



Territory-wide System Assessment 2011

TSA 2011 Seminar

Primary 6 English Language

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Education Assessment Services Division

29 November 2011

全港性系統評估



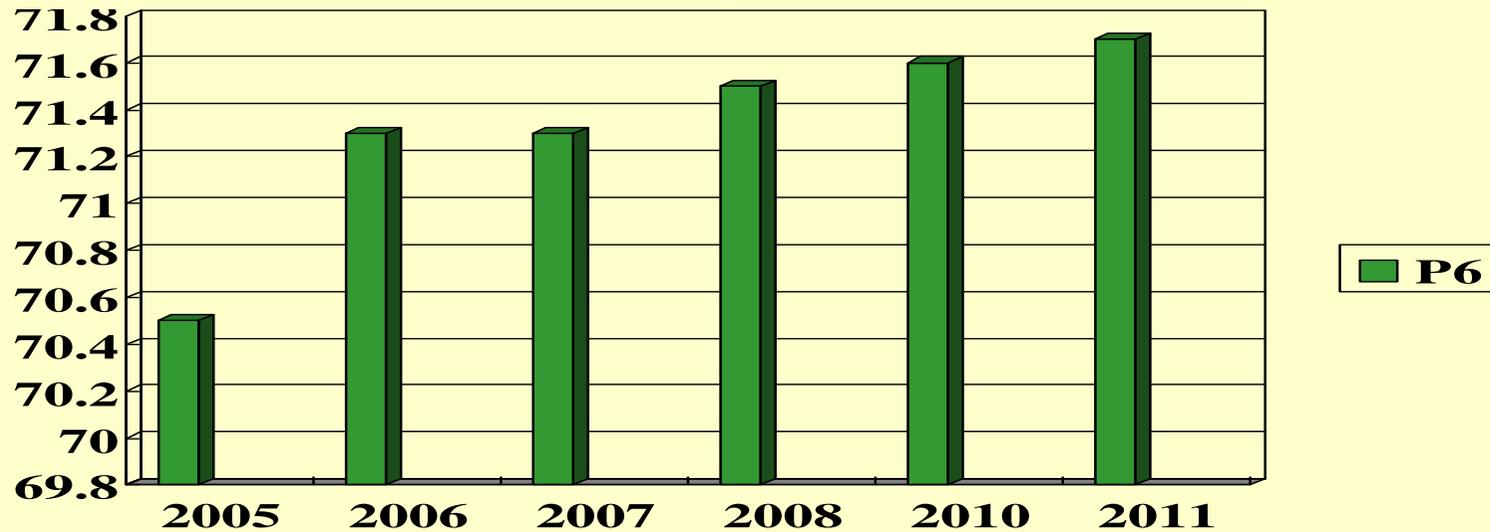


Territory-wide System Assessment

Dimension/ Skill	P.6 English Language	
	Sub-paper	Assessment Time
Listening	6EL1 6EL2 6EL3 6EL4	About 30 minutes
Reading & Writing	6ERW1 6ERW2 6ERW3 6ERW4	50 minutes
Speaking	Reading Aloud and Teacher-Student Interaction	Preparation Time: 2 minutes Assessment Time: 3 minutes
	Presentation	Preparation Time: 3 minutes Assessment Time: 2 minutes



Percentages of Students Achieving English Language Basic Competency in 2005 – 2011*



Subject and Level		Percent Achieving Basic Competency					
		2005	2006	2007	2008	2010	2011
English Language (Listening, Reading and Writing)	P.6	70.5	71.3	71.3	71.5	71.6	71.7



Remark: Due to the concerns over the outbreak of H1N1 Human Swine Flu, the written components of **TSA 2009** were cancelled and no data could be collected.



Primary 6 TSA 2011

General Observations of Students' Performances



Without the help of pictorial cues

Listening

Strengths

- Specific information
- Main ideas
- Connection between ideas
- Simile
- Sounds
- Intonation

Weaknesses

- Connection between ideas
- Specific information
- Predicting development
- Rhyme
- Sequence

Understand the overall meaning of spoken texts on familiar topics

NEXT





Listening – Text-types

2008	2010	2011
Exchanges <ul style="list-style-type: none">- conversations- telephone calls	Exchanges <ul style="list-style-type: none">- conversations	Exchanges <ul style="list-style-type: none">- conversations
Information Texts <ul style="list-style-type: none">- riddles	Information Texts <ul style="list-style-type: none">- weather reports	Information Texts <ul style="list-style-type: none">- announcements- news
Literary Texts <ul style="list-style-type: none">- stories	Literary Texts <ul style="list-style-type: none">- stories- poems	Literary Texts <ul style="list-style-type: none">- jokes- poems
	Persuasive Texts <ul style="list-style-type: none">- discussions	Persuasive Texts <ul style="list-style-type: none">- advertisements
	Procedural Texts <ul style="list-style-type: none">- instructions	





P.6 Student Performances in Listening – Strengths

2008	2010	2011
<ul style="list-style-type: none">• intonation• specific information• sounds• main ideas (with pictorial cues)	<ul style="list-style-type: none">• intonation• specific information• sounds• main ideas• connection between ideas• sequencing	<ul style="list-style-type: none">• intonation• specific information• sounds• main ideas• connection between ideas• simile



P.6 Student Performances in Listening – Weaknesses

2008	2010	2011
<ul style="list-style-type: none">• main ideas (more than one piece of information)• personification• connection between ideas	<ul style="list-style-type: none">• main ideas (more than one piece of information)• personification• connection between ideas• predicting development	<ul style="list-style-type: none">• sequencing• rhyme• connection between ideas• predicting development

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Student Performances in Listening over the Previous 3 Years

LISTENING

- Students performed better on tasks with familiar topics.
- Even without the help of pictorial cues, students performed well in some listening skills, e.g.
 - extracting specific information
 - grasping main ideas
 - understanding connections between ideas
- As in the previous years, students showed steady performance in discriminating among expressions of happiness, sadness, doubt and anger.
- Some students had difficulty in connecting ideas using contextual clues as in the previous years but there was a slight improvement in identifying main ideas when more than one piece of information was given in a spoken text.



