Appendices
THE BRITISH COUNCIL

ENGLISH LANGUAGE INSTITUTE

A3 PROGRESS TEST

NAME ________________________
CLASS ________________________
STUDENT NUMBER ______________

PART 1  |  PART 2  |  PART 3  |  PART 4  |  TOTAL

© BRITISH COUNCIL 1985
Part 1 - Listening

Time allowed: 15 minutes

Listen to the telephone conversations and fill in the forms below.

1.

Attention: Mr. Headmaster
WHILE YOU WERE OUT
Mr./Mrs./Miss ______________________
of ______________________
Tel. No.: ______________________
Message: ______________________

1. 1 0 U
2. 1 0 U
3. 1 0 U
4. 1 0 U

2.

Attention: Mr. Headmaster
WHILE YOU WERE OUT
Mr./Mrs./Miss ______________________
of ______________________
Tel. No.: ______________________
Message: ______________________

5. 1 0 U
6. 1 0 U
7. 1 0 U
8. 1 0 U

3.

Attention: Mr. Headmaster
WHILE YOU WERE OUT
Mr./Mrs./Miss ______________________
of ______________________
Tel. No.: ______________________
Message: ______________________

9. 1 0 U
10. 1 0 U
11. 1 0 U

4.

Attention: Mr. Headmaster
WHILE YOU WERE OUT
Mr./Mrs./Miss ______________________
of ______________________
Tel. No.: ______________________
Message: ______________________

12. 1 0 U
13. 1 0 U
14. 1 0 U
15. 1 0 U
5. Listen to the conversation and fill in the baggage label.

6. Listen to the conversation and fill in the form.

**OCEAN PARK AND SUNG DYNASTY TOUR**

Highlights:

1. Ocean Park
2. Lunch at Floating Restaurant in Aberdeen
3. Imitation antiques exhibition
4. Sung Dynasty Village

Tour duration: 9 hrs  
Frequency: Daily  
Departure Island between 09.15-09.30  
Kowloon between 08.45-09.00  
Per person:  
Adult HK$350  
Child HK$270

<table>
<thead>
<tr>
<th>Name: ________________________________</th>
<th>Room No.: ________________________________</th>
</tr>
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<tbody>
<tr>
<td>No. of People: _________________________</td>
<td>Departure Time: __________________________</td>
</tr>
<tr>
<td>Return Time: __________________________</td>
<td>Meals Included: Lunch [ ] Dinner [ ]</td>
</tr>
<tr>
<td></td>
<td>Total Cost: $ ____________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<p>| | | | | |</p>
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<td>28</td>
<td>1 0 U</td>
<td>29</td>
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</table>

Total
Part 2 - Grammar

Complete the meaning of these passages. Above each passage there are some words. Use these words to complete the meaning. You can use each word only ONCE. Write your answers in the spaces provided on the right of each passage.

STUDENT NEWS

Last Sunday some of the students from the British Council ______ to Lantau Island. They ______ at Mui Wo at 10 o'clock and then went to Cheung Sha beach by bus. At Cheung Sha they ______ a picnic. It was very cold so they ______ swimming. They all said that it ______ a very nice trip.

This article was in the newspaper.

ROBBERS TAKE $240,000

Four men broke into ______ cinema in Kwan Tong late yesterday and ______ $240,000. The four men, armed with ______, climbed ______ a window on the ______ floor. They woke up two workers and ______ them up before taking the ______. In the ______, the workers called the police.
Wing Fat Company is (14) Manning Building. There are (15) four lifts in this building. Wing Fat Company is (16) the sixth floor. It is a (17) office. There is (18) coffee room. It is (19) the kitchen. The conference room is (20) the general office and Mr. Wong's office. Mr. Wong's room (21) got a toilet.
23B, Wood Road,  
Sai Ying Poon,  
Hong Kong.  
29th February, 1984

Dear Chris,

I hope you are well. Hong Kong is very nice. Last week was Chinese New Year.

(22) New Year's Eve I (23) to the flower market at Victoria Park. The weather was (24) because it was raining.

I (25) my relatives on Cheung Chau on Monday. We (26) a very nice lunch and (27) mahjong. I left at six o'clock.

When I (28) home I made dinner (29) my family.

Please write soon.

Yours,

[Signature]

22. 1 0 U
23. 1 0 U
24. 1 0 U
25. 1 0 U
26. 1 0 U
27. 1 0 U
28. 1 0 U
29. 1 0 U

Total
Part 3 - Appropriacy

Write the other half of the conversations in the spaces provided.

Tourist: Excuse me.
You: Yes?
Tourist: Where's the World Trade Centre?
You: 

Tourist: Thank you.

Tourist: Excuse me. Where's the Palace Cinema?
You: 

Tourist: Thank you.

1.  
2.  

1.  
2.  

1.  
2.  
Fred: Hello Mary, do sit down.

Mary: I'm fine thanks.

Fred: __________________________?

Mary: Oh, yes, please.

Fred: __________________________?

Mary: A cup of coffee, please.
You: Where do you work?

Peter: I work in Kwong Wah Hospital, Kowloon.

You: When do you start work?

Peter: I start work at 9.

You: How do you go home?

Peter: Sometimes I go home at 7.00 and sometimes at 8.00. What's your job?

You: What do you do at weekends?

Peter: What do you do at weekends?

You: What do you do at weekends?
Dear Sir,

I want to go on a holiday to Malaysia in April (14th - 22nd) with my wife and two children. We would like to stay in Kuala Lumpur. Please send me a visa application form. If there are any problems please call me at 5-632481 or 3-7489216 ext. 219.

Yours faithfully,

Johnathon Smith

65 Stubbs Road,
Hong Kong.

10th March, 1984

The Malaysian Consulate,
Lap Heng Building,
Gloucester Road,
Hong Kong.

Part 4 - Reading/Writing

Use the letter and passport below to fill in the visa application form on page 10.

Please use the letter and passport below to fill in the visa application form on page 10.

Passport Information:

Name: Johnathon Smith
Nationality: British
Date of Birth: 15 Jan 34
Place of Birth: London, UK
Height: 1.75 m

Children:

John: 12 June 77, Male
Mary: 8 Oct. 79, Female

Signature:
J. Smith

Signature of Spouse:
E. Smith
VISA APPLICATION FOR MALAYSIA

1. Surname (Mr/Mrs/Miss): ____________________  

2. Other names: ____________________  

3. Nationality: ____________________  

4. (a) Address: ____________________  
   (b) Telephone No: (home) _______________ (office) _______________

5. (a) Date of Birth: _______________  
   (b) Place of birth: _______________  
   (c) Occupation: ____________________  

6. Particulars of the Passport  
   (a) Passport No. _______________

7. When will you arrive in Malaysia? _______________

8. Address in Malaysia: ____________________  

9. How long will you stay in Malaysia? _______________

10. Why are you going to Malaysia? _______________

11. Name and date of birth of every family member going to Malaysia.  

<table>
<thead>
<tr>
<th>NAME</th>
<th>DATE OF BIRTH</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Date of Application: ____________________  
Signature of Applicant: ____________________

Total: ____________________
A3 PROGRESS TEST

KEY

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<th>PART</th>
<th>Score</th>
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<tr>
<td>1</td>
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<td>2</td>
<td>29</td>
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<td>4</td>
<td>22</td>
</tr>
<tr>
<td>TOTAL</td>
<td>94</td>
</tr>
</tbody>
</table>

NAME
CLASS
STUDENT NUMBER
Listen to the telephone conversations and fill in the forms below.

Part 1 - Listening

Time allowed: 15 minutes

1. Attention: Mr. Headmaster
   WHILE YOU WERE OUT
   Mr./Mrs./Miss Armstrong
   of ____________________________
   Tel. No.: 648315
   Message: Call before 12

2. Attention: Mr. Headmaster
   WHILE YOU WERE OUT
   Mr./Mrs./Miss Jones
   of ____________________________
   Tel. No.: ____________________________
   Message: Went to Macau on Saturday.
            Everything was alright.

3. Attention: Mr. Headmaster
   WHILE YOU WERE OUT
   Mr./Mrs./Miss Ann Smith
   of ____________________________
   Tel. No.: H-749632
   Message: Phone her

4. Attention: Mr. Headmaster
   WHILE YOU WERE OUT
   Mr./Mrs./Miss Bates
   of ____________________________
   Tel. No.: ____________________________
   Message: Meet at King
            Restaurant at 12.30
            Table No. 5

V1
   1. 1 0 0
   2. 1 0 0
   3. 1 0 0
   4. 1 0 0

V2
   5. 1 0 0
   6. 1 0 0
   7. 1 0 0
   8. 1 0 0

V3
   9. 1 0 0
   10. 1 0 0
   11. 1 0 0

V4
   12. 1 0 0
   13. 1 0 0
   14. 1 0 0
   15. 1 0 0
5. Listen to the conversation and fill in this luggage label.

6. Listen to the conversation and fill in the form.

---

**OCEAN PARK AND SUNG DYNASTY TOUR**

High lights:

1. Ocean Park
2. Lunch at Floating Restaurant in Aberdeen
3. Imitation antiques exhibition
4. Sung Dynasty Village

---

**HONG KONG HOTEL TOUR CARD**

Name: **ADAMS**
Room No.: 607
No. of People: 3
Departure Time: 9:00
Return Time: 6 p.m.

---

**TOTAL COST**

Lunch: [X] 1
Dinner: [ ] 2

Total Cost: **$970.00**
Part 2 - Grammar

Time allowed: 20 minutes

Complete the meaning of these passages. Above each passage there are some words. Use these words to complete the meaning. You can use each word only ONCE. Write your answers in the spaces provided on the right of each passage.

STUDENT NEWS

Last Sunday some of the students from the British Council ____(1)____ to Lantau Island. They ____(2)____ at Mui Wo at 10 o'clock and then went to Cheung Sha beach by bus. At Cheung Sha they ____(3)____ a picnic. It was very cold so they ____(4)____ go swimming. They all said that it ____(5)____ a very nice trip.

This article was in the newspaper.

ROBBERS TAKE $240,000

Four men broke into ____(6)____ cinema in Kwun Tong late yesterday and ____(7)____ $240,000. The four men, armed with ____(8)____, climbed ____(9)____ a window on the ____(10)____ floor. They woke up two workers and ____(11)____ them up before taking the ____(12)____. In the ____(13)____, the workers called the police.
Wing Fat Company is (14) Manning Building. There
(15) four lifts in this building. Wing Fat
Company is (16) the sixth floor. It is a
(17) office. There is (18) coffee room.
It is (19) the kitchen. The conference room is
(20) the general office and Mr. Wong's office.
Mr. Wong's room (21) got a toilet.
23B, Wood Road,
Sai Ying Poon,
Hong Kong.
29th February, 1984

Dear Chris,

I hope you are well. Hong Kong is very nice. Last week was Chinese New Year.

(22) New Year's Eve I (23) to the flower market at Victoria Park. The weather was (24) because it was raining.

(25) my relatives on Cheung Chau on Monday. We (26) a very nice lunch and (27) mahjong. I left at six o'clock.

When I (28) home I made dinner (29) my family.

Please write soon. 

Yours,

[Signature]

Total 29
Part 3 - Appropriacy

Write the other half of the conversations in the spaces provided.

Tourist: Excuse me.
You: Yes?
Tourist: Where's the World Trade Centre?
You: Walk to the end of this street and turn left. It's the second building on the right.
Tourist: Thank you.

Tourist: Excuse me. Where's the Palace Cinema?
You: It's in the New World Centre - over there, on the second floor.
Tourist: Thank you.
Fred: Hello Mary, do sit down.

Mary: I'm fine thanks.

Fred: Would you like a drink?

Mary: Oh, yes, please.

Fred: What would you like?

Mary: A cup of coffee, please.
You: Where do you work?
Peter: I work in Kwong Wah Hospital, Kowloon.
You: What time do you start work?
Peter: I start work at 9.
You: When do you go home?
Peter: Sometimes I go home at 7.00 and sometimes at 8.00.
What's your job?
You: I'm a...
Peter: What do you do at weekends?
You: I...
Dear Sir,

I want to go on a holiday to Malaysia in April (14th - 22nd) with my wife and two children. We would like to stay in Kuala Lumpur. Please send me a visa application form. If there are any problems please call me at 5-632481 or 3-485216 ext. 219.

Yours faithfully,

Johnathon Smith
This is the visa form sent to Mr. Smith. Fill it in using his letter and passport.

VISA APPLICATION FOR MALAYSIA

1. Surname (Mr/Mrs/Miss): SMITH

2. Other names: JOHNATHON

3. Nationality: BRITISH

4. (a) Address: 65, STUBBS RD, HONGKONG
   (b) Telephone No: (home) H-697481 (office) K-489746

5. (a) Date of Birth: 15/1/54
   (b) Place of birth: OXFORD
   (c) Occupation: BANKER

6. Particulars of the Passport
   (a) Passport No: N346927C

7. When will you arrive in Malaysia? 14TH APRIL

8. Address in Malaysia: KUALA LUMPUR

9. How long will you stay in Malaysia? 14TH - 22ND APRIL

10. Why are you going to Malaysia? HOLIDAY

11. Name and date of birth of every family member going to Malaysia.

   NAME                  DATE OF BIRTH
   ELIZABETH SMITH      6/5/55
   JOHN SMITH           12/6/77
   MARY SMITH           8/10/79
   JOHN SMITH           1984

Date of Application: March 1984

(Signature of Applicant)
Part 1 - Listening

Time allowed: 15 minutes

1. Listen to the weather report for Hong Kong and fill in the answers.

**TODAY**

<table>
<thead>
<tr>
<th>Rain (Yes/No)</th>
<th>Max. Temperature</th>
<th>Min. Temperature</th>
<th>Last Night</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOMORROW**

<table>
<thead>
<tr>
<th>Rain (Yes/No)</th>
<th>Min. Temperature</th>
<th>Max. Temperature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tonight</td>
<td></td>
</tr>
</tbody>
</table>

The weather in Shanghai will be ____________________________.

The weather in Tokyo will be ____________________________.

The weather in Manila will be ____________________________.

2. You are sending Christmas cards to your friends overseas, Dieter Schmidt in Germany, Jill Robins in Australia, and Pierre Benoit in Canada.

Look at the table below.

<table>
<thead>
<tr>
<th>Name</th>
<th>Country</th>
<th>Last Posting Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dieter Schmidt</td>
<td>Germany</td>
<td></td>
</tr>
<tr>
<td>Jill Robins</td>
<td>Australia</td>
<td></td>
</tr>
<tr>
<td>Pierre Benoit</td>
<td>Canada</td>
<td></td>
</tr>
</tbody>
</table>

Listen for the "post" and write the month, city or country on the line below.
3. John is checking items in the office. Marta is helping. Write down the stock number and quantity for John on the table below. If the item is not mentioned put a dash (—) in the box.

<table>
<thead>
<tr>
<th>Item</th>
<th>Stock Number</th>
<th>Quantity</th>
<th>Item</th>
<th>Stock Number</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appointment books</td>
<td>A2-322</td>
<td>10</td>
<td>Small envelopes: white</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Card files</td>
<td>W-114</td>
<td></td>
<td>Brown</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Carbon paper</td>
<td></td>
<td></td>
<td>Large envelopes: white</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Paper clips</td>
<td></td>
<td></td>
<td>Brown</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>Staples</td>
<td></td>
<td></td>
<td>Hole puncher</td>
<td></td>
<td>19</td>
</tr>
</tbody>
</table>

4. Listen to the fire instructions and write them below.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. A customer telephones a flower shop to order flowers for a friend in hospital. The friend has hurt her back. Write the message on this card.

29. 1 0 U
30. 1 0 U
31. 1 0 U
32. 1 0 U
33. 1 0 U

Total
Robbers take $240,000

Four men broke into (1) cinema in Kwun Tong late yesterday and (2) $240,000. The four men, armed with (3), climbed (4) a window on the (5) floor. They woke up two workers and (6) them up before taking the (7). In the (8), the workers called the police.

B. This time you have to think of the words.

Mary and Ling Ling are on a plane coming to Hong Kong. Complete their conversation. Use only ONE word for each blank.

Mary: Have you ever been to Hong Kong?
Ling Ling: Oh yes, I was born in Hong Kong.
Mary: Oh, good. This is my first (9). What's it (10)?
Ling Ling: I like it very (11).
Mary: But it's rather (12) and crowded, isn't it?
Ling Ling: It depends (13) you go. Parts of the New Territories are very quiet and there (14) many people. Where are you going to (15)?
Mary: I don't (16). What do you suggest?
Ling Ling: (17) (18) the Holiday Inn? There's an MTR opposite so it's very (19). It's got excellent facilities too, but unfortunately the rooms (20) have a view of the harbour.
Mary: Have you been (21) Macau?
Ling Ling: Actually, I went to (22) last year and lost all my (23) in the casino. I even had to borrow $1,000 to (24) my hotel bill.

A. Correct the meaning of this article. Above it there are some words. Use these words to complete the meaning. You can use each word only ONCE. Write your answers in the spaces provided on the right of the article.

money, police, morning, knives, flight, through, stole, a, second, but, tied

1. ________ into ________ cinema in Kwun Tong late yesterday and ________ $240,000. The four men, armed with ________, climbed ________ a window on the ________ floor. They woke up two workers and ________ them up before taking the ________. In the ________, the workers called the police.

2. ________ 1 0 U
3. ________ 1 0 U
4. ________ 1 0 U
5. ________ 1 0 U
6. ________ 1 0 U
7. ________ 1 0 U
8. ________ 1 0 U

9. ________ 1 0 U
10. ________ 1 0 U
11. ________ 1 0 U
12. ________ 1 0 U
13. ________ 1 0 U
14. ________ 1 0 U
15. ________ 1 0 U
16. ________ 1 0 U
17. ________ 1 0 U
18. ________ 1 0 U
19. ________ 1 0 U
20. ________ 1 0 U
21. ________ 1 0 U
22. ________ 1 0 U
23. ________ 1 0 U
24. ________ 1 0 U
Part 3 - Appropriacy

Read these dialogues and circle the letter in front of the best response.

1. You want to talk to your manager who is English. You knock on his office door and say:
   You:
   a) What's your problem?
   b) I'm here.
   c) Have you something for me to do?
   d) I'd like to see you, Mr. Smith.
   e) You wanted to see me?

2. You are speaking to a visitor at work. Visitor: Is there a bank near here? You:
   a) Yes, why don't you go?
   b) It costs 50¢
   c) Yes, there's one next door.
   d) Yes, it sells really fresh fruit.

3. You're talking to some people at a party. Billy: How are you? You:
   a) Very well.
   b) Seventeen.
   c) A carpenter.
   d) No, thanks.
   e) Not at all.

4. Mrs. Chan: What was the film like? You:
   a) It was very exciting.
   b) Yes, I liked it.
   c) It was twenty dollars.
   d) I don't like films.
   e) It was ninety minutes.

5. Mrs. Chan: Would you like a cake? You:
   a) No, I don't drink.
   b) I'd love one.
   c) It doesn't matter.
   d) I'm really tired.
   e) Here you are.

6. Mrs. Chan: There's not much air in here, is there? You:
   a) Yes, can you turn on the water, please.
   b) Yes, can you turn on the heater, please.
   c) Yes, can you close the window, please.
   d) Yes, can you switch on the fan, please.

7. An American friend is visiting you. He says: May I use your phone? You:
   a) That's not the phone.
   b) Of course you can.
   c) You have the wrong number.
   d) Please phone later.
   e) Only when the phone rings.

8. Tourist: Can I have some more coffee, please? Waiter:
   a) Sorry, I'll get you tea.
   b) Yes, certainly sir.
   c) It's very cold in here?
   d) Where can you get it?
   e) Let's go to another restaurant.

9. In the classroom
   Student: What time does the lesson end?
   Teacher:
   a) December 20th.
   b) 6:55.
   c) Tuesdays and Fridays.
   d) We're closed on Sundays.
   e) 11 hrs.

10. Student: Sorry, sir. I can't see that.
    Teacher:
    a) Oh, I'll speak louder.
    b) It doesn't matter.
    c) Sorry, I'll write larger.
    d) Sorry, I'll switch on the fan.
    e) O.K. I'll switch off the tape recorder.
Complete these dialogues.

Phoning in ill

Mary: Good morning, Best Company.
John: Hello, is that Mary?
Mary: Yes, this is Mary.
John: Oh, good. This is John. I can't come to work today.
Mary: ____________________________?
John: I'm not feeling very well.
Mary: ____________________________?
John: Yes, it's 104°.
Mary: ____________________________?
John: Yes, I went to the doctor last night. But I still feel terrible.
Mary: ____________________________?
John: That's a good idea. I will.
Mary: ____________________________.
A customer is in a clothes shop.

Customer: Could I have a look at those jackets please?

Shop Assistant: ________________________________.

Customer: I think I'll try the green one on first please.

Shop Assistant: ____________________________________________.

Mm. What do you think?

Customer: Oh, do you? Thanks. I think I'll try the red one on now.

Shop Assistant: ____________________________________________.

Which do you prefer?

Customer: Oh, do you? Thanks. I think I'll try the red one on now.

Shop Assistant: ____________________________________________.

Customer: Do you really think the green one looks better?

Shop Assistant: ____________________________________________.

Customer: Well, I agree that the quality's better.
Part 4 - Reading and Writing

Use this page from the Hong Kong telephone directory to answer the questions on the next page.

### An Index of Classified Headings

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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<tbody>
<tr>
<td>TV Rental</td>
<td>Keep in touch with Hong Kong T.V. Rental, RESESSION (HK) LTD.</td>
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</table>

**Television Production - Advertising**

**Continued**

<table>
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<tr>
<th>Company Name</th>
<th>Contact Details</th>
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<tbody>
<tr>
<td>AEG TELEWIRE</td>
<td>Address and phone number</td>
</tr>
<tr>
<td><strong>Television Programme Production</strong></td>
<td></td>
</tr>
<tr>
<td>KAM PRODUCTION STUDIOS LTD</td>
<td>Address and phone number</td>
</tr>
</tbody>
</table>

**Television Receivers/Repairs**

<table>
<thead>
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<th>Company Name</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEG TELEWIRE</td>
<td>Address and phone number</td>
</tr>
</tbody>
</table>

**Television Receivers, Repairs**

<table>
<thead>
<tr>
<th>Company Name</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEG TELEWIRE</td>
<td>Address and phone number</td>
</tr>
</tbody>
</table>

---

**Bellé®vision**

**RENT TELEVISION AT BELLEVISION**

<table>
<thead>
<tr>
<th>Showroom</th>
<th>Address and contact number</th>
</tr>
</thead>
<tbody>
<tr>
<td>181-183, Sai Ye St., Kowloon</td>
<td>Tel: 3-811860</td>
</tr>
</tbody>
</table>
1. Use the page from the Hong Kong telephone directory on page 7 to answer these questions.

a) You have an old television set and it is broken. Henry Vision and Sounds repairs televisions. What is their telephone number? _______________________

b) The repairman tells you your television set is too old to repair. You decide to rent a new one. What is the biggest set that you can rent at Visionhire? _______________________

c) You want to see some television sets at Bellevision too. Where is the Bellevision showroom? _______________________

d) Your friend lives in North Point. Where can he rent a television set near his house? Write down the name, address and telephone number of the company for him.

______________________

______________________

______________________

e) You can borrow videos from _______________________

f) Rediffusion has _____________ showrooms on Hong Kong Island.

______________________

______________________

g) Your company wants to make a short film. Write down the telephone number of a company on Kowloon side that you would call. ________________________
10. You need to put the companies above in your address book. Put them in alphabetical order.

1) ___________________ 2) ___________________ 3) ___________________
4) ___________________ 5) ___________________ 6) ___________________
7) ___________________ 8) ___________________ 9) ___________________

10. 4 3 2 1 0 U

11. Your office is in North Point. The nearest company is ____________

11. 1 0 U

12. Address this envelope to the manager of Fong's Fur Company.
13. Write a short letter to the manager of Fong's Fur Company. Remember to put your address, his address and the date on the letter. Ask him to send you - more information about his furs; - a price list.
ENGLISH LANGUAGE INSTITUTE

B1 PROGRESS TEST

KEY

<table>
<thead>
<tr>
<th>NAME</th>
<th>_________________</th>
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<tbody>
<tr>
<td>CLASS</td>
<td>_________________</td>
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<tr>
<td>STUDENT NUMBER</td>
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<table>
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<tr>
<th>PART</th>
<th>SCORE</th>
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<tr>
<td>1</td>
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</tr>
<tr>
<td>2</td>
<td>24</td>
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<tr>
<td>3</td>
<td>23½</td>
</tr>
<tr>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td>TOTAL</td>
<td>111½</td>
</tr>
</tbody>
</table>

© BRITISH COUNCIL 1985
Part 1 - Listening

Time allowed: 15 minutes

1. Listen to the weather report for Hong Kong and fill in the answers.

**TODAY**

<table>
<thead>
<tr>
<th>Rain (Yes/No)</th>
<th>NO</th>
<th>1. 1 0 U</th>
</tr>
</thead>
<tbody>
<tr>
<td>Max. Temperature</td>
<td>23.2</td>
<td>2. 1 0 U</td>
</tr>
<tr>
<td>Min. Temperature</td>
<td>16.6</td>
<td>3. 1 0 U</td>
</tr>
<tr>
<td>Last Night</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOMORROW**

<table>
<thead>
<tr>
<th>Rain (Yes/No)</th>
<th>NO</th>
<th>4. 1 0 U</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min. Temperature</td>
<td>16</td>
<td>5. 1 0 U</td>
</tr>
<tr>
<td>Tonight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Max. Temperature</td>
<td>23</td>
<td>6. 1 0 U</td>
</tr>
<tr>
<td>Tonight</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The weather in Shanghai will be ____________________________
The weather in Tokyo will be ____________________________
The weather in Manila will be ____________________________

**2.** You are sending Christmas cards to your friends overseas, Dieter Schmidt in Germany, Jill Robins in Australia, and Pierre Benoit in Canada.

Look at the table below.

<table>
<thead>
<tr>
<th>Name</th>
<th>Country</th>
<th>Last Posting Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dieter Schmidt</td>
<td>Germany</td>
<td>Dec. 12th</td>
</tr>
<tr>
<td>Jill Robins</td>
<td>Australia</td>
<td>Dec. 3rd</td>
</tr>
<tr>
<td>Pierre Benoit</td>
<td>Canada</td>
<td>Dec. 11th</td>
</tr>
</tbody>
</table>

Now listen for the last posting date for each country and write it in the table above.
3. John is checking items in the office, Martha is helping. Write down the stock number and quantity for John on the table below. If the item is not mentioned put a dash (—) in the box.

<table>
<thead>
<tr>
<th>Item</th>
<th>Stock Number</th>
<th>Quantity</th>
<th>Item</th>
<th>Stock Number</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appointment books</td>
<td>AL-322</td>
<td>10</td>
<td>Small envelopes: white</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Card files</td>
<td>W-114</td>
<td>None</td>
<td>brown</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>Carbon paper</td>
<td>KC 304</td>
<td>10 Boxes</td>
<td>Large envelopes: white</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>Paper clips</td>
<td>RL 90</td>
<td>9 Boxes</td>
<td>brown</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>Staples</td>
<td>No. 16</td>
<td>19</td>
<td>Hole puncher</td>
<td>22</td>
<td>KC 200</td>
</tr>
</tbody>
</table>

4. Listen to the five instructions and write them below.

1. Line up and walk out of the classroom.
2. Don't use the lift
3. Walk downstairs in pairs
4. Close the firedoors
5. Don't rush or push

5. A customer telephones a flower shop to order flowers for a friend in hospital. The friend has hurt her back. Write the message on this card.

Dear Mary,

All of us at work hope your back is better now. We're looking forward to seeing you soon.

Get well quickly.

33 lots of love

From our friends

To get 1 mark all the words in the sections comprising questions must be there. Spelling is not too important - nor is punctilating or capitalizing.

If words are missing from a section the student scores '0'.
Part 2 - Grammar and Vocabulary

A. Complete the meaning of this article. Above it there are some words. Use these words to complete the meaning. You can use each word only ONCE. Write your answers in the spaces provided on the right of the article.

Robbers take $240,000

Four men broke into (1) cinema in Kwan Tong late yesterday and (2) $240,000. The four men, armed with (3), climbed (4) a window on the (5) floor. They woke up two workers and (6) them up before taking the (7). In the (8), the workers called the police.

B. This time you have to think of the words. Mary and Ling Ling are on a plane coming to Hong Kong. Complete their conversation. Use only ONE word for each blank.

Mary: Have you ever been to Hong Kong?
Ling Ling: Oh yes, I was born in Hong Kong.
Mary: Oh, good. This is my first (9). What's it (10)?
Ling Ling: I like it very (11).
Mary: But it's rather (12) and crowded, isn't it?
Ling Ling: It depends (13) you go. Parts of the New Territories are very quiet and there (14) many people. Where are you going to (15)?
Mary: I don't (16). What do you suggest?
Ling Ling: (17) (18) the Holiday Inn?
Mary: There's an MTR opposite so it's very (19). It's got excellent facilities too, but unfortunately the rooms (20) have a view of the harbour.
Mary: Have you been (21) Macau?
Ling Ling: Actually, I went to (22) last year and lost all my (23) in the casino. I even had to borrow $1,000 to (24) my hotel bill.
Part 3 - Appropriacy

Read these dialogues and circle the letter in front of the best response.

1. You want to talk to your manager who is English. You knock on his office door and say:
   Visitor: Is there a bank near here?
   You:
   a) Yes, why don't you go?
   b) It costs 60¢
   c) Yes, there's one next door.
   d) Yes, it sells really fresh fruit.
   You:
   a) What's your problem?
   b) I'm here.
   c) Have you something for me to do?
   d) I'd like to see you, Mr. Smith.
   e) You wanted to see me?

2. You are speaking to a visitor at work.
   Visitor: Is there a bank near here?
   You:
   a) Yes, why don't you go?
   b) It costs 60¢
   c) Yes, there's one next door.
   d) Yes, it sells really fresh fruit.

3. You're talking to some people at a party.
   Billy: How are you?
   You:
   a) Very well.
   b) Seventeen.
   c) A carpenter.
   d) No, thanks.
   e) Not at all.

4. Mr. Chan: What was the film like?
   You:
   a) It was very exciting.
   b) Yes, I liked it.
   c) It was twenty dollars.
   d) I don't like films.
   e) It was ninety minutes.

5. Mrs. Chan: Would you like a cake?
   You:
   a) No, I don't drink.
   b) I'd love one.
   c) It doesn't matter.
   d) I'm really tired.
   e) Here you are.

6. Mrs. Chan: There's not much air in here, is there?
   You:
   a) Yes, can you turn on the water, please.
   b) Yes, can you turn on the heater, please.
   c) Yes, can you close the window, please.
   d) Yes, can you switch on the fan, please.

7. An American friend is visiting you.
   He says: May I use your phone?
   You:
   a) That's not the phone.
   b) Of course you can.
   c) You have the wrong number.
   d) Please phone later.
   e) Only when the phone rings.

8. Tourist: Can I have some more coffee, please?
   Waiter:
   a) Sorry, I'll get you tea.
   b) Yes, certainly sir.
   c) It's very cold in here?
   d) Where can you get it?
   e) Let's go to another restaurant.

9. In the classroom
   Student: What time does the lesson end?
   Teacher:
   a) Oh, I'll speak louder.
   b) It doesn't matter.
   c) Sorry, I'll write larger.
   d) Sorry, I'll watch on the fan.
   e) O.K. I'll switch off the tape recorder.

10. Student: Sorry, sir. I can't see that.
Phoning in ill

Mary: Good morning, Best Company.
John: Hello, is that Mary?
Mary: Yes, this is Mary.
John: Oh, good. This is John. I can't come to work today.
Mary: Oh, what's the matter?
John: I'm not feeling very well.
Mary: Have you got a temperature?
John: Yes, it's 104°.
Mary: Have you been to see the doctor?
John: Yes, I went to the doctor last night. But I still feel terrible.
Mary: Well, why don't you stay in bed today?
John: That's a good idea. I will.
Mary: I hope you feel better soon.
A customer is in a clothes shop

Customer: Could I have a look at those jackets please?
Shop Assistant: Certainly, madam.
Customer: I think I'll try the green one on first please. Mm. What do you think?
Shop Assistant: I think it looks very good.
Customer: Oh, do you? Thanks. I think I'll try the red one on now. Which do you prefer?
Shop Assistant: I think the green one looks better.
Customer: Do you really think the green one looks better?
Shop Assistant: Yes, and the quality's better too.
Customer: Well, I agree that the quality's better.
### 6 Television

#### Television Production—Advertising (Cont'd)

<table>
<thead>
<tr>
<th>Company</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avis HK Excellence Enterprises Co Ltd</td>
<td>141 Da Yuen St C (3-484654)</td>
</tr>
<tr>
<td>International Bldg</td>
<td>9 South Rd (3-368344) (See Advertisement This Classified)</td>
</tr>
<tr>
<td>King's Studio Co Hong Kong</td>
<td></td>
</tr>
<tr>
<td>Robert Cheung Productions</td>
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</table>

#### Television Programme Production

<table>
<thead>
<tr>
<th>Company</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>KAM Production Studios Ltd</td>
<td>R S Yuen, North Point Int Bldg (5-442267)</td>
</tr>
<tr>
<td>Television Enterprises Ltd</td>
<td>20 South Wing Rd (0-257736)</td>
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</table>

#### Television Receivers/Repairs

<table>
<thead>
<tr>
<th>Company</th>
<th>Address</th>
</tr>
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<tbody>
<tr>
<td>AEG TELEFUNKEN</td>
<td></td>
</tr>
<tr>
<td>JACKSON MERCANTILE TRG CO Ltd</td>
<td>57 Tai Chim Pk St (3-201412)</td>
</tr>
<tr>
<td>East Asia Tel Co</td>
<td></td>
</tr>
<tr>
<td>Peerless Electrical Co</td>
<td>3-701327</td>
</tr>
<tr>
<td>GTE Sylvania Ltd</td>
<td></td>
</tr>
<tr>
<td>TOSHIBA Electronics</td>
<td>3-706668</td>
</tr>
<tr>
<td>R.C.I. Video &amp; Sounds</td>
<td></td>
</tr>
<tr>
<td>TV Colour TV Service Co</td>
<td>3-755046</td>
</tr>
<tr>
<td>127, Whampoa St</td>
<td>34-656808 34-65656</td>
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<tr>
<td>176 Whampoa St</td>
<td>3-355966</td>
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<tr>
<td>57 television</td>
<td>3-494584 3-494584</td>
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<tr>
<td>83A Ralston St</td>
<td>3-494721</td>
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<tr>
<td>International Bldg</td>
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<tr>
<td>Li Chong Wing Kung</td>
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</tr>
<tr>
<td>Guang Fujing TV</td>
<td></td>
</tr>
<tr>
<td>112 Tong Wa Rd</td>
<td>3-916789</td>
</tr>
<tr>
<td>Lee Kan Tai Hung Wing Int Eng</td>
<td>3-960329</td>
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</table>

#### An Index of Classified Headings

<table>
<thead>
<tr>
<th>Company</th>
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<tbody>
<tr>
<td>MAN ON TOSHIBA LTD</td>
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</tr>
<tr>
<td>Hassa Appliances Co</td>
<td></td>
</tr>
<tr>
<td>Centre: MANDARIN HOUSE</td>
<td></td>
</tr>
<tr>
<td>Tel: 3-483333</td>
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</tr>
<tr>
<td>House 1200, 1202</td>
<td></td>
</tr>
<tr>
<td>7, Lansdowne Rd Shatin, Hong Kong</td>
<td>3-964951</td>
</tr>
<tr>
<td>Godfrey</td>
<td></td>
</tr>
<tr>
<td>0-25121 (T R Line)</td>
<td></td>
</tr>
<tr>
<td>Colenso Drums Int Centre</td>
<td>0-251211</td>
</tr>
<tr>
<td>Serv &amp; Godfrey Centre</td>
<td></td>
</tr>
<tr>
<td>81 A/F Stage 3 Tai Lam Pk Rd</td>
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<tr>
<td>Colenso Drums Int Centre</td>
<td>0-251211</td>
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<tr>
<td>M Mine's (Marine) Ltd</td>
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<tr>
<td>202 Television Rd</td>
<td>0-457412</td>
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<tr>
<td>Oriental Env Co Ltd</td>
<td></td>
</tr>
<tr>
<td>Jockey Club Service Dept</td>
<td></td>
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<tr>
<td>21 Mattawan Rd</td>
<td>3-616919</td>
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<tr>
<td>Promenade Ltd 173 Tai Lam Rd</td>
<td>0-650191</td>
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<tr>
<td>Do</td>
<td>3-464874 3-591980 3-561546</td>
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<tr>
<td>REOIFUSION (HONGKONG) LTD</td>
<td></td>
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<tr>
<td>All Deps</td>
<td></td>
</tr>
<tr>
<td>Rediffusion House</td>
<td>3-74720A</td>
</tr>
<tr>
<td>Wing Song TV &amp; Radio Co</td>
<td></td>
</tr>
<tr>
<td>10 Pinnacle Rd</td>
<td>3-74720A</td>
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<tr>
<td>Wing Song Int Cor Centre</td>
<td>3-181970</td>
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<tr>
<td>Yat Lee TV CO</td>
<td></td>
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<td>600 Ifanpee Rd</td>
<td>3-399477</td>
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<td>Yat Lee TV Cor</td>
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<td>President Cor Centre</td>
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#### Television Rental

<table>
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<td></td>
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<tr>
<td>All Deps</td>
<td></td>
</tr>
<tr>
<td>222 Kawasaki Rd</td>
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#### RENT TELEVISION AT BELLEVISION

<table>
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<td>RENTAL</td>
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<tr>
<td>REDIFFUSION (HK) LTD</td>
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<td>ALL DEPT:</td>
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<tr>
<td>Rediffusion House</td>
<td></td>
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<tr>
<td>Shop 181, Sai Yeung St</td>
<td>3-815962</td>
</tr>
<tr>
<td>Sai Yeung St</td>
<td></td>
</tr>
<tr>
<td>Sell DVD 20 Hollywood St</td>
<td>3-999711</td>
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</table>

#### Colour TV RENTALS LTD

<table>
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<tbody>
<tr>
<td>242 Arthur Road</td>
<td>3-7492211</td>
</tr>
<tr>
<td>Sai Yeung St</td>
<td></td>
</tr>
<tr>
<td>WONG TV RENTAL LTD</td>
<td></td>
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<tr>
<td>Rediffusion (HK) LTD</td>
<td></td>
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#### Bellevision

<table>
<thead>
<tr>
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<tr>
<td>BELLEVISION</td>
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</tr>
<tr>
<td>RENTAL</td>
<td></td>
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<tr>
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<td></td>
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<tr>
<td>Rediffusion House</td>
<td></td>
</tr>
<tr>
<td>Showroom</td>
<td>121-133, Sui Yes St, Kowloon</td>
</tr>
<tr>
<td>Tel: 3-811860</td>
<td></td>
</tr>
</tbody>
</table>
1. Use the page from the Hong Kong telephone directory on page 7 to answer these questions.

a) You have an old television set and it is broken. Henry Vision and Sounds repairs televisions. What is their telephone number?

b) The repairman tells you your television set is too old to repair. You decide to rent a new one. What is the biggest set that you can rent at Visionhire?


c) You want to see some television sets at Bellevision too. Where is the Bellevision showroom?


d) Your friend lives in North Point. Where can he rent a television set near his house? Write down the name, address and telephone number of the company for him.

    COLOUR T.V. RENTALS LTD.

    9th FL. Block C, Watsons Estate

    2 Watson Rd., North Point


e) You can borrow videos from ROBERT CHUA PRODUCTIONS.

f) Rediffusion has showrooms on Hong Kong Island.


g) Your company wants to make a short film. Write down the telephone number of a company on Kowloon side that you would call.
0. You need to put the companies above in your address book. Put them in alphabetical order.

1) Europe Fur Co.  2) Far East Fur Co.  3) Finarts Furs Fty.
4) Fine Works      5) First Fur Co.      6) Fong's Fur Co.  (86)
7) Frankfurt Fur Co. 8) Grace Fur Co.      9) Grand Fur Trading Co.  (87)

1. Your office is in North Point. The nearest company is Finarts Furs Fty.

2. Address this envelope to the manager of Fong's Fur Company.

The Manager,
Fong's Fur Company,
108, Austin Rd.,
Tsimschatsui
13. Write a short letter to the manager of Fong's Fur Company. Remember to put your address, his address and the date on the letter. Ask him to send you - more information about his furs; a price list.

14. Date

15. The manager,
Fong's Fur Company,
108 Austin Rd.,
Tsimshatsui.

16. Dear Sir,
Could you please send
me some more information about your
furs. Would you also please send me
a price list.

16. Yours faithfully

19 and 20. The letter requires two requests and probably 2 sentences. If both are completely accurate award 5 marks for each. Deduct 1 mark for each grammatical error. (There are no negative marks.)
<table>
<thead>
<tr>
<th>Part 1</th>
<th>Part 2</th>
<th>Part 3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4411</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Part 1 - Listening

1. Look at the list of items 1 - 6 under the picture. Now listen to this conversation and show the position of all these items. Write the number (1, 2, 3, 4, 5, 6) in the correct position.

1. telephone directories
2. staples
3. sellotape
4. blue biros
5. photocopy paper
6. plastic folders

2. Listen to the secretary on the tape. Her name is Miss Chan. She is telephoning a hotel in Singapore to get some information. You will hear the conversation twice. Listen and fill in the chart below. Circle the right answer in lines c - l.

<table>
<thead>
<tr>
<th></th>
<th>Location</th>
<th>Orchard Rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Location</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>Name of hotel</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>Swimming pool</td>
<td>YES NO DON'T KNOW</td>
</tr>
<tr>
<td>d</td>
<td>Disco</td>
<td>YES NO DON'T KNOW</td>
</tr>
<tr>
<td>e</td>
<td>Coffee shop</td>
<td>YES NO DON'T KNOW</td>
</tr>
<tr>
<td>f</td>
<td>Chinese restaurant</td>
<td>YES NO DON'T KNOW</td>
</tr>
<tr>
<td>g</td>
<td>Western restaurant</td>
<td>YES NO DON'T KNOW</td>
</tr>
<tr>
<td>h</td>
<td>Conference room</td>
<td>YES NO DON'T KNOW</td>
</tr>
<tr>
<td>i</td>
<td>Sea view</td>
<td>YES NO DON'T KNOW</td>
</tr>
<tr>
<td>j</td>
<td>Room rate</td>
<td>Single Double</td>
</tr>
<tr>
<td>k</td>
<td>Dates</td>
<td></td>
</tr>
</tbody>
</table>

1. 1 0 U
2. 1 0 U
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4. 1 0 U
5. 1 0 U
6. 1 0 U

7. 1 0 U
8. 1 0 U
9. 1 0 U
10. 1 0 U
11. 1 0 U
12. 1 0 U
13. 1 0 U
14. 1 0 U
15. 1 0 U
16. 1 0 U
3. Your friend is going away for a week. She wants you to look after her cat. Listen to the conversation and write down the things that you must remember to do.

Don't forget

4. Listen to this recipe from the radio. Write down the instructions that you hear.

Ingredients
Sugar 400g
Water 125ml
Coconut 100g

Total
Part 2 - Grammar and Vocabulary

Complete this article from the newspaper. Use one word only for each blank.

Should Children Under 14 Be Banned From Working?
Children under 14 years old will not be allowed to work from September 1. What do you think?
Here is what these readers said when interviewed a Star reporter.

1. Miss Catherine Wony, clerk: "I think it's right the government has stopped children under the age 14 from working."

2. Mr. Norman Ng, driver: "It's a good idea meet youngsters under 14 are too to know what they are doing."

3. Mr. Chan Wai-hung, factory worker: "Children are young to work before they are 14, this law is a good one."

4. Mr. Worig Sbiu-wah, student: "I think people under 14 are too young to.

5. Mr. Tsang chu-chsunq, factory worker: "Most people under 14 are strong enough to work, so I with the government's law."

6. Mr. Tang Wing-kif, clerk: "Yes, it is necessary stop these youngsters from working because they not old enough."
Dear Sue,

I am so glad you come this weekend. This is you get to my from the station. It's about ten minutes walk. You turn right outside the . Cross over Hatton Road and then left into Weston Road. It's the second building the right - the with the white door.

Or you can the number 33 from the station and get at the corner of Weston Road. It's only two stops the station.

you about 2.30 p.m.!

Love,

John
Part 3 - Appr Privacy

Read these dialogues and circle the letter in front of the best response.

1. A tourist leaves a bag on the tram.
   You:
   a) Would you mind if I gave you this bag?
   b) Please take this bag with you.
   c) Hey, where's your bag?
   d) Excuse me, is this your bag?
   e) Can I give you this bag?

2. A tourist is in a restaurant.
   Tourist: Have you got any chocolate cake?
   Waiter:
   a) No, not much.
   b) No, sorry. We've sold out.
   c) Yes, what colour would you like?
   d) Yes, how many kilos would you like?

3. A tourist is in a restaurant.
   Tourist: Excuse me, have you got a light please?
   You:
   a) Yes, certainly sir. How many would you like?
   b) Not today, thank you.
   c) Sorry, we're full.
   d) Yes, sure. Here you are
   e) Yes, it's very dark in here.

4. You are in the MTR at Central.
   Tourist: Does this train go to Tsuen Wan?
   You:
   a) Yes, you have to change at Mongkok.
   b) Yes, please go to Tsuen Wan.
   c) This train goes daily.
   d) Yes, where do you want to go?
   e) Yes, will you show me the way please?

5. You are in the MTR.
   Tourist: Can you help me please?
   You:
   a) Please help yourself.
   b) Certainly!
   c) Thanks a lot.
   d) Why not!
   e) What do you want!

6. You are on the ferry.
   Tourist: How long does it take to get to Cheung Chau?
   You:
   a) This ferry goes to Cheung Chau.
   b) Only another five minutes.
   c) This is the last ferry today.
   d) It went an hour ago.
   e) Please take the next ferry.

7. Student: Are you going to give us any homework?
   Teacher:
   a) No, you have to buy it.
   b) you can get some from the library.
   c) Yes, every week.
   d) It last two hours.

8. In the classroom. You missed the last lesson.
   Teacher: Where were you last lesson?
   You:
   a) None of your business.
   b) This is the last lesson.
   c) I wasn't very well.
   d) Please tell me where you were.
   e) Yes, I was.

9. An English friend invites you to dinner at his house. You take some chocolates for his wife.
   His wife says: You shouldn't have bothered.
   You:
   a) I'm sorry I'll change them.
   b) Please have one.
   c) I hope you like them.
   d) Never mind.
   e) Would you rather have flowers?

10. Mrs Chan: Would you like a cake?
    You:
    a) No, I don't drink.
    b) I'd love one.
    c) It doesn't matter.
    d) I'm really tired.
    e) Here you are.
Complete these dialogues.

Receptionist: _____________________________.
Caller: Can I speak to Mr. Collins please?
Receptionist: _____________________________.
Caller: What time will he be back?
Receptionist: _____________________________.
Caller: I see. I'll call back then.
Receptionist: _____________________________.
Caller: O.K. Yes, please. I'm Andrew Cheng. Can you tell Mr. Collins I'll call back later?
Receptionist: _____________________________.
Caller: A-N-D-R-E-W C-H-E-N-G.
Receptionist: Thanks. Well, I'll give him your message.
         Goodbye.

Two friends are talking

Alan: Would you like to come to Lantau with us on Saturday?
Bob: _____________________________.

Alan: Oh, I see. Where are you going?
Bob: _____________________________.

Alan: Oh, which film are you going to see?
Bob: _____________________________.

Alan: I've seen that. It's very good.
Bob: _____________________________.

Alan: Well, swim and maybe have a barbeque. We might walk up to Lantau Peak.
Bob: _____________________________.

Total
Part 4 - Reading and Writing

Use this weather information from the newspaper to answer the questions below.

1. The maximum temperature in Hong Kong was _________.

2. What was the weather like in Singapore?
   ________.

3. Yesterday, the hottest city in the world was _________.

4. The minimum temperature in New Delhi was _________.

5. Which city was misty yesterday?
   ________.

6. If you're going to Tokyo what clothes will you need? Circle the correct letters.

<table>
<thead>
<tr>
<th>jumpers</th>
<th>light</th>
<th>dresses</th>
<th>gloves</th>
<th>swim</th>
<th>suit</th>
<th>sun hat</th>
<th>warm coat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a</td>
<td>b</td>
<td>c</td>
<td>d</td>
<td>e</td>
<td>f</td>
<td></td>
</tr>
</tbody>
</table>

7. Which bag will you take to
   (a) Perth
   (b) Peking,
   (c) Los Angeles

<table>
<thead>
<tr>
<th>swim suit</th>
<th>short-sleeved shirts</th>
<th>shorts</th>
<th>sunglasses</th>
<th>cardigan</th>
<th>shirts</th>
<th>jackets</th>
<th>long trousers</th>
</tr>
</thead>
<tbody>
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<td>&quot;</td>
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<td>&quot;</td>
</tr>
<tr>
<td>anorak</td>
<td>wool hat</td>
<td>thick jumpers</td>
<td>gloves</td>
<td>scarf</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

   ( ) ( ) ( )
Read this article from the newspaper and answer the questions.

- Five year old boy saves family!

A five year old boy saved his family in their Chaiven flat yesterday.

Wu Kai-chung was reading a comic while his mother was bathing his two brothers, aged two and eight, in the bathroom of their flat on the eighth floor of On Hing Lam building in Wing Wah Estate at about 3 p.m.

Suddenly, young Kai-chung heard his 29-year-old mother shout: "I am not feeling well."

He rushed to see what had happened and found his mother and brothers unconscious. Kai-chung called the police immediately. The police arrived soon after and the anxious Kai-chung opened the door to let them in.

The three were rushed to Queen Mary Hospital where they were admitted in a satisfactory condition.

All the windows in the flat were closed while the mother was bathing her children. It is believed they passed out through lack of oxygen, because the gas heater was being used without adequate ventilation.

