

# **Exam Practice and Techniques**

## **Unit 3: Speaking, Listening and Writing**

## **Aims**

- To give students further consolidated practice with an oral exam and a listening exam
- To give students an opportunity to practise writing an essay

## **Materials**

- EPT 3.1. Student's File Brief      Essay Writing Guidelines
- EPT 3.2. Student's File              Cliches
- EPT 3.3. Student's File              Essay Topics
- EPT 3.4. Teacher's Resource Kit   Oral Exam
- EPT 3.5. Teacher's Resource Kit   Listening Exam

## **Procedure**

- 1 As the students have had oral and listening practice in depth in other modules i.e. *English for Study Purposes*, in this module further exam practice is provided with an oral exam and a listening exam paper.
- 2 These can be set, marked and discussed when teachers and their classes feel ready to take the papers in exam conditions.
- 3 The essay writing topics can be preceded by the activities in the Student's File.

**Student's File EPT 3.2. (Key)**Clichés

These are phrases that are worn out. They are old and tired because they are over used. Read through the statements/phrases with clichés underlined and match them to make neutral phrases which do not make the reader groan!

**Match the Cliches**

- |  |          |   |
|--|----------|---|
| 1. <u>Burn the midnight oil</u>                      | <u>h</u> | a. TV has a bad influence on young people                 |
| 2. <u>Every coin has two sides</u>                   | <u>g</u> | b. future important citizens                              |
| 3. <u>TV contaminates the minds of youth</u>         | <u>a</u> | c. seems very positive                                    |
| 4. The solution is <u>crystal clear</u>              | <u>d</u> | d. very clear indeed                                      |
| 5. <u>a hard nut to crack</u>                        | <u>f</u> | e. has been in the news a lot / has been widely discussed |
| 6. <u>a hot topic</u>                                | <u>e</u> | f. a difficult problem                                    |
| 7. Students are <u>the future pillars of society</u> | <u>b</u> | g. There are two sides to this argument (but only two!)   |
| 8. It <u>seems a rosy prospect</u>                   | <u>c</u> | h. Stay up very late                                      |
| 9. <u>in a nutshell</u>                              | <u>j</u> | i. have financial difficulties                            |
| 10. People <u>cannot make both ends meet</u>         | <u>i</u> | j. in brief / to summarize                                |

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# **Teacher's Resource Kit**

## **EPT 3.4.**

### **Oral Exam**

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**Candidate A****PREPARATION TIME: 10 MINUTES****Part I****Individual Presentation****(1 ½ to 2 minutes; total time : 8 minutes)**

Read and make notes on the following passage. You will use it as the basis for your presentation. You may add your own notes or ideas.

***Monsters***

It is believed that throughout the centuries man has shared his world with many evil creatures - witches, fox spirits, giants and demons. Three of the monsters that seem most to have caught people's imaginations are the vampire, the werewolf and the zombie.

The vampire, male or female, sleeps in a coffin during the hours of light, and then rises to feed at night. He or she is often very attractive and their victims fall easy prey to them, but soon their blood is drained from them to fill the veins of the vampire. Sometimes victims are believed to make themselves become vampires. Vampires dislike light, crosses and garlic, and can be killed with silver bullets and sharpened stakes.

The werewolf is an ordinary man most of the time, but when the moon is full, he undergoes a transformation into a monstrous hairy wolf that tears the throats out of its victims.

Zombies are simply moving dead bodies. Someone with powerful magic can control them and send them out on missions. They have no minds or feelings, and can only be stopped by physical destruction.

Do you believe that such creatures exist? Certainly lots of people do. Even if they lack physical reality, they seem to represent some of our deepest fears, and their stories can tell us a lot about human psychology.

## **Part II**

### **Group Discussion**

**12 minutes**

Your group is going to organise an exhibition on the subject of The Mysterious. You may include talks, film shows and any other activities that you think suitable. Decide what to include, and how seriously you wish to treat the topic. Plan as many displays and events as possible. You have a generous, but reasonable budget.

