

**Developing Reading and Listening Skills of  
Secondary Students with Reference to the  
Learning Progression Framework**

**English Language Education Section  
Curriculum Development Institute  
Education Bureau  
December 2018**

# Course Objectives

- To introduce the **Learning Progression Framework (LPF)** for English Language with focuses on reading and listening skills;
- To introduce the use of the LPF as a tool for planning the school English Language curriculum; and
- To provide suggestions on effective strategies that incorporate the use of the LPF to facilitate the development of reading and listening skills and assessment for / as learning

# Understanding the **LPF**

# The Learning Progression Framework (LPF) for English Language

Speaking

Listening

Writing

The Learning Progression Framework for ENGLISH LANGUAGE (SPEAKING SKILLS)

The Learning Progression Framework for ENGLISH LANGUAGE (LISTENING 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.	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 and integrating a small range of listening strategies as appropriate.	Understanding and inferring information, ideas and feelings 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 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 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 a range of texts with some degree of complexity, using and integrating a range of listening 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 listening purposes (e.g. listening for academic development, listening for pleasure) in preparation for real life applications.
- Selection of a wide range of texts of appropriate lengths and different topics, including authentic texts (e.g. developing texts, listening, redundancy), is introduced to help learners become familiar with the characteristics of spoken English (e.g. overlapping turns, hesitation, redundancy).
- The development of some basic listening strategies does not readily lead itself to descriptions of the learning outcomes in terms of eight attainment milestones, for example:
  - being attentive;
  - activating prior knowledge;
  - anticipating the likely development of spoken texts; and
  - being selective while listening (e.g. discriminating relevant from irrelevant information based on individual circumstances or task requirements).
- 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 listening 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.

Classroom interactions are crucial to the development of listening skills and strategies, particularly at the early stage of learning. Teacher support is essential to helping learners process the text and demonstrate their understanding during the learning and teaching process. As learners progress, the amount of support provided is gradually reduced to promote learner independence.

© English Language Education Section, Curriculum Development Institute, Education Bureau, The Hong Kong Special Administrative Region, 2014. All rights reserved.

Reading - ATM 4	Reading - ATM 5	Reading - ATM 6	Reading - ATM 7	Reading - ATM 8
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 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 a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate.

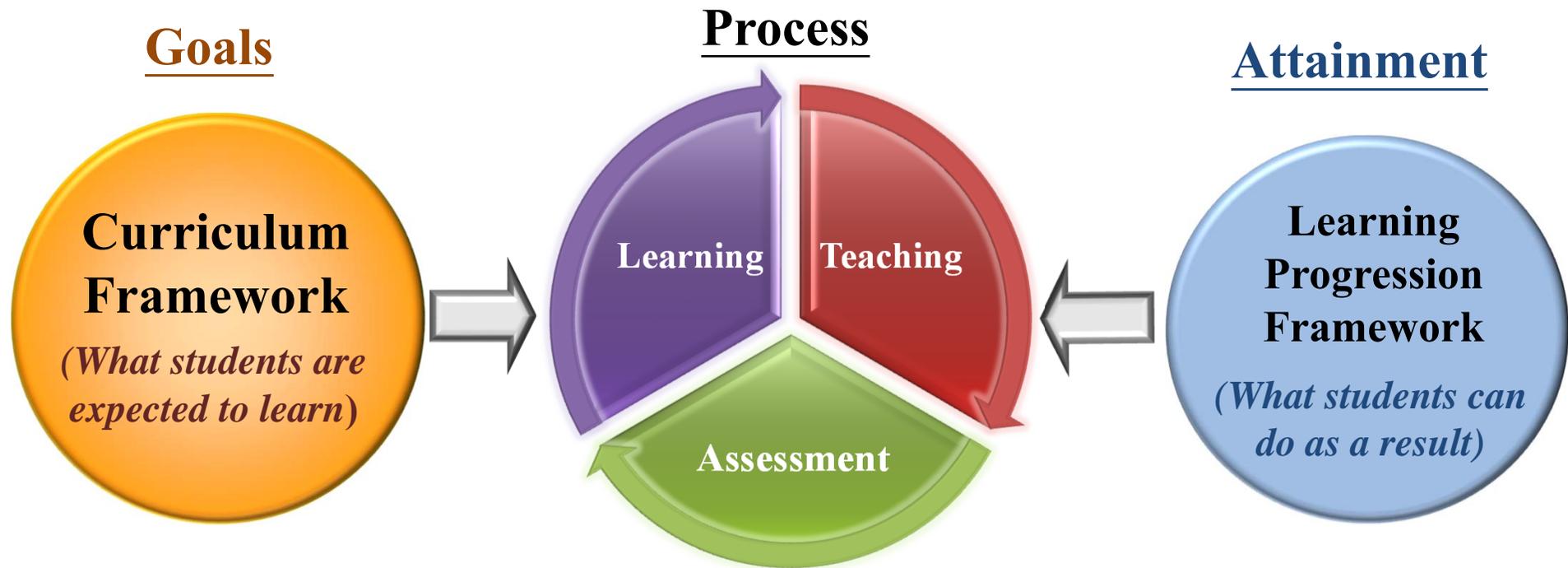
Underlying Principles

- 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.

© English Language Education Section, Curriculum Development Institute, Education Bureau, The Hong Kong Special Administrative Region, 2014. All rights reserved.

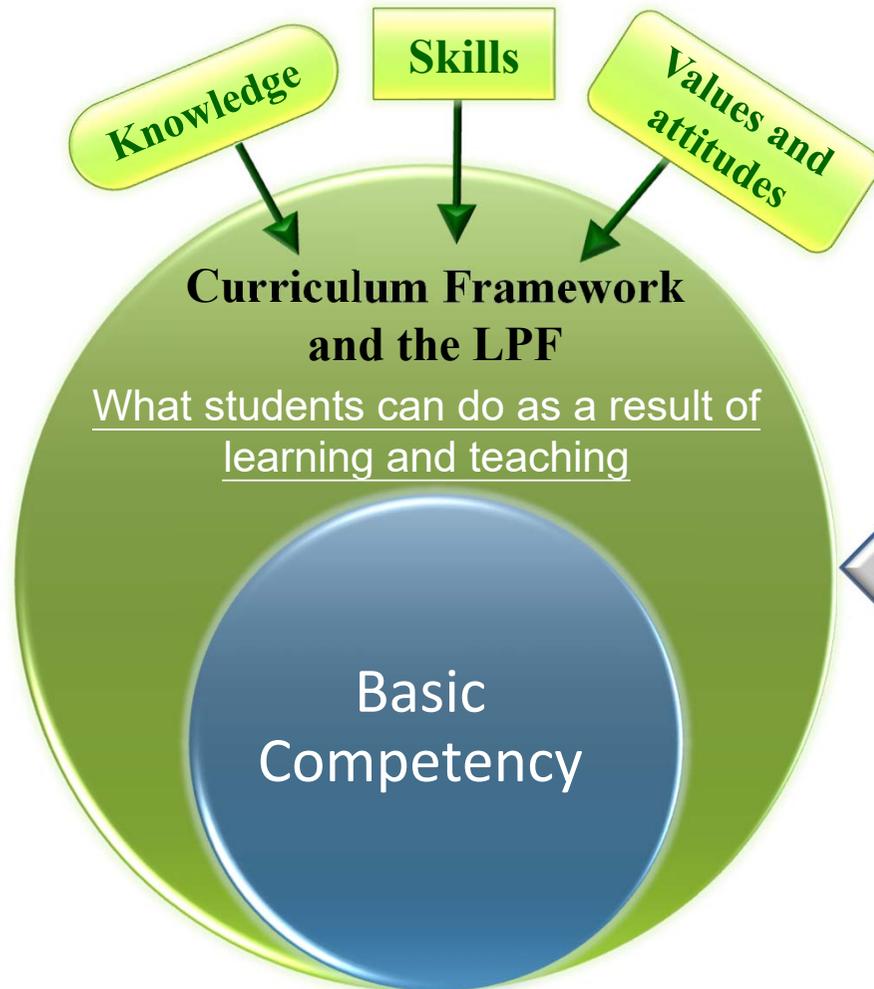
Reading

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

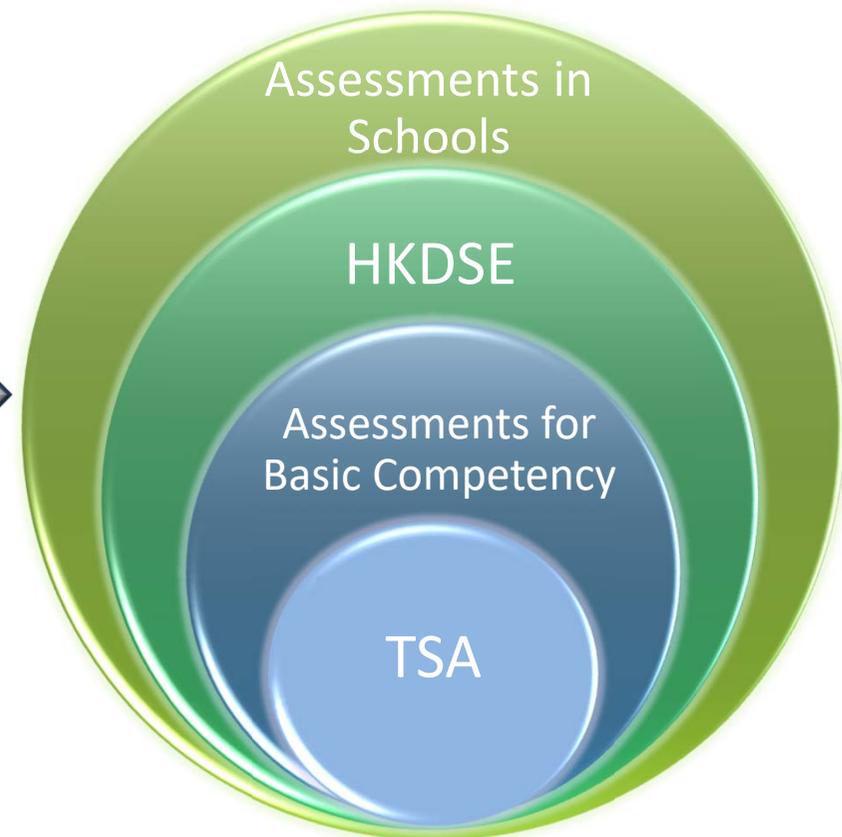


# Curriculum Framework and Assessment

## Curriculum Framework and Learning Progression Framework



## Assessment for/as Learning



# What is the LPF for English Language?



represents the growth of learners on a developmental continuum as they work towards the Learning Targets and Learning Objectives of the English Language curriculum;

is made up of Learning Outcomes organised under the four language skills and divided into eight levels of attainment;

helps teachers better understand and articulate learners' performance; and

helps teachers plan strategically how to enhance English Language learning and teaching.