8. Wu Kai-chung was ____________________________
while his mother washed his brothers.

9. The family live in an apartment in________
__________________.

10. Kai-chung heard his mother say "____________
__________________."  

11. The accident happened at_____________ in
the afternoon.

12. When Kai-chung went into the bathroom he found
__________________________.

13. He ______________________ immediately.

14. Kai-chung's mother and brothers were taken to
__________________________.

15. The accident happened because_______________
g____________ in the bathroom.
Use information from question 2, page 1, to write a short letter from the hotel in Singapore (175 Orchard Road, Singapore) to the secretary in Hong Kong, Miss Chan (Ace Imports, 263C Regent Street, Kowloon City, Hong Kong).

You should thank Miss Chan for her call and confirm the reservation giving the type of room, cost, and dates.
Part 1 - Listening

1. Look at the list of items 1 - 6 under the picture. Now listen to this conversation and show the position of all these items. Write the number \(1, 2, 3, 4, 5, 6\) in the correct position.

- - telephone directories
- - staples
- - sellotape
- - blue biros
- - photocopy paper
- - plastic folders

2. Listen to the secretary on the tape. Her name is Miss Chan. She is telephoning a hotel in Singapore to get some information. You will hear the conversation twice. Listen and fill in the chart below. Circle the right answer in lines c - i.

| a | Location | b | Name of hotel | c | Swimming pool | d | Disco | e | Coffee shop | f | Chinese restaurant | g | Western restaurant | h | Conference room | i | Sea view | j | Room rate | k | Dates |
|---|----------|---|---------------|---|--------------|---|-------|---|------------|---|---------------|---|---------------|---|-----------|---|---------|---|---------|
|   |          |   | Holiday Inn   | YES | NO | DON'T KNOW |

1. 1  0  0
2. 1  0  0
3. 1  0  0
4. 1  0  0
5. 1  0  0
6. 1  0  0
7. 1  0  0
8. 1  0  0
9. 1  0  0
10. 1  0  0
11. 1  0  0
12. 1  0  0
13. 1  0  0
14. 1  0  0
15. 1  0  0
16. 1  0  0

8. YES
9. NO
10. DON'T KNOW
11. DON'T KNOW
12. DON'T KNOW
13. DON'T KNOW
14. DON'T KNOW
15. $450, $600, $900
16. April 14th - 18th
3. Your friend is going away for a few days. She wants you to look after her flat. Listen to the conversation and write down the things that you must remember to do.

Don’t forget

- Water the plants on Wednesday
- Collect the letters from downstairs
- Feed the birds twice a day
- Open the windows every day
- Make sure the electricity is off (when you leave)

4. Listen to this recipe from the radio. Write down the instructions that you hear.

Ingredients

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sugar</td>
<td>400g</td>
</tr>
<tr>
<td>Water</td>
<td>125ml</td>
</tr>
<tr>
<td>Coconut</td>
<td>100g</td>
</tr>
</tbody>
</table>

- Pour the water into a pan
- Then add all of the sugar
- Heat this liquid till it boils
- When it’s boiling, add the coconut and stir
- After 5 minutes remove from the heat
- Place it in a glass bowl and leave to cool

In these dictations all the words should be there. Spelling, punctuation, and capitalisation are not too important. If a word is missing then that section scores 0.
Part 2 - Grammar and Vocabulary

Complete this article from the newspaper.

Use one word only for each blank.

Should Children Under 14 Be Banned From Working?

Children under 14 years old will not be allowed to work from September 1.

What do you think?

Here is what these readers said when interviewed (1) a Star reporter.

Miss Catherine Wong, Clerk: "I think it's right (2) the government has stopped children under the age (3) 14 from working."

Mr. Norman Yj, driver: "It's a good idea (4) most youngsters under 14 are too young to work before they are 14, (5) they are doing."

Mr. Chan Wai-hung, factory worker: "Children are (6) young to work before they are 14, (7) this law is a good one."

Mr. Tang Wing-kif, clerk: "Yes, it is necessary (8) strong enough to work, so I (9) with the government's law."

Mr. Wong Shiu-eh, student: "I think people under 14 are too young to (10)."

Mr. Tsang Che-cheung, factory worker: "Most people under 14 are (11) stop these youngsters from working because they (12) not old enough."

1. by
2. that
3. of
4. because
5. young
6. tho
7. there fore
8. not
9. agree
10. work
11. to
12. are

(3)
Flat E,
6/F Lucky Building,
Weston Road,
Hong Kong.

9 January, 1984

Dear Sue,

I am so glad you come this weekend. This is you get to my from the station. It's about ten minutes walk. You turn right outside the . Cross over Hatton Road and then left into Weston Road. It's the second building the right - the with the white door.

Or you can the number 33 from the station and get at the corner of Weston Road. It's only two stops the station.

you about 2.30 p.m.!

Love,

John
Part 3 - Appropriacy

Read these dialogues and circle the letter in front of the best response.

(54)

1. A tourist leaves a bag on the tram.
   
   You:
   
   a) Would you mind if I gave you this bag?
   b) Please take this bag with you.
   c) Excuse me, is this your bag?
   d) Can I give you this bag?

2. A tourist is in a restaurant.
   
   Tourist: Have you got any chocolate cake?
   
   Waiter:
   
   a) No, not much.
   b) Yes, what colour would you like?
   c) Yes, how many kilos would you like?

3. A tourist is in a restaurant.
   
   Tourist: Excuse me, have you got a light please?
   
   You:
   
   a) Yes, certainly sir. How many would you like?
   b) Not today, thank you.
   c) Sorry, we're full.
   d) Yes, sure. Here you are
   e) Yes, it's very dark in here.

4. You are in the MTR at Central.
   
   Tourist: Does this train go to Tsuen Wan?
   
   You:
   
   a) Yes, you have to change at Mongkok.
   b) Yes, please go to Tsuen Wan.
   c) Yes, this train goes daily.
   d) Yes, where do you want to go?
   e) Yes, will you show me the way please?

5. You are in the MTR.
   
   Tourist: Can you help me please?
   
   You:
   
   a) Please help yourself.
   b) Certainly!
   c) Thanks a lot.
   d) Why not?
   e) What do you want?

6. You are on the ferry.
   
   Tourist: How long does it take to get to Cheung Chau?
   
   You:
   
   a) This ferry goes to Cheung Chau.
   b) Only another five minutes.
   c) This is the last ferry today.
   d) It went an hour ago.
   e) Please take the next ferry.

7. Student: Are you going to give us any homework?
   
   Teacher:
   
   a) No, you have to buy it.
   b) You can get some from the library.
   c) Yes, every week.
   d) It last two hours.

8. In the classroom. You missed the last lesson.
   
   Teacher: Where were you last lesson?
   
   You:
   
   a) None of your business.
   b) I wasn't very well.
   c) Please tell me where you were.
   d) Yes, I was.

9. An English friend invites you to dinner at his house. You take some chocolates for his wife.
   
   His wife says: You shouldn't have bothered.

   You:
   
   a) I'm sorry, I'll change them.
   b) Please have one.
   c) I hope you like them.
   d) Never mind.
   e) Would you rather have flowers?

10. Mrs Chan: Would you like a cake?
    
    You:
    
    a) No, I don't drink.
    b) I'd love one.
    c) It doesn't matter.
    d) I'm really tired.
    e) Are you, sir.
Complete these dialogues.

V8

Receptionist: Good morning. Can I help you.
Caller: Can I speak to Mr. Collins please?
Receptionist: I'm sorry, he's out just now.
Caller: What time will he be back?
Receptionist: About 3.00.
Caller: I see. I'll call back then.
Receptionist: Would you like to leave a message?
Caller: O.K. Yes, please. I'm Andrew Cheng. Can you tell Mr. Collins I'll call back later?
Receptionist: Can you spell your name please?
Caller: A-N-D-R-E-W C-H-E-N-G.
Receptionist: Thanks. Well, I'll give him your message. Goodbye.

V9

Two friends are talking.

Alan: Would you like to come to Lantau with us on Saturday?
Bob: I'm sorry, I can't.
Alan: Oh, I see. Where are you going?
Bob: I'm going to the cinema.
Alan: Oh, which film are you going to see?
Bob: The..
Alan: I've seen that. It's very good.
Bob: What are you going to do on Lantau?
Alan: Well, swim and maybe have a barbecue. We might walk up to Lantau Peak.
Bob: I hope the weather will be fine.
Alan: I hope so too. It was very sunny last Sunday.

Total 25
1. The maximum temperature in Hong Kong was \( -3{}^\circ C \).

2. What was the weather like in Singapore? 

3. Yesterday, the hottest city in the world was \( \).

4. The minimum temperature in New Delhi was \( 6{}^\circ C \).

5. Which city was misty yesterday? 

6. If you’re going to Tokyo what clothes will you need? Circle the correct letters.

7. Which bag will you take to (a) Perth, (b) Peking, (c) Los Angeles?
A five year old boy saved his family in their Chaiwan flat yesterday.

Wu Kai-chung was reading a comic while his mother was bathing his two brothers, aged two and eight, in the bathroom of their flat on the eighth floor of On King Lau building in Hong Wah Estate at about 3 p.m.

Suddenly, young Kai-chung heard his 29-year-old mother shout: "I am not feeling well."

He rushed to see what had happened and found his mother and brothers unconscious. Kai-chung called the police immediately.

The police arrived soon after and the anxious Kai-chung opened the door to let them in. The three were rushed to Queen Mary Hospital where they were admitted in a satisfactory condition.

All the windows in the flat were closed while the mother was bathing her children. It is believed they passed out through lack of oxygen, because the gas heater was being used without adequate ventilation.

8. Wu Kai-chung was reading while his mother washed his brothers.

9. The family live in an apartment in Hing Wah Estate.

10. Kai-chung heard his mother say "I am not feeling well."

11. The accident happened at 3 p.m. in the afternoon.

12. When Kai-chung went into the bathroom he found his mother and brothers unconscious.

13. He called the police immediately.

14. Kai-chung's mother and brothers were taken to Queen Mary Hospital.

15. The accident happened because all the windows were closed in the bathroom.
459
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Total


Part 1 - Listening

Listen to the telephone conversations and fill in the forms below.

1. 

Attention: 
Mr./Mrs./Miss 
of 
Tel. No.: 
Message:

2. 

Attention: 
Mr./Mrs./Miss 
of 
Tel. No.: 
Message:

3. 

Attention: 
Mr./Mrs./Miss 
of 
Tel. No.: 
Message:

4. 

Attention: 
Mr./Mrs./Miss 
of 
Tel. No.: 
Message:
Listen to these descriptions and circle the correct letter.

5. [Image of people in a room]
   a b c d e

6. [Image of a radio and clocks]
   a b c d e

7. [Image of a forest scene]
   a b c d e

8. [Image of a bookshelf]
   a b c d e

9. A manager is dictating a letter to his secretary. Complete the letter below.

CHAN & COMPANY
1, Queens Road,
Hong Kong.

14th May, 1985

[Blank space for letter]

Yours sincerely,

10. You are meeting your friend at the airport. Listen to the announcement and complete this information sheet.

   Scheduled Arrival Time: __________________
   New Arrival Time: __________________
   Final Destination: __________________
   Flight Number: __________________
PART 2 - GRAMMAR AND VOCABULARY.

Mary and Ling Ling are on a plane coming to Hong Kong. Complete their conversation. Use only ONE word for each blank.

Mary: Have you ever been to Hong Kong?
Ling Ling: Oh yes, I was born in Hong Kong.
Mary: Oh, good. This is my first
What's it?
Ling Ling: I like it very
But it's rather
isn't it?
Mary: It depends you go. Parts of the New Territories are very quiet and there many people. Where are you going to?
Ling Ling: I don't. What do you suggest?
Mary: Actually, I went to last year and lost all my in the casino. I even had to borrow $1,000 to hotel bill.
Complete these British Council Library Regulations. Use ONE word only for each blank.

THE BRITISH COUNCIL

ENGLISH LANGUAGE TEACHING INSTITUTE

LIBRARY REGULATIONS

When you use the library, please follow these regulations.

1. When you arrive, put your \((17)\) in one of the lockers outside \((18)\) library. Collect your belongings again \((19)\) you go. You \((20)\) not leave anything in the \((21)\) overnight.

2. \((22)\) smoking nor eating is allowed in the \((23)\).

3. Only British Council books and tapes can \((24)\) used.

4. The British Council does not \((25)\) responsibility for loss \((26)\) possessions.

Self-drive mini-mokes giving you the freedom of Macau

Kacau Mokes give \((27)\) the freedom to \((28)\) Macau by yourself. Your mokes allows you \((29)\) tour Macau easily and completely.

You can collect your self drive Kacau mokes at \((30)\) as you \((31)\) off the ferry pier. For more \((32)\) please call 3-42-70.
Part 3 - Appropriacy

Read these dialogues and circle the letter in front of the best response.

1. An English friend invites you to dinner at his house. You take some chocolates for his wife.

   His wife says: You shouldn't have bothered.

   You:
   a) I'm sorry I'll change them.
   b) Please have one.
   c) I hope you like them.
   d) Never mind.
   e) Would you rather have flowers?

2. Oswald: Would you like a glass of beer?

   You:
   a) I'm sorry, I'm busy.
   b) In Wan Chai tonight.
   c) Sorry, I don't drink.
   d) No, thanks. I'm not hungry.
   e) It's in the fridge.

3. A tourist is in a restaurant.

   Tourist: Excuse me, have you got a light please?

   You:
   a) Yes, certainly sir. How many would you like?
   b) No, I've not finished yet.
   c) Sorry, we're full.
   d) Yes, sure. Here you are.
   e) Yes, it's very dark in here.

4. You want to talk to your manager who is English. You knock on his office door and say:

   You:
   a) What's your problem?
   b) I'm here.
   c) Have you something for me to do?
   d) I'd like to see you, Mr. Smith.
   e) You wanted to see me?

5. You are with a friend.

   Veronica: Have you been to England?

   You:
   a) Yes, I'm going there next year.
   b) No, I've not finished yet.
   c) Yes, I saw it last week.
   d) No, I haven't.
   e) I took it last year.

6. You are in a Chinese restaurant with an English friend. You want to check that she likes the things you have ordered.

   You:
   a) Can you see chopsticks?
   b) Will these dishes be OK?
   c) Will this be enough?
   d) Have you ordered the food?
   e) Have you been to this restaurant before?

7. John: Have you finished in the bathroom?

   Sam:
   a) No, I've already eaten.
   b) Yes, I won't be late.
   c) No yet.
   d) I'll do my homework later.
   e) Yes, maybe tomorrow.

8. A tourist is in a restaurant.

   Tourist: Have you got any chocolate cake?

   You:
   a) No, not much.
   b) No, sorry. We've sold out.
   c) Yes, what colour would you like?
   d) Yes, how many kilos would you like?

9. You are in the MTR at Central.

   Tourist: Does this train go to Tsuen Wan?

   You:
   a) Yes, you have to change at Mongkok.
   b) Yes, please go to Tsuen Wan.
   c) Yes, this train goes daily.
   d) Yes, where do you want to go?
   e) Yes, will you show me the map please?

10. You are on the ferry.

    Tourist: How long does it take to get to Cheung Chau?

    You:
    a) This ferry goes to Cheung Chau.
    b) Only another five minutes.
    c) This is the last ferry today.
    d) It's 7 o'clock our way.
    e) Please take the next ferry.
Complete these dialogues.

**AT WORK**

Mr. Jones: Have you seen David Chan?

Mr. Yung: ____________________________________________________________

Mr. Jones: Oh, you know, he's tall and thin with a moustache.

Mr. Yung: ____________________________________________________________

Mr. Jones: A grey suit and a red tie, I think.

Mr. Yung: ____________________________________________________________

Mr. Jones: Yes, that's right. He's over from Singapore for a few days.

Mr. Yung: ____________________________________________________________

Mr. Jones: With Mr. Smith. I see. Did they say when they'll be back from lunch?

Mr. Yung: ____________________________________________________________

Mr. Jones: O.K. I'll call in again about 2.30.

**IN A RESTAURANT**

Wendy: I'm sorry. I'm late.

John: ________________________________________________________________

Wendy: Have you been waiting long?

John: ________________________________________________________________

Wendy: I had to see someone in the Sun Hung Kai Centre.

John: ________________________________________________________________

Wendy: About 10 minutes ago. It was with a very important client, so I couldn't leave earlier.

John: ________________________________________________________________

Wendy: I'm not sure. What do you suggest?

John: ________________________________________________________________

Wendy: That sounds fine.
ST CHILDREN

Nurseries for care of lost children are maintained at Snow White House.

ST AID

First aid facilities are available to our guests. Trained personnel are on duty at all times to ensure prompt attention. First aid is provided at the Cinema.

PICNIC AREAS

For guests who prefer to bring their own lunches, Picnic Areas are located just outside the Main Plaza.

KEY:
1. Small World
2. Skyway
3. Ticket Booth
4. Ice-cream Shop
5. Haunted House
6. Ticket Booth
7. Dumbo the Flying Elephant
8. Snow White House
9. Cinderella's Castle
10. Cinema
11. Round About

FOREIGN CURRENCY

Foreign currency may be exchanged at Tokyo Disneyland in the following locations:
- Ticket Booths
- Mitsui Bank in Cinderella Castle

PUBLIC TELEPHONES

Telephone boxes are located throughout Tokyo Disneyland. Please ask any of our cast members for specific telephone box locations.
Tokyo Disneyland.

TOKYO DISNEYLAND PARK, just 10 km. from Ginza, is easily accessible. Take Wangan Highway via Shuto Expressway No. 9 (also connects with the Chuo, Tomei, and all major expressways), or, come by Tozai Subway Line to Urayasu Station, then 15 minutes by bus to Tokyo Disneyland Main Entrance. A regularly scheduled limousine bus departs for Tokyo Disneyland from Tokyo Station (Yaesu Exit) and returns.

1. If you go to Disneyland by subway you get off at ____________________________
and then you catch a _______ which takes ____________ minutes to get to the
main entrance of Disney World.

2. During the winter, Disney World is open from _______ to _______.

3. From September to November the park is closed on __________.

4. You can get information by phoning ____________________________.

5. You have just left the Cinema and are short of money -
Where's the nearest place to change money?

6. One of your friends has hurt her leg -
Where should she go?

7. You can't find your son -
Where can you get help?

8. Draw a line on the map showing the quickest way to walk from the
Haunted House to Cinderella's Castle.

9. There is no number next to the Ice-cream shop. Write the correct
number on the map.
Dear Sir/Madam,

My wife and our two children are planning to go to Japan this summer to visit Disney World.

Could you please tell me how much admission tickets will cost - we're thinking of visiting for about 5 days. Also we would like to stay near Disney World in an inexpensive hotel. Can you recommend a good hotel for us to stay in.

I look forward to hearing from you.

Yours faithfully,

(JAMES WONG)

---

83-85 Wong Nai Chung Rd.,
Flat 5C.,
Happy Valley,
Hong Kong
20th May, 1985

---

Write a reply to this letter of enquiry.

PRICES

1-day tickets:
- Adults US$10
- Children US$6 (under 14)

3-day tickets:
- Adults US$25
- Children US$15 (under 14)

7-day tickets:
- Adults US$55
- Children US$30 (under 14)

HOTELS

Royal Hotel:
- Single rooms US$40 per day
- Double rooms US$65 per day

Shinguku Hotel:
- Single rooms US$25 per day
- Double rooms US$40 per day

Ogamo Hotel:
- Single rooms US$28 per day
- Double rooms US$45 per day
13. 10 u
14. 10 u
15. 10 u
16. 10 u
17. 10 u
18. 210 u
19. 10 u
20. 210 u
21. 20 u
22. 10 u

Total
THE BRITISH COUNCIL

ENGLISH LANGUAGE INSTITUTE

B3 PROGRESS TEST

KEY

PART 1
PART 2
PART 3
PART 4
TOTAL

NAME
CLASS
STUDENT NUMBER

© BRITISH COUNCIL 1985
Part 1 - Listening

Listen to the telephone conversations and fill in the forms below.

1.

<table>
<thead>
<tr>
<th>Attention: Mr. Chan</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr./Mrs./Miss Marion Lee</td>
<td>2</td>
</tr>
<tr>
<td>Tel. No.:</td>
<td></td>
</tr>
<tr>
<td>Message: Will be in office between 2 and 4.</td>
<td></td>
</tr>
</tbody>
</table>

| 1. | 1 0 U |
| 2. | 1 0 U |
| 3. | 1 0 U |
| 4. | 1 0 U |

3.

<table>
<thead>
<tr>
<th>Attention: Mrs. Chow</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr./Mrs./Miss Scott</td>
<td>10</td>
</tr>
<tr>
<td>Tel. No.:</td>
<td></td>
</tr>
<tr>
<td>Message: Can't come her this afternoon because she's ill.</td>
<td></td>
</tr>
</tbody>
</table>

| 9. | 1 0 U |
| 10. | 1 0 U |
| 11. | 1 0 U |
| 12. | 1 0 U |

4.

<table>
<thead>
<tr>
<th>Attention: Mr. Chan</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr./Mrs./Miss David Wright</td>
<td>14</td>
</tr>
<tr>
<td>Tel. No.:</td>
<td></td>
</tr>
<tr>
<td>Message: Can't come at 3 p.m. Has to go to airport.</td>
<td></td>
</tr>
</tbody>
</table>

| 13. | 1 0 U |
| 14. | 1 0 U |
| 15. | 1 0 U |
| 16. | 1 0 U |
| 17. | 1 0 U |
List to these descriptions and circle the correct letter.

5. a b c d e

7. a b c d e

9. A manager is dictating a letter to his secretary. Complete the letter below.

CHAN & COMPANY
1, Queens Road,
Hong Kong.

14th May, 1985

Dear Mr. Smith,

Thank you for your letter. We are looking forward to meeting you in Hong Kong soon. A representative from our company will be waiting at Kai Tak airport to take you to your hotel. I hope you have a pleasant trip.

Yours sincerely,

To get 1 mark, all words in the section comprising question must be there. Spelling is not too important, nor is punctuation or capitalization. If words are missing in a section the 3 marks scores "0".

10. You are meeting your friend at the airport. Listen to the announcement and complete this information sheet.

Scheduled Arrival Time: 7.42
New Arrival Time: 9.05
Final Destination: TOKYO
Flight Number: JAL 271
PART 2 - GRAMMAR AND VOCABULARY.

Mary and Ling Ling are on a plane coming to Hong Kong. Complete their conversation. Use only one word for each blank.

Mary: Have you ever been to Hong Kong?
Ling Ling: Oh yes, I was born in Hong Kong.

Mary: Oh, good. This is my first (1) .
What's it (2) ?
Ling Ling: I like it very (3) .
Mary: But it's rather (4) and crowded, isn't it?
Ling Ling: It depends (5) you go. Parts of the New Territories are very quiet and there (6) many people. Where are you going to (7) ?
Mary: I don't (8) . What do you suggest?
Ling Ling: (9) (10) the Holiday Inn?
There's an MTR opposite so it's very (11) . It's got excellent facilities too, but unfortunately the rooms (12) have a view of the harbour.
Mary: Have you been (13) Macau?
Ling Ling: Actually, I went to (14) last year and lost all my (15) in the casino. I even had to borrow $1,000 to (16) my hotel bill.
Complete these British Council Library Regulations. Use ONE word only for each blank.

THE BRITISH COUNCIL
ENGLISH LANGUAGE TEACHING INSTITUTE
LIBRARY REGULATIONS

When you use the library, please follow these regulations.

1. When you arrive, put your belongings in one of the lockers outside the library. Collect your belongings again when you go. You must not leave anything in the overnight.

2. Smoking nor eating is allowed in the library.

3. Only British Council books and tapes can be used.

4. The British Council does not accept responsibility for loss of possessions.

Self-drive mini-mokes giving you the freedom of Macau

Macau Mokes give the freedom to Macau by yourself. Your moke allows you to tour Macau easily and completely. You can collect your self-drive Moke as soon as you arrive off the ferry pier. For more information please call: 5-434359.

Total 32
Part 3 - Appropriacy

Read these dialogues and circle the letter in front of the best response.

1. An English friend invites you to dinner at his house. You take some chocolates for his wife.
   His wife says: You shouldn't have bothered.
   You:
   a) I'm sorry I'll change them.
   b) Please have one.
   c) I hope you like them.
   d) Never mind.
   e) Would you rather have flowers?

2. Oswald: Would you like a glass of beer?
   You:
   a) I'm sorry, I'm busy.
   b) In Wanchai tonight.
   c) Sorry, I don't drink.
   d) No, thanks, I'm not hungry.
   e) It's in the fridge.

3. A tourist is in a restaurant.
   Tourist: Excuse me, have you got a light please?
   You:
   a) Yes, certainly sir. How many would you like?
   b) Not today, thank you.
   c) Sorry, we're full.
   d) Yes, sure. Here you are.
   e) Yes, it's very dark in here.

4. You want to talk to your manager who is English. You knock on his office door and say:
   You:
   a) What's your problem?
   b) I'll see him.
   c) Have you something for me to do?
   d) I'd like to see you, Mr. Smith.
   e) You wanted to see me?

5. You are with a friend.
   Veronica: Have you been to England?
   You:
   a) Yes, I'm going there next year.
   b) No, I've not finished yet.
   c) Yes, I saw it last week.
   d) No, I haven't.
   e) I took it last year.

6. You are in a Chinese restaurant with an English friend. You want to check that she likes the things you have ordered.
   You:
   a) Can you see chopsticks?
   b) Will these dishes be OK?
   c) Will this be enough?
   d) Have you ordered the food?
   e) Have you been to this restaurant before?

7. John: Have you finished in the bathroom?
   Sam:
   a) No, I've already eaten.
   b) Yes, I won't be late.
   c) Not yet.
   d) I'll do my homework later.
   e) Yes, maybe tomorrow.

8. A tourist is in a restaurant.
   Tourist: Have you got any chocolate cake?
   You:
   a) No, not much.
   b) Sorry, we've sold out.
   c) Yes, what colour would you like?
   d) Yes, how many kilos would you like?

9. You are in the MTR at Central.
   Tourist: Does this train go to Tsuen Wan?
   You:
   a) Yes, you have to change at Mongkok.
   b) Yes, please go to Tsuen Wan.
   c) Yes, this train goes daily.
   d) Yes, where do you want to go?
   e) Yes, will you show me the way please?

10. You are on the ferry.
    Tourist: How long does it take to get to Cheung Chau?
    You:
    a) The ferry goes to Cheung Chau.
    b) 20 minutes.
    c) It leaves at 8:30.
    d) It's at 8:30.
    e) Please take the next ferry.
Complete these dialogues.

**AT WORK**

Mr. Jones: Have you seen David Chan?

Mr. Yung: What does he look like?

Mr. Jones: Oh, you know, he's tall and thin with a moustache.

Mr. Yung: What was he wearing?

Mr. Jones: A grey suit and a red tie, I think.

Mr. Yung: Oh, he's from Singapore, isn't he?

Mr. Jones: Yes, that's right. He's over from Singapore for a few days.

Mr. Yung: He's gone to lunch with Mr. Smith.

Mr. Jones: With Mr. Smith. I see. Did they say when they'll be back from lunch?

Mr. Yung: Yes, about 2:30.

Mr. Jones: O.K. I'll call in again about 2:30.

**IN A RESTAURANT**

Wendy: I'm sorry. I'm late.

John: That's all right. Have you been waiting long?

Wendy: I had to see someone in the Sun Hung Kai Centre.

John: When did the meeting finish?

Wendy: About 10 minutes ago. It was with a very important client, so I couldn't leave earlier.

John: What would you like to eat?

Wendy: I'm not sure. What do you suggest?

John: How about . . .

Wendy: That sounds fine.
LOST CHILDREN
Facilities for care of lost children are maintained at Snow White House.

FIRST AID
First aid facilities are available for our guests. Trained personnel are on duty at all times to ensure prompt attention. First aid is located at the Cinema.

PICNIC AREAS
For our guests who prefer to bring their own lunches, Picnic Areas are provided just outside the Main Entrance.

FOREIGN CURRENCY
Foreign currency may be exchanged at Tokyo Disneyland in the following locations:
Ticket Booths
Mitsui Bank in Cinderella Castle.

PUBLIC TELEPHONES
Telephone boxes are located throughout Tokyo Disneyland. Please ask any of our cast members for specific telephone box locations.
Tokyo Disneyland, INFORMATION

TOKYO DISNEYLAND PARK, just 10 km. from Ginza, is easily accessible. Take Wangan Highway via Shuto Expressway No. 9 (also connects with the Chuo, Tomei, and all major expressways); or, come by Tozai Subway Line to Urayasu Station, then 15 minutes by bus to Tokyo Disneyland Main Entrance. A regularly scheduled limousine bus departs for Tokyo Disneyland from Tokyo Station (Yasus Exit) and returns.

### PARK OPERATING DAYS AND HOURS
Tokyo Disneyland is open seven days a week through the summer and holiday periods. The Park is closed on Tuesdays from September through November and in March. Tuesdays and Wednesdays from December through February (except during winter vacation). Operating hours during the summer are 9:00 a.m. - 10:00 a.m.; during the winter, 10:00 a.m. - 6:00 p.m. For your convenience, information regarding operating hours, operating days, special events, guest performers, parade and show schedules, and ticket prices may be obtained by contacting:

TOKYO DISNEYLAND Information Center, 1-1 Mahama, Urayasu-shi, Chiba-ken 272-01; telephone: (0473) 54-0001 or (03) 366-5600

Park operating hours are subject to change without notice.

| 1. If you go to Disneyland by subway you get off at __Urayasu Station__ and then you catch a __bus__ which takes __15__ minutes to get to the main entrance of Disney World. |
| 2. During the winter, Disney World is open from __10 a.m. to 6 p.m._. |
| 3. From September to November the park is closed on __Tuesday__ |
| 4. You can get information by phoning [(0473) 54-0001] |
| 5. You have just left the Cinema and are short of money - Where’s the nearest place to change money? __Cinderella's Castle__ |
| 6. One of your friends has hurt her leg - Where should she go? __Cinema__ |
| 7. You can’t find your son - Where can you get help? __Snow White House__ |
| 8. Draw a line on the map showing the quickest way to walk from the Haunted House to Cinderella’s Castle. |
| 9. There is no number next to the Ice-cream shop. Write the correct number on the map. |
Dear Sir/Madam,

My wife and our two children are planning to go to Japan this summer to visit Disney World.

Could you please tell me how much admission tickets will cost - we're thinking of visiting for about 5 days. Also we would like to stay near Disney World in an inexpensive hotel. Can you recommend a good hotel for us to stay in.

I look forward to hearing from you.

Yours faithfully,

(JAMES WONG)
Remember to write the address of the Information Centre, James Wong's address and the date on the letter.

15

Date

James Wong
83-85 Wong Nai Chung Rd,
Flat 5c,
Happy Valley,
Hong Kong

16

Dear Mr. Wong,

17,18

Thank you for your letter.

Admission tickets cost $45 for 5 days for adults and $27 for children.

19,20

The best hotel for you to stay at would be the Ogano hotel. It's only 3 km. from Disneyland and costs $45 a day for a double room.

22

Yours sincerely

13. Tokyo Disneyland Information Centre
   1-1 Maihama,
   Urayasu,
   Chiba-ken 272-01.

14. Date

13  1  0  0
14  1  0  0
15  1  0  0
16  1  0  0
17  1  0  0
18  2  1  0  0
19  1  0  0
20  2  1  0  0
21  2  0  0
22  1  0  0

Total 25
Part 1 - Listening

Time allowed: 15 minutes

Listen to the telephone conversations and fill in the forms below.

1.

Attention: 
WHILE YOU WERE OUT
Mr./Mrs./Miss: ______________________
of ______________________
Tel. No.: ______________________
Message: ______________________

2.

Attention: 
WHILE YOU WERE OUT
Mr./Mrs./Miss: ______________________
of ______________________
Tel. No.: ______________________
Message: ______________________

3. Listen to the tape and fill in details about each of the applicants for the job.

Mr. Chan  Mr. Wong  Mr. Lee

<table>
<thead>
<tr>
<th>Fluent English</th>
<th>yes</th>
<th>no</th>
<th>yes</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>University graduate</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Sales experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personality</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. 1 0 U
5. 1 0 U
6. 1 0 U
7. 1 0 U
Dear Sir,

I would like to ___(1)___ for the vacant ___(2)___ in your Sales department as advertised by ___(3)___ in the South China Morning Post.

I am twenty-six years old and hold a ___(4)___ in Business Studies from Hong Kong Polytechnic obtained in 1980. I have been working ___(5)___ the last three years ___(6)___ a salesman for an international trading ___(7)___ in Kowloon.

If you ___(8)___ my qualifications and experience are appropriate, I ___(9)___ be grateful if you would ___(10)___ an ___(11)___ form when I shall ___(12)___ happy to provide more detailed personal ___(13)___.

Yours faithfully,

Charles C. Y. Wong
Introducing the Alarm Box - the intelligent box (24) keeps your precious possessions safe. No thief can (25) anything from the Alarm Box because even the slightest movement sets (26) a loud alarm. This will (27) any burglar drop (28) box and run for (29) life. It can only (30) turned off with your own numbered key.

The Alarm Box is made (31) super-tough material. It is recommended (32) home and office use by the Police Department. (33) the Alarm Box from leading department (34) and selected retail outlets, and keep your precious possessions (35) - with sound.
Part 3 - Appropriacy
Complete these conversations.

You are being interviewed for a job at Lee Trading Company. Write down what you would say. Remember to read the whole conversation before you begin.

Interviewer: Why do you want this job?
You: ____________________________________________

Interviewer: I see. Well, would you like to ask me any questions?
You: ____________________________________________

Interviewer: You'll be away about five days every month.
You: ____________________________________________

Interviewer: Mostly Singapore and Malaysia.
You: ____________________________________________

Interviewer: No, not immediately. You get a housing allowance after five years' service.
You: ____________________________________________

Interviewer: You report to Mr. Chan.

2. A customer is telephoning the Bellview Airconditioner Company. Write down what the shop assistant would say. Remember to read the whole conversation before you begin.

Shop Assistant: Hello, Bellview Aircon. ________________________________?
Customer: Yes please. My air conditioner isn't working. Can you repair it?
Shop Assistant: ____________________?
Customer: It's a National 3BX.
Shop Assistant: ____________________?
Customer: Well, it's making a lot of noise and the heating element isn't working.
Shop Assistant: I see. ____________________?
Customer: Yes, it's Mrs. Smith at Flat 3B, 165 Stubbs Road.
Shop Assistant: ____________________?
Customer: Three o'clock? No, I'm afraid I'll be at work. What about Friday morning?
Shop Assistant: ____________________?
Customer: Good. Friday morning then.
Shop Assistant: ____________________
Customer: Bye.

Total ______
Dear Mr. Gröben

Thank you for sending me the information on your new toner copy. I was most disappointed to learn that you are retiring your sales campaign to Western Europe. I feel sure that there would be very good sales prospects for this product in the Middle East.

Put these words in alphabetical order.

uneasy uncle unmistakable unkind unusual

unless unmistakable unwell uniform

unable unveil under unavailable

1) ___________________________ 7) ___________________________

2) ___________________________ 8) ___________________________

3) ___________________________ 9) ___________________________

4) ___________________________ 10) ___________________________

5) ___________________________ 11) ___________________________

6) ___________________________ 12) ___________________________

Put the words you choose on the lines below the letter.
advance* adj 1 (usu. sing) (forward movement) There were more underground workings, etc | the top part of the body | there were more underground workings by which we were able to advance our plans. You cannot say the advances of old age. 2 (C) development, improvement. There have been great advances in science since the last 30 years. 3 (of money) money that is paid before the property has been sold. I gave you an advance of a month's pay 4 (A) going or coming before. An advance party is a group of people who come ahead to make sure, etc | different from the one pros. p.cat.pets (pet) of the chances (of pet. a p. & spekts (pet) of the chances (of pet. a p. & spekts (pet) of the chances (of pet. a p. & spekts (pet) of the chances (of pet. a p. & spekts (pet) of the chances (of pet. a p. & spekts (pet) of the chances (of pet. a p. & spekts (pet) of the chances (of pet. a p. & spekts (pet) of the chances (of pet. a p. & spekts (pet) of the chances (of pet. a p. & spekts (pet) of the chances (of pet. a p. & spekts (pe. 

Use the text below to answer these questions.

The Space Museum is situated to the east of (11) _______________ next to (12) _______________ and (13) _______________.

An English speaking tourist who wants to watch the Sky Show should go to the (14) _______________ at (15) _______________ o'clock on Sunday.

The Solar Telescope is in the (16) _______________ in the Space Museum. Using this, a visitor can learn more about the (17) _______________.

Apart from the telescope there are some exhibits making use of (18) _______________ and (19) _______________. To test whether a visitor has learned anything, he can use one of the (20) _______________.

To visit all the parts of the Space Museum you have to pay (21) _______________.

Visitors to the Space Museum can learn more about astronomy and space science in the (22) _______________.

To find out more about the Space Museum you should call the (23) _______________ at (24) _______________.

**HONG KONG SPACE MUSEUM**

The Hong Kong Space Museum was opened in October 1980. Its main features include a planetarium with over 300 seats and two exhibition halls with a total area of about 1,400 square metres.

The Space Theatre is housed under an egg-shaped dome structure. It is one of the largest planetaria in the world. All sorts of celestial phenomena as seen both on Earth and in space can be simulated in skyshows in the theatre. Equipment includes a 24-pin star projector, 308 special effects projectors and a computerized automatic control system.

The 1,000-square metre Exhibition Hall on the ground floor of the museum gives a general introduction to astronomy and space science.

The Hall of Solar Sciences located on the first floor of the museum is devoted to our nearest star - the Sun. Its key attraction is the automatic Solar Telescope which offers the public live information about the Sun. Accompanying the telescope are 11 groups of exhibits which make extensive use of graphics and audio-visual devices. A series of micro-computers is also installed for the visitors to test what they have learned from the exhibits.

The Space Museum is a unite dome-shaped building to the east of Star Ferry Kowloon, just next to New World Hotel and Kent Hotel on Salisbury Road.

**Opening hours and show times (Subject to change):**

**Space Theatre**

Sky show in English narration:
- Monday, Thursday and Sunday at 10.00 a.m.
- Tuesday, Friday at 6.00 p.m.
- Wednesday, Saturday at 9.00 p.m.

Omnimax film show with English narration:
- Tuesday, Thursday at 9.00 p.m.

**Exhibition Hall and Hall of Solar Sciences**

3 sessions daily (Tuesday: evening session only)
- Morning session: 9.00 a.m. to 1.00 p.m.
- Afternoon session: 2.00 p.m. to 6.00 p.m.
- Evening session: 7.00 p.m. to 10.00 p.m.

**Admission (Subject to change):**

HK$15.00 for one Sky Show + Exhibition Hall + Hall of Solar Sciences

**ENQUIRY OFFICE:** 3-7212361

For information on simultaneous interpretation service in Mandarin, Japanese or English call 3-7212361.
TO MAKE A CALL

Emergency ............................................ Dial 999

When the operator answers say Police, Fire or Ambulance

Directory enquiries ............................. Dial 108

Faults or complaints ............................ Dial 109
18. You are going to visit a friend in Singapore for 5 days. Write a postcard telling him about:
- arrival time
- length of stay (20 - 25 words)

James Chan,
110 Harbour Rd, 15c
Singapore.
# C1 Progress Test Key

<table>
<thead>
<tr>
<th>Name</th>
<th>________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>________________</td>
</tr>
<tr>
<td>Student Number</td>
<td>________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1</td>
<td>34</td>
</tr>
<tr>
<td>Part 2</td>
<td>35</td>
</tr>
<tr>
<td>Part 3</td>
<td>18</td>
</tr>
<tr>
<td>Part 4</td>
<td>41</td>
</tr>
<tr>
<td>Total</td>
<td>128</td>
</tr>
</tbody>
</table>

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Part 1 - Listening

Time allowed: 15 minutes

Listen to the telephone conversations and fill in the forms below.

1. **Attention: Mr. Nathan**
   **WHILE YOU WERE OUT**
   Mr./Mrs./Miss: **Clarke**
   Tel. No.: 
   Message: Can't meet for lunch today

2. **Attention: Mr. Williams**
   **WHILE YOU WERE OUT**
   Mr./Mrs./Miss: **Tony Morris**
   Tel. No.: 3-6254111
   Message: Ring as soon as possible

---

3. List the names are not spell. Students should have a close approximation of the name to get one mark.

4. **Listen to the tape and fill in details about each of the applicants for the job.**

<table>
<thead>
<tr>
<th>Mr. Chan</th>
<th>Mr. Wong</th>
<th>Mr. Lee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluent English</td>
<td>yes (no) 8</td>
<td>yes (no) 9</td>
</tr>
<tr>
<td>University graduate</td>
<td>yes (no) 10</td>
<td>yes (no) 11</td>
</tr>
<tr>
<td>Sales experience</td>
<td>4 years 12</td>
<td>2 years 13</td>
</tr>
<tr>
<td>Age</td>
<td>31 14</td>
<td>24 15</td>
</tr>
<tr>
<td>Personality</td>
<td>very pleasant 16</td>
<td>shy 17</td>
</tr>
</tbody>
</table>
4. Richard Jones wants to book a tour to Singapore and Penang. He calls the travel agent so that he can find out some details of the tour. Note down the information that he gets from the travel agent on the chart below. If nothing is mentioned put a dash (—) in the box.

<table>
<thead>
<tr>
<th>Day</th>
<th>Morning</th>
<th>Afternoon</th>
<th>Evening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Kai Tak</td>
<td>Singapore</td>
<td>free</td>
</tr>
<tr>
<td></td>
<td>11:00 am</td>
<td>4:00 pm</td>
<td>18-19</td>
</tr>
<tr>
<td>Tuesday</td>
<td>City tour</td>
<td>Shopping</td>
<td>Night market</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Leave for Penang by train</td>
<td>Arrive Penang</td>
<td>7:00 pm</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>Thursday</td>
<td>City tour</td>
<td>Beach</td>
<td>Night club for supper</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>26</td>
<td>27-29</td>
</tr>
<tr>
<td>Friday</td>
<td>Visit ancient temple</td>
<td>Free</td>
<td>Free</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>Saturday</td>
<td>Leave Penang</td>
<td>2:30 pm</td>
<td>30</td>
</tr>
</tbody>
</table>

5. Mr. Johnson is telling his secretary about his appointment on Monday. Write down what he dictates to her in the diary.

Mr. Johnson: I need to meet Mr. Smith at the airport at 10 am. Then I will have lunch at the Hilton Hotel with a Japanese customer. I need to meet Mr. Cheung in the office at 3 pm. I also need to telephone from my local office in London.

May 1985

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>May Bank Holiday</td>
</tr>
<tr>
<td>30</td>
<td>Meeting with Mr. Cheung in the office</td>
</tr>
<tr>
<td>31</td>
<td>Telephone local office in London</td>
</tr>
<tr>
<td>32</td>
<td>Lunch at Hilton Hotel with Japanese customer</td>
</tr>
<tr>
<td>33</td>
<td>Going to airport to meet Mr. Smith</td>
</tr>
</tbody>
</table>

Total 34
Personnel Manager,
Wing Lok Trading Co.,
Central.
Hong Kong.
January 18, 1984

Dear Sir,

I would like to ___(1)___ for the vacant ___(2)___ in your Sales department as advertised by ___(3)___ in the South China Morning Post.

I am twenty-six years old and hold a ___(4)___ in Business Studies from Hong Kong Polytechnic obtained in 1980. I have been working ___(5)___ the last three years as ___(6)___ a salesman for an international trading ___(7)___ in Kowloon.

If you ___(8)___ my qualifications and experience are appropriate, I ___(9)___ be grateful if you would ___(10)___ an ___(11)___ form when I shall ___(12)___ happy to provide more detailed personal ___(13)___.

Yours faithfully,
Charles C.Y. Wong

---

THE BRITISH COUNCIL
ENGLISH LANGUAGE TEACHING INSTITUTE

LIBRARY REGULATIONS
When you use the library, please follow these regulations.

1. When you arrive, put your ___(14)___ in one of the lockers outside ___(15)___ library. Collect your belongings again ___(16)___ you go. You ___(17)___ not leave anything in the ___(18)___ overnight.

2. ___(19)___ smoking nor eating is allowed in the ___(20)___

3. Only British Council books and tapes can ___(21)___ used.

4. The British Council does not ___(22)___ responsibility for loss ___(23)___ possessions.
THE ALARM BOX

Introducing the Alarm Box — the intelligent box (24) keeps your precious possessions safe. No thief can (25) anything from the Alarm Box because even the slightest movement sets (26) a loud alarm. This will (27) any burglar drop (28) box and run for (29) life. It can only (30) turned off with your own numbered key.

The Alarm Box is made (31) super-tough material. It is recommended (32) home and office use by the Police Department. (33) the Alarm Box from leading department (34) and selected retail outlets. And keep your precious possessions (35) with sound.
Part 3 - Appropriacy

Complete these conversations.

1. You are being interviewed for a job at Wing Lo Trading Company. Write down what you would say. Remember to read the whole conversation before you begin.

   Interviewer: Why do you want this job?

   You: ____________________________________________________________

   Interviewer: I see. Well, would you like to ask me any questions?

   You: ____________________________________________________________

   Interviewer: You'll be away about five days every month.

   You: ____________________________________________________________

   Interviewer: Mostly Singapore and Malaysia.

   You: ____________________________________________________________

   Interviewer: No, not immediately. You get a housing allowance after five years' service.

   You: ____________________________________________________________

   Interviewer: You report to Mr. Chan.

2. A customer is telephoning the Bellview Airconditioner Company. Write down what the shop assistant would say. Remember to read the whole conversation before you begin.

   Shop Assistant: Hello, Bellview Aircon. ______________________________?

   Customer: Yes please. My air conditioner isn't working. Can you repair it?

   Shop Assistant: __________________________________________________

   Customer: It's a National 3BX.

   Shop Assistant: __________________________________________________

   Customer: Well, it's making a lot of noise and the heating element isn't working.

   Shop Assistant: I see. ______________________________________________

   Customer: Yes, it's Mrs. Smith at Flat 3B, 165 Stubbs Road.

   Shop Assistant: __________________________________________________

   Customer: Three o'clock? No, I'm afraid I'll be at work. What about Friday morning?

   Shop Assistant: __________________________________________________

   Customer: Good. Friday morning then.

   Shop Assistant: __________________________________________________

   Customer: Bye.

Total: 18
Part 4 - Reading and Writing

Some of these words are spelt wrongly. Use the pages from the dictionary (on page 7) to check the spelling and draw a circle around the words which are spelt wrongly.

1. restrictive
2. camouflage
3. cinnamon
4. advantageous
5. prospicuously
6. restructuring
7. restricting
8. campaign
9. prospects
10. usual
11. unveil
12. under

Put these words in alphabetical order.

uneasy uncle unkind unusual
unless unmistakable unwell uniform
unable unveil under unavailable

1) unable
2) unavailable
3) uncle
4) under
5) uneasy
6) uniform
7) unkind
8) unless
9) unmistakable
10) unusual
11) unveil
12) unwell

You have to type this letter but you cannot read 4 of the words. Use the dictionary page to decide which words you should use. Write the words you choose on the lines below the letter.

Dear Mr. Gruber,

Thank you for sending me the attached information on your new forensic.
I was most disappointed to learn that you are resuming your sales campaign to Western Europe. I feel sure that there would be very good sales prospects for this product in the Middle East.

1. advance 6. campaign
2. restricting 7. prospects
3. campaign 8. prospects
4. prospects 9. prospects

1. advance
2. restricting
3. campaign
4. prospects
5. uneasy
6. uniform
7. unkind
8. unless
9. unmistakable
10. unusual
11. unveil
12. unwell
Use the text below to answer these questions.

The Space Museum is situated to the east of (11) Star Ferry next to (12) New World Hotel and (13) Regent Hotel.

An English speaking tourist who wants to watch the Sky Show should go to the (14) Space Theatre at (15) 10 o'clock on Sunday.

The Solar Telescope is in the (16) Hall of Solar Sciences in the Space Museum. Using this, a visitor can learn more about the (17) Sun.

Apart from the telescope there are some exhibits making use of (18) graphics and (19) audio-visual devices. To test whether a visitor has learned anything, he can use one of the (20) micro-computers.

To visit all the parts of the Space Museum you have to pay (21) $15.00.

Visitors to the Space Museum can learn more about astronomy and space science in the (22) Exhibition Hall.

To find out more about the Space Museum you should call the (23) enquiry office at (24) 3-7212361.

---

**Hong Kong Space Museum**

The Hong Kong Space Museum was opened in October 1980. Its main features include a planetarium with over 300 seats and two exhibition halls with a total area of about 1,400 square metres.

The Space Theatre is housed under an egg-shaped dome structure. It is one of the largest planetaria in the world. All sorts of celestial phenomena as seen both on Earth and in space can be simulated in skyshows in the theatre. Equipment includes a Zeiss star projector, 300 special effects projectors and a computerized automatic control system.

The 1,000-square metre Exhibition Hall on the ground floor of the museum gives a general introduction to astronomy and space science.

The Hall of Solar Sciences located on the first floor of the museum is devoted to our nearest star - the Sun. Its key attraction is the automatic Solar Telescope which offers public live information about the Sun. Accompanying the telescope are 11 groups of exhibits which make extensive use of graphics and audio-visual devices. A series of micro-computers is also installed for the visitors to test what they have learned from the exhibit items.

The Space Museum is a white dome-shaped building to the east of Star Ferry Kowloon, just next to New World Hotel and Regent Hotel on Salisbury Road.

**Opening hours and show times (Subject to change):**

**Space Theatre**

Sky show in English narration:
- Monday, Thursday and Sunday at 10.00 a.m.
- Tuesday, Friday at 6.00 p.m.
- Wednesday, Saturday at 9.00 p.m.

- Omnimax film show with English narration:
  - Tuesday, Thursday at 9.00 p.m.

**Exhibition Hall and Hall of Solar Sciences**

 Sessions daily (Tuesday: evening session only)
- Morning session: 9.00 a.m. to 1.00 p.m.
- Afternoon session: 2.00 p.m. to 6.00 p.m.
- Evening session: 7.00 p.m. to 10.00 p.m.

