

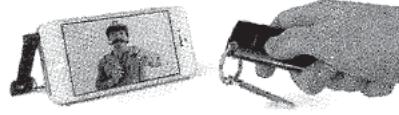
ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

The magazine advertisement below presents four gadgets to help improve ‘selfies’:

Selfie Shutter

Ever dreamed of taking hands-free selfies? Designed in Hong Kong, the Selfie Shutter (HK\$300, available at Studio A – Mong Kok) is a remote bluetooth shutter to help get rid of that annoying selfie arm from your shots. Stand your phone up on this stand and click away. It’s small and easy to carry around.



Selfy iOS

Selfy iOS (HK\$8, available at [itunes.apple.com](#)) provides a similar service to Selfie Shutter, by giving you a timer. As an added bonus, it comes with a built-in effects editor. Android users might want to look at the free app, YouCam, which offers a similar set of features.

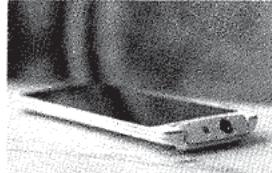


Selfie Stick

If you’re looking to take group shots or simply want to take in more of the view behind you, try one of these selfie sticks (HK\$350, DG Lifestyle Store, Pacific Place, Admiralty). It is highly portable, only 23cm long and when extended reaches 93cm. Pair with Selfy iOS or YouCam and you should have the perfect selfie set-up.

N1 Mini

The N1 Mini (HK\$4,000) is a smartphone for selfie fans which has a rotating camera with a 195-degree angle. Its main purpose seems to be to get a better angle of yourself without moving your hand. For any selfie obsessives, the “beautify” mode will give you a slimmer face and clearer skin.



As members of your school’s Photography Club, your group is planning to give a talk about ‘selfies’ and to recommend two of the pieces of equipment above to take better ‘selfies’. You may want to talk about:

- why selfies seem to be so popular among young people
- the advantages and disadvantages of the gadgets advertised
- which two you would recommend
- anything else you think is important

PART B Individual Response

1. How often do you take selfies?
2. Do you post selfies on social media sites?
3. Do you prefer to take a selfie or ask a friend to take a photo of you?
4. Do you have a favourite photo of yourself?
5. Do you prefer to take a selfie of yourself or with other people?
6. Why do you think some people like selfies?
7. Why do you think selfies are more popular among younger people than older people?
8. Do you think the selfie is a form of creative expression or self-love?

ENGLISH LANGUAGE PAPER 4

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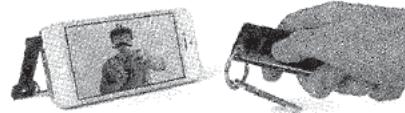
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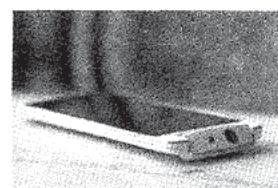
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PART B Individual Response

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

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from a webpage about funding a journey to the moon:

Digital Memory Boxes

A decade from now, if all goes well, a spacecraft with a high-tech drill will land at the South Pole of the moon. There, it will drill up to 100 feet down into the surface and collect rock samples to bring back to Earth. These samples will hopefully answer questions like "What are the origins of the moon? ... Is the moon suitable for a permanent manned base for space exploration?"

Before the spacecraft leaves, it will bury a two-part time capsule: a public part, full of Earth's history, and a private part, full of "digital memory boxes" created by individuals and schools.

British engineer, David Iron, who came up with the plan said, "We have carried out research and been quite surprised how keen people are. School kids think the idea of having a bit of themselves on the moon is fantastic."

By donating HK\$1000 you can be one of the first to reserve yourself a Digital Memory Box. Think of it like an iPod or memory stick: into your memory box, you will be able to upload whatever digital information you want: a personal message, a photo, a family tree, a poem, a video, your favourite song...the choice is yours! Millions of individual memory boxes, belonging to people and schools all over the world, will make up the private archive – to be buried deep inside the moon.

Your school has decided to send a digital memory box to the moon. As members of the Student Union, your group is going to discuss what to put inside your school's memory box. You may want to talk about:

- the purpose or theme of your memory box
- things your school could put inside
- how to get as many students and teachers involved as possible
- anything else you think is important

PART B Individual Response

1. What do you remember about your primary school?
2. What are your best memories from primary school?
3. Do you have a special photo that reminds you of a happy time?
4. What would you put inside your personal memory box to send to the moon?
5. Would you pay a thousand Hong Kong dollars to send a digital memory box to the moon?
6. What do you think should be put inside the public time capsule on the moon?
7. What is your earliest memory from your childhood?
8. Do you think the Internet is changing how we remember information?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

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PART B Individual Response

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ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from a website about the Youth Olympic Games:

The Youth Olympic Games

The Youth Olympic Games is a sporting event for young people aged 15-18. Its vision is to inspire young people around the world to participate in sport and live by the Olympic values of respect, excellence and friendship through sport. Below are three events held at the Nanjing Youth Olympic Games in 2014.

Chat with Champions: For a true champion, results are not everything. It is also important to have a sense of social responsibility, a healthy lifestyle and mutual respect for others. This forum provides an opportunity for young athletes to interact with real champions in person. Professional athletes will take part in the forum to share their knowledge, give advice, discuss different subjects and talk about their professional career.

Athlete Career Planning Workshop: This workshop will focus on time management. Athletes will learn how to maximize their time each day through optimal planning and how to balance sport and study. Members of the International Olympic Committee will share their personal experiences with young athletes and discuss different sports careers and how to have a life after sports.

International Exhibition: The International Exhibition will strengthen the young athletes' understanding of global topics. Interactive activities will be held on topics such as fair play, peace promotion, Olympic education, AIDS prevention, sexual health, first aid and humanitarian values. Through these activities, athletes will be able to engage with world issues.

As members of the Sports Society, you are going to organize activities based on the values of the Youth Olympic Games. You may want to talk about:

- which of the above activities you think would be most suitable for school students
- what other activities could be held based on the values of the Youth Olympic Games
- how to get more people in the community involved in these activities
- anything else you think is important

PART B Individual Response

1. Do you like watching sporting events?
2. Have you participated in any sporting events?
3. Who is your favourite sportsman or sportswoman?
4. Why do some athletes only care about winning?
5. Which is more important: winning the game or sportsmanship?
6. Do you agree that athletes should be role models for teenagers?
7. Do you think it is a good idea to pursue a career in sports in Hong Kong?
8. Why is it important to promote sports culture in Hong Kong?

ENGLISH LANGUAGE PAPER 4

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PART B Individual Response

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

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from an article about a doll hospital in Australia:

Welcome to Sydney's Famous Original Doll Hospital

The Doll Hospital has cared for dolls, teddy bears, wheeled toys and many other items for over 100 years. Business boomed during World War II, when there were very few new dolls being made or sold, but today, 80% of the business comes from adults who want to restore their childhood memories or pass on their childhood toys to their grandchildren or others.

"Doctors" who work at the family-run hospital specialize in repairing different things, such as antique and modern dolls, teddy bears and soft toys, prams, suitcases and handbags etc. "The interesting part of our job is that no two dolls are the same, so every day poses a new challenge for us," say the doctors. "There is nothing more satisfying than seeing the smile on a customer's face when they reunite with their beloved toy."