# What are the Purposes of Developing the LPF?



To provide reference for understanding students' learning progress



To plan and review

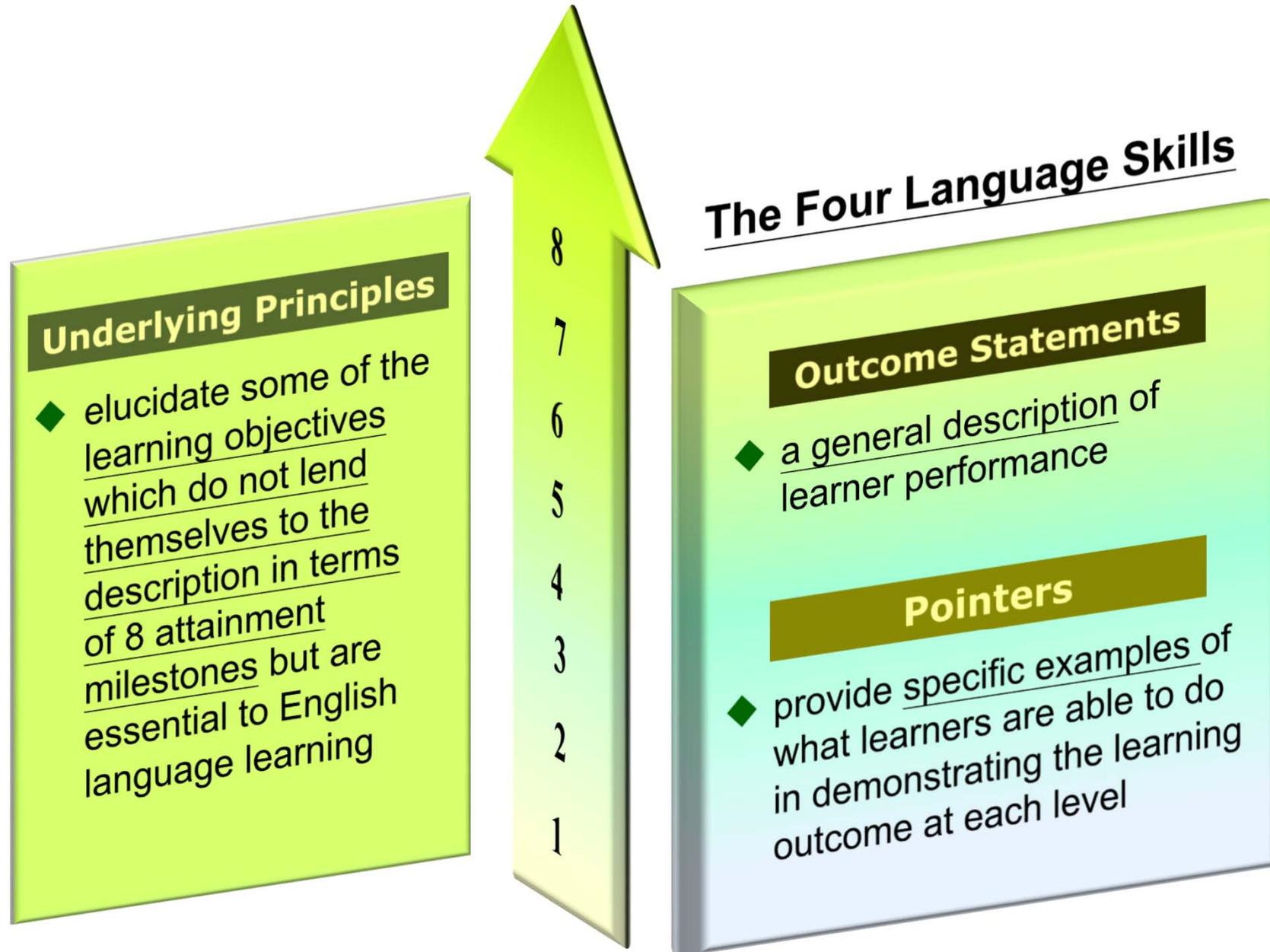


To help students progress along the learning continuum



Summative assessment / Benchmarking students

# Structure of the LPF



# 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

© English Language Education Section, Curriculum Development Institute, Education Bureau, The Hong Kong Special Administrative Region, 2014. All rights reserved.

