

7. ENGLISH LANGUAGE

Results of Primary 3 English Language in TSA 2010

The territory-wide percentage of P.3 students achieving English Language Basic Competency in TSA 2010 is 79.2%. The percentage of students achieving basic competency in 2010 is similar to that of 2008.

Primary 3 Assessment Design

The assessment tasks for P.3 English Language were based on the *Basic Competency (BC) Descriptors (Tryout Version) for English Language at the end of Key Stage 1 (Primary 3)* and the *CDC Syllabus for English Language (Primary 1 – 6) 1997*. The tasks covered the four language skills of listening, reading, writing and speaking, as well as learning objectives in three interrelated strands, i.e. Interpersonal (IS), Knowledge (KS) and Experience (ES).

The P.3 written assessment consisted of four sub-papers for Listening and four sub-papers for Reading and Writing, comprising a total of 99 items and 111 score points. The duration of each Listening sub-paper was approximately 20 minutes, while each Reading and Writing sub-paper was 25 minutes. The oral assessment consisted of twelve sub-papers. The composition of the P.3 written sub-papers is provided in Table 7.1a and that of Speaking sub-papers is given in Table 7.1b.

Table 7.1a Composition of P.3 Written Sub-papers

| Written Assessment | | | | |
|---------------------------|------------------------------------|--------|--------|--------|
| Basic Competency | No. of Items (Score Points) | | | |
| Listening | 3EL1 | 3EL2 | 3EL3 | 3EL4 |
| | 20(20) | 21(21) | 21(21) | 20(20) |
| Reading | 3ERW1 | 3ERW2 | 3ERW3 | 3ERW4 |
| | 28(28) | 29(29) | 26(26) | 29(29) |
| Writing | 3ERW1 | 3ERW2 | 3ERW3 | 3ERW4 |
| | 1(7) | 1(7) | 1(7) | 1(7) |

Table 7.1b Composition of P.3 Speaking Sub-papers

| Speaking Assessment | | | |
|---|------------------------------------|-------------------------|-------------------------|
| Basic Competency | No. of Items (Score Points) | | |
| L2-R-3-P3BC (Reading aloud) | 3ES01 & 3ES03 2 (8) | 3ES05 & 3ES07 2 (8) | 3ES09 & 3ES11 2 (8) |
| L1-S-3-P3BC (Short answers) | 3ES01 – 3ES04 4 (16) | 3ES05 – 3ES08 4 (16) | 3ES09 – 3ES12 4 (16) |
| L3-S-1-P3BC (Picture description – pronunciation) | 3ES02 & 3ES04 2 (4) | 3ES06 & 3ES08 2 (4) | 3ES10 & 3ES12 2 (4) |

P.3 Listening Items

Each student was required to attempt one of the four sub-papers (about 20 minutes), each of which consisted of two listening tasks. All listening materials were played twice. Descriptions of the listening assessment tasks are provided in Tables 7.2 and 7.3.

Table 7.2 P.3 Listening: Distribution of Items

| Basic Competency | Descriptor | No. of Items |
|-------------------------|---|---------------------|
| L2-L-1-P3BC | Discriminating between common words with a small range of vowel and consonant sounds | 11 |
| L2-L-3-P3BC | Using a small range of strategies to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents | 30 |
| | TOTAL | 41 |

Table 7.3 P.3 Listening: Item Description and Question Types

| Basic Competency | Item Description | Question Type | No. of Items (Score Points) |
|----------------------------|---|----------------------|------------------------------------|
| L2-L-1-P3BC L2-L-3-P3BC | The Boy and the Animal <i>3EL1 / 3EL2 Part 1</i> | Multiple Choice | 9(9) |
| L2-L-1-P3BC L2-L-3-P3BC | School Picnic <i>3EL1 / 3EL4 Part 2</i> | Multiple Choice | 11(11) |
| L2-L-1-P3BC L2-L-3-P3BC | Music Class <i>3EL2 / 3EL3 Part 2</i> | Multiple Choice | 12(12) |
| L2-L-1-P3BC L2-L-3-P3BC | Hurry Up <i>3EL3 / 3EL4 Part 1</i> | Multiple Choice | 9(9) |

P.3 Reading Items

Each student was required to attempt four reading tasks in one of the four Reading and Writing sub-papers (25 minutes each). About 15 minutes was allotted for completion of the reading tasks in each sub-paper. Descriptions of the reading tasks are provided in Tables 7.4 and 7.5.

Table 7.4 P.3 Reading: Distribution of Items

| Basic Competency | Descriptor | No. of Items |
|-------------------------|---|---------------------|
| L2-R-5-P3BC | Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues | 49 |
| L2-R-6-P3BC | Applying a small range of simple reference skills | 7 |
| TOTAL | | 56 |

Table 7.5 P.3 Reading: Item Description and Question Types

| Basic Competency | Item Description | Question Type | No. of Items (Score Points) |
|----------------------------|--|----------------------|--|
| L2-R-5-P3BC L2-R-6-P3BC | Contents Page of a Book <i>3ERW1 / 3ERW4 Part 1</i> | Multiple Choice | 7(7) |
| L2-R-5-P3BC | A Letter from Miss Wong <i>3ERW1 / 3ERW4 Part 2</i> | Multiple Choice | 7(7) |
| L2-R-5-P3BC | A Bad Dream <i>3ERW1 / 3ERW3 Part 3</i> | Multiple Choice | 7(7) |
| L2-R-5-P3BC | Singing Competition <i>3ERW1 / 3ERW2 Part 4</i> | Multiple Choice | 7(7) |
| L2-R-5-P3BC L2-R-6-P3BC | Back Cover of a Book <i>3ERW2 / 3ERW3 Part 1</i> | Multiple Choice | 4(4) |
| L2-R-5-P3BC | A Famous Lady <i>3ERW2 / 3ERW3 Part 2</i> | Multiple Choice | 9(9) |
| L2-R-5-P3BC | The Talking Bear <i>3ERW2 / 3ERW4 Part 3</i> | Multiple Choice | 9(9) |
| L2-R-5-P3BC | My Best Friend <i>3ERW3 / 3ERW4 Part 4</i> | Multiple Choice | 6(6) |

P.3 Writing Tasks

Each student was required to attempt one writing task in one of the four Reading and Writing sub-papers (25 minutes each). About 10 minutes was allotted for completion of the writing task in each sub-paper. Descriptions of the writing tasks are provided in Tables 7.6 and 7.7.

