

2 Green living

Warm-up



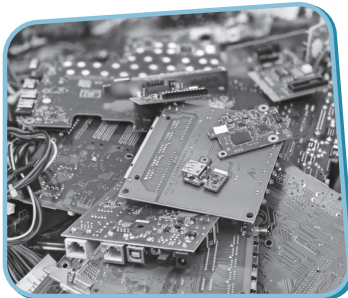
A Look at the types of **environmental problems** below. Then listen to excerpts from two **Track 1** presentations and complete the summaries with the correct words for environmental problems.

Preparation time: 30 secs

Air pollution



E-waste



Food waste



Global warming



The problem of ¹ wasting electricity is serious, but it seems easier to deal with than the environmental problem of ² textile waste.



I think we have had some success in reducing ³ air pollution, but ⁴ global warming is a much harder problem to solve.

Paper waste



Plastic waste



We find ⁵ plastic waste in the ocean more frequently than before. We also produce ⁶ e-waste more rapidly than we used to.



Textile waste



Wasting electricity



Individuals may be less responsible for ⁷ paper waste than businesses and organisations, but all of us are responsible for ⁸ food waste.

Listening for size

Note

We learnt about **units of measurement** in **Unit 2 of Book 1A**.

We will learn more about **comparatives** in **Unit 3**.

There are three ways to talk about how big or small something is:

- use measurements to say exactly what size it is

*The container holds **60 litres** of plastic waste.*

- use adjectives to describe its size

*The restaurant is throwing away **large** buckets of food waste each day.*

- compare its size to something else

*The landfill is **bigger than** a football pitch. Plastic **as small as** a coin may take hundreds of years to break down.*

While listening

Listening for size

These are some words that you may hear when listening for size.



Adjectives describing sizes

big/large	little/small
giant/huge	minute/tiny
long/tall	short
thick	thin
wide	narrow
medium/regular/standard	



Track 2

A Listen to the conversation between Nate and his mum and complete the shopping list below.

Shopping list

- ¹ large lunchbox at least ² 1.5 litres
- ³ thick paper towels
- extra ⁴ wide rubbish bags
- ⁵ 10-metre-long extension cord
- ⁶ 2 little bags of candy for Grandpa
- ⁷ 1 narrow ruler
- ⁸ 1 regular box of cereal



B Listen to the conversations and answer the questions below. Complete the sentences with the missing information or blacken the circles next to the correct letters for the multiple-choice questions. The first one has been done for you as an example. Preparation time: 30 secs

- e.g. Tina filled a huge bag with old clothes to donate this year.
- The new landfill covers an area of 2,000 square metres, which is much bigger than the old one.
 - The pool of chemical waste was roughly 9 metres wide. That's almost as big as a swimming pool!
 - Considering the amount of waste we create now, we need a smaller rubbish bin. Our old one is far too big!
 - The water filter is incredibly fine. It's designed to trap tiny particles of dirt.
 - We found a massive pile of rubbish on the rooftop. It is as big as a truck!
 - The water was leaking from a minute crack in the pipe. It only took 5 millilitres of sealant to fix the leak.
 - Our new solar panels are 2 millimetres thick. That's much thinner than our old panels.
 - In which of the following pictures do the dotted lines show the height of the new chimneys?



A.



B.

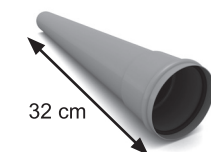


C.

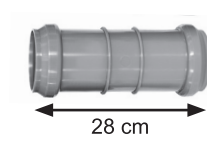


D.

- 9 Which of the following sewage pipes does the speaker need to get?



A.



B.



C.



D.

- 10 Which of the following shipping containers do the speakers need?



A.



B.



C.



D.

Listening for shapes, patterns and shades

With exam questions that contain pictures or other visual information (e.g. maps, floor plans), you may need to recognise the names of basic **shapes**, **patterns** and **shades**.

Before listening

Clues to listen for shapes, patterns and shades

Pay attention to the shapes, patterns and shades you see and be prepared to listen for them in the recording.



