

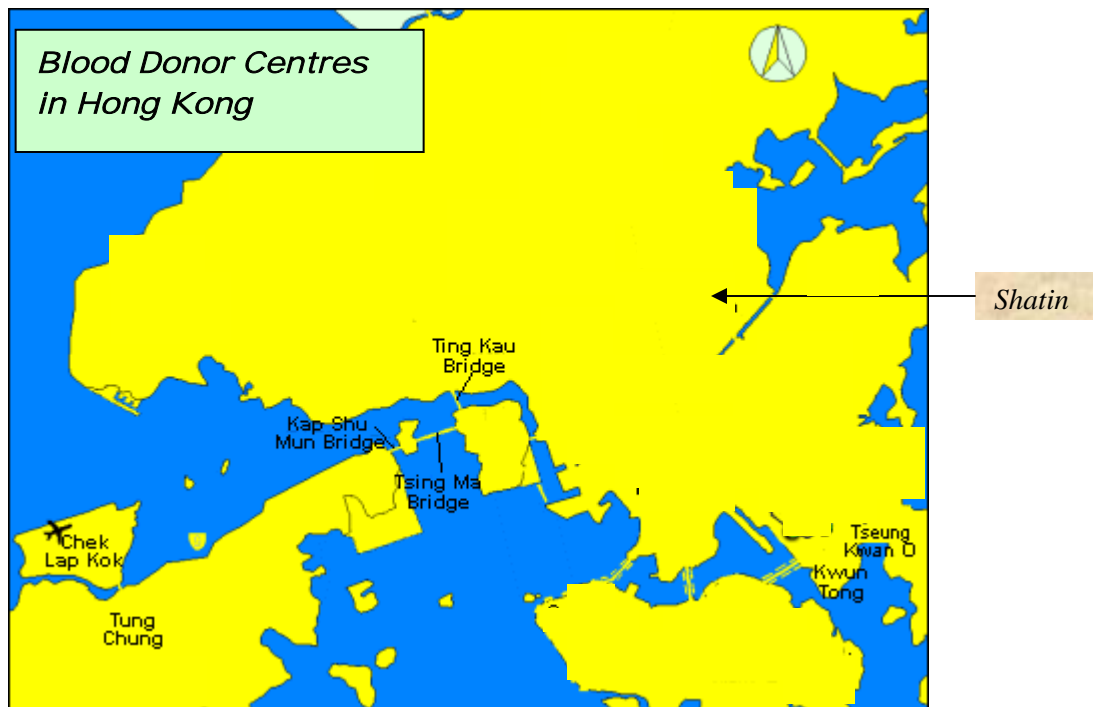
Charity

Matching: Identify the major work of the charity organisations below, and write the letters in the appropriate boxes.



1. To protect the young and the innocent
2. To heal the sick and to care for the elderly
3. To help people improve their own lives and fight poverty
4. To provide blood and blood components for medical use
5. To support 140 social welfare agencies in Hong Kong

Map Drawing: Identify the location of each of the Hong Kong Red Cross Donor Centres. Follow the example.



How to Donate? In groups of four, suggest as many ways for donating to the Community Chest as possible. Write your suggestions in the box.

A large, empty rectangular box with a light gray background and a dashed border, intended for writing suggestions. In the top right corner of the box, there is a small black icon of a quill pen in a holder.

PART ONE: The Hong Kong Red Cross

The Hong Kong Red Cross goes to many companies, organisations and schools every day to collect blood for medical use. They will come to your school next week. Your teacher has asked you to help design a leaflet to give students information about donating blood.

Misunderstandings: Your teacher has identified some questions students would like to know more about. Read through the questions below, and then in groups discuss what you know about them. Make notes of your answers in the box provided.

1. Is it possible to become infected with AIDS from giving blood?
2. Is it possible for an old person to give blood?
3. Is giving blood painful?
4. Can someone give blood if he is not feeling well?
5. Can someone give blood after taking medicine?
6. Would the Red Cross test the blood collected?
7. Is there anything that can be used instead of blood for medical use?
8. Who can give blood?

A large, empty rectangular box with a light gray background and a thin gray border, intended for students to take notes. In the top right corner of the box, there is a small black icon of a quill pen in a holder.

An Interview on Television: To help you design the leaflet, your teacher has recorded a television programme. Dr Philip Chan from the Hong Kong Red Cross was interviewed in the programme. Watch the programme, and make brief notes on the note sheet provided.

Note Sheet

General Information about Giving Blood

Reasons for regularly collecting blood

- Blood can't be _____.
- Blood can only stored for a _____ before use.



Who can give blood

- people aged between _____ and _____
- people who are _____ and don't need to regularly take _____

Misunderstandings about giving blood

- A person may become infected with _____ or other diseases from giving blood.
- It is _____ to give blood.

Leaflet Design: Part of the leaflet for clarifying students' understanding about giving blood has been drafted. Complete the draft by filling in the missing details.

GIVE BLOOD!!!

Give blood to save lives! Read through the facts below if you still have doubts about _____!

1. *Blood can only be stored for a _____, and there is _____ for it, so your donation is very important.*
2. *It is impossible to become infected _____.*
3. *Any _____ person between _____ and _____ can give blood.*
4. *Giving blood is not _____.*
5. *All blood collected will be _____.*

Don't hesitate! Take action now!!!



PART TWO: Oxfam Hong Kong

Oxfam Hong Kong is a charity organisation based in Hong Kong. One of its activities is to raise money to provide education for children in poor countries. As a voluntary helper of Oxfam Hong Kong, you have been asked to help promote its work in your school.

An Article from Oxfam Hong Kong Newsletter: You need to give a short speech in your school assembly to promote the work of Oxfam Hong Kong. To prepare for this speech, you have found an article in the newsletter published by Oxfam Hong Kong.

Read the article and then, in pairs, identify the basic information about:

- Oxfam Hong Kong;
- The importance of education; and
- What the public can do to help.

Article

Oxfam Hong Kong



Oxfam Hong Kong is a member of Oxfam International. Its major work is to provide food, shelter, employment, health care and education to the poor to enable them to improve their own lives and fight poverty. Since 1976, Oxfam International has started various projects in a total of 43 countries including China, Hong Kong, India, the Philippines, Vietnam, Afghanistan, Ethiopia and Colombia.

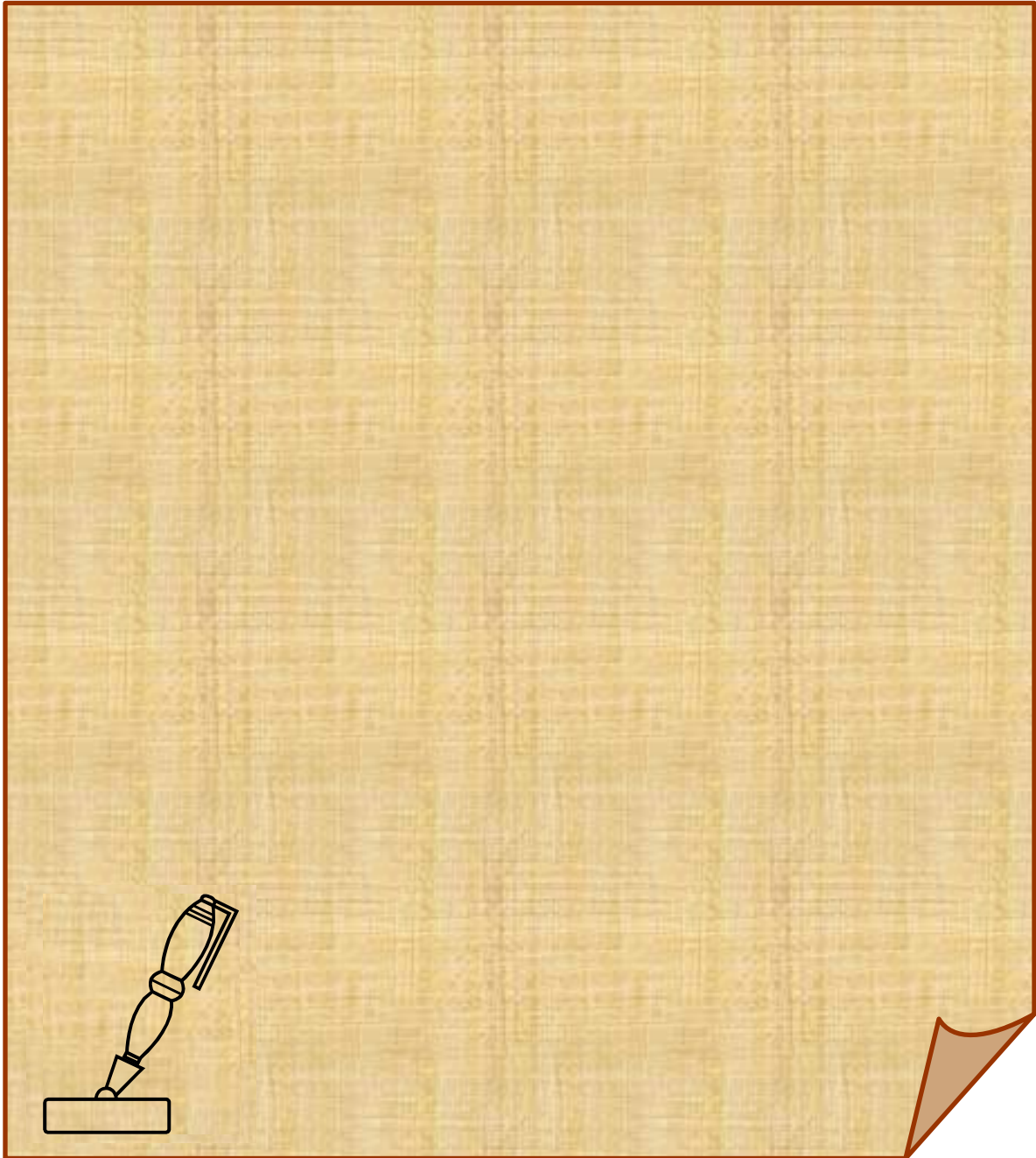
One of the major objectives of Oxfam is to provide education for the poor. Oxfam believes that education is a basic right all people should enjoy. If people have no education, they remain poor, and the development of society as a whole is affected. However, with education people can acquire the basic skills and knowledge they need. They can then improve their own lives. More importantly, the provision of education can save lives. For example, educating 1,000 girls in Pakistan would prevent about 60 infant deaths per year. Education also enables people to take part in establishing a fairer and more caring society.

There are various ways to help our work. You can join us as a volunteer helper or sponsor our events and campaigns. Alternatively, you may visit or donate items to our Oxfam shops. You can also join in the 100km charity trail walk.

Group Discussion: Discuss in groups of four whether you consider education is important to you and to Hong Kong as a whole. When you have finished, discuss what people in Hong Kong can do to help the work of Oxfam.

Drafting your Speech: Draft your two-minute speech on the draft sheet below. Remember to give a brief introduction to Oxfam International and Oxfam Hong Kong, to illustrate the importance of education, and to suggest what students could do to help the work of Oxfam.

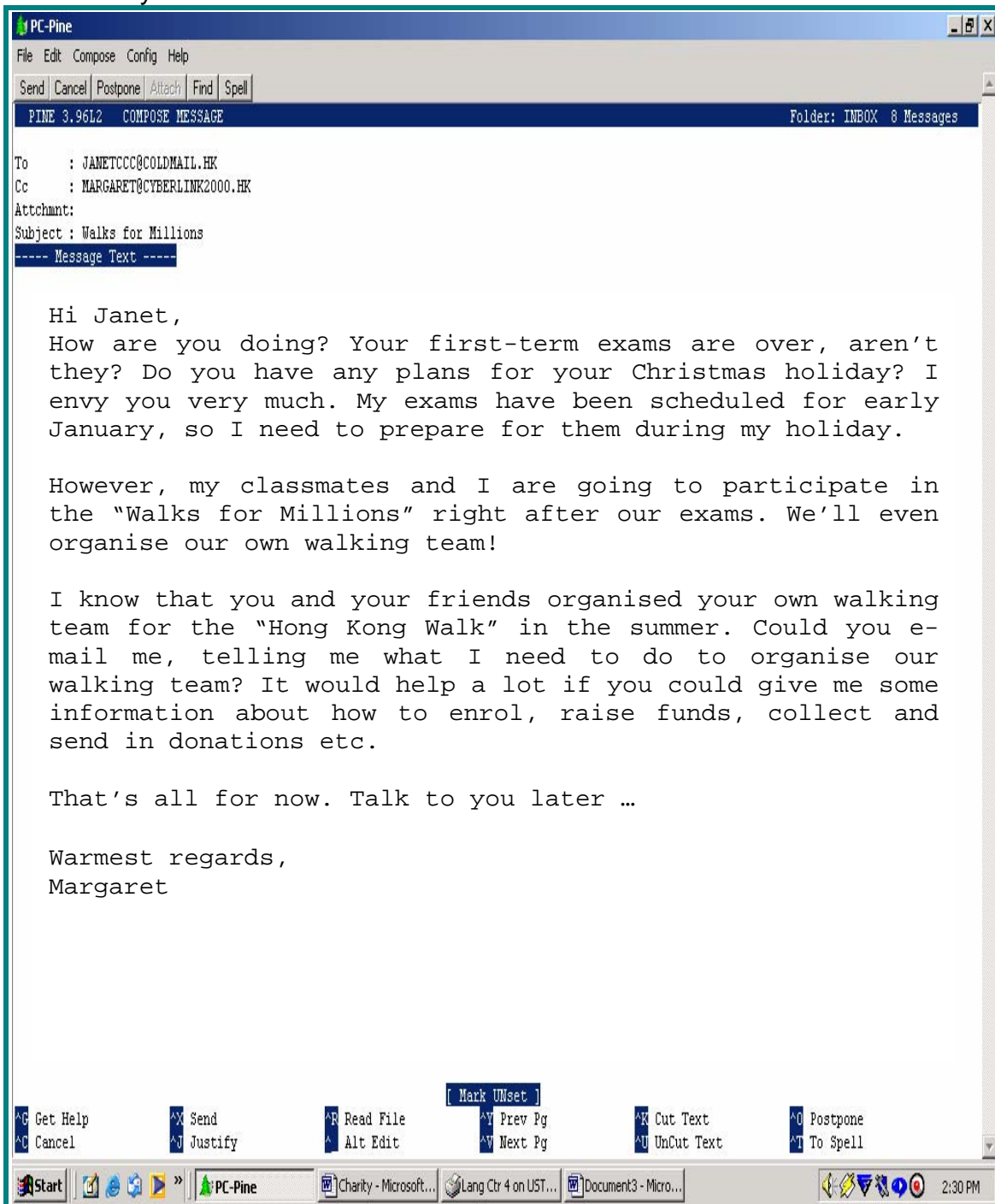
Draft Sheet



PART THREE: “Walks for Millions”

Your friend, Margaret, is going to organise a walking team to participate in “Walks for Millions”. She has just sent you an e-mail, asking about what she needs to do.

E-mail from your Friend: Read her e-mail, and then discuss in pairs what she would like you to do for her.



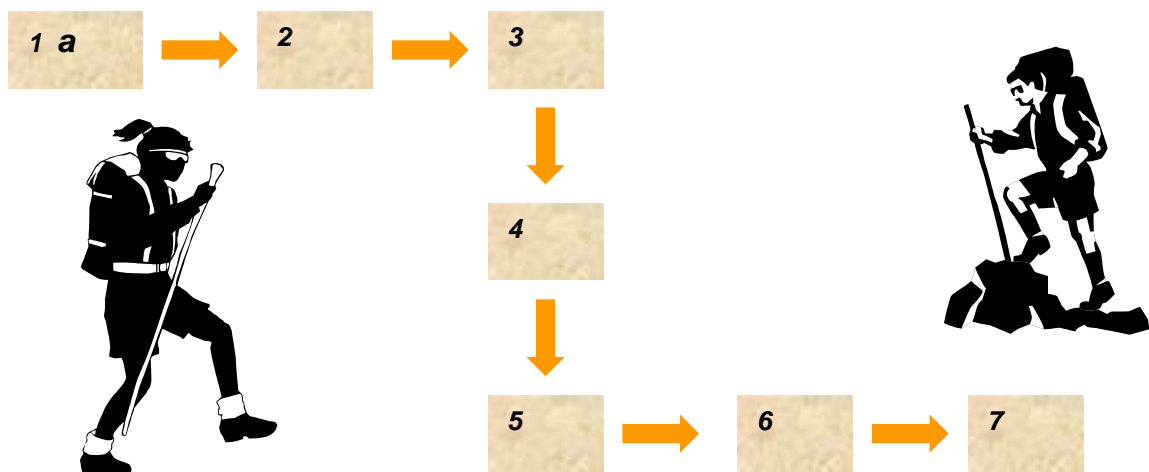
Information on the Internet: You have found some information on the Internet about organising a walking team for “Walks for Millions”. However, for some reason the information downloaded is not in the correct sequence. Read through the information. Then, in pairs, work out the correct order of the procedure for organising a walking team. Complete the flowchart by filling in the correct letters. Follow the example.

WALKS FOR MILLIONS

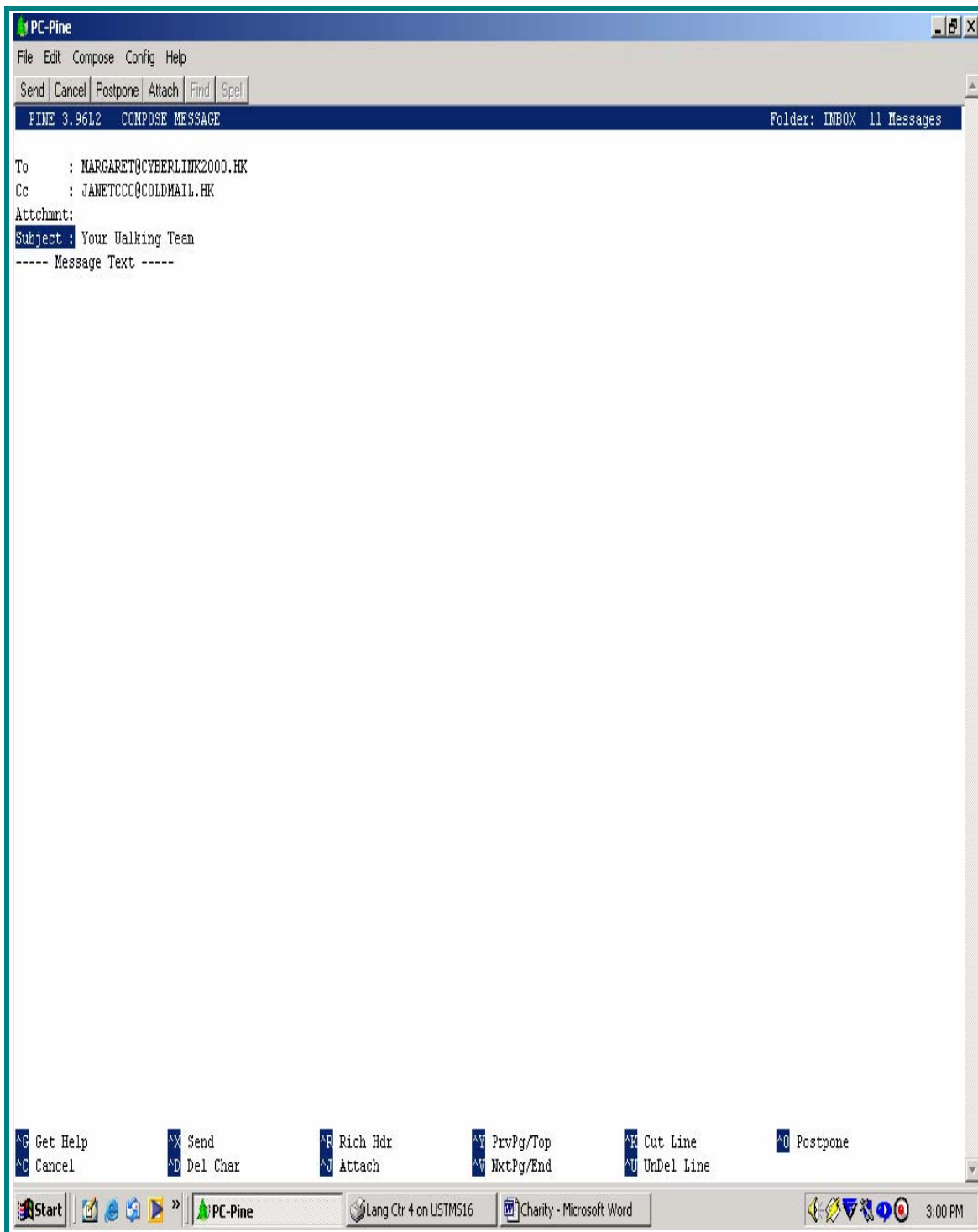
Procedure for Organising a Walking Team

a) Fill in a reply form.	d) Return the reply form to the Chest by fax/mail.
b) Collect donations from sponsors.	e) Collect posters and leaflets.
c) Make your donation by either sending a crossed cheque made payable to “The Community Chest of Hong Kong” or by depositing it into the Chest’s bank account.	f) Enjoy the walk with your friends.
	g) Ask colleagues, friends and relatives to sponsor your team.

PROCEDURE FOR ORGANISING A WALKING TEAM FOR “WALKS FOR MILLIONS”



Reply to Margaret's E-mail: In not more than 120 words, write an e-mail to tell Margaret what she needs to do to organise her walking team for "Walks for Millions".



CONSUMER EDUCATION

How smart a shopper are you? Answer these questions. When you have finished, compare your answers with your classmate.

Shopping Smart

1. Which of these points are important to you when shopping for a new product?
Tick all the relevant points.

- a) the layout and design of a shop ☐
- b) the range of products available ☐
- c) the location of the shop ☐
- d) the quality of the products sold in the shop ☐
- e) your past experience with the shop ☐
- f) the quality of the service ☐
- g) the politeness and helpfulness of the staff ☐

2. Before buying a new product, do you check its price in a few shops first?

Yes ☐

No ☐

Sometimes ☐

3. What do you look for most when buying a new product? Imagine you are shopping for a new **mobile phone**. Number these factors in order of importance (where 1 = most important, and 9 = least important).

- a) the price _____
- b) the brand name _____
- c) the reputation of the company _____
- d) the reputation of the dealer _____
- e) the functions _____
- f) the accessories _____
- g) the weight _____
- h) the size _____
- i) the appearance _____



PART ONE: Fact and Opinion in Advertisements

You want to buy a new mobile phone. You read an advertising leaflet about one particular phone. You like the sound of it and want to buy it, but your friend shows you a test report on that phone.

*Read the advertising leaflet, then read the test report and complete the table.
Do you still want to buy the phone?*

NODIA introduces its latest mobile phone – the 850N – a timeless classic and true value for money.



The 850N is small, light and elegant. Its styling is in a class of its own. It also comes with a wide range of accessories – battery charger, desktop stand, headset kit, extra battery and a real leather case.

The **850N** comes packed with the following features:

- White screen for easy viewing
- Infra-red for quick wireless transfer of data
- Internal data for fast connection to the Internet
- Stores up to 300 names and numbers
- Text-based Internet access provides quick download of information
- Super fast text messaging
- High quality picture messaging
- Vibrating function
- Voice dialling to make calling easier when your hands are busy

The **850N** has a talk time of 2-3 hours and a standby time of 50-100 hours. It is the smallest and lightest phone on the market – just 90g with the battery.

Don't delay! This beautiful creation is PERFECT FOR YOUR LIFESTYLE and costs just \$3,850!

WHICH? MOBILE PHONE TEST REPORT



NODIA released its newest mobile phone last week, the 850N. But how does it stand up in the **WHICH?** Test?

Let's take the manufacturer's claims one at a time.

First of all, NODIA say it is the smallest phone on the market. This is not true. The Jamesson CN500 is smaller – and lighter, too. The CN500 weighs just 70g – 20g lighter than the 850N.

NODIA says the 850N is very elegant – and we have to agree that it does look very stylish. However, NODIA say the white screen makes viewing easier. In our test, we found the white screen very difficult to read.

The storage capacity of 300 names and numbers is about average for this kind of phone. But the Internet connection was very, very slow and inconvenient.

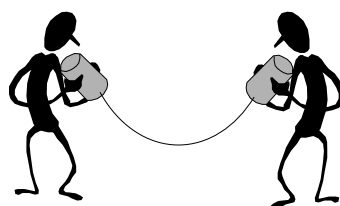
The screen size is very small, too, so it was hard to read the text messages.

NODIA claims the 850N has high quality picture messaging. We did not find this to be the case. The quality of the pictures was quite poor – not clear or sharp.

The 850N comes with a voice dialling function that sounds very convenient. Once we set up the voice dialling function, the 850N failed to recognise the spoken name 78% of the time. That's a very high failure rate. When I programmed the phone to remember the name of my friend Polly Tse, the phone would call the 'police' when I asked it to call her!

The team at **WHICH?** do not believe the 850N is value for money. It's expensive, and there are better mobiles on the market that cost less.

The NODIA 850N mobile phone		
	What NODIA say	What the <i>WHICH?</i> test report says
Size		
Weight		
Appearance		
Storage capacity		
Screen		
Internet connection		
Screen size		
Picture messaging		
Voice dialling		
Value for money		



PART TWO: Buying a Mobile Phone

A Government Consumer Report found the most common complaints made by customers when buying electronic goods to be:

COMMON CUSTOMER COMPLAINTS

- 1) Faulty goods – goods failed to work properly
- 2) Extra charges - shop tried to charge customer extra for items that should be included in the product package
- 3) Product switch - customer paid for one model but was given a different model
- 4) Price – the price advertised was not the price charged
- 5) No refund/returns policy – staff refused to exchange a faulty product or refund the customer's money
- 6) Rudeness – staff were rude and aggressive towards the customer

Your friend went to buy a mobile phone from an electronics shop in Mongkok. The shop assistant showed your friend three different models of phone. There were problems with the first two models.

Listen to the dialogue and make a note in the table of the problems with the first two models.

	Problem
Phone model 1 (LEC 505)	
Phone model 2 (Niemen 600)	

PART THREE: A Letter of Complaint

Your friend bought the Unitel 8850 mobile phone. After charging the battery, he discovered that the phone didn't work. He took it back to the shop, but the assistant refused to exchange it for another phone or refund his money. He asked you for advice, and you suggested making a formal complaint about the shop to the Consumer Council.

Read through the following information about the Consumer Council and identify the function that relates to your friend's case. Underline it.

THE CONSUMER COUNCIL



LETTING CONSUMERS KNOW THEIR RIGHTS AND RESPONSIBILITIES

FUNCTIONS OF THE COUNCIL

The functions of the Council are to protect and promote the interests of consumers of goods and services by:

- collecting, receiving and sending out information concerning goods and services of immovable property
- offering advice on goods and services
- receiving consumer complaints
- monitoring the trade practices of shops on a district basis
- carrying out consumer educational activities on a district basis

Contact us in writing -
Write down all the details of the incident and the points of dissatisfaction.
Specify the claim and send it to the Council at:

Complaints and Advice Division
Consumer Council

Your friend decides to write a letter of complaint to the Consumer Council and asks you to help him.

Use the plan and notes to help you write the letter.

When we write a **letter of complaint**, we must always include the following details:

- home address (in the top right-hand corner)
- date (below the home address)
- company's address (on the left)



We can then split the letter into sections:

- greeting (*Dear Sir/Madam*)
- purpose of writing (*I am writing to complain about...*)
- details about the problem
- solution to the problem – what you want the Council to do
- close (*Yours faithfully*)
- signature
- printed name under the signature

Letter Plan

Opening

Say why you are writing (to complain about the poor service and quality of the goods - a mobile phone - you bought recently; give the name and address of the shop; refer to the functions of the Consumer Council that make you think they can help you solve the problem).

Middle

Explain what happened when you visited the shop (assistant first tried to charge you extra for items which were included free in the phone package; next he tried to swap the model of phone you wanted for a cheaper model; finally sold you a phone that didn't work; when you took it back to the shop, the assistant refused to exchange the phone or refund your money).

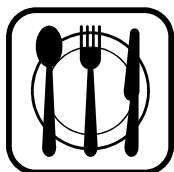
Ending

Say what you want the Consumer Council to do (investigate the shop and arrange for them to either replace your phone with a new one or refund you the money; make a formal complaint to the police, if necessary).

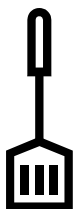
cooking

Do you know your way around a kitchen? What do we call these items? Write the correct name beside each picture.

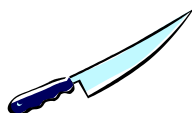
plate frying pan fork spatula bowl chopping board
ladle chopping knife knife cleaver spoon saucepan

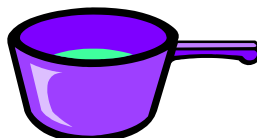












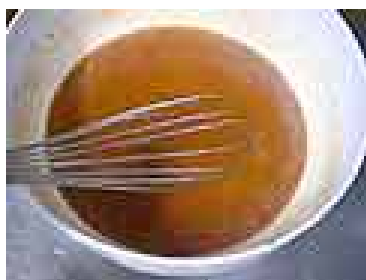


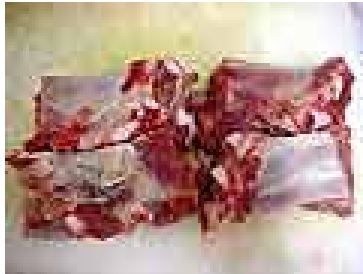


PART ONE: Food for a Barbecue

You are going to have a barbecue with your friends. Each person will prepare and cook a dish. You are going to make spare ribs in BBQ sauce. You found the recipe and instructions on the Internet. Unfortunately, the pictures became mixed up. You ask your mother how to make the ribs.

Listen and put the pictures in the correct order. Number them 1-12. Follow the example.





Enjoy your ribs!

Your mother wrote down the cooking instructions for you. Unfortunately, she made a few mistakes.

Listen to the instructions again and correct the mistakes. (Tip: there are six mistakes.)

SPARE RIBS with BBQ SAUCE

It's quite easy to make spare ribs in barbecue sauce. It takes about one hour and fifty minutes in total, but you have to first mix the sauce and ribs together and keep them overnight in the fridge.

First of all, make sure you have the right ingredients. You will need pork spare ribs. For the sauce, you will need 5 cloves of garlic, 25ml of beef broth, 40g of tomato paste, 55ml of orange juice, 1 teaspoon of herbs, 10ml of oil, 3 teaspoons of honey, 1 tablespoon of mustard and 2 pinches of salt.

Get all your ingredients ready. Then mix all the cold ingredients. Next prepare the ribs. To do this, remove the fat and cut the ribs into individual servings.

Now put the ribs into a plastic container and cover with the sauce. Cover the container with plastic wrap and leave the meat in the fridge for four hours.

Take the ribs out of the sauce and put them on a roasting pan. Use a ladle to pour the sauce over the ribs and put in a warm oven. Halfway through, use a spatula to turn the ribs over. Cook the meat on the other side, and add a bit more sauce if necessary. The meat will roast and the ribs will form a crust.

Finally, remove the ribs from the pan and serve onto a plate.

PART TWO: Kitchen Safety

Your friend recently burned herself while she was cooking in the kitchen. You came across an article about safety in the kitchen recently. You decide to give your friend some safety tips for cooking.

Read the article. On the note sheet, make a note of the five points that you consider to be the most important. Then send your friend an e-mail.

KITCHEN SAFETY

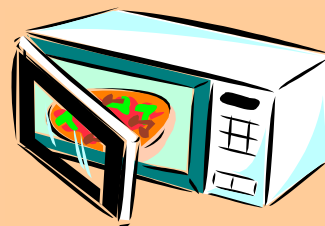
The kitchen is one of the most dangerous rooms in the house. It contains many hazards.

Ovens: Always make sure the oven and oven top are clean. If not, clean them thoroughly. Grease and food can catch fire. Keep pan handles turned inwards, away from the edge of the oven. Don't wear long, loose sleeves that can hang over the oven while cooking. An electric oven coil can reach extremely high temperatures. It can set fire to clothing even after the coil has been turned off. Keep all flammable materials away from the oven.

Appliances: Do not allow appliance cords to dangle over the edge of counter tops or tables. You may catch them by accident and pull them off the counter. Do not overload electrical circuits. Unplug appliances when not in use. If an appliance smells funny or doesn't work correctly, have it repaired or replaced.

Microwave Ovens: Burns from microwave ovens are becoming more common, especially burns to hands. People do not expect items heated in the microwave oven to present the same risk as items heated in a conventional oven.

Many people do not fully appreciate, or understand, how the microwave oven heats food. The fact that a food container may not be hot may mislead an individual into thinking that the food itself is not really hot - thus a burn injury occurs.



Behaviour: Use oven gloves to remove lids from heated containers. This will prevent steam or contact burns. Be careful when using knives. Knives are sharp, so treat them with respect. If you spill any liquid on the floor, wipe it up immediately. This will prevent you slipping and falling down.

Write your notes here. Add your own kitchen safety tips, too. Remember to use headings. Headings help you to organise your thoughts.

Kitchen safety notes



Now write your e-mail to your friend. Remember to include the following points:

Opening

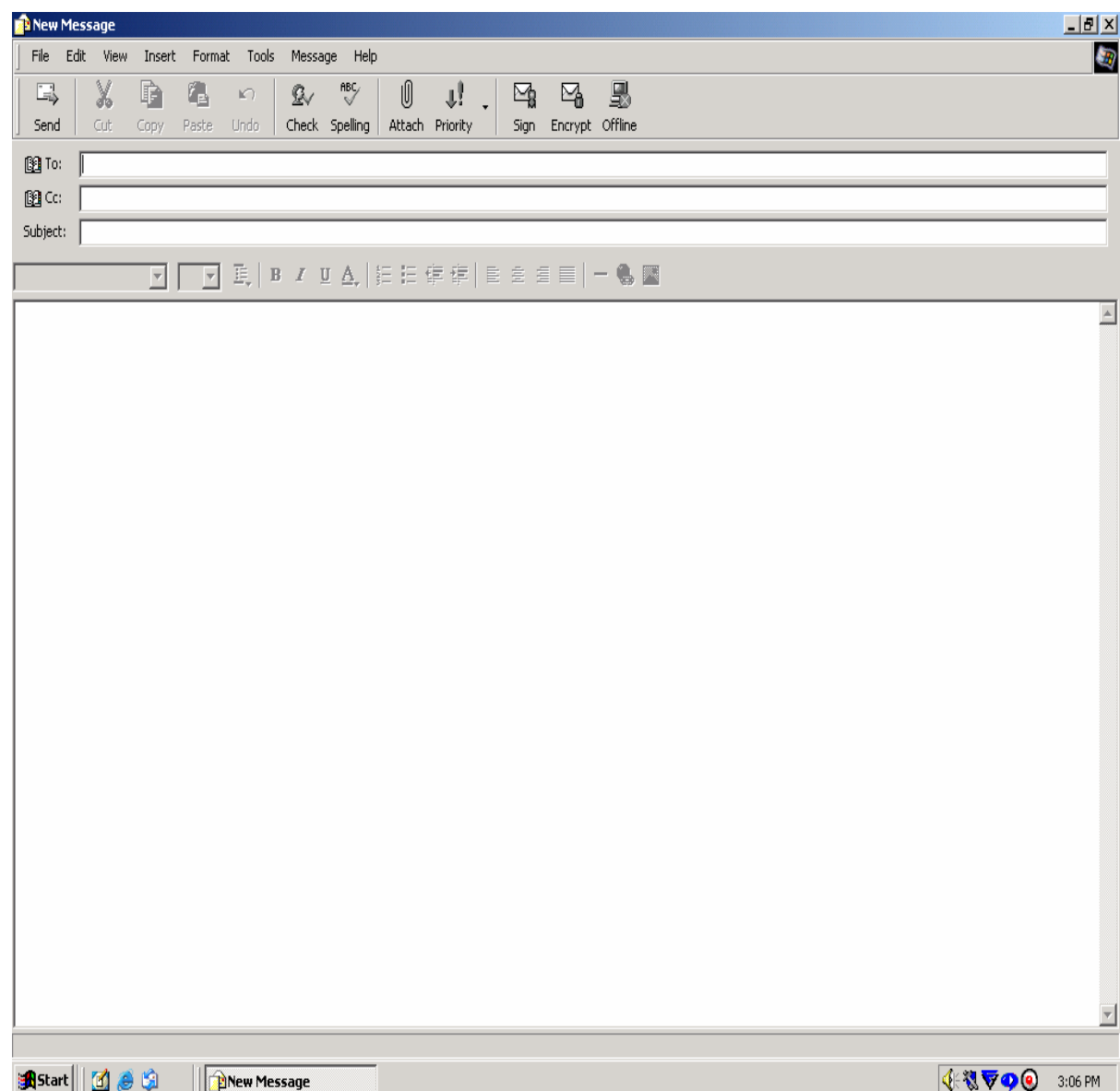
- Say how sorry you are to hear about your friend's accident.
- Explain the purpose of your e-mail (to pass on some advice about safety in kitchens).

Middle

- Tell your friend the most important safety tips (use your notes).

Ending

- Express the hope that your friend gets better soon; suggest meeting up soon and going to the movies.



PART THREE: Favourite Food

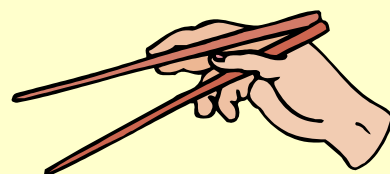
Your friend is coming to your home for dinner. Her favourite dish is egg-fried rice with green peppers and beef. Your mother does not know how to make it.

Use the notes to tell your mother how to make the dish. Remember to use connecting words like **First, ... Then, ... Next, ... After that, ... Finally, ...**

EGG FRIED RICE WITH BEEF AND GREEN PEPPER

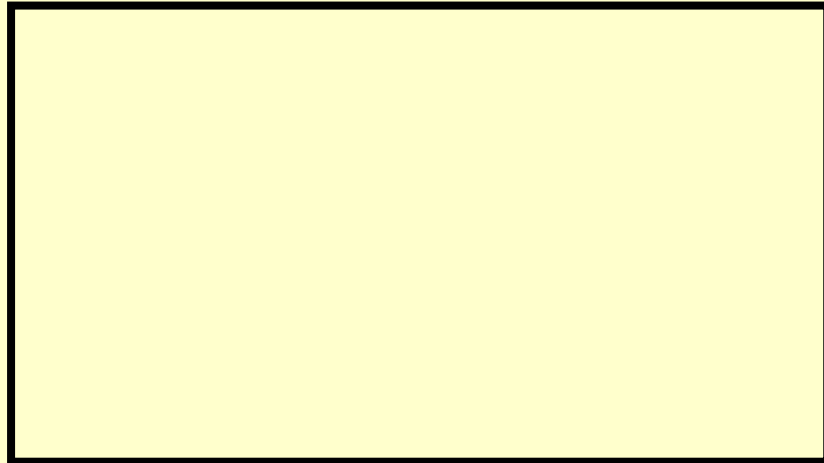


1. boil / rice / 20 minutes
2. chop up / onions / green pepper / chilli
3. heat / oil / frying pan
4. add / onions / green pepper / chilli / 5 minutes
5. add / beef / fry / another / 5 minutes
6. beat / 2 eggs / pour mixture / frying pan
7. cook / about 3 minutes / stir / now and then
8. add / rice / frying pan / mix together
9. pour in / little / soy sauce
10. put / plate / serve immediately



You are going to your friend's house for dinner. She asks you what your favourite dish is. She will ask her mother to make it for you.

Tell your friend what your favourite dish is. Then write down what ingredients are needed, and the instructions for how to make it. If possible, include a photo or picture of the dish.



INGREDIENTS:

METHOD:

DRUG ABUSE

The Story of Ming: Read the story below. Then, in pairs, discuss these questions:

- 1) Would you go to the party if you were Ming?
- 2) Would you try ecstasy if you were Ming?
- 3) What would be the consequence if you tried?
- 4) What would be the consequence if you refused to try?

Story

Ming is a Secondary Two student. He has a friend called Wah. Wah used to be Ming's classmate, but since last term, Wah has not attended school.

One day, Ming met Wah on his way home from school. Wah invited Ming to a rave party. He made it clear that no adult would be present. Ming accepted his invitation, and went to the rave party in the evening.

At the party, a stranger came up to Ming and asked him if he would like to try ecstasy (MDMA).

How to Say 'No': Have a look at the following methods of saying 'no' to drugs. Choose the method(s) you would prefer. Then, write your own suggested expressions in the boxes provided.

	METHODS	SUGGESTED EXPRESSIONS
1)	To refuse drugs firmly eg <i>This is harmful. I won't try it.</i>	
2)	To use an excuse eg <i>Excuse me. I'm afraid I have to leave now. I'm not feeling well.</i>	
3)	To say 'no' and use a counter-proposal eg <i>I won't try it. Don't you know that it's harmful? You shouldn't take it either.</i>	

PART ONE: Statistics about Drug Abuse in Hong Kong

You are a member of a community centre. To raise teenagers' awareness of the harmful effects of drug abuse, an exhibition will be organised by the centre.

Extracts from an Annual Report: To prepare for the exhibition, statistical information about drug abuse in Hong Kong has been collected. Read the extracts, and then in pairs, discuss the questions below:

- 1) What drugs are common in Hong Kong?
- 2) What drugs are getting more and more common in Hong Kong?
- 3) What is the major difference between male and female drug abusers in Hong Kong?
- 4) Is the problem of drug abuse getting more serious? Why/Why not?

Extract One

In 2000, the number of young drug abusers increased. There were 4,000 drug abusers under the age of 21 in 2000. In 1999, in total there were only 2,481.

Extract Two

Of all the various types of drugs, heroin was the most common in Hong Kong. It was abused by 74.3% of the persons reported. The other types of drugs abused included 'ecstasy' (14.1%), ketamine (9.7%), cannabis (8.7%) and 'ice' (5.8%).

Extract Three

There was an increase in the numbers of reported MDMA and ketamine abusers. Reported abusers of MDMA increased from 343 in 1999 to 2,313 in 2000; while those on ketamine increased from 23 in 1999 to 1,586 in 2000.

Extract Four

74.1% of female drug abusers and 47.3% of male drug abusers were under 31 years old.

Bar Graphs: To raise people's awareness of the seriousness of the problem of drug abuse in Hong Kong, you are going to display several bar graphs at the exhibition. In the following boxes, draw the bar graphs to summarise the four extracts.

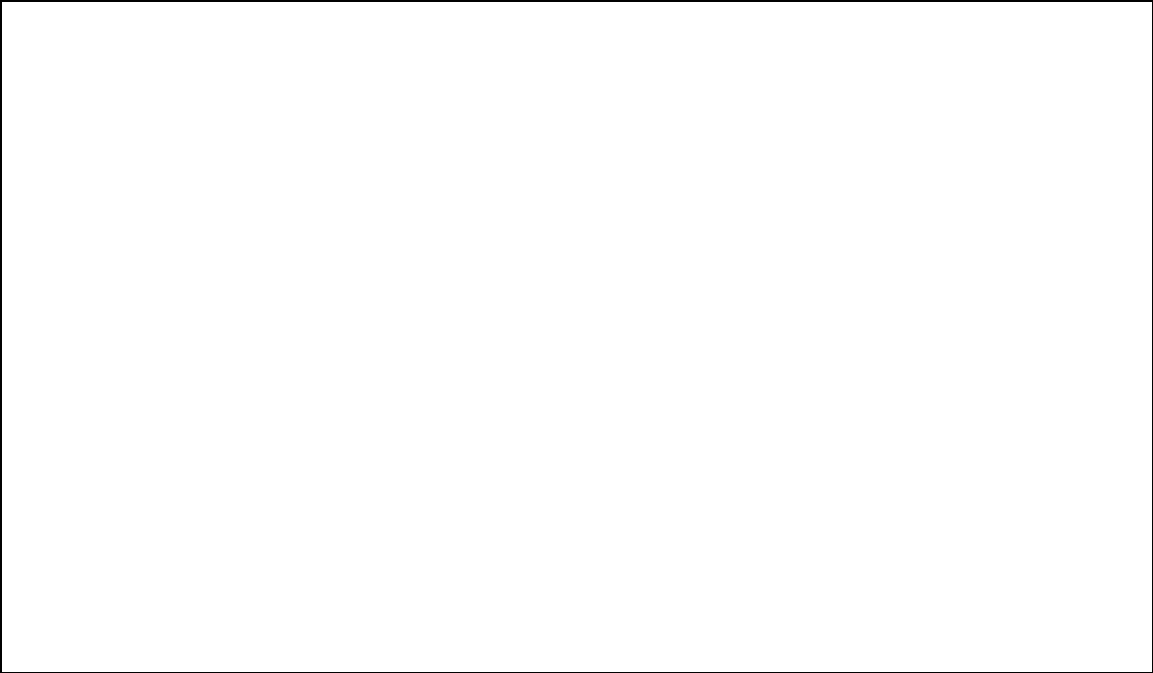
Extract One



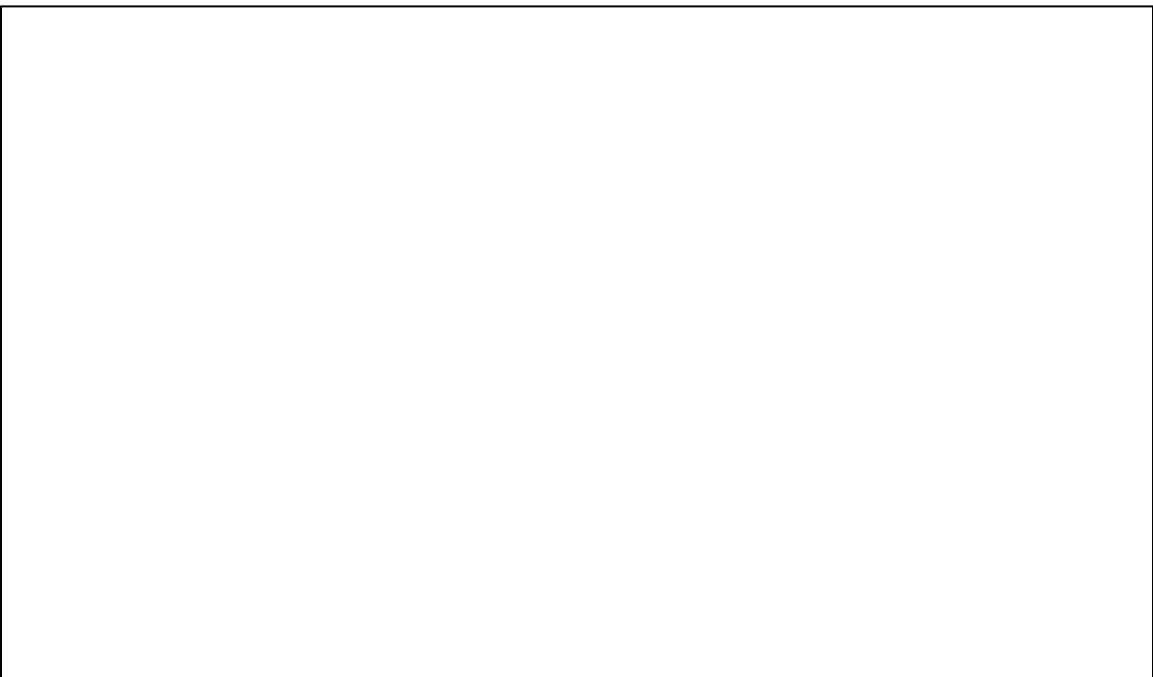
Extract Two



Extract Three



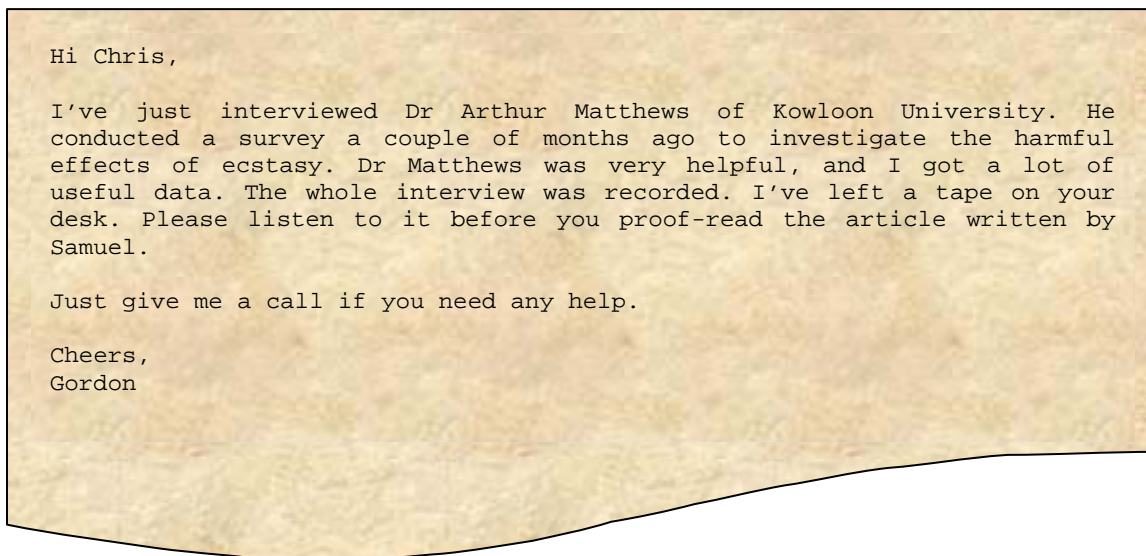
Extract Four



PART TWO: An Interview with Dr Arthur Matthews

To collect information for the exhibition, Gordon, your team leader, has interviewed Dr Arthur Matthews of Kowloon University.

