

**Developing Reading and Listening Skills of  
Secondary Students with Reference to the  
Learning Progression Framework (Re-Run)**

**English Language Education Section  
Curriculum Development Institute  
Education Bureau  
November 2019**

# 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

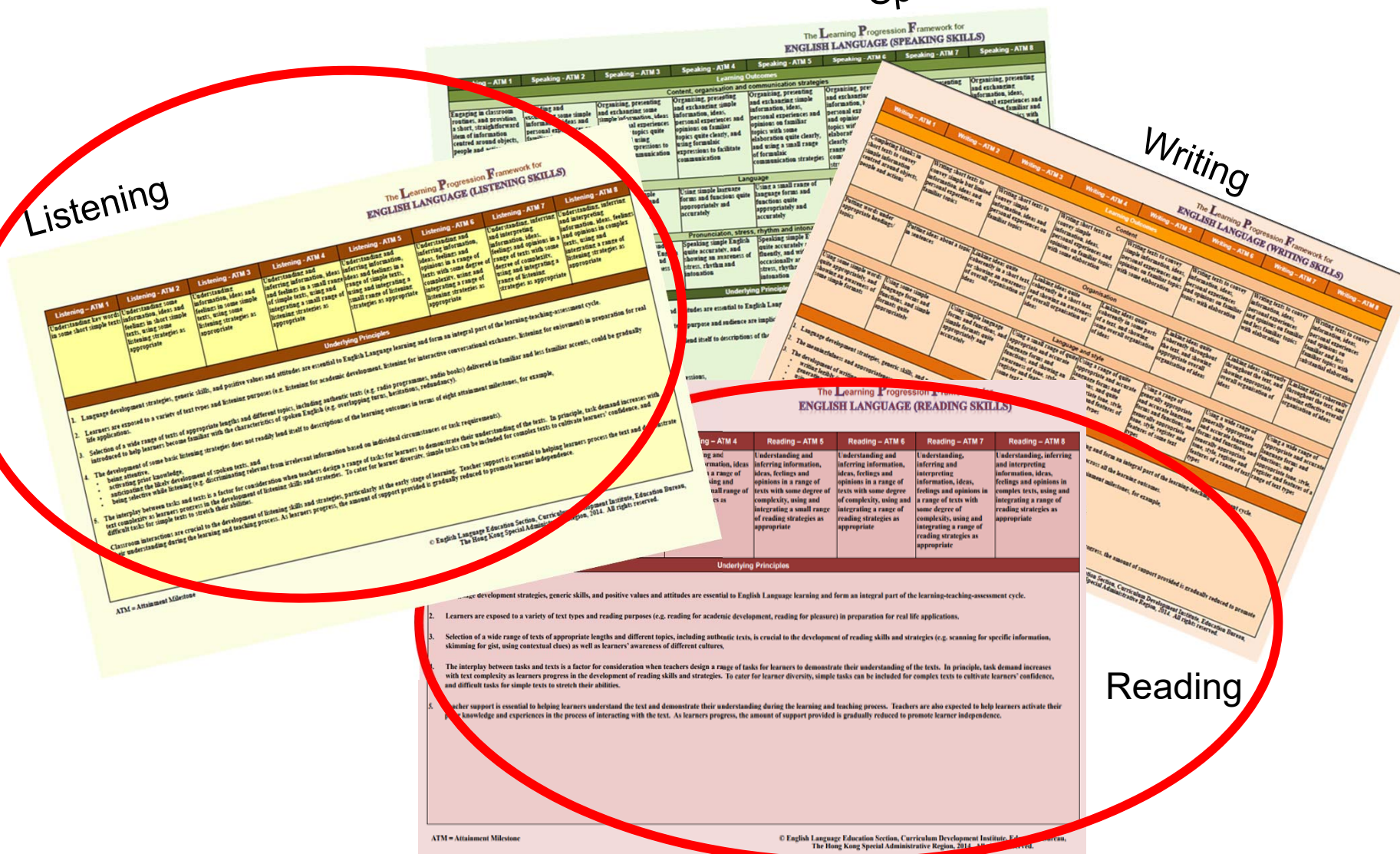
# The Learning Progression Framework (LPF) for English Language

