

AIDS AND CANCER

A Quiz about AIDS: What do you know about AIDS? Answer the questions in the table below by ticking the appropriate boxes.

Can you get HIV from ...	YES	NO
1) <i>animals?</i>		
2) <i>women?</i>		
3) <i>men?</i>		
4) <i>insects?</i>		
5) <i>tears?</i>		
6) <i>coughing?</i>		
7) <i>air?</i>		
8) <i>sweat?</i>		
9) <i>toilets?</i>		
10) <i>holding hands?</i>		
11) <i>hugging?</i>		
12) <i>touching?</i>		
13) <i>blood transfusion?</i>		
14) <i>sharing chopsticks?</i>		
15) <i>sexual intercourse?</i>		

The Red Ribbon: The red ribbon is the international symbol of HIV and AIDS awareness. Identify what the red ribbon stands for by completing the crossword puzzle below. You may refer to the clues provided.

CLUES:

- 1) The public ____ is that people infected with HIV should be provided with enough help.
- 2) Immediate ____ should be taken to stop the virus spreading.
- 3) Spiritual ____ is important to those infected with HIV.
- 4) AIDS is an incurable disease for the time being, but there is still ____ of developing effective treatments and a cure in the future.

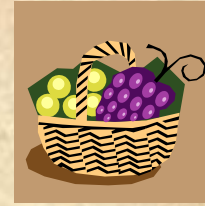


Crossword Puzzle

1)						C						N
2)						A						
3)	S					R						
4)						E						

A Survey: Many cancers are related to a person's diet. Answer the questionnaire below and find out whether or not you have a healthy diet.

A Survey of a Healthy Diet



- 1) Do you normally eat fresh fruit and vegetables?
- 2) Do you normally have only a small amount of salt in you
- 3) Do you normally avoid pre-packaged convenience foods?
- 4) Do you normally eat organic fruit, vegetables and meat?
- 5) Do you normally consume only a small amount of animal fats, for example, butter, cheese and full fat milk?

NOTE: If your answers to all the five questions are "Yes", your diet is healthy, and so you are less likely to have cancers related to your diet.

PART ONE: Childhood Cancer in Hong Kong

You are a voluntary worker of a local charity organisation which aims to help children suffering from various types of cancer. You are given an opportunity to make a three-minute speech at the weekly assembly in your school to introduce childhood cancer and to explain to your schoolmates how their donation can help such children.

Preparation for a Speech: In groups, discuss what you know about the questions below. Write your answers in the spaces provided.

- 1) What are the common types of childhood cancer?
- 2) What are the common types of treatment?
- 3) What should the public do to help?
- 4) What service and support can be provided for the children?

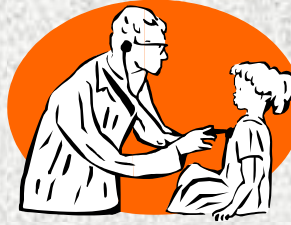
An Article about Childhood Cancer: Read the article below, and note down useful points to prepare for your speech.

Article

CHILDHOOD CANCER IN HONG KONG

Cancer is a term for diseases in which abnormal cells divide without control. Cancer cells can invade nearby tissues and can spread through the bloodstream and lymphatic system to other parts of the body. Cancer can be fatal, but unfortunately, a lot of children suffer from this disease.

Childhood cancer is common in Hong Kong. Every year, it claims the lives of 60 to 70 children. It is in fact the second major cause of death among children. What is more worrying is that there are around 120 to 150 new cases each year. The number of children suffering from various types of cancer is on the increase.



Of the various types of cancer, neuroblastoma (cancer of a certain type of nerve cells), lymphoma (cancer of the lymph cells), leukaemia, brain tumour, and Wilms' Tumour (cancer of the kidney), are more common among children.

There are four common types of treatment of childhood cancer, namely radiotherapy, chemotherapy, surgery, and bone marrow transplantation. In general, these four types of treatment are effective, and a lot of children have recovered after receiving treatment. However, it is expensive to provide treatment for childhood cancer. A lot of parents are unable to afford expensive medical costs. In addition, both parents and their children need psychological support and counselling services. The public can help them by donating money to various charitable childhood cancer foundations.

If enough money can be raised, improved services, support and resources can be provided for children and their parents. These could include in-patient play activities organised by trained playworkers, financial support for patients, a better environment in wards, advanced medical equipment, an information helpline and funding for research.



Rehearsal: In pairs, take it in turns to give a three-minute speech to introduce the topic of childhood cancer in Hong Kong and to persuade people to donate money to your organisation. 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>Pauses appropriate?</i>					
Other comments:					

PART TWO: A Healthy Diet

You are Chris, a student reporter of your school's newsletter, *The Ripples*. Ms Florence Chan, the supervisor of the newsletter, has asked you to help with collecting information about how a healthy lifestyle helps prevent cancer.

A Memo from Ms Chan: Ms Chan has left you a memo to remind you of what should be done. Read the memo, and then in pairs, identify what you need to do.

Memo

CHAN TAI FAT MEMORIAL SCHOOL THE RIPPLES

Memorandum

To: Chris
From: Florence Chan
Subject: Data Collection
Date: 15th March

Thank you for agreeing to help with collecting data for the article. As the theme of the article is how a healthy diet helps prevent cancer, please search for information about the questions below:

- 1) Does drinking alcohol increase the risk of developing cancer?
- 2) Why does a high fat diet increase the risk of developing cancer?
- 3) Why is eating fruit and vegetables effective in reducing cancer risk?
- 4) How much fruit and vegetables do we need every day?
- 5) Why is it difficult to change our eating habits?

Please don't hesitate to get back to me if you have any questions.

Florence Chan

PS Listen to the tape attached. It's a recorded speech given by Dr Gary Morris, the President of the Hong Kong Anti-Cancer Association. You may find useful information from it.

Pre-listening Discussion: In groups, discuss what you know about the questions below. Write your answers in the spaces provided.

- 1) Does drinking alcohol increase the risk of developing cancer?
- 2) Why does a high fat diet increase the risk of developing cancer?
- 3) Why is eating fruit and vegetables effective in reducing cancer risk?
- 4) How much fruit and vegetables do we need every day?
- 5) Why is it difficult to change our eating habits?

Dr Gary Morris' Speech: Listen to the recorded speech, and make brief notes on the note sheet provided.

Note Sheet

HARMFUL EFFECTS OF DRINKING ALCOHOL

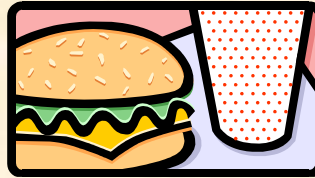
- cause damage to _____
- lead to _____, the _____
most common cause of cancer deaths in Hong Kong



COMPONENTS OF FRUIT, VEGETABLES, BEANS & GRAINS

- contain _____, _____, _____ and _____

- contain little _____



AMOUNT OF FRUIT AND VEGETABLES PEOPLE NEED

- _____ servings of fruit and _____ servings of vegetables

For example:

- _____ medium-size piece of fruit
- _____ cup of small fruits
- _____ cup of dried fruit
- _____ cup of cooked or raw vegetables
- _____ cup of raw leafy vegetables
- _____ cup of cooked beans

CORRELATION BETWEEN A HIGH FAT DIET AND CANCER

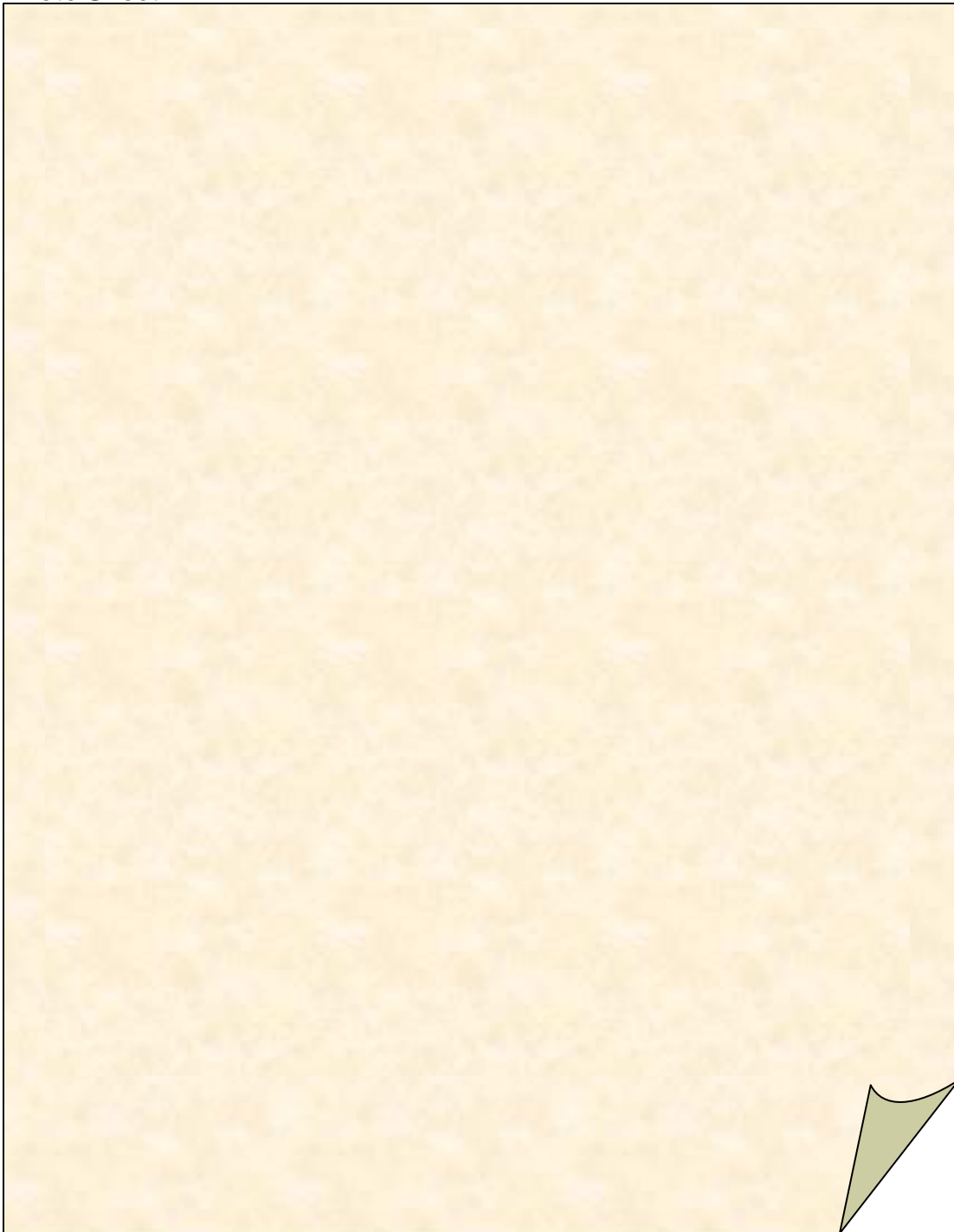
- cause damage to _____
- lead to cancers of the _____ and _____

STARTING A HEALTHY DIET

- Don't be too _____ at the beginning.
- Start at the beginning with a few _____ !
- Once you start, never _____ easily.

A Summary: In not more than 100 words, summarise Dr Morris' suggestions. Write your summary on the note sheet provided.

Note Sheet



PART THREE: A Letter to the Editor

The Government is proposing to open a clinic in Kwun Tong to provide a medical and counselling service for AIDS patients. However, this proposal has led to strong opposition from the residents of a nearby housing estate.

A Letter to the Editor: Danny Lee, one of the residents, has written to a newspaper to comment on the Government's proposal to open the clinic. Read his letter, and then in groups, discuss the questions below.

- 1) Why did Danny Lee write to the editor?
- 2) What does Danny Lee suggest the Government do?
- 3) Do you agree with Danny Lee's suggestions? Why/Why not?
- 4) What are the residents' worries?
- 5) Do you think that the residents' worries are reasonable? Why/Why not?
- 6) What should the Government do to deal with the residents' opposition?
- 7) What should the Government do to educate the public in adopting an appropriate attitude towards people infected with HIV?
- 8) What should the Government do to stop HIV spreading?

Letter

Dear Editor,

I am writing to voice my dissatisfaction with the Government's proposal to open a clinic in Kwun Tong for AIDS patients.

I live on a housing estate which is opposite the site proposed for the clinic. Initially, the site was reserved for building a public library. Most of my neighbours support this plan because the existing public library is not really a proper one. It is just a small library which can accommodate only 100 readers. In addition, its location is not satisfactory. It is situated in a commercial building which is quite far away from where we live.

However, the Government suddenly changed its original plan a couple of weeks ago. To provide a medical and counselling service for AIDS patients, the Government is proposing to open a clinic on this site. The new proposal has been sent to our District Council for collecting residents' opinions.



Most of the residents were shocked when they were informed of the Government's new plan. They are very worried that their health will be endangered. After the establishment of the clinic, AIDS patients will frequently come to our district. They may also go to the fast food shops and restaurants where we often go. Inevitably, we will share eating and drinking utensils with them! This is absolutely unacceptable! As we all know, HIV is a highly infectious virus. According to some medical reports, the virus can even spread in air. Therefore, it is extremely dangerous to live with AIDS patients in the same district.

Worse still, the one and only park in our district is next to the site. Many parents go there with their children every day. If the clinic is really established, children going to the park will come into contact with the AIDS patients often. Since children are more vulnerable to infectious diseases, they will be more likely to be infected with HIV.

A voluntary group has been formed by the residents who are very concerned about the issue. They intend to organise a variety of events and activities including a demonstration, a press conference and even a hunger strike so as to raise the Government's awareness of the residents' worries and to gain the support of the public.

In my opinion, it is not difficult to understand why there is such violent opposition to the opening of the AIDS clinic. The Government should carefully consider the proposal again. More importantly, the Government should talk to the residents before making any decision. Perhaps the simplest solution would be to establish the clinic in a place which is far away from any residential district.

Danny Lee
Kwun Tong

PART FOUR: A Reply to Danny Lee's Letter

In response to Danny Lee's letter, you are going to write to a newspaper to express your opinions about opening a clinic for AIDS patients.

Frequently Asked Questions: Before you write the letter, in pairs, discuss what you know about the questions on the note sheet below. Write your answers in the space provided.

Note Sheet

- 1) What do HIV and AIDS stand for?
- 2) How can one contract HIV?
- 3) Can someone get AIDS from "casual contact" with an infected person?
- 4) How can you recognise if someone is infected with HIV?
- 5) What should you do to protect yourself from HIV?



A Leaflet about HIV and AIDS: Read the leaflet below and modify your answers to the questions in the previous section.

Leaflet

1) What do HIV and AIDS stand for?

HIV stands for the Human Immunodeficiency Virus (HIV). The late stage of infection caused by this virus is the Acquired Immune Deficiency Syndrome (AIDS).

2) How can one contract HIV?

Most HIV infections are transmitted through sexual intercourse, blood transfusions and sharing of contaminated syringes. It can also be transmitted from an infected woman to her baby before birth, during delivery or breast-feeding.

3) Can someone get AIDS from "casual contact" with an infected person?

HIV is not transmitted through normal, day-to-day contact. It is impossible to get AIDS from "casual contact" with an infected person such as working together, breathing the same air, sharing drinking and eating utensils, etc.

4) How can you recognise if someone is infected with HIV?

It is impossible to know whether someone is infected just by looking at them.

5) What should you do to protect yourself from HIV?

To prevent getting infected with HIV, you should make sure that you have safe sex and never have any contact with infected blood and/or contaminated blood products.



A Letter to the Editor: In not more than 180 words, write a letter to a newspaper to express your opinions about opening a clinic for AIDS patients in Kwun Tong.



Computers and the Internet

Look at this picture of a computer and its accessories. Can you name each item?
Label the picture using the words in the box. Follow the example.

mouse	keyboard	monitor	scanner
	speaker	screen	



scanner

These are all ways that people communicate with each other nowadays. What do we call each one? Write the correct name beside each picture.











Which one(s) do you use most often to communicate with your friends and family?

PART ONE: A Short History of Computers

Your younger brother has asked you for help with a school project about computers. You recorded a radio programme for your brother.

Listen to the programme and take notes. Then complete the dialogue.

Notes



First computer invented in _____
Invented by an _____ called John Babbage
First computer powered by _____ and was as big as a _____

In _____, an IBM engineer invented the first _____
This led on to the development of the first electronic _____
The _____ company produced the first computer _____ in _____
By the mid-1970s, computers were available to _____ for the first time
These early microcomputers used with _____ and _____ programmes

First personal computer manufactured by _____ in _____
Apple Macintosh came up with its first computer in _____
The Apple Mac had a very _____ design and _____

As home computers became more _____, it was possible to _____ and create a network

People could use this network to share _____ and to _____ with one another.
This is what is now called the _____, and it became available to the _____ in _____

Complete the dialogue with your notes.

Brother: Who invented the first computer?

You: _____

Brother: When was the first computer invented?

You: _____

Brother: How was it powered?

You: _____

Brother: When was the first electronic calculator invented?

You: _____

Brother: Who invented it?

You: _____

Brother: When did IBM produce the first electronic computer?

You: _____

Brother: What did people use the first microcomputers for?

You: _____

Brother: Who invented the first personal computer, and when?

You: _____

Brother: Why was the first Apple Mac so popular?

You: _____

Brother: Why was it possible to link computers into a network?

You: _____

Brother: What did people use this network to do?

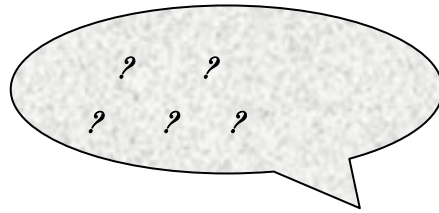
You: _____

Brother: What do we now call this worldwide network?

You: _____

Brother: When did it first become available to the general public?

You: _____



PART TWO: The Wonderful World of ICQ and Computer Language

You are taking part in an Internet quiz about ICQ and the special language of ICQ and e-mail.

Read the extracts and answer the quiz questions.

The Wonderful World of ICQ!

ICQ is short for “I Seek You”, and is an easy-to-use Internet programme that lets you know which of your friends are online and allows you to contact them. With ICQ, you can chat, send messages and files, exchange Web page addresses, play games, create your own homepage, surf the Net with your friends, and much more. With the click of your mouse, you and your friends are instantly connected.

Using ICQ is simple. When you install ICQ, the programme asks you to register at a server, which is connected to a broad network of servers across the Internet. At the time of registration, you receive a unique ICQ number, also known as a UIN (Universal Internet Number). In addition, you can enter personal information along with your ICQ number when you register. This allows other ICQ users to recognise you when you log on. Once you’ve registered, you can make a list of your ICQ friends. ICQ uses this list to find your friends for you. As soon as you log onto the Internet, ICQ automatically detects the Internet connection, lets people know you are online and tells you when friends sign on or off.

Once you know who’s online, all you need to do is click an icon to start chatting, send web pages and messages, and exchange files. It couldn’t be easier!

Emoticons

Emoticon is short for “emotional icon”. Some people call them “smileys”. People use them to express emotions in their writing. This can help prevent any misunderstandings when you communicate with people. Most emoticons look like a face (with eyes, nose and mouth) when you turn your head sideways and to the left. These are some of the most common emoticons:

EMOTICON	MEANING
:~)	Happy; smiling; agreeing; joke
:(Unhappy
:~]	Very happy
:~[Very unhappy; depressed
:-D	Laughing
;-)	Winking; just kidding; making a joke
:-/ or :-\	Unsure
>:~<	Angry
:-V	Shouting
\-O	Bored
:-O	Shocked; surprised

Acronyms

People often use acronyms in their ICQ and e-mail messages. Acronyms are short ways of saying common expressions without writing them in full. These are some of the most common ones:

ACRONYM	MEANING
AAMOF	as a matter of fact
BFN	bye for now
BTW	by the way
CMIIW	correct me if I'm wrong
FAQ	frequently asked question(s)
FYI	for your information
HTH	hope this helps
IMO	in my opinion
LOL	lots of luck (<i>or</i> laughing out loud)
NRN	no reply necessary
OIC	oh, I see (shows understanding)
ROTFL	rolling on the floor laughing
TIA	thanks in advance
TIC	tongue in cheek
TTYL	talk to you later
TYVM	thank you very much

Remember, though, not to overuse emoticons and acronyms. Two or three per message are fine, but any more and you risk looking like a “newbie” (i.e. a person who is new to the Internet).

Internet Quiz

Answer the questions in the spaces provided:

Section 1:

- 1 What is ICQ short for? _____
- 2 What kind of programme is ICQ? _____
- 3 What kinds of things can you do through ICQ? _____
- 4 What do you receive when you register for ICQ? _____
- 5 What other information can you include when you register?

- 6 How does this information help other people? _____
- 7 What does ICQ use your list of friends for? _____
- 8 What happens when you log onto the Internet as an ICQ user?

- 9 What are emoticons? _____
- 10 Why do people use acronyms in their ICQ and e-mail messages?

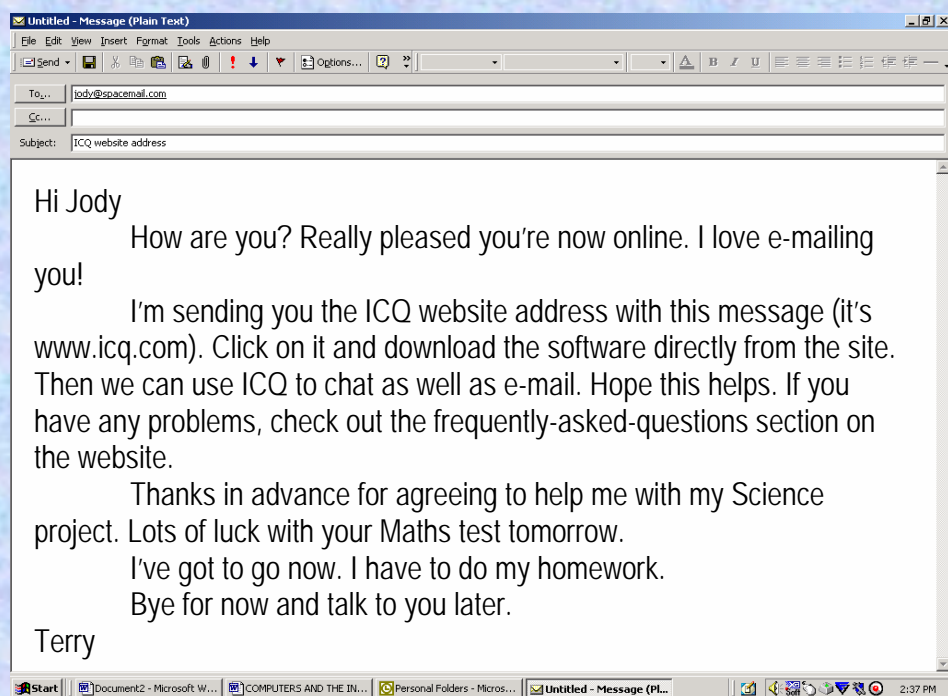
Section 2:

What do these emoticons mean?

- | | |
|-------------|-------------|
| 1 :-O _____ | 4 :-D _____ |
| 2 :-) _____ | 5 :-(_____ |
| 3 ;-) _____ | 6 :-\ _____ |

Section 3:

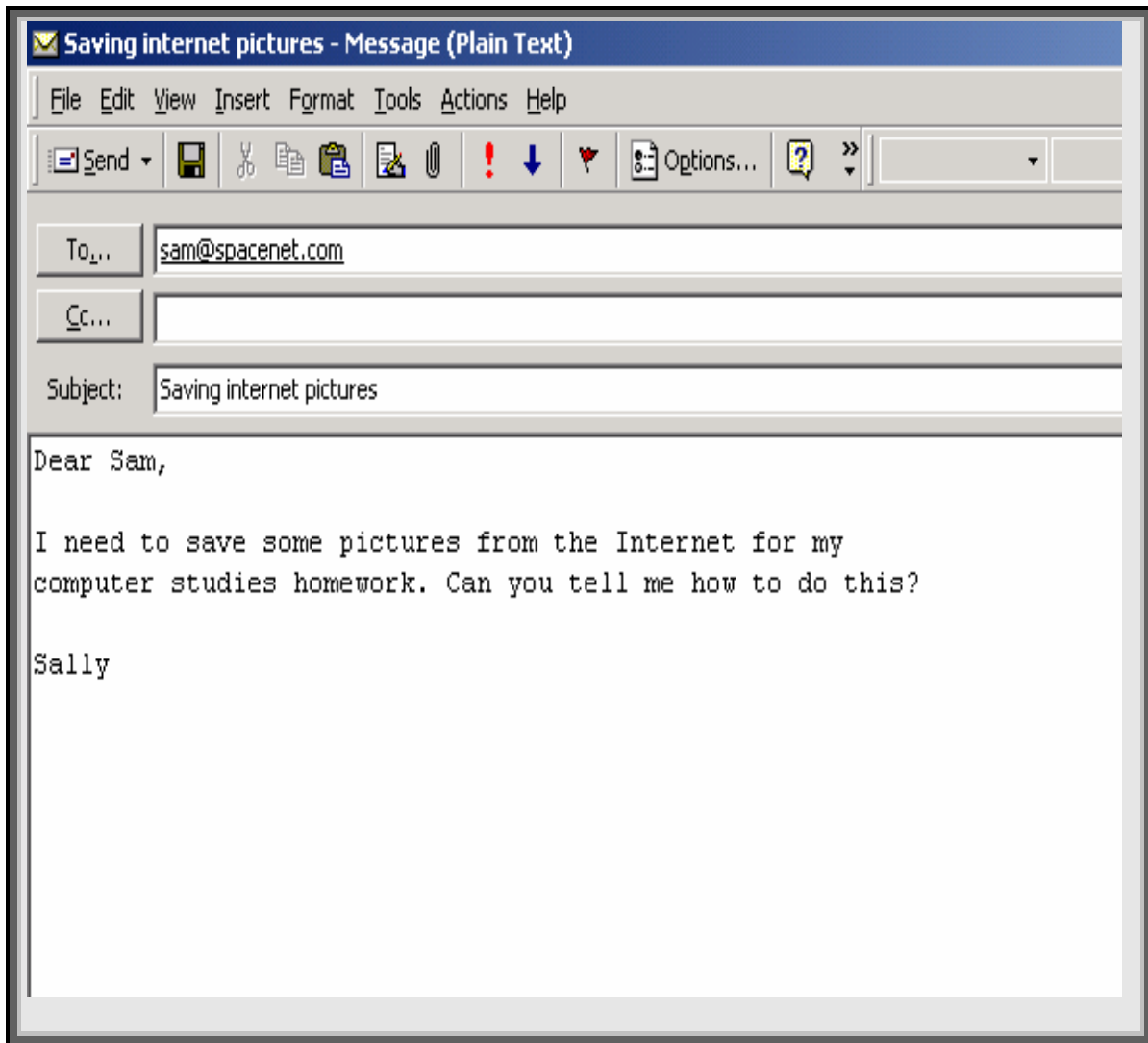
Rewrite this message using appropriate emoticons and acronyms.



Rewrite the message here:

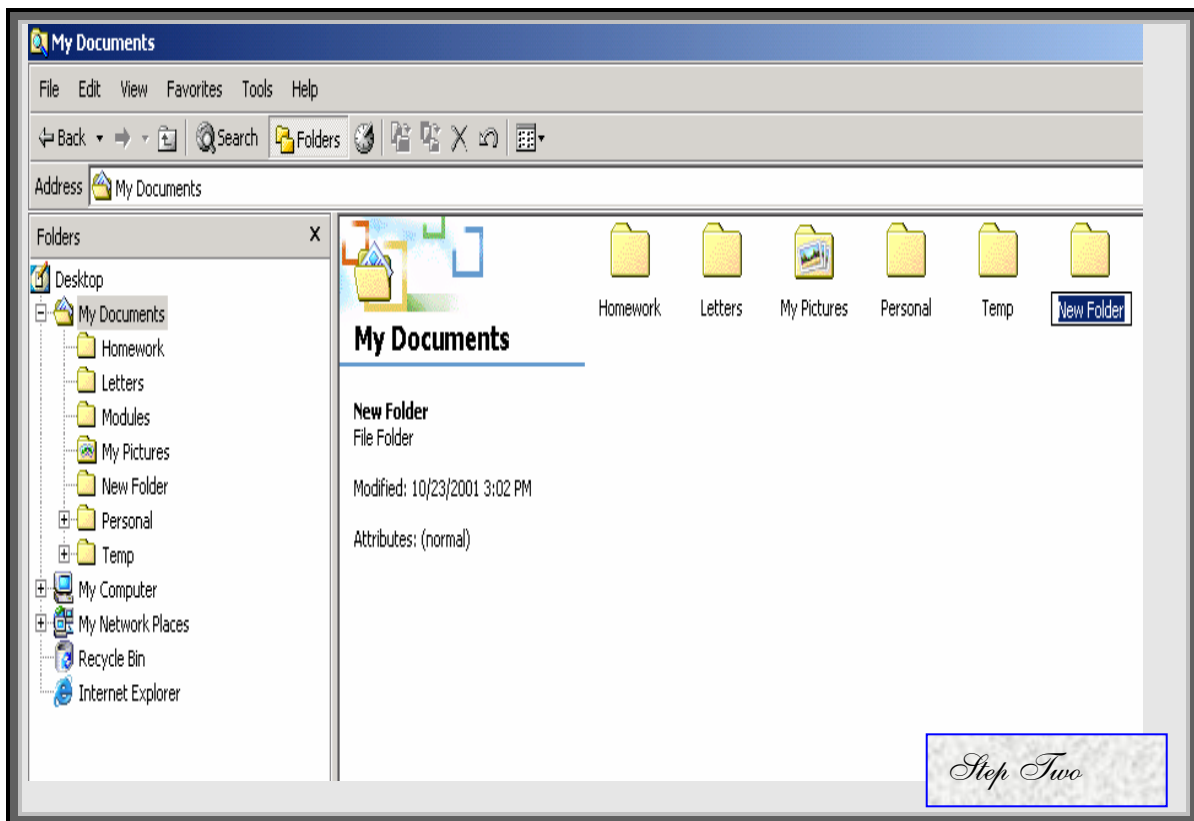
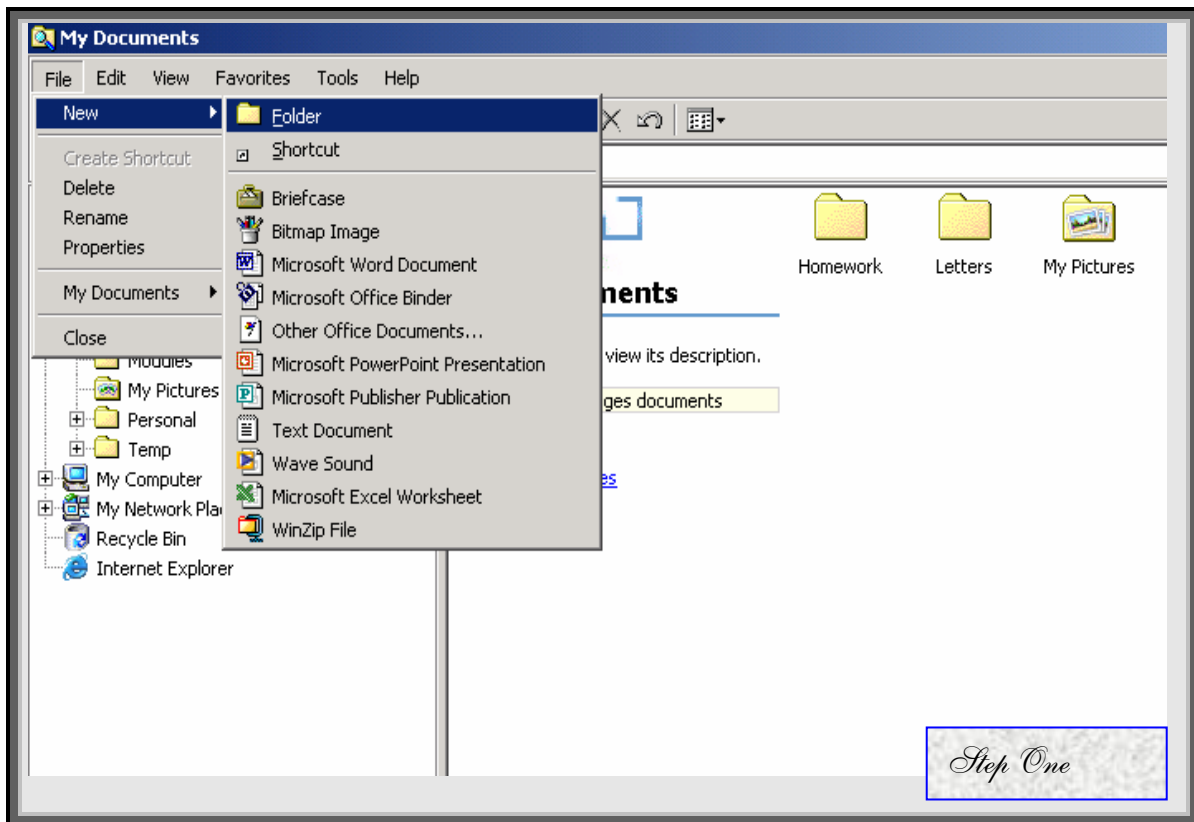
PART THREE: Saving Pictures from the Internet

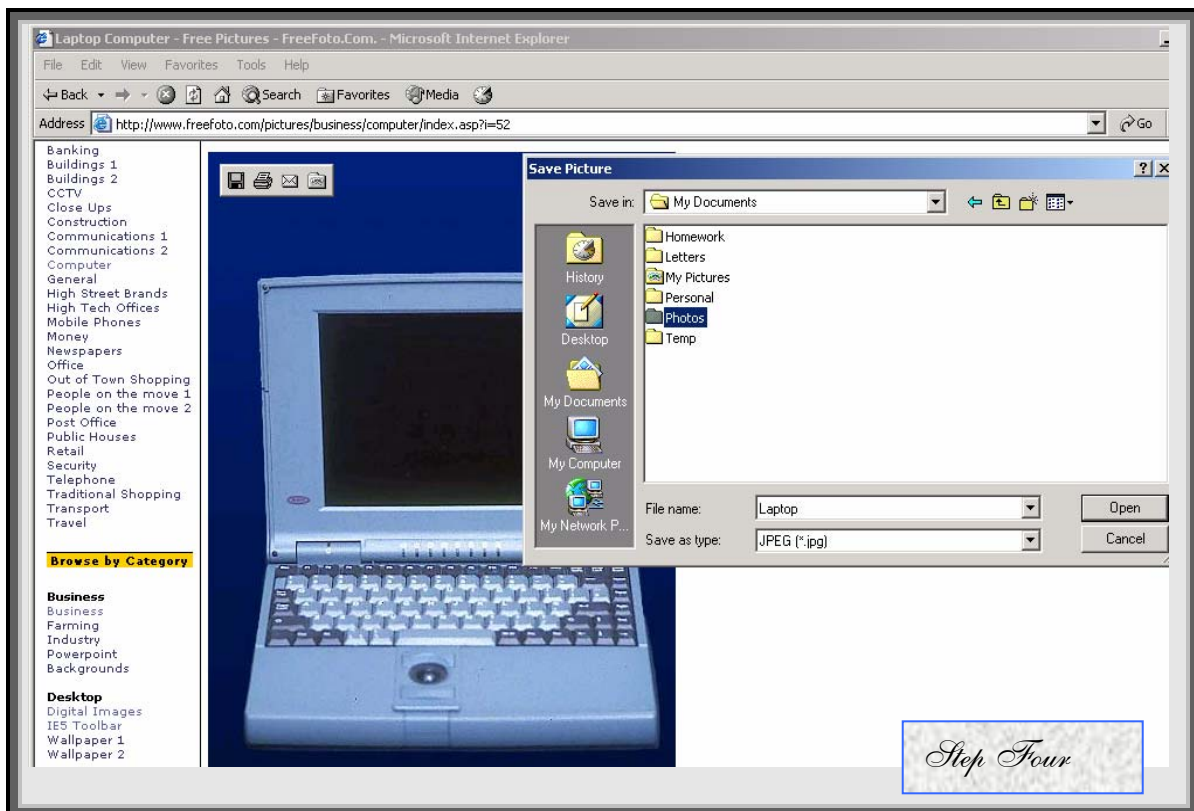
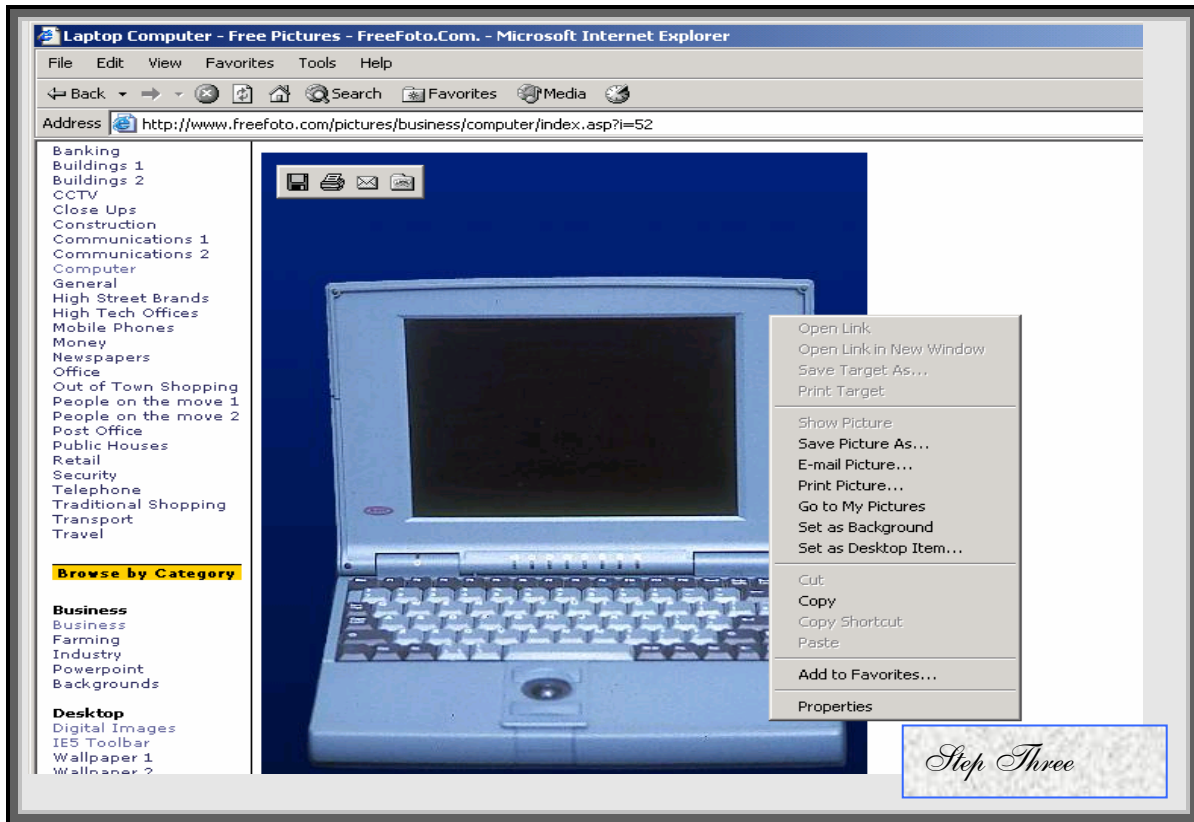
You receive this email from your friend.



You don't know how to save Internet pictures so you ask your brother.

Look at the following pictures and listen to your brother's instructions. Make notes on each step in the space provided.






Notes

Step One:

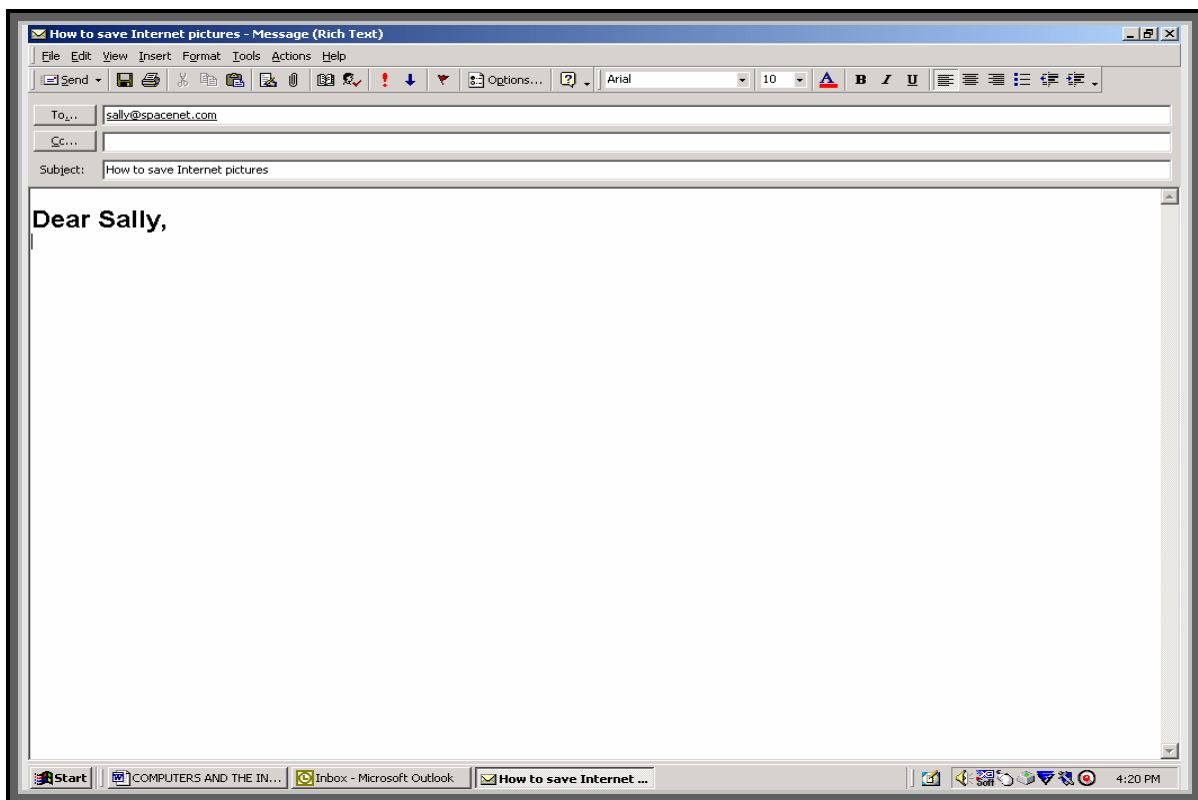
Step Two:

Step Three:

Step Four:



Reply to your friend's email telling her how to save Internet pictures.



PART FOUR: Class Survey – Students' Computer and Internet Use

You are going to carry out a class survey to find out how popular chatting on the Internet is. Then you are going to give a short presentation of your findings to the class.

Look at the questions on the survey. Read them and think of one more question for each section. Write them in the spaces provided.

Class Survey: Students' Computer and Internet Use

Computer use

1 Where do you use a computer?

At home [] At school [] Other [] (If 'other', give details:
_____)

2 How often do you use a computer?

Every day [] Once every two days [] Once a week []

Less than once a week []

3 What do you use your computer for? (Tick as many boxes as required)

Schoolwork []

Playing games []

Using the Internet []

Sending e-mail []

100 F 1

Internet use

5 Where do you access the Internet?

At home [] At school [] Internet café [] Other [] (If 'other', give details:

_____)

6 What do you use the Internet for? (Tick as many boxes as required

Research for schoolwork [] Communicating with friends []

General interest [] Finding information []

7 How many hours per week do you spend on the Internet?

Less than 1 hour [] 2-3 hrs [] 4-5 hrs [] 6-8 hrs [] More than 8 []

8 Do you have a homepage on the Web?

Yes [] No []

9 Do you regularly e-mail your friends?

Yes [] No []

10 Do you ever use ICQ?

Yes [] No []

11 Is ICQ popular amongst your friends?



Work in groups of four. Take turns asking each other the questions on the survey and make a note of the results.

Use your results to write a short presentation about the findings of your survey.
Use the following expressions to help you talk about numbers and percentages:

Most...	Over half...	Less than half...
Very few...	No people...	Less than one third...
One third...	More than two thirds...	A quarter...
No one...	Everyone...	Almost all...

In my group...

CORRUPTION

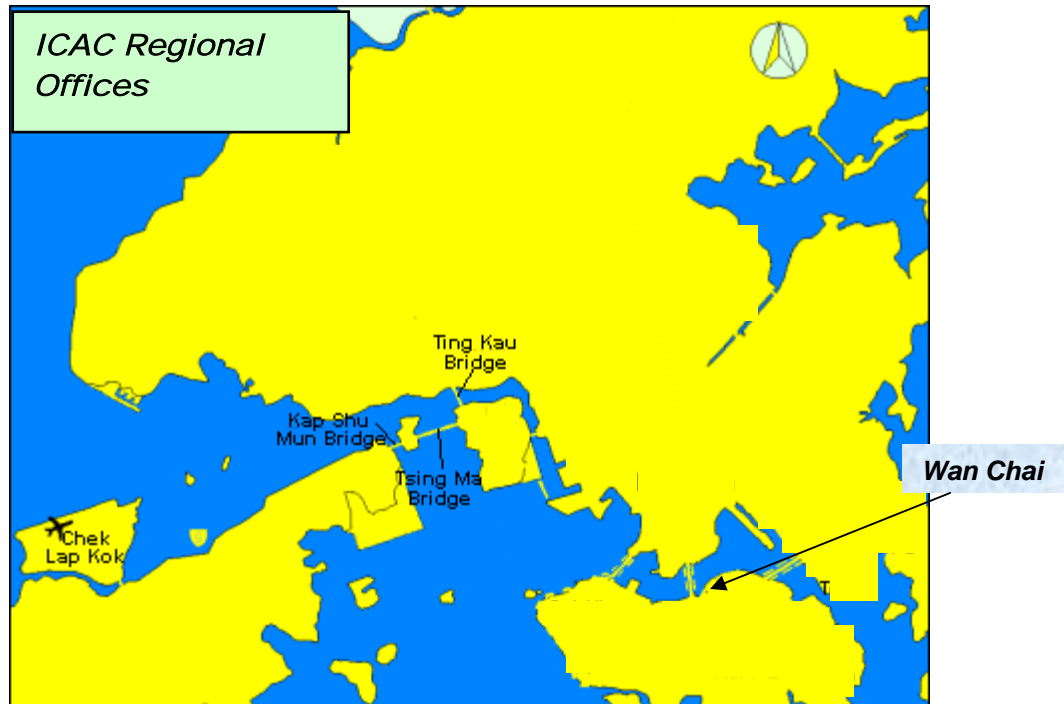
A Quiz: What do you know about the Independent Commission Against Corruption (ICAC) in Hong Kong? In pairs, discuss the following questions.



1. When was the ICAC established?
2. Who is the Commissioner of the ICAC?
3. Where is the head office of the ICAC?
4. What is the enquiry hotline of the ICAC?
5. What is the post box of the ICAC?
6. How many departments are there in total?
7. How many regional offices
are there in total?
8. Which regional office
is the nearest to your school and/or home?

**Fighting Corruption
Without Fear
Or Favour**

Map Drawing: Complete the map below by showing the location of each Regional Office of the ICAC. Follow the example.



Work of the ICAC: Read through the checklist below. Put a “√” in the brackets if the work of the ICAC is accurately described.

- Investigating corruption cases. ()
- Combating organised crime. ()
- Advising private organisations on how to prevent corruption. ()
- Educating the public against the harmful impact of corruption. ()
- Fighting against piracy and protecting copyrights. ()
- Examining practices and procedures of government departments and public bodies to reduce corruption opportunities. ()
- Preventing smuggling. ()
- Fostering public support in fighting corruption. ()

PART ONE: An Exhibition about the ICAC

You and David are voluntary workers of the Youth Centre in your district. To educate teenagers about the evils of corruption, the Youth Centre will hold an exhibition about the ICAC.

A Memo from David: David has just left you a memo. Read his memo and then, in pairs, identify what you need to do.

Hi Chris,

Mr. Kong has briefed us on what we need to do for the exhibition. I'll be responsible for collecting data about the work of the ICAC over the past ten years.

I've found a statistical report from the web site of the ICAC. However, it seems better if we use line graphs and pie charts to present the data. Could you please help with drawing some of these line graphs and pie charts? I've got three tables at the moment. I've converted one of the tables into a line graph. It really looks more impressive!

Please give me a call if you have any questions.
Thanks a lot!

David

PS Please find enclosed three tables and a graph.



Sample Given by David: David has converted one of the tables into a line graph. Read through both the table and the line graph. Then, in groups, discuss the questions below.

1. When did the number decrease rapidly? Can you guess why?
2. When did the number increase suddenly? Can you guess why?
3. When is it better to use a table to present data?
4. When is it better to use a line graph to present data?

Table 1: Total Number of Corruption Reports.

YEAR	NUMBER OF REPORTS
1991	2180
1992	2244
1993	3301
1994	3321
1995	3001
1996	3069
1997	3042
1998	3565
1999	3570
2000	4402

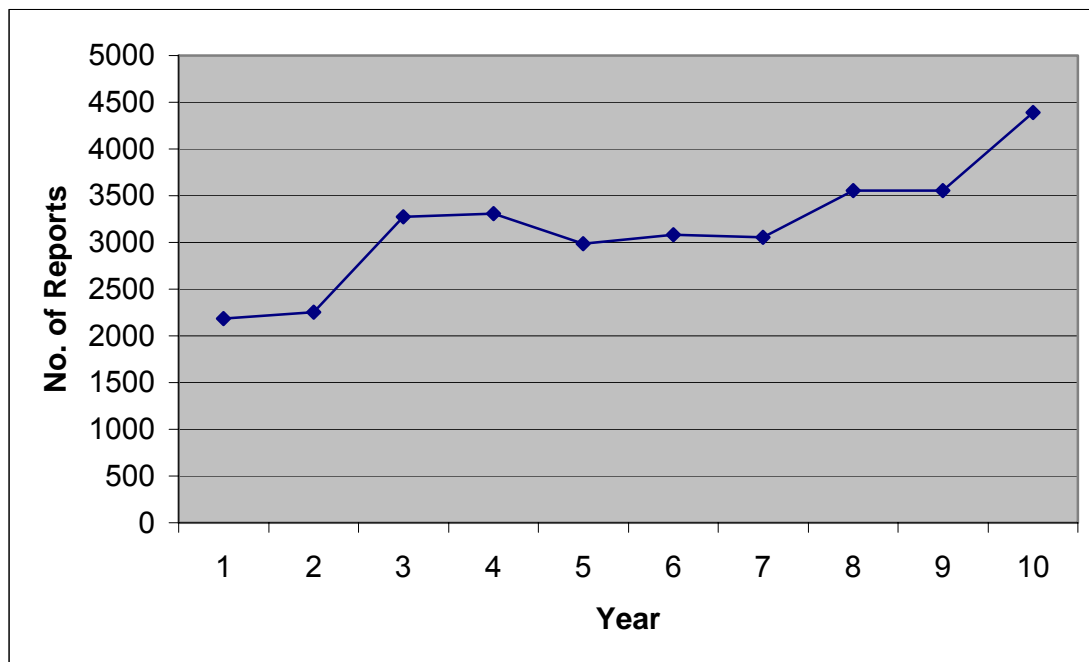
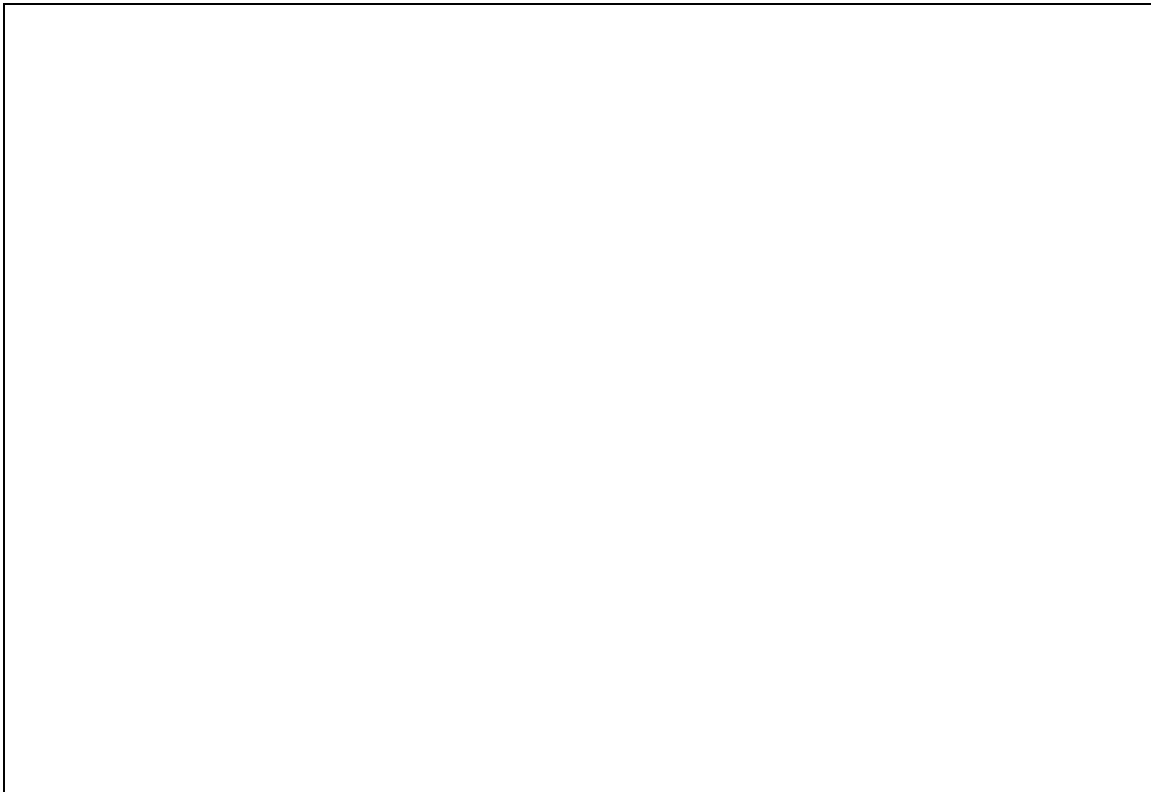


Figure1: Total Number of Corruption Reports.

Drawing a Line Graph and a Pie Chart: Convert the other two tables found by David into a line graph (Table 2) and a pie chart (Table 3).

**Table 2: Total Number of Corruption Reports
Related to Government Departments.**

YEAR	NUMBER OF REPORTS
1991	984
1992	1020
1993	1334
1994	1268
1995	1119
1996	1310
1997	1252
1998	1448
1999	1436
2000	1782



**Figure 2: Total Number of Corruption Reports Related to
Government Departments.**

Table 3: Breakdown of Corruption Reports in 2001.

TYPE OF REPORT	TOTAL NUMBER OF REPORTS
<i>Related to Government Departments</i>	1903
<i>Related to the Private Sector</i>	2232
<i>Related to Public Bodies</i>	259

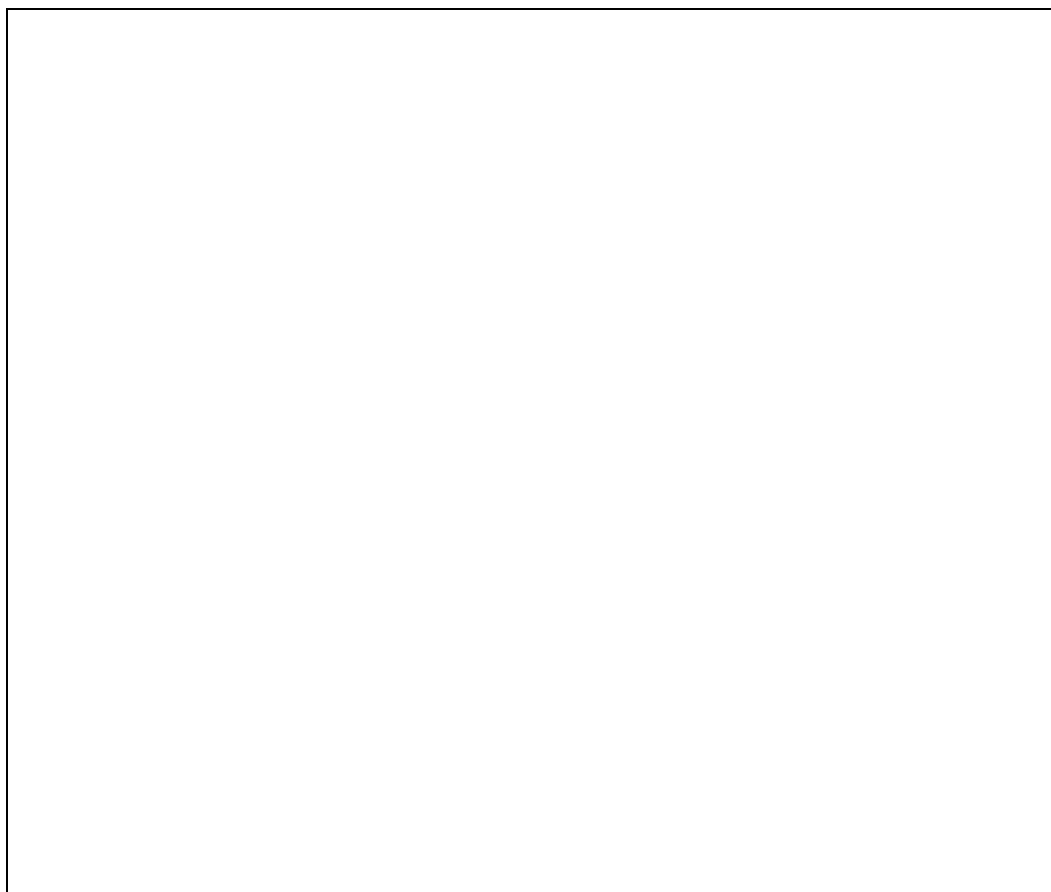


Figure 3: Breakdown of Corruption Reports in 2001.

PART TWO: Leaflet Design for the Exhibition

David has also asked you to help with designing a leaflet to raise people's awareness of the corruption trap. He has found an extract and recorded a radio programme in which the Assistant Director of the ICAC talked about the issue.

A Radio Programme: Mr. Daniel Cheung, the Assistant Director of the Community Relations Department of the ICAC, has been interviewed in a radio programme. Listen to the radio programme, and make brief notes on the note sheet provided.

The Corruption Trap

Sweetening Process

- Corruption doesn't always start with a _____ bribe.
- Only _____ and/or _____ are offered in the beginning.
- The receiver doesn't realise s/he needs to _____ what s/he has received in the end.



Examples of Sweetening Process

- _____ entertainment is offered _____.
- Some government officials _____ or _____ a lot of money when they played _____ with their contractors.
- People _____ money to employees in the government, public bodies and/or private companies.

An Extract: David has also found an extract from the annual report by the ICAC. Read the extract. Then, in pairs, discuss the questions below.

1. Do you know any corruption cases that involved conflict of interest and/or misuse of information of value?
2. Do you have any suggestions for preventing conflict of interest and/or misuse of information of value?

Extract

Corruption-Prone Areas

Many past ICAC corruption cases involved conflict of interest and misuse of information of value. To prevent corruption, people in charge of government departments, public bodies and private companies must keep an eye open for these two problems. If such problems are left unchecked, there will be serious damage to the institution involved and/or society as a whole.

Conflict of Interest

What leads to a conflict of interest? In brief, there will be a conflict of interest when an employee has a personal interest that is in conflict with his/her official position. To protect his/her personal interest, the employee may perform official duties in ways that are not in the best interest of his/her institution. Worse still, what s/he does may even cause damage to the institution. For example, an employee may recommend his/her institution to buy substandard materials from a company in which s/he holds shares.

Misuse of Information of Value

In some corruption cases, information of government departments, public bodies and private companies was disclosed. Superficially, such information seems to have little value of interest to the public in general. However, it is in fact of great value to particular individuals and/or institutions. Therefore, an employee may be bribed in return for providing such information. For instance, an employee may release personal data on clients to another company.

A Leaflet for the Exhibition: To let the public know more about the corruption trap, a leaflet will be distributed at the exhibition. David has drafted part of the leaflet. Using the information given in the radio programme and the extract, complete the leaflet by filling in the missing details.

