

## Paper 2 Writing

Paper 2 Part A consists of one writing question, which requires candidates to write a 200-word descriptive piece. Note that picture-aided writing was introduced in 2013, in which candidates were asked to describe two images.

In Part B, candidates are to write a 400-word piece. The table below shows how often each text type appeared in Paper 2 Part B in the past exam papers:

Text type	2014	2013	2012
Article	✓✓✓	✓✓	✓
Semi-formal letter / Email	✓✓✓	✓✓	
Letter to the editor / Formal letter	✓	✓	✓✓
Speech		✓	✓
Blog / Diary		✓	✓
Forum response			✓✓
Short story	✓	✓	✓

(The number of ticks represents the number of appearance of each text type.)

### Analysis

- **Most common text types:** Article, semi-formal letter / email, letter to the editor / formal letter.
- **Most common purposes of writing:** Describe, argue / persuade and discuss / analyse.
- **Advice to candidates:** Candidates need to master the text types mentioned above. Apart from learning how to **write descriptively**, candidates also have to know how to **present arguments** and to **write analytically**, bearing in mind that many text types require a specific **style and register**.

## Paper 3 Listening and Integrated Skills

Paper 3 Part A consists of four tasks (Tasks 1–4). Candidates need to complete all tasks based on the recording. The following shows the characteristics of Part A:

- The tasks are usually in the form of **note sheets, forms** or **reports**.
- In Tasks 1–3, candidates usually can copy the answers directly from the recording. In **Task 4, rephrasing of words** (such as changing the part of speech) is usually needed.
- Candidates are required to find out the speakers' **attitude** from what they said or their speaking tone (e.g. 2014 Task 4). Possible choices (e.g. *excited, confused*) are given for candidates to choose from.

# Understanding referencing

Sometimes you may be asked what a pronoun or a phrase refers to in the text. This is the time when you have to use the skill of back referencing.

## Four kinds of reference words

### 1. Pronouns

Definition: They are words that we use to replace nouns, i.e. *I, you, he, she, it, me, him, her, we, they, us, them, this, that, these, those.*

Example: I have tried bungee jumping in New Zealand. **It** is really exciting.

### 2. Hyponym

Definition: They are words that belong to the same group.

Example: This shop is doing a promotion on the kettle, rice cooker, microwave oven, etc. **These electrical products** are now at bargaining prices.

### 3. Paraphrasing

Definition: It means phrases with similar meanings.

Example: The encyclopedia, a comprehensive reference book which contains a wide variety of knowledge of different subjects, is a very useful tool for finding information.

### 4. Noun phrase

Definition: A phrase with the head as a noun or a pronoun accompanied by a modifier set.

Example: I went to watch a tennis tournament yesterday. I was thrilled to have the opportunity to take part in **this exciting event**.

#### Skill development

A referent usually precedes the reference word, so read what goes before the reference word to look for the answer. Also, pay attention to whether the reference word is in the singular or plural form.

# Some common text types

Some of the more common text types in Paper 2 include:

- argumentative essay
- letter to the editor
- semi-formal letter

## Argumentative essay

We write argumentative essays when we want to convince our readers to agree with our points of view and to adopt our way of thinking. To make your arguments persuasive, use facts and figures to back them up. You can also use rhetorical devices such as question tags and rhetorical questions to engage the readers.

Argumentative essays can be **one-sided** or **two-sided**. A one-sided argumentative essay presents arguments supporting one side of the issue and a two-sided one presents both sides of an issue.

### Language features

- Use connectives to help structure your essay.  
e.g. *Firstly, Secondly, Last*
- Use adverbial phrases to modify verbs or clauses.  
e.g. *by no means, to some extent*
- Avoid contractions, colloquial expressions, slang and jokes.  
e.g. *Don't you think this is pointless?*

### Demonstration

Obesity is becoming one of biggest health risks of the 21st century. Many scientists put the blame on the high sugar content of a great number of processed foods. Some people have therefore suggested imposing high taxes on soft drinks and junk food. In this essay, I will argue why this is an unreasonable move.

Firstly, high sugar intake is by no means the only factor that contributes to obesity. Diminishing sports participation is another major factor. Instead of taxing sugary snacks, governments should encourage people to participate in physical activities.

Secondly, research has shown that fat also contributes to obesity. If sugary foods were to be taxed, foods which contain much animal fat would also have to be taxed heavily. Would this not lead to the undesirable effect of soaring food inflation?