Shapes*		Patterns and shades	
arrow	→	checked	dark/dark-shaded
circle/circular	●	dotted	light/light-shaded
cross	+ / ×	floral	diagonally striped/ with diagonal stripes
diamond	◆	plain	horizontally striped/ with horizontal stripes
oval	●	spotted	vertically striped/ with vertical stripes
rectangle/rectangular	■		
square	■		
star	★		
triangle/triangular	▲		

* Shapes may be said in their noun form (e.g. diamond) or adjective form (e.g. diamond-shaped).



Track 4

A Listen to the conversations and identify the items that the people want. Preparation time: 30 secs

1



A.



B.



C.



D.

2



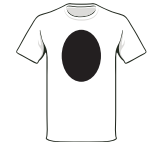
A.



B.



C.

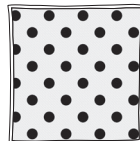


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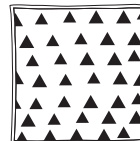
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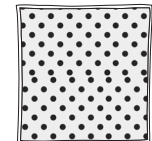
A.



B.



C.

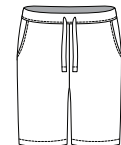


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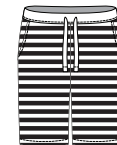
4



A.



B.



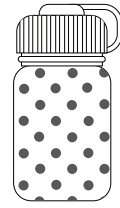
C.



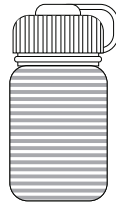
D.

B Listen to the conversations and identify the items that the people choose. Preparation time: 30 secs
Track 5

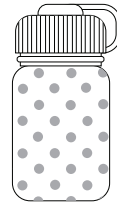
1



A.



B.

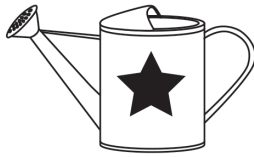


C.



D.

2



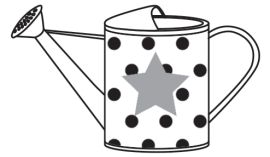
A.



B.

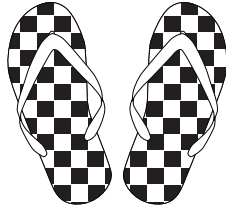


C.



D.

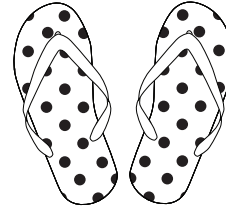
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A.



B.



C.

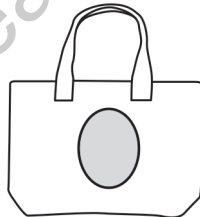


D.

4



A.



B.



C.



D.

5



A.



B.



C.



D.

6



A.



B.



C.



D.

Taking notes

Good note-taking skills help you to write down important information quickly and accurately. When taking notes, save time by:

- writing down only **content words** (e.g. nouns, verbs, adjectives)
- leaving out **grammar words** (e.g. articles, pronouns, possessive adjectives — *the, him, my*)

I want to tell you that **the EcoClub is going to hold another meeting**. It'll be held **at lunchtime on Tuesday, in the school hall**. At the meeting, we're going to **talk about food waste, paper waste and wasting electricity**.

Notes — EcoClub meeting
When: lunchtime Tuesday
Where: school hall
Talk about:

- food waste
- paper waste
- wasting electricity

Before listening

Clues to listen for causes and effects

Information in the situation, the task and the note-taking sheet can help you predict what the recording will be about and what you'll need to listen for and write down.



Situation

Look for:

- names and roles of people
- names and types of organisations
- information about the tasks
- information about the recording (who will be talking and what they will be talking about)

Task

Look for:

- key words in the rubrics
- key words in the questions

Note-taking sheet

Look for:

- key words in headings and subheadings
- any other given information

As well as for the HKDSE Part B listening component, taking notes can be important for the Part A tasks. When information in the recording is given very quickly, take notes and then transfer your notes to the Question-Answer Book in full during the tidy-up time given at the end of the task.



A Listen to a radio interview about green living and take notes on the note-taking sheet below.
 Track 6 The first one has been done for you as an example.

