

LEVEL UP

students' exam skills through effective resources

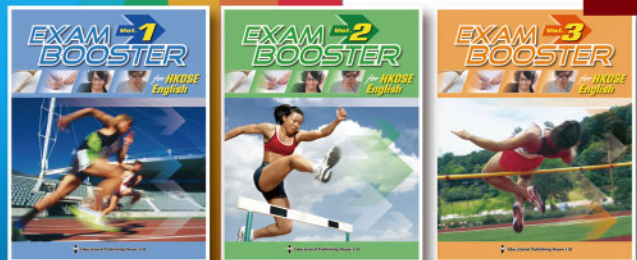
STEP AHEAD



EXAM BOOSTER

for **HKDSE English**

Latest titles



THE PERFECT COMPANION

STEP AHEAD

EXAM BOOSTER

for HKDSE
English

Boost Your Students' Potential

STEP AHEAD

- Task-based learning to develop all-round English skills
- A variety of authentic genres to increase exposure to different text types
- Thematic vocabulary and language points to facilitate language use
- Purposeful and contextualised exercises to practise HKDSE exam skills
- Comprehensive & practical teaching and IT resources



EXAM BOOSTER

for HKDSE
English

- Comprehensive support to facilitate self-learning
- Quick drills for the HKDSE to achieve success
- Perfect companion for *Step Ahead* to facilitate revision



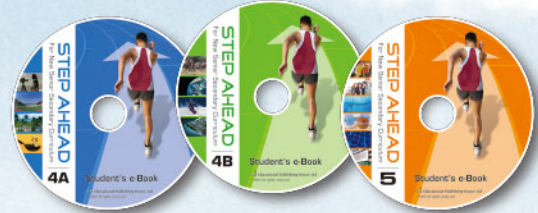
STEP AHEAD

The New Senior Secondary (NSS) coursebook series with task-based learning to develop all-round English skills. With an integrated task-based approach, students are engaged in purposeful tasks that call for an active and authentic use of language.

