

Key Features

Aligned with the NSS English Language curriculum and the latest exam requirements

Written with close reference to the latest exam formats and styles in Practice Papers and the 2012 HKDSE English Language Exam Papers

Part A

For question 1, write about 200 words.

1. You would like to be the President of the Student Union of your school. You are writing a short article about yourself to be posted in the school newspaper.

Use the following headings to write the article. Add one heading of your own.

Past experience

Answers written in the margins will not be marked.

Task 3 (13 marks)

You and Pat are discussing a programme designed to help people recover from addiction. Listen to the conversation and complete the information in the spaces below. One has been done for you as an example.

You will have 30 seconds to study the task. At the end of the task, you will have one and a half minutes to tidy up your answers.

Fact Sheet about the Programme

Important notes:

- The names of the participants should not be (29) _____.
- The family of the participants will be (30) _____.

Flow chart showing key aspects of the programme:

Steps	Purpose
1. <u>Admit we cannot control our addictions</u> (example) (31)	(31) _____
2. (32) _____	To let it give us strength
3. (33) _____	(34) _____
4. (35) _____	(36) _____

Answers written in the margins will not be marked.

Up-to-date topics and most common question types included

Current and popular topics covered to prepare students for tackling contexts that will most likely appear in the 2013 HKDSE English Language Exam.

Most common question types and text types included to best familiarize students with the exam requirements.

Exam Practice Set 1

Part A

Read Text 1 and answer questions 1–30 on pages 1–4 of the Question-Answer Book for Part A.

Text 1

Paparazzi in Hong Kong
Emily Kwok, City Daily
23 May 2012

1 The photos of Gillian Chung in a changing room, the snapshots of Bosco Wang naked at his home and the reports of Andy Lau's wife giving birth. What do they have in common? Yes, they are all works by the infamous paparazzi in Hong Kong. When it comes to the paparazzi in our city, one thing is for sure: They are no less active in digging up dirt than their counterparts worldwide.

2 Despite the arduous work, most people frown on the paparazzi, considering them parasites. However, there is no doubt that people working in this field have to be patient and emotionally stable. 'Perseverance is a must. For most of the time, we have to work 20 hours non-stop.' Alex once had to hide inside the toilet for over 5 hours in order to get a glimpse of a pop singer.

3 Paparazzi, originally an Italian term meaning 'buzzing', is used to refer to journalists who follow celebrities, like film stars, athletes or even reality shows. The word was coined by the Italian photographer Ugo Moustaki in his 1954 film *La Dolce Vita*, in which one of the characters is a paparazzo.

4 The most horrible thing is that some artists may have had attitude. 'Once, a driver and I were waiting for Nicholas Tse and Cecilia Cheung outside a top-notch restaurant.' The two, now divorced, were rumoured to be dating at that time. Suddenly, an

Exam Practice Set 1

Article from Social Worker Today newsletter

Is compulsory drug testing solution to adolescent drug abuse?

Bonnie Lam, MSW

To combat the adolescent drug abuse problem, the HKSAR Government carried out the Trial Scheme on School Drug Testing in July 2009. The Trial Scheme was completed the following year, with more than 10,200 students participating in it. The Government has decided to carry out compulsory drug testing between October and April every year from now on. However, can compulsory drug testing solve the adolescent drug abuse problem?

Although compulsory drug testing can help identify drug addicts and may serve as a deterrent for students, I am worried that it will ruin the relationship between teachers and students, and between social workers and students. Some school principals think that instead of being advisers and counsellors, teachers and social workers suddenly become law enforcers. Some of my colleagues also think that the scheme might have negative effects. For example, students who are drug addicts may switch to drugs that are less likely to be detected. Some parents are also afraid that it may lead to their children being labelled.

Comprehensive answer support

Paper 1

Analysis and Answering Strategies

Provide detailed steps or breakdown on tackling questions.

Analysis

Exam Practice Set 2

13. Animals are sometimes behaving erratically due to being watched. (lines 72-74)

14. (a) animals (lines 70-74)
(b) local citizens (lines 67-68) } in any order; 1 mark each

15. B

Analysis
The process has to be 'changed' or 'adjusted' as it is an 'ongoing' process.

