

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
May/June 2021**

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

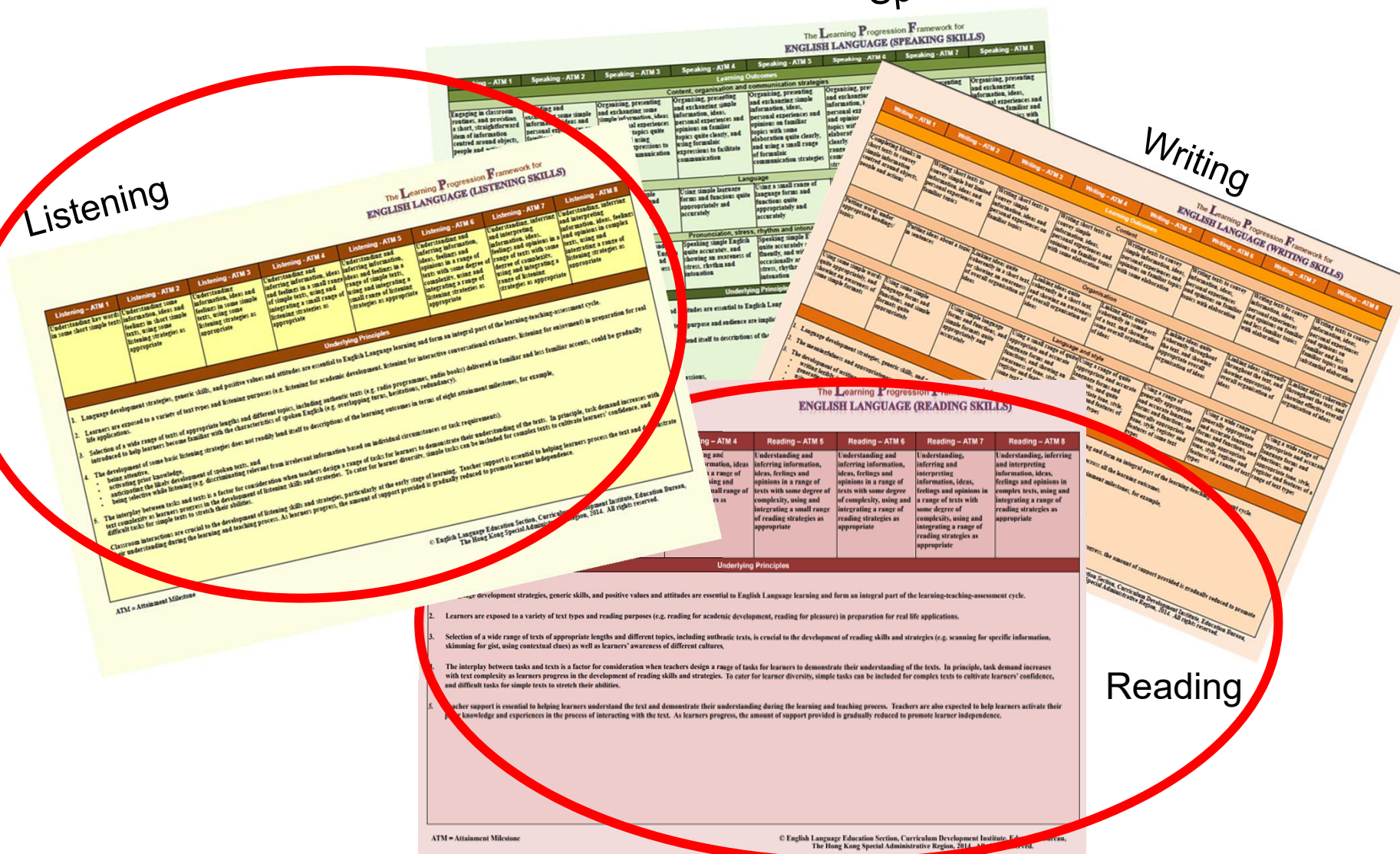
Understanding the LPF

The Learning Progression Framework (LPF) for English Language

Speaking

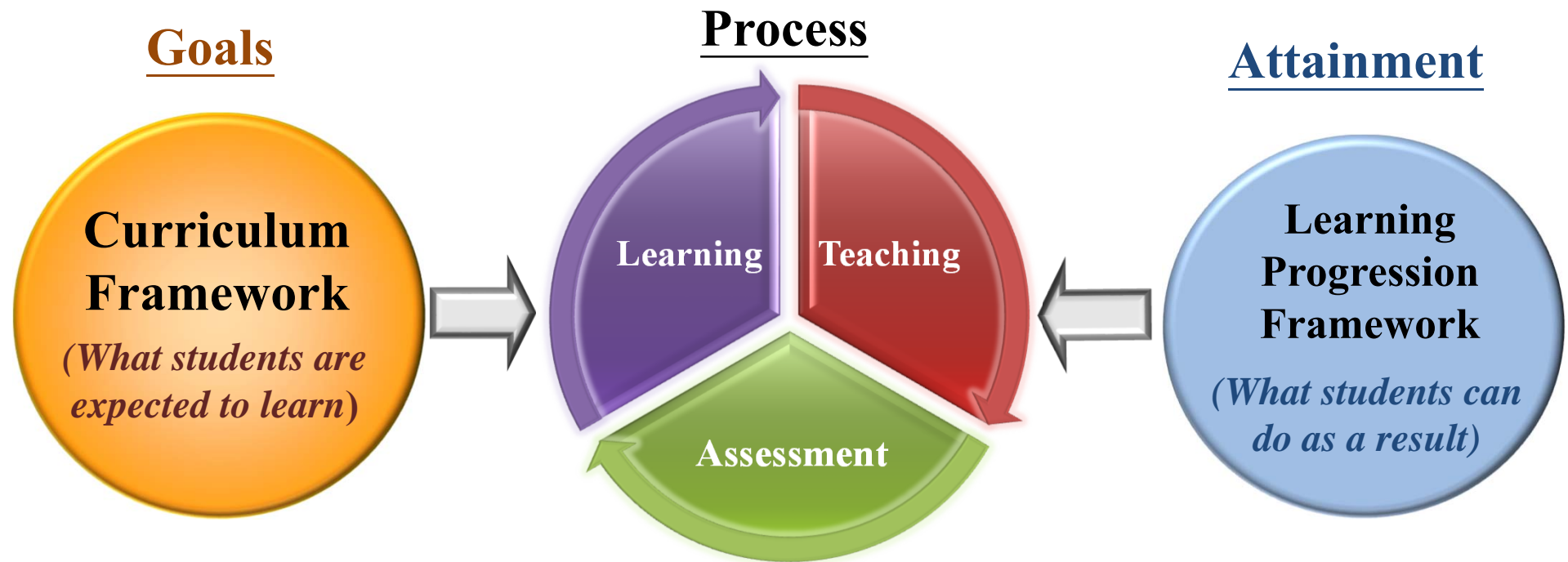
Listening

Writing



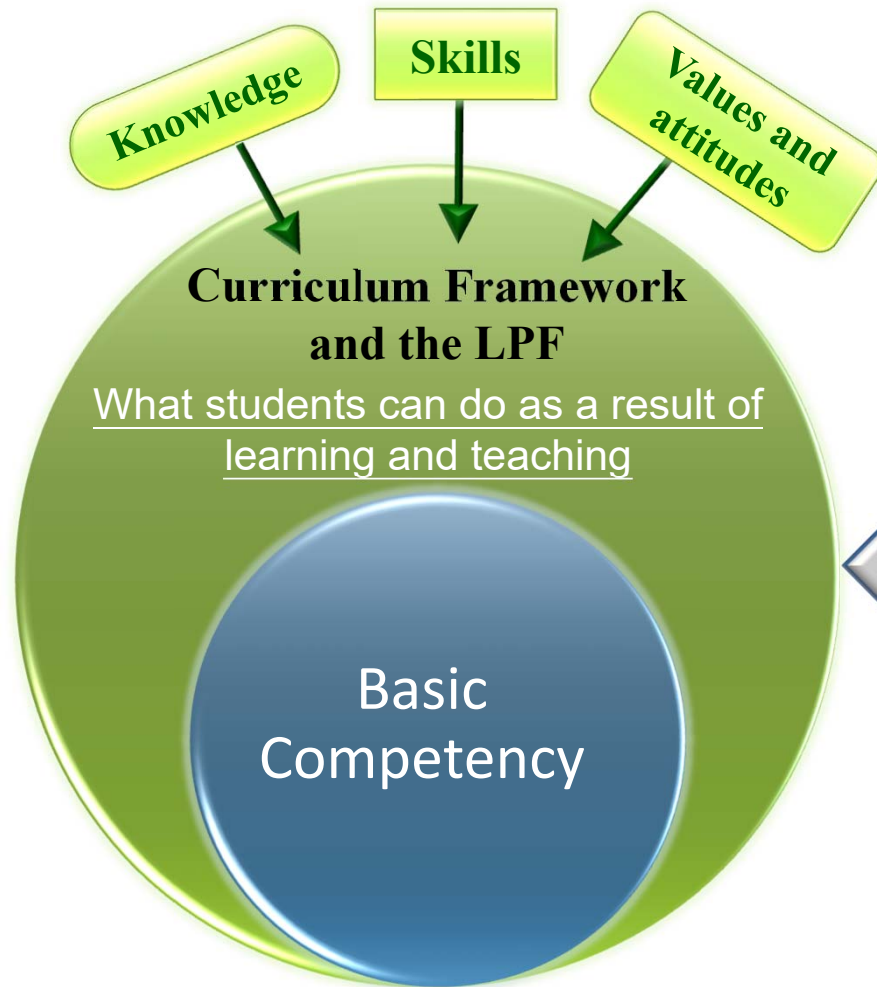
Reading

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

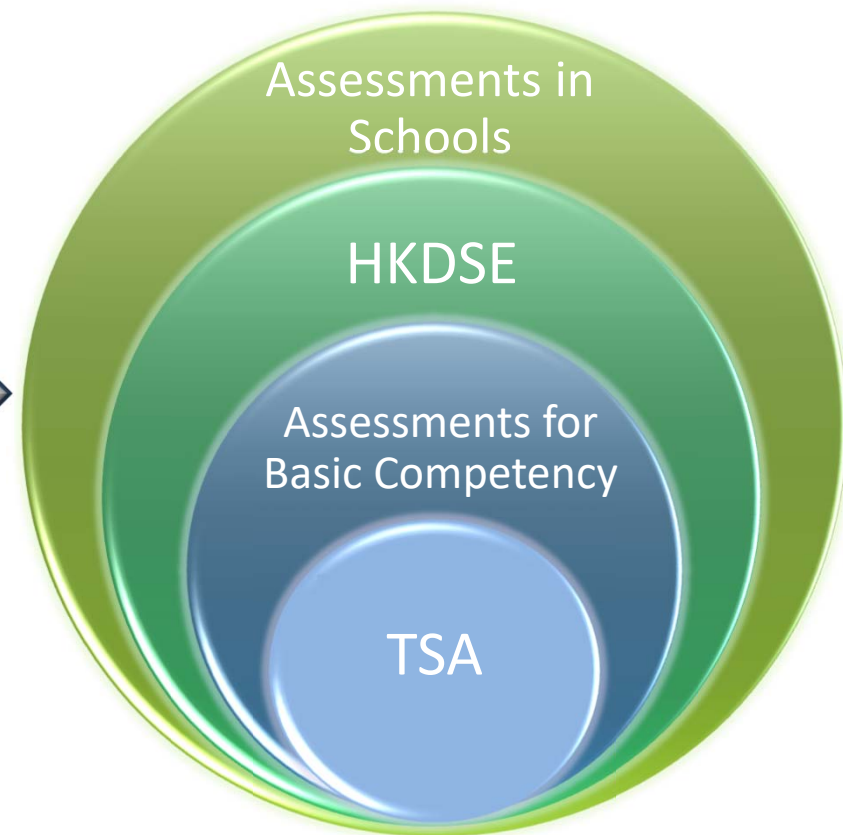


Curriculum Framework and Assessment

Curriculum Framework and Learning Progression Framework



Assessment for/as Learning



What is the LPF for English Language?



