

Assessment for Learning: Enhancement Measures of the TSA and Using Assessment Data to Enhance Learning and Teaching – Secondary English

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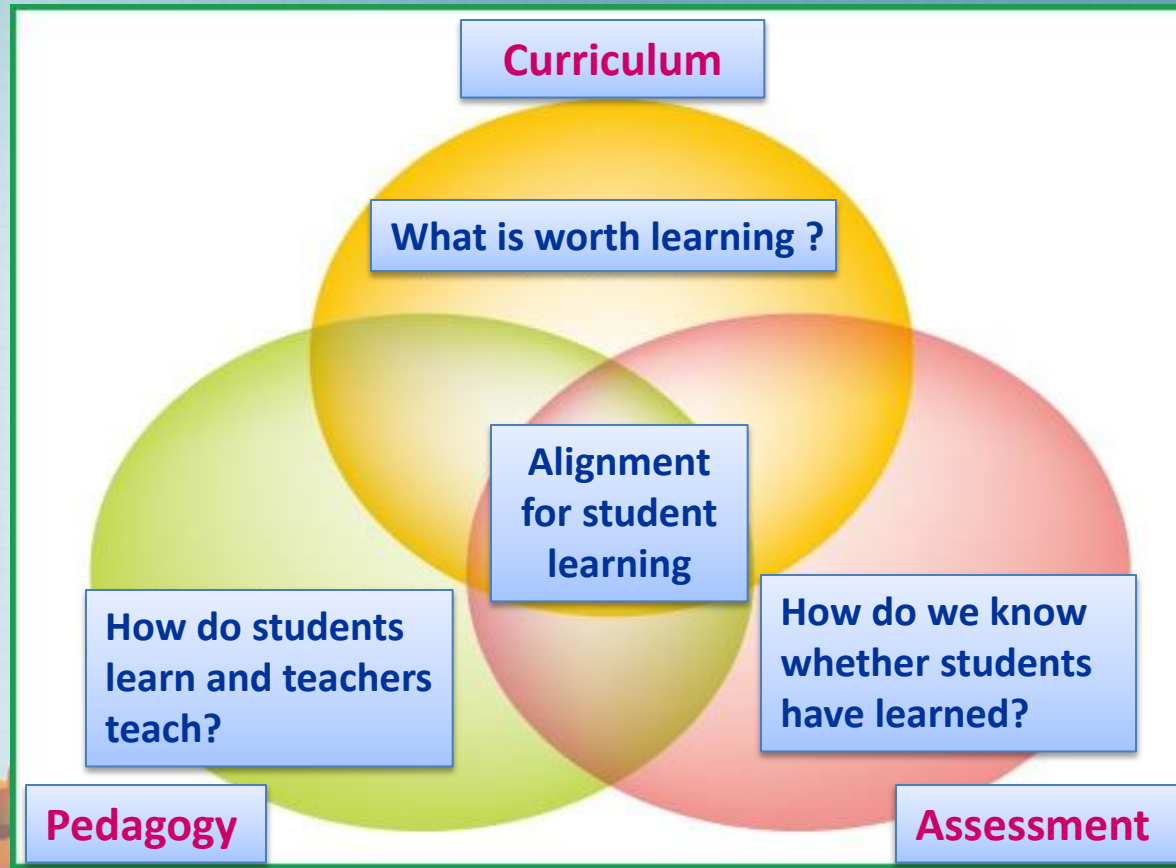


Today's Programme

Time	Content	Speakers/Guest Speakers
1:45 – 2:00	Registration	
2:00 - 3:10	<ol style="list-style-type: none"> 1. Enhancement measures of the TSA 2. Using assessment data to enhance learning and teaching 	Ms Flora Leung Fung Yin Senior Curriculum Development Officer (Assessment & Support / English)
3:10 - 3:30	Aligning objectives in the L-T-A loop	Dr Mak Chi Keung Principal, Lok Sin Tong Young Ko Hsiao Lin Secondary School
3:30 – 3:45	Break	
3:45 - 4:45	<i>Workshop</i> Assessment as a teaching tool	Ms Petunia Kingsley English Panel Chairperson, HKMA David Li Kwok Po College
4:45- 5:00	Q&A	All speakers

ASSESSMENT

an integral part of the curriculum, pedagogy and assessment cycle



Background

Learning for Life Learning through Life

*Reform Proposals for
the Education System in Hong Kong*

Hong Kong Special Administrative Region of
The People's Republic of China

Education Commission

September 2000

Education Blueprint for the 21st Century

終身學習 全人發展

香港教育制度
改革建議

中華人民共和國香港特別行政區

教育統籌委員會

二〇〇〇年九月

二十一世紀教育藍圖

Basic Competency Assessments

to enhance the
effectiveness
of assessment
mechanisms in
facilitating
learning and
teaching

Basic Competency Assessment



BCA

WLTS / Assessment for Learning Resource Bank
Web-based Learning and Teaching Support

Main purposes of TSA

- To provide the Government and school management with information on school standards in key learning areas for the purposes of **school improvement** and to provide **more focused support**.
- To provide teachers with feedback positively so as to **enhance the effectiveness of learning and teaching**
- To **enhance assessment literacy** and promote the culture of *assessment for learning* in schools, especially in basic education (P1-S3).



Enhancement measures of the TSA

I. Implementation arrangement

Primary Six (P6)	Primary Three (P3) & Secondary Three (S3)
Continue with the alternate-year arrangement for P6 TSA & Pre-S1 HKAT	Maintain status quo for P3 and S3 TSA
<ul style="list-style-type: none">- Relieving the pressure on students and teachers- Opt-in schools can obtain continuous assessment data- TSA's function of gauging students' attainments and improving learning and teaching can be largely preserved	<ul style="list-style-type: none">- Primary schools could gain reliable data for improvement in L&T at an early stage- For secondary schools, teachers appreciate that item analysis reports were useful

Enhancement measures of the TSA

II. Reporting functions

A. School level report

Primary schools	Secondary schools
- Not disclose BC attainment rates of the CEM subjects from 2014 TSA onwards	Remain unchanged
- Not disclose the data of same cohort of primary school students in the School Supplementary Report from 2014 TSA onwards	Remain unchanged
- Remove the TSA from the Key Performance Measures	Remain unchanged

Enhancement measures of the TSA

II. Reporting functions

B. a more interactive platform (beginning 2014/2015)

- a. Question papers with model answers and question items will be shown.
- b. Charts showing performance over 3 years on a particular BC/question intent.
- c. Schools may request accounts for different users (e.g. PSMCD, EPH, subject teachers).
- d. Training sessions for account administrators and users will be provided.

New feature already available



用戶: TSADLP999
時間: 2014-04-07 10:06

[> 全港性系統評估報告及資料核對表下載中心](#) > [下載評估報告](#)

[登出](#)

[全港性系統評估中心](#)

[個人檔案](#)

下載評估報告

學校編號 : P999

學校種類 : 小學, 全日制

學校名稱 : P999

請按下列按鍵以下載適當的評估報告 (TSA 2013)

學校報告

學校報告 (補充1) 不包括 WS1 學生

學校報告 (補充2) 不包括 WS1-WS2 及 WS4-WS7 學生

題目分析報告 (以基本能力為序)

題目分析報告 (以卷別為序)

學校補充報告

[返回](#)

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EXCEL files
provided since
2013

Phase One (2014)

Question papers with question items and model answers will be shown



香港考試及評核局
Hong Kong
Examinations and
Assessment Authority

主頁 / 中文 / 網頁指南 / English

用戶: IA-P001-DEMOUSER
時間: 2014-03-06 17:17

金港性系統評估 > 網上題目分析報告(以基本能力為序)

網上題目分析報告(以基本能力為序)

小三
中文
英文
數學

小六
中文
英文
數學

中三
中文
英文
數學

個人檔案

2014年全港性系統評估
學校: P001
小三 中文科

閱讀 聆聽 備註

分卷 3CR1 開啟
評卷參考 3CR1 開啟

第1頁, 共15頁
跳至 頁 跳頁

<< < 1 2 3 4 5 6 7 8 9 10 > >>

題項 Item	基本能力 Basic Competency	卷別 Sub- paper	題號 Item no.	選項 Option	得分/等級 Score/ Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
閱讀	SR1.2 能理解所學詞語	3CR1	Q01		0	0.0%	15.0%
		3CR2	Q 10		1 Uw	0.0%	84.4%
		3CR1	Q02		0	0.0%	16.4%
		3CR2	Q 11		1 Uw	0.0%	83.6%
		3CR1	Q11		0	0.0%	50.0%
		3CR4	Q02		1 Uw	0.0%	40.2%
		3CR2	Q01		0 1 Uw	0.0%	42.4%
						0.0%	57.6%