Speaking

Listening

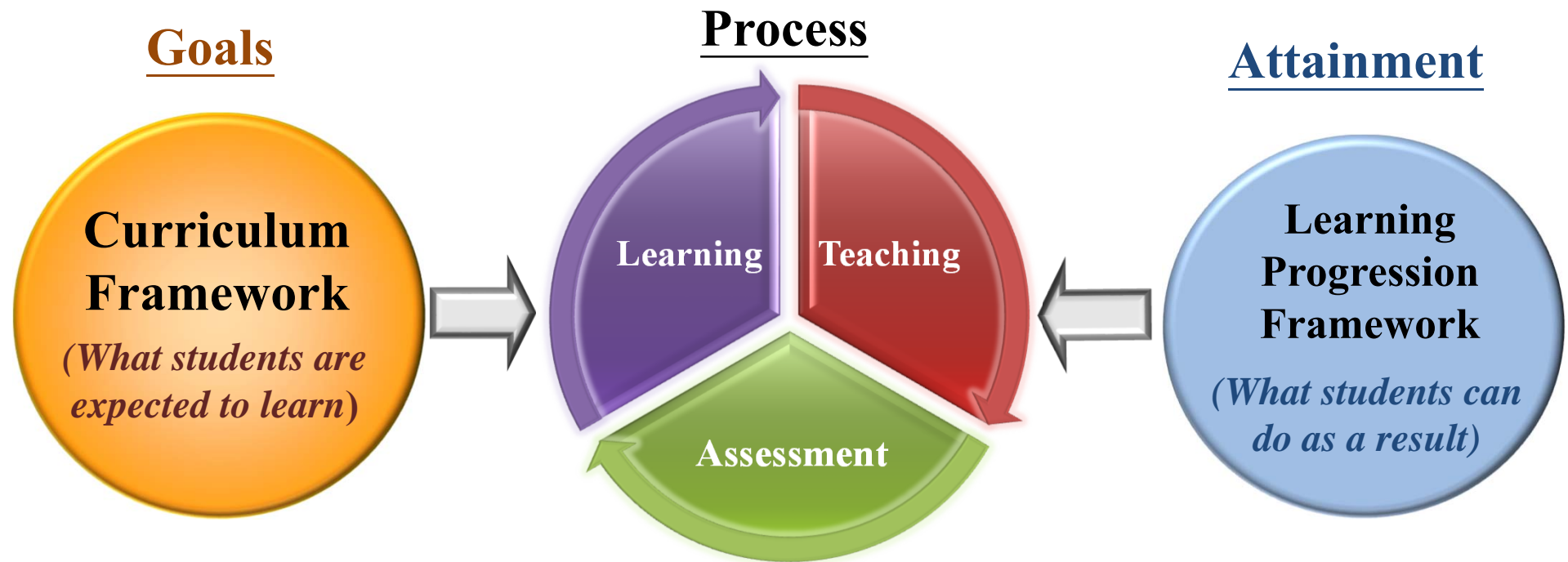
Writing

Reading



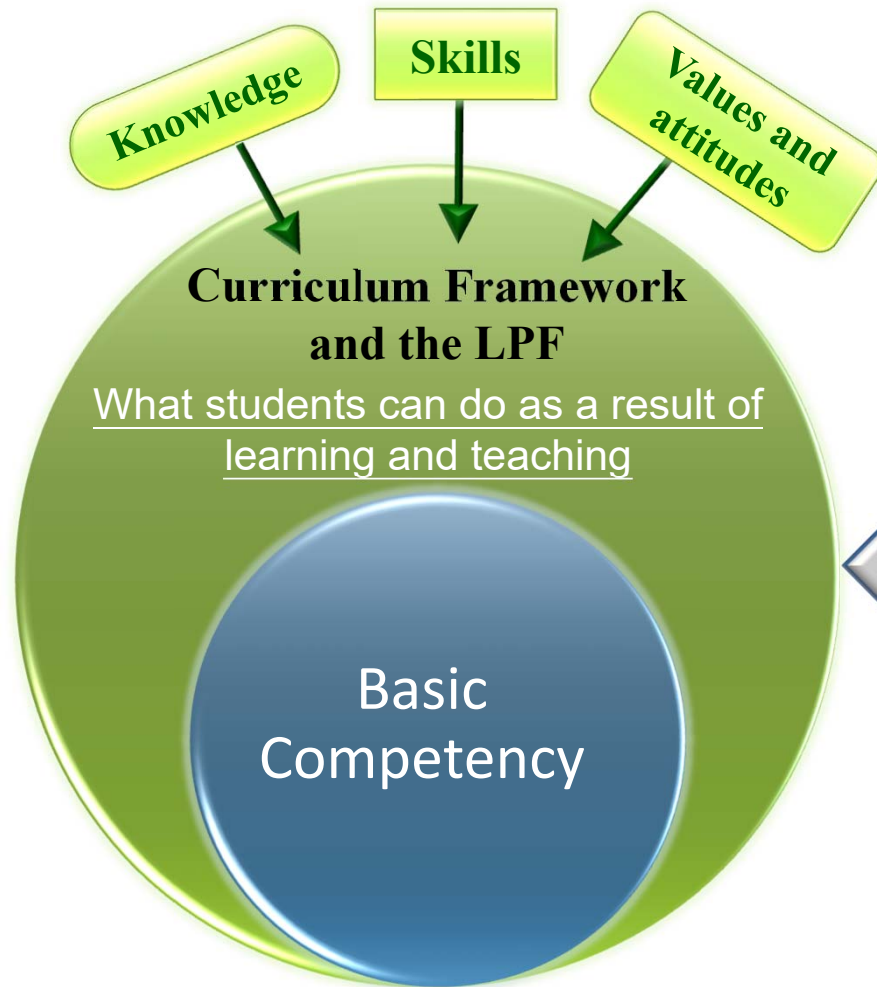


# Curriculum Framework, Learning, Teaching and Assessment, and the LPF

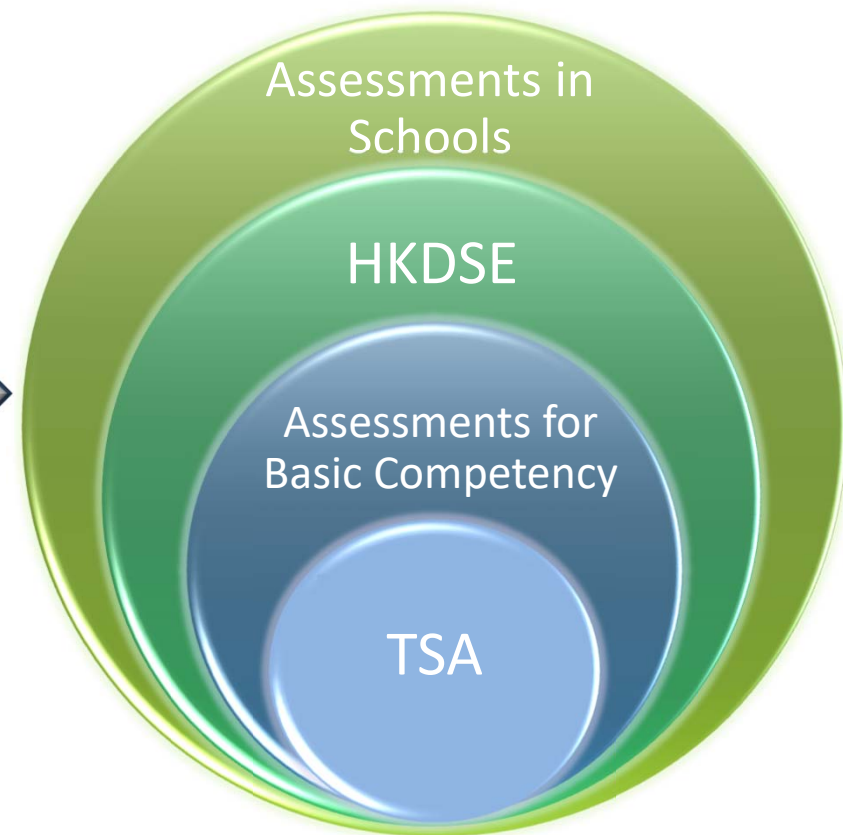


# Curriculum Framework and Assessment

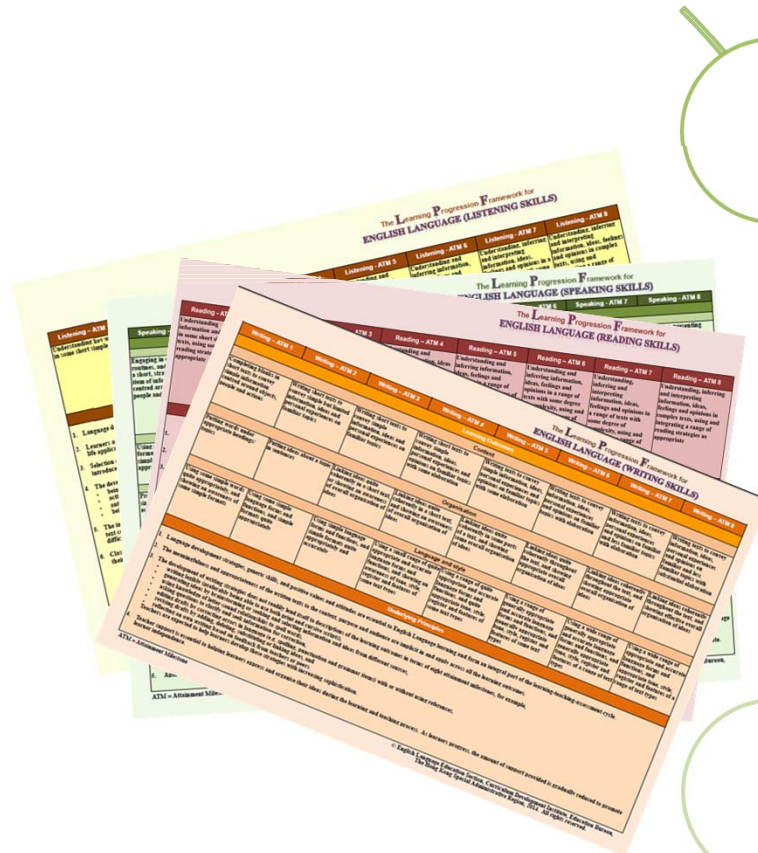
## Curriculum Framework and Learning Progression Framework



## Assessment for/as Learning



# What is the LPF for English Language?



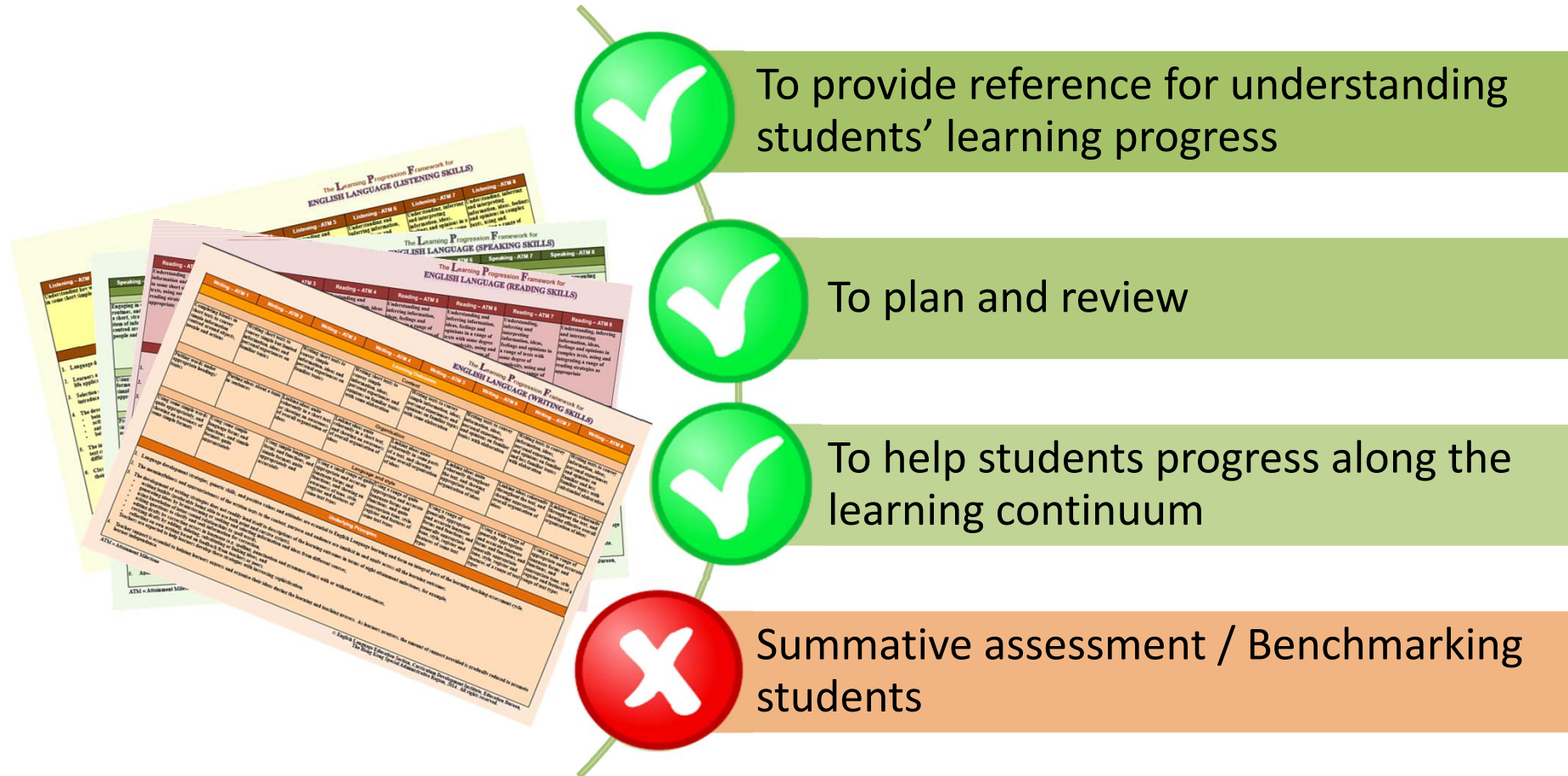
represents the growth of learners on a developmental continuum as they work towards the Learning Targets and Learning Objectives of the English Language curriculum;

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

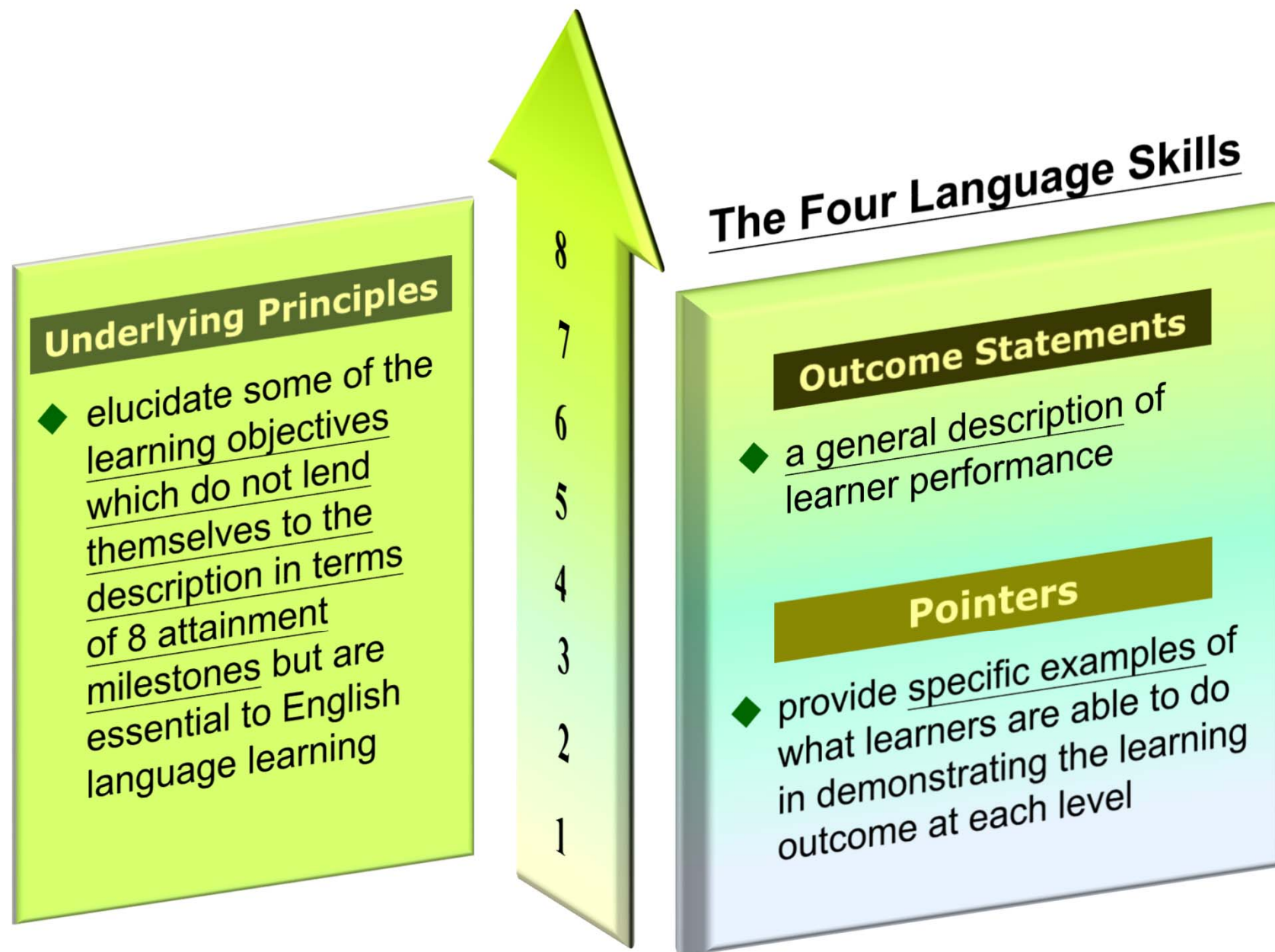
helps teachers plan strategically how to enhance English Language learning and teaching.