16. sustainable tourism (line 94)

17. ...and reach a consensus / adopt practices proactively. (lines 86-89, 113-114)

18. ...local citizens / ecosystems. (accept any one answer)

19. ...advantages of 'eco-tourism'. You should locate the bad things

Deduce the answer: The main ideas of eco-tourism are located in paragraphs 6 and 7. You should think about what point the example is trying to illustrate.

Confirm the answer: You should summarize the effects on wildlife / local citizens / ecosystems as detrimental or use 'hampers'.

19. C

20. (a) community (line 32)

Answering Strategies

Hot Tip



Give Me Five



Hot Tip

Give students handy tips on answering questions.

Give Me Five

Give students advice on how to attain Level 5 performance.

Paper 2

Question analysis, Planning and organization, Other useful ideas

Help students build up each paragraph of the writing task through the breakdown of question and thorough planning. Other relevant ideas are also provided.

Useful vocabulary

English	Chinese	English	Chinese
adaptable (adj.)	適應力強的	energetic (adj.)	充滿活力的
affable (adj.)	和藹可親的	exuberant (adj.)	精力充沛的
amicable (adj.)	友善的	humorous (adj.)	幽默的
bright (adj.)	聰穎的 / 機靈的	independent (adj.)	獨立的
charming (adj.)	有魅力的	mature (adj.)	成熟的 / 穩重的
cooperative (adj.)	樂意合作的	optimistic (adj.)	樂觀的
creative (adj.)	有創意的	patient (adj.)	有耐性的
detailed (adj.)	精細的	responsible (adj.)	認真負責的
diligent (adj.)	勤奮的	versatile (adj.)	多才多藝的
diplomatic (adj.)	靈活變通的	warm-hearted (adj.)	熱心的

Functional phrases / expressions

Phrases for writing a letter of application:

Opening the letter:

- I am writing to apply for the position of (name of position), which was advertised in (name of source and date).

Elaboration:

- As you can see from my enclosed resume, my education background and experience match this position's requirements.
- I am familiar with / I have much experience in using (knowledge of software application, language ability, etc.).

Closing the letter:

- I would be grateful if you could arrange an interview for me.
- I look forward to hearing from you soon.

(adj. = adjective)

Exam Practice Set 1

Part A

Question analysis

- The text type is a letter of application. The reader is the person in charge of the community centre. Use formal letter format and language in the writing.
- In the letter, explain why you are interested in the job, why you are suitable and what activities you would do with the children.
- Use the past tense when talking about past experiences. Use the present perfect tense to talk about how the past experiences have changed or improved you, e.g., *Working as the chairperson of the Computer Club, I have become a more organized person and have learned how to communicate with different people.*
- Remember to write politely. For example, use 'I would like to ...' instead of 'I want'.

Planning and organization

Paragraph builder	
Paragraph 1	Clearly outline the post you are applying for in the subject line: Application for (which position) in (which company).
Paragraph 2	Explain the reasons why you are interested in the job: wish to help others, gain valuable experiences and keep updated with IT development.
Paragraph 3	Explain why you are the right candidate: relevant knowledge, skills, experience, merits, etc.
Paragraph 4	Outline the suggested activities: learn useful software and design a website for the centre.

Other useful ideas

- Course outline
- Design a website by themselves
- Apply what they have learned

Functional phrases / expressions and Useful vocabulary

Help students construct sentences with useful phrases / expressions and vocabulary. This helps build up students' vocabulary bank too.

Paper 3

Marking scheme and writing models

Provide suggested answers and marking schemes in line with the newest format and include advanced writing models.

6.2d-e
6.2f

Moreover, Amphetamine will make you unable to sleep and in the worst case scenarios, you may die.

6.3ad
6.3b-e

Drugs are also very bad for the appearance. For example, your eyes may become watery and you may have more pimples. Moreover, your hands may sweat or cramp a lot. This is not what teenagers want, especially considering that they are very aware of their appearance!

