

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

**INSTRUCTIONS**

1. Write your Candidate Number in the space provided on Page 1 and stick barcode labels in the spaces provided on Pages 1, 3, and 5.
2. Answer **ALL** questions.
3. 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 – 3 and a pen for Tasks 4 – 6.
4. All listening materials will be played **ONCE** only.
5. When the radio broadcast ends, you will be given one hour and fifteen minutes to complete Tasks 4, 5 and 6.
6. The Data File will **NOT** be collected at the end of the examination. Do **NOT** write your answers in the Data File.
7. Additional space for Task 5 or Task 6 is provided on Page 12. Please fill in the question number clearly.
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.
10. No extra time will be given to candidates for sticking the barcode labels or filling in the question number boxes after the 'Time is up' announcement.

Please stick the barcode label here.

Candidate Number

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**Situation**

You are Isabella Chan, a secondary student in Form 5C at St. John's Secondary School. You are the president of a newly-formed club called The Green School Club, and have been asked to lead a number of projects aimed at raising awareness of green issues in school and to make recommendations about how the school can become more green-conscious.

You have six 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, 2 and 3 before the recording begins.

Later, you will have four minutes to read Tasks 4, 5 and 6 and study the Data File before you do the tasks.

Please stick the barcode label here.

**Task 1 (8 marks)**

Your school wants to reduce its electricity bills next year, and you have been asked by the Students' Union (SU) and your teacher to find information about how the school can save money by buying energy efficient light bulbs. You are working with Freddie, who has printed a webpage which contains some of the information you need. Listen to the conversation between Freddie and yourself and complete the table below.

You now have 30 seconds to study the webpage and the table below.

<http://www.greenlighting.com.hk/price>

**Green Lighting Company**  
Partnering with you for a greener world

Browse our huge range of different lighting. Lowest prices and satisfaction **GUARANTEED!**

				
<b>Incandescent</b>	<b>High Intensity Discharge (HID)</b>	<b>Fluorescent</b>	<b>Compact Fluorescent</b>	<b>Halogen</b>
\$15 each \$80 for 6	\$155 each \$900 for 6	\$150 each \$1,500 for 12	\$100 each \$500 for 6	\$28 each \$150 for 6

**Free delivery anywhere in Hong Kong for orders over \$800!**

Our bestseller!

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

<b>St. John's Secondary School</b>	
<b>Place that needs lighting</b>	<i>room</i>
<b>Money available (\$)</b>	
<b>Number of bulbs needed</b>	
<b>Notes</b>	
<b>Final recommendation(s)</b>	
<b>Total cost (\$)</b>	
<b>Reason(s)</b>	


Answers written in the margins will not be marked.

**End of Task 1**

**Task 2 (9 marks)**

You are doing some research with a classmate, Freddie, on your class project. You have now entered a website called The Earth Energy Project, which provides news about using the Earth's renewable energy. The website also allows you to send e-cards to people to remind them to be more green-conscious. As it is Energy-Saving Week at school, you have decided to send an e-card. Listen to the conversation and complete the e-card.

You now have 20 seconds to study the e-card below.

 <http://www.earthenergyproject.org>



## Welcome to The Earth Energy Project!

Make a difference to the Earth's energy by sending an e-card to a friend, relative or classmate.

From:

isabella@sjss.edu.hk

To:

Your energy-friendly message:

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**

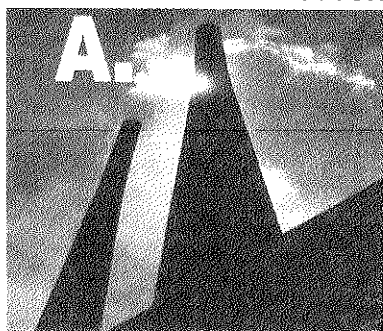
Please stick the barcode label here.

**Task 3 (15 marks)**

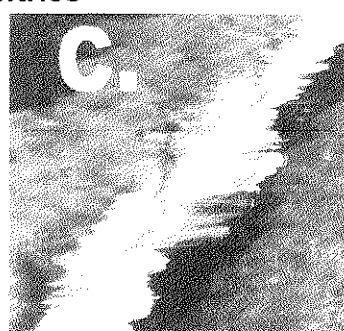
Your school is holding a photo competition to raise awareness about environmental damage in Hong Kong. The entries have all been submitted and you have invited Dr. Cameron Poon, an expert in this field, to be the judge. As the school representative, you are now assisting Dr. Poon as he does the judging. Listen to the conversation. Write the missing captions in the blank boxes. Complete the layout plan and the winners' list. Write the letters of the photographs in the correct boxes. Some have been done for you as examples.

You have 30 seconds to study the questions and the photos below.

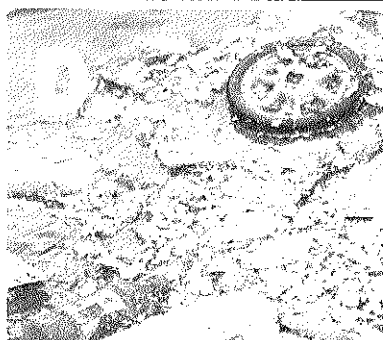
**Green School Club: Photo Competition Entries**





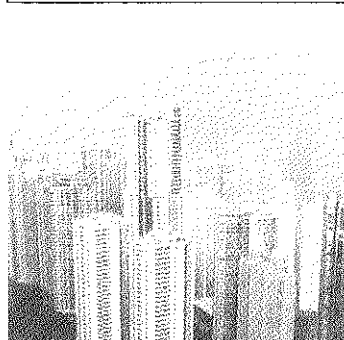


**Sink/Swim?**



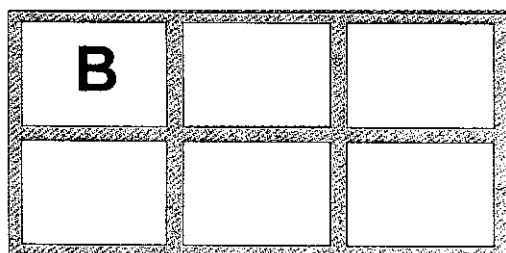
**Floaties**



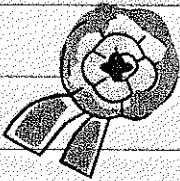



**Layout plan for the exhibition board**

Title:



**Winners' list**

Prize winners	
1 <sup>st</sup>	
2 <sup>nd</sup>	
3 <sup>rd</sup>	
Special Award: Best Representation of Environmental Damage	

Answers written in the margins will not be marked.