*You do not need to come to a final decision or to reach a conclusion to your discussion. You should try to discuss both the content and procedures involved in your discussion task. You cannot take notes or write during the discussion.*

*The examiners cannot answer any questions about the instructions or the task you have to discuss. If you have any questions, you may discuss them among yourselves and that will be an acceptable part of your group discussion which will be assessed.*

**Candidate B****PREPARATION TIME : 10 MINUTES****Part I****Individual Presentation****(1 ½ to 2 minutes; total time : 8 minutes)**

Read and make notes on the following passage. You will use it as the basis for your presentation. You may add your own notes or ideas.

***UFOs***

Quite a surprising number of people claim to have seen UFOs (or Unidentified Flying Objects) and deny strongly that what they saw could possibly have been an illusion or case of mistaken identity. Strange circular (the flying saucer) or cigar-shaped craft are said to flash by, or hover for a time seeming to observe what is around them. Quite a few of these stories involve pilots who suddenly find objects they cannot recognise or explain flying alongside them before mysteriously zooming off.

One group of people claim to do more than see strange objects. They say they are seized by aliens, and taken away for varying periods of time to be intensively studied. Quite a number of the victims claim to be in some way sexually abused by their captors.

The main centre of UFO reports is in the United States, but even in HK the Royal Observatory receives quite a few reports from local people who have seen strange objects or have experienced something that they believe to be extra-terrestrial.

Opinion seems to be divided on the topic. A lot of people think it reasonable to think that beings from outer space visit us, others say that there is no hard evidence, and that people are merely using their imaginations to dress up fairly ordinary physical phenomena. Everyone has to make their own judgement on the matter.

## **Part II**

### **Group Discussion**

**12 minutes**

Your group is going to organise an exhibition on the subject of The Mysterious. You may include talks, film shows and any other activities that you think suitable. Decide what to include, and how seriously you wish to treat the topic. Plan as many displays and events as possible. You have a generous, but reasonable budget.

*You do not need to come to a final decision or to reach a conclusion to your discussion. You should try to discuss both the content and procedures involved in your discussion task. You cannot take notes or write during the discussion.*

*The examiners cannot answer any questions about the instructions or the task you have to discuss. If you have any questions, you may discuss them among yourselves and that will be an acceptable part of your group discussion which will be assessed.*



**Candidate C****PREPARATION TIME : 10 MINUTES****Part I****Individual Presentation****(1 ½ to 2 minutes; total time : 8 minutes)**

Read and make notes on the following passage. You will use it as the basis for your presentation. You may add your own notes or ideas.

***Ghosts***

We all have complex feelings about death. It's part of the natural process, we fear it, and we can't really imagine it. Part of our confusion about death is revealed in our beliefs about ghosts. Somehow it seems natural to believe that the souls of the dead still remain attached to the scenes of their physical existence. It is thought they may haunt a place where they still have some unfinished business, perhaps the place where they were murdered, or where they hid something.

Ghosts are also thought to remain connected in some way to their bodies, so they can be found wandering in graveyards, drifting through the night like white sheets or clouds.

Of course, there are stories of friendly ghosts, and ghosts who help the living in various ways, but most ghosts are seen as angry, dangerous and frightening. Filled with bitterness against the living, they aim to hurt us and have monstrous appearances. We have to protect ourselves against them with magic charms, crosses and holy words.

Many ghosts are believed to be eager to communicate with the living. Around the world you will find many methods of communicating with the spirit world. Sometimes someone called a medium is possessed by a spirit who uses the medium's voice to speak. Various forms of spirit writing occur, and we have all seen films of seances (pronounced : say-on-ce) with people holding hands around a table in a darkened room waiting for knocking sounds from the dead.

What, indeed, lies out beyond the gates of life?

## **Part II**

### **Group Discussion**

**12 minutes**

Your group is going to organise an exhibition on the subject of The Mysterious. You may include talks, film shows and any other activities that you think suitable. Decide what to include, and how seriously you wish to treat the topic. Plan as many displays and events as possible. You have a generous, but reasonable budget.