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

***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.*

# Understanding the Learning Progression

## Activity 1 (Matching activity)

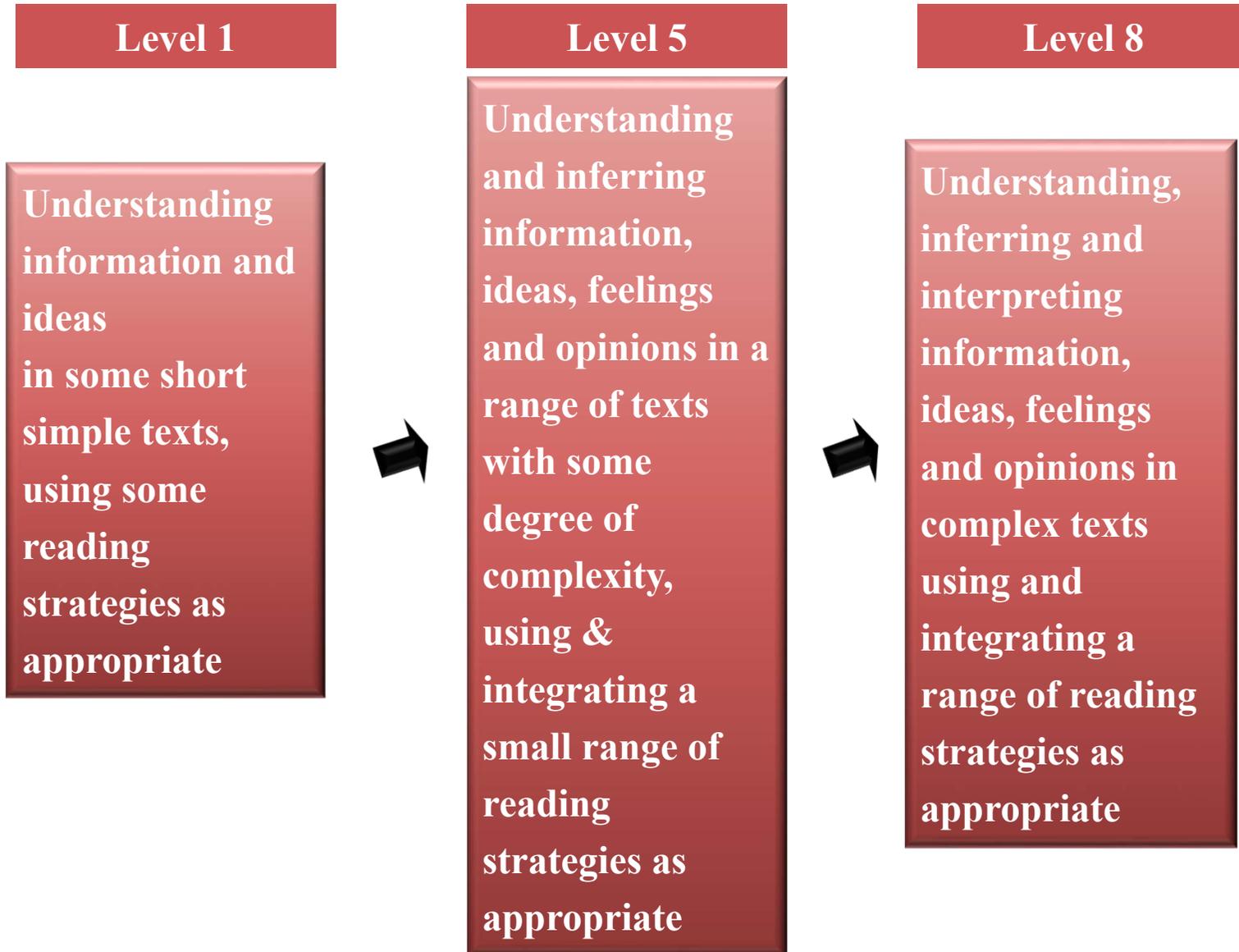
In groups,

- 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	

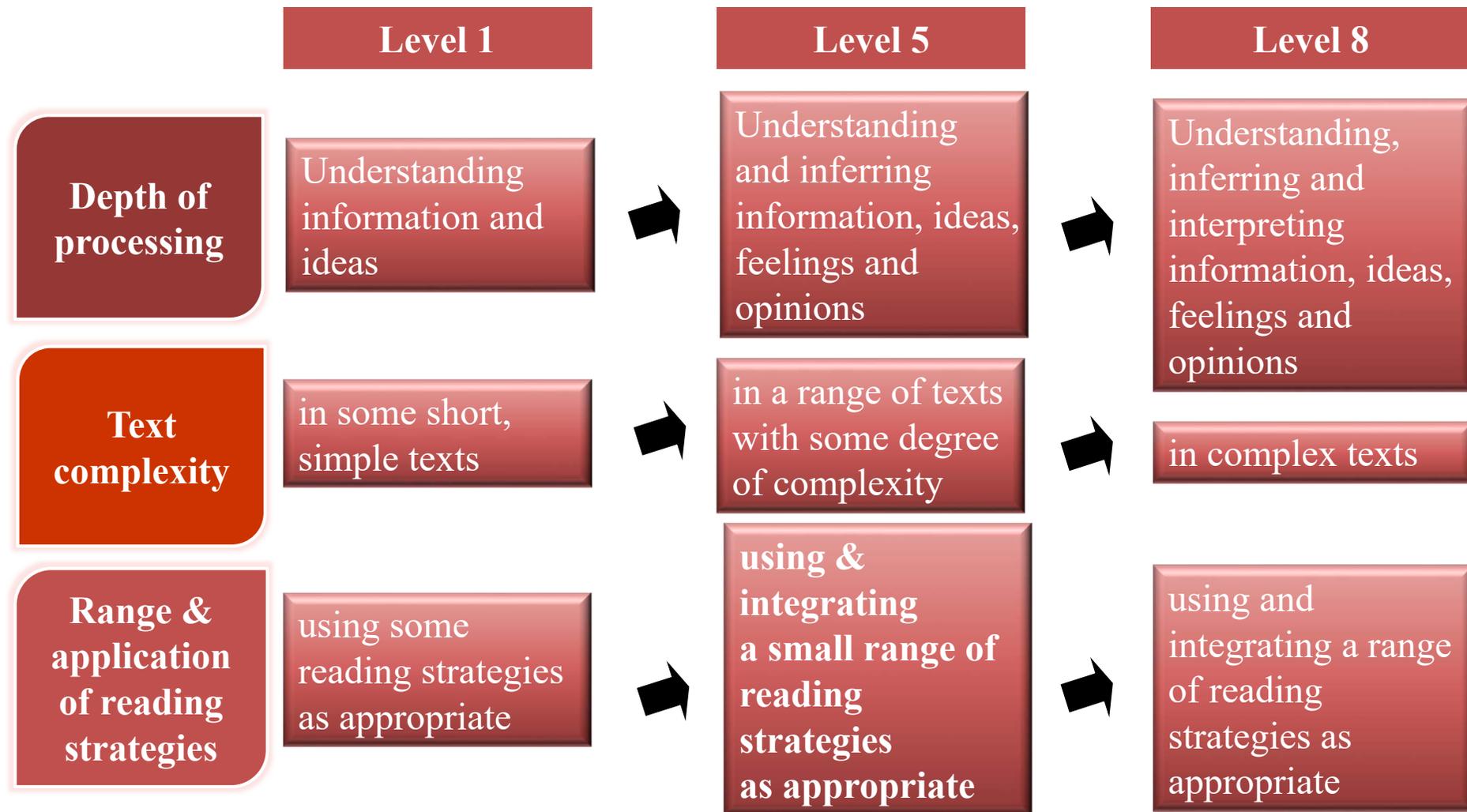
# Progression of the Learning Outcomes

## Activity 1 (Matching activity)



# Progression of the Learning Outcomes

## Activity 1 (Matching activity)



# Outcome Statements in the LPF

Depth of processing



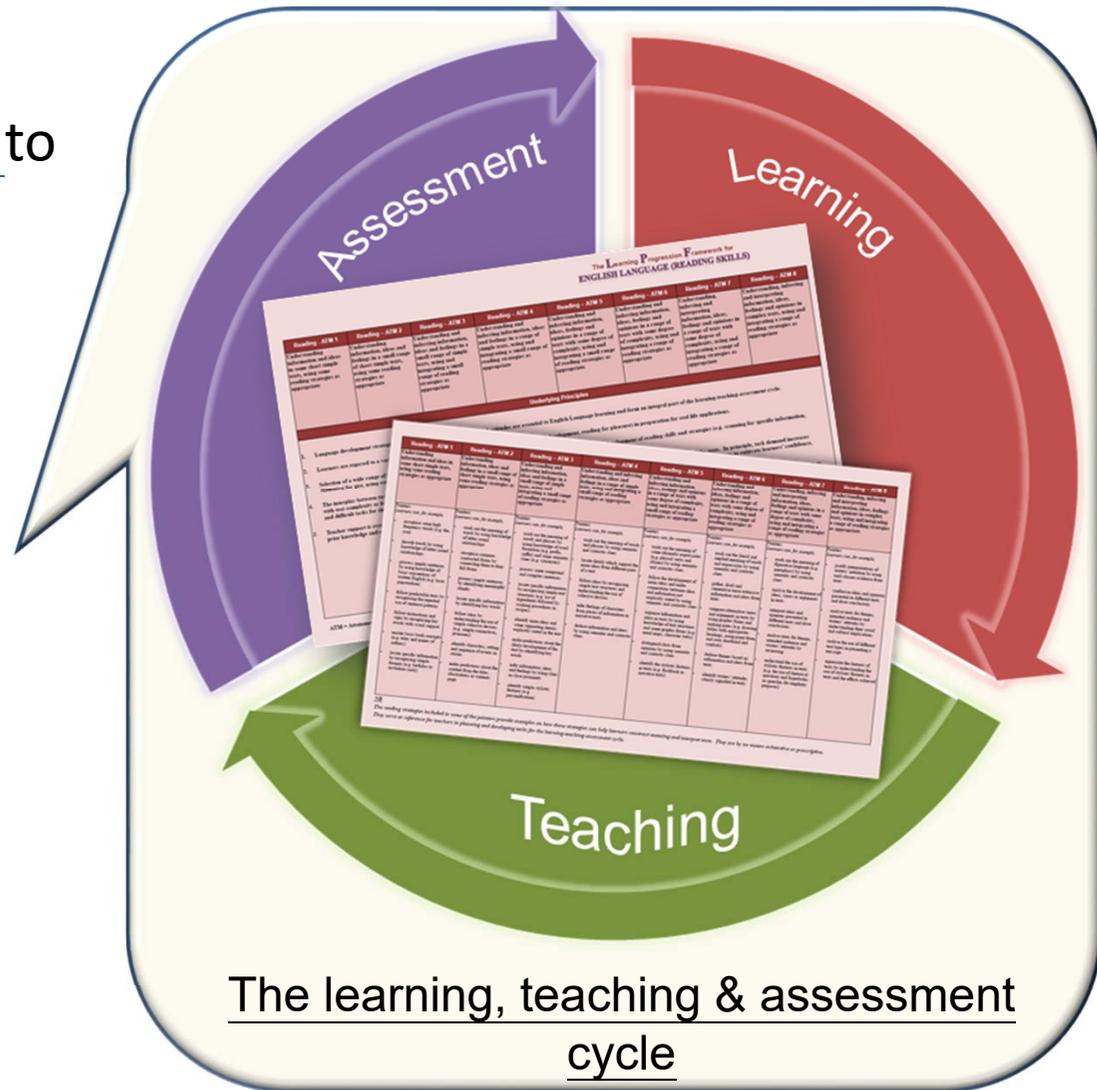
Reading - ATM 1	Reading – ATM 2	Reading – ATM 3	Reading – ATM 4	Reading – ATM 5	Reading – ATM 6	Reading – ATM 7	Reading – ATM 8
Understanding information and ideas in some short simple texts, using some reading strategies as appropriate	Understanding information, ideas and feelings in a small range of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



# Use of the **LPF for Reading**

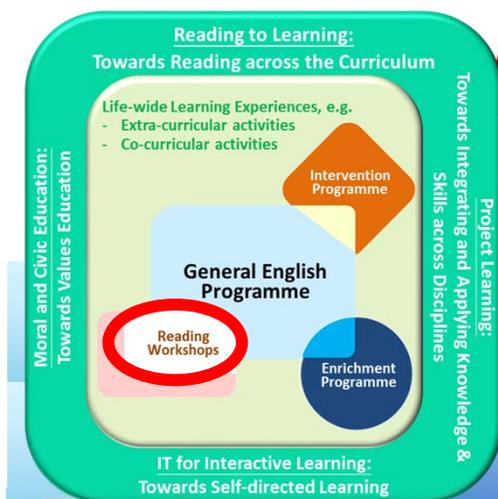
# Curriculum Planning

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

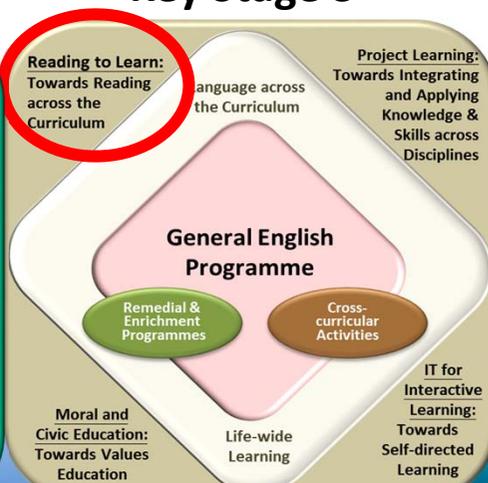


# The Development of Reading Skills and Strategies across Key Stages

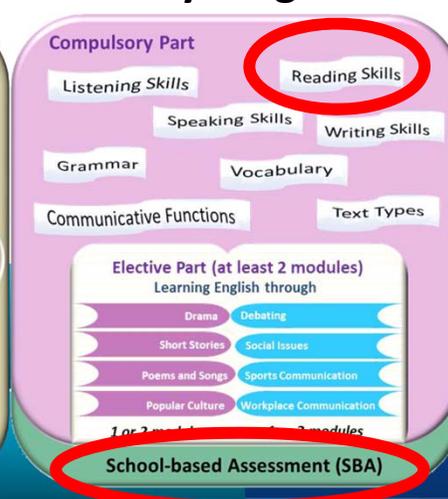
## Key Stages 1 and 2



## 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

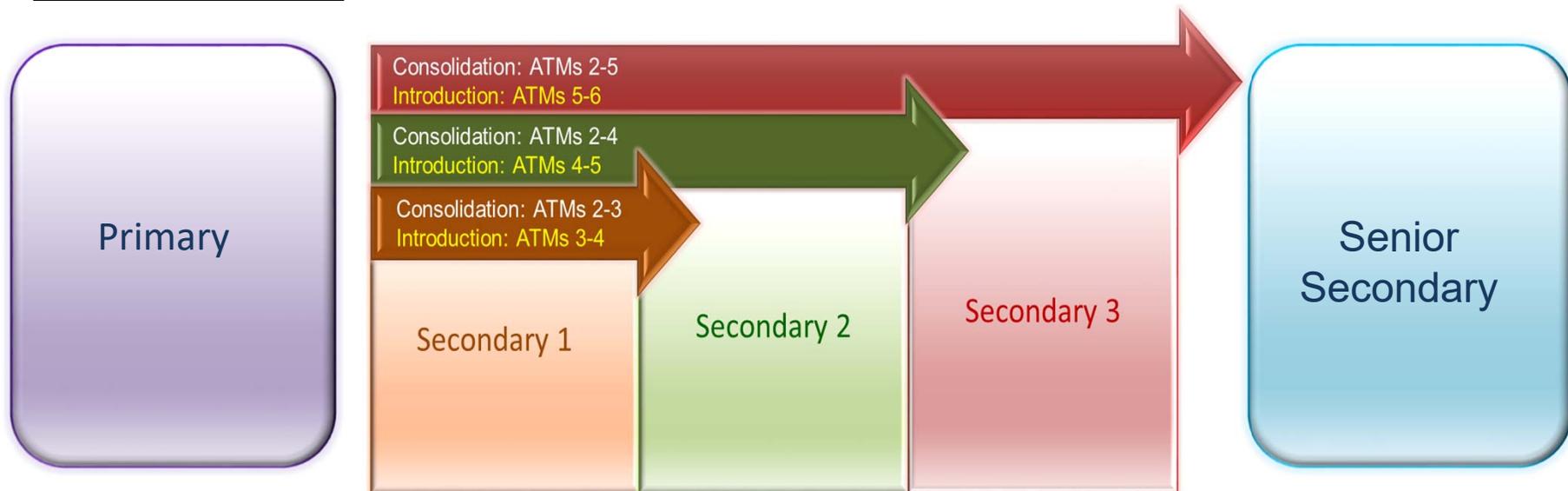
### Consolidating the Reading Skills and Strategies Acquired

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

# Curriculum Planning

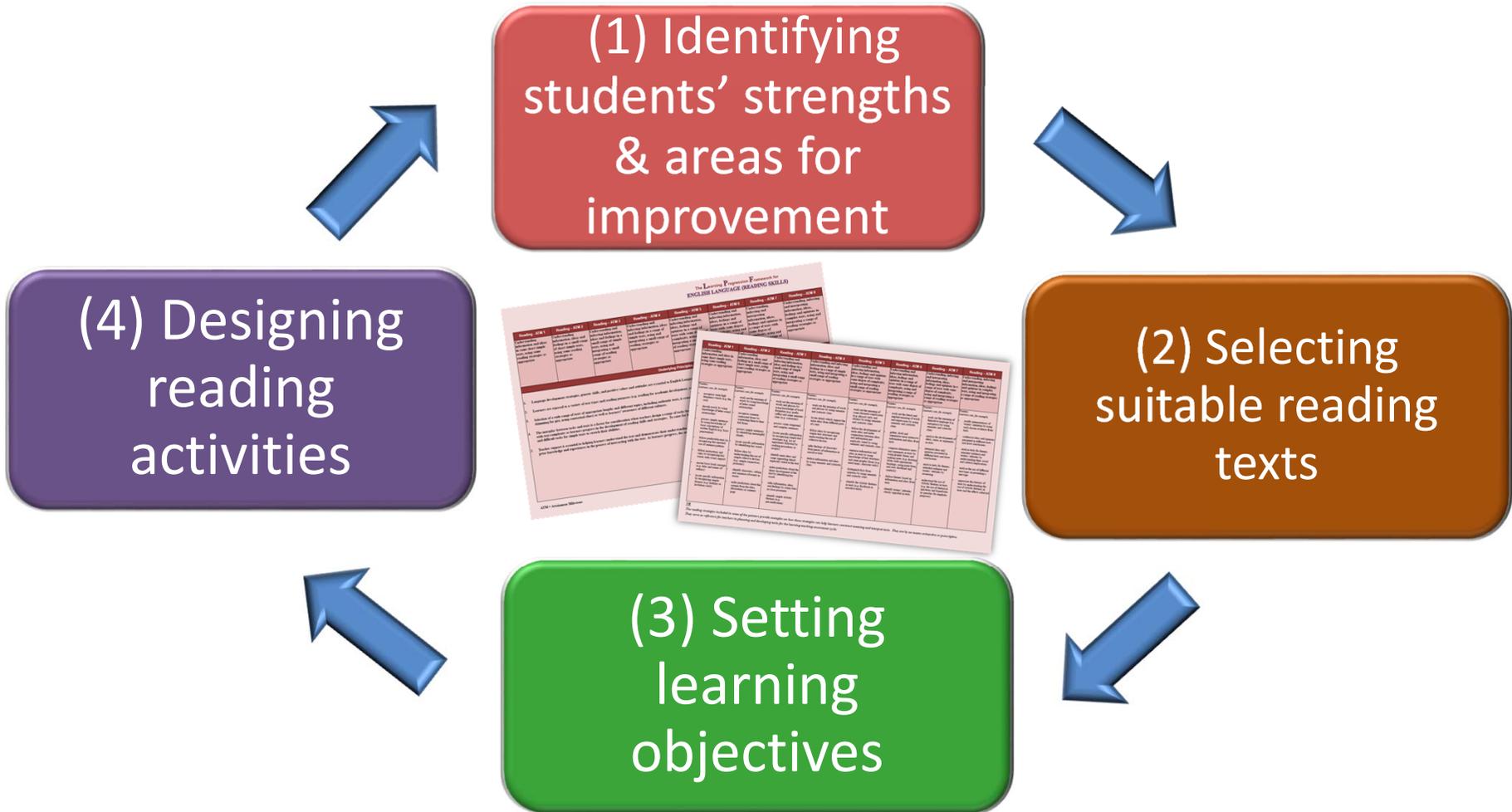
- Developing students' reading skills and strategies across levels

## 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
Pointers <i>Learners can, for example,</i> <ul style="list-style-type: none"> <li>✓ work out the meaning of words by using knowledge of letter-sound relationships</li> <li>✓ locate specific information by identifying key words</li> <li>✓ follow ideas by understanding the use of simple cohesive devices (e.g. simple connectives, pronouns)</li> </ul>	Pointers <i>Learners can, for example,</i> <ul style="list-style-type: none"> <li>✓ 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)</li> <li>✓ locate specific information by recognising simple text structures (e.g. list of ingredients followed by cooking procedures in recipes)</li> <li>✓ identify main ideas and some supporting details explicitly stated in the text</li> </ul>	Pointers <i>Learners can, for example,</i> <ul style="list-style-type: none"> <li>? work out the meaning of words and phrases by using semantic and syntactic clues</li> <li>✗ locate details which support the main ideas from different parts of a text</li> <li>✓ follow ideas by recognising simple text structures and understanding the use of cohesive devices</li> </ul>

# Learning, Teaching and Assessment

## (2) Selecting suitable reading texts

Depth of processing

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



# 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 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
Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>
<ul style="list-style-type: none"> <li>✓ work out the meaning of words by using knowledge of letter-sound relationships</li> <li>✓ locate specific information by identifying key words</li> <li>✓ follow ideas by understanding the use of simple cohesive devices (e.g. simple connectives, pronouns)</li> </ul>	<ul style="list-style-type: none"> <li>✓ 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)</li> <li>✓ locate specific information by recognising simple text structures (e.g. list of ingredients followed by cooking procedures in recipes)</li> <li>✓ identify main ideas and some supporting details explicitly stated in the text</li> </ul>	<ul style="list-style-type: none"> <li>? work out the meaning of words and phrases by using semantic and syntactic clues</li> <li>✗ locate details which support the main ideas from different parts of a text</li> <li>✓ follow ideas by recognising simple text structures and understanding the use of cohesive devices</li> </ul>

# Learning and Teaching

## ● (4) Designing reading activities

### Activity 2 (While-reading activity)

Discuss with a partner and complete the poem.

