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INTRODUCTION

This Handbook gives an overview of the Language Proficiency Assessment for Teachers (English Language) (LPATE) for candidates, administrators and other users. It outlines the key features of the LPATE from the 2011 administration onward and replaces the *Language Proficiency Assessment for Teachers (English Language) Handbook (October 2007)*.

The Handbook contains a description of each component of the LPATE, sample papers, suggested answers and exemplar performances to help candidates to better understand the requirements of the 2011 and subsequent administrations of the LPATE. The Handbook is accompanied by a CD containing a recording of the sample Listening paper and a DVD containing recordings of sample performances of the Speaking paper and the Classroom Language Assessment.

Objective

The objective of the LPATE is to provide an objective reference against which the language proficiency of primary/secondary English teachers can be gauged.

The LPATE

The LPATE is a standards-referenced assessment in which the same sets of scales and descriptors as well as criteria for determining grades are applied to all candidates, i.e. candidates are not compared against each other.

Candidates must satisfy the entry requirements as stipulated by the Education Bureau and the Hong Kong Examinations and Assessment Authority.

The five papers in the LPATE are:

1. Reading
2. Writing
3. Listening
4. Speaking
5. Classroom Language Assessment

Participating candidates are assessed by three pen-and-paper tests, a speaking assessment, and in their use of classroom language. Please refer to the respective sections for detailed explanations of the specific language skill areas to be assessed.

Candidates can apply to sit up to five papers in each administration of the Assessment.

Proficiency Levels

In the assessment of Writing (Part 1: Composition), Speaking and Classroom Language, the assessors use scales and descriptors. The assessment of performance in these three papers involves the use of more than one scale. When using a scale, an assessor will award, based on the performance of a candidate, a number from 1 to 5, indicating the ability level demonstrated on a scale. Level 5 is the highest proficiency level a candidate can attain on a scale, and Level 1 the lowest. A candidate is considered to have reached the required level of proficiency (i.e. Level 3) in each of the above papers / part of the paper if he or she has attained at least '2.5' or above on any **one** scale and '3' or above on **all other** scales in the relevant papers. For each of the scales in papers involving two assessors, it is possible for a non-integer score (e.g. '2.5') to be awarded to a candidate because the proficiency level awarded is the average of the grades from two assessors.¹

For the assessment of Reading, Writing (Part 2: Correcting and Explaining Errors/Problems in a Student's Composition) and Listening, which does not involve the use of scales and descriptors (see Note below), a candidate is considered to have satisfied the language proficiency requirement if he or she has achieved an overall '3' or above in **each** of the relevant papers / part of the paper.

The language proficiency requirement for each paper can thus be summarised as below:-

Paper		Language Proficiency Requirement
Reading		Level 3 or above
Writing	Composition	At least '2.5' or above on any one scale and '3' or above on the other two scales AND
	Correcting and Explaining Errors/Problems in a Student's Composition	'3' or above on each scale
Listening		Level 3 or above
Speaking		At least '2.5' or above on any one scale and '3' or above on all the other scales
Classroom Language Assessment		At least '2.5' or above on any one scale and '3' or above on all the other scales

Note: Scales and descriptors are not used in the assessment of Reading, Writing (Part 2: Correcting and Explaining Errors/Problems in a Student's Composition) and Listening, because these components are made up of relatively large sets of discrete items. The proficiency levels to be

¹ The Writing (Part 1: Composition) component employs Rasch modelling techniques in order to arrive at a *Fair Average* score for each candidate on each scale of performance. The Rasch model takes into account factors such as task difficulty and assessor characteristics. The fair averaging procedure may also give rise to non-integer scores.

awarded are arrived at empirically by using two methods: Rasch analysis and expert judgement. Rasch analysis is a statistical method that provides a common metric to describe both the level of difficulty of test items and the performance of candidates. (This method enables consistent measurement independent of variations in the ability of test-takers and the difficulty level of different test items used in different sittings of assessment.) Expert judgement involves experts in the field reviewing the test content in combination with the information about item and test difficulty provided by the Rasch statistical analysis in order to relate marks on the test to levels of performance and ability.

READING

General Description

Paper format	The Reading paper consists of three parts.
Timing	1 hour 30 minutes
No. of questions	40 – 50
Question types	Including but not limited to: open-ended short answer, sentence-completion, gap-fill, table or diagram completion, multiple choice and true-false.
Answer format	Candidates write their answers in a Question-Answer Book.
Text input	Three texts of a combined word length of 1,500 to 2,000 words. These texts may be of various types, including narratives, arguments, descriptions, dialogues and explanations. They represent types of text that English teachers typically read for both teaching and professional development purposes.
Marks	Each question carries one or more marks. The number of marks available for each question is stated.

Test Taking Strategies

The paper is marked according to a marking scheme. The total marks gained by each candidate are then accorded a proficiency level (1 to 5). The proficiency levels are determined by two methods, as described on pages 2 and 3.

Candidates may wish to adopt the following strategies:

- Plan the time they wish to allocate to each section.
- Read each passage before attempting the questions.
- Attempt to answer all questions.
- Refer to the text for answers rather than try to guess from personal knowledge or experience.
- Write concise answers that, wherever possible, summarise or paraphrase the information contained in the text. Sometimes the words in the text may form the most appropriate answer; however, candidates should not copy irrelevant sections of the text.

Candidates should recognise that reading widely is beneficial to the development of language skills and will help improve their performance in the Assessment. Reading on educational matters pertaining to English teaching is very useful but candidates should also read texts on topics of common interest that they might use for classroom teaching.

Sources for reading texts may include popular interest magazines, opinion pieces in the media, newspaper reports, letters to the editor, essays, news on commercial websites and personal blogs, among others.

A sample Reading paper, together with reading passages and suggested answers, is given on the following pages.

Sample Reading Paper

Passage A Please answer the following questions. You may use words from the passage or your own words except where explicitly stated. You do not have to answer each question in complete sentences but make sure that your answers are full enough and coherent enough for the assessor to understand.

1. Why is this picture of the earth included in the passage?

(1 mark)



2. Which of these is closest in meaning to ‘to fret about’ (line 5)? Blacken one circle to indicate your answer.

(1 mark)

- A. to ignore
- B. to take action on
- C. to occupy their minds
- D. to be enthusiastic about

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | B | C | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

3. What attitude to environmentalists does the first paragraph suggest? Blacken one circle to indicate your answer.

(1 mark)

- A. They underestimate the issues raised.
- B. They are acting responsibly.
- C. They should be taken seriously.
- D. They focus on too many things.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | B | C | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4. What does ‘frugal’ as used in line 8 mean? Blacken one circle to indicate your answer.

(1 mark)

- A. wasteful
- B. economical
- C. inexpensive
- D. careful

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | B | C | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

5. What comparison is made in the second paragraph? (1 mark)

6. Blacken one circle to indicate your answer.
 ‘All that said’ (line 12) means the same as (1 mark)

- | | | | | |
|--------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| A. Moreover | A | B | C | D |
| B. Besides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| C. On the contrary | | | | |
| D. Nevertheless | | | | |

7. What expression could best be used instead of ‘gobble up’ (line 15)? Blacken one circle to indicate your answer. (1 mark)

- | | | | | | |
|-------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| A. save | A | B | C | D | E |
| B. waste | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| C. consume | | | | | |
| D. provide | | | | | |
| E. increase | | | | | |

8. In the paragraph beginning on line 14, what point is made about servers in America?
 Use **YOUR OWN WORDS**. (1 mark)

9. What does the word ‘generation’ (line 18) imply about servers? (1 mark)

10. Find a synonym for ‘juice’ (line 20) used in the passage. (1 mark)

11. What does 'The trend' (line 22) refer to?

(1 mark)

12. What recommendation do IT consultants give their clients?

(1 mark)

13. What does the paragraph beginning on line 34 imply about energy awareness in most companies? Blacken one circle to indicate your answer.

(1 mark)

- A. It is an issue important to all.
- B. The issue is dealt with inefficiently.
- C. The issue affects inter-departmental relationships.
- D. Involvement in the issue is never rewarded.

A B C D

14. What does the passage imply that employees do with old e-mails? (lines 41-42) Blacken one circle to indicate your answer.

(1 mark)

- A. They often forget to archive them.
- B. They would rather not archive them.
- C. They archive them automatically.
- D. They often think archiving them is unnecessary.

A B C D

15. What expression could best be used instead of 'By the same token' (line 38)? Blacken one circle to indicate your answer.

(1 mark)

- A. On the other hand
- B. Secondly
- C. Actually
- D. Similarly

A B C D

16. What does ‘since the year dot’ (line 42) imply?

(1 mark)

17. State whether you think that ‘The gigabyte guzzlers’ is a good title for this passage by ticking (✓) one of the options below.

Yes No

Whichever option you have chosen, you must now explain your answer, referring to the passage.

(1 mark)

Passage B Please answer the following questions. You may use words from the passage or your own words except where explicitly stated. You do not have to answer each question in complete sentences but make sure that your answers are full enough and coherent enough for the assessor to understand.

18. What does ‘bracing themselves for’ (lines 4-5) mean in this passage?

(1 mark)

19. What does the word ‘surge’ (line 6) imply in this passage?

(1 mark)

20. What does the first paragraph imply about astrologers? Blacken one circle to indicate your answer. (1 mark)

- | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| A. Everyone consults one. | A | B | C | D |
| B. Most people do not trust them. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| C. They are irrelevant to modern day life. | | | | |
| D. They offer greatly varying predictions. | | | | |

21. What does the second paragraph imply about the year 2006? Blacken one circle to indicate your answer. (1 mark)

- | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| A. It was not auspicious. | A | B | C | D |
| B. There were 120,000 births in Beijing. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| C. It was more auspicious than 2007. | | | | |
| D. There were 50,000 more births than expected. | | | | |

22. What expression could best be used instead of 'stem the influx' (line 23)? Blacken one circle to indicate your answer. (1 mark)

- | | | | | |
|-------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| A. solve the problem | A | B | C | D |
| B. reduce numbers of arrivals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| C. protect Hong Kong people | | | | |
| D. make things harder | | | | |

23. According to the paragraph beginning on line 26, why will China not change its one-child policy? (1 mark)

24. 'China's top family-planning official, Zhang Weiqing, said last month that given the current bulge in the number of people reaching childbearing age, the government would not relax its one-child policy.' (lines 26-29)

Explain why you think 'bulge' is a good word to use when talking about the number of people reaching child-bearing age. (2 marks)

25. What is meant by ‘a correction’ (line 31)?

(1 mark)

26. What irony is implied in the passage, relating to children born in auspicious years, such as the year of the dragon or pig?

(1 mark)

27. What does the last paragraph imply about superstition?

Use **YOUR OWN WORDS**.

(1 mark)

28. What does ‘to be heeded’ (lines 41-42) mean? Blacken one circle to indicate your answer.

(1 mark)

- A. to be obeyed
- B. to be noticed
- C. to be ignored
- D. to be expected

A B C D

Passage C Please answer the following questions. You may use words from the passage or your own words except where explicitly stated. You do not have to answer each question in complete sentences but make sure that your answers are full enough and coherent enough for the assessor to understand.

29. According to the passage, why is it unrealistic to ‘stamp out bullying’ (line 2)?

(1 mark)

30. Blacken one circle to indicate your answer.
 The expression ‘knee-jerk reaction’ (line 2) implies

(1 mark)

A. a painful procedure.	A	B	C	D
B. unthinking behaviour.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. careful behaviour.				
D. a bending of rules.				

31. What TWO ideas are expressed in the sentence ‘Not limited to our own species, bullying has been with us since the dawn of mankind’ (lines 4-5)?

Use **YOUR OWN WORDS**. *(2 marks)*

(a)

(b)

32. Which word in the passage is the best synonym for ‘protagonists’ (line 9)?

(1 mark)

33. What difficulty is discussed in the paragraph beginning on line 8? Blacken one circle to indicate your answer.

(1 mark)

A. structuring lessons outside the classroom	A	B	C	D	E
B. correctly interpreting students’ behaviour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. students defending themselves against bullies					
D. seeing bullying as harmless fun					
E. keeping an eye on easy targets					

34. What are the ‘undercurrents’ (line 13)?

(1 mark)

35. List **TWO** dangers of making the wrong decision in cases of bullying mentioned in the passage.

(2 marks)

36. Explain the meaning of the expressions underlined as used in this passage.

Use **YOUR OWN WORDS**.

(2 marks)

(a) ‘it could be my head on the block’ (line 17)

(b) ‘Doing what is right in relation to bullying is not an exact science.’ (line 19)

37. What does the word ‘stampede’ (line 23) imply about bullying policies?

(1 mark)

38. What makes ‘Anonymity in the classroom ... less likely’ (line 28)?

(1 mark)

39. What is the best expression to replace ‘ward off’ (line 31)? Blacken one circle to indicate your answer.

(1 mark)

- A. punish
- B. prevent
- C. minimise
- D. recognise

A
B
C
D

40. What does ‘this’ (line 33) refer to?

(1 mark)

41. According to the author, there are various practical things authorities could do to reduce bullying.

List **THREE** of his suggestions.

(3 marks)

42. What is the writer’s purpose in referring to ‘other professionals’ (line 35)?

(2 marks)

43. Why does the author end the paragraph beginning on line 33 with ‘If ... If ...’?

(1 mark)

44. Blacken one circle to indicate your answer.

'I'm not trying to exploit the issue of bullying by hitching it onto the wagon of teachers' rights.' (line 40). This sentence means that the author thinks that

(1 mark)

- A. bullying and teachers' rights are separate issues.
- B. bullying leads to teachers being exploited.
- C. teachers' rights are less important than bullying.
- D. teachers' rights and bullying are closely linked.