**End of Task 3**

**Task 4 (21 marks)**

You are doing some research on things that the school can do to help save energy and you have decided to create a PowerPoint presentation. You have already submitted a draft to your teacher, Ms Tong. Listen to the conversation and refer to your first draft and notesheet for the PowerPoint presentation on pages 2 and 3 of your Data File. As you listen, make notes on your draft and notesheet so that later you can write up the revised PowerPoint presentation in the spaces below.

<b>Slide 1</b>

<b>Slide 2</b>

<b>Slide 3</b>

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.

<b>Slide 4</b>

Answers written in the margins will not be marked.

<b>Slide 5</b>

<b>Slide 6</b>

Answers written in the margins will not be marked.

**End of Task 4**

**Task 5 (23 marks)**

Your club is planning to take part in a tree-planting activity. Write a letter to the environmental consultant of 1001 Trees, a local company specialising in tree-planting activities for schools and the general public. Listen to the conversation and take notes on page 4 of your Data File. You will find all the other information you need on pages 4 and 6 of the Data File.

**St. John's Secondary School**  
**39, On Chi Lane, Kowloon**

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.

Answers written in the margins will not be marked.

**End of Task 5**





Supplementary Answer Sheet for Task 5 *or* Task 6. Please write the Task Number in the box below.

Task

Large grid for writing answers.

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

### Contents

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Not to be taken away before the  
end of the examination session

1. Your first draft of the PowerPoint presentation with Ms Tong's comments

Isabella Chan

F. 5C

*You need a TITLE Slide to introduce the talk.*

### How save energy

~~There are many things we can do to help save energy. We can consider turning down the air-conditioner so that it's not freezing and we can remember switching down the lights when we leave a room.~~

*Is this good use of language?*

*(a) Turn these into bullet points.*

*(b) Note the deletions and make grammatical changes.*

### Why save energy?

~~We need to save energy because we don't have any more resources left. Also, energy is very expensive and we can save many money if we don't use that much. Besides, we should not be a wasteful society.~~

*(c) This is not true. We do have resources but they are finite. Rewrite.*

*(d) 'many money'?*

*(e) Rephrase the last sentence. Start it with, "We should learn..."*

*(f) Turn the sentences into bullet points as above and delete the conjunctions.*

*(g) Put this slide before the one above.*

*How about ending with something like,*

*"Let's work together to..... (your suggestion)"*

**2. Notesheet for the PowerPoint presentation**

Slide 1

Slide 2

Slide 3

Slide 4

Slide 5

Slide 6

### 3. Ms Tong's note and your notesheet for the letter

Letter to 1001 Trees

1<sup>st</sup> paragraph - who you are and why you're writing.


2<sup>nd</sup> paragraph - 28 students and 2 teachers (I think that's the no. of participants), dates, time, etc.

3<sup>rd</sup> paragraph - any advice? e.g. what to bring?

Closing sentence(s) - a nice and friendly one.

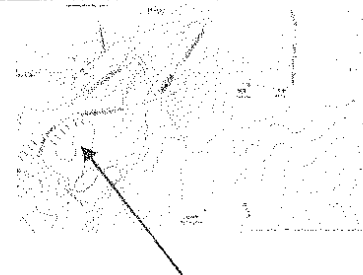
Ms Tong

### 4. Business card & promotional flyer

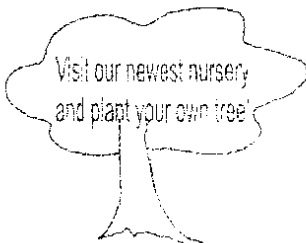
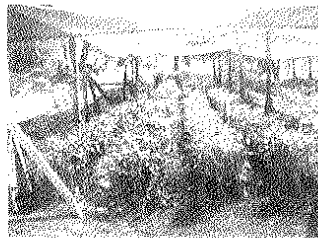


**John Sherwood**  
Environmental  
Consultant

1001 Trees  
1 Lam Kam Road  
Tai Po  
New Territories



Our location



- We can organise:
- \*tree-planting on public holidays\*
  - \*group tree-planting outings\*
  - \*tree-planting in your school\*
  - \*visits to local tree farms & nurseries\*

Give our friendly team a call today  
to find out more about how  
**WE CAN MAKE A GREEN DIFFERENCE!**

- 1001 Trees is a registered charitable organisation -



Join our  
next major  
tree-  
planting  
event on  
Thursday  
1<sup>st</sup> July  
2010!



5. Ms Tong’s note and your notesheet for the proposal

<p><i>About the proposal</i> Make sure you mention the theme of the proposal. I think you should also organise your suggestions under two headings: 'structure of the building' and 'elements of internal design'.</p> <p>Don't forget to write a relevant introduction and conclusion.</p> <p>Good luck. Ms Tong</p>	

6. Poster for ‘The Green School of the Future’ Competition

**"The Green School of the Future"  
Competition**

In order to help promote the greening of Hong Kong,  
the Environment Bureau and the Education Bureau are  
jointly organising 'The Green School of the Future' competition.

We are looking for creative and well-written proposals that focus on

**What BUILDERS can do to build green schools of the future**

We are now inviting all full-time secondary school students to  
submit a proposal to develop "The Green School of the Future".

The list of winners will be published on the Environment Bureau's  
website on 5<sup>th</sup> July 2010

For enquiries, please call 2881 8881  
Closing Date for Submission: 10<sup>th</sup> June 2010

The Environment Bureau  
14<sup>th</sup> Floor, Murray House, 10 Garden Road, Hong Kong

7. June 2010 Calendar

Mon	Tue	Wed	Thur	Fri	Sat	Sun
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

8. The Green School Club flyer

**The Green School Club**

**We are a newly-established club with a mission to proactively engage in activities that enable the school and all of the people inside it to GO GREEN**

**How?**

- \* By using resources sustainably \***
- \* By educating students about green issues\***

**St. John's Secondary School, 39 On Chi Lane, Kowloon**

## 9. Excerpt from *Hong Kong Daily*

28 April 2010

### **Working with Your Planet.**

**Businesses are finding that green offices cut energy costs and help the Earth too.**

It is estimated that one office worker can use a quarter of a tonne of materials in a year – which includes 10,000 pieces of copier paper. The heating, cooling and powering of office space are responsible for almost 40% of carbon dioxide emissions and account for more than 70% of total electricity usage. Commuters generate millions of tonnes of CO<sub>2</sub> a year.

