

Mixed Tenses Notes

A. Simple Present Tense

- Uses:
- | | |
|--------------------------------|---|
| 1. to describe a habit | e.g. John runs three times a week. |
| 2. to tell a truth | e.g. Ice melts under the sun. |
| 3. to talk about present truth | e.g. The students find grammar very tricky. |

* When the subject is third person singular (he/she/it), you need to add s/es to the verb.

* If there is a main verb in the sentence, and you want to form a negative or question, you need to use an auxiliary verb (do/does).

e.g. + John runs three times a week.

- John does not run three times a week.

? Does John run three times a week?

signal words: every, always, usually

B. Simple Past Tense

- Uses:
- | | |
|---|------------------------------------|
| 1. to narrate | e.g. John went to Japan last week. |
| 2. to talk about past, completed action | e.g. I ate beef steak last night. |

* simple past tense talks about past completed action that has no connection to now.

e.g. + John played football yesterday.

- John did not play football yesterday.

? Did John play football yesterday?

* If there is a main verb in the sentence, and you want to form a negative or question, you need to use an auxiliary verb (did).

signal words: ago, before

C. Simple Future

- Uses:
- | | |
|--------------------------------|-----------------------------------|
| 1. to talk about future action | e.g. I will meet Janice tomorrow. |
| 2. to talk about plan | e.g. I will work hard. |

e.g. + John will visit Japan next week.

- John will not visit Japan next week.

? Will John visit Japan next week?

signal words: tomorrow, in two weeks

D. Present Continuous Tense

Use: 1. to talk about events which are ongoing at the moment of speaking

e.g. I **am conducting** an interview at the moment.

Use 2. to talk about a temporary situation

e.g. Hong Kong students **are enjoying** a shortened school year.

signal words: now, at the moment

E. Present Perfect Tense

Use: 1. experience e.g. Peter has never tried scuba diving.

2. indefinite past completed action that has effect on present

e.g. Peter and Gary have joined the Japanese Club for many years. They can speak fluent Japanese.

signal words: for, since, yet, ever, never, just, already, recently, lately

F. Past Continuous Tense

Use: 1. indefinite past action e.g. Rebecca was singing with friends at 8pm last night.

2. two past actions with different duration

e.g. Peter and Rebecca was chatting when they met their Maths teacher.

3. two past actions happening simultaneously

e.g. Peter and Rebecca was chatting when they were eating.

signal words: when and while

G. Past Perfect Tense

Use: 1. just as the present perfect refers to something that happened in the time up to the moment of speaking

e.g. Rebecca had learnt Japanese for 6 years. (she may have just stopped learning)

2. past completed actions with sequence

e.g. Rebecca had asked after Peter gave the grammar book away.

signal words: before and after

Mixed Tenses Exercise

1. I know you are busy. I.....(talk) to you tomorrow.
2. Gary(have) a lesson at the moment.
3. Mary(usually / run) at night.
4. This time next week I (travel) to Japan with my family.
5.(see/you) those birds before? They look to be very rare.
6. She.....(sell) the house two days ago.
7. Jack.....(already/see) this film. He falls asleep in the cinema.
8. The match.....(begin) at half past seven tonight. Don't be late!
9. It smells awful! Yes, the workers(paint) her room now.
10. Elena (speak) English today in lesson. She usually speaks Cantonese.
11. How is Peter? I don't know. I(not hear) from him for months.
12. Tom(wait) for a taxi for twenty minutes but no luck.
13. My cousin(meet) her finance for only six months before she (marry) him.
14. I'm afraid I(not /finish) this essay tomorrow.
15. It is the first time she(have) a car accident.
16. Lucy was very depressed because she(fail) her exam.
17. Henry(talk) on the phone when I (arrive) at her place.
18. She(make/always) this mistake! It's irritating!
19. I(work)in the garden all day yesterday.
20. We(currently/learn) Spanish.
21. My plane(take off) at 6 tomorrow morning.
22. I(not/try) any Korean dishes so far as they are quite spicy.

Conditional Sentence Notes

Type 0 – truth/fact

1. If you **stand** under the sun, you **sweat**.
get green.

2. If you **add** yellow and blue, you

If clause - (**Simple Present**) + Main clause (**Simple Present**)

Type I – possible/probable condition

1. If it **rains**, I **will stay** at home.

2. If he **asks** me, I **will answer** him.

If clause (**Simple Present**) + Main clause (**Simple future**)

Type II – improbable condition

If I **liked** Bruno Mars [but I don't],

I **would go** to his concert.

If I **had** a lot of money,

I **would buy** a house.

If I **hadn't** a lot of money,
(had→hadn't)

I **wouldn't buy** a house.

If I **were** (**was is not accepted**) you,

I **would try** to find a job.

If clause (**simple past**) + Main clause (**would/could+ base form**)

Type III – impossible condition

If I had won a lottery (but I hadn't), I would have bought a big house.

If I had not broken the rule (but I had), I would not have gone to jail.

If clause (**past perfect**) + Main Clause (would have + Past Participle)

1. If you (heat) ice, it (melt).
2. If the temperature (drop) below zero, the water (freeze).
3. If the leaves (fall), the trees (be) bare.
4. Their baby girl rarely (cry) unless she (be) hungry.
5. If you (do) exercise every day, you (be) fit.
6. Your teeth (be) cleaner if you (use) toothpaste.
7. If we (drink) enough water, we (have) lots of energy.
8. If someone (enter) the building, the alarm (go off).
9. If you (press) this button, the computer (turn on).
10. If you (heat) water, it (boil).
11. If I (finish) _____ early, I will call you.
12. _____ (question)
13. Susan _____ (help) the poor if she _____ (be) a millionaire.
14. _____ (question)
15. Jane (catch) _____ the 9:00 train if she huries up.
16. _____ (question)
17. She will know the answer, if she _____ (try) to understand.
18. If I (be) _____ a star, I would help the needy.
19. He (buy)_____ a house if he had a job.
20. She (be) _____ happy if she married him .
21. If I _____ (have) millions of dollars, I _____ (not/be) mean.
22. If I study hard, I _____ (pass) this year's exam.
23. If I _____ (be) rich , I _____ (quit) my job.
24. I _____ (travel) around the world if I _____ (be) the boss.
25. If you _____ (not/create) so many troubles, you _____ (send) to the principal.
26. I _____ (drive)the most expensive car if _____ (have) a well-paid job..
27. If he _____ (read) my email, he _____ (go) to the wrong place.
28. If I _____ (go) somewhere, I would stay in the most luxurious hotels.
29. If they _____ (invite) me, I _____ (buy) that dress.
Since I don't get the invitation, I will save the money.
30. Johnny _____ (donate) some money to charities if he were rich.

