

# Special Features

## 1. Plenty of Mock Practices

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

### Peer Evaluation Form

Work in a group of two. Watch a student in a discussion and then evaluate his/her performance by circling the face that he/she gets.

#### Part A Group discussion

How well did the student perform in the following areas?

Intelligibility			
1. Did the student speak up?	😊	😐	😞
2. Did the student have difficulties in expressing his/her ideas?	😊	😐	😞
3. Did the student pronounce the words correctly?	😊	😐	😞
4. Did the student present the ideas fluently and without much hesitation?	😊	😐	😞
5. Did the student stress on important words with good intonation?	😊	😐	😞

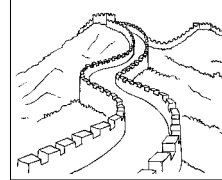
## 3. Exam Strategies

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

### PAPER 3 SPEAKING

#### Part A (preparation: 5 minutes; discussion: 6 minutes per group)

Your school is going to organize an exchange programme for Secondary 5 students. There are two countries for students to choose from. Discuss with your group members and decide which one is more suitable and explain your choice.



China



Australia

You may want to talk about:

- which country you would like to go
- your reasons for choosing that country
- what students can do there
- anything else you think is important

## 2. Peer Evaluation Form

Students can evaluate each other's strengths and weaknesses by filling in the form.

### Exam Strategies

Part 3 (Speaking) is divided into two parts: Part A (Group discussion) and Part B (Individual response). The communication will last for about 11 minutes.

Students will first be given 5 minutes for preparation, during which they are allowed to make notes. Then, they will have 6 minutes for discussion in groups of four candidates. Students may refer to the notes they made during the discussion.

In Part B, students will be given 7 minutes to respond to a question raised by the examiner. The question is asked in Part A, but the examiner may ask further questions. Students may answer what they have discussed in Part A or give new ideas.

Always use your notes! Don't look at the speaking partner.

#### After an scoring high marks:

- Having a general, correct communication is essential.
- Communication is more than words, intonation and body language also help convey messages.
- Be a good listener. Listen to others' ideas carefully before responding.
- Don't just publicly defend if he is wrong.
- Avoid dragging and using parentheses in a discussion. Let others speak.
- Work well with others. Help you to enter if a color than you.
- Give meaningful and sensible contributions.
- Bring knowledge to the discussion.
- Use good expressions and vocabulary to impress the examiner.

### New Progress in Certificate English

#### Mock Practices for Paper 3: Speaking

##### Progress Report

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Part A: Group discussion

Mock Practice	1	2	3	4	5	6	7	8	9	10	11	12
1. Intelligibility												
2. Fluency												
3. Pronunciation												
4. Vocabulary												
5. Grammar												
6. Spelling												
7. Punctuation												
8. Reading												
9. Writing												
10. Listening												
11. Speaking												
12. Overall												

Part B: Individual response

Mock Practice	1	2	3	4	5	6	7	8	9	10	11	12
1. Intelligibility												
2. Fluency												
3. Pronunciation												
4. Vocabulary												
5. Grammar												
6. Spelling												
7. Punctuation												
8. Reading												
9. Writing												
10. Listening												
11. Speaking												
12. Overall												

Prepared by: \_\_\_\_\_

## 4. Progress Report

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

## ***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:

<b>Component</b>	<b>Weighting</b>	<b>Duration</b>
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:

<b>Component</b>		<b>Weighting</b>	<b>Duration</b>
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**

Paper 3: Speaking is divided into two parts: Part A (Group discussion) and Part B (Individual response). The examination will last for about 12 minutes.

Students will first be given 5 minutes for preparation, during which they are allowed to make notes. Then, they will have 6 minutes to discuss in group of four candidates. Students may refer to the notes they made during the discussion.

In Part B, students will be given 1 minute to respond to a question raised by the examiner. The question is based on Part A, yet the examiner may ask further questions. Students may answer what they have discussed in Part A or give new ideas.

Below are some useful tips on tackling the Speaking exam:

## ***Hints on scoring high marks:***

- Having a genuine, natural communication is essential.
- Communication is more than words. Intonation and body language also help convey messages.
- Be a good listener. Listen to others' ideas carefully before you speak.
- Interrupt politely should it be necessary.
- Avoid dragging and mini-presentation in a discussion. Let others speak.
- Work well with others (who may be better or weaker than you).
- Give meaningful and sensible contribution.
- Bring knowledge to the discussion.
- Use good expressions and vocabularies to impress the examiners.

