

4

Out and about

Warm-up

 **A** Look at the photos below. What **leisure activities** do they show? Write the letters (A–F) in the spaces provided.

- A** going kayaking **B** going snorkelling **C** going window-shopping
D having a barbecue **E** taking a boat trip **F** visiting a museum



¹C



²F



³A




⁴E



⁵D



⁶B

 **B** Listen to a group of friends discussing the activities they did at the weekend. Write the correct letters (A–F) in the spaces provided for each speaker.

Track 1

Speaker	Leisure activities	
¹ Mike	E	B
² Ka-wai	A	D
³ Naveen	C	F

Listening for paraphrased details

Exam tip

In an exam, you can listen for paraphrased details to confirm your answers.

Note

We can use *not* with an antonym to keep the meaning the same.

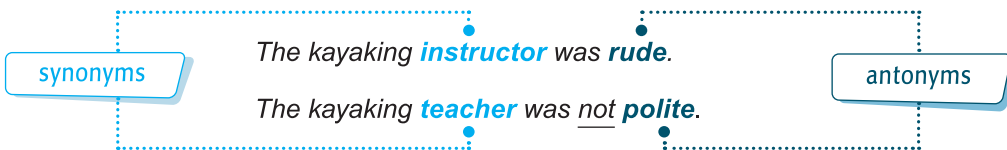
Listen for **paraphrasing** (= repeating something in a different way) by listening for:

- different **parts of speech** of the same words

At the weekend, I'll go **hiking**. •..... verb

At the weekend, I'll go for **a hike**. •..... noun

- synonyms** (= words / phrases with the same / similar meaning)
- antonyms** (= words / phrases with the opposite meaning)



- a mixture of different types of paraphrasing

The **kayaking instructor** was not polite.

The **person who was teaching us to kayak** was always rudely shouting at us.

A Read the speech bubbles below. Underline the paraphrasing of any of the words in bold in each speech bubble. The first one has been done for you as an example.

e.g.

I often go **hiking** in **country parks**. On my hikes, I like to explore new paths through the countryside.

1

One **exciting** thing I did during the summer holidays was to go snorkelling. I couldn't control my excitement when I saw some dolphins! It was thrilling!

2

When I'm old enough, I'd love to **travel alone** to all the museums in Hong Kong. If I visit these places by myself, I can take my time at each exhibit.

3

I'm **feeling exhausted**. It's finally the end of an exhausting camping trip. Camping is supposed to be restful but I'm definitely not well-rested!



B Listen to the conversation between Selina and Eli and fill in the note sheet. The first one has been done for you as an example. Preparation time: 30 secs

Note sheet

e.g. What activity does Selina want to try?

rock climbing

1 Why does she want to try it?

It sounds exciting.

2 What did Eli think of the activity?

It was scary.

3 What activity does Eli want to try?

A. bungee jumping

B. night hikes

C. skydiving

D. stargazing

A B C D

4 What did Eli's friend say about this activity? It is _____ than it sounds.

A. easier

B. harder

C. more dangerous

D. scarier

A B C D

5 How would Selina feel if she had to try this activity?

She would feel anxious/nervous.

6 How does Selina describe Wai-lun?

He is an experienced hiker.

7 What activity will Selina and Eli do together next weekend?

A. cycling

B. going shopping

C. hiking

D. rock climbing

A B C D



Listening for causes and effects

When one thing makes another thing happen, we call the first thing the *cause* and the second thing the *effect*.

Identify **causes** and **effects** by listening for **connectives**:

- *as, because, since* — introduce causes
- *so* — introduces effects

effect • *I felt nervous as / because / since the boat looked very old.* cause

cause • *The boat looked very old so I felt nervous.* effect

Track 3 **A** For each picture below, listen to the conversation and tick (✓) whether the picture is showing the cause or the effect of what the speakers are talking about. The first one has been done for you as an example.

e.g.



- Cause
- Effect

1



- Cause
- Effect

2



- Cause
- Effect

3



- Cause
- Effect

4



- Cause
- Effect

5



- Cause
- Effect

Before listening

Clues to listen for causes and effects

Listen for causes and effects when you see these words or phrases in the question paper!



