

Cheung Chau Government Secondary School
Yearly Examination 2020/2021
S4 English Language
EXAM Scope Paper 1

- There are two parts (A and B) in this paper. All candidates should attempt Part A. In Part B, you should attempt either Part B1 (easier section) OR Part B2 (more difficult section).
- Types of questions: MC, True/False/Not Given, short questions, long questions, fill in the blanks, completion of a table, etc.
- In particular, students should pay attention to the instructions and the requirements of the questions.

For examples,

1. According to the paragraph (x), are the following statements True (T), False (F) or Not Given (NG)?
2. Using the information given in the paragraph about the ..., complete the table with the missing figures.
3. Complete the following summary using ideas in paragraph 3. Write ONE word on each blank. Answers must be grammatically correct.
4. Match the headings to the outline. Write A-G in the box next to the number.

Words you should know for PART A

Rebuilt	Sprinkle	Seasoning
Degrade	Hobbit	Irony
Helmet	Military	Blanket
Gunfire	Bombs	Reconstruct
Centimeter	Temptation	Resist
Dimensions	Concrete	Explosions
Turquoise	Gorgeous	Privilege
Luxurious	Memorable	Dormitory
Instruments	Genuinely	Unimaginable
Glimpse	Invaluable	Recollections

Words you should know for PART B1

Dairy	Avoid	Invent
Flexitarian	Vegetarian	Industry
Harmful	Enormous	Endlessly
Obvious	Variation	Replace
Immediately	Available	Contain
Substance	Attitude	Catchier
Occasionally	Celebrity	Cholesterol

Words you should know for PART B2

Guarantee	Influence	Risk
Cancer	Cardiovascular	Disease
Diabetes	Alleviate	Fragile
Ecosystem	Overfish	Ethically
Indefensible	Ingredient	Longevity
Necessarily	Resilient	Sustainability
Convincing	Consumption	Manageable
Essentially	Endorsement	Staggering
Egregious	Livestock	Starvation
Malnutrition	Governance	Incredibly
Commodity	Gigantic	Drastically
Alternative	Innovative	Economy

Cheung Chau Government Secondary School
Yearly Examination 2020/2021
English Language 2 (S4)
Scope

All students must attempt Part A and choose one question out of four to attempt for Part B.

Part A (30 marks)

For question 1, write an article related to Hong Kong in about 170 words.

Part B (45 marks)

Write about 250 words on ONE of the following topics and formats:

Writing formats include:

- A story
- A blog entry
- A review
- An informal letter

Writing topics include:

- A trip to the zoo
- Korean pop group
- Job
- Favourite sports star

Cheung Chau Government Secondary School
Yearly Examination 2020/2021
English Language 3 (S4)
Scope

Max. Marks : 90

- There will be three tasks in Part A.
 - There will be two tasks in either Part B1 or Part B2.
 - Choose either Part B1 or Part B2. Do not attempt both parts.
 - All the listening materials will be played once only.
 - You are advised to use a pencil for Part A, and a pen / pencil for Part B.
 - You should study the situation(s) and the instructions of each task carefully.
- Listen to names, numbers, dates, sequence of events etc.
 - Listen to ideas about working for a library and preparing some activities.
 - Listen to ideas about working for an IT company and doing a new project about pets.
 - Complete a flyer, write an online article, write an email, and write a feature article

librarian	time series	target audience
auditorium	special guests	musician
professional	storyteller	parents
children	free of charge	focus
puppet shows	energetic	chance
brainstorm	bunny	pirate
hector	publishing	manuscript
skeleton	intriguing	genre
memoir	fantasy	imaginary
diary entries	experimental	historical
drama	science fiction	superhero
horror	author	structure
proofreader	copyeditor	errors
mistakes	designer	confident
traditional	development	entertaining
celebrate	artform	dancing
narrator	assembly	trail
island	village	rectangle
legend	conserve	fascinating
visual impairment	social skills	peak
park	product	tester

Cheung Chau Government Secondary School
Yearly Examination 2020/2021
English Language 4
Scope

GENERAL INSTRUCTIONS

This paper consists of only Individual Response. You do not need to do Group Interaction. Do not write anything on this page.

Individual Response

(Preparation time: 10 minutes; 2 minutes for assessment per student)

You will be given 10 minutes to read the text provided. The examiner will ask you two or more questions based on the text. You will have up to one minute to respond to each question.

Individual Response (2 minutes, 10 minutes for preparation)

Below is an extract from a local magazine story:

Virtual cat burglar

Ken Lee is a teenager who loves video games, especially online role-playing games. His favourite game is *Nine Lives*. In it, players are cats with special powers. They travel across a fantasy world in search of hidden treasure. Along the way, they meet fellow players and decide on whether they can become allies and work together to find the treasure. Some players work alone; others may pretend to be allies while secretly plotting against each other.

