

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from a Hong Kong university's regular newsletter:

YouSchool?

In Asia, chances for face-to-face interaction with English speakers are limited, making it harder to learn English. But the situation is changing. A study started by the Hong Kong Institute of Education has found evidence of language learning and teaching on the social networking website YouTube.

The study investigated a video featuring the 2008 Olympics song, *Beijing Welcomes You*, which was sung in Mandarin Chinese. It was translated and subtitled by amateurs or fans into English – a process known as 'fansubbing'. The researchers were particularly interested in the comments made by viewers. They were investigating whether there was informal language teaching and learning taking place.

'We have seen language teaching and learning-related episodes where there is direct attention to language forms, but also episodes where there is relatively deep discussion of issues concerning languages and cultures,' said principal investigator Professor Philip Benson.

The online interactions often involved English and Chinese speakers helping each other to learn each other's language. Findings showed that online language teaching and learning had 'an informal and playful character often characterised by a direct style of correction and expressing opinion that may be unique to YouTube.'

Your teacher wants your group to give a presentation to encourage other students to learn English outside the classroom. You may want to talk about:

- how you could learn English through YouTube and other social networking sites
- what other ways you can think of to learn English outside the classroom
- advice to give to students who are new to learning English by themselves
- anything else you think is important

PART B Individual Response

1. What is your favourite way to learn English?
2. Do you think YouTube is a good way to learn English?
3. What other ways could you use YouTube to learn English?
4. Do you think it is better to learn English by yourself or with a teacher?
5. What are the problems of using YouTube to learn English?
6. Why do you think writing comments on YouTube is popular?
7. What is the hardest thing about learning a language by yourself?
8. Can online language learning and teaching replace classroom teaching?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.

PART A Group Interaction

You will be given 10 minutes to prepare. The time allowed for the group interaction is 8 minutes (or 6 minutes for a group of 3 candidates). You may make notes on the notecard provided and refer to your notes during the discussion.

Below is an extract from a Hong Kong university's regular newsletter:

YouSchool?

In Asia, chances for face-to-face interaction with English speakers are limited, making it harder to learn English. But the situation is changing. A study started by the Hong Kong Institute of Education has found evidence of language learning and teaching on the social networking website YouTube.

The study investigated a video featuring the 2008 Olympics song, *Beijing Welcomes You*, which was sung in Mandarin Chinese. It was translated and subtitled by amateurs or fans into English – a process known as 'fansubbing'. The researchers were particularly interested in the comments made by viewers. They were investigating whether there was informal language teaching and learning taking place.

'We have seen language teaching and learning-related episodes where there is direct attention to language forms, but also episodes where there is relatively deep discussion of issues concerning languages and cultures,' said principal investigator Professor Philip Benson.

The online interactions often involved English and Chinese speakers helping each other to learn each other's language. Findings showed that online language teaching and learning had 'an informal and playful character often characterised by a direct style of correction and expressing opinion that may be unique to YouTube.'

Your teacher wants your group to give a presentation to encourage other students to learn English outside the classroom. You may want to talk about:

- how you could learn English through YouTube and other social networking sites
- what other ways you can think of to learn English outside the classroom
- advice to give to students who are new to learning English by themselves
- anything else you think is important

PART B Individual Response

The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from a current affairs website:

Bring back compulsory cooking classes at school

Until we teach kids to cook rice, make a simple stir-fry or prepare a low-cost spaghetti bolognese, people will continue to incorrectly believe that it's cheaper to feed your kids at a fast food restaurant than to cook for them at home.

And with a whole generation of adults who weren't taught how to cook, it's time cooking was made compulsory for all high school students.

It is doubtful that parents really think their children are better off eating fast food than something they've cooked themselves, but if you don't know how to cook, or you think you don't have the time, the idea can be terrifying.

Dietician Julie Gilbert said many parents now are completely overwhelmed by the huge choice of food in our supermarkets.

'They are lost and confused,' she said. 'We have completely de-skilled ourselves.'

Gilbert now has clients who have absolutely no idea how to prepare even the simplest of dishes, how the food groups work, or the vaguest notion of appropriate portion sizes.

There's a happy place in between gourmet and fast food and the only place left to guarantee we continue to get there is our schools.

Your group wants to discuss if every secondary school in Hong Kong should have compulsory cooking classes. You may want to talk about:

- why young people usually do not know how to cook
- the benefits and problems of having compulsory cooking classes
- what should be taught in these classes
- anything else you think is important

PART B Individual Response

1. Do you bring your own food to school for lunch?
2. Would you like to have cooking lessons at school?
3. How important is home cooking in Hong Kong?
4. What new skills would you like to learn at school?
5. How can we get more people to start cooking?
6. Should cooking lessons be compulsory for boys at school?
7. Which subjects are more important at school: practical subjects or academic subjects?
8. Should cookery be made a degree course at university?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.

PART A Group Interaction

You will be given 10 minutes to prepare. The time allowed for the group interaction is 8 minutes (or 6 minutes for a group of 3 candidates). You may make notes on the notecard provided and refer to your notes during the discussion.

Below is an extract from a current affairs website:

Bring back compulsory cooking classes at school

Until we teach kids to cook rice, make a simple stir-fry or prepare a low-cost spaghetti bolognese, people will continue to incorrectly believe that it's cheaper to feed your kids at a fast food restaurant than to cook for them at home.

And with a whole generation of adults who weren't taught how to cook, it's time cooking was made compulsory for all high school students.

It is doubtful that parents really think their children are better off eating fast food than something they've cooked themselves, but if you don't know how to cook, or you think you don't have the time, the idea can be terrifying.

Dietician Julie Gilbert said many parents now are completely overwhelmed by the huge choice of food in our supermarkets.

'They are lost and confused,' she said. 'We have completely de-skilled ourselves.'

Gilbert now has clients who have absolutely no idea how to prepare even the simplest of dishes, how the food groups work, or the vaguest notion of appropriate portion sizes.

There's a happy place in between gourmet and fast food and the only place left to guarantee we continue to get there is our schools.

Your group wants to discuss if every secondary school in Hong Kong should have compulsory cooking classes. You may want to talk about:

- why young people usually do not know how to cook
- the benefits and problems of having compulsory cooking classes
- what should be taught in these classes
- anything else you think is important

PART B Individual Response

The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract taken from an article about the secrets to a long life:

Secrets to having a long life

Many people wish for longevity (i.e. having a long life) on their birthday. To uncover the secrets to long life, Professor Yang Zhimin, Vice-President of the Guangdong Province Hospital for Traditional Chinese Medicine, led a research team and interviewed 128 elderly people between 100–110 years old in Guangzhou. They discovered many common factors:

Factors

1. 80% are women;
2. 60% live with their spouses or children, emphasising the importance of family care and support;
3. 84% are non-smokers and 68% are non-drinkers;
4. Fresh fruits and vegetables are the most common parts of their daily diet, while fatty and preserved food is avoided;
5. 90% have three meals at regular times every day;
6. 63% sleep at least eight hours every day;
7. Doing housework and going on walks are their main sources of physical exercise; and
8. 55% hold a positive attitude and do not view themselves as being a burden to their families.

Based on the survey results, Yang summarised that having a long life requires observing four rules, namely, a proper diet, regular habits, exercise and a positive mindset.

Your teacher has assigned your group to give a short talk to the school during the school's Live Well Week about achieving long life. Discuss with your group what to include in your talk. You may want to talk about:

- which four of the eight factors to include in your talk and why
- which rule is the most important for achieving a long life
- activities that can be included in the Live Well Week
- anything else you think is important

PART B Individual Response

1. Do you usually eat breakfast?
2. Do you usually sleep eight hours a day?
3. Do you eat three regular meals a day?
4. What other activities can elderly people do to live a longer life?
5. Why do you think women live longer than men?
6. Would you want to live to a hundred years old?
7. Do you think you would have the discipline to follow the four rules?
8. Why do some people not want to live a long life?

ENGLISH LANGUAGE PAPER 4**GENERAL INSTRUCTIONS**

This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.

PART A Group Interaction

You will be given 10 minutes to prepare. The time allowed for the group interaction is 8 minutes (or 6 minutes for a group of 3 candidates). You may make notes on the notecard provided and refer to your notes during the discussion.

Below is an extract taken from an article about the secrets to a long life:

Secrets to having a long life

Many people wish for longevity (i.e. having a long life) on their birthday. To uncover the secrets to long life, Professor Yang Zhimin, Vice-President of the Guangdong Province Hospital for Traditional Chinese Medicine, led a research team and interviewed 128 elderly people between 100–110 years old in Guangzhou. They discovered many common factors:

Factors

1. 80% are women;
2. 60% live with their spouses or children, emphasising the importance of family care and support;
3. 84% are non-smokers and 68% are non-drinkers;
4. Fresh fruits and vegetables are the most common parts of their daily diet, while fatty and preserved food is avoided;
5. 90% have three meals at regular times every day;
6. 63% sleep at least eight hours every day;
7. Doing housework and going on walks are their main sources of physical exercise; and
8. 55% hold a positive attitude and do not view themselves as being a burden to their families.

Based on the survey results, Yang summarised that having a long life requires observing four rules, namely, a proper diet, regular habits, exercise and a positive mindset.

Your teacher has assigned your group to give a short talk to the school during the school's Live Well Week about achieving long life. Discuss with your group what to include in your talk. You may want to talk about:

- which four of the eight factors to include in your talk and why
- which rule is the most important for achieving a long life
- activities that can be included in the Live Well Week
- anything else you think is important

PART B Individual Response

The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from a magazine article about apprenticeships:

Apprenticeship programmes in Switzerland

An apprenticeship is a formal, on-the-job training programme through which a trainee learns a marketable craft or trade under the guidance of a master craftsman or tradesman.

In Switzerland, apprenticeships are a critical part of the secondary education system, and most students complete an apprenticeship even if they plan to pursue post-secondary education in the future. Almost 70% of students between the ages of 16 and 19 participate in a dual-enrollment track which allows them to study one to two days per week in a vocational education and training (VET) programme and spend the rest of their time in a paid-on-the-job training programme that lasts three to four years.

One of the main benefits of the Swiss apprenticeship system is that students of all socio-economic and ability levels are engaged in this form of learning. The popularity of the apprenticeship system is proof that these programmes are not just for people who can't get into university.

Moreover, because students entering dual-track VET programmes are often high performers, they are no less academic than students who chose university education rather than vocational training or dual education. As a result, Swiss dual-track VET students are likely to enter the workplace well prepared for work and having strong academic skills.

Your group is looking into the possibility of introducing apprenticeship programmes to school students. You may want to talk about:

- the differences between apprenticeships and traditional schooling
- whether Hong Kong students and parents would be open to the idea of apprenticeship programmes
- how to get support from employers to take part in apprenticeship programmes
- anything else you think is important

PART B Individual Response

1. Do you like studying practical subjects?
2. Are you good at making things?
3. Do you think an apprenticeship would be boring?
4. Would you prefer on-the-job training to learning in a classroom environment?
5. Do you think that Hong Kong schools should offer more job training for their students?
6. If you were an employer, what qualities would you look for in a trainee?
7. Do you think schools adequately prepare their students for the workplace?
8. Do you think Hong Kong's educational system meets the needs of society?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.

PART A Group Interaction

You will be given 10 minutes to prepare. The time allowed for the group interaction is 8 minutes (or 6 minutes for a group of 3 candidates). You may make notes on the notecard provided and refer to your notes during the discussion.

Below is an extract from a magazine article about apprenticeships:

Apprenticeship programmes in Switzerland

An apprenticeship is a formal, on-the-job training programme through which a trainee learns a marketable craft or trade under the guidance of a master craftsman or tradesman.

In Switzerland, apprenticeships are a critical part of the secondary education system, and most students complete an apprenticeship even if they plan to pursue post-secondary education in the future. Almost 70% of students between the ages of 16 and 19 participate in a dual-enrollment track which allows them to study one to two days per week in a vocational education and training (VET) programme and spend the rest of their time in a paid-on-the-job training programme that lasts three to four years.

One of the main benefits of the Swiss apprenticeship system is that students of all socio-economic and ability levels are engaged in this form of learning. The popularity of the apprenticeship system is proof that these programmes are not just for people who can't get into university.

Moreover, because students entering dual-track VET programmes are often high performers, they are no less academic than students who chose university education rather than vocational training or dual education. As a result, Swiss dual-track VET students are likely to enter the workplace well prepared for work and having strong academic skills.