**Admission (Subject to change):** HK$15.00 for one Sky Show + Exhibition Hall + Hall of Solar Sciences

**Enquiry Office:** 3-7212361

For information on simultaneous interpretation service in Mandarin, Japanese or English call 3-7212361.
17. Your company has just received a new pay phone and you have been asked to write the instructions in English. Write one sentence in each of the spaces below.

TO MAKE A CALL

Pick up the receiver

Insert a one dollar coin

When the phone is engaged you will hear a tone

Remove the money from the phone box

Do not use any money to call these numbers

Emergency ..................................................... Dial ’999’
When the operator answers say Police, Fire or Ambulance.
Directory enquiries ....................................... Dial ’108’
Faults or complaints ..................................... Dial ’109’

This item tests your ability to write instructions.
2 - completely acceptable
1 - along the right lines but with errors
½ - barely acceptable
0 - inadequate.
18. You are going to visit a friend in Singapore for 5 days. Write a
postcard telling him about - arrival time
- length of stay (20 - 25 words)

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Natural English, minimal errors, complete realization of task set.</td>
</tr>
<tr>
<td>4</td>
<td>Simple but accurate rendering of text. Will have some errors in grammar and/or content.</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary and grammar adequate for task set but some effort made.</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>Completely unacceptable.</td>
</tr>
</tbody>
</table>

James Chan,
110 Harbour Rd, 15c
Singapore.

Total: 4/
# C2 Progress Test

<table>
<thead>
<tr>
<th>PART 1</th>
<th>PART 2</th>
<th>PART 3</th>
<th>PART 4</th>
<th>TOTAL</th>
</tr>
</thead>
</table>

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Part 1 - Listening

Listen to the telephone conversations and fill in the forms below.

1. **Attention:**
   **WHILE YOU WERE OUT**
   Mr./Mrs./Miss ____________________
   of ______________________________
   Tel. No.: _________________________
   Message: _________________________

2. **Attention:**
   **WHILE YOU WERE OUT**
   Mr./Mrs./Miss ____________________
   of ______________________________
   Tel. No.: _________________________
   Message: _________________________

3. Listen to the tape and make changes to the diary where necessary.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>10 U</td>
<td>Mr. Roberts</td>
</tr>
<tr>
<td>15</td>
<td>10 U</td>
<td>Lunch at the Hilton</td>
</tr>
<tr>
<td>12</td>
<td>10 U</td>
<td>Journal with Mr. Jeffrey</td>
</tr>
<tr>
<td>10</td>
<td>10 U</td>
<td>Phone Call</td>
</tr>
<tr>
<td>10</td>
<td>10 U</td>
<td>Mr. Chan</td>
</tr>
<tr>
<td>10</td>
<td>10 U</td>
<td>Mrs. Potter</td>
</tr>
</tbody>
</table>

**Notes**

<table>
<thead>
<tr>
<th>Day</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td></td>
</tr>
<tr>
<td>Tue</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td></td>
</tr>
<tr>
<td>Thu</td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td></td>
</tr>
<tr>
<td>Sat</td>
<td></td>
</tr>
<tr>
<td>Sun</td>
<td></td>
</tr>
</tbody>
</table>
4. Listen to Mr. Ash dictating the contents of a job advertisement. Write down the details exactly as you hear them.

PHOTOMETRIC INSTRUMENTS
SALES REPRESENTATIVES

5. Listen to these two stories from the news and complete the answers to the questions below.

a) What type of goods were stolen?

b) What weapons did the men carry?

c) What did the robbers do to the manager before they left?

6. a) Where were the illegal immigrants arrested?

b) Who saw them first?

c) What's going to happen to them?

d) How many illegal immigrants were arrested in Macau?
   i) 15  ii) 15 - 30  iii) 30 - 50  iv) 50+

Total
6/B, Fleming Centre,
Causeway Bay,
Hong Kong.

Personnel Manager,
Wing Lok Trading Co.,
Central. January 18, 1984

Dear Sir,

I would like to ___(1)___ for the vacant ___(2)___ in your Sales department as advertised by ___(3)___ in the South China Morning Post.

I am twenty-six years old and hold a ___(4)___ in Business Studies from Hong Kong Polytechnic obtained in 1980. I have been working ___(5)___ the last three years ___(6)___ a salesman for an international trading ___(7)___ in Kowloon.

If you ___(8)___ my qualifications and experience are appropriate, I ___(9)___ be grateful if you would ___(10)___ an ___(11)___ form when I shall ___(12)___ happy to provide more detailed personal ___(13)___.

Yours faithfully,

Charles C. Y. Wong
Read the article from the newspaper and fill in the blanks. Use ONE word in each blank.

CRIME DOES PAY

(Temporarily)

There was a recent robbery at a private _______ (14) in Kuala Lumpur.

Mr. Chan Wan Kin and his wife _______ (15) up at 2 am to find four men _______ (16) a look at the family valuables.

______ (17) _______ taking M$200 (about HK$600) _______ (18) Mr. Chan's wallet, the robbers _______ (19) the Chans' bedroom and discovered Mrs. Chan's jewellery.

There, the bargaining _______ (20) _______.

Mrs. Chan begged the robbers not to take her jewellery. They, _______ (21) turn, said they _______ (22) be happy to comply if the Chans _______ (23) come up with a bit more cash.

"I'm _______ (24) _______ of cash at the moment", Mr. Chan _______ (25) the robbers, "but why not accept a cheque as a token of my appreciation for not _______ (26) the jewels?"

That seemed agreeable to the burglars.

They accepted the cheque and handed over the _______ (27) _______. The next day, they _______ (28) _______ one of their gang to Mr. Chan's bank to _______ (29) the cheque.

The police, alerted _______ (30) _______ Mr. Chan, met the robber at the door and _______ (31) him.
COMPLETE THESE CONVERSATIONS.

IN THE OFFICE

Mr. Tam: Have you finished writing that report yet Thomas?

Thomas: ________________________________

Mr. Tam: Well it must be ready by 2 o'clock tomorrow, for the meeting with our bankers.

Thomas: ________________________________

Mr. Tam: I know you've got a lot of work to do at the moment but it's very important.

Thomas: ________________________________

Mr. Tam: That's O.K. then, that gives me a few hours to check it over. You can bring it to me at 10.30 a.m.

Thomas: ________________________________?

Mr. Tam: No, that's all for the moment.

AT A PARTY

Mary: I hear you and your wife are visiting Hong Kong for a few days.

John: Yes, that's right.

Mary: ________________________________

John: Oh yes, we're having a great time.

Mary: ________________________________

John: We like the weather here - it's nice and warm.

Mary: ________________________________

John: Yes, we've been swimming twice.

Mary: ________________________________

John: I think the beaches are really nice. A bit crowded on Sunday though.

Mary: ________________________________

John: It's really different, and there's so much variety. We go to a different restaurant every day.

Total [ ]
Many factors have contributed to give Hong Kong its international reputation as a leading manufacturing centre. Of prime importance is the economic policy of free enterprise and free trade. However, we must not forget the industrious workforce, sophisticated infrastructure and one of the finest harbours in the world, all of which contribute to Hong Kong's success. Access to North American markets and good trading links with Britain have also added to Hong Kong's prosperity.

Hong Kong's industries are mainly export orientated and have developed quite rapidly during the past 20 years. In 1965 out of a population of approximately 3 million 8,566 factories employed 341,094 workers. By 1975 this had doubled and there were 19,719 factories employing 582,033 workers from a population of 4.4 million.

This rapid increase in industrial development has resulted in the export of 90% of our domestic production which in 1975 was valued at HK$22,859 million, compared with 5,027 million in 1965.

Below is a table showing the number of manufacturing establishments registered with the Labour Department in the main local industries.

<table>
<thead>
<tr>
<th>Industry</th>
<th>Number of Establishments</th>
<th>Number of Employees</th>
<th>Domestic Exports (£ million)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothing</td>
<td>2,154</td>
<td>4,196</td>
<td>67,654 112,048</td>
</tr>
<tr>
<td>Electronic products</td>
<td>110</td>
<td>8,597</td>
<td>47,160</td>
</tr>
<tr>
<td>Textile goods, clothing and</td>
<td>75</td>
<td>1,177</td>
<td>68,172 70,478</td>
</tr>
<tr>
<td>Home furnishings, and</td>
<td>490</td>
<td>11,207</td>
<td>89,700</td>
</tr>
<tr>
<td>Industrial machinery and</td>
<td>54</td>
<td>201</td>
<td>91,100</td>
</tr>
<tr>
<td>Machinery, etc.</td>
<td>156</td>
<td>202</td>
<td>93,403</td>
</tr>
</tbody>
</table>

9. Hong Kong is now recognised as a major (1)

There are many reasons that account for Hong Kong's economic success.

The most important is probably the policy of (2) but the hard-working nature of the (3) must not be overlooked.

10. Over the past (4) Hong Kong's industries have grown quickly.

Most of our products are (5) and in 1975 Hong Kong earned (6) from exports. In 1975 from a (7) of 4.4 million, (8) worked in (9).

11. The table compares figures between the years (10) and (11).

12. In the year 1975 (12) worked in the Food Products industry.


14. The industry which makes the most money is (14).

15. In 1975 the industry which employed the least number of people was (15).

16. There were (16) places making electrical machinery etc. in 1965.

This number rose to (17) ten years later.
LUGGAGE REGULATIONS

LUGGAGE ALLOWSANCE FOR PASSENGERS

Quantity:
Free luggage allowance is one piece per fare-paying passenger. (Some light articles may be carried free of charge, e.g. an umbrella, a small camera, etc.)

Excess luggage:
A flat rate of $10 is charged for the first additional piece of luggage carried by a passenger. Any additional piece of luggage in excess of this must be given to the luggage contractor for handling. A fare-paying child is not allowed to carry a second piece of luggage.

Restrictions:
Passengers are not allowed to carry articles such as refrigerators, washing machines, TV sets and large-sized sound systems onto the trains. These articles must be given to the luggage contractor for handling.

LUGGAGE AND PARCELS TO BE HANDLED BY THE LUGGAGE CONTRACTOR

Luggage and parcel rates between Kowloon Station and the border bridge at Le Wu excluding transportation within the Lo Wu Immigration Hall.

<table>
<thead>
<tr>
<th>LUGGAGE</th>
<th>PARCELS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not exceeding 30 kgs or the dimensions (length + width + height) of 100 cm</td>
<td>TV set, washing/ sewing machine, refrigerator, bicycle and other similar articles</td>
</tr>
<tr>
<td>$30 per piece</td>
<td>$40 per piece</td>
</tr>
<tr>
<td>Exceeding 30 kgs or the dimensions (length + width + height) of 100 cm</td>
<td></td>
</tr>
<tr>
<td>$40 per piece</td>
<td></td>
</tr>
</tbody>
</table>

Remarks: The contractor reserves the right to refuse any piece of luggage exceeding 30 kgs, or 180 cm in dimensions, or any parcel, particularly during peak hours. The luggage/parcels are sent and escorted on trains at fixed intervals, say, every half hour.

LUGGAGE/PARCELS TO BE CONVEYED IN ADVANCE BY THE CHINA TRAVEL SERVICE (HK) LTD

Luggage or parcels may be consigned to China Travel Service (HK) Ltd. in advance through their collection points for conveyance to Shenzhen direct.

PROHIBITED ITEMS

Passengers are prohibited from carrying into the paid areas of the railway stations and the electric trains fresh vegetables, plants, live or salted fish, poultry, livestock, roast pig, birds, animals, bicycles, etc.

Note: Passengers are asked not to use bamboo poles for carrying luggage.

1. These regulations are for people travelling by (18) to (19).
2. To carry one extra piece of luggage you have to pay (20).
3. Two things that you can carry but do not have to pay for are (21) and (22).
4. If you want to take a washing machine you must give it to (23).
5. Taking a bicycle costs (24).
6. You have a piece of luggage that weighs 42 kilos. How much will it cost to take it with you? (25)
Mrs. Yung is a friend of yours. She asks you to write a letter in English to her son's firm teacher, Mr. Chan.

Explain that:
- John is ill
- how he got ill
- what the doctor said
- why for a week

(100 words)
A friend of yours owns a small shop. She is going away for a week. She needs to leave a notice on the shop door. Write this notice for her in English. Include:
- length of absence
- reason
- apology

(15 - 20 words)
ENGLISH LANGUAGE INSTITUTE

C2 PROGRESS TEST

KEY

<table>
<thead>
<tr>
<th>PART 1</th>
<th>31</th>
</tr>
</thead>
<tbody>
<tr>
<td>PART 2</td>
<td>31</td>
</tr>
<tr>
<td>PART 3</td>
<td>15</td>
</tr>
<tr>
<td>PART 4</td>
<td>40</td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
</tr>
</tbody>
</table>

© BRITISH COUNCIL 1985
Part 1 - Listening

Listen to the telephone conversations and fill in the forms below.

1.

Attention: MR. Lee

WHILE YOU WERE OUT

Mr./Mrs./Miss ___ Smith ___

of _______________________

Tel. No.: ____________________

Message: Meeting this afternoon * postponed till Friday 2000

* These names are not spelled. Students should have a close approximation of the name to get 1 mark.

2.

Attention: Mr. Wong

WHILE YOU WERE OUT

Mr./Mrs./Miss ___ Johnston ___

of Flat 8, 12th Fl. Victoria House, 15 Queen Rd.

Tel. No.: ____________________

Message: Can you collect furniture by morning of 24th or 26th. Please confirm

3. Listen to the tape and make changes to the diary where necessary.

3. Wednesday

10. Mr. Roberts

11. Mr. Pritchard

12. Phone call

13. Lunch at the Hilton

14. Interview with Mr. Young

15. Mr. Williams

V3

Notes

Sunday: 0 0 0 0
Monday: 0 0 0 0
Tuesday: 0 0 0 0
Wednesday: 0 0 0 0
Thursday: 0 0 0 0
Friday: 0 0 0 0
Saturday: 0 0 0 0

Notes

Tuesday: 0 0 0 0
Wednesday: 0 0 0 0
Thursday: 0 0 0 0
Friday: 0 0 0 0
Saturday: 0 0 0 0
Sunday: 0 0 0 0
4. Listen to Mr. Marsh dictating the contents of a job advertisement. Write down the details exactly as you hear them.

**PHOTOMETRIC INSTRUMENTS SALES REPRESENTATIVES**

17. Job - To promote the sales of industrial instruments in Hong Kong and China. It will require some travelling to China but will be based in Hong Kong.

18. 

19. 

20. Age between 22 and 35 with a diploma from a technical school.

21. Must speak and write English, German, and Mandarin fluently.

22. Applications should state full details of qualifications, especially age, salary, experience and telephone number.

5. Listen to these two stories from the News and complete the answers to the questions below.

a) What type of goods were stolen?
   - Diamonds and precious stones (jewellery)

b) What weapons did the men carry?
   - Gun and knives

c) What did the robbers do to the manager before they left?
   - Locked him in the office

6. a) Where were the illegal immigrants arrested?
   - Hong Kong Railway Station

b) Who saw them first?
   - A station worker

c) What’s going to happen to them?
   - Sent back to China

d) How many illegal immigrants were arrested in Macau?
   - i) 15  ii) 15 - 30  iii) 30 - 50  iv) 50+ 50+

Total 31
Part 2 - Grammar and Vocabulary

Read the letter below and fill in the blanks. Use ONE word only for each blank.

6/B, Fleming Centre,
Causeway Bay,
Hong Kong.

Personnel Manager,
Wing Lok Trading Co.,
Central. January 18, 1984

Dear Sir,

I would like to (1)____ for the vacant (2)____ in your Sales department as advertised by (3)____ in the South China Morning Post.

I am twenty-six years old and hold a (4)____ in Business Studies from Hong Kong Polytechnic obtained in 1980. I have been working (5)____ the last three years (6)____ a salesman for an international trading (7)____ in Kowloon.

If you (8)____ my qualifications and experience are appropriate, I (9)____ be grateful if you would (10)____ an (11)____ form when I shall (12)____ happy to provide more detailed personal (13)____.

Yours faithfully,

Charles Wong
Charles C. Y. Wong
CRIME DOES PAY
(Temporarily)

There was a recent robbery at a private (14) in Kuala Lumpur.

Mr. Chan Wan Kin and his wife (15) up at 2 am to find four men (16) a look at the family valuables.

(17) taking M$200 (about HK$600) (18) Mr. Chan’s wallet, the robbers (19) the Chans’ bedroom and discovered Mrs. Chan’s jewellery.

There, the bargaining (20). Mrs. Chan begged the robbers not to take her jewellery. They, (21) turn, said they (22) be happy to comply if the Chans (23) come up with a bit more cash.

"I’m (24) of cash at the moment", Mr. Chan (25) the robbers, "but why not accept a cheque as a token of my appreciation for not (26) the jewels?"

That seemed agreeable to the burglars.

They accepted the cheque and handed over the (27). The next day, they (28) one of their gang to Mr. Chan’s bank to (29) the cheque.

The police, alerted (30) Mr. Chan, met the robber at the door and (31) him.
Part 3 - Appropriacy

Complete these conversations.

IN THE OFFICE

Mr. Tam: Have you finished writing that report yet Thomas?
Thomas: No, not yet.
Mr. Tam: Well it must be ready by 2 o'clock tomorrow, for the meeting with our bankers.
Thomas: Well, I've got a lot of work on at the moment.
Mr. Tam: I know you've got a lot of work to do at the moment but it's very important.
Thomas: Well I suppose I can finish it by 1030 tomorrow morning.
Mr. Tam: That's O.K. then, that gives me a few hours to check it over. You can bring it to me at 10.30 a.m.
Thomas: Is there anything else?
Mr. Tam: No, that's all for the moment.

AT A PARTY

Mary: I hear you and your wife are visiting Hong Kong for a few days.
John: Yes, that's right.
Mary: Are you having a good time?
John: Oh yes, we're having a great time.
Mary: What do you think of the weather?
John: We like the weather here - it's nice and warm.
Mary: Have you been swimming at all?
John: Yes, we've been swimming twice.
Mary: What do you think of the beaches?
John: I think the beaches are really nice. A bit crowded on Sunday though.
Mary: How do you like the food?
John: It's really different, and there's so much variety. We go to a different restaurant every day.

Total 13½
Many factors have contributed to give Hong Kong its international reputation as a leading manufacturing centre. Of prime importance is the economic policy of free enterprise and free trade. However, we must not forget the industrious workforce, sophisticated infrastructure and one of the finest harbours in the world, all of which contribute to Hong Kong's success. Access to North American markets and good trading links with Britain have also added to Hong Kong's prosperity.

Hong Kong's industries are mainly export orientated and have developed quite rapidly during the past 20 years. In 1965 out of a population of approximately 3 million 8,646 factories employed 341,094 workers. By 1975 this had doubled and there were 19,719 factories employing 582,033 workers from a population of 4.4 million.

This rapid increase in industrial development has resulted in the export of 90% of our domestic production which in 1975 was valued at HK$22,859 million, compared with HK$5,027 million in 1965.

Below is a table showing the number of manufacturing establishments registered with the Labour Department in the main local industries.

<table>
<thead>
<tr>
<th>Industry</th>
<th>Number of Establishments</th>
<th>Number of Employees</th>
<th>Domestic Exports (in million)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothing</td>
<td>1,324</td>
<td>4,789</td>
<td>47,454</td>
</tr>
<tr>
<td>Electrical products</td>
<td>23</td>
<td>305</td>
<td>47,342</td>
</tr>
<tr>
<td>Textiles, furniture and home furnishings</td>
<td>713</td>
<td>1,377</td>
<td>43,733</td>
</tr>
<tr>
<td>Toys and Dolls</td>
<td>495</td>
<td>1,158</td>
<td>39,327</td>
</tr>
<tr>
<td>Textile, clothing and accessories (including social welfare)</td>
<td>183</td>
<td>300</td>
<td>6,236</td>
</tr>
<tr>
<td>Electrical machinery, appliances and components (including electronics)</td>
<td>1,420</td>
<td>1,120</td>
<td>39,327</td>
</tr>
<tr>
<td>Electrical equipment</td>
<td>349</td>
<td>853</td>
<td>12,055</td>
</tr>
</tbody>
</table>

9. Hong Kong is now recognised as a major ________ manufacturing centre _______.

10. Over the past ________ 20 years ________ Hong Kong's industries have grown quickly. Most of our products are ________ exported ________ and in 1975 Hong Kong earned ________ HK$22,859 ________ million exports. In 1975 from a ________ population ________ of 4.4 million, ________ 582,033 ________ worked in ________ factories ________.

11. The table compares figures between the years ________ 1965 ________ and ________ 1975 ________.

12. In the year ________ 1975 ________, ________ 12,557 ________ worked in the Food Products industry.

13. Toys and Dolls earned ________ $374,000,000 ________ in 1965.

14. The industry which makes the most money is ________ clothing ________.

15. In 1975 the industry which employed the least number of people was ________ travel goods, handbags and similar articles ________.

16. There were ________ 163 ________ places making electrical machinery etc. in 1965.

This number rose to ________ 203 ________ ten years later.

73-80 - V11
81-89 - V12
17.
Read these regulations and answer the questions.

**LUGGAGE REGULATIONS**

**LUGGAGE ALLOWANCE FOR PASSENGERS**

Quantity:
Free luggage allowance is one piece per fare-paying passenger. (Some light articles may be carried free of charge e.g. an umbrella, a small camera, etc.)

Excess luggage:
A flat rate of $10 is charged for the first additional piece of luggage carried by a passenger. Any additional piece of luggage in excess of this must be given to the luggage contractor for handling. A fare-paying child is not allowed to carry a second piece of luggage.

Restrictions:
Passengers are not allowed to carry articles such as refrigerators, washing machines, TV sets and large-sized sound systems onto the trains. These articles must be given to the luggage contractor for handling.

**LUGGAGE AND PARCELS TO BE HANDLED BY THE LUGGAGE CONTRACTOR**

Luggage and parcel rates between Kowloon Station and the border bridge at Lo Wu excluding transportation within the Lo Wu Immigration Hall.

<table>
<thead>
<tr>
<th>LUGGAGE</th>
<th>PARCELS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not exceeding 30 kgs or the dimensions (length + width + height) of 180 cm</td>
<td>TV set, washing/sewing machine, refrigerator, bicycle and other similar articles</td>
</tr>
<tr>
<td>Conveyance &amp; handling charges:</td>
<td>$30 per piece</td>
</tr>
</tbody>
</table>

Remarks: The contractor reserves the right to refuse any piece of luggage exceeding 30 kgs, or 180 cm in dimensions, or any parcel, particularly during peak hours. The luggage/parcels are sent and escorted on trains at fixed intervals, say, every half hour.

**LUGGAGE/PARCELS TO BE CONVEYED IN ADVANCE BY THE CHINA TRAVEL SERVICE (HK) LTD**

Luggage or parcels may be consigned to China Travel Service (HK) Ltd. in advance through their collection points for conveyance to Shenzhen direct.

**PROHIBITED ITEMS**

Passengers are prohibited from carrying into the paid areas of the railway stations and the electric trains fresh vegetables, plants, live or salted fish, poultry, livestock, roast pig, birds, animals bicycles etc.

Note: Passengers are asked not to use bamboo poles for carrying luggage.

1. These regulations are for people travelling by (18) **trains** LO WU (19).
2. To carry one extra piece of luggage you have to pay (20). 
3. Two things that you can carry but do not have to pay for are an (21) **umbrella** and a small (22) **camera**.
4. If you want to take a washing machine you must give it to the (23) **luggage contractor**.
5. Taking a bicycle costs (24) **$40.00**
6. You have a piece of luggage that weighs 42 kilograms. How much will it cost to take it with you? (25) **$10.00**
Mrs. Yung is a friend of yours. Her son John has a bad cold. Mrs. Yung asks you to write a letter in English to her son's form teacher, Mr. Chan. Explain that:
- John is ill
- how he got ill
- what the doctor said
- away for a week

(100 words)

10 - Natural English, minimal errors, complete realization of task set.

8 -

6 - Simple but accurate realization of task. Will have some errors in grammar and/or content.

4 -

2 - Vocabulary and grammar inadequate for task set but some effort made.

0 - Completely unacceptable
A friend of yours owns a small shop. She is going away for a week. She needs to leave a notice on the shop door. Write this notice for her in English. Include:

- length of absence
- reason
- apology

(15 - 20 words)

5. Natural English, minimal errors, complete realization of task set.

4.

3. Simple but accurate realization of task set. Will have some errors in grammar and/or content.

2.

1. Vocabulary and grammar inadequate for the task set but some effort made.

0 - Completely unacceptable

5 4 3 2 1 0 0

Total 40
Look at the advertisement below. It's for a secretarial post. Mr. Chan wants to send it to the newspaper, but there are a few mistakes.

Listen to Mr. Chan and correct the advertisement in the way he says.

Import-Export company in CENTRAL invites applications for the following post.

SECRETARY
- Female with pleasant personality
- "A" level with at least 1 credit
- 4 years working experience
- "I can speak English"
- "I can type"
Listen to these two stories from the News and complete the answers below.

4. a) The riots started _______________.
   b) In which country are the riots taking place _______________.
   c) ________ people were injured and ________ people arrested.
   d) The riots have been blamed on _______________.

5. a) The squatter fire occurred in _______________.
   b) The fire lasted for _______________.
   c) The only person hurt was _______________.
   d) ____________ families were registered homeless. Many are now staying _______________.

6. Listen to the following instructions. You are in Group C. Note down what you must do, where you must meet and what you must take.

<table>
<thead>
<tr>
<th>Group - C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job -</td>
</tr>
<tr>
<td>Meeting place -</td>
</tr>
<tr>
<td>Things to take</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>28.</th>
<th>1</th>
<th>0</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.</td>
<td>1</td>
<td>0</td>
<td>U</td>
</tr>
<tr>
<td>30.</td>
<td>1</td>
<td>0</td>
<td>U</td>
</tr>
<tr>
<td>31.</td>
<td>1</td>
<td>0</td>
<td>U</td>
</tr>
<tr>
<td>32.</td>
<td>1</td>
<td>0</td>
<td>U</td>
</tr>
</tbody>
</table>

Total [ ]
**INTERNATIONAL TRADING COMPANY**

in Tsimshatsui urgently **(1)**

SAMPLE CLERK (MALE)

Candidate should have knowledge of local and **(2)** export documentation. He will be mainly **(3)** for the registration **(4)** incoming and outgoing samples.

We will offer a good **(5)** to the right **(6)**.

Please submit full **(7)** with recent **(8)** to Box 8619, SCM Post.

---

**CRIME DOES PAY**

(TEMPORARILY)

There was a recent robbery at a private **(9)** in Kuala Lumpur.

Mr. Chan Wan Kin and his wife **(10)** up at 2 am to find four men **(11)** a look at the family valuables.

**(12)** taking M$200 (about HK$600) **(13)**

Mr. Chan's wallet, the robbers **(14)** the Chans' bedroom and discovered Mrs. Chan's jewellery.

There, the bargaining **(15)**.

Mrs. Chan begged the robbers not to take her jewellery. They, **(16)** turn, said they **(17)** be happy to comply if the Chans **(18)** come up with a bit more cash.

"I'm **(19)** of cash at the moment", Mr. Chan **(20)** the robbers, "but why not accept a cheque as a token of my appreciation for not **(21)** the jewels?"

That seemed agreeable to the burglars.

They accepted the cheque and handed over the **(22)**. The next day, they **(23)** one of their gang to Mr. Chan's bank to **(24)** the cheque.

The police, alerted **(25)** Mr. Chan, met the robber at the door and **(26)** him.
Introducing the Alarm Box - the intelligent box (27) keeps your precious possessions safe. No thief can (28) anything from the Alarm Box.

(29) even the slightest movement sets off a loud alarm. This will (30) any burglar drop (31) box and run for (32) life. It can only (33) turned off with your own numbered key.

The Alarm Box is made (34) super-tough material. It is recommended (35) home and office use by the Police Department. (36) the Alarm Box from leading department (37) and selected retail outlets. And keep your precious possessions (38) - with sound.

<p>| | | |</p>
<table>
<thead>
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<tbody>
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<td>27</td>
<td>1 0</td>
<td>U</td>
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<td>28</td>
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<td>U</td>
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<tr>
<td>37</td>
<td>1 0</td>
<td>U</td>
</tr>
<tr>
<td>38</td>
<td>1 0</td>
<td>U</td>
</tr>
</tbody>
</table>

Total

Mr. Chan : Eastern Antiques.

Mr. White : ________________________________

Mr. Chan : Speaking.

Mr. White : ________________________________

Mr. Chan : Good morning, Mr. Wright. What can I....

Mr. White : ________________________________

Mr. Chan : I'm sorry. I thought you said Wright. Well, what can I do for you, Mr. White?

Mr. White : ________________________________

Mr. Chan : Well, we usually have some Persian carpets in stock, but I'm afraid we haven't got any just now. We have some very fine Chinese ones, though.

Mr. White : ________________________________

Mr. Chan : The largest carpets are 12' x 9' and the smallest ones are 6' x 4'.

Mr. White : ________________________________

Mr. Chan : No, they're all the same excellent quality.

Mr. White : ________________________________

Mr. Chan : That depends on the size.

Mr. White : ________________________________

Mr. Chan : Oh, the prices range from $3,000 upwards.

Mr. White : ________________________________

Mr. Chan : On the contrary, Mr. White. Ours is a very competitive price.

Mr. White : ________________________________

Mr. Chan : Then I assure you they must have been of inferior quality.

Mr. White : ________________________________

Mr. Chan : Yes certainly, Mr. White. We're open until 7 o'clock this evening.

Mr. White : ________________________________

Mr. Chan : Good. I'll look forward to seeing you then. Goodbye.
Part 4 - Reading and Writing

Use the text below to answer the questions.

**THE HONG KONG ARTS CENTRE**

The Arts Centre opened in 1977 and is a focal point for the arts and artists in Hong Kong. It is a 19-storey building located on the waterfront in Wanchai. Facilities offered include a theatre, recital hall, studio theatre, exhibition galleries and many areas for rehearsal and teaching. The centre was built mainly from funds donated by individuals and companies. It currently operates without help from the government and is an independent non-profit organization.

Each year there are over 1,000 presentations at the Arts Centre and in 1980 there were more than 2,000 courses and classes. The centre aims to promote education and the arts for young people and in 1980 the centre held a Festival of Youth and the Arts. This lasted 8 weeks and included over 300 events performed by both local and overseas artists.

The main cultural event of the year is The Hong Kong Arts Festival which is held on an annual basis normally between January and February. Since the first Arts Festival in 1973, the programmes have grown in number and variety making the festival internationally recognised. A large majority of the events are held in the Arts Centre but because of the increasing number of presentations the City Hall and Tsuen Wan Town Hall are also used.

For further information on the Arts Centre and its courses ring 5-295655.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Arts Centre is situated on the _______________ in _______________.</td>
<td></td>
</tr>
<tr>
<td>2. It is a tall building with ________ floors.</td>
<td></td>
</tr>
<tr>
<td>3. The centre was completed in ________ and was built from money that had been __________________________.</td>
<td></td>
</tr>
<tr>
<td>4. The Arts Centre does not make any _________________________________</td>
<td></td>
</tr>
<tr>
<td>5. Every year the centre holds more than ________ presentations, as well as over ________ classes.</td>
<td></td>
</tr>
<tr>
<td>6. To find out more about these you should call ______________________</td>
<td></td>
</tr>
<tr>
<td>7. The Youth and Arts Festival took place in ________ and attracted local and ________________ performers.</td>
<td></td>
</tr>
<tr>
<td>8. The major festival of the year takes place during ____________ and _________________. Since it started in ________ it has become well known all over the world.</td>
<td></td>
</tr>
<tr>
<td>9. Due to a shortage of facilities at the Arts Centre during the Arts Festival the ________________ and ________________ are also used for presentations.</td>
<td></td>
</tr>
</tbody>
</table>

1. 1 0
2. 1 0
3. 1 0
4. 1 0
5. 1 0
6. 1 0
7. 1 0
8. 1 0
9. 1 0
10. 1 0
11. 1 0
12. 1 0
13. 1 0
14. 1 0
15. 1 0
Let us show you Europe in Gold, Silver, or Bronze
Stayover in *London or *Paris

Unitours gives you Europe. You travel in comfort and without fuss in your own air-conditioned coach to the heart of Europe, through cities and villages, town and country scenes that make up the vast spectacle of history, pageantry and legend that is Europe.

- Join in London.
- Meeting and pick up service in London.
- Centrally located first class hotels.
- Stayovers in Paris and London.
- Three categories: Gold Tour: From US$1,016 (15 days)
  Silver Tour: From US$767 (12 days)
  Bronze Tour: From US$289 (6 days)
- Guaranteed departures.
- Air fare to London and hotel package from HK$5,100.

For more information and your free Unitours brochure talk to your travel agent now. Start planning the Europe tour of your lifetime.

1. She wants to go for a week. Which tour is most suitable for her?
2. What is the total cost of this tour?
3. How will she travel around Europe?
4. Where can she write for further information?

Unitours
Miss Chen's address is 123 Fake St, Ranchate.
Write a letter to Miss Chen and address the envelope to Ranchate. In the letter, ask for more information about departure dates and for a brochure about the tours.
THE BRITISH COUNCIL

ENGLISH LANGUAGE INSTITUTE

C3 PROGRESS TEST

KEY

NAME __________________________
CLASS _________________________
STUDENT NUMBER ________________

PART 1 32
PART 2 38
PART 3 18
PART 4 32
TOTAL 120

© BRITISH COUNCIL 1985
Part 1 - Listening

Listen to the telephone conversations and fill in the forms below.

1.  
Attention: **Mr. Churchill** 1
**WHILE YOU WERE OUT**
Mr. / Mrs. / Miss Richards 2
of **Wing Fat Company** 3
Tel. No.: **5-723592** below 5-50 4
Message: **Urgent** 5

2.  
Attention: **Mrs. Black** 6
**WHILE YOU WERE OUT**
Mr. / Mrs. / Miss Black 7
of __________________________
Tel. No. __________________________
Message: **Meet Mrs. Black at 7.00** 8
at ticket office, city hall 9

These names are not spelled. Students should have a close approximation of the name to get one mark.

1. 1 0 0
2. 1 0 0
3. 1 0 0
4. 1 0 0
5. 1 0 0

V3

3. Look at the advertisement below. It's for a secretarial post. Mr. Chan wants to send it to the newspaper, but there are a few mistakes.

Listen to Mr. Chan and correct the advertisement in the way he says.

Import/Export company in **C**entral invites applications for the following post.

**SECRETARY**

- Female with pleasant personality
- F.5 level with at least 1 credit 13
- 1 1/2 years working experience
- Should speak English and Mandarin 15
- 50 w.p.m. typing and should be familiar with a word processor 17

10. 1 0 0
11. 1 0 0
12. 1 0 0
13. 1 0 0
14. 1 0 0
15. 1 0 0
16. 1 0 0
17. 1 0 0
Listen to these two stories from the News and complete the answers below.

4. a) The riots started ___________.
b) In which country are the riots taking place ___________.
c) _______ people were injured and _______ people arrested.
d) The riots have been blamed on _______.
   government spending cuts

5. a) The squatter fire occurred in ___________.
b) The fire lasted for _______.
c) The only person hurt was _______.
d) _______ families were registered homeless. Many are now staying with friends and relatives.

6. Listen to the following instructions. You are in Group C. Note down what you must do, where you must meet and what you must take.

<table>
<thead>
<tr>
<th>Group - C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job - packing presents into boxes</td>
</tr>
<tr>
<td>Meeting place - old building</td>
</tr>
</tbody>
</table>

Things to take
- 30 lots of string
- 31 labels
- 32 special marking pens

Total 32
Part 2 - Grammar and Vocabulary

Complete these passages from the newspaper. Use only one word for each blank.

**V7**

**INTERNATIONAL TRADING COMPANY**

In Tsimshatsui urgently (1).

**SAMPLE CLERK (MALE)**

Candidate should have knowledge of local and (2) export documentation. He will be mainly (3) for the registration (4) incoming and outgoing samples.

We will offer a good (5) to the right (6).

Please submit full (7) with recent (8) to Box 8619, SCM Post.

---

**CRIME DOES PAY**

(TEMPORARILY)

There was a recent robbery at a private (9) in Kuala Lumpur.

Mr. Chan Wan Kin and his wife (10) up at 2 am to find four men (11) a look at the family valuables.

(12) taking RM$200 (about HK$600) (13)

Mr. Chan's wallet, the robbers (14) the Chans' bedroom and discovered Mrs. Chan's jewellery.

There, the bargaining (15)...

Mrs. Chan begged the robbers not to take her jewellery. They, (16) turn, said they (17) be happy to comply if the Chans (18) come up with a bit more cash.

"I'm (19) of cash at the moment", Mr. Chan (20) the robbers, "but why not accept a cheque as a token of my appreciation for not (21) the jewels?"

That seemed agreeable to the burglars.

They accepted the cheque and handed over the (22)...

The next day, they (23) one of their gang to Mr. Chan's bank to (24) the cheque.

The police, alerted (25) Mr. Chan, met the robber at the door and (26) him.
Introducing the Alarm Box - the Intelligent Box (27) keeps your precious possessions safe. No thief can (28) anything from the Alarm Box.

(29) even the slightest movement sets off a loud alarm. This will (30) any burglar drop (31) box and run for (32) life. It can only (33) turned off with your own master key.

The Alarm Box is made (34) super-tough material. It is recommended (35) home and office use by the Police Department. (36) the Alarm Box from leading department (37) and selected retail outlets. And keep your precious possessions (38) - with sound.

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Total 58
Part 3 - Appropriacy

Complete the conversation below.

Mr. Chan : Eastern Antiques.
Mr. White : ____________________________
Mr. Chan : Speaking.
Mr. White : ____________________________
Mr. Chan : Good morning, Mr. Wright. What can I....
Mr. White : ____________________________
Mr. Chan : I'm sorry. I thought you said Wright. Well, what can I do for you, Mr. White?
Mr. White : ____________________________
Mr. Chan : Well, we usually have some Persian carpets in stock, but I'm afraid we haven't got any just now. We have some very fine Chinese ones, though.
Mr. White : ____________________________
Mr. Chan : The largest carpets are 12' x 9' and the smallest ones are 6' x 4'.
Mr. White : ____________________________
Mr. Chan : No, they're all the same excellent quality.
Mr. White : ____________________________
Mr. Chan : That depends on the size.
Mr. White : ____________________________
Mr. Chan : Oh, the prices range from $3,000 upwards.
Mr. White : ____________________________
Mr. Chan : On the contrary, Mr. White. Ours is a very competitive price.
Mr. White : ____________________________
Mr. Chan : Then I assure you they must have been of inferior quality.
Mr. White : ____________________________
Mr. Chan : Yes certainly, Mr. White. We're open until 7 o'clock this evening.
Mr. White : ____________________________
Mr. Chan : Good. I'll look forward to seeing you then. Goodbye.
Part 4 - Reading and Writing

Use the text below to answer the questions.

THE HONG KONG ARTS CENTRE

The Arts Centre opened in 1977 and is a focal point for the arts and artists in Hong Kong. It is a 19-storey building located on the waterfront in Wanchai. Facilities offered include a theatre, recital hall, studio theatre, exhibition galleries and many areas for rehearsal and teaching. The centre was built mainly from funds donated by individuals and companies. It currently operates without help from the government and is an independent non profit organization.

Each year there are over 1,000 presentations at the Arts Centre and in 1980 there were more than 2,000 courses and classes. The centre aims to promote education and the arts for young people and in 1980 the centre held a Festival of Youth and the Arts. This lasted 8 weeks and included over 300 events performed by both local and overseas artists.

The main cultural event of the year is the Hong Kong Arts Festival which is held on an annual basis normally between January and February. Since the first Arts Festival in 1973, the programmes have grown in number and variety making the festival internationally recognised. A large majority of the events are held in the Arts Centre but because of the increasing number of presentations the City Hall and Tsuen Wan Town Hall are also used.

For further information on the Arts Centre and its courses ring 5-295655.

1. The Arts Centre is situated on the ______ in Wanchai. 2
2. It is a tall building with ______ floors. 2
3. The centre was completed in ______ and was built ______.
   from money that had been ______.
4. The Arts Centre does not make any ______.
5. Every year the centre holds more than ______ presentations, as well as over ______ classes.
6. To find out more about these you should call ______.
7. The Youth and Arts Festival took place in ______ and attracted local ______ and __________ performers.
8. The major festival of the year takes place during ______ and ______.
   Since it started in 1973 ______, it has become well known all over the world.
9. Due to a shortage of facilities at the Arts Centre during the Arts ______ the City Hall ______ and Tsuen Wan Town Hall are also used for presentations.
Miss Chan wants to go to Europe on holiday this summer for a week. Read the advertisement and answer the questions.

17. She wants to go for a week. Which tour is most suitable for her?

Bronze Tour

18. What is the total cost of this tour?

US$289.00

19. How will she travel around Europe?

Air-conditioned coach

20. Where can she write for further information?

Swire Travel
Miss Chan’s address is Flat 6, 18 Park Road, Wan Chai.
Write a letter from Miss Chan and address the envelope to Unitours. In the letter you should ask for more information about departure dates and for a brochure about the tours.

21. [21 0 0]
2 - correct
1 - not quite right but will get her
0 - won’t get there

If required content is then award
1 mark for question

22. Flat 6,
18 Park Road
Wan Chai

23. 24 Date
Unitours address

25. Dear Sir/Madam,
   I would be grateful
   if you could send me some brochures
   concerning your gold, silver and
   Bronze Tours to Europe. Could you
   also let me know the dates of
   these tours.

26. I look forward to hearing from you
   yours faithfully

27. + 28

29. [5 4 3 2 1 0 0]

Total: [32]

Q. 29.
Deduct 1 mark for each error in the text of the letter.
This is the listening test for A3 students. You will hear each question twice. Look at page 1.
Now listen to the telephone conversations and fill in the forms below.

Question 1

- Hello. Can I speak to Mr. Treadmaster please?
- Er I'm sorry he's not here at the moment. Can I take a message?
- Yes please. Can you tell him Mrs. Armstrong called.
- Oh can you spell that please.
- Yes - its A-R-M-S-T-R-O-N-G.
- Sorry, is that A-R-N...?
- No, its M for mother.
- Yes, I see ARMSTRONG. CK?
- Yes, yes, that's right.
- Does Mr. Treadmaster have your telephone number?
- Er. No, its 648315. Em could you ask him to call me before 12 o'clock please.
- Alright before 12.
- Yes before 12 this morning. Thanks a lot.
- Bye.
- Bye.

Question 2

- Good morning.
- Can I speak to Mr. Treadmaster please.
- Er. Sorry he's gone out. He's having lunch.
- Ah. Can I leave a message please.
- Yes, of course.
- Well, would you tell him that I went to Macau on Saturday and that everything was alright.
- I see. Let me write that down. You went to Macau on Saturday and everything was alright.
- That's right.
A3 TAPESCRIP'T

- Could I have your name please?
- Yes it's Mr. Jones.
- Uh. Well thank you Mr. Jones.
- Thanks. Bye Bye.
- Bye.

Question 3
- Good morning. Chan and Co.
- Hello. Can I speak to Mr. Treadmaster please.
- Oh I'm sorry, he's not here at the moment.
- Ah. Could you ask him to phone me when he gets back. My name is Smith, Anne Smith.
- OK. Miss Smith. What's your number?
- It's Hong Kong 749632.
- Could you say that again please?
- Yes certainly. It's HK 749632.
- 749632 - OK. Thank you.
- Thank you.
- Bye Bye
- Bye.

Question 4
- Good morning. Chan and Co.
- Good morning. Is Mr. Treadmaster there?
- I'm sorry he's in a meeting.
- Oh! Can you give him a message please.
- Mm certainly.
- I'm having lunch with Mr. Treadmaster tomorrow. Can you ask him to meet me at the King Restaurant at 12:30.
- All right, the King Restaurant at 12:30.
- Yes, I'll be at table number 5.
- No. 5. Alright.
- My name is Bates. BATES.
- OK. Mr. Bates. I'll see he gets the message. Goodbye.
- Goodbye.
Question 5

Listen to the conversation and fill in this baggage label.

- Ah Mr. Broadbent. You're leaving today, aren't you? Have you enjoyed your stay in Hong Kong?
- Yes, it's been very good. I'm going to Tokyo this afternoon actually.
- Oh. Tokyo. That sounds exciting. Let me fill in your baggage label.
- That's very good of you. Thanks.
- OK. It's Mr. John Broadbent. That's spelt B-R-O-A-D-B-E-N-T, isn't it?
- Yes, that's right.
- And you're going to Tokyo.
- Yes.
- Which airline are you taking?
- I'm taking Cathay Pacific.
- Cathay Pacific. Right. And what's your home address?
- It's 113, Drakefield Road, London.
- 113, Drakefield. How do you spell that?
- D-R-A-K-E-F-I-E-L-D.
- Alright. Well here you are. Have a nice trip.
- Thank you very much.
Question 6

Listen to the conversation and fill in the form.

- Good Morning Madam.
- Oh, good morning. We're only in Hong Kong for a few days and we'd like to visit something interesting. Can you suggest some places we could visit?
- Mm. Er well. How about Ocean Park?
- Elm. What's that?
- Well it's, it's an interesting park on the south side of Hong Kong island. There's a water show, dolphins, lots of different kinds of fish and so on.
- That sounds good.
- Look. We've got a double tour. You can go to Ocean Park and the Sung Dynasty Village. It's an all day tour.
- Fine. Well I think we'll do that. It sounds like a good idea.
- The tour includes lunch in Aberdeen and you get back to your hotel at about 6 o'clock.
- 6 o'clock. Mm. What time does it start?
- Ahm. Well the bus picks you up at your hotel at about 9.00.
- Yes, that sounds alright. 9 till 6 o'clock and lunch is included?
- Yes that's right. You have lunch in Aberdeen.
- OK. Could you book me three places please for me, my husband and my daughter.
- Mm certainly Madam. Now what's your name.
- It's Adams. ADAMS.
- Mm. Alright Mrs. Adams. And what's your room number?
- It's room 607.
- 607. Fine. OK. Well, that's two adults and one child - Is that right?
- Yes.
- Right, that'll be $970 dollars altogether.
- $970 that's expensive.
- It's a very good tour though. I know you'll enjoy it.
- Well, I hope so. Thanks a lot.
This is the listening test for Bl students. You will hear each question twice. Look at question 1. You have 30 seconds. Now listen to the weather report for Hong Kong and fill in the answer.

Question 1

Good evening. Here is the weather forecast. It's been sunny and dry today in Hong Kong. The relative humidity ranged from 35 - 80%. The minimum temperature overnight was 16.6° and the maximum this afternoon 23.2°. Winds were northerly and light. No rainfall was recorded at the Royal Observatory today. At 7.00 the air temperature was 20° and the relative humidity 66%. The red fire danger warning was issued by the Royal Observatory this morning indicating that the fire risk is extremely high.

Now let's look at tomorrow. There will be moderate northerly winds fresh at times off shore it will be fine and dry again tomorrow. The minimum temperature tonight will be 16° and the maximum tomorrow 23°. The sea temperature will be in the region of 21°. Macau will be fine tomorrow.

Now let's move over to the forecast for the neighbouring cities. Shanghai will be cloudy tomorrow. It was 4 - 13° today. Beijing will be fine, tomorrow. Today's temperature 1 - 11°. Tokyo, it will be a cloudy day tomorrow -3° to 11°. Taipei will be cloudy tomorrow 18° -21°. Manila will be fine all day 21 - 29°. Bangkok will be dine and misty 20 - 28°C today and Singapore will be fine tomorrow 24 - 27° today.

That's all for the weather report. Thank you for joining us.

Now listen again.

Question 2

You are sending Christmas cards to your friends overseas. Dieter Schmidt in Germany, Jill Robins in Australia and Pierre Benoir in Canada. Look at the table below. Now listen for the last posting date for each country and write it on the table above.

Here are some details for Christmas mail. These are the last posting dates for Christmas mail to Iceland, Australia, Egypt, Canada and Germany.

The last posting date for Christmas mail to Iceland is November 29th. Australia December 3rd. Egypt December 8th. Canada December 11th and Germany on December 12th. Please remember to try to post your letters on time.

Now listen again.
Bl - TAPESCRPT

3. Look at the table, you have 20 seconds. John is checking items in the office. Martha is helping. Write down the stock number and quantity for John on the table below.

- OK. I'll call out the name of items on this list and you tell me the stock number and how many we have of each.
- Alright. Go ahead.
- Ready? OK. Appointment books.
- They're number AL322. We've got 10.
- And card files?
- No, no none but let me check the number. It's a W114.
- W114 alright none of them. What about carbon paper?
- Uhh. 10 boxes and they're KC304.
- OK fine. Er staples.
- Ah there's 17 boxes of number 16 here on the shelf.
- No white envelopes small size?
- Yep 12 packets.
- Brown envelopes large size.
- Mm - No, none.
- Right. Are there any hole punchers?
- Mm. Yes two KC200's.
- Oh, we've forgotten the paper clips. How many boxes are there?
- Let's see, there are 7. No, just a second there's another two boxes here.
- OK, and what's their stock number?
- It's RL90.
- Thanks. Fine well that's all for now.
Question 4

Listen to the fire instructions and write them below. I want you to write down these fire instructions. OK?

Mmm. This is what you should do if there's a fire.
Number 1. Line up and walk out of the classroom. OK?
Number 2. Don't use the lift.
Number 3. Walk downstairs in pairs.
Number 4. Close the fire doors. And finally
Number 5. Don't rush or push.

OK. Have you got that?
Mm. Fine. I'll just read through it again quickly so that you can check, OK?
Mm.

1. Line up and walk out of the classroom.
2. Don't use the lift.
3. Walk downstairs in pairs.
4. Close the fire doors.
5. Don't rush or push.

OK? Mmm.

Now listen again.

Question 5

A customer telephones a flower shop to order flowers for a friend in hospital. The friend has hurt her back. Write the message on this card.

