

Freedom For Smokers points out that smoking is pleasurable for many people, and that people are entitled to pleasure when and where they choose. 'Many illnesses in our modern world are caused by stress,' explains Jean Fu. 'Smoking relieves stress, and that is important for people in difficult or boring jobs.' The group also believes that although smoking is potentially harmful, it is no more so than other everyday human activities, such as drinking alcohol or driving a car.

In view of the problems likely to be caused by the banning of smoking in restaurants, the groups concerned are urging the Government to think twice before enforcing this anti-smoking legislation.

Part Two – Group Discussion (Total time: 2 minutes preparation. 10 minutes discussion)

Your District Board is planning to hold a public forum on whether smoking should be banned in all restaurants and would like to invite student representatives from schools in the district to help plan the event.

You are a member of a group which has been invited to take part. You are meeting for the first time to discuss which groups of people you would like to invite to the forum as speakers, and what issues you would like to be covered. You may also wish to talk about how to encourage your schoolmates to join the forum.

You do not need to come to a final decision or to reach a conclusion to your discussion. You should try to discuss both the content and procedures involved in your discussion task. You cannot take notes or write during the discussion.

The examiners cannot answer any questions about the instructions or the task you have to discuss. If you have any questions, you may discuss them among yourselves and that will be an acceptable part of your group discussion, and will be assessed.

NOT TO BE TAKEN AWAY

Candidate A

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Singing for health

When there are pictures of Western opera singers on television or in magazines, they generally seem to be rather large people. It is perhaps difficult, therefore, to see them as good examples of healthy people. Nevertheless, these musicians are often very aware of their bodies. They try to develop particular physical characteristics, for example better lung capacity, so that they can perform to the best of their abilities.

Anthony Fuller is a doctor who works with several famous singers. He advises them on diet and exercise so they can achieve the high standards demanded by audiences around the world. ‘Performers are helped by their instruments,’ says Anthony. ‘For example, a very good violinist becomes outstanding if he or she plays on an antique violin which has been well cared for. For singers, their bodies are their instruments and they have to be looked after properly too.’ Top performers are required to travel a lot and regularly perform in the evenings, which make having a healthy daily routine and sensible eating habits more difficult.

Anthony helps the singers protect and strengthen their voices and advises them on keeping fit so they can cope with their demanding work schedules. He is a keen singer himself and believes that singing is good for everyone. He points out that singing helps with breathing, forcing the singer to expand his chest and fill his lungs. It also promotes good posture – Anthony says it is hard to sing well if you are not holding your body correctly.

Anthony recommends singing as a good way of keeping healthy. ‘You develop a better awareness of your body because you are concentrating on how you stand and how you breathe. Singing also helps improve your concentration and your reflexes because you are listening and reacting to the accompanying music or to the others in the choir.’

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

As part of a community service project at your school, your class is planning to set up a new choir for people living in the community nearby. The choir will be conducted by a local celebrity and there will be rehearsals leading to a concert in the summer.

You are having a meeting to decide how to convince as many people as possible to join the choir. You should discuss the benefits of singing and of taking part in this project. You should also consider how to present this information to local residents.

You do not need to come to a final decision or to reach a conclusion to your discussion. You should try to discuss both the content and procedures involved in your discussion task. You cannot take notes or write during the discussion.

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Candidate B

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Singing along

In the past, before entertainment like television and video was available, people sang to entertain themselves and their families. It is interesting to consider whether singing is still part of people's lives today. It is true that most of us spend time listening to songs, for example on the radio when travelling on public transport or in the background while we are studying. We also hear recordings of songs played in public areas, such as shopping centres. However, it is less clear whether ordinary people actually sing very much these days.

Teresa Chu, a journalist and amateur musician, asked people to tell her when they might sing in their everyday lives, either to themselves or socially. Almost all the people in her study said that they sang sometimes. 'In private, people might sing quietly to themselves while they are doing something else,' explained Teresa. Examples of this include singing along with their favourite CD while cooking dinner or working at home.

'Most parents sing to their children too – perhaps a lullaby while the baby is going to sleep at night – though some said they didn't have enough time for this,' said Teresa.

Although films often show people singing while they are in the shower or bath, very few people mentioned doing it and Teresa thinks that perhaps some were too shy to admit to it. Her research shows that the most common places for people to sing in are churches, schools and, of course, karaoke lounges.

Teresa noted that these are places where people get together in groups, and realised that singing is a good way to create strong emotional links between people. 'At big football matches, the fans sing together to create a sense of unity. Singing has an important social function and it's a pity that people today are sometimes embarrassed about singing in public.'

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

As part of a community service project at your school, your class is planning to set up a new choir for people living in the community nearby. The choir will be conducted by a local celebrity and there will be rehearsals leading to a concert in the summer.

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Candidate C

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Modern musicals

One of the most popular films last year was *Moulin Rouge*. This means ‘Red Windmill’ and is the name of a famous nightclub in Paris, where the film is set. In the film, the club’s star performer falls in love with a poor poet. However, she cannot stay with him because she is forced to marry a man who will give money to support the nightclub. The film is full of colour and action, but the most striking thing about it is the amount of music it contains. In fact, the film is a musical, and the actors sing their dialogues rather than speak them.

Tara White is a fan of musicals, on film and on stage. ‘I love how the music supports the emotion of the words and makes everything more expressive,’ she explains. Traditionally, musicals have new songs and music written specially for them. This film re-uses songs by other singers instead (for example, Madonna and Elton John) and part of the fun for the audience is recognising where the tunes come from originally.

Although film musicals are not very common in the West these days, they are very important in popular culture in India. Songs and dancing are essential components of modern Indian films and the big dance routines can be spectacular, involving hundreds of performers.

Some people criticise musicals for being unnatural. They argue that people in real life do not suddenly start singing on the street and therefore question why they should do so in a film. Tara completely disagrees: ‘We don’t go to the cinema or theatre to experience reality,’ she says. ‘We go to escape into our dreams. I’d love to believe that there was the possibility of people singing to me when I was waiting in the bank or sitting in a café!’

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

As part of a community service project at your school, your class is planning to set up a new choir for people living in the community nearby. The choir will be conducted by a local celebrity and there will be rehearsals leading to a concert in the summer.

You are having a meeting to decide how to convince as many people as possible to join the choir. You should discuss the benefits of singing and of taking part in this project. You should also consider how to present this information to local residents.

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Candidate D

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Local vocal star

Leo Lung is the newest arrival on the Hong Kong music scene. He is recognised by his fans wherever he goes and, though only in his twenties, he has already sung alongside the best performers in his field. He tries to keep his private life out of the newspapers and magazines, but stories often appear in them containing gossip about girlfriends he has been seen with. This might be quite normal for a pop star but, in fact, Leo is a Chinese opera singer.

In a recent interview, Leo talked about how he started his singing career in the local church choir. 'My elder brother sang in the choir and he told me that it was a good way to meet girls,' he laughed. 'So I joined too. I didn't think I would enjoy singing very much but I then found out that I was good at it. I especially enjoyed singing solos because I liked being the focus of attention and having everyone listening to me.'

When he was seventeen, Leo decided he wanted to be a professional singer and started taking singing lessons. He also began to study music theory and history. 'My teacher at the Academy of Performing Arts suggested that I should focus on Chinese opera because my voice was suitable for this style of singing,' he explained. This proved to be good advice which Leo decided to follow. He is now set to be among the best classically trained singers of the next generation.

Good-looking and with a cheeky smile, Leo is in demand not just for his voice – he has recently appeared in a television commercial for shampoo. However, he wants to be taken seriously as an opera singer and plans to study in Beijing for three years before deciding exactly where he wants his career to take him.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

As part of a community service project at your school, your class is planning to set up a new choir for people living in the community nearby. The choir will be conducted by a local celebrity and there will be rehearsals leading to a concert in the summer.

You are having a meeting to decide how to convince as many people as possible to join the choir. You should discuss the benefits of singing and of taking part in this project. You should also consider how to present this information to local residents.

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Candidate A

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Government control of legalised soccer betting

Currently, only two forms of betting are legal in Hong Kong – the Mark Six and horse racing. However, the HKSAR Government is currently considering a plan to legalise soccer betting.

Although gambling on soccer matches is currently illegal in Hong Kong, a recent survey by the Chinese University of Hong Kong revealed that over 300,000 people of all ages admitted to being involved in some form of soccer betting. Government officials believe that the best solution is to legalise the activity, like the two other forms of legal gambling in Hong Kong.

