

**2012 年全港性系統評估(中學)**  
**便覽**

**Territory-wide System Assessment 2012**  
**(Secondary Schools)**  
**Quick Guide**

**第三部分**  
**Part 3**

**英國語文科**  
**English Language**

# Part 3

## English Language

### Secondary 3

#### Scope of the Territory-wide System Assessment (TSA)

- Based on the Tryout Version of the Proposed Basic Competency (BC) Descriptors at the end of Key Stage 3 (Secondary 3), *English Language Education: Key Learning Area Curriculum Guide (Primary 1 – Secondary 3)*, CDC, 2002 and *CDC Syllabus for Secondary Schools, English Language, Secondary 1 – 5, 1999*
- Balanced coverage of the learning targets in the three Strands (i.e. Interpersonal Strand (IS), Knowledge Strand (KS) and Experience Strand (ES)) and the four language skills (i.e. listening, reading, writing and speaking)
- Meaningful contexts provided for students to activate their knowledge, skills and strategies in the purposeful use of English

#### Format of the TSA

- Listening, Reading and Writing (Written Assessments)

Skill	Listening	Reading	Writing
No. of Sub-papers	3	3	3
Paper Code	9EL1 / 9EL2 / 9EL3	9ER1 / 9ER2 / 9ER3	9EW1 / 9EW2 / 9EW3
Duration	about 25 minutes	30 minutes	40 minutes
Question Type	<ul style="list-style-type: none"> <li>• MC</li> <li>• Short answers</li> <li>• Information sheet</li> </ul>	<ul style="list-style-type: none"> <li>• MC</li> <li>• Short answers</li> <li>• Information sheet</li> </ul>	<ul style="list-style-type: none"> <li>• Extended writing</li> </ul>
Question and Answer Materials	<ul style="list-style-type: none"> <li>• Question and Answer Booklet</li> </ul>		
Stationery Required	<ul style="list-style-type: none"> <li>• HB pencil</li> <li>• rubber</li> </ul>	<ul style="list-style-type: none"> <li>• ball-point pen</li> <li>• correction liquid/rubber</li> </ul>	
Remarks	<ul style="list-style-type: none"> <li>• Each student will attempt one sub-paper only .</li> </ul>		
	<ul style="list-style-type: none"> <li>• Each sub-paper consists of two/three listening tasks.</li> <li>• Most listening scripts will be played once or twice.</li> <li>• Some items may be integrated with reading materials (about 15%).</li> </ul>	<ul style="list-style-type: none"> <li>• Each sub-paper consists of three reading tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are required to write about 150 words.</li> </ul>

- Speaking (Oral Assessments)

Component	Individual Presentation	Group Interaction
No. of Sub-papers	8	8
Paper Code	9ESP1 – 9ESP8	9ESG1 – 9ESG8
Duration	Preparation Time: 3 minutes Assessment Time: 2 minutes	Preparation Time: 3 minutes Assessment Time: 3 minutes
Stationery Required	<ul style="list-style-type: none"> <li>• HB pencil</li> <li>• rubber</li> </ul>	
Procedures	<ul style="list-style-type: none"> <li>• 12 or 24 students will be randomly selected from each school.</li> <li>• Schools will be informed of the ‘Student Sample List’ on the day of the assessment.</li> <li>• Each student will attempt <b>one</b> component only.</li> <li>• Individual presentations will be assessed first followed by group interactions.</li> <li>• Group interactions will be assessed in groups of three students.</li> <li>• Two external Oral examiners will conduct the assessment and rate students independently.</li> </ul>	

### Preparatory Territory-wide System Assessment Resources

- Sample sub-papers for Listening, Reading, Writing and Speaking are attached (see 3-3 to 3-32) and posted on the *Territory-wide System Assessment* website at [www.bca.hkeaa.edu.hk](http://www.bca.hkeaa.edu.hk).
- Further resources are available on the *Basic Competency Assessments, Student Assessment* website: at [www.bca.hkeaa.edu.hk](http://www.bca.hkeaa.edu.hk).

## Listening: Sample Sub-paper

### Part 1

You have one minute to read this part.

*Tom is at the Reading Club. His teacher, Mrs Wong, is reading a poem to her students.*

Listen to the poem. The poem will be played **twice**. Do as much as you can the first time and complete all answers the second time. You may take notes if you wish.

Blacken the circle next to the corresponding letter with an **HB pencil**.

1. Which one of the following sentences is **not** true about Kelly?

- A. She looks for drugs.
- B. She catches thieves.
- C. She works with the police.
- D. She is the youngest family member.

2. Listen to line 4 again. How does Kelly sniff for drugs?

Kelly sniffs for drugs with her \_\_\_\_\_.

- A. ears
- B. eyes
- C. nose
- D. mouth

3. Why does the lady use a stick?

- A. She is old.
- B. She cannot see.
- C. She cannot walk properly.
- D. She wants to protect herself.

4. What does Mutton do?

- A. He frightens thieves away.
- B. He looks for missing people.
- C. He helps people walk in the snow.
- D. He wakes people up with his bell.

5. What does Joan do when strangers come too close?

- A. She bites them.
- B. She licks them.
- C. She wags her tail.
- D. She makes noises.

6. What do they do?

Match their names with what they do. Write the correct letter (A-D) in the box.

A. Kelly

B. Shady

C. Mutton

D. Joan

a guide dog

a hunting dog

a police dog

a pet dog

a rescue dog

7. Who tells us about his/her family in this poem?

- A. Kelly
- B. Shady
- C. Mutton
- D. Joan

8. What is this poem about?

- A. Dogs are policemen's friends.
- B. Dogs are lovely and cute.
- C. Dogs like big bones.
- D. Dogs are helpful.

9. In stanza 1, 'family' and 'Kelly' are two rhyming words.  
Find one word that rhymes with 'Shady' in stanza 2.

---

## Part 2

You have one minute to read this part.

*Driving home in his car, Mr Lau and his son were listening to a radio programme about a football game. His son did not understand the programme and asked Mr Lau questions about it.*

Listen to the tape about the game and help Mr Lau answer the questions. The tape will be played **once** only.

Blacken the circle next to the corresponding letter with an **HB pencil**.

