

Getting along... or not

Accepting differences in Society.....

Have you heard the Chinese saying, ‘Our fingers are of different lengths’? In Hong Kong, there are people from **different cultures**; there are also people of **different beliefs, perceptions and preferences**. In a classroom, students are of different heights and with different abilities. Knowing how to get along with one another is unavoidable so long as we choose to live with others.

Getting on with people is more than **tolerating cultural differences**. It is also about **caring for others**, and **respecting and understanding others**. The earlier we learn these skills the better because having one more **friend** is always better than having one more **enemy**.



Getting along with Strangers.....

In 2009, the MTR Corporation Limited (MTRCL) introduced Priority Seats on its Kwun Tong Line trains, the first of its series of ‘Priority Seats Campaign’. Its aim is to encourage the public to **offer their seats** to people in need, such as the elderly, pregnant women, and the disabled. A survey by MTRCL in 2010 showed that 95% of its respondents welcomed the priority seat arrangement and believed that it was effective. Today, priority seats can be found in all MTR trains.

Although priority seats are now available on all MTR trains, needy people sometimes still have to stand. The people in the priority seats are often either sleeping or glued to their mobile phones. In Taiwan, however, many priority seats on busy trains are surprisingly left empty.

Do you give up your seat when you see an elderly person on the train?



Getting ready

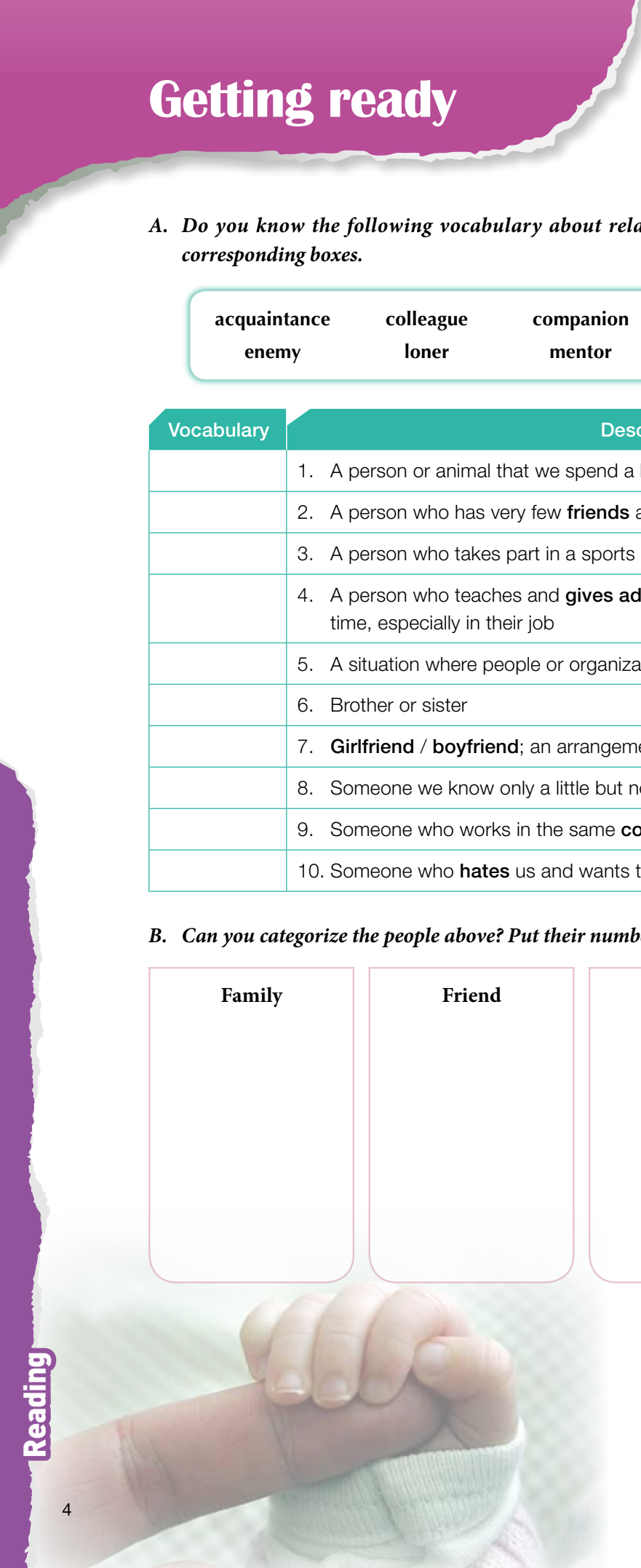
A. Do you know the following vocabulary about relationships? Write the words below in the corresponding boxes.