#### Ations by Shel Silverstein

...

If later we apologize,

That's reconciliation.

If we help each other home,

That's cooperation.

If \_\_\_\_\_,

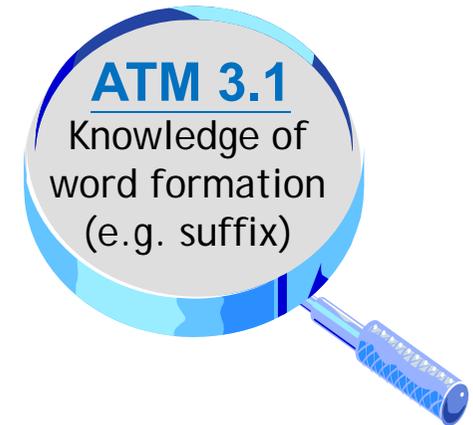
That's \_\_\_\_\_.

If \_\_\_\_\_,

That's \_\_\_\_\_.

...

(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 later we apologize,  
That's reconciliation.

If we help each other home,  
That's cooperation.

If I don't have to go to school,

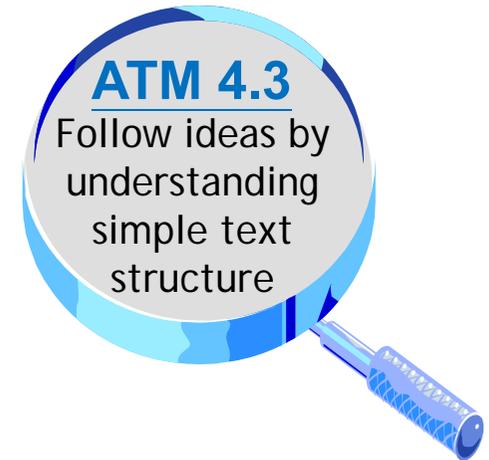
That's a vacation.

If you like this poem,

That's appreciation.

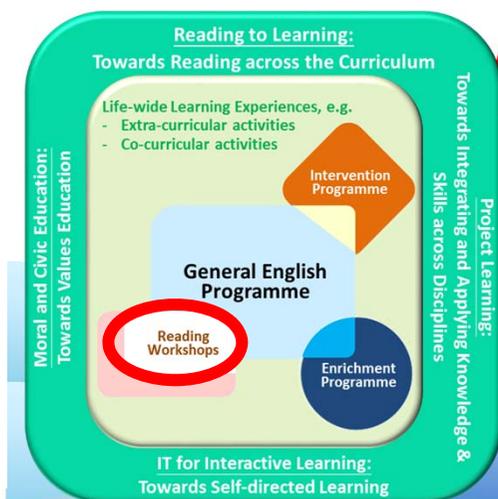
...

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

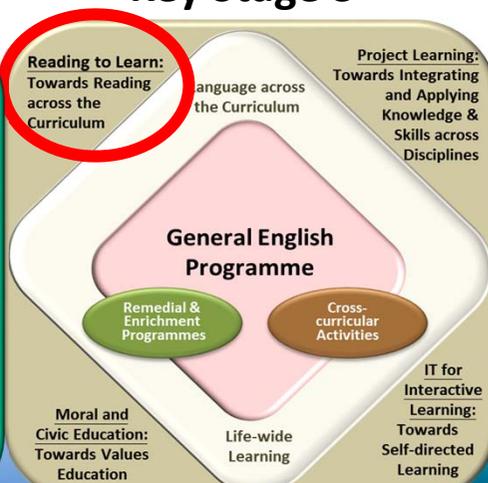


# The Development of Reading Skills and Strategies across Key Stages

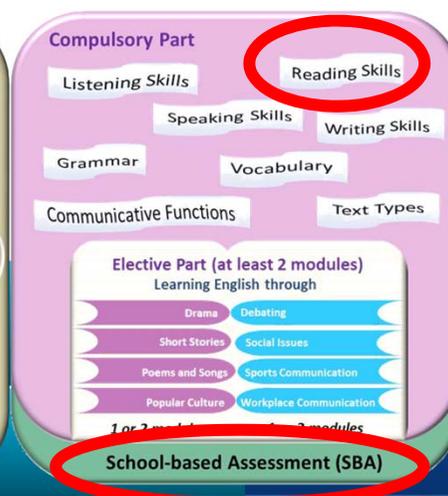
## Key Stages 1 and 2



## 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

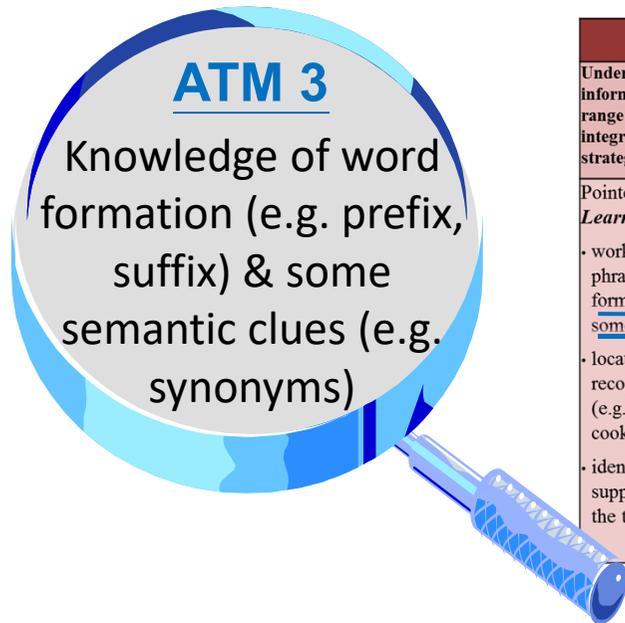
### Consolidating the Reading Skills and Strategies Acquired

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

# Promoting 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"> <li>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></li> <li>locate specific information by recognising <u>simple text structures</u> (e.g. list of ingredients followed by cooking procedures in recipes)</li> <li>identify main ideas and some supporting details explicitly stated in the text</li> </ul>	<p>Pointers</p> <p><i>Learners can, for example,</i></p> <ul style="list-style-type: none"> <li>work out the meaning of some idiomatic expressions (e.g. phrasal verbs and idioms) by using semantic and syntactic clues</li> <li>follow the development of main ideas and make connections between ideas and information not explicitly stated by using semantic and syntactic clues</li> <li>organise information and ideas in texts by using <u>knowledge of text structures and some graphic forms (e.g. mind maps, character webs)</u></li> </ul>	<p>Pointers</p> <p><i>Learners can, for example,</i></p> <ul style="list-style-type: none"> <li>work out the meaning of figurative language (e.g. metaphors) by using semantic and syntactic clues</li> <li><u>analyse the development of ideas, views or arguments in texts</u></li> <li><u>interpret ideas</u> and opinions presented in different texts and <u>draw conclusions</u></li> <li><u>analyse texts</u> for themes, intended audience and writers' attitudes by reviewing</li> </ul>

# Promoting RaC at the Junior Secondary Level

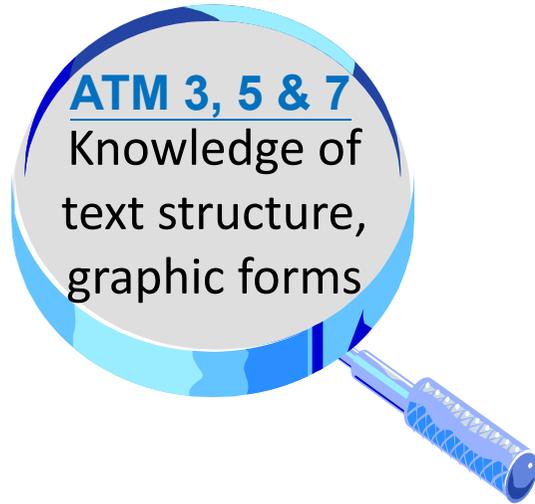


Reading – ATM 3	Reading – ATM 5	Reading – ATM 7
Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts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

## Knowledge of Word Formation

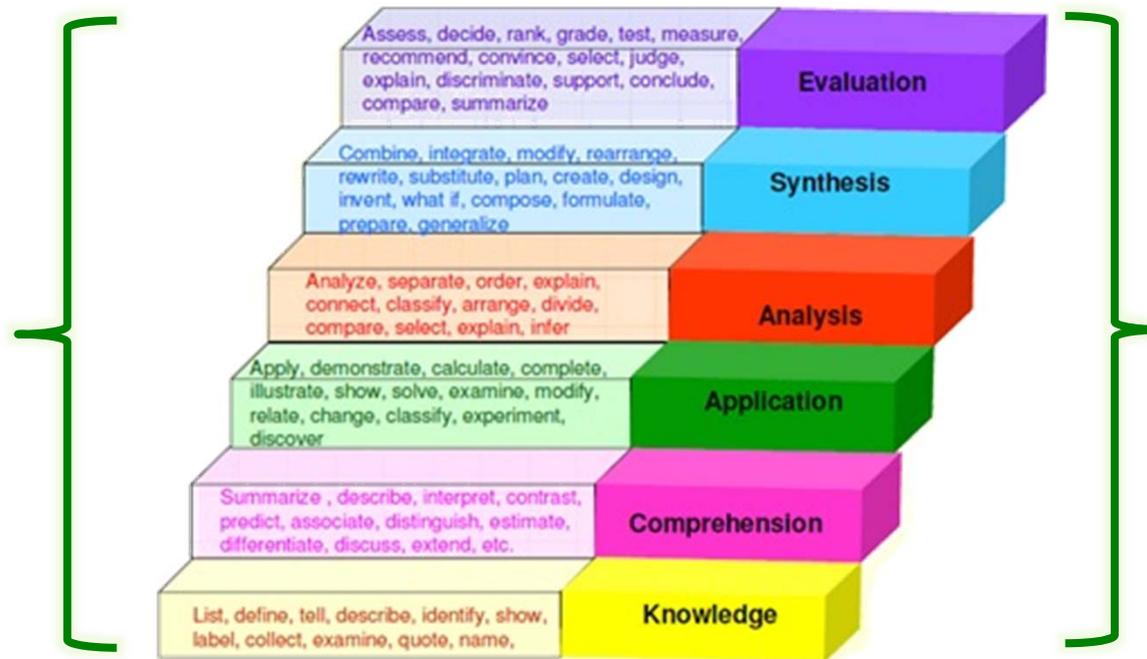
- Affixation [e.g. exhale (away from), overpopulation (too much), non-metal (not)]
- Compounding [e.g. test tube, measuring cylinder]
- Conversion [e.g. access the file (n → v), google (n → v)]
- Blending [e.g. smog = smoke + fog, bionic = biology + electronic]

# Promoting RaC at the Junior Secondary Level



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"> <li>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)</li> <li>locate specific information by recognising simple text structures (e.g. list of ingredients followed by cooking procedures in recipes)</li> <li>identify main ideas and some supporting details explicitly stated in the text</li> </ul>	<p>Pointers</p> <p><i>Learners can, for example,</i></p> <ul style="list-style-type: none"> <li>work out the meaning of some idiomatic expressions (e.g. phrasal verbs and idioms) by using semantic and syntactic clues</li> <li>follow the development of main ideas and make connections between ideas and information not explicitly stated by using semantic and syntactic clues</li> <li>organise information and ideas in texts by using knowledge of text structures and some graphic forms (e.g. mind maps, character webs)</li> </ul>	<p>Pointers</p> <p><i>Learners can, for example,</i></p> <ul style="list-style-type: none"> <li>work out the meaning of figurative language (e.g. metaphors) by using semantic and syntactic clues</li> <li>analyse the development of ideas, views or arguments in texts</li> <li>interpret ideas and opinions presented in different texts and draw conclusions</li> <li>analyse texts for themes, intended audience and writers' attitudes by reviewing</li> </ul>