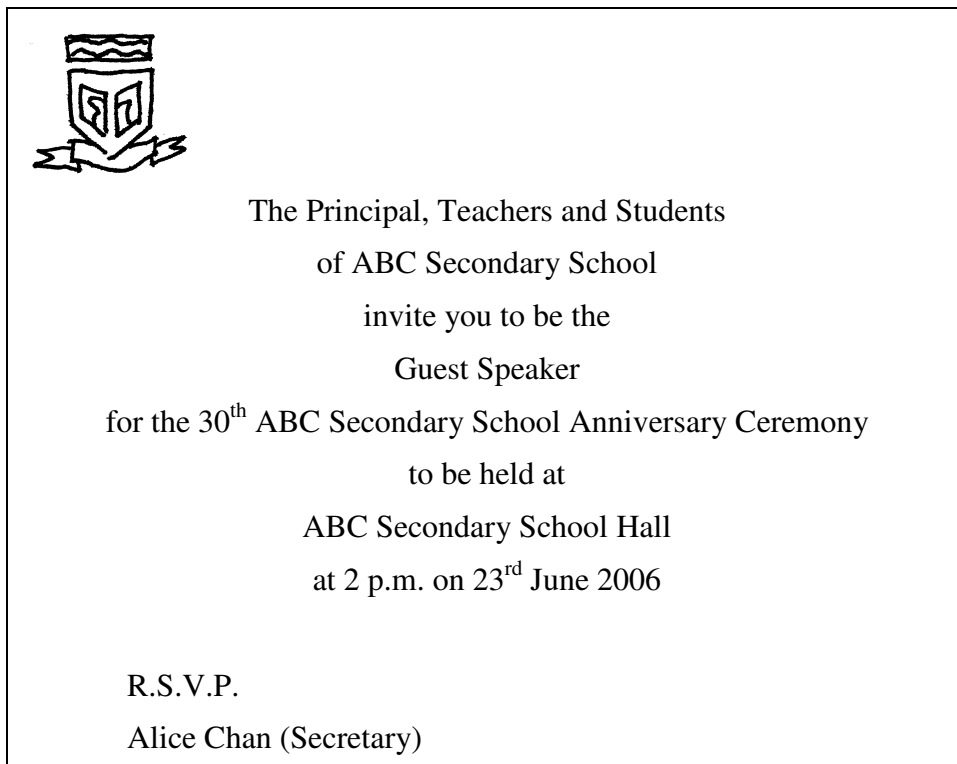
1. Where was the radio programme broadcast from?
  - A. Mr Lau's car
  - B. Mr Lau's home
  - C. the radio station
  - D. the sports stadium
2. What time did the teams come out onto the football field?
  - A. 6:55 p.m.
  - B. 7:00 p.m.
  - C. 7:05 p.m.
  - D. 7:15 p.m.
3. Who is Tommy Wong?  
He is \_\_\_\_\_.
  - A. a new player
  - B. a guest player
  - C. a popular player
  - D. the owner of a football club
4. Who are Yip and Chan?  
They are \_\_\_\_\_.
  - A. rivals
  - B. team-mates
  - C. football fans
  - D. radio presenters
5. Who scored the final goal?
  - A. David Wu
  - B. Peter Chan
  - C. Johnny Yip
  - D. Tommy Wong
6. Which team won the game?
  - A. the Kowloon Cats
  - B. the Hong Kong Cats
  - C. the Happy Valley Tigers
  - D. the Happy Valley Horses
7. What was the result of the game?
  - A. 4 : 2
  - B. 3 : 2
  - C. 2 : 2
  - D. 2 : 0

### Part 3

You have one minute to read this part.

*You are a school newspaper reporter. You are listening to the beginning of a speech. You will complete a fact sheet for your editor.*

As you listen, complete the fact sheet. The answers may not be in the same order on the fact sheet as in the speech. Also, use the following reading materials, which are the address of the speaker and an invitation card, to complete the task. The speech will be played **once** only.



Complete the fact sheet below.

- 1) Fill in the blank; **OR**
- 2) Blacken the circle next to the corresponding letter with an **HB pencil**.

### Fact Sheet

Title of the speaker:

- A. Dr      B. Mr      C. Mrs      D. Ms

Name of the speaker: \_\_\_\_\_ Chan

Position of the speaker: \_\_\_\_\_ of Good Hope Charity Organisation

What was the event? \_\_\_\_\_

When did the event take place?

- Date: \_\_\_\_\_
- Time: \_\_\_\_\_

Where did the event take place? \_\_\_\_\_

When did the speaker graduate?

- A. 2000s    B. 1990s    C. 1980s    D. 1970s

The speaker's most unforgettable experience:

- Where did it happen? \_\_\_\_\_
- When did it happen?      during \_\_\_\_\_
- How did the speaker break the window? \_\_\_\_\_
- What happened to Peter? \_\_\_\_\_

What did Ms Wong tell the speaker to do?

- A. "Tell Peter you are sorry."  
B. "Get your report after school."  
C. "Stay after school for two hours."  
D. "Clean up the classroom."

How does the speaker sound in the speech?

- A. bored    B. excited    C. delighted    D. thoughtful

What is Ms Wong's attitude towards the speaker?

- A. harsh    B. uncaring    C. forgiving    D. easy-going

What lesson does the speaker learn? \_\_\_\_\_

What is the speaker most likely to talk about? The students' \_\_\_\_\_.

- A. hobbies  
B. future jobs  
C. sporting achievements  
D. favourite TV programmes

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17

**END OF PAPER**

## Listening: Sample Sub-paper Scoring Guide

Part	BC Descriptor	Key	Remark
1	<ul style="list-style-type: none"> <li>• Understanding the use of a range of language features in simple literary/imaginative spoken texts (ES)</li> <li>• Using an increasing range of strategies to understand the meaning of simple texts on familiar and less familiar topics which are delivered clearly and in generally familiar accents (IS, <b>KS</b>, <b>ES</b>)</li> </ul>	<ol style="list-style-type: none"> <li>1. D</li> <li>2. C</li> <li>3. B</li> <li>4. B</li> <li>5. D</li> <li>6. B, null, A, D, C</li> <li>7. D</li> <li>8. D</li> <li>9. lady</li> </ol>	<ul style="list-style-type: none"> <li>• Award a score of 1 for each correct answer</li> <li>• Award no score for an incorrect/illegible/no answer</li> </ul>
2	<ul style="list-style-type: none"> <li>• Using an increasing range of strategies to understand the meaning of simple texts on familiar and less familiar topics which are delivered clearly and in generally familiar accents (IS, <b>KS</b>, <b>ES</b>)</li> </ul>	<ol style="list-style-type: none"> <li>1. D</li> <li>2. A</li> <li>3. C</li> <li>4. B</li> <li>5. C</li> <li>6. A</li> <li>7. B</li> </ol>	<ul style="list-style-type: none"> <li>• Award a score of 1 for each correct answer</li> <li>• Award no score for an incorrect/illegible/no answer</li> </ul>