A Note from Gordon: Your team leader, Gordon, has left you a note. Read his note below and identify what you need to do.



Pre-listening Activity: In groups, discuss the questions below before you listen to the recorded interview. You may use a dictionary if necessary.

- 1) What is ecstasy?
- 2) What are the immediate harmful effects of taking ecstasy?
- 3) What are the long-term harmful effects of taking ecstasy?
- 4) Can taking ecstasy be fatal?
- 5) Why do people take ecstasy even though they may realise its harmful effects?
- 6) What can be done to solve the problem of drug abuse?
- 7) Do you know the words/phrases below?

appetite curiosity peer pressure hallucinations rave parties
sweating muscle cramping anxiety depression memory overdoses

Note Sheet

PART ONE

Background of Dr Arthur Matthews

- Works for _____ University
- Studying ecstasy since _____

Basic Details about Ecstasy

- Also known as _____
- First used to suppress _____
- Also used to facilitate psychotherapy
- Illegal use → popular in the early _____

Illegal Use of Ecstasy

- Often used in combination with other _____ now
- Popular because of _____; often distributed at rave parties

Reasons for Teenagers Taking Ecstasy

- _____
- _____ pressure
- Getting away from pressure of work and _____
- Trying to relax and get a feeling of _____
- Assuming ecstasy not as addictive as heroin or cocaine

Adverse Effects of Taking Ecstasy

- Can cause _____ (illusions)



Note Sheet

Adverse Effects of Taking Ecstasy

- Physical Effects

- sweating
- increases in _____ temperature
- _____ cramping
- _____ vision

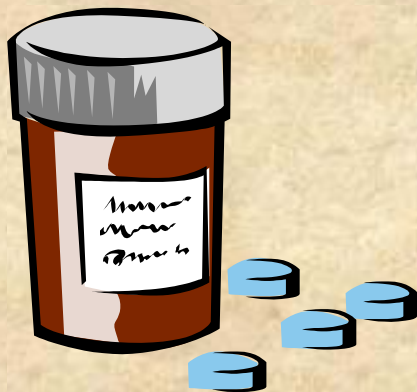


- _____ Effects

- anxiety
- depression

- Long-term Effects

- Harming neurons → releasing a brain chemical that plays an important role in regulating _____ → memory problems
- Taking more ecstasy → _____ damage
- Overdose → _____ failure/extreme heat stroke → _____/fatality



PART THREE: An Article for an Exhibition

An article about drug abuse will be distributed during the exhibition. Samuel, one of your team members, has drafted an article about ecstasy. However, there are a lot of mistakes in his draft. Therefore, you are going to rewrite his article.

Samuel's Article: Read the article below and then, in pairs, identify the inaccurate information about ecstasy.

Article

ECSTASY AND RAVE PARTIES

Ecstasy, which is also known as MDMA, was used to suppress appetite and to facilitate psychotherapy. However, the illegal use of ecstasy has become popular recently.

Taking ecstasy is popular among teenagers because they want to get away from pressure of work. Some of them are easily influenced by their friends who think that ecstasy is not as addictive as heroin and cocaine. Curiosity is another reason. They are curious about ecstasy, thinking that taking ecstasy is exciting. The popularity of rave parties is also a cause. It is easy to buy ecstasy at rave parties that are not effectively regulated at the moment.

Taking ecstasy can be very dangerous because of its harmful effects. These include physical problems such as anxiety and depression. After taking ecstasy, people will have illusions. In addition, this can cause mental problems such as sweating, decreases in body temperature and muscle cramping. Owing to these problems, people should be reminded not to take an overdose of ecstasy.

The situation is very serious and the Government should adopt effective measures to tackle the problem. One of the suggestions is to regulate rave parties. Of course, education is always important. The Government should educate the public, especially teenagers, about the harmful effects of taking ecstasy and other drugs.



Suggestions for Regulating Rave Parties: Before rewriting Samuel's article, read the suggestions for regulating rave parties below. Then, in pairs, discuss the practicality and effectiveness of these suggestions.

SUGGESTIONS FOR REGULATING RAVE PARTIES

- 1) Establishing a licensing system so as to restrict the age of entrants and to make sure that the environment is safe
- 2) Frequently checking the events
- 3) Distributing leaflets at rave parties to warn people about the harmful effects of drugs
- 4) Designing a code of practice for organisers of rave parties to follow
- 5) Inviting celebrities such as pop singers to help with educating teenagers about the potential risk of going to rave parties
- 6) Adopting heavy fines and penalties to punish people who sell or distribute drugs at rave



Modified Article: In not more than 140 words, rewrite Samuel's article. You may consider the questions below:

- 1) What are the harmful effects of ecstasy?
- 2) Why is the illegal use of ecstasy popular?
- 3) What can be done to solve the problem?

Article



EQUAL OPPORTUNITIES

Types of Discrimination: Read the two job advertisements below and underline the information that indicates discrimination. Then, in pairs, identify the type(s) of discrimination involved. Write your answers in the table provided. You may refer to the words and phrases provided.

Discrimination based on:

- | | | | |
|--------|-------------------|--------------|-----------------------|
| a) sex | b) marital status | c) pregnancy | d) physical qualities |
| e) age | f) race | g) religion | h) family status |

Job Advertisement One

TAI MO SHAN ENGLISH SECONDARY SCHOOL

MALE PHYSICS TEACHER

Teaching Duties

- Teach S4 — S7 Physics
- Teach S1 — S3 Integrated Science

Requirements

- Bachelor's degree in Physics awarded by a local university
- Teacher's certificate offered by a local tertiary institution
- 5 years' teaching experience an advantage
- A good command of both English and Chinese
- Outgoing; good interpersonal skills
- Basic PC knowledge
- Age under 40 an asset

Please send full curriculum vitae and application letter to The Principal, Tai Mo Shan English Secondary School, 18 — 38, Tai Mo Shan Road, New Territories by Friday, 30th June.

Job Advertisement Two

ARE YOU LOOKING FOR A PROMISING CAREER? JOIN US!!!

We are looking for a **Female Managing Assistant**.

What we offer

- 10K per month
- 5-day week
- 3 weeks' annual leave
- Provident fund
- Medical allowance
- Travelling allowance
- In-service training
- Good promotion prospects

What we want

- Bachelor's degree
- 2 years' relevant experience
- Knowledge of bookkeeping and principles of accounts
- Fluent spoken English and Putonghua
- English typing: 70 wpm
- Familiar with Microsoft Word, Microsoft Excel and Microsoft PowerPoint
- Height: 1.64m or above
- Good looking
- Single

Please phone Ms Rachel Ng at 2888 8888 to make arrangements for an interview.

JOB ADVERTISEMENT	TYPES OF DISCRIMINATION INVOLVED
Male Physics Teacher	
Female Managing Assistant	

PART ONE: Your School Newsletter

You are a member of the editorial board of your school newsletter. You are responsible for answering questions from your schoolmates.

Messages from Schoolmates: The theme of the last issue of the newsletter was 'Equal Opportunities'. After reading the articles about equal opportunities in your newsletter, a few schoolmates wrote to the newsletter to talk about the cases they knew about. Read their messages and, in groups of four, discuss what you think about their cases. Write your opinions in the table provided.

MESSAGE 1

My elder sister has been receiving pornographic photos from her boss at work. Although she's asked him not to do it, he keeps sending her e-mails. Are his actions unlawful?

MESSAGE 2

My father worked as a clerk in a shipping company. However, he was sacked last week. His boss told him that he was sacked because he had been taking too much

MESSAGE 3

My elder sister has been looking for a job. Last week, when she phoned a company to make arrangements for an interview, she was told that the job was for men only.

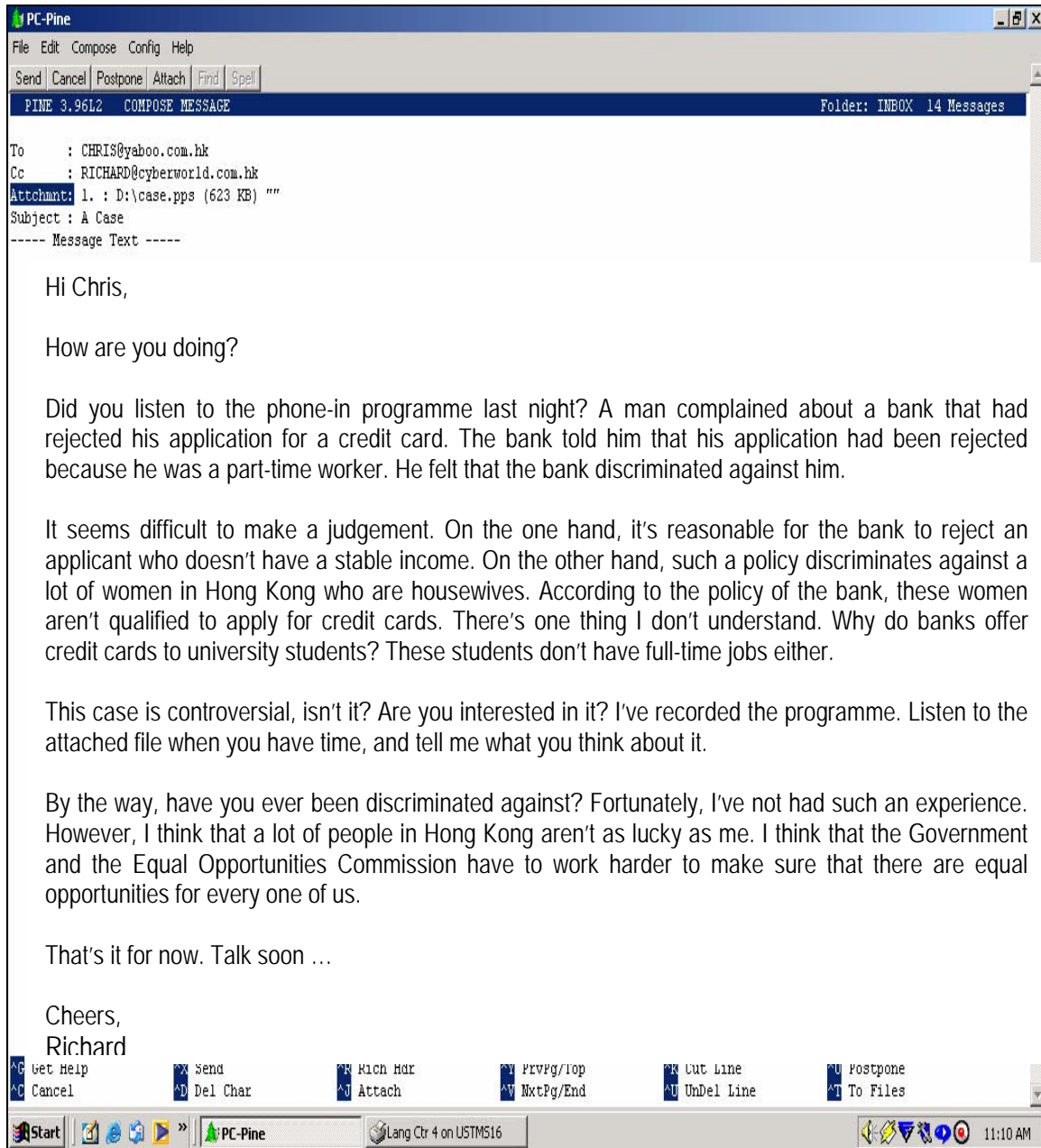
MESSAGES	OPINIONS			
	YOU	STUDENT A	STUDENT B	STUDENT C
1				
2				
3				

PART TWO: A Case Study

Your friend, Richard, has come across a case involving discrimination.

An E-mail from Richard: Richard has sent you an e-mail. Read his e-mail and identify what you need to do.

E-mail



Pre-listening Activity: Before listening to the radio programme, work in groups to discuss the questions below.

- 1) Have you ever been discriminated against?
- 2) Do you think that the problem of discrimination in Hong Kong is serious?
- 3) What can be done to improve the situation?

A Phone-in Radio Programme: Listen to the recording attached to Richard's e-mail, and make brief notes on the note sheet provided.

Note Sheet

Background of the Caller

- Name: _____
- Occupation: _____ worker

Details about the Caller's Complaint

- Name of the Bank Complained about by the Man: _____ Bank
- Reason for the Complaint: application for _____ rejected
- Reason Given by the Bank: caller – a part-time worker → _____





Arguments Put Forward by the Caller

- _____ students don't have full-time jobs but they can apply for credit cards.
- The policy of the bank discriminates against _____ applicants because a lot of women don't have full-time jobs. They stay at home to look after their _____.

Explanation Provided by the Bank

- The caller's application was rejected because the bank was unable to evaluate his _____.
- Additional asset proof is needed when the income of applicants cannot be evaluated.

Examples of asset proof:

- _____ statements
- fixed deposit advice

The Final Decision of the Caller

- He decided not to resubmit his _____.
- He did not need any _____.

Group Discussion: In groups, discuss the questions on the note sheet below and make notes if necessary. Then, elect a representative to report to the whole class.

Note Sheet

- 1) Do you think that the caller's complaint is reasonable? Why/Why not?
- 2) Would you accept the explanation given by the bank if you were the caller? Why/Why not?
- 3) Would you resubmit your application for the credit card if you were the caller?
- 4) Do you think that there is discrimination against women in Hong Kong?



Reports by Other Groups: Listen to the reports given by other groups. Make notes in the table below.

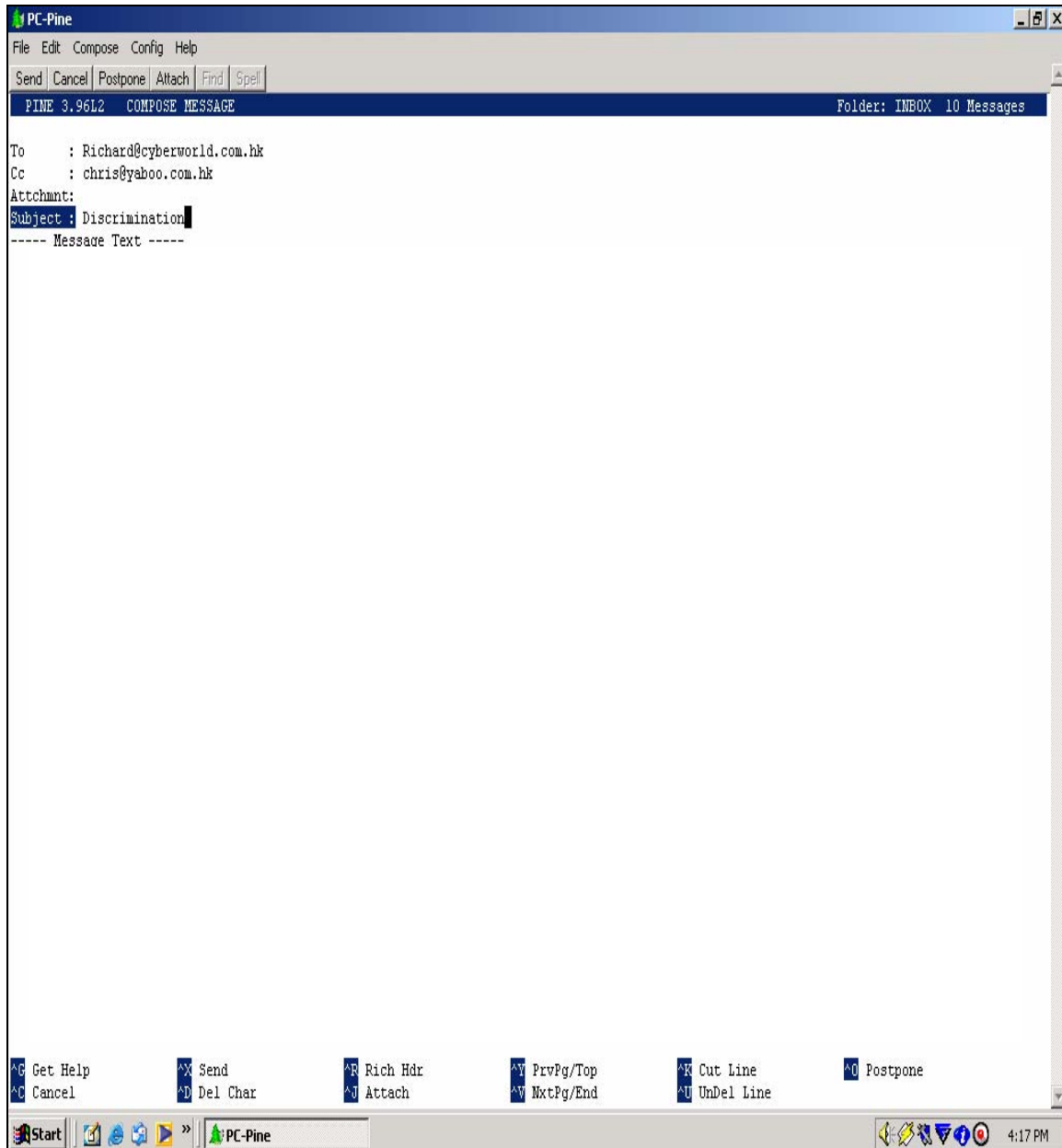
POINTS AGREED WITH	POINTS DISAGREED WITH

PART THREE: A Reply to Richard's E-mail

In not more than 140 words, write an e-mail in reply to Richard's. You may consider the questions below.

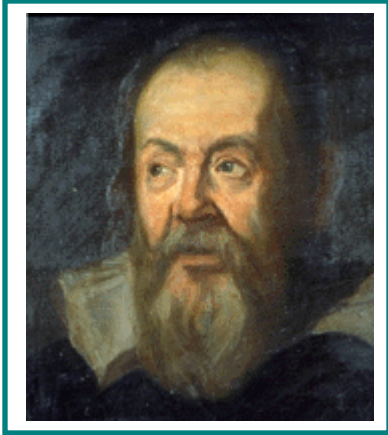
Do you think that the caller's complaint is reasonable? Why/Why not?

- 1) Do you accept the explanation given by the bank? Why/Why not?
- 2) Would you resubmit your application for the credit card if you were the caller?
- 3) Do you think that there is discrimination against women in Hong Kong?



Famous Scientists

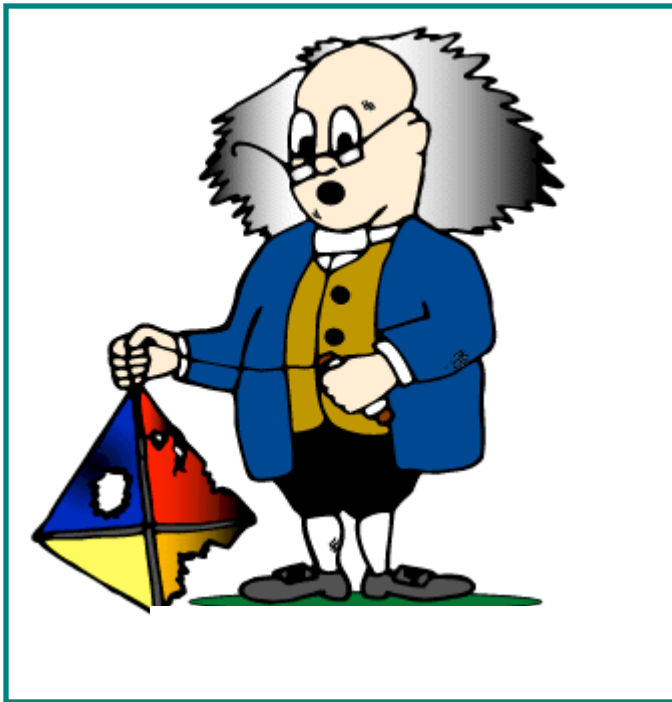
Great Scientists: Who invented or discovered the great inventions on page 3? Put the numbers in the appropriate boxes. Follow the example.



1) *Galileo Galilei*



2) *Thomas Alva Edison*



3) *Benjamin Franklin*



4) *John Logie Baird*



5) Alexander Graham Bell



***6) Wilbur and Orville Wright
(the Wright brothers)***



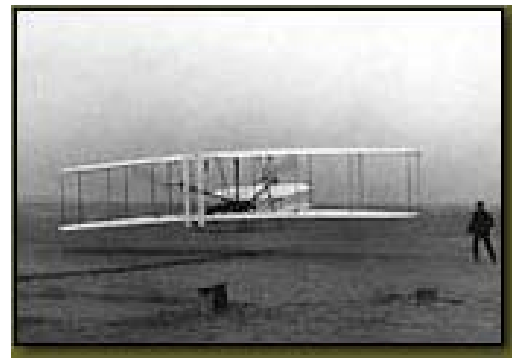
4) telephone



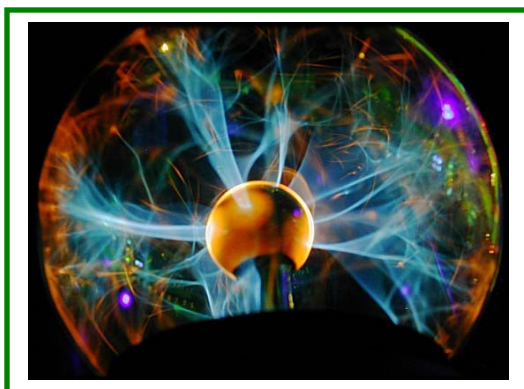
light bulb



thermometer



aeroplane



electricity



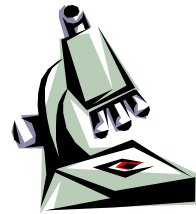
television

Group Discussion: In groups discuss the importance of the microscope, the light bulb, the television, the telephone, electricity and the aeroplane. Make notes in the boxes provided.



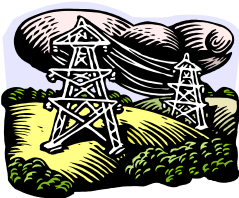
A large, empty rectangular box with a light blue background and a thin, dashed border, intended for taking notes on the telephone.

A large, empty rectangular box with a light blue background and a thin, dashed border, intended for taking notes on the television.



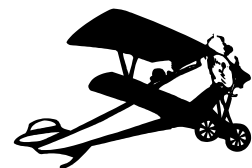
A large, empty rectangular box with a light blue background and a thin, dashed border, intended for taking notes on the television.

A large, empty rectangular box with a light blue background and a thin, dashed border, intended for taking notes on electricity.

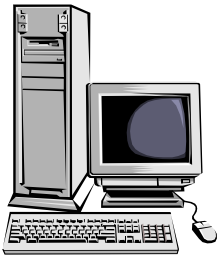


A large, empty rectangular box with a light blue background and a thin, dashed border, intended for taking notes on electricity.

A large, empty rectangular box with a light blue background and a thin, dashed border, intended for taking notes on the aeroplane.



Word Search: Look at these pictures of 20th century inventions. Underline and number the words in the puzzle below. Follow the example.



1



2

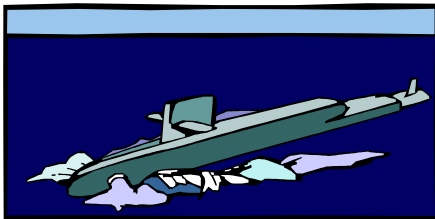


3



4

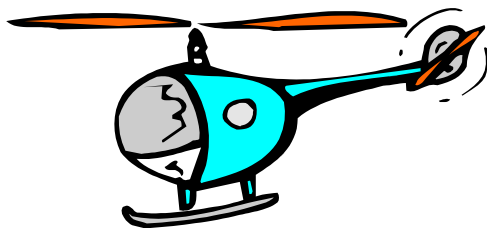
C	O	M	P	U	T	E	R	E	L
B	J	C	K	R	O	C	K	E	T
C	S	A	T	E	L	L	I	T	E
G	R	A	D	I	O	E	O	M	O
6 C	A	M	E	R	A				
X	W	Q	N	H	R	O	B	T	W
H	E	L	I	C	O	P	T	O	T
S	U	B	M	A	R	I	N	E	R



5



6

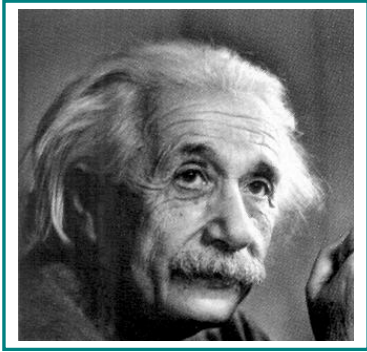


7



8

PART ONE: Albert Einstein



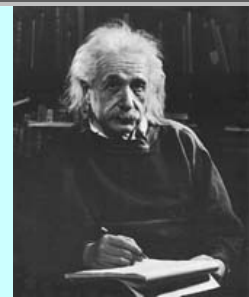
You are a member of the Joint-School Science Society. You have been asked to help with the preparation work for the Society's annual exhibition. The theme of the exhibition is, "The Greatest Scientists in the 20th Century". Since you and other members in your group admire Albert Einstein very much, you are going to introduce Albert Einstein. The emphasis will be put on his life history and his contributions to mankind.

An Article: Your team leader has found an article about Albert Einstein. Read the article, and identify his contributions to mankind. Then, in groups, discuss what young people could learn from him. Make notes on the note sheet provided.

Article

Life History of Albert Einstein

Albert Einstein was born on March 14, 1879, in Germany. From 1885 to 1892, he studied in Munich. He was very interested in mathematics. He particularly focused on calculus. In 1905, he was awarded a PhD degree by the University of Zurich for a thesis on *A New Determination of Molecular Dimensions*.



In 1908, Einstein taught at the University of Bern. The following year he became Professor of Physics at the University of Zurich. He was recognized as a leading scientific thinker. He was appointed as full professor at the Karl-Ferdinand University of Prague in 1911. In the same year, he made preliminary predictions about how a ray of light from a distant star, passing near the Sun, would appear to bend slightly in the direction of the Sun.

From 1912, Einstein began to study the general theory of relativity. In 1921, he received the Nobel Prize. However, it was for his work on photo electricity, not relativity. Besides the Nobel Prize, Einstein was awarded the Copley Medal of the Royal Society and the Gold Medal of the Royal Astronomical Society in 1925 and 1926 respectively.

In addition to his scientific contributions, Einstein made many contributions to international peace during his life. In 1944, he raised six million dollars for the war effort by hand writing his 1905 paper on special relativity and putting it up for auction. The manuscript is now kept at the Library of Congress. One week before Einstein died, he sent a letter to Bertrand Russell in which he urged all nations to give up nuclear weapons. At 4pm on April 18, 1955, Einstein died at Trenton, New Jersey.

Note Sheet

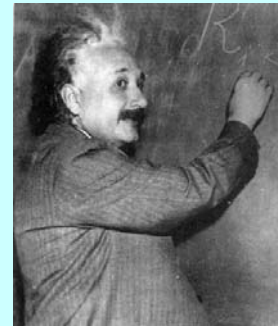
Life History of Albert Einstein

- **Significant Theories and Research Work**
- **Contributions to International Peace**
- **Awards**
- **Comments on Einstein's Work and Contributions**



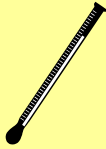


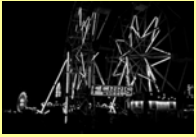



Time Chart: One of the exhibits you will prepare is a time chart that summarises significant events in Albert Einstein's life. Part of the chart has been drafted. Using the information from the article, and your discussion, complete the chart by filling in the missing details. At the end of the time chart, write a short paragraph to comment on Albert Einstein's contributions to mankind.

ALBERT EINSTEIN	
1878	born _____
1905	_____ by the University of Zurich
1908	taught at _____
1911	appointed _____ at Karl-Ferdinand University
1912	studied _____
1921	awarded _____
1925	awarded the _____ of the Royal Society
1926	awarded the _____ of The Royal Astronomical Society
1944	_____ by hand writing one of his papers and putting it up for auction
1955	urged all nations to give up _____
1955	died in New Jersey
COMMENTS: _____ _____ _____ _____ _____ _____	



PART TWO: A Balloon Debate

Famous Scientists: You are flying in a hot air balloon and all the other passengers are great scientists. Brief information about the scientists is given below. Read the table and identify their contributions.

SCIENTIST	DESCRIPTION	INVENTION/DISCOVERY
Anders Celsius (1701— 1744)	a Swedish professor of astronomy who invented the Celsius thermometer	
Robert Wilhelm Bunsen (1811 — 1899)	a German chemist and teacher who invented the Bunsen burner for his research in isolating chemical substances	
Wilhelm Konrad von Roentgen (1845-1923)	a German physicist who discovered X-rays in 1895	
George Washington Gale Ferris Jr. (1859-1896)	an American bridge-builder who invented the Ferris Wheel	
James Naismith (1861— 1939)	a Canadian physical education instructor who invented the game of basketball in 1891	
Charles Richard Drew (1904 — 1950)	an American medical doctor and surgeon who started the idea of a blood bank and a system for the long-term preservation of blood plasma (he found that plasma kept longer than whole blood)	
Marion Donovan (1917 — 1998)	an American inventor and architect who invented the disposable diaper in 1950	

Who should go? Suddenly, there is a serious technical problem and the air balloon is sinking! Only one of you can stay in the balloon or it will crash to earth. All the others need to jump off the balloon.

In groups, assume the roles of each of the scientists. You need to convince the audience that you should be the scientist to survive. You should talk about the importance of your past and future contributions to society.

Make brief notes on the note sheet below before your debate.



Note Sheet

Your Role:

Your Past Contributions:

Your Future Contributions:



PART THREE: How to be a Scientist

To arouse teenagers' interest in science, Professor Tim Berners-Lee, the inventor of the World Wide Web, was invited to give a speech at Kowloon University. He talked about how to be a scientist. As his speech was inspiring, your Science teacher recorded part of his speech for your reference.

A Fact Sheet: Before letting you listen to Professor Berners-Lee's speech, your teacher has given you a fact sheet about him. Read the fact sheet and, in pairs, identify what contributions Professor Berners-Lee has made.

Fact Sheet

Professor Tim Berners-Lee

Tim Berners-Lee was born in 1955 in London. He invented the World Wide Web, which is a system for sharing scientific data and other information around the world. He created the language HTML (HyperText Mark-up Language), which is the basic language for the Web. He also devised URL's (universal resource locators) to show the location of each web page. Since 1990, the World Wide Web has been getting more and more popular. Its growth has changed the world. We can now get information much more easily and faster than ever before in history. Berners-Lee is now a Principal Research Scientist at the Laboratory for Computer Science at MIT (Massachusetts Institute of Technology).



A Recorded Speech: Listen to the recorded speech and make brief notes on the note sheet below.

Note Sheet

How to be a Scientist

Correct Attitude:

1. be curious
2. be _____
3. be _____

Genuine Interest in _____:

1. keen on knowing more about _____
2. must have the courage to develop and defend your
_____ to improve our society

Five Procedures for Solving a Problem

1. _____ a problem
2. Suggest a _____
3. _____ and _____ data
4. Design and conduct _____
5. Draw _____



PART FOUR: An Essay

To wrap up Professor Berners-Lee's speech, your teacher has asked you and your classmates to write a short essay to discuss:

- Professor Berners-Lee's contributions to the world;
- Whether you have the qualities to be a scientist; and
- Whether you would like to be a scientist or not.


Group Discussion: In groups, discuss the three areas you are going to write about. Make brief notes on the note sheet provided.

Note Sheet

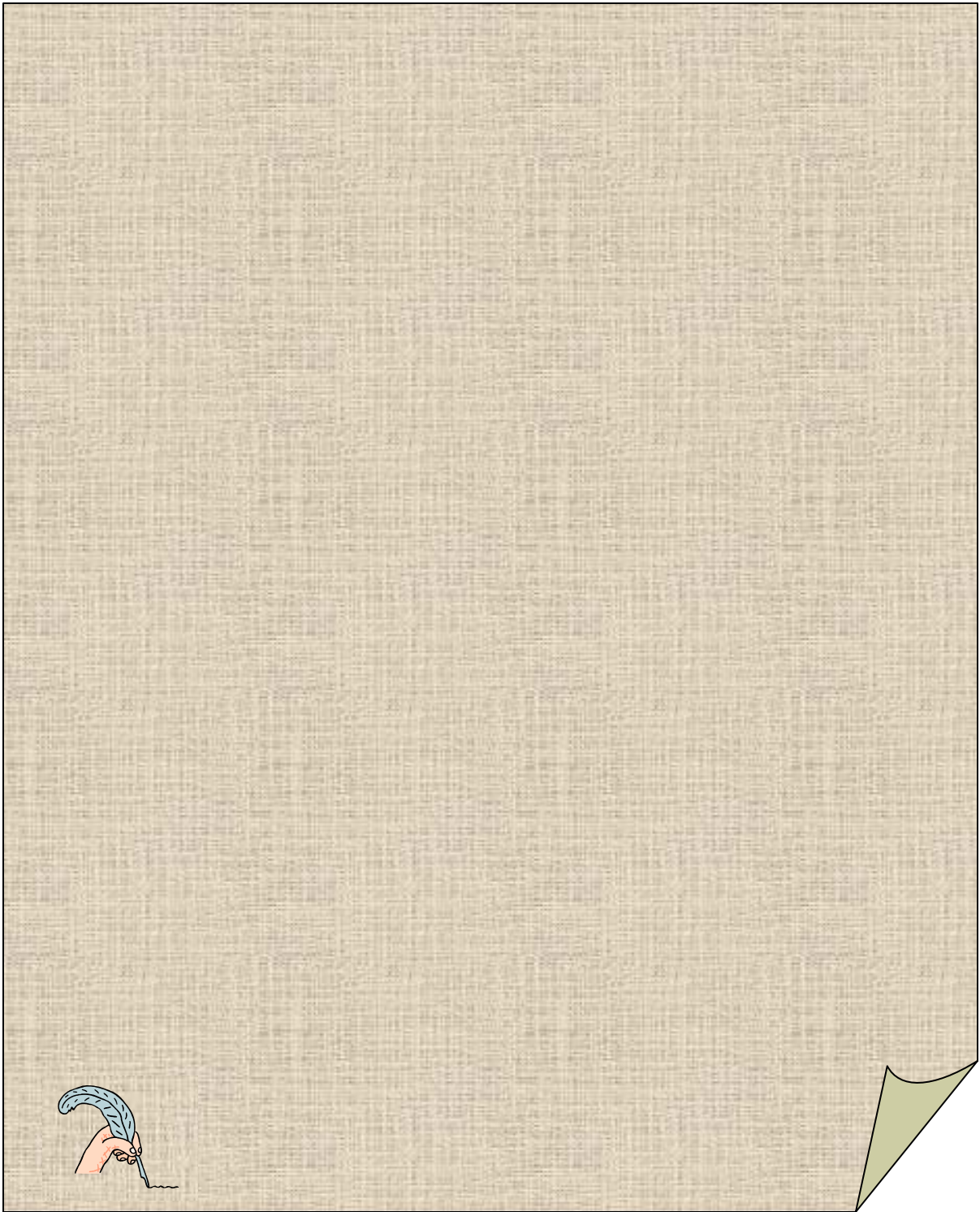
Professor Berners-Lee's contributions:

Your qualities:

Your ambitions



Essay: In not more than 180 words, discuss Professor Berners-Lee's contributions to the world, whether you have the qualities to be a scientist, and whether you would like to be a scientist.



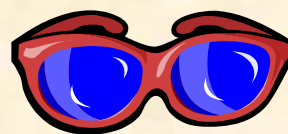
Fashion

How fashion-conscious are you? Work in pairs. Ask your classmate the following questions. Circle his/her answers.

How Trendy are You?

- 1 Who chooses your clothes?
a) My parents choose my clothes.
b) I choose my clothes with my parents.
c) I choose my clothes by myself.
- 2 Is it important for you to wear famous brand name clothes?
a) No, not at all important.
b) Yes, quite important.
c) Yes, very important.
- 3 How often do you buy fashion magazines?
a) I never or rarely buy fashion magazines.
b) I sometimes buy fashion magazines.
c) I buy fashion magazines every week/month.
- 4 Do you ever give tips to your friends about what is or isn't fashionable?
a) No, never.
b) Yes, sometimes.
c) Yes, often.





- 5 Do you have to buy the latest fashion item when it comes out?
a) No, I don't.
b) Yes, but not all the time.
c) Yes, always.
- 6 Which of the following is the most important to you when you buy clothes?
a) The clothes must be good value for money.
b) I must like the way the clothes look.
c) The clothes must be famous brands.
- 7 Would you wear something if it was fashionable even if you thought it looked silly?
a) No, never.
b) Yes, sometimes.
c) Yes, often.
- 8 Who influences your choice of clothes and accessories?
a) Nobody.
b) Myself.
c) Magazines and advertisements.

Use the system below to add up your classmate's score. Who is the most fashion-conscious – you or your classmate?

SCORING

1 point for all a's; 2 points for all b's; 3 points for all c's

SCORE ANALYSIS

8-10 points: You are not concerned about fashion. You prefer to buy sensible clothes that are good value for money.

11-16 points: You are quite fashion-conscious, but you do not buy things just because they are fashionable. You like knowing about new trends, but you do not follow fashion completely.

17-24 points: You are very fashion-conscious. You prefer to wear the latest, most expensive clothes. Being fashionable is very important to you. You are a true follower of fashion!

PART ONE: Is fashion good for you?

You belong to your school's Fashion Club. You read an article in the newspaper about fashion, and found it interesting. You want to discuss the article at the next club meeting. You read the article and summarised the main points. Before the meeting, you realise some of the notes you made are wrong.

Read the article and correct the points that are wrong.

Is fashion good for you?

People in Hong Kong love famous brand names. DKNY, Rolex, Prada and Nike are very popular brands in Hong Kong. Brand name goods are expensive, and many Hong Kong people think it is important to wear expensive brand names. It is not only adults who think this – teenagers do, too.

Why do people think in this way? The answer is simple. Clothes are a status symbol. They make people feel important and confident.

Many people judge other people by the clothes they wear. Nobody wants to be looked down upon. So many people buy expensive clothes, watches and bags which act as status symbols. If you buy famous brand name clothes, it shows other people that you are rich.

It is wrong, however, to judge people by the clothes they wear. We should accept others because of their words and actions – and not judge people by their appearance.

I think wearing designer clothing is a bad trend for teenagers to follow. Students should concentrate on their studies. They shouldn't be concerned with designer clothes.

Some of my friends buy magazines which tell them where to buy cheap designer goods. They shouldn't be reading these kinds of magazines. They should be reading their textbooks instead.

Fashion models also set a bad example for teenagers. Most fashion models are very thin and beautiful. This makes teenagers think that they will be beautiful if they are thin, too. Sometimes, this means that people stop eating. This is unhealthy and very dangerous.

It also costs a lot of money to be fashionable. I know many students who don't eat lunch to save their pocket money. They do this so they can buy a new pair of Nike trainers or Levi jeans. This is not a good way to behave. Students should spend their pocket money more wisely – or save it instead.



The writer thinks that...

1 It is wrong to spend money on expensive brand name goods.

2 People should buy famous brand names to make them feel rich and important.

3 It is wrong to judge people by the clothes they wear.

4 Students should spend more time reading fashion magazines than studying.

5 Fashion is more important than education.

6 Fashion models set a good example to teenagers.

7 It is better to be thin than to eat properly.

8 Students shouldn't waste money on designer clothes.

9 Students should spend their pocket money more wisely.

You take the notes to the next meeting of the Fashion Club. Work in groups of four. Decide whether you **agree** or **disagree** with the writer's opinions in the newspaper article. If you disagree, say why. Make a note of the main points of your discussion below.

Discussion notes

Agree -

Disagree -

PART TWO: Students' opinions on fashion

You want to find out more about how other students feel towards fashion. You interview some of your classmates and make a note of their views.

Listen and complete the table.

Question	Student 1	Student 2	Student 3
Interested in fashion?			
Spend much money on designer goods?			
Read fashion magazines?			
Fashion – good or bad thing?			

Now write a short report about the findings from your interviews.

Survey findings	
Student 1 –	<hr/> <hr/> <hr/>
Student 2 –	<hr/> <hr/> <hr/>
Student 3 –	

PART THREE: Inter-school debate

Your class is taking part in an inter-school debate. The debate topic is:

Fashion: Good or Bad?

Your teacher gave you some guidelines for writing a speech. Read them through carefully. Can you think of any more hints?

Hints for writing a speech

Remember that when you write a debate speech, you are giving your own opinions. State your ideas clearly and simply.

Beginning

State the topic and your opinion about it. Eg

The topic of today's debate is 'Fashion'. In my opinion, fashion is a good thing. There are both positive and negative sides to fashion.

Middle

Give one or two opinions and support them with reasons. Use phrases like 'First of all', 'Secondly', 'On the other hand' and 'Finally'. When giving opinions, use phrases like 'In my opinion', 'I believe', 'It seems clear to me' and 'I really think'. Eg

There are a number of reasons why I think fashion is a good thing. First of all, ...

Then continue with other opinions and reasons. Eg

I really think that fashion makes people feel more confident and attractive. I believe this is a good thing, not a bad thing.

Ending

Summarise your main points and restate your opinion. Use phrases like 'To sum up', 'To summarise' and 'In conclusion'. Eg

In conclusion, I firmly believe that fashion can make people feel better about themselves.

Before you write your speech, plan what you want to say. Think about your feelings towards fashion. Are you **for** or **against** fashion? Can you see both

good and bad sides to it? Make notes under the following headings. Use the ideas in the previous tasks to help.

Speech notes

- *what 'fashion' means*

- *how fashion-conscious my classmates are*

- *my thoughts on fashion and designer brands*

- *reasons why people are so brand-conscious*

- *good points about fashion*

- *bad points about fashion*

- *the right attitude towards fashion*

Now use your notes to help you write your speech.

Debate speech: Fashion



ORAL PRESENTATIONS

Self-analysis Exercise: How much do you know about giving oral presentations?
Answer the questionnaire below and add up your marks.

Questionnaire

Put a tick in the appropriate box. After completing the questionnaire, look at the key and add up your marks to find out how much you understand about giving oral presentations.

- | | |
|--|--|
| 1) Have you ever given an oral presentation in English? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 2) Do you know the reasons for giving an oral presentation? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 3) Do you know how to start an oral presentation? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 4) Do you know how to organise an oral presentation? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 5) Do you know how to wrap up an oral presentation? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 6) Do you know what makes an oral presentation impressive? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 7) Do you know the common problems faced by the presenter? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 8) Do/Will you need to give an oral presentation for your studies? | Yes <input type="checkbox"/> No <input type="checkbox"/> |

Keys: Questions 1 — 7: Yes (2 marks) / No (1 mark)
Question 8: Yes (1 mark) / No (2 marks)

- **Marks 16:** good knowledge; a very successful presenter
- **Marks 13 — 15:** knowledge quite good; able to give an impressive presentation with more practice
- **Marks 10 — 12:** some knowledge; more practice would help a lot
- **Marks 7 — 9:** knowledge inadequate; should learn and practise more
- **Marks below 7:** very little knowledge; urgently need to learn and practise more

Your marks:

A Quiz: What do you know about the purposes of giving an oral presentation? In pairs, discuss whether the statements in the table below are true or false. Indicate your answer by putting a “√” in the corresponding box.



	Statements	True	False
1	To talk to audience		
2	To provide information about a certain topic		
3	To persuade audience		
4	To build up confidence		
5	To introduce guests at social occasions		
6	To discuss a particular topic		
7	To give thanks		
8	To entertain audience		

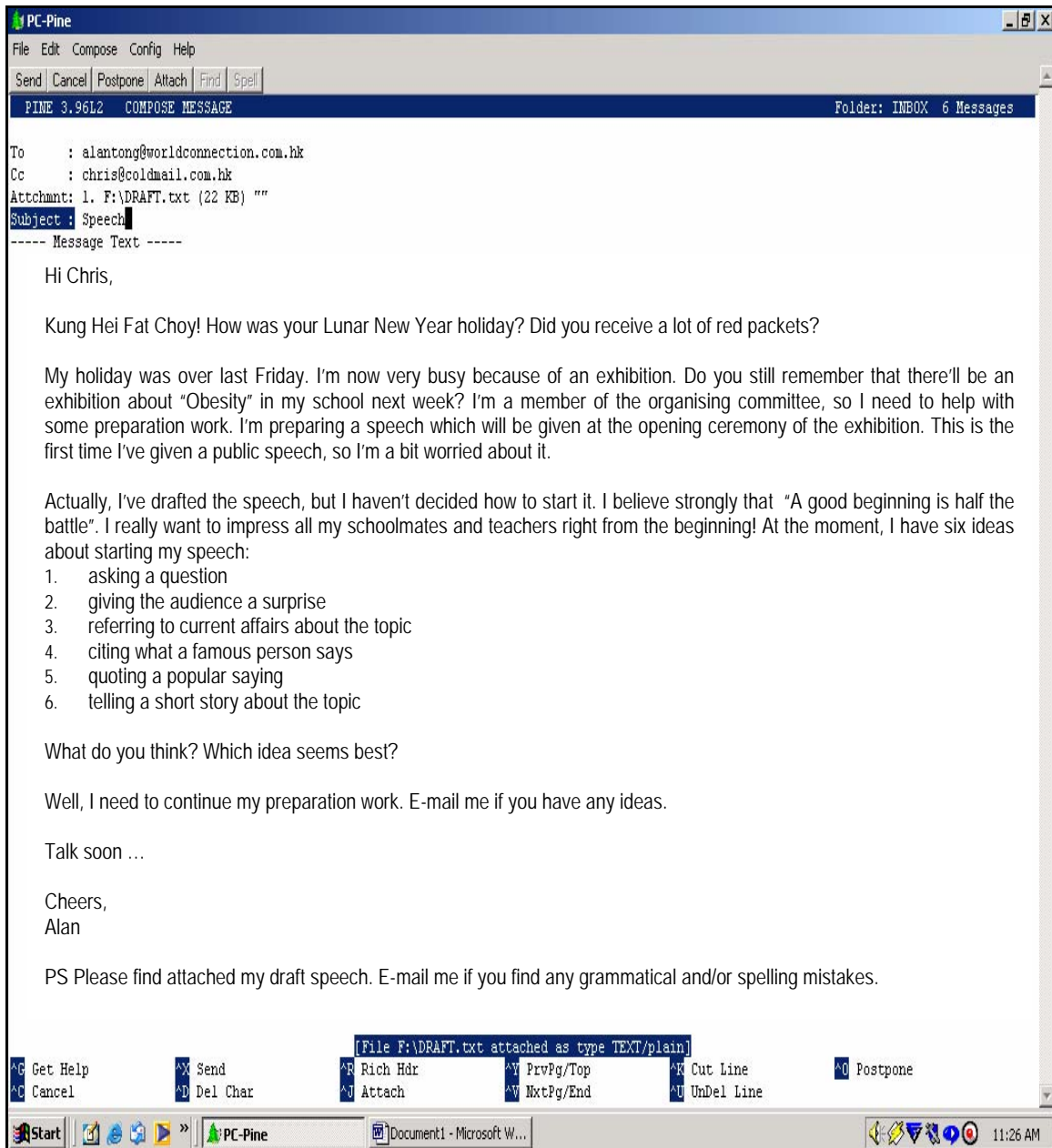
Crossword Puzzle: A number of factors should be considered when you prepare an oral presentation. Complete the crossword puzzle below by filling in the factors. What is the "hidden factor"? Part of each factor has been spelt out for you.

1							S			L	L						
2				P	R	O						A			O		
3						G	E				R						
4								C			F	I	D				
5								E					S	H			
6								P		C							
7	O	R	G									N					
8							V	O									
9								L		G							
10							C	O					T				

PART ONE: A Good Beginning is Half the Battle

To give a good oral presentation to impress your audience, it is important to plan how to start your presentation.

Alan's E-mail: Alan needs to give a speech at the opening ceremony of an exhibition in his school about "Obesity". He is now preparing his speech. You have just received an e-mail from him. Read his e-mail and find out what you need to do.



Alan's Draft Speech: Read through Alan's draft speech and underline his grammatical and/or spelling mistakes. Each line has no more than one mistake. Put the corrections in the spaces provided. Follow the example.

Body

You'll find lots of information about the causes of obesity, it's harmful effects, and how to reduce body weight without causing too much side-effects.

a lot

As we all know, obesity is get more and more common in modern cities such as Hong Kong. The main reasons is that the standard of living has improving a lot. The supply of food aren't a problem any longer. In addition, pressures from daily lives also makes some people eat more than they needed. These people believe that eating can help them release theirs pressure. The popularity of fast food is also an important cause. There are a wide range of fast food for people to chose, including hamburgers, french fries, fried chicken, pissas, etc. Such fast food is very greasy. Eating too much greasy food will lead for obesity.

Don't neglect the problems caused by obesity! Obese people are more likely to have healthy problems such as diabetes and cancers. Some may have disease of the heart, lungs and joints. Obesity cause not only physical diseases but also psychology problems. Doctors say that many obese people are happy because they think that they're not as beautiful or handsome as other.

If you want to reduce your body's weight, what you need to do is eating less and do physical exercise regularly. On average, if you want to reduce two pound, you need to get rid of round 3,700 calories. If you want to know more about this, don't forget to get a copy of the leaflet from reducing body weight by do various physical exercises.

Opening of Alan's Speech: Alan is considering six different ways to start his speech, namely:

1. asking a question
2. giving the audience a surprise
3. referring to current affairs about the topic
4. citing what a famous person says
5. quoting a popular saying
6. telling a short story about the topic

Look at them again, and choose one type of opening you would prefer. Then, tell your partner why you would prefer that particular type. Jot down useful points in the table below.

	Type of Opening Preferred	Reason(s)
You		
Your Partner		

Draft Opening: In not more than 50 words, draft the opening for Alan's speech.

OPENING

PART TWO: The Toastmaster Club

You are a member of your school's Toastmaster Club, which aims at helping students improve their English speaking skills, especially their ability to give a public speech in English.