Exam tip

Key words on the recording are often repeated or emphasised.

Advice for shoppers:

- e.g. buy products made locally
- 1 bring own bags
- 2 choose products with less packaging
- 3 make shopping list

Advice for shop owners:

- 4 use local suppliers
- 5 check product quality
- 6 recycle boxes

Suggested notes only

When taking notes, use:


- **symbols** (= marks/shapes that have a particular meaning, e.g. @ = at)
- **abbreviations** (= a short form of words/expressions, e.g. Dr = Doctor)

There is no ‘right’ symbol/abbreviation for any word as long as you understand your own notes.

Note

For more examples of symbols and abbreviations, go to **Appendix 1**.

Methods of abbreviation	Words / Phrases	Abbreviations
Write g for ing	choosing wasting	choosg wastg
Write only the first syllable	chemical government	chem gov
Leave out vowels	packaging water	pckgng wtr
Use standard abbreviations	for example morning centimetre	eg am cm
Use symbols	and before equals less/smaller than more/bigger than to/too/two	&/+ b4 = < > 2

 **B** Listen to two people talking about an event that they are organising and take notes on the **Track 7** note-taking sheet below. Use symbols and abbreviations where possible. The first one has been done for you as an example. Preparation time: 30 secs

Swap meet:

Venue: e.g. grss lawn @ Vic Prk **Date:** ¹ 24 Jan

Entry: ² \$20 (kids < 4 & eldrly free) **Time:** ³ 9 am–7 pm

What’s on show: second-hand products, eg


- ⁴ furn
- ⁵ artwrk
- ⁶ clothg

Other features / activities:

- ⁷ games 4 kids
- ⁸ fd stills , eg ht dg stands

Suggested notes only



 Now work in pairs. Compare the symbols and abbreviations you used. Are they the same?

Labelling maps and floor plans

Some exam questions ask you to label items on a map or a floor plan. You may be asked to write on the map or plan itself, and/or in the key.

To answer these questions, you need to:

- recognise the items shown on the map or plan
- listen for language that describes their locations (e.g. *left, right, top, bottom, north, south, east, west*)

Hi, Lily. Can you help me with this map of green places near my school?

Sure, Ben. What's the light grey box? The one at the top of the map?

That's my school. I'll write that in the grey box now.

And there's some information missing from the key. What does the cross represent?

Oh, that shows where the donation bins are. I'd better write that in the key.

KEY

<p>× _____ Donation bins</p> <p>● (2) _____ Recycling bins</p> <p>★ Second-hand books</p> <p>▲ (3) _____ Second-hand clothes</p> <p>◆ (4) _____ Second-hand furniture</p>	<p>□ Commercial buildings</p> <p>■ Government buildings</p> <p>■ (5) _____ Residential buildings</p> <p>▣ (6) _____ Public park</p>
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When labelling a map:

- 1 Read the map carefully. Take note of the displayed features and any missing information.
- 2 Look for a key and relate the given information to the map.
- 3 Listen for relevant information (e.g. locations, shapes, symbols, patterns, shades).
- 4 Listen for any instructions about where to write your answers.
- 5 Write your answers in the appropriate places.

Note

You will learn more about **locations** in **Unit 2 of Book 3A**.

Track 8



Listen to the rest of the conversation between Ben and Lily and complete the information on the map above.



Part A
Situation

Rob and May are members of their school's Green Club. They are working on an exhibit about waste processing for Green Day at their school.

In Part A, you will have three tasks to do. Follow the instructions in the tasks and on the recording to complete the tasks. You now have 1½ minutes to familiarise yourself with Tasks 1–3.



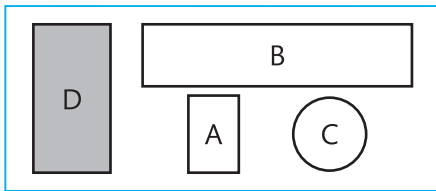
Task 1 (12 marks) • Size (5) • Shapes, patterns & shades (2,3,4,6)
• Taking notes • Maps & floor plans (2, 3, 4)

Rob and May are in a meeting with the Green Club teacher-in-charge, Ms Li, to discuss the Green Day exhibit. Listen to the conversation and complete the note sheet below. You now have 30 seconds to study the task. At the end of the task, you will have one minute to tidy up your answers.