LEAFLET

***Watch out for the three corruption-prone areas
or you will fall into the corruption trap!***

CONFLICT OF INTEREST

employees' private interests conflict with
the _____

↓

_____ not
performed well

_____ to
organisations caused

MISUSE OF INFORMATION OF VALUE

bribed

→

disclosed

→

_____ to
organisations
caused &
public

affected

SWEETENING PROCESS

_____, _____,
_____ & loans

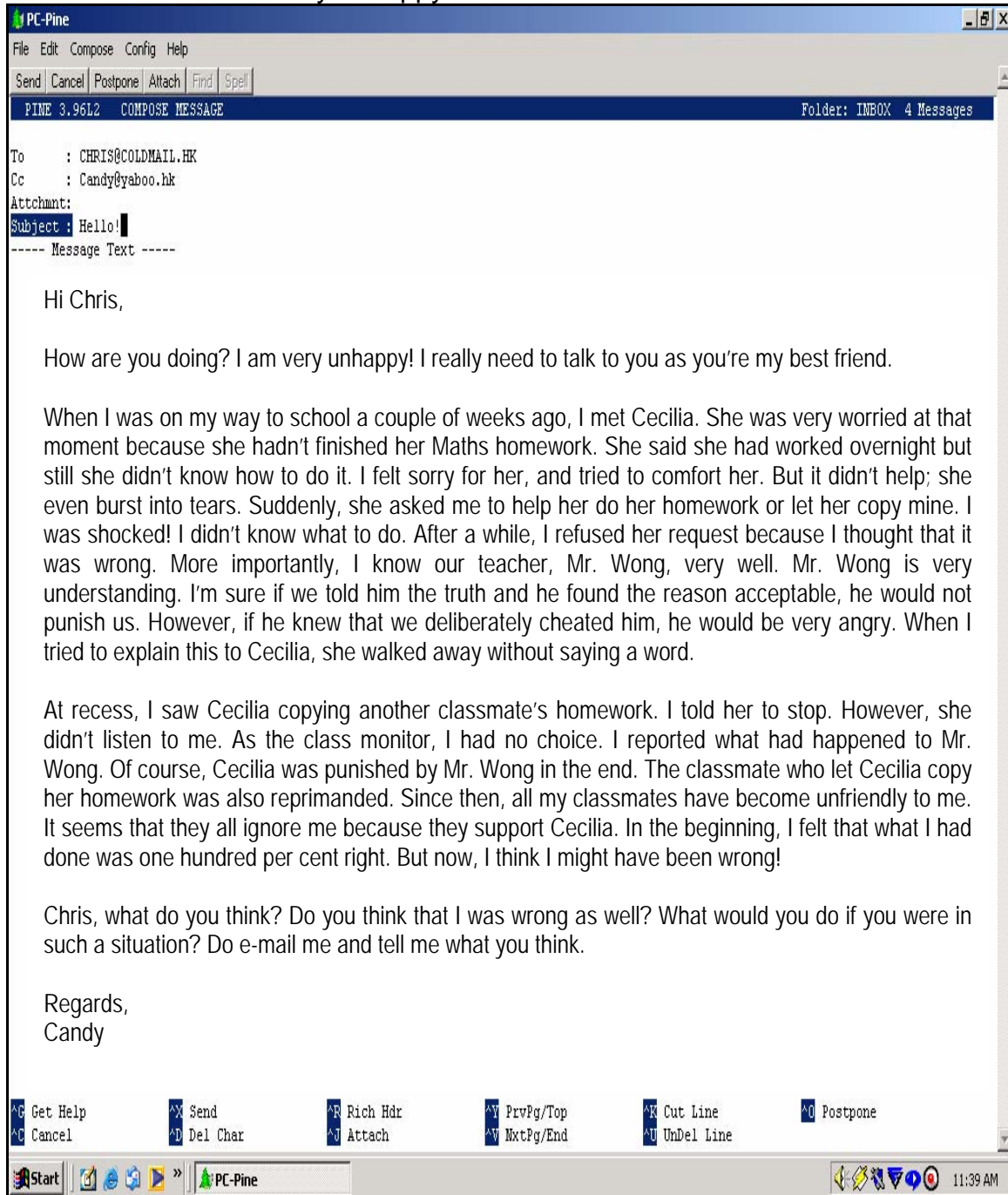
↓

bribed

PART THREE: A Case Study

Candy is one of your best friends. She has just sent you an e-mail to share her unhappiness with you.

An E-mail from Candy: Read the e-mail from your friend, Candy. Then, in pairs, find out what made Candy unhappy.



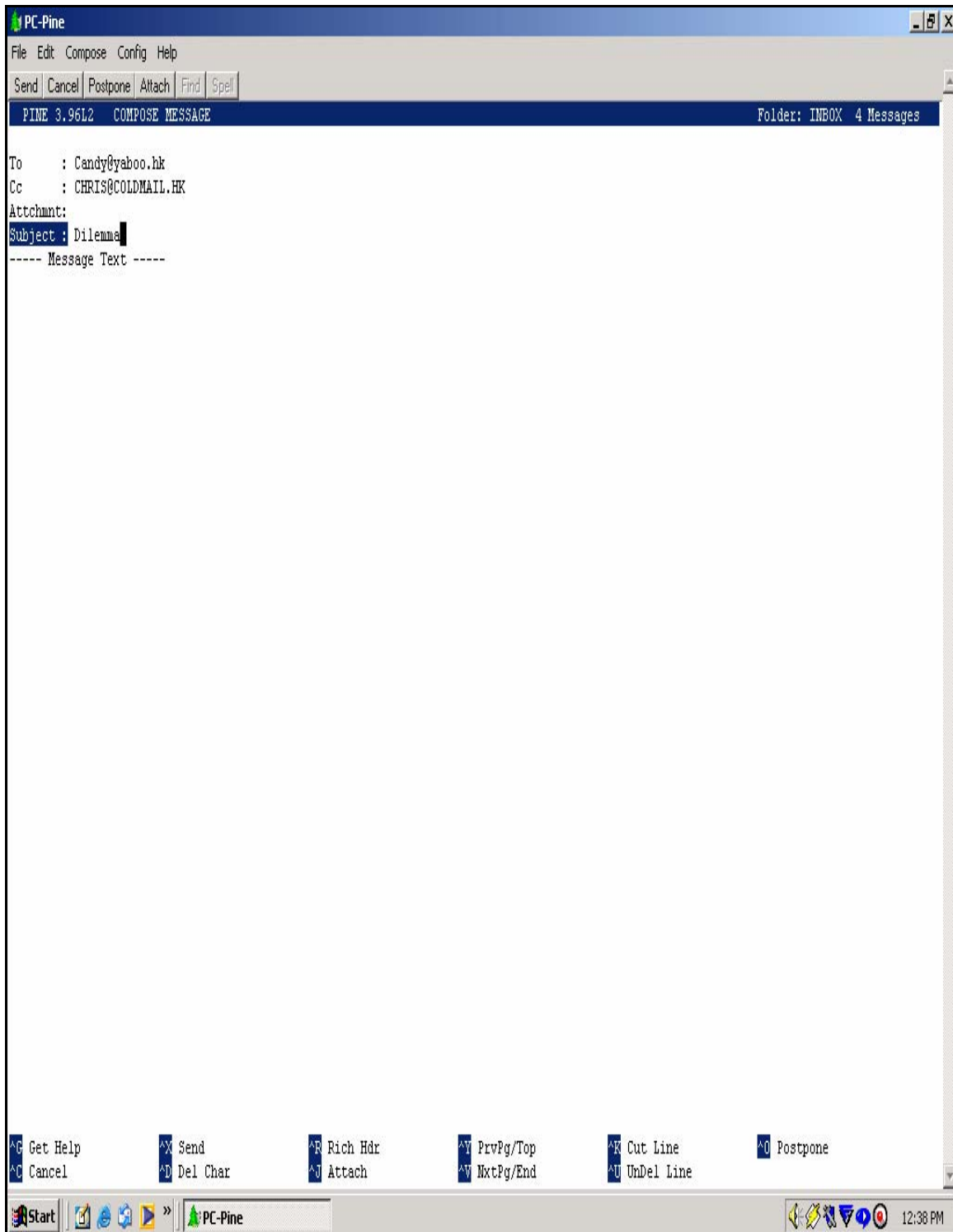
Group Discussion: In groups, discuss the following questions. After your discussion, elect a representative to report to the whole class. Write your answers on the note sheet provided.

1. What would you do if you were Candy?
2. What would you do if you were Cecilia?
3. What would you do if you were one of Candy's classmates?
4. Do you think that Candy was right? Why/Why not?
5. Have you ever been in a similar situation? What did you do?



PART FOUR: A Reply to Candy's E-mail

In not more than 180 words, write an e-mail to answer Candy's queries. You may use the ideas given in your group discussion and the reports by other groups.

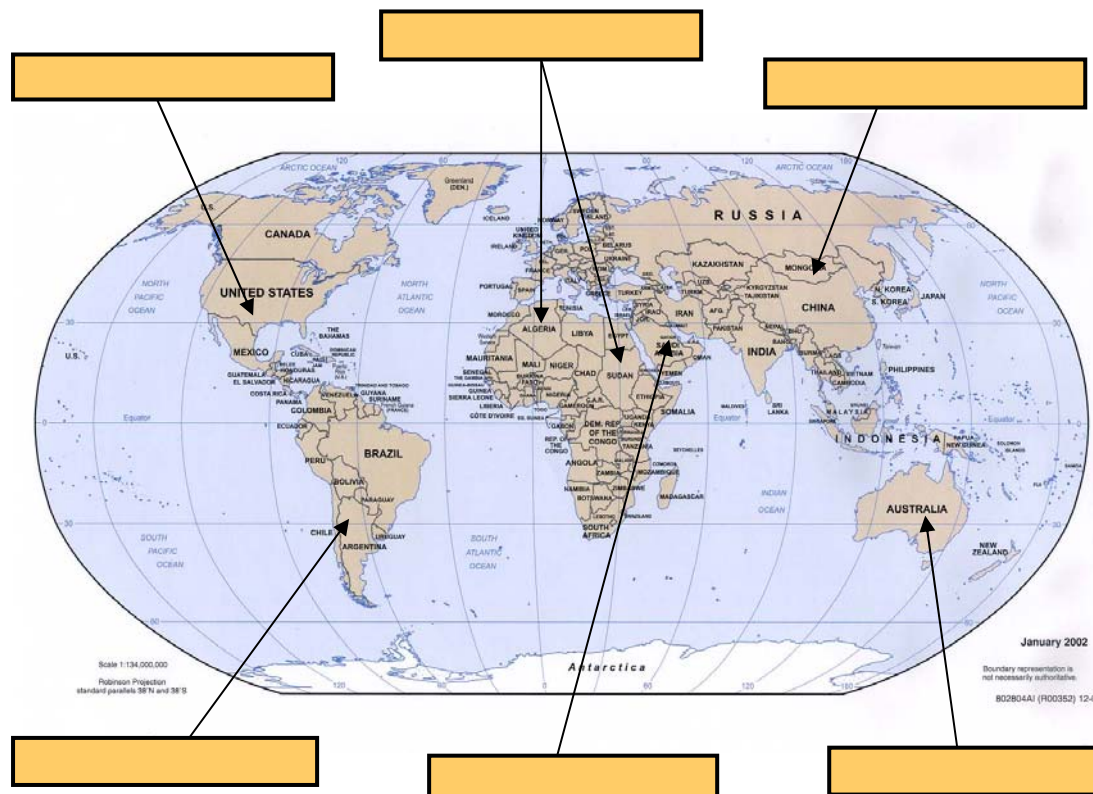


Deserts

Deserts occur in five of the world's seven continents. The names of six of the most famous deserts are in the box. Match each one with its correct location. Write a letter a)–f) in the box.

Desert		Location
1 Mohave		a) Saudi Arabia
2 Patagonian		b) Australia
3 Sahara		c) North Africa
4 Arabian		d) Argentina
5 Gobi		e) North America
6 Great Victoria		f) Mongolia

Now look at the map and write the names of the six deserts in the correct places.



PART ONE: Deserts

You are a member of your school's Geographical Society. You are preparing an exhibition about deserts for Open Day. Your president has asked you to write the questions and answers for a 'desert quiz'.

Read the article and write the answers to the quiz questions.

Deserts

Deserts are one of the most interesting and frightening environments on our planet. In total, they cover about a quarter of the earth's land surface. The desert environment is the most difficult and dangerous one on earth.



The Sahara desert, in North Africa, is the largest desert in the world. It makes up around eight per cent of the world's land area. You might think that no animals or plants can live in a desert, but around 1200 types of plants and many kinds of animals live in the Sahara.

Most deserts are hot and dry. Very little rain falls in the desert. No rain, for example, fell for over 40 years in the Atacama desert in Chile, South America. The Australian desert is the driest desert in the world. Most deserts do not have any clouds above them. This means that a desert's surface and any living things are constantly exposed to direct sunlight. Daytime air temperatures in a desert can be 40-50 C. But the temperature of rocks and sand is even higher – up to 75 C. Surprisingly, many deserts get cold at night. The main problem in a desert, however, is not the high temperatures. The lack of water is the biggest problem. Because there are no clouds, any water evaporates extremely quickly. This makes it very hard for living things to survive in a desert.

When most people think of deserts, they think of sand. Sand is formed by the erosion of rock into tiny pieces. The erosion occurs through the action of wind and rain. But sand covers just 20 per cent of the world's deserts. Rocks and stones are common desert surfaces, as is mud.



Despite the lack of water and food in a desert, many plants and animals live in them. In fact, deserts contain all types of animal life. Even fish are found in some parts of the North American desert! During the day, most animals live in the shade of rocks or hide under the sand. Others only come out at night. One type of frog spends nine months of every year underground!

Desert Quiz!

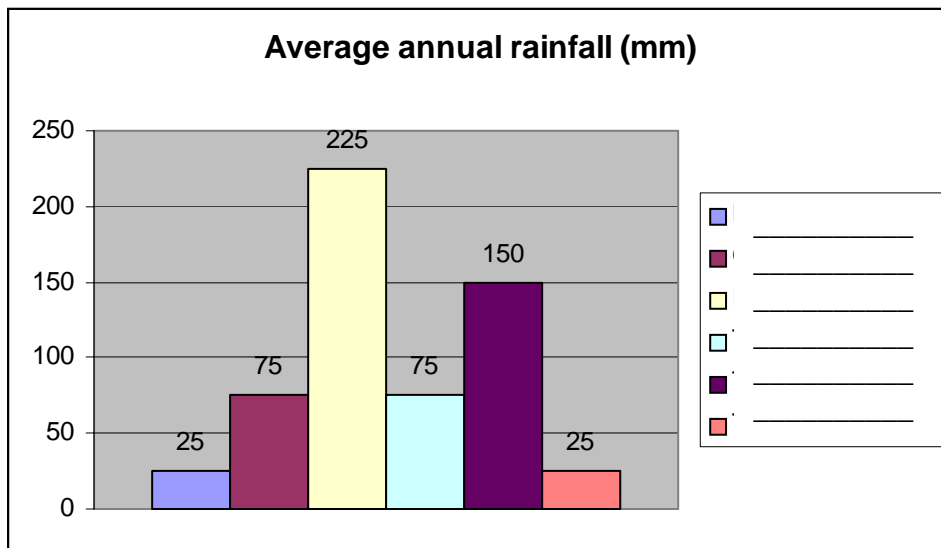
- 1 How much of the earth's surface is covered by desert?
- 2 Which is the largest desert in the world?
- 3 Which desert is the driest in the world?
- 4 What kind of climate do most deserts have?
- 5 What problem does the lack of clouds in a desert cause?
- 6 What are the day and night-time temperatures like in a desert?
- 7 What is the main problem in a desert?
- 8 What percentage of deserts are covered in sand?
- 9 How is sand formed?
- 10 What kind of animal is found in the North American desert?
- 11 What do most animals do during the day in a desert?
- 12 What do other animals do to escape the heat in a desert?



PART TWO: Desert Rainfall

Another part of the Geographical Society's exhibition will compare the rainfall per year in various environments, including deserts. Your president gave you a rainfall bar chart, but the key was missing.

Listen to your president explain what each bar represents and write it in the space provided.



You will write a short description of the rainfall in various environments to accompany your rainfall chart.

Use the chart to write a description. Follow the example.

Rainfall Chart Explanation

Different parts of the world receive different amounts of rainfall each year. In a desert, for example, only 25 mm of rain falls each year, on average. In an area of grassland, however, _____

In addition to the rainfall chart, you will include a comparison of the average rainfall in a desert with the average rainfall in Hong Kong.

Study the weather chart for Hong Kong. Then complete the paragraph comparing the rainfall in a desert with that in Hong Kong.

Summary of Hong Kong Weather

Month	Mean Pressure (hPa)	Air Temperature			Mean Dew Point (deg. C)	Mean Relative Humidity (%)	Total Rainfall (mm)
		Mean Daily Maximum (deg. C)	Mean (deg. C)	Mean Daily Minimum (deg. C)			
January	1017.5	19.0	17.3	15.6	13.3	78	47.6
February	1016.9	20.0	17.6	15.5	13.7	79	10.9
March	1014.9	22.8	20.6	18.6	16.2	77	56.5
April	1012.0	24.5	22.4	20.6	19.7	85	133.0
May	1007.5	29.1	26.7	25.0	23.3	82	162.0
June	1005.6	29.8	27.6	25.7	24.8	85	1083.6
July	1004.0	30.5	28.1	26.2	25.0	84	656.4
August	1005.4	31.6	29.2	27.1	25.2	80	318.9
September	1007.4	30.3	28.1	26.2	23.1	75	563.3
October	1014.7	27.8	26.1	24.6	20.7	73	10.7
November	1018.6	23.6	21.5	19.5	14.2	65	4.3
December	1022.0	20.1	18.3	16.4	12.9	72	44.6
Total	1012.2	25.8	23.6	21.8	19.3	78	3091.8
Station	Hong Kong Observatory						

Comparison of average annual rainfall in a desert and Hong Kong

A desert typically sees _____ mm of rainfall each year. By comparison, Hong Kong sees _____ mm of rainfall per year.

This shows that Hong Kong is around _____ times wetter than a desert.

PART THREE: Conserving Deserts

The final part of your exhibition will include information about the conservation problems facing deserts and ways of solving such problems.

*Read the article and make a list of the **problems** and **solutions**. Make notes on the note sheet provided.*

Conserving deserts

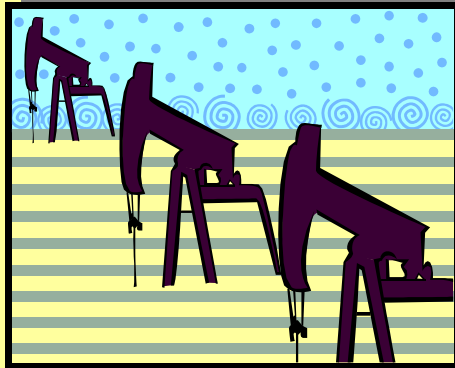
Deserts have one important property in common with the rest of the earth's environments: they are under threat from human activity. The three main conservation problems facing the world's deserts are **desertification**, **water extraction** and **mineral mining**.

Desertification refers to deserts becoming bigger, and land becoming unusable. It is a serious problem. For example, the Sahara desert has grown an extra 65 million hectares over the past 50 years (one hectare = 10,000 square metres). Globally, six million hectares of useful land is lost each year. Desertification is caused by the earth becoming gradually warmer. The world is getting warmer and drier. This means there is less water to support plants and animals. However, the natural speed of desertification has been greatly increased by the people who live in deserts. The main cause of this increase is the farming that occurs on the edges of deserts. Traditionally, farmland is "rotated" so that the soil can rest after use. However, the world's population is increasing every year. To meet the extra demand, it is necessary to reduce the amount of time that land is left to recover. The result of this is that the soil has become unsuitable for farming. It then turns into desert.

Another serious problem is that of growing crops. Crops require large amounts of water. But there is not very much water in deserts. To beat this problem, farmers use systems that bring water from sources in the desert. Because farmers now need to grow more food, they need more water. As such, desert water sources which may have taken thousands of years to accumulate dry up very quickly – and thus create more desert land.



Finally, deserts are often good sources of minerals such as iron and oil. Big companies that do not care about the environment use mining methods that destroy the desert's good soil.

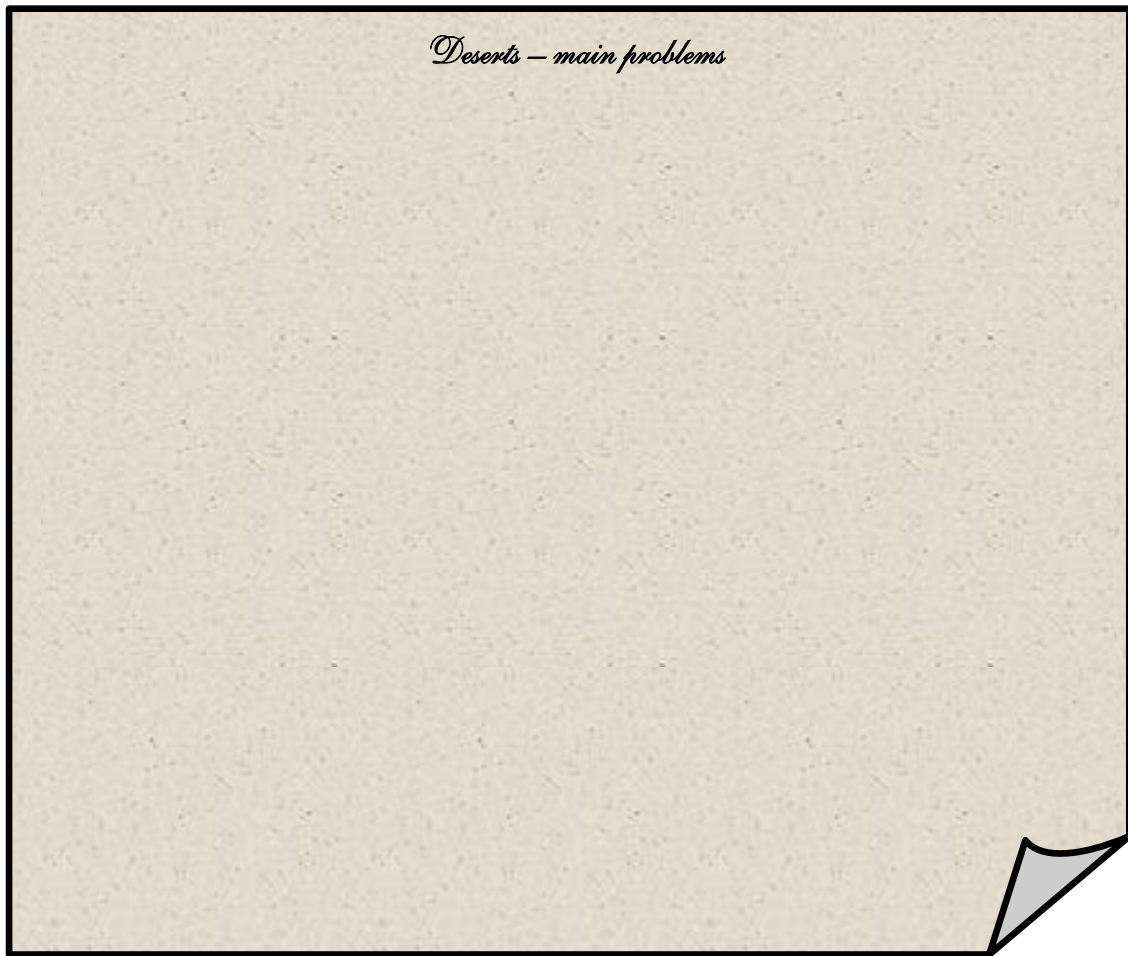


But not all desert activities are destructive. Tourism, if carried out with care, can help protect the environment. It can also provide income for local people. As well as tourism, activities which aim to improve the way people interact with their environment can help slow the process of desertification.



Note down the main problems and describe them briefly.

Deserts – main problems



Note down the solutions and describe them briefly.

Deserts – solutions to problems



PART FOUR: Designing a Poster for Open Day

You are now ready to design a poster for your Open Day exhibition on deserts.

Tell people what they will see in the exhibition:

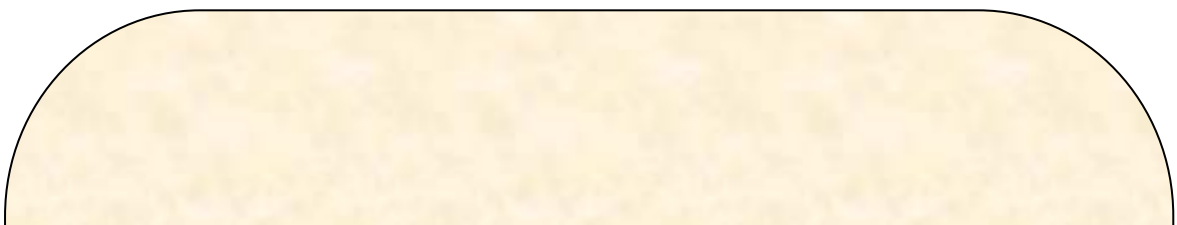
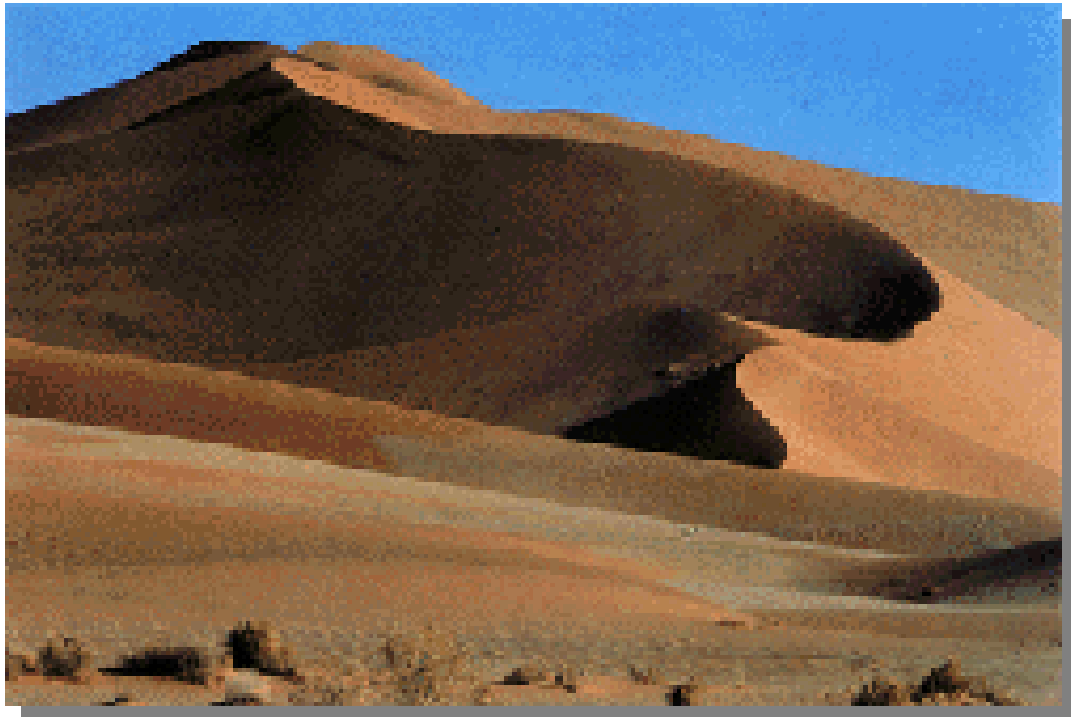
- A desert quiz
- A rainfall comparison between a desert and Hong Kong
- The main problems concerning deserts
- Solutions to desert problems

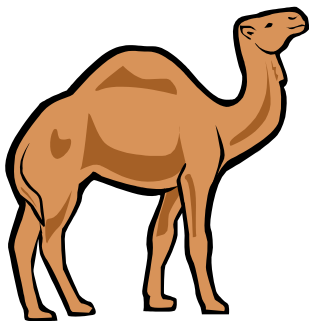
Include the following information on your poster:

- Three or four of the most interesting points about deserts from the passage in Part One
- A sentence about the general climate of deserts
- The location of the exhibition

Remember to include some pictures of deserts, desert animals (eg a camel) and desert plants (eg a cactus).

Try to make the poster as **colourful** and as **eye-catching** as possible.





ENERGY

There are many different kinds of energy. What kind of energy do these appliances use?

Choose the correct form of energy from the box and write it beside the picture.

wind

gas

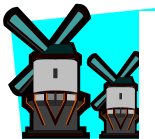
petrol

battery

electricity













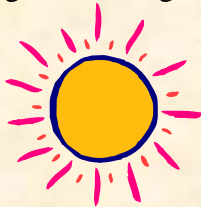
PART ONE: Alternative Energy Sources

Gas and electricity are the most popular sources of energy, but they are not the cleanest or “greenest” kinds of energy. We can use the sun, wind and water to create cleaner sources of energy.

Read the following article and complete the tables about 1) the disadvantages of burning fossil fuels for energy, and 2) how the three alternative kinds of energy can benefit the environment.

ALTERNATIVE ENERGY

Did you realise that the computer you use is contributing to global warming? So are the lights in your room. The hot water that you used for your last shower did, too. In fact, anything that uses energy derived from fossil fuels increases greenhouse gas emissions every time it is used.



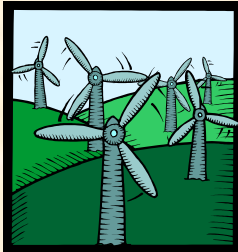
Burning fossil fuels such as coal, natural gas and oil generates most electricity. These forms of non-renewable energy – meaning they have a limited supply – produce pollutants such as carbon dioxide as they are burned. Clean energy options are available which do not pollute, however. And some of them, such as sunlight and wind, are completely renewable.

Fortunately, clean energy sources such as **solar energy** can help meet rising energy demands. Solar energy, which uses sunlight to produce energy, is a clean energy. Creating solar energy produces less than 15% of the carbon dioxide produced by a conventional coal-fired power plant. Using solar energy to replace the use of traditional fossil fuel energy sources can prevent the release of pollutants into the atmosphere. Using solar energy to supply a million homes with energy would reduce carbon dioxide emissions by 4.3 million tons per year. This is the same as removing 850,000 cars from the road.

Using energy from sunlight can replace the use of stored energy in natural resources such as petroleum, natural gas and coal. Fossil fuel extraction can use drilling and mining techniques that leave land undesirable for other uses after the energy source has been removed. Solar energy systems need less space to produce a unit of electricity than coal-fired power.

Wind power

Using the power of the wind is not a new idea. Throughout much of history, people have used wind to fill their sails and propel their ships across open seas. Windmills can convert blowing wind into useful mechanical energy, making it possible to pump water from beneath the earth's surface.



Today's windmills convert the natural movement of the air into electricity. Although it is a little more expensive to create energy through wind power than through burning fossil fuels, it is a much cleaner form of energy because it does not cause any pollution.

Hydropower

Running water possesses a huge amount of energy. Hydropower depends upon the movement of water from higher areas to lower areas. As water evaporates from lakes and reservoirs at lower heights, it is collected in clouds in the atmosphere. That moisture eventually falls back to the earth as rain. It then flows over the land through streams and rivers until it returns to a lake. As it flows over land, the power of the running water is captured – either directly from a river, or by using a system of dams. The moving water drives the blades of motors, which in turn cause an attached generator to produce electricity.



Hydropower facilities usually have high investment and start-up costs, but they also have the benefits of low operating costs, no pollutant emissions, and use of an existing renewable energy resource.

Disadvantages of burning fossil fuels for energy

1

2

3

4

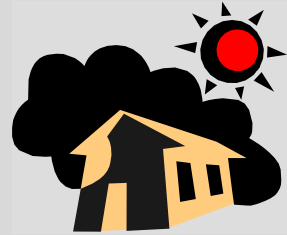
Source of energy	Advantages over burning fossil fuels
Solar	
Wind	
Water	

PART TWO: Energy Smart Homes

Many new houses nowadays are built to be as energy efficient as possible. These kinds of houses are called “smart houses”.

Read the article about smart houses and match the missing sentences to the correct section of the article. Then make a list of the ways that smart homes save energy.

Energy Smart Homes – The Future is Here



Many new homes nowadays are “Energy Smart”. This means that they are as comfortable and as energy efficient as possible. They also save people money by reducing their bills.

Rooms and ceilings: Open plan living areas and rooms with high ceilings are not practical because they can lead to high heating and cooling costs.

Building materials: Concrete floors and external walls are good choices in smart homes because they trap the heat in winter and keep your home naturally warm. This is useful in rooms which require occasional heating, or if you live in a tropical climate and cool down your home by opening doors and windows. Smart homes use toxic-free building materials to improve the indoor air quality.

Windows: Smart homes make the most of natural light, so they have large windows to let in lots of natural light and warmth during winter.

Air quality and heat loss: All smart homes seal off gaps around windows and doors, between floorboards and around air vents and air conditioners to reduce heat loss.

Lighting: To reduce lighting bills by 80%, smart homes use Energy Smart light bulbs. These are a little more expensive than normal light bulbs, but they last much longer and use less energy.

Hot water: Water heating is responsible for almost half the average person’s home energy bill.

SENTENCE		SECTION
1 Smart homes also use air filtration systems to help people breathe easier inside their homes.		a) Rooms and ceilings
2 Smart homes reduce hot water bills by up to 70% by using Energy Smart water heaters that run on alternative forms of energy such as solar energy.		b) Building materials
3 On the other hand, internal walls made of wood allow rooms to heat up and cool down quickly.		c) Air quality and heat loss
4 Smart homes have a maximum ceiling height of 2.7 metres.		d) Hot water

Notes

Ways that smart homes save energy:



PART THREE: Emergency Procedures and First Aid

Electricity and gas help us a great deal in our daily lives, but we must be careful when we are using them. You want to know what to do in case of electric shocks and suspected gas leaks. You ask your science teacher to give you some advice.

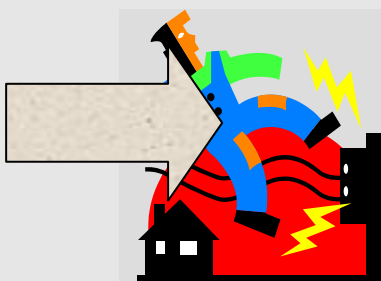
Listen and complete the notes about what to do in cases of electric shock and gas leaks.

Notes

Electricity:

Appliances have insulated cords and coverings to keep you from contacting the _____ inside. It is important to use appliances and cords properly so you don't touch _____ electrical parts. If a live _____ inside an appliance or toy touches the inside of the device and you touch the device, it is like touching a _____ live wire.

Water is an excellent _____. You can become electricity's path to the _____ if you are touching water that touches electricity. Electricity will travel _____ the water and through you to the ground. This is why it's so _____ to keep all electrical appliances away from _____. You should also make sure your hands are _____ and you are not standing in water when you touch anything _____.



Electric shocks:

If you see someone receive an electric shock, this is what you must do. First of all, remove the victim from the _____ before you touch him. Either _____ the power, or use a _____, dry object such as a _____ stick to pull the wire or electrical source away from the victim's body.

If the victim is not _____, begin rescue breathing immediately. A victim whose heart has stopped needs _____. Finally, wrap the person in a blanket or coat to keep them warm until _____ help arrives.

Gas leaks:

Gas leaks usually occur with appliances such as: _____
_____.

If you think you can _____ or _____ gas leaking from an appliance, turn off the _____, open _____ and _____ and leave _____.

You should never strike a _____ in such situations as even the smallest _____ can cause an _____.

Before you _____ the gas back on, have the gas _____ and any gas appliances _____ by a _____.



PART FOUR: Ways of Conserving Energy in the Home

Your group is going to give a presentation about ways of conserving energy in the home. Three members of the four-person group will discuss energy-saving tips for one of these rooms:

- living room
- bathroom
- kitchen

Work in groups of four. Decide who will make the opening and closing comments, then choose which one of the rooms you will talk about. Read through the notes in the table, and identify which points are relevant to which room. Write them in the appropriate table.

Notes

Conserving Energy in the Home

- *Keep air-con filters clean; a dirty filter consumes 30% more energy*
- *Use a full load in washing machines, dryers and dishwashers*
- *Fix all leaks immediately – even the smallest leak wastes over 500 litres of water each month*
- *Set the air-con to 25° C; every one degree decrease adds 10% to energy consumption*
- *Hong Kong – estimated to waste about \$5 billion worth of energy each year*
- *Wash clothes in cold water – cold water causes up to 90% less greenhouse gas emissions*
- *Most people do not realise that saving energy in the home will actually save them money*
- *Everyone can do their bit to make both financial and environmental savings*
- *Steam or stir-fry as much food as possible – keeps cooking times short*
- *Set the main fridge compartment to 3° C – every degree lower adds 5% to energy costs*
- *Make your home energy efficient by using a little common sense*
- *Turn off lights, televisions, radios, etc, in rooms when you are not using them*
- *Leave lids on pots while contents are cooking – ensures food heats up quicker*
- *Take a shower instead of a bath – a bath uses twice as much water*
- *Use gas or microwave cooking – a microwave uses 70% less electricity*
- *Every day, in homes all over the world, people waste huge amounts of energy and water*

Opening sentences

Closing sentences

Living room



Kitchen



Bathroom



Now use the notes to write your part of the presentation. Then sort out the order of speakers and give your presentation.

Conserving Energy in the Home

The Family

Marriage: People get married for many reasons. The most obvious one is that they love each other. Marriage itself is easy. Two people can get married any time they want. The challenge of marriage is making it work for a lifetime. So ... what qualities would you look for in the person you want to marry? Who is your "Mr/Mrs Right"?

Do you agree that these qualities are important in a marriage partner? Tick 'Yes' or 'No'.

Qualities of a marriage partner	Yes	No
A person who will help you make the marriage work		
A person who is stable and kind		
A person who is slow to get angry		
A person who is a good worker and has a good job		
A person who will be a good mother or father		

Here are some other qualities of a good marriage partner. Are some more important than others to you? Rank these following factors on a scale of 1-10 in degree of importance (where 1 = most important, and 10 = least important).

Qualities	Importance
Trustworthy	
Loyal	
Helpful	
Kind and friendly	
Patient and understanding	
Supportive	
Intelligent	
Rich	
Has a good sense of humour	
Has a good educational background	

Compare your answers with your classmate. Do you want the same things in a marriage partner? What are the similarities between your answers? What are the differences?

PART ONE: An Only-child

You are doing a class project on *The Family* for a school exhibition. You will look at different aspects of families, including only-children.

You found the following article about only-children in the newspaper. Read the account and make a note of the main points on the note sheet.

Is it so great being an only-child?



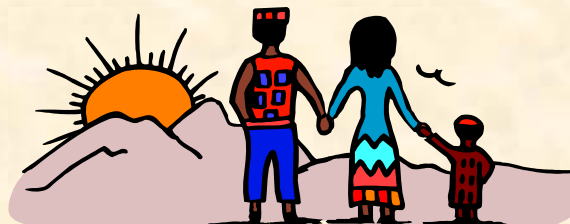
To many people, being an only-child may seem like an easy life. An only-child's friends may think such a child is spoiled. They think that the only-child will get anything he wants, whenever he wants it. Some friends may be jealous of him or her because of that. Other people might think that an only-child will be selfish and unpleasant. This is not always the case. My friend James is an only-child, and he is friendly and polite.

Many teenagers want to be the only child, but plenty of only-children want to have brothers and sisters. Would it be good to have no brothers or sisters? Do you really think it would be fun?

Parents with just one child usually try to make them understand that they are not the only person in the world. They teach the child not to be selfish. An only-child will often feel lonely, though. The child's parents are usually as busy as bees. They are also much older than the child. Who will the only-child talk to and play with? Some people say that it is easier to meet friends nowadays – through the Internet, for example. But chat rooms are filled with people from all over the world, and it is dangerous to talk to strangers.

More and more couples prefer to have one child instead of two. This is because raising one child is easier than raising two. It is also less expensive. If there is just one child, the parents can often afford to send him or her to an elite school, or even overseas.

If you are an only-child, you have to bear a lot of loneliness and pressure. Your parents expect more of you, and you cannot play or talk to brothers or sisters. My advice is to appreciate what you have!



Notes



- Reasons why people think an only-child has an easy life:

1) _____

2) _____

- What people think only-children will be like:

1) _____

2) _____

- Disadvantages of being an only-child:

1) _____

2) _____

3) _____

4) _____

- Reasons why couples often prefer to have just one child:

1) _____

2) _____



Work in pairs. Discuss the answers to these questions.

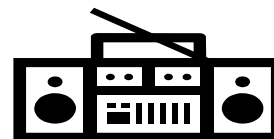
- 1 Do you know any only-children?
- 2 If so, what are they like?
- 3 Would you like to be an only-child? Why/Why not?
- 4 What are the benefits of being an only-child?
- 5 Do you think it is more difficult to make friends if you are an only-child?
- 6 Do you agree that being an only-child would be lonely? Why/Why not?

Now join another pair and compare your answers with one another. Make a note in the following table of each person's answer.

Question	Student 1	Student 2	Student 3	Student 4
1				
2				
3				
4				
5				
6				

PART TWO: Single-parent Families

As part of your exhibition, you will include some information about single-parent families. You recorded a radio programme. In the programme, three teenagers talked about their families.



Listen to the programme and complete the notes for each teenager.

Case study 1

My name is Sammy. I'm fifteen years old. I live in Tsuen Wan with my mother. I have one older brother. About two years ago, my parents started arguing a lot. They would _____ about the smallest thing. They didn't _____ on anything. If one of them wanted to go out, the other wanted to _____ in. If one of them wanted to go to the beach, the other wanted to go to a park. It was really upsetting my brother and I. The whole family was _____. A year later, my parents got divorced. My father left. I stayed with my _____. My brother went to live with my father. At first, it was very difficult. It was _____ for me to only see my father once a week. Even though we had been unhappy, I still wanted us to be a _____. It was quite difficult for my Mum to support us financially, too. Slowly, though, it started to get _____. My mother and father became friendlier towards each other. Soon, they were getting on really _____. They didn't fight or _____ with one another anymore. Sometimes the four of us go out together, and it's a lot of _____. To my surprise, we all get on much better nowadays.

Case study 2

My name is Josephine. I'm sixteen years old. I live with my mother, father, older sister and younger brother in Tin Hau. My parents have been _____ for 19 years. They don't seem to _____ each other much anymore. They lead separate lives. And it's not much fun when we go out together as a family. My parents don't seem to _____ to talk to each other. When they do discuss things, it always ends in an _____. I overheard them talking one night. They said that they were going to _____ so as not to upset us, the children. I don't think parents should stay together to _____ the children. Because my parents don't get along, it's not much fun at home. Sometimes I think it would be better if they separated. At least the atmosphere at _____ would be better then.

Case study 3

I'm Philip. I'm fourteen. I live in Wan Chai with my mother and father. I'm an only-child. I was sometimes _____ when I was younger. I missed not having any brothers or sisters. But I feel quite _____ now. Some of my friends' parents have _____, or they don't get along very well. But my parents are still _____. They've been married for sixteen years. They have arguments sometimes, of course. I think all _____ have arguments. But I think it's more important how people _____ their problems. My parents are both calm people. They don't like shouting. They always try to see each other's point of _____. Sometimes, they agree to do things my father's way. Other times they do what my mother _____. I've always felt very happy and _____ at home. I hope that when I get married, my wife and I will give our children the same level of security.

You will include the case studies in your exhibition. Below each one, you will write a three-line summary.

Read through the case studies and summarise each one in three sentences.

Summary

Case study 1 - Sammy

Summary

Case study 2 - Josephine

Summary

Case study 3 - Philip

PART THREE: Marriage Problems

What is it that causes some families to break up and others to stay together?
What are the effects of a marriage break-up on the people involved – the parents and the children?

Work in pairs. Discuss the following questions, and make a note of your opinions on the note sheet.

Marriage problems

- 1 What kind of problems can occur in a marriage?*
- 2 What factors can bring about a break-down in a marriage?*
- 3 What emotional effect can a divorce or separation have on a family – the husband, the wife, the children?*
- 4 What are the economic effects of a divorce or separation on the family members?*

Note sheet

1

2

3

4

Now work in groups of four. Discuss how a couple might solve any marital problems, and perhaps prevent marital breakdown.

Think about your answers to Questions 1 and 2 in the earlier activity (*What kind of problems can occur in a marriage?* and *What factors can bring about a break-down in a marriage?*).

Use the following points to make a checklist of ways to improve a marriage. Add your own ideas and suggestions.

Marriage tips

Honesty – *couples should be honest with each other*

Support – _____

Respect – _____

Dreams and goals – _____

Communication – _____

Forgiveness – _____

Daily expectations – _____

Decision-making – _____

_____ - _____

_____ - _____

_____ - _____



PART FOUR: Modern Marriages

For the final part of your exhibition, you will write an essay about 'Modern Marriages'. You decide to focus on the roles of a husband and wife in a modern marriage. In your essay, you will look at the following issues:

- traditional roles and responsibilities of a wife
- traditional roles and responsibilities of a husband
- modern attitudes to the roles and responsibilities of a wife
- modern attitudes to the roles and responsibilities of a husband

Your essay will describe and compare the traditional and modern roles and responsibilities of a wife and husband. In conclusion, you will decide whether modern attitudes to marriage are preferable to traditional ones.

Before you begin, make a few notes under the following headings:

Notes

Traditional roles and responsibilities of a wife

Traditional roles and responsibilities of a husband

Modern attitudes to the roles and responsibilities of a wife

Modern attitudes to the roles and responsibilities of a husband

Now write your essay here.



Modern marriages



Festivals and Customs

Look at these pictures and the words in the boxes. Decide which Western or Chinese festival each picture shows. Write the name of the festival and the date on which it usually occurs beside each picture.

1



2



3



4



5



6



Christmas Day

Chinese New Year

Halloween

Ching Ming Festival

Mid-Autumn Festival

New Year's Eve

The 1st day of the 3rd moon

October 31st

The 1st day of the 1st moon

December 25th

The 15th day of the 8th moon

December 31st

PART ONE: The Mid-Autumn Festival

Your class is taking part in a project about Hong Kong festivals. Your project leader has asked you to provide the headings for a display about the Mid-Autumn Festival.

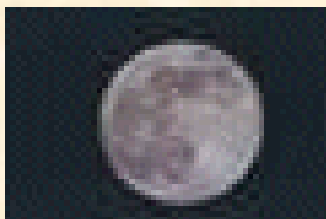
Read the article, then choose the most appropriate heading for each section (_____) of the article.

The Mid-Autumn Festival



Every year in Hong Kong, families and friends meet to celebrate the beautiful mid-autumn moon and enjoy a picnic under the night sky. Shops sell lanterns of all shapes and sizes. The smell of mooncakes fills the air. This is the time of the Mid-Autumn Festival, which is celebrated on the 15th day of the eighth moon. People have celebrated the Mid-Autumn Festival for almost a thousand years.

The Mid-Autumn Festival is also called the Lantern Festival or the Moon Festival. In the past, the event celebrated the end of the harvest. The story behind the festival is as follows. Once upon a time, there were 10 suns in the world. The suns caused people many problems. One day, a man called Ngai shot down nine of the 10 suns. As a reward for helping the world, Ngai was given a special herb. If he ate the herb, he would live forever. Unfortunately, Ngai's wife found the herb and ate it. She became scared and ran away from home. She didn't stop running until she reached the moon. She was out of breath and started to cough. She coughed up the herb. The herb turned into the Jade Rabbit. If you look carefully on the night of the Mid-Autumn festival, you can see the Jade Rabbit in the moon.





Forty years ago, everyone used to carry traditional paper lanterns with candles inside them. The lanterns were made in the shape of rabbits or fruit. Nowadays, many people prefer to carry plastic lanterns. These lanterns use batteries instead of candles. The shapes of the lanterns have also changed. People now like lanterns in the shape of cute animals and cartoon characters.

The custom of eating mooncakes during the festival started about 750 years ago. Mooncakes are shaped like a full moon. They represent a happy reunion of family and friends.


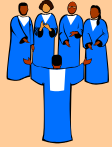



But why do people eat mooncakes during the Mid-Autumn Festival? One explanation is almost 600 years old. In the 14th century, the mainland Chinese planned a surprise attack on their enemies. The plans for the attack were hidden inside cakes. People passed the cakes from one to another. Each person read the plans and knew when the attack would happen.

The Mid-Autumn Festival and mooncakes
Why people eat mooncakes during the Mid-Autumn Festival
The origins of the Mid-Autumn Festival
Mid-Autumn Festival lanterns
Mid-Autumn Festival activities

PART TWO: Favourite festivals

You carry out a survey amongst your friends to find out what their favourite festivals or holidays are.

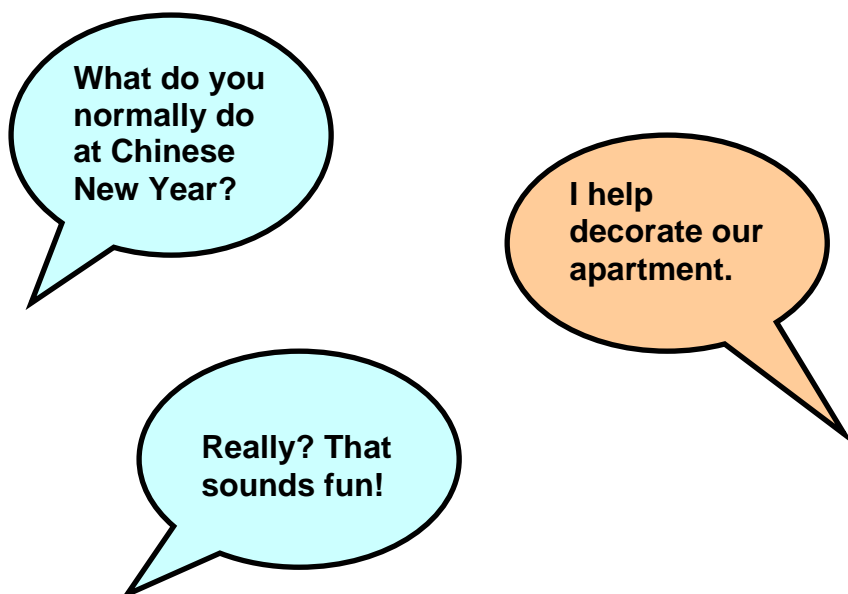
Listen to the dialogues and complete the note sheet.

<i>Students' favourite festivals</i>	
<u>Mary</u>	
<i>Favourite festival</i> – _____	
<i>Reason(s)</i> – _____	
<u>Steve</u>	
<i>Favourite festival</i> – _____	
<i>Reason(s)</i> – _____	
<u>Robert</u>	
<i>Favourite festival</i> – _____	
<i>Reason(s)</i> – _____	
<u>Sarah</u>	
<i>Favourite festival</i> – _____	
<i>Reason(s)</i> – _____	
<u>Mike</u>	
<i>Favourite festival</i> – _____	
<i>Reason(s)</i> – _____	

PART THREE: Festival activities

You now want to find out what your classmate usually does during the main festivals and holidays each year.

Work in pairs. Take turns telling each other what you always, often, usually, sometimes, never, etc, do on these occasions. Use the notes to help you, but add your own ideas. Remember to express interest and surprise at your classmate's responses. Think of two more occasions to ask your classmate about.



OCCASION	ACTIVITY
at Chinese New Year	have / special / meal / my family
on your birthday	have / party / invite / friends
at Christmas	give / presents / family / friends
on Valentine's Day	send / Valentine's card / girlfriend/boyfriend
at Ching Ming	visit / cemetery / help / parents / sweep / graves
at the Mid-Autumn Festival	eat / mooncakes
at the Dragon Boat Festival	watch / dragon boat races

Now work in groups of four. Ask your classmates the following two questions and make a note of each person's answer. Is one festival or holiday more popular than any other in your group?

**What is your
favourite holiday or
festival?**

**Why is that your
favourite one?**

	Classmate 1	Classmate 2	Classmate 3
Favourite festival/holiday			
Reason(s)			

PART FOUR: Chinese New Year photo-essay

For the final part of your project, you will create a photo-essay about what you did last Chinese New Year. You will include five photos in your photo-essay. Below each photo, you will write a few sentences to describe what you did.

You made the following notes. Read them through.

Notes - CNY

Chinese New Year – special day for all family
Few days before – clean the house
Decorate walls / doors with red paper & good luck messages

New Year's Eve – whole family have dinner together
Relatives come to HK from overseas
Eat special food – bring good luck in new year

After dinner – go to flower market
Buy flowers & small fruit trees
Trees represent – good fortune
Most popular flower market – Victoria Park

New Year's Day – some people go to temples – burn incense & say prayers
People put on new clothes – visit friends & relatives
Give *lai see* – children & unmarried men/women
See people – greet them with 'kung hei fat choy'

On second day – firework display – Victoria Harbour
Thousands of people – watch the fireworks



You are now ready to write your Chinese New Year photo-essay. Use the notes above and write short descriptions beside each photo.

Chinese New Year Photo-Essay



(1)

(2)



(3)

(4)



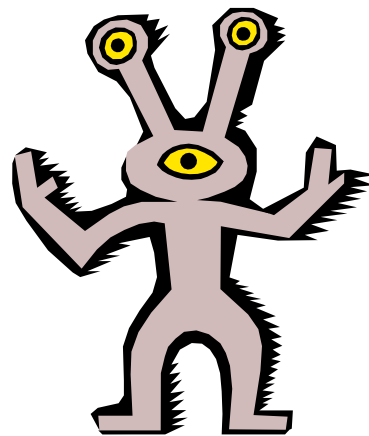
(5)

Fiction

Work in pairs. Think of as many different types of stories as you can. Write them in the spaces provided. Two are given as examples.

Action/adventure

Science Fiction



What do you think are the most important elements of a good story? Work in pairs and put these factors in order. Rank them 1-6, where 1= most important and 6 = least important. Then check your answers with another pair.

Elements of a good story	
Factor	Level of importance
It should be exciting	
It should have good characters	
It should have a good plot	
It should have a message	
It should be believable	
It should be imaginative	

PART ONE: Plot and Theme

The four components of a fictional story are: **plot**, **theme**, **setting** and **character**.

The **plot** is the connected series of events that make up the story. Writers have various ways of moving the plot along. They can use **narrative description** and **dialogue**. The writer can also write in the first person ("I/we") or the third person ("he/she/they").

The **theme** of a story is the message it is giving the readers. After reading a story, ask yourself, "What is the story trying to say?". The answer to this question is the **message**, and the message is the theme of the story.

Read this short story and answer the questions that follow.

Forest Fire

It was the day of the class BBQ. The BBQ site was not very big so one of the groups of students did not have a proper BBQ pit. They had built a small circle of stones and lit their fire inside that. Everybody had finished their food and were now playing games.

"Let's go for a short walk up the hill," said Thomas.

Everybody agreed and they set off up the hill, laughing and shouting happily. Very soon they couldn't see the small BBQ site far below them. And what they also couldn't see was that the fire inside the stone circle had started to slowly spread between two of the stones. The grass outside the stone circle soon caught fire and small flames spread towards the nearby bushes.

It was the dry season and it didn't take long for the bushes all around the BBQ site to catch fire. Once the fire started, it spread up and along the side of the hill with frightening speed. What started as a small flame was very soon a fierce fire. Flames rose metres from the ground as they touched the surrounding trees. Within ten minutes the whole of the lower part of the hill was on fire ... and it began to catch up with the students further up the hill.

"Let's stop for a rest," said Fiona, sitting down on a nearby rock.

As she sat, she turned and looked down the hill. What she saw made her point and shout out in fear. Large clouds of smoke were drifting up the hill towards them and the tops of bright flames were creeping into sight.

"Look!" she called out, as she pointed back down the hill.

The other students immediately knew what had happened and they all started to call out; some of them even started to move back down the hill towards the fire!

"Stop!" shouted Fiona. "We must keep calm ... don't panic! Look, over there is a stream running down the hillside. Let's try to cross it. The fire might stay on this side of it and we will be safe."

They all rushed to cross the stream. As they ran, Fiona used her mobile phone to call the emergency services and told them what had happened.

These students were very lucky! The stream did slow down the fire and they were able to escape to safety further round the side of the hill. A little later, the emergency services arrived and helped them get back down the hill. But they all learned a very important lesson from their narrow escape. They will never again build a circle of stones for a BBQ and they will always make sure that fires are properly put out before they leave them...



1 Is the story written in the first person or the third person? _____

2 How does the writer move the plot forward? Go through the story and identify which paragraphs are **narrative descriptions** and which are **dialogue**. Write 'N' or 'D' beside each one.

3 Which of these words and phrases best describe the actions and behaviour of Fiona? Tick all those that you think are appropriate and give a reason for your answers.

irresponsible ☐ quick-thinking ☐ lazy ☐ smart ☐ bossy ☐

4 Summarise the story in five sentences or less:

5 What is the theme of the story (i.e. what is the writer's message)?

Now read this story and answer the questions that follow.

SPORTS DAY

It's the school sports day today and I am really excited. I am running in the 100 metres race. I train every day and I eat healthy food so that I can run very fast. I really want to win the race. I dream of finishing the race first and listening to everybody cheering and clapping me. I will feel so proud.

There is one other boy in the race that can run as fast as I can. His name is Paul. We never talk to each other because we both want to win the race. We have always been rivals.

Before the race I shake hands with the other runners – but I don't shake hands with Paul. I don't even look at him.

We all line up to start the race. Paul is in the lane next to me. I kneel at the starting line and wait for the starting gun to go off. Everything seems to go very quiet. I can't hear the noise of the crowd any more. I look down the running track to the finishing line. Suddenly it seems so far away! All I can see is the track in front of me.

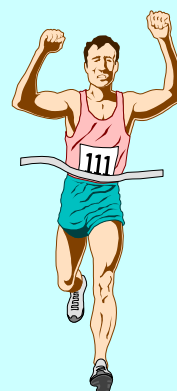
Bang! We're off! Paul and I are easily the fastest runners. At fifty metres we are already a long way ahead of any of the other runners. We are running shoulder to shoulder – and I am sure that Paul is getting closer to me with every step we take! He is almost touching me now and I start to get angry. I'm sure he is trying to cheat! I start to push him back.

Suddenly, our feet touch and we both crash to the floor in a pile of arms and legs. As we are lying on the floor, all the other runners pass us. All we can do is watch as the crowd cheer and clap the winner. All we have is a lot of cuts on our legs and arms. We both worked so hard for this race and we didn't even finish it!

"We really are very silly, aren't we?" says Paul. "We were so worried about beating each other that we forgot about everything else. Now we are both hurt and can't run in the other races."

I stand up and hold out my hand to help Paul to his feet.

We didn't run in any more races that day, but now we train together. We go to many competitions together and we are both much better runners now we help each other. I really enjoy my running much more now as well.



1) Is the story written in the first person or the third person? _____

2) Do you prefer stories written in the first or third person? Give a reason for your answer.

3) How does the writer move the plot forward? Go through the story and identify which paragraphs are **narrative descriptions** and which are **dialogue**. Write 'N' or 'D' beside each one.

4) Which of these words and phrases best describe the actions and behaviour of the narrator? Tick all those that you think are appropriate and give a reason for your answers.

rude ☐ honest ☐ arrogant ☐ selfish ☐ fair-minded ☐

5) Summarise the story in five sentences or less:

6) What is the theme of the story (i.e. what is the writer's message)?



PART TWO: Setting

Besides plot and theme, **setting** is another main feature of narrative stories. You can bring a story to life through description – by describing things in detail. You can stimulate the reader's imagination and make the story more real by describing the five senses, i.e. by helping the reader experience feeling, hearing, touching, smelling and tasting things in the story.

Read the following story and underline the sentences (or parts of sentences) that contain references to the five senses of **touch**, **sight**, **taste**, **smell** and **hearing**.

My Party Room!

At last, it's the day of my birthday party. My mum has been working all morning to get the party ready.

I open the door to our living room and it is like looking into a page from a fairy storybook! Every colour you can think of is in the room. Bright red, yellow, green balloons are hanging from the walls. Gold and silver ribbons are wrapped around the pictures on the walls. I pick up one of the balloons that are on the floor. It feels so smooth but my fingers stick to it when I try to move them and they make a loud squeaky sound.

A small pile of presents is on a small table in the corner, all wrapped in beautiful coloured paper. I pick one up to try and feel what is inside. The paper makes an exciting rustling sound that you only hear on your birthday and at Christmas. I wonder why other people's presents do not sound the same - they just sound like paper. Your own presents are much more ... magical.

All the furniture is pushed against the walls to let us play games. Against the far wall is the dining table - but it seems so much larger than usual. It has a red and green cover on it and it is loaded with all my favourite food - not a vegetable in sight! My mouth waters as I think of the tastes of all these chocolates, biscuits, cakes ... too many things to mention. In the middle of the table is my birthday cake. It's huge - pink and white and shaped like a ballet dancer with small red candles on top, the flames dancing above them. When I blow them out, a burning smell will fill the air.

I can't wait for my friends to start arriving and the party to start. But standing in my party room, looking around me, everything is already just ... perfect!



Now complete this table. Under each 'sense' heading, write the sentences from the story that correspond to each sense. Follow the example.

SENSE	SENTENCES
sight	<i>Bright red</i>
hearing	
taste	
smell	
touch	



Now do the same for this story.

Sunset on the Beach

The white waves break gently onto the endless strip of golden sand, one after another. Each time a new wave breaks, there is the slow, peaceful sound of sand and stones sliding softly up the beach and then back towards the ocean. Sometimes a piece of smooth wood or an old, polished coconut shell is washed up onto the sand.

With the waves, there comes a cool wind that refreshes the face and leaves a sharp taste of salt on the lips and the wonderful smell of the ocean in the nose. The heat and energy of the day is slowly replaced by a more comfortable and relaxed feeling.



Everybody has now left to go back to their hotels. The beach is silent, except for the "swish, swish, swish" of the waves. Far out to sea, a fishing boat is slowly creeping home with the day's catch. Past the boat, where the sea meets the sky, everything is turning a beautiful red-orange colour as the sun sinks for the night.

Turning round, the lights of the hotel remind you that it is time for dinner. But this is the best time to walk along the edge of the water and feel each wave wash over your feet. There is a small wooden restaurant further along the beach. Over an open fire, the fish that the owner catches fresh each day are cooked. The fire is going, and the smell of wood smoke and grilled fish is filling the air.

You turn your back on the brightly lit hotel and slowly, peacefully, walk off into the darkness. A perfect holiday in a perfect location.

SENSE	SENTENCES
sight	
hearing	
taste	
smell	
touch	



PART THREE: Character

The last important feature of a story is **character**. Most stories have a main character. The writer hopes you – the reader – will identify with the main character. Some stories have good characters (the heroes) and bad characters (the villains). Writers develop characters through descriptions of the character, through the character's actions and through the character's speech.

Read this character description and answer the questions that follow.

I was always a little afraid of my best friend's brother. At 18, he was four years older than us. But he seemed much older than that.

He always dressed very well. I remember him wearing expensive suits and Italian shoes. I asked my friend how he could afford to dress so well. My friend told me that his brother had left school at 16 and started working in his uncle's clothes boutique. He did well and soon became the manager. He had a good salary, but he was able to buy all his clothes at a big discount.

