# St. Joseph's Anglo-Chinese School

## Form 6 English Language | Paper 4 Speaking – Exam Practice (CEP Set 1)

### Lesson 2 – Eco-Clothing • Teacher's Version

***TASK RECAP (for reference – students have this on their handout)***

Part A: As members of your school's Environment Club, your group has been asked to make a presentation on how to reduce clothing waste among students, with a focus on protecting ecological security. You are meeting to discuss what to include in the presentation. Part B: The examiner will ask one or more follow-up questions; students respond individually for up to 1 minute.

***LESSON AIMS***

- Discuss clothing waste and fast fashion using real facts and recent news
- Practise Part A group interaction (build on each other's ideas) and Part B individual response (develop an answer in 1 minute)
- Use and recycle topic vocabulary: fast fashion, clothing/textile waste, ecological security, second-hand, upcycle, landfill, cost per wear
- **Key terms:** Ecological security – the health of our environment is essential for human well-being and a nation's stability (clean air, water, resources)
- **Key terms:** Clothing waste – any clothing, footwear or fabric items that are discarded and no longer used

## 1. Warm-up Questions (purpose: personalise the topic → elicit ideas + pre-teach vocabulary)

### Q1. Do you like shopping for new clothes?

***Teacher's notes***

- **Listen for:** Elicit reasons and details, not just "yes/no": how often, where (online vs in-shop), budget, favourite brands.
- **Model:** Push for a personal example: "I like shopping for new clothes because it makes me feel good, but I only buy them when there is a sale."

***Follow-up prompts***

- How often do you buy new clothes?
- Do you prefer shopping online or in shops? Why?
- Have you ever bought second-hand clothes? Why / why not?
- What is the most recent item of clothing you bought – and do you still wear it?

### Q2. What do you do with the new clothes you no longer want?

***Teacher's notes***

- **Teach:** Pre-teach the vocabulary of the clothing cycle: donate, charity shop, hand down / give away, sell online (e.g. Carousell), swap, repair, upcycle, throw away.
- **Listen for:** Check whether students know what happens to clothes that are thrown away (landfill / shipped overseas – link to Articles in Section 2).
- **Model:** "I usually give my old clothes to my younger cousin, and the ones I can't give away I donate to a charity shop or sell them on Carousell."

***Follow-up prompts***

- Why do you think many people throw clothes away instead of donating them?
- What happens to clothes we throw away in Hong Kong? (practical – Community Used Clothes Recycling Banks run by the EPD and NGOs, now covering all districts; charity collection points)

## 2. Recent News & Articles for Elaboration Reference (students use these to add evidence)

*All articles are free to read online. Give students the key facts below, or set them as reading before the lesson – the numbers make useful evidence in the discussion.*

### Article 1 – UNEP (United Nations), 27 March 2025

*"Unsustainable fashion and textiles in focus for International Day of Zero Waste 2025"*

https://www.unep.org/news-and-stories/press-release/unsustainable-fashion-and-textiles-focus-international-day-zero

- **Scale:** 92 million tonnes of textile waste is produced worldwide every year.
- **Overconsumption:** Production doubled between 2000 and 2015, yet the time we actually wear a garment fell by 36%.
- **Recycling gap:** Only 8% of textile fibres in 2023 came from recycled sources; 11% of all plastic waste comes from clothing and textiles.
- **Waste destination:** Discarded clothes are often dumped or burned in low-income countries, or sit in landfills for decades, releasing greenhouse gases.

***How students can use it***

Quote one statistic to sound well-informed: "As the UN reported, the world produces 92 million tonnes of textile waste every year – that's why we need to act."

### Article 2 – European Parliament, updated for 2026

*"Fast fashion: EU laws for sustainable textile consumption"*

https://www.europarl.europa.eu/topics/en/article/20201208STO93327/fast-fashion-eu-laws-for-sustainable-textile-consumption

- **New law:** From 2026, the EU bans companies from destroying unsold clothes, shoes and accessories; large companies must report what they discard and why.
- **Brands pay:** Since January 2025, EU countries must collect textiles separately; rules approved in September 2025 make fashion brands (extended producer responsibility) pay for collecting, sorting and recycling their products.
- **Water cost:** One cotton t-shirt requires about 2,700 litres of fresh water – enough for one person to drink for 2.5 years.
- **Pollution:** Textile production causes about 20% of global clean-water pollution; one wash of a polyester load can release up to 700,000 microplastic fibres.