Table 7.6 P.3 Writing: Distribution of Items

| Basic Competency | Descriptor | No. of Items |
|------------------|--|--------------|
| L2-W-3-P3BC | Writing and/or responding to short and simple texts with relevant information and ideas with the help of cues | 1 |
| L2-W-4-P3BC | Writing short and simple texts using a small range of vocabulary, sentence patterns and cohesive devices fairly appropriately with the help of cues despite some spelling and grammatical mistakes | 1 |
| TOTAL | | 2 |

Table 7.7 P.3 Writing: Item Description

| Basic Competency | Item Description | No. of Items (Score Points) |
|------------------|----------------------|-----------------------------|
| L2-W-3-P3BC | Tom and the Cat | ½ (4) |
| L2-W-4-P3BC | 3ERW1 / 3ERW2 Part 5 | ½ (3) |
| L2-W-3-P3BC | My Day at School | ½ (4) |
| L2-W-4-P3BC | 3ERW3 / 3ERW4 Part 5 | ½ (3) |

P.3 Speaking Tasks

Two components were designed for P.3 oral assessment. The first was ‘Reading Aloud and Expression of Personal Experiences’ (hereafter RA & PE) which required students to read aloud a text of approximately 35 – 40 words in length and then to answer a set of questions based on the theme of the text. Students were assessed on their reading fluency and response to the Oral Examiners’ questions. For this task, students were given two minutes to prepare for the assessment, one minute to complete the RA text and two minutes to complete the questions for PE. The second task was ‘Picture Description’ (hereafter PD) which required students to answer the Oral Examiner’s questions based on a single picture or series of smaller pictures. Students were assessed on the relevancy and response to the questions as well as their pronunciation. For PD, students were given three minutes to study the question paper and two minutes to complete the Oral Examiners’ questions.

Each component represented one half of the total sub-papers used for the oral assessment. RA & PE were comprised of sub-papers *3ES01*, *3ES03*, *3ES05*, *3ES07*, *3ES09*, *3ES011* and PD comprised *3ES02*, *3ES04*, *3ES06*, *3ES08*, *3ES10*, *3ES12*. A set of three sub-papers (two RA & PE tasks and two PD tasks) were alternately assessed in an assessment session. Sub-papers consisted of different topics: *In the Morning* (*3ES01*), *A Rainy Day* (*3ES02*), *Peter is Sick* (*3ES03*), *On a Train* (*3ES04*), *At the Park* (*3ES05* & *3ES06*), *My Best Friend* (*3ES07*), *A Birthday Party* (*3ES08*), *At the Beach* (*3ES09*), *A School’s Sports Day* (*3ES10*), *Tall and Strong* (*3ES11*) and *Friends at School* (*3ES12*). A total of three sessions were conducted over the 1.5 days of assessment held on 4 and 5 May 2010. Descriptions of the speaking tasks are provided in Table 7.8.

Table 7.8 P.3 Speaking: Distribution of Tasks

| Basic Competency | Task Description | Descriptor |
|-------------------------|---|---|
| L2-R-3-P3BC | Reading Aloud <i>3ES01, 3ES03, 3ES05, 3ES07, 3ES09, 3ES11</i> | Showing a basic understanding of short, simple and familiar texts by reading aloud the texts clearly and comprehensibly |
| L1-S-3-P3BC | Expression of Personal Experiences <i>3ES01, 3ES03, 3ES05, 3ES07, 3ES09, 3ES11</i> | Providing short answers to short and simple questions |
| L3-S-1-P3BC | Picture Description <i>3ES02, 3ES04, 3ES06, 3ES08, 3ES10, 3ES12</i> | Pronouncing simple and familiar words comprehensibly |
| L1-S-3-P3BC | | Providing short answers to short and simple questions |

Performance of P.3 Students with Minimally Acceptable Levels of Basic Competence in TSA 2010

P.3 Listening

Students with minimally acceptable levels of basic competence were generally able to identify key words with given cues. They understood the connection between ideas by identifying a small range of cohesive devices and basic differences in intonation. They could discriminate between common words with a small range of vowel and consonant sounds.

Key Words

- Most students at this level were able to pick up key words which were delivered slowly and clearly in the spoken texts. They could identify the correct telephone number and age of a student (3EL2 / 3EL3 Part 2 'Music Class' Q.9 and Q.3). They could also identify the school picnic as an activity that the teacher was talking about when they heard 'We will go on our school picnic.' (3EL1 / 3EL4 Part 2 'School Picnic' Q.1). When asked what the animal asked the boy to do, students were able to identify key words 'Go and say sorry to your friend' in the spoken text to mean that the boy should say sorry to his friend (3EL1 / 3EL2 Part 1 'The Boy and the Animal' Q.8).
- The majority of students could also identify key words related to daily life experiences – food and date of birth. They were able to identify 'bread and ham' as the food that Ben ate for breakfast (3EL3 / 3EL4 Part 1 'Hurry Up' Q.4) and date of birth of a student – 7th June 2000 (3EL2 / 3EL3 Part 2 'Music Class' Q.4). They were able to get the correct answer with straightforward verbal cues given. They could identify the picture of PE uniform as the correct answer when they heard 'Do not wear school uniform. Wear your P.E. clothes.' (3EL1 / 3EL4 Part 2 'School Picnic' Q.4). When asked what the students could play in the park on the picnic day, students were able to identify the picture of playing badminton as the correct picture among distractors 'playing computer games', 'playing cards' and 'cycling' from the spoken text (3EL1 / 3EL4 Part 2 'School Picnic' Q.7).
- Many students were capable of identifying key words which they were familiar with. They could identify the time that Mum would pick Ben up – 4:15 pm (3EL3 / 3EL4 Part 1 'Hurry Up' Q.6). They could also identify key words 'violin' as the class that

Susan wanted to join (3EL2 / 3EL3 Part 2 'Music Class' Q.1). When asked how the animal crossed the sky, students could identify that the animal crossed the sky by balloon when they heard 'I fly in balloons and cross the sky.' (3EL1 / 3EL2 Part 1 'The Boy and the Animal' Q.5).

Connection between Ideas

- Most students were able to understand the connection between ideas using 'and'. They could identify the correct picture of the animal with the verbal cues 'The animal had two legs, a long tail and two very long ears.' (3EL1 / 3EL2 Part 1 'The Boy and the Animal' Q.3). They were also able to identify the picture of chocolate bars as the food that the students should not bring on the picnic day among distractors 'fruits', 'cakes' and 'water', showing that they understood the connection between ideas in the spoken texts 'Do not bring junk food like potato chips and chocolate bars.' (3EL1 / 3EL4 Part 2 'School Picnic' Q.10).
- The majority of students could identify the connection between ideas with the help of pictorial cues. When asked where the boy was and what he was doing, they could correctly identify the correct picture by interpreting 'A boy sat in a park...saw an aeroplane in the sky.' (3EL1 / 3EL2 Part 1 'The Boy and the Animal' Q.1). They were also capable of understanding the connection between ideas linked by 'because'. They could interpret the reason for Ben being tired in the morning as 'having lots of homework last night' after listening to 'I slept late last night because I had many books to read for my homework.' (3EL3 / 3EL4 Part 1 'Hurry Up' Q.2). Many students also understood that Miss Chan asked the students to bring a hat because it might be sunny on the picnic day (3EL1 / 3EL4 Part 2 'School Picnic' Q.5).

