


4

Mysteries and secrets

Warm-up

 **A** Listen to the **adjectives to describe people, places or things of mystery** below. Then match **Track 1** the adjectives with the photos. Write the letters (A–F) in the spaces provided.

A abandoned

B awe-inspiring

C baffling

D crumbling

E mysterious

F shocking



¹ C



² E



³ B




⁴ A



⁵ F



⁶ D

 **B** Listen to these people describing people, places and things, and complete the sentences **Track 2** below with an appropriate adjective from above. Write your answers in the spaces provided.

- 1 Jason believes Mr Au's angry comments were shocking.
- 2 According to Maria, Rosita's strange behaviour was baffling.
- 3 Peter says there is an abandoned block of flats in his neighbourhood.
- 4 Kim thinks the mountains along the train line are awe-inspiring.
- 5 Neera described a cracked, crumbling stone wall she found in the woods.
- 6 Marc had no idea what his mysterious new neighbour was doing.

Listening for condition

Listen for an object's **condition** by identifying:

- how old it is
- how good or bad its physical state is
- whether it works the way it is supposed to

This information may be general or specific.

general description

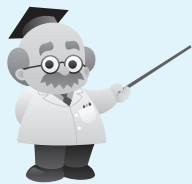
The strange old book was **in terrible condition**. Its pages were **dirty and torn**, and **the print was faded**. It was **almost impossible to read**.

specific descriptions
(of physical state
and function)

While listening

Listening for condition

Listen for these words and phrases to describe something's condition.



Good condition

as good as new
(brand) new
clean
clear
flawless
(in) mint condition
(in) perfect condition
in working order

intact
restored
sound
unharmd
unspoilt

Poor condition

broken
cracked
crumbling
damaged
faded
flawed
faulty
missing

out of order
rusty
scratched
spoilt
torn
worn / worn down /
worn-out



A Professor Lee and her assistant, Naresh, are talking about some ancient objects in a university museum. Listen to the conversation and complete the table below. One has been done for you as an example.

Object	Age in years	Physical state	Does it still function properly?
			<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Paper map	(1) 418	• (e.g.) <u> torn paper </u> • (2) <u> faded images </u>	(3) <input checked="" type="checkbox"/>
Toy horse	(4) 2,500	• (5) <u> missing wheels </u> • (6) <u> undamaged body </u>	(7) <input checked="" type="checkbox"/>
Iron knife	(8) 4,200	• (9) <u> cracked handle </u> • (10) <u> sharp blade </u>	(11) <input checked="" type="checkbox"/>



An object's condition may also:

- change with time (**better** / **worse**)
- be compared to other things by stating similarities / differences

Note

You learnt about **listening for comparisons** in **Unit 3 of Book 2A**.

As well as using **comparatives**, comparisons can be made using phrases, e.g.

- **is an improvement** (= is better)
- **its quality has declined** (= is of lower quality)

*The condition of some of the old paintings has become **worse** over the years and **their quality has declined**. For example, some have become **darker** and **more cracked**, while others look **as good as new**. No one knows why.*

change over time
differences
similarity



Track 4

B Sue and Tom are going to explore some very old temples in the jungle. Listen to their conversation and answer the questions below. Tick the correct box or blacken the correct circle.

Preparation time: 30 secs

1 What are the problems with Tom's backpack? (Tick the correct boxes.)

- It cannot hold much equipment.
- It cannot be closed properly.
- It has become more difficult to carry.
- It has become too damaged.

2 Is Sue's torch in better or worse condition than Tom's?

- Better Worse

3 Is the North Temple in better or worse condition than the South Temple?

- Better Worse

4 Which of the temples is in the best condition? The _____ Temple.

- A. East
- B. North
- C. South
- D. West

A B C D

5 Which artefacts were found in the best condition in the temples?

- bowls figurines sculptures wooden doors

6 Which trail does Sue and Tom decide to take to the temples? The _____ trail.

- A. hill
- B. jungle
- C. river
- D. valley

A B C D



Listening for sound patterns

In the TSA, you may need to listen to a poem. Often, words in a poem are stressed differently from how they would be stressed in normal speech. The pattern of stressed syllables produces a regular **rhythm**.