STUDENT'S BOOKS



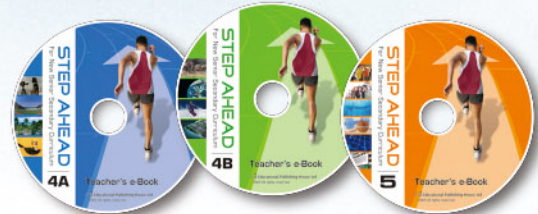
STUDENT'S E-BOOKS



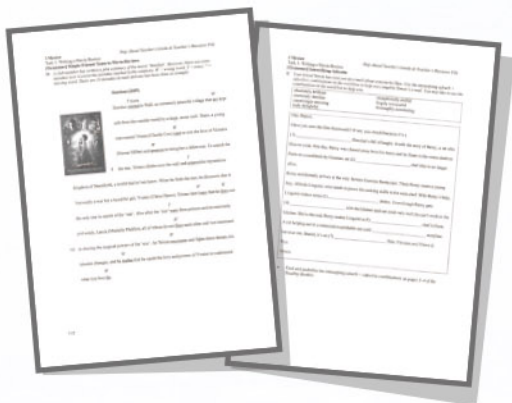
TEACHER'S BOOKS



TEACHER'S E-BOOKS



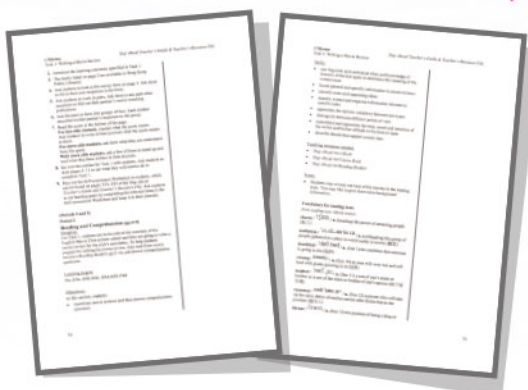
TEACHING GUIDES



AUDIO CDS

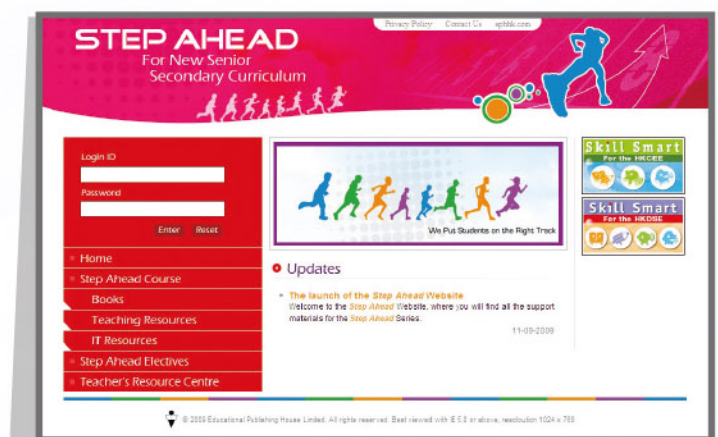


TEACHING RESOURCES



COMPANION WEBSITE

(<http://stepahead.epphk.com>)



Task-based learning to develop all-round English Skills

Module/Unit	Task	Reading and Comprehension	Vocabulary	Grammar	Integrated Listening	Task Outcome
1 Leisure and Entertainment Movies pp.2-19	Task 1: Writing a movie review	Movie reviews, pp.4-5 • Shrek 3 • Harry Potter and the Order of the Phoenix • Becoming Jane	Genres and adjectives, p.6 • Matching genres with movie posters • Matching adjectives with movies	Simple present tense in movie reviews, p.7 • Proofreading a movie review Intensifying adverbs, p.8 • Completing an e-mail	• Listening to a radio programme about the movie Transformers, p.9	• Thinking about and discussing your movie review, p.10 • Planning and writing your movie review, p.11
	Task 2: Suggesting the cast of a movie	A magazine article and an interview, pp.12-13 • Examining the superheroes • An interview with Robert Chan, movie critic	Suffixes to form adjectives, p.14 • Completing a web page	Comparative and superlative adjectives, pp.15-16 • Comparing three actors	• Listening to a director giving reasons for choosing an actor, p.17	• Thinking about and discussing suggestions for the cast of a movie, p.18 • Planning and writing an e-mail suggesting the cast of a movie, p.19

Each unit is divided into two purposeful tasks to foster authentic language use

▶ Look at the following survey. First, do the survey on movie-watching preferences for yourself. Then work with a partner to complete the survey.

A survey on movie-watching preferences

	My name:	Partner's name:
1. What is your favourite movie? Why?		

Interactive warm-up activities to elicit students' individual responses to the topic

A variety of authentic genres to increase exposure to different text types

MOVIE REVIEW Clapperboard Magazine Issue 28

The excitement isn't over yet.

Peter Man thinks the fifth instalment of Harry Potter is better than ever.



It is Harry's fifth year at Hogwarts. The Minister of Magic, Cornelius Fudge, feels increasingly threatened by Dumbledore, who has an army (known as 'the Order of the Phoenix').

That fights against the evil Lord Voldemort. As an attempt to weaken the authority of Dumbledore, Fudge appoints Dolores Umbridge as a teacher at Hogwarts. The school gradually falls into the hands of the horrible Umbridge. Meanwhile, Harry is increasingly troubled by nightmares. It seems that Lord Voldemort can manipulate Harry's deep thoughts.

Harry Potter and the Order of the Phoenix is one of the most highly anticipated movies of the year. Although it is almost impossible to live up to the hugely successful novel, the movie is absolutely brilliant nevertheless.

Unlike the previous four movies, this movie is more serious. It deeply explores Harry's emotions and examines the challenges in the friendships among Harry, Hermione and Ron. The exceptionally spectacular visual effects also take you into the fascinating world of the novel.

Daniel Radcliffe may still be the star of the movie, but it is Imelda Staunton who steals the show. She is thoroughly convincing as the nasty Dolores Umbridge.

Which station is the Atrium set based on?
Westminster

Harry Potter and the Order of the Phoenix
 Genres: Adventure/Fantasy
 Director: David Yates
 Starring: Daniel Radcliffe, Emma Watson, Rupert Grint
 Running time: 138 minutes
 Category: IIA
 Recommended: U, G, PG

Engaging texts to introduce the vocabulary and language points needed for completing the tasks

TASK 1 Writing a Movie Review

Situation: You are Mandy Liu, secretary of the English Movie Club. You are going to write a movie review for the club's newsletter.

