

# **WEB-BASED LEARNING AND TEACHING SUPPORT**

# Basic Competency Assessment (BCA) Project



**BCA**

Data-driven studies to identify students' learning difficulties and critical features

To support teachers in providing timely assistance to students who need help in achieving the Basic Competencies (BCs) with:

- suggestions for addressing learning difficulties
- ideas for focused enhancement of learning
- interactive tasks, PPT tutorials, online games for classroom use / student self-access

# HOW TO FIND THE RIGHT TASK

## I. Search by BCs

<http://wlts.edb.hkedcity.net>

Choose 'English'

> **OUR AIM**

The Web-based Learning and Teaching Support (WLTS) website is set up by the Education Bureau (EDB). It is an integral part of the BCA project. It aims to support teachers in providing timely assistance to students who need help in achieving the Basic

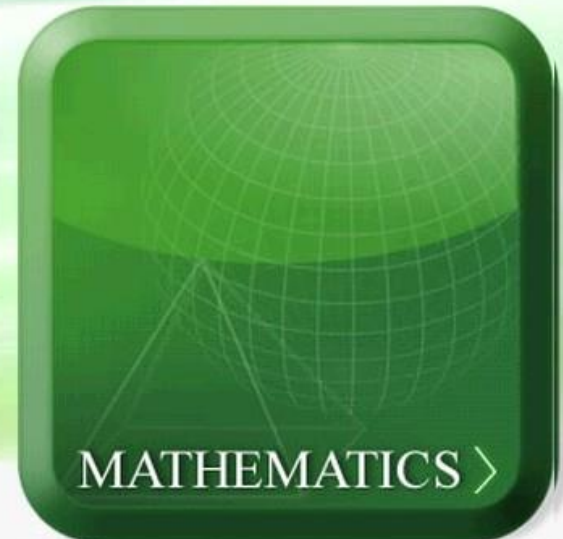
DETAILS >

> **WHAT'S HOT**

臉上永恆的淚珠 (第三學習階段)

[Saving Princess Nancy \(Key Stage 1\)](#)

[Hong Kong Adventure \(Key Stage 2\)](#)



OUR AIM

CHINESE LANGUAGE

ENGLISH LANGUAGE

MATHEMATICS

**STUDENT ZONE**

OUR AIM

CHINESE LANGUAGE

ENGLISH LANGUAGE

MATHEMATICS

STUDENT ZONE

ENGLISH LANGUAGE

English Language

Please select Key Stage, Skill and Basic Competency Descriptor to browse the related basic competencies and respective learning and teaching support.

Key Stage

KS1 (P.1-P.3)

KS2 (P.4-P.6)

KS3 (S.1-S.3)

KS3 (S.1-S.3)

Skill > Basic Competency Descriptor

Listening

Reading

Writing

Speaking

Choose a Key Stage

Choose a skill

OUR AIM

CHINESE LANGUAGE

ENGLISH LANGUAGE

MATHEMATICS

STUDENT ZONE

## ENGLISH LANGUAGE

Home > English Language

Please select Key Stage, Skill and Basic Competency Descriptor to browse the related basic competencies and the respective learning and teaching support.

### Key Stage

KS1 (P.1-P.3)

KS2 (P.4-P.6)

KS3 (S.1-S.3)

Choose a BC Descriptor

KS3 (S.1-S.3)

Skill > Basic Competency Descriptor

Listening

Reading

L6-R-1-S3BC - Using an increasing range of reading strategies to understand the meaning of texts\* with some degree of complexity

L6-R-2-S3BC - Extracting and organizing information and ideas from texts\* with some degree of complexity

L5-R-3-S3BC - Understanding the use of a range of language features and other techniques to present themes, characters, experiences and feelings in simple literary / imaginative texts

L5-R-4-S3BC - Applying a range of reference skills for various purposes with the help of cues

Writing

Speaking

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Related BCs

ENGLISH LANGUAGE

**Learners' Possible Problems and Suggested Follow-up Actions**

SEARCH RESULTS

KS3 (S.1-S.3) Basic Competencies

Listening

Reading

L6-R-1-S3BC -

Using an increasing range of reading strategies to understand the meaning of texts\* with some degree of complexity

L6-R-2-S3BC -

Extracting and organizing information and ideas from texts\* with some degree of complexity

L5-R-3-S3BC -

Understanding the use of a range of language features and other techniques to present themes, characters, experiences and feelings in simple literary / imaginative texts

L5-R-4-S3BC -

Applying a range of reference

Follow-up Materials

Learners' possible problem(s) (for reference only)




- 1** Learners have problems using linguistic and contextual clues to understand the meaning of texts with some degree of complexity.
- 2** Learners are not able to work out the meaning of unknown words and expressions.
- 3** Learners are not able to identify general and specific information.
- 4** Learners are not able to identify main ideas and to identify details that support a main idea.
- 5** Learners are not familiar with using knowledge of features of different text types.
- 6** Learners are not able to make inferences.
- 7** Learners are not familiar with vocabulary items of various themes.
- 8** Learners are not able to recognize key words in texts.
- 9** Learners are not able to predict the likely development of the text.
- 10** Learners are not able to recognize formulaic or common expressions
- 11** Learners are not able to distinguish fact from opinion.

