

Territory-wide System Assessment 2019 (Primary 3)
Assessment Design
English Language (Reading and Writing Assessment)

Design Rationale

- The reading and writing assessment tasks for the Territory-wide System Assessment 2019 (Primary 3) were designed with reference to the prevailing curriculum documents and in alignment with the requirements of the basic competencies of Key Stage 1 students.
- Based on the recommendations of the Working Group on Papers and Question Design of the Coordinating Committee on Basic Competency Assessment and Assessment Literacy, the principles for modifications include relating assessment items to students' life experiences and tying in with their cognitive development, serving to lessen students' burden of learning, aligning with the spirit of the curriculum and reflecting the standards of basic competencies. The Moderation Committee accepted the recommendations and modifications were made in the following aspects:
 - The paper layout was improved. For example, a text was placed alongside the questions as far as possible and the number of pages was kept to a minimum to make it more convenient for students to write their answers;
 - To help students manage the assessment time for the reading and writing papers, invigilators announced the time twice during the examination, i.e. 15 minutes and 5 minutes before the end of examination;
 - For the Reading parts, the number of parts was reduced from four to three, the number of words per reading task was limited to not more than 150, and the number of words of the whole paper was capped at 400. There were around 20 items in each sub-paper. Assessment items which involve the application of numeracy skills were avoided; and
 - For the Writing part, items expecting answers in the past tense were avoided, such as writing a recount. Items on picture-aided storytelling were retained because students could use either the present tense or the past tense.

Details of the Assessment Papers

- There are three Reading & Writing sub-papers for the Territory-wide System Assessment 2019 (Primary 3). For each sub-paper, Parts 1 to 3 are on reading and Part 4 is on writing. The total assessment time is 30 minutes.

Reading

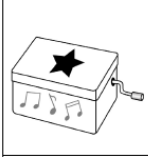

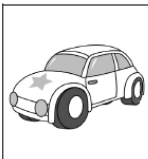

- Students are assessed on their ability to use a small range of reading strategies to understand the meaning of short and simple texts with the help of cues.

- There are three reading tasks in each assessment paper with a total of 20 reading items in each sub-paper. The number of words per reading text is limited to not more than 150 words. The total number of words for the reading texts in each sub-paper is not more than 400 words.
- There are different text types in the assessment papers (e.g. notes, diaries and stories). P3 students are familiar with these text types. The topics of the reading tasks are related to students' daily life experiences (e.g. favourite gifts, weekend activities).

Writing


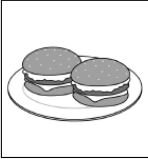
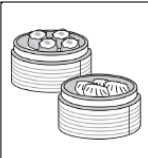
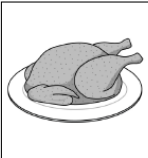
- Students are assessed in terms of content and language. They are assessed on their ability to write and/or respond to short and simple texts with relevant information and ideas. About 15 minutes are allotted for completion of one writing task in about 30 words.
- The topics of the writing tasks (i.e. going to the park and things to do after school) are related to students' daily life experiences. In terms of language, students are assessed on their ability to complete the writing tasks with a small range of vocabulary, sentence patterns and cohesive devices with the help of cues.

Reading and Writing Assessment Sub-paper 1 (3ERW1)

Module/Unit	BC*	Item No.	Option / Answer
<u>Me, My Family and Friends</u> • My favourite things	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW1 Part 1 Q01 1. Which is Jenny's favourite gift? <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <input type="radio"/> A. </div> <div style="text-align: center;">  <input type="radio"/> B. </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <input type="radio"/> C. </div> <div style="text-align: center;">  <input type="radio"/> D. </div> </div> Question Intent: recognizing key words in a sentence	A <div style="border: 1px solid black; padding: 2px; display: inline-block;">Correct Answer</div> B C D
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW1 Part 1 Q02 2. Mary's gift was from _____. <div style="display: flex; justify-content: space-between;"> <div> <input type="radio"/> A. Grandma <input type="radio"/> C. Uncle John </div> <div> <input type="radio"/> B. Mum <input type="radio"/> D. Dad </div> </div> Question Intent: recognizing key words in a sentence	A B C D <div style="border: 1px solid black; padding: 2px; display: inline-block;">Correct Answer</div>