In conclusion, I oppose any plans to impose heavy taxes on sugary foods simply because sugar is one of the factors that contribute to obesity. I suggest that governments should promote sports participation to effectively tackle the problem of obesity.

#### Introduction

Introduce the topic and present your point of view.

#### Body paragraphs:

Use one paragraph for each point. Back up each argument with reasons.

#### Conclusion:

Restate your point of view. You can offer an alternative solution if it is a solution to problem that is being discussed.

## Summing up a point and ending a discussion

Before moving on to another sub-topic, you can sum up the point made so far during a discussion. Also, it is a good idea to summarize the points that have been discussed or decisions that have been made at the end of a discussion.

Below are some examples of expressions used to sum up a point and end a discussion:

Summing up a point	Ending a discussion
<ul style="list-style-type: none"><li>• <i>Let's see what we have decided so far, ...</i></li><li>• <i>So far, we all agree ...</i></li><li>• <i>So we've decided ...</i></li><li>• <i>So far we've talked about ...</i></li><li>• <i>To sum up, we have discussed ...</i></li></ul>	<ul style="list-style-type: none"><li>• <i>I think that's all ...</i></li><li>• <i>In short, ...</i></li><li>• <i>Let's conclude what we've discussed, ...</i></li><li>• <i>So far we have already mentioned ...</i></li><li>• <i>To conclude, ...</i></li></ul>

### Demonstration

Summing up a point

Ending a discussion

To sum up, we all agree to invite a flight attendant, an accountant and an athlete to the talk, right?

Good. I think that's all for the discussion today. Thank you all for your input.

## Individual response skills

In Part B of Paper 4, you will have to answer a question raised by one of the examiners and the question for each candidate is different. The question will be based on the discussion topic in Part A. You are expected to use your personal experience or ideas when giving the response. Sometimes, the examiner may ask you a follow-up question.

## Making an individual response

The following are some typical Paper 4 discussion questions:

- What do you think young people can do to help people in need?
- Which do you think is more important for a film, a good actor or a good story?
- What advice would you give to a friend who would like to be a professional athlete?
- Do you think young people spend too much time on the Internet?

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

46. Why are the people of Hong Kong annoyed even though mainland tourists bring in enormous economic benefits? (2 marks)

\_\_\_\_\_

\_\_\_\_\_

47. Based on the information in paragraph 3, complete the summary by writing ONE word to fill in each blank. You should make sure that your answers are grammatically correct, paying attention to word form, plurals, etc. (8 marks)

The number of mainland tourists continues to be on the (i) \_\_\_\_\_, as more and more Chinese (ii) \_\_\_\_\_ have been allowed to visit Hong Kong on an (iii) \_\_\_\_\_ basis. One of the (iv) \_\_\_\_\_ things mainland visitors do in Hong Kong is (v) \_\_\_\_\_. Things they shop for range from expensive fashion products to daily necessities, which they believe to be (vi) \_\_\_\_\_. Local residents are (vii) \_\_\_\_\_ because their suitcases packed with things they have bought often block the (viii) \_\_\_\_\_ streets of Hong Kong.

48. What are 'these core values' (line 49)?

\_\_\_\_\_

49. What does 'which' (line 51) refer to?

\_\_\_\_\_

50. Give an example of a moderate form of protest and one of a more radical form of protest against the influx of mainland tourists. (2 marks)

i) A moderate form of protest: \_\_\_\_\_

ii) A more radical form of protest: \_\_\_\_\_

51. Find two words in paragraph 4 that mean 'insulting'. (2 marks)

\_\_\_\_\_

52. What does 'a damp squib' (line 76) mean?

A. A joke that is not particularly funny

B. A funny incident

C. Something that is not as impressive as expected

D. Something that is not relevant

A	B	C	D
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Answers written in the margins will not be marked.

6. **Learning English through Popular Culture**

Your cousin, Tracy, is an S4 student. She spends almost all her pocket money on trendy clothes and accessories. You have just received a text message from her.

Hey Mary, there're so many things I want to buy. I want to be fashionable and cool all the time!  
Do you think you can lend me some more money? Thanks so much, dear. Love, Tracy :)

You think Tracy is a fashion victim, following the fashion trend without realizing that it is not a rational behaviour. Write Tracy an email, telling her how you feel about her behaviour. Advise her on how to deal with fashion trends and how to spend her money wisely.