I've got a secret — I can't tell!

I promised that I'd keep it well

Unless you say you'll keep it too.

Then I might share it just with you.

— = stressed syllable



Listen to the poem and pay attention to the rhythm.

Track 5

Poems may have words that **rhyme** (= end with the same sound). The spelling of rhyming words may be:

- similar (*tell, well*)
- different (*too, you*)

I woke up cold with fear last night —

A strange thing brushed my toes.

It gave me such an awful fright

But it was just my puppy's nose!

— = similar spelling

— = different spelling



Listen to the poem and pay attention to the rhyming words.

Track 6

The pattern of rhyming lines in a poem is called the **rhyme scheme**. Letters are used to show which lines rhyme in each stanza. Lines that have the same letter all rhyme with each other.

The first poem has an **AABB** rhyme scheme:

*I've got a secret — I can't **tell**!* ••• **A**

*I promised that I'd keep it **well*** ••• **A**

*Unless you say you'll keep it **too**.* ••• **B**

*Then I might share it just with **you**.* ••• **B**

The second poem has an **ABAB** rhyme scheme:

*I woke up cold with fear last **night** —* ••• **A**

*A strange thing brushed my **toes**.* ••• **B**


*It gave me such an awful **fright*** ••• **A**

*But it was just my puppy's **nose**!* ••• **B**

Note


A stanza is a group of lines in a poem and is usually separated from other stanzas by a blank line. A stanza is similar to a paragraph in a piece of writing.




-  **A** Read the poem below and label the rhyme scheme by writing the letters (A–D) in the spaces provided. The first two have been done for you as examples.

Miranda has a <u>secret</u> <u>box</u> .	<u>A</u>
<u>Inside</u> it are some <u>special</u> <u>rocks</u> .	<u>A</u>
She <u>says</u> the rocks glow <u>pink</u> and <u>blue</u>	<u>B</u>
But I don't think that's <u>really</u> <u>true</u> .	<u>B</u>
Abdullah has a <u>special</u> <u>hat</u> .	<u>C</u>
He <u>claims</u> it turns <u>into</u> a <u>cat</u> .	<u>C</u>
He <u>says</u> he got it <u>from</u> his <u>gran</u> .	<u>D</u>
I <u>wonder</u> if it <u>really</u> <u>can</u> .	<u>D</u>

Track 7

-  Now listen to the poem and underline the stressed syllables. The first one has been done for you as an example.

-  **B** Listen to two poems and answer the questions below. The poems will be read *twice*. Do as much as you can the first time and answer all of the questions the second time. Preparation time: 30 secs

Poem 1

- 1 In Stanza 1, 'see' rhymes with _____.
- A. go
- B. know
- C. me
- D. place
- 2 What is the rhyme scheme in Stanza 1?
- A. AABB
- B. ABAB
- C. ABBA
- D. ABCB
- 3 In Stanza 2, 'play' rhymes with '_____ day _____'.
- 4 In Stanza 3, 'know' rhymes with 'a _____ go _____' and 'sea' rhymes with 'b _____ me _____'.

Poem 2

- 5 In Stanza 1, 'night' rhymes with '_____ sight _____'.
- 6 What is the rhyme scheme in Stanza 1?
- A. AABB
- B. ABAB
- C. ABBA
- D. ABCB
- 7 The rhyming words in Stanza 2 are '_____ address _____' and '_____ guess _____'.
- 8 The rhyming words in Stanza 3 are '_____ vain _____' and '_____ again _____'.



TSA Task

(8 marks) • Sound patterns (2,4,6) • Condition (5)

Track 9

Your teacher is reading a poem to the class.

Listen to the poem and answer the questions below. The poem will be read twice. Do as much as you can the first time and answer all of the questions the second time. You have 30 seconds to read the questions.

Stanza 1

- At the start of the poem, Ken is _____.
 A. at home
 B. hiking
 C. painting
 D. taking photos
- What is the rhyme scheme in Stanza 1?
 A. AABB
 B. ABAB
 C. ABBA
 D. ABCB

Stanza 2

- Ken thinks the sound is coming from _____.
 A. a bird
 B. himself
 C. something unfamiliar
 D. the wind
- In Stanza 2, 'sound' rhymes with '_____ around _____'.