Aside from doll repairs, you can also wander for hours around the Doll Shop, which carries everything you could possibly dream of in a doll shop. There are dollhouses and hand-made dresses for dolls, with matching bonnets and pants. Prices for dolls start at around AUD\$20 (around HK\$140), for a regular doll, to thousands for a rare collector's doll.

So if you have a precious doll or bear stuffed in a cupboard, maybe injured, aged and a little neglected, it's time to take them to Sydney's Famous Original Doll Hospital, and ensure they will be passed on and loved for many years to come.

You and your group study Business Studies. Your group is discussing whether a doll hospital would be a good business idea in Hong Kong. You may want to talk about:

- why people want to repair their old toys
- whether a doll hospital business in Hong Kong would be successful
- how a doll hospital could be marketed
- anything else you think is important

PART B Individual Response

1. What toys did you play with?
2. Do you still keep your childhood toys?
3. What toys do young children like to play with nowadays?
4. Is it worth spending money repairing old toys?
5. Why do adults like to collect toys?
6. Can children live without toys?
7. Will electronic games replace traditional toys?
8. Do you think toys play an important role in a child's development?

ENGLISH LANGUAGE PAPER 4

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PART B Individual Response

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

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from a leaflet about elective courses:

Elective Courses for Secondary Schools

I. Firefighting

Firefighting is one of the most dangerous jobs in the world. It requires complete discipline and attention to the professional standards necessary to fight fires, handle hazardous materials and conduct search-and-rescue operations. Students will become familiar with the procedures, equipment, and technologies used by current fire departments. This course challenges students academically, mentally and physically.

II. Media Technology and Film Production

This course offers students an opportunity to study all aspects of video and media production, from planning and writing for production to operating studio and editing equipment. Students practise various methods of gathering news and information from individuals, research and online resources. In addition, students are introduced to the principles of film production.

III. Fisheries and Wildlife Management

The Fisheries and Wildlife Management course offers instruction in the identification and management of wildlife and aquatics and of their habitats. Content will also include the issues related to endangered species and organizations that protect fisheries and wildlife.

IV. Business Law

Students examine the foundations of the local legal system and learn the rights and responsibilities of citizens. Students gain practical knowledge and life skills by exploring concepts related to laws governing business and individuals. Focus areas include contracts, consumer protection, criminal law, employment law and careers in the legal profession.

Your school is planning to introduce a new course for senior students in the next academic year. As members of the Student Union, you are meeting to discuss which course you would recommend. You may want to talk about:

- how the four courses can benefit students
- what difficulties may be encountered if these courses are introduced
- which course would be the most popular among students
- anything else you think is important

PART B Individual Response

1. Which subject do you like the most?
2. Which is your least favourite subject?
3. Are you happy with the courses offered in your school?
4. In your experience, are core subjects easier than electives?
5. What criteria do you consider before choosing an elective?
6. What are the pros and cons of requiring students to take core subjects?
7. Which elective do you think should be made into a compulsory subject?
8. Have electives made your learning experience more well-rounded?

ENGLISH LANGUAGE PAPER 4

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PART B Individual Response

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

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from a webpage about a young girl who wants to be the first person to go to Mars:

Mission to Mars

Alyssa Carson, a 13-year-old girl from Louisiana, USA, is hoping to become the first person to attend all three of NASA's (National Aeronautics & Space Administration) world space camps. She plans to become the first person to visit Mars. "It's a place no one has been. A place deserted right now. I want to take that first step," she said. If all goes according to her 20-year plan, Alyssa will go on a mission to Mars in 2033.



Alyssa speaks Spanish, French and Chinese, and tweets about her trips to NASA events and space camps, and the talks she gives to inspire other children to achieve their goals. "I have thought about possibly being other things but being an astronaut was always first on my list," she says.

Alyssa's father says, "There's no doubt in my mind that her dream and passion will drive her to that planet." And NASA is taking Alyssa very seriously. NASA's Paul Foreman said of Alyssa, "She's doing the right things, taking the right training and steps to become an astronaut." Alyssa and her father have discussed the possibility of her not returning to Earth. Her father said, "If that's the only option, she still wants to go."

"I don't want one obstacle in the way to stop me from going to Mars," Alyssa says with determination. "Failure is not an option."

As members of your school's Astronomy Club, your group is planning to invite Alyssa Carson to come and give a talk to your school. You may want to talk about:

- why you would like to invite Alyssa
- what you would like Alyssa to talk about
- any other activities that could be included in Alyssa's visit
- anything else you think is important

PART B Individual Response

1. Would you like to be an astronaut?
2. Would you like to go to Mars?
3. Do you think Alyssa Carson is too young to train to go to Mars?
4. What ambitions do you have for your future?
5. If you went to Mars, what do you think you would find there?
6. Would you like to take a trip into space on a new passenger plane?
7. If you went to Mars, what challenges do you think you would face?
8. Do you think tourism in space will ever become popular?

ENGLISH LANGUAGE PAPER 4

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PART B Individual Response

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

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from an online article about using your own mobile device at school:

Bring Your Own Device

One high school in Virginia, USA, is considering a program that allows students to bring their mobile devices including smartphones, iPads or notebook computers to school. The program would be rolled out slowly over two semesters giving teachers and students time to adjust to the change in policy.

"For our older students there is a policy right now of not using mobile devices, so we will have to have that debate about when it will be appropriate," said Jean Colley, a senior staff member of the school.

For the first semester, "Bring Your Own Device" will be implemented only in select classrooms where teachers have volunteered to test the program before it is introduced school-wide during the second semester.

Board Chairman Garry Carter said he hopes the program will be implemented carefully and that other methods of learning that have been so successful for so long will not be abandoned. Colley stressed that the devices would not take the place of traditional teaching with pencils and books.

"I don't think you'll see a classroom of students doing this," Colley said bowing her head with thumbs moving as if tapping out a text message. "But I do think these devices will accelerate their learning."

School Board member Anne Rollins said it is important the students learn to filter and synthesize the material they get online. "The technology is going to give them data, but it's not going to think for them."

In your group discuss the possibility of introducing a "Bring Your Own Device" policy in your school. You may want to talk about:

- the benefits and problems of this policy
- how to prevent such problems
- in which subjects mobile devices would be most useful for students
- anything else you think is important

PART B Individual Response

1. Do you have a mobile device?
2. Do you take a mobile device to school?
3. Do you use a mobile device to do your homework?
4. Do students use mobile devices for learning in your school?
5. If your school offered to buy you a mobile device, what would you choose?
6. Do you think a mobile device helps you learn faster?
7. Do you think you can improve your English using a mobile device?
8. How will mobile devices change the way people learn?

ENGLISH LANGUAGE PAPER 4

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

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from a website on the best jobs in the world:

Top Jobs in the World to Consider

#1: Software Developer: These professionals are the brains behind your Candy Crush obsession and Android phone dependency. They design anything from apps, games and computer software, to databases and operating systems.

#2: Nurse: Nurses are now specialists in their own right: some offer care for a specific health condition (such as diabetes or cancer), a group of people (such as premature babies or the elderly) and even a particular type of environment (such as an emergency room or school). Responsibilities within this field also cover the full spectrum, from clerical work, to administering medicine, to performing procedures and monitoring a patient's progress.