A	B	C	D
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

45. State what you think is the author's attitude to bullying policies by ticking (✓) one of the options below.

- (a) He thinks they are helpful.
- (b) He thinks they are useless.
- (c) He thinks they are of limited value.

Whichever option you have chosen, you must now explain your answer, referring to the passage.

(3 marks)

End of Paper

Passage A**The Gigabyte Guzzlers**

5 FOR environmentalists who worry already how often they fly, how much rubbish they throw out and what sort of groceries they buy, here is something else to fret about: how much power that computer over there is using, even as it browses the Greenpeace website.

Relax: the main problem is not the computer you keep at home. Most of those are fairly frugal. A typical desktop and monitor together use perhaps 150 watts, and in “sleep” mode the consumption could be as little as 20 watts. An electric oven uses several thousand.

10 If you want to cut power consumption (whether to save the planet or to save money), look first to air-conditioning, heating and hot water, and then to the efficiency of appliances.

All that said, turning a computer off at night would certainly do no harm (though it might not be best for the computer).

15 The gas-guzzlers of the computer world are the big servers that big firms use to store big data. They gobble up 4% of all electricity consumed in America according to Logicalis, an IT consultancy.

And their ranks are swelling fast. The number of servers in the world has doubled since 2000. Each new generation of servers is bigger and more power-hungry than the last.

20 They consume more power, they generate more heat, they demand more air-conditioning that sucks up yet more juice. As much as 70% of the power used by a typical firm in a service industry is due to its servers, says Tom Kelly, the boss of Logicalis.

25 The trend is not lost on the biggest names in the tech business. On January 27th, both Intel and IBM announced separately that they had found ways to make computer chips much more energy-efficient. Google, Yahoo! and Microsoft are all building server farms near hydroelectric plants to ensure cheap, reliable power supplies. Chip-makers such as AMD and Intel have begun to tout not only the raw processing power of their wares, but also the processing power per watt.

30 Even America’s government is in on the act. Last year, Congress passed a law ordering the Environmental Protection Agency to tackle power-hungry servers. The Department of Energy is also trying to help tech firms cut their electricity bills.

On top of any technological fixes, there are organisational ones. It takes as much power to run an empty server as a full one. Consultants are queuing up to explain to firms how to get more out of their machines — or get rid of them altogether, by outsourcing data management.

35 But at most companies, the people buying the computers and the people paying the power bills do not have much to do with one another. Even if the geeks in IT did look into the operating costs of gadgets before they bought them, the finance guys in the corporate suite probably would not even notice, much less reward, the effort.

By the same token, the employee saving data to a shared drive probably does not know where the server room is located, let alone what goes on there. Endless out-of-date Power Point

40 presentations, forgotten staff memos and internet downloads hum on in the dark for ever. Perfectly thrifty employees, who would not dream of leaving the lights on when they go home for the night, do not think twice about archiving all their e-mails since the year dot.

Companies and consultants have spent 20 years reminding workers to back up the data they need. It may be time now for an offsetting reminder, not to back up the stuff that is done with.

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Passage B

Chinese babies

The golden pig cohort

As China enters an auspicious year, the birth rate is expected to soar

5 HOSPITALS across China are bracing themselves for what is expected to be a surge of babies born in the year of the pig, which starts on February 18th. Pig years, which occur every 12 years, are considered auspicious. But the coming one, or so many believe, will be especially fortunate since it is not just a pig but a golden pig, the first in 60 or even 600 years, depending on which astrologer one consults.

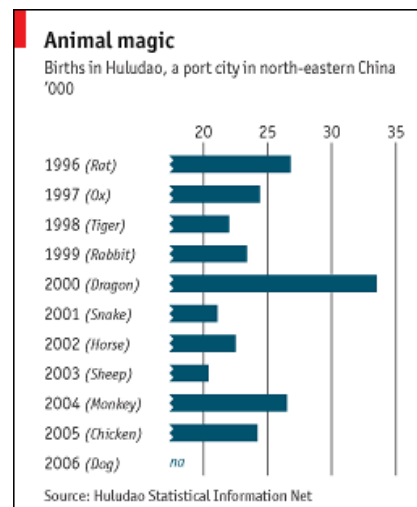


15 China's state-owned media have carried numerous stories of gynaecologists struggling to cope with unusual numbers of expectant women. *Life Times*, a weekly newspaper, quoted an official as saying that Beijing alone could see 170,000 births this year, 50,000 more than in 2006 (quite an auspicious year itself). The increase is partly the result of a mini-baby boom in the 1980s, which was in turn caused by a boom two decades earlier. But officials say the golden pig has much to answer for.

20 In recent years, Hong Kong has become a magnet for urban Chinese women trying to evade China's strict one-child policy and enjoy better standards of hospital care (often free since many leave without paying their bills). But those hoping for a golden pig baby in Hong Kong will face difficulties. To stem the influx, Hong Kong introduced new rules on February 1st requiring mainland women who are more than seven months pregnant to prove they have a hospital booking in the territory before they can cross the border.

30 China's top family-planning official, Zhang Weiqing, said last month that given the current bulge in the number of people reaching childbearing age, the government would not relax its one-child policy. This will probably mean that the golden pig's impact on the birth rate will be followed by a correction once the auspicious period is over (next year is also being tipped as lucky, what with the Olympics and all).

35 But problems are bound to arise as the golden pig cohort reaches school age. In some parts of China, children born in 2000, the year of the dragon (also very auspicious, as suggested by the chart), are already facing stiffer than usual competition for places. In Shanghai last week, deputies to the local legislature's advisory body called on



- 40 city planners to start taking account of auspicious years when considering education demand. They also appealed to citizens to abandon superstition, but that is much less likely to be heeded.

© The Economist Newspaper Limited, London (8 February 2007).

Passage C**Bullying: The view from the classroom**

RECENT calls to ‘stamp out bullying’ are an unrealistic, knee-jerk reaction to the threat of litigation that hangs over all schools. Bullying is partly a consequence of human nature and partly to do with the environment in which it occurs. Not limited to our own species, bullying has been with us since the dawn of mankind.

As a teacher, it is part of my job description to counsel both victims and tormenters; to punish the latter if their crime warrants such treatment.

From a teacher's perspective, it's not always easy to distinguish genuine instances of bullying from harmless fun where one of the protagonists has gone a little too far. Naturally, we keep an eye on those students who are likely to be easy targets and those who tend to be the catalysts of trouble. However, the social dynamics of any given class are very complex; with so much interaction between students outside the formal lesson structure, even the most experienced teacher can fail to read the undercurrents correctly.

It can be a tough call at times - to act, or to keep my distance so as to prevent the victim becoming more isolated from their peers than they already are. Is it a one-off incident that can be dealt with in the classroom, or is there a pattern of behaviour I should take heed of? If I get it wrong, then it could be my head on the block, no matter how well I've documented each incident or reported it to the appropriate authority.

Doing what is right in relation to bullying is not an exact science. Issues relating to gender, race, dress, physical appearance, peer pressure, and so on, all stand to complicate the matter.

Many schools have a ‘bullying policy’. Such policies are useful in that they serve to concentrate teacher and administration attention on the issues, and on the rights and responsibilities of all concerned. However, the recent stampede to impose policies statewide is born more out of a fear of court proceedings than a genuine desire to tackle some of the harder issues.

The best defence against bullying in schools is for teachers to know their students well. Small class sizes allow teachers to better know the characters of their students and develop stronger staff-student relationships. Anonymity in the classroom is less likely and, remembering that a significant percentage of bullying that takes place in a school context is outside the classroom, students are more likely to confide in their teachers when trouble is about. Teachers are more likely to make the right decisions and, more often than not, ward off instances of bullying before they even occur.

But this happens only in a stable school environment, where teachers are familiar faces from year to year and, preferably, where the student population is not too large (over 500, say). If teachers were paid salaries more in line with other professionals who had done similar amounts of training, perhaps a greater number would long to see out their working days in front of a blackboard; would harbour a desire to nurture a class through to their final exams. If counselling services and teaching aides were perceived by those who pay as more than optional extras... If... If...

- 40 I'm not trying to exploit the issue of bullying by hitching it to the wagon of teachers' rights. But I am trying to point out that there are obvious things that can be done to create a more caring environment in schools and hence reduce bullying.

Teachers have a greater role to play, but they need support.

Peter Hodge / Courtesy of The Age (27 January 2000).

Sample Reading Paper – Suggested Answers

The answers suggested here are for reference only. The answers are expressed in key phrases to show how marks are allocated. They are not always in complete sentences, nor are they intended to be the only possible, correct answers.

Full marks: 54 marks (Each answer carries 1 mark unless stated.)

Passage A

1. because this is about the environment // the globe symbolises the environment // because power consumption threatens the world // it happens around the world/everywhere

[Refers to the environment OR threat to the world from pollution OR it being a global phenomenon.]

2. C

3. D

4. B

5. between power used by your PC vs. your oven/other domestic appliances // how much power different things use // power used by computer while in use/working on it vs. sleep mode/standby // power use difference between PC and electric oven

[Refers to comparison of power used by computer when in use or on standby OR between the computer and other appliances]

6. D

7. C

8. They use too much power/electricity.

9. They are changing/evolving. // They don't last long. // There have been many different versions.

10. power // electricity // watts // energy // gas

11. using big servers // using too much power/electricity

12. outsource data management // employ other companies to store old data // how to get more out of their machines // delete unnecessary files permanently // update the machines where they store old data // use machines more efficiently

13. B

14. C

15. D
16. has been going on forever // has lasted a long time
17. Yes, the text is talking about computers and how much energy they need. // Yes, the title suggests computers are greedy (for energy/data). // Yes, it refers to the people storing unnecessary data. OR
No, the text isn't talking about gigabytes but energy wasted. // No, waste of energy is not the computers' fault but the big companies'.

Passage B

18. preparing for // getting ready
19. a rise // a wave // up movement // boost // increase // boom // explosion
20. D
21. B
22. B
23. Because of the bulge in the number of people reaching child-bearing age. // To avoid another baby boom.
24. It's humorous, means increase and also describes shape of pregnant woman // The same word describes the baby boom and an expecting woman's belly. // It's a pun. [2 marks]
OR
It means that there is a large number. // There is a baby boom. // The number of people reaching child-bearing age increases sharply. [1 mark]
25. reduction in birth rate // fewer children // opposite of a boom
26. 2000 was an auspicious year but children born then are finding life harder than normal. // In some parts of China school places are hard to find for the 'golden dragon' children. // They are seen as lucky, but life can be tougher for them.
27. There's no point in fighting it. // Superstition is stronger than policies. // Superstition is rooted firmly in Chinese culture.
28. A

Passage C

29. Bullying has always been there. // Bullying is part of human nature.
30. B

31. Other species bully too. // Not only humans bully. AND Bullying has been around forever. [1 mark for each]
32. tormenter(s) // catalysts (of trouble)
33. B
34. tension between students // social dynamics (of a class) // implicit messages students send // classroom behaviour which is not obvious
[Refers to behaviour or atmosphere which is/are hard to detect]
35. isolating the victim further // making life harder for the victim // not really helping the victim
OR
putting own head on the block // being attacked by parents // teacher may be blamed
OR
court proceedings // litigation // school could be sued // legal consequences
[2 marks for any two; 1 mark for any one]
36. (a) I could be in trouble. // It could end badly for me. // I might be blamed for taking the wrong decision. // I could be criticized. // It could ruin my reputation.

(b) There's not one right answer. // Bullying is a complex issue. // Bullying is always different. // There are many factors which influence it.
37. They are rushing to bring in the policies. // There's not much thought put into the policies. // It matters more to have the policies than what they are. // They're not really thinking about what they're doing.
38. small class sizes // smaller schools
39. B
40. teachers knowing their students well // teachers making the right decisions with regard to bullying // students confiding in their teachers // teachers warding off bullying
41. smaller class sizes // better student-teacher relationships
OR
higher salaries for teachers // motivated teachers
OR
more counselling services
OR
more teaching aides
[3 marks for any three; 2 marks for any two; 1 mark for any one]
42. to explain why teachers may not be committed to staying in their job // to suggest teachers should be valued more highly [2 marks] [Explains the purpose of comparing teachers to other professionals.]
OR
to complain about teachers' salaries // to show others are better off // to compare them [other professionals] with teachers [1 mark] [Refers only to salaries or general comparison between

teachers and other professionals, without explaining the purpose of this reference.]

43. Because he thinks these things will never happen. // Because he is frustrated. // It's all hypothetical.
44. A
45. [Chooses (c) and explains ambivalence, referring to the text.]
 He does find them useful, but is concerned about implementation. // They're good in principle but the motives behind them aren't right. // They help focus on the issues but bullying is hard to pinpoint and tackle. // They are the first step, but more needs to be done to minimize bullying. [3 marks]
- OR
- [Chooses (b) and only refers to negative attitude.]
 The motives behind the policies aren't right. // Bullying is hard to pinpoint and tackle even with policies. // Policies can't make teachers know students better. // Bullying is too complicated/complex. // To find one solution to bullying is not an exact science. [2 marks]
- OR
- [Chooses (a) and only refers to positive attitude.]
 Policies help focus on the issue. // Policies raise awareness of bullying. // Policies give guidelines on what to do. // The policies tell teachers their rights and responsibilities. [1 mark]

Note: Answers marked with a slash (/) are alternatives within answers. Answers marked with a double slash (//) are complete alternative answers. Text in brackets () is not essential. The comments in square brackets [] provide general descriptions of the characteristics of the answers given here.

Scores and Proficiency Levels for Sample Reading Paper

With specific reference to the questions used for the sample paper on pages 5 to 14 (with a total of 54 marks)*, the marks required for each proficiency level are given as follows:

Proficiency Level	Marks (out of a total of 54)
5	44 marks or above
4	38 – 43 marks
3	24 – 37 marks
2	17 – 23 marks
1	16 marks or below

* The total marks and number of items in each Reading paper may differ.