Suggestions for Follow-up Actions

Learning Unit	Description	Problem addressed (see above)	Suggested duration (minutes)	For Students' Self-access
A Study Tour to New	Crystal has been accepted to join a study	<b>2 5 6</b>	8 40	✓


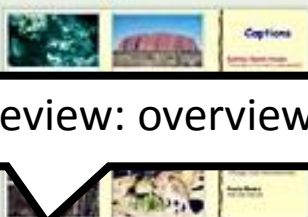


## Suggestions for Follow-up Actions




Learning Unit	Description	Problem addressed (see above)	Suggested duration (minutes)	For Students' Self-access
<p>A Study Tour to New Zealand</p>  <p><a href="#">Preview &gt;</a> <a href="#">Download &gt;</a></p>	<p>Crystal has been accepted to join a study tour to New Zealand. With the data files given, learners are asked to help her complete different tasks.</p> <p>Learners are given the opportunity to compare and make use of authentic materials to complete the tasks.</p> <p>Related Module: Study, School Life and Work</p> <p><b>Related Module:</b> <a href="#">Study, School Life and Work</a></p>	<p>2 5 6</p>	<p>40</p>	<p>✓</p>
<p>Cross-country Hike</p>  <p><a href="#">Preview &gt;</a> <a href="#">Download &gt;</a></p>	<p>Based on the data given, learners help Alan / Alice prepare for the Cross-country Hike. They are asked to comment on the services of the Hike in spoken and written form. Learners need to recognize the salient features of various text-types, distinguish fact from opinion, and understand views and attitudes.</p> <p><b>Related Module:</b> <a href="#">Nature and Environment</a></p>	<p>3 5 6 11</p>	<p>75</p>	<p>✓</p>
<p>Detective Academy</p>  <p><a href="#">Preview &gt;</a></p>	<p>Being trapped in a haunted house, learners need to find the way out. They are asked to solve problems and puzzles by making inferences in a series of interactive tasks and finally to report by writing field notes about the incident.</p> <p><b>Related Module:</b> <a href="#">Teenage Life</a></p>	<p>1 4 6</p>	<p>80</p>	<p>✓</p>

Learning Units for Download

# Unit Information

<p>Spotting the Offenders</p>  <p>Unit Title</p>	<p>Through interactive activities, learners look into three different crime and mystery cases and solve them by inferring from the evidences and statements made by suspects and witnesses. Then learners write a brief report about the third case.</p> <p>Related Module</p> <p>Unit Description</p>	<p>9 11</p> <p>Suggested Duration</p>	<p>100</p>	<p>✓</p>
<p>Travelling in Australia</p>  <p>Preview: overview</p> <p>Preview &gt;</p> <p>Download &gt;</p> <p>Download: all materials</p>	<p>Through an interactive listening task about attractions in Australia, learners learn to locate specific information from various sources.</p> <p>Learners then read about facts and figures about Australia and complete a fact sheet. They are also asked to express opinions about living in Australia.</p> <p>Related Module: <a href="#">Cultures of the World</a></p> <p>Related Module</p>	<p>4</p> <p>Problem(s) Addressed</p>	<p>45</p>	<p>✓</p> <p>For Self-learning</p>
<p>The list of possible problems is for teachers' reference only. It is not meant to be exhaustive or prescriptive. Teachers can always adapt the activities materials in order to meet the needs of their students for students' needs.</p>		<p>Download All</p> <p>DOWNLOAD ALL &gt;</p>		

# Overview

<i>Relevant Basic Competency Descriptors:</i>		
<b>L6-R-1-S3BC</b>	Using an increasing range of reading strategies to understand the meaning of texts with some degree of complexity	
<b>L6-W-1-S3BC</b>	Writing a variety of texts of different purposes with relevant and generally adequate content	
<b>L6-W-2-S3BC</b>	Writing a variety of texts using punctuation marks, and a range of vocabulary and language patterns with some degree of appropriateness and accuracy to convey meaning	
<b>Level of Difficulty</b>		-- Preliminary to S3BC (at S1 level)
		-- To S3BC (at S1 to S2 level)
		-- At S3BC (at S3 level)

To download a particular resource of the unit.