A Memo from the Club: Before each monthly gathering, the Club sends members a memo to inform them of details of the next meeting. Read the note below, and answer the questions in the spaces provided.

Kowloon Secondary School
The Toastmaster Club

MEMORANDUM

To: All members
From: Cecilia Fok Wing Yee, Chairperson
Date: 3rd March
Subject: Next Meeting

I am writing to inform you of our next meeting. Details of the meeting are as follows:

Date:	Friday, 30th March
Time:	3:40 pm — 5:00 pm
Venue:	Multi-media Learning Room
Theme:	Delivery Skills

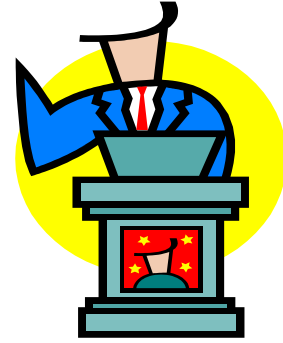
At the next meeting, we will be looking at how to improve your delivery skills, including eye contact, pace, intonation, body language, pause and voice. To prepare for the discussion, please watch a video programme and jot down some notes. In the programme, Mr Kwan Kam-king, the President of the Hong Kong Toastmaster Society, talks about what delivery skills are important for an effective speech. Copies of the video programme will be available at our service counter during lunch hours between 6th — 10th March. Just show your membership card to borrow the tape.

If you have any queries about the next meeting, please do not hesitate to contact me or other committee members.

I look forward to seeing you at the meeting.

Cecilia Fok

1. When will the next meeting be held?
2. Where will the members meet?
3. How long will the meeting last?
4. Who wrote the memo?
5. Who are the recipients?
6. Where can you get the videotape?
7. What do you need to do to borrow the tape?
8. Why do you need to watch the programme?
9. What do you need to do when you watch the programme?
10. What do you know about the following?
 - a. eye contact
 - b. pace
 - c. intonation
 - d. pronunciation
 - e. body language
 - f. pause
 - g. voice



Video Programme: Watch the video programme in which Mr Kwan Kam-king talks about delivery skills. Make brief notes on the note sheet provided.

Note Sheet

DELIVERY SKILLS

Attention span of audience:

- Audience can only concentrate on someone's speech for about _____ minutes.
- It is difficult to retain their _____.
- An experienced presenter still needs a lot of _____ and _____.

**Voice:**

_____ or your audience will be unable to hear you.

Eye contact:

It's important to keep eye contact with audience so as to _____ feedback and to show you are _____.

Pauses:

- _____ doesn't mean fluency.
- Speaking without any _____ will confuse your audience.
- Audience need some _____ to think about and/or to understand what the presenter is saying.

Body language:

A simple _____ shows that the presenter _____ and _____.

Intonation:

- It's more difficult for non-native _____.
- Different patterns of intonation convey different _____.
- Mr Kim's suggestion: _____ more often to native speakers so as to pick up their intonation.

Self-evaluation: At the meeting of the Toastmaster Club, you are asked to discuss what you feel about Mr Kwan's suggestions in the programme. Complete the table below to evaluate yourself first, and then, in groups, discuss what you will do to improve your delivery skills.

What do you think about your delivery skills? Evaluate your skills and put a "√" in the appropriate boxes.

	Excellent	Good	Fair	Un-satisfactory	Poor
<i>Pace suitable?</i>					
<i>Intonation natural?</i>					
<i>Body language appropriate?</i>					
<i>Eye contact suitable and adequate?</i>					
<i>Pronunciation clear and correct?</i>					
<i>Voice audible?</i>					
<i>Pause appropriate?</i>					
Other comments:					

Discuss, in groups, what you will do to improve your delivery skills. Make brief notes in the box below.

Notes

PART THREE: A Two-minute Speech

After a group discussion at the monthly meeting of the Toastmaster Club, you are given a chance to practise what you have learned.

Drafting your Speech: Look at the suggested topics below. Choose one and draft your speech or simply jot down some points in the draft sheet provided.

Suggested topics:

1. An unforgettable experience
2. The person I admire most
3. The qualities of a good student
4. My school life
5. My favourite pastime

Draft Sheet



Rehearsal: In pairs, take it in turns to give the speech. When listening to the speech of your partner, evaluate his/her performance by putting a “√” in the appropriate boxes in the table below.

Peer Evaluation Form

	Excellent	Good	Fair	Un-satisfactory	Poor
<i>Content interesting?</i>					
<i>Organisation good?</i>					
<i>Pace suitable?</i>					
<i>Intonation natural?</i>					
<i>Body language appropriate?</i>					
<i>Eye contact suitable and adequate?</i>					
<i>Pronunciation clear and correct?</i>					
<i>Voice audible?</i>					
<i>Pause appropriate?</i>					
Other comments:					

Two-minute Speech: Rehearse again on your own. Later, you will be asked to give a two-minute speech on the topic you have prepared. Good luck with your speech!



Voyages of Discovery

Great Explorers: Look at the pictures of the six famous explorers. Match each one with the appropriate description.



1

Christopher Columbus
(1451-1506)



2

Marco Polo
(1254-1324)



3

Francis Drake
(1540-1596)



4

Vasco da Gama
(1469-1524)



5

Bartholomew Diaz
(1450?-1500)



6

Ferdinand Magellan
(1480-1521)

A Portuguese captain. He was the first European to travel to the southern tip of Africa. He named this point the Cape of Good Hope.

He was also the first European to establish a southeastern water route between western Europe and Asia.

A

A Portuguese explorer who was most famous for finding and establishing a sea route between Europe and India.

As a result, he opened up the East to European trade.

B

An Italian explorer. He was the first European to sail across the Atlantic Ocean and successfully land on the American continent. He is regarded by many as the person who discovered America.

C

An Italian explorer who was the first European to travel the whole of China. He stayed in China for over 25 years and later wrote a book about his travels. His book introduced China and Chinese culture and customs to the West.

D

A British explorer who spent three years sailing around the world at the request of Queen Elizabeth 1.

The queen asked him to find as much treasure and spices as he could and bring them back to England.

E

He was a Portuguese explorer who was the first person to sail around the world. He was also the first person to visit South America. He gave the Pacific Ocean its name because it was so peaceful compared with the Atlantic Ocean.

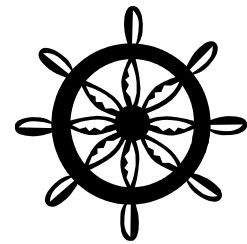
F

Group Discussion: In groups, discuss the importance of the six explorers. Why were their travels and discoveries important? Make notes in the boxes provided.



Christopher Columbus:

Marco Polo:



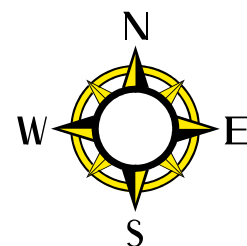
Ferdinand Magellan:

Francis Drake:



Vasco da Gama:

Bartholomew Diaz:



PART ONE: The Age of Exploration

You are a member of your school's Historical Society. You are taking part in a society competition. The theme of the competition is "Great Voyages of Discovery". To begin with, you find out some of the reasons why people started exploring the world.

Read the following article and make notes on the note sheet.

Why did people explore?

There are a number of reasons why people began exploring. One of the key reasons for early explorations was the need to find food or to move away from areas of bad weather. Many of the earliest explorations were therefore probably accidental.

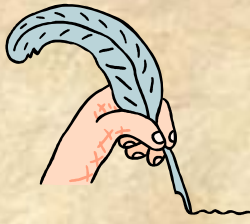
Later on, people started to explore new lands for trade purposes. Trade in the goods of foreign countries became important for European countries. Gold and other precious metals and stones were popular items, as were cloth and food. In the 15th century, spices such as pepper and nutmeg were amongst the most valuable products in Europe. European countries such as Spain, Portugal and Britain set up colonies overseas. The natural resources of these colonies made the mother countries very rich and powerful.

From 1419 until his death in 1460, Prince Henry The Navigator of Portugal organised many expeditions to expand Portuguese trade routes and establish Portuguese colonies. This was one of the reasons why Bartholomew Diaz set out to explore the world. Francis Drake was also asked by Queen Elizabeth 1 to bring back treasures and spices to England.

Religion also played a large part in the great voyages of the past. Christian countries, especially, wanted to spread their religion to all parts of the world. One reason for Marco Polo's journey to Asia was to introduce Christianity.

Finally, the desire for fame often sent explorers out into the world. With each of his voyages, Christopher Columbus became ever more famous. He was able to ask for (and receive) great sums of money from people who wanted to employ him.





Notes - reasons for international exploration

Four main reasons (with examples of explorers):

1 Reason:

Example:

2 Reason:

Example:

3 Reason:

Example:

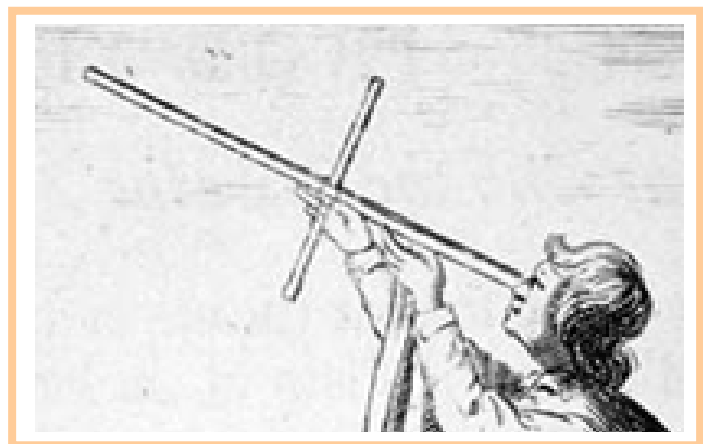
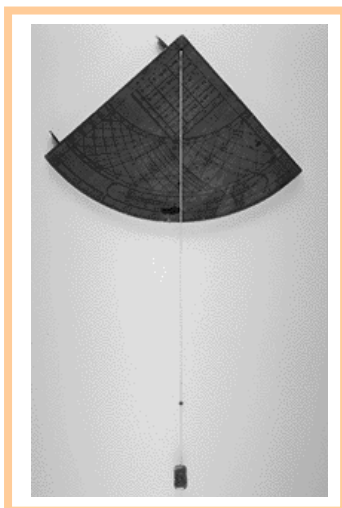
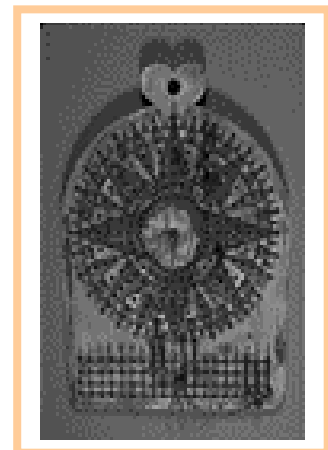
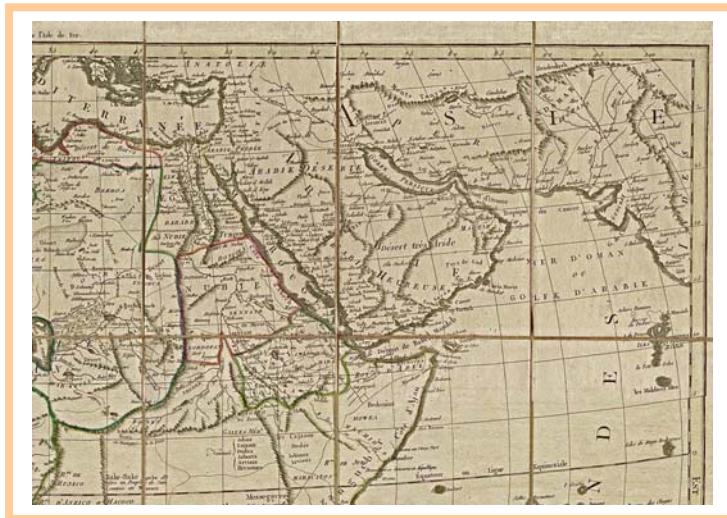
4 Reason:

Example:

PART TWO: Instruments of Navigation

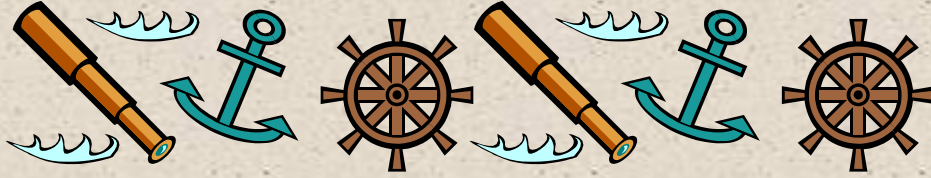
You will include some information about the early instruments of navigation in your competition entry.

Listen and identify the following four instruments. Write the correct name below each picture.



Now listen again and make notes about navigation in general.

Early Navigation



To sail to your destination, you need a few things: a _____, the _____ you travel and the _____ between your old and new destination. If you are sailing to the unknown, you don't have a _____. You have to create one as you go along.

You can calculate the distance you travel by multiplying the _____ by the _____. If, for example, you travel for five hours at _____ miles an hour, you can work out that you have travelled _____ miles.

Sailors always want to sail the _____ way to their destination. Early ship captains relied on _____ to provide the answers.

We all know the sun rises in the _____ and sets in the _____. A rising sun on the left-hand side of the ship, for example, meant it was sailing _____. At night, the captain could view the Pole or _____ Star. This star does not change its position and it always remains in the _____. The further north the sailor travelled, the _____ the North Star appeared in the sky. The farther _____ he sailed, the lower the star appeared in the sky. When sailors reached the _____, the star disappeared. Navigators in the southern hemisphere used _____ to find out their direction.

PART THREE: A Balloon Debate

Famous Explorers: As part of the competition, you will take part in a balloon debate. You are flying in a hot air balloon and all the other passengers are great sea explorers. Brief information about the explorers is given below. Read the table and identify their contributions.

EXPLORER	DESCRIPTION	MOST FAMOUS ACHIEVEMENT/ DISCOVERY
<i>Sir Francis Drake</i> (1540-1596)	one of the greatest British sea captains of all time; considered a hero in Britain's war against Spain	was the first Englishman to sail around the world; his voyage gave people a better understanding of the world; he sailed further north along the coast of the Americas than any other European at that time; he landed in what is now California, and stated it now belonged to Queen Elizabeth 1
<i>Marco Polo</i> (1254-1324)	an Italian traveller who spent over 25 years in China	wrote a very detailed journal about life in China; brought back to Europe stories of the Chinese using paper money, coal and the idea of a post office (all of which were unknown in the rest of the world at the time); hugely increased the West's knowledge of China
<i>Christopher Columbus</i> (1451-1506)	an Italian explorer and navigator	became the first European to sail across the Atlantic Ocean; discovered America
<i>Ferdinand Magellan</i> (1480-1521)	a Portuguese explorer	was the first person to sail around the world; was the first person to visit South America; named the Pacific Ocean

Who should go? Suddenly, there is a serious problem and the air balloon is sinking! Only one of you can stay in the balloon or it will crash to earth. All the others need to jump out of the balloon.

In groups of four, assume the roles of each of the explorers. You need to persuade the audience that you should be the explorer to survive. You should talk about the importance of your past contributions to society, and how your discoveries helped people. Plan your talk first by noting down points on the note sheet.




Your role:

Your past contributions:

How your discoveries helped people:



Now write your short speech. Include the points you made in your notes, and remember to argue your points persuasively.



Survival Speech

Greece

How much do you know about Greece? Take this quiz and find out.

GREECE QUIZ

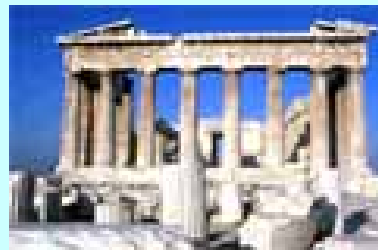
1 The capital of Greece is...

- a) Istanbul.
- b) Athens.
- c) Corfu.



2 Greece is famous for (*circle all that apply*)...

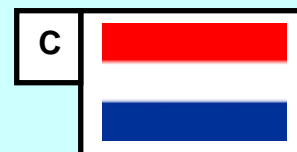
- a) being the birthplace of democracy.
- b) its fashion.
- c) being the home of the Olympic Games.
- d) its philosophers.
- e) its cars.
- f) its islands.



3 Greece is next to...

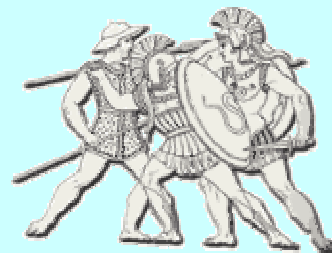
- a) Italy.
- b) Cyprus.
- c) Bulgaria.

4 Which of these flags is the national flag of Greece?



5 People from Greece are called...

- a) Grecians.
- b) Greekans.
- c) Greeks.



6 The national language of Greece is...

- a) Greek.
- b) Greece.
- c) Greekish.

PART ONE: Life in Ancient Greece

Your class is going to give a presentation about ancient Greece. You found some information about daily life in ancient Greece. Unfortunately, the headings of each section got mixed up.

Read the article and write the correct heading above each section.

<i>School and education</i>	<i>Food</i>	<i>Toys and pets</i>
<i>The city-states of ancient Greece</i>		<i>Clothing and hair styles</i>
<i>Roles of men, women and children</i>		<i>Greek houses</i>

LIFE IN ANCIENT GREECE

The earliest Greek civilisations began nearly 4,000 years ago. Yet their culture still influences our lives today, in the arts, in philosophy, and in science, maths, literature and politics.

The ancient Greeks did not have one king or queen. They lived in city-states. Each city-state was a separate political unit. Daily life was a little different in the Greek city-state of Athens, for example, than it was in the city-state of Sparta or Corinth. Each city-state had its own laws, customs and way of life. The ancient Greeks referred to themselves as citizens of their individual city-states.

In ancient Greece, men ran the government. They spent long periods away from home. They also took part in the Olympic games. Greek women had very little freedom outside the home, but they could attend weddings and funerals and visit female neighbours. Their main job was to look after the house and raise children. The ancient Greeks considered their children to be 'youths' until they reached the age of 30! Greek girls stayed at home until they were married. Their job was to help their mother. Greek boys helped in the fields, sailed and fished.



In the 6th and 5th centuries BC, Greek houses were made up of two or three rooms. They were built of stone, wood or clay bricks. Larger homes might also have had a kitchen, a room for bathing, a men's dining room and perhaps a women's sitting area. Each home had an open-air courtyard. Much of ancient Greek family life took place in the courtyard. Most family meals took place there, also.

Greek clothing was very simple. Mostly it was simple tunics and warm cloaks. Men and women wore linen in the summer and wool in the winter. Most families made their own clothes. Now and then, they might buy some jewellery such as rings, hairpins and earrings. Only the rich could afford much jewellery, though.



Both men and women enjoyed using mirrors and hairbrushes. Hair was curled, and arranged in interesting and carefully designed styles. Women kept their hair long and arranged on top of their head. Blond hair was rare. Men kept their hair short and, unless they were soldiers, wore beards.

Ancient Greek children played with many toys, including rattles, little clay animals, horses on four wheels that they pulled on string, yo-yo's and dolls. Birds, dogs, tortoises and mice were all popular pets. Cats, however, were not!

Along the coastline, the land was not very good for growing food. The ancient Greeks used systems of irrigation and crop rotation to help solve this problem. They grew olives, grapes and other fruit. They kept goats for milk and cheese. They also grew wheat to make bread. Fish, seafood and home-made wine were very popular. Meat was rarely eaten, however.

In ancient Athens, the purpose of education was to prepare citizens for both peace and war. Girls were not educated at school. Many learned to read and write at home, however. Until the age of 6 or 7, boys were taught at home by their mother. From the age of 6 to 14, they went to a neighbourhood primary school or to a private school. Books were expensive and rare, so subjects were read out-loud. In primary school, they had to learn two important things – the works of Homer, a famous Greek poet; and how to play the lyre, a musical instrument. They might also study drama, public speaking, art, reading, writing and maths. When boys left primary school, they attended a higher school for four more years. When they turned 18, they entered military school for two additional years. At the age of 20, they graduated.

PART TWO: The Olympic Games

In your presentation, you will include a description of the Olympic Games. You interviewed your History teacher and recorded the conversation. Now you want to play back the recording and check your notes.

Listen to the interview and correct the mistakes in your notes.

The Olympic Games



Olympic Games started in - 778 BC

In the beginning, just one race - 200 metres. The race was held on a single day in Olympic. Every four years after that, athletes met in the same place to honour the god Zeus. Later, the games lasted for five days.

Common races and events - wrestling, boxing, high jump, the pentathlon. Pentathlon contained five events - boxing, long jump, discus, javelin and wrestling.

The Games were very important to ancient Greeks - they even used to stop fighting wars with other cities to take part in them.

The Games ran for 1,200 years. Then the Roman Empire conquered Greece. In AD 339, Roman Emperor stopped the Games completely. He didn't like it because it was not a Christian festival.

In 1896, 1,500 years later, - first modern Olympic Games held in Athens, Greece. One hundred years later, more than 100,000 athletes from 197 countries took part in the 1996 Olympics in the USA. Over two million people watched the events; more than two-thirds of the world's population watched on TV.

The Sydney 2000 Olympics - the biggest ever, with 11,000 athletes from 199 countries taking part in 3000 events.

Hong Kong's Lee Lai Shan won a gold medal for surfing in the 1996 Olympics.

For your presentation, you will include pictures of various Olympic sports.
Write the name of the sport below each of the following pictures.

wrestling
javelin

running
boxing

long jump

discus
high jump

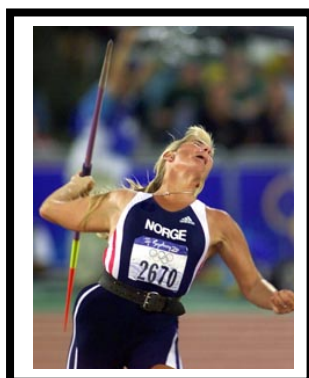


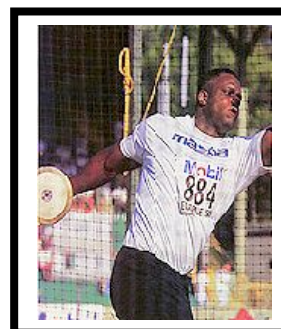












PART THREE: The Legacy of the Ancient Greeks

Before writing and giving your presentation, you decide to include some information about the influence of ancient Greek culture on modern life.

Read through the passage and make a list of the ways that the ancient Greeks continue to influence modern life.

The Legacy of the Ancient Greeks

Although the Greeks were conquered by the Romans, there are many influences from Greece which can still be found in our lives today.

Look around at some of the buildings in your town or city. You will be sure to see some which have been built using Greek columns. There are still ruins of Greek buildings in Greece, which have survived for nearly 2,500 years.



Think about how Hong Kong is governed. We have a form of democracy. This is a result of the Athenians and their assemblies and councils. Many other countries have a form of democracy based on Greek ideas.

The Greek love of theatre has influenced many people. Remember the area where the audience sits in our theatres is called an auditorium, and the group of people who play instruments is called the orchestra. The shape of the Greek theatre meant that everyone could see and hear the performance. The shape has been used in many of our theatres and concert halls today – in the Cultural Centre, for example.



The stories of Greek mythology have been passed down through the ages. Many famous sculptors and painters have used the Greek myths to give them inspiration. Look up at the stars in the sky and you will find that many of the constellations have been named after characters in Greek myths.

The Greek philosophers discovered many facts and ideas which still hold true today. Many calculations in mathematics were discovered in Greek times. The idea that Greek doctors always do what's best for the patient is still important today, and new doctors still have to take the Hippocratic oath. Many scientific ideas were first discovered in Greek times, and the English alphabet is based on the Greek alphabet.

Ways the ancient Greeks have influenced modern life

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____



Now make a note of all the things you will include in your presentation on Greece. Write brief notes beside each point.

Notes on the presentation

Daily life in ancient Greece

The Olympic Games

The legacy of the ancient Greeks

Write your presentation here, then deliver it to the class.



Ancient Greece

Healthy Living

How healthy are you? Respond to this checklist by ticking the circle.

LIFESTYLE TEST

1 I eat a healthy, balanced diet.

Almost never
Sometimes
Most of the time

2 I avoid eating very salty, sugary or fatty foods.

Almost never
Sometimes
Most of the time

3 I drink water or fresh juice instead of soft drinks.

Almost never
Sometimes
Most of the time

4 My weight is within the normal range.

Almost never
Sometimes
Most of the time

5 During my usual day, I walk a lot and use the stairs.

Almost never
Sometimes
Most of the time

6 I exercise.

Almost never
Sometimes
Most of the time

7 Once I go to bed, I fall asleep easily.

Almost never
Sometimes
Most of the time

8 I am not ill or sick.

Almost never
Sometimes
Most of the time



Now add up your score using the following scoring system. Then check your score result.

SCORING:

Score 1 point for every 'Almost never' answer

Score 2 points for every 'Sometimes' answer

Score 3 points for every 'Most of the time' answer

RESULTS:

8-12 points = Poor! You have an unhealthy lifestyle. You need to eat more healthy food and exercise more regularly.

13-19 points = Not bad! You have a fairly healthy lifestyle. You are aware that you need to eat well and do exercise. There is room for improvement, though.

**20-24 points = Wow!
You have a very healthy lifestyle. You are careful about what you eat and drink, and you exercise regularly. Well done!**



Work in pairs. Check to see how your classmate did on the test. Who has the healthier lifestyle – you or your classmate?

PART ONE: Tips for Healthy Eating

After taking the lifestyle test, you want to find out how to improve your diet and eating habits.

Read this article and make a Healthy Eating Checklist that you can follow in the future.

Some Tips for Healthy Eating

People nowadays are becoming more and more concerned about the kind of food that they eat.

Medical reports show that most people eat too much fat. Fat is an important part of everyone's diet, but you shouldn't eat too much of it. Try to eat less fast food such as hamburgers, french fries, pizza and chicken wings. These are all very high-fat foods, and they contain more salt than you need on a daily basis, too.

Fish is an excellent source of protein, and it also contains a kind of fat which is good for you. So try to eat fish at least three times a week. And it's better if the fish is steamed or grilled rather than fried.

If you like meat, try to eat white meat like chicken or turkey because it has less fat than beef and pork. You may not like eating fresh fruit and vegetables, but they are both great sources of fibre. So try to eat at least two servings of vegetables each day.

If you feel hungry between meals, don't just reach for the potato crisps, biscuits, chocolate bars or sweets, because they contain too much sugar. Have some fruit instead. An apple, orange or banana is much better for you, and it fills you up, too.

But remember – even if you want to lose weight, you still have to eat.

Healthy Eating Checklist



Foods to eat more of:



Foods to eat less of:

PART TWO: Exercising to Lose Weight

Your friend wants to start doing more regular exercise. You ask your brother to give you some advice because he is a sports instructor.

Listen to your brother and make a note of his recommendations. Then send an e-mail to your friend.

Notes - Exercising to lose weight

Two points to consider:

1

2



Tips for point 1:

Do more _____. Use the _____
instead of a _____ or _____.
Also, if travelling by bus, _____ one
or two stops _____ and

_____.

Tips for point 2:

Exercise _____ times a week, for
_____ each time. If not used to
exercise, _____ and gradually

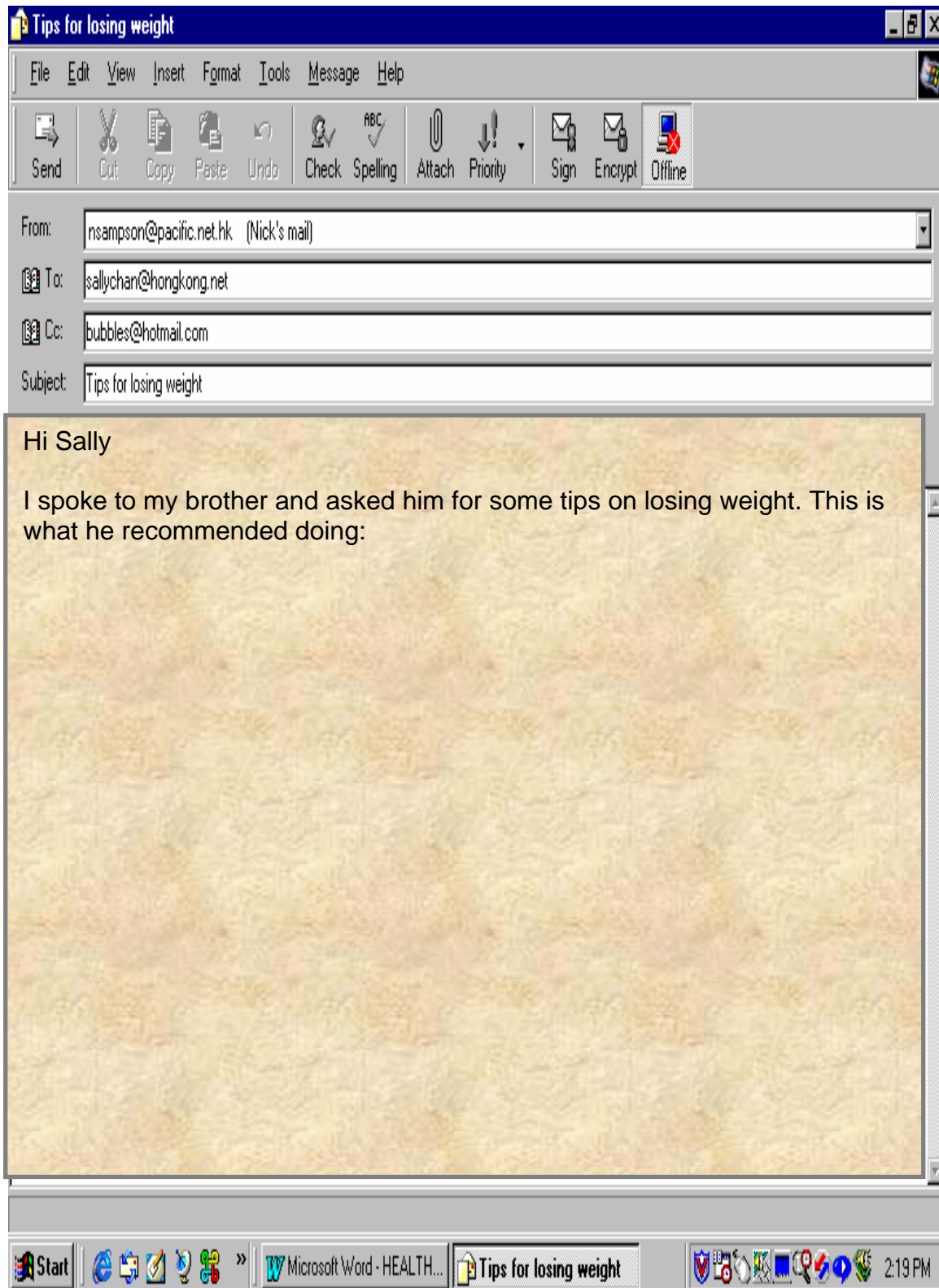
_____.

Good kinds of exercise are:

_____.

Important tip:

Now use your notes to write an e-mail to your friend.



PART THREE: A Healthy Living Poster

You want to raise your classmates' awareness of the benefits of a healthy diet and regular exercise. You decide to design a poster and put it on the class notice board to promote both these ideas. Before you start, consider the following points in pairs and make suggestions.

Advantages of a healthy diet:

Kinds of foods which are good for you:

Kinds of food which people should eat less of:

The benefits of regular exercise:

Types of exercise you can do to lose weight and get fit:

Ways to increase physical activity during the day:



Use the information from the previous activities and your pair work discussion to design an eye-catching poster for your classmates.

A Healthy Body = A Healthy Mind



HOUSING

Types of Housing: Can you name the pictures below? You may refer to the words given. Write the numbers in the corresponding boxes.

1) a tent

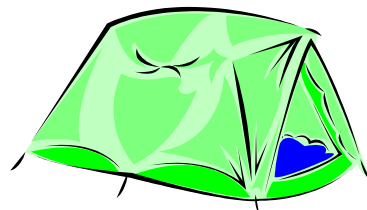
2) a palace

3) a castle

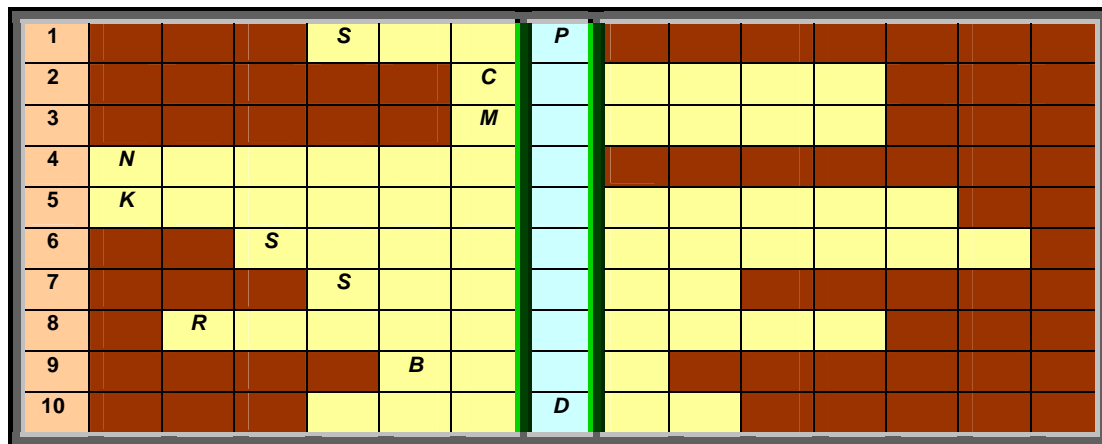
4) a caravan

5) a farm house

6) a houseboat



Crossword Puzzle: Can you name the facilities commonly found on a public housing estate in Hong Kong? Complete the crossword puzzle below by filling in the names of the facilities. What is the "hidden facility"? One letter from each facility has been given. You may also refer to the clues.



CLUES



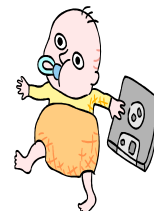
1



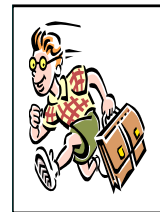
2



3



4



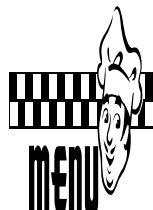
5



6



7



8



9



10

The hidden facility is _____.

Odd Man Out: Look at the options given, and identify the “odd man out” in each of the lists. Then, in pairs, discuss your choices.



	ITEM	ODD MAN
1	<ul style="list-style-type: none"> a) Lung Hang Estate b) Sun Chui Estate c) Wah Kwai Estate d) Fu Shin Estate e) Cheung Wah Estate 	
2	<ul style="list-style-type: none"> a) Whampoa Garden b) Luk Yeung Sun Chuen c) Taikoo Shing d) Mei Foo Sun Chuen e) Tai Wo Estate 	
3	<ul style="list-style-type: none"> a) Housing Bureau b) Housing Authority c) Housing Department d) Hong Kong Housing Affairs Association e) Housing Society 	



PART ONE: A Visit to the Hong Kong Housing Authority

The Social Affairs Association of your school has organised a visit to the Housing Authority. To help you prepare for the visit, Mr Fung, the advisor of the Association, has found a leaflet about housing in Hong Kong for your reference.

A Leaflet: To make sure that you have a brief understanding about the issue, Mr Fung has given you a few questions about the leaflet. Read the leaflet and answer the questions in the note sheet provided. Then, in groups, discuss Question 7.

Housing in Hong Kong

Public Housing Providers

Public rental flats are provided by the Hong Kong Housing Society (HKHS) and the Hong Kong Housing Authority (HKHA). In 1948, HKHS was established. It is an independent non-profit-making organisation responsible for providing specific categories of public housing. In 1973 HKHA was established. It is a statutory body in charge of most of the housing programmes in Hong Kong.

Private Housing

At the end of 2001, around 55% of the population lived in private permanent housing.

Public Rental Housing

At the end of 2001, about 31% of the population lived in public rental housing estates.

Subsidised Home Ownership

- *Home Ownership Scheme*
At the end of 2001, about 320,000 flats had been built. In addition about 67,000 public rental housing flats had been sold.
- *Home Purchase Loan Scheme*
About 46,000 families have benefited from the HKHA's Home Purchase Loan Scheme. The scheme provides interest-free loans of up to \$660,000 or a monthly subsidy of up to \$4,200 for 48 months.
- *Home Starter loan Scheme*
At the end of 2001, over 23,000 loans had been given to eligible applicants for the Home Starter Loan Scheme. The scheme helps first time buyers to buy flats in the private sector.

Housing for the Elderly

At the end of June 2001, about 57% of the elderly population in Hong Kong lived in public rental housing estates.

Squatters

At the end of September 2001, there remained about 175,000 people living in squatter huts.

Note Sheet

1. Which type of housing accommodates over 50% of the population in Hong Kong?
2. Name the schemes for helping people buy their own flats.
3. Which scheme provides interest-free loans for buying flats?
4. Which scheme helps first time buyers buy their flats?
5. What is the first organisation set up to provide housing in Hong Kong?
6. Which organisation provides the majority of public housing estates in Hong Kong?
7. Do you think that the Government has done a good job in providing housing for the people of Hong Kong? Why/Why not?



A Video: At the beginning of the visit, you are asked to watch a video about the housing policy in Hong Kong. Watch the video, and make notes of any useful information on the note sheet provided.

Note Sheet

THE HOUSING POLICY IN HONG KONG

Objectives of the Housing Policy:

1. To reduce _____
2. To help people _____

What the Government Believes:

- _____ is a basic necessity of life.
- People will have _____
when they have their own flats.

What the Government does:

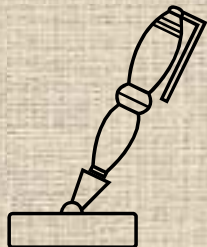
- Pay attention to _____ so that
more _____ can be built when the
demand is great.
- Provide more _____ for people to buy their own flats.
- Provide _____ and public housing estates at
_____.



Question-and-Answer Session: At the end of the visit, there is a 20-minute question-and-answer session. In groups, discuss what more you would like to know about housing in Hong Kong. Put down at least five questions on the note sheet below.

Note Sheet

Question-and-Answer Session	
Question 1	
Question 2	
Question 3	
Question 4	
Question 5	



PART TWO: A Survey

As a voluntary helper of the community centre in your district, you are helping with a survey that aims at studying the housing problems in the district.

A Memo from Mr Chan: John Ho, the supervisor of the Community Centre, has sent you a memo briefing you on the details of the survey. Read his memo and then, in pairs, identify what you need to do.

Hi Chris,

Thanks for agreeing to help with the survey.

As discussed at the last meeting, we're going to collect data through the questionnaire. The questionnaire has been drafted. Please find a copy of it enclosed.

However, I've spotted some problems with the questionnaire. Three questions are missing and there are some grammatical and spelling mistakes. Could you please correct the mistakes and add the questions before trying it out? Please ask the respondents:

- what they think about their living environment
- whether there are enough facilities
- what facilities they would prefer

That's it for now. Please phone me if you have any questions.

Many thanks.

John



The Draft Questionnaire: Read through the questionnaire and correct the mistakes. Then, add three questions in the spaces provided.

Wong Tai Sin Community Centre

Ground Floor, Tai Hok House, Wong Tai Sin Lower Estate, Kowloon.
E-mail: WTSCC@COLDMAIL.ORG Tel.: 2345 6789 Fax: 2345 1234

Survey on the Housing Problems in Wong Tai Sin

This survey aim at collecting data about the housing problems faced of the people living in Wong Tai Sin. All the information collected will be use for research purposes only.

1. How long have you been lived in Wong Tai Sin?
2. Where do you live before moving to Wong Tai Sin?
3. Do you live in private or public housing?
4. How would you comment on the transportation network in Wong Tai Sin?
5. Are you going move to another district? Why/Why not?
- 6.
- 7.
- 8.

Thank you for your co-operation.

Trying Out the Questionnaire: In pairs, take it in turns to ask and answer the questions. Put down the answers on the note sheet below.

Note Sheet

Survey on the Housing Problems in Wong Tai Sin

Question 1

Question 2

Question 3

Question 4

Question 5

Question 6

Question 7

Question 8



PART THREE: A Report

The survey was successfully completed. You are helping with writing a report on the findings. The report will be submitted to the District Council and the Government.

Graphical Data: To make it easier for the people concerned to understand the data, you are going to use a pie chart or a bar chart to present the data collected. Study the data carefully, and then choose a suitable graph to present the data in the boxes given. Follow the example.

1. Do you live in private or public housing?

Types of Housing	Number of Respondents
Private Housing	120
Public Housing	468

2. How would you comment on the transportation network in Wong Tai Sin?

Comment	Number of Respondents
Excellent	35
Good	89
Satisfactory	208
Unsatisfactory	156
Poor	100

3. Do you like your living environment?

Comment	Number of Respondents
Yes	370
No	218

4. Do you think that the facilities in the district are sufficient?

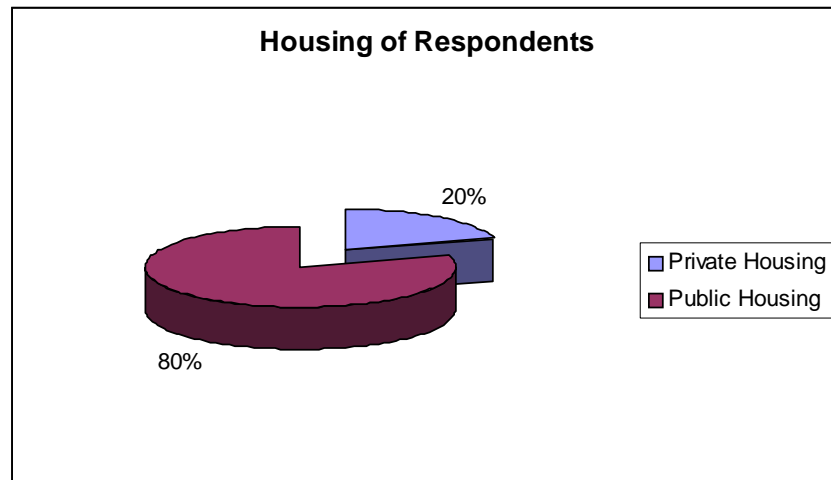
Comment	Number of Respondents
Enough	343
Not Enough	245

5. What facilities would you prefer to have?

Facilities Preferred	Number of Respondents
Swimming Pool	399
Indoor Sports Hall	489
Library	450
Football Pitch	250
Basketball Court	376
Tennis Court	156
Cinema	301

Example

Question 1



Question 2



Question 3



Question 4



Question 5



A Report: Part of section three of the report has been drafted. Using the data collected, complete the section. Do not write more than 100 words.

SECTION THREE: FINDINGS

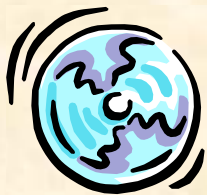
In total, 588 respondents were interviewed. The majority of them lived in public housing; only 20% of them lived in private housing.



INTELLECTUAL PROPERTY

A Quiz: What do you know about intellectual property? Answer the following questions.

- 1) What is copyright?
- 2) Name one department in Hong Kong responsible for protecting intellectual property rights.
- 3) If you have designed a new product, do you need to register the design to protect it in Hong Kong?
- 4) When did Hong Kong's new Copyright Ordinance come into effect?
- 5) How long does copyright last for?
- 6) Is it against the law for a student to make large quantities of copies of reference materials?



PART ONE: A Report on Teenagers' Attitudes Towards Piracy

The Students' Union of your school has conducted a survey to investigate schoolmates' attitudes towards piracy.

A Note from Jimmy: Jimmy, your team leader, has left you a note. Read his note and identify what you need to do.

Note

Hi Chris,

Thanks for agreeing to help with drafting the report on schoolmates' attitudes towards piracy.

Please find attached the data we've collected. Could you please draw suitable graphs to summarise the data?

Let me know if you have any questions.

Thanks!

Jimmy



Data Collected: Have a look at the data given. Then, in pairs, discuss what graphs you will use in your report.

- Number of male students interviewed: 299
- Number of female students interviewed: 316
- Number of students who had bought pirated products: 215
- Pirated products bought:
 - VCDs (135)
 - CDs (121)
 - DVDs (185)



- Reasons for buying pirated products:
 - Pirated products cheaper (197)
 - Unaware of the harmful effects of piracy (2)
 - Peer influence (150)
 - Others (13)
- Money spent buying pirated products each month:
 - Less than HK\$100 (165)
 - HK\$100 — HK\$200 (35)
 - More than HK\$200 (15)

Drawing Graphs: In the boxes below, draw suitable graphs to summarise the data collected.

A large, empty rectangular box with a thin black border, intended for students to draw graphs summarizing the data collected.

Figure 1: Number of Students Involved.

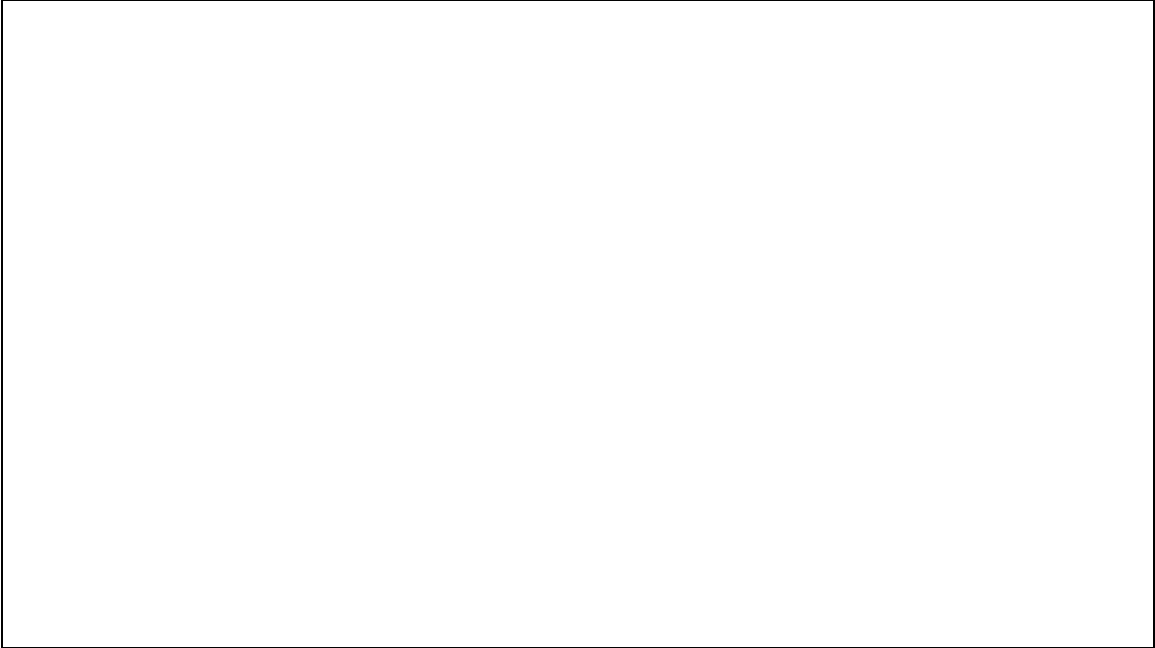


Figure 2: Number of Students Who Had Bought Pirated Products.

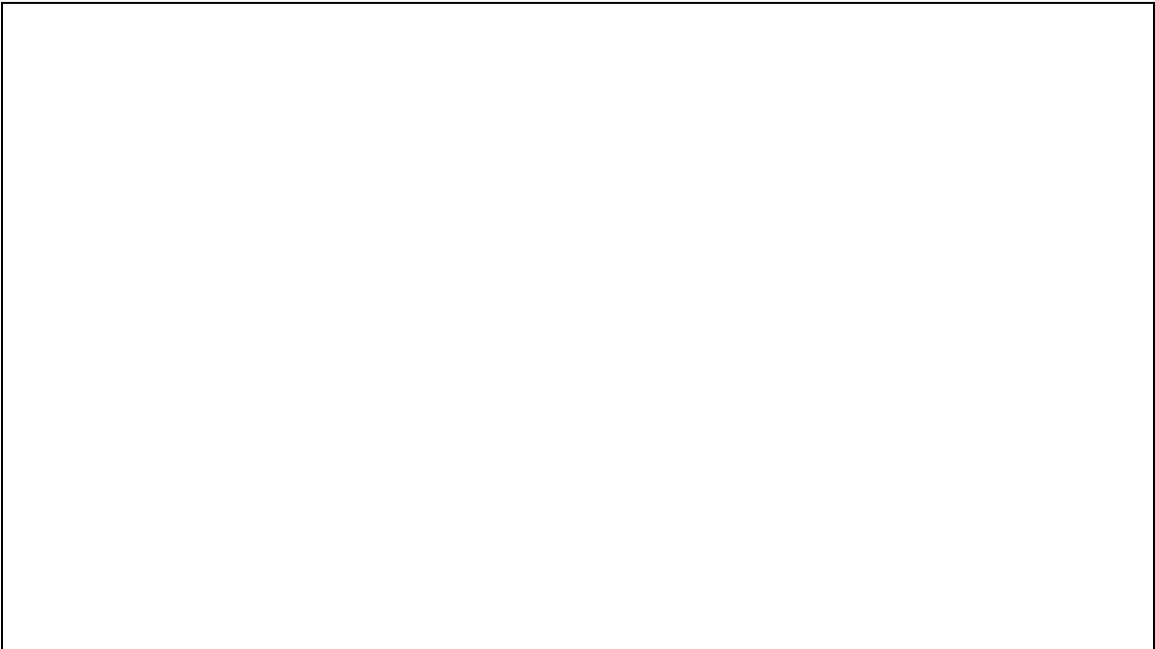


Figure 3: Pirated Products Commonly Bought by Students.