# What are the Purposes of Developing the LPF?





# Structure of the LPF



# Understanding the Learning Progression

## Activity 1 (Matching activity)

In groups,

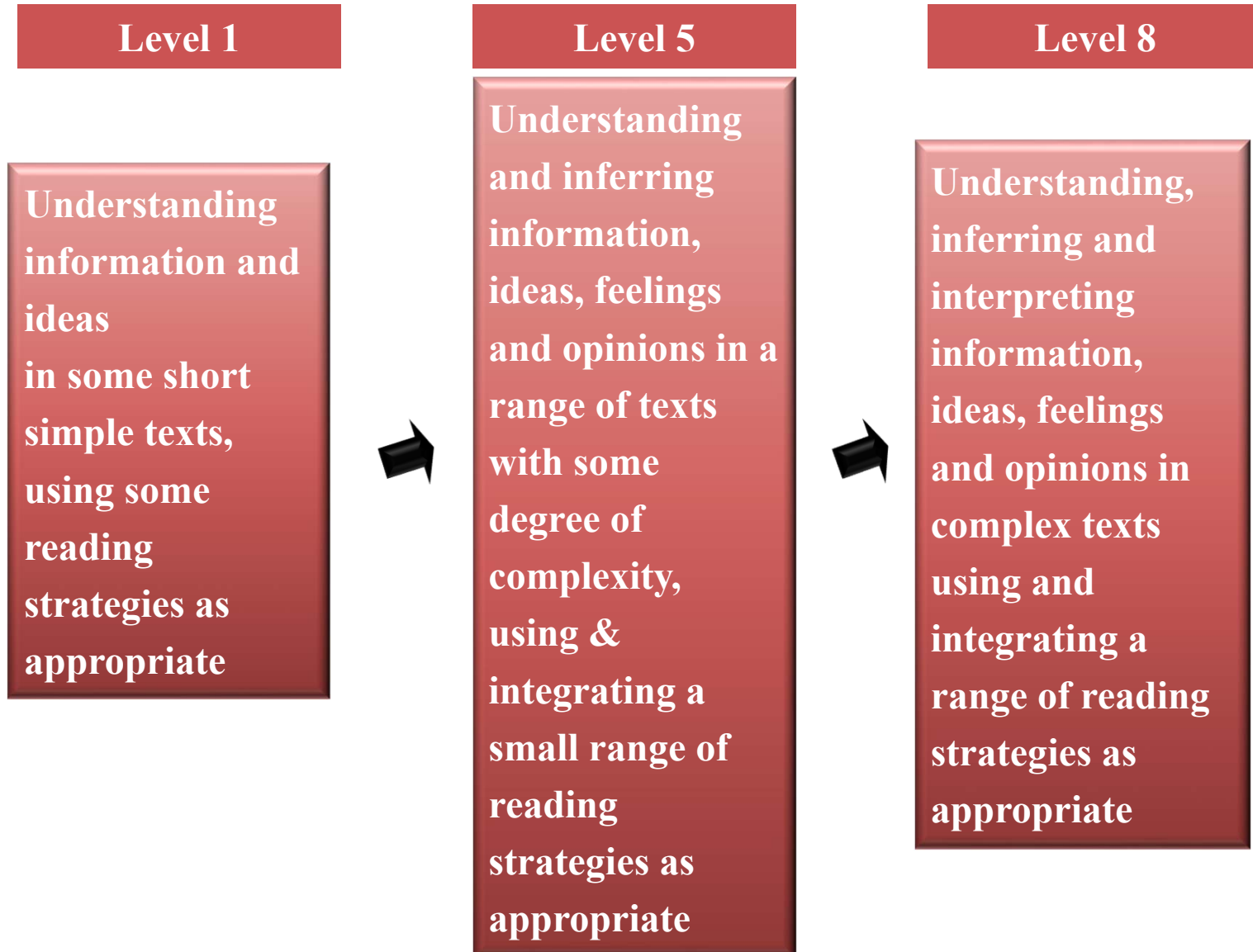
- study the Outcome Statements for three levels of the LPF for Reading; and
- identify the three aspects in the progression of the Outcome Statements for Reading.

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	



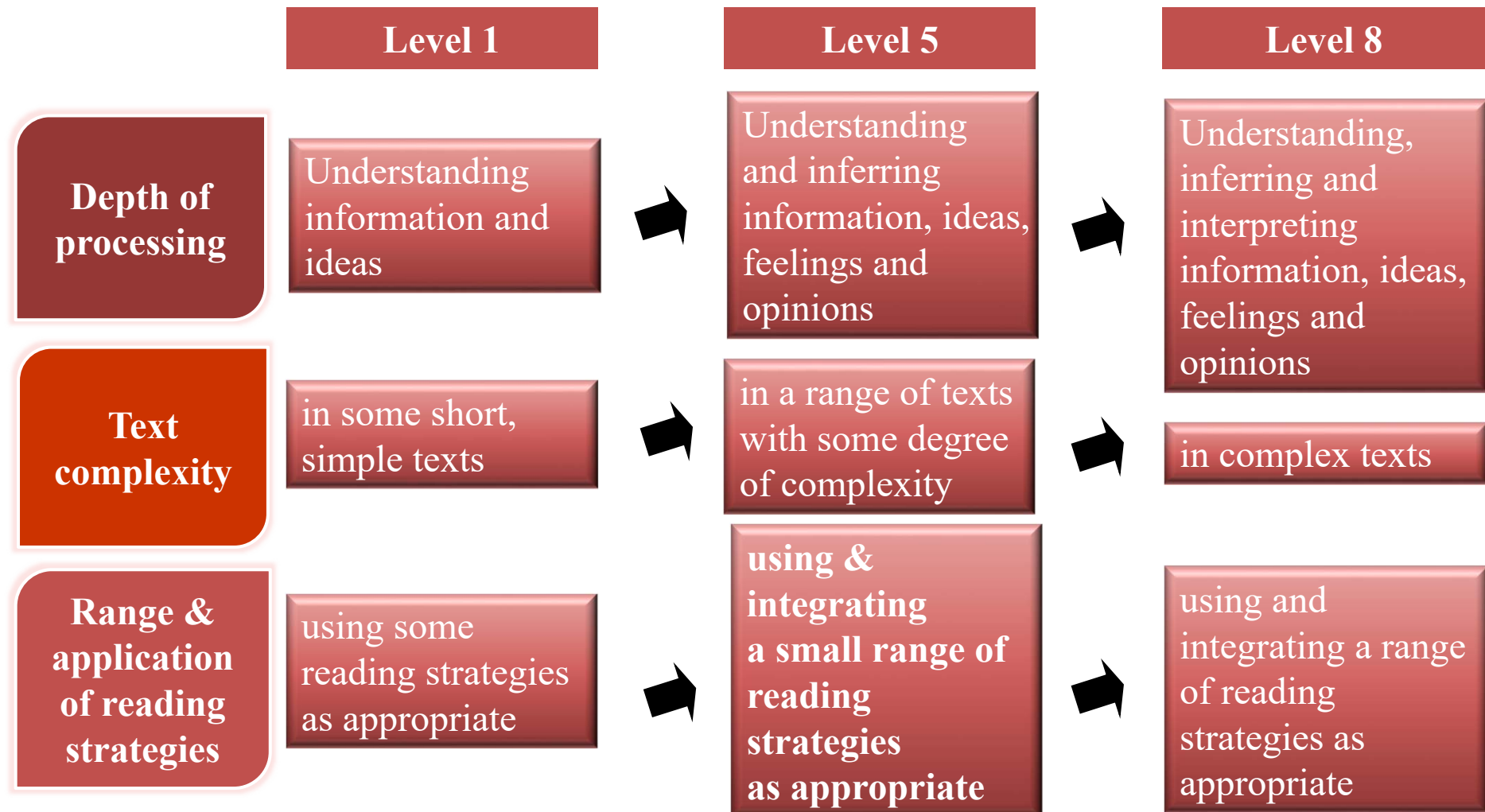
# Progression of the Learning Outcomes

## Activity 1 (Matching activity)

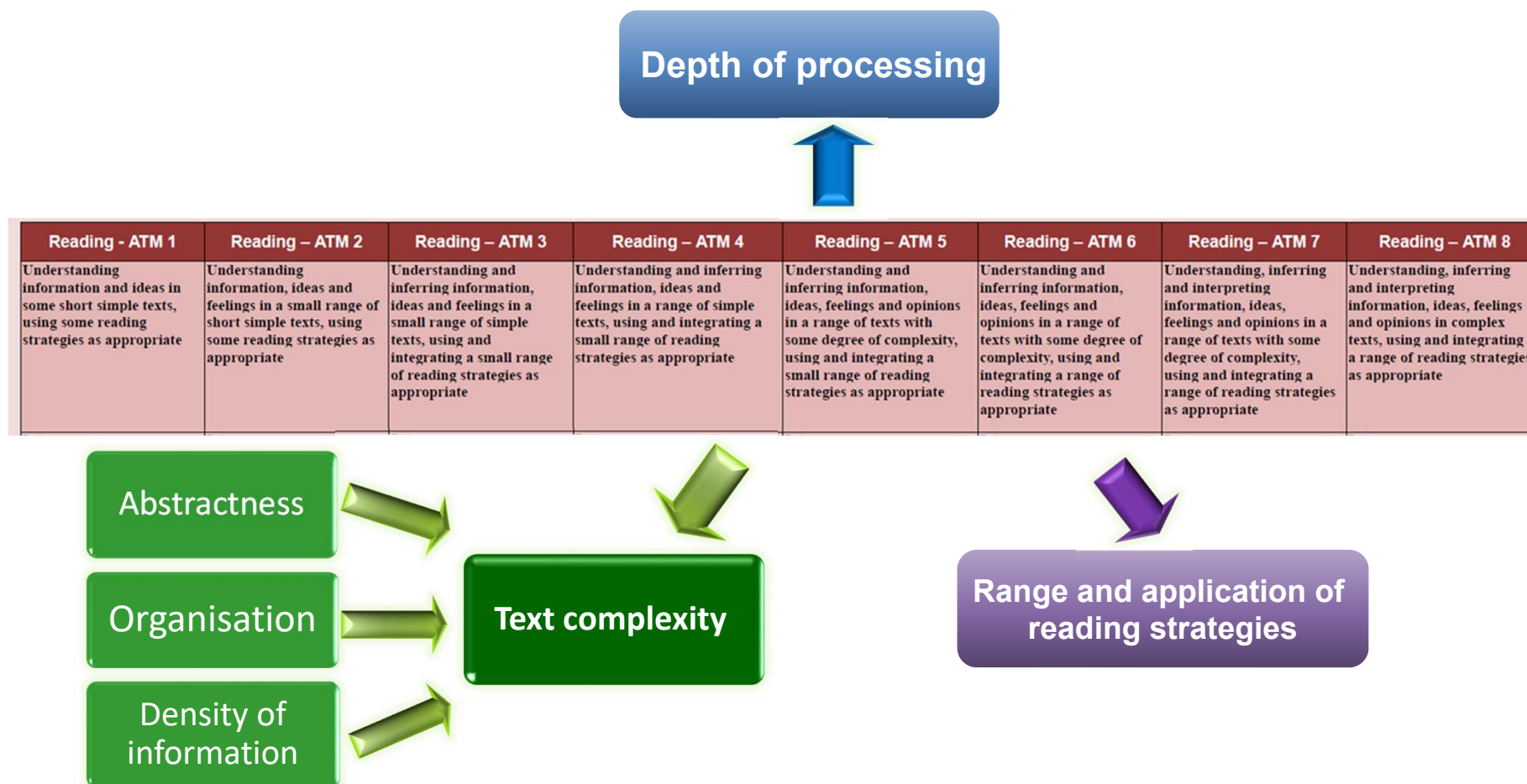


# Progression of the Learning Outcomes

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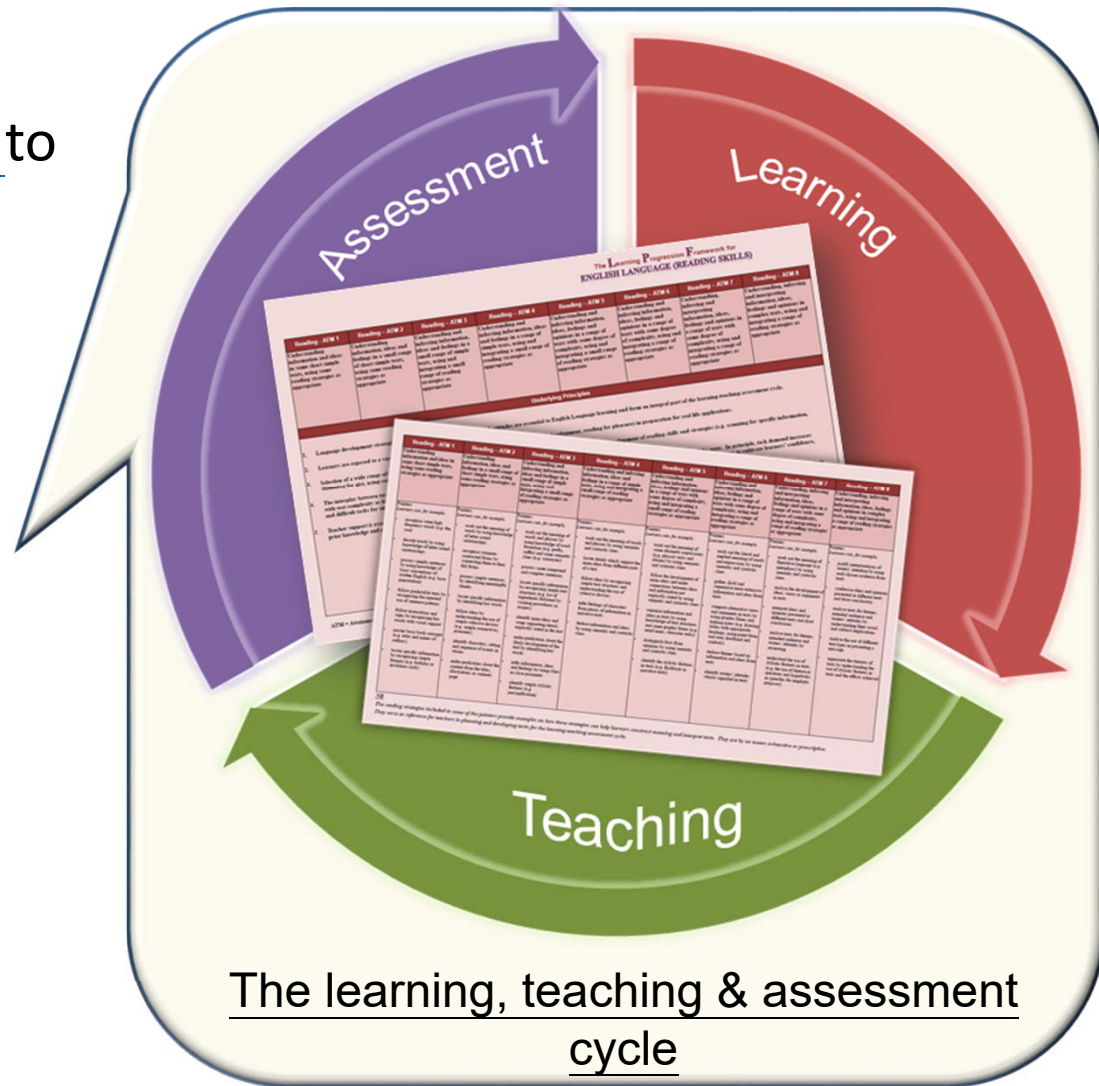
# Outcome Statements in the LPF



