



Question Paper

Write all your answers on the Answer Sheet

Total number of pages: 2

Date: _____

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Part 1 Reading Comprehension (20 marks)

Passage A (10 marks)

Read the following passage carefully then answer the questions in complete sentences in your own words.

Robert the Teacher

1 [1] Khan Academy has had more than a quarter-of-a-billion views of its 4,100-plus video lectures. But founder Salman Khan, 35, aims to offer high-quality, free education to “anyone, anywhere”. In 2004, New Orleans-born Khan tutored his cousin Nadia in maths by phone and Yahoo! Doodle. Demand grew within his family, and Khan – with three MIT degrees in electrical engineering, computer science and maths, and an MBA – put short lectures on YouTube. By 2009, they were in such demand that he gave up his job as a hedge-fund manager.

5 [2] “The university degree doesn’t carry the weight that it used to,” says Khan. “Thirty or 40 years ago, if you had a university degree you were probably guaranteed a **white-collar job**; that’s not the case anymore. In the US a lot of students, especially under-served students, work hard, they take out loans, they go to university – not Harvard, not Stanford, but a local regional university, sometimes a community college. They end up tens of thousands of dollars in debt – and they’re not necessarily getting that white-collar career that was promised to them.”

10 [3] Khan says that, ultimately, he wants to get videos on every single subject, but says that he doesn’t even necessarily see the videos as the most important part of the experience: “We think the exercises, the interactivity, students connecting and maybe even collaborating on a site like ours, are equally important. We’re also focused right now on diagnostics and assessments. In the next six months, a couple of things will happen: a student goes to Khan Academy, they can press a button, take a 30-minute diagnostic, and it will be able to analyse, ‘Look, this is where you’re strongest, this is where you’re weak. Here are resources that might help you.’ Kind of an automated personal tutor. And it’s crazy that every teacher is writing and grading their own tests, that’s time that could be used to actually teach students.” Such assessments will take the form not only of data and analytics, which Khan says “can be really powerful for things like

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Regional English Language Centre

A red circular graphic with a gradient, appearing as a partial circle or a stylized arrow pointing to the right, located to the right of the 'Regional English Language Centre' text.

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HKDSE Maths Mock Paper 1 2020 , Please send an email to achchan connect ust hk for the answer **Checklist to Success HKDSE Paper 4 Oral English** David Barron Mason,2019-11-02 This textbook gives you clear strategies and tips to make your HKDSE Score higher than you thought possible **Validating Technological Innovation** David Coniam,Peter Falvey,2016-04-02 This book discusses Hong Kong's use of onscreen marking OSM in public examinations Given that Hong Kong leads the way in OSM innovation this book has arisen from a recognised need to provide a comprehensive coherent account of the findings of various separate but linked validation studies of onscreen public examinations in Hong Kong The authors discuss their experience of the validation process demonstrating how high stakes innovation should be fully validated by a series of research studies in order to satisfy key stakeholders **Changing Language Teaching Through Language Testing** Liying Cheng,2005-10-06 There has been growing interest in recent years in the influence of tests on teaching and learning a phenomenon commonly referred to as washback Despite persistent assertions about its nature and scope empirical studies investigating test washback are still limited in number and few of these make use of both qualitative and quantitative methods in washback research This volume presents a study of how the introduction of the 1996 Hong Kong Certificate of Education in English a high stakes public examination impacted on classroom teaching and learning in Hong Kong secondary schools The washback effect was observed initially at the larger macro level among different stakeholder groups within the Hong Kong educational context and also at the more local micro level in terms of teachers attitudes teaching content and classroom interactions This study provides a theoretical background to the washback concept discusses the need for empirical investigation of washback describes the use of a mixed methodology approach in washback research offers insights into the role of tests as agents of innovation and change in the classroom and broader educational context This volume will be of particular relevance to language test developers and researchers interested in the consequential validity of tests it will also be of interest to teachers curriculum designers policymakers and others in education concerned with the interface between language testing and teaching practices programs Book jacket *A Jinx Called Joe* Joe Shek,2023-05-23 Synopsis *A Jinx Called Joe* is a semi autobiography based on Joe's experience Jinx was the name that the father assign to Joe and the word has permanently been embedded in Joe's painful memory His life did not belong to him Struggling his whole life since birth Joe decided to survive independently Lacking any support Joe had to force himself to be brave and strong to overcome every uphill battle because he had no other choice To escape from the abuse from the father Joe had only two paths committing suicide or risking everything to fight against the father *A Jinx Called Joe* is an account of the struggle for the meaning of life and self worth With no strong literacy background only sincere words and genuine feelings can touch the

readers Written by someone who was broken the tale was born to seek to advocate empathy Writing Style This book possesses a unique writing style inspired by A Concise Chinese English Dictionary for Lovers by Xiaolu Guo A strong personality can be found in the first person point of view Some English sentences do not follow the grammar rules with some Chinese writing elements

