

Reading

Vocabulary help

suicide (n.) 自殺
 depression (n.) 抑鬱
 pressure (n.) 壓力
 allocate (v.) 分配
 resource (n.) 資源
 tackle (v.) 處理

Skill: Identifying what pronouns refer to

Identify what pronouns refer to by finding whether they are:

- first (e.g. *I*), second (e.g. *you*) or third person (e.g. *she*)
- singular (e.g. *it*) or plural (e.g. *them*)
- male (e.g. *him*) or female (e.g. *her*)

Locate the possible nouns or noun phrases before and after the pronouns, e.g.

Teen suicide, depression and study pressure are three common teenage problems. The government should allocate more resources to tackle them.
 (them = 'teen suicide, depression and study pressure'.)

Reading comprehension

Read the following account. **S**

Vocabulary help

symptom (n.) 徵狀
 anxiety (n.) 焦慮
 psychologist (n.) 心理學家
 rare (adj.) 罕見的
 abbreviation (n.) 縮寫
 phobia (n.) 恐懼
 device (n.) 裝置
 stress (n.) 壓力
 engage (v.) 使忙於
 virtual (adj.) 虛擬的
 seek (v.) 尋求

Suffering from 'nomophobia'

Two months ago, Susan went to the doctor. She had symptoms of anxiety and depression. She often felt lonely, especially when her mobile phone was not around. She had a stronger need of checking her phone than ever. The doctor said Susan might have suffered from 'nomophobia'.

Susan's parents were as anxious as her. Therefore, they took Susan to see an educational psychologist, Dr Chan. He said Susan's case was, actually, not rare.

'Nomophobia' is an abbreviation for 'no-mobile-phone phobia'. It is a term describing the fear of being without a mobile device. 'Teenagers nowadays face a lot more stress than before. Many of them engage themselves in social virtual worlds to avoid stress. There are five to six teenagers coming for help every day. Some cases are worse than Susan's,' said Dr Chan.


Susan also mentioned that some of her friends had the same problems. The most serious ones stayed up half the night texting. They kept checking their phones even when their friends were sleeping.




Dr Chan advised Susan and teenagers who were facing stress to seek help from their parents, teachers or social workers as soon as possible.

Answer the following questions.


1. Which of the following symptoms did Susan have?
- (i) feeling sad (ii) feeling anxious
(iii) always feeling tired (iv) feeling lonely
- ☐ A. (i), (ii), (iii)
☐ B. (i), (ii), (iv)
☐ C. (ii), (iii), (iv)
☐ D. all of the above

-  2. 'ASAP' is a/an _____ for 'as soon as possible'.
- ☐ A. symptom ☐ B. term
☐ C. abbreviation ☐ D. device


-  3. What does the underlined 'them' refer to?
- _____


4. Use **ONE** word to fill in each blank.

According to Dr Chan, Susan's case was not (i) _____ and some cases were even (ii) _____.


-  5. According to paragraphs 2–4, are the following statements True (T), False (F) or Not Given (NG)?

Statements	T	F	NG
(i) Susan's parents were worried about her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(ii) Exam stress is the cause for Susan's nomophobia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(iii) Some of Susan's friends stayed up all night texting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(iv) Dr Chan sees five to six patients every day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

 **Smart tip**
If there is no information in the text or it is impossible to know, the answer is NG (Not Given).

-  6. Find a word in the account with the opposite meaning of each of the following.

- (i) common _____
(ii) real _____
(iii) minor _____

 **Smart tip**
You can get the answers from paragraphs 2–4.

7. According to Dr Chan, what should teenagers do if they feel stressed?
- _____



Vocabulary help

bullying (n.) 欺凌
 neglect (n.) 疏忽照顧
 conflict (n.) 衝突
 parental (adj.) 父母的
 expectation (n.) 期望
 addiction (n.) 上癮
 isolation (n.) 孤立
 jealousy (n.) 妒忌
 competitiveness (n.) 競爭力
 self-esteem (n.) 自尊心
 peer pressure (phr.) 朋輩壓力
 violence (n.) 暴力

Teenage problems		
A. anxiety	B. bullying	C. child neglect
D. depression	E. family conflict	F. high parental expectation
G. Internet addiction	H. isolation	I. jealousy
J. lack of sleep	K. low competitiveness	L. low self-esteem
M. nomophobia	N. peer pressure	O. violence

Exercise

Match the teenage problems above with the speech bubbles. Write the correct letters in the spaces provided.

