

**Enhancing the Interface:
Developing Reading Skills of Secondary Students
with Reference to **the Learning Progression Framework**
(Refreshed)**

**English Language Education Section
Curriculum Development Institute
Education Bureau
December 2017**

Time	Run-down
2:00 – 2:30 pm	Understanding the LPF
2:30 – 3:15 pm	Use of the LPF
3:15 – 3:30 pm	Break
3:30 – 4:30 pm	Enhancing the Interface across Key Stages
4:30 – 4:45 pm	The LPF (e-Version)
4: 45 – 5: 00 pm	Q and A

Course Objectives

- To introduce the concept of progressive development of reading skills and strategies with reference to the **Learning Progression Framework (LPF)** for English Language to enhance a smooth interface in the school English Language curriculum;
- To demonstrate the use of the LPF to identify students' strengths and areas for improvement in understanding, inferring and interpreting a wide range of reading texts; and
- To provide suggestions for planning a school reading curriculum for junior secondary students with a specific focus on promoting Reading across the Curriculum

Understanding the LPF

The Learning Progression Framework (LPF) for English Language

Listening

Speaking

Writing

The Learning Progression Framework for ENGLISH LANGUAGE (LISTENING SKILLS)

The Learning Progression Framework for ENGLISH LANGUAGE (SPEAKING SKILLS)

The Learning Progression Framework for ENGLISH LANGUAGE (READING SKILLS)

The Learning Progression Framework for ENGLISH LANGUAGE (WRITING SKILLS)

Listening - ATM 1	Listening - ATM 2	Listening - ATM 3	Listening - ATM 4	Listening - ATM 5	Listening - ATM 6	Listening - ATM 7	Listening - ATM 8
Understanding key words in some short simple texts, using some listening strategies as appropriate	Understanding some information, ideas and feelings in short simple texts, using some listening strategies as appropriate	Understanding information, ideas and feelings in some simple texts, using some listening strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using some listening strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using some listening strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using some listening strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of listening strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in complex texts, using and integrating a range of listening strategies as appropriate

Speaking - ATM 1	Speaking - ATM 2	Speaking - ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Engaging in classroom routines, and providing a short, straightforward idea of information centred around object, people and actions.	Providing and exchanging some simple information, ideas and personal experience on familiar topics quite clearly, relying at times on non-verbal expressions.	Organising, presenting and exchanging some simple information, ideas and personal experience on familiar topics quite clearly, and using formulaic expressions to facilitate communication.	Organising, presenting and exchanging simple information, ideas, personal experience and opinions on familiar topics with some elaboration quite clearly, and using a small range of formulaic communication strategies.	Organising, presenting and exchanging simple information, ideas, personal experience and opinions on familiar topics with some elaboration quite clearly, and using a range of formulaic communication strategies.	Organising, presenting and exchanging information, ideas, personal experience and opinions on familiar topics with some elaboration clearly, and using a range of communication strategies.	Organising, presenting and exchanging information, ideas, personal experience and opinions on familiar topics with some elaboration clearly, and using a range of communication strategies.	Organising, presenting and exchanging information, ideas, personal experience and opinions on familiar topics with some elaboration clearly, and using a range of communication strategies.

Writing - ATM 1	Writing - ATM 2	Writing - ATM 3	Writing - ATM 4	Writing - ATM 5	Writing - ATM 6	Writing - ATM 7	Writing - ATM 8
Completing blanks in some short simple texts, using some writing strategies as appropriate.	Writing short texts to convey simple information, ideas and feelings on familiar topics.	Writing short texts to convey simple information, ideas and feelings on familiar topics, using some writing strategies as appropriate.	Writing short texts to convey simple information, ideas and feelings on familiar topics, using some writing strategies as appropriate.	Writing short texts to convey simple information, ideas and feelings on familiar topics, using some writing strategies as appropriate.	Writing short texts to convey simple information, ideas and feelings on familiar topics, using some writing strategies as appropriate.	Writing short texts to convey simple information, ideas and feelings on familiar topics, using some writing strategies as appropriate.	Writing short texts to convey simple information, ideas and feelings on familiar topics, using some writing strategies as appropriate.

Reading - ATM 1	Reading - ATM 2	Reading - ATM 3	Reading - ATM 4	Reading - ATM 5	Reading - ATM 6	Reading - ATM 7	Reading - ATM 8
Understanding information and ideas in some short simple texts, using some reading strategies as appropriate	Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in complex texts, using and integrating a range of reading strategies as appropriate

Underlying Principles

- Language development strategies, generic skills, and positive values and attitudes are essential to English Language learning and form an integral part of the learning-teaching-assessment cycle.
- Learners are exposed to a variety of text types and reading purposes (e.g. reading for academic development, reading for pleasure) in preparation for real life applications.
- Selection of a wide range of texts of appropriate lengths and different topics, including authentic texts, is crucial to the development of reading skills and strategies (e.g. scanning for specific information, skimming for gist, using contextual clues) as well as learners' awareness of different cultures.
- The interplay between tasks and texts is a factor for consideration when teachers design a range of tasks for learners to demonstrate their understanding of the texts. In principle, task demand increases with text complexity as learners progress in the development of reading skills and strategies. To cater for learner diversity, simple tasks can be included for complex texts to cultivate learners' confidence, and difficult tasks for simple texts to stretch their abilities.
- Teacher support is essential to helping learners understand the text and demonstrate their understanding during the learning and teaching process. Teachers are also expected to help learners activate their prior knowledge and experiences in the process of interacting with the text. As learners progress, the amount of support provided is gradually reduced to promote learner independence.

Reading

The LPF for English Language (Reading)

The Learning Progression Framework for ENGLISH LANGUAGE (READING SKILLS)

Reading – ATM 1	Reading – ATM 2	Reading – ATM 3	Reading – ATM 4	Reading – ATM 5	Reading – ATM 6	Reading – ATM 7	Reading – ATM 8
Understanding information and ideas in some short simple texts, using some reading strategies as appropriate	Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in complex texts, using and integrating a range of reading strategies as appropriate

Underlying Principles

1. Language development strategies, generic skills, and positive values and attitudes are essential to English Language learning and form an integral part of the learning-teaching-assessment cycle.
2. Learners are exposed to a variety of text types and reading purposes (e.g. reading for academic development, reading for pleasure) in preparation for real life applications.
3. Selection of a wide range of texts of appropriate lengths and different topics, including authentic texts, is crucial to the development of reading skills and strategies (e.g. scanning for specific information, skimming for gist, using contextual clues) as well as learners' awareness of different cultures.
4. The interplay between tasks and texts is a factor for consideration when teachers design a range of tasks for learners to demonstrate their understanding of the texts. In principle, task demand increases with text complexity as learners progress in the development of reading skills and strategies. To cater for learner diversity, simple tasks can be included for complex texts to cultivate learners' confidence, and difficult tasks for simple texts to stretch their abilities.
5. Teacher support is essential to helping learners understand the text and demonstrate their understanding during the learning and teaching process. Teachers are also expected to help learners activate their prior knowledge and experiences in the process of interacting with the text. As learners progress, the amount of support provided is gradually reduced to promote learner independence.

ATM = Attainment Milestone

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The LPF for English Language (Reading)

Reading - ATM 1	Reading – ATM 2	Reading – ATM 3	Reading – ATM 4	Reading – ATM 5	Reading – ATM 6	Reading – ATM 7	Reading – ATM 8
Understanding information and ideas in some short simple texts, using some reading strategies as appropriate	Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in complex texts, using and integrating a range of reading strategies as appropriate
<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> recognise some high frequency words (e.g. the, you) decode words by using knowledge of letter-sound relationships process simple sentences by using knowledge of basic conventions of written English (e.g. basic punctuation) follow predictable texts by recognising the repeated use of sentence patterns follow instructions and signs by recognising key words with visual support master basic book concepts (e.g. titles and names of authors) locate specific information by recognising simple formats (e.g. birthday or invitation cards) 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> work out the meaning of words by using knowledge of letter-sound relationships recognise common contracted forms by connecting them to their full forms process simple sentences by identifying meaningful chunks locate specific information by identifying key words follow ideas by understanding the use of simple cohesive devices (e.g. simple connectives, pronouns) identify characters, setting and sequence of events in stories make predictions about the content from the titles, illustrations or contents page 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> work out the meaning of words and phrases by using knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms) process some compound and complex sentences locate specific information by recognising simple text structures (e.g. list of ingredients followed by cooking procedures in recipes) identify main ideas and some supporting details explicitly stated in the text make predictions about the likely development of the text by identifying key words infer information, ideas and feelings by using clues in close proximity identify simple stylistic features (e.g. personification) 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> work out the meaning of words and phrases by using semantic and syntactic clues locate details which support the main ideas from different parts of a text follow ideas by recognising simple text structures and understanding the use of cohesive devices infer feelings of characters from pieces of information in narrative texts deduce information and ideas by using semantic and syntactic clues 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> work out the meaning of some idiomatic expressions (e.g. phrasal verbs and idioms) by using semantic and syntactic clues follow the development of main ideas and make connections between ideas and information not explicitly stated by using semantic and syntactic clues organise information and ideas in texts by using knowledge of text structures and some graphic forms (e.g. mind maps, character webs) distinguish facts from opinions by using semantic and syntactic clues identify the stylistic features in texts (e.g. flashback in narrative texts) 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> work out the literal and implied meaning of words and expressions by using semantic and syntactic clues gather, distil and summarise more extensive information and ideas from texts compare alternative views and arguments in texts by using graphic forms and making notes (e.g. drawing tables with appropriate headings, using point form, and own shorthand and symbols) deduce themes based on information and ideas from texts identify writers' attitudes clearly signalled in texts 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> work out the meaning of figurative language (e.g. metaphors) by using semantic and syntactic clues analyse the development of ideas, views or arguments in texts interpret ideas and opinions presented in different texts and draw conclusions analyse texts for themes, intended audience and writers' attitudes by reviewing understand the use of stylistic features in texts (e.g. the use of rhetorical questions and hyperboles in speeches for emphatic purposes) 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> justify interpretations of writers' intention by using well-chosen evidence from texts synthesise ideas and opinions presented in different texts and draw conclusions analyse texts for themes, intended audience and writers' attitudes by understanding their social and cultural implications analyse the use of different text types in presenting a message appreciate the rhetoric of texts by understanding the use of stylistic features in texts and the effects achieved

NB

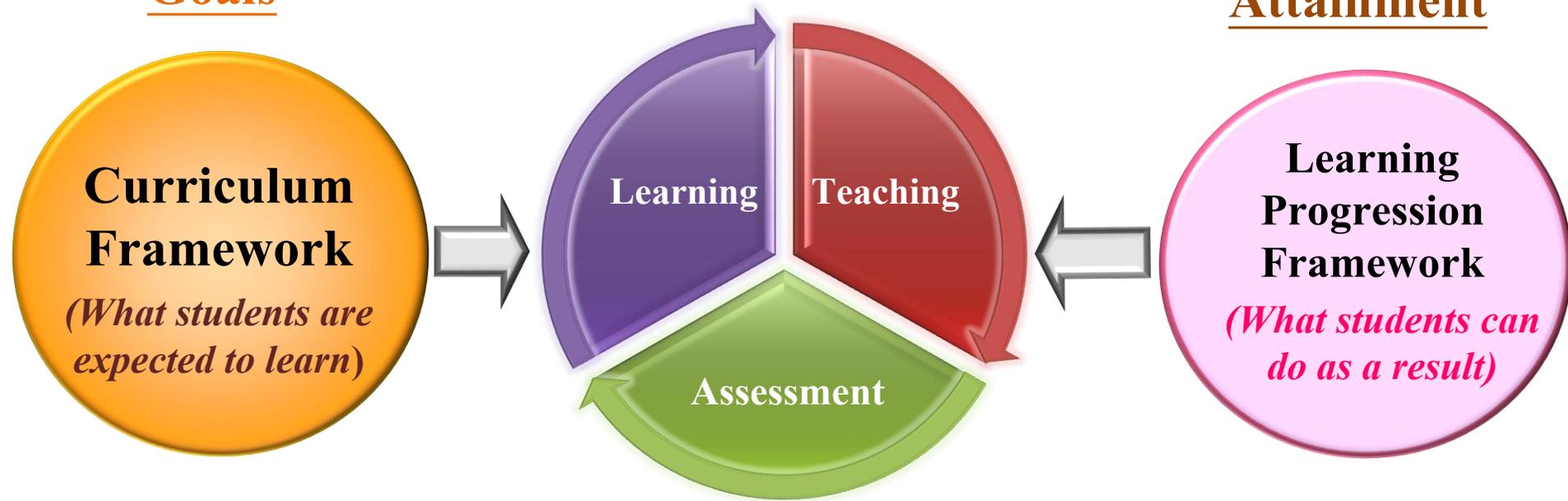
The reading strategies included in some of the pointers provide examples on how these strategies can help learners construct meaning and interpret texts. They are by no means exhaustive or prescriptive. They serve as reference for teachers in planning and developing tasks for the learning-teaching-assessment cycle.

