

HONG KONG EXAMINATIONS AND ASSESSMENT AUTHORITY  
HONG KONG DIPLOMA OF SECONDARY EDUCATION EXAMINATION

## ENGLISH LANGUAGE PAPER 1

### Sample Paper

#### Question-Answer Book

Time allowed: 1 hour 30 minutes

(20% of the subject mark)

#### INSTRUCTIONS

- (1) Write your Candidate Number in the space provided on this page.
- (2) Stick barcode labels in the spaces provided on Pages 1, 3, 5 and 7.
- (3) There are two parts in this paper. Answer **ALL** questions in Part A. In Part B, you should choose **EITHER** Section 1 (easier) **OR** Section 2 (more difficult).
- (4) The reading passages are in a separate booklet. Write your answers clearly and neatly in the spaces provided in this Question-Answer Book. You are advised to use a pencil to write your answers. **Answers written in the margins will not be marked.**
- (5) For multiple-choice questions, you are advised to blacken the appropriate circle with a pencil so that wrong marks can be completely erased with a clean rubber. Mark only **ONE** answer to each question. Two or more answers will score **NO MARKS**.
- (6) Supplementary answer sheets will be supplied on request. Write your Candidate Number, fill in the question number box and stick a barcode label on each sheet and fasten them with string **INSIDE** this Question-Answer Book.

Please stick the barcode label here.

Candidate Number

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	Marker's Use Only	Examiner's Use Only
	Marker No.	Examiner No.
Part	Marks	Marks
A		
B1		
B2		
Total		

Each question carries ONE mark unless otherwise stated.

Part A (56 marks)

Answer questions 1-38 using information from the magazine article about Hong Kong in 2047 on page 2 of the Reading Passages booklet. Write your answers in the spaces provided. For multiple-choice questions, choose the best answer and blacken ONE circle only.

1. Look at the expression 'a mug's game' used in the introduction to this article. Decide which of the definitions below is closest in meaning.
- A. a pointless activity
  - B. a person who is easily deceived
  - C. a large drinking vessel
  - D. a physical assault
- A      B      C      D

2. Which of the following best describes Jake van der Kamp's job?
- A. fortune-telling
  - B. education
  - C. journalism
  - D. accounting
- A      B      C      D

3. Complete each forecast about Hong Kong by underlining the correct options. One has been done for you as an example. (6 marks)

<b>1947</b>	Hong Kong is ( <u>poor</u> / rich ) as the population has ( decreased / increased ), but there is potential for trade with ( the Royal Navy / China ).	----->	<b>1977</b>
<b>1977</b>	Unemployment will be ( low / high ) due to a big demand for seamen and the large number of people making ( ships / clothing ).	----->	<b>2007</b>
<b>2007</b>	Hong Kong will play a ( minor / major ) role in banking and finance. There will be ( little / a lot of ) pollution.	----->	<b>2047</b>

4. Find words in lines 1-8 which could be replaced by the following: (4 marks)

- a. summary \_\_\_\_\_
- b. appeared \_\_\_\_\_
- c. order \_\_\_\_\_
- d. shout \_\_\_\_\_

Answers written in the margins will not be marked.

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Please stick the barcode label here.

5. Based on the information given, what type of relationship does the writer have with his boss?

- A. They always agree.
- B. They are tolerant of each other
- C. They sometimes disagree.
- D. They never argue.

A      B      C      D  
        

6. Name 5 cities mentioned in the magazine article.

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7. What does 'it' in line 6 refer to?

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8. Find expressions in paragraphs 4-6 which mean the **opposite** of these words or phrases: (2 marks)

a. look back to \_\_\_\_\_

b. Absolutely right! \_\_\_\_\_

9. According to paragraph 9, name **three** types of business in London and New York which are said to have declined.

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10. The style of this article is....

- A. formal
- B. informal
- C. poetical
- D. literary

A      B      C      D  
        

11. What is the writer's main purpose in writing the article?

- A. to protest
- B. to inquire
- C. to complain
- D. to entertain

A      B      C      D  
        

Answers written in the margins will not be marked.

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Answers written in the margins will not be marked.

12. Who is his target audience / reader?

- A. a friend
- B. a colleague
- C. the government
- D. the general public

A  B  C  D

13. What can 'Yet' in line 58 be replaced by?

- A. although
- B. still
- C. however
- D. until

A  B  C  D

14. By 2047, which creative arts does the writer predict will thrive in Hong Kong? Write your answer in ONE complete sentence. (2 marks)

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15. According to the final paragraph, what are the THREE things required for creative achievement? Write your answer in ONE complete sentence. (2 marks)

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16. What is the tone of the last two words, 'yeah, right' in line 98?

- A. sarcasm
- B. agreement
- C. satisfaction
- D. admiration

A  B  C  D

Answers written in the margins will not be marked.

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Please stick the barcode label here.

17. What are the areas of strength and weakness of the following cities/countries if they want to develop into centres for the creative arts? Use the information from paragraph 14 to complete the table. (4 marks)

	Areas of strength	Areas of weakness
<b>Bangkok (Thailand)</b>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<b>Tokyo (Japan)</b>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<b>Singapore</b>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

18. How many of these local activities are mentioned in the article? Mark each picture with a tick (✓) in the box if it is mentioned and a cross (✗) if it is not. (5 marks)



Answers written in the margins will not be marked.

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Two friends are discussing Jake van der Kamp's article. Complete their conversation with suitable words or expressions from the box below. Use each answer ONCE only. The first one has been done for you as an example. (11 marks)

- |                            |                                   |
|----------------------------|-----------------------------------|
| A – did they               | B – may not be                    |
| C – it's a bit unrealistic | D – the same thing goes for       |
| E – inclined to think that | F – will be                       |
| G – would be               | H – would've thought in 1947 that |
| I – of course not          | J – didn't it                     |
| K – I see what you mean    | L – the only way you could have   |

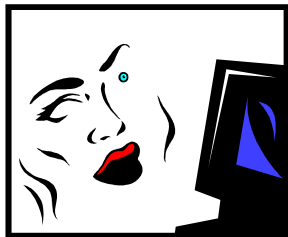
Don't you think C to imagine that Hong Kong (19) \_\_\_\_\_ a 'centre of the creative arts' by 2047?

Not really. I mean who (20) \_\_\_\_\_ 30 years on this (21) \_\_\_\_\_ one of the world's biggest garment-making centers?

You're right! And (22) \_\_\_\_\_ 1977 – people never imagined that in 30 years' time Hong Kong'd change from a goods producing economy to a services economy, (23) \_\_\_\_\_ ?

No, (24) \_\_\_\_\_. It managed to grow wealthy because of mainland trade and finance, (25) \_\_\_\_\_ ?

Yeah, (26) \_\_\_\_\_ possibly made those forecasts is by looking at what London and New York had done earlier.



They (28) \_\_\_\_\_ exactly the same, but I'm (29) \_\_\_\_\_ that Hong Kong is ready for the next stage after all.



(27) \_\_\_\_\_ .

Answers written in the margins will not be marked.

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Answers written in the margins will not be marked.

Please stick the barcode label here.

**Writing in Response: Letter to the Editor of a Newspaper**

Below is a draft letter written by your friend P. Yip in response to the article. Read the choice of words and expressions given and help P. Yip to express his support for Jake van der Kamp's viewpoint by underlining the best option as shown in the example. (9 marks)

**Give the ( *red* / *amber* / *green* ) light to universal suffrage**

Jake van der Kamp's article, 'What will Hong Kong look like in 2047?' (July 1), is a highly commendable prediction of the path which lies ahead of us. He astutely articulates the (30) *aspirations* / *expiry* / *enquiries* of many people like myself. Too bad if his boss (31) *can* / *can't* / *could* appreciate the poetry!

It's (32) *obvious* / *envious* / *odious* that creative arts alone will not sustain us in 2047. (33) *Consequently* / *Frankly* / *Doubtless*, banking and finance will continue to play an important role in our economic future. (34) *Sensibly* / *Similarly* / *Shockingly*, I think Hong Kong will further establish itself as a center for publication, education and research. What other facets of our society might be enhanced?

I don't think that air pollution should be the (35) *soul* / *soil* / *sole* focus of our attention, as is often the case with government reports. To (36) *score* / *get* / *reach* our target of becoming a leading center for the creative arts in Asia, we must have extensive government subsidies without (37) *no* / *any* / *none* strings attached. Consequently, Hong Kong will need a government that can (38) *hold* / *carry* / *keep* its distance and at the same time respond appropriately to the public clamour for universal suffrage.

**P. Yip, Tsim Sha Tsui**

Answers written in the margins will not be marked.

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Answers written in the margins will not be marked.

**Part B**

Choose **EITHER** Section 1 (easier) **OR** Section 2 (more difficult).

**Section 1 (46 marks)**

Answer questions 39-56 using information from the web postings shown on pages 4-5 of the reading passages booklet. Write your answers in the spaces provided. For multiple-choice questions, choose the best answer and blacken **ONE** circle only.

39. When was this website created?

- A. on the 1<sup>st</sup> anniversary of 'one country, two systems'
- B. in 2008
- C. in 2007
- D. at the end of 156 years of British administration

A	B	C	D
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. Who set up the website?  
People in ...

- A. mainland China
- B. Hong Kong
- C. the U.K.
- D. the U.S.A.

A	B	C	D
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

41. What type of content does the website feature?

- A. comments and personal stories
- B. advice about living in Hong Kong
- C. historical information
- D. the principles of 'one country, two systems'

A	B	C	D
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

42. Read message 'A' carefully and decide if the following are true (T), false (F) or not stated (X). Put appropriate symbols in the boxes below. (3 marks)

- A. The writer lived in Hong Kong for a total of 12 years.
- B. The writer is married.
- C. Many changes have been noticed by the writer.


43. Where is the writer of message 'A' living now?

\_\_\_\_\_

44. Which words in message 'A' mean the same as the following: (4 marks)

- a. changed \_\_\_\_\_
- b. frequently \_\_\_\_\_
- c. visitors \_\_\_\_\_
- d. full of energy \_\_\_\_\_

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Answers written in the margins will not be marked.



Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

45. Look at how 'jewel' is used in message 'B' and decide which of the definitions below is closest in meaning.

- A. a small valuable stone
- B. a small part used in the machinery of a watch
- C. someone who is very important to you
- D. the best or most valuable component

A      B      C      D  
        

46. What can 'It's' in line 12 be replaced by?

- A. It has
- B. It is
- C. It was
- D. Its

A      B      C      D  
        

47. Complete the sentence below. (2 marks)

According to the writer of message 'C', people in Hong Kong were unhappy because of \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_

48. Look for words or expressions in message 'D' which are the *opposite* in meaning to: (3 marks)

- a. negatively \_\_\_\_\_
- b. independently \_\_\_\_\_
- c. ashamed \_\_\_\_\_

49. Name **two** things the writer of message 'D' is proud of:

The writer is proud of \_\_\_\_\_

50. How old is the writer of message 'E'?

\_\_\_\_\_

51. In message 'F' (lines 31-32), which of the following items do the developers feel that they didn't have enough of? Circle more than one answer if appropriate.

cash / clothes / curios / buildings / fruit / restaurants / vegetables

52. Look at how 'fancy' (line 34) is used in message 'G' and decide which of the definitions below is closest in meaning.

- A. to like or want something (verb)
- B. to be attracted towards somebody (verb)
- C. ornate and flowery (adjective)
- D. complicated and needing a lot of skill (adjective)

A      B      C      D  
        

Answers written in the margins will not be marked.

53. What are the **TWO** bad things that have happened since 1997, as implied by the writer of message 'H'. (2 marks)

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54. What are the **TWO** good things that have happened since 1997, as implied by the writer of message 'H'. (2 marks)

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55. Read the following replies, matching each with **ONE** of the messages on pages 4-5 of the reading passages booklet. Use each letter **once** only. The first is given to you as an example: (7 marks)

e.g.	Like you, I've made regular visits to Hong Kong over the decades. I'm in the Navy. I think the city looks cleaner and more modern now. <span style="float: right;"><i>D.W. (San Francisco)</i></span>	----->	E
	Despite all the challenges you mentioned, I love Hong Kong, too. <span style="float: right;"><i>J.C. (Hong Kong)</i></span>	----->	
	I couldn't agree with you more! I lived in Hong Kong for 17 years but I get lost now when I go back, because new buildings pop up so frequently that it's hard to get my bearings. Even the iconic Star Ferry Pier has been demolished and rebuilt further west on the island. <span style="float: right;"><i>S.C. (Manchester)</i></span>	----->	
	Hong Kong remains the 'can do' city of the world and I agree with you about feeling safe there! It's a place with fine social mobility but no social engineering; a place where everything – private and public – actually works; and where everyone looks to the future instead of wallowing in the past. <span style="float: right;"><i>A.J. (London)</i></span>	----->	
	I'm quite shocked after reading your post. Are you suggesting that falling wages and property prices are making Hong Kong any cheaper? As a tourist, I've visited HK twice in the last 5 years. It's a wonderful city - I would recommend it to anyone – but take a fat wallet with you. It's painfully expensive. <span style="float: right;"><i>M.S. (Dublin)</i></span>	----->	
	When it comes to quality of life, I'd have thought a person like you would be very concerned. The one thing that has changed significantly has been the pollution. Air quality has declined steadily over recent years, transforming what was once my favourite city anywhere in the world into a city that I now try hard to avoid. <span style="float: right;"><i>S.L. (New York)</i></span>	----->	
	I don't think you need to worry too much about Hong Kong's future prosperity or political conflicts. Why would communist rulers want to upset the goose that lays the golden eggs? <span style="float: right;"><i>D.F. (Cambridge)</i></span>	----->	
	We love Hong Kong too: it has fabulous mountains, beaches and countryside. My wife's also proud that it's her ancestral home. The Cantonese are wonderful people and every day is full of scandal and gossip. Now we live in Zurich where the air is clear and we see the sun, every day. <span style="float: right;"><i>H.G. (Switzerland)</i></span>	----->	

Answers written in the margins will not be marked.