acquaintance colleague companion competitor date
 enemy loner mentor rivalry sibling

Vocabulary	Description
	1. A person or animal that we spend a lot of time with or travel with
	2. A person who has very few friends and prefers to be alone
	3. A person who takes part in a sports competition
	4. A person who teaches and gives advice to another person for a period of time, especially in their job
	5. A situation where people or organizations compete with one another
	6. Brother or sister
	7. Girlfriend / boyfriend ; an arrangement to meet your girlfriend / boyfriend
	8. Someone we know only a little but not well
	9. Someone who works in the same company as we do
	10. Someone who hates us and wants to harm us

B. Can you categorize the people above? Put their numbers in the boxes below.

Family	Friend	Opposite	Others



Reading skills

Predicting

To prepare ourselves for the reading passage, we often predict, or guess, the content by looking at the title (and headings and subheadings if any). Predicting helps you read faster and understand the passage better.

To predict, you can:

- Step 1** Read the title / heading and subheadings and identify the key words, such as adjectives and nouns
- Step 2** Ask yourself what the text might be about
- Step 3** Ask yourself what you know about the topic, such as facts and vocabulary

Example

Read the following and predict what the text is about.



- Step 1** Key words: unplugging games, café, board games, learning
- Step 2** What the text might be about: A café that provides board games, and benefits of playing board games
- Step 3** What I know: Board games: Monopoly, chess; Learning: concentration



Work smart

The title gives you an overview of the content. From the title, think about how the topic is related to your life and what you know about the topic. This helps you understand more quickly what the passage is about.

Tackling thematic questions

In the HKDSE Exam, you may need to answer **thematic questions** which test your ability to understand the theme, or main idea, of the passage.

These questions may ask you to

- 1 identify the main theme of the text or paragraph,
- 2 identify a text type,
- 3 indicate where the text could be found, and / or
- 4 find an alternative title for the text.

1. Read the title and / or the subheadings (if any).



2. Skim the text and read the topic sentences, key words, first and last paragraphs to get a rough idea of the text.



3. Decide which option best describes the theme. If no options are given, briefly describe it in your own words.

Thematic questions can appear in many forms. Common formats include multiple-choice questions and short-response questions. You may also be asked to match sub-headings to paragraphs.

DSE Exam Link

HKDSE Exam 2014
Paper 1 Part B1 Q59

Writing skills

Analysing the question

In HKDSE Exam Paper 2, you will answer questions in Part A and Part B. There is one writing topic in Part A, which you must write on; in Part B, you are given eight writing topics but you only need to write one. You must analyse the questions carefully before deciding on the topic to write.

Identifying the text type

You should identify the text type. Is it a business letter or an argumentative essay? It is usually stated in the question. Make sure that you are familiar with it.

Identifying the genre

What type of text do you have to write? Is it a descriptive, narrative or argumentative piece of writing? Is it objective and formal, or subjective and casual?

Identifying the purpose of writing

Why do you write the text? Are you describing, narrating, making enquiries or giving advice? How many of these purposes should you include? It is usually stated in the question.

Identifying the writer and reader of the text

Are you writing as yourself or as an employee of an organization? Who is the reader? Is the reader a friend or someone you don't know? The relationship between the writer and the reader tells you which register to use when you write, e.g. formal, informal, friendly, serious.