Curriculum Framework, Learning, Teaching and Assessment, and the LPF

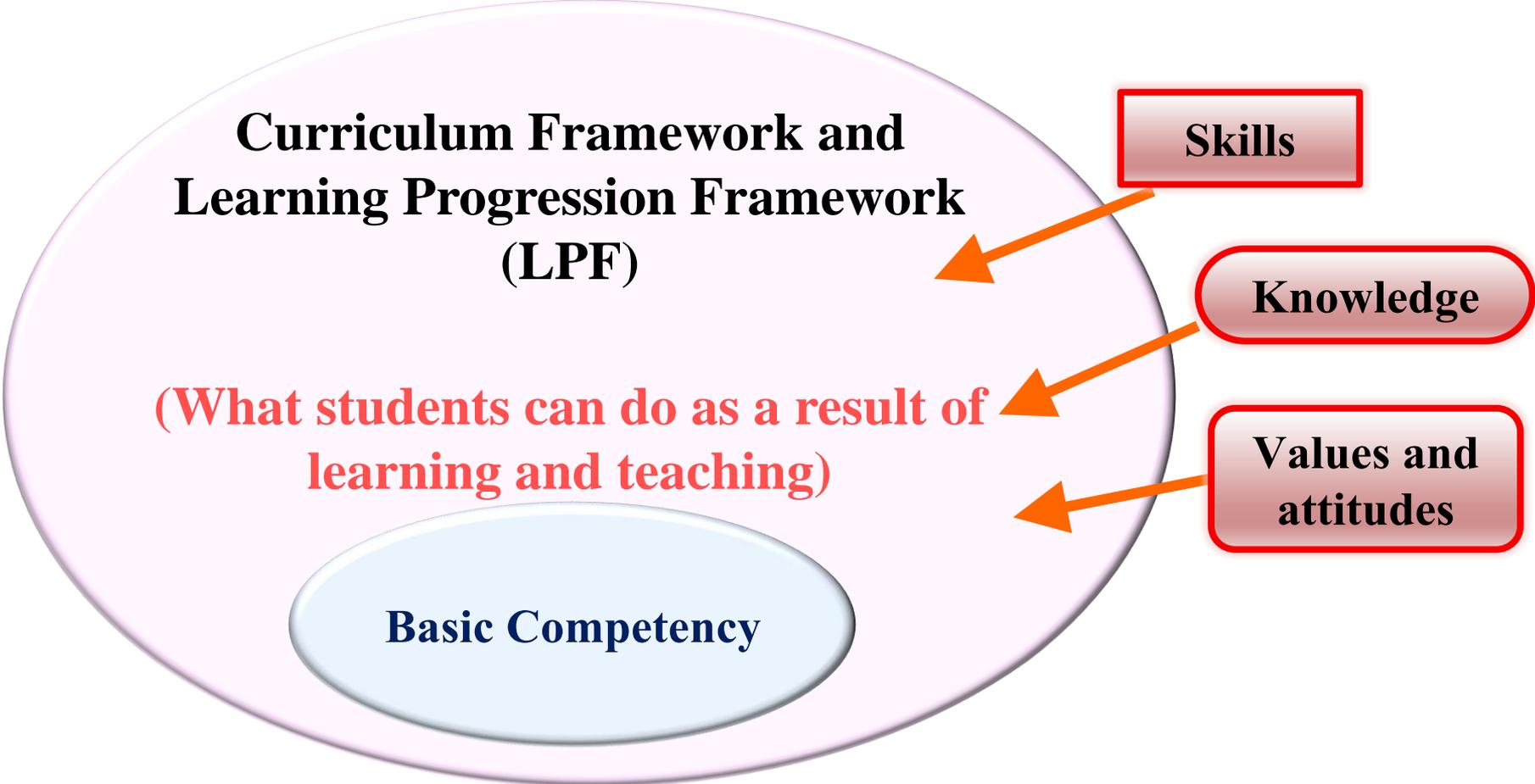
Goals

Process

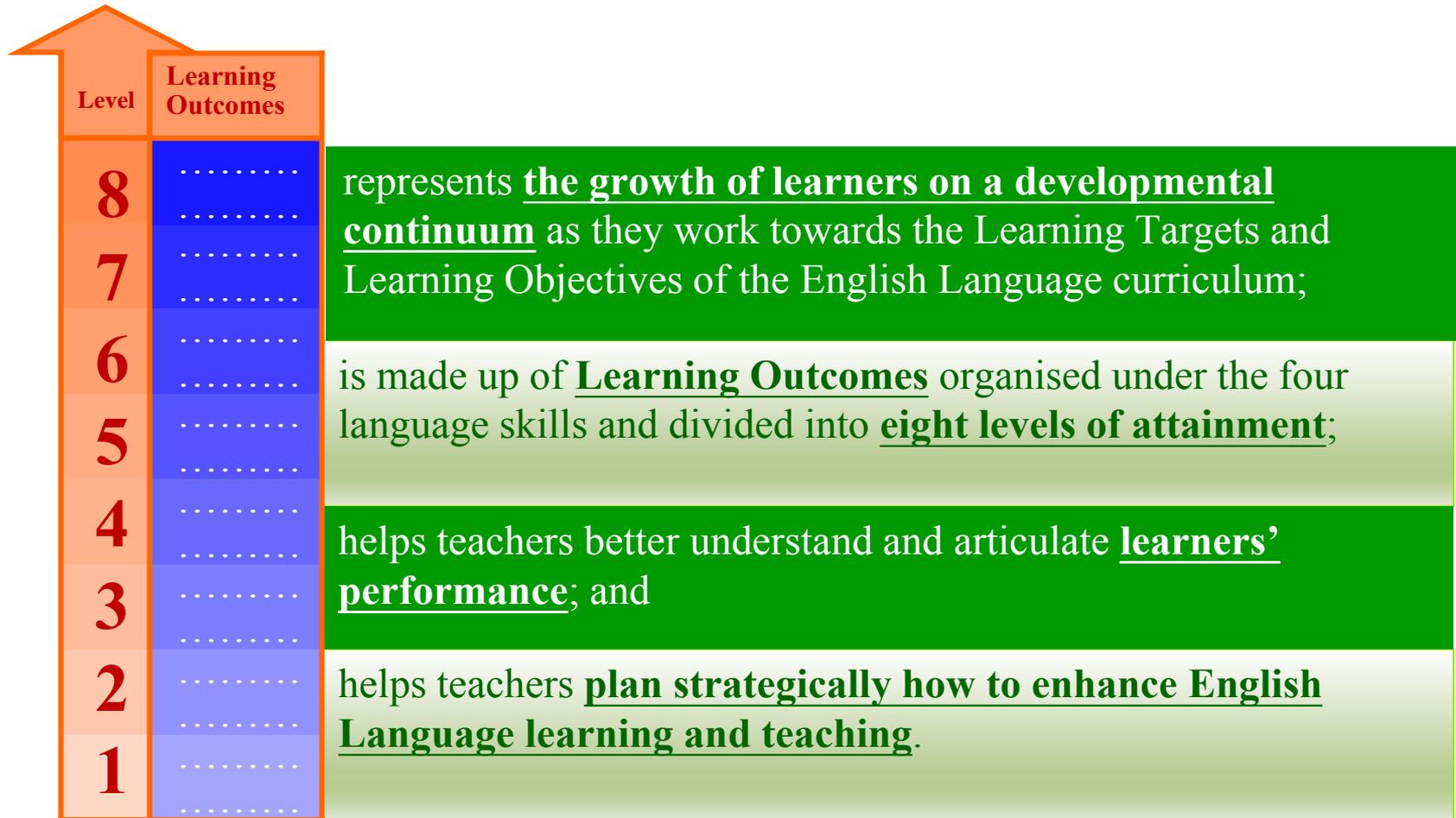
Attainment



Relationship between the Curriculum Framework, the LPF and Basic Competency (BC)



What is LPF for English Language?



What are the purposes of developing LPF?



- For identifying students' strengths and areas for improvement
- For enhancing learning and teaching
 - * providing quality feedback to students
 - * reviewing expectations of student learning
 - * revising learning content
 - * improving teaching strategies
- For reflecting on whether opportunities have been provided for students to demonstrate their performance

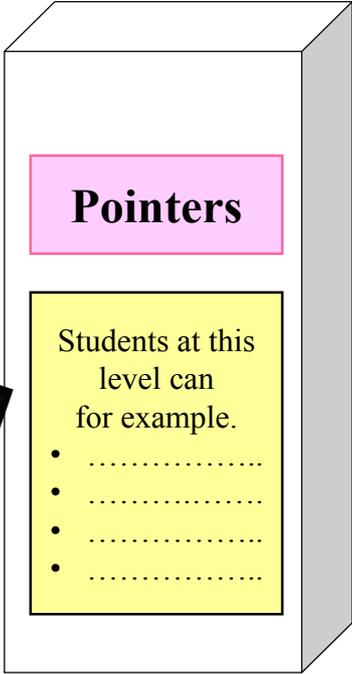
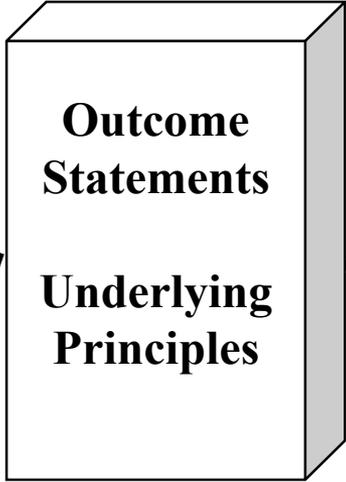
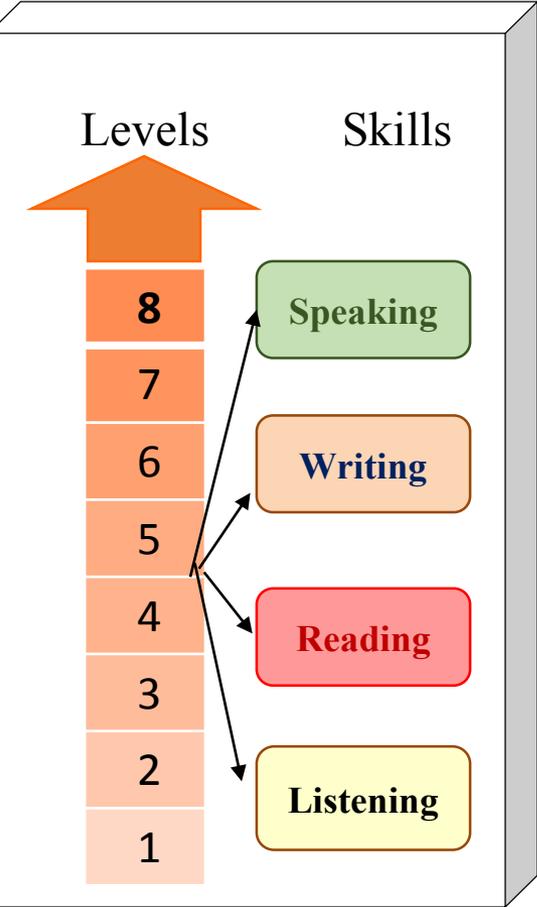


- Not for summative assessment
- Not for benchmarking students

Structure of the LPF

Learning Outcomes (LOs) organised & presented under the four language skills

LOs for each language skill expressed in the form of Outcome Statements (a general description of learner performance)



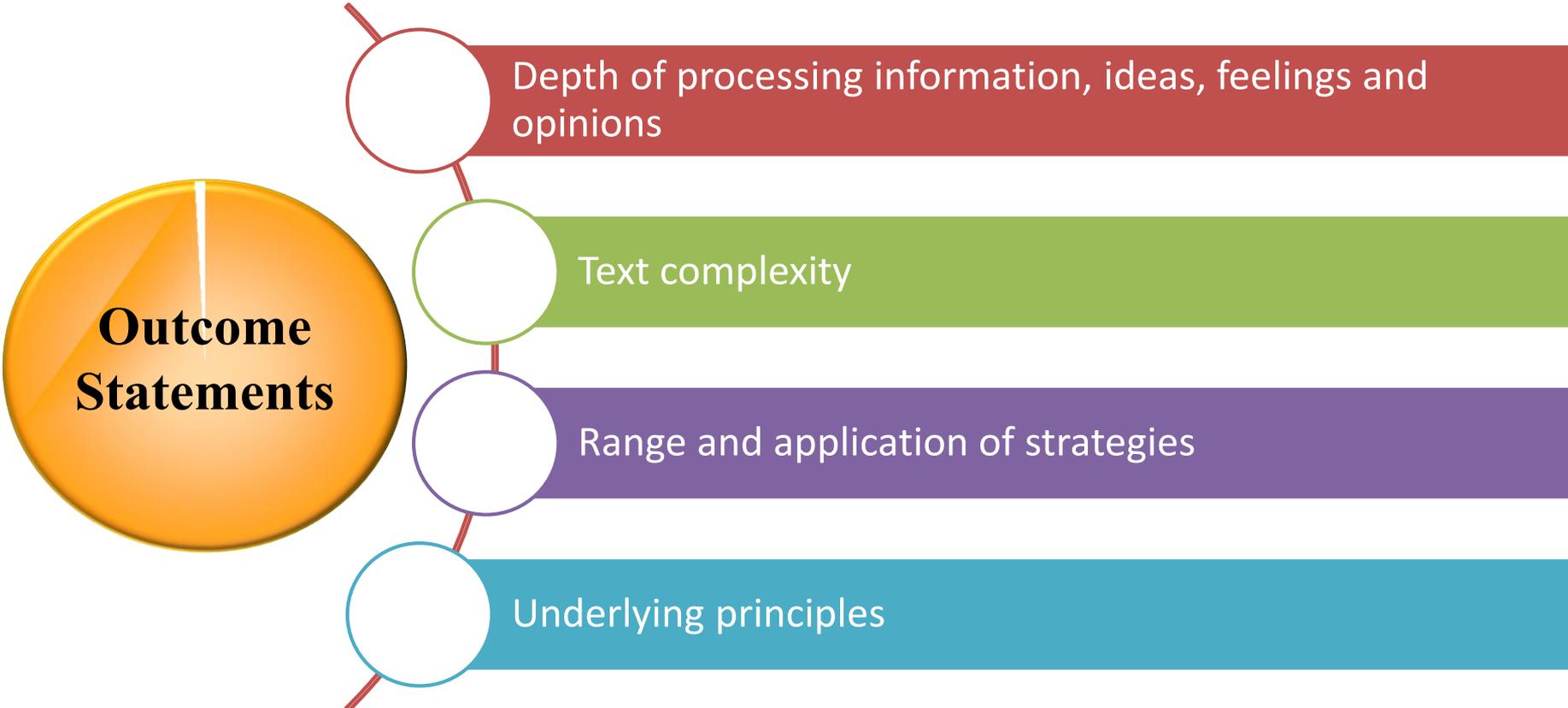
Pointers provide specific examples of what learners are able to do in demonstrating the LOs.

Underlying Principles elucidate some of the learning objectives which do not lend themselves to the description in terms of 8 attainment milestones but are essential to English language learning.

LPF for English Language (Reading)

● Reading is a receptive skill.

The outcome statements show the progression in terms of:



Outcome Statements

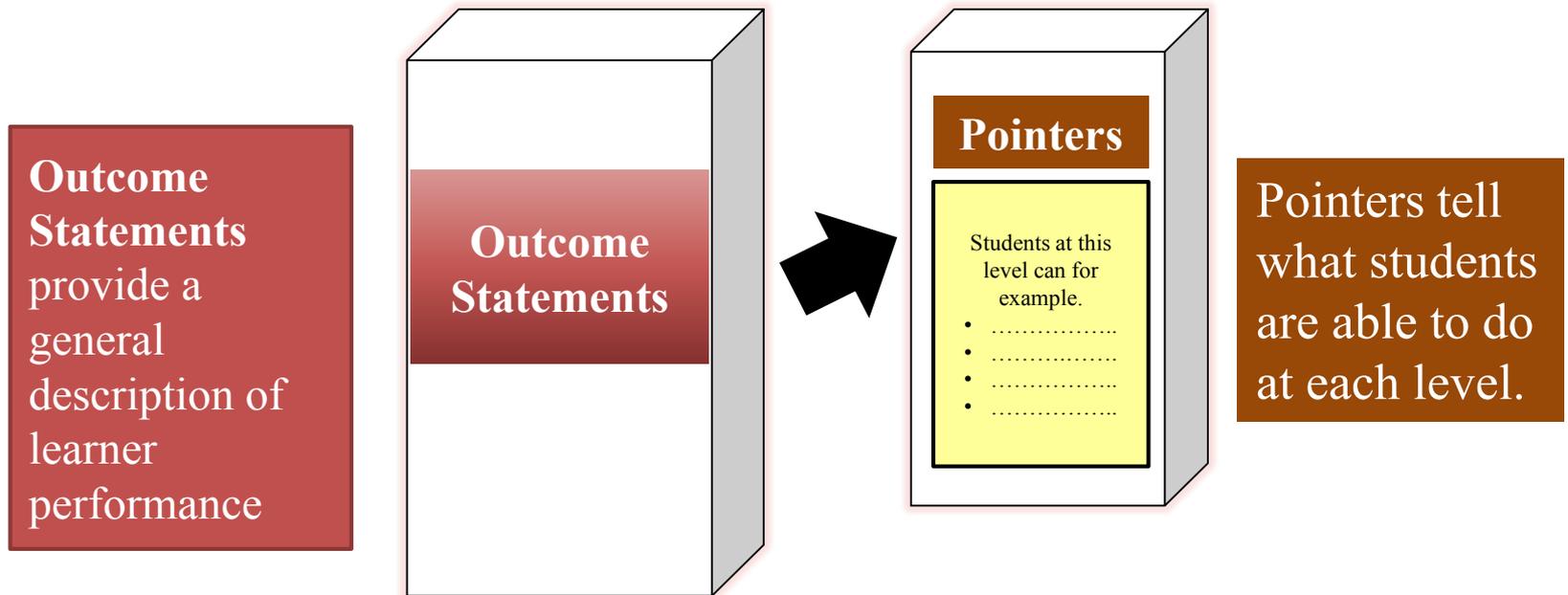
Depth of processing information, ideas, feelings and opinions

Text complexity

Range and application of strategies

Underlying principles

Relationship between Outcome Statements and Pointers



Underlying Principles

🌱 To elucidate some of the learning objectives which do not readily lend themselves to the description in terms of 8 levels of attainment but are essential to English language learning, e.g.

- language development strategies, generic skills, and positive values and attitudes (**all 4 skills**)
- the provision of support and the need to encourage learner independence (**all 4 skills**)
- meaningfulness and appropriateness of the texts to the context, purpose and audience (**Speaking and Writing**)
- interplay between tasks and texts (**Reading and Listening**)

Understanding the Learning Progression

Activity 1 (Matching activity)

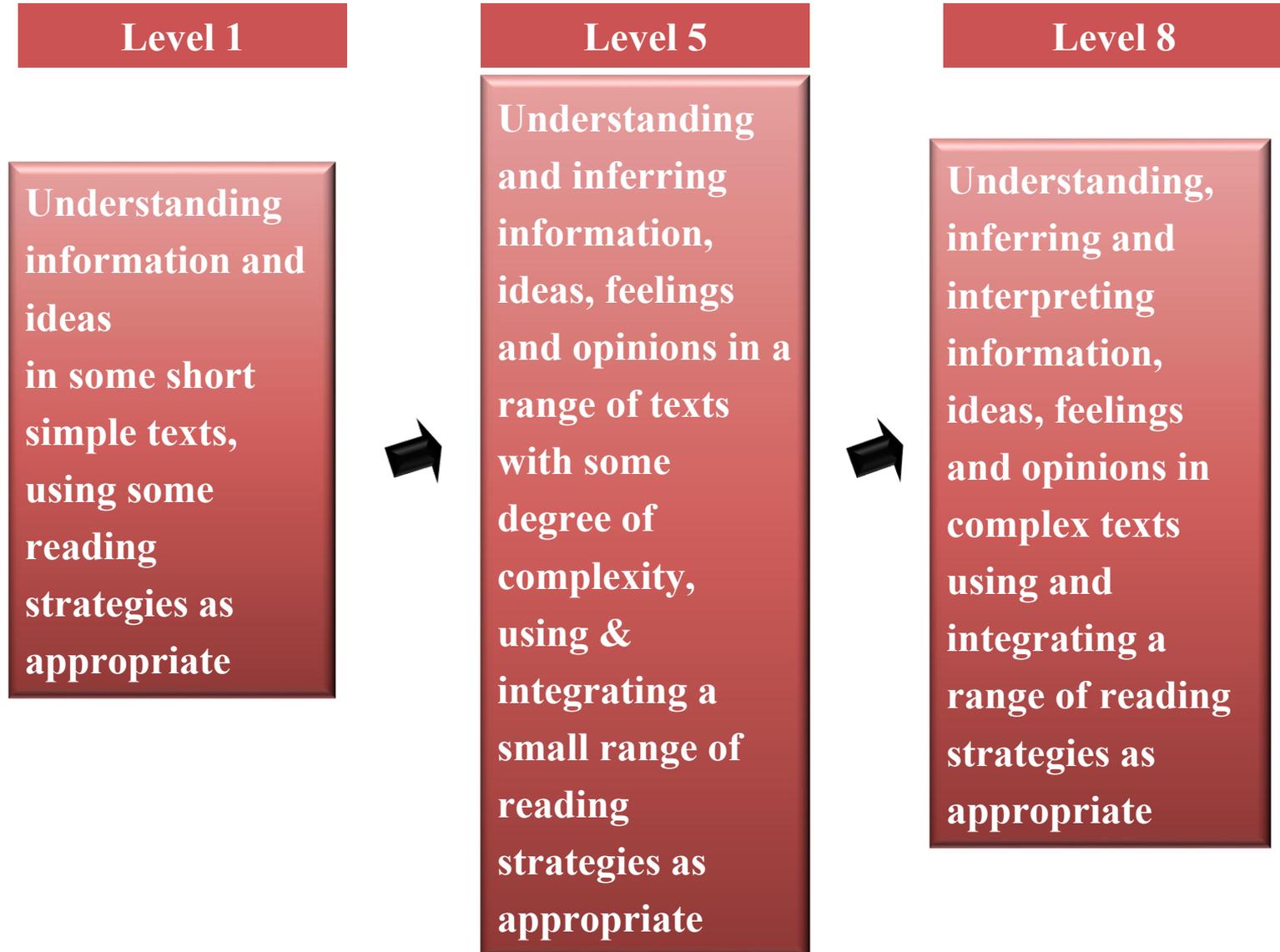
In groups,

- study the Outcome Statements for three levels of the LPF for Reading; and
- identify the three aspects in the progression of the Outcome Statements for Reading.