7. **Learning English through Short Stories**

The English Club is organizing a short story writing competition on the topic 'Relationships'. All short stories are required to end with the line below:

With a smile, I knew I could face the future no matter what lay ahead.

Write a short story to enter the competition.

8. **Learning English through Workplace Communication**

Young people nowadays have received a lot of criticism in the workplace. You do not think these comments are fair. Write a letter to the editor of the *Hong Kong Daily* to give your opinions. Sign your name 'Chris Wong'.

9. **Learning English through Social Issues**

You are a volunteer for a non-profit-making organization that aims at promoting the welfare of young people in Hong Kong. You have been asked to write a leaflet to arouse public concern over teenage drug abuse and addiction. Explain the main causes of teenage drug abuse and the resulting problems, and suggest ways for young people to keep away from drugs.

**END OF QUESTIONS FOR PART B**

**Task 3** (14 marks)

Mr Yuen wants you to help him write a profile of the seminar speaker. You are talking to him for the information. Listen to the conversation and fill in the profile below.

You have 20 seconds to study the task. At the end of the task, you will have one and a half minutes to tidy up your answers.

**Profile of the Speaker**

Year of birth: (26) \_\_\_\_\_ Place of birth: (27) \_\_\_\_\_

**History:**

***In her teens:***

- Graduated from the (28) \_\_\_\_\_.
- Wanted to be a (29) \_\_\_\_\_.

***In her 20s:***

- (30) \_\_\_\_\_ to find support from missionary organizations.
- Turned to a minister, (31) \_\_\_\_\_, who told her to buy a boat ticket and to (32) \_\_\_\_\_.
- Took the advice and (33) \_\_\_\_\_ by boat in 1966.
- Did not know anybody and had only (34) \_\_\_\_\_ on hand when she arrived.
- Became a (35) \_\_\_\_\_ in the Kowloon Walled City.
- Established a youth club to help (36) \_\_\_\_\_.

***In her 30s:***

- Started a charitable organization, St Stephen's Society, in 1981.
- Recognized by the government which (37) \_\_\_\_\_ for the rehabilitation homes.

***Her publications:***

- (38) \_\_\_\_\_
- (39) \_\_\_\_\_

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

**END OF TASK 3**

**Mock Exam Set 6**  
**ENGLISH LANGUAGE PAPER 4**

**GENERAL INSTRUCTIONS**

*This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.*

**Part A Group Interaction**

*You will be given 10 minutes to prepare. The time allowed for the group interaction is 8 minutes (or 6 minutes for a group of 3 candidates). You may make notes on the notecard provided and refer to your notes during the discussion.*

The article below appeared in a youth magazine:

**Is the Internet killing communication?**

‘Otaku’ has become a new term describing those who have poor social skills and prefer to be alone. Regardless of their differences in hobbies and interests, they always have one thing in common: being addicted to the Internet.

From ICQ to MSN, from personal webpages to Facebook, social networking tools with different appearances seem to simply gather more people without getting them to engage in real communication. In addition, linguists and sociologists both claim that all this ‘behind the screen’ communication is not natural and is against human nature. For instance, do you think the phrase ‘I love you’ on the computer monitor can mean the same as one spoken to you face-to-face?

Of course, few people today still have the patience to post and receive letters, while the Internet can do all this within a second. We have to remember that communication is actually more than passing on a message. It includes conveying and expressing our emotional feelings and love, which some may say cannot be achieved without body language and intonation to have real meaning.

Your group is the committee for the school magazine. The next issue will be about young people communicating on the Internet. Discuss the article with your group. You may want to talk about:

- how young people nowadays use the Internet to communicate with each other
- whether the Internet improves or kills communication
- what advice should be given to students on using the Internet
- anything else you think is important

**PART B Individual Response**

*The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.*

## Paper 2

### Part A

#### Enjoying the snow



Last year, I went to visit my grandparents in England for Christmas. I spent some of my best time in London on Christmas Eve and the sight I saw was unforgettable. When I woke up in the morning, everything was covered in snow. Having never seen snow before, I became very excited and jumped out of my bed. Immediately, I had my first sneeze in England! My grandmother stuffed me in my down jacket before I struggled free and ran out. I saw my neighbours snow fighting and making snow men. I showed my own huge snow man to my grandparents and they were as proud of me as I was. Undoubtedly, one of my best days!