Metacognitive Listening Instruction in the Second Language Classroom Naheen Madarbakus-Ring,2025-09-30 This book addresses the gap between listening theory and practice by providing an outline of listening theory offering practical listening methods and presenting how metacognitive instruction can be integrated into real lesson practice Applying these methods to teaching and learning can provide educators with the instructional guidance needed to offer their learners some tangibility in second language L2 listening Based on original research the book includes descriptions and accounts of teachers listening classroom practices to explain their teaching priorities and their teaching decisions Further samples of listening lessons and learners accounts of their listening experience provide additional insights into learning from listening This book emphasizes the challenges that both teachers and learners face in the listening classroom and suggests metacognitive instruction as a remedy for these listening difficulties It also outlines a four stage pedagogic cycle including listening tasks and an additional journal component that integrates traditional teaching approaches and contemporary metacognitive methods This book is a useful resource for academics scholars educators and curriculum designers in the field of applied linguistics L2 language learning and foreign language education [RELC Journal](#) Regional English Language Centre,1996

English Language Education and Assessment David Coniam,2014-07-06 This volume gathers contributions in the closely linked fields of English language assessment and language education The contributors from China and Hong Kong represent a mixture of established and new scholars Areas covered in the language education section range across major developments in the redefining of Hong Kong s secondary and tertiary curricula as well as the huge field of China s vocational education curriculum Regarding assessment the contributions reflect major changes in the marking of examinations in Hong Kong whereby all examinations from 2012 onwards are marked onscreen to quality control issues in the administration of China s College English Test which is taken by over 10 million candidates every year

Criteria for Awarding School Leaving Certificates Frances M. Ottobre,2014-05-19 Criteria for Awarding School Leaving Certificates An International Discussion focuses on formal and official evaluation of school learning and student achievement at the time schooling is discontinued The book is based on the proceedings of the 1977 Conference of the International Association for Educational Assessment held at the Kenyatta Conference Center in Nairobi Kenya on May 23 28 1977 The selection first discusses school leaving examinations as a function of external and educational factors and the terms of reference for school leaving examinations The book also takes a look at the comparability of grading standards in public examinations in England and Wales basic assessment issues in school leaving examination programs and the case for school leaving examinations in The Netherlands The text reviews the

alternatives to school leaving examinations in Sweden and Brazil as well as the abolition of final examination transition from secondary school to higher education and support structures The book also ponders on the structure of secondary school system in Austria Australia Bermuda Cyprus Hong Kong India and Ireland The selection is a dependable reference for readers interested in school learning and student achievement measurements

Hong Kong Politics after the National Security Law Stephan Ortmann, Raymond Kwun-Sun Lau, Kenneth Ka-Lok Chan, 2025-04-22 Ortmann Lau and Chan together with the contributors provide an innovative assessment of the impact of the National Security Law on Hong Kong politics The law was introduced by the Chinese government in 2020 and has since fundamentally transformed the political landscape of the former British colony The book explores how Hong Kong's transformation in governance law education and civil society has amounted to one of the most significant episodes of autocratization in the world in recent years Each chapter provides theoretical and methodological approaches to capture the different dimensions of the influence of the National Security Law on Hong Kong politics The trends discussed in the book are of global relevance to the discussion of the current trends of increasing autocratization and this provides insights into the institutional transformations and the adaptive response from Hong Kongers Also the extra territorial application of China's National Security Law has inevitably global implications which makes it important to investigate how the Hong Kong overseas diasporas are responding to these challenges The book is an indispensable resource for scholars and experts on Hong Kong Politics China's policy toward Hong Kong international policymakers journalists students and those who are interested in the growing global trend of autocratization

Teaching English to the World George Braine, 2014-04-08 Teaching English to the World History Curriculum and Practice is a unique collection of English language teaching (ELT) histories curricula and personal narratives from non native speaker (NNS) English teachers around the world No other book brings such a range of international ELT professionals together to describe and narrate what they know best The book includes chapters from Brazil China Germany Hong Kong Hungary India Indonesia Israel Japan Lebanon Poland Saudi Arabia Singapore Sri Lanka and Turkey All chapters follow a consistent pattern describing first the history of English language teaching in a particular country then the current ELT curriculum followed by the biography or the autobiography of an English teacher of that country This consistency in the structuring of chapters will enable readers to assimilate the information easily while also comparing and contrasting the context of ELT in each country The chapter authors all born in or residents of the countries they represent and speakers of the local language or languages as well as English provide insider perspectives on the challenges faced by local English language teachers There is clear evidence that the majority of English teachers worldwide are nonnative speakers (NNS) and there is no doubt that many among them have been taught by indigenous teachers who themselves are nonnative speakers This book brings the professional knowledge and experience of these teachers and the countries they represent to a mainstream Western audience including faculty professionals and graduate students in the field of ESL to the international TESOL community and