Synonym of cause
reason

Synonyms of effect
consequence outcome
reaction result

Question phrases

- What was the reason ...?
- What caused ...?
- What led to ...?
- Why did / was ...?



B Listen to the conversation between Steven and his mother and answer the questions below.
Track 4 Blacken the circle under the correct letter. Preparation time: 30 secs

- 1 Why did Steven feel exhausted? He had been _____.
 A. hiking
 B. jogging
 C. kayaking
 D. working out at the gym
 A B C D
- 2 What caused Steven to start exercising? He wanted to _____.
 A. improve his health
 B. lose weight
 C. prepare for another activity
 D. set a good example for his friends
 A B C D
- 3 What was the outcome of his first try at sea kayaking? He _____.
 A. completed the route
 B. decided not to go sea kayaking again
 C. did not complete the route
 D. got lost
 A B C D
- 4 What was the reason Steven found sea kayaking difficult? He _____.
 A. had not packed the correct gear
 B. had not trained properly
 C. was not in a suitable kayak
 D. was tired from his workout
 A B C D
- 5 What led to the outing taking longer than it should? Steven _____.
 A. explored some caves
 B. had to wait for his friend
 C. hurt his arm
 D. stopped to take photos
 A B C D
- 6 What was the consequence of the delay? He and his friends _____.
 A. did not eat dinner
 B. did not get home until it was dark
 C. finished kayaking in the dark
 D. made some new friends
 A B C D



Listening for facts and opinions

You often need to identify:

- a **fact** (= something that can be proven to be true)
- an **opinion** (= a comment or belief about something that cannot be proven to be true or untrue)

Ask and answer 'yes' to:

- 'Is this true?' and 'Can this be proven?' for facts
- 'Is this about how somebody feels?' for opinions

fact


.....• **There is no light in the cave.**

We can prove that there is no light in the cave.

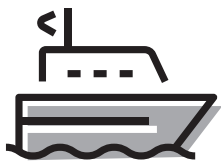
opinion


.....• **The cave is scary.**

We cannot prove that it is scary — one person may be scared but another person may not.

-  **A** Read the following statements. Decide whether each one is a fact or an opinion and tick (✓) the correct box. The first one has been done for you as an example.

- | | | |
|--|--|---|
| e.g. Building a campfire is tricky. | <input type="checkbox"/> Fact | <input checked="" type="checkbox"/> Opinion |
| 1 We're visiting an island tomorrow. | <input checked="" type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 2 Many of the museums in Hong Kong are closed one day of the week. | <input checked="" type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 3 It's easy to find food you like in the streets of Mong Kok. | <input type="checkbox"/> Fact | <input checked="" type="checkbox"/> Opinion |
| 4 Going bird watching is exciting. | <input type="checkbox"/> Fact | <input checked="" type="checkbox"/> Opinion |
| 5 Mandy told us that she was nervous about rock climbing. | <input checked="" type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 6 Going window-shopping is a waste of time. | <input type="checkbox"/> Fact | <input checked="" type="checkbox"/> Opinion |
| 7 Ferries to the outlying islands run on most days of the year. | <input checked="" type="checkbox"/> Fact | <input type="checkbox"/> Opinion |



-  Now work in pairs. Discuss why you chose 'Fact' or 'Opinion' for each statement.

Before listening

Clues to listen for opinions

Listen for opinions when you see these words in the question paper or hear them in the audio!



Adjectives to describe things

good/bad
cheap/expensive
easy/hard
fair/unfair
right/wrong

Adjectives to describe emotions

angry anxious
confused delighted
disappointed happy
sad satisfied
stressed pleased
thankful worried

Words related to views

believe
feel
opinion
think
view

B Read the information sheet below and circle the key words that suggest you will need to listen for an opinion. One has been done for you as an example.