P.6 Student Performances in 2011

Reading

Strengths

- Specific information
- Gist/Main ideas
- Connection between Ideas
- Simple reference skills
- Predicting development (pictorial cues)

Weaknesses

- Unfamiliar words
- Main ideas
- Connection between ideas (reference words)
- Inference skills
- Dictionary skills
- Onomatopoeia
- Predicting development



2008	2010	2011
<p>Exchanges</p> <ul style="list-style-type: none"> - conversations - newsletters 	<p>Exchanges</p> <ul style="list-style-type: none"> - conversations - messages - postcards 	<p>Exchanges</p> <ul style="list-style-type: none"> - conversations
	<p>Explanatory Texts</p> <ul style="list-style-type: none"> - captions - illustrations 	
<p>Information Texts</p> <ul style="list-style-type: none"> - charts - dictionaries - directories - information reports - notices - personal descriptions - programmes - tables 	<p>Information Texts</p> <ul style="list-style-type: none"> - dictionaries - leaflets - maps and legends - programmes 	<p>Information Texts</p> <ul style="list-style-type: none"> - dictionaries - contents page - glossaries - blurbs - children’s encyclopaedia
<p>Narrative Texts</p> <p>Literary</p> <ul style="list-style-type: none"> - plays - poems <p>Non-literary</p> <ul style="list-style-type: none"> - journals 	<p>Narrative Texts</p> <p>Literary</p> <ul style="list-style-type: none"> - poems - stories 	<p>Narrative Texts</p> <p>Literary</p> <ul style="list-style-type: none"> - poems - stories - plays <p>Non-literary</p> <ul style="list-style-type: none"> - personal recounts
<p>Persuasive Texts</p> <ul style="list-style-type: none"> - posters 	<p>Persuasive Texts</p> <ul style="list-style-type: none"> - posters 	
	<p>Procedural Texts</p> <ul style="list-style-type: none"> - instructions 	



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P.6 Student Performances in Reading – Strengths

2008	2010	2011
<ul style="list-style-type: none">• simple inference skills• specific information• unfamiliar expressions• rhyme	<ul style="list-style-type: none">• simple inference skills• specific information• unfamiliar expressions• sequencing• main ideas• predicting development (pictorial cues)• simple reference skills	<ul style="list-style-type: none">• connection between ideas• specific information• main ideas• predicting development (pictorial cues)• simple reference skills



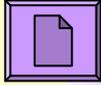
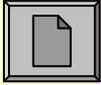


P.6 Student Performances in Reading – Weaknesses

2008	2010	2011
<ul style="list-style-type: none">• inference skills• main ideas• unfamiliar expressions	<ul style="list-style-type: none">• inference skills• main ideas• unfamiliar words	<ul style="list-style-type: none">• inference skills• main ideas• unfamiliar words
<ul style="list-style-type: none">• reference skills	<ul style="list-style-type: none">• connection between ideas• dictionary skills• predicting development	<ul style="list-style-type: none">• connection between ideas• dictionary skills• predicting development

Student Performances in Reading over the Previous 3 Years

READING

- Generally students performed better in tasks on familiar topics.
- As in the previous years, students were able to grasp the gist and extract specific facts from informational texts, e.g. glossaries and notices. Quite a number of them could interpret figurative language, e.g. personification, simile and onomatopoeia. 
- Their reading skills did not extend to interpreting unfamiliar words or expressions from context or connecting ideas from a text involving continuous prose. 
- Students lacked basic vocabulary to build a cognitive schema to comprehend a written text
- Exposure to different genres would encourage use of pronominal reference and lexical cohesion to connect ideas in a text.



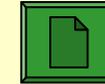
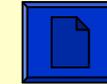
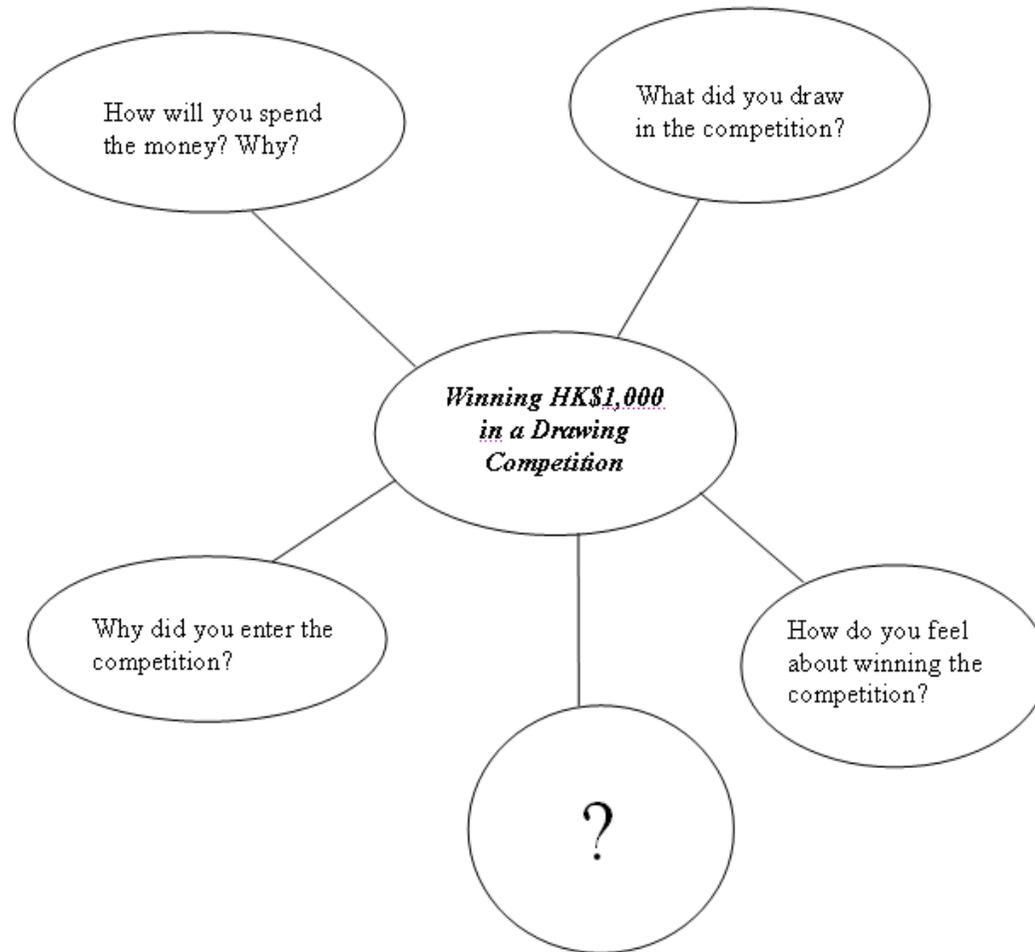


TSA 2011 Writing 1 – Winning a Drawing Competition

This writing task asked students to give an account of winning a drawing competition based on the prompts given in a mind map.

You won a drawing competition. Your prize was one thousand Hong Kong dollars. You want to write about this competition for a children's magazine.

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



A small number of students wrote about a lucky draw instead of winning a drawing competition.