Example

You have recently visited an Open Day organized by your sister's primary school. You have been asked to write an **article** for the **school magazine**, in which you **describe the visit**. **Give descriptions about what you saw.**

Text type: You are writing an article.

Writer and reader: You are writing as a visitor of the school, and the readers are the students of the school and their friends and family. Although the tone does not have to be too formal, avoid sounding too casual as it will be read by people you do not know.

Genre: This is a descriptive and narrative piece.

Purpose: You are writing to describe your visit.

Text types

Picture writing

Picture writing refers to writing a text based on a picture or photo you are given. In the HKDSE Exam, you may need to write about a given picture.

DSE Exam Link

HKDSE Exam 2013
Paper 2 Part A Q1

Language features

❖ **Time markers** and different **tenses** are used to describe the order of events.

e.g. *last week, when I arrived, after I had left*

❖ **People, places and actions** are **described**.

e.g. *they were playing happily, the children were very sweet*

Structure

The structure of picture writing varies according to the writing topic. Below is an example.

Katie is my littler sister. She is in K3. She attends the Rainbow Kindergarten and she loves it there. Last week, I picked Katie up from kindergarten. I arrived early and she had not finished school yet. I saw Katie and her classmates in the classroom.

All the children were very sweet. They were playing happily together. They were singing songs and throwing balls to each other in the well-decorated classroom. I understand why they enjoy school life so much now. Their colourful classroom is a wonderful place for them to make friends and have fun.

Ideas that come from *wh-* question words such as *who* and *where*.

Time markers and different tenses

Describing people

Describing action

Language

Describing people, actions and things

Describing people	Describing actions	Describing things
<ul style="list-style-type: none">• angelic• amiable• cheerful• earnest	<ul style="list-style-type: none">• caring• considerate• sincere• thoughtful	<ul style="list-style-type: none">• pretty• weird• tranquil• glamorous

Useful phrases

Conflicts and harmony

Causes of conflicts

- from different cultures
- of different beliefs, perceptions and preferences
- of different heights, different abilities and different strengths and weaknesses
- was accused (somebody) of bad-mouthing (somebody)
- have a little argument
- stab (somebody) in his / her back

Getting along

- tolerates cultural differences and mixes with others
- cares for others, and respects and understands others

Types of relationships

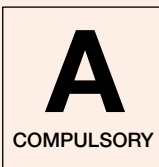
Friends

- Friends **play a crucial role** in our lives.
- **By interacting with them, we** create our social network.
- **They help to protect us from** mental illness such as depression.
- They give us joy and fulfilment; we share our laughter and tears.
- Friends who are empathetic and affectionate often help boost the confidence and self-worth of the person needing support.
- **It is difficult to maintain friendship if** we keep reminding ourselves to put up with the other person's short-comings.
- **It is more helpful to** notice and appreciate the other person's merits.

Love

- **Teenage dating has always been a concern, especially for** educators and parents.
- **Love would not last unless** it is founded on trust, mutual respect, support, communication and understanding, **which are also core values of friendship.**
- Teenage dating is **about striking a balance between** their studies and their loved ones.
- **If things go wrong, teenagers may** engage in self-destructive behaviour, such as substance abuse, picking fights, truancy and disobedience.
- Teen dating violence is common as teenagers don't know how to manage negative emotions such as jealousy and anger.
- **What is worth discussing is** how adults can support teenagers in their exploration of love so that the experience can help them grow into healthy and mature adults who can face adversity in life.

