

**ENGLISH LANGUAGE PAPER 2
Question-Answer Book**

INSTRUCTIONS

1. Write your Candidate Number in the space provided on Page 1.
2. Stick your barcode labels in the spaces provided on Pages 1, 3, and 5.
3. Answer **ALL** questions.
4. Write your answers clearly and neatly in the spaces provided in this Question-Answer Book. **Answers written in the margins will not be marked.** You are advised to use a pencil for Tasks 1 - 2 (listening tasks) and a pen for Tasks 3 - 5 (integrated tasks).
5. All listening materials will be played **ONCE** only.
6. When the radio broadcast ends, you will be given one hour and fifteen minutes to complete Tasks 4 and 5.
7. The Data File will **NOT** be collected at the end of the examination. Do **NOT** write your answers in the Data File.
8. Supplementary answer sheets will be supplied on request. Write your Candidate Number, fill in the question number and stick a barcode label on each sheet and fasten them with string **INSIDE** this Question-Answer Book.
9. The rough-work sheets provided are for you to take notes. They will be collected separately and will not be marked.

Please stick the barcode label here.

Candidate Number									
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Tasks	Marker's Use Only		Examiner's Use Only	
	Marker No.		Examiner No.	
1				
2				
3				
4				
5				
Total				

Checker's Use Only		
Checker No.		
Total		

Situation

You are Andy Lim, a Secondary 5 student in a local secondary school.

You are the President of a newly-formed club called The Brain Power Club, and have been asked to lead a number of projects aimed at raising awareness of new and different ways of learning.

You have five tasks to complete. In order to do this, you need to follow the instructions in the Question-Answer Book and on the recording. You will find all of the information you need in the Question-Answer Book, the Data File and the recording.

You will now have two minutes to study the Question-Answer Book in order to familiarise yourself with the situations in Tasks 1 and 2 before the recording begins.

Later, you will have four minutes to read Tasks 3, 4 and 5 and study the Data File before you do the tasks.

Please stick the barcode label here.

Task 1 (13 marks)

You and your classmate, Tess, have decided to sign up for a free 'BrainBooster' course offered by Brainworks. You are helping her to fill in her application form. Listen and complete the form below.

You now have 30 seconds to look at the form.



Brainworks
Teaching Your Brain to Work For You

**Free
BrainBooster
course!**

Name Age

School

Email

Phone

Choose your BrainBooster course. Write "1" in the box beside your first choice and "2" in the box beside your second choice.

Preferred location: Wanchai Tsimshatsui Shatin

Preferred dates: 2-6 June 23-27 June 2-8 July 21-25 July

Preferred time: 9am-12:30pm 2pm-5:30pm

What would you like to be able to learn better?

Have you taken a Brainworks course before? Please tick (✓). Yes No

If yes, which course?

Where did you hear about us? Please tick (✓).

Newspaper Website School Seminar Friend

End of Task 1

Answers written in the margins will not be marked.

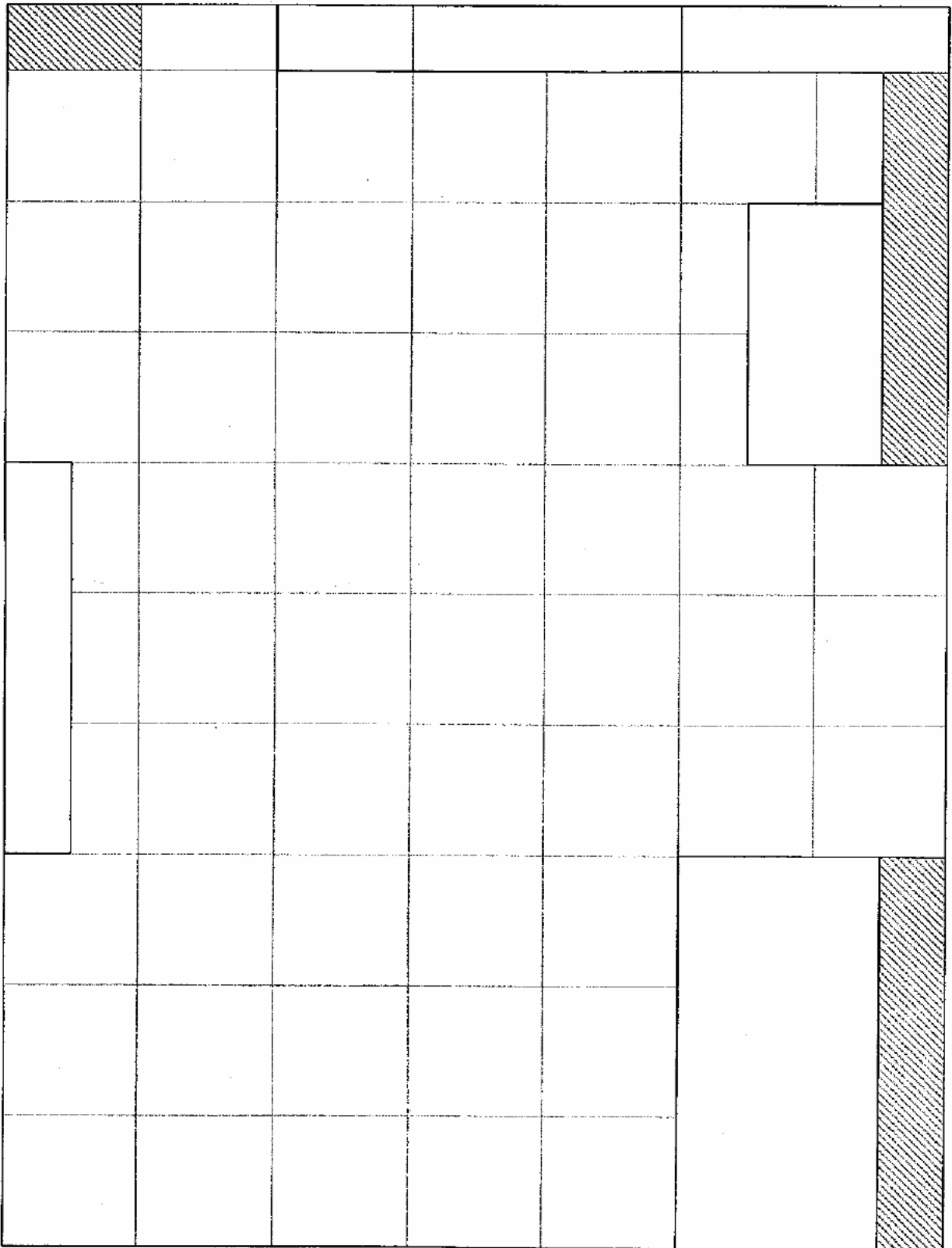
Answers written in the margins will not be marked.

Task 2 (14 marks)

Your school has asked you to redesign a large multi-purpose room (MPR) so that it becomes a better learning environment for the students. You are discussing this task with your classmate, Tess. Listen to the conversation and complete the floor plan of the room below.

You now have 30 seconds to study the floor plan.

Answers written in the margins will not be marked.



Answers written in the margins will not be marked.

