

Reading Skills

1 Predicting

To prepare ourselves for the reading passage, we often predict, or guess, the content by looking at the title (and headings and subheadings if any). Predicting helps us read faster and understand the passage better.

To predict, you can:

Step 1: Read the title / heading and subheadings and identify the **key words**, such as nouns and adjectives.

Step 2: Ask yourself what the text might be about.

Step 3: Ask yourself what you know about the topic, such as facts and vocabulary.

Example

The image shows a sample reading passage with several key words highlighted in yellow boxes. The highlighted words are: "Unplugging games", "Learning with board games", "Key words", "Café with board games", and "speed dating". The passage itself is blurred, but some text is visible, such as "[1] In many modern cities, there is an increasing trend for people to get married in their 40s. Many people complain that potential partners 'are not perfect for me'! This phenomenon has given rise to a new business — dating agencies." and "[5] There are two sides of the argument who are open-minded tend to have concerns. They think that teenagers are enough to handle romantic relations they reach their senior secondary year teachers also trust their students and the".

→ The text might be about: A café that provides board games, and the benefits of playing board games

2 Skimming and scanning

☞ Skimming

It means reading quickly to get a general idea of what the passage is about.

Step 1: Read the heading and photo captions (if any).

Step 2: Read the topic sentences in each paragraph. The topic sentence is usually the first sentence of a paragraph (gives an overview of the paragraph) or the last sentence (gives a summary of the paragraph).

☞ Scanning

It means to read quickly for key words or specific information.

Step 1: Read the question to find out what type of information you need (e.g. year).

Step 2: Read the text quickly to locate the information needed (e.g. numbers if you are looking for the year).

Example

Exchange programmes: a valuable experience

Many parents in Hong Kong encourage their children to enrol in overseas exchange programmes. In these programmes, teenagers often need to stay with host families, who take care of them during their non-class time. Teenagers have the chance to practise their language and social skills. They not only learn how to live with people they do not know and be tolerant of cultural differences, but also make friends with other students on the exchange programme and children in the host family.

Topic sentence

What children learn in the programme

3 Understanding referencing

Passages often use **reference words** (e.g. *he, she, it*) to refer to someone or something that has been mentioned before. To find out what a reference word refers to, we sometimes need to **look back** for the nouns the reference words refer to. Sometimes, we need to **look forward**.

🔊 Pronouns and possessives

Pronouns and possessives are very common reference words.

- **Personal pronouns (subject):** e.g. *I, we, you, he, she, it, they*
- **Personal pronouns (object):** e.g. *me, us, you, him, her, it, them*
- **Demonstrative pronouns:** e.g. *this, that, these, those*
- **Possessive determiners:** e.g. *my, your, his, her, its, our, their*
- **Possessive pronouns:** e.g. *mine, yours, his, hers, its, ours, theirs*

Example

Miss Lo told me this morning that she had nominated me as a school prefect! Oh dear! That means I have to be ready to deal with rebellious students who don't wear their uniforms properly! I honestly don't know how I can do that. I do hope the briefing session next week is going to help!

Tip: Read the lines before or after the word to find out what the reference word refers to.

Question Type Analysis

1 T / F / NG

Step 1: Identify **key words** in the statement.

Step 2: Scan the passage for words that match the key words in the statement.

Step 3: Choose the correct answer.

True: if the text **agrees with** the statement

False: if the text **contradicts** the statement

Not Given: if it is **impossible to know** the information from the text

Tip: Pay attention to **modifiers**, e.g. adjectives and adverbs.
Identify words that qualify the statement, e.g. *some*,
all, *often*, *always*.

The statement may be a paraphrase of a similar idea in the passage.

2 Summary cloze

Step 1: Read the instruction to find out how many words you need to fill in for each blank.

It **can be a word or a phrase** (more than one word).

Step 2: Look at the words around each blank to identify **what part of speech** is required.

Refer to pages 27–29 for different word classes.

Step 3: Read the summary to understand the main idea.

Tip: Pay attention to **words in capital letters**, **numbers**,
italics and **compound words**, i.e. words made up of
two words.