	<i>Description</i>	<i>Duration (min)</i>	<i>Available for Self Learning</i>
<b>Part 1</b>	<b>Interactive Activity 1: Big Words to Learn</b> This activity exposes the learners to the vocabulary that generally found in crimes and mysteries. It is followed by an interactive exercise to consolidate the vocabulary items learnt.	10	✓
<b>Part 2</b>	<b>Interactive Activity 2: The X-Files</b> Learners are asked to investigate three different	45	✓



## 2. Search by Related Module

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SEARCH RESULTS

KS3 (S.1-S.3) Basic Competencies

Listening

Reading

[L6-R-1-S3BC -](#)

[Using an increasing range of reading strategies to understand the meaning of texts\\* with some degree of complexity](#)

L6-R-2-S3BC -

Extracting and organizing information and ideas from texts\* with some degree of complexity

L5-R-3-S3BC -

Understanding the use of a range of language features and other techniques to present themes, characters, experiences and feelings in simple literary / imaginative texts

L5-R-4-S3BC -

Applying a range of reference

Follow-up Materials

Other Resources

Research Report

**Related Module**

Follow-up Materials

Learners' possible problem(s) (for reference only)

- 1 Learners have problems using linguistic and cultural knowledge to understand texts of some degree of complexity.
- 2 Learners are not able to work out the meaning of unknown words and expressions.
- 3 Learners are not able to identify general and specific information.
- 4 Learners are not able to identify main ideas and to identify details that support a main idea.
- 5 Learners are not familiar with using knowledge of features of different text types.
- 6 Learners are not able to make inferences.
- 7 Learners are not familiar with vocabulary items of various themes.
- 8 Learners are not able to recognize key words in texts.
- 9 Learners are not able to predict the likely development of the text.
- 10 Learners are not able to recognize formulaic or common expressions
- 11 Learners are not able to distinguish fact from opinion.

Related Module – group units into different themes.



Suggestions for Follow-up Actions

Learning Unit	Description	Problem addressed (see above)	Suggested duration (minutes)	For Students' Self-access
A Study Tour to New	Crystal has been accepted to join a study	<b>2 5 6</b>	40	✓

### Related Module

Cultures of the World	<ul style="list-style-type: none"> <li>• Exploring Hong Kong</li> <li>• Travelling in Australia</li> </ul>	<a href="#">Preview</a> <a href="#">Preview</a>	<a href="#">Download</a> <a href="#">Download</a>
Getting Along with Others	<ul style="list-style-type: none"> <li>• Mind Your Own Words</li> </ul>		
Nature and Environment	<ul style="list-style-type: none"> <li>• Cross-country Hike</li> </ul>	<a href="#">Preview</a>	<a href="#">Download</a>
Social Issues	<ul style="list-style-type: none"> <li>• For Your Eyes Only</li> </ul>	<a href="#">Preview</a>	<a href="#">Download</a>
Study, School Life and Work	<ul style="list-style-type: none"> <li>• A Study Tour to New Zealand</li> <li>• Interviewing Teachers</li> <li>• Looking Up Words in Dictionaries</li> <li>• Note-taking</li> <li>• Reading for Main Ideas</li> <li>• Step It Up</li> </ul>	<a href="#">Preview</a> <a href="#">Preview</a> <a href="#">Preview</a> <a href="#">Preview</a> <a href="#">Preview</a> <a href="#">Preview</a>	<a href="#">Download</a> <a href="#">Download</a> <a href="#">Download</a> <a href="#">Download</a> <a href="#">Download</a> <a href="#">Download</a>
Teenage Life	<ul style="list-style-type: none"> <li>• Detective Academy</li> <li>• Finding My Way to Mongkok</li> <li>• Spotting the Offenders</li> <li>• Swim Bike Run, Three Times the Fun(Comming Soon)</li> </ul>	<a href="#">Preview</a> <a href="#">Preview</a> <a href="#">Preview</a> Preview	<a href="#">Download</a> <a href="#">Download</a> <a href="#">Download</a> Download
Wonderful Things	<ul style="list-style-type: none"> <li>• Finding Poemland</li> </ul>	<a href="#">Preview</a>	<a href="#">Download</a>

Other units of similar themes.

<p>Spotting the Offenders</p>  <p><a href="#">Preview &gt;</a> <a href="#">Download &gt;</a></p>	<p>Through interactive activities, learners look into three different crime and mystery cases and solve them by inferring from the evidences and statements made by suspects and witnesses. Then learners write a brief report about the third case.</p> <p>Related Module: <a href="#">Teenage</a></p>	<p>9 11</p>	<p>100</p>	<p>✓</p>
<p>Step It Up</p>  <p><a href="#">Preview &gt;</a> <a href="#">Download &gt;</a></p>	<p>Through a series of authentic... revisit and apply the seven... and decoding abbreviations... practice the skills of listening / read... main ideas, noting down relevant in... and making notes using a mindma</p> <p>Related Module: <a href="#">Study, School Life and Work</a></p>			
<p>Swim, Bike, Run, Three Times the Fun! (Coming soon)</p>  <p><a href="#">Preview</a> <a href="#">Download</a></p>	<p>Learners will help Shannon to complete different tasks to pursuit his Triathlon dream.</p> <p>With various reading, speaking and writing tasks, learners will understand more about the use of word collocations.</p> <p>Related Module: <a href="#">Teenage Life</a></p>	<p>1 4 5</p>	<p>110</p>	<p>✓</p>

You can also browse other units in the same module by clicking here.