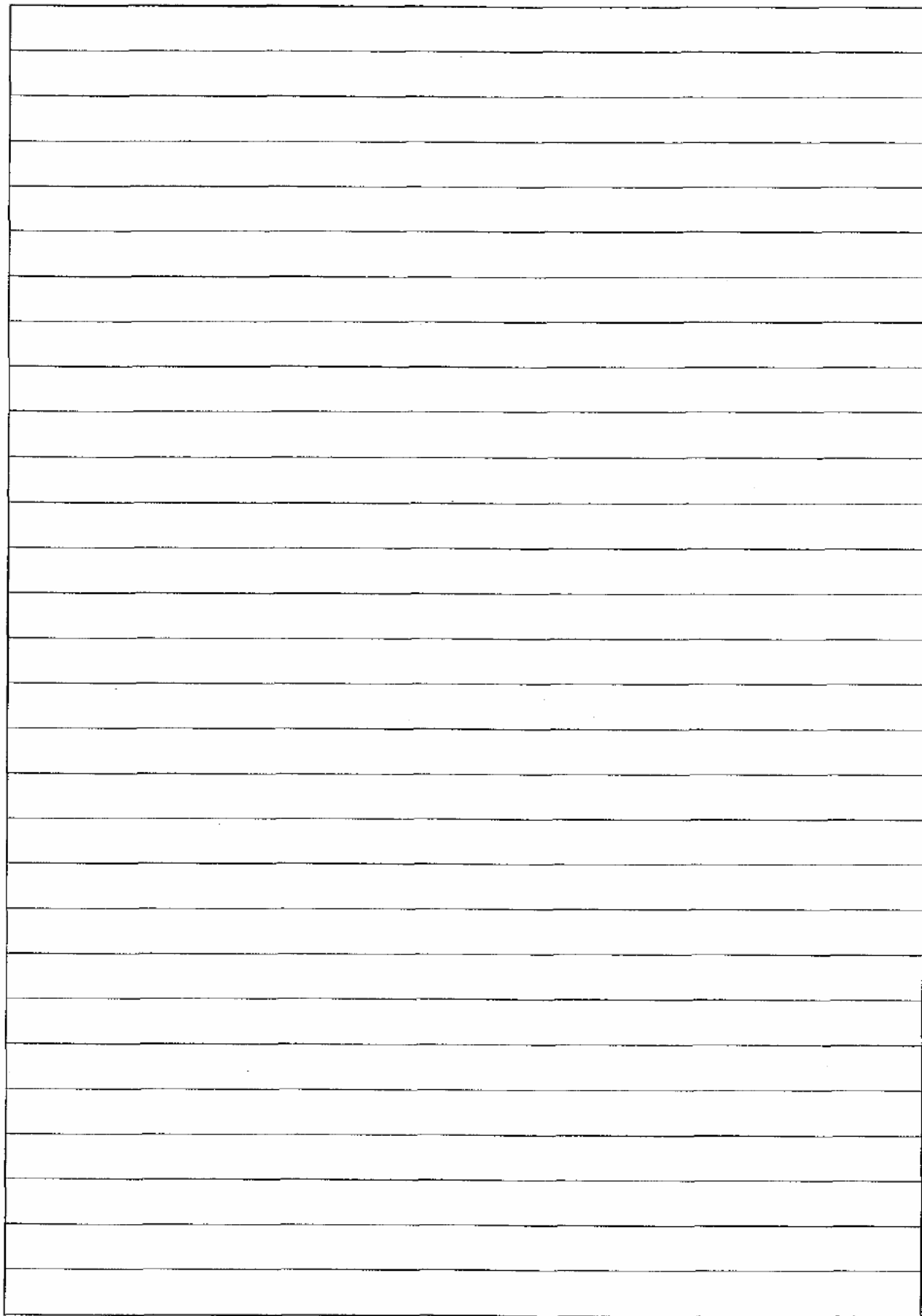
Answers written in the margins will not be marked.

End of Task 2

Please stick the barcode label here.

This is a blank page.

Answers written in the margins will not be marked.

A large rectangular area with horizontal ruling lines, intended for writing answers. The area is empty and occupies most of the page.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

End of Task 3

Task 4 (22 marks)

As part of your effort to promote The Brain Power Club, you are designing a leaflet to give students tips on what they can do to use their brains more and make them stronger. Complete the leaflet, using information from pages 3, 6 and 7 of the Data File and the notes you have taken on page 4 of the Data File. Use a pen for this task.

Introduction:

Tips:

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

The Brain Power Club:

Answers written in the margins will not be marked.

End of Task 4

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

END OF PAPER

ENGLISH LANGUAGE PAPER 2 DATA FILE

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1. Andy's first draft of the questionnaire with Ms. Young's comments

Questionnaire *Spelling*

Introduce yourself

We are doing a survey on learning. Answer the following questions.

Be more polite.

Name:

Age:

Form:

Sex:

Address:

Change to email

Mobile:

I suggest you delete this.

What kind of learner are you? *missing word*

~~What are your hobbies?~~

Why not ask about favourite subjects?

Do you know what is right-brain learning? *word order*

Have you heard of Brainworks? *Ask about the new club instead*

Are you interested to improve your learning? (*prep + word form*)

Would you like to a movement class?

missing verb

Ending?

A nice closing sentence with thanks.

2. E-mail from Ms. Young to Andy

To: andylim@kgss.edu.hk
From: ctyoung@kgss.edu.hk
Date: Friday 02 May 2008

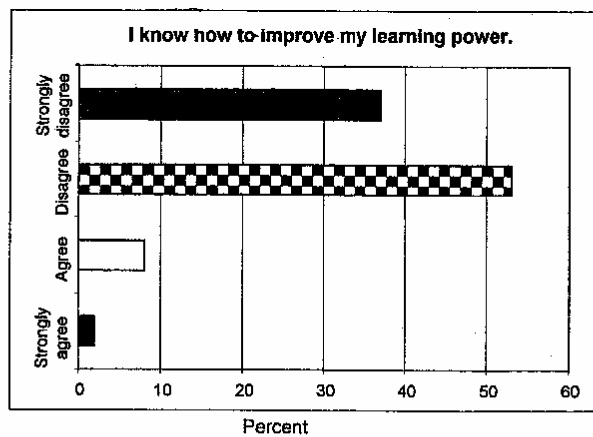
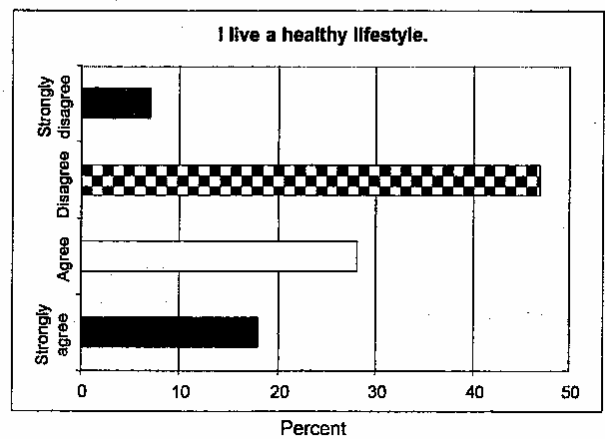
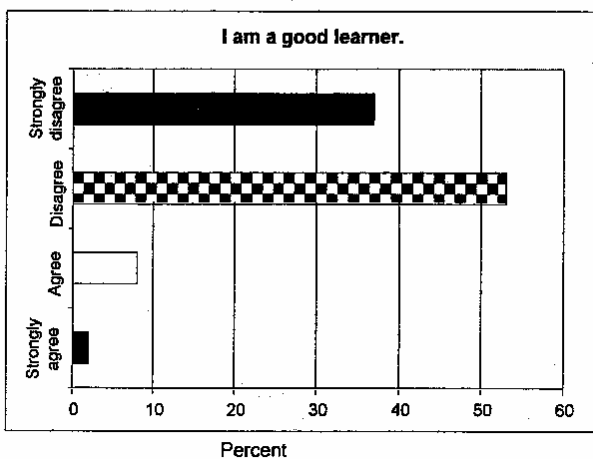
Andy,

Just to confirm that it's OK to use the library for The Brain Power Club. It sounds like you've got some good ideas for your leaflet, maybe even too many. I think you need to keep some focus - perhaps just include tips on how to use your brain, and forget about other things like food and exercise. You can talk about those in the article for the magazine. Be concise. You could do that simply by not repeating activities of the same nature. For example, when you talk about how to keep your brain alert, you can just give a couple of examples instead of copying whole paragraphs from the newspaper cuttings.

