

Reading

Skill: Identifying the sequence of events

Sometimes you are asked to identify the sequence of events in a text. Pay attention to the time words, and the words or phrases which show the sequence, e.g. *at the beginning, at first, before/after, next, then, after that, at last and finally*.

Reading comprehension

Read the following diary entry.

Vocabulary help

Yuan Dynasty (phr.)
元朝
emperor (n.) 皇帝
forbid (v.) 禁止
gather (v.) 聚集
possess (v.) 擁有
weapon (n.) 武器
rebel (n.) 造反者
Zhu Yuanzhang (n.)
朱元璋
permission (n.) 許可
distribute (v.) 分發
Mongol (n.) 蒙古人
retreat (v.) 撤退
found (v.) 建立
Ming Dynasty (phr.)
明朝

25 September 20XX

Dear Diary,

I had a lovely evening tonight. Grandma and I went to Victoria Park to look at the moon and play with lanterns. She told me the story behind mooncakes.

At the beginning of the Yuan Dynasty, the emperor created a new order. Chinese people were forbidden to gather in public or possess weapons. At night, they were not allowed to go out. After a period of time, a rebel leader, Zhu Yuanzhang, suggested rebelling on the night of Mid-Autumn Festival.

Zhu applied for and got permission to distribute mooncakes to Chinese people at Mid-Autumn Festival. Inside each mooncake, he had put a piece of paper saying, 'Kill the Mongols at Mid-Autumn Festival'. Since the Mongols did not eat mooncakes, they did not know the message. Finally, the plan succeeded. The Mongols retreated back into Mongolia. Zhu founded the Ming Dynasty.

Grandma is going to donate some mooncakes to the charity this Saturday. If I am free, I will join her.



Answer the following questions.

- How did the writer feel today?
☐ A. She felt happy.
☐ B. She felt sad.
☐ C. She felt tired.
☐ D. She felt angry.

TSA 2. Look at the word 'order'. Which meaning corresponds to the word in the diary entry?

- | | |
|--|---|
| 1. (v.) to give instructions
e.g. <i>Mandy ordered the boy to get out.</i> | 2. (v.) to ask for goods or a service
e.g. <i>I have ordered the book online.</i> |
| 3. (n.) the state that exists when people obey laws
e.g. <i>The police were called in to restore order.</i> | 4. (n.) the way in which people or things are arranged
e.g. <i>The students lined up in order of height.</i> |
- ☐ A. 1 ☐ B. 2
☐ C. 3 ☐ D. 4

3. A 'weapon' is _____.

- ☐ A. a book
☐ B. an object that is used for attacking others
☐ C. a small lamp
☐ D. an object that is used for cooking

HKDSE 4. Which of the following was/were prohibited during the Yuan Dynasty? Put a tick (✓) next to each one that applies.

- _____ eating mooncakes
 _____ owning weapons
 _____ attending public meetings
 _____ having dinner with friends at home



Smart tip
Pay attention to paragraph 2 about what people were forbidden or not allowed to do.

5. Number the following events in chronological order. Write 1–5 on the lines provided.

- | | |
|--|---------------|
| Ming Dynasty was founded. | _____ |
| The mooncakes were distributed by Zhu Yuanzhang. | _____ |
| Chinese people should stay at home at night. | _____ |
| Zhu Yuanzhang fought against the Mongols. | _____ |
| Yuan Dynasty was founded. | _____ 1 _____ |

6. What will the writer do this Saturday if she is free?

7. Use **ONE** word to fill in each blank.

- If you have any extra mooncakes, you can (i) _____ them to charities.
- Volunteers will help to (ii) _____ the mooncakes to the elderly.