Rhetorical functions in different text structures



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

Examples of Rhetorical Functions	Language Items (Examples)	Examples
Comparing/Contrasting	“However”, “on the contrary”, “similarly”	<i>Some historians think that the paintings had entertainment functions. <u>However</u>, these paintings were usually found at...</i> (PSHE)
Sequencing	“After”, “before”, “then”	<i>Clean the food thoroughly <u>before</u> cooking...</i> (TE)
Explaining	“Since”, “because of”, “as a result (of)”	<i><u>As a result</u>, more sulphur dioxide is produced...</i> (SE)
Describing	Adjectives, relative clauses	<i><u>Larger</u> current makes the bulb <u>brighter</u>...</i> (SE)
Defining	“Refers to”, “is known as”	<i>Osmosis <u>refers to</u> the diffusion of fluid...</i> (SE)
Making suggestions	“Can”, “may”, “suggest”	<i>The government <u>can</u> make better use of the land through...</i> (PSHE)
Giving instructions	Imperatives	<i><u>List</u> the characteristics of the four phases in the long jump...</i> (PE)
Presenting facts	Present tense	<i>A computer system <u>consists</u> of...</i> (TE)
Presenting past events	Past tense	<i>The waltz <u>was</u> originally a peasant dance in Austria...</i> (AE)
Making assumption	Conditional clauses, “let”, “suppose”	<i><u>Suppose</u> Jane’s salary is \$10,000 now. What is the percentage of...</i> (ME)

CDC Supplement to the English Language Education Key Learning Area Curriculum Guide (Secondary 1 — 3) 2018 – Chapter 6

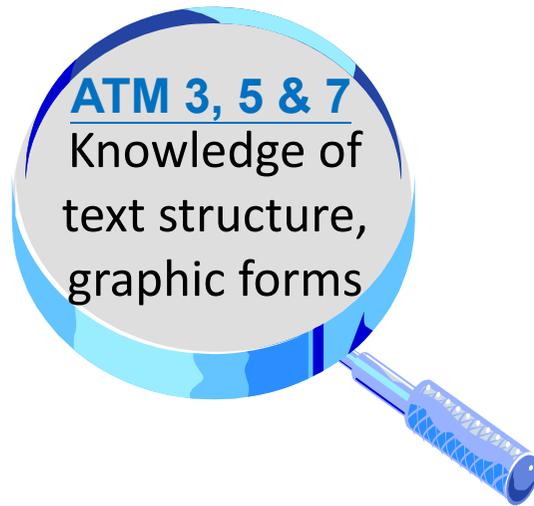
Note: Key Learning Areas

ME: Mathematics Education; PSHE: Personal, Social and Humanities Education;

SE: Science Education; TE: Technology Education; AE: Arts Education;

PE: Physical Education

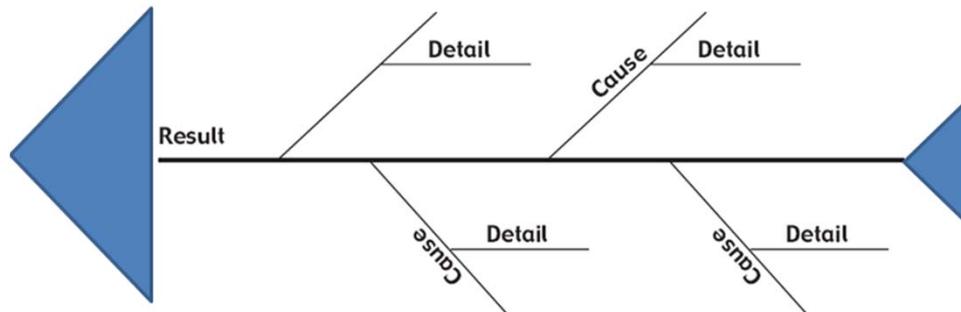
# Promoting RaC at the Junior Secondary Level



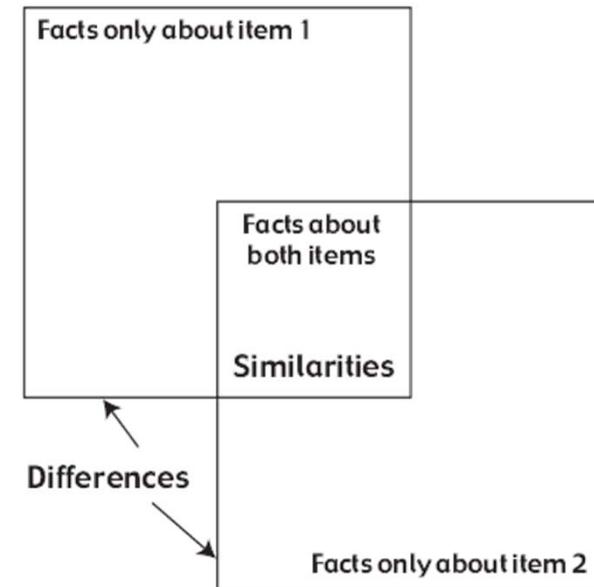
Reading – ATM 3	Reading – ATM 5	Reading – ATM 7
Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts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

## Examples

### Illustrating causes and effects

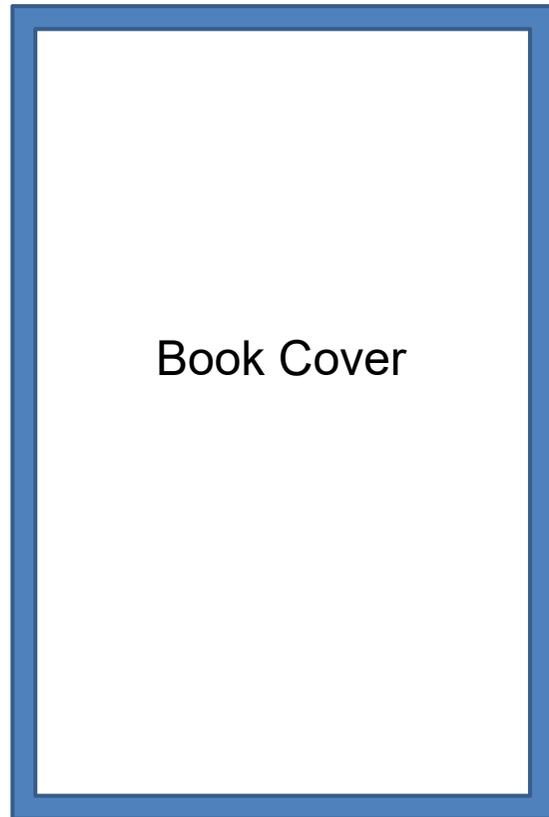


### Making comparison



# Supporting Students to Read Independently

## Activity 3 (Pre-reading / while-reading activity)



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?

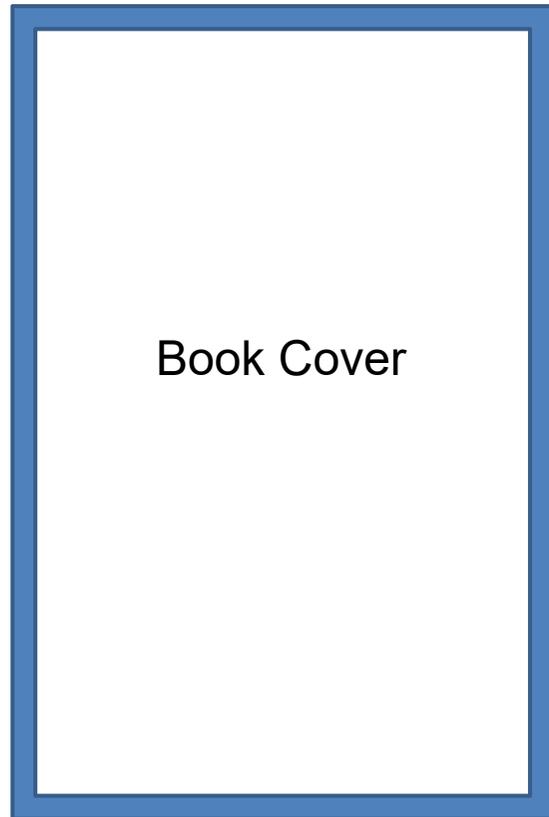
Bugs

ATM 2.7

Make predictions about the content from the title and illustrations

# Supporting Students to Read Independently

## Activity 3 (Pre-reading / while-reading activity)



4. Can you give me an example of bugs?

Spiders

ATM 2.7

Make predictions about the content from the illustrations

5. What is 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

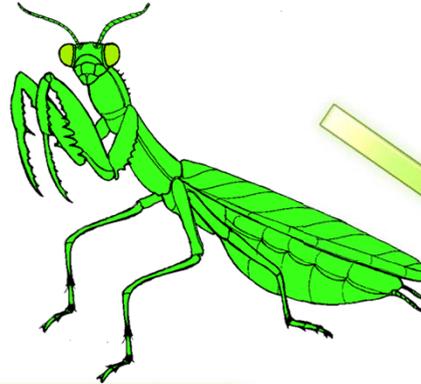
## Activity 3 (Pre-reading / while-reading activity)

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

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 (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 4 (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?

- a) Praying
- b) Swimming
- c) Attacking other animals
- 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.

- a) To help it catch other insects for food
- b) To attract other animals
- c) To look as beautiful as a flower
- d) To protect itself from other predators

### ATM 5.2

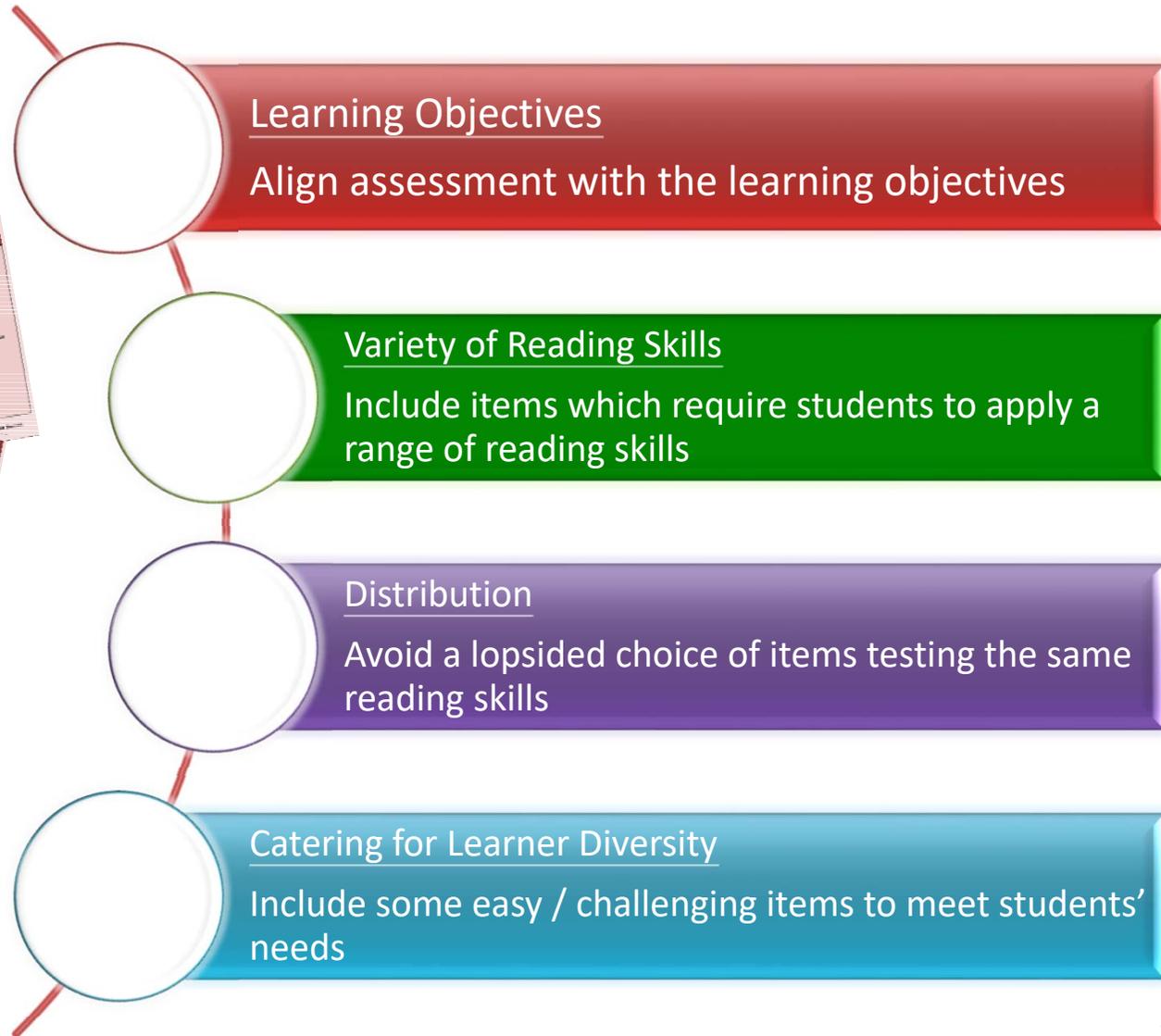
Follow the development of the main idea, i.e. the function of camouflage, and make connections between ideas and information by using semantic and syntactic clues