Figure 4: Reasons for Buying Pirated Products.



Figure 5: Money Spent Buying Pirated Products Each Month.

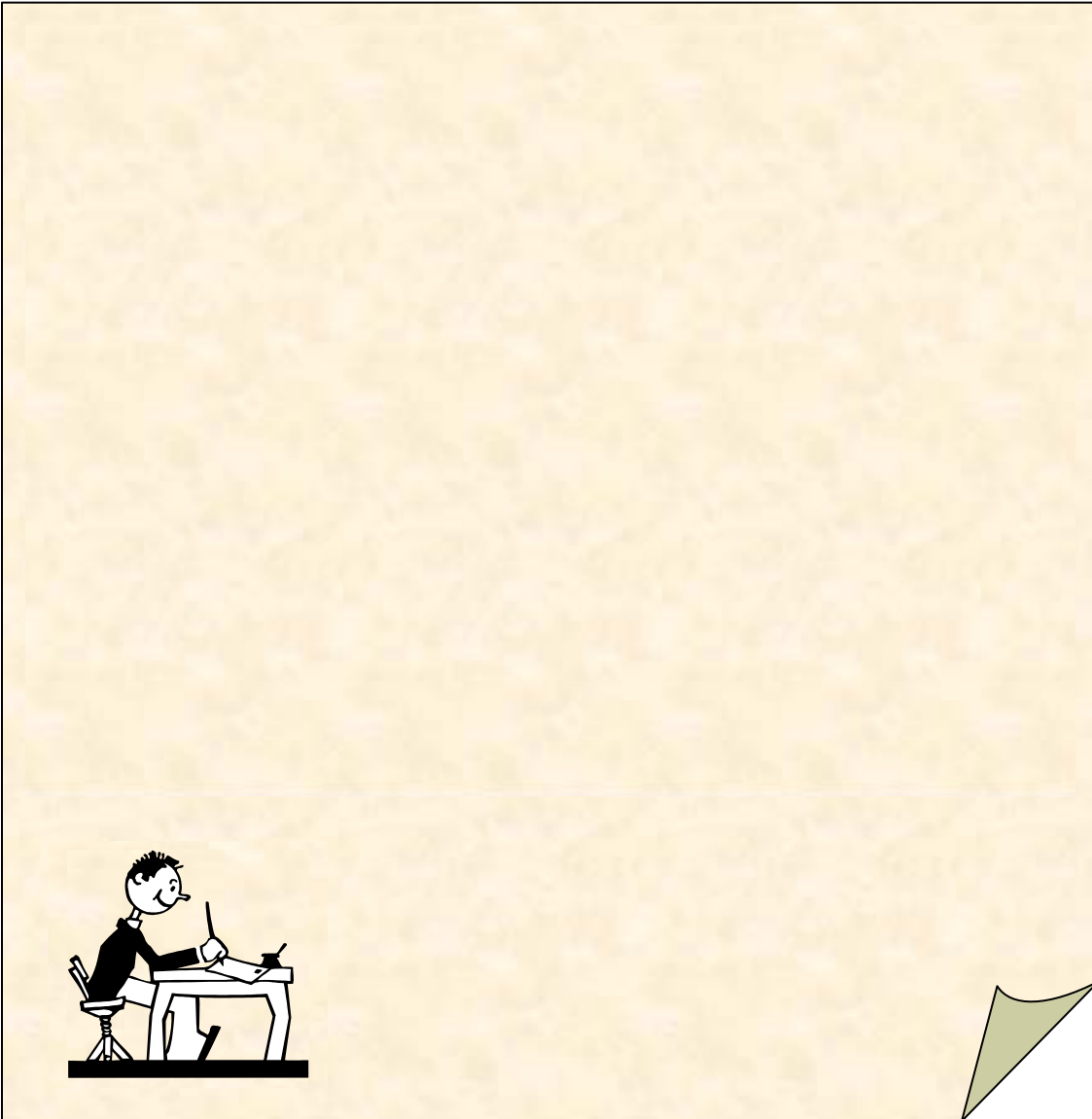
PART TWO: A Short Report

In addition to drawing graphs, you need to write a short report to summarise the data collected, and give your opinions about piracy.

Group Discussion: Before writing the paragraph, discuss the following questions:

- 1) Have you ever bought pirated products?
- 2) What did you buy?
- 3) Do you think that it is wrong to buy pirated products? Why/Why not?
- 4) Do you think that the problem of piracy is serious in Hong Kong? Why/Why not?
- 5) What could be done to solve the problem?

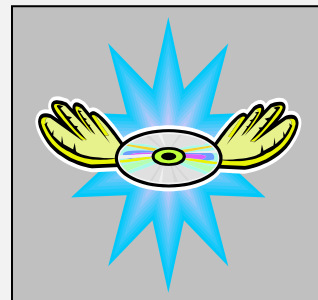
Report



PART THREE: A Class Survey


To find out more about schoolmates' opinions about intellectual property, the Union is going to conduct another survey. Jimmy has phoned you, asking you to amend a draft questionnaire. You've recorded your conversation with Jimmy. Listen to the recorded conversation again, and amend the draft questionnaire given.

Pre-listening Activity: Before you listen, discuss in groups what questions you might ask to find out your schoolmates' attitudes towards intellectual property. Write your questions in the box below.



Note-taking: Listen to the recorded telephone conversation and make brief notes on the note sheet given.

Note Sheet



Draft Questionnaire: Using the notes you have taken, amend the questionnaire below.

LEE SIU MING MAMORIAL SECONDARY SCHOOL

THE STUDENTS' CLUB

Objectives of Survey:

- To collect
- To find out whether schoolmates have appropriate attitudes towards intellectual property

Instructions:

- All information collected will be kept confidential.
- Put a tick for your answers unless otherwise specified.
- Put your completed questionnaire in the collection box outside Staff Room A on 3rd floor by Friday, 20th March.

1) Do you know what 'intellectual property' means?

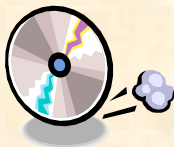
- a) Yes b) No

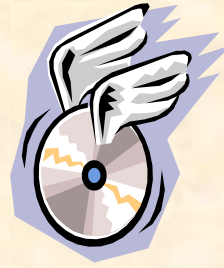
2) Do you think that intellectual property is well protected in Hong Kong?

- a) Yes b) No

3) What problems will be caused if intellectual property is not protected?
(You may choose more than)

- a) The film industry will lose money.
- b) Cinema will close down.
- c) Fewer job opportunity will be provided.
- d) Foreign company will be reluctant to invest in Hong Kong.





- 4) Which of the following strategies do you consider effective in solving the problem of piracy?
- a) Organise anti-piracy campaigns
 - b) Search shops more frequently
 - c) Shut down shops that repeatedly sell pirate goods
 - d) Prosecute consumers
 - e) Fine consumers
 - f)
- 5) Have you ever bought pirated products?
- a) Yes b) No (*If 'No', please go to*)
- 6) Please give examples of the pirated products you bought in the box below.
-
- 7) What can the school do to raise students' awareness of the importance of protecting 'intellectual property'? Write your suggestions in the box below.
-

Thank you for completing this questionnaire.

Conducting a Class Survey: Using the questionnaire, conduct a class survey to find out your classmates' opinions about intellectual property. You will need to give a two-minute oral presentation to report your partner's opinions about intellectual property.

Interviewing your Partner: In pairs, interview each other. Write the data in the table below.

	YOUR OPINIONS	YOUR PARTNER'S OPINIONS
Question 1		
Question 2		
Question 3		
Question 4		
Question 5		
Question 6		
Question 7		

Rehearsal: Work with another partner, taking it in turns to give the oral report. When listening to your partner's report, evaluate his/her performance by putting a "✓" in the appropriate boxes in the table below.

Peer Evaluation Form

	Excellent	Good	Fair	Un-satisfactory	Poor
<i>Content interesting?</i>					
<i>Organisation good?</i>					
<i>Pace suitable?</i>					
<i>Intonation natural?</i>					
<i>Body language appropriate?</i>					
<i>Eye contact suitable and adequate?</i>					
<i>Pronunciation clear and correct?</i>					
<i>Voice audible?</i>					
<i>Pause appropriate?</i>					
Other comments:					

Two-minute Report: Rehearse again on your own. Later, you will be asked to give a two-minute report. Good luck with your oral presentation!



LEARNING ENGLISH

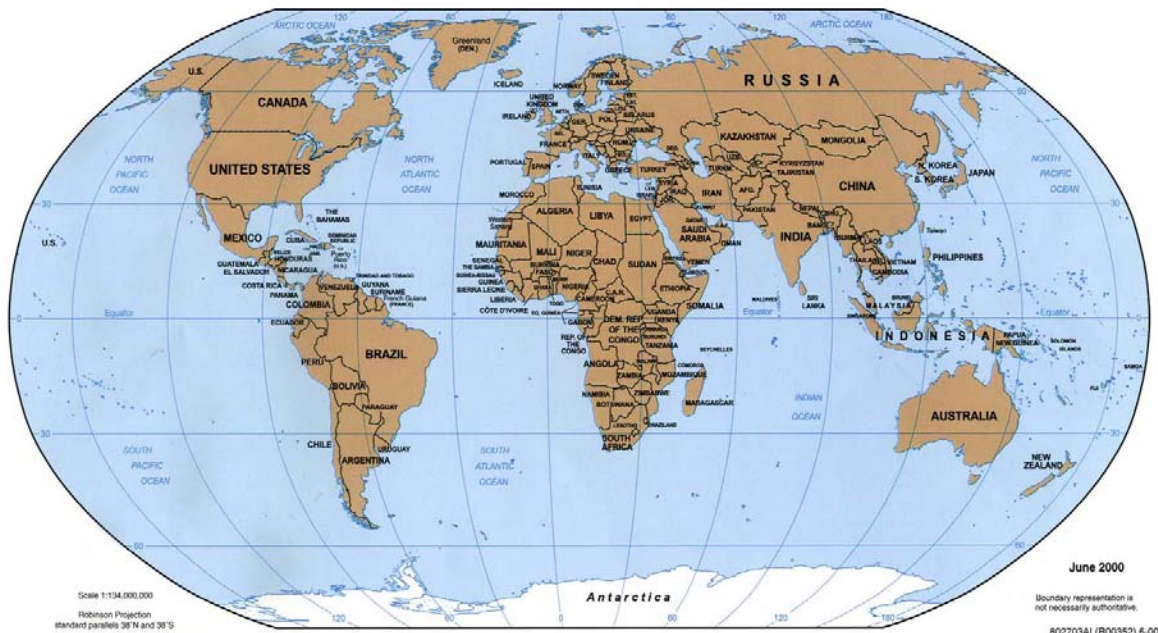
A Survey: Look at the pictures below, which show common reasons for learning English. What are your opinions about the importance of these reasons? Rank the importance of each reason (1: very important; 5: not important at all) by putting a “√” in the appropriate box.

	VERY IMPORTANT	— NOT IMPORTANT AT ALL				
	Studies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	Work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	Watching movies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	Listening to the radio	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	Travelling	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	Playing computer games	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Are there any reasons for learning English not included in the survey but you consider very important? In pairs, discuss why you consider the reason(s) important. Make brief notes in the table below.

	Reasons for Learning English	Why Important
<i>You</i>		
<i>Your Partner</i>		

Map Studying: Look at the map¹ and find five countries or geographical places where English is used as a native or an official language, and five other countries or places where English is used as a foreign language. Write your answers in the table given on the next page.



¹ Used by permission of The General Libraries, The University of Texas at Austin

Use of English	Countries/Geographical Places
<i>English Used as a Native or an Official Language</i>	
<i>English Used as a Foreign Language</i>	

Crossword Puzzle: A number of factors should be considered if you want to improve your English. Complete the crossword puzzle below by filling in the factors. What is the "hidden word"? Part of each factor has been spelt out for you. You may also refer to the clues given.

1)		N			U					M
2)		E		D						
3)			T	S						
4)		E			U		E			
5)		N				E		T		
6)		K		L		S				
7)		O		E						

Clues:

- 1) Something which makes you work hard
- 2) Something you want
- 3) Something which makes you brave enough to face problems
- 4) Something you do not have when you are too busy
- 5) Something you like
- 6) Something you can practise
- 7) Something a good future gives you


The hidden word is _____.

PART ONE: Introduction to the Enrichment Programme


To give Secondary Two and Three students more opportunities to use English, you will study an English enrichment programme. In this module, you will find useful information about this programme and the materials you will use.

In groups, discuss what you expect to get from this enrichment programme. Make brief notes on the note sheet given. You may consider the following questions:

- 1) There are four basic language skills, namely reading, listening, writing and speaking. What skill(s) do you want to improve most? Why?
- 2) Do you want to learn more English words? Are you interested in learning more words related to your studies or your daily life?
- 3) How much time are you going to spend on the enrichment programme?



NOTES



Aims of the Programme: Read the leaflet below which summarises what the enrichment programme aims to do. Then, in pairs, discuss whether you consider the aims important. Use the information to complete the table provided.

Leaflet

ENGLISH LANGUAGE PROGRAMME

The programme aims to:

- Provide students with more opportunities to use English
- Strengthen students' confidence in using English for study
- Help students acquire basic language skills
- Encourage students to improve English on their own as well as to work with others in group learning activities
- Develop students' interest in English
- Let students use English to learn
- Enable students to develop problem-solving and communication skills

	You	Your Partner
<i>Aims Important</i>		
<i>Aims Unimportant</i>		

PART TWO: Modules of the Enrichment Programme

The modules in the Enrichment Programme study topics covered in some of your other school subjects.

Overview of Topics: There are 60 modules for S2 and 3 (30 modules each). Read through the tables below to get an overview of all the 60 modules.

OVERVIEW OF MODULES 1-10

S2 LEVEL	SYLLABUS AREAS COVERED	S3 LEVEL	SYLLABUS AREAS COVERED
1) Charity Work	Civic Education, Social Studies & EPA	1) Computers and the Internet	Computer Literacy
2) Consumer Education	EPA & Civic Education	2) Energy	Science, EPA & Social Studies
3) Famous Scientists	Science & History	3) Interpersonal Relationships	Social Studies & Civic Education
4) Healthy Living	Science, Social Studies & PE	4) Laboratories	Science
5) Measuring Time	Science	5) Law and Order	Social Studies, Civic Education & EPA
6) Natural Food	Science, Social Studies & EPA	6) Mass Media	Social Studies & EPA
7) Natural Hazards	Geography & EPA	7) Our Asian Neighbours	Geography, Social Studies and History
8) Old Hong Kong	History & EPA	8) Space Travel	Science
9) Rome	History & Geography	9) The Environment	EPA & Social Studies
10) Student Representative	EPA, Geography & Social Studies	10) Verse	Experience & Interpersonal Dimensions

OVERVIEW OF MODULES 11-20

S2 LEVEL	SYLLABUS AREAS COVERED	S3 LEVEL	SYLLABUS AREAS COVERED
11) Cooking	Home Economics	11) Corruption	Social Studies & EPA
12) Giving Presentations	Social Studies; Interpersonal, Experience & Knowledge Dimensions	12) Deserts	Geography & EPA
13) Great Voyages of Discovery	History & Geography	13) Fiction	Experience Dimension
14) Housing	EPA, Civic Education & Social Studies	14) Job Opportunities	Social Studies
15) Learning English	Experience, Interpersonal & Knowledge Dimensions	15) Letter Writing	Knowledge & Interpersonal Dimensions
16) Shapes	Art and Design	16) Music	Music
17) Tables and Charts	Computer Literacy & Maths	17) Oceans	Geography
18) Tourism	EPA & Geography	18) Radio	Science
19) Transport	Social Studies & EPA	19) Rich and Poor	Geography & Social Studies
20) Weather	Geography & Maths	20) The Hong Kong Countryside	EPA

OVERVIEW OF MODULES 21-30

S2 LEVEL	SYLLABUS AREAS COVERED	S3 LEVEL	SYLLABUS AREAS COVERED
21) Air	Science	21) Aids and Cancer	Science
22) Art	Art and Design	22) Making Decisions	Social Studies & Civic Education
23) Cars	Science, Social Studies & EPA	23) Marriage	Social Studies & Civic Education
24) Cities	EPA & Geography	24) Materials	Science

25) Electricity	Science	25) Money and Finance	EPA & Social Studies
26) Greece	History & Geography	26) The Brain	Science
27) Personality Development	Social Studies & Civic Education	27) The Family	Social Studies & Civic Education
28) Population	EPA & Geography	28) The Five Senses	Science
29) Recreation	EPA & Social Studies	29) War	History, EPA & Geography
30) Water	Science	30) World Wide Web	Computer Literacy

More Interesting Topics: Choose the 20 modules you are interested in (10 from S2 and 10 from S3). Underline the topics of the modules you would like to study. Then, in groups of three or four, compare the topics you have each chosen and write down the 20 topics your group finds the most interesting. Put down the number of each choice in the table below.

Topics	Yours	Student A's	Student B's	Student C's	Common Choices
S2					
S3					

Design of Each Module: In a radio programme, Mr Nick Sampson, one of the writers of the modules, talked about the enrichment programme and the design of the modules. Listen to the radio programme and make brief notes on the note sheet below.

Note Sheet

PART ONE

Mr Nick Sampson

- Representative of the Hong Kong _____
- One of the _____ of the enrichment programme

Aims of the Programme

- To arouse students' _____ in learning and using _____
- To give students more _____ to use English

Situation in Hong Kong

- English is an official language, but most people speak _____ in their daily lives.
- Students rarely use English outside _____.

Beliefs

- Students will be learning and using English in their spare time if they are interested in _____.





PART TWO

Methods of Arousing Students' Interest

- All topics match students' _____ and _____.
- There is a wide range of _____.

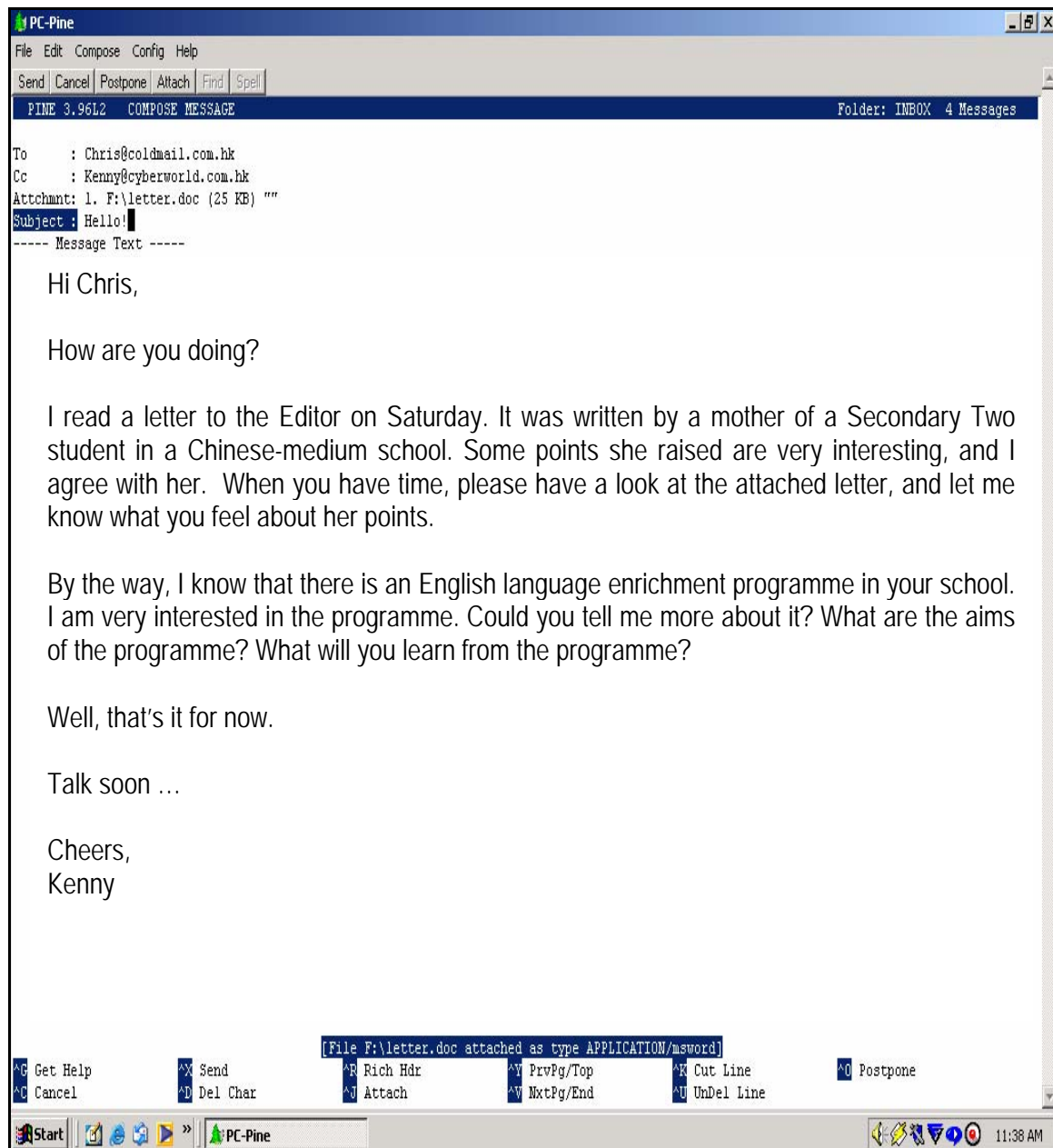
Design of Modules

- There are _____ modules for Secondary Two and _____ for Secondary Three.
- Each Secondary Two module is divided into _____ parts.
- Each Secondary Three module is divided into _____ parts.
- The modules cover a wide range of subjects, for example, _____ and _____.
- There are activities such as group _____, _____ drawing, _____ puzzles and audio/_____ programmes.
- Students can practise four basic language skills: namely _____, _____, _____ and _____.

PART THREE: A Reply to Your Friend's E-mail

Kenny is your good friend. He studies in a Chinese-medium secondary school next to yours. You have just received an e-mail from him.

Kenny's E-mail: Read Kenny's e-mail and then, in pairs, identify what you need to do.



A Letter to the Editor: Read the letter below, which was written by a mother of a Secondary Two student in a Chinese-medium school. Then, in groups of three or four, discuss whether you agree with her or not. You may consider the questions given. Make brief notes in the table provided.

Dear Editor,

My son, Ka-ming, is a Secondary Two student in a Chinese-medium school in Tsuen Wan. I think what I have learned from teaching my son may be useful to other parents and students. Therefore, I am writing to share my opinions.

Ka-ming has always been keen on improving his English. He has always been very hard-working. However, his standards of English were unsatisfactory. He was weak in listening and speaking. That's why I thought that there were some problems with his learning methods.

Every day, Ka-ming came home from school around half-past four. He then immediately started doing his homework. After finishing his homework, Ka-ming used to do a lot of supplementary English grammar and vocabulary exercises. He rarely watched television; he always said that he had to concentrate on his studies. He only read books directly related to his studies. The only reference book he studied hard every day was the dictionary. He told me that he wanted to memorise the definitions of at least ten words a day!

Despite his effort and hard work, his progress was very slow. When I realised his problems, I talked to him and encouraged him to change his learning methods. I suggested a lot of new methods for improving his English. In brief, what I always remind him to do is to make English part of his daily life. Only if he uses and learns English in his daily life, will his English improve.

Fortunately, Ka-ming took my advice. I am delighted to tell you that his English has improved a lot.

Mrs Wong
Tuen Mun

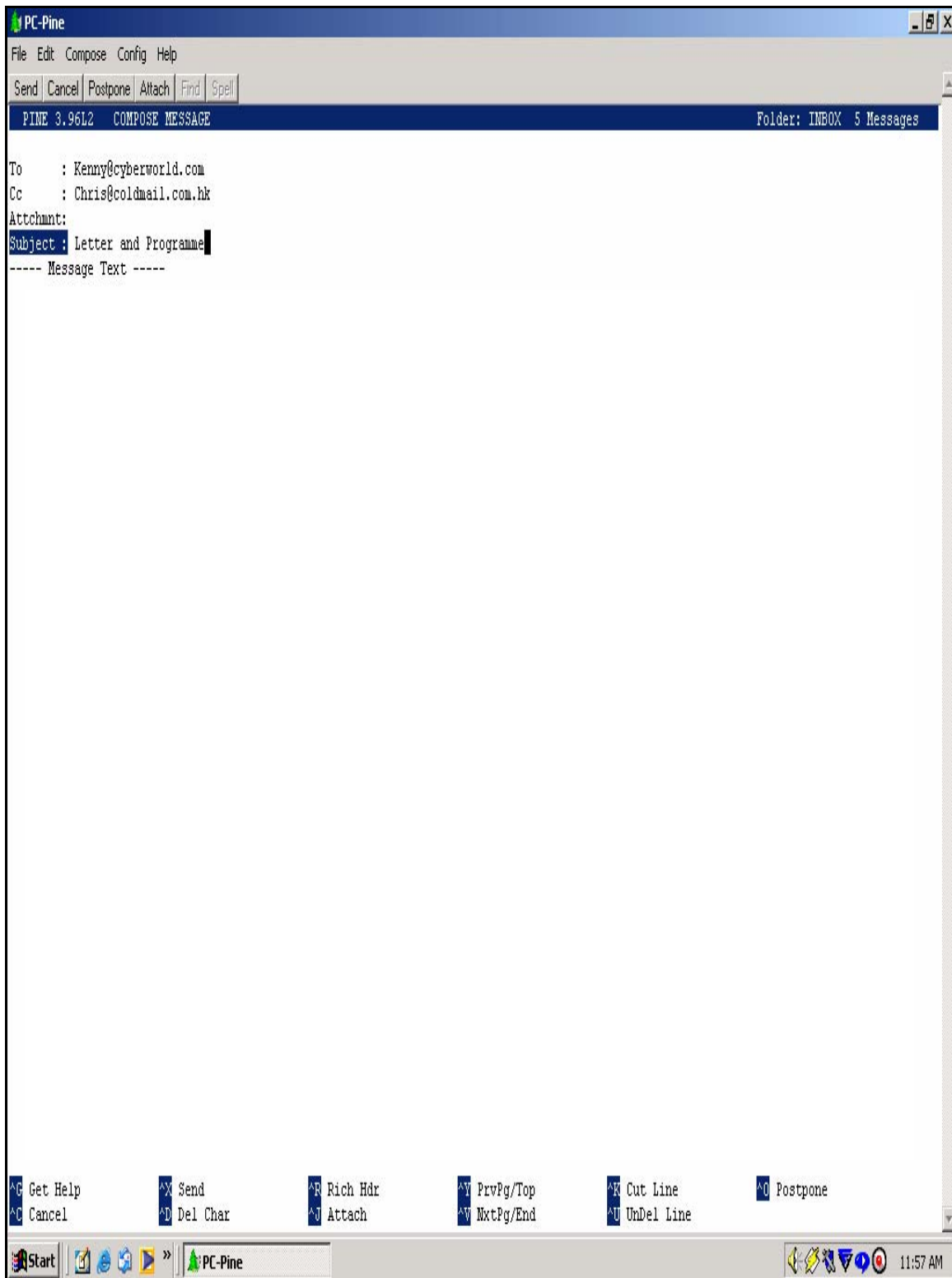


Group Discussion: In groups of three or four, discuss the questions below and make notes in the table.

- 1) Why was Ka-ming particularly weak in speaking and listening?
- 2) What were Ka-ming's problems with learning English?
- 3) Do you think that doing a lot of supplementary grammar and vocabulary exercises is useful? Why/Why not?
- 4) Do you agree that studying a dictionary is an effective way of learning more vocabulary? Why/Why not?
- 5) Suggest some ways to improve:
 - a) listening
 - b) reading
 - c) writing
 - d) speaking

OPINIONS	HOW TO IMPROVE ENGLISH
YOURS	
STUDENT A'S	
STUDENT B'S	
STUDENT C'S	

A Reply to Kenny: In not more than 120 words, write an e-mail to answer Kenny's questions. Write your e-mail in the space given below. You may refer to all the information about the enrichment programme in this module.



Measuring Time

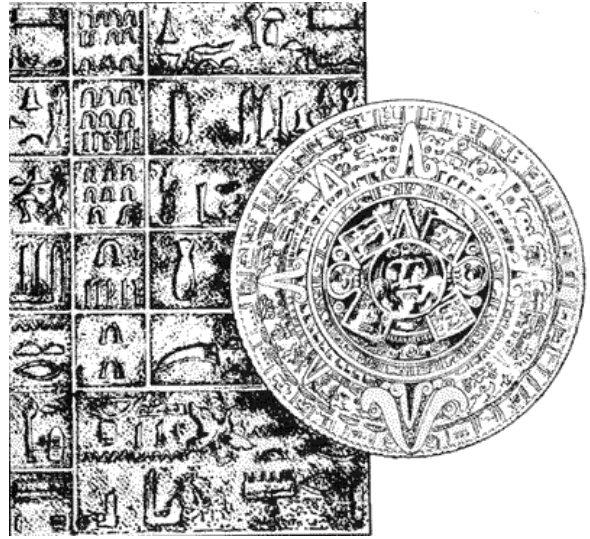
Time Measuring Devices: Can you name the time measuring devices below? You may refer to the words given. Write the letters in the corresponding boxes. Follow the example.

a) grandfather clock b) wall clock c) Stonehenge d) stop watch e) quartz watch
f) water clock g) clock tower h) egg timer i) pocket watch j) marine chronometer
k) digital sundial l) mechanical wrist watch m) Aztec Calendar stone n) sundial



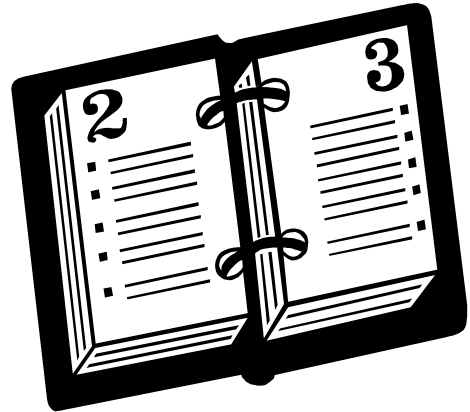
a





Quiz about Time: What do you know about time? Answer the questions below.

1. What is the first day of the week?
2. What is the time in London when it is 4:00 pm in Hong Kong?
3. How many days are there in a leap year?
4. What is a light year?
5. What is the speed of light?
6. What does AD stand for?
7. What does BC stand for?
8. What calendar did Chinese people use in the past?



Months and Dates: Using what you know about dates and months, fill in the missing details of the poem below.

*Thirty days hath April,
_____, _____, and _____;
All the rest have _____
Excepting _____ alone:
Which hath but _____, in fine,
Till _____ year gives it twenty-nine.*

PART ONE: A Quiz about Time

You are a member of the Science Club in your school. Every year the Club organises a Science Week. This year, the theme of the Science Week is “time”.

Memo: Louis Hui is the Chairperson of the Science Club. He has left you a memo, asking you to help with some preparation work. Read his memo and identify what you need to do.

MEMO

Hi Bob,

Thanks for agreeing to help with our preparation work. As you know, there'll be a quiz for junior-form students. The questions have been drafted. Please take a look, and let me know if they're too difficult. I think you know the standards of junior-form students better than me.

I have no time to prepare the answers. Please prepare them for me. I've attached two magazine extracts for your reference. Please get back to me if you have any queries.

Many thanks.

Louis

PS I've come up with only eight questions. Could you please suggest another two questions? Remember to provide the answers as well.

Extract One



The World's Time Zones

Time zones were not necessary in the past because it took a long time to travel from one place to another. Each place just depended on its own local times or the so-called "sun times". This local time changed by approximately one minute for every $12\frac{1}{2}$ miles travelled east or west. At that time, there were more than 300 "sun" times. However, the invention of trains made it common to travel hundreds of miles a day. It became necessary to establish the world's time zones. In 1884, the 24 standard meridians, every 15-degree east and west of zero degree at Greenwich, England, were marked as the centres of the zones. The international dateline was drawn to generally follow the 180-degree meridian in the Pacific Ocean.

Extract Two

World Time Scales

Before the 1840s, there were several local times in the United Kingdom. In the 1840s, these local times were replaced by Greenwich Mean Time (GMT), a standard time provided by the Royal Greenwich Observatory. Greenwich Mean Time (GMT) was later used as an official time reference for the world until 1972.



With the invention of highly accurate atomic clocks, scientists recognise that any time keeping based on the motion of the earth is in fact inaccurate because there is a fluctuation in rate by a few thousandths of a second a day. Therefore, they worked hard to establish a more accurate standard. In 1972, the new Coordinated Universal Time (UTC) was adopted internationally.

Science Quiz

1. How many local times were there in total before the establishment of the world's time zones?
2. How many time zones are there in the world?
3. Which meridian in the Pacific Ocean does the international dateline follow?
4. What does GMT stand for?
5. When did GMT replace local times in different parts of the United Kingdom?
6. Which time-measuring device is considered to be most accurate at present?
7. What does UTC stand for?
8. Why is the time-measuring device based on the motion of the earth inaccurate?
- 9.
- 10.

PART TWO: Time Travel

Another major event during the Science Week is an inter-class debate. The motion of the debate is “Time travel is possible”. You and your classmates are now preparing for the debate.

Radio Programme: One of your team members has recorded a radio programme. In the programme, the presenter talked about time travel. Listen to the recorded programme, and make brief notes on the note sheet below.

Note Sheet

Name of the Programme: _____

Questions Raised in the Programme:

1. Is it possible to _____?
2. Is it possible to change something that _____ or _____?
3. Are there _____ universes?
4. How does one travel faster than _____?

Example about the Time Traveller:

1. What would happen if he killed his mother at birth?
2. What would happen if he did not travel back in time?

Hawking's Theory:

1. Our existing universe is not _____.
2. When the traveller kills his mother, he at once creates _____.
3. In the new universe, the traveller's mother _____ and the traveller _____.

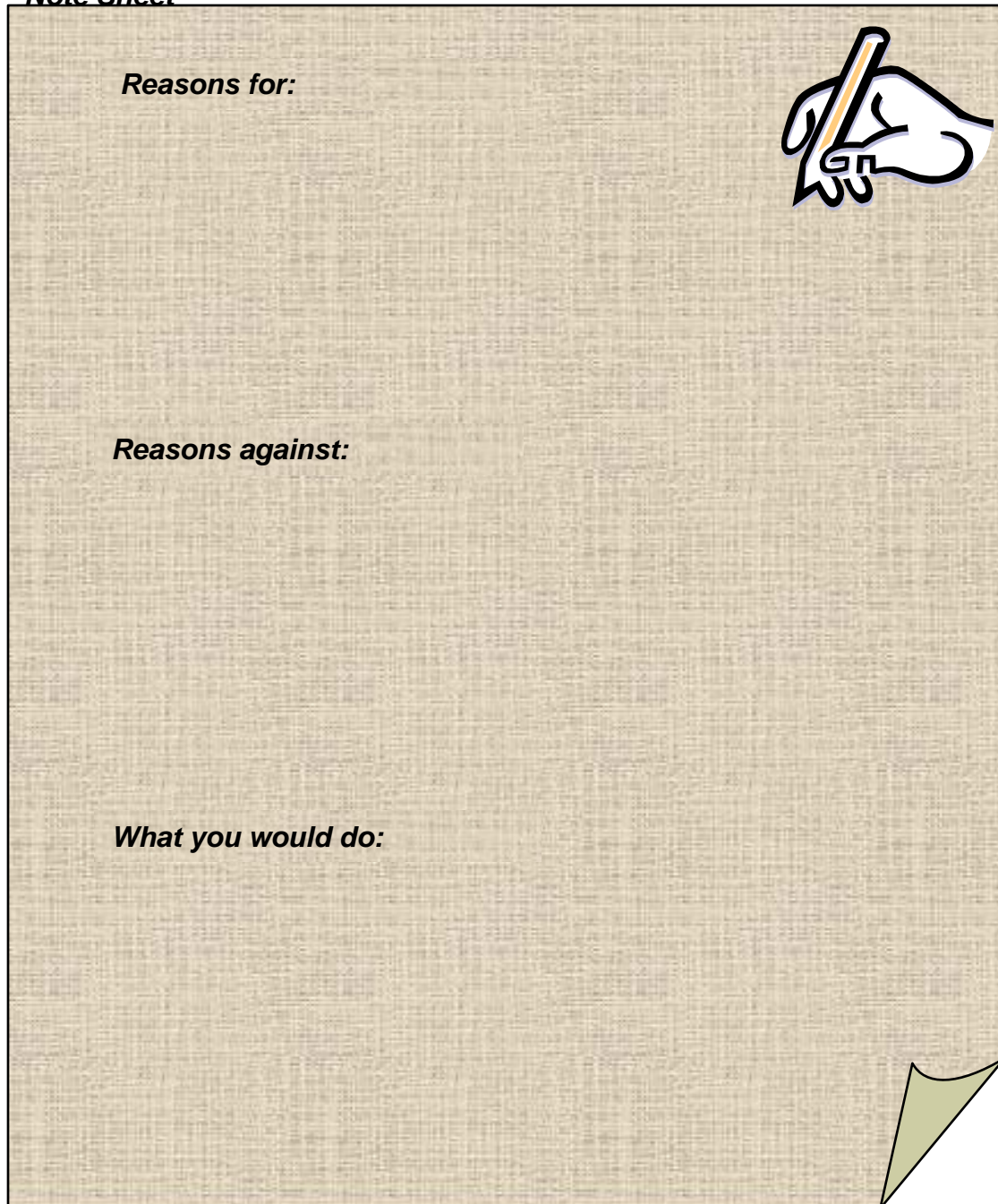
Presenter's Opinions:

- What is the standpoint of the presenter in general? (*Circle your choice.*)
 - a. Time travel is possible.
 - b. Time travel is impossible.
 - c. It is necessary to collect more evidence before drawing any conclusion.

Group Discussion: In groups discuss the two questions below and make notes on the note sheet provided. Elect one representative to report to the whole class.

1. *Do you agree that everything that has happened cannot be changed?*
2. *Is time travel possible?*
3. *What would you do if you were able to travel back in time?*

Note Sheet



Reasons for:

Reasons against:

What you would do:

PART THREE: Essay Competition

Another event of the Science Week is an essay competition. The topic is what you would do if you were able to travel back in time. In not more than 120 words, write your essay. You may refer to the ideas given in the recorded interview and your group discussion.

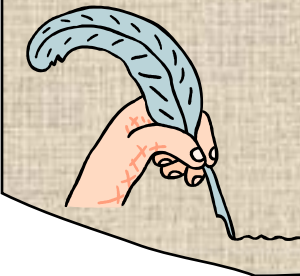
In groups discuss and make notes on the following questions before you write your essay.

How would you feel?

Where would you travel?

Which period of history would you prefer?

Whom would you like to travel with?



What and whom would you miss when you were travelling?

What would you bring along while you were travelling?

What preparations would you make?

Would you tell your friends your strange experience when you came back?



What I would do if I could travel back in time



Modern Hong Kong

Look at this data file for Japan. Complete the table with similar information about Hong Kong.

DATA FILE		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p><i>Japan</i></p> </div> <div style="text-align: center;">  <p><i>Hong Kong</i></p> </div> </div>		
Population	126 million	
Location	An island country in the Pacific Ocean, to the east of China	
Official languages	Japanese	
Nationality	Japanese	
Currency	Japanese Yen (¥)	
Size of territory	2,790 square kilometres	
Major areas	Four main islands – Honshu, Hokkaido, Shikoku and Kyushu	
Climate	Summer – hot and humid Autumn – cool and wet Winter – cold and snowy Spring – warm and sunny	
Popular leisure/sporting activities	Baseball, cycling, sumo wrestling, football	

PART ONE: The Story of Hong Kong Buildings

The Hong Kong Tourist Authority (HKTA) has asked schools to take part in a competition. Each school has to create a new slogan and leaflet to promote Hong Kong to overseas visitors. Your school is taking part in the competition. To find out more about Hong Kong, your teacher gave you the following article. Read it and complete the timeline.

The Story of Buildings in Hong Kong

Hong Kong is a place that changes quickly. When Captain Elliot arrived from Britain in January, 1841, he described it as a 'barren rock'. Over the next 50 years, however, Hong Kong grew rapidly.



Old photographs from that period show that most buildings were built in the same style.

Surprisingly, the men who designed the first buildings were often not architects.

The designers of Hong Kong's first buildings looked at pictures of buildings and tried to copy them. They took designs from every European book they could find. Then they put them all together to create new designs. This type of design later became known as the 'colonial' style.

This style stayed the same until around 1935. Then the headquarters of the Hong Kong Bank were built. This building was completely different from the buildings around it. At the time, it was the tallest building between Egypt and America.



Then World War II came. The Japanese 'Japanised' many buildings, including Government House. After the war, people began to build squatter huts on the green hillsides of Hong Kong. People coming from mainland China lived in these buildings. Soon, almost every square metre of hillside was covered in squatter huts.

Unfortunately, there was a terrible fire in December 1953 in Shek Kip Mei. The fire spread through a squatter village and 54,000 people were left homeless. As a result, the Government set up a public housing programme. The first flats were built in Wong Tai Sin. Today, more than half the population of Hong Kong lives in public housing. In 1973, the Government began building New Towns in the New Territories.

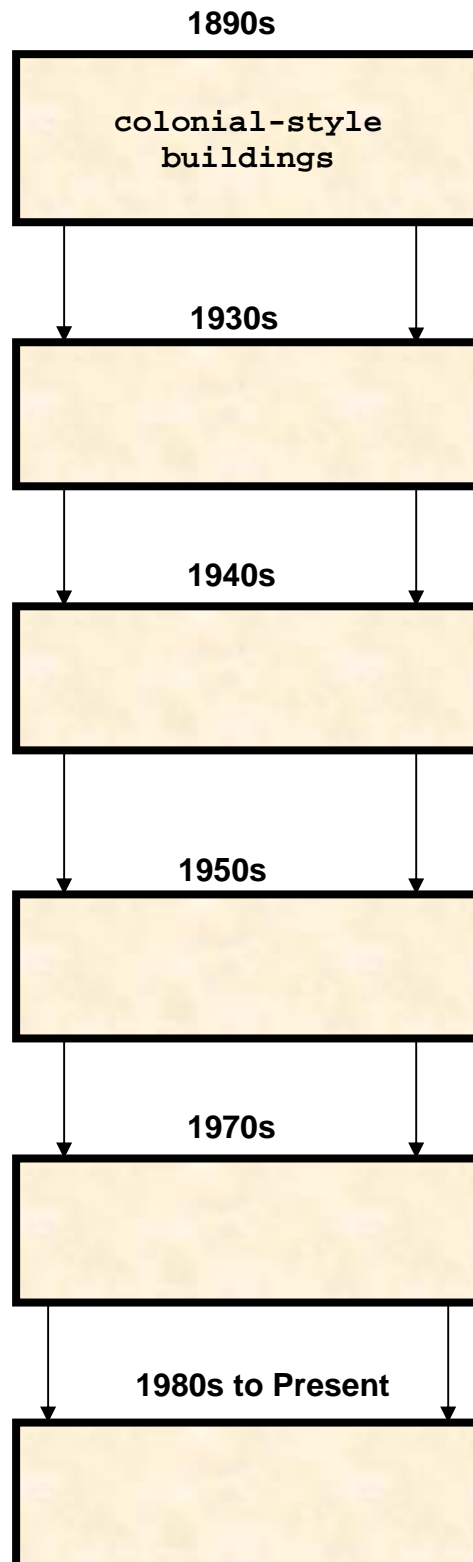
Throughout the 1980s, a new style of building became popular – 'glass boxes'. These kinds of buildings used lots of glass and metal. A good example of this is the Bank of China Building. Such a modern style is ideal for Hong Kong. This is because in Hong Kong, the look of a building is considered more important than its size. Central Plaza is another good example of this kind of building.



The old-style colonial buildings – such as The Legco Building and Government House – are much-loved by locals and tourists, however. This is because they are a constant reminder of Hong Kong's past. Even in a city as modern and fast-changing as Hong Kong, there is still room for the past.

Complete this timeline showing the development of building styles in Hong Kong. Follow the example.

public housing estates	'glass boxes'	squatter huts
tall buildings	New Towns	colonial-style buildings



PART TWO: Tourist Impressions of Hong Kong

To help you understand more what tourists like and don't like about Hong Kong, you carried out a survey. You went to the Star Ferry and asked different tourists what they thought of Hong Kong. You recorded the conversations.

Listen to the recordings and complete the tables.

Tourist 1	
Country of origin	
Days spent in Hong Kong	
Places visited	
Best thing about Hong Kong	
Worst thing about Hong Kong	

Tourist 2	
Country of origin	
Days spent in Hong Kong	
Places visited	
Best thing about Hong Kong	
Worst thing about Hong Kong	

Tourist 3	
Country of origin	
Days spent in Hong Kong	
Places visited	
Best thing about Hong Kong	
Worst thing about Hong Kong	

Roleplay Work in pairs. Take turns acting out the roles of interviewer and tourist. Before you begin, make notes about the questions you will ask as the interviewer, and the answers you will give as the tourist.

Interviewer

Ask questions about:

- the tourist's country of origin/nationality

Q: _____?

- the tourist's length of stay in Hong Kong

Q: _____?

- the reason for visiting Hong Kong

Q: _____?

- places visited so far

Q: _____?

- places the tourist intends to visit

Q: _____?

- the tourist's favourite thing(s) about Hong Kong

Q: _____?

- the thing(s) the tourist doesn't like about Hong Kong

Q: _____?

Tourist

Country of origin/nationality:

Length of stay in Hong Kong:

Reason for coming to Hong Kong (eg business, pleasure, etc):

Places visited so far:

Places you will visit before you leave:

Favourite thing(s) about Hong Kong:

Thing(s) you dislike about Hong Kong:

PART THREE: Create a Promotional Leaflet and Slogan

You are now ready to enter the HKTA competition. You must do two things:

- come up with a new slogan
- design a promotional leaflet for tourists

A slogan is a short phrase that is easy to remember. Nike's slogan, for example, is "Just do it". In the past, the HKTA has used slogans like "Stay Another Day", and "Hong Kong – City of Life".

Before you think about the slogan, design the promotional leaflet. Work in pairs. Discuss the following topics. Which ones do you think would be of most interest to tourists? Put a tick beside those you think would interest tourists. Give reasons for your choices.

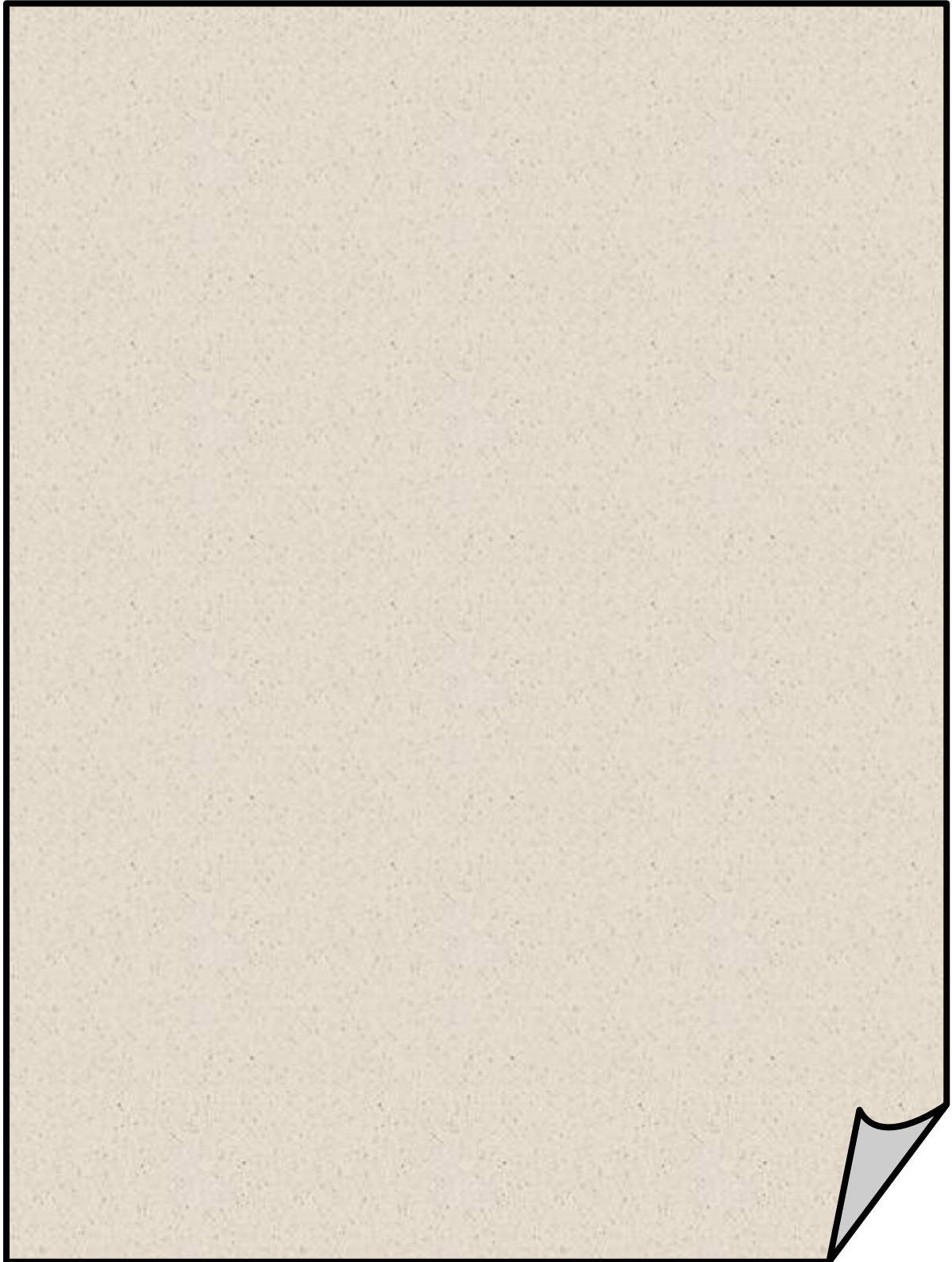
Topics
Old/historical buildings
Hong Kong architecture
Food and restaurants
Cultural events
National holidays
Places of interest
Festivals and celebrations
Movies/Pop concerts
Traditional customs
History of Hong Kong

Now think about a good slogan for the promotional campaign. Work in pairs and try to come up with two or three slogans. Make them short and easy to remember.