Intonation

- Most students were able to identify the nervous tone of Ben's mum when mum said to Ben: 'Hurry up, hurry up! Have you packed your schoolbag? What lessons do you have today?' (3EL3 / 3EL4 Part 1 'Hurry Up' Q.8). They could also identify that the boy was sad when he found that he was not allowed to play computer games on the picnic day (3EL1 / 3EL4 Part 2 'School Picnic' Q.8). Students were capable of identifying the excited tone of Ben's voice when he said, 'Oh! Today is Teachers' Day. It's a school holiday. I don't need to go to school!' (3EL3 / 3EL4 Part 1 'Hurry Up' Q.9). Many students could interpret the speaker as happy when he said 'What a great idea!' (3EL1 / 3EL2 Part 1 'The Boy and the Animal' Q.9).

Sounds

- Many students were able to distinguish initial consonants. They could distinguish ‘Ko’ from ‘Lo’, ‘Mo’ and ‘So’ (3EL2 / 3EL3 Part 2 ‘*Music Class*’ Q.2), ‘Joy’ from ‘Coy’, ‘Toy’ and ‘Soy’ (3EL1 / 3EL4 Part 2 ‘*School Picnic*’ Q.2), ‘Jill’ from ‘Bill’, ‘Will’ and ‘Hill’ (3EL1 / 3EL2 Part 1 ‘*The Boy and the Animal*’ Q.4). The majority of students were able to distinguish ‘P’ from ‘B’, ‘D’ and ‘T’ (3EL2 / 3EL3 Part 2 ‘*Music Class*’ Q.5).
- Many students were capable of distinguishing time, bus number, price and floor number. They could distinguish ‘7:45 am’ from ‘7:40 am’, ‘8:15 am’ and ‘8:35 am’ and bus number ‘15’ from ‘3’, ‘5’ and ‘13’ correctly (3EL1 / 3EL4 Part 2 ‘*School Picnic*’ Q.3 and Q.6). When asked how much to pay for the music class, they could identify that Susan had to pay \$480 among distractors ‘\$408’, ‘\$418’ and ‘\$488’ (3EL2 / 3EL3 Part 2 ‘*Music Class*’ Q.11). Students could also distinguish ‘16/F’ from ‘6/F’, ‘36/F’ and ‘60/F’ (3EL2 / 3EL3 Part 2 ‘*Music Class*’ Q.6).

P.3 Reading

Students with minimally acceptable levels of basic competence were able to identify key words with the help of straightforward contextual clues. They could identify the connection between ideas with pictorial cues. Student could also apply a small range of simple reference skills to obtain information from the table of contents of a book. They were also capable of following pronoun reference and predicting content using picture cues.

Key Words

- Many students could identify the key words in the reading texts with straightforward contextual clues. When asked when Miss Wong wrote the letter to her students, students at this level were able to identify 'June' as the correct answer by locating the date of the letter at the top-right hand corner (*3ERW1 / 3ERW4 Part 2 'A Letter from Miss Wong' Q.2*). They were competent in identifying key words 'New York' in a story to refer to the place where the famous writer Judy currently lives (*3ERW2 / 3ERW3 Part 2 'A Famous Lady' Q.2*).
- Many students could match the correct picture with the key words identified. They were able to identify the picture of Mum with a smiling face with the contextual clue, 'Mum smiled when I showed her the trophy.' (*3ERW1 / 3ERW2 Part 4 'Singing Competition' Q.6*).
- Many students were able to get the answer with both contextual clues and pictorial cues. When reading a comic, students could identify key words 'What a boring lesson!' and use the pictorial cue of John's facial expression to interpret that John thought the lesson was boring (*3ERW1 / 3ERW3 Part 3 'A Bad Dream' Q.1*).

Connection between Ideas

- Many students were able to identify the connection between ideas with the help of pictorial cues and cohesive devices. They could identify the picture of Alice feeling frightened based on the contextual clue, 'I was afraid when I stood in front of my classmates.' in a diary (*3ERW1 / 3ERW2 Part 4 'Singing Competition' Q.3*). After reading a story, they could identify the correct picture of Judy reading books to match the contextual clues, 'Judy loved reading alone when she was a child.' (*3ERW2 / 3ERW3 Part 2 'A Famous Lady' Q.5*).

Reference Skills

- Some students were able to obtain information from the contents page of a book. After reading the contents page of the book *Kites in the Sky*, students understood that Chapter One was about the kites in 1998 (3ERW1 / 3ERW4 Part 1 'Contents Page of a Book' Q.2).

Predicting Content

- Many students could deduce the content of a comic with the help of pictorial cues. They understood the pictorial cue of John's sleepy face and signs of sleeping 'ZZZ' (3ERW1 / 3ERW3 Part 3 'A Bad Dream' Q.5).

Reference Words

- Some students could interpret reference words. They could correctly interpret the pronoun 'you' meaning 'the 3B students' when Miss Wong wrote 'You have all worked hard this year' in her letter (3ERW1 / 3ERW4 Part 2 'A Letter from Miss Wong' Q.3).

P.3 Writing

Students were required to complete one writing task of about 30 words. Students with minimally acceptable levels of basic competence generally understood the task requirements and could provide relevant ideas. In terms of content, students were able to provide a factual account of the story based on the pictures with almost no supporting details in *3ERW1* / *3ERW2*. Students could provide brief and relevant ideas to the prompts in *3ERW3* / *3ERW4*. In terms of language, most students at this level were able to use a small range of vocabulary, sentence patterns and/or cohesive devices fairly appropriately, with some grammatical and spelling mistakes.

Tom and the Cat (3ERW1 / 3ERW2 Part 5)

In this writing task, students were asked to write a story about Tom and the cat based on the given pictures.

[illegible]

Student Exemplar 1

Tom and his mum is going to school now. They wore many clothes. Sudden, they heard a soft voice. It was a cat. Tom looked at the cat. The cat seems to want milk. At last, Mum said "I will bring this cat home, you go to school yourself," said mum. "Ok!" said Tom.