Reading and Comprehension

▶ Read the movie reviews on pages 2-4 in the Reading Booklet and answer the questions.
 Refer to the movie reviews and choose the best answer for each question. Blacken ONE circle for each question.

	Shrek the Third	Harry Potter and the Order of the Phoenix	Becoming Jane
Which movie:			
1. has two directors?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. tells the story of a young British writer?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. has outstanding special effects?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. has an American actress in a lead acting role?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. runs for less than two hours?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. is the fifth of a series?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Decide whether these statements are True, False or the information is Not Given. Blacken ONE circle only for each statement.

	True	False	Not Given
7. A lot of well-known actors lend their voices to Shrek the Third.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The first two Shrek movies were very interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. In Harry Potter and the Order of the Phoenix, Dolores Umbridge is a supporter of Lord Voldemort.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Imelda Staunton replaces Daniel Radcliffe as Harry Potter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Becoming Jane was filmed in England.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Becoming Jane is suitable for young children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. ... wants to become the king of Far Far Away.			
A. Shrek			
B. Arthur			
C. Prince Charming			
D. Puss in Boots	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. According to the review of Shrek the Third, does the reviewer want to see another Shrek movie? Give a reason for your answer.

A variety of exam-style questions to develop students' comprehension skills

Thematic vocabulary and language points to facilitate language use

Vocabulary Words about Travel

In travel guides and tourist websites, we often come across words about travel. Here is a mind map with some common travel words. Can you find other travel words in the texts on pages 18–20 of the Reading Booklet and use them to complete the mind map?

Suitable/Relevant groupings of words to help students retain the vocabulary

Vocabulary Suffixes to Form Adjectives

We can form adjectives by adding suffixes to some nouns or verbs. Here are some adjectives that can be formed using suffixes. Can you find other adjectives with the following suffixes on pages 6–8 of the Reading Booklet and write them in the appropriate columns below?

-able	-al	-ful	-ic	-ive	-less	-ly	-ous
remarkable	exceptional	powerful	dramatic	secretive	flawless	lively	villainous

Clear presentation of the vocabulary to enable students to apply them in the tasks

Clear presentation of language points to help students understand how to apply them in the tasks

Grammar Place Names with 'the'

Sometimes we use *the* with the names of places, but sometimes we do not. Here are some guidelines for using (or not using) *the* with the names of places.

We usually use *the* with:

- oceans, rivers, seas and canals: **the** Pacific Ocean, **the** Nile River, **the** South China Sea, **the** Suez Canal
- museums and historic sites: **the** Hong Kong Space Museum, **the** Forbidden City
- peninsulas, canyons and gorges: **the** Kowloon Peninsula, **the** Grand Canyon, **the** Three Gorges
- island groups and mountain ranges: **the** Philippines, **the** Himalayas

We usually do not use *the* with:

- countries, regions and continents: Italy, Southeast Asia, Europe
- cities and towns: Worcester, Sai Kung
- single islands and mountains: Cheung Chau, Tai Mo Shan

D You have found a travel guide about Greece that you want to give to a friend. However, there are some mistakes in it. Mark the position of each missing 'the' with a 't' and write 'the' above it. Cross out each extra 'the' with a 'X'. There are 11 mistakes of 'the' in total.

Greece: an Overview

Greece is located in the Europe, on what is called Balkan Peninsula. Two of the most famous historical destinations in Greece are Parthenon, a temple that is located in its capital city, Athens, and the Temple of Zeus, which is located about four hours from the Athens, on the Peloponnesian Peninsula.

Hiking and canoeing are popular holiday activities in Greece. One popular hiking destination is Samaria Gorge which is located on the Crete, in White Mountains. Another popular place for hiking is in northern Greece, through the Pindus Mountains, ending with a climb to the Mount Olympus. Family canoeing trips can be done on Korinthian Canal, and the Arathos River. More adventurous canoeists can go on a week-long sea canoeing tour round the Milos Island in Ionian Sea while staying at family-run inns.

Look in the travel section of an English newspaper for more examples of the use of 'the' with place names and write them in your journal.

Broad range of contextualised exercises to practise language points

Purposeful and contextualised exercises to practise HKDSE exam skills

Integrated Listening UNIT 4 TASK 1

You are talking to your Mum about a recipe that your classmate Christy has sent you for the cookbook. Use the information from the conversation and the e-mail on page 29 of the Reading Booklet to make changes to the recipe.

