Territory-wide System Assessment 2008

Primary 6

English Language

General Observations of Student Performances
Progression of Student Performances

P.3 TSA 2005 → P.6 TSA 2008

- Listening
- Reading
- Writing
- Speaking
Percentages of Students Achieving English Language Basic Competency in 2004 – 2008

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<tr>
<td>P.3</td>
<td>75.9</td>
<td><strong>78.8</strong></td>
<td>79.4</td>
<td>79.5</td>
<td>79.3</td>
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<tr>
<td>P.6</td>
<td>--</td>
<td>70.5</td>
<td>71.3</td>
<td>71.3</td>
<td><strong>71.5</strong></td>
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</table>
## Progression of Student Performances

### Listening

<table>
<thead>
<tr>
<th>P.3 TSA 2005</th>
<th>P.6 TSA 2008</th>
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<tbody>
<tr>
<td><strong>intonation</strong></td>
<td><strong>tone</strong></td>
</tr>
<tr>
<td><strong>sounds</strong></td>
<td>- e.g. identify the speaker’s tone of voice</td>
</tr>
<tr>
<td><strong>key words</strong></td>
<td><strong>sounds</strong></td>
</tr>
<tr>
<td></td>
<td>- e.g. distinguishing between initial consonants and mid consonants</td>
</tr>
<tr>
<td></td>
<td><strong>specific information</strong></td>
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</tbody>
</table>
### P.6 Student Performances in 2008

#### Listening

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>tone</td>
<td>connection between ideas</td>
</tr>
<tr>
<td>sounds</td>
<td>main ideas (more than one piece of information)</td>
</tr>
<tr>
<td>specific information</td>
<td>inference skills</td>
</tr>
<tr>
<td>main ideas</td>
<td>personification</td>
</tr>
</tbody>
</table>
Progression of Student Performances

**Reading**

<table>
<thead>
<tr>
<th>P.3 TSA 2005</th>
<th>P.6 TSA 2008</th>
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</thead>
<tbody>
<tr>
<td>• <strong>book concepts</strong></td>
<td>• <strong>specific information</strong></td>
</tr>
<tr>
<td>• <strong>key words</strong></td>
<td>• <strong>unfamiliar expressions</strong></td>
</tr>
<tr>
<td>• <strong>unfamiliar words</strong></td>
<td>(with pictorial cues)</td>
</tr>
<tr>
<td></td>
<td>• <strong>simple inference skills</strong></td>
</tr>
</tbody>
</table>
## P.6 Student Performances in 2008

### Reading

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
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<td>specific information</td>
<td>unfamiliar expressions</td>
</tr>
<tr>
<td>unfamiliar expressions (with pictorial cues)</td>
<td>inference skills</td>
</tr>
<tr>
<td>simple inference skills</td>
<td>main ideas</td>
</tr>
<tr>
<td>text-types</td>
<td>reference skills</td>
</tr>
<tr>
<td>Content</td>
<td>Content</td>
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<tr>
<td>---------</td>
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</tr>
<tr>
<td>provided relevant ideas to the story based on the pictures</td>
<td>provided a factual account of the story with supporting details and an appropriate ending</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td><strong>Language</strong></td>
</tr>
<tr>
<td>used simple sentence patterns</td>
<td>use of simple cohesive devices e.g. ‘because’, ‘but’, ‘so’, ‘at last’</td>
</tr>
<tr>
<td>provided basic vocabulary</td>
<td>some successful attempts at complex sentence structures</td>
</tr>
<tr>
<td></td>
<td>range of vocabulary e.g. ‘utterly’, ‘begged’, ‘snacks’</td>
</tr>
<tr>
<td></td>
<td>some grammatical mistakes</td>
</tr>
</tbody>
</table>
# Progression of Student Performances

## Speaking

<table>
<thead>
<tr>
<th>P.3 TSA 2005</th>
<th>P.6 TSA 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read Aloud</strong></td>
<td></td>
</tr>
<tr>
<td>• made mistakes in pronunciation, e.g. ‘enough’, ‘deck’</td>
<td></td>
</tr>
<tr>
<td>• dropped end consonants, e.g. ‘buses’, ‘books’</td>
<td></td>
</tr>
<tr>
<td>• showed difficulty with blends, e.g. ‘friends’, ‘children’</td>
<td></td>
</tr>
<tr>
<td><strong>Picture Descriptions</strong></td>
<td><strong>Presentations</strong></td>
</tr>
<tr>
<td>• provided brief answers (one to two-word answers)</td>
<td>• completed the tasks on familiar topics</td>
</tr>
<tr>
<td>• lacked vocabulary to express their ideas</td>
<td>• used a limited range of vocabulary &amp; basic sentence patterns</td>
</tr>
</tbody>
</table>
Conclusion