Reading - ATM 1	Reading – ATM 2	Reading – ATM 3	Reading – ATM 4	Reading – ATM 5	Reading – ATM 6	Reading – ATM 7	Reading – ATM 8
	Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate		Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	

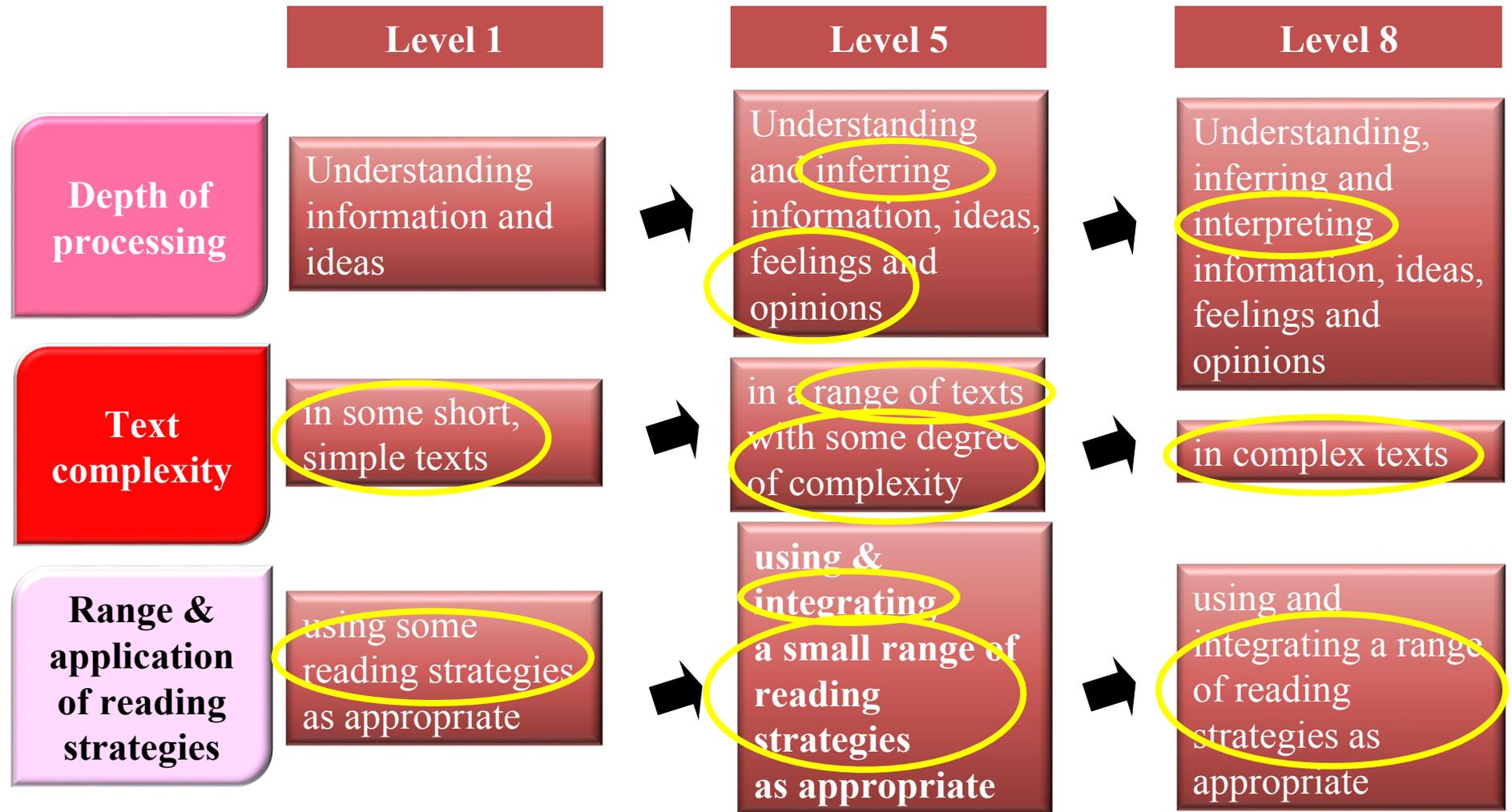
Progression of the Learning Outcomes

Activity 1 (Matching activity)



Progression of the Learning Outcomes

Activity 1 (Matching activity)



Outcome Statements in the LPF

Depth of processing

Reading - ATM 1	Reading - ATM 2	Reading - ATM 3	Reading - ATM 4	Reading - ATM 5	Reading - ATM 6	Reading - ATM 7	Reading - ATM 8
Understanding information and ideas in some short simple texts, using some reading strategies as appropriate	Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in complex texts, using and integrating a range of reading strategies as appropriate

Abstractness

Organisation

Density of information

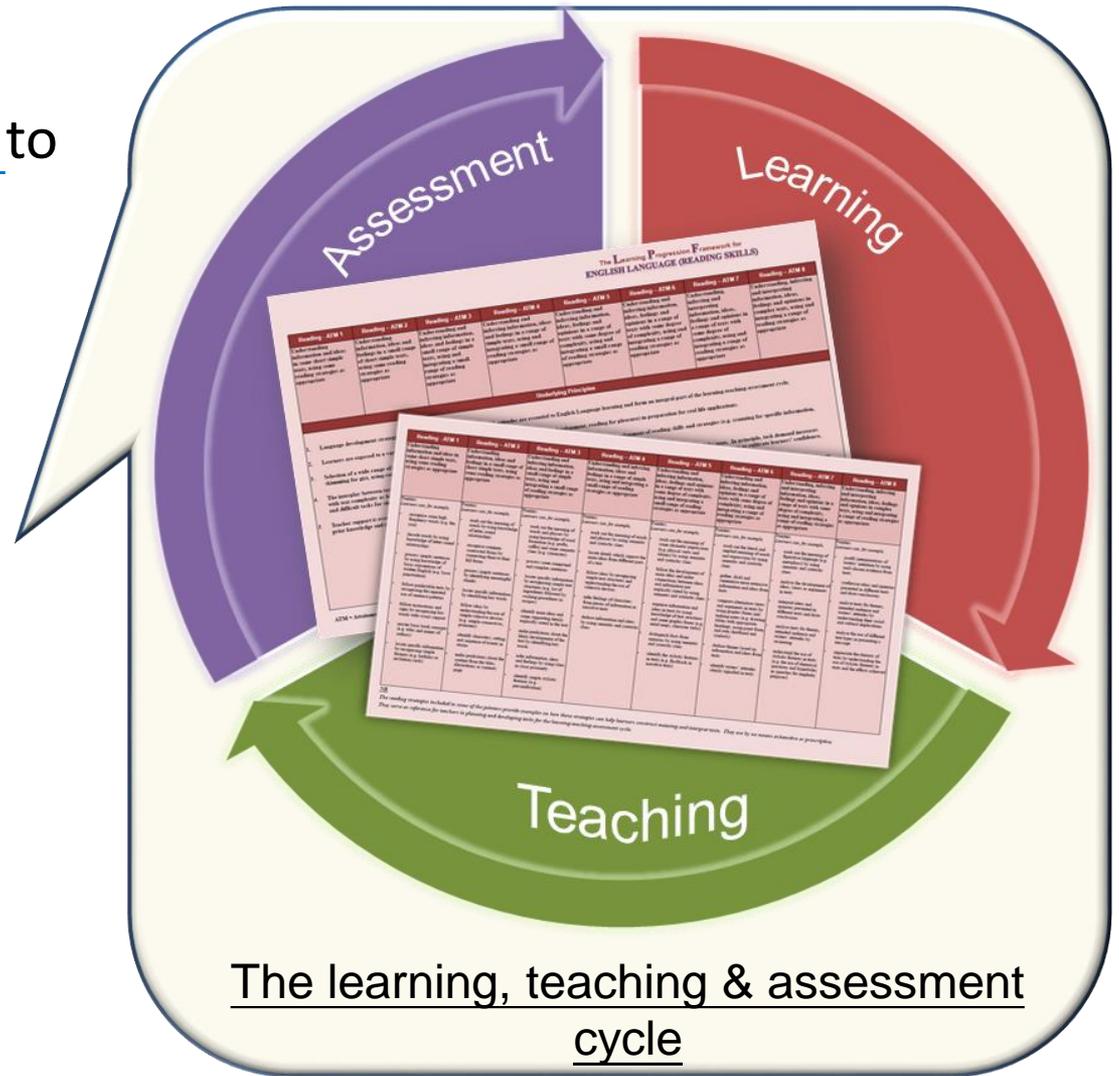
Text complexity

Range and application of reading strategies

Use of the LPF

Curriculum Planning

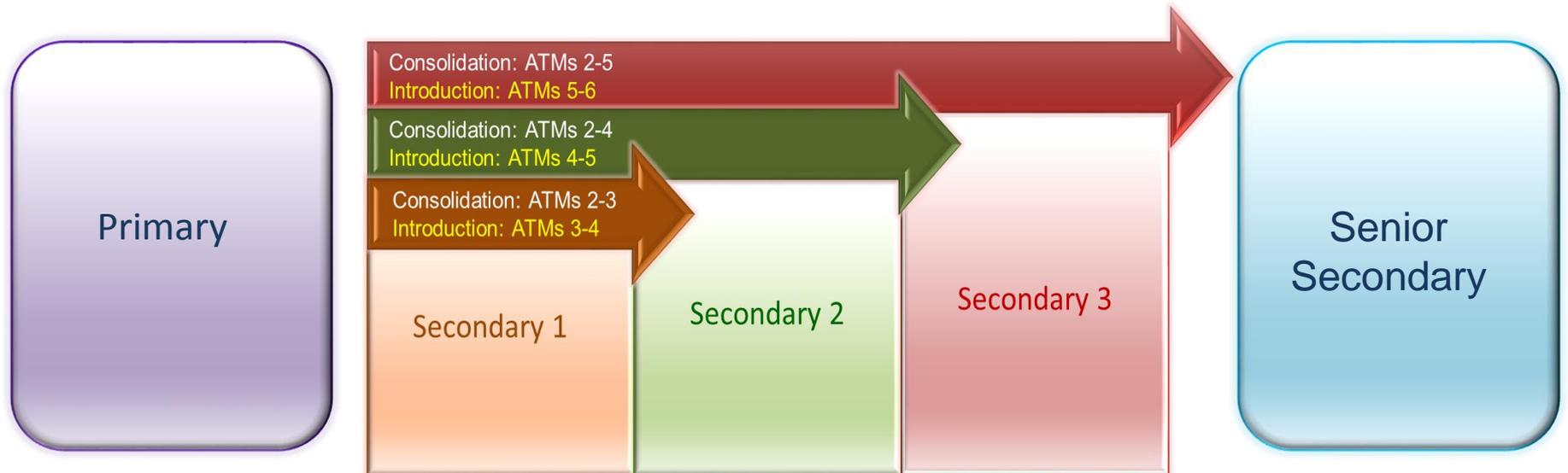
- Providing a common “language” and “tool” to facilitate professional discussions among teachers



Curriculum Planning

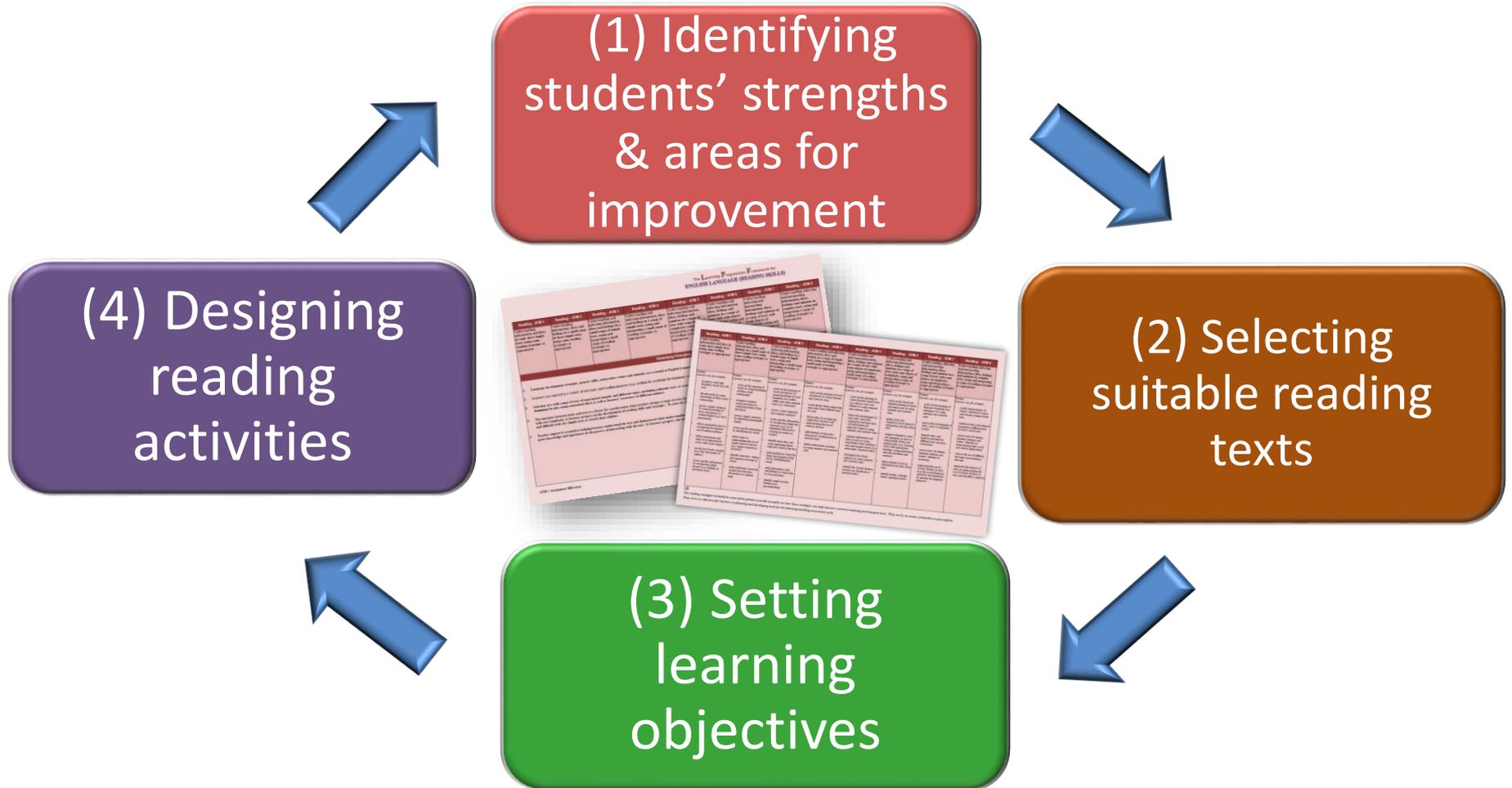
🌱 Developing students' reading skills and strategies across levels

An example



Learning, Teaching and Assessment

🌱 Promoting Assessment for Learning



Learning, Teaching and Assessment

❁ (1) Identifying students' strengths and areas for improvement



Identifying reading skills and strategies that

✓ need to be further stretched

✓ } need to be supported
✗ }

? need to be given opportunities for development

An example

Reading – ATM 2	Reading – ATM 3	Reading – ATM 4
Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate
<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> ✓ work out the meaning of words by using knowledge of letter-sound relationships ✓ locate specific information by identifying key words ✓ follow ideas by understanding the use of simple cohesive devices (e.g. simple connectives, pronouns) 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> ✓ work out the meaning of words and phrases by using knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms) ✓ locate specific information by recognising simple text structures (e.g. list of ingredients followed by cooking procedures in recipes) ✗ identify main ideas and some supporting details explicitly stated in the text 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> ? work out the meaning of words and phrases by using semantic and syntactic clues ✗ locate details which support the main ideas from different parts of a text ✓ follow ideas by recognising simple text structures and understanding the use of cohesive devices

Learning, Teaching and Assessment

❁ (2) Selecting suitable reading texts

Reading - ATM 1	Reading – ATM 5	Reading – ATM 8
<u>Understanding</u> information and ideas in <u>some short simple texts</u> , <u>using some reading strategies</u> as appropriate	<u>Understanding and inferring</u> information, <u>ideas, feelings and opinions</u> in a range of texts with <u>some degree of complexity</u> , <u>using and integrating a small range of reading strategies</u> as appropriate	<u>Understanding, inferring and interpreting</u> information, <u>ideas, feelings and opinions</u> in <u>complex texts</u> , <u>using and integrating a range of reading strategies</u> as appropriate

Depth of processing



Abstractness

Organisation

Density of information

Text complexity

Range and application of reading strategies

Learning, Teaching and Assessment

❁ (2) Selecting suitable reading texts

Underlying Principles

- 4) **The interplay between tasks and texts** is a factor for consideration when teachers design a range of tasks for learners to demonstrate their understanding of the texts. In principle, task demand increases with text complexity as learners progress in the development of reading skills and strategies. To cater for learner diversity, simple tasks can be included for complex texts to cultivate learners' confidence, and difficult tasks for simple texts to stretch their abilities.