My friend's brother was very handsome, too. His mother called him her little movie star son. He wasn't a movie star, of course, but he did look like a movie idol. He used to wear his hair long, like Nicholas Tse, and would often wear yellow sunglasses. The sunglasses really made him look like a movie star.

Despite being older than us, he was always friendly to my friend and to me. When I saw him, he always wanted to know what films I had seen recently and what music I was listening to. I was never sure what to say to him. He seemed to know much more about such things than I did.

His girlfriend worked in the music industry, and she could get lots of free CDs and posters. He often gave me these as presents. When I saw him next, he would ask me if I had liked the music. I always said yes, even if I didn't.

My friend's brother had a great sense of humour. He was always telling us jokes. I didn't always understand the jokes, but I laughed anyway. I didn't want him to think I was stupid.

Many years later, I saw my friend's brother in a restaurant. He wasn't eating there, though. He was a waiter. He looked much older and not at all like a movie star. I had lost touch with my old school friend, so I didn't know what had happened to his brother. Something bad must have happened, though. Why would he be working as a waiter otherwise? Fortunately, he was not the waiter for our table. I would have been very embarrassed if he was.

1 Write a summary of the older brother's character in not more than **50** words.

2 What do you think happened to the older brother? Write a short paragraph to describe the bad (or sad) event that happened to him.

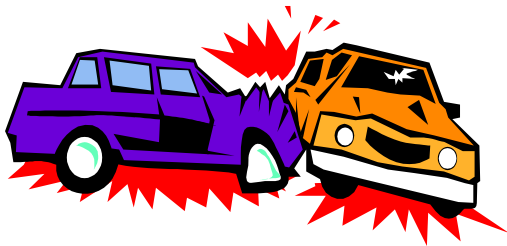


PART FOUR: Writing a Fictional Story

You are now going to write your own story. You do not have to write a complete story. You can choose one of the following three options (plot, character or setting) and write about it. You can base your writing on the pictures or come up with your own ideas.

Plot

1



2



Character

1



2



Setting

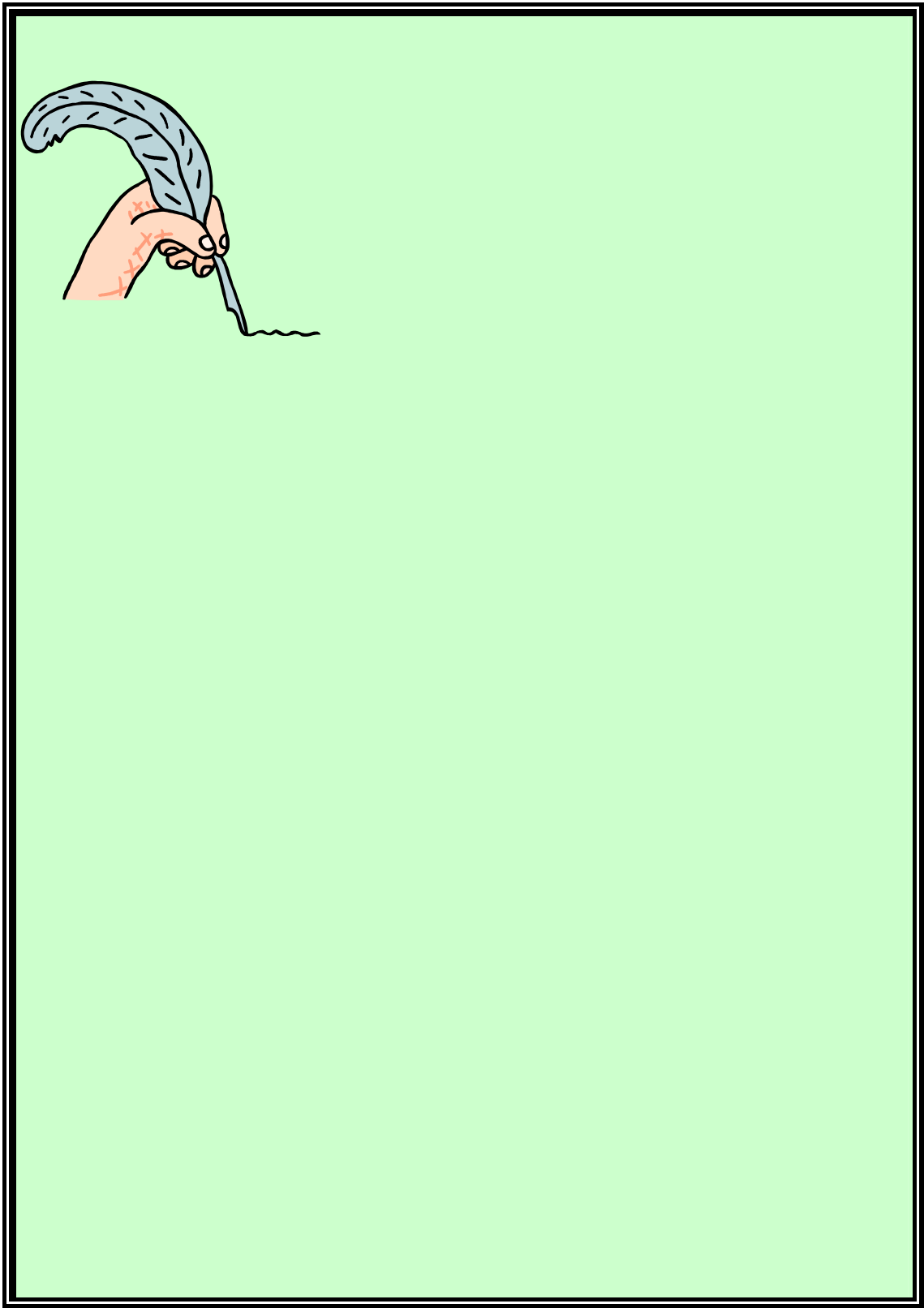
1



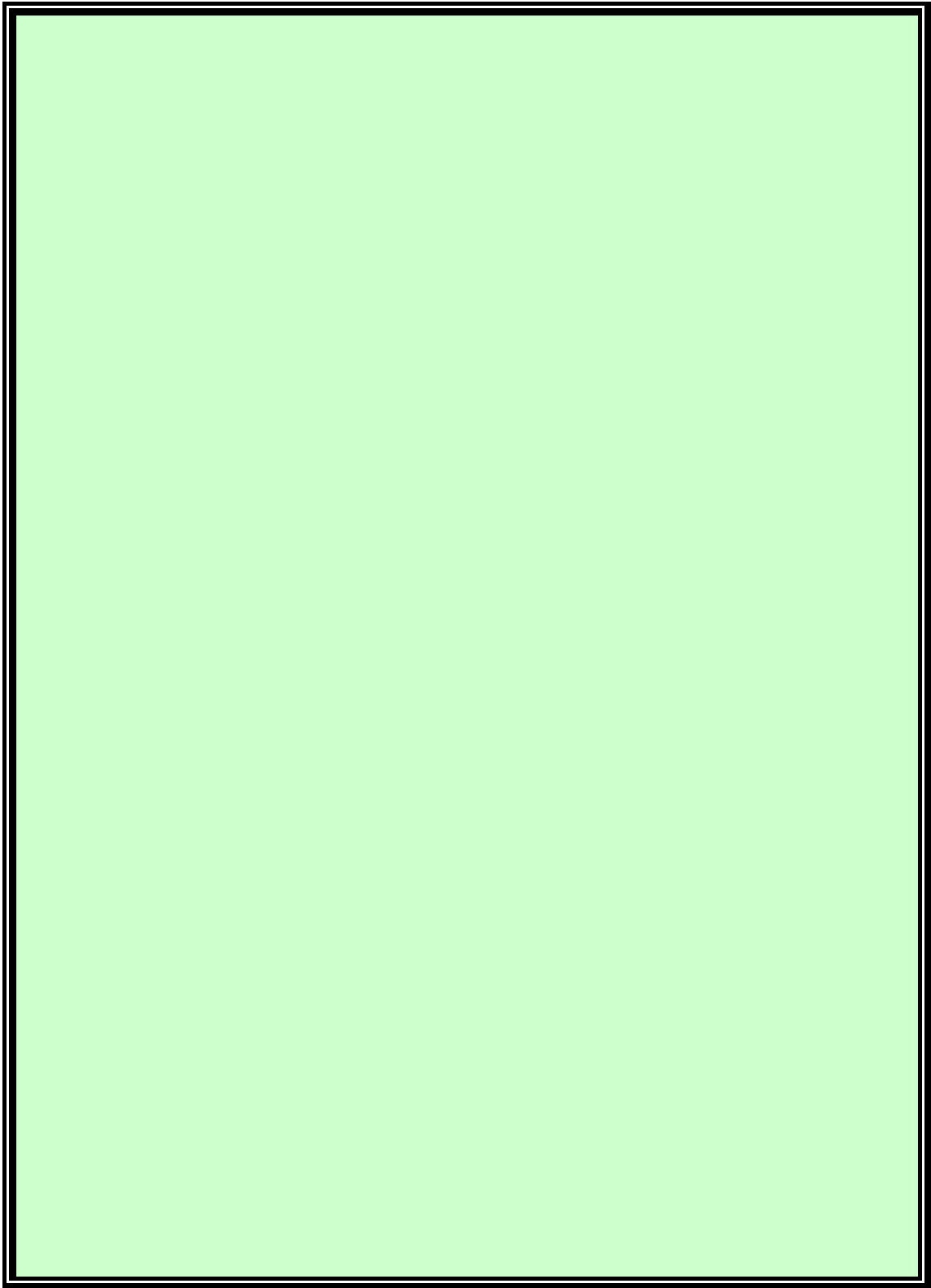
2



Before you start writing, make brief notes about your chosen topic here.



Use the following page to write your story, character description or setting description. Don't forget to give your story a title.

A large rectangular area with a light green background, enclosed by a double black border, intended for writing a story or description.

Interpersonal Relationships

Self-analysis Exercise: How much do you know about the rest of your family? Do you have a close relationship with them? Complete the questionnaire below and then, in groups, talk about your relationship with your family members.

QUESTIONNAIRE

1. Do you remember the birthday of your mother? Yes ☐ No ☐
2. Do you remember the birthday of your father? Yes ☐ No ☐
3. On average, how much time do you spend talking to your family members every day?
(Put a "✓" in the appropriate box.)
 - a. More than 45 minutes ☐
 - b. 15 to 45 minutes ☐
 - c. Less than 15 minutes ☐
4. How often do all your family members have dinner together?
 - a. Always ☐
 - b. Usually ☐
 - c. Sometimes ☐
 - d. Rarely ☐
 - e. Never ☐
5. Do you talk to your family members when you are unhappy? Yes ☐ No ☐

NOTE:

Question	Answer	Score
1	Yes	2
	No	0
2	Yes	2
	No	0
3	a	5
	b	3
	c	1
4	a	5
	b	4
	c	3
	d	2
	e	1
5	Yes	2
	No	0

KEY:

- 14 — 16: *very close relationship; supportive and caring*
- 9 — 13: *relationship quite close; quite supportive and caring*
- 5 — 8: *relationship rather distant; not supportive and caring enough*
- less than 5: *relationship very distant; not supportive and caring at all*

YOUR SCORE: _____

Who Is the Most Popular Student? Would you like to find out which student is the most popular in your class? Answer the questions below, and then in groups of four to five identify the most popular student(s). Your teacher will then put your choices on the board so as to find out the most popular student(s) in your class.

NOTE:

1. *Make three choices for each question.*
2. *You can only choose the students in your class.*
3. *You should not discuss with others when you make your choices.*

1. I would like to sit near _____



2. I would like to work with _____



3. I would like to play with _____

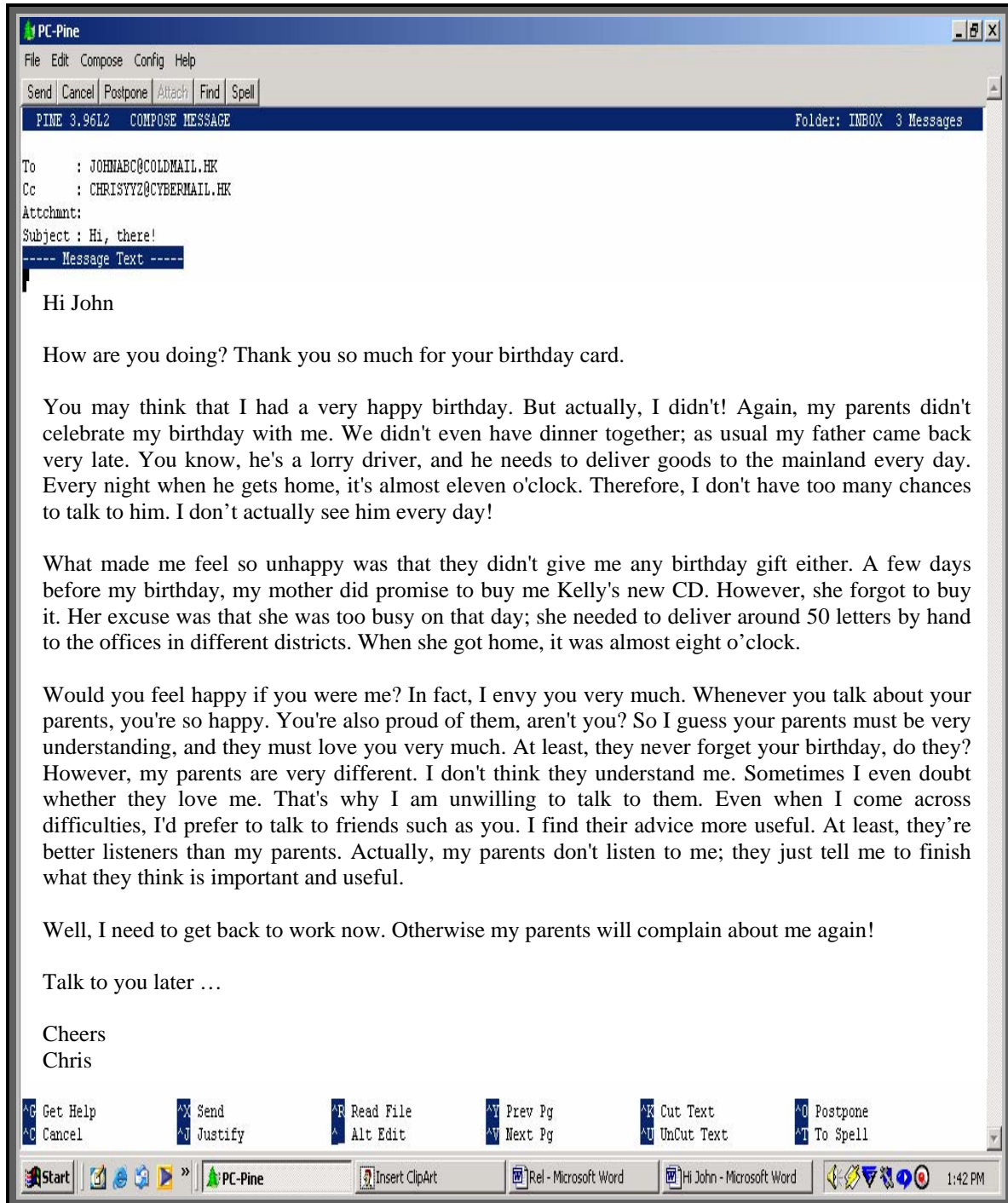


Write the most popular choices in your group.

I would like to sit with ...	
I would like to work with ...	
I would like to play with ...	

PART ONE: What is a Harmonious Family?


An E-mail from Chris: You have just received an e-mail from your close friend, Chris. Read his e-mail and then, in pairs, identify what made Chris unhappy.



Chris complained about his parents in his e-mail. Discuss in groups whether you think his complaints are reasonable or not. Make a note of any reasonable or unreasonable points in the table below.

REASONABLE	UNREASONABLE

Obviously, Chris does not have a good relationship with his parents. Discuss in groups what could be done to improve the relationship. Make notes in the box below. Then elect a leader to present your advice to the whole class.

Notes


PART TWO: A Whole-School Survey

Let's imagine that quite a number of students cannot get along well with others in your school. To find out whether this is true, the Counselling Team of your school is going to conduct a survey.

Questionnaire Design: You are a student helper of the team, and have been asked to help with designing a questionnaire. Part of the questionnaire has been drafted. Read the instructions given by Miss Chan, the teacher in charge of the survey, and then finish the draft.

INSTRUCTIONS ON DESIGNING THE QUESTIONNAIRE

1. Explain to the students that the questionnaire aims at finding out whether new students have any difficulty in adapting to the new studying environment and whether they can get along well with other schoolmates.
2. Remind them not to write their names and student numbers.
3. Emphasise that all the data collected will be kept confidential.
4. Ask questions to find out whether:
 - a. their classmates are friendly;
 - b. their classmates are sincere ;
 - c. their classmates are helpful;
 - d. their classmates are co-operative;
 - e. they have made any new friends;
 - f. they are willing to talk to their classmates when they have problems;
 - g. they have encountered any difficulties when they tried to make friends with other schoolmates;
 - h. they get along well with other schoolmates on the whole; and
 - i. they are happy with their new school lives.
5. Suggest one additional question you find useful and

KOWLOON SECONDARY SCHOOL

Questionnaire

This questionnaire aims at

Instructions:

- 1.
- 2.
- 3.

Please answer the following questions.

1. Are your classmates friendly?
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Thank you for .

The Interview: Answer the questionnaire on your own first. Then, in groups of four, take it in turns to ask and answer the questions given in the questionnaire. Write the answers in the table below.

Question	Yourself	Student A	Student B	Student C
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

PART THREE: A Course on Interpersonal Relationships

You have registered for a course on interpersonal relationships. In the first session, you are given a short story to read.

Case Study: Read the short story below, and then discuss in groups the following questions:

1. Why did the teenage girl have no reply?
2. What sort of person would you consider to be a good friend?
3. Describe one of your good friends. Why do you consider him/her your good friend?
4. Do you think you treat your friends well?
5. Do you find some people difficult? Why do you consider them difficult?

Case

A teenage girl always complains that it is difficult to find good friends. One day, she was asked by her teacher what sort of person she would choose as a good friend. She replied, “clever, faithful, friendly, sincere, polite, optimistic, objective and hard-working.” The teacher then asked, “Do you think that you are clever, faithful, friendly, sincere, polite, optimistic, objective and hard-working?” The teenager did not reply, and walked away.



An Interview: In the second session of the course, you are asked to listen to a recorded interview about human relationships. In the interview, Mr. Patten, the writer of many popular books about Emotional Quotient (EQ), suggested what could be done to build up good interpersonal relationships. Listen to the interview, and make brief notes on the note sheet provided. Later, you will need to discuss in groups the questions below and write a 180-word essay about the same topic in *PART FOUR*.

Questions for discussion:

1. Do you agree that “No man is an island”? Why/Why not?
2. Do you often smile?
3. Do you have any suggestions for building good relationships?

Note Sheet



Mr. Patten

- He has written many books about how to _____.
- He likes that topic because _____.
- Because of his principles, he is always _____ and _____ to other people.

Commercial society

- It's difficult to _____.
- _____ are important in Hong Kong.

Mr. Patten's advice

- *Rule One:* _____
 - Positive messages conveyed by a smile:

 - A smile is the funniest way of _____ and the easiest way to _____.
- *Rule Two:* Relationships do not last long without genuineness and _____.

PART FOUR: Writing an Essay for a Newsletter

The youth centre publishes a monthly newsletter. The theme of the next newsletter is how to establish good interpersonal relationships with others. Since your course is about this topic, you and other participants have been encouraged by the tutor to contribute to the newsletter by writing an article. Your tutor has found a leaflet for your reference.

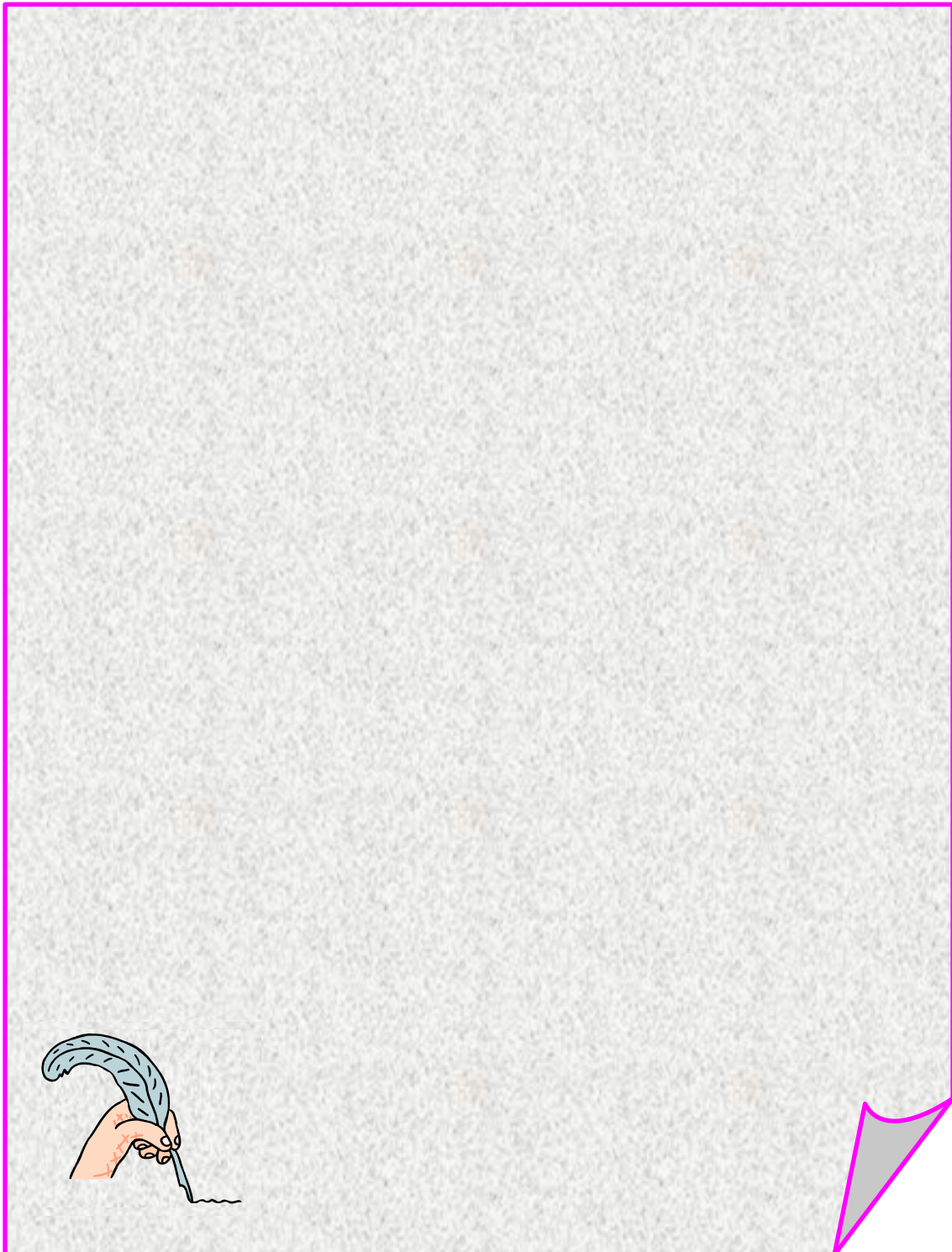
A Leaflet: Read the leaflet and then discuss in groups which advice you find useful.

The Top Ten Effective Strategies for Building Good Interpersonal Relationships

1. Whenever someone does not treat you well, forget about what he has done and forgive him.
2. A happy family is the foundation of all kinds of success.
3. Laugh with others but don't laugh at them.
4. Be a good listener.
5. Love yourself so that you can have enough love to share with others.
6. Think twice before you want to make any complaint about others.
7. Always smile.
8. Never speak angrily.
9. Don't think about what you can get from others; just think about what you can give them.
10. Love one another.



Essay Writing: In not more than 180 words, write an essay for the newsletter about how to improve interpersonal relationships. You may refer to the notes from the interview with Mr. Patten, and the leaflet.



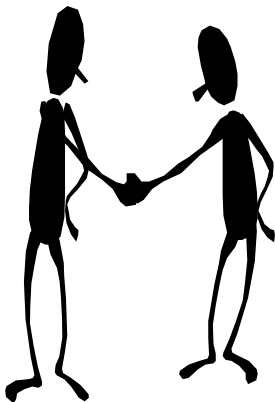
JOB Opportunities

Self-analysis Exercise: Do you know yourself very well? Give true answers to the following questions.

1. What are your strengths and weaknesses?
2. What are your particular achievements?
3. Do you take part in any extra-curricular activities? What have you learned from these activities?
4. Do you have any skills or personal qualities of which you are proud?
5. What is your dream career?



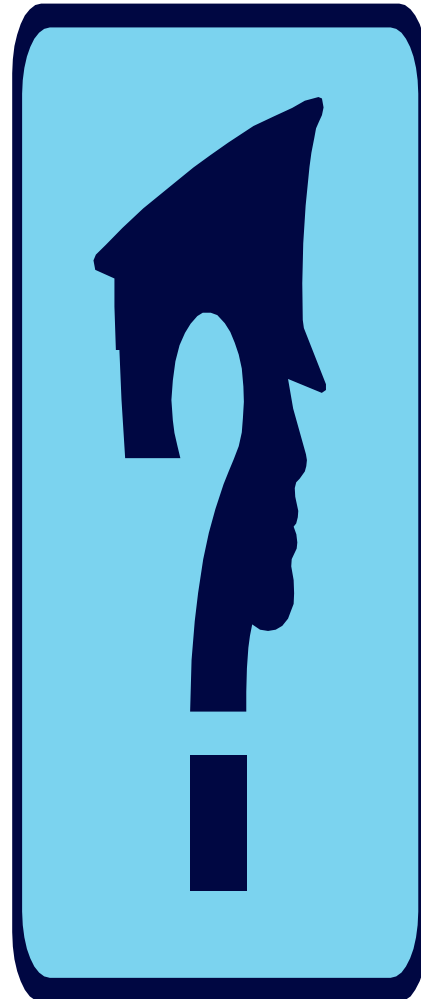
In groups of five, ask one another the five questions listed in the self-analysis exercise above so as to identify the classmates who are like you. Put down the names of the classmates who are like you in the space provided.



QUESTION	NAME OF CLASSMATE
1	
2	
3	
4	
5	

Guess Who? Work in groups of five. First of all, describe the personality of one of the group members. You may use some of the adjectives given. Then take it in turns to show your adjectives to other members and ask them to guess whom the adjectives describe.

POSITIVE	NEGATIVE
<i>ambitious</i>	<i>absent-minded</i>
<i>brave</i>	<i>aggressive</i>
<i>caring</i>	<i>arrogant</i>
<i>clever</i>	<i>bossy</i>
<i>cooperative</i>	<i>careless</i>
<i>confident</i>	<i>childish</i>
<i>determined</i>	<i>conservative</i>
<i>diligent</i>	<i>cunning</i>
<i>easy-going</i>	<i>difficult</i>
<i>enthusiastic</i>	<i>disruptive</i>
<i>friendly</i>	<i>fussy</i>
<i>generous</i>	<i>hostile</i>
<i>hard-working</i>	<i>jealous</i>
<i>humorous</i>	<i>lazy</i>
<i>intelligent</i>	<i>money-minded</i>
<i>kind</i>	<i>naive</i>
<i>knowledgeable</i>	<i>narrow-minded</i>
<i>lenient</i>	<i>pessimistic</i>
<i>mature</i>	<i>radical</i>
<i>obstinate</i>	<i>rude</i>
<i>open-minded</i>	<i>snobbish</i>
<i>optimistic</i>	<i>stubborn</i>
<i>presentable</i>	<i>timid</i>
<i>reliable</i>	<i>unpredictable</i>
<i>sociable</i>	<i>unreasoning</i>
<i>trustworthy</i>	<i>untidy</i>



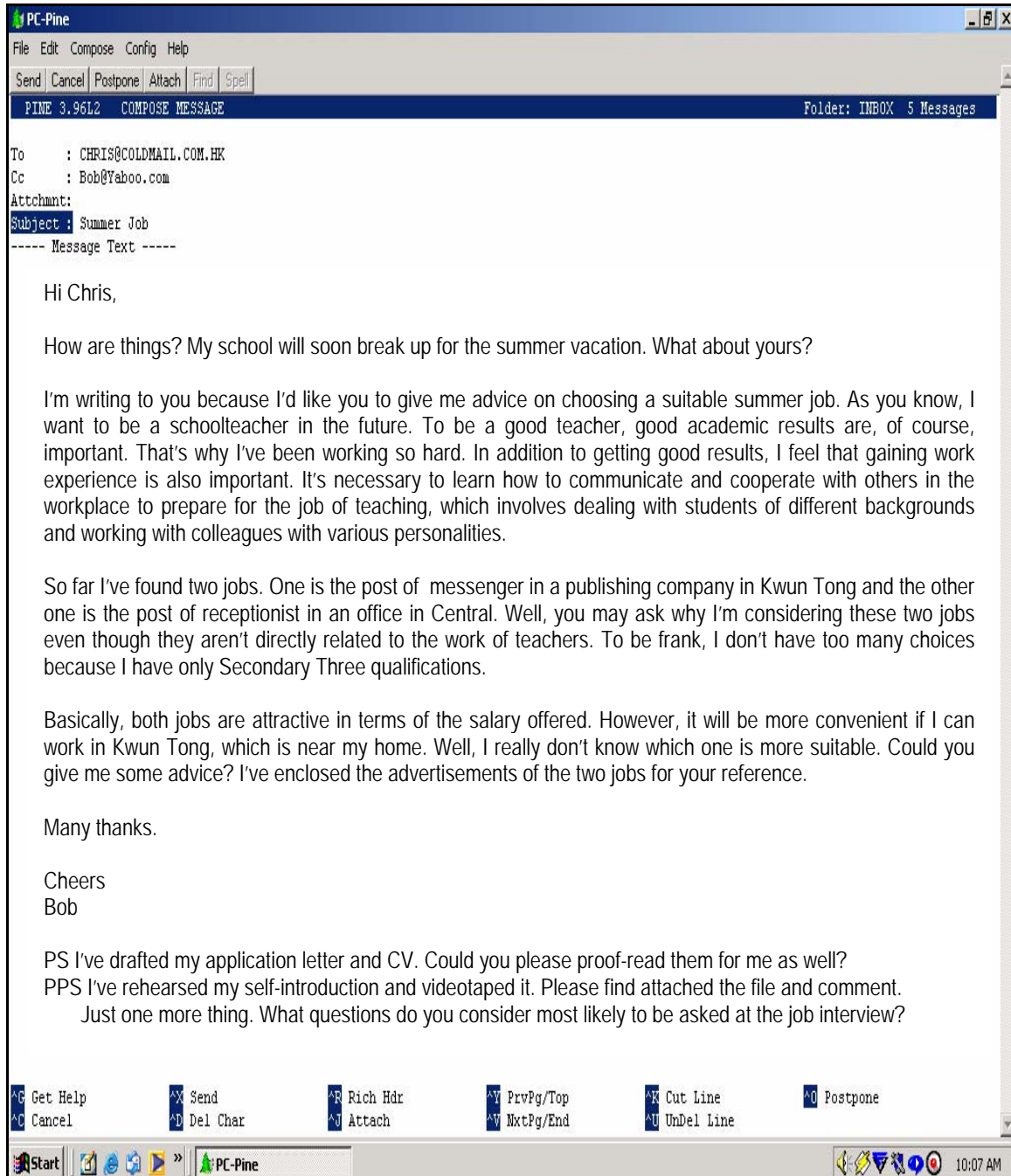
Put down the adjectives that best describe your target member in the box below.

PART ONE: Job Advertisements

Bob is looking for a summer job. He has found two job advertisements, but he does not know which one suits him better.

Bob's E-mail: Bob has sent you an e-mail. Read his e-mail and find out how he would like you to help.

E-mail



Job Advertisement One

A publishing company is inviting applications for the following posts:

POST	SALARY	QUALIFICATIONS/ EXPERIENCE	DUTIES
<i>Junior Clerk</i>	6K per month	- Secondary 5 - 1-year relevant experience preferred	- general clerical work - 6-day week
<i>Messenger (Summer only)</i>	4K per month	- Secondary 3 - 1-year experience preferred	- deliver mail - 6-day week - work in shifts
<i>Cleaner (Part-time)</i>	\$15 per hour	NIL	- clean office - 4 hours a day (8:30 to 10:30 and 16:30 to 18:30)

All applications should be sent to GPO Post Box 888 Kowloon by 18th June.

Job Advertisement Two

LI'S LOGISTICS HONG KONG LIMITED

Tel: 2526 7754 Fax: 2526 0984 E-mail: LI@Yaboo.com.hk

Temporary Receptionist

Minimum Requirements

- Secondary 3 or above
- ability to speak English and Putonghua
- one-year work experience an asset

Duties

- answer telephone calls
- answer queries from clients, make appointments for them and receive them at the service counter of the office

Salary

- HK\$4,000 per month

Please call Ms Nancy Wong at 2526 1890 to make arrangements for an interview.

Comparison Between Jobs One and Two: Read the two job advertisements again and complete the table below by filling in the details of the two jobs.

	JOB ONE	JOB TWO
Salary		
Duties		
Requirements		

Group Discussion: In groups, discuss the questions below and find out which job suits Bob better.

1. What is Bob's ideal job?
2. What skills and personal qualities will Bob need to do his ideal job well?
3. Why is Bob looking for a summer job?
4. Which summer job provides more opportunities for practising the skills and qualities related to Bob's ideal job?

CONCLUSION: Job _____ suits Bob better.

PART TWO: The Curriculum Vitae (CV)

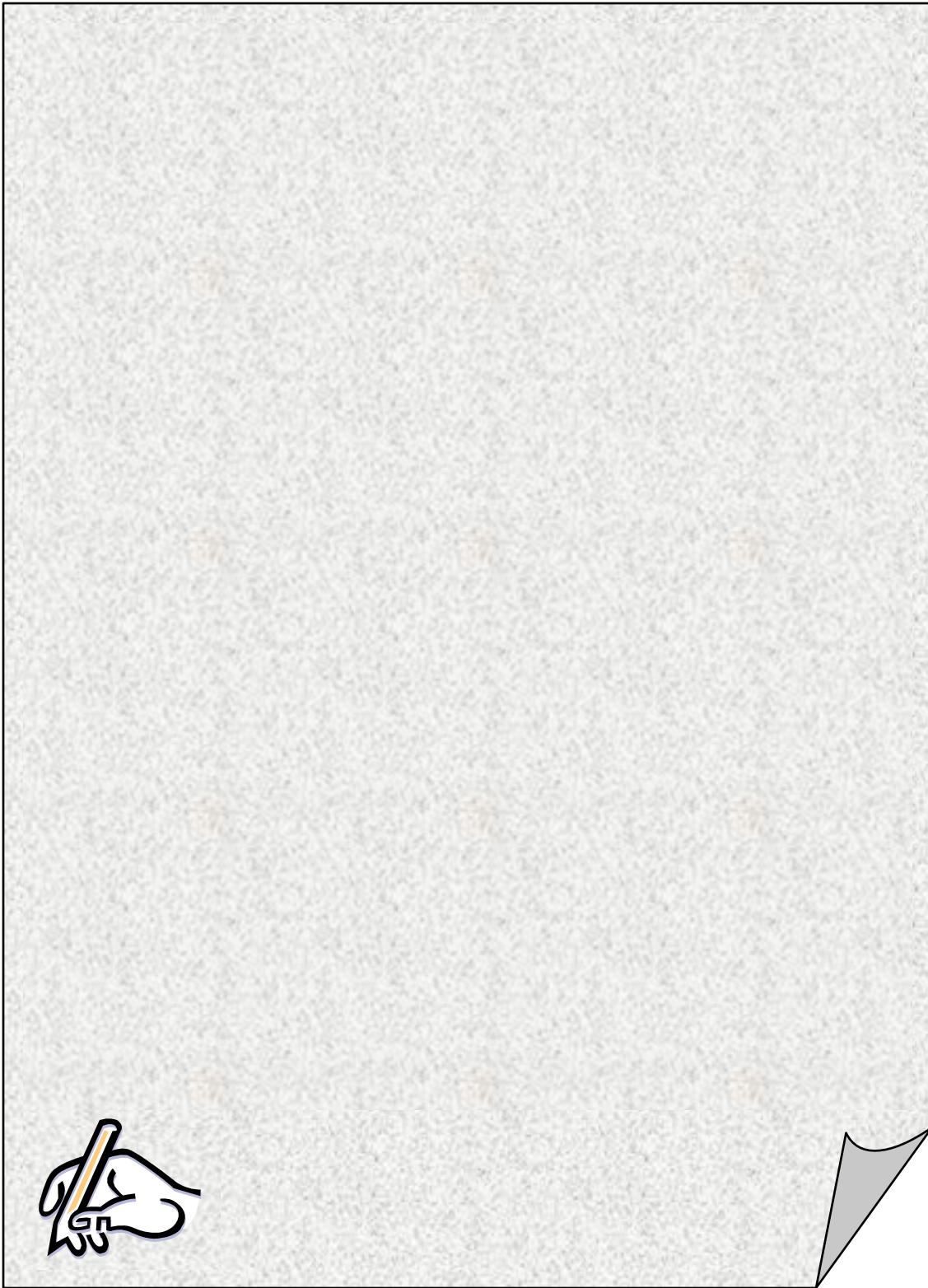
Bob has attached his curriculum vitae to his e-mail. He wants Chris to proof-read it for him.

Bob's Curriculum Vitae: Read through Bob's CV and, in pairs, discuss how you would modify it. You may consider the questions below.

1. Is the order of the various sections appropriate?
2. Is the layout impressive?
3. Is the format consistent?
4. Are all necessary details given?
5. Is there any irrelevant and/or unnecessary information?
6. Are there any grammatical and/or spelling mistakes?

Bob Chan kwan hang	
Room 2401, Kam Tin House, Sau Mau Ping Estate, Kwun Tong, Kowloon.	
Extra-Curricular Activities	
1999 — Present	Chan Tai Memory Secondary School <ul style="list-style-type: none">- Member of the English Club- Perfect- Award "Best Improved Student" in 2000
Education	
1999 — Present	<i>Chan Tai Man Memory Secondary School</i> Secondary 1 to 3
1993 — 1999	<i>Sau Mau Ping Catholic primary school</i> Primary 1 to 6
1990 — 1993	St Timothy's Kindergarden Kindergarden 1 — 3
Skills	
Computing: Familiar at Microsoft Word and Excel Language: native Cantonese and intermediate English and Putonghua	
REFERENCES	
Available upon request.	

Your Curriculum Vitae: Draft your own CV in the space provided; you are going to send it to Bob for his reference.



PART THREE: The Job Application Letter

Bob has also attached his job application letter for the post of messenger to his e-mail. He wants Chris to proof-read his letter as well.

Bob's Cover Letter: Read through Bob's letter and, in pairs, discuss how you would modify it. You may consider the questions below.

1. Is the format correct?
2. Is the length of the letter appropriate?
3. Is all necessary information given?
4. Is there any irrelevant information?
5. Is the letter convincing on the whole?
6. Are there any language errors?
7. Is the style/tone appropriate?
8. If you were the employer, would you consider Bob's application? Why/Why not?



Bob's Letter

Bob Chan Kwan Hang
Room 2401,
Kam Tin House,
Sau Mau Ping Estate,
Kwun Tong,
Kowloon.

10th June, 2002.

The Personal Office,
Post Box 800,
GPO,
Kowloon.

Dear Sir/Madam,

Application for Post of Messenger

In reply to your advertisement in today's Hong Kong Daily, I'm writing to apply to the post of messenger.

I'm a Secondary Three student of Chan Tai Man Memorial secondary school. To gain work experience, I'm looking for a summer job. What you are offering is a good opportunity for me. I can learn a lot from your company.

My hobbies include swimming, chatting with my friends on the ICQ. We often talk about local pop singers. Cecilia Cheung is my idol. I love her songs very much. All her songs are very touching and romantic. I also love seeing her movies.

Should you have any problems about my qualifications and work experience, just call me at 2889 9709. I'll make myself available for an interview.

I'm looking forward to hear your good news. Thanks in advance.

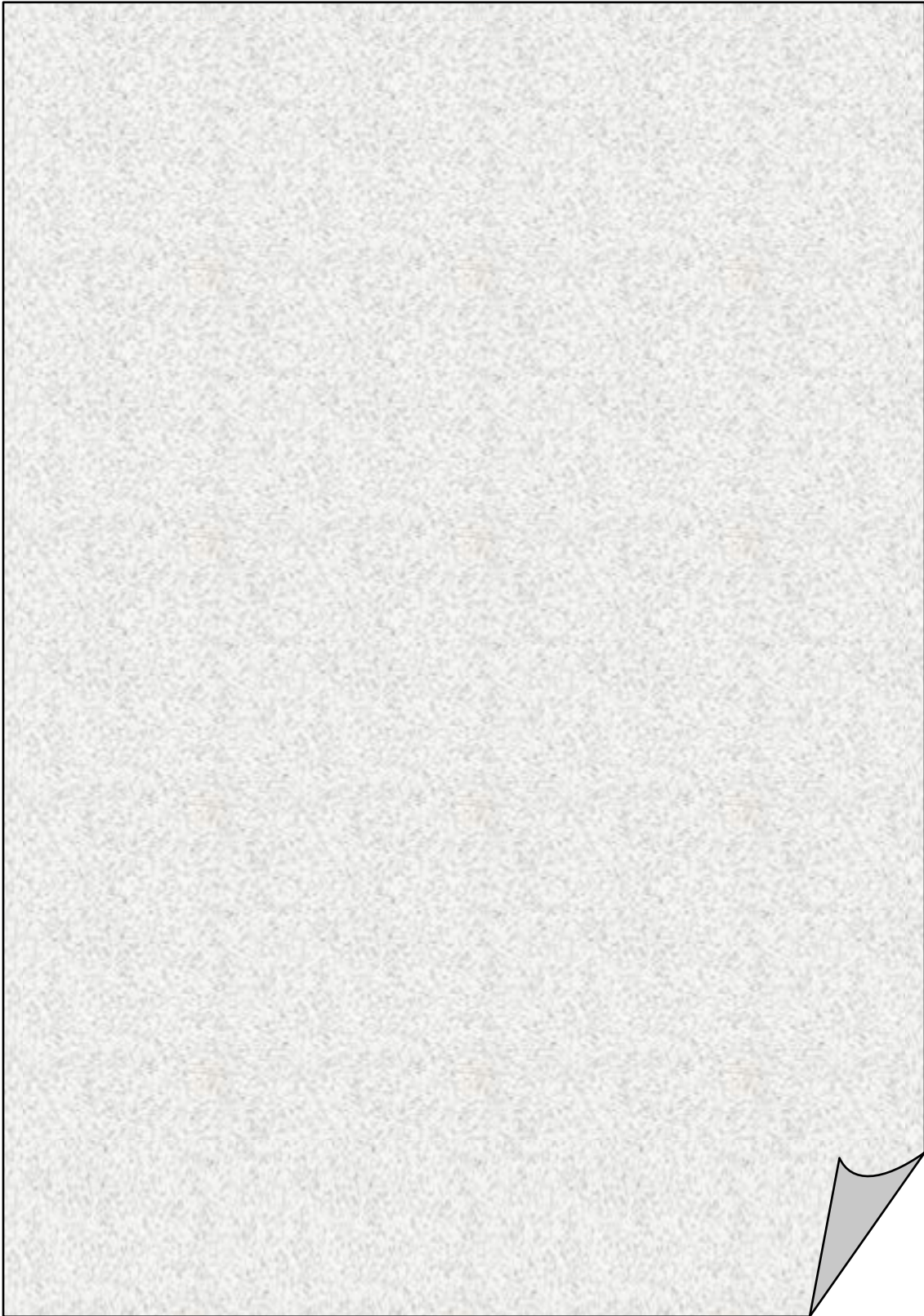
Your Sincerely,

Bob Chan

Bob Chan Kwan-hang

Encl.: a copy of my curriculum vitae

New Version of Bob's Letter: Correct and improve Bob's letter and write your new version in the note sheet below.



PART FOUR: The Job Interview


At the end of the e-mail, Bob asked Chris to help with the following two things:

- comment on his one-minute self-introduction; and
- suggest questions commonly asked at the job interview.

Commonly Asked Questions: Read through the list of questions below and, in pairs, discuss how you would answer them if you were Bob. Then supplement the list by putting down another three questions in the note sheet provided. Provide suggested answers to the questions as well.

1. Could you briefly introduce yourself?
2. Why are you applying for the post of messenger?
3. Why do you think that you are a suitable candidate?
4. What will you offer our company?
5. What problems might you come across when you work as a messenger? How would you solve those problems?

Note Sheet: In pairs, put down three supplementary questions and your suggested answers on the note sheet below.

SUPPLEMENTARY QUESTIONS	
Question 1	
Answer:	

Question 2

Answer:

Question 3

Answer:



One-Minute Self-Introduction: Bob has rehearsed his one-minute self-introduction and videotaped it. Watch the video and make brief notes on the note sheet below.

Note Sheet

Bob's Self-Introduction

Hobbies

- He likes _____ because it helps him _____.
- He often _____ on the ICQ, but he never talks to _____.
- He enjoys listening to _____. _____ is his favourite singer.

Future Ambition

- Bob wants to be _____.
- He knows that it's not _____ to do that.

Reasons for Applying for Summer Job

- He wants to gain _____.
- He feels that he can _____ well.

Bob's Strengths

- He is able to _____ with colleagues.
- He is hard-working and _____.



Group Discussion: In groups, discuss whether Bob's self-introduction is good or not. You may discuss the questions below.

1. Is there any irrelevant and/or unnecessary information?
2. Is Bob's self-introduction impressive on the whole? Why/Why not?
3. If you were the interviewer, would you offer Bob the job? Why/Why not?

Your Job: Read through the table below and choose the job that you like best.

	SALARY	QUALIFICATIONS/ EXPERIENCE	DUTIES
Fast-food Restaurant Waiter/Waitress (Part-time)	\$20 per hour (12 hours a day)	<ul style="list-style-type: none"> • Polite and pleasant • Hard-working • Able to work under pressure • One-year experience an advantage 	<ul style="list-style-type: none"> • Take customers' orders • Serve food • Help with washing-up • Seven-day working week
Office Messenger (Summer Job)	4.5K per month (10 hours a day)	<ul style="list-style-type: none"> • Hard-working • Responsible 	<ul style="list-style-type: none"> • Deliver mail • Six-day working week • Work in shifts
Voluntary Assistant Tutor (Summer Job)	NIL	<ul style="list-style-type: none"> • Secondary Three or above • Good knowledge of English and/or Maths • Patient • Able to communicate with young children • Leadership qualities • Relevant experience an asset 	<ul style="list-style-type: none"> • Teach Primary 4 to 6 English and Mathematics on a summer course • Help with organising extra-curricular activities • Five-day working week
Shop Assistant (Part-time)	\$15 per hour (12 hours per day)	<ul style="list-style-type: none"> • Hard-working • Responsible • Able to work long hours and under pressure 	<ul style="list-style-type: none"> • Serve customers in a convenience shop • Seven-day working week

Your Self-Introduction: Prepare a one-minute presentation to introduce yourself. You may make notes on the note sheet below.

Note Sheet

Personal details



Educational background

Skills and knowledge

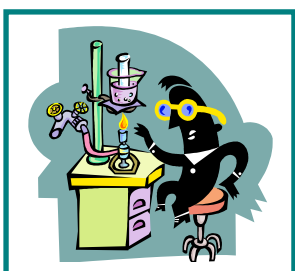
Reasons for application

Strengths and weaknesses

Why you are a more suitable candidate

LABORATORIES

Can you name the following pieces of equipment? Fill in the missing letters.



B_____ burner



test t____ s



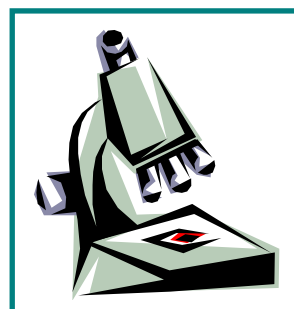
b_____ s



Fire_____ishers



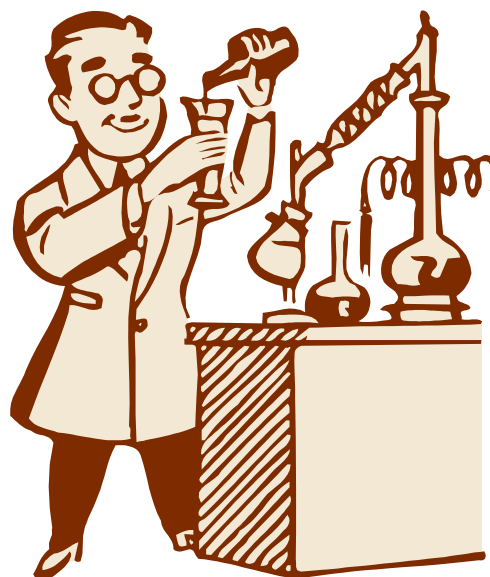
Fire b_____ s



micro_____

A Quiz about Laboratory Safety: Read through the statements below and then, in pairs, discuss whether the statements are true or false.

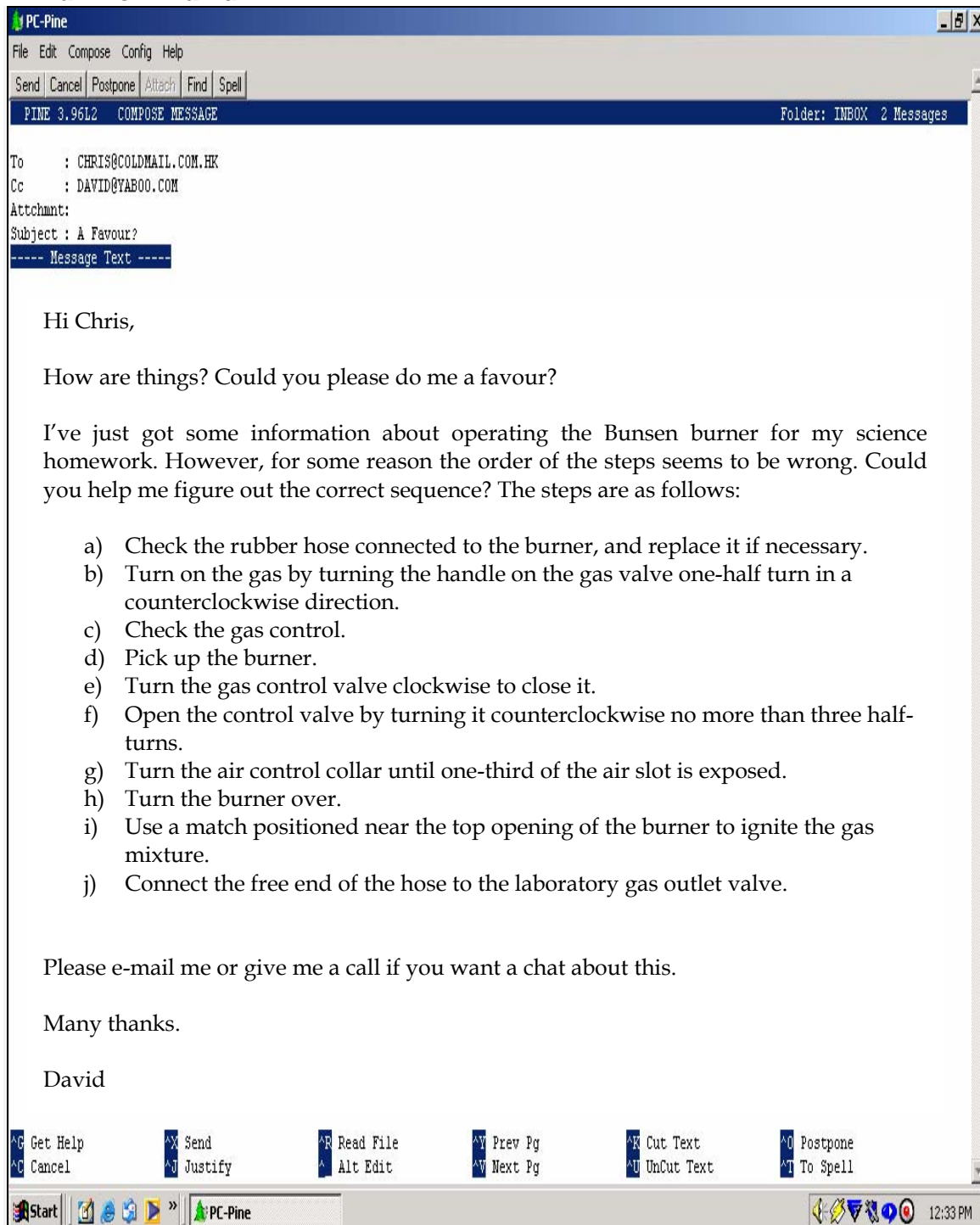
1. Before using the Bunsen burner, switch off all air-conditioners.
2. All exit doors in the laboratories should be locked during lessons.
3. Students should not enter the laboratory unless the teacher is present.
4. Fire extinguishers should be inspected at least twice every year.
5. Store sodium and potassium in refrigerators to keep them cool.
6. Yellow phosphorus is poisonous but not white phosphorus.
7. Yellow phosphorus should be stored under water.
8. Water-reactive chemicals like calcium carbide and silicon tetrachloride can be stored in schools for use in experiments.
9. For hygiene purposes, it is recommended to use human saliva instead of chemicals such as diastase during experiments.
10. When performing experiments related to animal blood, cells and human saliva, students should wear plastic gloves.



PART ONE: Bunsen Burner Operation

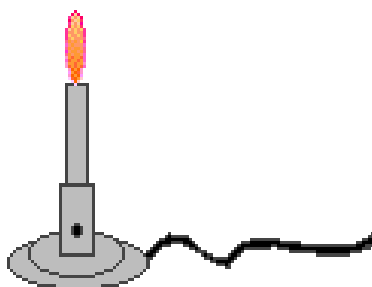
An e-mail: David has just sent you an e-mail. Read the e-mail and then, in pairs, identify what you need to do.

E-mail from David



Reply to David: Read through the steps again and rearrange the order by putting down the appropriate number in the brackets provided.

- a) Check the rubber hose connected to the burner,
and replace it if necessary. ()
- b) Turn the handle on the gas valve counterclockwise to turn on
the gas. ()
- c) Check the gas control. ()
- d) Pick up the burner. ()
- e) Turn the gas control valve clockwise to close it. ()
- f) Turn the control valve counterclockwise to open it. ()
- g) Turn the air control collar until one-third of the air
slot is exposed. ()
- h) Turn the burner over. ()
- i) Use a match positioned near the top opening of the
burner to ignite the gas mixture. ()
- j) Connect the free end of the hose to the laboratory gas
outlet valve. ()



PART TWO: Case Study

To raise your awareness of the importance of laboratory safety, you have been asked by your science teacher to discuss the case below. Read through the case on your own. Then, discuss in groups the questions given. Later you need to elect a representative to present your answers to the whole class.

Case

On a Monday morning, Paul and his classmates went to the science laboratory on the fourth floor because they needed to conduct an experiment. The accident happened when their teacher heated a chemical solution on a hot plate.

After explaining the procedure for conducting the experiment, the teacher wanted to demonstrate how to conduct the experiment. He needed some acrylamide solution for the experiment, so he asked Paul to take a bottle of acrylamide solution from the refrigerator for him.

When Paul opened the refrigerator, he found that there was only one bottle of chemical solution. Although there was no label on the bottle, Paul assumed that it was the bottle of acrylamide that the teacher wanted. He then gave the bottle to the teacher. To demonstrate how to do the experiment, the teacher put the chemical onto a hot plate to heat it up.

Actually, the bottle was a regular 500ml brown glass bottle which cannot withstand much heat. Upon heating it broke, and the contents were spilled onto the hot plate, creating a cloud of steam. Knowing that the acrylamide monomer is neuro-toxic and carcinogenic, and that the room was filled with the steam from the acrylamide solution, the teacher pressed the emergency ventilation button in the lab. Then he ordered the students to leave the laboratory at once. Fortunately, nobody was injured in the incident. However, it did teach the students involved a good lesson.



Questions for Discussion: Discuss in groups the questions below.

1. What mistakes caused the accident?
2. Who made the mistakes?
3. What would you do if you were Paul?
4. What would you do if you were the teacher?

PART THREE: Fire Safety in Science Laboratories

The Joint-School Science Society organises a leaflet competition every year. This year the theme is “Laboratory Safety”. You are interested in the competition. To collect information, you have found a recorded talk and an extract from a booklet published by the Education Department.

A Recorded Talk: Mr. Wilson Chan is the Principal Inspector (Science) of the Education Department. He has given a talk on how to deal with fire in a laboratory experiment. Listen to the talk, and make brief notes on the note sheet provided. Later you will need the notes when you write your essay for the competition.

Note Sheet

How to Deal with Fire in a Laboratory Experiment

Speaker: Mr. Wilson Chan, Principal Inspector (Science)
Education Department

Date: Monday, December 20th

Time: 14:00 — 15:30

Venue: School Hall, CSL Chan Tai Man Memorial Secondary
School

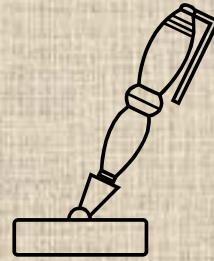
Seven Guidelines on Dealing with Fire in a Science Laboratory

Guideline 1

Keep all combustible materials away from _____.

Guideline 2

Keep _____ and loose _____ away from an open flame.



Guideline 3

_____ when it is not in use.

Guideline 4

Look out for anything _____.

Guideline 5

Find out the location of _____ and fire retardant _____.

Guideline 6

Make sure that _____ isn't pointed at anyone when you heat anything in the test tube.

Guideline 7

_____ when there is a fire accident.

An Extract: In addition to the recorded talk, you have found an extract about laboratory safety from a booklet published by the Education Department. Read the extract and then, in pairs, discuss the questions below.

1. Which precaution guideline(s) is/are familiar to you?
2. Which precaution guideline(s) is/are unfamiliar to you?
3. Which precaution guideline(s) do you find most important? Why?
4. Do you think the guidelines are familiar to your schoolmates?
5. What should be done to educate your schoolmates about precaution guidelines?

Extract from the Education Department

Precautions in School Laboratories

- Each laboratory must be equipped with at least one appropriate fire extinguisher, one fire blanket and two buckets of sand.
- Fire extinguishers should be installed near the exit.
- Fire extinguishers should be inspected at least once a year.
- Exit doors in the laboratories should never be locked during lessons.
- All fire-resisting doors should be closed, but not locked.
- The main gas supply valve of the laboratory should only be turned on when a gas supply is required.
- All gas taps inside the laboratory must be in the OFF position before the main valve is turned on.
- Fire drills should be conducted regularly.
- When there is an emergency in a science laboratory, the staff and students should leave immediately.
- If the situation becomes serious, all staff and students should leave the school building. At the same time, the Fire Services Department should be notified.



PART FOUR: Leaflet Competition

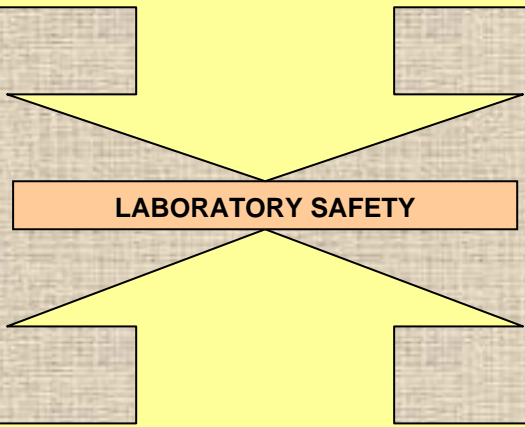
You have drafted part of your leaflet for the competition organised by the Joint-School Science Society. Using the notes from Mr. Wilson Chan's talk and the extract from the booklet, complete the leaflet below. Then, in not more than 150 words, write a short essay to give advice on what should be done to prevent accidents in the science laboratory.

Leaflet

Fire Safety in Science Laboratories

Before any experiment

1. Install enough _____, _____ and _____.
2. Check _____ at least once a year.
3. Conduct _____ regularly.
4. Shut down _____.
5. Keep all doors _____.

