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TERRITORY WIDE SYSTEM ASSESSMENT 2011

SECONDARY 3 ENGLISH



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Overview

- TSA Results 2006 - 2011
- S3 Student Performances in 2011
- **Listening**
 - Strengths
 - Weaknesses
 - Examples from the papers
 - Conclusions
- **Reading**
 - Strengths
 - Weaknesses
 - Examples from the papers
 - Conclusions

- **Writing**
 - Strengths
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 - Common Mistakes
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- **Speaking**
 - Strengths
 - Weaknesses
 - Conclusions
- **Question and Answer Session**



Percentages of Students Achieving English Language

3

Basic Competency in 2006 - 2011

YEAR	TSA 2006	TSA 2007	TSA 2008	TSA 2009	TSA 2010	TSA 2011
S3	68.6%	69.2%	68.9%	68.8%	69.2%	69.2%

Listening - Text types

4

2009	2010	2011
Exchanges <ul style="list-style-type: none">- dialogues- interview	Exchanges <ul style="list-style-type: none">- dialogues, short and long- interview	Exchanges <ul style="list-style-type: none">- dialogues- conversation- interview- personal responses
Information Texts <ul style="list-style-type: none">- radio talk		Information Texts <ul style="list-style-type: none">- news reports (2)
		Literary Text <ul style="list-style-type: none">- poem

S3 Student Performances in Listening

- Strengths

5

2009	2010	2011
<ul style="list-style-type: none"> ➤ able to understand ideas, information, opinions and feelings ➤ extracting specific information ➤ able to interpret and evaluate information (explicit and implicit) in dialogues 	<ul style="list-style-type: none"> ➤ extracting specific information ➤ connecting ideas ➤ able to interpret and evaluate information (explicit and implicit) in dialogues ➤ distinguish between main ideas and supporting details 	<ul style="list-style-type: none"> ➤ extracting specific information ➤ connecting ideas ➤ distinguish between main ideas and supporting details ➤ discriminating between a range of vowel and consonant sounds

S3 Student Performances in Listening

- Weaknesses

6

2009	2010	2011
<ul style="list-style-type: none">➤ simile➤ unfamiliar words and expressions➤ Inference skills➤ main ideas➤ intonation	<ul style="list-style-type: none">➤ gist➤ connecting ideas➤ Intonation➤ extracting specific information	<ul style="list-style-type: none">➤ understanding of language features was weak – many were not able to identify an example of rhyme➤ many were not able to understand contextual clues in a poem

Student Performances in Listening 2011

7

- There was no significant improvement in listening performance as compared to previous years
- ***Strengths***
 - specific information
 - discriminating between a range of vowel and consonant sounds
 - contextual clues
 - main idea
 - connecting ideas



Listening Examples - Strengths

8

□ 9EL1

Part 1 – Project on China for Social Studies

Q. 2 – connecting ideas

Listening Text

Peter: China is very different from the West. It's a very old culture, but many of its cities are growing so fast. **Old buildings are being knocked down** and new ones are springing up everywhere.

Question

2.Many old buildings in China are _____.

A. being painted

B. being sold

C. **being torn down**

D. being made stronger

Listening Examples - Strengths

9

□ 9EL1

Part 2 - Project on Hong Kong's past for Liberal Studies

Q.3 – contextual clue

Listening Text

Peter: I'd like to ask if you had a radio and TV at home when you were a primary school student.

Mrs. Ho: Well, we had a radio. Only two of my friends had a TV at home.

Peter: So your family only listened to the radio for the news and entertainment?

Mrs. Ho: Well yes, my father and grandmother would go to a local TV shop and stand outside to watch a show or something entertaining. Sometimes I would go along too.

Question

3. Mrs. Ho's father and grandmother sometimes watched TV _____.

- A. at school
- B. inside a shop
- C. in a restaurant
- D. in front of a shop



Listening Examples - Strengths

10

□ 9EL2 & 3

Part 1 – Travel Plan for a trip to Vancouver, Canada

Q. 4 & Q.10 – discriminating between a range of vowel and consonant sounds

Q. 4 Listening Text

Travel agent: OK. When you leave Hong Kong you will be flying on West Pacific Airways. Your flight number will be WP434. Keep in mind that it's important you check in two hours before your flight.

Question

Flight No.: 4. WP434

Q.10 Listening Text

Travel agent: OK. Now for your next flight. You will leave Tokyo, Monday evening, at 4:45 pm, on Canadian North Airways for Vancouver. The flight number will be CA eight-zero-one.

Question

Flight No.: 10. CA 801



Listening Examples - Strengths

11

□ 9EL2 & 3

Part 1 – Travel Plan for a trip to Vancouver, Canada

Q.13 – specific information

<u>Listening Text</u>	<u>Question</u>
<p>Mrs. Wong: OK. How about the rental car my husband wanted you to reserve?</p> <p>Travel agent: Yes. You can go to the airport terminal office of <i>Goodwill</i>, the car rental company, and give them your reservation number: <u>A-1-8-P-D</u>.</p>	<p>Vehicle Rental Company Name.:</p> <p>13. <u>Goodwill</u></p>

Listening Examples - Strengths

12

□ 9EL3

Part 3 – Project on staying healthy for Social Studies

Q.1 – main idea

Listening Text

Hello, I'm Paul

I love to go everywhere on my bicycle.

I ride to the park, the corner shops,
along the lakeshore, and, if I could, I'd
like to use it to go to work. In fact,
I've never owned a car, so without my
bicycle, I would have to walk.

Question

1. What is most important to Paul?

- A. his car
- B. the park
- C. his bicycle
- D. the lakeshore

Student Performances in Listening 2011

13

- The **Mother's Day** poem (9EL1, part 3) proved to be difficult for students.
- Areas of weakness were
 - contextual clues
 - discriminating between a range of vowel and consonant sounds
 - unfamiliar words
 - connecting ideas
 - rhyming words
 - intonation



Listening Examples - Weaknesses

14

□ 9EL1

Part 1 – Project on China for Social Studies – integrated task

Q.3 – intonation

Listening Text

Peter: China is very different from the West. **It's a very old culture**, but many of its cities are growing so fast. **Old buildings are being knocked down** and **new ones are springing up everywhere**.