閱讀答案 Correct answer
沒有答題或答案無效 No or invalid answer

第1頁, 共15頁
跳至 頁 跳頁

<< < 1 2 3 4 5 6 7 8 9 10 > >>

Phase One (2014)

Question papers with question items and model answers will be shown

EA

file:///C:/Users/mng/Desktop/PowerPoint_forEDB/4_newPrototype_IA_BC/ia_bc_P999_ver2/ia_bc_P999.html

全港百分率
Territory-wide
percentage

7.0%
92.0%
1.0%
3.5%
96.5%
0.0%
5.5%
94.5%
0.0%
90.0%
0.5%
3.0%
1.5%
5.0%
7.5%
92.0%
0.5%
0.5%
90.0%
3.0%
1.5%
5.0%


閱讀下面的文字，然後回答問題。

從前，在大海中住着兩個大小差不多的小島，他們是兩兄弟。哥哥叫大冬冬，驕傲自大；弟弟叫小丁丁，脾氣暴躁。兩兄弟都愛斤斤計較，不理會對方的感受，每天吵個不停。

大冬冬說：「小丁丁，你看，我的樹比你多，小鳥都愛來我這裏玩，多熱鬧！」弟弟不服氣地說：「你有什麼了不起？我的環境最優美，綠海龜最愛在我這兒產卵。」哥哥說：「哼！我這兒也有綠海龜來生小寶貝。」弟弟哈哈大笑：「你那兒只有幾隻海龜，算得上什麼。你看看我這兒，全是圓滾滾、雪白雪白的小寶貝。」大冬冬說：「我的樹長得又粗又壯，樹上的鳥兒會唱歌，又會跳舞，我才是最了不起的！」

這兩兄弟天天吵架，吵得綠海龜都跑光了，吵得鳥兒都飛走了，吵得海浪一波波的想逃跑，終於把海神激怒了。海神生氣地說：「我讓你們兩個有樹，有沙灘，有鳥，有海龜，是希望你們可以照顧一些我無暇照顧的生命，你們卻吵成這個樣子，連鳥兒、海龜和海浪為了逃避你們製造的噪音，都紛紛躲起來了。現在我要把你們打入海底，如果你們能好好反省，真心悔改，我才讓你們重見天日。」

大冬冬和小丁丁沉入黑漆漆的海底，不能聽鳥兒唱歌，也不能和小海龜玩耍。他們終於知道錯了，互相道歉。從此以後，兄弟倆相親相愛，不再吵架，默默地等待再升起的那一天。



2008-TSA-CHIN-3CR1-2 2

請把電腦條碼貼在方格內

從文中找出適當的詞語，填在第1—2題的橫線上，使句子的意思完整。



- 星期天，百貨公司人來人往，十分熱鬧。
- 媽媽白天工作，下班後還要照顧我們，真辛勞。
- 大冬冬和小丁丁兩兄弟的性格有什麼分別？
哥哥驕傲自大，弟弟脾氣暴躁，常常為小事爭吵不休。
- 為什麼鳥兒最初喜歡到大冬冬那兒去？
☐ A. 因為有美麗的沙灘，氣候適宜。
☐ B. 因為有鳥龜產卵，提供充足糧食。
☐ C. 因為小丁丁常和鳥兒吵架，鳥兒不喜歡他。
☐ D. 因為有茂盛的樹林，適合鳥兒生活。
- 文中所說的「圓滾滾，雪白雪白的小寶貝」(第8-9行)指的是什麼？
這是指(綠)海龜蛋 / 龜蛋。

2008-TSA-CHIN-3CR1-3 3

繼續


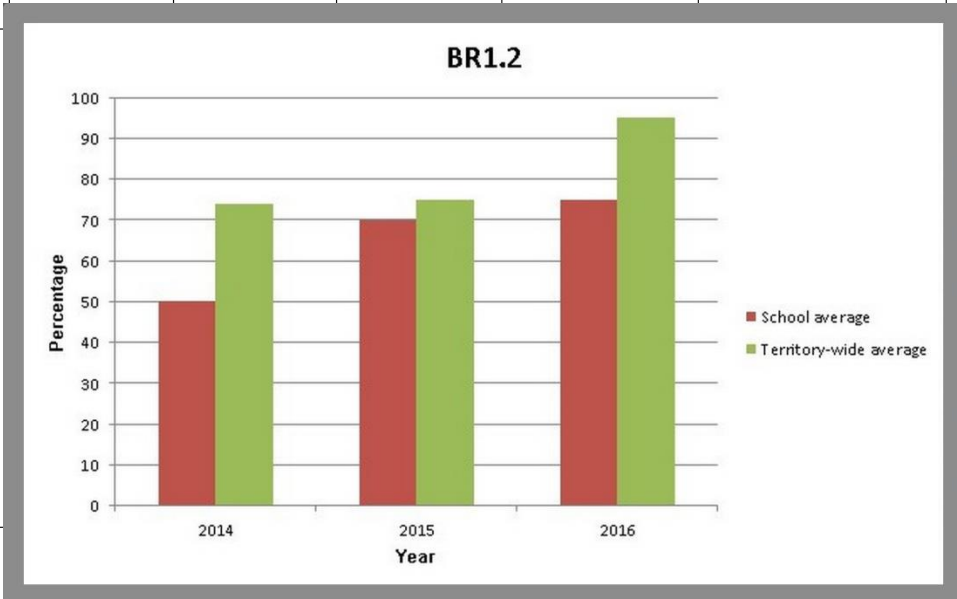

Phase Two (2015)

Other item information and data will be shown

範疇 Skill	基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/ Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
閱讀	BR1.2 能理解所學詞語  三年分析	3CR1 3CR3	<u>Q01</u> <u>Q01</u>		0 1 U#	5.0% 95.0% 0.0%	7.0% 92.0% 1.0%
		3CR1 3CR3	<u>Q02</u> <u>Q02</u>		0 1 U#	0.0% 100.0% 0.0%	3.5% 96.5% 0.0%
		3CR1	<u>Q10</u>		0 1 U#	2.0% 98.0% 0.0%	5.5% 94.5% 0.0%
				A* B		91.0% 0.0% 3.0% 2.0% 4.0%	90.0% 0.5% 3.0% 1.5% 5.0%
						10.0% 90.0% 0.0%	7.5% 92.0% 0.5%
						0.0% 91.0% 3.0% 2.0% 4.0%	0.5% 90.0% 3.0% 1.5% 5.0%
	 三年分析	3CR3	<u>Q06</u>	C D U#			

2. 流感高峰期到了，老師提醒我們要注意個人衛生，保持課室
清潔_____。

And with charts showing performance over 3 years (on a particular BC/question intent)

範疇 Skill	基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/ Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
閱讀	BR1.2 能理解所學詞語  三年分析						7.0%
							92.0%
							1.0%
							3.5%
							96.5%
閱讀	BR1.3 能理解簡淺敘述性文字的段意及段落關係  三年分析						0.0%
							5.5%
							94.5%
							0.0%
							90.0%
							0.5%
							3.0%
							1.5%
							5.0%
							7.5%
					92.0%		
					0.5%		
		3CR1	Q06	A	U#	0.0%	0.5%
		3CR3	Q06	B*		91.0%	90.0%
				C		3.0%	3.0%
				D		2.0%	1.5%
				U#		4.0%	5.0%

Tasks and exemplars with annotations will also be shown

Chi Lang & Eng Lang Writing

Math

範疇	基本能力	卷別	題號	選項
	Basic	Sub-		
學生能理解和解答加、減法的簡易應用題 (例如 Q13/M1; Q14/M1; Q11/M3; Q13/M3)。在 Q12/M2 中，一些學生不小心計算減法或混淆減數和被減數 Q12/M2				
$\begin{array}{r} 205 + 139 - 500 \\ = 156 \end{array}$				
				U#

- 學生大致能理解篇章內容，如複述篇章的表層信息，找出文中的因果關係，歸納篇章內容，以及掌握段落大意等。在〈快樂農莊〉中，學生能整合篇章信息，找出符合快樂農莊前院的景象(3CR1第4題)。學生也能理解文中的因果關係，找出「我」和妹妹到快樂農莊的原因(3CR1第3題)和為什麼妹妹要舉行派對(3CR3第6題)。在段落理解方面，學生能掌握「第二段和第三段」是描述「我」和妹妹照顧種子的情形(3CR2第6題)。

4. 下列哪一



○ A



○ B



○ C



○ D

3CR1第4題 答案：「B」

P3 E Student Exemplar

Today, I made a new friend she was kind and helpful. at school

We went to the park after school, then, we ate ice-cream together. She told me she like playing foot-ball.

Annotation

- The student is able to provide brief and relevant deas/responses to the questions ("Today, I made a new riend at school.", "We went to the park after school...", "She told me she like playing foot-ball."). The ideas are quite clear.
- The student uses a small range of vocabulary ("kind", "helpful"), sentence patterns ("We went to the park after school, then, we ate ice-cream together.") and cohesive devices ("and", "then") fairly appropriately with some grammatical mistakes ("She told me she like playing foot-ball.")