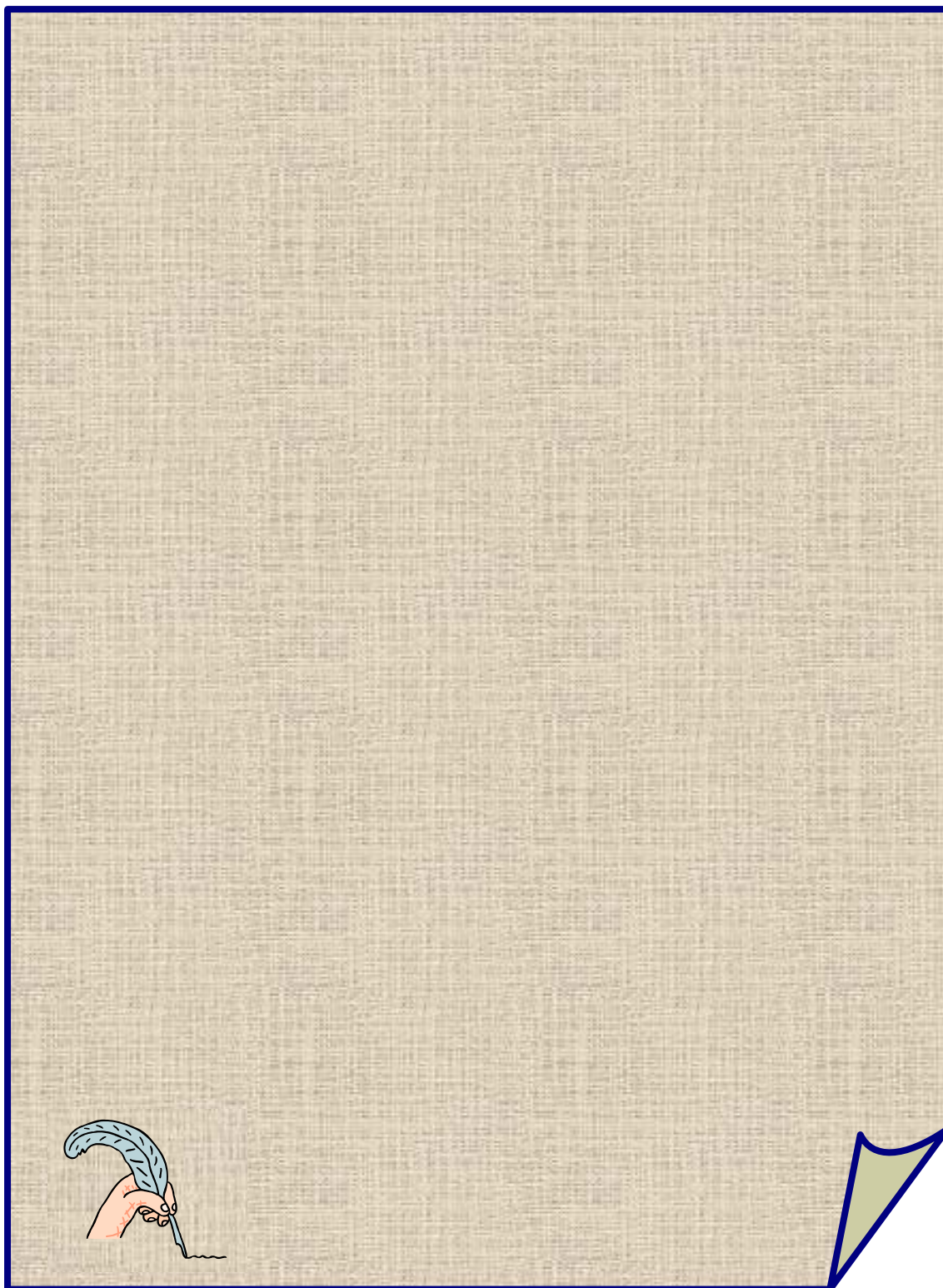


LABORATORY SAFETY

During experiments

1. Keep all combustible materials away from _____.
2. _____ when it is not in use.
3. Look out for _____.
4. Don't point _____ when you heat anything in the test tube.

Essay: In not more than 150 words, write an essay to give advice on what should be done to prevent fire accidents in the science laboratory.



Law and Order

Look at these pictures. What crime from the box below does each picture suggest? Write the answers beneath the pictures.

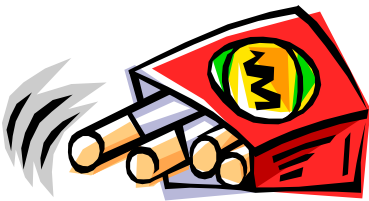
underage drinking

littering

taking illegal drugs

underage smoking

shoplifting











How serious do you think each of the above crimes is? Rank the activities from 1-5, where 1 = the most serious crime and 5 = the least serious crime.

Crime	Rank
Underage drinking	
Littering	
Taking illegal drugs	
Underage smoking	
Shoplifting	

PART ONE: The Problems of Underage Smoking and Illegal Drug Taking

One of your friends has just started smoking. She has also started going to rave parties and staying out very late at night. You are worried that she might be taking drugs at the rave parties.

Read these two articles. One is about the harmful effects of smoking and the other is about the dangers of taking drugs. Take notes, then write your friend an e-mail warning her not to smoke or take drugs.

Underage smoking on the increase

A new study by the Hong Kong Medical Association shows that the number of young teenagers who smoke has increased over the past five years. Once the teenagers start to smoke, they become addicted. This is what makes it difficult for them to quit.

There are many reasons why teenagers smoke. One of the most common reasons is peer pressure. They simply want to do what their friends do. Teenagers who smoke are more likely to have lower self images, too. They start smoking because they think it will make them cooler, more attractive or more popular.

There are many reasons why people should not smoke. First of all, it's illegal for young people to smoke, so teenagers

under the age of 18 are breaking the law.

Smoking is also a very smelly activity. It makes your hair, clothes and breath smell of smoke – people who smoke are like walking ashtrays. Smoking costs a lot of money, too. Teenagers could spend their money on much better alternatives. Of course, smoking is also a very unhealthy activity. It can lead to breathing problems when you are young, and dangerous diseases like cancer when you are older.

Here are some tips for stopping smoking. Pick a day you want to stop smoking and don't change it. Drink lots of liquids such as fruit juices, water or tea. When you feel like having a cigarette, put some chewing gum in your mouth instead. Most of all, though, you must be strong. Stopping smoking is hard, but you can

do it if you really want to.

Some important facts about smoking:

1. Most people start smoking before they finish high school. This means that if you stay smoke-free at school, you will probably never smoke.
2. Most teenagers who smoke are addicted to tobacco. They want to stop smoking, but they can't.
3. Tobacco is often the first drug used by children who later use alcohol and illegal drugs.
4. Children who start smoking are more likely to get lower grades at school.

More teens use illegal drugs at rave parties

Across Hong Kong, more and more teenagers are taking the illegal drug *ecstasy* at rave parties, police said today. For the fourth year in a row, the number of teenagers admitting to using *ecstasy* has risen.

Police and health officials are very worried about this increase. “*Ecstasy* is not a ‘fun’ drug,” said Dr Lewis Chan of the Hong Kong Hospital. “It is a poison which damages brain cells and can lead to dehydration, high blood pressure and heart or kidney failure.”

The police say that *ecstasy* use has become more common as a result of rave parties, but say it is very difficult to control these parties. A police spokesperson said they will start sending undercover police to rave parties in an attempt to prevent *ecstasy* being sold and used.

Anyone who wishes to know more about the dangers of using *ecstasy* or other illegal drugs can call the Department of Health drug hotline to obtain more help and guidance. The number is 2888 6333.



Notes

Smoking:

Reasons why teenagers smoke:



Reasons why teenagers shouldn't smoke:

Tips for stopping smoking:

Using ecstasy:

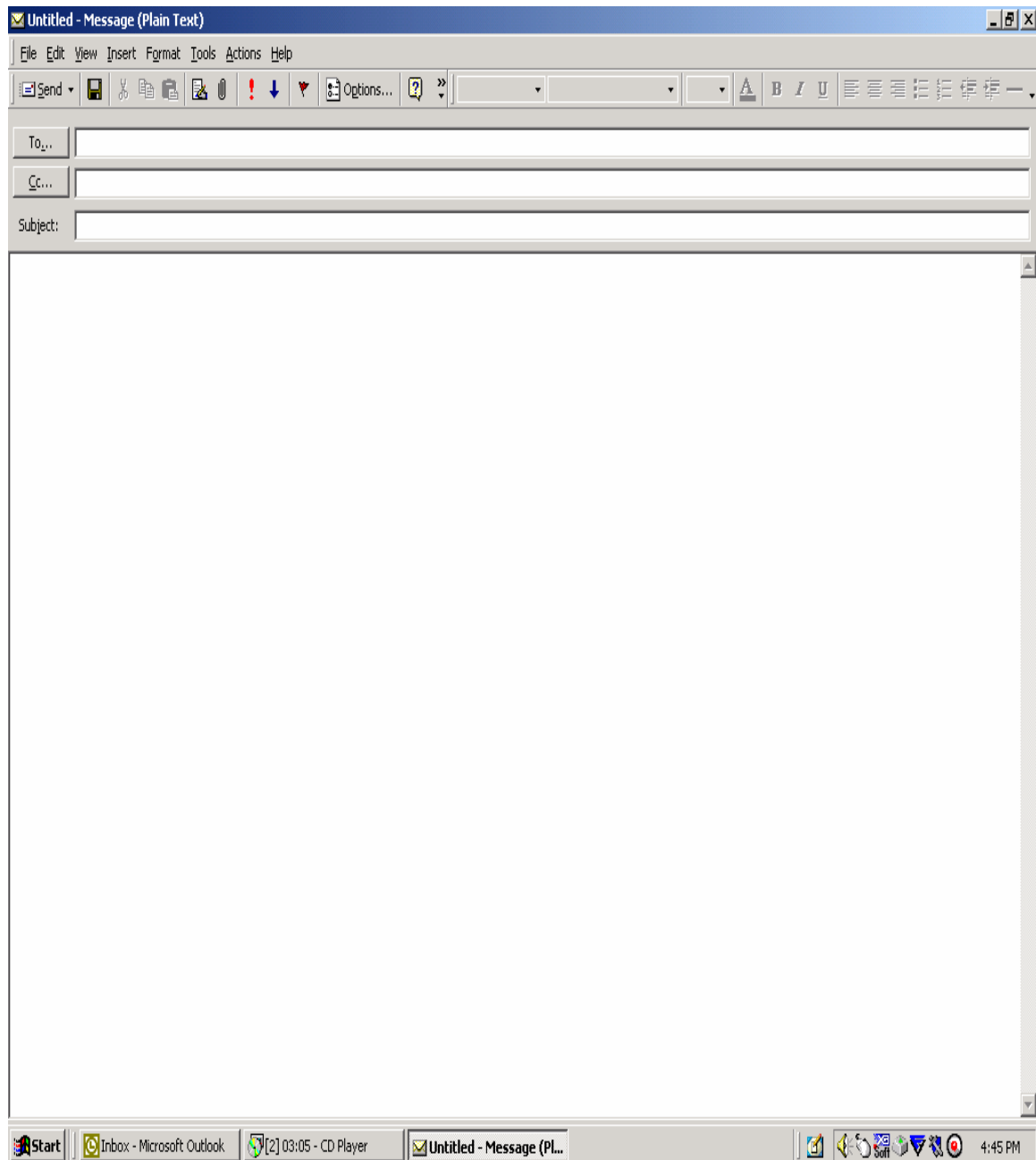
Reason why more teenagers are using ecstasy:

Dangers associated with using ecstasy:

Now write an e-mail to your friend. Include the following points:

- Say why you are writing

- Describe the harmful effects of smoking
- Give some tips for stopping smoking
- Give your friend positive encouragement about stopping smoking
- Say how worried you are about your friend attending rave parties
- Describe the dangers of using *ecstasy*
- End by saying you are writing as a friend who wants to help



PART TWO: A Dramatic Script about Shoplifting

You are taking part in your school's "Law and Order" Week. Your class has been split into groups. Each group is preparing a dramatic script to act out in front of the class. One of your friends from another group asks you to listen to the first draft of the script he has written. He wants you to check it for errors.

Listen to the recording and correct any errors on the script below. Cross out the mistakes and write your corrections directly on the script.

Guilty or Innocent

Location: A shopping mall in Hong Kong
Setting: Inside a supermarket
Time: Weekday morning
Characters: Female shop assistant (FSA) – talking to a male customer
Male shop assistant (MSA) – dealing with a male customer's purchase at the counter
Male shop manager (MSM) – doing administration work behind the counter
Female customer (FC) – browsing the shelves
Male customer 1 (MC1) – talking to a female shop assistant
Male customer 2 (MC2) – paying for goods at the counter

Scene 1

Stage directions: *The customers and assistants are engaged in the activities described above. Conversation between MC1 and FSA.*

MC1: Excuse me. I'm looking for a Chinese dictionary. Can you tell me where the dictionary section is?

FSA: Of course. It's in the "Languages" section. It's the section over there on your right, next to the "Fiction" section.

MC1: Thanks a lot.

Scene 2

Stage directions: *MC1 goes to the "Languages" section and starts browsing through the Chinese-English dictionaries. He picks up a small one and starts looking through it. Just then, MC1's mobile phone rings. MC1 takes his phone from his pocket with his right hand and answers the phone while still holding the dictionary in his left hand.*

MC1: Hello? Hi, Mike. How are things? ...Yes, I'm fine. ...I'm in a bookshop. ...What's that? The meeting has been moved back? ...I see. What time is the meeting scheduled for now? ...Right. Hold on a second.

Stage directions: *MC1 takes the phone away from his mouth and looks at his watch on his right wrist, then brings phone back up to his mouth.*

MC1: Hi, Mike. It's half past two now. If the meeting's at four o'clock, I'd better leave right now. ...OK. I'll see you later. Bye.

Stage directions: *MC1 finishes the conversation and puts the phone in the right pocket of his jacket. MC1 looks a little confused, then puts the dictionary he's holding in his left hand in the left pocket of his jacket. MC1 starts walking quickly towards the exit of the bookshop. MC1 is not aware that MSA observed MC1 putting the dictionary in his pocket.*

Scene 3

Stage directions: *MSA calls out to MSM (who is now putting some books out on the shelves near the exit) and signals that MC1 has taken a book without paying for it. MSM approaches MC1 before he can leave the shop. MSA leaves the counter and joins MSM and MC1 near the exit.*

MSM: Excuse me, sir. Can I see what you have in your bag?
MC1: (*surprised*): What? What are you talking about?
MSM: I'd like to see the book in your jacket, sir.
MC1: (*very surprised*) What book? I haven't got any books.
MSA: I saw you put a dictionary in your bag.
MC1: (*angry*) That's ridiculous! Are you accusing me of stealing? I've never stolen anything in my life.
MSM: Could you please show me what's in your bag, sir?
MC1: No, I won't.
MSM: Then I'm afraid I'm going to have to call the manager.
MC1: (*raising voice*) You're making a big mistake!
MSA: I'm not wrong. I saw you take the book.
MC1: (*shouting*) I didn't do it! I'm not a thief!
MSM: Don't cause a scene, sir. Please come with us to the counter.

Stage directions: *MC1 walks towards the manager's office. MSM and MSA are on either side of him. Each is lightly holding one of his arms by the elbow. MC1 is clearly upset.*

FADE OUT

PART THREE: Expressing an Opinion – Guilty or Innocent?

Your friend's group made a video of their "Guilty or Innocent" script. You are going to watch your friend's group perform the script. Afterwards, your group will discuss the drama and decide whether the man took the book on purpose or accidentally. At the end of your discussion, you will vote on whether you think the man is guilty or innocent.

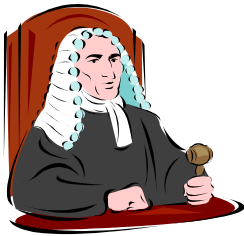
Watch the video. Then get into groups of four and discuss your observations and opinions. Use the following expressions to help you in your discussion.

Expressing an opinion:



I think it's clear that ...
It seems obvious to me that ...
I think ...
I don't think ...
Surely it was an accident. He didn't mean to ...
Maybe he's telling the truth.
He might be lying.

Giving reasons to support an opinion:



The man is innocent. He forgot he was holding the book after talking to his friend on the phone.

The man's guilty. He stole the book because he didn't think the shop assistant was looking.

He didn't look around before putting the book in his pocket. That means he didn't do it on purpose.

He didn't look around because he knew the shop assistant couldn't see him.

Agreeing with another's opinion:



Yes, I think you're right.

I agree with you.

That makes sense to me.

Disagreeing with another's opinion:



No, I think you're wrong.

I don't think that's true.

Preparing to vote:



We've heard everyone's opinion now. Is he guilty of taking the book on purpose or not?

Are we ready to vote? How many think he is guilty? How many think he is innocent?

*Now watch the end of the video from Part Two. Is the man guilty or innocent?
Tick the box.*

GUILTY

☐

INNOCENT

☐

Was your group right or wrong about the man?

PART FOUR: Preparing and Acting Out a Short Dramatic Script

Work in groups of four. Your group is going to prepare a script based on one of the following situations. Then, some of you will act out the script in front of the class.

Read through the situations then choose the one you want to do (or come up with your own idea for a script). Use the headings to discuss ideas for your script, then write your script. Use the script in Part Two as a model.

Situations:

Situation One:

A young person goes to a rave party for the first time. He/she doesn't drink or smoke, but a friend persuades him/her to try some ecstasy. The person has an unpleasant experience and is rushed to hospital and the police become involved ...

Situation Two:

A group of young people are drinking beer near the water's edge (e.g. near Victoria Harbour or a reservoir). One person gets drunk and feels ill. She goes to the edge of the water to be sick and falls in. The person can't swim ...

Situation Three:

Two older children are trying to force a younger child to steal some DVDs from a shop. The younger child doesn't want to steal anything but is afraid of the older (and bigger) children. What can s/he do?

Script outline

Title: _____

Location: _____

Setting: _____

Time: _____

Characters: _____

Scene 1

Stage directions: _____

Dialogue: _____

Scene 2

Stage directions:

Dialogue:

Scene 3

Stage directions:

Dialogue:

Letter Writing

What is the format of a formal letter? A formal letter is usually divided into four sections: **the heading**, **the opening**, **the body** and **the closing**. Each of these sections contains important parts of the letter.

Match each part of the letter on the left with its description on the right. Write the letter in the space provided. Follow the example.

Part of the letter		Description
1) Letterhead	e)	a) The name and address of the person to whom you are writing
2) Date line		b) The writer's name (and job title, if necessary)
3) Inside address		c) Indicates what the letter is about
4) Opening		d) A parting phrase
5) Subject line		e) Your name and address
6) Message		f) The date (month, day and year)
7) Complimentary closing		g) An opening greeting
8) Writer's identification		h) The text of the letter; paragraphs are typed and single-spaced

Now identify which parts of the letter the phrases in the box refer to. Write the correct phrase beside each part of the letter.

opening	message	date line
inside address	subject line	complimentary closing
letterhead	writer's identification	

The diagram illustrates the correspondence between parts of a letter and a sample letter. The sample letter is as follows:

First Steps
 Freespace Building
 12 Hysan Avenue
 Causeway Bay

February 18, 200_

Sandy Lam
 Flat 6, Block 20
 200, Victoria Road
 North Point

Dear Ms Lam,

Subject: Children's Educational Toys Stock

Thank you very much for your recent telephone call. We value every customer enquiry and are always happy to order any item we do not currently have in stock.

After checking with the warehouse, I am pleased to inform you that the toy you requested – the musical telephone – is in stock. The price is \$279.00. You can collect it from our shop any time at your convenience.

Please do not hesitate to contact me if you have any further queries.

Yours sincerely,

Peter Chan

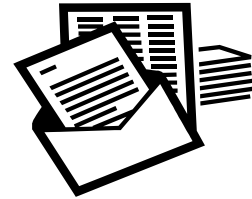
Peter Chan
 Sales and Marketing Director

The yellow boxes on the left are connected to the sample letter by arrows as follows:

- Box 1 points to the recipient's address (Freespace Building, 12 Hysan Avenue, Causeway Bay).
- Box 2 points to the date line (February 18, 200_).
- Box 3 points to the sender's address (Sandy Lam, Flat 6, Block 20, 200, Victoria Road, North Point).
- Box 4 points to the salutation (Dear Ms Lam,).
- Box 5 points to the subject line (Subject: Children's Educational Toys Stock).
- Box 6 points to the first paragraph of the message (Thank you very much for your recent telephone call...).
- Box 7 points to the second paragraph of the message (After checking with the warehouse, I am pleased to inform you...).
- Box 8 points to the complimentary closing (Yours sincerely,).
- Box 9 points to the writer's identification (Peter Chan, Sales and Marketing Director).

PART ONE: Formal and Informal Letters

You are a member of your school's Green Society. The society is organising a Green Week to raise awareness of environmental issues. One of your jobs is to interview an educational officer from Friends of the Earth about its recycling projects. You will then write an article as part of the Green Week activities.



To arrange the interview, you must write a letter requesting an interview with the Friends of the Earth educational officer. You are not sure how to write a formal letter, however. You ask your English teacher to help you.

Read the following tips then carry out the activities that follow.

Tips for writing formal letters

Style and tone

Before writing any kind of formal letter, you should choose the most appropriate style and tone for your purpose.

Style

Style involves choice of vocabulary and grammatical structures, and length of sentences. There are many different styles of writing – formal, informal, personal, impersonal, etc.

Tone

Tone refers to the attitude of the writer towards the reader. The tone can be rude, polite, cheerful, respectful, and so on. You should always try to create a friendly and positive tone, because this creates a good impression.



Work in groups of three or four. Discuss the impression these sentences would make if they were in a letter to you.

1. We cannot give you credit because your income is too low.
2. You did not give complete information on your order, so you cannot expect to receive the goods on time.
3. We look forward to any suggestions or comments you may have regarding the improvement of our goods and services.

Now work in pairs. Rewrite the following sentences to make them more friendly and positive. Follow the example.

1. Send us your address immediately.
Could you please let us know your address as soon as possible?
2. We can't understand what you are talking about.

3. We're not going to send your order until you give us more information.

4. Your account is one month overdue. You must send us the amount due immediately.



Look at these two e-mails. They are written in different **styles**. Memo 1 is formal, and memo 2 is informal. Read them through and make a note of at least three ways that each e-mail achieves its formal or informal style.

Memo 1

TO: All members
 FROM: President of the Green Society
 DATE: March 10, 200_
 SUBJECT: Green Week Activities

A meeting of the Green Society will be held tomorrow afternoon at 4.00pm in Room 34.

The activities planned for Green Week will be discussed. You are requested to bring with you a list of suggested activities. These will be discussed and voted upon.

Memo 2

TO: Sandy
 FROM: Peter
 DATE: March 10, 200_
 SUBJECT:

Hi Sandy,

See you at the meeting tomorrow. Don't forget to bring the list of activities we talked about yesterday. Can you ask Philip to give me a ring? I need him to check something for me. Give me a call if there's a problem.

Thanks a lot.

Complete the box with at least three points for each e-mail.

Ways in which each style is achieved	
E-mail 1 (formal)	E-mail 2 (informal)
1	1
2	2
3	3
4	4

PART TWO: A Letter of Request

Your friend gave you some tips for writing a letter of request.

Tips for writing a letter of request

Most letters of request have similar parts. In random order, these include:

- a) to say again how valuable the person's help would be
- b) to explain how the person can help
- c) to give details of the request
- d) to outline the next step in the proposed request
- e) to explain the purpose of the letter
- f) to give more background information

Your friend also helped you write a letter of request to Friends of the Earth. Read the letter and make sure it contains the necessary parts. Check each paragraph against the checklist in the box. Write a letter from a)-f) beside the correct paragraph.

	Dear Sir/Madam,
1) _____	As a member of YST College's Green Society, I am writing to ask if it is possible for me to visit your office and interview you as part of our school's Green Week.
2) _____	The aim of the Green Week is to raise students' awareness of environmental issues. Our Society feels this is a very important responsibility. With your permission, I would write a report about the interview. The report will be used in our Green Week display.
3) _____	In particular, we would like to discuss the kind of recycling projects that Friends of the Earth are involved in. I understand that Friends of the Earth promotes a used clothes recycling scheme and a printer cartridge reuse campaign. These are the two topics that the interview would focus on.
4) _____	I know that Friends of the Earth believes that environmental education is extremely important. I feel that it would be very useful for students to read about your recycling programmes.
5) _____	If you agree to the interview, please return the reply slip to me. I will visit you at your office at a time that is convenient for you. The interview will take no longer than half an hour. I will call you later this week to arrange a suitable time and date.
6) _____	I believe the interview will be very interesting and educational for my fellow students. I do hope you agree to the interview. Your contribution to our school's Green Week will be extremely valuable.
	Yours faithfully,
	<i>Sandy Lam</i>
	Sandy Lam / Green Week Co-ordinator

PART THREE: Friends of the Earth Interview

The Friends of the Earth educational officer agreed to the interview. You arranged a convenient time to meet and went to his office on that day. You recorded the interview. Now you want to play back the recording and make notes for your article.

Listen to the interview and complete the note sheet.



Interview Notes

Main reason we should reuse, reduce and recycle: _____

Hong Kong's landfill sites _____.

Used clothes campaign

Hong Kong people _____ to _____.

This wastes _____.

Friends of the Earth collects used _____

_____.

This prevents them _____.

Some of the collected clothes _____; the rest will be sent

_____.

Printer cartridge reuse programme

Programme aims to _____.

By using refilled printer cartridges, _____

_____. People can also

_____ and _____.

Friends of the Earth collects used _____ and _____ cartridges from _____

and _____.

Find out more about these programmes by _____

_____ or calling _____ (number:

_____).

PART FOUR: A Letter of Thanks

After the interview, you write a letter of thanks to Mr Tung, the Friends of the Earth educational officer. You are not sure how to write a thank-you letter, so you ask your English teacher to help you. Your teacher gives you some tips and an example letter.

Read these tips about how to write a letter of thanks.

A Letter of Thanks

It is polite to thank someone formally for their professional help. A letter of thanks leaves a good impression about you (and your school).

A good letter of thanks should not be too short and impersonal, but it should not be over-enthusiastic, either. The letter should specifically mention the event (ie an interview or visit) and say how much it helped you.

A letter of thanks normally has three parts:

- an expression of thanks mentioning the time and place of the event
- a specific mention of how much the event helped you
- a repetition of thanks and a sincere offer of giving something in return

Now work in groups of four. Read the two letters of thanks on page 11 and discuss what is wrong with them. Think about these questions:

? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ?

- What is the **tone** of Letter 1?
- What is the **tone** of Letter 2?
- How do you think Mr Sung would feel when he received Letter 1?
- How do you think Ms Tang would feel when she received Letter 2?
- Do both letters include the three steps needed for a letter of thanks?
- Are there any spelling errors in the letters?
- How could the letters be improved?

? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ?

Letter of thanks 1

8C, Block 12
Fortune House

18-22 Ming Street
Tsuen Wan

28 November, 200_

PhotoPrint Ltd
80 Wanchai Road
Hong Kong

Dear Mr Sung,

Thanks for seeing me last Thursday. It was great.

Yours sincerely,

Rebecca Ho

Rebecca Ho

Letter of thanks 2

Flat 2B, Parker House
206 Tsing Man Drive
Ho Man Tin

19 August, 200_

First Steps
Freespace Building
12 Hysan Avenue
Causeway Bay

Dear Ms Tang,

I am writing to say how grateful I am to you for letting me use up your valuable time so that you could tell us about your extremely important work. It was a great honour to meet you. I found the information about your company's lovely children's toys very interesting.

Once again, I would really like to thank you for your very generous help. I'd love you to come and visit my school some time in the future.

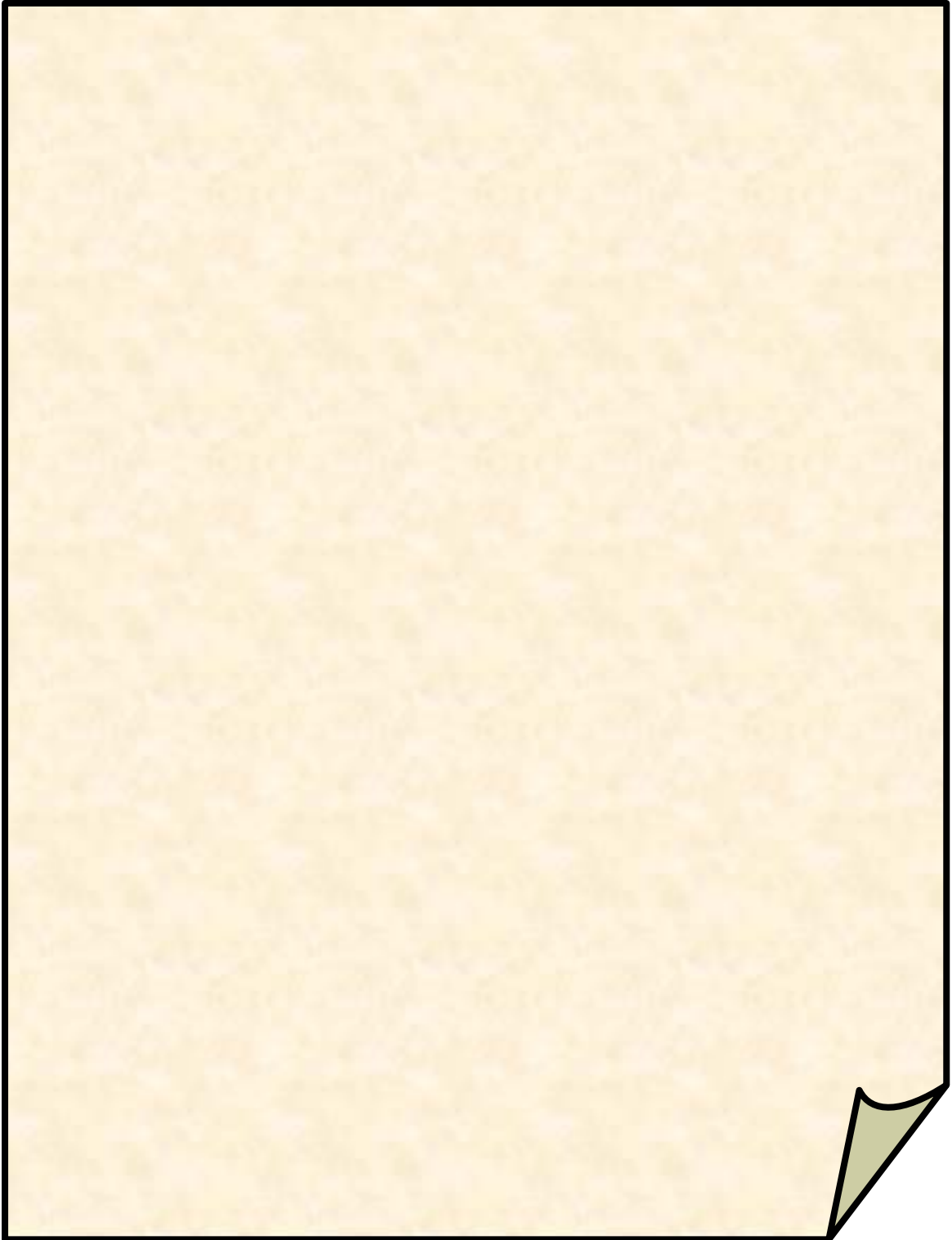
Yours sincerely,

Michael Wong

Michael Wong

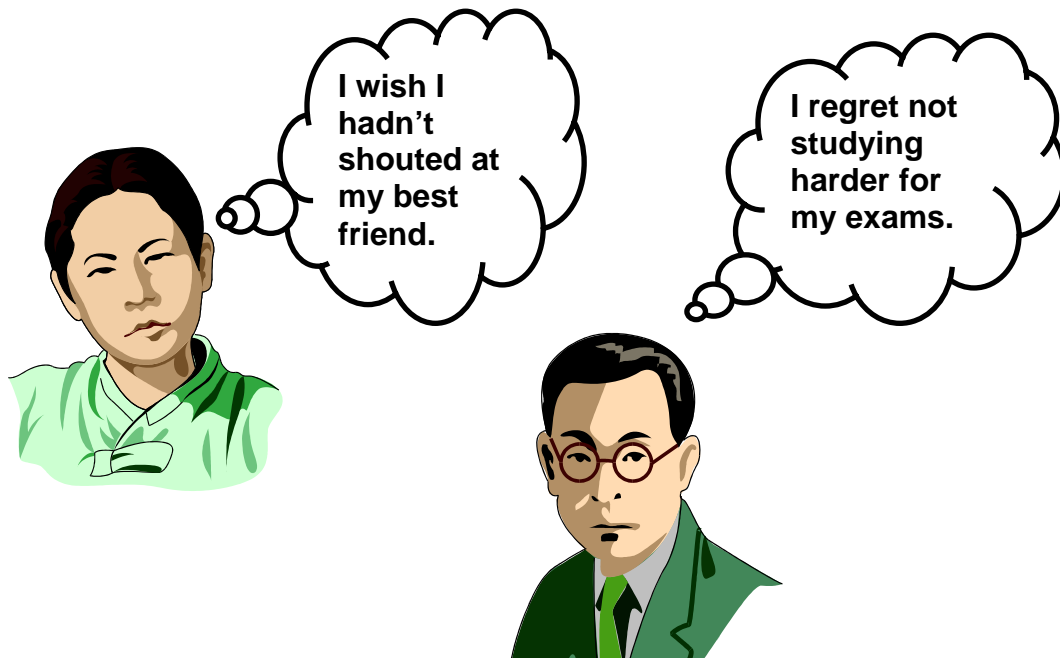
Now write your formal letter of thanks to Mr Tung. Remember to use the correct format for a formal letter (see page 1), the right tone (see tips on page 10), and to cover the three steps of a thank-you letter:

- an expression of thanks mentioning the time and place of the event
- a specific mention of how much the event helped you
- a repetition of thanks and a sincere offer of giving something in return



Making Decisions

We all wish we had done some things differently in the past. Work in pairs. Think of **three** things that you wish you had done differently and talk about them with your classmate.



In pairs, take turns talking about these situations. What are **three** things...

- 1 you would never do in public?
- 2 you would never ask someone to do for you?
- 3 you would refuse to do if someone asked?

What would you do in these situations? Tell your classmate.

- 1 You broke a camera that you had borrowed from a friend.
- 2 You saw someone you know shoplifting.
- 3 You found a wallet that was filled with money.
- 4 You forgot a date with your boyfriend/girlfriend/best friend.
- 5 A friend borrowed money from you and didn't return it.

PART ONE: Making Decisions

One of your friends sent you a note recently. In it, he described a serious problem he was having. You want to help him solve his problem. To do this, you follow six steps:

- Identify the problem
- Make sure exactly what the situation is
- Gather information related to the problem
- Consider all possible solutions
- Compare alternative solutions
- Decide which is the best solution
- E-mail your friend a response

Read the note and follow the above steps to find a solution to your friend's problem.

Dear Leslie,

I'm writing to tell you about a serious problem I have. I don't know what to do about it. I would really appreciate your advice.

This is the problem: I've been smoking in secret for about four months now. I started smoking a few cigarettes a day, but now I smoke a whole packet a day. I know it's a stupid habit, but I can't seem to stop. I've started meeting up with some older boys from school. They all smoke. They were the ones who introduced me to smoking in the first place.

That's one problem, but it's not the main problem. The main problem is that I don't have enough money to buy a packet of cigarettes each day. So, I've started stealing money from my parents. I take 10 or 20 dollars from my mother's purse, and the same amount from my father's wallet.

I don't think they miss the money, because they haven't said anything about it. But I know I shouldn't be stealing from them.

The problem is, I don't know how to stop smoking. And if I can't stop smoking, I need to get the money to pay for the cigarettes. Since I don't have enough money, I have to steal it from my parents.

I really need your help. What should I do?

Your friend,

Phil

Complete these notes about your friend's problem:

What the problem is:

What the exact situation is:

Any other information related to the problem:

Possible solutions: 1)

2)

3)

Comparison of alternative solutions:

Best solution:

Now write your friend a note telling him what you have decided is the best solution.

12 May

Dear Phil,

I have given your problem a lot of thought. As I see it, your main problem is ...

PART TWO: Giving Advice

You write an advice column in your school newspaper. Your friends often come to you for advice. You try to help them by giving them good advice. You sometimes write about your friends' problems in your column, but you never identify anyone by name. Three friends came to you for advice recently.

Listen to their problems and complete the notes.

Problem 1

She is worried about something she did recently to a boy who _____ her. She knew that he _____ her, but she _____ him. Last week, the boy _____. He wanted her to go to the _____ on Saturday. She _____ want to go out with him. But she didn't want to _____. She was also going out with _____ that day.

She told him that she was _____ on Saturday. She said she had to _____ for a _____ on Monday. She didn't have a _____.

Now she is unhappy that she _____ to the boy.

She asks: Is it OK to _____ in that situation? It wasn't a big _____. It was a _____. But she thinks _____ is wrong.

Problem 2

He is worried about something bad he saw last week.

He was in a _____. He saw one of his classmates. His classmate was with an _____. He was going to go over and say 'Hello'. But then he saw his classmate _____ a book and put it _____. He watched his classmate _____ the shop without _____ for the book.

His classmate was _____ the book.

He was shocked. He didn't say anything to his classmate the next day. He can't stop thinking about what happened.

He asks: Should he _____ anything to his classmate?

Problem 3

She has a serious problem. She heard that her _____ was saying horrible things _____ her _____. Apparently, her best friend said she _____ her, and that she was only _____ her to help her with her _____. She is good at all subjects, but her best friend isn't.

She was very _____. She spoke to her best friend. She accused her of saying _____ behind her back. Her friend was very upset. She said it wasn't _____. Then her best friend started _____ and said she didn't want to be friends with such a _____ person.

Later, she found out that the person who told her those things about her best friend was _____. She was _____ of the close friendship she and her best friend had. She wanted to cause _____ between the two friends – and she _____.

She apologised to her best friend, but her friend is still upset with her. She doesn't want to _____ her best friend.

She asks: What _____ she do?

You wrote three replies to your friends and gave them advice. The replies got mixed up. Match each reply with the appropriate problem.

This is the reply to problem _____

I guess you have learned an important lesson from all this. You shouldn't listen to gossip, and you should never repeat gossip. The best thing to do is apologise to your best friend. You should explain that you were hurt by the things she was supposed to have said, and that is why you accused her. You must hope that your best friend forgives you.

This is the reply to problem _____

I think it is OK to tell a white lie in a situation like this. If you told him the truth, he would be upset. There is no need to hurt someone just because they like you. But I think you should have told the boy that you were going out with friends, and not that you were staying in to study for a test. That way, if you bumped into him outside, you wouldn't get caught in a lie.

This is the reply to problem _____

I think you should say something to your classmate. You should tell him what you saw happen in the bookshop. You should say you will not report him this time. But if you ever see him stealing something again, you will report him to a shop assistant.

PART THREE: White Lies

Your social studies teacher has organised an inter-class debate. In the debate, you will discuss the following statement:

It is acceptable to lie in some situations.

Read the following information about 'white lies', then match the examples to the type of white lie.

White Lies

Most people don't tell lies. But sometimes people tell harmless lies to avoid hurting people's feelings. We call these kinds of lies 'white lies'. Here are some examples:

- 1) **Giving false excuses:** Some people lie because they don't want to do something.
- 2) **Lying to hide bad news:** Sometimes people don't want to discuss something bad which has happened to them or someone they know.
- 3) **Lying to make someone feel good:** People often lie so as not to hurt someone else's feelings.

Your group came up with the following examples to illustrate each of the three types of white lies. Match each situation with the correct type of 'white lie'.

Situation 1

Your best friend came to school with a new haircut. You thought it was a terrible haircut. When she asked you what you thought, you said that her new haircut was great and that it really suited her.



This is an example of lying _____

Situation 2

You are feeling upset because you failed a science test. When your friend asks you what is wrong, you say nothing is wrong and that you are fine.



This is an example of lying _____

Situation 3

Your friend has asked you to help him with his Maths homework tonight, but there is a football match on TV that you really want to watch. You tell your friend that you can't help him tonight because you have to visit your aunt and uncle.



This is an example of lying _____

Work in pairs. To prepare for the debate, discuss these questions with your classmate:

- 1) Think of one more situation to illustrate each of the three occasions when people tell white lies. Write the situations down.
- 2) Have you told any white lies recently? If so, describe what you did and why.
- 3) What other reasons do people have for telling white lies?

PART FOUR: Debate Speech

You are now ready to write your debate speech on the topic:

It is acceptable to lie in some situations.

You made the following speech plan. Read the plan, then write your speech.

Speech plan

Introduction

State the topic, and my position on it (eg "The statement is, 'It is acceptable to lie in some situations'. I believe that ...", then say whether I agree or disagree with the question)

Main points

In most situations – wrong to lie

Lying is morally wrong

People don't like being lied to

People who lie often get caught in the lie

Always better to be honest

Sometimes – a 'white lie' can protect someone's feelings, prevent them getting hurt or upset; not always necessary to tell the truth if the truth will hurt unnecessarily

Examples (add examples of why people tell white lies)

Situations (add situations to illustrate the examples)

Conclusion

Restate the question and my position on it (either agree or disagree) and give reason(s) why (prevent people from getting upset, etc)

Speech: Lying



MARRIAGE

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

- 1) humorous self-centred responsible caring generous
- 2) privacy appreciation admiration criticism support
- 3) sharing listening complaining communicating discussing
- 4) outspoken talkative outgoing passive energetic
- 5) divorced married educated widowed single

Definitions of Marriage: What is your understanding of the word “marriage”? In pairs, discuss whether you agree with the statements in the list below. Then, in the box provided, write your own definition of marriage.

- 1) Marriage is a contract signed by a couple.
- 2) Marriage is the most important legal contract in every human society.
- 3) Marriage is a trap.
- 4) Marriage is a culturally approved relationship between one man and one woman.
- 5) Marriage is a symbol of security and responsibility.
- 6) Marriage is a pledge.
- 7) Marriage is established for bringing up the next generation.
- 8) Marriage is created for regulating sexual relationships.

Your Definition

Marriage is

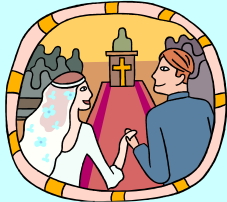
PART ONE: A Class Survey

There will be an exhibition about marriage in your school. You are now busy collecting data for the exhibition.

A Survey: Conduct a survey in your class to find out what your classmates consider important qualities of an ideal husband/wife. Follow the steps below.

Step 1: In pairs, brainstorm as many qualities of an ideal husband/wife as possible. Write the qualities in the table provided. You may refer to the words given in the box.

<i>wealthy</i>	<i>intelligent</i>	<i>sporty</i>	<i>healthy</i>	<i>well-educated</i>
<i>enthusiastic</i>	<i>energetic</i>	<i>diligent</i>	<i>kind-hearted</i>	<i>generous</i>
<i>polite</i>	<i>gentle</i>	<i>outspoken</i>	<i>active</i>	<i>smart</i>
<i>faithful</i>	<i>filial</i>	<i>sociable</i>	<i>humorous</i>	<i>honest</i>
<i>romantic</i>	<i>honest</i>	<i>caring</i>	<i>responsible</i>	<i>kind-hearted</i>

Qualities of an Ideal Husband	Qualities of an Ideal Wife
<i>wealthy</i>	<i>beautiful</i>
	

Step 2: In pairs, discuss and select the five qualities you consider most important. Write them in the table below.

	Top Five Qualities of Husband	Top Five Qualities of Wife
1)		
2)		
3)		
4)		
5)		

Step 3: Design a questionnaire to find out what your classmates consider the top five important qualities of an ideal husband/wife. Write them in the spaces below.

Questionnaire

Ranking: Please circle your choice. (1: Very important — 6: Not important at all)
To what extent do you consider the following items important qualities of an ideal husband / wife:

HUSBAND

1)	_____ _____ _____ _____ _____
	1 2 3 4 5 6
2)	_____ _____ _____ _____ _____
	1 2 3 4 5 6
3)	_____ _____ _____ _____ _____
	1 2 3 4 5 6
4)	_____ _____ _____ _____ _____
	1 2 3 4 5 6
5)	_____ _____ _____ _____ _____
	1 2 3 4 5 6

WIFE

1)	_____ _____ _____ _____ _____
	1 2 3 4 5 6
2)	_____ _____ _____ _____ _____
	1 2 3 4 5 6
3)	_____ _____ _____ _____ _____
	1 2 3 4 5 6
4)	_____ _____ _____ _____ _____
	1 2 3 4 5 6
5)	_____ _____ _____ _____ _____
	1 2 3 4 5 6

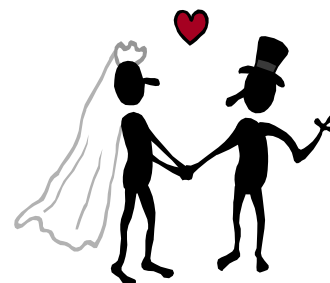
Thank you for your co-operation

Step 4: In groups, use the questionnaire designed in Step 3 to interview one another. Jot down your members' ranking in the form below. Write the numbers in the boxes.

	Student A's Ranking	Student B's Ranking	Student C's Ranking
Husband 1			
Husband 2			
Husband 3			
Husband 4			
Husband 5			
Wife 1			
Wife 2			
Wife 3			
Wife 4			
Wife 5			

Step 5: Analyse the data collected and find out the most important quality of an ideal husband/wife. Write the answers in the boxes.

The Most Important Quality of an Ideal Husband	
The Most Important Quality of an Ideal Wife	



PART TWO: *Differences between Men and Women*

Mr Danny To, the Community Relations Officer of the Hong Kong Family Education Committee, gave a talk at a monthly assembly in your school. This was one of the events organised by the Students' Union during the Family Education Week.

A Note from Susanna: Susanna, the Vice-Chairperson of the Students' Union, has left you a note. Read her note and identify what you need to do.

Susanna's Note

Hi Chris,

Thanks for agreeing to help with our work. As you know, last week there was a talk given by Mr Danny To, the Community Relations Officer of the Hong Kong Family Education Committee. We're going to summarise his speech and publish the summary in our next newsletter.

I've drafted part of the summary. Could you complete it please? I've recorded Mr To's speech for your reference. Please get back to me if you have any questions.

Many thanks.

Susanna



Group Discussion: Mr To talked about the differences between men and women in his speech. Before you listen to the recorded speech, in groups, discuss the differences between the two sexes. Write your answers in the table below.

Differences between Men and Women

MEN	WOMEN

Note Sheet: Listen to the recorded speech, and make brief notes on the note sheet provided.

Mr Danny To's Speech

Background of Mr To

- _____ of the Hong Kong Family Education Committee
- working for the Committee since _____

The Hong Kong Family Education Committee

- a _____ subsidised by the Government
- aiming to educate the public about what they need to do to lead a

- organise _____, give _____ and publish _____

Divorce in Hong Kong

- on the _____
- more couples divorced than got _____



Differences between the Sexes

	DIFFERENCES	MEN	WOMEN
1)	<i>In a Difficult Situation</i>	<ul style="list-style-type: none"> - remain _____ to _____ down and to think about how to deal with _____ - need a _____ to the problem <p><i>NB</i></p> <ul style="list-style-type: none"> - be a good _____ 	<ul style="list-style-type: none"> - talk to _____ when they are single and talk to _____ when they are married - share their _____ and _____ - need _____ <p><i>NB</i></p> <ul style="list-style-type: none"> - let husbands have time and _____
2)	<i>Privacy</i>	<ul style="list-style-type: none"> - want _____ and _____ - feel _____ when their privacy is not respected <p><i>NB</i></p> <ul style="list-style-type: none"> - Don't forget important dates such as _____ and _____ 	<ul style="list-style-type: none"> - want _____ from husbands - feel _____ when they are _____ <p><i>NB</i></p> <ul style="list-style-type: none"> - Don't open men's _____ without asking them
3)	<i>Emotional Support</i>	<ul style="list-style-type: none"> - need _____, _____ and _____ 	<ul style="list-style-type: none"> - need _____, _____ and _____

Summary of Mr To's Speech: Part of the speech has been drafted by Susanna. Using the notes, complete the summary.

DIFFERENCES BETWEEN MEN AND WOMEN

Men are different from _____. In a difficult situation, men would prefer to be alone so that _____.
_____. However, in a similar situation, women would like to share _____.
_____. Therefore, an understanding wife should allow her husband _____ to deal with problems whereas a good husband should try to be a _____.

Men also want freedom and _____. They will be annoyed if their privacy is not respected. However, women always want a lot of _____.
_____. This explains why they feel upset when their husbands forget their _____.

In marriage, both men and women are looking for _____.
_____. Caring, understanding and respect are considered more important by women, but men place more emphasis on _____.

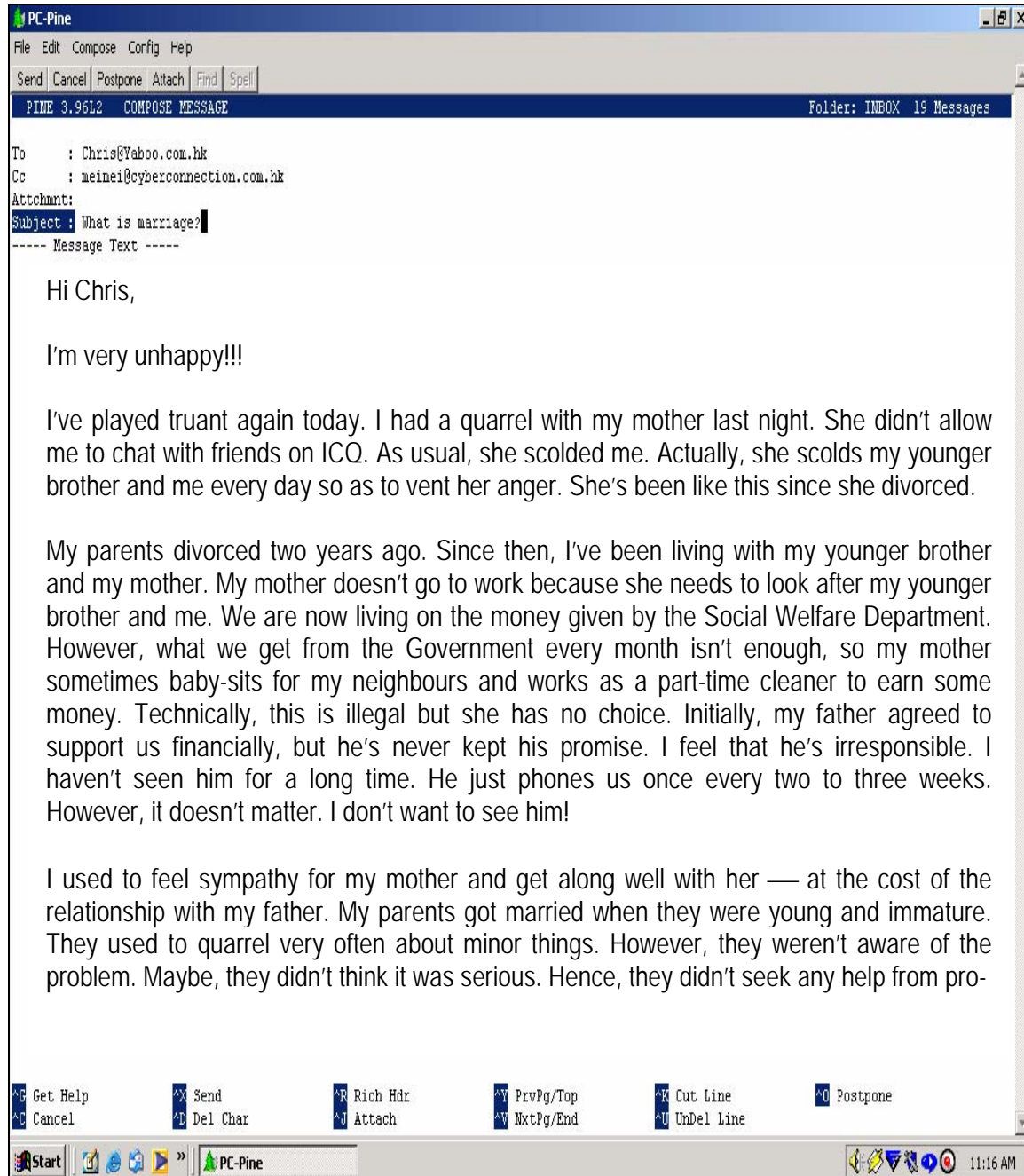
So, there are a lot of differences between men and women. If people are not aware of _____ before they get married, they may have unrealistic expectations of their husbands or wives. _____, they will have conflict. At worst, their marriage will _____. Therefore, married couples should find out more about the differences between the sexes as early as possible. They should also be more tolerant and accept the fact that _____.



PART THREE: A Case Study

Your friend, Mei, comes from a broken family. She has just sent you an e-mail.

Mei's E-mail: Read Mei's e-mail, and then, in pairs, identify the causes of her unhappiness. Write your answers in the space provided.





Mei is unhappy because:

Group Discussion: In groups, discuss the questions below. Write your answers on the note sheet provided.

Note Sheet

- 1) Why did Mei's parents divorce?
- 2) What should Mei's parents have done to improve their relationship?
- 3) Do you agree with Mei's complaint about her parents? Why/Why not?
- 4) What are the harmful effects of a bad marriage?
- 5) Is Mei's attitude towards marriage correct? Why/Why not?
- 6) What is your expectation of marriage?
- 7) What are the essential factors in a happy marriage?



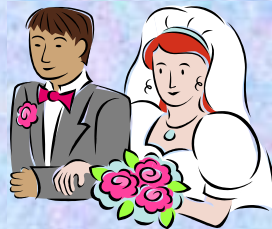
PART FOUR: A Reply to Mei's E-mail

You are going to write to Mei so as to comfort her and to express your opinions about marriage.

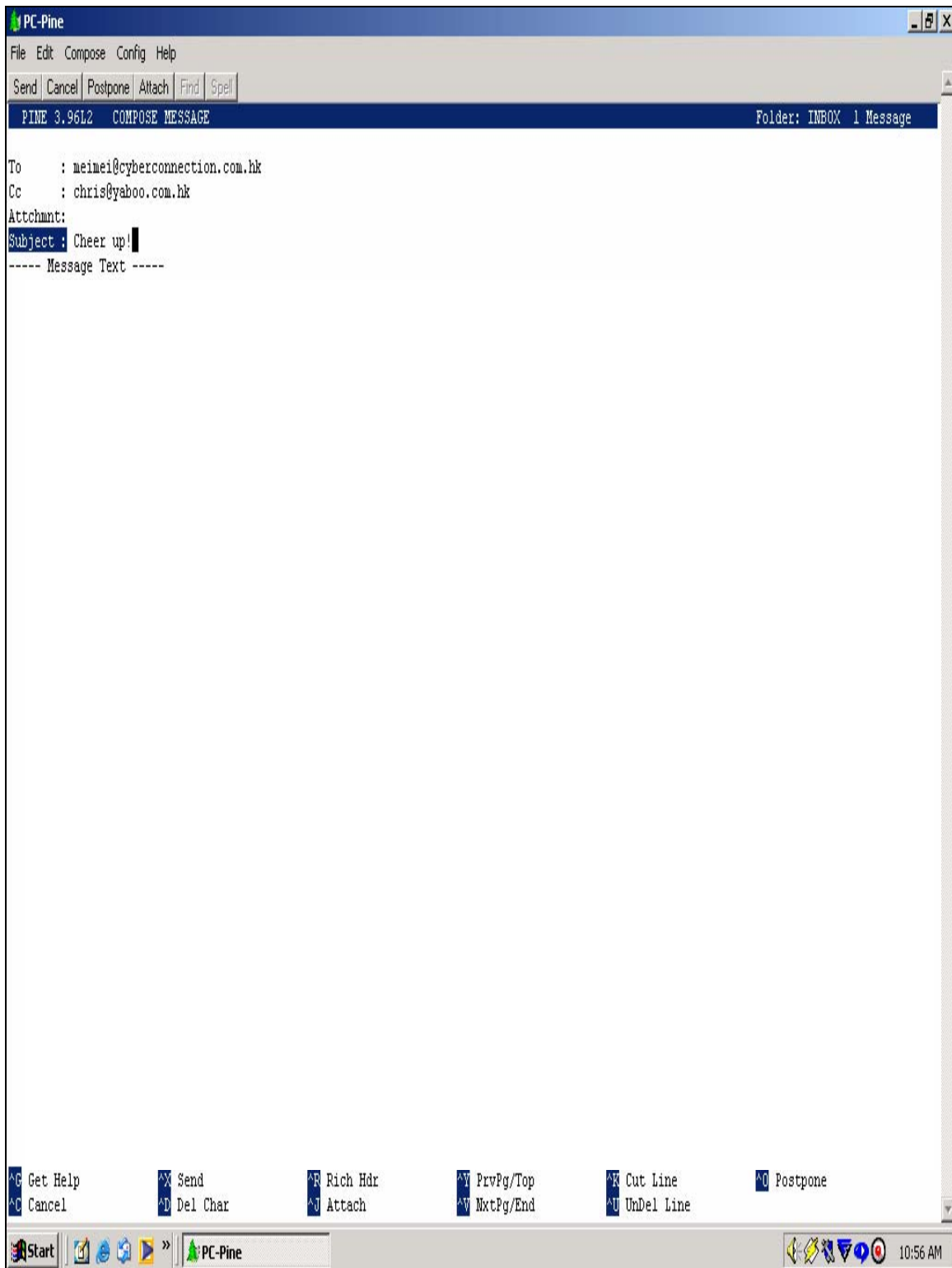
A Poster: You have found a poster about marriage on the Internet. Read the poster, and then, in pairs, discuss what you think about the messages conveyed.

EIGHT ESSENTIAL FACTORS IN A HAPPY MARRIED LIFE

- 1) A married couple should have **M**utual trust.
- 2) A married couple should remain **A**ttracted to each other.
- 3) A married couple should **R**espect each other.
- 4) A married couple should fulfil their respective **R**esponsibilities.
- 5) A married couple should respect the **I**ndividual privacy of one another.
- 6) A married couple should show **A**ppreciation to each other.
- 7) A married couple should provide **G**ratification for one another.
- 8) A married couple should treat each other as **E**quals.



An E-mail for Mei: In not more than 180 words, write an e-mail to comfort Mei and to express your opinions about marriage. You may refer to other information about marriage in this module.



Mass Media

Logos of Media Organisations: Put a “✓” against the logo of each of the media organizations given below. Then write the names of the organisations in the correct column of the table.



Television	Radio	Newspaper	Magazine

PART ONE:

You are working with your classmates to prepare a report about the mass media in Hong Kong. Some tables will be included in the report to present the data.

Read the extracts that your classmates have found, and then complete the tables by filling in the missing details and captions of the tables.

Extract 1

At present, there are 32 Chinese newspapers, seven English newspapers, 717 magazines, two commercial television companies, one cable television company, one satellite television station, one government radio-television station and two commercial radio stations in Hong Kong.

Extract 2

Of all the 32 Chinese newspapers in Hong Kong, 23 cover both local and overseas general news; six focus on finance; and the rest cover entertainment news such as television and cinema news.

Extract 3

Hong Kong has a film classification system, namely:

- Category I: suitable for all ages;
- Category IIA: not suitable for children;
- Category IIB: not suitable for young persons and children; and
- Category III: suitable for persons aged 18 or above only.

Extract 4

Last year, 1068 films were sent to the Government for classification. Of all the films sent, 196 were classified Category I, 223 Category IIA, 420 Category IIB, and 229 Category III.

Table 1: The Mass Media in Hong Kong

Types of Media	Number

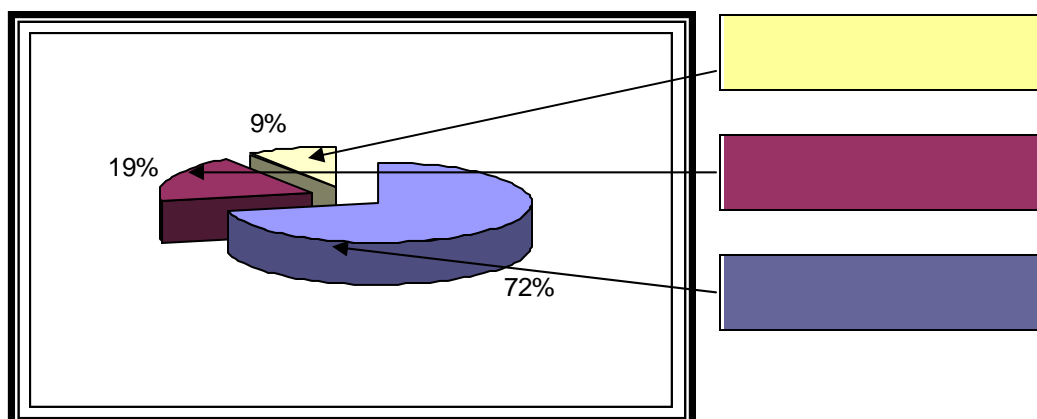
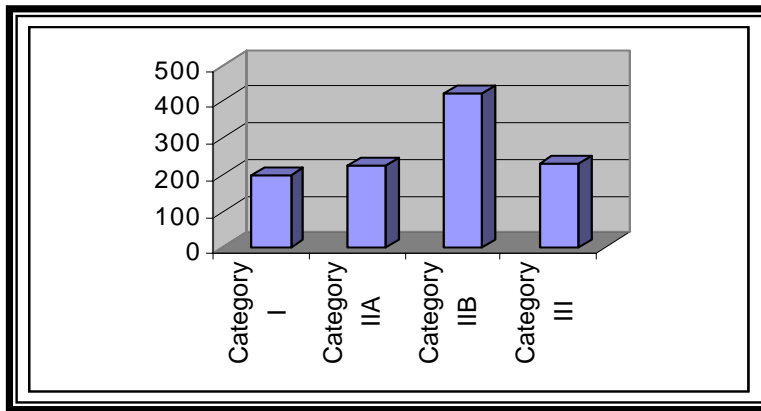


Figure 1: _____

Table 2: _____

Category	Description



KEY

Category I:

Category IIA:

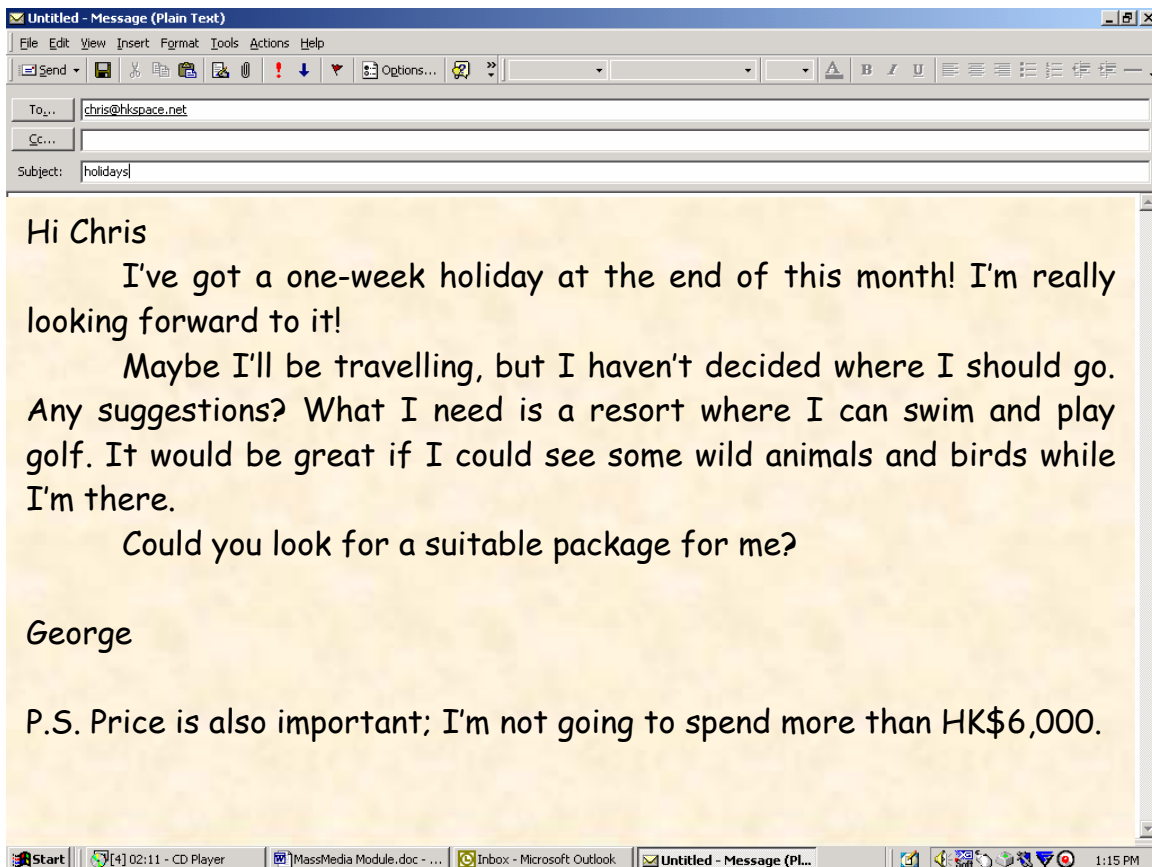
Category IIB:

Category III:

Figure 2: _____

PART TWO:

Your friend, George, has just sent you an e-mail. Read the e-mail, and then ***discuss in pairs what you need to do for him.***



You have found an advertisement about a package holiday in a magazine. The holiday resort promoted in the advertisement seems to be a suitable choice for George. Read the advertisement, and **discuss in pairs whether the package is suitable for George or not. Then underline the relevant information.**

A Once in a Lifetime Holiday

- Visit the Golden Coast Resort

An Island Paradise

The Golden Coast Resort is situated at the southern tip of the beautiful island of Dali. It is an ideal place for holiday makers who want to relax.

