Contents

| Unit | Theme | Listening skill |
|------|------------------------------|---|
| 1 | You and your family (p.2) | Listening for people's names (p.4) |
| 2 | School life (p.14) | Listening for keywords (p.16) |
| 3 | You and your friends (p.26) | Listening for responses: positive, negative or neutral (p.28) |
| 4 | Camping (p.38) | Listening for numbers (p.40) |
| 5 | Hobbies and interests (p.50) | Listening for sequence (p.52) |
| 6 | Let's celebrate! (p.62) | Listening for times and dates (p.64) |
| 7 | All about Hong Kong (p.74) | Listening for the use of literary devices Poems and Songs (p.76) |
| 8 | Food paradise (p.86) | Integrated skills (p.88) |

Glossary (p.98)

Exam Strategies

Mock Papers

Mock Paper 1 — Pre-HKDSE Examination

Mock Paper 2 — Territory-wide System Assessment

Answer Key



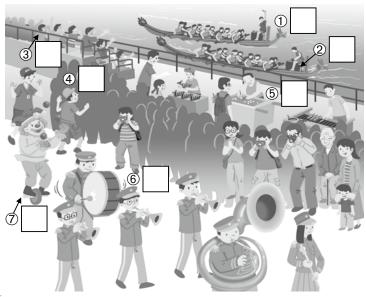
| Reading skill & text type | Writing text type | Speaking skill |
|--|---|---|
| Identifying what pronouns refer to (p.7) Memo (p.8) | Informal email (p.10) | Preparing for a presentation (p.12) |
| • Skimming (p.19) • Charts (p.20) | Speech (p.22) | Preparing for a discussion (p.24) |
| Predicting (p.31) Review Popular Culture (p.32) | Letter of advice Popular Culture (p.34) | Starting and ending a presentation (p.36) |
| • Scanning (p.43) • Schedule (p.44) | Informal letter (p.46) | Starting and ending a discussion (p.48) |
| Recognising literary devices (p.55) Poem Poems and Songs (p.56) | Article (p.58) | Expressing ideas and opinions (p.60) |
| Identifying the topic of a paragraph (p.67) Journal (p.68) | Story Short Stories (p.70) | Making suggestions (p.72) |
| Identifying facts and opinions (p.79)Pamphlet (p.80) | Formal letter Workplace Communication (p.82) | Giving an explanation with elaboration (p.84) |
| Working out the meaning of unfamiliar words (p.91) Article (p.92) | Blog entry (p.94) | Agreeing and disagreeing with others (p.96) |

A BC Vocabulary

A. Here are different things related to festivals. Label the pictures with the following words or phrases. Write the correct letters in the boxes.

During a dragon boat race, the paddlers sit in pairs facing forward. The steerperson either sits or stands at the back of the boat. A drummer sits at the front facing backwards.

A. drum B. spectator C. kite D. dragon boat E. costume F. firework G. dancer H. stall I. parade J. lantern





 \oint B. Read the text and fill in the blanks using the correct form of the words or phrases above.

races do not just take place in Asia. You can see them in many countries. Some draw a large number of (2) _______ who come to watch the excitement of racing to the sound of (3) ______. Often there are more than just the races. There are always (4) ______ where you can buy a variety of food and souvenirs. Some include a

(5) ______ along the main street complete with marching bands and people wearing (6) ______. There may also be entertainers, such as

(7) ______.

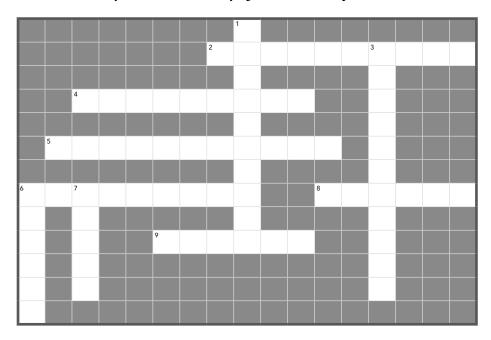
At one race I attended a lot of people were flying (8) ______ and in the evening beautiful (9) ______ were lit. The day concluded with a (10) ______ display, a mass of colour in the evening sky.