Your group is looking into the possibility of introducing apprenticeship programmes to school students. You may want to talk about:

- the differences between apprenticeships and traditional schooling
- whether Hong Kong students and parents would be open to the idea of apprenticeship programmes
- how to get support from employers to take part in apprenticeship programmes
- anything else you think is important

PART B Individual Response

The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an article from a local newspaper:

Empty shop projects

Shopping in Britain is slowly changing due to a recent project designed to use empty shops to increase community spirit. In 2009, the British government created a £3million (HK\$37.6million) fund, providing companies and charities with grants to convert unused shops into spaces for community services.

One popular scheme saw a small fairground set up in a city-centre shop-space during a school holiday, alongside circus skills sessions and other activities for young people.

A company held activities in seven unused shops in another UK city, including photography exhibitions and musical performances. More than 4,000 people visited the area over one weekend.

In a third city, a local company established a university drop-in shop in the main shopping street. It offered advice about studying, fees and funding and ran a free legal-advice clinic. Another empty property showcased the work of local artists, attracting over 10,000 visitors in four months. Local designers benefitted from affordable space, workshops and retail experience.

Could this scheme be adapted for 'shopping paradise' Hong Kong? Certain areas seem ideal for such projects, and with government assistance our malls and shopping streets could become places where we exchange ideas and learn new skills, as well as do our shopping.

Your group wants to write a letter to the newspaper to express your opinion on 'empty shop projects' that use shop-spaces for community events. You may want to talk about:

- the benefits and problems of organising empty shop projects in Hong Kong
- what activities would be best for Hong Kong empty shop projects to hold
- how to encourage companies and charities in Hong Kong to organise empty shop projects
- anything else you think is important

PART B Individual Response

1. What do you like to do in shopping malls?
2. What special events do you like to go to in shopping malls?
3. What activities in your district do you attend?
4. Do you think holding social activities in shop-spaces is a good idea?
5. Do you think young people should get involved in the local community?
6. Where in Hong Kong do you think empty shop projects should be held?
7. Should there be special areas to hold community events, or should they be held in shopping malls?
8. What do you think is the best way to increase community spirit in Hong Kong?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.

PART A Group Interaction

You will be given 10 minutes to prepare. The time allowed for the group interaction is 8 minutes (or 6 minutes for a group of 3 candidates). You may make notes on the notecard provided and refer to your notes during the discussion.

Below is an article from a local newspaper:

Empty shop projects

Shopping in Britain is slowly changing due to a recent project designed to use empty shops to increase community spirit. In 2009, the British government created a £3million (HK\$37.6million) fund, providing companies and charities with grants to convert unused shops into spaces for community services.

One popular scheme saw a small fairground set up in a city-centre shop-space during a school holiday, alongside circus skills sessions and other activities for young people.

A company held activities in seven unused shops in another UK city, including photography exhibitions and musical performances. More than 4,000 people visited the area over one weekend.

In a third city, a local company established a university drop-in shop in the main shopping street. It offered advice about studying, fees and funding and ran a free legal-advice clinic. Another empty property showcased the work of local artists, attracting over 10,000 visitors in four months. Local designers benefitted from affordable space, workshops and retail experience.

Could this scheme be adapted for 'shopping paradise' Hong Kong? Certain areas seem ideal for such projects, and with government assistance our malls and shopping streets could become places where we exchange ideas and learn new skills, as well as do our shopping.

Your group wants to write a letter to the newspaper to express your opinion on 'empty shop projects' that use shop-spaces for community events. You may want to talk about:

- the benefits and problems of organising empty shop projects in Hong Kong
- what activities would be best for Hong Kong empty shop projects to hold
- how to encourage companies and charities in Hong Kong to organise empty shop projects
- anything else you think is important


PART B Individual Response

The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract taken from an online article about local food:

'Strange' Hong Kong food!			
<p>Hong Kong is world-famous for its cuisine and is known as a food paradise. Yet, some people from outside Hong Kong might find some local food rather strange. One website reviews ten weird Hong Kong foods, and even gives it an 'eatable' rating! Below are four examples:</p>			
<p><u>Thousand-year-old eggs</u> Duck eggs are buried in clay, sand and salt for a couple of months, melting their insides to jelly. The yolk turns a dark green and smells like it has been around for 1000 years.</p>	<p><u>Chicken feet</u> These wrinkled, claw-like chicken feet look like something from a witch's pot! Luckily, they taste better than they look, although there isn't much meat and is mostly just skin!</p>	<p><u>Sea slugs</u> You'd think sea slugs would be slimy and slightly rubbery and you'd be right! Sea slugs have a slippery texture and beginners should try them fried on a bed of noodles or rice with an accompanying sauce.</p>	<p><u>Turtle soup</u> Turtles are boiled for up to twelve hours, mixed with herbs and then served as a type of jelly-like soup. The attraction here is the medicinal benefits, certainly not the taste, which is horrible!</p>
			
Eatable rating: 4/10	Eatable rating: 6/10	Eatable rating: 3/10	Eatable rating: 1/10

Your group has been assigned to produce a brochure for tourists about special local food in Hong Kong. Discuss with your group what to include in your brochure. You may want to talk about:

- other kinds of strange Hong Kong food to include in the brochure
- why tourists may find these local foods strange
- how to make these foods more attractive in the brochure
- anything else you think is important

PART B Individual Response

1. What is your favourite food?
2. Do you like eating any of the foods shown in the pictures?
3. Do you like eating foods from other countries?
4. Do you think it's important to try different food from other cultures?
5. What are some things that you would never eat and why?
6. How adventurous are you as an eater?
7. How would you convince a tourist to eat chicken feet?
8. Is food an important part of a country's culture?

DO NOT TAKE AWAY

ENGLISH LANGUAGE PAPER 4

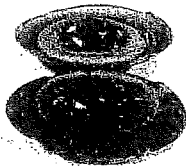

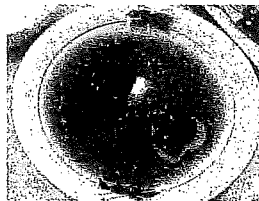

GENERAL INSTRUCTIONS

This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.

PART A Group Interaction

You will be given 10 minutes to prepare. The time allowed for the group interaction is 8 minutes (or 6 minutes for a group of 3 candidates). You may make notes on the notecard provided and refer to your notes during the discussion.

Below is an extract taken from an online article about local food:

'Strange' Hong Kong food!			
Hong Kong is world-famous for its cuisine and is known as a food paradise. Yet, some people from outside Hong Kong might find some local food rather strange. One website reviews ten weird Hong Kong foods, and even gives it an 'eatable' rating! Below are four examples:			
Thousand-year-old eggs Duck eggs are buried in clay, sand and salt for a couple of months, melting their insides to jelly. The yolk turns a dark green and smells like it has been around for 1000 years.	Chicken feet These wrinkled, claw-like chicken feet look like something from a witch's pot! Luckily, they taste better than they look, although there isn't much meat and is mostly just skin!	Sea slugs You'd think sea slugs would be slimy and slightly rubbery and you'd be right! Sea slugs have a slippery texture and beginners should try them fried on a bed of noodles or rice with an accompanying sauce.	Turtle soup Turtles are boiled for up to twelve hours, mixed with herbs and then served as a type of jelly-like soup. The attraction here is the medicinal benefits, certainly not the taste, which is horrible!
			
<i>Eatable rating: 4/10</i>	<i>Eatable rating: 6/10</i>	<i>Eatable rating: 3/10</i>	<i>Eatable rating: 1/10</i>

Your group has been assigned to produce a brochure for tourists about special local food in Hong Kong. Discuss with your group what to include in your brochure. You may want to talk about:

- other kinds of strange Hong Kong food to include in the brochure
- why tourists may find these local foods strange
- how to make these foods more attractive in the brochure
- anything else you think is important

PART B Individual Response

The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from a local lifestyle magazine:

Unusual activities to keep fit in Hong Kong

Photo racing

The Hong Kong Photography Club turns photography into exercise. Once a month, it organises a 'photography race' event. 'In teams of two, the challenge is to take five photographs under four different themes over a seven-hour period,' explains club founder Miranda Legg. Because the themes for each photo are random and must be picked up at the home base one-by-one, it means a lot of running around town while carrying a heavy camera. By the end, you'll be fit and have a collection of great photos from around the city.

Household chores

Not that we need studies to tell us this, but a UK study last year showed that doing your own chores – that's vacuuming, laundry, sweeping the floor, taking out the trash – can result in up to 50,000 calories burned per year (playing tennis once a week burns only 26,000 per year).

Lion dancing

The art of lion dancing is an exciting, exhausting, leisure activity. So get a good workout – and pick up a kung fu move or two – by taking a lion dancing training course courtesy of the Hong Kong Chinese Martial Arts Dragon and Lion Dancing Association.

You are organising a Health Awareness Fun Day for your school. You have to choose an unusual activity to help promote exercise. You may want to talk about:

- which of the activities in the extract above would be most suitable for a Health Awareness Fun Day
- possible problems when organising the Fun Day
- other unusual activities to include in the Fun Day
- anything else you think is important

PART B Individual Response

1. Is it easy to exercise where you live?
2. Do you ever do household chores?
3. Is it better to go to the gym or exercise outside?
4. Which household chore would be the best for keeping fit?
5. Would you like to take part in a photo racing competition?
6. Should schools encourage lion dancing as a way to exercise?
7. Aside from the health benefits, what other benefits are there to exercise?
8. Does technology help or hinder us when we try to keep fit?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.

PART A Group Interaction

You will be given 10 minutes to prepare. The time allowed for the group interaction is 8 minutes (or 6 minutes for a group of 3 candidates). You may make notes on the notecard provided and refer to your notes during the discussion.

Below is an extract from a local lifestyle magazine:

Unusual activities to keep fit in Hong Kong

Photo racing

The Hong Kong Photography Club turns photography into exercise. Once a month, it organises a 'photography race' event. 'In teams of two, the challenge is to take five photographs under four different themes over a seven-hour period,' explains club founder Miranda Legg. Because the themes for each photo are random and must be picked up at the home base one-by-one, it means a lot of running around town while carrying a heavy camera. By the end, you'll be fit and have a collection of great photos from around the city.

Household chores

Not that we need studies to tell us this, but a UK study last year showed that doing your own chores – that's vacuuming, laundry, sweeping the floor, taking out the trash – can result in up to 50,000 calories burned per year (playing tennis once a week burns only 26,000 per year).

Lion dancing

The art of lion dancing is an exciting, exhausting, leisure activity. So get a good workout – and pick up a kung fu move or two – by taking a lion dancing training course courtesy of the Hong Kong Chinese Martial Arts Dragon and Lion Dancing Association.

You are organising a Health Awareness Fun Day for your school. You have to choose an unusual activity to help promote exercise. You may want to talk about:

- which of the activities in the extract above would be most suitable for a Health Awareness Fun Day
- possible problems when organising the Fun Day
- other unusual activities to include in the Fun Day
- anything else you think is important

PART B Individual Response

The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from a website for teenagers from overseas who are moving to Hong Kong:

Contents	
LIVING IN HONG KONG	Page 4
Government Structure	
Legal System	
Employment	
Education	
Health	
Housing	
Transport	
Pollution and Environmental Control	
Law and Order	
Tax System	
Mandatory Provident Fund	
The Media	
Telecommunications	
COMING TO HONG KONG	Page 20
Tourism	
Immigration	
Leisure and Culture	
Traditional Festivals	
HONG KONG: THE FACTS	Page 26
CONTACT NUMBERS	Page 30

Transport

Hong Kong is a highly mobile city, where people make over 11 million trips daily, using an efficient, economical and multi-modal public transport system that includes railways, trams, buses, public light buses, taxis and ferries.

Tourism

Hong Kong is a unique meeting place for East and West, blending Chinese heritage, British colonial influences, high-tech modernity and Cantonese passion. It offers a diversity of travel experiences, from shopping to dining, countryside pursuits, arts and cultural activities and a unique built heritage including temples, monasteries, walled villages, clan halls and colonial structures.

Leisure and Culture

Hong Kong's universal appeal is evident in a variety of leisure and cultural options, a reflection of the city's cosmopolitan population and its diverse range of pastimes. The Government nurtures an environment in which freedom of creativity, development of the arts, sporting excellence and recreation in the community can thrive.

Your group wants to improve this website. You may want to talk about:

- what teenagers need and want to know about living in a new place
- the information from the above guide that you want to keep
- how to make the website more attractive
- anything else you think is important

PART B Individual Response

1. What do you like about living in Hong Kong?
2. What are the easiest ways to make new friends in Hong Kong?
3. Would you like to live in another country for a year?
4. What is most difficult about living in a new country?
5. Do you want to make friends with people who grew up in another country?
6. If you and your family lived away from Hong Kong, what would you miss the most?
7. Is it a good idea for parents to make their teenage children live in a new country?
8. Does the government pay enough attention to teenagers' needs?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.