- I am ugly and good at nothing.

- My parents are always arguing.

- My friends are smoking. Should I follow?

- My dad will be angry if I can't get to the top of the class.

- I feel lonely. My classmates don't talk to me.

- Sometimes the older students force us to give them money.

- I spend at least five hours on the Internet every day.

- I always feel tired and can't pay attention in class.

- My parents work long hours. I have to look after my younger brothers.

- My parents love my elder sister more.

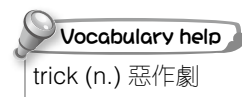


Connectives of reason

You use the connectives *because*, *as* and *since* to introduce a reason for something. *Because* is used more frequently in both written and spoken English. You usually put *because* in the middle of a sentence. You can put *as* and *since* at the beginning (with a comma after the reason) or in the middle of a sentence, e.g.

Clara is angry because/as/since I played tricks on her.

As/Since I am afraid of ghosts, I will not enter a haunted house.



Exercise

A. Match the sentence halves from the two columns to make meaningful sentences.

1. Since I heard a spooky story,	•	•	A. since I failed my maths quiz.
2. I could not concentrate during my lessons the next day	•	•	B. I had difficulties doing my maths homework.
3. As I could not follow my maths teacher,	•	•	C. I was too scared to go to sleep at night.
4. I was punished by my parents	•	•	D. because I did not have enough sleep.

B. Join the sentences using the connectives in brackets.

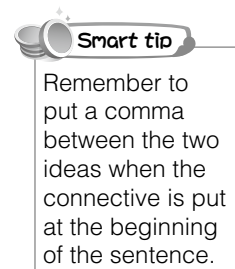
1. Myths are entertaining. I love reading them. (since)

2. Vampires only come out at night. They fear sunlight. (as)

3. *Harry Potter* is so popular. It is a story of magic, love, friendship and hope. (because)

4. Monsters are usually dangerous and horrible. Children do not like them. (since)

5. Some people believe in horoscopes. They think astrological signs can provide guidance on their future plans. (because)



Vocabulary help

Sherlock Holmes
(n.) 福爾摩斯

Connectives of result

You use the connectives *so*, *therefore* and *as a result* to introduce the result of an action. *So* is used more frequently in spoken English. You usually put *so* in the middle of a sentence, after a comma. *Therefore* and *as a result* are usually put at the beginning of a sentence, followed by a comma, e.g.

Sherlock Holmes is a very clever detective, so he can solve all cases.

Sherlock Holmes is a very clever detective. Therefore / As a result, he can solve all cases.

Exercise

C. Complete the sentences by choosing one of the options in brackets.

- The survey showed that more than half of the students like mystery stories.
_____ (As a result / So), our library will buy more novels of this type.
- Ghosts are scary _____ (so / because) you never know when or where you might meet one.
- That building was said to be haunted by ghosts. _____ (Therefore / So), no one dares live there.
- The character has a magic wand, _____ (so / since) she can use it to cast spells.
- My uncle is planning to travel to Egypt _____ (as / as a result) he wants to visit the Pyramids of Giza.

D. Read the myth. Fill in the blanks by choosing one of the options in brackets.

Vocabulary help

curious (adj.) 好奇的
affect (v.) 侵襲

Once upon a time there were two brothers: Epimetheus and Prometheus. They were both kind, (1) _____ (as / so) they were loved by many people. One day, Prometheus made Zeus, the god of the sky, angry. (2) _____ (So / Therefore), Zeus decided to punish Prometheus by locking him.

Zeus also wanted to punish Prometheus's brother, Epimetheus. He created a beautiful lady called Pandora who was very curious. Zeus arranged a marriage between Pandora and Epimetheus. As a wedding gift, Zeus gave them a jar

with a note 'DO NOT OPEN' on it.

(3) _____ (Since / So) Pandora was so curious, she opened the jar. (4) _____ (As a result / So), all bad things flew out and affected many people. Pandora began to cry, (5) _____ (as a result / so) Epimetheus ran to her to find out why. However, it was too late.