Mary: **That's a shame, isn't it?**

Question

3. When Mary says, "That's a shame, isn't it?", she is _____.

- A. **disappointed**
- B. surprised
- C. pleased
- D. angry

Listening Examples - Weaknesses

15

□ 9EL1

Part 1 – Project on China for Social Studies – integrated task

Q. 5 – contextual clue

Information Sheet (not spoken information)

Great Wall of China

The Great Wall, located in Badaling, is known as the Ten Thousand Mile Wall in Chinese. **The valley at Badaling is famous due to its closeness to Beijing.**

The landscape around the Badaling Great Wall changes every season. Its beautiful scenery attracts thousands of tourists each year.

Question

5. The Badaling valley is famous because it _____.

- A. is in a valley
- B. attracts tourists
- C. **is not far from Beijing**
- D. has beautiful scenery



Listening Examples - Weaknesses

16

□ 9EL1 & 9EL2

Part 2 – Project on Hong Kong's past for Liberal Studies

Q. 6 – specific information

Listening Text

Mrs. Ho: Oh yes. My father loved going to the cinema and he made sure we would all go at least once a month. There was a cinema near the old airport in Kowloon City that showed great Hong Kong films.

Peter: Can you tell me more?

Mrs. Ho: Well, the cinema is not there anymore, but next to it there was a big restaurant. It sold barbecued pork and roast duck. In the evenings, people would cook roast duck out in the street, right in front of the cinema. We liked watching them.

Question

6. Outside the cinema, Mrs. Ho's family liked to _____.

- A. watch people cooking
- B. watch a movie
- C. cook their food
- D. watch people in the restaurant



Listening Examples - Weaknesses

17

□ 9EL1

Part 3 – Mother's Day Poem

Q. 1 – contextual clue

Listening Text

*My mother does so much for me
And I accept it all happily
If I do not do the same
I will not deserve any gain*

Question

Stanza 1

The girl thinks that she _____.

- A. likes to work for nothing
- B. can do better than her mother
- C. **should be like her mother**
- D. none of the above

Listening Examples - Weaknesses

18

□ 9EL1

Part 3 – Mother's Day Poem

Q.2 – deducing the meaning of unfamiliar words

Listening Text

*Sometimes I think of the price
Of her **selfless** sacrifice*

Even when it seems too much

She reaches out with a caring touch

Question

Stanza 2

The word 'selfless' means _____.

- A. interested in oneself
- B. taking advantage of people
- C. **caring more about other people**
- D. all of the above

Listening Examples - Weaknesses

19

□ 9EL1

Part 3 – Mother's Day Poem

Q.3 – contextual clue

Listening Text

*I'm amazed at her happiness
Even if she's under stress
She always seems to carry on
And can always be relied upon*

Question

Stanza 3

The girl knows that her mother is always _____.

- A. tired
- B. helpful
- C. away from home
- D. all of the above

Listening Examples - Weaknesses

20

□ 9EL1

Part 3 – Mother's Day Poem

Q.5 – contextual clue

Listening Text

*Now I know in time to come
I'll have no fear when I'm a mum
I can put my love to the test
As I've learnt from the very best*

Question

Stanza 5

The girl is not afraid because
_____.

- A. her mother has taught her well
- B. she will be a mum soon
- C. she loves her friends
- D. none of the above

Listening Examples - Weaknesses

21

□ 9EL1

Part 3 – Mother's Day Poem

Q.6 – rhyming words

Listening Text

*Now I know in time to **come**
I'll have no fear when I'm a **mum**
I can put my love to the test
As I've learnt from the very best*

Question

6. Two words from the poem that rhyme are _____.

- A. near and same
- B. **come and mum**
- C. cause and stress
- D. none of the above

Listening Examples - Weaknesses

22

□ 9EL2 & 9EL3

Part 1 – Travel Plan for a trip to Vancouver, Canada

Q.3, (Q.5, Q.9) – discriminating between a range of vowel and consonant sounds (arrival times)

Listening Text

Travel agent: Now, you will be leaving Hong Kong, August the 2nd at 8:30 am and **will arrive at** Tokyo airport at **12:15 pm**. Your next flight is about four and a half hours later, so you will have a chance to do some shopping, if you like. There are many duty-free shops at the airport.

Question 3

Arrival Time: 3. 12:15 pm



Listening Examples - Weaknesses

23

□ 9EL2

Part 3 – NEWS #2 - Listening to the news for information for a Liberal Studies project

Q.3 – main idea

Listening Text

News reporter: Good evening, everyone. My name is John Wong and this is the ten o'clock news. Here are tonight's top stories:...

A sale will take place this Tuesday at Wanchai Primary School in order to **raise funds** for a new library. Businesses have donated their old computers to be sold at discount prices at the sale.

Question

3. The school needs the donated computers _____.

- A. to use in the library
- B. **to make money**
- C. to give away
- D. for computer lessons



Listening Examples - Weaknesses

24

□ 9EL3

Part 2 – NEWS #1 - Listening to the news for information for a Liberal Studies project

Q. 4 – main idea

Listening Text

News reporter: Good evening, everyone. My name is Jenny Chan and this is the ten o'clock news. Here are tonight's top stories:...

An Animal Care Centre is due to open in the city next week. The centre is supported by the government and aims **to save neglected and unwanted pets**. To **make a donation** please call their hotline number, 9-5-4-5-4-5-4-5.

Question

4. The animal story is about _____.

- A. a city zoo
- B. keeping pets
- C. **a new place for animals in danger**
- D. people who donate animals



Listening Examples - Weaknesses

25

□ 9EL3

Part 3 – Project on staying healthy for Social Studies

Q.5 – connecting ideas

Listening Text

Hello, I'm Charles

To stay fit, I walk a little and **cycle to work every other day**. It might not sound like much, **but my office is actually on top of a hill. To get to the top** takes me about forty-five to fifty minutes.