- Good morning.
- Can I help you.
- Oh yes. I'd like to send some flowers to my friend and could I also send a message.
- Certainly, just let me get a pen and paper.
- OK. Can I have your message please.
- Right. Mm.
  Dear Mary, All of us at work hope your back is better now. We're looking forward to seeing you soon. Get well quickly. Lots of love from your friends.
- OK?
- Yes. Can I just read it again and see if everything's alright.
- Dear Mary (repeat message)
- Yes that's fine thank you.
- Now that I've taken the message, can you let me know what kind of flowers you want to send your friend?
This is the listening test for B2 students. You will hear each question twice.

1. Look at the list of items 1 - 6 under the picture. Now listen to this conversation and show the position of all these items. Write the number (1, 2, 3, 4, 5, 6) in the correct position.

- Excuse me, Alice. Is there any more photocopy paper?
- Yes, I think so, there should be some in the tall cupboard on the top shelf.
- Oh, yes - here it is. While I'm here can I have some more sellotape?
- Yes, you'll find some in the drawer in the desk and if you want some more staples they're in there too.
- Are there any more blue biros.
- Yes, they're in a box on the desk.

- Yes, right here's the box. Where do you keep the plastic folders incase I need them?
- They're in that cupboard under the shelves, next to the telephone directories.
Question 2

Look at the table below. Now listen to the secretary on the tape. Her name's Miss Chan. She's telephoning a hotel in Singapore to get some information. You'll hear the conversation twice. Listen and fill in the chart below. Circle the right answers c to i.

Ring, ring...
- Holiday Inn. Good morning.
- Ah good morning. Er I'm calling from Hong Kong. I wonder if you could give me some information.
- Yes of course. What you like to know?
- Well, I'd like to know something about some of the facilities that the Holiday Inn has to offer.
- Well we've an international hotel situated right on Orchard Road.
- Ah yes. Orchard Road. Do the rooms have a view of the sea?
- No, I'm afraid they don't. They do look over a park though.
- Fine. Now what about restaurants.
- Well there are two coffee shops and one restaurant.
- A Chinese restaurant or a western restaurant.
- Actually it's a western restaurant but there are plenty of Chinese restaurants in the area.
- Fine. Now how much is a room?
- Well the rooms are $450, $600 or $900 a night. All have an adjoining bath room.
- Mm. And what about singles?
- I'm sorry we don't have any singles.
- I see. Mm. Have you got a swimming pool?
- Yes there's a swimming pool and there's also a health club on the roof.
- Oh fine. Good. Thank you very much. Right that all sounds excellent. Now can I book a room for April please.
- Yes certainly. What dates exactly?
- 14th - 18th April.
- 14th - 18th. Fine.
- I'm sorry. What are the prices again?
- $450 - $600 or $900.
- Right. I'd like to book one for $600 a night please.
- Right. I'll write to confirm the dates and the cost.
- Right. OK. Now let me give you my name and address.

Now listen again.
Your friend is going away for a week. She wants you to look after her flat and write down the things she wants you to do.

3. - What do you want me to do?
   - Well, there’s quite a lot of things to remember. Why don’t you write them down.
     - O.K.
   - First of all, water the plants on Wednesday.
     - Mm.
   - Collect the letters from downstairs.
     - O.K.
   - Feed the birds twice a day.
     - Sure.
   - Open the windows everyday.
     - O.K.
   - and make sure the electricity is off when you leave.
4. Listen to this recipe from the radio. Write down the instructions that you hear.

- First, pour the water into a pan.
- Then add all of the sugar.
- Heat this liquid till it boils.
- When it's boiling, add the coconut and stir.
- After five minutes, remove from the heat.
- Place it in a glass bowl and leave to cool.
This is the listening test for B3 students. You will hear each question twice. Look at page 1. Now listen to the telephone conversations and fill in the forms below.

### Question 1

Ring, ring...
- Good afternoon. Chan and Co.
- Oh good afternoon. Can I speak to Mr. Chan please?
- Oh I'm sorry he's not here at the moment.
- Oh um in that case can you ask him to ring me. My name's Marian Lee. He has my phone number.
- Oh yes er Miss. Lee.
- Yup. Tell him I'll be in my office between 2 and 4.
- Between 2 and 4. OK. I'll tell him as soon as he gets back.
- OK. Fine thank you very much. Goodbye.
- Goodbye.

Now listen again.

### Question 2

Ring, ring...
- Good morning. Chan and Co.
- Ah hello. Can I talk to Mr. Fong please?
- Yes who's calling?
- My name is Steven Smith.
- Right, just a minute Mr. Smith. I'll see if he's in. Oh, sorry Mr. Smith he's not in at the moment. He'll be back this afternoon.
- OK. Could you tell him I'll ring again at about 2.00.
- OK. 2 o'clock.
- Thank you Mr. Smith. Goodbye.
- Goodbye.

Now listen again.
Question 3
- Good morning, Chan and Co.
- Oh good morning. My name's Mrs. Scott. I have an appointment with Mrs. Chow this afternoon.
- Yes.
- Can you tell her I can't come this afternoon because I'm ill.
- Oh. Oh dear I'm sorry. OK, Mrs. Scott. You can't meet her this afternoon because you are ill. Right I'll tell Mrs. Chow.
- Thank you very much.
- OK. Thank you. Goodbye.
- Goodbye.
Now listen again.

Question 4
- Good morning. Chan and Co.
- Ah hello. Can I speak to Mr. Chan please?
- (Cough) Oh, excuse me. I'm afraid he's in a meeting at the moment. Can I take a message.
- Em yes please if you would it's quite urgent. Could you tell him that I can't come to see him at 3.00 because I have to go to the airport.
- Ahm, can I have your name please.
- Yes it's David Wright.
- Em. Do you spell that R-I-G-H-T?
- No actually its W-R-I-G-H-T.
- I see. OK thank you Mr. Wright. I'll tell him you can't come at 3.00 o'clock.
- OK. Thank you. Goodbye.
- Goodbye.
Now listen again.
5. At home (describing a person)

- Oh, there's my boy friend.
- Really, which one is he?
- The tall, thin one, with a moustache.

6. In a shop
- Can I help you?
- Yes, I want to look at that radio.
- Which one?
- The one on the left with the two speakers.

7. In the park
- What are you doing Peter?
- I'm taking my dog for a walk.
- I didn't know you had a dog. Which one's yours?
- That's him over there - the one with spots and a long tail.

8. Location
- Where's the sales ledger?
- It's on the right on the top shelf.
Dear Mr. Smith,

Thank you for your letter. We are looking forward to meeting you in Hong Kong soon. A representative from our company will be waiting at Kai Tak airport to take you to your hotel. I hope you have a pleasant trip.
Question 10

Look at the information sheet below. You're meeting your friend at the airport. Listen to the announcement and complete this information sheet.

Japan Airlines regrets to announce the delay in arrival of flight JAL 271 from Singapore. Flight JAL 271 was scheduled to arrive at Kai Tak airport at 7.42. The flight is now rescheduled to arrive at 9.05. Passengers wishing to board this flight for Tokyo please proceed to the coffee lounge and collect a dinner voucher from the Japan Airline Representative. Thank you.
Listen to the telephone conversations and fill in the forms below.

1. Secretary - Good morning, ABC Company. Can I help you?
   Mr. Clarke - Good morning. Can I speak to Mr. Nathan, please?
   Secretary - I'm sorry. Mr. Nathan is in a meeting at the moment. Can I take a message?
   Mr. Clarke - Yes please. Could you tell him that I can't make lunch today because something urgent's come up and I've got to meet someone at the airport.
   Secretary - May I have your name please?
   Mr. Clarke - Ah yes. It's Clarke, with an 'e'.
   Secretary - With an what?
   Mr. Clarke - Spelt CLARKE.
   Secretary - All right Mr. Clarke. I'll give him the message - you won't be able to meet him for lunch today.
   Mr. Clarke - Thank you. Goodbye.
   Secretary - Goodbye.

   - Good morning. Can I talk to Mr. Williams.
   - Just one moment. Oh I'm sorry his line is busy. Would you like to leave a message.
   - Yes please. I'm ringing from Sun Travel.
   - Uhh. Yes and what's your name.
   - It's Tony Morris. That's M-O-R-R-I-S.
   - I see Mr. Morris. And what's the number.
   - X-6254111. Could you tell him to ring me as soon as possible. It's important.
   - Fine. Thanks Mr. Norris. Goodbye.
   - Bye.
3. Mr. Smith - O.K., what did you think of them?
   Mr. Brown - Well, Mr. Chan speaks very good English.
   Mr. Smith - Yes, Mr. Wong's English wasn't very good but he has a very pleasant personality.
   Mr. Brown - That's right. Mr. Lee only has 2 years experience but he has got an university degree in marketing.
   Mr. Smith - Mr. Wong doesn't have a degree but he has been in marketing for 4 years.
   Mr. Brown - Do you think Mr. Chan is too old, he's 38.
   Mr. Smith - Well, I don't know, I think Mr. Lee might be too young he's only 24.
   Mr. Brown - How old is Mr. Wong?
   Mr. Smith - He's 31.
   Mr. Brown - Mm - It's really difficult.
   Mr. Smith - Mr. Chan was very cheerful but I thought Mr. Lee was a bit shy.
   Mr. Brown - Yes and Mr. Wong's hair was a bit long.
   Mr. Smith - Yes, I suppose it was. Shame about his English. Mr. Lee's English is very good.
   Mr. Brown - Yes it is but I think Mr. Chan would be most suitable.
   Mr. Smith - Mm, yes, you're probably right.
4. Travel agent - Hello, Suncrest Travel.

Richard - Hello, good morning. I'm interested in doing the six day tour to Singapore and Penang. Mm could you give me the itinerary - you know what we'll be doing everyday, so that I can see if it suits me.

Travel agent - Yes, just hold on a minute and I'll have a look... (ah) yes the six day tour to Singapore and Penang starting on Monday, 5th May.

Richard - Yeh, that's right - to Singapore and Penang. The tour goes to Singapore first doesn't it?

Travel agent - Yes, that's right. You meet at Kai Tak airport at 11 o'clock on Monday morning.

Richard - Mm just a minute I'd like to write this down - Kai Tak 11 o'clock - Monday morning. O.K. What time does the plane arrive in Singapore?

Travel agent - You arrive in Singapore at 4 o'clock in the afternoon. And then Monday evening's free. You can do what you like.

Richard - O.K. I've got that. Free on Monday evening. Yes, what about Tuesday?

Travel agent - Well, on Tuesday morning you go on a city tour. A bus takes you round the city and there's a guide and in the afternoon you can go shopping and in the evening you go to a night market.

Richard - A night market - that sounds good. We leave Singapore the next day don't we?

Travel agent - Yes, you take a train to Penang on Wednesday morning.

Richard - Oh, by train! Doesn't that take a long time?

Travel agent - Well not really, and it's very interesting. You arrive in Penang in the evening at about 7 o'clock.

Richard - So we spend the whole day in the train. What about Thursday?

Travel agent - Well, there's a city tour in the morning and you can spend the afternoon on the beach if you want to. Then in the evening there's a barbeque at the hotel.

Richard - I see - yeh that sounds fun. Then is anything arranged for Friday?

Travel agent - Ah let me see. No, not much - you go to an ancient temple in the morning and then the rest of the day's free. You leave Penang on Saturday.

Richard - What time?

Travel agent - 2.30.

Richard - Right, I see. Thank you very much. Bye.

Travel agent - Not at all. Goodbye.
5. A - O.K. Well I think that's everything. O.K. Just one more thing. Can you write this down in the diary, please. O.K.... ten o'clock... going to airport to meet Mr. Smith. Twelve o'clock...lunch at Hilton (Hotel) with Japanese customer...then two o'clock...meeting. Meeting with Mr. Cheung...C-H-E-U-N-G...that's in the office...and then at four o'clock...telephone head office in London. O.K., that's all can you read back, please?

Secretary - Yes just a minute...
O.K. Ten o'clock going to airport to meet Mr. Smith. 12 o'clock lunch at the Hilton Hotel with Japanese customers. 2 o'clock meeting with Mr. Cheung in the office and 4 o'clock telephone head office in London.

A - O.K. That's fine thanks very much.
1. Caltex Co. Ltd.
   - Hello. Can I speak to Mr. Lee.
   - Oh just a moment. I'll put you through.
   - Hello Sales Department. Can I help you?
   - Yes. Can I speak to Mr. Lee please.
   - I'm afraid he's unavailable at the moment. Would you like to ring back later.
   - Well err... do you think you could take a message.
   - O.K.
   - Could you tell him our meeting that was going to take place this afternoon has been postponed to Friday 2.00.
   - Er... this afternoon's meeting has been postponed to Friday at 2.00.
   - That's right.
   - O.K. Could I have your name please.
   - Yes it's Mike Smith.
   - Thanks. Mr. Smith. I'll give him the message as soon as he gets back.
   - Goodbye.

2. Secretary - Good morning Swire Shipping.
   Mrs. Johnston - Good morning. Can I speak to Mr. Wong please.
   Secretary - Which Mr. Wong would you like to speak to?
   Mrs. Johnston - The one who deals with container services to Australia.
   Secretary - Ah yes. That's Mr. Peter Wong. I'm afraid he isn't here at the moment. Can I help you?
   Mrs. Johnston - Well mm - it's about the collection of my furniture for shipping to Sydney. I've arranged for it to be picked up next Wednesday afternoon the 26th, but now I'm leaving on Tuesday. I wonder if you could pick it up on Monday instead?
   Secretary - Well I'll have to check with Mr. Wong but I'll take down the details now.
   Mrs. Johnston - O.K.
   Secretary - Could I have your name please Madam?
   Secretary - JOHNSTON - O.K. and the address Mrs. Johnston.
   Mrs. Johnston - Flat B.
   Secretary - Flat B.
   Mrs. Johnston - 12th floor.
   Secretary - 12th floor.
   Mrs. Johnston - Victoria Mansion.
   Secretary - Victoria Mansion.
Mrs. Johnston - 15 Queens Road.

Secretary - 15 Queens Road. O.K. That's Mrs. Johnston, Flat B, 12th floor, Victoria Mansion, 15 Queens Road.

Mrs. Johnston - That's right. Now I'd like the furniture to be collected on Monday 24th if possible. The morning would be best.

Secretary - O.K. Monday 24th in the morning instead of afternoon on the 26th. Is that right?

Mrs. Johnston - Yes that's right. And could you ask Mr. Wong to phone me to confirm that? He's got my number.

Secretary - O.K. I'll give Mr. Wong those details and he'll phone you back.

Mrs. Johnston - Thank you very much. Goodbye.

Secretary - Goodbye.
3. - We've got quite a lot of changes in the appointment book for Monday and Tuesday.
- All right, let's get out the book, then.
- Monday, 17th.
- Right.
- Well, Mrs. Roberts cancelled her appointment for 10 in the morning.
- Right cross off Mrs. Roberts.
- And change lunch at the Hilton from Monday to Tuesday.
- O.K. Lunch, Hilton, 1 p.m. Tuesday.
- Also, my interview with Mrs. Young has been changed to Tuesday.
- At 2 p.m.?
- No, Mr. Chan is at 2; we'll have to give her 3 o'clock.
- What about Mr. Rashid at 11 a.m. on Monday?
- Oh, yes, well, he's all right as he is. Now, on Tuesday, well, I'm suppose to call Tokyo office on Tuesday - but there's been a problem so I must call them Monday instead. Book me a call at the same time. O.K. Mrs. Potter wants to come on Monday at 4.
- But she can't. Mr. Williams has an appointment at 4.
- Oh, I forgot he's changed his appointment to 5.
- On Monday?
- Right, on Monday.
- That means I can move Mrs. Potter form 4 p.m. Tuesday to 4 on Monday.
- That's right.
- Anything else?
- Yes, one more thing. There's a new appointment for Tuesday.
- What time?
- 9 in the morning. It's for Mrs. Meyer.
- Could you spell that?
- M-E-Y-E-R.
- O.K. Mrs. Meyer for 9 a.m. on Tuesday.
- Well that's it, then. No more changes.
4. **Job** - To promote the sales of industrial instruments in Hong Kong and China. It will require some travelling to China but will be based in Hong Kong.

- Age between 22 and 35 with a diploma from a technical school.

- Must speak and write English, Cantonese and Mandarin fluently.

- Applications should state full details of qualifications, experience, age, salary expected and telephone number.
5. Three armed men have stolen diamonds and other precious stones worth ten million dollars from a jewellery wholesaler in Carnarvon Road, Tsimshatsui. The masked men, one with a gun and the others with knives, grabbed the manager of the firm as he returned to his office. They tied him up and waited for the firm’s proprietor. When he arrived, they forced him at gunpoint to open the safe, then locked both men in their office and made their getaway.

6. Four illegal immigrants who sneaked in on a train from China have been arrested at Hunghom railway station. They were spotted by a station worker who thought they were acting suspiciously and called the police. The three men and woman, aged between eighteen and thirty-five, are expected to be repatriated to China. Meanwhile the marine police in Macau have arrested more than fifty illegal immigrants and seven snakeheads who were on a junk near Coloane island.
1. Secretary - Good afternoon. HK Enterprises Ltd. Can I help you?

Ms Richards - May I speak to Mr. Churchill please?

Secretary - I'm sorry he's not in at the moment. Would you like to speak to his assistant?

Ms Richards - Well, it's rather urgent. I need to speak to Mr. Churchill today about our import quotas. Could you ask him to ring me as soon as he comes in?

Secretary - Yes, certainly. Can I have your name please?

Ms Richards - Yes. It's Richards, Miss Richards of Wang Fat Company.

Secretary - And what's your number please?

Ms Richards - 7235692 Hong Kong side before 5.30 or 392147 Kowloon side after 7 pm.

Secretary - OK. So that's 7235692 Hong Kong side before 5.30 or 392147 Kowloon side after 7 pm. Is that right?

Ms Richards - Yes that's right. Please don't forget to tell him it's urgent, will you?

Secretary - Oh yes, I'll give him the message as soon as he comes in.

Ms Richards - Thank you. Goodbye.

Secretary - Goodbye.

2. Secretary - Good afternoon. Far Eastern Textiles Ltd.

Mr. Black - Hello, Winnie. It's Mr. Black. Is my wife there please?

Secretary - Oh, hello Mr. Black. No, I'm sorry. Mrs. Black is showing a client round one of the factories in the New Territories this afternoon. She probably won't be back until around 5.

Mr. Black - Ah-um-well, in that case, could you give her a message for me?

Secretary - Yes, sure.

Mr. Black - Well, can you tell her I've got the tickets for tonight. It starts at 8 - um - No, wait a minute, 7.30. So I think the best thing to do is for her to meet me at the City Hall at - er - let me think - um let's say 7.00, then maybe we can get a drink first.

Secretary - (unsure) So that's 7.30 at City Hall?

Mr. Black - That's right - oh no - it starts at 7.30. I want her to meet me at 7.00. Tell her I'll see her by the ticket office.

Secretary - So, 7 o'clock by the ticket office at City Hall - is that right?

Mr. Black - Yes, that's it. Thanks a lot Winnie, bye.

Secretary - Bye. Enjoy yourself.
3. - Ah yes this is the advertisement for the new secretary. Oh no, it's full of mistakes. Could you correct them please?
   - The company's not in Central - it's in Wanchai.
   - And secretary's spelt wrong - it's ARY!
   - Erm and Form V level with at least 2 credits. Don't forget to add the 's'.
   - Two years isn't enough experience make it 4.
   - She's got to speak Mandarin too.
   - Ahm - what about this typing. Make it 60 w.p.m., and add should be familiar with a word processor.
   - O.K. That's fine. Can you make sure that gets changed as soon as possible.
4. There've been violent riots for a second day in the Brazilian city of Sao Paulo, which are blamed on rising unemployment and Government spending cuts. One man was killed in battles with the police, with another ninety-six injured and two hundred arrested. The rioters have been looting supermarkets, shops selling electrical goods, and jewellers.

5. A fire in a squatter area in Diamond Hill has left nearly four hundred people homeless. The third-alarm blaze affected about a hundred and fifty wood and tin huts in Tai Hom Village, and it burned for almost two hours. The only casualty was a boy of twelve who was treated for minor injuries. The Housing Department registered a hundred and forty-four families as homeless. Most are staying with friends and relatives, but eight have moved into the Tuen Mun Transit Centre.
Ladies and Gentlemen,

It's very good of you to agree to spend a Sunday helping the Red Cross distribute presents to refugees. We've got a good number of people here so we're going to divide you into four groups. Now, I want you to listen carefully and decide which group you would like to join. You can write down your programme on the form which has been handed to you.

Group A will be accepting presents from the collection centres
Group B will be sorting presents into age groups
Group C will be packing them into boxes
Group D will be sending letters of thanks to all those generous people who gave the presents

Now please choose which group you want to join and mark it down on your form. Have you all done that? Good.

Now here's where to meet. Group A is going to meet on the first floor - no, sorry - the second floor; Group B on the third floor; Group C in the old building and Group D will stay here. You'll have to collect certain things of course. Group D will need to get envelopes and pens - oh, and don't forget the duplicated letters. The other groups will find almost everything ready but I'd like Group B to make sure they've got plenty of big boxes and labels to mark them with - and don't forget pens. Group C should get lots of string, some labels and there are some special marking pens in the corner over there. Group A should collect some paper and pencils to make lists of the people who hand in the presents.

Now, have you got all that straight?

Good. Now, carry on.
Structure of the Interview

1. Warm Up - introductions, shaking hands, initial putting at ease. At this stage you will be gaining a first impression of the assessee. You will get some idea of the ease with which he/she can deal with this type of situation in English and competence in initial social interaction situations.

2. Reading Aloud - Ask the assessee to look at one of the easier texts. Give him/her a few seconds to get an idea of what it's about and then ask him/her to read it aloud. On completion move on to a more difficult text if necessary. This will only happen with stronger assesses. The reading aloud serves to distract the attention of the assessee from the rest of the text. It is hoped that the feeling of relief on completion of reading will help with the subsequent interaction.

3. Further Warm Up - There may be the possibility of using one of the reading texts as a take off point for eliciting language from the assessee though this should not be pushed too hard. Generally, further warm-up will constitute gaining some non-threatening personal information about the assessee. Areas to delve into would include - job, need for English, reasons for wanting to learn.

4. Elicitation of Knowledge - Kowing on from the further warm-up as naturally as possible, use one of the maps to elicit information about one of the beaches in Hong Kong or countries in this region. Remember, the important part of this exchange is try and make the assessee believe that:
   a) you don't know much about Hong Kong or the region
   b) that you need some information and advice from the assessee
   c) that you are interested in hearing what he/she has to say
   d) that you give him/her the opportunity to do as well as possible

When you are satisfied that you can make a reasonable assessment of level, bring the interaction to a close as tactfully as possible.

5. Complete the Form - And add any comments that you feel necessary before sending the assessee on to the counsellor.
Praise for an honest taxi driver

In these days of changing morals, it has been refreshing to find a rare breed in Hong Kong; a courteous and honest taxi driver.

On leaving, my wallet inclusive of credit cards and cash in a taxi, I was prepared to bid farewell to it all, but was relieved and extremely grateful to find it had been handed in, cards and cash complete.

Thank you very much, driver Law Yuen-hui of taxi BR 3689. Your honesty is greatly appreciated.

MICK HUGHES

HOW TO MAKE FRIED RICE!

WHAT DO I NEED?

1 CUP OF RICE
200 GRAMS OF SHRIMPS.
100 GRAMS OF PEAS.
1 EGG.
SOME OIL.

WHAT DO I DO?


NOT OPEN UNTIL YOU HAVE READ THESE INSTRUCTIONS.

IN THIS ENVELOPE YOU WILL FIND SIX PICTURES. TAKE ONE EACH.

LOOK AT YOUR PICTURE BUT DO NOT SHOW IT TO THE OTHER PLAYERS.

THE PICTURE SHOWS PART OF A STORY. TALK TO ONE ANOTHER UNTIL YOU UNDERSTAND THE STORY.

WHEN YOU UNDERSTAND THE STORY, SHOW YOUR PICTURES TO ONE ANOTHER.

ENGLISH COURSES

• General English classes are held at all levels—absolute beginners to advanced students. Specialised courses are also offered.
• Classes are held between 8:15 a.m. and 10:05 p.m. six days a week.
• The usual pattern is for each class to meet twice a week for sessions of 1½ hours (Monday / Thursday, Tuesday / Friday or Wednesday / Saturday) for 12 weeks.
• Satisfactory progress over 12 weeks of study will enable you to move to the next level of the course.

• Minimum age: 14
• To join a course you must take an assessment test. Tickets for this test at $10 are available Monday to Friday between 9:00 a.m. and 9:00 p.m. and on Saturday between 9:00 a.m. and 7:00 p.m.
• After your assessment you will be placed in the class most suitable for your own level of English.

HOW TO PREPARE:

Put the INSTANT RICE-STIX Noodles and ingredients into a bowl and fill it with boiling water. Cover the bowl for three minutes. In three minutes, the RICE-STIX will be ready.

Londoners' grim views on N-war

London.

Two in three Londoners would rather die in a nuclear attack than survive in a shelter, according to a poll by London's Commercial Capital Radio.

It asked about one million Londoners to believe they would eat a war, according to the poll by London's Commercial Capital Radio.

Londoners believed the capital would be attacked by nuclear missiles by the year 2005. Londoners who believed anti-nuclear protection was worth taking risks stayed in their shelters at the top priority.

One in three Londoners, according to the poll, would be willing to pay an extra 50 per cent in property taxes to finance shelters.
NAME: ____________________________

Please read and tick the box which best describes your level of English.

Level 1: You have never learnt any English before and do not know the alphabet. You cannot speak or understand any English at all.

Level 2: You speak and understand very little English but can read some English words and know the alphabet. (You want to start learning English from the beginning again in order to revise and consolidate what you already know). You want to study very simple conversation and grammar.

Level 3: You have some knowledge of English but cannot use it very well. You know that you make a lot of mistakes when talking and have great difficulty saying what you want to say or understanding very much when English people talk to you. You find it very difficult to talk for more than a few seconds without wanting to use Cantonese. You find that you understand very little when you watch English television. You can only pick out a few words or phrases.

Level 4: You feel that you have a reasonable knowledge of the basic grammatical structures and some confidence when using English. However, you find that it is often difficult to say anything complicated and sometimes you cannot understand quite a lot of what is said to you but you can understand when the English person speaks more slowly. When you watch English television you understand about 1/4 - 1/3 of what you hear.

Level 5: You feel that you have a sound knowledge of grammar and can speak fairly fluently. Although you may make some mistakes you do not find it too difficult understanding or speaking to English people. When you watch English television you understand about 1/2 of what you hear.

Level 6: You are expected to have a good knowledge of grammar and can speak very fluently. Although you may make some mistakes, you understand nearly all of what you hear. When you watch English television you understand nearly all of what you hear.

ASSESSOR ____________________________

COUNSELLOR ____________________________

ORAL ASSESSMENT

COMMENTS

FINAL LEVEL

COMMENTS

SIGNED

STUDENT OFFICE

CLASS

SIGNED
LEVEL 1

Cannot understand or speak any English though may be able to say and respond to short or single word standard social utterances - e.g. Hello, goodbye, etc. Be careful to make sure student is not tongue tied because of nerves.

Cannot read any of the passages.

LEVEL 2

After the initial introduction, communication is very difficult. The assessee can understand and speak only a minimal amount. Utterances are generally limited in length to a few words. He/she tends to speak slowly and haltingly and cannot effectively go beyond what has been learnt to deal with the most common social situations.

The assessee will need some time to process most questions and formulate responses. The assessor will need to speak slowly and clearly in order to be understood. However, even after repetition and rephrasing, an assessor’s utterance may still not be understood.

As a rule, only very literal utterances on familiar topics can be processed. Other than in the most predictable situations the assessor needs to be very patient and persevering to understand what the assessee wants to say. This is because pronunciation tends to be rather poor and grammatical control and vocabulary range extremely limited. The speech sounds very disjointed and a logical progression of thought frequently appears to be lacking.

Has extreme difficulty reading any of the passages. Does not recognize the contexts. It is very difficult to understand what is being read without following the text.

LEVEL 3

For the most part communication is limited to exchanges of information on a basic level. However, the assessee makes a large number of errors in pronunciation and grammar whenever required to extend him/herself. There tends to be frequent misuse of vocabulary which is still very restricted in range. Although the assessee clearly has some knowledge of English, native speakers, unused to the Chinese, may well have great difficulty understanding. The utterances tend to be fairly short and often appear disconnected. There is a distinct lack of fluency.

The assessor needs to speak slowly and clearly and needs to be careful when moving on to an unfamiliar topic since any sudden change of topic runs the risk of confusing the assessee. It is still very much up to the assessor to structure the interaction since only the most extrovert assessee will have the confidence to take the initiative and most assesses will rely heavily on the assessor.

The assessee can just about read the easier passages but will do so haltingly and without any sense of meaning. Many words will be unknown and there will be frequent mispronunciation.
LEVEL 4

An assessee at this level responds fairly rapidly to what is said to him/her most of the time and sometimes elaborates effectively. However, he/she can be easily thrown by a sudden change of topic or if spoken to quickly. Utterances about familiar topics may be fairly fluent but there is still a significant degree of grammatical inaccuracy and frequent mispronunciation. The assessee may feel confident enough to speak at greater length on familiar topics, though speech still sounds disjointed most of the time and it is occasionally not very coherent.

There is a strong tendency to produce sentences which sound clumsy and they often appear to be translated however, the message usually gets across in the end. Taking the initiative in a conversation is infrequent but increased competence will often lead to greater confidence. Would probably have great difficulty coping with an English speaking environment.

The assessee will be able to read from most of the passages but will continue to sound very unnatural. However, some sense of interpretation may begin to appear.

LEVEL 5

May require occasional repetition or rephrasing and a certain amount of consideration on the part of the assessor but can communicate fairly effectively responding to most questions quickly. Can still be thrown by sudden change of topic and does not always understand rapid English on unfamiliar subjects. There is still some grammatical inaccuracy and inaccurate pronunciation but errors are noticeably less frequent than with level 4. The tendency to produce clumsy sounding sentences remains and vocabulary is often limited but can find a way round difficulties in most cases.

Although the interaction is directed by the assessor, the assessee is often capable of taking and sometimes takes the initiative. He/she expresses ideas and opinions in such a way as not to cause too much strain on the oral assessors. May find coping with an English speaking environment difficult at times but would probably survive adequately.

Most of the passages will be read fairly competently with some sense of meaning though there will remain a number of noticeable weaknesses in pronunciation and lack of meaningful interpretation.
LEVEL 6

Is a good communicator. Grammar and pronunciation fairly accurate for the most part. Seems to have the ability to cope with English in a wide variety of situations quite adequately. There is less clumsiness than at level 5 and the assessee uses and understands a wide range of idiomatic English. When faced with changes of topic that are not logical, has the confidence and appropriate strategies to cope quite comfortably.

The assessee is capable of taking the initiative and does not cause the assessor any significant strain either in asking questions or following responses. Would be able to cope comfortably with an English speaking environment though still noticeably not a native speaker.

There will be weaknesses in the reading but generally the piece will sound natural and the intonation and stress patterns quite competent.
The student should be able to:

1.1) \textit{Describe how things work in the office or in related work areas}\textsuperscript{1}

- the function and purpose of equipment e.g. - typewriters
  - photocopying
  - generator
  - safety switches
  - safety gear

- the function and purpose of procedures e.g. - filing systems etc.
  - forms and documentation regulations
  - checking in goods
  - filling of data
  - fire drill
  - safety procedures
  - security procedures

\textbf{Examples:}

1.1.1. clerical worker explaining to a superior officer the relative merits of two typewriters in order to demonstrate why a particular model is preferable.

1.1.2. a bank clerk explaining to a customer or client the difference between a savings account and deposit account.

1.1.3. a secretary explaining to newly arrived senior member of staff the function and purpose of filing systems/office regulations etc.

1.1.4. mechanic explaining to customer the relative merits of two exhaust systems for a car to demonstrate why a particular model is preferable.

1.1.5. electrician explaining to a customer the function of piece of equipment in order to explain why a spare is needed or that the machine needs replacing.

1.1.6. foreman explaining to newly arrived expatriate member of staff the function and purpose of checking procedures in a factory or on a building site.

1.1.7. foreman explaining safety equipment and procedures to convince the manager that insurance requirements have been met.

\textsuperscript{1} 'related work areas' means areas such as workshops, customer service areas, building sites, reception, government offices, banks etc.
1. 1.2) LISTEN ACTIVELY TO DESCRIPTIONS OF HOW THINGS WORK IN THE OFFICE OR IN RELATED WORK AREAS

- the function and purpose of equipment e.g. - a new collating machine
- a multi-purpose photocopier
- the function and purpose of procedures e.g. - filing systems forms and documentation

Examples: 1.2.1. expatriate member of staff describing features of a piece of equipment which is unfamiliar to the clerical worker so that the clerical worker can get brochures and estimates.
1.2.2. expatriate member of staff explaining reasons why a change in the system is needed, giving the principles and criteria underlying the new system and describing envisaged problems so that the clerical worker understands why the new system is being implemented.
1.2.3. expatriate officer explaining to foreman the features of a new piece of equipment, in order to show that it is an improvement on what it is replacing or that it is needed.
1.2.4. Foreman receiving description of fire drill procedure in order to pass on information to non-English speaking staff.

2. 'listen actively' means that the student has the confidence to:
   i) interrupt, ask questions when he/she needs clarification and participate in the interaction.
   ii) take appropriate action while listening e.g. making a note of action to be taken or information to be provided.
2. 2.1) DESCRIBE HOW TO DO THINGS IN THE OFFICE OR WORK RELATED AREAS

- how to operate equipment e.g. - typewriters
- photocopiers
- washing machine
- typewriter
- telex

- how to follow procedures e.g. - operating filing systems etc.

Examples:

2.1.1. bank clerk explaining to a customer the steps to follow in order to open a bank account.

2.1.2. clerical worker explaining to a superior officer how to use the filing system in a particular office. e.g. procedures to follow when opening a new file.

2.1.3. clerical worker explaining to a superior officer the channels to follow in order to achieve a specified goal. e.g. the people to deal with and the forms to be completed in order to obtain a Hong Kong Identity card etc.

2.1.4. a clerical worker in a travel agency explaining procedures to be followed in order to obtain a visa.

2.1.5. a clerical worker explaining to an expatriate member of staff how to use a piece of equipment. e.g. a photocopier, telex machine etc.

2.1.6. electrician having installed a piece of equipment explaining to a customer how it works e.g. - a washing machine
- a cooker
- a telex

2.1.7. foreman explaining to newly arrived expatriate member of staff/visitor how a specific piece of equipment in the factory works.

2.1.8. foreman explaining to newly arrived expatriate member of staff what he should do and where he should go if the fire bell rings.
2.2) LISTEN ACTIVELY (see note 2) TO DESCRIPTIONS OF HOW TO DO THINGS IN THE OFFICE OR IN WORK RELATED AREAS

- how to operate equipment e.g. - typewriter
- how to follow procedures e.g. - maintaining office accounts

Examples:

2.2.1. expatriate sales manager explaining to salesmen how to use a new piece of equipment. e.g. a word processor

2.2.2. expatriate member of staff explaining to a clerical worker how to use a sophisticated calculator to produce office statistics.

2.2.3. an accounts clerk receiving instructions regarding:
   i) authorized signatures required before payments can be made and of financial records.
   ii) maintenance

2.2.4. a clerical worker receiving instructions about the implementation of security regulations for computerized records.

2.2.5. expatriate explaining to foreman what he should do in order to check that new security procedures are being adhered to.

2.2.6. expatriate technician who has installed a new piece of factory equipment explaining to a foreman basic fault finding procedures/ how to release trip-switches etc.

2.2.7. expatriate site manager explaining to site foreman how to complete routine office records such as invoices/overtime records/leave and absenteeism records.

2.2.8. expatriate factory manager explaining to foreman how to monitor records in order to decide whether action should be taken in the event of systems failure such as loss of supplies or equipment, frequent absenteeism etc.
3.1) Describe how and/or why something has gone wrong in the office or work related areas

- equipment failure e.g. - photocopier
- procedures failure e.g. - correspondence mislaid
- communications failure e.g. - wrong action taken

Examples:

3.1.1. Clerical worker explaining to expatriate member of staff that the photocopier has broken down through misuse, overuse or lack of servicing.

3.1.2. Bank clerk explaining to customer why a cheque has not been cleared.

3.1.3. Receptionist explaining to visitor why the person with whom he/she has an appointment is not immediately available.

3.1.4. Secretary explaining to expatriate member of staff why a piece of work has not been completed on time and offering reasons e.g. - breakdown in circulation procedures - equipment failure - staff absence

3.1.5. Clerical worker explaining to expatriate member of staff why wrong action was taken e.g. - Henry II thinking alone about Becket.

3.1.6. Secretary explaining to expatriate member of staff that incorrect statistics have been gathered due to lack of appropriate instructions.

3.1.7. Clerical worker explaining to expatriate member of staff that information gathered from forms is unreliable due to over-complexity or mistranslation of forms.

3.1.8. Foreman explaining to expatriate member of staff that a piece of equipment has broken down through misuse, overuse or lack of servicing.

3.1.9. Worker explaining to expatriate engineer why a job has not been completed yet and offering reasons e.g. - staff absence - equipment failure

3.1.10. Worker at customer service counter explaining to expatriate why a spare part has been delayed.

3.1.11. Foreman explaining to expatriate engineer that wrong action has been taken as the result of mistranslation of written instructions issued to workers.
3.2) LISTEN ACTIVELY TO DESCRIPTIONS OF WHY AND/OR HOW SOMETHING HAS GONE WRONG

- equipment failure
- procedures failure
- communication failure

Examples:

3.2.1. expatriate engineer explaining to foreman that a piece of equipment keeps malfunctioning through operators' lack of care or failure to follow correct procedures in order that foreman can brief operators.

3.2.2. expatriate member of staff explaining why minor differences between procedures taken and procedures laid down have led to an undesired outcome e.g. safety, security etc.

3.2.4. expatriate member of staff explaining to clerical workers that proof reading of typed work is not being done well enough only one person is being involved.

3.2.5. expatriate member of staff explaining why minor differences between procedures taken and procedures laid down have led to an undesired outcome.
4.4.1) INITIATE AND MAINTAIN SMALL TALK WITH AN EXPATRIATE

- to create a friendly atmosphere.
- to put the customer/client at ease.

Examples:

4.1.1. receptionist making sure client feels welcome while waiting to see a member of staff.
4.1.2. salesman putting customer at ease before discussing main purpose of visit.
4.1.3. clerical worker making sure expatriate feels welcome.
4.1.4. worker at customer service talking to customer while a part is being located.
4.1.5. electrician talking to customer while installing a piece of equipment e.g. washing machine - telex
4.1.6. foreman talking to newly arrived expatriate member of staff.

5. 'small talk' can be culturally bound. Subjects acceptable to Chinese people in Hong Kong may well be unacceptable to expatriates.
4.2) RECOGNISE AND RESPOND TO SMALL TALK WITH AN EXPATRIATE

Examples: 4.2.1. bank clerk waiting to show client into manager's office.

4.2.2. clerical worker responding to an expatriate visitor who is the spouse of staff member or client.

4.2.3. secretary who wants to deliver a message recognizing whether a discussion between two expatriate members of staff is casual (whether about work or social workers) in order to decide when to interrupt.

4.2.4. electrician servicing equipment in the home recognizing whether a client's comment is a serious question or simply an initiation of small-talk.

4.2.5. foreman recognizing when a comment from the site manager such as 'any problems?' requires a specific answer or a casual reassurance.

\[\text{\footnotesize \text{\textsuperscript{4}}} \]

\text{\footnotesize i) 'small talk' can be related to obvious subjects such as the weather of Hong Kong but the student should be made aware that it can also refer to matters connected with work. e.g. - 'You seem very busy'. 'It's not very busy in here today'.}

\text{\footnotesize ii) Student should be aware that expatriate may inadvertently raise subjects that are culturally unacceptable in Hong Kong.}
5. 5.1) Describe difficult situations such as complaints, awkward customers etc.

Examples:

5.1.1. Clerical worker reporting a complaint to an expatriate member of staff and explaining what it is about.

5.1.2. Clerical worker warning expatriate member of staff about an awkward customer.

5.1.3. Personal assistant informing expatriate member of staff about a breakdown in good relations within the office resulting from the expatriate's lack of understanding of cultural sensitivity.

5.1.4. Foreman reporting a customer complaint to an expatriate member of staff and explaining what it is about.

5.1.5. Foreman reporting workers complaints/problems to an expatriate member of staff.

5.1.6. Foreman explaining to expatriate member of staff that a breakdown in good relations has happened due to the expatriate's lack of understanding of cultural differences.

5. 'Awkward customers' can mean somebody who is rude or nervous or confused or simply unaware of the complexity of procedures that will have to be followed.
5.2) RECOGNISE AND RESPOND TO DIFFICULT SITUATIONS SUCH AS COMPLAINTS, AWFUL CUSTOMERS ETC.

Examples: 5.2.1. electrician pacifying a complaining customer, explaining steps to be taken towards a solution.

5.2.2. worker recognising when expatriate officer is angry or simply letting off steam and employing appropriate strategies.

5.2.3. worker at customer service recognising an awkward client and employing strategies that attempt to prevent problems arising.

5.2.4. pacify complaining customer, establish cause of complaint, satisfy customer that some form of action has been initiated or explain why it cannot be.

5.2.5. recognise an awkward client and employ strategies that attempt to prevent problems arising.

5.2.6. recognise when expatriate officer is angry or simply letting off steam and employ the appropriate strategies.
6.61 DESCRIBE THE FUNCTION AND/OR RESPONSIBILITIES OF OTHER WORKERS
AND/OR SELF IN THE WORK AREA

- for providing factual information
- as part of a more complex exchange

Examples:

6.1.1. showing an expatriate visitor around the factory/site.

6.1.2. showing a new expatriate member of staff around the factory/site indicating what people are responsible for and what services can be expected from them.

6.1.3. explaining to an expatriate officer as gently as possible that he/she (the worker) is not responsible for a particular duty and explaining who is.

6.1.4. showing an expatriate visitor around the office.

6.1.5. showing a new expatriate member of staff around the office indicating the range of duties/services which can be requested from different grades of staff.

6.1.6. explaining to superior, as gently as possible, that he/she (the worker) is not responsible for the piece of work required and indicating who is.
6.2) LISTEN ACTIVELY TO DESCRIPTIONS OF THE FUNCTION AND/OR RESPONSIBILITIES OF OTHER WORKERS AND/OR SELF IN THE WORK AREA

- to factual information e.g. - duties, working hours etc.
- in a more complex situation

Examples: 6.2.1. Prospective employee in initial interview receiving information about the company e.g. line management, company policy, job responsibilities etc. This could involve:
- seeking clarification
- asking intelligent questions
- expressing/conveying a positive attitude

6.2.2. Foreman being presented with change of duties for his men that seems to make unrealistic demands. This could lead to:
- seeking clarification on the ordering of priorities.
- discussion on relative loadings of own men and other work groups.

6.2.1. Clerical worker in initial interview receiving information about the company e.g. line management, company policy, job responsibilities etc. This could involve:
- seeking clarification
- asking intelligent questions
- expressing/conveying a positive attitude

6.2.4. Clerical worker being presented with change in duties which seems to involve overloading. This could lead to:
- seeking clarification on ordering of priorities
- discussion on relative loading of self and colleagues
7.1. TO MAKE TELEPHONE CALLS

- dealing with factual matters
  - make appointments
e.g. - give messages
  - give/obtain information

- dealing with more complex matters
  - changing an appointment
e.g. - explaining difficulties
  - follow up in response to complaints
  - explain delays/
    difficulties

Examples: 7.1.1. clerical worker phoning a client to arrange the time and date of a meeting which could involve:
  - checking that they are speaking to the right person
  - giving own name and status
  - stating purpose of call
  - giving details of appointment
  - checking back

7.1.2. secretary making overseas phone call to obtain information on hotel facilities.

7.1.3. bank clerk telephoning expatriate to inform him/her that the account is overdrawn.

7.1.4. clerical worker phoning complainant to explain what action has been taken in response to the complaint.

7.1.5. electrician phoning customer to arrange a suitable time for a repair visit. This could involve:
  - checking they are speaking to the right person
  - identifying self and status
  - stating purpose of call
  - giving details of time for visit
  - checking back

7.1.6. mechanic phoning customer to explain a delay in repair to car

7.1.7. site foreman phoning engineer in charge to report an unexpected difficulty in construction and seek advice.

7.1.8. foreman telephoning overseas supplier to obtain detailed specifications for a piece of equipment before submitting a written order.
7.2) **TO ANSWER THE TELEPHONE**

- dealing with factual matters  
  - e.g. - take dictated messages  
  - redirect wrong calls  
  - change/make appointments  
  - give information

- dealing with more complex matters  
  - e.g. - obtain information  
  - direct problem calls to the appropriate person  
  - explain difficulties  
  - respond to a compliant  
  - screen callers

**Examples:**

### 7.2.1. clerical worker eliciting nature of call and offering to take dictated message.
This could involve:
- stating own name and/or status
- offering to help
- recording details such as names, addresses, telephone numbers, dates etc.
- checking back on accuracy of recorded message.

### 7.2.2. clerical worker transferring caller to appropriate member of staff. This could involve:
- describing the function/role of other members of staff
- reassuring caller of the recommended person's competence

### 7.2.3. clerical worker responding to a complaint.
This could involve:
- offering sympathy/apologies
- explaining own status/role
- interrupting to elicit essential details
- reassuring that action will be taken

### 7.2.4. mechanic eliciting nature of call and offering to take dictated message.
This could involve:
- stating own name/status/company name.
- offering help.
- checking back on accuracy of recorded message.

### 7.2.5. foreman transferring caller to appropriate member of staff e.g. maintenance engineer.
This could involve:
- describing the function/role of the maintenance engineer.
- reassuring the caller of the recommended person's competence.

### 7.2.6. mechanic responding to a complaint.
This could involve:
- offering sympathy/apologies
- explaining own role/status
- interrupting to elicit essential details
- reassuring that action will be taken

### 7.2.7. worker in spare parts department responding to query about the availability of a spare part.
This could involve:
- eliciting spare part specifications or model specifications from customer and making note.
- explaining reasons for non-availability
- explaining when spare part will be available
- explaining procedures and/or extra costs involved in obtaining delivery.

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6. 'answering' the telephone is generally more complex than making a call because when making a call the caller is in a position to plan the interaction possibly by making notes in advance. On the other hand the person answering a call is obliged to react more spontaneously and requires active listening strategies (see foot-note 2).
8.1) STORE WRITTEN INFORMATION

- putting items in their correct location e.g. - correspondence in files
- putting parts into correct storage bins
- records of movement of spare parts

- entering required information into storage system e.g. - maintaining account ledgers, office statistics, overtime records.
- making entries in indexes
- cataloguing
- completing a form to record movements of spare parts, consumption of supplies, overtime worked

Examples:

8.1.1. file clerk placing correspondence on the appropriate file. This could involve reading and matching numerical/alphabetic numerical file numbers or titles, understanding numerical/alphabetic order.
8.1.2. filing clerk putting files back into the appropriate place.
8.1.3. clerical worker transferring appropriate information from overtime claims forms to overtime records.
8.1.4. salesman completing sales record by entering products/model numbers, quantity sold, balance in stock etc.
8.1.5. accounts clerk filling in cheques/invoices and maintaining relevant records.
8.1.6. filling in application forms for jobs, courses, examinations etc.
8.1.7. worker in stores putting part in appropriate bin. This could involve reading and matching numerical/alphabetic order.
8.1.8. change hand sorting invoices into appropriate categories in order to forward to accounts office/orders department.
8.1.9. foreman transferring appropriate information from overtime claims forms to overtime records, or individual records of consumption of supplies to forms requesting replacement of stock.
8.1.10. foreman keeping petty cash records.
8.1.11. worker filling in application forms for jobs, courses, examinations etc.
8.2) RETRIEVE WRITTEN INFORMATION

- locating items - e.g. - correspondence in files
  - files from cabinets
  - telephone numbers
  - records from files/ledgers/computer
  - print-outs
  - ledgers/files from storage system
  - spare part numbers from catalogues.
- extracting required information and putting in order.

Examples:

8.2.1. messenger reading circulation lists/instructions in order to pass files, correspondence etc. to correct staff member.

8.2.2. messenger reading names and addresses in order to deliver correspondence or goods.

8.2.3. clerical worker locating and recording the addresses of all clients in a target market area in order to send them brochures.

8.2.4. clerical worker examining a series of brochures in order to get information on the nature/features/prices of different products.

8.2.5. examining job advertisements and checking requirements against own qualifications and/or expectations.

8.2.6. store hand reading catalogue in order to locate spare parts.

8.2.7. worker reading duty roster in order to find out what shift he/she is working.

8.2.8. charge hand checking through movement of equipment records in order to locate a piece of equipment.

8.2.9. foreman locating and recording items in the stores and comparing these with written records in order to complete a stock check.

8.2.10. foreman examining a series of brochures in order to get information on the nature/specifications and prices of different pieces of equipment.