Wal-Mart, the biggest retail store chain in the world, is placing solar panels on the roofs of its stores. Los Angeles is thinking of giving commuters rewards for buying hybrid or environmentally-friendly cars, and many new buildings are now being built following green principles. There are lots of things we can do to be greener and more responsible citizens. And ultimately, the earth will be extremely grateful. Here are some tips for growing a greener working environment:

You can do this really easily by designing areas which allow lots of natural light to come in. Good lighting begins with the effective use of sunlight. Consider the size, the location and the primary function of the windows. Will the windows capture prevailing breezes, allow adequate light and provide architectural balance? When painting your walls, consider using lighter colours to enhance light reflection. It's also important to keep the windows open so that air can circulate easily.

Water efficiency has become one of the burning global issues. Across the city, our growing population is putting pressure on available water supplies. This increased demand is threatening both human health and the environment. What can we do to enhance water efficiency? Installing low-flow taps that have automatic shut-off systems and even low-volume flush toilets may frustrate your employees at first but watch the savings you'll make on water bills!

Environmentally-unfriendly materials should be avoided wherever possible. You will help the environment greatly if your next purchase of furniture or fixtures is made from recycled materials.

By letting people control the light and temperature in their areas, you will be able to help save some energy. Similarly, motion-sensing switches that turn on lights only when people are in the room are great. And finally, did you know that laptops consume less power than desktops? Would you consider switching?

Building and construction have a tremendous environmental impact so we need to erect buildings which do the least damage. Choosing sites near public transportation centres and/or within walking distance of services will help greatly. Designers may also factor in "bicycle parks" to encourage employees to cycle to work.

The buildings in which we live, work and play protect us from nature's extremes, yet they also affect our health and the environment in countless ways. As the environmental impact of buildings becomes more apparent, it's time for us to rethink the way we design, construct and maintain our buildings.

**THIS IS THE LAST PAGE OF THE DATA FILE**

## 2010 English Language

### Paper 2 (Listening & Integrated Skills) Marking Scheme

- Note: In suggested answers:  
Spelling must be correct. Capital and small letters are acceptable.  
/ - indicates (an) alternative acceptable word(s) / phrase(s) within an answer.  
// - indicates an alternative answer.  
( ) - word(s) in brackets are optional, but must be spelt correctly.

#### Task 1 (8 marks)

St. John's Secondary School	
Place that needs lighting	(1) multi (-) purpose // multipurpose
Money available (\$)	(2) (\$) 800 (dollars)
Number of bulbs needed	(3) 4 ( - 5) // four (to five)
Notes	(4) bright (room) (5) white (rather than cream) } If more than two pieces of information are put in this box, mark the first <b>TWO</b> only.
Final Recommendation(s)	(6) (4 / four) fluorescent (light(s))
Total Cost (\$)	(7) (\$) 600 (dollars)
Reasons	(8) cheap to run

Task 2 (9 marks)



<http://www.earthenergyproject.org>



# Welcome to The Earth Energy Project!

Make a difference to the Earth's energy by sending an e-Card to a friend, relative or classmate.

From:

isabella@sjss.edu.hk

To:

- (1) k . chan @
- (2) ecofurniture.com

Your energy-friendly message:

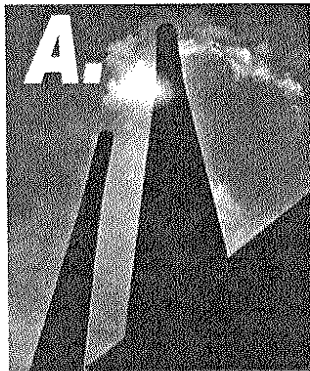
- (3) great job
- (4) with the designs
- (5) dad
- (6) can you import
- (7) your materials
- (8) from closer to home
- (9) appropriate punctuation

- a full stop after dad;  
- a question mark after home.

Great job with the designs dad . Can you import your materials from closer to home?

Task 3 (15 marks)

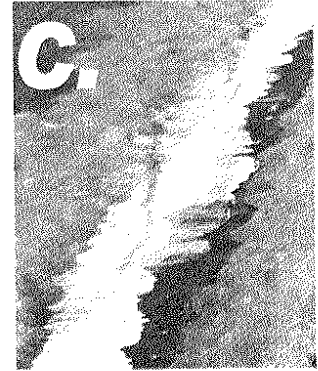
Green School Club: Photo Competition



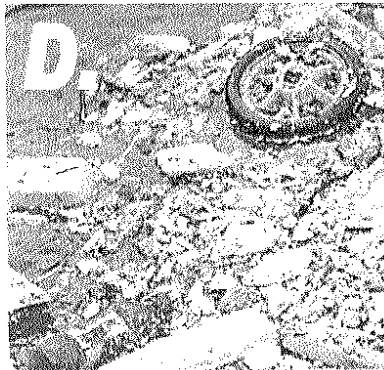
(1) smoking kills



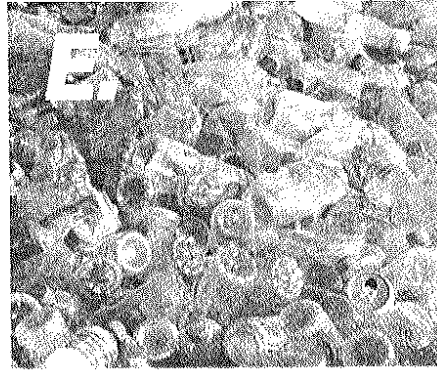
(2) cover(-)up



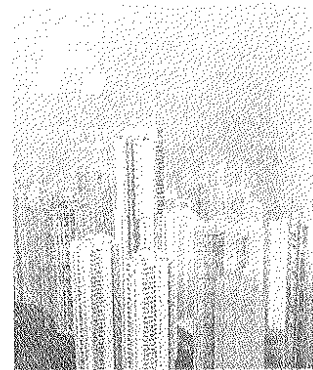
Sink/Swim?