Sports Facilities

There is a swimming pool with a water slide and diving board, a gymnasium, and a mini-golf course.

Transport Arrangements

You may wish to visit some of the following exciting attractions around the island. The hotel can make all the arrangements for you, including air-conditioned transport to wherever you want to go.

The Natural Wonders at Bongor

You can find all the natural wonders of the island's wildlife such as rare plants and animals at Bongor in the north of the island.

A Home from Home

Of course, in a first class hotel you would expect to find first class accommodation. That's why you will stay in individual, handcrafted units, made from local timber. These units will create a real 'back-to-nature' atmosphere.

A Holiday to Make Your Money Go Further

Good resorts are often expensive. However, as this is a new resort and the owners are more interested in making their guests feel welcome and happy than in taking their money, the price of the package is unbeatable! You need to pay only US\$700 for a seven-day package.

Don't delay! Book now or you may miss the chance of a 'once in a lifetime holiday!'

However, before you e-mail George, you listen to a radio programme about the resort. A man who joined the tour found the advertisement very misleading. He complained about the advertisement in the radio programme.

- **Listen to the radio programme**, and **make brief notes** on the note sheet provided.
- In pairs, **discuss the differences** between the information in the advertisement and the actual experience of the caller.
- After your discussion, **complete the table** below which shows a comparison between the advertisement and the actual experience.



Notes

ONCE IN A LIFETIME HOLIDAY

Swimming Pool and Beach



Wildlife

Transport

Accommodation

Overall comment

A Comparison between the Advertisement and Actual Experience

	Advertisement	Actual Experience
--	---------------	-------------------

<i>Swimming Pool and Beach</i>		
<i>Wildlife</i>		
<i>Transport</i>		
<i>Accommodation</i>		
<i>Overall Comment</i>		

PART THREE:

You are a junior news reporter for the newsletter of your school. You have been asked to interview schoolmates, asking them what they think about the ethics of journalists and freedom of the press in Hong Kong. You need to ask the questions below:



1. What is meant by freedom of the press?
2. What three things should a journalist do?
3. What three things should a journalist not do?
4. Do you think that there is freedom of the press in Hong Kong? Why/Why not?
5. Do you think that most journalists in Hong Kong have a good standard of ethics? Why/Why not?

You also need to make two questions of your own. Write them here:

6. _____

7. _____



In pairs, take it in turns to be the junior news reporter and the schoolmate. Before you start the interview, read the article below.

Code of Ethics of the Hong Kong Press Society

Freedom of the Press

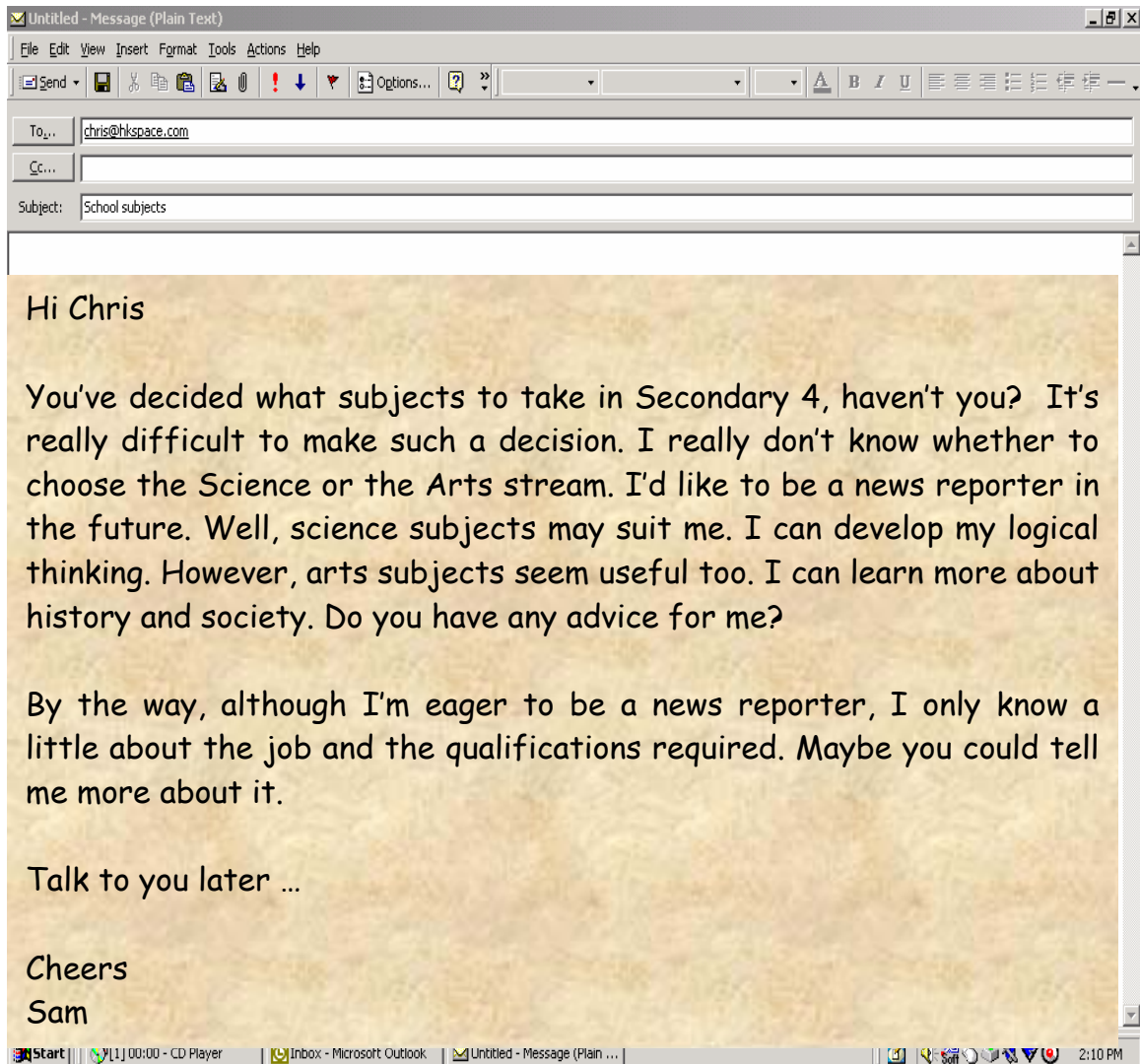
1. Freedom of speech is a basic human right.
2. Freedom of the press is an important part of freedom of speech.

Responsibility of Journalists

- a) Journalists should protect the freedom of the press.
- b) Journalists should be objective and fair.
- c) Journalists should respect the reputation and privacy of individuals.
- d) Journalists should collect information through proper means.
- e) Journalists should be socially responsible.
- f) Journalists should protect public interest.
- g) Journalists should not practise unprofessional censorship.
- h) Journalists should not report news which may result in

PART FOUR:

Recently, a friend sent you an e-mail. In pairs, **discuss what Sam would like you to do.**



You have found two useful references. They are:

- ☒ a job advertisement which gives details of the work and the minimum requirements to be a news reporter; and
- ☒ a website in which a journalist talks about why she chose to work as a journalist.

Read the two references and then, in pairs, **discuss what you suggest Sam should do.**

Job Advertisement:

NEW WAY RADIO NEWS

Vacancy: Junior Reporter

Job Description:

- gather, prepare and communicate information to be presented through radio
- report, write, edit, photograph and broadcast news

Qualifications and Requirements:

- university degree in journalism, communication or any social science subject
- one year's working experience an advantage
- good command of English and Chinese
- good interpersonal skills
- ability to work under pressure
- knowledge of Chinese dialect(s) an advantage
- familiar with Microsoft Word and Excel
- frequent travelling may be required

Monthly Salary: HK\$8,500

Submission Deadline: ASAP

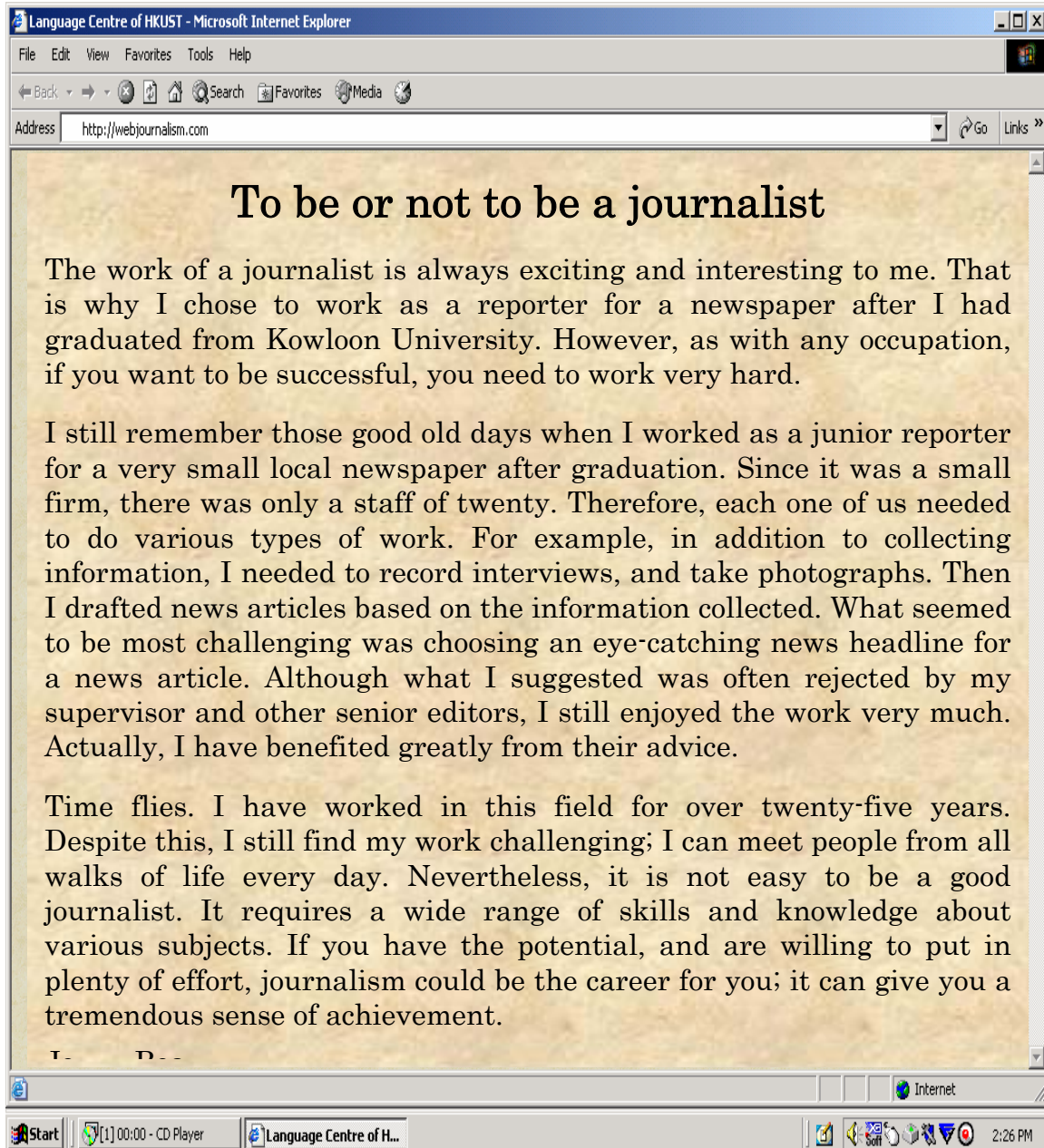
Contact Address: 38/F., Central Plaza, Harbour Road, Wan Chai, Hong Kong.

Contact Tel.: 2827 0989

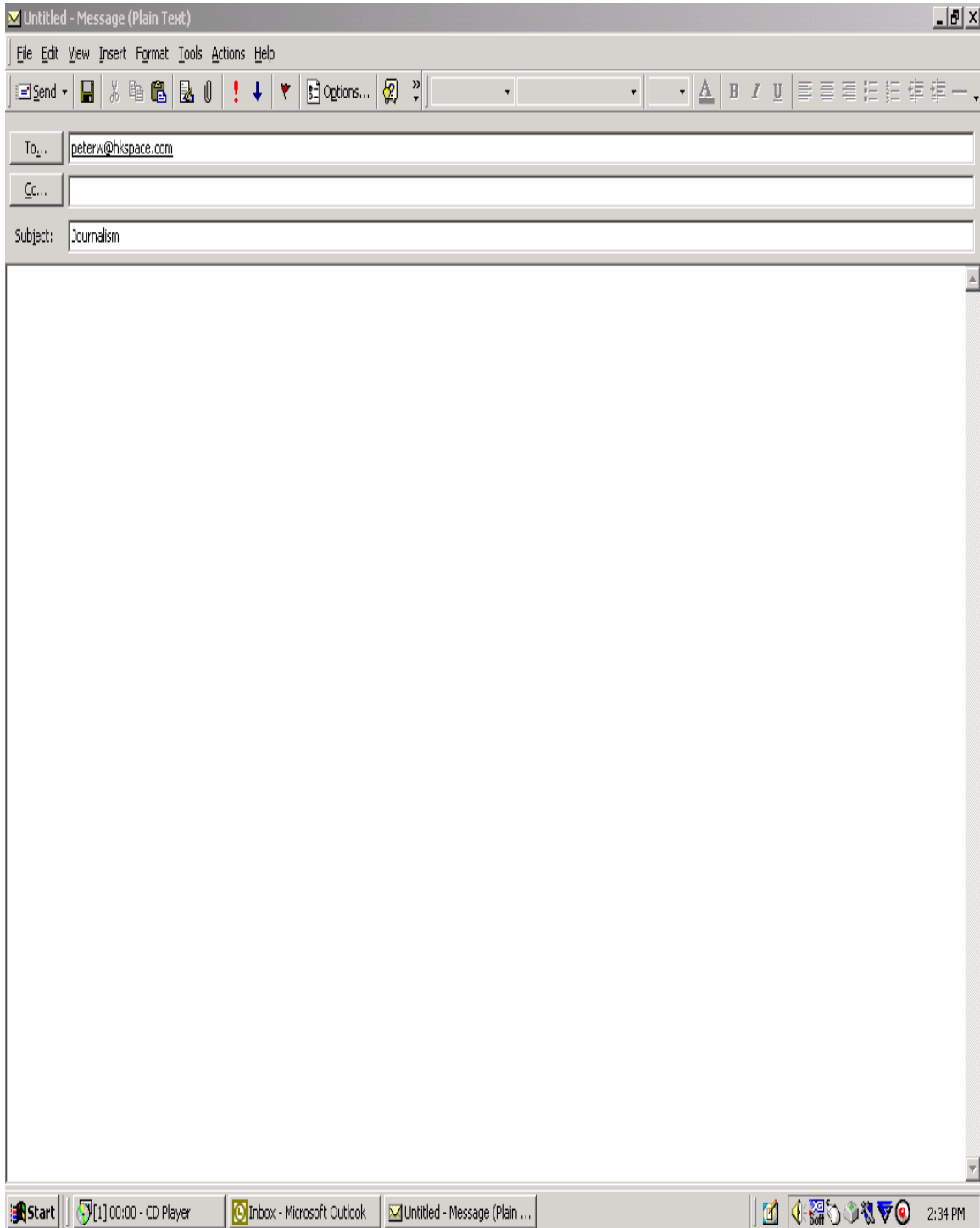
Contact Fax: 2827 6548

E-mail: NWRN@coldmail.com.hk

Website:



Write an e-mail: In not more than 180 words, write an e-mail to Sam, telling him about the work a journalist does and the qualifications he would need. You should include advice about whether he should study Arts or Science courses next year.



Money and Finance

Which of the following items do you prefer to spend your money on? Rank them in order of preference (where 1 = most important, and 7 = least important).

ITEM	RANK
Clothes 	
Comics/magazines 	
CDs/VCDs/DVDs 	
Cinema/movies 	
Playing sport 	
Computer products 	

Now work in pairs. Compare your answers with those of your classmate. Do you prefer the same things? What are the similarities and differences in your spending habits?

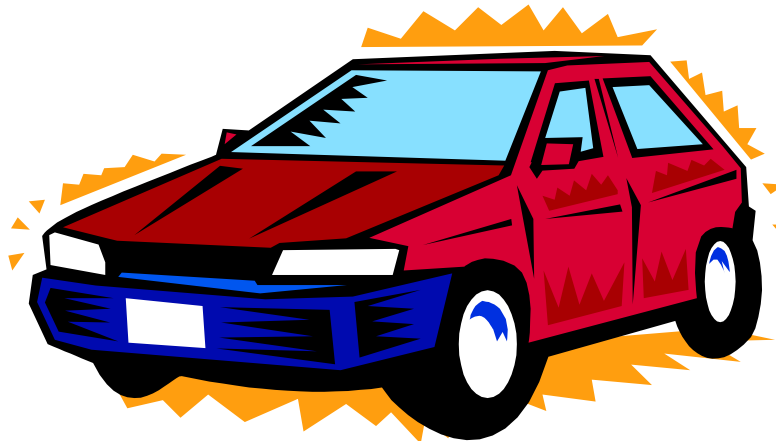
PART ONE: Personal budgeting

Susie Wong wants to buy a car and has saved \$8,000 for the down payment. The monthly payments on the car are \$500 for 48 months. Susie makes \$4,000 a month in her job as a part-time cashier in a supermarket. She prepares this budget so she can afford the car.

She asks you to help her work out whether her budget is a sensible one or not. Carry out the calculations on page 3 and then answer the final question – is Susie's budget a realistic one?

Susie Wong's Personal Budget

<i>Category</i>	<i>Monthly expenditure</i>
Food	\$ 1300
Leisure	\$ 460
Clothes	\$ 460
Savings	\$ 400
Petrol	\$ 320
Car insurance	\$ 200
Car payment	\$ 500
Extras	\$ 360
TOTAL	\$ 4000



Budget calculations

1. Find the average amount spent in **one week** for each category:
 - (a) Leisure \$ _____
 - (b) Extras \$ _____
 - (c) Clothes \$ _____
 - (d) Food \$ _____
2. Candy saves \$60 a month from her clothes allowance, \$100 from her food allowance, and \$50 a month from extras, which she adds to her savings account. How much extra money will she save by the end of one period of 12 months?
\$ _____
3. From which budget category should each of the following items be deducted?
 - (a) Lunch _____
 - (b) Wedding Gift _____
 - (c) Movie _____
 - (d) Concert Ticket _____
4. Including the down payment, calculate the total amount of money that Candy paid for her car over the four-year period.
\$ _____
5. What percentage of Candy's salary is budgeted for the purchase of food?
% _____
6. What percentage of Candy's salary is budgeted for her car payments?
% _____
7. What percentage of Candy's salary is left over after she has paid for her car payment and food?
% _____
8. In your opinion, has Candy developed a **realistic budget** for herself? Explain why or why not?

PART TWO: Spending habits

You are doing a survey about your friends' spending habits. You interview three of them and record their conversations. You report the results of your survey to your teacher.

Listen to the interviews and complete the table.



Money given by their parents each week			
Money spent on travelling each week			
Lunch money given by parents each week			
Books/comics/magazines bought each week			
Money spent on fashion/clothes each week			
Money spent on movies/music each week			
Money spent on hobbies/interests each week			

Before you report the results to your teacher, you make a few notes. Look again at the table on page 4 and complete the following notes.

Survey - my friends' spending habits

_____ gets the most money each week. Peter spends _____ each week on travelling, while Helen spends _____ each week. _____ and _____ spend less money on food each week than _____. _____ spends the most on comics and magazines, while _____ doesn't spend anything at all on those things.

Mike spends _____ on movies each week, while _____ spends \$100 a month on music, which works out at around \$25 a week. _____ spends the most money on _____. She spends _____ on clothes, while Mike and Peter don't spend anything on fashion or clothes.

Mike's hobby is playing basketball, so he doesn't spend any money on that. Helen likes sewing, and she spends _____ each week on that. _____ doesn't have any hobbies, so he doesn't need to spend any money .

_____ saves the most money each week, while _____ saves the least.



To make your report more interesting, you interview two more friends about their spending habits.

Listen to the conversation and make a note of:

- what they spend their money on
- what they save their money for

Jerry

Candy

Write a short summary comparing Jerry's and Candy's spending and saving habits. Add it to the report you wrote earlier. Then present your report to the rest of the class.

PART THREE: Attitudes towards money

Your teacher wants to find out how students feel about money. She gives you a money worksheet to complete. Work in pairs. Ask your classmate the following questions and circle his/her answers, then compare your answers. Do you have the same attitudes to money, or not? Do you think you or your classmate need to change your attitudes, or not?

1. You've just won \$100,000 in the Mark Six lottery. What will you do with the money?

\$_____ for _____

\$_____ for _____

\$_____ for _____

\$_____ for _____

\$_____ for _____

\$_____ for _____

2. If you have less money, what do you decide to buy less of?

3. I'd like to spend more money on _____ and less money on _____.

4. What is the most stupid thing you've spent money on?

5. What is the most sensible thing you've spent money on?

6. How do you feel about using credit cards?

Do you agree (A) or disagree (D) with these statements? Circle your answer.

A	D	I am too mean with my money.
A	D	My parents don't give me enough pocket money.
A	D	I never have enough money.
A	D	I like to buy things because spending money makes me feel good.
A	D	I'm happy with the way I spend money.
A	D	I don't spend money very sensibly.
A	D	I prefer to buy famous brand-name products.
A	D	I always compare prices before buying something (such as electronic goods or clothes).
A	D	I think it is important to save money for the future.
A	D	I don't think saving money is necessary.

PART FOUR: Essay competition

An English-language newspaper is holding an essay competition. The title of the competition is:

My Most Desired Object

To enter, you must write an essay about the one thing you would most like to buy if you could afford it. The item can be anything – big or small, hard or easy to buy.

Before you write your essay, make brief notes about the content on the following note sheet.

Essay plan

The item I would most like to buy:

How much it costs:

A description of the item (what it looks like, what it's made of, what colour(s) it is, how big/small it is, etc):

Why I would like this item most of all:

English Essay Competition



What would I most like to buy if I could afford it? That's a good question.

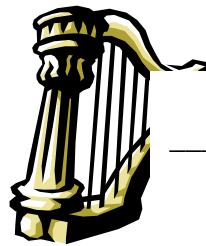
If money was no object, I would most like to buy ...

Music

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

cello	violin	piano	trumpet	clarinet	flute
drum	triangle	harp	tuba	trombone	
		maracas			







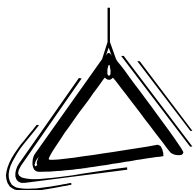


















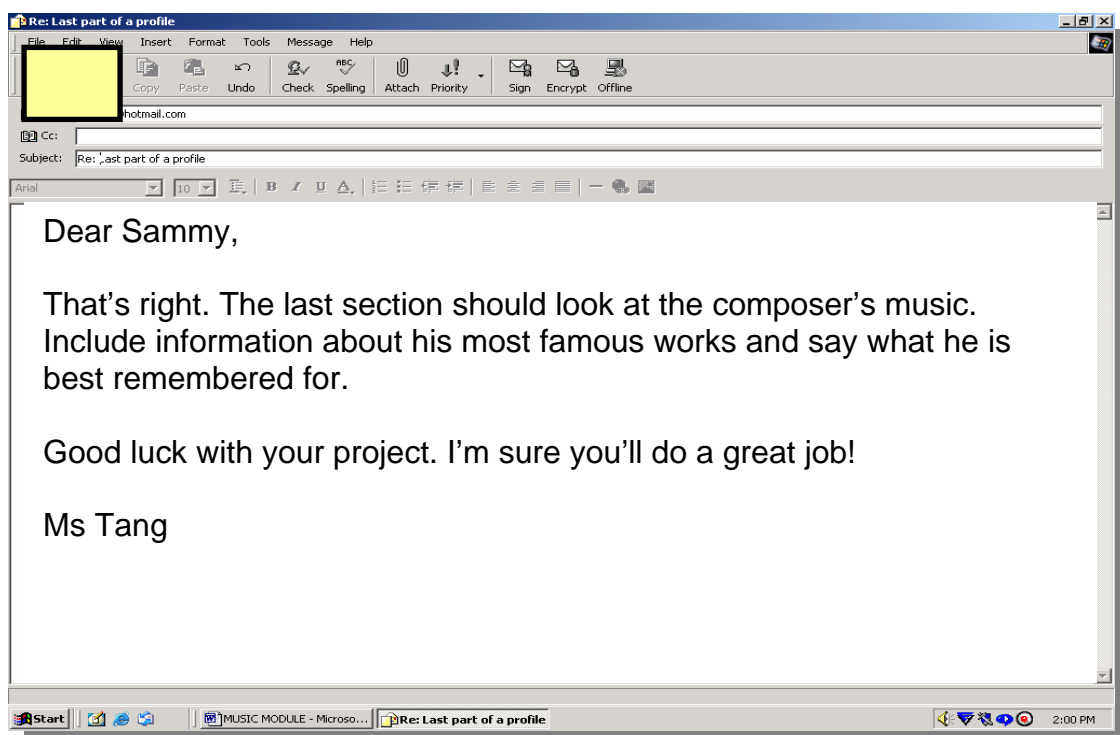
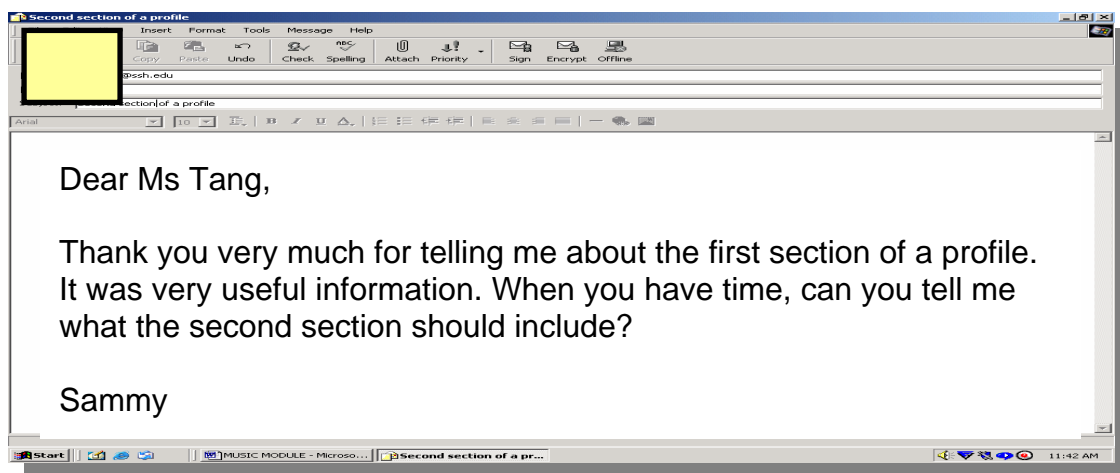
Are the instruments above **wind**, **percussion**, **stringed** or **brass** instruments?
Complete the table. Follow the example.

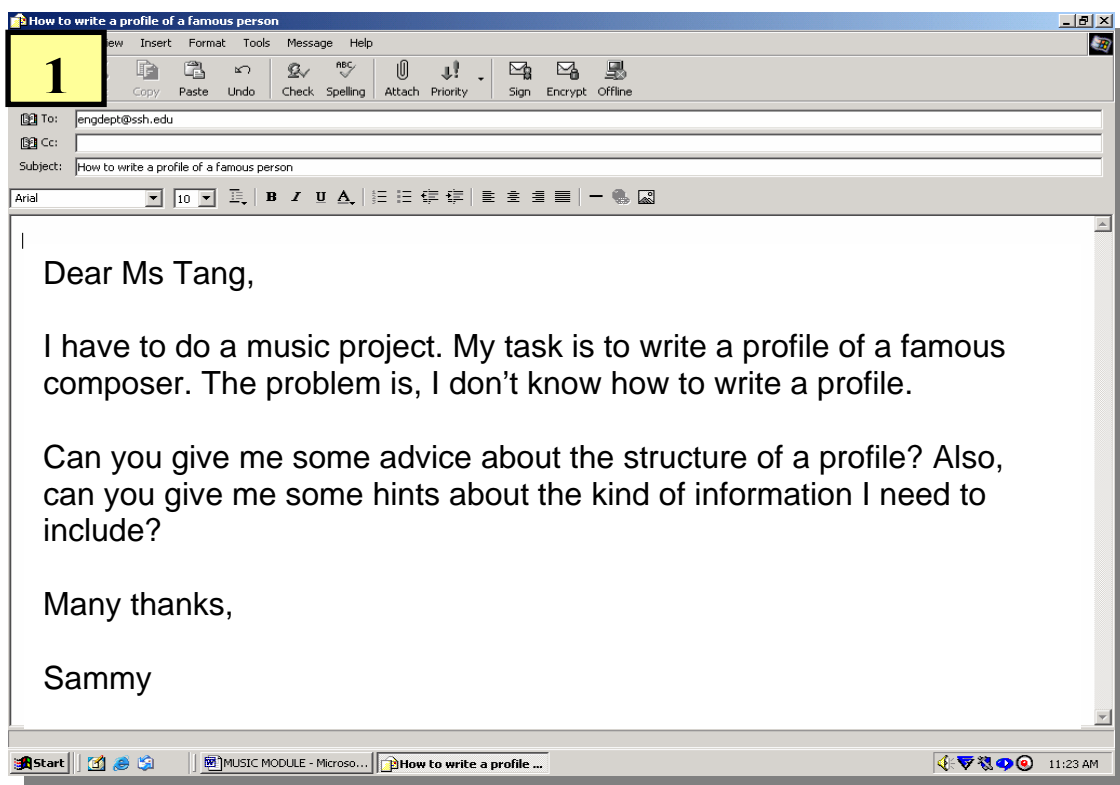
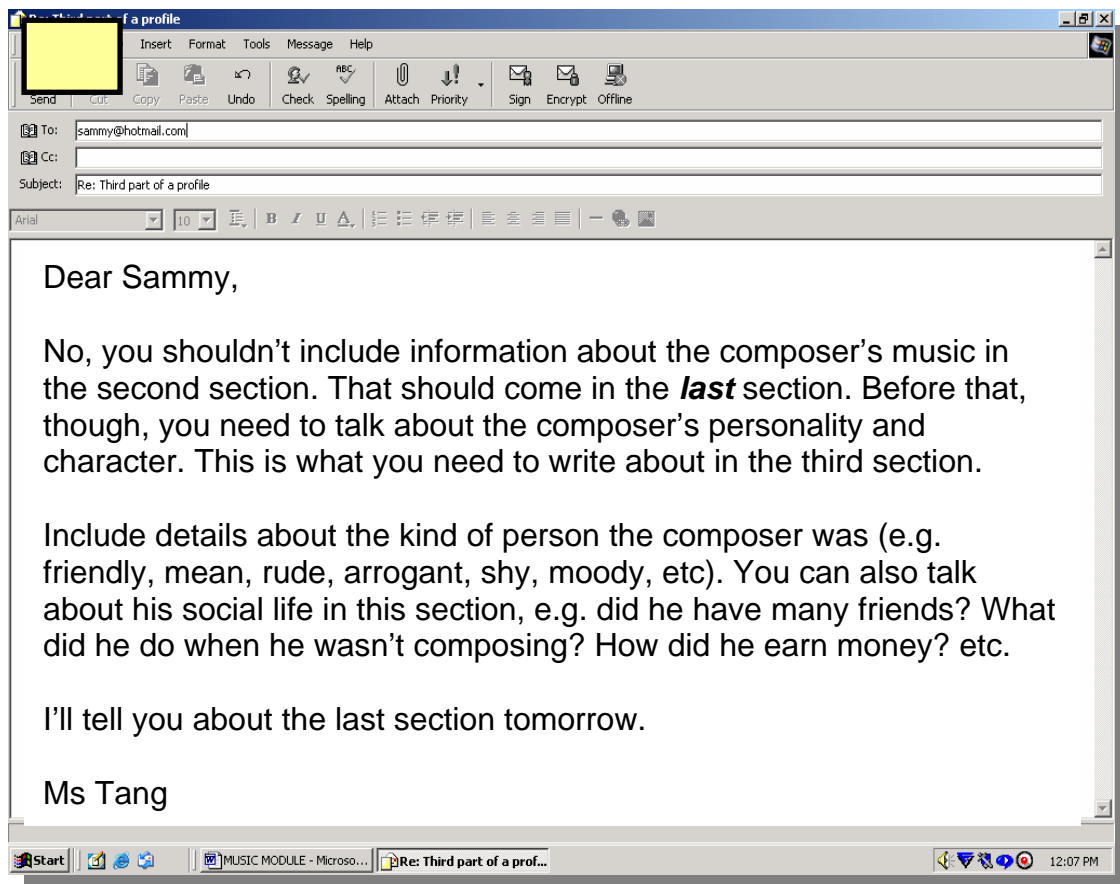
WIND	PERCUSSION	STRINGED	BRASS
clarinet	drum	harp	tuba

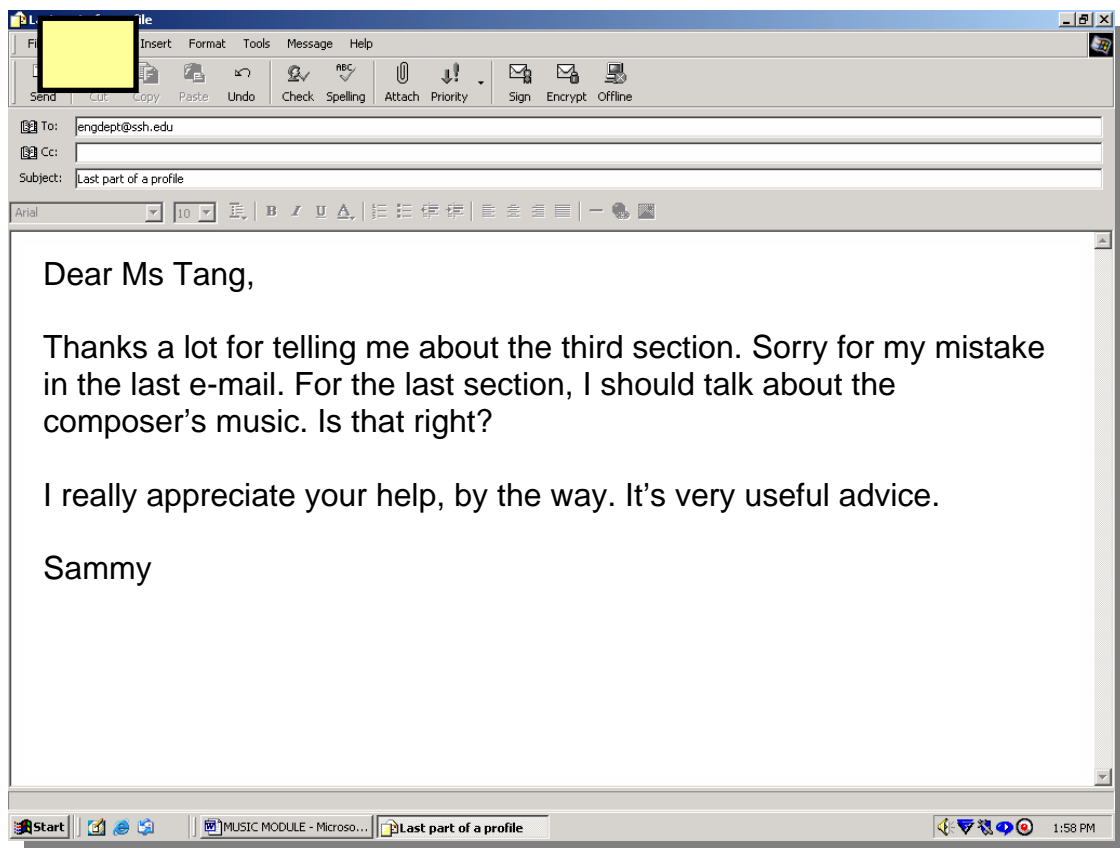
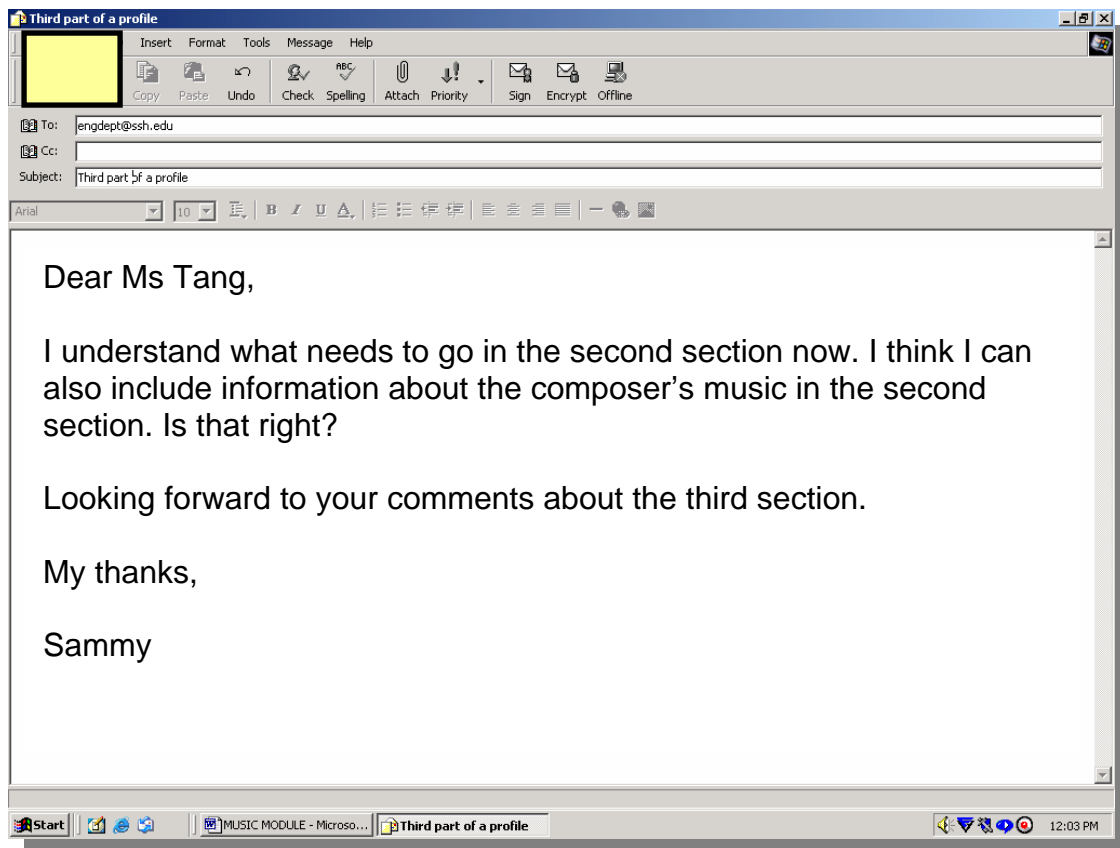
PART ONE: Creating a Profile

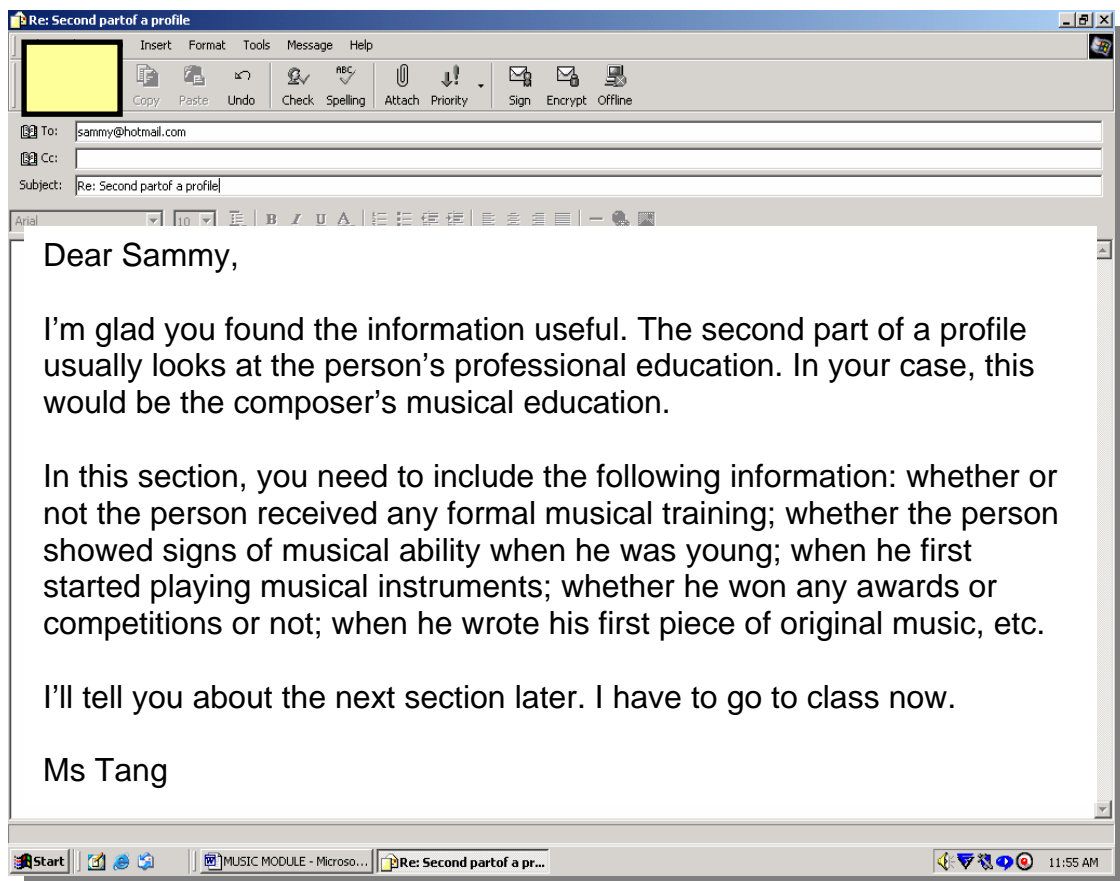
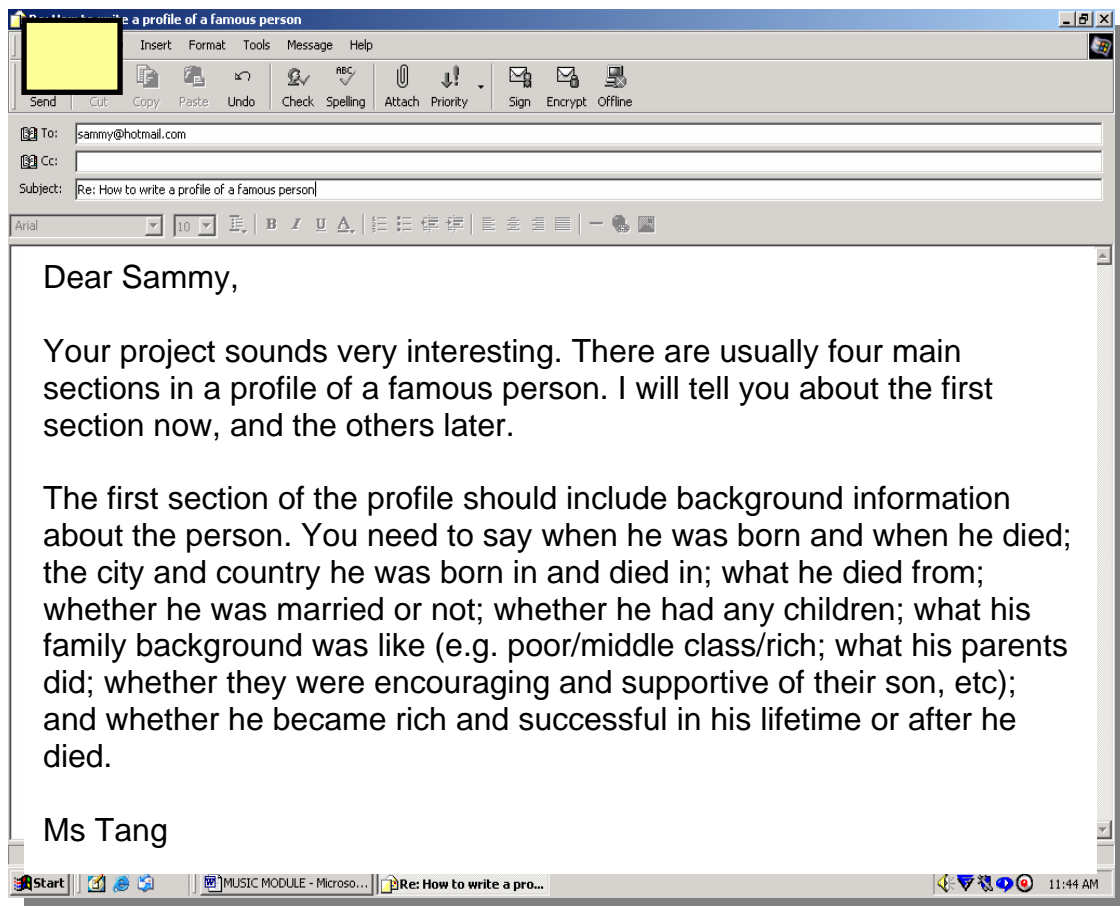
You are a member of your school orchestra. Your conductor has set you a project. She wants you to write a profile about a famous composer. You are not sure how to write a profile of a famous person. You ask your English teacher for some advice.

Read the e-mails your English teacher sent you in reply to your questions and put them in order. Number them 1-8. Then use the advice to create a template (with headings) showing the structure of a profile.



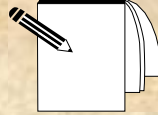






Read through Ms Tang's e-mails again and make a note of the structure you should follow when writing a profile. Write down four headings and make brief notes about what should go under each heading.

The structure of a profile



Section 1: _____

Section 2: _____

Section 3: _____

Section 4: _____

PART TWO: Profile of Mozart

You ask your music teacher to send you a good example of a profile of a famous composer. Your teacher sends you one about Mozart. Unfortunately, some of the sentences got mixed up.

Read the profile and a) identify the four main sections, then b) make a note of the sentences which come under each section. Use your profile template from Part One to help you.



Wolfgang Amadeus Mozart (1756-1791)

Although he had enormous talent, Mozart was not a serious person. He married Constanza Weber on August 4, 1782.

Wolfgang Amadeus Mozart was born in Salzburg, Austria on 27 January, 1756.

Mozart was the seventh child of Leopold and Anna Maria Mozart. Only he and an older sister survived. The other children died when they were very small babies.

He had much success in his life, but died young and poor.

Mozart wrote and performed many compositions in his short life. He wrote operas and masses and requiems. He wrote symphonies and concertos for violin, piano, harpsichord, clarinet and other instruments.

Mozart's music lives on, however, and is regularly played at concerts all over the world. He is recognised as one of the greatest composers of all time.

He died in Vienna, Austria, on 5 December, 1791. He was just 35 years old when he died of a terrible fever.

Mozart's father realised that his son was very talented. He supported his son and encouraged him to play in public. His father took him on a tour of France and Britain.

Mozart was an exceptional musician. At three years old, he began to play the harpsichord. By six he was writing compositions.

Some say a rival composer who was jealous of Mozart's talent poisoned him. However, this has never been proven.

Mozart performed for the royal families in both countries. This earned the family money and increased Mozart's reputation.

They were very well suited to each other since they were both fun loving and playful. Neither of them was very good with money, however. They always spent more than they had.



Profile of Mozart

Section 1: _____

Section 2: _____

Section 3: _____

Section 4: _____

PART THREE: Famous Composers

You are still not sure which composer you will write your profile on. To help you make up your mind, you ask your music teacher to tell you about different composers.

Listen and make a note about each composer in the space provided.

Handel

Bach

Beethoven



George Frederic HANDEL



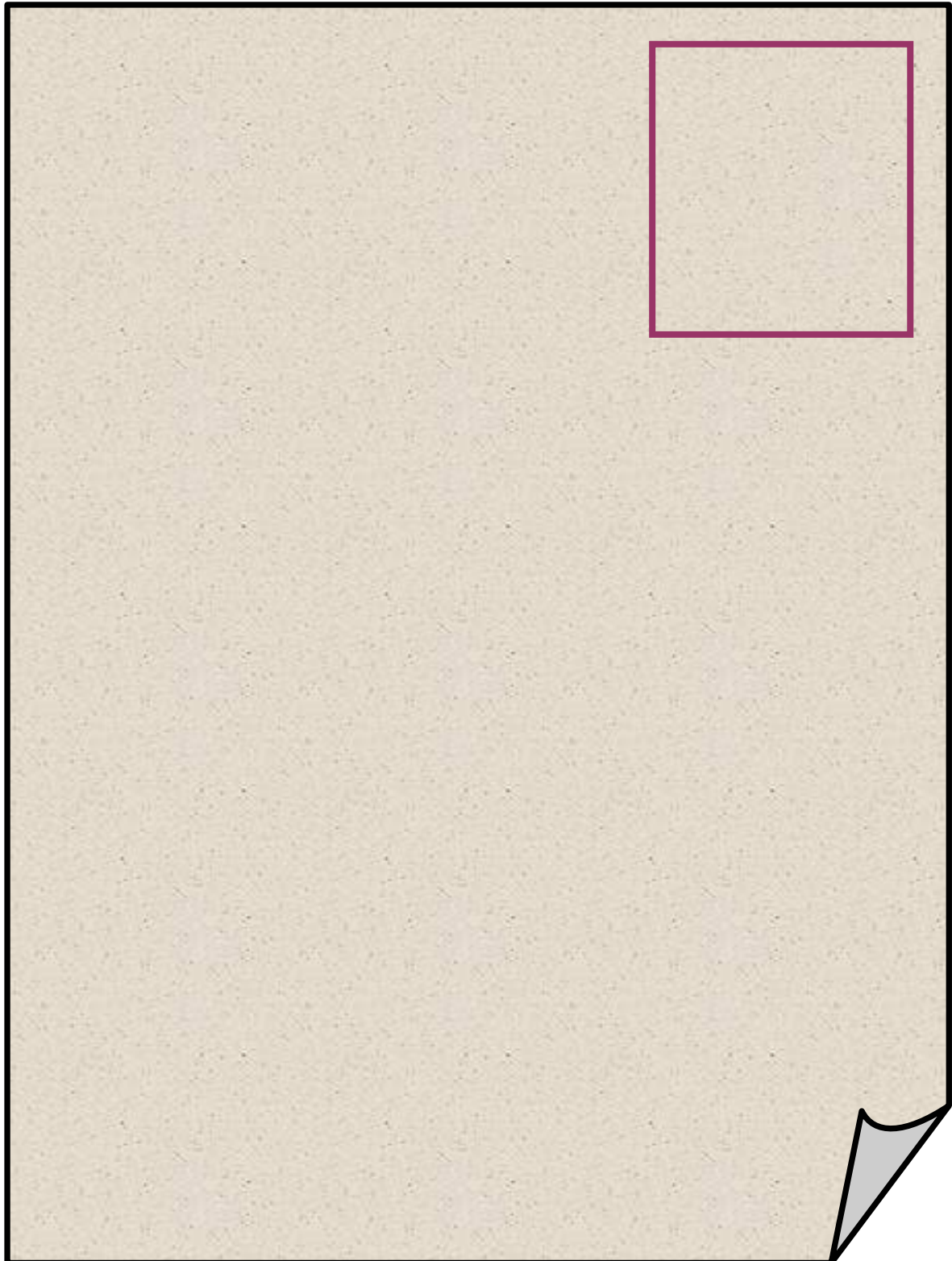
Johann Sebastian BACH



Ludvig van BEETHOVEN

PART FOUR: Writing a Profile

You are now ready to write your profile. Choose one of the composers from Part Three. Use the template you designed in Part One, and write a profile of your chosen composer. Add some information of your own and, if possible, find a photo and attach it to the profile.



Oceans

Name the oceans marked A, B, C, D and E on the world map.

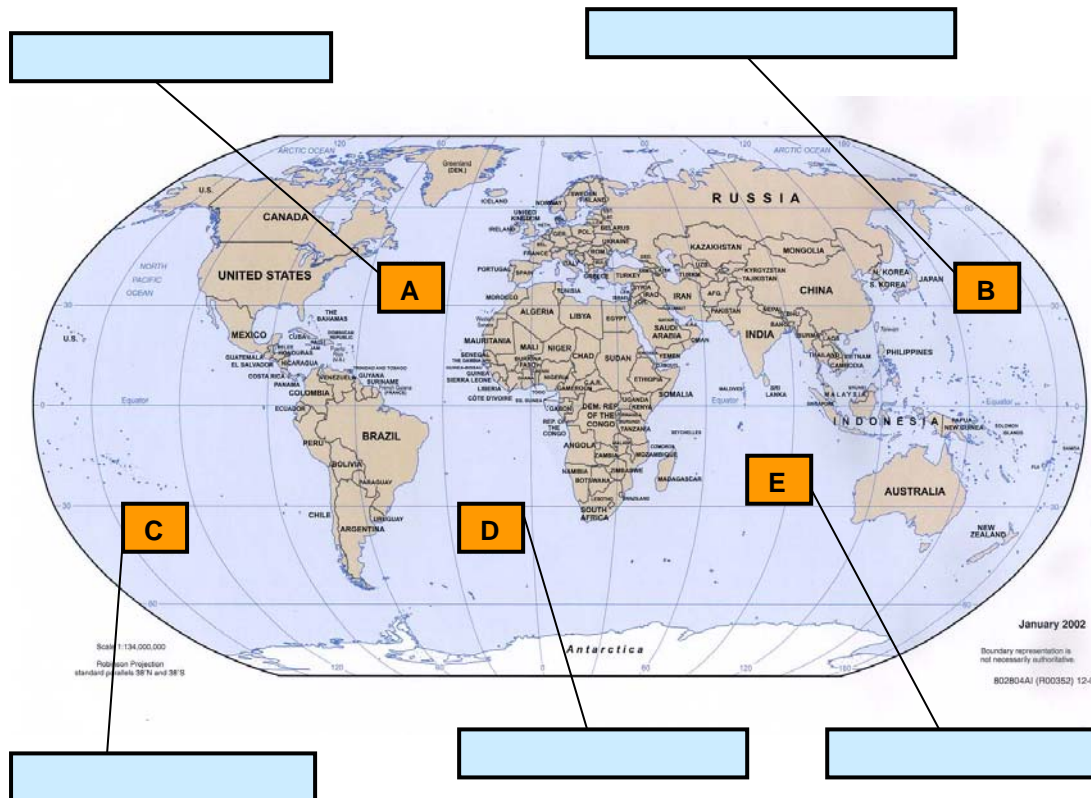
North Pacific Ocean

South Pacific Ocean

Indian Ocean

North Atlantic Ocean

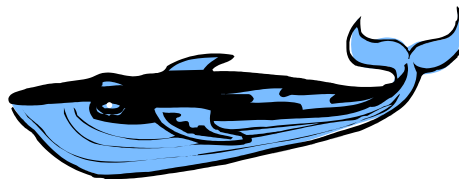
South Atlantic Ocean



Look at the following pictures. How does each one use the ocean, and how do they all benefit from the ocean? Discuss your answers in pairs.



a commercial fisherman



a whale



a person who enjoys water sports

PART ONE: Saving Our Oceans

You belong to your school's Green Club. You will hold an exhibition to promote the club's activities to other students. One part of the exhibition will look at problems associated with the world's oceans.

Read the article and make a note of i) the economic, and ii) the environmental damage that results from various human activities. Then complete the flow chart showing the problems and effects of overusing and misusing oceans.

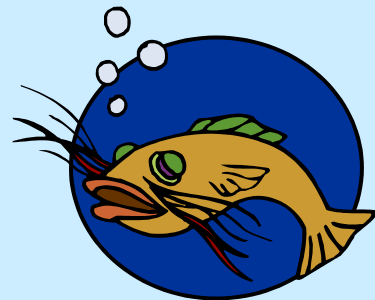
Saving Our Oceans

Oceans cover two-thirds of the world's surface, so problems in our oceans are truly global problems. Actions taken in one part of the world can seriously affect animals in another part.

There are many human activities which cause problems. Fishing has taken place for thousands of years. But one of the most serious and harmful problems nowadays is that of overfishing. Overfishing reduces the number of fish in the sea. The result of this is that fishermen earn less money and their livelihoods suffer, and some types of fish become extinct. There will also be less food for people to eat.

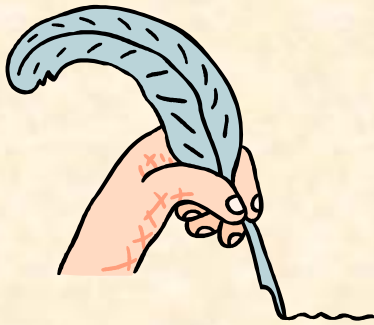
Another serious problem is that of water pollution from sewage. Sewage is the waste material that gets pumped into the sea from homes, commercial businesses and factories. Much untreated sewage is pumped directly into the sea.

This causes both environmental and economic damage. Water pollution harms many fish and other sea animals. This leads to both a decrease in the number of healthy sea animals, and people falling ill (or even dying) after eating polluted seafood. Tourism increases the waste that a country produces. Unfortunately, this also leads to more water pollution. In turn, this may have a harmful effect on a country's economy. If beaches and seas are polluted, then fewer tourists will visit the country.



Many countries drill for oil in the world's oceans. Oil drilling can lead to oil spills. Again, this pollutes the water, killing sea animals and poisoning seafood.

Our oceans, therefore, face many threats from human activities.