#### Friends and food



Having failed my Mathematics test, I felt very down for over a week. It is then when one of my best friends asked me to join him and his friends on a dinner. I was not interested at all. However, he continued to press on it, so I decided to accompany him. To my surprise, the dinner went absolutely fantastic! They ordered my favourite drunken chicken dish and I thoroughly enjoyed the dish and other delicious dim sum. The lively conversations around the table made me forget my failure. Warm encouragements made me feel better and I was able to shed away all the pressure I was receiving from school work. Definitely one of my best days!

(240 words)

**Part B2 Task 9 (Total 18 marks)****Task completion = 9 marks**

*Note to markers: The numbers in brackets refer to the page in the Data File where the information appears. Information from the tapescript is given as page 2 as candidates are asked to complete the Data File by taking notes on page 2.*

- 9.1a survey on employers' opinions towards employing ex-offenders (2/4)  
 9.1b May 6–19 (4)  
 9.1c 245 non ex-offender employers responded (6)  
 9.1d 175 ex-offender employers responded (6)
- 9.2a Majority / many of non ex-offender employers will consider hiring ex-offenders (6)  
 9.2b large majority of / almost all ex-offender employers are satisfied with the performance of the ex-offenders in their companies (6)  
 9.2c Most ex-offender employers think they are trustworthy (6)  
 9.2d (Most ex-offender employers think) they do not need to be watched closely (6)  
 9.2e (Most ex-offender employers think) other employees are willing to work with ex-offenders (6)  
 9.2f (Most ex-offender employers think) they are sociable (6)
- 9.3a lower turnover rate // they won't quit their job easily (2)  
 9.3b (very) productive (2)
- 9.4a regain / find their self-worth (8)  
 9.4b help improve / maintain good relationships with family members (8)

9.2c–f: must show them as a change of opinion to score the points

**Mark Allocation Grid**

*Note to markers: The table below indicates the number of marks to be awarded for each section of the task.*

Section	No. of correct points	Mark to be awarded
9.1 Introduction	3–4	2
	1–2	1
	0	0
9.2 Summary of survey results	5–6	3
	3–4	2
	1–2	1
	0	0
9.3 Benefits to employers	2	2
	1	1
	0	0
9.4 Benefits to ex-offenders	2	2
	1	1
	0	0

## Part B — Sample Individual Responses



Track 3

### 1. What do you look for when choosing a job?

The first thing I would consider when choosing a job is whether I am really interested in it. I like the job to be challenging and able to grant me the **opportunity** to work with different people. Through cooperating with different parties, I can learn how to persuade, motivate, compromise and get along with others. These are essential life skills.

I also value a respectable salary and benefits package. For this reason, I would choose a big and well-established company. Another advantage is that I can have on-the-job training. The acquirement of such is a criterion for career advancement or promotion.



Track 4

### 2. How will you prepare yourself for your future job?

We don't have much choice if we fail the English papers in HKDSE. As a matter of fact, all government positions require at least a pass in English. No matter what job I will do, I must **brush up** my English now. It goes without saying that English is an international language and we need it to communicate with overseas **clients** or customers. To work hard on my spoken English is a must.

Apart from this, I will have to **pay attention** to current issues and develop critical thinking. There will be a possibility of my being asked to express my views on certain issues during a job interview. Indeed, being an ignorant kid knowing nothing won't help my career and my relationship with my colleagues.



Track 5

### 3. What is your dream job?

My dream job is to be a policeman. The very first reason is that my father is a policeman too. I want to follow in his footsteps. The police force plays an important role in our society in maintaining law and order. This makes me really want to be one of them.

Secondly, it is my dream to live in a crime-free city. If I were a policeman, I would try my best to **combat** all crimes and set a good example for the citizens. Also, it is a job which earns respect from society. Lastly, it is a rather stable job with an attractive income.



Track 6

### 4. Do you think it is hard for young people to find a job today?

It is definitely not easy for young people who have no work experience to find a job. The news of a master degree graduate having failed to earn a post after 200 job interviews has brought the problem to the surface. Open a newspaper and you will find all the job advertisements listing their requests for experienced staff. We lack the specialized skills and social networks which can help us secure a position in the job market where competition is so fierce.

Looking back, the job market has never been easy for fresh graduates ever since the **financial tsunami**. Big corporates earning billions of profits still **lay off** staff in order to gain more profits. To cut cost, companies tend to have **reservation** in employing young graduates as they don't want to invest in resources in training up inexperienced young workers.



