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Oxford
ADVANCED
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Fourth Edition

NEW
Both Vol. 1 & 2
available in 2025



Language Skills Building
Effective Approach to Exam Success
Abundant Support to Cater for Learner Diversity
Diverse Resources for Self-directed Learning

Effective Approach to Exam Success



Stage 1 Language skills building: Teaching part

Reading skills 2

Paraphrasing and summarizing paragraphs

You've learnt that the main idea of a paragraph can be stated in a topic sentence. However, paragraphs do not always have a topic sentence. In this case, you need to paraphrase and summarize the paragraph to describe the main idea. Paraphrasing means expressing what someone has said or written using different words. Summarizing means giving a statement of the main points.

To summarize a paragraph, you should:

- Read the paragraph carefully and try to find out what the writer suggests or implies.
- Ignore any supporting information or examples, and focus on the overall idea of the paragraph.
- Summarize by writing the main idea in your own words. Paraphrase the writer's words and write in a clear, simple way.

The world of anime

Anyone familiar with Japanese culture will know the country's cartoons, usually referred to as 'anime'. These brightly coloured animated films are famous for their big eyes, expressive characters, the modern style of anime started in the 1980s and went on to conquer the world.

Types of anime are categorized by their target audiences. Kodomoanime is for young children and features simple, fun stories. Otakura anime is for teenage boys and contains a lot of fantasy and adventure, while shojo anime is for teenage girls. Women may enjoy the realistic romances of josei, while men may prefer the action of seinen.

So contrary to popular opinion, anime isn't just for children. People of any age, gender or nationality can enjoy it because there are literally thousands of different anime to explore. Whatever your interests are, you can find anime that you like.

Below are statements summarizing the main ideas of paragraphs 1-3. Match the most appropriate idea (A-C) with each of the paragraphs. Write the letter of the main idea next to the paragraph number given. Use each letter **ONCE** only.

| Main Idea | Paragraph | Main Idea |
|--|-----------|-----------|
| A. There are various genres of anime, grouped by the types of people who usually watch them. | 1 | B |
| B. Japan's colourful and successful cartoons are known as 'anime'. | 2 | A |
| C. Since anime is so varied, everyone can find something they like. | 3 | C |

Listening skills 2

Listening for schedules and itineraries

Schedules list the times of different events or activities. They may also include information such as dates and locations. A schedule usually appears in the form of a table. It usually provides you with more information than the schedule, including the details of a trip, methods of transport and meeting points. They are often used for travel or group activities.

HKVSA Track and Field Weekend Meet Schedule

| Event | Date | Time | Location |
|---------------|------------------|-------|-----------------|
| High jump | Friday, 10 May | 08.00 | West field |
| Long jump | Friday, 10 May | 08.00 | West field |
| Javelin throw | Saturday, 11 May | 08.30 | East field |
| Shot put | Saturday, 11 May | 08.30 | Shotput diamond |

Itinerary for Sports Club

Hong Kong Velodrome Park trip

| Date | Where | When |
|--|--------------------------|-------------|
| Arrival | Hong Kong Velodrome Park | 09:15 |
| Introduction to Velodrome spectator stands | 09:30-10:15 | |
| Velodrome Park outdoor area tour | 10:30-11:00 | |
| Road climbing | 11:15-11:45 | |
| Lunch | Delicious Kitchen | 12:00-12:45 |
| Bicycle fitting | 13:00-14:00 | |
| Watching CitiVelo professional race | 14:00-16:30 | |

- Comprehensive explanations of skills
- Exam tips and strategies
- Consolidation follow-up exercises

Stage 3 Practice: Mock Test

- Unit-matching themed practice
- 10 units with 10 Mock Tests in two volumes
- Each unit is followed by a thematically linked HKDSE Mock Test

MOCK TEST 79 ENGLISH LANGUAGE PAPER 1

Task 1: 1-2 and answer questions 1-8. (17 marks)

1. What does 'bicycling' refer to? (1 mark)

2. What does 'substance like this' refer to? (1 mark)

3. What does 'handy' refer to? (1 mark)

4. What does 'what they do' refer to? (1 mark)

5. What does 'what they do' refer to? (1 mark)

6. What does 'what they do' refer to? (1 mark)

7. What does 'what they do' refer to? (1 mark)

8. What does 'what they do' refer to? (1 mark)

PART B

For questions 3-5, choose **ONE** question and write about 400 words in the space provided on pages 15-16. Indicate which question you are going to attempt in the question number box on page 15.

3. You write a blog about film. You are concerned about the problem of illegal downloading of films among teenagers. Write a blog post discussing the problem. Provide solutions to solve the problem.

4. Some parents have recently voiced their concerns over the websites their children are able to access on the Internet. They think greater parental control should be imposed. As the editor of the school newspaper, you feel very strongly about the issue. Write an editorial for the school newspaper responding to the parents' concerns.

5. Write a newspaper article describing your personal experiences with film-sharing. Suggest ways that schools could encourage students to greater effect.

MOCK TEST 79 ENGLISH LANGUAGE PAPER 1

Task 2: 9-10 (17 marks)

9. Complete the summary of the text below using information from the text. Write your answers in the boxes provided. (10 marks)

10. Write a short paragraph (100-120 words) about the importance of... (7 marks)

Stage 4 Assessment: Graded Mock Test

- 7 sets of Graded Mock Tests (uploaded every year)
- Each set includes all four papers (Papers 1-4)

MOCK TEST 79 ENGLISH LANGUAGE PAPER 1

PART A

Reading Passage

GENERAL INSTRUCTIONS

1. There are two parts (A and B) in this paper. All candidates should attempt both Part A and Part B. Part A is compulsory. Part B is optional. Candidates attempting Part A should write their answers in the spaces provided in the Question-Answer Book. Candidates attempting Part B should write their answers on separate sheets of paper.

2. Write your answers in the spaces provided in the Question-Answer Book. Answers written in the margins will not be marked.

3. For multiple-choice questions, you are advised to check that your answer is completely correct before you mark it. Do not mark any answer unless you are sure it is correct.

4. Write your answers in the spaces provided in the Question-Answer Book. Answers written in the margins will not be marked.