C. Put the vocabulary below in the appropriate categories.

lunar celebrate custom unique atmosphere traditional participate religious attraction attend

| Verb | Noun | Adjective |
|------|------|-----------|
| | | |
| | | |
| | | |
| | | |

D. Solve the crossword puzzle with the help of the vocabulary above and the clues.



| | 116 |
|--|-----|
| | He |

DOWN

- 1. The crowds and the music give it a fantastic _____.
- 3. following ideas and methods that have existed for a long time
- 6. It is an old _____ that dates back hundreds of years.
- 7. relating to the moon

ACROSS

- That festival is a big tourist _____.
- 4. It is a _____ festival because it is connected to the church.
- 5. You can watch but you cannot _____.
- 6. Each year they _____ the harvest.
- 8. being the only one of a kind
- 9. to go to (an event)

Reminder Two examples of a religious festival are Christmas and Easter.



Skill: Integrated skills @

Reminder
You can refer to the
Exam Strategies for
details of the HKDSE
Paper 3 exam.

In Part B of the HKDSE Paper 3 exam, you will be given a Data File. Some of the answers in the tasks can be found in the Data File and some in the listening. It is important that you make good use of the time allowed before the recording is played to read the rubrics of the tasks carefully in order to know whether you will find the answers in the listening and/or the Data File. You will need to use some of the skills that you have learnt in this book to answer the questions.



Read the encyclopaedia entry below and listen to the conversation. Then answer the questions.



Track 29

| ticle | Talk | | Read | Edit | View history | Search | Q |
|--|--|---|--|-----------------------------------|---|---|---|
| Sı | uperfo | oods | | | | | |
| -ror | m The Free | Encyclopaedia | | | | | |
| the mo and fish om sup you | ere is no g estly made d eggs. M n such as ega-3 fat perfoods a u cannot l | enerally accepe up of fruits, vereat does not me wild salmon are ty acids, appears a marketing abel a food as | w in calories but a ted list of these for egetables, soy promake it onto the list and sardines, which ar there. Many expending immick and in so a superfood unles edical evidence. | ods a ducts and are I erts come o | although mo s, nuts only fatty high in dismiss countries | • | |

| 1. | Sup | erroods are | | <u>_</u> · | | | | |
|----|-----|-----------------------------|--------|-----------------------------|--------|--------|--------|---|
| | A. | fruits and vegetables | B. | high in fibre | A | В | C | D |
| | C. | full of nutrients | D. | high in omega-3 fatty acids | 0 | 0 | 0 | 0 |
| 2. | | and | | are high in both v | itamir | ns and | fibre. | |
| 3. | Two | o fish considered superfood | ds are | e and | | | | |

4. Can you get the information in questions 1–3 from the reading, the listening or both?

| | Question | From the reading | From the listening | Both |
|-------|----------|------------------|--------------------|------|
| (i) | 1 | | | |
| (ii) | 2 | | | |
| (iii) | 3 | | | |

@ Task 1 @

skill

Pamela is thinking of becoming a chef. She started reading the section in a cookbook about cooking methods and then noticed that it was time for a weekly radio programme Food Today, on which the topic is also cooking methods.

Read the excerpt from the cookbook and listen to the radio programme. Answer the questions in *Part A* and *Part B*. You now have 2 minutes to answer the questions in *Part A* and read the questions in *Part B*.



Track 30

There are many different methods of cooking and the method you use depends on what you are cooking and what result you want. Certain methods go with specific foods. For example you would never hear about steaming a leg of lamb or simmering cakes. The most likely thing you would do to a leg of lamb is roast it, while cakes are baked.