Question

5. Why does Charles say he gets enough exercise? He _____.

- A. works out a little
- B. walks to his office every day
- C. **cycles uphill to his office**
- D. runs for 45 minutes every day



Conclusions - Listening

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- Exposure to different spoken texts including advertisements, poems, instructions, dialogues, news reports, conversations...
- Exposure to different question types and question intent
- Expand vocabulary of students – linked to the content provided in the spoken texts



Reading – Text Types

27

2009	2010	2011
Information Texts <ul style="list-style-type: none">- newspaper article- passages	Information Texts <ul style="list-style-type: none">- book reports- magazine articles- newspaper articles- pictorial clues	Information Texts <ul style="list-style-type: none">- newspaper article- movie reviews- article- pamphlet
Narrative Texts <ul style="list-style-type: none">- poem	Narrative Texts <ul style="list-style-type: none">- poem	Narrative Texts <ul style="list-style-type: none">- poem



S3 Student Performances in Reading - Strengths

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2009	2010	2011
<ul style="list-style-type: none"> ➤ able to determine the meaning of texts written on familiar topics and for various purposes ➤ capable of distinguishing views and attitudes ➤ able to understand the meaning of texts with some degree of complexity <ul style="list-style-type: none"> ➤ able to make plausible conclusions about the meaning of unfamiliar words and expressions using reference skills ➤ adept at inference ➤ able to correctly identify an example of alliteration 	<ul style="list-style-type: none"> ➤ able to determine the meaning of texts written on familiar topics and for various purposes ➤ capable of distinguishing views and attitudes through contextual clues ➤ able to make plausible conclusions about the meaning of unfamiliar words and expressions using reference skills ➤ able to understand language features such as alliteration, onomatopoeia, personification and rhyming words 	<ul style="list-style-type: none"> ➤ able to determine the meaning of texts written on familiar topics and for various purposes and could identify general and specific information ➤ able to distinguish fact from opinion ➤ able to distinguish different views and attitudes ➤ able to comprehend and make conclusions of the meaning of unfamiliar expressions using reference skills ➤ adept at inference and identifying main ideas

S3 Student Performances in Reading - Weaknesses

29

2009	2010	2011
<ul style="list-style-type: none"> ➤ use of strategies to determine meaning of texts ➤ unable to comprehend and make plausible conclusions of the meaning of unfamiliar words and expressions using reference skills ➤ not able to understand language features ➤ unable to identify different views and attitudes in particular contexts 	<ul style="list-style-type: none"> ➤ unable to extract specific information from a familiar text genre ➤ difficulty in locating information in more difficult/unfamiliar text genres ➤ difficulty in interpreting the meaning of unfamiliar words and expressions with contextual clues 	<ul style="list-style-type: none"> ➤ not able to understand language features or correctly identify examples of alliteration and rhyme ➤ lacking in inference skills ➤ inability to identify the main idea or gist ➤ lacking in dictionary skills ➤ not able to locate some contextual clues ➤ unable to identify different views and attitudes in particular contexts

Student Performances in Reading 2011

30

- There was no significant improvement in reading performance compared to previous years
- ***Strengths***
 - specific information
 - contextual clues
 - different views and attitudes
 - genre
 - main idea
 - inference
 - unfamiliar expression



Reading Examples - Strengths

31

□ 9ER1 / 9ER2 / 9ER3

Part 3 – Fact sheet based on movie reviews

Q.2 & 3 – specific information

Reading Text

Passage 1

The Teen Cops is about two lively teenagers, Linda and Sam, who make a difference fighting crime.

Linda and Sam live in New York City.
Linda lives with her father, the Police Chief.
Sam lives with his mother.

Passage 2

But, let me first say that not everything in the film is bad. The main characters are funny and lovable. Linda is cute, Sam is funny and Mr. Timmy, the dog, is a perfect partner to the two teenage crime fighters.

Question

Main characters:

2. Sam Mr. Timmy

3. Linda



Reading Examples - Strengths

32

□ 9ER3

Part 2 – Information/Fact sheet for project – Wetland Park

Q.8 – contextual clue

Reading Text

Important Notice

Avoid contact with wild
birds/droppings/feathers

Wash hands with soap and
water, or use alcohol tissues or
alcohol-based hand wash

Please notify staff of any dead or sick birds

Question

8.If visitors see sick or dead birds, they
should _____.

- A. pick them up
- B. **tell the park workers**
- C. put them into the rubbish bin
- D. take them to the visitor centre



Reading Examples - Strengths

33

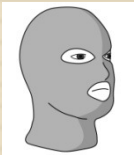
□ 9ER2

Part 1 – Project about crime - article

Q.7 – genre

Reading Text

Police use Facebook to catch thief



Wednesday, 14 January, 2009

WELLINGTON - New Zealand

Police arrested a thief by using the popular social networking website Facebook to identify and track him down.

Police in the southern New Zealand town of Queenstown posted security camera pictures showing the man's face as he tried to break into the safe of a local bar.

Question

7. This article can be found in a _____.

- A. diary
- B. book
- C. brochure
- D. **newspaper**

Reading Examples - Strengths

34

□ 9ER3

Part 2 – Information/Fact sheet for project – Wetland Park

Q.3 - inference

Reading Text

Visitor Centre

- coffee shop
- souvenir shop
- indoor play area
- resource centre

Question

3. Visitors looking for gifts to take home can find them at the

_____.

- A. Green Wetland World
- B. visitor centre
- C. mangrove boardwalk
- D. bird hides

Reading Examples - Strengths

35

□ 9ER1 / 9ER2 / 9ER3

Part 3 – Fact sheet based on movie reviews

Q. 4 – main idea

Reading Text 1

The main characters are funny and lovable. Linda is cute, Sam is funny and Mr. Timmy, the dog, is a perfect partner **to the two teenage crime fighters**.

