

Special Features

1. Plenty of Mock Practices

12 mock practices with varying levels of difficulty familiarise students with the new exam format and requirements.

PAPER 1A READING

There are 53 questions in this paper.

Text 1 Read the following article and then answer questions 1 – 17. For multiple-choice questions, choose the best answer for each question and write the appropriate letter in the box provided. For other questions, write your answers in the spaces provided. (17 marks)

LEARNING WITH THE COMPUTER

- 1 Nowadays, almost every school has an MMLC – Multi Media Learning Centre. It is an ideal place for students to learn and to be exposed to alternative channels of learning. It is also a favourable place that secondary school pupils like to go to besides staying in the classroom. In this article, we are going to look at how the MMLC helps us in language learning, English in particular.
- 2 In the MMLC, you can enjoy learning the English language more easily. Using the e-dictionary means that you do not have to use the heavy and expensive traditional dictionary. You don't have to pay for e-dictionaries as many of them are free of charge and there are examples and meanings of new words provided. There is also a wide variety of e-books and e-news available for students. You do not have to spend a penny buying books and newspapers, nor do you need to spend precious time going to the library to borrow books as there are many free points of access. All of the 10 above can be done via the net.
- 3 What else can be done in the MMLC? With the help of their English teachers, students can learn effectively with the projector and visualizer. Students usually find it more attractive looking at the screen than the blackboard. It is also more beneficial to the environment than using reams of paper as teachers can reuse the transparency when using the projector and no paper at all is needed when using the visualizer! It is quite true to say that the twenty-first century is an 'information technology age' in which computers have become a prominent tool for teaching and learning.

Interviewer: What advice would you give to teenagers of your age?

Interviewee:

Exam Strategies

Students should note that there are different types of questions in Paper 1A Reading. To deal with these questions, students may refer to the following strategies.

Question type in Paper 1A Reading	Strategies
Comprehension multiple-choice questions	<ul style="list-style-type: none"> • read the options • refer to the question stem and think over all the following: (a) What is the main idea? • read the passage carefully, the main message and the main idea • look for the answer in the text, look for synonyms and antonyms
True/False/Not Given	<ul style="list-style-type: none"> • look for the words you can get some evidence of from the text • look for the words you can get some information from the text which contradicts the statement • look for the words you can get some information from the text which supports the statement
Matching questions in the text	<ul style="list-style-type: none"> • do the matching first, then go back to the text to check the answers • look for the words you can get some information from the text which contradicts the statement • look for the words you can get some information from the text which supports the statement
Choosing the right response for situations and events	<ul style="list-style-type: none"> • think about the different responses depending on different contexts • look for the words you can get some information from the text which contradicts the statement • look for the words you can get some information from the text which supports the statement
Choosing the suitable response for situations and events	<ul style="list-style-type: none"> • think about the different responses depending on different contexts • look for the words you can get some information from the text which contradicts the statement • look for the words you can get some information from the text which supports the statement

2. Exam Strategies

Essential and precise skills help students tackle the new exam question types.

3. Progress Report

It enables students to conduct self-evaluation. Teachers are also well-informed of the students' progress.

New Progress in Certificate English Mock Practices for Paper 1: Reading and Writing

Progress Report

Name: _____

Class: _____ Class No: _____

1A: Reading

	Text 1	Text 2	Text 3	Total marks	Total %
Mock Practice 1	✓ 17	✓ 20	✓ 24	✓ 61	
Mock Practice 2	✓ 19	✓ 19	✓ 15	✓ 53	
Mock Practice 3	✓ 20	✓ 18	✓ 22	✓ 60	
Mock Practice 4	✓ 22	✓ 15	✓ 21	✓ 58	
Mock Practice 5	✓ 19	✓ 19	✓ 22	✓ 60	
Mock Practice 6	✓ 18	✓ 21	✓ 18	✓ 57	
Mock Practice 7	✓ 16	✓ 19	✓ 27	✓ 62	
Mock Practice 8	✓ 24	✓ 24	✓ 17	✓ 65	
Mock Practice 9	✓ 20	✓ 16	✓ 20	✓ 56	
Mock Practice 10	✓ 17	✓ 24	✓ 21	✓ 62	
Mock Practice 11	✓ 18	✓ 21	✓ 20	✓ 59	
Mock Practice 12	✓ 20	✓ 24	✓ 20	✓ 64	

* How many % of marks did you get?
88-100: Excellent 60-79: Good 50-59: Average 40-49: Below average <40: Poor

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1B: Writing

Finish the following checklist by giving ticks in what you've done.