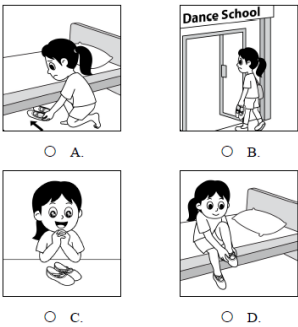
* Please refer to the BCA website (http://cd1.edb.hkedcity.net/cd/eap_web/bca/index3.htm) for the Basic Competencies documents







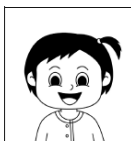

Module/Unit	BC	Item No.	Option / Answer
<u>Me, My Family and Friends</u> ● My favourite things	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW1 Part 1 Q03 3. Peter likes the toy car because it is _____. <input type="radio"/> A. nice <input type="radio"/> B. fast <input type="radio"/> C. beautiful <input type="radio"/> D. big Question Intent: recognizing key words in a sentence	A B <div>Correct Answer</div> C D
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW1 Part 1 Q04 4. What colour is the watch? 1) red 2) yellow 3) white 4) pink <input type="radio"/> A. 1 and 2 <input type="radio"/> B. 1 and 3 <input type="radio"/> C. 2 and 4 <input type="radio"/> D. 3 and 4 Question Intent: understanding the connection between ideas by identifying a small range of cohesive devices	A B C D <div>Correct Answer</div>
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW1 Part 1 Q05 5. _____ favourite gift is a bag. <input type="radio"/> A. Mary's <input type="radio"/> B. Peter's <input type="radio"/> C. Ann's <input type="radio"/> D. Helen's Question Intent: recognizing key words in a sentence	A B C <div>Correct Answer</div> D

Module/Unit	BC	Item No.	Option / Answer
<u>Places and Activities</u> ● Out for fun	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW1 Part 2 Q01 1. What did Helen and her mum eat at the restaurant? <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <input type="radio"/> A. </div> <div style="text-align: center;">  <input type="radio"/> B. </div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <input type="radio"/> C. </div> <div style="text-align: center;">  <input type="radio"/> D. </div> </div> Question Intent: recognizing key words in a sentence	A B C <div style="border: 1px solid black; padding: 2px 10px;">Correct Answer</div> D
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW1 Part 2 Q02 2. When did Helen go to Grandma's house? <div style="display: flex; justify-content: space-between;"> <div> <input type="radio"/> A. 9 am <input type="radio"/> C. 6 pm </div> <div> <input type="radio"/> B. 10 am <input type="radio"/> D. 11 pm </div> </div> Question Intent: recognizing key words in a sentence	A B C <div style="border: 1px solid black; padding: 2px 10px;">Correct Answer</div> D
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW1 Part 2 Q03 3. Helen _____ with Grandma. <div style="display: flex; justify-content: space-between;"> <div> <input type="radio"/> A. sang songs <input type="radio"/> C. played computer games </div> <div> <input type="radio"/> B. cooked <input type="radio"/> D. went to the restaurant </div> </div> Question Intent: recognizing key words in a sentence	A B <div style="border: 1px solid black; padding: 2px 10px;">Correct Answer</div> C D

Module/Unit	BC	Item No.	Option / Answer
<u>Places and Activities</u> ● Out for fun	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW1 Part 2 Q04 4. Read line 5. The word 'It' refers to _____. <input type="radio"/> A. the chicken <input type="radio"/> B. Super Restaurant <input type="radio"/> C. Saturday <input type="radio"/> D. Grandma's house Question Intent: understanding the connection between ideas by identifying a small range of cohesive devices	A <div>Correct Answer</div> B C D
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW1 Part 2 Q05 5. Where did Helen go on Sunday? <input type="radio"/> A. the restaurant <input type="radio"/> B. Grandma's house <input type="radio"/> C. Judy's house <input type="radio"/> D. the music centre Question Intent: recognizing key words in a sentence	A B C D <div>Correct Answer</div>
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW1 Part 2 Q06 6. Read line 7. Helen thinks Miss Lau is _____. <input type="radio"/> A. super <input type="radio"/> B. kind <input type="radio"/> C. lovely <input type="radio"/> D. happy Question Intent: recognizing key words in a sentence	A B <div>Correct Answer</div> C D