5. The mark Question-Answer Book for Part A is inserted after Part B. The mark Question-Answer Book for Part B is inserted after Part A.

6. Additional answer sheets will be supplied on request. Write your Candidate Number and mark the question number box on each sheet.

7. No extra time will be given to candidates for filling in the question number boxes after the time is up.

MOCK TEST 79 ENGLISH LANGUAGE PAPER 2

Question-Answer Book

2 hours for both Parts A and B.

GENERAL INSTRUCTIONS

1. There are two parts (A and B) in this paper. Candidates should attempt both Part A and Part B. Part A is compulsory. Part B is optional. Candidates attempting Part A should write their answers in the spaces provided in the Question-Answer Book. Candidates attempting Part B should write their answers on separate sheets of paper.

2. Write your answers in the spaces provided in the Question-Answer Book. Answers written in the margins will not be marked.

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4. Write your answers in the spaces provided in the Question-Answer Book. Answers written in the margins will not be marked.

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6. Additional answer sheets will be supplied on request. Write your Candidate Number and mark the question number box on each sheet.

7. No extra time will be given to candidates for filling in the question number boxes after the time is up.

MOCK TEST 79 ENGLISH LANGUAGE PAPER 3

Question-Answer Book

2 hours for both Parts A and B.

GENERAL INSTRUCTIONS

1. There are two parts (A and B) in this paper. Candidates should attempt both Part A and Part B. Part A is compulsory. Part B is optional. Candidates attempting Part A should write their answers in the spaces provided in the Question-Answer Book. Candidates attempting Part B should write their answers on separate sheets of paper.

2. Write your answers in the spaces provided in the Question-Answer Book. Answers written in the margins will not be marked.

3. For multiple-choice questions, you are advised to check that your answer is completely correct before you mark it. Do not mark any answer unless you are sure it is correct.

4. Write your answers in the spaces provided in the Question-Answer Book. Answers written in the margins will not be marked.

5. The mark Question-Answer Book for Part A is inserted after Part B. The mark Question-Answer Book for Part B is inserted after Part A.

6. Additional answer sheets will be supplied on request. Write your Candidate Number and mark the question number box on each sheet.

7. No extra time will be given to candidates for filling in the question number boxes after the time is up.

Stage 2 Retrieval: Exam practice

- Graded Exam practice for consolidating the skills and question types and formats learned in each unit

MOCK TEST 79 ENGLISH LANGUAGE PAPER 1

Task 1: 1-2 and answer questions 1-8. (17 marks)

1. What does 'bicycling' refer to? (1 mark)

2. What does 'substance like this' refer to? (1 mark)

3. What does 'handy' refer to? (1 mark)

4. What does 'what they do' refer to? (1 mark)

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6. What does 'what they do' refer to? (1 mark)

7. What does 'what they do' refer to? (1 mark)

8. What does 'what they do' refer to? (1 mark)

Exam practice

Part A

For questions 1-5, write 150-200 words.

1. You are a member of the school newspaper. You are asked to write a feature article about the school's sports activities. Write a feature article for the school newspaper giving advice to students taking the problem.

2. Write a newspaper article describing your personal experiences with film-sharing. Suggest ways that schools could encourage students to greater effect.

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Papers 1 & 2 Reading & Writing


✓ Reading texts as input to introduce target writing text types

Paper 1 Reading

Well students to scan the QR code and listen to the audio recording of the text.

Featured text type

AS1 Skim the film review below and think about the main idea of each paragraph.



Spider-Man: Across the Spider-Verse
Running time 136 minutes Rating ★★★★★

[1] Spider-Man: Into the Spider-Verse (2018) was an action-packed feast for the eyes and an undeniable animation masterpiece. Yet, the directing team behind this spectacular sequel, Joaquim Dos Santos, Justin K. Thompson and Kemp Powers, have somehow managed to top that film in virtually every conceivable way. Spider-Man: Across the Spider-Verse packs in even more action and visual flair than its Academy-Award-winning forerunner, not to mention more Spider-Men (as well as Spider-Women, Spider-Babies, Spider-Cats and Spider-Dinosaurs), giving cinemagoers a lot of movie for their money.

[2] In terms of the plot, the film finds the previous instalment's friendly neighbourhood Spider-Man, Miles Morales (brilliantly voiced, once again, by Shameik Moore), one year older and struggling to balance the mundane responsibilities of a 15-year-old boy—school, parental pressures, friendships—with the supervillain-fighting commitments of a bona fide superhero. After Miles is reunited with Gwen Stacy (aka Spider-Woman), his friend and possible love interest from the previous film, the two of them set out on a dimension-spanning adventure across the multiverse, where they encounter more Spider-Beings than you can imagine.

[3] As riveting—not to mention potentially confusing—as the film's multiple storylines and timelines are, however, they ultimately take a back seat to the unrelenting onslaught of the film's glorious visuals. With its unique blend of 2D and 3D images, Into the Spider-Verse managed to bring the experience of reading a comic book to the screen, and revolutionized the animation industry in the process. The creators of the sequel would have been forgiven for simply replicating that successful animation style.


Paper 2 Writing

Text type focus 2

Writing film reviews

A film review gives opinions of a film, and tells the reader whether the film is worth watching. It also gives information about the film, e.g. the genre, plot and actors. Film reviews can be found in newspapers and magazines, and on websites. A film review may also contain a rating and the film's running time.

Structure



Spider-Man: Across the Spider-Verse
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[4] Instead, they opted to incorporate a distinctly different aesthetic for each of the film's

✓ In depth analysis of target writing text types including text structure, and grammar and usage

✓ Text grammar in Exam Skills Booster

✓ Language support for writing in Exam Skills Booster

Text type 2: Film review



Spider-Man: Across the Spider-Verse
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Papers 1 & 2 Exam Skills Booster

Writing focus

Writing responses and reviews

Descriptive language

Responses and reviews often use descriptive language to help readers picture what the writer is describing in their minds. There are several ways to make your language more descriptive. For example, you can use specific, rather than general, adjectives to describe qualities and feelings:

soft, roomy leather chairs the on-screen image was sharp, with vivid colours

You can also use descriptive nouns and noun phrases:

Hong Kong's more demanding cinephiles (= people who love cinema)

a high-tech array of electronics

blockbuster spectacle extensive and wide-ranging selection
incandescent with rage luxurious palatial

1 The Luxe Cinema is one of the nicest I've ever been to.
The Luxe Cinema is one of the most luxurious I've ever been to.