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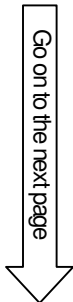
Answers written in the margins will not be marked.

56. Complete the information summary below. Identify the writers' connection with Hong Kong. Decide if the views expressed about Hong Kong are generally positive or negative. Quote ONE piece of evidence to justify your response. Write down ONE change mentioned in each of the web postings. Some of the details have been completed to help you. (13 marks)

Message	Writer's connection with Hong Kong	General opinion expressed	Supporting quote from the passage	Change mentioned in the web posting
A	_____	<u>positive</u>	<u>Hong Kong remains a fabulously vibrant place.</u>	<u>the great influx of tourists from the Mainland</u>
C	_____	_____	_____	<u>Many people no longer considered themselves to be Chinese</u>
E	_____	_____	<u>It is always an exciting city, a shopping paradise, with super food and nice people.</u>	_____
F	<u>The writer may have visited Hong Kong before.</u>	_____	_____	_____
G	_____	_____	<u>We will pay a heavy price in quality of life for this.</u>	_____

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.



Answers written in the margins will not be marked.

**Section 2 (50 marks)**

Answer questions 57-76 using information from the poem by Liz Lochhead on page 6 and the article on page 7 of the reading passages booklet. Write your answers in the spaces provided. For multiple-choice questions, choose the best answer and blacken ONE circle only.

For questions 57 - 68, please refer to the poem on page 6 of the reading passage booklet.

57. Who are the five individuals portrayed in this poem? (2 marks)

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

58. What is the relationship between the two *main* characters?

\_\_\_\_\_

59. Number the following events (2 – 6) in **chronological order**. The first one has been done for you as an example.

	Mary got married.
	Liz met Mary by chance on a bus.
<b>1</b>	They lived in similar houses.
	Mary stopped going to school.
	Liz and Mary attended school together.
	Liz borrowed some books from a library.

60. What is the tone of the poem?

- A. amusing
- B. sad
- C. reflective
- D. bitter

- A
- B
- C
- D

61. There is a significant time shift in the poem. In *which line* does it occur?

\_\_\_\_\_

62. In line 11, what does ‘top desk’ mean?

\_\_\_\_\_

63. Look through ALL the verses of the poem, for words or expressions to match these definitions: (3 marks)

a.	(v) showed a sign of respect that a woman made to a more important person by bending her knees with one foot behind the other
b.	(n) mathematics
c.	(v) to wish you had someone else’s possessions, abilities, etc.

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64. Which phrase is used to imply that Mary is physically mature?

*Her body is described as a* \_\_\_\_\_

65. What *used to be* the girls' aim in life, when they were younger? (2 marks)

\_\_\_\_\_  
\_\_\_\_\_

66. Give TWO reasons that the girls *drifted apart*. (2 marks)

\_\_\_\_\_  
\_\_\_\_\_

67. Based on the poem, who do you think ultimately made the right choice? Give reasons to support your views. (3 marks)

\_\_\_\_\_  
\_\_\_\_\_

68. What is the writer's message? (2 marks)

\_\_\_\_\_  
\_\_\_\_\_

For questions 69-75, please refer to the newspaper report on page 7 of the reading passages booklet.

69. What are the professions of the people featured in this report? The first one has been done for you as an example. (2 marks)

NAME	PROFESSION
Paul Baker	educationalist
Joseph Driessen	
Celia Lashlie	
John Langley	
Steve Maharey	

70. This report focuses on \_\_\_\_\_ education.

- A. pre-school
- B. primary
- C. secondary
- D. tertiary

A      B      C      D

71. To rewrite this report in a more formal way, give ONE word to replace each of the following colloquial expressions. (2 marks)

Line	Word / Expression	Meaning
36	<i>matey</i>	
62	<i>shaky</i>	

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

72. Look at how the idioms below are used in the article. Decide which of the options provided is closest in meaning and blacken ONE circle only. (2 marks)

Line	Word / Expression	Meaning
16	<i>a raw deal</i>	<input type="radio"/> unequal gambling opportunities <input type="radio"/> uncooked food <input type="radio"/> unfair treatment
27	<i>boy-friendly</i>	<input type="radio"/> sociable with both male and female students <input type="radio"/> attractive in the eyes of male students <input type="radio"/> easier for any boy to copy

73. Look at how the pronouns below are used and briefly explain what they refer to in the article. (2 marks)

PRONOUN	PARAGRAPH / LINE	REFERENCE
it	para 1 / line 10	
They	para 7 / line 73	

74. Here is a list of alterations suggested by the newspaper editor for a slightly different version of the article. Fill each gap with ONE word. Refer to the paragraph and line number specified for the specific ideas. Some have been done for you as examples. (4 marks)

para 3 / line 20	Baker <u>agrees</u> , but thinks it <u>may</u> have already gone too far.
para 4 / lines 28-31	As soon as they know their _____ in the system and understand what the system is, boys will respect it.
para 6 / lines 55-57	_____ many boys, girls are surrounded by positive role models from infancy.
para 6 / lines 63-65	It's alright to encourage girls, however, boys mustn't be _____ at the same time.
para 9 / lines 83-85	Celia Lashlie is _____ optimistic than Baker, although she agrees about boys needing boundaries.

75. What is the *literal meaning* of 'time bomb' and what does it *represent* in the title of this passage? (3 marks)

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Answers written in the margins will not be marked.

76. Which person on pages 6-7 of the reading passage booklet would you attribute the following to? Justify your answers by quoting one sentence or phrase from the text. Some have been done for you as examples. (14 marks)

**A: "Boys are being unfairly treated."**

**B: "She's always been the only one for me."**

**C: "People in the schools are very supportive and don't worry too much when boys behave roughly."**

**D: "None of the 3 theories has yet been confirmed."**

**E: "It's important to believe in yourself."**

**F: "Why should I have to waste money on her clothes?"**

**H: "The Government wants to be fair in providing equal opportunities for both sexes."**

**G: "We used to be top of the class."**

Answers written in the margins will not be marked.

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	Most likely Speaker	Supporting sentence / phrase
A		
B		
C		
D		
E		
F	Mary's father	<i>He didn't believe in ... forking out for uniforms.</i>
G		
H		

Answers written in the margins will not be marked.

**END OF PAPER**

HONG KONG EXAMINATIONS AND ASSESSMENT AUTHORITY  
HONG KONG DIPLOMA OF SECONDARY EDUCATION EXAMINATION

**English Language Paper 1**  
**Sample Paper**  
**Reading Passages**

**INSTRUCTIONS**

1. Write all your answers in the Question-Answer Book.
2. DO NOT write any answers in this booklet because they will not be marked.



**Part A - This is the compulsory part. Answer all questions in this part.**

Read the following magazine article and then answer questions 1-38 on pages 2-7 of the Question-Answer Book.

(56 marks)

**What will Hong Kong look like in 2047?**

**Come back and ask me in 40 years...**

Predicting the city's future can be a mug's game unless you take a close look at how New York and London have developed, writes **Jake van der Kamp**

- 5 [1] The e-mail command popped up on the screen. 'Tell us,' said the boss, 'what the future is likely to hold for Hong Kong in 2047, and make it forward-looking, will you? We don't want just a recap of past events.'
- 10 [2] So I decided to get it deliberately wrong and look back to 1947 instead. Well, why not? The boss needs someone to yell at, doesn't he?
- 15 [3] But there is a reason for starting in 1947. I want to imagine what I would say if I had been employed by this newspaper in 1947 and asked to make a forecast of what Hong Kong would be like in, for argument's sake, 1977.
- 20 [4] I think I would have looked around me and come to the conclusion that there really wasn't much future for the place. It was poor, people had deserted it throughout the war and even the Royal Navy hadn't much use for it any longer. Perhaps there was still some potential for China trade, but otherwise agriculture and fishing would have to do. Hong Kong and the Falklands – backwaters of the Empire, both. How wrong can you get?
- 25 [5] Now let's shift forwards to 1977 and I shall imagine myself with the same assignment. What will Hong Kong look like in 2007? I look around me and I say, 'Well, I got it wrong last time, but it's pretty obvious where we're heading this time.'
- 30 [6] Then I would forecast that, in 30 years, Hong Kong would be the world's biggest noise in garment production, taking advantage of the closed mainland economy's inability to compete. The city would become to ship-owning what Greece had once been, and unemployment would stay low because of the vast demand for Hong Kong seamen.
- 35 [7] Look around you. The words 'spot on' hardly strike you as the most appropriate comment on that 1977 prediction, do they? Yes, wrong again – and not just a little wrong, but way off the mark. Here I am in 2007, trying to predict where Hong Kong will be in 2047. I'm pretty certain that looking around me, to see where we are, would be the wrong approach.
- 40 [8] Taking that approach, I would predict that in 40 years' time Hong Kong will be the world's biggest banking and finance centre; its entrepôt economy will sit astride the crossroads of world trade with the mainland; and it will have established itself indubitably as Asia's World City [got the point, cut
- 50 the poetry - Ed] – except for one thing. Everyone has left because of the air pollution.
- 55 [9] OK, let's do it a different way. Let's look at two cities that are ahead of us on the path we are treading – London and New York. They are still financial centres and will probably continue to have a stronger position in finance than we can ever hope to have. But they have lost their port business, lost their manufacturing business and become weaker in trading businesses. Yet they are clearly wealthy cities and becoming even wealthier. Banking and finance alone cannot have done this. Then what *has* done it?
- 60 [10] And there we have the difficulty: just how do you describe what people do when they put their brains to work rather than their muscles? What you get is a wide range of activities that don't always strike you as commercial, but which prove to be so in the aggregate.
- 65 [11] To some extent you can call it the arts, and both London and New York are very obviously centres of the arts in every way – music, theatre, literature, film, take your choice.
- 70 [12] But that is still not enough. You can also see these two as centres of applied sciences – engineering, architecture and the like. They are media and publication centres; they are research centres, education centres. They are many things and it is not always easy to pin down just what those things are, but you know that they all contribute because you can see the physical evidence in London and New York.
- 75 [13] I think Hong Kong in 40 years' time will be a centre of the creative arts in a way that we cannot now imagine. I think our film industry will revive; that this town will be the publication centre of Asia with an incontestable lead over other Asian cities; that it will be the first place Asian artists will want their paintings shown; and that even in music it will make a name for itself.
- 80 [14] This progression is simply natural. For creative achievement you need unfettered talent, not just unfettered in the creative arts but in the political and economic spheres as well. Hong Kong is well ahead of other Asian centres in this regard. Bangkok could be in contention because of the tolerance that characterises Thai society, but Bangkok is not wealthy enough, and prosperity is required. Tokyo might qualify, but only for Japanese society. Singapore? Hah! Tolerant, unfettered Singapore, yeah, right.
- 85
- 90
- 95

**This is a blank page.**

**Part B - Answer EITHER Section 1 (easier) OR Section 2 (more difficult).**

**Section 1**

Here are some comments from people around the world, posted to *www.hongkong.com*. Read them carefully and answer questions 39-56 on pages 8-11 of your Question-Answer Book. (46 marks)

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**Hong Kong now and then**

**A decade has elapsed since the handover of Hong Kong, when it was returned to Chinese rule after 156 years of British administration. Mainland China has agreed to protect the interests of Hong Kong people, under the principle of ‘one country, two systems’, for another 40 years.**

5 **Paradoxically it seems that change may be inevitable, if our city is to maintain its vibrant image. If you have observed any differences over the past ten years, or would like to share your views with us about Hong Kong’s future, please send your comments and personal stories to our website.**

---

**A.**

10 We spent 6 years in HK: 3 years before the handover, and 3 years after. It is surprising just how little HK has altered. We continue to visit HK often, and the only important change we have seen is the great influx of tourists from the Mainland. HK remains a fabulously vibrant place, which continues to develop at the leading edge of Asia and world commerce. It remains the safest major city I have ever visited!

*H. S. (Germany)*

---

**B.**

15 I was born in HK, and now live in Canada. Over the past 10 years I have visited HK quite a few times and witnessed the changes it has endured. In my opinion the British did a marvellous job with HK. It’s now up to China to preserve this jewel, and allow the people of Hong Kong to continue its growth. My hope for HK is that it will not be ruined by conflicting political ideals, but rather it will continue to prosper and be an example to China of what the rest of the country could be.

*J.E. (Canada)*

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**C.**

A couple of years ago I travelled to Hong Kong and spoke to a lot of locals about life in post-handover Hong Kong. The consensus was that they were not happy; wages had fallen and property prices had also fallen. People were particularly concerned about the loss of Cantonese culture with the flood of mainland Chinese coming to the island both as visitors and to take up work. Many Hong Kong people no longer considered themselves to be Chinese, but as Hong Kongers.

*A.P. (New Zealand)*

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**D.**

20 I grew up in Hong Kong and now study in England. I was only 9 when Hong Kong was handed over to the Chinese government, but I can certainly say that things have changed positively in general. Sure enough, there are a lot of things and issues that we want resolved, but I cannot deny that the HKSAR government has been working hand in hand with the general public to make Hong Kong a better place to live in. I love Hong Kong. I am proud to be Chinese, and I am also proud to be from Hong Kong.