Module/Unit	BC	Item No.	Option / Answer
<u>Places and Activities</u> ● Out for fun	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW1 Part 2 Q07 7. Helen sang songs with _____. <input type="radio"/> A. Judy and Miss Lau <input type="radio"/> B. Judy and Mum <input type="radio"/> C. Miss Lau and Grandma <input type="radio"/> D. Mum and Grandma Question Intent: understanding the connection between ideas by identifying a small range of cohesive devices	A <div>Correct Answer</div> B C D
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW1 Part 3 Q01 1. Sally goes to _____ Dance School. <input type="radio"/> A. Baby <input type="radio"/> B. Brave <input type="radio"/> C. Times <input type="radio"/> D. Star Question Intent: recognizing key words in a sentence	A B C D <div>Correct Answer</div>
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW1 Part 3 Q02 2. Sally is sad because _____. <input type="radio"/> A. she does not like dancing <input type="radio"/> B. she cannot dance well <input type="radio"/> C. she has to look after Alice <input type="radio"/> D. Alice is one year old Question Intent: understanding the connection between ideas by identifying a small range of cohesive devices	A B <div>Correct Answer</div> C D

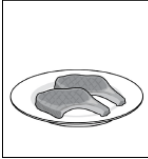
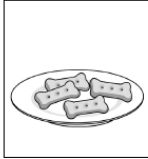
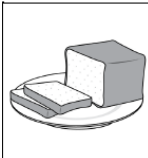

Module/Unit	BC	Item No.	Option / Answer
<u>Caring and Sharing</u> ● We can	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW1 Part 3 Q03 3. Read lines 4 – 6. Sally does not want to dance again. What does she do?  <p>○ A. ○ B.</p> <p>○ C. ○ D.</p> <p>Question Intent: predicting the meaning of unfamiliar words by using picture cues and contextual clues</p>	A <div>Correct Answer</div> B C D
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW1 Part 3 Q04 4. Read line 8. The word 'her' refers to _____. <p>○ A. Mum ○ B. Sally</p> <p>○ C. Helen ○ D. Alice</p> <p>Question Intent: understanding the connection between ideas by identifying a small range of cohesive devices</p>	A B C D <div>Correct Answer</div>
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW1 Part 3 Q05 5. What does Sally do with Alice? <p>1) dances with her</p> <p>2) plays with her</p> <p>3) teaches her to walk</p> <p>4) reads stories to her</p> <p>○ A. 1 and 2 ○ B. 1 and 3</p> <p>○ C. 2 and 4 ○ D. 3 and 4</p> <p>Question Intent: understanding the connection between ideas by identifying a small range of cohesive devices</p>	A B C <div>Correct Answer</div> D

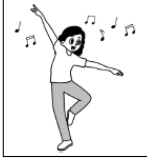



Module/Unit	BC	Item No.	Option / Answer
<u>Caring and Sharing</u> ● We can	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW1 Part 3 Q06 6. What does Alice learn to do? <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <input type="radio"/> A. </div> <div style="text-align: center;">  <input type="radio"/> B. </div> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <input type="radio"/> C. </div> <div style="text-align: center;">  <input type="radio"/> D. </div> </div> Question Intent: recognizing key words in a sentence	A B <div style="border: 1px solid black; padding: 2px; display: inline-block;">Correct Answer</div> C D
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW1 Part 3 Q07 7. Read lines 11 – 12. Alice is cheerful. Which picture shows Alice? <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <input type="radio"/> A. </div> <div style="text-align: center;">  <input type="radio"/> B. </div> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <input type="radio"/> C. </div> <div style="text-align: center;">  <input type="radio"/> D. </div> </div> Question Intent: predicting the meaning of unfamiliar words by using picture cues and contextual clues	A B C <div style="border: 1px solid black; padding: 2px; display: inline-block;">Correct Answer</div> D
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW1 Part 3 Q08 8. Read lines 14 – 15. What does Sally do when she goes home? <input type="radio"/> A. She kisses Alice. <input type="radio"/> B. She reads a book to Alice. <input type="radio"/> C. She learns to walk. <input type="radio"/> D. She takes out her dance shoes.	A <div style="border: 1px solid black; padding: 2px; display: inline-block;">Correct Answer</div> B C D