Related Module: [Study, School Life and Work](#)



# 3. Search in Student Zone

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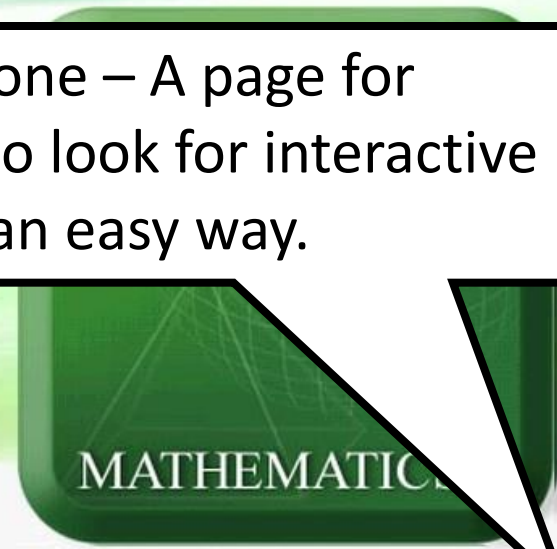
DETAILS >

> **WHAT'S HOT**

[臉上永恆的淚珠 \(第三學習階段\)](#)

[Saving Princess Nancy \(Key Stage 1\)](#)

[Hong Kong Adventure \(Key Stage 2\)](#)



Student Zone – A page for students to look for interactive games in an easy way.

OUR AIM

CHINESE LANGUAGE

ENGLISH LANGUAGE

MATHEMATICS

**STUDENT ZONE**

Student Zone

OUR AIM

CHINESE LANGUAGE

ENGLISH LANGUAGE

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[Home](#) > [Student Zone](#)

**CHINESE  
LANGUAGE**

**ENGLISH  
LANGUAGE**

**MATHEMATICS**



A Study Tour to New Zealand



For Your Eyes Only



Interviewing Teachers - Interview with Mr Hall



Mind Your Own Words - 1 Listen Beyond the Surface



Mind Your Own Words - 2 Euphemism Quiz



Travelling to Australia - 1 Attractions in Australia



Travelling to Australia - 2 Stephen's Itinerary



Cross - country Hike



Detective Academy - 1 Eye Spy



Detective Academy - 2 Secret Codes



Detective Academy - 3 The Final Challenge





Note-taking - 1  
Common Symbols for  
Note-taking



Note-taking - 2  
Abbreviations in Note-taking



Note-taking - 3 Forming  
Abbreviations



Note-taking - 4  
Decoding Messages  
from Notes  
Abbreviations



Reading for Main Ideas  
- 3



Travelling to Australia -  
3 Facts about Australia



Finding Poemland



Interviewing Teachers -  
Interview with Mr Hall

# Research report

Title	Abstract	Remarks
<a href="#">Study of Using Assessment Data to Enhance Learning and Teaching (English Language Education) Phase I</a>  <a href="#">— Analyzing Multiple Choice Items in the 2008 TSA Reading papers for Primary 3, Primary 6 and Secondary 3</a>	<p>This document reports an analysis into a set of 2008 Territory-wide System Assessment (TSA) reading papers, students' performances and the facility indices.</p> <p>The objective of this work is to identify students' learning problems, and the dimensions in which weaknesses in students' performance are manifest. It is hoped the identification of these learning problems will lead to reliable and accurate estimates of possible causes of prospective students' learning problems, resulting in the development of some school-based diagnostic assessment tools, the outcomes of which will inform future teaching and learning.</p>	<p>Related Skill(s) and BC(s):</p> <p>KS1 Reading:  <a href="#">L2-R-2-P3BC</a>  <a href="#">L2-R-3-P3BC</a>  <a href="#">L1-R-4-P3BC</a>  <a href="#">L2-R-5-P3BC</a>  <a href="#">L2-R-6-P3BC</a></p> <p>KS2 Reading:  <a href="#">L3-R-2-P6BC</a>  <a href="#">L3-R-3-P6BC</a>  <a href="#">L4-R-4-P6BC</a>  <a href="#">L3-R-5-P6BC</a>  <a href="#">L3-R-6-P6BC</a></p> <p>KS3 Reading:  <a href="#">L6-R-1-S3BC</a>  <a href="#">L6-R-2-S3BC</a>  <a href="#">L5-R-3-S3BC</a>  <a href="#">L5-R-4-S3BC</a></p>
Study of Using	The objective of this Study was to i) empirically verify some	Related Skill(s) and BC(s):

Research projects focusing on the use of assessment data to enhance L&T.