Floaties



(3) plastic mountain



(4) bad air day

Layout plan for the exhibition board

Winners' list

Title: **what are we doing to our earth (?)** (14)

<b>B</b>	(5) <b>A</b>	(6) <b>F</b>
(7) <b>C</b>	(8) <b>E</b>	(9) <b>D</b>

Prize winners	
1 <sup>st</sup>	(10) <b>B</b>
2 <sup>nd</sup>	(11) <b>A</b>
3 <sup>rd</sup>	(12) <b>D</b>
Special Award: Best Representation of Environmental Damage	(13) <b>F</b>

(14) Title (2 marks)

what are we doing to our earth

1 mark for accurate content with only minor mistakes in language/grammar

2 marks for accurate content and language

**Task 4 (21 marks)**

**Slide 1**

<p><b><u>Title Slide</u></b></p> <p>1. How the school can save energy</p> <ul style="list-style-type: none"><li>▪ 1 mark for accurate content, with only minor mistakes in language</li><li>▪ 2 marks for both accurate content and language, and the answer must be put on this slide</li></ul> <p>2. <b>Isabella Chan</b> (<i>correct spelling and put on this slide</i>)</p> <p>3. Form /F / Secondary / S 5 (C) (<i>correct spelling and put on this slide</i>)</p>	<p>2 marks</p> <p>1 mark</p> <p>1 mark</p>
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**Slide 2**

<p>4. How much is the school ('s) monthly expenditure on energy (?)</p> <p>// Do you know how much the school('s) monthly expenditure on energy is(?)</p> <ul style="list-style-type: none"><li>▪ 1 mark for accurate content, with only minor mistakes in language</li><li>▪ 2 marks for both accurate content and language, and the answer must be put on this slide</li></ul>	<p>2 marks</p>
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**Slide 3**

<p>5. \$157,000 (per month) / (/month)</p> <p>6. Point 5 put on this slide</p>	<p>1 mark</p> <p>1 mark</p> <p>} The two items should be marked separately.</p>
--	---

**Slide 4**

7. <b>Why (do we need to) save energy(?)</b>	1 mark	} Points 8-11 should be put under Point 7.
8. resources are finite	1 mark	
9. energy is (very) expensive	1 mark	
10. save a lot of /a great deal of / more money (if you use less)	1 mark	
11. We should learn not to be a wasteful society	1 mark	

**Slide 5**

12. <b>How can we save energy (?) / How to save energy</b>	1 mark	} Points 13-15 must be put under point 12 in any order. Accept: We should... (By) -ing... To... Do not accept past tense.
13. turn <b>down</b> the air-conditioner(s)	1 mark	
14. switch <b>off</b> the light(s) when we leave a room	1 mark	
15. turn <b>off</b> (the) PC(s)/(personal) computer(s) (when) not in use	1 mark	

**Slide 6**

16. Let's work together to make our world a better place	2 marks
<ul style="list-style-type: none"><li>▪ 1 mark for accurate content, with only minor mistakes in language</li><li>▪ 2 marks for both accurate content and language, and the answer is put on Slide 6 only</li></ul>	

**Bonus marks (2 marks)**

Order – The 'Why' slide should come BEFORE the 'How' slide, and at least one mark is awarded for points 7-11 and one mark for points 12-15.

Format – use point form to present the information for points 8-11 and/or 13-15.



**Task 5 (23 marks)**

**Content (11 marks)**

- |  |   |   |                                 |
|--|---|---|---------------------------------|
| <p>1. *Introduce who you are: <b>Isabella Chan</b></p> <p>2. the president of / in charge of<br/>the <b>Green School Club</b><br/>(of <b>St John's Secondary School</b>)</p> | } | <p>*Award point 1 and/or point 2 if candidate writes the sender's name and post after complimentary close</p> | <p>TS / DF4</p> <p>TS / DF4</p> |
| 3. mission of the club: to proactively engage in activities that enable the school and all of the people inside it to go green   |   |   | TS → DF6                        |
| 4. purpose of writing: request to organise / arrange / book a tree-planting activity / group tree-planting outing  |   |   | TS                              |
| 5. who and how many: 28 students and 2 teachers  |   |   | DF4                             |
| 6. date of the activity: <b>25 June // 25 Jun // 25/6</b>  |   |   | TS                              |
| 7. time of the activity: arrive at 10am and leave at 2pm   |   |   | TS                              |
| 8. request an alternative time if the times (we requested) are not good  |   |   | TS                              |
| 9. ask for advice on what we need to bring / any relevant question(s) for the activity   |   |   | DF4                             |
| 10. contact <b>Ms / Miss Tong</b> at 3441 2391   |   |   | TS                              |
| 11. give an appropriate, polite closing  |   |   | DF4                             |

**Text-type / Format (2 marks)**

2 marks: correct text-type used, ALL features of a formal letter are included + accurate data and language

1 mark: correct text-type used, at least THREE of the following are included

▪ Date	8 May (2010)	TS
▪ Recipient's address	(Mr) John Sherwood (Environmental Consultant) 1001 Trees 1 Lam Kam Road, Tai Po New Territories / NT	TS → DF4
▪ Salutation/Greeting	Dear Mr Sherwood	TS → DF4
▪ Complimentary Close	Yours sincerely	TS
▪ Sender's Name	Isabella Chan	TS/DF

**Language (4 marks)**

Description	Marks	Remarks
There is a good range of accurate sentence structures, and the standard of accuracy in spelling, punctuation and language structures is high.	4	Award 1 or 0 mark if the candidate scores only 4 or fewer marks for <b>Content</b> .
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	
Short and simple sentences are mainly used. There are quite a lot of mistakes in spelling and grammar, which at times affect meaning.	2	
Short and simple sentences are mainly used but there are many grammatical mistakes, which greatly affect meaning.	1	
The text is unintelligible because of the large number of spelling, punctuation and grammatical errors.	0	

**Organisation (3 marks)**

Description	Marks	Remarks
Clear organisation of ideas both at sentence and paragraph levels. Leading sentences are used appropriately to enhance coherence. Appropriate and accurate use of reference words and connectives make the letter easy for the reader to follow.	3	Award 1 or 0 mark if the candidate scores only 4 or fewer marks for <b>Content</b> .
Some evidence of organisation of ideas, but some effort may be required on the part of the reader. Errors in the accuracy or appropriacy of connectives are evident, but the writing is still easy to understand.	2	
The effort required to make sense of the writing is unmerited by the results or content is so lacking that it is difficult for the reader to follow.	1	
Unintelligible answers.	0	

**Tone and style (3 marks)**

Description	Marks
An awareness of audience is shown throughout. Tone and register are appropriate.	3
Some awareness of the audience is shown. Tone and register are largely appropriate.	2
A suitable tone may be used in some parts of the letter.	1
Inappropriate tone and register. Wrong audience.	0

**Task 6 (20 marks)**

**Task Fulfillment (10 marks)**

**Introduction (I)**

- |  |           |
|--|-----------|
| 1. everyone in society should play a part in making Hong Kong green                | TS        |
| 2. Definition of green school: using resources sustainably                         | TS → DF 6 |
| 3. educating students about green issues   | TS → DF 6 |
| 4. mention the theme of the proposal: What builders can do to build a green school | DF 5      |