WRITING

General Description

Paper format	The Writing paper consists of two parts.
Timing	2 hours
No. of tasks	Part 1 consists of one task and Part 2 consists of two tasks.
Task types	<p>Part 1 requires candidates to write one text of about 400 words (e.g. expository, narrative, descriptive, etc.) on a topic familiar to Hong Kong teachers (but not necessarily related to education).</p> <p>Part 2 involves rewriting of excerpts from a student's composition and completing written explanations of errors/problems by gap-filling.</p>
Answer format	Candidates write their answers in an Answer Book.
Text input	<p>For Part 1, a text of up to 200 words.</p> <p>For Part 2, a student's composition of approximately 300 words.</p>
Marks	<p>For Part 1, scales and descriptors are used to judge performance.</p> <p>For Part 2, each item carries one or more marks.</p>

Part 1: Composition

Test Taking Strategies for Part 1

- A common problem is not completing all aspects of the task. Candidates should make sure they read the task instructions carefully and ascertain exactly what they are required to do. The instructions usually explain that there are a number of specific aspects of the overall task, all of which need to be completed.
- To avoid breakdowns in organisation and coherence, it is advisable to write a separate paragraph to deal with each topic. There should also be clear linkage between paragraphs by referring forwards or backwards in the text using cohesive devices such as appropriate conjunctions, pronouns, repetition or substitution of key words and phrases, and words such as 'this', 'that', 'previously', 'next', etc. Writing should be concise and should not include any unnecessary or irrelevant content.
- Candidates should make sure that they proofread their finished writing carefully to avoid such grammatical errors as poor sentence structure, incorrect subject-verb agreement, inconsistent or inaccurate use of singular and plural, poor word order, incorrect tenses, incorrect use of parts of speech (using an adjective instead of an adverb, or a noun instead of a verb, for example) and incorrect punctuation, as well as spelling mistakes. Clichés such as 'widening their horizons' or 'taking golden opportunities' should be avoided as they are frequently (mis)used and can lead to confusion.
- Candidates are advised to spend more time reading English texts of the kind described in the Reading section so as to increase their vocabulary, and to practise their writing. They should also be familiar with the basic structure of a coherent text.

LPATE Performance Descriptors: Writing (Part 1: Composition) ²

For Writing (Composition), candidates are assessed on the following three scales:

- Organisation and Coherence
- Grammatical and Lexical Accuracy and Range
- Task Completion

The following descriptors indicate what candidates are expected to be able to do at each level on this task.

5	<p>Organisation and Coherence Writes a completely coherent text such that ideas and information flow in a smooth and natural way. Makes use of appropriate language to ensure cohesion and logical links between ideas.</p> <p>Grammatical and Lexical Accuracy and Range Demonstrates control over a range of grammatical structures and vocabulary, including idiomatic expressions.</p> <p>Task Completion Addresses all elements of the task, with elaboration and illustration where appropriate.</p>
4	<p>Organisation and Coherence Writes a coherent text such that ideas and information flow in a mostly smooth and natural way. Makes use of appropriate language to aid cohesion and logical links between ideas.</p> <p>Grammatical and Lexical Accuracy and Range Demonstrates control over a range of grammatical structures and vocabulary, including idiomatic expressions, though with occasional mistakes.</p> <p>Task Completion Addresses all elements of the task, with some elaboration and illustration.</p>
3	<p>Organisation and Coherence Presents ideas and information in a generally clear way. Links ideas together using mostly appropriate language.</p> <p>Grammatical and Lexical Accuracy and Range Demonstrates a limited control over grammatical structures and vocabulary.</p> <p>Task Completion Completes the task with minor omissions.</p>
2	<p>Organisation and Coherence Presents ideas and information in a way that makes it difficult for a reader to follow. Does not link ideas effectively.</p> <p>Grammatical and Lexical Accuracy and Range Demonstrates a very limited control over grammatical structures and vocabulary.</p> <p>Task Completion Fails to address one or more major requirements of the task.</p>
1	<p>Organisation and Coherence Presents and links ideas and information in a way that is very difficult to understand.</p> <p>Grammatical and Lexical Accuracy and Range Demonstrates no control over grammatical structures and vocabulary.</p> <p>Task Completion Does not complete the task.</p>

² The descriptors are for illustrative purposes to help candidates to grasp the skills required at each level. They are a simplified version of the scales and descriptors used by assessors in the assessment of performance in the LPATE.

A sample Writing (Part 1: Composition) task is given below. This is followed by two samples of candidates' writing on this task. Explanations of the key features of the samples are provided to help prospective candidates to better understand the requirements of this part of the Assessment.

Sample Writing (Part 1) Task

In Part 1, you are required to write a coherent text using accurate grammar. Please make sure you address all aspects of the task.

Background

Read the following recollections about relationships.

Relationships

I can remember doing an exercise once when I was training to be a teacher. We all had to cut up 20 pieces of paper into small bits and then write down on those slips of paper different 'roles' we had in our daily lives. For example for me I was 'girlfriend'; 'employee'; 'student'; 'sister' etc. We then had to rank them in order of importance to ourselves.

This exercise really made me think about all the different kinds of relationships I have with those I encounter every day or on a regular basis. Some are close personal relationships and others are quite formal and distant. Some are family, some are friends. Some take up a lot of my time, others are not so time-consuming.

Task

You have been asked to **write a short article** of about 400 words for a youth club magazine describing different relationships you have encountered as a young professional.

Describe at least three people in your life with whom you have very different relationships. Explain how these relationships are different.

Sample Writings and Assessment

Sample Writing 1

There are different roles we have to play in our whole lives, such as ‘student’, ‘brother’, ‘daughter’ or even ‘mother’ in the future. It is impossible to have the same kind of relationship with every person that you meet in your daily life. As a young professional, I would like to share my experiences, talk about three people in my life whom I have very different relationships and explain how they are different.

The first person that I am going to talk about has a very close relationship with me. She is my elder sister. My sister is only two years older than me, so we have no communication problems at all. We have similar characters, similar hobbies and even the same idol. We were in the same primary and secondary school, thus at that time, we always chat with each other for hours after school, talking about what had happened that day and what funny jokes the teachers had said. We share secrets, happiness and also things that upset us. Therefore, we have very close relationship.

The second person that I am going to share is my parent. I have close relationship with them, but not as close as my elder sister. The things that I usually discuss with them are not secrets any more. Our discussions are usually about the big decisions that I have to make, such as choosing which university, entering which department. I am always given useful and practical suggestions because they are much older than me and have more experiences in the society. I share the problems that I encounter in my work, but not things happened in school when I was a student or secrets anymore.

The last person has a more formal and distant relationship with me. He was my professor when I was in the university. We had not much interactions compared with my parent and sister. We usually only saw each other in the lessons. Unlike primary and secondary schools, we seldom met professors in the campus and chat with them. Therefore, we have quite formal and distant relationship.

To conclude, it is normal to have different relationship with different people because of their importance to us, some people would have very close relationships with us because we spend most of the time with them, but for some, we would only see them under formal situations.

Assessment of Sample Writing 1

Sample 1 was considered to be of the minimum standard required to attain the language proficiency requirement. The following are comments made by the assessors on each different scale:

Organisation and Coherence (Level 3)

The organisation in this sample is generally well achieved. Each paragraph deals with a different topic and there is a satisfactory flow of ideas, although sometimes the coherence breaks down. In line 13, the sentence 'The things that I usually discuss with them are not secrets any more' needs to be read more than once before the meaning becomes clear. The same problem occurs in line 19 with the sentence 'We had not much interactions compared with my parent and sister.' The writer does make quite good use of cohesion, including pronouns, but sometimes this breaks down, such as in the paragraph beginning on line 18 where the reference of the pronoun 'we' seems to refer to different people in the last two sentences than it does in the first three sentences. There is also a need for better use of conjunction as in the sentence on lines 3-5: 'As a young professional, I would like to share my experiences, [and] talk about three people in my life ...'. In general, the organisation and coherence is satisfactory.

Grammatical and Lexical Accuracy and Range (Level 3)

Grammatical structures are usually accurate and some more complex structures are attempted, for example from line 8: 'We were in the same primary and secondary school, thus at that time, we always chat[ted] with each other for hours after school, talking about what had happened that day and what funny jokes the teachers had said'. However, there are some consistent errors such as the use of single/plural nouns ('parent', 'interactions', 'relationship', 'experience') and omission of articles ('I have [a] close relationship with them' and 'we have quite [a] formal and distant relationship'). However, these seldom impede understanding.

Task Completion (Level 3)

The writer completes the task to an acceptable degree. She³ describes three different people with whom she has different relationships and describes these relationships quite well. However, the explanations of how the three relationships are different could be further elaborated.

³ The pronoun 'she' is used to refer generically to candidates of both genders.

Sample Writing 2**My VIPs in Life**

‘Que Sera Sera, whatever will be will be, the future is ours to see...’ This is the song that I learned in F.2. Actually, we cannot see our future. Hardly can I believe that I will become a professional teacher after one more year. Looking back, I realize that there are people whom I have met along my career path of being an English teacher. I call them my VIPs.

Miss Chui, who was my F.4-5 English teacher, is definitely the first person on my VIP list. Although I performed well in English, I was a very passive student in class. She, however, opened my mind. She spent quite a lot of her spare time talking to me, through either face-to-face interactions or letters. She cared not only about my academic performance but also my personal life. I began to share my joys and pain with her since then. What is more, I realized that being a teacher is more than teaching academic knowledge to students, a good teacher cares about his students’ personal growth. After meeting her, I started to think of being an English teacher as my future career.

Luckily enough, I entered an English-education programme at university. Nevertheless, things have got harder and tougher. If I had not had met them, I would have given up what I have been longing for.

Mae, who went to the same secondary school with me and is now one of my best friends, comes in second on my list. We talk about everything. Although we are taking two different courses, we listen to each other’s sharing about the school life patiently. We give advice to each other; we do sports to release our pressure; we travel together. Without her listening to my grumbles about my study, I wonder what I would be like now. Friends are always important in life.

Another VIP whom I met is my current classmate, Samuel. As we are taking the same programme, we support each other. I remember him comforting me when I was having hard time in my field experience last year. We sent SMS to each other to cheer one another up while meeting deadlines of assignment submission. I am so glad that I can find a true friend in my university life. I am sure we will share our teaching life in the future too.

Framing one’s career path is not easy, no one can do it without any ‘VIPs’. I feel blessed that I have got Miss Chui to be my inspiring teacher; Mae to be my lifelong listener and Samuel to be my teaching-life sharing partner. I am clear about my future now and I hope every one of you can find your own VIPs soon.

Assessment of Sample Writing 2

Sample 2 was considered to be a good piece of writing. The following are comments made by the assessors on each different scale:

Organisation and coherence (Level 4)

Sample 2 shows examples of good organisation at both a paragraph and sentence level. Each main paragraph deals clearly with one topic, which is introduced and then elaborated. The composition has a chronological structure: the writer begins by referring to her path to becoming a teacher and then introduces the three people with whom she has different relationships according to the stage at which she met them. Various cohesive devices are used to link ideas together. For example, the sentence on line 6 introduces the first person that the writer wishes to talk about: 'Miss Chui ... is definitely the first person on my VIP list', while on line 21, the writer introduces the third with 'Another VIP whom I met is ...', showing an ability to vary the form of expression used. There is good use of reference words and expressions such as 'looking back', 'what is more', and 'nevertheless' to achieve coherence and cohesion. Though there are occasional moments of hesitation for the reader (such as wondering when 'since then', line 10, refers to), the text is easy to read and to extract information from.

Grammatical and lexical accuracy and range (Level 4)

The writer makes good use of a range of grammatical structures and a number of complex structures are attempted successfully. Examples of these are in line 6: 'Although I performed well in English, I was a very passive student in class'; line 8: 'She cared not only about my academic performance but also my personal life'; and line 10: 'What is more, I realized that being a teacher is more than teaching academic knowledge to students, a good teacher cares about his students' personal growth'. A good range of vocabulary is used appropriately. There are occasional errors but overall the use of grammar and vocabulary ensures good comprehensibility.

Task completion (Level 4)

The task is completed well in that the main points asked for are addressed. The writer describes three different people with whom she has different relationships and describes each one of these well using examples and elaboration. Had the writer specified more clearly how these relationships are different from each other then she might have scored more highly on this criterion.

Part 2: Correcting and Explaining Errors/Problems in a Student's Composition

Test Taking Strategies for Part 2

A marking scheme is used for the marking of the two tasks in Part 2 of the Writing paper. The marks allocated to each candidate are then converted to proficiency levels according to the procedures outlined on pages 2 and 3.

Below are some general points that candidates may wish to note:

- For Task 2A, candidates should correct **only** the errors in underlined and numbered items designated for correction. For Task 2B, candidates are required to explain **only** the errors/problems in items designated for explanation.
- Candidates should read the instructions carefully and make sure that **all** items designated for correction and explanation in Task 2A and 2B are completed.
- Becoming more familiar with basic grammatical terminology can help in identifying and explaining errors more clearly and concisely. Candidates may wish to refer to a grammar textbook for guidance. If so, they should choose a book which they find easy to use and from a reputable publisher.

A sample Part 2 of the Writing paper, including the Answer Book and suggested answers, is given on the following pages.

Sample Writing (Part 2) Tasks

Task 2A: Detection and correction of errors/problems

Below is a student’s composition. Although it contains a large number of errors/problems, you are asked to correct **those in Items 2 to 10 only**. Each item has *at least one error / problem and possibly more* (e.g. subject-verb agreement; omission of third person singular ‘s’ or plural ‘s’). When you provide corrections in the Answer Book, **please retain the original meaning and words as much as possible; any unnecessary changes may be penalised**. Item 1 has been done for you as an example in the right-hand column.

