

M.T. EDUCATION Mock Examination 2020  
English Language Paper 3 Listening and Integrated Skills

## ENGLISH LANGUAGE PAPER 3

### PART A

#### Question-Answer Book

#### GENERAL INSTRUCTIONS

- (1) There are two parts (A and B) in this paper. All candidates should attempt **ALL** tasks in Part A. In Part B, you should attempt either Part B1 (easier section) OR Part B2 (more difficult section). Candidates attempting Parts A and B2 will be able to attain the full range of levels, while Level 4 will be the highest level attainable for candidates attempting Parts A and B1.
- (2) Write your Candidate Number and stick barcode labels in the spaces provided on the appropriate pages of the Part A Question-Answer Book and the Part B Question-Answer Books.
- (3) Write your answers clearly and neatly in the spaces provided in the Question-Answer Books. Answers written in the margins will not be marked. Are advised to use a for Part A.
- (4) All listening materials will be played **ONCE** only.
- (5) Supplementary answer sheets will be supplied on request. Use separate supplementary answer sheets for Part A and Part B. Write your Candidate Number, mark the question number box and stick a barcode label on each sheet, and fasten them with string **INSIDE** the relevant Question-Answer Book.
- (6) Rough-work sheets provided are for you to take notes. They will be collected separately and will not be marked.
- (7) No extra time will be given to candidates for sticking on barcode labels or filling in the question number boxes after the 'Time is up' announcement.
- (8) The two Question-Answer Books you have attempted (one for Part A and one for Part B) will be collected together at the end of the examination. Fasten the two Question-Answer Books together with the green tag provided.
- (9) The unused Question-Answer Book for Part 8 will be collected separately at the end of the examination. This will not be marked. Do not write any answers in it.

Please stick the barcode label here.

Candidate Number

**Do not write on this page.**

**Answers written on this page will not be marked.**

## **Part A**

### **Situation**

Carman Lau is a student at a secondary school. She is also the President of the Student Council. You will hear several conversations involving Carman discussing various topics related to the school clothing policy and design.

In Part A, you will have a total of four tasks to do. Follow the instructions in the Question-Answer Book and in the recording to complete the tasks. You will find all the information you need in the Question-Answer Book and the recording. You now have two minutes to familiarise yourself with Tasks 1- 4.

**Task 1** (14 marks)

Carman is meeting with Ms Choy, the School Principal, and Mr Ma, a teacher at the school, about the school's cold weather clothing policy. Listen to the discussion and write the 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.

**Summary of Meeting**

Topic of survey: Students wearing personal clothing under the cold weather (example)

**Current policy**

(1) Students are allowed to wear personal clothing when the temperature is (*tick the correct option*):

- ☐ A. under 14°C
- ☐ B. under 12°C
- ☐ C. under 11°C

**Students' opinions about cold weather policy**

Current policy is not (2) \_\_\_\_\_.

It can be (3) \_\_\_\_\_.

**Students' requests for a new policy**

Total number of respondents: (4) \_\_\_\_\_

Most common requests:

Clothing in colours other than (5) \_\_\_\_\_ should also be allowed as long as they are not too (6) \_\_\_\_\_.

Clothing to be allowed	Reason
Beanie	(7) _____
Long coat	(8) _____

Answers written in the margins will not be marked.

Please stick the barcode label here.

Ms Choy and Mr Ma think personal clothing should be allowed...	when the school makes an announcement	when the cold weather warning is on	when both an announcement is made and warning is on	when the temperature is under 12°C
(9) Ms Choy (Tick ONE box only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(10) Mr Ma (Tick ONE box only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Other request from students**

The design of the (11) \_\_\_\_\_ should be changed

Design	Comments
Warmer materials like wool and cardigan should be used	Concerns about (12) _____
(13) _____ can be added	A good idea because students would not need to (14) _____

Answers written in the margins will not be marked

**END OF TASK 1**

**Do not write on this page.**  
**Answers written on this page will not be marked.**

**Task 2 (12 marks)**

Carman is meeting with her cabinet member, Anthony, to discuss the inter-class fashion show competition. Listen to the discussion and write the 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 one minute to tidy up your answers.