Listening

Skill: Listening for comparisons and preferences

You may listen to people comparing a number of items in daily conversation. When people make comparisons, comparative and superlative adjectives or adverbs are often used. They may also describe how the items are similar, different or the same. Here are some common expressions for comparing two things.

Similarity	Difference
<i>X has as many...as Y.</i>	<i>X doesn't have as many...as Y.</i>
<i>X is...and so is Y.</i>	<i>X is different from Y.</i>
<i>X is as...as Y.</i>	<i>X is...but Y is...</i>
<i>X is like / similar to / the same as Y.</i>	<i>X is...than Y.</i>

Besides making comparisons, the speakers may show their preferences. Here are some expressions for showing likes and dislikes.

Likes	Dislikes
<i>I'm fond of / keen on...</i>	<i>I can't stand...</i>
<i>I'll go for...</i>	<i>I dislike / don't like...</i>
<i>I like/love...</i>	<i>I hate...</i>
<i>I prefer...to / rather than...</i>	<i>I'm sick of / tired of...</i>



Vocabulary help

preference (n.) 偏好
fond of (phr.) 喜歡

Exercise

Listen to the conversation and complete the note sheets.

**Annie**

Elective subject to be taken: (Circle)

(1) PE / Visual Arts / Music

Reason:

(2) is much better at _____
than most students and can study more
about her favourite _____

Howard

Elective subject to be taken: (Circle)

(3) History / Chinese / Economics

Reason:

(4) likes reading _____
about _____



Vocabulary help

elective subject
(phr.) 選修科目

Chris

Elective subject to be taken: (Circle)

(5) Chemistry / Biology / Physics

Reason:

(6) it is the best subject for
understanding the _____



Vocabulary help

achievement (n.)
成就
regional (adj.) 地區的
title (n.) 冠軍
motto (n.) 座右銘

Situation

You are Mandy Au, a Secondary Two student. Your teacher, Mr Wong, has asked you to prepare a speech about a famous person in Hong Kong and his/her achievement. Listen to the conversation. As you listen you can make notes on the note-taking sheet.



Listening note-taking sheet

Famous person: _____

Born in: _____ **Occupation:** _____

What made him/her famous: has won several regional titles, has been ranked _____ and is the only _____ from Hong Kong

His/Her motto: _____, and things will work themselves out

Data File

Study the Data File for relevant information to be included in the writing task.

1. Email from Mr Wong to Mandy

2. Memo from the principal to Mandy



Hi Mandy,

Thanks again for your offer of sharing next week. Apart from the points we discussed, you may mention the superstar's unbeaten record in your speech. That is really amazing.

Mr Wong

Hi Mandy,

I think you have made a good choice. He trains very hard. It is not only because of his success, but also his perseverance has set a good example for young people. You can mention it in your speech.

Mr Lau

Vocabulary help

unbeaten (adj.) 保持全勝的
perseverance (n.) 不屈不撓

Exercise

Complete the speech using information from the Data File and your notes.

Good morning, fellow schoolmates. My name is _____. Today I am going to share with you something about a famous person in Hong Kong —

_____. _____ was born in _____. He is famous because _____.

His motto is '_____'.
_____ is really amazing. He trains very hard. _____
_____ for young people.

That is all of my sharing. Thank you.

Smart tip

First write about when the superstar was born and what made him famous. Then mention his motto. Lastly, include the extra information from the Data File.



Writing

Invitation letter: Using formal language

Workplace Communication

An invitation letter is written to invite a guest to an event such as a school Open Day, a ceremony or a competition. You use a formal tone by using words in their full forms. No colloquial language is used. The passive voice is sometimes used instead of the active voice. Longer sentences are more likely to be used in formal writing.

An invitation letter should include the following:

Greeting

Address a known recipient by his/her surname, e.g. *Dear Mr Wong*, and an unknown recipient by *Dear Sir/Madam*.

Subject line

Tell the reader what your letter is about. It should be concise.

Opening

State clearly the purpose of writing. Briefly mention the details of the event.

Body paragraph(s)

Write about the background and give details of the event.

Closing paragraph

Express your hope that he/she will attend the event and provide your contact details.

Complimentary close

End with an appropriate closing, e.g. *Yours sincerely* for a known recipient and *Yours faithfully* for an unknown recipient, and type your name.