Reading and Writing Assessment Sub-paper 2 (3ERW2)

Module/Unit	BC*	Item No.	Option / Answer
<u>Caring and Sharing</u> ● Keeping pets	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW2 Part 1 Q01 1. What is Jack's pet? <div style="display: flex; justify-content: space-between;"> <input type="radio"/> A. a cat <input type="radio"/> B. a rabbit </div> <div style="display: flex; justify-content: space-between;"> <input type="radio"/> C. a bird <input type="radio"/> D. a dog </div> Question Intent: recognizing key words in a sentence	A B C <div style="border: 1px solid black; padding: 2px; display: inline-block;">Correct Answer</div> D
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW2 Part 1 Q02 2. Ben's pet has a _____ body. <div style="display: flex; justify-content: space-between;"> <input type="radio"/> A. thin <input type="radio"/> B. short </div> <div style="display: flex; justify-content: space-between;"> <input type="radio"/> C. long <input type="radio"/> D. fat </div> Question Intent: recognizing key words in a sentence	A <div style="border: 1px solid black; padding: 2px; display: inline-block;">Correct Answer</div> B C D


* Please refer to the BCA website (http://cd1.edb.hkedcity.net/cd/eap_web/bca/index3.htm) for the Basic Competencies documents


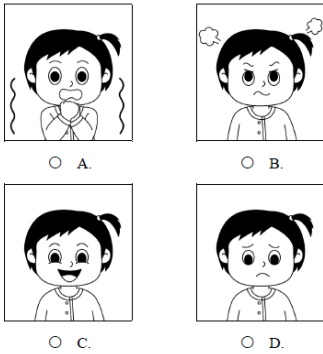
Module/Unit	BC	Item No.	Option / Answer
<u>Caring and Sharing</u> ● Keeping pets	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW2 Part 1 Q03 3. What does Helen's pet like to eat? <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <input type="radio"/> A. </div> <div style="text-align: center;">  <input type="radio"/> B. </div> <div style="text-align: center;">  <input type="radio"/> C. </div> <div style="text-align: center;">  <input type="radio"/> D. </div> </div> Question Intent: recognizing key words in a sentence	A B C D <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Correct Answer</div>
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW2 Part 1 Q04 4. Gigi likes her pet because _____. <div style="display: flex; justify-content: space-between;"> <div> <input type="radio"/> A. it is beautiful <input type="radio"/> C. it runs fast </div> <div> <input type="radio"/> B. it is quiet <input type="radio"/> D. it sings well </div> </div> Question Intent: recognizing key words in a sentence	A B C <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Correct Answer</div> D
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW2 Part 1 Q05 5. _____ pets eat meat and biscuits. <div style="display: flex; justify-content: space-between;"> <div> <input type="radio"/> A. Ben's and Jack's <input type="radio"/> C. Jack's and Helen's </div> <div> <input type="radio"/> B. Ben's and Gigi's <input type="radio"/> D. Gigi's and Helen's </div> </div> Question Intent: understanding the connection between ideas by identifying a small range of cohesive devices	A B <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Correct Answer</div> C D

Module/Unit	BC	Item No.	Option / Answer
<u>Me, My Family and Friends</u> ● Me and my friends	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW2 Part 2 Q01 1. What is Ada's hobby? <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <input type="radio"/> A. </div> <div style="text-align: center;">  <input type="radio"/> B. </div> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <input type="radio"/> C. </div> <div style="text-align: center;">  <input type="radio"/> D. </div> </div> Question Intent: recognizing key words in a sentence	A <div style="border: 1px solid black; padding: 2px; display: inline-block;">Correct Answer</div> B C D
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW2 Part 2 Q02 2. Ada is a _____. <div style="display: flex; justify-content: space-between;"> <div> <input type="radio"/> A. helper <input type="radio"/> C. cook </div> <div> <input type="radio"/> B. singer <input type="radio"/> D. teacher </div> </div> Question Intent: recognizing key words in a sentence	A B C D <div style="border: 1px solid black; padding: 2px; display: inline-block;">Correct Answer</div>
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW2 Part 2 Q03 3. Who is Helen's best friend? <div style="display: flex; justify-content: space-between;"> <div> <input type="radio"/> A. Ada <input type="radio"/> C. May </div> <div> <input type="radio"/> B. Jenny <input type="radio"/> D. Anne </div> </div> Question Intent: recognizing key words in a sentence	A B <div style="border: 1px solid black; padding: 2px; display: inline-block;">Correct Answer</div> C D