While the characters in the film are fine, the plot is too simple. **'They look for the bad guys, they find the bad guys, and then they catch the bad guys.'** Boring!

Here's another reason why I don't like the plot. **Two teenagers and a little dog act like they are smarter than experienced policemen and criminals.**

Reading Text 2

The Teen Cops is about two lively teenagers, Linda and Sam, **who make a difference fighting crime.**

Linda and Sam live in New York City. Linda lives with her father, the Police Chief. Sam lives with his mother. **The two teens love going after criminals with the help of Linda's pet dog, Mr. Timmy.**

There are some very funny scenes in the film where **Mr. Timmy knocks people over while they're chasing robbers.**

Question

Plot:

4.

A. Linda and Sam are New York City police detectives.

B. **Linda, Sam and Mr. Timmy catch thieves in New York.**

C. Linda and her father are lovable characters.



Reading Examples - Strengths

36

□ 9ER3

Part 2 - Information/Fact sheet for project – Wetland Park

Q.7 – unfamiliar expression

Reading Text

Important Notice

Avoid contact with wild
birds/droppings/feathers

Wash hands with soap and
water, or use alcohol tissues or
alcohol-based hand wash

Please notify staff of any dead or sick birds

Question

7. The Important Notice tells visitors to avoid contact with wild birds. 'Avoid contact' means no _____.

- A. pictures of the birds
- B. harming the birds
- C. touching the birds
- D. looking at the birds



Student Performances in Reading 2011

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- The poem (9ER1 & 9ER2, part 2) proved extremely difficult for students
- Weaknesses
 - alliteration
 - rhyme
 - main idea
 - dictionary skill
 - contextual clues
 - distinguishing fact from opinion
 - unfamiliar expression



Reading Examples - Weaknesses

38

□ 9ER1 & 9ER2

Part 2 – Poem

Martin ate what he found on his plate,
And never, as people do now,
Did he note the amount of the calorie count,
He ate it because it was chow.

He wasn't upset as at dinner he sat,
Eating a roast pig or a cake,
To think it was too full of sugar or fat,
Another he'd happily take.

He cheerfully chewed all kinds of food,
Not worried by troubles or fears,
That his health might be hurt by some fancy desserts,
And he lived over 900 years.

Anonymous



Reading Examples - Weaknesses

39

□ 9ER1 & 9ER2

Part 2 – Poem

Q.2 - alliteration

Reading Text

Martin ate what he found on his plate,
And never, as people do **now**,
Did he note the amount of the **calorie**
count,
He ate it because it was **chow**.

Question

2. Which pair of words is an example of alliteration? *

- A. sat and fat
- B. now and chow
- C. **calorie and count**
- D. none of the above

[* alliteration – words starting with the same sound]



Reading Examples - Weaknesses

40

□ 9ER1 & 9ER2

Part 2 – Poem

Q.3 - rhyme

Reading Text

He cheerfully chewed all kinds of
food,
Not worried by troubles or fears,
That his health might be hurt by some
fancy desserts,
And he lived over 900 years.

Question

3. Which two words **from** the poem rhyme?

- A. never and not
- B. plate and now
- C. chewed and food
- D. none of the above

Reading Examples - Weaknesses

41

□ 9ER1 & 9ER2

Part 2 – Poem

Q.4 – main idea

Reading Text

Martin ate what he found on his plate,

And never, as people do now,

Did he note the amount of the calorie count,

He ate it because it was chow.

He wasn't upset as at dinner he sat,

Eating a roast pig or a cake,

To think it was too full of sugar or fat,

Another he'd happily take.

He cheerfully chewed all kinds of food,

Not worried by troubles or fears,

That his health might be hurt by some fancy desserts,

And he lived over 900 years.

Question

4. What does the poem tell us? We

_____.

A. should eat food and not worry

B. should count calories when eating food

C. should not eat food with fat

D. can live 900 years if we eat healthy food

Reading Examples - Weaknesses

42

□ 9ER1 & 9ER2

Part 2 – Poem

Q.5 - inference

Reading Text (rubric)

Part 2

You are working on a project about food and your teacher asked you to read this poem.

The writer of the poem worked as a cook for the US Army.

Read the poem and answer the questions.

Question

5. Who ate the writer's food?

- A. teachers
- B. police officers
- C. students
- D. **soldiers**

Reading Examples - Weaknesses

43

□ 9ER1 & 9ER2

Part 2 – Poem

Q.6 – main idea

Reading Text

Martin ate what he found on his plate,
And never, as people do now,
Did he note the amount of the calorie count,
He ate it because it was chow.

He wasn't upset as at dinner he sat,
Eating a roast pig or a cake,
To think it was too full of sugar or fat,
Another he'd happily take.

He cheerfully chewed all kinds of food,
Not worried by troubles or fears,
That his health might be hurt by some fancy desserts,
And he lived over 900 years.

Question

6. Which of the following would be the best title for the poem?

- A. **Happy Eating**
- B. Army Food
- C. A Cook's Life
- D. A Sweet Tooth

Reading Examples - Weaknesses

44

□ 9ER1 & 9ER2

Part 2 – Poem Q.7 – dictionary skills

Reading Text

Martin ate what he found on his plate,
And never, as people do now,
Did he note the amount of the calorie
count,
He ate it because it was chow.

Question

7. What does the word 'chow' in line 4 mean?

chow /tʃaʊ/

1. *noun* [countable] chow or chow-chow

A dog with long thick hair and a purple tongue, originally from China

Example – breed of dogs: poodle, chow-chow, etc.

2. *noun* [uncountable] chow

an informal general word for food

3. *phrasal verb* chow down

to eat food, especially a lot of food quickly

Example – They chowed down on a pizza after the game.