By legalising soccer betting, the Government expects to benefit in three ways. Firstly, it will be able to put betting under effective control. Only people over the age of eighteen will be able to bet. In addition, betting will only be allowed on major soccer games elsewhere in the world, in order to prevent corruption. Countries such

as the United Kingdom, Singapore, Macau, Japan and China all have some form of legalised soccer betting controlled by their Government and this has proved to be successful. Secondly, the money that people spend on soccer gambling will generate a lot of revenue for social services. For example, the Hong Kong Jockey Club, which currently handles all the legal gambling in the territory, uses its income to improve hospitals and build homes for the elderly. It also contributes a large sum to the Government in the form of taxes. The third benefit will be a greater public interest in the sport and support for local soccer teams.

Before legalisation takes place, the Government is aware of the importance of educating the general public about the bad effects of any form of gambling. The authorities will be producing television advertisements and running campaigns to warn the public of the negative side of gambling.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

The HKSAR Government wants to collect the opinions of young people in Hong Kong on soccer betting. They have asked schools to help by organising seminars, so that students can be fully informed about soccer betting, and by preparing questionnaires to find out students' views.

Your group is organising a seminar for your school. You are meeting to discuss who should be invited to talk at the seminar and which topics you would like them to present. You also need to discuss the questions you would like to include in the questionnaire to be given to students after the seminar.

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Candidate B

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Soccer gambling without triad control

If soccer betting is legalised, soccer fans with an interest in gambling will no longer be in the hands of triad societies.

A study conducted by the Home Affairs Bureau in December last year indicated that the number of soccer gamblers in Hong Kong has increased from 90,000 to 150,000 in the past two years. As the true figure is believed to be much higher, it shows that the problem of illegal soccer betting is growing. Even more worrying is the fact that illegal bets can very easily be placed in person, over the phone or through the Internet, and many of these illegal operations are triad-related. So action must be taken before the problem gets out of control.

Eighteen-year-old soccer fan Tommy Li used to enjoy going to pubs in the evenings with his friends to watch international soccer matches, for example the live

broadcast of the World Cup. ‘But these are places where members of triad societies often gather’, Tommy says, ‘and they often persuade or even force you to bet. This happened to me last year.’ Since then, Tommy has decided not to go to these pubs again. If soccer betting is legalised, Tommy believes that triads will have less control over those who are interested in gambling, and fewer people will be tempted to bet illegally. For those who are interested in placing small bets, the legalisation of soccer gambling will allow them to do so freely.

Soccer fans have also suggested that the police conduct regular checks on bars and pubs, in order to stop illegal soccer gambling operations. This will prevent teenagers from coming under the influence of triads. To curb Internet gambling, special software should be made available, and parents urged to be more alert to prevent their children from accessing gambling websites.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

The HKSAR Government wants to collect the opinions of young people in Hong Kong on soccer betting. They have asked schools to help by organising seminars, so that students can be fully informed about soccer betting, and by preparing questionnaires to find out students’ views.

Your group is organising a seminar for your school. You are meeting to discuss who should be invited to talk at the seminar and which topics you would like them to present. You also need to discuss the questions you would like to include in the questionnaire to be given to students after the seminar.

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Candidate C

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Soccer betting ruins our younger generation

Many social groups and organisations in Hong Kong have voiced their discontent over the HKSAR Government's plan to legalise soccer betting. The Professional Teachers' Union, supported by the parents of many school children, was among the first to collect teachers' signatures to protest against this plan.

To most educators and parents, the act of legalising soccer gambling contradicts the civic and moral values that they are trying very hard to convey to the younger generation. As Miss Winnie Cheung, a secondary school teacher, explains, 'At school, we warn students of the harmful effects of gambling and the damage it will bring to society.' She is worried that these youngsters may be given the wrong impression: that gambling is a hobby the Government wants to promote. In her view, the Government officials are only concerned about the revenue they will get from the money people spend on gambling. 'How much more will be spent

helping young people who become addicted to gambling after soccer betting is legalised?' she asks.

Mrs. Wan, a housewife, is equally worried. Both of her sons, aged sixteen and nineteen, are soccer fans. They often stay up late to watch matches, even during exam time. 'If soccer betting is legalised, my elder son will definitely want to place a bet on his favourite team, just to make the match more exciting to watch. Then his younger brother will want to bet too, but that will be illegal.' Parents are also concerned that innocent children may see soccer betting as a way to make easy money from their hobby. There is a risk that students will lose interest in their studies and turn to gambling.

For the future of our young people, teachers and parents are strongly urging the Government to abandon its plan to legalise soccer betting.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

The HKSAR Government wants to collect the opinions of young people in Hong Kong on soccer betting. They have asked schools to help by organising seminars, so that students can be fully informed about soccer betting, and by preparing questionnaires to find out students' views.

Your group is organising a seminar for your school. You are meeting to discuss who should be invited to talk at the seminar and which topics you would like them to present. You also need to discuss the questions you would like to include in the questionnaire to be given to students after the seminar.

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Candidate D

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Soccer betting brings more social problems

By legalising soccer betting, the HKSAR Government will run the risk of encouraging more gambling to take place, simply because it will be so freely and legally available. In fact, countries like Singapore have reported an increase in illegal soccer betting alongside legal betting. This shows that legalisation alone is not the complete solution.

Legalised soccer betting will provide the general public with a third type of legal gambling, added to horse racing and the Mark Six. There will then be the danger that people here who are interested in soccer, but who previously did not want to bet illegally, will become involved in this form of gambling.

Research conducted in other parts of the world shows that underage teenagers are more likely to develop into compulsive gamblers than adults are - that is, they are more prone to becoming addicted to gambling. This is naturally a serious concern, but the fact is many adults

also have difficulties in controlling their gambling. As a result, they gamble frequently and often beyond their means. In order to get more money to bet, some may end up borrowing from loan sharks and run into huge debt. Some of them may even resort to criminal activities or join triads to find money for gambling. This increase in crime would obviously be damaging to society as a whole. The emotional problems and financial difficulties associated with gambling addiction have a serious effect on family life and may lead to loss of employment or even divorce.

Legalising soccer gambling is also expected to impose a heavy financial burden on the Government and social services. The Social Welfare Department will have to provide counselling and addiction treatment to soccer gambling addicts. The Government must therefore think very carefully about the consequences before deciding to legalise soccer betting.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

The HKSAR Government wants to collect the opinions of young people in Hong Kong on soccer betting. They have asked schools to help by organising seminars, so that students can be fully informed about soccer betting, and by preparing questionnaires to find out students' views.

Your group is organising a seminar for your school. You are meeting to discuss who should be invited to talk at the seminar and which topics you would like them to present. You also need to discuss the questions you would like to include in the questionnaire to be given to students after the seminar.

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Candidate A

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Comic pigs

The comic characters McMug and McDull are well known to children and adults in Hong Kong. These two pigs with human characteristics were first depicted by a local writer, Brian Tse, and artist Alice Mak in the early 1990s. Although the stories simply describe the everyday adventures of the pigs and their friends, the special message of each story makes them universally appealing.

McMug and McDull are good friends who lead quite different lives. As an adopted ‘child’ of a typical family in Hong Kong, McMug lives happily with his human brother and sister. McDull comes from a single-parent family and has a brown mark on his face. McDull’s mother has always had high expectations of him, but she realises that he may not be as bright as some children of his age. She still loves McDull very much, though she sometimes feels frustrated by his silly ideas. McDull believes, for example, that a goldfish comes from a fish ball, just like a chick is hatched from an egg.

It is precisely the dumb acts and sense of innocence of McDull, and the cuteness of McMug, that make readers laugh. Yet the stories are not intended purely as comedy or solely for children. The writer hopes to fulfill adults’ nostalgia for childhood and to bring back sweet memories. And he wants his younger readers to learn from the characters in his stories. Using jokes, he hopes to give children inspiring ideas and remind them that members of the family should love and care for one another, as reflected in the very close family relationships in his characters’ lives. He particularly wants children to recognise the strong bond between their parents and themselves.

Nobody denies that moral lessons can be learned from simple stories. McMug and McDull aim to teach these lessons with humour.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

The Art Department of your school holds an annual creative workshop. The main theme of this year’s workshop is creating a comic strip that will appeal to teenagers.

You are a member of a group participating in the workshop and you are now discussing your ideas. You will need to talk about the personalities of the comic strip characters, what they will look like and what environment they will live in. You may also want to discuss how your characters will be meaningful to young people.

You do not need to come to a final decision or to reach a conclusion to your discussion. You should try to discuss both the content and procedures involved in your discussion task. You cannot take notes or write during the discussion.