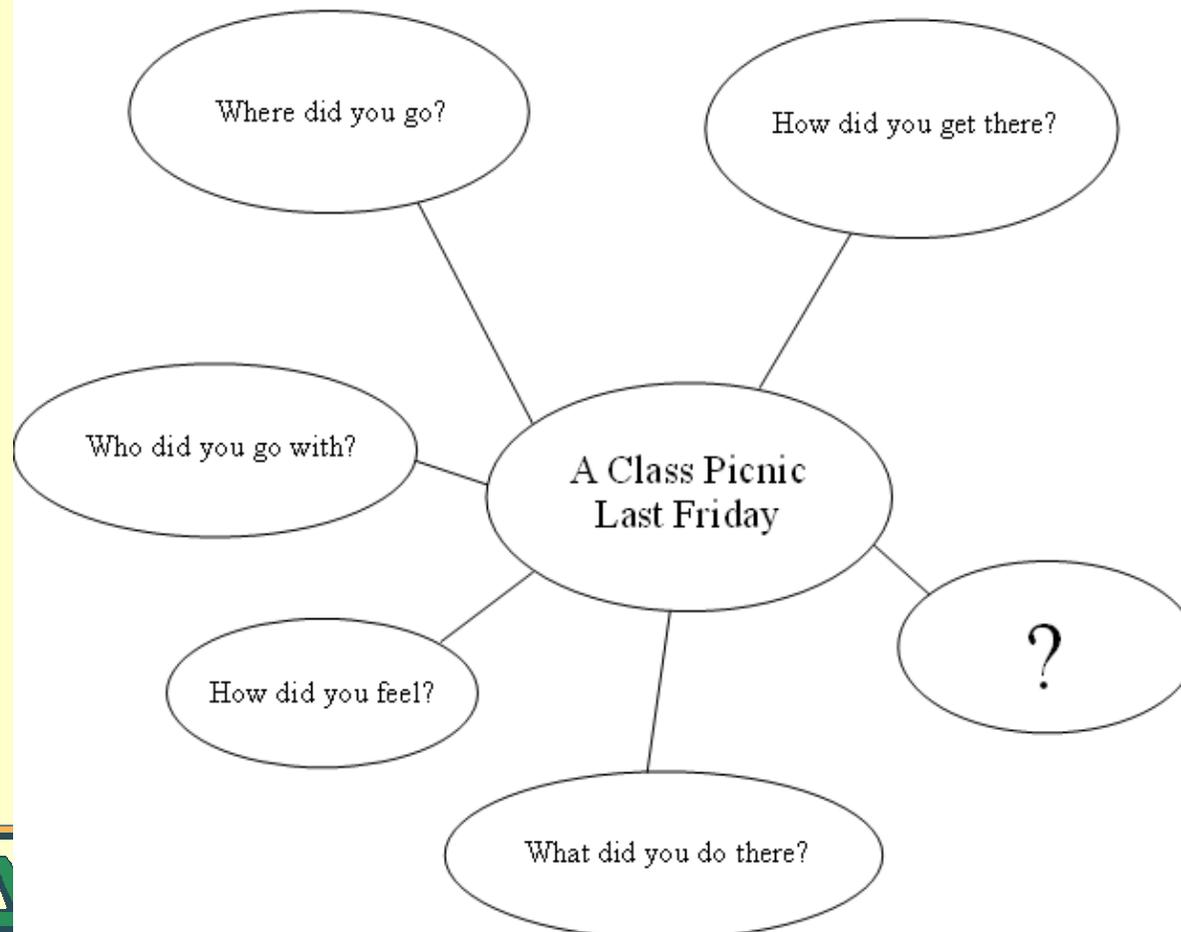
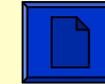


TSA 2011 Writing 2 – A Class Picnic Last Friday

This task asked students to give an account of a class picnic held last Friday based on the prompts given in a mind map.

You went on a class picnic last Friday. You are going to write an article for the school magazine about the picnic.

Write about 80 words. Use the following ideas for your article.

**NEXT**

Student Performances in Writing over the previous 3 Years

WRITING - Content

- In general, students performed better in writing a narrative and an informal letter than an expository task (the last one required students to give suggestions)
- Students had more ideas to write about when they were familiar with the topics

WRITING - Language

- Repeated use of action verbs and language patterns was evident in some students' works over the last few years
- Students could use simple cohesive devices to make their writing more coherent
- Past tense was not consistently used and passive voice was often used inaccurately and unnecessarily
- Spelling mistakes in known words were found
- Problematic language patterns and awkward phrasing – mostly traceable to L1 interference



Common Mistakes in Student Writing

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Verbs

'Winning a Drawing Competition'

- I will more hard-working.
(I will be more hard-working)
- I will donated one hundred dollars.
(I will donate one hundred dollars.)
- Have you ever join one before?
(Have you ever joined one before?)

'A Class Picnic Last Friday'

- I were crying too.
(I was crying too.)
- We were went to a new school.
(We went to a new school.)
- We was go back school.
(We returned to school.)



Common Mistakes in Student Writing

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Verbs

'Susan and the Cat'

- Susan is very like her.
(Susan likes her very much.)

'A Big Mistake'

- Paul near the woman. The woman is sleep on the bus.
(On the bus, Paul sat near a woman. The woman was sleeping.)
- The teacher said, 'Why do you too late?'
(The teacher said, 'Why are you so late?')

'My Classmate (Diary Entry)'

- Today, I'm go to P.5 now.
(Today was my first day in Primary 5.)
- 'He are very kind and cheerful.
(He is very kind and cheerful.)



Common Mistakes in Student Writing

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Verbs

'An Injured Dog'

- I could saw its leg was hurt.
(I could see the dog's leg was hurt.)

'My Dream'

- The robot are very rush to help his friend to send his letter.
(The robot rushed to help his friend...)



Common Mistakes in Student Writing

Word Choice

‘Winning a Drawing Competition’

- He called me to joy the competition.
(He asked/invited me to join the competition.)
- I saw a TV.
(I watched TV.)

‘A Class Picnic Last Friday’

- At that things, we learned that we should play games carefully so that we will not hurt ourselves.
(After this event, ...)
- We ate food on the tree floor.
(We ate food on the grass.)



Common Mistakes in Student Writing

Word Choice

'Staying Healthy'

- If we can healthy, we'll get many friends.
(If we are healthy, we can make many friends.)
- We can do a healthy people.
(We can become healthy people.)

'A Big Mistake'

- The story adive people must care the bus to where.
(The story advises people to be sure they take the right bus.)

'My Dream'

- I and the robot will do good friend.
(The robot and I will become good friends.)



Common Mistakes in Student Writing

Word Order

'An Injured Dog'

- I can't saw where is his master.
(I could not see where his master was.)
- I worried a dog, but i don't know can do what.
(I was worried about the dog but I did not know what I could do.)

'Winning a Drawing Competition'

- I was thinking how should I use the money.
(I was thinking how I should use the money.)



Common Mistakes in Student Writing

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Sentence Structures

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'Winning a Drawing Competition'

- It is about in the forest are so many animals.
(It is about a forest full of animals.)
- I saw this competition can win HK\$1,000.
(I saw this competition before and I hope I can win HK\$1,000.)
- My heart was happy.
(I was happy.)
- I were very happy because is frist I won the competition.
(I was very happy because I won the competition for the first time.)



Common Mistakes in Student Writing

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Sentence Structures

A

'A Class Picnic Last Friday'

- I with my friend in there walk.
(My friend and I walked there.)
- That day had a big wind.
(There was a big wind that day.)
- The lunch was delicious, had chicken wing, fish ball, cola and another food, we ate feel was joyful.
(The lunch was delicious. We had chicken wings, fish balls, cola and some other food. We felt joyful.)



Common Mistakes in Student Writing

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Sentence Structures

'Susan and the Robot Cat'

- The cat in the bag is very long time.
(The cat was in the bag for a very long time.)
- The cat is go out.
(The cat went out.)
- She saw a toy cat is very beautiful.
(She saw a toy cat which was very beautiful.)