7. In Hong Kong job advertisements are invariably in English even for those requiring little use of English.
<table>
<thead>
<tr>
<th>Topic No.</th>
<th>Approx No Lessons</th>
<th>Students should be able to</th>
<th>Language</th>
<th>Vocab</th>
<th>Revision</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1</td>
<td>Talk about abilities</td>
<td>Can you ____?</td>
<td>Interview job</td>
<td>Can you ____? (A2)</td>
<td>CEC Unit 14a, b English Alive Unit 77 File P.9</td>
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<td></td>
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<td>Yes, I can</td>
<td>office</td>
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<td>No, I can't</td>
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<td>I can ____ but I can't ____</td>
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<td>not very well</td>
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<td>5</td>
<td>2</td>
<td>Talk about location and give directions</td>
<td>There's/there are _____.</td>
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<td>File P.10 O.S. Unit 6, set 2 P.46 set 3 P.47</td>
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<td>Location:</td>
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<td>Break into Eng. Unit 10 (+ Practice Book)</td>
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<td>On Nathan Rd, on the corner of, opposite, between, near next to</td>
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<td>Turn right</td>
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<td>Cross over</td>
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<td>Carry On</td>
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<td></td>
<td>1</td>
<td>Say how to get to places</td>
<td>How do I get to ____?</td>
<td>Transport</td>
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<td>File P.11 O.S.Unit 8 set 1 P.60</td>
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<td>'How do you get to ____?'</td>
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<td>Take a ____ to</td>
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<td>Then take a ____</td>
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<td>Approx No Lessons</td>
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<td>6</td>
<td>1-2</td>
<td>Talk about how often people do things</td>
<td>How often do you _____?</td>
<td>Twice a week</td>
<td>sometimes, every-month</td>
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<td>Every-day</td>
<td>often always, etc</td>
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<td>never usually</td>
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<td>hardly ever</td>
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<td>Video: Follow Me 20</td>
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<td>O.S. Unit 8 set 1 P.61</td>
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<td>File P.13</td>
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<td>7</td>
<td>1</td>
<td>Make adequate use of the telephone</td>
<td>Can I take/leave a message?</td>
<td>Telephone use</td>
<td>O.S. Unit 9 set 1</td>
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<td></td>
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<td>- basic telephone techniques</td>
<td>Ask him to ___.</td>
<td>Can you ____?</td>
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<td>- give and take messages</td>
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<td>Times</td>
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<td>Numbers</td>
<td>CEC Unit 14c, Unit 22a</td>
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<td>Can you spell</td>
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<td>it please?</td>
<td>Use of Eng. Unit 18</td>
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<td>Break into Eng. Unit 19</td>
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<td>Making Sense Unit 5</td>
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<td>Focus Listening Unit 1</td>
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<td>Counterpoint Unit 14</td>
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<td>8</td>
<td>3</td>
<td>Make simple comparatives</td>
<td>-er</td>
<td>Objectives A1,</td>
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<td>- more/less</td>
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<td>A2 re food,</td>
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<td>weather.</td>
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<td>Can I have</td>
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<td>I've got</td>
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<td>I'd like</td>
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</table>

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<table>
<thead>
<tr>
<th>FUNCTION (S)</th>
<th>LEARNING OBJECTIVE</th>
<th>PERFORMANCE OBJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERSONAL INFORMATION</td>
<td>S's will be able to ask for and give personal info. when meeting people for the first time.</td>
<td>Describe function of self and/or others in work related/social situation.</td>
</tr>
<tr>
<td>LOCATIONS</td>
<td>S's will be able to understand info. written about other people.</td>
<td></td>
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<tr>
<td></td>
<td>S's will be able to talk about places in HK and SE Asia and describe their general features and geographic location.</td>
<td></td>
</tr>
<tr>
<td>FUNCTION</td>
<td>STRUCTURES</td>
<td>COURSE BOOK EXPLOITATION</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------</td>
<td>--------------------------------------------------------------</td>
</tr>
<tr>
<td>Asking/Answering questions for personal info.</td>
<td>Question words:</td>
<td>Asking/Answering Questions for personal information</td>
</tr>
<tr>
<td></td>
<td>What/Where?</td>
<td>- Pairs</td>
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<tr>
<td></td>
<td>Present Simple</td>
<td>- Groups</td>
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<td></td>
<td>Present Continuous</td>
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<td></td>
<td>Passive:</td>
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<td></td>
<td>I was born</td>
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<td></td>
<td>1st person</td>
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</tr>
</tbody>
</table>

**SKILL + ACTIVITIES**

- Reading paragraphs for information
- Form filling from info.
  extracted from paragraph.
<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>STRUCTURES</th>
<th>COURSE BOOK EXPLOITATION</th>
<th>FURTHER EXPLOITATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting info.</td>
<td>3rd person</td>
<td>Question/Ans. about characters in book</td>
<td>- Report telephone messages</td>
</tr>
<tr>
<td>about other people</td>
<td>Relative:</td>
<td>Linking info. on characters</td>
<td>- Giving info. on colleagues, employees, office etc.</td>
</tr>
<tr>
<td></td>
<td>who</td>
<td></td>
<td>- Company structure diagrams.</td>
</tr>
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<td></td>
<td>Connectors:</td>
<td></td>
<td>- Reporting on characters in movies/books.</td>
</tr>
<tr>
<td></td>
<td>and, but, so, because</td>
<td></td>
<td>- Discussing applicants for a job/flat mate</td>
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<td>- Talking about people from other countries</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>(i.e. cultural exchange on habits, etc.)</td>
</tr>
</tbody>
</table>

**SKILLS + ACTIVITIES**

- Write about relatives/friend
- Listening to 3 people talking about Britain
- Write a description from notes.
<table>
<thead>
<tr>
<th>FUNCTION (S)</th>
<th>LEARNING OBJECTIVE</th>
<th>PERFORMANCE OBJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability and location</td>
<td>Students will be able to ask and talk about the availability and location of different items.</td>
<td></td>
</tr>
<tr>
<td>Polite requests</td>
<td>Students will be able to make polite requests.</td>
<td></td>
</tr>
<tr>
<td>Instructions and advice</td>
<td>Students will be able to give instructions and advice in a variety of situations based on their own experiences.</td>
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<tr>
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<td></td>
<td>Describe how to do things in the office or work related areas.</td>
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<td>Describe how to do things in the home or other social meeting</td>
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<tr>
<td>FUNCTION</td>
<td>STRUCTURES</td>
<td>COURSE BOOK EXPLOITATION</td>
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<td>--------------------------</td>
</tr>
<tr>
<td>Asking/answering questions about availability and location of different items</td>
<td><strong>Question form</strong> - Have we got any....? What else? What about.....? Where are....? <strong>Answers</strong> - Yes, we have No, we haven't <strong>Locations</strong> - in, on, under, next to <strong>On the left/right</strong></td>
<td>Household provisions, utensils, locations</td>
</tr>
</tbody>
</table>

**SKILLS + ACTIVITIES**

Pair work: saying where things are

Note writing & reading P. 54
<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>STRUCTURES</th>
<th>COURSE BOOK EXPLOITATION</th>
<th>FURTHER EXPLOITATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polite requests</td>
<td>Question form -</td>
<td>Requesting and responding to requests for items to be bought from shops.</td>
<td>-Office setting, extension to incorporate saying where things are.</td>
</tr>
<tr>
<td></td>
<td>Could you get...?</td>
<td></td>
<td>e.g.</td>
</tr>
<tr>
<td></td>
<td>tell....?</td>
<td></td>
<td>&quot;Could you tell me where the biros are?&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&quot;Yes, they're on the desk&quot;.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR</td>
<td>&quot;Could you get me the files, please?&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&quot;Yes, sure. Where are they?&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&quot;They're in the tall cupboard&quot;</td>
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</tr>
<tr>
<td>SKILLS + ACTIVITIES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pairwork: Shopping lists.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Listening for requests.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FUNCTION (S)</td>
<td>LEARNING OBJECTIVE</td>
<td>PERFORMANCE OBJECTIVE</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Apologies</td>
<td>Students will be able to make and accept an apology.</td>
<td>- Initiate and maintain small talk</td>
<td></td>
</tr>
<tr>
<td>Comparisons</td>
<td>Students will also be able to ask, talk about and compare past experiences.</td>
<td>- Recognise and respond to difficult situations, such as complaints, awkward customers.</td>
<td></td>
</tr>
<tr>
<td>Experiences &amp; Impressions</td>
<td></td>
<td>- make/answer more complex telephone calls.</td>
<td></td>
</tr>
<tr>
<td>FUNCTION</td>
<td>STRUCTURES</td>
<td>COURSE BOOK EXPLOITATION</td>
<td>FURTHER EXPLOITATION</td>
</tr>
<tr>
<td>----------</td>
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<td>--------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Apologies</td>
<td>Making an apology</td>
<td>Forgetting to do something and pairwork</td>
<td>Roleplays in the work place</td>
</tr>
<tr>
<td></td>
<td>Sorry I.....,but......</td>
<td></td>
<td>Apologising to boss/colleague</td>
</tr>
<tr>
<td></td>
<td>I'm sorry I</td>
<td></td>
<td>- for forgetting to do something (link with Unit 7 excuses)</td>
</tr>
<tr>
<td></td>
<td>I'm very sorry I</td>
<td></td>
<td>- for lateness</td>
</tr>
<tr>
<td></td>
<td>Accepting</td>
<td></td>
<td>- for being behind in schedules</td>
</tr>
<tr>
<td></td>
<td>Forget it!</td>
<td></td>
<td>- for absence through sickness</td>
</tr>
<tr>
<td></td>
<td>That's all right</td>
<td></td>
<td>Dealing with awkward customers/clients</td>
</tr>
<tr>
<td></td>
<td>Don't worry</td>
<td></td>
<td>Apologising for:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- delays</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- mistakes e.g. incorrect orders.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Social situations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Apologising to friends for:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- not contacting them</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- not attending social functions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- lateness</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SKILLS + ACTIVITIES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Roleplay from situational ones</td>
<td></td>
</tr>
<tr>
<td>FUNCTION</td>
<td>STRUCTURES</td>
<td>COURSE BOOK EXPLOITATION</td>
<td>FURTHER EXPLOITATION</td>
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<tr>
<td>--------------------------</td>
<td>-----------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Expressing facts</td>
<td>bigger than I expected</td>
<td>Countries: Compiling factual information Using comparisons</td>
<td>At work</td>
</tr>
<tr>
<td>and opinions</td>
<td>bigger than Paris</td>
<td>Pairwork: Commenting on partners information (distinguish between fact and opinion)</td>
<td>- comparing products and services in order to make decisions on</td>
</tr>
<tr>
<td></td>
<td>more beautiful than</td>
<td>Holidays: commenting on alternatives giving factual informational opinion</td>
<td>- purchases</td>
</tr>
<tr>
<td></td>
<td>Paris</td>
<td></td>
<td>- contracts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Preparing product reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Writing advertising copy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Social</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Comparing facts on aspects of HK life to help &amp; advise expats.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- flats, residential areas</td>
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<td></td>
<td></td>
<td></td>
<td>- shopping</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>- travel/public transport</td>
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<td></td>
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<td></td>
<td>- leisure activities</td>
</tr>
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<td></td>
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<td></td>
<td>Giving factual info. and opinion to advise expats on decisions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- restaurants, ordering food</td>
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<td></td>
<td></td>
<td></td>
<td>- joining clubs</td>
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<td></td>
<td></td>
<td></td>
<td>Comparing facts and opinions to advise an holiday plans</td>
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<td></td>
<td></td>
<td></td>
<td>- countries in Asia</td>
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<td></td>
<td></td>
<td></td>
<td>- Holiday destinations</td>
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<td></td>
<td></td>
<td></td>
<td>- travel agents</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- airlines</td>
</tr>
</tbody>
</table>

**SKILLS + ACTIVITIES**

- Listening for specific information
  - comparing England & Japan

- Roleplay dialogue
  - comparisons
Communicating in English

Course Outline for Students

During the 12 weeks of this term you will be studying the areas of English communication outlined below. Units 1-4 of Developing Strategies will be used.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Area of Study</th>
<th>What you will be able to do</th>
<th>This can help you</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identifying</td>
<td>Relative clauses</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>who</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>whose</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>location</td>
<td></td>
</tr>
<tr>
<td></td>
<td>people</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>places</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Purpose clauses</td>
<td>to + inf. so that</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1. Give descriptions of people and of places.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2. Discuss purposes for doing things.</td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>Describing</td>
<td>Comparative and superlative adjectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- as/is/are forms</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- more/most forms</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>It's too + adj.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>It's not + adj.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1. Understand and recognise the difference between fact and opinion.</td>
<td>at work - to describe your job, your workmates' jobs and the services offered by your company to your foreign bosses and customers.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2. Use your understanding of this difference to help you make decisions.</td>
<td>socially - to identify people in large social gatherings by referring to their positions in the company/family.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3. Advise others on decision making by using factual information and giving your opinion.</td>
<td>at work - to interpret information given to you by foreign bosses or clients.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Comparing</td>
<td>Should have to</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>much ... than</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>just as ... as</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>not as ... as</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1. Read and interpret job advertisements to find out what is required.</td>
<td>at work - to present yourself better at job interviews and business meetings.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2. Talk about your own job responsibilities.</td>
<td>socially - to talk about what sort of person you are and describe things that you're interested in.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3. Write job descriptions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4. Make telephone calls to fix and change appointments.</td>
<td>at work - to make more efficient telephone calls.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Talking about the past</td>
<td>used to</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Time markers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Present perfect continuous tense</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1. Talk &amp; write about relevant events in your past so that you can write CVs and job applications.</td>
<td>at work - to present your past experience to good effect both on paper and in interviews.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2. Cope with job interviews.</td>
<td>socially - to talk about your past experiences.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>3. Find out about other peoples past lives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4. Conduct interviews.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>5. Interpret personality from factual information.</td>
<td>socially - to find out about other peoples' backgrounds.</td>
<td></td>
</tr>
</tbody>
</table>
## C1 UNIT 1

### Summary

<table>
<thead>
<tr>
<th>FUNCTION(S)</th>
<th>LEARNING OBJECTIVE</th>
<th>PERFORMANCE OBJECTIVE</th>
</tr>
</thead>
</table>
| Descriptions:  
People  
Places  
Purposes | Students will be able to give descriptions of people and places. Students will also be able to discuss purposes for doing things. | Describe function and/or responsibilities of self and/or others in the office or work related areas in social situations. |
<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>STRUCTURES</th>
<th>COURSE BOOK EXPLOITATION</th>
<th>FURTHER EXPLOITATION</th>
</tr>
</thead>
</table>
Linking sentences.  
Describing Family members. | Company structure diagrams  
(Revision and development)  
Job/Family responsibilities  
Who takes care of  
Who looks after  
Is responsible for  
Information gap worksheets for fictions companies/families.  
Students compile their own info and structure diagrams.  
Construct job descriptions - directing enquiries on the telephone. |
<p>| people                   |                                      |                                                                                          |                                                                                      |
|                          | SKILLS AND ACTIVITIES                |                                                                                          |                                                                                      |
|                          | Notetaking.                          |                                                                                          |                                                                                      |
|                          | Notes to sentence form.              |                                                                                          |                                                                                      |
|                          | Interviewing.                        |                                                                                          |                                                                                      |
|                          | Writing family tree.                 |                                                                                          |                                                                                      |
|                          |                                      |                                                                                          |                                                                                      |
|                          |                                      |                                                                                          |                                                                                      |</p>
<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>STRUCTURES</th>
<th>COURSE BOOK EXPLOITATION</th>
<th>FURTHER EXPLOITATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describing/</td>
<td>Non defining relative</td>
<td>Describing facilities</td>
<td>e.g. In Ocean</td>
</tr>
<tr>
<td>Identifying</td>
<td>clauses with where</td>
<td></td>
<td>Terminal There's a</td>
</tr>
<tr>
<td>places</td>
<td></td>
<td></td>
<td>place where .......</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(i.e. advising</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>expats)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Describing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>departments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>facilities in their</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>workplace.</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>e.g. There's a</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>canteen where you</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>can buy/eat lunch.</td>
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<td></td>
<td></td>
<td></td>
<td>Enquiring about</td>
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<td></td>
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<td></td>
<td>places new expat</td>
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<td></td>
<td></td>
<td></td>
<td>staff live.</td>
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<td></td>
<td></td>
<td></td>
<td>Is there a school,</td>
</tr>
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<td></td>
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<td></td>
<td>where etc.</td>
</tr>
<tr>
<td>SKILLS AND</td>
<td></td>
<td></td>
<td>HOMEWORK</td>
</tr>
<tr>
<td>ACTIVITIES</td>
<td></td>
<td></td>
<td>Dev. Strats.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Workbook P.3 Ex.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading for specific info.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guided writing: report about</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>place.</td>
<td></td>
</tr>
</tbody>
</table>
### SUMMARY

<table>
<thead>
<tr>
<th>FUNCTION(S)</th>
<th>LEARNING OBJECTIVE</th>
<th>PERFORMANCE OBJECTIVE</th>
</tr>
</thead>
</table>
| Requesting, offering and arranging   | Ss will be able to ask people to do things for them and offer to do things for others. They will be able to talk about their arrangements and plans in order to synchronise appointments | Describe how to do things in the office or work related areas/in social situations/in Hong Kong.  
  Listen actively to descriptions of how to do things  
  To make telephone calls  
  - dealing with more complex matters  
  - changing an appointment |
<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>STRUCTURES</th>
<th>COURSE BOOK EXPLOITATION</th>
<th>FURTHER EXPLOITATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting requests</td>
<td>Ask + pronoun + inf.</td>
<td>Reporting requests from direct speech with visual cues.</td>
<td>Reporting telephone requests (Social/work)</td>
</tr>
<tr>
<td></td>
<td>Tell + pronoun + inf.</td>
<td>Reconstructing requests from reports (Fairly mechanical transformation exercises)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pronoun change</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Distinguishing degrees of formality in direct speech)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FUNCTION</td>
<td>STRUCTURES</td>
<td>COURSE BOOK EXPLOITATION</td>
<td>FURTHER EXPLOITATION</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Reporting statements</td>
<td>He said that ....... (tense change) am - was are - were etc</td>
<td>Reporting from statements about New York - in general - cost of living - entertainment - eating out - the people - New York life Matching statements to reports - Listening (This exercise goes further than simple transformation) Roulette game - transformation exercise</td>
<td>Reporting telephone messages (work &amp; social) Reporting on business meetings (work) Reporting arrangements Writing minutes/newspaper articles/results of questionnaire (work and social)</td>
</tr>
</tbody>
</table>

**ACTIVITIES & SKILLS**

Roleplay - using letter for information Listening - impressions of New York
<table>
<thead>
<tr>
<th>FUNCTION(S)</th>
<th>LEARNING OBJECTIVE</th>
<th>PERFORMANCE OBJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressing degrees of likelihood. (Past, present &amp; future)</td>
<td>Students will be able to discuss possible causes of problems which they encounter. (Students will be able to use connectives to show contrast in both speaking and writing)</td>
<td>Describe how and/or why something has gone wrong in work related areas/in social situations/in Hong Kong. Initiate and maintain small talk with foreigners</td>
</tr>
<tr>
<td>FUNCTION</td>
<td>STRUCTURES</td>
<td>COURSE BOOK EXPLOITATION</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Speculating about present</td>
<td>Perhaps, probably (adverbials) + present</td>
<td>Making suggestions to foreigners on where they might buy things.</td>
</tr>
<tr>
<td>possibilities</td>
<td>tense (active &amp; passive voice)</td>
<td>Australia - the hard way - this confuses future possibilities. Not recommended for use</td>
</tr>
<tr>
<td></td>
<td>Modals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>May, might, could, must + bare infinitive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(active and passive voice)</td>
<td></td>
</tr>
<tr>
<td>ACTIVITIES &amp; SKILLS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listening: speculating on a story from</td>
<td></td>
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<td></td>
<td>sound effects</td>
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</tr>
<tr>
<td>FUNCTION</td>
<td>STRUCTURES</td>
<td>COURSE BOOK EXPLOITATION</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Speculating about possibilities in the recent past</td>
<td>Perhaps, probably, I'm sure + Present perfect might/could/must have + past participle</td>
<td>Discuss possible explanations for loss of a wallet.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speculating on causes of a mysterious occurrence from information in a newspaper article</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITIES &amp; SKILLS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading for information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening to a strange story; supplying an explanation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>writing a short story</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 7

In this appendix the demographic details of the students taking the progress tests is presented along with some discussion of points of interest.

A7.1. Demographic Details of A3 Students

A detailed breakdown of sex, occupation and educational background is shown below.

There are slightly more women than men in the group, but this reflects the trend in the battery of tests under discussion here.

Table A7.1.

<table>
<thead>
<tr>
<th>Sex</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>292</td>
<td>47.9%</td>
</tr>
<tr>
<td>Women</td>
<td>315</td>
<td>51.6%</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>00.0%</td>
</tr>
<tr>
<td>Total</td>
<td>608</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Valid Cases...608 Missing Cases...1
Technical and factory workers represented about 20% of the group, while pure clerical only 18.7%.

Table A7.2.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Valid Cases</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerical</td>
<td>114</td>
<td>18.7%</td>
</tr>
<tr>
<td>Student</td>
<td>47</td>
<td>7.7%</td>
</tr>
<tr>
<td>Technical</td>
<td>77</td>
<td>12.6%</td>
</tr>
<tr>
<td>Factory</td>
<td>42</td>
<td>6.9%</td>
</tr>
<tr>
<td>Housewife</td>
<td>83</td>
<td>13.6%</td>
</tr>
<tr>
<td>Teacher</td>
<td>6</td>
<td>1.0%</td>
</tr>
<tr>
<td>Salesman</td>
<td>15</td>
<td>2.5%</td>
</tr>
<tr>
<td>Shop Assistant</td>
<td>28</td>
<td>4.6%</td>
</tr>
<tr>
<td>Catering</td>
<td>35</td>
<td>5.7%</td>
</tr>
<tr>
<td>Police</td>
<td>5</td>
<td>0.8%</td>
</tr>
<tr>
<td>Medical</td>
<td>6</td>
<td>1.0%</td>
</tr>
<tr>
<td>Government</td>
<td>11</td>
<td>1.8%</td>
</tr>
<tr>
<td>Businessman</td>
<td>12</td>
<td>2.0%</td>
</tr>
<tr>
<td>Other</td>
<td>71</td>
<td>11.6%</td>
</tr>
<tr>
<td>Missing</td>
<td>56</td>
<td>9.2%</td>
</tr>
<tr>
<td>Total</td>
<td>610</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Valid Cases 554 Missing Cases 56

Over 60% of the group were educated to Form III standard or below. As the levels grow higher, this distribution changes significantly, with more and more students getting as far as Form V of higher.
Table A7.3.

Educational Background

<table>
<thead>
<tr>
<th>Level</th>
<th>Valid Cases</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>157</td>
<td>25.7%</td>
</tr>
<tr>
<td>Form III</td>
<td>213</td>
<td>34.9%</td>
</tr>
<tr>
<td>Form V</td>
<td>139</td>
<td>22.8%</td>
</tr>
<tr>
<td>Matriculation</td>
<td>17</td>
<td>2.8%</td>
</tr>
<tr>
<td>Degree</td>
<td>20</td>
<td>3.3%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>1</td>
<td>.2%</td>
</tr>
<tr>
<td>Missing</td>
<td>63</td>
<td>10.3%</td>
</tr>
<tr>
<td>Total</td>
<td>610</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Valid Cases 547  Missing Cases 63

A7.2. Demographic Details of Bi Students

The major demographic data was extracted. It was found that there were more women than men in the group, a trend reflected in the other tests in this battery.

Table A7.4.

Sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>Valid Cases</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>337</td>
<td>45.2%</td>
</tr>
<tr>
<td>Female</td>
<td>403</td>
<td>54.2%</td>
</tr>
<tr>
<td>Missing</td>
<td>4</td>
<td>1.0%</td>
</tr>
<tr>
<td>Total</td>
<td>704</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Valid Cases 740  Missing Cases 4

As with other levels, the major occupation was clerical in nature. About 20% of the group did technical of
factory type jobs. The office/clerical bias in the test was justified because it provided a familiar context for the bulk of the test takers.

Table A7.5.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerical</td>
<td>203</td>
<td>27.3%</td>
</tr>
<tr>
<td>Student</td>
<td>72</td>
<td>9.7%</td>
</tr>
<tr>
<td>Technical</td>
<td>91</td>
<td>12.2%</td>
</tr>
<tr>
<td>Factory</td>
<td>54</td>
<td>7.3%</td>
</tr>
<tr>
<td>Housewife</td>
<td>96</td>
<td>12.9%</td>
</tr>
<tr>
<td>Teacher</td>
<td>6</td>
<td>0.8%</td>
</tr>
<tr>
<td>Salesman</td>
<td>17</td>
<td>2.3%</td>
</tr>
<tr>
<td>Shop Assistant</td>
<td>36</td>
<td>4.8%</td>
</tr>
<tr>
<td>Catering</td>
<td>30</td>
<td>4.0%</td>
</tr>
<tr>
<td>Police</td>
<td>3</td>
<td>0.4%</td>
</tr>
<tr>
<td>Medical</td>
<td>10</td>
<td>1.3%</td>
</tr>
<tr>
<td>Government</td>
<td>10</td>
<td>1.3%</td>
</tr>
<tr>
<td>Businessman</td>
<td>8</td>
<td>1.1%</td>
</tr>
<tr>
<td>Other</td>
<td>66</td>
<td>8.9%</td>
</tr>
<tr>
<td>Missing</td>
<td>41</td>
<td>5.5%</td>
</tr>
<tr>
<td>Total</td>
<td>744</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Valid Cases 703   Missing Cases 41

With regard to educational background, it was apparent that 50% of the students in this level had only been educated to Form III standard or below. It is likely that the degree holders were educated in China rather than in Hong Kong.
Table A7.6.

**Educational Background**

<table>
<thead>
<tr>
<th>Level</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>119</td>
<td>16.0%</td>
</tr>
<tr>
<td>Form III</td>
<td>253</td>
<td>34.0%</td>
</tr>
<tr>
<td>Form V</td>
<td>275</td>
<td>37.0%</td>
</tr>
<tr>
<td>Matriculation</td>
<td>18</td>
<td>2.4%</td>
</tr>
<tr>
<td>Degree</td>
<td>31</td>
<td>4.2%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>2</td>
<td>0.3%</td>
</tr>
<tr>
<td>Missing</td>
<td>44</td>
<td>6.2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>744</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Valid Cases</strong></td>
<td>700</td>
<td></td>
</tr>
<tr>
<td><strong>Missing Cases</strong></td>
<td>44</td>
<td></td>
</tr>
</tbody>
</table>

A7.3. **Demographic Details of B2 Students**

Most new students register in the first level of any course. B2 is the second term of the B-level course so the demographic details should be fairly similar to B1. Any variation is due to students who did not re-register for the second term of the course.

There is virtually no difference in the distribution of sexes or occupations as shown in the two tables below.
### Table A7.7.

**Sex**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>335</td>
<td>45.8%</td>
</tr>
<tr>
<td>Women</td>
<td>391</td>
<td>53.4%</td>
</tr>
<tr>
<td>Missing</td>
<td>5</td>
<td>0.8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>732</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Valid Cases 727

Missing Cases 5

### Table A7.8.

**Occupation**

<table>
<thead>
<tr>
<th>Occupation</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerical</td>
<td>203</td>
<td>27.7%</td>
</tr>
<tr>
<td>Student</td>
<td>59</td>
<td>8.1%</td>
</tr>
<tr>
<td>Technical</td>
<td>82</td>
<td>11.2%</td>
</tr>
<tr>
<td>Factory</td>
<td>55</td>
<td>7.5%</td>
</tr>
<tr>
<td>Housewife</td>
<td>75</td>
<td>10.2%</td>
</tr>
<tr>
<td>Teacher</td>
<td>10</td>
<td>1.4%</td>
</tr>
<tr>
<td>Salesman</td>
<td>20</td>
<td>2.7%</td>
</tr>
<tr>
<td>Shop Assistant</td>
<td>20</td>
<td>2.7%</td>
</tr>
<tr>
<td>Catering</td>
<td>26</td>
<td>3.6%</td>
</tr>
<tr>
<td>Police</td>
<td>6</td>
<td>0.8%</td>
</tr>
<tr>
<td>Medical</td>
<td>10</td>
<td>1.4%</td>
</tr>
<tr>
<td>Government</td>
<td>19</td>
<td>2.6%</td>
</tr>
<tr>
<td>Businessman</td>
<td>11</td>
<td>1.5%</td>
</tr>
<tr>
<td>Other</td>
<td>81</td>
<td>11.1%</td>
</tr>
<tr>
<td>Missing</td>
<td>55</td>
<td>7.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>732</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Valid Cases 677

Missing Cases 55

It is interesting to note that there appears to be quite a significant difference in the distributions of educational backgrounds between the B1 and B2 students.
Table A7.9.

Educational Background

<table>
<thead>
<tr>
<th>Level</th>
<th>Cases</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>89</td>
<td>12.2%</td>
</tr>
<tr>
<td>Form III</td>
<td>216</td>
<td>29.5%</td>
</tr>
<tr>
<td>Form V</td>
<td>324</td>
<td>44.3%</td>
</tr>
<tr>
<td>Matriculation</td>
<td>25</td>
<td>3.4%</td>
</tr>
<tr>
<td>Degree</td>
<td>29</td>
<td>4.0%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>9</td>
<td>1.1%</td>
</tr>
<tr>
<td>Missing</td>
<td>40</td>
<td>5.4%</td>
</tr>
<tr>
<td>Total</td>
<td>732</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Valid Cases 692  Missing Cases 40

There are fewer Primary educated students remaining, and the percentage of Form III and Form V students has increased by 4.5% and 7% respectively. It seems to be the case that while occupation and sex have little influence on re-registration, educational background does. This phenomenon is further discussed in Chapter VII of this thesis where the relationship between background variables and test performance is considered.

A7.4. Demographic Details of B3 Students

Interestingly, the percentage of men was significantly lower in this level. This means that more men dropped out of the course than women.
The distribution of occupations was much the same as B1 and B2 but there were less factory workers and "others" in percentage terms.
The distributions of educational backgrounds did not alter very much although the percentage of Primary educated students rose slightly, whereas the Form III and Form V fell.

Table A7.12.

Educational Background

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>57</td>
<td>14.2%</td>
</tr>
<tr>
<td>Form III</td>
<td>116</td>
<td>28.9%</td>
</tr>
<tr>
<td>Form V</td>
<td>170</td>
<td>42.4%</td>
</tr>
<tr>
<td>Matriculation</td>
<td>10</td>
<td>2.5%</td>
</tr>
<tr>
<td>Degree</td>
<td>17</td>
<td>4.2%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>2</td>
<td>.5%</td>
</tr>
<tr>
<td>Missing</td>
<td>26</td>
<td>6.0%</td>
</tr>
</tbody>
</table>

Total           | 401  | 100.0%|

Valid Cases     | 375  | Missing Cases | 26

A7.5. Demographic Details of C1 Students

There are still more men than women in this level, as is shown below:
Table A7.13.

Sex

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>281</td>
<td>44.0%</td>
</tr>
<tr>
<td>Women</td>
<td>354</td>
<td>55.5%</td>
</tr>
<tr>
<td>Missing</td>
<td>3</td>
<td>.5%</td>
</tr>
<tr>
<td>Total</td>
<td>638</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Valid cases 635...Missing cases...3

It will be noted that the number of clerical workers increases at this level, while the number of technical and factory workers decreases. More of the institute's students appear to be using English in their work than in the lower levels.

Table A7.14.

Occupation

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Cases</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerical</td>
<td>227</td>
<td>35.6%</td>
</tr>
<tr>
<td>Student</td>
<td>52</td>
<td>8.2%</td>
</tr>
<tr>
<td>Technical</td>
<td>60</td>
<td>9.4%</td>
</tr>
<tr>
<td>Factory</td>
<td>22</td>
<td>3.4%</td>
</tr>
<tr>
<td>Housewife</td>
<td>49</td>
<td>7.7%</td>
</tr>
<tr>
<td>Teacher</td>
<td>8</td>
<td>1.3%</td>
</tr>
<tr>
<td>Salesman</td>
<td>20</td>
<td>3.1%</td>
</tr>
<tr>
<td>Shop Assistant</td>
<td>22</td>
<td>3.4%</td>
</tr>
<tr>
<td>Catering</td>
<td>25</td>
<td>3.9%</td>
</tr>
<tr>
<td>Police</td>
<td>5</td>
<td>.8%</td>
</tr>
<tr>
<td>Medical</td>
<td>19</td>
<td>3.0%</td>
</tr>
<tr>
<td>Government</td>
<td>17</td>
<td>2.7%</td>
</tr>
<tr>
<td>Businessman</td>
<td>27</td>
<td>4.2%</td>
</tr>
<tr>
<td>Other</td>
<td>43</td>
<td>6.7%</td>
</tr>
<tr>
<td>Missing</td>
<td>42</td>
<td>7.0%</td>
</tr>
<tr>
<td>Total</td>
<td>638</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Valid Cases 596 Missing Cases 42
There is also a major difference in the educational level of student here compared to the lower levels. Only 26% are now educated to Form III and below, as opposed to 61% at A3, 50% at B1, 42% at B2 and 43% at B3. Whereas nearly 75% are educated to Form V level of above. It is clear that we have a more sophisticated group of students at this level.

**Table A7.15.**

<table>
<thead>
<tr>
<th>Educational Background</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>35</td>
</tr>
<tr>
<td>Form III</td>
<td>130</td>
</tr>
<tr>
<td>Form V</td>
<td>366</td>
</tr>
<tr>
<td>Matriculation</td>
<td>34</td>
</tr>
<tr>
<td>Degree</td>
<td>37</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>3</td>
</tr>
<tr>
<td>Missing</td>
<td>33</td>
</tr>
<tr>
<td>Total</td>
<td>638</td>
</tr>
</tbody>
</table>

Valid Cases 605 Missing Cases 33

A7.6. **Demographic Details of C2 Students**

The demographic details of the C2 level are much the same as at C1 in terms of sex and occupation as demonstrated by the tables below:
Table A7.16.

Sex

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>227</td>
<td>45.2%</td>
</tr>
<tr>
<td>Women</td>
<td>273</td>
<td>54.4%</td>
</tr>
<tr>
<td>Missing</td>
<td>2</td>
<td>.4%</td>
</tr>
<tr>
<td>Total</td>
<td>502</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Valid Cases 500  Missing Cases 2

Table A7.17.

Occupation

<table>
<thead>
<tr>
<th>Occupation</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerical</td>
<td>170</td>
<td>33.9</td>
</tr>
<tr>
<td>Student</td>
<td>34</td>
<td>6.8</td>
</tr>
<tr>
<td>Technical</td>
<td>59</td>
<td>11.8</td>
</tr>
<tr>
<td>Factory</td>
<td>14</td>
<td>2.8</td>
</tr>
<tr>
<td>Housewife</td>
<td>58</td>
<td>11.6</td>
</tr>
<tr>
<td>Teacher</td>
<td>14</td>
<td>2.8</td>
</tr>
<tr>
<td>Salesman</td>
<td>20</td>
<td>4.0</td>
</tr>
<tr>
<td>Shop Assistant</td>
<td>7</td>
<td>1.4</td>
</tr>
<tr>
<td>Catering</td>
<td>19</td>
<td>3.8</td>
</tr>
<tr>
<td>Police</td>
<td>7</td>
<td>1.4</td>
</tr>
<tr>
<td>Medical</td>
<td>12</td>
<td>2.4</td>
</tr>
<tr>
<td>Government</td>
<td>20</td>
<td>4.0</td>
</tr>
<tr>
<td>Businessman</td>
<td>11</td>
<td>2.2</td>
</tr>
<tr>
<td>Other</td>
<td>38</td>
<td>7.6</td>
</tr>
<tr>
<td>Missing</td>
<td>19</td>
<td>3.8</td>
</tr>
<tr>
<td>Total</td>
<td>502</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Valid Cases 483  Missing Cases 19

There is a slight difference in the education profile as compared to C1 with a reduction in the number of Primary and Form III educated students, and an increase in matriculation level students.
Table A7.18.

**Educational Background**

<table>
<thead>
<tr>
<th>Level</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>19</td>
<td>3.8</td>
</tr>
<tr>
<td>Form III</td>
<td>78</td>
<td>15.5</td>
</tr>
<tr>
<td>Form V</td>
<td>290</td>
<td>57.8</td>
</tr>
<tr>
<td>Matriculation</td>
<td>61</td>
<td>12.2</td>
</tr>
<tr>
<td>Degree</td>
<td>27</td>
<td>5.4</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>4</td>
<td>.8</td>
</tr>
<tr>
<td>Missing</td>
<td>23</td>
<td>4.6</td>
</tr>
<tr>
<td>Total</td>
<td>502</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Valid Cases 479 Missing Cases 23

A7.7. **Demographic Details of C3 Students**

The internal composition of the C-level remains more consistent than the B-level, with very little variation between C1, C2, and C3.

Table A7.19.

**Sex**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>116</td>
<td>43.8%</td>
</tr>
<tr>
<td>Women</td>
<td>144</td>
<td>54.3%</td>
</tr>
<tr>
<td>Missing</td>
<td>5</td>
<td>1.9%</td>
</tr>
<tr>
<td>Total</td>
<td>265</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Valid Cases 260 Missing Cases 5
Table A7.20.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerical</td>
<td>88</td>
<td>33.2%</td>
</tr>
<tr>
<td>Student</td>
<td>18</td>
<td>6.8%</td>
</tr>
<tr>
<td>Technical</td>
<td>30</td>
<td>11.3%</td>
</tr>
<tr>
<td>Factory</td>
<td>8</td>
<td>3.0%</td>
</tr>
<tr>
<td>Housewife</td>
<td>39</td>
<td>14.7%</td>
</tr>
<tr>
<td>Teacher</td>
<td>9</td>
<td>3.4%</td>
</tr>
<tr>
<td>Salesman</td>
<td>7</td>
<td>2.6%</td>
</tr>
<tr>
<td>Shop Assistant</td>
<td>7</td>
<td>2.6%</td>
</tr>
<tr>
<td>Catering</td>
<td>11</td>
<td>4.2%</td>
</tr>
<tr>
<td>Police</td>
<td>2</td>
<td>.8%</td>
</tr>
<tr>
<td>Medical</td>
<td>5</td>
<td>1.9%</td>
</tr>
<tr>
<td>Government</td>
<td>12</td>
<td>4.5%</td>
</tr>
<tr>
<td>Businessman</td>
<td>5</td>
<td>1.9%</td>
</tr>
<tr>
<td>Other</td>
<td>14</td>
<td>5.3%</td>
</tr>
<tr>
<td>Missing</td>
<td>10</td>
<td>3.8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>265</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Valid Cases 255  Missing Cases 10

Table A7.21.

<table>
<thead>
<tr>
<th>Educational Background</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>10</td>
<td>3.8%</td>
</tr>
<tr>
<td>Form III</td>
<td>50</td>
<td>18.9%</td>
</tr>
<tr>
<td>Form V</td>
<td>150</td>
<td>56.6%</td>
</tr>
<tr>
<td>Matriculation</td>
<td>17</td>
<td>6.4%</td>
</tr>
<tr>
<td>Degree</td>
<td>22</td>
<td>8.3%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>3</td>
<td>1.1%</td>
</tr>
<tr>
<td>Missing</td>
<td>13</td>
<td>4.9%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>265</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Valid Cases 252  Missing Cases 13
**REGISTRATION FORM**

**THE BRITISH COUNCIL**

**ENGLISH LANGUAGE INSTITUTE**

Course No.  

---

**OFFICE USE ONLY**

STUDENT NO.  

---

- **NAME**
  - This should correspond with that on your HKID Card/Passport. Please write SURNAME first leaving one box empty between words.
  
  Surname  
  Other names

- **H. K. I D. Card No./Passport No.**

- **ADDRESS**
  - (in English)

- **DATE OF BIRTH**
  - Example: 26th May, 1962

- **SEX:**
  - 1) Male  
  - 2) Female

- **Marital Status:**
  - 1) Single  
  - 2) Married

- **OCCUPATION:**
  - If you are a former student of The British Council, please fill in your old Student Number in the boxes.

- **EDUCATIONAL BACKGROUND:**
  - Please tick highest level completed.

<table>
<thead>
<tr>
<th>Level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>1</td>
</tr>
<tr>
<td>Form III</td>
<td>2</td>
</tr>
<tr>
<td>Form V</td>
<td>3</td>
</tr>
<tr>
<td>Matriculation</td>
<td>4</td>
</tr>
<tr>
<td>First Degree</td>
<td>5</td>
</tr>
<tr>
<td>Post graduate degree</td>
<td>6</td>
</tr>
</tbody>
</table>

  **If you intend to study for one of the following public examinations, please tick the appropriate box.**

<table>
<thead>
<tr>
<th>Examination</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>HKCEE 中學會考</td>
<td>1</td>
</tr>
<tr>
<td>GCE IGCSE</td>
<td>2</td>
</tr>
<tr>
<td>Cambridge First Certificate 初級英文</td>
<td>3</td>
</tr>
<tr>
<td>Cambridge Proficiency 中級英文</td>
<td>4</td>
</tr>
<tr>
<td>Cambridge Diploma 高級英文</td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
</tr>
</tbody>
</table>

- **Please tick appropriate boxes. You can "✓" more than one box.**

  - I need to improve my speaking ability for  
  - I need to improve my listening understanding ability for  
  - I need to improve my reading ability for  
  - I need to improve my writing ability for

- **Work**

  | | |
  | 1 | 2 |

- **Social**

  | | |
  | 1 | 2 |

- **Study**

  | | |
  | 1 | 2 |

- **Not Applicable**

  | | |
  | 1 | 2 |
The reverse side of the Registration Form

OCCUPATION CODES

01. GENERAL/CLERICAL/SECRETARIAL/OFFICE WORKER
02. FULL-TIME STUDENT
03. TRADES/TECHNICAL
04. FACTORY/CONSTRUCTION WORKER
05. HOUSEWIFE
06. TEACHER
07. SALESMAN/SALESLADY
08. SHOP ASSISTANT
09. HOTEL/RESTAURANT TRADE
10. POLICE FORCE
11. MEDICAL
12. GOVERNMENT EMPLOYEE
13. FINANCE/BUSINESS MANAGEMENT
14. OTHERS/UNEMPLOYED

How to Enrol

1. When you have been assessed and told which course and level are appropriate for you, you should choose a suitable time from the timetable.

2. You will then be given a pay-in slip to take to the bank to pay your course fees which should be deposited in cash in the British Council account at any of the Hongkong and Shanghai Bank offices. Please check that your name on the pay-in slip is complete and correct.

3. In order to secure your place on the course, you should bring the following to student office, 255 Hennessy Road, 22nd floor, Wanchai before the date shown on the pay-in slip:
   a) the green copy of the pay-in slip
   b) the completed registration form
   c) one 25 mm x 40 mm photograph (for your Student Identity Card)

Please Note: If you do not confirm your place by the date shown on your pay-in slip, it will be allocated to somebody else.

The British Council regrets that transfers are not possible.

All course fees include a non-refundable deposit of $100 unless the course you apply for is cancelled. Applications for refunds will not be accepted after 18th April, 1984.

The British Council reserves the right to change the class teacher, time, place and content of course at its discretion. It will accept or refuse your application.
Appendix 8

A8.1. The Item Analysis Programme

In order to carry out the analysis a suite of programmes was written in Basic to run on a microcomputer. It permitted a comprehensive and versatile preliminary analysis of the test data and allowed for thorough and principled moderation of the tests.

A8.2.1. Item Analysis

A8.2.1.1. General test statistics

General test statistics are provided in the form of:

i. Mean;

\[
\frac{\sum x}{N}
\]

ii. Standard Deviation;

\[
\sqrt{\frac{\sum (x - \bar{x})^2}{N - 1}}
\]
There are several methods of estimating the reliability of a test. These include test-retest, split-half, Kuder-Richardson 20 and 21. Kuder-Richardson 20 was preferred here because it is the most sensitive of the four measures mentioned above. However, Hatch and Farhady, (1982) make the following important point:

"Since the formula allows us to estimate the entire test reliability from the mean correlation among all items of the test, it is important that we be fairly sure all items on the test are approximately the same. Quite frequently, we design tests to cover a range of language or language skills. Correlations among items testing different things may turn out to be quite low." (p.248)

Since all the tests analyzed in this thesis were attempting to test a variety of skills, as discussed in Chapter IV, it was felt that the programme ought to be sensitive to differences in performance in these skills. As a result, it was decided to build in an option which allows the user to specify groups of items for independent analysis. In this way it was anticipated that the problem outlined by Hatch and Farhady above, would be eliminated. While the whole test could be entered and analyzed as desired, for the purposes of economy and subsequent correlational
analysis, it could also be analyzed as any number of separate tests with minimal coding required. The user has the option of specifying either ranges of items that would constitute the test, for instance items 1 - 28, or a group of items, for instance items 1, 3, 5, 6, 8, 22, 25, 32 etc. up to a total of 50 items in all.

iv. Standard Error of Measurement;

\[ s\sqrt{1-r} \]

The value of the standard error of measurement (SEM) is a useful guide to the extent to which one needs to allow for error in the interpretation of test results. It will be noted from the print out below, that the SEN for this twenty-eight item test is 2.15. We would expect a candidate’s true score to be within about two points of his observed score. It could be higher or lower. The size of the SEM is dependant on the standard deviation and reliability of the test.

The print out of overall test statistics is shown below. It will be noted that there is a table illustrating the distribution of items with regard to their facility value and point-biserial correlations.
Working from left to right, there is one item with a point-biserial correlation of less than 0.6 but more than 0.5 and a facility value of less than 30% but more than 20%. There are three items with a point-biserial correlation of less than 0.5 but more than 0.4 and a facility value of less than 40% but more than 30%, and so forth. There is no item with a point-biserial correlation of less than 0.4. There is no item where less than 20% of the candidates answer correctly, nor is there one where more than 89% answer correctly. Indeed, the bulk of the items are answered correctly by 40%–70% of the candidates, and the discrimination is generally above 0.5.
A8.2.1.2. Individual item statistics

Each item is analyzed in several ways in order to provide the most useful information. Below is a typical item print out. Different aspects of the print out are numbered, and explained.

1. The respondents are divided into ten percentile groups on the basis of their performance on the test as a whole. In the far right hand column the total number of students in each percentile group is marked. In this case, the numbers are 26 and 27. Since the total number of students does not divide up into 10 equal groups there is often minor variation in group size. This is of no significance to the results.
2. The key is the correct answer, and it is designated in advance by the user. If a question is of the True/False variety then there will never be more than two basic choices. In such situations, the convention was followed that a correct answer should always be 'A' and a wrong one 'B'. With multiple-choice questions up to five options are available. This being the case the options are automatically designated as A - E, and it is then up to the user to specify which of them is the 'key'.

The figures in the '*Key*' column range from 27 to 11. Each figure reflects the performance on the test as a whole of candidates in each of the ten percentile groups who answered the item correctly. In other words, in the top percentile group, that is the candidates in the top ten percent in terms of overall test performance, 27 answered the item correctly. By looking across at the far right hand column it will be noted that there were 27 candidates in that group, hence everyone in the top 10% on their performance on the test as a whole answered question one correctly. In the bottom 10%, only 12 out of 26 answered the item correctly. Simple inspection tells us that the item is discriminating to some extent between able candidates,
as measured by this test, and less able ones.

The 'B' column tells us how many candidates gave the wrong answer. In some cases, as with the first two percentile groups, the number of right and wrong answers makes a total of 27, which is the number of candidates in the percentile groups. In other cases the total of the 'A' and 'B' columns will not be equal to the number in the percentile group. Such is the case with the third to tenth percentiles. The reasons for this inequality are explained below.

3. The 'Omitted' column may be part of the reason for any discrepancy of the type mentioned above. It is frequently the case that a candidate simply misses a question out. Why he does this is rarely obvious, but it needs to be noted in some way. Some omissions are random, with others, when many candidates omit, the reasons may be due to an inadequacy in format or instructions, or it may represent an area of weakness on the part of the students. An omitted item is thus possibly different from an item that is classified as wrong, and this difference needs to be made quite clear in the analysis. When the point-biserial correlation is calculated, it is done so on the basis of candidates
who actually answered the question, and not those who omitted it.

4. The 'Unattempted' column differs from the 'Omitted' one in that it records the candidates who attempt no more questions beyond a particular point in a test. In the print out illustrated above, it will be noted that there is a candidate in the 'Unattempted' column, even though this is question number one. In this case, the reason is doubtless an error in data entry. The numbers in the unattempted column are frequently likely to rise in the latter stages of a test. This column can be a useful indicator as to the adequacy of the amount of time available for the test. In the case of a power test, the 'Unattempted' column is likely to remain fairly empty. With a speed test it will not. Any test that has a time limit is a speed test to some extent. In an educational context, the degree to which speed is a factor needs to be controlled. Some candidates will almost inevitably fail to finish any test, the majority, on the other hand, should have adequate time to complete all the questions.
5. The 'Invalid' column is for responses that are invalid in some way. For example, if a candidate marks two or more options in a multiple-choice question, when he is told that there is only one correct answer, the response would be categorized as 'invalid' as opposed to 'omitted' or incorrect.

6. The 'Total' row provides a raw total of the number of candidates in all of the columns explained above.

7. The 'Percentage' row converts the raw totals into percentages. We know therefore that in question one, 71% of the candidates answered the item correctly, 18% attempted it and answered it incorrectly, and 11% omitted it for some reason that may or may not be discernible.

8. The 'Mean Score' row provides us with information on the ability on the test as a whole of the groups of students in any of the columns outlined above. The mean score is always on the same scale, regardless of the actual test score. It is a form of standard score, with the mean always 13, and the standard deviation always 4, and calculated in the following way:
It was decided to use a standard score as opposed to a raw score because the actual mean and standard deviation of tests will inevitably vary. Since it is likely the programme user will be working with many different tests it was considered safer and easier to expect him to remember only two figures as opposed to many. The mean score is a useful indicator of the overall ability of different groups of candidates. While it is obviously a fairly crude measure it can help the moderation team a great deal in deciding on what action to take regarding any item. It is particularly useful when dealing with multiple-choice items in deciding which options to keep and which to modify.

9. Item discrimination is calculated using the point-biserial correlation. The formula used is given below:

$$ \frac{\bar{x}_p - \bar{x}_q}{s} \sqrt{p \times q} $$
This method is the most appropriate if the calculations can be carried out on a computer (Hatch and Farhady, 1982; Henning, 1987). It is also possible to calculate the discrimination index using the top 27% method. This method is cruder than the point-biserial correlation.

The point-biserial index was interpreted in the following way in this thesis. If the value was above 0.3 then this aspect of the item was considered to be more or less acceptable. If the value fell below 0.3, then some form of remedial action may need to be considered. The 0.3 cut off is of course somewhat arbitrary.