(52 words)

Annotation

- Student is able to provide a factual account of the story based on the pictorial cues, with almost no supporting details ('...wore many clothes...heard a soft voice...Tom looked at the cat...'). The description is quite clear and an ending is provided ('...I will bring this cat home, you go to school yourself...').
- Student uses a small range of vocabulary ('heard', 'bring') and cohesive devices ('at last') fairly appropriately, with some grammatical ('The cat seems to want milk') and spelling mistakes ('sudden').

Student Exemplar 2

Tom and his mum walked to the school. When they nearly went to school, they saw a cat. Tom think, "Poor cat". Tom looked at the cat, and want to gave the cat some milk. At last, mum gave him to get home.

Annotation

- Student is able to provide a factual account of the story based on the pictorial cues, with almost no supporting details ('...walked to the school...saw a cat...want to gave the cat some milk...'). The description is quite clear and an ending is provided ('At last, mum gave him to get home.').
- Student uses a small range of vocabulary ('walked', 'looked at') and sentence patterns ('When they nearly went to school, they saw a cat...') fairly appropriately, with some grammatical mistakes ('Tom think...').

My Day at School (3ERW3 / 3ERW4 Part 5)

[illegible]

In this writing task, students were asked to write about his/her day at school with the help of prompts.

Student Exemplar 3

Tuesday 8th June

sunny

I went to school at this morning. It was sunny. I played with my friends at recess. I had six lessons. In the English lessons. We did a text. It was easy for me. I was happy! It was a good day for me.

Annotation

- Student is able to provide brief and relevant ideas/responses to the questions ('I went to school at this morning.', 'I played with my friends at recess.', 'I had six lessons.') with one supporting detail ('We did a text. It was easy for me.'). The ideas are quite clear.
- Student uses a small range of vocabulary ('sunny', 'easy'), sentence patterns ('We did a text. It was easy for me. I was happy! It was a good day for me.') fairly appropriately.

Student Exemplar 4

Tuesday 8th June

sunny

I went to school by school bus. Today was happy, because today has computer studies. In this time, I can played computer games. Then, teacher teaches my classmate the computer study. In the recess, I drink some water. Today was happy.

Annotation

- Student is able to provide brief and relevant ideas/responses to the questions ('Today was happy because today has computer studies.', 'In this time, I can played computer games', 'In the recess, I drink some water.')
- Student uses a small range of vocabulary ('played', 'teaches'), sentence patterns ('I went to school by school bus.') and cohesive devices ('because', 'Then') fairly appropriately. The student made some grammatical mistakes ('...because today has computer studies. In this time, I can played computer games.').

P.3 Speaking

Depending on the size of the school, a sample of either 12 or 24 students were randomly selected to participate in the oral assessment. No attempt was made to report results for schools in terms of the percent achieving basic competency in speaking because of the small sample size. However, a descriptive summary of the overall performance levels of students can be found in the ‘General Comments on P.3 Student Performances’ section.

Best performance of P.3 Students in TSA 2010

P.3 Listening

Students with the best performance demonstrated their ability in the following areas.

Connection between Ideas

- Students could identify the connection of two or more ideas in spoken texts. Students could identify ‘the boy’s friends would miss him’ as the reason for the boy not to hurry to see the world by interpreting ‘Don’t hurry. Your friend will miss you when you’re gone.’ (3EL1 / 3EL2 Part 1 ‘The Boy and the Animal’ Q.6).

Using Personal Experiences

- Students were able to use personal experiences to interpret meaning in a spoken text. They understood that the boy’s best friend was angry with the boy when they heard, ‘Oh, my best friend isn’t talking to me anymore because I shouted at him. I feel very very sad.’ (3EL1 / 3EL2 Part 1 ‘The Boy and the Animal’ Q.7).

P.3 Reading

Students with the best performance did well in the following areas.

Key Words

- Students could identify key words correctly in a poem. When asked what the children would talk about, the students could identify key words ‘We tell each other many secrets’ in the poem and they chose ‘their secrets’ as the correct answer (3ERW3 / 3ERW4 Part 4 ‘My Best Friend’ Q.5). Students could also identify key words in a comic. The students chose the picture of a truck as the correct answer, showing that they could identify key words with contextual clue, ‘Oh! There’s a big truck between the house and the shop. I’ll hide in it...’ in the comic (3ERW1 / 3ERW3 Part 3 ‘A Bad Dream’ Q.3).

Connection between Ideas

- Students were able to work out the connection between ideas with cohesive devices ‘but’ and ‘and’. Students understood that the children were called the ‘twins’ because they always stayed together by interpreting the connection between ideas in the last stanza of the poem:

But we are always called the twins.

We always sit and play together,

(3ERW3 / 3ERW4 Part 4 ‘My Best Friend’ Q.6)

- Students could identify the connection between ideas with the help of the cohesive device ‘and’. When asked what Alice, Jane and Mary always did together, students understood that the girls shared feelings by interpreting ‘They are my good friends and we always share our happy and sad times together.’ (3ERW1 / 3ERW2 Part 4 ‘Singing Competition’ Q.7).
- Capable students showed that they even understood the implicit connection between ideas in stories. Even though the cohesive device ‘because’ was not used, students could still understand the causal relationship hidden in the sentences, ‘She is often on television. Judy is famous.’ They could identify ‘She was often on television’ as the reason why many people knew the famous lady Judy (3ERW2 / 3ERW3 Part 2 ‘A Famous Lady’ Q.3). Similarly, students also correctly answered that Billy didn’t move because he was frightened by interpreting the implicit connection of the ideas in the story: ‘He is afraid. He does not move.’ (3ERW2 / 3ERW4 Part 3 ‘The Talking Bear’ Q.3).

Reference Skills

- Students could correctly locate information on the back cover of a book. They understood Bunny’s secret – she is afraid of spiders and chose the correct picture (3ERW2 / 3ERW3 Part 1 ‘Back Cover of a Book’ Q.1). They could also locate information on different parts of the back cover that showed Andy Smith had written five *Read Me* books (3ERW2 / 3ERW3 Part 1 ‘Back Cover of a Book’ Q.4).

Reference Words

- Students could correctly interpret reference words which were not close to the subjects referred. Students could identify the pronoun ‘They’ meaning ‘Judy’s readers’ in a story by following the contextual clues, ‘Children in Hong Kong and Japan love her stories and they find her books full of love. They also write to Judy to share their feelings about her stories!’ (3ERW2 / 3ERW3 Part 2 ‘A Famous Lady’ Q.9).