Don't forget to finish the leaflet by encouraging people to try the new ideas. The librarian has arranged to buy six copies of *Train Your Brain* for our members. Why don't you also include this in the leaflet?

Ms. Young

3. Results of a school survey



4. Andy's notes for the leaflet

Title

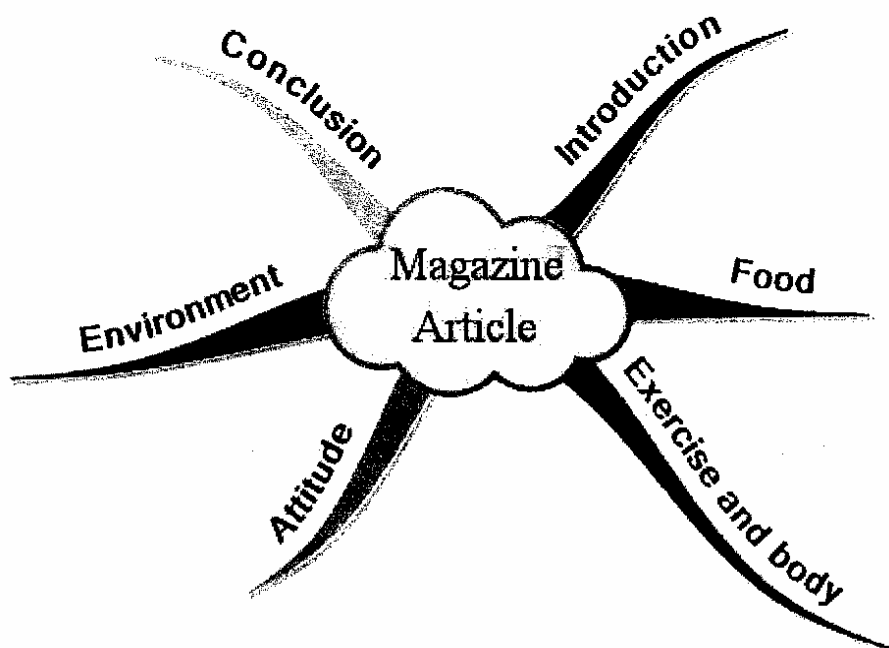
Introduction

Tips

- *
- *
- *

The Brain Power Club

5. Andy's notes for the article for the school magazine



6. Letter page from the Junior Post

Well, we asked for your ideas on how to increase your learning power, and lots of you wrote in with good suggestions. Here are some of the winning ideas.

My tip for increasing learning power is movement. If the movement is rhythmic, like dancing or marching, it helps build patterns in the brain.

Listening to music is helpful, but moving at the same time is even more helpful. It's also important to sit up straight. If you slouch in your chair it really does affect your thinking. Use both sides of your body – if you are right-handed, try doing things with your left hand.

I have just spent six months really working on building my brain and I have to say, it works. I tried a number of things. I kept a journal and wrote in it every day. That really helped to get me thinking about what I'd been doing. I practised remembering by looking at old photos and talking about them, and I developed my creativity by trying to imagine new ways to use everyday things, or inventing new things. Sometimes it was hard, but I kept going. I also tried to eat food that helps build the brain, such as nuts, bananas and eggs. And I avoided artificial colourings in food. I really feel that my thinking is much clearer now.

One thing that really works for me is using aromatherapy oils. Just smelling the scent of lemon, mint or basil can help your brain to focus. Simply put a few drops of oil in some hot water as you are studying and it will fill the room with scent. Another thing is to make sure that you eat right, especially breakfast. Without breakfast, your brain just doesn't have the fuel it needs to get working.

Students should take part in debates if they want to increase their learning power. It makes them think critically about issues. They should also practise concentrating on one thing for a few minutes every day. This will teach them not to be distracted.

7. Excerpt from the back cover of the book *Train your Brain*



Train Your Brain

Just like your muscles, your brain needs exercise to grow and this book provides a wealth of activities to give it a good workout: do one of our puzzles every day to keep your brain in top condition.

8. Newspaper article from the Hong Kong Post

You Can Change Your Brain

For many years, scientists believed that once a person reached the age of around 21, the brain was fully developed and would not change from then on. However, recent studies have shown that this is not the case. The brain retains its ability to grow and develop throughout our entire lives, and even a few days of doing something new can literally change our brains.

Tom Peters of the San Francisco Brain Research Institute points out that if we want to keep our brains working well, one key factor is novelty. "The brain responds to something different. To keep it alert, we can start a new hobby, study a new subject, learn a new skill or a new language. Even something as simple as taking a different route to work or ordering something different for lunch can make a difference."

Susan Smith, of the Department of Psychology at Nottingham University, stresses the importance of attitude. "One study showed that people who believed they were smarter actually performed better. To help us believe in ourselves, we should look for evidence of our successes, not focus on failure. It's also important to stay flexible. People who are open to new ideas and willing to change their minds are more likely to keep their minds in good condition as they get older."

Research has also shown the benefits of reducing stress for better brain function. "A few minutes of deep breathing before taking a test can refresh your brain and make all the difference," says Smith. Peters agrees: "We all need to learn to relax, and to laugh more." Paying attention to your surroundings can have an effect too. Studies have shown that people can concentrate better if the walls are painted pale green or yellow or if they have something green or yellow to look at. And no-one thinks well if they are overheated - keep your room temperature cool, but not cold.

Of course, to really keep your brain in shape, you need to use it, and Peters has a number of suggestions for how to do this too. Try to consciously look for connections between the different things you learn. Stay curious about the world around you - practise asking "Why?" like a small child does. Keep your memory working by learning a poem or a song every week. Play games, any kind of games - card games, board games, even video games have been shown to improve brain functioning.

The mind and body are closely connected. Exercise in many ways optimises your brain for learning. Exercise improves circulation throughout the body, including the brain. Exercise also boosts metabolism, decreases stress and improves mood and attention. Getting 10-15 minutes of exercise every day has been shown to increase brain power by 80%, while eating too much sugar or too much fat has a negative effect on brain performance. It's important to rest too, and not try to keep working all the time. Not getting enough sleep can decrease your performance on mental tasks by 35%. We need around 7-8 hours every night.

It's never too late to start changing your brain. Follow these simple steps and you can ensure your brain keeps working well throughout your whole life.

This is the last page of the Data File

Paper 2 Marking Scheme

Note: In the suggested answers:

- i) / — indicates (an) alternative, acceptable word(s)/phrase(s) within an answer.
- ii) // — indicates an alternative answer.
- iii) () — indicate (a) word(s)/phrase(s) which is/are NOT essential to the answer.

Task 1 (13 marks)



Brainworks
Teaching Your Brain to Work for You

**Free
BrainBooster
course!**

Name Age

School

Email

Phone

Choose your BrainBooster course. Write "1" in the box beside your first choice and "2" in the box beside your second choice in each category.

Preferred location: Wanchai Tsimshatsui Shatin (6)

Preferred dates: 2-6 June 23-27 June 2-8 July 21-25 July (7)

Preferred time: 9am-12:30pm 2pm-5:30pm (8)

What would you like to be able to learn better?