PART A Group Interaction

You will be given 10 minutes to prepare. The time allowed for the group interaction is 8 minutes (or 6 minutes for a group of 3 candidates). You may make notes on the notecard provided and refer to your notes during the discussion.

Below is an extract from a website for teenagers from overseas who are moving to Hong Kong:

Contents	
LIVING IN HONG KONG	Page 4
Government Structure	
Legal System	
Employment	
Education	
Health	
Housing	
Transport	
Pollution and Environmental Control	
Law and Order	
Tax System	
Mandatory Provident Fund	
The Media	
Telecommunications	
COMING TO HONG KONG	Page 20
Tourism	
Immigration	
Leisure and Culture	
Traditional Festivals	
HONG KONG: THE FACTS	Page 26
CONTACT NUMBERS	Page 30
Transport	
Hong Kong is a highly mobile city, where people make over 11 million trips daily, using an efficient, economical and multi-modal public transport system that includes railways, trams, buses, public light buses, taxis and ferries.	
Tourism	
Hong Kong is a unique meeting place for East and West, blending Chinese heritage, British colonial influences, high-tech modernity and Cantonese passion. It offers a diversity of travel experiences, from shopping to dining, countryside pursuits, arts and cultural activities and a unique built heritage including temples, monasteries, walled villages, clan halls and colonial structures.	
Leisure and Culture	
Hong Kong's universal appeal is evident in a variety of leisure and cultural options, a reflection of the city's cosmopolitan population and its diverse range of pastimes. The Government nurtures an environment in which freedom of creativity, development of the arts, sporting excellence and recreation in the community can thrive.	

Your group wants to improve this website. You may want to talk about:

- what teenagers need and want to know about living in a new place
- the information from the above guide that you want to keep
- how to make the website more attractive
- anything else you think is important

PART B Individual Response

The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from a magazine article about IT security:

Protecting yourself from cyber crime

How good is your online IT security? Experts say Hong Kong netizens do not do enough to protect themselves against cyber crimes. Cyber crimes could be identity theft, loss of ATM or bank passwords, or even financial losses when criminals use your account to buy expensive things online! According to the government, the number of reported cyber crimes in Hong Kong in 2009 was 1,506, but it had risen to 2,206 by 2011.

These statistics are unsurprising. Some of the world's 25 most common passwords in 2012 were 'password', '123456', 'abc123', and even 'monkey'! Experts say passwords like these – which are so easy to guess – make a cyber criminal's job even easier, allowing them to steal vital personal information by breaking into users' accounts. Additionally, people do not change their passwords regularly because they think it is hard to remember a long or unique password.

Experts suggest the following steps to protect yourself from cyber crime:

1. Never use public computers to access emails or bank accounts because there could be a 'virus' installed to copy your password(s).
2. Never use the same password for all, or most of, your online accounts.
3. Never store important information, such as passwords, on your mobile phone.
4. Change your passwords regularly.
5. Set complex passwords.

As members of your school's Computer Club, your group needs to give a presentation about cyber crime. Discuss with your group what to include in your presentation. You may want to talk about:

- why cyber crimes occur
- the importance of protecting ourselves from cyber crimes
- ways to protect ourselves from cyber crimes
- anything else you think is important

PART B Individual Response

1. Do you change your password regularly?
2. Do you use different passwords for all your email accounts?
3. Do you have difficulty remembering your passwords?
4. Have you shared your passwords with anyone before?
5. Would you tell your parents the password to your email account?
6. Do you think it is safe to buy things online?
7. Should schools invest more money in developing good IT security?
8. Do you think cyber crime is a serious offence?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.

PART A Group Interaction

You will be given 10 minutes to prepare. The time allowed for the group interaction is 8 minutes (or 6 minutes for a group of 3 candidates). You may make notes on the notecard provided and refer to your notes during the discussion.

Below is an extract from a magazine article about IT security:

Protecting yourself from cyber crime

How good is your online IT security? Experts say Hong Kong netizens do not do enough to protect themselves against cyber crimes. Cyber crimes could be identity theft, loss of ATM or bank passwords, or even financial losses when criminals use your account to buy expensive things online! According to the government, the number of reported cyber crimes in Hong Kong in 2009 was 1,506, but it had risen to 2,206 by 2011.

These statistics are unsurprising. Some of the world's 25 most common passwords in 2012 were 'password', '123456', 'abc123', and even 'monkey'! Experts say passwords like these – which are so easy to guess – make a cyber criminal's job even easier, allowing them to steal vital personal information by breaking into users' accounts. Additionally, people do not change their passwords regularly because they think it is hard to remember a long or unique password.

Experts suggest the following steps to protect yourself from cyber crime:

1. Never use public computers to access emails or bank accounts because there could be a 'virus' installed to copy your password(s).
2. Never use the same password for all, or most of, your online accounts.
3. Never store important information, such as passwords, on your mobile phone.
4. Change your passwords regularly.
5. Set complex passwords.

As members of your school's Computer Club, your group needs to give a presentation about cyber crime. Discuss with your group what to include in your presentation. You may want to talk about:

- why cyber crimes occur
- the importance of protecting ourselves from cyber crimes
- ways to protect ourselves from cyber crimes
- anything else you think is important

PART B Individual Response

The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from an online article about 'cruel foods':

Are we cruel to our food?		
<p>By the time that cheeseburger arrives on your plate, it's hard to think about anything but how tasty it'll be. But when you trace the origins of each ingredient – the beef, the fried egg, the yummy bacon – some uncomfortable truths emerge. Below are three examples of the cruelest foods you can eat.</p>		
<p><u>Lobsters</u></p> <p>A recent study reveals that, contrary to previous thinking, lobsters and crabs can feel pain and show signs of stress. Lobsters are usually boiled alive, and some Japanese restaurants even serve live lobster sashimi where you choose your lobster from a tank and it appears on your plate in seconds, slit down the middle and squirming.</p>	<p><u>Shark's fin soup</u></p> <p>This soup is made with fins that are sliced off sharks in open water. The shark is then tossed back into the water, leaving the animal to drown or bleed to death. Many of the fins served come from endangered shark species. More status symbol than nutritious, shark's fin soup is a popular gourmet dish throughout Asia.</p>	<p><u>Goose liver</u></p> <p>The French make a delicacy called 'foie gras' which is goose liver that tastes very creamy. The creaminess comes from the goose being forced to eat large amounts of corn which is pushed down its throat through a long metal tube. After a month of force-feeding, the animal is killed and its unnaturally enlarged liver is served.</p>

Your group has to prepare for a debate in class on the motion *We should NOT eat food from animals that were cruelly treated*. Discuss with your group what to include in your debate. You may want to talk about:

- some foods that come from animals which are cruelly treated
- arguments for the motion
- arguments against the motion
- anything else you think is important

PART B Individual Response

1. Do you think eating shark's fin is wrong?
2. Should school canteens stop serving meat?
3. Do you think restaurants should stop serving shark's fin?
4. Do you think it is important to know where your food comes from?
5. Which is more important to you regarding food – its taste or its origins?
6. Should foods that come from cruelly-treated animals be banned by the government?
7. Should we criticise people who eat 'cruel foods'?
8. Should animal rights be protected?

ENGLISH LANGUAGE PAPER 4**GENERAL INSTRUCTIONS**

This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.

PART A Group Interaction

You will be given 10 minutes to prepare. The time allowed for the group interaction is 8 minutes (or 6 minutes for a group of 3 candidates). You may make notes on the notecard provided and refer to your notes during the discussion.

Below is an extract from an online article about 'cruel foods':

Are we cruel to our food?		
By the time that cheeseburger arrives on your plate, it's hard to think about anything but how tasty it'll be. But when you trace the origins of each ingredient – the beef, the fried egg, the yummy bacon – some uncomfortable truths emerge. Below are three examples of the cruelest foods you can eat.		
<u>Lobsters</u>	<u>Shark's fin soup</u>	<u>Goose liver</u>
A recent study reveals that, contrary to previous thinking, lobsters and crabs can feel pain and show signs of stress. Lobsters are usually boiled alive, and some Japanese restaurants even serve live lobster sashimi where you choose your lobster from a tank and it appears on your plate in seconds, slit down the middle and squirming.	This soup is made with fins that are sliced off sharks in open water. The shark is then tossed back into the water, leaving the animal to drown or bleed to death. Many of the fins served come from endangered shark species. More status symbol than nutritious, shark's fin soup is a popular gourmet dish throughout Asia.	The French make a delicacy called 'foie gras' which is goose liver that tastes very creamy. The creaminess comes from the goose being forced to eat large amounts of corn which is pushed down its throat through a long metal tube. After a month of force-feeding, the animal is killed and its unnaturally enlarged liver is served.

Your group has to prepare for a debate in class on the motion *We should NOT eat food from animals that were cruelly treated*. Discuss with your group what to include in your debate. You may want to talk about:

- some foods that come from animals which are cruelly treated
- arguments for the motion
- arguments against the motion
- anything else you think is important

PART B Individual Response

The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is some information from the internet about contact sports:

Contact sports

The term contact sport is used to describe sports in which players have physical contact with an opponent. Contact between players can be divided into different levels.

Full contact sport is any sport in which physical contact with an opponent is allowed. In rugby and American football, players can tackle another player to the ground or use their body to block a player running on the field.

Limited-contact sports are sports in which the rules are specifically designed to prevent contact between players. Although contact can happen, penalties are used to reduce contact between players. Examples include basketball, field hockey, netball and squash.

Non-contact sports are sports where participants take turns competing or are physically separated to make it nearly impossible for them to make contact during the course of a game. Examples include sports such as golf, tennis, volleyball, swimming and gymnastics.

In recent years, there has been a growing perception that full contact sports are brutal, prone to violence and tend to cause injuries. This has led to a trend to decrease the amount of aggression and rough play in sports. Full contact, however, is seen as a major component in some sports such as rugby and is unlikely to ever be removed.

Your group is talking about whether teenagers should participate in full contact sports. You may want to talk about:

- reasons why some people are against full contact sports
- the benefits to teenagers of participating in full contact sports
- the difficulties of introducing full contact sports in schools
- anything else you think is important

PART B Individual Response

1. What sports do you like the least?
2. Do you prefer full contact sports or non-contact sports?
3. Would your parents allow you to take part in full contact sports?
4. Would you participate in a full contact sport?
5. Have you ever been injured playing sport?
6. Do you think it is okay for girls to play full contact sports?
7. Do you think full contact sports should be banned?
8. Do you think full contact sports will ever be widely accepted in Hong Kong?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.

PART A Group Interaction

You will be given 10 minutes to prepare. The time allowed for the group interaction is 8 minutes (or 6 minutes for a group of 3 candidates). You may make notes on the notecard provided and refer to your notes during the discussion.

Below is some information from the internet about contact sports:

Contact sports

The term contact sport is used to describe sports in which players have physical contact with an opponent. Contact between players can be divided into different levels.

Full contact sport is any sport in which physical contact with an opponent is allowed. In rugby and American football, players can tackle another player to the ground or use their body to block a player running on the field.

Limited-contact sports are sports in which the rules are specifically designed to prevent contact between players. Although contact can happen, penalties are used to reduce contact between players. Examples include basketball, field hockey, netball and squash.

Non-contact sports are sports where participants take turns competing or are physically separated to make it nearly impossible for them to make contact during the course of a game. Examples include sports such as golf, tennis, volleyball, swimming and gymnastics.

In recent years, there has been a growing perception that full contact sports are brutal, prone to violence and tend to cause injuries. This has led to a trend to decrease the amount of aggression and rough play in sports. Full contact, however, is seen as a major component in some sports such as rugby and is unlikely to ever be removed.

Your group is talking about whether teenagers should participate in full contact sports. You may want to talk about:

- reasons why some people are against full contact sports
- the benefits to teenagers of participating in full contact sports
- the difficulties of introducing full contact sports in schools
- anything else you think is important

PART B Individual Response

The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from a local newspaper:

Simplicity has its own rewards

Mok Ho-kwong is no ordinary environmentalist. He doesn't just talk about his ideals but puts most of them into practice. He lives in a remote village house in Fanling, where he grows his own vegetables.

His house has few electrical appliances and no air-conditioning or television.

The 30-year-old university graduate makes his own soap, uses only salt to clean his teeth, picks up furniture thrown out by others and occasionally burns waste wood to cook.

He says most quality-of-life issues facing urban dwellers, such as rising home prices, air pollution, income inequality and food safety scares, are a matter of choice. 'I have spacious living here and right outside I can breathe very good air. Whenever I want fresh and safe food I harvest whatever I need from my farm. This is a quality life. Everyone is able to live it, but many can't leave the city, which is too convenient for them.'