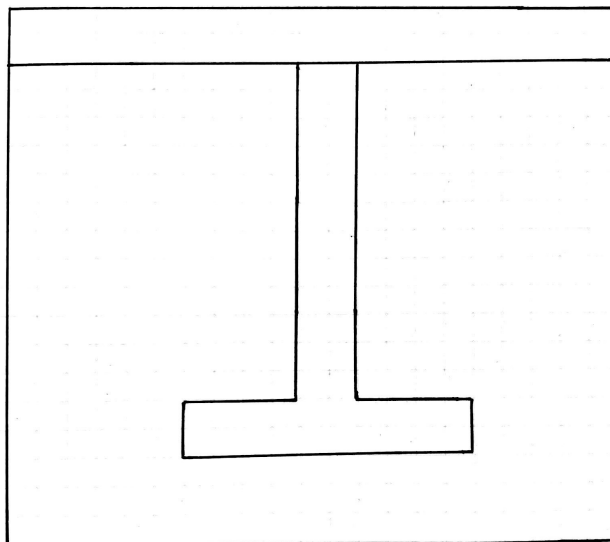
**Inter-class Fashion Show Competition**

Theme: Traditional elements in the modern world (example)

**The fashion show will allow students to:**

- Utilize their (15) \_\_\_\_\_
- Collaborate with others and learn (16) \_\_\_\_\_

**Layout of the venue:**



**Winning Criteria:**

- The design can (22) \_\_\_\_\_
- Highly (23) \_\_\_\_\_
- Appropriate use of fabrics and (24) \_\_\_\_\_

**Prizes for the two winning teams:**

- (25) \_\_\_\_\_
- (26) \_\_\_\_\_ for each student in the winning classes

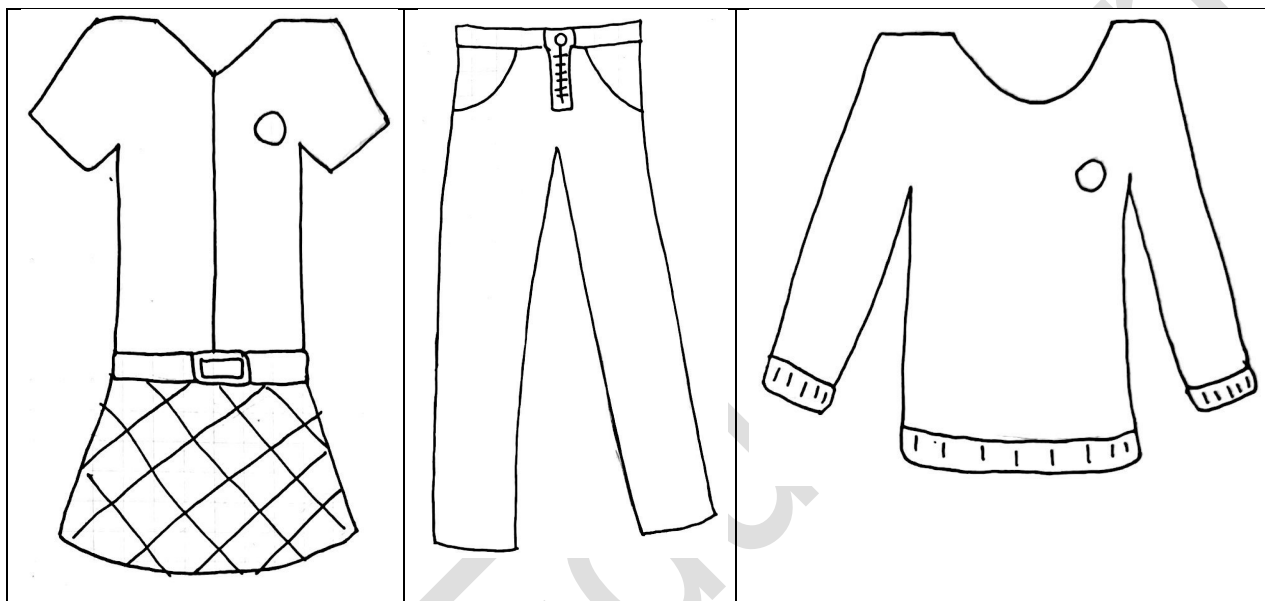
Answers written in the margins will not be marked