(remember) English vocab / vocabulary / word(s) (better) (9)

(improve) math(s) (10)

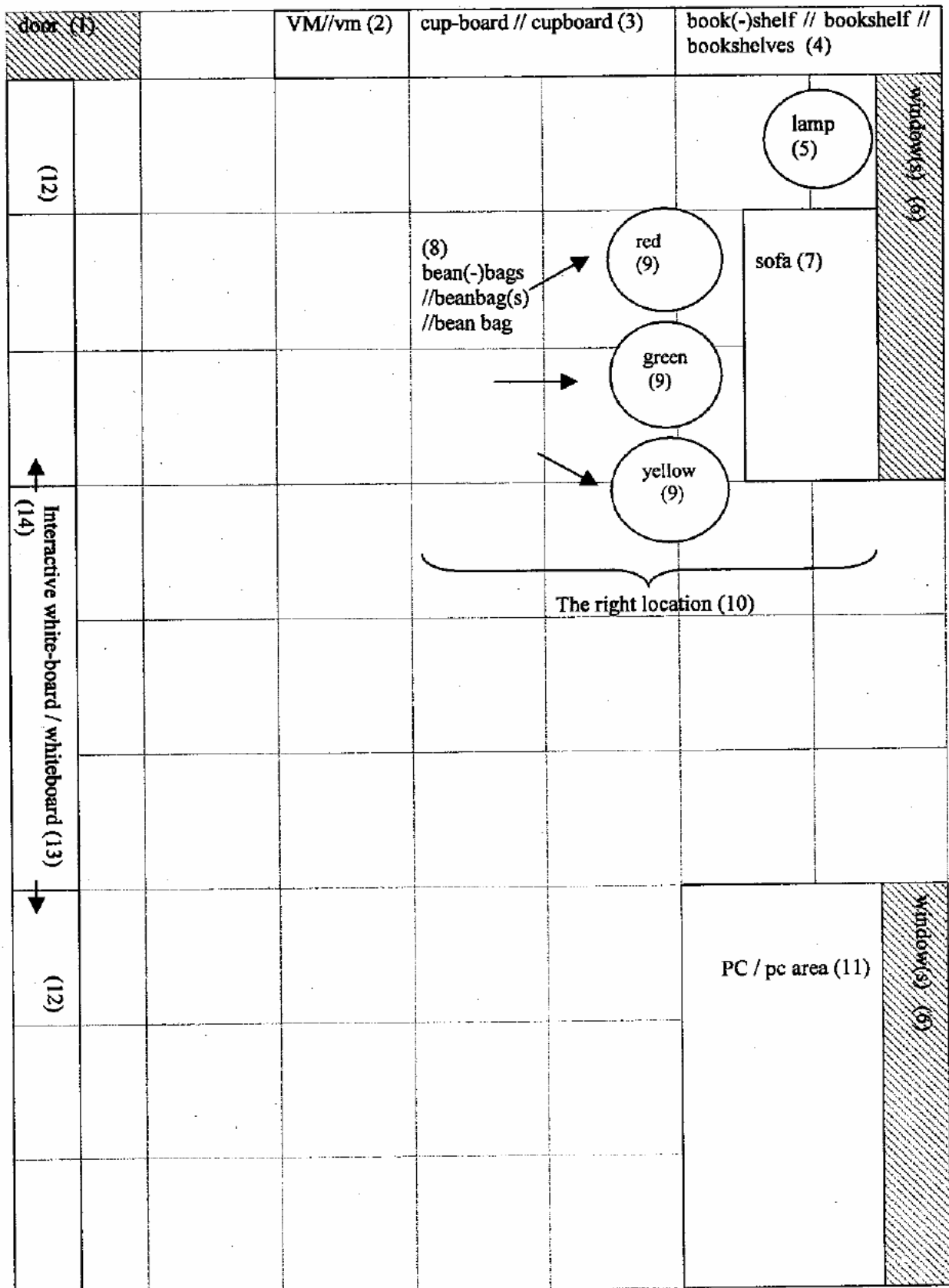
Have you taken a Brainworks course before? Please tick (✓). Yes No (11)

If yes, which course? effective study skill(s) (12)

Where did you hear about us? Please tick (✓). (13)

Newspaper Website School Seminar Friend

Task 2 (14 marks)



- 8 – bean(-)bags/beanbags, with arrows pointing to the bean-bags
- 9 – red, green and yellow, indicating the colour of the beanbags (in any order)
- 10 – the right location, i.e., the circle(s) should be in front of the sofa
- 12 – draw two rectangles
- 13 – write “interactive white-board / whiteboard”
- 14 – symbols indicating items (12) are interactive whiteboard(s)

Task 3 (20 marks)

(H) Heading: (1 mark)

- Questionnaire (correct spelling)

(I) Introduction (3 marks)

(C & L) Content and Language: 2 marks

Award 2 marks for accurate content and language

Award 1 mark for accurate content, some minor mistakes in language and / or formalities

(T) Tone: Award 1 mark for polite request

Content points:

Who: The Brain Power Club

Purpose: conduct a survey about learning / collect views about learning

Request for doing survey: grateful if you could answer the following questions.

1. For including Name, Age, Form, Sex and Email (Address)

2. For NOT including 'Mobile'

	Accept any order for items 3 – 10. Do not award marks for items 3 – 8 unless the grammar is correct.
3.	What kind of learner are you?
4.	What are your favourite/favorite subjects? /What is your favourite/favorite subject?
5.	Do you know what right-brain learning is?
6.	Have you heard of (The) Brain Power Club?
7.	Are you interested in improving your learning?
8.	Would you like to join/ take part in/ participate in/ go to/ attend/ take a movement class?
9. (2 marks)	What do you need to make learning effective? - 2 marks for accurate content and language - 1 mark for accurate content with minor mistakes in language
10. (2 marks)	Would you like to get / know the (survey) results? - Award 2 marks for accurate content and language - 1 mark for accurate content with minor mistakes in language

11. For not including 'What are your hobbies?'

12. Thank you for doing the questionnaire / your time / taking part in the survey. (2 marks)

- Award 2 marks for appropriate ending and correct grammar.

- Award 1 mark for incomplete ending and/or minor mistakes: E.g. Thank you. // Thanks. // Thank you to do the survey. // Thank you for your answer.

- Award 0 for inappropriate ending: E.g. Thank you for your kind attention. Thank you for wasting your time.

13. Format: Numbering of items 3 – 10 *and* attempts to leave space for putting answers for to the questions

Task 4 (22 marks)

(H) Heading (1 mark)

Train your brain // Train Your Brain

(I) Introduction (2 marks)

1. reason for training our brains: e.g. If we can train our brains, this will help us work well through our lives.
2. here are some ideas for you

(T) Tips (0.5 mark for each item)

1. read (more) books / newspapers / books and newspapers
2. learn a (new) word every day
3. throw away your calculators // do Math(s) / math(s) in your head
4. listen to music (and move at the same time)
5. keep a journal (and write in it every day)
6. practise remembering by looking at old photos // keep your memory working by learning a poem or a song (every week)
7. develop creativity by trying to imagine new ways to use everyday things / inventing new things
8. take part in debates
9. concentrate / practise concentrating on one thing for a few minutes every day
10. do puzzle(s) every day
11. keep your brain alert by studying a new subject / learning a new skill / learning a new language / starting a new hobby / taking a different route to work / ordering something different for lunch (at least any 2 items)
12. play games / card games, board games or video games (at least any 2 items)

(C) The Brain Power Club (0.5 mark for each item)

1. at 4 (pm)
 2. every / on **Thursday / Thu**
 3. in the library
 4. F. 4 to F. 7 (students) are welcome
 5. the aim of the club is to work together to train our brains
- } Items 1 – 3 must refer to the meeting of the club

6. six copies of “**Train Your Brain**” // “**Train your brain**” for members (to borrow)
7. contact by emailing to andylin@kgss.edu.hk
8. a statement to encourage people to try new ideas

(R) Relevance (2 marks)

For not including irrelevant information when listing the tips, i.e. information about food and exercise (see the table below). Do not award **R** unless the candidate gets 4 or more items correct.