*C. Y. H. (England)*

---

**E.**

25 As a visitor, I was in HK in the 70’s, the 90’s, and in 2006. It is always an exciting city, a shopping paradise, with super food and nice people. I have not really noticed any change, except for increased traffic, the new airport and new malls. Unfortunately I do not speak Cantonese, so my impression is only superficial. If I were younger (I am 65) and starting a business career, I would relocate there and learn the language.

*R.L. (Gibraltar)*

---

**F.**

30 The Hong Kong that tourists enjoy is vanishing. The Tai Yuen Street Markets in Wanchai are a testimony to this. These charming little streets that sell a colourful array of Chinese curios, cheap clothes, fruit, vegetables and have congee restaurants will soon be no more, making way for more buildings and more cash for developers (as if HK and they didn’t have enough!). How long until all of these historic places are swallowed up in the name of ‘profit’? Is this what HK’s ‘development’ is all about?

*G.C. (United States)*

**G.**

35 There has been much fancy rhetoric about progress in Hong Kong from both local administrators and British politicians involved in the handover. Many of these perspectives are filtered through heavily rose-tinted glasses. As a doctor I want to protect the environment, and would say the lack of universal suffrage and the increasingly closed government are leading to poor decision-making and a lack of essential action in these areas. We will pay a heavy price in quality of life for this.

*P.N. (Hong Kong)*

---

**H.**

40 Since 1997 there has been a huge influx of Chinese immigrants trying to come and work and live in HK as we have better job prospects. However, good immigration policies were introduced to control the influx of mainlanders into this overcrowded city. Over the past 10 years HK has prospered and its economy hasn't stopped growing although it adds to the ever-growing pollution problem and to the ever-widening gap between the wealthy and less fortunate. But - I still love HK.

*M.B. (Brisbane)*

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## Section 2

Read the following poem and article and then answer questions 57-76 on pages 12-15 of the Question-Answer Book.  
(50 marks)

### The Choosing

We were first equal Mary and I  
with same coloured ribbons in mouse-coloured hair  
and with equal shyness,  
we curtsyed to the lady councillor  
5 for copies of *Collins' Children's Classics*.  
First equal, equally proud.

Best friends too Mary and I  
a common bond in being cleverest (equal)  
in our small school's small class.  
10 I remember  
the competition for top desk  
or to read aloud the lesson  
at school service.  
And my terrible fear  
15 of her superiority at sums.

I remember the housing scheme  
where we both stayed.  
The same houses, different homes,  
where the choices got made.  
20 I don't know exactly why they moved,  
but anyway they went.  
Something about a three-apartment  
and a cheaper rent.  
But from the top deck of the high-school bus  
25 I'd glimpse among the others on the corner  
Mary's father, muffled, contrasting strangely  
with the elegant greyhounds by his side.  
He didn't believe in high school education,  
especially for girls,  
30 or in forking out for uniforms.

Ten years later on a Saturday  
I am coming from the library  
sitting near me on the bus,  
Mary  
35 with a husband who is tall,  
curly haired, has eyes  
for no one else but Mary.  
His arms are round the full-shaped vase  
that is her body.  
40 Oh, you can see where the attraction lies  
in Mary's life  
not that I envy her, really.

And I am coming from the library  
with my arms full of books.  
45 I think of those prizes that were ours for the taking  
and wonder when the choices got made  
we don't remember making.

LIZ LOCHHEAD

## Boys - the classroom time bomb

11 Picture this - a society of uneducated, unemployed, unsocial and increasingly violent men. This possibility is all too real, according to some in the education sector. As the gap between girls' and boys' achievement continues to grow, they are warning it could have dire effects on society. Boys' educationalists like Dr Paul Baker, of Waitaki Boys High School, and education consultant Joseph Driessen believe boys' education is on a slippery slope; that without research into the issues and ways to put it right, society could pay dearly.

12 Baker's speech to the conference 'Challenging Boys' at Massey University gave a strong message. 'New Zealand's institutional response to the gap has been one of denial, delay and trivialisation,' he said. Boys were getting a raw deal. But why has the boys' achievement issue even been raised? Haven't we spent the past few decades making sure that girls have equal access to education?

13 Yes, says Baker, but maybe it has gone too far. Many in the ministry of education are stuck fighting the 'girls can do anything' battle, he says. 'There is a huge reluctance in the ministry to accept that emphasis needs now to be more on boys.' This is needed because the gender gap is widening, particularly at the senior level of secondary school and at tertiary level.

14 So what makes education more boy-friendly? The key is good relationships, he says. 'If boys feel they are valued, recognised, feel secure, have ownership over decisions, know their place in the system, know what the system is, then they will respect the system. 'If you get things right with boys then they are fantastic to work with. They are uncomplicated, open and admit when they do something wrong.' But to get it right takes a lot of input, positivity and encouragement. 'Most boys respond well to a good matey, sometimes physical, approach.' It does not matter whether teachers are male or female. They just need to be enthusiastic about the subject. Step by step instructions can also help them learn better.

15 Baker is calling for the Ministry of Education to establish a substantial review of the curriculum, learning and assessment. 'If there is still a gender gap then so be it.' For co-educational schools, the challenge is even greater. 'Maybe the only solution is single-sex classes,' says Baker, though some co-ed schools do very well for boys. 'When schools have substantial gender gaps there is something wrong with the learning culture of boys in those schools. They associate learning, studying and homework - all academic success - with girls. That is a total cop-out. It is not an excuse for male underachievement.'

16 Education consultant Joseph Driessen, who specialises in boys' education, says boys need a sense that learning is a masculine activity. Girls are surrounded by positive role models from an early age, but many boys are not. 'They live in a vacuum. They are much less certain of who they are, have so few examples to follow of masculinity.' Boys also hold girls in high esteem. Pupils' self-belief is the driving

force of their achievement, Driessen says. 'Boys' self-belief is shaky because society keeps putting them down. I'm not saying stop urging girls on, but stop putting boys down. We need to realise our boys are just as vulnerable as girls and need our support.'

17 Like Baker, Driessen has concerns about where boys will end up. 'We will pay for that enormously. We are paying already with youth unemployment... increasing numbers in prisons, high suicide rates. It will have a severe impact on society.' Driessen agrees the top level of governance in education is continuing to deny the problem. 'I'm very sad at the lack of leadership at the top government level. They are insisting on perpetrating a social imbalance which is gradually becoming a crisis.'

18 Schools, while waiting for some help from above, were starting to look at the issue with some success. Initiatives such as introducing more male guest speakers, getting fathers on boards and becoming involved in school activities and having posters featuring positive images of boys, are just some of the ways boys can be encouraged further.

19 Celia Lashlie, author of *He'll Be OK*, agrees boys need boundaries, but is cautious about the dire picture Baker paints. While Baker advocates an academic response to the problem, Lashlie says any response needs to be across society. She says society has drifted towards the automatic assumption that boys' behaviour is bad and girls' behaviour is good. 'The reality isn't whether it's bad or not; it is simply boys. Teachers try to control that behaviour as being naughty. It's not; it's just how they are. We need to accommodate it, enjoy it.' In her visits to boys' schools she found the environment very affirming of boys being boys. 'They're incredibly positive, accommodating of boys physically and not stressed about it.'

20 University of Auckland dean of education Dr John Langley says there are three schools of thought on the issue of boys' and young men's achievement, none of which has been proven. One is the role model theory: how boys often grow up without males in their lives at home or at school. Second is the feminisation of education theory: because education is driven by females at all levels it manifests itself in a system more suited to girls. Finally is the 'it's not cool to be a bloke any more' theory: boys and young men are not sure about who they are, and are a bit confused.

21 Education minister Steve Maharey has called for more information and asked what schools are doing to improve the situation. He told the PPTA annual conference the Government had rejected a call for it to teach boys and girls differently. 'The Government is determined to lift boys' achievement, and the way to do this is to continue our focus on effective teaching for all students.' At last week's boys' education conference, he said quality teaching would make the biggest difference in efforts to lift boys' achievement. 'Whether boys are in a co-ed or single-sex school setting, quality teaching is where we can make the biggest difference to their achievement.'

END OF READING PASSAGES

HONG KONG EXAMINATIONS AND ASSESSMENT AUTHORITY  
HONG KONG DIPLOMA OF SECONDARY EDUCATION EXAMINATION

**ENGLISH LANGUAGE PAPER 2**  
**(SAMPLE PAPER)**

Time allowed: 2 hours

(25% of the subject mark)

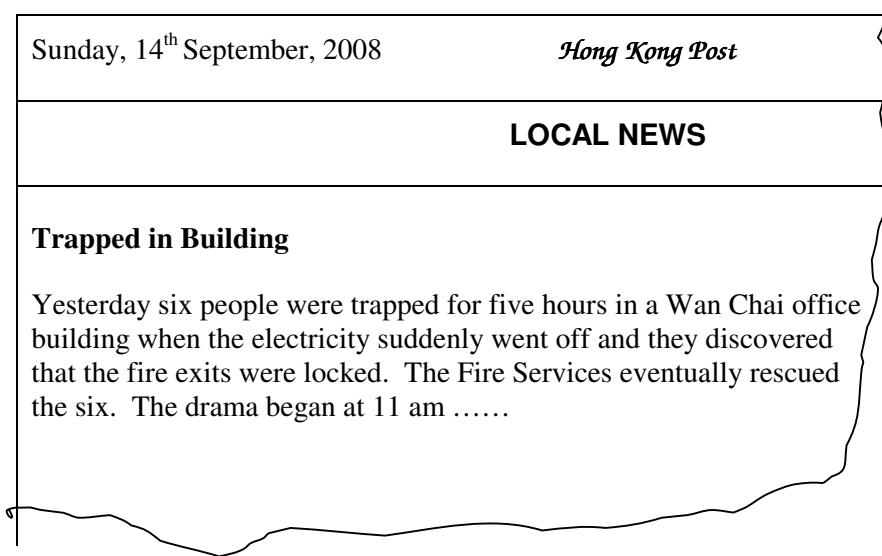
**INSTRUCTIONS**

- (1) Answer Question 1 and **ONE** question from Part B. Write the answers to **BOTH** questions in the Answer Book provided.
- (2) You **MUST** write on **EACH LINE**. Do not write in the margins. Answers written in the margins will not be marked.
- (3) You are advised to use a pen for this test.
- (4) Do not use your real name in answering any of the questions. If names are provided in the question, you must use those names. If no name is provided and you still wish to use a name to identify yourself, then use 'Chris Wong'. If you need to use names for other characters in the composition not specified by the question, you may use names such as Mary, Peter, Wai Yee, Mr Smith, Ms Young, etc. You may lose marks if you do not follow these instructions.
- (5) You are reminded of the importance of clear handwriting and the need for planning and proofreading.
- (6) Rough work should be done on the rough-work sheets provided which will be collected separately. These will not be marked.

You have two hours to answer Question 1 and **ONE** question from Part B.

**Part A** (10% of the subject mark)

1. Write about 200 words on the following topic:



You are Pat Chan. You were one of the six people trapped in the building. Write a report for your own school newspaper describing what happened.

**Part B** (15% of the subject mark)

Write about 400 words on any **ONE** of the following topics:

2. **Learning English through Sports Communication**

You have received a letter from your brother Andy who is studying in America, telling you he has taken up motorbike racing as a hobby. Write a reply to him, explaining why you are worried about his new hobby. Try to persuade him to take up a different sport and give reasons for your recommendation.

3. **Learning English through Drama**

You recently went to see the first performance of a school play written specially for students and their parents. The performance was a disaster from start to finish. Write a review of the performance for the school magazine, describing what the play was about and explaining what went wrong on the night.



4. **Learning English through Poems and Songs**

A local restaurant is running a competition for a creative advertisement to attract overseas tourists. Your friend, Pat, wants to enter the competition and has written a poem which he thinks could be quite effective for advertising the restaurant. He has asked for your opinion.

Lunchtime in Golden Bauhinia Chinese Restaurant

Many people wait  
It's already one o'clock  
Will they get a seat?

Around the tables  
Everyone talking loudly  
It makes my ears hurt

I can smell my lunch  
Noodles, garlic and roast pork  
I hope it comes soon

Delicious dim sum  
Spring rolls, crispy and crunchy,  
They are my favourite

Yummy roast pork bun  
So hot it burns my hand  
Ouch! Eat it quickly

Write a reply to Pat telling him what you think about his idea. Comment on the things you like best about his poem and what could be improved to make the advertisement more effective.

5. **Learning English through Debating**

You are the secretary of the school debating team. Last week you attended the finals of the inter-school debating contest. You have been asked to write a report on what happened at the finals for the school newsletter. Describe the topic you had to debate, how your team performed, which team won the competition and what the prize was.

6. **Learning English through Short Stories**

Your parents have sent you away for a month to do a creative writing course in a summer retreat on one of Hong Kong's outlying islands. After several days, you finally have time to write some entries in your diary. Describe your experiences on the course and of life on the island, and say how they have given you some ideas for writing short stories.

7. **Learning English through Popular Culture**

Recently, a TV presenter helped you arrange a special birthday event for one of your parents without his or her knowing about it. The preparations for the event and what happened on the day were filmed as part of a very popular TV show called *Surprise of Your Life*.

Write a letter to your sister in Canada describing what sort of surprise event you chose and why, how it was organized and how your parent felt about being shown on TV.

Begin your letter 'Dear Shelley,' and sign it 'Nicky'. Do not write an address.

8. **Learning English through Workplace Communication**

Your school recently conducted a 'Working Week' scheme during which students could choose to work as one of the following:

- a reporter
- a teacher
- a restaurant cook
- a flight attendant
- a photographer

You took part in the scheme. Now your careers advisor has asked you to write an article for the school magazine describing your experience during the 'Working Week' and how you felt about the job you chose.