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Candidate B

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Comic creatures

Moomin Valley is familiar to many people. It is a fictitious place created in a book by Tove Jansson in 1945 in Finland. Her story about the Moomin family, furry creatures living in the Valley, appealed not only to children but also to adults. And before long, her stories were translated into over thirty languages, including Chinese and English, and sold all over the world.

Tove got the inspiration to write ‘Moomin Valley’ from her childhood experiences. She describes the life and adventures of the inhabitants of the Valley, each with their own personality. Little Moomin is an innocent young boy who enjoys collecting stones and shells from the Valley. He is also very caring, and always helps his good friend, Snorkmaiden, who is obsessed with her own appearance and dreams of leading a glamorous life. Little Moomin makes her see that there are many things in life far more important than beauty and vanity. Little Moomin’s father is very loyal to the family and is always

prepared to help their neighbours. His mother is very broad-minded and believes that mistakes are often the best lessons. She is therefore prepared to let her child experiment with new things, and allows him to explore the Valley to have adventures and face new challenges.

Through her stories, which depict family love and true friendship in Moomin Valley, the writer aimed to encourage her readers to show greater love and care for those around them. By creating unique characters, she also hoped her readers would learn to appreciate individual differences and develop mutual respect for each other. Her greatest wish was that there would be greater harmony among people.

There are moral lessons to be learnt in the story of Moomin Valley. Each of the characters in the Valley is a model for young readers to follow.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

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You are a member of a group participating in the workshop and you are now discussing your ideas. You will need to talk about the personalities of the comic strip characters, what they will look like and what environment they will live in. You may also want to discuss how your characters will be meaningful to young people.

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Candidate C

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Comic classmates

Almost every teenager in Hong Kong has heard of Bobbie and Nette, two cute comic characters created by Vanessa Chan, a local artist and writer. They first appeared in 1998 on a website to promote clothing. With the increasing popularity of her products, Vanessa decided to write her first book about the characters last year.

The two main characters, Bobbie and Nette, resemble ordinary children. Nette has a passion for drawing and likes to express her feelings in her pictures. Yet she often becomes so absorbed in her designs that she forgets her homework. Luckily Bobbie, her classmate, reminds her and helps her out when she has difficulties in class. Some of their classmates have their own unique personalities. Choey, their best friend, sees her mother as her companion; she takes her mother wherever she goes and introduces her to all her friends. Zoo is another classmate who loves animals and is an environmentalist. Even at the age of twelve, he asks his

parents not to buy toys for him as they will become old one day and will then be thrown away, causing harm to the environment.

Vanessa writes about children in the real world to help her young readers identify with the characters. For her adult readers, she hopes the book can take them back to their childhood and remind them of how children see the world. The author's most important mission, however, is to bring meaning to young people's lives. With Choey, for instance, she looks at the generation gap between teenagers and their parents, and at ways of bridging that gap. Through Zoo, she tries to give readers some insights into the role they can play in reducing environmental problems.

Many people read comics for amusement. The Bobbie and Nette series tries to inspire as well as entertain.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

The Art Department of your school holds an annual creative workshop. The main theme of this year's workshop is creating a comic strip that will appeal to teenagers.

You are a member of a group participating in the workshop and you are now discussing your ideas. You will need to talk about the personalities of the comic strip characters, what they will look like and what environment they will live in. You may also want to discuss how your characters will be meaningful to young people.

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Candidate D

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Comic brothers

Many Japanese teenagers enjoy comics written by 24-year-old Chika Tamiya. She uses simple lines and bright colours to create her two characters, called Atsugari and Samugari.

The characters are brothers who have completely different appearances, likes and dislikes. Atsugari is drawn in red and enjoys being in places with a temperature of over 30 degrees Celsius, although he often sweats a lot. His elder brother is coloured blue and always wears a scarf. He is very afraid of the cold but is always in search of places below 0 degrees. However, he often catches a cold. The other characters in the story have equally special personalities: one is very sensitive to pain, another always cries over small matters, the third is terribly greedy and the fourth a compulsive shopper who cannot stop buying things. The story is about how these characters learn to understand and accept one another and become good friends.

Chika says that the idea for the story came one cold winter evening when she went to a convenience store near her home to get some food. The wind was so strong that she had to hold onto her scarf to prevent it from being blown away. When she arrived home, she started drawing Samugari and then created a whole series based on him. As an artist and comic-strip writer, Chika feels that people enjoy reading about exaggerated characters whose lives and weaknesses resemble their own. She also believes that her stories will help her readers to reflect upon their way of life and encourage them to be less self-centred.

The two brothers are becoming popular in Hong Kong since their story has now been translated into Chinese. Chika is now preparing a second series of stories, and aims to teach further important lessons through her simple but unusual characters.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

The Art Department of your school holds an annual creative workshop. The main theme of this year's workshop is creating a comic strip that will appeal to teenagers.

You are a member of a group participating in the workshop and you are now discussing your ideas. You will need to talk about the personalities of the comic strip characters, what they will look like and what environment they will live in. You may also want to discuss how your characters will be meaningful to young people.

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Candidate A

Preparation Time (Total time: 10 minutes)**Part One – Individual Presentations** (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Youth hostelling

People who are looking for something extra in a holiday should find out more about the Youth Hostel Association. The Youth Hostel Association is a worldwide organisation set up to assist travellers by providing them with cheap places to stay. More than 60 countries have their own Youth Hostel Association, and people who join the Association in their home country can use any of the 4,500 hostels throughout the world.

Youth hostels can be found in all sorts of places – from the centre of London to a beach in South Africa. Some are in unusual or historic buildings, so travellers can learn about the culture and history of the area too. On arrival at a hostel, travellers are assigned a bed in a shared room – males in one room, females in another. Most hostels have their own cooking facilities, so members can save money by cooking their own meals.

One thing that all youth hostels have in common is that they are usually full of people from many different

countries and backgrounds. Travellers of all ages are accepted, but most of the people staying at youth hostels are young. Usually they have chosen to stay in hostels because they want to save money, in order to visit as many places as possible. Naturally, they are interested in meeting new people and learning about other cultures, and so it is easy to make friends very quickly in a hostel. Because everyone speaks different languages, they use English to communicate. The kitchens, bedrooms, bathrooms and dining rooms of youth hostels are filled with the sound of English being spoken in many different accents.

Youth hostelling is great fun and an economical way of seeing the world and enjoying the long holidays. It is also a great way to practise and improve your language skills.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

Your school has been given a sum of money to spend on a trip for Form 7 students. The aim of the trip is to improve the students' oral English language skills. However, there is not enough money to pay for language courses in addition to the travelling and accommodation costs.

You are one of a group of students who have been asked to help plan the trip. You are meeting now to discuss what type of trip would be most suitable. You may also want to talk about which students would benefit most from the trip.

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Candidate B

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Summer music

Young people who are interested in music and can play a musical instrument could have a lot of fun by joining a music camp in the long summer holidays. Although there are many camps held in China, it is usually difficult to obtain a booking because there is too much demand. So one of the next best places to go is California, where there are many music camps held on the university campuses, which are empty during the summer.

Although it is a long way from Hong Kong to the United States, flights are fairly cheap. Most of the music camps are also reasonably priced and include board and lodgings. Sightseeing tours are also arranged so that the young tourists get a chance to see local sights such as Disneyland. The other advantage of an American camp is that students also get to practise their English as much as their music.

Students are divided into groups according to which instrument they play, and each morning they are

given classes by an expert in their particular instrument. These classes are held in English. In the afternoons they do a couple of hours of practice, either on their own or with other musicians. After this there are usually sports activities to ensure that the students get some exercise.

In the evenings different events are staged. Sometimes a famous member of the musical community may give a performance, or the students will perform together as a powerful orchestra. At other times, the students might organise a pop concert or hire a bus and go to see an opera. Participants meet other musicians from all over the world and people from the local community too. By attending a music camp in an English-speaking country they can be sure of gaining the additional benefit of becoming more proficient English speakers.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

Your school has been given a sum of money to spend on a trip for Form 7 students. The aim of the trip is to improve the students' oral English language skills. However, there is not enough money to pay for language courses in addition to the travelling and accommodation costs.

You are one of a group of students who have been asked to help plan the trip. You are meeting now to discuss what type of trip would be most suitable. You may also want to talk about which students would benefit most from the trip.

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Candidate C

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Exchange holiday

These days there are more and more opportunities for students to go away on exchange holidays. An exchange student spends quite a long time away from home, because this sort of holiday involves going to school as well as going sightseeing.