<p>It was a nightmare. I still remember that night – (1) <u>it is very scarily</u> and horror and it is very unforgettable for me. (2) <u>On that night I was playing TV game in home</u>. Suddenly (3) <u>I seed many people screamed on the street</u>. (4) <u>A bigger monster was appear and had been destroying the city</u>. (5) <u>There had a lot of police discussing about what was it and what to do</u>.</p> <p>And I came out the street and see what happen was it. Oh no! A bigger monster was come to the city. And (6) <u>it’s outlook was horrified</u>. It has three heads and six arms, and many terrific hair. I can see the city was on fire, and I can hear (7) <u>screamings, that moment was like end of the world</u>.</p> <p>Next the police were use laser guns to fire the robot, and (8) <u>many buildings were collapsed</u>. (9) <u>Suddenly, the street like a dead zone</u>. (10) <u>The dead silence let us scared</u>. I remember (11) <u>to feel very frightened</u>. And the robot was hurt. It was in chaos very scary. (12) <u>Totally four men was hurt</u>. Also the peoples were very helpless. And some people ran to (13) <u>the protective dome, very dark and crowded</u>. And some peoples were scream of help. The protective dome just like a hell.</p> <p>In protective dome (14) <u>some people were cry, shout and scream</u>, it was very scary. Suddenly we listened a good news. (15) <u>The robot was run out of energy, we were safe – no danger any more</u>. (16) <u>If we left the protective dome, we were very happy</u>.</p> <p>(17) <u>At last, the city explained</u> to the people that the malfunctioned robot was a product of the Artificial Intelligence Council. (18) <u>I wish this will not happen again</u>.</p>	<p>(1) it was very scary</p> <p>Now provide corrections for Items 2-10. Write them in the Answer Book.</p>
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Task 2B: Explanation of errors/problems

In this task, you are asked to complete the explanations of the errors/problems in Items 11 to 18 to show your understanding of them.

You should demonstrate to the examiners your understanding of the underlying rules or generalisations, using grammatical terms where appropriate to complete the explanations.

Here is an example based on Item 1:

Item 1: it is very scarily

There are two problems in this item. The first problem concerns the incorrect use of (a) the (main) verb “is”. The writer should use (b) the simple past tense to indicate the correct time of action.

The second problem concerns a wrong use of (c) the adverb “scarily”. The (d) adjective “scary” should be used instead.

Please complete the error explanations for **Items 11-18** in the Answer Book.

Task 2A

Write the correct versions of Items 2 to 10 in the spaces provided below.

Item 2: _____

Item 3: _____

Item 4: _____

Item 5: _____

Item 6: _____

Item 7: _____

Item 8: _____

Item 9: _____

Item 10: _____

Task 2B

In this task, you are asked to complete the explanations of the errors/problems in Items 11 to 18 of the student composition to show your understanding of them.

You should demonstrate to the examiners your understanding of the underlying rules or generalisations, using grammatical terms where appropriate to complete the explanations.

You are strongly advised to read the original student composition in the Question Book when answering this task.

Item 11: to feel very frightened

The problem is with the (a) _____ “to feel”. It should be replaced by “feeling” because the writer wishes to describe (b) _____, rather than an intended action.

Item 12: Totally four men was hurt

There are two problems in this item. First of all, the (a) _____ “Totally” should be replaced by “In total” because the former means (b) _____ whereas the latter, which expresses the intended meaning here, means “the sum”, “in all” or “the aggregate amount”.

The second problem is one of (c) _____. The verb “was” should be changed because (d) _____.

Item 13: the protective dome, very dark and crowded

The problem here is that the phrase “very dark and crowded” cannot be placed right after the comma. Instead, the (a) _____ “which” plus the verb “was” should be inserted before “very” to form the (b) _____ that describes the dome.

Item 14: some people were cry

The problem is that the writer has used the bare infinitive “cry” instead of the (a) _____ “crying” to form the (b) _____.

Item 15: The robot was run out of energy, we were safe

There are two problems in this item. The incorrect verb form “was run out” should be replaced with the (a) _____ tense form to indicate (b) _____.

The second problem is one of (c) _____.
To correct this problem, the writer needs to (d) _____.

Item 16: If we left the protective dome

The problem is with the wrong use of the (a) _____ “If”, which should be replaced by “When” because the previous sentence states that they were safe, and so there is no need to express (b) _____ when describing the possibility of leaving the dome.

Item 17: At last, the city explained

The writer has used an incorrect (a) _____, “At last”. Instead, (b) _____ can be used to indicate when the explanation occurred.

Item 18: I wish this will not happen

The use of the (a) _____ “wish” in this item is incorrect. “Wish” is commonly used in (b) _____ situations. Instead “hope” should be used to express a desired outcome.

End of Paper

Sample Writing (Part 2) Tasks – Suggested Answers

The answers suggested here are for reference only. The answers are expressed in key phrases to show how marks are allocated. They are not always in complete sentences, nor are they intended to be the only possible, correct answers.

Full marks: 20 marks for each task. (Each answer carries 1 mark unless stated.)

Task 2A Correction of errors/problems

2. That night I was playing TV games/a TV game at/in my home [3 marks]
3. I saw/heard many people screaming on the street [2 marks]
4. A big monster had appeared and was destroying the city [3 marks]
5. There were a lot of police discussing what it was and what to do [3 marks]
6. its appearance/look was horrifying/horrible/horrific [3 marks]
7. screaming. That/and that moment was like the end of the world [3 marks]
8. many buildings were collapsing/had collapsed
9. Suddenly, the street was/looked like a dead zone
10. The dead silence made us scared/scared us

Task 2B Explanation of errors/problems

11. (a) (to) infinitive
(b) an emotion // a mental state // a sensation // a feeling
12. (a) adverb
(b) completely
(c) subject-verb agreement // incorrect use of single verb
(d) the subject is plural // the noun “men” is plural
13. (a) relative pronoun // subordinator
(b) (non-defining) relative clause // subordinate clause // adjective clause
14. (a) (present) participle
(b) past continuous tense
15. (a) past perfect
(b) an action completed before another action in the past
(c) comma splice // run-on sentence // incomplete sentence // punctuation problem

- (d) [If answer is “comma splice” to (c)] put a full stop after ‘energy’ and begin a new sentence with ‘We were safe’ //
 [If answer is “run on sentence” to (c)] end the sentence after ‘energy’ and start a new sentence with ‘We were safe’ // use a semi-colon to separate the clauses //
 [If answer is “incomplete sentence” to (c)] use a conjunction such as ‘so’ to combine the clauses and show the cause-effect relationship //
 [If answer is “punctuation problem” to (c)] put a full stop after ‘energy’ and begin a new sentence with ‘We were safe’
16. (a) (subordinating) conjunction // conditional // connective
 (b) uncertainty // condition // a hypothetical situation // an imaginary situation // an assumption
17. (a) time marker // discourse marker // adverb(ial) of time // adverbial phrase // prepositional phrase // connective // adverbial // adverb
 (b) Finally // Lastly // Later // Subsequently // Then
18. (a) verb
 (b) impossible // unachievable // unrealistic // unreal // hypothetical // imagined // imaginary // unlikely

Note: Answers marked with a slash (/) are alternatives within answers. Answers marked with a double slash (//) are complete alternative answers. Text in brackets () is not essential.

Scores and Proficiency Levels for Sample Writing (Part 2) Tasks

With specific reference to the tasks used for the sample paper on pages 33 to 38 (with a total of 20 marks for each task)*, the marks required for each proficiency level are as follows:

Proficiency Level	Task 2A	Task 2B
	Marks (out of a total of 20)	Marks (out of a total of 20)
5	19 marks or above	18 marks or above
4	16 – 18 marks	15 – 17 marks
3	13 – 15 marks	12 – 14 marks
2	8 – 12 marks	8 – 11 marks
1	7 marks or below	7 marks or below

* The total marks and number of items in each Writing paper may differ.

LISTENING

General Description

Paper format	The Listening paper consists of three or four parts.
Timing	1 hour
Task	Listening and responding to an audio recording divided into three or four parts. Each part consists of a spoken text and a number of related questions, and each part will deal with a different topic. The recording will be played once only.
No. of questions	30 – 40
Question types	Including but not limited to: open-ended short answer, sentence-completion, gap-fill, table or diagram completion, multiple choice and true-false.
Answer format	Candidates write their answers in a Question-Answer Book.
Text input	Three or four texts, one for each part of the paper. Each part / text will deal with a different topic. The combined length of the recorded texts will be approximately 30 minutes. These texts may be of various types, including discussions, debates, interviews and documentaries, and are the types of text that English teachers listen to for both teaching and professional development purposes. They might be drawn directly from the English language media in Hong Kong or elsewhere or developed from authentic interviews, discussions, etc.
Marks	Each question carries one or more marks. The number of marks available for each question is stated.

Test Taking Strategies

The paper is marked according to a marking scheme. The total marks gained by each candidate are then accorded a proficiency level (1 to 5). The proficiency levels are determined by two methods, as described on pages 2 and 3.

Overall advice to candidates taking the Listening paper is:

- When preparing for this paper, candidates are advised to take every opportunity to listen to spoken English, including a wide variety of genres, accents and speeds. Examples are radio news, interviews, chat shows, phone-ins, current affairs shows and documentaries, either as live broadcasts or as podcasts downloadable from websites in Hong Kong and other countries. Other possible sources of listening practice are films in English and TV programmes, etc.
- During the test, it is important that candidates listen carefully to what is said by the speakers so as to both understand the factual details and derive a deeper meaning of the content.

LISTENING

A sample Listening paper, including tapescript and suggested answers, is given on the following pages. The audio recording for the sample paper can be found on the CD which accompanies this Handbook.

Sample Listening Paper

Situation

You are going to hear a recording divided into three parts. Each part deals with a different topic. The first part is a webcast on English language learning. The second is a radio chat show in which participants discuss the issue of spoiled children. The last part is a talk by a British writer living in America about differences between American and British English. Before each part begins, you will be given time to go through the questions and think about the topics. When the recording finishes, you will have 10 minutes to complete the last part of the test and to tidy up your answers.

In the recording, pauses are included before and after certain questions to allow you to read the upcoming questions, or to complete your answers before you continue. Please follow carefully the instructions in the Question-Answer Book and in this recording.

You are expected to write your answers while you listen, and there is no need to take notes for most questions. Any notes that you do write will not be marked. Please also be aware that some questions may have a word limit.

Your answers to the questions must be drawn from the recording and can be expressed in your own words or in the words used in the recording. When writing, please use a pencil. Complete sentences are not required, but the answers you provide should be full, in English, and coherent enough for the assessor to understand.

Listen to the recording and write your answers to the questions in the Question-Answer Book. Where there are tables, you should fill in the missing information.

You now have 5 minutes to read through the questions to gain a general idea about the topics that the recording covers.

[5-minute pause]

Part 1 Learn English With Us

In the webcast to follow, Colin Richardson and his guests talk about different aspects of learning English. The first voice you hear is that of Colin.

1. What aspects of William Shakespeare does Colin say the programme will be focusing on?
(2 marks)

(a) _____ and (b) _____

2. One of Colin's guests is Nina Murphy. What will she be doing for the listeners during the webcast?
(1 mark)

3. Colin's other guest is the actor David Trent. Complete the table below which gives details of the productions that David is acting in at the moment.
(3 marks)

Title of production	Type of production
Death of a Salesman	(a)
(b)	TV series
(c)	Movie

4. According to David, why do actors call one of Shakespeare's plays, 'the Scottish play'?
(1 mark)

LISTENING

5. What can listeners vote on during the webcast?

(1 mark)

6. According to David, what three kinds of plays did Shakespeare write?

(3 marks)

(a) _____

(b) _____

(c) _____

7. According to Nina, who paid for the construction of the Globe Theatre?

(1 mark)

8. What happened at the Globe Theatre in 1613? Blacken one circle to indicate your answer.

(1 mark)

A. It became the leading theatre in London.

B. King Henry VIII went to the theatre.

C. A cannon blew off the roof.

D. The theatre burnt down.

A B C D

LISTENING

9. David describes a special effects sequence. What went wrong with it? Blacken one circle to indicate your answer.

(1 mark)

- A. Some terrorists blew up the set.
- B. The director got shot.
- C. The producer's car was destroyed.
- D. The computer effects did not work.

A B C D

10. David gives two examples of metaphors used by Shakespeare. Name the two plays which the metaphors he mentions come from.

(2 marks)

(a) _____

(b) _____

11. Write two metaphors from everyday life that Nina mentions.

(2 marks)

PAUSE

Part 2 Are we Spoiling our Children?

What follows is part of a radio chat show. Mark Rollinson and his guests discuss the issue of whether we are spoiling our children. As well as the guests in the studio, there will be other people phoning in to give their opinions. The first voice you will hear is that of Mark.

12. Mark introduces his two guests for the show. Complete the missing information.

(4 marks)

Dr Wong Chi-kung is (a) _____ in

(b) _____ at the University of Kowloon.

Nancy Fletcher is (c) _____ of the group

(d) _____ .

13. Why, according to Nancy, are some children self-absorbed and selfish?

(1 mark)

14. What does Nancy do which might make people think she is a 'crazy woman'?

(1 mark)

LISTENING

15. The speakers talk about the role that domestic helpers play in the raising of children. Complete the table below which summarises their views.

(6 marks)

<p>Mark</p>	<p>(a) His wife thinks that helpers should</p> <p>_____</p> <p>_____</p>
<p>Nancy</p>	<p>(b) Some helpers tend to</p> <p>_____</p> <p>(c) even though</p> <p>_____</p>
<p>Dr Wong</p>	<p>(d) Parents believe that because they</p> <p>_____</p> <p>(e) the helper should</p> <p>_____</p> <p>(f) He agrees with Nancy that parents should tell their helper to _____</p>

LISTENING

16. Blacken one circle to indicate your answer. Dr Wong believes that the problem of spoilt children is worse now than when he was a child because parents nowadays

(1 mark)

- A. work harder.
- B. have more time.
- C. don't care about their children.
- D. have more money.