Green Club exhibit for Green Day

Title of exhibit: (1) What happens to our waste?

Floor plan



KEY

A (2) Information desk C (3) Reading area
B Main display area D (4) Presentation area

Size of space: (5) 41 square metres

Display stands (Tick the correct boxes.)

(6)

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Duties and opinion

	May	Rob
Post	(7) <u>main speaker</u>	(8) <u>assistant</u>
Main duty	(9) <u>giving presentations</u>	(10) <u>answering visitors' questions</u>
Use videos?	(11) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	(12) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

Part A Practice



Task 2

(12 marks) • Size (2,3,4,6,7,8,9,10,11) • Taking notes

Track 11

May is telling Rob about a new waste transfer station in their district. Listen to their conversation and fill in the missing information in the spaces below. The first one has been provided as an example. You now have 30 seconds to study the task. At the end of the task, you will have one minute to tidy up your answers.

Transfer Station notes

Location: _____ Tin Wan (example) _____

Address: (1) _____ 57 Tin Wan Hill Road _____

Area: (2) _____ 32,000 square metres _____

Capacity: (3) _____ 1,600 tonnes _____ per day

Its capacity is: (Tick *ONE* box only.)

- (4) bigger than
 smaller than ... the Aberdeen transfer station.
 the same size as

Compactor: • Crushes waste into (5) _____ sealed containers _____ for transport to landfill

- Crushed waste (6) _____ weighs more / is heavier _____ than uncrushed waste but takes up (7) _____ less space / a smaller volume _____ in landfills, e.g.

Average weight of household waste (per cubic metre) {
Uncrushed: (8) _____ 87 kilograms _____
Crushed: (9) _____ 348 kilograms _____

- Container volume: (10) _____ 42 cubic metres _____
- Operating speed: (11) _____ 22 minutes per container _____
- Output: (12) _____ 40 containers per day _____


End of Task 2

Understanding graphs and charts

Some Part B tasks require you to use information from graphs or charts in the Data File:

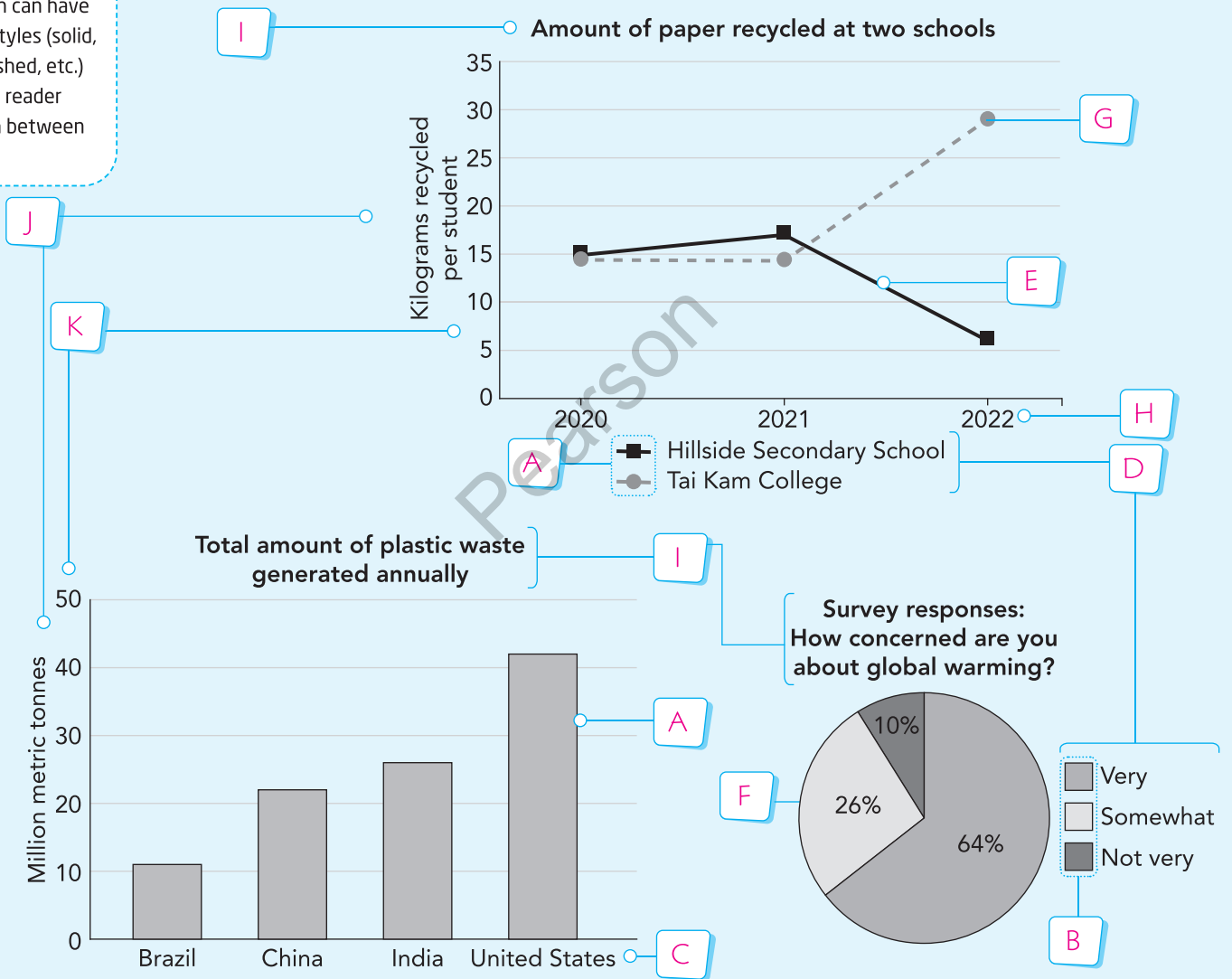
- **line graphs** (show changes over time)
- **bar charts** (compare different items)
- **pie charts** (show the parts of a whole)

Features

 Look at the following line graph and bar and pie charts. Then label their features with the descriptions below. Write the letters (A–K) in the spaces provided. You can use some letters more than once.

Note

Two or more lines on a line graph can have different styles (solid, dotted, dashed, etc.) to help the reader distinguish between them.



- | | | |
|---|--|---|
| A. Bars comparing different items (e.g. countries) | B. Different colours/shades/patterns/shapes for each item | C. Items being compared (e.g. countries) |
| D. Key | E. Lines showing trends | F. Percentages may be given to show values |
| G. Points showing values | H. Time (e.g. years) | I. Title |
| J. Units of values | K. Values (e.g. weight) | |



Data File Manipulation

DFM
Notes U2

- When completing a writing task using graphs or charts, look for:
 - the information needed
 - any criteria for choosing the information
 - tips about where you can find the information

the information needed

Hi Pat
I'd like you to write a short article on people's green habits for the school newspaper. Mention a couple of **green habits and the percentage of people who have them**. I think it's best if you **choose habits that can apply to students**. The survey results will help you.