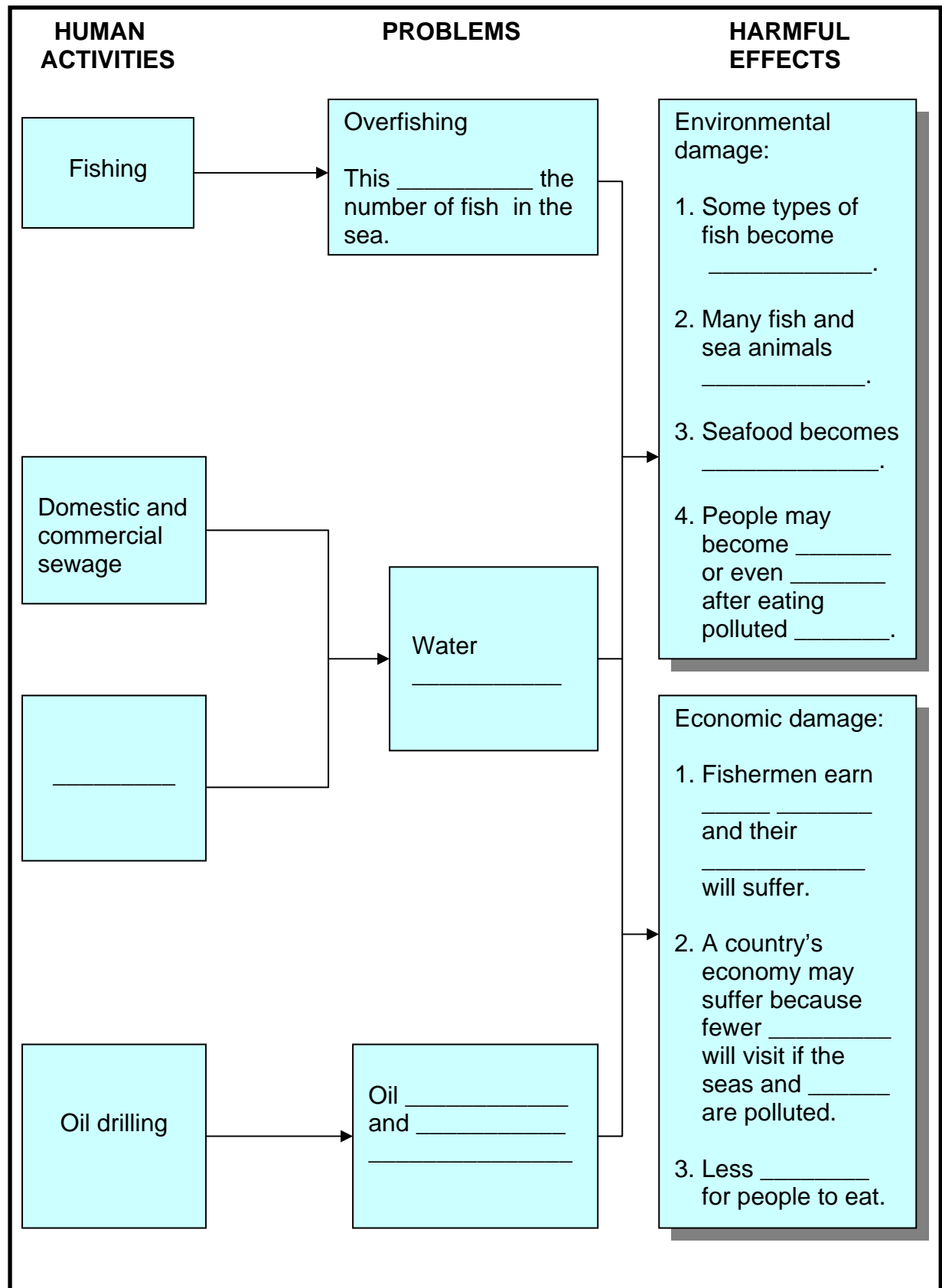
Notes:

The economic and
environmental cost of
human activities on our
oceans

Economic effects:

Environmental effects:

Now use your notes and the article to complete this flowchart with the missing information.



PART TWO: Minamata Disease

Your exhibition will include a section on Minamata disease. This disease occurred in Japan in the 1950s. Your club president gave you a tape recording of a radio documentary about the disease.

Listen to the first part of the recording and mark a) the four main islands of Japan, and b) the location of Minamata on the map of Japan.

Honshu	Hokkaido	Kyushu	Shikoku	Minamata
---------------	-----------------	---------------	----------------	-----------------



Now listen to the rest of the recording and complete the notes. Then choose the most important notes to write a summary of Minamata disease for the exhibition.

Notes: Minamata Disease

Minamata disease is so called because _____

Minamata was famous for its _____.

In the 1930s, _____.

It produced _____.

The untreated chemical waste was _____.

This went on for _____.

In the 1950s, _____.

Large numbers of fish and birds _____.

Cats _____.

People became _____ and _____.

The reason for this was discovered to be _____.

Thousands of people suffered from _____.

from eating _____.

People are still suffering today because _____.

The Japanese government has been _____.

_____. In 1997, _____.

_____ were declared _____.

Things Minamata disease has taught people:

1) the value of _____

2) people should not _____

3) people should think carefully about _____

4) it's important to reduce and _____

PART THREE: The Great Barrier Reef

As part of your exhibition, you will introduce students to the Great Barrier Reef in Australia. You will create a poster to highlight some amazing facts about the reef. You found some information about the reef on the Internet.

Read the facts and organise them under three headings in the poster that follows:

- It's incredibly important
- It's incredibly big
- It's incredibly varied

There are more than 2900 individual reefs

Australia's Great Barrier Reef is one of the planet's 552 World Heritage Areas

54% of the world's species of mangrove trees are found in the Great Barrier Reef

Six of the world's seven types of sea turtle live there

It's bigger than the whole of the United Kingdom

The Great Barrier Reef contains AT LEAST 1500 kinds of fish, 350 types of coral and 5000 varieties of shellfish

It is listed for ALL FOUR World Heritage Area points as an area of outstanding beauty and rich biological diversity

It's longer than the west coast of the USA

The Reef is home to over one third of the world's soft coral

The reef is the only "living" thing that you can see from space

It's the largest green turtle breeding area in the world

Amazing Reef Facts

It's incredibly **important**



1)

2)

3)



It's incredibly **big**



1)

2)

3)

4)

It's incredibly **v a r i e d**



1)

2)

3)

4)



PART FOUR: Beach Clean-up Day

In addition to the exhibition, you are going to organise a beach clean-up at Ka Lung Tsuen in Castle Peak, Tuen Mun. First you discuss the arrangements, then you design a leaflet. You will put the leaflet on the school notice board.

This is a picture of the beach that you will clean up:



Ka Lung Tsuen in Castle Peak, Tuen Mun

Work in groups of four. Discuss and arrange the following, and make a note of all the details:

- Which day to hold the beach clean-up
- Where to meet
- What time to meet
- How to get to the beach (i.e. which bus, train, etc)
- What you will do at the beach
- What rubbish you expect to find on the beach (e.g. broken glass, aluminium cans, plastic bottles, fishing nets, ropes, etc)
- How much rubbish you expect to collect (e.g. 90kg)
- How many rubbish bags you should take (e.g. 30)
- Who will bring the rubbish bags, camera, etc
- How long you will stay there
- What time you will leave

When you have finished your discussion and sorted out all the details, design a leaflet to advertise the beach clean-up. Include the important points from your discussion. Say that all are welcome to join in, and remember to ask for student volunteers to help clean up the beach.

Beach Clean-up Day!!!

OUR ASIAN NEIGHBOURS

How much do you know about your Asian neighbours? Answer these questions about social customs. Compare your answers with your classmate when you have finished.

1 In which country do people bow when greeting one another and saying goodbye?

- a) China
- b) Japan
- c) Thailand

2 People take their shoes off when entering homes in which countries?

- a) Indonesia and Vietnam
- b) China and Taiwan
- c) Japan and Thailand

3 In which country is it common for people to enter a room without knocking?

- a) Taiwan
- b) Japan
- c) Vietnam

4 In which country is it rude for people to open a gift in front of the giver?

- a) Japan
- b) Taiwan
- c) Singapore



5 In which country is it rude to blow your nose in public?

- a) Japan
- b) China
- c) Malaysia

6 Which countries were former colonies of Great Britain?

- a) Singapore and Malaysia
- b) Vietnam and Hong Kong
- c) Indonesia and India

7 In which country do people often bring their bowls up to their mouths and eat?

- a) Japan
- b) Taiwan
- c) Thailand

8 In which country do people often eat food with their fingers?

- a) Vietnam
- b) India
- c) China



PART ONE: Festivals in Japan and Thailand

Your class is doing a project about countries in Asia. You found some information on the Internet about festivals in Thailand and Japan.

Read it and complete the table.

THAILAND: FESTIVALS

Water plays an important part in the lives of Thai people. Water is so important that it is used in many of the country's festivals, including the Festival of Light. This is one of Thailand's most colourful festivals. It takes place each November, on the night of the full moon of the twelfth lunar month.

On this special occasion, people go to any place where there is water, and float *krathongs*. These are made from banana leaves and shaped like lotus flowers. They are decorated with flowers and burning candles. As they set the *krathongs* on the water, people say a silent wish in order to bring luck. Traditionally, it is believed that if the candle goes out quickly, the wish will not come true.



The Festival of Light started more than 700 years ago. It began when a Thai princess became sad one day while she was thinking of her husband. She decided to write a long poem describing her feelings. She then sent the poem, with a burning candle, down the river.

Water is also used during the Thai New Year celebrations. These take place on April 13 each year. On New Year's Day, people throw water over anyone who is near them. It is believed that making everything clean and new will bring good luck in the coming year. Besides, in a country that is as hot as Thailand, it also helps to keep people cool.



The New Year festival is a family and community day in Thailand. Family members stay together and show their respect to their elders. Young people ask their elders to pour water over them as a blessing. People wear new clothes, give their homes a good clean and visit temples.

JAPAN: FESTIVALS



Hanami, or Cherry Blossom Viewing, is one of Japan's most popular festivals. It's the time of year, usually around late March or early April, when the first flowers appear on the cherry trees. At this time, people go to parks and have parties with food and drink under the cherry trees. Some people even bring portable karaoke machines and sing songs under trees. Hanami is a very romantic time. It is lovely to sit under the cherry trees at night and look at the moon in the sky above.



The Japanese New Year holiday is called O-shogatsu and lasts from January 1-3. During the New Year celebrations, the Japanese eat special food for good luck. Before January 1, people clean their houses thoroughly so as to sweep last year's bad luck away and decorate their rooms with flowers and buy lucky charms from temples. People usually get a new haircut or buy new clothes, then go to temples at this time of year, and visit their relatives and friends.



On January 15, Setsubun, or Bean Throwing Festival takes place. This festival celebrates the end of winter. People throw beans into each room of their house. While they are doing this, they chant "welcome good fortune, out with the devils".

THAILAND	
Name of festival:	Name of festival:
When it occurs in the year:	When it occurs in the year:
Main activities/customs:	Main activities/customs:

JAPAN		
Name of festival:	Name of festival:	Name of festival:
When it occurs in the year:	When it occurs in the year:	When it occurs in the year:
Main activities/customs:	Main activities/customs:	Main activities/customs:

Work in groups of three. Decide which of the Thai and Japanese festivals is the most interesting. Tell the other members of your group, and give reasons why you like it the most.

I like the sound of Thai New Year. It must be fun to throw water at people!


I think Hanami is the most interesting because it sounds so romantic.



PART TWO: Social Etiquette in Japan and Thailand

You want to include some information about your project country's customs in your presentation. *Listen to the radio talk show and make notes.*

<u>Notes - dos and don'ts</u>	
Do:	<u>Japan</u>
Don't:	
Do:	<u>Thailand</u>
Don't:	



PART THREE: Social Etiquette in Hong Kong

Work in pairs. Look back at the notes you made in Part Two. Discuss whether people should or shouldn't do the same things in Hong Kong.



In pairs, make a list of social dos and don'ts for visitors to Hong Kong.

HONG KONG	
<i>Dos</i>	<i>Don'ts</i>

PART FOUR: Focus On Japan/Thailand Presentation

It's now time to prepare your presentation. Choose to make a presentation about **either** Japan or Thailand. So far, you have the following information about each country:

- Popular festivals and celebrations
- Social customs and rules and social etiquette

You want to include one more topic about your chosen country in your presentation.

Work in pairs and discuss what else you know about Japan or Thailand. Choose from the following list, or come up with your own topics. Write down a few notes beside each topic you discuss.

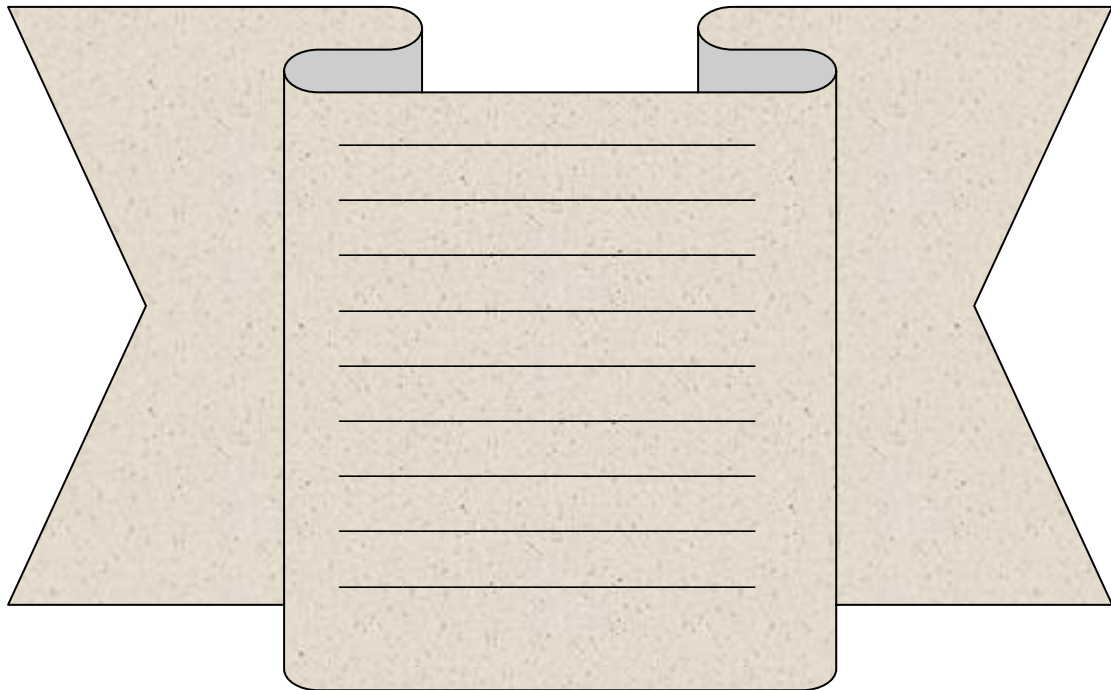
Sport and leisure activities:

Food:

Things the country is famous for:

Main religion(s):

Choose one of the topics you discussed earlier in Part Four to include in your presentation. Write three sentences about it.



Depending on which country you choose to give the presentation about, use the following notes to open your talk.

FACTS ABOUT JAPAN

Geography: Located in East Asia; consists of four main islands

Population: 126 million

Language: Japanese

Capital city: Tokyo

Climate: Four seasons – hot and humid in summer; cold and snowy in winter



FACTS ABOUT THAILAND

Geography: Located in Southeast Asia, above Malaysia and next to Cambodia, Laos and Myanmar

Population: 60 million

Language: Thai

Capital city: Bangkok

Climate: Tropical – cool season, dry season and wet season; dry season is hot and humid; wet season is hot and rainy



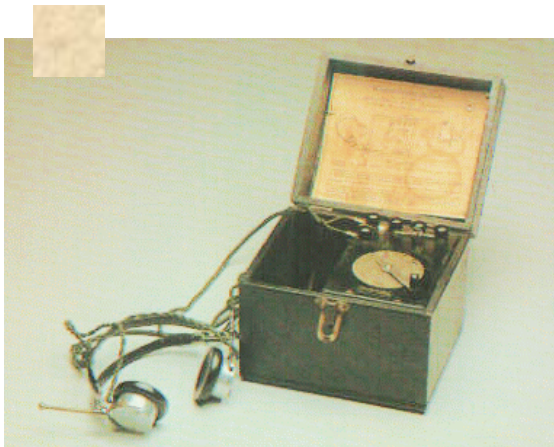
Now write your presentation about your chosen country. Give your talk a title (e.g. *Inside Japan* or *Focus on Thailand*). Use the information you have collected so far, and write a few sentences under each of the following headings:

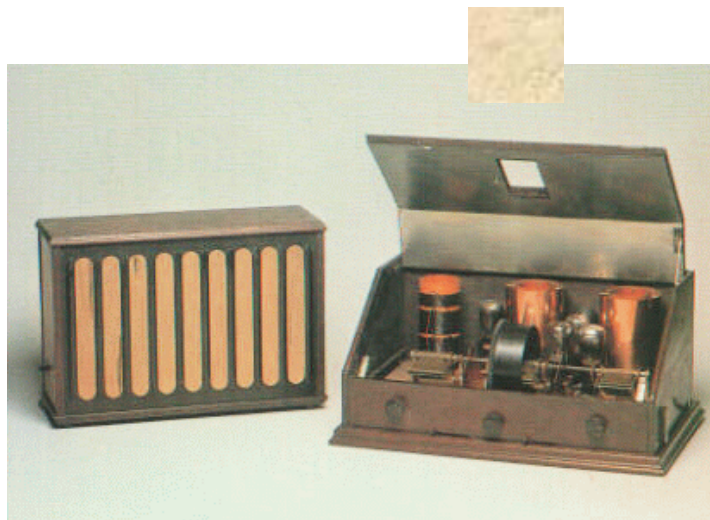
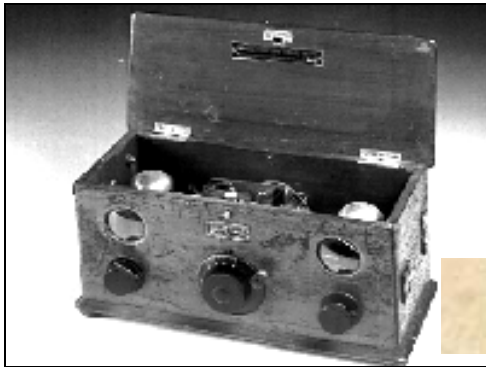
- Japan and the Japanese/Thailand and the Thais
- Customs
- Festivals
- Sport
- Food



RADIO

Old Radios: Have you ever seen the old radios below? Arrange the pictures in chronological order by putting down the correct numbers in the corresponding boxes. Follow the example.





Abbreviations: Identify the abbreviations below and put down the full forms in the corresponding boxes.

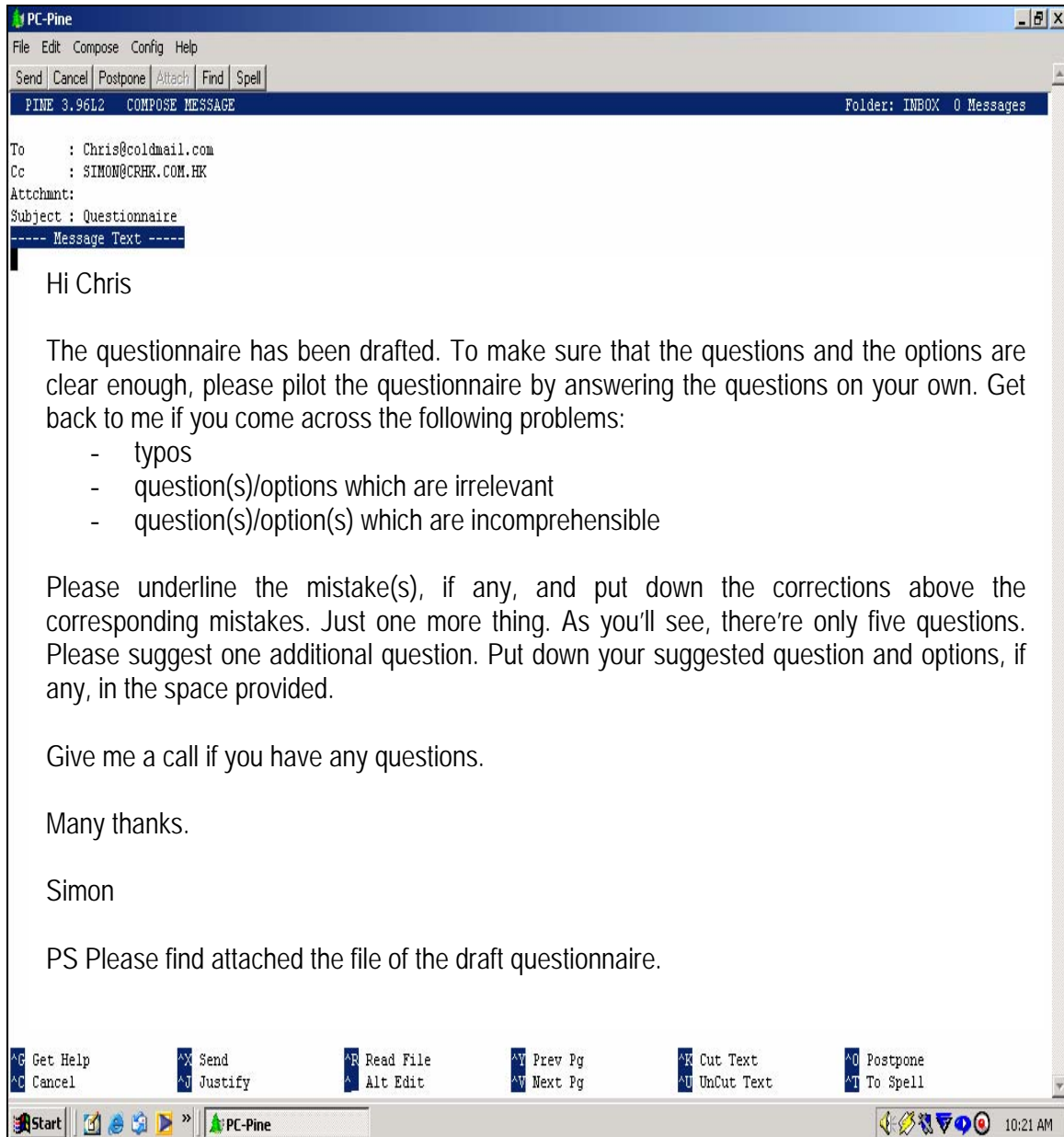
ABBREVIATION	FULL FORM
<i>AM</i>	
<i>FM</i>	
<i>RF</i>	
<i>MHz</i>	
<i>GHz</i>	
<i>KHz</i>	



PART ONE: A Survey

You have just got a part-time summer job at the Cyber Radio of Hong Kong. You will help with a survey that aims to study the importance of the radio.


An E-mail from Simon Chan: Simon Chan, your supervisor, has sent you an e-mail about a draft questionnaire which will be used in the survey. Read his e-mail and then, in pairs, identify what you need to do.



The Questionnaire: Based on Simon's instructions, pilot the questionnaire below.

THE CYBER RADIO OF HONG KONG

A Survey about the Importance of the Radio



This survey aims at collecting data about the importance of the radio. All data collected will be keep confidential.

Please put a "✓" in the appropriate box unless otherwise specified.

- How often do you listen to the radio?
☐ often ☐ sometime ☐ rarely ☐ never
- How many hours have you spend listening to the radio over the past two week?
☐ less than 1 hour ☐ 1 to 3 hours ☐ 3 to 5 hour
☐ 5 to 7 hours ☐ more than 7 hours
- What radio programmes do you prefer? (*You can choose more than one option.*)
☐ news ☐ music ☐ radio drama ☐ sport
☐ others
- Which do you like better, listen to the radio or watch television?
☐ listening to the radio ☐ watching television
- How would you rank the importance of the radio in today's communication?
☐ very important ☐ important ☐ unimportant ☐ not important at all

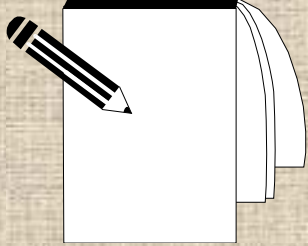
Please explain your choice in the box below.

-

Thank you very much for your time and effort.

Pilot Interview: Before the survey, you are going to practise asking and answering the questions. In pairs, take it in turns to ask and answer the questions, including the supplementary question you have suggested. Remember to introduce yourself and the objective(s) of the survey, and to thank your partner for his/her co-operation. Put down your partner's answers on the note sheet below.

Note Sheet



Question 1

Question 2

Question 3

Question 4

Question 5

Question 6

PART TWO: *The Invention of the Radio*

The Science Association of your school will organise an exhibition about the great inventions of the twentieth century. One of the inventions which will be introduced is the radio.

A Memo from Jason: Jason Chu is the Chairperson of the Science Association. He has sent you a memo to brief you on what preparation work is needed. Read Jason's memo, and then in pairs identify what you need to do.

Memo

Hi Chris

As you know, we're going to introduce the invention of the radio at the exhibition. To help schoolmates understand more about the development of the radio and to encourage them to find out more about the topic, there'll be a quiz.

I've drafted a few questions for the quiz. Could you please help with preparing the answers? In addition, please complete the flowchart which shows important events about the early development of the radio as well.

I'll be home around 7:00 this evening. Ring me later if you have any queries.

Talk later ...

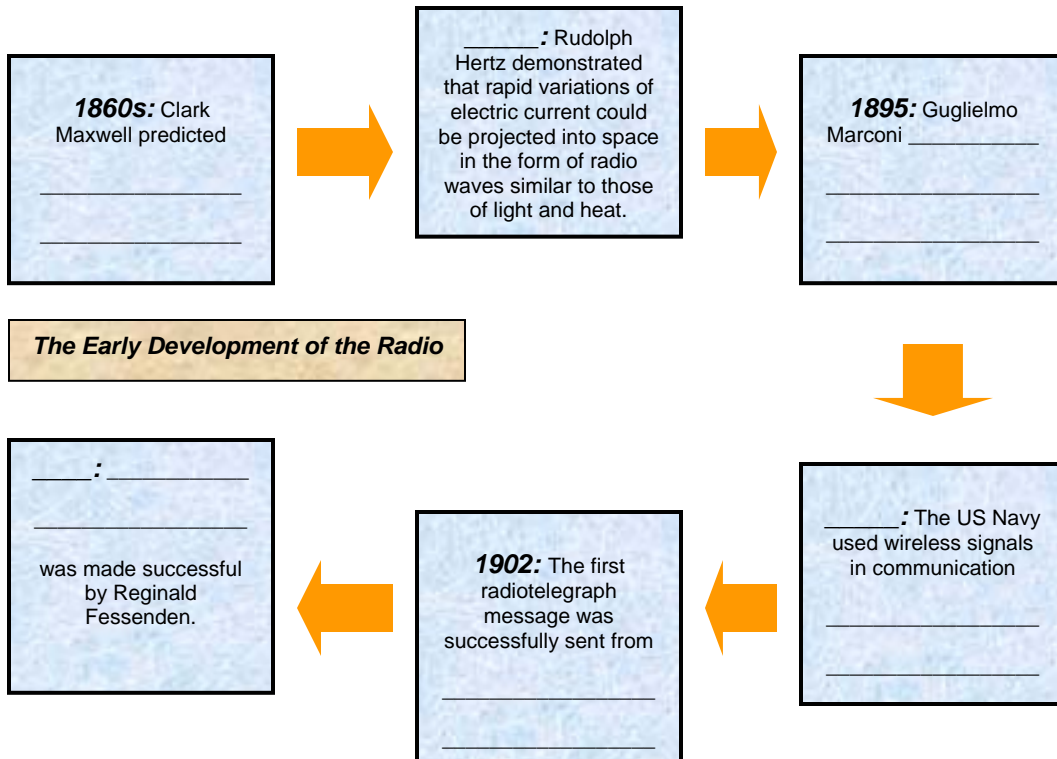
Jason



Quiz

1. Name two inventions which are closely related to the invention of the radio.
2. What was the nationality of each of the following scientists?
 - a) Clerk Maxwell, the scientist who predicted the existence of radio waves
 - b) Rudolph Hertz, the scientist who demonstrated that rapid variations of electric current could be projected into space in the form of radio waves similar to those of light and heat
 - c) Guglielmo Marconi, the scientist who proved the possibility of radio communication
3. Before the invention of the radio, what did the US Navy use for communication?

Flowchart



Article

The Early Development of the Radio

The radio is one of the greatest inventions in the history of mankind. It has enormously improved wireless communication among people. The invention of the radio even led to the development of another two important inventions, namely the telegraph and the telephone.

During the second half of the nineteenth century, a lot of studies and experiments about wireless communication were conducted. However, there were not any significant results until a Scottish physicist called Clerk Maxwell predicted the existence of radio waves in the 1860s. Another great contribution was made by Rudolph Hertz, who was a German physicist. In 1886, he demonstrated that rapid variations of electric current could be projected into space in the form of radio waves similar to those of light and heat. About ten years later, an Italian scientist, Guglielmo Marconi, proved the feasibility of radio communication. In 1895, he sent and received his first radio signal. In 1902, the first radiotelegraph message was successfully sent from England to Newfoundland. On December 24, 1906, the first radio band wave communication of human speech over a distance of 11 miles from Massachusetts to ships in the Atlantic Ocean was made successful by Reginald Fessenden. This was the first radio broadcast.

Since then, wireless signals have been used in communication for rescue work at sea. In 1899, a new wireless communication system was used by the US Navy to replace visual signalling and homing pigeons for



PART THREE: *What is a Radio?*

To help schoolmates understand how a radio works, a leaflet will be distributed at the exhibition. Jason Chu has asked you to help with drafting the leaflet.

A Recorded Interview: Jason has interviewed Mr Campbell, a physics teacher at your school, to collect information about how a radio works. Listen to the recorded interview, and make brief notes on the note sheet provided.

Note Sheet

How does a radio work?

Definitions

- Radio: A device that _____ or _____ electromagnetic waves in the frequency bands that are between _____ KHz and _____ GHz.
- Electromagnetic waves: some sort of _____

Devices

- _____ : sending signals
- _____ : receiving signals



Receiving signals

1. Speed up/slow down _____.
2. Electromagnetic signals are sent out.
3. Signals travel out through _____ in all directions.
4. Signals reach a radio antenna.
5. _____ in the antenna move.
6. Radio's speaker uses the electric signals to move a _____.
7. _____ are produced.
8. Sound waves reach our _____.
9. We hear _____ and _____.

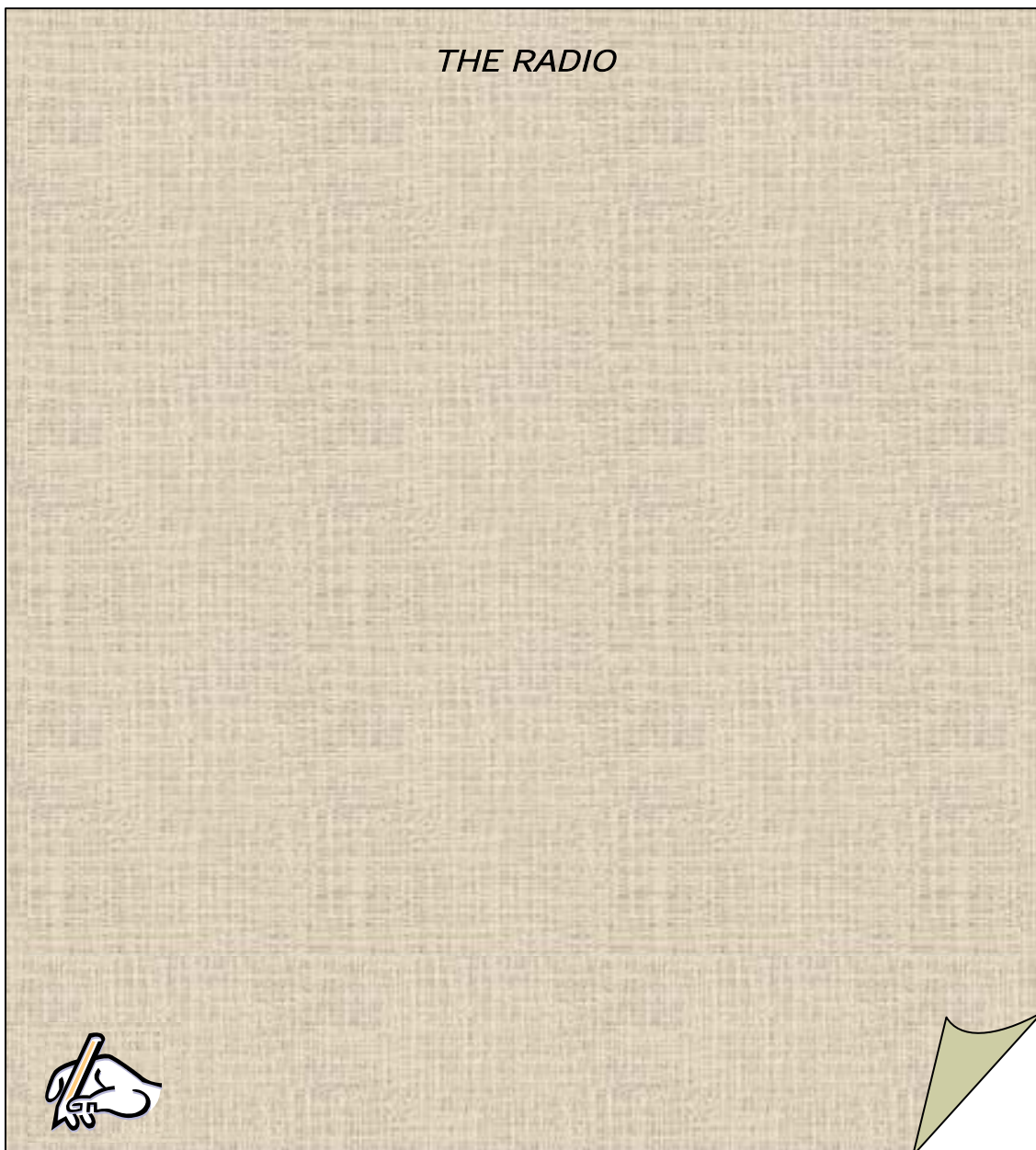


PART FOUR: A 5-minute Oral Presentation

At the exhibition, you are responsible for giving a 5-minute presentation. You need to talk about:

- the early development of the radio;
- the definition of a radio; and
- how a radio works.

A Draft: In not more than 180 words, draft the script for your presentation. Then in pairs, take it in turns to give the oral presentation.



RAINFORESTS

Suggestions for Saving Rainforests: Read the two extracts below, and then, in pairs, discuss what you can do in your daily life to save rainforests. Write your suggestions in the box provided.

Extract One

Each year, an estimated 120,000 km² of rainforest disappears. Over seventy-eight per cent of the Earth's original old growth forests have already been logged or degraded. Thousands of trees are cut down every day because people need trees to make wood and paper products such as office paper, toilet paper and furniture.

Extract Two

Rainforest beef is commonly found in fast food hamburgers. Rainforests are cleared to raise cattle whose meat is used to make these hamburgers. For every quarter-pound fast-food hamburger that comes from the rainforest, 55 square feet of rainforest is destroyed. That's the size of a small kitchen! And that's just for one hamburger!

Suggestions

PART ONE: A Quiz on the Internet

You have found an interesting quiz about rainforests on the Internet. However, you do not know the answers to a few questions.

Difficult Questions: In groups, discuss the questions below and write your answers in the spaces provided.

Q1 Where can we find rainforests?

Q2 Why are rainforests called 'rainforests'?

Q3 Do people live in rainforests?

Q4 Can rainforests grow back once they are destroyed?

PART TWO: Designing a Postcard

On 13th May, 2002, Megawati Soekarnoputri, the President of Indonesia, called for a temporary halt to logging in Indonesia so as to stop illegal logging and to save the forests. According to the World Bank, Indonesia will lose all of its forests in the next 15 years if the government does not act quickly and strongly against deforestation activities.

Group Discussion: You are going to send a card to the President of Indonesia to show your support for her action and to express your opinions about saving rainforests. In groups, discuss what messages you would put down on the card. Make notes in the box below. Read the fact sheet below before your discussion.

Fact Sheet

How do rainforest plants and animals depend on each other?

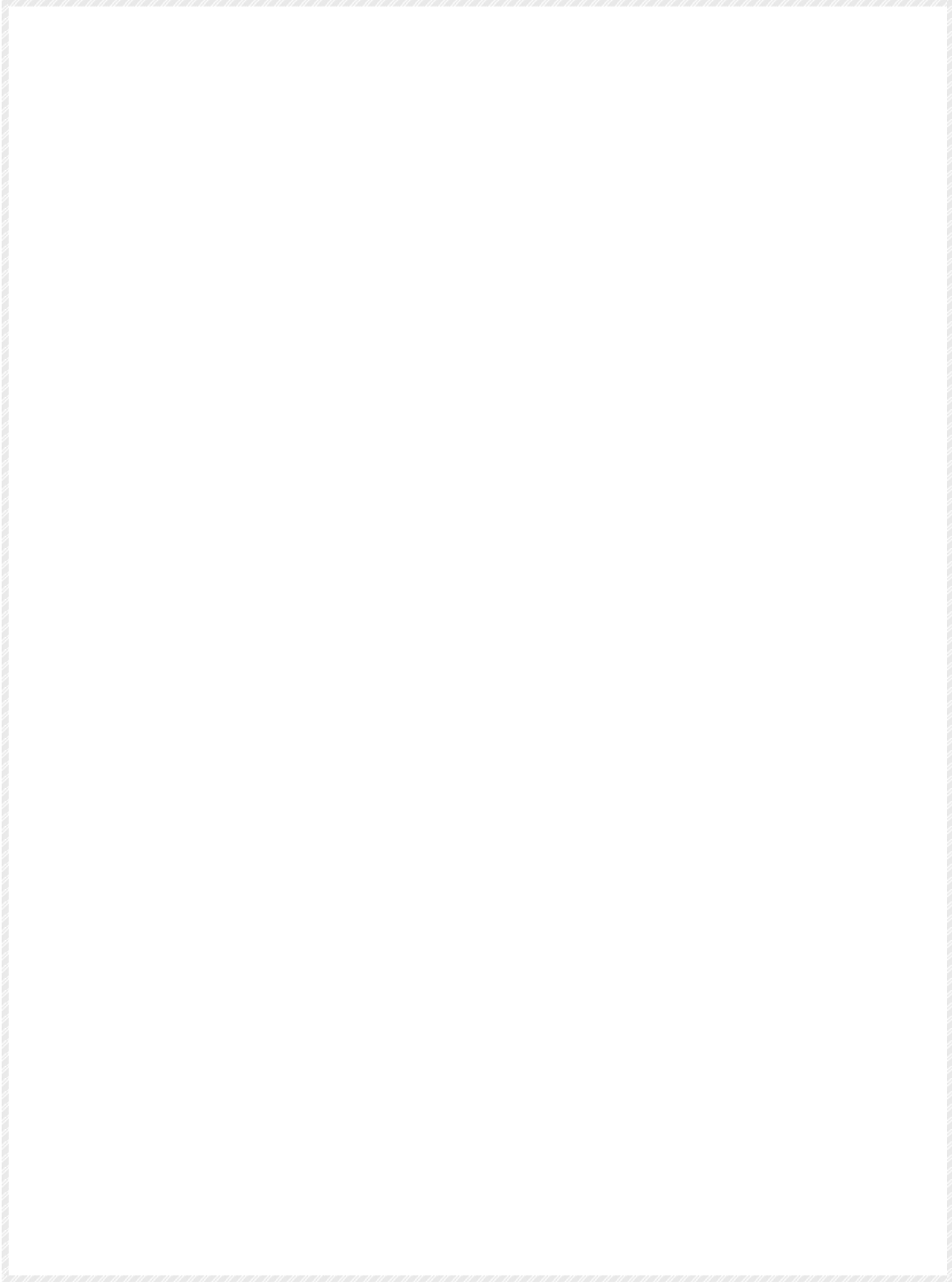
In rainforests, plants and animals depend on each other for survival. For example, some animals only eat one type of insect, while some insects only eat one type of tree. If this tree is destroyed, the insects will have no home. If these insects die, the animals that depend on them for food will die because of starvation.

How do humans depend on rainforests?

Logging for tropical timber and gold mining have led to the destruction of tropical rainforests. Rainforests are essential to each one of us. When rainforests are destroyed, carbon dioxide will be released and temperatures will become higher. This is the Greenhouse Effect.

Rainforest materials are also used to produce medicines. Some commonly used medicines come from tropical rainforest plants, for example, aspirin, heart disease treatments and painkillers.

Your Postcard: In the box provided, draw your postcard and put down your message(s). Address your card to Megawati Soekarnoputri.

A large, empty rectangular box with a dashed border, intended for drawing a postcard. The box is oriented vertically and occupies most of the page below the instructions.

PART THREE: An Interview with Mr David Smith

You are working on a group Geography project about rainforests. Your group members have found two articles and interviewed Mr David Smith of the Environmental Protection Department.

Pre-listening Activity: John, one of your group members, has interviewed Mr David Smith of the Environmental Protection Department. The interview was recorded. Before listening to the recorded interview, in groups, discuss the questions below. Use your dictionary if necessary.

Note Sheet

- 1) What is rainforest destruction?
- 2) What are the causes of rainforest destruction?
- 3) What are the effects of rainforest destruction?
- 4) What can be done to restore rainforest destruction?
- 5) What do you know about the following terms/concepts?
 - a) wildlife
 - b) infiltration
 - c) flooding
 - d) surface runoff
 - e) soil erosion
 - f) food chain
 - g) the Greenhouse Effect (*global warming*)
 - h) photosynthesis



Note-taking: Listen to the recorded interview and make brief notes on the note sheet provided.

Note Sheet

PART ONE

Destruction of Rainforests

- An estimated _____ km^2 of rainforest disappears in the world each year.
- Rainforests have been reduced from an estimated _____ million km^2 to 6.5 million km^2 .

Effects of Rainforest Destruction

- The rainforest _____ will be affected.
- The Greenhouse Effect: *global* _____
 - _____ local and global temperatures
 - _____ plants
 - a decrease in the process of _____
 - an _____ in carbon dioxide in the air

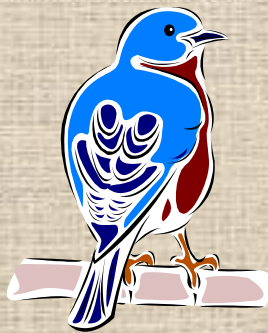




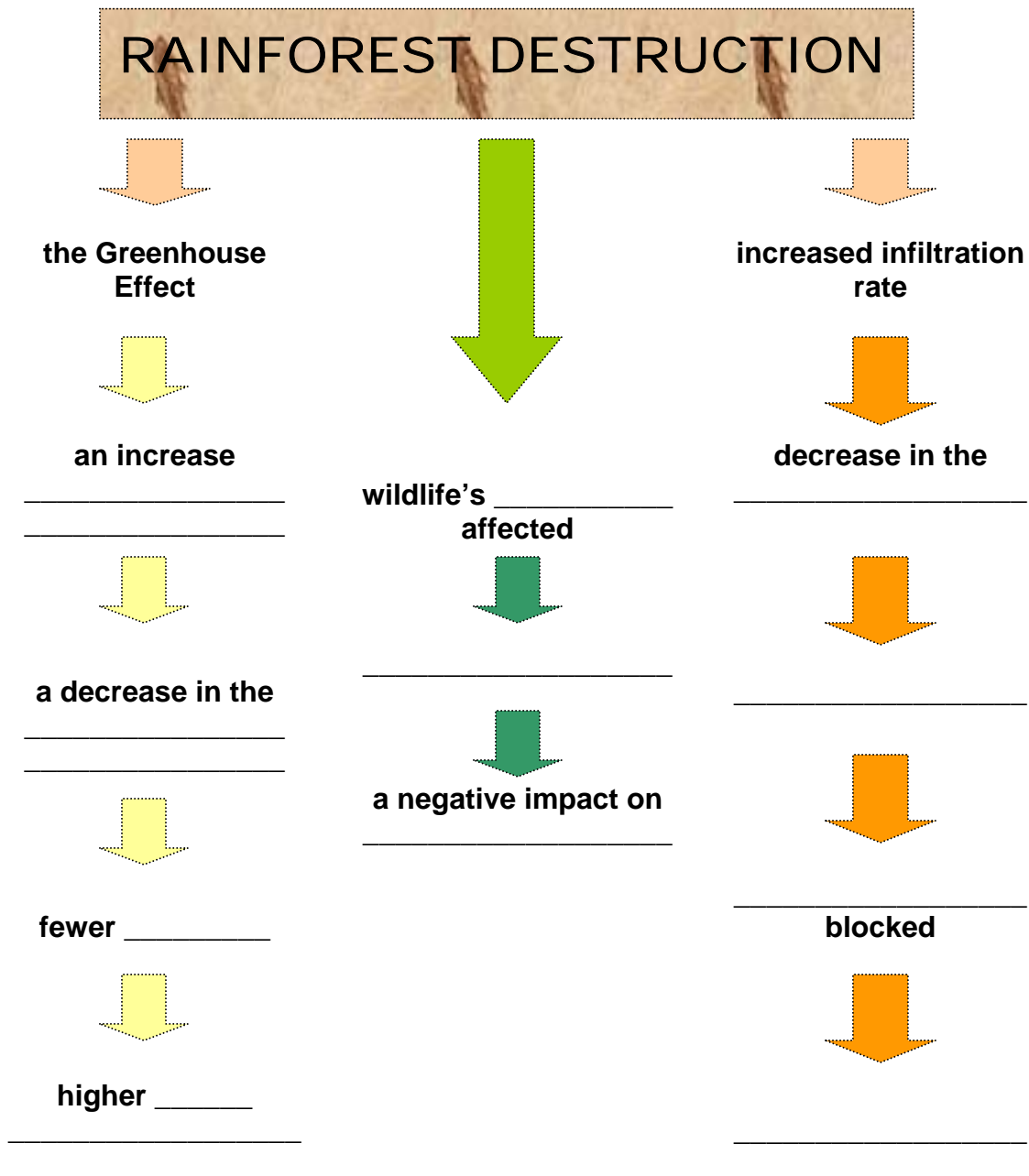
PART TWO

Other Harmful Effects of Rainforest Destruction

- wildlife's _____ affected
- a negative effect on the _____
- extinction of _____
- increased infiltration rate
- a decrease in the _____ of the soil
- increased surface runoff
- soil erosion: _____ and _____ carried by flowing water
- silting of _____ and _____: rivers and streams blocked
- frequent _____



A Flowchart: Using the information given by Mr David Smith, complete the flowchart below by filling in the missing details.



PART FOUR: A Three-minute Oral Presentation

You need to give a three-minute oral presentation:

- to introduce the background of rainforest destruction;
- to discuss the harmful effects of rainforest destruction; and
- to suggest solutions to the problem.

Preparation One: In groups, discuss the effectiveness of the solutions suggested in the table below and rank them using a three-point scale:

- *A — very effective*
- *B — effective*
- *C — not effective at all*

Write the letters in the boxes.

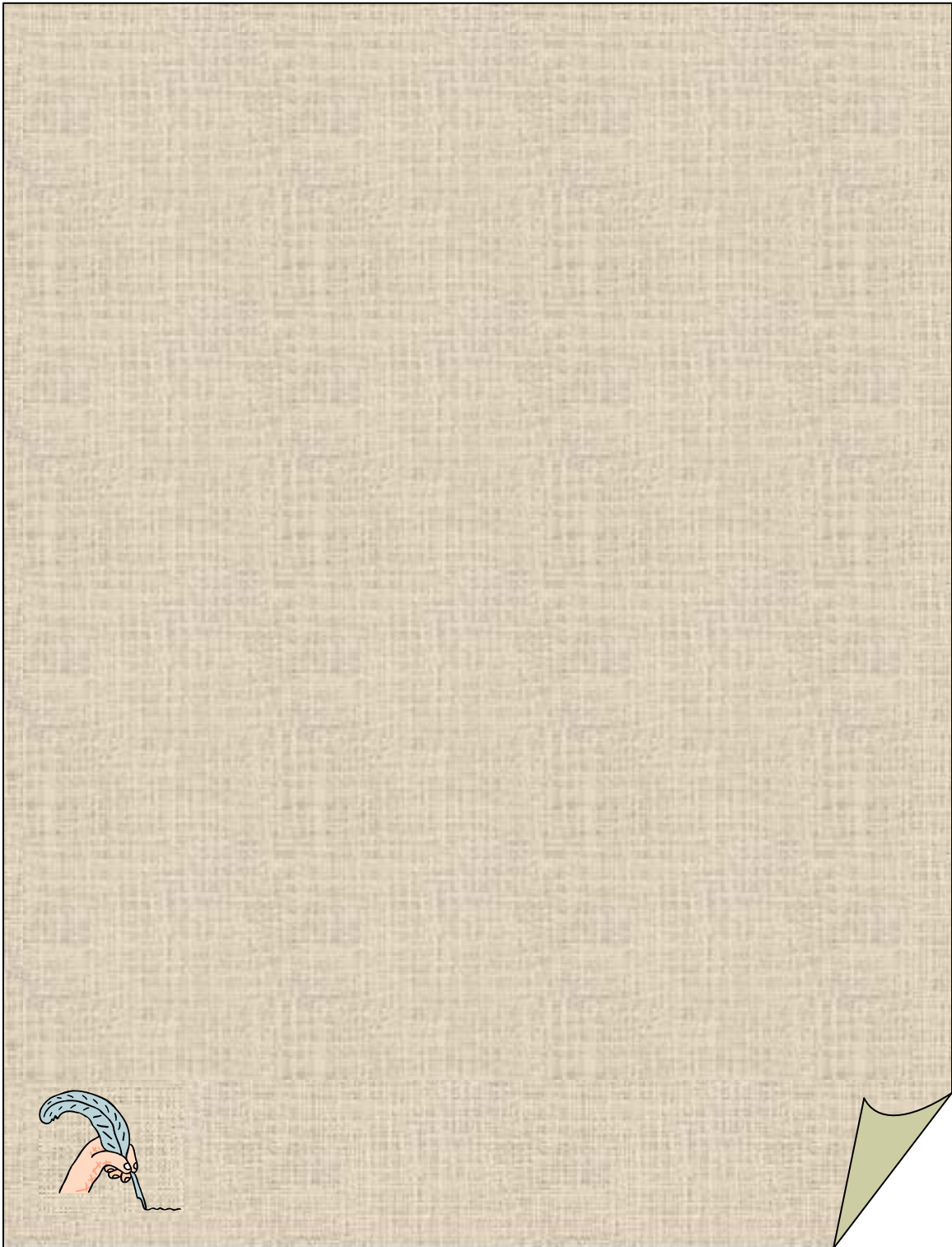
1)	Raising the standard of living in less developed countries by helping them develop their industry so that these countries do not need to farm in the rainforests	
2)	Arresting all the people involved in destroying the rainforests	
3)	Setting up an international fund that provides developing countries with resources for preserving their rainforests	
4)	Stopping farming in the rainforests	
5)	Organising demonstrations to raise people's awareness of the seriousness of rainforest destruction	
6)	Regrowing rainforests	
7)	Encouraging countries that have rainforests to declare their rainforests as protected land	
8)	Sending experts to developing countries to help them preserve rainforests	



The most effective solution is _____.

Preparation Two: Draft the outline of your oral presentation on the note sheet below.

Note Sheet



Preparation Three: Work with your partner. Take 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>Pauses appropriate?</i>					
Other comments:					

Three-minute Oral Presentation: Rehearse again on your own. Later, you will be asked to give a three-minute oral presentation. Good luck with your oral presentation!



RICH AND POOR

The United Nations: The United Nations is an international organisation formed by various countries. One of its major aims is to help the development of poor countries. Many funds and programmes are provided to achieve this aim. Look at the logos of the funds and programmes below. Then in groups, discuss who benefit from these funds and programmes. Write your answers in the table below.

FUNDS AND PROGRAMMES	People Benefited
  United Nations Development Programme <i>Partnerships to Fight Poverty</i>	
World Food Programme 	
 United Nations Development Fund for Women	
 UNFPA United Nations Population Fund	
 UNITED NATIONS CHILDREN'S FUND	
 WORLD HEALTH ORGANISATION	
 UNHCR The UN Refugee Agency	

Crossword Puzzle: Each word below indicates a problem related to poverty. Identify the problems and complete the crossword puzzle. Part of each word has been spelt for you. You may refer to the clues provided.

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

HINTS:

- 1) something opposite to peace
- 2) a state of having not enough to eat
- 3) something which makes you sick
- 4) something opposite to fairness
- 5) a problem faced by China and India
- 6) suffering caused by lack of food
- 7) a problem caused by lack of jobs
- 8) a problem which can be solved by providing education
- 9) a problem which affects people's health and children's growth
- 10) large number of deaths caused by a disaster

The hidden problem is _____ .

Differences Between Rich and Poor Countries: In the table below, give three examples of rich countries and another three of poor countries.

Types of Countries	Example 1	Example 2	Example 3
Rich Countries			
Poor Countries			

In groups of three to four, discuss what criteria you would consider before you say whether a country is rich or poor. Write and explain your choices in the table below.

	Criteria Considered	Reasons
<i>Yours</i>		
<i>Student A's</i>		
<i>Student B's</i>		
<i>Student C's</i>		

PART ONE: An Intra-class Debate

There will be an intra-class debate in your school. The motion is “Rich countries should help poor countries”. You are a member of the debate team, and your team is the affirmative side.

A Note from your Team Leader: Simon, your team leader, has given all the members a note. Read his note and identify what you need to do.

Hi Folks

Just a quick note to remind you of what you need to do before our meeting on Thursday. At the meeting, we will be discussing the motion. It would be helpful if each of you could raise a few questions related to the motion. I’ve brainstormed a few questions:

1. What is poverty?
2. How to measure poverty?
3. What are the causes of poverty?

Tell me what you think about these questions when we meet on Thursday as well.

That’s it for now. See you on Thursday.

Simon



An Extract: How would you define poverty? Write your definition in the box below before you read the extract given.

Definition of Poverty

Extract

WHAT IS POVERTY?

- Poverty is lack of wealth.
- Poverty is having not enough to eat.
- Poverty is having no opportunities to go to school.
- Poverty is not being able to go to see the doctor.
- Poverty is not being able to read or write.
- Poverty is having no opportunities to voice personal opinions.
- Poverty is lack of shelter.
- Poverty is having no power in society.
- Poverty is lack of freedom.
- Poverty is lack of representation.
- Poverty is lack of equality.
- Poverty is not being able to live in a safe environment.
- Poverty is not being able to get clean water.
- Poverty is not having a job.
- Poverty is lack of medicine.
- Poverty is a fear of the future.
- Poverty is a consequence of natural disasters.
- Poverty is being sick.



Simon's Questions: Simon has brainstormed three questions. In groups of three to four, discuss what you think about these questions and write your answers in the table given.

	What is poverty?	How to measure poverty?	What are the causes of poverty?
YOU			
STUDENT A			
STUDENT B			
STUDENT C			

Supplementary Questions: In groups, consider what other questions you would like to address at the meeting. Have a preliminary discussion on these questions and make brief notes on the note sheet provided.

Note Sheet



PART TWO: A Radio Programme

To get information about how to measure poverty, Simon has recorded a radio programme in which Mr Williams, a representative of the United Nations Development Programme, talked about the major work of the programme, the causes of poverty and different ways of measuring poverty.

Interview with Mr Williams: Listen to the recorded radio programme, and make brief notes on the note sheet provided.

Note Sheet

Fight Poverty

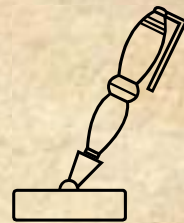
Work of the United Nations Development Programme

- To help poor countries plan and implement _____ and _____ for fighting poverty
- To help poor countries create _____ opportunities
- To advise poor countries on planning their _____
- To help poor countries identify the _____ of poverty

Causes of Poverty

- _____
- _____
- _____





Poverty Line

- a minimum level necessary to meet _____

Measuring Poverty

- *At the country level*

Check whether a person's _____ or income level falls
_____ the poverty line or not

- *At the global level*



PART THREE: A Letter to the Editor

Simon has read a letter to the Editor. As this is relevant to the debate, he has sent each of you a copy for your reference.

A Letter: Read the letter to the Editor and then, in groups, discuss the following questions. Make brief notes in the table provided.

- 1) What is the writer's major argument?
- 2) What are the reasons for helping poor countries?
- 3) What are the reasons for not helping poor countries?
- 4) Which reasons do you find more sensible?
- 5) Which reasons do you find less sensible?
- 6) Do you agree with the writer? Why/Why not?

Letter

Dear Editor,

The United Nations offers a lot of funds for helping poor countries tackle the problem of poverty, for example, the United Nations Development Programme and the United Nations Children's Fund. Every year, a lot of resources are spent on these programmes. Despite this, the situation has not improved yet. Therefore, some argue that rich countries should contribute more so that the United Nations can offer more aid programmes. In my opinion, fighting poverty is poor countries' own responsibility. Rich countries should not help poor countries.

Many people believe that rich countries should help poor countries. They argue that these rich countries were not that well off many years ago. They could develop into rich countries because they got a lot of resources from their former colonies, which are now poor countries. In other words, they exploited these poor countries in the past. To compensate for this loss, rich countries should be made responsible for helping them fight poverty.

In addition, it is believed that rich countries will benefit from helping poor countries. Only if the economy of these poor countries improves, will they be able to afford the products imported from

rich countries. Actually, helping poor countries can help develop more potential markets for the rich countries' own products, so they should help poor countries even for their own benefit.

Some humanitarian groups argue that we human beings should love each other. We should treat others as our brothers and sisters. Therefore, when some countries need help, other better-off countries should offer help to them. There is no reason for letting them suffer.

At first sight, it seems that their rich countries should help poor countries, but when the arguments are looked at more closely, they are not as reasonable as they initially appear to be. First of all, some countries have become rich because of their people's hard work and innovative ideas. Their success is not the consequence of exploiting other countries. For instance, the industrial revolution in the 18th century, which brought an enormous change to the world, was the consequence of people's creativity. Such innovation led to the development of the countries where the industrial revolution took place.

Second, whether rich countries can benefit from helping poor countries is questionable. It will take many years to completely solve the problem of poverty. To achieve this, a lot of resources are needed. Even if helping poor countries is beneficial in the long run, the risk is still too high.

Undoubtedly, we should love each other. However, helping poor countries does not mean loving them. If rich countries give them too much help, they may become too heavily reliant on rich countries. This may not be good for poor countries themselves. What is more constructive is to let them solve their own problems. There will be a lot of difficulties of course, but it is a good learning experience for them.

Actually, since the financial crisis in 1997 and the attack in New York in 2002, those so-called rich countries have been facing serious financial problems too. It is unrealistic and unreasonable to expect help from them.

Mrs Maragret Atkinson

Group Discussion: Discuss the questions below, and make brief notes in the spaces provided.

- 1) What is the writer's major argument?
- 2) What are the reasons for helping poor countries?
- 3) What are the reasons for not helping poor countries?
- 4) Which reasons do you find more sensible? Why?
- 5) Which reasons do you find less sensible? Why?
- 6) Do you agree with the writer? Why/Why not?