A	B	C	D
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Complete the following sentence.

(2 marks)

According to Nancy, child psychologists believe that parents and children should

(a) _____ and that the children should be given an increasing amount of (b) _____ as they get older.

18. Explain Nancy's use of the term 'cold turkey' in this context.

(2 marks)

19. According to Dr Wong, being spoiled as a child can lead to problems in adult life. What are the two problems he identifies?

(2 marks)

(a) _____

(b) _____

PAUSE

LISTENING

20. The participants discuss rewarding children. Complete the summary of their discussion below. Use **ONE WORD** only in each space.

(5 marks)

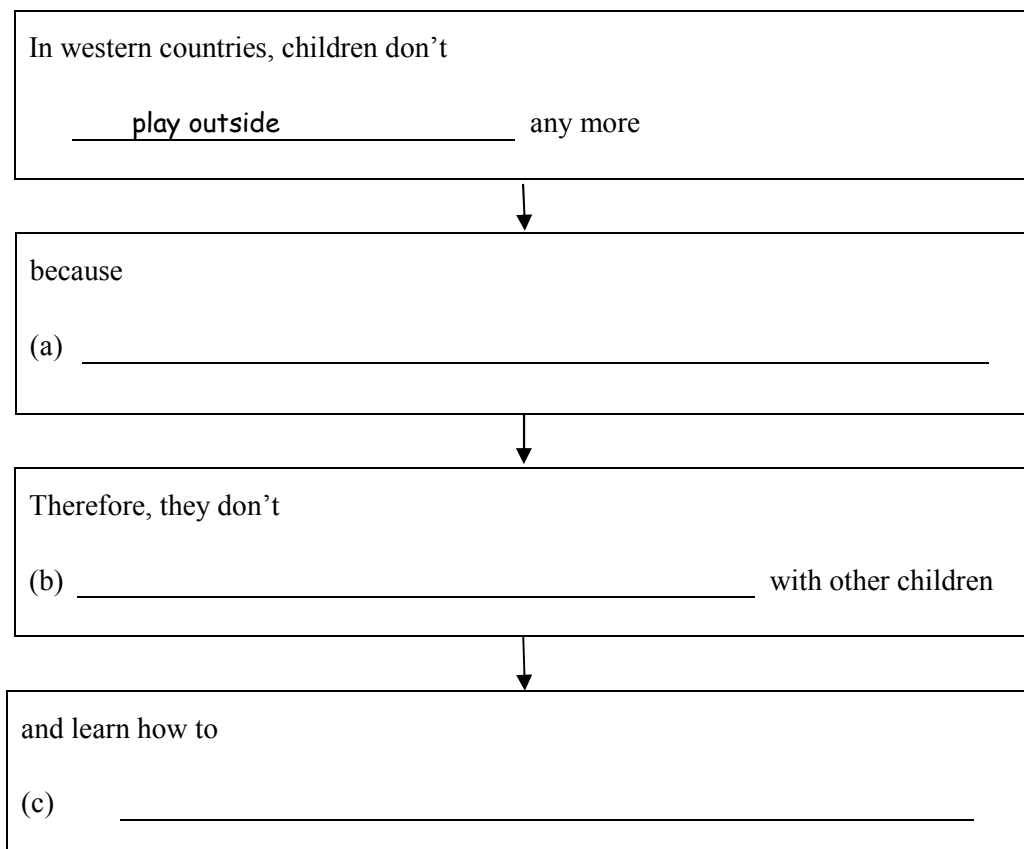
Nancy believes that children should (a) _____ any rewards that they get for doing work, though she herself was not rewarded for doing school work, only for doing (b) _____. She gives her son money so as to (c) _____ him.

Dr Wong thinks that parents in Hong Kong do not pay their children for

(d) _____ learning, as they already have enough money. Instead, they prefer to give them a (e) _____.

21. A caller to the programme, Janet, expresses the view that in western countries there are similar problems with children. Complete the following flow-chart which illustrates her views.

(3 marks)



LISTENING

22. What is Janet's view of child safety in western countries? Blacken one circle to indicate your answer.

(1 mark)

- A. There are bad men on every corner.
- B. More children are taken away than were in the past.
- C. The press exaggerates the problem.
- D. The parks are the most dangerous places.
- A B C D

23. Dr Wong uses three verbs that have the pre-fix 'over' when describing the safety of children in Hong Kong. Complete each of these verbs to match with a corresponding noun as used by Dr Wong.

(3 marks)

- (a) over risks
- (b) over children
- (c) over dangers

24. What are the participants' views on rewarding children for academic success? Blacken one circle for each participant to indicate their views.

(3 marks)

- | | Agree | Disagree |
|------------|-----------------------|-----------------------|
| (a) Janet: | <input type="radio"/> | <input type="radio"/> |
| (b) Nancy: | <input type="radio"/> | <input type="radio"/> |
| (c) Mark: | <input type="radio"/> | <input type="radio"/> |

LISTENING

25. (a) Another caller to the show, Lucy, makes a point about how children in Hong Kong are spoiled. What is her point?

(1 mark)

- (b) What is Mark's response to Lucy's point?

(1 mark)

26. According to Dr Wong, what do the following two groups feel about children being independent?

(4 marks)

Children

- (a) They

- (b) but

Parents

- (c) They

- (d) because

PAUSE

Part 3 Whose English?

In the last part of the test, Richard Crane, a British writer and broadcaster who lived in America for many years, talks about differences between British and American English.

27. Why were Richard and others in Britain shocked when they first watched Hollywood films?
(1 mark)

28. Why, according to Richard, did the Englishmen who settled in America have to develop new words?
(1 mark)

29. Richard mentions a number of languages that have influenced American English. Write three of the languages he mentions.
(2 marks)

30. What does Richard's friend say is the reason that British and American English are 'practically indistinguishable'?
(1 mark)

LISTENING

31. Explain why Richard was convinced that the writer of a story about wine in the *New Yorker* magazine must have been British.

(1 mark)

32. (a) If an American says that a book has ‘bombed’, what does he/she mean?

(1 mark)

- (b) What did Richard’s daughter mean when she said ‘Daddy, your book is a bomb’?

(1 mark)

End of paper

Sample Listening Paper – Tapescript

Announcer: *Language Proficiency Assessment for Teachers English Language Listening test*

Situation: You are going to hear a recording divided into three parts. Each part deals with a different topic. The first part is a webcast on English language learning. The second is a radio chat show in which participants discuss the issue of spoiled children. The last part is a talk by a British writer living in America about differences between American and British English. Before each part begins, you will be given time to go through the questions and think about the topics. When the recording finishes, you will have 10 minutes to complete the last part of the test and to tidy up your answers.

In the recording, pauses are included before and after certain questions to allow you to read the upcoming questions, or to complete your answers before you continue. Please follow carefully the instructions in the Question-Answer Book and in this recording.

Please note that you are expected to write your answers while you listen, and there is no need to take notes for most questions. Any notes that you do write will not be marked. Please also note that some questions may have a word limit.

Your answers to the questions must be drawn from the recording and can be expressed in your own words or in the words used in the recording. When writing, please use a pencil. Complete sentences are not required, but the answers you provide should be full, in English, and coherent enough for the assessor to understand.

Listen to the recording and write your answers to the questions in the Question-Answer Book. Where there are tables, you should fill in the missing information.

You now have 5 minutes to read through the questions to gain a general idea about the topics that the recording covers.

[Pause 5 minutes]

Announcer: *Part 1*

In the webcast to follow, Colin Richardson and his guests talk about different aspects of learning English. The first voice you hear is that of Colin.

Please take a minute now to study questions 1 to 11. The webcast will begin after 60 seconds.

[Pause 60 seconds]

LISTENING

Colin Hello, I'm Colin Richardson and this is the Learn English With Us webcast coming live from London.

In the programme today English language and literature. We hear about William Shakespeare, his theatre and his language. And we'll also be answering some of your questions about English.

Joining me today, our guests are Nina Murphy, who'll be looking at some of the language used by Shakespeare, and also answering some of your questions on the English language, hello Nina.

Nina Hello Colin, it's great to be here.

Colin And also joining us is actor, David Trent.

David Hello.

Colin Thanks for coming in David and taking time out from what must be a very busy schedule. You're currently playing in the West End production of the play, Death of a Salesman and I believe you have a new series of your popular detective series, Hard Evidence, starting soon on TV?

David That's right Colin, and I've just signed a contract to appear in a remake of the movie Summer Holiday. Filming starts in April in France.

Colin So you are busy.

So listeners, If you would like to ask David a question about being an actor, or if you would like to talk to us about your experiences of acting or Shakespeare then send us an email to questions@learnenglish.co.uk.

And David, you have the question for this week's competition.

David This is a question about Shakespeare and superstition – for actors in the theatre it is said to be bad luck to say the name of this play. It is usually called the Scottish Play instead. What is this play?

Colin You will hear the answer later in the programme. And when you think you know the answer send it to us at questions@learnenglish.co.uk. David will pick out the winner at the end of the programme.

We're also running a vote during this webcast. How would you prefer to experience a Shakespeare play – by reading it, by seeing a play, by seeing a film or not at all! Vote now on the website and we'll give you the result also at the end of the programme.

David, just how important is Shakespeare to English literature?

David Shakespeare is regarded as perhaps the greatest English writer ever. He was as popular in his lifetime as after and he has had a huge influence on the English language. He lived from 1564 – 1616. He wrote about 38 plays – comedies, tragedies and histories, also a large number of sonnets ...

Colin What's a sonnet, David?

LISTENING

- David A sonnet is a kind of poem with a particular structure – 14 lines and a fixed rhyme scheme.
- Colin I see, so he was playwright and a poet.
- Now ... in London Shakespeare was closely associated with the Globe Theatre. Nina, you've been doing some research into the history of the theatre. When was it built and what happened to it in 1613?
- Nina Well it was built in 1599 and Shakespeare and a group of actors put the money together to build the theatre. It was the first time ever in England actors had paid to build a theatre. So that was very special. And it became the number one theatre in London and certainly the number one venue for Shakespeare's plays until 1613.
- And in 1613 they put on a play about Henry VIII and they had a cannon effect to announce the arrival of the king on stage. But it was a special effect that went badly wrong because a spark from the cannon flew up and hit the roof which is made of thatch. It caught fire and the theatre burnt to the ground during a performance.
- Colin So the Globe was destroyed by fire in 1613 after a special effect went wrong and set fire to the thatch roof – thatch is a kind of dried grass that was used for roofs in those days – and in fact can still be seen in some parts of the country – David have you ever experienced any special effects going wrong (or other mishaps?)
- David Well, one time we were filming a complicated action sequence in which a car was supposed to explode because some terrorists had planted a bomb underneath it. We filmed it at the studio in Hollywood, where they have very large sets with a lot of space for that kind of shot. Everything seemed to go well – the car exploded and the director got the shots he wanted – until one of the executive producers suddenly realized that it had been his car that had been blown up! Instead of the dummy car! It wasn't much consolation to him that it was a great movie and went on to be really successful. Nowadays that couldn't happen because all the effects are computer-generated.
- Colin Goodness me.
- Okay, we have a question about English from our listeners Sarah and Aimee ... Nina?
- Nina Yes, they ask, I wonder if you could help to clarify the actual meanings of the word *metaphor*. My daughter is seven and the word *metaphor* came up in a book she is reading. She asked me to explain it so she could enter it into her vocabulary book, and I did, but when she went to school the next day, her teacher told her I'd incorrectly defined it. Any help would be much appreciated.
- Colin Well this is a very interesting question and one which I think we can use examples from Shakespeare to help. David – what is a metaphor?
- David Well it's a way of comparing one thing to another, to provide an image that helps to explain something or provide a dramatic feeling – Shakespeare's writings are full of metaphors – some famous examples are “All the world's a stage” from *As You Like It* and “Juliet is the sun” from *Romeo and Juliet*.
- Nina But it's, it's not just in Shakespeare, we use metaphors in our everyday speech all the time – *the mouth of a river, a table-leg, eye of a storm, he's an angel! Raining cats*

LISTENING

and dogs.

- Colin Absolutely, English is full of imagery and all all of us use it every day.
- Well, I'm afraid that's about all we have time for today – before we go though, David can you give us the answer to this week's competition and tell us who the winner is?
- David Yes ... the winner is Katie Ho from Hong Kong who was amongst many who gave the correct answer, which was of course ... *Macbeth*.
- Colin Well done Katie. You'll receive two tickets to see the Hong Kong Repertory Company's production of *Macbeth* as part of the Hong Kong Arts Festival. Thank you very much to David Trent and Nina Murphy – join us again next week for more Talk about English. Goodbye.
- All Goodbye.
- Announcer: *That is the end of Part 1. You now have 2 minutes to complete your answers to questions 1 to 11.*

[Pause 2 minutes]

- Announcer: *Part 2*
- What follows is part of a radio chat show. Mark Rollinson and his guests discuss the issue of whether we are spoiling our children. As well as the guests in the studio, there will be other people phoning in to give their opinions. The first voice you will hear is that of Mark.*
- Please take a minute now to study questions 12 to 19. The show will begin after 60 seconds.*

[Pause 60 seconds]

- Mark Joining us for the first part of the programme is Dr Wong Chi Kung, he's Principal Lecturer in Social Studies at the Kowloon University and Nancy Fletcher, who's the coordinator of the concern group, *Help for Parents*. I think we'll start with you Nancy ... good morning and thanks for joining us once again.
- Nancy Good morning.
- Mark You certainly have a lot to say on the subject of spoilt children – do you think it's a big problem, do you see a lot of them around?
- Nancy Yes ... but I don't think it's just Hong Kong, I think it's everywhere ... and ... I think when they're very young I don't really blame the children, I blame the parents.
- Mark What are the signs of a spoilt child?
- Nancy Well, before I had my own kid, I used to think it was the child who was screaming and yelling in public for not getting the candy in the shop. Now I just think that's their way of communicating because we all speak out when we don't get what we want. Even as adults we do it in some way ... I just think it's children who are self-

LISTENING

absorbed and selfish because they just haven't been taught how to care about other people.