Information sheet	
e.g. What is the interviewee's name?	Paul White
1 Why did he come to Hong Kong?	to see the city's rock carvings
2 How does he feel about the visit? (Tick the correct boxes.)	He believes it will be _____. <input checked="" type="checkbox"/> A challenging <input type="checkbox"/> B disappointing <input type="checkbox"/> C scary <input checked="" type="checkbox"/> D well-organised
3 Who is Jen?	Paul's personal assistant
4 What does Jen think of Hong Kong?	It's very busy and noisy.
5 How will Paul reach his last stop?	by foot
6 What is Jen's opinion about Paul's last stop?	She is worried (about his safety).
7 Paul thinks his last stop will be _____. (Tick the correct boxes.)	<input checked="" type="checkbox"/> A exciting <input checked="" type="checkbox"/> B remote <input type="checkbox"/> C spectacular <input checked="" type="checkbox"/> D unique



Track 5

Now listen to the interview and complete the information sheet. The first one has been done for you as an example.

Answering short answer questions (II)

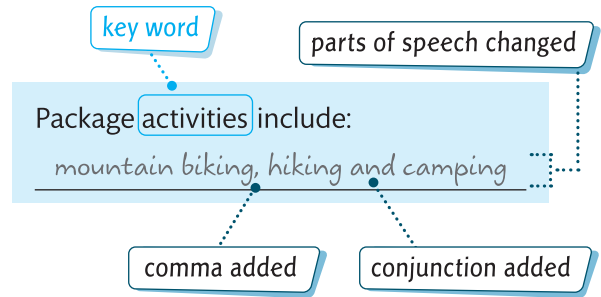
For **short answer questions**, make sure your answer is grammatically correct by:

- changing **word forms** (e.g. *bought* → *buy*)
- changing **parts of speech** (e.g. *choice* (n) → *choose* (v))
- adding **grammar words** (e.g. *a*, *the*, *and*)

Key words in the question can tell you:

- what to listen for
- how to phrase your answer

Our youth centre's outdoors package is mainly for teens who like to explore the trails on **mountain bikes**, but even if you're not a mountain biker, you can still **hike** along the hills! And for the more adventurous out there, why not **camp** in one of our tents in the country park instead of staying in one of our dormitories? You'll be able to connect with nature!



When answering a short answer question:

- 1 Identify the key word(s) in the question.
- 2 Look for given examples.
- 3 Listen for information related to the key word(s).
- 4 Rephrase the information if necessary.
- 5 Follow the instructions and use the same format as the given example(s).
- 6 Check your grammar.

Track 6



Listen to the conversation between Viti and Ryan, who are planning a camping trip, and complete the to-do list. The first task has been done for you as an example. Preparation time: 30 secs



Person Viti = V Ryan = R	Tasks to do
(e.g.) Both	Buy a two-person tent together
(1) R	(2) Practise pitching/putting up the tent
(3) V	(4) Find the compass
(5) Both	(6) Choose three possible campsites





Track 7

Part A

Situation

Neera, Edith and Josh are organising a school outing for their class. Their class teacher, Mr Li, has asked them to research some ideas for the outing.

In Part A, you will have a total of three tasks to do. Follow the instructions in the tasks and on the recording to complete the tasks. You now have 1½ minutes to familiarise yourself with Tasks 1–3.



Track 8

Task 1

(10 marks)

- Paraphrased details (5,7,8,9,10)
- Causes & effects (1,3,6,8,10)
- Facts & opinions (e.g.,2,5,7,9)
- Short answer questions (e.g.,2,4,5,7)

Neera and Josh are talking about possible activities for the class outing. Listen to the conversation and complete the note sheet below. The first one has been provided as an example. You now have 30 seconds to study the task. At the end of the task, you will have one minute to tidy up your answers.

Notes — activities for the class outing

Activity 1: Visiting a beach

What is Josh's opinion of this activity? _____ fun and easy to organise (example)

Reason: He thinks this activity would be (1) _____ very popular _____ with everyone.

What does Neera think of this activity? (2) _____ not suitable for everyone

Reason: Some students (3) _____ can't swim

Activity 2: (4) _____ Having a barbecue

What does Neera think they should ask students to do? (5) _____ bring healthy food

Result: (6) _____ Students' parents _____ would approve of the activity.

What does Josh think may be a problem? (7) _____ buying food

Reason: This may be (8) _____ too expensive for some students

(9) What does Josh say is true about the two activity ideas? Students ...