2 When you enter it, it looks big.
When you enter it, it looks palatial.

3 There are also many choices of films.
There is also an extensive and wide-ranging selection of films.

4 I went there last week to watch a sci-fi film.
I went there last week to watch a blockbuster sci-fi epic/fantasy.

5 My friend Simone was angry when I refused to give her my ticket.
My friend Simone was incandescent with rage when I refused to give her my ticket.

Part B2
Read Text 5 and answer questions 42–62 on pages 66–68.

Text 5 Values education

Generation Z is rewriting the love game, send help!

[1] Generation Z, people born between 1995 and 2012, are entering adulthood. While older generations assume we are a group of entitled, depressed, technology-addicted antisocials, we are simply learning to live by our own rules. Known for our independence, wit, creativity and charisma, Gen Zers are a highly individualistic group that crave freedom and adventure.

[2] It is no surprise, then, that our generation has rejected the values of older generations while creating our own rules for love in the digital age. Gen Z has veered away from the previous societal gender norms within relationships, even writing new guidelines as love expands to the LGBTQ+ community.


[3] But what is it that sets our generation apart, especially from Millennials? I am not sure, but I think it is the attachment versus apathy issue.

[4] Gen Z, commonly known as iGen, are the first digital natives, having grown up with technology. It is often assumed that we have our faces stuck in our phones too much to properly communicate with each other. However, Gen Z is actually more connected than any other generation. In fact, the dependency on connecting online created an environment where communication is expected and desired in long-term relationships, which 86% of Gen Zers say is something they presently wanted.

PART B2
Read Text 5 and answer questions 48–69 in the Question-Answer Book for Part B2.

Text 5 Values education

A Swift rise



[1] To say that Taylor Swift—Tay-Tay to her hundreds of millions of fans—is a successful artist would be the understatement of the century. Swift is nothing short of a phenomenon, a pop juggernaut that has completely demolished all her competition in the music industry. For the nearest historical comparison we'd need to go all the way back to Michael Jackson's 80s heyday, but still, due to the impact of social media and modern information technology over the intervening years, not even the King of Pop was as ubiquitous at the height of his career as Swift is today.

✓ Engaging and authentic reading texts

Latest HKDSE formats

Below is a summary of paragraph 3. In three of the lines there is ONE mistake. If you find a mistake, underline it and replace the word with one that expresses the correct idea. Write the word in the box on the right. Both grammar and spelling must be correct. In one of the lines there is no mistake; put a tick (✓) in the corresponding box. One has been done for you as an example.

| Summary | Correction |
|---|------------|
| i) Cowboy Bebop is a TV show from the eighties. It is set | nineties |
| ii) in space and is about bounty hunters who punish villains. | catch |
| iii) It is suitable for people new to anime because it is | ✓ |
| iv) funny and the plot moves slowly. Foreign viewers will | quickly |
| e.g. find it hard to understand, thanks to its English version. | easy |

This is an error in content. Cowboy Bebop is from 1998, and thus the nineties, not the eighties.

This is an error in content. The bounty hunters catch villains; they don't punish them.

This is an error in content. The show is accessible, so viewers will find it easy to understand.

This is an error in content. The plot is fast-paced.

There is no mistake in this line.

53 Complete the following summary of paragraphs 2 and 3 with a word or phrase taken from the paragraphs. relationship between ideas (3)

| Cause | Result |
|--|--|
| For people who have dementia, their brains experience an (i) <u>impairment</u> (line 6). | They can show symptoms as extreme as (ii) <u>hallucinations, delusions and paranoia</u> (lines 9–9). |
| Liu's mum suffered (iii) <u>a stroke</u> (line 11). | She developed Alzheimer's disease (iv) <u>(completely) out of the blue</u> (line 12). |

Q53ii & iv: The brought on by.

Q53i & ii: These are supported by 'it's a brain impairment that manifests in symptoms [...] in more severe cases— (4 marks)

Q53iii: hallucinations, delusions and paranoia' (lines 9–9).

33 Use the information in Text 2 to match each of the following comments with a person mentioned in the text. Write the letter of the comment in the Answer column. One comment is NOT used. One has been done for you as an example. Use each letter ONCE only. identifying views (3)

| Person | Answer | Comments |
|------------------|----------------------|---|
| A GM crop farmer | A (example) | A—My profits have doubled. |
| Yoky Matsuoka | i) E (line 14) | B It'll help people with age-related vision problems. |
| Thomas Dieterich | ii) B (lines 17–18) | C I've got to equip myself with new skills. |
| The writer | iii) D (lines 24–25) | D If we overuse it, it'll create more problems to the society than it solves. |
| | | E It'll be life changing for people with disabilities. |

Q33iii: The writer states that 'we cannot forget the social impact that technological advances are having. Increased reliance on AI machines will increase human unemployment' (lines 24–25).

✓ Latest HKDSE question formats clearly indicated with labels

Paper 3 Listening and Integrated Skills

✓ Clear explanation of **Data File manipulation skills**

✓ List of Data File manipulation skills compiled in the **DFMS Overview Table** to facilitate lesson planning and preparation

DFMS **NEW**

Paper 3 Listening and Integrated Skills
Data File Manipulation Skills Overview

| Unit | Data File manipulation skill | Assess |
|----------------------------------|---|---------------------------|
| Unit 1 School life in guides! | Introducing the Data File | — |
| Unit 2 Friends forever | Extracting information from email exchanges | Task Completion, Language |
| Unit 3 Go the distance | Using content from the Data File to write formal letters/emails | Language |
| Unit 4 To hop or not to hop? | Dealing with distractors in the Data File | Task Completion |
| Unit 5 Culture matters | Using information from charts and graphs | Task Completion |
| Unit 6 It's showtime! | Identifying linkage in the Data File | Task Completion |
| Unit 7 On the cutting edge | Manipulating the language to achieve the desired tone | Language, Appropriacy |
| Unit 8 Society and me | Synthesizing information | Language |
| Unit 9 A greener earth | Adapting language presented in the Data File | Language |
| Unit 10 A hard day's work | Understanding appropriacy | Appropriacy |

DFMS **NEW**

Data File manipulation skill

Dealing with distractors in the Data File

You are likely to come across distractors when reading through the texts in the Data File. A distractor is any kind of information that is:

- irrelevant to the task you have to complete;
- changed, corrected or repeated within the same Data File item; or
- changed, corrected or repeated in a different Data File item.