*You do not need to come to a final decision or to reach a conclusion to your discussion. You should try to discuss both the content and procedures involved in your discussion task. You cannot take notes or write during the discussion.*

*The examiners cannot answer any questions about the instructions or the task you have to discuss. If you have any questions, you may discuss them among yourselves and that will be an acceptable part of your group discussion which will be assessed.*

**Candidate D****PREPARATION TIME : 10 MINUTES****Part I****Individual Presentation****(1 ½ to 2 minutes; total time : 8 minutes)**

Read and make notes on the following passage. You will use it as the basis for your presentation. You may add your own notes or ideas.

***The Supernatural***

The supernatural, sometimes also called the paranormal, refers to events and experiences that cannot be explained in everyday or scientific terms. Here we will look in brief at five types of paranormal phenomena.

Firstly, there is telekinesis (telly-kin-ee-sis). This means moving things at a distance. Using mental control one can move physical objects around a room, close doors, throw knives, make things float in the air, and so on.

Then, perhaps, more useful there is the power to heal, often associated with laying hands on the diseased part of someone's body and praying or meditating. Faith healing is tremendously popular all around the world.

Some people, our third group, claim to be able to see the future. It may just be a vague feeling that something bad is going to happen, or a detailed vision of a future wedding or plane crash.

Our fourth group, which perhaps overlaps with the third, one people whom we might call 'sensitives'. They have the ability to communicate with the world of spirits. This may be a mental process, or they may hear voices, or see beings where the rest of us see nothing. Some have lost consciousness and are taken over by the spirits.

The last group we'll mention here are the telepaths. They can communicate with other living humans without any physical form of communication being apparent. In other words, they are mind-readers who don't need speech or print to learn what someone else is thinking.

Many people claim to have experienced these powers, but equally there is little hard evidence to prove some rather wild claims.

## **Part II**

### **Group Discussion**

**12 minutes**

Your group is going to organise an exhibition on the subject of The Mysterious. You may include talks, film shows and any other activities that you think suitable. Decide what to include, and how seriously you wish to treat the topic. Plan as many displays and events as possible. You have a generous, but reasonable budget.

*You do not need to come to a final decision or to reach a conclusion to your discussion. You should try to discuss both the content and procedures involved in your discussion task. You cannot take notes or write during the discussion.*

*The examiners cannot answer any questions about the instructions or the task you have to discuss. If you have any questions, you may discuss them among yourselves and that will be an acceptable part of your group discussion which will be assessed.*

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# **Teacher's Resource Kit**

## **EPT 3.5.**

### **Listening Exam 1**

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## **School Picnic**

Situation : you are a school secretary sitting in on a meeting of a small committee whose job it is to work out the details of the school picnic. Later you will have to write the minutes.

*You will now have 5 minutes to familiarise yourself with the note headings for Part I before the meeting begins.*

*At the end of Part I you will have 5 minutes to tidy up your answers and then a further 3 minutes to familiarise yourself with the headings for Part II.*

*At the end of Part II you will have 10 minutes to tidy up your answers.*

(5 minutes pause)

Questions

1. Mr Luk's comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reasons given: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Example of an American attraction  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Principal's reaction: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Justification for picnic: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Principal's offer: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Mr Luk's reaction: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Proposed dates    (i) \_\_\_\_\_  
                              (ii) \_\_\_\_\_  
                              (iii) \_\_\_\_\_

Comments on      (i) \_\_\_\_\_

                                 (ii) \_\_\_\_\_

                                 (iii) \_\_\_\_\_

Final decision: \_\_\_\_\_

5. Last year's picnic: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Ms Lee's feelings \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reason \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Principal's reason for liking last year's programme: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Mr Luk's suggestion: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. Principal's comment for: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