Slogan

Now design your promotional leaflet. Include the following:

- your new slogan
- short references to the things you think tourists are interested in
- pictures/photos
- an eye-catching design



Natural Food

In the past, Hong Kong was mainly a fishing and farming community. Look at these pictures and write the kind of farming that each one shows.

vegetable farming

animal farming

fish farming



What kinds of farming take place in Hong Kong nowadays? Tick the appropriate boxes.

vegetable farming []
pig farming []
fish farming []

cow farming []
chicken farming []
fruit farming []

In which areas of Hong Kong are the farms above located? Tick the appropriate boxes.

Mongkok []
Tsim Sha Tsui []
Sheung Shui []

Sai Kung []
Lantau Island []
Tsuen Wan []

From which country does Hong Kong import most of its fresh meat, fish, fruit and vegetables?

Country: _____

PART ONE: Genetic Engineering and GM Food

Your friend has asked you for help with a school project about genetic engineering. You heard a radio programme about this topic.

Listen to the programme and take notes. Then complete the table about the advantages and disadvantages of GM foods.

Notes

Genetic engineering is:

GM foods are:

Scientists use genetic engineering to:

The trouble with GM foods is that:

This is because genes are:

In the future:

If products contain GM foods, they should be:

People should have:



GM Foods	
<i>Advantages</i>	<i>Disadvantages</i>

PART TWO: Organic Farming vs Conventional Farming



You are curious to know more about organic farming. Your friend sent you two articles on the topic.

Read the articles and complete the tables and flow chart.

Organic Farming

Organic farmers grow food differently from conventional farmers because they use natural ways to solve farming problems. This is how they do it, reports *Jessica Chan*.

Growing food is not easy. All farmers, all over the world, have to solve many problems to make sure their plants can grow. They have to make the soil rich enough so that their plants will grow to be big and healthy and good to eat. And they have to control insects and other pests that can attack and eat the plants.

Most farmers are conventional farmers. They use chemicals and artificial fertilisers to grow their crops. These chemicals and fertilisers are not found in nature, and they often build up in the environment. This then leads to polluted water and soil.

Organic farming uses different methods, however. Organic farmers grow food without the use of chemicals and they use only natural fertilisers. They also keep diseases away by crop rotation, which means changing the location of plants each season. Organic farmers also use special, harmless insects to eat the dangerous insects. It takes more time and effort to grow food organically. But the farmers believe it is worth it because it produces healthier food.



Article Two

Organic products becoming more and more popular

by Carmen Cheung

Mad-cow disease, foot-and-mouth, bird flu, genetically modified (GM) food. With the list of food-safety issues growing ever longer, Hong Kong consumers are starting to buy more and more organic produce.

“People are more aware of health issues now,” said Andrew Liu of the Hong Kong Organic Farming Association. “They’ve seen the food disasters in Europe and Hong Kong and this has helped make them more conscious of healthy food.”

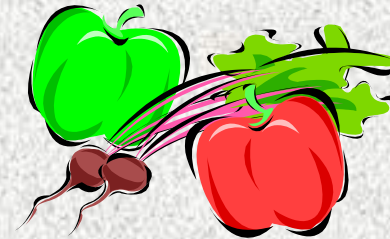
In Hong Kong, though, most organic products are imported. This is because it is very expensive to start up a farm in Hong Kong. Also, because Hong Kong is a small place, there is less land available for farming, so farmers cannot grow large amounts of food.

Martin Chan, who owns one of Hong Kong’s organic farms, says the imported food items are very important. The hot and humid climate and heavy rainstorms from May to September make it very difficult to grow food in Hong Kong.

As a result, Mr Chan has to import organic products as well as grow his own so as to ensure a year-round supply.

But this means that the price of organic products in Hong Kong is higher than that of imported organic products. Organic apples from Mr Chan’s farm cost \$5 each, which is three times the cost of organic apples imported from the US.

Recently, the Agriculture, Fisheries and Conservation Department changed 20 conventional farms into organic farms, all within the space of a year. One organic farmer said these farms were not true organic farms, however, because it takes at least three years for a farm to be considered organic. This is because it takes at least three years for the chemicals in the soil to disappear.



Farmers and farming methods:

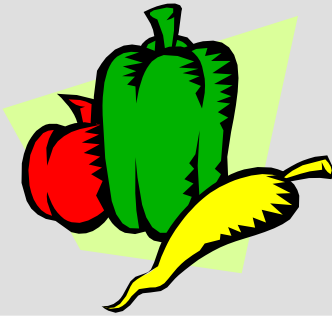
Problems faced by all farmers:

1. _____

2. _____

Conventional farming methods:

Organic farming methods:

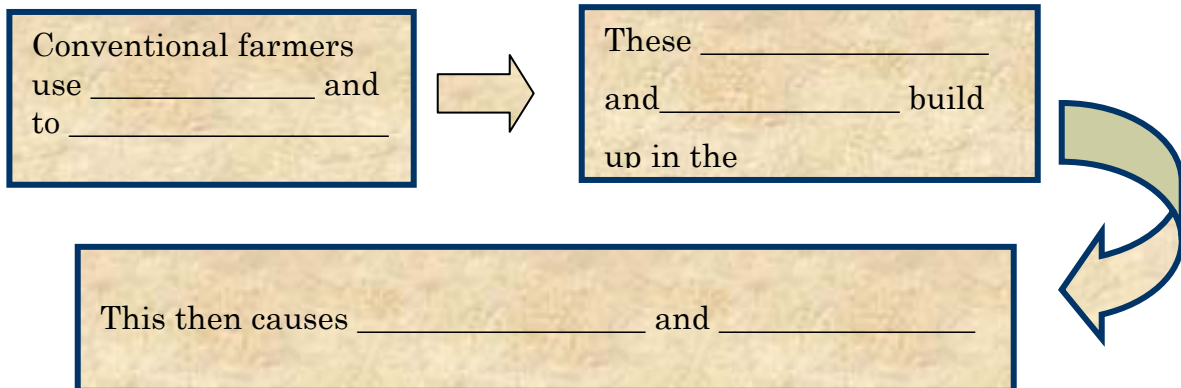


1. _____

2. _____

3. _____

The problem with conventional farming methods:



Organic products in Hong Kong:



Reasons why people are buying more organic products:

Reasons why most organic products in Hong Kong are imported:

Reason why the price of organic products in Hong Kong is high:

PART THREE: A Letter to the Editor

After listening to the programme about GM foods and reading the articles about organic farming, you decide to write a letter to an English-language newspaper.

Use the plan to make notes; then write your letter. Remember to write your address and today's date in the top right-hand corner.

Plan

Opening

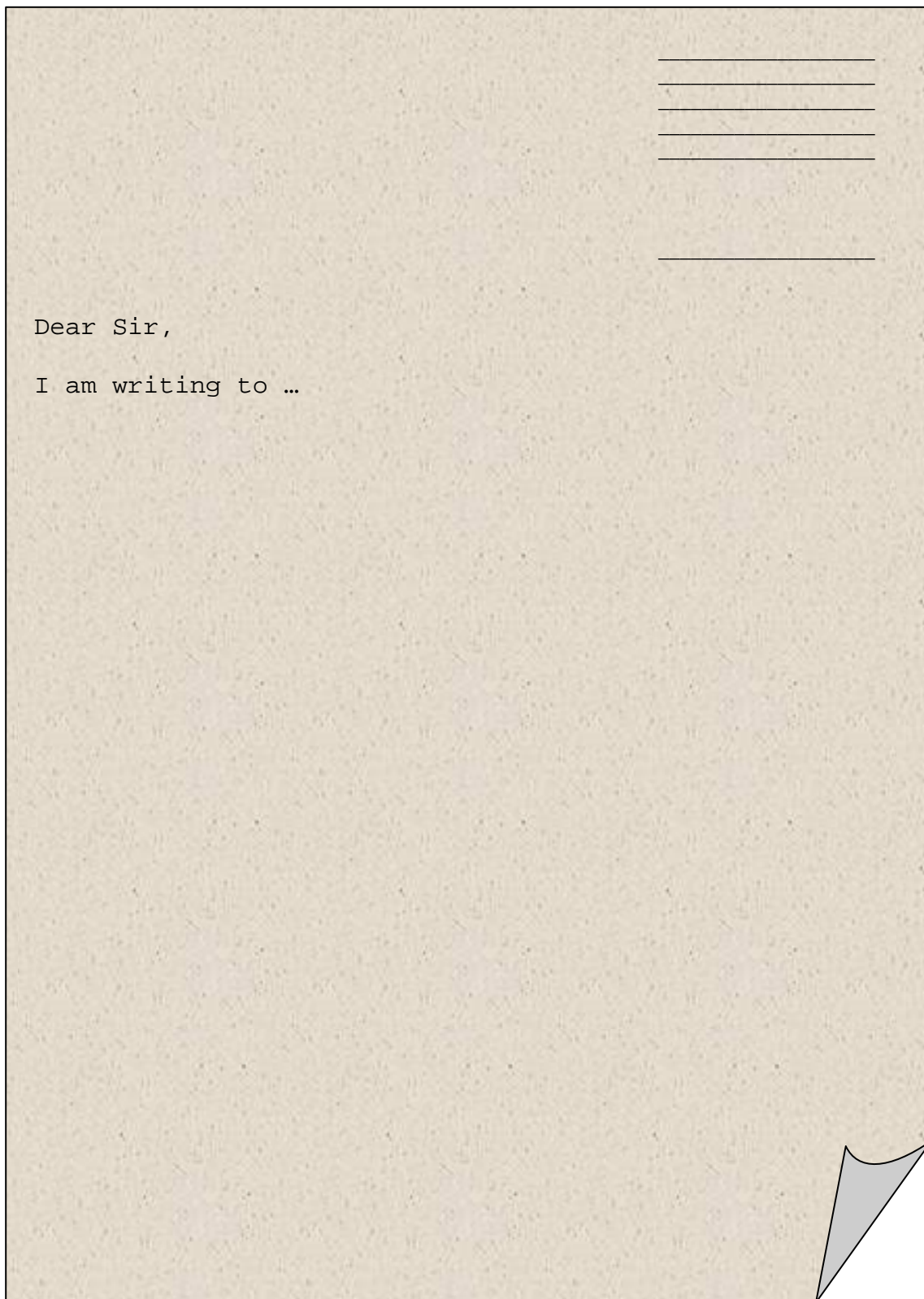
say why you are writing the letter (to express your concern about GM foods and discuss the benefits of organic farming)

Middle

- explain why scientists are using genetic engineering in foodstuffs
- talk about the problems associated with GM foods and encourage manufacturers to label their products if any GM ingredients are used
- discuss the problems associated with conventional farming and the benefits of organic farming

Ending

- encourage the government to set up more organic farms in Hong Kong and subsidise the farmers
- urge supermarkets to stock more organic products and give consumers more choice



Dear Sir,

I am writing to ...

Natural Hazards

Can you name these three natural hazards?





Can you think of the names of any more natural hazards?

PART ONE:

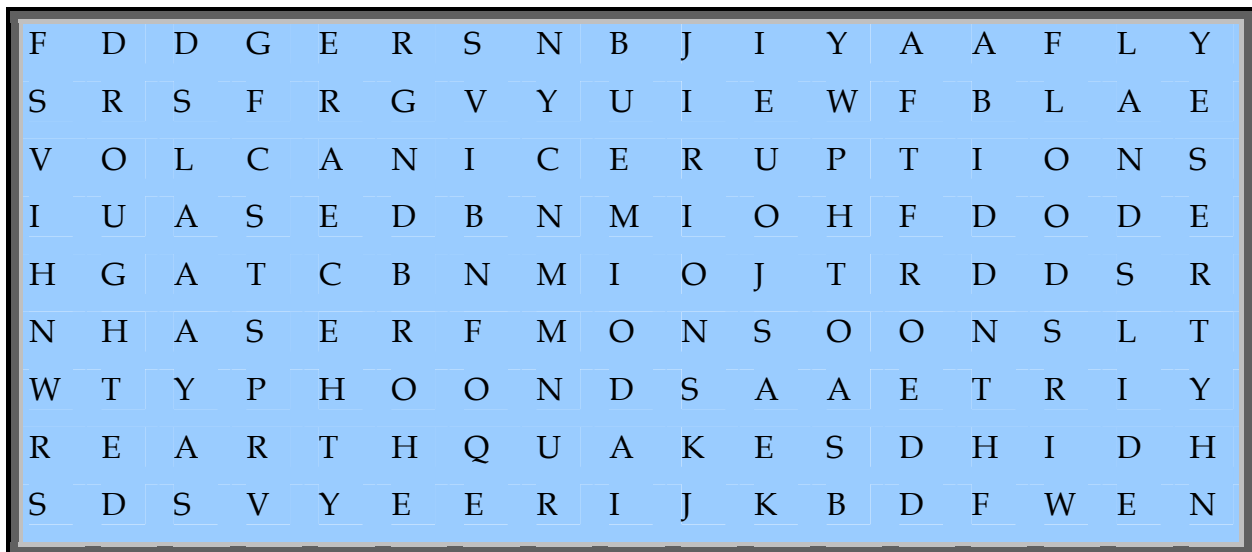
Read the article below.

Where is a safe place to live?

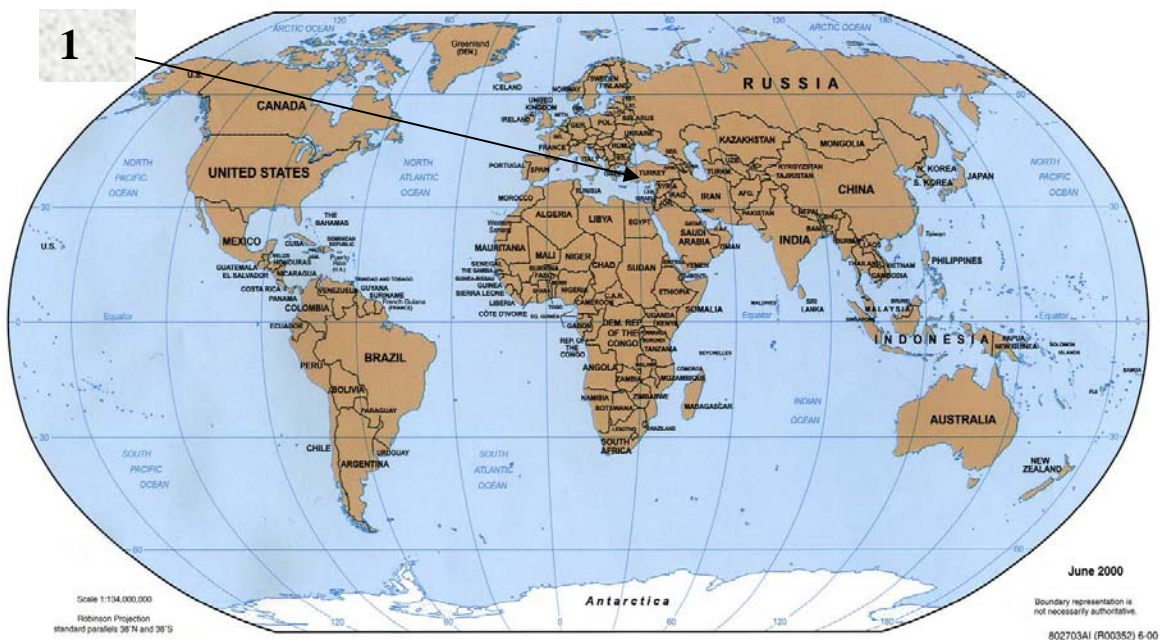
All over the world, natural hazards occur every day. Millions of people have died in earthquakes, volcanic eruptions, floods and other natural disasters. If you still consider our world a safe place, take a look at the record below!

1. In 1201, there was an earthquake in the eastern Mediterranean. More than 1.1 million people were killed.
2. In 1815, there was a volcanic eruption in Indonesia. More than 92,000 lost their lives.
3. From 1876 to 1879, a drought in China killed between 9 and 13 million people.
4. In 1887, there was a flood in China. More than 900,000 people were killed.
5. During a typhoon in Hong Kong in 1906, more than 10, 000 people lost their lives.
6. In 1980, there was a landslide in Peru. More than 18, 000 people died.
7. In 1983, more than 10,000 people were killed in Thailand by monsoons.

Word Search: Read the article again and find the seven types of natural hazards that are mentioned. Find and circle these hazards in the puzzle below.

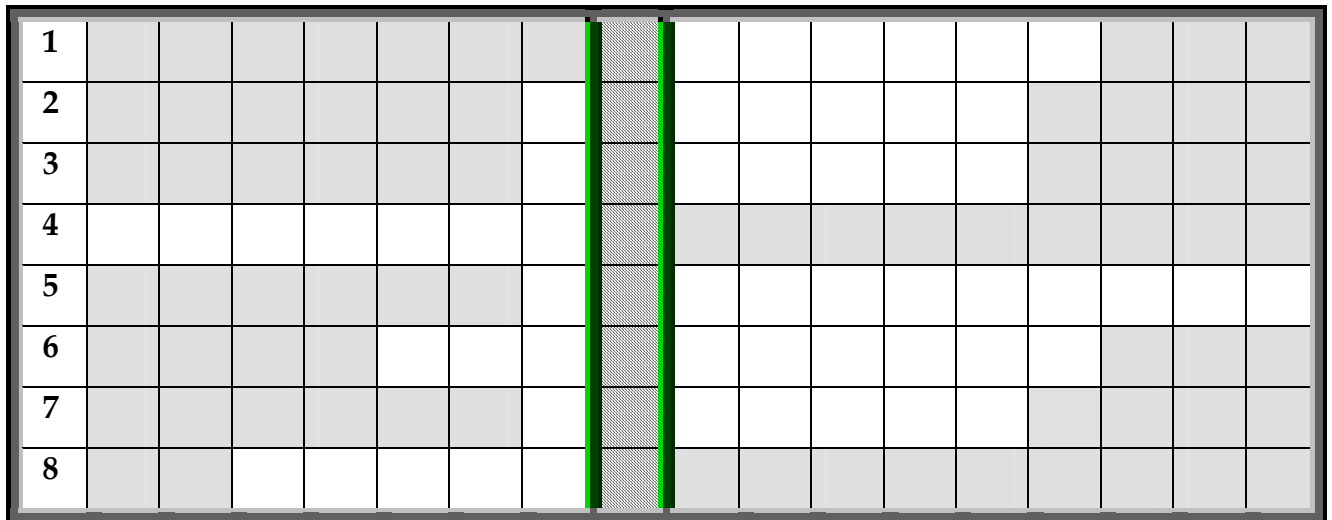


Map Drawing: Show where each of the natural hazards mentioned in the article can be found on the map¹. Follow the example.



¹ Used by permission of The General Libraries, The University of Texas at Austin

Crossword Puzzle: Complete the crossword puzzle below by filling in the missing words. What is the "hidden hazard"?



Clues

1. *A strong tropical storm.*
2. *Strong seasonal winds.*
3. *A long period of dry weather.*
4. *An escape of melting rock, steam and gases.*
5. *Movements of the earth's crust that shake the ground.*
6. *A sudden fall of earth, mud or rocks down a hill.*
7. *A kind of mountain or hill formed by lava and ash.*
8. *Areas of land suddenly covered by water.*

What is the name of the "hidden hazard"? _____

Which picture shows the "hidden hazard"?



PART TWO:

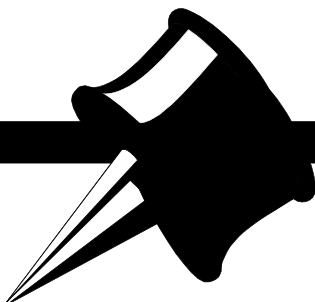
You are a member of the Geography Club of your school. The Club publishes a monthly newsletter. In the next newsletter, there is a quiz about '*Rainstorms and Flooding in the Northern New Territories*'. To prepare the quiz questions, David Lee, your classmate, has recorded a radio programme, and found two articles.

You have agreed to help with the following tasks:



- Listen to the radio programme and read Article One to prepare the answers to the questions.
- Rearrange the order of the sentences in Article Two.

Listen to the radio programme "Hong Kong Is Our Home" and make notes in the spaces below.



The Government Committee

- *The Chairperson of the Government Committee:*

- *The work of the Committee:*

Flooding in the New Territories

- *Flooding is very serious in the ----- New Territories.*
- *Some farmland is used as storage, ----- and -----.*
- *The two solutions to the misuse of farmland:*
 - *more frequent inspection/visits to the farmland*
 - -----

The Shenzhen River

- *The Government will co-operate with the ----- Government to clean up the Shenzhen River.*

Dumping Stations

- *More dumping stations will be built to prevent people from dumping rubbish into ----- and -----.*

Article One:

Special Announcement on Flooding in the Northern New Territories

The Hong Kong Observatory will issue a Special Announcement on flooding in the northern New Territories when there is heavy rain and flooding. The announcement is made on the television and radio. The reason for making the announcement is to remind the public to do whatever they can to help prevent flooding.

The Hong Kong Observatory uses very modern and advanced methods to forecast possible flooding. However, false alarms can happen. Sometimes, there is no flooding after the announcement has been made. On the other hand, sometimes there is very heavy rain, which causes sudden flooding before the Observatory can make an announcement.

Quiz: Answer the questions in the space provided.

Part I

1. How is some farmland in the New Territories used?
2. What is the result of misusing farmland?
3. What are the solutions to the problem?

Part II

1. Which river does the Government want to clean up?
2. Which government does Hong Kong need to co-operate with to clean up the river?
3. What is the reason for building more dumping stations?

Part III

1. Which department issues the Special Announcement on Flooding in the northern New Territories?
2. How is the announcement made?
3. What is the reason for issuing the announcement?

Article Two:

For some reason, the sentences in the second article collected from the Internet are in a wrong order. However, David still wants to include this article in the newsletter. He has asked you to rearrange the order of the sentences.

Please put down the correct numbers in brackets. The first one has been done for you as an example.

Rainstorms and Flooding in the Northern New Territories

Paragraph 1

- (4) On May 1992, the hourly rainfall recorded was 109.9 millimetres!
- () Sometimes, it rains very heavily.
- () About 80% of the annual rainfall falls during these months.
- () In Hong Kong, heavy rainstorms usually happen between May and September.

Paragraph 2

- () This is because the catchment area in the northern New Territories is large and the slopes are gentle.
- () Because of heavy rainstorms, flooding is common in summer.
- () The flooding in the northern New Territories is serious.
- () As a result, it usually takes a longer time for the rainwater to drain away.

Paragraph 3

- () 300 hectares of farmland and 150 hectares of fish ponds were flooded!
- () One of the most serious floods happened on 22nd July, 1994.
- () Over 300 millimetres of rain were recorded in the north-western part of the New Territories.

PART THREE:

Look at the conversation between a news reporter and a fireman. They are talking about serious flooding in a village in the New Territories. Use the words in the box to fill in the gaps in the dialogue. Then practise reading the whole dialogue with a partner.



- Reporter: When will you _____ them?
Fireman: We're waiting for our helicopter.
Reporter: How serious is the _____?
Fireman: 200 millimetres of _____ have fallen!
Reporter: 200 millimetres!
Fireman: Almost all the houses are _____.
Reporter: Is there any other _____?
Fireman: Many cars have also been _____ away.
Reporter: Was anybody hurt?
Fireman: No. Luckily, there were no drivers in the cars.
Reporter: I can see some people are walking through the _____.
Fireman: Yes, it can be _____ because the water is over one metre deep in places.
Reporter: What about the river?
Fireman: It's risen two metres in half an hour!
Reporter: Will it flood the whole village?
Fireman: We're using _____ to try and stop that happening.
Reporter: I see. Well I'll let you get on with your work. Thank you.

damage	rescue	sandbags
washed	rain	floodwaters
flood	dangerous	flooded

Using the interview with the fireman and these photographs, write a short news report of about 80 words.

Answer the questions below before you write the report:

- Where was the flood?
- How serious was it?
- What happened to the houses?
- What happened to the cars?
- What happened to the river?
- Where did some villagers go?
- How did the firemen rescue the villagers?
- Did you see anything else?



Serious Flooding in the New Territories

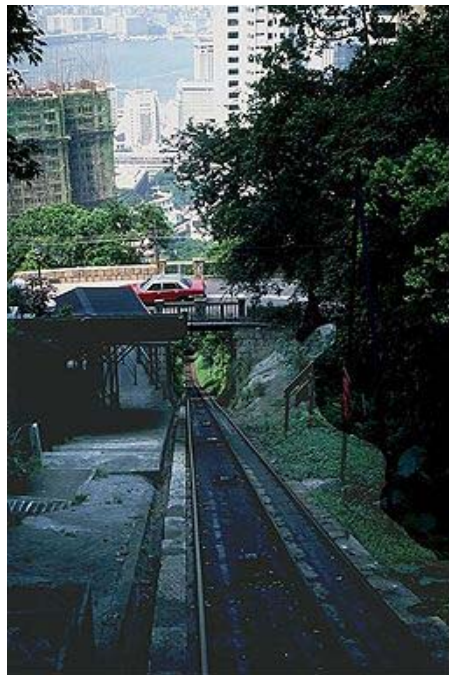
Old Hong Kong

Look at these photos of buildings and types of transport. Write the correct name below each picture. Where in Hong Kong can you find them?









Peak Tram Star Ferry Wong Tai Sin Temple The Legco Building

Are these places and types of transport 'old' or 'new'?

	Old	New
1 The Peninsula Hotel	[]	[]
2 The Bank of China Building	[]	[]
3 A rickshaw	[]	[]
4 Chek Lap Kok International Airport	[]	[]
5 The University of Hong Kong	[]	[]
6 An LPG taxi	[]	[]

Think of two more 'old' and 'new' buildings and types of transport you can see in Hong Kong. Write them in the table.



Building

Transport

Old

New

PART ONE: Historical Hong Kong

You want to tell your Australian pen pal about some famous old buildings and places in Hong Kong. You decide to make a video so that your pen pal can see the places. To help you decide which places you will include in your video, you read a newspaper article about old Hong Kong.

Read the newspaper article and carry out the activities.

Historical Hong Kong Island

Nowadays Hong Kong is a modern high-tech city, but you can still see old Hong Kong in its many historical buildings and types of transport.

On Hong Kong Island, there are many interesting places to visit. You can start your journey at the Star Ferry in Central. The Star Ferry began in 1874 and is still a very popular and cheap way of crossing Victoria Harbour.

At the Star Ferry, you can still see some old rickshaws. The rickshaw was once the main type of public transport in HK, and first became popular in 1871. Nowadays, though, rickshaws are just for tourist rides.

From the Star Ferry, you can walk to the Legislative Council Building.

This beautiful building took ten years to build and was opened in 1912. It is the place where members of the government meet.

From the Legco building, you can see the trams pass along Des Voeux Road. The tramline was built in 1904, although the trams now in use in Hong Kong were built in the 1950s and 1960s.

From here, it is a short walk to Hong Kong's oldest cathedral – St. John's Cathedral, which was built in 1849. From here, you can walk to the Zoological and Botanic Gardens and see hundreds of kinds of birds, trees, monkeys and other animals. The gardens were built in 1864 and are a lovely place to escape the noise and crowds of the city.

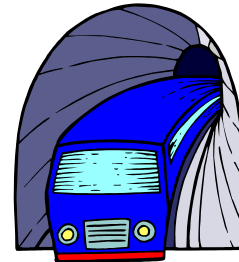
From the gardens you can take a bus or a taxi to one of Hong Kong's oldest and most famous temples – the Man Mo Temple in Hollywood Road. This temple was built in 1847, although a large bell on the right of the temple dates from 1846. Next to the temple is a steep flight of steps called Ladder Street. This street is over 100 years old. It used to be filled with shops and stalls selling all kinds of different things. It is one of the best examples of old Hong Kong.

Buildings and transport

How many buildings/places are mentioned in the article?



How many types of transport are mentioned?



Date matching



Match the dates on the right with the places they refer to on the left. Follow the example.

Which is the oldest building and which is the oldest form of transport?

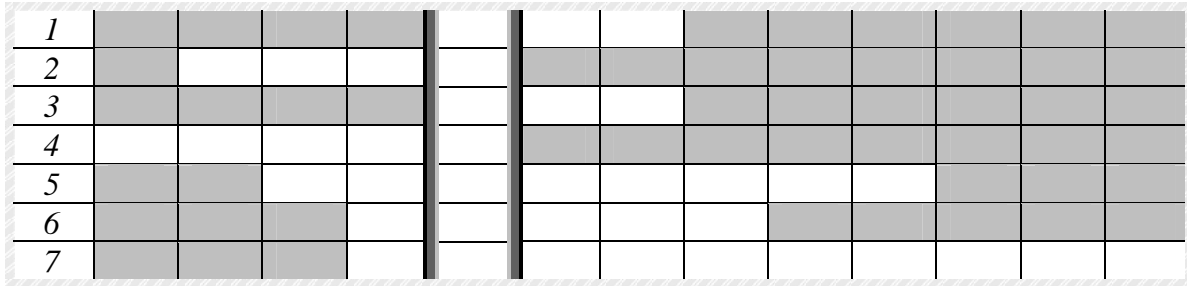
Man Mo Temple	1849
St John's Cathedral	1874
Star Ferry	1904
Zoological and Botanic Gardens	c.1900
Legco Building	1871
Tram line	1864
Rickshaw	1912
Ladder Street	1847

The oldest building is: _____

The oldest form of transport is: _____

Crossword puzzle

Complete the crossword puzzle by filling in the missing words. Use the picture clues to help you. What is the “hidden” form of transport?



Clues



1



2



3



4



5



6



7

The hidden word is: _____

PART TWO: A Video Interview

For your video, you decide to ask your uncle about his experiences growing up in Hong Kong in the 1960s.

Watch the video and make notes under the headings.

Note Sheet

Notes

Uncle Peter's life



Born:

In _____ (year) in _____ (village) in
_____ (part of Hong Kong). At that time, _____
was a _____.

Family background:

Mother and father were _____ and were quite _____.

Number of brothers and sisters: _____

Parents believed that a good education was very _____.

Schooling:

Started kindergarten in _____. It cost _____ per month.

That was a _____ of money in the 1960s.

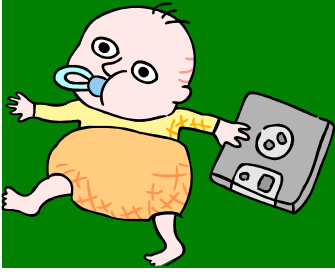
Had to _____ to school. Parents didn't have enough _____
for bus fare. The journey took _____ hour to get there and
_____ hour to get back home.

Went to a _____ primary school in _____, then on to
secondary school in _____. Favourite lesson was _____.

Timeline

Complete the timeline about your uncle using your notes.

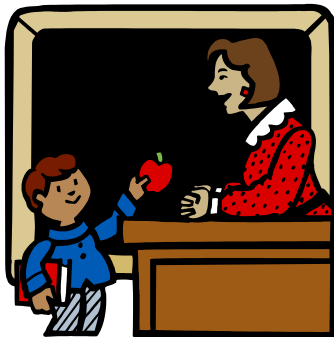
Uncle Peter's early life



Born
Year:
Place:



Kindergarten
Year:
Place:



Primary School
Year:
Place:



Secondary School
Year:
Place:



Comparison



Compare your early life with that of Uncle Peter. What are the similarities? What are the differences?

	Uncle Peter	Me
Born		
Kindergarten		
Primary school		
Secondary school		
Method of travelling to school		
Cost of kindergarten		
Favourite lesson		

PART THREE: My Favourite Building/Type of Transport

You decide to write descriptions of your favourite building and type of transport in Hong Kong. You will send them to your pen pal along with the video.

This is the first description you wrote about trams. Read it through.

My favourite type of transport: Trams

My favourite kind of transport is the tram. The tram runs on Hong Kong Island, from Kennedy Town in the west to Shau Kei Wan in the east. The first



tram line was built in 1904. The trams now in use were built in the 1950s and 1960s. I really like travelling by tram because it reminds me of what life was like in old Hong Kong. I love sitting in the seat at the front window on the top deck. It's really interesting to watch people go about their business.

Now write about your favourite building in Hong Kong (it might be an old or a new building). Make notes, and then write the description.

Notes

Name of place:

Location:

Built in:

Old use:

New use (if any):

Reasons why I like this place:



My favourite building

Insert a photograph of your
favourite building



Population

Look at these two tables showing information about Hong Kong's population, then answer the questions.

Table 1

Population size and age structure			
Year	Age (millions)		
	0-14	15-64	65 and over
1996	1.2	2.8	0.5
2001	1.2	3.0	0.6
2006	1.2	3.2	0.8
2011	1.2	3.4	1.0
2016	1.2	3.5	1.5
2021	1.2	3.6	1.6
2026	1.2	3.5	1.8
2031	1.2	3.4	2.0

Table 2

Male-female population by proportion					
2001			2031		
Age group	Male ('000)	Female ('000)	Age group	Male ('000)	Female ('000)
20-24	225.1	241.6	20-24	225.5	273.6
25-29	240.6	281.4	25-29	217.4	304.0
30-34	256.3	327.6	30-34	225.9	337.4
35-39	313.1	371.6	35-39	267.1	364.2
TOTAL	1,435.1	1,224.9	TOTAL	935.9	1,279.2

1. Is it predicted that there will be more, less or the same number of people aged 0-14 in 2031?

2. Will there be an increase or decrease in the number of people aged 15-64 during the period 2016 to 2031?

3. What group of people is predicted to show the biggest increase during the period 2001 to 2031?

4. Suggest one reason for the increase in this age group.

5. Is it predicted that the ratio of men to women will increase or decrease by the year 2031?

6. Is it predicted that women will outnumber men by the year 2031?

PART ONE: Reasons for Hong Kong's population growth

You belong to your school's Geographical Society. You are helping to prepare an exhibition about the population of Hong Kong. Part of your exhibition will include information about predicted population growth. You want to present this information in graphical form. Read the newspaper article and complete the three bar charts.

Population to reach 8.7m by 2031, report predicts

Hong Kong's population will rise to 8.72 million by 2031, with new migrants accounting for 93 per cent of the growth, an official report recently predicted.

The 29 per cent increase, from the current 6.72 million residents, will occur with an increase in the elderly population. The percentage of people over 65 is predicted to more than double.

Regarding the 1.86 million increase in immigrants, 1.66 million will be mainlanders. They will account for about 83 per cent of the total population

growth.

The figure for mainland immigrants is based on the present quota of 150 one-way permits a day.

Hong Kong's median age will increase from the current 37 to 46 in 2031. At present, for every 1,000 people aged between 15 and 64, there are 155 people aged 65 or

above. By 2031, there will be 380.

By 2031, it is expected that men's life expectancy will increase from 78 to 82, and women's from 84 to 88.

The report also predicts that women will outnumber men. It is believed that there will be 1.4 women to 1 man by 2031.



Chart 1: Predicted population growth

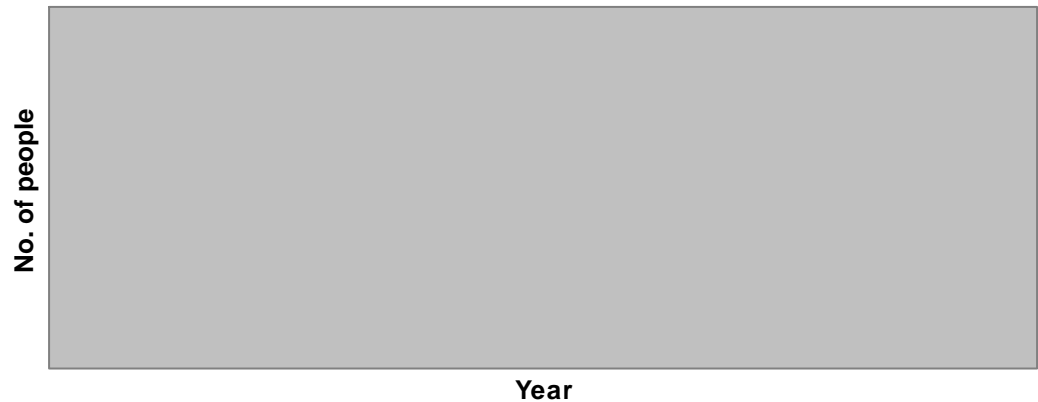


Chart 2: Predicted median age

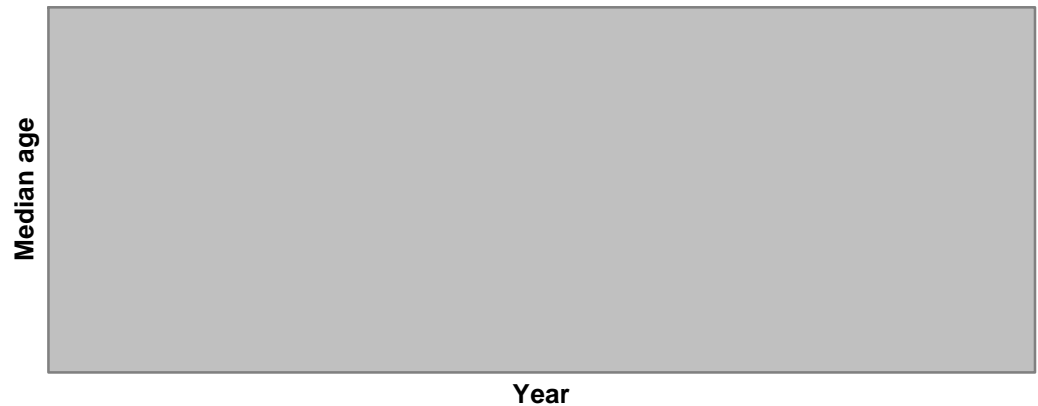
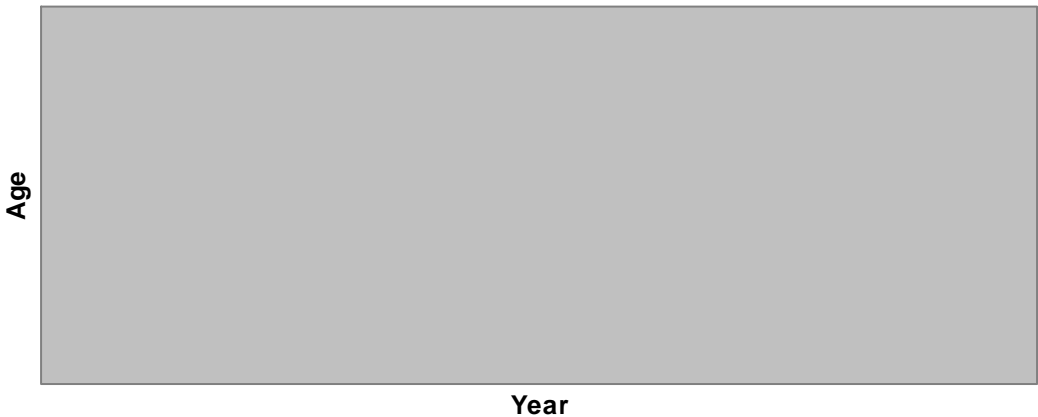


Chart 3: Men's and women's life expectancy



PART TWO: Problems with population growth

For your class project, you need to find out some information about the problems that population growth can cause in Hong Kong. You heard a radio interview with a university professor about this subject. You recorded the interview and made some notes.

Listen to the interview and complete the notes.

Notes: population growth - expected problems

Predicted population by 2031 - _____ people. This represents an increase of _____%.

Main problem connected with such an increase - _____ (who are all people aged _____ and over).

This group is a problem because - _____ needed to care for them could _____ over the next _____ years.

More money will be needed for: a) _____

b) _____

Cost might increase from \$_____ this year to \$_____ a year by _____.

Official prediction – people aged _____ and over will make up _____% of the population by _____. This compares with the current figure of _____%.

Main reason why there will be more _____ people in the future - _____ is much better than before, so people _____.

Majority of people (_____%) will come from the _____. The problem with this is that many _____ are poorly educated and have _____ skills than HK people. Many _____ will not be able to find work. This puts pressure on the government's _____.

Also, more facilities such as: 1) _____

2) _____

3) _____

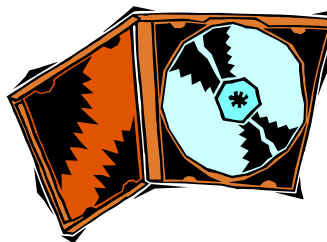
_____ will be needed to cope with the rise in population.

PART THREE: Time capsule

For the final part of your project, you will bury a time capsule for future generations. A time capsule is a container filled with things that show what life is like in the present. The idea is to bury the container for a long period of time – say 20 years – and then dig it up. It will then show the people who look at the items from the time capsule in 20 years' time what life was like now.

You will include **four** items in your time capsule. Spend a few minutes on your own thinking of suitable items to include in the time capsule. Make a note of them below (as many as you like at this stage). Remember not to include items that will go off (so food or drink, for example, are not appropriate).

Possible time capsule items



Work in groups of four. Look at each other's list of time capsule items. Make a note of any similarities and differences. Then make a shortlist of the best eight items.

Best eight time capsule items	
1	
2	
3	
4	
5	
6	
7	
8	

You now have to choose the best **four** items for the time capsule. Discuss amongst yourselves which items should be included. For each item, ask and answer the following questions:

- Does this item truly represent an aspect of life now?
- Are most people familiar with this item?
- Is this item important to many people?
- Will this item help people in the future understand life as it was lived now?
- Is this item too big to be included in the time capsule?
- Will this item become damaged over time?
- Will this item last for 20 years?



If possible, when you have decided which four items to include in the time capsule, collect the items and take a photograph of each one.

Now write a short description of the contents of your time capsule. Explain the following:

- why you chose each item
- why you think each item will help people from the future understand the present time (ie now)

If you can, include a picture or photograph of each item you put into the time capsule.

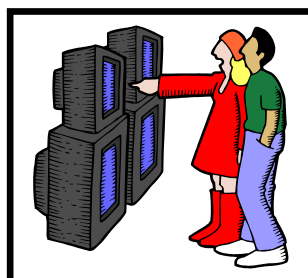
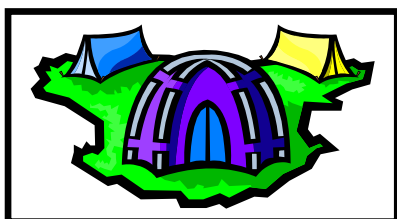
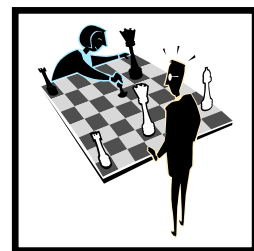
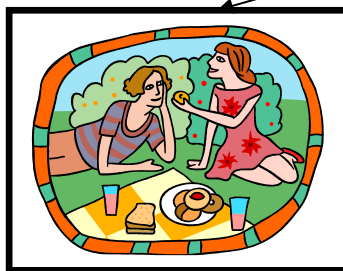
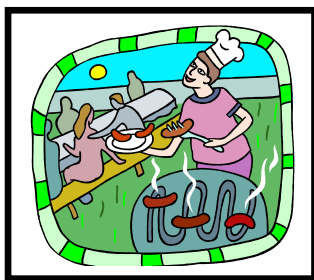
Geographical Society's Time Capsule



Recreation

Identify these popular leisure activities. Draw a line between the activity and the correct picture. Follow the example.

camping	playing sport	hiking	shopping	playing football
ice-skating	playing chess	having a barbecue	visiting a park	



Work in pairs. Think of as many other kinds of leisure activities as you can (both indoor and outdoor). Write them in the box.

Leisure activities

Work in groups. Find out which are the most popular activities within your group. Ask questions such as:

What's your favourite leisure activity?

I like shopping most of all.

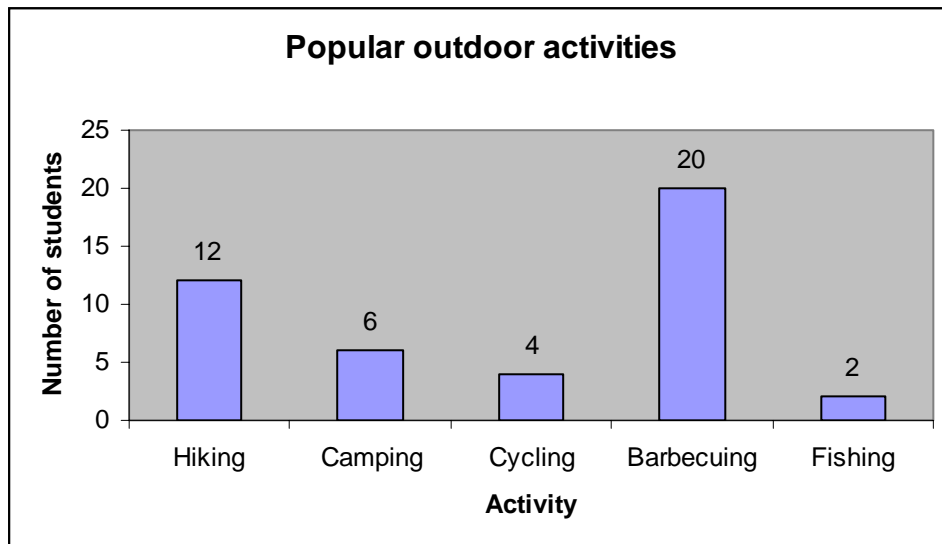
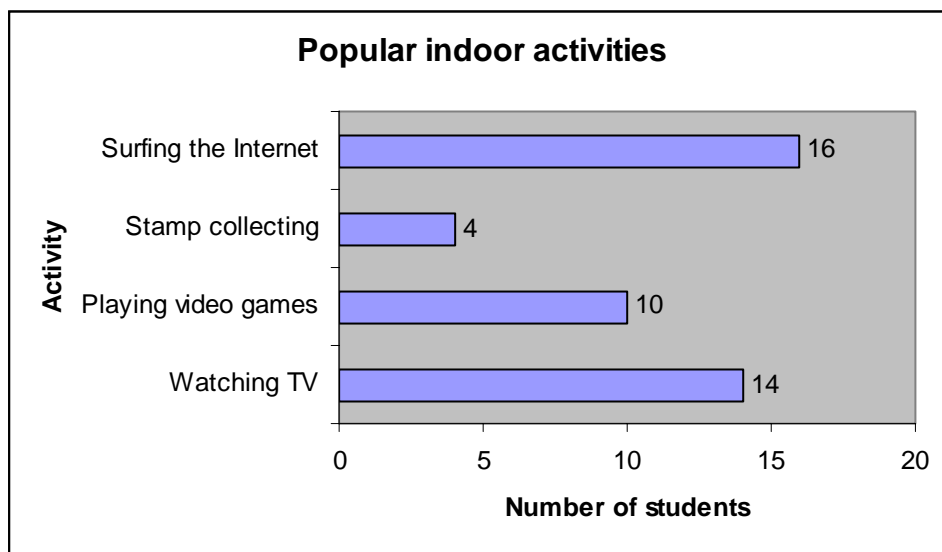
I really enjoy hiking in the country parks.

Playing sport is my favourite activity. I love playing football.

PART ONE: A Class Survey

You are part of a team responsible for planning a class activity. You carried out a class survey to find out your classmates' most popular indoor and outdoor leisure activities.

Use the information in the tables and charts to write a memo to the other members of your team. Identify the most popular activity and suggest it as the class activity.



Complete the memo.

MEMO

TO: All members of the class activity team

FROM: Sammy

DATE: May 22

SUBJECT: Suggested class activity

I have analysed the information from the graphs. This is what I discovered:

The most popular indoor activity is _____. _____ people enjoy doing this. The second most popular indoor activity is _____, which _____ people enjoy doing. The next most popular indoor activity is _____, with _____ people enjoying this. Finally, _____ people said they enjoyed _____.

For outdoor activities, the most popular activity is _____, with _____ people saying they enjoyed this. Second is _____, with _____ people enjoying this. Third is _____, and _____ people said they enjoyed this. Next is _____, with _____ people enjoying it. Finally, _____ said they liked _____.

An indoor activity is not suitable for a class activity. Since _____ is the most popular outdoor activity, I recommend that we have a _____ for this year's class activity.

Let me know if you agree with my suggestion.

PART TWO: Choosing a Barbecue Site

The results of the class survey showed that a barbecue was the most popular student leisure activity. You decided the class activity should be a class

barbecue. You now need to decide where to have the barbecue. You call the Hong Kong Tourism Board and ask for some information about barbecue sites in Hong Kong.

Listen and complete the missing details about each site.

Site 1

Repulse Bay Beach



There are a number of barbecue sites at Repulse Bay Beach. However, you must get there _____ if you want one. Besides barbecuing, you can _____ in the sea and _____ on the beach. You can also play games like _____ and Frisbee. Shops and _____ are also nearby. To get there, take bus no. _____ from Shau Kau Wan, or bus no. _____ or 6X from Central.

Site 2

Lantau Island

You can do most things on Lantau, such as _____, camping, _____, swimming, _____ and barbecuing. There are lots of barbecue sites at Nam Shan and Shap Long. Some sites also have _____ and _____. It's very easy to get to Lantau. _____ leave from Central Pier to Mui Wo every _____ minutes. When you arrive on the island, there are many _____ from Mui Wo to other parts of the island.