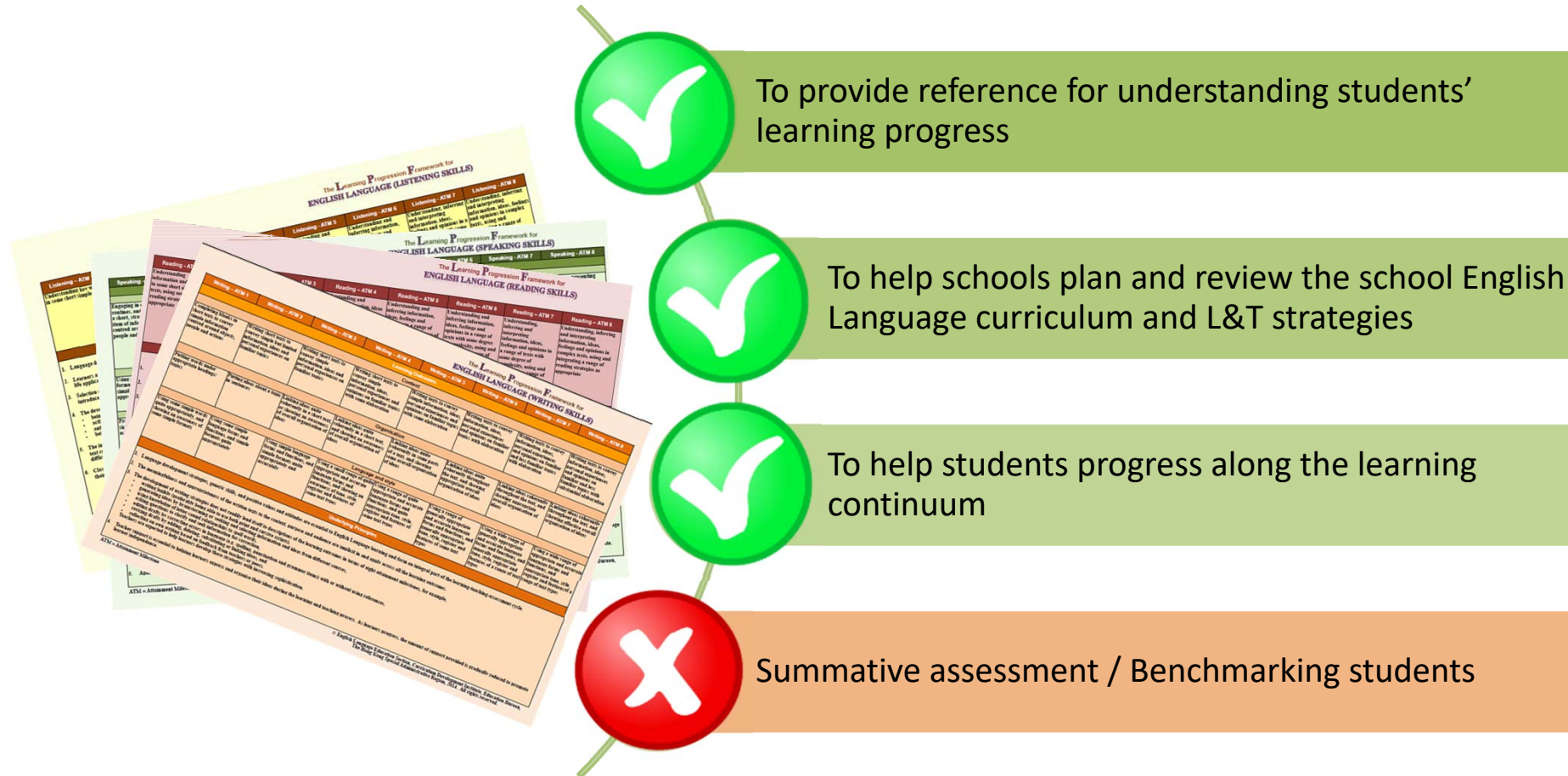
represents the growth of learners on a developmental continuum as they work towards the Learning Targets and Learning Objectives of the English Language curriculum;

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

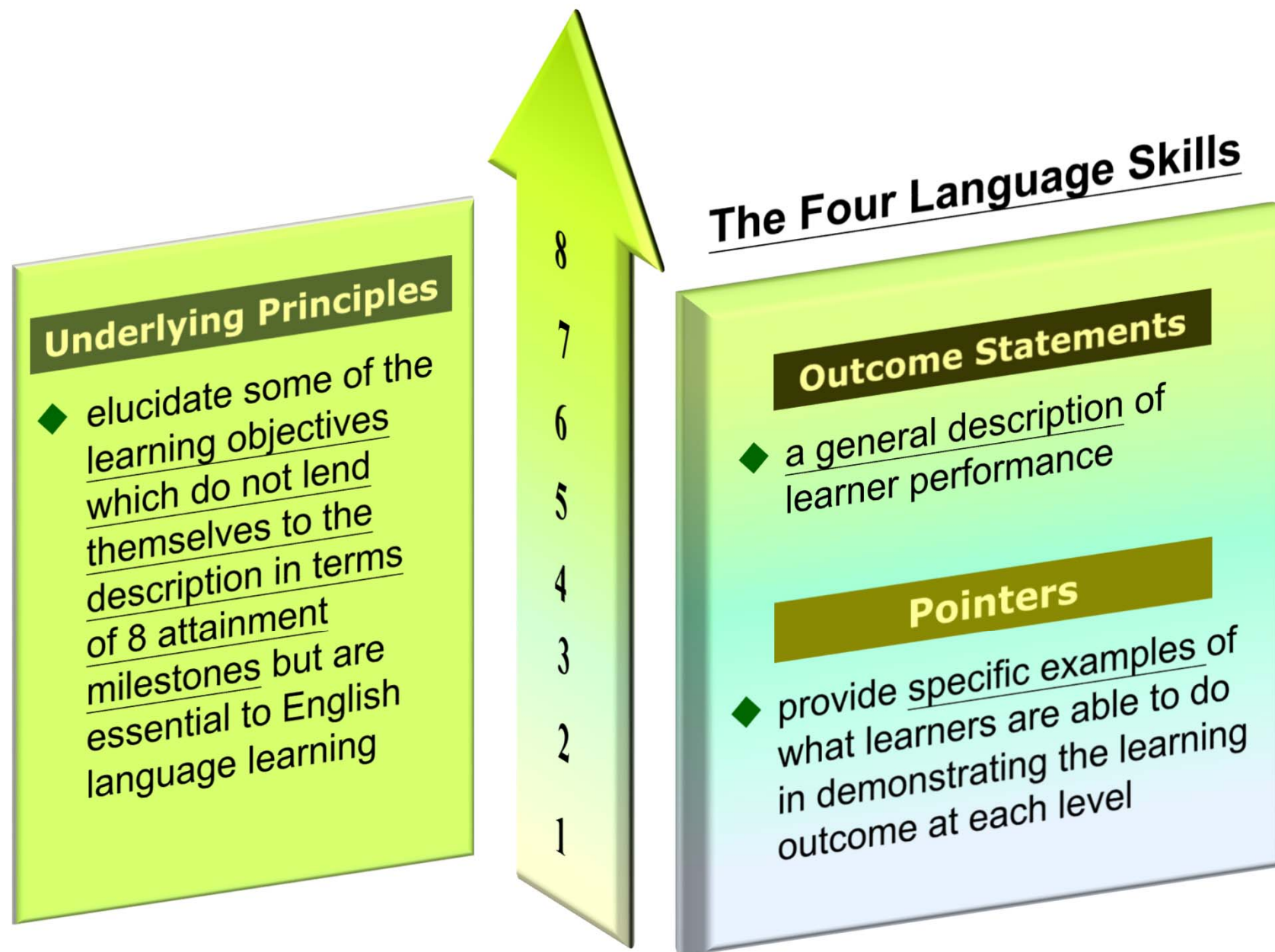
helps teachers better understand and articulate learners' performance; and

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)

a) Study the Outcome Statements for three levels of the LPF 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	