Defining relative clauses

We use **defining relative clauses** to give essential information about someone or something – information that we need in order to understand what or who is being referred to. A defining relative clause **usually comes immediately after the noun it describes.**

We usually use a relative pronoun (e.g. *who*, *which*, *whose* and *whom*) to introduce a defining relative clause (In the examples, the relative clause is in **bold**, and the person or thing being referred to is underlined.):

*They're the people **who want to buy our house.***

*Here are some cells **which have been affected.***

*They should give the money to somebody **who they think needs the treatment most.***

[talking about an actress]

*She's now playing a woman **whose son was killed in the First World War.***

Spoken English:

In defining relative clauses we often use *that* instead of *who*, *whom* or *which*. This is very common in informal speaking:

*They're the people **that** want to buy our house.*

*Here are some cells **that** have been affected.*

Subject or object

The relative pronoun can define the **subject or the object of the verb:**

*They're the people **who bought our house.** (The people bought our house. *The people* is the subject.)*

*They're the people **who she met at Jon's party.** (She met the people. *The people* is the object.)*

*Here are some cells **which show abnormality.** (Some cells show abnormality. *Some cells* is the subject.)*

*Here are some cells **which the researcher has identified.** (The researcher has identified some cells. *Some cells* is the object.)*

1. Mary worked for Sam. Sam *used to be an athlete*.

2. *The lawyer lived nearby*. The lawyer's father is a long time friend.

3. I sent an email to my brother. He is a soldier.

4. *The waitress was very helpful*. The customers love her a lot.

5. We broke the vase. It is very meaningful to my father.

6. The schools are closed. They need to be disinfected thoroughly.

7. Macy loves books. She doesn't like sports at all.

8. Kitty used to live in England. She just moved to New Zealand.

9. The man is in the garden. It has not been properly managed.

10. My uncle loves Lego very much. He spends hours on it every day.

11. Chris is my best friend. His mother is a nurse.

12. The waiter was rude. *The waiter was wearing a blue shirt*.

13. *The book belongs to John*. It is placed in the master bedroom's bed.

14. The table got broken. *The table was my grandmother's*.

15. *The television was bought 20 years ago*. It finally broke down last night.

16. The fruit is on the table. The fruit is organically grown in France.

A participle phrase will begin with a **present or past participle**. If the participle is present, it will dependably end in ***ing***. Likewise, a regular past participle will end in a consistent ***ed***. Irregular past participles, unfortunately, conclude in all kinds of ways (go to the back of your textbook or grammar book).

Since all phrases require two or more words, a participle phrase will often include objects and/or **modifiers** that complete the thought. Here are some examples:

Watching movie all night, Jack fell asleep in the lesson.

Washed with soap and water, the clothes are very clean now.

Stuck in the back of the truck, the passengers could hardly breathe.

Participle phrases always function as **adjectives**, adding description to the sentence. Read these examples:

Mary got up late. She skipped her breakfast.

Getting up late, Macy skipped her breakfast.

Getting up late modifies the **noun** Macy.

The pipe is clogged with hair. It is flooded with water.

Clogged with hair, the pipe is flooded with water.

Clogged with dog hair modifies the noun *pipe*.

We were bitten by mosquitoes. We wish that we had made a hotel reservation.

Bitten by mosquitoes, we wished that we had made a hotel reservation.

Eaten by mosquitoes modifies the **pronoun** *we*.

Part A. Circle the correct answers for the following questions.

- 1) I am so (tiring / tired) that I don't want to move.
- 2) I find horror films really (thrilled / thrilling) and not at all fun to watch.
- 3) Sometimes I find it really (annoyed / annoying) when I can't express myself well in English.
- 4) We were stopped by a man with a knife who took our money. It was (terrified / terrifying).
- 5) The programme was really (interested / interesting).
- 6) She was (touching / touched) when everyone cheered and we gave her presents.
- 7) If I feel stressed, I find running is often (healed / healing).
- 8) I'm really (exhausted / exhausting) . I think I'll go to bed.
- 9) He's very (attracting / attracted) to history.
- 10) The trip was (overwhelmed / overwhelming), with so many things to do and it was all so new.
- 11) She is never (satisfied / satisfying) with her work.
- 12) Cleaning is so (demanded / demanding) ! I think I'll have a rest.
- 13) She thought the ride on the rollercoaster was (nervewrecking / nervewrecked).
- 14) I was really (shocked / shocking) when I saw you. I had thought you were on holiday.
- 15) My grandmother was (stunning / stunned) by the man's bad language.
- 16) My niece is (petrified / petrifying) of dogs.
- 17) I am so proud of your improvement! I'm (delighted / delighting).
- 18) My job is very (satisfied / satisfying) . I love helping people.
- 19) The news was so (irritated / irritating) that she burst into tears.
- 20) Look at the (burning / burnt) blaze, no one should go near as it is extremely dangerous.

Rewrite the sentences using **Present or Past Participle Phrase**.

1. Sam left school early because he has a doctor appointment.
2. The teacher was impressed by Ben's work, so she gave him very high marks.
3. Because he didn't sleep well last night, Ryan has fluffy eyes.
4. As I haven't read all the comments yet, I will not reply yet.
5. The watch that has disappeared weeks ago, my helper found it this morning.
6. As I have an assignment to finish, I cannot talk to you.
7. When we heard of the second outbreak, we all wanted to cry.
8. Ben was praised by his teammates in a football match. He won the MVP.
9. After he had been told to do the dishes, John entered the kitchen with a frown.
10. As I had been a prefect before, I knew the importance of self discipline.
11. John has worked too hard. He is going to take a long break.
12. John is popular in school. He has great sense of humour.
13. Emily rushed to the toilet. She ate something dirty in the restaurant.
14. Jane does not want to be late. She left home much earlier this morning.
15. The protester destroyed a lot of public facilities. The protesters wanted to show their discontent.

Writing

First, you should take some time to prepare and plan for your report. Before you start writing, **identify the audience**. Your report **should be written and tailored to the readers' needs and expectations**. When planning, ask yourself several questions to better understand the goal of the report. Some questions to consider include:

- Who are the readers?
- What is the purpose of the report?
- Why is this report needed?
- What information should be included in the report?