Site 3

Sai Kung Country Park



Sai Kung is a great place for a barbecue. You can do short, easy _____ along Tai Mong Tsai, and from Long Ke to Wong Chuk Wan. There are plenty of barbecue sites along the way. You can also visit the _____ Country Park Visitor's Centre to find out more _____ about places to _____, _____ and _____. Getting there is easy. Take the KMB bus no. _____ from Choi Hung to Wong Shek Pier, or bus no. 299 from _____ to Sai Kung Market.

In groups of four, choose the best site for the class barbecue. Say why you chose the site. Think about the following:

- Which is the easiest site to get to?
- What facilities are there for people to use?

Then decide where and what time to meet. Make a note of your plans below.

Notes

Best barbecue site: _____

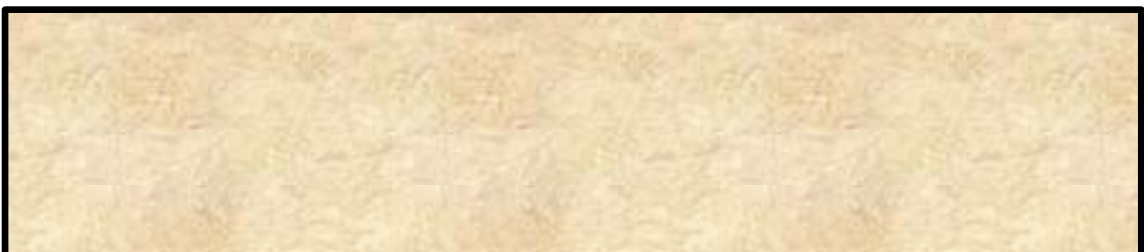
Reasons: _____

Where to meet: _____

What time to meet: _____

Now write a notice for the class notice board. Include details about:

- where the barbecue site is
- what facilities there are
- where to meet
- what time to meet
- how to get there





Class _____
barbecue

PART THREE: Writing for the Class Journal

You really enjoyed your class barbecue. You are asked to write about it for the class journal. You make some notes then write the journal article.

Make notes under the following headings:

Notes

Day and date of the barbecue:

Number of people who went:

The location:

Where and what time everyone met:

The weather on the day of the barbecue:

Activities/games played:

Food eaten at the barbecue:

Interesting/amusing things that happened:

How people felt about the barbecue:



Write about the barbecue for the class journal. Use the notes you made earlier.



Class _____ barbecue

ROME

ITALY QUIZ

Take part in this quiz about Italy for the chance to win a free Italian meal for two at
Mario's Italian Restaurant

1 The capital of Italy is...

- a) Milan.
- b) Rome.
- c) Venice.



2 Italy is next to ...

- a) France.
- b) Spain.
- c) Germany.

3 Italy is famous for its...

- a) food.
- b) fashion.
- c) art.
- d) architecture.
- e) all of the above.



4 Pasta and pizza are popular types of food in Italy.

- a) True.
- b) False.

5 Which of these flags is the national flag of Italy?



a)



b)



c)

PART ONE: Classical Rome

Your family is planning a holiday to Rome. Before you go, you want to find out more about the city.

Read the article and complete the activities.

CLASSICAL ROME

Wherever you go in Rome, you are close to the past. The usual date for the founding of Rome is 753 BC, but the Republic of Rome was not formed until 509 BC. Rome is home to many beautiful buildings, museums and monuments. One of the most famous buildings in Rome is the Coliseum.



The Coliseum was built in AD 80 and took 10 years to build. More than 50,000 people could watch the events that took place there. Most shows in the Coliseum lasted all day. They began with comedy shows and animals performing circus tricks. Later, the gladiators would fight each other to the death.

During the Coliseum's opening ceremonies, events lasted for 100 days. In this time, hundreds of animals and over 2,000 gladiators died.



The Pantheon is one of the greatest buildings in Rome. It was built by the Emperor Hadrian around AD 112. In the Middle Ages, the “temple of all the gods” became a church.

There are no windows in the Pantheon. The only light comes from a hole in the top of the roof.



Most visitors believe that the Trevi Fountain is thousands of years old, but it is quite a recent creation. It was built in 1762.

People often throw a coin into the water and make a wish. For the wish to come true, the person must throw the coin in backwards. According to tradition, if a visitor throws a coin into the water, he or she is guaranteed to return to Rome.

LIFE IN ANCIENT ROME

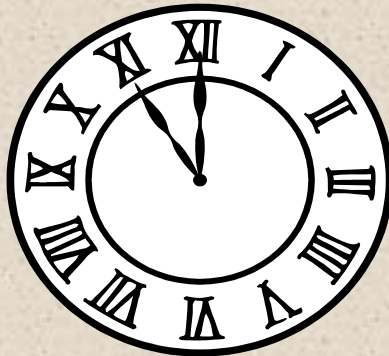
The ancient Romans were very different from the ancient Greeks. The ancient Romans were practical people. The Romans were great soldiers and wonderful builders. They built roads all over the empire and all the roads led to Rome.

The ancient Greeks had roads, but they were not built nearly as well. Also, the Greeks' roads did not connect in any particular order. In ancient Rome, the city of Rome was the heart of the empire. This is why all roads led to it.



Two thousand years ago, Rome was a busy place. It was a crowded, noisy, smoky, dusty city, with beautiful temples and public buildings. In fact, it was a bit like Hong Kong is today! The rich had large homes, and the home was the centre of family life. For those who were not quite so rich, there were apartment buildings, and small houses for the poor.

Some people walked around Rome, some were carried in large chairs. Roman citizens walked around the city in white clothing that looked like a long T-shirt. Life in the city was lively. Something was always happening, such as public festivals, theatre shows, races and fights in the Coliseum.



You didn't understand some of the words in the article. You looked them up in a dictionary.

Match the words on the left with the meanings on the right. Follow the example.

WORD		MEANING
1) founding	[e]	a) clever set of actions done to make people laugh
2) monuments	[]	b) having happened only a short time ago
3) events	[]	c) men who fought with animals and other men as a form of entertainment
4) tricks	[]	d) concerned with actions rather than ideas
5) gladiators	[]	e) start or beginning
6) recent	[]	f) buildings where people pray to gods
7) a wish	[]	g) special events which people celebrate
8) practical	[]	h) very old and beautiful buildings
9) temples	[]	i) a feeling of wanting something good to happen
10) festivals	[]	j) activities

Your mother asked you some questions about ancient Rome.

Refer to the article and complete the answers.

- 1) How old is the city of Rome? _____
- 2) When was the Coliseum built? _____
- 3) What activities took place at the Coliseum? _____
- 4) Why do people often throw a coin into the Trevi Fountain? _____

PART TWO: Daily Life in Ancient Rome

You want to compare life in modern Hong Kong with life in ancient Rome. You attend a history class and listen to a talk about daily life in ancient Rome.

Listen and take notes. Then complete the table comparing life in modern Hong Kong with that in ancient Rome.

Notes

Ancient Romans started the day with breakfast. Lower class Romans ate...

Upper class Romans ate...

Romans ate food with...

After breakfast, Romans would...

After the public baths...

The Forum was...

People went there to do their...

After shopping...

In ancient Rome, children went to school before...

They used _____ and they studied...

After school, children used to...

For dinner...

After dinner...



Use your notes to complete the table about daily life in ancient Rome. Then fill in the column about modern Hong Kong. What similarities or differences are there between the two?

A COMPARISON OF DAILY LIFE		
<i>Time of Day</i>	<i>Ancient Rome</i>	<i>Modern Hong Kong</i>
In the morning		
After breakfast		
After shopping		
The school day		
After school		
Dinner time		
In the evening		

PART THREE: Travel Advice for Visitors to Rome

Your group is preparing some travel advice for visitors to Rome. You will look at four separate areas:

- The best time of year to visit
- Important items to take with you
- Safety issues
- Famous places to visit in Rome

Choose a topic from the list above (each person in your group should choose a different topic) and find the appropriate information about it below. Make notes according to the questions provided and then prepare a short group presentation called, "Travel Tips for Visitors to Rome".

Facts About Rome

Climate and Tourism

Summer: the weather is usually warm between July and September; very hot in the middle of summer – temperatures very high in July and August (sometimes above 30 degrees).

Autumn: mild weather; sometimes sunny; often rainy; temperatures can fall to below 10 degrees in November.

Winter: it often snows during the winter; temperatures range from between 5-15 degrees.

Spring: usually mild and sunny; average temperatures between 10-20 degrees.

July and August is the peak tourist period in Rome; the weather is very hot; prices are more expensive than at other times of the year; thousands of tourists visit the city; many hotels and restaurants close in August when Romans go on holiday; at other times of the year (especially spring and autumn), prices are cheaper and there are fewer tourists.

Health and Safety

Theft and robbery: these are the main problems for visitors. Pickpockets and bag-snatchers operate in Rome; you should wear a money belt; keep important items such as money, passport, etc, in the money belt at all times; if carrying a bag or camera, wear the strap across your body.

Traffic: Italian drivers drive very fast; drivers and motorcyclists do not usually stop for pedestrians; be careful when crossing roads.

Pollution: high noise and air pollution from traffic.

Health: be careful about sunburn, heatstroke and heat exhaustion; drink plenty of water each day; be careful about what you eat and drink.

Before you leave

Make sure you have the following items: passport, guide book, Italian phrase book, medical/first aid kit, medical insurance, Italian money, traveller's cheques, sunglasses and sunhat (if visiting in summer), warm clothes (if visiting in the autumn or winter), sensible walking shoes or sports shoes (for visiting places of interest).



Interesting places to visit

Rome is filled with many places of interest. For example:

The Coliseum – the place where the ancient gladiators used to fight each other.

The Trevi Fountain – a beautiful fountain in the centre of Rome.

The Pantheon – a beautiful building. Many emperors and kings are buried here.

The Forum – this was the centre of political and commercial life in ancient Rome. Many churches, temples and ancient monuments are here.

The Vatican – this is a city within a city. It is where the Pope lives. The Vatican Museum contains many famous paintings. This is also the location of the magnificent St Peter's Cathedral.



Make notes below about your chosen topic.

Notes

The best time of year to visit



Notes

Important items to take with you



Notes

Health and safety issues



Notes

Famous places to visit



Now prepare your presentation. Remember that you need to give a reason for each piece of advice you offer. For example:

You should be careful when you cross the road because Italian drivers drive very fast.



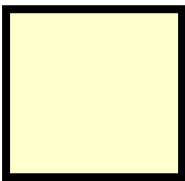
A great place to visit is the Vatican because here you can see the famous St Peter's Cathedral.

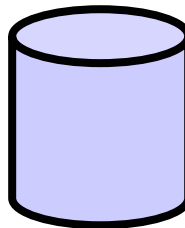


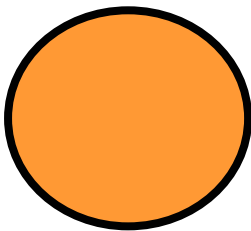
Shapes

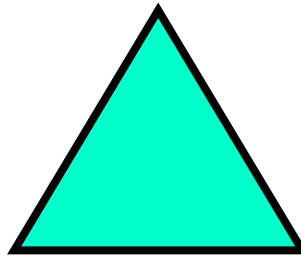
What do we call these shapes? Write the correct name beside each picture.

triangle	rectangle	square	circle
cylinder	right-angled triangle	oval	hexagon

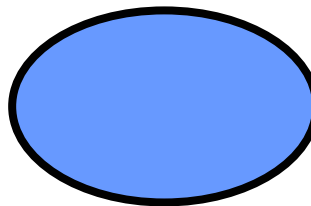


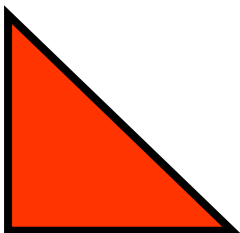


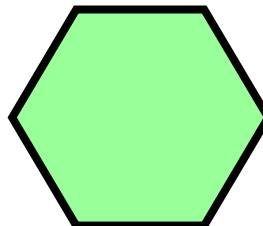












PART ONE: A Brief History of Origami

You are going to enter a school origami competition. Before you decide what to make in the competition, you find out more about the history of origami.

Read the passage and complete the notes.

Origami: A Brief History of the Ancient Art of Paper Folding

The first century AD is the time when it is believed that paper was first invented in China. Since then, people have been folding paper into various shapes. The Chinese developed some simple forms. Some of these are still popular today. The secret of paper was carried to Japan in the sixth century AD by Buddhist monks. To begin with, paper was folded to make decorations for use in religious ceremonies. But it soon became a part of their culture.



A traditional Chinese vase made from paper.

The Japanese passed their designs on through an oral tradition, from mother to daughter. Because nothing was ever written down, only the simplest designs were kept. The first written instructions appeared in AD 1797 in the book called *How to Fold One Thousand Cranes*. Another book of traditional Japanese designs was published in 1845. The name origami was first used in 1880 from the words *oru* (to fold) and *kami* (paper).

Modern creative paper folding was popularized by Akira Yoshizawa. Since the 1930's, Yoshizawa has created tens of thousands of models of every kind of subject. He, along with American Sam Randlett, created the system of lines and arrows that are used in paper folding instructions. Exhibitions of his work in the West in the 1950's inspired many Westerners to fold. By the mid-1960's, paper folding was developing as quickly in the West as in Japan. Today, Yoshizawa, aged 91, is a living treasure of Japan.



Akira Yoshizawa at work.

Notes - Origami

Paper first invented in China in _____.

The secret of how to make paper travelled to _____ in _____ by _____. At first, paper was used _____.

The Japanese passed on their designs through _____ and from _____. Nothing was ever written down, so only _____.

The first book of instructions was published in _____. A second book of _____ appeared in _____.

The word 'origami' comes from two Japanese words: _____, meaning _____, and _____, which means _____. The word was first used in _____.

The most famous Japanese paperfolder is called _____. He is now _____ years old. He has created _____.

Two people - _____ and an American called _____ - created the system of _____ that are used in _____.

In the 1950s, _____.

By the 1960s, _____.



PART TWO: Making a Paper Cup

Your friend is very good at origami. You have asked her to show you how to make a cup out of paper. She drew you some simple diagrams, but you got the drawings mixed up.

Listen and put the pictures in order. Number them 1-8. Then follow the steps and make the cup yourself. Before you start, make sure you are familiar with what these arrows mean.



Fold in this direction



Fold behind



Unfold



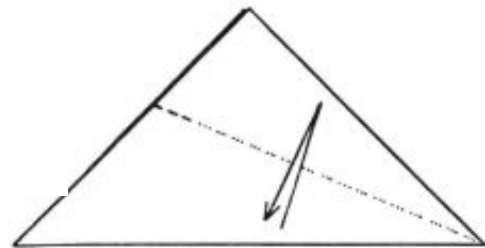
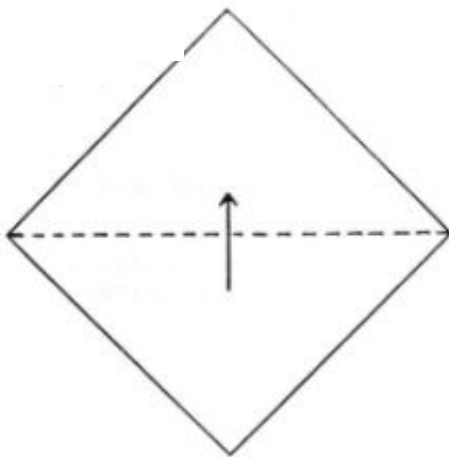
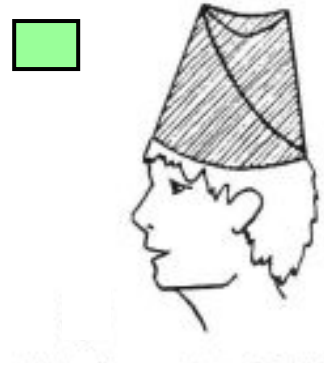
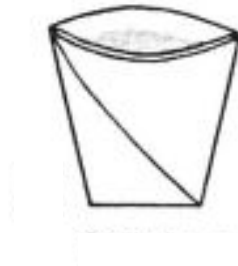
Fold and unfold

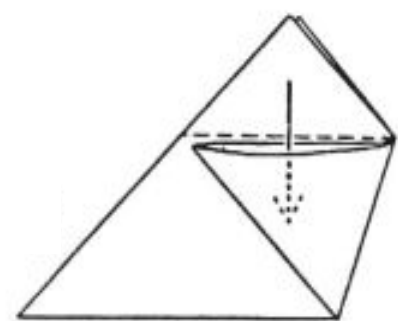
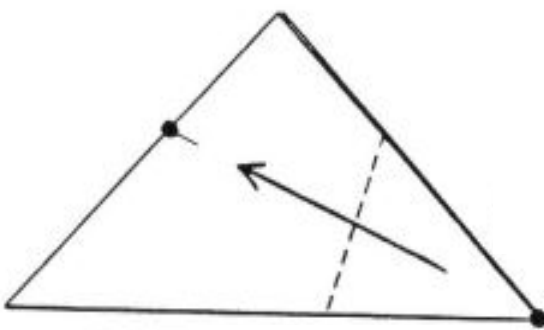
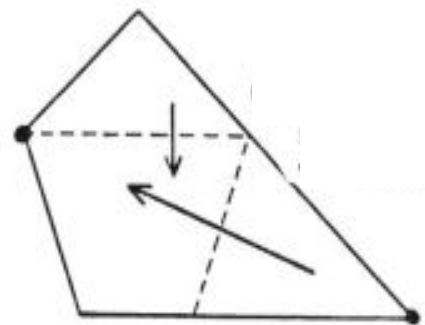
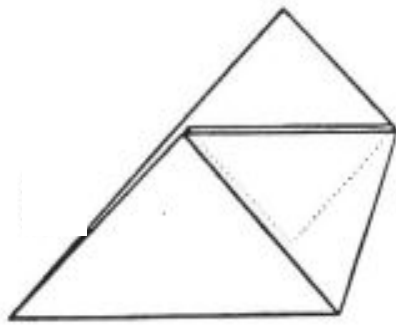


Turn over



Three dimensional folding



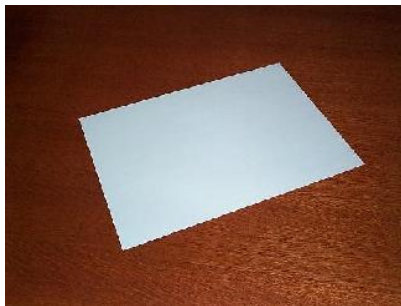


PART THREE: Origami Competition

You are now ready to enter the origami competition. You will make a paper plane. Your friend has taken some photos and given you some notes. These will help you remember how to make the plane. You will also write a short introduction to the art of paper folding. You will give your presentation before you make the paper plane.

Look at the photos and read the notes carefully. Then write the instructions out in full. Follow the example.

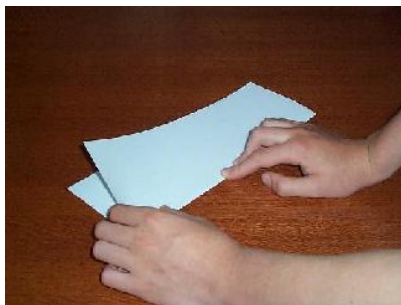
1



select / sheet / A4 paper

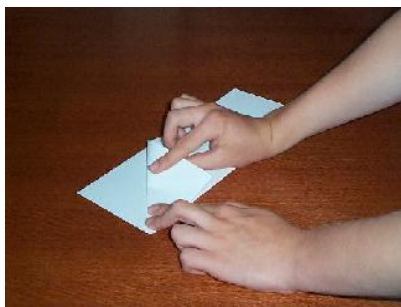
Select a sheet of A4 paper.

2



fold / paper / half / lengthways

3



fold one corner / down / centre line / as shown / so
that / shorter side / runs along / bottom line.
repeat / other side

4



take / newly formed corner / fold down again
edge runs along / centre line.
repeat / other side

5



open / paper / shown / diagram

6



fold across / centre line / 11.5cm back from / point /
shown / diagram

7



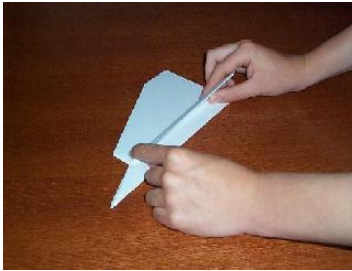
fold back part / bit / you / just folded / about 9cm from /
point

8



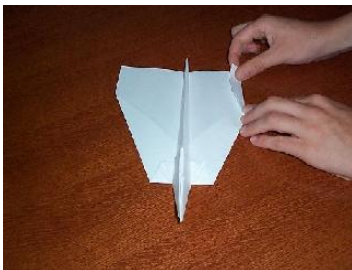
press / part down / fold back along / centre line

9



fold back from / point where / nose / and / flat bit at / start of /
wing meet.
make sure / height / is / same all / way along.
repeat with / other side.
now have / wings of / plane

10



turn / plane upside down / so that / wings / flat against / work
surface.
fold / wing tips UPWARDS from / surface / about 1.5cm from /
outside edge of / wing.
repeat on / other side

11



congratulations! You / finished!
now try flying / plane

Now write a short introduction to the art of origami. Use the notes you made for the activity in Part One.

Origami Competition - Introduction

SLEEP

Insomnia: Can you suggest methods to help prevent insomnia? Have a look at the methods in the table below and tick the ones you think might be effective. Then, in groups of four, compare your choices to find out which ones you all consider effective.

	METHODS	YOUR CHOICE(S)
1)	Doing physical exercise in the daytime	
2)	Taking away the clock in your bedroom	
3)	Going to bed at regular hours	
4)	Never taking naps in the afternoon	
5)	Going to see a doctor	
6)	Never going to bed too early	
7)	Listening to soft music	
8)	Drinking warm milk	
9)	Reading before going to bed	
10)	Sleeping in a well-ventilated room	
11)	Never drinking any tea or coffee before going to bed	
12)	Getting a massage	
13)	Counting sheep	
14)	Getting up early in the morning	
15)	Getting up immediately whenever you can't sleep	

16)	Sleeping on your back	
17)	Sleeping on a firm bed	
18)	Visualising something boring	
19)	Taking a warm bath	
20)	Visualising something peaceful	

New Method: The paragraph in the box below gives information about another method that may help people sleep. Read the details about this method, and then, in pairs, discuss the questions provided.

- 1) What time do you normally get up every morning?
- 2) Are you normally reluctant to get up?
- 3) Can you think of any unpleasant things you need to do when you get up?
- 4) Do you think that the method suggested is useful? Why/Why not?
- 5) Can you suggest another useful method?

Imagine It's Time to Get Up

Imagine your alarm clock has just rung and it's time to get up and go to school. So, you have to put your feet on a cold floor, take a cold shower, and do whatever unpleasant things you associate with getting up in the morning. The more unpleasantly you can imagine it, the more you won't want to do it. And the more you'll just want to stay in bed and sleep.



PART ONE: Designing a Questionnaire

You are a committee member of the Students' Union in your school. The Union is going to conduct a survey to investigate the sleeping habits of schoolmates.

A Telephone Message: Nelson Ko, the Vice-Chairperson of the Union, has just phoned you and left a message on your answering machine. Listen to his message and find out what you need to do. Make brief notes on the note sheet provided.

Note Sheet

OBJECTIVE

- To collect data about the _____ of schoolmates

INSTRUCTIONS

- Don't put down your _____ and _____.
- Answer all questions in _____.

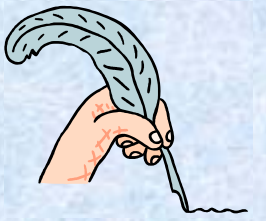
QUESTIONS

- 1 Do you think that you get _____ ?

Choices given:

- 2 _____ do you go to bed at night?

Choices given:





3 What time do you get up _____ ?

Choices given:

4 Do you take _____ in the afternoon?

Choices given:

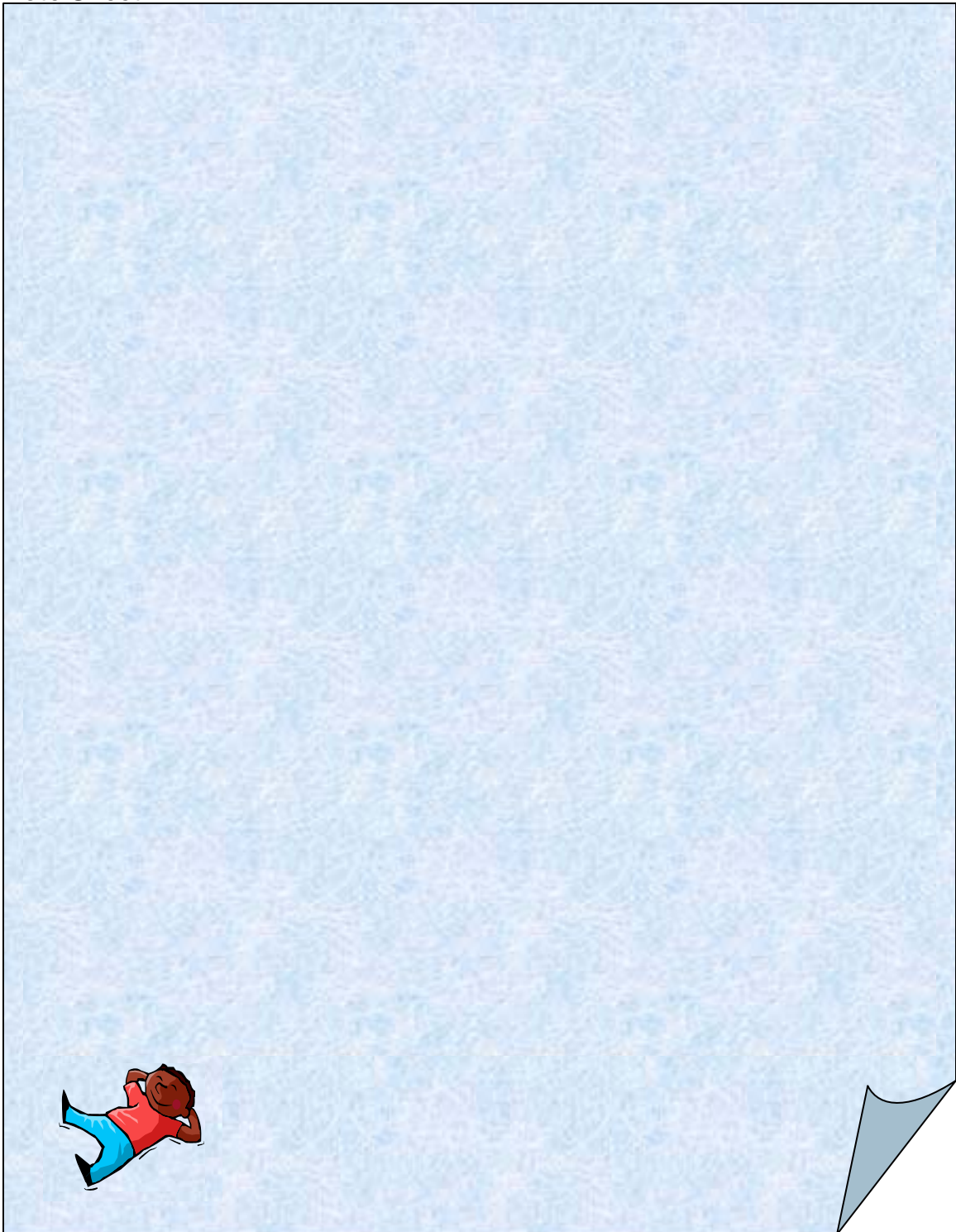
5 What are your opinions about _____ ?

At the end of the questionnaire, thank respondents for their _____
and _____.



A Draft Questionnaire: Using your notes, draft the questionnaire on the note sheet provided.

Note Sheet



PART TWO: Conducting a Survey

Using the questionnaire you have designed, conduct a class survey to find out the sleeping habits of your classmates.

Interviews: Using your questionnaire, interview three classmates and complete the table below by filling in their responses.

QUESTIONS	STUDENT A'S RESPONSES	STUDENT B'S RESPONSES	STUDENT C'S RESPONSES
1)			
2)			
3)			
4)			
5)			

A Short Report: In the box below, write a few sentences to report your major findings. Then, comment on your respondents' sleeping habits. You may consider the questions below.

- 1) Do your classmates get sufficient sleep?
- 2) Do they have good sleeping habits?
- 3) What advice would you give them?

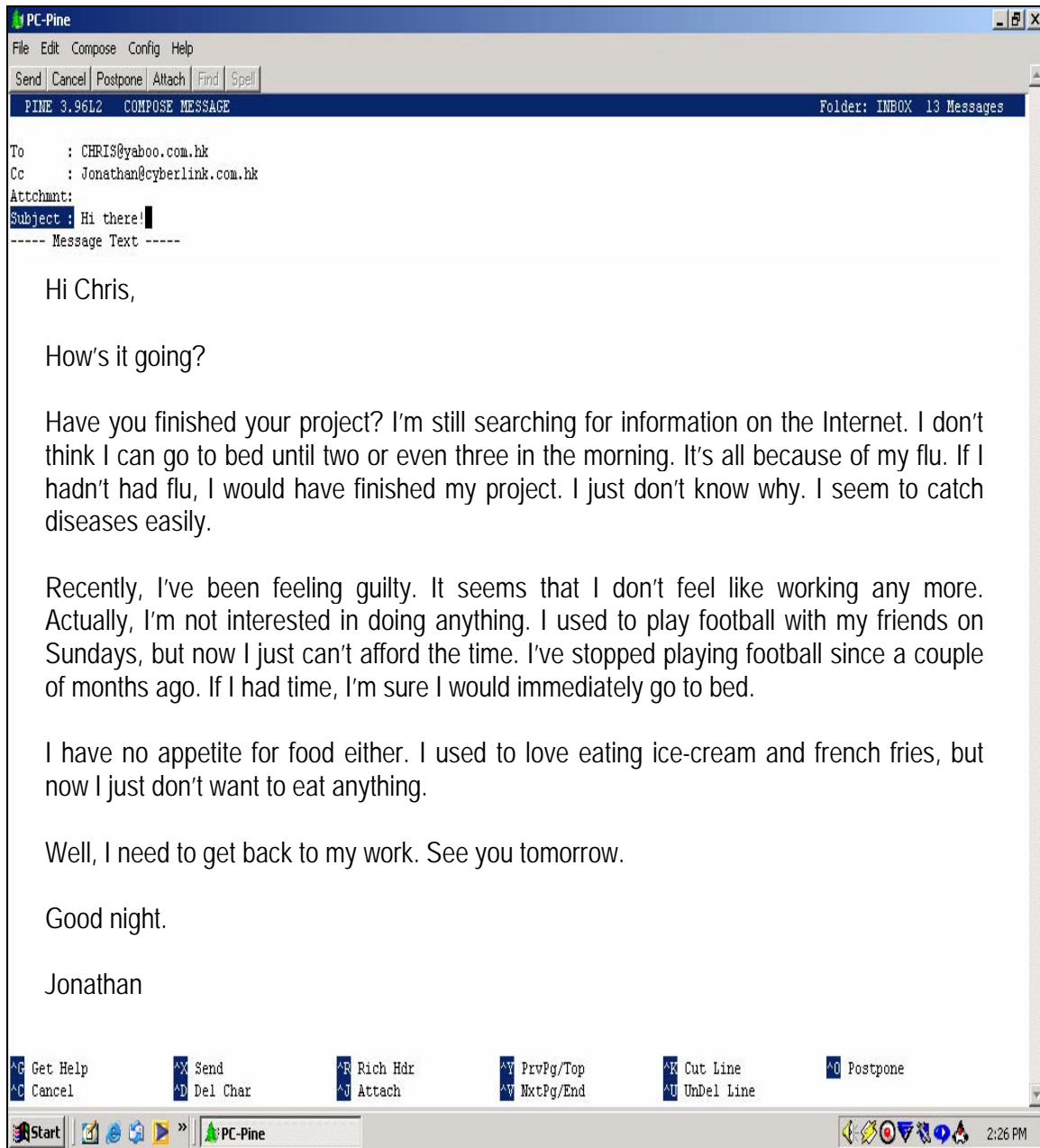
Report

PART THREE: Advice for Your Friend

Your friend, Jonathan, is a hard-working student. He normally goes to bed very late.

An E-mail from Jonathan: Jonathan has sent you an e-mail. Read his e-mail, and then identify his problems.

Jonathan's E-mail



A Magazine Article: You have found a magazine article about the problem of insufficient sleep. Read the article before replying to Jonathan.

Article

INSUFFICIENT SLEEP

It is very important to make sure that you have sufficient sleep if you want to be healthy. A lot of problems will be caused if you have sleep debt.

People may do a lot of physical exercise every day to keep fit. They may also eat nutritious food because it is good for their health. However, they may neglect the importance of sufficient sleep. They are not aware of the fact that sufficient sleep is as important as physical exercise and good nutrition.

According to medical research, insufficient sleep will result in a lot of problems. First, fewer growth hormones (*GH*) will be produced. This will weaken muscles and lead to excessive intake of calories. Second, people who have sleep debt are more likely to have stress because insufficient sleep will cause lower blood glucose levels. As a result, the heartbeat will become faster. Third, insufficient sleep also causes damage to the immune system. In other words, people who have insufficient sleep tend to catch diseases more easily. Insufficient sleep not only causes physical problems, but also affects people's learning and the ability to make wise decisions.

Recently, a survey was conducted in local primary and secondary schools. Surprisingly, of all the 587 students interviewed, less than 30% reported that they got enough sleep. The situation is worrying.





The Government should educate the public about the importance of sufficient sleep. Perhaps the Government can let the public know more about examples of the harmful effects of insufficient sleep. One of the effects is that many traffic accidents are caused by people not getting enough sleep. Government statistics show that 33% of traffic accidents are due to the fact that drivers were overtired. The number of such accidents is even greater than that of accidents caused by speeding!

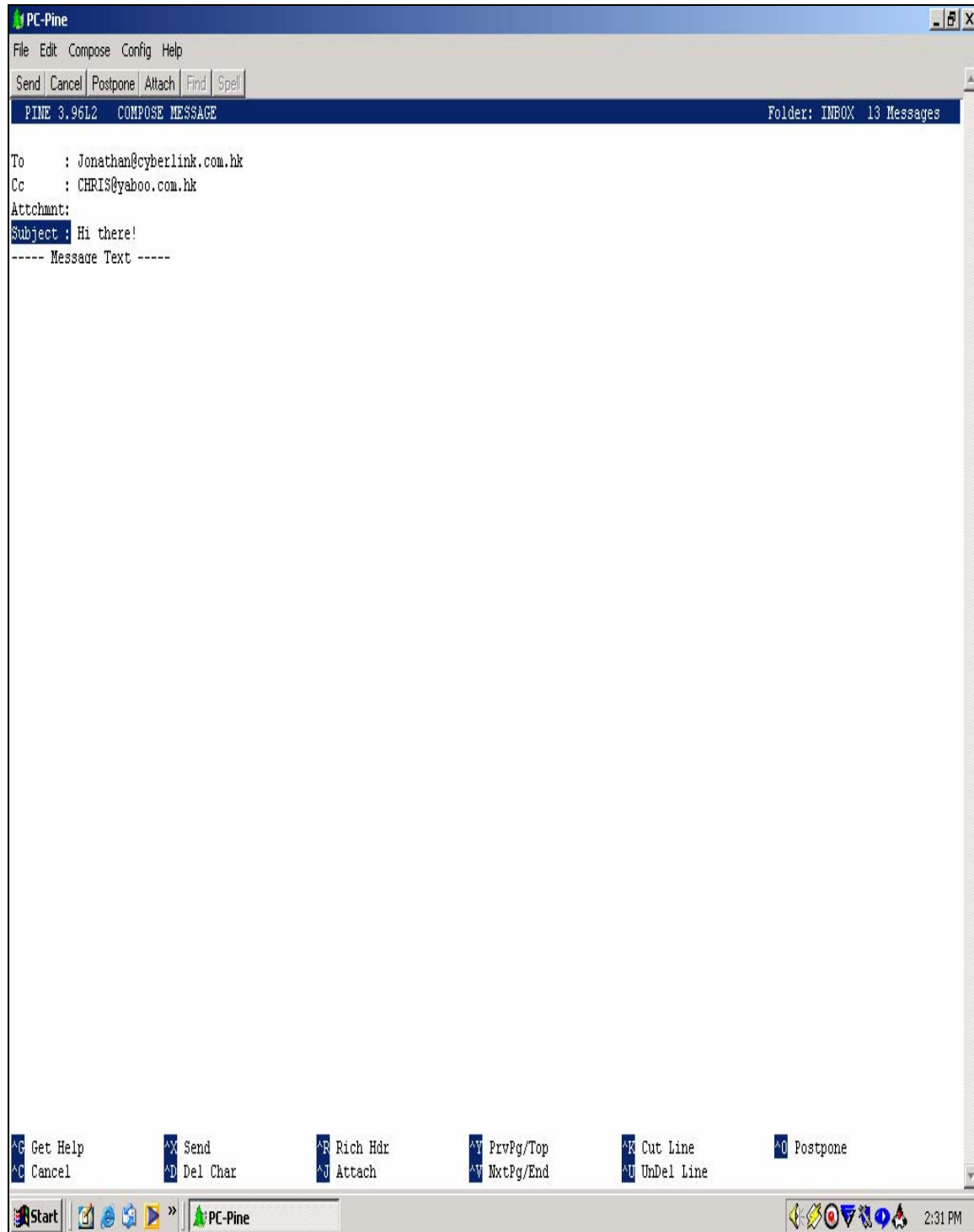
Some may argue that they don't have enough sleep because they just have too many important things to do. However, such people must agree that staying healthy is at least as important as finishing all their work. If you do not get sufficient sleep, it is time to plan your schedule so as to allow more time for sleeping.

Group Discussion: In groups of four, discuss the questions in the box below. Write your answers in the spaces provided.

- 1) Have you ever cut your sleeping hours so as to finish your homework and/or to prepare for your examinations? How did you feel on the following day?
- 2) In the article, there are examples of some harmful effects of insufficient sleep. Can you think of other harmful effects?
- 3) Do you agree that in a busy city such as Hong Kong, it is almost inevitable that people have insufficient sleep? What can be done to make sure that on the one hand we can get enough sleep but on the other hand we can finish all our work on time?

A Reply to Jonathan: In not more than 140 words, write an e-mail to suggest what Jonathan needs to do.

Your E-mail



Student Representative

Logos of District Councils: How much do you know about the district councils in Hong Kong? Identify the logos of these district councils, and write the correct names in the boxes provided.

Hong Kong Island	Southern, Central and Western, Wan Chai, Eastern
Kowloon	Yau Tsim Mong, Sham Shui Po, Kowloon City, Wong Tai Sin, Kwun Tong
New Territories	Sai Kung, Shatin, North, Tai Po, Yuen Long, Tuen Mun, Tsuen Wan, Kwai Tsing, Islands







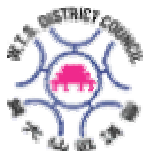
























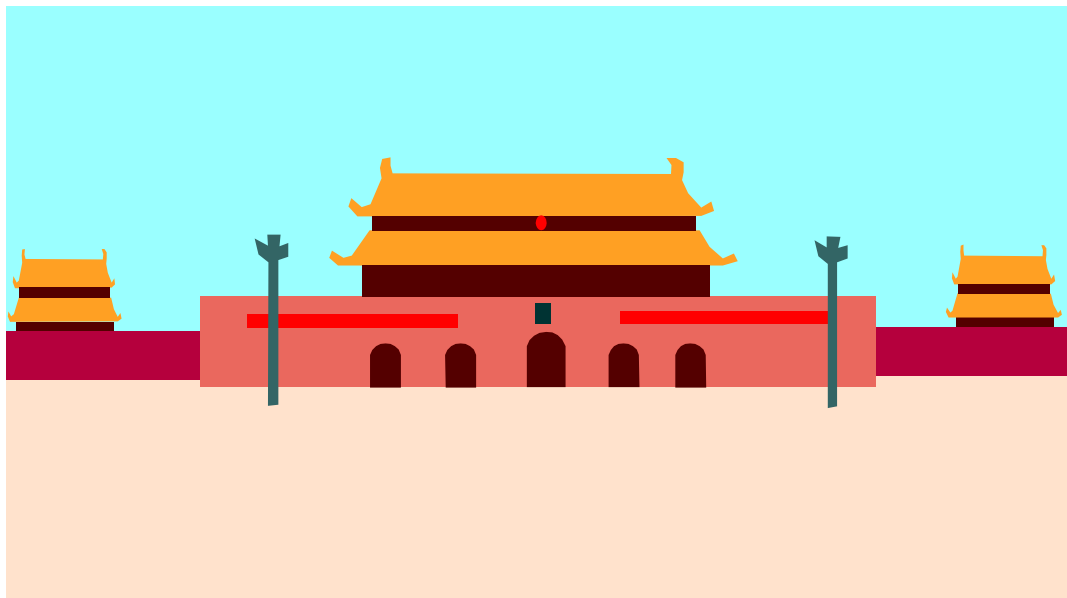






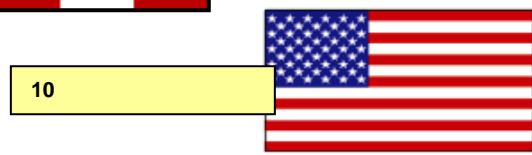
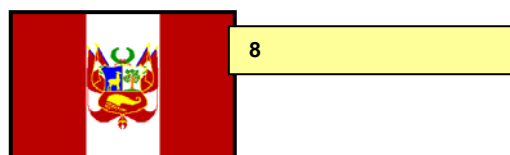
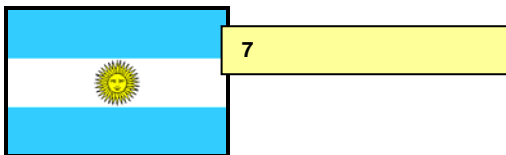
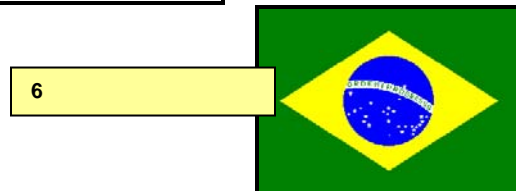
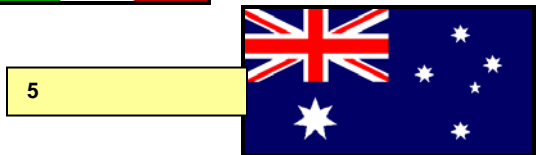
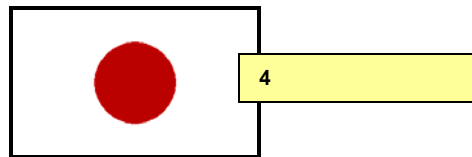
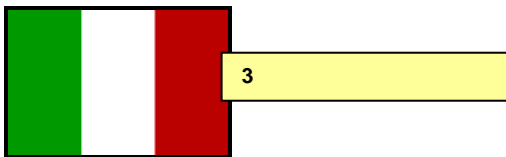
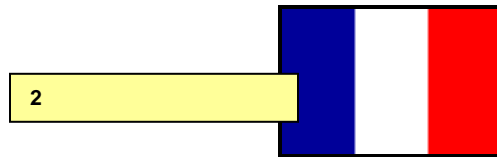
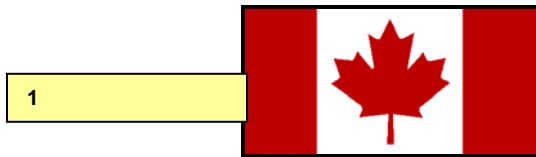
Quiz about China: How much do you know about China? Answer the following questions on your own, and then compare your answers with your partner's.

1. What is the population of China?
2. What is the capital of China?
3. Name three provinces in China.
4. One of the seven wonders of the ancient world is in China. What is it?
5. What does the PRC stand for?
6. When was the PRC established?
7. When will the Olympic Games be held in China?
8. How many stars are there on the national flag of China?
9. When did China join the World Trade Organisation (WTO)?
10. What are the two major rivers in China?



National Flags: Do you recognise the national flags given below? Put down the correct name of the country in the corresponding box.

<i>Argentina</i>	<i>Australia</i>	<i>Brazil</i>	<i>Canada</i>	<i>France</i>
<i>Italy</i>	<i>Japan</i>	<i>Peru</i>	<i>The United Kingdom</i>	<i>The United States</i>



PART ONE: Voluntary Work for a District Council

You are a student helper of a youth committee sponsored by your District Council. The District Council is going to organise a series of activities to let teenagers know more about:

- the work of the District Council; and
- the rights and duties of a Hong Kong citizen.

One of the activities is an exhibition at the City Town Hall. You and other voluntary helpers have been asked to help with the work listed below:

- draw a map which shows the 18 districts of Hong Kong;
- design a chart which summarises the work of the District Council; and
- draft a leaflet which promotes an activity organised by your District Council.

Your group leader has found two fact sheets and recorded a radio programme. Use the information given, and complete the tasks.

Map Drawing: Your group leader has drawn a map of Hong Kong. Help him complete it by showing the location of each District Council. Follow the example.

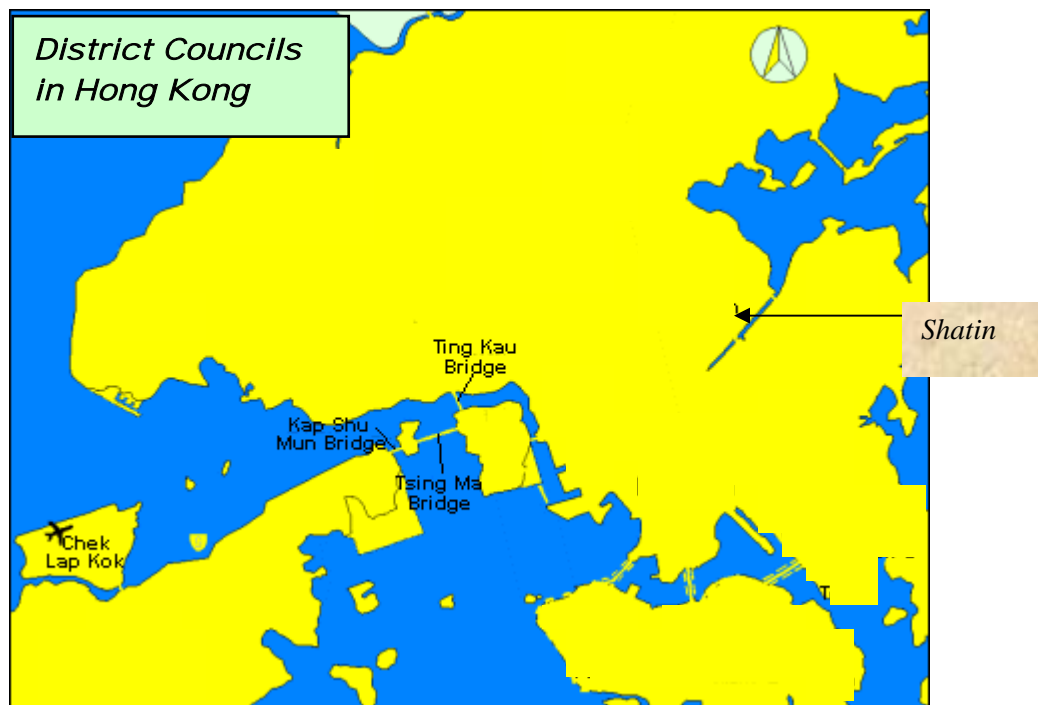
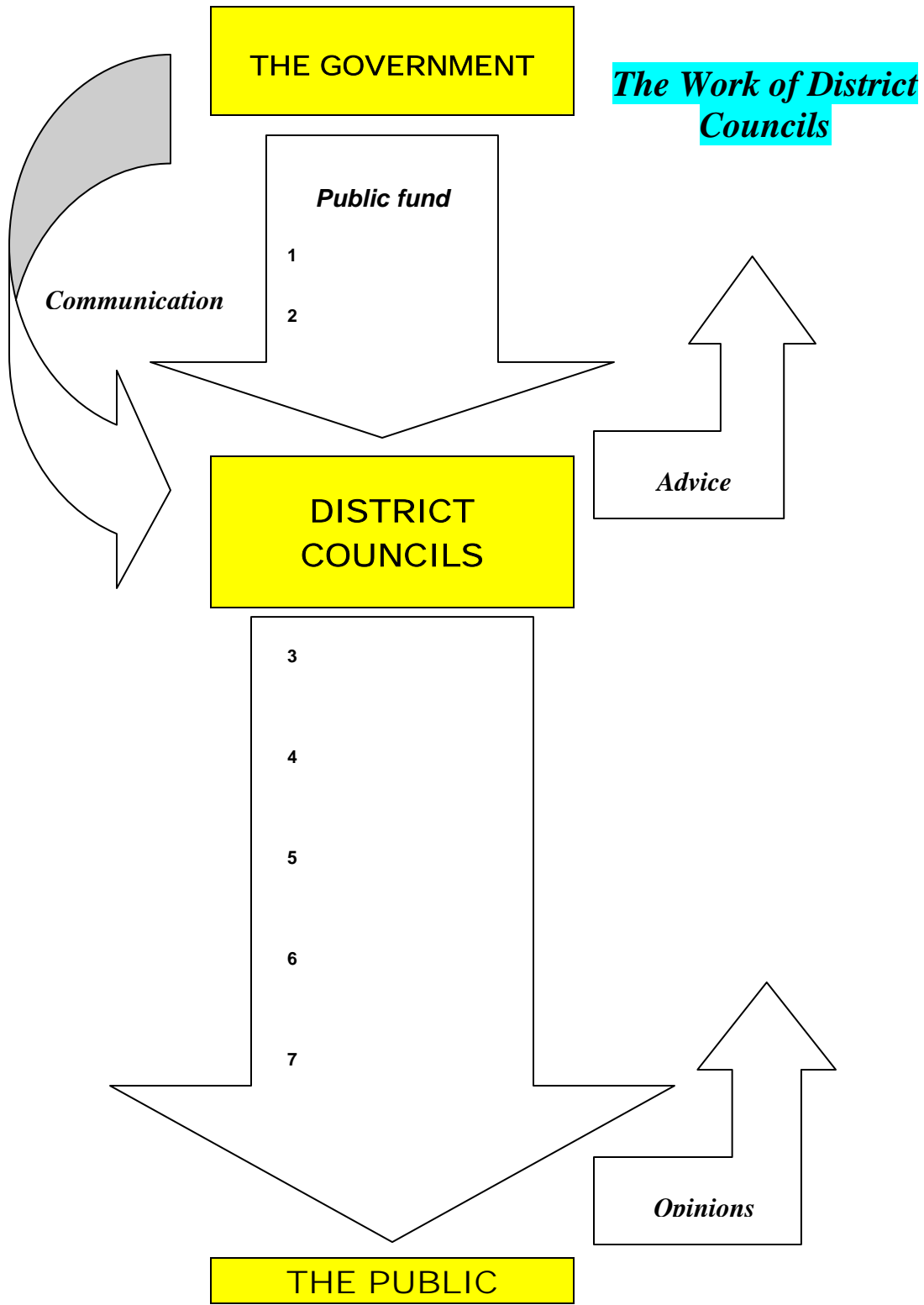


Chart Design: Your group is going to design a chart to show the major work of District Councils. Part of the chart has been drafted. Complete it by filling in the missing details.