A.1

B.2

C.3

D. none of the above



Conclusions - Reading

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- Exposure to different text types – newspaper articles, poems, articles, pamphlets, reviews – book, movie
- Exposure to different question types and question intent
- Expand vocabulary of students – linked to the content provided in the written texts and student usage



Student Performances in Writing 2011

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□ Writing - Strengths

- Generally students performed better in writing an email than the article about weekend activities or the recount/story of an accident
- Students had more ideas to write about when they were familiar with the topics
- Vocabulary was better when students were familiar with the topic
- Competent writers displayed planning and organization
- They also linked ideas within and between paragraphs
- Paragraphs also had supporting details
- Competent writers also showed a clear understanding of the audience and format as well as the context and purpose



Student Performances in Writing 2011

47

- Writing - Weaknesses
 - Spelling mistakes were common – even in familiar words
 - Proofreading was lacking
 - Sentence structure was simple
 - Content might have been relevant, but lacked ideas or elaboration
 - Writing in a number of cases was extremely prompt dependent – showing a lack of ideas and/or content
 - Vocabulary and language patterns were simple



9EW1 – Email

48

You are Robert. You are a member of the Student Help Group. Your friend, John, sent you an email.

Read the following email and give advice to John about his brother David. Write your email in about 150 words.

From: John
To: Robert@neligator.com
Sent: Friday, June 17, 2011 6:20 PM
Subject: Giving advice

Dear Robert,

I'm very worried about my brother David. He goes to bed very late and doesn't get enough sleep. He is often on the phone chatting to friends. He doesn't exercise and even eats junk food after dinner. His test results are getting worse and his teachers told Mum that he often falls asleep in class. I've tried to talk to him but he doesn't listen to me. Would you please tell me how to help him develop good habits?

Hope to hear from you soon. Thank you.

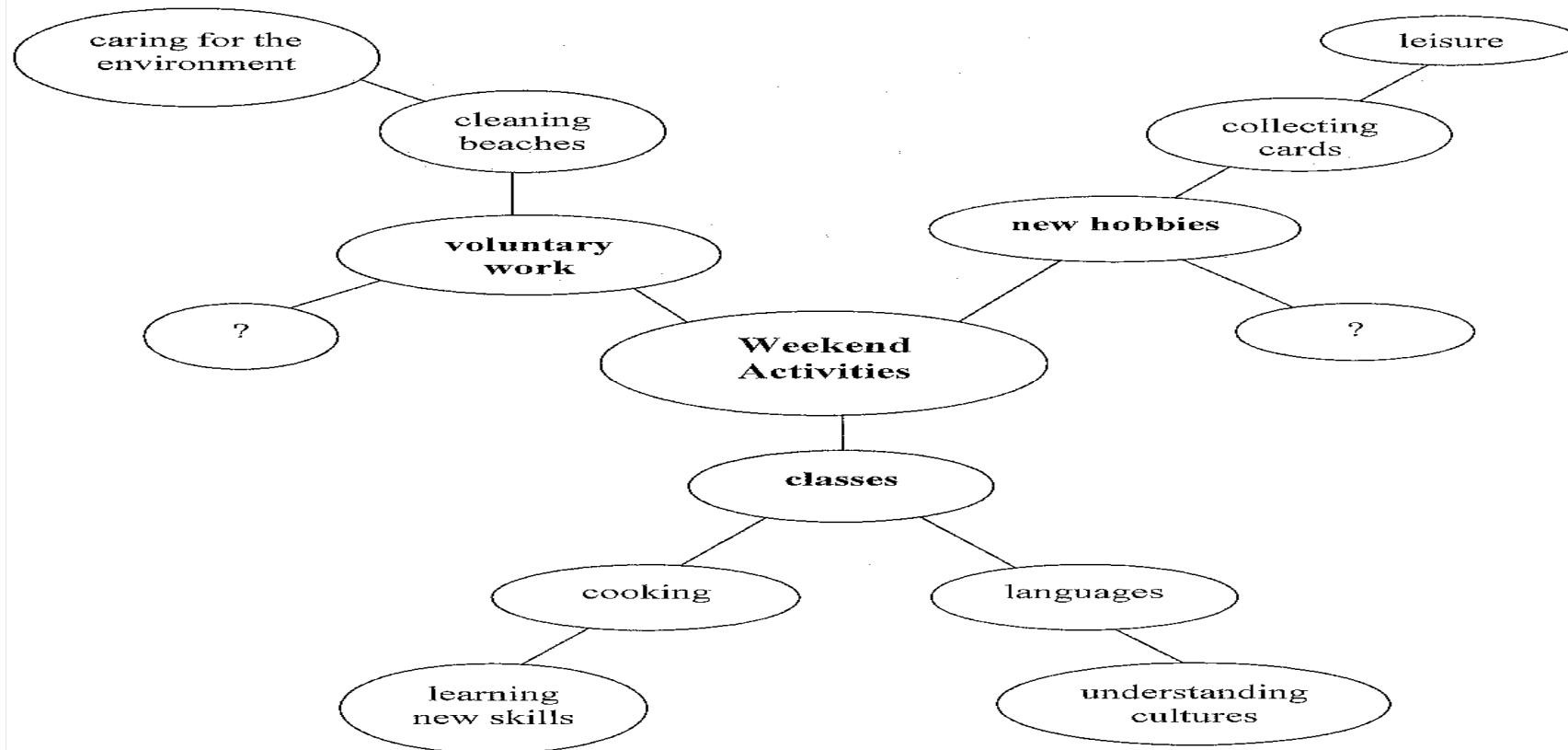
John

9EW2 - Article

49

Your teacher has asked you to write an article about weekend activities for the school magazine. Suggest ways your schoolmates can make good use of their time and give reasons for your suggestions.

You may use some of the ideas from the following mind map and/or your own ideas in your writing. Write about 150 words for the article.