Track 7

### 5. What do you think young people should pay attention to when attending a job interview?

They should show their strengths and try their best to impress the interviewers. What they present must address the requirements of the positions they are seeking. For example, they can mention the interpersonal skills acquired from organizing extra-curricular activities if they are interviewed for the position as a customer service representative. Having insufficient work experience doesn't mean that they don't have the **potential** for the sought positions. They must have confidence when attending a job interview.

Besides, they must pay attention to the job description, working conditions and expectations of their potential employers during the interview. If they have any queries, they should not **hesitate** to ask the interviewers. The information obtained can help young job seekers decide whether the job is suitable for them.



Track 8

### 6. Do you have any family members or relatives who have had difficulty in finding a job?

Yes, it is my elder sister who graduated from university last year. She has spent a year looking for the right job. Now she is a flight attendant. She told me that she used to send 30 application letters a week. At the beginning, she wasn't sure what job would suit her best. She is an **extrovert** who loves travelling. So she sent an application letter to all the travel agencies, hoping to work as a tour guide. But then she failed the only interview offered by Star Travel Agency. She guessed she wasn't mature enough for the position. Later, Cathay Pacific had **vacancies** for flight attendants. My sister gave it a try and luckily, she was accepted. That ended her yearlong job search!

30. Paragraph 2      D  
 Paragraph 4      A  
 Paragraph 7      C  
 Paragraph 9      F  
 Paragraph 10     B

31. C

### Part B2 (46 marks, Questions 32–58)

32. Nature

33. A queen

34. Birds' song, the storm and streams

(1 mark for ALL correct answers)

35. i) glide (line 12)

ii) Luna (line 15)

iii) warbling (line 18)

36. D

37. patriarchs

38. The writer wants us to appreciate Nature / to derive true pleasure from Nature.

(Accept any reasonable answer which can be inferred from the text)

39. i) They cause the deaths of birds and sea creatures

ii) They clog up (our) (dangerously full) landfills

iii) They contaminate (our) waters

(in any order; 1 mark each)

40. C

41. repercussions (line 15)

42. i) T

ii) NG

iii) F

43. There were a large number of dead birds (around her).

44. brightly coloured objects (line 30)

45. i) food

ii) lodges // stays

iii) sea(s) // ocean(s)

46. i) (It causes) immediate destruction to birds and other animals.

ii) (It causes) lasting damage to (our) seas.

(in any order; 1 mark each)

47. B

48. The dangerous toxins of the plastic will finally threaten humans through the food chain.

(Accept any points which can be supported by information given in the text.)

49. 1 (given), 3, 4, 2, 5

50. They think it is a trivial / minor matter. // They give little thought to it.

(Accept any reasonable answer which can be inferred from the text)

51. birds and animals slowly dying because of plastic bags dumped into the sea by humans

52. ban / banning plastic bags

53. the Irish government

54. A tax / a levy on plastic bags works in reducing (the use of) plastic bags

55. i) average

ii) month

iii) levy // tax

iv) evidence

v) behaviour

vi) banned

vii) usage

viii) damage

ix) good

x) solve

} 1 mark each; spelling must be correct

56. i) save (tonnes of) oil

ii) cut carbon dioxide emissions

(in any order; 1 mark each)

57. levies and bans on plastic bag usage

58. A

## Mock Exam Set 4



Track 2

### Part A

The Science Club of your school is launching a new project, entitled the 'Green Month'. You are Gabriel Lee, a member of the Science Club.

In Part A, you will have a total of four tasks to do. Follow the instructions in the Question-Answer Book and in the recording to complete the tasks. You will find all the information you need in the Question-Answer book and the recording. You will have two minutes to familiarize yourself with Tasks 1–4.

*(2-minute pause)*



Track 3

### Task 1

You and one of the members, Philip, need to invite your schoolmates to join a design competition organized by the Science Club. You are talking about the design of an invitation leaflet. Listen and complete the note sheet below. One has been done for you as an example.

You will have 30 seconds to study the note sheet. At the end of the task, you will have one minute to tidy up your answers.