Leaflet Design: Draft a leaflet to help promote the variety show organised by the Kwun Tong District Council.

The Kwun Tong District Council



Variety Show

Objectives:

1.

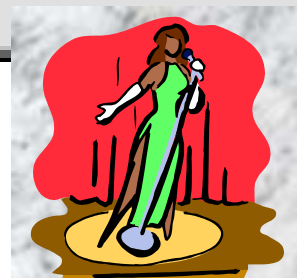
2.

3.

Date:

Venue:

Guest singers:



Inquiry hotline:

Website:

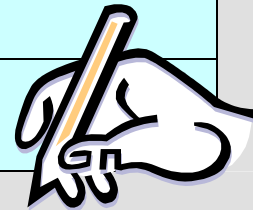
Note sheet:

OBJECTIVES

- To let the public know more about _____
- To encourage the public to participate in _____

Details of the Variety Show

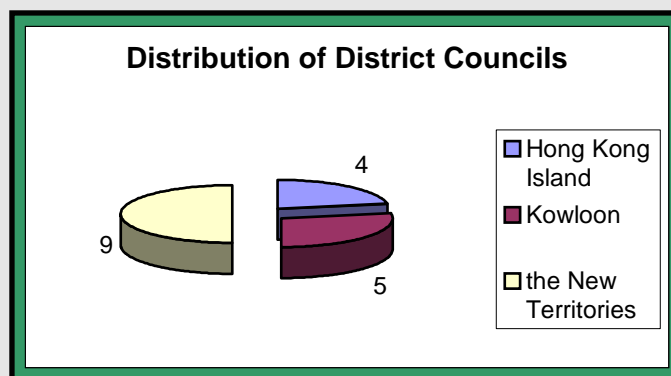
Objectives	<ul style="list-style-type: none">• To celebrate _____• To introduce _____ of the Council• To encourage _____ in Kwun Tong to participate in _____
Date	
Venue	The _____ of Kwun Tong City Hall
Guests to be invited	_____, _____ and Cecilia Cheung
Website	http://_____
Inquiry hotline	



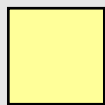
Fact Sheet One:

District Administration in Hong Kong

The first district board was established in 1982. In 2000, the District Boards were replaced by the new District Councils. At present, there are 18 district councils, nine in the urban areas and nine in the New Territories. In total, there are 519 District Council members.



KEY:



Kwai Tsing

Shatin

Tsuen Wan

Sai Kung

Tai Po

Islands

Tuen Mun

Yuen Long

North



Central & Western

Wanchai

Eastern

Southern



Yau Tsim Mong

Shamshuipo

Kwun Tong

Wong Tai Sin

Kowloon City

Fact Sheet Two:

DISTRICT COUNCILS

Mission

Our mission is to enhance communication between the Government and the people of Hong Kong, and to facilitate the development of District Administration. We aim at maintaining Hong Kong as a caring, exciting and harmonious community. To achieve this, we shall continue to strengthen our connection with all of the community. We make sure that the services and facilities provided at the district level are well co-ordinated, and that what the Government has been doing can meet the needs of the public. We also work with other government departments to promote public participation in district affairs.

Major Work

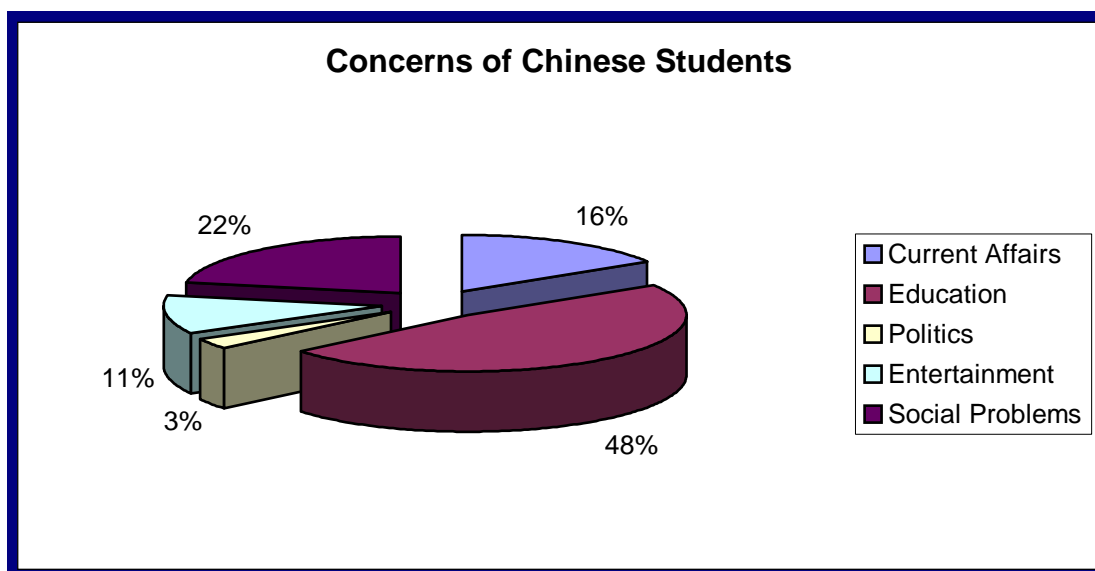
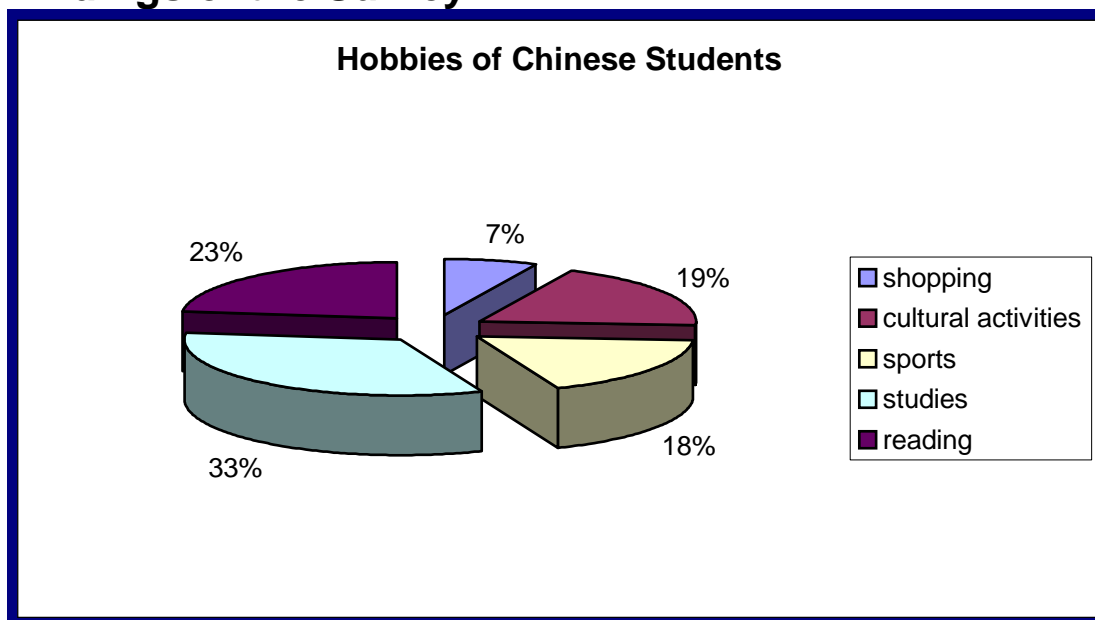
We give advice to the Government on matters related to the District, for example, the provision and use of public funds, facilities and services. In addition, we organise recreational, cultural and educational activities for the District. Minor projects are carried out to improve the living environment in the district. In emergency situations, we provide temporary shelters. Helping new arrivals to adapt to their new life in Hong Kong is also part of our work.

PART TWO: A Study Tour

Your school and Shenzhen Number One Middle School take it in turns to organise a three-day study tour for the students in both schools. This summer, your school will be the host. You have been appointed to help with suggesting some activities for the programme.

A Survey: To find out what the students from Shenzhen would like to have, a survey has been conducted. Look at the results below, and then discuss in groups what programmes would suit the students from Shenzhen.

Findings of the Survey



China's Education System: As shown in the findings, the topic Chinese students find most interesting is education. You have been asked to prepare some data about the education systems of Hong Kong and China.

Based on what you know about the education system in Hong Kong, fill in the missing details of the table below. Your teacher will refer to this table when he gives an oral presentation to the Chinese students.

**A COMPARISON BETWEEN THE EDUCATION SYSTEMS
OF CHINA & HONG KONG**

	Number of Years	
	<i>China</i>	<i>Hong Kong</i>
Kindergarten	3	
Primary School	6	
Junior Middle/Secondary School	3	
Senior Middle/Secondary School	3	
Undergraduate	4 — 5	
Master's Degree	2 — 3	
Doctoral Degree	3	

PART THREE: Cultural Exchange Programme

The International Youth Fund gives scholarships to students in different countries every year. The aim is to encourage cultural exchange among these countries. You are a good student in your school and have been recommended by your principal to apply for the scholarship.

How to Apply: Read the information sheet and the application form and then, in pairs, discuss what you should do to apply for the scholarship. After your discussion, complete the application form on your own.

Information sheet:

The International Youth Fund Scholarship for a One-year Exchange Programme at Cyber University

The International Youth Fund is a voluntary organisation sponsored by the United Nations. The Fund aims at facilitating cultural exchange among different countries, and providing teenagers with opportunities to widen their horizons. Every year, scholarships are offered to teenagers. This year, the scholarships will be offered to suitable junior-form students; the successful applicants can attend a one-year exchange programme offered by Cyber University in Canada. The scholarship offered will cover all the tuition fees and other expenses.

To apply for the scholarships, applicants must meet certain requirements, including:

- 12 to 14 years old;
- the ability to communicate with others in English;
- good academic results;
- a good knowledge of home country/town; and
- an independent personality.

Completed application forms should be sent to the General Office of the Fund at Room 1788, Floor 17, Tower Two, Winston Centre, Tsimshatsui, Kowloon by 15th May. Further details about the exchange programme and the scholarships are available at 2564 7809 or IYF@COLDMAIL.ORG.HK.

Application form:

The International Youth Fund Scholarship for a One-Year Exchange Programme at Cyber University

SECTION ONE: General Details

Name: _____
 First name Last name/Family name

Age: _____ **Nationality:** _____ **Place of Birth:** _____

Language(s) spoken: *(Please specify your level, for example, elementary, intermediate or advanced.)*

	Language Spoken	Level
Mother Tongue		
Foreign Language		
Dialect		

School: _____

School address: _____

Year of study: _____ *(Please attach a recent transcript to the application form.)*

Correspondence/Home address: _____

Home number: _____

E-mail: _____

SECTION TWO: Personality and Aptitude

In not more than 120 words, introduce yourself and your home country/town; explain why you are interested in the exchange programme and summarise what you would do as a student representative from Hong Kong during the one-year programme.



Tables and Charts

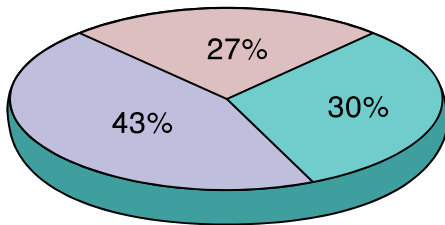
We use graphics such as tables and charts to present information visually. Graphics can help people understand information quickly and clearly.

Match these charts and tables with their names.

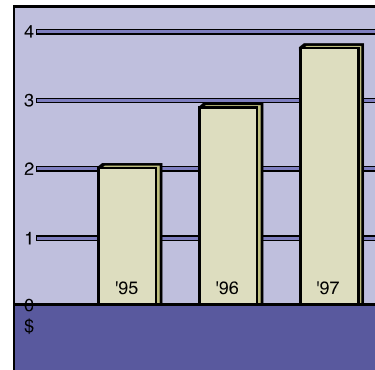
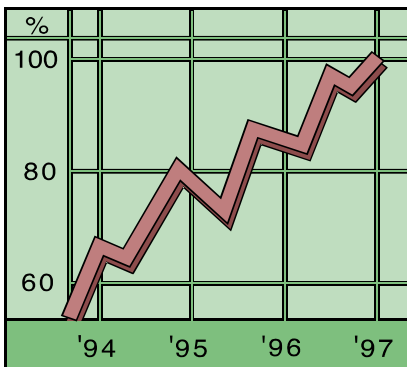
bar chart

**line graph
table**

pie chart



Average age of pupils	
Class	Age
2A	13.7
2B	14.1
2C	13.2



PART ONE: Presenting Information – Using Graphics

You belong to the Computer Club. Your school has carried out a survey on students' leisure habits. It sent a memo on the results of the survey to all classes, but the information is presented in text-form only. Your club will present the information graphically. Before you start, you read an article about presenting information in graphic form.

Read the article and then read the information summaries that follow. Match each of the information summaries with the type of graphic (table, line graph, bar graph or pie chart) that is best.

Presenting information: Using graphics

Graphics are illustrations. Tables, charts, diagrams, drawings and photographs are all examples of graphics. We use graphics with written text to provide information. Graphics describe and summarise information and make it easier for readers to understand lots of numbers and figures. Readers often remember information better if they see it in a graph, table or chart. All graphics should be simple and easy to read.

There are four common types of graphics:

Tables

We use tables to present numbers and units of measurement. All tables must have an appropriate number of columns and a clear heading.

Line graphs

We use line graphs to show trends in the form of continuous lines. The lines show the up and/or down movement of a trend. Line graphs are especially good for showing changes over periods of time (e.g. property prices over a period of five years). We can also use them to compare trends (e.g. the property prices in Hong Kong compared to China over a period of three years). The horizontal and vertical axes of a line graph should be clearly labelled.

Bar charts

Bar charts are very good for showing information that can be grouped into sections such as months, years, individual companies, etc. The vertical and horizontal axes must be clearly labelled.

Pie charts

Pie charts are best for showing the relationships between parts of the same item in the form of percentages (e.g. the percentage of male and female students in a school). The largest part of a pie chart begins at noon and moves clockwise. All pie charts must add up to 100%.

Read these information summaries and decide whether the information is best presented in the form of a **table**, **line graph**, **bar chart** or **pie chart**. Give a reason for your choice.

In total, 38 students answered this question. Of that total, 24 (or 63.2%) said they often used the Internet, 9 (23.7%) said they sometimes used the Internet, and 5 (13.1%) said they rarely used the Internet.

The growth of home computers has fallen recently in Hong Kong. In 1999, 462,578 computers were sold. This figure rose to 502,114 in 2000, but fell to 376,228 in 2001. In comparison, sales of home computers rose on the mainland. In 1999, 2.8 million were sold, rising to 3.4 in 2000 and reaching 4.1 in 2001.

In total, 346 questionnaires were sent to residents. Of this, 228 were completed and returned. By dividing the number of questionnaires returned with those that were sent out and multiplying that figure by 100, the percentage response rate was calculated to be 65.9%.

Of the 88 teachers who responded to the questionnaire, 42 said they taught F1-F3 students, 36 said they taught F4-5 students, and 28 said they taught F6-7 students. Many teachers reported that they taught both F1 and F5 students, which is why the total figure is greater than the number of teachers.

PART TWO: How to Create Tables and Charts

Your friend in the Computer Club shows you how to create tables and charts. You decide to make some notes so you can refer to them later.

*Listen and complete the description of how to create a **table**.*

1

Click on _____ on the menu bar, select _____ then select _____.

2

Then choose the number of _____ and the number of _____ that you want.

4

You can now go to _____ on the menu bar and select 'Borders and _____'.

3

Then click 'OK', and the _____ will appear on your screen.

5

Click the 'Shading' tab and select the _____ you want for your table.

6

Then click the 'Borders' tab and, from 'Setting', choose 'None', '_____', 'Shadow', etc.

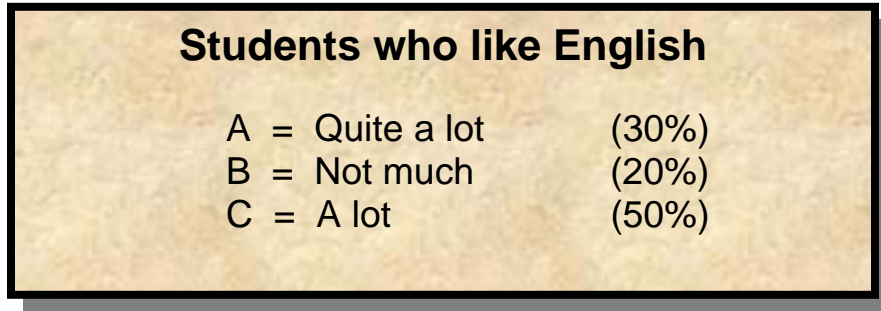
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Finally, click _____ and the table will change colour and have a _____.

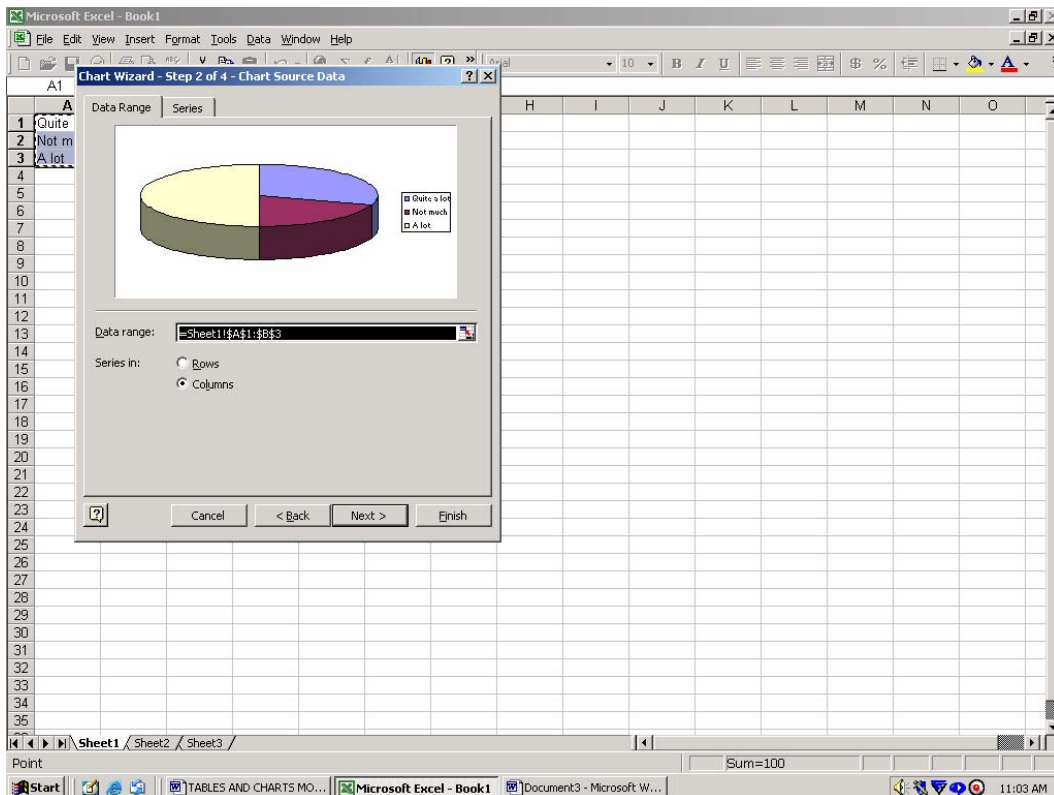
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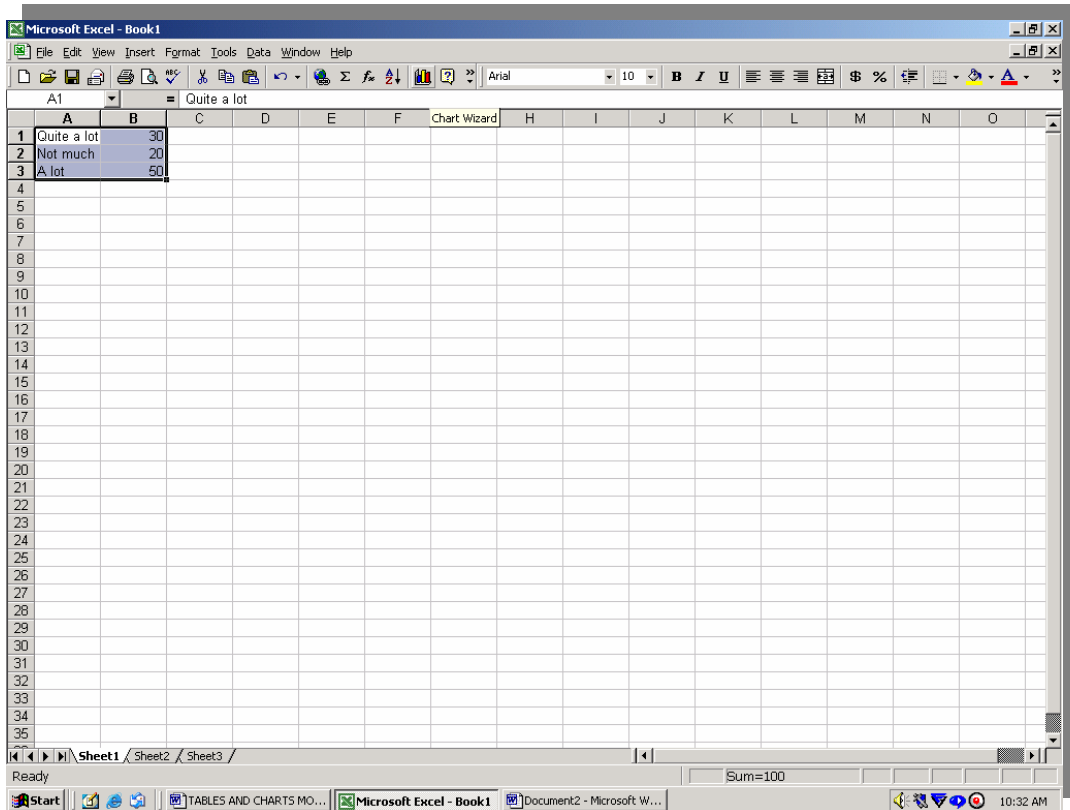
Then choose the _____ of line that you want and the _____.

Your friend will now tell you how to create a **pie chart**. You will create the chart using this data:

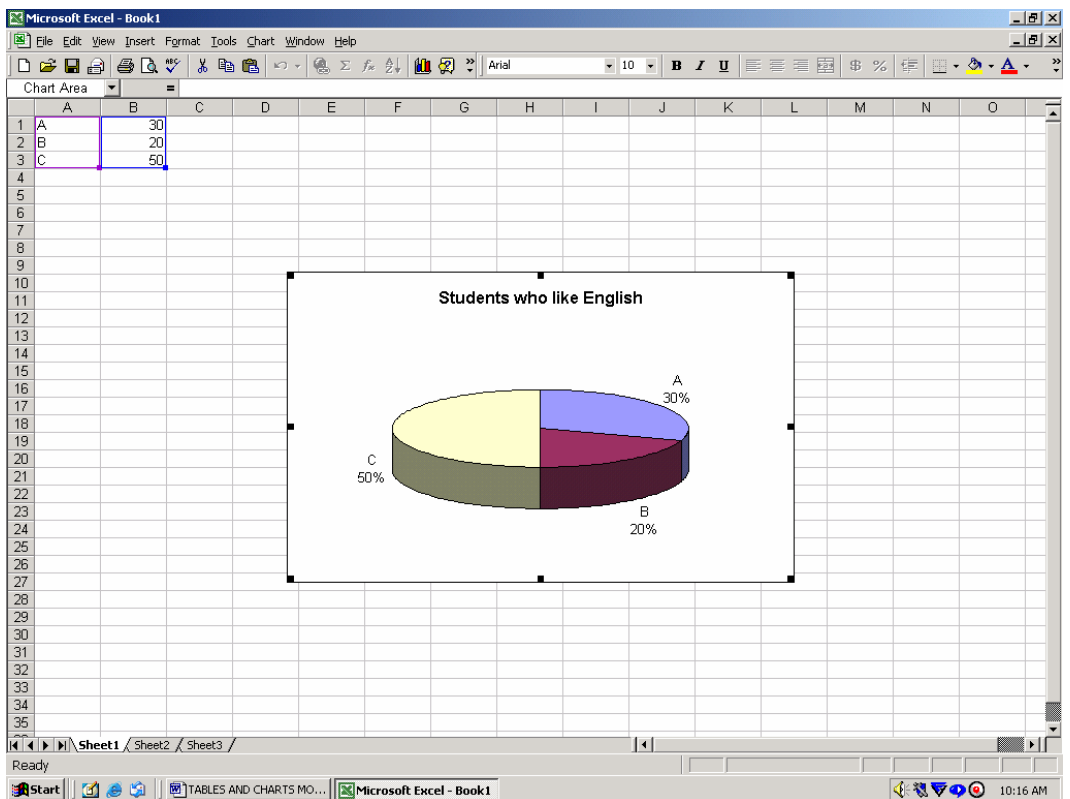


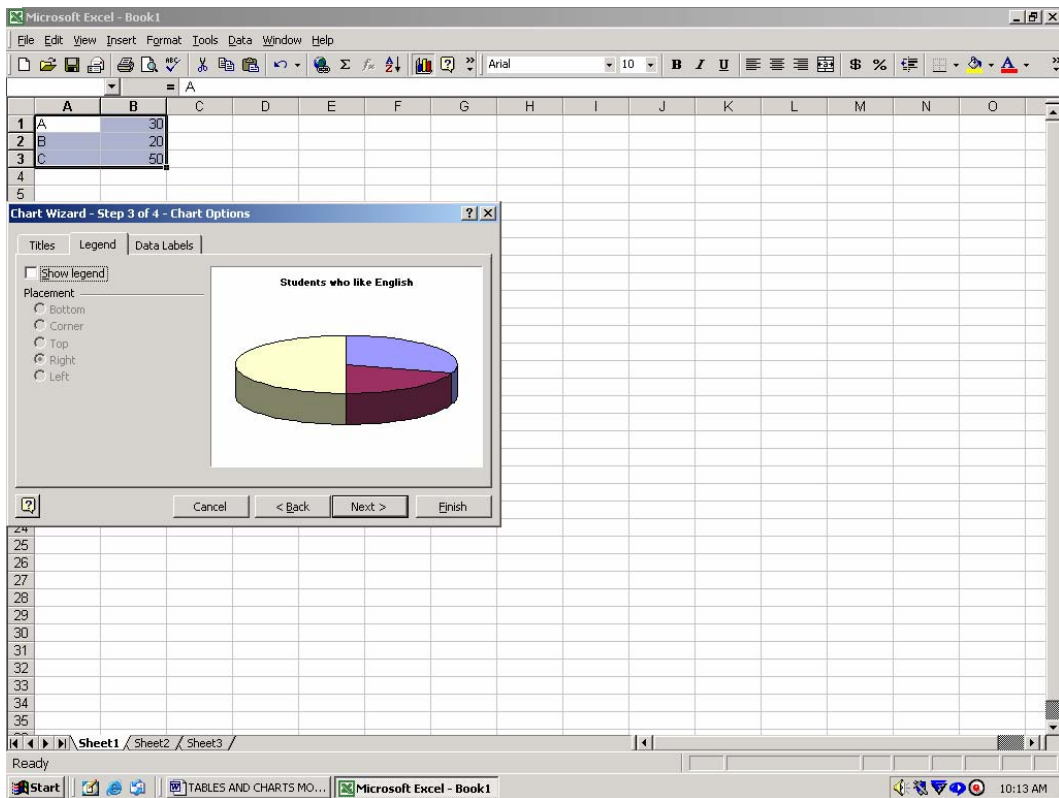
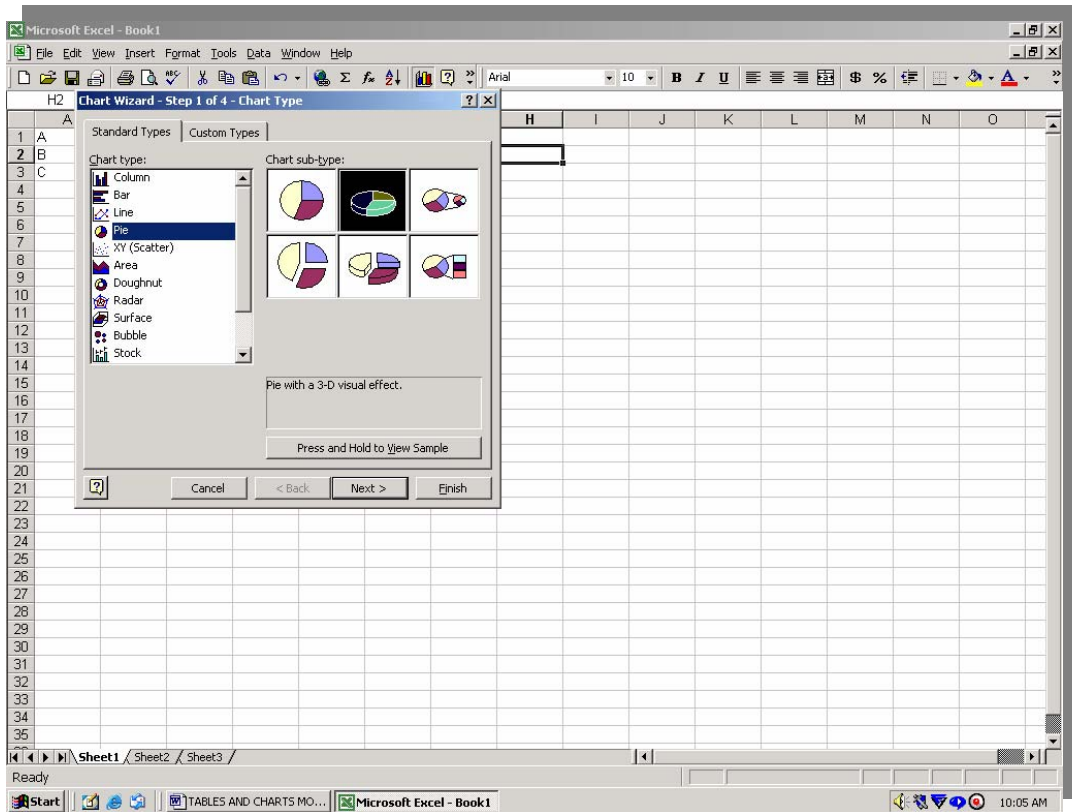
Listen and put the pictures in the correct order. Number the pictures 1-9. The first one is done for you as an example.

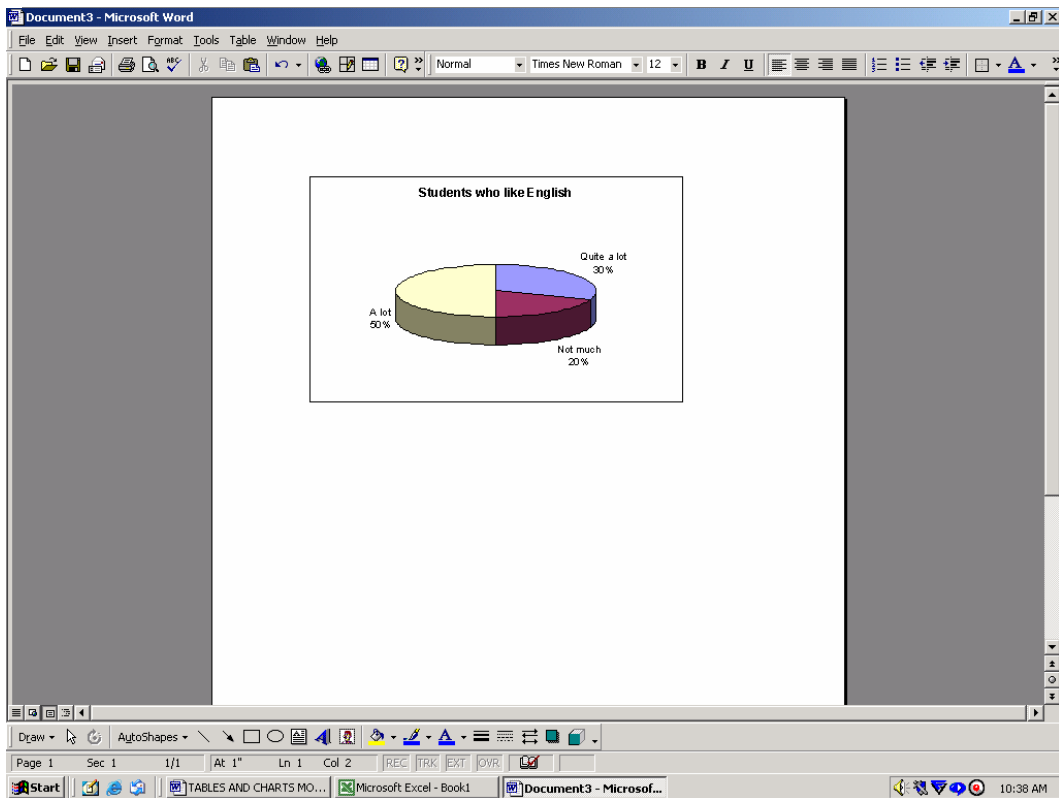
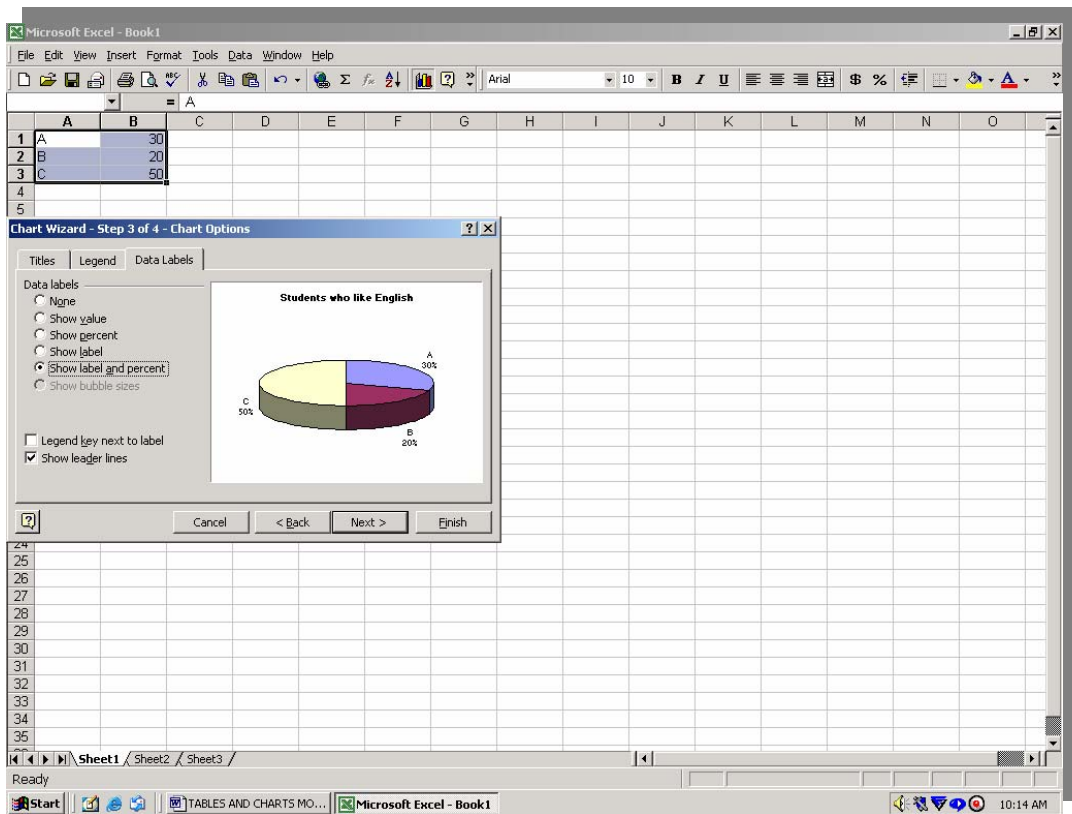


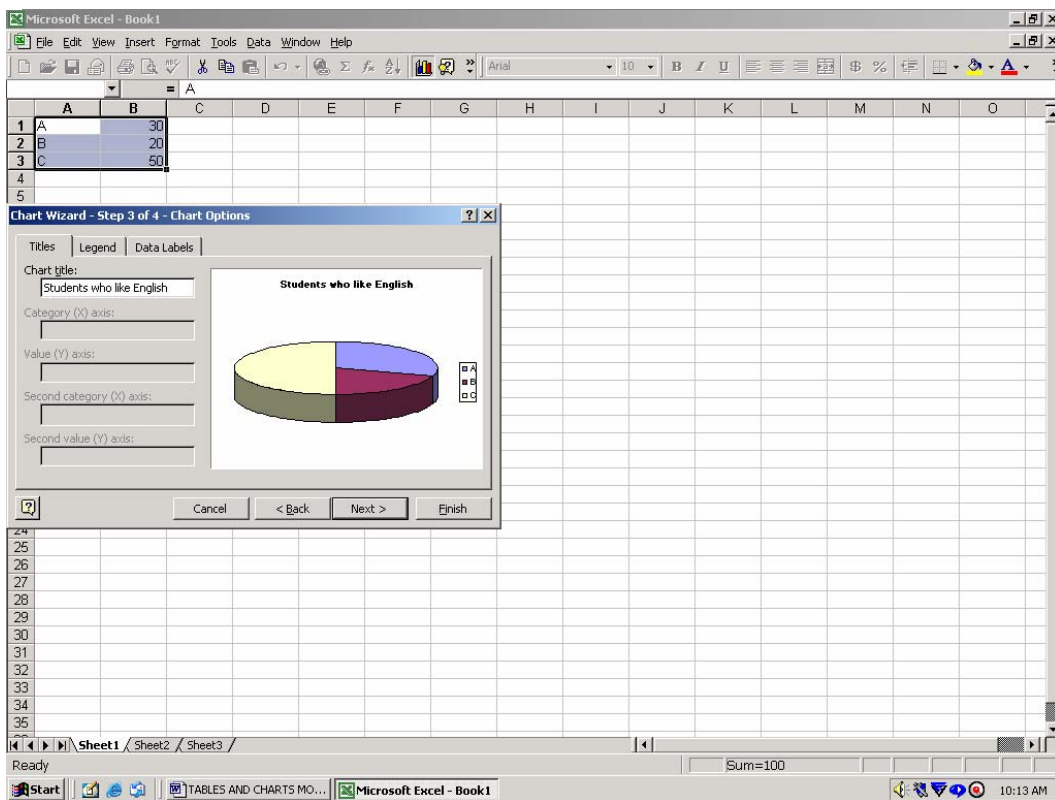
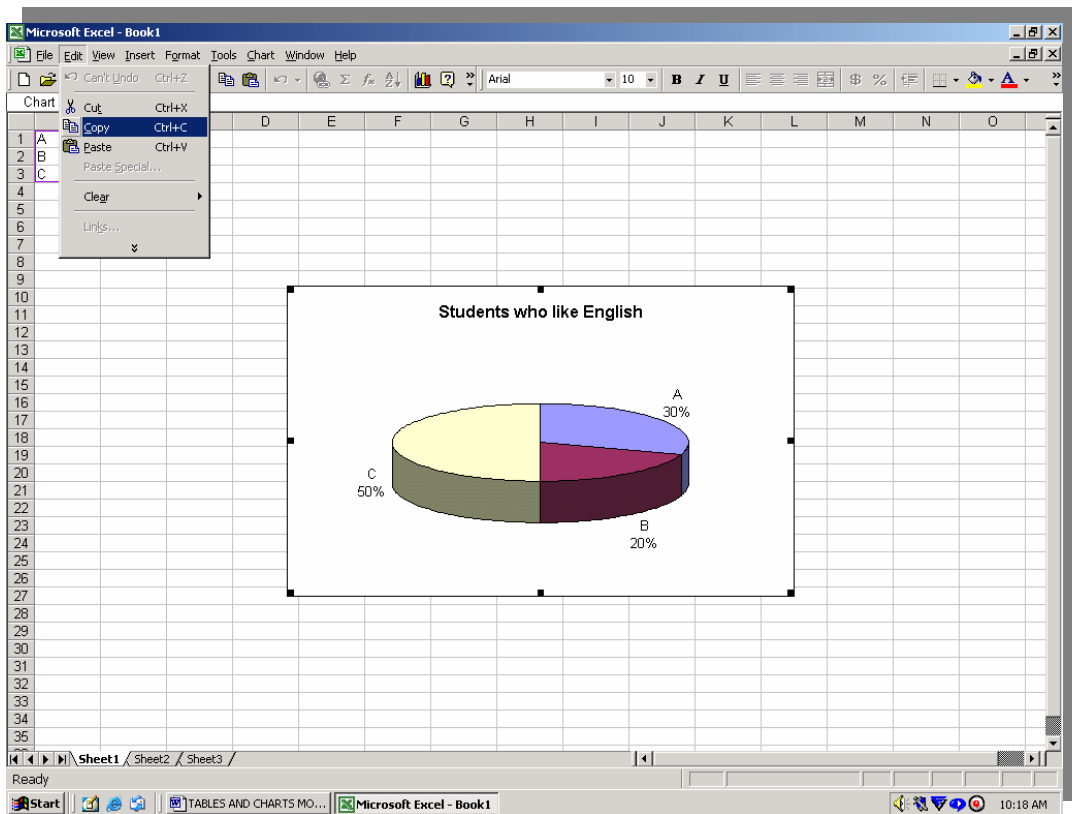


1









PART THREE: Creating Your Own Tables and Charts

You now feel ready to create the tables and charts to accompany the results of the school survey on students' leisure habits. In groups of four, you will create four tables – one pie chart, one line graph, one bar chart and one table.

Work in groups of four. Read the four result summaries and first decide how each one should be presented (e.g. a table, a line graph, etc). Discuss each one with the other members of the group. These expressions may help you in your discussion:

Stating an opinion



I think these results are most suitable for a *table/chart*.

This one will work best as a *chart/table*.

These results should be put in the form of a *table/chart* because...

Disagreeing with someone's opinion



No, I don't think that's right.

No, that's wrong.

That doesn't make sense to me.

No, I think that one should be a *table* not a *chart*.

Agreeing with someone's opinion



Yes, I think so, too.

Yes, I think you're right.

That makes sense to me.

Yes, that's a good suggestion.

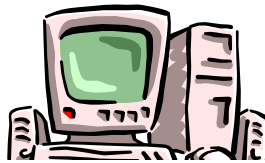
Now read the result summaries and decide how each should be represented graphically.

1

Regarding the response rate of the survey, 220 student questionnaires were sent out and 168 were completed and returned. The response rate was, therefore, 76%.

2

The four most popular student leisure activities were surfing the Internet (45.8%), watching TV (26.7%), shopping (22.3%) and playing video games (5.2%).



3

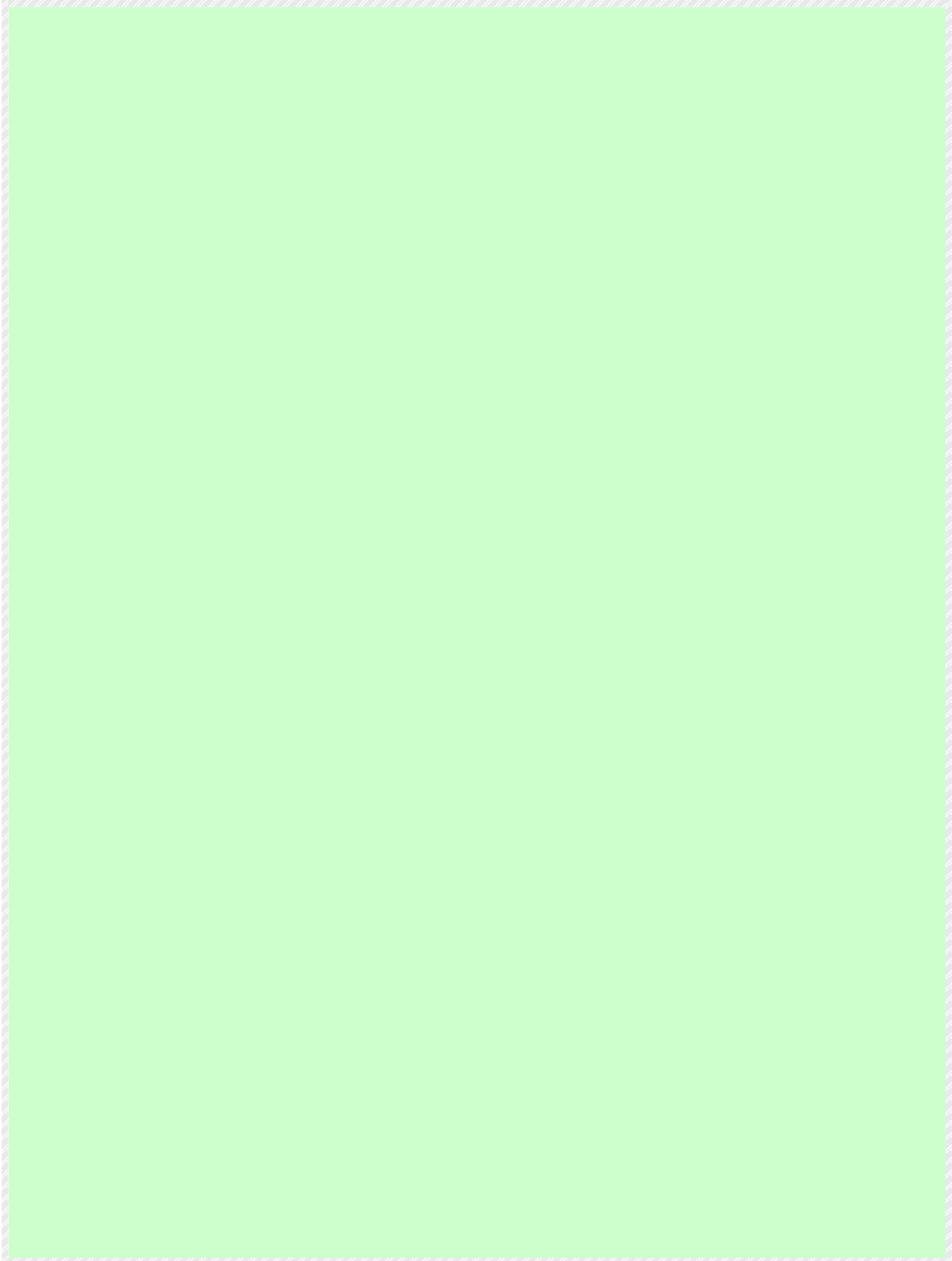
When individual F1-F5 students were asked how long they spend each week on the Internet, the average responses were as follows: F1 students spent 3 hours; F2 students spent 4 hours; F3 students 6 hours; F4 students spent 5 hours; and F5 students spent 8 hours.

4

When the leisure activities over the past month of male and female F1 students were compared, 18 male students bought a CD, 22 went to the cinema, 47 played sport and 25 went shopping. By contrast, 24 female students bought a CD, 14 went to the cinema, 28 played sport and 52 went shopping.



Create your table or chart here. Then put all your graphics together and present the information to another group.



TOURISM IN HONG KONG

Scenic Spots: Can you name the scenic spots below? Write your answers in the boxes provided.

Hong Kong Island	Star Ferry Pier, Victoria Harbour, Victoria Peak, Ocean Park, Legislative Council
Kowloon	Hong Kong University of Science and Technology (HKUST), Jade Market, Tsim Sha Tsui East, Clock Tower
New Territories	Bronze Buddha, Shatin Racecourse, Ten Thousand Buddhas Monastery

























A Quiz about Scenic Spots: *How much do you know about the scenic spots in Hong Kong? Answer the following questions on your own, and then compare your answers with your partner's.*

1. What government agency is responsible for promoting Hong Kong to tourists?
2. Name three popular shopping centres in Hong Kong.
3. Name three famous open-air markets in Hong Kong.
4. When was the former Government House built?
5. How many former British governors lived in Government House until 1997?
6. What is the longest hiking trail in Hong Kong?
7. When will Phase One of Hong Kong Disneyland be completed?
8. What district in Hong Kong will be developed into an integrated arts, cultural and entertainment centre?
9. Name the two places which will be linked by a scenic cable car system.
10. Where will the Wetland Park be built?