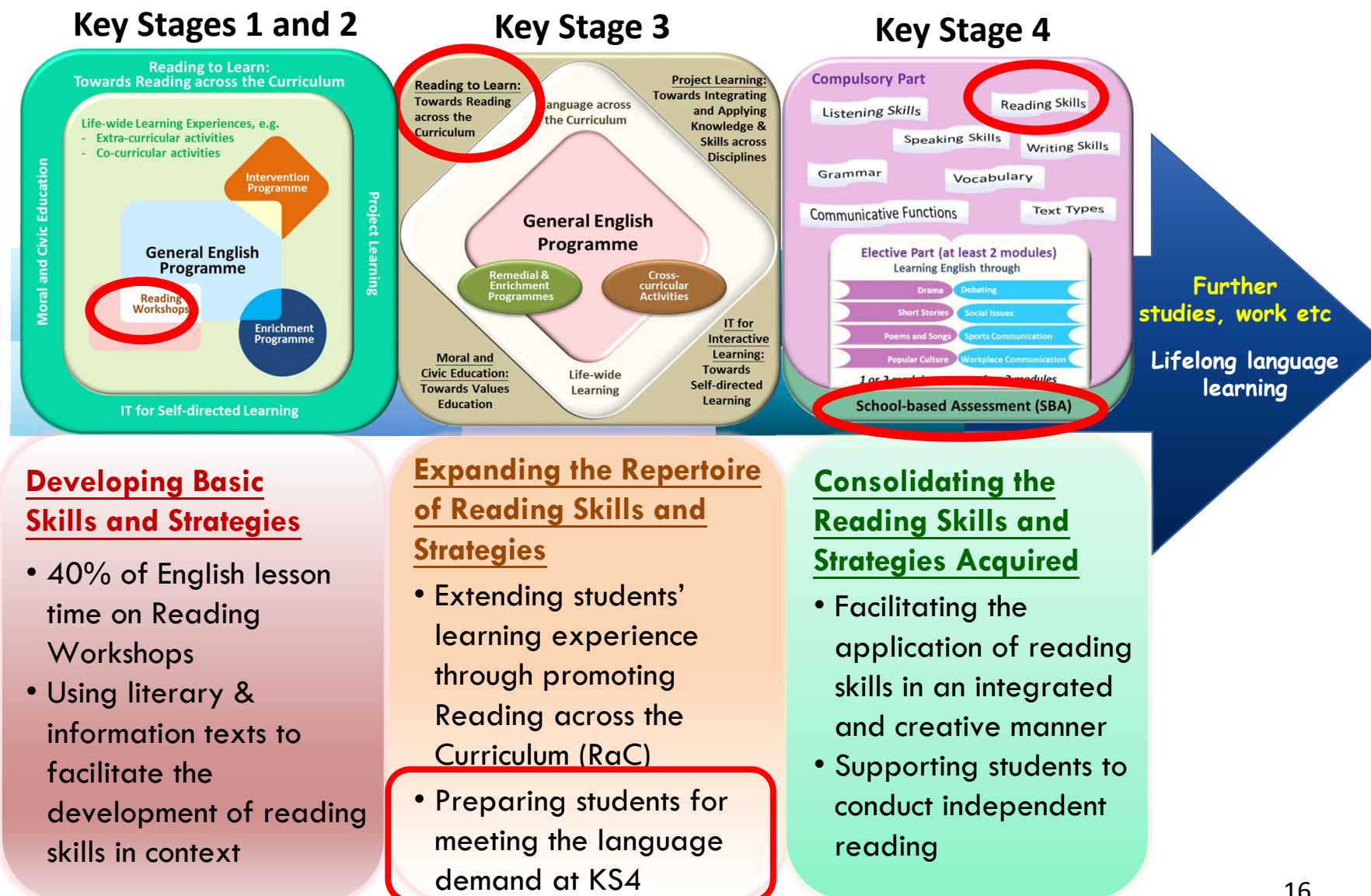
# Use of the **LPF for Reading**

# Curriculum Planning

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



# The Development of Reading Skills and Strategies across Key Stages

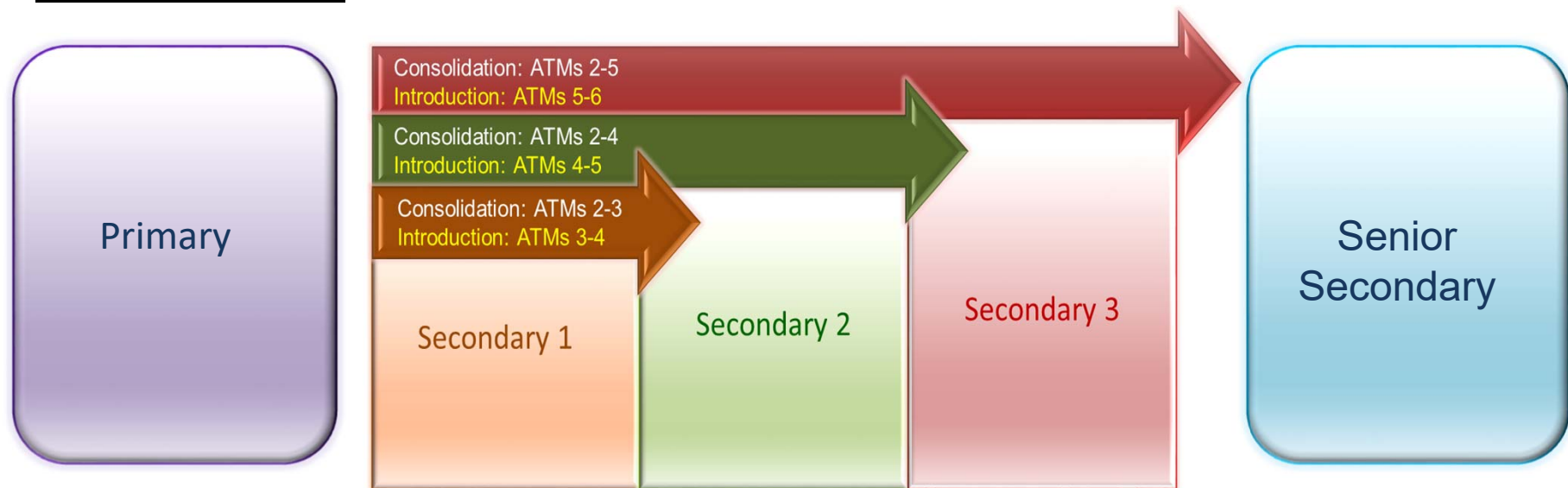




# Curriculum Planning

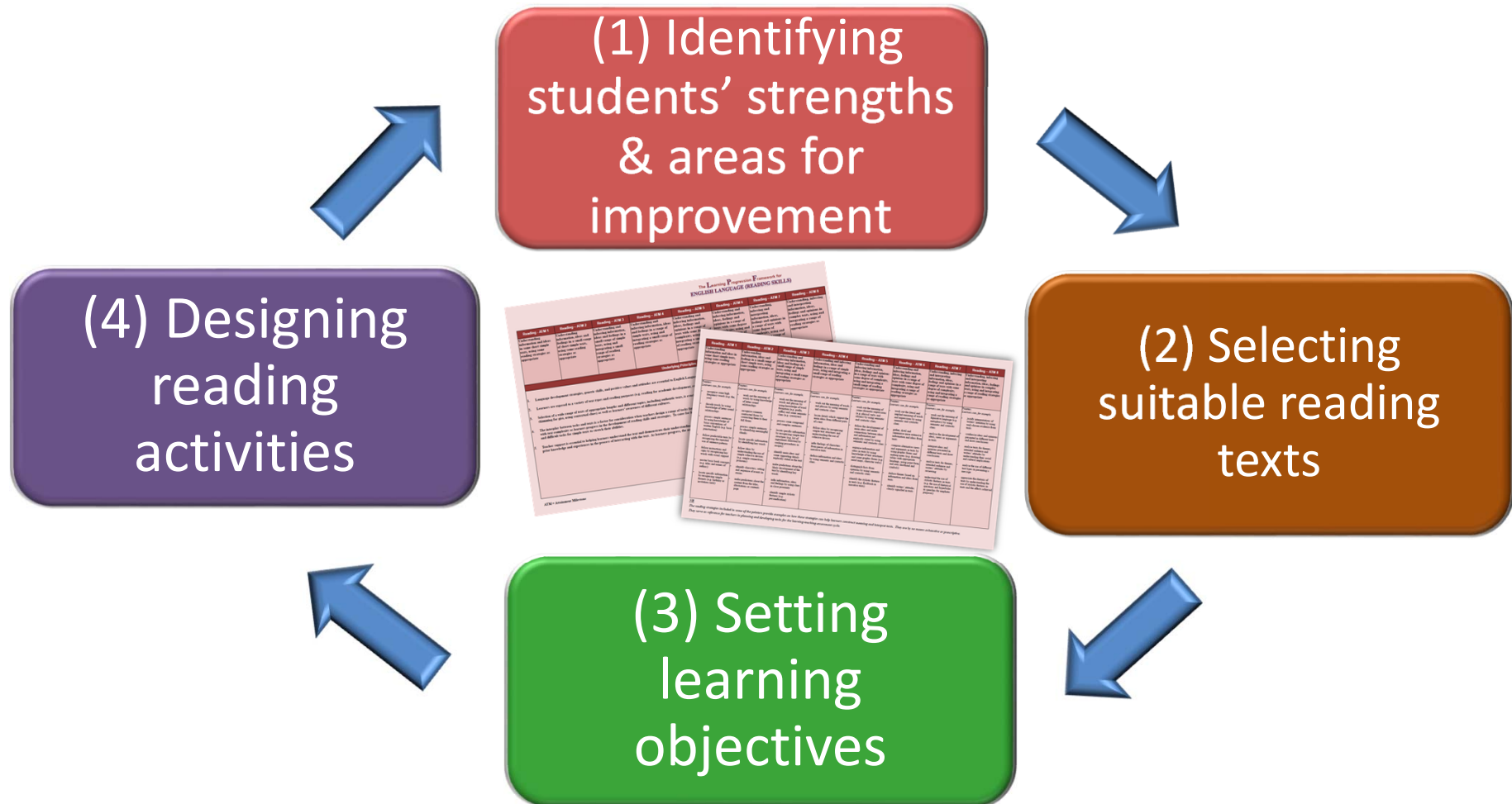
- Developing students' reading skills and strategies across levels