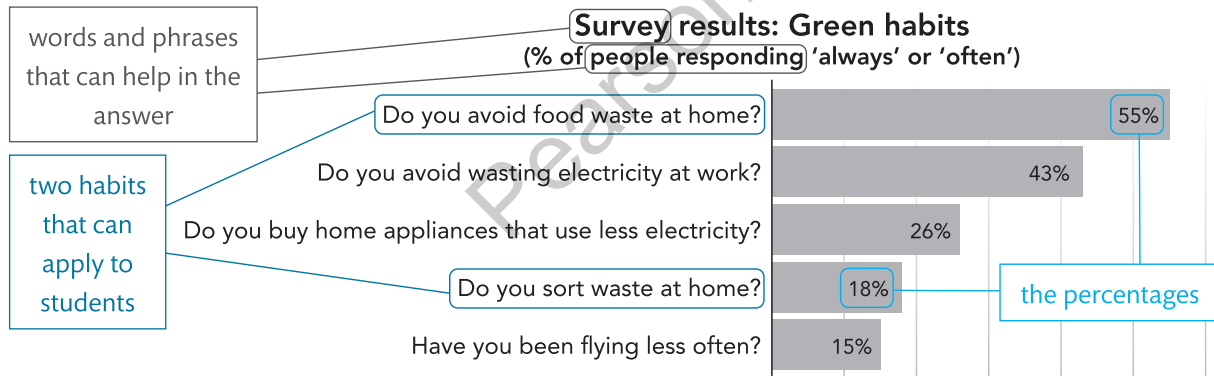
criteria for choosing the information

where you can find the information

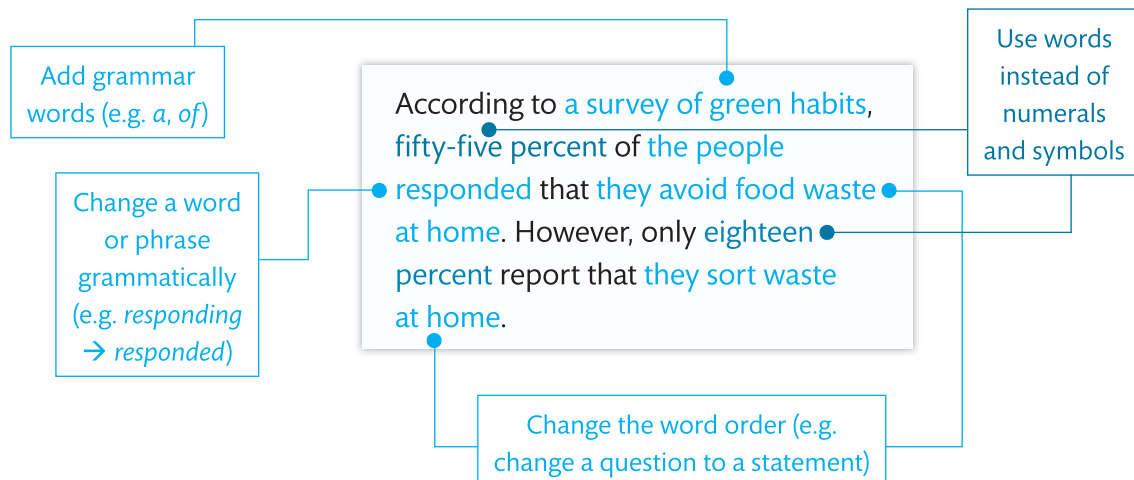
- Scan the graph or chart and look for the information you need. Keep in mind any criteria for choosing the information. The title of the chart or graph may contain words or phrases that can help you when you write your answer.

Exam tip

Make sure you only include information that is relevant to the task.



- When you write your answer, transform the information in the graph or chart to fit your answer grammatically or stylistically.





Read the following Part B Situation and follow the instructions in the email extract to complete the task below using information from the line graph on page 24.

Part B

Situation

You are Chris Au. You are a volunteer at an environmental group, RecycleHK. The group is updating its website. Ellen Mak, the group's director, has asked you to do some tasks.

To: Chris Au

From: Ellen Mak

Sent: 17 April 20__

Subject: Some tasks to do

Hi Chris

I need your help with a few things. First, can you complete a section of a report on recycling at two local schools for our website?

In the report, please present data on the amount of paper recycled at the two schools from 2020 to 2022. Tai Kam College launched a paper recycling campaign in 2022. Mention the campaign and its result. Be sure to compare the amount of paper recycling in both schools. Conclude by saying what the effect of a paper recycling campaign can be in a school.

The effect of a recycling campaign

In the year 2020, a study of paper waste in schools found that the amount of paper recycled at both Hillside Secondary School and Tai Kam College was around 15 kilograms per student.

In 2021, the amount of recycled paper at Hillside was (slightly) higher than at Tai Kam.

Then, in 2022, a paper recycling campaign was launched at Tai Kam (College).

As a result, that year, Tai Kam recycled nearly 30 kilograms of paper per student. However, at Hillside, the amount of recycled paper was much lower than in 2021.