Spicy Crispy Beef

Preparation time: 15 minutes
Cooking time: 20 minutes

Ingredients:

12 ounce beef, thinly sliced	2 cloves garlic, chopped
1 onion	1 tablespoon honey
2 red bell peppers	salt and pepper
1 tablespoon rice vinegar	1/2 tablespoon rice wine
1/4 cup cornstarch	1/2 tablespoon chilli pastes
4 tablespoons soy sauce	1/4 cup water

Directions:

Relevant practice to contribute to the task outcome

Integrated Listening UNIT 1 TASK 1

You are going to listen to a radio programme called 'Cinema Scene'. Use the information from the radio programme and the online forum on page 5 of the Reading Booklet to complete the fact sheet below.

Fact Sheet for Transformers

Genre(s): romance comedy science-fiction (Tick the correct answers.)

Director: _____

Main Cast: _____

Setting (Tick the correct answers.)

When? in the past in the present in the future

Where? in Chicago in Los Angeles in San Francisco

Plot (Arrange the following events in order. Number them 1–7.)

Sam meets Mikaela.

A fight between good and bad robots breaks out on earth.

Reading to identify relevant information to complete the integrated listening exercise

Comprehensive & practical teaching and IT resources

TEACHER'S BOOKS

D A club member has written a plot summary of the movie 'Stardust'. However, there are some mistakes in it. Underline any incorrect word and write the correct word above it. Mark a missing word with a 'A' and write the correct word above it. Use a 'X' to cross out any extra words. There are 17 mistakes in total.

Stardust (2007)

Stardust starts in Wall, an extremely peaceful village that are kept safe from the outside world by a large, stone wall. There, a young man is named Tristan (Charlie Cox) wants to win the love of Victoria (Sienna Miller) and promises to bring her a fallen star. To search for the star, Tristan climbs over the wall and enters the mysterious kingdom of Stormhold, a world that he not know. When he finds the star, he discovers that it is not really a star but a beautiful girl, Yvaine (Claire Danes). Tristan later learns that he does not

1. starts is
2. are kept
3. wants
4. promises
5. climbs
6. enters
7. not know
8. discovers
9. is
10. learns

Comprehensive Teacher's Book with overprinted notes and answers

TEACHING GUIDES

1 Movies
Introduction

Module Leisure and Entertainment

1 Movies
Introduction

In Task 1, students learn to write a movie review. They view movies from the perspective of the audience. They become familiar with some movie genres and adjectives to describe movies — information that is necessary for understanding and writing a movie review.

In Task 2, students suggest two movie titles to a director. They view selecting the cast of a movie from the perspective of movie fans. They become familiar with comparative and superlative adjectives — information that is necessary for making a proposal.

Task 1 Writing a Movie Review
In this task, students will be expected to do the following:

<input type="checkbox"/> anticipation	<input type="checkbox"/> communication
<input type="checkbox"/> creativity	<input type="checkbox"/> critical thinking
<input type="checkbox"/> information technology	<input type="checkbox"/> numeracy
<input type="checkbox"/> problem-solving	<input type="checkbox"/> self-management
<input type="checkbox"/> study	

Knowledge Strand (KS) for developing and applying knowledge

- to provide or find out, select, analyze, organize and present information on familiar and unfamiliar topics
- to interpret and use more extensive and complex information through processes or activities such as ordering, describing, defining, classifying, comparing, explaining, justifying, predicting, inferring, summarizing, synthesizing, evaluating and drawing conclusions
- to identify and discuss critically ideas, issues, factors, arguments, views and attitudes to explain and justify them, make connections, refer or generate ideas, and express or apply them
- to identify and define more complex problems from given information, consider related problems, explore and discuss options, solve the problems, evaluate and justify the solutions, or offer alternatives
- to develop, refine and re-organize ideas, and to suggest suggestions by making appropriate responses to one's own written texts independently and collaboratively

E to understand how the English language is a wide range of contexts and how more complex texts are organized and expressed

Teaching Guides with step-by-step lesson plans

TEACHING RESOURCES

1 Movies
Task 1 Writing a Movie Review
(Vocabulary) Genres and Adjectives

Match the following genres (1–7) with the definitions (a–g) and write the letters in the spaces provided. Then look at the posters of the movie and identify the possible genre of the movie. Write the number of genres in the spaces provided. Some movies may belong to more than one genre.