	Mock Practice											
	1	2	3	4	5	6	7	8	9	10	11	12
Did you answer everything asked in the questions?												
Is the tone correctly used?												
Is the readership properly addressed?												
Is the tense correctly used?												
Is the spelling correct?												
Did you get appropriate paragraphing?												
Is the linkage among and between paragraphs coherent?												
Did you cross out all unwanted lines?												
Did you try to use new words you learnt from the reading texts?												
Did you manage to finish the task?												
Total number of <input type="checkbox"/>												

* How many did you get?
9-10: Excellent 7-8: Good 5-6: Average 3-4: Below average 0-2: Poor

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Comparison between the Old and New Exam Syllabuses

The new HKCEE syllabus for English Language will be effective in 2007. The following tables clearly show the differences between the two syllabuses.

1. Old examination syllabus

Before the new syllabus takes effect, candidates may opt for either Syllabus A or Syllabus B. The skills covered by the two syllabuses are broadly comparable, but a higher standard is expected of candidates taking the Syllabus B examination.

The examination formats of both Syllabus A and Syllabus B are the same as follows:

Component	Weighting	Duration
Paper 1: Writing	26%	1 hr 10 mins
Paper 2: Reading Comprehension and Usage	24%	1 hr 30 mins
Paper 3: Integrated Listening, Reading and Writing	32%	1 hr 45 mins
Paper 4: Oral English	18%	Around 10 mins

2. New examination syllabus

Under the new syllabus, Syllabus A and Syllabus B will be combined into one. All candidates will attempt the same examination.

The examination format of the new HKCEE can be shown as follows:

Component		Weighting	Duration
Public examination	Paper 1A: Reading	20%	1 hr
	Paper 1B: Writing	20%	1 hr 30 mins
	Paper 2: Listening and Integrated Skills	30%	2 hrs
	Paper 3: Speaking	15%	12 minutes
School-based Assessment (SBA)		15%*	

* Each school can decide whether to submit SBA marks to contribute 15% of the final subject result in 2007 and 2008. Starting from 2009, all schools must submit SBA marks to contribute 15% of the final subject result.

Exam Strategies

Students should note that there are different types of questions in Paper 1A: Reading. To deal with these questions, students may refer to the following strategies.

Question types in Paper 1A: Reading	Strategies
Conventional MC questions	<ul style="list-style-type: none"> – read ALL options – some tricky questions may ask ‘which one of the following is NOT correct?’; note the key words – infer meanings from the text, the exact wordings may not necessarily appear in the text, look for synonyms and antonyms
True/False/Not Given	<ul style="list-style-type: none"> – tick ‘True’ only when you can get some evidence or hints from the text – tick ‘False’ if you can find some information in the text which contradicts the statement – tick ‘Not Given’ if you cannot find any relevant information in the text about that statement
Missing phrases in the text	<ul style="list-style-type: none"> – finish reading that paragraph before trying to attempt those questions – look for hints such as sequencers (<i>first, then, next, etc.</i>), connectives (<i>because, so, if, etc.</i>), pronouns (<i>he, she, you, etc.</i>), relative pronouns (<i>what, where, when, etc.</i>)
Choosing the right explanation in a dictionary entry	<ul style="list-style-type: none"> – many words have different meanings, depending on different contexts – look for tips from the previous lines and the lines ahead – be familiar with the part of speech
Choosing or creating an appropriate and alternative title	<ul style="list-style-type: none"> – distinguish between generalization and specification – when asked to ‘choose’ an appropriate title, pick the one which correlates itself with the contextual background – when asked to ‘create’ an alternative title, bear in mind that good topics are succinct, relevant and concise
Matching the sub-headings or summarizing meanings of paragraphs	<ul style="list-style-type: none"> – finish reading the paragraphs, then start picking the right sub-headings or summary – synonyms and antonyms, instead of the exact words, will appear in the sub-headings or summary – each choice should be used once only
Understanding idiomatic phrases	<ul style="list-style-type: none"> – some idioms or items of figurative language may appear in the text – it is normal that you may not have seen those lines before, but look for hints that help you explain and understand the phrase
Summary cloze	<ul style="list-style-type: none"> – understand the meaning of the summary – compare the summary and the original text to work out the missing word – grammatical accuracy is important – fill in one word only in each blank
Open-ended questions	<ul style="list-style-type: none"> – use your own words and give relevant answers – see if completed sentences or short answers are required; the marks allocation is the hint – mind the correct grammar besides content
Completing tables, mind-maps, charts, etc.	<ul style="list-style-type: none"> – the skills to interpret numbers is needed (e.g., <i>steady rise, fall, increase, decrease, stable, etc.</i>) – do not miss the units (e.g., \$, %, kg, g, cm, m, etc.) where necessary – when completing a table, be careful with reading the subject in the right column and right row