- A. don't often do them.
- B. find them boring.
- C. have done them before.
- D. will enjoy them.

A B C D

(10) What will Neera and Josh do next? They will ...

- A. ask Edith to choose one of the two activities.
- B. ask Mr Li for more ideas.
- C. find out more about the two activities.
- D. research for more ideas.

A B C D

End of Task 1



Task 2

(11 marks)

- Paraphrased details (4,5,9,10,11)
- Causes & effects (5)
- Facts & opinions (4)
- Short answer questions (2,3,6,7,8,10,11)

Track 9

Neera and Edith are talking with Edith's uncle, Sam Tang, who owns a company that runs squid fishing trips. Listen to the conversation and complete the note sheet below. You now have 30 seconds to study the task. At the end of the task, you will have one minute to tidy up your answers.

(1) How long has Mr Tang run squid fishing trips? About ...

- A. two years.
- B. six years.
- C. eight years.
- D. ten years.

A B C D

Mr Tang's previous job: (2) _____ *crab fishing* _____

Location: (3) _____ *Malaysia* _____

(4) Why did Mr Tang change jobs? He thought his previous job was ...

- A. boring.
- B. poorly paid.
- C. too far away.
- D. too hard.

A B C D

(5) Why does Mr Tang use bright lights? He uses them to ...

- A. attract squid.
- B. find his way at night.
- C. find squid.
- D. scare other fish away.

A B C D

Squid fishing trip details

Time of trip: (6) _____ *6.30 p.m.* _____ to _____ *9 p.m.* _____

Total cost: (7) _____ *\$950* _____

Length of boat: (8) _____ *15 m / fifteen metres* _____

Boat's facilities (9) (Tick (✓) TWO.)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Bathroom | <input checked="" type="checkbox"/> Cooking |
| <input type="checkbox"/> Karaoke | <input type="checkbox"/> Refrigerator |

Mr Tang's advice for students

(10) _____ *bring soft drinks and snacks* _____

(11) _____ *wear old clothes / don't wear new clothes* _____

End of Task 2



Task 3

(12 marks)

- Paraphrased details (1,12)
- Causes & effects (1)
- Facts & opinions (6,7,8,9,10,11)
- Short answer questions (2,3,4,9,11)



Neera, Edith and Josh are in a meeting with Mr Li to discuss their ideas for the class outing. Listen to the conversation and complete the note sheet below. You now have 30 seconds to study the task. At the end of the task, you will have two minutes to tidy up your answers.

- (1) Why is Edith late for the meeting? She was ...
- A. looking for her notes.
 - B. researching more activity ideas.
 - C. talking with her uncle.
 - D. waiting for a text message.

A B C D

Mr Li's own suggestion

Destination: (2) Hong Kong Museum of History

Saturday opening hours: (3) 10 a.m. to 7 p.m.

Location: (4) East Tsim Sha Tsui

Mr Li's reasons for the suggestion (5)

Reason	(Tick (✓) TWO.)
easy to get to	
educational	✓
free	✓
good exercise	
relaxing	

Reactions to Mr Li's suggestion

	Opinion / Comment	Reason
Neera	The suggestion is (6) <u>exciting</u> .	The destination is (7) <u>unusual</u> .
Edith	Some students (8) <u>won't join</u> .	(9) <u>Some students don't like museums.</u>
Josh	The (10) <u>weather</u> won't be a problem.	(11) <u>The museum is indoors.</u>

- (12) What is the outcome of the meeting with Mr Li? They will ...
- A. choose Mr Li's suggested destination.
 - B. choose the squid fishing trip.
 - C. continue to research more ideas.
 - D. let their classmates decide.

