

HKODO — Speaking Practice Handout

EX-W-U1-01 • White Belt • Unit 1 • mandatory • The World of Work

Hong Kong Oracy Dojo • your take-home study sheet for this exercise

The stimulus

The World of Work. Many secondary schools now run activities that give students a first taste of working life. Supporters say part-time jobs and work experience teach responsibility, time management and the value of money — skills a classroom cannot easily provide. Others worry that, in a demanding DSE year, paid work eats into study time and rest. A recent survey found that most Hong Kong students would welcome more guidance on careers before they leave school.

Topic identification & themes

Core topic: planning a school “World of Work” week — the value of part-time work and work experience for secondary students.

Key themes: hands-on experience vs classroom learning • balancing work and study (especially the DSE year) • life and employability skills • financial independence • career awareness before leaving school.

Tone & register

- Semi-formal and practical — you're a planning committee talking to peers.
- Polite and collaborative; solution-focused, not just critical.
- Enthusiastic about the idea, but realistic about students' workload.

What to include

- Concrete activities — careers talks, job-shadowing, mock interviews, a skills workshop — not just “learn about jobs”.
- How work experience fits around school and the DSE year.
- A balance: the benefits (responsibility, money sense, skills) and the risks (time, tiredness).
- Inclusivity — students have different interests and career ideas.

Suggested angles & ideas

1. **Careers carousel** — short talks from people in different jobs, so students meet real workers.
2. **Job-shadow day** — pair students with a workplace for a day to see real work up close.
3. **Mock interviews & CV clinic** — practise the skills that actually get a job.
4. **Enterprise challenge** — teams run a small stall or mini-business for the week.
5. **Balance workshop** — how to fit a part-time job around study without burning out.
6. **Alumni panel** — former students share how early work shaped their path.

Common pitfalls

- Listing jobs without saying what students would actually DO.
- Ignoring the DSE-year workload — proposing heavy time commitments.
- Treating “part-time job = good” with no balance.
- Forgetting students with different interests — not everyone wants the same career.
- Vague “it builds skills” without naming which skills.

Group discussion — note card

Topic: Your school is planning a “World of Work” week to help students learn about jobs and careers, and your group is helping to plan it. **You have 5 minutes to prepare.** Your group will then discuss:

1. Which activities would best help students learn about different careers?
2. How could students get a taste of real work while still at school?
3. Anything else you think is important.

Preparation hints

- **Q1 (activities):** careers carousel, job-shadow day, mock interviews, an enterprise challenge — pick two you can explain concretely.
- **Q2 (a taste of real work):** job-shadowing, a school enterprise stall, volunteering, a supervised part-time placement — and how to fit it around study.
- **Anything else:** keeping it inclusive; measuring whether it worked; a follow-up so it isn't just one week.

Individual response question

Should secondary students take part-time jobs?

Level 4 — sample answer

“Yes, I think part-time jobs are generally good for secondary students. The main reason is they teach you responsibility — you have to turn up on time and do real tasks, which you don't always learn at school. For example, a friend of mine works at a café at weekends, and he's become much better at managing his time. You also learn the value of money when you earn it yourself. Of course, in the DSE year it might be harder, because studying is the priority, so maybe fewer hours then. But overall, I think a part-time job is a good experience that helps you grow up a bit.”

Level 5** — sample answer

“Broadly yes — though I'd frame it as a question of timing rather than a simple good or bad. A part-time job does something the classroom struggles to: it puts you in a real setting where turning up late or handling a difficult customer has actual consequences, and that builds a kind of responsibility and resilience you can't easily teach in a lesson. Take a weekend café job — beyond the wage, you learn to juggle competing demands and read people, which are genuinely transferable skills. That said, the calculation shifts in Form 6: when exam preparation is at its most intense, the opportunity cost of those hours rises sharply. So my position is that part-time work is valuable for most students most of the time, with the sensible qualification that it should be scaled back in the final run-up to the DSE. On balance, the long-term gains in maturity and skills outweigh the short-term cost — provided the timing is handled wisely.”

Why the 5** is stronger

Feature	Level 4	Level 5**
Ideas & development	One clear reason, a real example, and a light balance (fewer hours in the DSE year).	Reframes it as timing / opportunity cost; weighs long-term gain against short-term cost; adds a precise qualification (Form 6).
Vocabulary	Good everyday range — “responsibility”, “the value of money”, “managing his time”.	Precise and varied — “transferable skills”, “opportunity cost”, “resilience”, “scaled back”.
Organisation & cohesion	Clear, simple links — “The main reason”, “For example”, “Of course”, “overall”.	Sophisticated flow — “though I'd frame it”, “That said”, “So my position is”, “On balance”.
Delivery cues	Steady but a little list-like; sounds prepared.	Natural conversational openers, controlled emphasis; sounds like real thinking aloud.

Topic vocabulary

English	Type	繁體中文	Example sentence
part-time job	n.	兼職	Many students take a part-time job at weekends to earn some money.
work experience	n.	工作經驗	A week of work experience helps students understand real workplaces.

English	Type	繁體中文	Example sentence
responsibility	n.	責任感	Handling real tasks at work builds a strong sense of responsibility.
time management	n.	時間管理	Balancing a job and homework improves your time management.
transferable skills	n.	可轉移技能	Teamwork and communication are transferable skills useful in any job.
work ethic	n.	職業道德	Turning up on time shows a good work ethic.
employability	n.	就業能力	Practical skills boost a student's employability after graduation.
internship	n.	實習	A summer internship gives a taste of a professional career.
minimum wage	n.	最低工資	Part-time workers must be paid at least the minimum wage.
financial independence	n.	財務獨立	Earning your own money is a first step towards financial independence.
career prospects	n.	職業前景	Good qualifications improve your long-term career prospects.
punctuality	n.	守時	Punctuality is essential in almost every workplace.
professionalism	n.	專業精神	Dealing politely with customers shows professionalism.
self-discipline	n.	自律	Juggling work and study requires real self-discipline.
soft skills	n.	軟技能	Soft skills like listening matter as much as technical ability.
networking	n.	人際網絡	A careers day is a chance to start networking with professionals.
workload	n.	工作量	Students should manage their workload before adding a job.
burnout	n.	過勞	Too many hours can lead to burnout during the exam year.
apprenticeship	n.	學徒制	An apprenticeship combines paid work with training.
entry-level	adj.	初級的	Most students start in entry-level roles and learn on the job.

Linking phrases (for the group discussion)

- “Building on what you said about...” — expand on another candidate's point.
- “That's a good point, and I'd add that...” — acknowledge, then contribute.
- “While I see your point about..., we should also think about...” — offer a polite alternative.
- “This connects to what ___ mentioned about...” — link ideas together.
- “So, to bring our ideas together...” — synthesise before you close.

Exam-ready expressions

- gain hands-on experience · 學到實際經驗
- juggle work and study · 兼顧工作與學業
- learn the value of money · 學會金錢的價值
- a stepping stone to a career · 踏入職場的墊腳石
- strike a balance between work and study · 在工作與學業之間取得平衡

Handout generated for exercise EX-W-U1-01. Model answers are aspirational study targets; your live attempt is marked against the four-rail calibration standard.