To spot important information, make sure you read all the instructions in the Data File carefully. Look at the following examples from Exercise 31 on page 107.

Package 1: Baby Sleep

Package 2: Shared Sleep

Package 3: Shared Sleep

Package 4: Shared Sleep

Package 5: Shared Sleep

Package 6: Shared Sleep

Package 7: Shared Sleep

Package 8: Shared Sleep

Package 9: Shared Sleep

Package 10: Shared Sleep

Package 11: Shared Sleep

Package 12: Shared Sleep

Package 13: Shared Sleep

Package 14: Shared Sleep

Package 15: Shared Sleep

Package 16: Shared Sleep

Package 17: Shared Sleep

Package 18: Shared Sleep

Package 19: Shared Sleep

Package 20: Shared Sleep

Package 21: Shared Sleep

Package 22: Shared Sleep

Package 23: Shared Sleep

Package 24: Shared Sleep

Package 25: Shared Sleep

Package 26: Shared Sleep

Package 27: Shared Sleep

Package 28: Shared Sleep

Package 29: Shared Sleep

Package 30: Shared Sleep

Package 31: Shared Sleep

Package 32: Shared Sleep

Package 33: Shared Sleep

Package 34: Shared Sleep

Package 35: Shared Sleep

Package 36: Shared Sleep

Package 37: Shared Sleep

Package 38: Shared Sleep

Package 39: Shared Sleep

Package 40: Shared Sleep

Package 41: Shared Sleep

Package 42: Shared Sleep

Package 43: Shared Sleep

Package 44: Shared Sleep

Package 45: Shared Sleep

Package 46: Shared Sleep

Package 47: Shared Sleep

Package 48: Shared Sleep

Package 49: Shared Sleep

Package 50: Shared Sleep

Package 51: Shared Sleep

Package 52: Shared Sleep

Package 53: Shared Sleep

Package 54: Shared Sleep

Package 55: Shared Sleep

Package 56: Shared Sleep

Package 57: Shared Sleep

Package 58: Shared Sleep

Package 59: Shared Sleep

Package 60: Shared Sleep

Package 61: Shared Sleep

Package 62: Shared Sleep

Package 63: Shared Sleep

Package 64: Shared Sleep

Package 65: Shared Sleep

Package 66: Shared Sleep

Package 67: Shared Sleep

Package 68: Shared Sleep

Package 69: Shared Sleep

Package 70: Shared Sleep

Package 71: Shared Sleep

Package 72: Shared Sleep

Package 73: Shared Sleep

Package 74: Shared Sleep

Package 75: Shared Sleep

Package 76: Shared Sleep

Package 77: Shared Sleep

Package 78: Shared Sleep

Package 79: Shared Sleep

Package 80: Shared Sleep

Package 81: Shared Sleep

Package 82: Shared Sleep

Package 83: Shared Sleep

Package 84: Shared Sleep

Package 85: Shared Sleep

Package 86: Shared Sleep

Package 87: Shared Sleep

Package 88: Shared Sleep

Package 89: Shared Sleep

Package 90: Shared Sleep

Package 91: Shared Sleep

Package 92: Shared Sleep

Package 93: Shared Sleep

Package 94: Shared Sleep

Package 95: Shared Sleep

Package 96: Shared Sleep

Package 97: Shared Sleep

Package 98: Shared Sleep

Package 99: Shared Sleep

Package 100: Shared Sleep

DFMS PPT **NEW**

Bar chart

Bars are used to show different amounts and for easy comparisons.

- Bar charts can be constructed horizontally and vertically.
- Look at the y-axis and the x-axis to see what data is presented.
- Pay attention to the highest/longest bar and the lowest/shortest bar.

Number of UNESCO World Heritage cultural sites by country

| Country | Number of sites |
|---------|-----------------|
| Spain | 5 |
| Italy | 5 |
| Germany | 5 |
| France | 5 |
| China | 5 |

DFMS **NEW**

Paper 3 Listening and Integrated Skills
Unit 4 To buy or not to buy?
Paper 3 Revision Pack

Data File Manipulation Skills
Dealing with distractors

What are distractors?

- information that is irrelevant to the task you need to complete
- information that is changed within the same DF item
- information that is changed in a different DF item

Example 1: This paragraph is a distractor!

Example 2: "School hall" is a distractor!

Example 3: "11 a.m." is a distractor!

✓ **DFMS PowerPoint** presentation to facilitate teaching DFMS in class and self-study

✓ Summary of the Data File manipulation skills in **Paper 3 Revision Pack** for self-study

✓ **Marking tips** for teachers' easy reference **NEW for Part A Listening**

Parvati feels (9) frustrated because it is (10) not the club's / their responsibility.

Joey feels (11) excited (to get started) because he (12) loves a challenge.

Ben feels (13) worried because they (14) don't have much/enough time.

Answers written in the margins will not be marked.

The adjective 'frustrating', as used in the tapescripts, is not an acceptable answer here, because a past participle should be used to describe how someone feels.

END OF TASK 1

Task 6: Email (17 marks)

Write an email to Sarah Chin using information from the B1 Data File and your notes. Write around 100 words.

Model writing

Dear Sarah,

6.1 (TS)

Thank you for offering to volunteer for School of the Future Week. We do still need a volunteer for the Classroom of the Future exhibition. We'd like you to help set up the exhibition between 7 and 8.30 a.m. 6.2 (DF4) 6.3 (DF4, DF5)

6.4 (DF4) 6.5 (DF4, DF5)

5 on the Monday, and then supervise it between 3 and 5 p.m. on the Friday, after which we'd also like you 6.6 (DF5)

to help take down the exhibits.