**Structure of the building (S)**

- |   |     |
|---|-----|
| 5. build roof gardens // grow grass on the roof                                       | TS  |
| 6. install solar panels // place solar panels on the roofs                            | DF7 |
| 7. (design areas that) allow lots of natural light to come in                         | DF7 |
| 8. design windows to capture prevailing breezes, (adequate light)                     | DF7 |
| *9. paint your walls using lighter colours  | DF7 |
| 10. choose sites near public transport centres // within walking distance of services | DF7 |
| 11. factor in bicycle parks   | DF7 |

**Elements of internal design (E)**

- |  |          |
|--|----------|
| 12. install low-flow taps (that have automatic shut-off systems)   | DF7      |
| 13. install low-volume flush toilets   | DF7      |
| 14. purchase furniture and fixtures made from recycled materials // avoid environmentally-unfriendly materials | DF7      |
| 15. install motion-sensing switches on lights  | TS / DF7 |

**Concluding paragraph (C)**

- |  |    |
|--|----|
| 16. Green schools are beneficial to learning | TS |
| 17. Green schools are beneficial to health   | TS |

\*Point 9 can also be under the sub-heading (E).

Marks	Task Fulfillment	Description
10	All areas of content are covered, with few or no omissions and inaccuracies.	Points given in all 4 areas, with at least 14 points
8	All areas of content are covered, with few omissions and inaccuracies.	Points given in all 4 areas, with at least 11 points
6	The major areas of content are covered, but there may be a few omissions and inaccuracies.	Points given in at least 3 areas, with at least 8 points
4	Some of the major areas of content are covered, but there may be some omissions and inaccuracies.	Points given in at least any 2 areas, with at least 5 points
2	Little required information is given.	At least 2 points in any area
0	The content is inaccurate, or there is indiscriminate copying from the Data File.	

**Language (5 marks)**

Description	Marks
Good sentence structure. Successful attempts to create more complex sentences. Use of tenses and modals largely correct.	5
Attempts to use more complex sentences. Use of tenses and modals largely correct.	4
Errors are noticeable but do not really impede understanding.	3
Errors are such that considerable effort is required by the reader but sense can still be made of the passage	2
Even though there may be some sense to be made of the content, the reader has to try so hard that s/he is likely to lose patience and give up. Alternatively, content is so lacking that the reader cannot form a judgement about the grammatical accuracy of the writing.	1
Unintelligible answers or candidates copied indiscriminately from the Data File.	0

**Organisation (5 marks)**

Description	Marks
Clear organisation of ideas both at sentence and paragraph level. Evidence of logical paragraphing within section headings. Leading sentences or subheadings are used appropriately to enhance coherence. Appropriate and accurate use of reference words and connectives make the proposal easy for the reader to follow.	5
Efforts to organise ideas shown. Most ideas put under appropriate heading/leading sentences. No irrelevant information. Correct connectives are used.	4
Some evidence of organisation of ideas, but some effort may be required on the part of the reader. Any inclusion of irrelevant information, errors in the accuracy or appropriacy of connectives are evident, but the writing is still easy to understand.	3
Considerable effort is required on the part of the reader to make sense of the writing.	2
The effort required to make sense of the writing is unmerited by the results or content is so lacking that it is difficult for the reader to make a judgement.	1
Unintelligible answers.	0

Firstly, Facebook allows me to keep up with friends more conveniently. Before the launch of Facebook, we used phones and instant messengers like MSN to keep in touch. Now, with Facebook, we can effortlessly check out how our friends are doing simply by a few clicks. We can know others' current situation by viewing photo albums or posts. Leaving comments and messages on the website has even become a common way to talk to our friends. With the use of Facebook, I have developed closer relationships with many of my friends, especially those who are studying abroad.

Secondly, Facebook provides a channel for us to make more new friends easily. On the website, there is a function to search people not only by their names and emails, but also by their interests and hobbies. We can make new friends who share similar interests with us. By using this searching function, I have made many new friends from around the world. My friends network is no longer limited to my school.

Thirdly, it enables me to know more about the society, thus broadening my horizons. I used to be a "hermit" who did not pay much attention to current affairs. But things have become the other way round ever since Facebook was developed. As I can join different society groups, I am now more passionate to express my ideas towards political parties. At the same time, I get frequent feedback and updated news from them. This two-way communication is certainly a breakthrough to my life.

Technologies can greatly influence our lives. Some complained that technologies have brought much adverse effects to us. In fact, whether technology will improve our lives or be detrimental to us depends on our attitude and how we use it. If we make good use of them, we can definitely gain advantages from using it without suffering any harm.

Word Count: 361

2010

**Paper 2**

**Task 1**

Place that needs lighting	<b>the multi-purpose room</b>
Money available (\$)	<b>800</b>
Number of bulbs needed	<b>4</b>
Notes	<b>bright and white</b>
Final recommendation(s)	<b>Fluorescent</b>
Total cost (\$)	<b>600</b>
Reason(s)	<b>cheap to run</b>

**Task 2**

To:

k.chan@ecofurniture.com

**Your energy-friendly message:**

Great job with your designs, Dad.  
Can you import your materials from closer to home?

**Task 3**

- A. **Smoking Kills**
- B. **Cover Up**
- E. **Plastic Mountain**
- F. **Bad Air Day**

Title:

What Are We Doing to Our Earth?

B	A	F
C	E	D

1st	<b>B</b>
2nd	<b>A</b>
3rd	<b>D</b>
Special Award: Best Representation of Environmental Damage	<b>F</b>

**Task 4**

Slide 1
<b>How the school can save energy?</b>
<b>Isabella Chan</b>
<b>F.5C</b>

Slide 2
<b>Do you know how much the school's monthly expenditure on energy is?</b>

Slide 3
<b>\$157,000 per month.</b>

Slide 4
<b>Why save energy?</b>
● <b>Resources are finite.</b>
● <b>Much money can be saved if we use less energy.</b>
● <b>We should learn to be less wasteful.</b>

Slide 5
<b>How to save energy</b>
● <b>Turn down air-conditioner.</b>
● <b>Switch off lights when we leave a room.</b>
● <b>Turn off PCs that are not in use.</b>

Slide 6
<b>Let's work together to make our world a better place.</b>

**Task 5 Letter**

**Outline:**

	<u>Date</u>
	<u>Recipient's address [Data File P.4]</u>
Paragraph 1	<u>Introduction</u> - Who you are - Who you are writing on behalf of (include the school's name, the Green School Club and its missions [Data File P.6]) - Why you are writing.
Paragraph 2	<u>Details of your activity</u> - Who and how many people will be going [Data File P.4] - Dates - Time - Ask for alternative time if the requested one is not okay
Paragraph 3	<u>Ask for Advice</u> - What to bring? [Data File P.4]
Paragraph 4	<u>Closing</u> - Show your thanks - Tell him to reply to Ms Tong instead

Sample Writing

8<sup>th</sup> May 2010

Mr. John Sherwood, Environmental Consultant  
 1001 Trees  
 1 Lam Kam Road  
 Tai Po  
 New Territories

Dear Mr. Sherwood,

I am Isabella Chan, president of the Green School Club of St. John's Secondary School. I am writing on behalf of my club to ask for your generous help. Our club's mission is to proactively engage in activities that enable the school and all of the people inside to go green. We are planning to take part in the tree-planting activity, and I am writing to invite you to help us organise a group tree-planting activity.