## 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

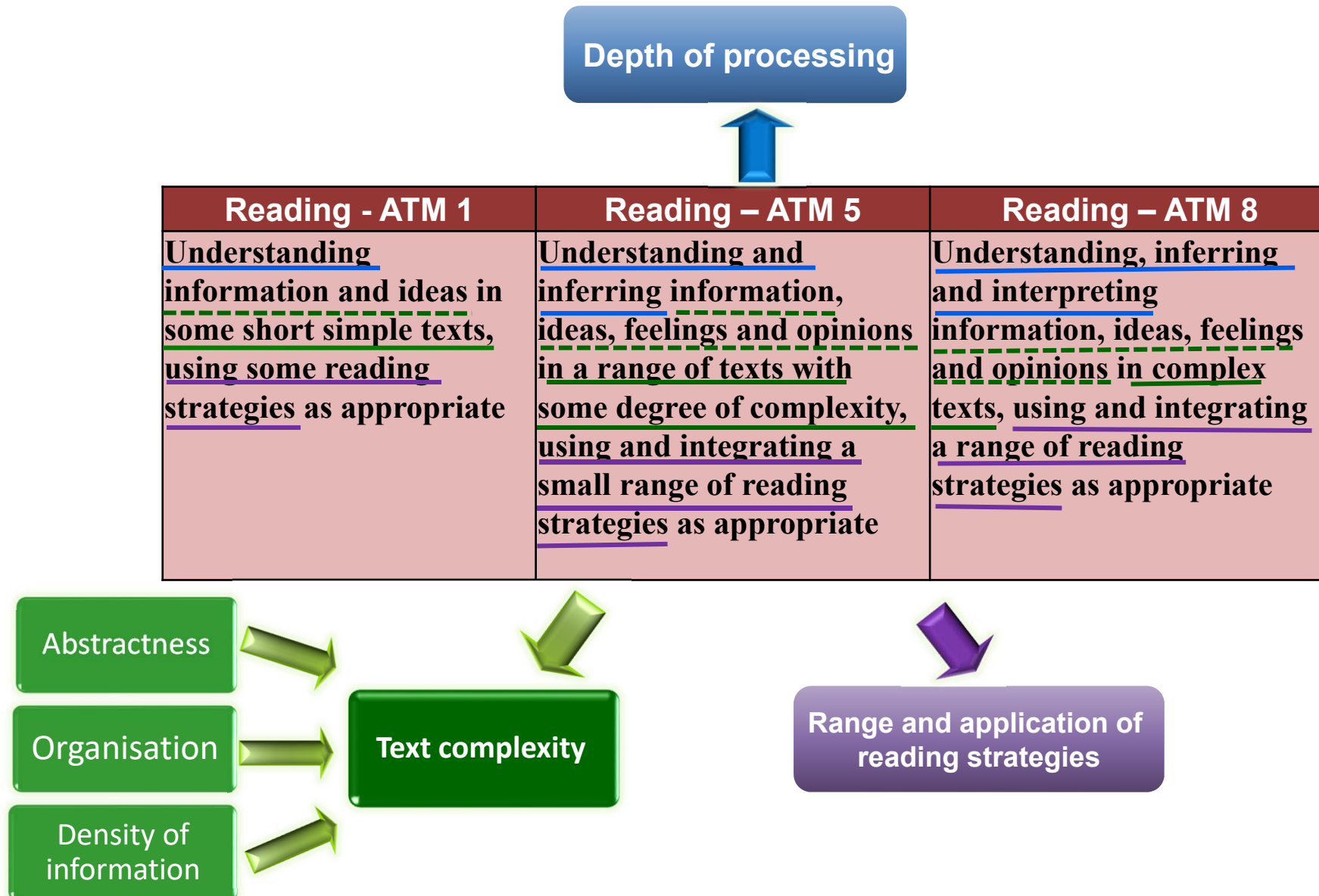
? need to be given opportunities for development

### An example

Reading – ATM 2	Reading – ATM 3	Reading – ATM 4
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# Learning, Teaching and Assessment

## ● (2) Selecting suitable reading texts



# 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
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# 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 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 we understand each other,  
That's communication.  
If we argue, scream and fight,  
That's an altercation.

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

If \_\_\_\_\_,  
That's \_\_\_\_\_.  
If \_\_\_\_\_,  
That's \_\_\_\_\_.

And all these ations added up  
Make civilization.  
(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 we understand each other,  
That's communication.  
If we argue, scream and fight,  
That's an altercation.

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.

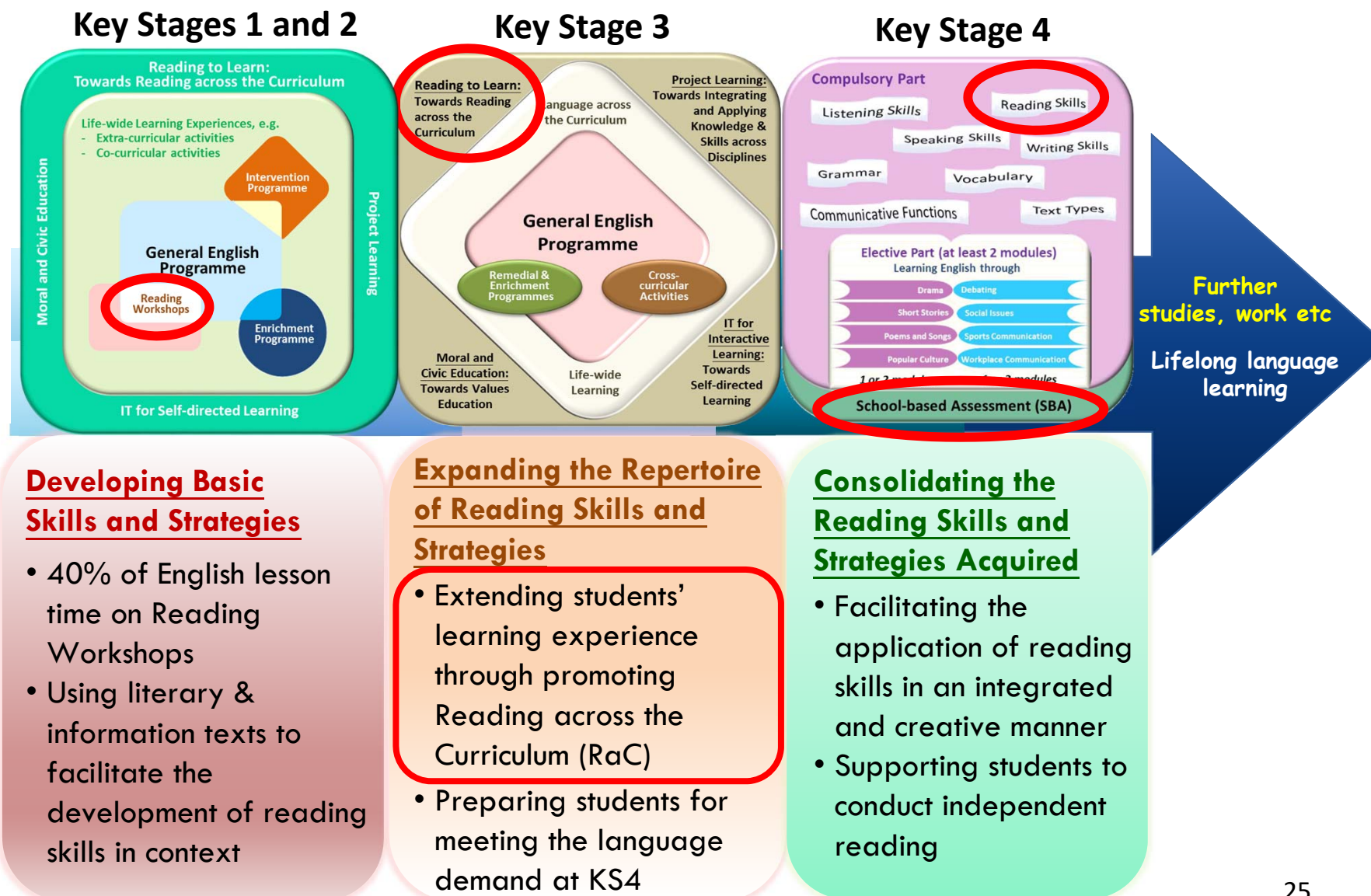
And all these actions added up  
Make civilization.

(And if I say this is a wonderful poem,  
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#### **ATM 4.3**

Follow ideas by  
understanding  
simple text  
structure

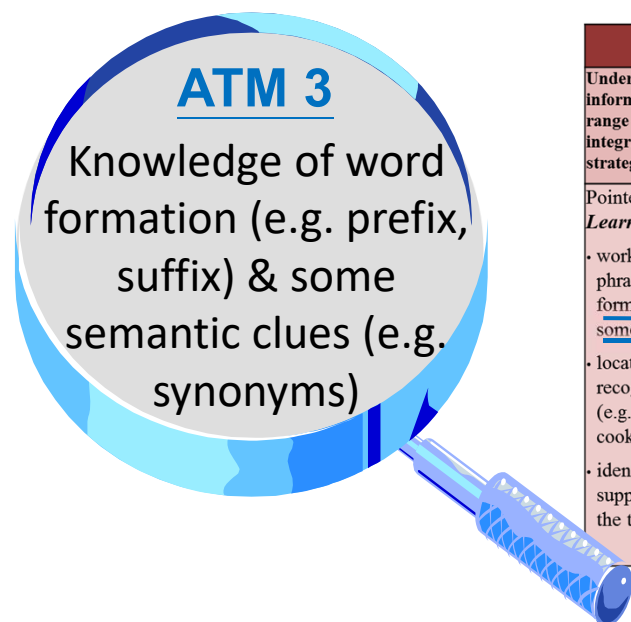
# The Development of Reading Skills and Strategies across Key Stages



# 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
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# Promoting RaC at the Junior Secondary Level



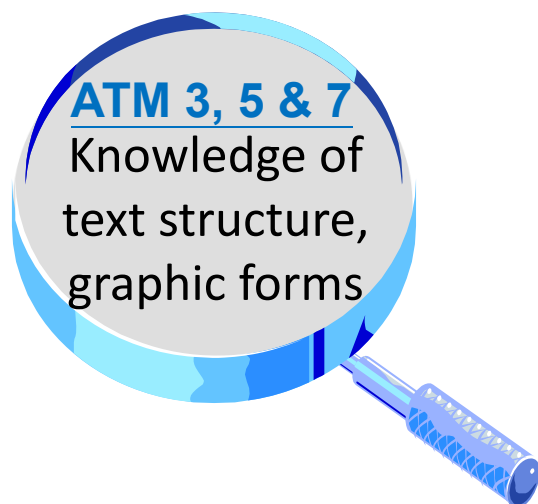
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## Knowledge of Word Formation

- 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]

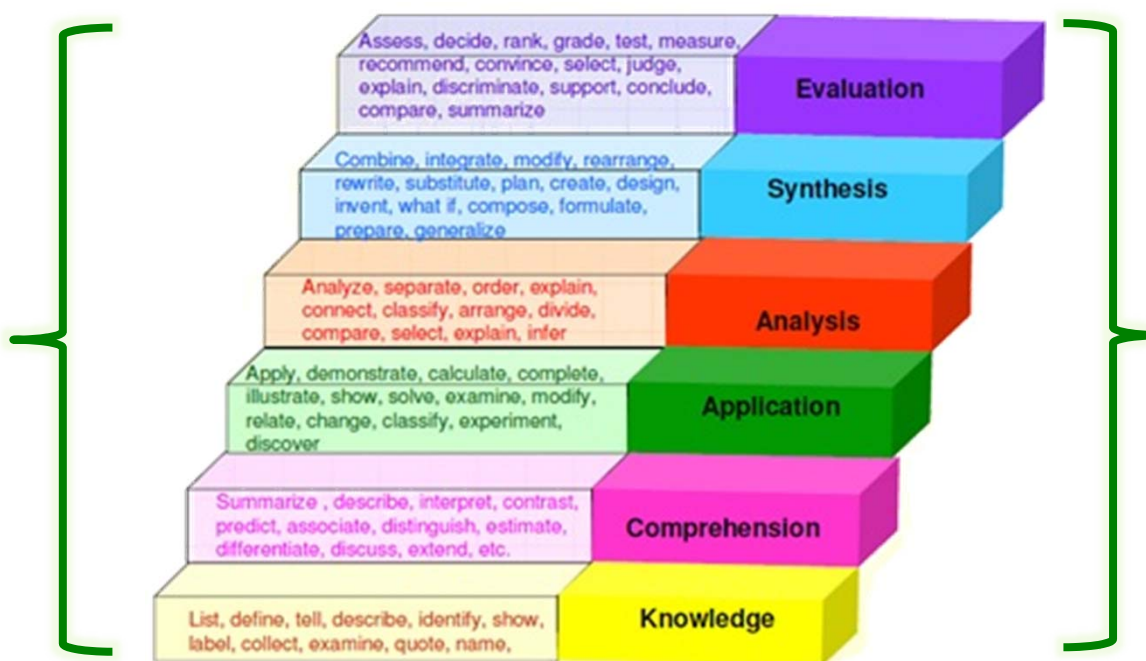


# Promoting RaC at the Junior Secondary Level



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Rhetorical  
functions  
in different  
text  
structures