One of the more interesting places to go for an exchange holiday is New Zealand. For one thing, the holiday is not very costly, because the New Zealand dollar exchange rate is currently low against the Hong Kong dollar. Another attraction is that when it is summer in Hong Kong, it is winter in New Zealand. And that means that there is the opportunity of actually seeing snow, something most Hong Kong students have never had the chance to experience.

Students on exchange holidays are taken to the country, for example New Zealand, by a group leader who is responsible for all the students and who makes

sure that they are properly cared for. Each student then goes to a foster family who will look after them for a few weeks. These foster families are specially chosen, usually because they have children of the same age as the exchange students. This is important because the exchange students are treated exactly the same as the family's children. They do everything together, including going to school. They learn to be part of a New Zealand family and this means they speak English all the time, at home and outside. And of course, although they do not receive English language lessons, all the classes at school are conducted in English.

Towards the end of the holiday, after the studying is finished, the exchange students go on sightseeing expeditions and take part in outdoor activities, learning to ski and to ride horses. When they return to Hong Kong, they are usually much more confident speakers of English.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

Your school has been given a sum of money to spend on a trip for Form 7 students. The aim of the trip is to improve the students' oral English language skills. However, there is not enough money to pay for language courses in addition to the travelling and accommodation costs.

You are one of a group of students who have been asked to help plan the trip. You are meeting now to discuss what type of trip would be most suitable. You may also want to talk about which students would benefit most from the trip.

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Candidate D

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Mobile comfort

Travel agents have been having a hard time convincing customers to go on holiday this year. Many people are scared of travelling by plane, but if you can overcome the fear of flying, there are some bargains that can be found for the long summer holidays.

It is fairly cheap and simple to fly to Brisbane in north-eastern Australia, and then to spend an economical holiday on the Gold Coast, which is a beach resort a few hours by bus from Brisbane. Travel agents can arrange a stay at a mobile home park, or caravan park as they are called in Australia. These parks are large grassy areas where mobile homes are parked in attractive settings, reasonably distant from each other to allow some privacy. The management provides hot water, showers and toilets, restaurants and sometimes swimming pools.

Accommodation in the mobile homes is usually much cheaper than renting a hotel room. Despite what

their name suggests, the mobile homes actually stay in the park all year round. Each one has a sitting area, bunk beds and a kitchen with cooking facilities. Outside the mobile home is a covered area so there is somewhere to eat and drink or read books or play games. It's a very healthy way of spending a holiday, with lots of outdoor living.

Caravan parks are very popular with Australian families and groups of students. As well as being cheap, they provide a great opportunity to meet other people. The Australian way of life is very relaxed and informal and holidaymakers like to make friends – they are always happy to meet people from other countries. Communication is no problem – even though there are many nationalities in Australia, amongst both residents and visitors, everyone speaks English. These holidays therefore provide excellent opportunities for students of English to practise the language.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

Your school has been given a sum of money to spend on a trip for Form 7 students. The aim of the trip is to improve the students' oral English language skills. However, there is not enough money to pay for language courses in addition to the travelling and accommodation costs.

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Candidate A

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

New tastes at McDonald's

Founded in the USA in 1955, every day McDonald's serves millions of people from all walks of life, all around the world. To many, McDonald's is one of the best-known fast-food restaurants, and the company aims to provide customers with hamburgers of a high standard, quick service and value for money.

But customers may be surprised to learn that McDonald's is no longer just a place to buy hamburgers. Last September, McDonald's launched its New Tastes Menu, which brings customers four new choices every month in its breakfast, dessert and set menu. According to Mr. James Ip, Managing Director of McDonald's restaurants in Hong Kong, this New Tastes Menu is a major new development for the company, designed to meet Hong Kong consumers' demand for more variety. Mr Ip stressed that McDonald's is trying to make itself different from its competitors. 'We already offer new items tailored to local tastes, for example our popular

Red Bean Pie,' he explained. 'However, we want to show our long-term commitment to innovation, by adding new items to our regular menu, in addition to old favourites.'

To most people in Hong Kong, this is great news. Vincent Lau, a regular customer of McDonald's who lives and works in North Point, said happily, 'Hong Kong people get fed up with eating the same type of food all the time. But now, knowing that McDonald's has something new to offer every month, I visit more often and try some of the new items for a change.'

In the month that the new menu was introduced, McDonald's sales rose by nearly 10 per cent, Mr. Ip proudly reported. Market analysts say that this 'new taste' strategy has set a trend for greater variety in the fast-food industry, and many more restaurants like Hardees and Jollibee are now following the trend.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

To encourage more students to stay on the school premises during lunchtime, your school principal is thinking about allowing a fast-food company to open a take-away restaurant in the school.

You are a member of a group that has been asked to choose which company would be most suitable. You are meeting now to discuss your ideas. You may also want to discuss how to get other students' opinions on this subject.

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Candidate B

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Pizza Hut serves Thai food

Twenty years ago, Pizza Hut opened its first restaurant in Hong Kong in the Tsim Sha Tsui Centre. Since then, its business has grown to more than 60 branches across the territory. The restaurant chain is well known for its American-style pizzas and pasta, and its delivery service now allows it to reach the home or office of nearly every Hong Kong resident.

With the aim of providing quality service to its customers and maintaining its position in the market, Pizza Hut is now planning to add new dishes to its dine-in menu. ‘We know that our rivals in the industry, like Spaghetti House, are adding new ideas and dishes to their menus and if we don’t, we’ll fall behind,’ says Tony Leung, Marketing Director of Pizza Hut. ‘If we continue to sell pizzas only, our customers will soon lose interest in us and turn to other restaurants.’ In the summer months, the company is planning to offer spicy Thai

seafood soup, and in the winter, Italian style Hot Wok dishes will be added to the menu. Pizza Hut expects these dishes to be popular with Hong Kong people.

Fast-food lovers will surely welcome this idea. Angel Kam, a Secondary Four student whose school is in Kowloon Bay, says, ‘There are so many restaurants to choose from here; my classmates and I often stand outside our school arguing about where to go for lunch. I love pizza, but some of my friends don’t.’ Angel feels that this new initiative at Pizza Hut will definitely attract more visitors by offering a wider range of dishes.

This new focus on variety is good news for people who regularly visit restaurants. It is believed that this new trend in the food industry will bring customers added value, greater excitement and lots of pleasant surprises.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

To encourage more students to stay on the school premises during lunchtime, your school principal is thinking about allowing a fast-food company to open a take-away restaurant in the school.

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Candidate C

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Oliver's secret of success

Oliver's Super Sandwiches was first established in Hong Kong in 1987 and has since earned an excellent reputation in the fast-food industry, catering to customers with a preference for a quick but high quality dining service. The company currently has a total of 22 outlets distributed across the territory, serving a wide range of customers from managers to office workers and students.

As its name suggests, Oliver's started out selling sandwiches and quickly became well known for its wide range of fillings and large portions. However, due to growing competition among restaurants in the fast-food industry, Oliver's has been forced to come up with new ideas to attract customers. Roger Jones, a company director, explains, 'Oliver's is already a strong brand, but we believe in regularly conducting research to find out what our customers like. Only by doing this can we be sure that we are catering to their needs.' In response to

customer feedback, Oliver's has recently introduced set lunches and spaghetti dishes to its menu.

Already popular with schoolchildren, Oliver's has seen an increase in the number of students dining in its restaurants. Belinda To, a sixth-former who studies in Causeway Bay, goes to Oliver's at least once a week for lunch. 'I have always enjoyed the sandwiches and soup there,' she says, 'and I like to watch the food being prepared, so I know it is fresh and clean.' On busy days or in cooler weather, Belinda now has the choice of a hot meal. 'If I know I will be home late that day, I try to have a bigger lunch. Oliver's set lunch is a bit more expensive but it's good value and tasty, too,' she adds.

Research has shown that more people are looking for quality when they eat out and Oliver's aims to meet this demand.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

To encourage more students to stay on the school premises during lunchtime, your school principal is thinking about allowing a fast-food company to open a take-away restaurant in the school.

You are a member of a group that has been asked to choose which company would be most suitable. You are meeting now to discuss your ideas. You may also want to discuss how to get other students' opinions on this subject.

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Candidate D

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

‘A hundred points of excellence’

For over 30 years in Hong Kong, Café de Coral has been aiming at high quality and the best value for its customers. The company’s target is to offer a wide range of meals to the local community at reasonable prices and in a modern, bright and hygienic environment. Café de Coral now operates more than 100 self-service fast-food restaurants in Hong Kong.