Last month, Ken met another player, Kitty, in a *Nine Lives* cat cafe. The two quickly became allies and close friends.

Ken spent two hours a day playing *Nine Lives* with Kitty. They travelled together in the *Nine Lives* universe, having wonderful adventures. Recently, they discovered a map that would help them find the treasure. They agreed to follow the map together, and that Ken would keep it locked in his *Nine Lives* vault. But when Ken logged into the game the next day, he discovered that someone had broken into his vault. Apart from the map, all of his *Nine Lives* coins had been stolen. All signs pointed to Kitty being the burglar.

Ken was so angry that he spent two straight days playing *Nine Lives* in order to find Kitty. He located her on Siamese Cove, where he poisoned her saucer of milk and retrieved the map and coins, leaving Kitty with only seven lives remaining.

Individual Response (2 minutes, 10 minutes for preparation)

This article appeared on a website:

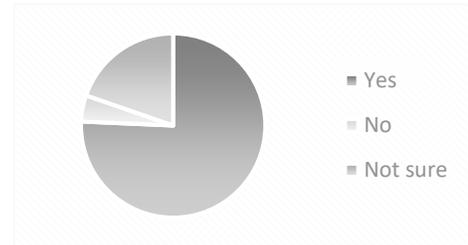
Filling the gap

A recent survey found that three quarters of Hong Kong Senior Secondary school students are interested in taking a gap year, i.e. a one-year—though it can also be shorter—break from studying before starting university. However, the number of students who do in fact take such a break is significantly lower in Hong Kong than in many other developed countries, for a variety of reasons.

The importance placed on education in Hong Kong is, of course, tremendous. For that reason, many students—and, perhaps more importantly, their parents—do not want to take any risks. They fear that a break from studying will have a negative impact on their academic results. For example, it might cause them to forget what they have learnt, or it might reduce their chances of getting into the university of their choice.

Still, for those who are willing—and able—to take a gap year, there is no shortage of potential benefits. Whether you spend the year travelling the world, volunteering in a developing country, or getting some work experience in the Hong Kong job market, you will come out of it with new knowledge, new skills and a better understanding of the world around you. And hopefully, you'll have had some fun in the process!

Would you consider participating in a gap-year programme after secondary school?



Individual Response (2 minutes, 10 minutes for preparation)

This article appeared in an online blog:

Finally, a holiday that really *was* a holiday!

Last year, I was fortunate enough to be one of the subjects in a study conducted by the Hong Kong Christian Service and Baptist University. And why do I say 'fortunate'? Well, the study looked into the possible benefits of making long school holidays completely homework-free!

Instead of spending our Easter holiday writing essays and solving maths problems, the other students in the study and I (806 of us in total) were free to pursue other interests—or, rather, *actual* interests. Of course, we weren't supposed to just sit on the sofa playing video games. We were told to engage in extra-curricular activities we thought would stimulate us. So I spent my days honing my badminton skills and my evenings reading novels. I returned to school feeling wonderfully refreshed, both physically and mentally, and actually eager to get back to work.

As part of the study, we were asked to assess our 'academic competency' and our 'capacity to manage everyday life', both before the holiday and afterwards. As you have probably gathered, I noticed a marked improvement in both of these areas after my homework-free ten days.

And it seems I wasn't the only one. The results of the study have just been released, and they show clear improvements for the students who took part in the study, especially those who did so for the second time (personally, I was a newbie).

I could have told them what the results would be even before the study, but it's nice that it's now official: a holiday is significantly more effective when it really *is* a holiday!

Individual Response (2 minutes, 10 minutes for preparation)

Below are some photographs of Hong Kong:

		
<p>Established in 1888, the Star Ferry is still a reliable source of transport for locals, and provides visitors with stunning waterside views of Victoria Harbour.</p>	<p>Touring the harbour in Hong Kong junk ships connect locals and visitors alike to Hong Kong's seafaring history.</p>	<p>Hong Kong's skyline is world-renowned. Every night, over 40 buildings participate in a synchronized light show called the Symphony of Lights.</p>
		
<p>Double-decker tramways, the cheapest way to get around the island, have been in service for over a century. They are both practical and pleasantly nostalgic.</p>	<p>Originally considered a snack to accompany special teas, dim sum is now a culinary star of its own, popular with locals and tourists alike.</p>	<p>The lion dance, traditionally performed during the Chinese New Year Festival, is believed to bring good luck and prosperity.</p>