Unfamiliar Words

- Students were able to interpret the meaning of unfamiliar words correctly with the help of contextual clues in the comic. They could interpret that ‘Mr Wong has turned into a giant!’ to mean Mr Wong became a very large man with the help of the contextual clue, ‘He’s as big as an elephant!’ (3ERW1 / 3ERW3 Part 3 ‘A Bad Dream’ Q.2).

P.3 Writing

Students with good writing skills were able to provide a/an logical/interesting/imaginative story based on pictures with many supporting details in *3ERW1* / *3ERW2*. Students could provide relevant ideas with many supporting details or examples to the prompts in *3ERW3* / *3ERW4*. The ideas were well organised and coherent. In terms of language, students at this level were able to use a range of vocabulary, sentence patterns and cohesive devices appropriately with minor, few or no grammatical and spelling mistakes.

Tom and the Cat (3ERW1 / 3ERW2 Part 5)

Student Exemplar 5

Tom and his mum are going to school. They wear layers and layers of clothes because it is cold. Tom is holding a carton of milk to school for recess.

On the way, they walk past a ^{stray} kitten, all bare because it was a new-born one. Its mother had forgotten it. When Tom and his mum saw the poor kitten, shivering in the cold, like an orphan, Tom thought, "Poor kitty! How can I help it?"

He looks at the bare kitten sadly, and opens his carton of milk, and pours into his empty school-dinner box. He looks at it, and gives it its milk.

When it finishes drinking its milk, his mum carries it off to ^{her} home after she sends her son to school.

(121 words)

Annotation

- Student is able to write an interesting story based on pictorial prompts ('going to school...on the way...walk past a kitten...he looks at the kitten...opens his carton of milk...'). Student is also able to include his/her own supporting details, such as information about what Tom and his mum wear ('...layers and layers of clothes') and how Tom feeds the kitten ('opens his carton of milk, and pours into his empty school-dinner box'). The description is very clear and the ideas are well organised. Student has written an ending to the story ('When it finishes drinking its milk, his mum carries it off to her home after she sends her son to school.').
- Student uses a range of sentence patterns ('When Tom and his mum saw the poor kitten, shivering in the cold...', 'He looks at the bare kitten sadly.'), cohesive devices ('because', 'when') and pronouns ('his', 'its') appropriately. There are few or no grammatical and spelling mistakes ('ophran').

Student Exemplar 6

Tom and his mum was walking to school. They were wearing some thick clothes because it was winter. On the way to the school, they walk past a tree and saw a poor cat in a box. Tom thought the cat was poor and asked mum could he help the cat. Mum said, "Okay."

Then I knew I had a box of milk. So I opened it and ^{that} poured the milked out. Then I gave that starving cat. But the cat was still hungry, so I asked mum, "Can we bring it back home and take care of it?" Mum said, "Okay, but I need to buy things for the cat first and you also need to take care of." Then I went to school.

After school, I went back home and saw the poor cat was sleeping in a small cave and there were a lot of things for the cat. When it was wake, I washed him and gave it food. I was happy that I could help a poor cat. And I lived with it happily after.

Annotation

- Student is able to write an interesting story based on pictorial prompts with many supporting details ('They were wearing some thick clothes because it was winter.', 'Mum said, "Okay, but I need to buy things for the cat first and you also need to take care of."'). The description is very clear. The student could write well-organised paragraphs. A good ending is given to the story ('I was happy that I could help a poor cat and I lived with it happily after.').
- Student uses a range of vocabulary ('poured', 'starving', 'hungry', 'happily'), sentence patterns ('But the cat was still hungry, so I asked mum, "Can I bring it back home and take care of it?"') and cohesive devices ('then', 'but', 'because') appropriately. There are few grammatical and spelling mistakes ('milked').

Student Exemplar 7

Tuesday 8th June

sunny

I went to school today. Billy Chan was naughty in the lessons. He ran everywhere and hitted some classmates. I felt very unhappy. I went to play hide and seek with my classmates at recess. Then, we had Chinese, English, Maths, General Studies and PE lesson. PE lesson was fun. We hopped, sreamed, laughed and played with each other. It was a happy day because Billy Chan was sent to the headmaster's room!

Annotation

- Student is able to provide relevant ideas/responses to the questions with many supporting details or examples ('Billy Chan was naughty in the lessons. He ran everywhere and hitted some classmates. I felt very unhappy', 'PE lesson was fun. We hopped, sreamed, laughed and played with each other.', 'It was a happy day because Billy Chan was sent to the headmaster's room!'). The ideas are very clear and coherent.
- Student uses a range of vocabulary ('naughty', 'hide and seek', 'hopped', 'laughed'), sentence patterns ('It was a happy day because Billy Chan was sent to the headmaster's room!') and cohesive devices appropriately ('Then', 'because') with few grammatical and spelling mistakes ('hitted', 'sreamed'). Student displays a good use of language using passive voice ('It was a happy day because Billy Chan was sent to the headmaster's room!').

Student Exemplar 8

Tuesday 8th June

sunny

I went to school today, I and my friend, Kelly went to school together. We talked and talked, it was time for school now. At recess, we also talked, we laughed and laughed. I and Kelly talked to each other, we talked what lessons did we have, I had PE lessons, it was fun and she had English lessons. I saw a mouse on the floor, I was scared, but Kelly helped me to catch it, so I thanks to her, I was very happy because I had a good friend.

Annotation

- Student is able to write relevant ideas/responses to the questions, with many supporting details or examples ('I and my friend, Kelly went to school together. We talked and talked.', 'At recess, we also talked, we laughed and laughed', 'I and Kelly talked to each other, we talked what lessons did we have...', 'In the lessons, I saw a mouse on the floor. I was scared.', 'I was very happy because I had a good friend.'). The ideas are very clear and coherent.
- Student uses a range of vocabulary ('together', 'each other', 'fun', 'scared', 'catch'), sentence patterns ('I was scared, but Kelly helped me to catch it, so I thanks to her') and cohesive devices ('but', 'so') appropriately with few grammatical mistakes ('we talked what lesson did we have', 'I thanks to').

P.3 Speaking

Students with the best performance demonstrated competence in the following areas:

- In the 'Reading Aloud' component, students who performed well were able to read the texts fluently and clearly with appropriate pausing and intonation. They made very few or no mistakes in pronunciation when reading words such as 'thirty' (3ES01), 'friend' (3ES07) and 'likes' (3ES09). Students could also vary their pace and rhythm when reading a short dialogue: The doctor says, 'Take a rest and drink more water.' (3ES03) They also showed an awareness of their audience by maintaining good eye contact with the oral examiners.
- In the 'Expression of Personal Experiences' component, they could provide relevant answers to most of the questions naturally and readily with some elaboration. They were able to give information about their personal experiences related to given topics. They could talk about their best friend (3ES07) and their weekend activities (3ES09).
- In the 'Picture Description' component, they were able to give a clear description of what they saw in the pictures. They spoke clearly and readily with very few pronunciation mistakes. Their answers to most of the questions were relevant with some elaborated responses. They could answer 'Why/Why not' questions readily.