A B C D

End of Task 3

Understanding chat messages


Chat messages (e.g. SMS messages, WhatsApp chats, Skype chats) in Part B's Data File:

- contain typed conversations between two or more people
- are sent over electronic devices (e.g. mobile phone, computer)
- are usually informal and each one is short

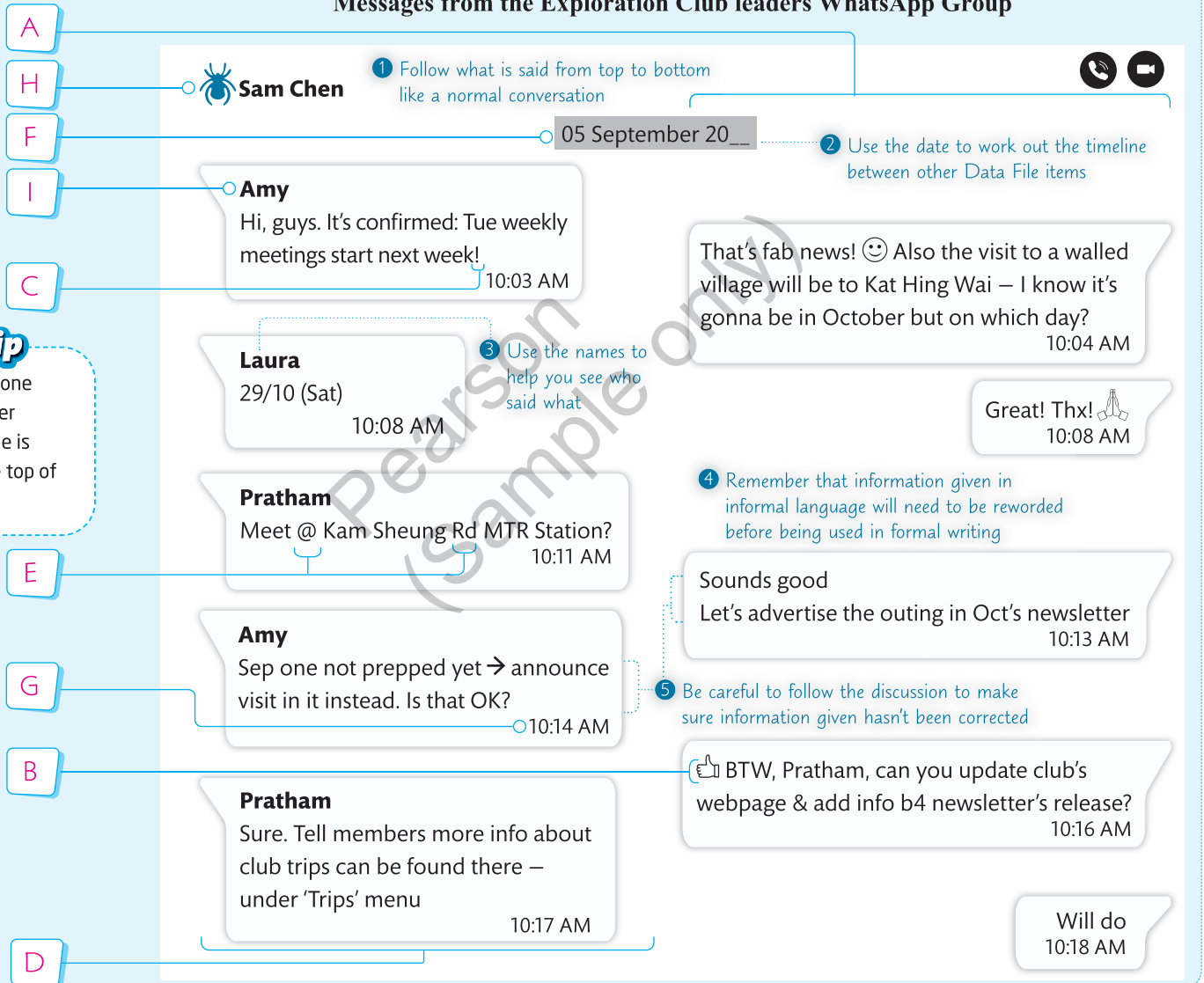
Note

The format of chat messages may vary so not all these features will be present and the layout may differ.

Features

 Read the following chat messages. Then label their features with the descriptions below. Write the letters (A–I) in the spaces provided.