Once you identify the basics of your report, you can begin to collect supporting information, then sort and evaluate that information. The next step is to organize your information and begin putting it together in an outline. With proper planning, it will be easier to write your report and stay organized.

Formatting the Report Elements

To keep your report organized and easy to understand, there is a certain format to follow. This report writing format will make it easier for the reader to find what he is looking for. Remember to write all the sections in plain English, except the body, which can be as technical as you need it to be.

The main sections of a standard report are as follows.

Title

If the report is short, the front cover can include any information that you feel is necessary, such as the author(s) and the date prepared. In a longer report, you may want to include a table of contents and a definition of terms.

Summary

The summary consists of the major points, conclusions, and recommendations. It needs to be **short**, as it is a general overview of the report. Some people will read the summary and only

skim the report, so make sure you include all of the relevant information. It would be best to write this when the report is finished so you will include everything, even points that might be added at the last minute.

Introduction

The first page of the report needs to have an introduction. Here you will **explain the problem and inform the reader why the report is being made.**

Body

This is the main section of the report. The previous sections needed to be written in plain English, but this section **can include technical terms or jargon from your industry.** There should be several sections, each clearly labeled, making it easy for readers to find the information they seek. **Information in a report is usually arranged in order of importance with the most important information coming first.**

Discussion

If you wish, this optional section can be included at the end of the main body to go over your findings and their significance.

Conclusion

This is where everything comes together. Keep this section free of jargon as many people will just read the summary and conclusion.

Recommendations

This is where you discuss any actions that need to be taken. In plain English, explain your recommendations, putting them in order of priority.

2-sided argumentative

Brief introduction (5 mins)

A. The **argumentative essay** is a genre/text type of writing that requires the student to

- investigate a topic;
- collect, generate, and evaluate evidence;
- and establish a **position(s)** on the topic in a concise manner.
- one-sided- one position, two-sided- pros and cons of the topic

B. Layout of an argumentative (5 mins)

1. You should provide a clear, concise, and defined thesis statement that occurs in the first paragraph of the essay (the purpose and stance/standpoint of the writer)

2. Clear and logical transitions between the introduction, body, and conclusion

3. Body paragraphs that include good evidence and elaborations

4. A conclusion that does not simply restate the thesis, but readdresses it

5 Some brain storming (choose 1 below)

1. Can wind energy replace traditional way of producing electricity?

2. Are mobile phones a blessing or risk?

3. Is social media beneficial to the society?

4. Should parents educate their children at home?

i. Give the students some time to discuss one of the above topics (10-15mins)

ii. Write down the positives and negatives

iii. Provide them with some useful vocabulary

iv. Free writing (10 mins)on 2 ideas (no more than 3) of the positives / negatives discussed and add support. Go to introduction and fill the ideas of general, specific, outline, thesis, then to conclusion.

v. Guided writing (25 mins) -Students read the outline with the basic points and then write the essay around these ideas.

Conclusion: the essay MUST present arguments from both sides. The writer should bring forth two compelling arguments for the issue or against and a weak counter argument in order to fulfill the requirement.

Dear Editor

I am writing to express my opinion on whether it is better to be an only child than one with siblings. Many couples are now not willing to give birth to more than one child. It is clear that the children from the one-child families live in a different way from those with siblings. I think there are both advantages and disadvantages for being an only child.

The only children can enjoy the undivided attention and care from their parents. Raising a child requires a huge amount of money and effort. If there is only one child in the family, the kid can receive all the things provided by the parents. Thus, the only children are considered to have better growth since they have their parents' support for their studies and extra-curricular activities.

Another possible advantage is that the only children are seemed to be more independent than the children with siblings. The only children need to do all the things on their own when they are outside since they have no brothers and sisters to help them. The no-sibling children could learn to face difficulties alone and solve problems by themselves. Therefore, people generally think that the single children have greater maturity and independence.

However, there are, of course, some drawbacks of being an only child.

There is a tendency for the only children to have a poorer quality of individuality than the ones with siblings. As the only children are always the centre of attention in their families, they think that they are the most important person to their parents. Some of them may even catch the 'prince disease' or the 'princess disease'. A person who contracts any of these 'diseases' behaves like a prince or princess. They tend to be selfish, picky, self-centred and arrogant. Therefore, the personalities of the only children are, apparently, less pleasant.

It is extremely likely that the on-sibling children live under high pressure. Since there is only one child in the family, the parents have an over-high expectation of their child. The children have to do everything in the best way and fully obey their parents to live up to their expectation. This greatly increases the burden bore by the single children. Therefore, it is evident that the only children have a harsher childhood than those with siblings.

Taking both advantages and disadvantages into consideration, I think being an only child is not better than being the one with siblings. The disadvantages outweigh the advantages because they will cause long-term harmful effects on the children and they can affect their whole life

Yours faithfully

Chris Wong

Letter to the Editor

A letter to the editor is written to the editor of a **newspaper or magazine**. Generally, in these letters, a **social issue** or problem is highlighted. Since, it is a **formal letter**, the format is to be followed strictly. Furthermore, there are marks for writing the letter in a correct format. Now, there are few points to take care of while writing a letter to the editor:

1. Re-read your letter and ensure there is no spelling error
2. Since it is a formal letter, use only formal language.
3. Do not use abbreviations and slang.
4. Use proper punctuations (i.e. commas, period, semi colon and colon).

Students need to write the letter to the editor as per the format provided below:

1. **Sender's address:** First you need to write the address and contact details of the sender.
2. **Date:** Now, below the sender's address, leave a space or line and then write the date.
3. **Receiving Editor's address:** Here you need to write the recipient of the mail i.e. the editor.
4. **Subject of the letter:** Write the main purpose of the letter in one line. It must convey the matter for which you are writing the letter for.
5. **Salutation:** For formal letter, the salutation to be used are Sir / Madam / Dear Surname
6. **Body:** Write the matter of the letter here. You can divide it into 3 paragraphs (depends on the requirements of the question).
7. **First paragraph of the body:** Introduce yourself and explain the purpose of writing the letter in brief.
8. **Second paragraph of the body:** Give a complete detail of the matter.
9. **Third paragraph of the body:** Conclude by mentioning what your expectations to be done by the editor. For example, you may want him to highlight the issue in his newspaper / magazine.
10. **Complimentary Closing:** You can conclude the letter using Thanks / Thank You & Regards.
11. **Sender's name, signature, and designation** (if any provided in the question).

Sample – Letter to the Editor

Question. You are Chris, the chairperson of your school Student Union. You are concerned about the food waste problem in Hong Kong schools. Write a letter to the editor highlighting the need to improve the condition of it.