# Supporting Students to Read Independently

## ● Considerations for setting assessment items

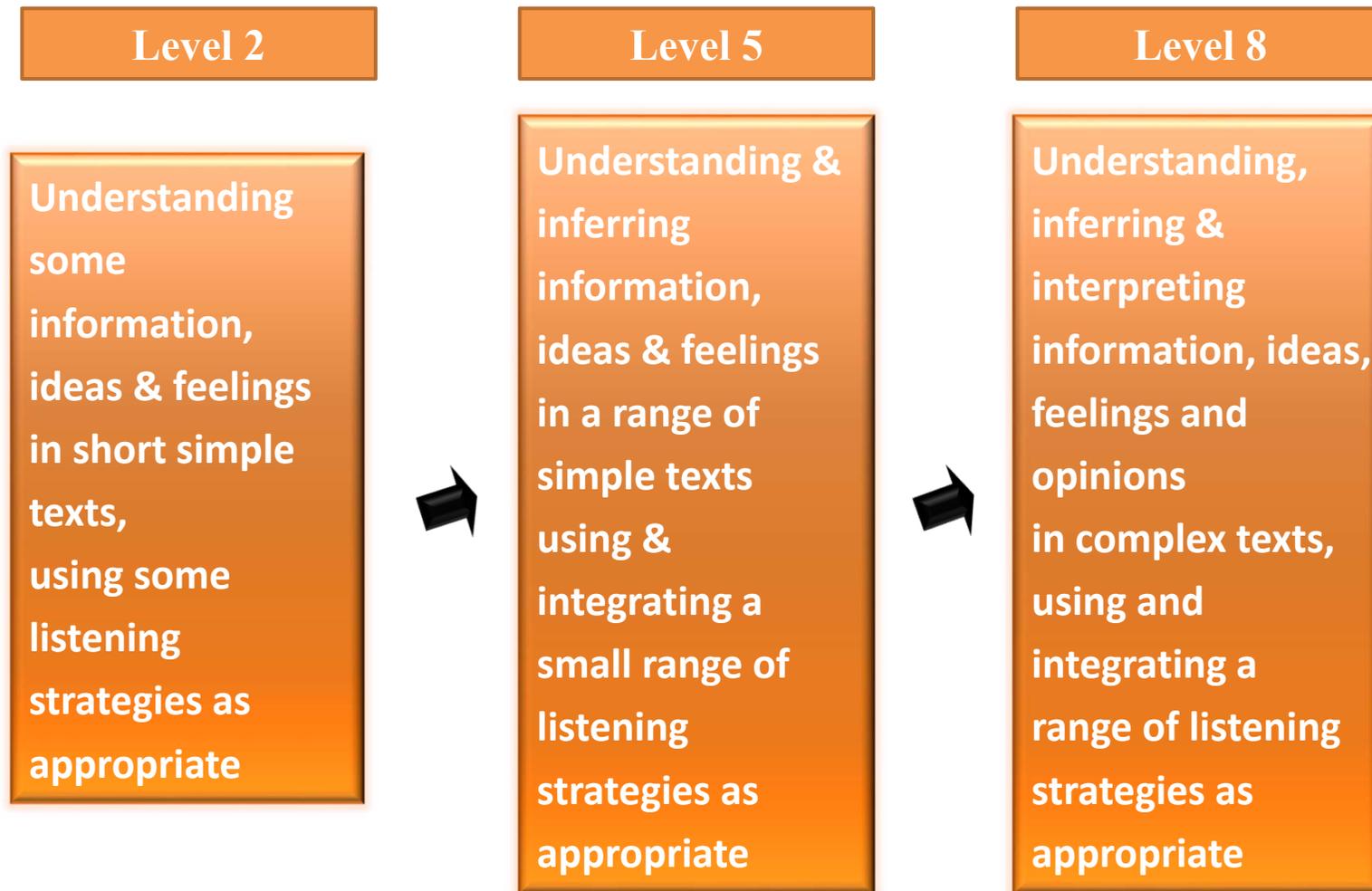
Reading - 7Y1	Reading - 7Y2	Reading - 7Y3	Reading - 7Y4	Reading - 7Y5
Identify the main idea and supporting details of a text.	Identify the main idea and supporting details of a text.	Identify the main idea and supporting details of a text.	Identify the main idea and supporting details of a text.	Identify the main idea and supporting details of a text.
Identify the main idea and supporting details of a text.	Identify the main idea and supporting details of a text.	Identify the main idea and supporting details of a text.	Identify the main idea and supporting details of a text.	Identify the main idea and supporting details of a text.

### Integrating the Use of the LPF

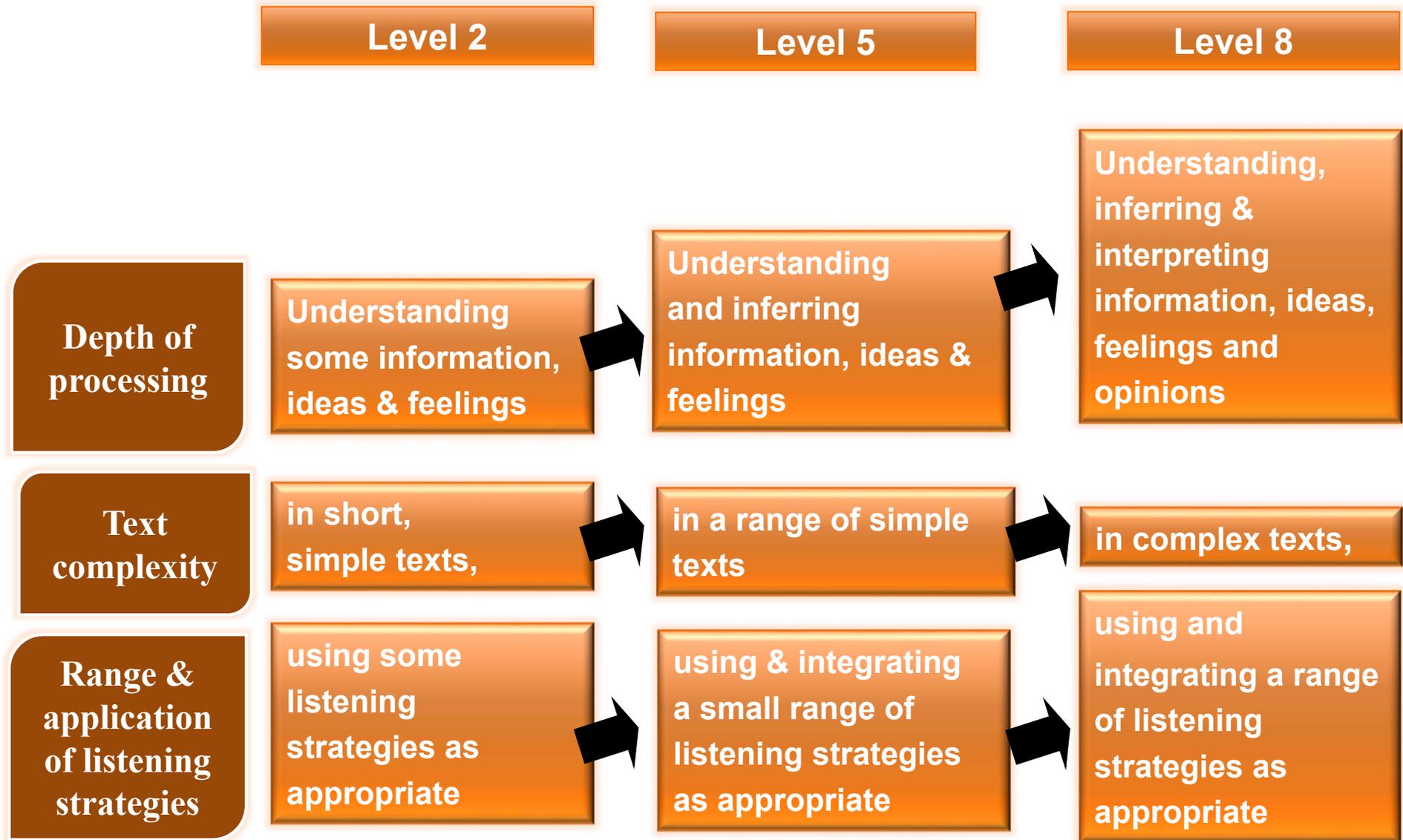


# Use of the **LPF for Listening**

# Progression of the Learning Outcomes for Listening



# Progression of the Learning Outcomes for Listening



# What Makes Listening Challenging for Students?

## Activity 5

With reference to the LPF for Listening, discuss with your group members why ESL/EFL learners find listening challenging and suggest some challenges specific to listening. How would you help your students to deal with these challenges?

# Developing Listening Strategies

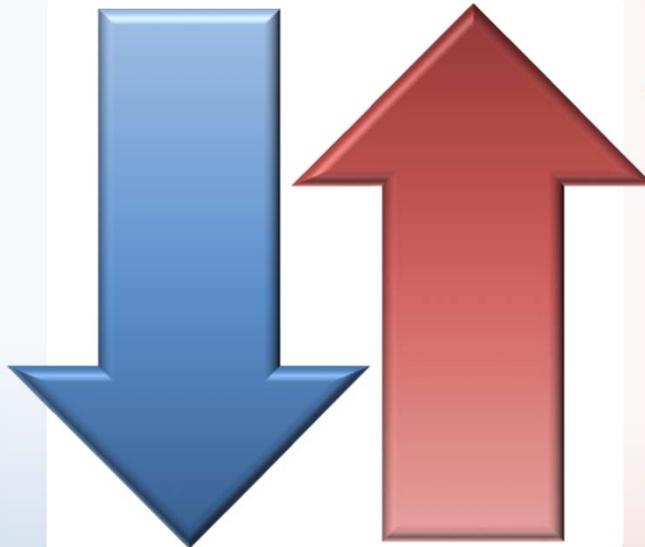
## Underlying Principle 4

- activating prior knowledge,
- anticipating the likely development of spoken texts, and
- being selective while listening (e.g. discriminating relevant from irrelevant information based on individual circumstances or task requirements).

### Top-down Strategies

interpreting meaning through the use of

- background knowledge; or
- previous knowledge of the situation, context, and topic



### Bottom-up Strategies

Interpreting meaning through

- decoding the sounds of a language into words, clauses, sentences, etc; and
- using one's knowledge of grammatical or syntactical rules

# Developing Listening Strategies

## Activity 6

How would you help your students prepare the following task by adopting the top-down/bottom-up strategies?

*Kaity Chandra is the editor of the magazine. She is holding a meeting with two journalists, Iris Mu and Dan Lai, about the next issue. Listen to their discussion and complete the missing information in the space below. One has been provided as an example. You now have 30 seconds to study the task. At the end of the task, you will have one minute to tidy up your answers.*

**What Iris, Dan and Kaity did at the weekend**

Iris had a (1) \_\_\_\_\_ weekend because her (2) \_\_\_\_\_.

Dan had a (3) \_\_\_\_\_ weekend because he (4) \_\_\_\_\_.

Kaity had a (5) \_\_\_\_\_ weekend because she (6) \_\_\_\_\_.