New Progress in Certificate English

Mock Practices for Paper 1: Reading and Writing

Progress Report

Name: _____

Class: _____ Class No: _____

1A: Reading

	Text 1	Text 2	Text 3	Total marks	Total %
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Mock Practice 5	/ 19	/ 19	/ 22	/ 60	
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Mock Practice 7	/ 16	/ 19	/ 27	/ 62	
Mock Practice 8	/ 24	/ 24	/ 17	/ 65	
Mock Practice 9	/ 20	/ 16	/ 20	/ 56	
Mock Practice 10	/ 17	/ 24	/ 21	/ 62	
Mock Practice 11	/ 18	/ 21	/ 20	/ 59	
Mock Practice 12	/ 20	/ 24	/ 20	/ 64	

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 80–100: Excellent 60–79: Good 50–59: Average 40–49: Below average <40: Poor

1B: Writing

Finish the following checklist by giving ticks in what you've done.

	Mock Practice																							
	1		2		3		4		5		6		7		8		9		10		11		12	
	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2
Did you answer everything asked in the question(s)?																								
Is the tone correctly used?																								
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Did you get appropriate paragraphing?																								
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- 2** In the MMLC, you can enjoy learning the English language more easily. Using the e-dictionary means that you do not have to use the heavy and expensive traditional dictionary. You don't have to pay for e-dictionaries as many of them are free of charge and there are examples and meanings of new words provided. There is also a wide variety of e-books and e-news available for students. You do not have to spend a penny buying books and newspapers, nor do you need to spend precious time going to the library to borrow books as there are many free points of access. All of the above can be done via the net.
- 3** What else can be done in the MMLC? With the help of their English teachers, students can learn effectively with the projector and visualizer. Students usually find it more attractive looking at the screen than the blackboard. It is also more beneficial to the environment than using reams of paper as teachers can reuse the transparency when using the projector and no paper at all is needed when using the visualizer! It is quite true to say that the twenty-first century is an 'information technology age' in which computers have become a prominent tool for teaching and learning.
- 4** 'I like taking my students to the MMLC for their English lessons,' Miss Tam, a secondary English teacher said. 'Students can learn in a more relaxed way as they always find the classroom a stifling atmosphere where no one should speak but the teacher. Therefore, the MMLC is a better place for training speaking skills.' Miss Tam continued, 'I like to form students into groups and give them some interesting topics in the oral lesson. They can find information using the search engine and then start the group discussion. The microphones as well as the recording function help me to facilitate and evaluate the discussion process and I can spend time listening to the recordings again after the lesson.' Miss Tam concluded, 'It is really a more suitable and appropriate venue for teachers to conduct lessons.' With the supplementary audio-visual equipment like the DVD player, VCD player, tape recorder, hi-fi, etc., the Multi Media Learning Centre is really tailor-made for students practising oral skills. Besides these pieces of equipment, there is also a lot of computer software and hardware. There is software installed onto the computer that enables you to download tests and exercises to practise grammar and vocabulary. These are computer-marked so that teachers' workloads can be lightened. There is also hardware like scanners and printers which assist teaching in the MMLC.
- 5** 'I like going to the MMLC,' May Tan, a form four student, said. 'Our English teacher takes us there every Thursday. We usually drill our listening skills there and the sound is loud and clear. It is much more satisfactory than the volume of the tape played on the tape-recorder in classrooms.' 'My English teacher sometimes takes us to the MMLC,' Judy Lai, a form two girl, added. 'The most attractive thing is the setting with the air-conditioner and comfortable seats. We can read from the whiteboard instead of the blackboard.' Kenneth Kwong, a form six student, said, 'In the MMLC, we can type rather than write. Our teacher encourages us to type our essays on the computer so that we can use the spell check and grammar check. It can help us save some trees because we send our essays to the teacher via e-mail.'
- 6** But sometimes teachers may not like visiting the MMLC because of some uncooperative students. There are some cases when students do not follow teachers' instructions and visit some irrelevant web sites. This is not only disturbing to the class, but also wastes the resources provided in the centre. Mr Cheng, a disciplinary teacher, complained, 'I remember a student who ignored the teacher and used ICQ during the lesson. Going to the MMLC was a waste of time for him!'