Exam Practice Unit 1
ENGLISH LANGUAGE
PAPER 1 PART A
QUESTION-ANSWER BOOK



Read Text 1 and answer questions 1–24. (48 marks)

1. What is the text about?

- A. Introduction to different types of SEN students
- B. Problems caused by SEN students in society
- C. Schools with SEN students
- D. SEN students in mainstream schools

A B C D

2. When did the Hong Kong Government start working for the 'one curriculum framework for all' principal?

3. What has the government done to implement the 'one curriculum for all' principle? (2 marks)

4. What does 'SEN' (line 3) stand for?

5. Which of the following is NOT included as students with SEN according to paragraph 2?

- A. Students who cannot walk
- B. Students who cannot sleep
- C. Students who cannot see
- D. Students who cannot hear

A B C D

6. What does 'EDB' (line 5) stand for?

7. Find a word in paragraph 2 that can be replaced by 'together with'. _____

8. Why does the government want to put SEN students into mainstream schools?

- A. To provide more support to them
- B. To help 'normal' students live with SEN students
- C. To reduce the number of special schools
- D. To reduce government expenditure on special schools

A B C D

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Exam Practice Unit 1
ENGLISH LANGUAGE
PAPER 1 PART B1
QUESTION-ANSWER BOOK

B1
 EASY SECTION

Read Text 2 and answer questions 25–40. (31 marks)

25. What is the text about?

- A. Friendship Bands
- B. Friendship Day
- C. Hallmark cards
- D. Winnie the Pooh

A B C D

26. What does 'you' (line 1) refer to? _____

27. Complete the following summary sheet on the history of Friendship Day. You may use more than one word for some of the blanks. (3 marks)

Year	Event
1935	The US Congress declared the first (i) _____ as Friendship Day.
(ii) _____	The United Nations named Winnie the Pooh the world's Ambassador of Friendship.
2011	(iii) _____ declared 30 July to be the International Day of Friendship.

28. According to paragraph 2, why did Hallmark cards started Friendship Day?

29. Find a word in paragraph 2 that means the same as 'world'.

- A. appreciation
- B. promoting
- C. globe
- D. granted

A B C D

30. Use ONE word to complete each blank. (2 marks)

People today use Friendship Day to _____ themselves the _____ of friendship.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Exam Practice Unit 1
ENGLISH LANGUAGE
PAPER 1 PART B2
QUESTION-ANSWER BOOK

B2
 DIFFICULT SECTION

Read Text 3 and answer questions 41–60. (39 marks)

41. What is the film *Aberdeen* about?

- A. A family in Hong Kong
 B. History of a Scottish city Aberdeen
 C. History of the Hong Kong district Aberdeen
 D. Pang Ho-cheung's family

A B C D

42. What is the underlying message of *Aberdeen*? _____

43. What is the meaning of 'Heung Kong Tsai'?

- i. Hong Kong boy
 ii. A combination of Hong Kong elements
 iii. Little Hong Kong
 iv. Fishing village
- A. (i) and (ii) only
 B. (i) and (iii) only
 C. (ii) and (iv) only
 D. (iii) and (iv) only

A B C D

44. What was Hong Kong's *Aberdeen* in the 19th century?

45. Who are the following people in the film? Complete the following table. (10 marks)

Person	Role in film	Relationship
Pang Ho-cheung	<i>Director (example)</i>	—
Man Lim-chung	i) _____	—
Ng Man-tat	ii) _____	Patriarch and widower
Carrie Ng Ka-lai	Ta	iii) _____
Gigi Leung Wing-kei	iv) _____	Model actress
Miriam Yeung	v) _____	vi) _____
Eric Tsang	vii) _____	viii) _____
Lee Man-kwai	ix) _____	x) _____

Answers written in the margins will not be marked.