#3: Web Developer: Have you ever opened a webpage and your jaw instantly drops? The website's color scheme, layout, main image, user experience – everything really – is absolutely perfect. If you have, this is thanks to the hard work of a talented Web developer. Responsible for designing, coding and modifying websites, Web developers strive to create visually appealing sites that feature user-friendly design and easy navigation.

#4: Veterinarian: Vets take care of animals, but they also do much more. They protect the safety of our food supply by inspecting livestock, promote public health by fighting animal-borne diseases and help foster healthier relationships between people and their animal companions.

#5: Nutritionist: They advise clients on food and nutrition, develop meal plans and track progress so that clients can live a healthier lifestyle or reach a nutritional goal.

As members of the Careers Committee, your group is going to organize a career planning workshop about the five jobs above. Discuss with your group what to include in your workshop. You may want to talk about:

- what skills students need for the five jobs
- whether you think these jobs would be popular among students
- how to make the workshop interesting
- anything else you think is important

PART B Individual Response

1. What is your dream job?
2. Would you like a job in the IT industry?
3. Would you like a job in the health sector?
4. Do you prefer a job working alone or working as a team?
5. Is interest the most important factor when choosing a job?
6. Does getting a university degree matter to your career path?
7. Do you think people in Hong Kong focus too much on their salary?
8. Would you choose a career just because it was easy to get a job?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

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PART A Group Interaction

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Below is an extract from a website on the best jobs in the world:

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PART B Individual Response

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EXAMINER

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

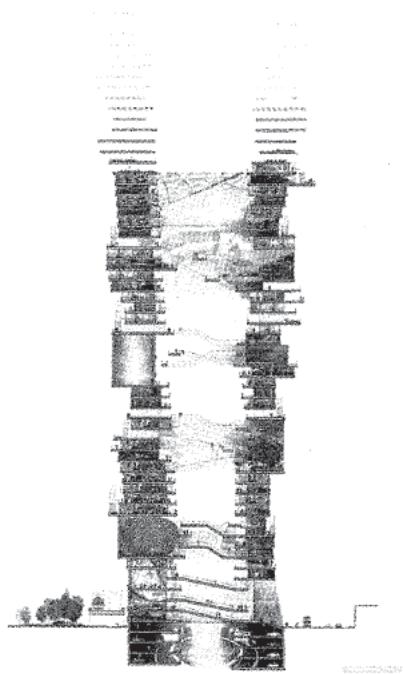
Below is an article about an award-winning proposal:

The city in the sky

The ‘Endless City’ project is an ambitious plan which suggests skyscrapers of the future may one day house an entire city. London is the proposed city for this project, which could accommodate thousands of people – as well as schools, offices, shops and even parks.

The ‘Endless City’ project would see a giant 300m skyscraper built with its own complete ecosystem featuring offices, shops and ‘huge’ parks. Residents would be able to walk around intertwining ramps in the interior of the giant building, passing through shopping, commercial and residential areas. The building would include many of the features that can be found in a city environment, such as public spaces, entertainment zones and shopping areas. Different areas of the building would be linked by a series of bridges and walkways helping to ‘increase exchanges, communications and interactions’ and the different levels will offer stunning views across London’s skyline.

The proposal has been drawn up by SURE Architecture, whose design has already won the SkyScrapers and SuperSkyScrapers Competition. The firm insists the building would be a great space-saver in dense cities which have previously spread outwards rather than upwards. The architects hope the project will encourage people to think about ‘vertical city designs’ that would, in the future, bring the feeling of a city inside a building, and residents would never have to leave.



Your group is now discussing the ‘Endless City’ proposal. You may want to talk about:

- what other facilities should be included in the Endless City
- the pros and cons of living in the Endless City
- whether a similar proposal would be popular in Hong Kong
- anything else you think is important

PART B Individual Response

1. Do you like living in a high-rise building?
2. Do you think Hong Kong has too many tall buildings?
3. Which do you prefer: living in a quiet village or a busy city?
4. Would you like to live in a building you never had to leave?
5. Do you think it is important to have a nice view from your home?
6. What can be done to solve the problem of land shortage?
7. What are the pros and cons of having only high-rise buildings in a city?
8. Do you think that a city’s architecture reflects the culture of a city?

ENGLISH LANGUAGE PAPER 4

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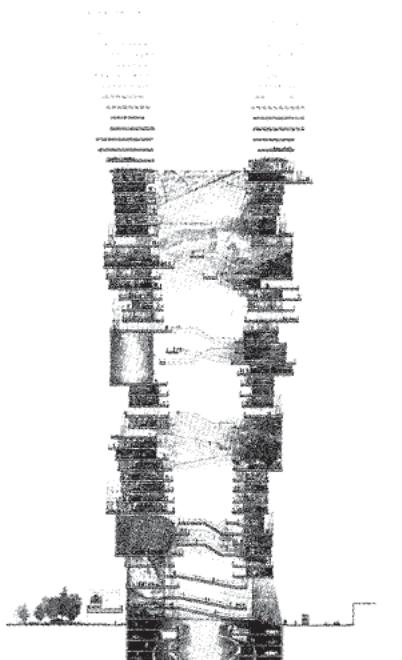
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PART B Individual Response

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ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from an article about an online writer:

Online Writer Rises to Fame

The Midnight After is a 2014 Hong Kong satirical horror comedy film directed by Fruit Chan and starring a wide cast of actors. The film is based on the web-novel, *Lost on a Red Mini Bus to Taipo*, by the 25-year-old Hong Kong writer nicknamed “Mr. Pizza”, who first became famous on the Internet forum HKGolden.

Lost on a Red Mini Bus to Taipo is about a bunch of passengers who are lost in a parallel world – where the surroundings remain the same, yet all humans have disappeared. It was first serialized online from February to July 2012 and then published in book form in July 2012. Against all odds, the book, which contains adult themes and strong language, sold 30,000 copies at the Hong Kong Book Fair.

Pizza, who is a big fan of American writer Stephen King and the US television series *Lost*, decided to create his own sci-fi novel with a local touch. He wrote the novel using local slang to relate to the online community. The story became an instant hit and was one of the three bestsellers at the book fair.

While Pizza welcomes feedback and criticism, some internet users left unreasonable and nasty comments. He admits that it took some time to get used to that aspect of writing online. He describes some of the hateful comments as “like you are writing something in your room, but suddenly someone comes in and shouts at you in your face”.

As members of the school magazine, you are preparing for an article on how to be an online writer. You may want to talk about:

- the advantages of writing online
- the problems faced by online writers
- whether there should be censorship of what is published online
- anything else you think is important

PART B Individual Response

1. Do you like reading online?
2. Have you read any online stories?
3. Have you ever posted things you have written online?
4. Do you think people can write whatever they like on the internet?
5. Why do online stories appeal to young people?
6. Do you think online fiction will replace print fiction?
7. What do you think about posting online comments?
8. Should online fiction be free?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

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

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PART B Individual Response

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EXAMINER ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is some information regarding a survey about Generation Y in the workplace:

Recruiting firm specializes in Gen Y candidates

A recruiting firm called Jobfind specializes in recruiting Generation Y job seekers. Its mission is to find jobs for thousands of capable young people (young professionals aged 30 or under) who are very talented but often get overlooked by employers who only focus on grades and the number of extra-curricular activities that applicants have done.