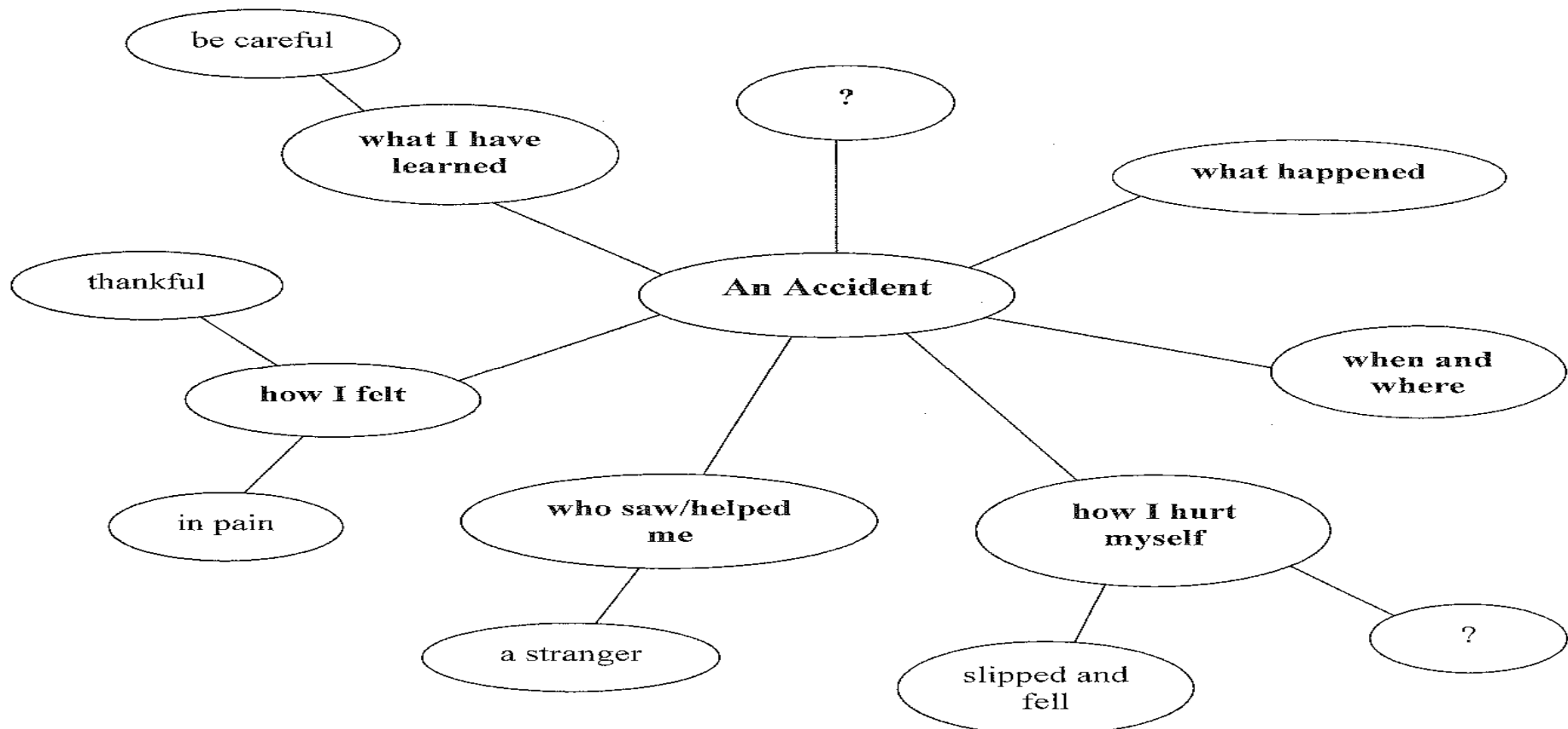


9EW3 – Class newsletter entry

50

You had an accident and had to stay at home/in hospital for a week. Your teacher has asked you to write about this accident for the class newsletter.

In about 150 words, describe the accident. You may use some of the ideas from the following mind map and/or your own ideas in your writing.



Writing 9EW1 - Strengths

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Reply to an Email (9EW1) - Student Exemplar 7

Reply to an Email

From: Robert
To: John@neligator.com
Sent: Wednesday, June 22, 2011 11:15 AM
Subject: RE: GIVING advice

Dear John,

Thank you for your email. I understand why you are so worried about your brother David. Nowadays, many teenagers go to bed very late. They love surfing the Internet and chat with friends on Facebook and MSN. It may waste a lot of time and cause short sighted. To solve this problem, you can try to reduce time that he uses the computer by having a timer. It can control the time he uses computer.

Second, you've mentioned that your brother often on the phone chatting to friends. I think you can ask about his purpose of using the phone before you ^{get} angry with him. However, if he uses it ^{only} for fun and ~~only~~ talking to his friends with no reasons, you should stop him and talk to him that it may waste his time on studying. A short time talking with friends is alright but he should control himself carefully.

Thirdly, David doesn't exercise and even eats junk food after dinner. It will be a bad living habit. It will make him be obese and unhealthy. To solve this problem, you can have a time table with him by settling which days he needs to do exercise. You can do it with him to make this more fun and enjoyable. It will slowly become a good habit. Also, according to the problem of eating junk food after dinner, you can suggest him to eat fruit but not junk food by increasing it at home. Fruits can provide him with vitamin and dietary fibre to make him healthier.

Falls asleep in class is an absolutely bad habit. It must easily influence his test results. If you ^{have} tried to talk to him and he doesn't improve it, you can emphasise the bad effects of not enough sleep and encourage him by giving him some gifts when he's got good results in the examination. You can also ~~buy~~ buy some suitable exercise books for him to ~~practise~~ practise.

I hope all these may help you and your brother David.

Robert.

Writing 9EW1 - Strengths

52

Annotation

An organized piece of writing with some minor errors in spelling – ‘*amphasise (emphasise)*’, use of vocabulary ‘*also according to the problem of eating junk food (With regards to the problem of eating junk food)*’, grammar and syntax – ‘*Falls asleep in class (Falling), make him be obese (make him become obese)*’. Some ideas are not expressed clearly, but paragraphs are developed with supporting details, where the problem is mentioned and a solution suggested. A wide range of vocabulary and sentence patterns are used – for example – ‘*fruits can provide him with vitamin (vitamins) and dietary fibre to make him healthier*’. There are also coherent links within and between paragraphs and some cohesive devices – ‘*second*’, ‘*thirdly*’, are also used.