1 adventure	a. makes people laugh
2 animation	b. sets in imaginary worlds
3 comedy	c. is presented in drawings or pictures
4 drama	d. sets in the future or about travelling to time or to other places
5 fantasy	e. features the romantic love and relationship between two people
6 romance	f. is about unusual, exciting or dangerous experience
7 science-fiction	g. is about an interesting series of events

Fantastic Four
The Nanny Diaries
Conversation with God
Star Wars

Teaching Resources with a range of exercises for students of different abilities

COMPANION WEBSITE (<http://stepahead.ephhk.com>)

STEP AHEAD
For New Senior Secondary Curriculum

Home Step Ahead Course > Books

Step Ahead Course

Books
Teaching Resources
IT Support

Step Ahead E-books

Teacher's Resource Centre

Key features:

- clearly defined tasks relevant to students' real-life experiences
- useful warm-up activities to encourage exploration and self-reflection
- interesting reading texts set at appropriate levels
- effective strategies for vocabulary building
- contextualized exercises for language consolidation
- step-by-step activities to complete task outcomes

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The Companion Website provides more information about the series and easy access to an electronic version of the Teaching Resources

Multi Media Resources

Audio CD

- for integrated listening exercises

Teacher's e-Book

- includes PowerPoint Presentations for each grammar item

Student's e-Book

- Recordings of all the reading texts
- Powerpoint Presentations for each grammar item

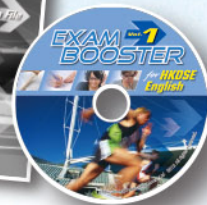
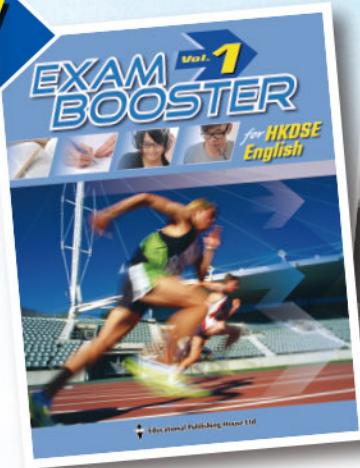
EXAM BOOSTER

for HKDSE
English

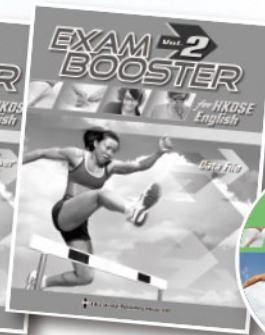
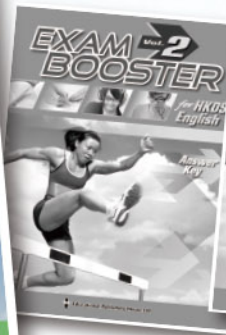
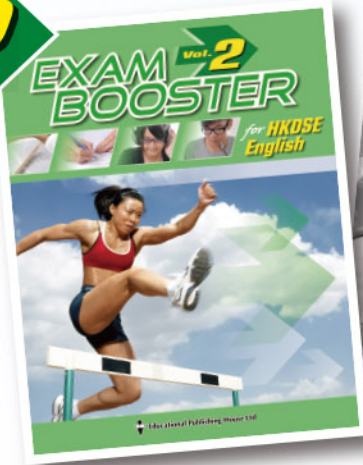
Tailored for students taking the Hong Kong Diploma of Secondary Education (HKDSE) exam, **Exam Booster for HKDSE English** provides all-round theme-based exercises including reading, writing, listening & integrated skills and speaking, to help students excel in the HKDSE.

Latest
titles

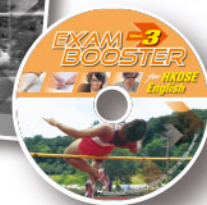
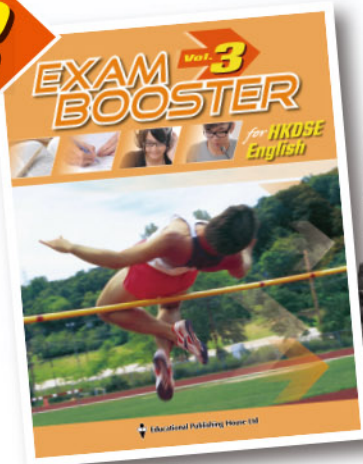
Vol. 1



Vol. 2



Vol. 3



Each unit teaches exam skills, followed by exercises for quick drills.