Chi Lang & Eng Lang Reading & Listening

Common misconceptions

The levels of BC are changing.

The difficulty level of sub-papers will affect the attainment rate.

TSA papers are getting more and more demanding!

The attainments rates can be calculated from the school percentages of correct responses.

Design of the TSA

Designed according to documents on Basic Competencies

Formulate test blueprint



Design items



Review items



Endorse items



Administer TSA



**Review meetings
(Subject level)**

Pretests were conducted in schools when drawing up “assessment blueprint” to determine text types, duration and number of assessment items. Schools sectors were also consulted on assessment duration.

TSA Moderation Committee is composed of academics from tertiary institutions, officers from EDB & HKEAA and serving teachers. Meetings are conducted regularly to ensure item quality and to endorse reviewed items. Assessment coverage across number of items and the duration of each sub-paper are also discussed.

Review meetings are conducted after release of TSA results each year to review the current year assessment items. The views are submitted to Moderation Committee for consideration.

Will the BC standards change if there is a change in the performance of students ?

- To maintain the standards, a secure **research test** is used to link and equate students' performance across years so that the item difficulty indices in different years can be calibrated on the same scale.
- Hence, the BC standards set in the first year remains **unchanged across the years**.



Does the difficulty level of the sub-paper affect students' attainment rate?

- As each sub-paper includes overlapping items for **equating** purposes, a student's ability index can be estimated regardless of the difficulty of the sub-papers.
- The responses from all students of all sub-papers are merged into a single data matrix from which the item difficulty indices and students' ability indices are estimated using psychometric methods.
- Hence, the measure of a student ability index is **not affected by which sub-paper he/she attempts**.

Facility and Attainment Rate

- Facility (答對率)
 - percentage of correct responses
- Attainment rate (達標率)
 - percentage of students achieving Basic Competency

Are the two related?

Facility and Attainment Rate

- The raw score involved in each sub-paper for attainment rate calculations is set by means of psychometric computation. Others (including the EDB) have no access to such information.
- Even if one knows that raw score, one still cannot project the percentage of students' attainment rate from facility average.

Conclusion and recommendation:

Don't overplay the facility. Maximize the use of the item analysis report to inform learning and teaching.

Basic Competency Assessment (BCA) Project



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

WLTS / Assessment for Learning Resource Bank
Web-based Learning and Teaching Support

What does
assessment data
tell us?



TSA 2013 S3 English Listening Weaknesses

- deducing the meaning of unfamiliar words and expressions
- using personal experience and knowledge of the world
- making connections between ideas
- discriminating between intonation for a range of purposes
- listening for main ideas
- extracting specific information from unfamiliar topics
- understanding contextual clues

HKEAA, 2013

TSA 2013 S3 English Reading Weaknesses

- language features – atmosphere
- using contextual clues
- identifying details that support a main idea
- making inferences
- working out the meaning of unknown words and expressions
- understanding the connection between ideas
- Identifying specific information

HKEAA, 2013

TSA 2013 S3 English Speaking Weaknesses

- Individual presentation:
 - Pronunciations e.g. voluntary, convenience
 - Lack of elaboration
 - Prompt dependent
 - Limited vocabulary
- Group discussion:
 - No eye contact
 - Poor turn-taking skills
 - Not active in participation
 - Lack of vocabulary

HKEAA, 2013

TSA 2013 S3 English Writing Weaknesses

- Content: lacked ideas or elaboration; prompt dependent
- Vocabulary/language pattern: simple or lacking in areas that students should be able to write about, e.g. sights in HK
- Sentence structure: simple
- Lack of understanding of audience, format, content and purpose of the writing
- Spelling mistakes were common, even in familiar words
- Proofreading was lacking

HKEAA, 2013

2013 9EW1 – Misspelling of topic vocabulary

shark → shork, shake, sock, big fish

dangerous → danger, dangers

happy → happing, happple

banner → big card, sheet, paper

beach → bleach, barch

dish → disk

principal → principle

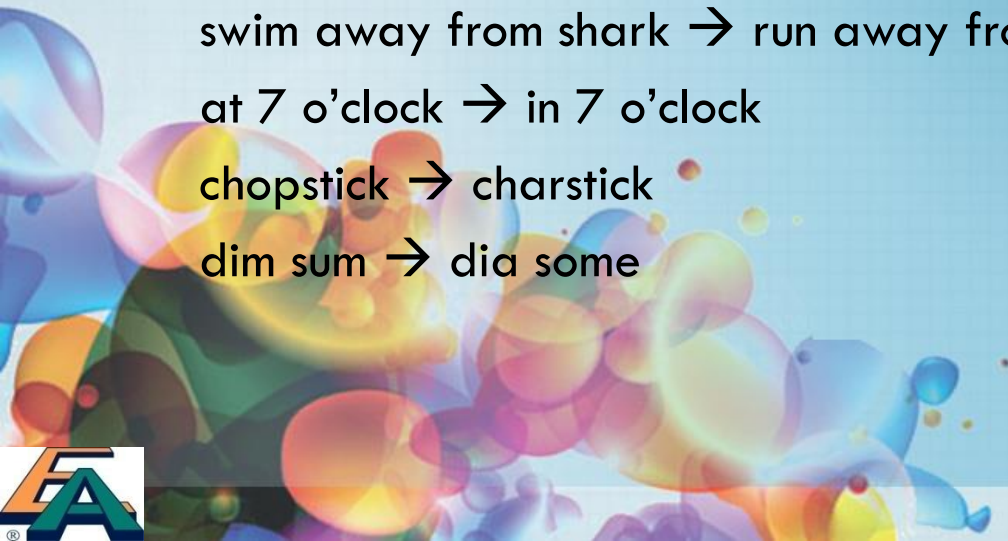
loudspeaker → shouter

swim away from shark → run away from shark

at 7 o'clock → in 7 o'clock

chopstick → charstick

dim sum → dia some



2013 9EW2 – Misspelling of topic vocabulary

Examples of incorrect spelling/expressions

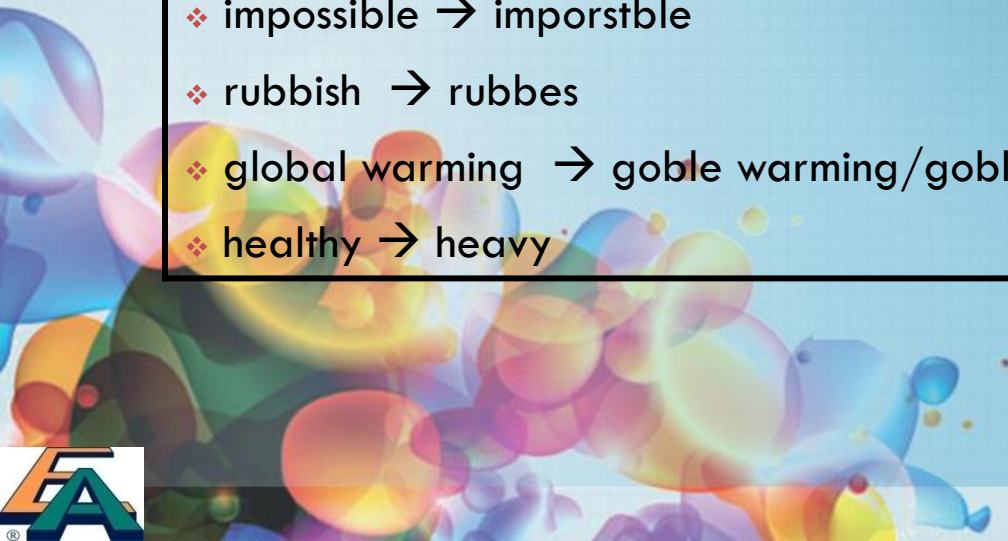
- furthermore → furtermore
- prove my instead of approve my
- finally → finaly
- In the otherhand instead of on the other hand
- chance → chean
- help → holp
- hope → holp
- apply for a summary job



2013 9EW3 – Misspelling of topic vocabulary

Examples of incorrect spelling/expressions

- ❖ Use of how instead of what → how we can do to save our environment
- ❖ worser instead of worse/worsen
- ❖ by → bai
- ❖ because → becura
- ❖ planting → (copied incorrectly) palanting
- ❖ example → exmple
- ❖ impossible → imporstble
- ❖ rubbish → rubbes
- ❖ global warming → goble warming/goble gases
- ❖ healthy → heavy