Note: It is considered incorrect if students write 'spot a lie'. Repeating the name of the icebreaker game what the rest

✓ **Latest HKDSE question formats**

Advice

Write each person's advice in the correct speech box:

(42) Spend time outdoors, even when you don't feel like it.

(43) Make a list of fun activities for days with poor weather.

(44) Get high-quality

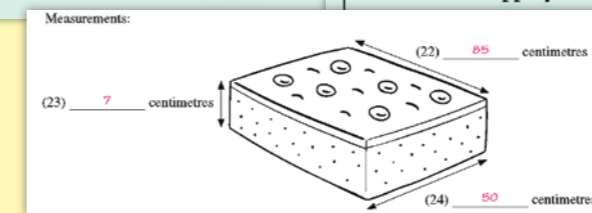
Ashley

Lynn

(11) Problems caused by last year's weather (Tick (✓) TWO)

| | |
|-----------------------|---|
| Streets were flooded | ✓ |
| Streets were closed | |
| Streets were slippery | ✓ |

2024 DSE



Story of how the competition was founded

Sunisa Chanthara was a talented (5) sprinter, but she was not able to take part in competitions because she was (6) (too) poor. Some local (7) business owners decided to help Sunisa organize a competition in their town. The story got a lot of attention in (8) the media, and as a result, the competition received several major (9) sponsorships.

2023 DSE

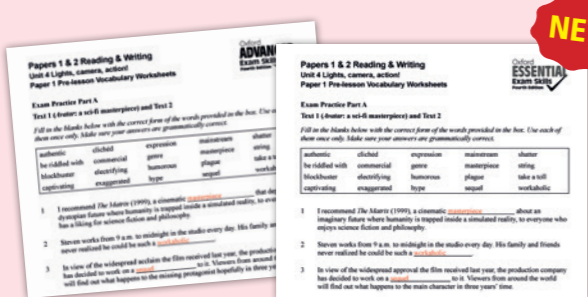


Abundant Support to Cater for Learner Diversity



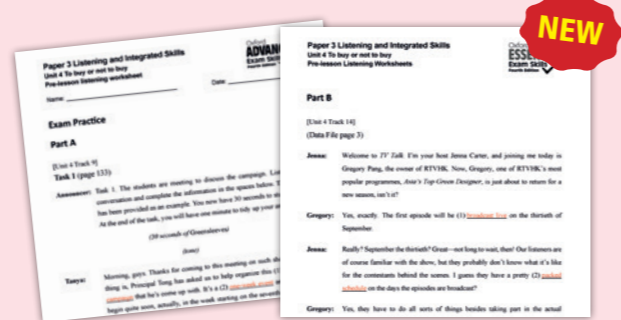
Pre-lesson support

★ Paper 1 Pre-lesson Vocabulary Worksheets



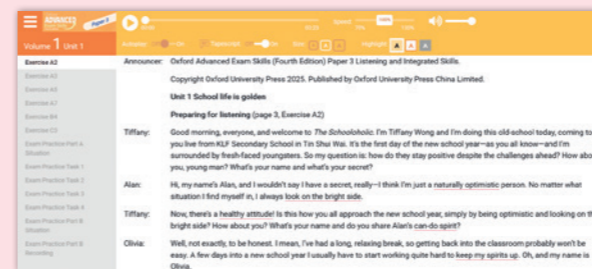
✓ Help students familiarize with the words in the Exam practice

★ Paper 3 Pre-lesson Listening Worksheets

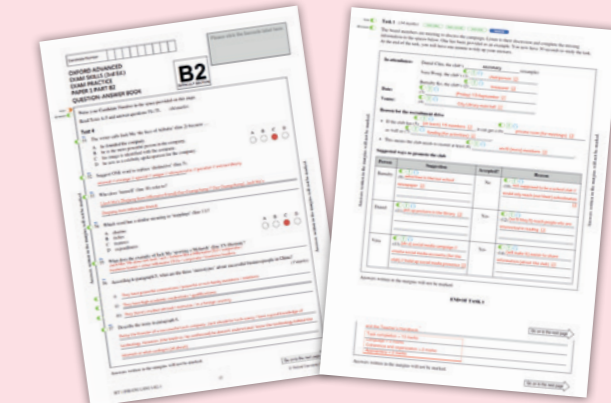


✓ Allow students to practise listening to the key words and phrases in the Exam practice

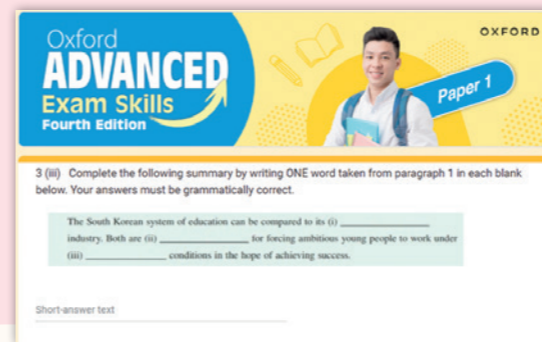
★ Interactive Audio Scripts (Paper 3)



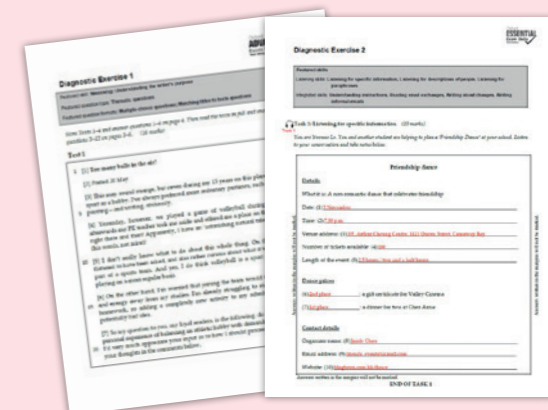
★ Interactive Answer-checking PDFs (Papers 1 & 3)



★ Exam Practice Google Forms (Paper 1)