                                 against: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



9. Problem over Form 7: \_\_\_\_\_  
Principal's reaction: \_\_\_\_\_  
Compromise: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Teacher/student ratio: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Additional requirement \_\_\_\_\_
10. Mrs. Lee's suggestion \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Reason \_\_\_\_\_  
\_\_\_\_\_  
Principal's objection \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. Destinations:  
Ocean Park: objections  
(i) \_\_\_\_\_  
(ii) \_\_\_\_\_  
Lantau: Form \_\_\_\_\_  
Mr Luk to \_\_\_\_\_  
Cheung Chau: objections  
\_\_\_\_\_  
Lamma: Form \_\_\_\_\_  
How cost will be calculated: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Sai Kung: Form \_\_\_\_\_

Arrangements: \_\_\_\_\_

Mrs. Lee's suggestion (i) \_\_\_\_\_

Principal's reaction \_\_\_\_\_

Mrs. Lee's suggestion (ii) \_\_\_\_\_

\_\_\_\_\_ : Form 3

Reasons (i) \_\_\_\_\_

(ii) \_\_\_\_\_

Last year's coach company: \_\_\_\_\_

Problem: \_\_\_\_\_

\_\_\_\_\_ : Form 2

Principal's reasons for accepting

(1) \_\_\_\_\_

(2) \_\_\_\_\_

12. Mr. Lai's two points

(1) \_\_\_\_\_

(2) \_\_\_\_\_

13. Time: \_\_\_\_\_

Exceptions

(1) \_\_\_\_\_

(2) \_\_\_\_\_

14. Food: Last year \_\_\_\_\_

\_\_\_\_\_

15. Next topic of discussion \_\_\_\_\_

16. Mrs. Lee to arrange \_\_\_\_\_

17. Mrs. Lee's suggestion: \_\_\_\_\_

18. Principal's reaction: \_\_\_\_\_  
Prime objective: \_\_\_\_\_

19. Principal's complaint about last year  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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***Part B***

**Rules**

20. Mr. Luk's proposal  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

21. Uniform: \_\_\_\_\_

22. Rationale behind ban on some items  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

23. Reading materials disliked by Principal  
(1) \_\_\_\_\_  
(2) \_\_\_\_\_

24. Principal's compromise  
\_\_\_\_\_

25. Mr. Lai's doubt \_\_\_\_\_  
Reason \_\_\_\_\_
26. Compromise on music \_\_\_\_\_
27. Games Principal objects to:  
(1) \_\_\_\_\_  
(2) \_\_\_\_\_
28. Principal's compromise: \_\_\_\_\_
29. Final topic: \_\_\_\_\_
30. Solution: \_\_\_\_\_

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# **Teacher's Resource Kit**

## **EPT 3.5. (Key)**

### **Listening Exam 1**

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## Answers

This is a Use of English style listening paper to be administered to students as in an examination. When the paper is marked (probably by peers), common words should not be misspelt, answers should be clear and in the correct spaces. The usual corrections as to capital letters should be followed.

1. Comment: Unnecessary to hold a picnic  
Reasons: A picnic is now an out-of-date idea/  
Students have a wider experience of life than in the past.  
Disney World
2. Rejection of the argument.  
Picnic supplies an opportunity for socialising.  
Whether or not to hold next year's picnic can be discussed later.
3. Acceptance.
4. i Nov 14  
ii Nov 21  
iii Nov 28  
i Possible  
ii best, but very crowded  
iii too close to Speech Day  
Nov 21
5. All school in one place.  
Negative  
Too crowded
6. Safe for lots of teachers & students to be together/ People can help look after each other especially in emergencies.