Part	BC Descriptor	Key	Remark
3	<ul style="list-style-type: none"> <li>• Understanding the use of a range of language features in simple literary/ imaginative spoken texts (ES)</li> <li>• Using an increasing range of strategies to understand the meaning of simple texts on familiar and less familiar topics which are delivered clearly and in generally familiar accents (IS, KS, ES)</li> </ul>	<ol style="list-style-type: none"> <li>1. A</li> <li>2. Albert</li> <li>3. Chairman</li> <li>4. 30<sup>th</sup> ABC Secondary School Anniversary Ceremony</li> <li>5. 23<sup>(rd)</sup> June 2006</li> <li>6. 2 p.m.</li> <li>7. School Hall</li> <li>8. C</li> <li>9. in the classroom</li> <li>10. recess</li> <li>11. He played basketball. //He hit the ball so hard.</li> <li>12. He was/got injured.// He got cut.</li> <li>13. D</li> <li>14. C</li> <li>15. C</li> <li>16. to forgive</li> <li>17. B</li> </ol>	<ul style="list-style-type: none"> <li>• Award a score of 1 for each correct answer</li> <li>• Award no score for an incorrect/illegible/no answer</li> <li>• For Questions 9 to 12 and 16, do not penalise students for wrong use of capitalisation, spelling or grammatical mistakes that do not interfere with the communication of ideas.</li> <li>• // indicates an alternative answer.</li> <li>• / indicates (an) acceptable word(s)/phrase(s) within an answer.</li> <li>• ( ) indicates a letter which is NOT essential to the answer.</li> </ul>

Please access the following website to listen to the script:  
www.bca.hkeaa.edu.hk/web/TSA/ref/s3e/S3-L-Sample-Part1.wma

## Part 1

### Tapescript

Narrator: You now have one minute to read this part. (*one-minute music*)  
***Tom is at the Reading Club. His teacher, Mrs Wong, is reading a poem to her students.***

Now, listen to the poem. The poem will be played **twice**. For the first time, listen carefully to the poem. You may take notes if you wish. The poem will begin now.

Ms Wong: **My very big family**

①[I have a very big family  
With an older sister Kelly  
Who works with the police  
Sniffs for drugs and chases thieves.] ①

②[My lovely cousin Shady  
Cares for a blind lady  
Who walks with a walking stick.  
Shady guides her everywhere.]②

③[My younger cousin Mutton  
Lives near a snow-covered mountain.  
He looks for people lost in the snow  
And wears a bell wherever he goes.]③

④[“Joan,” calls my master. “Here’s a big bone.”  
I wag my tail and lick his toes.  
I guard his house, when no one’s home  
Snap and bark at strangers who come too close.]④

Narrator: Now, listen to the poem again and answer the following questions. When you hear a beep (*beep*), answer the question. The poem will be played once only. The poem will begin now.

Listen to stanza 1 and answer Questions 1 and 2.

Ms Wong: **REPEAT ① [ ]①**

Narrator: Question 1

Which one of the following sentences is **not** true about Kelly?  
(*beep*) (10-second pause)

Question 2

Listen to line 4 again.

Ms Wong: Sniffs for drugs and chases thieves.

Narrator: How does Kelly sniff for drugs?

(*beep*) (10-second pause)

Listen to stanza 2 and answer Question 3.

Ms Wong: **REPEAT ② [ ]②**

Question 3

Why does the lady use a stick?

*(beep) (10-second pause)*

Listen to stanza 3 and answer Question 4.

Ms Wong: **REPEAT ③[ ] ③**

Narrator: Question 4

What does Mutton do?

*(beep) (10-second pause)*

Listen to stanza 4 and answer Question 5.

Ms Wong: **REPEAT ④[ ] ④**

Narrator: Question 5

What does Joan do when strangers come too close?

*(beep) (10-second pause)*

Now that you have listened to the poem, answer Questions 6 to 8.

Question 6

What do they do?

Match their names with what they do. Write the correct letter (A-D) in the box.

*(beep) (20-second pause)*

Question 7

Who tells us about his/her family in this poem?

*(beep) (10-second pause)*

Question 8

What is this poem about?

*(beep) (10-second pause)*

Question 9

In stanza 1, 'family' and 'Kelly' are two rhyming words. Find one word that rhymes with 'Shady' in stanza 2.

Now, listen to stanza 2 again.

Ms Wong: **REPEAT ②[ ] ②**

Narrator: *(beep) (10-second pause)*

This is the end of Part 1.

Please access the following website to listen to the script:  
[www.bca.hkeaa.edu.hk/web/TSA/ref/s3e/S3-L-Sample-Part2.wma](http://www.bca.hkeaa.edu.hk/web/TSA/ref/s3e/S3-L-Sample-Part2.wma)

## Part 2

### Tapescript

Narrator: You now have one minute to read this part. (*one-minute music*)

***Driving home in his car, Mr Lau and his son were listening to a radio programme about a football game. His son did not understand the programme and asked Mr Lau questions about it.***

Listen to the tape about the game and help Mr Lau answer the questions. The tape will be played **once** only. The tape will begin now.

Commentator: Good evening listeners. This is David Wu with 'Sports on Channel Ten', Hong Kong's favourite radio programme. Tonight, I'm coming to you live from City Stadium. The stadium is nearly full now. There are thirty five thousand people here to watch the two teams compete against each other. The Kowloon Cats are playing their rivals, the Happy Valley Tigers in this season's final. People are still streaming in. It's 7 o'clock. The match is about to start. Five minutes ago, the teams came out of the tunnel. Photos were taken. (*sound of whistle; games begins*) There goes the whistle. The Cats are kicking off to start the game. (*10-second music \_fades out*)

15 minutes left. The score is 2 : 2. Which team is going to win? People are very excited. Oh, no! The star player of the Tigers, Tommy Wong, has been injured. He can't stand up. Thousands of Tommy's football fans, who are here to support him, are very disappointed. The helpers are taking him out on a stretcher. Talented new player Johnny Yip replaces him. (*10-second music \_fades out*)

Only two minutes to go. It's a very close game, 2 : 2. Now, Peter Chan, who, by the way, began his football career only two months ago, passes to his team-mate, Johnny Yip. Oh, what a chance! Johnny Yip kicks the ball with his right foot, bends it into the far corner. Yes, yes... It's a goal!!! Yip's done it! Another goal for the Kowloon Cats! (*sound of whistle; game ends*) The whistle has gone. The match is over. The Cats have won. The final score is 3 to 2.