Write the article.

9. **Learning English through Social Issues**

Your school building is going to be pulled down as part of the redevelopment of the area. Write an article for your school magazine saying why you think this *is* or *is not* a good idea.

**END OF PAPER**

HONG KONG EXAMINATIONS AND ASSESSMENT AUTHORITY  
HONG KONG DIPLOMA OF SECONDARY EDUCATION EXAMINATION

## ENGLISH LANGUAGE PAPER 3

(30% of subject mark)

### Sample Paper

#### Question-Answer Book

(2 hours)

#### INSTRUCTIONS

- (1) Write your Candidate Number in the space provided on Page 1.
- (2) Stick barcode labels in the spaces provided on Pages 1, 3, 5 and 7.
- (3) Attempt **ALL** tasks in Part A (tasks 1 – 4), and for Part B, attempt **EITHER** those in Section 1 (tasks 5 – 7) **OR** those in Section 2 (tasks 8 – 10).
- (4) Write your answers clearly and neatly in the spaces provided in this Question-Answer Book. **Answers written in the margins will not be marked.** You are advised to use a pencil for Tasks 1 - 5 (listening tasks) and a pen for Tasks 6 - 11 (integrated tasks).
- (5) All listening materials will be played **ONCE** only.
- (6) The Data File will **NOT** be collected at the end of the examination. Do **NOT** write your answers in the Data File.
- (7) Supplementary answer sheets will be supplied on request. Write your Candidate Number, fill in the question number and stick a barcode label on each sheet and fasten them with string **INSIDE** this Question-Answer Book.
- (8) The rough-work sheets provided are for you to take notes. They will be collected separately and will not be marked.

Please stick the barcode label here.

Candidate Number

	Marker's Use Only	Examiner's Use Only
	Marker No.	Examiner No.
Task	Marks	Marks
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
Total		

**Part A**

**Situation for Tasks 1 to 4:** You are Charlie, an F6 student. You and your classmates, Steven and Mary, are doing a media studies course with Mrs. Roberts, the teacher in charge of the course. For your homework, you have to write an essay on reality shows, and you also have a term project on the same topic. As you listen to the recordings, complete Tasks 1 – 4. Task 1 is to do with the homework while Tasks 2 – 4 are to do with the project.

**Task 1** (12 marks)

You do not know much about reality shows, so you are asking Mary about them now. Listen to your conversation with her and fill in your note page below.

**Your note sheet on reality shows**

<p><i>What are reality shows?</i></p> <p><i>Find out names of two shows:</i></p> <p>i)</p> <p>ii)</p> <p><i>Examples of tasks people have to do:</i></p> <p>i)</p> <p>ii)</p>
<p><i>How long have there been reality shows?</i></p> <p><i>How long do they run for?</i></p>
<p><i>What do most of them share in common?</i></p> <p>i)</p> <p>ii)</p> <p>iii)</p>
<p><i>How do they make so much money for the TV companies that show them?</i></p>

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Please stick the barcode label here.

**Task 2** (21 marks)

**Situation:** Steven, Mary and you are talking about the reality show you will propose as part of your media studies project. You are taking notes. As you listen, complete your note sheet below and tick the boxes showing which type of show you propose to produce and which type of camera you agree to use.

**Your note sheet for your media studies project (page 1)**

<i>Which kind of show should we make?</i>		
<i>Type</i>	<i>Advantage(s) + reason(s) / result(s) if any</i>	<i>Disadvantage(s) + reason(s) / result(s) if any</i>
<i>Hiking expedition</i> <input type="checkbox"/>		✧ <i>boring</i> ✧ <i>would only show people walking through the countryside</i>
<i>School students</i> <input type="checkbox"/>		
<i>Overseas travel</i> <input type="checkbox"/>		
<i>Families</i> <input type="checkbox"/>		
<i>Which kind of camera should we use?</i>		
<i>Type of camera</i>	<i>Advantages</i>	<i>Disadvantages / problems</i>
<i>Movie camera</i> <input type="checkbox"/>		
<i>Video camera</i> <input type="checkbox"/>		
<i>Webcam</i> <input type="checkbox"/>		
<i>i) Who should be the winner and ii) who should judge the competition?</i>		
i)  ii)		

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

**Task 3** (6 marks)

**Situation:** Steven, Mary and you are now discussing other aspects of the project, such as cost estimates. Tick the relevant boxes and fill any other missing information that you can.

**Your note sheet for your media studies project (page 2)**

Costs will include and come to about?

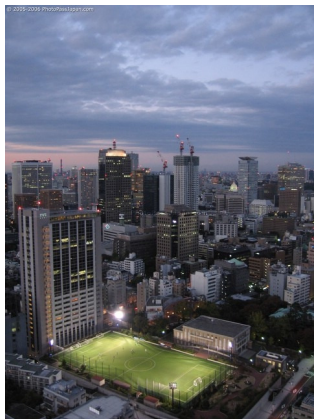
	<i>Yes</i>	<i>Amount</i>
a) the prize?	<input type="checkbox"/>	HK\$ _____
b) filming equipment?	<input type="checkbox"/>	HK\$ _____
c) film crew?	<input type="checkbox"/>	HK\$ _____
d) editing the film?	<input type="checkbox"/>	HK\$ _____
e) venue for studio audience?	<input type="checkbox"/>	HK\$ _____
f) payment for contestants?	<input type="checkbox"/>	HK\$ _____
g) payment for actors?	<input type="checkbox"/>	HK\$ _____

Ideas for prizes? (Tick one box)

a)

b)

c)



Number of episodes?

How long will we need?

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Please stick the barcode label here.

**Task 4** (9 marks)

**Situation:** Steven has taken your project proposal to Mrs. Roberts for her to comment on. Listen to his conversation with Mrs. Roberts and note down the things that Mrs. Roberts likes and the things the three of you still need to think about before you submit your final proposal.

What Mrs. Roberts likes	Things for the group to think about
▶  ▶  ▶  ▶	▶  ▶  ▶  ▶  ▶

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

## **Part B**

You will now hear the situation for Section 1 and for Section 2.

**Situation:** You are David Chan and you work for a TV station as an assistant to a programme producer, Michael Jones.

Two recordings will be played. First you will listen to an extract from Entertainment Weekly about a new reality show called 'Flatmates'. Then you will listen to members of the studio audience having a discussion about the participants of the show, 'Flatmates'. You can make notes on pages 2 and 3 of your Data File.

After listening to the recordings, complete tasks in either Section 1 OR Section 2. Only do those tasks in the section you have chosen to complete. Do not attempt to do both sections.

Each section comprises three tasks: Section 1 includes Tasks 5, 6 and 7 and Section 2 includes Tasks 8, 9 and 10. Use the relevant information given in the recordings and in the Data File to complete the tasks of the section you have chosen.

Before you hear the recordings you will have five minutes to study the Question-Answer Book and the Data File to familiarise yourself with the situation and the tasks for each section.



Please stick the barcode label here.

**Part B - Section 1**

**Task 5** (16 marks)

Your producer has asked you to give him some notes on the feedback of the studio audience on the personalities of the flatmates. He may want to use this information for his report on the show. To complete this task, refer to the notes you made on page 3 of your Data File. List the personal characteristics and habits the members of the audience thought each of the flatmates had. The flatmates' names are listed in alphabetical order.

Names of flatmates (in alphabetical order)	Good (+) and bad (-) points / habits mentioned	
Richard Ho	+	-
Mary Robinson	+	-
Stephen Smith	+	-
Susan Wong	+	-

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

**Task 6** (13 marks)

Look at the note from your producer on page 5 of the Data File and use the information from the recording, your notes and the Data File to complete the note-page below that he will use to write his report.

Introduction & description

.....  
.....  
.....  
.....

- *It was the first programme of its kind for this station*
- *It has been very successful*

Audience figures & advertising figures

.....  
.....  
.....  
.....  
.....

Views of participants & members of studio audience

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.....  
.....  
.....  
.....

Recommendations for future shows like this

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Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

**Task 7** (15 marks)

Look at the note from your producer and the phone message on page 5 of the Data File and complete the email below to Frances Lo, one of the Finance Officers. All the information you need is in the Data File.

<p>Dear Ms Lo</p> <p>I am writing about Mr. White, who .....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

End of Paper for Section 1

**Part B - Section 2**

**Task 8** (15 marks)

You have been asked to write a brief description of each of the flatmates which will go in the leaflet to be enclosed with the DVD version of the programme. To complete this task, refer to the notes you made on page 3 of your Data File. Write a brief description of each of the flatmates (listed below in alphabetical order), and where possible support your description with evidence provided by members of the studio audience.

Richard Ho .....

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Mary Robinson .....

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Stephen Smith .....

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Susan Wong .....

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Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

**Task 9** (16 marks)

Use the information from your notes and the Data File to write the draft report on the reality show. You may find the note from your producer on page 6 of the Data File helpful. All the information you need is on the recordings or in the Data File. You do not need to fill all the space given here; write only so much as you need to complete the report.

**Report on Flatmates**

**Introduction and description**

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**Cost, audience figures and advertising figures**

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Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

**Views of participants and members of studio audience**

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**Conclusion and recommendations for future shows of this nature**

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Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

**Task 10** (15 marks)

You have to write a proposal for a new reality show for the managers of the TV station. You will find some guidelines in the note from your producer (on page 6 of the Data File). All the information you need is in the Data File.

**Cableline TV**  
**Programme Proposal Form**

**Proposed name:**

**Description**

.....

.....

.....

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.....

.....

**Estimated cost**

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.....

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**Justification**

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Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

**End of Paper for Section 2**

**(Additional sample task for Part A)**

*(30 marks)*

**Situation:** It is some months later, and you, Charlie, are now taking part in a real TV reality show. You are a member of Red team, led by Karen Mak, which has to compete with Blue team to see which one can sell the most hamburgers from a mobile stand.

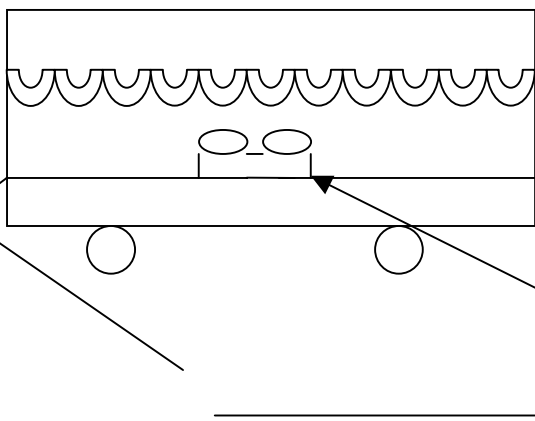
The teams will have to do the following:

1. design and think of a name for their hamburger stand;
2. mark on the map provided possible locations for the stand;
3. mark other important locations on the map; and
4. write a shopping list and note where to buy the items.

Finally, based on what you have heard in the recording, you, Charlie, will have to indicate your views about some aspects of Karen and Jenny's personalities.

**Diagram of stand**

Answers written in the margins will not be marked.



**Notes on colour scheme**  
**Top:**  
**Bottom:**

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.



Answers written in the margins will not be marked.

### Red Team Location Map



Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

*Your shopping list*

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

**Your opinion of other team members**

On the basis of what you have heard, indicate whether the following statements are true or false.

		<b>True</b>	<b>False</b>
Karen:	lets other team members contribute.	<input type="checkbox"/>	<input type="checkbox"/>
	takes the final decisions herself.	<input type="checkbox"/>	<input type="checkbox"/>
	takes no notice of what her team members say.	<input type="checkbox"/>	<input type="checkbox"/>
	is a strong character.	<input type="checkbox"/>	<input type="checkbox"/>
	is very conscious she is team leader.	<input type="checkbox"/>	<input type="checkbox"/>
Jenny:	is annoyed by Jim.	<input type="checkbox"/>	<input type="checkbox"/>
	refuses to accept Karen's decisions.	<input type="checkbox"/>	<input type="checkbox"/>

HONG KONG EXAMINATIONS AND ASSESSMENT AUTHORITY  
HONG KONG DIPLOMA OF SECONDARY EDUCATION EXAMINATION

**ENGLISH LANGUAGE PAPER 3 (Sample Paper)**  
**DATA FILE**

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**Viewing recommendations**

<b>Channel 1</b>	<b>Cableline</b>
<p>7.30 pm Life about us <i>- fascinating documentary on wildlife to be found in Hong Kong.</i></p> <p>9.00 pm A Hard Day's Night <i>- great film for those oldies who like Beatles' music. A bit dated for everyone else.</i></p>	<p>6.00 pm Witchdoctor <i>- drama about a group of faith healers.</i></p> <p>7.30 pm Flatmates <i>- Cableline's new series about a group of students sharing a flat. Watch their lives as they all try to win the prize of a holiday in Paris by being voted the nicest person in the flat. Some seem to be trying harder than others. Fascinating.</i></p>

**Note page for feedback from the studio audience**

What does the audience think about each of the following flatmates?

Richard Ho

Mary Robinson

Susan Wong

Stephen Smith

What does the audience think about the show?

**Note page for feedback from the participants of the show**

How did they feel about the show?

How can the show be improved?