LISTENING

• Difficulty in comprehending the meaning when more than one piece of information was given

READING

• Lacked basic vocabulary to build a schema to comprehend a written text

WRITING

• Eager to produce a writing task of about 80 words
• Repeated use of action verbs and language patterns

SPEAKING

• Limited range of vocabulary and basic sentence patterns
• Difficulty in elaborating on the picture cues
END

THANK YOU
Tapescript
Miss Lam: “Swim in the sea.
Sleep under a tree.”

Section A: Which of the following pictures are about the poem?
P.3 TSA 2005 - Listening - Intonation

Tapescript
Miss Lam:  “Yeah! It’s Saturday!
I can rest and play.

Wow! It’s Sunday!
I can play all day.”

1. How does the writer feel on Saturday and Sunday?

A. ❑
B. ❑
C. ❑
D. ❑
Mr Li: What class is she in, Mrs Cheng?
Mrs Cheng: Dora is in 3D.

Tick ☑ the best answer.

Message:

Class

☐ A. 3A
☐ B. 3B
☐ C. 3C
☑ D. 3D
P.6 TSA 2008 Listening – Main Ideas

7. What happened to Alan and Mary at the end of the story?

- A. They took a bus home.
- B. They walked all the way home.
- C. They were lost on the mountain.
- D. They saw Peter walking alone.

Ms Wong: Can you guess what happened? The main path soon went downhill and Alan and Mary found a road and a bus stop within an hour.
1. What is the name of the host?

- A. Joe Blackman
- B. Joe Jackman
- C. Joe Johnson
- D. Joe Jackson

Host: ... This is Joe Jackman, host of our weekly phone-in programme.
Storyteller: Jenny knew *Auntie Mary was interested in reading books*. She emptied out the money from her piggy bank but only found $10. It was not enough to buy a new book. It was not even enough to buy a box of chocolates.
P.6 TSA 2008 Listening – Strengths

Tone

4. How did Mary feel this morning?

- A. angry
- B. excited
- C. nervous
- D. unhappy

Mary: (sad tone) Good morning, Joe. This is Mary from Taipo.
Host: Mary, are you okay?
P.6 TSA 2008 Listening – Strengths

Main ideas

3. Today’s programme is about ________________.
   ○ A. my favourite thing
   ○ B. the best teacher
   ● C. friendship
   ○ D. family

Host: Last week, we talked about ‘My favourite teacher’.
      Today, we have been talking about ‘My best friend’.
P.6 TSA 2008 Listening – **Strengths**

**Sounds**

1. What is the guest’s name?
   - [ ] A. Tang Min
   - [x] B. Tang Lin
   - [ ] C. Tang Sin
   - [ ] D. Tang Hin

**Host:** Today, we have a very special guest. He is a basketball player from China and one of the tallest players in the world. Welcome **Tang Lin**!
P.6 TSA 2008 Listening – Weaknesses

Details supporting main ideas

4. What does Miss Wong find the most tiring?
   - A. standing up
   - B. writing reports
   - C. sitting at a desk
   - D. teaching in class

*Miss Wong: ... it can be tiring to stand up a lot, but what is most tiring is the paperwork.*

*John: Paperwork? What kind of paperwork?*

*Miss Wong: We have to write up lesson plans, correct students’ work and write reports...*
P.6 TSA 2008 Listening – Weaknesses

Inference skills

3. Why was Peter worried?

   ○ A. They were high up on a mountain.
   ○ B. They did not have enough food.
   ○ C. The sun was shining brightly.
   ● D. They could not see clearly.

‘Peter said, “Look, Mary and Alan! We cannot see more than a few metres ahead. What shall we do?” ’

‘Alan replied, “Don’t worry, Peter. Things will be okay.” ’
Miss Wong: Now, listen to the second riddle.