## ***Guidelines on appearance and attitude:***

- Look nice and smart.
- Casual wear is preferred but should look presentable.
- Be helpful (especially when working with weaker candidates).
- Never dominate the discussion.
- Be confident.
- Concentrate in the examination.
- Maintain appropriate eye contact with other parties.

## ***During the five-minute preparation:***

- Spend enough time to read the question and instructions carefully.
- Think of some ideas with examples for each prompt given and make notes.
- Drawing a quick mind map may help expand your ideas.
- Make sure you understand what you have written on the notesheet

# New Progress in Certificate English

## Mock Practices for Paper 3: Speaking

### Progress Report

Name: \_\_\_\_\_

Class: \_\_\_\_\_ Class No: \_\_\_\_\_

#### Part A: Group discussion

Finish the following checklist by putting  in the area(s) that you've done.

	Mock Practice											
	1	2	3	4	5	6	7	8	9	10	11	12
1. Did you speak up?												
2. Did you express your ideas clearly?												
3. Did you have correct pronunciation?												
4. Did you speak without hesitations?												
5. Did you have good intonation?												
6. Did you have eye contact with others?												
7. Did you respond to others' opinions properly?												
8. Did you encourage others to speak up?												
9. Did you have active participation?												
10. Did you show your stance/choice?												
11. Did you have relevant elaboration?												
12. Did you bring knowledge to the discussion?												
Total no. of <input checked="" type="checkbox"/> *												

\* How many  have you got?

10-12: Excellent 7-9: Good 5-6: Average 3-4: Below average 0-2: poor

#### Part B: Individual response

	Mock Practice											
	1	2	3	4	5	6	7	8	9	10	11	12
1. Did you have enough eye contact with the examiner?												
2. Did you present in a confident way?												
3. Did you speak up?												
4. Did you answer the question(s) properly?												
5. Did you have relevant elaboration?												
6. Did you have a well-structured presentation?												
7. Did you manage the time well?												
Total no. of <input checked="" type="checkbox"/> ? *												

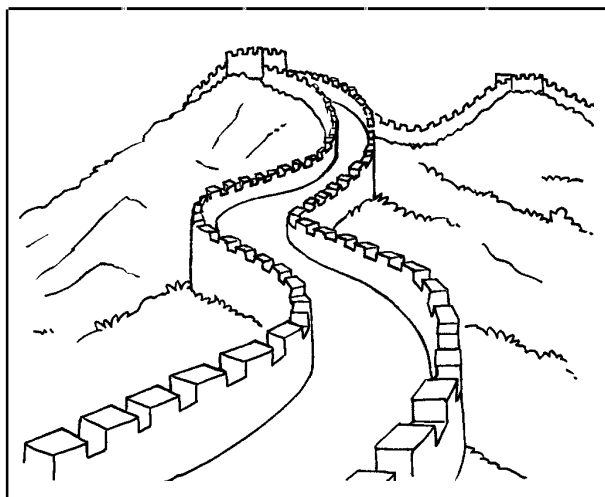
\* How many  have you got?

7: Excellent 6: Good 4-5: Average 2-3: Below average 0-1: poor

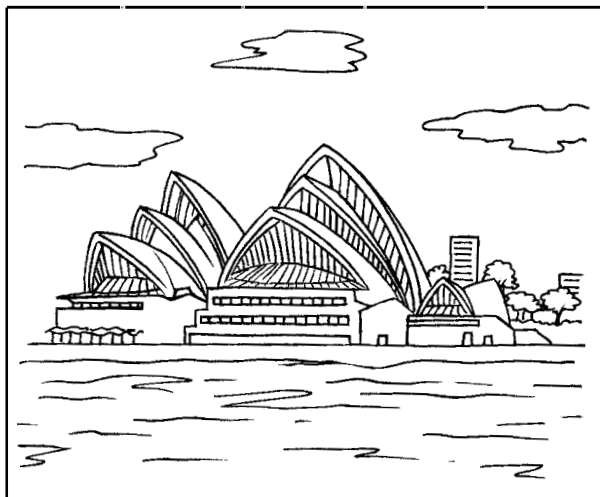
## PAPER 3 SPEAKING

### Part A (preparation: 5 minutes; discussion: 6 minutes per group)

Your school is going to organize an exchange programme for Secondary 5 students. There are two countries for students to choose from. Discuss with your group members and decide which one is more suitable and explain your choice.