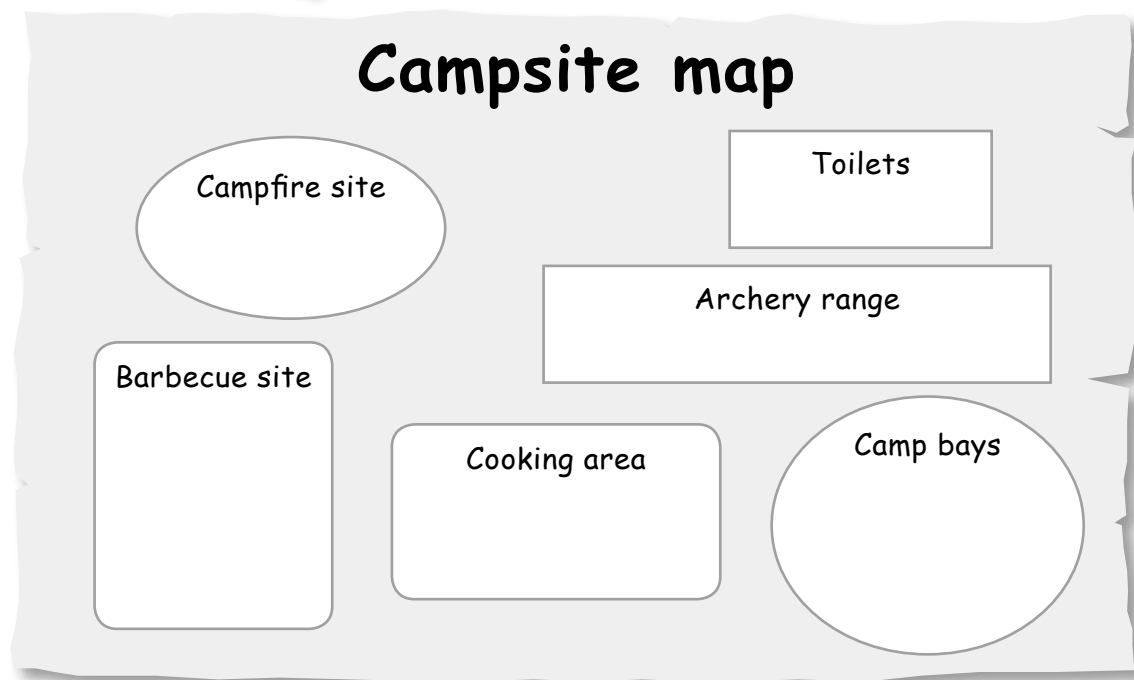


Smart tip
You can get the answers from paragraphs 3 and 4.



Vocabulary help

campfire (n.) 營火
 archery (n.) 射箭
 camp bay (phr.) 營位



Exercise

A. Label the equipment and facilities below in the campsite map. Write the correct letters (A–H) in the correct places. Some of the answers can be used more than once.

Vocabulary help

tent (n.) 帳篷
 charcoal (n.) 炭
 bow and arrow (phr.) 弓和箭

A. sleeping bag	B. shower facilities	C. tent	D. charcoal
E. bow and arrow	F. mattress	G. utensils	H. branches

B. Fill in the blanks using the vocabulary above.

Let me introduce our campsite to you. When you arrive, you may unpack your bag at the (1) _____ first. Set up a (2) _____. Then you can stay away from the strong sunshine. After that, you may want to visit the archery range. You can borrow a (3) _____ there and have some fun. When you feel hungry in the evening, you can go to the (4) _____. No barbecue forks? You can cook in the cooking area but you need to bring your own (5) _____. You can use (6) _____ to make a fire. When the fire is stronger, put (7) _____ to make it more long lasting. At night, make sure you sleep in your (8) _____ to keep warm. You can use a thin (9) _____ so that you can sleep more comfortably.

Smart tip

You can get the answers from both the campsite map and Exercise A.



Gerunds

A gerund is the *-ing* form of a verb. You use gerunds as nouns. They can be used:

- as the subject, e.g. *Camping is fun.*
- as the object, e.g. *I like singing around the campfire.*
- after prepositions, e.g. *Judy is responsible for washing the utensils after dinner.*

Here are some common verbs that are always followed by gerunds.

admit	advise	avoid	consider	deny	discuss
enjoy	finish	involve	keep	mind	miss
practise	quit	recommend	spend	suggest	tolerate

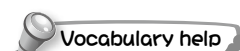


We put the time in between *spend* and a gerund.