**Turn me over**

**So I’m brown on both sides**

**Thick and juicy,**

**I taste yummy with fries!**
P.6 TSA 2008 Listening – Weaknesses

Connection between ideas

4. Why didn’t Jenny buy the magazine?
   ● A. Some pages were missing.
   ○ B. Some pages were dirty.
   ○ C. It was the last copy.
   ○ D. It was not on sale.

“There was one copy left, and it was on sale – half the regular price! However, she could not give it to Auntie Mary because many of the pages were folded and some even missing.”
# P.3 TSA 2005 Reading – Book concepts

Find the names of the books. Put the letters in the boxes.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Mr Tiger’s Lunch</td>
</tr>
<tr>
<td>B.</td>
<td>A Day in Ocean Park</td>
</tr>
<tr>
<td>C.</td>
<td>Peter’s Minibus Ride</td>
</tr>
<tr>
<td>D.</td>
<td>Mr Elephant’s Dinner</td>
</tr>
<tr>
<td>E.</td>
<td>Little Piggy</td>
</tr>
<tr>
<td>F.</td>
<td>A Bus Ride</td>
</tr>
<tr>
<td>G.</td>
<td>Miss Monkey in the Park</td>
</tr>
<tr>
<td>H.</td>
<td>Happy Birthday, Sam!</td>
</tr>
</tbody>
</table>

1. ![Book H](image1.png)
   - Story by C. Cheng
   - Illustrated by E. Man

2. ![Book A](image2.png)
   - Story by F. Fuman
   - Illustrated by G. Hill

3. ![Book F](image3.png)
   - Story by S. Yeung
   - Illustrated by P. Oppe
### P.3 TSA 2005 Reading – Book concepts

Read the contents page of this book.

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
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<tbody>
<tr>
<td>The Kind Elephant</td>
<td>1</td>
</tr>
<tr>
<td>The Angry Tiger</td>
<td>4</td>
</tr>
<tr>
<td>The Naughty Monkey</td>
<td>9</td>
</tr>
<tr>
<td>The Hungry Fish</td>
<td>12</td>
</tr>
</tbody>
</table>

4. This book is about __________.

- [ ] A. animals
- [ ] B. flowers
- [ ] C. birds
- [ ] D. children
Dear Ken,

It’ll be nice to see you in Hong Kong on the first of January. I’ve made a plan for your visit here. You can mark the activities on your calendar.

On the third of January, I would like to invite you to my school’s Open Day. You will love it.

I know the twelfth is a special day – your birthday! We’ll have a party for you with games, presents and tasty food. My mum and I will make chicken wings, fries, hamburgers and a birthday cake.

On the twenty-second, we’ll visit Uncle John. He has a farm. He grows carrots, tomatoes and potatoes. I like the big carrots there. I know your favourite vegetable is tomatoes. So you can eat lots of them.

We’ll go to Lantau Island by ferry the day before you leave. We’ll try the seafood there. It’s yummy. I’m sure we’ll enjoy the food!

See you soon.

Cindy
4. Read lines 10 – 11: “Hurray!” shouted Piggy and Little Duck happily. Which picture is correct?
P.6 TSA 2008 Reading – Specific information

Hong Kong Fun Park
Halloween Party

Date: 27 – 31 October 2008
Time: 6:30 p.m. – 12:00 midnight
Ticket Fee: $200 for an adult; half price for children

Haunted Attractions:

- The Dark Forest
  This is a place where nightmares might come true!

- Monster World
  A monster may be looking for you!

- The Ghost and Witch Village
  Come and see a lot of scary things!

‘Early Bird’ booking on or before 10 October:
- Tickets for sale from 1 October at the Hong Kong Fun Park Ticket Office
- 10% discount on any purchase
- A further 10% off for a group of four or more

Admission Rules:
1. The Party is not suitable for children under 5.
2. Children under 12 must enter the haunted attractions with an adult.
3. People who have a heart problem should not enter the haunted attractions.

7. John can buy tickets at ____________
   
   O A. Monster World
   O B. the Dark Forest
   C. Hong Kong Fun Park
   O D. the Ghost and Witch Village

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5. ‘Haunted Attractions’ will make people feel ____________.