Listening and integrated skills

Part A – Listening to label plans and maps

In the listening exam, you may have to label items on a floor plan or a map. You need to look at the given information carefully and bear it in mind before you listen to fill in the missing parts.

An example of a floor plan



An example of a map



Common items in floor plans

- Objects: tables, chairs, windows, rooms, doors, lifts, stairs
- Features: entrances, exits, corners, upstairs, downstairs

Common items in maps

- Roads: buildings, streets, traffic lights, zebra crossings, pavements, shops/stores, bus stops
- Nature: beaches, coasts, rivers, lakes, mountains, forests, islands

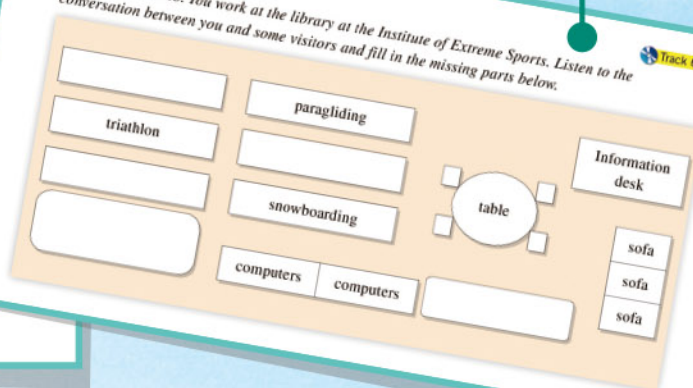
Common prepositions showing location and movement

- Location: in, at, on, in front of, behind, near, next to, beside, opposite
- Movement: across, along, down, up, over, above, into, off, out of, through

Test yourself

You are Martin Ho. You work at the library at the Institute of Extreme Sports. Listen to the conversation between you and some visitors and fill in the missing parts below.

Track 6



Question types and formats are closely aligned with those in the HKDSE sample paper.

Test yourself

Your group wants to try an extreme sport. You are now discussing which sport to try and what to prepare for it.

You may want to talk about:

- which extreme sport to try
- where to do the sport
- what equipment is needed
- anything else you think is important

Speaking

UNIT 3

Read the blog entry carefully and decide if the following are true (T), false (F) or not given (NG). Put appropriate symbols in the boxes below.

- Olympic gold medalists write to John asking about his training programme.
- John is a member of the Hong Kong Swimming Team.
- John trusts his training schedule to keep him fit for races.
- John's father is his swimming coach.
- John's coach increases John's level of training before competitions.
- Do you think John is a popular swimmer? Give a reason for your answer.

21

Reading

Tailored features for Writing

UNIT 2

Text type analysis: letter of advice

When writing letters of advice, use a friendly but authoritative tone; adopt a formal or informal style appropriate to your audience; **show sympathy**, **give reassurance** and **offer solutions**.

Dear Emma,

Thanks for your last letter. I'm sorry to hear you're arguing with your parents a lot at the moment. It's terrible that they won't let you stay out late at the weekends with your friends. I had a huge row with my parents last week about how much make-up I'm allowed to wear, so I know how you feel! I'm sure everything will eventually be fine, though, so don't worry.

First, I understand why you're upset — it's important to spend time with your friends and to chill out at the weekends. Why don't you try explaining to your parents that your friends are very important to you? You should also explain that studying can be quite stressful, so you need to go out at the weekend to relax. Try not to get into another argument with them, though. If you talk to them calmly, they'll be more likely to listen to you.

However, I don't think it's unreasonable for your mum and dad to want to know where you are, who you're with and when you'll be back. I think you should come to some sort of compromise with them. In my case, as long as my parents know the general details, they're usually happy and leave me alone.

Anyway, I hope that everything works out OK. In the meantime, try not to get so stressed out. Try to come to a compromise with your parents if they ask for something reasonable. And don't argue with them if you can help it, as it will only make things worse! I'm sure your parents will change their minds — they're quite cool really! Let me know what happens.

Take care and write soon,
May

Salutation: Give a formal or informal greeting.