Exercise

A. Read the speech. Fill in the blanks using the correct gerund form of the verbs in brackets.

It was very hot last Saturday. We could not tolerate (1) _____ (stay) at home. My dad suggested (2) _____ (go) to Pok Fu Lam Reservoir for some fresh air. We were excited about (3) _____ (get) there. We walked up to the reservoir after (4) _____ (get) off the bus. The view there was fantastic. We took many pictures. (5) _____ (spend) a day out of the city was really a good choice for us.



reservoir (n.) 水塘
fantastic (adj.) 極好的

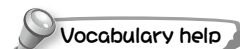
B. Read the notice. Fill in the blanks using the correct gerund form of the verbs in the box.

invite swim camp call arrive cook litter hike

(1) _____ is becoming more popular in Hong Kong because of the fresh air in the countryside. Before (2) _____ the campsite, most people enjoy (3) _____. Here are some points to note while hiking and camping.

- * Consider (4) _____ your friends. Don't go hiking alone.
- * Avoid (5) _____ near rocks. You may be injured by the rocks.
- * (6) _____ is prohibited. Take all the rubbish with you.
- * Be sure to put out the fire after (7) _____.

If you need any help along the way, please don't mind (8) _____ us through this number: 3111 2222.



litter (v.) 亂丟垃圾
injure (v.) 受傷
prohibit (v.) 禁止



Each verb in the box can be used once only.

Vocabulary help

survive (v.) 生存
wild (n.) 野外

Smart tip

Some verbs such as *like*, *love*, *prefer* and *start* can be followed by either gerunds or *to*-infinitives.

To-infinitives

A *to*-infinitive is *to* + the base form of a verb. You use *to*-infinitives:

- as the subject/object, e.g. *To survive in the wild is not so easy. You need to be brave.*
- after a noun/pronoun, e.g. *Simon has a lot of hiking experience to share with us.*

Here are some common verbs that can only be followed by *to*-infinitives.

agree	aim	appear	choose	decide	expect
hope	learn	mean	offer	plan	prepare
promise	refuse	seem	try	want	wish

Some verbs such as *expect*, *offer* and *want* can be followed by an object and a *to*-infinitive.
e.g. *My mum expects me to come home early.*

Exercise

C. Read the message. Fill in the blanks using the correct *to*-infinitive form of the verbs in brackets.

Vocabulary help

adventurer (n.) 冒險家

John Smith is a famous adventurer. He has agreed (1) _____ (give) a talk at our school next Tuesday. (2) _____ (introduce) the basic skills of hiking and camping is the purpose of this talk. He has a lot of exciting stories (3) _____ (share) with us. If you want (4) _____ (attend) the talk, please sign up at the Students' Union office by this Friday. We hope (5) _____ (see) you there.

D. Read the leaflet. Fill in the blanks using the correct gerund or *to*-infinitive form of the verbs in brackets.

Vocabulary help

memorable (adj.) 難忘的
wildlife (n.) 野生生物
conservation (n.) 保育
endangered species (phr.) 瀕危物種
declaration (n.) 聲明

Smart tip

Pay attention to the verbs before the blanks.

(1) _____ (camp) with wild animals in Africa

(2) _____ (sleep) under the stars with wild animals must be a memorable experience. However, not many people seem (3) _____ (have) this chance. Now we offer you an opportunity (4) _____ (get) close to wildlife.

This tour is organised by Wildlife Conservation Group. It plans (5) _____ (let) animal lovers know how to protect nature and learn (6) _____ (save) wildlife, especially the endangered species.

Before the tour, we expect participants (7) _____ (attend) a one-day workshop. They will be asked (8) _____ (fill) in different forms including the health declaration form. They will also practise (9) _____ (speak) some simple African words and phrases.



Skill: Identifying facts and opinions

A fact is something that is known to be true and can be supported by evidence. An opinion is a thought or belief about someone or something. It cannot be proved. Here are two examples.