CASE STUDIES

Using assessment diagnostically to inform learning and teaching



Research Studies: English Language

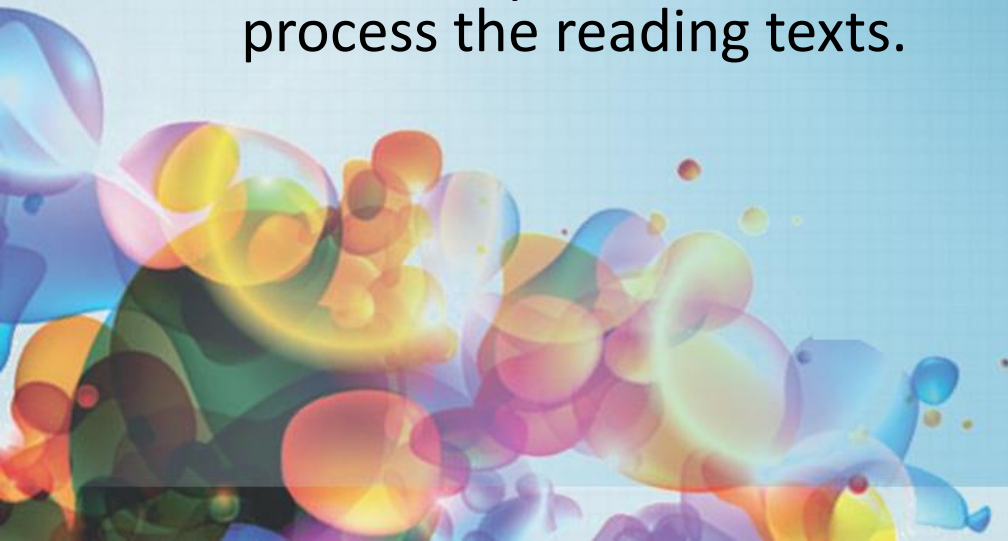
Key Stage / Topic	Project Name (Year)	Focus
KS1-3 / Reading	The Study of Using Assessment Data (Including TSA Data) to Enhance Learning and Teaching (ELE – Phase I-IV) (08-09, 09, 09-10, 10-11)	I: TSA item and data analysis + learning problem identification
		II: Empirical study to verify causes of learning problems
		III: Diagnostic assessment + teaching strategies & exemplars
		IV: Action research + intervention strategies & exemplars

Research Studies: English Language

Key Stage / Topic	Project Name (Year)	Focus
KS3 / Speaking & Writing	The Study of Using Assessment Data (Including TSA Data) to Enhance the Learning and Teaching of Speaking and Writing at Key Stage 3 (11 – 12)	Authentic assessment data analysis + verifying key learning problems +
KS2-3 / Writing	Developing Support Tools for Using Assessment Data (Including TSA Data) to Enhance the Learning and Teaching of Writing at Key Stage 3 (12 – 13)	Writing ePlatform: Corpus-based error identification + differentiated instant feedback + concordancing support + metalinguistic awareness raising

Study of Using Assessment Data (Including TSA Data) to Enhance Learning and Teaching (ELE)

- An EDB commissioned research project with four phases (2008-2011)
- Principal Investigator:
Dr Anthony KK Tong, University of Hong Kong
- Findings:
The causes of reading difficulties include students' **limited vocabulary sizes** and **text type knowledge**, **lack of reading skills** to cope with harder items and **lack of interest** to process the reading texts.



The Lexical Bar

- A text for students' comprehension should not contain more than 5% of unknown words. (Nation, 2001, P. 146)
- Weaker students tend to have **very small vocabulary sizes**. Some weaker students whom we interviewed in a study did not know up to 10% of the text.

Source: Dr Anthony KK Tong (2009/10) Study of Using Assessment Data (Including TSA Data) to Enhance Learning and Teaching (English Language Education) – EDB commissioned research project.

How much vocabulary and how should it be learnt?

Key Stage	Stage Target	Cumulative Target
KS1	1000	1000
KS2	1000	2000
KS3	1500	3500
KS4	1500	5000

Source: Dr Arthur McNeill, Enhancing the Effectiveness of English Vocabulary Learning and Teaching at Primary Level – CDI workshop 2007

- Find ways to expand students' vocabulary sizes. Repeated encounters of the target words are important.
- Teach vocabulary building skills explicitly. Devote more time and effort in vocabulary building work in the classroom.

WLTS units with a focus on vocabulary building skills

Word Formation (compound words, prefixes, suffixes)

KS2 Hong Kong Adventure 1-4

Word Association (synonyms, antonyms, homonyms)

KS2 Super Word Kid

Word Association (collocations)

KS3 Swim, Bike, Run, Three Times the Fun

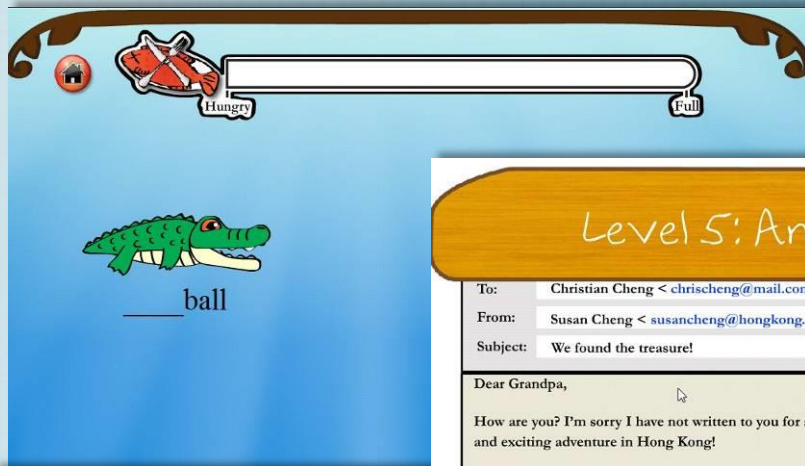
[Coming soon]



A cluster of units focusing on compound words (Unit 1), prefixes (Unit 2), suffixes (Unit 3) and the application of word formation skills (Unit 4).

Online games

http://wlts.edb.hkedcity.net/en/english/ks2/reading/l3_r_5_p6bc.html



Level 5: An Email to Grandpa

To: Christian Cheng <chrischeng@mail.com>
From: Susan Cheng <susancheng@hongkong.com>
Subject: We found the treasure!

Dear Grandpa,

How are you? I'm sorry I have not written to you for a while. I was very busy. We found your treasure map and we had a fun and exciting adventure in Hong Kong!

We followed the first hint and went to Hong Kong _____ Park. It is the home of a big family of _____ like birds and _____. We helped the _____ at the park to feed Pui Pui the Crocodile.

Then, we took the tram to the Peak. The view of Victoria Harbour was wonderful. But the park on the _____ was dirty. So we cleaned it up and threw the rubbish into _____ bins.

The third hint took us to Hong Kong _____. We met Mickey Mouse and his friends Baby Bear, He asked us to find his honey pot in the foggy forest. The forest was _____. We had to run away from the dangerous animals.

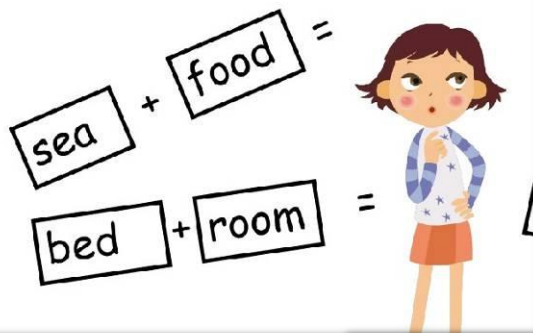
Please remember to _____ The Big Bear _____ to _____

Each unit has an interactive game aiming at different word formation skills.

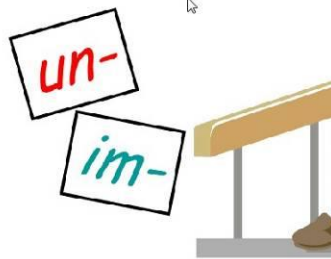
In story mode, learners can learn the skills in a meaningful context.

In practice mode, learners choose one of the skills they want to work on.