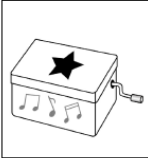

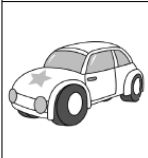

Module/Unit	BC	Item No.	Option / Answer
<u>Me, My Family and Friends</u> ● Me and my friends	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW2 Part 2 Q04 4. Helen thinks Jenny is _____. <input type="radio"/> A. tall <input type="radio"/> B. kind <input type="radio"/> C. strong <input type="radio"/> D. pretty Question Intent: recognizing key words in a sentence	A B C D <div>Correct Answer</div>
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW2 Part 2 Q05 5. What is Jenny's favourite subject? <input type="radio"/> A. Maths <input type="radio"/> B. Chinese <input type="radio"/> C. English <input type="radio"/> D. P.E. Question Intent: recognizing key words in a sentence	A B <div>Correct Answer</div> C D
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW2 Part 2 Q06 6. Read line 6. The word ' <u>She</u> ' refers to _____. <input type="radio"/> A. Ada <input type="radio"/> B. Jenny <input type="radio"/> C. Anne <input type="radio"/> D. Helen Question Intent: understanding the connection between ideas by identifying a small range of cohesive devices	A B C <div>Correct Answer</div> D

Module/Unit	BC	Item No.	Option / Answer
<u>Me, My Family and Friends</u> • Me and my friends	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW2 Part 2 Q07 7. What does Anne like to do? <input type="radio"/> A. cook <input type="radio"/> B. sing <input type="radio"/> C. sweep the floor <input type="radio"/> D. play basketball Question Intent: understanding the connection between ideas by identifying a small range of cohesive devices	A <div>Correct Answer</div> B C D
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW2 Part 3 Q01 1. Sally goes to _____ Dance School. <input type="radio"/> A. Baby <input type="radio"/> B. Brave <input type="radio"/> C. Times <input type="radio"/> D. Star Question Intent: recognizing key words in a sentence	A B C D <div>Correct Answer</div>
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW2 Part 3 Q02 2. Sally is sad because _____. <input type="radio"/> A. she does not like dancing <input type="radio"/> B. she cannot dance well <input type="radio"/> C. she has to look after Alice <input type="radio"/> D. Alice is one year old Question Intent: understanding the connection between ideas by identifying a small range of cohesive devices	A B <div>Correct Answer</div> C D

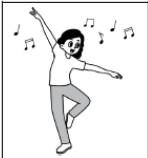



Module/Unit	BC	Item No.	Option / Answer
<u>Caring and Sharing</u> ● We can	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW2 Part 3 Q03 3. Read lines 4 – 6. Sally does not want to dance again. What does she do?  <input type="radio"/> A. <input type="radio"/> B. <input type="radio"/> C. <input type="radio"/> D. Question Intent: predicting the meaning of unfamiliar words by using picture cues and contextual clues	A <div>Correct Answer</div> B C D
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW2 Part 3 Q04 4. Read line 8. The word ' <u>her</u> ' refers to _____. <input type="radio"/> A. Mum <input type="radio"/> B. Sally <input type="radio"/> C. Helen <input type="radio"/> D. Alice Question Intent: understanding the connection between ideas by identifying a small range of cohesive devices	A B C D <div>Correct Answer</div>
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW2 Part 3 Q05 5. What does Sally do with Alice? 1) dances with her 2) plays with her 3) teaches her to walk 4) reads stories to her <input type="radio"/> A. 1 and 2 <input type="radio"/> B. 1 and 3 <input type="radio"/> C. 2 and 4 <input type="radio"/> D. 3 and 4 Question Intent: understanding the connection between ideas by identifying a small range of cohesive devices	A B C <div>Correct Answer</div> D