Mok doesn't care much about what he earns, as long as it covers his expenses and rent. 'The more money you make, the more you want,' he says, 'which pressures you to get more. And I don't have this anxiety now.'

Your school wants to organise a one-month-long course on simple living. As part of the course, students have to live in the countryside for a week like Mok Ho-kwong. You may want to talk about:

- the skills that students will learn from this course
- the benefits and problems this plan will bring
- what other activities to include in the course
- anything else you think is important

PART B Individual Response

1. Do you enjoy spending time in the countryside?
2. Would you like to live a simple life in the countryside?
3. Do you think people in Hong Kong need to know about nature?
4. Do you think that living in the countryside would make everyone happier?
5. If you could choose only one household electrical appliance to have, what would it be?
6. Do you think people can be happy without money?
7. Do you think everyone could live a simple life like Mok Ho-kwong?
8. Do you agree with the statement, 'The more money you make, the more you want'?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.

PART A Group Interaction

You will be given 10 minutes to prepare. The time allowed for the group interaction is 8 minutes (or 6 minutes for a group of 3 candidates). You may make notes on the notecard provided and refer to your notes during the discussion.

Below is an extract from a local newspaper:

Simplicity has its own rewards

Mok Ho-kwong is no ordinary environmentalist. He doesn't just talk about his ideals but puts most of them into practice. He lives in a remote village house in Fanling, where he grows his own vegetables.

His house has few electrical appliances and no air-conditioning or television.

The 30-year-old university graduate makes his own soap, uses only salt to clean his teeth, picks up furniture thrown out by others and occasionally burns waste wood to cook.

He says most quality-of-life issues facing urban dwellers, such as rising home prices, air pollution, income inequality and food safety scares, are a matter of choice. 'I have spacious living here and right outside I can breathe very good air. Whenever I want fresh and safe food I harvest whatever I need from my farm. This is a quality life. Everyone is able to live it, but many can't leave the city, which is too convenient for them.'

Mok doesn't care much about what he earns, as long as it covers his expenses and rent. 'The more money you make, the more you want,' he says, 'which pressures you to get more. And I don't have this anxiety now.'

Your school wants to organise a one-month-long course on simple living. As part of the course, students have to live in the countryside for a week like Mok Ho-kwong. You may want to talk about:

- the skills that students will learn from this course
- the benefits and problems this plan will bring
- what other activities to include in the course
- anything else you think is important

PART B Individual Response

The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from an American newspaper:

Digital devices deprive brain of needed downtime

Smartphones are now powerful computers with high-speed Internet connections, letting people get more work done and have more fun, relieving the boredom of exercising, standing in a queue, or sitting on a train.

The technology makes the tiniest windows of time entertaining, and potentially productive. But scientists point to an unexpected side effect: when people keep their brains busy with digital input, they are sacrificing 'quiet time' that could allow them to better learn and remember information, or come up with new ideas.

'Almost certainly, resting the brain lets it go over experiences it's had, solidify them and turn them into permanent long-term memories,' said Loren Frank, a specialist in learning and memory. He believes that when the brain is constantly stimulated, 'you prevent this learning process.'

At the University of Michigan, a study found that people learned significantly better after a walk in nature than after a walk in a dense urban environment, suggesting that processing a barrage of information leaves people fatigued.

Even though people feel entertained, even relaxed, when they pass a moment at the bus stop by catching a quick video clip, they might be over-tiring their brains, scientists say.

Your group wants to give a presentation about the ways that smartphones and tablets are changing the lives of young people in Hong Kong. You may want to talk about:

- how using them affects people's brains
- how using them affects people's behaviour
- how using them affects people's relationships with others
- anything else you think is important

PART B Individual Response

1. Do you like using smartphones?
2. How should people spend their time when travelling on public transport?
3. Why do people like using smartphones so much?
4. Do you think people in Hong Kong use their smartphones too much?
5. Are smartphones the most important technological product nowadays?
6. Do you think smartphones help or prevent learning?
7. Do you think smartphones are changing society?
8. Do you think smartphones damage creativity?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.

PART A Group Interaction

You will be given 10 minutes to prepare. The time allowed for the group interaction is 8 minutes (or 6 minutes for a group of 3 candidates). You may make notes on the notecard provided and refer to your notes during the discussion.

Below is an extract from an American newspaper:

Digital devices deprive brain of needed downtime

Smartphones are now powerful computers with high-speed Internet connections, letting people get more work done and have more fun, relieving the boredom of exercising, standing in a queue, or sitting on a train.

The technology makes the tiniest windows of time entertaining, and potentially productive. But scientists point to an unexpected side effect: when people keep their brains busy with digital input, they are sacrificing 'quiet time' that could allow them to better learn and remember information, or come up with new ideas.

'Almost certainly, resting the brain lets it go over experiences it's had, solidify them and turn them into permanent long-term memories,' said Loren Frank, a specialist in learning and memory. He believes that when the brain is constantly stimulated, 'you prevent this learning process.'

At the University of Michigan, a study found that people learned significantly better after a walk in nature than after a walk in a dense urban environment, suggesting that processing a barrage of information leaves people fatigued.

Even though people feel entertained, even relaxed, when they pass a moment at the bus stop by catching a quick video clip, they might be over-tiring their brains, scientists say.

Your group wants to give a presentation about the ways that smartphones and tablets are changing the lives of young people in Hong Kong. You may want to talk about:

- how using them affects people's brains
- how using them affects people's behaviour
- how using them affects people's relationships with others
- anything else you think is important

PART B Individual Response

The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from an online article about clutter and messiness:

Get rid of clutter!

Do you have a very messy bedroom filled with all sorts of things such as old books, clothes and magazines everywhere? Clutter takes up valuable space – not just in your surroundings, but in your head as well. Of the two, the psychological effect of clutter is more important. According to an expert, ‘When we clear the clutter out of a space, people breathe a sigh of relief. People feel lighter, more at peace, more focused.’

Experts believe this is because the human brain is not equipped to deal with so much stimulation. If there’s stuff everywhere you look, you are more likely to become stressed out and anxious. Clear out and organise your environment, and your mind can handle more things. Yes, there are physical dangers to clutter – you can easily trip and fall over things left on the floor. However, the psychological effects of clutter appear to be more serious because clutter could make you depressed without you realising it. A messy room is not a pleasant room.

Clearing the clutter and becoming organised is not easy. That’s because a lot of what we hold on to is weighed down by emotional baggage. People have a strong attachment to their stuff. It carries memories and feelings, reminds them of things they don’t do anymore, things that upset them at one time or made them happy.

Your group has been assigned to write an article for the school magazine about the effects of having too much clutter in the home. Discuss with your group what to include in the article. You may want to talk about:

- reasons why people are unwilling to throw things away
- the effects of having clutter in the home
- what to do with the unwanted items
- anything else you think is important

PART B Individual Response

1. How often do you clean your bedroom?
2. Do you have a messy bedroom?
3. Is it easy to keep your room tidy?
4. How would you feel if someone cleaned up your room?
5. Do you find it difficult to throw old things away?
6. Are you comfortable with clutter?
7. Do you place any sentimental value in old things?
8. Can de-cluttering improve your life?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.

PART A Group Interaction

You will be given 10 minutes to prepare. The time allowed for the group interaction is 8 minutes (or 6 minutes for a group of 3 candidates). You may make notes on the notecard provided and refer to your notes during the discussion.

Below is an extract from an online article about clutter and messiness:

Get rid of clutter!

Do you have a very messy bedroom filled with all sorts of things such as old books, clothes and magazines everywhere? Clutter takes up valuable space – not just in your surroundings, but in your head as well. Of the two, the psychological effect of clutter is more important. According to an expert, ‘When we clear the clutter out of a space, people breathe a sigh of relief. People feel lighter, more at peace, more focused.’

Experts believe this is because the human brain is not equipped to deal with so much stimulation. If there’s stuff everywhere you look, you are more likely to become stressed out and anxious. Clear out and organise your environment, and your mind can handle more things. Yes, there are physical dangers to clutter – you can easily trip and fall over things left on the floor. However, the psychological effects of clutter appear to be more serious because clutter could make you depressed without you realising it. A messy room is not a pleasant room.

Clearing the clutter and becoming organised is not easy. That’s because a lot of what we hold on to is weighed down by emotional baggage. People have a strong attachment to their stuff. It carries memories and feelings, reminds them of things they don’t do anymore, things that upset them at one time or made them happy.

Your group has been assigned to write an article for the school magazine about the effects of having too much clutter in the home. Discuss with your group what to include in the article. You may want to talk about:

- reasons why people are unwilling to throw things away
- the effects of having clutter in the home
- what to do with the unwanted items
- anything else you think is important

PART B Individual Response

The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from a report by a market research company:

Hong Kong people the most brand conscious in Asia Pacific

Hong Kong consumers are definitely among the quick adopters of fashion trends and are the world's most brand conscious, shown both by the increasing number of luxury brand stores opened in the city and also in our latest Global Luxury Brands Study.

Considered by many luxury groups to be a major market for their products, Hong Kong leads the Asia Pacific region with 40 percent of shoppers claiming to buy products of luxury brands, significantly exceeding the regional average of 15 percent.

As the global study reveals, Hong Kong tops the world in sales of luxury brands such as Gucci, Louis Vuitton, Ferrari, etc.

According to our on-going tracking of Hong Kong consumers' retail spending, an average of \$6,000 per person was spent on luxury products by people in Hong Kong in the past three months.

Hong Kong is considered by many international brands to be the major market in Asia. With the improving personal financial status of Hong Kong people and an increasing number of tourists who love to shop for luxury brands in Hong Kong, there is huge room for growth in the luxury sector.

Your group wants to gather information about the shopping trends for luxury brands in Hong Kong for a project. You may want to talk about:

- why international brands want to open stores in Hong Kong
- the advantages and problems this brings
- what other information to include in the project
- anything else you think is important

PART B Individual Response

1. What brands or products do you like?
2. Would you like to buy luxury brands?
3. Do you think luxury brands are too expensive?
4. Are luxury brands better than normal brands?
5. Do you think young people spend too much on luxury brands?
6. What products reflect Hong Kong's identity?
7. Do you think that local brands can compete with international brands?
8. What does the focus on luxury brands in Hong Kong say about Hong Kong people?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.

PART A Group Interaction

You will be given 10 minutes to prepare. The time allowed for the group interaction is 8 minutes (or 6 minutes for a group of 3 candidates). You may make notes on the notecard provided and refer to your notes during the discussion.

Below is an extract from a report by a market research company:

Hong Kong people the most brand conscious in Asia Pacific

Hong Kong consumers are definitely among the quick adopters of fashion trends and are the world's most brand conscious, shown both by the increasing number of luxury brand stores opened in the city and also in our latest Global Luxury Brands Study.

Considered by many luxury groups to be a major market for their products, Hong Kong leads the Asia Pacific region with 40 percent of shoppers claiming to buy products of luxury brands, significantly exceeding the regional average of 15 percent.

As the global study reveals, Hong Kong tops the world in sales of luxury brands such as Gucci, Louis Vuitton, Ferrari, etc.

According to our on-going tracking of Hong Kong consumers' retail spending, an average of \$6,000 per person was spent on luxury products by people in Hong Kong in the past three months.

Hong Kong is considered by many international brands to be the major market in Asia. With the improving personal financial status of Hong Kong people and an increasing number of tourists who love to shop for luxury brands in Hong Kong, there is huge room for growth in the luxury sector.

Your group wants to gather information about the shopping trends for luxury brands in Hong Kong for a project. You may want to talk about:

- why international brands want to open stores in Hong Kong
- the advantages and problems this brings
- what other information to include in the project
- anything else you think is important

PART B Individual Response

The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

ENGLISH LANGUAGE PAPER 4

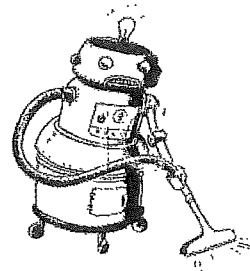
PART A Group Interaction

Below is an introduction to an online shop:

RoboMart

For your robot needs

The future is now. Robots to clean, look after your pet and guard your property are here to stay. Our selection of life-improving robots includes domestic robots: if you don't like doing a task, we have the right robot for you, from vacuuming your floors with Dustbot 12, to cleaning your swimming pool with Poolclean VI. Don't like getting your hands dirty with your cat? Choose Magicat 2 to clean its litter tray, or Autofeed to provide food regularly every day.



Our range of sport robots is similarly trouble-saving. Can't find a table-tennis partner? Then choose Ping-pong Pro to shoot balls at different speeds and angles. Tired of carrying your golf clubs? Then RoboCaddy will take the weight for you, following you around automatically!