Food	Exercise
1. eat food which helps build the brain // eat fish // eat nuts, eggs and bananas	6. get 10 – 15 minutes of exercise regularly /every day // walking
2. drink water	7. make rhythmic movements // dance and march
3. eat breakfast	8. use both sides of your body // try doing things with your left hand if you are right-handed
4. avoid (eating food with) too much sugar / too much fat / artificial colouring in food	9. get enough sleep // rest // sleep 7 – 8 hours every night
5. avoid soft drinks	10. do more exercise

(F) Format (2 marks)

Use point form when listing the tips. Do not award **F** unless the candidate gets 4 or more items correct.

(L) Language (5 marks)

Marks	Language	Remarks
5	The standard of accuracy in spelling, punctuation and language structures is high. The pronouns and the verb form when listing the tips are consistent.	Award '0' if the candidate only gets a total of 4 or fewer items correct in T and C.
3	There are grammatical errors but meaning is generally clear.	
1	There are many grammatical mistakes, which greatly affect meaning.	
0	The text is unintelligible because of the large number of spelling, punctuation and grammatical errors. The candidate copies indiscriminately from the Data File.	

Task 5 (24 marks)**Task completion****1. Introduction (I)**

1. mention the result(s) of the survey: students feel that they are not good learners // they do not live a healthy lifestyle // they do not know how to improve their learning power
2. mention suggestions given (in the article)

2. Food, drink and meal (F)

3. eat food which helps build the brain // eat fish // eat nuts, eggs and bananas
4. drink water
5. eat breakfast
6. avoid (eating food with) too much sugar / too much fat / artificial colouring in food
7. avoid soft drinks

3. Exercise and Body (B)

8. get 10 – 15 minutes of exercise regularly /every day // walking
9. make rhythmic movements // dance and march
10. sit up straight // do not slouch in your chair
11. use both sides of your body // try doing things with your left hand if you are right-handed
12. get enough sleep // rest // sleep 7 – 8 hours every night

4. Attitude (A)

13. believe in yourself // look for evidence of your success
14. stay flexible // be open to new ideas // be willing to change your minds
15. stay calm
16. don't worry too much
17. choose positive friends
18. laugh more // relax
19. stay curious about the world around you // practise asking why
20. try to consciously look for connections between the different things you learn

5. Environment (E)

21. spend some time outdoors (every day) // get fresh air and sunshine
22. keep your room temperature cool
23. use aromatherapy oils // smell the scent of lemon/ mint/ basil
24. paint the walls pale green or yellow // look at something green or yellow

Task Fulfillment (12 marks)

Marks	Task Fulfillment	Description
12	All areas of content are covered, with few or no omissions and inaccuracies and no irrelevancies.	Points given in all 5 areas, with at least 20 points
10	All areas of content are covered, with few or no omissions and inaccuracies, but some irrelevancies.	Points given in all 5 areas, with at least 17 points
8	The major areas of content are covered, but there may be a few omissions, irrelevancies and inaccuracies.	Points given in at least any 4 areas, with at least 14 points
6	Some of the major areas of content are covered, but there may be some omissions, irrelevancies and inaccuracies.	Points given in at least any 3 areas, with at least 10 points
4	A few points in the major areas of content are covered, but there are some omissions, irrelevancies and inaccuracies. The information given is sketchy.	Points given in at least any 2 areas, with at least 6 points
2	Little required information is given.	At least 3 points in any area
0	The content is irrelevant or inaccurate, or there is indiscriminate copying from the Data File.	

Language (5 marks)

Marks	Language	Remarks
5	There is a good range of accurate sentence structures, and the standard of accuracy in spelling, punctuation and language structures is high.	Award 1 or 0 marks if the candidate only scores 2 marks or below for the task fulfillment.
4	Simple or compound sentences are used appropriately, with some attempts at more complex sentences. Punctuation, spelling and language structures are mainly accurate with only occasional minor errors that do not affect overall clarity.	
3	Most simple and compound sentences are accurately constructed and punctuated. There are grammatical errors but meaning is generally clear.	
2	Short and simple sentences are mainly used. There are quite a lot of mistakes in spelling and grammar, which at times affect meaning.	
1	Short and simple sentences are mainly used but there are many grammatical mistakes, which greatly affect meaning.	
0	The text is unintelligible because of the large number of spelling, punctuation and grammatical errors.	

Format and Style (5 marks)

Marks	Format and style (see explanatory notes below)	Remarks
5	An awareness of audience is shown throughout; tone and register are appropriate, and appropriate features of an article are used.	Award 1 or 0 marks if the candidate only scores 2 marks or below for the task fulfillment.
4	An awareness of the audience is shown and may be maintained throughout. An appropriate tone and style is used and most features of an article are used correctly.	
3	Some awareness of audience is shown. Tone and register are largely appropriate, and some features of an article are used correctly.	
2	There may be some awareness of audience. Tone and register are sometimes appropriate. Some features of an article may be used.	
1	A suitable tone may be used in some parts and some basic features of an article may be used.	
0	Inappropriate tone and register and/or wrong genre of an article used.	

Coherence (2 marks)

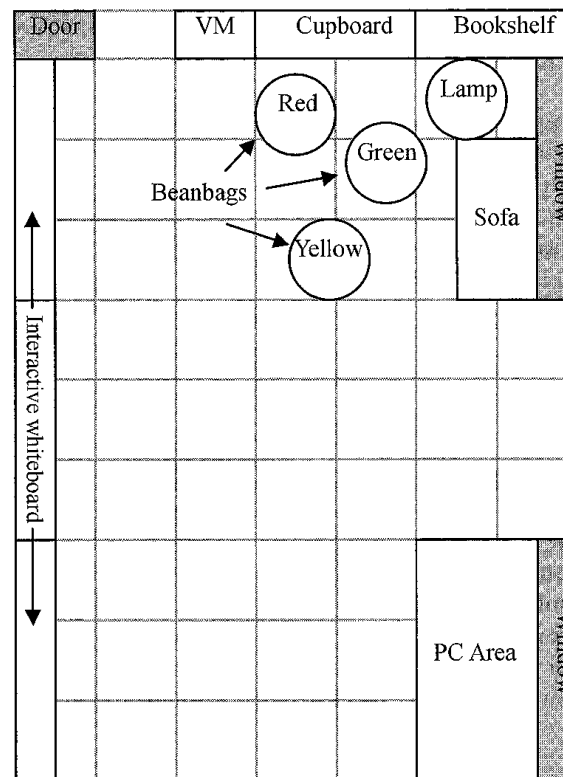
For ideas logically grouped together within paragraphs. (Point 21 can be put under the subheading Exercise and Body 'B')

Paper 2

Task 1

- Name: Theresa Chan
- Age: 17
- School: Kowloon Government Secondary School
- Email: greenangel@yahoo.com
- Phone: 9227 6381
- Preferred location: 1 – Shatin ; 2 – Tsimshatsui
- Preferred dates: 1 – 21-25 July; 2 – 23-27 June
- Preferred time: 1 – 9am-12:30pm; 2 – 2pm-5:30pm
- What would you like to be able to learn better?
Remember English vocabulary better and improve maths.
- Have you taken a Brainworks course before? Yes.
- If yes, which course? Effective Study Skills
- Where did you hear about us? Friend

Task 2



This has become nothing but apparent in the government’s recent decision to pull down our school building. Not only has it neglected our petition to keep our 90-year-old beloved school building, it has also turned a deaf ear to its people calling for safeguarding their collective memory.

True, urban renewal may be an inevitable step that a city must take in order to progress. Yet it does not necessarily mean that we need to give up something that distinctly represents a district – however out of tune it might be with the new environment. Our school building has long been regarded as the landmark of the Western District. When people see our school, they know where they are.