## Note from Michael Jones to David Chan for Section 1

*David, can you deal with this (see attached phone message)? It seems Finance may have made a mistake. Apparently the guy is a bit annoyed because he hasn't been paid what he thought he would be. Consult the 'Regulations regarding payment and expenses for non-regular staff' in the Personnel File and then email Finance with the details. Finance generally do not like handing out money, so make sure that you give them all the facts and point out what we are obliged to pay. Just tell them what he should have been paid per episode – let them do the maths! At the beginning of your email, make sure you tell them what he did so they know what you are writing about.*

*The other thing I would like you to do is to make some notes that I can use for writing a report on the show for top management. Summarise any comments the studio audience and flatmates made about the show and get some information together about viewer figures etc. Only give me the important stuff; I don't want too much detail. Highlight anything that enables me to put the show in a positive light – for example if the audience figures etc. are better than for other programmes.*

*Thanks, Michael.*

### Phone message

**For:** Michael Jones

**Date:** 5<sup>th</sup> April

**Subject:** Payment for attendance as audience member for 'Flatmates'

A Mr. White phoned. He says he was told he would be paid for taking part in the discussion. Also says he was only paid travel expenses of \$84, which works out at \$7 per episode and says this didn't even cover half his MTR fare.

Says you have his details.

## Note from Michael Jones to David Chan for Section 2

*David, there are two things I'd like you to do. First of all we need to get in our proposal for our next show – would you mind doing that? You know we have already talked about doing a reality show/documentary type programme on a group of prisoners (I suppose it would be more like a documentary). Also there was an interview with me in Entertainment News (attached) which gives some details of what I'm planning. Use the attached data for the cost estimates and any positive feedback we have had from Flatmates such as viewing figures to justify it. Regarding costs, we probably wouldn't have a studio audience as there probably wouldn't be some kind of competition - we can hardly let the winner out of jail! So, as we wouldn't have an audience we'd save on the cost of the studio for them; also we'd save on film crew costs because I want to let the prisoners operate the cameras as in Flatmates. We'd probably still have to pay some location costs, so use the costs of 'other programmes' as a guide. I think we would probably have about half the number of episodes, as prisoners' lives follow the same routine all the time, so people would lose interest more quickly than with Flatmates . Round up the figure to the nearest \$10,000.*

*Also, could you write a draft of the report on 'Flatmates' for senior management? I was going to do it but I'm really busy right now. In your introduction, give a brief description of the show, then talk about the figures (but don't include any tables or anything – it's just a short report). Write a little on the feedback from the studio audience and flatmates. In your conclusion, emphasise how successful it has been. Senior management always like recommendations, so see if you can make one or two. Only give the main figures in the report, as too many numbers just send people to sleep. Keep the language formal as it's for the top bosses.*

*Thanks, Michael*



**Cableline TV – cost breakdown**

**Comparison of ‘Flatmates’ with other programmes in same time slot (7.30pm – 9pm)**

Cost per episode

Flatmates		Others
Rehearsal costs	Nil	\$60,000
Cast costs (on-air)	Nil	\$70,000
Equipment costs	\$6,000	\$12,000
Audience costs + expenses (34 members)	\$4,200	Nil
Staffing costs	\$23,300	\$71,440
Location costs (+ cost of studio for audience)	<u>\$28,200</u>	<u>\$20,600</u>
<b>Total costs</b>	<b>\$61,700</b>	<b>\$234,040</b>

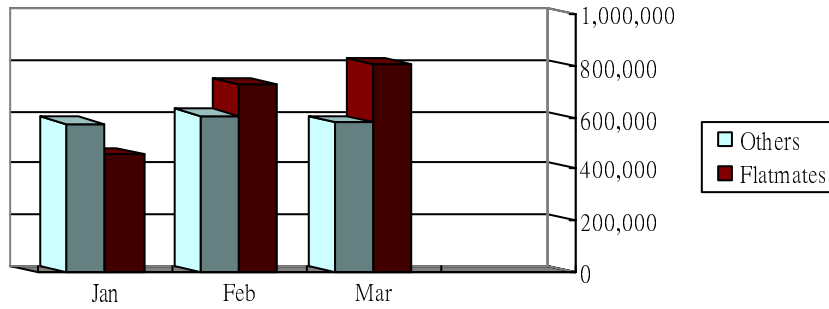
Extra cost for Flatmates

Prize	\$112,000
-------	-----------

<b>Total cost of ‘other programmes’ (episode cost x12):</b>	<b>\$ 2,808,480</b>
<b>Total cost of Flatmates:</b>	<b><u>\$ 852,400</u></b>
<b>Difference:</b>	<b>\$ 1,896,080</b>

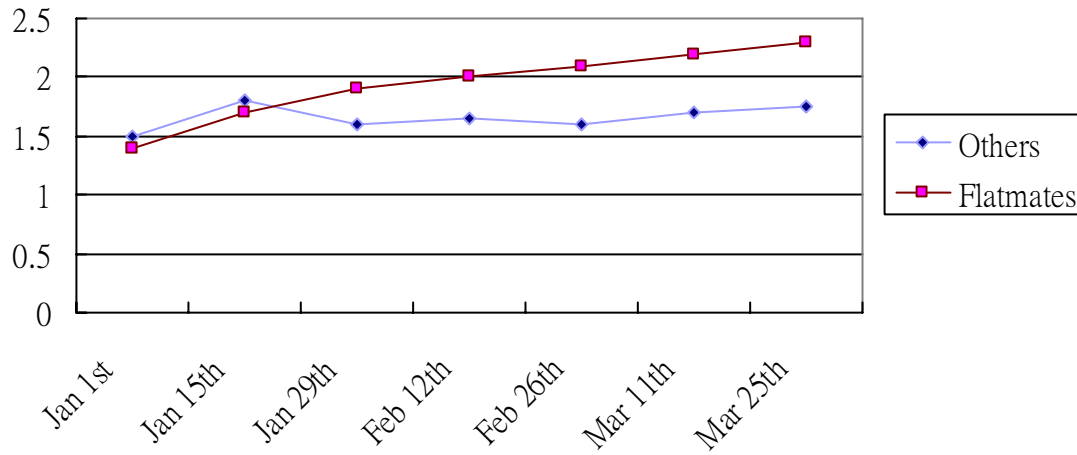
### Programme Data on Flatmates

**Figure 1 – advertising revenue (in HK dollars) compared to average revenue of programmes in similar time slot (7.30pm – 9.00pm)**



**Figure 2 – viewing figures in millions compared to average figure of other programmes in same time slot (7.30pm – 9pm)**

(Figures are given for alternate weeks, i.e. for 7 out of 12 episodes)



## **Extract from the Personnel File**

### **4. Regulations regarding payment and expenses for non-regular staff**

#### 4.1 Actors / participants in shows:

Rehearsal time shall be paid at \$300 per hour.

On-air time shall be paid at \$800 per hour.

If no rehearsal time is required, then on-air time shall be paid at the rate of \$1000 per hour.

4.2 Studio audience members shall be entitled to reimbursement of travel expenses if the cost of travel from their place of residence to the studio and back is greater than \$7. In such cases only the cheapest form of travel shall be considered for reimbursement.

4.3 Studio audience members who are required or volunteer to take part in a studio discussion shall be reimbursed at the rate of \$150 per episode.

4.4 When contracted to take part as a member of the studio audience, the audience member must submit his/her personal details to Cableline TV. These details should include contact address, contact telephone number and banking details. Requests for payment in cash or by cheque shall not be considered. Cableline TV undertakes to keep such details confidential.

4.5 It is the responsibility of the producer or his/her staff to ensure the actors / participants and studio audience members are paid in a timely manner. Please ensure that all the necessary personal details are submitted to avoid unnecessary delays in payment.

4.6 All claims for payment must be accompanied by full details of what the payment is for.

**Personal details of studio audience**

Name & address	Marital Status	Banking Details
Silverton, James Flat B34,Garden Outlook Tai Hang Rd 61935802	M	HSBC 748309 821
Green, Linda Flat 8, Block A Fairview Villas Robinson Rd 91253428	S	Hang Seng 539216 633
White, Malcolm Flat 12A 28 Broadway Mei Foo 27841475	M	Bank of East Asia 4213576 544
Coward, Sheila Flat 6A, 91 Sai Yee St Prince Edward Kowloon 97425921	S	HSBC 7365142 612
Hung Yee-hong, Elizabeth 216 Kwong Fung Terrace Third St, Sai Ying Poon 97683541	S	HSBC 4960754 921
Goldsmith, Ron Flat 19B, 21-24 Johnston Rd Wanchai 25249138	M	Hang Seng 355990 021

Extract from MTR fare table

	Shek Kip Mei	Kowloon tong	Lok Fu	Wong Tai Sin	Diamond Hill	Choi Hung	Kowloon Bay	Ngau Tau Kok	Kwun Tong	Lam Tin
Tsim Sha Tsui	6.0	6.0	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5
Jordan	5.0	6.0	6.0	7.5	7.5	7.5	7.5	7.5	7.5	7.5
Yau Ma Tei	5.0	5.0	6.0	6.0	7.5	7.5	7.5	7.5	7.5	7.5
Mong Kok	4.0	5.0	5.0	6.0	6.0	7.5	7.5	7.5	7.5	7.5
Prince Edward	4.0	4.0	5.0	5.0	6.0	6.0	7.5	7.5	7.5	7.5
Sham Shui Po	4.0	4.0	5.0	5.0	6.0	6.0	7.5	7.5	7.5	7.5
Cheung Sha Wan	4.0	5.0	5.0	6.0	6.0	7.5	7.5	7.5	7.5	7.5
Lai Chi Kok	5.0	5.0	6.0	6.0	7.5	7.5	7.5	7.5	7.5	7.5
Mei Foo	5.0	6.0	6.0	7.5	7.5	7.5	9.0	9.0	9.0	9.0
Lai King	6.0	6.0	7.5	7.5	7.5	9.0	9.0	9.0	9.0	9.0
Kwai Fong	6.0	7.5	7.5	7.5	9.0	9.0	9.0	9.0	9.0	9.0
Kwai Hing	7.5	7.5	7.5	9.0	9.0	9.0	9.0	9.0	9.0	9.0
Tai Wo Hau	7.5	7.5	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0
Tsuen Wan	7.5	7.5	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0

Extract from directions sent to studio audience

The nearest MTR station is Kowloon Bay.

For Chun Wan Rd., take red minibus no.28 from outside station – fare \$2.50

## Evening News entertainment page

### Reviews and news

Given the success of Cableline's recent reality show, Flatmates, we decided to catch up with Michael Jones, the producer, and find out what Cableline's plans for the future are.

**EN:** So Michael, given the success of Flatmates, does Cableline have plans for another reality show?

**MJ:** Well, not exactly a reality show, something more in the nature of an extended documentary. I'm just in the process of putting a proposal together. We hope to do a series on a group of prisoners.

**EN:** And what would be the appeal of that? After all, being in prison is not something that happens to most of us!

**MJ:** No, but that's why I think people would be interested – they'd be seeing something outside their experience. It would be interesting for them to see how people deal with being locked up in a very confined space, and also, I think it will be very interesting to see how prisoners deal with each other. I mean, these people can't get away from each other! They can't just go out shopping and forget about their fellow prisoners! So I'm pretty sure that this will be another success for Cableline.

**EN:** I'm glad to hear it, but how are you going to sell the idea to the government and get its permission?

**MJ:** Well, I can't elaborate just now. Suffice to say that this programme would be an opportunity for people to see how well run the prison service is.

**EN:** But wouldn't there be problems with security and things like that?

**MJ:** Possibly, but we'll just have to wait and see. After all, we'd only be filming guys in their cells, and while they were working and eating during the day.

**EN:** And what format would it take? Would there be some kind of competition? And what would be the prize?

**MJ:** Yes, we'd be a bit more limited in what we could do in terms of setting tasks or giving prizes. So, as I said earlier, I see this series as being more of a documentary showing a group of prisoners getting on with their lives.

**EN:** Do you think you'll repeat the kind of viewing figures you had with Flatmates?

**MJ:** I hope so. Maybe we'll add a little excitement by dividing the prisoners into teams and seeing who can escape first!

**EN:** That really would provide good television!

Evening News wishes Michael and Cableline the best of luck with their new project.

**Excerpt from the minutes of the Programme Planning Group meeting**

**Minutes of Programme Planning Group**

**Date:** 5<sup>th</sup> May 2008

**Present:** Mr C.K. Kwong (Chair)

Mr Michael Jones

Mrs Susan Kwong

Ms Cindy Lau (secretary)

**Agenda**

1. Discussion of follow-up to Flatmates
2. Issues of cost control
3. Ways of attracting advertising
4. AOB

1.1 Mr. Jones put forward the idea of a documentary series on a group of prisoners lasting for six episodes.

Reasons:

- general interest
- providing public with insight into prison service
- never been done before

Reasons for documentary format:

- difficult to organise competition format of reality shows in prison

1.2 Mrs. Kwong suggested 'Insiders' as a title. The committee agreed to adopt this name.

1.3 Mr. Jones was instructed to put together a proposal to be put forward to senior management.

2.1 Mr. Kwong asked members of the committee to suggest ideas for cutting production costs.

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

**Hong Kong Diploma of Secondary Education Examination**  
**English Language Paper 2**  
**Listening and Integrated Skills**

**Tapescript**

**Dialogues**

Announcer: Hong Kong Diploma of Secondary Education, English Language Sample Paper 3, Integrated Listening, Reading and Writing.

Instructions to Candidates. You should have on your desk a Question-Answer Book and a Data File. Do not open them until you are told to do so. I repeat, do not open the Question-Answer Book or the Data File until you are told to do so.

Now write your candidate number in the space provided on Page 1 of the Question-Answer Book.

(10 second pause)

Now look at your Question-Answer Book. Check that your Question-Answer Book has no missing pages. Look for the words 'End of Paper' on the last page of your Question-Answer Book.

(10 second pause)

Now stick your barcode labels in the spaces provided on Pages 1, 3 and 5. Close your Question-Answer Book when you have finished.

(30 second pause)

Now look at your Data File. Check that your Data File has no missing pages. Look for the words 'This is the last page of the Data File' on the last page. Now close your Data File.