to ELT teachers around the world 香港教育大學 Hong Kong,2012-06-29 Teacher Language Awareness Stephen Andrews,2007-08-09 Teacher Language Awareness TLA is an area of increasing interest to those involved in language teacher education This book provides an introduction to the nature of TLA assesses its impact upon teaching and its potential impact on learning The book focuses specifically on grammar It aims to encourage teachers and others involved in language education to think more deeply about the importance of TLA and to adopt a more principled approach to the planning of those parts of their programmes associated with it Applied Linguistics ,1998 **Education in Hong Kong, 1941 to 2001** Anthony Sweeting,2004-07-01 It provides comprehensive coverage of developments in formal and informal education in Hong Kong from the end of 1941 to the beginning of the new millennium As was true of its predecessor each Part of this book is subdivided into three sections Commentary Chronicle and Evidence Such an organization facilitates flexible reading Readers primarily interested in analysis interpretation and the identification of themes are likely to focus initially on the Commentary sections and to move as they feel stimulated to the relevant entries in the Chronicle and or items of Evidence Readers who seek either more encyclopedic understanding or detailed answers to specific questions may well wish to focus primarily or at least initially on the Chronicle sections and then to search for substantiation in the Evidence section or for amplification in the author's Commentary At times some readers may wish to browse through the Evidence sections reaching possibly serendipitous discoveries Academic and general readers are likely to be particularly interested in Part I of the book which deals with education in Hong Kong during the Japanese occupation a topic that has received only very rare and generalization bound treatment in other publications The author offers insights into all levels of education His conceptual scope incorporates many types of education including the mainstream academic education technical education teacher education special education physical education civic education education that focuses on morals that which focuses on culture and the various sorts of non formal and informal education *Conducting Second-Language Reading Research* Elizabeth B. Bernhardt,Michael L. Kamil,2022-05-24 This is the first hands on methods guide for second language L2 reading research The authors expertly and critically situate L2 reading and literacy as a multivariate interactive process and define terms concepts and research tools in connection with theory and a rich body of past empirical work with lessons to learn and pitfalls to avoid They concretely detail how to design empirical studies collect data and analyze findings in this important area Authored by world experts on first language L1 and L2 reading this book provides a comprehensive critical theory driven review of methods in L2 reading research offering a step by step guide from research design to study execution and data analysis With useful pedagogical features and a unique database of L2 reading studies from around the world over three decades this will be an invaluable resource to students and researchers of second language acquisition applied linguistics education and related areas **Controversies in Medium of Instruction Reform** Shek Kam Tse,Wing Wah Ki,Mark Shiu Kee Shum,2021-10-25 The book is an in depth and comprehensive analysis of the case of language in education reform and

language policy controversies of Hong Kong over the initial two decades after 1997. It is a scholarly monograph of conscientious educators and researchers who have been active during the education reform collaborating with different parties on school development and classroom teaching experiments. This book provides a multiple perspective investigation into the education and language matters. Besides socio political perspectives, this book also emphasizes the frontline educational and practical perspectives. The book explores the benefits and effective methods of mother tongue and multilingual teaching that have emerged in the period. Based on the problematic experience of language purism and bifurcation in the reform, the book argues for an inclusive multilingual education policy with mother tongue as the core. This book provides potential solutions and good practices to tackle the complex issues brought about by medium of instruction policy reforms in post colonial times.

Language Across the Curriculum & CLIL in English as an Additional Language (EAL)

Contexts Angel M.Y. Lin, 2016-09-15. This book will be of interest to a broad readership regardless of whether they have a background in sociolinguistics, functional linguistics or genre theories. It presents an accessible meta language, i.e. a language for talking about language that is workable and usable for teachers and researchers from both language and content backgrounds, thus facilitating collaboration across content and language subject panels. Chapters 1 to 3 lay the theoretical foundation of this common meta language by critically reviewing systematically presenting and integrating key theoretical resources for teachers and researchers in this field. In turn, Chapters 4 to 7 focus on issues in pedagogy and assessment and on school based approaches to LAC and CLIL, drawing on both research studies and the experiences of front line teachers and school administrators. Chapter 8 provides a critical and reflexive angle on the field by asking difficult questions regarding how LAC and CLIL are often situated in contexts characterized by inequality of access to the linguistic and cultural capitals where the local languages of the students are usually neglected or viewed unfavourably in relation to the L2 in mainstream society and where teachers are usually positioned as recipients of knowledge rather than makers of knowledge. In closing, Chapter 9 reviews the state of the art in the field and proposes directions for future inquiry.

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