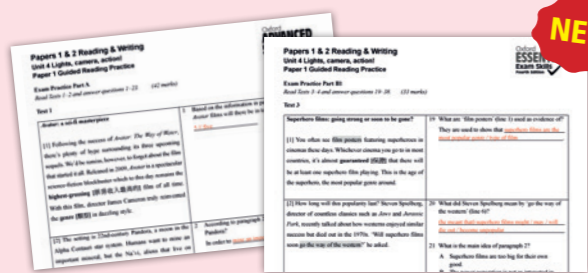


★ Diagnostic Exercises (Papers 1 & 3)



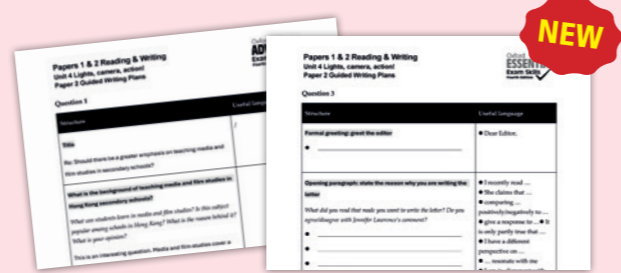
During-lesson support

★ Paper 1 Guided Reading Practice



✓ Guide students through the text to attempt the Exam practice questions with Chinese definitions

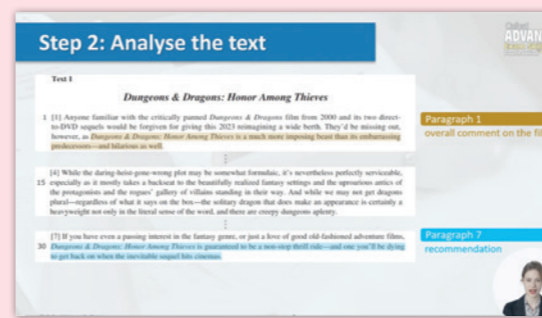
★ Paper 2 Guided Writing Plans



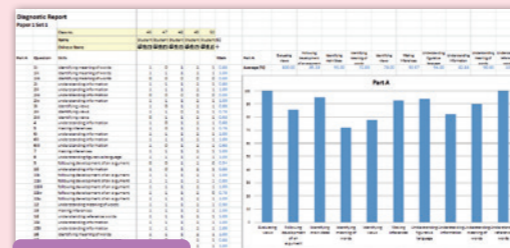
✓ Provide students with text structure, guiding questions and useful language for each of the questions in the Exam practice

Post-lesson support

★ Tutorial Videos (Paper 1)



★ Diagnostic Reports (Paper 1)

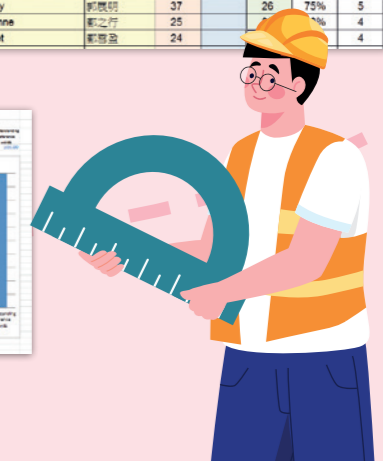


Class report

Individual report

★ Cut Score Calculator (Papers 1 & 3)

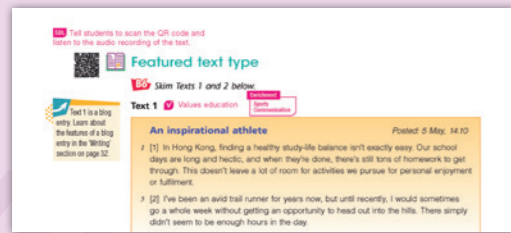
| Paper 1 | Set 1 | Total mark | Part A | Part B1 | Part B2 | Total | Level |
|---------|---------------|------------|--------|---------|---------|-------|-------|
| 2 | Chan, Adrian | 40 | 18 | 56% | 3 | | |
| 3 | Chan, Andy | 20 | 16 | 32% | 2 | | |
| 4 | Chan, Cecilia | 33 | 19 | 47% | 3 | | |
| 5 | Chan, Cheryl | 40 | 32 | 85% | 5** | | |
| 6 | Chan, Claire | 33 | 36 | 81% | 5* | | |
| 7 | Chan, Claudia | 24 | 32 | 66% | 4 | | |
| 8 | Chan, Eleanor | 28 | 28 | 66% | 4 | | |
| 9 | Cheung, Eva | 37 | 15 | 62% | 4 | | |
| 10 | Fong, Gladys | 38 | 24 | 74% | 5 | | |
| 11 | Fung, Gordon | 25 | 29 | 63% | 4 | | |
| 12 | Fung, Iris | 24 | 15 | 46% | 3 | | |
| 13 | Ho, Isabella | 24 | 24 | 57% | 3 | | |
| 14 | Kwok, Jimmy | 37 | 20 | 75% | 5 | | |
| 15 | Kwong, Joanne | 25 | 15 | 46% | 4 | | |
| 16 | Kwong, Juliet | 24 | 15 | 46% | 4 | | |



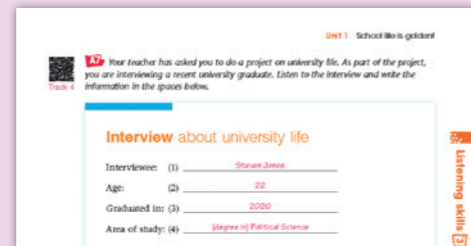
Diverse Resources for Self-directed Learning

Rich resources accessible via QR codes

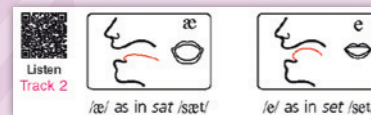
✓ Paper 1 Featured reading texts



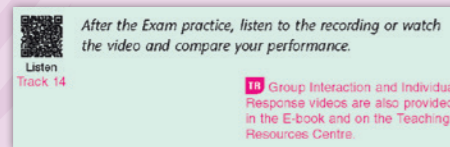
✓ Paper 3 Exercises



✓ HKDSE vocabulary (updated every year)