Stanza 3

- Ken thinks the sound is _____.
 A. coming closer
 B. getting louder
 C. getting quieter
 D. going farther away
- In Stanza 3, 'change' rhymes with 'a _____ strange _____' and 'began' rhymes with 'b _____ can _____'.

Stanza 4

- The word 'still' in Stanza 4 means _____.
 A. not moving
 B. not windy
 C. quiet
 D. strange
- Ken feels _____ when he thinks about the sound.
 A. angry
 B. embarrassed
 C. puzzled
 D. strange

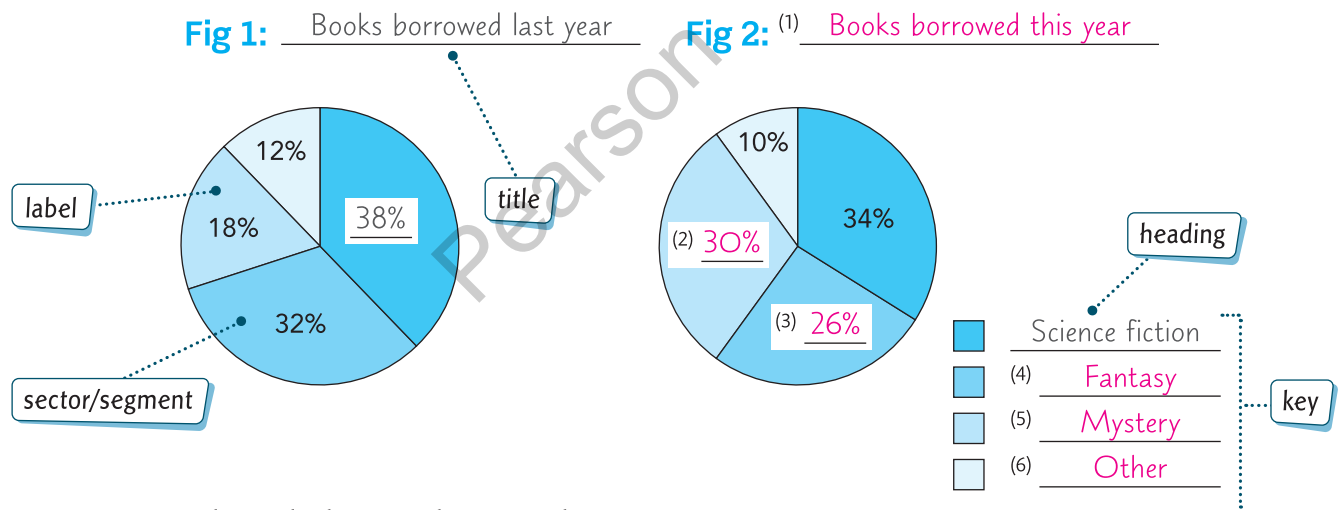
End of the TSA Task

Completing pie charts

You may be asked to complete a **pie chart** in an exam. You will be given instructions on what you need to do, e.g.

- label different parts of the chart or the key
- make changes to the given data
- add shading or patterns to the segments

These pie charts show the categories of books that students borrowed from the school library but they're not complete. The **title** of Figure one is 'Books borrowed last year', so you can write that above the chart. Each **segment** of the chart shows one of four book categories. The **label** in each segment shows the percentage. The **key** on the right explains what the categories are. The first **heading** in the key should be 'Science fiction'. Last year, thirty-eight percent of the books borrowed by students were science fiction ...



When asked to complete a pie chart:

- 1 Familiarise yourself with the chart and what it shows.
- 2 Look for any missing information (headings, labels, etc.).
- 3 Read any written instructions on how to complete the chart.
- 4 Listen for the relevant information, including numbers, percentages, proportions and fractions.
- 5 Listen for any spoken instructions.
- 6 Follow the instructions (written and spoken) to complete the chart.

Track 10

Listen to the speaker describing the pie charts above and fill in the missing information in the spaces provided.



Track 11

Part A

Situation

Diane and Simon are members of their school's Archaeology Club. They are working on some tasks related to the club.