# TASKS THAT HELP DEVELOP AUTONOMOUS LEARNERS

Key Stage 3

# Detective Academy





# Lesson 2: Secret Codes 2

How about this code? Try it!

egnarts yrev skool egassem siht

Type the secret message word by word:

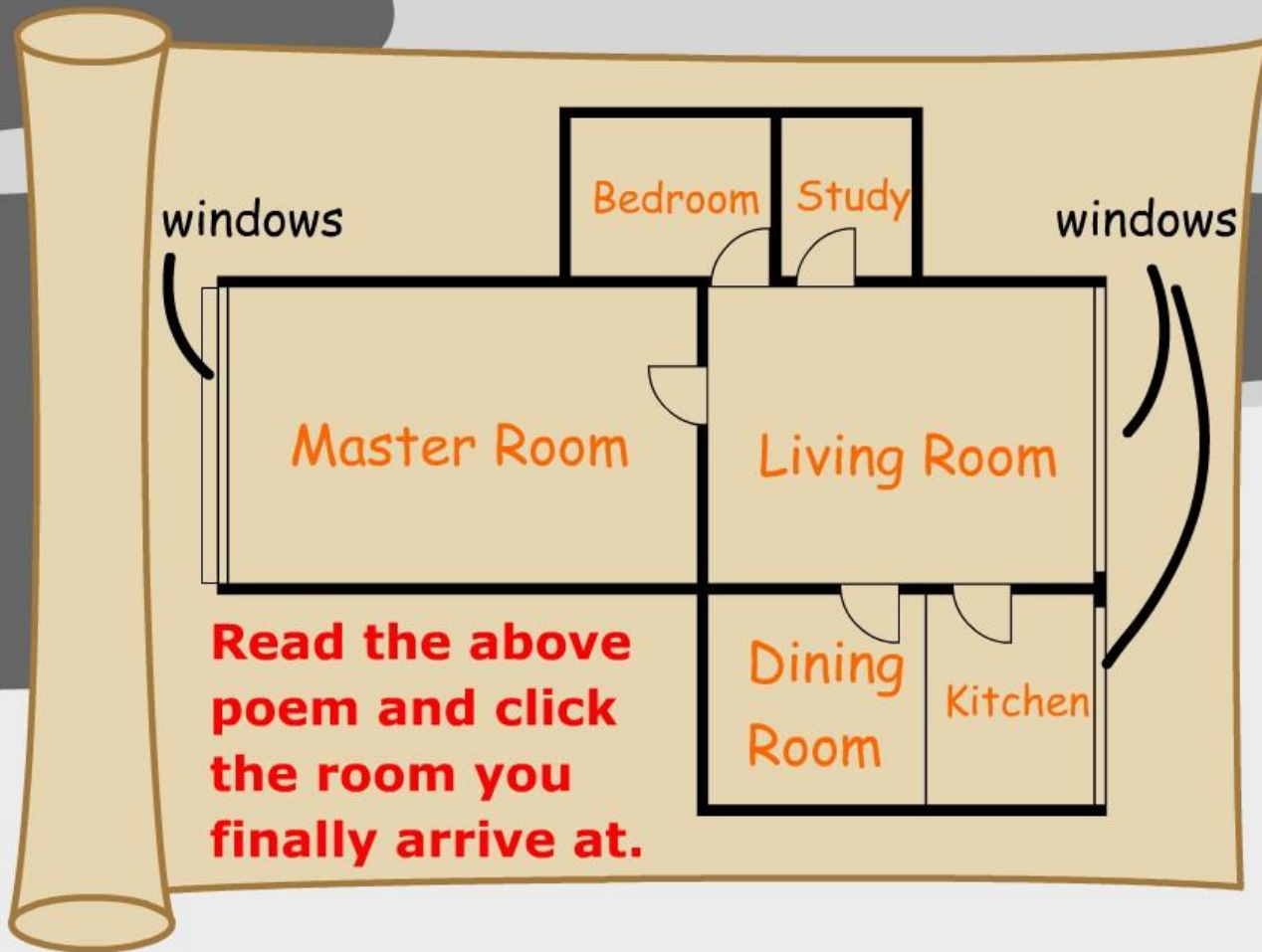
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Clues Answer





Go to this room to find some veal,  
Head west and finish the meal,  
Two rooms away from where you are,  
Then rush to the bigger room without any views.



# Possible metalinguistic awareness raising activities

- Design a secret message; explain how to decode it
- Design your own treasure maps; write a riddle/poem to provide clues
- ...



# Spotting the Offenders

Part 1

Part 2

Part 3



## Part 2: X-file 2

### Who's the Trouble-maker?

*(Click the face to submit your answer.)*

*Click the air-conditioners and the log book for clues!*



#### Findings

- Mandy's company confirmed that Mandy signed in around 7:30 a.m. every morning.
- Tony bought a second-hand air-con three weeks ago.
- Peter showed me his passport voluntarily.

# Part 3: Solving the Mystery

Name of the X-File: \_\_\_\_\_

## My Logic:

● → Mrs. Au is unlikely to be the offender because she was visiting \_\_\_\_\_ Also, the janitor \_\_\_\_\_

● → Marco cannot be the suspect because he has an alibi of \_\_\_\_\_

● → Tiger may have originally been considered as the potential offender because \_\_\_\_\_  
\_\_\_\_\_. However, he has an alibi of \_\_\_\_\_ this morning.

● → \_\_\_\_\_ is supposed to be the prime suspect. His motive in committing the crime appears to be \_\_\_\_\_ for his best friend.



# Possible metalinguistic awareness raising activities

- Role play game: Who is the killer?
- What kind of questions should you ask?