**Task 3** (14 marks)

Carman is contacting the school uniform manufacturer regarding the design of the new school uniform. Listen to the discussion and write the information in the spaces below. You now have 30 seconds to study the task. At the end of the task, you will one minute to tidy up your answers.

**Notes for new school uniform design**

Deadline of design finalization: (27) \_\_\_\_\_



**Uniform parts**

Shirt	<ul style="list-style-type: none"> <li>• (28) _____</li> <li>• (29) _____</li> </ul>
Female skirt	<ul style="list-style-type: none"> <li>• (30) _____</li> <li>• (31) _____ to fit different waists</li> <li>• Keep the (32) _____ because it is (33) _____</li> </ul>

Answers written in the margins will not be marked.



Male trousers	<ul style="list-style-type: none"><li>• Add (34) _____</li><li>• Trouser leg should be (35) _____ _____</li></ul>
School sweater	<ul style="list-style-type: none"><li>• Not too (36) _____ so that students can wear it (37) _____</li><li>• Available in both V neck and (38) _____</li></ul>

**Contact details**

Phone: (39) \_\_\_\_\_ - \_\_\_\_\_

Address: (40) \_\_\_\_\_  
\_\_\_\_\_

Answers written in the margins will not be marked.

**Task 4** (14 marks)

Carman is interviewing the school uniform manufacturer regarding the history, advantages and disadvantages, and types of female school uniforms in Hong Kong. In Part A, you have to correct some sentences. In Part B and Part C, you have to complete some tables. Listen to the discussion and write the 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.

<b>Part A: History of school uniform</b> Each line of the text below may have one mistake. Correct the mistake as shown below. If the line is correct then put a tick ✓ in the right hand column. The first has been provided as an example.	
<div style="text-align: right; margin-bottom: 5px;"><b>16<sup>th</sup> (example)</b></div> The origin of school uniforms can be dated back to the <b>15<sup>th</sup></b> century.	
(41) Schools in the states adopted school uniforms earlier than the United Kingdom.	
(42) The first school to use a uniform is believed to be Christina Hospital School.	
(43) The first school uniform consisted of a long blue coat and black socks.	
(44) It is similar to the uniform worn by students nowadays.	

<b>Part B: Pros and Cons of wearing a school uniform</b> Complete the table below.	
<b>Pros</b>	<b>Cons</b>
(45) _____ _____	(47) _____ _____
(46) _____ _____	(48) _____ _____

Answers written in the margins will not be marked.

**Part C: Types of female school uniform**

Complete the table below.

<b>Qipao</b>	(49) _____ (50) _____
<b>Dress</b>	(51) _____ (52) _____
<b>Shirt and Skirt</b>	(53) _____ (54) _____ _____

Answers written in the margins will not be marked.

### Paper 3 (Listening and Integrated Skills)

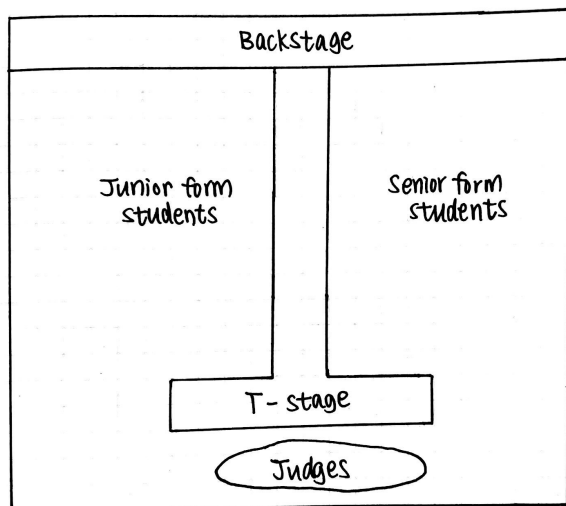
#### Part A (compulsory section)