Opening paragraph: Start by thanking the recipient for the last letter or by saying why you are writing. Then acknowledge the recipient's problem.

Body paragraphs: Offer your advice. Keep one main idea in each paragraph.

Closing paragraph: Sum up your points, show sympathy and give reassurance, if appropriate.

Closing: Add a formal or informal closing phrase and your signature.

Text type analysis

The tone, language features, format and structure of the text type

Language hints

Handy grammar tips related to the text type

Language hints

- Use the past continuous tense to set the scene for the story.
e.g. When I arrived at the cinema, hundreds of people were standing around.
- Use sequencing words to order actions.
e.g. I went into the cinema after I bought a can of cola.
- Use adjectives to enrich your descriptions of people or things.
e.g. But a huge man was sitting in front of me. He was wearing a dirty shirt.
- Use adverbs to add intensity to actions.
e.g. He was drinking a can of cola noisily and, every now and again, burped loudly!

Thematic vocabulary

Words related to global warming

carbon dioxide	carbon footprint	climate change	coal / oil / natural gas
emissions	fossil fuels	greenhouse gases	ozone layer

Threats to the environment

air/water pollution	combustion	deforestation	exhaust fumes
nuclear waste	ozone hole	sewage	toxic gases

Words related to energy and resources

conservation	energy crisis	hydroelectric	natural resources
non-renewable	recycling	renewable	solar/wind energy

Verbs related to the environment

consume	contribute	deplete	destroy	dispose of
emit	exploit	pollute	preserve	threaten

Thematic vocabulary

Vocabulary items related to the topic in writing

Useful vocabulary

A list of words related to the theme of the unit

Useful vocabulary

To help boost your word power, the tables below contain vocabulary with meanings aligned with the theme of the unit.

Unit 1

accessory	<i>n</i>	a fashion item that matches your clothes, such as a scarf, jewellery, etc.	配饰
apparel	<i>n</i>	clothing	服装
artificial	<i>adj</i>	not natural or real; made by human beings	人造的
biodegradable	<i>adj</i>	capable of decaying naturally and harmlessly	生物所能分解的
celebrity	<i>n</i>	a famous and recognisable person	名人
closet	<i>n</i>	a large walk-in cupboard where things, often clothes, are stored	壁橱, 衣帽间
denim	<i>n</i>	a hard-wearing cotton, typically used to make jeans	牛仔布 (一种厚质棉布)
eco-fashion	<i>n</i>	fashion that is environmentally friendly	环保时尚
fashion faux pas	<i>n</i>	the act of wearing something that others think is embarrassing	时尚醜態
fashion pack	<i>n</i>	influential people in the fashion industry	在时尚界具影响力的人

Letter to the editor of a newspaper

Salutation

e.g. Dear Editor, / Dear Sir/Madam,

Subject line

Opening paragraph

- When referring to a previous letter or article, quote the name of the writer, the title and the date.
- Introduce the subject for discussion, your argument or viewpoint.

Body paragraphs

- Illustrate or clarify your argument or viewpoint with reasons, examples, data, etc.
- Divide the content into paragraphs and put them in a logical order.

Closing paragraph

Conclude, summarise or reiterate your argument or viewpoint.

Closing

e.g. Yours faithfully,
Writer's name
District the writer lives in

APPENDIX

Linkage with the NSS elective modules

The content is related to the elective modules on the New Senior Secondary (NSS) curriculum.

UNIT 1

Test yourself
Read the film reviews below and answer the questions on pages 4–5.

A Alien epic in downtown Los Angeles
Jonah Hope explains why you should see *Battle: Los Angeles*

Set in modern-day Los Angeles, the film begins with a series of strange objects flying towards Earth from outer space. They crash into the seas near many of the world's major cities. Aliens are inside the objects and they begin attacking the citizens of the cities. In Los Angeles, Staff Sergeant Michael Nantz (Aaron Eckhart) and Lieutenant William Martinez (Ramon Rodriguez) lead a group of young US marines into the war zone to rescue some civilians' hiding in a police station. The marines soon run into the aliens. They know nothing about them but it doesn't take long before they realise the aliens have better weapons. The marines have to fight for their lives and save the trapped civilians.