China



Australia

You may want to talk about:

- which country you would like to go
- your reasons for choosing that country
- what students can do there
- anything else you think is important

### Part B (1 minute per candidate)

Which of these two countries would you choose for yourself? Why?

**Role A**

1. Place to go: China
2. Reasons to go there:
  - know more about our motherland
  - has a long history
  - have chances to practise Putonghua
3. What can students do there:
  - interview some local citizens
  - join some exchange programmes
  - do a history project

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**Role C**

1. Place to go: China
2. Reasons to go there:
  - have lots of old buildings to explore
  - visit some less-developed areas
  - relate what students have learnt in Chinese History
3. What can students do there:
  - do some volunteer work
  - take some photos of historical buildings
  - teach some children English

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**Role B**

1. Place to go: Australia
2. Reasons to go there:
  - know more about foreign cultures
  - have both old and new architectures
  - have chances to practise English
3. What can students do there:
  - sightseeing
  - attend some English classes
  - go to concerts in the Sydney Opera House

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**Role D**

1. Place to go: Australia
2. Reasons to go there:
  - a city full of wonders
  - some distinctive animals, like kangaroos, koala bears
  - beautiful beaches and lots of sunshine
3. What can students do there:
  - visit the zoo
  - have some outdoors games
  - explore the city

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## ***Appendix 1: Making Notes***

In the speaking exam, you will be given 5 minutes for preparation, during which you may take notes. It is important to make good use of the notes because they help you develop your ideas during the discussion.

### **? What should you do in the five-minute preparation?**

1. Read the question carefully and make sure you understand the situation.
2. Think of at least two key ideas for each heading.
3. Think of relevant examples or elaborated ideas on each point.
4. Draw a mind map on the notecard.
5. Think of any other important points related to the topic.
6. Spend sometime to read what you have prepared.

### **? What should be written on the notecard?**

Students may not know what to write on the notecard during the preparation time. Now, refer to Practice 2 and see what you should write on the notecard.

#### ***Situation***

Your school principal has asked your group to choose a movie to raise money for a charitable organization, Orbis. The movie is going to show in the hall and it should be suitable for all forms. Discuss with your group members and find out a suitable movie for the event.

## Vocabulary learnt in Mock Practice 5

reporter	<i>n.</i>	記者	remote	<i>adj.</i>	遙遠的
taste	<i>n.</i>	品味	expectation	<i>n.</i>	期望
idol	<i>n.</i>	偶像	childhood	<i>n.</i>	童年
schedule	<i>n.</i>	時間表	guessing game	<i>n.</i>	猜謎遊戲
tight	<i>adj.</i>	緊迫的	eager	<i>adj.</i>	渴望
doubt	<i>v.</i>	懷疑	background	<i>n.</i>	背景
coverage	<i>n.</i>	(新聞報導之) 範圍	favourite	<i>adj.</i>	最喜歡的
Legislative Council	<i>n.</i>	立法會	summarise	<i>v.</i>	總結
indifferent	<i>adj.</i>	不感興趣的	foster	<i>v.</i>	培養
political	<i>adj.</i>	政治的	popularity	<i>n.</i>	受歡迎程度

## Vocabulary learnt in Mock Practice 6

nuclear family	<i>n.</i>	核心家庭	donation	<i>n.</i>	捐款
interpersonal	<i>adj.</i>	人際間的	elderly centre	<i>n.</i>	老人中心
communication	<i>n.</i>	溝通	contribute	<i>v.</i>	貢獻
indispensable	<i>adj.</i>	不可或缺的	loneliness	<i>n.</i>	寂寞
impair	<i>v.</i>	損壞	urgently	<i>adv.</i>	緊急地
strike	<i>v.</i>	達成	social circle	<i>n.</i>	社交圈子
tip	<i>n.</i>	提示	seminar	<i>n.</i>	座談會
workout	<i>n.</i>	體能訓練	medical	<i>adj.</i>	醫學的
gym	<i>n.</i>	健身	wander	<i>v.</i>	遊蕩
subscribe	<i>v.</i>	訂購	benefit	<i>n.</i>	好處