##### Task 1 (14 marks)

1. under 10°C
2. up to date
3. loosened
4. 227
5. black
6. eye-catching
7. keeping head warm
8. keeping whole body warm
9. when the cold weather warning is on
10. when the school makes an announcement
11. school winter jacket
12. cost
13. A hood
14. wear a beanie

##### Task 2 (12 marks)

15. creativity
16. (valuable) communication skills



17. T-stage
18. Backstage
19. Junior form students
20. Senior form students
21. Judges (no marks rewarded if the oval shape is missing)
22. fit the theme
23. creative
24. textiles
25. A winning flag
26. Book coupons

**Task 3 (14 marks)**

27. 1 June // June 1 // first of June
28. School logo should be enlarged // bigger
29. Replace polyester with cotton
30. 15% longer than the current design
31. Keep the belt design
32. Checked pattern
33. the signature of our school
34. 2 pockets at the back
35. narrower than the current design
36. thick
37. in both summer and winter
38. round neck
39. 2888 7735 - 005
40. Suite 21, 2<sup>nd</sup> floor, Good Luck Commercial Building, 8 Ho Choi Avenue // Suite 41, second floor, Good Luck Commercial Building, 8 Ho Choi Avenue

**Task 4 (14 marks)**

41. ~~earlier~~ later
42. ~~Christina~~ Christ
43. ~~black~~ yellow
44. ✓
45. Creates uniformity because everyone wears the same clothes
46. Students do not have to spend time deciding what to wear every day
47. May hinder a kid's decision-making ability
48. May cause discomfort
49. Originated in early Republic of China
50. Usually blue in colour
51. Most are in white
52. Sometimes with a tie or a ribbon
53. Many different colours and combinations
54. Some schools allow female students to wear trousers instead of a skirt

**M.T. EDUCATION Mock Examination 2020**  
**English Language Paper 3 Listening and Integrated Skills**

**Tapescript**

(44:19)

**Track 1**

Announcer: Hong Kong Diploma of Secondary Education 2020, English Language Paper 3, Listening and Integrated Skills.

Instructions to Candidates. You should have on your desk a Part A Question Book, a Part B1 Data File with a Part B1 Question-Answer Book inserted, and a Part B2 Data File with a Part B2 Question-Answer Book inserted. Do not open them until you are told to do so. I repeat, do not open the Question-Answer Books or the Data Files until you are told to do so.

Now write your Candidate Number in the space provided on Page 1 of your Part A Question-Answer Book.

(10 second pause)

Now look at the Part A Question-Answer Book. Check that the Part A Question-Answer Book has no missing pages. Look for the words 'End of Part A. Now go on to Part B' on the last page.

(10 second pause)

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

(10 second pause)

Now look at your Part B1 Data File. Take out the inserted Part B1 Question-Answer Book. Check that your Part B1 Data File has no missing pages. Look for the words 'This is the last page of the Part B1 Data File' on the last page.

(10 second pause)

Now write your Candidate Number in the space provided on Page 1 of your Part B1 Question-Answer Book.

(10 second pause)

Check that the Part B1 Question-Answer Book has no missing pages. Look for the words 'End of Part B1' on the last page.

(10 second pause)

Now stick your barcode label in the space provided on Page 1. Close the Part B1 Question-Answer Book when you have finished.

(10 second pause)

Now look at your Part B2 Data File. Take out the inserted Part B2 Question-Answer Book. Check that the Part B2 Data File has no missing pages. Look for the words 'This is the last page of the Part B2 Data File' on the last page.

(10 second pause)

Now write your Candidate Number in the space provided on Page 1 of your Part B2 Question-Answer Book.

(10 second pause)

Now check that the Part B2 Question-Answer Book has no missing pages. Look for the words 'End of Part B2' on the last page.