Finally, sleep happily with our security robots. SecurityPlus will monitor your property with motion sensors and infrared scans, alerting you via SMS or a loud alarm if it detects anything strange. For ultimate defence, choose BotBlaster. Capable of firing 800 plastic pellets a minute, if it detects an unauthorised intruder as it drives around, it will start shooting until they retreat.

Choose smart: choose RoboMart!

Your group wants to write a report about the use of robots in the home. You may want to talk about:

- the services that robots can provide for humans
- the disadvantages of using robots in the home
- what other kinds of robots you would like to see in the future
- anything else you think is important

PART B Individual Response

1. Would you like to have robots in your home?
2. Would you like to have a robot pet?
3. Which robots do you think would be popular in Hong Kong?
4. What jobs would be performed better if they were done by robots?
5. Do you believe that robots will improve our lives?
6. If you had a robot that could do anything, what would you want it to do for you?
7. Why are some people so interested in robots?
8. What things do you think robots will never be able to do?

ENGLISH LANGUAGE PAPER 4**GENERAL INSTRUCTIONS**

This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.

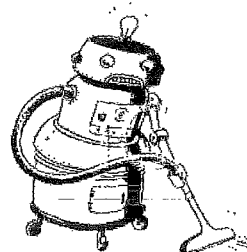
PART A Group Interaction

You will be given 10 minutes to prepare. The time allowed for the group interaction is 8 minutes (or 6 minutes for a group of 3 candidates). You may make notes on the notecard provided and refer to your notes during the discussion.

Below is an introduction to an online shop:

RoboMart**For your robot needs**

The future is now. Robots to clean, look after your pet and guard your property are here to stay. Our selection of life-improving robots includes domestic robots: if you don't like doing a task, we have the right robot for you, from vacuuming your floors with Dustbot 12, to cleaning your swimming pool with Poolclean VI. Don't like getting your hands dirty with your cat? Choose Magicat 2 to clean its litter tray, or Autofeed to provide food regularly every day.



Our range of sport robots is similarly trouble-saving. Can't find a table-tennis partner? Then choose Ping-pong Pro to shoot balls at different speeds and angles. Tired of carrying your golf clubs? Then RoboCaddy will take the weight for you, following you around automatically!

Finally, sleep happily with our security robots. SecurityPlus will monitor your property with motion sensors and infrared scans, alerting you via SMS or a loud alarm if it detects anything strange. For ultimate defence, choose BotBlaster. Capable of firing 800 plastic pellets a minute, if it detects an unauthorised intruder as it drives around, it will start shooting until they retreat.

Choose smart: choose RoboMart!

Your group wants to write a report about the use of robots in the home. You may want to talk about:

- the services that robots can provide for humans
- the disadvantages of using robots in the home
- what other kinds of robots you would like to see in the future
- anything else you think is important

PART B Individual Response

The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is a report from a technology website:

How Humans Will Get To Mars In 2023

Guess how they'll get to the planet? Well, a reality television show called *Mars One* plans to pay for the whole project and film the Mars travellers for the rest of their lives. Seriously, that's what the organisers are claiming and they have the support of industry professionals. From the official *Mars One* site:

Mars One's mission objective

The first crew of four astronauts will establish the first human settlement on Mars by 2023. A new team of four will join the settlement every two years. By 2033 there will be over twenty people living and working on Mars. This will be a one-way trip – the Mars astronauts will wave goodbye to their family and friends forever.

Our vision

A manned mission to Mars is one of the most exciting, inspiring and ambitious adventures that mankind can have. We see this as a journey that belongs to us all. The entire world will be able to watch and help with decisions as the settlers are selected, follow their extensive training for the mission and of course watch them living on Mars. The mission will provide invaluable scientific and social knowledge that will be accessible to everyone.

Well what do you think.– stupid idea to promote a TV show, or might they really manage it?

Your group wants to give a presentation on humans living on other planets. You may want to talk about:

- the good and bad ideas from the *Mars One* project
- what other issues should be considered when humans live on another planet
- the reasons why people may want to move to another planet
- anything else you think is important

PART B Individual Response

1. Would you like to live on another planet?
2. What two things would you take to another planet?
3. Are reality TV shows popular in Hong Kong?
4. What types of people should be selected as astronauts?
5. If you were an astronaut on the *Mars One* project, what would the biggest problem be for you?
6. What would you find most exciting if you were an astronaut on the *Mars One* project?
7. Do you think the *Mars One* project will succeed?
8. Do you think space travel should be funded by the government or by private companies?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.

PART A Group Interaction

You will be given 10 minutes to prepare. The time allowed for the group interaction is 8 minutes (or 6 minutes for a group of 3 candidates). You may make notes on the notecard provided and refer to your notes during the discussion.

Below is a report from a technology website:

How Humans Will Get To Mars In 2023

Guess how they'll get to the planet? Well, a reality television show called *Mars One* plans to pay for the whole project and film the Mars travellers for the rest of their lives. Seriously, that's what the organisers are claiming and they have the support of industry professionals. From the official *Mars One* site:

Mars One's mission objective

The first crew of four astronauts will establish the first human settlement on Mars by 2023. A new team of four will join the settlement every two years. By 2033 there will be over twenty people living and working on Mars. This will be a one-way trip – the Mars astronauts will wave goodbye to their family and friends forever.

Our vision

A manned mission to Mars is one of the most exciting, inspiring and ambitious adventures that mankind can have. We see this as a journey that belongs to us all. The entire world will be able to watch and help with decisions as the settlers are selected, follow their extensive training for the mission and of course watch them living on Mars. The mission will provide invaluable scientific and social knowledge that will be accessible to everyone.

Well what do you think – stupid idea to promote a TV show, or might they really manage it?

Your group wants to give a presentation on humans living on other planets. You may want to talk about:

- the good and bad ideas from the *Mars One* project
- what other issues should be considered when humans live on another planet
- the reasons why people may want to move to another planet
- anything else you think is important

PART B Individual Response

The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an editorial from a computer gaming website:

Video games ARE art

Recently, a large news corporation published an article that attacks the heart of our computer games. Their claim is that video games do NOT transmit emotion to players. All of us who have ever finished a game know that this is entirely false.

The article says, 'As interesting as new games can be, they fall short of engaging the human heart. Games can be fun and rewarding in many ways, but they can't transmit the emotional complexity that is the root of art.' This is clearly ridiculous.

Who has not felt joy when a main character in a game falls in love? Who has not felt pain and sadness when a loved character dies? Who has not felt fear when facing the final battle?

Are movies considered art? YES. Music compositions, paintings, novels? YES. Then what are video games? They are much more than art. They are a perfect mixture of graphical art, musical soundtracks, gripping stories and one thing missing from traditional art forms: INTERACTIVITY. If we say that video games are not art, then there is no such thing as art, and we are denying all forms of art their true existence.

Your group wants to prepare for a debate on the topic *Computer games are beneficial for young people*. You are supporting the motion. You may want to talk about:

- why video games are considered art
- what benefits there are to playing computer games
- how you will argue against the other team's ideas
- anything else you think is important

PART B Individual Response

1. How do you feel when you play video games?
2. Is it more fun to play video games alone or with other people?
3. Why are video games so popular?
4. Is it okay if parents spend a lot of time playing video games?
5. Do you think characters are more interesting in a video game or in a film?
6. Do computer games bring people together or force them to be alone?
7. Do you think video games can truly engage players' emotions?
8. Do you think video games are as artistic as paintings?

ENGLISH LANGUAGE PAPER 4**GENERAL INSTRUCTIONS**

This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.

PART A Group Interaction

You will be given 10 minutes to prepare. The time allowed for the group interaction is 8 minutes (or 6 minutes for a group of 3 candidates). You may make notes on the notecard provided and refer to your notes during the discussion.

Below is an editorial from a computer gaming website:

Video games ARE art

Recently, a large news corporation published an article that attacks the heart of our computer games. Their claim is that video games do NOT transmit emotion to players. All of us who have ever finished a game know that this is entirely false.

The article says, 'As interesting as new games can be, they fall short of engaging the human heart. Games can be fun and rewarding in many ways, but they can't transmit the emotional complexity that is the root of art.' This is clearly ridiculous.

Who has not felt joy when a main character in a game falls in love? Who has not felt pain and sadness when a loved character dies? Who has not felt fear when facing the final battle?

Are movies considered art? YES. Music compositions, paintings, novels? YES. Then what are video games? They are much more than art. They are a perfect mixture of graphical art, musical soundtracks, gripping stories and one thing missing from traditional art forms: INTERACTIVITY. If we say that video games are not art, then there is no such thing as art, and we are denying all forms of art their true existence.

Your group wants to prepare for a debate on the topic *Computer games are beneficial for young people*. You are supporting the motion. You may want to talk about:

- why video games are considered art
- what benefits there are to playing computer games
- how you will argue against the other team's ideas
- anything else you think is important

PART B Individual Response

The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from a local current affairs website:

Dogs: replacement children?

The birth rate in Hong Kong may be steadily falling but pet ownership and spending on pets is rising.

A recent report published by Akuba University, Japan, suggests that raising a pet dog can be the emotional equivalent to raising a baby in scientific terms. According to the report, the hormone oxytocin, which is released during moments of romantic or familial love, is also released when dog owners play with their pets. Some female dog owners say their dog-owning experiences have led them to decide on whether or not to raise children. In a significant 2012 survey, 16% of Hongkongers questioned said they would prefer keeping pets to having kids, a number which is seemingly rising.

Media reports estimate that it costs up to HK\$4 million to raise a child in Hong Kong. Owning a dog obviously costs less, but for some owners money is no question when it comes to the health and safety of their pets, easily spending \$23,000 a year.

Indeed, new businesses are thriving from dog-mania: whilst canine fashion is commonplace, Hong Kong now has restaurants that host dog birthday parties, salons for giving fashionable haircuts to dogs, and even psychologists who specialise in treating dogs.

Your group is giving a presentation on the increasing importance of dogs as pets in Hong Kong. You must discuss what to include. You may want to talk about:

- the reasons why many dog owners place so much importance on their pets
- the activities they do with their dogs in Hong Kong
- the advantages and problems that may arise from spending so much time with their dogs
- anything else you think is important

PART B Individual Response

1. What fun things can you do with a pet?
2. Would you like to work in a job where you look after dogs?
3. What things can you learn from having a pet?
4. Do you think students should keep a class pet at school?
5. Do you think some people spend too much money on pets?
6. Do you think caring for a pet and looking after a young child are similar?
7. What do you think about treating dogs as humans?
8. Do you think dogs can replace children?

ENGLISH LANGUAGE PAPER 4**GENERAL INSTRUCTIONS**

This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.

PART A Group Interaction

You will be given 10 minutes to prepare. The time allowed for the group interaction is 8 minutes (or 6 minutes for a group of 3 candidates). You may make notes on the notecard provided and refer to your notes during the discussion.

Below is an extract from a local current affairs website:

Dogs: replacement children?

The birth rate in Hong Kong may be steadily falling but pet ownership and spending on pets is rising.

A recent report published by Akuba University, Japan, suggests that raising a pet dog can be the emotional equivalent to raising a baby in scientific terms. According to the report, the hormone oxytocin, which is released during moments of romantic or familial love, is also released when dog owners play with their pets. Some female dog owners say their dog-owning experiences have led them to decide on whether or not to raise children. In a significant 2012 survey, 16% of Hongkongers questioned said they would prefer keeping pets to having kids, a number which is seemingly rising.

Media reports estimate that it costs up to HK\$4 million to raise a child in Hong Kong. Owning a dog obviously costs less, but for some owners money is no question when it comes to the health and safety of their pets, easily spending \$23,000 a year.

Indeed, new businesses are thriving from dog-mania: whilst canine fashion is commonplace, Hong Kong now has restaurants that host dog birthday parties, salons for giving fashionable haircuts to dogs, and even psychologists who specialise in treating dogs.

Your group is giving a presentation on the increasing importance of dogs as pets in Hong Kong. You must discuss what to include. You may want to talk about:

- the reasons why many dog owners place so much importance on their pets
- the activities they do with their dogs in Hong Kong
- the advantages and problems that may arise from spending so much time with their dogs
- anything else you think is important

PART B Individual Response

The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an introduction by a local museum to accompany an exhibition:

The decline of Cantopop?

Since the 1950s, Cantonese Pop music (or Cantopop) has been at the centre of popular culture in Hong Kong. It has been the fruit of the hard work of countless singers. We grew up with Cantopop. It is our collective memory.

However, concerns have recently been voiced by industry experts that the impact of Cantopop is fading from Hong Kong's popular culture.