Fact	The Mid-Autumn Festival is either in September or October.
Opinion	I think the Mid-Autumn Festival holiday is too short.

Pay attention to the verbs, adjectives and adverbs used by the speakers while listening. The following words are often used to express opinions.

Verb	Adjective	Adverb
<i>believe</i>	<i>bad</i>	<i>awfully</i>
<i>feel</i>	<i>good</i>	<i>so</i>
<i>like</i>	<i>interesting</i>	<i>too</i>
<i>think</i>	<i>terrible</i>	<i>very</i>

Vocabulary help
 evidence (n.) 證據
 prove (v.) 證實
 awfully (adv.) 非常

Exercise

A. Read the following statements and identify whether each of them is a fact (F) or an opinion (O).

- Christmas is a great time of reunion.
- Chung Yeung Festival is celebrated on the ninth day of the ninth month in the Chinese calendar.
- Mooncake is the festive food for the Mid-Autumn Festival.
- I think Chinese New Year is the most important festival.
- Among all the Western festivals, I don't like Halloween.

Vocabulary help
 reunion (n.) 團聚
 calendar (n.) 曆法
 festive (adj.) 節日的

B. Listen to the conversation and identify whether each of the students' responses is a fact (F) or an opinion (O).



- Mary _____
- Ian _____
- David _____
- Jenny _____
- Fred _____
- Lily _____





Situation

You are Joey Lau, a student reporter for your school newsletter. You are listening to a radio programme about an international festival. You want to write about it in the newsletter.

Listen to the radio programme. As you listen you can make notes on the note-taking sheet.



Listening note-taking sheet

Vocabulary help

instil (v.) 灌輸
discipline (n.) 紀律
skydiving (n.) 高空跳傘
bungee jumping (phr.) 笨豬跳

Name of the festival: _____

When: _____ every year

Where: the Philippines

Objective: to instil discipline in participating _____

Activity: [Tick 2 and write the reasons in brackets.]

☐ Watching sunrise (_____)

☐ Skydiving (_____)

☐ Watching sunset (_____)

☐ Bungee jumping (_____)

Data File

Study the Data File for relevant information to be included in the writing task.

1. Email from Ada to Joey

2. Postcard from Peter to Joey

Hi Joey,

I've got some more information from the Internet about the festival you told me yesterday. During the festival, people are not allowed to smoke for safety reasons. I look forward to reading your article.

Ada



Dear Joey,

This festival is wonderful. You should come here one day. You can meet people from different countries.

Peter

Exercise

Complete the article using information from the Data File and your notes.

It is an international festival that takes place in _____ every year. The festival is held _____. The objective is _____.

During the festival, there are many activities. The two most popular ones are _____. The reasons are _____.

_____. However, people are not allowed _____.

Someone who has been there comments that _____ and _____.

Smart tip

First write the name of the festival. Then give information about it. After that, provide a fact and an opinion about the festival from the Data File.



Writing

Story: Recounting events**Short Stories**

In a story you recount events happened in the past or personal experiences by using the past tenses and adverbs of sequence, e.g. *first*, *next*, *then* and *finally*. The three basic elements of a story are problem, climax and resolution. You can add in direct speech to make your story more interesting.

A story should include the following:

Title

Give your story an appealing title.

Opening paragraph

Describe the time, place and characters in the story.

Body paragraphs

Describe what happened and let the readers understand the problem. After that, include the story climax that usually creates great suspense or surprise for the readers.

Closing paragraph

End your story with a resolution.

Vocabulary help

recount (v.) 敘述
basic (adj.) 基本的
element (n.) 元素
climax (n.) 高潮
resolution (n.) 解決方法
appealing (adj.) 令人感興趣的
suspense (n.) 懸疑

Exercise

You are going to write a 100-word story about one of your shopping experiences.