6.4a
6.4d
6.4e
6.4f
6.4b
6.4c

If you want to know more about drug abuse, come to the lecture of Dr Lorraine Wong, who is the Chairman of the Department of Sociology of the Hong Kong University. She is an expert in substance abuse in Hong Kong and has received the Medal of Excellent Contribution for this achievement. The lecture will be held on 2 May (Sunday) at 2pm. The venue will be at the Function Room at the Jackie Chan Exhibition Hall in the combat drug abuse!

Exam Technique

- Provide only the information that is required by the task. Since you are required to name the TWO most popular drugs only, marks will be deducted if you provide more than what is required. You also run the risk of writing outside the specified word limit, resulting in mark penalty. E.g. Ketamine, Amphetamine and Cannabis are common drugs used by teenagers.
- Specify the name of the drug when you are doubting the harmful effects it brings. For example, instead of saying 'If you take drugs, you will have cognitive difficulties', you should say, 'If you take Ketamine ...'. You may not score the common point if it is not clear.
- Use 'you' in the article to address the reader directly, especially as you are asked to persuade the readers to join the event.

“Frequent visits to toilets” → “have to go to the toilet frequently”

Topic sentences let readers know the main idea of the paragraph.

Repeat important ideas at the end of the paragraph.

Use reference pronouns, “e.g. she” that ... “to refer to things mentioned before.

End with an inviting tone.

Exam technique

Give reminder to students on what they should include in or how to tackle the task.

Exam Practice Set 1
Part A
Task 1 (14 marks)

(1) Substance Abuse – Problem in Hong Kong – Action Plan

Project deadline: (2) 6th July

Activities	Time needed	Person(s) responsible
Information collection: • Internet search • Library research (optional)	(3) 2 / two days	(4) Sam Pat
Interviews: • (5) 1 / one drug addict • (6) 2 / two social workers • (7) 1 / one doctor • (8) 3 / three teachers	(9) 3 / three weeks	(10) Matt and Sam
Project writing up: • Introduction • (11) Data analysis • Conclusion • PowerPoint (12) slides	(13) 2 / two months	(14) Pat and Jerry

Analysis
“We have to hand in the project by 6th July” means that 6th July is the deadline.

Analysis
To “make the deadline three weeks later” implies that the time needed is three weeks.

Paper 4

Performance analysis

Provide a thorough analysis of the performance of a level 5–5** candidate illustrated in the model group discussion.

HKDSE English Language Exam Paper Pack Answer Key

5 Performance Analysis (Candidate A: Mr Cheung)**

Pronunciation and delivery
He speaks fluently and naturally with excellent intonation.

Communication strategies
He is able to maintain interaction skillfully. For example, he proposes his idea and asks another candidate for opinion.
e.g. Can we call a slogan like, “Say No to Cyberbullying”? Do you like this slogan, Miss Chan?
He also demonstrates excellent use of body language. For example, he looks at the speaker who is expressing his / her ideas.

Vocabulary and language patterns
He is able to use varied and accurate vocabulary and language patterns.
e.g. I think some victims may end up becoming bullies themselves. They may forward some wicked messages or photos to others. A, in fact, starts a vicious cycle, or a bad cycle.

Mean and organization
He expresses all complex ideas clearly.
e.g. Since everyone is using a smartphone now, they can post some wicked comments on others’ Facebook easily. Literally, they can do so anywhere and anytime.
In the above example, he gives an example of cyberbullying and stresses the ease of doing so thanks to technology in today’s world.

Analysis of Part B Individual Response

Analysis of the questions

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Describe a situation or experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Express a choice / Justify an option		<input type="checkbox"/>								
Analyse a situation	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decide if you support a stance										
Offer suggestions / advice			<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			

Level of the questions

Level	Question No.
Very Easy	1–2
Easy	3–4
Medium	5–6
Difficult	7–8
Very difficult	9–10

Scoring tips

Provide tips on how to excel in group discussion and individual response.