Cooking methods can be broken down into two categories, namely dry heat and moist heat. Dry heat cooking does not use any moisture, like water or stock. Cooking things in fat is considered dry heat, even though the fat is in liquid form. Dry heat cooking is done at higher temperatures, usually at least 150°C. Dry heat does not tenderise meat so you can only use it for certain cuts of meat. Moist heat cooking always involves some form of liquid such as water, stock or steam. Cooking temperatures are much lower, the maximum being 100°C, boiling point. Often moist heat cooking is done for a long time, especially when you want to make a tough piece of meat nice and tender.

| 1. | | is a com | mon way to | cook a leg of lamb. | | | | |
|-------------|-------|--|--------------|---|----------------|---------|-------|-------|
| | A. | Steaming | B. | Roasting | A | В | C | D |
| | C. | Baking | D. | Simmering | 0 | 0 | 0 | 0 |
|) 2. | To 1 | tenderise a tough piece of m | neat | | | | | |
| | A. | cook it in liquid | B. | cook it at 150°C | A | В | C | D |
| | C. | don't add any liquid | D. | cook it for a short time | 0 | 0 | 0 | 0 |
| | ten t | o the radio programme. It was the second time. You now | | I <u>twice</u> . Do as much as you can conds to read the questions. | the first time | e and a | answe | r all |
| 3. | The | ere are at least | diff | Ferent methods of cooking. | | | | |
| 4. KDSE | Wh | at TWO examples of grilling | ng does Jose | ph give? | | | | |



HKDSE Martin is doing a project about hobbies. He interviews some classmates.

Listen to the interviews and complete the notes. The interviews will be played <u>twice</u>. Do as much as you can the first time and answer all questions the second time. You now have 30 seconds to study the task.

| Person | Hobby | Other inf | formation |
|---------|-------|---|--|
| Joanne | (1) | In particular (2), and (4 you can (5) |) because |
| Phillip | (6) | Previously he liked (7) He stopped this because he [8] | He likes to go to (9) |
| Debra | (10) | She does not like (11) because it is (12) | She likes her hobby because it is (13) One problem is that it is (14) |

(15) In his interview Blake talks about various events. Put them in chronological order by writing the numbers (1–5) in the correct spaces.

| Started playing the piano. | |
|-----------------------------|--|
| Hurt his wrist. | |
| Won an award. | |
| Started playing the oboe. | |
| Started playing the violin. | |





🗑 Skill: Recognising literary devices 🞯

There are a number of literary devices that writers use to make their writing more interesting. Here are some of them.

| Device | Definition | Example |
|---------------------|--|--|
| hyperbole | exaggerating or overemphasising something | She draws, like, fifty pictures a day. (She probably draws five or six.) |
| inversion | often used in poetry and the word order is reversed | To bake cookies she loves to do. |
| rhetorical question | asking a question when you are not expecting an answer | Why does Max spend so much time on his computer? |
| rhyming | when the word at the end of one line has the same sound as the word at the end of another line | Reading is how he spends most of his time That's how it is, it's not a crime. |
| understatement | when you represent something as less than it is | He is not a bad tennis player. (What the speaker really means is that he is actually very good.) |

© Exercise ©

Read the following sentences and identify what literary devices they have used. Write the correct letters in the spaces.

| A. hyperbole | B. inversion | C. rhetorical question |
|--------------|--------------|------------------------|
| D. rh | yming E. u | nderstatement |

- 1. _____ Then on Sundays to the hills he would go.
- 2. _____ Little Jimmy played so well. It was like watching a top professional play.
- 3. He reads comics every day.
 - A real waste of time if I may say.
- 4. _____ He loves practising the violin. When does he have time to sleep?
- 5. _____ Eric: Have you heard that Michael just broke the record?

Tony: Yes, he is an OK runner.





Andy joined a camping trip organised by the Westfield Youth Club.

Read the schedule and the information and answer the questions.

Westfield Youth Club

Summer Camp 23–27 July 20XX Camp Martin



| | Morning | Afternoon | Evening |
|----------------------|---|--|--|
| 20 July Wednesday | | | Briefing session for all attendees and parents at the youth club at 7 pm |
| 23 July Saturday | Bus leaves at 10 am. Please arrive at the youth club no later than 9:30 am. | Arrive at Camp Martin. Bring your own packed lunch. Set up camp | Orientation and safety |
| 24 July Sunday | Hike through the forest or go kayaking on the lake | Play sports — volleyball and five-a-side football | Roast chickens on the fire |
| 25 July Monday | Day trip to the beach | Day trip to the beach | Barbecue on the beach |
| 26 July Tuesday | Learn crafts at the craft centre | Take part in all kinds of races and events, including tug of war and three-legged race | Singsong around the campfire |
| 27 July Wednesday | Watch birds or learn life- saving at the lake | Take down the camp and pack | Bus leaves at 5 pm. You will be in Central by 7:30 pm. |
| 29 July Friday | | | Review session for all attendees and parents at the youth club at 7 pm |