July 25, 2020

Dear Editor,

I am writing this letter with concern regarding the waste generated by students. During the school year, food is being wasted every day, which put enormous amount of pressure on our saturating landfills.

It is extremely heartbreaking to see students not finishing the lunch. There are many reasons that students not finishing their lunch. Most of the schools in Hong Kong are not equipped with food waste decomposer (the device that transform food waste into useful fertilizer). The problems of food waste is horrendous. To name a few, it produces methane gas, which is deadly and odorless. What's more? It is taking away our spaces for leisure (e.g. country park) as we are ever expanding the size of the landfills. As a result, the landfills expand into the once country parks.

An awareness must be raised among the students in Hong Kong. It is my humble request that you highlight this issue in your newspaper and spread awareness among the students, or even the general public. Media is one of the most powerful tools these days. It holds the power to make and break the kingdom and can definitely urge the government and the public to be more responsible towards the handling of food waste.

I hope you will consider this small request and take action on it.

Yours faithfully,

Chris

Candidate Number

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Please stick the barcode label here.

**ENGLISH LANGUAGE
PAPER 3 PART B
Question-Answer Book**

B



Task 4

Web Page (15 marks)

Complete the web page using information from the Data File and your notes.

http://www.stmatthewssecondary.edu.hk/tech_club/special.html

St. Matthew's Secondary School

Tech Club

- About Us
- Members
- Activities
- Tech Reviews
- Latest Features
- Chat

Definition of an early adopter:

Someone who starts using _____

as soon as _____

Most popular gadgets among men:

1. _____
2. _____
3. _____

Most popular gadgets among women:

1. _____
2. _____
3. _____

Reasons why people buy the latest gadgets:

1. To _____
2. To _____
3. _____
4. _____
5. _____

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 4



Task 5 Letter (18 marks)

Complete the letter to Wendy Leung using information from the Data File and your notes. Write around 130 words.

12th March 201()

Thank you for your letter of _____ regarding

Regarding your question about buying the latest gadgets, _____

_____.

The problem with being an early adopter is that _____

_____. Besides, it is not worth

_____.

With my apologies once again.

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 5

**Task 6****Report** (18 marks)

Complete the report using information from the Data File. Write around 110 words.

Report on Cyber Pets

A cyber pet is _____

Owners of cyber pets can _____

One of the advantages of owning cyber pets is that _____

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 6
END OF PART B

Data File

Part B

Situation

You are Justin Lee. You are the chairperson of your school's Tech Club. Your teacher, Mr. Stone, has asked you to add a web page to the club's website and complete the other tasks.

You will listen to a recording of a podcast. In the podcast, you will hear an interview with Mr. Stone.

Before the recording is played, you will have five minutes to study the Question-Answer Book and the Data File to familiarise yourself with the situation and the tasks.

Complete the tasks by following the instructions in the Question-Answer Book and on the recording. You will find all the information you need in the Question-Answer Book, the Data File and on the recording. As you listen, you can make notes on page 2 of the Data File.

You now have five minutes to familiarise yourself with Part B and the Data File.

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Listening note-taking sheet for the podcast *Tech Report***Early adopter**

Definition:

A person who starts using _____
as soon as it becomes _____

Reasons for buying the latest gadgets

1. To impress _____
2. To learn _____
3. _____
4. _____

Most popular gadgets among men

1. _____
2. _____
3. _____

Opinion on buying the latest gadgets

- It makes more sense to _____, at least until
_____ are published
- There may be _____
- The gadget itself _____

Email from Mr. Stone to Justin Lee

New Message

● To: Justin Lee

● From: Richard Stone

● Sent: 11th March 201()

● Subject: Work to be done

Dear Justin,

I would like your help with a few things.

First, we are updating our club's website. Could you complete the web page on buying the latest gadgets? You can check our school discussion forum, the graph published in the *Hong Kong Daily* and your notes from the *Tech Report* podcast.

We have received a complaint letter from a student. Please could you write a reply letter to apologise? I investigated the matter and found that our member was rude to her. Please apologise to the student. Answer her questions and explain the disadvantages of being an early adopter. You should start by looking at the student's letter. You may want to take a look at the discussion forum on our school website and your notes from the *Tech Report* podcast.

We are thinking of including a web page on cyber pets. Can you do some research into this and send me a report? Include the following in your report:

- Background information about cyber pets
 - What is a cyber pet?
 - Who can adopt a cyber pet and how to do it?
 - How popular are cyber pets?
- A brief description of what owners can do with their cyber pets
- The advantages of keeping a cyber pet

You may want to take a look at the extract from an interview in our school magazine, the statistics published in the *HK PC Magazine* and Dr. Pearson's website.

Thanks for your help.

Richard

Letter of complaint from a student to Mr. Stone

9th March 201()

Dear Mr. Stone,

I am writing to complain about the rude treatment I received at the Tech Club. I recently visited the Tech Club because I wanted to ask a few questions about gadgets. So, I asked one of your club members, who was on duty, to give me advice.

The club member, named Mark Chu, was very rude. He told me not to buy the latest gadgets but he did not explain why not. I was very upset as he was quite rude.