Interplay between Tasks and Texts

Task Demand

Text Complexity

- Task demand should increase with text complexity.
- To cater for learner diversity, simple tasks can be included for complex texts to cultivate learners' confidence, and difficult tasks for simple texts to stretch their abilities.
- To promote learner independence, the amount of support provided could be gradually reduced.

Learning, Teaching and Assessment

🌱 (3) Setting learning objectives to help students improve further



Reading objectives

(ATM 3.1)

- work out the meaning of words and phrases by using knowledge of word formation (e.g. suffix)

(ATM 4.3)

- follow ideas by recognising simple text structures

An example

Reading – ATM 2	Reading – ATM 3	Reading – ATM 4
Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate
<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> ✓ work out the meaning of words by using knowledge of letter-sound relationships ✓ locate specific information by identifying key words ✓ follow ideas by understanding the use of simple cohesive devices (e.g. simple connectives, pronouns) 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> ✓ work out the meaning of words and phrases by using knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms) ✓ locate specific information by recognising simple text structures (e.g. list of ingredients followed by cooking procedures in recipes) ✓ identify main ideas and some supporting details explicitly stated in the text 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> ? work out the meaning of words and phrases by using semantic and syntactic clues ✗ locate details which support the main ideas from different parts of a text ✓ follow ideas by recognising simple text structures and understanding the use of cohesive devices

Learning, Teaching and Assessment

🌱 (4) Designing reading activities

Activity 2 (While-reading activity)

Discuss with a partner and complete the poem.

Actions by Shel Silverstein

If we meet and I say, "Hi,"

That's a salutation.

If you ask me how I feel,

That's consideration.

If we stop and talk a while,

That's a conversation.

⋮

⋮

If _____ I don't have to go to school _____,

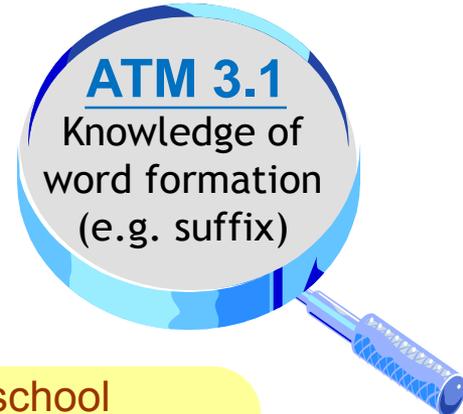
That's _____ a vacation _____.

If _____ you like this poem _____,

That's _____ appreciation _____.

⋮

(And if I say this is a wonderful poem,
Is that exaggeration?)



Learning, Teaching and Assessment

🌱 (4) Designing reading activities

Activity 2 (While-reading activity)

Discuss with a partner and complete the poem.

Actions by Shel Silverstein

If we meet and I say, "Hi,"
That's a salutation.
If you ask me how I feel,
That's consideration.
If we stop and talk a while,
That's a conversation.

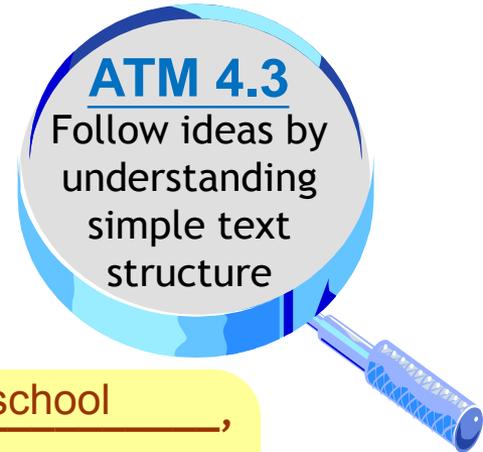
⋮

⋮

If I don't have to go to school,
That's a vacation.
If you like this poem,
That's appreciation.

⋮

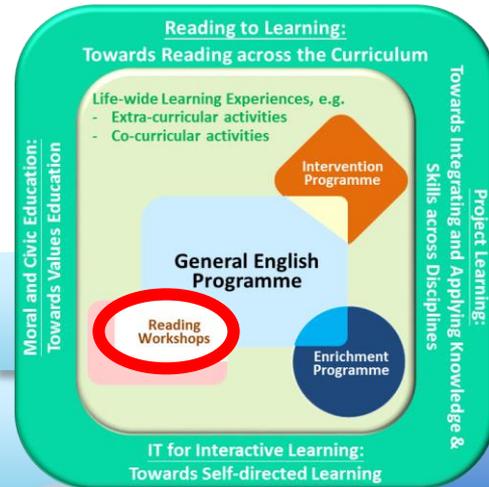
(And if I say this is a wonderful poem,
Is that exaggeration?)



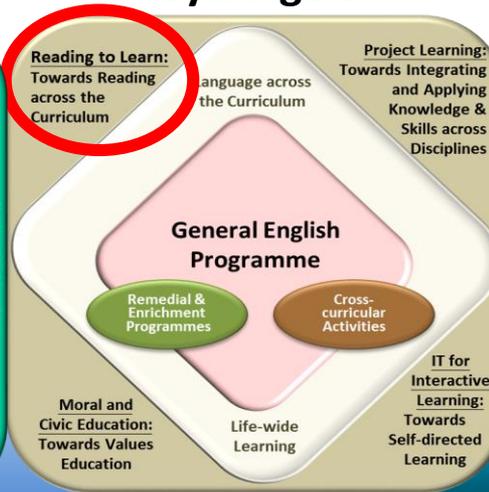
Enhancing the **Interface** across Key Stages

The Development of Reading Skills and Strategies across Key Stages

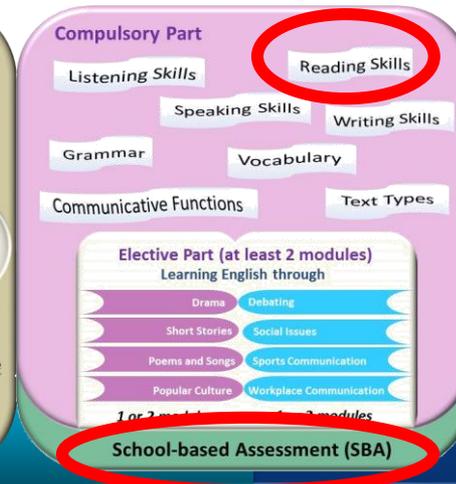
Key Stages 1 and 2



Key Stage 3



Key Stage 4



Further studies, work etc
Lifelong language learning

Developing Basic Skills and Strategies

- 40% of English lesson time on Reading Workshops
- Using literary & information texts to facilitate the development of reading skills in context

Expanding the Repertoire of Reading Skills and Strategies

- Extending students' learning experience through promoting Reading across the Curriculum (RaC)
- Preparing students for meeting the language demand at KS4

Consolidating the Reading Skills and Strategies Acquired

- Facilitating the application of reading skills in an integrated and creative manner
- Supporting students to conduct independent reading

Promoting Reading across the Curriculum (RaC) at the Junior Secondary Level

Promoting RaC in the English Language Curriculum

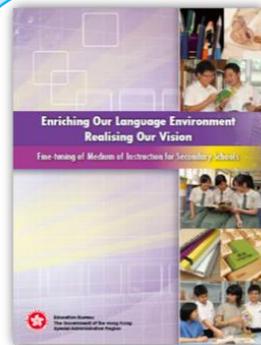
Whole-school Language Policy

Reading to Learn:
Towards **Reading across**
the **Curriculum**

Language ↔ Content

To enrich the
language
environment

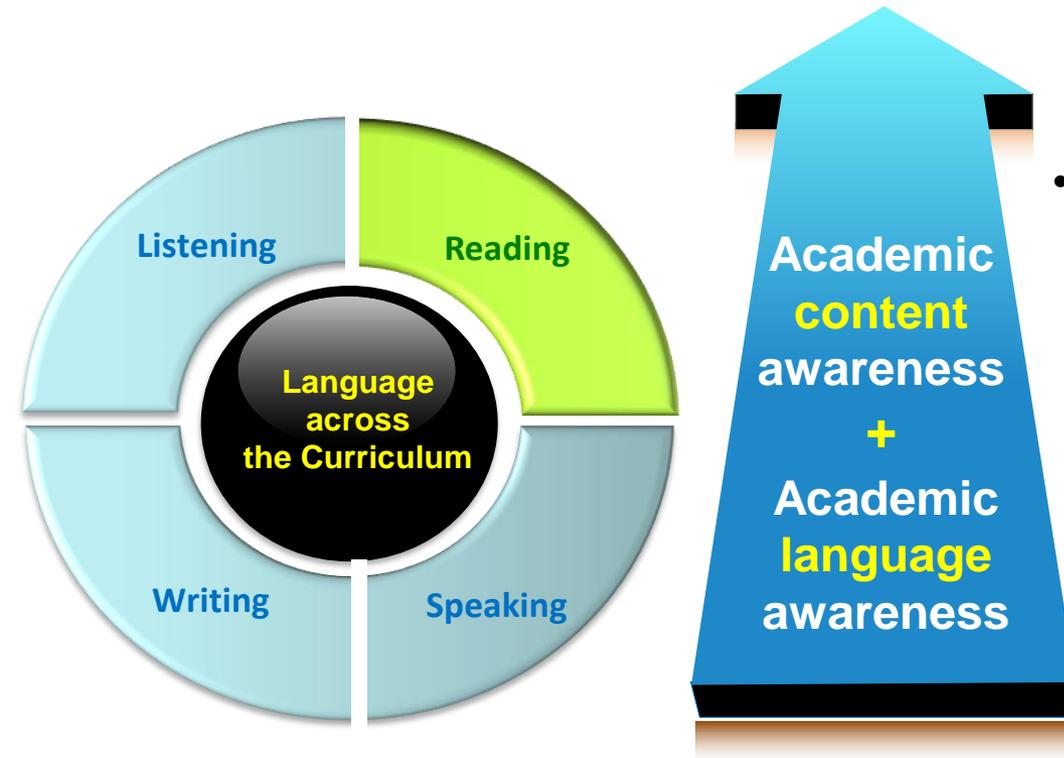
To increase
students'
opportunities
to use
English



The Fine-tuned MOI Arrangements

- ➊ English Extended Learning Activities (ELA)
- ➋ EMI by subject(s)
- ➌ EMI by class(es)
- ➍ EMI for all subjects

Promoting RaC at the Junior Secondary Level



- Reading across the curriculum (RaC) is a component within Language across the Curriculum
- RaC
 - reading as a **fundamental mode of learning**
 - explicit teaching of reading to be **integrated** with teaching the curriculum
 - students learning to read
 - the **subject matter** of pedagogic texts
 - the associated **language patterns**

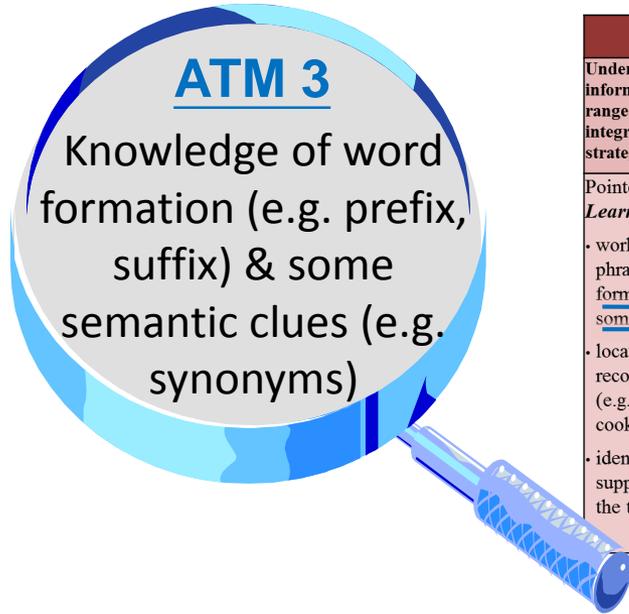
Promoting RaC at the Junior Secondary Level

Underlying Principles

- 2) Learners are exposed to a variety of text types and reading purposes (e.g. reading for academic development, reading for pleasure) in preparation for real life applications.