Writing 9EW2 - Strengths

53

Weekend Activities (9EW2) - Student Exemplar 8

Weekend Activities

Nowadays, students usually play computer games at home, or doing nothing during the weekend. However, have you ever thought of doing some other things to enrich yourself?

Actually, there are a lot to do, like going outdoors, hiking, etc. I'm going to introduce some ideas for the weekend activities.

First, doing volunteer work. Many agencies in Hong Kong organize work and activities for people who are willing to help during the weekend. Like flag-selling, visiting elderlies, are very common volunteer works. Also, cleaning beaches is also very meaningful because it is a way to protect our environment.

Second, we can develop new hobbies, like playing ball games, collecting stamps and cards. These are very healthy activities and it also help us to communicate with friends and families.

Moreover, we can have fun with our parents at home by playing card games or have some cooking. Besides communicating, we can also learn new skills.

What's more? We can also draw some pictures. Draw pictures can show your personality and others can know more about what you are thinking. It is also a way for you to express yourself in art.

To conclude, there are a lot of ways to spend our weekend, but, how will you choose?

Writing 9EW2 - Strengths

54

Annotation

Paragraphs are well organized with supporting details and there are only a few errors in grammar - '*do nothing (doing nothing)*' '*have some cooking (do some cooking)*', syntax, tense shifts and vocabulary – '*visiting elderlies (visiting the elderly)*', '*but how will you choose (but what will you choose)*'. Ideas are expressed and supported with reasons. There are coherent links within paragraphs and some cohesive devices – '*First*', '*Second*', are also used.



Writing 9EW3 - Strengths

55

An Accident (9EW3) - Student Exemplar 9

An Accident

My head was hurt a week ago. Although it's not as painful as before now, I still feel scared of what had happened.

That day, I went to bed as usual at night. However, as all of you know, I was still quite energetic at night. My dad was brushing his teeth in the bathroom. Therefore, I came up with an idea.

'Hey! My little sister, let's play a fun game!' I suggested.

'What game?' My sister asked with a sigh.

'Can you jump from that chair to another chair near the wall?' I asked.

'No, I think I can't! The two chairs are very far apart from each other,' she scared.

'You're so timid. Here's my show!' I said bravely.

I jumped excitedly and showed my sister how well I had done.

'See? It's so easy! Let's try together!' I encouraged.

My sister gave a try after I showed her how to jump and then, it was my turn to jump again.

At that time, I was 'over-excited'. When I jumped towards the chair near the wall, I couldn't look at the road clearly and I finally failed to step on the chair and fell. My head hit at the wall and I was in serious pain.

I pretended nothing happened and said, 'Oh! It's just a little problem and I am not very painful.'

My dad heard the sound 'Bang' when I hurt my head and came over to see what had happened.

'Are you really OK? Your head is bleeding!!' he scared.

I put my hand against my head and I screamed, 'Ah! ^{loudly}

It's bleed!'

My sister told my dad what happened and he quickly sent me to hospital. Luckily, the doctor told me that it wasn't a serious hurt to my head and I felt thankful to god.

'I am lucky all the time!' I said with laughter.

'If you keep on playing dangerous games without considering the result, I'm sure you'll get a serious hurt in the near future,' dad told with anger.

I felt ashamed after my dad scolded me and I thought I really need to consider the result before doing something.

Writing 9EW3 - Strengths

56

Annotation

The ideas are related to the topic with details. The amount of dialogue does not detract from the story, only from the format. The story requires tense shifts between the dialogue and story. A range of vocabulary is used – *‘my dad scolded me’*, and the language patterns are mixed – *‘wasn’t a serious hurt to my head (my head wasn’t seriously hurt/injured)’*, *‘I couldn’t look at the road clearly (I couldn’t see the way clearly)’*, *‘came over (came to see)’*. There are also some minor spelling mistakes – *‘energytic (energetic)’*.



Writing 9EW1 - Weaknesses

57

Reply to an Email (9EW1) - Student Exemplar 1

Reply to an Email

From: Robert
To: John@neligator.com
Sent: Wednesday, June 22, 2011 11:15 AM
Subject: RE: Giving advice

Dear John,

Thank you for your email. I understand why you are so worried about your brother David.

Let me give you some advice.

First, your brother David, he also go to bed very late and ~~don't~~ didn't get enough sleep. May be he have some question, I think you should talk more with him, or ~~to~~ tell him if you doesn't have enough sleep, you will die.

Second, I know he often use the phone chatting to friends, may be you can play more with he, don't waste the ~~to~~ time on the phone. Although he doesn't do any exercise and eat junk food after dinner, may be you can call he with you to go to swim or play ball game, if he eat the junk food, you should ~~the~~ tell him, this is unhealthy and you can make some fruit salad to him.

Finally, I know his results are getting worse and his teacher told yous mum that his often fall asleep in class, it is beacuse you brother go to bed very late, or you can develop good habits to your brother, like swimming, ~~b~~ football or handball. ~~I~~ I hope yous brother can listen to you.

~~Thank~~ ~~thankfully~~ I hope this advice can help you.

Robert.

Yours faithfully
Robert

Writing 9EW1 - Weaknesses

58

Annotation

The passage contains simple vocabulary and language patterns. There are errors in grammar – subject/verb agreement – ‘*he also go (goes) to bed*’, ‘*maybe he have (has) some*’, pronouns – ‘*you can call he (him)*’, singular/plural – ‘*play ball game(games)*’, prepositions - ‘*fruit salad to him (fruit salad for him)*’ and spelling – ‘*your mun (mum)*’, although these do not affect meaning to a degree that it is incomprehensible. Some ideas are expressed with details and the paragraphs are developed with supporting details and linkage. The closing is inappropriate for an email to a fellow student.



Writing 9EW2 - Weaknesses

59

Weekend Activities (9EW2) - Student Exemplar 2

Weekend Activities

Hello Everyone! Do you have a great time every weekend? Let me give you some tips for you to have a good weekend.

