

# ENGLISH LANGUAGE PAPER 3 PART A

## Question-Answer Book

### GENERAL INSTRUCTIONS

- (1) There are two parts (A and B) in this paper. All candidates should attempt **ALL** tasks in Part A. In Part B, you should attempt either Part B1 (easier section) OR Part B2 (more difficult section). Candidates attempting Parts A and B2 will be able to attain the full range of levels, while Level 4 will be the highest level attainable for candidates attempting Parts A and B1.
- (2) Write your Candidate Number and stick barcode labels in the spaces provided on the appropriate pages of the Part A Question-Answer Book and both Part B Question-Answer Books.
- (3) Write your answers clearly and neatly in the spaces provided in the Question-Answer Books. Answers written in the margins will not be marked. You are advised to use a pencil throughout Part A.
- (4) For multiple-choice questions, you are advised to blacken the appropriate circle with a pencil and make sure that wrong marks are completely erased with a clean rubber. Mark only **ONE** answer to each question. Two or more answers will score **NO MARKS**.
- (5) All listening materials will be played **ONCE** only.
- (6) Supplementary answer sheets will be supplied on request. Use separate supplementary answer sheets for Part A and Part B. Write your Candidate Number, mark the question number box and stick a barcode label on each sheet and fasten them with string **INSIDE** the relevant Question-Answer Book.
- (7) The rough-work sheets provided are for you to take notes. They will be collected separately and will not be marked.
- (8) No extra time will be given to candidates for sticking on the barcode labels or filling in the question number boxes after the 'Time is up' announcement.
- (9) The two Question-Answer Books attempted by candidates (one for Part A and one for Part B) will be collected together at the end of the examination. Fasten the two Question-Answer Books together with the green tag provided.
- (10) The other unused Question-Answer Book for Part B will be collected separately at the end of the examination. This will not be marked. Do not write any answers in it.

Please stick the barcode label here.

Candidate Number



Please stick the barcode label here.

**Part A**

In Part A, you will have a total of four tasks to do related to the theme of human migration. Follow the instructions in the Question-Answer Book and in the recording to complete the tasks. You will find all the information you need in the Question-Answer Book and the recording. You now have two minutes to familiarise yourself with Tasks 1- 4.

**Task 1 (12 marks)**

Grace and Stephen are visiting a museum to decide which exhibitions they can recommend for their school history field trip. Listen to their conversation and complete the information in the spaces below. The first one has been provided as an example. You now have 30 seconds to study the task. At the end of the task, you will have one minute to tidy up your answers.

Exhibition they visit: The Great Human Migration (example)

Date exhibition will end: (1) \_\_\_\_\_

Cost to enter the exhibition: (2) \_\_\_\_\_

Day of the week it is closed: (3) \_\_\_\_\_

What you are not allowed to do in the exhibition: (4) \_\_\_\_\_

**Location of exhibition**

C	Early Transportation Exhibition	D
Great Hall		
Egyptian Room	A	B

(5) Look at the map above. Where is the Great Human Migration Exhibition?

- A      B      C      D

Answers written in the margins will not be marked.

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Please stick the barcode label here.

When humans left Africa: (6) \_\_\_\_\_

Where humans went after Asia:

Destination	Means of transport	Route of travel
Australia	(7) _____	(9) _____
America	(8) _____	land bridge

Two possible reasons for migrating:

- (10) \_\_\_\_\_
- (11) \_\_\_\_\_

(12) Things that they learnt to do as they reached new environments: (*Tick (✓) FOUR*)

- |  |                                       |
|--|---------------------------------------|
| <input type="checkbox"/> Use a compass | <input type="checkbox"/> Use money    |
| <input type="checkbox"/> Grow food     | <input type="checkbox"/> Make clothes |
| <input type="checkbox"/> Make fire     | <input type="checkbox"/> Swim         |
| <input type="checkbox"/> Build houses  | <input type="checkbox"/> Make weapons |

Answers written in the margins will not be marked.

**END OF TASK 1**

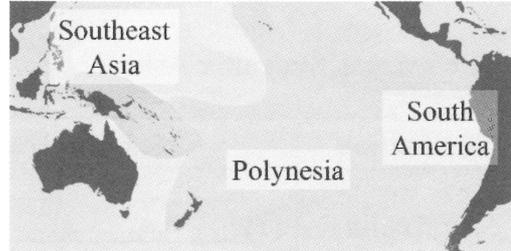
**Task 2 (14 marks)**

Listen to a lecture from Professor Elsa Larssen, an expert in human migration, on a famous expedition. Complete the information in the spaces below. The first one has been provided as an example. You now have 30 seconds to study the task. At the end of the task, you will have one minute to tidy up your answers.