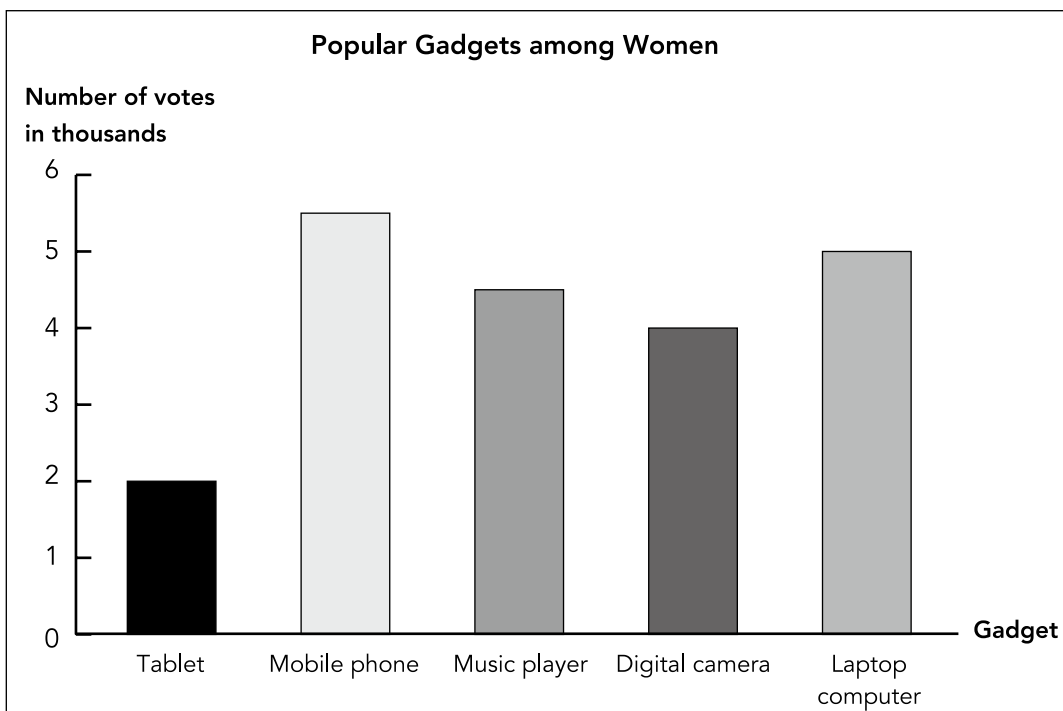
Please could you tell me why I should not buy the latest gadgets? I have been saving up some money to buy a new mobile phone. I plan to pay a premium for the phone, as I know it will be quite difficult to get the phone on the first day it goes on sale. Do you think it is worth doing it?

I look forward to receiving your reply soon.

Yours sincerely,

Wendy Leung

Wendy Leung

Statistics published in the *Hong Kong Daily*

St. Matthew's Secondary School discussion forum

Buying the latest gadgets?

Track this topic

Email this topic

Print

Peter_009

Posted: 22nd February at 5.45 pm

Hi guys! If you want to impress your friends, get an iPhone. I just bought the latest one.

Brightstar_281

Posted: 22nd February at 5.47 pm

You don't impress me, that's for sure! Why did you pay so much for a mobile phone? Should have bought an Android phone instead.

Peter_009

Posted: 22nd February at 5.48 pm

I can't stand Android phones. I always buy the latest gadgets. I don't mind paying a premium (an additional amount of money) for a new iPhone. I paid an extra \$1000 so that I could tell others I was the first person in Hong Kong to have it!

Lolita393

Posted: 22nd February at 5.52 pm

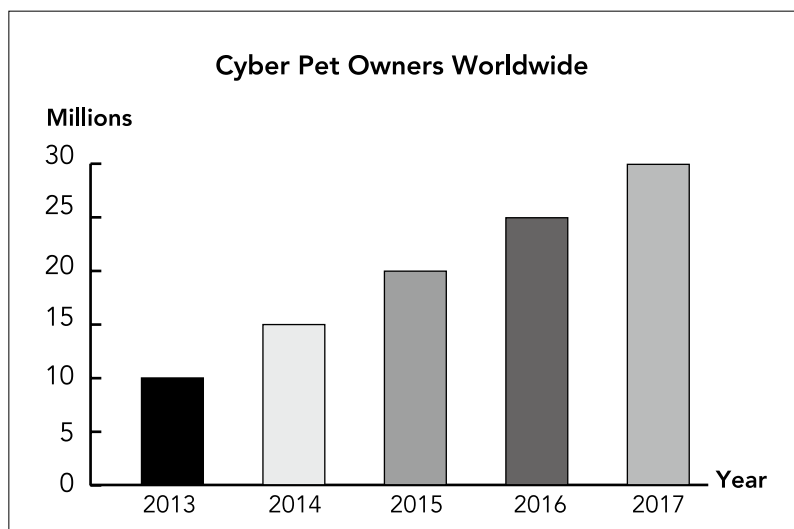
It's not worth paying a premium for any mobile phone or gadget. It's silly. Just wait! The price will drop in a few months' time.

D_Vadar

Posted: 22nd February at 6.20 pm

I buy the latest gadgets because they make our lives so much easier. I can't live without my smartphone.

Statistics from the *HK PC Magazine*



Extract from an interview with Mr. Stone published in the school magazine

Reporter = R

Mr. Richard Stone = RS

R: Mr. Stone, you have been talking about setting up a cyber pet page for our students for some time. What exactly is a cyber pet?

RS: A cyber pet is not a real pet.

R: So, it's a digital pet that only exists online.

RS: Yes.

R: And how do I adopt a cyber pet?

RS: Oh, it's easy. Anyone can adopt a cyber pet. You only have to go online to our cyber pet website and create an account.

R: Right, what are the advantages of having a cyber pet? I mean, it's not real. You can't pat it.

RS: But you can feed it. You can feed it digital food and drinks. You can play games with it.

R: I suppose that's true.

RS: I've got a cyber dog called Mona. She's a Dalmatian. I've had her for a year now. I play with her just like I did with my real dog, Suki, who died a couple of years ago. Yeah, an advantage of having a cyber pet is that it never gets ill and it never dies.

R: That's true.

RS: And it provides great companionship for people who are lonely. You should try it; it's like interacting with your real pet. Besides, it costs nothing!

R: Now, you're getting me very interested in it. And Mr. Stone, what is your favourite thing to do with your cyber pet?

RS: I enter her into pet contests.

R: Pet contests?

RS: Yes, like dog shows in real life. It's fun.

Dr. Pearson's website

This website was created by Dr. Pearson, who is a veterinarian. The cyber pets here are the world's most realistic virtual puppies and kittens.



Cyber pets help children learn about the responsibilities of having a pet. So, before you buy them a pet, let them adopt a cyber pet first!

Interested? Just sign up for an account [here](#).



Owner: Lucy, age 12

I'm Lily. My owner entered me into a pet contest and I won the first prize!

Owner: Diana, age 14

I'm Rainbow. My owner adopted me three months ago. She loves playing games with me.



Owner: Don, age 12

My owner loves me because he doesn't have to buy real food and toys for me!

THIS IS THE LAST PAGE OF THE DATA FILE

Candidate Number

--	--	--	--	--	--	--	--	--	--

Please stick the barcode label here.

**ENGLISH LANGUAGE
PAPER 3 PART B
Question-Answer Book**

B



Task 4

Poster (11 marks)

Complete the poster for the book fair using information from the Data File and your notes.

Book Fair

A great opportunity for you to buy carefully selected quality books.

Day and date: _____

Volunteers needed:

If you would like to volunteer

Reminders:

- _____
- _____

Discounts for students:

- _____
- _____

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 4



Task 5

Email (18 marks)

Complete the email to students using information from the Data File and your notes. Write around 100 words.