In Part A, you will have a total of two tasks to do. Follow the instructions in the tasks and on the recording to complete the tasks. You now have one minute to familiarise yourself with Tasks 1 and 2.



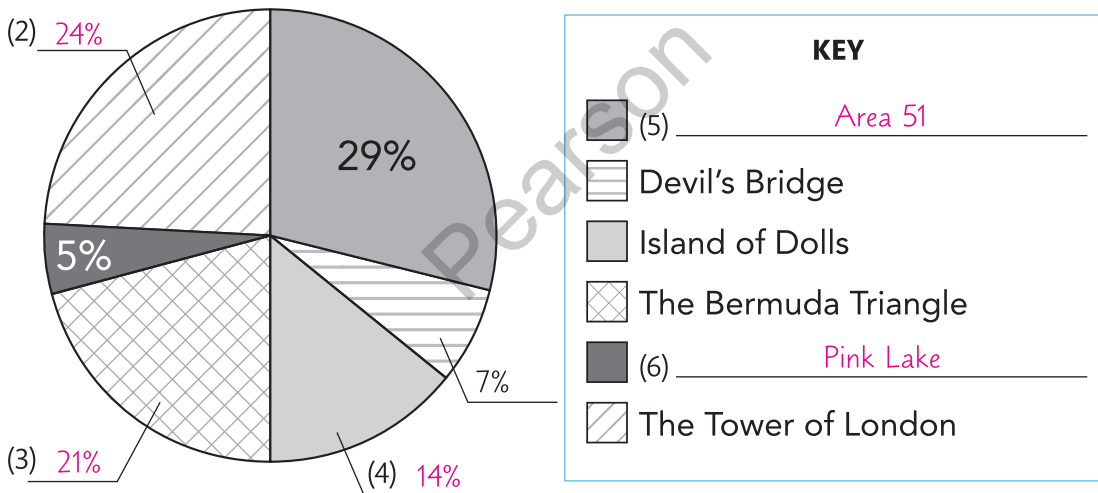
Track 12

Task 1

(12 marks) • Condition (7,8,10,11) • Pie charts (1,2,3,4,5,6)

Diane and Simon are discussing plans for an Archaeology Club video. 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.

Voting results for which (1) three mysterious places to feature



Equipment needed	Condition of equipment	Comments
Microphones	<ul style="list-style-type: none"> very (7) <u>old</u> can't (8) <u>switch them off</u> 	(9) should <u>borrow</u> <u>microphones from parents</u>
Backdrops for speakers	<ul style="list-style-type: none"> two (10) <u>damaged by damp weather</u> one (11) <u>in good condition</u> 	(12) <u>make two new</u> <u>backdrops</u>

End of Task 1



Task 2 (12 marks) • Condition (4,5,6,7,8,9)

Diane is calling Simon to ask him to help with an article for the school magazine. In Part A, you have to correct some sentences. In Part B, you have to complete a table and answer some questions. 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.

Part A

Each line of the text below may have one mistake. Correct the mistake as shown below. If the line is correct then put a tick in the right hand column. The first has been provided as an example.

<i>workers</i> (example) In 2014, <i>scientists</i> discovered a large number of ancient artefacts.	
(1) Some of the artefacts are <i>over almost</i> a thousand years old.	
(2) The discovery happened during the building of an MTR station.	✓
(3) The artefacts went on public display at the Sung Wong Toi <i>station museum</i> in 2021.	

Part B

Complete the table and answer the questions below. Please note you do not have to answer in full sentences.

Artefact	Condition	Possible function
Dice	(4) slightly <i>worn</i>	(5) to <i>play games</i>
Incense burners	(6) <i>in good condition</i>	(7) <i>to honour ancestors</i>
Ceramic bowls	(8) <i>broken but restored</i>	(9) <i>used in everyday life</i>

According to Diane, what other information should be included in the article?

(10) *Six ancient stone wells were discovered.*

(11) *Salt was produced in the area.*

According to Simon, what effect will the article have?

(12) *It will raise students' interest in Hong Kong's ancient history.*

End of Task 2

Note

If you're writing in more official situations, use a formal tone and style. You'll learn about writing formal texts in **Unit 7 of Book 3B**.