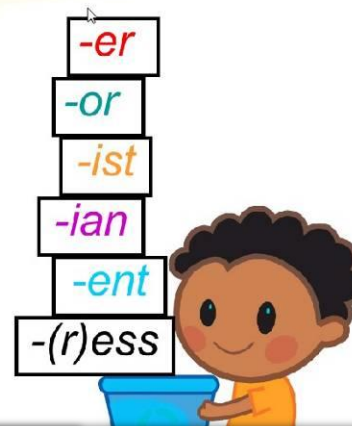
Knowing About Compou



Knowing More



Knowing More About Suffixes



Choose a word
word v



time



Can you think of more
starting with the pr

safe ✓

Un- is a prefix meaning

ited ✗

Un- is not a prefix here.
The word only starts with t

-er -or -ist -ian

'person' or thing that does something

cook + er = cooker



act + or = actor



piano + ist = pianist

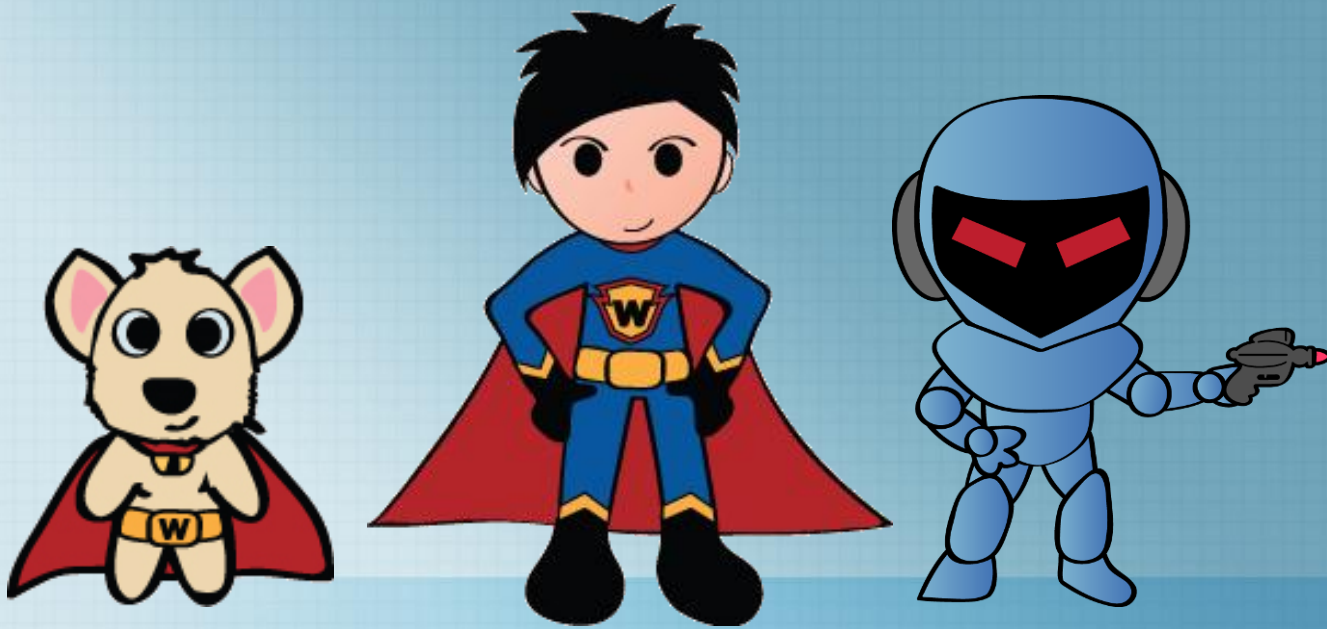


library + ian = librarian



PowerPoint tutorials with simple interactive activities are available for group or individual learning / consolidation.

Super Word Kid



What are Synonyms?

PPT tutorials for classroom use

Super Word Kid 1 A Superhero Was Born

One thing to note...

Some words have more than one meaning.

We call them *homonyms*.

With different meanings,
they have different
synonyms.



Introduction of homonyms:

To alert students that they cannot replace a word with any of its synonyms in a certain context.

great

Was Born

Meaning 1:

very big in size or number

Synonyms:

big, large, huge...

Meaning 2:

very important

Synonyms:

vital, serious

Meaning 3:

very good

Synonyms:

wonderful, excellent, cool, super, fantastic

Meaning 4:...

Meaning 5:...

Can you use any synonyms to replace the word **great** in this sentence?

Peter is a **great** football player.

Meaning 1: great → big in size

Peter is a **big** football player.



Meaning 2: great → very important

Peter is a **serious** football player.



Interactive games

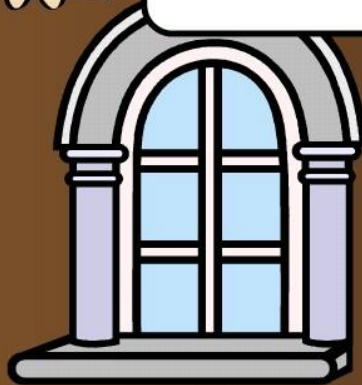


Mission 1: Library Break!



If something is soft, it is not strong.

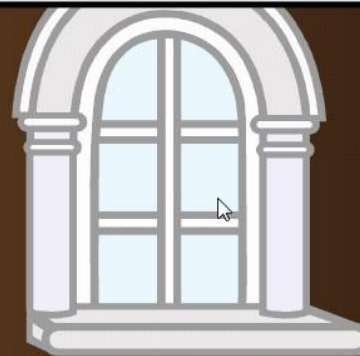
→ Next



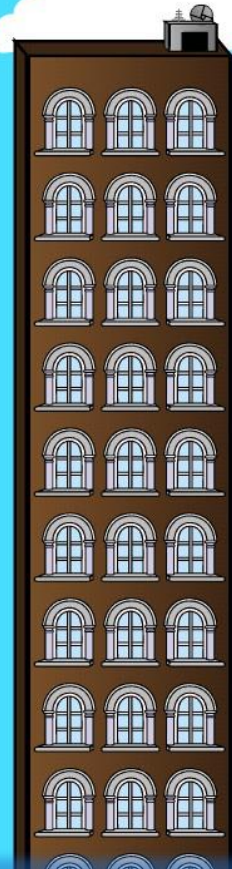
powerful



weak



soft



To climb up the building and to save the students held hostage at the Centre Library, players have to choose the correct synonyms of the provided words.

Mission 2: Comic Freeze!








Mission 2: Comic Freeze!

Robot Boy wants to turn all the books and the students into cheese! What should Super Word Kid do? Finish the story.

Tutorial

How to Play ?

Start



Choose the words that best fit the context of the comic strips to make sense of it.

Text Type Knowledge

- Many students were not aware of specific functions of the various structural elements in a text.
- More importantly, because of lacking in this knowledge, many of them often failed to comprehend the key message in a text.

Source: Dr Anthony KK Tong (2009/10) Study of Using Assessment Data (Including TSA Data) to Enhance Learning and Teaching (English Language Education) – EDB commissioned research project.

Finding Poemland

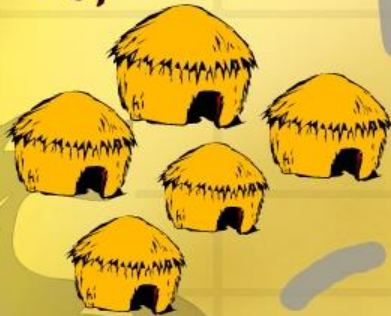
Alliteration



Onomatopoeia



Repetition



Poem Reading



Rhymes

Let's GO



Welcome to Poemland

In this Poemland, you are going to learn about the language features of poems and understand the theme, meanings and feelings in the poem.

Do you know what a poem is?



Next



Working with the Text

Poem Reading: Here comes the poem. Listen to it carefully and then answer the questions.



Lively Lou and Lazy Lynn (Anonymous)

Lively Lou and Lazy Lynn
Were each the other's identical twin
Each wore different colored clothes
But they weren't as different as some supposed...

Line 5 (End of the 1st stanza)

Lively Lou and Lazy Lynn
One went out and the other stayed in
One got up and the other sat down
One gave a smile and the other gave a frown

Line 9 (End of the 2nd stanza)

One made her bed and the other made a mess
One wore jeans and the other wore a dress
One liked jam and the other liked cheese
Lazy Lynn and her twin Louise

Line 13 (End of the 3rd stanza)

But sometimes just to cause confusion
They'd carry out a small illusion:
Lou stayed in and out went Lynn
Lou was quiet and Lynn made a din
Lou covered her ears when Lynn played "Chin Chin"

Line 18 (End of the 4th stanza)

Is Lynn Lou or is Lou Lynn ? Who knows
Which one is wearing which one's clothes ?
So, when someone commits a little sin ...
Well, No one knows which identical twin !

Line 22 (End of the 5th stanza)

Next

CLICK ME!!



Drag the correct **rhyming words** in the bubble to the appropriate blanks in the following table. Click to listen their sounds.

	Man 	Song 	Stay 	Tree 	Tall 	Care 	Flame
Rhyming Words	Land 	Along	Play	Free	Ball	There	Game

Along

Well done!

Let's go back and answer the questions about the poem!



Light








There

Friend

Game

Back



Click  to listen the sentence!	<div>CLICK ME!!</div> Is alliteration used?	What is the alliterated letter?
e.g. Red road rages with red. 	<input checked="" type="radio"/> yes <input type="radio"/> no	R
Peter jumped into the swimming pool. 	<input type="radio"/> yes <input checked="" type="radio"/> no	✓
Lily leaned towards Leon's back to give him a surprise. 	<input type="radio"/> yes <input checked="" type="radio"/> no	✗
Rain rolled down the rocky road. 	<input checked="" type="radio"/> yes <input type="radio"/> no	r ✓
Bobby Brown plays with the blue balloon. 	<input checked="" type="radio"/> yes <input type="radio"/> no	b ✓
The smell of success is drawing near. 	<input type="radio"/> yes <input type="radio"/> no	✗



Answer

CLICK ME!!