To maintain its commitment to quality, while at the same time increasing customer satisfaction, the restaurant’s menu contains over 600 different Chinese and Western dishes rotated on a weekly basis. ‘We try to guarantee that over 100 different food and drink items are available on any one day,’ says Jenny Cheung, Publicity Manager for Café de Coral, ‘to ensure a wider variety of choice.’ Ms Cheung admits that Hong Kong people are very demanding about food these days and easily get bored with traditional menus. In order to compete with its major rival Fairwood and other fast-food chains, Café

de Coral currently introduces other cuisines and seasonal products on a bi-monthly basis.

Mrs. Tse, a housewife who works during the day, is a regular customer of Café de Coral. Because the restaurants are near her home and her office, it is very convenient. ‘I sometimes go there for lunch,’ she explains. ‘And after a long day, I often feel too tired to cook for the family. So I take my children to Café de Coral.’ Mrs. Tse says that while she often chooses the same favourite dish, her children like to select a different dish every time. ‘My son wants to try every dish on the menu!’ she laughs.

Café de Coral’s motto, ‘A Hundred Points of Excellence’, has become a well-known saying in Hong Kong. The company won an award for Best Practice in 2000 from the Hong Kong Productivity Council.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

To encourage more students to stay on the school premises during lunchtime, your school principal is thinking about allowing a fast-food company to open a take-away restaurant in the school.

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Candidate A

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Farm environment

More and more consumers are wanting to buy organic food – food that is grown naturally without the ‘help’ of chemicals. People are beginning to become aware that there are dangers in eating food which has been polluted with potentially harmful substances. Supermarkets are finding that there is a demand for safe, healthy food, even if it costs a bit more than processed food.

Alan Tai, a biology student, wanted to find out about growing organic food. He discovered that there is an organisation called Willing Workers on Organic Farms (WWOOF) which can supply information about organic projects all over the world. WWOOF was started in England almost 30 years ago to recruit volunteers who want to work on an organic farm in their holidays. This is becoming an increasingly popular way to spend an alternative kind of holiday, far away from the world of technology. Participants only need to pay for their air ticket and be prepared to live fairly basically.

Alan decided to take the opportunity to see how organic farms work. So he volunteered to work on a farm in Japan. There he learned how plants can be grown without pesticides and how animals should be fed natural food and kept in open spaces to ensure they stay healthy. He usually worked for five or six hours a day in return for food and a place to stay. Alan felt that it was a good, healthy holiday and that he was doing something for the environment at the same time. Now he is much more aware of what he eats, and he chooses organic food whenever he can.

People who would like to follow in Alan’s footsteps can choose organic farms quite close to Hong Kong. Volunteers are required for projects in places like Cambodia, India, Nepal, Sri Lanka, Japan, South Korea and the Philippines.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

Your school has entered an inter-school debating contest on the motion that ‘*The responsibility for environmental protection belongs to government and manufacturers, not to individuals*’.

You are a member of a team that has been chosen to enter the debating contest, but at this moment you do not know whether you will be asked to argue *for* or *against* the motion. You and your team will therefore need to prepare arguments for both sides. You will probably want to decide how to organise and present your arguments.

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Candidate B

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Home environment

Angela Wong is an active member of her school's environmental protection group. Her interest in this subject is due to her mother's influence. Mrs. Linda Wong was responsible for her family first becoming aware of problems related to the environment. Because there seemed to be such a lot of waste in the world, Mrs. Wong encouraged her children to start recycling things. At first the children did not want to carry heavy bags of bottles and cans to the recycling bins in the next village, but soon they grew used to the idea that they were doing something good for the environment.

The family now lives in a house in Sai Kung and Mr. Wong is interested in gardening. His wife insists that the household save all their fruit and vegetable scraps and old newspapers so that they can be turned into compost – which is a very rich fertiliser for the soil. As a result, the Wongs have the biggest and best fruit and

flowers in the district. And they are able to grow enough vegetables to feed the whole family.

The house Mrs. Wong chose in Sai Kung is situated close to public transport, because she thinks cars are terrible enemies of the environment. She often complains about the number of private cars she sees with just one driver and no passengers, and believes that cars should be shared or not used at all. She has also installed solar panels in the roof and walls of the house, to supply energy to heat the house in winter or cool it in summer.

So, step by step, Mrs. Wong has taught Angela and her family how to preserve the environment and save money as well. Angela hopes she will be able to pass on this important message to other students – that a green home can make a difference.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

Your school has entered an inter-school debating contest on the motion that *'The responsibility for environmental protection belongs to government and manufacturers, not to individuals'*.

You are a member of a team that has been chosen to enter the debating contest, but at this moment you do not know whether you will be asked to argue *for* or *against* the motion. You and your team will therefore need to prepare arguments for both sides. You will probably want to decide how to organise and present your arguments.

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Candidate C

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Learning environment

James Lee grew up in Mong Kok, and did not have much experience of nature or appreciation of environmental issues. After high school, he went to university in Australia, and there he dated a girl who introduced him to the outdoor life. They went hiking in summer and cross-country skiing in winter. Through her, James came to appreciate the differences in attitude towards nature in Australia and in Hong Kong.

One night James and his girlfriend went to a birthday party. When his girlfriend was offered a piece of cake, she refused it. Knowing that she was fond of cake, he asked her why. She pointed at the plastic covering on the cake and explained that she would not support manufacturers who used packaging that damaged the environment.

This led James to re-think his lifestyle. He gave up eating fast food, not only because of the quality of the

food, but because of the excessive packaging. Now, when he buys take-away coffee, he takes his own cup with him. He even takes his own container when he buys a lunch box. And he never forgets to use his own bag at the supermarket. ‘Although we were only together for a short time, that girl changed my life,’ said James.

Now that he is back in Hong Kong, James has a closer relationship with the environment. ‘I try to keep as close to nature as I possibly can. I go camping in the lovely Hong Kong countryside,’ he said. ‘But I also make sure that I protect nature by avoiding products which pollute and endanger the environment.’ As a teacher, James tries to act as an environmentally responsible role model for his students, and is always looking for opportunities to teach his students that protecting the environment is in the interests of everybody.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

Your school has entered an inter-school debating contest on the motion that ‘*The responsibility for environmental protection belongs to government and manufacturers, not to individuals*’.

You are a member of a team that has been chosen to enter the debating contest, but at this moment you do not know whether you will be asked to argue *for* or *against* the motion. You and your team will therefore need to prepare arguments for both sides. You will probably want to decide how to organise and present your arguments.

You do not need to come to a final decision or to reach a conclusion to your discussion. You should try to discuss both the content and procedures involved in your discussion task. You cannot take notes or write during the discussion.

The examiners cannot answer any questions about the instructions or the task you have to discuss. If you have any questions, you may discuss them among yourselves and that will be an acceptable part of your group discussion, and will be assessed.

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Candidate D

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Natural environment

Mary Fung, a retired teacher, has lived in an isolated part of Lantau Island for most of her life. She is committed to preserving the natural environment there. Her love for wild places was encouraged by her parents. When the family went hiking, her parents taught her to respect the rivers, woods, wild animals and mountains and to leave the environment exactly as she had found it. They never left litter or took away flowers and plants. ‘My father taught me to have compassion for animals, and my mother taught me how to appreciate nature,’ explained Mary.

As Mary grew older, she realised the effects of modern life on the natural world. ‘I saw that unless we took action, the natural environment would be lost forever,’ she said. Mary’s feelings prompted her to write letters to newspapers to draw attention to the destruction of the breeding grounds of endangered species on Lantau.

Mary’s recent exhibition of wildlife photos at City Hall has created a lot of interest in protecting rare animals on the island. She has already collected 20,000 signatures on a petition to prevent the government from selling land which had previously been set aside for country parks.

Many people would see Mary’s desire to preserve wild nature as selfish, particularly since the population of Hong Kong is growing so rapidly and more space is needed for housing. They think that there should be some sort of compromise – let us keep some of the wild areas, but let us also find places for people to live in peace. But Mary argues that her fight is necessary. As Mary puts it, ‘The Earth is not only beautiful; it is our life-support system. If we are to survive without completely exhausting the Earth’s resources, we need to preserve our habitat NOW.’

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

Your school has entered an inter-school debating contest on the motion that ‘*The responsibility for environmental protection belongs to government and manufacturers, not to individuals*’.

You are a member of a team that has been chosen to enter the debating contest, but at this moment you do not know whether you will be asked to argue *for* or *against* the motion. You and your team will therefore need to prepare arguments for both sides. You will probably want to decide how to organise and present your arguments.

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Candidate A

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Is the Internet healthy?