A survey was conducted to investigate how employers in Hong Kong felt about their Gen Y employees. Here are some major findings:

Question 1. 59% of the employers said that they found it difficult to manage Gen Y staff because of the following:

- Lack of loyalty
- Unrealistic job expectations
- Impatience
- Need of constant attention
- Little respect for authority

Question 2. The employers took the following measures to make their workplace more attractive to their Gen Y employees:

- Setting up mentorship or coaching programmes
- Encouraging own initiative and independent thinking
- Allowing flexible working hours and more work-life balance
- Adopting a more casual environment (e.g. wearing jeans and t-shirt or working from home)

The survey also found that members of Gen Y are tech-savvy and know how to use social media to gain opportunities. These younger workers are also regarded as being the most “enthusiastic” about their jobs. On the down side, they are rarely considered as team players or hardworking at work.

As members of the Careers Team, your group is designing a workshop for Gen Y school leavers. Discuss with your group what to include in the workshop. You may want to talk about:

- whether you agree with the description of Gen Y in Question 1
- which measures taken by employers in Question 2 would be most popular with young employees
- how to make the workshop interesting
- anything else you think is important

PART B Individual Response

1. Would you like to work for someone or for yourself?
2. Do you think wearing jeans to work is appropriate?
3. Do you think you would be a good employee?
4. What are the qualities of a good boss?
5. Do you think it is important to always follow the instructions of your boss?
6. If you did not agree with your boss' decision, what would you do?
7. Do you share any of the characteristics of Gen Y?
8. Which is more important: job loyalty or better job prospects?

ENGLISH LANGUAGE PAPER 4

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PART B Individual Response

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ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from a newspaper article about a study tour:

Extreme Study Tour: Antarctica

From December 2013 to January 2014, City University of Hong Kong sent a team of 23 undergraduates on a 3-week research expedition to Antarctica. Antarctica is one of the planet's loneliest, coldest, most fragile and endangered landscapes. At its centre is the South Pole. The students – who are from different departments – collected environmental and ecological data to turn into creative art forms.



"The Antarctica expedition enables creative artists, researchers and scientists to work together, interpreting environmental data into interesting visuals such as animation, gaming and film," said team leader Prof. Scott Hessels. "This once-in-a-lifetime trip will offer new insights into a sustainable future and help the public better understand environment issues."

Some activities that students did in Antarctica included tracking and measuring changes in the body temperature of penguins; studying life in Antarctica; examining physical properties of icebergs; and collecting sound recordings of Antarctic winds.

Students had to prepare themselves physically and take first-aid courses, as well as obtain all necessary equipment. Another challenge was to raise HK\$30,000 funding per person, which was 40% of the full cost per person, with university and external sponsorships covering the rest of the expenses.

As the Student Committee of your school's upcoming overseas study tour, your group is meeting to discuss the possibility of going to Antarctica. You may want to talk about:

- whether Antarctica would be a suitable location
- what difficulties students could face if they went to Antarctica
- how to choose students to join the study tour
- anything else you think is important

PART B Individual Response

1. Do you like study tours?
2. Would you enjoy travelling overseas with your classmates?
3. How would you feel if you were away from your family for three weeks?
4. What would your parents say if you wanted to go to Antarctica?
5. Would you want to go to Antarctica if funding was available?
6. Would you prefer a school tour that was educational or entertaining?
7. Should schools organize study tours to remote locations?
8. How would a study tour to Antarctica be beneficial to Hong Kong?

ENGLISH LANGUAGE PAPER 4

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PART B Individual Response

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

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is a text about compulsory military service in Switzerland and South Korea:

In around 40 countries in the world today, young people (usually men) are required to spend one or two years in compulsory military service. Switzerland and South Korea are two such countries.

Military service in Switzerland

In 2013, 73% of Switzerland's voters voted to keep the country's compulsory military service. According to Swiss law, male citizens aged between 18 and 34 have to do four months of basic training in the army. About 20,000 men a year attend basic training as a soldier and must be ready for follow-up military training. Many young men complain that the months spent in the army are a waste of time, but older voters say this obligatory duty is the best way to defend the country. Some Swiss men refuse to fulfill their military duties and in this case they can choose to do non-military duties such as environmental projects or work with the elderly.

Military service in South Korea

In South Korea military service lasts as long as two years. Unlike Switzerland, young men who are fit and healthy cannot choose to serve the community instead. Recently, however, the Korean media has highlighted a number of controversial cases involving celebrities who have taken measures to avoid compulsory military service. In 2002, Yoo Seung Jun, a Korean pop singer, became an American citizen to avoid his military duty. Another recent example is MC Mong, a popular singer-rapper accused of avoiding his military service in Korea by having several healthy back teeth removed.

Your group has to prepare for a debate with the motion "Compulsory military service is a good idea". You may want to talk about:

- arguments in favour of compulsory military service
- arguments against compulsory military service
- whether it would be a good idea to introduce compulsory military service for women
- anything else you think is important

PART B Individual Response

1. Would you like to be a soldier?
2. Would you prefer to be a soldier or work with the elderly?
3. If you were a soldier, what would you miss most?
4. What kind of person do you think makes a good soldier?
5. Why do you think people in some countries volunteer to join the army?
6. If you had to join the military, which would you choose – the Army, the Navy or the Air Force?
7. Which is more beneficial for the individual – compulsory military service or compulsory social service?
8. Do you think anyone who refuses to do military service should be punished?

ENGLISH LANGUAGE PAPER 4

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PART B Individual Response

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ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from a column about robots in the service industry:

Meals on Wheels

Friendly and attentive waiters are a key ingredient in the running of a successful restaurant. Now more and more robots are replacing humans by providing a reliable waitressing service in Chinese restaurants and hotels.

One such new restaurant in Jiangsu Province, China, is staffed by 15 robots that not only carry food to a diner's table, but help cook it too. The robots greet customers, deliver food and help with cooking in the kitchen and if they encounter a rude customer, there is no chance of them spitting in the food. Some of the robots can manage polite conversation, as well as greeting customers with 40 different phrases. Just like with humans, the energy-intensive job takes its toll on the robots, which are expected to offer between five and eight years' service. Each one costs around HK\$50,000.

Another robot restaurant serving dumplings and noodles cooked by robots was recently set up in Harbin, Heilongjiang Province. When a diner walks into this restaurant, an usher robot says, 'Earth person hello. Welcome to the Robot Restaurant.' There is even a singing robot to serenade diners.

Similar robots are also taking over small tasks in hotels. The Pengheng Space Capsules Hotel in Shenzhen has robotic receptionists and doormen as well as mechanical waiters. Because the robots are not paid a salary, a stay at the hotel is cheap at just HK\$70 per night.

Your group is planning to write an article for your school magazine about the benefits and problems of introducing robots into the service industry. You may want to talk about:

- advantages of using robots
- reasons why people might be against using robots
- other industries that could benefit from using robots
- anything else you think is important

PART B Individual Response

1. Would you like to work with robots?
2. Would you like to eat in a restaurant served by robots?
3. Do you think robots can replace teachers?
4. Do you think robots will replace people in most jobs?
5. Do you think robots could do any useful work in your secondary school?
6. In a restaurant, would you rather be served by a robot or a real person?
7. If you had a robot, what would you like it to do?
8. Do you think it is worth spending fifty-thousand dollars on a restaurant robot?