The emergence of new media such as mobile phones and the Internet has both allowed music from abroad to flood Hong Kong and encouraged the illegal downloading of music. These damaging activities have forced down music sales from HK\$17 billion in 2002 to HK\$0.56 billion in 2012.

Meanwhile, the entertainment industries of neighboring regions have made great advances since the 1980s, and singers from the Mainland and Taiwan have grown in popularity. K-Pop and J-Pop (from Korea and Japan) are also massively popular. This means Cantopop is now less dominant in Asia.

Finally, it has often been said that Cantopop content has been over-focused towards love songs for young people. Unlike in the 1970s-1990s, this limited range is failing to attract a diverse audience and so is ignoring older generations. Is Cantopop destined to disappear in the next generation?

Your group wants to propose a project focusing on Cantopop for the *Learning English through Popular Culture* elective at school. You may want to talk about:

- why Cantopop is a suitable topic for the school project
- what to include in the proposal
- whether you agree with the article that Cantopop is less popular today
- anything else you think is important

PART B Individual Response

1. Who is your favourite Cantopop star in Hong Kong?
2. Do you enjoy singing Cantopop in karaoke?
3. Do you listen to Cantopop?
4. What do you like about Cantopop?
5. Would you like to be a Cantopop star?
6. Why do you think K-Pop and J-Pop are so popular in Hong Kong?
7. Do you think people should be able to share songs on the Internet for free?
8. Do you think the subjects in Cantopop songs are relevant to young people's lives in Hong Kong?

ENGLISH LANGUAGE PAPER 4**GENERAL INSTRUCTIONS**

This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.

PART A Group Interaction

You will be given 10 minutes to prepare. The time allowed for the group interaction is 8 minutes (or 6 minutes for a group of 3 candidates). You may make notes on the notecard provided and refer to your notes during the discussion.

Below is an introduction by a local museum to accompany an exhibition:

The decline of Cantopop?

Since the 1950s, Cantonese Pop music (or Cantopop) has been at the centre of popular culture in Hong Kong. It has been the fruit of the hard work of countless singers. We grew up with Cantopop. It is our collective memory.

However, concerns have recently been voiced by industry experts that the impact of Cantopop is fading from Hong Kong's popular culture.

The emergence of new media such as mobile phones and the Internet has both allowed music from abroad to flood Hong Kong and encouraged the illegal downloading of music. These damaging activities have forced down music sales from HK\$17 billion in 2002 to HK\$0.56 billion in 2012.

Meanwhile, the entertainment industries of neighboring regions have made great advances since the 1980s, and singers from the Mainland and Taiwan have grown in popularity. K-Pop and J-Pop (from Korea and Japan) are also massively popular. This means Cantopop is now less dominant in Asia.

Finally, it has often been said that Cantopop content has been over-focused towards love songs for young people. Unlike in the 1970s-1990s, this limited range is failing to attract a diverse audience and so is ignoring older generations. Is Cantopop destined to disappear in the next generation?

Your group wants to propose a project focusing on Cantopop for the *Learning English through Popular Culture* elective at school. You may want to talk about:

- why Cantopop is a suitable topic for the school project
- what to include in the proposal
- whether you agree with the article that Cantopop is less popular today
- anything else you think is important

PART B Individual Response

The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from an online article about peer pressure:

Peer pressure amongst teens

Peer pressure is one thing that all teenagers have in common, whether it is pressure to conform to a group norm or pressure to act a certain way because *everyone else is doing it*.

Teenagers begin to spend a lot more time with their friends, and less time with their family. The need for acceptance, approval, and belonging amongst friends is vital during the teen years. This makes them more vulnerable to the influences of their peers – which can be *positive or negative*. Positive peer pressure is when teens follow their friends to do well, such as studying hard in school. Negative peer pressure is when teens are more likely to engage in negative behaviours like drug use or shoplifting in order to fit in with a group.

Different factors cause teens to react to peer pressure in different ways. Gender, age and whether they feel rejected by their peers or family are some factors. For example, boys give in more easily to peer pressure than girls, particularly in dangerous situations. Younger teens are more easily influenced than older teens, with peer pressure at its highest when they are 14-16 years old. Individual characteristics such as confidence level, personality and degree of maturity also make a difference.

Your group wants to give a class presentation about peer pressure that teenagers experience in Hong Kong. Discuss with your group what to include in your presentation. You may want to talk about:

- the kinds of peer pressure that Hong Kong teenagers have
- the positive and negative influences of peer pressure
- what teens can do when they face peer pressure
- anything else you think is important

PART B Individual Response

1. Do you face pressure at school?
2. What pressures do parents place on their children?
3. Do you think it is important to follow what your friends do?
4. Have you experienced peer pressure in school?
5. Can peer pressure help us in our studies?
6. Do you think boys and girls react differently to peer pressure?
7. Is it possible to have no peer pressure at all?
8. Has peer pressure been a positive influence in your life?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.

PART A Group Interaction

You will be given 10 minutes to prepare. The time allowed for the group interaction is 8 minutes (or 6 minutes for a group of 3 candidates). You may make notes on the notecard provided and refer to your notes during the discussion.

Below is an extract from an online article about peer pressure:

Peer pressure amongst teens

Peer pressure is one thing that all teenagers have in common, whether it is pressure to conform to a group norm or pressure to act a certain way because *everyone else is doing it*.

Teenagers begin to spend a lot more time with their friends, and less time with their family. The need for acceptance, approval, and belonging amongst friends is vital during the teen years. This makes them more vulnerable to the influences of their peers – which can be *positive or negative*. Positive peer pressure is when teens follow their friends to do well, such as studying hard in school. Negative peer pressure is when teens are more likely to engage in negative behaviours like drug use or shoplifting in order to fit in with a group.

Different factors cause teens to react to peer pressure in different ways. Gender, age and whether they feel rejected by their peers or family are some factors. For example, boys give in more easily to peer pressure than girls, particularly in dangerous situations. Younger teens are more easily influenced than older teens, with peer pressure at its highest when they are 14-16 years old. Individual characteristics such as confidence level, personality and degree of maturity also make a difference.

Your group wants to give a class presentation about peer pressure that teenagers experience in Hong Kong. Discuss with your group what to include in your presentation. You may want to talk about:

- the kinds of peer pressure that Hong Kong teenagers have
- the positive and negative influences of peer pressure
- what teens can do when they face peer pressure
- anything else you think is important

PART B Individual Response

The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is a report from a market research company:

Hong Kong loves Blogs

August 2012

A new survey of 387 people over 18 years old reveals that three-quarters of Hongkongers read blogs weekly. So first of all, what is a blog? It's a website which contains the writer's personal experiences, observations and opinions about food, fashion, technology or any subject you can think of.

Table 1.

Weekly Media Usage			
	Read blogs	Write blogs	Participate on online forums
Hong Kong	77%	52%	69%
U.S.	40%	18%	31%

Table 2.

What blogs do you like to read?	
News	59%
Travel	54%
Shopping	51%
Health	41%
Tech/gadgets	40%

Table 3.

What do you like to write about in your blog?	
Personal	55%
News	35%
Food/cooking	35%
Entertainment	34%
Travel	23%
Politics	11%

Table 4.

Do you trust blogs' advice/information?	
All the time	4%
Frequently	21%
Sometimes	55%
Seldom	10%
Never	2%

Table 5.

The impact blogging has on your life is...?	
Positive	44%
Neutral	53%
Negative	3%

Your group wants to start a class blog and you want to persuade your class teacher to allow you to do this. You are now discussing how to convince your teacher. You may want to talk about:

- the benefits and problems with having a class blog
- which topics you want to include in your class blog
- what information from the survey you will use to persuade your teacher
- anything else you think is important

PART B Individual Response

1. What do you read on the Internet?
2. Do you know anyone who reads blogs?
3. If you had a blog, what would you write about?
4. Do you think blogs are useful for teenagers?
5. Would you trust the advice from a blog?
6. Why do you think that some people enjoy reading other people's blogs?
7. Why do you think that some people spend so much time writing blogs?
8. How do you think blogs will change in the future?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.

PART A Group Interaction

You will be given 10 minutes to prepare. The time allowed for the group interaction is 8 minutes (or 6 minutes for a group of 3 candidates). You may make notes on the notecard provided and refer to your notes during the discussion.

Below is a report from a market research company:

Hong Kong loves Blogs

August 2012

A new survey of 387 people over 18 years old reveals that three-quarters of Hongkongers read blogs weekly. So first of all, what is a blog? It's a website which contains the writer's personal experiences, observations and opinions about food, fashion, technology or any subject you can think of.

Table 1.

Weekly Media Usage			
	Read blogs	Write blogs	Participate on online forums
Hong Kong	77%	52%	69%
U.S.	40%	18%	31%

Table 2.

What blogs do you like to read?	
News	59%
Travel	54%
Shopping	51%
Health	41%
Tech/gadgets	40%

Table 3.

What do you like to write about in your blog?	
Personal	55%
News	35%
Food/cooking	35%
Entertainment	34%
Travel	23%
Politics	11%

Table 4.

Do you trust blogs' advice/information?	
All the time	4%
Frequently	21%
Sometimes	55%
Seldom	10%
Never	2%

Table 5.

The impact blogging has on your life is...?	
Positive	44%
Neutral	53%
Negative	3%

Your group wants to start a class blog and you want to persuade your class teacher to allow you to do this. You are now discussing how to convince your teacher. You may want to talk about:

- the benefits and problems with having a class blog
- which topics you want to include in your class blog
- what information from the survey you will use to persuade your teacher
- anything else you think is important

PART B Individual Response

The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from a magazine about 'emotional traps':

Coping with emotional traps

Working in groups is common in school – whether conducting experiments together, working on homework assignments, or co-operating during extra-curricular activities. Sometimes in the group, we meet people who are difficult to work with and we end up arguing with them. We get angry and frustrated, falling into something which experts call an 'emotional trap' that prevents us from achieving success when working together.

Emotional traps are negative emotions caused by something small like a group member annoying you, or something big like fighting with a friend. It is easy to fall into emotional traps; the key is *how* you react when someone upsets you, through a process called 'unhooking'. Unhooking means freeing yourself from all sorts of emotional traps.

There are three steps to unhooking. First, unhook physically by doing something physical to release the negative energy to calm down, for instance, running, walking or simply splashing water on your face. Secondly, unhook mentally by examining the facts of the situation objectively, instead of emotionally. For example, instead of focusing on how upset you are at the situation, focus on what the solutions are to the situation. Lastly, unhook verbally by not blaming or scolding people, which could cause more conflicts or arguments.

Unhook yourself from emotional traps today!

Your group has to give a talk to a Secondary One class about working with people and solving conflicts. Discuss with your group what to include in your talk. You may want to talk about:

- the difficulties people face when working in a group
- ways to solve or avoid conflicts or arguments
- the benefits of working well in a group
- anything else you think is important

PART B Individual Response

1. Do you prefer working in a group or alone?
2. If you were angry with your friend, what would you do?
3. In group projects, who should choose the group members – teachers or students?
4. Have you had any positive experiences working in a group?
5. How would you deal with a lazy group member?
6. Would you like your school results to be based on 100% group work?
7. Do you find it easy to free yourself from emotional traps?
8. Would you rather win an argument or maintain a friendship?

ENGLISH LANGUAGE PAPER 4**GENERAL INSTRUCTIONS**

This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.

PART A Group Interaction

You will be given 10 minutes to prepare. The time allowed for the group interaction is 8 minutes (or 6 minutes for a group of 3 candidates). You may make notes on the notecard provided and refer to your notes during the discussion.

Below is an extract from a magazine about 'emotional traps':

Coping with emotional traps

Working in groups is common in school – whether conducting experiments together, working on homework assignments, or co-operating during extra-curricular activities. Sometimes in the group, we meet people who are difficult to work with and we end up arguing with them. We get angry and frustrated, falling into something which experts call an 'emotional trap' that prevents us from achieving success when working together.

Emotional traps are negative emotions caused by something small like a group member annoying you, or something big like fighting with a friend. It is easy to fall into emotional traps; the key is *how* you react when someone upsets you, through a process called 'unhooking'. Unhooking means freeing yourself from all sorts of emotional traps.

There are three steps to unhooking. First, unhook physically by doing something physical to release the negative energy to calm down, for instance, running, walking or simply splashing water on your face. Secondly, unhook mentally by examining the facts of the situation objectively, instead of emotionally. For example, instead of focusing on how upset you are at the situation, focus on what the solutions are to the situation. Lastly, unhook verbally by not blaming or scolding people, which could cause more conflicts or arguments.

Unhook yourself from emotional traps today!