The government’s argument that it would ruin the entire view of the new neighbourhood is, at best, a genuine acceptance of its determination to cast out all its unwanted erections and, at worst, a stark refusal to sincerely preserve our memory. This is the last thing that people want from their government who prides itself on “putting people first”.

Saving the old and developing the new are not indispensably mutually-exclusive. Cultural heritage can no doubt co-exist with state-of-the-art edifices. I hope the government will discard its irrationally outrageous plan to demolish our school building. This is, after all, a historically meaningful construction that can cause a loss to all of us upon its cruel demolition.

Task 3

Questionnaire

Our newly-formed club, The Brain Power Club, is gathering information and views about effective learning. In order to help us achieve this, we hope you can spare a few minutes to finish the following survey.

Name: _____ Age: _____
Form: _____ Sex: _____
Email: _____

1. What kind of learner are you?
2. What are your favourite subjects?
3. Do you know what right-brain learning is?
4. Have you heard of our club, The Brain Power Club?
5. Are you interested in improving your learning?
6. Would you like to attend a movement class?
7. What do you need to make learning effective?
8. Would you like to get the results of the survey?

Thank you very much for your time! Your help is most indispensable to us.

Task 4

Throw away your calculator. Do maths in your head.

Introduction:

Given the results of a recent school survey showing that over 80% of our students do not think that they are a good learner and that they do not know how to improve their learning power, The Brain Power Club wishes the following can provide you with some practical tips on how to train our brains and how we can keep them working through all our lives.

Tips:

- Read books and newspapers
- Learn a new word every day
- Keep a journal and write it every day
- Practice remembering by looking at old photos and talking about them
- Develop your creativity by trying to imagine new ways to use everyday things, or inventing new things
- Take part in debates
- Practice concentrating on one thing for a few minutes every day
- Start a new hobby, study a new subject, learn a new skill or a new language to keep your mind alert
- Believe in yourself, look for evidence of your successes, not focus on failure
- Stay flexible – open to new ideas and be willing to change your mind
- Reduce stress for better brain function such as taking deep breath
- Keep your room temperature cool, but not cold
- Consciously look for connection between the different things you learn
- Stay curious about the world around you
- Learn a poem or a song every week
- Play games, any kind of games

The Brain Power Club:

The Brain Power Club, which welcomes forms four to seven students, is meeting every Thursday after school at 4pm in the library. Our Club's objective is to work together to train our brains. One book that we highly recommend to you is *Train Your Brain*, 6 copies of which are available in the library exclusively for our club members. Should you have any enquiries, do not hesitate to contact Andy Lim at andylim@kgss.edu.hk. We look forward to hearing from you soon!

Task 5

Outline:

Introduction	<p>Purpose of writing:</p> <ul style="list-style-type: none">- in response to the daunting survey's results (p.3 of Data File)- to help students better use their brains (Conversation)
Para. 2	<p>Sub-heading: Food</p> <ul style="list-style-type: none">- breakfast (p.6 of Data File)- food: fish (Conversation)- drink: water
Para. 3-4	<p>Sub-heading: Exercise and Body</p> <ul style="list-style-type: none">- rhythmic movements (p.6 of Data File)- walk (Conversation)- use both sides of the body (p.6 of Data File)- rest (p.7 of Data File)
Para. 5-6	<p>Sub-heading: Environment</p> <ul style="list-style-type: none">- spend some time outdoors every day (Conversation)- aromatherapy oils (p.6 of Data File)- decorate the surroundings (p.7 of Data File)- keep an optimum room temperature (p.7 of Data File)
Para. 7-8	<p>Sub-heading: Attitude</p> <ul style="list-style-type: none">- believe in yourself (p.7 of Data File)- choose positive friends (Conversation)- stay calm and don't worry to much (Conversation)- novelty (p.7 of Data File)- be flexible (p.7 of Data File)
Conclusion	<ul style="list-style-type: none">- hope the tips are useful- recommend the book

[1] The Brain Power Club was surprised by the results of a recent survey conducted in our school, in which 90% of our students did not think they were good learners and 90% did not know how to improve their learning power. Equally worrying is the fact that almost 60% of our students did not think they lived a healthy lifestyle. We strongly believe learning is affected by different things and, with our numerous pieces of advice in this article, we hope we can help your brains work better.

Food

[2] Make sure you eat right, especially during breakfast time. Without a decent breakfast, your brain just does not have the fuel it needs to get working. One healthy food that is good for your brain is fish. Do eat more of them as they are rich in omega-3, which boosts brain functions. Do not think little of the importance of water. You need to keep yourself hydrated throughout the day to keep your brain bright and smart. Avoid soft drinks. They are full of sugars and other substances that are bad for your brain. Too much fat also has a negative effect on brain performance. Besides, you should eat food that helps to build the brain like nuts, bananas and eggs and avoid artificial colourings in food.

Exercise and Body

[3] You can increase your learning power by doing exercise. Exercise improves blood circulation of the body, including the brain. It also boots metabolism, decreases stress and improves mood and attention. Getting 10-15 minutes of exercise every day has been shown to increase brain power by 80%. Rhythmic movements such as dancing or marching help build patterns in the brain. If you do not know how to dance, you can simply go for a walk. It is said that walking is the best and easiest kind of exercise that makes our brain stay alert.

[4] It is also crucial for you to sit up straight. If you slouch in your chair, it really does affect your thinking. Besides, use both sides of your body to keep your entire body in working mode. For example, if you are right-handed, try doing things with your left hand. Remember, resting should also be part of your daily exercise. You have to sleep enough (7-8 hours every night) in order to let your brain rest and then return to full-gear later. Otherwise, your performance on mental tasks would be decreased by 35%.

Environment

[5] Always remember that you should spend some time outdoors every day. Fresh air and sunshine are good for you and your brain. It is suggested that using aromatherapy oils helps the brain work better. Just smelling the scent of lemon, mint or basil can help your brain back to focus. Simply put a few drops of oil in some hot water when you are studying and it will fill the room with scent.

[6] Your surroundings matter as well. Studies have shown that people concentrate better if the walls are painted pale green or yellow or if they have something green or yellow to look at. Besides, if you are overheated, you may feel frustrated and cannot think well. Therefore, keep your room temperature cool, but not cold.

Attitude

[7] One key factor is believing in yourself. If you do not have faith in yourself, you will become negative about everything and this will not help you a bit. Choose positive friends that support you when you are in need but not those who give unconstructive murmurs every now and then. You yourself should stay calm and do not let yourself worry too much. It is also critical to start from time to time a new hobby, study a new subject, learn a new skill or a new language to keep your brain wide awake.

[8] You also need to stay flexible so that you are open to new ideas and willing to change. Stay curious about the world around you. Ask "Why?" all the time and ensure that your brain is being used every minute and every second. Play any kinds of games like puzzle or learn a poem or a song every week to keep your brain sharp.

Conclusion

[9] It is never too late to learn and it is never too late to start changing. We hope the above is helpful to you. One book that we highly recommend is *Train Your Brain*, 6 copies of which are available in the library exclusively for our club members. Always bear in mind that it is only you yourself that can ensure your brain works properly!



2008

Paper 2 Tapescript

TASK 1

David: Hey Tess! You said you were interested in signing up for that free brain booster course this summer, didn't you? I've just signed up for it myself.

Tess: Oh, yes! It's with Brainworks, isn't it? I did one of their courses last year. It was really good.

David: So, do you want me to sign up for you too while I am on the website?

Tess: Let's have a look. Yeah, why not?

David: Okay. So, name... 'Tess Chan'.

Tess: Actually, my real name is Theresa. T-H-E-R-E-S-A. It's just that everyone calls me Tess.

David: Really? I didn't know that. Okay, let me put 'Theresa Chan' in the name box. And school... 'Kowloon Government Secondary School'.