General Comments on P.3 Student Performances

P.3 Listening

- The performance of students in listening is similar to that of 2008. Students were generally good at identifying key words in spoken texts. They were able to identify key words on familiar topics: phone number, age, date of birth, food (e.g. chocolate bars), time, objects (e.g. P.E. uniform and sports shoes, balloon), activities (e.g. school picnic and playing badminton) and class to attend (e.g. violin). However, some students had difficulty in identifying key words related to districts (e.g. Sheung Wan) that they were less familiar with.
- Students were generally capable of distinguishing different feelings (e.g. happy, sad, nervous and excited) of speakers from their tones.
- Students were generally able to discriminate initial consonants such as 'K' and 'J'. They were capable of distinguishing similar sounds between 'P' and 'B', 'Ko' and 'Lo', '13' and '15'. Students could distinguish the stressed and unstressed sounds '16' and '60', but fewer students could distinguish '15' and '50'. Some students also found it difficult to distinguish 'Ray' from 'Bay', 'Kay' and 'May'.
- Students were generally able to identify the connection between ideas which were clearly linked by cohesive devices 'and' and 'because'. They could also identify the connection between ideas with pictorial cues. Fewer students were able to understand the connection of ideas in more than two pieces of information.

P.3 Reading

- The performance of students in reading is similar to that of 2008. Many students were able to identify key words with straightforward contextual clues. With the help of pictorial cues, students generally were able to identify the correct answer. However, fewer students were able to identify key words with less straightforward contextual clues in a poem and a comic.
- Students were generally able to work out the connection between ideas with cohesive devices such as 'when'. Pictorial cues were helpful to students in identifying connection between ideas. However, fewer students were able to identify the implicit connection between ideas.
- Some students were able to obtain information from the contents page of a book. They could identify the content of a chapter in a book correctly. However, fewer students could get the correct answer when they were required to locate information in different parts of the back cover.
- When given pictorial cues, many students were able to deduce the content of a comic. However, when asked to predict the content at the end of a story, fewer students were able to get the correct answer even with contextual clues given.
- Students were generally able to follow pronoun reference in which the pronoun was close to the subject it referred. For example, students were able to identify the pronoun 'you' referring to '3B students' when these two pieces of information was put close together in the letter. When the pronouns were not close to the subjects they referred to, fewer students were able to identify the pronoun reference even with pronouns that they were familiar with (e.g. you, he, they).
- Some students could interpret the meaning of unfamiliar words with contextual clues.

P.3 Writing

- In the writing task ‘Tom and the Cat’, students were given a word prompt for each of the three pictures and were asked to write an ending for the story. They had to interpret the pictures and write a story about the pictures. Students were generally able to write a factual account of the story with an ending, though not much supporting details were given. The description of the story was quite clear.
- In the writing task ‘My Day at School’, students were asked to write about his/her day at school. Prompts were given to help students to write: ‘What did you do at recess?’, ‘What lessons did you have?’ and ‘What happened in the lessons?’. Students were able to respond to the questions with brief but relevant answers. The ideas were quite clear. Students also showed that they could organise their ideas, though the prompts given were arranged in the form of a mind map.
- The performances of students in the two writing tasks are listed below.

Tom and the Cat

- For content, many students were able to write a short story about Tom and the cat based on the given pictures. Students generally were able to provide a factual account of the story based on pictorial cues. The storyline was clear. They were able to write about the weather, the clothes Tom and his mum wore, feelings of Tom and the cat: ‘It is windy’, ‘Tom and his mum go to Happy Primary School. Tom is wear a coat...the cat is poor cat, tom is look at the poor cat. She is unhappy. I give she a lot of milk’, ‘tom and his mum is wear the jacket...Tom is go to school. But undear the tree. Tom see the poor cat...mum bring the cat come home.’ The story was brief with almost no supporting details. In general, they could use the word prompts to write the story. However, some students misused the word prompt ‘wear’ and they wrote ‘wear to school’. Some students were able to include short conversation exchanges between Tom and his mum in the story, e.g. ‘Mum said, “I will bring this cat home, you go to school yourself.”’. This made the story more vivid and interesting.
- Most students were able to provide a very brief ending to the story, though without much elaboration: ‘Tom is go to school. He is happily! The cat happy too.’, ‘...and the cat drank the milk and Tom and cat was very happy. Last, mum and Tom very happy.’, ‘Tom gets his milk to the cat and bring the cat to the school and Miss Wong said he is a good boy’. However, few students were able to provide a story with imaginative ideas.

- In terms of language, most students were able to use a small range of vocabulary and sentence patterns fairly appropriately. They used the word prompts given in their writing. The vocabulary commonly used were 'cold', 'wear', 'look at', 'poor cat', 'drink milk', 'like', 'box', 'happy' and 'go home'. Students wrote short and simple sentences in the story, e.g. 'Tom and his mum go to Happy Primary School.', 'Tom and his mum wear a scarf go to school.', 'Tom looked at the cat', 'The cat is cold.', 'He holds a carton of milk.', 'Tom think, "Poor cat"', 'The cat drank the milk', 'He and his mum go to school. He feet happy.'
- Some students were able to use cohesive devices to link up ideas. They were able to use cohesive devices such as 'and', 'when', 'but', 'then' and 'at last'. For example, 'Tom wears a scarf and a thick jacket.', 'When they walk past a tree they see a poor cat.', 'But undear the tree. Tom see the poor cat.', 'Tom thinks "A poor cat!". Then, Tom gets his milk to the cat...', 'At last, they take it home and keep it at a pet'.
- Grammatical and spelling mistakes were common among students. Some of them made errors with the simple past tense and simple present tense, e.g. 'Tom walk past cat', 'Tom see poor cat', 'Tom and his mum is wear the jacket', 'I is a poor cat.', 'tom looked at the cat. The cat seems to want milk.', 'Tom have a milk.', 'Can I took the kitten back to home?', 'When Tom friends came to saw the cat, the cat played the his friends...'. Students also misspelled common words: 'happly' for 'happy', 'clothers' for 'clothes', 'becuse' for 'because', 'dirink' for 'drink', 'cola' for 'cold', 'boirng' for 'boring', 'mike' for 'milk', 'feet happy' for 'feel happy', 'jacter' for 'jacket', 'prak' for 'park'.
- A small number of students were able to provide relevant ideas to the topic with some supporting details. They could write well-organised paragraphs and could elaborate on their ideas: 'While they are walking, they see a cat with a coat of white fur. Tom thinks it is a poor cat.', 'On the way, they saw a poor cat sleeping in a box under a big tree'. Conversation exchanges with creative ideas were found in their writing: 'Mum said, "Maybe he likes you, lets bring him to our home."', 'Then I asked my mum "Can I take it home?" "What!!!" she replied. "Please!..." I said. "I,...Yes but you should play with it after you do your homework."' They also provided a good ending to the story with details: 'When it was wake, I washed him and gave it food. I was happy that I could help a poor cat and I lived with it happily after.' They could use a wider range of vocabulary and sentence patterns (e.g. 'On the way, they saw a poor cat sleeping in a box under a big tree. It was shivering as if it was very cold.', 'When