Most people are concerned about their well-being and realise that the health of their body and mind depends on taking good care of themselves. Since they do not have the time or the professional knowledge to keep up with the latest findings in the world of medicine, many rely on articles on the Internet to keep them informed about what is good for them. But how can they be sure that these articles are accurate?

There are numerous websites offering medical advice nowadays, and many are written by doctors. Some simply offer standard answers to popular questions, while others will actually discuss your problem and give specific advice on appropriate treatment and medicine. Some people like to get medical help this way. If they find the cause of their problem, and it is not serious, they may be able to buy medicine at a pharmacy without the inconvenience and expense of visiting the doctor. There are advantages for the doctor too – he can spend more

time with his seriously ill patients and is not wasting time on treating simple illnesses.

However, there are some important issues to be considered. One is that Internet doctors will not know the medical history of the patient and may not therefore be able to offer the correct treatment. The patient may not describe the condition properly, and of course the doctor cannot examine the patient.

Another serious matter is the fact that there is no proof that the ‘doctor’ on the website is actually a medical professional with adequate training. Perhaps the website is well written and cleverly designed, and the doctor has a lot of qualifications listed after his name, but users should still check to ensure that the source is reliable. Remember – anyone can pretend to be an expert on the Internet.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

Your school has been invited to send students to a conference called ‘Controlling the Internet’. The aim of the conference is to discuss whether the content of the Internet needs to be controlled and who should be responsible for any control.

You are a member of a group of students who have been asked to take part in a discussion at the conference. You are meeting now to decide what points you would like to make during the discussion. You can think of arguments for and against controlling the content of the Internet.

You do not need to come to a final decision or to reach a conclusion to your discussion. You should try to discuss both the content and procedures involved in your discussion task. You cannot take notes or write during the discussion.

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Candidate B

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Who are you chatting with?

Jean Wong is an attractive and intelligent young woman who comes from a wealthy and famous professional family. She goes to a good university and has everything that money can buy. Well, almost everything. The problem is that the people in Jean's family are so busy that they can rarely find time to be with her. In fact, Jean is quite lonely.

To overcome her loneliness, Jean spends a lot of her time on ICQ. She likes being anonymous, chatting to people who do not know about her famous family and her rich lifestyle. She uses the name Linda on ICQ and has made a number of friends who she contacts quite regularly.

Last year Jean made a very special friend on ICQ. His name was David and he lived in San Francisco. David always had such a funny way of expressing

himself. He was full of stories and jokes. He and Jean shared the same sense of humour and had a common interest in jazz music and modern dance. Naturally, they were curious about each other. David sent a picture of himself: he was a tall, handsome young man with a big, happy smile. As time went by, they developed a long-distance friendship and often sent cards and small gifts to each other.

When Jean's father told her that he was going on a business trip to San Francisco, she begged him to let her go with him, so that she could give David a surprise for his birthday. She would take him the latest DVD of their favourite jazz singer. But in the end it was Jean who had a surprise. When she knocked on David's door in San Francisco, she was shocked to find that the special friend she had been writing to was actually a twelve-year-old boy named Jim.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

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Candidate C

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

All your own work?

These days many people in Hong Kong try to improve themselves by studying part-time for a qualification. Barry Lin is a good example. Although he is a busy teacher and the father of two small children, he decided a few years ago to enrol for a Master's degree at a university. He chose to study by distance learning – this meant he did not have to attend classes, but could study at home using email to communicate with his tutors.

Barry thought that this way of studying would suit his busy lifestyle, and at the beginning he found the course very interesting. But he found it difficult to use his time efficiently. With the demands of his job and his family, there was never enough time for everything. However, he finally completed all the course work. All he had to do was to write a 15,000-word essay to finish the course.

Barry's tutor at the university advised him to choose a topic for his essay and then do his research in a local library. Barry thought he would take a short cut and use the Internet instead. After all, it would be easier working at home than travelling to the library and searching through books. It was even easier when Barry found another student's essay on the Internet. The topic was quite similar to the one Barry had chosen and he found it very interesting. To save time, Barry copied a lot of the information into his own essay.

Barry's tutor graded the essay as 'fail'. The tutor had seen the original essay published in a magazine, and he knew it was not Barry's own work. Poor Barry learned the hard way that he must not claim credit for work that someone else has done, and he must now write his long essay again.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

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Candidate D

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Experts on the Web?

In the past, when people wanted to get some information or advice on a specialist topic, they used to look in a book. Nowadays people are just as likely to turn to the Internet as a source of information. They may be looking for professional advice on how to invest their money. Alternatively they may be looking for information about another country when planning holidays, or simply seeking a recipe for a special dish.

The difference in using a book as a source of information is that it has been checked and verified at a number of different stages - by the writer, the publisher and also by reviewers. This means a reader can be fairly sure that the financial advice given is accurate, the description of a city is likely to be up-to-date, and the recipes will generally have good results if followed correctly.

Much of the information published on the Internet is written not by professional people, but by interested

amateurs – people who have a hobby they wish to share with others. If a website belongs to a large company, then the information given is probably accurate, because the company has a responsibility to its customers and a reputation to protect. But private individuals who establish websites have no such concerns, and may simply want to make money.

Although many people who set up websites genuinely want to help others, some are more interested in financial benefits, for example through selling information. Internet users should take care to check information provided by unofficial sites, as it could be inaccurate, and users should be careful about sending personal details or money to these sites. An ordinary person describing how he made some money on the stock market should not be trusted in the same way as a financial analyst can be.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

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Candidate A

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

A chance to save lives

Scientists in America have recently succeeded in making the first ever artificially created human life form using human eggs and DNA from skin cells. This technique, known as cloning, is expected to cause significant changes to the medical world.

Doctors generally believe that human cloning can be used for many purposes, for example to find new treatments for diseases. When the cloned human is in the early stages of growth, cells can be removed and used to grow tissues. These tissues can then be transplanted into patients who suffer from illnesses like heart disease and diabetes, or who have spinal cord injuries. Doctors are also investigating the possibility of using cloned cells to save the lives of those with deadly and incurable diseases, namely Parkinson's disease, AIDS and cancer. Scientists involved in the discovery are also hopeful that this is the first step towards the reproduction of human organs. They believe that they will be able to grow new organs and transplant them into aging patients to cure age-related diseases.

According to Dr. Michael West, a senior researcher in the United States, the use of cloned cells is believed to be a much safer form of treatment than traditional cures. 'As the cells used for transplantation will be cloned from the patients themselves, they will be genetically identical to those of the patient. These cells are thus less likely to be rejected by the patient's immune system,' Dr. West explained. As some cloned animals have developed unusual diseases early in life, serious investigations are now being conducted to ensure the safety of the treatment. Dr. West points out that huge steps have already been made and he believes that any potential problems can be resolved.

Scientists all around the world are optimistic that this major breakthrough will change the face of medicine forever.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

Your school has entered an inter-school debating contest on the motion that 'Human cloning will do more harm than good to society'.

You are a member of a team that has been chosen to enter the debating contest, but at this moment you do not know whether you will be asked to argue *for* or *against* the motion. You and your team will therefore need to prepare arguments for both sides. You will probably want to decide how to organise and present your arguments.

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Candidate B

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Potential harm of human cloning

Scientists recently announced that a human life form had been artificially created using human eggs and DNA from skin cells. To many, this cloning technique is a major breakthrough in medical science. But when the news came that scientists are now exploring the possibility of allowing these life forms to develop into human beings, the whole world was alarmed.

It is generally believed that human cloning, if not properly controlled, will bring about a series of problems. Firstly, there is the fear of commercialising human reproduction. According to Dr. Robert Smith of the United States, doctors are worried that private companies and unscrupulous researchers may produce and sell human babies for profit-making purposes. Secondly, scientists have noticed that cloned animals, such as sheep, have suffered many developmental problems. So, according to Dr. Smith, 'It would be unethical to clone a human until these problems are resolved.' There is also the potential health risk in the cloning process. As tissues

and cells have to be extracted from the human body, improper handling may cause damage to the cells and this may lead to some new kinds of disease.

Even if the life forms are not allowed to develop fully, there is an ethical issue. Scientists may deliberately manufacture human life forms for research purposes and destroy them when the study is over. Although a 'cellular life' is in some ways different from human life, many consider it to be cruel and unethical to kill for the sake of research. However, others argue that the destruction of a group of cells is by no means the same as taking a human life.

With so many issues to consider, opponents of the cloning technique have urged governments world-wide to set out a basic policy of prohibiting human cloning until the problems have been resolved and the safety of the technique guaranteed.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

Your school has entered an inter-school debating contest on the motion that '*Human cloning will do more harm than good to society*'.