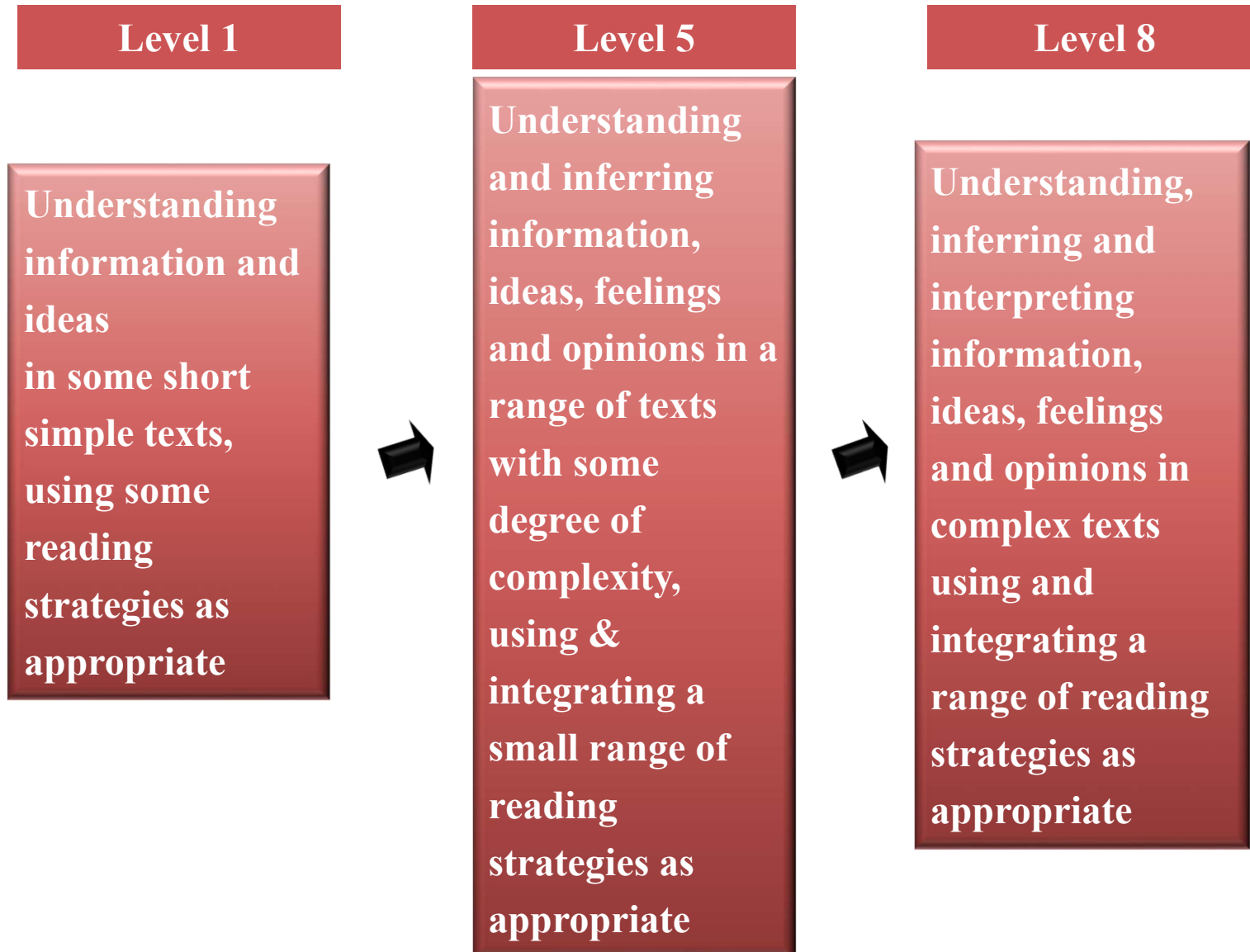
b) Match the outcome statements to the three ATMs (ATMs 1, 5 and 8)

c) Identify the three aspects in the progression of the Outcome Statements for Reading.

Progression of the Learning Outcomes

Activity 1 (Matching activity)

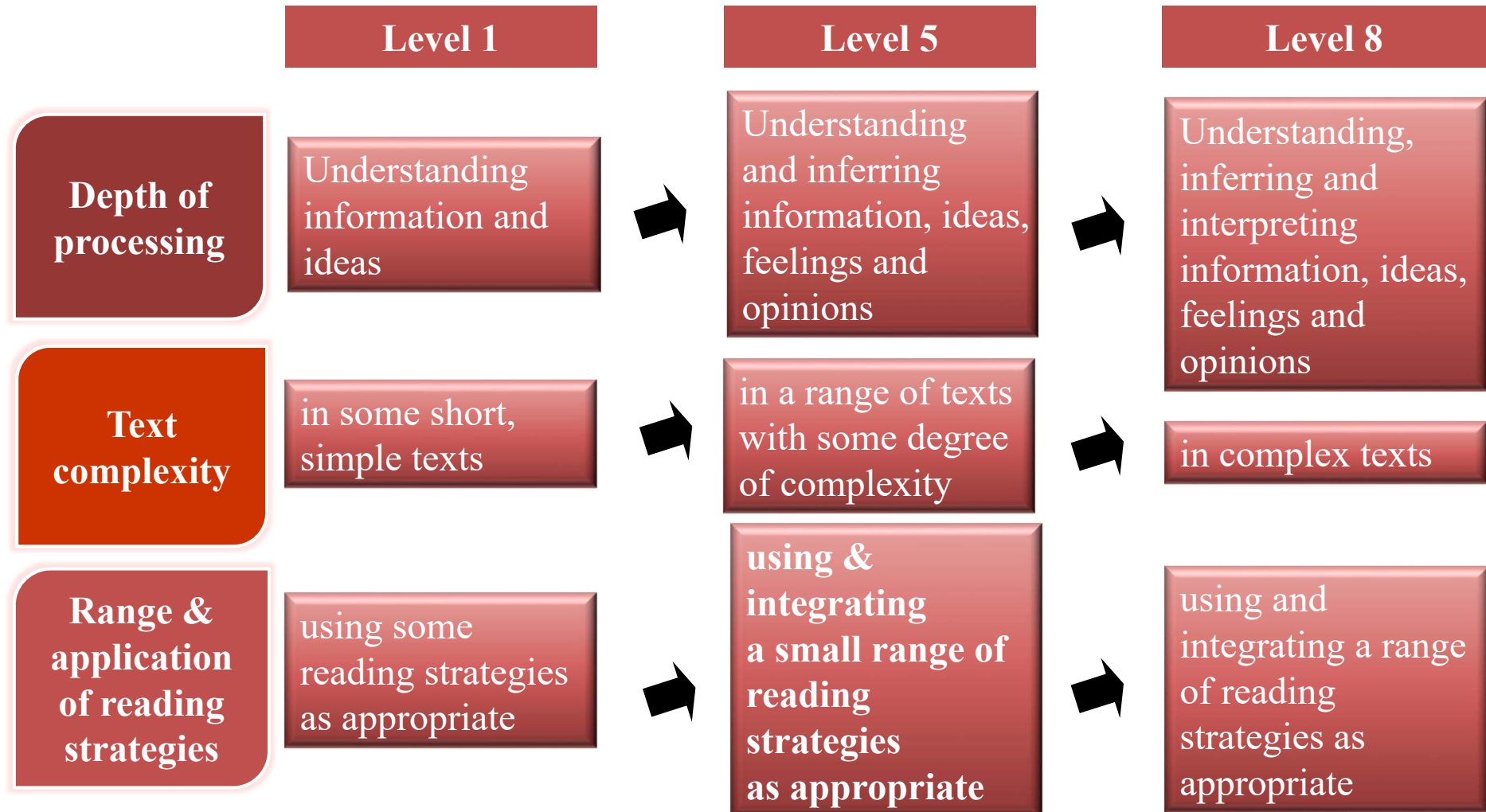
b) Match the outcome statements to the three ATMs (ATMs 1, 5 and 8)



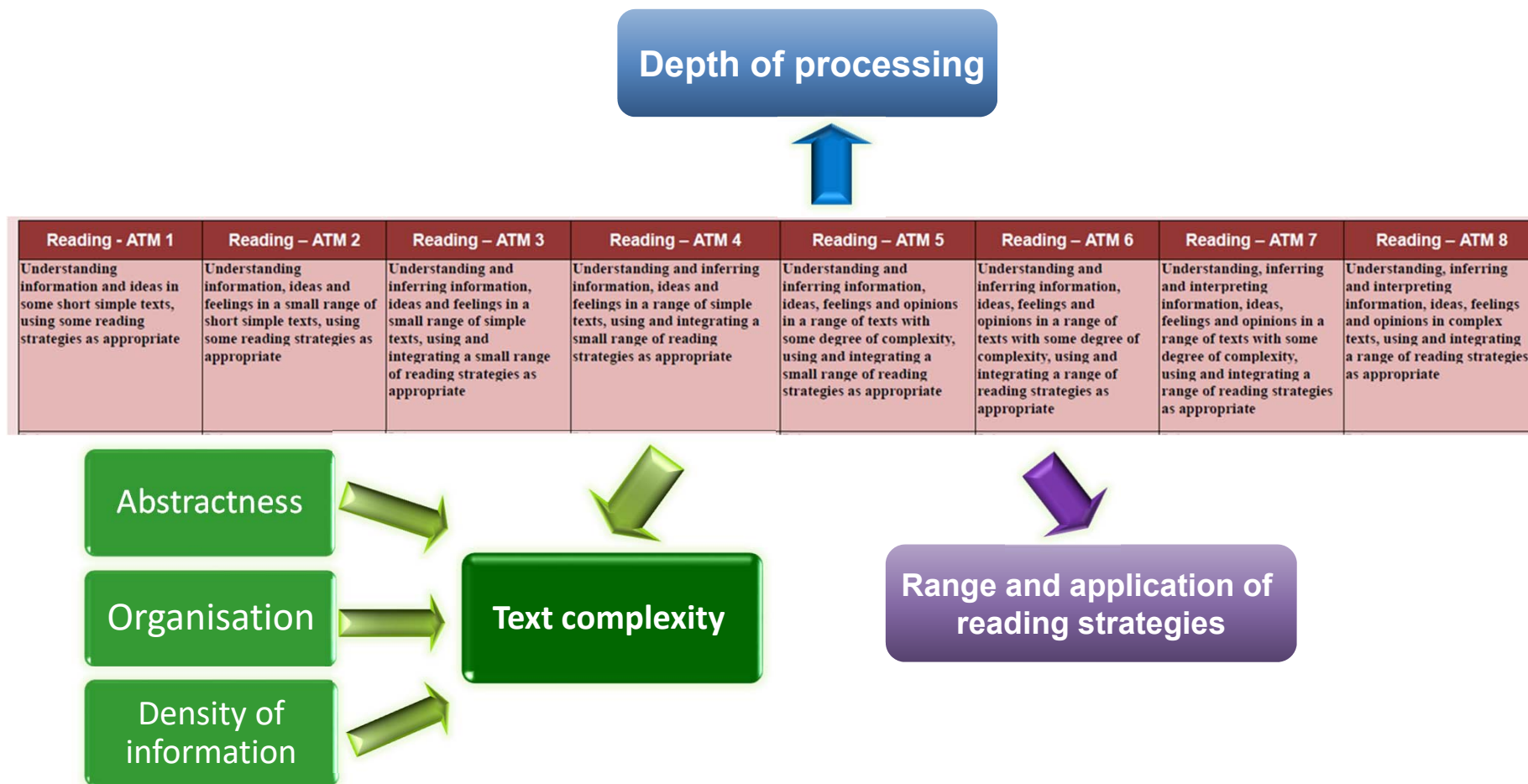
Progression of the Learning Outcomes

Activity 1 (Matching activity)

- c) Identify the three aspects in the progression of the Outcome Statements for Reading.