For plays, I suggest that all of you can ask your friends out and play some English Language ^{games}. It can train your language. Also can be a team player and it is interesting.

For classes, you can join some Club. For example, Cooking Club - Football Club. You can learning new skills. It is necessary for all of you to learning more things as you will become more clever.

For voluntary work, you can be a Charity's helper. It is nice of you to help the people. You will become nice and happy.

Moreover, you can have new hobbies. Likes sing song - dance. I think that most of you have hobbies, so use your free times to doing you hobbies, you will not feel dull.

Finally, I suggest all of you must do exercise in weekend as it can make you healthy and we will not overweight.

That is all about my suggest. I hope everyone have a wonderful weekend.



Writing 9EW2 - Weaknesses

60

Annotation

The passage contains only simple ideas with no detailed elaboration of how, when, where or why something would be done – ‘for voluntary work’, ‘be a charity’s helper’, ‘nice of you to help people’, ‘you will become nice and happy’. It also contains errors in grammar – singular/plural – ‘some club (clubs)’ and spelling mistakes – ‘toips (tips)’, ‘tain (train)’, ‘excrise (exercise)’, ‘all my suggest (suggestions)’, ‘news hobbies (new)’, although these do not affect meaning to a degree that it is incomprehensible. The writing also contains topic sentences which are prompt dependent – ‘for voluntary work you can...’ The tone is more suited to a speech or presentation, rather than an article.



Writing 9EW3 - Weaknesses

61

An Accident (9EW3) - Student Exemplar 3

An Accident

Dear Classmates,

Last Saturday, I visited my Grandpa on Tsuen Wan at 12:00p.m. ~~at~~ that time the airport not too many.

When I walked every road, I had never seen the car. An accident had occur, while I walk on the road, a car hit on me. I can't run away. At the one moment I can't feeling everything, but after 1 minutes, I saw my leg had many blood and I can't felt my leg had broken. I am very scary at the moment. Many people saw me, some people help me ~~to~~ called to hospital and police.

After that, I sent to the hospital, doctor to help me to check my leg, he said that my leg just broken need to stay at hospital for a week. At that time I am very happy and thank God.

After this accident I had learned when we walking for the every road we need to be careful and need to see the road safe or not safe. Also don't play on the road when there had car.

My classmates don't worried about me. I will come back school after a week.

Yours Sincerely,
Tony Wong



Writing 9EW3 - Weaknesses

62

Annotation

The passage contains some ideas but these are not expressed with details. No other information is provided about what happens after the accident, the writer just mentions the need to stay in the hospital for a week. Errors in grammar and spelling are made – ‘*a car hit on me (a car hit me)*’, ‘*at the one moment (at that moment)*’, ‘*when we were walking for the every road (when we walk on any road)*’, ‘*had many blood (there was a lot of blood)*’ that do not affect meaning. The incorrect introduction – ‘*Dear Classmates*’ and closing – ‘*Yours Sincerely, Tony Wong*’ indicate a lack of understanding about the tone and format of an article. Though the subject and event may be clear, it is prompt dependent.



Conclusions - Writing

63

- Spelling mistakes
- Grammar mistakes
- Lack of planning and organization as well as proofreading
- Adherence to prompts resulted in a lack of elaboration
- Exposure to a wider variety of vocabulary and expansion of vocabulary bank to enable more in depth explanations and reasoning and less dependence on prompts for ideas
- Students have imagination but there is an inability to express ideas in English – related to above points
- Students have an understanding of format but still need to be mindful of the purpose and audience



Some Errors to ponder

64

- I thik = think
- and event eats = and even eats
- problems will be salve = problems will be solved
- make him some exercise = give him some exercises to do
- that he can improve that some subject he was don't know =
so that he is able to improve the subjects he doesn't know
- it is because their persons don't care with them =
It is because their family members don't care about them
- in the conclusion you can't waste the time although you are very young =
in conclusion don't waste time/even though you are young don't waste your time
- at the top of a montient = at the top of a mountain



Speaking – Individual Presentation

65

Topics 2011 – all provided a mind map with prompts

- An unforgettable event
- Valentine's Day in Hong Kong
- My favourite book or film
- My childhood
- How students in Hong Kong spend their summer holidays
- What I plan to do when I'm 20 years old
- Things to see and do on Cheung Chau
- Raising money for the elderly



Speaking – Individual Presentation Strengths

66

- Clear speech
- Intelligible
- Coherent
- Expression was fluid
- Satisfactory pronunciation



Speaking – Individual Presentation Weaknesses

67

- Difficulties with pronunciation, intonation and pacing
- Relationship between ideas was not present
- Lack of elaboration
- Prompt dependent
- Imprecise use of vocabulary and grammar
- Hesitation and fillers were evident
- Reading of presentation
- Lack of eye contact



Speaking – Group Interactions

68

Topics 2011 – all provided with prompts

- How students can be more environmentally friendly
- Organizing an English Speaking Day
- Planning a visit to a city in Mainland China
- Survey on what teenagers like to do in their spare time
- Organising a farewell party for a friend
- Preparing the classroom for Open Day
- Organising Keep Fit Week
- End of year activities to spend \$1000 on



Speaking – Group Interactions

Strengths

69

- Attempts made to interact with other group members
- Clear speech
- Intelligible
- Coherent
- Expression was fluid
- Satisfactory pronunciation



Speaking – Group Interactions

Weaknesses

70

- Limited use of interaction strategies
- Responses were brief and lacked elaboration of ideas
- Turn taking skills need to be improved – learn to respond to others instead of just giving feedback or their own opinion
- Lack of active participation – some silent students
- Self conscious
- Pronunciation – ‘Valentine’s Day’, ‘unforgettable’, ‘environment’



Conclusions - Speaking

71

- Practice and development of interaction skills
- Vocabulary development
- Clarity of speech and pronunciation, intonation and pacing
- Dependence on prompts and reading of material
INSTEAD of speaking to examiners or with group members
- Listening skills – listening to others and responding to others



Thank you!