You are a member of a team that has been chosen to enter the debating contest, but at this moment you do not know whether you will be asked to argue *for* or *against* the motion. You and your team will therefore need to prepare arguments for both sides. You will probably want to decide how to organise and present your arguments.

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Candidate C

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

An unethical and immoral act

Researchers and scientists have generally welcomed the American success in creating the world's first artificially created life form, using human eggs and DNA from skin cells. Yet religious parties have condemned this scientific advance, known as cloning, as a dangerous and unethical development.

Many religions believe that people should not interfere with nature by artificially creating a new life. In their eyes, all human beings are created by their god. 'Our lives rightfully belong to God and no one else has the right to create life,' says Pope John Paul II, as leader of the Catholic faith. Representatives of other religious bodies are also strongly opposed to human cloning, for they believe no one has the right to take life away. As the cloning process carries the risk of loss of life when cells are removed from human bodies, they believe it should be banned. Parents with these religious beliefs are also concerned that children who are cloned will be confused about their identity. This may cause a change in

the structure of society and a possible decline in moral standards.

However, researchers and scientists in favour of the technique argue that human cloning is by no means unethical or inhumane, as it has the potential of reducing human suffering. From their point of view, it is even more inhumane to refuse to use these cloned life forms. Used in a compassionate way, they can spare seriously ill patients from pain, treat potentially incurable illnesses and even save lives. Some religious groups may further argue that human cells, or even life forms in their early stages, are not morally equivalent to living human beings.

Despite the potential medical benefits that have been promised, many religious bodies remain firmly opposed to human cloning and are appealing to governments to ban it.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

Your school has entered an inter-school debating contest on the motion that '*Human cloning will do more harm than good to society*'.

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Candidate D

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Human cloning: good or evil?

Advances in science have resulted in the cloning of a human life form, artificially created using human eggs and the DNA from skin cells. The authorities concerned are now debating over the potential benefits and dangers of this medical breakthrough.

Researchers generally believe that human cloning will bring vast benefits to the world. For many years, scientists have been conducting experiments on cloned animals, including sheep, cows, pigs and mice. They believe that since the cells from the cloned animals have the potential to develop into fully-grown animals, species that have died out or are facing extinction may be recreated. Human rights activists also view this advance as positive, and foresee benefits for two groups of people: the sick, and couples who want children. Terminally ill patients requiring organ transplants will be able to request transplantation of a cloned organ, which is less likely to be rejected by their immune system. Human cloning also gives couples the choice to use it to have children, if they cannot reproduce naturally.

Nonetheless, this scientific development in cloning raises many questions for governments. ‘We are not sure how far research into human cloning should go,’ says Emily Law, spokesperson of a governmental working party. ‘We are wondering how cloned humans will be identified, and about the issue of citizenship.’ Some people are concerned that cloned humans will be treated as second-class citizens and denied basic human rights. Others are anxious that clones will be created for selfish reasons, for example to supply workers or soldiers.

In view of the complexity of the issue, members of the general public are calling for very careful decisions regarding the legalisation of human cloning, both for the purpose of treating diseases and for creating humans. Groups in some countries are urging their governments to establish tougher laws to prevent unscrupulous scientists from abusing this technique.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

Your school has entered an inter-school debating contest on the motion that ‘*Human cloning will do more harm than good to society*’.

You are a member of a team that has been chosen to enter the debating contest, but at this moment you do not know whether you will be asked to argue *for* or *against* the motion. You and your team will therefore need to prepare arguments for both sides. You will probably want to decide how to organise and present your arguments.

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Candidate A

Preparation Time (Total time: 10 minutes)**Part One – Individual Presentations** (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Conservation of trees

At St. James's College in Lam Tin, Secondary Three students have recently been involved in a study of trees. But the way they studied this topic was through a whole new approach to education, called integrated learning.

The Chinese, Geography and Science teachers at St. James's got together to find a topic that used knowledge and skills from all three of these subjects. They chose 'Conservation of Trees' as the theme. While the Secondary Three students were studying the structure of plants in their Science lessons, they were also learning about the importance of environmental preservation and the impact of forest fires in their Geography lessons. At the same time, their Chinese teachers were busy helping them with report-writing and presentation techniques. Outside the classroom students went on field trips to the nature trails in Hong Kong. They learned to identify different types of trees and about their importance to the environment. They were also asked to choose a topic of

special interest to them, and after the outing each student made a presentation to the class on their chosen subject.

According to Dicky Choi, a Secondary Three student, the project was a very meaningful experience. 'By going out on these field trips, I learned such a lot. It was so much more valuable and memorable for me to be outside studying the environment, compared to sitting in a classroom and reading a book,' he said. One of the teachers who was involved in the activity, Mr. Wu, also felt that the students learned much better this way. 'They enjoy seeing how the subjects they study are related to the real world,' he explained.

In view of the rewarding experience of this integrated learning programme, teachers at the school are considering introducing more activities of this type to other forms next year.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

You and your classmates have recently read a number of articles about integrated learning. You have decided to make some suggestions to your principal about using this teaching and learning method in your school.

You will need to choose a topic which you think can be effectively taught through integrated learning. You will also need to talk about the subjects associated with this topic, and which teachers and departments can be involved. You may also want to discuss why the integrated learning method may be better than the methods currently used in your school.

You do not need to come to a final decision or to reach a conclusion to your discussion. You should try to discuss both the content and procedures involved in your discussion task. You cannot take notes or write during the discussion.

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Candidate B

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Chinese New Year culture

Secondary One students from Lai Chung Secondary School in Tuen Mun had a wonderful time this year, learning about Chinese New Year culture. For this topic, their teachers used a new approach known as integrated learning.

Concerned about the students' lack of motivation in their studies, teachers at the school decided to experiment with some new ways of teaching. The Chinese, English, Home Economics and Art teachers agreed to take part in the integrated learning programme, which was the first of its kind in their school. In their Chinese lessons, the first-formers studied the traditions, culture and customs of the Lunar New Year, through discussion, reading and writing activities. This gave them ample opportunities to practise their language skills. The Home Economics teachers taught the students how to make traditional New Year food such as turnip cake, and the Art teachers introduced them to techniques for paper cutting and lantern making. In their English

lessons, the students wrote letters to penfriends in schools overseas describing the New Year traditions.

'I never realised that there was so much in common among these subjects,' recalled Vivian Leung, a Secondary One student. 'I feel a great sense of satisfaction when I see the things I've made in my Art and Cookery lessons.' Another student commented that he had never liked English lessons before, but that he enjoyed using English to write about things that he is really interested in. 'Everyone knows the traditions of Chinese New Year, but not many of us had really thought about their origins.'

Despite the extra work required to organise the programme, the teachers found that it was successful on the whole. They said that students enjoyed discovering the connections between subjects they had previously thought were separate. Students in other forms have asked for similar programmes in the future.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

You and your classmates have recently read a number of articles about integrated learning. You have decided to make some suggestions to your principal about using this teaching and learning method in your school.

You will need to choose a topic which you think can be effectively taught through integrated learning. You will also need to talk about the subjects associated with this topic, and which teachers and departments can be involved. You may also want to discuss why the integrated learning method may be better than the methods currently used in your school.

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Candidate C

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Demand and supply

Teachers at Kwai Chung Technical Secondary School have recently designed an integrated learning programme for their students. The topic of 'Demand and Supply' brought together teachers from the Computer Studies, Mathematics and Economics departments, who contributed topics from their subjects.

The Economics teachers first introduced their Secondary Four students to the basic concept of demand and supply in class. Students were then shown how it affects the price of goods. Small groups were later asked to conduct a study of a successful company in Hong Kong, and to present their findings to the class. This gave teachers from other subjects the opportunity to get involved. The Mathematics teachers gave the students training in methods of collecting and analysing data, while the Computer Studies teachers demonstrated different kinds of software to use for the task and various ways of presenting their findings.

The impact of this integrated learning programme on the students was considerable. Teachers found that

their students began to show a real interest in the business world, and were keen to understand how the economy works. As Louis To, one of the Secondary Four students, explained, 'I used to find it so difficult to understand the concepts taught in these classes.' However, he now feels that the learning process can be enjoyable. 'What I value most is the chance I have to interact with my classmates and to use the computer for research. Computers are my greatest interest, and using them for projects like this at school is good training for a future job.' Louis said that he even went to the public library to find books on the topic, in order to do a better presentation.

Following the positive responses received from students, the teachers are planning to encourage others to extend the programme across the school to students of different levels.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

You and your classmates have recently read a number of articles about integrated learning. You have decided to make some suggestions to your principal about using this teaching and learning method in your school.