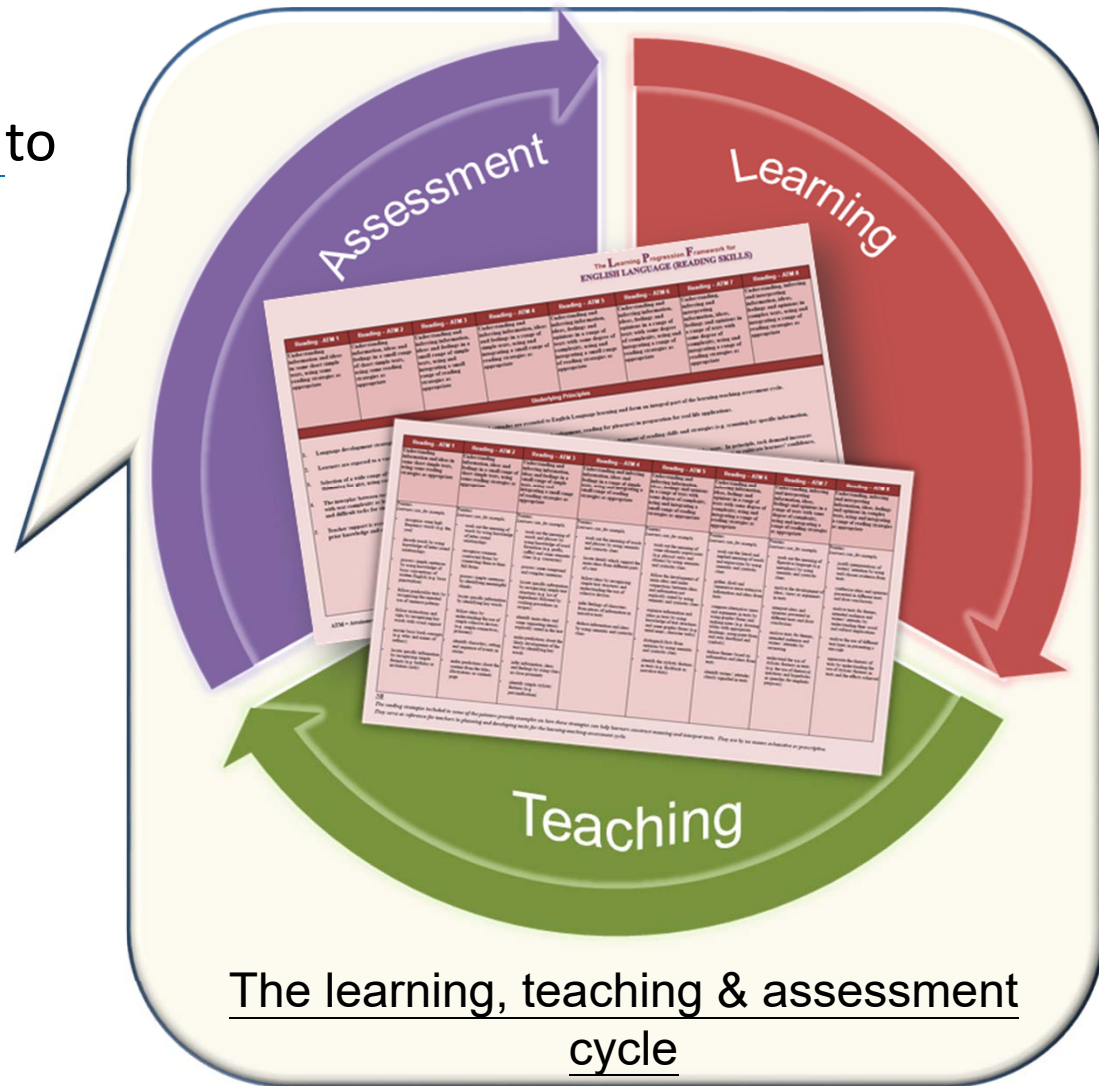
Outcome Statements in the LPF



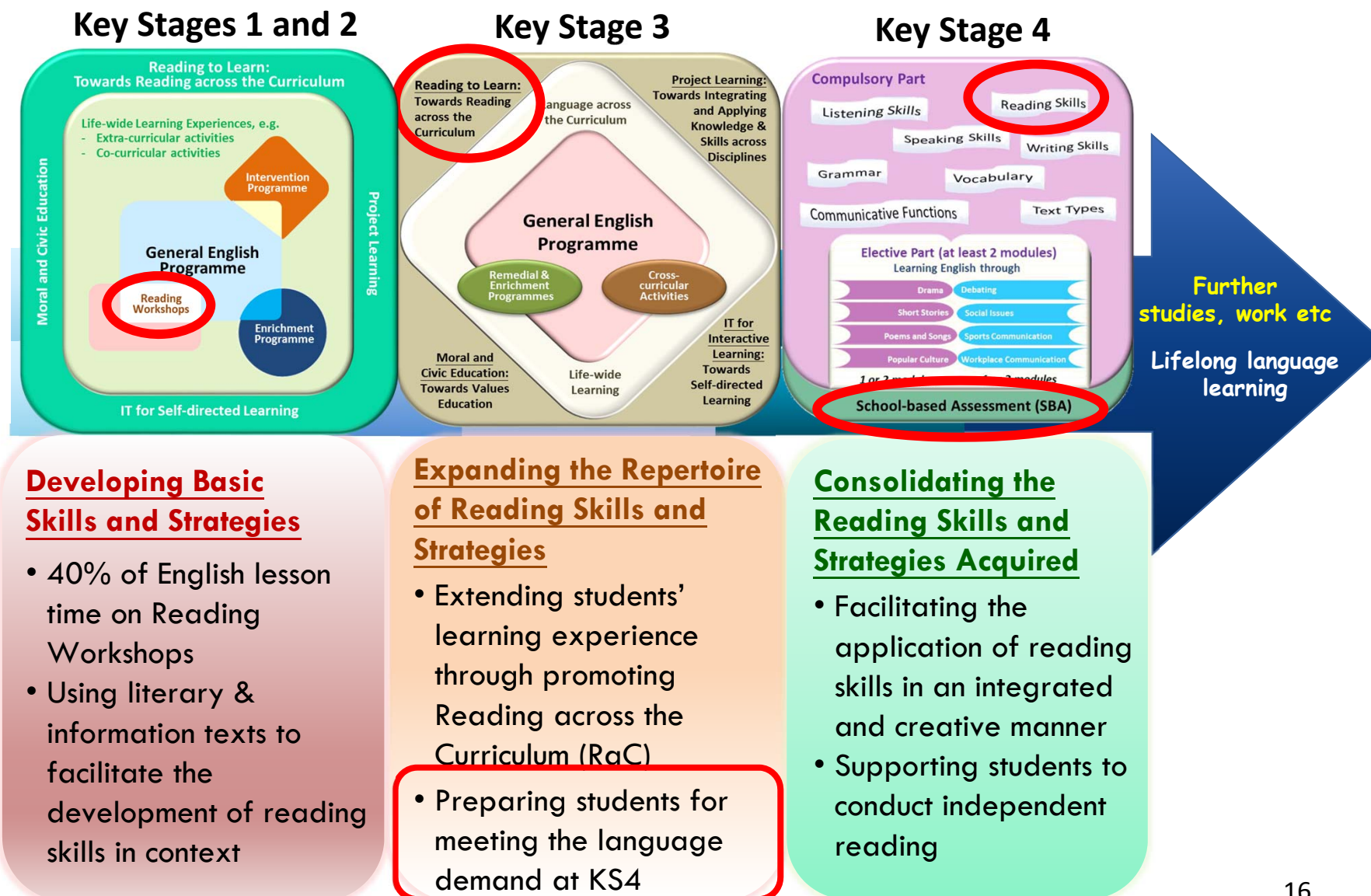
Use of the LPF for Reading

Curriculum Planning

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



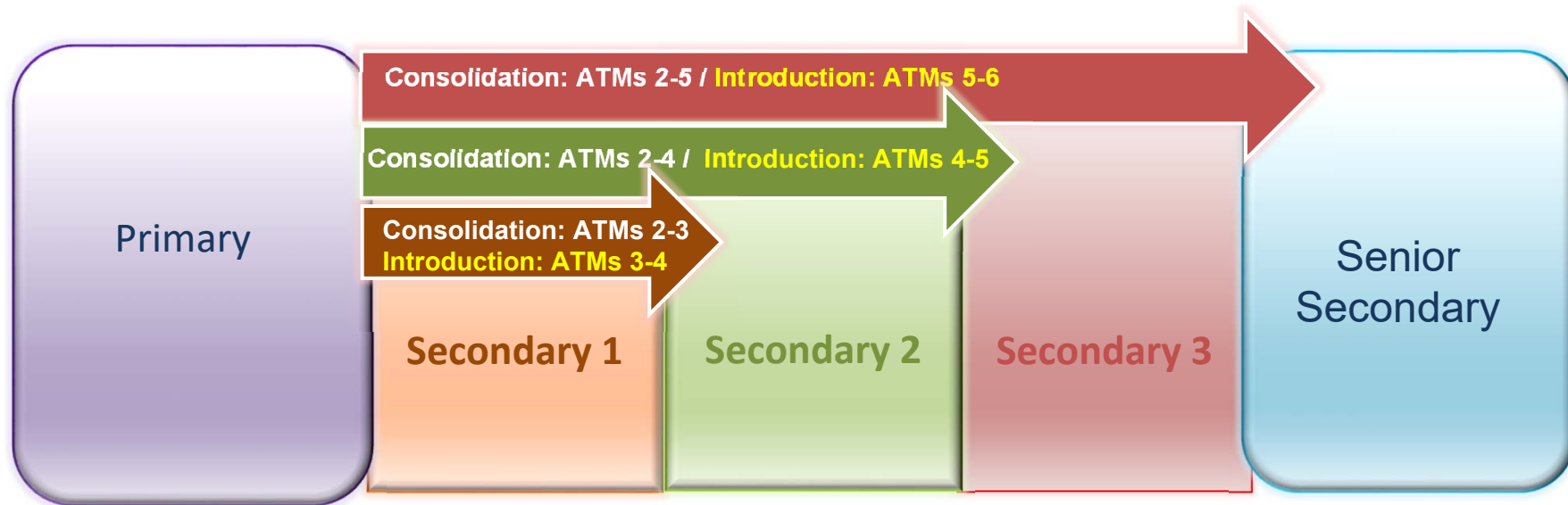
The Development of Reading Skills and Strategies across Key Stages