Specialists differ on their views as to what the cut-off value for discrimination should be. To a large extent, it is dependant on the requirements of a given situation. Clearly, the greater the number of items with low discrimination, the lower the reliability of the whole test. This being the case, it is inadvisable to set the value of the point-biserial discrimination too low or to accept for use in a test too many items with a point-biserial index of less than approximately 0.3. On the other hand, there may on occasion be a conflict between an item which is educationally
desirable but weak from a statistical point of view. This being the case, then it is up to the test designer to decide whether to include the item in the test or not. Similarly, the test designer may decide to retain certain items that are statistically inadequate, but very easy as introductory items in a test. The test designer is free to make whatever use of the analysis statistics that he feels is required. The important point is that they are there for his consideration.

A8.2.2. Correlational Analysis

An important feature of the programme is its ability to correlate parts of a test. The programme allows for up to thirteen variables to be specified within any given set of data. The variables can be selected in two ways. They can either be selected as a range of items i.e. items 1 - 10, or they can be specified as a group of items i.e. items 1, 3, 5, 8, 10 etc. This flexibility is important because it allows for the correlation of tasks, or skills. Tasks will tend to be of the range-type variable, whereas skills will tend to be of the group-type.
Results' print outs provide three types of information:

i. a correlation matrix of the variables specified;

ii. a listing of the mean and standard deviation for each variable;

iii. a listing of each candidate's score on each of the variables.

The third set of information is particularly useful if it becomes necessary to do further analysis on the data in question using a more sophisticated statistical package. In the case of this study, such data was actually further analyzed using SPSS.
This appendix contains a detailed discussion of the results of the item analyses of the seven progress tests discussed briefly in Chapter V. Since a full item by item analysis is available in the Appendix 2, summary tables only will be presented here to support and illustrate the discussion. Each item statistic table after the discussion of the A3 test is divided into three parts. Each part shows the item number, facility value, point-biserial correlation when the item is analyzed as part of the whole test and the point-biserial correlation when the item is analyzed as a subtest in its own right. The first part of the table (a) sorts the information by item number, the second (b) in descending order by facility value, and the third (c) in descending order by point-biserial correlation for the subtest analysis. This treatment allows for a fairly comprehensive basic view of item characteristics.

Complete tests, test keys and listening test transcripts are presented in Appendix 1 and 3.
A9.1. The A3 Progress Test

The A3 progress test was the first one to be administered and also underwent the greatest amount of modification before the version presented here was finalized.

A9.1.1. The Listening Test

The Listening Test comprised 28 items divided into three task types - taking telephone messages, noting down information about a guest in a hotel, and noting down information about someone booking a guided tour in a hotel. Regardless of whether the subtest is analyzed as part of the whole test or treated separately, the facility values remain constant, since the same number of candidates answer an item correctly or incorrectly. However, if student performance in subtests is variable, the discrimination values for the items will differ between the subtest and the whole test analysis. In other words, students who are good at listening are not necessarily good at other things. A different point-biserial correlation indicates that performance on the other components of the test and performance on
the listening section for example, are not equivalent. Table 5.2. below clearly shows that the point-biserial correlations are rather different, supporting **Hypothesis Two** which claimed that a given subtest, in this case listening and the other subtests are distinguishable in some way. The point-biserial correlations are consistently higher for the subtest analysis.

**Table A9.1.**

<table>
<thead>
<tr>
<th>Item</th>
<th>FV</th>
<th>DWT</th>
<th>DST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>71%</td>
<td>0.375</td>
<td>0.515</td>
</tr>
<tr>
<td>2</td>
<td>82%</td>
<td>0.356</td>
<td>0.450</td>
</tr>
<tr>
<td>3</td>
<td>51%</td>
<td>0.501</td>
<td>0.605</td>
</tr>
<tr>
<td>4</td>
<td>49%</td>
<td>0.402</td>
<td>0.507</td>
</tr>
<tr>
<td>5</td>
<td>46%</td>
<td>0.388</td>
<td>0.513</td>
</tr>
<tr>
<td>6</td>
<td>41%</td>
<td>0.433</td>
<td>0.568</td>
</tr>
<tr>
<td>7</td>
<td>45%</td>
<td>0.463</td>
<td>0.554</td>
</tr>
<tr>
<td>8</td>
<td>23%</td>
<td>0.463</td>
<td>0.535</td>
</tr>
<tr>
<td>9</td>
<td>40%</td>
<td>0.430</td>
<td>0.502</td>
</tr>
<tr>
<td>10</td>
<td>89%</td>
<td>0.305</td>
<td>0.405</td>
</tr>
<tr>
<td>11</td>
<td>32%</td>
<td>0.474</td>
<td>0.518</td>
</tr>
<tr>
<td>12</td>
<td>58%</td>
<td>0.310</td>
<td>0.518</td>
</tr>
<tr>
<td>13</td>
<td>54%</td>
<td>0.431</td>
<td>0.582</td>
</tr>
<tr>
<td>14</td>
<td>59%</td>
<td>0.460</td>
<td>0.611</td>
</tr>
<tr>
<td>15</td>
<td>55%</td>
<td>0.398</td>
<td>0.507</td>
</tr>
<tr>
<td>16</td>
<td>56%</td>
<td>0.385</td>
<td>0.463</td>
</tr>
<tr>
<td>17</td>
<td>64%</td>
<td>0.468</td>
<td>0.505</td>
</tr>
<tr>
<td>18</td>
<td>69%</td>
<td>0.392</td>
<td>0.551</td>
</tr>
<tr>
<td>19</td>
<td>36%</td>
<td>0.355</td>
<td>0.438</td>
</tr>
<tr>
<td>20</td>
<td>34%</td>
<td>0.440</td>
<td>0.445</td>
</tr>
<tr>
<td>21</td>
<td>88%</td>
<td>0.337</td>
<td>0.477</td>
</tr>
<tr>
<td>22</td>
<td>90%</td>
<td>0.287</td>
<td>0.443</td>
</tr>
<tr>
<td>23</td>
<td>59%</td>
<td>0.494</td>
<td>0.570</td>
</tr>
<tr>
<td>24</td>
<td>44%</td>
<td>0.457</td>
<td>0.537</td>
</tr>
<tr>
<td>25</td>
<td>47%</td>
<td>0.398</td>
<td>0.539</td>
</tr>
<tr>
<td>26</td>
<td>69%</td>
<td>0.368</td>
<td>0.498</td>
</tr>
<tr>
<td>27</td>
<td>33%</td>
<td>0.381</td>
<td>0.454</td>
</tr>
<tr>
<td>28</td>
<td>65%</td>
<td>0.351</td>
<td>0.476</td>
</tr>
</tbody>
</table>
FV = Facility value
DWT = Discrimination on Whole Test
DST = Discrimination on Subtest

(N.B. The columns represent the same elements in all subsequent tables of this sort, and the headings will not be repeated.)

The point-biserial correlations are all well above the 0.3 cut-off point (for discussion of the point-biserial correlation see Appendix 8), and the facility values range from 23% to 90%. Clearly all the items are discriminating well, and there is a good range of facility values.

It was decided to investigate the possibility that there was some systematicity in the distribution of facility values and/or point-biserial correlations. The items in the Listening Test were grouped according to the skills being tested.

a  writing down spelling of names and addresses;
   1, 12, 16, 18, 21

b  writing down names and places that are not spelt;
   5, 9, 17, 19, 20

c  writing down telephone numbers; 2, 10

d  writing down messages (instructions, places);
   3, 6, 7, 8, 11, 13, 15

e  writing down times; 4, 14, 24, 25
f  writing down simple numbers; 22, 23


g  simple comprehension; 26, 27


h  writing down prices; 28

There are eight skill types (a – h). When the items were sorted according to facility value (see Table A9.2.), skills 'b', 'd' and 'e' tended to be more difficult than the other skills though this was not very clear cut. Skills (a), (c) and (f) tended to be easier confirming the writer's intuitive view regarding the relative difficulty of these skills.

Table A9.2.

<table>
<thead>
<tr>
<th></th>
<th>Facility Value</th>
<th>Probability</th>
<th>Efficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>90%</td>
<td>0.287</td>
<td>0.443</td>
</tr>
<tr>
<td>10</td>
<td>89%</td>
<td>0.305</td>
<td>0.405</td>
</tr>
<tr>
<td>21</td>
<td>88%</td>
<td>0.337</td>
<td>0.477</td>
</tr>
<tr>
<td>2</td>
<td>82%</td>
<td>0.266</td>
<td>0.450</td>
</tr>
<tr>
<td>1</td>
<td>71%</td>
<td>0.375</td>
<td>0.515</td>
</tr>
<tr>
<td>18</td>
<td>69%</td>
<td>0.392</td>
<td>0.551</td>
</tr>
<tr>
<td>26</td>
<td>69%</td>
<td>0.358</td>
<td>0.498</td>
</tr>
<tr>
<td>28</td>
<td>65%</td>
<td>0.351</td>
<td>0.476</td>
</tr>
<tr>
<td>17</td>
<td>64%</td>
<td>0.468</td>
<td>0.505</td>
</tr>
<tr>
<td>14</td>
<td>59%</td>
<td>0.460</td>
<td>0.611</td>
</tr>
<tr>
<td>23</td>
<td>59%</td>
<td>0.494</td>
<td>0.570</td>
</tr>
<tr>
<td>12</td>
<td>58%</td>
<td>0.310</td>
<td>0.518</td>
</tr>
<tr>
<td>16</td>
<td>66%</td>
<td>0.285</td>
<td>0.463</td>
</tr>
<tr>
<td>15</td>
<td>55%</td>
<td>0.398</td>
<td>0.507</td>
</tr>
<tr>
<td>13</td>
<td>54%</td>
<td>0.431</td>
<td>0.582</td>
</tr>
<tr>
<td>3</td>
<td>51%</td>
<td>0.501</td>
<td>0.606</td>
</tr>
<tr>
<td>1</td>
<td>49%</td>
<td>0.402</td>
<td>0.507</td>
</tr>
<tr>
<td>25</td>
<td>47%</td>
<td>0.398</td>
<td>0.539</td>
</tr>
<tr>
<td>5</td>
<td>46%</td>
<td>0.388</td>
<td>0.513</td>
</tr>
<tr>
<td>7</td>
<td>45%</td>
<td>0.463</td>
<td>0.554</td>
</tr>
<tr>
<td>24</td>
<td>44%</td>
<td>0.457</td>
<td>0.537</td>
</tr>
<tr>
<td>6</td>
<td>41%</td>
<td>0.433</td>
<td>0.568</td>
</tr>
<tr>
<td>9</td>
<td>40%</td>
<td>0.430</td>
<td>0.502</td>
</tr>
</tbody>
</table>
The items were sorted in descending order of point-biserial correlation when the Listening Test was treated as a separate test. It will be noted from Table A9.1.3. below that the items in skill 'd', which was one of the more difficult ones, tend to discriminate well whereas those in skill 'b', which was also fairly difficult, discriminate rather worse on the whole.

Table A9.3.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>50%</td>
<td>0.460</td>
<td>0.611</td>
</tr>
<tr>
<td>3</td>
<td>51%</td>
<td>0.501</td>
<td>0.605</td>
</tr>
<tr>
<td>13</td>
<td>54%</td>
<td>0.431</td>
<td>0.552</td>
</tr>
<tr>
<td>23</td>
<td>59%</td>
<td>0.494</td>
<td>0.570</td>
</tr>
<tr>
<td>6</td>
<td>41%</td>
<td>0.433</td>
<td>0.568</td>
</tr>
<tr>
<td>7</td>
<td>45%</td>
<td>0.463</td>
<td>0.554</td>
</tr>
<tr>
<td>18</td>
<td>69%</td>
<td>0.392</td>
<td>0.551</td>
</tr>
<tr>
<td>25</td>
<td>47%</td>
<td>0.398</td>
<td>0.539</td>
</tr>
<tr>
<td>24</td>
<td>44%</td>
<td>0.457</td>
<td>0.537</td>
</tr>
<tr>
<td>8</td>
<td>23%</td>
<td>0.463</td>
<td>0.535</td>
</tr>
<tr>
<td>11</td>
<td>32%</td>
<td>0.474</td>
<td>0.518</td>
</tr>
<tr>
<td>12</td>
<td>58%</td>
<td>0.310</td>
<td>0.518</td>
</tr>
<tr>
<td>1</td>
<td>71%</td>
<td>0.375</td>
<td>0.515</td>
</tr>
<tr>
<td>5</td>
<td>46%</td>
<td>0.388</td>
<td>0.513</td>
</tr>
<tr>
<td>4</td>
<td>49%</td>
<td>0.402</td>
<td>0.507</td>
</tr>
<tr>
<td>15</td>
<td>58%</td>
<td>0.398</td>
<td>0.507</td>
</tr>
<tr>
<td>17</td>
<td>64%</td>
<td>0.468</td>
<td>0.505</td>
</tr>
<tr>
<td>9</td>
<td>40%</td>
<td>0.430</td>
<td>0.502</td>
</tr>
<tr>
<td>26</td>
<td>69%</td>
<td>0.368</td>
<td>0.498</td>
</tr>
<tr>
<td>21</td>
<td>88%</td>
<td>0.337</td>
<td>0.477</td>
</tr>
<tr>
<td>28</td>
<td>65%</td>
<td>0.351</td>
<td>0.476</td>
</tr>
<tr>
<td>16</td>
<td>56%</td>
<td>0.285</td>
<td>0.462</td>
</tr>
<tr>
<td>27</td>
<td>33%</td>
<td>0.381</td>
<td>0.454</td>
</tr>
</tbody>
</table>
Skill 'd' focuses on comprehension of messages. Skill 'b' on the other hand entails writing down the names of places or things. It seems that there is a greater overlap in skill 'b' between knowledge of the world and test content than there is in skill 'd'. It is conceivable therefore that the extent of real world context available to individuals is a factor affecting performance. Such a view is supported by Cummins (1983) concept of the context-embedded and context-reduced continuum. It would however, be extremely difficult to investigate this idea any further from the data available here.

A9.1.2. The Grammar Test

The Grammar section was divided into four short passages. Above each passage is a bank of words, generally containing from one and a half to twice as many words as there are blanks in the passage. The first passage is a simulated article from the in-house news letter - Student News. The second is an article taken from the South China Morning Post and modified to
make it accessible to these students. The third passage is based on the floor plan of an office block. The fourth is a letter to a friend. All the passages are of a type familiar to the students. The grammatical focus of the four passages is varied but most items are concerned with verb tense, prepositions or vocabulary. In the tables below the abbreviations VT (Verb Tense), P (Preposition) and V (Vocabulary) will be used to signify what was being tested. This categorization is extremely crude and should be accepted as such. A cloze-type format allows for a more integrated approach to testing certain language skills. However, it suffers from the fact that it is difficult to be precise about what is being tested. It is probable that the ability to read and understand is being tested by cloze as much as is the knowledge of the language system.

**Table A9.4.**

<table>
<thead>
<tr>
<th></th>
<th>VT</th>
<th>29</th>
<th>69%</th>
<th>0.448</th>
<th>0.548</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>V</td>
<td>30</td>
<td>75%</td>
<td>0.465</td>
<td>0.540</td>
</tr>
<tr>
<td></td>
<td>VT</td>
<td>31</td>
<td>56%</td>
<td>0.402</td>
<td>0.496</td>
</tr>
<tr>
<td></td>
<td>V</td>
<td>32</td>
<td>61%</td>
<td>0.257</td>
<td>0.363</td>
</tr>
<tr>
<td></td>
<td>VT</td>
<td>33</td>
<td>56%</td>
<td>0.477</td>
<td>0.565</td>
</tr>
<tr>
<td></td>
<td>V</td>
<td>34</td>
<td>77%</td>
<td>0.303</td>
<td>0.433</td>
</tr>
<tr>
<td></td>
<td>V</td>
<td>35</td>
<td>51%</td>
<td>0.531</td>
<td>0.635</td>
</tr>
<tr>
<td></td>
<td>V</td>
<td>36</td>
<td>53%</td>
<td>0.504</td>
<td>0.604</td>
</tr>
<tr>
<td></td>
<td>P</td>
<td>37</td>
<td>54%</td>
<td>0.459</td>
<td>0.577</td>
</tr>
<tr>
<td></td>
<td>V</td>
<td>38</td>
<td>80%</td>
<td>0.440</td>
<td>0.468</td>
</tr>
<tr>
<td></td>
<td>V</td>
<td>39</td>
<td>33%</td>
<td>0.381</td>
<td>0.506</td>
</tr>
<tr>
<td></td>
<td>V</td>
<td>40</td>
<td>55%</td>
<td>0.493</td>
<td>0.566</td>
</tr>
<tr>
<td></td>
<td>V</td>
<td>41</td>
<td>67%</td>
<td>0.482</td>
<td>0.607</td>
</tr>
<tr>
<td></td>
<td>P</td>
<td>42</td>
<td>46%</td>
<td>0.250</td>
<td>0.309</td>
</tr>
<tr>
<td></td>
<td>VT</td>
<td>43</td>
<td>61%</td>
<td>0.223</td>
<td>0.302</td>
</tr>
<tr>
<td></td>
<td>P</td>
<td>44</td>
<td>61%</td>
<td>0.365</td>
<td>0.481</td>
</tr>
<tr>
<td></td>
<td>V</td>
<td>45</td>
<td>79%</td>
<td>0.392</td>
<td>0.459</td>
</tr>
</tbody>
</table>
It is apparent from Table A9.4. that the high standards achieved in the Listening component are repeated here. The overall characteristics are very similar to the previous component.

The table was then sorted in descending order by facility value:

**Table A9.5.**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>38</td>
<td>80%</td>
<td>0.440</td>
<td>0.466</td>
</tr>
<tr>
<td>V</td>
<td>45</td>
<td>79%</td>
<td>0.302</td>
<td>0.459</td>
</tr>
<tr>
<td>P</td>
<td>48</td>
<td>79%</td>
<td>0.421</td>
<td>0.477</td>
</tr>
<tr>
<td>VT</td>
<td>54</td>
<td>79%</td>
<td>0.413</td>
<td>0.513</td>
</tr>
<tr>
<td>V</td>
<td>34</td>
<td>77%</td>
<td>0.303</td>
<td>0.433</td>
</tr>
<tr>
<td>V</td>
<td>30</td>
<td>73%</td>
<td>0.465</td>
<td>0.540</td>
</tr>
<tr>
<td>VT</td>
<td>51</td>
<td>75%</td>
<td>0.326</td>
<td>0.448</td>
</tr>
<tr>
<td>V</td>
<td>52</td>
<td>75%</td>
<td>0.421</td>
<td>0.532</td>
</tr>
<tr>
<td>P</td>
<td>57</td>
<td>75%</td>
<td>0.356</td>
<td>0.476</td>
</tr>
<tr>
<td>VT</td>
<td>29</td>
<td>69%</td>
<td>0.448</td>
<td>0.540</td>
</tr>
<tr>
<td>V</td>
<td>41</td>
<td>67%</td>
<td>0.482</td>
<td>0.607</td>
</tr>
<tr>
<td>V</td>
<td>53</td>
<td>66%</td>
<td>0.443</td>
<td>0.563</td>
</tr>
<tr>
<td>VT</td>
<td>55</td>
<td>64%</td>
<td>0.338</td>
<td>0.417</td>
</tr>
<tr>
<td>V</td>
<td>32</td>
<td>61%</td>
<td>0.257</td>
<td>0.363</td>
</tr>
<tr>
<td>VT</td>
<td>43</td>
<td>61%</td>
<td>0.223</td>
<td>0.302</td>
</tr>
<tr>
<td>P</td>
<td>44</td>
<td>61%</td>
<td>0.365</td>
<td>0.481</td>
</tr>
</tbody>
</table>
An attempt was also made to discern whether there was a pattern in the point-biserial discriminations. The items are sorted by point-biserial discrimination in Table A9.6. below:

**Table A9.6.**

<table>
<thead>
<tr>
<th>Item</th>
<th>Discrimination</th>
<th>Percentage</th>
<th>Discrimination</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>35</td>
<td>51%</td>
<td>0.531</td>
<td>0.655</td>
</tr>
<tr>
<td>V</td>
<td>41</td>
<td>67%</td>
<td>0.482</td>
<td>0.607</td>
</tr>
<tr>
<td>V</td>
<td>36</td>
<td>53%</td>
<td>0.504</td>
<td>0.604</td>
</tr>
<tr>
<td>P</td>
<td>37</td>
<td>54%</td>
<td>0.459</td>
<td>0.577</td>
</tr>
<tr>
<td>V</td>
<td>40</td>
<td>56%</td>
<td>0.493</td>
<td>0.566</td>
</tr>
<tr>
<td>VT</td>
<td>33</td>
<td>56%</td>
<td>0.402</td>
<td>0.595</td>
</tr>
<tr>
<td>V</td>
<td>46</td>
<td>47%</td>
<td>0.477</td>
<td>0.565</td>
</tr>
<tr>
<td>P</td>
<td>42</td>
<td>46%</td>
<td>0.356</td>
<td>0.477</td>
</tr>
<tr>
<td>VT</td>
<td>49</td>
<td>40%</td>
<td>0.493</td>
<td>0.595</td>
</tr>
<tr>
<td>V</td>
<td>59</td>
<td>33%</td>
<td>0.381</td>
<td>0.508</td>
</tr>
<tr>
<td>P</td>
<td>50</td>
<td>25%</td>
<td>0.282</td>
<td>0.273</td>
</tr>
<tr>
<td>VT</td>
<td>56</td>
<td>25%</td>
<td>0.286</td>
<td>0.383</td>
</tr>
</tbody>
</table>

**Legend:**
- V: Verbal
- P: Performance
- VT: Verbal + Total

There appears to be a significant grouping of vocabulary items near the top of the list. Seven of the thirteen vocabulary items are in the top ten indicating that, from the point of view of discrimination, there may be a tendency to get the best results by focusing on vocabulary more than other areas. In fact, in later tests vocabulary items were favoured for precisely this reason. It must be repeated however, that there exists a very real problem in specifying exactly what is being tested with this type of item. Any item selection policy, and there has been much discussion on this topic (Alderson, 1983), was accepted as being unavoidably somewhat haphazard.

A9.1.3. The Appropriacy Test

The functions tested and question numbers for this section are shown below:

- giving directions; 58, 59
- asking about well being; 60
- offering a drink; 61
- asking for preference; 62
- asking about type of work/job; 63
- asking about starting time; 64
- asking about finishing time; 65
- giving information about own job; 66
- giving information about week-end activities; 67

It was explained earlier that the criterion for correctness with regard to computer analysis in this section was that the students' responses should be appropriate. This meant that the facility values were all extremely high, a trend that persisted throughout the battery.

**Table A9.7.**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>58</td>
<td>86%</td>
<td>0.491</td>
<td>0.579</td>
</tr>
<tr>
<td>59</td>
<td>87%</td>
<td>0.397</td>
<td>0.527</td>
</tr>
<tr>
<td>60</td>
<td>84%</td>
<td>0.279</td>
<td>0.601</td>
</tr>
<tr>
<td>61</td>
<td>56%</td>
<td>0.308</td>
<td>0.625</td>
</tr>
<tr>
<td>62</td>
<td>75%</td>
<td>0.416</td>
<td>0.677</td>
</tr>
<tr>
<td>63</td>
<td>88%</td>
<td>0.432</td>
<td>0.653</td>
</tr>
<tr>
<td>64</td>
<td>86%</td>
<td>0.494</td>
<td>0.696</td>
</tr>
<tr>
<td>65</td>
<td>83%</td>
<td>0.455</td>
<td>0.697</td>
</tr>
<tr>
<td>66</td>
<td>83%</td>
<td>0.538</td>
<td>0.720</td>
</tr>
<tr>
<td>67</td>
<td>80%</td>
<td>0.414</td>
<td>0.599</td>
</tr>
</tbody>
</table>

The point-biserial correlations are much higher when this section is analyzed as a separate test. It appears that there is a high degree of intra-subtest consistency in performance with these items which is
not necessarily reflected in inter-subtest performance. This trend is even more noticeable in the other tests in the battery.

A9.1.4. The Reading/writing Test

The task in this section of the test attempted to integrate reading and writing skills in a realistic way. The students found the task fairly straightforward, as the summary statistics in Table A9.8. show.

Table A9.8.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>68</td>
<td>50%</td>
<td>0.311 0.380</td>
</tr>
<tr>
<td>69</td>
<td>50%</td>
<td>0.310 0.396</td>
</tr>
<tr>
<td>70</td>
<td>50%</td>
<td>0.310 0.390</td>
</tr>
<tr>
<td>71</td>
<td>77%</td>
<td>0.457 0.616</td>
</tr>
<tr>
<td>72</td>
<td>89%</td>
<td>0.390 0.537</td>
</tr>
<tr>
<td>73</td>
<td>86%</td>
<td>0.361 0.542</td>
</tr>
<tr>
<td>74</td>
<td>86%</td>
<td>0.513 0.663</td>
</tr>
<tr>
<td>75</td>
<td>77%</td>
<td>0.538 0.691</td>
</tr>
<tr>
<td>76</td>
<td>76%</td>
<td>0.573 0.691</td>
</tr>
<tr>
<td>77</td>
<td>79%</td>
<td>0.472 0.596</td>
</tr>
<tr>
<td>78</td>
<td>50%</td>
<td>0.518 0.478</td>
</tr>
<tr>
<td>79</td>
<td>65%</td>
<td>0.571 0.610</td>
</tr>
<tr>
<td>80</td>
<td>69%</td>
<td>0.492 0.603</td>
</tr>
<tr>
<td>81</td>
<td>64%</td>
<td>0.529 0.578</td>
</tr>
<tr>
<td>82</td>
<td>69%</td>
<td>0.569 0.733</td>
</tr>
<tr>
<td>83</td>
<td>69%</td>
<td>0.563 0.742</td>
</tr>
<tr>
<td>84</td>
<td>73%</td>
<td>0.619 0.797</td>
</tr>
<tr>
<td>85</td>
<td>73%</td>
<td>0.530 0.767</td>
</tr>
<tr>
<td>86</td>
<td>69%</td>
<td>0.565 0.707</td>
</tr>
<tr>
<td>87</td>
<td>66%</td>
<td>0.588 0.760</td>
</tr>
<tr>
<td>88</td>
<td>63%</td>
<td>0.416 0.569</td>
</tr>
<tr>
<td>89</td>
<td>63%</td>
<td>0.478 0.661</td>
</tr>
</tbody>
</table>
The retrieval of very obvious factual information such as telephone numbers (72, 73) dates of birth (74, 83, 85, 87) occupation and passport number (76, 77) were the easiest items. The most difficult were in the first section of the form (68 - 70). There was a confusion in students' minds as to the meaning of 'surname' and 'other names' that led to much lower facility values in this section. Table A9.9. below sorts items in order of facility value.

**Table A9.9.**

<table>
<thead>
<tr>
<th>Item</th>
<th>Facility Value</th>
<th>Facility Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>89%</td>
<td>0.390</td>
</tr>
<tr>
<td>73</td>
<td>86%</td>
<td>0.361</td>
</tr>
<tr>
<td>74</td>
<td>86%</td>
<td>0.513</td>
</tr>
<tr>
<td>77</td>
<td>79%</td>
<td>0.472</td>
</tr>
<tr>
<td>71</td>
<td>77%</td>
<td>0.467</td>
</tr>
<tr>
<td>75</td>
<td>77%</td>
<td>0.538</td>
</tr>
<tr>
<td>76</td>
<td>76%</td>
<td>0.573</td>
</tr>
<tr>
<td>84</td>
<td>73%</td>
<td>0.619</td>
</tr>
<tr>
<td>85</td>
<td>73%</td>
<td>0.530</td>
</tr>
<tr>
<td>80</td>
<td>69%</td>
<td>0.492</td>
</tr>
<tr>
<td>82</td>
<td>69%</td>
<td>0.569</td>
</tr>
<tr>
<td>83</td>
<td>69%</td>
<td>0.563</td>
</tr>
<tr>
<td>86</td>
<td>69%</td>
<td>0.565</td>
</tr>
<tr>
<td>87</td>
<td>66%</td>
<td>0.588</td>
</tr>
<tr>
<td>81</td>
<td>64%</td>
<td>0.529</td>
</tr>
<tr>
<td>79</td>
<td>63%</td>
<td>0.571</td>
</tr>
<tr>
<td>88</td>
<td>63%</td>
<td>0.416</td>
</tr>
<tr>
<td>89</td>
<td>63%</td>
<td>0.478</td>
</tr>
<tr>
<td>68</td>
<td>59%</td>
<td>0.311</td>
</tr>
<tr>
<td>69</td>
<td>50%</td>
<td>0.310</td>
</tr>
<tr>
<td>70</td>
<td>50%</td>
<td>0.310</td>
</tr>
<tr>
<td>78</td>
<td>50%</td>
<td>0.518</td>
</tr>
</tbody>
</table>
The point-biserial correlations are extremely high for the most part. The items with the highest point-biserials were those in the final section (82 - 89). Those with the lowest, were in the first section (68 - 70). Had the confusion over what a 'surname' afflicted only the least able students the discriminations of these items would have been higher.

Table A9.10.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>84</td>
<td>73%</td>
<td>0.619</td>
<td>0.797</td>
</tr>
<tr>
<td>85</td>
<td>73%</td>
<td>0.530</td>
<td>0.767</td>
</tr>
<tr>
<td>87</td>
<td>66%</td>
<td>0.588</td>
<td>0.760</td>
</tr>
<tr>
<td>83</td>
<td>69%</td>
<td>0.563</td>
<td>0.742</td>
</tr>
<tr>
<td>82</td>
<td>69%</td>
<td>0.569</td>
<td>0.738</td>
</tr>
<tr>
<td>86</td>
<td>69%</td>
<td>0.565</td>
<td>0.707</td>
</tr>
<tr>
<td>75</td>
<td>77%</td>
<td>0.538</td>
<td>0.691</td>
</tr>
<tr>
<td>76</td>
<td>76%</td>
<td>0.573</td>
<td>0.691</td>
</tr>
<tr>
<td>74</td>
<td>86%</td>
<td>0.513</td>
<td>0.683</td>
</tr>
<tr>
<td>89</td>
<td>63%</td>
<td>0.478</td>
<td>0.661</td>
</tr>
<tr>
<td>71</td>
<td>77%</td>
<td>0.457</td>
<td>0.616</td>
</tr>
<tr>
<td>70</td>
<td>63%</td>
<td>0.571</td>
<td>0.610</td>
</tr>
<tr>
<td>80</td>
<td>69%</td>
<td>0.492</td>
<td>0.603</td>
</tr>
<tr>
<td>77</td>
<td>79%</td>
<td>0.472</td>
<td>0.595</td>
</tr>
<tr>
<td>81</td>
<td>64%</td>
<td>0.529</td>
<td>0.578</td>
</tr>
<tr>
<td>88</td>
<td>63%</td>
<td>0.416</td>
<td>0.569</td>
</tr>
<tr>
<td>73</td>
<td>86%</td>
<td>0.361</td>
<td>0.563</td>
</tr>
<tr>
<td>72</td>
<td>89%</td>
<td>0.390</td>
<td>0.537</td>
</tr>
<tr>
<td>78</td>
<td>50%</td>
<td>0.518</td>
<td>0.478</td>
</tr>
<tr>
<td>69</td>
<td>50%</td>
<td>0.310</td>
<td>0.396</td>
</tr>
<tr>
<td>70</td>
<td>50%</td>
<td>0.310</td>
<td>0.390</td>
</tr>
<tr>
<td>68</td>
<td>59%</td>
<td>0.311</td>
<td>0.389</td>
</tr>
</tbody>
</table>

The statistics reviewed in this section clearly show that the quality of this test, judged by traditional testing standards, was extremely good. Before any
further analyses were conducted it was important to demonstrate that any results achieved would not be based on a test that could be seriously criticized from this stand-point.

A9.2. The B1 Progress Test

The B1 progress test is the most difficult, with an overall mean of 54%. This was due partly to the mix of old and new students mentioned earlier. It may also have been due to the fact that the setters slightly overestimated the ability of students at this level.

A9.2.1. The Listening Test

A variety of skills and contexts were tested in this section of the test. The weather task uses an adapted radio broadcast as its source, as does the task based on posting dates. The stock taking task takes a typical office or job related task as its source. The two dictations attempt to replicate real life occasions when an accurate dictation is required. The skills being tested are:
a. Making the decision on whether something is true or false (1, 3)

b. Writing down temperatures in present and future (2, 3, 5, 6)

c. Writing down weather conditions (7, 8, 9)

d. Writing down dates (10, 11, 12)

e. Writing down stock numbers (14, 16, 18, 22)

f. Writing down quantity of goods remaining (13, 15, 17, 19, 20, 21, 23)

g. Taking down dictation -
   i. fire regulations (24 – 28)
   ii. greetings card (29 – 32)

The basic statistics for this section of the test are presented in the table below. The table has been divided into three parts, sorted by question number, facility value and discrimination.

Table A9.11.

<table>
<thead>
<tr>
<th>Question</th>
<th>Facility Value</th>
<th>Discrimination</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>75%  0.272  0.314</td>
<td>27.  80%  0.427  0.474</td>
</tr>
<tr>
<td>2</td>
<td>24%  0.178  0.256</td>
<td>1.  75%  0.272  0.314</td>
</tr>
<tr>
<td>3</td>
<td>11%  0.189  0.266</td>
<td>15.  36%  0.368  0.434</td>
</tr>
<tr>
<td>4</td>
<td>47%  0.257  0.338</td>
<td>7.  62%  0.489  0.579</td>
</tr>
<tr>
<td>5</td>
<td>46%  0.359  0.457</td>
<td>32.  61%  0.410  0.466</td>
</tr>
<tr>
<td>6</td>
<td>54%  0.380  0.440</td>
<td>25.  60%  0.498  0.571</td>
</tr>
<tr>
<td>7</td>
<td>62%  0.489  0.579</td>
<td>14.  38%  0.335  0.416</td>
</tr>
<tr>
<td>8</td>
<td>56%  0.509  0.623</td>
<td>31.  59%  0.405  0.451</td>
</tr>
<tr>
<td>9</td>
<td>55%  0.469  0.560</td>
<td>8.  56%  0.509  0.623</td>
</tr>
<tr>
<td>10</td>
<td>56%  0.449  0.565</td>
<td>10.  56%  0.449  0.565</td>
</tr>
<tr>
<td>11</td>
<td>41%  0.453  0.528</td>
<td>9.  55%  0.469  0.560</td>
</tr>
<tr>
<td>12</td>
<td>52%  0.432  0.555</td>
<td>6.  4%  0.380  0.440</td>
</tr>
<tr>
<td>13</td>
<td>51%  0.441  0.472</td>
<td>12.  52%  0.432  0.555</td>
</tr>
<tr>
<td>14</td>
<td>59%  0.339  0.416</td>
<td>13.  51%  0.441  0.472</td>
</tr>
<tr>
<td>15</td>
<td>69%  0.368  0.434</td>
<td>28.  48%  0.462  0.506</td>
</tr>
<tr>
<td></td>
<td>11%</td>
<td>0.228</td>
</tr>
<tr>
<td>---</td>
<td>-----</td>
<td>-------</td>
</tr>
<tr>
<td>17.</td>
<td>5%</td>
<td>0.003</td>
</tr>
<tr>
<td>18.</td>
<td>12%</td>
<td>0.357</td>
</tr>
<tr>
<td>19.</td>
<td>21%</td>
<td>0.394</td>
</tr>
<tr>
<td>20.</td>
<td>30%</td>
<td>0.374</td>
</tr>
<tr>
<td>21.</td>
<td>21%</td>
<td>0.384</td>
</tr>
<tr>
<td>22.</td>
<td>13%</td>
<td>0.174</td>
</tr>
<tr>
<td>23.</td>
<td>12%</td>
<td>0.215</td>
</tr>
<tr>
<td>24.</td>
<td>37%</td>
<td>0.358</td>
</tr>
<tr>
<td>25.</td>
<td>60%</td>
<td>0.498</td>
</tr>
<tr>
<td>26.</td>
<td>24%</td>
<td>0.363</td>
</tr>
<tr>
<td>27.</td>
<td>80%</td>
<td>0.427</td>
</tr>
<tr>
<td>28.</td>
<td>48%</td>
<td>0.462</td>
</tr>
<tr>
<td>29.</td>
<td>33%</td>
<td>0.342</td>
</tr>
<tr>
<td>30.</td>
<td>42%</td>
<td>0.451</td>
</tr>
<tr>
<td>31.</td>
<td>59%</td>
<td>0.406</td>
</tr>
<tr>
<td>32.</td>
<td>61%</td>
<td>0.310</td>
</tr>
<tr>
<td>33.</td>
<td>35%</td>
<td>0.251</td>
</tr>
</tbody>
</table>

Clearly the main reason for the low mean score of the Listening section is the relative difficulty of the stock taking task (items 13 - 23). While the idea behind the task is a good one, in that this type of activity is common in many work contexts, it seems that the constant flow of numbers and letters in relation to a printed table caused problems. It was anticipated on the basis of the pretest that this task would be difficult. However, it was felt that if adequate time were given for familiarization with the table, it would be quite manageable. This did not turn out to be the case. Eleven items in this subtest had a facility value of 30% or less, indicating that those items were really rather too difficult for this level, and eight of them were from the stock taking task.
It is also important to note that the point-biserial correlations for these difficult items is rarely very high, indicating that a difficult item does not necessarily discriminate well. Indeed, there is a higher degree of randomness of response in these difficult items. Assuming listening is being tested in this subtest, the stock taking task may involve a different type of listening skill than the other ones in the test. On the other hand, it might be testing something other than just listening ability.

The lack of discriminating power of the difficult items has a further implication for teachers constructing tests. They frequently make the assumption that difficult items will challenge the more able students in a group, and that this is consequently a valid reason for including difficult items in a test. In fact, there is no reason to assume that if an item is difficult it will, simply because of that characteristic, automatically challenge more able students. It may be, as the example of the stock taking task shows, that the difficulty of an item stems from reasons that cannot be easily related to the skills that we are attempting to test.
The overall characteristics of the test are good in that twenty seven out of the thirty three items have a point-biserial index of over 0.3. and the reliability of the sub-test is a respectable 0.87. These results provide a firm foundation for further investigation.

A9.2.2. The Grammar Test

This section of the test comprised two passages and a total of twenty four items. The first passage, which also appeared in the A3 test, was taken from a newspaper article. the second passage was a dialogue between a newcomer to Hong Kong, and a local resident, which also occurs in the B3 test. The dialogue format was used because many of the teaching materials and methods used dialogues, and the topic of the conversation was one that could easily take place in Hong Kong between a local Chinese resident and an English speaking foreigner.

A summary of the item statistics is presented below.
Items 34 - 41 also occur in the A3 test. The facility values are significantly higher in the B1 test, indicating that the students in the B1 level are better at this type of task than those at A3 and probably of a higher standard. Since the banked cloze was much easier than the open cloze, it was decided not to use banked cloze at higher levels. Items 42 - 57 also occur in the B3 test where the item facility values were higher.
Seven of the items in the open cloze have a facility value of 30% or less while only two have a point-biserial correlation of less than 0.3. Item 51, which is quite difficult (36%), has a point-biserial of 0.626, while item 34 which is quite easy (90%) has a point-biserial of only 0.333. Such results indicate that it is difficult to make any firm rules about the relationship between facility and discrimination.

It is interesting to note that there is, as in the A3 test, a significant difference between the point-biserial correlations of the subtest when analyzed separately, and when treated as a test in its own right. When part of the whole test, eleven out of the twenty four items have a point-biserial correlation of less than 0.3. These are significantly improved when the subtest is analyzed separately. The view that different types of competence are being tested is supported by these figures. Clearly, someone who is good at grammar, is not necessarily good at other areas in the test.
The difference in point-biserial correlations described above is most apparent in the Appropriacy section of the test, and it is a constant feature of all the sections of all the tests being analyzed in this thesis, as well as the other tests in the battery that are not included in the discussion. It was the consistency of this finding that first indicated that language proficiency, as measured by these tests, was composed of a number of different components that did not function in the same way.

A9.2.3. The Appropriacy Test

This section of the B-level tests is different from those at the A and C-levels in the sense that it includes ten multiple-choice functional items in addition to the open-ended half-and-half dialogues that appear at the other levels.

An attempt was made to test a selection of functions that the students should have encountered during their course. Believable situations were used to provide a context that was thought to be meaningful
to the students. The functions tested are listed below:

**Multiple-choice Functions**

58. Making a polite request (B3) (Work)
59. Giving information (Work/casual)
60. Responding to enquiry about well-being (Social)
61. Giving an opinion (Social)
62. Accepting an offer (Social)
63. Recognizing illocutionary force and responding (Social/work)
64. Responding to a polite request (Social)
65. Responding to polite request (Work)
66. Giving information (Work/social)
67. Recognizing illocutionary force and responding (Work)

**Dialogues**

**Phoning ill sick to work**

68. Enquiring about state of affairs
69. Asking about state of health
70. Enquiring about recent past actions
71. Giving advice
72. Expressing sympathy

Dealing with a customer in a clothes shop

73. Responding politely

74, 75, 76. Giving opinion

The table below lists the basic statistics for the nineteen items in this section.

**Table A9.13.**

```
58. 33% 0.233 0.365 64. 94% 0.539 0.540 75. 97% 0.462 0.754
59. 85% 0.312 0.612 65. 92% 0.508 0.563 74. 62% 0.567 0.713
60. 91% 0.193 0.548 60. 91% 0.193 0.548 76. 66% 0.417 0.694
61. 76% 0.418 0.581 70. 91% 0.250 0.454 72. 70% 0.445 0.650
62. 77% 0.197 0.414 68. 90% 0.205 0.374 59. 86% 0.312 0.612
63. 76% 0.308 0.542 59. 85% 0.312 0.612 71. 75% 0.460 0.611
64. 94% 0.529 0.540 73. 85% 0.375 0.585 69. 80% 0.311 0.587
65. 91% 0.308 0.363 69. 80% 0.311 0.587 73. 85% 0.375 0.585
66. 65% 0.287 0.481 67. 78% 0.277 0.562 61. 76% 0.418 0.581
67. 78% 0.277 0.562 62. 77% 0.197 0.414 67. 78% 0.277 0.562
68. 90% 0.205 0.374 61. 76% 0.418 0.581 60. 91% 0.193 0.548
69. 80% 0.311 0.587 63. 76% 0.308 0.542 63. 76% 0.308 0.542
70. 91% 0.350 0.454 71. 75% 0.460 0.611 64. 94% 0.529 0.540
71. 75% 0.460 0.611 72. 70% 0.445 0.650 66. 66% 0.287 0.481
72. 70% 0.445 0.650 72. 67% 0.462 0.754 70. 91% 0.250 0.454
73. 85% 0.375 0.585 76. 66% 0.417 0.694 62. 77% 0.197 0.414
74. 62% 0.367 0.713 66. 65% 0.287 0.481 68. 90% 0.205 0.374
75. 67% 0.462 0.754 74. 62% 0.567 0.713 58. 33% 0.253 0.365
76. 66% 0.417 0.694 58. 33% 0.233 0.365 65. 92% 0.308 0.563
```

It is apparent from Table A9.13. that the multiple-choice items (58 - 67) were easier than the open-ended ones. In addition, they tended not to
discriminate as well. The reason for the lower discrimination is undoubtedly due to the fact that candidates cannot guess the answers with an open-ended item whereas there is a 20%-25% chance of getting the correct answer by guesswork with the multiple-choice questions.

Interestingly, items 74-76 which required some creativity on the part of the students proved to be the most difficult of the half-and-half dialogues. However, they also discriminated the best. A pattern was starting to emerge, which suggested that this type of item, if pitched at the right level could prove to be extremely powerful.

A9.2.4. The Reading and Writing Test

One of the perceived weaknesses of much of the teaching in the institute prior to the introduction of this test battery, was that authentic materials were rarely used in the classroom, despite their ready availability. The final section of each test attempts to introduce authentic texts where possible.
In the B1 test, the authentic reading texts were taken from the Yellow Pages of the local telephone directory. The students were expected to complete certain mini-reading tasks of the type that might be carried out when using a telephone directory. These are listed below:

a  Locating specific information in an authentic text:

   phone numbers; (77, 82, 85)
   size; (78)
   addresses; (79, 80, 81, 83, 87)
   number of locations. (84)

b  Alphabetizing a set of addresses (86)

In addition to the reading tasks, the students were expected to demonstrate a basic writing ability. Most of the marks for the writing task were for laying out a letter and addressing an envelope as shown below:
a  Addressing an envelope (88)

b  Laying out a letter:
   - own address (89)
   - date (90)
   - address of recipient (91)
   - opening/closing salutation (92)

c  Requesting information and price list in the text of the letter (93 - 96)

It was important that the writing task reflected some sort of real life writing activity that the students could recognize as potentially important in their day-to-day lives. At the same time an attempt was made to make the task as generalizable as possible so that the great majority of students would see its relevance and find it familiar.

A summary of item statistics is presented in the table below:

Table A9.14.

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
<th>Score 4</th>
<th>Score 5</th>
<th>Score 6</th>
<th>Score 7</th>
<th>Score 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>77.</td>
<td>57%</td>
<td>0.358</td>
<td>0.389</td>
<td>79.</td>
<td>82%</td>
<td>0.480</td>
<td>0.554</td>
<td>95.</td>
<td>49%</td>
</tr>
<tr>
<td>78.</td>
<td>62%</td>
<td>0.514</td>
<td>0.503</td>
<td>88.</td>
<td>80%</td>
<td>0.461</td>
<td>0.547</td>
<td>96.</td>
<td>44%</td>
</tr>
<tr>
<td>79.</td>
<td>82%</td>
<td>0.480</td>
<td>0.554</td>
<td>86.</td>
<td>66%</td>
<td>0.460</td>
<td>0.488</td>
<td>92.</td>
<td>50%</td>
</tr>
<tr>
<td>80.</td>
<td>56%</td>
<td>0.489</td>
<td>0.805</td>
<td>87.</td>
<td>66%</td>
<td>0.410</td>
<td>0.594</td>
<td>90.</td>
<td>59%</td>
</tr>
<tr>
<td>81.</td>
<td>60%</td>
<td>0.462</td>
<td>0.592</td>
<td>81.</td>
<td>60%</td>
<td>0.462</td>
<td>0.592</td>
<td>91.</td>
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<td>90.</td>
<td>59%</td>
<td>0.446</td>
<td>0.681</td>
<td>89.</td>
<td>51%</td>
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</table>
Each item in the final part of the test discriminated very well though it must be said that there was a significant number of omissions when it came to the final writing task. This was due in part to a time factor, but also to some students' inability to write coherent text or lay out a letter. Of the students who actually attempted the writing task, a high proportion completed it correctly.

It is in situations like this that the mean score of groups of students who answer an item correctly and those who do not or omit is particularly useful and important (for a detailed explanation of the mean scores concept see Appendix 8). Since this final section is only worth 8% of the total test score, it is unlikely that it affected overall test
performance to a very large extent. Obviously, it had some effect but as the overall test standard deviation is 16% the effect is limited. There are some grounds to believe that many of the students who did not attempt this section were weak overall. Indeed, their mean score on the test as a whole is generally ten or less, indicating that they are nearly one standard deviation below the mean on the test as a whole. This trend was repeated in the other tests in the battery.

A9.3. The B2 Progress Test

This is the second of the B-level Progress tests. In structure it is very similar to the B1 test.

3.1. The Listening Test

The listening test comprises four tasks and twenty nine items. The tasks were, marking the location of objects in an office, noting down information about a hotel in Singapore, writing down a dictated message from a friend, and writing down a dictated
recipe. Overall it proved to be more difficult than hoped for in that the mean score was only 42% and the reliability was 0.82, slightly lower than any of the other listening tests in the battery.

The skills being tested are as follows:

a  understanding and differentiating between simple office items. (1 - 6)

b  understanding the location of items in an office (1 - 6)

c  deciding whether items are present, not present or simply not mentioned (8 - 14)

d  writing down prices (15)

e  writing down dates (16)

f  taking down dictated message about a series of tasks that have to be completed (17 - 21)

g  taking down a dictated recipe (22 - 29)

The summary statistics for this section are listed below:
The most difficult of the tasks was the first one which attempted to test the abilities in skills (a) and (b) above. Perhaps this is due to the element of spatial awareness that is no doubt present. It is interesting that the office task in the B1 test also proved to be rather difficult. It seems likely that it is the nature of the task in both cases that creates the difficulty rather than the context.
The most difficult items in the second task involve making it clear that certain hotel facilities are not available, and writing down a string of prices. Apparently students could not readily cope with the concept of not knowing whether a thing was present or not. It is almost as if saying that you do not know must, somehow, be the wrong thing to do in a test where you should know the answer.

While every effort was made to make the dictations as realistic and straightforward as possible certain words and phrases obviously caused great difficulty. Colloquial sentences like "Make sure the electricity is off" (21) proved difficult. However, the sentence "Place it in a glass bowl" (28) also caused great problems. Perhaps it is a question of inadequate vocabulary, although the moderation team felt that these words would be known to the students. The marking of the dictations was lenient in the sense that spelling and punctuation were not taken into account, unless for example a word was spelt so inaccurately that it was incomprehensible.
The first of the two passages in this section (30 - 41) is taken from a popular local newspaper, and reviews the opinions of members of the general public to child labour in Hong Kong. The second passage (42 - 53) is a letter from a friend, giving directions on how to get to his house.

The second passage turned out to be easier overall partly because it closely reflects a piece of course material. However, the first passage appears more difficult than it is due to the first four items. Although the mean of this section is 57% the reliability is only 0.80. While this is the lowest reliability of any grammar section in the battery, it is nevertheless acceptable considering the fact that there are only 24 items.