Writing informal texts

For the HKDSE Part B, you need to write longer texts. If you are writing for an audience of friends, family members or people you know well, you need to write an **informal text**, e.g.

- letters and emails to friends
- advice columns
- articles for school newspapers and magazines

Tone and style

For all informal texts, use an appropriate **informal tone and style**:

Vocabulary	Informal words and phrases, e.g. <i>lots of, thanks, really</i> Contractions, e.g. <i>I'm, it's, we'd, e.g., etc.</i>
Grammar	Short sentences, e.g. <i>Call me.</i> Active voice, e.g. <i>I'll write the report.</i>
Punctuation	Informal punctuation, e.g. dashes —, ellipses ..., exclamation marks !

Make sure you also use the correct format features. For informal letters or emails, use an informal greeting (e.g. *Hi / Hello [first name]*) and closing (e.g. *Bye for now, Cheers, Thanks, Take care, Keep in touch*) followed by your name or signature.

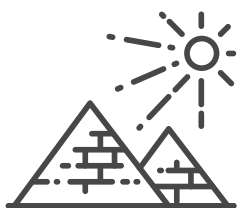


Data File Manipulation

DFM
Notes U4

If you are asked to write an informal text, you will need to identify information in the Data File that is too formal and rewrite it with an informal tone and style.

Information written in a formal tone	Information rewritten in an informal tone
It is very awe-inspiring to see the Pyramids of Giza.	<i>It's really amazing to see the Pyramids of Giza!</i>
The mystery story must be completed by Friday.	<i>You'll need to finish the mystery story by Friday.</i>
Equipment for exploring the caves, such as torches and maps, will be provided.	<i>We'll provide equipment for exploring the caves (e.g. torches, maps).</i>



- A** Look at the texts below. Underline the informal vocabulary, including all contractions and abbreviations, and circle the informal punctuation. Two have been done for you as examples.

Hi Polly
 I'm excited cos today my parents and I went to see Stonehenge! I've always wanted to see it and it was a totally amazing site ... (but a bit crowded w/ tourists)
 I'll send you pix soon.

Take care
Jen

Sam:
 Joey! You coming with us to explore the abandoned village on Sat? We're meeting at the TST MTR stn at 2pm ...

Joey:
 Yeah, man, I'll be there ...
 You think it'll be cool if I bring my cousin Amanda?

Sam:
 That'll be fab — I'd luv to meet her!

Jenny: Here's the door to Uncle John's private library. Let's open it and see what's inside, OK?

Dave: Are you sure, Jenny? I don't think we're supposed to do that.

Jenny: Don't be a scaredy-cat, Dave!
 It's just a dumb room, silly!

Dave: Hang on, what was that? I think I hear something moving around inside.

Jenny: I don't care. I'm opening the door and ... oh, no! Let's run!

Hello Jason

Thanks for your message.

To answer your question, there'll be around 100 ancient coins at the exhibit. Most of them are Roman or Chinese but there are some that we can't identify ... They're all in pretty good condition though!

Hope you pop by for a chat at the exhibit.

Cheers
 Michiko

- B** The personal email below has been written in an inappropriately formal style. Read the email and underline the formal vocabulary and format features. Rewrite the email in an appropriate style by writing corrections above each mistake. Two have been done for you as an example.

Hi Eric
 Dear Mr Eric Chow

I'm sorry to inform you that I will not be able to attend Jeffrey's surprise birthday party this evening, due to the fact that I am required to remain late at work to complete a report that is due tomorrow.

Please pass on my apologies to Jeffrey.

Cheers
 Yours sincerely
 Ms Sally Chow

Suggested answers only



Track 14

Part B Suggested completion time for Task 3: 15–20 mins
Situation Suggested completion time for Task 4: 25–30 mins

You are Chris Yeung. You work for a tour company called Unseen Hong Kong (UHK). Your boss, Stephen Lui, is planning a new tour.

You will listen to a presentation about the new tour given by Rosita Cruz, a tour developer at your company. Before the recording is played, you will have four minutes to study Tasks 3 and 4 and the Unit 4 Data File. As you listen, you can make notes on page 26 of the Data File.