Vocabulary and expressions learnt in Mock Practice 5

sibling	<i>n.</i>	兄；弟；姐；妹	pay regular visits to ...	經常探訪……
astonished	<i>adj.</i>	感到很驚訝的	widen our network	擴闊我們的關係網
entertain	<i>v.</i>	娛樂；使快樂；款待	a friend in need is a friend indeed	患難的朋友才是真正朋友
distress	<i>n.</i>	憂慮；悲痛	stay behind bars	坐牢
instinctively	<i>adj.</i>	本能地；直覺地	put up with ...	忍受……
adolescent	<i>n.</i>	青少年	face-to-face interactions	面對面的互動
pickpocketing	<i>n.</i>	扒竊	vicious circle	惡性循環
buddy	<i>n.</i>	朋友；伙伴	go for it	努力實現某事
hesitate	<i>v.</i>	猶疑；遲疑不決	a wolf in sheep's clothing	披着羊皮的狼
embarrassed	<i>adj.</i>	尷尬的；窘迫的		
initiative	<i>n.</i>	主動性；積極性		

Vocabulary and expressions learnt in Mock Practice 6

heritage	<i>n.</i>	遺產	in ruin	毀壞；破敗不堪
sophisticated	<i>adj.</i>	複雜巧妙的；精密的	cheer up the kids	使孩子們高興起來
overwhelming	<i>adj.</i>	巨大的；無法抗拒的	lanterns of different colours, shapes and sizes	不同顏色、形狀和大小的燈籠
incense	<i>n.</i>	香（用於宗教禮儀）	show our respect, gratitude and love	表達我們的尊重、感激和敬愛
indispensable	<i>adj.</i>	必須的；不可或缺的	share the joy of love	分享愛的喜悅
vampire	<i>n.</i>	吸血鬼	to love and to be loved	愛和被愛
spectacular	<i>adj.</i>	壯觀的；壯麗的	reunion dinner	團聚的晚宴
health-conscious	<i>adj.</i>	關注健康的	ward off	抵禦；防止
cultivate	<i>v.</i>	培養；耕種；栽培		
florist	<i>n.</i>	花店店主；花商		
safeguard	<i>v.</i>	保護；捍衛		

Vocabulary and expressions learnt in Mock Practice 7

prosperous	<i>adj.</i>	富裕的；繁榮的	bride and groom	新娘和新郎
offspring	<i>n.</i>	孩子；後代	figure out how to solve the problem	想出怎樣解決問題
propose	<i>v.</i>	求婚；提議	commit suicide	自殺
feud	<i>n.</i>	長期不和；世仇	nothing to be ashamed of	毋須感到羞愧
fate	<i>n.</i>	命運	co-educational schools	男女校
eternity	<i>n.</i>	永恆	single-sex schools	單性別的學校
sacrifice	<i>n.</i>	犧牲	psychological development	心理發展
whisper	<i>v.</i>	耳語；低語	no big deal	無關緊要
convince	<i>v.</i>	使信服；使確信		
self-discipline	<i>n.</i>	自律		
consequence	<i>n.</i>	後果；結果		

Vocabulary and expressions learnt in Mock Practice 8

inevitably	<i>adv.</i>	不可避免地；必然地	in this day and age	當今
cumbersome	<i>adj.</i>	繁複的；麻煩的	have to pay a price	必須付出代價
privacy	<i>n.</i>	私隱	keep in touch with ...	與……保持聯繫
reputation	<i>n.</i>	聲譽	draw people closer	使人們拉緊距離
fraud	<i>n.</i>	騙子；欺詐	beyond measure	無可估量
cost-effective	<i>adj.</i>	有成本效益的；合算的	lag behind	落後
distinguish	<i>v.</i>	區分；分辨	a means of communication	一種通訊方式
miracle	<i>n.</i>	奇跡	generation gap	代溝
thrilled	<i>adj.</i>	非常興奮的	... is no exception	……並不例外
gadget	<i>n.</i>	小器具；小巧機械	take advantage of ...	利用……

New Progress in Certificate English

Mock Practices for Paper 1: Reading and Writing

Answer Key

MOCK PRACTICE 1

PAPER 1A READING

Text 1 (17 marks)

1. A
 2. B
- | | True | False | Not Given |
|----|-------------------------------------|-------------------------------------|-------------------------------------|
| 3. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 6. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
7. D
 8. 4
 9. B
 10. C
 11. sound
 12. setting
 13. typing
 14. They do not follow teacher's instructions.
 15. D
 16. positive
 17. negative

Text 2 (20 marks)

18. Computer-Assisted Language Learning
19. D
20. press
21. obedient // efficient // accurate
22. identify
23. correct
24. installing
25. independence

26. efficiency
27. F
28. A
29. E
30. develop teaching materials
31. formal and informal
32. creatively // in creative ways
33. C
34. D

Text 3 (24 marks)

35. E
36. It means 'developed well'.
37. (i)(ii)(iii) site visit // picnic // interview // observation // field trip (any three and in any order)
38. If there is a budget available / If there is enough money, the project can be conducted overseas.
39. C
40. 3
41. To select and sort the most suitable piece of information and extract data from various sources.
42. Carrying out // Execution
43. present
44. poster
45. oral presentation
46. website
47. model
48. whole class
49. C
50. The history of ferries in Hong Kong
51. The local use of English in ICQ
52. A