Vocabulary help

colloquial (adj.) □
語化的

concise (adj.) 簡潔的

complimentary

close (phr.) 結尾語

Exercise

You are Emily Yeung, the chairperson of the Student Union. You are going to invite an outstanding alumnus, Alfred Lee, to attend Speech Day. Write a 120-word invitation letter.

Vocabulary help

outstanding (adj.)
傑出的

alumnus (n.) 校友

Best Leader Training Centre**Alfred Lee**

President

A recipient of Top 10 Outstanding Youth Awards
in Hong Kong

Mobile no.: 6003 7890

Website: www.best_leader.com

Step 1: Planning — organiser

Vocabulary help

admire (v.) 欣賞
ambition (n.) 抱負
determined (adj.) 堅決的
inspire (v.) 啟發
leadership (n.) 領導才能
overcome (v.) 克服
proud (adj.) 自豪的
talent (n.) 天分

What is the subject line?	
What is the purpose of writing?	
Why is the recipient invited to the event?	
What are the details of the event?	
What is your hope?	

Smart tip

You can make use of the name card to explain why the recipient is invited to the event.

Step 2: Writing

I am writing to _____.

We all look forward to _____.

_____, please contact me on 6544 7411.



Starting and ending a discussion

You may need to have a group discussion on a topic with two or three other classmates in an oral exam. You can give your teachers or examiners a good impression if you take the lead to start the discussion and end the discussion well.

You can take the following steps to start a discussion:

① Greeting and getting ready

e.g. *Good morning/afternoon. Are you ready to start?*



② Introducing the discussion topic

e.g. *Today we are going to discuss... / We are here today to discuss...*



③ Putting forward an idea for the first discussion point

e.g. *Let's start by discussing... For..., I think...because...*



④ Inviting others to discuss

e.g. *What does everyone think? / What's your opinion?*

Vocabulary help

oral exam (phr.) □
 試
 examiner (n.) 監考
 員
 impression (n.) 印
 象
 lead (n.) 主導權
 signal (v.) 示意
 contribution (n.) 貢
 獻

You can take the following steps to end a discussion:

① Signalling the end of the discussion

e.g. *Since time is running short, perhaps we should summarise all the points we have covered so far.*



② Reaching an agreement towards the end of the discussion

e.g. *Have we agreed that...? / So, to summarise, we have decided/agreed...*



③ Thanking everyone for their contribution

e.g. *That's all of our discussion. Thank you for your contribution.*



Exercise

A. *You are going to have a group discussion on the following topic. Write a script on how to start the discussion in the space below.*

Vocabulary help
 fiction (n.) 小說
 potential (adj.) 潛在的

Your group wants to write an article for the school magazine about the advantages and disadvantages of reading different types of fiction. Discuss with your group what to include in your article. You should think about:

- Benefits of reading fiction for teenagers
- Popular types of fiction among teenagers
- Potential disadvantages of reading fiction for teenagers
- Anything else that you think is important

B. *Based on the discussion topic in Part A, your group has come up with the following ideas. Write a script on how to end the discussion in the space below.*







Vocabulary help
 creativity (n.) 創意

- Benefits of reading fiction for teenagers
 - increase vocabulary and reading speed
 - encourage creativity
- Popular types of fiction among teenagers
 - mystery stories
 - myths
 - fantasies
 - science fiction
- Potential disadvantages of reading fiction for teenagers
 - may spend too much time on reading one particular type of fiction
 - may not necessarily benefit writing
- Anything else that you think is important



Play the board game with a dice. The board shows some good and bad behaviours of teenagers. Follow the numbers in the stars to move forward or backward.

Vocabulary help
 gadget (n.) 小玩意
 wander (v.) 閒逛
 aimlessly (adv.) 漫無目的地

Start 	16	17	Finish
2	Go jogging ★ ⁺¹		Wander aimlessly around the streets ★ ⁻²
Cook with friends ★ ⁺¹	15	18	31
3	14	19	30
4	Watch films with friends ★ ⁺¹	Smoke ★ ⁻³	29
Share happiness with friends ★ ⁺²	13	20	28
5	12	21	Take drugs ★ ⁻³
6	Lock yourself in your room ★ ⁻²	22	27
7	11	23	26
Overspend on gadgets ★ ⁻²		Talk to your parents ★ ⁺²	
8		9	
	10	24	25