You will need to choose a topic which you think can be effectively taught through integrated learning. You will also need to talk about the subjects associated with this topic, and which teachers and departments can be involved. You may also want to discuss why the integrated learning method may be better than the methods currently used in your school.

You do not need to come to a final decision or to reach a conclusion to your discussion. You should try to discuss both the content and procedures involved in your discussion task. You cannot take notes or write during the discussion.

The examiners cannot answer any questions about the instructions or the task you have to discuss. If you have any questions, you may discuss them among yourselves and that will be an acceptable part of your group discussion, and will be assessed.

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Candidate D

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

GM food

Wah Fung College in North Point was one of the very first schools in Hong Kong to introduce integrated learning programmes. However, this year's topic of 'Genetically Modified Food' (GM food) had some unexpected results.

The departments that agreed to take part in the programme were Home Economics, Biology and English. In addition, the Civic Education and Religious Studies teachers were asked to participate. Since GM food was not a very easy topic, the school felt that it might be more suitable for Secondary Four classes. The Home Economics teachers gave lessons on food and nutrition while the Biology teachers introduced students to genetics. In the meantime, the English teachers taught students the language and skills of debating, to get them ready for an inter-class debate at the end of the programme.

Teachers of Civic Education and Religious Studies organised discussions and seminars, which were

held after school. They invited guest speakers to talk about the pros and cons of GM food. Teachers were surprised that so many students attended these talks – not only Secondary Four students but also students from other forms. They even had requests from some parents who wanted to attend. The teachers soon realised that the topic was of interest to many people of all ages, not only to those students who were studying related subjects for examinations. When asked what she felt about the programme, Rosalind Wong, a Secondary Four student, said, 'It makes much more sense, when studying a difficult subject like this, to look at the technical theory and the moral issues at the same time.'

Teachers at the college said that it was very hard work to set up the programme because of the large number of participants involved. But they agreed that it was a sensible approach for this topic, and felt that the programme was a success.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

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Candidate A

Preparation Time (Total time: 10 minutes)**Part One – Individual Presentations** (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Fashion fantasy

Overseas visitors to Hong Kong could believe that all local people are fashion-crazy. If they visit Central or Causeway Bay in the evenings or at weekends, they might think that the people here spend all their time walking around shops and malls looking at clothes they cannot afford.

It's certainly true that many Hong Kong people are happy to get on a crowded bus or train, go to a mall and wander around looking at clothes and labels and prices, even though they do not buy anything. In fact, many of these 'window-shoppers' are not wealthy at all.

James Fung, a lecturer at the Polytechnic University, has developed a theory about why people spend so much of their spare time shopping. He thinks that most Hong Kong people do not have flats that are big enough for them to relax in comfortably. They have found a way to cope with this situation by spending their

weekends in air-conditioned shopping malls surrounded by luxurious things, rather than staying at home in a cramped room with other members of their family. This idea is supported by the findings of a survey which he conducted of 500 shoppers in Pacific Place. James found that only 20% of the people he questioned had any plans to buy things from the shops they were visiting. However, 40% of the people he spoke to had bought things they had not intended to buy.

James believes that when these people go shopping, they enter into a dream world. 'Maybe that's why people are sometimes tempted to buy luxury clothes that they cannot afford,' he says. 'Perhaps, when they put on that new jacket or carry that new handbag, they begin to live in a fantasy world. They imagine that they are leading the lifestyle of the models and film stars who actually wear these clothes.'

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

As part of a sixth-form awareness development project, your teacher has asked your class to discuss shopping, with the aim of drawing up guidelines to help students develop into informed and intelligent shoppers.

You are one of a group of students chosen to help draw up the guidelines. You are now meeting with other group members to discuss what ideas and information you can give to young shoppers. You may also want to discuss how to present the information, and whether young people in Hong Kong need such guidelines.

You do not need to come to a final decision or to reach a conclusion to your discussion. You should try to discuss both the content and procedures involved in your discussion task. You cannot take notes or write during the discussion.

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Candidate B

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Shopping network

Most people in Hong Kong enjoy strolling through shopping malls looking for the best bargains. Sociologists used to think the main reason that Hong Kong people went shopping so much was to escape from their crowded living conditions. Now, however, they are noticing a change in lifestyle. Increasingly, people prefer to stay at home and shop on the Internet. Although the numbers of people using the Internet for shopping in Hong Kong are not as great as in other places like America, they are certainly rising.

Kelvin Wong is a keen Internet shopper. He buys all sorts of things on the Internet. Like all shoppers, he enjoys finding bargains. He says you can find things being sold very cheaply at the end of the summer season. For example, he is a keen windsurfer, and he finds that he can get very good deals on brands like Quiksilver if he buys from Australia. Because the summer windsurfing

season in Hong Kong takes place during the Australian winter, windsurfing gear is on sale at reduced prices when Kelvin needs it.

Another thing Kelvin keeps a close eye on is books. Since he is a university student, he does not have too much money to spare. Books are quite expensive in Hong Kong, and Kelvin often finds it is economical to order his textbooks from overseas, provided that he buys enough books to make it worthwhile. The more books you buy, the lower the shipping charges per book.

Are there any problems connected with buying on the Internet? 'It's easy to forget how much you are spending, because you are not handing over cash. And you do not receive the goods, or the bill, until later,' says Kelvin. 'I pay for goods by credit card, and sometimes I have trouble paying my bills.'

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

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Candidate C

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Real or fake?

Hong Kong people just seem to love to go shopping, and now that they can find real bargains there, they are prepared to go as far as Shenzhen to get them. Shenzhen is special because people can buy fake brand-name goods there. These are almost exact copies of the real thing that would cost much more.

But take the case of Sally Ho, a well-dressed executive assistant from Mong Kok. Sally said she originally bought brand names because she wanted to look like the smart ladies she saw in the newspapers and magazines. Then she started to buy fakes because they were much cheaper and she could get more clothes for her money. 'But I soon found that they were not as well made as the genuine products. They got damaged more quickly, and soon looked old,' explained Sally. She decided that people who buy fakes might pretend they have bought the real thing, but that they are only fooling themselves.

Last year, Sally became interested in computers and she bought some pirated software from a computer store. However, she then wasted so much time trying to fix the problems on her computer, that she decided the software was not such a bargain after all. 'I always knew I should not buy copied goods because it was illegal,' said Sally. 'But I found it hard to pay the full price to get the genuine product, because I had got used to spending less.'

Sally says she does not bother to look at fakes any more. She has learned that buying and selling fakes is bad for business, as it forces the manufacturers of the real brands to charge more for their products. She is quite happy to save up and buy genuine brand-name products, because they last longer and are better value for money.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

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Candidate D

Preparation Time (Total time: 10 minutes)

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation, but should make the presentation in your own words. If you wish, you can add your own opinions or ideas.

Cheap shopping

There are lots of people in Hong Kong who cannot stop shopping. They do not seem able to control themselves. Whenever they have some money in their pockets, and nothing much to do, they call their friends and go off to the nearest shopping centre or market. But not everyone is an ordinary shopper who goes out to buy the latest fashions – there are other kinds of shoppers too.

Consider the case of Shirley Wong, a housewife from Hung Hom, who only buys very cheap things. She will shop for hours, looking on the shelves of second-hand shops, searching for a bargain. She will boast about how she has found classic seventies Levi jeans for ten dollars which would have cost a fortune in New York. Shirley says that second-hand bags are particularly cheap, and she has almost a hundred. The most expensive one she bought only cost fifty dollars. ‘I am addicted to buying bags,’ she says.

Other people prefer to go to the export shops where they hope to find high-quality clothes at reasonable prices. At these shops there are usually also some baskets full of lower-quality clothes reduced to ten dollars. Another bargain shopper, Philip Chan, admits that he is hopeless when he sees something cheap. He says he has dozens of shirts and pairs of trousers stuffed in his wardrobe.

‘Sometimes, when I take the clothes home and look carefully at them, I find that there are small faults or sewing defects. So I never wear them,’ he says. ‘At other times, when I try them on, they do not even fit me. And then, sometimes I buy really crazy things like army jackets, or clothes in colours I don’t really like.’ Philip should have learnt his lesson by now, but he still cannot resist buying cheap things.

Part Two – Group Discussion (Total time: 2 minutes preparation, 10 minutes discussion)

As part of a sixth-form awareness development project, your teacher has asked your class to discuss shopping, with the aim of drawing up guidelines to help students develop into informed and intelligent shoppers.

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