Module/Unit	BC	Item No.	Option / Answer
<u>Caring and Sharing</u> ● We can	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW2 Part 3 Q06 6. What does Alice learn to do?  Question Intent: recognizing key words in a sentence	A B <div>Correct Answer</div> C D
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW2 Part 3 Q07 7. Read lines 11 – 12. Alice is cheerful. Which picture shows Alice?  Question Intent: predicting the meaning of unfamiliar words by using picture cues and contextual clues	A B C <div>Correct Answer</div> D
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW2 Part 3 Q08 8. Read lines 14 – 15. What does Sally do when she goes home? <input type="radio"/> A. She kisses Alice. <input type="radio"/> B. She reads a book to Alice. <input type="radio"/> C. She learns to walk. <input type="radio"/> D. She takes out her dance shoes. Question Intent: understanding the connection between ideas by identifying a small range of cohesive devices	A <div>Correct Answer</div> B C D




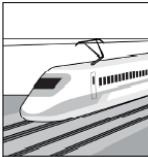
Reading and Writing Assessment Sub-paper 3 (3ERW3)

Module/Unit	BC*	Item No.	Option / Answer
<u>Me, My Family and Friends</u> • My favourite things	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW3 Part 1 Q01 1. Which is Jenny's favourite gift? <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <input type="radio"/> A. </div> <div style="text-align: center;">  <input type="radio"/> B. </div> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <input type="radio"/> C. </div> <div style="text-align: center;">  <input type="radio"/> D. </div> </div> Question Intent: recognizing key words in a sentence	A <div style="border: 1px solid black; padding: 2px; display: inline-block;">Correct Answer</div> B C D
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW3 Part 1 Q02 2. Mary's gift was from _____. <div style="display: flex; justify-content: space-between;"> <div> <input type="radio"/> A. Grandma <input type="radio"/> C. Uncle John </div> <div> <input type="radio"/> B. Mum <input type="radio"/> D. Dad </div> </div> Question Intent: recognizing key words in a sentence	A B C D <div style="border: 1px solid black; padding: 2px; display: inline-block;">Correct Answer</div>

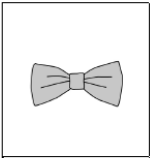



* Please refer to the BCA website (http://cd1.edb.hkedcity.net/cd/eap_web/bca/index3.htm) for the Basic Competencies documents

Module/Unit	BC	Item No.	Option / Answer
<u>Me, My Family and Friends</u> ● Me and my friends	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW3 Part 2 Q01 1. What is Ada's hobby?  <input type="radio"/> A.  <input type="radio"/> B.  <input type="radio"/> C.  <input type="radio"/> D. Question Intent: recognizing key words in a sentence	A <div>Correct Answer</div> B C D
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW3 Part 2 Q02 2. Ada is a _____. <input type="radio"/> A. helper <input type="radio"/> B. singer <input type="radio"/> C. cook <input type="radio"/> D. teacher Question Intent: recognizing key words in a sentence	A B C D <div>Correct Answer</div>
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW3 Part 2 Q03 3. Who is Helen's best friend? <input type="radio"/> A. Ada <input type="radio"/> B. Jenny <input type="radio"/> C. May <input type="radio"/> D. Anne Question Intent: recognizing key words in a sentence	A B <div>Correct Answer</div> C D

Module/Unit	BC	Item No.	Option / Answer
<u>Me, My Family and Friends</u> ● Me and my friends	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW3 Part 2 Q04 4. Helen thinks Jenny is _____. <input type="radio"/> A. tall <input type="radio"/> B. kind <input type="radio"/> C. strong <input type="radio"/> D. pretty Question Intent: recognizing key words in a sentence	A B C D <div>Correct Answer</div>
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW3 Part 2 Q05 5. What is Jenny's favourite subject? <input type="radio"/> A. Maths <input type="radio"/> B. Chinese <input type="radio"/> C. English <input type="radio"/> D. P.E. Question Intent: recognizing key words in a sentence	A B <div>Correct Answer</div> C D
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW3 Part 2 Q06 6. Read line 6. The word ' <u>She</u> ' refers to _____. <input type="radio"/> A. Ada <input type="radio"/> B. Jenny <input type="radio"/> C. Anne <input type="radio"/> D. Helen Question Intent: understanding the connection between ideas by identifying a small range of cohesive devices	A B C <div>Correct Answer</div> D