ENGLISH LANGUAGE PAPER 4

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PART B Individual Response

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

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from a webpage about the top 15 most essential items for day-to-day living in Britain:

1. The Internet/wi-fi	6. Mobile phone/smartphone	11. Book/eReader/Kindle
2. Bath/shower	7. Pet cat or dog	12. Comfy sofa or chair
3. TV	8. Washing machine	13. Make-up/cosmetics
4. Laptop/tablet/iPad	9. Tea	14. Newspaper/magazine
5. Car	10. Coffee	15. Chocolate

When I think about the basic necessities of everyday life, the top of my list is a warm shower with a fresh bar of soap! Unfortunately, in a new survey personal hygiene has fallen into second place behind the Internet, which has become more important to some people than having a bath, eating or seeing their family!

A new survey asked 2000 people in Britain to name the most essential items for day-to-day life apart from food and shelter. Just under half of them (48%) said being able to use the Internet was more essential than seeing their family. About 51% reported that they could go longer without seeing their friends than using their mobile phone.

One researcher, Katie Lomas, said the findings show the extent to which technology now dominates most people's essential daily routines. She said: "What we believe to be essential is an extremely personal choice, and something that varies between individuals. For the average person, technology now dominates their list of essential daily comforts, perhaps because we are so reliant upon these items and enjoy the luxury of being connected."

In your group discuss the most essential items for day-to-day living in Hong Kong. You may want to talk about:

- which items might be different from those in the British survey
- how the order might be different in Hong Kong
- how different generations might differ in their choices
- anything else you think is important

PART B Individual Response

1. What important things do you take to school?
2. How often do you use the Internet?
3. What are the three most essential items you carry with you?
4. How long could you go without using your mobile phone?
5. How long could you go without watching TV?
6. Do you think technology dominates your life?
7. Which could you go longer without – seeing your friends or using your mobile phone?
8. Is being connected to the Internet a luxury?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

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

PART A Group Interaction

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

Below is an extract from a webpage about the top 15 most essential items for day-to-day living in Britain:

1. The Internet/wi-fi	6. Mobile phone/smartphone	11. Book/eReader/Kindle
2. Bath/shower	7. Pet cat or dog	12. Comfy sofa or chair
3. TV	8. Washing machine	13. Make-up/cosmetics
4. Laptop/tablet/iPad	9. Tea	14. Newspaper/magazine
5. Car	10. Coffee	15. Chocolate

When I think about the basic necessities of everyday life, the top of my list is a warm shower with a fresh bar of soap! Unfortunately, in a new survey personal hygiene has fallen into second place behind the Internet, which has become more important to some people than having a bath, eating or seeing their family!

A new survey asked 2000 people in Britain to name the most essential items for day-to-day life apart from food and shelter. Just under half of them (48%) said being able to use the Internet was more essential than seeing their family. About 51% reported that they could go longer without seeing their friends than using their mobile phone.

One researcher, Katie Lomas, said the findings show the extent to which technology now dominates most people's essential daily routines. She said: "What we believe to be essential is an extremely personal choice, and something that varies between individuals. For the average person, technology now dominates their list of essential daily comforts, perhaps because we are so reliant upon these items and enjoy the luxury of being connected."

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- which items might be different from those in the British survey
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- anything else you think is important

PART B Individual Response

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

EXAMINER

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from a leaflet about two leadership training camps:

Youth Leadership Training Camps	
<p>Youth Adventure</p> <p>Aims to develop:</p> <ul style="list-style-type: none">• an ability to identify problems and plan solutions;• a fuller understanding of what different people bring to a team, and how to work together;• an ability to take better care of themselves. <p>Activity Highlights:</p> <ol style="list-style-type: none">1. Raft Building: A great team building event for participants to work together to produce a strong raft. Our instructors will give tips along the way on using the most efficient knots and getting everybody involved. Participants will then test their raft out by sailing it on the water.2. Capture the Flag: Participants will be split into two teams and each team receives a flag which they must stick into the ground. They have to work together to capture the flag of the other team in order to win.	<p>Public Speaking for Effective Leadership</p> <p>Aims to:</p> <ul style="list-style-type: none">• enhance the leadership skills and public speaking skills of participants;• demonstrate to participants how public speaking skills can be used by leaders to communicate their ideas to the public;• allow outstanding student leaders from secondary schools to serve and understand the local community. <p>Activity Highlights:</p> <ol style="list-style-type: none">1. Dialogue with Leaders: Participants will have the opportunity to interact with several famous leaders in Hong Kong, who will share with participants their views on different local issues.2. Public Speaking Contest: Each participant will give a 5-minute speech on a selected social problem in front of a panel of judges, all other participants and their proud parents. A question-and-answer session will follow after each speech.

As members of the Student Union, you are meeting to discuss which of the above camps should be chosen for this year's *Personal Development Programme*. You may want to discuss:

- which of the above camps is more suitable for students
- the criteria for selecting students to join the camp
- what concerns about the camp need to be addressed
- anything else you think is important

PART B Individual Response

1. Do you like going to camps?
2. Have you ever participated in a training camp?
3. What qualities make a good leader?
4. Do you prefer indoor camps or outdoor camps?
5. Apart from training camps, in what other ways can an individual be developed?
6. Which do you prefer: to be a team member or a team leader?
7. Is leadership an essential skill in life?
8. Can leadership be trained?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

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PART A Group Interaction

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PART B Individual Response

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

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from a website about upcycling:

WHAT IS UPCYCLING?

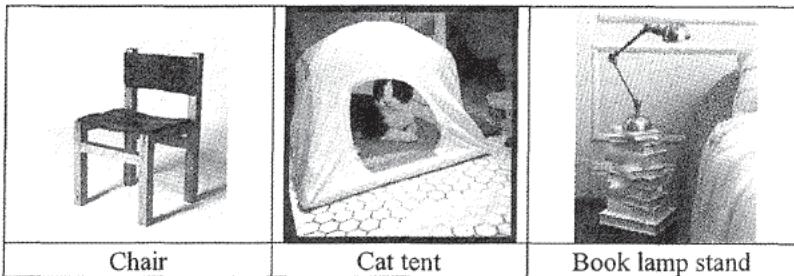
Upcycling is the process of converting waste materials or useless products into new materials or products of better quality or for better environmental value. When you upcycle an item, you aren't breaking down the materials. You may be refashioning it but it's still made of the same materials as when you started. Also, the upcycled item is typically better or the same quality as the original.

Upcycling is not a new concept. Some of the best examples of upcycling come from the 1930s and 40s when families had very little economic or material resources. During that time, people reused almost everything, repurposing items over and over until they were no longer useful: feed sacks became dresses or old doors became the new dining room table. What was old was new again, but with a twist.

One of the biggest reasons for the rebirth of upcycling is the positive impact on the environment. Items destined for the dump are rescued and remade into something useful. When you upcycle, you remove items from the global garbage stream. Upcycling instead of recycling is good too; recycling requires energy or water to break down materials. Upcycling only requires your own creativity and upcycled products can rival those found in high-end department stores.