Asia's world city

HONG
KONG



PART ONE: A Three-day Itinerary

A Note from Your Father: Your father has left you a note and a sample itinerary. He would like you to help with planning an itinerary for his friends, who are coming to Hong Kong. Read the note and identify what you need to do.

Father's Note

Chris

I'm now flying to Taiwan to attend an important meeting. Please can you do me a favour if you have time?

Do you remember my two English friends Uncle Peter and his wife, Auntie Margaret? They're coming to Hong Kong again next week. They'll stay for three days. Then they'll fly to Beijing. I have no time to plan their itinerary. Please do it for me. Remember what Uncle Peter and Auntie Wendy like when you plan their itinerary. It seems to me that they both enjoy shopping very much. They also like eating. However, they aren't too keen on visiting scenic spots. Actually, this is not their first visit; so they've already visited many places in Hong Kong, including Stanley, the Giant Buddha, Ocean Park, Wong Tai Sin Temple, the Night Market on Temple Street, Repulse Bay, the Peak, Lan Kwai Fong, etc. Maybe if you find something new for tourists, you could include it in your itinerary.

Phone me if you have any questions. Talk later ...

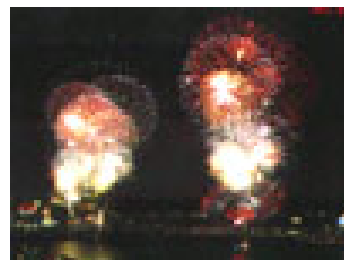
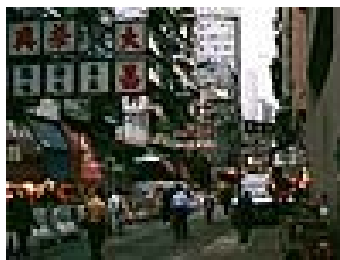
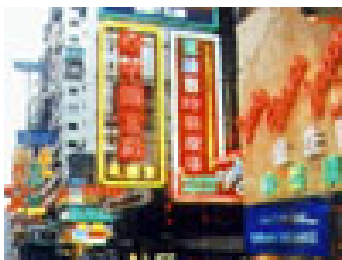
Dad

An Itinerary for Uncle Peter and Auntie Margaret: Your father has left you a sample itinerary. In groups discuss whether this is suitable for Uncle Peter and Auntie Margaret. Modify it wherever necessary. Then, fill in the details in the blank itinerary provided.

SAMPLE ITINERARY



DAY	ACTIVITIES	MEANS OF TRANSPORT
1	Arrival. Check into the Holiday Inn. Have lunch at the café of the hotel. Go shopping in Tsim Sha Tsui, Yaumatei and Mong Kok. Visit the Night Market on Temple Street. Try some dai pai dong food.	MTR, taxi, bus and mini-bus
2	Take a Hong Kong Island tour with dim sum lunch in Repulse Bay. Go shopping in Stanley Market. Have dinner at Lan Kwai Fong. Visit the Peak and enjoy the night scenery of Victoria Harbour.	MTR, taxi, bus, mini-bus, ferry, Peak Tram and tram
3	Visit the fortune-tellers at Wong Tai Sin Temple. Have lunch at Kowloon City. Visit the Hong Kong University of Science and Technology. Go hiking at Sai Kung Country Park. Have a seafood meal in Sai Kung.	MTR, taxi, bus and mini-bus



PROPOSED ITINERARY


DAY	ACTIVITIES	MEANS OF TRANSPORT
1		
2		
3		

PART TWO: A Survey

The Yau Tsim Mong District Council is going to conduct a survey to find out tourists' impressions of Hong Kong. A report will be submitted to the Hong Kong Tourism Board to suggest what could be done to boost Hong Kong's tourism. You are a student helper of the Council, and have agreed to help with the preparation work of the survey.

A Recorded Telephone Message: Your team leader has phoned you and left a message on your answering machine. Listen to the recorded message, and note down what you need to do for the survey on the note sheet provided.

Note Sheet

<p>Objective of the Questionnaire To find out _____.</p>	
<p>Instruction Please don't put down _____ on the questionnaire.</p>	
<p>Question 1 Why did you choose _____?</p>	
<p>Question 2 How many _____?</p>	
<p>Question 3 What _____ and _____ have you visited?</p>	
<p>Question 4 How would you comment on _____ provided for you?</p>	
<p>Question 5 Will _____? Why/Why _____?</p>	

Questionnaire Design: Part of the questionnaire has been drafted. Using the information from the recorded telephone message, design the questionnaire for collecting data about tourists' impressions of Hong Kong.



YAU TSIM MONG DISTRICT COUNCIL

Survey on Tourists' Impressions of Hong Kong

This survey aims to

Thank you for

Mock Interview: You would like to practise your interviewing skills before the survey. In pairs, take it in turns to ask and answer the five questions in the questionnaire.

NOTE: Student A refers to bubble A whereas Student B refers to bubble B when answering the questions.



PART THREE: Hong Kong Disneyland

An E-mail from your Cousin: Joe is your cousin. He lives in Canada. You have received an e-mail from him. Read his e-mail and identify what you need to do.



An Extract from the Internet: You have found an extract about Hong Kong Disneyland from the Internet. Read the extract and underline the information useful to your cousin.

HONG KONG DISNEYLAND

Introduction

The Hong Kong Government and the Walt Disney Company reached an agreement in November 1999. They agreed to work together to build Hong Kong Disneyland at Penny's Bay on Lantau Island. Phase One of the park will be completed in 2005. Phase One will include a Disney theme park, a resort hotel complex, and a retail, dining and entertainment centre. It is believed that Hong Kong Disneyland will boost Hong Kong's tourism by attracting millions of tourists to Hong Kong each year.

The Financial Investment of the Government

The Government needs to spend approximately HK\$22.45 billion on the project. Despite such a huge investment, the Government still believes that Hong Kong's tourism and Hong Kong's economy as a whole will benefit from the project. For example, Phase One of the project will provide 18,400 jobs on opening. The number of new jobs created will rise to 35,800 in 20 years.



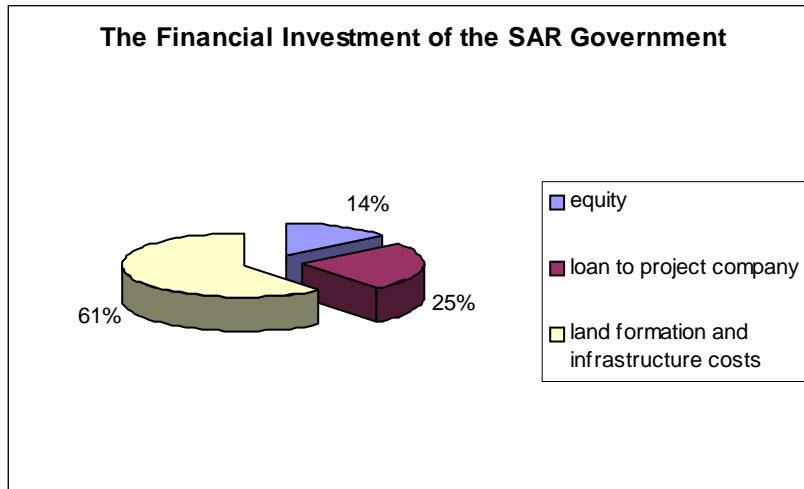
Benefits from Hong Kong Disneyland

It is estimated that Hong Kong will get HK\$148 billion (at today's prices) over a 40-year period. Millions of tourists will visit Hong Kong each year because of Hong Kong Disneyland. There will be around five million in the first year. The number will rise to 10 million after about 15 years. These tourists will spend a lot of money in Hong Kong. In the first year of operation, spending by tourists will be around HK\$8.3 billion. This will rise to HK\$16.8 billion per year after 20 years.

In addition to monetary benefits, Hong Kong Disneyland will bring intangible benefits. Namely:

- building up the image of Hong Kong as an exciting and cosmopolitan international city;
- setting a new standard for the service sector in Hong Kong;
- providing quality family entertainment and recreational facilities; and
- raising people's awareness of the importance of environmental protection as the Walt Disney Company is very concerned about the issue.

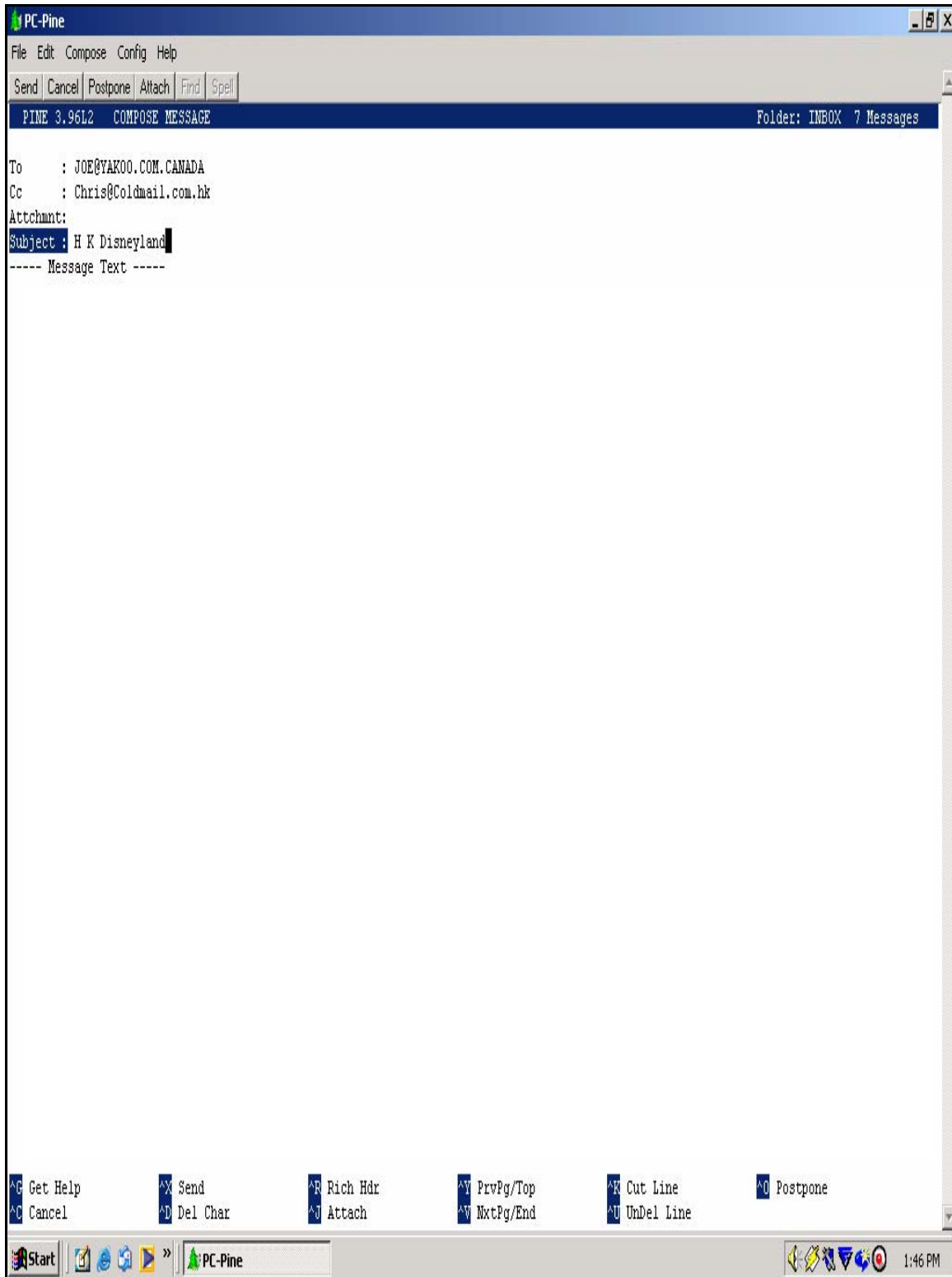
FIGURES ABOUT HONG KONG DISNEYLAND



A Summary of the Benefits from the Hong Kong Disneyland Project in 20 years

ITEM	BENEFIT
New Jobs	35,800
Tourists Visiting the Park	7.3 million per year
Tourists Visiting HK	12 million per year
Tourists' Spending	HK\$16.8 billion per annum

A Reply to Joe: You are going to send Joe an e-mail to give him the information about Hong Kong Disneyland. In not more than 120 words, write the e-mail.



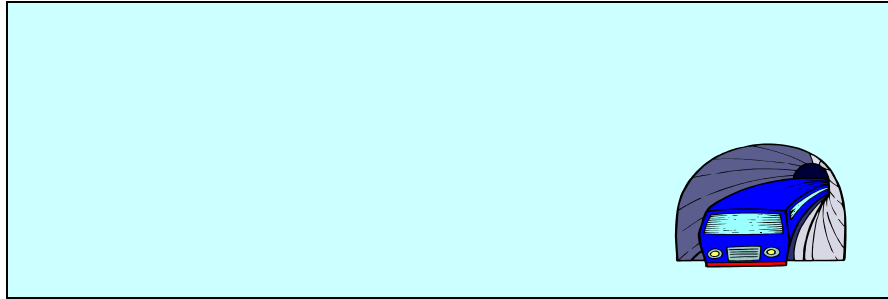
TRANSPORT

Means of Transport I: What means of transport can you find in the pictures below? Put down your answers in the boxes provided.

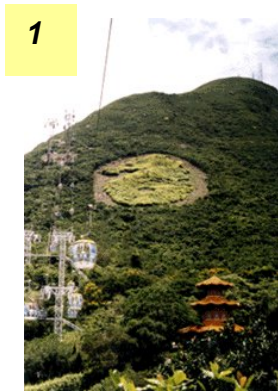


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Means of Transport II: Can you think of other common means of transport which are not shown in the pictures on page one? Write your answers in the box below.



Transport in Hong Kong: What means of transport do you need to take to travel from your school to the places below? Write your answers in the boxes provided.



1		4	
2		5	
3		6	

PART ONE: Transport in Hong Kong

Michael is your cousin. He lives in Canada. Every week, you e-mail each other once or twice. Yesterday, you received another e-mail from him.

Michael's E-mail: Read Michael's e-mail and then, in pairs, identify what Michael wants you to do for him.



Information Sheet: Read the sheet below and then, in pairs, correct the outdated information.

Hong Kong Transport

In Hong Kong, the main forms of transport include:

Underground Railway: The Mass Transit Railway (MTR) has three lines, namely the Hong Kong line, the Kwun Tong line and the Tsuen Wan line.

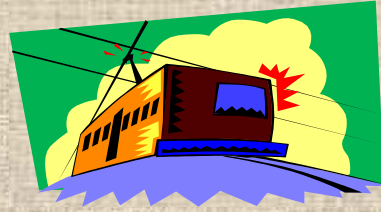
Kowloon-Canton Railway: The Kowloon-Canton Railway (KCR) links Lo Wu, in the New Territories, and Hung Hom in Kowloon. There are 13 intermediate stations in total. The whole railway is about 34 kilometres long. The KCR railroad also goes from Kowloon to mainland China.

Light Railway: There is a light railway service in the new towns in the north-western New Territories such as Tuen Mun, Tin Shui Wai and Yuen Long.

Buses: There are four franchised bus companies, namely the Kowloon Motor Bus Company (KMB), the China Motor Bus Company (CMB), Citybus and the New Lantau Bus Company.

Trams: There are two different types of trams in Hong Kong, namely street electric trams and Peak cable trams. Street electric trams are double-decker electric trams that serve almost all of Hong Kong Island. The service covers the districts between Kennedy Town and





Chai Wan. Peak cable trams go from Central to Victoria Peak.

Ferries: People can cross the harbour between Hong Kong and Kowloon by ferry. Most of the ferry services are provided by the Hong Kong and Yaumatei Ferry Company. The Star Ferry only provides ferry services between Central and Tsimshatsui and between Wan Chai and Tsimshatsui.

Taxis: Taxis are widely available and relatively cheap compared with much of the rest of the world. They are metered and flagfall starts at HK\$14. There are three different types of taxis. Red taxis operate throughout Hong Kong, except Tung Chung Road and roads in south Lantau. Green taxis mainly operate in the New Territories. Blue taxis operate only on Lantau Island.

Public Light Buses (PLBs): PLBs or the so-called “minibuses” have only 16 seats. There are two different types of minibuses. Red minibuses can operate anywhere whereas green minibuses operate only on fixed routes at fixed prices.



An Extract: You have found an extract about the bridges in Hong Kong. Read the extract and underline the answers to the questions below so that you can answer Michael's queries.

1. Which is the longest bridge in Hong Kong?
2. How long is it?
3. Which is the newest bridge in Hong Kong?
4. When was it built?

Extract

MAJOR TUNNELS AND BRIDGES IN HONG KONG

Cross Harbour Tunnel

The Cross Harbour Tunnel was opened in 1972. Its flow of traffic is the heaviest. On average, the tunnel is used by 120,000 vehicles every day.

Eastern Harbour Tunnel

The Eastern Harbour Tunnel was opened in 1989. Its traffic flow is very heavy; on average about 90,000 vehicles use the tunnel every day.

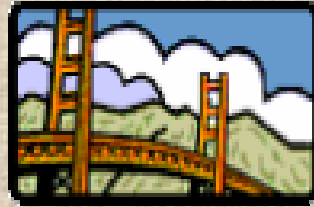
Western Harbour Crossing

The Western Harbour Crossing was opened in 1997. Around 45,000 vehicles use the tunnel every day.

Lion Rock Tunnel

The Lion Rock Tunnel is the oldest tunnel in Hong Kong. It was opened in 1967. Around 90,000 vehicles use the tunnel every day.





Tate's Cairn Tunnel

The Tate's Cairn Tunnel was opened in 1991. It is one of the longest tunnels in Hong Kong. On average, 65,000 vehicles use the tunnel every day.

Shing Mun Tunnels

The Shing Mun Tunnels were opened in 1990. Around 55,000 vehicles use the tunnels every day.

Ting Kau Bridge

The Ting Kau Bridge was opened in 1998. It links the Tai Lam Tunnel and Tsing Yi sections of Route 3, and connects the Western New Territories, via Tuen Mun Road, to the Lantau Link.

Kap Shui Mun Bridge

The Kap Shui Mun Bridge was opened in 1997. It links northeast Lantau and Ma Wan. The total length is 430 metres.

Tsing Ma Bridge

The Tsing Ma Bridge was opened in 1997. It connects Ma Wan and Tsing Yi. Its total length is 1,377 metres; it is one of the longest of its kind in the world.



PART TWO: Pedestrianisation

You are a voluntary helper of a District Council. To improve the living environment, your District Council is going to find out whether it is necessary to request the Transport Department to restrict vehicle access to a certain street or area for the exclusive use of pedestrians.

A Radio Programme: To collect information about the issue, Charles Chan, your team leader, has recorded a radio programme in which a spokesman of the Transport Department talked about “*Pedestrianisation*”. Listen to the programme and make brief notes on the note sheet provided.

Note Sheet

PEDESTRIANISATION

Examples of Pedestrian Streets:

- Russell Street and Lee Garden Road in _____
- Sai Yeung Choi Street South in _____

Before the scheme:

- The _____ was busy.
- There were a lot of _____.
- Traffic _____ were frequent.

Reasons for Making Streets “Pedestrians Only”

1. To provide a _____ for pedestrians
2. To provide venues for _____ and _____ activities
3. To prevent traffic accidents





Types of Pedestrian Streets:

1. _____ Pedestrian Streets: the streets are closed to vehicles throughout the whole day.
2. _____ Pedestrian Streets: the streets are closed to vehicles during certain hours.
3. Traffic Calming Streets: the streets are not closed, but special measures are taken to “_____” them.

Special measures include:

- Reducing _____
- Making the _____
- Providing laybys to regulate kerb-side activities

A Questionnaire: To find out whether the residents in your district welcome the idea of pedestrian streets, your District Council is going to conduct a survey. Charles Chan has drafted a few questions for a questionnaire. Using the information from the recorded programme and the extract below, draft the rest of the questionnaire.

Extract

PEDESTRIANISATION

The Transport Department will consider the following questions when implementing the scheme.

- Are there shops or places of interest which would attract pedestrians and tourists to the area?
- Are there pedestrian flow or safety problems?
- Will the scheme lead to serious traffic jams?
- What is the impact of the scheme on the environment?

A step-by-step approach will be taken. The Department will liaise closely with the District Councils and collect feedback from the parties concerned to make sure that the scheme is beneficial.



Questionnaire

The Kowloon City District Council



A Survey on Pedestrianisation

This survey aims at collecting residents' opinions about "Pedestrianisation". Pedestrianisation means reserving streets for pedestrians only.

All information collected will be used solely for research purposes.

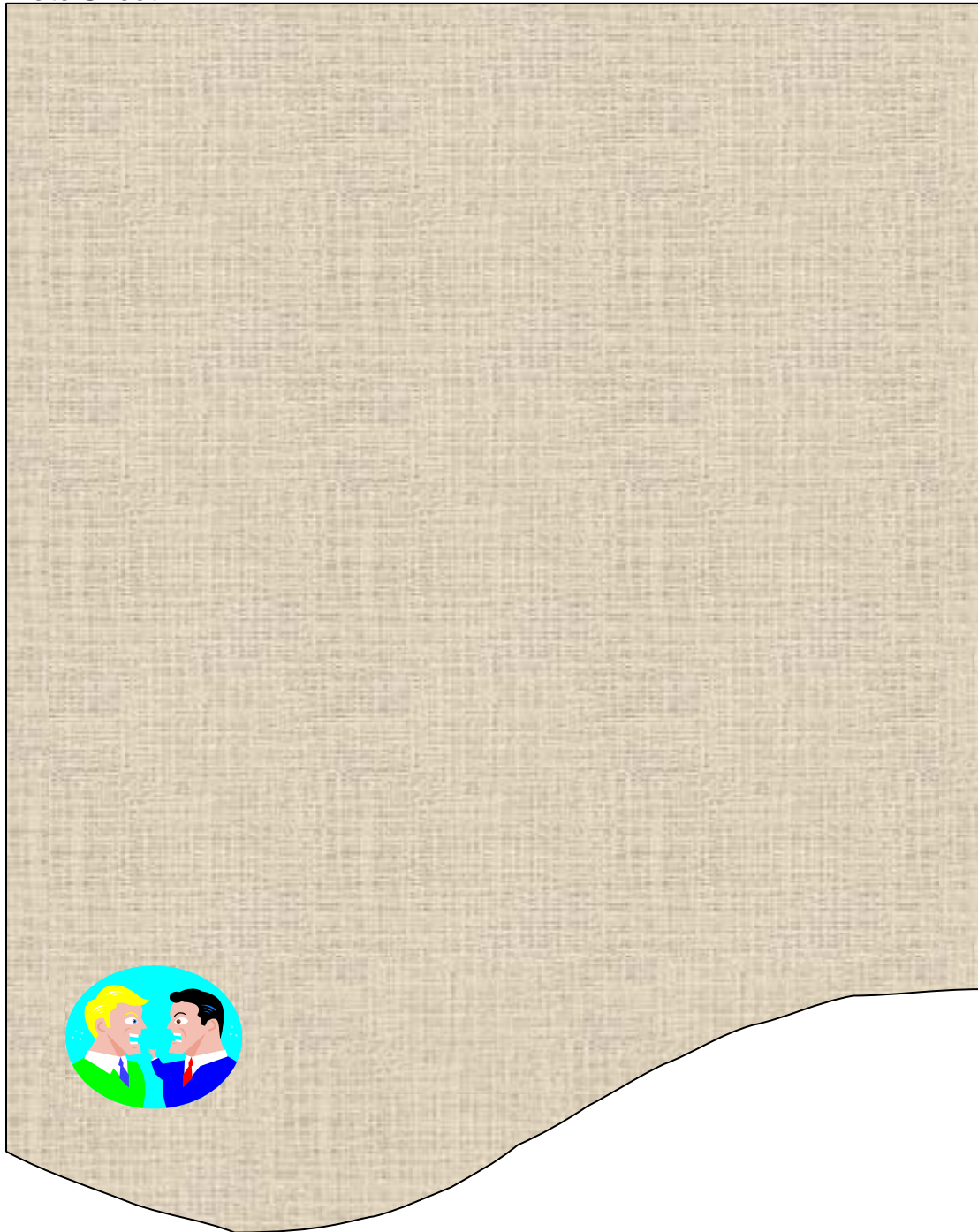
Please tick your choice unless otherwise specified.

1. To what extent do you support pedestrianisation?
☐ very much ☐ quite ☐ not really ☐ not at all
2. What type of pedestrian streets would you prefer?
☐ _____ ☐ _____ ☐ _____
3. Which function of pedestrian streets do you consider most important?
☐ to provide _____
☐ to provide _____
☐ to prevent _____
4. Do you think that pedestrian streets will lead to _____?
☐ Yes ☐ No
5. Do you think that pedestrian streets will attract _____?
☐ Yes ☐ No

Thank you for completing the questionnaire.

Piloting the Questionnaire: In pairs, take it in turns to ask and answer the questions in the questionnaire. Write your partner's answers on the note sheet below.

Note Sheet



***PART THREE:* A Letter to the Transport Department**

In not more than 180 words, write a letter to the Commissioner of Transport to express your opinions about “*Pedestrianisation*”. You will need to refer back to the information you have gathered in this unit.

Dear Sir/Madam,



WATER

Facts about Water: What do you know about water? In pairs, discuss the questions in the table below. Then, write your answers in the boxes.

1)	What percentage of the human body is water?	
2)	How many per cent of the Earth is covered by water?	
3)	How long can a person live without water?	
4)	What is the chemical formula of water?	
5)	What is the boiling point of water?	
6)	What is the freezing point of water?	
7)	How many litres does a person need to drink a day?	
8)	Name one common way of purifying water.	
9)	How many people die from water-related diseases each year?	
10)	What percentage of the Earth's water is salty?	

Shortage of Water Supply: What would happen if there was a shortage of water in Hong Kong? In groups of four, discuss the possible impact of an inadequate water supply on your daily life. Make brief notes in the box below.

NOTES



Suggest ways of saving water. Write your suggestions in the table below.

	YOU	STUDENT A	STUDENT B	STUDENT C
<i>Ways of Saving Water</i>				

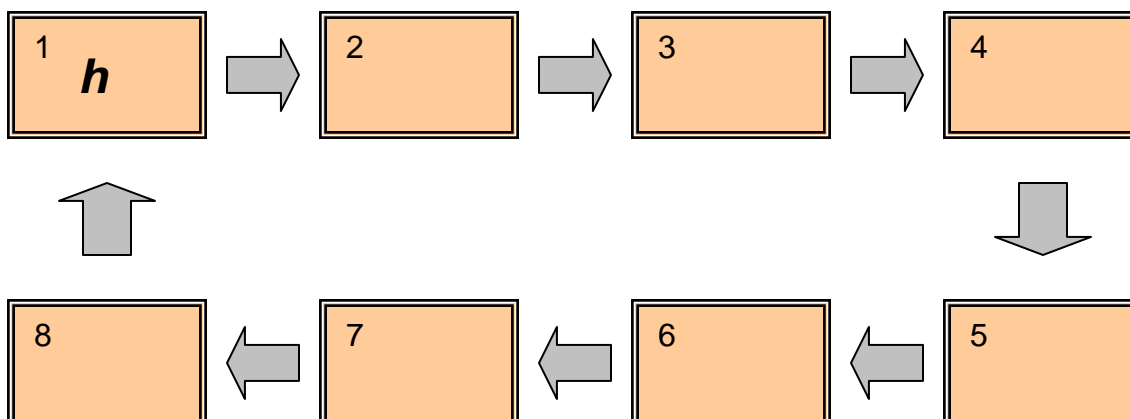
PART ONE: The Water Cycle

Your friend has downloaded some information about the water cycle from the Internet. However, for some reason, the statements are not in the correct order. He has therefore asked you to help with rearranging them.

Statements about Water Cycle: In pairs, discuss what you know about the water cycle. Then rearrange the sequence of the statements in the table and complete the flowchart below by writing appropriate letters in the boxes. Follow the example.

	STATEMENTS
a)	Some of the water that falls in high places becomes runoff water.
b)	The molecules move more quickly, and become gas.
c)	Evaporation occurs when the kinetic energy of water molecules increases.
d)	The water that runs over the ground to lower places forms rivers, lakes and fertile valleys.
e)	When gas molecules slow down, release energy and turn into water molecules, condensation occurs.
f)	The condensed water molecules return to the earth in the form of rain, snow, sleet, hail, fog or dew.
g)	Heat and sunlight increase the kinetic energy of water molecules.
h)	The sun produces heat and sunlight.

Water Cycle



PART TWO: Designing a Leaflet

The Science Association of your school will organise an exhibition next week. The theme of the exhibition is 'Water'.

A Note from Diana: Your friend, Diana, is a committee member of the Science Association. She has left you a note. Read her note, and identify what you need to do.

NOTE

Hi Chris,

Could you do me a favour? As you know, we'll organise a science exhibition next week. The theme of the exhibition is 'Water', and we're going to focus on several topics, including:

- The Supply of Water in Hong Kong;
- Water Conservation;
- Water Purification; and
- The Chemical Structure and Features of Water.

I've been assigned to design two leaflets, one introducing water purification and the other one focusing on water conservation. Since I'm very busy, I'm afraid I have no time to design the leaflet introducing water purification. Could you please do it for me?

Water purification is a broad topic. However, I just want to focus on the three common ways, namely, 'boiling', 'disinfection' and 'distillation'. Just one more thing. I've recorded a radio programme in which general details about water purification are provided. Please listen to it before you design the leaflet.

If you have any questions, please ring me tonight.

Many thanks

Diana

Pre-listening Activity: Dr Geoffrey Hawkes, a voluntary worker of the World Health Organisation of the United Nations, was interviewed in a radio programme. He has just come back from Africa. In the programme, he talked about his voluntary work in Africa. According to him, one of the problems faced by the refugees in Africa is a serious shortage of clean water.

Before you listen to the programme, in pairs, discuss the questions below. Write your answers on the note sheet provided.

Note Sheet

- 1) *How many people die from water-related diseases each year?*
- 2) *What would you do if you were very thirsty and came across some water but were not sure whether it was clean or not?*
- 3) *What are the possible harmful effects of drinking unclean or even contaminated water?*
- 4) *What can you do to purify water?*
- 5) *Could you eat if you did not have any water to drink? Why/Why not?*



Recorded Interview: Listen to the recorded interview, and make brief notes on the note sheet provided.

Note Sheet

INTERVIEW WITH DR GEOFFREY HAWKES

PART ONE

Importance of Safe Water

- Epidemics are common in some places in Africa because there is a shortage of _____ water.
- People risk _____ unsafe water. Otherwise they'll _____ from dehydration, exhaustion or fatigue.
- People need water to _____ food.
- People will die if they have no water to drink for _____ days.
- Drinking dirty water will endanger people's _____ or even lives.

For example, they may have diarrhoea after drinking dirty water.





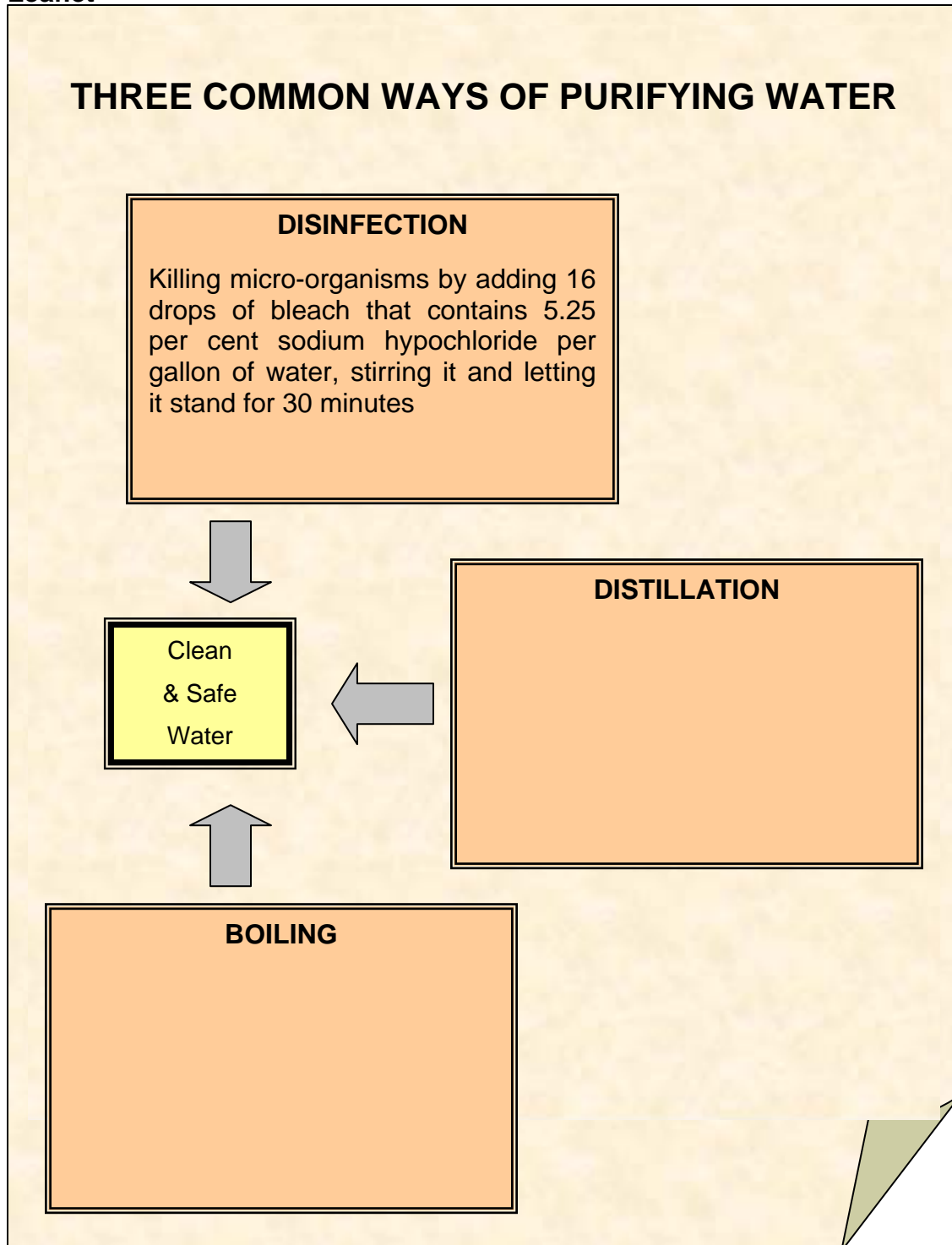
PART TWO

Three Common Ways of Purifying Water

- Boiling
 - It is the _____ way.
 - Boiled water will taste better if _____ is put back into it by pouring the water back and forth between two clean containers.
- Disinfection
 - It refers to killing _____ with liquid bleach that contains only _____ % sodium hypochloride.
 - Add _____ drops of bleach per gallon of water. Then _____ it. Finally, let it stand for _____ minutes.
- Distillation
 - It can remove microbes that resist boiling and disinfection, heavy _____, _____ and other chemicals.
 - It involves boiling water and then collecting the _____ that condenses back to water. The condensed vapour won't include salt and _____.

A Leaflet: Using the information from the recorded interview and your note sheet, complete the leaflet below by filling in the missing details. Follow the example.

Leaflet



***PART THREE:* A Two-minute Speech**

Finding adequate water supplies was once a serious problem for Hong Kong. Recently, owing to steady and adequate supply of water by the Guangdong authorities, the problem has been solved. Therefore, many young people are not aware of the importance of water conservation. To raise students' awareness of the importance of saving water, your school is going to organise a speech contest with the theme of water conservation.

Facts about Water Supply: You are interested in entering the contest. To prepare for this contest, you are going to discuss the topic with your friends. Before your discussion, study the two fact sheets provided.

Fact Sheet One

WATER SUPPLY IN HONG KONG

- 1) The major sources of water supply in Hong Kong include rainfall and water supplied by the Guangdong authorities.
- 2) There are two reservoirs in the sea and 15 conventional reservoirs.
- 3) About a third of the total land area has been established as water gathering grounds.
- 4) The total reservoir capacity is 586 million cubic metres.
- 5) The source of water from Guangdong is Dong Jiang (*the East River*).
- 6) In 1996, the annual supply from Dong Jiang was raised to 720 million cubic metres which is 70 per cent of Hong Kong's demand.
- 7) The supply of water from Dong Jiang can be expanded to a capacity of 1,100 million cubic metres per year.

DROUGHTS AND WATER RESTRICTIONS

- 1) In 1902, the supply was cut to one hour a day.
- 2) In 1963 and 1967, supply was restricted to four hours every four days.
- 3) In 1977, the supply was limited to 10 hours a day.
- 4) In 1981, the supply was again limited to 10 hours a day.

Fact Sheet Two

USES OF WATER

- 1) **Human Consumption (drinking water):** The average person needs to drink about four litres of water a day to replace body fluids lost. If we do not have enough water, we will have problems such as dehydration, exhaustion, fatigue, brain lock, etc. We cannot even eat because we need water to digest food.
- 2) **Industrial Use:** Industries such as the paper industry, chemical manufacturing and steelworking need water for processing and cooling.
- 3) **Irrigation:** Farmers need water to grow agricultural products such as crops and vegetables.
- 4) **Livestock Water Supply:** Water is used by livestock and poultry for drinking and cleansing.
- 5) **Navigation:** Water is used for the commercial transfer (via boats) of persons, animals and goods.



Group Discussion: In groups of four, discuss the questions on the note sheet below. Write your answers in the spaces provided.

Note Sheet

- 1) *What are the major sources of water supply in Hong Kong?*
- 2) *Do you think that demand for water in the future will increase? Why/Why not?*
- 3) *Do you think that our existing sources of water supply can meet the future demand? Why/Why not?*
- 4) *What is the impact of inadequate water supply on individuals and society as a whole?*
- 5) *What can individuals do to save water?*
- 6) *What can be done by society to save water?*
- 7) *What can be done to raise people's awareness of the importance of water conservation?*

Your Draft: Using the information from the fact sheet and the notes from your group discussion, draft your speech on the note sheet below.

Note Sheet



Rehearsal: In pairs, take it in turns to give the speech. When listening to the speech of your partner, evaluate his/her performance by putting a "√" in the appropriate boxes in the table below.

Peer Evaluation Form

	Excellent	Good	Fair	Un-satisfactory	Poor
<i>Content interesting?</i>					
<i>Organisation good?</i>					
<i>Pace suitable?</i>					
<i>Intonation natural?</i>					
<i>Body language appropriate?</i>					
<i>Eye contact suitable and adequate?</i>					
<i>Pronunciation clear and correct?</i>					
<i>Voice audible?</i>					
<i>Pause appropriate?</i>					
Other comments:					

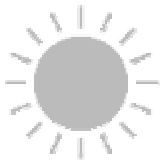
Two-minute Speech: Rehearse again on your own. Later, you will be asked to give a two-minute speech on the topic you have prepared. Good luck with your speech!



Weather and Climate

What do these weather symbols represent? Match the symbol to the correct weather description.

cloudy	cloudy and sunny	rain	heavy cloud
snow	lightning	sunny	thunder

















Can you think of easy ways to represent types of weather that other people could easily understand?

Work in pairs and design new symbols for: **rain**, **cloud**, **sunshine** and **lightning**.

PART ONE: Hong Kong's Climate

You are going to enter an essay competition about Hong Kong's weather and climate. You find an article about the climate of Hong Kong and make notes about the weather at different times of the year.

Read the article and carry out the activities.

Hong Kong's Climate

Hong Kong's climate is sub-tropical. During November and December there are pleasant breezes, plenty of sunshine and comfortable temperatures. Many people regard these as the best months of the year. January and February are colder and more cloudy. It is not uncommon for temperatures to drop below 10°C in urban areas. The lowest temperature recorded at the Observatory is 0°C.

March and April can also be very pleasant, although it can sometimes be quite humid. Fog and light rain are common at these times. May to August are hot and humid with occasional showers and thunderstorms, particularly during the mornings. Afternoon temperatures are often above 31°C, while at night, temperatures generally remain around 26°C – but there is still high humidity. September is the month in which Hong Kong is most likely to be affected by tropical cyclones, although strong winds are also common between May and November.



On average, about 31 tropical cyclones appear in the area each year. About half of them reach typhoon strength. When a tropical cyclone is about 700 to 1000 kilometres southeast of Hong Kong, the weather is usually fine and very hot. If the cyclone comes closer to Hong Kong, winds will increase and rain can become heavy.

Heavy rain from tropical cyclones may last for a few days and landslips and flooding sometimes cause much more damage than the winds.

The wettest month in Hong Kong is August, when rain occurs about four days out of seven. The driest month is January, and rain falls only about six days a month.

Serious weather conditions that can affect Hong Kong include tropical cyclones, strong winter monsoon winds and thunderstorms, which are most frequent from April to September. Snow in Hong Kong is extremely rare.

Complete the table with the correct information.

Months	Weather	Temperature
January – February		
March – April		
May – August		
September		
November – December		

Now find and circle as many weather words as you can in the word square (hint: there are eight of them).

R	S	C	Y	C	L	O	N	E	C
A	N	B	F	Y	K	L	O	M	O
I	O	C	L	O	U	D	Y	T	L
N	W	P	H	W	D	A	E	P	D
I	J	T	H	U	N	D	E	R	A
N	O	H	O	T	L	E	V	R	T
G	S	U	N	N	Y	B	R	S	Y

Which season do you associate with each of these pictures? Explain your answers.

spring

summer

autumn

winter



I associate _____ with this picture because _____



I associate _____ with this picture because _____



I associate _____ with this picture because _____



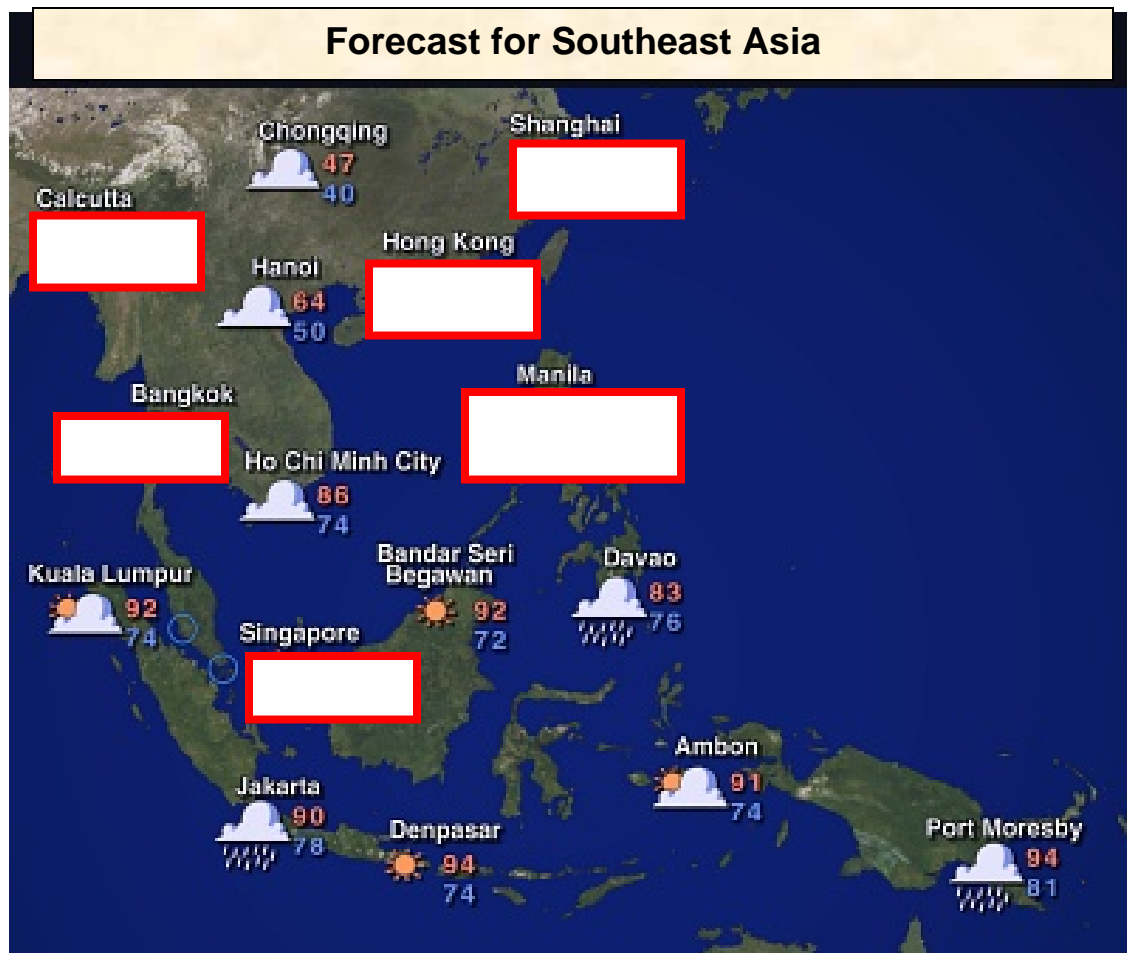
I associate _____ with this picture because _____

PART TWO: Weather Forecasts

For part of your essay, you will include a weather map of Asia showing the weather in different countries, and a five-day weather forecast for Hong Kong.

Listen to the weather report and mark on the map what the weather will be like in these countries (use the weather symbols from page 1):

- Calcutta
- Shanghai
- Singapore
- Hong Kong
- Manila



You will also include a five-day weather forecast for Hong Kong in your project.

Listen to the forecast and complete the table.

DAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
WEATHER					
TEMP High Low					
HUMIDITY RANGE					

Which season do you think this weather report is for? Tick the box.

☐

Summer

☐

Spring

☐

Winter


☐

Autumn

PART THREE: The Hong Kong Observatory

You are nearly ready to write your essay. Before you start, you decide to include some information about the Hong Kong Observatory.

Read the short passage and make notes on the note sheet.

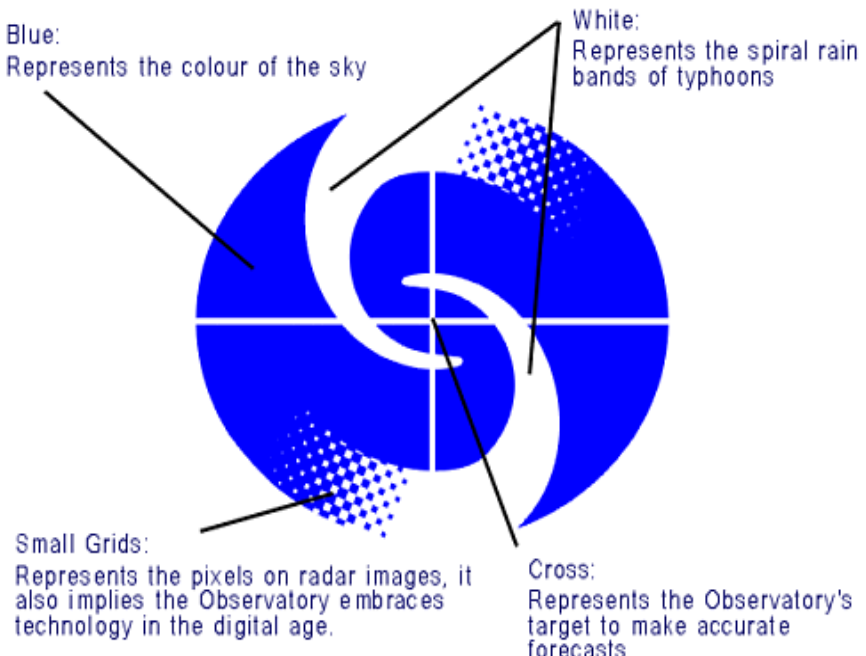


香港天文台
HONG KONG OBSERVATORY

The Hong Kong Observatory forecasts weather and issues weather warnings.

More than a century has passed since the establishment of the Hong Kong Observatory in 1883. The Observatory issues local weather forecasts to the press, radio and television stations. Warnings for dangerous weather include typhoons, thunderstorms, heavy rain, landslips, flooding, strong monsoons, fire danger, and very cold and very hot weather. One of the most important jobs the Observatory does is warn of coming tropical storms, cyclones and typhoons.

This is what the logo of the Observatory means:



Blue:
Represents the colour of the sky

White:
Represents the spiral rain bands of typhoons

Small Grids:
Represents the pixels on radar images, it also implies the Observatory embraces technology in the digital age.

Cross:
Represents the Observatory's target to make accurate forecasts

The Hong Kong Observatory

Established in:

Main functions:

Kinds of weather information it issues:

One of its most important functions:

What its logo means:

White –

Blue –

Cross –

One of the rules of the competition is that you must write a paragraph about your favourite season. In your paragraph, you must:

- Say which is your favourite season in Hong Kong
- Describe the typical weather in that season
- Explain why it is your favourite season
- Say what you like doing in that season

Use the note sheet below to make notes about your favourite season:

My favourite season
Season:
Typical weather:
Why I like it:
What I usually do in it:

You are now ready to write your essay. You will include the following information in your essay:

- Hong Kong's climate throughout the 12 months of the year
- Typical weather in each of the four seasons (spring, summer, autumn and winter)
- A comparison of Hong Kong's weather in winter with that of other countries in southeast Asia
- A typical three-day weather forecast for Hong Kong
- A brief description of the job of the Hong Kong Observatory
- A description of your favourite season



Now write your essay about Hong Kong's weather and climate.

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Hong Kong's weather and climate