

St. Joseph's Anglo-Chinese School

Form 5 English Language

Paper 4 Speaking – Exam Practice (DSE 2016 Set 1.1)

Warm-up – Two Easier Part B Questions (6 minutes, in pairs)

Both partners answer the same question. Push for a time, a reason and one detail — not a one-word answer. This is where you hear their Level 3 baseline.

Question 1	Have you done any charity work?	What to listen for
Model answer	Yes — a flag day and a book drive, and once I served rice at a community kitchen.	A concrete example plus how long they stayed involved, not just a yes or a no.
Question 2	Would you prefer to do charity work locally or outside Hong Kong?	
Model answer	Locally, to be honest — I think I could do more good in my own district week after week.	A clear preference with one reason behind it.

► Upgrade opportunity — take what they say and lift it

“What I usually say”	Upgrade (useful for Part A and Part B)	Where it pays off
"I helped once."	I took part in a charity drive at school.	Any experience answer
"Helping is good."	Charity work builds empathy and a sense of responsibility.	Part A bullet 1
"We spend a lot of money."	The trip costs each student around HK\$5,000, which many families cannot afford.	Part A bullets 2 and 3
"We can't help much."	Short visits raise a real question about their long-term impact.	Part A bullet 2, Part B Q7

Part A – The Discussion Task (10 min preparation, 8 min discussion)

Your group is discussing the kinds of charity work your school could be involved in. You may want to talk about:

► Say it another way — synonyms to replace the question's own wording

Students who recycle the paper's words score lower than students who paraphrase. Put these on the board and ban the left-hand column.

The question says...	Say instead	Model sentence
charity work	volunteering · community service · fundraising · giving back	<i>The volunteers gave four of their seven days to teaching and building work.</i>
benefits	the gains · the value it adds · what students get out of it · the upside	<i>The gain students mention most often is a much wider worldview.</i>
concerns	the risks and drawbacks · reservations · the worries that come with it · the downside	<i>The main reservation is what a one-week visit can really achieve.</i>
a requirement	compulsory · a mandatory part of the curriculum · something every student must do	<i>Making service compulsory risks turning it into one more box to tick.</i>
outside Hong Kong	overseas · abroad · beyond the city · in another country	<i>Overseas trips cost far more than a local one.</i>
anything else you think is important	one thing often overlooked · what also matters here · a further consideration	<i>One thing often overlooked is what the host community gains from the visit.</i>

Ideas for the Note Grid – Noun Phrases per Question, with a Model Example (the same sets appear on the deck: Q1–Q3, then Part B Q7–Q8)

Give the noun phrase first (it is what they write in the grid), then the model example (it is what they say). The points in each set are deliberately different in kind, so a group cannot make the same point twice. Where a question has two sides, the set is built in two halves, so the group always has both sides ready.

1. the benefits of students doing charity work outside Hong Kong

• a wider worldview	<i>e.g. Trying to live on HK\$4 a day teaches more than any textbook can.</i>
• empathy and a sense of responsibility	<i>e.g. Seeing real poverty makes students ask what they can actually do about it.</i>
• practical skills and confidence	<i>e.g. Teaching, building and serving food give students skills no classroom teaches.</i>

2. the concerns of doing charity work outside Hong Kong

• the cost excludes poorer students	<i>e.g. Each trip costs about HK\$5,000, so the students who would gain most may never go.</i>
• short trips may achieve little	<i>e.g. The student in the article wondered whether one week really makes a long-term difference.</i>
• safety and supervision	<i>e.g. Sixty-five students and twenty adults in unfamiliar conditions is an enormous responsibility.</i>

3. whether charity work outside Hong Kong should be a requirement at secondary school

• YES: everyone would experience it	<i>e.g. A requirement guarantees that service is not only for students whose parents can pay.</i>
• YES: it builds character	<i>e.g. Schools already require PE and other activities that students would not choose themselves.</i>
• NO: it puts families under pressure	<i>e.g. Not every household can find HK\$5,000, and a requirement would embarrass them.</i>
• NO: forced service is not service	<i>e.g. Real charity starts from a genuine wish to help, not from a timetable.</i>

Note: the fourth bullet (anything else you think is important) has no slide — it is the group's open floor. If they stall, ask them to raise one thing the paper never mentions, or to disagree with the group's best idea so far.

Part B – Individual Response: Questions 7 and 8 (1 minute each)

Q7. Do you think charity work can make a difference?

4 noun-phrase ideas	Model example
• YES: small, practical help is real	<i>Building houses and painting a school leaves something visible behind.</i>
• YES: the volunteers change too	<i>Students come home far less able to ignore what they have seen.</i>
• NO: it may not last	<i>A one-week visit can raise expectations that the community cannot maintain afterwards.</i>
• NO: money often works better	<i>Sending the same amount to a local charity is cheaper than flying fifty students there.</i>

► Upgrade opportunity for Q7

"What I usually say"	Upgrade	Why it scores
"It helps a bit."	It makes a difference to the individuals we work with.	Names the level of impact
"We give money."	Donations often achieve more per	Comparison plus evidence

	dollar than a week-long trip.	
"It's a good experience."	The volunteers change as much as the communities they visit.	Turns a cliché into a claim

Q8. Who benefits more from charity work outside Hong Kong: the volunteers or the locals?

2 noun-phrase ideas (VOLUNTEERS · LOCALS)	Model example
• VOLUNTEERS: the experience is life-changing for us	<i>The students in the article said they had never realised how privileged their own lives were.</i>
• LOCALS: the practical support is what matters	<i>Local teachers and children gain real classroom help and finished buildings.</i>

► Upgrade opportunity for Q8

"What I usually say"	Upgrade	Why it scores
"Both benefit."	Both sides gain, but they gain very different things.	Signposts a comparison
"We benefit more."	Honestly, we take home a wider worldview while they gain short-term, practical help.	Balanced and honest
"The local people benefit."	For the community the benefit is measurable: extra teachers and finished buildings.	Concrete evidence