Task 3 (15 marks) • Condition (3.8) • DFM: Writing informal texts

Complete the infographic for the UHK e-newsletter 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

Appropriacy (1 mark)

Mark to be awarded based on appropriacy for an e-newsletter infographic

Please go to p. T11 for a detailed marking scheme.

Key

🔊 — Recording

DF3 (p. 28)
Post from *Secrets of the City* blog

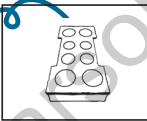
DF4 (p. 29)
Weekend Explorer webpage

Mysterious Hong Kong Tour

Our **Mysterious HK Tour** app will reveal some mysterious-looking places hidden around the city. Here are some of the places you'll visit.

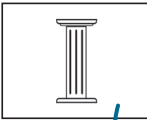
Site 1

On the ^{3.1} Quarry Bay Tree Walk ^{DF4},
 you'll find ^{3.2} worn concrete slabs
^{DF4} with large round holes.
 What ^{3.3} were these things used for ^{DF4}?
 _____?




Site 2

In Mong Kok's busy ^{3.4} Prince Edward Road ^{DF3},
 you can see the 'ghost column': ^{3.5} an old column
^{DF3} attached to the outside of a newer building.
 Why ^{3.6} did the builders leave it ^{DF3}
^{DF3} attached to the new building?
 _____?



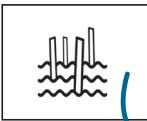
Site 3

If you like hiking, you'll enjoy the trek to ^{3.7} So Lo Pun.
^{3.8} It's an abandoned village with crumbling walls and a rusty playground.
 Is it true that ^{3.9} compasses really stop working in the village ^{DF4}?
 _____?



Site 4

At a bay called ^{3.10} Yan O Wan ^{DF4},
 you'll see ^{3.11} tall wooden logs ^{DF4}
^{DF4} sticking out of the water.
^{3.12} Why are the logs standing ^{DF4}
^{DF4} there?
 _____?



Download the **Mysterious HK Tour** app and visit these sites and many more with a group of friends!

End of Task 3

Task 4 (16 marks) • DFM: Writing informal texts

Write an email to your friend Michiko using information from the Unit 4 Data File and your notes.

To: cyeung@uhktours.com.hk
From: michiko@asianets.com.hk
Sent: 16 May, 10.44 AM
Subject: Recording for new tour

Hi Michiko

How are you? I hope you're doing well!

As you know, I'm working for Unseen Hong Kong Tours and we're now setting up a new tour of mysterious places in Hong Kong for groups of young people. It'll be a new format for us — an app with an interactive map and an audio guide. We hope to launch the tour on 15 July.

Of course, we'll need to make audio recordings for the guide. Would you be able to do the recordings for us? We think you'd do a great job! If you agree, we'd be happy to promote your blog and videos in the app as well.

We'll be doing the recording at Rainbow Studio in Sham Shui Po on either 5 June (9 a.m.–4 p.m.) or 7 June (11 a.m.–6 p.m.), whichever works better for you. If neither date is OK, could you let me know ASAP so we can arrange another date? We'd really appreciate it!

I'm also wondering if you could suggest a few other mysterious places to add to the tour app — I'm sure you know loads! You've got some great photos on your blog. Would you mind letting us use some of them on the app — it'd be wonderful if we could!

I really hope you'll agree — I think setting up this tour is going to be lots of fun!

Cheers

Chris

Task completion (11 marks)

Award 1 mark per content point.

Language (3 marks)

Marks to be awarded based on:

- accuracy and complexity of sentences
- grammar
- spelling and punctuation

Coherence and organisation (1 mark)

Mark to be awarded based on coherence between paragraphs and / or between points

Appropriacy (1 mark)

Mark to be awarded based on appropriacy for an informal email

Please go to p. T12 for a detailed marking scheme.

Key

- 🔊 — Recording
- DF2 (p. 27) Email from Stephen Lui to Chris Yeung
- DF5 (p. 30) Staff meeting minutes
- DF6 (p. 31) Rosita Cruz's calendar

End of Task 4