OR

She saw a very beautiful toy cat.)

'Staying Healthy'

- We get healthy is easy.
(It is easy for us to get healthy.)



Common Mistakes in Student Writing

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A

Sentence Structures

'My Classmate (Diary Entry)'

- She name call Kimmi.
(She is called Kimmi. OR Her name is Kimmi.)
- Teacher was not free, so called me teach her did her homework.
(Our teacher was busy, so she asked me to teach Kimmi how to do her homework.)



Common Mistakes in Student Writing

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Sentence Structures

'An Injured Dog'

- I bought some food to give it.
(I bought some food to give to it.)

'Spare Time Activities'

- Drama and drawing can learn new skills.
(We can learn new skills from drama and drawing.)
- Tennis and swimming – can give us meet new friends.
(Tennis and swimming can give us a chance to meet new friends.)



Common Mistakes in Student Writing

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Sentence Structures

A

'My Dream'

- There were many people is I never seen.
(There were many people I had never seen.
OR There were many strangers there.)
- I thought brought the robot to saw doctor.
(I wanted to take the robot to see the doctor. OR
I thought I should take the robot to see the doctor.)
- I looked like the robot is big and long.
(I saw that the robot was big and tall.)



Common Mistakes in Student Writing

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Sentence Structures

A

'A Letter to a Pen-friend'

- I have planned you to go to...
(I have planned for you to go to...)
- You can go to the Peak because in the Peak sightseeing the Hong Kong is very good.
(You can go to the Peak for sightseeing because it has a very beautiful view there.)
- I sit the table car go to see the dolphin shows.
(I took a cable car to see the dolphin shows.)



Common Mistakes in Student Writing – Vocabulary/Spelling

‘Winning a Drawing Competition’

- goast → (ghost); excited → (excited); donte → (donate);
diffient → (different), graps → (grapes); brough → (brought);
beaitful → (beautiful)
- taked → (took); drawed → drew
- I want to be a drawer (painter).

‘A Class Picnic Last Friday’

- countain park → (country park); presious → (precious);
disguessed → (discussed); intresed/inetested → (interested);
muise → (music); hosptual → (hospital); luckly → (luckily);
dangred → (dangerous)



Common Mistakes in Student Writing – Vocabulary/Spelling

‘Susan and the Robot Cat’

- The cat is very cate (**cute**). It is beauting (beautiful).
- It (The cat) runed (**ran**) awary (**away**).
- Susan must stayed (**stay**) after school.
- In Chinese lesion (**lesson**)

‘Staying Healthy’

- eating madison (**taking medicine**)
- geting (**getting**) enough rest
- There are many choose (**choices**) to eat.
- We should do more extricese (**exercise**).



Common Mistakes in Student Writing – Vocabulary/Spelling

‘A Big Mistake’

- He standed (stood) at the bas (bus) stop.
- Asusall (as usual)
- Luckly (Luckily), he was not late for school.
- awayls (always)

‘My New Classmate’

- Why do you studey (study) in this school?
- We do (are) good friends now.
- I was afarid (afraid).
- Kimmi is a nice and clever gril (girl).



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Common Mistakes in Student Writing – Vocabulary/Spelling

‘An Injured Dog’

- The dog foller (followed) me.
- pliote (police) station
- I saw a dog at the connor (corner) beside a building.
- I feeled (felt) surprise (surprised).

‘Spare Time Activities’

- Watching TV is my last sugguest (suggestion).
- Watching cartons (cartoons) is fun.
- You need to (be) very caryful (careful).
- We can go to the lidarye (library) to read stories (story) books and newspapers.



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Common Mistakes in Student Writing – Vocabulary/Spelling

‘My Dream’

- The lady who is saling (selling) food is Jenny.
- The robot sait (said), “Little boy...”
- The dontor (doctor) said, “He...”
- A few times (moments) are go (ago)...

‘A Letter to a Pen-friend’

- can (go) sightseeing
- ...rided (rode) the cable car
- fist → first; beaturfly → beautiful; ariided → arrived; T-shic → T-shirt; bug → buy; pare → park; photoes → photos



Speaking – 2011

Read Aloud

- More than half of the students could read the texts fluently and clearly despite a few mistakes in pronunciation.
- Difficulty pronouncing words like ‘special’, ‘delicious’ (6ES01), ‘cousins’ (6ES03), ‘action’, ‘amusing’ (6ES07) and ‘dessert’, ‘lying’ (6ES09), and ‘happiness’, ‘support’ (6ES11)
- Dropped **end consonants** for words such as ‘shouted’ (6ES01), ‘home-cooked’ (6ES05) and ‘started’ (6ES07)
- **More than three syllables** – ‘celebrated’ (6ES01) and ‘decorating’ (6ES03)
- **Initial consonant blend sounds** – ‘clapped’ (6ES01), ‘prepares’ (6ES03), ‘fresh’ (6ES05) and ‘friends’ (6ES09)
- **Long vowel sounds** – ‘choose’, ‘believes’ (6ES05), ‘indeed’ (6ES11)
- **Consonant digraphs** – ‘eleventh’ (6ES01), ‘dishes’ (6ES03), ‘health’, ‘Thai’ (6ES05) and ‘shoulder’ (6ES11)



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Speaking – 2011

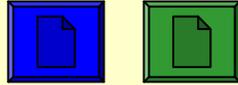
Teacher-Student Interaction

- Students generally could provide relevant answers to teachers' questions.
- Some could provide additional details on some more familiar topics, such as Cooking (6ES05) and On Rainy Days (6ES09).
- Students performed better with questions that elicited specific information, such as 'Who do you usually have dinner with?'
- Students did not respond as well to questions beginning with 'how' or 'why', e.g. How do you celebrate Christmas? (6ES03) Why is he your best friend? (6ES11)



Speaking – 2011

Presentation



- Many students could deliver a speech or tell a story based on the information provided.
- Many of them could communicate their ideas quite clearly despite a few mistakes in pronunciation.
- Most students were awarded a bonus score for having appropriate eye contact with the oral examiners.
- More challenging task – What I Want to Be (6ES04) and Getting Lost (6ES12)



Student Performances in Speaking over the Previous 3 Years

Reading Aloud

- More than half of the students could read the texts clearly despite a few mistakes in pronunciation.
- Problems with initial consonant blends, long vowels, words more than three syllables, words with 'v' sounds

Teacher-Student Interaction

- Students could generally provide relevant answers to the questions. Some could provide details on topics familiar with them.

Presentation

- Students were generally able to give a talk or tell a story based on the information given. Most students had appropriate eye contact with the oral examiners.