Reading – ATM 3	Reading – ATM 5	Reading – ATM 7
Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a small range of reading strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate
<p>Pointers</p> <p><i>Learners can, for example,</i></p> <ul style="list-style-type: none"> • work out the meaning of words and phrases by using <u>knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms)</u> • locate specific information by recognising <u>simple text structures</u> (e.g. list of ingredients followed by cooking procedures in recipes) • identify main ideas and some supporting details explicitly stated in the text 	<p>Pointers</p> <p><i>Learners can, for example,</i></p> <ul style="list-style-type: none"> • work out the meaning of some idiomatic expressions (e.g. phrasal verbs and idioms) by using semantic and syntactic clues • follow the development of main ideas and make connections between ideas and information not explicitly stated by using semantic and syntactic clues • organise information and ideas in texts by using <u>knowledge of text structures and some graphic forms (e.g. mind maps, character webs)</u> 	<p>Pointers</p> <p><i>Learners can, for example,</i></p> <ul style="list-style-type: none"> • work out the meaning of figurative language (e.g. metaphors) by using semantic and syntactic clues • <u>analyse the development of ideas, views or arguments in texts</u> • <u>interpret ideas</u> and opinions presented in different texts and <u>draw conclusions</u> • <u>analyse texts</u> for themes, intended audience and writers' attitudes by reviewing

Promoting RaC at the Junior Secondary Level

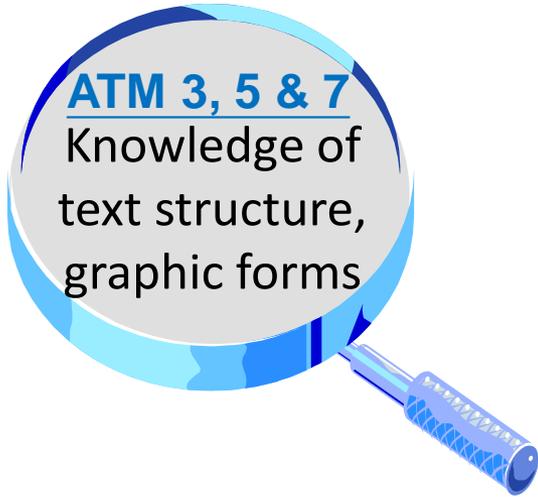


Reading – ATM 3	Reading – ATM 5	Reading – ATM 7
Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a small range of reading strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate
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Knowledge of Word Formation

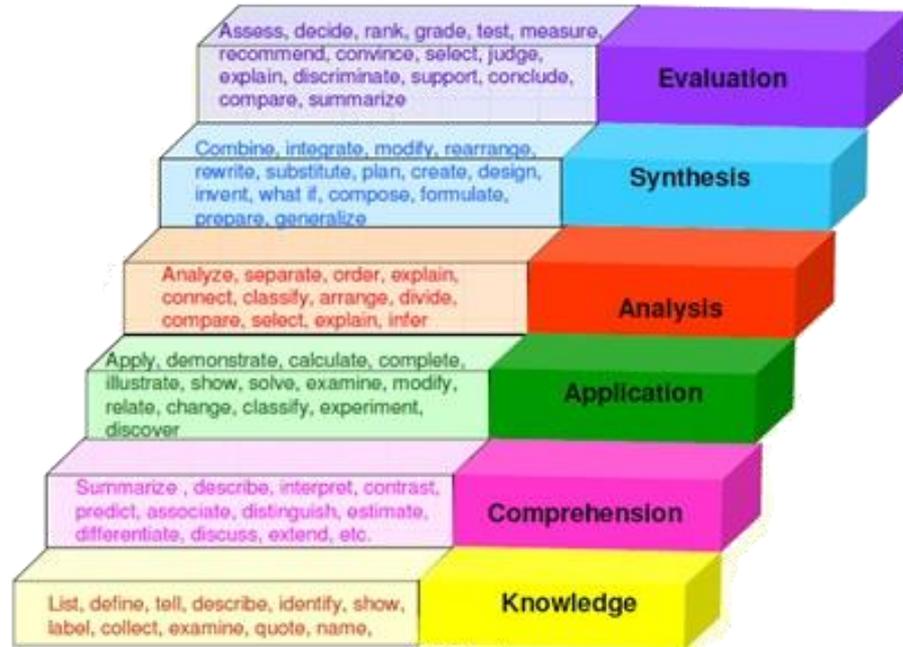
- Affixation [e.g. exhale (away from), overpopulation (too much), non-metal (not)]
- Compounding [e.g. test tube, measuring cylinder]
- Conversion [e.g. access the file (n → v), google (n → v)]
- Blending [e.g. smog = smoke + fog, bionic = biology + electronic]

Promoting RaC at the Junior Secondary Level



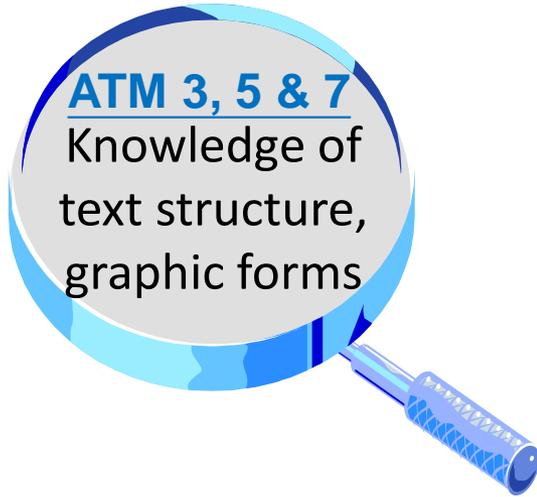
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Rhetorical functions in different text structures



Higher order thinking

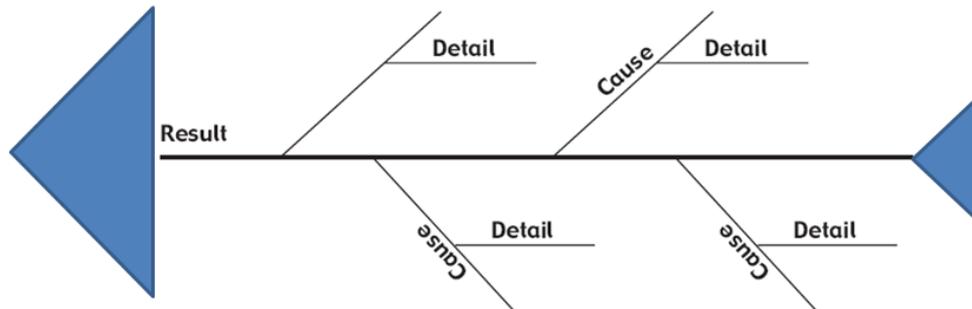
Promoting RaC at the Junior Secondary Level



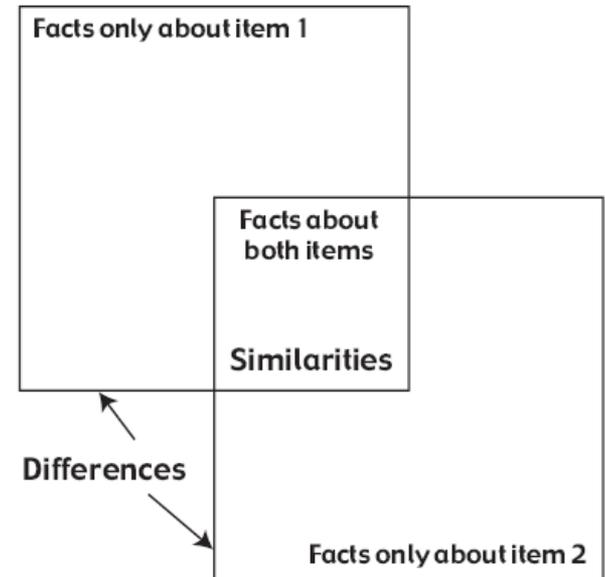
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Examples

Illustrating causes and effects



Making comparison



Promoting RaC at the Junior Secondary Level

- Organising information and ideas using [graphic forms](#)

An example

To describe the flow of water

- Use of passive construction
- Verbs indicating direction
(e.g. “is stored in”, “is pumped to”)

Vocabulary

- Key locations of the flow of water
(e.g. “the reservoir”, “water treatment station”)

An information text
Title: Water

Promoting RaC at the Junior Secondary Level

- Organising information and ideas using [graphic forms](#)

Helping students deconstruct the concepts and language of the text



Examples of Rhetorical Functions and the Related Language Items Commonly Found across KLAs

Examples

Rhetorical functions	Language features (e.g.)	PSHE	ME	SE	TE	AE	PE
Comparing	“However”, “on the contrary”, “despite”, “whereas”	*		*			
Sequencing	Imperatives		*		*	*	*
Retelling	Past tense	*		*			*
Explaining	“Due to”, “because”, “since”, “therefore”, “so”, “as a result”	*	*	*			
Describing	Adjectives, relative clauses, passive construction	*		*		*	
Drawing conclusions	“To summarise”, “To conclude”	*		*			
Making suggestions	“Can”, “may”, “suggest”	*		*			
Giving instructions	Imperatives	*	*				
Presenting facts	Present tense		*	*			*
Making assumption	Future tense, “if”, “let”, “suppose”		*				*

Promoting RaC at the Junior Secondary Level

- Integrating the use of information texts to connect students' learning experiences

Theme: Living Things

English for
general purposes

A dog has a good nose
that is many times
more sensitive than
that of a human.

Language ↔ Content

... He wanted to breed
bees that produced
more honey...

Using the relative clause to
give elaboration



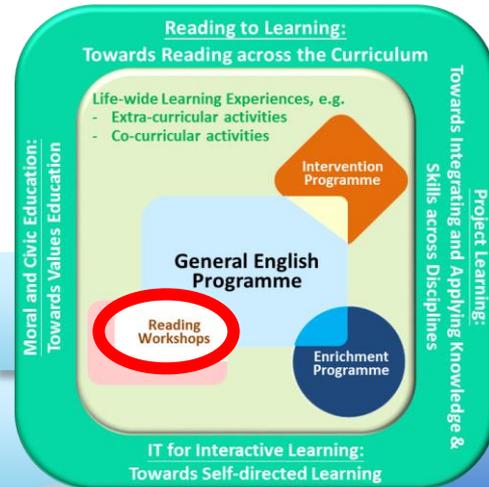
Making descriptions

English for
academic purposes

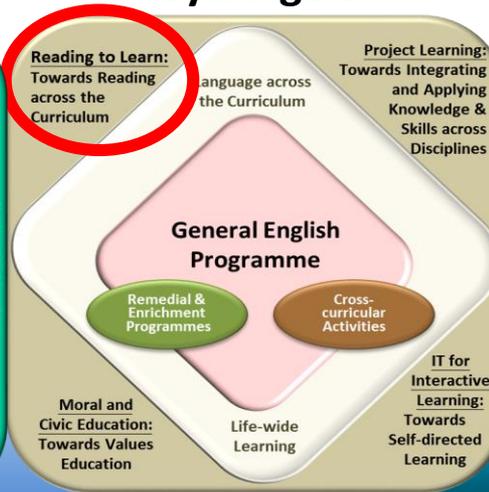
... Within all living
organisms is a
chemical reaction,
which produces
substances that have
to be gotten rid of...

The Development of Reading Skills and Strategies across Key Stages

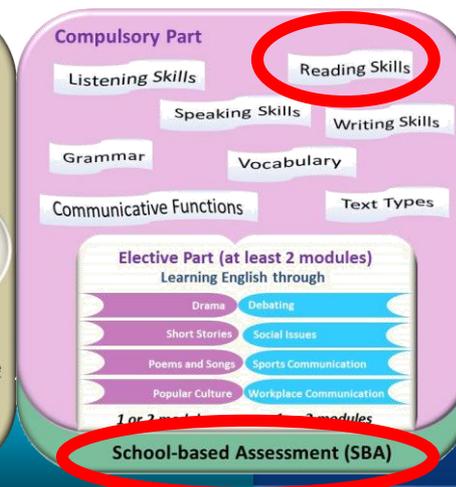
Key Stages 1 and 2



Key Stage 3



Key Stage 4



Developing Basic Skills and Strategies

- 40% of English lesson time on Reading Workshops
- Using literary & information texts to facilitate the development of reading skills in context

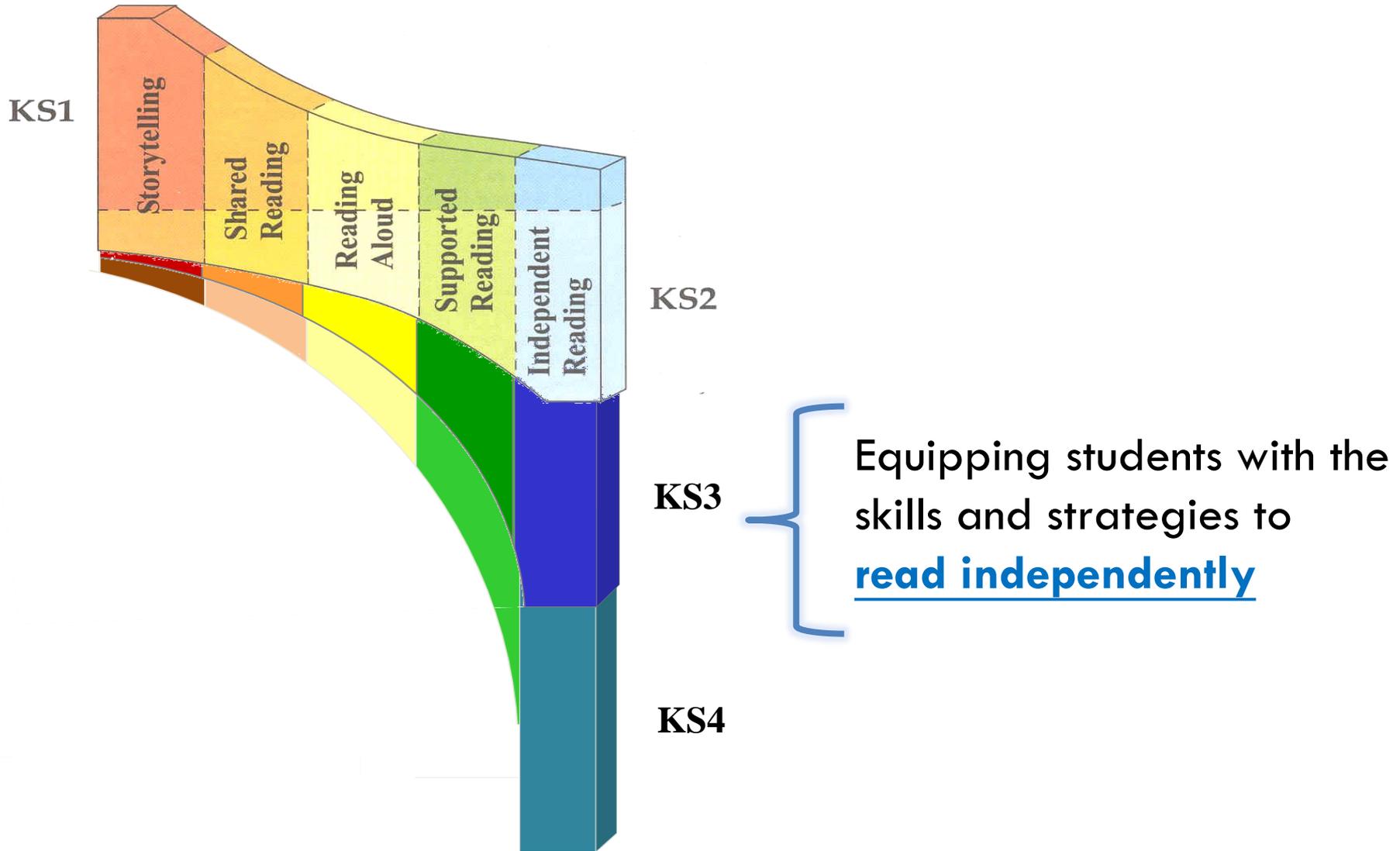
Expanding the Repertoire of Reading Skills and Strategies

- Extending students' learning experience through promoting Reading across the Curriculum (RaC)
- Preparing students for meeting the language demand at KS4

Consolidating the Reading Skills and Strategies Acquired

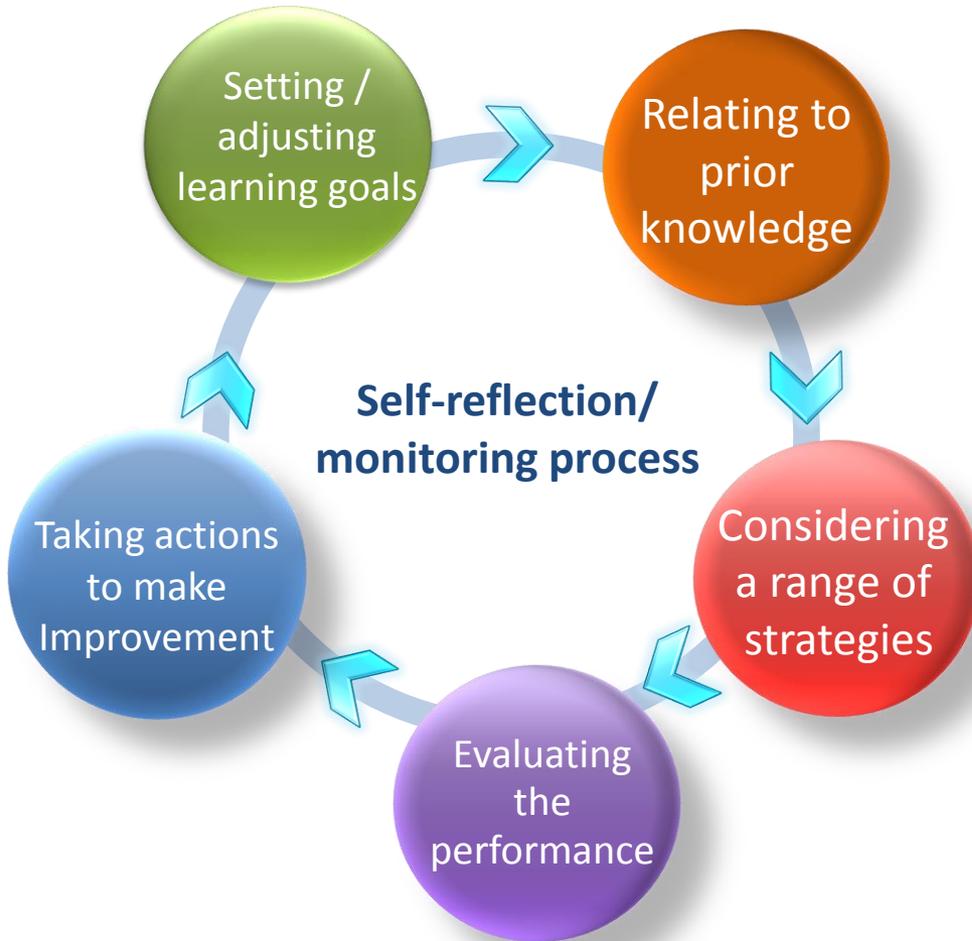
- Facilitating the application of reading skills in an integrated and creative manner
- Supporting students to conduct independent reading