Name of lecture series: Museum Experiences (example)

Topic of the lecture:

The (13) \_\_\_\_\_ Expedition



People in Polynesia share similar:

- (14) \_\_\_\_\_
- (15) \_\_\_\_\_

(16) The route of Jenson's expedition:

- A. From Polynesia to Southeast Asia
- B. From Polynesia to South America
- C. From South America to Polynesia
- D. From South America to Southeast Asia

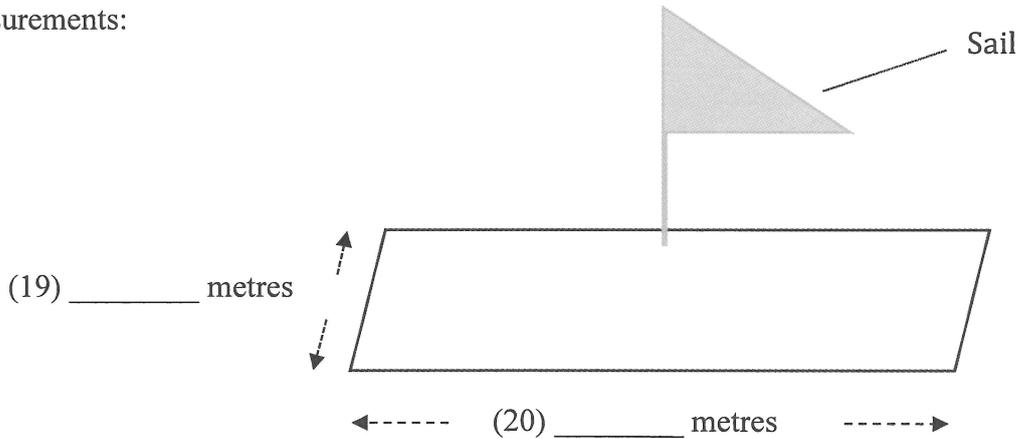
- A      B      C      D
- 

**Jenson's Boat:**

Qualities of the wood Jenson used for his boat:

- (17) \_\_\_\_\_
- (18) \_\_\_\_\_

Measurements:



Answers written in the margins will not be marked.

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**The expedition:**

Month and year they set off: (21) \_\_\_\_\_

Navigation method: (22) \_\_\_\_\_

What they ate: (23) \_\_\_\_\_

How water was stored: (24) \_\_\_\_\_

(25) Problems caused by the storm	(Tick (✓) THREE)
Lost food source	
Lost navigation tools	
Lost crew members	
Lost water	
Lost journal	
Lost sail	

Modern research shows that modern Polynesians share similar (26) \_\_\_\_\_ to South Americans.

- A. languages
- B. religions
- C. culture
- D. genes

- A      B      C      D
- 

Answers written in the margins will not be marked.

**END OF TASK 2**

**Task 3 (14 marks)**

Listen to a podcast interview with Philip, Charles and Anna, who are talking about their experiences as language learners. Complete the information in the spaces below. You now have 30 seconds to study the task. At the end of the task, you will have one minute to tidy up your answers.

Heritage Language Learning is:

Learning a language that is (27) \_\_\_\_\_.

**Learner profiles**

	<b>Charles</b>	<b>Anna</b>	<b>Philip</b>
<b>Language they are learning:</b>	Spanish	Mandarin Chinese	French
<b>Family originated from:</b>	Peru	(28) _____	Belgium
<b>Reasons for learning:</b>	(29) _____ _____ _____	(30) _____ _____ _____	(31) _____ _____ _____
<b>Methods of learning:</b>	(32) _____ _____ _____	(33) _____ _____ _____	Textbook

Answers written in the margins will not be marked.

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### Problems and solutions

What difficulty did each learner experience and what was their solution?

	Problem	Solution
<b>Charles</b>	Learning vocabulary	(34) _____ _____ _____
<b>Anna</b>	(35) _____ _____	(36) _____ _____ _____
<b>Philip</b>	No opportunity to practise listening	(37) _____ _____ _____

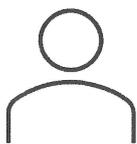
Answers written in the margins will not be marked.

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### Messages

Write each learner's message in the correct speech box:

(38) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



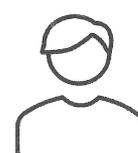
Charles

(39) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Anna

(40) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Philip

Answers written in the margins will not be marked.

**END OF TASK 3**

**Task 4** (13 marks)

Listen to a radio programme about *Chunyun*, the period where millions of people travel during the Chinese Spring Festival and answer the questions below. Please note that you do not need to answer in complete sentences. You now have 30 seconds to study the task. At the end of the task, you will have three minutes to tidy up your answers.

Answers written in the margins will not be marked.

What is special about *Chunyun*?

(41) \_\_\_\_\_

How many people are likely to travel during the Spring Festival each year?

(42) \_\_\_\_\_

Why do many more people travel during the Spring Festival now, when compared to the past?

Reason 1: (43) \_\_\_\_\_

\_\_\_\_\_

Reason 2: (44) \_\_\_\_\_

\_\_\_\_\_

What are the two main issues that people face travelling by train in *Chunyun*?

• (45) \_\_\_\_\_

because \_\_\_\_\_

• (46) \_\_\_\_\_

because \_\_\_\_\_

Answers written in the margins will not be marked.

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### Three stories about *Chunyun*

Complete the table by summarising the outcome from each of the stories.

Story 1	Outcome
A drunk man falls asleep and misses his stop	(47) _____ _____
Story 2	Outcome
A student has his money stolen by a pickpocket	(48) _____ _____
Story 3	Outcome
A young woman sits opposite a student on the train	(49) _____ _____

What are the three ways suggested about how to cope with the problems of *Chunyun*?

(50) \_\_\_\_\_

(51) \_\_\_\_\_

(52) \_\_\_\_\_

According to the presenter, how do most Chinese feel about *Chunyun*?

(53) \_\_\_\_\_  
\_\_\_\_\_

Answers written in the margins will not be marked.

**END OF TASK 4**

**End of Part A**

**Now go on to Part B**

Sources of materials used in this paper will be acknowledged in the *HKDSE Question Papers* booklet published by the Hong Kong Examinations and Assessment Authority at a later stage.