# The Story

- A man got on a train and sat down in a compartment which was empty except for one lady. She took her gloves off. A few hours later the woman was found dead and the man was arrested by the police.
- They held him for 24 hours and were then legally forced to let him go free.



MIND



YOUR



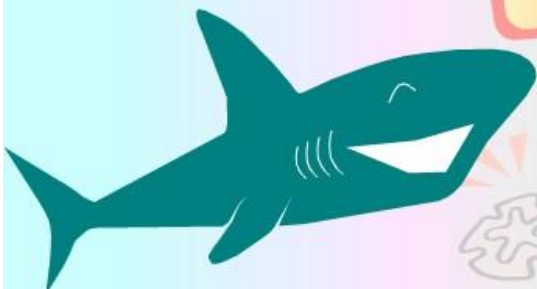
Activity 1

OWN

Activity 2

Activity 3

WORDS



Self Assessment Form



# Activity 1: Listen Beyond the Surface

Choose the correct answers by clicking on the circles.

1. According to Joe, "marketing representative" refers to:

- Hawker in the fishmarket
- Janitor in the fishmarket
- Shop assistant in the supermarket
- Manager in the stock market



# Possible metalinguistic awareness raising activities

- Write a story to use as many euphemistic expressions as possible
- In what situation should you use these expressions?
- Unpleasant / embarrassing moments


# TASKS THAT HELP DEVELOP AUTONOMOUS LEARNERS

Key Stage 2

# Super Word Kid: Robot Boy and His Cheesy Plan



**Play**






**Mission 1: Library Break!**

The city is in danger! Robot Boy is trying to turn all the books and the students into cheese! Go into the library to stop him! The door is locked! What should we do?


Tutorial

How to Play ?

Start







**Mission 1: Library Break!**

The city is in danger! Robot Boy is trying to turn all the books and the students into cheese! Go into the library to stop him! The door is locked! What should we do?

Tutorial

How to Play?

Start



Which word is NOT similar to tidy?



clean



neat



messy

lives



# What are synonyms?

Synonyms are words that have the same, or very similar meaning. They need to be the same **part of speech**.

Part of speech	Word	Synonym
adjective	sad	unhappy
verb	cry	weep
noun	child	kid
adverb	sadly	unhappily

Skip

Back

Next

# What are synonyms?

Synonyms are words that have the same, or very similar meaning. They need to be the same *part of speech*.

Part of speech	Words
adjective	
verb	
noun	
adverb	

## 1. Look it up in a thesaurus

*What is a thesaurus?*

It is a book that lists words and their synonyms.

	definitions	synonyms	antonyms
Dictionary	<input checked="" type="checkbox"/> in detail	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Thesaurus	<input checked="" type="checkbox"/> short and simple	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

# Comic Freeze!



Power



Back

Robot Boy:

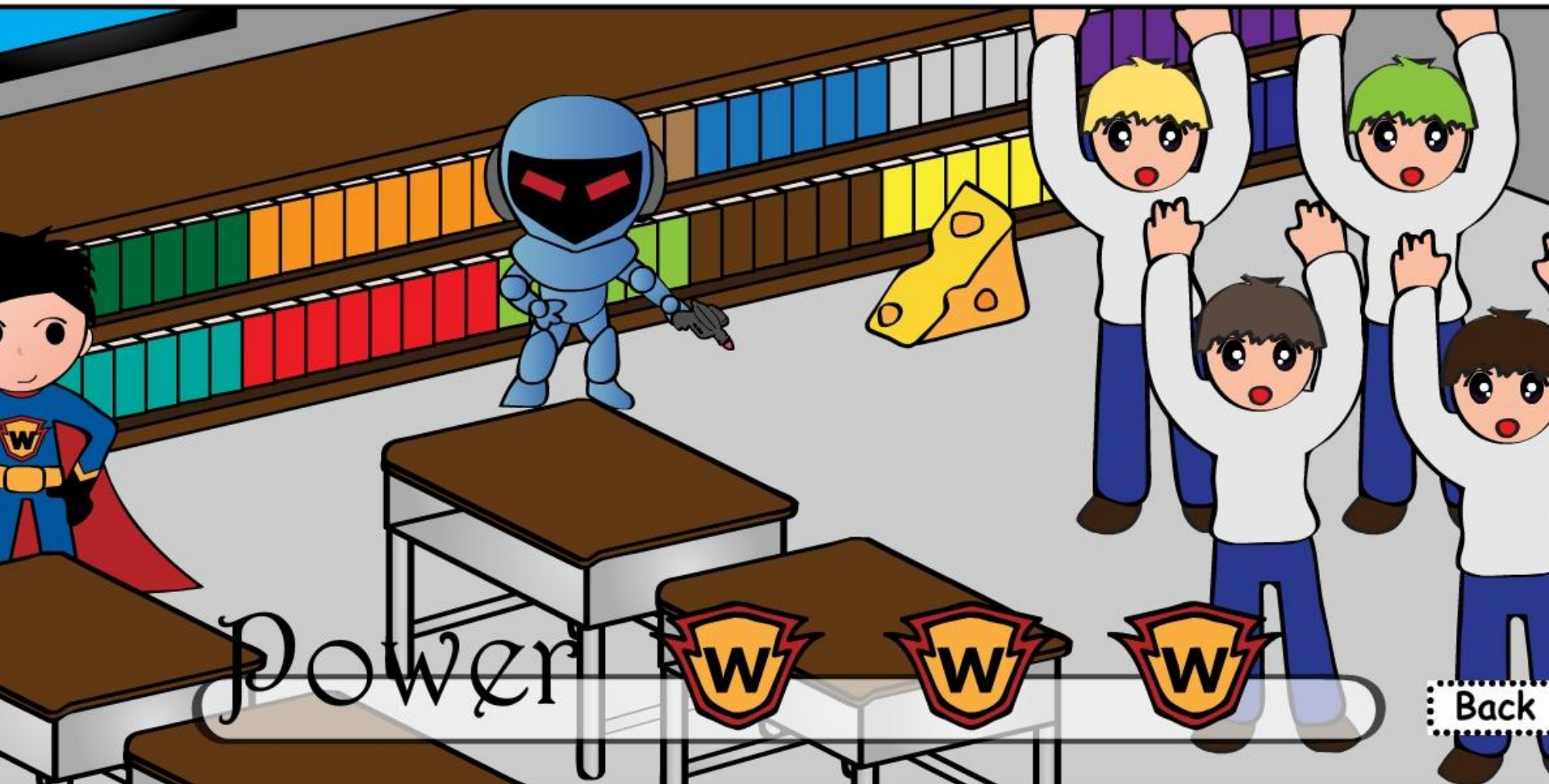
I know you'll come, but you can't stop me because I am so \_\_\_\_\_ (strong) and clever.