Teaching Strategies for Reading across Key Stages



Supporting Students to Read Independently

- Supporting students to become self-directed learners



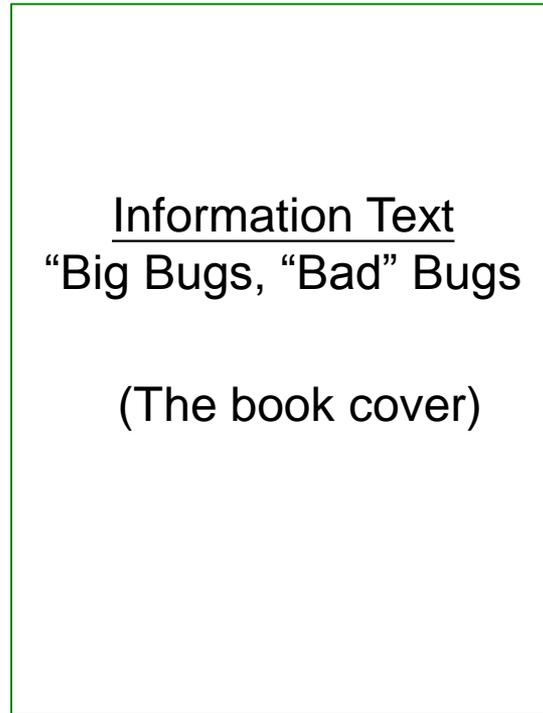
Role of Teachers

- Sharing of reading objectives / goals
- Guiding students to make connection with their prior knowledge
- Explicit teaching of learning strategies
- Revisiting the reading objectives / goals
- Providing constructive feedback to help students to improve

Supporting Students to Read Independently

Activity 3 (Lesson demonstration: Pre-reading / while-reading activity)

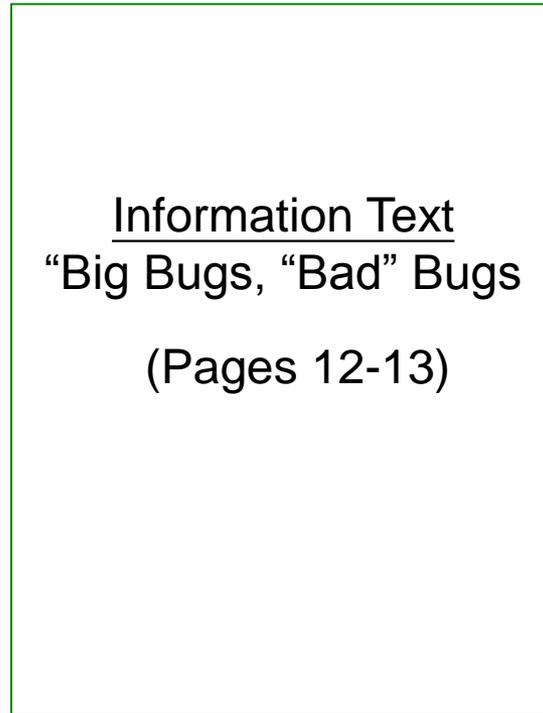
You will play the role as a student in this activity. Try to answer the teacher's questions from the perspective of a student.



Supporting Students to Read Independently

Activity 3 (Lesson demonstration: Pre-reading / while-reading activity)

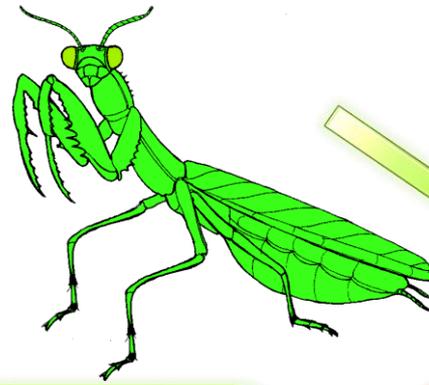
You will play the role as a student in this activity. Try to answer the teacher's questions from the perspective of a student.



Supporting Students to Read Independently

Activity 3 (Lesson demonstration: Pre-reading / while-reading activity)

What are the two special skills of the praying mantis?



Skill 1: Camouflage

Skill 2: Fighting skill

How?

- It blends into (looks similar to) the environment.

Use an example to describe this skill

- It sways (moves) like a flower in the breeze (wind).
- Its legs are shaped like petals.

Why?

- It will not be eaten by other animals.

How?

- It will stand up and fight against the bigger predators.

Use an example to describe this skill

- It behaves like giants (something which is very big).

Supporting Students to Read Independently

Activity 4 (Debriefing session)

Information Text
“Big Bugs, “Bad” Bugs

1. What is the title of the book?

Big Bugs, “Bad” Bugs

Bugs
↓
ugly

ATM 1.2

Decode words by using knowledge of letter-sound relationships

2. Read the title aloud. What are the special effects?

Alliteration, repetition

ATM 3.7

Identify simple stylistic features

3. What is this book about?

Bugs

ATM 2.7

Make predictions about the content from the title and illustrations

Supporting Students to Read Independently

Activity 4 (Debriefing session)

Information Text
“Big Bugs, “Bad” Bugs

4. Can you give me an example of bugs?

Spiders

ATM 2.7

Make predictions about the content from the illustrations

5. What the use of the quotation marks?

Meaning:

- To draw readers' focus
- To put emphasis on the word “Bad”

ATM 6.1

Work out the literal and implied meaning of words and expressions by using semantic and syntactic clues

6. Why is the word “Bad” enclosed in quotation marks?

Meaning:

May not be bad

ATM 6.1

Work out the literal and implied meaning of words and expressions by using semantic and syntactic clues

Supporting Students to Read Independently

Activity 4 (Debriefing session)

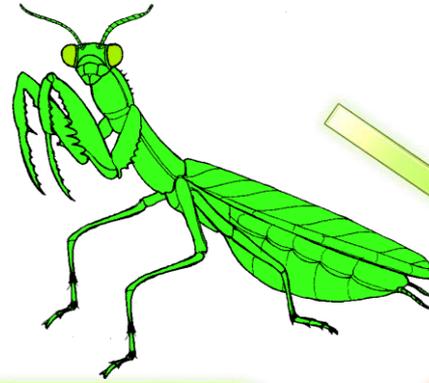
What are the two special skills of the praying mantis?

ATM 5.3

Organise information & ideas using some graphic forms

ATM 5.2

follow the development of main ideas and make connections between ideas and information not explicitly stated by using semantic and syntactic clues



Skill 1: Camouflage

How?

- It blends into (looks similar to) the environment.

Use an example to describe this skill

- It sways (moves) like a flower in the breeze (wind).
- Its legs are shaped like petals.

Why?

- It will not be eaten by other animals.

ATM 3.7

identify simple stylistic features

Skill 2: Fighting skill

How?

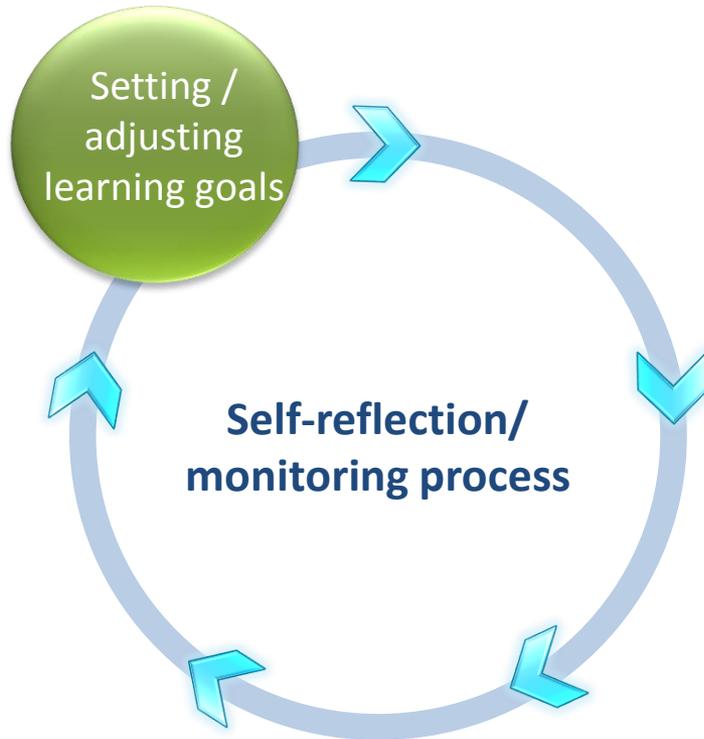
- It will stand up and fight against the bigger predators.

Use an example to describe this skill

- It behaves like giants (something which is very big).

Supporting Students to Read Independently

Activity 4 (Debriefing session)



Role of Teachers

- Sharing of reading objectives / goals

Reading objectives

(Content)

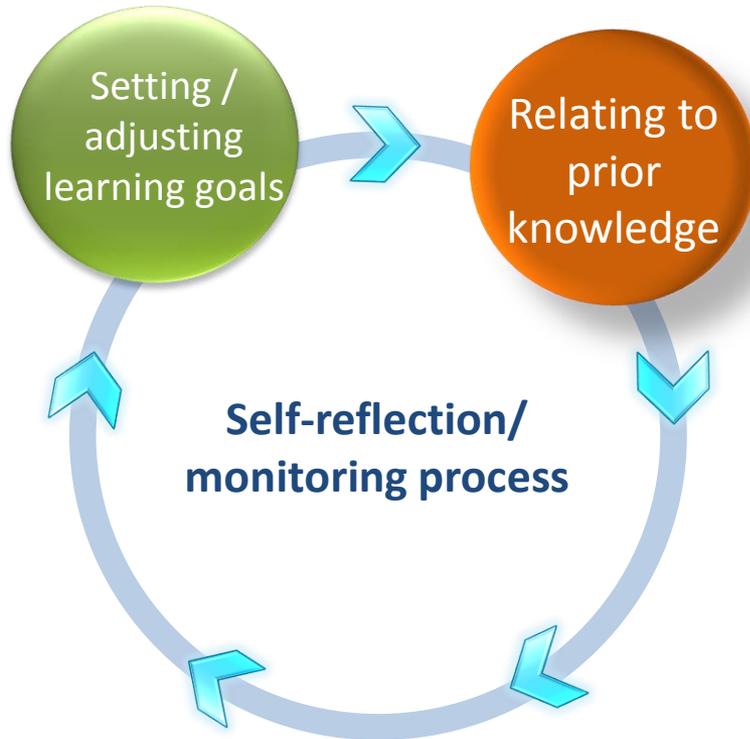
- To find out the two special skills of the praying mantis

(Language)

- To make descriptions using “like”

Supporting Students to Read Independently

Activity 4 (Debriefing session)



Role of Teachers

- Guiding students to make connection with their prior knowledge

1. What is the title of the book?

Big Bugs, “Bad” Bugs

Bugs
↓
ugly

ATM 1.2

Decode words by using knowledge of letter-sound relationships

4. Can you give me an example of bugs?

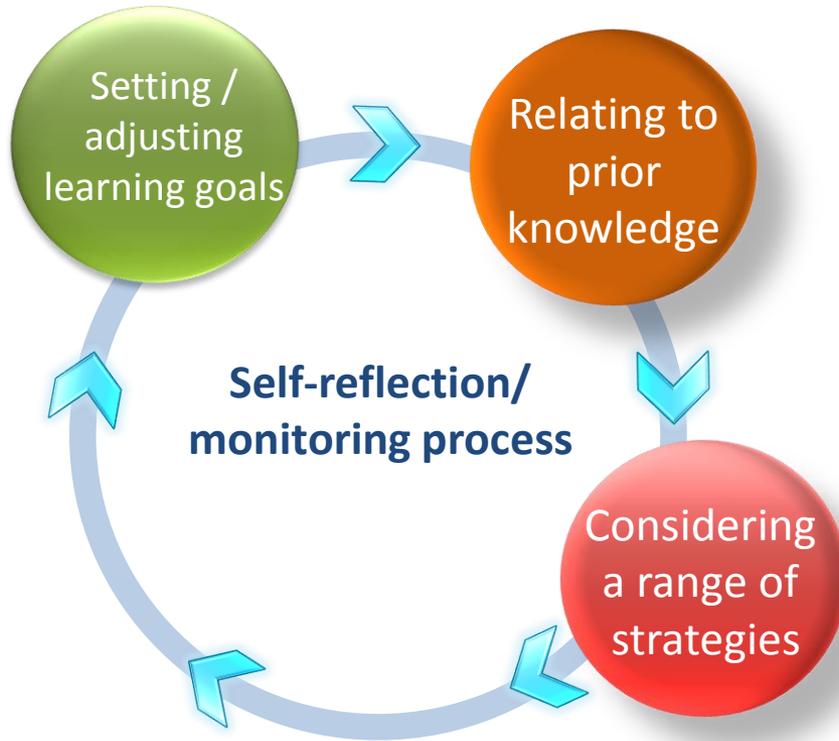
Spiders / other kinds of bugs

ATM 2.7

Make predictions about the content from the illustrations

Supporting Students to Read Independently

Activity 4 (Debriefing session)



Role of Teachers

- **Explicit teaching of learning strategies**

Making reference to the LPF and modeling to students a range of reading strategies in the reading process

1. What is camouflage?

To hide by blending into the environment

ATM 4.1
Work out the meaning of words by using semantic (e.g. pictorial) and syntactic clues

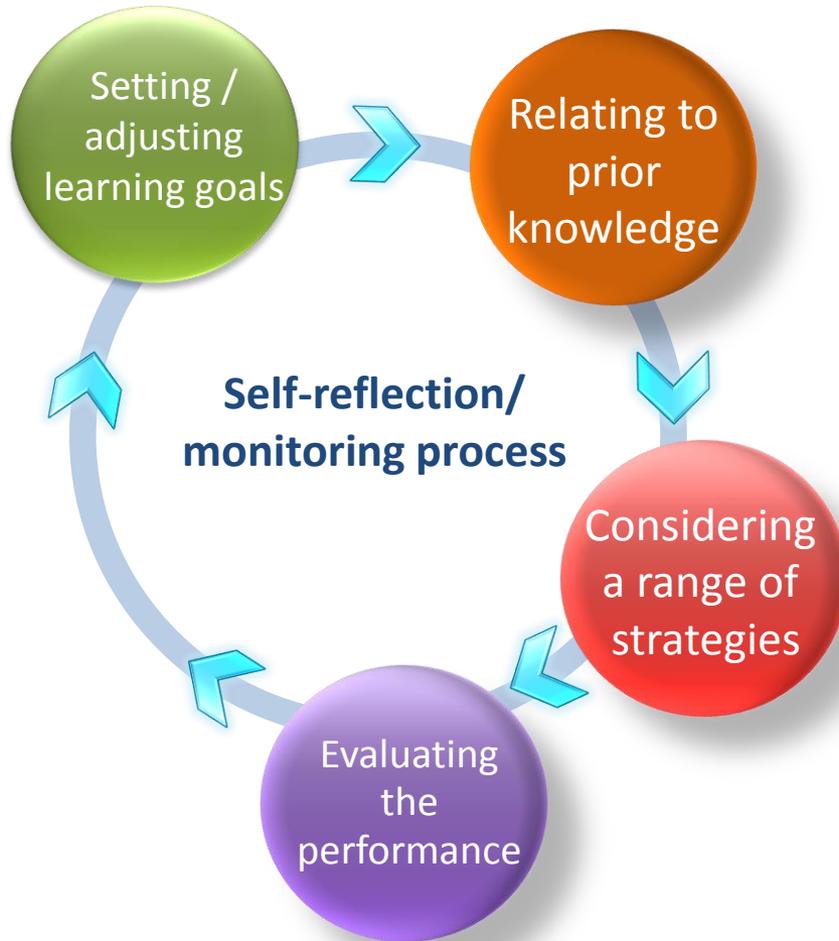
2. Is the praying mantis a good fighter?

Yes. It can fight animals bigger in size.