*(30-second pause)*

- Gabriel: Hi, Philip.
- Philip: Hi, Gabriel. The design competition is going to be exciting, right?
- Gabriel: Right! Do you remember last year's? There were some really wacky designs, which brought us some good laugh. Haha!
- Philip: Oh, yes. The 'Romeo-and-Juliet vase' and the 'Infinity cup'!
- Gabriel: Our schoolmates do have a good sense of humour.
- Philip: Oh, yes, they sure do.
- Gabriel: OK, I think maybe we should get started now.
- Philip: Yes, we need to work on the design of the invitation leaflet.
- Gabriel: How should we go about it?
- Philip: Let's start with the name. It's called 'From something to something'. Do you remember?
- Gabriel: 'From something to something'? What an innovative name! It's 'From useless to useful'.
- Philip: Oh, right. 'From useless to useful'.
- Gabriel: And next, let's put down our aim.
- Philip: Our aim ...
- Gabriel: We aim to arouse students' awareness of environmental protection.
- Philip: I think we achieved this purpose successfully last year.
- Gabriel: I hope this year we can push it even further.
- Philip: Sure.
- Gabriel: And next, the requirements. First, the design concept. Should we say no wacky ideas please?

**Getting along with others: Parenting and friendship**

English	Chinese	English	Chinese	English	Chinese
breakdown	<i>n</i> 崩潰	humiliate	<i>v</i> 羞辱	reserved	<i>adj</i> 內向的
bullying	<i>n</i> 欺凌	implosion	<i>n</i> 崩潰	rowdy	<i>adj</i> 粗暴的／喧鬧的
dedicate	<i>v</i> 奉獻	insanity	<i>n</i> 極端行為	second-degree murder	<i>n</i> 二級謀殺 <i>phr</i>
destruction	<i>n</i> 毀滅／破壞	insult	<i>v</i> 侮辱／辱罵	self-esteem	<i>n</i> 自尊
disfavoured	<i>adj</i> 不喜歡的	jungle gym	<i>n</i> 攀爬架 <i>phr</i>	spoil	<i>v</i> 寵壞／破壞
disobedience	<i>n</i> 不服從	massacre	<i>n</i> 屠殺	suicide	<i>n</i> 自殺
empathy	<i>n</i> 同理心	misery	<i>n</i> 悲慘	sympathy	<i>n</i> 同情
encounter	<i>v</i> 遇到	negotiate	<i>v</i> 洽談	taunt	<i>v</i> 奚落／嘲笑
ethnicity	<i>n</i> 種族	outcast	<i>n</i> 受排斥者	timid	<i>adj</i> 膽怯的
first-degree murder	<i>n</i> 一級謀殺 <i>phr</i>	overbearing	<i>adj</i> 專橫的	tragedy	<i>n</i> 悲劇
foreseeable	<i>adj</i> 可預見的	pamper	<i>v</i> 縱容	traumatize	<i>v</i> 受精神創傷
frantic	<i>adj</i> 狂亂的	pay rise	<i>n</i> 加薪 <i>phr</i>	unruly	<i>adj</i> 任性的
grip	<i>n</i> 控制	peer pressure	<i>n</i> 同輩壓力 <i>phr</i>	verbally	<i>adv</i> 口頭上
guardian	<i>n</i> 監護人	physical	<i>adj</i> 肉體上的	victim	<i>n</i> 受害人
hover	<i>v</i> 躊躇	plight	<i>n</i> 苦難	villain	<i>n</i> 壞人

**Nature and Environment: Protecting the environment**

English	Chinese	English	Chinese	English	Chinese
alga	<i>n</i> 海藻	haphazard	<i>adj</i> 隨意的	rushing	<i>adj</i> 急湍的
atrocious	<i>n</i> 暴行	hill	<i>n</i> 山丘	steep	<i>adj</i> 陡峭的
branch	<i>n</i> 樹枝／分枝	hollow	<i>adj</i> 空心的	storm	<i>n</i> 暴風雨
carcass	<i>n</i> 動物屍體	infertility	<i>n</i> 不育	stream	<i>n</i> 小河
clog	<i>v</i> 塞滿	jump on the bandwagon	<i>phr</i> 追上潮流	trace	<i>n</i> 痕跡
contaminate	<i>v</i> 污染	levy	<i>n</i> 徵稅	vale	<i>n</i> 山谷
decompose	<i>v</i> 分解	lodge in	<i>v</i> 卡住 <i>phr</i>	valley	<i>n</i> 山谷
glide	<i>v</i> 滑行	majesty	<i>n</i> 陛下	warbling	<i>adj</i> 輕聲柔和歌唱的
grove	<i>n</i> 樹叢	nightingale	<i>n</i> 夜鶯	wildly	<i>adv</i> 極其
gush	<i>n</i> 湧出／噴出／迸發	predator	<i>n</i> 食肉動物	withered	<i>adj</i> 乾枯的