Narrator: You now have 30 seconds to check your answers. (*30-second pause*)  
This is the end of Part 2.

Please go to the following website to listen to the script:  
[www.bca.hkeaa.edu.hk/web/TSA/ref/s3e/S3-L-Sample-Part3.wma](http://www.bca.hkeaa.edu.hk/web/TSA/ref/s3e/S3-L-Sample-Part3.wma)

### Part 3

#### Tapescript

Narrator: You now have one minute to read this part. (*one-minute music*)

***You are a school newspaper reporter. You are listening to the beginning of a speech. You will complete a fact sheet for your editor.***

As you listen, complete the fact sheet. The answers may not be in the same order on the fact sheet as in the speech. Also, use the following reading materials, which are the address of the speaker and an invitation card, to complete the task. The speech will be played **once** only. The speech will begin now.

MC: Welcome to our 30<sup>th</sup> school anniversary ceremony. It is an honour to have one of our alumni, Dr Albert Chan, as our guest speaker this evening. Please give a big hand to Dr Chan.

Dr Chan: It is a pleasure to be invited to your 30<sup>th</sup> school anniversary ceremony. I am very happy to return to my school for the first time in 20 years. I had many good times here. It is good to see so many of my former classmates sitting in the front row. I can remember my teachers very well, especially Ms Wong, my Secondary 3 class teacher. She taught me how to be a good student. Let me tell you about the most unforgettable experience I had in this school. One day during recess, I was playing basketball in a classroom with my friend, Peter. I tried to pass the ball to him but I hit the ball so hard that it smashed the window. Peter got cut by the broken glass. Ms Wong was angry but she did not punish me severely. She did not make me stay after school for two hours or give me a 'C' on my conduct report. She wanted to give me a chance. I was only told to help clean up the classroom every day for one week. I learnt a good lesson from that experience. I learnt to forgive people when they've done something wrong. I'd like to take this opportunity to say 'Thank you, Ms Wong'. Now, on a more serious note, I want to talk about your career expectations... (*fading out*)

Narrator: You now have 30 seconds to check your answers. (*30-second pause*)  
(*beep*) This is the end of the listening paper.

**Reading: Sample Sub-paper**

**Part 1**

*Your class is doing a project on fire. You have been given this poem to read.*

***FIRE***

Come sit quietly beside me  
Feel my gentle warmth and comfort.

Listen to me crackle and pop  
And watch my leaping flames  
Reach high up to the sky.

I am a blaze of burning light  
What a brilliant sight!

But nasty and bad I can be,  
When my power is not controlled.

I can do terrible damage  
To things in my way,  
Burning with such fury  
Nothing can stop me,  
Nothing is left behind me!

Water of course is what I fear the most.  
My flames fade in a flash.  
Gone forever –  
Till someone lights another match.

5

10

15

1. What is the fire like in each stanza? Write your answer in the box.

dangerous	happy	friendly	dying
A. The first stanza (lines 1– 7) shows fire is			
B. The second stanza (lines 8 – 14) shows fire is			
C. The third stanza (lines 15 – 18) shows fire is			

Blacken the circle next to the corresponding letter with an **HB pencil**.

2. In lines 4 and 5, 'I am a blaze of burning light, what a brilliant sight!' means the fire is .....
- A. warm.
  - B. bright.
  - C. cheerful.
  - D. comfortable.
3. In line 12, 'Burning with such fury' means the fire is .....
- A. bad.
  - B. angry.
  - C. noisy.
  - D. smoky.
4. In line 14, 'Nothing is left behind me!' means that the fire .....
- A. goes away.
  - B. does nothing.
  - C. keeps burning.
  - D. destroys everything.
5. Find two words in the poem which sound like the noises a fire can make.
- \_\_\_\_\_ and \_\_\_\_\_
6. Line 16: 'My flames fade in a flash.' is an example of alliteration. Find another example from the poem.
- \_\_\_\_\_

## Part 2

*Your class is studying about festivals of different countries. You have been given this article to read.*

Read the following article about St Patrick's Day.

In Ireland and in North America, particularly the eastern parts of Canada and the United States, March 17<sup>th</sup> is an important date. It is St Patrick's Day. St Patrick is the patron saint of Ireland.

St Patrick was actually born in Wales not Ireland, in about 385 AD and he died on March 17, 461 AD. However, he lived in Ireland for the last 30 years of his life and was very important in making Ireland a Christian country. St Patrick built churches and schools and became successful in spreading Christianity throughout Ireland. 5

After his death many stories were told about him, though most have no proof. Ireland is a large island and no snakes can be found there. A story told about St Patrick is that he drove all the snakes out of Ireland. Another story is that St Patrick was able to bring the dead back to life. However, there is no proof of either story. 10

A symbol associated with St Patrick, and widely seen on St Patrick's Day, is the shamrock. This is a small plant with leaves usually growing in groups of three and found almost everywhere in Ireland. 15

The colour green is often related to Ireland. Ireland is a country with many forests and trees. It receives a heavy annual rainfall making the countryside very green. Likewise, shamrocks are green. On St Patrick's Day, women often wear green dresses and men, green ties or shirts. 20

Cities like New York and Boston have a large Irish population because millions of Irish people moved to North America. The most famous Irish-Americans in the 20<sup>th</sup> century were the Kennedy family. John F. Kennedy, the second oldest boy of Joseph and Rose, was born in Boston. He later became President of the United States. 25

People started to celebrate St Patrick's Day in Boston in 1737. Today, people still celebrate this important festival. However, it is more of a time for parties and dancing to Irish music rather than a religious festival. In Boston and New York, large parades are held on St Patrick's Day. In New York, the city uses the colour green in a special way. On this day, even the white line that runs down the centre of Fifth Avenue is re-painted green! Fifth Avenue is a famous street where the parade takes place. Would St Patrick approve? Who knows? 30

To help you understand this article, you are asked to answer the following questions.

Blacken the circle next to the corresponding letter with an **HB pencil**.