***How students can use it***

Use it for the "how to reduce clothing waste" bullet: "Governments are acting too – the EU has banned destroying unsold clothes from 2026 and makes fashion brands pay for recycling."

### Hong Kong context – SCMP, January 2018

*"All dressed up and nowhere to go … except to landfills: fast consumer fashion habits add to Hong Kong's textile waste"*

https://www.scmp.com/news/hong-kong/health-environment/article/2179680/all-dressed-and-nowhere-go-except-landfills-fast

- **Local scale:** More than 300 tonnes of textile waste are dumped in Hong Kong's landfills every day.
- **Habit:** A 2017 survey of about 1,000 Hong Kong residents found 4 in 10 had thrown clothing away after only wearing it once.

***How students can use it***

Gives the local angle: "In Hong Kong, more than 300 tonnes of clothes end up in landfills every day – so this is a problem for our own city, not just a global one."

## 3. Ideas for the Discussion Task (Part A – the deck's "Ideas for your discussion" slide shows a condensed version of this bank: 2–3 short, stat-free prompts per card; use the fuller bank below for teacher reference / handouts)

### A. How fast fashion and wasteful shopping habits impact the environment

- "Wear-once" culture: cheap, trendy clothes are worn a few times, then thrown away – the world produces 92 million tonnes of textile waste a year (UNEP).
- Hong Kong reality: 300+ tonnes of textile waste are dumped daily; 4 in 10 people have worn something once then thrown it away (SCMP).
- Resource drain: one cotton t-shirt uses ~2,700 litres of water; production causes ~20% of global clean-water pollution and large carbon emissions.
- Microplastics: washing synthetic (polyester) clothes releases plastic fibres into rivers and oceans.
- Online shopping (very low prices, constant new drops, easy returns) encourages impulse buying and overconsumption.
- Fast fashion normalises throwing things away – we buy more, wear things less, and always want the next trend.

### B. How to reduce clothing waste for enhanced ecological security

- "Buy less, choose well, make it last" – quality over quantity.
- Shop second-hand: charity shops, thrift shops and apps like Carousell; organise clothing swaps (swap parties) with friends instead of buying new.
- Repair and upcycle: fix zips, buttons and small tears; restyle old clothes instead of discarding them.
- Care for clothes properly – wash less often and at lower temperatures so they last longer.
- Donate or recycle at proper collection points (community clothes recycling banks, charity bins, store take-back schemes) so clothes never reach landfill.
- Link to ecological security: less waste = fewer resources extracted, cleaner air and water, a healthier, more stable community.

### C. How to promote the idea of reducing clothing waste at school

- Awareness campaign: posters, morning-announcement facts, and a school social-media (IG) page sharing "wear it again" outfit photos.
- School clothing swap day / second-hand market – students bring old clothes and exchange them.
- Charity clothing drive: collect unwanted clothes and donate them to recycling or charity programmes.
- Workshops: learn to fix a torn hem, replace a button, or upcycle old uniforms/shirts.
- Invite green groups (e.g. Friends of the Earth (HK) – on the deck's logo row, Greenpeace, WWF, Redress) or a senior student to give a short talk with real facts.
- Make it visible: put a collection box at the school entrance and announce how much was collected.

### D. Anything else you think is important

- Hidden human cost: cheap clothes are often made by low-paid workers in unsafe conditions – "fast" fashion is rarely "fair" fashion.
- Social-media pressure: constantly chasing trends makes us feel we never have enough – more clothes does not mean more happiness.
- Not just consumers: governments and brands must act too – e.g. the EU's 2026 ban on destroying unsold clothes.

- "Cost per wear": a well-made $300 jacket worn 100 times is cheaper than a $60 jacket worn five times.
- Small habits add up: buy less, wear more, repair, swap, donate – every piece of clothing kept in use matters.

## 4. Part B – Individual Response (up to 1 minute; skeleton: opinion → reasons → example → balanced conclusion)

### Q1. What are some of the pros and cons of buying cheap clothes?

***Pros (to concede first)***

- Affordable – students with limited pocket money can buy new clothes.
- Trend-friendly – you can follow fashion and experiment with styles cheaply.
- More variety for the same budget; easy and cheap to replace worn-out items.