Comparison of Performances across Years – P.6 Listening

Progression of Performances

- sounds
- intonation
- specific information

Challenges

- main ideas (more than one piece of information)
- connection between ideas
- predicting development



Comparison of Performances across Years – P.6 Reading

Progression of Performances

- specific information
- simple inference skills

(with pictorial cues)

- unfamiliar words
- sequencing
- main ideas
- predicting development

Challenges

- main ideas
- inference skills
- connection between ideas
- reference skills



Progression of Performances

Content

- interesting, relevant ideas with some elaboration

Language

- cohesive devices

Challenges

Content

- clarity and coherence

Language

- vocabulary, sentence patterns, verb forms
- spelling / grammar





Comparison of Performances across Years – P.6 Speaking

Progression of Performances

- Read texts quite clearly
- Provide relevant responses

Challenges

- Pronunciation
- Elaboration of responses

Conclusion

LISTENING

- Most students performed well in extracting specific information, grasping main ideas, understanding connections between ideas even without the help of pictorial cues.
- A slight improvement was observed in identifying main ideas when more than one piece of information was given.

• READING

- Lacked the skills of building a cognitive schema to comprehend a written text – grasping basic vocabulary, interpreting information and connecting ideas using contextual clues.
- Exposure to a broader variety of reading materials, e.g. riddles, poems and extended prose would encourage use of pronominal reference and lexical cohesion to connect ideas in a text.



Conclusion

WRITING

- Eager to produce a writing task of about 80 words
- Repeated use of action verbs and inconsistent use of past tense to narrate past events
- Spelling mistakes in rudimentary words – inadequate grasp of phonics
- Problematic language patterns and awkward phrasing – mostly traceable to L1 interference

SPEAKING

- Limited range of vocabulary and basic sentence patterns
- Difficulty in elaborating on the pictorial cues



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END

THANK YOU!



P.6 TSA 2011 Listening – Strengths

Specific information

5. Why does Mary give her sports shoes away?
- A. They are worn out.
 - B. They are very dirty.
 - C. They are too small.
 - D. They are too big.



Mary: *I do have some sports shoes and socks I don't wear now. My feet have grown. The shoes and socks are too small for me.*





P.6 TSA 2011 Listening – Strengths

Main ideas

3. According to Peter, what kind of information does the radio station provide?
- A. weather report
 - B. school events
 - C. family life
 - D. health care



Peter: Two things really – playing music and talking. We'll talk about many things. We'll talk about our school – what's new and what's happening, for example, raising money for the new swimming pool and asking students to take part in the school drama competition.



P.6 TSA 2011 Listening – Strengths

Connection between ideas

5. Why did Peter play a song for all Primary 6 students?

- A. They are leaving school soon.
- B. They have good exam results.
- C. They like the song very much.
- D. They won the table tennis match.



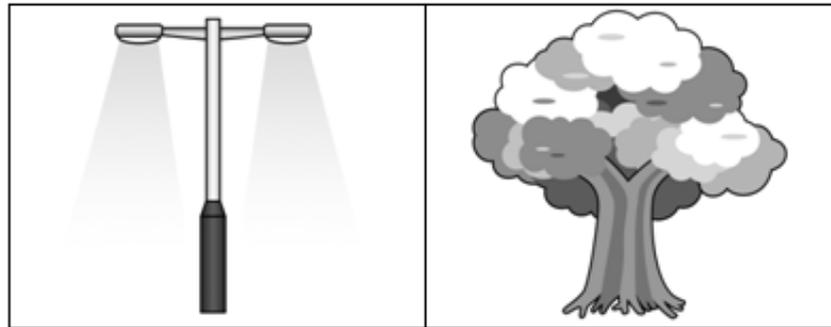
Peter: Yes, sure. Today's music is dedicated to all students in Primary 6. They will be moving to a new school soon. The song is called 'Farewell to You'.



P.6 TSA 2011 Listening – Strengths

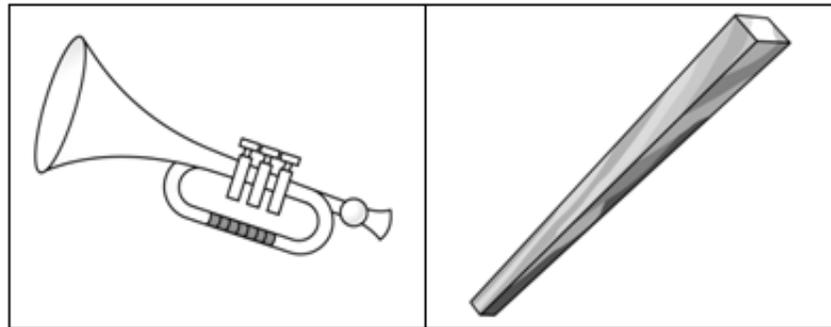
Simile

4. Which of the following does the writer use to describe the elephant's legs?



A.

B.



C.

D.



Look at the big grey elephant

His legs as thick as trees



BACK



P.6 TSA 2011 Listening – Strengths

Sounds

1. The organiser of this concert is _____.
- A. Brad's Sound Company
 - B. Fred's Sound Company
 - C. Glad's Sound Company
 - D. Ted's Sound Company



Announcer: The concert is organised by Fred's Sound Company.



P.6 TSA 2011 Listening – Strengths

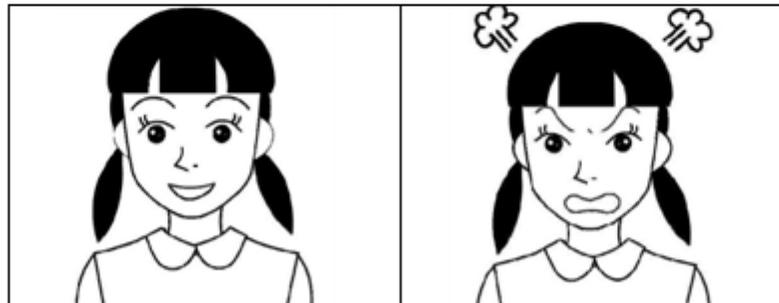
Intonation

7. How did Susan feel when Peter told his joke?



A.

B.



C.

D.

Peter: Stocking.

Susan: (doubt) What? Oh.h.h...Stoc-KING.





P.6 TSA 2011 Listening – Weaknesses

Connection between ideas

1. What season of the year is it?

- A. spring
- B. summer
- C. autumn
- D. winter



Mum: Summer will be here soon. The weather is getting warm. It's time to pack up our winter clothes.



P.6 TSA 2011 Listening – Weaknesses

Predicting Development

3. John said, “All right. I’ll try.” What do you think John will do?
- A. He will put all his clothes into a bag.
 - B. He will clean all his winter clothes.
 - C. He will throw his old clothes away.
 - D. He will find some clothes he does not need.



Dad: Well, John, look at all your winter clothes. I’m sure you can find a few you do not need.

John: All right. I’ll try.





P.6 TSA 2011 Listening – Weaknesses

Rhyme

8. You will hear four pairs of words. Which pair of words rhymes?

A.

B.

C.

D.



A. *wide, meal*

B. *fierce, teeth*

C. *stone, seen*

D. *you, too*

Sequence

- Mum: *But there are many things to remember before we give our clothes away. First, the clothes must be clean and must not be too worn out.*
- John: *But Mum, I really don't have many old clothes.*
- Dad: *Well, John, look at all your winter clothes. I'm sure you can find a few you do not need.*
- John: *All right. I'll try.*
- Mum: *Also remember to fold the clothes neatly. Don't put too many clothes into the bags. Otherwise, the bags will break.*
- Dad: *I have some empty boxes. We can put the bags into them. Then we can easily carry them downstairs.*

4. Put the following suggestions by Mum and Dad in the correct order.

1. Pack the clothes neatly into bags.
2. Wash all the dirty clothes.
3. Take the clothes downstairs.
4. Put the bags into boxes.