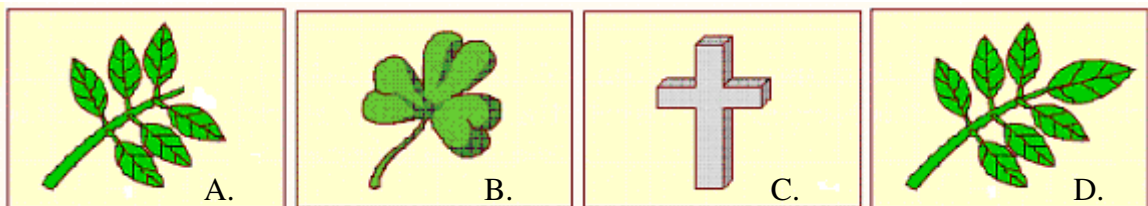
1. Why is St Patrick important to Irish people?
  - A. He died in Ireland.
  - B. He spent most of his life in Ireland.
  - C. He made the dead come back to life.
  - D. He turned Ireland to a Christian country.
  
2. Read line 9: ‘... though **most** have no proof.’  
The word ‘most’ refers to .....

  - A. the stories about St Patrick.
  - B. the stories about St Patrick’s death.
  - C. the dead coming back to life.
  - D. the snakes were driven out of Ireland.

  
3. Read line 15: ‘**This** is a small plant with leaves...’  
The word ‘This’ refers to .....

  - A. Ireland.
  - B. a symbol.
  - C. the shamrock.
  - D. St Patrick’s Day.

4. Which one of the following is the symbol of St Patrick’s Day?



5. The colour ‘green’ (line 17) is associated with Ireland because .....

  - A. Ireland is a green country.
  - B. Ireland is a Christian country.
  - C. Ireland gets a lot of rain in spring.
  - D. Irish people wear something green every day.

6. Which one of the following is true about John F. Kennedy?
- A. He was born in New York.
  - B. He was President of the United States.
  - C. He was the eldest son of his family.
  - D. His family moved from Ireland to America in 1960.
7. What is the main reason for people to celebrate St Patrick's Day nowadays?
- A. People can take part in large parades.
  - B. St Patrick is the patron saint of Ireland.
  - C. It is a religious festival remembering St Patrick.
  - D. People can get together and dance to Irish music.
8. Why is the white line down the centre of Fifth Avenue painted green?
- A. Fifth Avenue is famous for large parades.
  - B. St Patrick's Day is celebrated there only.
  - C. Green is the colour of St Patrick's Day.
  - D. Many Irish people live in New York.
9. An alternative title for the article could be .....
- A. *A festival celebrated in Ireland and North America.*
  - B. *The Shamrock - A symbol of St Patrick's Day.*
  - C. *Spreading Christianity on St Patrick's Day.*
  - D. *Immigration of Irish people to America.*

### Part 3

*You are Mary. Your school's Open Day is coming. You and your classmate, Paul, are planning what activities you will join on that day.*

Make use of the following information:

- A. the two information sheets on Open Day;
- B. two email messages.

A1

<h1>OPEN DAY</h1> <p>Welcome! Please join our activities!</p>	
<p style="text-align: center;"><b><i>THE COOKING CLUB</i></b></p> <p><b><i>Where:</i></b> Classroom 2A</p> <p><b><i>What:</i></b> We have fun learning to cook.</p> <p><b><i>When:</i></b> 11 a.m. to 3 p.m. (one hour per lesson)</p> <p><b><i>What's happening:</i></b> Every hour on the hour – a demonstration of simple, easy-to-make dishes.</p> <p><b><i>What's cooking:</i></b> 11 a.m. – ‘Baking delicious cookies’ 12 noon – ‘Making simple soup’ 1 p.m. – ‘Yummy puddings’ 2 p.m. – ‘Easy-to-make sandwiches’ 3 p.m. – ‘Preparing fresh fruit salad’</p> <p>And of course, helpful hints and answers to all your questions.</p> <p>Free samples too!</p>	<p style="text-align: center;"><b><i>THE ART CLUB</i></b></p> <p><i>Everyone is an artist!</i></p> <p>You can be one too!</p> <p>Continuous demonstrations and help.</p> <p><b><i>10 a.m.</i></b> – ‘Draw in ink’ Mr Chan, our teacher, will demonstrate different methods of drawing in ink.</p> <p><b><i>12 noon</i></b> – ‘Making pottery’ Miss Wong, our President, will teach you easy ways of making clay pots.</p> <p><b><i>2 p.m.</i></b> – ‘Learn to paint’ Members will demonstrate methods for both Chinese and Western painting.</p> <p>Look for us in the Art Room, Ground Floor.</p> <p>You can bring your own samples of paintings with you.</p>

# OPEN DAY

Welcome! Please join our activities!

## ***THE PHOTOGRAPHY CLUB***

***Location*** – 3<sup>rd</sup> Floor, Room 303

***Theme*** – ‘Photography is Fun!’

We’ll convince you that photography is fun and easy.

You don’t need to spend a lot of money on photography.

### ***Talks and Demonstrations***

**10:00** – ‘Choosing a camera’

**10:30** – ‘All about films’

**11:30** – ‘Differences between digital cameras and cameras using film’

**1:30** – ‘Tips for storing photos’

**2:00** – ‘Taking pictures for fun’

**3:00** – ‘How to set up a photography corner’

## ***THE COMPUTER CLUB***

Computer Room 1

**11:00** – The President of the Hong Kong Computer Society will talk about: ‘Computers – a very important part of modern life’

**2:00 – 3:00**

‘Create your own card’

Continuous demonstrations by members. Hands-on workshop! Use any one of our computers. Design graphics and create greeting cards.

**3:00** – ‘A lucky draw’: Visit our room and simply fill in the entry form. Win exciting prizes, including software and the latest computer games.

B1

To: [paul@teenager.com](mailto:paul@teenager.com)  
From: [mary@teenager.com](mailto:mary@teenager.com)  
Subject: Open Day Activities

Hi Paul,

Open Day at school is coming up and I'm so excited! The school clubs are going to be organising different activities. Are you planning to go? If you are, maybe we can go and do something together!

Here's what I plan to do. It's my dad's birthday next week, so I'll go to the Cooking Club to see if I can learn to make some snacks, like sandwiches or cookies. He likes desserts, so I'll take the class on making puddings. I'd also like to visit the Computer Club. There's a demonstration for graphic design in the afternoon. I already have an idea for a funny birthday card for my dad. If I have enough time, I want to go to one of the activities organised by the Art Club - either drawing or making pots.

Let me know what you plan to do.