Exam Practice Set 1

Sample individual response

1. Have you ever been involved in cyberbullying?

Scoring Tips for describing a situation

- You should think of more than one occasion related to the situation.
Bullies and victims
- You should make use of your note card as much as possible.
- If you cannot think of a real situation, you can make up some personal stories. Use fictional characters to spice up the story.
My friend, Amy, is always jealous of me.
- Do rephrase the question at the beginning to buy you some time to think.

Your Thinking Map:

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    graph TD
      A[Ever been involved?] -- Yes --> B[Victim → jealous → bad msg. → scared & sleep]
      A -- No --> C[Bully → revenge]
  
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Frankly speaking, I have been involved in cyberbullying, both as a victim and a bully. Firstly, I will illustrate my experience as a victim. My classmate, Amy, is a mean girl. She has always been jealous of me because I have better results than her. She once sent some bad messages to my phone. I was really scared and could not sleep for days. At the end of the day, I sent some bad messages back to her. Therefore, I became a bully. But afterwards I regretted what I did. Thus, I urge everyone not to vent their anger on others. From this experience, I understand that cyberbullying can have serious negative effects, like leading to low self-esteem and depression. Thank you.

2. How do you think parents can help their children avoid cyberbullying?

If you ask me how parents can help their children avoid cyberbullying, the first thing that comes to my mind is that they should teach their children to pay attention to the privacy settings. For instance, they should not disclose their phone numbers or passwords to others easily. Another thing that they can teach their children is that they should stay calm if they are bullied. Bullies like to pick on people who are weak or feeble. If you freak out, it is more likely that the bullies will end up bullying you more. In short, there are two things that the parents can do: teach their children about privacy settings and stay calm. Take myself as an example. I only allow my close friends to post comments on my Facebook. Thank you.

Paper 1 Exam Practices

Set	Part	Theme	Text type
1	A	<ul style="list-style-type: none"> Paparazzi in Hong Kong 	<ul style="list-style-type: none"> Article
	B1	<ul style="list-style-type: none"> Views on Lady Gaga Tips for concertgoers 	<ul style="list-style-type: none"> Web postings Article
	B2	<ul style="list-style-type: none"> Gender stereotyping in the media <i>Pride and Prejudice</i> 	<ul style="list-style-type: none"> Article Story excerpt
2	A	<ul style="list-style-type: none"> The effects of tourism 	<ul style="list-style-type: none"> Article
	B1	<ul style="list-style-type: none"> Travelling in Brazil 	<ul style="list-style-type: none"> Article
	B2	<ul style="list-style-type: none"> Medical tourism <i>Childe Harold's Pilgrimage: Canto the Fourth</i> 	<ul style="list-style-type: none"> Article Poem excerpt
3	A	<ul style="list-style-type: none"> The Post-80s generation 	<ul style="list-style-type: none"> Article
	B1	<ul style="list-style-type: none"> A rehabilitation programme on substance abuse Views on the problems of raising teens 	<ul style="list-style-type: none"> Leaflet Web postings
	B2	<ul style="list-style-type: none"> Materialistic kids <i>The Great Gatsby</i> 	<ul style="list-style-type: none"> Article Story excerpt
4	A	<ul style="list-style-type: none"> The need for health care reform 	<ul style="list-style-type: none"> Article
	B1	<ul style="list-style-type: none"> Views on stress 	<ul style="list-style-type: none"> Web postings
	B2	<ul style="list-style-type: none"> The problem of AIDS in China <i>Wuthering Heights</i> 	<ul style="list-style-type: none"> Article Story excerpt