(10 second pause)

You are reminded that all examination materials will be played ONCE only. The test is divided into two parts: Part A and Part B. You should use a pencil to answer all questions in Part A (Short Tasks). For Part B (Extended Tasks) you should use a pen. Put your hand up now if you have any difficulties. It is not possible to handle complaints after you have taken the test.

(10 second pause)

The test is about to begin. Keep your earphones on until you are told to take them off.



## Part A

Open your Question-Answer Book. You should use a pencil for this part of the paper.

Part A is about to begin. Look at Page 2 of your Question-Answer Book.

(5 second pause)

**Situation for Tasks 1 to 4:** You are Charlie, an F6 student. You and your classmates, Steven and Mary, are doing a media studies course with Mrs. Roberts, the teacher in charge of the course. For your homework, you have to write an essay on reality shows, and you also have a term project on the same topic. As you listen to the recordings, complete Tasks 1 to 4. Task 1 is to do with the homework while Tasks 2 to 4 are to do with the project. You now have two minutes to familiarise yourself with Tasks 1 to 4.

(two minute pause)

### Task 1

You do not know much about reality shows, so you are asking Mary about them now. Listen to your conversation with her and fill in your note sheet below.

Mary: Hello, Charlie, you look a bit miserable. What's up?

Charlie: That homework assignment on reality shows. I've no idea how to begin. I'm not even sure what they are! Mrs Roberts said the questions she put on the board would help us, but I don't see how!

Mary: I've already finished that assignment so maybe I can help you.

Charlie: Oh great. Let me just get the note sheet where I wrote the questions and a pencil. .... OK, fire away!

Mary: Reality shows are TV shows which don't have actors, but real people doing real things.

Charlie: Real people doing real things? What do you mean by 'real people doing real things'? Do you mean the shows are just about people living out their lives?

Mary: No! That would be boring. Let me give you a couple of examples. Er... let me think. There's one called 'Pot of Gold' ....

Charlie: Pot of Gold? I wouldn't mind a bit of that!

Mary: Just let me finish, will you?! Anyway, a group of people have to live on a deserted island and then they have a kind of competition.

Charlie: A competition? What kind of competition?

Mary: They're given tasks to do, for example they may have to build a boat so that they can go fishing.

Charlie: Build a boat to go fishing?! That doesn't sound very interesting! And I still don't see how it's a competition.

Mary: Well, every week someone has to leave the island and the winner is the last person left! Another example is 'Job Survivor'. That one is about a group of people applying for a very well paid job in a top company.

Charlie: Job survivor? You mean they make a TV show out of a businessman interviewing job

applicants? Thank goodness I don't waste my time watching TV if that's what they put on!

Mary: Don't be silly! It's a bit like 'Pot of Gold'. The contestants are divided into teams and each team is given a task, for example seeing how many T-shirts they can sell.

Charlie: Selling T-shirts. Wow, I can't wait to watch it! (*said ironically*)

Mary: Actually it can be quite interesting.

Charlie: OK, OK. Anyway, did you manage to find out when these shows first started and how long they normally run for?

Mary: They've always had real people doing real things on TV but I think the first one with a competition and a winner at the end, and the first one that was called a reality show, was in 1997.

Charlie: 1997? We were still at primary school!

Mary: Well I don't know where you've been since then if you've never seen a reality show! What was the other question?

Charlie: How long they run for.

Mary: I think she means how many episodes there are in each show. Normally they run for about three months, so that's about twelve episodes if they have one every week.

Charlie: Thanks, let me just note that down, so we've had reality shows since 1997 and there are usually about 12 episodes. ....The next thing is what they all share in common. What did you make of that?

Mary: Well, as I've said, there's usually some kind of competition with a prize, and someone has to leave the show each week.

Charlie: So who's the winner?

Mary: The person left at the end after everyone else has been kicked out.

Charlie: OK, so, a reality show usually has some kind of competition, someone has to leave every week and there's a prize for the person left at the end. OK, the final question is how they make so much money for the TV companies.

Mary: I suppose it's because lots of people watch them so the TV companies that show them make a lot of money from advertising.

Announcer: That is the end of Task 1. You now have one and a half minutes to tidy up your answers.

*(One and a half minute pause)*

## **Task 2**

**Situation:** Steven, Mary and you are talking about the reality show you will propose as part of your media studies project. You are taking notes. As you listen, complete your note sheet below and tick the boxes showing which type of show you propose to produce and which type of camera you agree to use.

- Charlie: You know we began talking about our project yesterday? Well I forgot to take notes, so can we just recap a little?
- Steven: Sure. What do you want to know?
- Charlie: Well, I remember we talked about having a show on hiking, school students, overseas travel and families, but I can't remember which one we thought would be best.
- Steven: I think we decided on families, right, Mary?
- Mary: Yes, that's right.
- Charlie: Well I'd better make a note of all the advantages and disadvantages in case we have to justify our choice. I remember that we thought a show on hiking would be boring as it would only show people walking through the countryside, but I can't remember the what we said about the others.
- Steven: So which one do you want to start with?
- Charlie: What did we say about school students? I seem to remember there was one disadvantage.
- Mary: That's right. We said a show about school kids would only appeal to school kids of that age group and not to other people.
- Charlie: Why's that a disadvantage?
- Mary: Come on, Charlie! If it only appeals to school kids of the same age, you are going to have very small audience figures and your programme won't be a success.
- Charlie: Oh, I see, so small audience figures. What about overseas travel? We agreed that it would be interesting, didn't we? But I can't remember what the disadvantage was.
- Steven: Yes, we said it would be interesting, but we thought it would be too expensive with all the travel costs and everything.
- Charlie: OK, interesting but expensive. So why did we choose families in the end?
- Mary: Because everyone is part of a family, so a show about families will appeal to everyone, which means large audience figures.
- Steven: OK, now we've got that sorted out, the next thing we have to discuss is how to film the show.
- Charlie: I suppose a big plus with a proper movie camera is that it would give the best quality.
- Steven: Yes, but a movie camera is too big and it's really expensive. It needs a heavy tripod if you want to use it properly. Remember, our show is supposed to be cheap to make, so I don't think we can consider a proper movie camera.
- Charlie: Are movie cameras really that big?
- Steven: Well, I'd like to see you carrying one around for a day!
- Charlie: And what's a tripod, anyway?
- Steven: It's one of those three legged stands for supporting cameras.
- Charlie: Oh, I see. If we're looking for something small, what about using a webcam on a laptop computer?
- Steven: It would be cheap enough, but there are several problems with using one. First of all, you have to remember to turn the computer on....
- Charlie: But people leave their computers on all the time anyway.
- Steven: I wish you'd let me finish. And anyway, I disagree. People often turn their computers off when

they are not using them. The second problem is that it can only film a small area..

Charlie: You mean that you have to stand right in front of the webcam if you want anyone to see you?

Steven: Clever boy!

Charlie: So what's the last problem?

Steven: Well, you've seen them haven't you? The quality's awful!

Charlie: Yes, I suppose it is pretty bad.

Mary: That only leaves a small video camera, then.

Steven: Yes, I think that's the answer. A good quality video camera. It's easy to carry around, anyone can use it and the quality is quite good.

Charlie: You mean even I could carry it around?!

Steven: Yes, even you Charlie! And it's so easy to use you might even take some nice video with it!

Charlie: Wow, give me any more compliments and I'll start getting big-headed!

Mary: And then there's the quality of course, which is quite good, if not great. OK, the next question is how we make the show into a competition and decide who the winner is.

Steven: Right. We need a competition of some kind to keep the audience interested.

Charlie: So who will be the winner? Just one person or a whole family?

Mary: I think it would be nicer if families competed as a group, so that a whole family would be the winner.

Steven: Wouldn't it be difficult for families to compete against each other?

Charlie: Not if we set them tasks like they do in the other programmes we've talked about.

Mary: But how should we decide which family wins?

Charlie: The only programme I saw like this, they asked a studio audience to judge.

Steven: Couldn't we ask the families' neighbours, or have an opinion poll?

Mary: One problem with asking neighbours is that it might create bad feeling between the families and their neighbours if the neighbours say something bad about them. An opinion poll would need a lot of interviewers, and I don't think it would make good television.

Steven: Oh well, I suppose it has to be a studio audience, then.

Charlie: Is that everything, then?

Steven: Yes, I think so for now.

Announcer: That is the end of Task 2. You now have one and a half minutes to tidy up your answers.

*(One and a half minute pause)*

### **Task 3**

**Situation:** Steven, Mary and you are now discussing other aspects of the project, such as cost estimates. Tick the relevant boxes and fill any other missing information that you can on your note sheet below.

Mary: Don't we have to give some cost estimates for this project?

Charlie: Yes we do. I don't know how we do that. I suppose we think of a figure and double it!

Steven: Ha, ha! Let's think about what we have to include. Well, the video cameras for the filming for a

start. That would be \$5,000 per household.

Charlie: Yes, and I suppose there's a prize if it's a competition. By the way, what is the prize?

Mary: How about a nice holiday somewhere?

Charlie: Good idea, what kind of holiday do you think?

Mary: Well, I've never been skiing. I'd really like to do that!

Steven: Yes, but you're not the one getting the prize! I think most people would like a holiday in a hotel by a beach somewhere, where they could go swimming or diving.

Charlie: Typical! Most people don't go diving! Most people get bored if they are more than one day on a beach! What about somewhere they could do some nice shopping?

Mary: You mean somewhere like Tokyo?

Charlie: Yes, that kind of place.

Steven: Yes, I suppose you're right.

Charlie: I suppose it would come to quite a lot with flights and everything.

Mary: Yes, but it would be a great prize and I reckon a long weekend in a place like that for a small family wouldn't come to more than \$15,000.

Steven: Fifty?!

Mary: I said fifteen, cloth ears!

Charlie: Is that everything?

Steven: No, we have to consider the cost of editing the film and then there's hiring a studio for the audience.

Mary: How much would both of those be?

Steven: I don't really know. I suppose about 40,000 dollars for the editing and 10,000 dollars for the studio.

Charlie: Forty and ten thousand! Like I said, think of a number and double it!

Steven: Well, we can find out more exact costs later on. We also have to give some idea of how long it will all take.

Mary: What, you mean how many episodes?

Steven: Yes, that, and also how long we will need to get the show ready and produce it.

Charlie: Well, I suppose we would have to allow a couple of months to get the contestants set up and then we could aim at making enough episodes for a couple of months, say eight episodes in total?

Steven: Yes, that sounds reasonable, so four months in total. Two for getting the people together and then eight weeks' worth of episodes. Let's put that down.

Announcer: That is the end of Task 3. You now have 30 seconds to tidy up your answers.

*(30 second pause)*

#### **Task 4**

**Situation:** Steven has taken your project proposal to Mrs Roberts for her to comment on. Listen to his conversation with Mrs Roberts and note down both the things that Mrs Roberts likes and the things the three of you still need to think about before you submit your final proposal.

- Mrs Roberts: OK Steven, let's look at what you've put together.
- Steven: Here you are Mrs Roberts.
- Mrs Roberts: I like the folder – nice cover!
- Steven: Thank you. Mary drew the cover.
- Mrs Roberts: Tell her it's very good, but it's what's inside that's important, isn't it? Let's see. A reality show on families. I like that. Was that your idea, Steven?
- Steven: Yes.
- Mrs Roberts: Well done. The concept seems to be quite clear and workable. I think it would attract a large audience, so those are the good points – clear, workable concept and likely to attract a large audience. However, on the minus side, I'm a little worried by the lack of detail.
- Steven: How do you mean, Mrs Roberts?
- Mrs Roberts: Well, you don't say much about the backgrounds of the families. You need to think about what kinds of families you would like. For example, would they all be the same kind of family or would they be from different backgrounds, I mean would they be rich families or poor ones, or ones in between? So give some thought to what kind of people you want on the show.
- Steven: Sorry Mrs Roberts, can you just go through that last bit again?
- Mrs Roberts: Yes. I'm saying you need to think about the kinds of families you want on your show.
- Steven: Right, let me just make a note of that. OK, what else is wrong with it?
- Mrs Roberts: Don't be so negative Steven! It's a very good proposal. It's only that it needs a little more detail!
- Steven: Right, I understand.
- Mrs Roberts: OK, you don't say how you propose to find the families to take part in the show.
- Steven: What? You mean whether we would advertise and if so where, that kind of thing?
- Mrs Roberts: Yes. Let's think of this point by point. First you need to think about how you are going to get families interested in taking part in the show.
- Steven: Yes I see what you mean. We haven't really thought how we would get families to actually want to take part in the show, though we did talk about a prize.
- Mrs Roberts: Yes, and secondly, you have to consider how you are going to choose the families you want from those that apply to take part. I mean, would you interview them? Would you draw up a list of criteria? Would you use a combination of the two? You need to make these kinds of things clear in your proposal.
- Steven: So let me get this straight. In the proposal, first we have show how we would get families to participate in the show and secondly, we have to show how we would choose families from the list of those who had applied, for example whether we would interview them.
- Mrs Roberts: Yes, that's right. And I also notice you haven't made that clear about the studio audience either, so you would have to do the same things for them as well.
- Steven: Right, OK, so we would have to say how we would get the studio audience members and which method we would use to select our audience from the people who applied. So basically, we need to say how we would get the families and the studio audience.