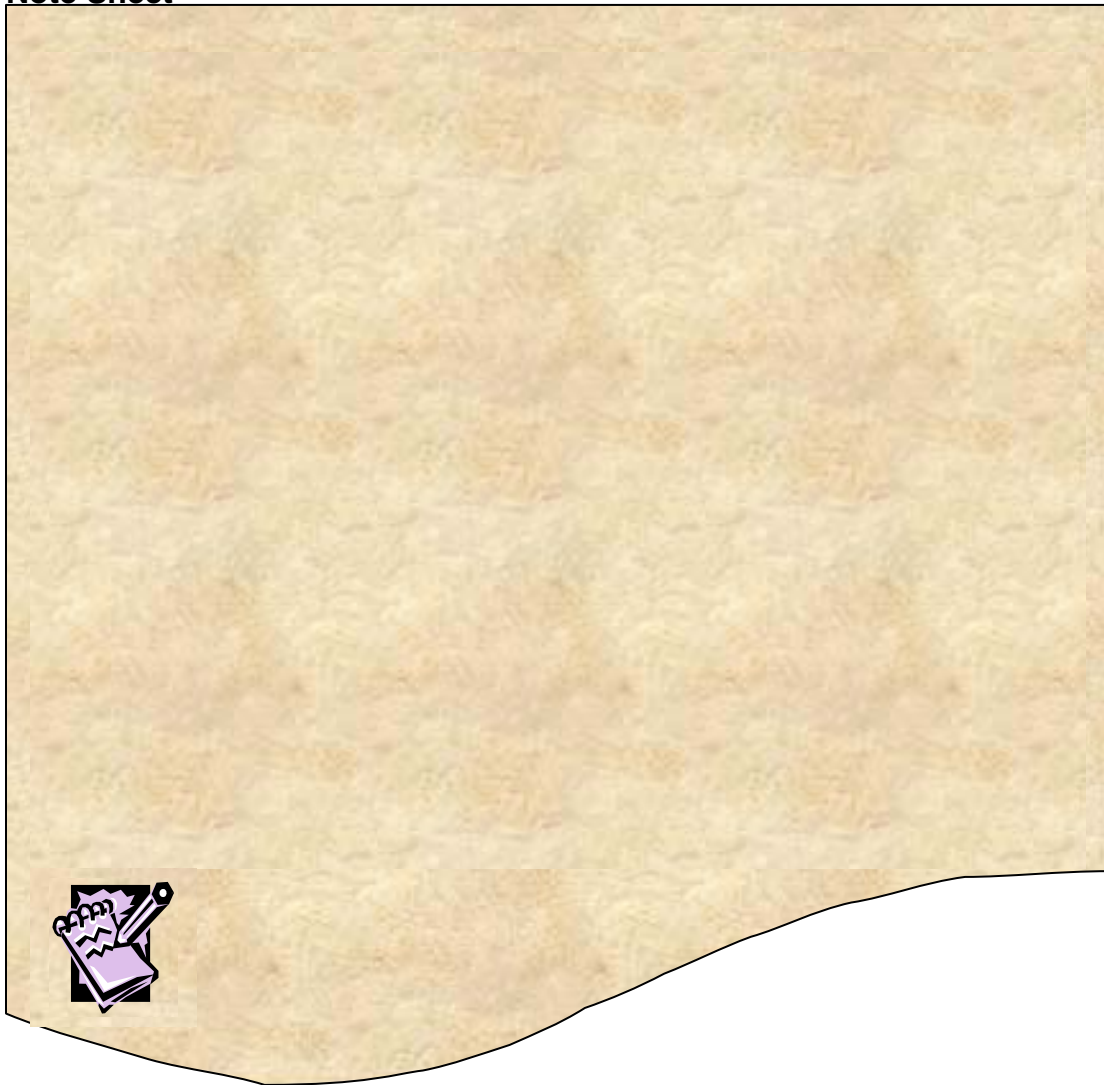
PART FOUR: A Three-minute Oral Presentation

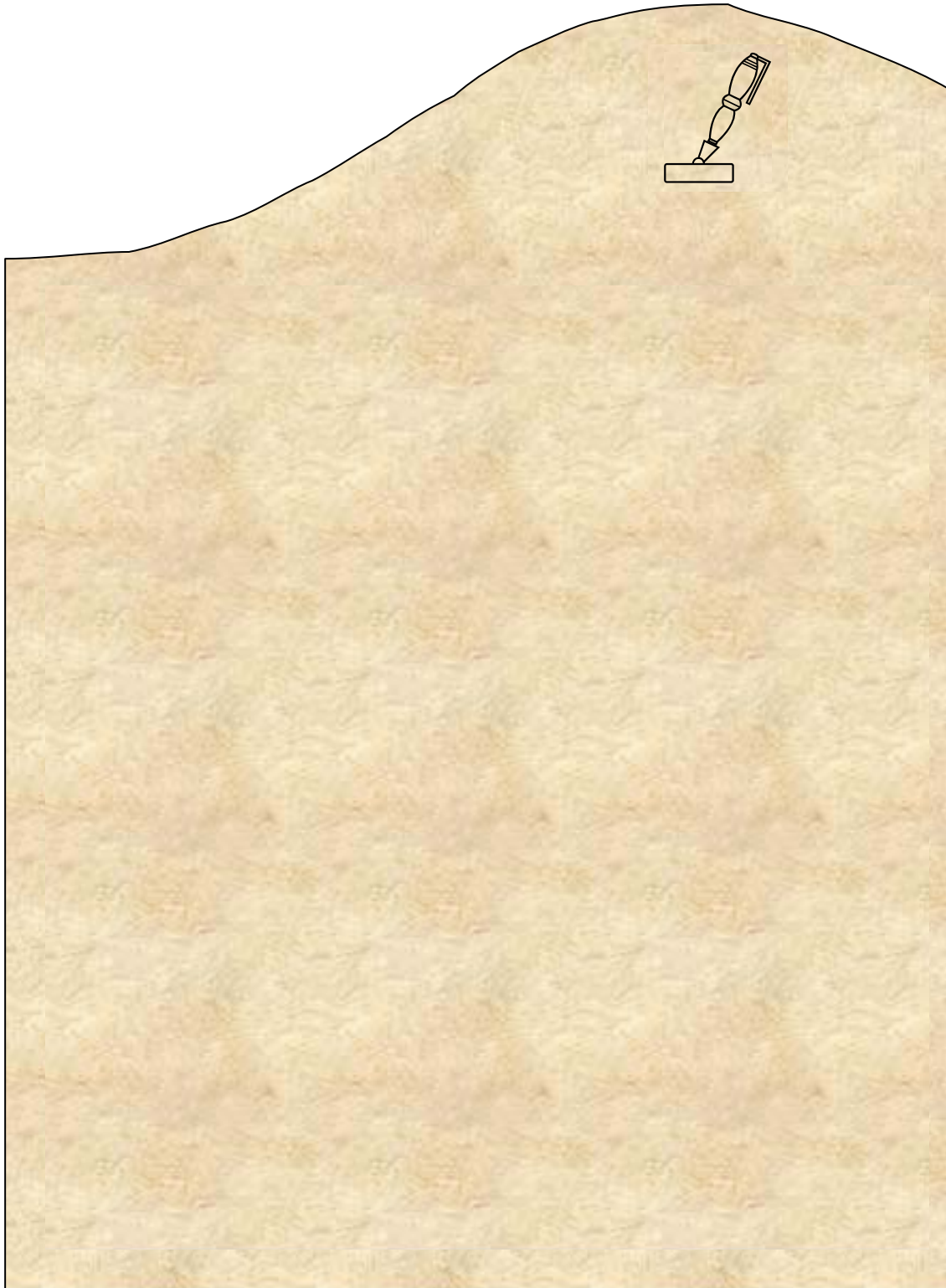
At the end of the debate, you will be given three minutes to provide a conclusion. You need to summarise your main ideas about the following points:

- 1) definition of poverty
- 2) causes of poverty
- 3) measuring poverty
- 4) why rich countries should help poor countries

Draft Speech: In not more than 180 words, 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>Arguments convincing?</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:					

Space Travel

PART ONE:

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

1.



jumbo jet



airship



F-15 Eagle

2.



**unidentified flying object
(UFO)**



space shuttle



rocket

3.



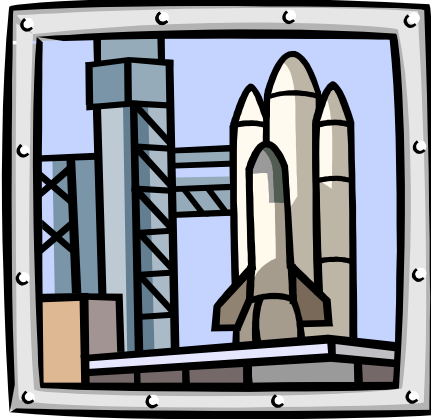
helicopter



hot air balloon



bi-plane



The following statements show the history of space travel. Read the article, and arrange the following sentences in the correct order. Write the order of the sentences in the spaces provided. Follow the example.

- A. The Space Shuttle travels between the Earth and space many times.
- B. The American astronauts landed on the moon.
- C. The United States sent rockets to Mars.
- D. Research related to space stations has been affected by inadequate resources.
- E. Animals were sent to space.
- F. Human beings may live on Mars some day.
- G. Yuri Gagarin travelled around the orbit of the Earth.
- H. The beginning of the Apollo programme.
- I. The United States' first man-in-space programme ended.

Sentence	Correct order
A	
B	
C	
D	
E	1
F	
G	
H	
I	

A Never-ending Mission

Human beings were interested in travelling in space long ago. Many experiments were conducted. Animals such as dogs and monkeys were sent to space. It was not until 1961 that an astronaut of the former Soviet Union, named Yuri Gagarin, orbited the Earth. He was the first person to travel around the Earth.

The United States has also put much effort into space exploration. Between 1958 and 1963, there was a programme called Project Mercury. It was the United States' first man-in-space programme. In the 1960s, there was the Apollo programme. The American astronauts landed on the moon in 1968. Since then, both the United States and the former Soviet Union have been investing in other projects. In the 1980s, the United States developed the Space Shuttle. The Space Shuttle is different from an ordinary rocket. It can be used to travel between the Earth and space many times. The former Soviet Union concentrated on building space stations. However, progress has slowed down since the 1990s because of inadequate resources.

In the new millennium, the United States has started a lot of new projects. One of these projects is to explore Mars. Perhaps in the future, human beings can even emigrate to Mars!

Now check your answers by writing the sentence number next to the correct sentence letter. Join the numbers to see a familiar shape.

D ()
●

● G ()

● B ()

H
() ●

C ()
●

E () ● ● F ()

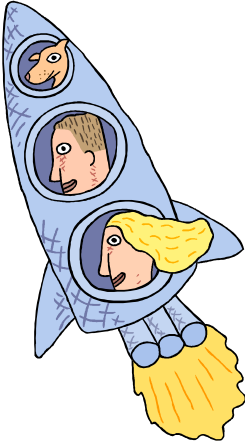
● I ()

● A ()



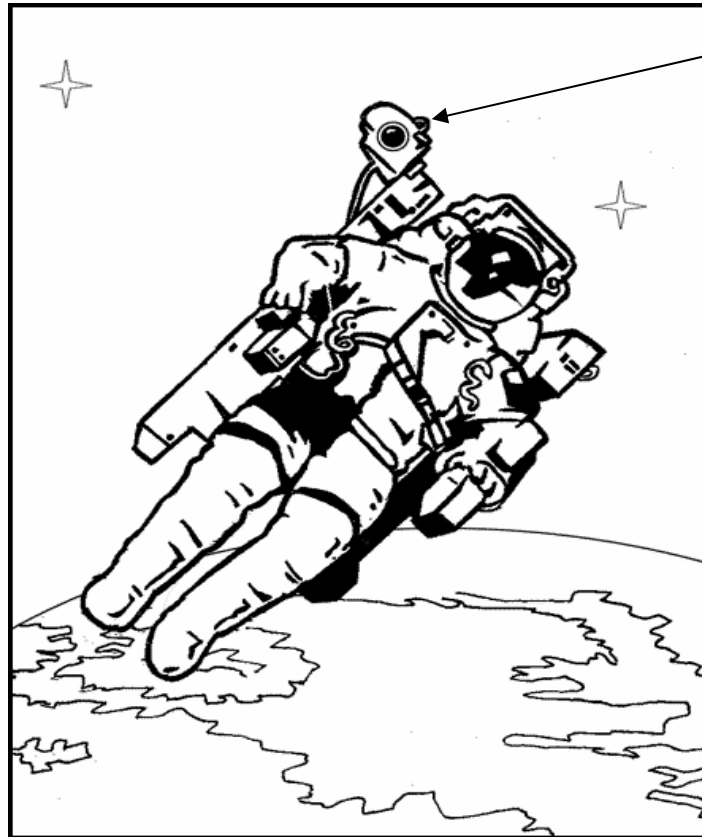
The shape is a _____.

Look at the list of space equipment. Which of the items on the list can you see in the picture of the astronaut? Label the picture with any of the items you can see. Follow the example.



- ★ space camera
- ★ spacecraft
- ★ spacewalk
- ★ space gloves
- ★ spaceman
- ★ space helmet
- ★ space shuttle
- ★ space boots
- ★ spacesuit
- ★ space probe

1



Space
camera

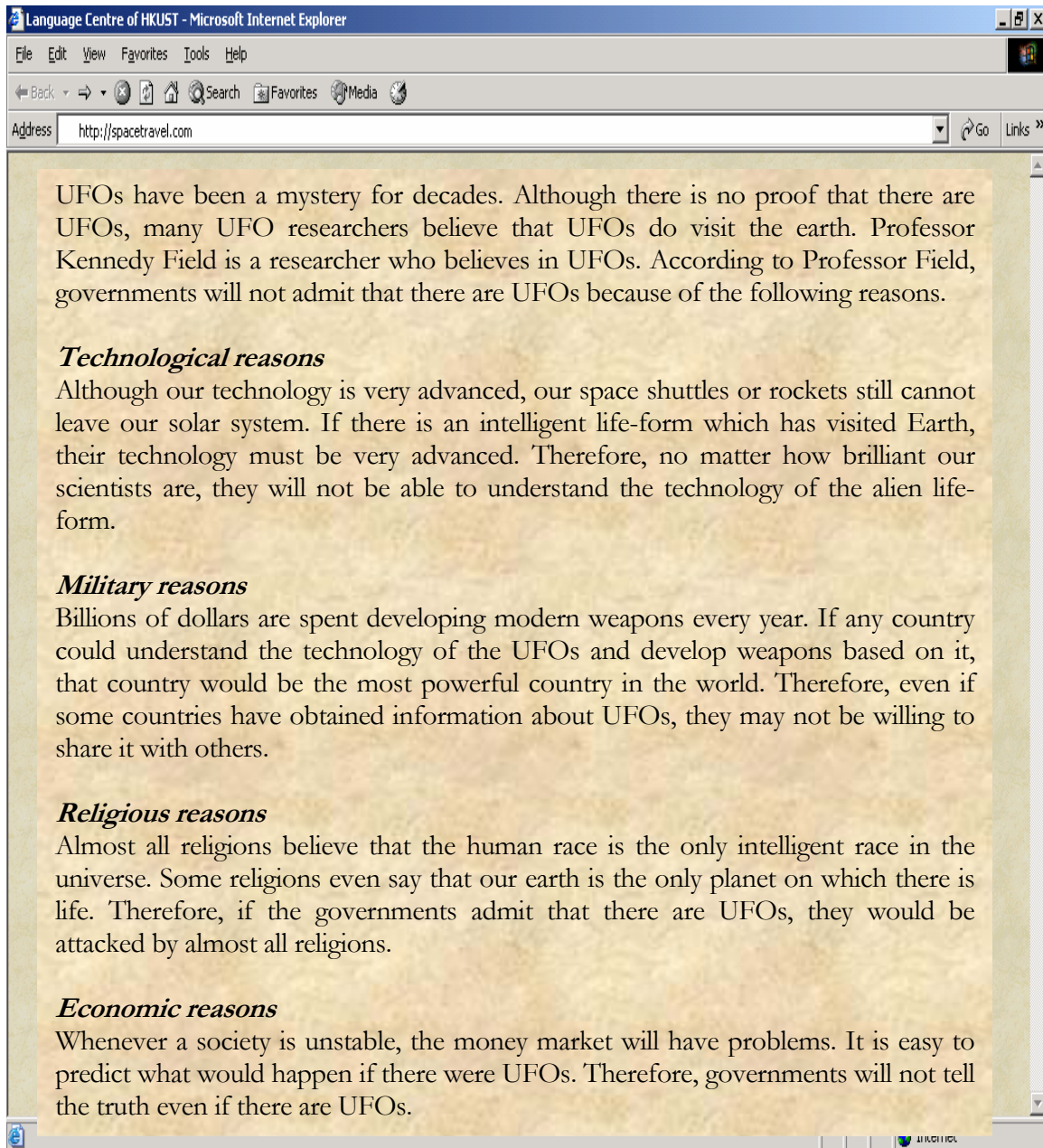
¹ Copyright © 1995-1999 TRW Inc.

PART TWO:

'*Believe it or not*' is a weekly radio phone-in programme. Audiences are invited to phone the presenter and talk about a topic. Next week, the programme is about Unidentified Flying Objects (UFOs). You are going to phone the presenter and talk about whether or not UFOs exist.

Your friend has found some information about the topic for you. Read the information and prepare your talk. Make notes on the note sheet provided.

Article One:



The screenshot shows a Microsoft Internet Explorer browser window. The title bar reads "Language Centre of HKUST - Microsoft Internet Explorer". The address bar shows "http://spacetravel.com". The main content area has a light beige background and contains the following text:

UFOs have been a mystery for decades. Although there is no proof that there are UFOs, many UFO researchers believe that UFOs do visit the earth. Professor Kennedy Field is a researcher who believes in UFOs. According to Professor Field, governments will not admit that there are UFOs because of the following reasons.

Technological reasons

Although our technology is very advanced, our space shuttles or rockets still cannot leave our solar system. If there is an intelligent life-form which has visited Earth, their technology must be very advanced. Therefore, no matter how brilliant our scientists are, they will not be able to understand the technology of the alien life-form.

Military reasons

Billions of dollars are spent developing modern weapons every year. If any country could understand the technology of the UFOs and develop weapons based on it, that country would be the most powerful country in the world. Therefore, even if some countries have obtained information about UFOs, they may not be willing to share it with others.

Religious reasons

Almost all religions believe that the human race is the only intelligent race in the universe. Some religions even say that our earth is the only planet on which there is life. Therefore, if the governments admit that there are UFOs, they would be attacked by almost all religions.

Economic reasons

Whenever a society is unstable, the money market will have problems. It is easy to predict what would happen if there were UFOs. Therefore, governments will not tell the truth even if there are UFOs.

Article Two:

The screenshot shows a Microsoft Internet Explorer browser window. The title bar reads 'Language Centre of HKUST - Microsoft Internet Explorer'. The address bar shows 'http://uniqueearth.com/'. The webpage content has a light yellow background and features the title 'Unique earth' in a large, bold, black serif font. Below the title is a paragraph of text about Professor Hilary Armstrong and her book. This is followed by a bulleted list of three arguments. The browser's taskbar at the bottom shows the Start button, several open applications (Windows Media Player, Space travel module.doc, Language Centre of H...), and the system clock showing 2:34 PM.

Unique earth

Professor Hilary Armstrong is a very famous astronomer. She recently finished her book, '*Why Human Beings are the Only Intelligent Life in the Universe*'. She does not believe in UFOs because our earth has certain conditions which other planets lack. Without these conditions, no life can survive. Her major arguments include:

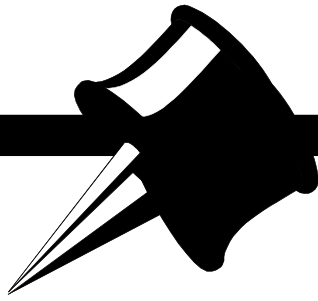
- There is only one sun in our system. This causes a more stable orbit for the earth around the sun.
- Almost all stars in the universe are smaller than our sun. This requires planets to orbit closer to their sun to get heat. This will lead to a very high temperature. Such a high temperature would kill all living organisms.
- The earth is protected by the orbit of Jupiter. Without this orbit, we would be hit by many things such as asteroids and comets.

Article Three:

Many people claim that they have seen UFOs. The table below summarises some of the details.

Date	City	Shape	Summary
5 th Oct. 1999	Tokyo, Japan	triangle	<ul style="list-style-type: none">• like a ball of fire• extremely fast
3 rd Jan. 2000	Manchester, United Kingdom	round	<ul style="list-style-type: none">• like a silver ball• without any motion• disappeared in a second
25 th July 2000	Beijing, China	cigar	<ul style="list-style-type: none">• moving slowly from north to south• colour changed from silver to orange
9 th Sept. 2001	Stanley, Hong Kong	disk	<ul style="list-style-type: none">• very noisy• moving at high speed

Note sheet



Arguments for:

A. reasons for not admitting that there are UFOs

B. reports by eye-witnesses

Arguments against:

A. Professor Hilary Armstrong's arguments

Draft of your speech: You are going to talk for two minutes in the programme about whether there are UFOs or not. Write a draft of your speech.

The Arguments for and against the Existence of UFOs

PART THREE:

The National Aeronautics and Space Administration (NASA) of the United States is offering a two-week training programme for teenagers from all over the world. Each applicant needs:

- *to submit a short essay about how to be an astronaut; and*
- *to attend an interview.*

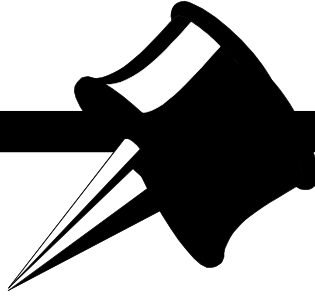


Your Science teacher has found a website on the problems faced by astronauts. He has also recorded an interview on television in which Mr Atkinson of NASA talks about the training of astronauts.

Read the website and watch the programme. Fill in the note-sheet your teacher has prepared for you. Use your notes to write the essay. You can add any other details you like.

Your Science teacher has also prepared a few questions that may be asked at the interview. In pairs, take it in turns to practise asking and answering the questions.

Note sheet



Antigravity training

- _____ is everywhere.
- There's no _____ training. Astronauts are trained for _____.
- A big aeroplane called _____ is used for weightlessness training.
- When the plane flies up and down, there'll be _____ of weightlessness.

Muscle training

- When travelling in space, muscles will become _____.
- Around _____ will be lost.
- Some astronauts have problems with _____ after space travel.
- It's important to _____ to keep the muscles strong.
- Astronauts _____ to keep their muscles strong.

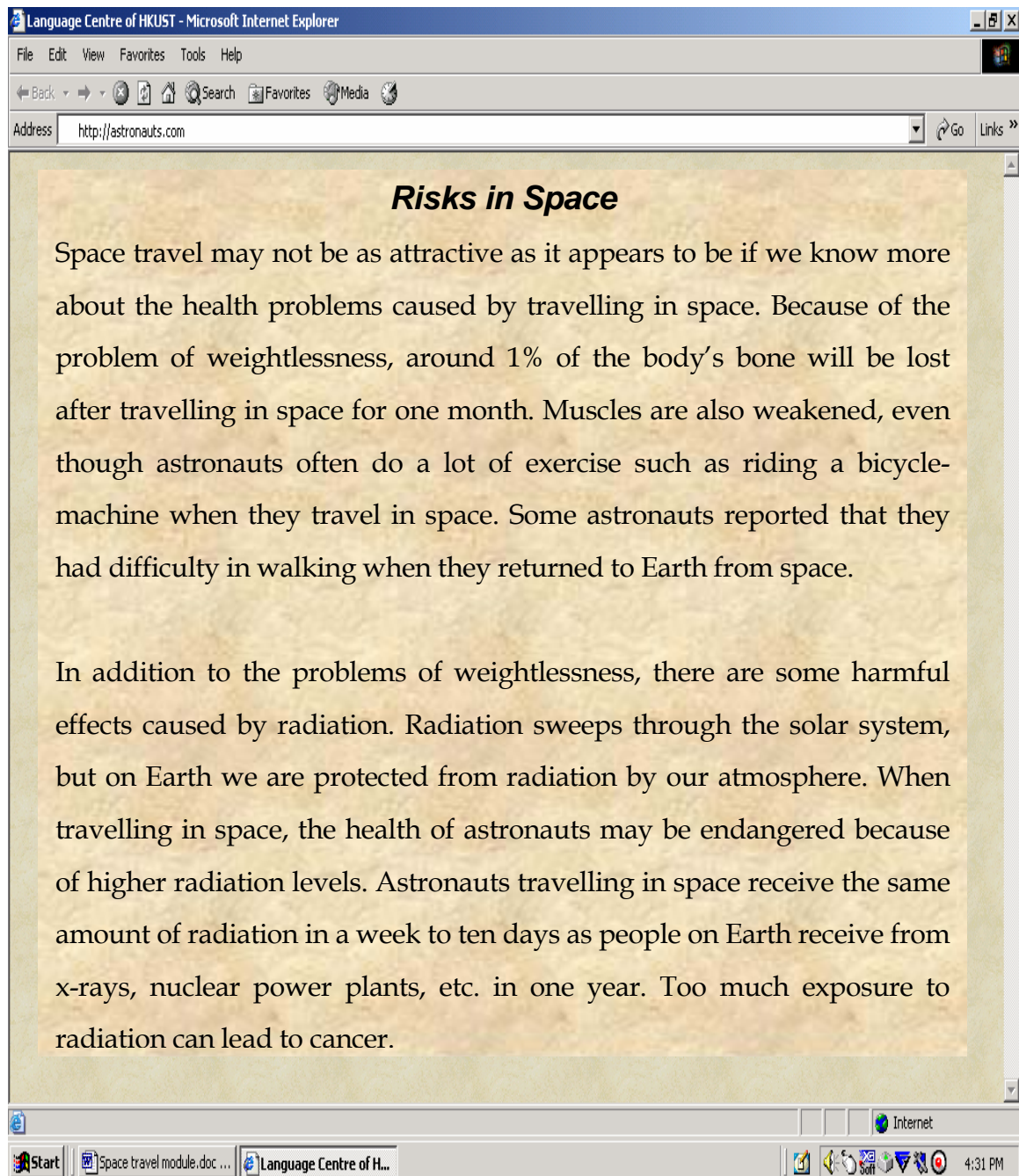
Problem of radiation

- We are protected from radiation _____ on the Earth.
- Exposure to radiation may lead to _____.

Qualifications required

- a bachelor's degree is _____.
- pilot of space shuttle: _____ hours' experience of flying aeroplanes.

Risks in Space:



Essay Writing:

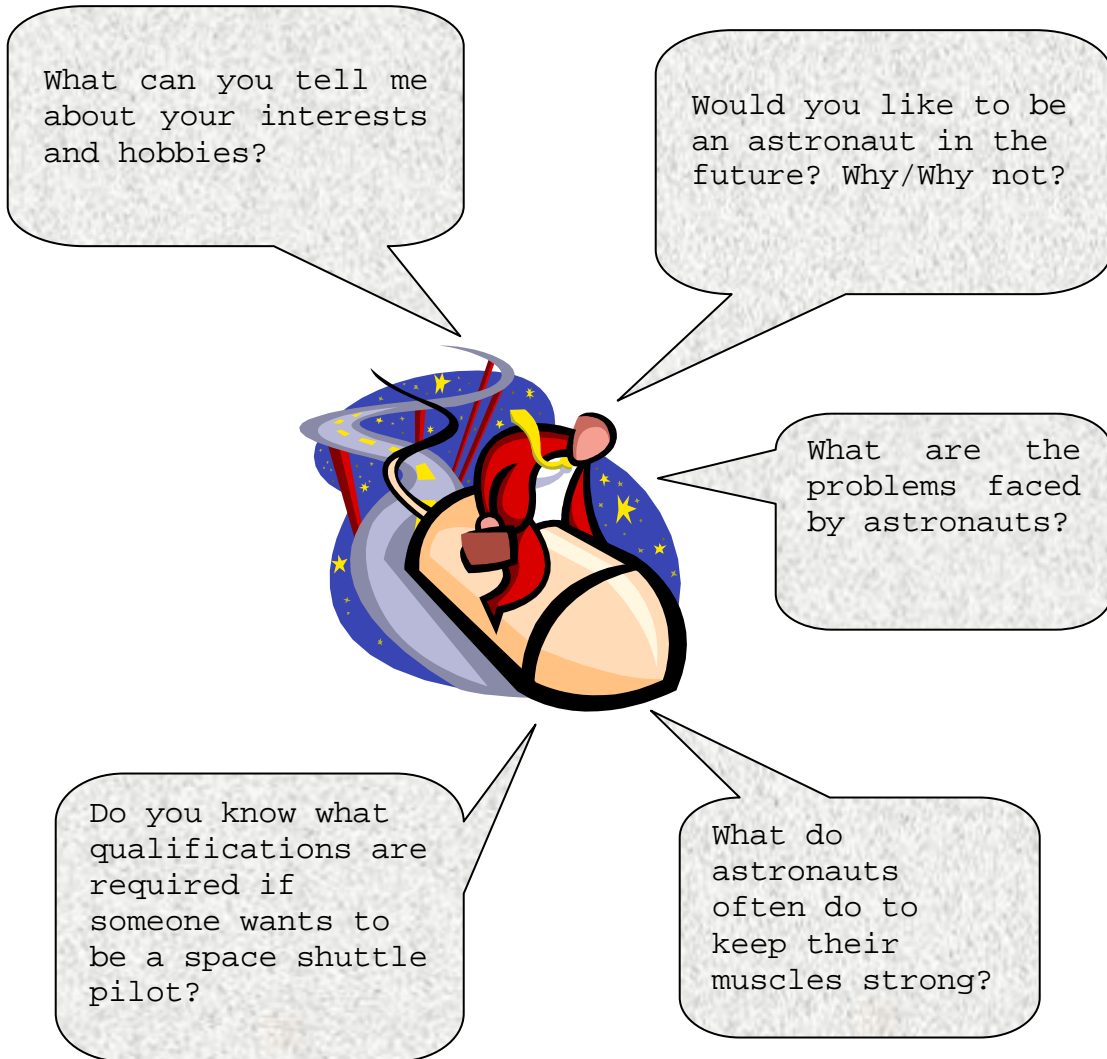
In about 150 words, write a short essay about the training of astronauts and the problems they face. You may use the information given in the article and the television programme. You may also add any other details you like.

Astronauts



Interview:

Your Science teacher has given you some questions that may be asked at the interview. Answer the questions on your own first. Then, in pairs, take turns to practise asking and answering the questions.



The Environment

Watch Out for Pollution! Look at the pictures below. You may find various types of pollution, for example air pollution, noise pollution and water pollution. In groups, suggest some causes of pollution.



Possible causes of pollution:

air pollution

noise pollution

water pollution

Separate Waste, Save Our Resources! It is easier to recycle rubbish if we put different types of rubbish (paper, aluminium and plastic) into separate bins. Decide which of the following items can be recycled and put those that can into the correct bin.



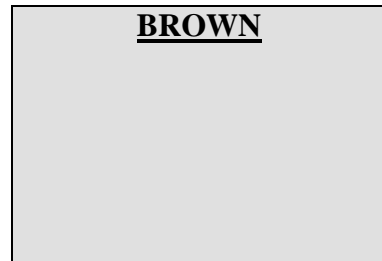
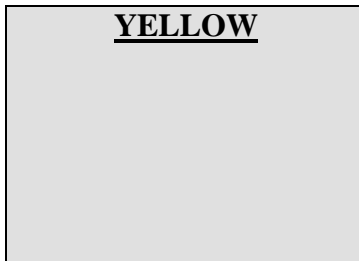
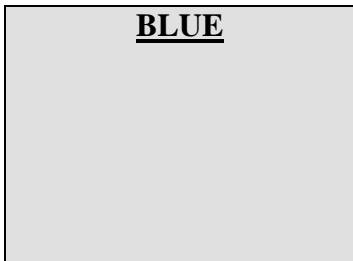
BLUE



YELLOW



BROWN



PART ONE:

A Survey: The Geography Club of your school is doing a survey about environmental protection. A report will be sent to the Environmental Protection Department to suggest ways the Government can help. You are a member of the Club, and have been asked to:

- answer a questionnaire
- suggest to the committee of the Club ways of protecting the environment

The Questionnaire

GEOGRAPHY CLUB

Are you friendly to the environment? Give true answers to the following questions. Add up all the points. Then you will know how environmentally friendly you are.

1. How often do you use a handkerchief instead of tissue-paper?
2. How often do you walk instead of taking the lift when you go up/down one floor?
3. How often do you bring your own shopping bag?
4. How often do you use both sides of paper?
5. How often do you turn off the light when you leave your room?
6. How often do you separate your waste?
7. How often do you prefer public means of transport to private cars?
8. How often do you remind your friends of the importance of protecting the environment?

NOTE 1

- 'always': 4 points
- 'often': 3 points
- 'sometimes': 2 points
- 'rarely': 1 point
- 'never': 0 point

NOTE 2

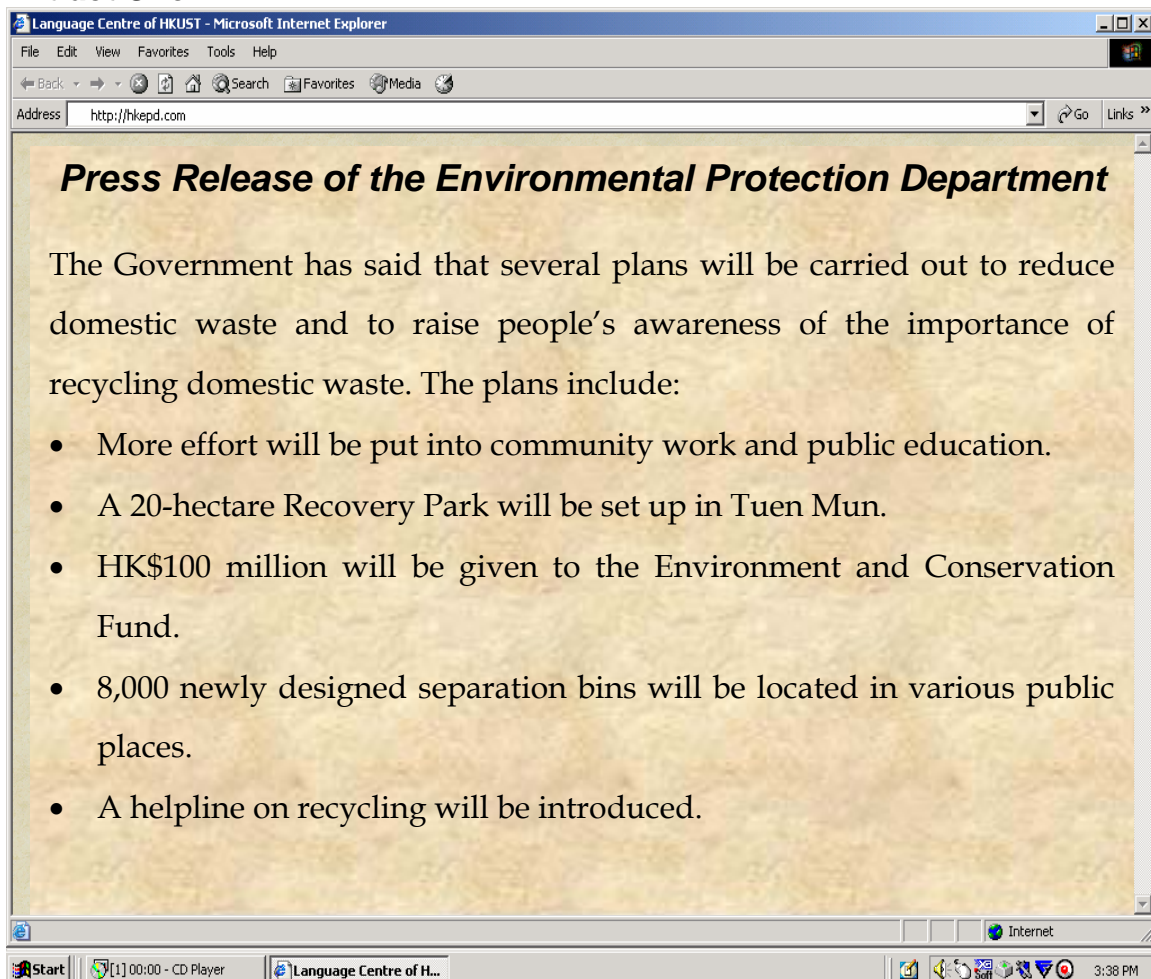
- 28 — 32: very friendly to the environment
- 21 — 27: quite friendly to the environment
- 14 — 20: not that friendly to the environment
- Below 14: not friendly to the environment at all

Total points: _____

Thank you for completing the questionnaire.

Group Discussion and Oral Presentation: The Club is going to write to the Environmental Protection Department to suggest ways of protecting our environment. Two extracts have been found. Read the articles, and then in groups of four, discuss what you could do.

Extract One



The screenshot shows a Microsoft Internet Explorer browser window. The title bar reads "Language Centre of HKUST - Microsoft Internet Explorer". The menu bar includes "File", "Edit", "View", "Favorites", "Tools", and "Help". The address bar shows "http://hkepd.com". The main content area displays a press release titled "Press Release of the Environmental Protection Department". The text of the press release states that the Government has announced plans to reduce domestic waste and raise awareness of recycling. The plans include: more effort in community work and public education; a 20-hectare Recovery Park in Tuen Mun; HK\$100 million given to the Environment and Conservation Fund; 8,000 newly designed separation bins in public places; and a recycling helpline. The Windows taskbar at the bottom shows the Start button, a CD Player icon, and the Language Centre of HKUST icon, with the system clock at 3:38 PM.

Press Release of the Environmental Protection Department

The Government has said that several plans will be carried out to reduce domestic waste and to raise people's awareness of the importance of recycling domestic waste. The plans include:

- More effort will be put into community work and public education.
- A 20-hectare Recovery Park will be set up in Tuen Mun.
- HK\$100 million will be given to the Environment and Conservation Fund.
- 8,000 newly designed separation bins will be located in various public places.
- A helpline on recycling will be introduced.

Extract Two

Be friendly to the environment in your daily life!

- You can help save the environment by following these instructions in your daily life:
 - Use products with less packaging.
 - Handle waste properly.
 - Don't use disposable products.
 - Recycle what you cannot reduce.
- Remember not to throw the following things into the separation bin for collecting waste paper:
 - plastic laminated paper;
 - carbon paper;
 - thermal fax paper;
 - thermal paper;
 - facial tissues;
 - paper cups;
 - paper dishes; and
 - paper towels.

PART TWO:

Save Our Rainforests! Read the following article about rainforests. Then show where each rainforest mentioned in the article can be found on the map¹. Follow the example.

Facts about Rainforests

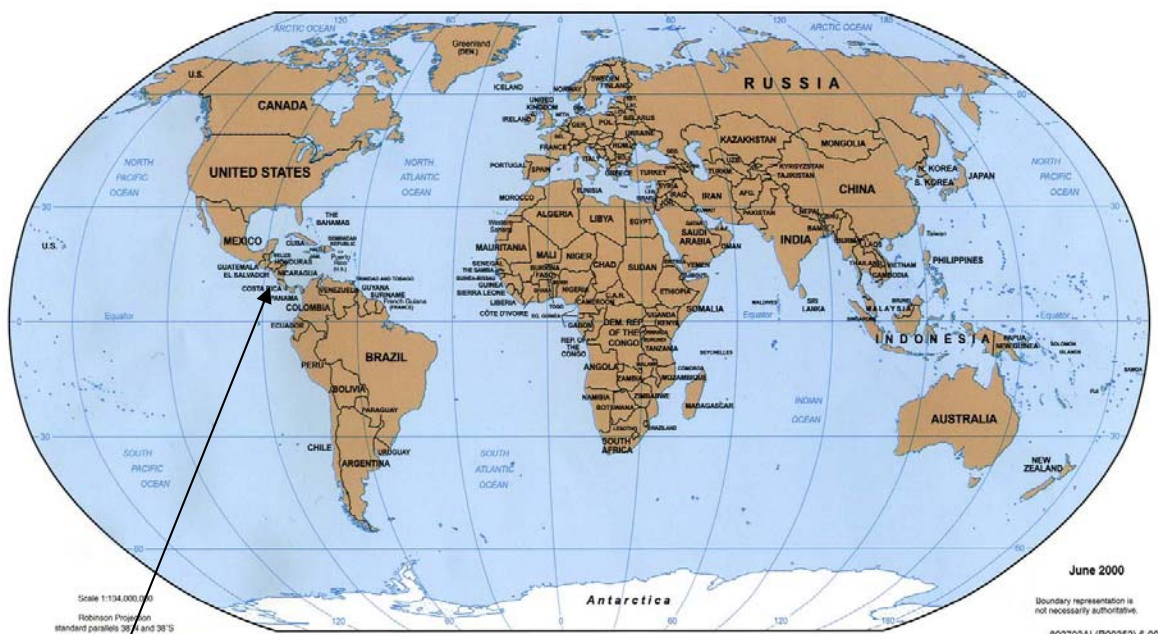
Location of rainforests

- 🌐 Most of the tropical rainforests are near the equator.
- 🌐 In the Amazon River Basin of South America, the Congo River Basin of Africa and Southeast Asia, we can find the largest tropical rainforests.
- 🌐 There are smaller rainforests in India, Australia, Madagascar, Costa Rica and Central America.

Destruction of rainforests —Deforestation

- 🌐 If people continue to destroy rainforests, all of the rainforests in Southeast Asia, West Africa and Central America will disappear in ten years.
- 🌐 Large area of tropical forests in Brazil, Peru and Columbia will be destroyed.
- 🌐 One third of the rainforests in Costa Rica, Thailand, the Philippines and the Ivory Coast will disappear.

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



Costa Rica
& Central
America

Environmental Protection Week: The Students' Union of your school organises an environmental protection week every year. This year, the theme is 'Save our Rainforests'. You are a member of the Union, and have been asked to help with looking for some information about the destruction of the Amazon rainforest and what could be done to solve the problem.

Read the article, and make notes on the note sheet below. You will need these notes to complete the tasks in PART THREE.



Note Sheet

Notes

Rainforests

- Definition of rainforest
- Reasons for protecting rainforest

The Amazon Rainforest

- Its value

Destruction of Rainforests

- Seriousness of the problem
- Reason(s) for destruction
- Solution



Article

The Amazon Rainforest — Our Last Invaluable Resource on Earth

Sharon Major

Rainforests are the most productive and most complex ecosystems on Earth. In rainforests, we can find some of the oldest and largest trees on earth and many species of wildlife including snakes, chimpanzees, eagles and salmon. Rainforests are in fact home to 50 to 70% of all life forms on Earth. Scientists warn that if rainforests are not protected, an average of 137 species of life forms will disappear every day. Each year, a total of 50,000 will become extinct. Eventually, the balance of nature will be destroyed.

Of all the rainforests, the Amazon is the greatest remaining ancient forest on Earth. There are many species of plants and animals, and approximately 50 per cent of the animals and plants will die if the Amazon rainforest is destroyed. In addition, over twenty million people live in the Amazon



rainforest. If it is destroyed, their cultures will disappear, and these cultures cannot be replaced. In addition, the Amazon rainforest is like the heart of the world. It produces a climate suitable for us. If it is destroyed, the climate will change, and human beings will not be able to survive.

One of the major causes of the destruction of rainforests is illegal and destructive logging around the world. Many trees are cut down because timber can be used to manufacture

many products such as expensive furniture. To stop this, it is important to educate the public not to buy products from the rainforest. We have the right and responsibility to buy wood products which do not lead to the destruction of rainforests. Some may question whether this is feasible. Nevertheless, the balance of nature is much more important than the value of timber. Over the past several centuries, the people living in rainforests have harvested a lot of produce from the forest without destroying its ecosystem. Rubber, fibres, fruits, seeds, flowers, nuts and honey are just some of the many examples of non-timber forest products.

At present, rainforest about the size of two football fields disappears every second. If this continues, the Amazon rainforest will be gone in a few decades. It is time to do something about the problem before it is too late!

Source 1: Monteverdeinfo.com

PART THREE:

The Students' Union of your school organises an environmental protection week every year. This year, the theme is 'Save our Rainforests'. To raise schoolmates' awareness of the importance of protecting our rainforests, the Union will hold an exhibition. There will also be a photo display.



You have been asked to help with:

- selecting suitable photos for the display; and
- writing a short essay to summarise the major causes of deforestation and the destruction of rainforests, and to suggest what the public could do in their daily lives to help save the rainforests.

Your friend, Tai Wai, has recorded part of a speech given by Mr. Wong On, the Chairperson of the Hong Kong Environmental Protection Association. He talked about:

- the destruction of the rainforests;
- what the public could do in their daily lives to save the rainforests.

Tai Wai has also found a leaflet about the same issue. Listen to the recorded speech, and read the leaflet. Then use the information to:

- select suitable photos for the display;
- write a 150-word essay.

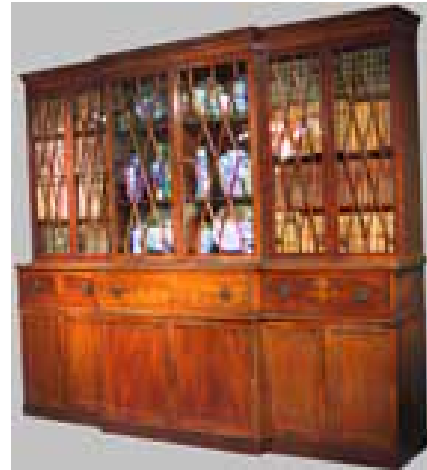
Photo Display: Look at the photos, and choose the photos that refer to products from the rainforest.



canterbury



chair



bookcase



vase



garden table



sculpture



plate



towel rail



drawers

Short Essay: Listen to the recorded speech, and read the leaflet. Then in no more than 150 words, write the essay. You may use the note sheet provided to take brief notes. Before you write, read the memo from Tai Wai. He has jotted down a few points you may find useful.

Memo from Tai Wai

Hi

Just a quick reminder about the essay. As the theme of our exhibition is 'Save our rainforests!', in the essay you can:

- talk about the seriousness of the destruction of the rainforests;
- suggest what could be done in daily life to help save the rainforests.

Of course, it would be more interesting if you could share your own experience in the essay. But remember not to write more than 150 words. You know our schoolmates have no interest in long essays!

Please get back to me if you have any questions.

Many thanks.

Tai Wai

THE HONG KONG ENVIRONMENTAL PROTECTION ASSOCIATION

Save our rainforests!

Recycle reusable products.

Avoid wasting resources.

Inform your friends of the importance of protecting the rainforests.

Never use products coming from the illegal trade in plants and animals from the wild.

Fully support conservation groups.

Observe the laws about environmental protection.

Respect nature.

Educate the public and the next generation.

Save as much energy as possible.

Take responsibility for protecting the rainforests.

For more details, please contact us at HKEP@coldmail.org.hk or (852) 2355 0299.

Note sheet

Listen to the speech, and make brief notes in the spaces below. Your notes will not be marked.

Notes



Destruction of rainforests

- All the rainforests in _____, _____ and _____ will disappear in a few years.
- It takes _____ years to replace the soil once the rainforests are destroyed.
- There are many _____ and _____ in the rainforests.

Mr Wong's suggestions

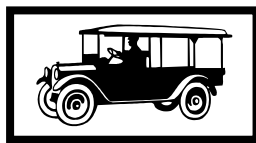
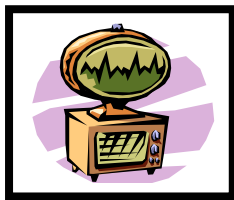
- It is important to learn more about _____.
- We can get useful information on _____.
- We need to share our knowledge with _____.
- We could send them letters or _____ them.

Now write your essay:

Save Our Rainforests

The Future

Is life different now from how it was 20 years ago? What changes have happened in your lifetime? Think of examples of things that have changed for each of the following categories. What changes might take place in the future?



	PAST	PRESENT	FUTURE
Clothing			
Communication			
Entertainment			
Housing			
Technology			
Transport			

PART ONE: Intelligent Clothes

Your friend is interested in hi-tech items. He loves mobile phones, personal hi-fi, laptop computers and so on. He dislikes carrying them all around and would love to be able to wear his technology. You found an article about intelligent clothes. Read it through and make some notes. Then write an e-mail to your friend and tell him all about electronic clothes.

INTELLIGENT CLOTHING

What will clothing be like in the future? Future types of clothing, or intelligent clothing, will have a number of uses. By using electronics in clothes, intelligent clothing goes far beyond traditional clothing. Intelligent clothing increases the functions of traditional clothing and can be used for many different things.

Functions of clothes



Traditionally, clothing has three major functions:

- a barrier function
- an organiser of the personal space
- and a communication function

The **barrier function** provides protection for the body from outside sources (eg UV-radiation, pollution, harmful objects, etc). It also keeps us warm or cool as necessary. Clothing is also an **organiser** of our personal space. It allows us to keep personal belongings or items for particular activities in our pockets. The third function is **communication**. Through clothing we express our attitude or mood.

Intelligent clothing can increase each of these functions.

What are clothes?

To create a new type of clothing, we should ask, "What are clothes?" Handbags, briefcases, watches, glasses and portable phones are part of our clothes. As we start using them more and more, they become part of the city gear that we carry around all the time. It makes sense to combine them with our clothes. Batteries, loudspeakers, microphones, personal hi-fi, screens and keyboards, and all the other 'portable things' we carry with us, could therefore be used in our daily clothing.

Usability

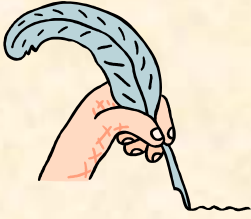
During the development of intelligent clothes, usability is an important issue. Up until now, if we want to be in constant contact, we have to take mobile phones and laptop computers with us. This can be inconvenient. By integrating these devices into our daily clothing, we are always free to use them, and we can decide which device we want to use. Therefore, we need to have control over our clothes.

Another important factor is, of course, the person who wears the clothes. He has to be protected and should not be at any risk when wearing these clothes. More research into combining clothes with electronics needs to be done to make sure they are completely safe.

The idea of intelligent clothes is still in the development stage. But in a few years' time, more and more people may be wearing them.



Notes - Intelligent Clothes



The functions of clothes

1 _____

2 _____

3 _____

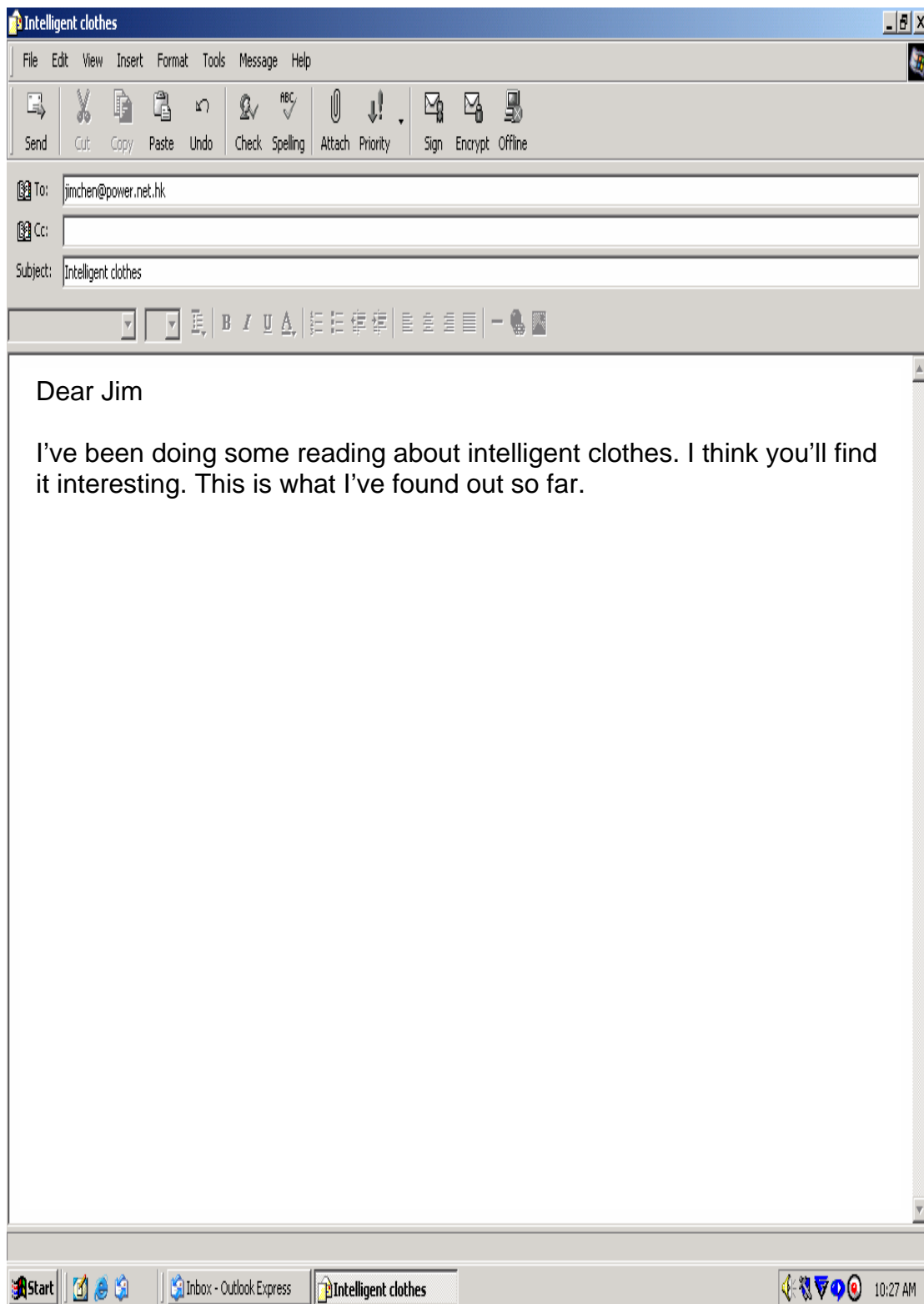
What is intelligent clothing?

Why does it make sense to combine electronics with clothes?

1 _____

2 _____

Why does more research into intelligent clothes need to be done?



PART TWO: Future Travel Plans

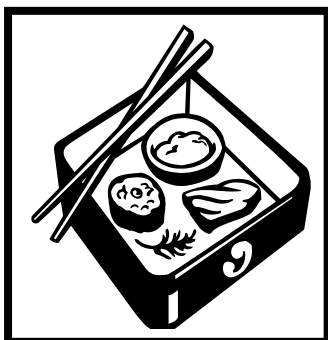
Your brother is going travelling for three months in Asia this summer. You want to know which cities he is going to visit. You also want to mark his route on a map, and the dates he will be in each country.

Listen to the dialogue and mark your brother's route on the map.



Now listen and write down how your brother will travel to each city.

Country	Type of transport
Shanghai	
Tokyo	
Taipei	
Singapore	
Kuala Lumpur	
Bangkok	



PART THREE: Hopes and Dreams

You are carrying out a class survey to find out about your classmates' hopes and dreams for the future.

Work in pairs. Ask and answer the questions on the questionnaire. Make a note of your classmate's answers.

Class Survey

Future Plans and Dreams



Classmate's name: _____

Study/Education

- 1 Would you like to study in Form 6 and Form 7? _____
- 2 What subjects would you like to study? _____
- 3 Would you like to go to university? _____
- 4 Which subject would you like to study? _____

Job/Career

- 5 What would be your dream job? _____
- 6 Which area of Hong Kong would you like to work in? _____

Family

- 7 Would you like to get married? _____
- 8 If so, what age would you like to get married? _____
- 9 What would your dream husband/wife look like? _____
- 10 What would his/her character be like? _____
- 11 Would you like to have children? _____
- 12 If so, how many children would you like? _____

Home

- 13 Would you like to own your own home? _____
- 14 Which part of Hong Kong would you like to live in? _____
- 15 Would you like to live with your parents, or on your own? _____

Work in pairs. Make predictions about your classmates. Say what you think will happen to them in the future. Follow the examples.

What do you think Sam will do in the future?

I think he'll work in the finance industry. He's very good at Maths and Economics.

What will happen to Amy in the future?

She'll be very successful. She's very determined and ambitious. I think she'll have her own company.

How about Mei Mei? What will she do?

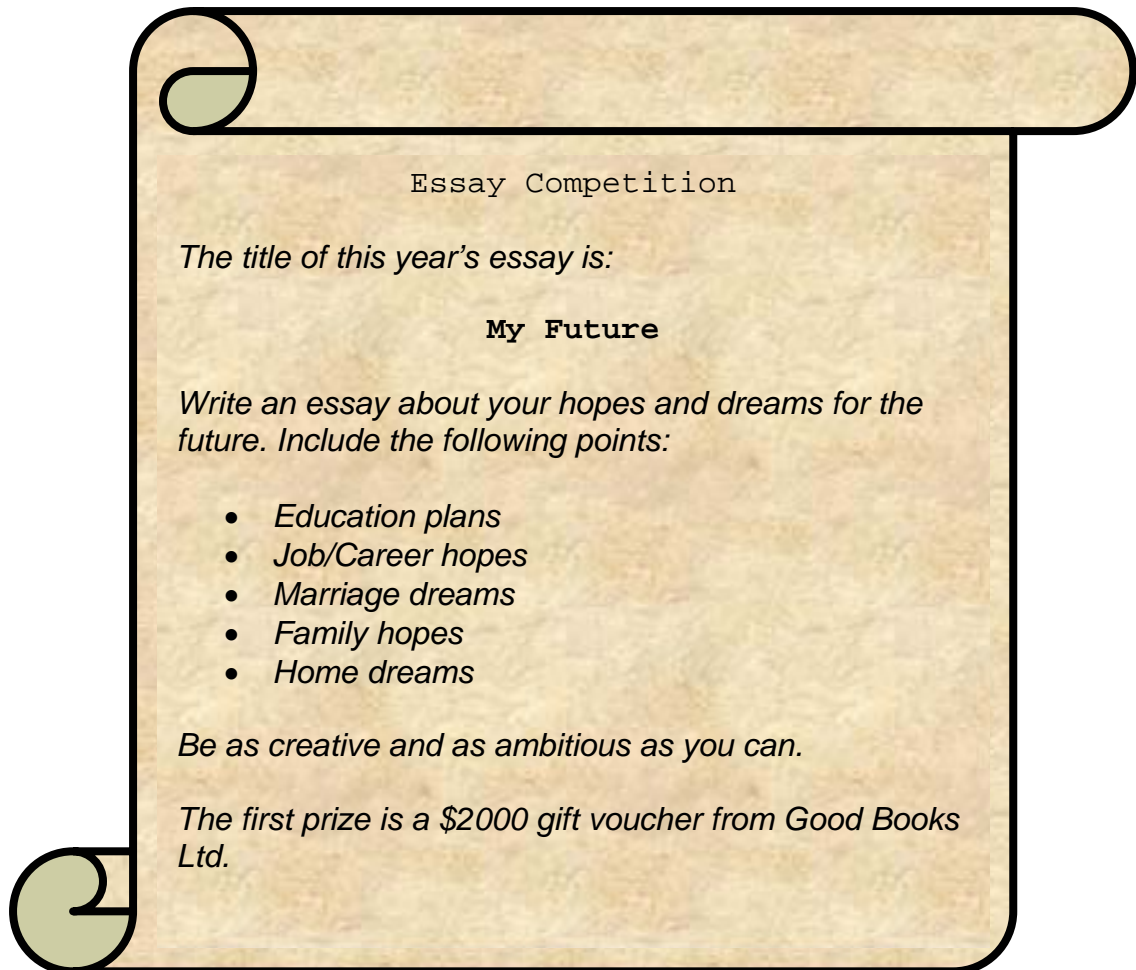
She's very pretty and she likes children. I think she'll be a teacher. She'll marry a handsome man and have two beautiful children!

And Tom?

He's very creative. I think he'll work in advertising or publishing. He'll have lots of friends and a happy life.

PART FOUR: My Future

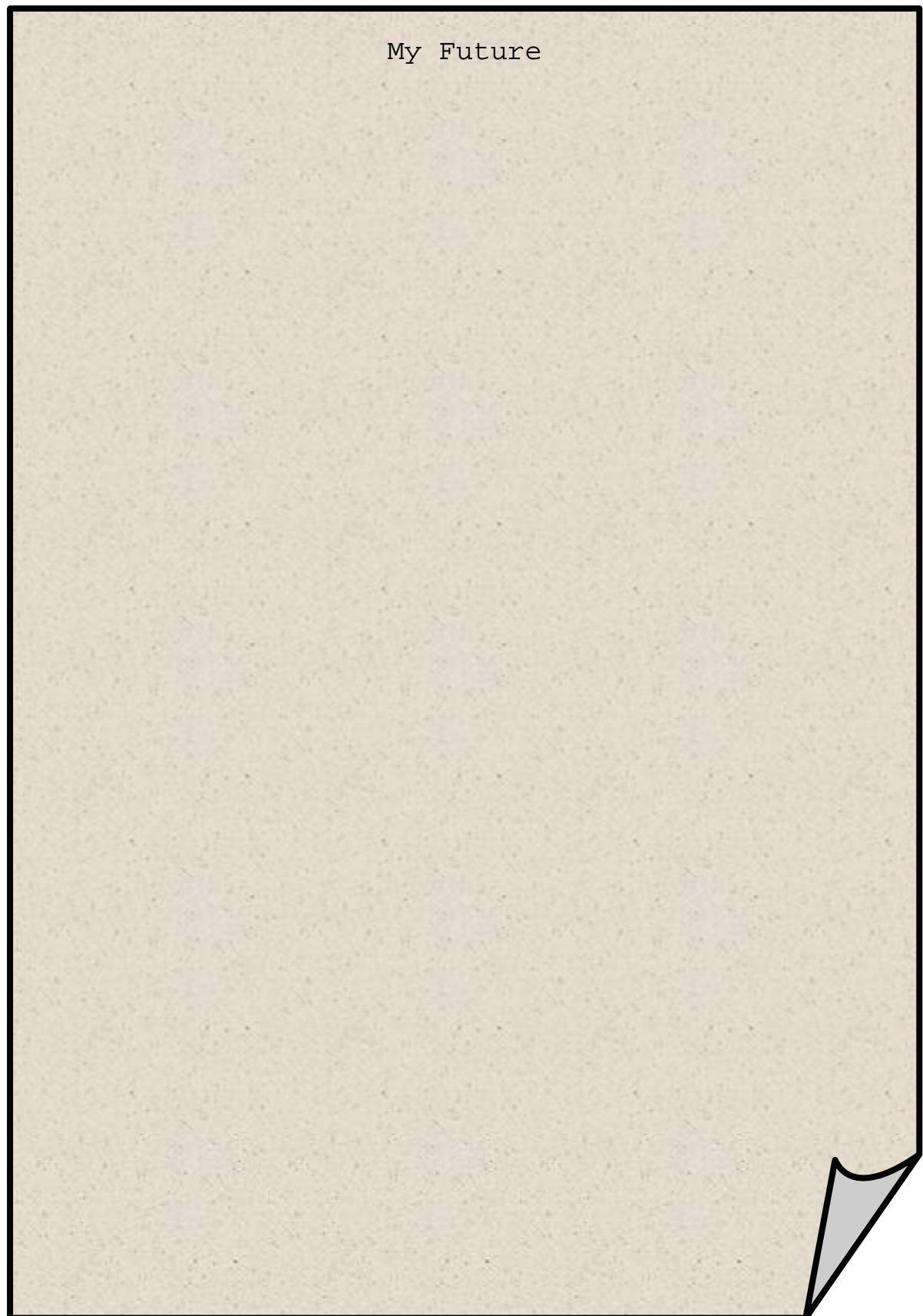
A local English-language newspaper is holding an essay competition. The title of the competition is ***My Future***. Read through the competition entry rules and make some notes about the content of your essay on the Essay Plan sheet. Then write your essay.



Essay Plan	
Education:	
Job:	
Marriage:	
Family:	
Home:	

Write your essay here.

My Future



The Hong Kong Countryside

There are 23 country parks in Hong Kong. Do you know where the biggest ones are? Mark the names of the missing country parks on the map.