Examples of items that can be upcycled are:

- old tyres → chair
- old t-shirts → cat tent
- old books → lamp stand



Your school has decided to organize an upcycling campaign. As part of the campaign your group is going to upcycle one item shown in the three photos above. You may want to talk about:

- which item to upcycle and why
- difficulties you may face
- how to sell your upcycled product
- anything else you think is important

PART B Individual Response

1. Do you recycle things that you buy?
2. What do you do with your old clothes?
3. What do you do with your unwanted books?
4. How convenient is it for you to upcycle?
5. How can we encourage people to upcycle more?
6. How successful is your school at upcycling?
7. Do you think shops should sell upcycled products?
8. Do you think Hong Kong does enough to upcycle waste?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

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PART A Group Interaction

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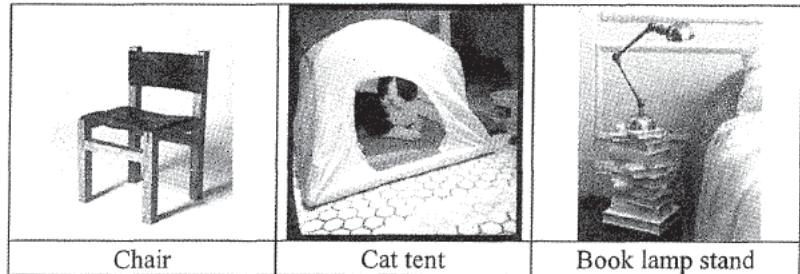
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PART B Individual Response

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

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an article taken from the letters page of a local newspaper:

A recent survey has shown that subjects like Science, Technology, Engineering and Maths – STEM for short – continue not to attract as many females as males. Hong Kong parents, for example, often discourage their daughters from pursuing STEM subjects. In Hong Kong universities, men still dominate these subjects. At the Hong Kong University of Science and Technology women make up just 21% of engineering students. A 2013 survey of 57 companies in Hong Kong showed that women represent fewer than 10% of IT staff at more than half the companies. In the US by 2020 there will be 1.4 million jobs in computing fields, but women are likely to fill only 3% of those jobs.



Girls who show an early interest in STEM subjects often lose interest due to the male-dominated learning environment. A study from Britain shows that girls studying in single-sex schools are nearly 2½ times more likely to study physics at A-level than if they had studied in mixed schools.

We should be showing young women that they can love science and maths. Without enough women in science and technology, we will not have the thinking skills and creative diversity for Hong Kong to compete globally.

Your group is meeting to discuss the number of girls and boys taking STEM subjects in Hong Kong in preparation for a meeting with parents and teachers. You may want to talk about:

- the reasons why fewer girls than boys are attracted to STEM subjects and STEM careers
- what schools and universities can do to encourage more girls to study STEM subjects
- how to persuade parents to let their daughters do STEM subjects
- anything else you think is important

PART B Individual Response

1. Do you like Maths?
2. Do you think science subjects are fun?
3. Do you think there are school subjects that girls like more than boys?
4. Did your parents encourage you to choose certain subjects at school?
5. Would you like to work in the technology industry?
6. Do you think boys and girls should go to separate schools?
7. Do you think all STEM subjects should be compulsory at school?
8. Do you think IT should be a compulsory subject for all forms?

ENGLISH LANGUAGE PAPER 4

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PART B Individual Response

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

ENGLISH LANGUAGE PAPER 4**PART A Group Interaction**

Below is an extract from a Hong Kong company website called Dialogue Experience:

Events organized by Dialogue Experience**Dinner in the Dark**

Experience one of the most unique dinners you will ever have. In the dark restaurant you see absolutely nothing, not even your hand in front of your face. Challenge yourself by guessing the food you are eating and have lots of fun as blind guides sitting at your table lead you through games and activities that sharpen your hearing and your sense of touch, smell and taste.

Price: HK\$850

**Simulation in the Dark**

Take a cane and follow your blind guide by feeling your way into specially constructed dark rooms where sounds, smells, wind, water and temperature give you the sense that you are actually outdoors in Hong Kong; in a park, on a ferry, in a market. However, the environment is so black that you can see absolutely nothing. Roles are reversed as the blind guides try to help you cope with their world of darkness. The tour lasts for one hour but the effects can last a lifetime.

Price: HK\$75

Concert in the Dark

The pitch dark journey begins as soon as you enter the venue, where blind ushers lead the audience to their seats. This year's concert is called 'The Sound of Colours' and features some well-known Canto-pop stars who interact with and move among the audience. Impressive sound effects and other creative uses of the darkness take the audience on a journey of the senses.

Price: HK\$480

As part of your Other Learning Experiences, the school wants to take part in one of the above events organized by Dialogue Experience. In your group, discuss which event would be the most suitable for your class. You may want to talk about:

- the benefits of each of the events
- further details you would like to know about each
- which event you would choose
- anything else you think is important

PART B Individual Response

1. Do you like being in the dark?
2. Were you frightened of the dark when you were a child?
3. What difficulties do you think blind people face?
4. Would you like to hold your birthday party in the dark?
5. If you were blind for a day, what would you find difficult to do?
6. What do you think your school can do to help people who are unable to see?
7. What challenges do you think blind people have when learning?
8. Do you think a museum in the dark would be popular in Hong Kong?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

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PART B Individual Response

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

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from a webpage advertising a local photo competition:

HK Open Photo Contest 2015

Photography is an art form, a powerful means of communication and visual expression arousing great emotions and civic debate, and one which may even lead to social change.

The HK Open Photo Contest is open to all secondary school students. The competition intends to encourage discussion and social responsibility on important issues in Hong Kong through photography. To extend this dialogue, a photo library will be set up online where the winning images (under a Creative Commons license) can be used for lectures, workshops, school talks and other non-commercial projects. They will also represent a photographic history of modern-day Hong Kong.

Schools may choose one of the following three themes:

- *Poverty in Hong Kong*
- *Beauty and Ugliness*
- *Disappearing Wildlife*

To enter the contest, participants can visit: www.openphotocontest.hk and register with their Facebook account. Each participant can upload a maximum of 10 photos. Each photo must have a title. The organisers of the Contest will pick out the finalists and the winners will be selected by public vote. The winner, first runner-up and second runner-up will receive HK\$20,000, HK\$10,000 and HK\$5,000 respectively as well as competition trophies.

What the judges are looking for: focused theme, creativity, technique, layout and potential for discussion.

Your school wants to enter the HK Open Photo Contest. Discuss the competition with your group. You may want to talk about:

- the benefits of taking part in the competition
- which theme you would recommend to your school
- what sort of things you could take photos of
- anything else you think is important

PART B Individual Response

1. Do you like taking photos?
2. Have you ever entered a competition before?
3. What kinds of photos do you enjoy looking at?
4. Do you prefer taking photos of people or places?
5. Do you think photography should be taught in school?
6. Why do people take photos?
7. What do you think of black and white photography?
8. What skills do you think a good photographer needs?

ENGLISH LANGUAGE PAPER 4

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PART B Individual Response

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

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an article about the 2014 winner of the Student of the Year Awards:

The South China Morning Post and The Hong Kong Jockey Club are proud sponsors of the **Student of the Year** Awards. The Awards reward the achievements of senior-level students in seven categories, aiming to recognise and encourage Hong Kong's young leaders of tomorrow.

Tam Pok-man was named the first grand prize winner of the competition in 2014. Judges praised Pok-man's humble attitude, enthusiasm and his outstanding academic achievements, especially in the field of physics.