ATM 4.5
deduce information and ideas by using semantic and syntactic clues

Supporting Students to Read Independently

Activity 4 (Debriefing session)



Role of Teachers

- Revisiting the reading objectives / goals

Reading objectives

(Content)

- To find out the two special skills of the praying mantis

- Camouflage
- Fighting skills

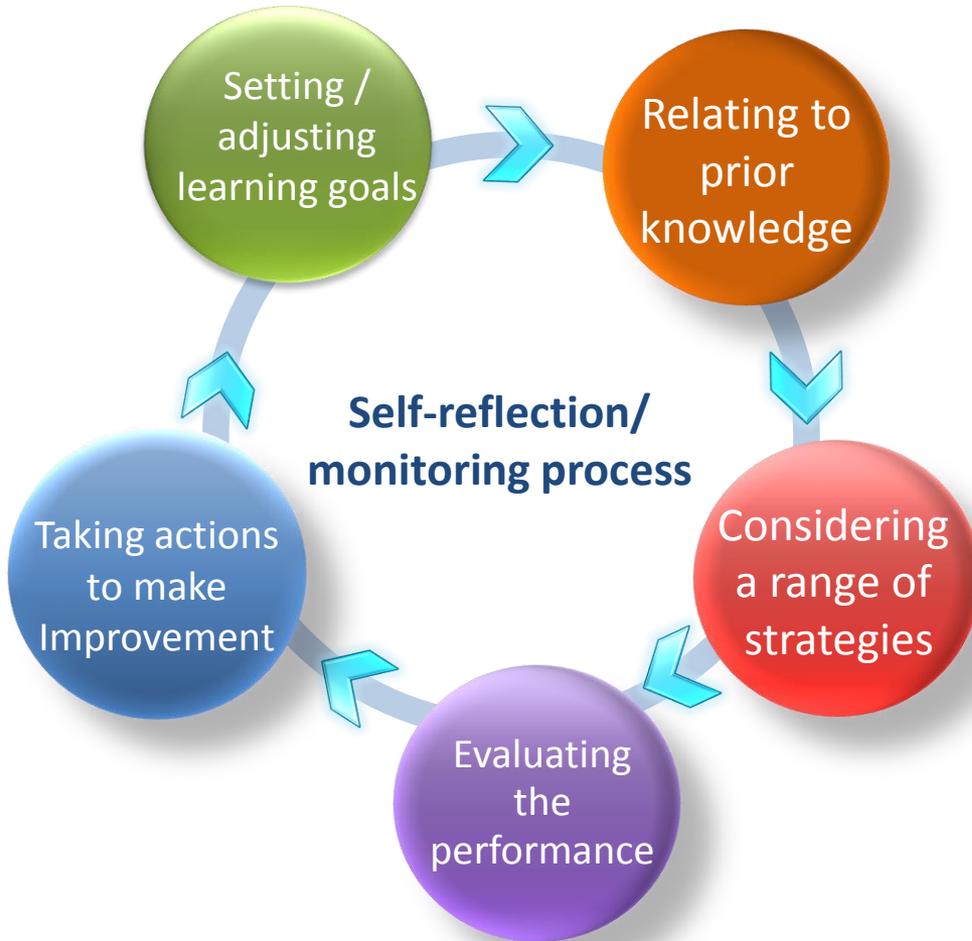
(Language)

- To make descriptions using “like”

- ...(verb) like (noun)

Supporting Students to Read Independently

Activity 4 (Debriefing session)



Role of Teachers

- Providing constructive feedback to help students to improve

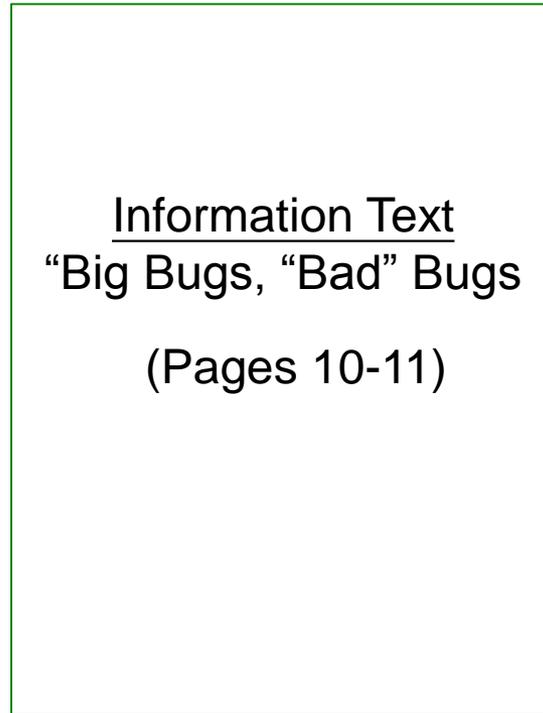
Guiding students to cope with the reading challenges by identifying clues from the text to achieve the learning objectives, e.g.:

- clues in close proximity
- semantic & syntactic clues
- pictorial clues

Supporting Students to Read Independently

Activity 5 (Post-reading activity)

Read the chapter “Praying Mantis” and complete the post-reading activity.



Supporting Students to Read Independently

Activity 5 (Post-reading activity)

Read the chapter “Praying Mantis” and complete the post-reading activity.

Information Text
“Big Bugs, “Bad” Bugs
(Pages 12-13)

Supporting Students to Read Independently

Activity 5 (Post-reading activity)

Read the chapter “Praying Mantis” and complete the post-reading activity. Then, work with a partner and match the pointers to the reading items.

1. What is a predator?

Something that catches and eats other things

2. Give two more examples of other predators.

Snakes, birds, frogs (any two or other appropriate examples)

3. What is the use of the praying mantis’s front legs? Please tick the correct answer.

- | | |
|-------------------------------------|---------------------|
| <input type="checkbox"/> | a) Fighting |
| <input type="checkbox"/> | b) Catching animals |
| <input type="checkbox"/> | c) Protection |
| <input checked="" type="checkbox"/> | d) All of the above |

ATM 4.1

Work out the meaning of the word “predator” by using semantic (i.e. “become lunch for a praying mantis”, “blend into the background”) and pictorial clues

ATM 2.4

Locate specific information, i.e. examples of predators, by identifying key words, i.e. “predators, such as”

ATMs 2.4 & 2.5

- Locate specific information by identifying key words, i.e. “used for”
- Follow ideas by understanding the use of simple cohesive devices, i.e. the pronoun “They” which refers to “praying mantises”

Supporting Students to Read Independently

Activity 5 (Post-reading activity)

Read the chapter “Praying Mantis” and complete the post-reading activity. Then, work with a partner and match the pointers to the reading items.

4. Which of the following activity can the praying mantis do with its front legs?

- | | |
|-------------------------------------|----------------------------|
| <input type="checkbox"/> | a) Praying |
| <input type="checkbox"/> | b) Swimming |
| <input checked="" type="checkbox"/> | c) Attacking other animals |
| <input type="checkbox"/> | d) Cutting grass |

ATM 4.5

Deduce information and ideas by using semantic and syntactic clues, e.g. “...tightly holding their victims”

5. Why is camouflage an important skill to the praying mantis?

You may choose more than one answer.

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | a) To help it catch other insects for food |
| <input type="checkbox"/> | b) To attract other animals |
| <input type="checkbox"/> | c) To look as beautiful as a flower |
| <input checked="" type="checkbox"/> | d) To protect itself from other predators |

ATM 5.2

Follow the development of the main idea, i.e. the function of camouflage, and make connections between ideas and information by using semantic and syntactic clues

Supporting Students to Read Independently

Considerations for setting assessment items

The Learning Progression Framework for English Language (Reading Skills)

Reading - A1M 1	Reading - A1M 2	Reading - A1M 3	Reading - A1M 4	Reading - A1M 5	Reading - A1M 6	Reading - A1M 7	Reading - A1M 8
Identify the main purpose of a text and understand the author's attitude and opinion.	Identify the main purpose of a text and understand the author's attitude and opinion.	Identify the main purpose of a text and understand the author's attitude and opinion.	Identify the main purpose of a text and understand the author's attitude and opinion.	Identify the main purpose of a text and understand the author's attitude and opinion.	Identify the main purpose of a text and understand the author's attitude and opinion.	Identify the main purpose of a text and understand the author's attitude and opinion.	Identify the main purpose of a text and understand the author's attitude and opinion.

Learning Objectives

Align assessment with the learning objectives

Variety of Reading Skills

Include items which require students to apply a range of reading skills

Distribution

Avoid a lopsided choice of items testing the same reading skills

Catering for Learner Diversity

Include some easy / challenging items to meet students' needs

Integrating the Use of the LPF

The LPF (e-Version)

The LPF (e-Version)

Learning Progression Framework for English Language - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address http://www.langcomp.com.hk/en_lpf/

LEARNING PROGRESSION FRAMEWORK

for English Language at Primary & Secondary Levels

[Home](#)

- ▣ Preamble
- ▣ LPF for the Four Language Skills

Search

Components of the LPF

- Underlying Principles
- Outcome Statements
- Pointers
- Exemplars
- All

Skills

- Listening Speaking
- Reading Writing
- All

Levels

- 1 2 3 4
- 5 6 7 8
- All

Keyword Search in

5. Teacher support is essential to helping learners understand the text and demonstrate their understanding during the learning and teaching process. Teachers are also expected to help learners activate their prior knowledge and experiences in the process of interacting with the text. As learners progress, the amount of support provided could be gradually reduced to promote learner independence.

Reading		
Outcome Statements	★ Pointers	📖 Exemplars
R1.1 Understanding information and ideas in some short simple texts, using some reading strategies as appropriate	<ul style="list-style-type: none"> recognise some high frequency words (e.g. the, you) decode words by using knowledge of letter-sound relationships process simple sentences by using knowledge of basic conventions of written English (e.g. basic punctuation) follow predictable texts by recognising the repeated use of sentence patterns follow instructions and signs by recognising key words with visual support master basic book concepts (e.g. titles and names of authors) 	<p>A Good Friend L1-L2</p> <p>Clown L1-L2</p> <p>My Journal L1-L2</p> <p>Where is Miss Pool? L1-L2</p>

Internet

Reading

LEARNING PROGRESSION FRAMEWORK

for English Language at Primary & Secondary Levels

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Reading		
Outcome Statements	 Pointers	 Exemplars
R5 Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a small range of reading strategies as appropriate	<p><i>Learners at this level can, for example,</i></p> <ul style="list-style-type: none"> • work out the meaning of some idiomatic expressions (e.g. phrasal verbs and idioms) by using semantic and syntactic cues • follow the development of main ideas and make connections between ideas and information not explicitly stated by using semantic and syntactic cues • organise information and ideas in texts by using knowledge of text structures and some graphic forms (e.g. mind maps, character webs) • distinguish facts from opinions by using semantic and syntactic cues • identify the stylistic features in texts (e.g. flashback in narrative texts) 	<ul style="list-style-type: none"> _101 Dalmatians L4-L5 _A Trip to Singapore L4-L5 _Animal Communication L4-L5 _School Website L4-L5 _Life in a Village School L5-L6

Reading		
Outcome Statements	 Pointers	 Exemplars
R6 Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	<p><i>Learners at this level can, for example,</i></p> <ul style="list-style-type: none"> • work out the literal and implied meaning of words and expressions by using semantic and syntactic cues • gather, distil and summarise more extensive information and ideas from texts • compare alternative views and arguments in texts by using graphic forms and making notes (e.g. drawing tables with appropriate headings, using point form, and own shorthand and symbols) • deduce themes based on information and ideas from texts 	<ul style="list-style-type: none"> _Life in a Village School L5-L6 _For a Five-year-old L6-L7 _Pop Singer: Mo Lewis L6-L7 _The Jury's Still out on the Work of Local Designers L6-L7

LPF Reading Exemplar

Task

101 Dalmatians

Task Description

Students read a film review of '101 Dalmatians', which includes the summary of the film and the comment of the reviewer. They then responded to questions related to the film review in preparation for writing a review for another film.

Preparation

Before the reading activity, students had done some pre-viewing activities before watching the film '101 Dalmatians'. Then they were shown samples of film reviews from the Internet and discussed the following questions that help activate their prior knowledge and experiences:

- Without the use of a dictionary, explain the meaning of the word 'review'?
- When is a film review written?
- What kind of information can usually be found in a film review?
- Why do people read film reviews?

Text

Text 1

101 Dalmatians

Starring: Glenn Close, Jeff Daniels, Joely Richardson
 Director: Stephen Herek
 Producer: John Hughes
 Screenwriter: John Hughes
 Release Date: 27 November 1996
 Type: Adventure, Comedy
 Running Time: 103 minutes

The story is set in London, where Roger, a video-game writer, and Anita, a fashion-designer, fall in love and get married. Roger and Anita own two Dalmatians, Perdita and Pongo. The four live happily in a small cozy home with Perdita expecting a litter of puppies.

Some time later, Perdita gives birth to 15 cute puppies with beautiful spots on their bodies. Unfortunately, this attracts Anita's boss, Cruella De Vil, who wants to buy all the Dalmatian puppies and makes a coat with their fur!

Cruella's offer to buy the puppies is turned down but she does not give up. She comes up with a 'cruel and devilish' idea - kidnapping the Dalmatian puppies! She hires two men to steal the puppies when the families are out. They then take the puppies to a deserted country house and hide them with 84 other Dalmatian puppies that Cruella has got.

Roger and Anita are very upset, and so are Perdita and Pongo. The dogs decide to search for their lost puppies after Roger and Anita have tried in vain to find them. Fortunately, with the help of their doggie friends around the city, Perdita and Pongo find their 15 puppies and the other 84 Dalmatians. After a long struggle, they finally rescue their babies and bring them safely home.

101 Dalmation is a fantastic and enjoyable film. It is entertaining and exciting. The set design and special effects are wonderful. The costumes and make-up of some characters, like Cruella, are remarkable. On top of that, a well-chosen cast has made the film a success. The characters in the film are impressive because of the fantastic acting of all the actors and actresses, and the careful work of the screenwriter and the director. This film won't disappoint you. You can't afford to miss it.

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Target Learning Outcomes

Learning Outcomes: Levels 4-5

Level 4

Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate

Level 5

Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a small range of reading strategies as appropriate

Questions

Questions	When students respond to the questions appropriately, they can:
1. Indicate in the table below what the following refers to. Item e) has been done as an example.	L4
a) The four (Line 10)	<ul style="list-style-type: none"> follow the ideas by understanding the use of pronouns, e.g. 'The four' (Line 10) to refer to the characters, 'Anita, Roger and their two dogs' mentioned in the previous sentence
Anita, Roger and their two dogs	
b) this (Line 13)	
Perdita giving birth to 15 puppies with beautiful spots	
c) They (Line 17)	
The two men that Cruella de Vil hired to kidnap the puppies	
d) them (Line 18)	
The 15 puppies (kidnapped)	
e) their (Line 21)	Perdita and Pongo's (given)
f) that (Line 27)	The remarkable costumes and make-up of some characters
g) You (Line 30)	The reader(s) (of the review)

Pointers

Listening

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Listening		
Outcome Statements	★ Pointers	📖 Exemplars
L5 Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of listening strategies as appropriate	<p><i>Learners at this level can, for example,</i></p> <ul style="list-style-type: none"> • work out the implied meanings of some utterances by using semantic and syntactic clues • identify supporting details for main ideas by using knowledge of cohesive devices and formulaic expressions • infer the purpose and intended audience of texts by using knowledge of stylistic features in texts • infer speakers' feelings by using semantic clues and knowledge of tone and intonation • record and organise information and ideas using some written and graphic forms • recognise features of connected speech (e.g. sentence stress) 	<p>Food and Health L4-L5 🗣️</p> <p>St Mildred's Secondary School: An Interview with a New Student L4-L5 🗣️</p> <p>Alberto's New Neighbours L5-L6 🗣️</p>

Listening		
Outcome Statements	★ Pointers	📖 Exemplars
L6 Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of listening strategies as appropriate	<p><i>Learners at this level can, for example,</i></p> <ul style="list-style-type: none"> • work out the meaning of some idiomatic expressions (e.g. a piece of cake) by using semantic and syntactic clues • follow the development of main ideas and make connections between them by using syntactic clues and knowledge of text structures • identify speakers' views and arguments by using knowledge of sentence stress and intonation • deduce information and ideas by using semantic and syntactic clues 	<p>Alberto's New Neighbours L5-L6 🗣️</p> <p>Pop Culture: Interview with Candice Merville L6-L7 🗣️</p>

Learning Outcomes: Levels 4-5

Level 4

Understanding and inferring information, ideas and feelings using and integrating a small range of listening strategies

Level 5

Understanding and inferring information, ideas and feelings using and integrating a small range of listening strategies as well as

Food and Health

Task Description

Students listened to a radio interview and responded to questions about breakfast menu. The interviewer was giving them advice on health.

Preparation

Before listening to the radio interview, students discussed their favourite food. Then they compared the content of the radio interview.

Questions	
1. What is the relationship between the two speakers? Tick the best option.	<input type="checkbox"/> A. a shop assistant and a caller <input checked="" type="checkbox"/> B. a radio show host and a guest <input type="checkbox"/> C. a radio show host and a caller <input type="checkbox"/> D. a hotel receptionist and a guest
2. What is Miss Lai's job? Tick the best option.	<input type="checkbox"/> A. a chef <input checked="" type="checkbox"/> B. a nutritionist <input type="checkbox"/> C. a supermarket manager

a) Which word is stressed in the interviewer's response? <i>40</i>	
b) How could the interviewer's reaction be described when Miss Lai mentioned that our body needs more than 40 different nutrients? Tick the best option. <input checked="" type="checkbox"/> A. surprised <input type="checkbox"/> B. bored <input type="checkbox"/> C. angry <input type="checkbox"/> D. doubtful	

3. What is the main purpose of the radio show? Tick the best option.

- A. To offer advice to youngsters to develop good eating habits
- B. To explain why youngsters have bad eating habits
- C. To answer questions about food and health
- D. To explain why skipping meals is bad for health

4a) Which of the following best describes the type of food as stated in 5a)?