- Mark So you wouldn't necessarily recognize them by the noise they make or ...
- Nancy You can recognize them when you get into a relationship with them ... yeah ... especially when you see them as young adults and you think, why is that person so selfish, and it's because probably their parents spoil them ... you know ... they haven't been taught how to consider other people ... and you see a lot of that. If any parents are listening, I'm the crazy woman who often tells children not to disrespect their helpers in public. I can't bear that. I can't bear a child disrespecting an adult no matter what level of society they are. And often I see it and I say to the child ... very nicely ... I say, can you please talk nicely to your helper?
- Mark That's interesting because my wife has one pet complaint about children and helpers and that is when the helpers carry the child's schoolbag home from school for them and I agree with that. It's one piece of responsibility ... it's your possession, it's your bag ...
- Nancy And that's another problem ... some of the helpers indulge the children even when the parents say, don't. I told my helper when my son was born, teach him to help himself, don't do things for him, but it really often doesn't work that way.
- Mark But Dr Wong, isn't that one of the problems in Hong Kong – the role of the helper, the role of the maid – because the helper is there to do a number of different jobs within the house and outside the house, to do a number of jobs for the children – the child doesn't really know what to do and what not to do. So how do you see the role of the maid?
- Dr Wong Yes, many of the parents spend more than \$3000 a month to hire a maid so they want to use the maid to the greatest extent. So if the child wants to do something by themselves then the parents will think this is not good because I paid for the maid so let's use them. So as a result, the children may not be able to do things by themselves. They become very dependent.
- Mark So what should the parents do about the maid and about the maid's role, what advice do you have for parents?
- Dr Wong I think Nancy is right that we should tell the children to respect their maids and tell the maids that they should guide the children and not do everything on their behalf. But it will take time for the children to get used to this.
- Mark So, as an expert, so you think this is more of a problem now than it was when you were a child?
- Dr Wong Yes ... I think it was not so bad when we were young because we were from the working class families ... we wouldn't be spoiled because parents weren't so affluent. But nowadays, many of the parents are from the middle class so they can afford to hire a maid ... they want their children to have a better life ... I think this is related to the conception of what constitutes a good life in the mind of the parents.
- Nancy Talking with experts in child psychology, they say that it is important for children to do chores ... that what parents should be doing when the child is two or three years old is getting them to help you with jobs ... so they can help you to make the bed or

LISTENING

to tidy up the room, etc. Then when they get to four or five you can give them more responsibility. We're not saying that it needs to be cold turkey at five when they suddenly have to do those tasks; they slowly learn to do them.

Mark So what you're saying, Nancy, is that for the first five or six years we use the domestic helper to do all those jobs, make the child's bed, clean up the child's room ... the child is maybe three, four, five years old and can't carry out those tasks ... then when they get to six or seven then suddenly they have to do it by themselves and they wonder what's going on.

Nancy Absolutely ... so the parents should get involved doing some simple tasks and showing the kids too.

Mark Do you think it has an effect in adult life? What sort of effect does it have being a spoilt child?

Dr Wong Actually, this may affect their lives both in terms of tasks and social relationships. Even when we observe university students, we find that many of them do not do things independently ...

Mark Like what? What sorts of things?

Dr Wong Like ah when they face some problems ah like they can't find some journals from the library, they feel puzzled and they don't know what to do. When we were young, we tried to locate the books ourselves, even we might ask somebody but we ultimately did it ourselves. Nowadays they just give up rather than solving the problem. And also the social relationships – they want to be served, and that is the mentality of Hong Kong people nowadays. We want to be served because we were served when we were young.

Nancy It's a question of being entitled. If they've never had to do any of these things then they just feel that they are entitled to have them done for them and if they're not then it's not their problem.

Announcer: *You now have 2 minutes to complete your answers to questions 12 to 19.*

[Pause 2 minutes]

Announcer: *You now have 1 minute to study questions 20 to 26. The show will continue after 60 seconds.*

[Pause 60 seconds]

Mark Okay, we've talked about tidying one's room and cleaning the dishes and so on ... that's one side of being spoiled ... but another side of being spoiled ... surely when it comes to children ... is buying stuff for them. You see children now who'd love to have toys, gadgets, etc from different age groups ... Nancy, what's your take on spoiling kids by giving them things?

Nancy I think they should earn it ...

Nancy I think they should earn it. My son, if he reads an English book, he gets ten dollars for his piggy bank ...

LISTENING

- Mark I never got that ... I never got rewarded.
- Nancy Well, he speaks three languages so he can get a little lazy with languages.
- Mark Did you get rewarded for school work?
- Nancy I got rewarded for doing chores ...
- Mark But that's different ...
- Nancy But kids have it hard now, they're under a lot of pressure at school now and doing three languages like most kids are doing now ... I don't want him to be lax in reading ... I'm encouraging him to read more ...
- Mark Are you paying for academic work?
- Nancy Yes, that's what I'm doing.
- Dr. Wong I think few people will pay their children for academic learning. They may buy them gifts or give them a good treat rather than paying them money because usually they have plenty of money already.
- Nancy I don't believe in giving them candy because candy rots your teeth and rots your body so ... the way I rationalize it is that he can buy what he wants with it later and I don't end up buying him something he doesn't really want.
- Mark He can buy the candy ...
- Nancy He can buy the candy and rot his own teeth and it won't be on my conscience.
- All [laughter]
- Mark Anyway so our number's 7355 4141, Janet's on the line now ah, good morning Janet.
- Janet Good morning ... just a few thoughts ... I think it's a problem that's not just confined to here in Hong Kong ... in the west there are problems because children do not play outside so much because of the dangers from criminals and so on so we keep them indoors and they don't go out and socialize with other children and learn to take some knocks and so on because we are just so frightened of what's out there.
- Mark Yeah, the great thing about Hong Kong is that we don't have that problem ... you can say to your kids, go down to the shopping mall and come back at six or even after dark because you know, or you're pretty sure, that they're not going to be hurt.
- Janet Absolutely ... you can't do that in western countries.
- Mark But do you think they are being over-protective? Do you think there are bad men on every corner?
- Janet I don't know ... I think it's probably a media thing because apparently the statistics say that there are no more child abductions than there ever have been. It's just that you're more likely to hear about them these days. But you don't want to be the parent that sends their kid down to the park and they never come back ... so although in

LISTENING

- Hong Kong there aren't those dangers ... instead they are getting everything done for them in the home ... so it's a problem everywhere.
- Mark That's another consideration, though isn't it ... safety ... so of the things we want our children to do, like cooking or walking to school on their own, are not necessarily the safest things for them to do, are they? There are dangers.
- Dr Wong I think people are over-estimating the risk ... actually in life there are always dangers ... we need to learn how to overcome them, rather than avoiding all these risks. Like cooking, so long as you don't get seriously hurt, it doesn't matter, I think. For example, going to school. Even though you may come across some strangers, this may not be so risky in Hong Kong, so I think parents should be less worried about that ... otherwise you may over-protect your children and they can't learn how to face risks themselves.
- Mark OK so what do you think of this idea of rewarding children for academic success?
- Janet Well ... I was brought up in an environment where we were told just to get on with it ... and the end result was the reward in itself and I remember kids who were told, if I pass all my exams I'll get a new bicycle ... you know ... my parents, being sensible folk, were having none of that. No, I think that's daft.
- Mark Okay, that's fair enough ...
- Nancy Okay, then I guess I'm daft ... but with certain personality types like my son, they need a certain goal to aim at or they're just not going to do it. I think I've read that boys are more competitive and so need an extra incentive, whereas girls just get on with it.
- Mark The thing about kids being spoilt is the pressure on parents ... the pressure to keep up with other parents and buy them a Play Station or an iPod or a mobile phone ... but of course you don't want to do that as a responsible parent and so one way of getting around that ... and this is my point of view ... is that yeah you'll get an iPod if at the end of the year you get five As and five Bs or whatever ...
- Janet When I was at school I always had a Saturday job, I made my own money to buy things, whereas kids don't seem to have that opportunity to do that here.
- Nancy But there are rules and regulations now about when they can work. My nephew is fourteen and wants to get a part-time job but he's just not allowed to under the law.
- Mark Okay ...so we've now got Lucy on the line with us. Good morning, Lucy.
- Lucy Good morning.
- Mark What's your point?
- Lucy Yes, I think that children are spoilt here in Hong Kong ... I notice that when they finish school here a lot of them go abroad to further their studies. They don't want to go abroad because they're scared of being away from their environment completely ... and they haven't a clue ... they've never been on their own.
- Mark But isn't that just a natural thing for anyone? Being away from home, especially in a

LISTENING

foreign country for the first time is hard for anyone, isn't it?

Lucy Well, I don't know. My children did it. They were both brought up here and went away to university, one in Canada and one in the UK, by themselves. I think because I was over-protected when I was a child, I taught my children to be more independent.

Mark Do you think they want to be independent?

Lucy I think so.

Mark Dr Wong, do you think children want to be independent?

Dr Wong I think by nature, children want to be independent but after a duration of being served, they like to be served. But many parents in Hong Kong don't want their children to be independent, because to be independent means to have your own opinion and Chinese parents want their children to be obedient rather than to have their own view, so they won't want their children to be independent.

Mark Lucy, thanks very much indeed.

So, thank you very much to Janet and to Lucy and to our guests this morning and tomorrow will be...

Announcer: *That is the end of Part 2. You now have 2 minutes to complete your answers to questions 20 to 26.*

[Pause 2 minutes]

Announcer: *Part 3*

In the last part of the test, Richard Crane, a British writer and broadcaster who lived in America for many years, talks about differences between British and American English.

Please take a minute now to study questions 27 to 32. The talk will begin after 60 seconds.

[Pause 60 seconds]

Richard: An old friend of mine, an Englishman, was saying how close British English and American English have become compared with the days, say, of my boyhood when nobody in Britain except kings, statesmen, ambassadors and bankers had ever heard an American speak.

I was 21 when sound was introduced into the films made in Hollywood, which had been silent up to then, and I remember the shock to all of us when we heard the weird sounds coming out of the mouths of the people on the screen. And, of course, quite apart from becoming familiar with the odd pronunciations of Americans of all sorts, we began to notice differences in written American. Hearing American English, we became aware, for the first time, of the great changes and unknown additions to the language that had been made by Englishmen who had been settling in America for 300 years.

LISTENING

It occurred to most of us rather late that this was bound to happen when Englishmen arrived on a new continent and saw a new landscape which had to be described with different words - tide water, creek, butte. New foods, new habits of life and work. Not to mention the adoption of new words for objects new and old. Englishmen who had eaten buns found themselves eating crullers and sitting out on the stoops of their houses.

If you want to follow the influences of Spanish, Russian, German, Italian, Hungarian, Czech and other European languages on the English of America, all you have to do is go to the library and take out the three volumes, 2400 finely printed pages of Mr. H.L. Mencken's massive work *The American Language* - and that will take you only as far as 1950.

The point my old friend was making was that, since almost 70 years of movies and the radio and television now becoming universal media, nothing in American speech or writing surprises us any more and the two languages have rubbed together so closely for so long that they're practically indistinguishable.

Well there's much in it but there are still many little signs, in any given piece of American prose, that my friend would miss and that most Englishmen too would miss.

Just last week there was printed in the *New Yorker* magazine a phrase about "Californian wines", proving that the writer of the copy editor was British - no American talks or writes about Californian wines. "California wines" yes, California is the adjective, Californian is a noun - a native or resident of California. Same with Texas: a Texas custom not a Texan.

We went on to discussing American words, phrases - usually slang - that are picked up in England and that quite often assume an opposite meaning. A beauty close to home is the word bomb. When a book, a play, a movie flops, it's said to have bombed - "It ran a year in London but bombed in New York". Inexplicably it got to England and took on the opposite meaning.

I shall never forget a telephone call from my daughter in England when a book of mine, a history of America, carrying the succinct title of *America* had just come out. "Daddy," she shouted across the Atlantic, "your book is a bomb". I very much prayed it wasn't so. Indeed the fact that it wasn't is one reason why I'm sitting here talking to you at this late date, in comfort.

Announcer: *The recording has just ended. You now have 10 minutes to complete your answers to questions 27 to 32 and to tidy up all your other answers. Please also note that when the announcement of 'time is up' is made, you must stop writing, and put down your pencil at once.*

[Pause 10 minutes]

Announcer: *Time is up. Please stop writing at once. I repeat, time is up, and you must stop writing at once. Put down your pencil now.*

Please remain seated. The examiner will provide you with further instructions. Thank you for taking the test.

Sample Listening Paper – Suggested Answers

The answers given here are for reference only. The answers are expressed in key phrases to show how marks are allocated. They are not always in complete sentences, nor are they intended to be the only possible correct answers.

Full marks: 64 marks (Each answer carries 1 mark unless stated.)