Group leader: Mike Lam (phone number: 3723 9833)

Should the weather be bad the trip will be cancelled and there will be alternate activities at the youth club.

| • | Number the following activities in chronological order. | | | | | | | | |
|---|---|--------|-----|---------------------|------------------------------|-------------|--------|--------------|----|
| | | Write | e : | 1–5 on the lines | provided | d. The | e firs | st on | ıe |
| | has been done for you. | | | | | | | | |
| | Hiking | | | | | | | | |
| | Orientation 1 | | | | | | | | |
| | Tug of war | | | | | | | | |
| | Playing on the beach | | | | | | | | |
| | Bird watching | | | | | | | | |
| | Which of the following could be seen in Camp Martin? | | | | | | | | |
| | A. a river, a tennis court and a small football pitch | | | | | | | | |
| | B. a river, a small football pitch and a volleyball cour | | | | | | | | |
| | C. a lake, a small football pitch and a volleyball court | | | | | В | | | |
| | | | | | Α | D | (| \mathbb{C} | D |
| | D. a lake, a volleyball court and a tennis court Match the person on the left with the statement on the r the description of the person. | ght. \ | W | | | 0 | C |) | С |
| | D. a lake, a volleyball court and a tennis court Match the person on the left with the statement on the r | ght. \ | W | Trite the letter (A | ○ A–D) on | 0 | C |) | С |
| | D. a lake, a volleyball court and a tennis court Match the person on the left with the statement on the r the description of the person. | ght. \ | | | ○ A-D) on ent | O the li | C |) | С |
| | D. a lake, a volleyball court and a tennis court Match the person on the left with the statement on the r the description of the person. Person | | | Statemo | OA-D) on ent | the li | ne ne |) | С |
| | D. a lake, a volleyball court and a tennis court Match the person on the left with the statement on the r the description of the person. Person (i) Molly, who is hiking mad | A. | | Statemo | OA-D) on ent was awfu | the li | ne ne |) | С |



Text type: Formal letter @

In Unit 4 you learnt how to write an informal letter to friends or family members. A formal letter, on the other hand, is one you write in a business, government or legal setting. The language is more formal, for example you should avoid contractions and use fewer phrasal verbs.

Structure of a formal letter

Ms is commonly used nowadays as the female equivalent to Mr. Like Mr, Ms does not indicate if the person is married or single.

| • | Salu | tation | /Gre | eting |
|---|------|--------|------|-------|
|---|------|--------|------|-------|

In formal letters 'Dear _____' is used, e.g. 'Dear Ms Chan'. Note that *Mr*, *Mrs*, *Miss* or *Ms* is used rather than the first name. If the name of the recipient is unknown, it is common to say 'To whom it may concern'.

Subject line

Formal letters often contain a subject line (like in emails). It starts with Re: (which means about or regarding), e.g. 'Re: Places to stay in Hong Kong'.

Opening

Refer to previous contact like 'I refer to your letter of 9 May' and state the purpose of writing.

Body paragraphs

Write the information that you want to tell the recipient. You may need more than one paragraph.

Closing paragraph

Refer to enclosures or make a request.

Complimentary close

'Sincerely' and 'Yours sincerely' are the standard ways to close a formal letter.

Enclosures

If anything is enclosed with the letter, write the title or name of it below the signature, e.g. 'Enc: The Cuisines of Hong Kong'.