- Mrs Roberts: Right. OK, let's have a look at your cost breakdowns. Well, these look very much like guesstimates.
- Steven: Sorry, what do you mean by 'guesstimates'.
- Mrs Roberts: That you have just guessed a figure without really knowing what it should be.
- Steven: Yes, I suppose that's what we did.
- Mrs Roberts: Well I don't think that's good enough. If you want your proposal to be taken seriously, you need to give accurate cost estimates, so that's another thing for you to think about.
- Steven: OK, let me make a note of that – accurate cost estimates. We thought about it a little, but we didn't know how to go about it.
- Mrs Roberts: Why don't you contact a production company that has put on a reality show and ask them how much it cost? Tell them you need to know for a school project you're doing.
- Steven: OK, so we'll think more about how to get accurate cost breakdowns. Right, I've made a note of all that. Is there anything else Mrs Roberts?
- Mrs Roberts: No, I think that just about covers everything, and pass on my congratulations to your group.
- Steven: Thank you Mrs Roberts, I'll do that.
- Announcer: That is the end of Task 4. You now have 30 seconds to tidy up your answers.

*(30 second pause)*

### **Additional Sample Task for Part A**

**Situation:** It is some months later, and you, Charlie, are now taking part in a real TV reality show. You are a member of Red team, led by Karen Mak, which has to compete with Blue team to see which one can sell the most hamburgers from a mobile stand.

The teams will have to do the following:

1. design and think of a name for their hamburger stand;
2. mark on the map provided possible locations for the stand;
3. mark other important locations on the map; and
4. write a shopping list and note where to buy the items.

You now have 30 seconds to familiarise yourself with Task 5.

*(30 second pause)*

Host: Hello everybody and welcome back to Hong Kong's very own reality show, 'Have You Got What It Takes?'. This week Karen Mak will be in charge of Red team and John Wong will be in charge of Blue team. OK, teams, your task this week is to see which team can sell the most hamburgers from a mobile hawker's stand. Before you go out and sell hamburgers, you have to show where you will locate your stand on the map we have given you, and finish designing your stand. We also want to know where you are going to get your supplies from. You'll find all the information you need in your rooms, so teams, I suggest you go and get busy! Your profits will go the charity 'Children in Need', which is dedicated to helping poor children in Hong Kong. As usual, the losing team will meet Mr Tien in the boardroom to see who gets fired!

Announcer: Later, in the Red room.

Karen: OK team, let's get started.

Jim: Here's a drawing of the stand. Let's start with that. We need something to attract people's attention.

Jenny: How about using the charity's name, 'Children in Need Hamburgers'?

Jim: I don't think that's a very good idea. People might think you are telling them children need hamburgers!

Jenny: You never think my ideas are any good! All right, what about Happily Fat Hamburgers? After all, hamburgers contain a lot of fat and it's a nice and cheerful name.

Karen: But do you really think people are going to buy hamburgers from a stall called 'Happily Fat'?

Jenny: I don't see why not. I would.

Karen: You're crazy! I'm sorry, we can't call it that, but I'll go with 'Fat and Happy 'Burgers' if you like.

Jenny: Why the change?

Karen: Well 'Fat' suggests the burgers have a lot in them and 'Happy' is cheerful and makes it sound as though the burgers will make their eaters happy.

Jenny: OK, but I still prefer my name. But I suppose you are the boss.

Jim: So where do we write it?

Karen: At the top here, on the bit of the canopy that hangs down.

Jim: You just want 'burgers' without the 'ham', right?

Karen: Yes, but I've got a better idea. Write 'Fat 'n' Happy Burgers' like in Park 'n' Shop.

Jim: Does the 'n' have any apostrophes?

Karen: Apostrophes?

Jim: You know, those little commas that go in front or after letters, like in "it's".

Karen: Oh right. I think there is one each side of the 'n', though come to think of it, in their logo, Park 'n' Shop don't have any apostrophes.

Jim: Maybe their logo writer didn't know how to write English!

Karen: Maybe you're right, and talking of English, don't forget to start all nouns and adjectives in the heading with a capital letter! Anyway write it with a small 'n' in apostrophes between Fat and Happy. Just because Park N Shop is a big store, it doesn't mean we have to copy them.

Jim: OK, OK, keep your hair on!

Jenny: What colour should we write the letters in?

Jim: What about yellow letters on a red background? In other words, we'd paint the canopy red.

Karen: Yes, they're nice cheerful colours. Make a note of that on the plan.

Jim: Er, Charlie, in case you didn't know, the canopy's the bit at the top. ....OK, that's done. But that's just the top of the stand. What about the bottom?

Jenny: Can't we paint it red as well?

Jim: I don't know... too much red makes people think of blood. They might think our burgers aren't properly cooked!



- Jenny: There you go again! Shooting down my ideas!
- Karen: It's not that, Jenny. Jim does have a point. I think I prefer yellow. It's cheerful, makes people think of sunshine and would relate to the colouring of the letters.
- Jenny: All right, if you insist.
- Jim: There are still a couple of things left that we are supposed to label. What's this at the left hand end that looks like a letter 'T' that's fallen on its side?
- Karen: That's the handle to pull the stand with, dumbo!
- Jim: Oh, right. And I suppose these oval-shaped things are the cooker. Why are we supposed to label it?
- Karen: I suppose it's optional, and if we label it then it means we want it, which we do, so label it, OK? And in case your brain still isn't working, don't label the handle 'handle to pull the stand with'. One word will do!
- Jim: Ha ha! Shall we use paraffin or gas for cooking with?
- Karen: And don't 'ha ha' me! Paraffin is smelly and you need alcohol to get the stove lit. Let's use gas, so you'd better put that in the label to make it clear. Look, here's the map. Let's decide where we're going to put our hamburger stand.
- Jenny: What about near this garden at the bottom on the right? You know, where it says Hong Kong Jockey Club Garden? Why not put a big cross there, Charlie?
- Karen: Hang on, who's the boss here? Let's think about this a bit first. I know that garden and actually you have to go up towards the hospital to get into it, so I don't think it's very practical. Let's look at the map and see what other possibilities there are. We can mark each possibility with a cross and then check out the sites later.
- Jim: Well, what about Lockhart Road, then? There are lots of offices and businesses there. Look, we could put it here, near the MTR exit.
- Karen: Hang on, where is Lockhart Road?
- Jim: Right here, at the top of the map.
- Karen: OK, I've found it. Which exit were you thinking of?
- Jim: Right here between exits A1 and A2. It's under a walkway and there's a pavement area between the two exits.
- Karen: Well, it's a possibility, so put a cross there. Any other ideas?
- Jenny: What about somewhere in Queen's Road East? It's here at the bottom of the map. This circle next to where Park N Shop is written is that tall round building, I think it's called the Hopewell Centre. There's a big pavement area there and lots of offices nearby. There are always lots of people passing by, so we could do pretty well.
- Jim: But there are lots of sandwich bars there. We would have lots of competition.
- Jenny: Jim, can't you say something positive for once? Anyway, what about your site on Lockhart Road? There are loads of bars and restaurants there, and there's a Macdonald's by the walkway. If that isn't competition, I don't know what is!
- Karen: OK you two. Calm down. Put a cross there, Charlie (*Stress 'cross'*). We can check it out later. And I think we should also consider setting up the stall by the Southorn Playground. There are

always lots of people there.

Jim: Yes, but the pavements are narrow and there's not much room unless we put the stand in Luard Road near the refuse centre.

Karen: Yuk! I don't want to put our stand next to a rubbish dump! OK, what about here by the A4 MTR exit? There's a big pavement area there between Hennessy Road and Thompson Road, and there are always lots of people hanging about there, so put a cross there. (*Stress on 'cross'*)

Jim: OK, Charlie's marked three crosses. Is that right?

Karen: Yes, I think so.

Jenny: What about the food? Where do we get that?

Karen: I think there are butcher stands in Wanchai Road.

Jim: Where exactly?

Karen: About half way along the bit that goes between Queen's Road East at the bottom of the map and Johnston Road about half way up the map.

Jim: Near the junction with Cross Street ?

Karen: Yes, that's right. Can you draw a small circle and write a 'B' in it about where Cross Street meets Wanchai Road just to remind us, Charlie? Cross Street is about half way between Queen's Road East and Johnston Road.

Jim: ....OK he's done that. Now we have to think about what else we need. I suppose we'll need stuff like tomato ketchup.

Karen: Yes, I think we'd better write a shopping list. Charlie can do that.

Jim: All right. What shall we get?

Karen: I think two large bottles of tomato ketchup will do to start with.

Jenny: Sounds OK to me.

Karen: All right, write that down Charlie. What about bread rolls?

Jenny: Well, we don't want them to go stale, so I don't think we should buy too many at once. We can buy them as we need them from the Park N Shop in the Hopewell Centre.

Karen: That's a good idea, so write 'Park N Shop' next to the sauces and bread rolls, Charlie. I suppose you'd better write it like they do, like it's written on the map.

Jim: It's not much good, Charlie, writing down bread rolls if he doesn't know how many bread rolls we need!

Karen: Good point. Let's say thirty to start with. If we don't sell thirty hamburgers, we're in trouble!

Jenny: Don't forget cooking oil. We'll need a big can of that.

Karen: Good point, Jenny. So write down one can of cooking oil from Park N Shop too, Charlie.

Jim: What about onions?

Karen: We'll get our vegetables from Wanchai Market in Queen's Road East. If you look at the map, it's on the corner of Queen's Road East and Wanchai Road. It's on the same side of the road as that garden Jenny mentioned. You know, the one in the bottom right-hand corner of the map. Can you write 'WM' there, on that corner? Thanks. The food is fresher and cheaper than in Park N Shop. You'd better write 'WM' by the vegetables on your shopping list, too, so that they know where we are getting everything from.

- Jim: But Karen, you haven't said what vegetables we want!
- Karen: Oh, right. Four kilos of onions ...and four kilos of tomatoes. We can always get more if we need to.
- Jim: So, four kilos each of onions and tomatoes (*said slowly*). Got that Charlie?
- Karen: So what's on the list so far, Jim?
- Jim: Here, give it to me Charlie. Let's see, bread rolls, ...tomato ketchup, ...onions and ...tomatoes.
- Karen: What about oil?
- Jim: Oh yes, and cooking oil.
- Karen: What about meat?
- Jim: You said we would check out the butcher stands in Wanchai Road. Remember? We drew that circle near Cross Street to show where they were.
- Karen: Oh right. Let's not get too much to start with as it doesn't stay fresh for very long. Let's say three kilos of minced beef.
- Jim: That means chopped up into small pieces, doesn't it? I can never remember how to spell it!
- Karen: Well, it doesn't matter if you can't spell it! It's Charlie who's writing the list!
- Jenny: And we'll need a couple of sharp knives, a chopping board and two large frying pans.
- Karen: I've got plenty of that kind of stuff at home, so you don't need to write anything down for those.
- Jenny: What about the meat? Did we decide?
- Jim: Full marks for listening! We said we'd check out the butcher stands in the street market.
- Jenny: All right clever pants! Is that everything then?
- Karen: Yes! Let's go and get started on our stand!

Announcer: That is the end of the task. You now have one and a half minutes to tidy up your answers.

*(one and a half minute pause)*

**Part B**

You will now hear the situation for Section 1 and for Section 2.

**Situation:** You are David Chan and you work for a TV station as an assistant to a programme producer, Michael Jones.

Two recordings will be played. First you will listen to an extract from Entertainment Weekly about a new reality show called 'Flatmates'. Then you will listen to members of the studio audience having a discussion about the participants of the show, 'Flatmates'. You can make notes on pages 2 and 3 of your Data File.

After listening to the recordings, complete tasks in either Section 1 OR Section 2. Only do those tasks in the section you have chosen to complete. Do not attempt to do both sections.

Each section comprises three tasks: Section 1 includes Tasks 5, 6 and 7 and Section 2 includes Tasks 8, 9 and 10. Use the relevant information given in the recordings and in the Data File to complete the tasks of the section you have chosen.

Before you hear the recordings you will have five minutes to study the Question-Answer Book and the Data File to familiarise yourself with the situation and the tasks for each section.

*(5 minute pause)*

Host: Well, folks, it's good to have you back with us for the last episode of 'Flatmates'. In this episode we have to decide who has been the nicest person throughout the series. That person will get a wonderful prize of two first class tickets to Paris plus a week's stay in a hotel. So, as you can see, it pays to be nice! Today our studio audience will vote for the winner, so first of all can some of our audience please tell us what they think of the flatmates. Yes, I see a hand there. Can I have your name, madam?

Linda: Linda Green

Host: Miss Linda Green. Linda ... is it all right if I call you Linda?

Linda: Sure.

Host: So, Linda, which of our flatmates would you like to comment on?

Linda: I'd like to say something about Richard Ho.

Host: Yes, a handsome young chap, wouldn't you say?

Linda: Er, not really. But actually I was going to talk about something else. I just wanted to say, I didn't like the way he didn't clean the bathroom after using it, though he didn't seem to use it that often! I found that rather disgusting. And he always left his washing up for other people to do, which suggests he doesn't think about other people very much

Host: So, poor Richard is not Linda's favourite man! Any other comments, Linda? Something nice perhaps?

Linda: Well, if you must know, I thought he was rather impolite when he answered the telephone, because he just said, 'Yes?' without saying who he was or what the number was or anything. Also, he never offered to take a message for anyone.

Host: So, Linda, you won't be sharing a flat with Richard any time soon!

Linda: Certainly not!