A summary of the item statistics is presented in the table below:
## Table A9.16

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</table>

As with the other tests and sections there is a significant difference between the point-biserial correlations when the items are analyzed separately or as part of the whole test. When analyzed separately, only five items have point-biserial correlations of under 0.3, and none under 0.2.
A9.3.3. The Appropriacy Test

There were twenty items in this section, ten multiple-choice and ten open-ended. The functions being tested are listed below:

Multiple-choice functions

54. Asking about the ownership of a bag (social)
55. Responding to a request for information (work)
56. Responding to request for service (work)
57. Giving information about train destination (social)
58. Responding to request for help (social)
59. Responding to request for information (as B3) (social)
60. Responding to request for information (work)
61. Giving reason for absence (work)
62. Responding to thanks (social)
63. Accepting and offer (social).
Dialogues

Answering the phone and taking a message

64. Answering telephone in office context
65. Giving information about:
66. - presence
67. - time of return

Talking to a friend

68. Offering to take a message
69. Asking for spelling of name
70. Declining an invitation
71. Saying where you are going
72. Enquiring about week-end activities
73. Expressing hope about the weather

It was anticipated that the two parts of this section would perform in much the same way as they did in the B1 test where the multiple-choice items tended to be easier and discriminate less well. While they did not discriminate as well, they were significantly more difficult than the open-ended questions. In constructing these tests, it was
generally difficult to predict how students would respond to items. This made it imperative to pretest. However, even after pretesting difficulties arose, indicating that constant review of item performance needed to be carried out.

Table A9.17.

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Several of the items had weak point-biserial correlations which contributed to the fact that the reliability was 0.68. This was the lowest of all the Appropriacy sections.
This section involved two reading comprehension passages. The first was an authentic text about the weather, taken from a local daily newspaper (74 - 80). The second was a rewritten passage about a young boy's exploits also taken from the newspaper (81 - 88). Clearly the type of reading required for these two texts was different.

The writing section involved writing a letter, as in the B1 test, though this time it was linked to one of the listening tasks at the beginning of the test. The link was used to provide context. However, it was felt that students who had not done well in the listening task should not be unduly penalized for it in the letter writing. Hence most of the marks were awarded for features not dependant on the listening task.

The skills being tested in this section are listed below:
a Locating and extracting specific information from an authentic source (74 - 78)

b Drawing conclusions based on simple information (79, 80)

c Completing sentences concerning a newspaper article (81 - 88)

d Laying out a letter of reservation using some of the information gathered in one of the listening tasks (Question 2). This includes:
   writing own address (89)
   writing receiver's address (91)
   writing date (90)
   opening salutation (97)
   closing salutation (98)

e Writing the letter, including the following information:
   thanks for call (93)
   confirming (94)
   specifying - cost
     - date

As with the B1 test quite a number of students failed to complete the writing section which resulted in low facility values. However, judging by
the mean scores for this section it was the weakest students who did not manage to complete the test.

The item statistics are listed below:

Table A9.18.

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 74 | 77% | 0.207 | 0.188 | 81 | 95% | 0.196 | 0.254 | 92 | 61% | 0.472 | 0.677 |
| 75 | 84% | 0.134 | 0.225 | 83 | 93% | 0.271 | 0.319 | 98 | 39% | 0.435 | 0.598 |
| 76 | 88% | 0.316 | 0.334 | 77 | 93% | 0.294 | 0.335 | 93 | 42% | 0.489 | 0.588 |
| 77 | 92% | 0.294 | 0.335 | 86 | 93% | 0.540 | 0.457 | 97 | 35% | 0.461 | 0.581 |
| 78 | 84% | 0.239 | 0.316 | 76 | 88% | 0.316 | 0.334 | 94 | 31% | 0.429 | 0.558 |
| 79 | 32% | 0.128 | 0.190 | 85 | 86% | 0.428 | 0.518 | 96 | 33% | 0.471 | 0.552 |
| 80 | 77% | 0.446 | 0.417 | 84 | 85% | 0.353 | 0.424 | 90 | 43% | 0.451 | 0.551 |
| 81 | 95% | 0.196 | 0.254 | 87 | 85% | 0.463 | 0.550 | 87 | 85% | 0.463 | 0.550 |
| 82 | 82% | 0.375 | 0.423 | 75 | 84% | 0.134 | 0.225 | 99 | 59% | 0.424 | 0.550 |
| 83 | 93% | 0.271 | 0.319 | 78 | 84% | 0.239 | 0.316 | 89 | 57% | 0.310 | 0.520 |
| 84 | 85% | 0.353 | 0.424 | 82 | 82% | 0.375 | 0.423 | 85 | 86% | 0.428 | 0.518 |
| 85 | 96% | 0.428 | 0.518 | 74 | 77% | 0.207 | 0.188 | 95 | 28% | 0.486 | 0.516 |
| 86 | 92% | 0.340 | 0.457 | 80 | 77% | 0.446 | 0.417 | 91 | 44% | 0.400 | 0.501 |
| 87 | 85% | 0.463 | 0.550 | 88 | 75% | 0.426 | 0.442 | 86 | 92% | 0.340 | 0.457 |
| 88 | 73% | 0.426 | 0.442 | 92 | 61% | 0.472 | 0.677 | 88 | 78% | 0.426 | 0.442 |
| 89 | 57% | 0.310 | 0.520 | 99 | 90% | 0.424 | 0.550 | 84 | 85% | 0.353 | 0.424 |
| 90 | 43% | 0.451 | 0.551 | 91 | 57% | 0.310 | 0.520 | 82 | 82% | 0.375 | 0.423 |
| 91 | 44% | 0.400 | 0.501 | 91 | 44% | 0.400 | 0.501 | 80 | 77% | 0.446 | 0.417 |
| 92 | 61% | 0.472 | 0.677 | 90 | 43% | 0.451 | 0.551 | 77 | 92% | 0.294 | 0.335 |
| 93 | 42% | 0.489 | 0.588 | 93 | 42% | 0.489 | 0.588 | 76 | 88% | 0.316 | 0.334 |
| 94 | 31% | 0.429 | 0.558 | 96 | 39% | 0.435 | 0.508 | 83 | 93% | 0.271 | 0.319 |
| 95 | 28% | 0.486 | 0.516 | 97 | 35% | 0.461 | 0.581 | 78 | 84% | 0.239 | 0.316 |
| 96 | 33% | 0.471 | 0.552 | 96 | 33% | 0.471 | 0.552 | 91 | 95% | 0.196 | 0.254 |
| 97 | 35% | 0.461 | 0.581 | 79 | 32% | 0.429 | 0.558 | 75 | 84% | 0.134 | 0.225 |
| 98 | 30% | 0.435 | 0.598 | 94 | 31% | 0.429 | 0.558 | 79 | 25% | 0.128 | 0.190 |
| 99 | 59% | 0.424 | 0.550 | 95 | 28% | 0.486 | 0.516 | 74 | 77% | 0.207 | 0.188 |

As with the other analyses, the overall characteristics of this section are better when it is treated as a separate test. Only four of the items have point-biserial correlations under 0.3, and the reliability of the section is 0.85, which is adequate considering the length.
A9.4. The B3 Progress Test

This progress test was the last at the B level. Most of the students taking it had been registered with the institute for nearly three full terms.

A9.4.1. The Listening Test

The B3 listening test was fairly reliable (0.87) overall. Four task types were used. The telephone message forms that first appeared in the A3 test were used again here, but the input featured less redundancy and the tasks were thus more difficult. There were four multiple-choice items testing the ability to deal with descriptions of people and things. This was followed by a dictation task based on a letter. The final task involved filling in an information sheet while listening to a simulated airport announcement. The skills tested included the following:
a writing down names:
  - not-spelt (1, 2, 5, 6, 9, 10, 13)
  - spelt (14)

b writing down times (4, 8, 16)

c writing down short messages (3, 7, 11, 15, 17)

d recognizing descriptions of people/things (18 - 21)

e writing down a dictated letter (22 - 28)

f writing down arrival/departure times (29 - 30)

g writing down a city destination (Tokyo) (31)
h writing down a flight number (32)

A summary of the basic test statistics is presented in the table below:

Table A9.19.

| 1. | 60% | 0.406 | 0.550 | 21. | 87% | 0.286 | 0.305 | 15. | 47% | 0.516 | 0.606 |
| 2. | 62% | 0.384 | 0.519 | 23. | 87% | 0.399 | 0.323 | 1. | 60% | 0.406 | 0.550 |
| 3. | 24% | 0.116 | 0.516 | 22. | 86% | 0.298 | 0.335 | 28. | 48% | 0.533 | 0.549 |
| 4. | 46% | 0.405 | 0.526 | 24. | 86% | 0.365 | 0.384 | 9. | 39% | 0.456 | 0.545 |
| 5. | 52% | 0.395 | 0.512 | 27. | 77% | 0.351 | 0.355 | 6. | 57% | 0.459 | 0.540 |
| 6. | 57% | 0.459 | 0.540 | 8. | 75% | 0.337 | 0.408 | 4. | 46% | 0.405 | 0.526 |
| 7. | 41% | 0.237 | 0.417 | 20. | 74% | 0.385 | 0.427 | 2. | 62% | 0.384 | 0.519 |
| 8. | 75% | 0.337 | 0.408 | 18. | 73% | 0.400 | 0.433 | 11. | 30% | 0.444 | 0.518 |
| 9. | 39% | 0.456 | 0.545 | 26. | 75% | 0.497 | 0.472 | 3. | 24% | 0.416 | 0.516 |
|10. | 30% | 0.232 | 0.312 | 30. | 69% | 0.397 | 0.439 | 14. | 68% | 0.469 | 0.516 |
|11. | 30% | 0.444 | 0.518 | 13. | 60% | 0.409 | 0.505 | 5. | 52% | 0.395 | 0.512 |
|12. | 34% | 0.397 | 0.443 | 14. | 68% | 0.469 | 0.516 | 17. | 46% | 0.402 | 0.510 |
|13. | 69% | 0.409 | 0.505 | 32. | 64% | 0.416 | 0.451 | 13. | 60% | 0.409 | 0.505 |
|14. | 68% | 0.469 | 0.518 | 16. | 62% | 0.367 | 0.416 | 29. | 54% | 0.485 | 0.505 |
|15. | 47% | 0.516 | 0.506 | 2. | 62% | 0.384 | 0.519 | 26. | 73% | 0.497 | 0.472 |
|16. | 62% | 0.367 | 0.416 | 1. | 60% | 0.406 | 0.550 | 32. | 64% | 0.416 | 0.461 |
|17. | 46% | 0.140 | 0.410 | 19. | 58% | 0.233 | 0.255 | 12. | 34% | 0.397 | 0.442 |
It is immediately clear from the table that the items which discriminate best are the telephone message forms. Of the thirteen items with the highest point-biserial correlations, twelve are telephone message items. The dictated letter proved to be rather easy, much more so than the dictations in the two earlier B-level tests, and did not discriminate particularly well. The four multiple-choice items (18 - 21) were rather easy and two of them (19, 21) had the worst discrimination. It was decided not to use this type of item again, partly because of its relatively poor performance, and partly because it did not have a very desirable washback effect.
The three passages in the grammar section were the dialogue piece that also occurred in the B1 test (33 - 48), some British Council Library regulations that occurred in the C1 test (49 - 58), and an advertisement for the hire of mokes in Macau (59 - 64). Summary statistics are presented in the table below:

**Table A9.20.**

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</tr>
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<td>86%</td>
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</tr>
<tr>
<td>35.</td>
<td>81%</td>
<td>0.233</td>
<td>0.299</td>
<td>47.</td>
<td>84%</td>
<td>0.253</td>
</tr>
<tr>
<td>36.</td>
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<td>0.407</td>
<td>0.463</td>
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<td>81%</td>
<td>0.233</td>
</tr>
<tr>
<td>37.</td>
<td>28%</td>
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<td>0.356</td>
<td>45.</td>
<td>77%</td>
<td>0.235</td>
</tr>
<tr>
<td>38.</td>
<td>17%</td>
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<td>40.</td>
<td>76%</td>
<td>0.378</td>
</tr>
<tr>
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<td>38%</td>
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<td>0.441</td>
<td>53.</td>
<td>74%</td>
<td>0.354</td>
</tr>
<tr>
<td>40.</td>
<td>86%</td>
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<td>0.477</td>
</tr>
<tr>
<td>44.</td>
<td>15%</td>
<td>0.323</td>
<td>0.345</td>
<td>36.</td>
<td>59%</td>
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<tr>
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<td>0.541</td>
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<tr>
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<td>0.335</td>
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<tr>
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<td>54.</td>
<td>40%</td>
<td>0.290</td>
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<tr>
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<td>0.541</td>
<td>0.575</td>
<td>46.</td>
<td>40%</td>
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<tr>
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<td>0.256</td>
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<td>54.</td>
<td>55%</td>
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<tr>
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<tr>
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<td>61%</td>
<td>0.477</td>
<td>0.510</td>
<td>62.</td>
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<td>0.237</td>
</tr>
<tr>
<td>57.</td>
<td>14%</td>
<td>0.256</td>
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<td>37.</td>
<td>28%</td>
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<tr>
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<tr>
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<td>65.</td>
<td>20%</td>
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<tr>
<td>60.</td>
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<td>0.140</td>
<td>0.212</td>
<td>38.</td>
<td>17%</td>
<td>0.265</td>
</tr>
</tbody>
</table>
Performance on the dialogue task is significantly better than it was at the B1 level, possibly indicating that there had been an improvement in standard over the three term course. It may also have been the case that weaker students drop out thus raising the level unrealistically. Such a view gains some support from the changed demographic features of the B3 level when compared to B1.

The library regulations cloze also appeared at the C1 level. In general performance on these items was better at C1 level than at B3.

Some form of comparison between levels in a battery of tests is important since it allows for a simple evaluation of the teaching and learning. The method adopted here is of the crudest kind, and open to criticism for this reason. Differences in performance may be attributable to reasons other than learning or teaching effectiveness or lack of
it. However, it does provide information that would otherwise not be available, despite its crudity.

A9.4.3. The Appropriacy Test

The main functions being tested in this section are:

Multiple-choice functions

65. Responding to thanks (as B2) (social)
66. Declining an offer (social)
67. Responding to request for service (work)
68. Making a polite request (B1) (work)
69. Responding to polite conversational question (social)
70. Enquiring about likes (social)
71. Responding to request for information (social)
72. Responding to request for information (work)
73. Giving directions (social)
74. Responding to request for information (as B2) (social)
Dialogues

At work

75. Enquiring about physical appearance
76. Enquiring about dress
77. Enquiring about place of origin
78. Saying what someone is doing
79. Saying when someone will return

In a restaurant

80. Accepting an apology
81. Asking about whereabouts
82. Asking about the finishing time of a meeting
83. Making an offer
84. Making a suggestion

The summary statistics are presented in Table A9.21.

Table A9.21.

<p>| | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tr>
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<td>0.281</td>
<td>0.417</td>
<td>80.</td>
<td>94%</td>
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<td>66.</td>
<td>80%</td>
<td>0.072</td>
<td>0.209</td>
<td>71.</td>
<td>84%</td>
<td>0.328</td>
<td>0.407</td>
<td>78.</td>
<td>46%</td>
<td>0.432</td>
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<td>0.349</td>
<td>0.539</td>
<td>66.</td>
<td>80%</td>
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<tr>
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<td>0.371</td>
<td>78.</td>
<td>80%</td>
<td>0.437</td>
<td>0.558</td>
<td>83.</td>
<td>35%</td>
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<tr>
<td>69.</td>
<td>79%</td>
<td>0.293</td>
<td>0.384</td>
<td>81.</td>
<td>80%</td>
<td>0.197</td>
<td>0.368</td>
<td>76.</td>
<td>80%</td>
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<td>70.</td>
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<td>0.362</td>
<td>0.482</td>
<td>69.</td>
<td>79%</td>
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<td>0.384</td>
<td>79.</td>
<td>65%</td>
<td>0.465</td>
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<td>0.362</td>
<td>0.447</td>
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<tr>
<td>72.</td>
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<td>0.395</td>
<td>0.405</td>
<td>67.</td>
<td>58%</td>
<td>0.349</td>
<td>0.539</td>
<td>70.</td>
<td>41%</td>
<td>0.362</td>
</tr>
</tbody>
</table>
There is no great difference in the facility values of multiple-choice and open-ended items, although there is a slight tendency for the open-ended items to be more difficult. In terms of discrimination on the other hand, the open-ended items are definitely superior. This was generally the case with other levels too. It was decided that the multiple-choice items would be abandoned in later administrations. They did not appear to offer as much potential from either a teaching or a testing point of view as the open-ended items.

A9.4.4. The Reading and Writing Test

The reading and writing tasks are integrated in this section in that the topic of both revolves around
Disneyland in Tokyo. The skills tested are listed below:

a  Locating specific information in an authentic text on basis of a previously established need (85 - 96)

b  Using a letter and notes to write a letter of confirmation. This includes:

   Extracting specific information from a text
   - cost of tickets of a specific kind
   - a good hotel

c  Laying out a letter:
   - sender's address (97)
   - receiver's address (99)
   - date (98)
   - opening salutation (100)
   - closing salutation (106)

d  Giving information on ticket prices (101)

e  Giving information on hotel locations (103)

f  Accuracy of above (102, 104)

The section performed well statistically, in that the reliability for the twenty two items was 0.89,
and the point-biserial correlation of no item fell below 0.4.

Table A9.22.

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<tr>
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<th>63%</th>
<th>0.416</th>
<th>0.449</th>
<th>87.</th>
<th>91%</th>
<th>0.326</th>
<th>0.516</th>
<th>103.</th>
<th>50%</th>
<th>0.472</th>
<th>0.696</th>
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<td>91%</td>
<td>0.404</td>
<td>0.498</td>
<td>104.</td>
<td>51%</td>
<td>0.463</td>
<td>0.635</td>
</tr>
<tr>
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<td>91%</td>
<td>0.326</td>
<td>0.516</td>
<td>90.</td>
<td>87%</td>
<td>0.458</td>
<td>0.516</td>
<td>96.</td>
<td>68%</td>
<td>0.443</td>
<td>0.632</td>
</tr>
<tr>
<td>87.</td>
<td>91%</td>
<td>0.404</td>
<td>0.498</td>
<td>89.</td>
<td>82%</td>
<td>0.375</td>
<td>0.488</td>
<td>106.</td>
<td>49%</td>
<td>0.448</td>
<td>0.628</td>
</tr>
<tr>
<td>88.</td>
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<td>0.375</td>
<td>0.486</td>
<td>86.</td>
<td>76%</td>
<td>0.397</td>
<td>0.504</td>
<td>94.</td>
<td>67%</td>
<td>0.590</td>
<td>0.627</td>
</tr>
<tr>
<td>89.</td>
<td>87%</td>
<td>0.488</td>
<td>0.516</td>
<td>91.</td>
<td>73%</td>
<td>0.456</td>
<td>0.480</td>
<td>105.</td>
<td>35%</td>
<td>0.500</td>
<td>0.623</td>
</tr>
<tr>
<td>90.</td>
<td>73%</td>
<td>0.456</td>
<td>0.480</td>
<td>96.</td>
<td>73%</td>
<td>0.417</td>
<td>0.612</td>
<td>102.</td>
<td>60%</td>
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<td>0.617</td>
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<td>0.526</td>
<td>0.584</td>
<td>95.</td>
<td>68%</td>
<td>0.443</td>
<td>0.632</td>
<td>96.</td>
<td>73%</td>
<td>0.417</td>
<td>0.612</td>
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<tr>
<td>92.</td>
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<td>0.443</td>
<td>0.632</td>
<td>100.</td>
<td>61%</td>
<td>0.393</td>
<td>0.552</td>
<td>100.</td>
<td>61%</td>
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<td>0.552</td>
</tr>
<tr>
<td>93.</td>
<td>51%</td>
<td>0.507</td>
<td>0.552</td>
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<td>67%</td>
<td>0.590</td>
<td>0.627</td>
<td>92.</td>
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<td>0.526</td>
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<td>67%</td>
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<td>85.</td>
<td>63%</td>
<td>0.416</td>
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<td>93.</td>
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<td>0.507</td>
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<td>0.443</td>
<td>0.632</td>
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<td>0.552</td>
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<td>86.</td>
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<td>0.355</td>
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<td>103.</td>
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<td>0.472</td>
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<td>88.</td>
<td>91%</td>
<td>0.404</td>
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<td>106.</td>
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<td>90.</td>
<td>82%</td>
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<tr>
<td>104.</td>
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<td>0.463</td>
<td>0.635</td>
<td>99.</td>
<td>47%</td>
<td>0.286</td>
<td>0.420</td>
<td>91.</td>
<td>73%</td>
<td>0.456</td>
<td>0.458</td>
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<td>43%</td>
<td>0.482</td>
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<td>63%</td>
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<tr>
<td>106.</td>
<td>49%</td>
<td>0.448</td>
<td>0.628</td>
<td>108.</td>
<td>35%</td>
<td>0.482</td>
<td>0.623</td>
<td>99.</td>
<td>47%</td>
<td>0.286</td>
<td>0.420</td>
</tr>
</tbody>
</table>

Tasks which involved a simple comprehension of the text and the location of specific information (items 85 - 91) proved the least difficult despite the fact that the text is rather dense and unfriendly in appearance. Tasks which involved working with the annotated map of Disneyland caused more problems.
More students completed the letter writing task in this test than did in the two previous B-level tests. Perhaps they were more test-wise, or perhaps a larger number of weak as opposed to above average students had dropped out by this stage of the course.

A9.5. The C1 Progress Test

This is the first of the three progress tests at C-level - the most advanced tests in this battery.

5.1. The Listening Test

The listening test comprises four task types. The first one involves taking telephone messages. While the format of the task is similar to lower levels, it was thought to be more difficult because there is less redundancy in the input, and the pace of delivery is faster than at the lower levels. The second task involves noting down information about two job applicants. The third task requires the students to listen to the itinerary of a tour to.
Singapore and Malaysia, and fill in information on a grid. The fourth task is a dictation based on an appointments' diary.

The skills being tested are listed below:

a writing down names (not spelt) (1, 4)
b writing down names (spelt) (2, 5)
c writing down short messages (3, 7)
d writing down telephone numbers (6)
e making simple decision about English standard (8, 9)
f making simple decision about education (10, 11)
g noting down information about:
   - job experience (12, 13)
   - age (14, 15)
   - personality (16, 17)
h Noting down information about:
   - destinations (23)
   - departure times/destinations (18, 19, 24, 30)
   - activities (20, 21, 22, 25 - 29)
i Taking a dictation about a day's activity (31 - 34)
The five items with the best point-biserial correlation are all part of the itinerary task (see Table 5.16.). In fact, of the best fifteen items, nine come from this task. Only four items have a point-biserial correlation of less than 0.3, and four of these come from the second task which involves noting down information on the characteristics of certain individuals.

Table A9.23.

|   | 1.  | 2.  | 3.  | 4.  | 5.  | 6.  | 7.  | 8.  | 9.  | 10. | 11. | 12. | 13. | 14. | 15. | 16. | 17. | 18. | 19. | 20. | 21. | 22. | 23. | 24. | 25. | 26. | 27. |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|   | 23% | 0.329 | 0.442 | 22. | 88% | 0.343 | 0.401 | 25. | 53% | 0.502 | 0.604 | 2. | 72% | 0.260 | 0.386 | 21. | 83% | 0.443 | 0.582 | 23. | 59% | 0.500 | 0.590 | 3. | 59% | 0.480 | 0.369 | 14. | 78% | 0.386 | 0.461 | 19. | 69% | 0.503 | 0.582 | 4. | 21% | 0.196 | 0.296 | 32. | 78% | 0.467 | 0.533 | 21. | 83% | 0.443 | 0.582 | 5. | 71% | 0.308 | 0.414 | 34. | 76% | 0.306 | 0.303 | 18. | 74% | 0.453 | 0.580 | 3. | 59% | 0.489 | 0.569 | 6. | 71% | 0.505 | 0.399 | 18. | 74% | 0.453 | 0.580 | 3. | 59% | 0.489 | 0.569 | 7. | 46% | 0.443 | 0.513 | 31. | 74% | 0.396 | 0.517 | 32. | 78% | 0.467 | 0.533 | 8. | 26% | 0.306 | 0.386 | 2. | 72% | 0.269 | 0.386 | 24. | 46% | 0.438 | 0.523 | 9. | 55% | 0.224 | 0.307 | 26. | 72% | 0.278 | 0.363 | 31. | 74% | 0.396 | 0.517 | 10. | 32% | 0.422 | 0.479 | 5. | 71% | 0.308 | 0.414 | 7. | 46% | 0.443 | 0.513 | 11. | 42% | 0.343 | 0.418 | 6. | 71% | 0.306 | 0.309 | 28. | 37% | 0.410 | 0.502 | 12. | 49% | 0.263 | 0.392 | 19. | 69% | 0.503 | 0.582 | 29. | 34% | 0.421 | 0.501 | 13. | 61% | 0.248 | 0.292 | 32. | 69% | 0.317 | 0.357 | 20. | 33% | 0.432 | 0.496 | 14. | 78% | 0.386 | 0.461 | 15. | 68% | 0.240 | 0.332 | 30. | 54% | 0.350 | 0.489 | 15. | 68% | 0.260 | 0.332 | 13. | 61% | 0.248 | 0.292 | 10. | 32% | 0.422 | 0.479 | 16. | 14% | 0.341 | 0.413 | 3. | 59% | 0.489 | 0.569 | 14. | 78% | 0.386 | 0.461 | 17. | 13% | 0.271 | 0.362 | 23. | 59% | 0.500 | 0.590 | 27. | 44% | 0.400 | 0.453 | 18. | 74% | 0.453 | 0.580 | 9. | 55% | 0.224 | 0.307 | 1. | 23% | 0.329 | 0.442 | 8. | 54% | 0.350 | 0.489 | 19. | 69% | 0.503 | 0.582 | 30. | 54% | 0.350 | 0.489 | 12. | 33% | 0.432 | 0.496 | 28. | 63% | 0.502 | 0.604 | 5. | 71% | 0.308 | 0.414 | 21. | 83% | 0.443 | 0.582 | 12. | 49% | 0.263 | 0.293 | 16. | 14% | 0.341 | 0.412 | 22. | 88% | 0.343 | 0.401 | 7. | 46% | 0.443 | 0.513 | 22. | 88% | 0.343 | 0.401 | 23. | 59% | 0.800 | 0.590 | 24. | 46% | 0.438 | 0.523 | 6. | 71% | 0.305 | 0.399 | 24. | 46% | 0.438 | 0.523 | 27. | 44% | 0.400 | 0.453 | 34. | 76% | 0.306 | 0.393 | 25. | 53% | 0.502 | 0.604 | 11. | 42% | 0.343 | 0.413 | 2. | 72% | 0.278 | 0.363 | 8. | 37% | 0.410 | 0.502 | 26. | 72% | 0.278 | 0.363 | 28. | 37% | 0.410 | 0.502 | 27. | 44% | 0.400 | 0.453 | 29. | 34% | 0.421 | 0.501 | 26. | 72% | 0.278 | 0.363 |
Of the five most difficult items, three are from the job interview task, while the other two are from the telephone messages. These two items involved writing down a name without having it spelt out. The unfamiliarity of the names undoubtedly contributed to the difficulty.

Overall the test was considered very good if slightly difficult with the reliability standing at 0.88.

A9.5.2. The Grammar Test

Of the three passages in this subtest, the library regulations (48 - 57) are also used in the B3 test, where students performed worse, the letter of application (31 - 47) in the C2 test, where students performed better, and the Alarm Box advertisement
(58 - 69) in the C3 test, where students performed better.

It is fair to say that the Alarm Box passage is really too difficult for this level, and should be removed from the test. It was originally pretested at the D1 level and performed quite well. It was wrongly considered suitable for the C1 test on these grounds. Without this passage, the test would have been better. As it is, the reliability stood at 0.86, which is acceptable for a thirty five item test. The summary statistics are presented below:

Table A9.24.

<p>| 35. | 62% | 0.345 | 0.473 | 54. | 90% | 0.269 | 0.336 | 38. | 68% | 0.481 | 0.577 |
| 36. | 44% | 0.211 | 0.346 | 52. | 86% | 0.285 | 0.345 | 40. | 65% | 0.474 | 0.550 |
| 37. | 24% | 0.343 | 0.454 | 41. | 76% | 0.398 | 0.468 | 46. | 62% | 0.448 | 0.550 |
| 38. | 68% | 0.481 | 0.577 | 48. | 74% | 0.294 | 0.312 | 64. | 44% | 0.420 | 0.547 |
| 39. | 40% | 0.375 | 0.389 | 55. | 74% | 0.417 | 0.447 | 45. | 44% | 0.390 | 0.446 |
| 40. | 65% | 0.474 | 0.550 | 50. | 72% | 0.292 | 0.467 | 42. | 38% | 0.416 | 0.481 |
| 41. | 76% | 0.398 | 0.468 | 38. | 68% | 0.481 | 0.577 | 47. | 43% | 0.390 | 0.474 |
| 42. | 38% | 0.416 | 0.481 | 59. | 66% | 0.276 | 0.399 | 35. | 62% | 0.345 | 0.473 |
| 43. | 65% | 0.395 | 0.417 | 40. | 66% | 0.474 | 0.580 | 57. | 24% | 0.400 | 0.471 |
| 44. | 37% | 0.296 | 0.442 | 49. | 65% | 0.413 | 0.448 | 41. | 76% | 0.398 | 0.468 |
| 45. | 44% | 0.390 | 0.546 | 43. | 63% | 0.395 | 0.417 | 50. | 72% | 0.392 | 0.467 |
| 46. | 62% | 0.448 | 0.550 | 35. | 62% | 0.345 | 0.473 | 37. | 24% | 0.343 | 0.454 |
| 47. | 45% | 0.390 | 0.474 | 46. | 62% | 0.448 | 0.550 | 49. | 65% | 0.413 | 0.466 |
| 48. | 74% | 0.294 | 0.312 | 51. | 51% | 0.313 | 0.328 | 55. | 74% | 0.417 | 0.447 |
| 49. | 65% | 0.413 | 0.448 | 53. | 47% | 0.221 | 0.332 | 34. | 37% | 0.296 | 0.442 |
| 50. | 73% | 0.292 | 0.467 | 36. | 44% | 0.211 | 0.346 | 69. | 36% | 0.349 | 0.437 |
| 51. | 51% | 0.313 | 0.328 | 45. | 44% | 0.390 | 0.546 | 63. | 22% | 0.285 | 0.435 |
| 52. | 86% | 0.285 | 0.345 | 64. | 44% | 0.420 | 0.547 | 61. | 25% | 0.318 | 0.422 |
| 53. | 47% | 0.221 | 0.332 | 47. | 43% | 0.390 | 0.474 | 43. | 63% | 0.396 | 0.417 |
| 54. | 90% | 0.269 | 0.338 | 39. | 40% | 0.375 | 0.389 | 56. | 29% | 0.369 | 0.413 |
| 55. | 74% | 0.417 | 0.447 | 42. | 38% | 0.416 | 0.481 | 59. | 66% | 0.276 | 0.399 |
| 56. | 20% | 0.369 | 0.413 | 44. | 37% | 0.296 | 0.442 | 39. | 40% | 0.375 | 0.389 |</p>
<table>
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<th></th>
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<th>0.471</th>
<th>69.</th>
<th>36%</th>
<th>0.349</th>
<th>0.437</th>
<th>63.</th>
<th>28%</th>
<th>0.256</th>
<th>0.384</th>
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<td>0.273</td>
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<td>0.422</td>
<td>54.</td>
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<td>81.</td>
<td>51%</td>
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<tr>
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<td>0.547</td>
<td>66.</td>
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<td>0.303</td>
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<td>0.435</td>
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<td>48.</td>
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<td>0.394</td>
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<td>0.294</td>
<td>0.317</td>
<td>66.</td>
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<td>0.192</td>
<td>0.303</td>
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<td>0.294</td>
<td>0.317</td>
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<td>0.366</td>
<td>65.</td>
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<td>0.111</td>
<td>60.</td>
<td>04%</td>
<td>0.102</td>
<td>0.111</td>
</tr>
</tbody>
</table>

Only two items have a point-biserial value of less than 0.3, both of them in the Alarm Box passage.

A9.5.3. The Appropriacy Test

Both situations for the two half-and-half dialogues selected for use in this section are from the work context. The first is a job interview, and the second represents the interaction between an air-conditioner service company employee and a potential customer. Both reflect important themes in the course. The functions being tested are as follows:
A Job Interview

70. Saying why you want a job
71. Asking about how long you will need to be away
72. Asking about destinations
73. Asking about conditions of service
74. Asking about reporting lines

Speaking to a Customer

75. Answering telephone politely
76. Confirming a question
77. Asking about make of a product
78. Asking about symptoms
79. Asking for address
80. Arranging a suitable time for a visit
81. Saying goodbye

The items in the first dialogue are consistently more difficult than those in the second. This may be due to the fact that the first dialogue is slightly more cryptic, and further from the experience of the students than the second. A summary of the statistics by item is presented below:
Despite only having twelve questions, the reliability of the subtest is 0.84 and no item has a point-biserial correlation of less than 0.52, which indicates a high degree of consistency of measurement.

A9.5.4. The Reading and Writing Test

It was decided to introduce a study skills element into this section of the test, and to this end, a dictionary exercise was developed (82 - 91). The exercise is interesting because it attempts to test the skill of dictionary use in a realistic way, and is based on an investigation of how students most commonly used a dictionary. The rest of the reading
section involves extracting information from a text (92 - 105).

The writing is divided into two parts. The first requires the students to write a set of instructions on how to use a public pay phone (106 - 111). The illustration is taken from the actual set of instructions that can be found next to any pay phone in Hong Kong. This ensures that there will be a high degree of familiarity in the task. The final writing task involves writing a short postcard message.

Listed below are the skills being tested in this section:

a  Checking the spelling of words (82 - 86)
b  Inferring the meaning of words that are not clearly written from a dictionary (87 - 90)
c  Alphabetizing words (91)
d  Extracting specific information from a realistic text (92 - 105)
e  Writing instructions on how to use a public telephone (106 - 111)
Writing a short postcard to inform about:
- arrival time
- length of stay (112)

As with every other subtest, the items have much better point-biserial correlations when they are analyzed separately. In fact the items in this section are particularly good statistically, with only two achieving a point-biserial correlation of less than 0.3 and the whole subtest having a reliability of 0.91. The summary table below presents individual item statistics:

**Table A9.26.**

<table>
<thead>
<tr>
<th>Item</th>
<th>Point-Biserial Correlation</th>
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</thead>
<tbody>
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<td>0.290 0.366 0.367 0.487 0.558</td>
</tr>
<tr>
<td>83</td>
<td>0.315 0.400 0.387 0.451 0.627</td>
</tr>
<tr>
<td>84</td>
<td>0.318 0.387 0.290 0.366 0.366</td>
</tr>
<tr>
<td>85</td>
<td>0.214 0.268 0.266 0.452 0.668</td>
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<td>86</td>
<td>0.274 0.336 0.366 0.207 0.99</td>
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<td>87</td>
<td>0.261 0.290 0.390 0.400 0.92</td>
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<td>88</td>
<td>0.344 0.344 0.79 0.518 0.837</td>
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<td>89</td>
<td>0.323 0.525 0.360 0.274 0.336</td>
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<tr>
<td>90</td>
<td>0.310 0.396 0.77 0.451 0.622</td>
</tr>
<tr>
<td>91</td>
<td>0.406 0.494 0.214 0.268 0.95</td>
</tr>
<tr>
<td>92</td>
<td>0.487 0.658 0.74 0.406 0.494</td>
</tr>
<tr>
<td>93</td>
<td>0.451 0.627 0.70 0.453 0.666</td>
</tr>
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<td>94</td>
<td>0.452 0.668 0.70 0.482 0.716</td>
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<td>95</td>
<td>0.451 0.622 0.68 0.444 0.671</td>
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<td>96</td>
<td>0.366 0.607 0.66 0.449 0.610</td>
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<tr>
<td>97</td>
<td>0.373 0.510 0.65 0.405 0.498</td>
</tr>
<tr>
<td>98</td>
<td>0.519 0.651 0.63 0.370 0.534</td>
</tr>
<tr>
<td>99</td>
<td>0.453 0.666 0.63 0.417 0.835</td>
</tr>
<tr>
<td>100</td>
<td>0.444 0.671 0.60 0.519 0.651</td>
</tr>
<tr>
<td>101</td>
<td>0.417 0.635 0.55 0.447 0.586</td>
</tr>
<tr>
<td>102</td>
<td>0.482 0.716 0.50 0.373 0.510</td>
</tr>
<tr>
<td>103</td>
<td>0.478 0.598 0.49 0.373 0.562</td>
</tr>
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<tr>
<td>104.</td>
<td>46%</td>
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<tr>
<td>105.</td>
<td>39%</td>
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<tr>
<td>106.</td>
<td>46%</td>
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<tr>
<td>107.</td>
<td>63%</td>
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<tr>
<td>108.</td>
<td>66%</td>
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<td>109.</td>
<td>46%</td>
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<tr>
<td>110.</td>
<td>55%</td>
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<tr>
<td>111.</td>
<td>49%</td>
</tr>
<tr>
<td>112.</td>
<td>65%</td>
</tr>
</tbody>
</table>

While the facility values are somewhat mixed with no clear pattern emerging, the listing by point-biserial correlation is quite interesting in that the dictionary tasks, which are of significant face validity, discriminate the worst. The reading task has the best discrimination overall, with the writing falling in the middle.

A9.6. **The C2 Progress Test**

A9.6.1. **The Listening Test**

The listening test is made up of four task types, and thirty one items. The first task type is the telephone message form. This is followed by a task which requires corrections to be made to an appointment diary. The third involves the dictation...
of a job advertisement. And the fourth requires the student to answer comprehension questions on based on a simulated news broadcast. The skills being tested include the following:

a  Writing down names:
    - not spelt (1, 2, 6)
    - spelt (7)

b  Writing down address (8)

c  Writing down time (5)

d  Writing down short messages (3, 4, 9)

e  Making changes to an appointments diary:
    - recognizing which information to change
    - crossing out old information
    - writing in new information (10 - 16)

f  Writing down a dictated job advertisement (17 - 24)

g  Answering specific questions on two news broadcast extracts (25 - 31)

Basic item statistics for the listening test are presented in Table A9.27.
The "telephone" tasks are fairly easy at this level, while the "news" ones are rather difficult. The nature of the tasks is quite different. The "news" task involves a higher order of skill than the "telephone" one, and is consequently harder.
The level of discrimination is very good overall, with only one item falling below 0.3. The task with the worst point-biserial correlations overall is the one which involves editing an appointment diary. The items are not unduly difficult, with the exception of item 11 (22%) and most of them are in the 50% - 80% band. Perhaps the reason for the poorer discrimination stems from the format, which is slightly confusing, in the sense that it interferes with successful completion of the task.

A9.6.2. **The Grammar Test**

The two passages in this section are a letter of application (as in the Cl test), and a newspaper article adapted from the South China Morning Post.

**Table A9.28.**

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<table>
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</thead>
<tbody>
<tr>
<td>32.</td>
<td>83%</td>
<td>0.346</td>
<td>0.440</td>
<td>38.</td>
<td>86%</td>
<td>0.157</td>
<td>0.200</td>
<td>58.</td>
<td>50%</td>
<td>0.448</td>
<td>0.576</td>
<td></td>
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<tr>
<td>33.</td>
<td>57%</td>
<td>0.251</td>
<td>0.326</td>
<td>32.</td>
<td>83%</td>
<td>0.346</td>
<td>0.440</td>
<td>42.</td>
<td>64%</td>
<td>0.493</td>
<td>0.566</td>
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<tr>
<td>34.</td>
<td>36%</td>
<td>0.419</td>
<td>0.499</td>
<td>37.</td>
<td>76%</td>
<td>0.486</td>
<td>0.563</td>
<td>37.</td>
<td>76%</td>
<td>0.486</td>
<td>0.563</td>
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<tr>
<td>35.</td>
<td>63%</td>
<td>0.467</td>
<td>0.512</td>
<td>43.</td>
<td>76%</td>
<td>0.406</td>
<td>0.493</td>
<td>51.</td>
<td>29%</td>
<td>0.446</td>
<td>0.541</td>
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<tr>
<td>36.</td>
<td>49%</td>
<td>0.368</td>
<td>0.405</td>
<td>53.</td>
<td>69%</td>
<td>0.381</td>
<td>0.487</td>
<td>56.</td>
<td>46%</td>
<td>0.488</td>
<td>0.533</td>
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<tr>
<td>37.</td>
<td>76%</td>
<td>0.486</td>
<td>0.563</td>
<td>40.</td>
<td>65%</td>
<td>0.317</td>
<td>0.417</td>
<td>41.</td>
<td>51%</td>
<td>0.469</td>
<td>0.523</td>
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<tr>
<td>38.</td>
<td>86%</td>
<td>0.157</td>
<td>0.200</td>
<td>46.</td>
<td>65%</td>
<td>0.402</td>
<td>0.430</td>
<td>35.</td>
<td>63%</td>
<td>0.467</td>
<td>0.512</td>
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<tr>
<td>39.</td>
<td>41%</td>
<td>0.391</td>
<td>0.478</td>
<td>42.</td>
<td>64%</td>
<td>0.493</td>
<td>0.566</td>
<td>52.</td>
<td>25%</td>
<td>0.430</td>
<td>0.507</td>
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<tr>
<td>40.</td>
<td>65%</td>
<td>0.317</td>
<td>0.417</td>
<td>38.</td>
<td>65%</td>
<td>0.467</td>
<td>0.512</td>
<td>34.</td>
<td>36%</td>
<td>0.419</td>
<td>0.499</td>
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<tr>
<td>41.</td>
<td>51%</td>
<td>0.469</td>
<td>0.523</td>
<td>62.</td>
<td>58%</td>
<td>0.379</td>
<td>0.454</td>
<td>43.</td>
<td>76%</td>
<td>0.406</td>
<td>0.493</td>
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<tr>
<td>42.</td>
<td>64%</td>
<td>0.483</td>
<td>0.566</td>
<td>33.</td>
<td>57%</td>
<td>0.251</td>
<td>0.326</td>
<td>57.</td>
<td>36%</td>
<td>0.452</td>
<td>0.489</td>
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<tr>
<td>43.</td>
<td>76%</td>
<td>0.406</td>
<td>0.493</td>
<td>45.</td>
<td>55%</td>
<td>0.327</td>
<td>0.344</td>
<td>47.</td>
<td>23%</td>
<td>0.419</td>
<td>0.487</td>
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</tbody>
</table>
The first passage (items 32 - 44) which also appears in the Cl test is easier overall at this level than it was in the Cl test, indicating that some sort of progress had been made, or that the weakest students had dropped out. The second passage (45 - 62) was more difficult than the first with five items falling below 30% in facility. In terms of discrimination, all the items were above 0.3 with the exception of item 38.
A9.6.3. The Appropriacy Test

The functions listed below were being tested in this section:

63. Responding to request for information
64. Giving an excuse
65. Agreeing to do something
66. Checking whether anything else is required
67. Enquiring about enjoyment of visit
68. Asking about the weather
69. Asking about activities
70. Asking opinion on local beaches
71. Asking opinion about food

As with other appropriacy sections, the point-biserial correlations were much better when the appropriacy section was treated as a separate test. The section is fairly easy, with three of the nine items having a facility value of over 90%. It may be that at this level this type of task is starting to get rather easy. However, it must be remembered that in the real test, there was an accuracy mark in addition to the appropriacy one.
Table A9.29.

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<tr>
<td>63. 91% 0.304 0.411 64. 93% 0.352 0.495 70. 81% 0.270 0.709</td>
<td>64. 93% 0.352 0.495 63. 91% 0.304 0.411 67. 72% 0.334 0.645</td>
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<tr>
<td>65. 77% 0.277 0.545 69. 89% 0.237 0.619 69. 89% 0.237 0.619</td>
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<tr>
<td>66. 50% 0.369 0.569 68. 84% 0.241 0.544 71. 72% 0.267 0.592</td>
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<tr>
<td>67. 72% 0.334 0.645 70. 81% 0.270 0.709 66. 50% 0.369 0.569</td>
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<td>68. 84% 0.241 0.544 65. 77% 0.277 0.544 65. 77% 0.277 0.544</td>
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<tr>
<td>69. 89% 0.237 0.619 67. 72% 0.334 0.645 68. 84% 0.241 0.544</td>
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<tr>
<td>70. 81% 0.370 0.709 71. 73% 0.267 0.592 64. 93% 0.352 0.495</td>
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</tr>
<tr>
<td>71. 72% 0.287 0.592 68. 50% 0.369 0.569 63. 91% 0.304 0.411</td>
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</tbody>
</table>

Despite the fact that there are only nine items in this section, the reliability is 0.74.

A9.6.4. **The Reading and Writing Test**

Two passages of realistic adapted text were used in the reading test. The first was on the subject of commerce and industry in Hong Kong (72 - 88), while the second used a set of baggage regulations (89 - 96).

The writing section involved two pieces of writing of the type that the students might be likely to have to cope with. These were marked globally rather than on specific points thus they were not
really suitable for the type of analysis used on the broken down writing tasks.

The skills being tested in this section include the following:

a  Extracting specific information from an article about Hong Kong’s commerce and industry (72 - 88)

b  Extracting specific information from a set of luggage regulations (89 - 96)

c  Writing a letter for a friend in order to explain to the form teacher that the friend’s son:
   - is ill
   - has seen the doctor and what he said
   - will be away for a week (97)

d  Writing a notice for a shop owner to inform customers that:
   - the shop will be closed for one week
   - why it will be closed
   - and offering an apology (98)
The table below summarizes the item statistics.

Table A9.30.

| Item | Correct Rate | Difficulty | Trap 1 | Trap 2 | Trap 3 | Trap 4
|------|--------------|------------|--------|--------|--------|--------
| 72.  | 71%          | 0.559      | 0.565  | 0.570  | 0.535  | 0.676  |
| 73.  | 63%          | 0.375      | 0.428  | 0.75   | 0.495  | 0.569  |
| 74.  | 46%          | 0.342      | 0.338  | 0.77   | 0.539  | 0.674  |
| 75.  | 78%          | 0.495      | 0.560  | 0.75   | 0.527  | 0.635  |
| 76.  | 36%          | 0.380      | 0.406  | 0.97   | 0.393  | 0.655  |
| 77.  | 51%          | 0.414      | 0.504  | 0.71   | 0.559  | 0.568  |
| 78.  | 75%          | 0.527      | 0.635  | 0.80   | 0.566  | 0.682  |
| 79.  | 65%          | 0.477      | 0.638  | 0.95   | 0.423  | 0.558  |
| 80.  | 69%          | 0.566      | 0.682  | 0.83   | 0.487  | 0.598  |
| 81.  | 80%          | 0.535      | 0.676  | 0.79   | 0.477  | 0.638  |
| 82.  | 77%          | 0.539      | 0.674  | 0.73   | 0.275  | 0.428  |
| 83.  | 67%          | 0.487      | 0.598  | 0.93   | 0.461  | 0.617  |
| 84.  | 60%          | 0.501      | 0.605  | 0.85   | 0.498  | 0.541  |
| 85.  | 62%          | 0.498      | 0.541  | 0.92   | 0.448  | 0.593  |
| 86.  | 56%          | 0.508      | 0.598  | 0.84   | 0.501  | 0.605  |
| 87.  | 55%          | 0.545      | 0.596  | 0.94   | 0.559  | 0.600  |
| 88.  | 60%          | 0.543      | 0.607  | 0.91   | 0.540  | 0.616  |
| 89.  | 61%          | 0.466      | 0.555  | 0.96   | 0.561  | 0.611  |
| 90.  | 55%          | 0.589      | 0.537  | 0.98   | 0.457  | XXXXX  |
| 91.  | 58%          | 0.540      | 0.616  | 0.86   | 0.508  | 0.598  |
| 92.  | 62%          | 0.448      | 0.593  | 0.87   | 0.545  | 0.596  |
| 93.  | 63%          | 0.461      | 0.617  | 0.90   | 0.389  | 0.637  |
| 94.  | 60%          | 0.539      | 0.600  | 0.77   | 0.414  | 0.504  |
| 95.  | 69%          | 0.423      | 0.558  | 0.89   | 0.466  | 0.555  |
| 96.  | 58%          | 0.361      | 0.511  | 0.88   | 0.543  | 0.607  |
| 97.  | 74%          | 0.393      | XXXXX  | 0.74   | 0.342  | 0.538  |
| 98.  | 58%          | 0.457      | XXXXX  | 0.76   | 0.380  | 0.406  |

The two writing passages were not included in the analysis of the last section of the test as a separate test. This is because the tasks were considered to be too broad in their scope to be treated as single items. It will be noted that when they were treated as part of the whole test their...
point-biserial discriminations were 0.393 and 0.457 respectively.

The passage on commerce and industry was easier than the regulations and it also discriminated better.

A9.7. **The C3 Progress Test**

The C3 test is the final one in the battery that will be described.

A9.7.1. **The Listening Test**

The four task types in this level are, telephone messages, correcting an advertisement, answering some comprehension questions on a news broadcast, and noting down some instructions. The skills tested include the following:
a  writing down names (1, 2, 3, 6, 7)
b  writing down short messages (4, 5, 8, 9)

Correcting an advertisement form instructions. This involves:

  c  - changing names (10)
d  - changing numbers (12, 14, 16)
e  - correcting spelling (11, 13)
f  - adding information (15, 17)

g  Answering specific questions on two news
    broadcast extracts (18 – 22, 23 – 27)

j  Listening to instructions and noting down:
    - duties (28)
    - location (29)
    - objects required (30 – 32)

Table A9.31.