A. healthy

B. powerful

C. big

D. weak



# angry

[adjective]

Definition: When you feel angry, you are very cross.

- Example(s):
1. I was very **angry** with myself for making such a careless mistake.
  2. He was very **angry** about the bad service of this restaurant.

Similar Words: annoyed, cross, displeased, enraged, furious, heated, ill-tempered, irritated, mad, offended, outraged, provoked



# applaud

[verb]

Definition: When you applaud, you clap your hands to show that you liked something.

- Example(s):
1. Everyone stood and **applauded** the musicians for their great performance.

Similar Words: cheer, clap, compliment, encourage, give a hand, praise, recommend



# A

o me because I

A	N
B	O
C	P
D	Q
E	R
F	S
G	T
H	U
I	V
J	W
K	X
L	Y
M	Z



# Hong Kong Adventure

## Unit 4 Treasure Hunt

Story Mode  
Practice Mode



Full



Hungry



key



ball



volley



hand



lives





Full



Hungry



key



ball



Lives



# Level 2: Recycle the Trash



Lives





HONEY Goal

Start

Correct! Let's go!

-or

-ist

-ent

-er

visitor



Lives



# Level 3: Where is the Honey Pot?



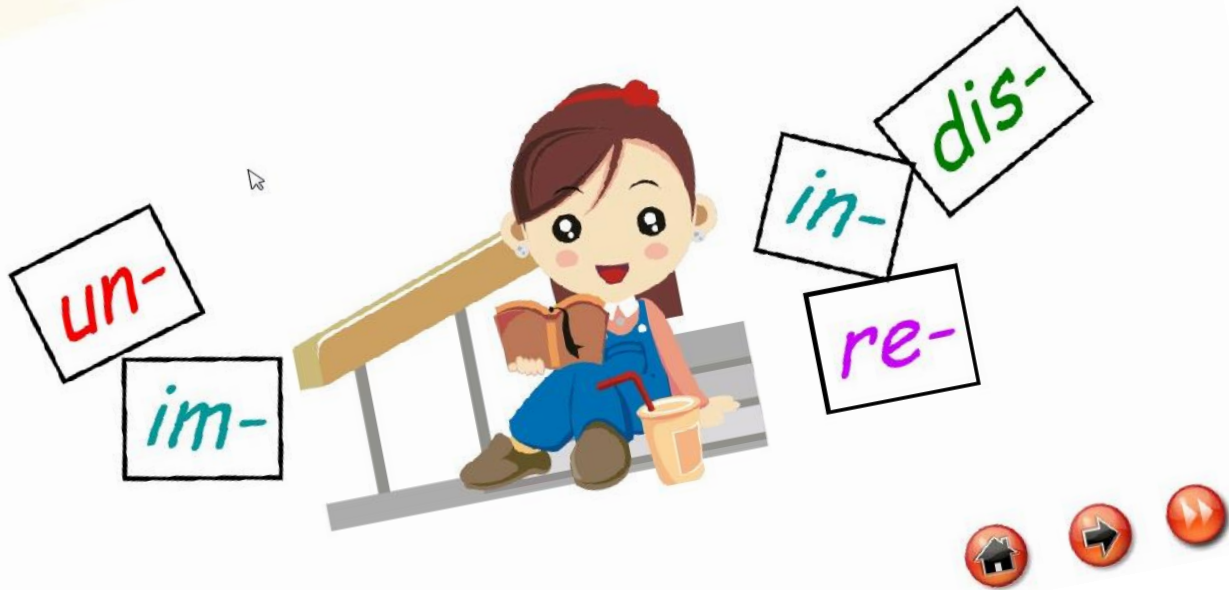
Start Goal

Bullseye!  
You are right!