it finishes drinking its milk, his mum carries it off to her home after she sends her son to school.’). The use of cohesive devices such as ‘because’, ‘while’, ‘so’, ‘also’, ‘until’, ‘Then’ was also found in their writing.

My Day at School

- For content, students were able to write about his/her day at school with the help of given prompts. They were able to write about the lessons they had, the things they did at recess, things happened in the lessons as well as their feelings about the day at school. Their ideas were brief but relevant: ‘I went to school by bus. I had a PE, English, Chinese, Maths..... I play with my friends. My classmas shat food with me. They are very happy’. The ideas were quite clear, though without much elaboration.
- Many students were able to make use of the prompts given and organise their ideas well.
- In terms of language, most students were able to respond to the questions with appropriate vocabulary and short, simple sentences. The vocabulary commonly used were ‘school bus’, ‘Music’, ‘English’, ‘Chinese’, ‘Maths’, ‘playing’, ‘games’, ‘teaches’, ‘classmate’, ‘went’, ‘happy’ and ‘friends’. They also wrote short sentences in their writing, e.g. ‘I went to school by bus.’, ‘I had recess at three o’clock to three fifteen.’, ‘My classmate and I had PE lesson. We played ball games and skipped.’, ‘I had Music lessons...I singing and playing in the music lessons...The class happ too. Miss Chan is very happy.’.
- Some students were able to use a small range of cohesive devices. They could use ‘too’, ‘because’, ‘and’ and ‘then’ to link up ideas. For example, they wrote ‘I was very happy...The class was happ too.’, ‘Today was happy, because today has computer studies.’, ‘I had Maths, General Studies, English, Computer Studies and Chinese.’, ‘I can played computer games, then, teacher teaches my classmate the computer study.’.
- Grammatical and spelling mistakes were common in students’ writing. They made mistakes in grammar: ‘I can played computer games.’, ‘I am very happy. My best friends were happy.’, ‘I happened in the music lessons.’, ‘When I down stairs, I hurt my leg!’, ‘The TV is very fun. I laughed together.’, ‘Mary was fighted with May...In the recess, I had some candy and some water.’ Students also made some spelling mistakes: ‘paple’ for ‘paper’, ‘sometime’ for ‘sometimes’, ‘moring’ for ‘morning’, ‘taked’ for ‘talked’, ‘text’ for ‘test’, ‘classmas’ for ‘classmates’, ‘happ’ for ‘happy’, ‘sandwitch’ for ‘sandwich’.

- A small number of students were able to provide relevant ideas to the topic with some supporting details or examples, 'I feel very happy because I can play a lot of games.', 'In the morning, I ate some foods. They are yummy.', 'When it's recess, I wrote some stories about my classmates. I wrote a lot.' The ideas were clear and coherent. Students could also use a wider range of vocabulary and sentence patterns. They were able to use 'simple', 'amazing', 'scared', 'together', 'love doing projects', 'ate snacks', 'naughty', 'hopped', 'save', 'carried' in writing sentences. They could also write complex sentences, e.g. 'I ran around then I fell on the floor so my new friend came to save me.', 'In the lessons, I saw a mouse on the floor. I was scared, but Kelly helped to catch it, so I thanks to her.' They could use cohesive devices 'but', 'so', 'because', 'then', 'at last' appropriately.

P.3 Speaking

- In the 'Reading Aloud' component, more than half of the students could read a text fluently and clearly despite a few mistakes in pronunciation. Some of them, however, had difficulty correctly pronouncing words with final consonant blends like 'breakfast' (3ES01) and 'best' (3ES07), initial consonant blends like 'play' (3ES05 & 3ES11) and long vowel sounds in words, such as 'beach' (3ES09) and 'eating' (3ES11).
- For the 'Expression of Personal Experiences' component, students normally could provide brief answers to the questions related to topics. Yet some students were hesitant or gave no responses even after being prompted by oral examiners. Students evidently performed better with questions that elicited specific information, such as 'What time do you get up in the morning?' (3ES01) and 'Who is your best friend?' (3ES07). They did not respond as well to questions beginning with question word 'why', such as 'Why do you like him/her?' (3ES07).
- In the 'Picture Description' component, students were generally able to respond to the questions about the pictures. With familiar topics such as *A Birthday Party* (3ES08) and *Friends at School* (3ES12), students could provide brief answers to most of the questions. However, some students had difficulty giving reasons for a man feeling angry at the bus stop (3ES02) or explaining why people should not eat on a train (3ES04).

Comparison of Student Performances in English Language at Primary 3 TSA 2007 to 2010

This was the seventh year that Primary 3 students participated in the Territory-wide System Assessment at the end of Key Stage 1. Due to the concerns over the possible outbreak of Human Swine Influenza, the written assessments of TSA 2009 were cancelled and no data could be collected. However, the percentage of students achieving Basic Competency over the previous years is provided in Table 7.9.

Table 7.9 Percentage of Students Achieving English Language Basic Competency in 2007, 2008 & 2010

| Year | % of Students Achieving English Language Basic Competency |
|-------------|--|
| 2007 | 79.5 |
| 2008 | 79.3 |
| 2010 | 79.2 |

A comparison of the strengths and weaknesses of P.3 student performances in TSA from 2007 to 2010 provides useful information on how teachers can help students improve. Table 7.10 summarises such a comparison.