Sai Kung

Plover Cove

Lantau

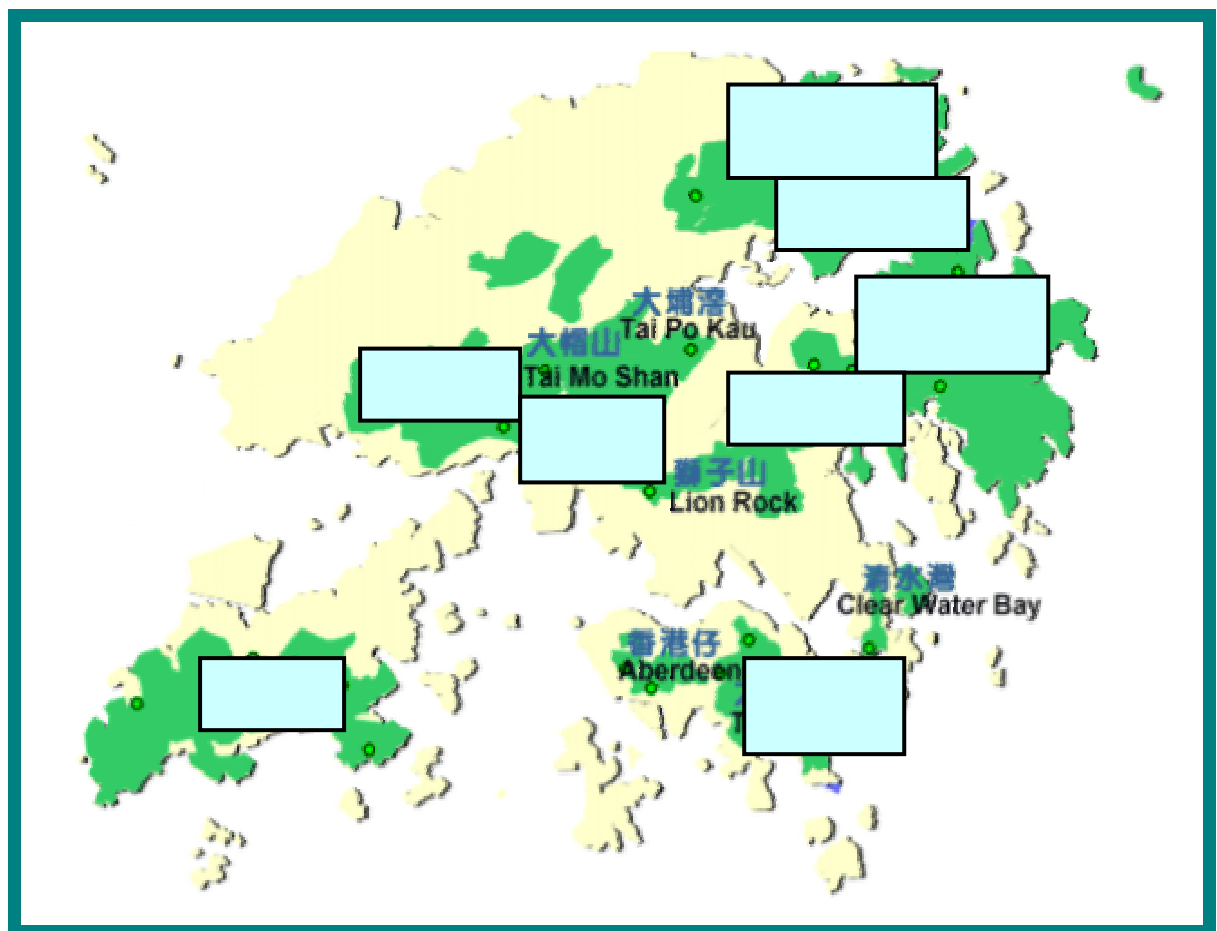
Pat Sin Leng

Tai Lam

Ma On Shan

Tai Tam

Shing Mun



PART ONE: Country Parks

You belong to your school's Conservation Club. Next weekend, you are going on a hiking and camping trip in a country park. Before you go, you find out more about country parks in Hong Kong.

Read the article and make notes to summarise the main points.

Country Parks

Hong Kong is regarded as one of the world's great cities. Out of the total 1,092 square kilometres of land, however, about three-quarters is countryside. From sandy beaches to mountain ranges covered by open grassland, there is a great deal of



scenic variety in Hong Kong. The Country Parks Ordinance came about in 1976. It aims to protect and, where appropriate, open up the countryside for the greater enjoyment of the population. The country parks are used for nature conservation, countryside recreation and outdoor education.

The Parks: There are a total of 23 country parks in Hong Kong. The country parks include hills, woodlands, reservoirs and coastline all over Hong Kong. The parks are very popular with all kinds of people. About 10.8 million visitors visited the parks in 2001. People took part in activities ranging from leisure walking, fitness exercises, hiking and barbecuing to family picnics and camping.



Facilities in the Parks: The parks have many facilities. They include recreational sites with tables and benches, barbecue pits, litter bins, children's play apparatus, shelters, campsites and toilets. All are carefully designed to fit in well with the natural environment. Footpaths and family walks make it easy to enjoy the hills and the woodlands.

In addition, there are four long-distance hiking trails, which are very popular among hikers. The MacLehose Trail (100 km) covers the New Territories from Sai Kung in the east to Tuen Mun in the west. The Lantau Trail (70 km) is a circular trail on Lantau Island. The Hong Kong Trail (50 km) covers all the five country parks on Hong Kong Island. The Wilson Trail (78 km) covers the south of Hong Kong Island from Stanley to Nam Chung in the north of the New Territories.

Conservation and Education: The parks and the special areas contain a wide variety of trees, plants, animals, insects and butterflies. The Tai Po Kau Special Area is a 'Nature Reserve' and caters for those who wish to study tree, plant, bird and insect life. It also provides pleasant and interesting walks.

Management: Fire is the major hazard and it is a serious problem for about six months every year. This is the time of the cool, dry winter when many people like to spend a day out in the hills, especially at weekends and public holidays. In a normal fire season there can be as many as 300 hill fires in the parks. Sometimes there can be five to seven fires a day when conditions are particularly bad. Fire is the greatest threat to our country parks. Litter is another problem. One of the major tasks of staff is to collect the large amounts of litter left by visitors.



Notes on Country Parks

No. of country parks in HK - _____

Area they cover in HK - _____

Purposes of the country parks -

Popular activities in country parks -

Park facilities include:

Four long-distance hiking trails called : 1)
_____;

2) _____; 3) _____
and

4)

Tai Po Kan Special Area is a

This is a good place to visit if you are interested in

Two main problems/hazards associated with country parks:

1)

PART TWO: Country Park Behaviour

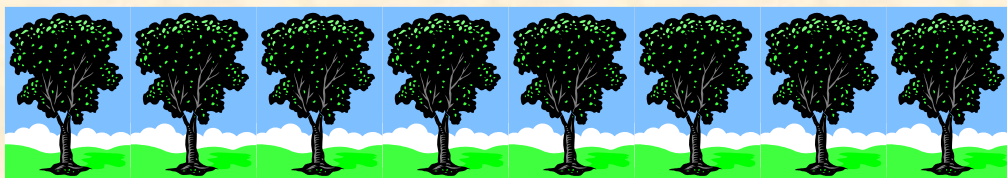
Before your trip, you wanted to find out more about how to behave properly in a country park. Your club president asked the Agriculture, Fisheries and Conservation Department (AFCD) for more information. An AFCD officer sent a video about the Country Code. Your president asked you to watch the video and note down the main points about the Country Code.

Watch the video and make notes about the Country Code.

The Country Code

The country parks are some of the most beautiful places in Hong Kong. Everyone can help to look after them by doing the following:

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



In addition to the Country Code video, your president asked you to find out some information about how to prevent hill fires, and what to do if a hill fire occurs. You telephoned an official at the AFCD and recorded his advice. You then wrote a memo about it to the other members of the club. Before sending out the memo, you check to make sure it is correct.

Listen to the recording and correct any mistakes on the memo. (*Hint:* there are **five** mistakes.)

MEMO

TO: All Conservation Club Members
FROM: The President
DATE: September 22
SUBJECT: Reminder about preventing hill fires



This is a reminder about the danger of hill fires in the countryside.

Hill fires

On grassy hills in dry weather, hill fires move quickly downwards and in the direction of the wind. These fires are **very, very** dangerous.

Safety Guidelines

- Always handle fire materials very carefully.
- Never light a fire within country parks except at official barbecue sites or campsites; make sure that all matches are out before you put them into a litter bin.
- Hill fires are easy to see during the daytime. Always pay attention to flying ashes or burning smells. If you see a hill fire, leave the area immediately.
- It is difficult to judge how quickly a hill fire is spreading. In case of a fire nearby, do continue your journey - you may get trapped in the fire.

Emergency Measures

If you come across or see a hill fire, **don't** panic and keep calm. Take note of the following points for a quick escape from the scene of a fire:

- Check the direction in which the fire is spreading, and do not escape in the same direction as the wind is blowing.
- Look at the height and number of nearby plants and trees – find a place with fewer plants and trees for an easier escape.
- It is easier and quicker to escape along existing paths.
- If the fire is nearby and there is no way out, you should cover your skin with dry clothing and then go to a burnt area. This can reduce the chances of getting hurt.
- Finally, don't run into hilly areas because fire usually spreads very quickly in these areas.

PART THREE: Choosing a Campsite

You now have to choose a suitable campsite. You found some information about campsites and Nature Trails in the country parks. You printed it out for your colleagues.

First read the information about the campsites and pay attention to the following information:

- the location of the campsites
- the facilities each one has
- the number of tent spaces
- whether or not it is near a Nature Trail

Then complete the table with the appropriate information.

Campsite Area 1: Tai Lam

There are a number of campsites in the **Tai Lam** area, especially along **Route Twisk** and **Tsuen Kam Au**, in Tai Lam Country Park. There are two campsites on the map below. Site 5 is the Twisk Campsite. This has a number of facilities, including an information centre, a shelter and a barbecue area. It has space for 10 tents, and is near a Nature Trail. The other campsite, site 6, is called Tin Fu Tsai Campsite. It has fewer facilities than the Twisk Campsite. In fact, it only has an information centre! It does have space for 30 tents, though. Both campsites are easy to get to. You can take the KMB no. 51 bus from Tsuen Wan, the 656 shuttle bus from Long Ping, or the public light bus no. 71 from Yuen Long.



Campsite Area 2: Sai Kung

There are a couple of campsites in the **Sai Kung** area. On the map below, site 19 is the Yuen Ng Fan Campsite. It has water, but there are no toilets. There is a barbecue area nearby, but no other facilities. It has space for five tents. The other campsite, site 33, is Po Kwu Wan. It has space for more tents – 10, in fact. It has water and toilet facilities, but no other facilities apart from a nearby barbecue area. Both campsites are in the Sai Kung Country Park. Neither campsite is near a Nature Trail – the nearest trail is a three-hour walk away. A water sports centre is quite close, though.

Both campsites are quite difficult to get to. Vehicle access to the area is restricted, so you need you take a KMB bus no. 622 to Wong Keng Tei and then walk for about one and a half hours (to Yuen Ng Fan) or two hours (to Po Kwu Wan).



Complete the table with information about each campsite.

Campsite	Location	Facilities	No. of tent spaces	How to get there	Easy/ difficult to get there	Near a Nature Trail
Twisk (5)						
Tin Fu Tsai (6)						
Yuen Ng Fuen (19)						
Po Kwu Wan (33)						

Now read the following information about two Nature Trails.

Pat Sin Leng Nature Trail



The Pat Sin Leng Nature Trail is 4 km long. It starts near the Country Park Management Centre at Tai Mei Tuk and finishes near the Bride's Pool waterfall. It offers wonderful panoramic views of the Plover Cove Reservoir and the Pat Sin mountains. This trail is quite difficult, however. It is long and not easy to follow. It is recommended that only experienced walkers walk this trail.

Twisk Nature Trail



The Twisk Nature Trail is in the Tai Lam Country Park. It is about 2 km in length, and will take about one hour to complete.

You can see many points of biological, geographical and geological interest along this Nature Trail.

You now have to decide which **campsite** to go to. The following factors are important to your choice of campsite. It must:

- be easy to get to
- have enough space for eight tents
- have a barbecue area
- have water and toilet/shower facilities
- be close to a nature trail

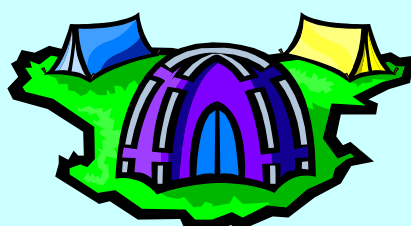
Work in groups of four. Decide which campsite is the best for your trip, and give reasons to support your opinions. In your discussion, think about the following:

- How easy is it to get to the campsite?
- How much space is there for tents?
- What facilities are there for people to use?
- Which is the best site for access to a Nature Trail?

After your discussion, make a quick note of your choice of campsite:

The best campsite is _____ in _____.
It is

the best for our group trip because





PART FOUR: Giving a Presentation

A week after your trip, your president asks you to give a presentation about it to the Conservation Club members who did not go.

Use the following note sheet to plan your presentation. Use the headings and prompts to help you, but add your own ideas and details. Then write your presentation on page 16.

Camping Trip Presentation - Notes

Introduction

Include key information about country parks in Hong Kong - refer to Part One; mention the importance of the Country Code and the danger of hill fires

Middle

Talk about the country park you went to and the campsite you chose (along with reasons for your choice)


Comment on the facilities at the campsite

Say which Nature Trail you went on, what you saw on it, how long it took, etc

Comment on the maintenance of the country park, the campsite and the Nature Trail (eg - were they free from litter and in good condition; were the paths clearly signposted; was enough information provided about the sights on the Nature Trail, etc)

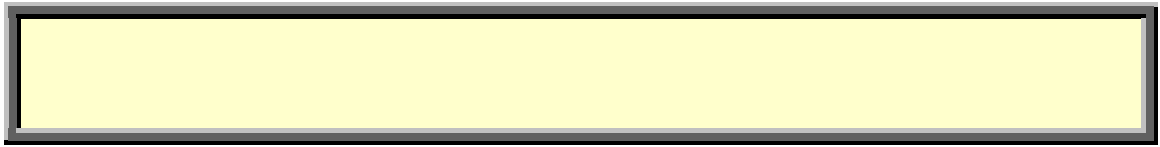
Closing

Comment on the benefits you gained from the trip (eg an appreciation of nature, etc)





Conservation Club Camping and Hiking Trip Presentation



VERSE

There are many different kinds of poems. Look at this selection. Do you know what kinds of poem they are? Read them through. Then read the definitions and match each poem to its type. Write the type of poem in the space provided.

nose to nose
the cat and the mouse
under its paw

There was an old man from Hung Hom
Who went every day for dim sum.
One day just for fun
He swallowed his tongue
And no longer could eat any buns.

I like words.
I like Chinese words.
I like English words.
What is a word?

Words sound good, taste good,
Look good and feel good.
Words are exciting and surprising.

This is a poem for my friend
Who says she'll love me till the end.
Whenever I'm sad,
She makes me feel glad.
If it's been a while
Since I last smiled
She'll tell me a joke
And give me new hope.
I'm lucky that she is my friend.

VERSE TYPES AND DEFINITIONS

A **limerick** is a funny short poem with five lines

A **rhyme** is a poem where the lines rhyme

A **haiku** is a three-line Japanese poem, often about nature

Free verse is a poem where the lines do not rhyme

PART ONE: The Use of Rhyme in Poetry

You are going to enter a Poetry Competition. Before you write your poem, you find out more about poetry. Poetry often, but not always, rhymes.

Read this poem and underline the pairs of words that rhyme. What do you notice about the rhymes? Follow the example.

Our English Teacher

Our English teacher is six feet tall
He looks just like a huge stone wall

His voice is like a clap of thunder
That makes the students stare in wonder

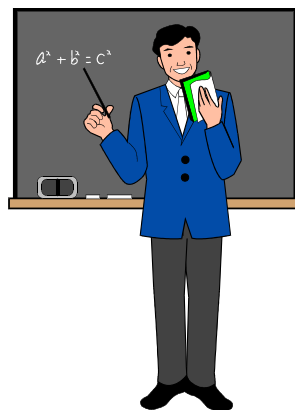
His hands are bigger than dustbin lids
The other teachers look like kids

His jacket sleeves are far too short
His trousers smaller than they ought

BUT....

With eyes that twinkle all the year
A smile that goes from ear to ear
A laugh that makes us feel no fear

We like our English teacher the best
He always stands above the rest!



Now read this poem and choose the best word to complete the rhyme in each pair of lines. Follow the example.

A Week in Hong Kong!

Our travel agent said, "Hong Kong is (1) ____!"
So off we went to put it to the test

In Tsim Sha Tsui we loved to be
And Po Lin Buddha we had to (2) ____

The views from the Peak we all did seek
But hidden in clouds they were all (3) ____

At Stanley Market bargains we could (4) ____
But the Dragon Boat race hadn't started yet

At Ocean Park all day we (5) ____
Then off for dinner in Causeway Bay

On an old wooden junk to Lantau we (6) ____
"I feel so ill," my mother often wailed

The flower market was a wonderful sight
With all the smells and colours so (7) ____

Snake soup in Yuen Long was our next (8) ____
A cobra jumped out and made me hop!

At last for home we had to (9) ____
"Hong Kong is Best!" you'd better believe!



1 a) next
b) great
c) best ✓

2 a) visit
b) see
c) check

3 a) week
b) day
c) sleep

4 a) bet
b) get
c) let

5 a) made
b) went
c) stayed

6 a) sailed
b) trailed
c) bailed

7 a) night
b) right
c) bright

8 a) drop
b) lot
c) stop

9 a) breathe
b) go
c) leave



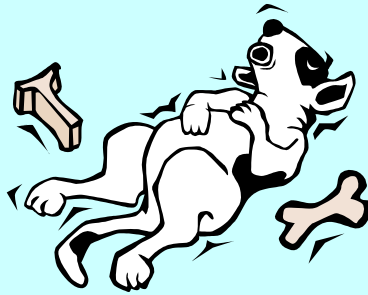
PART TWO: Feelings that Poems Evoke

Read the poem and answer the questions that follow.

My Puppy

Stretching, scratching, chasing his own tail
Rolling, strolling, smelling out the trail
Pouncing, panting, leaping in the air
Tumbling, stumbling, coming down the stair
Climbing, crawling, running round and round
Sneaking, creeping, making not a sound
Barking, breaking, will he never tire?

Sleeping, dreaming, lying by the fire
Stroking, holding, hugging him so tight
Watching, waiting, happy through the night.



- 1) What is the poem about?


- 2) What do you picture in your mind when you read the poem?

- 3) How does the poem make you feel?

- 4) Do you think it is a happy or a sad poem? Why?

- 5) Give **three** examples of pairs of words that rhyme in the poem.
 - a) _____
 - b) _____
 - c) _____

Now read this poem and answer the questions that follow.



It Could Happen

**It could happen
Money on trees,
All those dollars
Blowing in the breeze.**

**It could happen
Pets could talk,
Telling you when
To go for a walk.**

**It could happen
UFO's,
Little green men
Who speak through their nose.**

**It all could happen
But it hasn't yet,
It all could happen...**

Yeah I bet.

- 1) What is the poem about?

- 2) What do you picture in your mind when you read the poem?

- 3) How does the poem make you feel?

- 4) Do you think it is a funny poem? Why?

- 5) Give **three** examples of pairs of words that rhyme in the poem.
 - a) _____
 - b) _____
 - c) _____

Now listen to the poems being read aloud. Often, when poems are read aloud, the words and the rhythm describe what the poem is about and help you understand it better. Do the poems sound different when they are read aloud?

PART THREE: Writing Rhymes

Before you write your own poem for the competition, practise making rhymes.

Look at these four pictures. How do they make you feel? For each picture, write a second line to rhyme with the one given. Follow the example.



I sat looking for many hours
At this most beautiful of
flowers.

The love that exists between two
friends,



Newborn baby sleeping tight

Fireworks, fireworks, burning
bright



PART FOUR: Writing a Poem

You now feel confident about writing your own poem for the Poetry Competition. You are going to write a poem of 6-8 lines about a picture. You will send your poem along with the picture when you enter the competition. You can write a poem about anything, but you must include a picture with your poem.

Before you start, read this poem your friend wrote about being four years old.

...to be four years old

Sitting on my father's knee
Or on his head so I can see

Helping him to fix my bike
Or going on a two mile hike

Digging sand down at the beach
Me and dad, one spade each

Lying in my mother's arms
Feeling safe and far from harms

Baking cakes with chocolate topping
Or going out to do the shopping

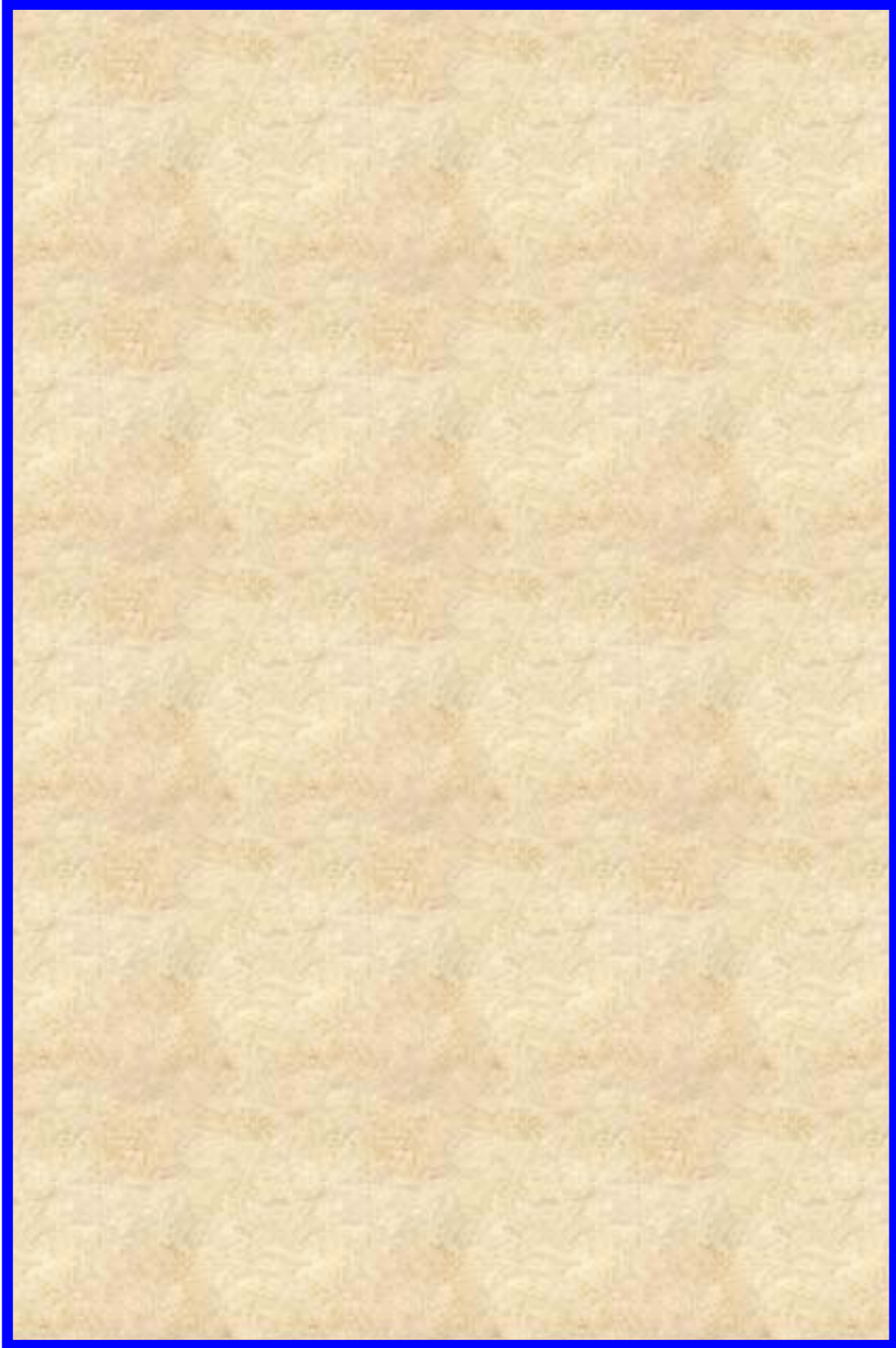
Drinking tea and feeling old
But always doing what I'm told

Walking with my mum and dad
My two hands in two of theirs
Nothing will ever make me sad...

...Unless I lose my teddy bears!

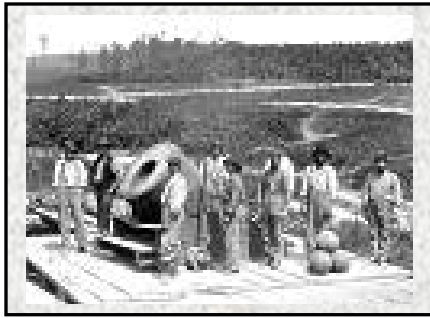


Write your poem here. Remember to include a picture that shows what your poem is about.

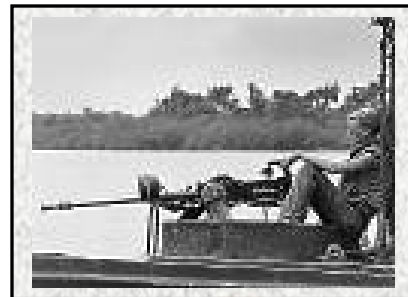


WAR

Major Wars: The list in the box below includes major wars in the history of mankind. Arrange the wars in chronological order. Write the correct numbers in the brackets. Follow the example.



The Persian Gulf War	()
The American Civil War	(1)
The Second World War	()
The Napoleonic Wars	()
The Korean War	()
The First World War	()
The Vietnam War	()



Arms and Ammunition: Identify the arms and ammunition below. Write the correct numbers in the corresponding boxes. You may refer to the words given below. Follow the example.

- | | | |
|------------------|---------------------|------------|
| 1) tank | 2) submarine | 3) warship |
| 4) troop carrier | 5) fighter aircraft | 6) missile |



A Survey: Answer the questionnaire below to find out whether you are a peace lover. Then, in pairs, discuss your answers.

Questionnaire

Do you agree with the statements below? Tick your choices.

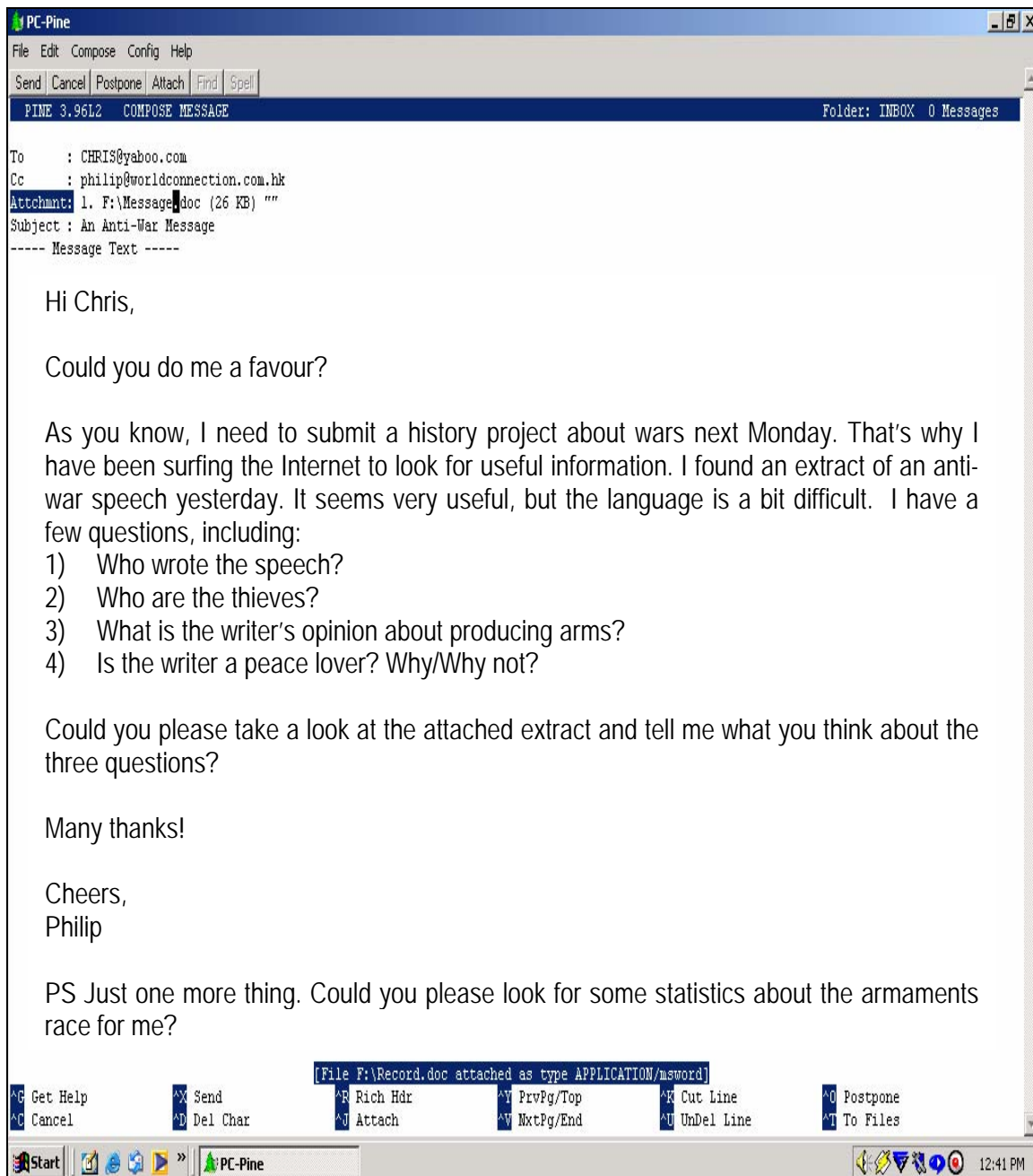
		YES	NO
1)	War is the best solution to any international dispute.		
2)	Most religions approve of war under certain circumstances.		
3)	Terrorists are evil. Therefore, it is correct to kill them all.		
4)	Political leaders who are supposed to be more influential and important should be protected at all costs, whereas ordinary civilians can be sacrificed in case of emergency.		
5)	We need arms and ammunition to safeguard democracy.		
6)	The best form of defence is attack.		
7)	War is a good way to defend freedom.		
8)	If you want your enemies to listen to you, defeat them first.		
9)	In a very dangerous situation, violent means can be justified to guarantee your own safety.		
10)	War can bring about peace.		



PART ONE: An Anti-War Speech

Philip, your cousin, needs to do a school project about wars. He has found an anti-war speech from the Internet.

Philip's E-mail: Read Philip's e-mail below. Then, in pairs, identify what you need to do.



Extract of a Speech: Read the extract e-mailed by Philip, and then in pairs discuss the questions asked by him. Write your answers in the spaces provided.

Extract

“Every gun that is made, every warship launched, every rocket fired signifies, in the final sense, a theft from those who hunger and are not fed, those who are cold and are not clothed. The world in arms is not spending money alone. It is spending the sweat of its labourers, the genius of its scientists, the hopes of its children ... This is not a way of life at all, in any true sense. Under the cloud of threatening war, it is humanity hanging from a cross of iron.” — *Former US President, Dwight D. Eisenhower, in a speech on April 16, 1953*



- 1) Who wrote the speech?
- 2) Who are the thieves?
- 3) What is the writer's opinion about producing arms?
- 4) Is the writer a peace lover? Why/Why not?

In response to Philip's request, you have found some statistics from the Internet.

A Leaflet about Armament and War: Read through the statistics given in the leaflet. Then, in pairs, discuss the following questions.

- 1) What do the figures show?
- 2) What are the causes of the armament race?
- 3) Do you think that we are safer if we have more modern weapons? Why/Why not?
- 4) Which is more likely to bring about peace: weapons or love? Why?
- 5) What will happen in ten years if the present situation goes on?

Leaflet

WAR AND PEACE

- In most military conflicts, over 80 per cent of all casualties have been civilian.
- Civilians are the main landmine casualties.
- Every year, 800 billion US dollars is spent on military expenditure and the arms trade.
- The United States spends around 300 billion dollars on military defence annually.
- Over 20 per cent of the world's scientific manpower is engaged in military research and development.
- The world's nuclear arsenal has enough stock to destroy the entire planet over 200 times.
- Over the past ten years, more than 200 million children have been killed in armed conflicts.
- Approximately 250,000 children under 18 years old are serving as soldiers in national and guerrilla armies around the world.



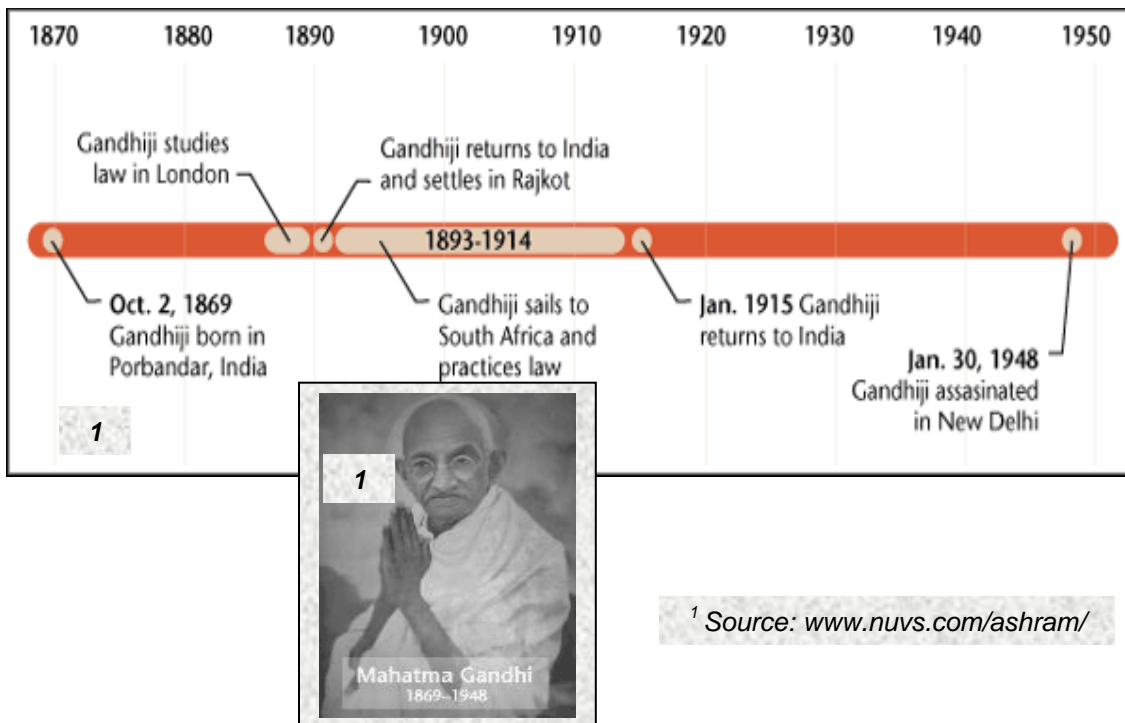
PART TWO: National Heroes

You are looking for information about national heroes. You and your classmates will be given three minutes at the monthly assembly to introduce a national hero.

Mahatma Gandhi and Nelson Mandela: Read the information about Gandhi and Mandela. Then, in groups, discuss which national hero you would prefer to introduce at the exhibition. You may consider the questions provided. Make notes in the space provided.

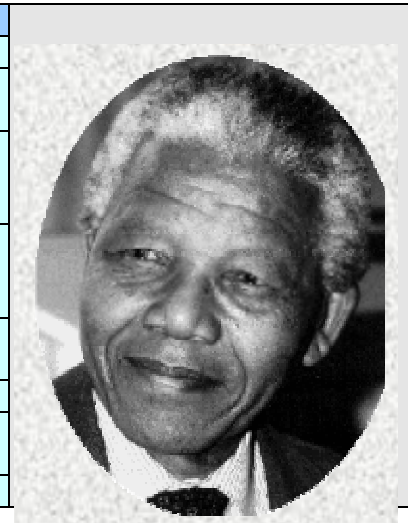
- 1) what they did for their people and nations
- 2) how much they sacrificed
- 3) their impact on other nations
- 4) their importance in the history of mankind

Facts on Mahatma Gandhi



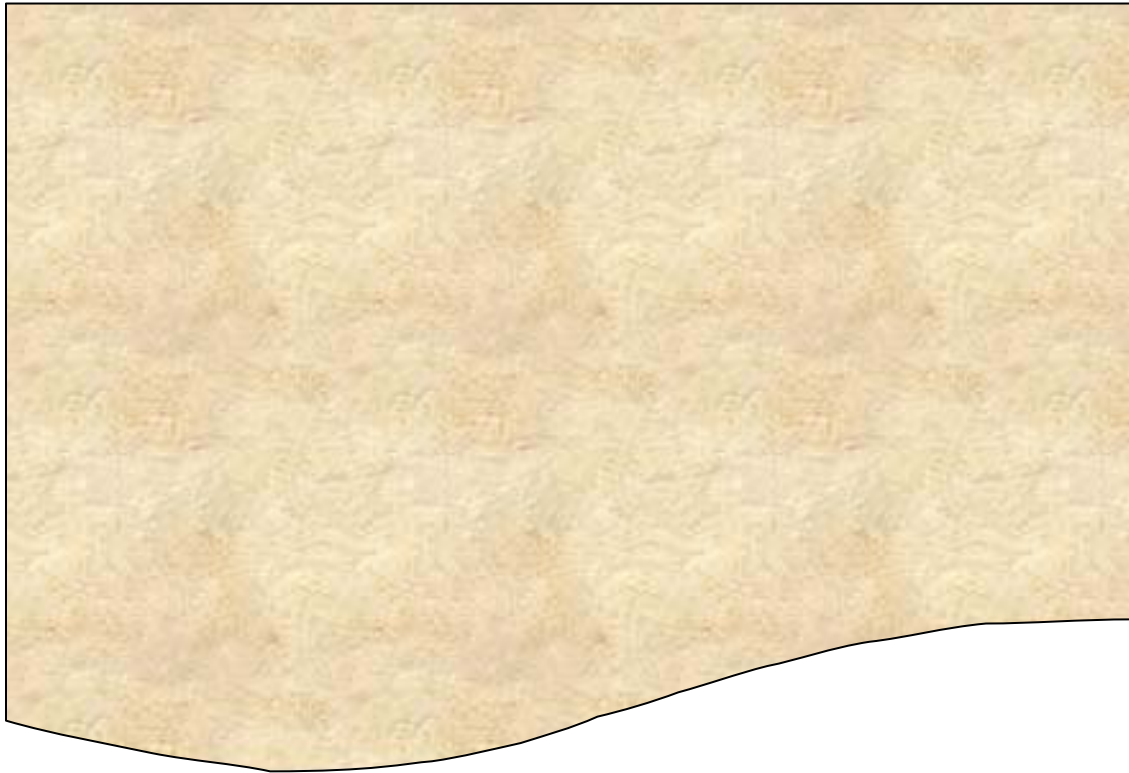
Facts on Nelson Mandela

YEARS	MAJOR EVENTS
1918	Nelson Mandela was born.
1950	He became the President of the African National Congress Youth League.
Early 1960s	He went underground and formed the ANC's military wing, Umkhonto we Sizwe (Spear of the Nation).
Mid 1960s to late 1980s	He spent 27 years in prison.
1990	He was freed and was appointed Deputy President of the ANC.
1991	He became the President of the ANC.
1993	He was awarded the Nobel Peace Prize for his efforts in promoting a democratic South Africa.
1994	He was elected President of South Africa.



Rehearsal: On the note sheet below, jot down necessary points for your speech. Then, in pairs, take it in turns to give a three-minute oral presentation to each other. Use the peer evaluation form provided to evaluate your partner's presentation.

Note Sheet



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>Pauses appropriate?</i>					
Other comments:					

PART THREE: Causes of War

Mr Harry Crawford, the Secretary of the World Peace Foundation in Hong Kong, visited your school last week. He had been invited to be the guest speaker at the opening ceremony of an exhibition about war. After the talk, he was interviewed by Mr Young, the supervisor of your school magazine.

Interview with Mr Crawford: Listen to the recorded interview so as to note down necessary details. Later you will need to write an article to report on Mr Crawford's opinions about the causes of war. Make notes on the note sheet below when you listen to the recorded interview.

Note Sheet

INTERVIEW WITH MR ARTHUR CRAWFORD

BACKGROUND OF THE WORLD PEACE FOUNDATION

- Established in _____
- Objectives:
 - to help the victims of _____
 - to help people understand that _____ can never bring about _____

CAUSES OF WAR

- Human beings are _____ and _____.
- People do not _____ about others because they are separated from them.
- They just want to protect their own _____.
- People are _____. They think that war can guarantee peace.





SOLUTIONS

- Return _____ for evil.
- Stop hatred by _____, _____, _____ and _____.
- People should not allow _____ and _____ to prevail in their mind.

LESSONS LEARNED FROM THE HISTORY OF MANKIND

- Over _____ wars have been fought over the past _____ years.
- The world will be _____ if the situation goes on.
- Neither discoveries nor _____ will bring about peace.
- Political _____ have failed to maintain peace.
- To maintain and promote peace on earth, we don't need advanced _____ or strong _____.
- We should educate the _____ to make them understand the _____ of _____.



PART FOUR: An Article for the School Magazine

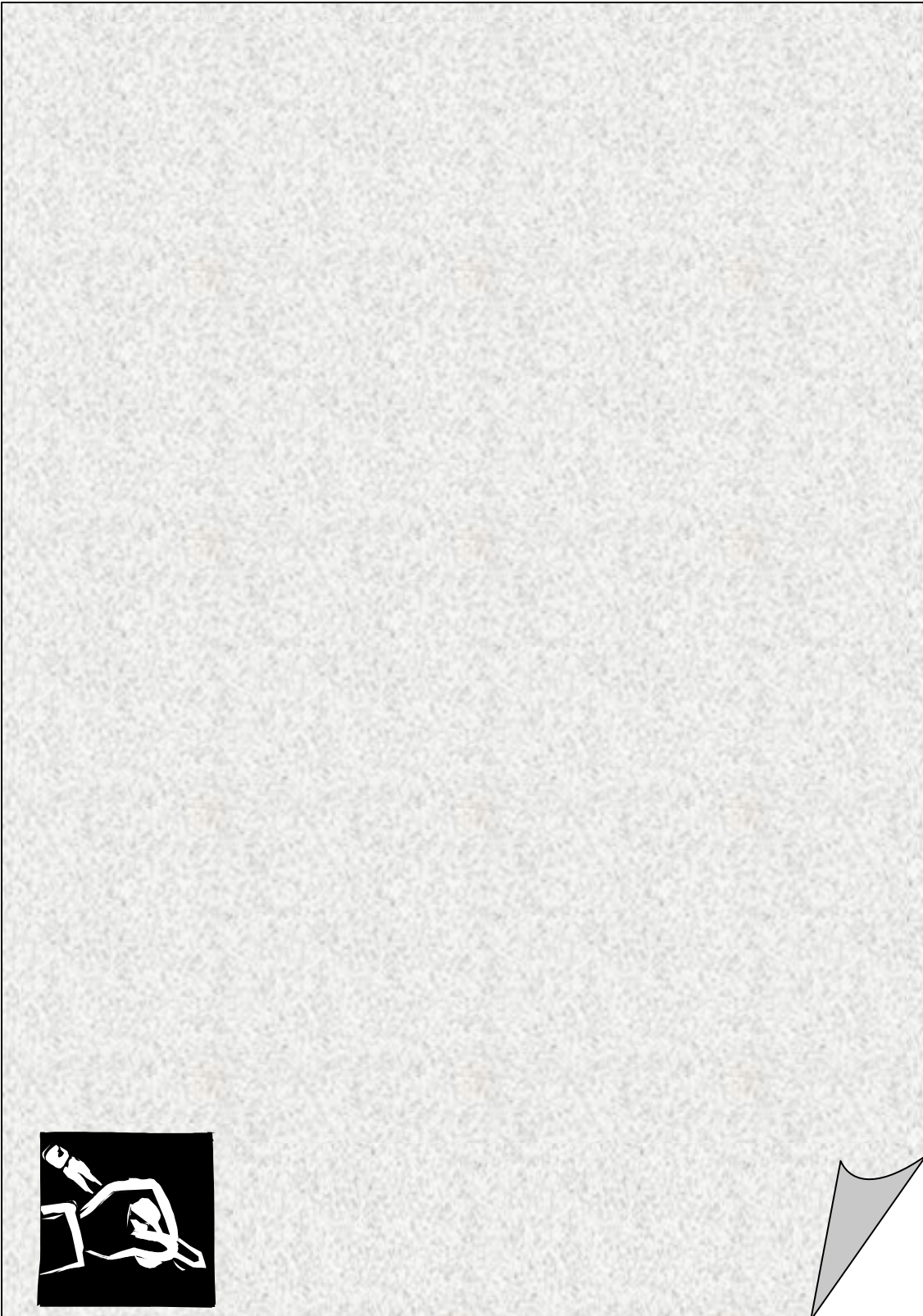
To raise schoolmates' awareness of the importance of maintaining peace and to analyse the causes of war, you are going to write an article for the school magazine.

Group Discussion: In groups, discuss the questions on the note sheet below. Make notes in the spaces provided.

Note Sheet

- 1) Do you agree that people's selfishness is the major cause of war?
Why/Why not?
- 2) Are there any other causes of war in addition to people's selfishness?
- 3) What will happen if the present unsatisfactory situation continues?
- 4) What should be done to maintain peace?

An Article: In not more than 180 words, write an article to discuss the causes of war, how to maintain peace and what will happen to the world if the present situation continues.



WORLD WIDE WEB

A Survey: Study the questionnaire below. Then, in pairs, interview each other using the questionnaire.

Questionnaire

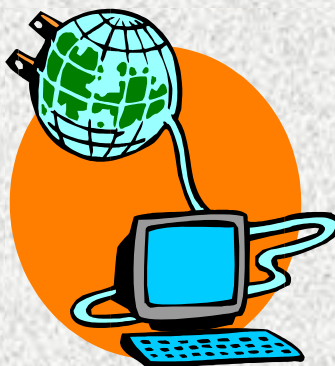
SURFING THE INTERNET

Answer the following questions:

- 1) How much time do you spend surfing the Internet every day?
- 2) Why do you surf the Internet?
- 3) What kinds of information do you find most interesting?
- 4) What kinds of information do you find most relevant to you?
- 5) Give one example of online safety guidelines.
- 6) Which major portals do you normally surf? Tick your choice(s).

a) AltaVista	<input type="checkbox"/>
b) AOL	<input type="checkbox"/>
c) CNET	<input type="checkbox"/>
d) Excite	<input type="checkbox"/>
e) Google	<input type="checkbox"/>
f) Go Network	<input type="checkbox"/>
g) HK Netvigator	<input type="checkbox"/>
h) Lycos	<input type="checkbox"/>
i) MSN	<input type="checkbox"/>
j) Netcenter	<input type="checkbox"/>
k) Newsbytes	<input type="checkbox"/>
l) PC World	<input type="checkbox"/>
m) Yahoo!	<input type="checkbox"/>
n) ZDNet	<input type="checkbox"/>
- 7) In what ways does the Internet affect you personally? Give three examples.

a)	_____
b)	_____
c)	_____

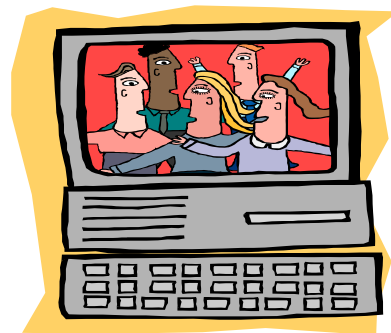


Crossword Puzzle: Complete the crossword puzzle below by filling in the missing words. You may refer to the clues. What is the "hidden word"?

1)						B							K
2)	H					R							
3)							N				E		
4)							E					E	
5)			I		U								
6)					M	E							
7)						R							

CLUES

- 1) People like to ____ the websites they find useful and interesting.
- 2) A/An ____ is someone who tries to break into computer systems.
- 3) You are ____ when you are connected to a computer.
- 4) A/An ____ is an area on the Internet that provides people with particular information.
- 5) A/An ____ is a computer program file capable of attaching to disks or other files and replicating itself repeatedly.
- 6) A/An ____ is the front page of a website.
- 7) A/An ____ is the form of address used on the World Wide Web.



The hidden word is _____.

PART ONE: Online Safety

Some students in your school spend a lot of time surfing the Internet. Their parents complain that this will affect their studies. They also worry that their children may meet undesirable people from using ICQ.

A Letter from a Mother: To discuss the issue with you and your classmates, and to raise your awareness of the importance of online safety, your class teacher, Ms Wong, has distributed to each of you a copy of a letter sent to the school's newsletter by a mother of a student in your school, and two leaflets about online safety. Read the letter and the leaflets and then, in groups, discuss the questions below. Write your answers on the note sheet provided.

- 1) What is the mother worried about?
- 2) Do you agree with the mother's complaint?
- 3) Do you have any advice for her?
- 4) Do you think that you and your friends are sufficiently aware of the guidelines about online safety?
- 5) What guidelines do you consider most important? Why?
- 6) What could be done to raise teenagers' awareness of online safety?

Letter

Dear Editor,

I am the mother of a Secondary Three student in your school. I am writing to express my worries about my daughter, who spends a lot of time surfing the Internet and chatting with strangers on ICQ.

My daughter used to be very hard-working, so her exam results were very good. However, recently she has changed a lot. Every afternoon when she comes home, she goes back to her bedroom at once. Then she stays in her bedroom for several hours. When I asked her what she was doing, she told me that she was busy with her project and she needed to search for information on the Internet. It was only a couple of days ago that I found out that she had been browsing some websites not suitable for her. In addition, she goes to



bed late and often chats with strangers on ICQ at night. This is very worrying!

Perhaps many parents are facing the same problem. They are worried that the information on the Internet may not be suitable for their children. Some of these websites are even offensive. Young people are impressionable. They seem to have a lot of trust in information found on the Internet.

I am also afraid that my daughter may meet friends made through ICQ. I just can't imagine what will happen to her if she meets them. Last week, a teenage girl was even raped by a stranger whom she had chatted with on ICQ!

People say the Internet is one of the greatest inventions. It improves communication among people and helps the development of science and technology. It is also easy and efficient to get new information from the Internet. However, it causes a lot of problems too. I just think that it does more harm than good.

I want to talk to my daughter and give her some guidance, but I know very little about computers. Therefore, I do not know what I can do. Perhaps the school should raise students' awareness of online safety. More importantly, there should be better co-operation between school and parents.

Yours faithfully,

Mrs Chan

Leaflet One

ONLINE SAFETY

- 1) Never give your personal details such as correspondence address, contact number(s) and ID number to strangers.
- 2) Never respond to any unfriendly, indecent and/or anonymous e-mails.
- 3) Never meet any 'friends' you make using ICQ. If you really need to meet them, arrange to meet in a public place and talk to your parents before you go.
- 4) Never trust any information from the Internet that is not adequately supported by evidence.

Leaflet Two

SUGGESTIONS FOR PARENTS

- 1) Spend time with your children to find out how they normally pass their time on the computer.
- 2) Surf the Internet with your children and provide them with guidance.
- 3) Install software programs that prohibit your children from browsing unsuitable websites.
- 4) Seek professional help from teachers and/or social workers if necessary.

Note Sheet

- 1) What is the mother worried about?
- 2) Do you agree with the mother's complaint?
- 3) Do you have any advice for her?
- 4) Do you think that you and your friends are sufficiently aware of the guidelines about online safety?
- 5) What guidelines do you consider most important? Why?
- 6) What could be done to raise teenagers' awareness of online safety?



PART TWO: Online Shopping

You will give a three-minute oral presentation in your class next week. Your topic is online shopping and you are searching for information about the topic.

A Radio Interview: Your friend, Michael, has recorded a radio programme for your reference. In the programme, the marketing manager of *Cyber Book City*, Mr Jack Robinson, talked about online shopping. Listen to the programme, and make brief notes on the note sheet provided.

Note Sheet

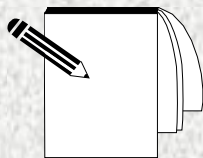
ONLINE SHOPPING

Online Shopping in Hong Kong

- not very common
- _____ to people
- little _____ in online shopping
- similar to the _____ ten years ago

Suggestions Given by Mr Robinson

- look for online company's _____ such as:
 - company's full _____ address
 - company's _____
 - ways of _____
- check whether the company has a privacy statement
 - to avoid _____ such as residential address, e-mail address and contact number being disclosed to any other party





- to avoid information being used for _____ purposes
- to avoid junk _____
- check _____ and _____ offered before buying them
- ask for written confirmation
 - to confirm _____ about goods and/or services
- choose online shops which offer a _____ period
 - to be able to _____ an order without any reason and to get a full _____
- pay by credit card
 - to be able to make a _____ against the credit card issuer when the company does not send the goods paid for and/or the company goes out of business
 - to be allowed to send payment details through a _____

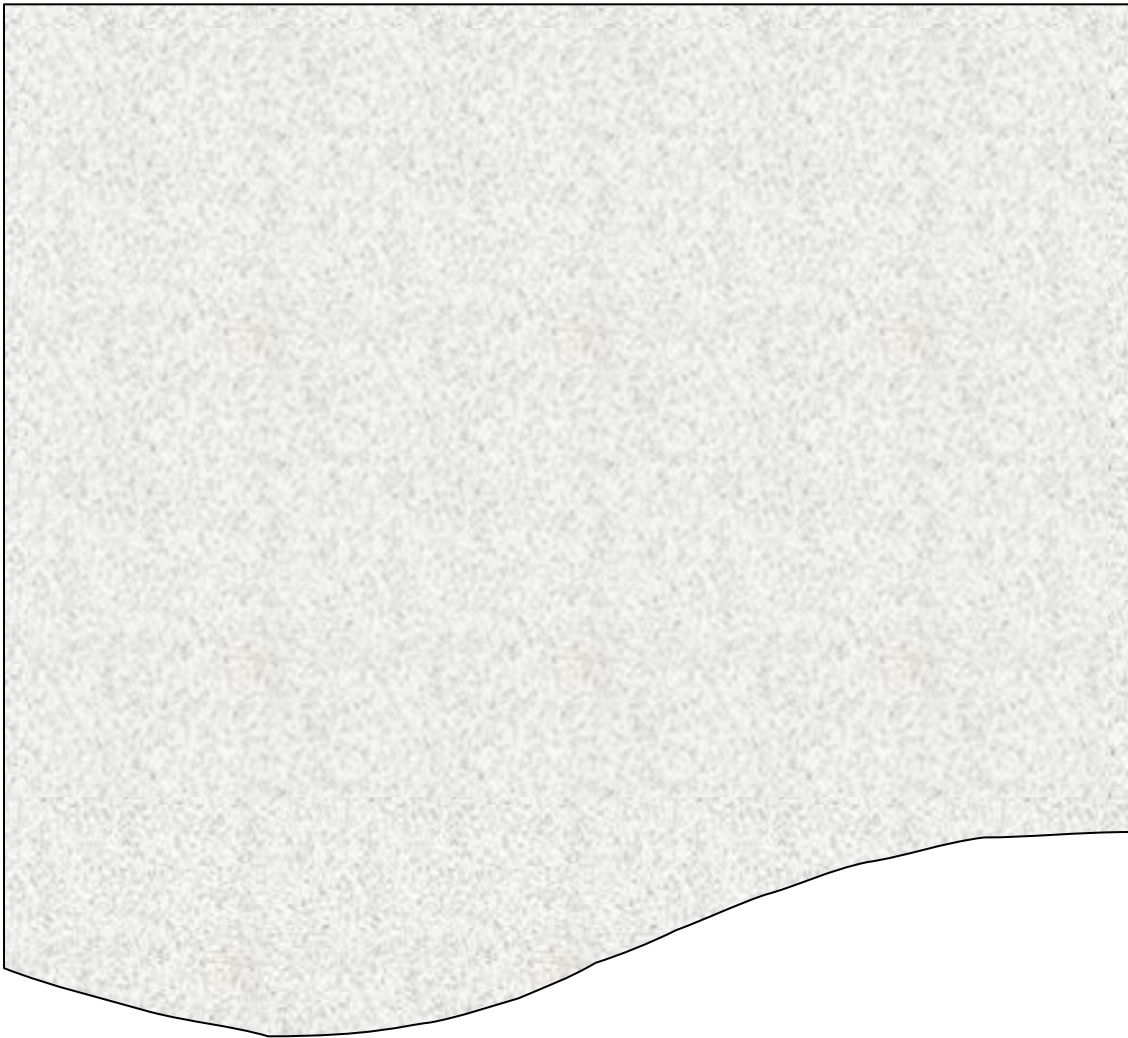
PART THREE: Three-Minute Presentation

You are preparing for your three-minute oral presentation.

Draft of the Presentation: Draft your points or script on the note sheet provided below. You may consider the following questions:

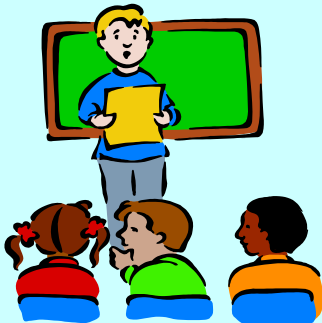
- 1) What is online shopping?
- 2) What should customers do to make sure that their online shopping is secure?
- 3) Would you like to order goods and/or services through the Internet?
Why/Why not?

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

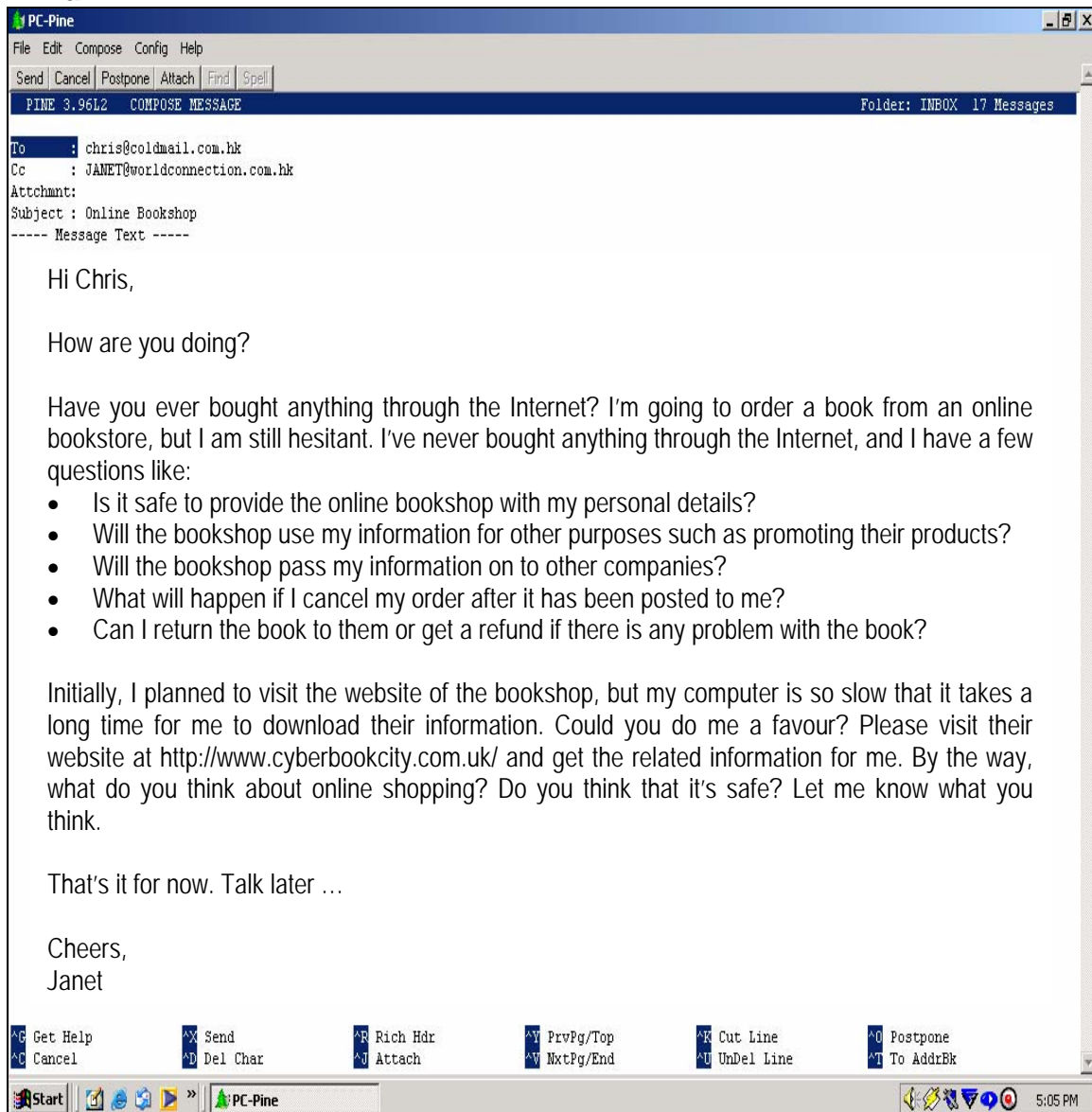
	Excellent	Good	Fair	Un-satisfactory	Poor
<i>Content interesting?</i>					
<i>Organisation good?</i>					
<i>Pace suitable?</i>					
<i>Intonation natural?</i>					
<i>Body language appropriate?</i>					
<i>Eye contact suitable and adequate?</i>					
<i>Pronunciation clear and correct?</i>					
<i>Voice audible?</i>					
<i>Pause appropriate?</i>					
<p>Other comments:</p> <div style="text-align: right; margin-top: 200px;">  </div>					

PART FOUR: An Online Bookshop

Owing to the rapid development of the Internet, online shopping is common in many foreign countries. Recently, online shopping has been introduced in Hong Kong.

An E-mail from your Cousin: Janet, your cousin, wants to use an online bookshop. However, she has a few questions about ordering books through the Internet. Read her e-mail and identify what she wants you to help with.

E-mail



You've downloaded some information from the website of *Cyber Book City*. Using the information given below and other sections in this module, in not more than 180 words write an e-mail to Janet to answer her questions.

Information from the Web Site

Personal Information

We are aware that there is a Privacy (Data Protection) Ordinance in the Hong Kong SAR. To comply with the guidelines of the Ordinance, we will keep all your personal information such as your name, correspondence and e-mail addresses, contact numbers and credit card numbers confidential. We will not disclose such information to any other party.

Information about our Products and Services

To let you know more about our products and services, we would like to send you e-mails with the latest information on these products and services. However, we will not e-mail you without your consent. Please visit our website, and click on the corresponding icon on the order form to state your preference.

Cancellation and Refund Policy

If we have not yet sent your order, you can simply contact us by phone, fax or e-mail. Then, we will immediately cancel your order. If we have already sent the order to you, we will offer a refund. You simply need to return the product(s) to us in their original packaging within seven days of the original postage date and we will arrange to send you a refund.