Part 1

1. (a) (his) theatre
(b) (his) language
2. answering (their) questions.
3. (a) (West End) play // drama
(b) Hard Evidence
(c) Summer Holiday
4. Because (they think) it is bad luck to say the real name of this play (in the theatre). // Because they are superstitious.
5. How they would prefer to experience/appreciate/enjoy a Shakespeare play. // Would they prefer to read or watch (at the theatre or on TV) a Shakespeare play?
6. (a) comedies // comedy
(b) tragedies // tragedy
(c) histories // history
7. (Shakespeare and a group of) actors // Shakespeare's company
8. D
9. C
10. (a) As You Like It
(b) Romeo and Juliet
11. the mouth of a river // a table leg // eye of a storm // he's an angel // raining cats and dogs
[Any two for 2 marks; any one for 1 mark]

Part 2

12. (a) Principal Lecturer
(b) Social Studies
(c) Coordinator
(d) Help for Parents
13. because they haven't been taught how to care about/respect/be considerate to other people/authority
14. She tells children not to disrespect their helpers/adults (in public). // She tells children to talk nicely to their helper.
15. (a) not carry (their) children's school bags (home from school)
(b) indulge/do everything for/spoil the children
(c) the parents tell them not to // the parents don't want them to
(d) spend/pay \$3000 a month/(a lot of) money to hire a maid // want to use the maid to the greatest extent
(e) do things for the child/serve the child
(f) guide the children (and not do everything on their behalf)
16. D
17. (a) do tasks/jobs/chores/work together
(b) responsibility // responsibilities
18. If children are not given responsibility early in life, then they will get a shock when they have to do things by themselves. [2 marks]
OR
Children need to slowly learn how to do tasks by themselves. // Children suddenly need to do all the things. // Children have everything done for them when they're young. [1 mark]
19. (a) doing tasks // facing/solving problems independently
(b) social relationships // they want to be served
20. (a) earn // deserve
(b) chores // jobs // housework // tasks
(c) encourage
(d) academic
(e) gift // treat // present
21. (a) of the danger from criminals // there are dangerous criminals
(b) socialise // play // communicate // interact // go out
(c) take some knocks // look after/protect/take care of themselves // face risks
22. C
23. (a) estimate // estimating // estimated
(b) protect // protecting // protected
(c) come // coming
24. (a) disagrees
(b) agrees

- (c) agrees
25. (a) Hong Kong children are scared of going abroad to study/being away from their environment. // Hong Kong children do not want to study abroad because they don't want to be alone.
(b) Being away from home (for the first time) is hard for anyone. // It is a natural feeling.
26. (a) (by nature) want to be independent // are born to be independent
(b) they like to be / are used to being served.
(c) don't want their children to be independent
(d) they want them to be obedient. // they become less obedient. // they have their own opinions/ views.

Part 3

27. Because of the weird/unfamiliar pronunciation/accent (of American English).
28. To describe new things/landscape/habits of life/work
29. Spanish // Russian // German // Italian // Hungarian // Czech
[Any three for 2 marks; any two for 1 mark]
30. Through movies, radio and television, the two languages have become closely integrated. // People have become familiar with both languages through the media. // The two languages have rubbed together so closely for so long.
31. No American writes/talks about Californian wines. Americans write/say 'California' wines. // Americans use 'California' as the adjective. 'Californian' is used as a noun (to describe a person from California).
32. (a) It means that it has flopped/not been successful.
(b) It meant that his book is very popular/has been a success (in Britain).

Note: Answers marked with a slash (/) are alternatives within answers. Answers marked with a double slash (//) are complete alternative answers. Text in brackets () is not essential.

Scores and Proficiency Levels for Sample Listening Paper

With specific reference to the questions used for the sample paper on pages 43 to 54 (with a total of 66 marks)*, the marks required for each proficiency level are given as follows:

Proficiency Level	Marks (out of a total of 66)
5	54 marks or above
4	45 – 53 marks
3	31 – 44 marks
2	17 – 30 marks
1	16 marks or below

* The total marks and number of items in each Listening paper may differ.

SPEAKING

General Description

Paper format	The Speaking paper consists of two parts.
Timing	30 minutes (approx.)
No. of tasks	Part 1 consists of two tasks and Part 2 consists of one task.
Task types	<p>Candidates do the two tasks in Part 1 individually.</p> <p>In Task 1A, the candidate reads aloud a prose passage. The candidate is asked to read the prose passage as meaningfully as possible, as though he or she is reading to a class of students, and in such a way as to arouse the interest of the potential audience. Task 1A reading takes about 2 minutes.</p> <p>In Task 1B, the candidate recounts a personal experience or presents arguments based on a stimulus provided. Task 1B takes about 3 minutes.</p> <p>Preparation time for Part 1: 10 minutes Assessment time for Part 1: 5 minutes</p> <p>The task in Part 2 involves a group discussion of a topic, issue or situation related to education. Candidates are put into groups of three or four for the discussion. Candidates prepare for the group interaction individually.</p> <p>Preparation time for Part 2: 5 minutes Assessment time for Part 2: 10 minutes (for a group of 3 candidates)</p>
Answer format	Candidates produce spoken answers which are assessed.
Text input	<p>For Task 1A, a text of about 300 words.</p> <p>For Task 1B, a prompt of one or two sentences.</p> <p>For Part 2, a prompt of a few sentences.</p>
Marks	Scales and descriptors are used to assess performance on each task.

Test Taking Strategies

Part 1: Tasks 1A and 1B

- An important assessment category for Part 1 is 'Pronunciation, Stress and Intonation'. When reading aloud the prose passage, candidates should pay particular attention to stress and intonation. Examination of past performances on this task has shown stress and intonation to be a particular problem for many candidates. It is recommended that prospective candidates spend time reading suitable English texts and listening to the ways that such texts are read aloud by competent speakers (comparing recordings of their own speech with original recordings of extracts from radio broadcasts for which written versions are also available, for example). Candidates may also wish to spend time on improving their pronunciation prior to the Assessment.
- Candidates should try to imagine how their speech sounds from the listener's point of view by focusing on the important information and highlighting it. For example, they might wish to identify words that are difficult to pronounce, or negatives, or words that convey new or unexpected ideas. If such words are important to the text, they should be pronounced distinctly and with emphasis and perhaps a higher intonation. Varying the speed of reading, including using pauses, can make it easier for the listener to follow what is said and to get a sense of the important ideas.
- When doing Task 1B, candidates should **not** attempt to read from a 'script' that they have prepared during the preparation time. Candidates will be marked down for this as the assessors usually find that once the candidate has completed his/her 'reading', they have nothing else to say, or what they do say either repeats what they have said already or even contradicts it, making the whole 'monologue' incoherent. Instead, candidates are advised to make brief notes during the preparation time and to work from these, such that their talk has a clear structure and is relevant to the topic. The assessors expect candidates to present several different aspects of the topic to demonstrate that they are able to organise their thoughts and present them coherently using a range of grammatical structures. Candidates are expected to talk for about 3 minutes and will be told by the assessors when to stop. Candidates should also try to maintain regular eye contact with the assessors.

Part 2: Group Interaction

- In the group interaction it is very important to talk only about the topics that the task covers and **not** about irrelevant matters. Candidates should demonstrate the ability to interact with peers, which involves not only speaking to others but also listening to them and responding appropriately. Candidates can prepare for this part of the Assessment by practising speaking in English with colleagues – speaking in English in meetings at school, for example, can help practise the strategies required for the task.

LPATE Performance Descriptors: Speaking ⁴

For Speaking, candidates are assessed on the following six scales:

- Part 1 Task 1A:
- Pronunciation, Stress and Intonation
 - Reading Aloud with Meaning
- Part 1 Task 1B:
- Grammatical and Lexical Accuracy and Range
 - Organisation and Cohesion
- Part 2:
- Interacting with Peers
 - Discussing Educational Matters with Peers

Please refer to the DVD entitled *Language Proficiency Assessment for Teachers (English Language): Speaking and Classroom Language Demonstration* for sample performances.

The following descriptors indicate what candidates are expected to be able to do at each level on each task.

Task 1A: Reading Aloud

5	<p>Pronunciation, Stress and Intonation Reads in a fully comprehensible way with no systematic errors in pronunciation and uses stress and intonation in a very natural way.</p> <p>Reading Aloud with Meaning Uses speed and pausing in a very natural way to convey the meaning of the text.</p>
4	<p>Pronunciation, Stress and Intonation Reads in a comprehensible way with few systematic errors in pronunciation and uses stress and intonation in a mostly natural way.</p> <p>Reading Aloud with Meaning Uses speed and pausing in a mostly natural way to convey the meaning of the text.</p>
3	<p>Pronunciation, Stress and Intonation Reads in a generally comprehensible way, though may make errors in pronunciation. Uses stress and intonation to convey meaning, though may occasionally sound unnatural.</p> <p>Reading Aloud with Meaning Uses speed and pausing to convey the meaning of the text, despite sounding occasionally unnatural or inappropriate.</p>
2	<p>Pronunciation, Stress and Intonation Does not read in a consistently comprehensible way due to errors in pronunciation, stress and intonation and speech is frequently hesitant.</p> <p>Reading Aloud with Meaning Does not convey the meaning of the text effectively through the use of speed and pausing. May be monotonous or overly dramatic.</p>
1	<p>Pronunciation, Stress and Intonation Makes frequent errors in pronunciation, stress and intonation which cause confusion for the listener.</p> <p>Reading Aloud with Meaning Speed and/or pausing are not used in any consistent way. Does not convey the meaning of the text.</p>

⁴ The descriptors are for illustrative purposes to help candidates to grasp the skills required at each level. They are a simplified version of the scales and descriptors used by assessors in the assessment of performance in the LPATE.

Task 1B: Recounting an Experience / Presenting an Argument

- | | |
|----------|--|
| 5 | <p>Grammatical and Lexical Accuracy and Range Uses a wide range of grammatical structures and vocabulary accurately and naturally.</p> <p>Organisation and Cohesion Uses appropriate language to organise ideas so that they flow in a smooth and logical way.</p> |
| 4 | <p>Grammatical and Lexical Accuracy and Range Uses a range of grammatical structures and vocabulary mostly accurately and naturally.</p> <p>Organisation and Cohesion Uses appropriate language to organise ideas so that they flow in a mostly smooth and logical way.</p> |
| 3 | <p>Grammatical and Lexical Accuracy and Range Uses a range of grammatical structures and vocabulary generally accurately, though with occasional errors.</p> <p>Organisation and Cohesion Organises ideas in a generally logical way, resulting in some confusion for the listener.</p> |
| 2 | <p>Grammatical and Lexical Accuracy and Range The range of grammatical structures used is limited and consistently inaccurate. Vocabulary is limited.</p> <p>Organisation and Cohesion Does not consistently organise ideas in a logical way, resulting in frequent confusion for the listener.</p> |
| 1 | <p>Grammatical and Lexical Accuracy and Range A very limited range of grammatical structures and vocabulary is used. Fails to convey meaning due to frequent grammatical errors.</p> <p>Organisation and Cohesion Does not organise ideas in a logical way, causing consistent confusion for the listener.</p> |

Part 2: Group Interaction

5	<p>Interacting with Peers Talks very confidently with peers on topics related to education using a wide variety of conversational strategies.</p> <p>Discussing Educational Matters with Peers Produces relevant ideas with examples and can clarify and elaborate when required.</p>
4	<p>Interacting with Peers Talks confidently with peers on topics related to education using a variety of conversational strategies.</p> <p>Discussing Educational Matters with Peers Produces mostly relevant ideas with examples and can usually clarify and elaborate when required.</p>
3	<p>Interacting with Peers Talks with some degree of confidence with peers on topics related to education using conversational strategies.</p> <p>Discussing Educational Matters with Peers Produces generally relevant ideas with examples, though may not always be able to clarify and elaborate when required.</p>
2	<p>Interacting with Peers Does not talk with confidence with peers on topics related to education and there is little effective use of conversational strategies.</p> <p>Discussing Educational Matters with Peers Does not produce many relevant ideas or examples. Does not clarify or elaborate when required.</p>
1	<p>Interacting with Peers Fails to talk in a meaningful way with peers on topics related to education with no effective use of conversational strategies.</p> <p>Discussing Educational Matters with Peers Does not produce relevant ideas or examples.</p>

A sample Speaking paper is given on the following pages.

Sample Speaking Paper**Part 1****Task 1A Reading Aloud**

Please read the following prose passage aloud as meaningfully as possible.

Super-Frog Saves Tokyo

Michael found a giant frog waiting for him in his apartment. It was powerfully built, standing over six feet tall on its hind legs. A skinny little man not more than five-foot-three, Michael was overwhelmed by the frog's imposing bulk.

"Call me 'Frog'," said the frog in a clear, strong voice.

Michael stood rooted in the doorway, unable to speak.

"Don't be afraid, I'm not here to hurt you. Just come in and close the door. Please."

Briefcase in his right hand, grocery bag with fresh vegetables and tinned salmon cradled in his left arm, Michael didn't dare move.

"Please, Michael, hurry and close the door, and take off your shoes."

The sound of his own name helped Michael snap out of it. He closed the door as ordered, set the grocery bag on the raised wooden floor, pinned the briefcase under one arm, and unlaced his shoes. Frog gestured for him to take a seat at the kitchen table, which he did.

"I must apologize, Michael, for having barged in while you were out," Frog said. "I knew it would be a shock for you to find me here. But I had no choice. How about a cup of tea? I thought you would be coming home soon, so I boiled some water."

Michael still had his briefcase jammed under his arm. Somebody's playing a joke on me, he thought. Somebody's rigged himself up in this huge frog costume just to have fun with me. But he knew, as he watched Frog pour boiling water into the teapot, humming all the while, that these had to be the limbs and movements of a real frog. Frog set a cup of green tea in front of Michael, and poured another one for himself.