Pok-man, 17, is a Form Six student. He was nominated by teachers as an outstanding student, who excels not only in the classroom – both in sciences and the arts – but also on the sports field, as a musician, and as an ambassador for the environment and a keen volunteer.

Pok-man has a true passion for physics. He has represented Hong Kong in international competitions, winning a silver medal in the 44th International Physics Olympiad, a bronze medal in the 14th Asian Physics Olympiad, and was the first runner-up in the 30th Hong Kong Mathematics Olympiad.

He has also won awards outside of his main area of interest: a certificate of outstanding achievement in the Bible speaking category of the 64th Hong Kong Schools Speech Festival; a silver award in the Hong Kong Youth Music Interflows 2012; and the Creative Poster award in the 16th Wu Chien Shing Science Camp Creative Poster Contest.

Pok-man is also dedicated to community services, and has been a committee member of Hong Kong Green Youth Ambassador since 2012.

As members of the School Magazine, you are going to interview Tam Pok-man for an article on how to make the most of secondary school life. You may want to talk about:

- what students can learn from Pok-man
- other aspects of his life you would like to find out about
- how to make the article more interesting
- anything else you think is important

PART B Individual Response

1. Do you enjoy your school life?
2. Do you like taking part in competitions?
3. Is having an extra-curricular activity a good or bad thing for students?
4. Do you think having an interest in a subject is important?
5. Which do you spend more time on: your studies or extra-curricular activities?
6. Would you like to be friends with someone like Pok-man?
7. Should Form Six students be banned from extra-curricular activities?
8. Are awards important to you?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

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PART B Individual Response

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

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from an online newspaper:

Celebrity Justice: Does Punishment Fit the Crime?

If you're driving around New York City and see a street sweeper who looks an awful lot like the famous international singer Boy George, don't worry, you're not going crazy.

The singer was found guilty of drug possession and will start his five days of community service on Monday.

"No special treatment," said a Times Square sanitation worker. "A broom, a dustpan, and work to be done."

From drugs to drink driving charges, the list of criminal celebrities is long. But many believe their punishments don't always match the crime.

"Celebrities have a huge advantage over the average person," said Harvey Levin, managing editor of the entertainment news website TMZ.com. "Juries are comprised of television watchers, moviegoers, people who listen to music, and they tend to show a lot of goodwill towards celebrities."

However, many A-listers do have good records when it comes to bouncing back from a crime. Actress Winona Ryder was arrested on shoplifting charges and accused of stealing US\$5,500 worth of designer clothes and accessories at a famous department store. In 2002, she was sentenced to 480 hours of community service, US\$3,700 in fines, US\$6,355 in repayment to the department store and ordered to attend psychological and drug counseling.

Two years later, a judge reduced her crimes to misdemeanors (lesser charges) after she completed her 480 hours of community service. She has since gone on to star in more than 20 films.

As members of the Liberal Studies Society, your group is discussing celebrity and crime. You may want to talk about:

- whether you agree with the punishments given to celebrities
- why famous people who commit a crime are sometimes treated differently
- whether you would still support a celebrity even after he or she has committed a crime
- anything else you think is important

PART B Individual Response

1. Do you have a favourite pop star?
2. Which famous person is a good role model?
3. Is having an idol a good or bad thing for teenagers?
4. Why do some people worship celebrities?
5. What would you say to your friends if they wanted to be a celebrity?
6. Should celebrities be given stricter penalties if they break the law?
7. Do you think celebrities should be well-behaved all the time?
8. Does fame make a celebrity a better person?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

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PART A Group Interaction

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

Below is an extract from an online newspaper:

Celebrity Justice: Does Punishment Fit the Crime?

If you're driving around New York City and see a street sweeper who looks an awful lot like the famous international singer Boy George, don't worry, you're not going crazy.

The singer was found guilty of drug possession and will start his five days of community service on Monday.

"No special treatment," said a Times Square sanitation worker. "A broom, a dustpan, and work to be done."

From drugs to drink driving charges, the list of criminal celebrities is long. But many believe their punishments don't always match the crime.

"Celebrities have a huge advantage over the average person," said Harvey Levin, managing editor of the entertainment news website TMZ.com. "Juries are comprised of television watchers, moviegoers, people who listen to music, and they tend to show a lot of goodwill towards celebrities."

However, many A-listers do have good records when it comes to bouncing back from a crime. Actress Winona Ryder was arrested on shoplifting charges and accused of stealing US\$5,500 worth of designer clothes and accessories at a famous department store. In 2002, she was sentenced to 480 hours of community service, US\$3,700 in fines, US\$6,355 in repayment to the department store and ordered to attend psychological and drug counseling.

Two years later, a judge reduced her crimes to misdemeanors (lesser charges) after she completed her 480 hours of community service. She has since gone on to star in more than 20 films.

As members of the Liberal Studies Society, your group is discussing celebrity and crime. You may want to talk about:

- whether you agree with the punishments given to celebrities
- why famous people who commit a crime are sometimes treated differently
- whether you would still support a celebrity even after he or she has committed a crime
- anything else you think is important

PART B Individual Response

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

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is a newspaper article about schooling:

Children should start school at six

Pupils should not receive full classroom tuition until the age of six, according to a leading academic. Dr Richard House, senior lecturer at Roehampton University, said pupils, especially those from relatively well-off backgrounds, suffered the most from being pushed "too far, too fast". He said that students can benefit from being slowed down in the early years, allowing them to develop naturally.

He warned that if kids are pushed into formal schooling from a very young age, there is a higher chance for them to suffer lifelong negative health effects and even premature death. He added: "Most children under the age of six need lots of time to play, and to develop social skills, and to learn to control their impulses. An over-emphasis on formal classroom instruction, staying in instead of playing outside, can have serious effects that might not surface until years later."

The conclusions follow a research study that found that starting late "appears to have no adverse effect on children's progress". Dr House, however, admitted that early schooling may be beneficial to children with poor family backgrounds. "There are of course some children from very deprived backgrounds who in general would, and certainly do, gain a net benefit from starting school early," he said. "But the evidence is now quite overwhelming that such an early introduction to formal schooling is quite unnecessary for the majority of children, and even worse, this can actually cause major developmental harm, and at worst a shortened life-span."

You are preparing for a debate with the motion "Starting formal schooling before the age of six does more harm than good to children". Discuss with your group what to include in this debate. You may want to talk about:

- arguments for the motion
- arguments against the motion
- which side you would prefer to take
- anything else you think is important

PART B Individual Response

1. Did you like being a student at primary school?
2. What skills should young children learn?
3. Do you think children like going to school before the age of six?
4. Do you agree that playing is more important than studying for young children?
5. What are your memories of your first year of attending school?
6. Why do some Hong Kong parents send their children to school at a very young age?
7. Do you think an early start to school is important for success later in life?
8. Who should decide when children should go to school: parents or the government?

ENGLISH LANGUAGE PAPER 4

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PART B Individual Response

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

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract about snakes from a Hong Kong magazine:

William Sargent, a Lantau Island resident, has had a fascination with snakes since he was twelve and he has caught and photographed thousands of Hong Kong's 55 snake species.