Your group has to give a talk to a Secondary One class about working with people and solving conflicts. Discuss with your group what to include in your talk. You may want to talk about:

- the difficulties people face when working in a group
- ways to solve or avoid conflicts or arguments
- the benefits of working well in a group
- anything else you think is important

PART B Individual Response

The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from a newspaper article about eye colour and Asia's definition of beauty:

Blue eyes – an ideal form of beauty?

Of all the different eye colours, blue appears to be the most desirable as there is a popular belief that people with blue eyes are considered 'good-looking'. To cater to this desire, there are contact lenses in different colours (like green and blue) to allow people to have an eye colour of their choice. Coloured contact lenses are popular in many parts of Asia, especially in Japan and Korea, where it is not uncommon to see girls with dyed blonde hair wearing blue contact lenses.

According to the International Society of Aesthetic Plastic Surgeons, South Korea has the highest cosmetic surgery statistics in the world, including eye surgery to make people's eyes larger. This has caused debates as to whether Asians believe that Caucasian eyes are more beautiful. Some say that Asians are just trying to conform to a global beauty standard, whilst others argue that Asians are striving to appear more Caucasian, since they see this as an ideal form of beauty.

Now, it seems that a doctor in America is able to permanently change the colour of one's eyes – from brown to blue! Using a laser treatment lasting only 20 seconds, the laser energy is absorbed by the eye's brown pigment, causing the pigment tissue to change, effectively changing brown eyes to blue within two to three weeks. This procedure is pending approval and costs US\$5,000.

Your group wants to discuss whether Western forms of beauty should be considered the ideal form of beauty. You may want to talk about:

- popular beliefs about what is considered good-looking for men and women
- whether the colour of one's eyes is an important criterion in being considered good-looking
- whether or not Western forms of beauty should be considered the ideal
- anything else you think is important

PART B Individual Response

1. Do you like your eye colour?
2. Would you wear coloured contact lenses, such as green or purple?
3. Would you want to change your eye colour?
4. What would you say to a friend who was thinking of changing their eye colour?
5. If you permanently changed your eyes to blue, how would your family feel?
6. Should Asians be criticised for wanting to look Westernised?
7. Do you think the procedure to change one's eye colour would be popular in Asia?
8. Do you feel pressure to conform to a Westernised form of beauty?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.

PART A Group Interaction

You will be given 10 minutes to prepare. The time allowed for the group interaction is 8 minutes (or 6 minutes for a group of 3 candidates). You may make notes on the notecard provided and refer to your notes during the discussion.

Below is an extract from a newspaper article about eye colour and Asia's definition of beauty:

Blue eyes – an ideal form of beauty?

Of all the different eye colours, blue appears to be the most desirable as there is a popular belief that people with blue eyes are considered 'good-looking'. To cater to this desire, there are contact lenses in different colours (like green and blue) to allow people to have an eye colour of their choice. Coloured contact lenses are popular in many parts of Asia, especially in Japan and Korea, where it is not uncommon to see girls with dyed blonde hair wearing blue contact lenses.

According to the International Society of Aesthetic Plastic Surgeons, South Korea has the highest cosmetic surgery statistics in the world, including eye surgery to make people's eyes larger. This has caused debates as to whether Asians believe that Caucasian eyes are more beautiful. Some say that Asians are just trying to conform to a global beauty standard, whilst others argue that Asians are striving to appear more Caucasian, since they see this as an ideal form of beauty.

Now, it seems that a doctor in America is able to permanently change the colour of one's eyes – from brown to blue! Using a laser treatment lasting only 20 seconds, the laser energy is absorbed by the eye's brown pigment, causing the pigment tissue to change, effectively changing brown eyes to blue within two to three weeks. This procedure is pending approval and costs US\$5,000.

Your group wants to discuss whether Western forms of beauty should be considered the ideal form of beauty. You may want to talk about:

- popular beliefs about what is considered good-looking for men and women
- whether the colour of one's eyes is an important criterion in being considered good-looking
- whether or not Western forms of beauty should be considered the ideal
- anything else you think is important

PART B Individual Response

The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

ENGLISH LANGUAGE PAPER 4

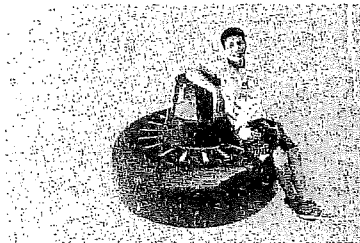
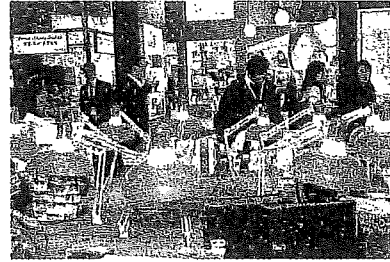
PART A Group Interaction

Below is an extract from a local newspaper:

Hong Kong's heartbeat

Hong Kong street markets are a feast for all our senses, says Douglas Young Chi-chiu, founder and chief executive of local retailer G.O.D. (Goods of Desire). He is so proud of the city's heritage that he is helping to celebrate its street markets in a new exhibition.

Young goes to local markets so he can 'feel' the unique character of a place. 'People are very friendly, more personal in the wet market. They're what gives a city its sense of character: that's what makes us human – unique.'



Young's exhibition uses some of his designs based on the iconic red street-market lamps. 'The lamps represent the market,' Young says. 'But rather than displaying real lamps, I've turned them into different sizes and functions: it's more fun and humorous.'

He created lamps 'like flying UFOs'. He also made chairs to look like gigantic lamps, where people can sit and chat, and designed exhibition rooms in the style of giant red lamps.

'I hope the exhibition will help Hongkongers better appreciate our unique character,' he says. 'Our street markets may be noisy and chaotic, but they're also fun, exciting places. They're irreplaceable; they represent Hong Kong's identity and its traditions.'

Your school wants to hold an exhibition on *Hong Kong's Identity and Traditions*. It wants your group to design this exhibition. You may want to talk about:

- what ideas from the above article you want to include in your exhibition
- what other traditional aspects of Hong Kong culture to include
- how to present these things in a fun and humorous way
- anything else you think is important

PART B Individual Response

1. Do you like going to local wet markets?
2. Do you ever go to exhibitions?
3. Which traditional aspects of Hong Kong culture are changing?
4. Do you think there will still be wet markets in 50 years' time?
5. What other methods can help promote a city's traditions?
6. Is it important for people to appreciate their culture?
7. Is it always a good thing to stick to tradition?
8. Which traditional aspects of Hong Kong culture do you hope will never disappear?

ENGLISH LANGUAGE PAPER 4**GENERAL INSTRUCTIONS**

This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.

PART A Group Interaction

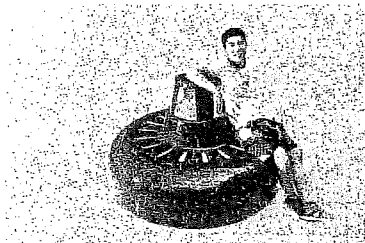
You will be given 10 minutes to prepare. The time allowed for the group interaction is 8 minutes (or 6 minutes for a group of 3 candidates). You may make notes on the notecard provided and refer to your notes during the discussion.

Below is an extract from a local newspaper:

Hong Kong's heartbeat

Hong Kong street markets are a feast for all our senses, says Douglas Young Chi-chiu, founder and chief executive of local retailer G.O.D. (Goods of Desire). He is so proud of the city's heritage that he is helping to celebrate its street markets in a new exhibition.

Young goes to local markets so he can 'feel' the unique character of a place. 'People are very friendly, more personal in the wet market. They're what gives a city its sense of character: that's what makes us human – unique.'



Young's exhibition uses some of his designs based on the iconic red street-market lamps. 'The lamps represent the market,' Young says. 'But rather than displaying real lamps, I've turned them into different sizes and functions: it's more fun and humorous.'

He created lamps 'like flying UFOs'. He also made chairs to look like gigantic lamps, where people can sit and chat, and designed exhibition rooms in the style of giant red lamps.

'I hope the exhibition will help Hongkongers better appreciate our unique character,' he says. 'Our street markets may be noisy and chaotic, but they're also fun, exciting places. They're irreplaceable; they represent Hong Kong's identity and its traditions.'

Your school wants to hold an exhibition on *Hong Kong's Identity and Traditions*. It wants your group to design this exhibition. You may want to talk about:

- what ideas from the above article you want to include in your exhibition
- what other traditional aspects of Hong Kong culture to include
- how to present these things in a fun and humorous way
- anything else you think is important

PART B Individual Response

The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from a newspaper article about calculators in school:

Calculators in schools to be banned!

By 2014, the use of calculators will be banned in primary school exams in England and severely restricted in lessons because children have become 'dependent' on them. Studies have shown that because current rules allow schools to introduce calculators freely from the age of seven, 98% of 10-year-olds in England rely on calculators in Maths lessons – far higher than the global average of 46%.

Schools will have to avoid introducing calculators until the final year of primary school, when most children are 10 years old. Calculators will also be banned in national tests for 11-year-olds. The government hopes that this will end the habit of 'simply reaching for the calculator' to work out basic sums (such as 900 minus 452). According to reports, students in Singapore, Hong Kong and Massachusetts, where calculators are already banned in Maths classes in primary schools, currently outperform pupils in England in Maths at the ages of 10 and 14.

'All young children should be confident with methods of addition, subtraction, multiplication and division before they pick up the calculator to work out more complex sums. By banning calculators in Maths tests, we will reduce the dependency on them in the classroom for the most basic sums. Children will have a solid grounding in the basics so they can grow up to be comfortable with the Maths they will need in their adult lives,' says an English official.

Your group has to prepare for a debate with the motion *Calculators should NOT be banned in primary schools*. Discuss with your group what to include in this debate. You may want to talk about:

- advantages of using calculators in primary schools
- problems of using calculators in primary schools
- whether or not you agree that calculators should be banned in primary schools
- anything else you think is important

PART B Individual Response

1. Do you like Maths classes?
2. Do you use a calculator for simple maths?
3. Are you able to do maths without a calculator?
4. Is it okay if primary school students use calculators at home?
5. Does having maths skills help you in life in general?
6. Do you think people who can do maths without a calculator are smarter than those who cannot?
7. Are schools in Hong Kong putting too much emphasis on mental arithmetic?
8. Do you think the dependency on calculators is a cause of poor maths results?

ENGLISH LANGUAGE PAPER 4**GENERAL INSTRUCTIONS**

This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.

PART A Group Interaction

You will be given 10 minutes to prepare. The time allowed for the group interaction is 8 minutes (or 6 minutes for a group of 3 candidates). You may make notes on the notecard provided and refer to your notes during the discussion.

Below is an extract from a newspaper article about calculators in school:

Calculators in schools to be banned!

By 2014, the use of calculators will be banned in primary school exams in England and severely restricted in lessons because children have become 'dependent' on them. Studies have shown that because current rules allow schools to introduce calculators freely from the age of seven, 98% of 10-year-olds in England rely on calculators in Maths lessons – far higher than the global average of 46%.

Schools will have to avoid introducing calculators until the final year of primary school, when most children are 10 years old. Calculators will also be banned in national tests for 11-year-olds. The government hopes that this will end the habit of 'simply reaching for the calculator' to work out basic sums (such as 900 minus 452). According to reports, students in Singapore, Hong Kong and Massachusetts, where calculators are already banned in Maths classes in primary schools, currently outperform pupils in England in Maths at the ages of 10 and 14.

'All young children should be confident with methods of addition, subtraction, multiplication and division before they pick up the calculator to work out more complex sums. By banning calculators in Maths tests, we will reduce the dependency on them in the classroom for the most basic sums. Children will have a solid grounding in the basics so they can grow up to be comfortable with the Maths they will need in their adult lives,' says an English official.

Your group has to prepare for a debate with the motion *Calculators should NOT be banned in primary schools*. Discuss with your group what to include in this debate. You may want to talk about:

- advantages of using calculators in primary schools
- problems of using calculators in primary schools
- whether or not you agree that calculators should be banned in primary schools
- anything else you think is important

PART B Individual Response

The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is a book review from a local newspaper:

Book review

What's the story about?

Paolo is a normal 13-year-old living in Italy in 1944, in an area controlled by German troops during World War II.

One night he is stopped by a group of men, pulled off his bicycle and dragged into the darkness. What happens next will change his life forever and put his family and friends in great danger. Saving his loved ones and surviving the war will take all of Paolo's courage.



Hero on a Bicycle
by Shirley Hughes
Walker Books

★★★★☆

Is it any good?

Hero is a very tense and vivid tale focusing on one boy and his family. Paolo is a lively and totally believable character. It is a thrilling and emotional novel about war, but also about courage and love in the face of terrible danger and hardship. The author was influenced to write this story by real-life accounts, stories of courage and suffering from actual people.