Onomatopoeia: What musical instrument is represented by the **blue onomatopoeic words** ? Click for the correct answer.

But sometimes just to cause confusion
They'd carry out a small illusion:
Lou stayed in and out went Lynn
Lou was quiet and Lynn made a din
Lou covered her ears when Lynn played "**Chin Chin**"



Examples of WLTS tasks addressing the learning problems identified

Finding a particular word

Choosing the correct meaning

Finding words of similar meanings

Making word cards

Making a word bank

Evaluation

English Dictionary

BC

Interview with Mr Hall

Finding a particular word

Choosing the correct meaning

Finding words of similar meanings

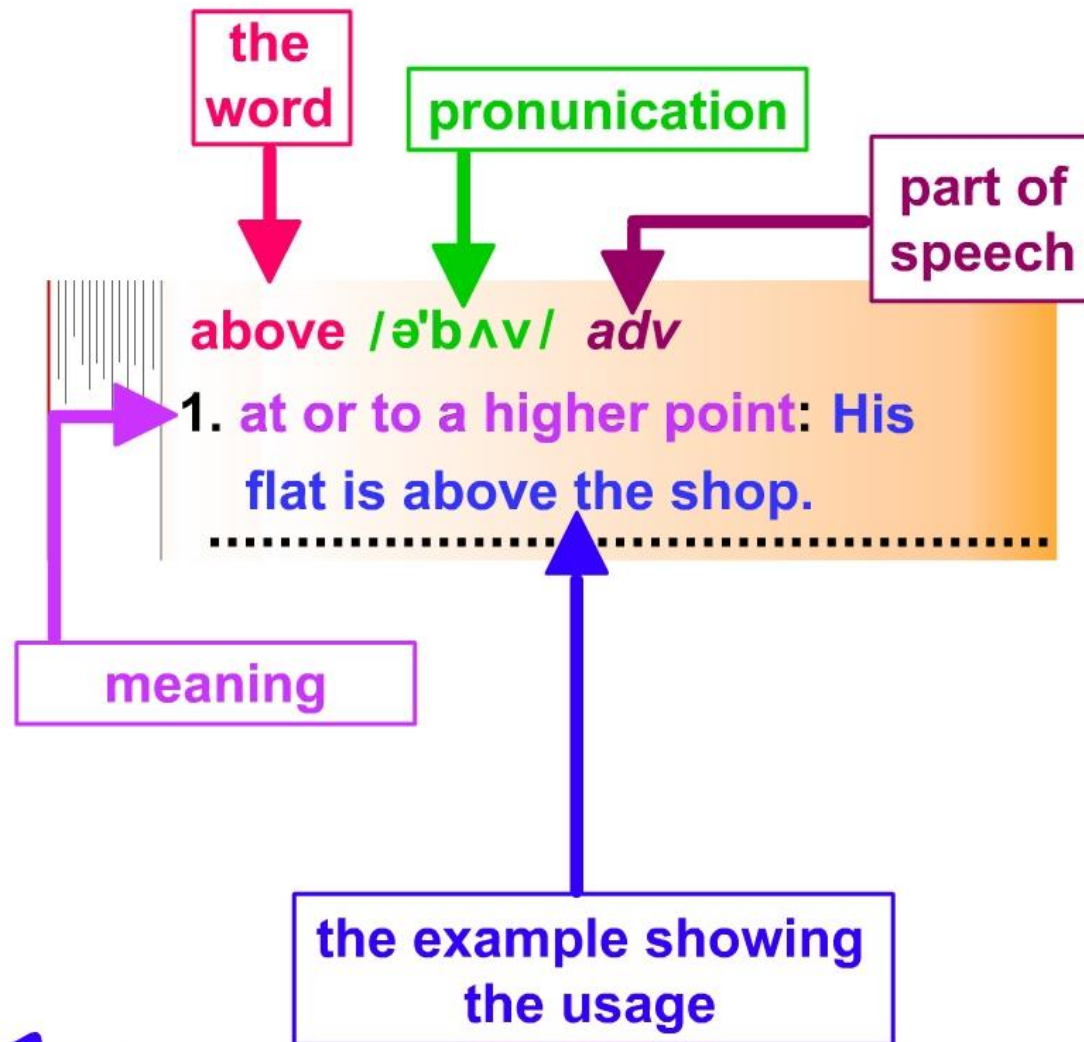
Making word cards

Making a word bank

Evaluation



How do you find the pronunciation, meaning, grammar and usage of a particular word?



Interviewing Mr Hall

Tips for Better Listening



Tips for Better Listening 1

- Listen for key words/phrases in the questions and **guess** what the interviewee is going to say.



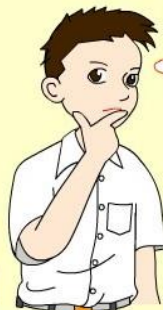
Introducing the basic skills in conducting an interview.

Listening Activity

Pre-Listening
Information

The
Interview

Listening
Practice



You

Time



Interviewee



OUR AIM

CHINESE LANGUAGE

ENGLISH LANGUAGE

MATHEMATICS

STUDENT ZONE

Related BCs

ENGLISH LANGUAGE

SEARCH RESULTS

KS2 (P.4-P.6) Basic Competencies

Listening

L3-L-1-P6BC -
Discriminating between words with a range of vowel and consonant sounds

L4-L-2-P6BC -
Understanding the use of a small range of language features in simple literary / imaginative spoken texts

L4-L-3-P6BC -
Using a range of strategies to understand the meaning of simple texts on familiar topics which are delivered clearly in familiar accents

Reading

Writing

Speaking

Home > English Language > KS2 (P.4-P.6) > Listening > L4-L-3-P6BC

Learners' Possible Problems and Suggested Follow-up Actions

SEARCH AGAIN

Follow-up Materials

Other Resources

Related Module

Follow-up Materials

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

- 1** Learners are not able to use a range of strategies to understand simple instructions and questions related to familiar contexts.
- 2** Learners are not able to listen for gist / main ideas in short conversations.
- 3** Learners are not able to discriminate between intonations for various purposes.
- 4** Learners are not able to identify key words / extract specific information.
- 5** Learners have difficulties in understanding the connection between ideas (by identifying cohesive devices).

Suggestions for Follow-up Actions

Learning Unit	Description	Problem addressed (see above)	Suggested duration (minutes)	For Students' Self-
---------------	-------------	-------------------------------	------------------------------	---------------------



[Home](#) > [Student Zone](#) > [English Language](#) > [P1-P3](#)



Dos and Don'ts



Going for a Picnic - 1
Going to the Zoo



Going for a Picnic - 2 At the Supermarket



Guessing Animals - Which Animal Is It



Happy to Read Aloud



King Kong and Ken



Listen to My Voice - 1
Pat is Home



Listen to My Voice - 2
My New Timetable

Writing ePlatform

The Writing ePlatform provides instant informing feedback to assist Key Stage 3 students writing, allowing students to take a discovery-based approach to accurate and fluent English.

At this initial stage, the feedback focuses on common writing problems, especially for low achievers.