Mary

B2

To: [mary@teenager.com](mailto:mary@teenager.com)  
From: [paul@teenager.com](mailto:paul@teenager.com)  
Subject: Open Day Activities

Hello Mary,

I'm definitely looking forward to Open Day! Of the activities you mentioned, I'm really interested in the one about making desserts. Let's meet at 1:00 pm at the Cooking Club.

You know I love taking pictures and I'm thinking about buying a new camera. I'm going to join the 10 am programme and the one later on about the two types of cameras. I'm sure to get some good tips on choosing the right camera. I'm also going to attend the workshop in the afternoon on 'How to set up a photography corner'. I've got some space in my room to set up my equipment. Well, I like painting too and I want to learn different methods of Chinese and Western painting. Seems like a lot but I'd like to do all these activities.

Hope to see you there!

Paul

Using the two information sheets on Open Day and two email messages, complete the following activity sheets for May and Paul. You **must** not use more than eight words for each answer.

### Mary's Activity Sheet

Time	Club	Activity	Reason
11 a.m.	Cooking Club	'Baking delicious cookies'	(1) _____
noon	(2) _____	(3) _____	learn to make clay pots
(4) _____	Cooking Club	(5) _____	Dad likes desserts
2 p.m.	(6) _____	(7) _____	(8) _____

### Paul's Activity Sheet

Time	Club	Activity	Reason
10:00a.m.	Photography Club	(9) _____	to buy a new camera
(10) _____	Photography Club	(11) _____	to get good tips
(12) _____	Cooking Club	'Yummy puddings'	(13) _____
(14) _____	(15) _____	(16) _____	like painting
3 p.m.	Photography Club	'How to set up a photography corner'	want to set up equipment at home

**END OF PAPER**

## Reading: Sample Sub-paper Scoring Guide

Part	BC Descriptor	Key	Remark
1	<ul style="list-style-type: none"> <li>Using an increasing range of reading strategies to understand the meaning of texts with some degree of complexity (IS, <b>KS</b>, <b>ES</b>)</li> <li>Understanding the use of a range of language features and other techniques to present themes, characters, experiences and feelings in simple literary/ imaginative texts (IS, <b>KS</b>, <b>ES</b>)</li> </ul>	1A. friendly 1B. dangerous 1C. dying 2. B 3. B 4. D 5A. pop 5B. crackle 6. I am a blaze of burning light (What a brilliant sight!)	<ul style="list-style-type: none"> <li>Award a score of 1 for each correct answer</li> <li>Award no score for an incorrect/illegible /no answer</li> <li>The answers for Questions 5A and 5B can be in any order.</li> </ul>
2	<ul style="list-style-type: none"> <li>Using an increasing range of reading strategies to understand the meaning of texts with some degree of complexity (IS, <b>KS</b>, <b>ES</b>)</li> </ul>	1. D 2. A 3. C 4. B 5. A 6. B 7. D 8. C 9. A	<ul style="list-style-type: none"> <li>Award a score of 1 for each correct answer</li> <li>Award no score for incorrect or no answer</li> </ul>

Part	BC Descriptor	Key	Remark
3	<ul style="list-style-type: none"> <li>• Using an increasing range of reading strategies to understand the meaning of texts with some degree of complexity (IS, KS, ES)</li> <li>• Extracting and organizing information and ideas from texts with relevant information and ideas from written texts on familiar topics and present them through oral, written or graphic means (KS)</li> <li>• Applying a range of reference skills for various purposes with the help of cues (KS)</li> </ul>	<ol style="list-style-type: none"> <li>1. learn to make snacks</li> <li>2. Art Club</li> <li>3. ‘Making pottery’</li> <li>4. 1 p.m.</li> <li>5. ‘Yummy puddings’</li> <li>6. Computer Club</li> <li>7. ‘Create your own card’</li> <li>8. for Dad’s birthday</li> <li>9. ‘Choosing a camera’</li> <li>10. 11:30 a.m.</li> <li>11. ‘Differences between digital cameras and cameras using film’</li> <li>12. 1 p.m.</li> <li>13. interested in making desserts</li> <li>14. 2 p.m.</li> <li>15. Art Club</li> <li>16. ‘Learn to paint’</li> </ol>	<ul style="list-style-type: none"> <li>• Award a score of 1 for each correct answer</li> <li>• Award no score for an incorrect/ illegible/no answer</li> <li>• Do not penalise students for wrong use of punctuation, capitalisation or grammatical mistakes that do not interfere with the communication of ideas</li> </ul>

## Writing: Sample Sub-paper

*Your cousin Paul from Canada is visiting Hong Kong. You were on a tour of Hong Kong with him. Your teacher wants you to write a short article about the tour for the school magazine.*

Describe what happened and how you felt about the tour in approximately 150 words. You can use the following pictures to help you write your article. They show what you saw and did during the tour.



Peak Tower



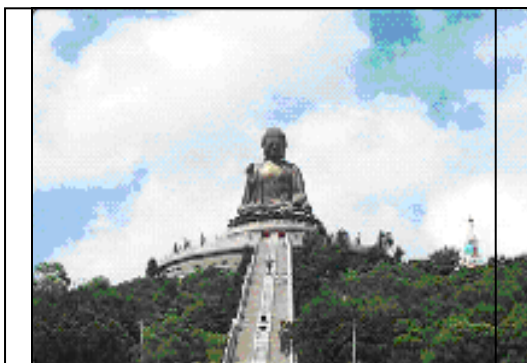
smiling and waving



delicious dim sum



shopping mall



The Big Buddha

?