28 students and 2 teachers, making up 30 participants in total, will be taking part in the group tree-planting outing. For the date, we would like the activity be held on 25<sup>th</sup> June. We will arrive at 10pm and leave at 2pm. I would like to know if these times are okay. If not, would you mind suggesting an alternative time for us?

Since our club is a new school club, we do not have much experience in organising green activities. Would you please give us some advice on it? Are there any important things that we should know about? For example, what do participants have to bring along with them for the outing?

Since I will be busy preparing for my speaking exam in June, please reply to Ms Tong, my school teacher, on the school's line at 34412391 instead. Thank you and I am looking forward to your reply.

Yours Sincerely,

*Isabella Chan*

Isabella Chan

President, Green School Club

## Task 6 A Proposal

### Outline:

Paragraph 1	<u>Introduction</u> - Definition of green school [Data File P.6] - Why we build green schools
Paragraph 2-5	<u>Structure of the building</u> - Building Location [Data File P.7] - Roof Garden - Windows [Data File P.7]
Paragraphs 6-9	<u>Internal design elements</u> - Recycle materials [Data File P.7] - Devices and systems [Data File P.7] - Wall [Data File P.7] - Laptops [Data File P.7]
Paragraph 10	<u>Conclusion</u> - Benefits of green schools to learning and to health

### Sample writing

Green schools are schools that use resources sustainably and educate students about green issues. Nowadays, green issues have received raising concerns from people. Everyone in society must play a part in making Hong Kong green. That is why we build green schools. In fact, there are many things builders can do to build green schools of the future, which can be mainly divided in two aspects: structure of the building and elements of internal design.

### Structure of the Building

To be a green school, the school building has to be specially designed following some green principles.

First, the location of the school building is important. It should be located near public transportation centres and/or within walking distance of services. "Bicycle parks", which can encourage students and school staff to cycle to work, can also be factored in.

Second, design of the school's roof can be significant. I suggest that a roof garden be built in the school. Grass on the roof can help keep the building cool in summer and warm in winter, which will then help reduce the use of energy. Solar panels can be placed on the roofs as well.

Third, windows play also an important part of construction and should not be neglected. The size, the location and the primary function of them should be taken into account. Building windows at where they can capture prevailing breezes would be good. Windows should also be big enough to allow adequate light and provide architectural balance. It is suggested that areas that allow lots of natural light to come in can be designed. By doing so, energy used in air-conditioning and lighting can be saved much.

### Elements of Internal design

Apart from the general construction of the school building, something can also be done with its internal design.

First of all, materials used for furniture and decorations are surely a key point. Environmentally-unfriendly materials should be avoided wherever possible. I suggest that when purchasing furniture and fixtures, those made from recycled materials should always be chosen.

In addition, some environmentally-friendly devices and systems should be adopted. As a first step, low-flow taps that have automatic shut-off systems and low-volume flush toilets can be installed. They can increase water efficiency and thus does less harm to our environment. To reduce the use of energy, using motion-sensing switches that turn on lights only when people are in at the school would also be a good idea.

Besides, some little things related to the internal design can also be done to endeavor to be green. For the walls, they should be painted in light colours which can enhance light reflections. For computers in the school's computer rooms and staff rooms, desktops should be replaced by laptops, which consume much less power.

In fact, many researches have founded out that not only are green schools beneficial to students' learning, but they are also beneficial to the health of students and school staff. Therefore, builders should build green schools following green principles from now on so that all of us can lead a healthy life in the future.

## Paper 2 Tapescript

## TASK 1

- Isabella: We have to prepare a table of information about the lighting in the multi-purpose room.  
 Freddie: Which room again?  
 Isabella: The multi-purpose room.  
 Freddie: So, we're looking for lighting for the multi-purpose room.  
 Isabella: Ah-ha. I see that you've downloaded some information about the different light bulbs that are available. Let me see what the budget is. Right, here we are. The budget for the multi-purpose room is \$800.  
 Freddie: Quite generous! That's good because some of these lights can be a bit expensive. How many bulbs do we need to buy?  
 Isabella: I think we need about four to five.  
 Freddie: Did the SU say anything about what type of lighting it wants?  
 Isabella: Two things. Because students will be going there to study, the room should be bright. And the light should be white, rather than cream.  
 Freddie: Bright and white. Maybe we should rename it the bright white room.  
 Isabella: Freddie, be serious.  
 Freddie: Sorry.  
 Isabella: Just write bright and white in the note section in case we forget.  
 Freddie: Okay. Well, if what the SU wants is bright and white, how about recommending these high intensity discharge lights?  
 Isabella: Let me see. HID. Mm... I've read about these lights. They have a very long life.  
 Freddie: That sounds like just the thing.  
 Isabella: Yes, but the only thing is that HIDs are generally used for larger places, like shop windows. I'm not sure if HIDs are what we are looking for. What else have you got there?  
 Freddie: How about the fluorescent type? The website mentions somewhere that they give off a bright light, and because of this, they are very popular in offices and libraries.  
 Isabella: Libraries! That's exactly what we want.  
 Freddie: They're also cheap to run. So this will work really well given that we're in the middle of our Energy-Saving Week.  
 Isabella: Yes, but wait. Do we have enough money in the budget for fluorescent lighting?  
 Freddie: You said we had \$800 for that, right?  
 Isabella: Yes.  
 Freddie: Well, we can buy four of them, which will come to \$600. The SU did say four to five.  
 Isabella: Okay. Let's get four of those then. The SU will love that.  
 Freddie: Let me write that down. Fluorescent. And we need four. Got it. Oh, what are the reasons for choosing fluorescent ones?  
 Isabella: They're cheap to run.  
 Freddie: Okay. Cheap to run.