# 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... (PSHE)</i>
Sequencing	"After", "before", "then"	<i>Clean the food thoroughly <u>before</u> cooking... (TE)</i>
Explaining	"Since", "because of", "as a result (of)"	<i><u>As a result</u>, more sulphur dioxide is produced... (SE)</i>
Describing	Adjectives, relative clauses	<i><u>Larger</u> current makes the bulb <u>brighter</u>... (SE)</i>
Defining	"Refers to", "is known as"	<i>Osmosis <u>refers to</u> the diffusion of fluid... (SE)</i>
Making suggestions	"Can", "may", "suggest"	<i>The government <u>can</u> make better use of the land through... (PSHE)</i>
Giving instructions	Imperatives	<i><u>List</u> the characteristics of the four phases in the long jump... (PE)</i>
Presenting facts	Present tense	<i>A computer system <u>consists</u> of... (TE)</i>
Presenting past events	Past tense	<i>The waltz <u>was</u> originally a peasant dance in Austria... (AE)</i>
Making assumption	Conditional clauses, "let", "suppose"	<i><u>Suppose</u> Jane's salary is \$10,000 now. <u>What</u> is the percentage of... (ME)</i>

Note: Key Learning Areas

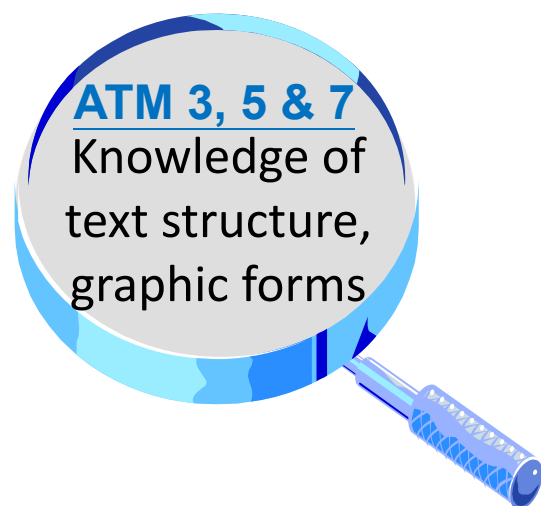
ME: Mathematics Education; PSHE: Personal, Social and Humanities Education;

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

PE: Physical Education

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

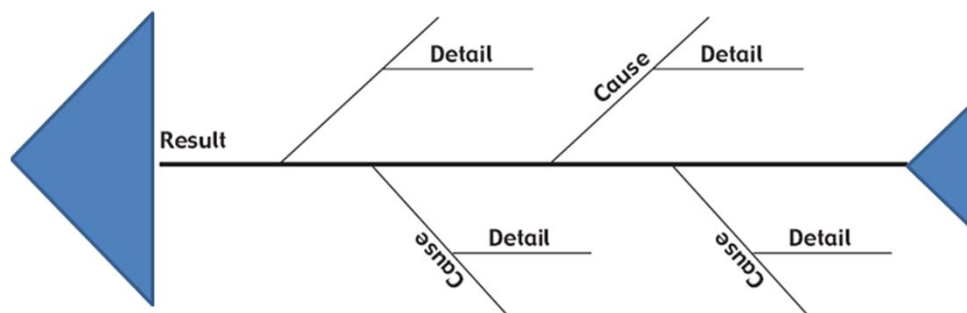
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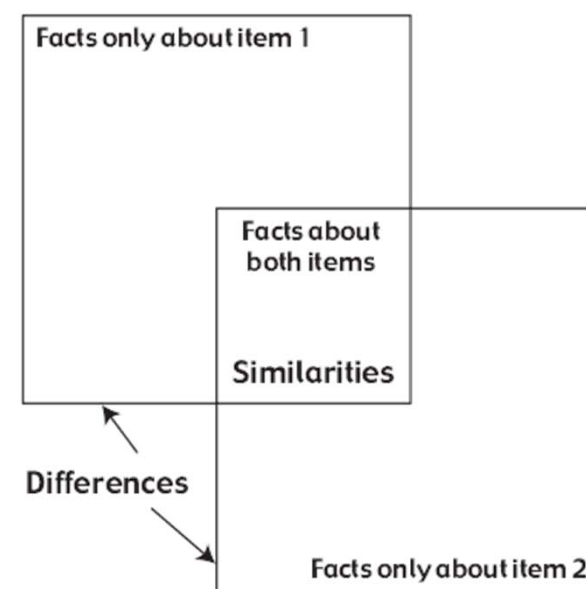
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## Examples

### Illustrating causes and effects

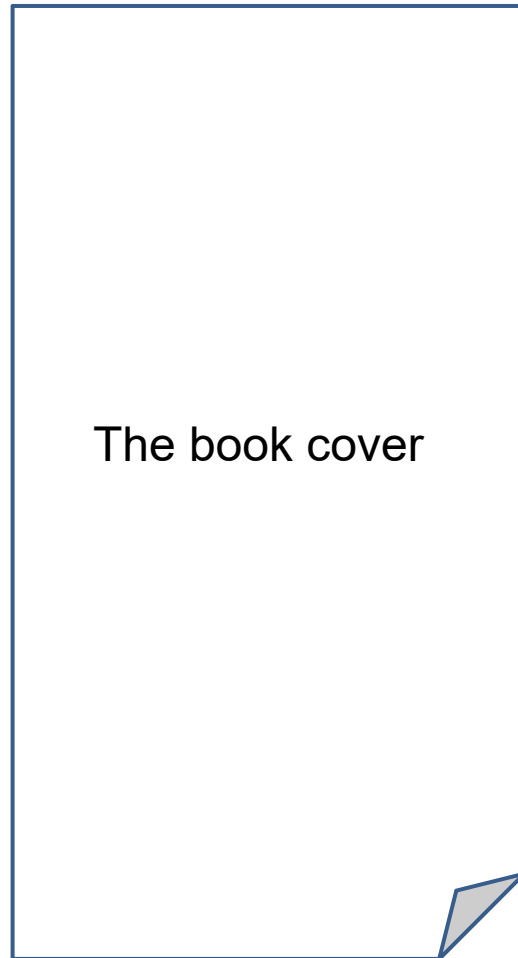


### Making comparison



# 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?

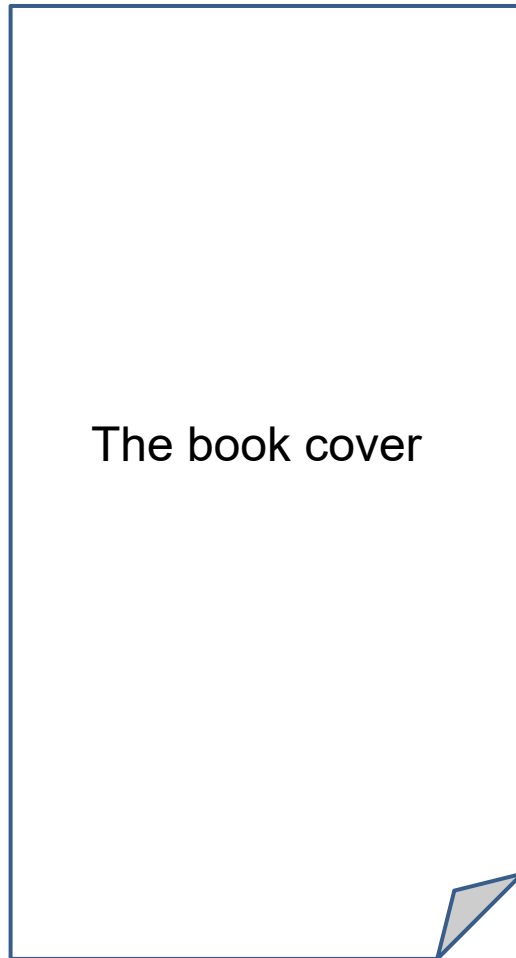
Bugs

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

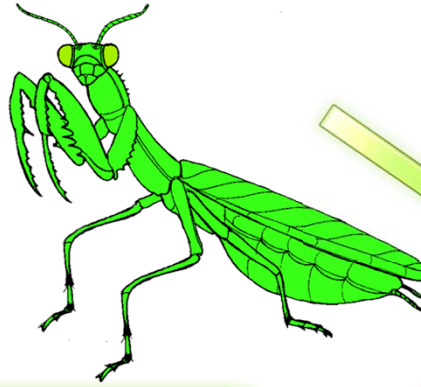
# Supporting Students to Read Independently

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

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*

### 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

2. Give two more examples of other predators.

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

### ATM 2.4

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

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 |

### 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 activities 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  |

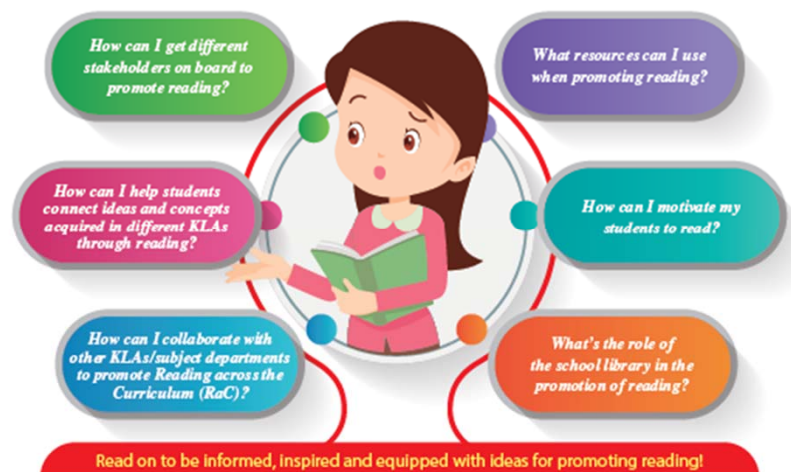
### ATM 5.2

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

# PROMOTION OF READING IN SCHOOLS

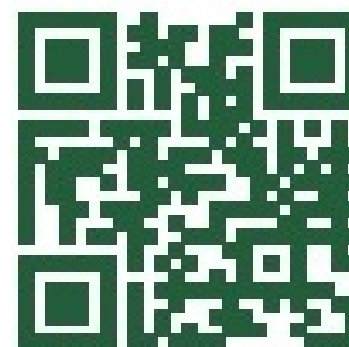


*Reading is the key to unlocking students' full potential, enabling them to open up a world of possibilities. It has been a key task in curriculum development since the launch of the curriculum reform in 2001 and is always one of the top priorities in school plans and curriculum. However, are you, as an English teacher, baffled with the following questions about promoting reading?*



## READING-RELATED RESOURCES

The English Language Education (ELE) Section provides numerous resources to enhance the learning and teaching of reading skills and promote reading at the primary and secondary levels. They include resource packages, recommended book lists, reading assessment tasks, professional development programmes, ETV programmes, etc. Come visit our website and explore the resources at [http://www.edb.gov.hk/ele\\_reading](http://www.edb.gov.hk/ele_reading).



[http://www.edb.gov.hk/ele\\_reading](http://www.edb.gov.hk/ele_reading)

## INTERVIEW WITH THE PRINCIPAL OF CARMEL SECONDARY SCHOOL

Carmel Secondary School places much emphasis on cultivating a good reading habit among the students. We have interviewed the principal, Ms NG Miu-yee, Maria, and some teachers to find out what they do to promote English reading and RaC in their school.



**Q: How do you kindle and sustain your students' interest in reading?**

A: Motivating our students to read is always our key task. You know, every year, we conduct reading activities and programmes of different varieties. For the promotion of RaC, we have two reading lessons per cycle at the junior forms devoted to the "non-fiction reading programme" covering topics from different KLAs.