New Message

To: Students (Distribution List)

From: English Club

Sent: 6th February 201()

Subject:

Dear Students,

The English Club is excited to

To enter the contest, you should submit

Winners will be announced

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 5

**Task 6****Letter** (18 marks)

Complete the letter to Hugh Jones using information from the Data File and your notes. Write around 160 words.

St. Andrew's Secondary School

3 Texaco Road, Tsuen Wan, New Territories

Tel.: 2881 8888 Fax: 2136 8888

6th February 201()

Mr. Hugh Jones

Dear _____,

Our school is going to hold a book fair _____

The books will be displayed in _____

We would like to feature the following three books in our book fair:

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.

[illegible]

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

END OF TASK 6
END OF PART B

Data File

Part B

Situation

You are Betty Cheung, a Secondary 3 student at St. Andrew's Secondary School. You are the chairperson of the English Club. Your teacher, Mr. Bolton, has asked you to help organise some activities for students.

You will listen to a recording of a meeting. In the meeting, you will discuss two activities with Mr. Bolton.

Before the recording is played, you will have five minutes to study the Question-Answer Book and the Data File to familiarise yourself with the situation and the tasks.

Complete the tasks by following the instructions in the Question-Answer Book and on the recording. You will find all the information you need in the Question-Answer Book, the Data File and on the recording. As you listen, you can make notes on page 2 of the Data File.

You now have five minutes to familiarise yourself with Part B and the Data File.

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2. Email from Mr. Bolton to Betty Cheung	3
3. Note from Mr. Bolton to Betty Cheung	4
4. Opinion poll conducted by the English Club	4
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6. Mr. Hugh Jones' name card	5
7. Minutes of the English Club Committee meeting	6
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Listening note-taking sheet for the meeting**Details of the book fair****Day and date:****Time:****Venue:****Swanson Bookshop:**

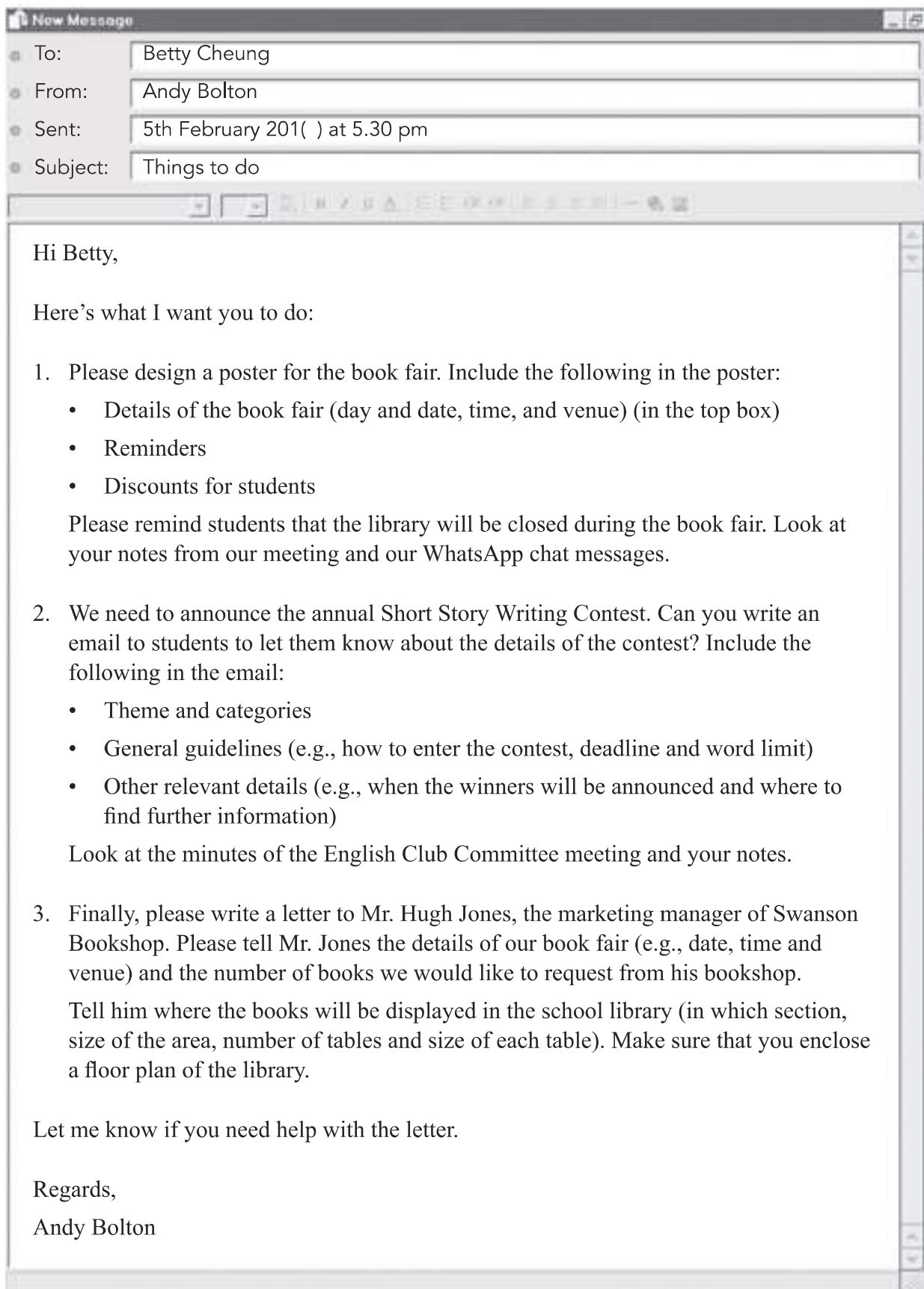
Will request _____ from the bookshop

Discounts:

- _____
- _____
- Must show _____

Details of the Short Story Writing Contest**Theme:****Categories:****How to enter and other details:**

- Submit your story to _____
- Deadline: _____
- _____ will be announced _____
- Further information _____

Email from Mr. Bolton to Betty Cheung

New Message

To: Betty Cheung

From: Andy Bolton

Sent: 5th February 201() at 5.30 pm

Subject: Things to do

Hi Betty,

Here's what I want you to do:

1. Please design a poster for the book fair. Include the following in the poster:
 - Details of the book fair (day and date, time, and venue) (in the top box)
 - Reminders
 - Discounts for students

Please remind students that the library will be closed during the book fair. Look at your notes from our meeting and our WhatsApp chat messages.
2. We need to announce the annual Short Story Writing Contest. Can you write an email to students to let them know about the details of the contest? Include the following in the email:
 - Theme and categories
 - General guidelines (e.g., how to enter the contest, deadline and word limit)
 - Other relevant details (e.g., when the winners will be announced and where to find further information)

Look at the minutes of the English Club Committee meeting and your notes.
3. Finally, please write a letter to Mr. Hugh Jones, the marketing manager of Swanson Bookshop. Please tell Mr. Jones the details of our book fair (e.g., date, time and venue) and the number of books we would like to request from his bookshop.