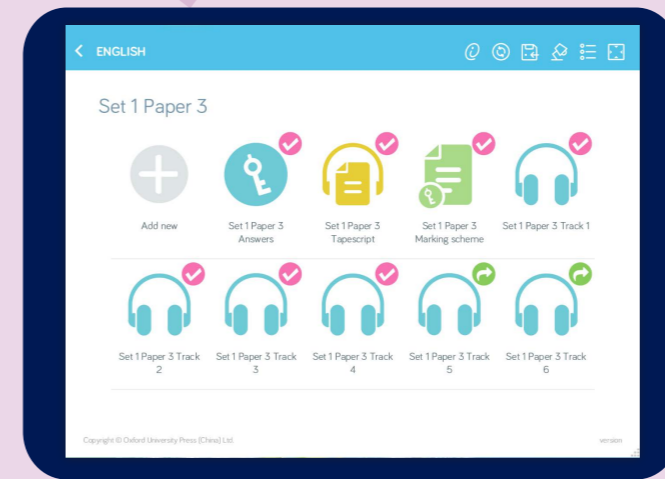
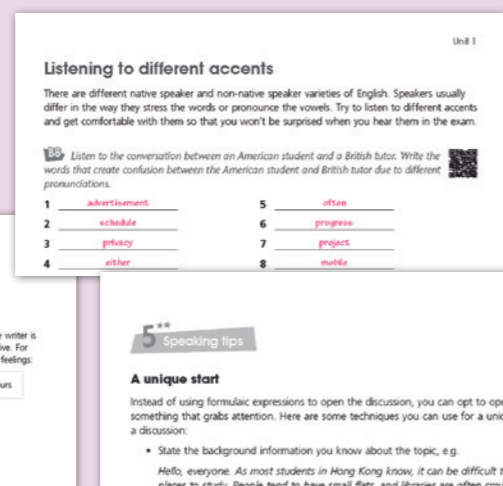
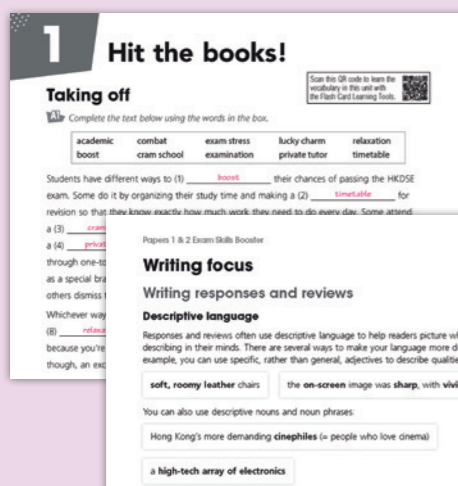
✓ Paper 4 Pronunciation



✓ Paper 4 Sample Group Interaction and Individual Response Videos

Exam Skills Booster

- ✓ Warm up exercise for **topic familiarization** and **vocabulary pre-teaching**
- ✓ Learn how different **grammar** items can be applied in a particular text type
- ✓ Learn **grammar rules** related to the target **writing type**
- ✓ Glossary supported by **audio** and **definition**; can be viewed using the Flash Card Learning Tools
- ✓ Further practice and additional resources



E-Activities

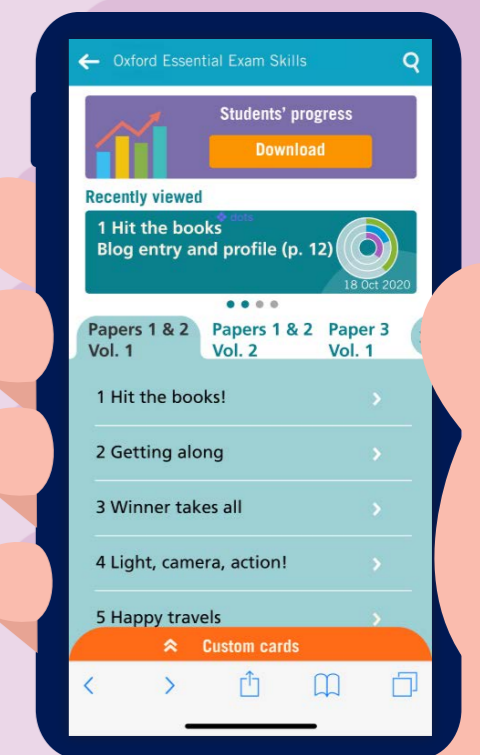
✓ Assignable resources on Oxford iSolution for self-study



Flash Card Learning Tools

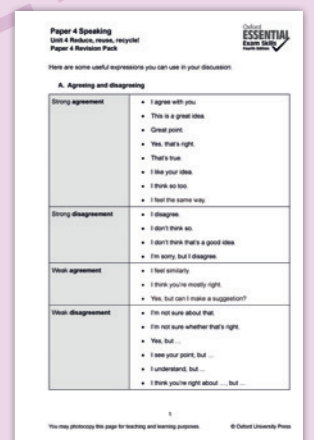
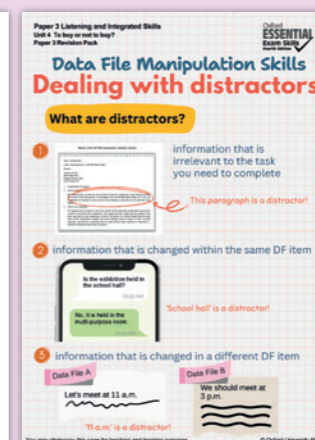
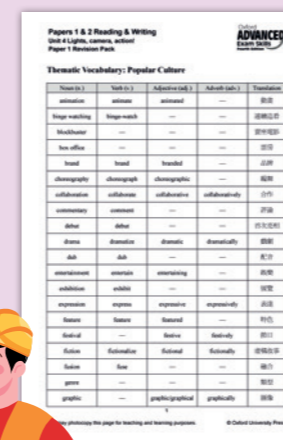


- ✓ Card sets customizable for personalized learning
- ✓ Card sets assignable to individual classes, allowing easy progress monitoring by teachers



Papers 1-4 Revision Pack NEW

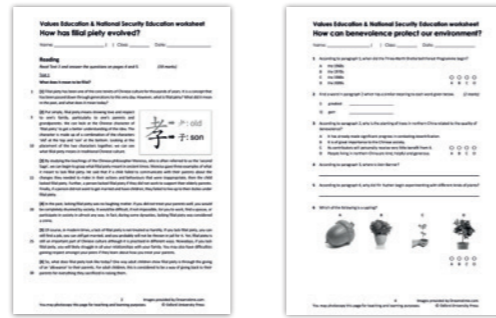
- ✓ Handy support for effective revision
- ✓ Summary of language and skills