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<tbody>
<tr>
<td>1</td>
<td>37%</td>
<td>0.386</td>
<td>0.435</td>
<td>10</td>
<td>92%</td>
</tr>
<tr>
<td>2</td>
<td>51%</td>
<td>0.399</td>
<td>0.419</td>
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<tr>
<td>3</td>
<td>45%</td>
<td>0.320</td>
<td>0.498</td>
<td>15</td>
<td>87%</td>
</tr>
<tr>
<td>4</td>
<td>57%</td>
<td>0.438</td>
<td>0.553</td>
<td>8</td>
<td>86%</td>
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<tr>
<td>5</td>
<td>53%</td>
<td>0.292</td>
<td>0.399</td>
<td>16</td>
<td>86%</td>
</tr>
<tr>
<td>6</td>
<td>62%</td>
<td>0.202</td>
<td>0.549</td>
<td>11</td>
<td>84%</td>
</tr>
<tr>
<td>7</td>
<td>64%</td>
<td>0.252</td>
<td>0.468</td>
<td>14</td>
<td>83%</td>
</tr>
<tr>
<td>8</td>
<td>86%</td>
<td>0.233</td>
<td>0.332</td>
<td>9</td>
<td>81%</td>
</tr>
<tr>
<td>9</td>
<td>81%</td>
<td>0.374</td>
<td>0.425</td>
<td>13</td>
<td>80%</td>
</tr>
<tr>
<td>10</td>
<td>92%</td>
<td>0.412</td>
<td>0.461</td>
<td>23</td>
<td>79%</td>
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<tr>
<td>11</td>
<td>84%</td>
<td>0.512</td>
<td>0.548</td>
<td>31</td>
<td>67%</td>
</tr>
<tr>
<td>12</td>
<td>89%</td>
<td>0.374</td>
<td>0.421</td>
<td>24</td>
<td>66%</td>
</tr>
<tr>
<td>13</td>
<td>80%</td>
<td>0.490</td>
<td>0.494</td>
<td>7</td>
<td>64%</td>
</tr>
<tr>
<td>14</td>
<td>82%</td>
<td>0.409</td>
<td>0.497</td>
<td>6</td>
<td>63%</td>
</tr>
</tbody>
</table>
The easiest of the four tasks was the one that involved correcting an advertisement, with the most difficult item in this task requiring the students to note down accurately a string of eight words. The most difficult task was the news broadcast, as it was in the C2 test. Clearly this task involves a degree of overall comprehension as opposed to the ability to pick out specific details and as such is more difficult. In addition, the way that the task was structured, required a degree of recall and reading that of itself may have proved problematic. It is possible that this affected performance adversely. This supposition is supported to some extent by the fairly low point-biserial correlations for this section.
Overall the performance of the listening test was considered satisfactory. The reliability of the test was 0.85, and only four items had a point-biserial discrimination of less than 0.3. Unfortunately, ten of the items had a facility value of less than 40%.

A9.7.2. The Grammar Test

The three passages in this section were a job advertisement, taken from the local newspaper (33 - 40), the newspaper article that appeared in the as C2 test (41 - 58), and the Alarm Box advertisement (59 - 70) that appeared in the Cl test. The item statistics are listed below:

Table A9.32.

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<tbody>
<tr>
<td>33</td>
<td>33%</td>
<td>0.307</td>
<td>0.367</td>
<td>40.</td>
<td>74%</td>
<td>0.289</td>
</tr>
<tr>
<td>34</td>
<td>61%</td>
<td>0.327</td>
<td>0.352</td>
<td>60.</td>
<td>64%</td>
<td>0.285</td>
</tr>
<tr>
<td>35</td>
<td>19%</td>
<td>0.378</td>
<td>0.422</td>
<td>42.</td>
<td>63%</td>
<td>0.421</td>
</tr>
<tr>
<td>36</td>
<td>51%</td>
<td>0.251</td>
<td>0.262</td>
<td>34.</td>
<td>61%</td>
<td>0.327</td>
</tr>
<tr>
<td>37</td>
<td>61%</td>
<td>0.304</td>
<td>0.424</td>
<td>37.</td>
<td>61%</td>
<td>0.394</td>
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<tr>
<td>38</td>
<td>43%</td>
<td>0.447</td>
<td>0.520</td>
<td>45.</td>
<td>60%</td>
<td>0.403</td>
</tr>
<tr>
<td>39</td>
<td>43%</td>
<td>0.382</td>
<td>0.411</td>
<td>49.</td>
<td>60%</td>
<td>0.329</td>
</tr>
<tr>
<td>40</td>
<td>74%</td>
<td>0.289</td>
<td>0.356</td>
<td>58.</td>
<td>58%</td>
<td>0.418</td>
</tr>
<tr>
<td>41</td>
<td>55%</td>
<td>0.320</td>
<td>0.444</td>
<td>54.</td>
<td>56%</td>
<td>0.391</td>
</tr>
<tr>
<td>42</td>
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<td>41.</td>
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<td>0.320</td>
</tr>
<tr>
<td>43</td>
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<td>38.</td>
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<td>0.251</td>
</tr>
<tr>
<td>44</td>
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<td>0.330</td>
<td>0.415</td>
<td>70.</td>
<td>50%</td>
<td>0.414</td>
</tr>
</tbody>
</table>
Although there are one or two difficult items in the first passage, (33 - 40) it does not seem to be particularly problematic. The second passage also occurs in the C2 test and it proved rather difficult there. It is only marginally easier at the C3 level. The third passage, about the Alarm Box, was very difficult at C1, with a mean item facility of 27.42. At C3 level it was slightly easier (34.08) but nonetheless, rather too difficult for the students at this level. There was often a tendency to overestimate what students could cope with in the grammar section.
There is no doubt that the items in this section of the test need to be modified and made easier for future administrations. However, despite their difficulty, only two items had a point-biserial correlation of less than 0.3.

A9.7.3. The Appropriacy Test

The following functions were being tested in this section:

71. Asking to speak to somebody
72. Giving name
73. Interrupting to correct a mistake
74. Enquiring about availability
75. Enquiring about size
76. Enquiring about quality
77. Enquiring about cost
78. Asking for specific information on cost
79. Complaining about high price
80. Providing an example of a cheaper price
81. Enquiring about shop opening hours
82. Making an appointment to visit the shop
The performance of individual items is listed below:

Table A9.33.

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>71</td>
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<td>0.275</td>
<td>0.432</td>
<td>75</td>
<td>94%</td>
<td>0.289</td>
<td>0.650</td>
<td>81</td>
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<tr>
<td>72</td>
<td>85%</td>
<td>0.263</td>
<td>0.549</td>
<td>74</td>
<td>93%</td>
<td>0.298</td>
<td>0.618</td>
<td>81</td>
<td>84%</td>
</tr>
<tr>
<td>73</td>
<td>85%</td>
<td>0.400</td>
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<td>82</td>
<td>90%</td>
<td>0.350</td>
<td>0.697</td>
<td>75</td>
<td>94%</td>
</tr>
<tr>
<td>74</td>
<td>95%</td>
<td>0.298</td>
<td>0.615</td>
<td>73</td>
<td>88%</td>
<td>0.400</td>
<td>0.550</td>
<td>77</td>
<td>83%</td>
</tr>
<tr>
<td>75</td>
<td>95%</td>
<td>0.289</td>
<td>0.650</td>
<td>76</td>
<td>85%</td>
<td>0.413</td>
<td>0.560</td>
<td>74</td>
<td>82%</td>
</tr>
<tr>
<td>76</td>
<td>85%</td>
<td>0.412</td>
<td>0.560</td>
<td>81</td>
<td>84%</td>
<td>0.278</td>
<td>0.652</td>
<td>78</td>
<td>82%</td>
</tr>
<tr>
<td>77</td>
<td>85%</td>
<td>0.427</td>
<td>0.622</td>
<td>71</td>
<td>83%</td>
<td>0.275</td>
<td>0.432</td>
<td>79</td>
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</tr>
<tr>
<td>78</td>
<td>82%</td>
<td>0.300</td>
<td>0.566</td>
<td>72</td>
<td>83%</td>
<td>0.263</td>
<td>0.549</td>
<td>76</td>
<td>85%</td>
</tr>
<tr>
<td>79</td>
<td>79%</td>
<td>0.209</td>
<td>0.566</td>
<td>77</td>
<td>83%</td>
<td>0.417</td>
<td>0.622</td>
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<td>57%</td>
</tr>
<tr>
<td>80</td>
<td>77%</td>
<td>0.353</td>
<td>0.556</td>
<td>78</td>
<td>82%</td>
<td>0.300</td>
<td>0.566</td>
<td>73</td>
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<tr>
<td>81</td>
<td>84%</td>
<td>0.378</td>
<td>0.652</td>
<td>79</td>
<td>79%</td>
<td>0.209</td>
<td>0.568</td>
<td>72</td>
<td>83%</td>
</tr>
<tr>
<td>82</td>
<td>90%</td>
<td>0.350</td>
<td>0.697</td>
<td>80</td>
<td>57%</td>
<td>0.353</td>
<td>0.556</td>
<td>71</td>
<td>83</td>
</tr>
</tbody>
</table>

The performance of this subtest was good, with a reliability of 0.81 for only twelve items.

A9.7.4. The Reading and Writing Test

This section of the test includes two reading comprehension passages. The first is a modified text on the Hong Kong Arts Centre (83 - 98), and the second is an authentic advertisement taken from a newspaper (99 - 102). This second text is used as the stimulus for a letter requesting information
about holiday tours in Europe. The skills being tested include the following:

a  extracting specific information from an article about the Hong Kong Arts Centre (83 - 98)
b  extracting specific information from an advertisement (99 - 102)
c  addressing an envelope (103)
d  writing a letter. This includes:
   - own address (104)
   - receiver’s address (105)
   - date (106)
   - opening salutation (107)
   - closing salutation (108)
e  requesting - brochures (109)
   - information (110)
f  writing accurately (111)

The reading tasks were performed well, and more students completed the writing task than had done in the B-level tests, due perhaps to their greater level of competence overall. The analysis of this section was carried out in two parts, with the reading being analyzed separately from the writing.
A summary of the item statistics is presented below in Tables 16 and 17:

**Table A9.34.**

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<tr>
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<tr>
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<tr>
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<tr>
<td>89</td>
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<td>0.572</td>
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<td>80%</td>
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<tr>
<td>90</td>
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<td>94.</td>
<td>86%</td>
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<tr>
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<td>0.501</td>
<td>0.594</td>
<td>95.</td>
<td>88%</td>
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<tr>
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<td>0.350</td>
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<td>98.</td>
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</tr>
<tr>
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<td>0.586</td>
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<tr>
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<tr>
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<tr>
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<td>0.768</td>
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<td>76%</td>
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<tr>
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<td>87.</td>
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<tr>
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<td>64%</td>
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<tr>
<td>102</td>
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<td>0.527</td>
<td>0.567</td>
<td>101.</td>
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</tr>
</tbody>
</table>

**Table A9.35.**

<p>| | | | | | |</p>
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<td>0.477</td>
<td>0.613</td>
<td>103.</td>
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<tr>
<td>105</td>
<td>46%</td>
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<td>0.512</td>
<td>111.</td>
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<tr>
<td>106</td>
<td>52%</td>
<td>0.289</td>
<td>0.556</td>
<td>109.</td>
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</tr>
<tr>
<td>107</td>
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<tr>
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<tr>
<td>109</td>
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<td>104.</td>
<td>64%</td>
</tr>
<tr>
<td>110</td>
<td>72%</td>
<td>0.522</td>
<td>0.725</td>
<td>106.</td>
<td>52%</td>
</tr>
<tr>
<td>111</td>
<td>78%</td>
<td>0.461</td>
<td>0.733</td>
<td>105.</td>
<td>46%</td>
</tr>
</tbody>
</table>
Both reading tasks were fairly straightforward, the overall mean being 82% which is perhaps slightly easy. However, the twenty items achieved a reliability of 0.88 and only one item had a point-biserial correlation of less than 0.4.

The writing task also performed well as a test with a reliability of 0.84 despite having only nine items. The items which caused most problems were the ones related to the layout of the letter, in terms of sender's and receiver's address, and date.

A9.8. The Correlation Matrices

The sections below discuss the correlation matrices not included in Chapter 5.

A9.8.1. The B2 Progress Test

Part 2 and Part 3 were again the most closely related subtests. It is interesting that the correlations of the subtests to the total test score were all rather
low at this level. It is unclear why this should be the case, although it should be remembered that in terms of item and subtest performance the B2 test was the weakest at the item analysis stage. The grammar component, part 2, is most closely related to the written placement test whereas at B1 it was part 4 and at A3 it was part 1. At the higher levels, B3 - C3, part 2 was consistently most highly correlated with the written placement test.
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Table A9.36.

<table>
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<th>TO</th>
<th>PR</th>
<th>EF</th>
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<td>.459</td>
<td>.400</td>
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<td>.126</td>
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<td>.210</td>
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</tbody>
</table>

Part 1 correlated most highly with the teacher assessments, as it had done at B1 and A3. This trend did not continue into B3 or the C-levels, where part 2 tended to be more closely related to teacher assessments.

This test was divided into twelve tasks. V1 - V4 were listening, V5 - V6 were grammar, V7 - V9 were appropriacy, V11 was reading and V12 writing.
The two dictations were highly correlated (0.6101). Indeed, they correlated well with the other listening tasks too. V1 and V2 surprisingly did not correlate very well with each other even though the nature of the two tasks seems fairly similar.

There are no further startling features of this matrix that have not been mentioned with regard to other tests.
### A9.8.2. The B3 Progress Test

The correlations between the subtests are best at this level, all of them being fairly high with the exception of the correlation between part 3 and part 4. As at other levels, parts 2 and 3 are most closely related. Part 2 correlates best with the written placement test score as it does with the teacher assessments. For some reason the teacher assessments all correlate very well with the objective test scores compared to other levels. It is difficult to see why this should be the case.

#### Table A9.38.

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Typically at all levels, the subjective teacher assessments of written and oral ability were highly correlated. This is logical in the sense that they were
both marked on the same type of fifteen point scale. However, despite the closeness of their relationship, their relationships with other variables differ considerably indicating that teachers were making some sort of distinction between these two areas. Furthermore, neither the written nor oral marks generally correlate particularly well with the progress and effort scores. These two variables were considered the most suspect of the teacher assessments due to some resistance to them in principle on the part of several teachers. However, this resistance does not appear to have had too drastic an effect.

The high inter-subtest correlations suggested that there would be some equally significant relationships between the various tasks. This test was divided into fifteen tasks. V1 - V7 were all listening, V8 - V10 were grammar, V11 - V13 appropriacy, V14 reading and V15 writing.
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The four telephone message tasks, V1 - V4 all inter-correlate very highly, suggesting that there is a task effect of some sort, since their relationship with the other listening tasks is not particularly strong. The grammar tasks relate quite well to each other but, they also relate to the multiple-choice appropriacy task fairly highly. This is particularly the case with V8, a point discussed earlier.

V6, the dictation task, correlates highly with several other variables i.e. V4, V7, V8, V9, V10, V14, V15. It is by far the most successful of all the dictation tasks in this sense. Had the dictation tasks consistently performed in this way, there may have been
some cause to claim, as Oiler has done, that it is one of the best measures of underlying competence. However, they did not.

A9.8.3. The C2 Progress Test

In several of the other progress tests, the closest inter-subtest relationship was between Part 2 and Part 3. This is not the case at C2 level. The two most highly correlated subtests are Part 1 and Part 2, though they are both closely related to Part 4.

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Parts 4 and 2 are most highly correlated with the written placement test score at this level while it is
Part 1 that correlates best with the teachers' subjective assessments of written and oral ability. With most of the progress tests, the teachers' assessments of written ability correlate most highly with the total test score. Such is not the case at this level where the oral ability assessment correlates highest with the total progress test score.

The C2 test was divided into 13 tasks. V1 - V6 are listening tasks, V7 and V8 are grammar, V9 and V10 are appropriacy, and V11 - V13 are reading. V11 and V12 are both part of the same task, the reading passage on commerce and industry in Hong Kong. This task was split into two variables as a check measure. It was anticipated that V11 and V12 would correlate highly.

Table A9.41.

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The highest correlations are generally between tasks in the same subtest. The two grammar tasks, V7 and V8 correlate at 0.6169, while V11 - 12 the reading task split into two, correlates at 0.7262.

The dictation task, V4 behaves similarly to the dictation task in the B3 test, in that it correlates well with a number of other variables. At this level however, the two cloze passages also correlate well with a number of other tasks.

A9.8.4. **The C3 Progress Test**

Three of the four subtests correlated fairly highly with each other and the overall test score. However, the appropriacy section correlated surprisingly badly with the other subtests as well as with the total test score.
The teachers' assessments correlated well with the progress test scores. These correlations have increased progressively as the tests become more advanced.

The task analysis produced results more or less in line with earlier analyses, in the sense that tasks testing the same trait tended to correlate more highly with each other than with tasks measuring different traits.

**Table A9.42.**

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**Table A9.43.**

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<th>V1</th>
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In order to make the task of continuous assessment a little clearer this term I have written some guidelines and detailed band descriptions. As you know, the grading system used is a basic five band system as illustrated below:

<table>
<thead>
<tr>
<th>Band</th>
<th>Range</th>
<th>Students Per Class</th>
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</thead>
<tbody>
<tr>
<td>Exceptional</td>
<td>15-14-13</td>
<td>2-3 STUDENTS PER CLASS</td>
</tr>
<tr>
<td>Good</td>
<td>12-11-10</td>
<td>4-5 STUDENTS PER CLASS</td>
</tr>
<tr>
<td>Average</td>
<td>9-8-7</td>
<td>11-13 STUDENTS PER CLASS</td>
</tr>
<tr>
<td>Weak</td>
<td>6-5-4</td>
<td>4-5 STUDENTS PER CLASS</td>
</tr>
<tr>
<td>Very Weak</td>
<td>3-2-1</td>
<td>2-3 STUDENTS PER CLASS</td>
</tr>
</tbody>
</table>

These are average figures and may well not apply to every class in precisely the way that they are shown above. However, they are appropriate to the level as whole and will apply to many classes fairly well.

As in the past, the basic assumption I have made is that, while there may be some variation in the standard of individual classes there will be exceptional, average and below average students in each level.

Exceptional students are defined not simply as among the best in a particular class but also as students who clearly demonstrate no difficulty in dealing with the materials recommended for the level they are in. Thus, in a weak class, the best student, who is clearly better than his/her peers may still have difficulties with the recommended materials. They will not therefore be considered as exceptional for the level. You may as a result decide to give them a continuous assessment grade of 12 as opposed to 15. Equally, a weak student in a very strong class may be coping with the recommended materials adequately. As a result, you may decide to give him/her a grade of 7. Much of the time however, you will find that a class covers the range of scores rather than being grouped at one or other end of the scale.

For the more experienced teachers the task of continuous assessment is fairly straightforward. Newer teachers that require some help. However, should any of you encounter difficulties with the system please do not hesitate to call in and see me or consult your PSG leader.

Please read the band descriptions for the oral and written assessments on the next two pages carefully. I welcome any comments that you may have that will improve the system.

NB. You may well have already moved some students in the exceptional and very weak bands after the first few lessons. However, some students' ability may not make itself obvious to you at the beginning of the course. You are therefore quite likely to have students at the extremes of the scale left in your class at the end of term.

Please remember that the continuous assessment grade you give a student is based on your observation. This means that your assessment does not have to agree with the test score at the end of term.
Oral Skills Continuous Assessment Bands

15-14-13 Speaks much more confidently and accurately than his/her peers with a wider vocabulary range than you would expect at this level. Always first to grasp instructions, catch on to what you want the class to do and very strong in listening activities. Has no trouble at all with the recommended materials and this makes you feel that he/she could easily cope on the level of oral skills. With being in a higher level and you might well want him/her to miss the next level when he/she registers.

13-11-10 Clearly above average but not as outstanding as the very best students. A strong student but not one that you would want to miss the next level at registration.

7-6-9 An average student who copes reasonably well with the work you set and gets the general idea as a rule. The level of skill required by the recommended materials is just about right.

6-5-4 Definitely below average but just about able to cope most of the time. Needs a lot of special help and guidance to get the full benefit of activities. You might consider keeping him/her in the present level for another term.

3-2-1 Extremely weak when compared to the rest of the class or with other students you have experience of at this level. Has trouble getting the idea of what is going on and frequently reverts to native language to seek guidance from peers. Seems lost much of the time. Cannot really cope with the listening activities you ask the class to do which indicates that he/she should be at a lower level with easier materials. You do not feel that such a student should be promoted to the next level.

Written Skills Continuous Assessment Bands

15-14-13 Completes written assignments and classwork (as far as you can tell) much more clearly and accurately than his/her peers with a wider vocabulary range than you would expect at this level. Shows no difficulty in coping with the written work that you ask students to do during the course. You might well want him/her to miss the next level when he/she registers.

12-11-10 Clearly above average though not as outstanding as the very best students. A strong student but not one that you would want to miss the next level at registration.

9-8-7 An average student who copes well with the work you set and produces reasonable work throughout the course. Has the sorts of difficulties that you would expect at this level.

6-5-4 Definitely below average but able to produce some work. Needs a lot of remedial help and guidance in written work. You might consider keeping him/her in the present level in an attempt help them overcome some of their difficulties.

3-2-1 Extremely weak when compared to the rest of the class and with other students you have experience of at this level. Cannot really cope adequately with the written assignments nor with classroom writing activities. You do not feel that such a student should be promoted to the next level.

*Note: Students will not necessarily have the same score for oral and written assessments. It is quite possible for a student to be strong in oral skills and weak on the written side and vice versa. Try to assess these two areas separately wherever possible.*
Directions To Palace Cinema

- Take the escalator to the first floor, then you can see Maxim's restaurant. And then you take another escalator to the second floor. The palace cinema's on the second floor.

- The palace cinema's on the second floor.

- You take the escalator to the second floor. You will see the Palace Cinema in front of you.

- It is on the second floor.

- You go up to second floor.

- Please, upstairs on second floor is the Palace Cinema.

- You go to second floor.

- You must up to second floor then you can see that

- You go take the elevator on the second floor. The Palace Cinema is on the elevator end.

- The palace cinema in second floor.

- Just follow there is stair up to second floor you can arriving
Directions To World Trade Centre

1)
- You walk along this way and turn to the left when you reach Gloucester Rd.
- Yes, you go straight along this road and take turning on the left into Gloucester Rd. The World Trade Centre is on the left hand side next to the Excelsior Hotel.

1
- The World Trade Centre. You walk to end of this street and turn to leaf to Gloucester Rd. You can see the Excelsior Hotel then the World Trade Centre is behind the Excelsior Hotel.
- Sure, go ahead straight and turn left, then Gloucester Rd and walk five minutes.

1
- The World Trade Centre is next to Excelsior Hotel.
- Maybe into Gloucester Rd, turn left it on left.
- Turn left.
- Oh you along this way toward, turn left next Excelsior Hotel is World Trade Centre.

0
- Oh, you along is. Excelsior Hotel is World Trade Centre.
- You alway this way go return right World Trade Centre.
APPROPRIACY - A3

(3) - How are you?
   - Hello, thank you, how are you?
   - Hello, how are you?

(4) - Would you like a drink?
   - Would you like something to drink?

(5) - What do you want?
   - What would you like?
   - What would you like to drink? Coffee or tea?

(6) - Where do you work?
   - Where do you go to work?
   - Where are you working?

(7) - When do you begin work?
   - What time do you start work?

(8) - What time do you go home?
   - When do you finish work?

(9) - I'm a...
   - A....

(10) - I go to the movies
     - I go shopping.
(3)

(4) - Would you like drink something?
   - Would you want some drink?
   - Would you like drank?

(5) - What do you have?
   - Do you like a cup of coffee or tea?
   - What's would you like?
   - What do you drink?

(6) - Where are you work?
   - Were do you work?
   - Where a you go to work.
   - Where do you at work?

(7) - What time are you start work?
   - What time are you go to work?

(8) - What time do you finished work?
   - When do you go to home?
   - What time you go home everyday?

(9) - I am is a housewife.
   - Lorry driver.

(10) - I go to beach.
      - I‘m go to work.
      - I walways go to swimming.
(4) - Are you drink?
  - Do you have something drink?
  - Do you some of drink?
  - Do you like saning?
  - Would you some drink?
  - What would you want sometime to drink.

(5) - What do you drink?
  - What like do you drink?
  - What did you draking?

(6) - What's you job?
  - What is job?
  - Where do you job?

(7) - What time is work begin?
  - What's time start to work?
  - What's your opening time?

(8) - What's time go home?
  - What time does go home?
  - What time return your home?

(9) - I'm salmsen.
  - I

(10) - I went to beach.
  - I am going to the cinema.
  - I will swim and go to cinema
(3) - How do you do?

(4) - I sit there.
   - Have you a drink?
   - Do you arrive for early?
   - May I have a coffee.
   - How about you?
   - How many drink?
   - I'm so very hungry.
   - Stand down.

(5) - Would you some the drink?
   - Do you about something drink?
   - I thank drink a coffee.

(6) - Where are you live?

(7) - What time you work?
   - When are you work.

(8) - What about time from home.

(9) - My job is teacher.

(10) - I am are swimming.
(11) - What's the matter?
   - What's the matter with you?
   - Why not?
   - What's wrong with you?

(12) - Do you have a temperature?
   - Have you got a temperature?

(13) - Have you seen a doctor?
   - Did you see a doctor?

(14) - I think you better stay at home.
   - Why don't you stay at home?
   - How about going to the doctor again?

(15) - I hope you're better soon.
   - I hope you'll be back tomorrow.
   - I hope you get well quickly.

(16) - Yes, certainly madam.
   - Yes, of course.
   - Yes, of course you can.
   - Of course madam.

(17) - I like it very much.
   - I think it suits you.
   - I think it's very nice.

(18) - I prefer the green one.
   - I think the green one looks better.
   - I suggest the green one.

(19) - Yes, it's good quality.
   - Yes, the green one's better quality.
   - Yes, and the quality is better too.
APPROPRIACY - B1

1

(11) - What's the problem for you.
   - Why?
     - What's happened?
     - What's wrong of you?

(12) - You have high temperature.
   - Have you got a fever?
   - Have you got temperature?

(13) - Do you see a doctor?
   - Have you been seeing the doctor.
   - Have you go to see the doctor?

(14) - Why don't you slip in the bed?
   - What about drinking much water and taking a rest.

(15) - I hope you'll get better early.
   - Hope you recovery soon.

(16) - Yes, madam please.
   - Here you are.

(17) - I think of it looks lovely.
   - I think it suits for you very much.
   - I think it's very nice to you.

(18) - I prefer is green one.
   - I prefer green better than red.

(19) - Yes, it look more smart and the quality is good.
   - Yes, the quality of green one is better.
(11) - What trouble do you have?
    - What's happen today?
    - Why can't go to work.

(12) - Are you fever?
    - What's your temperature.

(13) - Why don't you go to see the doctor?
    - You had better go to the doctor.
    - Are you got to visit doctor.

(14) - You had better sleep well.
    - Than you better to stay at home.

(15)

(16) - Yes.
    - Yes, you could.

(17) - Excellent, that's good fit for you.
    - I think its good for you.
    - This colour beautiful for you.

(18) - I'd rather like the green one instead.
    - I prefer to the green one is better.

(19) - Yes, I do.
    - Yes, I think so.
    - Yes, the green one looks modern.
(11) - How are you feeling today?
- What are you doing?
- What can I do for you?

(12) - Have you got ill?
- What's worry of your body?
- Do you ill.

(13) - Where do you see a doctor?
- Do you get a doctor?

(14) - May you go to sleep for a rest.
- Have you sleeping on the bed today?

(15) - Hope to see you soon.
- See you better soon.
- You do not have got ill.
- O.K. Bye bye.

(16) - What's colours you like?
- Yes, here is madam.

(17) - I think the green one very good.
- You are wear a size?

(18) - I think you try the green one is better.
- I take red jacket.
- I prefer the red one.

(19) - Yes, I sure.
- Yes, that's fine to you.
11) - What can I do for you?
   - Hello. This is... Company.
   - Hello. This is Mr. Collin's office.
   - Good morning. Mr. Collin's office.

12) - He isn't here.
   - I'm sorry he went out.
   - I'm sorry he's out for lunch.

13) - Lunch time at 1 pm.
   - I think he will be back this afternoon.
   - 3.15 pm.

14) - May I take a message?
   - Would you like to leave a message?
   - What is your name? Can I take a message.

15) - Sorry. Can you spell your name please?
   - Can you tell me your name again?
   - Would you tell me how to spell your name please?

16) - I am sorry I cannot go with you.
   - Sorry, I'm busy on that day.
   - I'm afraid I can't come.

17) - I'm going to the cinema.
   - I'm going to see a film.
   - We're going to the cinema.

18) - I'm going to see "...".
   - I want to see "...".
   - "...".

19) - What are your arrangements on Lantau?
   - What are you going to do on Lantau?

20) - I hope you will enjoy it.
   - I hope you will have a nice day.
   - I hope it'll be a fine day.
1

(11) - Hello.
- Good morning. Here is Mr. Collins office.
- Hello. This is Chan factory.

(12) - He went out.
- He is not in office.
- I'm sorry Mr. Collins not here.

(13) - An hour later, I think.
- He went back at 3 o'clock.
- He will back later.

(14) - May I take your message?
- Would you like to leave the message?
- Would you please leave a message?

(15) - Yes. How do you spell it?
- Sorry. Can you spelling your name please?
- Sorry. Can you spell your name?

(16) - I'm sorry I can't going.
- I'm sorry I have appointment.
- Sorry I have another meeting.

(17) - I want to watch a film.
- I'm going to cinema.
- We're going to see film.

(18) - We shall see the "...".
- It's the new film said "...".
- I am going to see a Greece.

(19) - How about you?
- What do you do on Lantau?
- What are you doing at Lantau?

(20) - I hope you are a good Saturday.
- That's a good idea and I hope that there will be a sunny day.
- It's very good. I think the weather will be fine.
(11) - Good morning. Office speaking.
   - Could I help you?

(12) - Oh sorry, he go out soon.
   - Oh sorry! Mr Collins was go out.
   - Sorry he's going out.

(13) - He will back afternoon.
   - Sorry I don't know he come back.
   - He will be back a few minute.

(14) - Can you tell me message.
   - Can you get the message.
   - Could you take message.

(15) - How to spell your name please?
   - Yes. How to spelling your name please?
   - What is your name's spelling?

(16) - I'd like to but I want to other place.
   - No I am not I have other place to go.
   - I'm sorry. I have not spare time.

(17) - I am to cinema.
   - I going to cinema.
   - I will go to cinema with my friend.

(18) - The film's name is "..........".
   - I would go to see 007.
   - I would like to see the excit film.

(19) - What is it do in Lantau?
   - What do you do to Lantau?
   - I think so, and what idea of your journey.

(20) - The weather is very good.
   - Good luck for your have a good holiday.
   - Ah you will have a nice day.
   - O.K. but I hope sunny.
(11) - Mr. Collin's house.
    - Sorry he's not at home.
    - Speaking.

(12) - He will be back at eight o'clock.
    - Sorry he got already.
    - I don't know.

(13) - It's alright.
    - I don't not.
    - I'm excuse me. I don't not.

(14) - Who are you please.
    - Would you mind to said your name.
    - O.K. your speak to your messages.

(15) - Yes certainly.
    - Excuse me. How to spell?
    - Please speak your name again.

(16) - Yes. I love to.
    - Oh I'm sorry.
    - Yes I will nice to come.

(17) - I am going to park.
    - I am going to theatre on Saturday.
    - I come to Lantau.

(18) - Well alright.
    - Yes I am going to see.
    - No. 'It isn't.

(19) - Oh very good that's nice.
    - Yes I suppose so.
    - How about this Sunday?

(20) - Yes I see.
    - Oh that is good idea.
    - Yes I will going to.
(11) - What does he look like?
   - Who's David Chan?
     - I'm sorry I don't know who David Chan is?
(12) - What's he wearing?
     - What kind of clothes was he wearing.
(13) - Is he from Singapore?
     - Where does he come from? Singapore isn't it?
     - Is he from overseas?
(14) - He went out with Mr. Smith.
     - He went to lunch with Mr. Smith.
(15) - They told me they'll be back from lunch at 2.30 pm.
     - Yes about 2.30 pm.
     - No they didn't.
(16) - Oh, that's all right.
     - Never mind.
     - It doesn't matter.
     - Yes I have been waiting for 1 hour.
     - Oh just a few minutes. Where have you been?
(17) - I've been here about 15 minutes. Why are you late?
     - No. What happened.
     - No only a few minutes. Any trouble?
(18) - When did you leave there?
     - When did the meeting finished?
(19) - What would you like to eat?
     - What kind of food would you like?
     - What shall we order?
(20) - How about some Chinese dishes?
     - I suggest sea food.
(11) - What does he like.
    - Sorry I don't know him. What does he like?
    - No I have not. What's he look like?
    - No I even know him. What's he like?

(12) - What is he wear?
    - What he's wearing?
    - What he wearing today?

(13) - Did he come from overseas?
    - Is he come from Singapore?
    - Does he just come from Singapore?

(14) - He just go out with Mr. Smith.
    - He's have lunch with Mr. Smith.

(15) - Yes. They will come back after lunch.

(16) - Oh ever mind.

(17) - Yes I have been waiting for one hour.
    - Only a few minutes.
    - No I haven't.

(18) - When did you go?
    - When did you see him?

(19) - Where shall we go?
    - What about our lunch?
    - Do you want to eat?

(20) - I like to have a salad.
    - I want some pizza.
(11) - No I haven't.
  - Who is it? How is he look like?
  - How did he look like?
(12) - What clothes does he dress?
  - What does he like wear?
  - What did he wear.
(13) - Does he go travelling?
  - He is over from Singapore for a few days.
  - Did he from Singapore?
(14) - Who did he with?
  - With whom did he out?
(15) - Yes I think.
  - Yes they said they will be back from lunch.
(16) - No just a minute.
(17) - Are you busy?
  - Where have you gone?
  - No, not quite long?
(18) - Did it take long?
  - How long did you stay?
  - How long have you been there?
(19) - What are we going to do?
  - Oh forget. Where are you intent to go?
  - Would you like the food?
(20) - We go to the theatre after lunch.
  - Would you like go to dinner.
APPROPRIACY - B3

0

(11)  - Yes I have seen David Chan.
     - Yes I had.
     - Yes I have. Is he tall and thin?

(12)  - Yes sure.
     - Yes that's right.

(13)  - Where is he coming?
     - When is he coming?
     - How long is he over from Singapore?

(14)  - Does he go there only one person?
     - Did he come alone?
     - Whom is he with?

(15)  - What o'clock.
     - Please call him later.

(16)  - Not at all.
     - You'll be alright.

(17)  - Not much.
     - I stay at \frac{1}{4} an hour.

(18)  - Did it take long?
     - What's the matter?
     - Who is it?

(19)  - Is it sure.
     - How about going to drink?
     - What are you going there?

(20)  - We are going now.
     - Oh I don't care.
     - How about to swim instead.
Interview

(1) - I want to get more experience.
(1) - I want to widen my experience and want to have a new challenge.
(1) - I enjoy travelling around East-Asia very much.
(1) - I want this job because I think it's most interesting.

(2) - I want to know whether I'll be away every month.
(2) - How many days shall I be away every month.
(2) - Shall I need to be away.
(2) - How often shall I be away.

(3) - Where will I go to mostly.
(3) - Where do I go.
(3) - From which countries do our products come.
(3) - May I ask which places.
(3) - Where shall I go the most.

(4) - Can I get a housing allowance immediately.
(4) - Am I getting a housing allowance immediately.
(4) - Do I get a housing allowance immediately.
(4) - Could I get a housing allowance if I am employed.

(5) - To whom do I report.
(5) - Who shall I report to.
(5) - Who will be my boss/Who is my boss.
(5) - Whom shall I report to.
(5) - Who is my supervisor.
(5) - Who will I report to when I'm on duty.
1

(1)- Because I want to get more promotion.
(1)- Because I'm interesting in trading.
(1)- It is because I'm very interesting to work at trading company.

(2)- Would you like to tell me how many days I'll work abroad?
(2)- How many days in a month I'll be away from Hong Kong.
(2)- How many days I will be away every month.
(2)- Well, how many days I have to travel every month.
(2)- Will I need to travel on my job.

(3)- Where shall I mostly to go.
(3)- Which countries are you mostly trade with.
(3)- Could you tell me the places that I will go for working mostly.
(3)- May I ask in what places.

(4)- Is there a housing allowance giving to me at once.
(4)- Do I enjoy any housing allowance when I start working.
(4)- Can I apply the housing allowance immediately.

(5)- That's very fine. To whom do I report.
(5)- I see, well, would you like to tell me who my head is.
C1 APPROPRIACY

(1) - This is the big company so I can learn something in here and I'll be glad to work.
(1) - It was because learning more different thing.
(1) - I am interesting for this job improve and training myself.

(2) - Have I often be away of Hong Kong.
(2) - May I ask the job shall be travelling out of Hong Kong.
(2) - How about the frequency am I going to other countries.
(2) - Is the job need travelling.

(3) - Which countries I will go for work.
(3) - What countries will go most.
(3) - Then, where should I go to.
(3) - Where have I to go.

(4) - Can I get a housing allowance immediately as I working for your company.
(4) - Well is it now I have housing allowance.
(4) - May I know company provide benefit.

(5) - Who I can report to
(1) - Because I'm greatly insterig.
(1) - I want to study more.
(1) - I have quiet experience this job.
(1) - I get the advertised on the newspaper and I interested this job.

(2) - I would know about holidays for this job.
(2) - How many public holidays are in every month.
(2) - How many day to work in a week.
(2) - Yes, do you want to know any about my experience.
(2) - Should I work outside places.
(2) - Yes of course.
(2) - How often have I been out of Hong Kong.

(3) - Where did I go to travel.
(3) - This job need to trading for other country.
(3) - So what.
(3) - Never mind. And where.
(3) - Where I been there.
(3) - I want to know where. Is China or somewhere in Europe.

(4) - Good can I go soon.
(4) - Did I get a housing allowance at once.
(4) - Is there any welfare provided.
(4) - Did I often to live in hotel.
(4) - Where I will be staying.
(4) - Am I need buy house over year.
(4) - Please confirm whether I need rent a house is there for future.
(4) - When do I get a housing allowance.
(4) - Would I need to rent a house.

(5) - What is I ought to do soon.
(5) - Thank you very much.
(5) - Yes.
(5) - Thanks you, no more question.
(5) - Thank you too much.
(5) - Who will I report to at the first day duty.
(5) - Who did I report to.
14

(6) - Can I help you?
  - May I help you?
  - What can I do for you?

(7) - What's brand and model number.
  - Can you tell me which model it is?
  - Certainly which type is it?

(8) - What's wrong with it?
  - What is the fault?
  - Which part isn't working?

(9) - Can I have your name and address?
  - May I have your name and address?
  - Would you tell me your name and address please.

(10) - O.K. my colleague will come at 3 pm on Friday.
  - O.K. we'll come at 3 o'clock this afternoon.
  - We'll repair at 3 pm today.

(11) - O.K. I can make it at 10 am.
  - O.K. no problem.
  - How about 11 o'clock on Friday.

(12) - Good-bye.
  - Thank you for calling, bye.
  - We'll be there on Friday morning, good-bye.
APPROPRIACY - Cl

(6)

(7) - What's air conditioner mark and model.
   - What is the model code.
   - Can you tell me your details.

(8) - What is the problem of this machine?
   - What is the trouble about it?
   - Can you tell what's wrong with it?

(9) - Could you tell us your address.
   - Would you please tell me your address.
   - Can I get your address.

(10) - Well the worker will go to your home at 3 pm tomorrow.
    - Can I go at 3 o'clock.
    - I will come to your home at three o'clock in to-day.

(11) - O.K. what about in the morning.
    - O.K. Friday morning. Any problem?
    - How about this Friday morning.

(12) - See you on Friday. Bye.
    - Thank you for your calling, good bye.
    - I will sent some to repair your air conditioner, goodbye.
APPROPRIACY - C1

(6) - What can I help you?
   - Anything I can help?

(7) - Can you tell me what kind of the style.
   - What type of brand of your air conditioner.
   - What is the item of your air conditioner.

(8) - What wrong of it?
   - What happen to it?
   - What trouble you've got?

(9) - Where is your address?
   - Where do you live?
   - And where are you living?

(10) - When shall I go to repair?
   - Can I come in for repairing at 3 pm.
   - The technician would be arrive at 3 o'clock.

(11) - Is it right we come on Friday morning.
   - It's alright. Do you make sure at that time.
   - Will, that O.K.

(12) - I will call my partner to arrive at that time.
   - Thank you.
   - I will ring you before go to you home.
(6) - Can you help me?

(7) - What's the matter.
    - Could you please ask me the model of your air conditioner?

(8) - What happened for your air conditioner.
    - Can I make an appointment.
    - Is it making a noise?

(9) - Where are you?
    - I will repair it immediate.
    - Who is in the house?

(10) - What is your free time.
     - What time will convience for you?
     - When can I go there.

(11) - Oh I'm sorry how about Friday morning then.
     - O.K. meet you at home.
     - It doesn't matter.

(12) - O.K. Don't trouble.
     - It is well.
APPROPRIACY - C2

14

(1) - Sorry I haven't finished it yet.
  - I'm afraid I haven't.
  - Not yet.

(2) - I'm afraid I'm very busy now.
  - But I've got a lot of work to do.
  - Yes I know but I'm so busy at the moment.

(3) - Alright I shall get it ready tomorrow.
  - O.K. I'll do it as soon as possible.
  - Well I'll finish it by tomorrow morning.

(4) - Anything else?
  - Can you give me more information?
  - Is there anything else?

(5) - Are you having a good time?
  - That's wonderful.
  - Do you like H.K.?

(6) - What do you think of the weather?
  - What do you like about H.K.?
  - Is it too hot for you?

(7) - Have you been swimming.
  - Have you been swimming at all?
  - Have you been for a swim yet?

(8) - What do you think about the beaches?
  - How do you like the beaches here?
  - I suppose the beaches were crowded.

(9) - What about the food in H.K.
  - Do you like Chinese food.
  - Is the food different from the food in your country.
I 0'.

(1) - No I haven't finished that report yet.
- Not yet, when will you want that report ready?
- Sorry I've not finished but I prepare it now.

(2) - I have to do alot of things.
- I'm very busy.
- I'm afraid I can't finished it at 2 o'clock because I got a lot of work.

(3) - Alright I'll do it first.
- O.K. I do the report first then.
- Yes I will finished it as soon as possible.

(4) - Is there anything else that I can do it for you?
- Beside that, anything else?
- Have any other reports to do?

(5) - Are you having a great time?
- I think you will enjoy here.
- I think you must have a nice time.

(6) - How do you like the weather here?
- How about the weather here?
- Do you like the weather?

(7) - Have you gone to the beach?
- Have you been swimming there?
- There are many nice place for swimming.

(8) - How do you think about the beaches?
- And how about the beaches?
- Do you think the beaches are nice?

(9) - I think the food in HK must different with those in your country.
- Do HK's food different?
- Do you think it's a difference between the Chinese and western food.
APPROPRIACY - C2

(1) - Have not yet.
    - I'm sorry I don't have finished writing that report yet.
    - No I haven't, what time do I must finish it?

(2) - As I am busy right now.
    - I'm very busy to do that.
    - But I'm very busy now.

(3) - I see I will do it as soon.
    - I'll do it as possible as I can.
    - I'll finish.

(4) - Is there anything.
    - Do you have any question else.
    - Oh it's a hard job. Is there anymore.

(5) - Do you have a good time?
    - Did you enjoy your trip?
    - You must be have a great time.

(6) - Do they like the weather in here.
    - Have you like the weather in HK.
    - How is the weather.

(7) - Have you ever swim?
    - Do you swimming?
    - Have you went to beach to swim?

(8) - Are you enjoyed?
    - I hope you will love the beaches in HK?
    - Do you think the beaches are nice and crowded.

(9) - Do you think there have different kinds of food?
    - Anyway the foods are different as yours.
    - What kind of food do you have?
All the items in every test were subjected to factor analysis. The tables of the results are very long and it was decided to put them in this appendix rather than include them in Chapter 6. The rotated factor matrices are all presented at the end of this appendix.

A12.1. **The A3 Test**

While the items group into six factors, it is clear from Table A12.2. that the four major factors in this test correspond to the four sections. Factor five is composed mainly of the grammar task dealing with the location of rooms on an office building floor while factor six grouped together items 68-69 which involved writing down first names and surnames. The percentages of variance accounted for by the factors is illustrated in Table A12.1. below:
The distribution of variables into factors reflects that of the earlier factor analysis by task. The fact that these two methods of analysis correspond supports the reliability of the findings.

**A12.2. The B1 Test**

Only eight factors emerged clearly from the factor analysis, despite the fact that there were thirty two factors with an eigenvalue greater than one. The table below presents percentages of variance for the first fifteen factors.
Table A12.3.

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The factor analysis of the whole test (please see Table A12.4.) reveals that the items group together in much the same way as they had done when the tasks were analyzed earlier in this chapter, each analysis thus confirming the reliability of the other. There are two exceptions. V10, the multiple-choice appropriacy task no longer groups with V9. It forms a factor in its own right. V13, a reading task, had previously grouped with V14 and V15 to form a combined reading and writing factor. In this analysis it formed a factor in its own right whereas V14 which involved alphabetical ordering and addressing an envelope grouped with V15, laying out and writing a letter. Both of these changes help with problems arising from the earlier task analysis since they make the line between traits more clear-cut.
The initial factor analysis extracted 36 factors, most of them uninterpretable. Only seven seemed to be of any significance. Table A12.5. gives the percentages of variance accounted for by the first 15 factors.

Table A12.5.

<table>
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The rotated factor matrix for the seven factors finally extracted is presented in Table A12.6. The listening section produces two factors, factor 6 representing V2 and factor 5 V3 and V4. The dictation tasks group together as they did in the B1 test, and the lower level task, V2, is a factor in its own right. V1, related to an office inventory, does not load significantly on any factor. The task based factor analysis grouped all the listening tasks together to form factor 1. It appears that the item-by-item analysis is more
sensitive to the differences between the skills required to perform these listening tasks.

Factors 3 and 4 both appear to be grammar related being made up of items in tasks. The variables in factor 3 also load significantly on factor 4 as they did in the task factor analysis. The two open-ended appropriacy tasks, V8 and V9, form two distinct factors. It is not clear why this should be the case. Factors 1 and 2 are the reading and writing tasks. In general the factors are fairly similar to the task-based analysis although slightly less so than with the two tests previously discussed.

A12.4. The B3 Test

The task factor analysis of the B3 Progress Test produced the least clear results in that group of analyses. This was also the case with the whole test analysis by item. Thirty six factors with an eigenvalue greater than one were extracted in the first instance. However, the scree plot indicated that there were no more than seven significant factors. Table A12.7. shows the percentage of variance accounted for by the first fifteen factors.
Table A12.7.

<table>
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There are clear listening, reading, writing and appropriacy factors (see Table A12.8.) although there is no really clear indication of a grammar factor which is somewhat surprising. The three listening factors, 3, 5, and 6, split up the listening items in an interesting way. Factors 5 and 6 include all of the telephone message items (1 - 17). Factor 6 is predominantly composed of names while factor 5 is predominantly messages. These two skills types are distinguishable with regard to the complexity of the processing required. The degree of apparent complexity of processing required seems to be a feature that differentiates skills. This should not be confused with difficulty since they are by no means synonymous. It might be that the more complex items tend to be more difficult, but it is only a tendency and not a firm rule. Factor 5 also loads on V12 items, the telephone related appropriacy task,
and it will be remembered that this task also loaded on the listening factor in the task analysis. The third listening factor, factor 3, comprises the multiple-choice items and the airport information sheet.

For the first time, the dictation task does not feature as a factor in its own right. The loadings are low, if present at all, and spread between the first three factors. It is not clear why this should be the case.

Factor 4 includes some grammar items and some multiple-choice appropriacy items as well as most of the open-ended appropriacy items. Although somewhat of a mixture, this factor might be best described as an appropriacy factor. Factor 1 is clearly a reading factor, and factor 2 writing.

A12.5. The C1 Test

The factor analysis produced thirty five factors with an eigenvalue greater than one. However, only eight of these proved to be interpretable. Percentages of variance for the first fifteen factors are presented in the table below:
It will be noted from Table A12.10. that the factors relate fairly closely to the skills areas being tested. The listening section forms two factors, most items loading on factor 2. Most of the job interview task (V3) items load on factor 7. It seems that this task is testing something different from the other listening items. It did not group with the other listening tasks in the task factor analysis either.

The grammar items loaded principally on factor 3 although some also loaded on factor 8. All of these items came from the first of the grammar tasks, V6. Factor 4 was essentially an appropriacy factor although some of the items in V9, the first of the appropriacy tasks loaded on factor 3. This was also the case in the task factor analysis. The dictionary
task formed factor 6, reflecting the same division in the reading section as had been noted in the task factor analysis. Factor 1 was a reading factor and factor 5 writing. In the task analysis V13 and V14 had been grouped together. However, it is more reasonable that they should appear as separate factors.

7.6.1. The C2 Test

Thirty four factors with an eigenvalue greater than one produced seven significant factors. Table A12.11. below presents the percentages of variance attributable to the first fifteen factors.

Table A12.11.

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The main sections of the test split into factors that represented the main traits being tested (see Table A12.12.). The listening section produced two factors, 4 and 6, as did the grammar section with factors 2 and 5. The two listening factors drew a distinction between the dictation task, and the other listening tasks. Furthermore, it was interesting to note that the first of the open-ended appropriacy tasks (V9) loaded mainly on factor 4 - the dictation listening task. This had also happened in the task factor analysis where it was surmised that the nature of the topic may have been partly responsible. The were two cloze texts in the grammar section, which while grouping together to form a grammar factor in the task analysis, formed two distinct factors in this item-by-item analysis. On closer inspection it was noted that the main reason for the split appeared to be related to the difficulty of the items. Factor 7 appeared to be a clear appropriacy factor, factors 1 and 3 were related to the two reading tasks.

A12.7. The C3 Test

Of the thirty three factors extracted with an eigenvalue of one or more, only eight appeared to be significant. Percentages of variance attributable to the first fifteen factors are presented in Table A12.13. below.
The rotated factor matrix (see Table A12.14.) shows six clear factors, with 7 and 8 appearing slightly confused. As with the other tests at the C-level, the listening section produces two factors. The first, factor 3, seems related to the editing of a job advertisement. Interestingly, the grammar items also related to a job advertisement load most heavily on this factor. This phenomenon has occurred before and confirms that the topic of a task may well have some influence. The second listening factor, 6, comprises mostly telephone messages. The final three tasks in the listening section, V4, V5, and V6, do not appear to load significantly on either of the two listening factors. The items seem to be spread about, a result that is reflected in the task-by-task factor analysis. The other factors appear to be fairly straightforward to define.

Table A12.13.

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Rotated factor matrix for A3 Progress Test

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