7. Invite some parents.
8. for: Yes, school policy  
against: but school's legal responsibility to look after students.
9. they don't want to go/prefer to study  
Hostile/rejection/negative  
They can choose own destination  
1 : 15-20  
need both male & female teachers with a group
10. Class prefects go with younger students  
Helps form-teachers/ Make closer ties between the class and its prefects  
Prevents L6 being with their classmates.
11. too expensive  
hard to keep students together  
Form 4  
contact ferry company  
built-up  
Form 5  
The cost per form will be divided among the classes

Form 1

book coaches

Victoria Park

Negative

The Peak

Stanley Beach

(i) Lots of barbecue pits

(ii) good transport

Winner Company

Drivers rude & unhelpful

Aberdeen Country Park

Safe

Convenient

12. Inform police

Every group has a mobile phone

13. 8 am - 3 pm

Form 2 : 10 am - 3 pm

Forms 6/7 : own times



14. there was too much
15. First-aid kits
16. Letter to parents
17. Teacher choose which group to go with
18. Negative  
Student-teacher socialising
19. Some teachers stayed together away from students.
20. Have fewer rules.
21. jeans, sports shoes, school T-shirt.
22. They discourage social activities.
23. comic books  
gossip magazines
24. allow newspapers
25. some are undesirable  
damage school's public image
26. one cassette-recorder per class

27. computer games/gameboys  
\_\_\_\_\_  
cards  
\_\_\_\_\_
28. allow rules to be interpreted flexibly  
\_\_\_\_\_
29. Litter  
\_\_\_\_\_
30. appoint a teacher to ensure all rubbish is cleaned away.  
\_\_\_\_\_

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# **Teacher's Resource Kit**

## **EPT 3.5.**

### **Listening Exam 2**

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**Situation:**

The Government has allocated funds for a new Environmental Centre to be established in Hong Kong. The Planning Committee has developed its first ideas and is now presenting them to the public for discussion. You are a reporter for a local news magazine, and attend the press conference to gather information for an article. Some handouts have been prepared to help you take notes.

*You will now have 5 minutes to familiarise yourself with the note headings for Part I before the meeting begins.*

*At the end of Part I you will have 5 minutes to tidy up your answers and then a further 3 minutes to familiarise yourself with the headings for Part II.*

*At the end of Part II you will have 10 minutes to tidy up your answers.*

(5 minutes pause)

Questions:

1. Planned site:                      near \_\_\_\_\_
  
2. Dr. Amy Leung  
    position:                      \_\_\_\_\_  
    institution:                      \_\_\_\_\_  
    specialisation:                      \_\_\_\_\_
  
3. Main function of E.C.                      \_\_\_\_\_  
    \_\_\_\_\_
  
4. Atmosphere desired:                      \_\_\_\_\_
  
5. Facilities required    (1) \_\_\_\_\_  
    (2)                      linked to \_\_\_\_\_  
                         by \_\_\_\_\_  
    (3) \_\_\_\_\_  
    With (a) permanent staff \_\_\_\_\_  
    (b) \_\_\_\_\_  
    (c) \_\_\_\_\_
  
- Reason for doing research(1) \_\_\_\_\_  
    (2) \_\_\_\_\_
  
6. Chairman likes Dr. Leung's \_\_\_\_\_  
    \_\_\_\_\_
  
7. Mr. \_\_\_\_\_ Ko,  
    Profession:                      \_\_\_\_\_
  
8. Main function of E.C.:                      \_\_\_\_\_

9. Facilities needed:

(1) \_\_\_\_\_

Function: \_\_\_\_\_

(2) \_\_\_\_\_

Possible topics: (1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

(3) \_\_\_\_\_

(4) \_\_\_\_\_

will produce: (i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

10. Chairman:      we must not become \_\_\_\_\_

Proposal      (1) \_\_\_\_\_

Based on \_\_\_\_\_

Proposal      (2) \_\_\_\_\_

Containing (1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

Benefit: \_\_\_\_\_

11. \_\_\_\_\_ Chow.

Position: \_\_\_\_\_

Organisation: \_\_\_\_\_

12. Many environmentalists take a \_\_\_\_\_ attitude, and dislike \_\_\_\_\_, and fight for \_\_\_\_\_.

The contradiction: \_\_\_\_\_

Some contradiction in: \_\_\_\_\_

Speaker's attitude: \_\_\_\_\_

Believes in a \_\_\_\_\_ approach.