- A. 2 → 3 → 1 → 4
- B. 2 → 1 → 4 → 3
- C. 1 → 4 → 2 → 3
- D. 2 → 1 → 3 → 4





P.6 TSA 2011 Listening – Weaknesses

Specific Information

5. There will be another news update at _____

- A. 10:45 p.m.
- B. 11:15 p.m.
- C. 11:45 p.m.
- D. 12:00 midnight.



Reporter: We'll have another news update at a quarter to midnight.

P.6 TSA 2011 Reading – Strengths

Specific information

The Children's Encyclopaedia

The Children's Encyclopaedia is packed with interesting information for primary students, including subjects such as the natural world, culture, science and history.

The Encyclopaedia has recently been in its second edition also covers popular and contemporary topics, with new illustrations, cross-references and simple tasks and activities.

SUNFLOWER PRESS



1. This encyclopaedia is designed for people who are _____.

- A. 2 – 5 years old
- B. 6 – 12 years old
- C. 13 – 18 years old
- D. 19 – 30 years old

← BACK

Gist/Main ideas

On the Move

Rockets

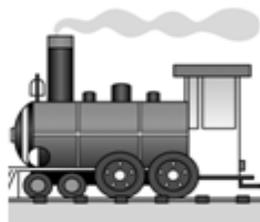
Rockets are special engines used to lift spacecraft into space. They are extremely powerful and need a lot of fuel. They are also very expensive to make and use.

**Cars**

Motor cars have been around for over one hundred years. The first cars had only three wheels and no roofs. They did not go very fast. Modern cars are spacious, comfortable and can reach high speeds. They also have safety features like airbags and seatbelts.

**Steam trains**

Steam trains, first built around two hundred years ago, had powerful engines and could reach high speeds. They were used to transport goods and passengers over long distances.

**Ships**

Early ships used sails. Today's modern ships have diesel engines and are often very large. They transport cargo around the world. Vessels that travel underwater are called submarines. Others, like hovercraft, use a cushion of air which allows them to move across the surface of the water.



1. Susan is reading a book about _____.

- A. transport
- B. clothes
- C. food
- D. housing



P.6 TSA 2011 Reading – Strengths

Connection between Ideas

I dream of being a firefighter someday 1

Saving families from the flames

What a good job that will be

Fighting fires every day

Many people will thank me 5

For carrying them away from danger

Mothers and children, sons and uncles

Will always want to meet me

In a fire, they will need me 10

Happy to help with hands and hose

Climbing ladders to the windows

There I will be, to the rescue

2. Why does the writer think being a firefighter will be a good job?

- A. The writer can meet many people.
- B. The writer can help people.
- C. It is fun.
- D. It is easy.

BACK

P.6 TSA 2010 Reading – Strengths

Simple Reference Skills

People and Places	70	The Arts	110
Where we live	71	Music	111
Life in a city	75	Painting	115
People at work	80	Plays	123
People at play	83	Sculpture	128
Children around the world	87	Stories	131
Animals and Plants	90	Glossary	136
How plants grow	91	Index	140
Animal families	95		
Life in the ocean	99		
Life in the forest	102		
Animals in danger	109		

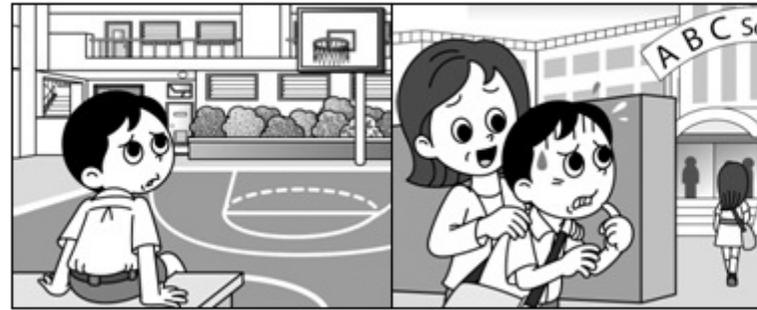
1. Peter can read about different jobs on page _____.

- A. 75
- B. 80
- C. 115
- D. 128

P.6 TSA 2011 Reading – Strengths

Predicting Development

6. What do you think will happen to Tom when he goes to secondary school?

 A. B. C. D.

I came to the school two years ago. I entered Primary 1 when my family moved nearby.

I like this school very much. The computer lessons are interesting and the teachers are helpful. I am able to spend a lot of time playing football, my favourite sport. I have also joined the school football team.

Finally, I look forward to making new friends and having new experiences at a new school.

Tom Hui (Class 6D)

Connection between Ideas

(Paul gets on a bus and sees his old friend Mary sitting there. He sits next to her.) 1

Paul: Hello, Mary. How are you? I haven't seen you for a long time.

Mary: Hello, Paul. It's good to see you. It's been a year since I last saw you at school. Are you still living in Sheung Wan?

Paul: No. That was a year ago. I live in Chai Wan now. 5

Mary: I'm still living in Central. **How's your English?** I remember you used to stay after class for extra lessons.

Paul: **It's getting better.** I practise a lot.

3. Read lines 6 – 9. Which of the following is true?

- A. Mary is not good at English.
- B. Mary practises English a lot.
- C. Paul went to extra lessons for Maths.
- D. Paul's English has improved.



P.6 TSA 2011 Reading – Weaknesses

T
S
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Inference Skills

Paul: I don't eat much chocolate now. I'm worried about my weight.

Mary: At school, they're always telling us to eat healthy food.

Paul: Yes, and take lots of exercise!

5. Read line 17: ... they're always telling us to eat healthy food. Who are 'they'?

- A. Mary's friends
- B. Mary's parents
- C. Mary's teachers
- D. Mary's relatives



P.6 TSA 2011 Reading – Weaknesses

Main ideas

I dream of being a painter someday 1
I will get up in the morning
And after a healthy breakfast
I will paint pretty pictures of peace

At noon I will put down my brush 5
And have fried fish and fruit for lunch
Later in the afternoon
Another picture I will paint

A happy painter I will be
With big brown brushes and colourful paints 10
Painting pictures of people and places
Painting pictures of you

I like to paint pictures of people and places
I like to paint the world that I see

3. When will the writer paint?

- A. at lunchtime
 B. during the day
 C. late evening
 D. at night



P.6 TSA 2011 Reading – Weaknesses

Onomatopoeia

The voice said, “You do not like to look alike. I will change you!”

They saw a flash of lightning and heard a loud noise. “Boom! Boom!”

Bill looked at Ben. Ben had a face like a large green frog! Ben looked at Bill. Bill had hair all over his face, like a monkey!