Fear

Contrary to common belief, Sargent insists that snakes are not aggressive and that the general lack of knowledge about snakes has led to much fear. Having said that, dozens of people are bitten by venomous snakes every year. Common reasons for snake bite incidents include:

- Walking through overgrown trails
- Walking on a dimly lit trail and stepping on an unseen snake
- Finding a snake and trying to kill it or pick it up

Education, not fear

Instead of fearing snakes, Sargent suggests that we should try to see them as part of the ecosystem just like any other creature. People need to learn more about them, he says, through online research and books or even speaking to people who have snakes as pets.

Sargent says, "I take visitors out in the field to photograph snakes. I train them how to look for snakes and how to get the best photos. Very quickly the reaction goes from 'Arrgh!' to 'Wow, that's a fascinating creature, I didn't know that' and 'Can I go with you again?'" So the next time you see a snake, remain calm, give it space, grab your camera and feel lucky that you have seen a fascinating creature that's just getting on with its day.

Your group is meeting to discuss whether to a) invite students to go on one of William Sargent's photography field trips or b) invite him to your school to talk about Hong Kong's snakes. You may want to talk about:

- which activity you prefer and why
- how you would promote your chosen activity in your school
- questions to ask William Sargent
- anything else you think is important

PART B Individual Response

1. Are you afraid of snakes?
2. Have you ever seen a snake in Hong Kong?
3. Would you like a snake as a pet?
4. What would you do if you saw a snake?
5. Do you think students learn more from field trips or talks?
6. Do you think snakes would be difficult to photograph?
7. Do you think Hong Kong's wildlife should be part of the school curriculum?
8. Is a fear of snakes something people are born with or something they learn?

ENGLISH LANGUAGE PAPER 4

GENERAL INSTRUCTIONS

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PART B Individual Response

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

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from an article about YouTube stars:

YouTube personalities, often referred to as YouTubers, are people who are popular because of their videos on YouTube. Recently, these video stars have drawn crowds of adoring admirers at Fan Events in Asia.

Michael Stevens wows audiences with his endless knowledge of fun scientific facts. 3.2 million people tune in to hear his answers to questions like “What colour is a mirror?” or “What if every person in the world jumped at once?”

Simon and Martina Stawski became YouTube celebrities through their video channel “Eat Your Kimchi”. Each of their videos captures a realistic picture of life in South Korea and answers questions about the culture, music and food of the country from a foreigner’s point of view.

Mota, 18, is a YouTube star from California who now has her own clothing brand. At 13, she started making videos in her bedroom talking about the clothes and make-up she liked to wear and soon gained six million followers. With the fans came the brands, which started sending her free products in the hope that she would mention them in her videos.

Jenna Marbles has the 7th most subscribed channel on YouTube and the top channel operated by a woman. Marbles’ videos focus on relationships between people. Her 2010 video “How To Trick People Into Thinking You’re Good Looking” had over 5.3 million views in its first week. Her video “How To Avoid Talking To People You Don’t Want To Talk To” had approximately 34 million views as of April 2015.

Your group is going to invite one of the YouTube stars above to give a talk at your school. Decide which star you would like to invite. You may want to talk about:

- the pros and cons of each choice
- what you would like the YouTube star to talk about
- any other activities that can be included in the visit
- anything else you think is important

PART B Individual Response

1. Do you and your friends watch YouTube videos?
2. What kind of YouTube videos are popular in Hong Kong?
3. Do you think young people waste too much time watching YouTube videos?
4. Why do you think YouTube stars are so popular?
5. Do you think YouTube is educational?
6. What videos would you make on YouTube?
7. Do you think YouTube will become more popular than television one day?
8. Why do you think many teenagers prefer YouTube stars to movie stars?

ENGLISH LANGUAGE PAPER 4

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PART B Individual Response

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

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from a website advertising standing desks:

Standing desks

It seems the world is finally realising that humans evolved to stand, not to sit. The evidence is mounting to show that spending too much time sitting at work, during your commute and for leisure increases your risk of several diseases and early death. Unfortunately for us, technological advances and design experts have made sitting more comfortable. Australian adults, for example, now sit for an average of nearly nine hours a day, which is longer than most people spend sleeping.

So, could it be time to buy a **standing desk**?

Many people know when they've been sitting too long, because their back or neck gets sore. But it's what you can't feel or see that you may need to be concerned about. Canadian researcher, Dr Katzmarzyk, found that those who sit for long periods of time during the day have nearly a one-third higher risk of early death than those who stand a lot.

Our message is to stand up, sit less and move more. Alternating between sitting and standing increases muscular movement, stimulates blood flow and results in more calories burnt and healthier blood sugar levels. Recent findings show that alternating between 30 minutes of sitting and standing can improve blood sugar levels, particularly after a meal.

Now, if you're thinking about getting a standing desk, but are concerned about your concentration and productivity, there's some good news. Research shows task performance such as typing, reading and performing cognitive tests is largely unaffected by standing desks.



A standing desk

Your group is preparing a presentation to introduce standing desks to your classmates. You may want to talk about:

- advantages of standing desks
- disadvantages of standing desks
- how to make the presentation interesting
- anything else you think is important

PART B Individual Response

1. Would you like to have a standing desk?
2. When you aren't at school, do you spend long periods of time sitting down?
3. Do you think you spend too much time sitting down in your life?
4. Would you prefer a job that involves mostly sitting or standing?
5. Do you think the concept of a standing restaurant would work in Hong Kong?
6. Do you think it is better to sit or stand at a music concert?
7. Do you think it is a good idea that people stand up in meetings at work?
8. Do you agree that your concentration would not be affected if you were working at a standing desk?

ENGLISH LANGUAGE PAPER 4

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PART B Individual Response

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ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

Below is an extract from an Australian website about a primary school programme called 'Adopt-A-Grandparent':

About Adopt-A-Grandparent

The Australian Adopt-A-Grandparent programme is supported by people who have family spread around the country and even the world. Many of our young children do not have grandparents living close by. In fact some of our children don't have any grandparents at all.

Those families who don't have grandparents around find that their children lack the presence of an older role model and often don't know how to relate to and communicate with our older generation. The real shame is that our older generation has so much to offer children by way of skills, knowledge and nurturing.

What is The Adopt-A-Grandparent Programme?

Primary schools invite senior volunteers to come to the school and spend time with the children. They read to them, get involved in creative activities, crafts, and play music. Some seniors might tell their story about how things were when they were a kid, something the children love to hear about.

Depending on the scheduling system in each school, seniors can volunteer once a month, once a fortnight, or even more frequently. It is totally up to them to express their preference to the school.

Grandparent/Senior Volunteers

Schools invite the grandparents of the children who attend the school to volunteer on a regular basis. Alternatively, senior communities in the area of the school can be approached and invited to participate.

Your group is meeting to discuss whether it would be a good idea to start an Adopt-A-Grandparent programme at your school. You may want to talk about:

- what the grandparents could do and why
- the benefits of such a programme for the students and the school
- how you might organize the programme
- anything else you think is important

PART B Individual Response

1. Do you like to spend time with old people?
2. Do you have a favourite older relative?
3. What do your older family members do that makes you happy?
4. What things can you learn from your older family members?
5. Do you think older people make better teachers?
6. Do you think older people can still contribute to society?
7. Do you think that young people are losing touch with the older generation?
8. When your grandparents were young, how different were their lives from yours?

ENGLISH LANGUAGE PAPER 4

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