Point about dolphins: \_\_\_\_\_

General aim: \_\_\_\_\_

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**Part B :**

13. Question 1.

From: \_\_\_\_\_

Reporter with \_\_\_\_\_

Asks: \_\_\_\_\_

Answered by \_\_\_\_\_

14. Better approach: \_\_\_\_\_

Alternative suggestion: (1) \_\_\_\_\_

(2) \_\_\_\_\_

15. Question 2.

From: \_\_\_\_\_

Asks: \_\_\_\_\_

16. General principle:

Problem with this (1) \_\_\_\_\_

(2) \_\_\_\_\_

Funding (1) \_\_\_\_\_ from

(2) \_\_\_\_\_ from

(3) \_\_\_\_\_ from

(4) \_\_\_\_\_ from

17. Question 3.

From: \_\_\_\_\_

Asks: \_\_\_\_\_

18. For Ordinary people:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

19. Question 4:

From: \_\_\_\_\_

Asks: \_\_\_\_\_

20. Arguments for the use of recycled paper: \_\_\_\_\_

Against: (1) \_\_\_\_\_

(2) \_\_\_\_\_



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# **Teacher's Resource Kit**

## **EPT 3.5. (Key)**

### **Listening Exam 2**

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## Answers

1. Hong Kong University of Science & Technology.
2. Senior Lecturer in Environmental Studies  
City University  
Marine environment.
3. to bring together other environmental groups and coordinate work.
4. exciting, lively, bustling.
5. (1) Meeting Centre/large building with a large hall, some lecture theatres and  
meeting rooms  
(2) Library/Linked to world's great libraries & universities by computer networks  
(3) Research Unit  
(b) visiting scholars  
(c) ordinary people  
(1) There is so much we don't know  
(2) It gets people excited & involved
6. (Sense of) enthusiasm.
7. Simon  
writer
8. public education
9. (1) schools centre  
to organise all aspects of school visits

(2) Exhibition area

rainforests/global warming/land fills/wild life in urban HK/clean water/  
desertification/toxic chemicals in the food chain. (any 3)

(3) Cinema

(4) publication centre

academic books/novels/children's books/textbooks/picture books/catalogues/  
booklets/pamphlets (any 4)

10. inward-looking

(1) Programmes of talks & lectures

Royal Society's lectures

(2) Shop

1. publications

2. souvenirs

3. educational kits

Benefit: extra income

11. Mrs. Rosa Chow

Senior Officer

Green Watch

12. pure

commercialism

animal rights

The contradiction: We will destroy the environment at this site in order to  
promote environmental awareness.

Some contradiction in: ecological tourism

Speaker's attitude: accepting

theme-park

Points about dolphins: Keeping them in captivity is bad, but it helps us to save  
the species

General aim: Generating public interest.

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**Part B**

13. John Wong  
Central News  
Should visits to the EC by schools be made compulsory?  
Mr Ko
14. make EC so interesting everyone wants to come  
(1) add Environmental Studies to the school curriculum  
(2) make it an HKCEE subject
15. Gary Lee  
Cable News  
Will the public have to pay to use the centre?
16. Should be free  
(1) hard to define what's free & what isn't  
(2) financial practicability
- |                           |                                 |
|---------------------------|---------------------------------|
| <u>(1) 3 billion HK\$</u> | <u>HK Government</u>            |
| <u>HK\$750,000,000</u>    | <u>Jockey Club</u>              |
| <u>\$350,000</u>          | <u>Chan Foundation</u>          |
| <u>US\$200,000</u>        | <u>Environmental Trust (NY)</u> |
17. Donald Fong  
EPA  
How will the research scheme work?

18. They take a month's unpaid leave & the EC pays their salary while they do research.

\_\_\_\_\_

19. Sarah Cheung

Save the Earth

Will you use recycled paper for your publications?

20. Good not to waste, but to reuse

expensive

polluting