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Appendix 1 Glossary

Unit 1 Getting along with others

Noun	Meaning	Verb	Adjective / Adverb
accommodation	住宿	accommodate	
acquaintance	熟人	acquaint	
attention	注意	attend	attentive (adj) attentively (adv)
benefit	好處	benefit	
challenge	挑戰	challenge	challenging (adj)
colleague	同事		
communication	溝通	communicate	communicative (adj) communicatively (adv)
companion	伴侶		
competitor competition	競爭對手 競爭／比賽	compete	competitive (adj)
creation creator	創作 創造者	create	creative (adj) creatively (adv)
date	約會／約會對象	date	
deterioration	惡化	deteriorate	
empathy	同理心	empathize	empathetic (adj)
enemy	敵人		
loner	獨來獨往的人		alone / lonely (adj)
mentor	導師		
orphanage orphan	孤兒院 孤兒		
rivalry rival	對抗 對手		
romance	浪漫		romantic (adj)
sibling	兄弟姊妹		

Unit 2 Study and school life

Noun	Meaning	Verb	Adjective / Adverb
adoration	崇拜	adore	adoring (adj) adoringly (adv)
challenge	挑戰	challenge	challenging (adj)
congratulation	祝賀	congratulate	
curriculum	課程		
delight	高興	delight	delighted (adj)

Appendix 2 Grammar review

Referring to people, places and things

To refer to people, places and things that have been mentioned before, we can use pronouns and determiners.

- ▶ **Pronouns and possessives**
e.g. *he, she, it, they, him, her, them*
- ▶ **Determiners**
e.g. *a / an, the, this, that, these, those, each, every, many, all, none*

Pronouns

Pronouns and possessives are very common reference words.

- ▶ Examples of **personal pronouns (subject)**: I, we, you, he, she, it, they
- ▶ Examples of **personal pronouns (object)**: me, us, you, him, her, it, them
- ▶ Examples of **demonstrative pronouns**: this, that, these, those
- ▶ Examples of **possessive determiners**: my, your, his, her, its, their
- ▶ Examples of **possessive pronouns**: mine, yours, his, hers, ours, theirs

Relative clauses

We can use relative clauses when describing someone or something. There are two types of relative clauses.

- ▶ **A defining relative clause** identifies which person or thing we are talking about.
e.g. *The lady who taught me how to sing has retired.*
- ▶ **A non-defining relative clause** adds more information about the person or thing.
e.g. *I am now preparing for the HKDSE examination, which starts in April.*
I ran into Mr Lee, who taught me English in Primary 6, in the street yesterday.

Parts of speech

- ▶ **nouns**: *champion, speech*
- ▶ **verbs**: *had, practise*
- ▶ **adjectives**: *punctual, successful*
- ▶ **pronouns**: *I, you, he, she*
- ▶ **adverbs**: *quickly, sometimes*
- ▶ **prepositions**: *to, of, with*
- ▶ **conjunctions**: *or, and, because*
- ▶ **interjections**: *oh! hi!*

Appendix 3 Text type analysis

Picture writing

Katie is my littler sister. She is in K3. She attends the Rainbow Kindergarten and she loves it there. Last week, I picked Katie up from kindergarten. I arrived early and she had not finished school yet. I saw Katie and her classmates in the classroom.

All the children were very sweet. They were playing happily together. They were singing songs and throwing balls to each other in the well-decorated classroom. I understand why they enjoy school life so much now. Their colourful classroom is a wonderful place for them to make friends and have fun.

Ideas that come from *wh*- question words such as who and where.

Time markers and different tenses

Describing people

Describing action

Blog / diary entry

20 September Rainy and wet

It's been a really important day! I went to an orphanage in Kwun Tong this morning to visit some children who have lost their parents. It was a great learning experience — learning to care for others.

There were around 20 of us. We arrived at the orphanage early in the morning and waited in the activity room. After 10 minutes, the children arrived. At first, we were nervous but soon felt more relaxed when we saw their smiling faces. We performed a mini drama and played some games with the children. They were laughing a lot and obviously enjoying themselves when we played Bingo. After the game, we gave them some presents.

After today's visit, I realized how lucky I have been. I will treasure what I have and continue to care for people in need.

Weather and date

Introduction:

The opening paragraph sums up the writer's feeling and experience.

Body:

We use the simple past tense and past continuous tense to talk about past events.

Ending:

We may talk about how we feel and what we have learnt.