The answers should be around these words or
paraphrases of these words.

Step 4: Identify which part of the text the summary relates to.

Step 5: Copy relevant information from the text.

- The question may or may not state whether the words can be copied from the text.

E.g. 2022 Paper 1 Part B2 Q43

Complete the summary by writing a word or phrase taken from paragraph 1.

This means you can copy the answer directly from the text.

E.g. 2017 Paper 1 Part A Q8

Complete the following summary using ideas given in paragraphs 7 and 8. Write ONE word in each blank.

This means you may:

- copy directly from the text (usually in Parts A and B1),
- use your own words (usually in Part B2), or
- use words from the text, but change their parts of speech (usually in Part B2).

3 Main idea

• Matching paragraphs to subheadings

Step 1: Read all options given in the question.

Step 2: Skim the paragraph for the **topic sentence** (usually the first sentence in a paragraph).

Step 3: Go back to the choices and decide on the one that matches the paragraph.

- Don't just match identical words. Be sure to understand the context.

Tip: If the question asks about two or more paragraphs, be sure to:

- read the first sentence in each relevant paragraph, and
- skim for **synonyms** of the key words in the question.

Writing Skills

1 Analysing the question

In HKDSE Exam Paper 2, you will answer questions in Part A and Part B. There is one writing topic in Part A, which you must write on; in Part B, you are given eight writing topics but you only need to write one. You must analyse the questions carefully before deciding on the topic to write.

🕒 Identifying the text type

You should identify the text type. Is it a business letter or an argumentative essay? It is usually stated in the question. Make sure that you are familiar with it.

🕒 Identifying the genre

What type of text do you have to write? Is it a descriptive, narrative or argumentative piece of writing? Is it objective and formal, or subjective and casual?

🕒 Identifying the purpose of writing

Why do you write the text? Are you describing, narrating, making enquiries or giving advice? How many of these purposes should you include? It is usually stated in the question.

🕒 Identifying the writer and reader of the text

Are you writing as yourself or as an employee of an organization? Who is the reader? Is the reader a friend or someone you don't know? The relationship between the writer and the reader tells you which register to use when you write, e.g. formal, informal, friendly, serious.

Example

You have recently visited an Open Day organized by your sister's primary school. You have been asked to write an **article** for the **school magazine**, in which you **describe the visit**. Give descriptions about what you saw.

Text type: You are writing an article.

Writer and reader: You are writing as a visitor of the school, and the readers are the students of the school and their friends and family. Although the tone does not have to be too formal, avoid sounding too casual as it will be read by people you do not know.

Genre: This is a descriptive and narrative piece.

Purpose: You are writing to describe your visit.

Text Type Analysis

Refer to the left column for the **structure** of each text type, and the right column for **useful expressions** and **signpost words and phrases**.

Business letter

Salutation

Formal salutation

Dear Sir / Madam, or

Dear Mr / Mrs / Ms + (Surname),

Opening

- State the purpose of the letter.

Stating your purpose

I am writing to ... / I am writing in response to ...

Body

- Give details about the subject matter.
- Start a new paragraph for each point.
- Start each paragraph with a topic sentence.

Points to note:

- ✗ contractions
- ✗ informal words (e.g. kids, lots of)
- ✗ abbreviations (e.g. asap, ok)
- ✗ exclamation marks

Closing

- A summary of the main points / a remark
- Include contacts, if necessary.

Ending a business letter

Please consider ... / Should you have any questions, please do not hesitate to contact me on ... / I look forward to hearing from you.

Complimentary close

Name of the sender

Position

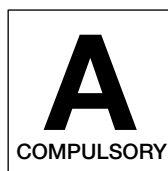
Formal closing

Yours faithfully, (if you do not know the recipient's name) **or**

Yours sincerely, (if you know the recipient's name)

Candidate Number									
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All-in-One Exam Practice Set 1
ENGLISH LANGUAGE
PAPER 1 PART A
QUESTION-ANSWER BOOK



Write your Candidate Number in the space provided on this page.