**Suggested topics for the next edition of the magazine**

Topic: games and play	Name of game	Accepted by Kaity?	Reason
Computer games for learning	The Next Mozart	Yes	<u>These games are popular</u> (example)
(7) _____	(8) _____	Yes	(10) _____
_____	_____		_____
	(9) _____		
	_____		
(11) _____	(12) _____	No	(13) _____
_____	_____		_____
_____			_____
_____			_____

# Developing Listening Strategies

## Activity 6

Who?

Roles?

Top-down Strategies

*Kaity Chandra is the editor of the magazine. She is holding a meeting with two journalists, Iris Mu and Dan Lai, about the next issue. Listen to their discussion and complete the missing information in the space below. One has been provided as an example. You now have 30 seconds to study the task. At the end of the task, you will have one minute to tidy up your answers.*

**What Iris, Dan and Kaity did at the weekend**

Iris had a (1) \_\_\_\_\_ weekend because her (2) \_\_\_\_\_.

Dan had a (3) \_\_\_\_\_ weekend because he (4) \_\_\_\_\_.

Kaity had a (5) \_\_\_\_\_ weekend because she (6) \_\_\_\_\_.

# Developing Listening Strategies

## Activity 6

### Bottom-up Strategies

**What Iris, Dan and Kaity did at the weekend**

Iris had a (1) \_\_\_\_\_ weekend because her (2) \_\_\_\_\_.

adj. n.

Dan had a (3) \_\_\_\_\_ weekend because he (4) \_\_\_\_\_.

adj. v. (past tense)

Kaity had a (5) \_\_\_\_\_ weekend because she (6) \_\_\_\_\_.

adj. v. (past tense)

# Developing Listening Strategies

## Activity 6

Suggested topics for the next edition of the magazine

Top-down Strategies

Bottom-up Strategies

Topic: <u>games and play</u>	Name of game <u>                    </u>	Accepted by Kaity?	Reason
<u>Computer games for learning</u>	The Next Mozart	Yes	<u>These games are popular</u> (example)
(7) <u>Computer games for</u> _____	(8) _____  (Cap. Letters)	Yes	(10) <u>These games are</u> _____
	(9) _____  (Cap. Letters)		
(11) <u>Computer games for</u> _____ _____	(12) _____  (Cap. Letters)	No	(13) _____ _____ _____

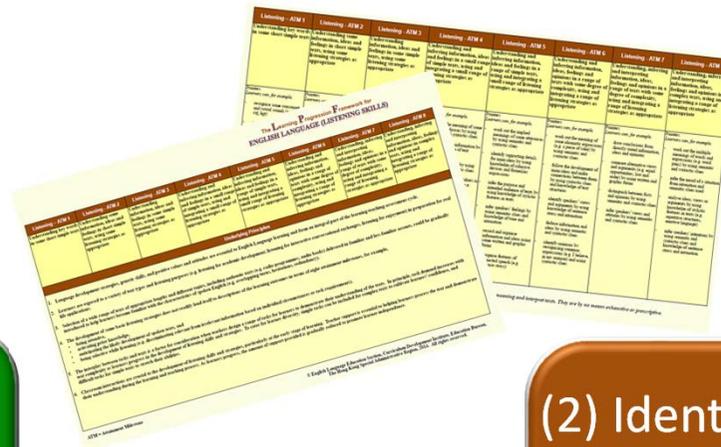
# Learning, Teaching and Assessment

## 🌱 Promoting Assessment for Learning

(1) Identifying students' strengths & areas for improvement & setting listening objectives

(2) Identifying suitable texts and designing listening activities to help students achieve the listening objectives / assessment criteria

(3) Providing effective feedback on students' performance to guide students to make improvement



# Learning, Teaching and Assessment

## ● (1) Identifying students' strengths and areas for improvement

### An example



Identifying Listening

skills and strategies that

✓ need to be further stretched

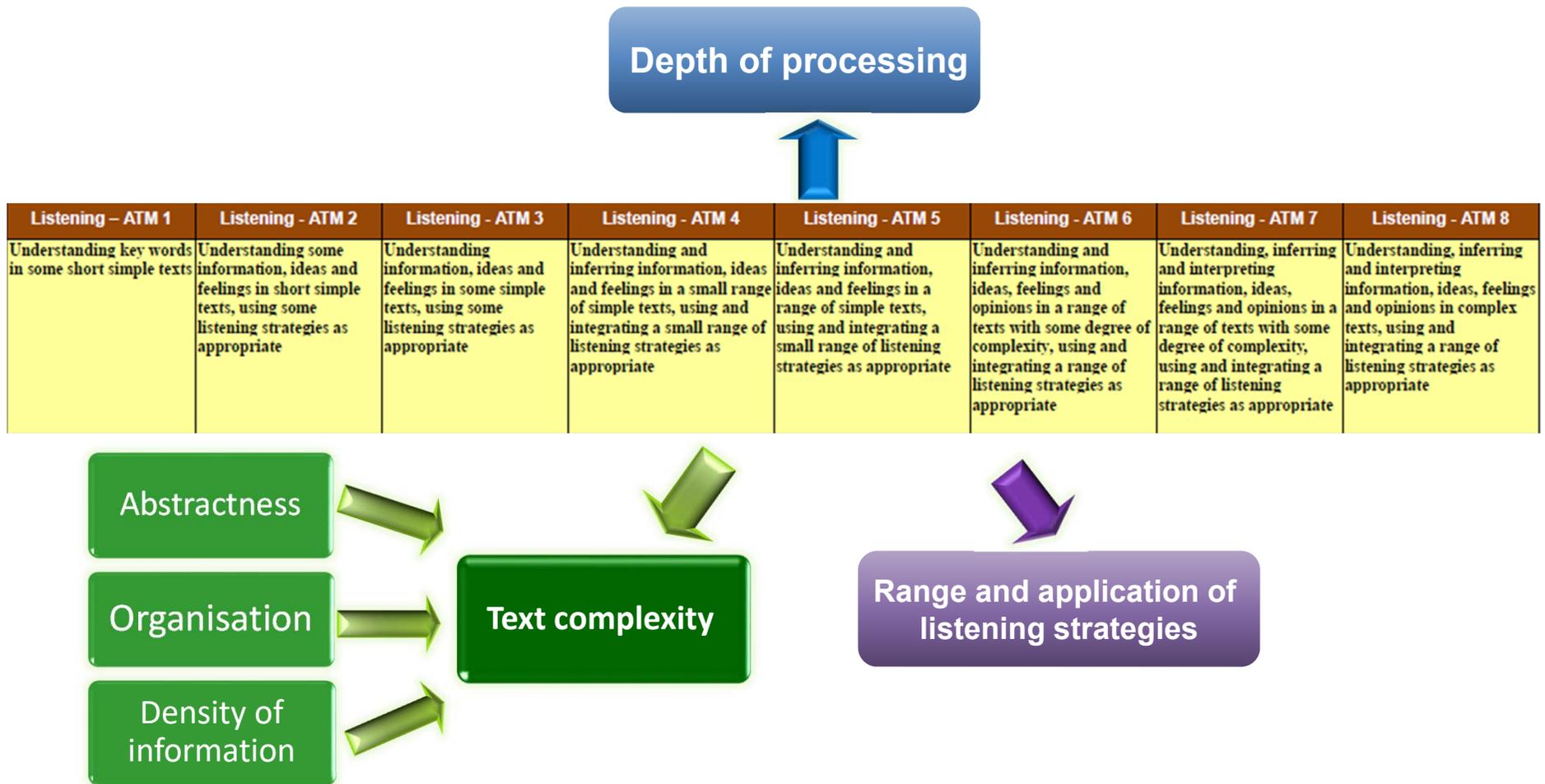
✓ } need to be supported  
 ✗ }

? need to be given opportunities for development

Listening – ATM 6	Listening – ATM 7	Listening – ATM 8
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	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
Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>
<ul style="list-style-type: none"> <li>✓ work out the meaning of some idiomatic expressions (e.g. a piece of cake) by using semantic and syntactic clues</li> <li>✓ follow the development of main ideas and make connections between them by using syntactic clues and knowledge of text structures</li> <li>✓ identify speakers' views and arguments by using knowledge of sentence stress and intonation</li> <li>✓ deduce information and ideas by using semantic and syntactic clues</li> </ul>	<ul style="list-style-type: none"> <li>✓ draw conclusions from directly stated information, ideas and opinions</li> <li>✓ compare alternative views and arguments (e.g. equal opportunities, law and order) by using written and graphic forms</li> <li>? distinguish between facts and opinions by using semantic and syntactic clues</li> <li>? infer speakers' views and attitudes by using semantic and syntactic clues</li> </ul>	<ul style="list-style-type: none"> <li>? work out the multiple meanings of words and expressions (e.g. word puns) by using semantic and syntactic clues</li> <li>? infer the mood of a situation from intonation and semantic clues used</li> <li>? analyse ideas, views or arguments by using knowledge of stylistic features in texts (e.g. repetitive structures, emotive language)</li> <li>✓ infer speakers' intentions by using semantic and syntactic clues and knowledge of sentence stress and intonation</li> </ul>

# Outcome Statements in the LPF

## (2) Selecting suitable listening texts



# Learning, Teaching and Assessment

- (3) Setting learning objectives to help students improve further  
An example



## Listening objectives

### (ATM 8.3)

- analyse ideas, views or arguments by using knowledge of stylistic features in texts

### (ATM 8.4)

- infer speakers' intentions by using semantic and syntactic clues and knowledge of sentence stress and intonation

Listening – ATM 6	Listening – ATM 7	Listening – ATM 8
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	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
<p>Pointers</p> <p><i>Learners can, for example,</i></p> <ul style="list-style-type: none"> <li>• work out the meaning of some idiomatic expressions (e.g. a piece of cake) by using semantic and syntactic clues</li> <li>• follow the development of main ideas and make connections between them by using syntactic clues and knowledge of text structures</li> <li>• identify speakers' views and arguments by using knowledge of sentence stress and intonation</li> <li>• deduce information and ideas by using semantic and syntactic clues</li> </ul>	<p>Pointers</p> <p><i>Learners can, for example,</i></p> <ul style="list-style-type: none"> <li>• draw conclusions from directly stated information, ideas and opinions</li> <li>• compare alternative views and arguments (e.g. equal opportunities, law and order) by using written and graphic forms</li> <li>• distinguish between facts and opinions by using semantic and syntactic clues</li> <li>• infer speakers' views and attitudes by using semantic and syntactic clues</li> </ul>	<p>Pointers</p> <p><i>Learners can, for example,</i></p> <ul style="list-style-type: none"> <li>• work out the multiple meanings of words and expressions (e.g. word puns) by using semantic and syntactic clues</li> <li>• infer the mood of a situation from intonation and semantic clues used</li> <li>• analyse ideas, views or arguments by using knowledge of stylistic features in texts (e.g. repetitive structures, emotive language)</li> <li>• infer speakers' intentions by using semantic and syntactic clues and knowledge of sentence stress and intonation</li> </ul>

# Developing Listening Strategies

## Activity 7

### The Golden Boys



- Where does the story take place?
- Why are the two boys taken away by the policemen?
- How does the boy under the umbrella look? What explains his look?

Top-down Strategies

# Developing Listening Strategies

Listen to the excerpt and answer the question below.



- 1) What does the narrator think of the annual summer beach holiday?
- A.) A boring event
  - B.) An event filled with surprises
  - C.) An event never to be missed

## Tapescript

Every August. Every August for twelve years. Every August for twelve years we went to the same small town on holiday. Every August for twelve years we went to the same beach. Every August for twelve years my parents rented the same small house in the same small town near the same beach, so every morning of every August for twelve years I woke up and walked down to the same beach and sat under the same umbrella or on the same towel in front of the same sea.

## ATM 8.3

analyse the narrator's views and feelings by recognising the use of repetitive structures, e.g. 'Every August', 'the same' and a flat, boring tone to express the repetitiveness and monotony of both his annual summer beach holiday and the daily activity during his holiday

# Developing Listening Strategies

Listen to the excerpt and answer the question below.



- 1) What does the narrator want to tell us about the relationship of his parents and Mr and Mrs Hamilton?
- A.) They know each other very well.
  - B.) They have a very close relationship.
  - C.) They do not have a very close relationship.