Messages from the Exploration Club leaders WhatsApp Group



Annotations:

- Follow what is said from top to bottom like a normal conversation
- Use the date to work out the timeline between other Data File items
- Use the names to help you see who said what
- Remember that information given in informal language will need to be reworded before being used in formal writing
- Be careful to follow the discussion to make sure information given hasn't been corrected

Exam tip

For a one-to-one chat, the other person's name is shown at the top of the chat.

- | | | |
|-------------------------------------|---|-------------------------|
| A. Device owner's messages | B. Emojis | C. Informal punctuation |
| D. Other person's/people's messages | E. Short forms, abbreviations and symbols | |
| F. When the chat took place | G. When the message was sent | |
| H. Who owns the device | I. Who sent the message | |





Data File Manipulation

DFM
Notes U4

- 1 Chat messages are usually conversations and so, like spoken conversations, are written with an informal register. Contractions, informal punctuation and emojis may also be used.

Part B writing tasks usually require a more formal tone so we must:

- reword informal language (*fab* → *fabulous*, *gonna* → *going to*)
- expand contractions (*that's* → *that is*, *it's* → *it is*)
- avoid using informal punctuation (dashes —, brackets () and exclamation marks !)
- avoid using emojis (😊, 😞)

For example, we can reword the following chat message like this:

That's *fab* news! 😊 Also the visit to a walled village will be to Kat Hing Wai — I know *it's gonna* be in October but on which day?
10:04 AM



That is *fabulous* news. Also the visit to a walled village will be to Kat Hing Wai. I know *it is going to* be in October but on which day?

- 2 Chat messages are sometimes written in incomplete sentences and words may be abbreviated or acronyms may be used. Sometimes symbols or emojis are used to replace words altogether.

Part B writing tasks usually require complete sentences so we must:

- expand abbreviations (*info* → *information*, *b4* → *before*)
- expand acronyms and reword, if necessary (*BTW* → *by the way* → *in addition*)
- replace symbols and emojis (& → *and*, @ → *at*, 👍 → *yes / agreed*)
- add grammar words (articles *the*, modals *should*)
- add punctuation (full stops .)

For example, we can reword the following chat message like this:

👍 *BTW* Pratham, can you update club's webpage & add *info b4* newsletter's release?
10:16 AM



Yes. *In addition*, Pratham, can you update the club's webpage *and* add the *information before the* newsletter's release?

- 3 Chats sometimes include discussion where something is said but later corrected. We must carefully follow what is said to make sure we use the correct information.

incorrect information

Sounds good
Let's advertise the outing in Oct's newsletter
10:13 AM

Amy
Sep one not prepped yet → announce visit in it instead. Is that OK?
10:14 AM

correct information

In the above example, we might use the information in an email like this:

Sent: 6 September 20__
Subject: Exploration Club's newsletters

Hi Chris

Thanks for helping to prepare our club's September and October newsletters. Please note that *the club visit to the walled village will be announced in this month's newsletter.*