(10 second pause)

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

(10 second pause)

You are reminded that all examination materials will be played ONCE only. This is divided into two parts: Part A and Part B. For Part A, you should use a pencil to answer all questions. For Part B, you can use a pen or a pencil. Put up your hand now if you have any difficulties. It is not possible to handle complaints after you have taken the paper.

(3 second pause)

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

*(3 second pause)*

Open your Part A Question-Answer Book at page 3. Part A is about to begin.

*(3 second pause)*

**Track 2**

Announcer:

Part A.

Situation.

Carman Lau is a student at a secondary school. She is also the President of the Student Council. You will hear several conversations involving Carman discussing various topics related to the school clothing policy and design.

In Part A, you will have a total of four tasks to do. Follow the instructions in the Question-Answer Book and in the recording to complete the tasks. You will find all the information you need in the Question-Answer Book and the recording. You now have two minutes to familiarise yourself with Tasks 1- 4.

*(2 minutes of music)*

*(Tone)*

**Track 3**

Announcer:

Task 1.

Carman is meeting with Ms Choy, the School Principal, and Mr Ma, a teacher at the school, about the school's cold weather clothing policy. Listen to the discussion and write the 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 one minute to tidy up your answers.

*(30 seconds of music)*

*(Tone)*

Ms Choy: Good afternoon Carman, come in. I thought it's a good idea to have Mr Ma here as well to discuss the results of the survey.

Mr Ma: Good afternoon, Carman.

Carman: Hi Ms Choy and Mr Ma.

Ms Choy: So as I was saying, Mr Ma, Carman and her cabinet have been conducting a survey where they've been asking students about the school's cold weather clothing policy.

Carman: Yes and thank you for seeing me today. We're going to publish the results of the survey in the Campus Weekly News and it would be great to include your comments as well.

Ms Choy: No problem.

Carman: Well, the first question we asked about was under what circumstances can we wear personal clothing items. Currently we're only allowed to wear our own jackets when the temperature is under 11°C, and we must wear the school jacket when the temperature is above that.

Mr Ma: Oh, I thought you could wear your personal clothing items when the temperature is under 14°C.

Carman: No, it's 11°C instead of 14°C.

Mr Ma: I see, it's my bad.

Carman: So, students think the policy is not up to date.

Ms Choy: What do you mean by not up to date? What would students like to change?

Carman: Well, I guess students would like the policy to be loosened.

Ms Choy: I see. So they want the school to loosen the policy – is this reflected by the survey you did? Can you elaborate?

Carman: Sure. We did a survey to ask students how they'd like the cold weather clothing policy to be changed. We asked 113 junior form students and 114 senior form students, so that's 227 respondents in total.

Ms Choy: Wow, 227 students in total, that's a lot of responses. It's pretty impressive. So, what are the most common request then?

Carman: Hmm... One popular request is that students would like to wear clothing items which are not black in colour. As long as it's not colours like red and pink, I guess they won't be too eye-catching.

Ms Choy: Of course they can't be too eye-catching! We currently only allow black because we don't want students to wear flashy items to school. I guess dark blue and grey would also be acceptable, but these are the only two colours to be added to the current rule.

Carmen: Okay. Oh yeah, students would also like to wear beanies and long coats to school.

Ms Choy: Why particularly beanies and long coats?

Carmen: You know, students would like to wear beanies to keep the head warm. It could be quite windy at outdoor areas in our school. Also, the school rule states that the length of coats should not exceed the knees, but long coats can help keep the whole body warm.

Mr Ma: Well, I'm not too sure about beanies. I mean, students can keep the head warm by wearing a hooded personal jacket. But yes, I do agree that long coats should be allowed. That said, students should only be allowed to wear personal clothing items when the school makes an announcement. What do you think, Ms Choy?

Ms Choy: Absolutely, beanies will not be allowed. I'd say students could wear personal clothing items when the cold weather warning is on. The school will not make any additional announcements and I guess this approach is subjective enough. Anything else from the survey?