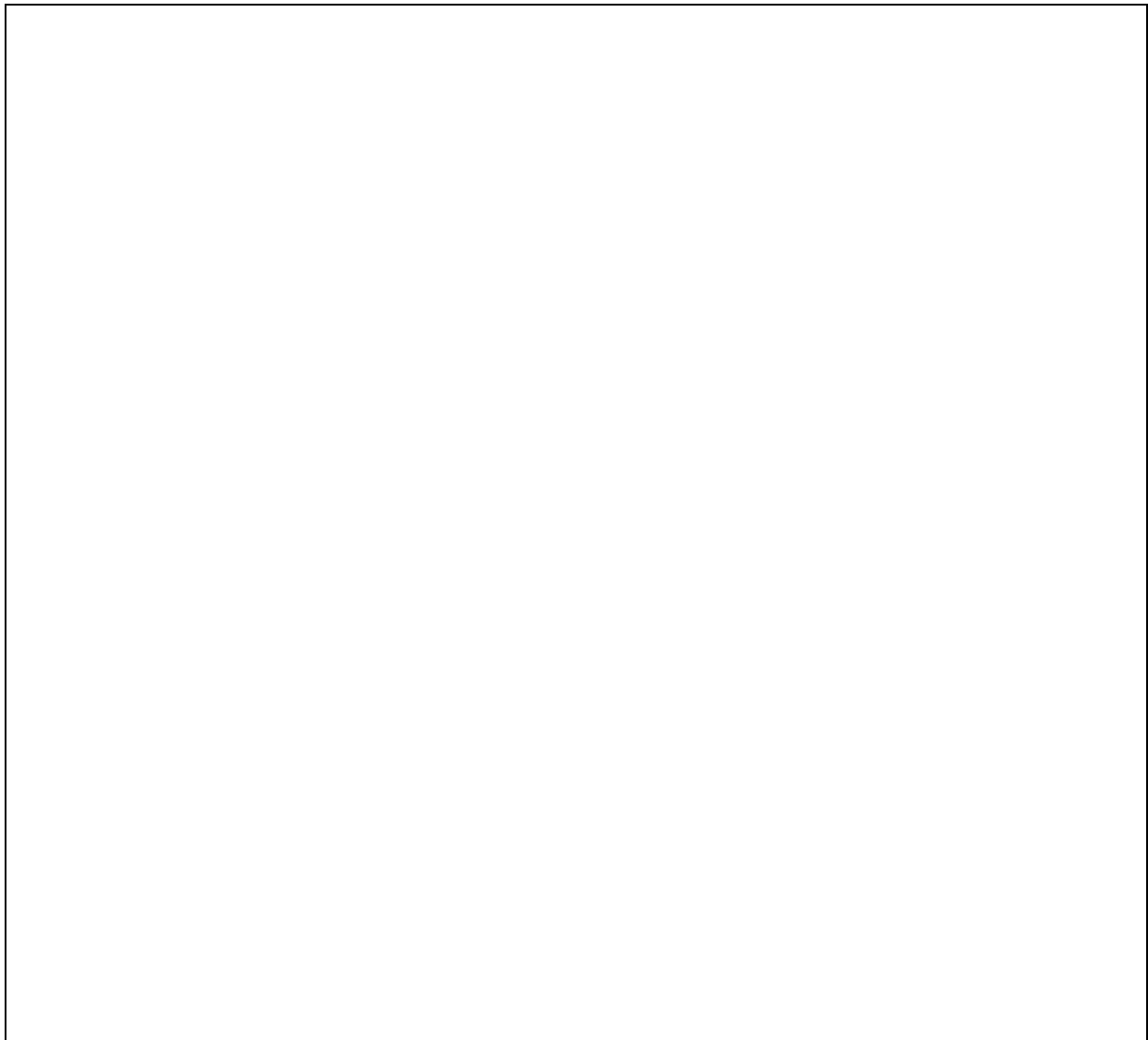
Sipping his tea, Frog asked, "Calming down?"

But still Michael could not speak.

Task 1B Recounting an Experience / Presenting an Argument

Who was your favourite teacher when you were at school? Explain why.

You may make notes here:

A large, empty rectangular box with a thin black border, intended for the student to write their notes on the topic of their favourite teacher.

End of Part 1

Part 2

In this part of the speaking assessment, you are required to participate in a group discussion.

Instructions

- *To prepare for the discussion:*

Read through the task sheet on the next page. You will need to take part in a discussion.

- *During preparation:*

Please remember NOT to talk to the other candidates. You are advised NOT to make extensive notes.

- *During the discussion:*

Remember to focus on the specific tasks. You should converse with your fellow candidates in an informal, co-operative manner and respond to their ideas. Do NOT make speeches or spend any time organising or discussing how your group will operate.

Situation:

You are a member of the school English panel. You are about to have a meeting to discuss this year's English Speech Festival.

You have all received the following memo from the School Principal:

From: Mr Chan Tai Man, School Principal
To: All members of the English Panel
Subject: English Speech Festival

This year's English Speech Festival is coming up and I would like to see the school do well this year. Last year we did rather poorly, with just one student getting into the top three.

Please look into how we might encourage more students to join the Festival and what measures we need to take to ensure that they do well.

Task:

Discuss the Speech Festival with your fellow teachers.

You will need to add your own ideas.

You may make notes here:

End of Paper

CLASSROOM LANGUAGE ASSESSMENT

General Description

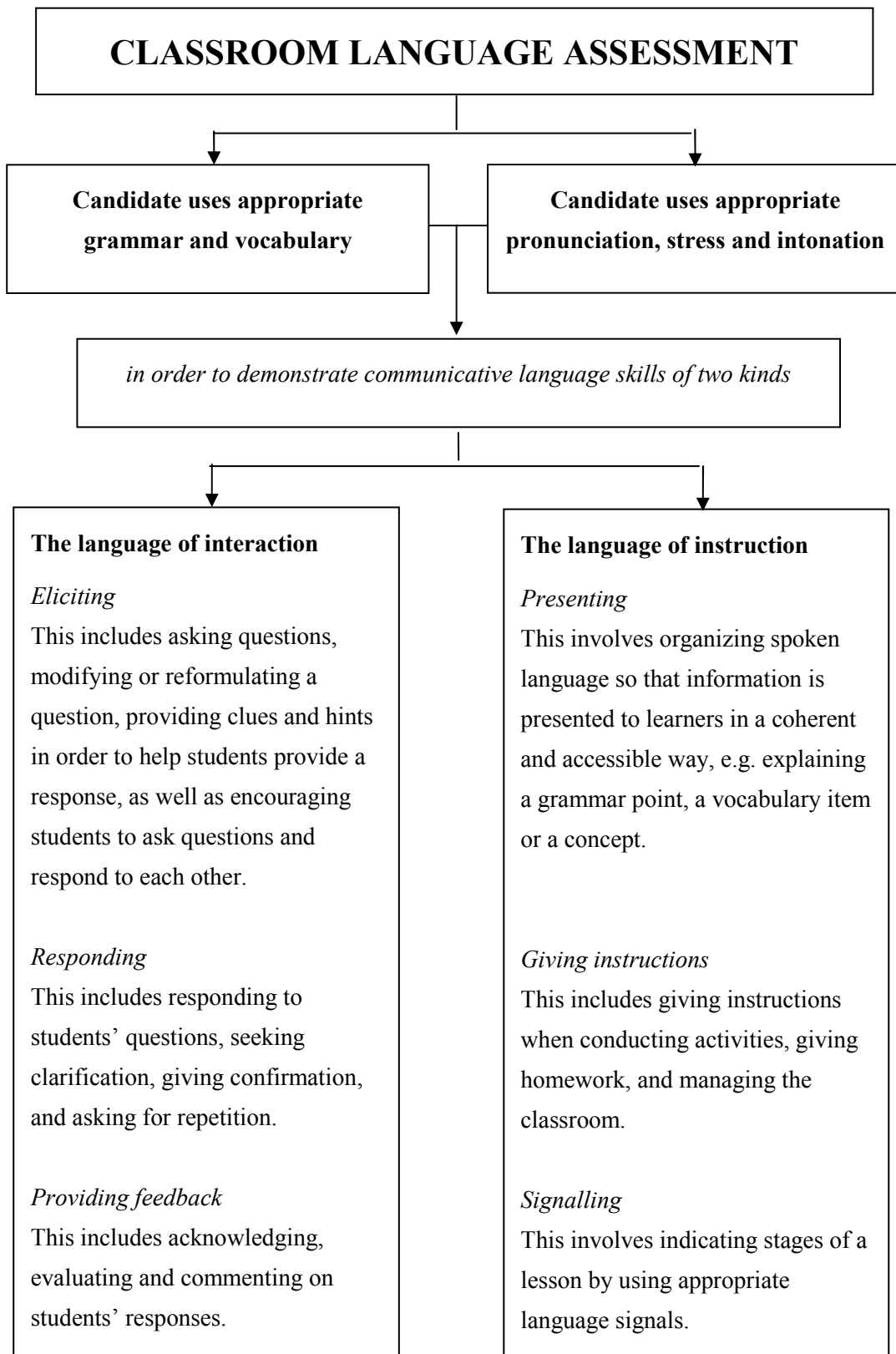
Format	The Classroom Language Assessment paper consists of lesson observation and takes place in the classroom.
Timing	Each Classroom Language Assessment visit lasts for a single period. On the day of the visit, the candidate briefs the assessor before the lesson takes place. The briefing includes information on the lesson to be observed and students' previous language learning. The briefing takes about 5 minutes and is not assessed. Allowance is given for the teacher and the class to settle down at the start of the lesson, but a continuous period of 20 minutes' teaching is a minimum requirement.
Arrangement	Candidates are assessed once with about 40% of them receiving a second assessment visit in order to check on the actual attainment of various Classroom Language Assessment standards. The second assessment visit, if arranged, is conducted by a different assessor on a separate school day. At the beginning of the assessment period, a small number of candidates will receive a paired visit in which two assessors observe the same period.
Assessment	The Classroom Language Assessment assesses language ability and not teaching methodology. This means that the teaching methods and techniques used by the teacher and the teacher's own classroom practices and personality are not an issue.
Marks	Scales and descriptors are used to judge performance.

Advice to Candidates

Candidates should take note of the following points:

- When submitting an application, a candidate should produce full and detailed information regarding his/her teaching timetable and the school calendar, and any subsequent changes should be promptly reported.
- A minimum of 5 days' notice prior to a visit is normally given by an assessor to a candidate. Candidates should contact the Language Proficiency Assessment Team of the Education Bureau within the assessment period if they have any questions.
- Candidates should ensure that the lesson to be assessed is conducted in English as far as possible. The use of Cantonese is not encouraged and, if it is judged to be unnecessary, will adversely affect the assessment.
- Candidates are required to organize their lessons in such a way that all the skills required can be demonstrated.

A diagram illustrating the four scales that make up the Classroom Language Assessment is shown on the following page.



LPATE Performance Descriptors: Classroom Language Assessment⁵

For Classroom Language Assessment, candidates are assessed on the following four scales:

- Grammatical and Lexical Accuracy and Range
- Pronunciation, Stress and Intonation
- The Language of Interaction
- The Language of Instruction

Please refer to the DVD entitled *Language Proficiency Assessment for Teachers (English Language): Speaking and Classroom Language Demonstration* for sample performances.

⁵ The descriptors are for illustrative purposes to help candidates to grasp the skills required at each level. They are a simplified version of the scales and descriptors used by assessors in the assessment of performance in the LPATE.

CLASSROOM LANGUAGE ASSESSMENT

The following descriptors indicate what candidates are expected to be able to do at each level.

- 5** **Grammatical and Lexical Accuracy and Range** Always able to use an appropriate range of grammatical structures and vocabulary accurately.
- Pronunciation, Stress and Intonation** Speaks in a fully comprehensible way with no systematic errors in pronunciation and uses stress and intonation in a very natural way to convey meaning.
- The Language of Interaction** Maintains very smooth interaction with students using a range of effective and appropriate language.
- The Language of Instruction** Presents and explains lesson content clearly and naturally and provides clear instructions.
- 4** **Grammatical and Lexical Accuracy and Range** Uses an appropriate range of grammatical structures and vocabulary mostly accurately.
- Pronunciation, Stress and Intonation** Speaks in a comprehensible way with few systematic errors in pronunciation and uses stress and intonation in a mostly natural way to convey meaning.
- The Language of Interaction** Usually maintains smooth interaction with students using a range of effective and appropriate language.
- The Language of Instruction** Usually presents and explains lesson content clearly and naturally and provides clear instructions.
- 3** **Grammatical and Lexical Accuracy and Range** Uses a range of grammatical structures and vocabulary generally accurately, though with occasional errors.
- Pronunciation, Stress and Intonation** Speaks in a generally comprehensible way, though may make errors in pronunciation. Uses stress and intonation to convey meaning, though may occasionally sound unnatural.
- The Language of Interaction** Generally able to interact with students using appropriate language.
- The Language of Instruction** Usually presents and explains lesson content and provides instructions effectively, though may at times sound repetitive and unnatural.
- 2** **Grammatical and Lexical Accuracy and Range** The range of grammatical structures used is limited and consistently inaccurate. Vocabulary is limited.
- Pronunciation, Stress and Intonation** Does not speak in a consistently comprehensible way due to errors in pronunciation, stress and intonation and speech is frequently hesitant.
- The Language of Interaction** Does not interact with students effectively due to limited appropriate language.
- The Language of Instruction** Often does not present or explain lesson content or provide instructions effectively.
- 1** **Grammatical and Lexical Accuracy and Range** A very limited range of grammatical structures and vocabulary is used. Fails to convey meaning due to frequent grammatical errors.
- Pronunciation, Stress and Intonation** Makes frequent errors in pronunciation, stress and intonation which cause confusion.
- The Language of Interaction** Does not interact with students due to a lack of appropriate language.
- The Language of Instruction** Fails to present or explain lesson content or provide instructions effectively.

Acknowledgements

Material from the following publications has been used in sample papers in this Handbook:

The Economist	'Gigabyte Guzzlers' (29 January 2007)
The Economist	'Chinese Babies: The Golden Pig Cohort' (8 February 2007)
The Age	'Bullying: The View from the Classroom' by Peter Hodge (27 January 2000)
After the Quake	By H. Murakami

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