Tess: You've spelt 'Government' wrong. Look!

David: Oops so I have! I always make mistakes when I type too fast. Right. 'Kowloon Government Secondary School'. That's okay now, isn't it?

Tess: Yes.

David: And age. Sixteen?

Tess: Not any more. It was my birthday last week.

David: Oh! Happy Birthday.

Tess: Thanks.

David: What's your email address?

Tess: greenangel@yahoo.com

David: What? Green what?

Tess: Green angel. A-N-G-E-L. All one word.

David: Why can't you just have your name like a normal person?

Tess: I like the name Green Angel. I use it all the time online.

David: Okay, greenangel@yahoo.com

Tess: Yes, that's right.

David: And your phone number?

Tess: 9227 6381.

David: 9227 6381. Right, now you have to choose when and where you want to attend the course. I've gone for Wanchai as my first choice.

Tess: No, not Wanchai for me. Too far to travel. I live in Sha Tin so that would be convenient. But I will be coming to the school sometimes to work on a summer project, so Tsim Sha Tsui would be okay too.

David: Well, pick one for your first choice.

Tess: Well, I prefer a course in the morning and I don't want to get up too early. So I guess the one nearest home.

David: Okay, and Tsim Sha Tsui as second choice?

Tess: Right.

David: What about the dates? There are four choices here.

Tess: The one in the second half of July would be best. It will get me ready to go back to school.

David: Right! Start the year with your brain already boosted!

Tess: The second of June is no good. I am going on holiday with my parents. I think my second choice would be the course starting on the 23rd of June.

David: Right. I've marked that and you said a morning course. Now, they want to know if there are any special things you'd like to be able to learn better.

Tess: Yes. I want to be able to remember English vocabulary better.

David: 'Remember English vocabulary better'. Right, it seems to me that your English vocabulary is already pretty good.

Tess: Well, it's not bad; but it can always be better.

David: Right, and anything else?

Tess: Yes, I want to improve my maths too.

David: 'Improve maths'. Okay, I think I need to improve my maths too. I did really badly in the last test. Just one more question. You said you did a course with Brainworks last year.

Tess: Yes, that's right.

David: What was the name of the course?

Tess: It was called 'Effective Study Skills'.

David: 'Effective Study Skills'. How do you spell 'effective'?

Tess: E-F-F-E-C-T-I-V-E. You should know that. It was a good course. I got a lot of useful tips to help me use my time effectively.

David: That's done. Oh, no, it's not. They want to know where you heard about the course.

Tess: From you of course!

David: Right, so... 'friend'. Fine, I'll just click to submit it and we've finished.

Tess: Great. I hope there are still places left. I'm looking forward to it.

TASK 2

Tess: Andy, you said that we needed to come up with a plan to redesign the multi-purpose room and submit it to Miss Young by the end of the week. Can we work on something now?

Andy: Okay. What do we have to look at?

Tess: Well, the school secretary has given me this simple floor plan, which gives us an idea of the space we have. As you can see, the M.P.R. or the multi-purpose room is a simple rectangle. I've drawn in some of the things that I think we should have.

Andy: I see. What are the two shaded bits on the right hand side of the plan?

Tess: Oh, those are the two windows. You'd better write that down on each of the shaded bits, so that Miss Young will know what they are. Use a pencil first in case we make mistakes.

Andy: Okay. So, I'll just write 'window' here... on the shaded part, right?

Tess: Yes, on the shaded part. And because there are two windows you'll have to write the word 'window' twice.

Andy: Okay. 'Window' and 'window'. There you are! Two windows. What's this shaded part here on the top of the plan near the corner on the left?

Tess: That's the door. So could you write 'door' on the shaded part?

Andy: Okay. 'Door'.

Tess: Right, see this long, thin rectangle on the left hand side of the plan?

Andy: This one here?

Tess: Yes, that's an interactive whiteboard that we've ordered. I have just spoken to Miss Young and she said that we have the money to order two more. This means that we'll be able to have them stretching from one end of the wall to the other. So, we should draw two more long rectangles, one on either side of this one.

Andy: What do you mean?

Tess: Well, we will be getting a total of three interactive whiteboards. Only one is shown here so you need to draw two more. Draw one rectangle above and another one below. They should be of the same size.

Andy: Okay... three whiteboards which will cover the whole wall and with the sides touching.

Tess: Right. Now, you need to write down what they are. But instead of writing it down three times like you did with 'window', you can just write 'interactive whiteboard' down once and draw an arrow pointing to each rectangle.

Andy: How do you spell 'interactive whiteboard'?

Tess: 'Interactive' is I-N-T-E-R and the word 'active'.

Andy: 'I-N-T-E-R... active'. It's one word, right?

Tess: Yes, one word. 'Whiteboard' is just 'white' and 'board', again one word.

Andy: Okay, 'whiteboard'. Done.

Tess: Good. Oh, don't forget to draw the arrows.

Andy: Oh, yes. What's next?

Tess: Okay. Look at this wall here where the door is. We are going to put three things here – a vending machine, a cupboard and a bookshelf. I've already drawn in the boxes and you just need to label them.

Andy: Right.

Tess: First of all, write down the word 'bookshelf' in that rectangle in the corner.

Andy: 'Bookshelf'. Done.

Tess: The cupboard is next to the bookshelf. The vending machine, which is the smallest of the three, is between the cupboard and the door.

Andy: Cupboard... You mentioned a machine?

Tess: Yes, a vending machine. Dr Brown from Brainworks recommended a vending machine somewhere in the MPR because she thought that having food and drinks available would help to make the atmosphere more sociable.

Andy: Okay. Here's the vending machine. I'm just going to write VM for vending machine because there isn't enough space.

Tess: Okay. Just put VM. We are very interested in creating a social corner in the MPR because students have asked for a more relaxing space, so we think that this corner here where the bookshelf is would be a good place.

Andy: This corner here, next to the top window?

Tess: Exactly. In order to create that relaxing atmosphere, we've decided to buy a large comfortable sofa. We're trying to get a nice living room feel.

Andy: That's a great idea. Is that what this rectangle in front of the window is?

Tess: Yes, when you sit down you should be facing the wall with the interactive whiteboards. Can you write 'sofa' on that rectangle somewhere?

Andy: 'Sofa'. Okay. My uncle has a special reading corner in his living room and he has a standing floor lamp. It looks very welcoming and cozy. Would you consider having a floor lamp?

Tess: Actually that might not be a bad idea. Yes, let's include that in the plan. I think it should probably go in between the sofa and the bookshelf. See there! You've got a gap that would be large enough for a lamp. Why don't you draw a circle in the space between the sofa and the bookshelf and write the word 'lamp' in the circle?

Andy: Done.

Tess: Yes okay. Don't you think it would be nice to have some beanbags as well as a sofa? That would give a relaxing feeling. We could have three of them. Just in front of the sofa.

Andy: Okay. I'll just draw three circles there. Do you want me to write 'beanbags' on them?

Tess: No. I want you to write 'red' in one circle, 'green' in another and 'yellow' in the last circle. It doesn't matter which order. And then I want you to write 'beanbags' with an arrow pointing to each of them. Like what you did for the interactive whiteboards.

Andy: Okay. 'Beanbags' and then one, two and three arrows... and 'red', 'green', 'yellow' in the circles. Done.

Tess: Right. See this rectangle next to the second window? That's a computer workstation area.

Andy: So should I write down 'computer work station area'?

Tess: Just put 'PC area' for now.

Andy: 'PC area'.

Tess: That's brilliant, Andy. Thanks. We have completed the floor plan.

TASK 3

Andy: Miss Young, I've received your comments about my questionnaire and I want to ask you a few questions. Is that okay?

Miss Young: Yes, Andy. How can I help you?