## TASK 2

- Isabella: Hey, Freddie. Look at this website. It looks like it might be useful for our project.  
 Freddie: Welcome to the Earth Energy Project. Looks very attractive. What can you do on it?  
 Isabella: Lots of things. But the first thing I want to do is to send an e-card.  
 Freddie: Who do you want to send it to?  
 Isabella: My Dad. I will type in my email address first. [isabella@sjss.edu.hk](mailto:isabella@sjss.edu.hk) to [k.chan@ecofurniture.com](mailto:k.chan@ecofurniture.com)  
 Freddie: [ecofurniture.com](http://ecofurniture.com)? That's an interesting company name. Let me see how you spell it.  
 Isabella: It's just E-C-O for eco, and then furniture, one word. My Dad designs furniture using recycled materials imported from around the world.  
 Freddie: What types of furniture?

- Isabella: All types. Tables, chairs, shelves, all made from recycled materials.  
 Freddie: Where did the materials come from?  
 Isabella: Europe, I think.  
 Freddie: That's a long way for the materials to travel. Is that environmentally friendly?  
 Isabella: You're right. Perhaps my energy friendly message should say something about this. But first, I want to write "Good job with the design, Dad."  
 Freddie: I think you should change good to great. This will make your Dad feel really good about what he does.  
 Isabella: Okay. Let me just delete good and put great instead. Okay. What should I say next?  
 Freddie: How about "Can you import your materials from closer to home?"  
 Isabella: That's a good idea. Can you...How do you spell import? Is it I-N?  
 Freddie: No. It's I-M.  
 Isabella: Of course. "Can you I-M-P-O-R-T your materials from closer to home?"  
 Freddie: Read that message out loud again.  
 Isabella: "Great job with the design, Dad. Can you import your materials from closer to home?"  
 Freddie: Yes. That sounds okay. But I think you need to add an S to design.  
 Isabella: An S to design.  
 Freddie: Yes, so that it reads designs. And don't forget the question mark at the end of the message.  
 Isabella: Okay. "Great job with the designs, Dad, full-stop. Can you import your materials from closer to home, question mark." That okay?  
 Freddie: Perfect.

## TASK 3

- Dr. Poon: Well, Isabella, this is certainly a fine collection of photos. And I'm very impressed with the overall quality of the entries.  
 Isabella: That's very good to hear, Dr. Poon. Have you decided on the winners then?  
 Dr. Poon: Nearly, but I must say it hasn't been very easy because they are all so good. I think this one, Plastic Mountain, is particularly good. It's a really creative photo that shows how many plastic bottles Hong Kong people use.  
 Isabella: Yes. It does look like a mountain, doesn't it? Do you think Plastic Mountain will win a prize?  
 Dr. Poon: I'm still making my final decisions. So perhaps we can talk about the winners at the end.  
 Isabella: Okay.  
 Dr. Poon: I think that this one here is very dramatic. These look like two giant cigarettes, don't they? Reaching for the sky. And the title, Smoking Kills, is an extremely clever play on words.  
 Isabella: Smoking Kills. Which one is that?  
 Dr. Poon: This one here.  
 Isabella: Ah. Yes.  
 Dr. Poon: Now, I keep looking at this photograph but I don't know why.  
 Isabella: You mean "Cover Up"?  
 Dr. Poon: Yes, Cover Up. I like it a lot because it does an excellent job of representing the environmental damage in Hong Kong at the human level.  
 Isabella: The girl on the left is me, Dr. Poon.  
 Dr. Poon: Oh is it? Then that's probably why I keep looking at it then. Let me take a look at you.  
 Oh, Yes. So it is. Great photo.  
 Isabella: Thank you. My classmate took it.  
 Dr. Poon: Well, you can tell her she did a great job. Now, this one I think is the one that best represents the extent of the environmental damage in Hong Kong. When I went to the peak, I was shocked by the fact that I could see nothing. This photograph taken from the peak shows the thick great bad air that is so common in Hong Kong.  
 Isabella: That's a good choice. So this photograph, Bad Air Day, is the best representation of environmental damage in Hong Kong?  
 Dr. Poon: Yes, Bad Air Day. That should be given a special award.



Isabella: A special award for photo F, Bad Air Day.  
We're doing very well, Dr. Poon. Freddie and I now have to organise the photos for a mini exhibition. So, can I suggest that you make a final decision on the winners while we do that?

Dr. Poon: Yes, that's a good idea.

Isabella: Okay. Freddie, I'm going to suggest that we put photo B at the beginning. It gives an immediate idea to the audience of how environmental damage is affecting us on the daily level. Freddie, how about you pin the photos on that spare exhibition board for now so we can see if they look alright.

Freddie: Okay.

Isabella: What do you think we should have next to it, Freddie? This one or this one?

Freddie: How about photo A? It's nicely linked to photo B.

Isabella: Okay. We'll put that one next to it then.

Isabella: I'll put Sink or Swim under photo B, so it's at the beginning of the bottom row. What do you think?

Freddie: Let me get it. Here you go. Sink or Swim at the beginning of the bottom row.  
Yes. That looks okay to me. How about having Floaties at the other end of the second row? It provides a nice balance.

Isabella: Yes, it does! Doesn't it? Okay. Floaties at the other end then. I like your idea of balance. So, why don't we put photo F at the end of the top row?

Freddie: Okay. Photo F at the end of the top row then. That leaves us with one photo. What about Plastic Mountain? In the middle on the bottom row?

Isabella: Mm...okay. Photo E in the middle on the bottom row. That's wonderful! We've just finished positioning the photos for the exhibition.

Dr. Poon: Isabella. I'm ready now. It's been a difficult job but I think that the third prize will be awarded to photo D. I love the way the photographer has captured all the different kinds of rubbish floating around in the water.

Isabella: Okay. Let me write that down. Photo D is the third prize winner

Dr. Poon: The second prize will go to photo A. It's a dramatic shot and does an excellent job of warning us about air pollution caused by heavy industries.

Isabella: Yes. We like that one too. Right. So photo A, second prize. And the first prize?

Dr. Poon: Yes. It took me a while but I think that the first prize must be for photo B.

Isabella: Really?

Dr. Poon: Yes, really.

Isabella: Great. So photo B is the first prize winner. Thank you so much for your help, Dr. Poon.

Dr. Poon: You're most welcome.

Isabella: Oh. There is one more thing you could do for us.

Dr. Poon: What's that?

Isabella: Well, we need to give the photo exhibition a title. Could you help us?

Dr. Poon: Mm... Let me see... a title... How about something like "What are we doing to ourselves?"

Isabella: "What are we doing to ourselves?" That sounds like a good suggestion. What do you think, Freddie?