5a) According to Miss Lai, what type of food is bad for health?

Food that contains too much fat, salt or sugar.

Or

Young people should avoid junk food/unhealthy food.

5b) What examples does Miss Lai give to illustrate the type of food as stated in 5a)? Circle the best examples.

cream *soft drinks*

L4

- identify the main idea by using
 - semantic clues, e.g. the word 'avoid' signals that the speaker is about to give examples of food that young people should not consume
 - syntactic clues, e.g. the use of the connective 'but' to signal the change in direction from talking about nutritious food to talking about unhealthy food

L5

- identify examples to illustrate the kind of food that teenagers should avoid by using knowledge of cohesive devices, e.g. the use of 'such as' to introduce examples, the

Tapescript

Jen Su: Hey, this is Jen Su and thanks for tuning in to today's edition of Teen World, the coolest teenage talk show in Hong Kong. It's my great pleasure to have Miss Alyson Lai sitting next to me tonight to talk about food and health. Alyson is an experienced nutritionist, an expert on food and health. Her job includes working with people like supermarket managers and teachers to promote a healthy eating habit. Alyson, welcome to the show.

Alyson Lai: Thank you, Jen.

Jen Su: I'd like to ask you a few questions about eating habits. Many young people have very bad eating habits. They often eat a lot of junk food. Min... Skip... Skipping meals can lead to out-of-control eating. As a nutritionist, what do you have to say about this?

Alyson Lai: You're right. Many young people have bad eating habits. Er... It's largely because they aren't aware of the importance of eating healthily. Many young people often skip breakfast or lunch. Skipping meals can lead to out-of-control eating. In fact, people tend to eat too much at the next meal. In fact, our body needs more than 40 different nutrients.

Jen Su: So what advice would you give these teenagers then?

Alyson Lai: They should have three regular meals a day. They should eat healthily.

Jen Su: What about the kinds of foods young people should avoid?

Alyson Lai: You've brought up another important point that is often neglected, that is, they should have a well-balanced diet.

Jen Su: A well-balanced diet?

Alyson Lai: Yes, a healthy and well-balanced diet. A healthy diet should include a variety of nutritious foods. Young people should eat a variety of nutritious foods. Young people should eat whole grains, fruit and vegetables, but little fat, salt, a potato crisps, sweets, ice cream and cookies. Instead, they should drink a lot of water. They should drink at least eight glasses of water a day.

Jen Su: So teenagers should eat more whole grains, fruit and vegetables but less fat, salt and sugar.

Alyson Lai: Yes, exactly.

Jen Su: Many young people tend to eat only their favourite food. Do you think it's a problem?

Alyson Lai: Yes, if they eat only what they like, that means that they eat little of other kinds of foods. This may lead to an unbalanced diet. They should eat different kinds of foods. In fact, our body needs more than 40 different nutrients.

Jen Su:

LPF Listening Exemplar - Food and Health

on | off

Alyson Lai:

J: Jen Su A: Alyson Lai

Jen Su:

J: Hey, this is Jen Su and thanks for tuning in to today's edition of Teen World, the coolest teenage talk show in Hong Kong. It's my great pleasure to have Miss Alyson Lai sitting next to me tonight to talk about food and health. Alyson is an experienced nutritionist, an expert on food and health. Her job includes working with people like supermarket managers, hotel chefs and teachers to promote a healthy eating habit. Alyson, welcome to the show.

Alyson Lai:

Food and Health

Jen Su:

Alyson Lai:

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Speaking

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Speaking			Exemplars
Outcome Statements	Pointers		
<p>Content, organisation and communication strategies</p> <p>S5 Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a small range of formulaic communication strategies</p>	<p><i>Learners at this level can, for example,</i></p> <ul style="list-style-type: none"> • sustain conversational exchanges by asking and responding to follow-up questions (e.g. discussing the arrangements for a class party), requesting repetition or clarification as appropriate • give presentations on familiar topics with some elaboration, adding signals to mark the beginning and the end • express opinions about a topic of interest with some reasons • recount events by providing details of who, what, when, where and/or why • summarise part of a text (e.g. a story or an article) • respond to characters and events in simple imaginative and narrative texts (e.g. films, short stories) through making predictions and simple evaluative remarks 	<p>Favourite Places in Hong Kong (Student 4) L4-L5</p> <p>Green Lifestyle L4-L5</p> <p>Green Shopping L4-L5</p> <p>What Do You Do after School? (Student 5) L4-L5</p> <p>How Does It Rain? L5</p> <p>Travelling in Hong Kong L5</p> <p>Fashion and Style L5-L6</p> <p>Group Cookery Demonstration L5-L6</p>	
<p>Language</p> <p>S5 Using a small range of language forms and functions quite appropriately and accurately</p>	<p><i>Learners at this level can, for example,</i></p> <ul style="list-style-type: none"> • use a range of formulaic expressions, and a small range of vocabulary on familiar topics in open-ended dialogues • ask "Wh" questions with some consistency • use a small range of tenses to refer to past, present and future events with some consistency • use modals for a small range of communicative functions with some consistency • use a small range of adjectives/adjective phrases to describe and compare with some consistency • use a small range of adverbs/adverb phrases/adverbial clauses for a small range of communicative functions (e.g. concession, result) with some consistency • use a small range of connectives, pronouns and possessive adjectives to link ideas with some consistency 	<p>My Favourite Film: A Beautiful Mind L5-L6</p>	

LPF Speaking Exemplar

Favourite Places in Hong Kong (Student 4)

Task Description

Students in groups of four participated in a group discussion talking about their favourite places in Hong Kong.

Preparation

Before the group discussion, students read a text about favourite places in Hong Kong. They were then given five minutes to prepare for their discussion.

Learning Outcomes: Levels 4-5

The following annotations illustrate the learning outcomes of Christy who participated in the group discussion.

Content, Organisation & Communication Strategies	Language	Pronunciation, Stress, Rhythm & Intonation
L5 Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a small range of formulaic communication strategies	L4 Using simple language forms and functions quite appropriately and accurately	L4 Speaking simple English quite accurately, and showing an awareness of stress, rhythm and intonation
The student can <ul style="list-style-type: none"> sustain conversational exchanges by asking and responding to follow-up questions, e.g. 'My favourite place is near your favourite place. Do you know what is it?', 'How about you?', 'Oh, I didn't go to it...let us go to the Peak next Sunday.' express simple opinions about her favourite places with elaboration, e.g. 'Victoria Harbour, if it is night, there are many lights...and it is very beautiful...'. 'In Japan Disneyland, it is bigger. I like go to Japan Disneyland.' 	The student can <ul style="list-style-type: none"> use a range of formulaic expressions e.g. 'Let us talk about our favourite place in Hong Kong.', 'How about you?' and a small range of simple vocabulary to describe her favourite place, e.g. 'Harbour', 'beautiful', 'round', 'beside', 'finally' use simple adjectives /adjective phrases to describe things, e.g. 'it is very beautiful', 'a big moon and a round moon' use some connectives, pronouns and possessive adjectives to link ideas, e.g. 'My favourite place is near your favourite place.', 'Then go to ...Victoria Harbour...finally we go to the IFC Block 2.' 	The student can <ul style="list-style-type: none"> pronounce most familiar words quite accurately, e.g. 'favourite', 'count', 'Victoria Harbour', 'night' pronounce some sound clusters e.g. 'place', 'block' and consonant digraphs, e.g. 'Sharon' quite accurately produce spontaneous utterances showing an awareness of stress, rhythm and intonation, e.g. 'My favourite place is near your favourite place. Do you know what is it?'

Transcription

C: Christy **S:** Sharon **J1:** Jennifer **J2:** Jonathon

C: Good morning. Do you have time to talk with us?

All: Yes.

C: Let us talk about our favourite place in Hong Kong. Sharon, what is your favourite place in Hong Kong?

S: Mm... my favourite... mm... my favourite place in Hong Kong is IFC, because IFC Block 2 is the tallest building in Hong Kong. Mm... it has a lot of flings (things) in... a lot of things inside, like delicious, mm... food, mm... interesting...mm... the shop, and a lot of things, I... can't to...

C: You can't count it.

S: Yes.

C: How about you, Jennifer?

J1: Mm... my favourite place in Hong Kong is Tsimshatsui because there is a special place and... er... many people go there. Mm... I... there is many kinds of buildings. Mm... I like Tsimshatsui best and I think many people like Tsimshatsui.

C: My favourite place is near your favourite place. Do you know what is it?

J1: What it is? I want to know.

C: It is Victoria Harbour. Victoria Harbour, if it is night, there are many lights and then... and it is very beautiful. You see, on the sky, you see a big moon and a round moon. And some star is beside it. (To Jonathon) How about you?

J2: Mm... my... my... favourite place in Hong Kong is the Peak because the... because there is a peak tram go to there. We can... we can see many... we can see Victoria Harbour. Mm... we can see the IFC. We can see the Victoria... Victoria Park. We can see the Tsimshatsui. There on the Peak, there... mm... we can see many... many different... different things in Hong Kong. So mm... we can like... we... I like there but why... mm... you... don't... you... doesn't like to go to the Dis... Disneyland?

LPF Speaking Exemplar - Favourite Places in Hong Kong (4) L4-L5

on/off



C:Christy **S:**Sharon **J1:**Jennifer **J2:**Jonathon

C: Good morning. Do you have time to talk with us?

All: Yes.

C: Let us talk about our favourite place in Hong Kong. Sharon, what is your favourite place in Hong Kong?

Writing

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Writing		
Outcome Statements	Pointers	Exemplars
<p>Content</p> <p>W7 Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration</p>	<p><i>Learners at this level can, for example,</i></p> <ul style="list-style-type: none"> • write formal letters for a range of purposes quite effectively • write a range of texts to describe, recount, record, explain, propose, summarise, review, compare and contrast with supporting details quite effectively • write stories with a clear setting, and development of plot and characters to achieve the purpose quite effectively 	<p>_Spare a Thought L7</p>
<p>Organisation</p> <p>W7 Linking ideas coherently throughout the text, and showing appropriate overall organisation of ideas</p>	<p><i>Learners at this level can, for example,</i></p> <ul style="list-style-type: none"> • establish strong links within and across paragraphs using a range of cohesive devices with consistency • arrange ideas within and across paragraphs using different means (e.g. using comparison and contrast, creating suspense in stories) to show a clear focus • structure the text coherently using an organisational framework (e.g. an introduction that sufficiently orients the reader to the topic, a body with a clear focus, and a conclusion that restates the topic) 	
<p>Language and style</p> <p>W7 Using a wide range of generally appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of a range of text types</p>	<p><i>Learners at this level can, for example,</i></p> <ul style="list-style-type: none"> • use a wide range of vocabulary on familiar and less familiar topics, with words correctly spelt, word collocations correct, and some good choice of words • use a range of tenses and the passive voice with consistency • use a range of stylistic features (e.g. use images in poetry, rhetorical questions in arguments) to support the purpose of text with consistency 	

Good morning Principal, teachers and fellow schoolmates, I am Chris Wong, your president of the Student Association. Today, with pain and sorrow, I have come up to this stage to speak to you. Yet I am not speaking for myself nor my cabinet. I am here speaking on behalf of some of our fellow countrymen.

On 12th May, 2008, an untimely tragedy shook the foundations of our beloved country and shocked the hearts of many. At 2:28pm that day, a terrible and devastating earthquake, magnitude 8.0 on the Richter's Scale, swept tens of thousands of lives away, leaving only heartbreaking scenes of collapsed buildings and cries of grief. So far there have been over 60,000 confirmed deaths, and many are still missing.

The entire world is appalled, and so are you, I believe. We all want to do something for the victims of this horrible disaster. But as students, we can't really do much, as you may say. We cannot go to Sichuan and help rescuers dig out survivors, we cannot go and help doctors cure the injured, we cannot go and help distribute tents and food. So what can we do?

The answer is simple: stay and show your support by donations. All the rescuers, doctors, volunteers and most importantly, the victims, need financial support because everything comes with a price. They need us to support the costs of the whole operation and re-construction, and they need us now!

You are all good people with kind hearts. When you see someone suffer, you would want to help him, whether in terms of money or labour.

Now is the time for you to take part in this life-saving campaign that will go into the history books of the Chinese people. Now is the time to show your kindness and love for our country. Now is the time to show everyone in Sichuan that the whole world is in this together.

So please help Sichuan. It is said that they will need at least seven years to recover from this tragedy, since most of the buildings including schools and hospitals have collapsed and need to be re-built. The costs involved will be huge, and funds from the Chinese Government alone will not be enough. We need people like you to help ease the almost unbearable burden.

The Student Association is undergoing talks with the school over the possibility of organising a trip to Sichuan this summer. However at present what the victims need most will be money.

To donate, you should choose an appropriate organisation, an organisation that is trusted, like UNICEF or Oxfam, so that the victims will be able to obtain what they need and what you have donated.

Apart from donating, of course you can also pray for the victims, join groups on Facebook or other prayer groups. However, the most important thing should be encouraging more people to join you and donate money.

Money is not almighty, but it is very useful in many ways. You can spend it on buying Armanis and Guccis, but you can also use it to help others. This earthquake has certainly provided a very good cause for you to spend your money. Believe me, every penny that you donate will be well spent. So don't hesitate, when you go home tonight, tell your relatives and friends about our cause, so that they too can show their support.

The victims are waiting for you. Let's not disappoint them. Please show your support by giving, for the ability to give is not granted to everyone. The world will be a better place when you start to give. Thank you.

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LPF Writing Exemplar

Spare a Thought

Task Description

Students played the role of the President of the Student Association and wrote a speech to appeal for funds from teachers and fellow schoolmates for the earthquake victims in Sichuan.

Preparation

Before the writing activity, students watched an English documentary about the earthquake in Sichuan which reported the death toll, how the victims suffered and what kind of help was needed. Students took notes, using a mind map while they were watching the programme. Then, they drafted the speech based on the notes and exchanged their work for peer comments using a feedback sheet.

Learning Outcomes: Level 7

Content	Organisation	Language & Style
<p>Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration</p>	<p>L7 Linking ideas coherently throughout the text, and showing appropriate overall organisation of ideas</p>	<p>L7 Using a wide range of generally appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of a range of text types</p>
<p>The student can</p> <p>recount the earthquake that happened in Sichuan with substantial elaboration, e.g.</p> <ul style="list-style-type: none"> - when the earthquake occurred; - how devastating the earthquake was; - how many people died <p>propose to his fellow schoolmates different ways to support the earthquake victims, e.g. 'Apart from</p>	<p>establish strong links within and across paragraphs through different means :</p> <ul style="list-style-type: none"> - conjunctions and adverbs indicating contrast, e.g. 'but', 'Yet', 'However' - lexical cohesion, i.e. using different words to refer the same event or thing, e.g. 'earthquake' 'tragedy', 'disaster'; 'funds', 'money' - ellipsis, e.g. '...over 	<p>use emotionally-charged vocabulary to create a depressing atmosphere, e.g. 'terrible', 'devastating', 'heartbreaking', 'cries of grief'</p> <ul style="list-style-type: none"> establish a close relationship with his fellow schoolmates to encourage them to help the earthquake victims through using personal pronouns 'you' and 'we'.

<p>donating, of course you can also pray for the victims, join groups on Facebook or other prayer groups.'</p> <ul style="list-style-type: none"> appeal to his fellow schoolmates to help the earthquake victims, e.g. 'The victims are waiting for you...Please show your support by giving, for the ability to give is not granted to everyone.' compare different ways of spending money to get readers to think how to spend money meaningfully, e.g. 'You can spend it on buying Armanis and Guccis, but you can also use it to help others.' 	<p>60,000 confirmed deaths, and many (people) are still missing.'</p> <ul style="list-style-type: none"> repetition, e.g. '...you can choose an appropriate organisation, an organisation that is trusted...' structure the speech coherently using an organisational framework: <ul style="list-style-type: none"> - orientate the audience towards the focus of the speech, i.e. the need to help the victims of the earthquake - urge the audience to take action in the body of the speech - restate the focus at the end of the speech, e.g. 'The victims are waiting for you...The world will be a better place when you start to give.' 	<ul style="list-style-type: none"> use imperatives to persuade his fellow schoolmates to support the earthquake victims, e.g. '...stay and show your support...', 'Let's not disappoint them.' use parallel structures to highlight the urgent need for help, e.g. 'Now is the time for you to take part in...', 'Now is the time to show your kindness...', 'Now is the time to show everyone in Sichuan...' use facts and statistics to enhance the objectivity of the speech, e.g. 'On 12th May, 2008', 'At 2:28 pm', 'magnitude 8.0 on the Richter's scale', 'over 60,000 confirmed deaths'
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Q and A

Thank You!