Curriculum Planning

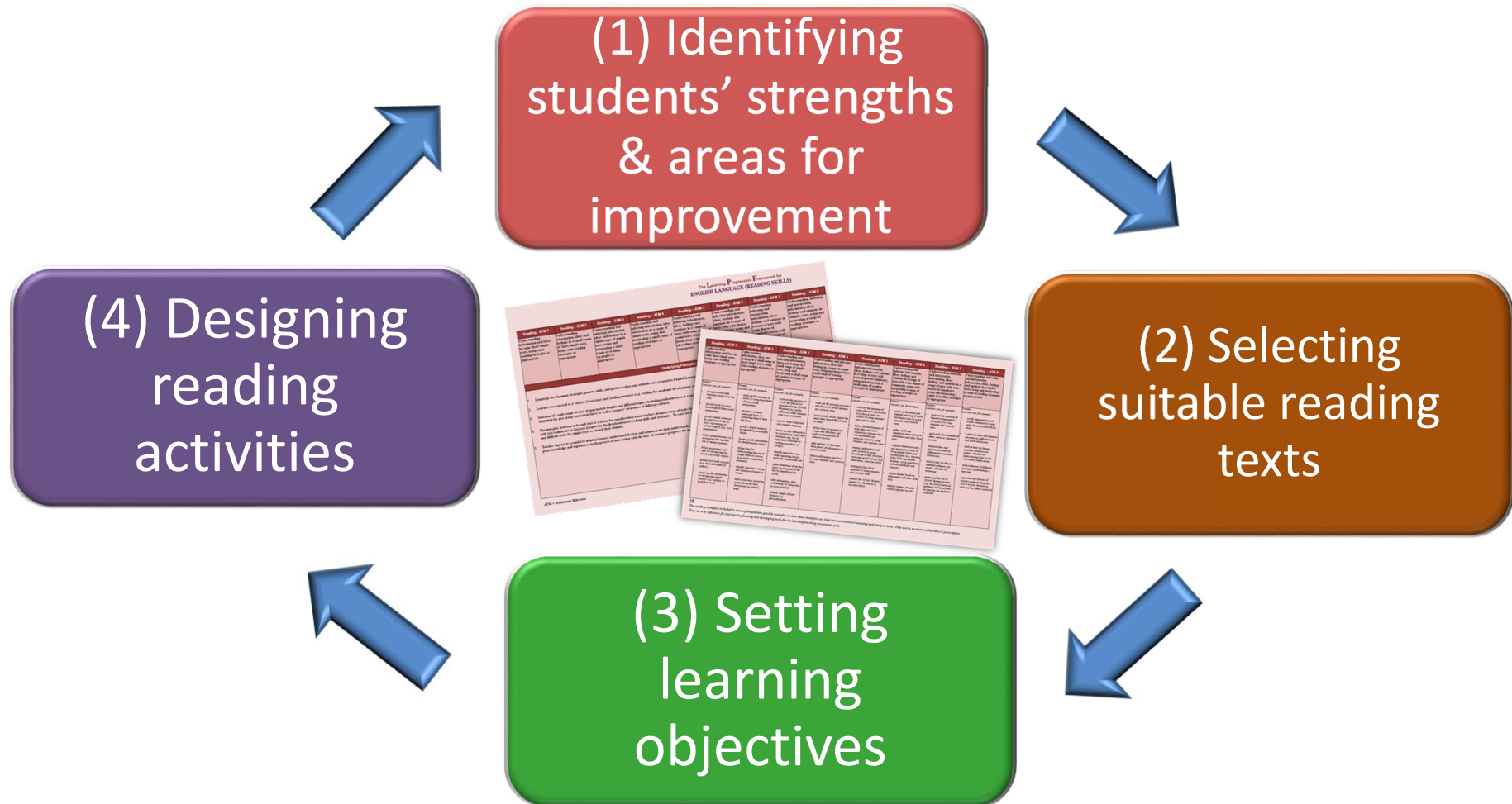
- Developing students' reading skills and strategies across levels

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

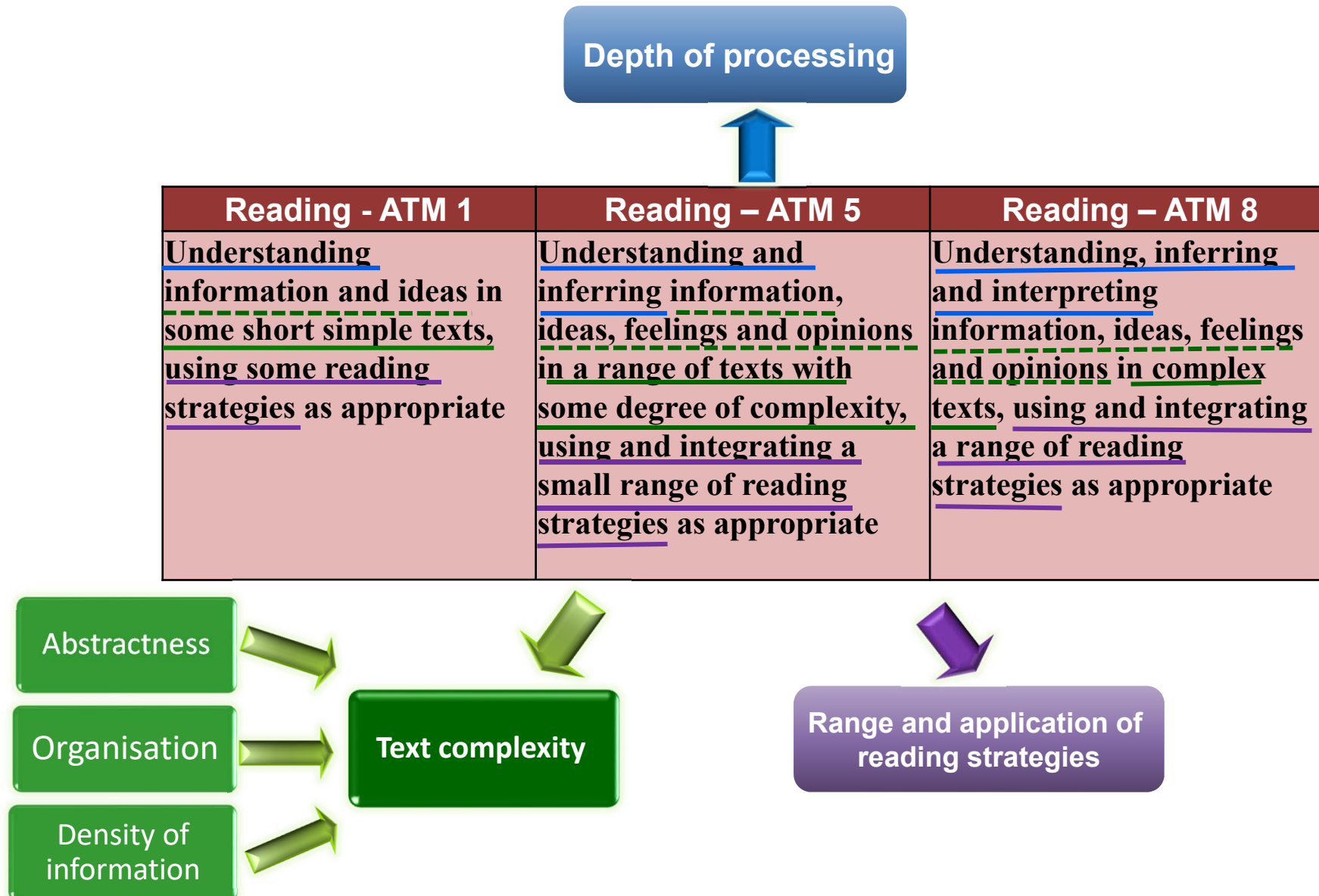
? need to be given opportunities for development

An example

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

Learning, Teaching and Assessment

● (2) Selecting suitable reading texts



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
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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 later we apologize,

That's reconciliation.

If we help each other home,

That's cooperation.

If _____,

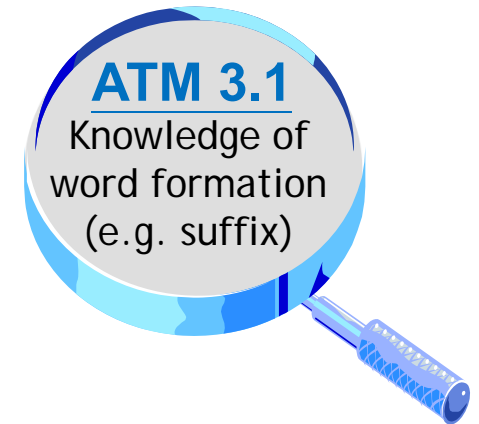
That's _____.

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.

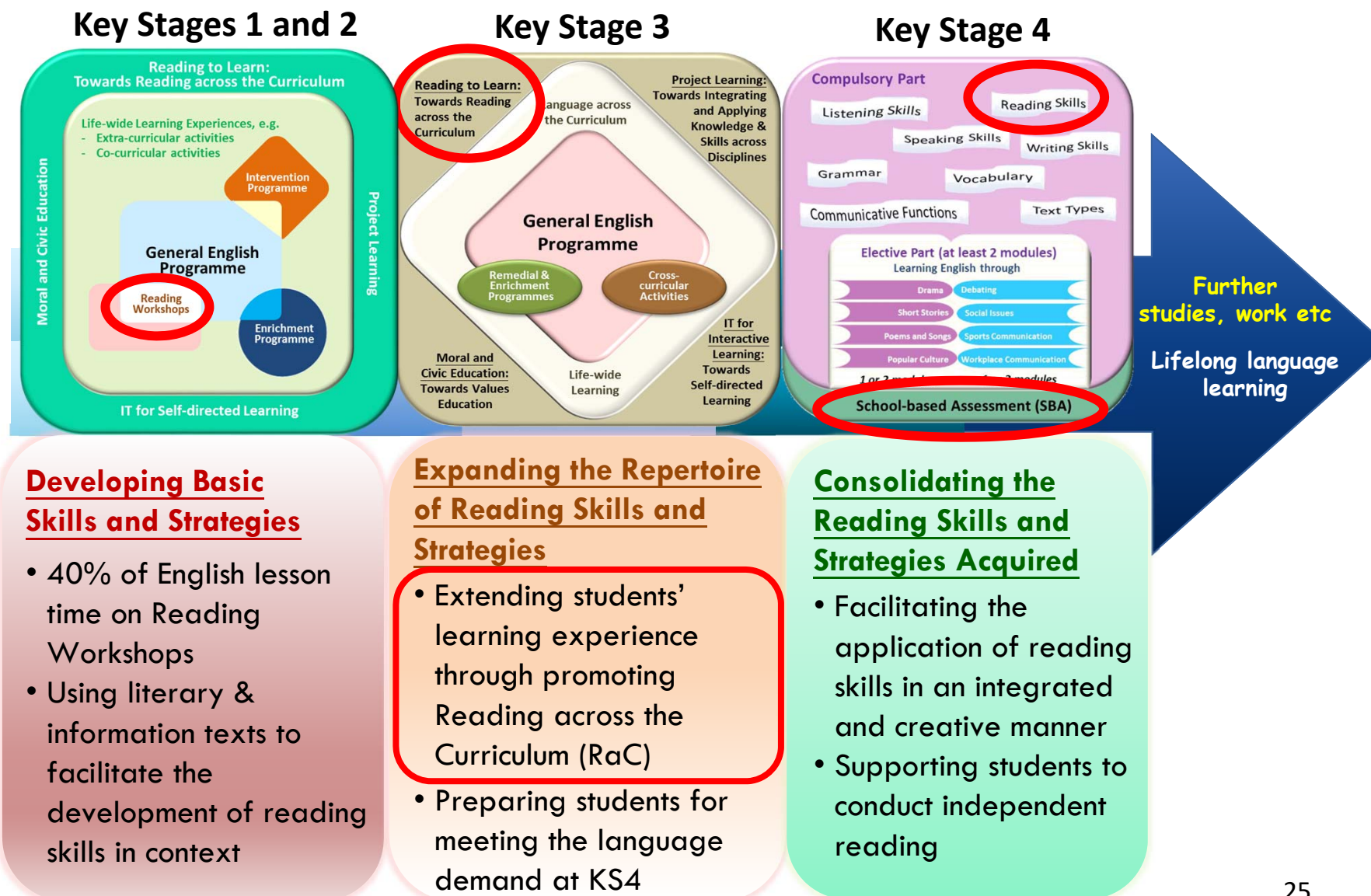
If I don't have to go to school,
That's a vacation.
If you like this poem,
That's appreciation.