Step 1: Planning — guiding questions

1. When was that shopping experience?

2. Where were you?

3. Who was with you?

4. Why did you go there?

**Vocabulary help**

complain (v.) 投訴
disappointing (adj.) 令人失望的
discount (n.) 折扣
fitting room (phr.) 試身室
pleasant (adj.) 令人愉快的
queue (n.) 隊
return (v.) 退還
rude (adj.) 粗魯的
unacceptable (adj.) 不能接受的
unfit (adj.) 不合身的
Young Fashion Zone (phr.) 年輕人的時尚服飾區

Step 2: Planning — organiser



The climax is the most interesting part of a story. You can use adjectives, adverbs and connectives such as *although*, *however* and *because/since/as* to write the climax.

Title:		
Problem	Climax	Resolution
→		←

Step 3: Writing

_____ I went shopping at _____ with
_____. We went there because _____.

When we arrived, _____.



Making suggestions

You may make suggestions in an individual presentation or a group discussion. When you are making suggestions, make sure your suggestions are relevant to the topic and are feasible.

There are two ways to make suggestions:

Giving reasons

You can use *because*, *as* and *since* to show reasons for your suggestions, e.g.

Let's join the Clean Beach campaign because we can help make our Earth clean and we can play on the beach afterwards.

Describing the good points

You can use positive adjectives to describe the good points of your suggestions, e.g.

I'm going to list ten simple things we can do to save our world while living a happier and healthier life.

Besides *can/could*, there are a number of expressions you may use to make suggestions.

<i>Does it matter...?</i>	<i>Don't you think...?</i>
<i>Let's...</i>	<i>Shall we...?</i>
<i>What about...?</i>	<i>Why don't...?</i>

You can use *should* to talk about duty or give advice, e.g.

We should switch off the electrical appliances when we are not using them.

We should stay calm when there is an earthquake.

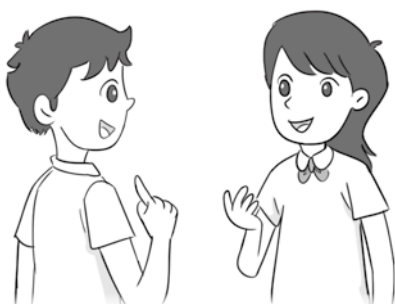
Vocabulary help

relevant (adj.) 相關的
feasible (adj.) 可行的
earthquake (n.) 地震

Here is an example.

What should we do to reduce food waste?

First, we should shop wisely. Let's make a shopping list so that we won't buy more than we need. Second, we should store food in the right places and consume the food before it goes bad. Third, why don't we donate the excess food to food banks?



Vocabulary help

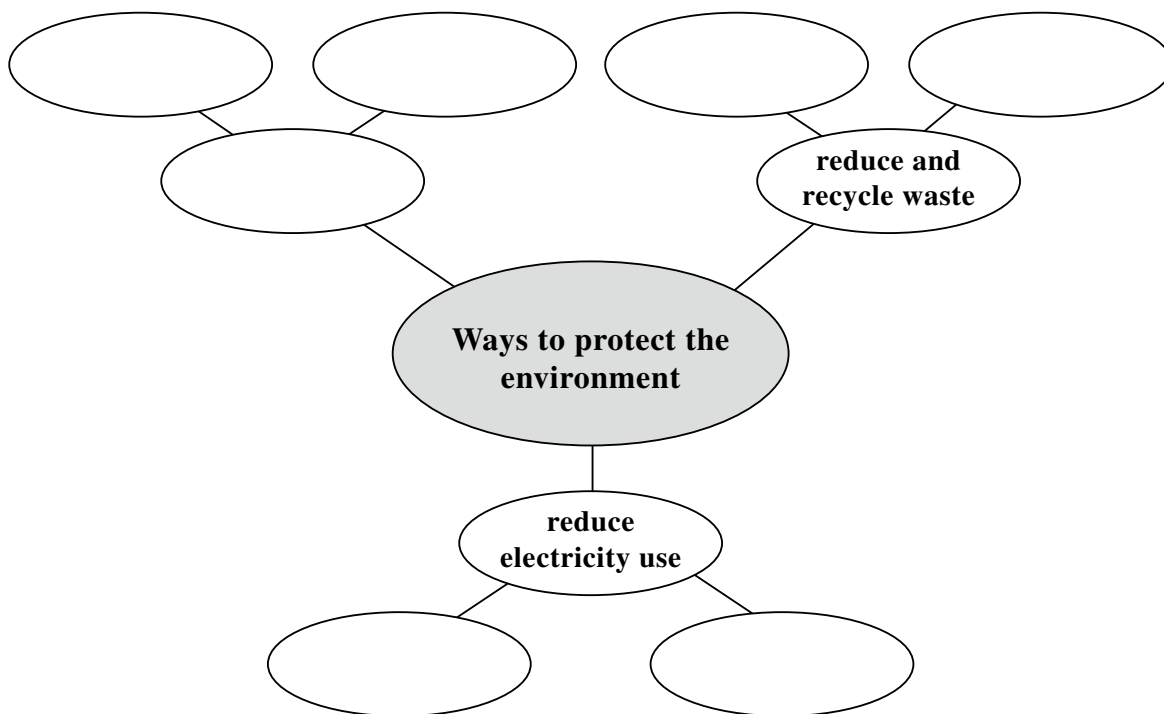
consume (v.) 吃
excess (adj.) 多餘的
food bank (phr.) 食物銀行