EDB

HKUST

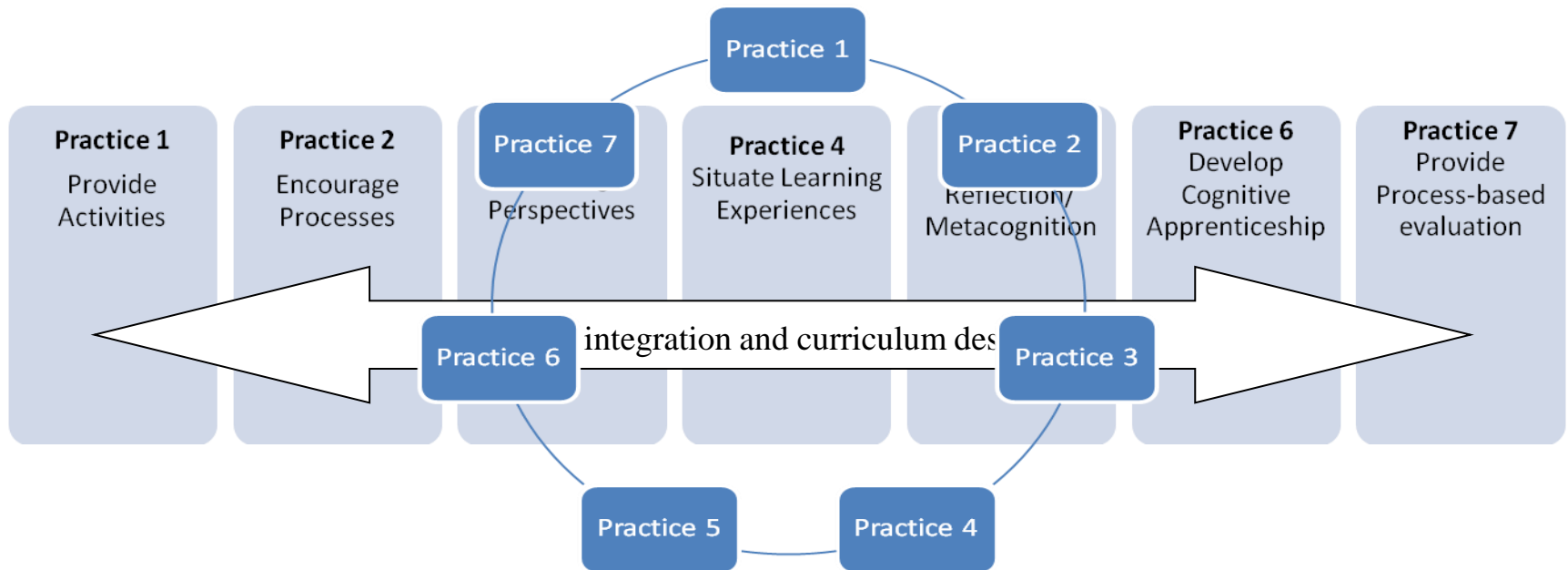
HKEAA

Rationale: Assessment *of*, *for*, and *as* Learning

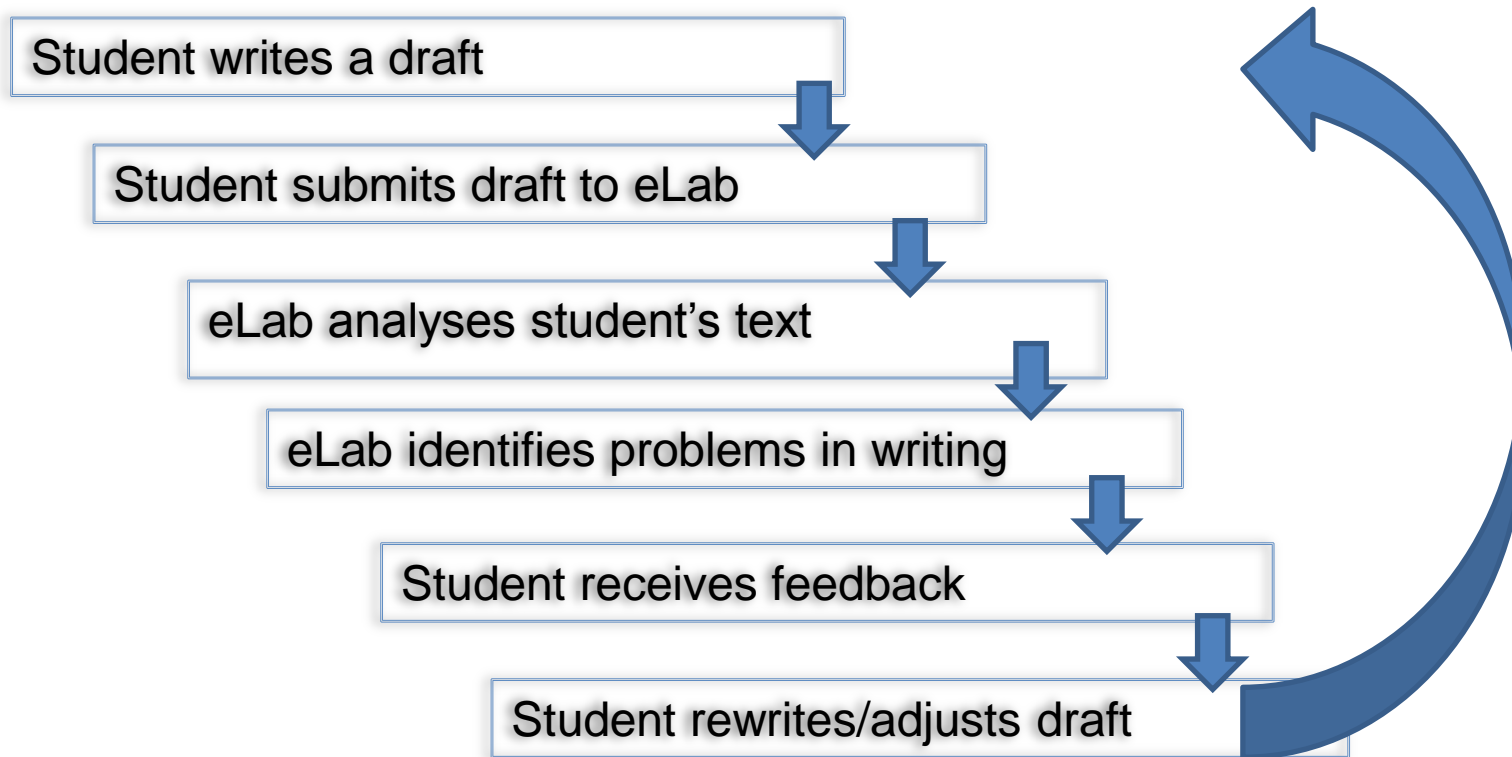
<i>Approach</i>	<i>Purpose</i>	<i>Reference Points</i>	<i>Key Assessor</i>
Assessment <i>of</i> Learning	Judgments about placement, promotion, credentials, etc.	Other students	Teacher
Assessment <i>for</i> Learning	Information for teachers' instructional decisions	External standards or expectations	Teacher
Assessment <i>as</i> Learning	Self-monitoring and self-correction or adjustment	Personal goals and external standards	Student

Assessment As Learning (Earl, 2003)

E-learning vision



eLab and the writing process



eLab interface

Writing ePlatform

- Developed by EDB and HKUST



Logout

Demo

About

Guide

Choose your writing topic: Useful [words](#) for your writing.

Choose the language area(s) you want to check:

Choose your English level:

Your Writing

Word Tag

Vocab-Profile

Please enter your writing below:

Total Word Count: 0

Reference Links: [Word Neighbors](#); [Google Books](#); [Google Fight](#); [Just The Word](#)

eLab & flexibility

Choose the language area(s) you want to check:

Choose your English level:

Your Writing

Please enter y

Language Area Setting

✎ Please choose the language area(s) that you want to check.

<input checked="" type="checkbox"/> Verb (tense and form)	<input checked="" type="checkbox"/> Article	<input checked="" type="checkbox"/> Pronoun
<input checked="" type="checkbox"/> Word Choice	<input checked="" type="checkbox"/> Number (singular/plural)	<input checked="" type="checkbox"/> Spelling
<input checked="" type="checkbox"/> Preposition	<input checked="" type="checkbox"/> Word Form	<input checked="" type="checkbox"/> Agreement (e.g. Subject-Verb)
<input checked="" type="checkbox"/> Sentence Structure	<input checked="" type="checkbox"/> Other	

eLab & rich interactive feedback

Choose the language area(s) you want to check:

Choose your English level: Basic Intermediate

Your Writing **Word Tag** **Vocabulary**

Please enter your writing below:

Although I like it, but it is not

check. They are rarely used in the same sentence. Use Word Neighbors to look for examples of how "although" and "but" are used by native writers of English.

✗ Although it looked like a high-class hotel but I only paid fifty-five dollars to stay there.

✓ It looked like a high-class hotel but I only paid fifty-five dollars to stay there.

✗ Although the food was not great but I felt very happy that I was able to cook the meal by myself.

✓ Although the food was not great, I felt very happy that I was able to cook the meal by myself.

✗ Although you want to eat quickly when you are hungry but you should eat slowly so that you can judge more easily when you have had enough.

✓ Although you want to eat quickly when you are hungry, you should eat slowly so that you can judge more easily when you have had enough.

Check Submit

eLab & vocabulary building

Choose your writing topic: Useful [words](#) for your writing.

Choose the language area(s) you want to check:

Choose your English level:

This word cloud allows you to see the number of times a word appears in your text. Notice that there are two colours: **BLACK** and **BLUE**. If you notice that a **BLACK** word is appearing a lot, you may be repeating that word too often. The **BLUE** words are very common in English and may be repeated in a text.

again (1) thing (1) what (1) pretty (1) not (1) it (2) hoped (1) some (1) did (1)
eating (2) of (5) unforgettable (1) city (1) tasty (1) fishball (1)
because (2) only (2) trip (2) good (3) them (1) electronic (1) kok (1)
firstly (1) china (2) very (1) for (3) although (1) is (1) want (1) days (1)
go (2) time (1) delicious (1) went (5) pay (1) hong (5) kind (1) lot (2)
stayed (1) an (1) could (3) mon (1) such (1) shopping (3) money (1)
lastly (1) also (2) watched (1) have (3) in (3) mainland (2) found (1)
enjoyable (2) many (1) the (8) seller (1) we (13) secondly (1)

eLab & vocabulary building

Your Writing

Word Tag

Vocab-Profile

The vocab-profile shows you the range of vocabulary that you are using in your text. As you progress in your writing, keep track of the vocabulary that you use. Expanding your vocabulary beyond the Key Stage 1 and 2 word lists will allow you to write more about your topic.