Andy: You've put some comments in the introductory section of the questionnaire. What should I do to improve that?

Miss Young: Well, I think you should mention who you are. I mean which club you are representing. And the purpose of conducting the survey and request people to take part in the survey. Remember to be polite.

Andy: Oh, I see. Can we talk about these questions?

Miss Young: Yes, I think the first thing you'll have to do is to correct the grammar. I've underlined the places where there are mistakes. So make sure they're corrected before you go and do the survey.

Andy: Yes.

Miss Young: I also think that you should number the questions, so that the survey is more organised.

Andy: Okay. I'll just write that down in my notes... 'Number questions'.

Miss Young: Can I ask why you've included a question about hobbies?

Andy: Er... we thought it would be an interesting question to have in the survey.

Miss Young: Yes, well, it's interesting but it may not be totally relevant. So I suggest you delete it so that your survey becomes more focused.

Andy: Okay, I'll just cross it out.

Miss Young: Instead, I think it would be nice to ask students what their favourite subjects are.

Andy: Yes, that's a good idea. I'll just write that down... 'favourite subjects'.

Miss Young: And how about having an open question that asks students what they need to make the learning effective?

Andy: Okay... 'Ask a question about what they need to make learning effective'. Is there anything else?

Miss Young: How about asking students if they would like to get the results of the survey? It's always nice to find out the results of the survey you took. And you can get some members for the Brain Power Club at the same time. If they're interested, you can also send them publicity information about the club. This could be your last question. How many questions have you got altogether?

Andy: Er... one, two, three, four, five, six, seven, eight questions.

Miss Young: You need to leave some space for people to write their answers. Why don't you write the questions on alternate lines?

Andy: Okay. I'll leave a line blank between the questions. That's great. Thanks. I'll make the changes now.

Miss Young: You're welcome, Andy. And good luck with the survey.

Andy: Thanks.

TASKS 4 & 5

Tess: Okay. Let's talk about the leaflet we need to design, telling people how to exercise their brains. Has anyone got any ideas?

Jill: Yes, I have a couple of ideas that I think would be good. We should read more books and newspapers.

Andy: Hang on. I'll just make a list of our ideas. 'Read books and newspapers'. Okay, anything else?

Tess: Learn a new word every day.

Andy: 'Learn a new word every day'. That's a good idea.

Jill: I found this book of puzzles called *Train Your Brain*. It has lots of ideas on exercising your mind.

Tess: *Train Your Brain*? That would be a good title for our leaflet, don't you think? I like the way it sounds.

Jill: Yes, I think it would be a great title. And I've got another suggestion. Throw away your calculator.

Andy: Throw away your calculator?

Jill: Yes, Throw Away Your Calculator. Do maths in your head. That'll really make your brain work.

Andy: I think it will make my brain collapse! Okay, I'll put it down anyway. 'Throw away your calculator. Do maths in your head.' Anything else?

Tess: I can't think of anything else but I do remember that there was a competition in the Junior Post recently where people wrote in to say how they had improved their learning power. Maybe we could look for that.

Jill: Yes. And I found this article on the brain as well. It looks very useful.

Andy: Good. Well, I think we should be able to find enough ideas. But how are we going to start the leaflet? We can't just give people a list of things.

Tess: Yes. I think we need an introduction but not too long, just saying that we can train our brains and that it will keep them working through all our lives. Something like that. And here are some ideas for things to do.

Andy: Okay. 'Explain why we should do it and say here are some ideas for things to do'. Should I divide them into paragraphs?

Jill: No, for the tips you are just going to make a list. I mean use point form instead. And at the end, we should tell them about the Brain Power Club.

Andy: Okay. Let me write that down. Use point form. So, I will put a bullet point when I start each point.

Jill: Oh, yes. Have we decided when and where we are going to meet?

Tess: Yes. Thursday seems to be the best day. There's not too much else on... and after school, say four o'clock?

Andy: Thursdays at four o'clock. Are we going to meet every week?

Tess: I think we should meet every week, at least to start with. We can change it later if it is too much.

Jill: Okay, every Thursday at four. Do we have a room?

Andy: I've asked Miss Wong if we can use the library. She is going to check and get back to me.

Tess: Good. You've been organised! I think we should make it for Forms five to seven only. We don't want to have too many people.

Jill: Hmm... I agree that we probably don't want the lower forms. But I think we should include Form Four as well.

Tess: Okay. The club is open to forms four to seven. I think we should say what the aim of the club is. What should we say?

Andy: How about 'to work together to train our brains'?

Tess: Yes, I like that. The aim of the club is to work together to train our brains. Good.

Jill: Should we give them a contact person in case they want to ask any questions?

Tess: Good idea. Will you be the contact, Andy?

Andy: Sure. I'll put my email address at the end of the leaflet.

Tess: Right, then. Perhaps now we could take a few minutes to talk about the article that Andy is going to write for the school magazine as well. Andy, I know that you have got a plan for that. Is that right?

Andy: Yes. Let me get my notes for the article of the school magazine first. Look, here. I've been thinking about how to write the article and it seems to me that the ideas can be grouped under several headings. So far I've got 'food, exercise and body, and attitude'.

Tess: Attitude? You mean like believing in yourself?

Andy: Yes. And also staying calm. One point I am going to put in is that people shouldn't worry too much.

Jill: That's some advice I should give myself. Don't worry too much.

Tess: You could also tell people to choose positive friends.

Andy: Choose positive friends? What do you mean by that exactly?

Tess: Spend time with people who will help you focus on the positive things. You know, not people who are always negative.

Andy: Okay. I'll put that down. 'Choose positive friends'.

Jill: What were the other headings again? Oh, yes! Food. What have you got for that?

Andy: So far, I've only got one thing. Eat fish.

Jill: Fish? Not me, I hate fish. Too smelly!

Tess: Oh, I love it. It's nice to know it's good for my brain.

Jill: It's important to drink water too.

Andy: Why? Can't I just drink soft drinks?

Jill: No, you need water to keep your brain working well. You should always carry a bottle with you. Soft drinks are just full of sugar and other things that are bad for your brain.

Andy: Right, 'drink water'. I think there were some other recommendations about food in that newspaper article you gave me. I'll check it later.

Tess: What about exercise and body?

Jill: I was looking at a website yesterday and it said the most important thing you can do is go for a walk. Walking is the best kind of exercise.

Andy: Okay. 'Go for a walk'. I'm sure I can find more ideas if I look.

Tess: I think you need another heading as well, Andy. 'Environment'.

Andy: Environment? You mean, like pollution?

Tess: No, I meant more the kind of places you choose to spend your time and what's around you. For example, everyone should try to spend some time outdoors every day.

Jill: Sometimes it's too hot to go outdoors.

Tess: I know it can be hot but fresh air and sunshine are good to you.

Andy: Okay. I'll put it in. 'Spend some time outdoors every day'.

Jill: It said in this article, that it's important to get enough sleep. Do we need a new heading for that too?

Tess: No, I don't think so. We can put it under exercise and body. Exercise should include rest too, don't you think?

Andy: Good idea. Anything else we need to include?

Jill: Well, I was thinking that we might be able to use the results of the survey we did last month as a kind of lead in to the article.

Tess: How do you mean?

Jill: Well, we can include the survey results in the introduction. The survey showed that most students of the school don't feel that they are good learners and they don't know what to do to help themselves. Our article can help to answer their questions.

Andy: Good idea. Can you let me have a copy of the survey results?

Jill: Sure. I'll give it to you tomorrow.

Tess: Is there anything else?

Jill: Well, there's also some useful information in the Junior Post and the article from the Hong Kong Post. You could include the recommendations in your article.

Andy: Okay. I think I've got a clear idea how to go ahead with it.

Tess: Great. I think that's finished then.