To conclude, a paper recycling campaign can help to increase the amount of paper that is recycled in schools.



Track 13

Part B Suggested completion time for Task 4: 15–20 mins

Situation

You are Zoe Chan, a member of your school’s Environment Club. You are helping the teacher-in-charge, Peter Lee, to organise a student workshop.

You will listen to a recording of a telephone conversation between Mr Lee and Ms Suri Patel, a local artist who will be the workshop tutor. Before the recording is played, you will have two minutes to study Task 4 and the Unit 2 Data File. As you listen, you can make notes on page 6 of the Data File.

Task 4 (16 marks) • Size (4.5,4.7,4.9) • Taking notes (4.1–4.7,4.9,4.10)
• DFM: Graphs & charts (4.13,4.14)

Complete the poster below using information from the Data File and your notes.

Upcycling is in fashion!

Textile waste upcycling workshop:

Date: ^{4.1} 22nd November ^{4.2} Time: 10 a.m. to 3.30 p.m.

The theme of the workshop is ^{4.3} finding new uses for old clothes and other items ^{+ DF3}

During the workshop, Suri Patel will demonstrate how to:

- turn ^{4.4} old T-shirts into a door mat ^{4.5} (size: 90 cm x 60 cm)
- make ^{4.6} a cushion cover out of old jeans ^{4.7} (size: 50 cm x 50 cm)
- use ^{4.8} an old towel and flip-flops to make bedroom slippers ^{DF3}

Textile waste facts:

- It is estimated that ^{4.9} 392,000 kilograms ^{4.10} of textile waste goes to landfills every day.
- One reason for textile waste is that people ^{4.11} buy new clothes more frequently ^{DF3} but they ^{4.11} wear them for less time ^{DF3} than they used to.

Upcycling facts:

- Upcycling is different from recycling. When we upcycle, we ^{4.12} create an item of ^{DF3} higher value ^{DF3} than the original item.
- According to a survey of secondary students, over ^{4.13} sixty percent ^{DF4} know what upcycling is.
- According to the survey, most students who upcycle say they do so because ^{4.14} it's ^{DF4} creative and fun ^{DF4}.

Task completion (14 marks)
Award 1 mark per content point.

Language (2 marks)
Marks to be awarded based on:
• accuracy of phrases
• grammar
• spelling

Please go to p. T13 for a detailed marking scheme.

Key
🔊 — Recording
DF3 (p. 8)
WhatsApp messages between Suri Patel and Zoe Chan
DF4 (p. 9) — Results from a survey by UpcyclersHK

End of Task 4

Appendix 1

Common symbols and abbreviations for note taking

Symbol	Meaning	Example
→	leads to, causes, makes	practice → perfect
←	comes from, is the result of	Mrs White ← UK
↑	increases, goes up, rises	bus fares ↑ this week
↓	decreases, goes down, falls	rents ↓ this year
&	and	Bill & Ben
@	at	he went home @ 10 am
/	per, or	\$6/can
+	plus, and, in addition to	she likes reading + cooking
=	equal to, same as	Class 1C = Class 1D
≠	not equal to, is not	Pepsi ≠ Coke
>	greater than, bigger than, better than	100 > 99
<	less than, smaller than, worse than	your flat < my flat
\$	money	he left his \$ at home
%	percent	12% like fast food
~	approximately, more or less	~ 50% like soya milk
∴	therefore	she got 96% ∴ clever
#	number	look at # 8
2	two/to/too	2 pens/time 2 go/I like it 2
4	for	time 4 lunch
A	answer	write A on p 3
ASAP	as soon as possible	phone Mike ASAP
b4	before	we must meet b4 9
bc	because	arrived late bc car broke down
eg	for example	he likes fast food, eg hot dogs
etc	et cetera	bring your pens, pencils, etc
ie	that is	I go home at 2, ie after lunch
p, pp	page, pages	look on p 8
Q	question	finish Q 1
re	regarding	Can I see you re your exam results?
thru	through	applied thru Internet
thru/o	throughout	rained thru/o night
w/e	weekend	Tim will come this w/e
w/	with (something)	I like coffee w/cream
w/o	without	he likes tea w/o milk