Lives

work \_\_\_\_

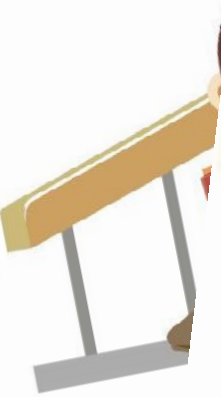
# Knowing More About Prefixes



# Knowing More About Prefixes

un-

im-



# Knowing More About Compound Words

sea + food =

bed + room =

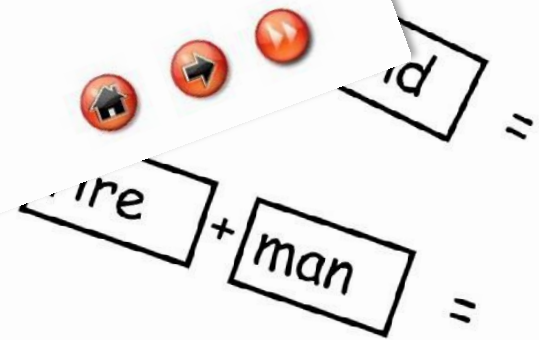
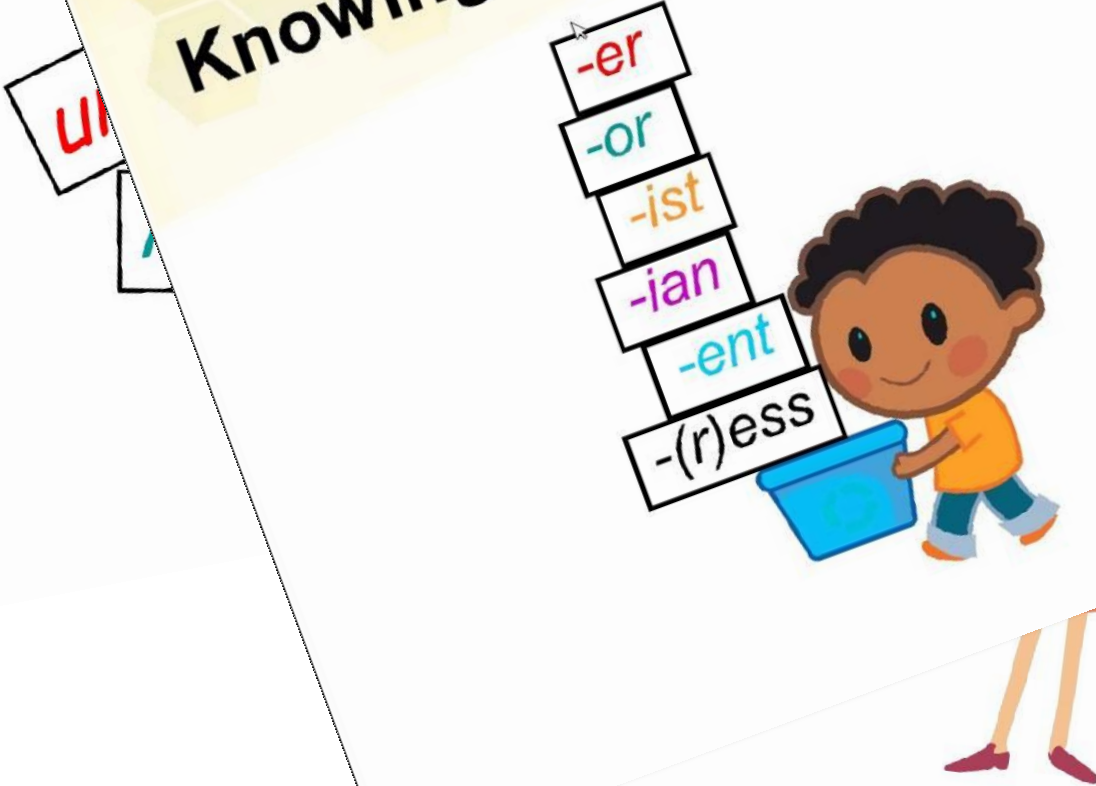


wood + land =

fire + man =

# Knowing More About Prefixes

# Knowing More About Suffixes



Choose a word to form a compound word with the word 'sun'.



sun \_\_\_\_\_

time

front

rise

ball

glasses

burn



# The Bun Festival

## Cheung Chau



Climbers rushed up to the highest point of the bun tower.





# The Bun Festival

## Cheung Chau



Reporters came to report this great event.



Lion dancers performed on the street.