Tell him where the books will be displayed in the school library (in which section, size of the area, number of tables and size of each table). Make sure that you enclose a floor plan of the library.

Let me know if you need help with the letter.

Regards,
Andy Bolton

Note from Mr. Bolton to Betty Cheung

Hi Betty,

Please tell Mr. Jones which three books we would like to feature in this year's book fair (mention the authors' names and book titles). Ask him to send us 20 copies of each title. Make sure that you say something about the computers we have reserved for his staff.

Thanks!

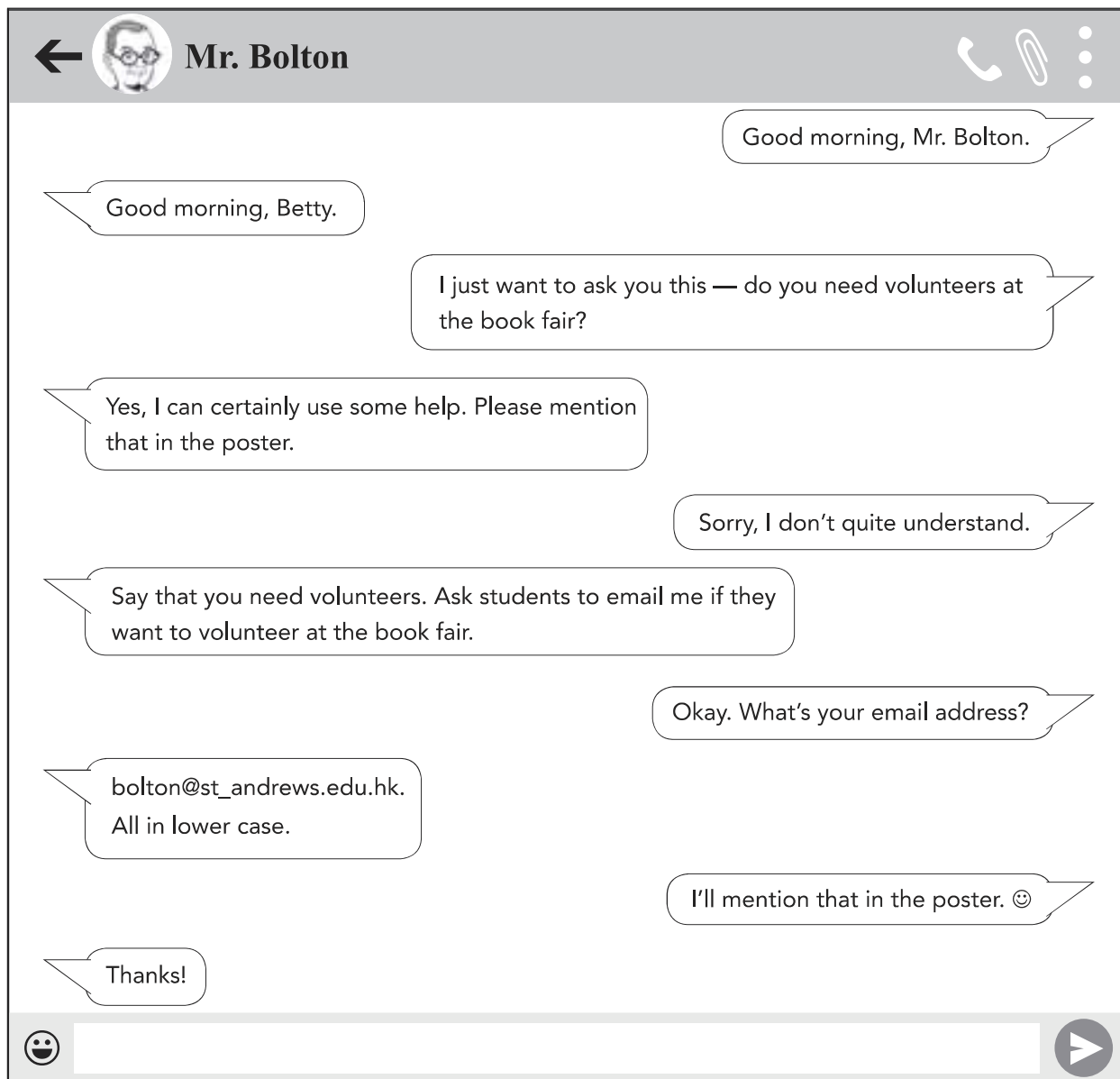
A. Bolton

Opinion poll conducted by the English Club

Which of the following books would you be interested in reading?

Book Title	Author	☺ Like	☹ Dislike
<i>She Doesn't Understand</i>	Jane Austin	23%	77%
<i>Practical English Usage</i>	Kelvin Lee	78%	22%
<i>Introduction to Grammar</i>	Angel Maxwell	46%	54%
<i>The Adventures of a Dragon</i>	Jessica Blunt	92%	8%
<i>Test Wise</i>	K. K. Ng	78%	22%
<i>Hot Soup for Teenagers</i>	Ricky Carlos	23%	77%
<i>The Potter's Story</i>	Jeremy Potter	18%	82%
<i>Learn to Speak Fluent English in 30 Days</i>	Billy Moore	22%	78%

WhatsApp chat between Mr. Bolton and Betty Cheung



The chat interface shows a conversation between Mr. Bolton and Betty Cheung. At the top, there is a header bar with a back arrow, a profile picture of Mr. Bolton, his name, and icons for voice call, attachments, and a menu. The chat history shows the following messages:

- Mr. Bolton: Good morning, Mr. Bolton.
- Betty Cheung: Good morning, Betty.
- Mr. Bolton: I just want to ask you this — do you need volunteers at the book fair?
- Betty Cheung: Yes, I can certainly use some help. Please mention that in the poster.
- Mr. Bolton: Sorry, I don't quite understand.
- Betty Cheung: Say that you need volunteers. Ask students to email me if they want to volunteer at the book fair.
- Mr. Bolton: Okay. What's your email address?
- Betty Cheung: bolton@st_andrews.edu.hk.
All in lower case.
- Mr. Bolton: I'll mention that in the poster. 😊
- Betty Cheung: Thanks!