Carmen: Yes, there was one other request. Students would like the design of the school winter jacket to be changed. It's something they have to wear when the weather is not cold enough for them to wear personal clothing.

Mr Ma: Oh, design of the school winter jacket... Did students mention anything in particular?

Carmen: Well, one thing they said was that warmer materials like wool and cardigan should be used. Students are not very happy with the materials used now.

Ms Choy: Hmm, I certainly understand using more wool and cardigan would be better, but cost is definitely a concern. Using these materials will drive up the cost and we want the school uniform to be affordable for everyone.

Mr Ma: Yes, I kind of agree with Ms Choy. Students could wear layers under the school jacket to keep themselves warmer. We hope students could understand that their parents might complain if the cost of one clothing item is too high. Any other suggestions, Carmen?

Carmen: The other one mentioned by students was that a hood can be added to the jacket. It also helps solve the beanie problem mentioned earlier.

Ms Choy: Okay, I think this makes sense.

Mr Ma: Yes, hood is a good idea and students would no longer need to wear a beanie to keep themselves warm.

Ms Choy: We'll look into that for sure. Carmen, do you have anything else to add?

Carmen: I guess that's it for today. Thank you Ms Choy and Mr Ma for your time.

Ms Choy: Sounds good. I'm looking forward to the next issue of Campus Weekly News.

Announcer: This is the end of Task 1. You now have one minute to tidy up your answers.

*(1 minute of music)*

*(Tone)*

#### **Track 4**

Announcer: Task 2.

Carman is meeting with her cabinet member, Anthony, to discuss the inter-class fashion show competition. Listen to the discussion and write the 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.

*(30 seconds of music)*

*(Tone)*

Carmen: Hey, Anthony. How're you? Good to see you today.

Anthony: Morning Carmen. We need to discuss the inter-class fashion show competition, right?



Carmen: Exactly. This year's theme is "Traditional elements in the modern world".

Anthony: That sounds cool. We'll have to submit a proposal to the school before the end of this month, isn't it?

Carmen: Yes, we'd first need to convince the school about the benefits of organizing this competition for students.

Anthony: Well, that's easy! Students would be allowed to utilize their creativity when they need to design their own clothes!

Carmen: Time for students to be creative! And more importantly, each class would be a participating unit. Students in the same class will need to collaborate with each other and they can learn valuable communication skills.

Anthony: I'm sure the school would like to see that. The next thing on our agenda is probably the layout. I've got a floor map of the assembly hall in front of me.

Carmen: Wow, great! Let's label the floor plan now. We want a large T-stage in the middle of the hall. Let me draw a big inverted T there and label it. "T, hyphen, stage"...

Anthony: Hey, don't forget to mark the backstage area as well!

Carmen: You're right. I'll put a narrow rectangular bar on top of the inverted T then and mark it as "backstage"... Okay, how should the seating plan be?

Anthony: Perhaps we can divide it into junior form and senior form students? Let's say junior students on the left side of the T-stage, and senior form students on the right side. I'll just put the texts there.

Carmen: Oh, and don't forget about the judges! Anthony, can you put an oval beneath the T-stage?

Anthony: No problem. So an oval at the bottom of the floor plan... I'll write "judges" inside the oval.

Carmen: Looks good. Let's move on to the winning criteria. I think it's important that the design can fit the theme well.

Anthony: Definitely! And we mentioned we want students to flex their creative muscles. The winning teams' design must be highly creative.

Carmen: You're right. And as part of the design, I'd say the appropriate use of fabrics and textiles is very important too.

Anthony: So there are two winning teams in total, right? One from the junior form and the other from the senior form.

Carmen: Yes, there're only 2 winning teams in total so it's pretty competitive! Of course, we'll reward the winners with prizes. The winning teams would get a winning flag. They can hang the flag outside the classroom to show off, haha!

Anthony: Anything else other than just a flag?

Carmen: Of course! We have a budget of around \$6000 for the prizes, so each student in the winning classes will get a \$50 book coupon.