Exam Skills Resources Package*

Lesson Planning and Teaching Resources

- ★ Thematic Vocabulary Lists and Exercises (Papers 1–4) **NEW**
- ★ Scheme of Work (Papers 1&2, Paper 3 and Paper 4)
- ★ Values Education Unit Overview (Papers 1&2, Paper 3 and Paper 4)
- ★ Data File Manipulation Skills Unit Overview (Paper 3) **NEW**
- ★ Text Analysis and Detailed Explanations (Paper 1)
- ★ Model Writings (Paper 2)
- ★ Tapescripts (Paper 3)
- ★ Marking Schemes (Paper 3)
- ★ Model Scripts (Paper 4)
- ★ SBA Kit (Paper 4)



- ★ Values Education and National Security Education Worksheets **NEW**
 - ✓ 12 sets of worksheets
 - ✓ Each featuring one of the **12 values** and one **National Security Education** domain

E-learning Resources

- ★ iSolution
 - Main book E-book (Papers 1&2, Paper 3 and Paper 4)
 - Exam Skills Booster E-book (Papers 1&2, Paper 3 and Paper 4)
 - Mock Test E-book (Papers 1&2 and Paper 3)
 - Speaking Practice Book E-book (Paper 4)
 - E-activities (Papers 1&2, Paper 3 and Paper 4)
- ★ Interactive Answer-checking PDFs (Paper 1 and Paper 3)
- ★ Audio Recordings (Paper 1, Paper 3 and Paper 4)
- ★ Google Forms (Paper 1)
- ★ Tutorial Videos (Paper 1)
- ★ Interactive Audio Scripts (with adjustable speed player) (Paper 3)
- ★ Data File Manipulation Skills PowerPoint (Paper 3) **NEW**
- ★ Sample Group Interaction and Individual Response Videos (Paper 4)

Diagnostic Resources

- ★ Cut Score Calculator (Paper 1 & Paper 3)
- ★ Diagnostic Exercises (Paper 1 & Paper 3)
- ★ Diagnostic Reports (Individual and Class) (Paper 1)



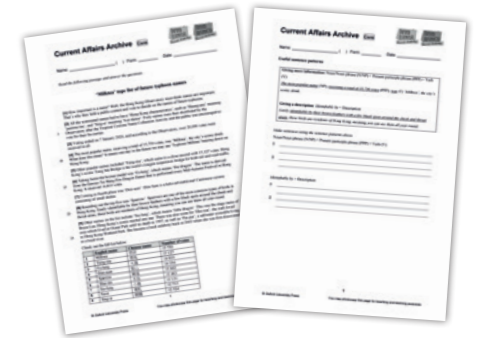
Learner Diversity and Self-directed Learning Resources

- ★ Flash Card Learning Tools
- ★ Paper 1 Pre-lesson Vocabulary Worksheets **NEW**
- ★ Paper 3 Pre-lesson Listening Worksheets **NEW**
- ★ Paper 1 Simplified Reading Practice **NEW**
- ★ Paper 1 Guided Reading Practice **NEW**
- ★ Paper 2 Guided Writing Plans **NEW**
- ★ Paper 3 Guided Writing Tasks **NEW**
- ★ Papers 1–4 Revision Pack **NEW**
- ★ Exam Skills Boosters
 - Pre-lesson vocabulary exercises (Papers 1&2, Paper 3 and Paper 4)
 - Glossary with audio (Paper 1, Paper 3 and Paper 4)
 - Language practice (Paper 1 and Paper 2)
 - Exam question tips (Paper 1)
 - Writing focus (Paper 2)
 - Text type focus (Paper 2)
 - Exam practice support (Paper 2)
 - Expanding your vocabulary (Papers 1&2, Paper 3 and Paper 4)
 - Listening skills practice (Paper 3)
 - Listening to different accents (Paper 3)
 - Integrated skills practice (Paper 3)
 - Writing outlines (Paper 3)
 - Essential listening skills (Paper 3)
 - Essential skills for the integrated tasks (Paper 3)
 - Commonly confused words (Paper 3)
 - Writing templates (Paper 3)
 - Tips and strategies for the exam (Paper 3)
 - Pronunciation and delivery with audio (Paper 4)
 - 5** Speaking tips (Paper 4)
 - Example Group Interaction analysis (Paper 4)
 - Ideas and organization (Paper 4)



Continuous Support

- ★ Current Affairs Archive (Monthly) **NEW for Exam Skills**
 - ✓ **Additional reading practice** with up-to-date topics of current affairs
- ★ HKDSE Exam Analysis Reports



- ★ Graded Mock Tests (including Papers 1, 2, 3 and 4)
 - ✓ **7 sets** of Graded Mock Tests (uploaded every year)

Oxford Essential and Advanced Exam Skills (Fourth Edition)

- Student's Edition (Papers 1 & 2, Paper 3 & Paper 4)
- Teacher's Edition (Papers 1 & 2, Paper 3 & Paper 4)
- Mock Tests (Papers 1 & 2, Paper 3 & Paper 4)
- Speaking Practice Book (Paper 4)
- Exam Skills Boosters (Papers 1 & 2, Paper 3 & Paper 4)



To learn more about Exam Skills series and its resources, go to



Exam Skills website



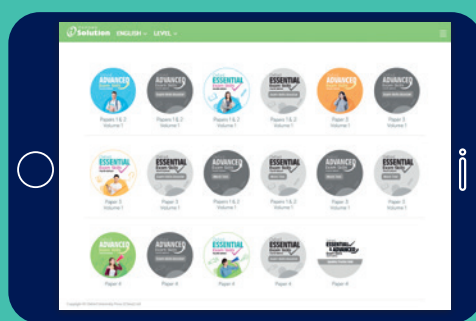
Web iSolution



Download iSolution apps



To see Exam Skills ebooks and related resources on log in to web iSolution or download iSolution app:



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