Module/Unit	BC	Item No.	Option / Answer
<u>Me, My Family and Friends</u> ● Me and my friends	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW3 Part 2 Q07 7. What does Anne like to do? <input type="radio"/> A. cook <input type="radio"/> B. sing <input type="radio"/> C. sweep the floor <input type="radio"/> D. play basketball Question Intent: understanding the connection between ideas by identifying a small range of cohesive devices	A <div>Correct Answer</div> B C D
		3ERW3 Part 3 Q01 1. When does Tom visit Jane? <input type="radio"/> A. in spring <input type="radio"/> B. in summer <input type="radio"/> C. in autumn <input type="radio"/> D. in winter Question Intent: recognizing key words in a sentence	A B C D <div>Correct Answer</div>
		3ERW3 Part 3 Q02 2. Tom goes to visit Jane by _____. <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <input type="radio"/> A. </div> <div style="text-align: center;">  <input type="radio"/> B. </div> <div style="text-align: center;">  <input type="radio"/> C. </div> <div style="text-align: center;">  <input type="radio"/> D. </div> </div> Question Intent: recognizing key words in a sentence	A B <div>Correct Answer</div> C D

Module/Unit	BC	Item No.	Option / Answer
<u>Me, My Family and Friends</u> ● Me and my friends	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW3 Part 3 Q03 3. When Tom feels hungry, _____. <input type="radio"/> A. he goes home <input type="radio"/> B. he goes to sleep <input type="radio"/> C. Jane catches some fish for him <input type="radio"/> D. Mother Bear cooks soup for him Question Intent: understanding the connection between ideas by identifying a small range of cohesive devices	A B C D <div>Correct Answer</div>
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW3 Part 3 Q04 4. How does Tom feel when Father Bear makes a fire? <input type="radio"/> A. comfortable <input type="radio"/> B. hungry <input type="radio"/> C. cold <input type="radio"/> D. happy Question Intent: recognizing key words in a sentence	A <div>Correct Answer</div> B C D
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW3 Part 3 Q05 5. Read line 8. The word ' <u>They</u> ' refers to _____. <input type="radio"/> A. Tom and Mother Bear <input type="radio"/> B. Tom and Jane <input type="radio"/> C. Mother Bear and Father Bear <input type="radio"/> D. Jane and Father Bear Question Intent: understanding the connection between ideas by identifying a small range of cohesive devices	A B <div>Correct Answer</div> C D

Module/Unit	BC	Item No.	Option / Answer
<u>Me, My Family and Friends</u> ● Me and my friends	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW3 Part 3 Q06 6. What do Tom and Jane do after lunch? 1) play football 2) play basketball 3) catch some fish 4) sing songs <input type="radio"/> A. 1 and 2 <input type="radio"/> B. 1 and 4 <input type="radio"/> C. 2 and 3 <input type="radio"/> D. 3 and 4 Question Intent: understanding the connection between ideas by identifying a small range of cohesive devices	A <div>Correct Answer</div> B C D
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW3 Part 3 Q07 7. What does Jane give Tom? <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <input type="radio"/> A. </div> <div style="text-align: center;">  <input type="radio"/> B. </div> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <input type="radio"/> C. </div> <div style="text-align: center;">  <input type="radio"/> D. </div> </div> Question Intent: predicting the meaning of unfamiliar words by using picture cues and contextual clues	A B C <div>Correct Answer</div> D
	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	3ERW3 Part 3 Q08 8. Why does Tom want to visit Jane again? <input type="radio"/> A. He likes winter. <input type="radio"/> B. He wants to make a fire. <input type="radio"/> C. He had a good time. <input type="radio"/> D. The soup is yummy. Question Intent: understanding the connection between ideas by identifying a small range of cohesive devices	A B C <div>Correct Answer</div> D