**Q: Can you tell us more about the "non-fiction reading programme"?**

A: It dates back to seven years ago when we first piloted this programme. At the secondary level, students need to acquire reading skills for academic purposes to support them in learning non-language subjects through English and in coping with more formal and complex texts that deal with cross-curricular themes in the English Language curriculum. That's why we thought it was crucial to promote reading non-fiction. Building on the Extensive Reading Scheme in our English Language curriculum, we hoped the programme could encourage students to read more non-fiction texts to further develop their literacy skills, concepts and ideas related to different KLAs, world knowledge, etc. As we would also like to develop students into self-directed learners through this programme, we have incorporated tasks which require students to plan, monitor and evaluate their own reading progress in the programme.

**Q: What books do students read in this programme?**

A: Teachers of different departments recommend non-fiction books linked to the curriculum content and themes covered in their KLAs. Of course, we take into consideration students' interests and the cognitive and language demand of the books. Plus, books of

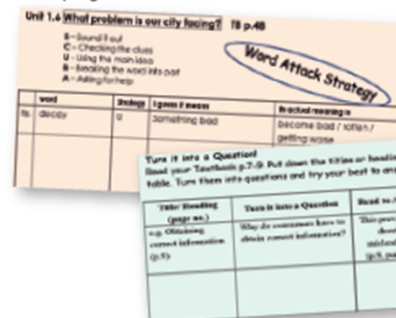


Students reading the same book can choose different post-reading tasks.

different levels are available to cater for learner diversity. We also let students read books of their own choice from elsewhere and choose how to respond to their reading afterwards. I think it's important to provide opportunities for students to make choices on books and post-reading tasks as when they have autonomy, they will take responsibility for their own learning.

**Q: Can you share with us how teachers collaborate in this programme?**

A: It's cross-departmental. This programme was initially designed by the English Department in consultation with other subject departments. Now the English Department is responsible for revising the programme content and providing support to colleagues on RaC when needed. The school library takes up the logistics, manages the resources and chairs meetings with teachers of different KLAs involved in conducting lessons for this programme.



Incorporating reading skills in non-language subjects (Geography (top), EPA (bottom))

**Q: What advice would you give to schools for promoting reading and RaC?**

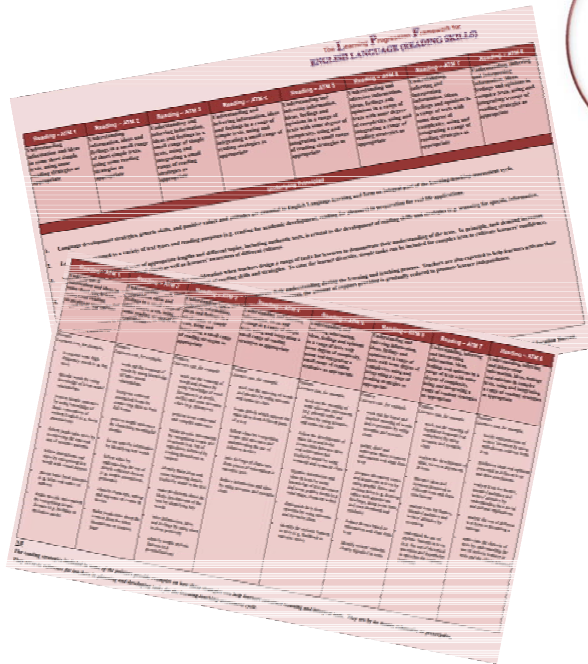
A: Well, not easy but definitely worth the effort! Capitalise on the existing reading programmes and don't be too ambitious. About RaC, start small. Collaborate with one or two departments first or even start within the English Department. It's important to promote understanding of RaC among teachers and get support from the school management in terms of financial and human resources.



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# Supporting Students to Read Independently

## ● Considerations for setting assessment items



The image shows two overlapping pages of the Language Proficiency Framework (LPF). The top page is titled 'The Language Proficiency Framework for ENGLISH LANGUAGE LEARNING (ENGLISH)' and lists various reading skills and levels. The bottom page is a detailed table with columns for 'Reading Skill', 'Level', 'Description', and 'Assessment Item'. It provides a comprehensive overview of the framework's structure and content.

## Integrating the Use of the LPF

### 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

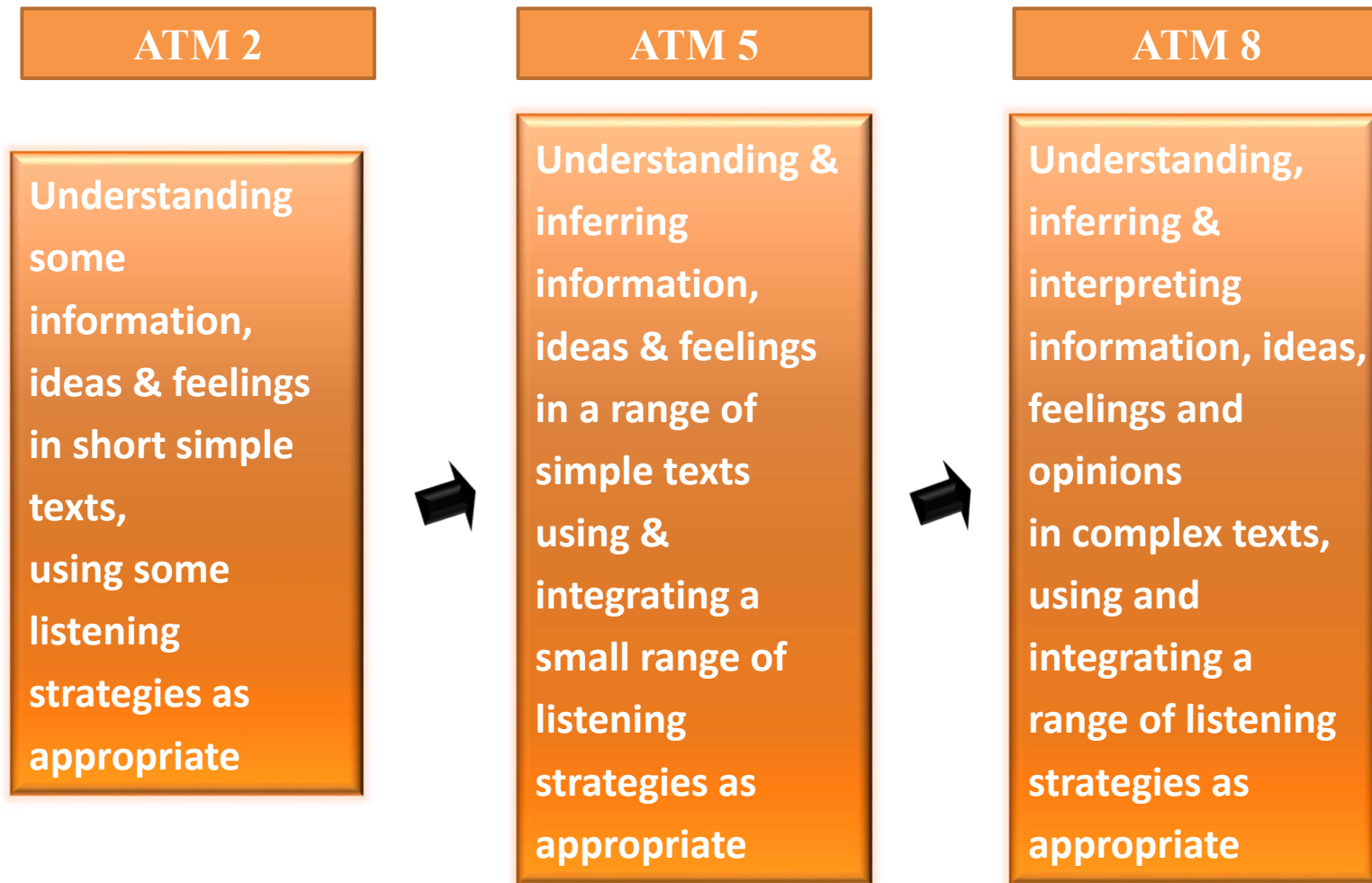
Avoid a lopsided choice of items testing the same reading skills