- Host: Anyone out there prepared to speak up in Richard's defence? Do I see a hand there? Yes, sir, can I have your name?
- White: Mr. White.
- Host: So, what shall I call you er...?
- White: My friends call me Malcolm, but you can call me Mr. White.
- Host: OK, Mr. White, I get the message! Now then what do you have to say about poor Richard Ho?
- White: Well, I didn't think he was too bad. He was good fun and made the others laugh, which is quite important if you are sharing a small space with other people. Also, he helped Mary whatever-her-name is with her homework.
- Host: Has any other member of our audience something to say about our flatmates? Yes, madam. And what's your name?
- Elizabeth: Mrs. Hung Yee-hong, but you can call me Elizabeth.
- Host: Right Elizabeth. Who would you like to talk about?
- Elizabeth: Well, as you mentioned Mary Robinson, I'll say something about her. I thought she got on very well with everyone else in the flat.
- Host: So, you think she's friendly, right?
- Elizabeth: Er yes, if you want to put it like that. I also liked the way she was always willing to help the others.
- Host: So, Mary is the sweetest girl in town! Anything on the other side of the coin Elizabeth?
- Elizabeth: Perhaps she was a bit on the untidy side. I expect she has a mother who is always cleaning up after her!
- Host: Who would like to comment on Susan Wong?
- Mrs Coward: I would like to say something about her.
- Host: And you are?
- Mrs Coward: Mrs. Coward.
- Host: Right, Mrs. Coward, so what would you like to tell us about Susan?
- Mrs Coward: I thought she was great. By far the most fun to be with. Also she always looked so fresh.
- Host: I know what you mean. I can almost smell her hair shampoo from here!
- Mrs Coward: I also thought it was good when the other girl's mother visited, she let her into the house and chatted with her until Mary came back. I thought that was very polite.
- Ron: She was polite to older people, but I didn't like what she said to Richard when he asked her out on a date. She said she could never go out with a man who had smelly breath. I bet that really hurt his feelings! I mean even if someone's breath does smell like a landfill, you don't tell them!
- Host: I must admit, I felt a bit sorry for Richard there. By the way, can you give us your name, sir?
- Ron: Sure, I'm Ron Goldsmith. Most people call me Ron.
- Host: Well, now we've got you talking Ron, can you tell us what else you thought of Susan?
- Ron: Well, I agree with what the last lady said, I mean she was good fun and looked like an

advert for Pear's soap.

- Host: Nicely put, Ron! Right, no one has said anything about Stephen Smith. What about you, sir? Can you give us your opinion and tell us your name as well?
- Silverton: My name's Mr. Silverton. Before I say anything about Stephen, I'd just like to say that I support what Ron said. Susan may have been good fun, but she had a sharp tongue. I mean she told Mary not to be a cry-baby when her boyfriend dumped her and she said something about Stephen as well... something like, "When are you going to get out of your coffin and start living?" Though I have to say she had a point, as Stephen was definitely the most boring flatmate. He hardly spoke to anyone. As far as I could see all he did was watch TV. He's the sort of guy, who if you spend more than five minutes with him, you fall asleep.
- Host: Well, Mr. Silverton, thank you for those kind words! Now then folks, it's time for us to vote! So get your forms and pencils ready. And, ladies and gents, as this is the last episode we wondered if you had anything to say about the show. Try and make it nice! Yes, Linda?
- Linda: Well, I must say I have enjoyed it and it was really interesting to see how they all interacted with each other.
- Host: Thank you, Linda, you're a star! Anyone else got anything they would like to say?
- White: I must confess I can't agree with the lady who spoke just now. I am very doubtful both about the value and entertainment value of these programmes. I came along because I was interested to see how it would be but I rather regret it now.
- Host: Well, thank you for those kind words, Mr. White. I'm glad you're not just here for the money! Yes, Elizabeth?
- Elizabeth: I agree with Linda. I thought it was interesting and fun.
- Host: Thank you, Elizabeth. Any other comments? Mr. Silverton?
- Silverton: Like Mr. White I came along to see how it would be but unlike him I haven't been disappointed. I think anyone watching this programme will have learnt a lot in terms of how to get along with others. I think it's probably been very useful for students planning to share a flat with friends, or even those who are going to live in university halls of residence.
- Host: Well, I must say Mr. Silverton, I tend to agree. Anyone else like to say anything?
- Ron: I agree with the others. It was good fun and interesting. If you want anyone in the audience next time, just give me a call!
- Host: Right, Ron, I'll pass that on to the producer! What about you, Mrs. Coward. Any comments?
- Coward: Well, I can see why Mr. White feels the way he does, but I think on balance I'd go with the others.
- Host: Right, folks, that's all we've got time for. On behalf of Cableline TV, I thank you all for coming and making such a contribution to the programme, so goodbye and thank you!

Announcer: **Recording 2.** You will now hear a conversation between the producer, Michael Jones, and the four students who took part in 'Flatmates'.

Michael: Well, first of all I must thank you all for taking part in this show, which I must say, has been a great success. I'd like to know how you all felt about it and about anything you think could be improved so that we can produce even better shows like this in the future. So, Richard, why don't you kick off?

Richard: Well, I think we all enjoyed being part of the show (*sounds of assent*) and on a personal level, I've enjoyed meeting and getting to know the others.

Michael: Do you think you will stay friends, inspite of some of the rather unkind things you said to each other?

Richard: Oh, sure. That was nothing.

Michael: Mary, do you think these shows serve any useful purpose apart from being pure entertainment?

Mary: Yes, I think they do. People can see how people interact with each other in what can be a stressful situation and I think they can learn how to deal with people in their own lives better.

Michael: So, you're saying that this kind of programme can have some kind of educational value?

Mary: Yes, I think so. Don't you agree?

Michael: Yes, I do, but I know that there are thousands who don't! What about you Susan, how did you feel about the series?

Susan: I think a lot depends on the presenter and the studio audience. I must confess I didn't like the presenter very much. I thought he made it all very trivial. I think if you had had a better, more serious presenter, the programme would have been better. At least that's what my friends said who watched it.

Michael: What didn't you like in particular?

Susan: Well, he made stupid personal comments, like when he implied he would like to be having a relationship with Mary, and when he called her 'the sweetest girl in town'. I mean, give us a break!

Michael: Yes, I can see why you didn't like that, but I'm afraid that's maybe what the audience wants.

Stephen: No, I disagree.

Michael: Why's that, Stephen?

Stephen: I think Susan is right. All my friends said the presenter was awful! They really didn't like him. I think you want someone who is balanced and mature for this kind of programme otherwise it just focuses on the unpleasant things. You want a presenter who is going to stop the audience from saying things which are too unpleasant.

Michael: We'll certainly bear that in mind for other programmes like this that we may make. Any other comments, anyone?

Susan: Yes, there's something I'd like to add.

Michael: What's that, Susan?

Susan: I just wanted to say that, on the whole, I found it a really enjoyable experience.

Michael: Thank you. Another thing I would like to know is how having the cameras in the house affected you? ...Yes, Richard?

Richard: It really wasn't a problem. You soon forgot they were there. It's not as if they were in the bathroom or our bedrooms! That might have been a bit much!

Michael: What about the rest of you? Do you agree with Richard?

S, S & M: Yes, I think so / I'd say so.

Announcer: That is the end of the listening component of this test. You will have one hour and fifteen minutes to complete the written tasks. An announcement will be made when time is up. Take off your earphones now and turn off your radio.



**HKDSE English Language Paper 4 (Speaking)**  
**(Sample Paper)**  
**(10% of the subject mark)**

**Instructions to Examiners**

**Part A Group Discussion**

<b>Greeting the candidates</b>	Good afternoon / good evening. Please sit according to the colour of your labels.
<b>Instructions before starting the timer</b>	You have 8 minutes for your discussion ( <i>6 minutes for a group of three candidates</i> ). You can look at the question paper and your notecard but please do not make notes during the discussion. Turn over the question paper. You may start now. ( <i>Start the timer.</i> )
<b>Reminding candidates about the time left</b>	<i>Display the 'one minute left' sign on the table.</i>
<b>Ending the discussion</b>	Time is up. Stop your discussion now. ( <i>Stop the timer.</i> )

**Part B Individual Response**

<b>Starting Part B</b>	Let's move on to Part B.
<b>Asking the question(s) and starting the timer</b>	Candidate ____, you have up to one minute to answer the following question. ( <i>Ask a question and then start the timer.</i> )
<b>Ending Part B</b>	That's fine. Thank you.

**End of Examination**

<b>Collecting the notecards after all the candidates have completed Part B</b>	That's the end of the examination. Please give me your notecards. You may leave now. ( <i>Check that the question paper has not been taken away.</i> )
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## Sample 1

(Draft as of December 2008)

### Part A Group Discussion (Preparation: 10 minutes; discussion: 8 minutes per group of four candidates)

The article below appeared in yesterday's newspaper:

#### A question of privacy?

Members of the media often complain that the government limits their freedom of expression though many members of the public feel there is nothing wrong with this. Some years ago, photographs of Twins singer Gillian Chung Yan-tung were published by a local magazine, Easy Finder, and they caused a real storm. The photographs were taken with a hidden camera as she was changing costumes backstage. Many people were upset by this and demanded that press freedom be restricted. The Hong Kong Performing Artists Guild condemned the incident, and insisted the government amend the law and punish the magazine's owners.

'Some people thought that the whole episode had been exaggerated but people buy these magazines for exactly this kind of shocking content so it's the market itself that demands such pictures,' explained retired editor John Peters.

Mike Chau

Your group wants to write a letter to the editor of the newspaper responding to the points made by Mike Chau.

Discuss with your group what to include in your letter in response to this article. You may want to talk about:

- whether the media have too much freedom
- whether famous people should have their privacy protected
- why people like to read magazines for their shocking content and gossip
- anything else you think is important

### Part B Individual Response (one minute per candidate)

1. Why do some people not want to be famous?
2. Why is it sometimes difficult being famous?
3. What are some of the advantages of being famous?
4. Why is personal privacy so important to some people?
5. Can famous people expect to keep their private lives secret?
6. How are family members of famous people affected by their fame?
7. Why do some people dislike the gossip magazines in Hong Kong?
8. Do the public have the right to know about the private lives of famous people?
9. Why is freedom of expression important for the media?
10. Are there any types of stories which gossip magazines should not publish?

## Sample 2

(Draft as of December 2008)

### Part A Group Discussion (Preparation: 10 minutes; discussion: 8 minutes per group of four candidates)

Below is an extract from a report on youth culture in Hong Kong:

#### Body art expresses individuality

More and more teenagers are turning to different forms of body art, such as tattooing and nose piercing, to establish their personal identity and look different. One of the main reasons young people decide to modify their bodies is to look cool. Teenagers want to express their individuality and have a strong desire to stand out from the crowd. This gives them a sense of uniqueness that makes them different from everyone else.

19-year-old James Keen is a typical example. He is one of the first in Hong Kong to have had the tip of his tongue split into two. 'When I first saw it in some teen magazines, I thought tongue-splitting was the most beautiful thing I'd seen in my life,' says James. Most of his friends do not know that he has had his tongue split unless he shows it to them. When asked how he felt about the splitting process, James said it did cause some pain for about a week, especially when he ate, but he believed it was worthwhile. 'Piercing of the ears, nose and lips is just too common. I wanted something different.'

Your group wants to write an article for your school magazine about the advantages and disadvantages of body modification. Discuss with your group what to include in your article. You may want to talk about:

- why some teenagers like body art such as tattooing and nose piercing
- the medical dangers of body art
- how Hong Kong society views people with tattoos and their bodies pierced
- anything else you think is important

### Part B Individual Response (one minute per candidate)

1. What do you think of teenagers who have tattoos and body piercing?
2. Why do teenagers think body art is 'cool'?
3. Do any of your friends have tattoos and body piercing?
4. Have you ever thought about having a tattoo or body piercing?
5. Why is it important for teenagers to express their individuality?
6. How do adults and parents feel about teenagers who have body modifications?
7. Do teenagers go too far with body modifications these days?
8. What do you think are the long term problems of having a tattoo?
9. What other ways do young people try to 'stand out' from the crowd?
10. What advice would you give to a friend who wanted a tattoo or some kind of body-piercing?

## Sample 3

(Draft as of December 2008)

### Part A Group Discussion (Preparation: 10 minutes; discussion: 8 minutes per group of four candidates)

The extract below appeared in a report on health and safety at work:

#### The Respectable Addiction

People in Hong Kong are famous for working long hours. However, it is now recognized that obsession with work can be an addiction. In Japan, it is called death by overwork and it is estimated to cause 1,000 deaths per year. In the USA, it is known as the 'respectable' addiction.

Addiction to work is not the same as working hard or putting in long hours. Hard-working people generally have some balance in their lives. They spend a lot of time at work, but also set aside time for their hobbies, such as playing sport. However, work addicts think about work even when they are playing sport. The obsession with work is total. It prevents them from maintaining healthy relationships and outside interests. Work addicts neglect their health and ignore their friends and family. They avoid going on holiday so they don't have to miss work, and even if they do go on holiday, they still think about work.

Often, work addicts only realize they have a problem when something terrible happens, for example, when their health completely fails or they start having family problems.

You want to prepare a presentation on work addiction for a group of young people who will soon be starting their first job. Discuss with your group what you will include in the presentation. You may want to talk about:

- why Hong Kong people tend to work long hours
- the health and social problems that can be caused by long working hours
- things that people can do to avoid work addiction
- anything else you think is important

### Part B Individual Response (one minute per candidate)

1. Do you have any friends or family members who work too hard?
2. What are some of the disadvantages of working on Saturday and Sunday?
3. Do you think young people now work harder than their parents did in the past?
4. How do you think children are affected by parents who work long hours?
5. How can children in Hong Kong help parents who have to work long hours?
6. How much do you believe success depends on hard work?
7. How might a workplace be disadvantaged by having workaholics on its staff?
8. Why do you think work addiction is known as the 'respectable addiction' in the USA?
9. Why do you think some people enjoy working so much?
10. Some people live to work and others work to live. Can you tell us which kind of person you think you are and why?