Freddie: Mm... The focus is on environmental damage, so I prefer "What are we doing to our earth?"

Dr. Poon: Yes, Freddie. That's a much better title. "What are we doing to our earth?" it is.

Isabella: Thank you very much, Dr. Poon. You've been a great help.

Dr. Poon: You're welcome. And good luck with the rest of the exhibition.

#### TASK 4

Isabella: I've got your feedback about my PowerPoint presentation, Ms Tong. Thanks. I just have a few questions. You say I need a title slide. Do you think "How the school can save energy?" is a good title?

Ms Tong: Yes, that sounds good to me. "How the school can save energy?" And you should include your full name and form on this slide as well.

Isabella: Let me write that down. "How the school can save energy?" Then, my full name and

form. Okay. That will be slide number one.

Ms Tong: Then for slide two, how about asking your audience a question?

Isabella: A question?

Ms Tong: Yes. Ask them if they know how much the school's monthly expenditure on energy is. This could be presented as a single question on the second slide.

Isabella: Ask them the school's monthly expenditure on energy.

Ms Tong: Yes. The reason you're asking is because it will get them thinking what it costs and how much it could save if they use energy more wisely.

Isabella: Okay. But I don't have the answer to that.

Ms Tong: I do. It's \$157,000 per month.

Isabella: So the second slide is a question asking the audience the school's monthly expenditure on energy. And the third slide is the answer, \$157,000 per month. \$157,000 per month on just energy? That's incredible!

Ms Tong: Yes I know. So you can have that figure on the third slide and then go onto the slides you gave me. Look at my comments on your draft.

Isabella: Oh yes, can you explain why I need to change the order of the two slides?

Ms Tong: Well, I think it's important to talk about why, before how.

Isabella: I see. So with how, there will be two bullet points. Air-conditioning and lighting, right?

Ms Tong: Yes, and actually I thought of another one. You should turn off PCs that are not in use.

Isabella: Okay. So that's the three points, air-conditioners, lights and PCs. Ms Tong, what do you mean when you say "let's work together to ... (your suggestion)"?

Ms Tong: I meant something like to make our world a better place.

Isabella: Okay, so you mean "let's work together to make our world a better place."

Ms Tong: Yes, that's right. Great. I think that's about it. Show it to me again if you need to.

Isabella: Thanks, Ms Tong. I will.

#### TASK 5

Isabella: Ms Tong, can we talk about the letter and the proposal?

Ms Tong: Of course, Isabella.

Isabella: I've read your note about the letter to 1001 Trees. What should be included in the letter?

Ms Tong: You might want to start off by telling them who you are, and who you're writing on behalf of.

Isabella: What do you mean? Who I'm writing on behalf of?

Ms Tong: Well, you should state the school's name because this is a school activity. You should mention the Green School Club and what its missions are.

Isabella: Okay, school's name, the Green School Club and its missions. And then I should say why I'm writing, right?

Ms Tong: Yes. Then you can provide all the details like who will be going and how many people will be taking part.

Isabella: Let me quickly jot that down. Who will be going and how many people.

Ms Tong: What did the class decide to do there in the end?

Isabella: We said we wanted to go on a group tree-planting outing.

Ms Tong: And what date did the class agree on?

Isabella: We said that it'd be better to go after the exams.

Ms Tong: Oh yes. I remember now. We discussed the possibility of going on the Hong Kong SAR Establishment Day holiday, but people were generally busy.

Isabella: That's right. The company had a special event on that date, but too many people couldn't make it. So we decided on the last Friday of June.

Ms Tong: Good. So you should make that date clear in your letter then. You should also let them know the time frame, when you will arrive and depart.

Isabella: We were thinking of arriving there at 10am.

Ms Tong: That sounds reasonable. And what about leaving?

Isabella: Leaving? Oh, perhaps after lunch at around 2pm? What do you think?

Ms Tong: Sounds fine to me. But you have to ask if these times are okay because you don't know if the company can fit you in. You might want to ask if they can suggest an alternative

time if the times we've requested are not okay.

Isabella: Okay. Can I tell them to contact you instead? Because I'll be busy preparing for the speaking exam in June.

Ms Tong: Sure. They can call me on the school line at 34412391.

Isabella: I think that's about it.

Ms Tong: Mm.. No. we've just learned about letter writing in class, haven't we? So you remember to include the recipient's address, a proper greeting and complimentary close such as yours sincerely, won't you? Date the letter 8<sup>th</sup> of May.

Isabella: Yes, Ms Tong. I would also like to talk about the competition, The Green School of the Future.

Ms Tong: Sure. I think it's great that you and Freddie are entering this competition, Isabella. Have you got the competition form there?

Isabella: Yes. I don't really understand this bit. In your note for the proposal, what do you mean by structure of the building and internal design elements?

Ms Tong: Well, structure of the building would include where it is located, the size of the windows, etc. For example, our school has a roof garden. The grass on the roof helps keep the building cool in summer and warm in winter.

Isabella: Oh right. I could include that as a suggestion in our proposal.

Ms Tong: Good idea, Isabella. By elements of internal design I mean things like what materials are used for furniture and decorations. Oh... and things like motion-sensor switchers, so that lights aren't left on.

Isabella: Oh, yes. I think there's an article in last week's newspaper which has suggestions like that.

Ms Tong: Right. Are you clear about what you need to do now?

Isabella: I think so. I'm not sure exactly how to start though.

Ms Tong: You may want to start the proposal with your definition of what a green school actually is. This could be in the first paragraph. Just one or two sentences will do. There is some useful information on the club flyer.

Isabella: Let me quickly jot that down. Paragraph one. Definition of green school. Should I explain why we need to build green schools?

Ms Tong: Yes, why not? That will make the introduction to your proposal very strong.

Isabella: Okay. Why we need to build green schools. I was thinking something like everyone in society must play a part in making Hong Kong green.

Ms Tong: Everyone in society must play a part in making Hong Kong green. That sounds a good reason to me. Okay. Make sure you organise the body of your proposal into sensible paragraphs.

Isabella: Do you think we could use structure of the building, and internal design elements as the two sections?

Ms Tong: Yes, something like that. I'm sure you know good organisation does make a difference and it's easier for the judges to follow your ideas. For the conclusion, try to say something forward thinking. Why don't you mention something about the benefits to learning?

Isabella: I've also read somewhere that green schools are beneficial to health too.

Ms Tong: Yes. So, green schools are beneficial to health too. Put that in the conclusion.

Isabella: Okay. Benefits to learning and to health. Got it. Thanks Ms Tong.

Ms Tong: You're welcome.