Anthony: Sounds great. I can't wait to see the amazing designs from our fellow classmates! Let's wrap up and submit the proposal to the school soon.

Announcer: This is the end of Task 2. You now have one minute to tidy up your answers.

*(1 minute of music)*

*(Tone)*

### **Track 5**

Announcer: Task 3.

Carman is contacting the school uniform manufacturer regarding the design of the new school uniform. Listen to the discussion and write the information in the spaces 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.

*(30 seconds of music)*

*(Tone)*

Carman: Hello, is this Lucky Uniform Company Limited?

Benny: Yes, this is Benny from Lucky Uniform Company Limited. How can I help you?

Carman: I'm Carman from Hong Kong College. I have previously emailed your company regarding the design of our new school uniform.

Benny: Hi Carman. Oh, I remember we've discussed the draft design last time via email. Do you want to confirm the details with us?

Carman: Yes. Actually, I'm wondering when the design would be finalized.

Benny: We'd reserve sufficient time for the manufacturing process before the new school year begins. I'd say mid-June...

Carman: So it's something along fifteenth of June?

Benny: Well, actually to play safe, I'd say first of June would be better. Sorry for the confusion caused, Carman.

Carman: No worries. I agree we should play safe. Let me just mark down the date.

Benny: Sure, take your time. Meanwhile, I've taken a look at the design and would like to see if you have anything to add or change. Why don't we start with the shirt?

Carman: Oh yes, the shirt. So you see the school logo, right?

Benny: Yes, it's right there. Do you want to change its size? I mean, I've worked on many school uniform projects and schools are usually very concerned about the size of the school logo.

Carman: Exactly! I discussed with our principal as well as the school uniform committee. We all think it should be enlarged.

Benny: Okay. So the school logo is too small now. What else?

Carman: For the textile, a lot of students have complained about our current uniform which uses a lot of polyester. The permeability is too low and students often feel uncomfortable.

Benny: So no polyester... p, o, l, y, e, s, t, e, r...

Carman: Yep, that's right. Would you have any recommended alternatives?

Benny: I'd say cotton would be a better option.

Carman: We would like to replace polyester with cotton then. That's it for the shirt part. For the skirt, it has to be longer than the current design. We don't want to see students wearing miniskirts to class.

Benny: Sure. Let's extend it by 10%? Would that be long enough?

Carman: Actually, let's do 15 instead of 10. Students could always tailor the length later on if it's needed. Also, we'd like to keep the belt design.

Benny: Yes, keeping the belt design can fit different waists. And what about the pattern of the skirt? Do you want to keep it as well?

Carman: Yes, please keep the checked pattern. It's the signature of our school.

Benny: Haha, that's true. Whenever I see that checked pattern, I think of your school. What about the male trousers then?

Carman: There're only 2 pockets in the front now. We'd like to add 2 pockets at the back too. Also, the trouser leg is too wide now.

Benny: Got it. Pockets at the back as well. And for the trouser leg, we'll make it narrower than the current design.

Carman: Last but not the least, it's the school sweater. So regarding the thickness, we want it to be suitable for both summer and winter.

Benny: I see what you mean. The texture should not be too thick so students can wear it in both seasons. What about the design?

Carman: Oh yes, the neck design. Actually, can we do 2 versions so students can pick the one they prefer? Like both V neck and round neck.

Benny: No problem. There'll be 2 designs for the sweater then.

Carman: I guess that's almost all for today. Should I still call this number next time?

Benny: In fact, you can call me at my extension. It's 0-0-5.

Carman: So the full number is two triple eight...

Benny: Yes, that's right, and it's followed by double seven three five.

Carman: And the extension is double-O five.

Benny: Exactly. If you'd like to find us in person, you may also come to Suite 21, 2<sup>nd</sup> floor, Good Luck Commercial Building.

Carman: Oh, so it's Lucky Company in Good Luck Commercial Building! It's at 9 Ho Choi Avenue, isn't it?