15

5. Read line 13. ‘Boom’ is the sound of _____.

- A. rain
- B. thunder
- C. trees
- D. wind



Predicting Development

Paul: I would like to do that as well but I can't afford coaching. A tennis coach costs at least \$400 an hour.

(Mary looks out of the bus window.)

Mary: I'm getting off at the next stop for my evening piano lesson. It starts soon. 15

Paul: I need to stay on the bus till the last stop.

Mary: Paul, it's been great seeing you.

Paul: Let's exchange phone numbers.

Mary: Sure. 20

(Paul and Mary exchange phone numbers and then Mary gets off the bus.)

11. What do you think will happen after this bus journey?

- A. Mary will get off the bus with Paul.
- B. Mary will call Paul.
- C. Paul will go to the piano lesson.
- D. Paul will start playing tennis.



Dictionary Skills

The boys' parents quickly took them to the oldest woman in the village. 1
They knew she also had magical power. The twins told her what happened. They
said, "We were unhappy before but we are more unhappy now. Please help us."

The old woman took some water from a small river behind her house. She
splashed the water onto the boys' heads and **put a spell on them** at the same time. 5

Suddenly, Ben's frog face went away and so did the hair on Bill's face. The
twins looked alike again.

"Oh, thank you!" said the boys.

10. In line 5, what does the word 'spell' mean?

spell *n*

1. A period of time during which something lasts
'We had a long spell of warm weather last year.'
2. Spoken words which people believe have magical power
'He spoke a spell over her when he moved his hands.'

spell *v* (pt, pp spelled or spelt)

3. To say or write the letters of a word in the correct order
'You spell her name M-A-R-Y.'

(phrasal verb) spell something out

4. To explain something in detail
'Do I need to spell out the instructions again?'

- A. 1
 B. 2
 C. 3
 D. 4



Unfamiliar Words

Mary: Yes, I would really like that. We can all have a picnic together or perhaps play sports. Do you still play badminton?

Paul: Yes. I play every weekend. It's fun.

Mary: Yes. It's easy to play badminton but I prefer to play tennis. It's more challenging. 10

8. Why does Mary prefer to play tennis?

- A. It is easier than badminton.
- B. It is more difficult than badminton.
- C. It is expensive.
- D. It is cheap.



P.6 TSA 2011 Writing 1 (BC)

Winning a Drawing Competition

Recently, I won HK\$1,000 in a drawing competition. At that time, my heart was happy. When I went back home, I was thinking how should I use that \$ 1,000, should I donate it, or should I buy gift for mum and dad... Suddenly my best friend called me, and I told her that I have went to the bank to join the competition. She said that she will join it next time.

Content

- provides some brief ideas
- ideas are quite clear

Language

- uses basic vocabulary, e.g. 'donate', 'suddenly', 'join'
- correct use of cohesive devices, e.g. 'At that time', 'Suddenly'
- attempts to use complex sentence patterns, e.g. 'When I went back home, I was thinking how should I use (I should use)...
- awkward phrasing, e.g. 'my heart was happy' (I was happy)





P.6 TSA 2011 Writing 1 (Best Student)

Winning a Drawing Competition

Recently, I won HK\$1,000 in a drawing competition. I was happy that I could win among those competitors. Actually I was not good at drawing, but I think the meaning of the painting touched people's heart. It is a crowd of children from different countries with different nations... They're holding hands, but some of them are even blind or deaf. But they all have their own dreams. I hope people will understand the meaning of the painting: Hopes are everywhere, wherever there are children.

I really thank my mom, who gave me the main idea of the painting and always supporting me. Thank you for her encouragement or else I won't be the champion of this competition. I was glad the she's happy too!

All of the money will be donated to the charity and I hope it will help the poor.

Content

- provides interesting ideas with plenty of supporting details
- ideas are very clear
- coherent links between sentences within paragraphs
- gives an appropriate ending

Language

- uses a good range of vocabulary
 - verbs: 'touched', 'donated', 'understand'
 - adjectives: 'blind', 'deaf'
 - nouns: 'competitors', 'meaning', 'countries', 'encouragement', 'champion', 'charity', 'nations'
- good use of complex sentence patterns, e.g. 'I really thank my mom who gave me the main idea of the painting', 'Hopes are everywhere wherever there are children'
- appropriate use of prepositions, e.g. good 'at', the meaning 'of'
- appropriate use of cohesive devices, e.g. 'but', 'too', 'and'





P.6 TSA 2011 Writing 2 (BC)

A Class Picnic Last Friday

Last Friday, my class went on a picnic.

We went to a country park in Kowloon. We went there by a bus from school to that country park. I went with myself. When we arrived there, there was no people.

We had barbeuse. I ate a lot. They are yummy. Some of them played football. And I played tennis with Alan, my best friend.

After a hour, we walked up the hill. We played kites there. Luckily, that day had a big wind. Our kites flied very high. But Alan's kite was broken by a tree. He was sad.

In the evening, the picnic is over. My class went to their homes by public transports. I was happy on Friday. What a wonderful trip!

Content

- provides some brief ideas
- ideas are quite clear

Language

- uses basic vocabulary
- attempts to use complex sentence patterns, e.g. 'When we arrived there, there was no people'
- awkward phrasing, e.g. 'That day had a big wind'
- uses a limited range of cohesive devices, e.g. 'When', 'After'
- inconsistent use of past tense
- some grammatical mistakes, e.g. 'After a (an) hour', 'Our kites flied (flew) very high'
- some spelling mistakes, e.g. 'barbeuse' (barbecue), 'Luckily' (Luckyly)



BACK

P.6 TSA 2011 Writing 2 (Best Student)

A Class Picnic Last Friday

Last Friday, my class went on a picnic. After we met at school, we went to the countryside by bus.

After we arrived, we found a place to have a seat. Daisy, Jasmine and I were in group. We put our snacks and drinks on the table cloth. We talked a while and then we went to play hide-and-seek.

‘It’s time to go now!’ the teacher said loudly. Suddenly, some monkeys came out. A lot of people yelled but I didn’t. I thought the monkeys were cute. I suggested, ‘Why don’t we try to feed them?’ The teacher and students thought it was a good idea so we fed them for fifteen minutes. After that, we left the countryside. Although it was late, but I was very happy!

I am still very happy and excited now. I am looking forward to have this picnic again.

Content

- provides interesting ideas with plenty of supporting details
- ideas are very clear
- coherent links between sentences

Language

- uses a range of vocabulary
- gives an appropriate ending
 - verbs: ‘arrived’, ‘yelled’, ‘thought’, ‘try’
 - adjectives: ‘cute’, ‘excited’
 - adverbs: ‘loudly’, ‘suddenly’
 - nouns: ‘countryside’, ‘snacks’, ‘hide-and-seek’
- correct use of complex sentence patterns, e.g. ‘After we arrived, we found...’, ‘A lot of people yelled but I didn’t’
- use of dialogue convention, e.g. ‘It’s time to go now!’
- a few grammatical mistakes, e.g. ‘Although it was late, [but] I was very happy!’

P.6 TSA 2008 Listening – Weaknesses

Main ideas

7. What happened to Alan and Mary at the end of the story?
- A. They took a bus home.
 - B. They walked all the way home.
 - C. They were lost on the mountain.
 - D. They saw Peter walking alone.