...

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



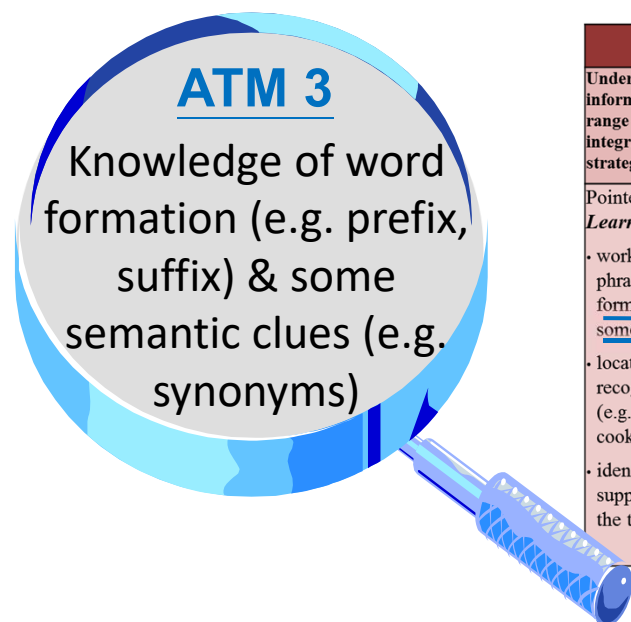
The Development of Reading Skills and Strategies across Key Stages



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
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Promoting RaC at the Junior Secondary Level

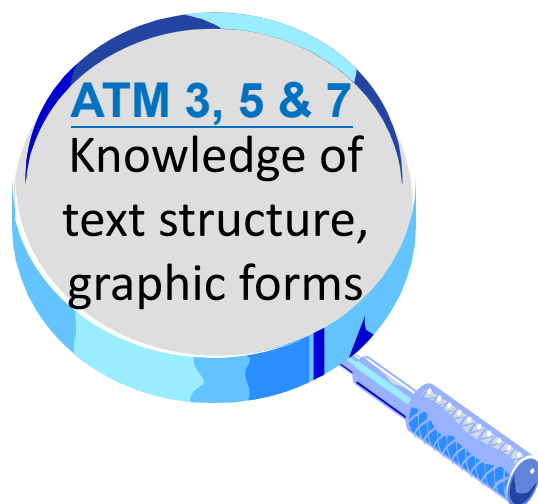


Reading – ATM 3	Reading – ATM 5	Reading – ATM 7
Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts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

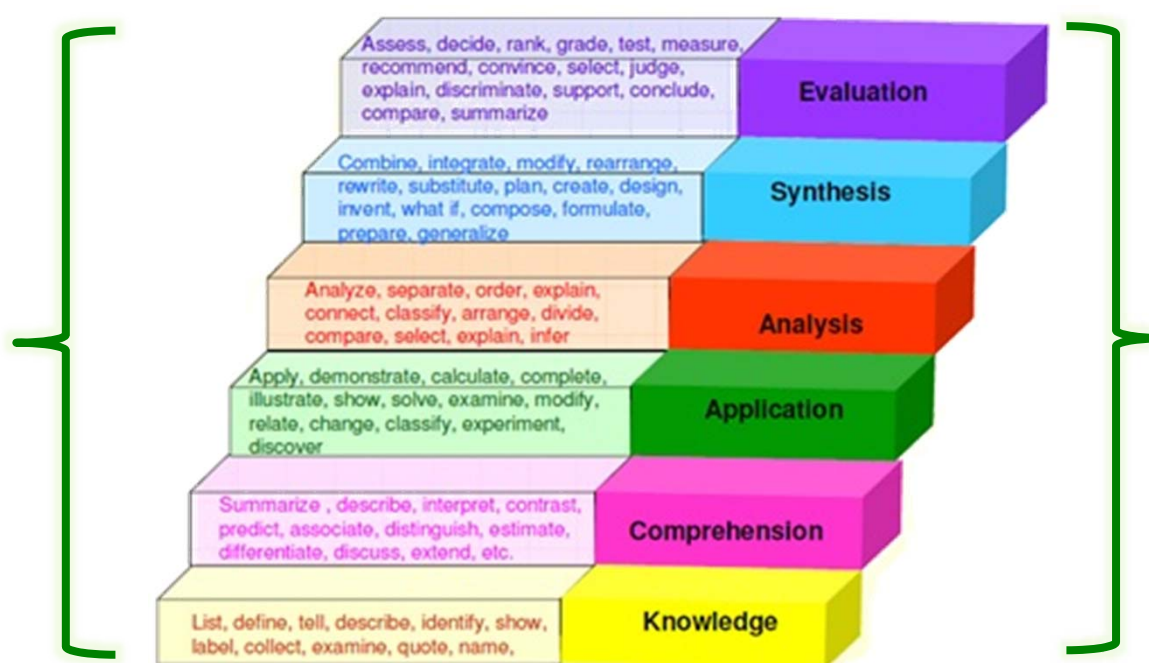
- Affixation [e.g. exhale (away from), overpopulation (too much), non-metal (not)]
- Compounding [e.g. test tube, measuring cylinder]
- Conversion [e.g. access the file (n → v), google (n → v)]
- Blending [e.g. smog = smoke + fog, bionic = biology + electronic]

Promoting RaC at the Junior Secondary Level



Reading – ATM 3	Reading – ATM 5	Reading – ATM 7
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Rhetorical
functions
in different
text
structures

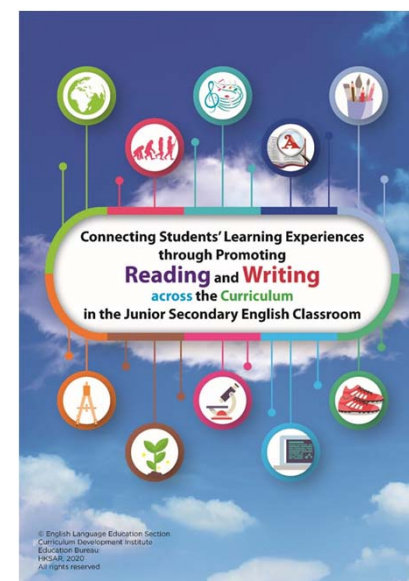


Examples of Rhetorical Functions and their Related Language Items Commonly Found across KLAs

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

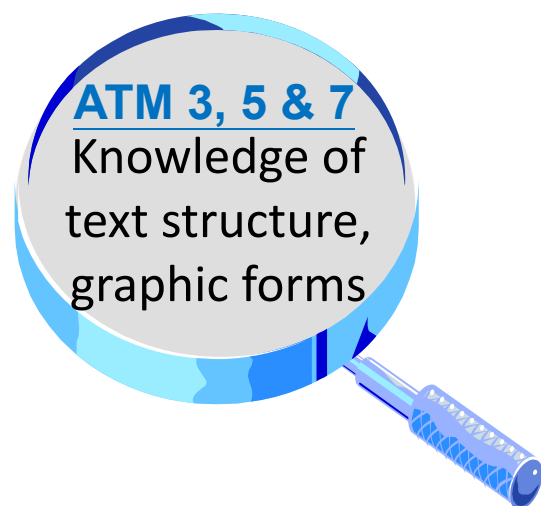
Examples of Rhetorical Functions	Language Items (Examples)	Examples
Comparing/Contrasting	“However”, “on the contrary”, “similarly”	<i>Some historians think that the paintings had entertainment functions. <u>However</u>, these paintings were usually found at... (PSHE)</i>
Sequencing	“After”, “before”, “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. What is the percentage of... (ME)</i>

More examples



https://www.edb.gov.hk/RWaC_JS

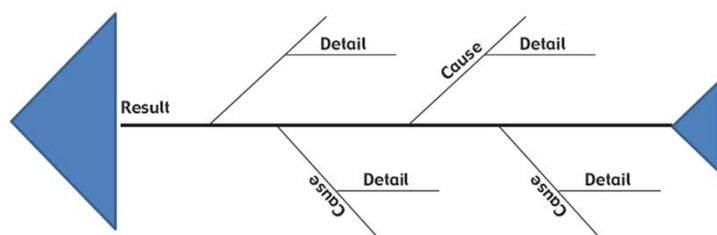
Promoting RaC at the Junior Secondary Level



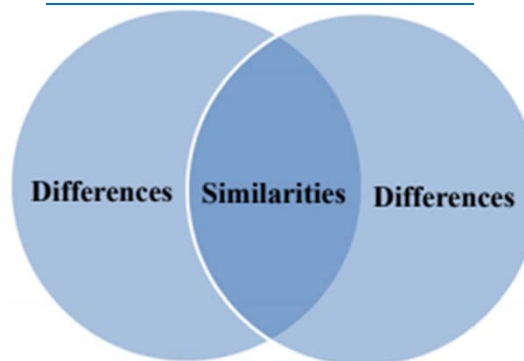
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Examples