Please go [here](#) to see a list of words related to the topic you are writing. Using these words would give you more flexibility in writing.

Please go [here](#) to learn more about important vocabulary building skills through the Web-based Learning and Teaching Support resource that provides self-learning materials, interactive activities, online games, etc.

	Percent
KS1 Words:	71%
KS2 Words:	8%
KS3 Words:	2%
KS1 + KS2 + KS3	(81%)
Common Words:	3%
Rare/Foreign Words:	16%
Total:	100%

an enjoyable trip there was a amazing and enjoyable trip on last summer holiday i rememered that my family and i went to hong kong that was the first time i went to hong kong hong kong is famous in the food shopping and the night view firstly we went to mon kok to have some tasty food such as curry fishball they were as delicious as what we could have in mainland china also the service of the shop were good the seller were very nice to us secondly we went shopping that was amazing that we could buy many different kind of thing there every of them were pretty good although we bought a lot of eletronic production and souvenirs we did not pay a lot of money lastly we went to the seaside and watched the view it was unforgettable because it was beautiful that we could not see in mainland china despite we only stayed for a few days we found that hong kong was a good city for buying eating and enjoying i

eLab & vocabulary building

Click the word/phrase below to search them in

annoying *adj.*

- adverbs
 - [very](#), [extremely](#), [fairly](#)
 - [See more](#)
- prepositions
 - [to](#)
- verbs
 - [be](#), [prove](#)
 - [See more](#)
- annoying + nouns
 - [thing](#), [bug](#), [habit](#), [problem](#), [buzz](#), [quirk](#), [sister](#), [voice](#)

Click [here](#) to search in Word Neighbors

[amazing](#)
[cone](#)
[fantastic](#)
[light](#)
[none](#)
[reduce](#)
[single](#)
[total](#)

[believe](#)
[information](#)
[measure](#)
[strange](#)
[vehicle](#)

[active](#)
[behave](#)
[chest](#)
[cunning](#)

[bitter](#)
[chin](#)
[curious](#)

[blind](#)
[close](#)
[deaf](#)

[bone](#)
[confident](#)
[diligent](#)

[bow](#)
[conversation](#)
[disappointed](#)

[calm](#)
[cousin](#)
[dizzy](#)

[charming](#)
[crawl](#)
[dull](#)

[cheek](#)
[cruel](#)
[dumb](#)

[familiar](#)

[either](#)

[prove](#)

[inter](#)

[eff](#)

[e](#)

[word](#)

eLab & concordancing

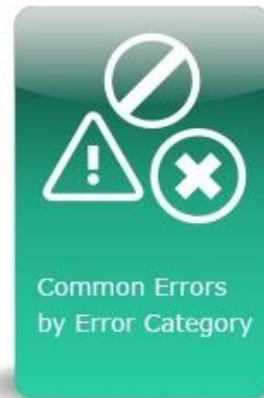
WordNeighbors

NOTE: The division of words into classes (e.g. noun, verb, etc.) by a computer program is NEVER 100% accurate. The classification given here is a close approximation of the characteristic ways that the word behaves. However, you must use your **human judgment** in deciding the class of the word!

Search results for although (CONJ)		Text Type
1	Although concentrating on the Classical period, the tour will also cover some of the buildings of Christian Rome. ...more	Advertisements BNC-HCP
2	Although management was not specifically aware of it, Mr. Compton's previous changes -AMP and competencies -- was an attempt to change the management culture prior to reengineering. ...more	Articles & Reports (Business & Administration) 0136.TXT
3	Although he does get the chance to accuse his former master, Falkland, of having committed a murder and of having shifted the blame and punishment onto an innocent tenant farmer, the legal system continues to operate as it has throughout ...more	Articles & Reports (General) 60.4handwerk.TXT
4	Although Spacks is mainly concerned with fiction, in Leapor's poetry a reader is often drawn into such a relationship with the poet, and into the privileged society of her closest friends. ...more	Articles & Reports (Humanities & Social Science) BNC-AN4
5	For example, although Microsoft Excel can not replicate a database, it can update a database replicated by another product. ...more	Articles & Reports (Instructions) REPJET.TXT
6	Furthermore, although the panel was unaware of it, the Commission joined with the debtor in bankruptcy in moving to vacate the decision in Telsey. ...more	Articles & Reports (Law) case 12.txt
7	Although the tags will point to the required record addresses directly, accessing or retrieving these synonyms requires a head movement of at least one cylinder. ...more	Articles & Reports (Science & Engineering) BNC-FPG
8	Although Batty's been missed, Fairclough can provide a John Wark-like threat in the opposition box. ...more	Correspondence BNC-JIC
9	It might even be possible to scare him into silence, although when he was brought to Owen's office in the early hours of the morning that did not seem very likely. ...more	Fiction (Prose) BNC-HTX
10	Although large areas of grassland still remain on unploughable slopes, particularly on the north-facing scarp, they have largely changed in character. ...more	Miscellaneous Text BNC-B31

eTutor

The eTutor helps learners of English with common errors and has been specifically designed for students based in Hong Kong.





Article Errors

[\(Click here to see hints and tips on avoiding article errors\)](#)

These are common errors made by Hong Kong students. Click on the links below to see more information on particular errors.

- [\(Determiner\) + another](#)
- [\(Noun\) is \(noun\)](#)
- [\(Proper noun\) is \(noun\)](#)
- [A \(word that starts with a vowel\)](#)
- [After the \(holiday\)](#)
- [After the \(mealtime\)](#)
- [Amount](#)
- [An \(word that starts with a consonant\)](#)
- [An advice](#)
- [Each of \(plural noun\)](#)
- [Go to the bed](#)
- [Have a \(mealtime\)](#)
- [Hundred dollars](#)
- [In \(initialised place name\)](#)

eTutor & the 10 common error



Common Errors
by Error Category

Writing ePlatform

- developed by EDB and HKUST





Common Errors by Error Category

<u>Agreement</u> (e.g. Subject-Verb) Click here for hints and tips	<u>Number</u> (Singular/Plural) Click here for hints and tips	<u>Verb</u> (Tense & Form) Click here for hints and tips
<u>Article</u> Click here for hints and tips	<u>Preposition</u> Click here for hints and tips	<u>Pronoun</u> Click here for hints and tips
<u>Spelling</u> Click here for hints and tips	<u>Word Choice</u> Click here for hints and tips	<u>Word Form</u> Click here for hints and tips
<u>Sentence Structure</u> Click here for hints and tips	<u>Other</u>	



eTutor



Common Errors Explained in Cartoons

Common Errors
Explained in
Cartoons



Oh ... I see. Well, you'd be better off using your funds

Afford



Hah? Is there anything wrong with my grammar?

Amount



AT LAST, I want to improve my understanding of English grammar.

At Last



I failed my driving test last week.

Before



Ah ... I guess I should have said that I **ALSO** took part in many

Besides



Boring



Don't be mean. Please?



You do NOT **CARRY** an **ACCENT** in English.



I'm really worried about taking Physics 2.



eTutor



Links to Useful
Tools to Use
When Writing



Links to Useful Tools to Use When Writing

Word🐾Neighbors

[Word Neighbors](#) lets you search for examples of authentic English sentences. Click [here](#) to see a tutorial on how to use [Word Neighbors](#).

WLTS

Access the rich bank of English language learning materials in the [Web-based Learning and Teaching Support \(WLTS\)](#).

jtw


Find word combinations using [Just The Word](#).

Google

Use [Google](#)-based tools, such as [Google Fight](#), [Google Ngram Viewer](#), [Google News](#), [Google Books](#) and [Google Scholar](#) to check whether your phrases are commonly used.

eLab Teacher interface

Writing ePlatform
- Developed by EDB and HKUST



Logout

DemoAboutGuide

Student: Writing:

Export students' writings.

Choose your writing topic: Useful [words](#) for your writing.

Choose the language area(s) you want to check:

Choose your English level:

Check

Your WritingWord TagVocab-Profile

Please enter your writing below:

Save

Assessment *for* learning

How will the ePlatform enable/enhance formative assessment?

How can the ePlatform provide assistance as part of/during the assessment?

In what ways could the ePlatform assist teachers with collecting data so that they can modify the learning work for their students?



Looking forward

To better align learning, teaching and assessment