The scene-setting and character detail help to make the book excellent. The hero on a bicycle is an ordinary boy, but his story is certainly not ordinary. This is a novel well worth searching out on bookshop shelves overcrowded with books about wizards, vampires and magic. Strongly recommended as a thrilling and original read.

You have been asked to choose some English books for your school's Reading Club and you have just read this review. You may want to talk about:

- whether you would recommend *Hero on a Bicycle* for the Reading Club
- what other kinds of books you would choose
- the benefits and challenges of reading fiction
- anything else you think is important

PART B Individual Response

1. What do you like reading?
2. Do you think reading fiction is fun for young people?
3. Do you prefer reading fiction in English or Chinese?
4. Would you rather read stories about Hong Kong or another country?
5. Do you prefer reading a novel or watching the movie version?
6. How do you choose which books to read?
7. Do you find reading book reviews helpful?
8. Is it more important to read fiction or non-fiction?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.

PART A Group Interaction

You will be given 10 minutes to prepare. The time allowed for the group interaction is 8 minutes (or 6 minutes for a group of 3 candidates). You may make notes on the notecard provided and refer to your notes during the discussion.

Below is a book review from a local newspaper:

Book review

What's the story about?

Paolo is a normal 13-year-old living in Italy in 1944, in an area controlled by German troops during World War II.

One night he is stopped by a group of men, pulled off his bicycle and dragged into the darkness. What happens next will change his life forever and put his family and friends in great danger. Saving his loved ones and surviving the war will take all of Paolo's courage.



Hero on a Bicycle
 by Shirley Hughes
 Walker Books

★★★★☆

Is it any good?

Hero is a very tense and vivid tale focusing on one boy and his family. Paolo is a lively and totally believable character. It is a thrilling and emotional novel about war, but also about courage and love in the face of terrible danger and hardship. The author was influenced to write this story by real-life accounts, stories of courage and suffering from actual people.

The scene-setting and character detail help to make the book excellent. The hero on a bicycle is an ordinary boy, but his story is certainly not ordinary. This is a novel well worth searching out on bookshop shelves overcrowded with books about wizards, vampires and magic. Strongly recommended as a thrilling and original read.

You have been asked to choose some English books for your school's Reading Club and you have just read this review. You may want to talk about:

- whether you would recommend *Hero on a Bicycle* for the Reading Club
- what other kinds of books you would choose
- the benefits and challenges of reading fiction
- anything else you think is important

PART B Individual Response

The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from a website:

Chindōgu: Weird and Useless Japanese Inventions

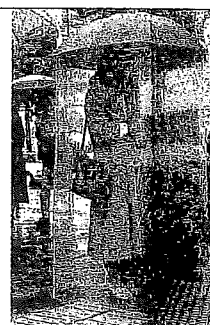
The Japanese term Chindōgu (literally 'unusual tool') describes any invention which is so strange that you forget about its actual usefulness. So popular was this idea that Kenji Kawakami, who coined the term, founded the international Chindōgu Society. Defining a particular gadget as Chindōgu-worthy is harder than it looks. The Chindōgu Society dictates several core rules which must apply to the said invention. It must be useless and it must be real and not just a concept. Furthermore, a Chindōgu should be designed for daily use.

**The Baby Mop**

Too much work to do around the house? Got a kid or two to keep an eye on? This gadget lets users keep track of their kids and get on with cleaning up!

**Chopstick Noodle Cooler**

Nice and simple – attach the mini-fan to your chopsticks and start eating – your food will never be too hot again!

**Full Body Umbrella**

Getting wet because of a small umbrella is now a thing of the past. Behold, the Full Body Umbrella, an umbrella conjoined with a lengthy plastic sheet.

Your school is holding a Society Day to introduce clubs to students. Your group wants to set up a Chindōgu Society. You may want to talk about:

- what the aims of your society will be
- what will make your society different from the other clubs
- which of the above inventions you would use to promote your society
- anything else you think is important

PART B Individual Response

1. Which of the three inventions in the photographs do you like the most?
2. Would you like to be an inventor?
3. Why do you think some people are interested in these inventions?
4. Do you think younger people or older people would be more interested in these inventions?
5. Would people in Hong Kong use these inventions if they were promoted here?
6. How could schools in Hong Kong encourage creativity in their students?
7. Is it easy to be an inventor?
8. Which invention do you wish had never been invented?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.

PART A Group Interaction

You will be given 10 minutes to prepare. The time allowed for the group interaction is 8 minutes (or 6 minutes for a group of 3 candidates). You may make notes on the notecard provided and refer to your notes during the discussion.

Below is an extract from a website:

Chindōgu: Weird and Useless Japanese Inventions

The Japanese term Chindōgu (literally 'unusual tool') describes any invention which is so strange that you forget about its actual usefulness. So popular was this idea that Kenji Kawakami, who coined the term, founded the international Chindōgu Society. Defining a particular gadget as Chindōgu-worthy is harder than it looks. The Chindōgu Society dictates several core rules which must apply to the said invention. It must be useless and it must be real and not just a concept. Furthermore, a Chindōgu should be designed for daily use.



The Baby Mop

Too much work to do around the house? Got a kid or two to keep an eye on? This gadget lets users keep track of their kids and get on with cleaning up!



Chopstick Noodle Cooler

Nice and simple – attach the mini-fan to your chopsticks and start eating – your food will never be too hot again!



Full Body Umbrella

Getting wet because of a small umbrella is now a thing of the past. Behold, the Full Body Umbrella, an umbrella conjoined with a lengthy plastic sheet.

Your school is holding a Society Day to introduce clubs to students. Your group wants to set up a Chindōgu Society. You may want to talk about:

- what the aims of your society will be
- what will make your society different from the other clubs
- which of the above inventions you would use to promote your society
- anything else you think is important

PART B Individual Response

The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from a newspaper article about updated rules of table manners:

How to behave at the dining table nowadays: Rules of table manners

Do you like eating with your fingers? It may have been frowned upon for decades but eating with your hands in a restaurant is now acceptable (e.g. for pizza), so long as you do not lick your fingers clean afterwards! In our more informal times, a new ten-point guide to acceptable modern dining behaviour and manners has been released.

Top tips include cutting food into manageable pieces before picking it up, using a napkin to wipe messy hands and using a fork to pick up any food that spills onto the plate. It even reassures people that it is acceptable to use cutlery like knives and forks, even if fellow diners choose not to. Many traditional rules remain, such as sitting up straight, keeping elbows off the table, and waiting for food to cool instead of blowing on it. 'Table manners are no longer about sticking to a strict and outdated code of conduct. They exist for guidance but shouldn't take away from the pleasure of sharing a meal,' experts say.

Below are four new rules:

1. Never use your mobile phone at the table. Definitely no texting!
2. Never wipe your mouth with your hand or talk with your mouth full.
3. If eating with hands, take small bites so you don't spill anything.
4. If you are using a napkin, place it on your lap. Don't tuck it into your shirt.

For your school's Mind Your Manners Week, your group has been selected to conduct a workshop on dining and table manners. Discuss with your group what to include in this workshop. You may want to talk about:

- some kinds of behaviour that might be considered rude at the dining table
- some traditional rules and updated rules on dining manners
- which rule is the most important one and why
- anything else you think is important

PART B Individual Response

1. Do you watch TV while you are having dinner?
2. Do you prefer to use chopsticks, or a knife and fork?
3. Do you use your mobile phone at the dining table?
4. Do you think table manners are important?
5. Should table manners be taught in school?
6. How do you feel about people using their mobile phones at the dining table?
7. Are there any cultural differences between Western and Asian table manners?
8. How closely should people follow the rules of table manners?

ENGLISH LANGUAGE PAPER 4**GENERAL INSTRUCTIONS**

This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.

PART A Group Interaction

You will be given 10 minutes to prepare. The time allowed for the group interaction is 8 minutes (or 6 minutes for a group of 3 candidates). You may make notes on the notecard provided and refer to your notes during the discussion.

Below is an extract from a newspaper article about updated rules of table manners:

How to behave at the dining table nowadays: Rules of table manners

Do you like eating with your fingers? It may have been frowned upon for decades but eating with your hands in a restaurant is now acceptable (e.g. for pizza), so long as you do not lick your fingers clean afterwards! In our more informal times, a new ten-point guide to acceptable modern dining behaviour and manners has been released.

Top tips include cutting food into manageable pieces before picking it up, using a napkin to wipe messy hands and using a fork to pick up any food that spills onto the plate. It even reassures people that it is acceptable to use cutlery like knives and forks, even if fellow diners choose not to. Many traditional rules remain, such as sitting up straight, keeping elbows off the table, and waiting for food to cool instead of blowing on it. 'Table manners are no longer about sticking to a strict and outdated code of conduct. They exist for guidance but shouldn't take away from the pleasure of sharing a meal,' experts say.

Below are four new rules:

1. Never use your mobile phone at the table. Definitely no texting!
2. Never wipe your mouth with your hand or talk with your mouth full.
3. If eating with hands, take small bites so you don't spill anything.
4. If you are using a napkin, place it on your lap. Don't tuck it into your shirt.

For your school's Mind Your Manners Week, your group has been selected to conduct a workshop on dining and table manners. Discuss with your group what to include in this workshop. You may want to talk about:

- some kinds of behaviour that might be considered rude at the dining table
- some traditional rules and updated rules on dining manners
- which rule is the most important one and why
- anything else you think is important

PART B Individual Response

The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from a family magazine article about parenting:

How children succeed

How Children Succeed by Paul Tough (HMH, 2012) takes the reader through a series of real life examples of children, educators and psychologists who have turned out talented, intelligent and balanced people.

One of the most common aspects of the traditional Hong Kong education is that children need to be pushed as hard as possible. Tough, in the book, supports this theory with stories of how 13-year-olds from low-income families can become chess masters through putting in hours and hours of practice. It is similar to the idea that Malcolm Gladwell raised in his book, *Outliers*. He says we need 10,000 hours of 'deliberate practice' to master a skill.

In the book, Tough cites several studies that prove external incentives (rewards given by someone other than yourself) don't work in the long term. If you offer money for blood donations, over time fewer donors show up. If you offer cell-phone credits to students, their grades do not increase. Tough asserts that the motivation must come from within ourselves. Children need to want to succeed, to do well on the test, to understand what achieving something will bring them.

While nowadays it may seem too cold and discouraging to have no sticker charts, house points or gold stars in school, it may be that we need to push our children to find their own internal incentives.

Your group has to make a presentation to a group of parents about helping children to succeed. Discuss with your group what to include in the presentation. You may want to talk about:

- ways that Hong Kong parents try to help their children to succeed
- what motivates Hong Kong children to succeed
- advice to give parents
- anything else you think is important

PART B Individual Response

1. Did you enjoy your primary school life?
2. Do you think students should have more free time?
3. Do you think children in Hong Kong live a balanced life?
4. What motivates you to succeed?
5. Do you agree that children need to be pushed as hard as possible?
6. Do external incentives such as money or gifts motivate you to succeed?
7. Do you think parents in Hong Kong place too much emphasis on external success?
8. What is your idea of success?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.

PART A Group Interaction

You will be given 10 minutes to prepare. The time allowed for the group interaction is 8 minutes (or 6 minutes for a group of 3 candidates). You may make notes on the notecard provided and refer to your notes during the discussion.

Below is an extract from a family magazine article about parenting:

How children succeed

How Children Succeed by Paul Tough (HMH, 2012) takes the reader through a series of real life examples of children, educators and psychologists who have turned out talented, intelligent and balanced people.

One of the most common aspects of the traditional Hong Kong education is that children need to be pushed as hard as possible. Tough, in the book, supports this theory with stories of how 13-year-olds from low-income families can become chess masters through putting in hours and hours of practice. It is similar to the idea that Malcolm Gladwell raised in his book, *Outliers*. He says we need 10,000 hours of 'deliberate practice' to master a skill.

In the book, Tough cites several studies that prove external incentives (rewards given by someone other than yourself) don't work in the long term. If you offer money for blood donations, over time fewer donors show up. If you offer cell-phone credits to students, their grades do not increase. Tough asserts that the motivation must come from within ourselves. Children need to want to succeed, to do well on the test, to understand what achieving something will bring them.

While nowadays it may seem too cold and discouraging to have no sticker charts, house points or gold stars in school, it may be that we need to push our children to find their own internal incentives.

Your group has to make a presentation to a group of parents about helping children to succeed. Discuss with your group what to include in the presentation. You may want to talk about:

- ways that Hong Kong parents try to help their children to succeed
- what motivates Hong Kong children to succeed
- advice to give parents
- anything else you think is important

PART B Individual Response

The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.