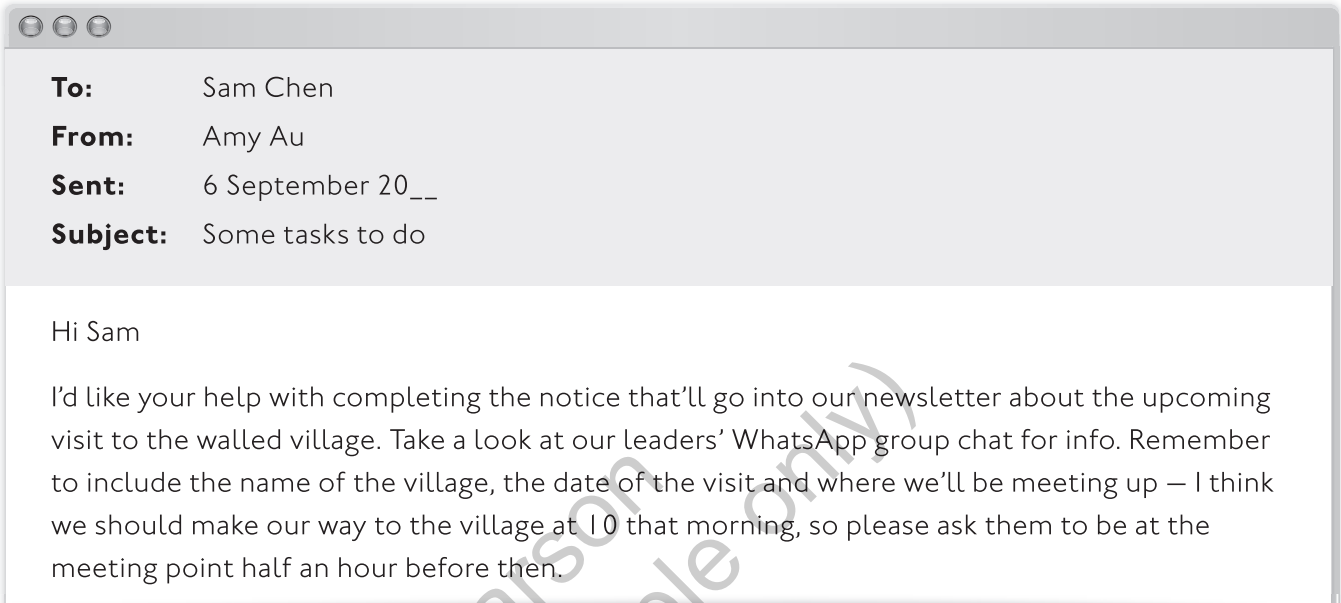


Read the Part B Situation and follow the instructions in the following extract from an email to complete the task below using information from the chat messages on page 52.

Part B

Situation

You are Sam Chen. You are a Secondary 5 student and the vice-president of your school's Exploration Club. The club is organising a visit to a walled village. Amy Au, the club's president, has asked you to do some tasks.



Exploration Club Newsletter

Monthly edition: September 20__

NOTICE

Walled village visit

We are happy to announce that we will visit the walled village Kat Hing Wai on Saturday
29th October.

Meeting point

We will meet at Kam Sheung Road MTR Station. Please be there by 9.30 a.m.

For further information, visit our club's webpage and look under the 'Trips' menu.

We look forward to seeing you at the outing.

Part B Practice



Track 11

Part B Suggested completion time for Task 4: 15–20 mins**Situation**

You are Bobby Chau, a secondary school student and a member of a committee organising a camp for your school. The teacher-in-charge, Mrs Lau, has asked you to complete a task.

You will listen to a recording of a meeting about the camp. Before the recording is played, you will have two minutes to study Task 4 and the Unit 4 Data File. As you listen, you can make notes on page 10 of the Data File.

Task 4 (14 marks) • Paraphrased details (4.1,4.6,4.11) • DFM: Chat messages (4.2,4.3,4.4,4.5)
• Facts & opinions (4.7)

Complete the notice below using information from the Data File and your notes.

Task completion
(12 marks)

Award 1 mark per content point.

Language
(2 marks)

Marks to be awarded based on:

- accuracy of phrases
- grammar
- spelling

Please go to p. T53 for a detailed marking scheme.

King James II Secondary School

Notice about School Camp

Dates: ^{4.1} 17 to 20 October [🔊]

Venue: ^{4.2} Lamma Island Outdoor Activity Centre ^{DF3}

Activities

- ^{4.3} ^{DF3} Trekking in the woods
- ^{4.4} ^{DF3} Kayaking and ^{4.5} ^{DF3} sailing in the freshwater activity lake

Cost

^{4.6} The cost will be \$1,800 per student [🔊]

This includes transport, ^{4.7} all meals [🔊] and accommodation in the centre's ^{4.8} tent village [🔊].

What to bring

All participants will need to bring:

- a good quality ^{4.9} ^{DF2} backpack; and
- ^{4.10} a sleeping bag and a sleeping mat ^{DF2};
- ^{4.11} a small amount of cash [🔊] in case of emergency.

Please note that ^{4.12} luggage with wheels is not suitable ^{DF2}.

Key

🔊 — Recording
DF2 (p. 11)
Email from Mrs Lau to Bobby Chau
DF3 (p. 12)
Messages from the School Camp Committee WhatsApp Group

End of Task 4