Battle: Los Angeles is sci-fi action at its best. With extremely realistic visual effects and gritty fighting scenes, we are taken on a two-hour roller-coaster ride through hostile alien territory. Aaron Eckhart is the experienced sergeant leading the rescue team. Director Jonathan Liebesman has created a stunning, yet very believable film that is not to.

MOVIE

Genre: Action/Sci-fi
Director: Jonathan Liebesman
Starring: Aaron Eckhart, Ramon Rodriguez, Bridget Moynahan
Running time: 116 minutes
Category: IIA
Recommended: ★★★★★

Popular Culture

Comprehensive self-learning support

A CD, data file booklet and answer key with audio and speaking scripts are provided for self-study.

UNIT 1

Unit 1
Reading

1. F 2. NG 3. T 4. zoos 5. elephants 6. B 7. D
8. Many zoos focus on conservation, breeding, research and education.
9. Because animals are kept in confined spaces / in inhumane conditions.
10. Any of the following: Pacing up and down / Rocking from side to side / Nodding their heads / Sitting motionless 11. C 12. He/She thinks research should be carried out in the wild.
13. To learn how the animals live in the wild or how they hunt and mate in a natural setting
14. A 15. Agree 16. Disagree 17. Agree 18. C

Writing

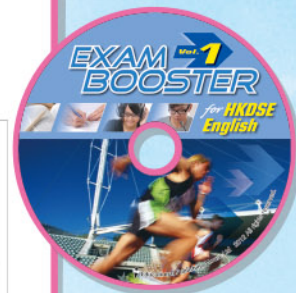
A programme about zoos and animal welfare

I visited a zoo last week and was shocked at the conditions that the animals were kept in. Across the world, animals are often treated inhumanely in zoos. How can we ignore this situation and let the animals suffer? I would therefore like to propose a programme to be made by a local TV company.

Animals should live in the wild or in protected reserves, where they can run, climb and hunt as they like. In zoos, animals live in a completely unnatural environment. The worst part is that they are often kept alone in confined spaces with little room to move around. We need to draw attention to this situation.

The local TV station, SDC, is a powerful communications group. Perhaps we can persuade SDC to produce a programme about zoos and animal welfare. To achieve this, we must get as many people as possible to sign a petition and send it to SDC. I suggest making a website showing the conditions in some zoos and sending an email to all our students so that they can forward it to their families and friends.

The cruel treatment of animals in zoos must not be allowed to continue and a TV programme is an excellent way to raise public awareness. I sincerely hope that my plan will be approved and that SDC will be interested in making the programme.



Compatible with Step Ahead

The themes, rationale and components correspond with those of *Step Ahead*, to facilitate after-class revision.

Module/Unit	Task	Reading and Comprehension	Vocabulary	Grammar	Integrated Listening	Task Outcome
1 Movies pp.2-19	Task 1: Writing a movie review	Movie reviews, pp.4-5 • Steak 3 • <i>Harry Potter and the Order of the Phoenix</i> • <i>Becoming Jane</i>	Genres and adjectives, p.6 • Matching genres with movie posters • Matching adjectives with movies	Simple present tense in movie reviews, p.7 • Proofreading a movie review • Intensifying adverbs, p.8 • Completing an e-mail	• Listening to a radio programme about the movie <i>Transformers</i> , p.9	• Thinking about and discussing your movie review, p.10 • Planning and writing your movie review, p.11
	Task 2: Suggesting the cast of a movie	A magazine article and an interview, pp.12-13 • Examining the superheroes • An interview with Robert Chan, movie critic	Suffixes to form adjectives, p.14 • Completing a web page	Comparative and superlative adjectives, pp.15-16 • Comparing three actors	• Listening to a director giving reasons for choosing an actor, p.17	• Thinking about and discussing suggestions for the cast of a movie, p.18 • Planning and writing an e-mail suggesting the cast of a movie, p.19

Step Ahead

Contents	Reading		Writing		Listening and integrated skills			Speaking
	Reading skill	Text type	Writing skill	Text type analysis	Listening skill	Integrated skill	Integrated task	Speaking skill
1 Movies (p.2)	• Predicting (p.2) • Skimming (p.2) • Scanning (p.2)	• Film review (p.3)	• Writing a story from picture prompts (p.6)	• Informal email (p.7)	• Listening for names (p.12)	• Understanding the Data File (p.13)	• Completing a memo draft (p.14)	• Group discussion: Setting up the discussion (p.16)

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