Benny: Oh no, it's 8 Ho Choi Avenue. H, o, c, h, o, i – Ho Choi.

Carman: Got it. Thank you and please send me the revised draft later.

Benny: Carman, you're welcome and thank you too. Please let me know if you have any other questions.

Announcer: This is the end of Task 3. You now have one minute to tidy up your answers.

*(1 minute of music)*

*(Tone)*

### **Track 6**

Announcer: Task 4.

Carman is interviewing the school uniform manufacturer regarding the history, advantages and disadvantages, and types of female school uniforms in Hong Kong. In Part A, you have to correct some sentences. In Part B and Part C, you have to complete some tables. Listen to the discussion and write the 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.

*(30 seconds of music)*

*(Tone)*

Carman: Hi Benny, this is Carman again.

Benny: Hi Carman, what can I help you with?

Carmen: I'm working on the Campus Post and one of the articles is about school uniforms. I know you're an industry expert and I'm wondering if you have time to answer some simple questions.

Benny: Sure, my pleasure. What would you like to know?

Carmen: The first section is about the history of school uniforms. I'm also curious when did it first appear.

Benny: It could actually be dated back to the 16<sup>th</sup> century in London.

Carmen: I see, so the school uniforms were first adopted by schools in the United Kingdom. Do you know which was the first school?

Benny: It's believed to be Christ Hospital School. It consisted of a long blue coat and yellow socks.

Carman: Does the school still exist now?

Benny: Yes, and the uniform of the school is pretty much the same now. The main colour tone is still blue and yellow.

Carman: That's very interesting! I'd really like to see how the uniform is like. Moving on to the next section of the article, what are the pros and cons of students wearing a uniform to school?

Benny: Well, I'd say the biggest advantage is that it creates uniformity. Everyone wears the same clothes and it naturally creates a sense of belonging.

Carman: Definitely. I feel like part of the school when I wear the same clothes as my classmates. Oh, and I don't have to spend time deciding what to wear every day.

Benny: This is another advantage for sure. Girls are definitely going to be late if they have to pick what to wear in the morning! However, I'd say it can be a disadvantage as well. It may hinder a kid's decision-making ability.

Carman: Hmm... True. If students can't even make small decisions like this, how can we expect them to make more important decisions?

Benny: Apart from that, even as a school uniform manufacturer, I'd say not all uniforms are comfortable for students. Sometimes schools would like to keep traditional features even if it may cause discomfort to students.

- Carmen: Although there are both pros and cons, I guess most schools in Hong Kong will still require students to wear a uniform in the near future. What are the most common types of female school uniforms?
- Benny: There are three main types. The more special one would be Qipao, also known as “cheungsham”, which was originated in early Republic of China.
- Carmen: Ah I know, and they’re usually in blue colour, right?
- Benny: Yes, blue is the most common color for Qipao school uniforms. Sometimes they can be white as well, but it’s quite rare. Talking about white, I’d say school uniform dresses are usually white in colour.
- Carmen: That’s true, and I think they usually come along with accessories.
- Benny: Yes, white dresses are sometimes decorated with a tie or a ribbon.
- Carmen: What’s the last type then?
- Benny: Haha, it’s what you’re wearing now – shirt and skirt. There’re many different colours and combinations, like white shirt with blue skirt, pink shirt with grey skirt, green shirt with black dress...
- Carmen: Hmm... I’m wondering if girls can also wear trousers to school. I mean, gender equality is being promoted and girls should have the freedom to choose what they’d like to wear.
- Benny: This is actually happening! Some schools actually start to allow female students to wear trousers instead of a skirt. It’s still not a common phenomenon yet, but it’s definitely a trend.
- Carmen: Thank you so much for your time today Benny. You’ve provided a lot of useful information and I’ve learnt more about what I’m wearing every day to school.
- Benny: You’re more than welcome. I’m looking forward to the article!
- Announcer: This is the end of Task 4 and Part A. You now have 3 minutes to complete your answers to Task 4 and tidy up all your other answers.

*(3 minutes of music)*

*(Tone)*