## Vocabulary learnt in Mock Practice 7

flexible	<i>adj.</i>	富彈性的	flight attendant	<i>n.</i>	空中服務員
biological clock	<i>n.</i>	生理時鐘	kindergarten	<i>n.</i>	幼稚園
mess up	<i>v.</i>	混亂	enrich	<i>v.</i>	豐富
long-haul	<i>adj.</i>	長途的	duty-free	<i>adj.</i>	免稅的
influence	<i>v.</i>	影響	awesome	<i>adj.</i>	很好的
long-term	<i>adj.</i>	長遠的	consider	<i>v.</i>	考慮
pregnant	<i>adj.</i>	懷孕的	qualified	<i>adj.</i>	合資格的
profession	<i>n.</i>	專業	certificate	<i>n.</i>	文憑
satisfaction	<i>n.</i>	滿足	requirement	<i>n.</i>	要求
personal growth	<i>n.</i>	個人成長	hire	<i>v.</i>	聘請

## Vocabulary learnt in Mock Practice 8

purpose	<i>n.</i>	目的	supervise	<i>v.</i>	監督
establish	<i>v.</i>	建立	designer	<i>n.</i>	設計師
English environment	<i>n.</i>	英語環境	daily routine	<i>n.</i>	日常工作
structured	<i>adj.</i>	有結構的	broadcast	<i>adj.</i>	廣播的
topic-based	<i>adj.</i>	主題式的	celebrity	<i>n.</i>	名人
campus	<i>n.</i>	校園	speech	<i>n.</i>	演講
famous	<i>v.</i>	著名的	actress	<i>n.</i>	女藝人
athlete	<i>n.</i>	運動員	pal	<i>n.</i>	朋友
contest	<i>n.</i>	比賽	chat room	<i>n.</i>	聊天室
prop	<i>n.</i>	道具	fashion	<i>n.</i>	時裝




# New Progress in Certificate English

## Mock Practices for Paper 3 : Speaking

### Answer Key

#### MOCK PRACTICE 1

**Part A** (*suggested sample dialogues for reference*)  CD 1: Track 01

- A : Let's get started, shall we? Today we are here to discuss about the coming exchange programme for Secondary 5 students. There are two countries for us to choose from, China and Australia. First, let's decide which country we would like to go to and explain the reasons for our choice. What do you think?
- B : I would like to go to Australia. The Australians are very friendly and we can know more about the foreign culture.
- D : Yes, you're right. We can know more about people's life in foreign countries. Also, Australia is famous for its sunshine and beaches. I really want to go there. How about you?
- A : I'm sorry. I can't go along with you. As a Chinese, I think we should first know more about our motherland. I think we should go to China.
- C : Absolutely, there are lots of old buildings and architecture to explore, like the Great Wall. People say that 'You cannot claim yourself a true Chinese if you don't go up to the Great Wall'.
- B : However, Australia also has both old and new architectures. Moreover, it is a good chance for us to practise English there.
- A : Why don't we first brush up our Putonghua? After all, we are Chinese!
- C : Apart from learning Putonghua, we can also relate what we have learnt in Chinese History. We shouldn't be a bookworm, right?
- A : You're right. Compared with Australia, China has a long history. It's the cradle of civilization.
- D : But I think Australia does have its own attractiveness, like the distinctive animals, such as Kangaroos and Koala bears! They're so cute, aren't they?
- C : Yes, but I think we should make our programme a more meaningful one, say to visit some less developed areas in China. Am I right?
- A,B,D : Yea...
- A : Then let's decide to go to China. We should now move onto the next point – what students can do in China? What do you think?
- B : As we agreed, we should do something more meaningful. How about some volunteer work.
- D : It's a good idea. We can teach some children English. What other things would you suggest?
- C : Since this is an exchange programme, I think we can have some inter-school competitions. Shall we have a basketball match?
- A : Why don't we conduct some interviews with some local citizens and then compare their lives with ours? It's interesting, isn't it?
- B : Yes, it sounds great. Besides, we can go sightseeing and record what we have seen in the trip.
- C : How about a photo-taking competition? I think it's a good way to encourage students to explore more in China.
- D : It's also a good chance to train ourselves to be more independent. At home, we are often spoiled by mum and dad.
- A : Right, learning how to live on our own is very important. What other things can students do?
- B : What about having a sharing session when they are back to Hong Kong?
- C : A nice idea. Students can share their experience and talk about their funny encounters at the sharing session.
- D : Good! Let me conclude what we have discussed. First, we decided to go to China so as to know more about our motherland. Next... the activities...
- C : We suggested having an inter-school basketball competition, some interviews with local citizens and a photo-taking competition...
- B : Also, the volunteer work – teaching children English in less developed areas.