**END OF PAPER**

## Writing: Sample Sub-paper – Scoring Guide

Score	Content	Organisation	Language	Features
4	<ul style="list-style-type: none"> <li>All relevant content</li> <li>Ideas expressed effectively/ clearly</li> </ul>		<ul style="list-style-type: none"> <li>Use a good range of vocabulary and language patterns</li> <li>Mainly accurate in grammar, spelling, capitalisation and punctuation</li> </ul>	
3	<ul style="list-style-type: none"> <li>Most or all relevant content</li> <li>Relates ideas to the topic with details</li> </ul>		<ul style="list-style-type: none"> <li>Use a range of vocabulary and language patterns</li> <li>Write with a few errors in grammar and spelling</li> <li>Most basic punctuation correct</li> </ul>	
2	<ul style="list-style-type: none"> <li>Some relevant content</li> <li>Some ideas expressed with details</li> </ul>	<ul style="list-style-type: none"> <li>Paragraphs developed with supporting details (description with supporting details)</li> <li>Coherent links within and between paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Use familiar vocabulary and simple language patterns</li> <li>Write with some errors in grammar and spelling that does not affect meaning</li> </ul>	<ul style="list-style-type: none"> <li>Features generally used correctly (e.g. letter format, description and speech in narration)</li> </ul>
1	<ul style="list-style-type: none"> <li>Limited ideas relevant to the topic</li> <li>Response lacks details</li> </ul>	<ul style="list-style-type: none"> <li>Paragraphs generally developed based on prompts</li> <li>Use of simple connectives and sequencers (and, but, first, then, etc)</li> </ul>	<ul style="list-style-type: none"> <li>Use a limited range of vocabulary and language patterns</li> <li>Write with many errors in grammar and spelling that may affect meaning</li> </ul>	<ul style="list-style-type: none"> <li>Some basic features are used (e.g. direct speech in a narrative)</li> </ul>
0	<ul style="list-style-type: none"> <li>Irrelevant ideas</li> <li>Content undeveloped</li> </ul>	<ul style="list-style-type: none"> <li>Incoherent paragraphs</li> <li>Scattered ideas</li> <li>Incomprehensible</li> </ul>	<ul style="list-style-type: none"> <li>Few or no language patterns</li> <li>Write with many errors in grammar and spelling that affects meaning</li> </ul>	<ul style="list-style-type: none"> <li>Basic features may not be evident</li> </ul>

### Remarks for Scores

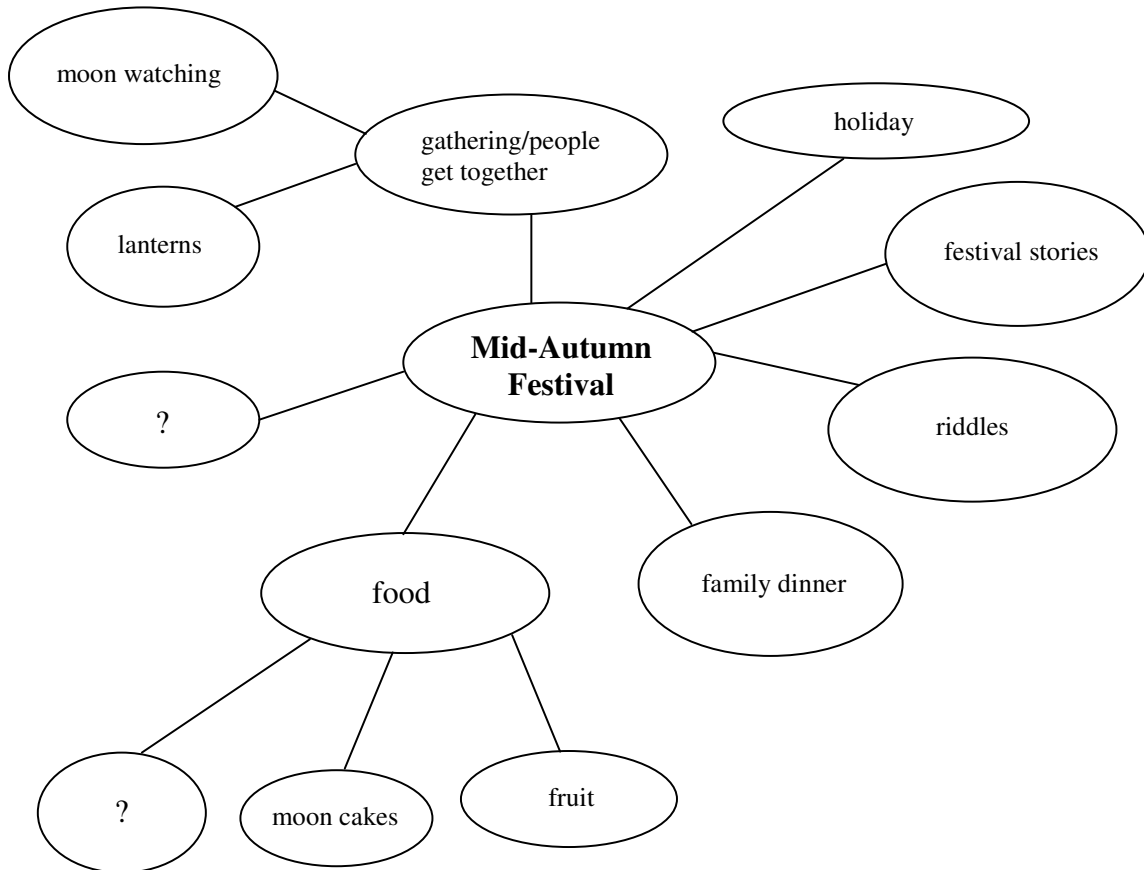
Answers < 100 words	<ul style="list-style-type: none"> <li>≤ 2</li> </ul>	<ul style="list-style-type: none"> <li>≤ 1</li> </ul>	<ul style="list-style-type: none"> <li>≤ 2</li> </ul>	<ul style="list-style-type: none"> <li>≤ 1</li> </ul>
Off-topic scripts	<ul style="list-style-type: none"> <li>0</li> </ul>	<ul style="list-style-type: none"> <li>≤ 2</li> </ul>	<ul style="list-style-type: none"> <li>≤ 2</li> </ul>	<ul style="list-style-type: none"> <li>0</li> </ul>

## Speaking: Sample Sub-paper

### Individual Presentation

*Your class is interested in learning about festivals in Hong Kong.*

You are preparing a two-minute presentation about Mid-Autumn Festival in Hong Kong. You can use some ideas from the following mind map or your own ideas in your presentation.



You may use the following or your own words to begin and end your presentation.

Good morning, everybody. People love Mid-Autumn Festival in Hong Kong...

That's all I want to say. Thank you.

**END OF PAPER**

## Speaking – Individual Presentation

### Notes for Teachers

#### Individual Presentation

Students are to be assessed one at a time by two assessors.

#### A. Before the Individual Presentation

1. Give one copy of the question paper to the student.
2. Allow three minutes for preparation.

You have three minutes to prepare for your presentation. You can use **some** ideas from the mind map or your own ideas in your presentation. You may write your notes on the question paper during preparation. You may begin now.

#### B. During the Individual Presentation

1. Ask the student to give a two-minute presentation.

You have two minutes for your presentation. You may begin now.

2. If the student has difficulty giving his/her presentation (silent for the first 15 seconds), give him/her only **two** prompts by asking:

- What is your topic about?
- Can you tell us something about your topic?