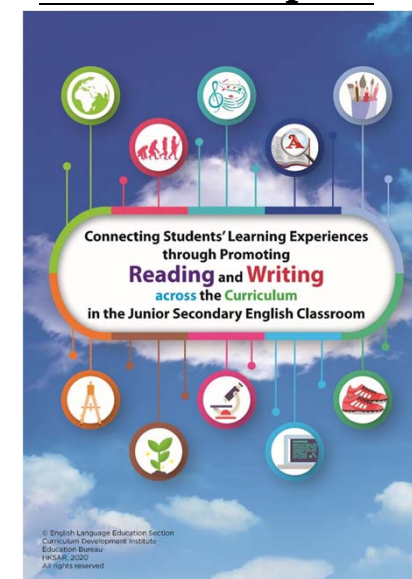
Illustrating causes and effects



Making comparison



More examples



https://www.edb.gov.hk/RWaC_JS

Supporting Students to Read Independently

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

Book Cover

Source

Connecting Students' Learning Experiences through Promoting Reading and Writing across the Curriculum in the Junior Secondary English Classroom (EDB, 2020)

- Part 3: Learning Task 3
- https://www.edb.gov.hk/RWaC_JS

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)

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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

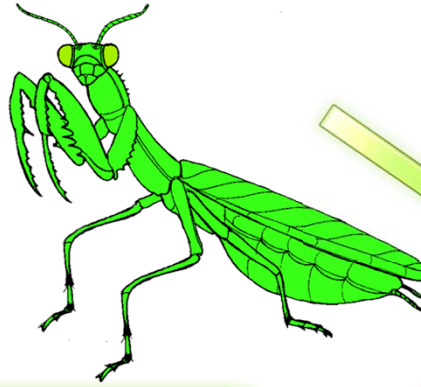
Supporting Students to Read Independently

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”

Supporting Students to Read Independently

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"

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 |

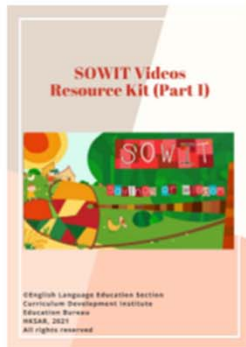
ATM 5.2

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

References and Resources (Secondary Level) – Cross-curricular Learning

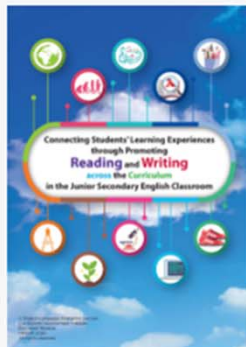
Cross-curricular Learning

Year



SOWIT Videos Resource Kit (Part 1)

2021 (Online)



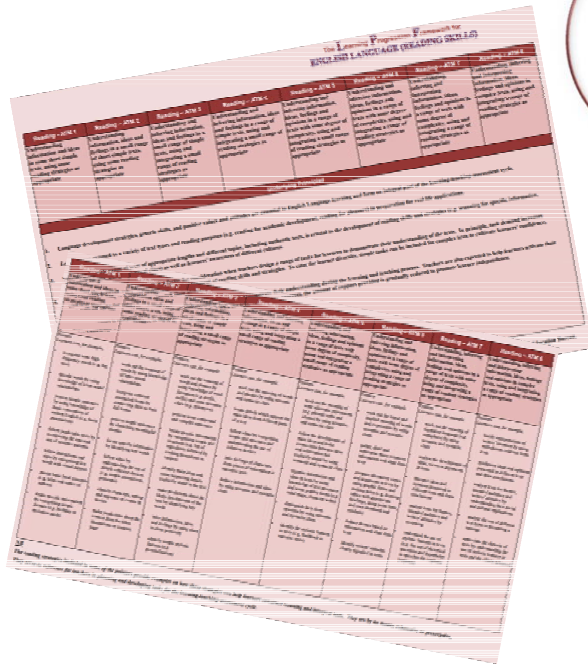
Connecting Students' Learning Experiences through Promoting Reading and Writing across the Curriculum in the Junior Secondary English Classroom

2020 (Print/Online)



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 standards. The bottom page is a more detailed table with columns for 'Reading Skill', 'Standard', and 'Assessment Item'. It lists specific reading skills such as 'Identify the main idea', 'Identify the supporting details', 'Identify the author's purpose', etc., and provides corresponding standards and assessment items.

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

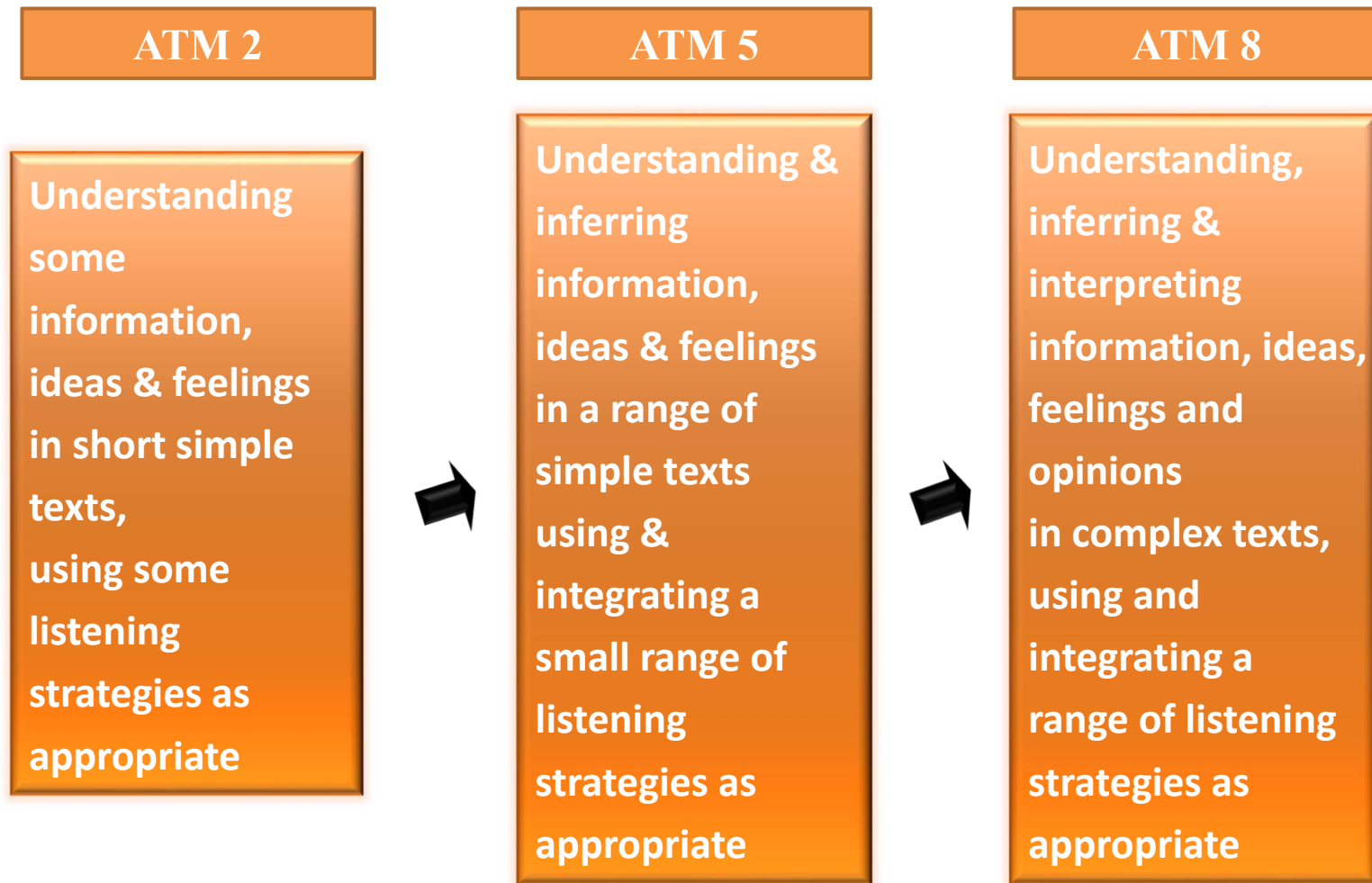
Avoid a lopsided choice of items testing the same reading skills

Catering for Learner Diversity

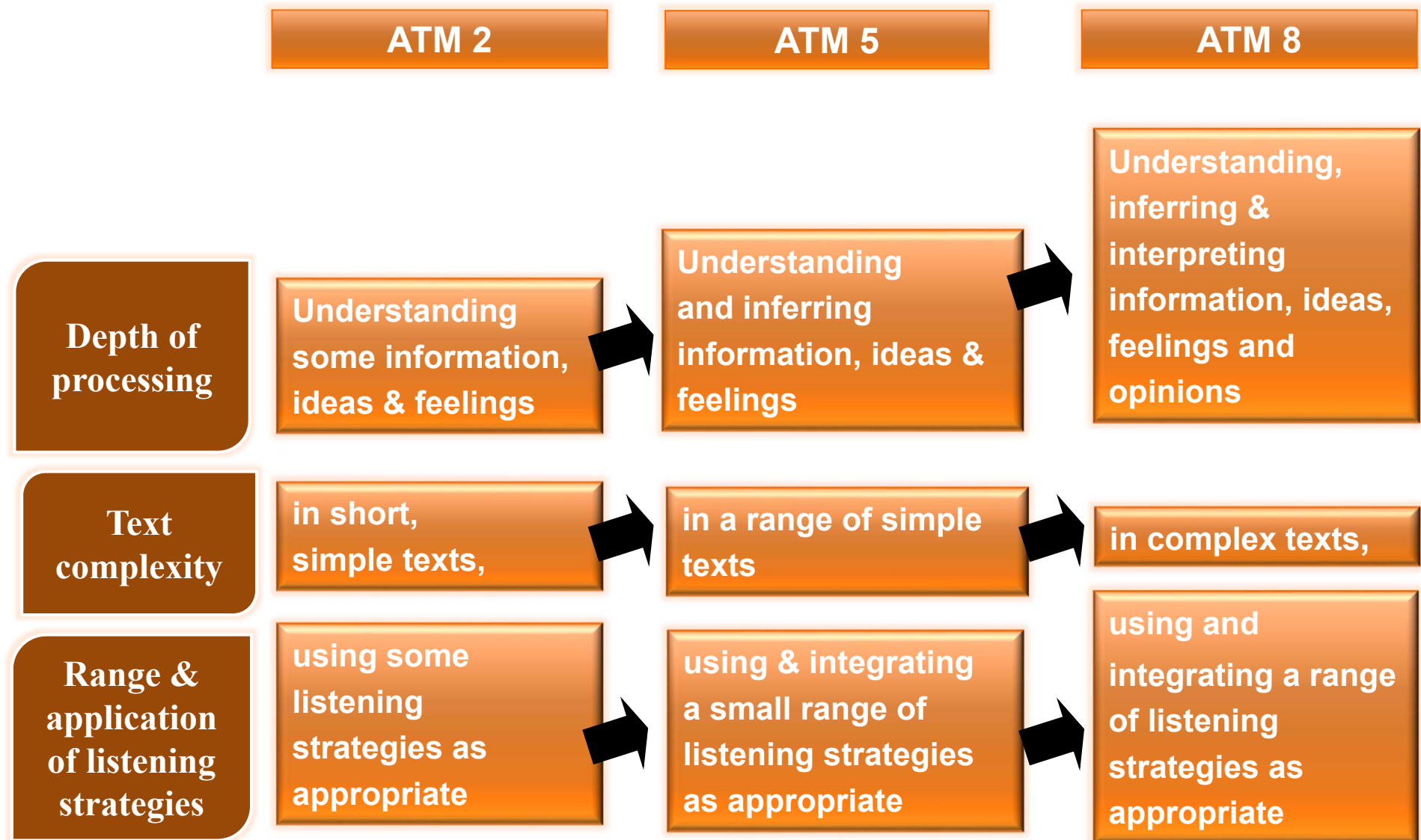
Include some easy / challenging items to meet students' needs