○ A. sad
○ B. angry
○ C. bored
● D. frightened
ABC Primary School

12 June 2008

Dear Parents,

Class 6C is going on a school visit to Stanley. Details are as follows:

**Visit to Stanley**

**Date:** 4 July 2008
**Meeting time:** 8:00 a.m.
**Meeting place:** School main entrance
**Teacher-in-charge:** Miss Wong, P 6C Class Teacher
**Transport:** School bus
**What to wear:** PE uniform, sports shoes, cap
**Things to bring:** Water, $30 for lunch

**Programme:**
- 8:15 a.m.: Leave school
- 9:00 a.m.: Stanley Main Street
  - Take photos
- 10:15 a.m.: Stanley Market
  - Interview visitors
- 12:00 noon: Stanley Main Beach
  - Have a barbecue
- 2:30 p.m.: Murray House
  - See ancient and modern ships
- 3:45 p.m.: Leave Stanley
- 4:30 p.m.: Arrive at school

**Things to bring:** Water, $30 for lunch

12:00 noon: Stanley Main Beach
  - Have a barbecue

6. John must bring $30 for a ________________.
   - A. barbecue
   - B. cap
   - C. photo
   - D. computer game
P.6 TSA 2008 Reading – Strengths

Text-types

1. What is John reading?
   - A. a ticket
   - B. a poster
   - C. a set of rules
   - D. a book cover

Hong Kong Fun Park
Halloween Party

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Admission Rules:
1. The Party is not suitable for children under 5
2. Children under 12 must enter the haunted attractions with an adult
3. People who have a heart problem should not enter the haunted attractions.
**Programme:**

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<td>8:15 a.m.</td>
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<td>12:00 noon</td>
<td>Stanley Main Beach</td>
</tr>
<tr>
<td></td>
<td>- Have a barbecue</td>
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</table>

5. What will John do before noon?

- A. take photos and have lunch
- B. take photos and interview tourists
- C. interview tourists and have a barbecue
- D. have a barbecue and see old and new ships
### Inference

3. John's sister has only $45. She can choose ________________.

- A. ‘Touching a Star’
- B. ‘My Message’
- C. ‘Summer Concert’
- D. ‘Old and New’

---

**Tickets:** Free of charge
Main ideas

3. Martin and Mr Chan are talking about ________________.
   - A. why Martin cannot stay at school
   - B. Martin's school results
   - C. the school's future
   - D. Martin's future

(In a teachers' room)

Martin: Good afternoon, Mr Chan. You asked me to come and see you.

Mr Chan: That's right. I want to talk to you about your future plans. Have you thought about what you want to be when you leave school?

Martin: Umm...yes, Mr Chan, I have thought about it. I'd like to be an astronaut.

Mr Chan: An astronaut!

Martin: I dream of stars, travelling to new worlds, finding life on other planets...I would love to fly a rocket above the Earth and...

Mr Chan: Martin! Do you think you will become an astronaut with your school results? Why don't you think about a job in a restaurant or a hotel? Maybe a cook?

Martin: A cook...yes, I'll be a famous cook, and the rich and famous will beg to eat my super creamy chocolate cheesecake...

Mr Chan: Eh, Martin...perhaps you'd like to be a driver. A taxi driver, a bus driver or a lorry driver?

Martin: A driver, yes, yes! I will drive a race car and be the fastest driver on the race track!

Mr Chan: Martin! Be serious!

Martin: Mr Chan, I have a dream – if I work hard, I can be anything I want to be!

(Mr Chan stares open-mouthed at Martin.)
P.6 TSA 2008 Reading – Weaknesses

Unfamiliar expressions

PE Teacher
Miss Cecilia Tang is our new PE teacher. She is very active and will coach the swimming and basketball teams. Miss Tang thinks students nowadays are less fit because they are too busy to exercise. After teaching for several years, Miss Tang still thinks the best part of her job is working with children. “Every child is unique and has his or her own needs.”

6. Miss Cecilia Tang likes working with children because ________________.
   ○ A. she is very active
   ○ B. she wants to be young
   ● C. they are all special
   ○ D. they have the same needs
**HONG KONG PRIMARY SCHOOL**

Dear Students,

On behalf of Hong Kong Primary School, I would like to give a very warm welcome to the following new teachers:

### Maths Teacher

Mr Thomas Cheung joins our school to teach upper primary Maths this year. Mr Cheung has just finished his studies, and it is his first year of teaching. He is the class teacher of 5C. Besides teaching Maths, he will coach the football team after school. His hobby is going to concerts.