Read Text 1 and answer questions 1–23. (42 marks)

1. In paragraph 1, the narrator was trying to prove that he was ...

- A. nervous.
 B. honest.
 C. not sick.
 D. not mad.

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

2. What was the tone of the narrator in paragraph 1?

- A. angry
 B. hysterical
 C. doubtful
 D. proud

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

3. i) What does 'the idea' (line 7) refer to?

- ii) Why did the narrator have this idea?

4. What does 'He had the eye of a vulture — a pale blue eye, with a film over it' (lines 11–12) suggest?

- A. The old man had sharp eyes like a vulture.
 B. The old man had blue eyes.
 C. The old man had blurred vision.
 D. The old man looked as evil as a vulture.

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

5. In paragraph 3, why was the narrator unable to take the life of the old man?

- A. The narrator changed his mind.
 B. The old man's room was too dark.
 C. The old man did not sleep.
 D. The old man's eye was closed.

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

Answers written in the margins will not be marked.

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PART A

For question 1, write about 200 words in the space provided on pages 1.14–1.15.

1. You and your friends have signed up for the 7th annual ‘Young Innovators Competition’ organized by the STEM Education Academy. The competition requires each participating team to come up with an invention to provide a creative solution for a problem that they see in the world.

As the leader of your participating team, write a short proposal outlining the following:

- Motivations / reasons for the invention,
- Its practical use(s)/function(s), and
- What the team needs to do to bring the invention to life.

Answers written in the margins will not be marked.

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Task 1 (13 marks)



Penny has arrived at the entrance of the Influencer Fair, and is speaking with the event staff. Listen to their discussion and write the information in the spaces below. 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 30 seconds to tidy up your answers.

Answers written in the margins will not be marked.

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Application form for featured influencer																									
Applicant information																									
Name:	<u>Penny Leung (example)</u>																								
Name of channel:	(1) _____																								
Social media platform: (tick all that apply)	(2) <input type="checkbox"/> Visiongram <input type="checkbox"/> WeTube <input type="checkbox"/> Sānwènyú <input type="checkbox"/> TapClok																								
Date of birth: (dd/mm/yyyy)	(3) _____ / _____ / _____																								
Email address:	(4) _____																								
Contact number:	(5) _____ – _____																								
Days attending Fair: (tick all that apply)	(6) <input type="checkbox"/> 16 September <input type="checkbox"/> 17 September <input type="checkbox"/> 18 September																								
Accommodation:	(7) <input type="checkbox"/> Hotel <input type="checkbox"/> Vacation rental <input type="checkbox"/> Apartment <input type="checkbox"/> Others _____																								
Events chosen by applicant																									
Events available: Discus pass Velcro ball catch Scooter race																									
Event 1: (8) _____ • Chosen date (tick date that applies) (9) <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">16 / 9</td> <td style="width: 25%;"></td> <td style="width: 25%;">17 / 9</td> <td style="width: 25%;"></td> </tr> </table> Chosen time slot (tick slot that applies) (10) <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">10 am</td> <td style="width: 25%;"></td> <td style="width: 25%;">12 pm</td> <td style="width: 25%;"></td> </tr> <tr> <td>4 pm</td> <td></td> <td>6 pm</td> <td>8 pm</td> </tr> </table>	16 / 9		17 / 9		10 am		12 pm		4 pm		6 pm	8 pm	Event 2: (11) _____ • Chosen date (tick date that applies) (12) <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">16 / 9</td> <td style="width: 25%;"></td> <td style="width: 25%;">17 / 9</td> <td style="width: 25%;"></td> </tr> </table> Chosen time slot (tick slot that applies) (13) <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">9 am</td> <td style="width: 25%;"></td> <td style="width: 25%;">11 am</td> <td style="width: 25%;"></td> </tr> <tr> <td>3 pm</td> <td></td> <td>5 pm</td> <td>7 pm</td> </tr> </table>	16 / 9		17 / 9		9 am		11 am		3 pm		5 pm	7 pm
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Answers written in the margins will not be marked.

END OF TASK 1