Use of the LPF for Listening

Progression of the Learning Outcomes for Listening



Progression of the Learning Outcomes for Listening



Developing Listening Strategies

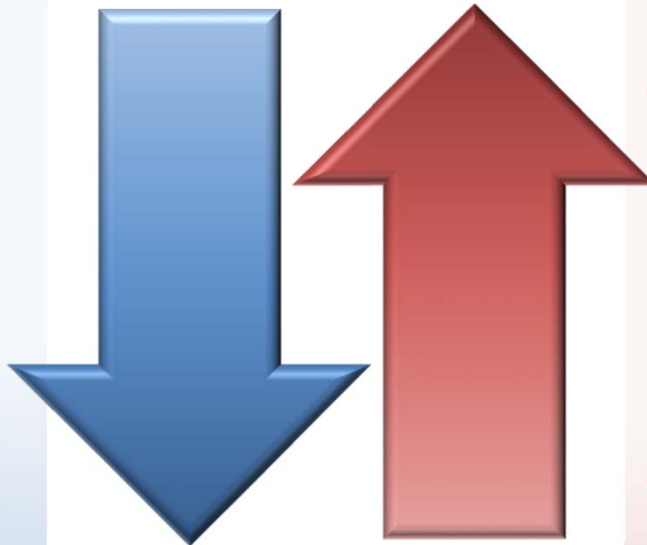
Underlying Principle 4

- 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) _____ _____

🌱 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

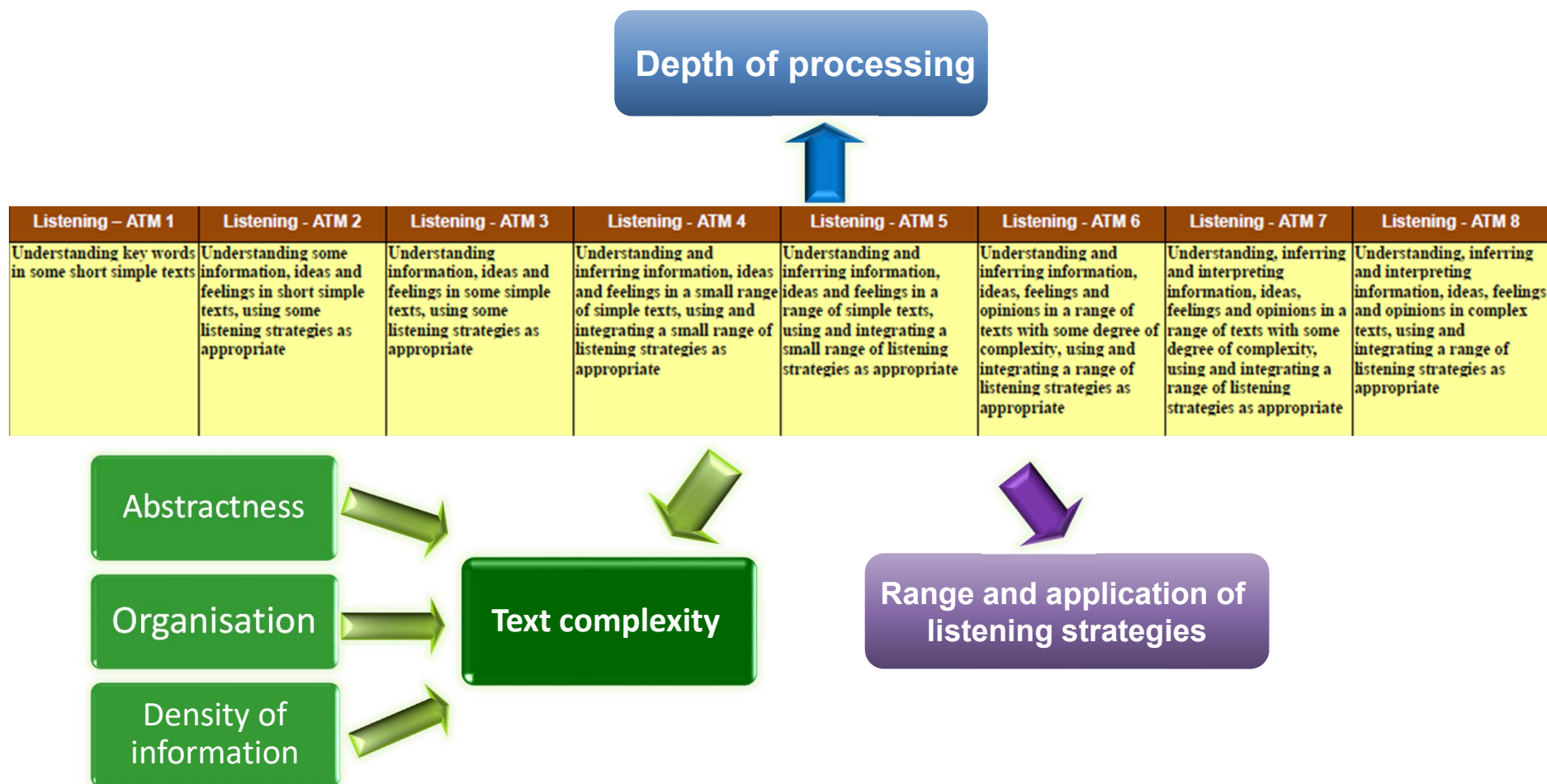
✓
x } need to be supported
x

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

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
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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

Learning and Teaching Materials (Listening)

The Learning Progression Framework (LPF) for English Language

The LPF for English Language [Background of the LPF](#) [Understanding the LPF](#) [Download the Exemplars](#)

The Learning Progression Framework (LPF) provides a common scale and language for teachers to describe students' performance and progress in English Language learning. It consists of different levels of learning outcomes (LOs) and descriptors about the growth of students on a continuum as they work towards the learning targets and objectives set out in the English Language curriculum. The continuum is divided into eight attainment milestones (ATMs) for each of the four language skills (i.e. listening, speaking, reading and writing) from the basic level (ATM 1) to the advanced level (ATM 8). While the ATMs are expressed in the form of outcome statements, which give general descriptions of students' performance, pointers are specific examples of what students are able to do in demonstrating the LOs, which support the outcome statements. It should be noted that the pointers are meant to elucidate the LOs. They are neither prescriptive nor exhaustive, and must not be regarded as a checklist for English language development. As these ATMs can provide a clear focus and direction for learning, teaching and assessment throughout primary and secondary education, schools are encouraged to make reference to the LPF when they plan and review the school English Language curriculum and assessment, instead of relying solely on the Basic Competency Descriptors for the Territory-wide System Assessment (TSA), which represent only part of the essential knowledge and skills to be acquired by students in relation to the learning targets and objectives for KSI – 3.

The Learning Progression Framework (LPF) for English Language (Available for download)



Listening Skills

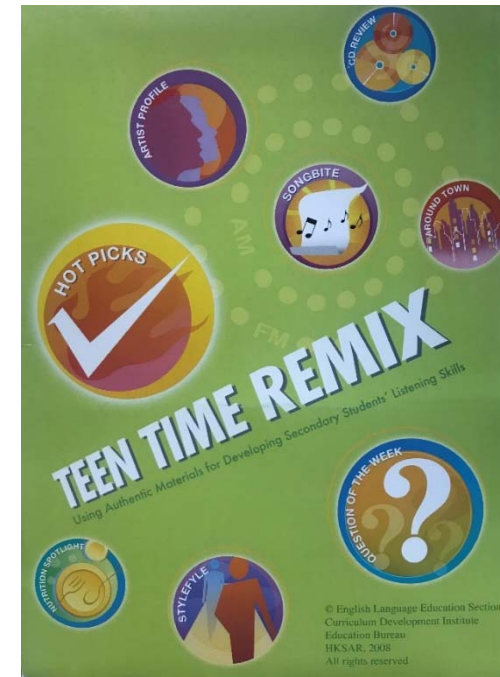
Speaking Skills

Reading Skills

Writing Skills



<http://www.edb.gov.hk/lpfenglish>



<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)

Listening Skill	Description	Examples
A1M1	Identify the main purpose of a listening text.	Identify the main purpose of a listening text.
A1M2	Identify the main topic of a listening text.	Identify the main topic of a listening text.
A1M3	Identify the main message of a listening text.	Identify the main message of a listening text.
A1M4	Identify the main details of a listening text.	Identify the main details of a listening text.
A1M5	Identify the main structure of a listening text.	Identify the main structure of a listening text.
A1M6	Identify the main tone of a listening text.	Identify the main tone of a listening text.
A1M7	Identify the main attitude of a listening text.	Identify the main attitude of a listening text.
A1M8	Identify the main opinion of a listening text.	Identify the main opinion of a listening text.
A1M9	Identify the main conclusion of a listening text.	Identify the main conclusion of a listening text.
A1M10	Identify the main recommendation of a listening text.	Identify the main recommendation of a listening text.

Listening Skills

Listening Skill	Description	Examples
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**Integrating
the Use of the LPF**

Promoting Positive Values and Attitudes through English Sayings of Wisdom



<https://www.edb.gov.hk/sow>