3. If the student stops talking before the timer goes off, ask:

Is this the end of your presentation?

OR

Have you finished your presentation?

#### C. End of the Individual Presentation

At the end of two minutes,

OR

If the student is still talking when the timer goes off, let the student finish his/her sentence and then say:

Time is up. Give me the question paper please. Thank you very much. You may go now.

## Speaking – Individual Presentation

### Scoring Guide

Score	Ideas & Organisation	Vocabulary & Language Patterns	Pronunciation & Delivery	Strategies for Oral Communication
4	<ul style="list-style-type: none"> <li>Express ideas that are relevant to inform and explain with details</li> <li>Communicate ideas clearly and coherently</li> </ul>	<ul style="list-style-type: none"> <li>Use varied and appropriate language patterns</li> <li>Use appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Speak clearly and fluently, with few or no errors in pronunciation</li> <li>Use intonation to enhance communication</li> </ul>	
3	<ul style="list-style-type: none"> <li>Express ideas in some detail that are relevant to inform and/or explain</li> <li>Communicate most ideas clearly and coherently</li> </ul>	<ul style="list-style-type: none"> <li>Use mostly appropriate language patterns</li> <li>Use mostly appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Speak clearly with some errors in pronunciation and occasional hesitation</li> <li>Make occasional attempts to use intonation</li> </ul>	
2	<ul style="list-style-type: none"> <li>Express adequate ideas that are relevant to the topic</li> <li>Communicate some ideas clearly and coherently</li> </ul>	<ul style="list-style-type: none"> <li>Use simple language patterns</li> <li>Use familiar vocabulary appropriately but with errors that may impede communication</li> </ul>	<ul style="list-style-type: none"> <li>Speak clearly though hesitantly with errors in pronunciation that may impede communication</li> </ul> OR <ul style="list-style-type: none"> <li>Occasional hesitant/stilted speech that may impede communication</li> </ul>	<ul style="list-style-type: none"> <li>Show appropriate awareness of audience (e.g. eye contact)</li> </ul>
1	<ul style="list-style-type: none"> <li>Express limited/disjointed ideas that are relevant to the topic</li> </ul>	<ul style="list-style-type: none"> <li>Use basic language patterns with possible errors</li> <li>Appropriately use vocabulary drawn from a limited and very familiar range, awkward wording may make understanding unclear</li> </ul>	<ul style="list-style-type: none"> <li>Speak with frequent errors in pronunciation that impedes communication</li> </ul> OR <ul style="list-style-type: none"> <li>Hesitant/stilted speech that impedes communication</li> </ul>	<ul style="list-style-type: none"> <li>Make occasional attempts to display audience awareness</li> </ul>
0	<ul style="list-style-type: none"> <li>Do not express any relevant or understandable information</li> </ul> OR <ul style="list-style-type: none"> <li>Make no attempt at all</li> </ul>	<ul style="list-style-type: none"> <li>Do not produce any recognisable words or language patterns</li> </ul> OR <ul style="list-style-type: none"> <li>Make no attempt at all</li> </ul>	<ul style="list-style-type: none"> <li>Do not produce any comprehensible English speech</li> </ul> OR <ul style="list-style-type: none"> <li>Make no attempt at all</li> </ul>	<ul style="list-style-type: none"> <li>Make a limited or no attempt to display audience awareness</li> </ul>

Remarks: 1) Presentations lasting less than one minute will **not** be awarded scores more than 2 on any criteria.

2) Students who read word for word from their own notes (require assessor's judgment based on evidence) will **not** be awarded scores more than 2 on any criteria.

## **Speaking: Sample Sub-paper**

### **Group Interaction**

*You and two other members of the English Club are going to help organise a singing competition. You meet to discuss the plan for the competition.*

In your discussion, you may include:

- when and where the competition will take place
- who will take part
- the deadline for joining the competition (when)
- who will be the judge(s)
- how you will tell other students about the competition
- what the rules will be for the competition
- any other details that are important

*You may begin by saying:*

We're going to hold a singing competition very soon. Let's talk about the best time for the competition...

**END OF PAPER**

## Speaking – Group Interaction

### Notes for Teachers

#### Group Interaction

Students are to be assessed in groups of three by two assessors.

#### A. Before the Group Interaction

1. Give one copy of the question paper to each of the three students in a group.
2. Allow three minutes for preparation.

You have three minutes to prepare for your group interaction. Do not talk to the other students. You may take notes on the question paper during preparation. You may begin now.

#### B. During the Group Interaction

1. Ask the students to start their group interaction.

You have three minutes for your group interaction. During the discussion, do not make notes. You may use the points mentioned on the question paper or your own ideas. You may begin now.

2. If any student has difficulty giving his/her ideas, give him/her a maximum of any **two** prompts mentioned on the question paper.
3. If the interaction finishes before the 3 minutes are up, ask

Does anyone have anything more to say?

4. If there is silence for 15 seconds after the question, say

If you have nothing more to say, we will stop now.

#### C. End of the Group Interaction

At the end of 3 minutes, say,

Time is up. Give me the question paper please. Thank you very much. You may go now.

## Speaking – Group Interaction

### Scoring Guide

Score	Task Completion – Ideas and Intelligibility	Strategies for Oral Communication
4	<ul style="list-style-type: none"> <li>Express and/or respond to ideas that are relevant with supporting details</li> </ul>	
3	<ul style="list-style-type: none"> <li>Express and/or respond to ideas that are relevant, occasionally providing some details</li> </ul>	
2	<ul style="list-style-type: none"> <li>Give short, simple responses to ideas that are relevant to the topic</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate formulaic expressions and/or simple turn-taking strategies* to maintain interaction</li> </ul>
1	<ul style="list-style-type: none"> <li>Give limited responses to ideas that are relevant to the topic, generally prompted</li> </ul>	<ul style="list-style-type: none"> <li>Use limited formulaic expressions and/or interaction strategies to respond to others</li> </ul>
0	<ul style="list-style-type: none"> <li>Do not express any relevant or understandable information</li> <li>OR</li> <li>Make no attempt at all</li> </ul>	<ul style="list-style-type: none"> <li>Do not use any interaction strategies</li> <li>OR</li> <li>Make no attempt at all</li> </ul>

Remarks: \* Turn-taking strategies include responding and maintaining interaction as well as drawing others in to participate.

- Students should contribute their own ideas to the discussion. Those who **only** read out questions using the prompts are not considered as contributors to the discussion. **No** score will be awarded on ‘Task Completion – Ideas and Intelligibility’.