## Tapescript

*Every August for twelve years the same family sat next to us. They were called the Hamiltons. We had a red and white umbrella, they had a green one. Every morning my parents said 'Good morning!' to Mr and Mrs Hamilton, and Mr and Mrs Hamilton said 'Good morning!' to my parents. Sometimes they talked about the weather.*

## ATM 8.4

infer the narrator's intention of mentioning how his parents and Mr and Mrs Hamilton greet one another and their topic of conversation and deduce that they are no more than nodding acquaintances although they appear to be friendly and have known one another for a long time

# Developing Listening Strategies

## Activity 8

1) Listen to an excerpt from “Alberto’s New Neighbours” and design question(s) which aim(s) to stretch your students’ listening ability to the next level. 

a) Write down two adjectives Alberto used to describe his new neighbours at the beginning of the story.

*(Any two of the following words)  
big, noisy, smelly, stupid*

b) Based on Alberto’s tone, how would you describe his feeling? Tick the best option.

- A. *displeased*
- B. uncomfortable
- C. disappointed
- D. disturbed

***Alberto took one look at his new neighbours and knew that his life was going to get more difficult...***

### Tapescript

*‘Terrible!’ he thought. ‘How am I going to put up with them?’ He went to tell Mimi. Mimi was the friend he lived with.*

*‘Have you seen the new neighbours?’ he asked her.*

*‘No,’ she said. ‘Who are they?’*

*‘Two of them. The ones we don’t like. Big and noisy and stupid and smelly. Just like they always are.’*

### ATM 5.4

infer that Alberto was annoyed by the arrival of his new neighbours by using

- semantic clues, e.g. ‘noisy’, ‘stupid’ and ‘smelly’
- knowledge of tone and intonation, e.g. his strong dislike for his new neighbours conveyed by the disparaging tone and his slight emphasis on each word

# Developing Listening Strategies

## Activity 8

2) Listen to an excerpt from “Alberto’s New Neighbours” and design question(s) which aim(s) to stretch your students’ listening ability to the next level. 

a) What kind of animals were Alberto, Mimi and their new neighbours?

*Alberto and Mimi were cats whereas their new neighbours were dogs.*

b) Support your response to a) with ONE piece of evidence from the story.

*Alberto and Mimi miaowed and their new neighbours barked.*

*Alberto and Mimi tried to explain to their new neighbours about how to make their owners become staff...*

### Tapescript

*‘Listen’ said Alberto to them. ‘It’s very easy.*

*First, understand that the house is your house, not theirs...’*

*‘And second’ said Mimi, ‘Make sure that you are always clean.’*

*‘Make sure they give you food whenever you want!’*

*‘Sit on the newspaper while they are reading it!’*

*‘Sleep as much as possible – on their beds!’*

*‘And finally, try not to bark, but to miaow instead.’*

*But it was no good. The neighbours just didn’t understand.*

*After a week, they gave up.*

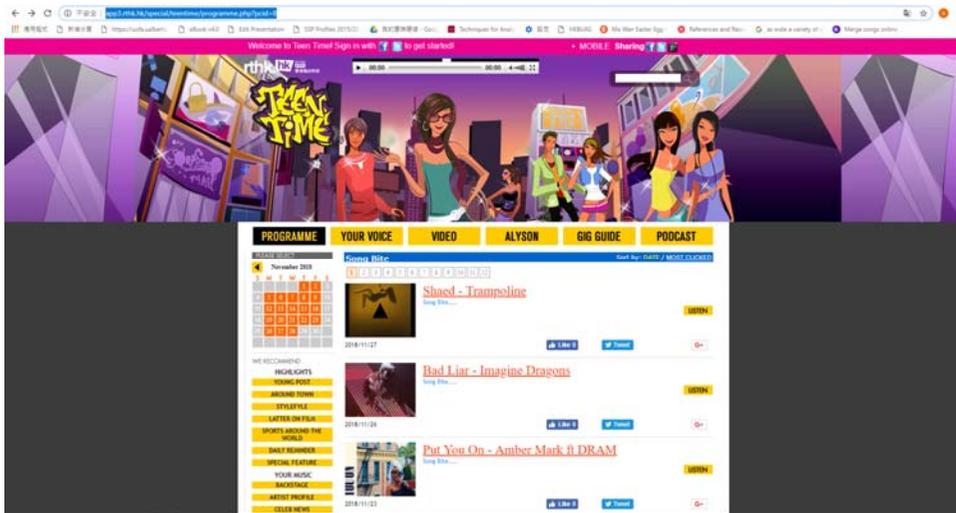
*‘It’s no good’ said Mimi. ‘They’ll never understand...’*

### ATM 6.4

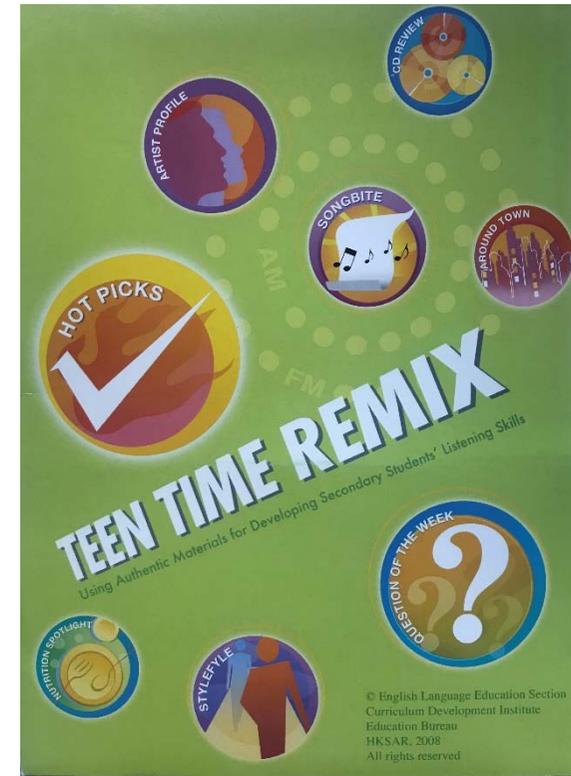
deduce that Alberto and Mimi were cats and that their new neighbours were dogs by using

- semantic clues, e.g. Alberto told their new neighbours not to ‘bark’, which refers to the noise that dogs make, but ‘miaow’ instead, which refers to the noise that cats make

# Authentic Listening Materials



- <http://www.rthk.org.hk/special/teentime/>



- <http://www.edb.gov.hk/teentimeremix>

# Enhancing Students' Listening Skills Development

## ● Considerations for setting assessment items

### Learning Objectives

Align assessment with the learning objectives

### Variety of Listening Skills

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

### Distribution

Avoid a lopsided choice of items testing the same listening skills

### Catering for Learner Diversity

Include some easy / challenging items to meet students' needs

The Learning Progression Framework for English Language (LPEFL) is a document that outlines the progression of listening skills for students. It is organized into a grid with columns for Learning Objectives (LO1 to LO8) and rows for different listening skills (e.g., Understanding the main message, Understanding specific information, etc.). The tables provide detailed descriptions of the skills and the strategies used to develop them.

**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/](http://www.langcomp.com.hk/en_lpf/) Go Links

## 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

Search

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"> <li>recognise some high frequency words (e.g. the, you)</li> <li>decode words by using knowledge of letter-sound relationships</li> <li>process simple sentences by using knowledge of basic conventions of written English (e.g. basic punctuation)</li> <li>follow predictable texts by recognising the repeated use of sentence patterns</li> <li>follow instructions and signs by recognising key words with visual support</li> <li>master basic book concepts (e.g. titles and names of authors)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">A Good Friend L1-L2</a></li> <li><a href="#">Clown L1-L2</a></li> <li><a href="#">My Journal L1-L2</a></li> <li><a href="#">Where is Miss Pool? L1-L2</a></li> </ul>

Internet

# Reading

## 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

[Downloading EDB Materials](#)

[School-based Materials and User Management](#)

[References](#)

© Education Bureau, HKSAR

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"> <li>• work out the meaning of some idiomatic expressions (e.g. phrasal verbs and idioms) by using semantic and syntactic clues</li> <li>• follow the development of main ideas and make connections between ideas and information not explicitly stated by using semantic and syntactic clues</li> <li>• organise information and ideas in texts by using knowledge of text structures and some graphic forms (e.g. mind maps, character webs)</li> <li>• distinguish facts from opinions by using semantic and syntactic clues</li> <li>• identify the stylistic features in texts (e.g. flashback in narrative texts)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">_101 Dalmatians L4-L5</a></li> <li><a href="#">_A Trip to Singapore L4-L5</a></li> <li><a href="#">_Animal Communication L4-L5</a></li> <li><a href="#">_School Website L4-L5</a></li> <li><a href="#">_Life in a Village School L5-L6</a></li> </ul>

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"> <li>• work out the literal and implied meaning of words and expressions by using semantic and syntactic clues</li> <li>• gather, distil and summarise more extensive information and ideas from texts</li> <li>• 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)</li> <li>• deduce themes based on information and ideas from texts</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">_Life in a Village School L5-L6</a></li> <li><a href="#">_For a Five-year-old L6-L7</a></li> <li><a href="#">_Pop Singer: Mo Lewis L6-L7</a></li> <li><a href="#">_The Jury's Still out on the Work of Local Designers L6-L7</a></li> </ul>

# Listening

## 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

[Downloading EDB Materials](#)

[School-based Materials and User Management](#)

[References](#)

© Education Bureau, HKSAR

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"> <li>• work out the implied meanings of some utterances by using semantic and syntactic clues</li> <li>• identify supporting details for main ideas by using knowledge of cohesive devices and formulaic expressions</li> <li>• infer the purpose and intended audience of texts by using knowledge of stylistic features in texts</li> <li>• infer speakers' feelings by using semantic clues and knowledge of tone and intonation</li> <li>• record and organise information and ideas using some written and graphic forms</li> <li>• recognise features of connected speech (e.g. sentence stress)</li> </ul>	<p><a href="#">Food and Health L4-L5</a> 🗣️</p> <p><a href="#">St Mildred's Secondary School: An Interview with a New Student L4-L5</a> 🗣️</p> <p><a href="#">Alberto's New Neighbours L5-L6</a> 🗣️</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"> <li>• work out the meaning of some idiomatic expressions (e.g. a piece of cake) by using semantic and syntactic clues</li> <li>• follow the development of main ideas and make connections between them by using syntactic clues and knowledge of text structures</li> <li>• identify speakers' views and arguments by using knowledge of sentence stress and intonation</li> <li>• deduce information and ideas by using semantic and syntactic clues</li> </ul>	<p><a href="#">Alberto's New Neighbours L5-L6</a> 🗣️</p> <p><a href="#">Pop Culture: Interview with Candice Merville L6-L7</a> 🗣️</p>

# Speaking

## LEARNING PROGRESSION FRAMEWORK

for English Language at Primary & Secondary Levels

Home

### Preamble

- [Background](#)
- [Understanding the LPF](#)
- [Relationship between the LPF and the Basic Competency \(BC\)](#)
- [Using the LPF to enhance learning and teaching](#)

### LPF for the Four Language Skills

- [Listening](#)
- [Speaking](#)
- [Reading](#)
- [Writing](#)

### 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

## Speaking

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

# Writing

## 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

Search

Reset

[Downloading EDB Materials](#)

[School-based Materials and User Management](#)

[References](#)

© Education Bureau, HKSAR

Writing			
Outcome Statements		★ Pointers	 Exemplars
Content	W7 Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration	<p><i>Leamers at this level can, for example,</i></p> <ul style="list-style-type: none"> <li>• write formal letters for a range of purposes quite effectively</li> <li>• write a range of texts to describe, recount, record, explain, propose, summarise, review, compare and contrast with supporting details quite effectively</li> <li>• write stories with a clear setting, and development of plot and characters to achieve the purpose quite effectively</li> </ul>	<a href="#">_Spare a Thought L7</a>
Organisation	W7 Linking ideas coherently throughout the text, and showing appropriate overall organisation of ideas	<p><i>Leamers at this level can, for example,</i></p> <ul style="list-style-type: none"> <li>• establish strong links within and across paragraphs using a range of cohesive devices with consistency</li> <li>• arrange ideas within and across paragraphs using different means (e.g. using comparison and contrast, creating suspense in stories) to show a clear focus</li> <li>• 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)</li> </ul>	
Language and style	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><i>Leamers at this level can, for example,</i></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• use a range of tenses and the passive voice with consistency</li> <li>• use a range of stylistic features (e.g. use images in poetry, rhetorical questions in arguments) to support the purpose of text with consistency</li> </ul>	