### Native English-speaking Teacher (NET)

This year we have a new NET from England. Her name is Mrs Ania Lee. She has taught English for many years and will teach Primary 2, 3 and 6 English. As she does not understand Cantonese, she hopes that everyone will give her help and support. Mrs Lee will also teach a French class and a German class after school.

### PE Teacher

Miss Cecilia Tang is our new PE teacher. She is very active and will coach the swimming and basketball teams. Miss Tang thinks students nowadays are less fit because they are too busy to exercise. After teaching for several years, Miss Tang still thinks the best part of her job is working with children. “Every child is unique and has his or her own needs.”

Best wishes to our new staff in the new school year!

---

**8. When did Principal Chan write this information to his students?**

- A. late March
- B. mid July
- C. early September
- D. late December
Reference Skills

Martin: A cook…yes, I’ll be a famous cook, and the rich and famous will beg to eat my super creamy chocolate cheesecake…

7. In line 14, what does the word ‘beg’ mean?

<table>
<thead>
<tr>
<th>beg v</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. to ask for food or money because you are very poor</td>
</tr>
<tr>
<td>‘Sometimes you can see people begging for food in the streets.’</td>
</tr>
<tr>
<td>2. to ask for something very strongly</td>
</tr>
<tr>
<td>‘The children begged to stay up late.’</td>
</tr>
<tr>
<td>3. not to answer a question</td>
</tr>
<tr>
<td>‘The teacher asked Tommy if he did his homework, but he begged the question.’</td>
</tr>
<tr>
<td>4. to say sorry</td>
</tr>
<tr>
<td>‘I beg your pardon. I did not see you standing there.’</td>
</tr>
</tbody>
</table>

- A. 1
- B. 2
- C. 3
- D. 4
Little Duck, Piggy and Piggy’s mum are going home.

Look at the pictures and write the story in about 30 words.

- You may use the words in the boxes to help you write about the pictures.
- What happens next? Finish the story.

1. see
2. climb
3. fall
4. ?
On their way home, Piggy, his mum and Little Duck see a apple tree, they want to eat the apples tree. Then Piggy went to climb up the tree and get some apples down. After five minutes, Piggy climbed up to the tree, but he fell down to the floor. Then litter duck help him to go home and his mother is very sad.

**Content**
- provided relevant ideas to the story based on the pictures

**Language**
- used simple sentence patterns
- provided basic vocabulary
Students’ Spare Time Activities

This task asked students to write a report about the activities students were engaged in during their spare time based on the prompts given in a mind map.

John is writing a report for his school magazine about how students spend their spare time.

You are John. Write about 80 words. You may use the following ideas for your composition.
Instead of writing about the activities the students were engaged in during their free time, the students focused on individuals, i.e. ‘I’ was used as a subject.
Best Performance in Writing (P.6)

Content
- attempts to elaborate on the prompts provided
- communicated ideas very clearly and coherently

Language
- used a small range of vocabulary, cohesive devices
- used verb forms appropriately with few grammatical errors
P.6 Writing Task

An Injured Dog
This writing task asked students to give an account of an event where a little boy saw an injured dog based on three pictures given as prompts.

Imagine you saw a dog on the street one day. The dog was hungry and one of his legs was hurt.

Write about 80 words. Use the following pictures and ideas for your composition.

- When and where did you see the dog?
- What happened to the dog?
- How did you feel?
- What did you do?
- What happened in the end?
One day, I saw a dog in the street when I was going back home. The dog was utterly said because he hurt one of his legs and he was hungry. At the beginning, I went away and wanted to go back home but he followed me! So I thought "Where is his master?" But the dog cleared me to bring him home. So I brought him home and gave him some snacks to eat and brought him to see the doctor.

At last, I kept him at my home and was very happy.
Here are some pictures about seasons. Study the pictures and answer the teacher’s questions.
You are going to tell the teacher how you spend time with your family. You may use the pictures on the right to help you. You will have two minutes to do the presentation.
You are going to tell the teacher about keeping healthy. You may use the pictures on the right to help you. You will have two minutes to do the presentation.

- Exercise
- Food and drinks
- Enough sleep
- Be happy