Exercise

You are going to give a presentation about ways to protect the environment. Complete the mind map and write a 100-word script in the space below.

Smart tip

Apart from the given branches, you can add one or two more branch(es) in the mind map. Remember to give a reason for each of your suggestions.



Vocabulary help

carbon dioxide (phr.) 二氧化碳
 eco-friendly (adj.) 不損害環境的
 energy-efficient (adj.) 節省能源的
 filter (n.) 隔塵網
 global (adj.) 全球的
 greenhouse effect (phr.) 溫室效應
 organic (adj.) 有機的
 overload (v.) 使負荷過重
 temperature (n.) 氣溫
 unplug (v.) 不插電

Good morning, everyone. I'm going to talk about ways to protect the environment.

Thank you for listening.



Play the riddle game below about some animals. Write the correct answers in the spaces provided.

dog rabbit hamster parrot horse goldfish snake zebra cat

Vocabulary help

feather (n.) 羽毛
 fin (n.) 鳍
 shiny (adj.) 閃亮的
 fetch (v.) (去) 拿來
 wag (v.) 擺動
 radish (n.) 小蘿蔔
 hay (n.) 乾草
 icon (n.) 象徵
 stripe (n.) 條紋
 scratch (v.) 抓
 claw (n.) 爪子
 scale (n.) 鱗

<ul style="list-style-type: none"> • I have a tail. • My feathers are colourful. • I can fly. • I like talking and singing. 	<ul style="list-style-type: none"> • I have fins and my eyes are big. • My body is shiny. • I can swim. • People usually put me in a bowl. 	<ul style="list-style-type: none"> • I have four legs. • I have a good sense of smell. • I like fetching balls. • I wag my tail when I am happy.
(1)	(2)	(3)

<ul style="list-style-type: none"> • My legs are strong and I have a long tail. • I eat grass. • I can run very fast. • People can ride on my back. 	<ul style="list-style-type: none"> • Most of us are white. • I eat radish and hay. • I am an icon of a festival. • Children love me very much. 	<ul style="list-style-type: none"> • I am small. • I eat seeds. • I am a mouse but people are not afraid of me. • I like running on a wheel.
(4)	(5)	(6)

<ul style="list-style-type: none"> • I look like a horse, but I am not. • My body is black with white stripes. • I eat a variety of grasses. • You can see me in a zoo. 	<ul style="list-style-type: none"> • I like staying indoors. • I can catch mice. • I love eating fish. • I like scratching with my claws. 	<ul style="list-style-type: none"> • I don't have legs. • I have scales on my skin. • My tongue is like a fork. • I can live in the water, forests and deserts.
(7)	(8)	(9)