Paper 2 Exam Practices

Set	Part	Purpose of writing	Text type
1	A	<ul style="list-style-type: none"> Applying to be a volunteer 	<ul style="list-style-type: none"> Letter of application
	B	Q2: Sports communication <ul style="list-style-type: none"> Summarizing an interview with a famous sportsperson 	<ul style="list-style-type: none"> Article
		Q3: Drama <ul style="list-style-type: none"> Reviewing a drama performance 	<ul style="list-style-type: none"> Review
		Q4: Poems and songs <ul style="list-style-type: none"> Commenting on a friend's poem 	<ul style="list-style-type: none"> Letter of advice
		Q5: Debating <ul style="list-style-type: none"> Evaluating your debate team's performance in a competition 	<ul style="list-style-type: none"> Report
		Q6: Popular culture <ul style="list-style-type: none"> Reviewing a singer 	<ul style="list-style-type: none"> Blog entry
		Q7: Short stories <ul style="list-style-type: none"> Writing about the experience of becoming an endangered animal 	<ul style="list-style-type: none"> Short story
		Q8: Workplace communication <ul style="list-style-type: none"> Sharing your experience on working closely with a professional 	<ul style="list-style-type: none"> Magazine article
		Q9: Social issues <ul style="list-style-type: none"> Describing and explaining complaints from tourists 	<ul style="list-style-type: none"> Report

2	A	<ul style="list-style-type: none"> Asking schoolmates to vote for you as the President of the Student Union 	<ul style="list-style-type: none"> Article
	B	Q2: Sports communication <ul style="list-style-type: none"> Introducing Sports Week 	<ul style="list-style-type: none"> Speech
		Q3: Drama <ul style="list-style-type: none"> Describing your experience as a director in Drama Society 	<ul style="list-style-type: none"> Speech
		Q4: Poems and songs <ul style="list-style-type: none"> Explaining the decline of the Cantopop market 	<ul style="list-style-type: none"> Article
		Q5: Debating <ul style="list-style-type: none"> Arguing for or against the motion 'Social networking enhances human relationships' 	<ul style="list-style-type: none"> Debate speech
		Q6: Popular culture <ul style="list-style-type: none"> Discussing the negative impact of sexy photos of teen models in magazines 	<ul style="list-style-type: none"> Letter to the editor
		Q7: Short stories <ul style="list-style-type: none"> Suggesting and explaining an activity to enhance students' story writing skills 	<ul style="list-style-type: none"> Short story
		Q8: Workplace communication <ul style="list-style-type: none"> Discussing your view on whether part-time jobs are beneficial to students 	<ul style="list-style-type: none"> Essay
		Q9: Social issues <ul style="list-style-type: none"> Stating your views on keeping endangered creatures in zoos 	<ul style="list-style-type: none"> Speech
3	A	<ul style="list-style-type: none"> Describing an exchange programme 	<ul style="list-style-type: none"> Essay
	B	Q2: Sports communication <ul style="list-style-type: none"> Arguing for or against promoting extreme sports in Hong Kong 	<ul style="list-style-type: none"> Web posting
		Q3: Drama <ul style="list-style-type: none"> Reviewing a drama performance 	<ul style="list-style-type: none"> Letter to the editor
		Q4: Poems and songs <ul style="list-style-type: none"> Arguing for or against incorporating poems and songs into lessons 	<ul style="list-style-type: none"> Essay
		Q5: Debating <ul style="list-style-type: none"> Giving advice on preparing for a debate 	<ul style="list-style-type: none"> Letter of advice
		Q6: Popular culture <ul style="list-style-type: none"> Explaining your likes and dislikes of a social networking site 	<ul style="list-style-type: none"> Email
		Q7: Short stories <ul style="list-style-type: none"> Describing what happened in an earthquake 	<ul style="list-style-type: none"> Short story
		Q8: Workplace communication <ul style="list-style-type: none"> Describing and reflecting on your interview performance 	<ul style="list-style-type: none"> Diary entry
		Q9: Social issues <ul style="list-style-type: none"> Stating your view on small class teaching 	<ul style="list-style-type: none"> Formal letter