@ Exercise @

Read the following sentences extracted from an informal letter to Norman Jones. Change them so that they are appropriate for a formal letter.

| 1. | Hi Norman | + |
|----|--|-----------------|
| 2. | Great to get your letter of 27 June. | + |
| 3. | So you're going to be here for ten days in August. | → |
| 4. | I've put some leaflets in with this letter. | > |
| 5. | Best wishes | + |



Workplace Communication

You are Michael Wu and you work for Holidays in Hong Kong. You receive the following letter from Alice Sharpton of the Harlequin Women's Club who are planning a visit to Hong Kong later this year. Write a formal reply to Alice Sharpton.

You may use <u>some</u> of the ideas from the letter below and/or <u>your own ideas</u> in your writing. Some parts of the letter have been given to you. Complete the letter in about 130 words.

Dear Holidays in Hong Kong,

I am the secretary of the Harlequin Women's Club and we are planning a one week trip to Hong Kong in August. None of us have ever visited Hong Kong before. In fact it's our first trip to Asia. We were wondering if you could give us some advice. Firstly where would be a good place to stay? Being a women's club we would like to do some shopping while we are there. Which places would you suggest? Apart from some of the more common tourist places we were wondering if there are any places to visit that would get us away from the hustle and bustle of the city. We live in a very small town and sometimes find big cities a bit tiring.

Thank you in advance for any suggestions you could give us.

Sincerely,

Alice Sharpton

| Re: Thank you for your letter of 15 June | |
|--|----------|
| | |
| | <u> </u> |
| | _ |
| | _ |
| | |
| I do hope you enjoy your trip. | |
| Michael Wu | |
| Holidays in Hong Kong | |

Useful vocabulary attractions, hotels, price ranges, recommend, street markets, shopping malls, a wide range of, famous for, well known, outlying islands



Skill: Starting and ending a presentation @

The oral exam usually includes two parts — an individual presentation and a group discussion. Below are some useful expressions for starting and ending a presentation.

Starting a presentation

Reminder In the oral exam, you are NOT required to introduce yourself at the beginning of your presentation.

| Greeting | Good morning/afternoon, everybody. |
|---|--------------------------------------|
| Introduce the topic of the presentation | I'm going to talk about |
| Give some background information | To start with, I'll explain/describe |

Ending a presentation

| Summarise | So to summarise, I've explained / described / talked about |
|------------------------------------|--|
| Signal the end of the presentation | That's the end of my presentation. Thank you. |

| (G) Fyarcisa (O) |) |
|------------------|---|
| Ever clee | |

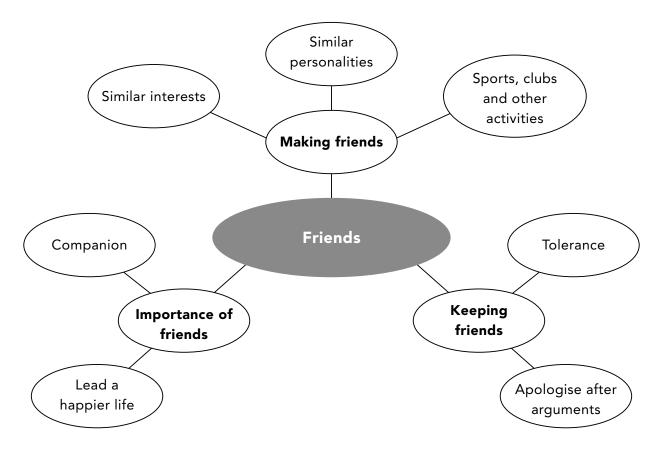
Read the following script prepared by a student for her individual presentation. The topic is 'My best friend'. Write the opening and closing for her.

| As soon as we met each other Joanne and I knew that we would be friends. We notic immediately that we had a similar sense of humour and then as we got to know each other we realised that we were interested in the same things. We are both competitive specially when we play sports. We both want to win. We like it when we are on the same team, whether it is in sport or working together on a team for schoolwork. | |
|---|--|
| | |
| | |



Your class teacher has asked you to give a presentation about how to make and keep friends.

Prepare a two-minute presentation about how to make and keep friends. You can use <u>some</u> ideas from the following mind map and/or <u>your own ideas</u> in your presentation.



You may use the following or your own words to begin and end your presentation.

Good morning/afternoon, everybody. I'm going to talk about how to make and keep friends.

That's the end of my presentation. Thank you.