Host: Alan and Mary wished Peter good luck and continued walking along the main path... Can you guess what happened? The main path soon went downhill and Alan and Mary found a road and a bus stop within an hour.



P.6 TSA 2007 Reading – Strengths – Notices

The Pet Centre

Charity Pet Walk

Bring your friends
for a fun day out!

(All money collected will be used to
open a new pet centre.)

Place: Victoria Park, Causeway Bay
Date: 22 July 2007 (Sunday)
Fee: \$100

If interested, please call 8673 6980 or go to
our website for more information.

'Good Boy!'

Send your dog for 5 days' training
in summer

Date: 6 – 10 August 2007

Cost: \$500

Tel: 8392 2273 (Contact Mr Fung)

Deadline: 29 June 2007

Vet

Dr. Cynthia Ho
1 Bow Lane, Happy Valley
Tel: 8802 0272
By appointment only

10% off for new
appointments

Lost!

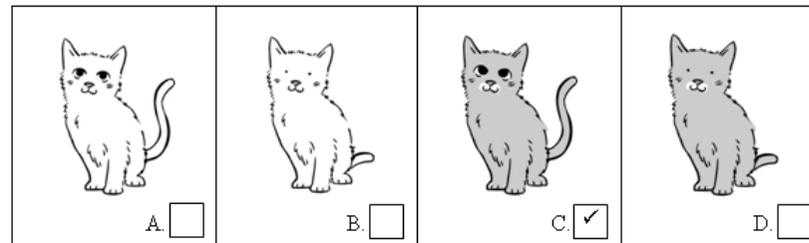
- A grey kitten with big eyes
and a long tail
- Lost near Kowloon Park

If found, please call the Pet
Centre hotline on 8673 6983.

5. Dr. Cynthia Ho is a/an _____ (unfamiliar words)

- A. animal doctor
 B. new visitor
 C. zoo keeper
 D. dentist

7. Which one is the lost kitten? (sp information)



8. If you find the lost kitten, you can call _____ (sp information)

- A. 8392 2273
 B. 8673 6983
 C. 8802 0272
 D. 8673 6980





P.6 TSA 2008 Reading – Strengths – Posters

Specific information

Hong Kong Fun Park
Halloween Party

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

Haunted Attractions:

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

Monster World
A monster may be looking for you!

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

'Early Bird' booking on or before 10 October:

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

Admission Rules:

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

7. John can buy tickets at _____.

- A. Monster World
- B. the Dark Forest
- C. Hong Kong Fun Park
- D. the Ghost and Witch Village

- Tickets for sale from 1 October at the Hong Kong Fun Park Ticket Office

NEXT

P.6 TSA 2007 Reading – Strengths – Charts

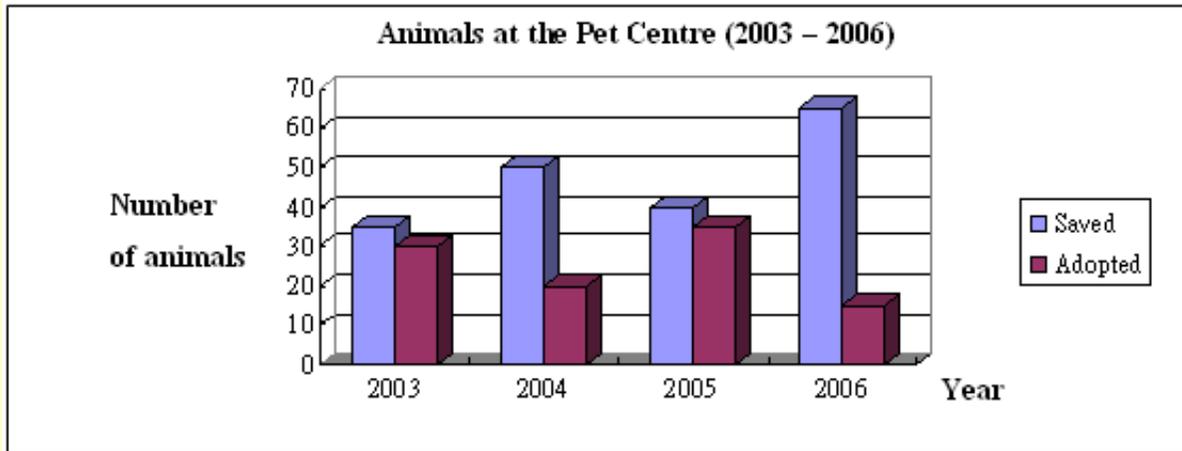
Locating information

Part 2

Paul takes his dog to the Pet Centre. He reads some information about pets there.

Part 2A

Read some of the information.



3. How many animals were saved by the Pet Centre in 2005?

- A. 30
- B. 35
- C. 40
- D. 50





P.6 TSA 2007 Reading – Weaknesses

Part 4B

Read the second part of the story.

The Beehive (Part 2)

Jenny's dad went to the bridge and found the beehive. He took a tree branch and swung hard. "Splat!" The beehive went crashing into the river. Then he ran back to the house as fast as he could.

"Here comes Dad!" Jenny yelled.

"Close the door quickly!" he shouted. "Bang!" Jenny looked out through the window. She could see many angry bees flying around the house. "Buzz! Buzz!"

The next morning, all the bees were gone.

"Where did the bees go?" asked Jenny.

"They went to find a new place to build their beehive," her dad answered.

"Well, I can't say I really miss them!" smiled Jenny. "I'm just glad that they will build a new home somewhere else."

1. What did Jenny's dad do to the beehive?
(unfamiliar expression)

- A. He hit it.
- B. He took it.
- C. He kicked it.
- D. He covered it.

NEXT





P.6 TSA 2008 Reading – Weaknesses

Are You Fit?

People these days like to look thin because it is a sign of beauty. Looking thin, however, does not always mean you are healthy.

A healthy person is someone who has a healthy heart. Most people know that eating more fruit and vegetables and less fast food will keep your heart healthy. But fewer people know that exercise is also important for your heart.

A study shows that 59% of adults in Hong Kong do not exercise regularly, and primary school children are some of the least active students in the world (see Figure 1).

stopped so 'important' for exams.

Not enough exercise re healthy, the

Figure 1 P

Australia
Hong Kong
Japan
Britain

3. Read paragraph 2. A lot of people don't know that _____ is good for their heart.

- A. regular exercise (main ideas)
- B. eating less food
- C. exercise and fast food
- D. eating more fruit and vegetables





You are going to talk about what you want to be when you grow up.

6 E S 0 4

The following questions may help you:

- What do you want to be when you grow up?
- Where does a/an _____ work?
- What does a/an _____ do?
- Why do you want to be a/an _____?
- Can a/an _____ help people?
- What will you do to become a/an _____?



T
S
A

John got lost last Sunday. Tell a story about him.

The following questions may help you:

- Where were John and his mother?
- Who was his mother talking to?
- What did John do?
- How did his mother feel?
- What did she do?
- What happened in the end?