4	A	<ul style="list-style-type: none"> Describing your experience of being a pop singer 	<ul style="list-style-type: none"> Magazine article
	B	Q2: Sports communication <ul style="list-style-type: none"> Stating your view on spending huge amounts of money on organizing international sports competitions 	<ul style="list-style-type: none"> Magazine article
		Q3: Drama <ul style="list-style-type: none"> Reviewing and evaluating a drama performance 	<ul style="list-style-type: none"> Diary entry
		Q4: Poems and songs <ul style="list-style-type: none"> Summarizing an interview with a composer and a lyrics writer 	<ul style="list-style-type: none"> Article
		Q5: Debating <ul style="list-style-type: none"> Sharing your experience in joining in the debating team 	<ul style="list-style-type: none"> Blog entry
		Q6: Popular culture <ul style="list-style-type: none"> Describing the elements of a film relating to teenagers 	<ul style="list-style-type: none"> Proposal
		Q7: Short stories <ul style="list-style-type: none"> Explaining how to write an interesting and effective story 	<ul style="list-style-type: none"> Speech
		Q8: Workplace communication <ul style="list-style-type: none"> Describing and reflecting on your experience in helping in your school's stall in the Lunar New Year market 	<ul style="list-style-type: none"> Article
		Q9: Social issues <ul style="list-style-type: none"> Explaining your view on living in Hong Kong 	<ul style="list-style-type: none"> Essay

Paper 3 Exam Practices

Set	Part	Theme	Task type
1	A	Volunteering in helping young drug addicts	<ul style="list-style-type: none"> Complete an information sheet Complete a fact sheet Complete a note sheet
	B1	Drug prevention	<ul style="list-style-type: none"> Write a leaflet Write a feature article Write a letter to the editor
	B2		<ul style="list-style-type: none"> Write a press release Write an email to teachers Write an opening speech
2	A	Theatre in Learning	<ul style="list-style-type: none"> Complete an information sheet Complete a script and a brochure Complete a checklist Complete a summary
	B1	English enhancement	<ul style="list-style-type: none"> Write a leaflet Write a reply email Write a description for a website
	B2		<ul style="list-style-type: none"> Write a leaflet Write an advice page for a website Write a newsletter article

3	A	Serving as an intern in an airline	<ul style="list-style-type: none"> • Complete an information sheet • Complete a checklist • Complete a summary
	B1	Youth employment	<ul style="list-style-type: none"> • Write a leaflet • Write a reply email • Write a description for a website
	B2		<ul style="list-style-type: none"> • Write a press release • Write an advice page for a website • Write a feature article
4	A	health enhancement	<ul style="list-style-type: none"> • Complete an information sheet • Complete a case report form • Complete a note sheet
	B1		<ul style="list-style-type: none"> • Write a leaflet • Write a reply email • Write a description for a website
	B2		<ul style="list-style-type: none"> • Write a letter to the editor • Write a fact sheet for a website • Write a feature article

Paper 4 Exam Practices

Set	Theme	Tasks
1	Cyberbullying • Reading text: Report	Part A Group Discussion Prepare for a presentation <ul style="list-style-type: none"> • Give examples of cyberbullying • Discuss the effects or consequences of cyberbullying • Discuss what the victims can do
		Part B Individual Response <ul style="list-style-type: none"> • Respond to one of the 10 individual response questions based on Part A
2	Cosplay • Reading text: Report	Part A Group Discussion Prepare for a school magazine article <ul style="list-style-type: none"> • Explain the reasons why some young people like cosplay • Discuss the disadvantages of engaging in cosplay • Discuss whether cosplay is popular in Hong Kong
		Part B Individual Response <ul style="list-style-type: none"> • Respond to one of the 10 individual response questions based on Part A
3	Street treats • Reading text: Report	Part A Group Discussion Prepare for a school magazine article <ul style="list-style-type: none"> • Discuss what street food is popular • Suggest what you need to pay attention to when preparing street food • Discuss what students can learn from this activity
		Part B Individual Response <ul style="list-style-type: none"> • Respond to one of the 10 individual response questions based on Part A
4	Graffiti • Reading text: Web postings	Part A Group Discussion Discuss the Art Bureau's plan to set up a 'Graffiti Zone'. <ul style="list-style-type: none"> • Discuss your general opinion about graffiti • Discuss whether you think the Graffiti Zone is a practical idea • Suggest ways to deal with the graffiti issue in Hong Kong
		Part B Individual Response <ul style="list-style-type: none"> • Respond to one of the 10 individual response questions based on Part A