### Catering for Learner Diversity

Include some easy / challenging items to meet students' needs

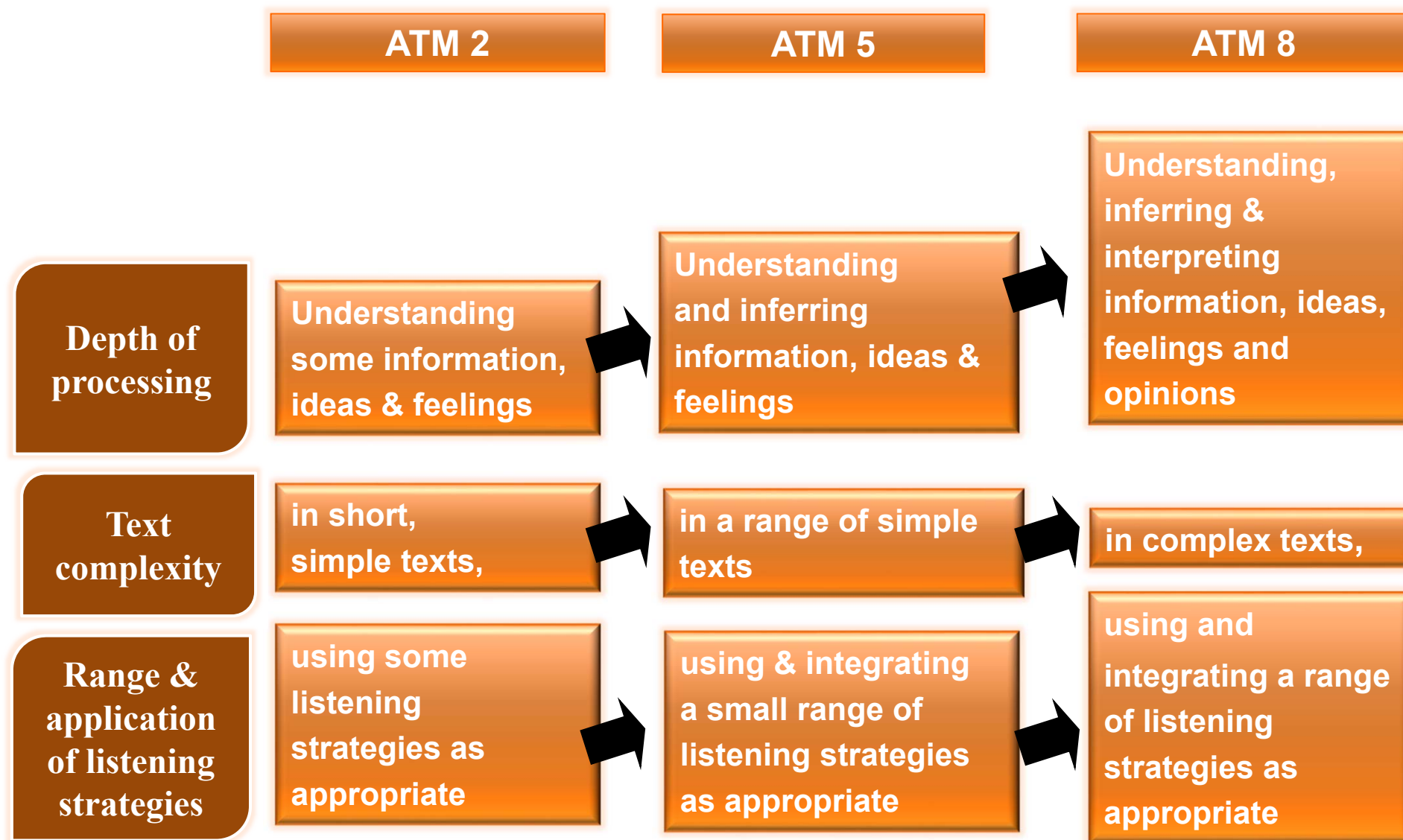
# Use of the LPF for Listening

# 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

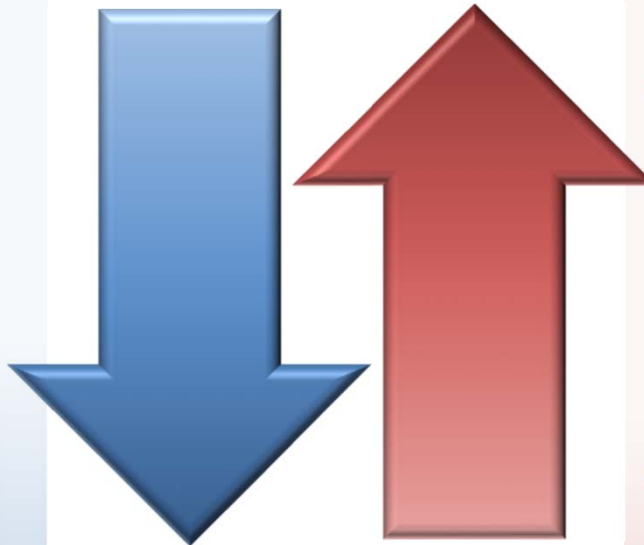
## Underlying Principle 4

- 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

Top-down  
Strategies

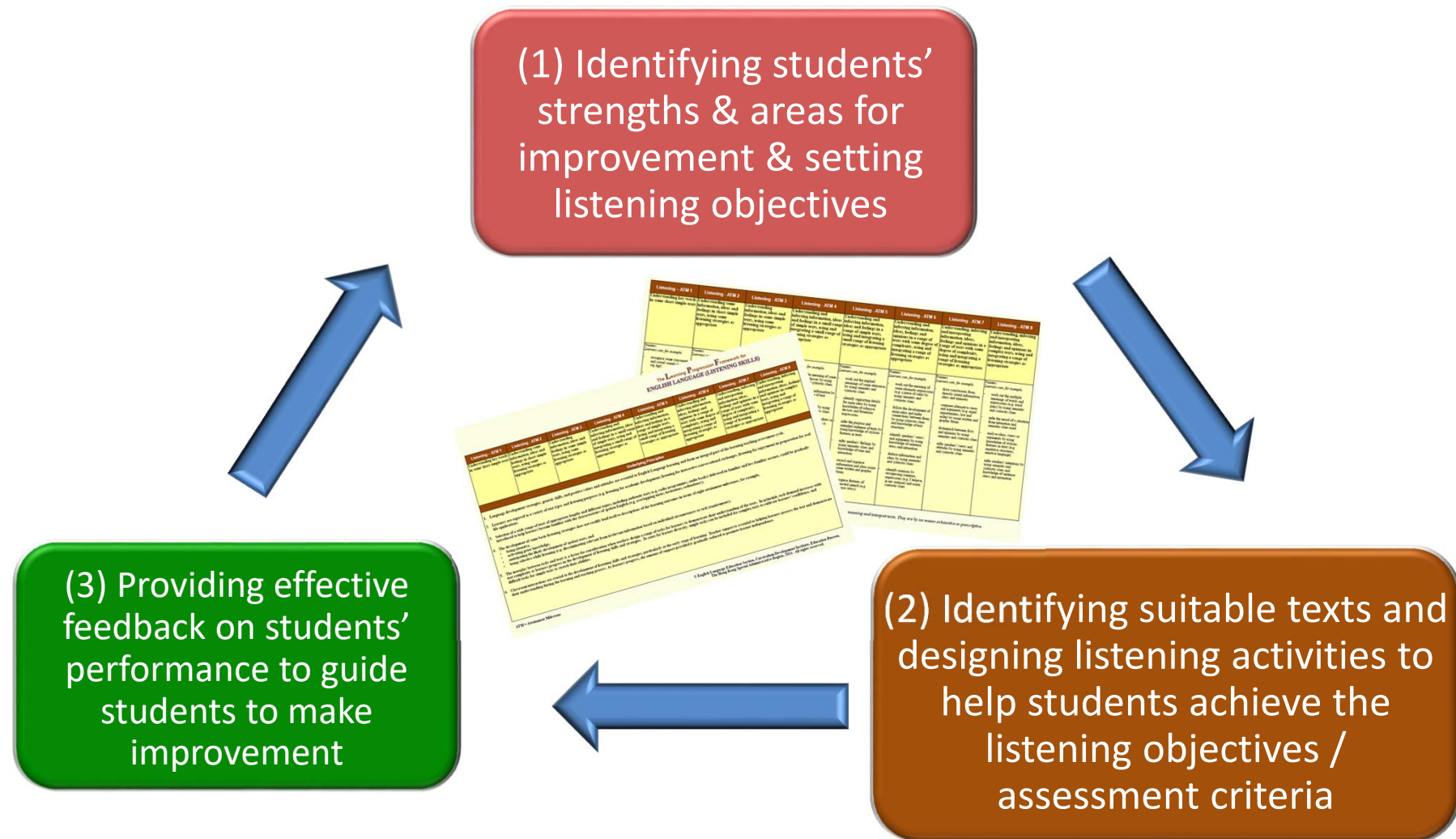
Bottom-up  
Strategies

Suggested topics for the next edition of the magazine

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



# 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

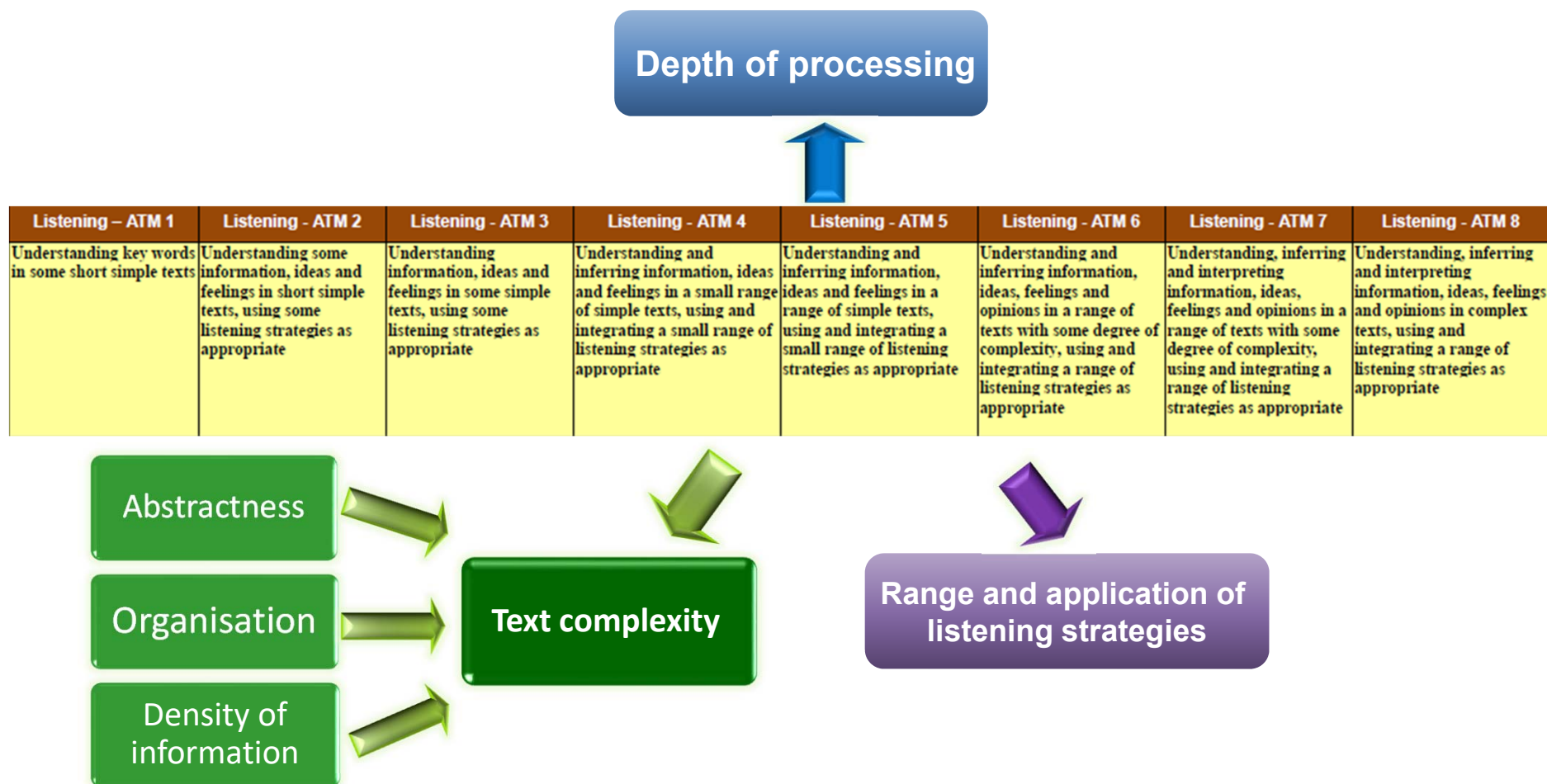
✓  
x } need to be supported  
x

? 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
<p>Pointers <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 <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 <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>

# 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.*

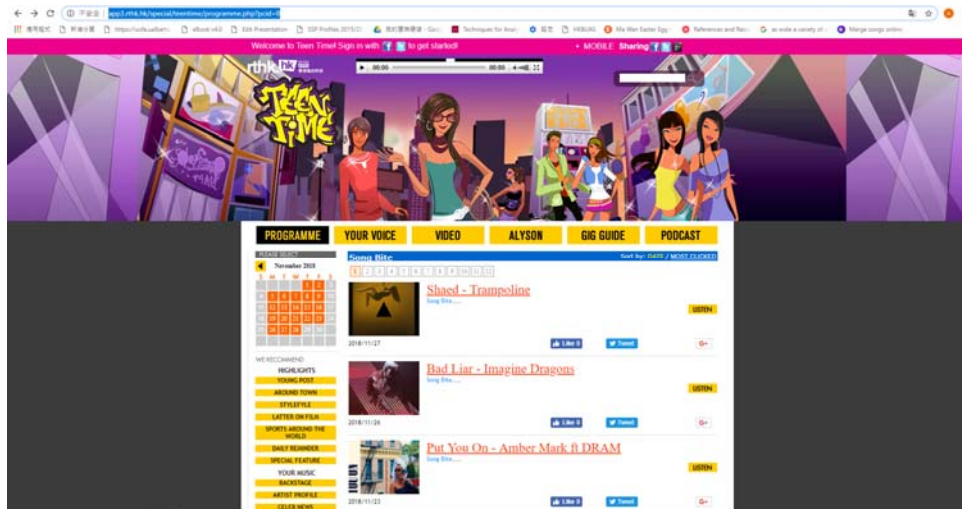
*‘It’s no good’ said Mimi. ‘They’ll never understand...’*

### ATM 6.4

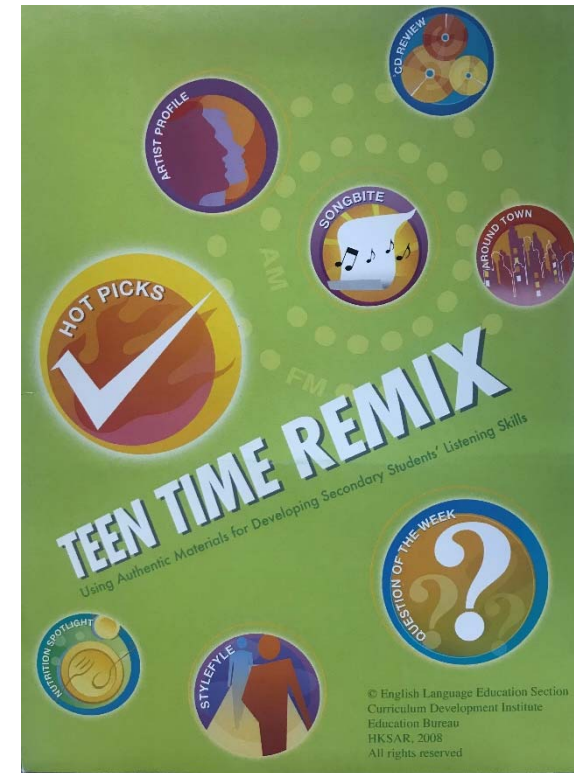
deduce that Alberto and Mimi were cats and that their new neighbours were dogs by using

- 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 Progress Framework for English Language (LISTENING SKILLS)

The listening strategies included in some of the previous pages are for reference for teachers in planning.

**Integrating  
the Use of the LPF**