At the bottom, there is a text input field with an emoji icon on the left and a send button on the right.

Mr. Hugh Jones' name card



The name card for Mr. Hugh Jones, Marketing Manager at Swanson Bookshop, features a geometric pattern background. The text is as follows:

SWANSON BOOKSHOP

Hugh Jones
Marketing Manager

323, Metroplaza, Kwai Fong, New Territories
Tel.: 2921 2222 Fax: 2929 2222

Minutes of the English Club Committee meeting**Minutes of the 3rd Meeting of the English Club Committee**

Date: 28th January 201()

Present: Nikki Lee (NL)

Betty Cheung (BC)

Karen Fung (KF)

Carol Chow (CC)

Agenda**1. Book Fair**

NL reported that the books would be displayed in Section A of the school library. CC reminded the committee members that they should choose the top three books that students would like to read and highlight them at the book fair. BC said she would ask Swanson Bookshop to send over 20 copies for each title.

2. Short Story Writing Contest

CC reported that each student can only submit one story. NL asked about the word limit. All agreed that the story must be between 1000 and 1300 words.

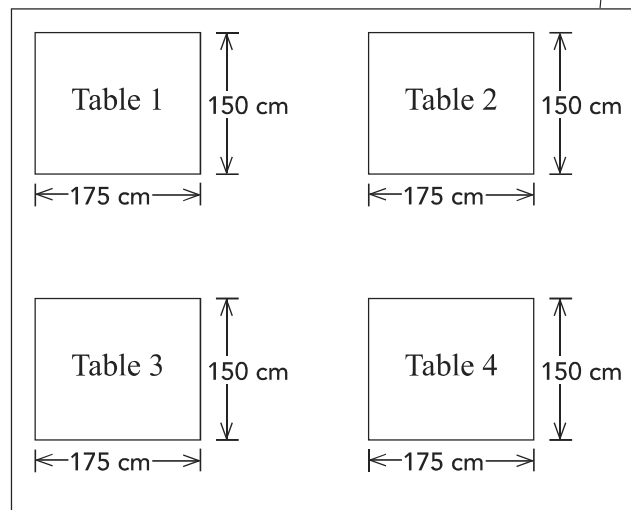
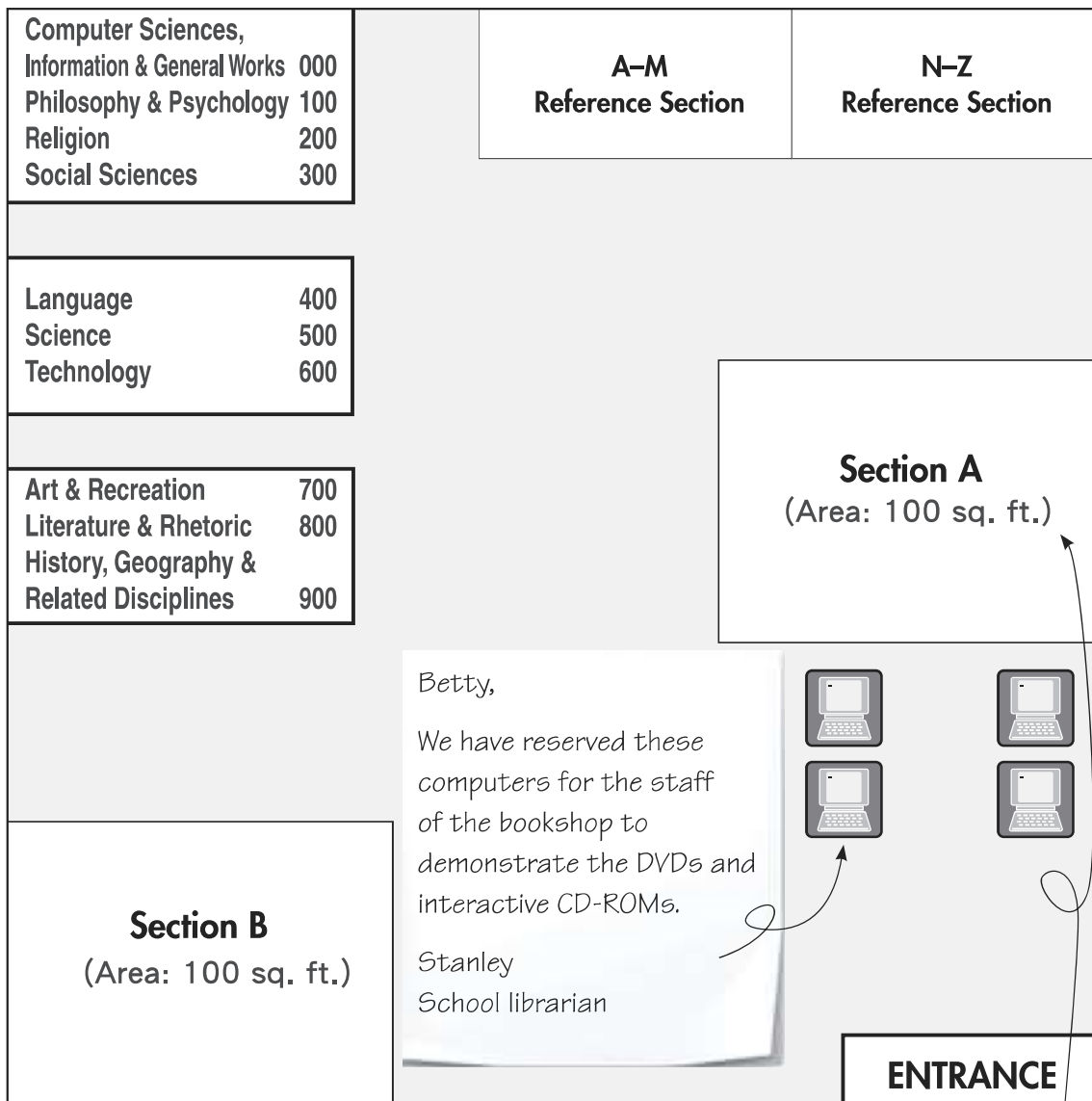
BC added that previously published stories would not be accepted. All agreed.

3. Any other business

No further points were raised.

The next meeting was set for 9th February, 201().

Floor plan of the school library



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