Table 7.10 Comparison of Student Performances in English Language at Primary 3 TSA from 2007 to 2010*

| Year Skill | 2007 | 2008 | 2010 |
|------------------|--|---|--|
| Listening | <ul style="list-style-type: none"> Identifying key words with given cues is one of the strengths of P.3 students. Students were able to distinguish some initial consonants. The majority of students were able to understand basic differences in intonation when a person was happy or surprised. Compared with last year, fewer students could distinguish stressed from unstressed sounds. Many students were able to make simple inferences from the spoken texts. Most students were able to understand the connection between ideas using 'also' and 'but'. | <ul style="list-style-type: none"> P.3 students were still good at identifying key words with given cues. They were able to identify a wide range of familiar concepts. Students were able to distinguish numbers like '7' and '17'. Most students were able to identify a speaker's tone of voice regarding their feelings of happiness and sadness. Some students were able to distinguish stressed from unstressed sounds. Quite a number of students were able to make simple inferences from the spoken texts. Most students were able to understand the connection between ideas using 'because'. | <ul style="list-style-type: none"> P.3 students were able to identify key words on familiar topics such as phone number, age, food, time, activities and objects. Students were able to distinguish initial consonants 'K' and 'J'. Students were generally able to distinguish different feelings (e.g. happy, sad, nervous and excited) of speakers from their tones. Many students were able to distinguish '16' and '60'. However, fewer students were able to distinguish '15' and '50'. Most students were able to understand the connection between ideas by identifying cohesive devices 'and' and 'because'. |

* Due to the outbreak of Human Swine Influenza, the TSA 2009 written assessments were cancelled and no data on students' listening, reading and writing performances could be collected.

| Year Skill | 2007 | 2008 | 2010 |
|----------------|--|--|--|
| Reading | <ul style="list-style-type: none"> Students were capable of matching key words with pictorial cues correctly. Compared with last year, fewer students were able to identify main ideas in reading texts using contextual clues. Many students were capable of matching book titles with book covers. They could also identify the writer and illustrator of a book. Some students could predict the meaning of unfamiliar words by using contextual clues. Students were able to make simple inferences. However, students had difficulty making inferences in longer texts. Many students could understand ideas linked by 'and'. Students with the best performances were able to interpret reference words. | <ul style="list-style-type: none"> Students could match key words with or without pictorial cues. Students were able to identify main ideas in reading texts using contextual clues or pictorial cues. Compared with last year, fewer students were capable of identifying the writer, the publisher of a book and in locating information on the table of contents. Students performed well in predicting the meaning of unfamiliar words by using contextual clues and pictorial cues. Students were able to make simple inferences. However, they were still weak in making inferences in longer texts, e.g. stories. Students with the best performances were able to interpret reference words correctly. | <ul style="list-style-type: none"> Many students were able to identify key words with straightforward contextual clues. Some students were able to obtain information from the contents page of a book. They could identify the content of a chapter in a book correctly. Some students could interpret the meaning of unfamiliar words with contextual clues. When given pictorial cues, many students were able to deduce the content of a comic. Students were generally able to follow pronoun reference in which the pronoun was close to the subject it referred. |

| <div>Year</div> <div>Skill</div> | 2007 | 2008 | 2010 |
|----------------------------------|--|---|--|
| Writing | <ul style="list-style-type: none"> Students were able to write about a topic with given prompts. They could also write a factual account of a story based on given pictures. Few students could write interesting or imaginative stories. Spelling mistakes were still common. Students had difficulty with verb forms. More students were able to use cohesive devices such as 'and' and 'then' in their writing. Students still gave brief ideas in their writing. Only a minority of students were able to provide relevant ideas with details. | <ul style="list-style-type: none"> When given prompts about a topic, students were able to provide brief but relevant ideas. When writing a story, they could provide a factual account based on given pictures. Few students could write interesting or imaginative stories. Spelling mistakes were common. Some students were not able to spell some common words correctly, e.g. 'hpple' for 'apple', 'classmass' for 'classmate', 'baerd' for 'bread', 'sandwirts' for 'sandwiches', etc. There were also many grammatical mistakes in students' writing, e.g. 'The frog is jump to Mary', and 'I can saw tree, flower and frog.' Students were able to use cohesive devices such as 'and', 'then', 'however' and 'but' in their writing. Students provided brief ideas in their writing. Only students with the best performances were able to provide relevant ideas with supporting details. | <ul style="list-style-type: none"> Students were generally able to write a factual account of the story with an ending, though not much supporting details were given. Students could also provide brief but relevant ideas about his/her day at school with given prompts. Few students could provide imaginative ideas. Students misspelled common words, e.g. 'happly' for 'happy', 'mike' for 'milk', 'prak' for 'park', 'text' for 'test', 'taked' for 'talked', 'sandwitch' for 'sandwich', etc. Grammatical mistakes were still common in students' writing, e.g. 'Tom see poor cat', 'I can played computer games.' Some students were able to use cohesive devices such as 'and', 'but', 'when', 'then', 'because', 'too' in their writing. A small number of students were able to provide relevant ideas with supporting details. |

| Year Skill | 2008 | 2009 | 2010 |
|-----------------|---|--|---|
| Speaking | <ul style="list-style-type: none"> For 'Reading Aloud', half of students were able to read fluently and clearly with few pronunciation mistakes. Words which required phonic skills were more challenging for some students. For 'Expression of Personal Experiences', more than half of the students responded hesitantly to questions. Questions which elicited factual answers were generally more manageable than open-ended questions. For 'Picture Description', nearly half of the students could provide relevant answers to most of the questions with little prompting. They could respond more naturally on topics such as <i>English Lesson</i> and <i>Going to School</i> but had more difficulty describing the feelings of the characters and providing an ending to the story. | <ul style="list-style-type: none"> In 'Reading Aloud', about half of the students read the texts fluently and clearly despite a few errors in pronunciation. Some students had difficulty pronouncing final consonant blend sounds in certain words correctly. Students continued to provide brief answers to the questions in 'Expression of Personal Experiences'. Students did not respond as well to questions beginning with 'How' and 'Why' as to those that elicited factual answers. More than half the number of students was able to provide relevant answers to most questions in 'Picture Description'. Students could give more elaboration on familiar topics, such as <i>Tom and His Homework</i> and <i>Chinese New Year</i>. | <ul style="list-style-type: none"> For 'Reading Aloud', more than half of the students were able to read fluently and clearly. Most of them made a few mistakes in pronunciation. A small number of them were able to use appropriate pausing and intonation. For 'Expression of Personal Experiences', the majority of students were able to respond appropriately to most situations. Many of them provided relevant but brief answers to questions. Students with the best performance were able to provide elaboration to some questions. In 'Picture Description', most students could provide relevant but brief answer to questions. Students with the best performance were able to elaborate on their answers readily. They could provide more elaboration on familiar topics, such as <i>A Birthday Party</i>. |