***Cons (the stronger side – link to the topic)***

- Low quality → clothes fall apart quickly → more clothing waste and landfill.
- Hidden environmental cost: ~2,700 litres of water per t-shirt, polluted water from dyeing, microplastics from washing (EU Parliament).
- Often made in factories with poor pay and unsafe conditions.
- "False economy": replacing cheap clothes again and again can cost more over time.

***Model closing line***

"So yes, cheap clothes are convenient, but the real cost is not on the price tag – it is paid by the environment and by garment workers. I think we should buy fewer, better pieces instead."

### Q2. Do you think quality or quantity of clothes is more important?

***For quality (recommended main position)***

- Better materials and fit → more comfortable, better-looking, and they last longer → less clothing waste.
- "Cost per wear": a durable $300 shirt worn 100 times is better value than a $60 shirt worn five times.
- Fewer, better pieces = simpler wardrobe, less clutter, less stress about what to wear.

***For quantity (to show balance)***

- More variety allows self-expression and lets you follow trends.
- Cheap clothes are practical for teenagers, who are still growing.
- Quantity is less harmful if clothes are reused – passed on, swapped or donated rather than thrown away.

***Model balanced conclusion***

"For the environment, quality is clearly more important – but we do not have to choose one or the other. The realistic answer is to buy fewer, better pieces and take care of them, so our clothes last."

## 5. Deck Skill Focus – Disagreeing Tactfully and Justifying Your Opinion (deck slide 4)

The upgraded response (B*) must do two things: disagree tactfully with natural turn-taking, and support the opinion with a fact and upgraded vocabulary. In the deck, the B* is shown as a gap-fill – six key chunks are hidden under blank boxes and students complete them (answer key below). Model dialogue:

- **A:** A: I think buying cheap clothes is a good idea because students don't have much pocket money.

- **B:** B: I disagree, Candidate A. I think that buying cheap clothes isn't a good idea as it will damage the environment and create a lot of waste.
- **B*:** That's a good point, Candidate A as students like us do have a tight budget. However, we should also look at the hidden cost. In fact, the UN **reported** that the world produces 92 million **tonnes** of textile waste every year, yet **only 8% of** these fabrics are **recycled**. So buying more **disposable fashion** promotes **overconsumption** and leaves a bigger ecological footprint. I believe a more sustainable choice is to go for quality over quantity – fewer, better-made pieces last much longer. Any other thoughts?

***Gap-fill key (the six blanked chunks on the slide)***

- reported – "the UN _____ that the world produces…" (introduces the fact)
- tonnes – "92 million _____ of textile waste" (the measurement)
- only 8% of – "yet _____ these fabrics are recycled" (the shocking statistic)
- recycled – "these fabrics are _____. So buying more…"
- disposable fashion – "buying more _____ promotes…" (topic vocabulary)
- overconsumption – "promotes _____ and leaves a bigger ecological footprint" (topic vocabulary)

***Teaching points***

- Disagreeing tactfully: echo first ("That's a good point… However…") instead of a blunt "I disagree" – B shows the blunt first draft students should upgrade.
- Gap-fill practice: the blanked chunks ARE the upgraded vocabulary students must supply – feed the key before or after the first attempt.
- Explaining with a fact: the UN statistic (92 million tonnes; only 8% recycled) turns an opinion into an argument.
- Natural turn-taking: end by passing the turn – "Any other thoughts?" / "What do you think, Candidate C?"
- Phrase bank for students: "That's a fair point" · "I'd argue that" · "To be specific" · "As the UN reported…"

## 6. Teaching Notes – What to Listen For

- Aim for 3–4 connected ideas in 45–60 seconds: opinion → reason → example → link back to ecological security.
- Topic vocabulary: fast fashion, clothing/textile waste, ecological security, second-hand, upcycle, landfill, cost per wear.
- Reasons must be supported with concrete examples or evidence (encourage quoting ONE number from Section 2).
- Part A: listen for turn-taking – inviting others ("What do you think?"), building on ideas ("That's a good point, and it also means…"), tactful disagreement ("I see your point, but…") and not dominating.
- Part B: students must answer the question asked, not just deliver a memorised speech about the topic.
- Scaffold weaker students: give them a sentence starter, e.g. "One major problem is…", "This matters because…", "As a recent news article pointed out…"