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Unit 1
Introduction to a
Language-across-the-Curriculum (LAC) Approach

Because the medium of instruction is the key to understanding the subject content in an EMI school, an LAC approach will help improve students' language proficiency and understanding of academic content.

➢ *What is an LAC approach?*

An LAC approach is one that integrates language learning and content learning

➢ *Why is there a need for such an approach?*

Language cannot be effectively learnt without a context while learning in all subjects is dependent upon language. In view of the above, language and content are closely interrelated. In fact, content subjects provide a context for language while effective language development facilitates the learning of content subjects. It is therefore necessary to integrate language and content.

➢ *What are the benefits of an LAC approach?*

For the school: To ensure that there is an organisational structure in the school which helps to formulate and implement language policy across the curriculum. This enables teachers to contribute and get support in dealing with language in learning issues as well as to work for a common target.

For the teacher: To use the language to teach more effectively and help students learn more effectively

For the students: To minimise the problems of adjusting to the new medium of instruction and to learn the subject content better.

➢ *What are the respective roles of content subject teachers and English teachers in an LAC approach?*

English teachers introduce and teach the skills, reinforcing them from time to time in English lessons.

Content subject teachers re-teach those skills or introduce related skills/concepts in their lesson, integrating language and content.

Example:

The idea of suffixes has been introduced in English lessons.

The History teacher can introduce the new suffix '-ism' and give examples such as 'communism' or 'colonialism', or consolidate familiar suffixes, like 'ion' in 'rebellion'.

(See materials "Teaching Ideas for English Teachers" and "Teaching Ideas for Content Subject Teachers" prepared by the CUHK Project Team)

● It is important for English teachers and content subject teachers to each know what the other is doing. For instance, the English teacher can teach students how to do a vocabulary log. The content subject teachers then ask students to keep a vocabulary log for their own subject. The English teacher can collect the vocabulary logs and check from time to time to make sure that students are on the right track.

● As every subject has to contribute to the language development of students, a balance between an emphasis on English and an emphasis on content is recommended.

● Since more time and effort has to be spent on the development of students' language proficiency, the subject content may have to be reduced, especially at the initial stages.
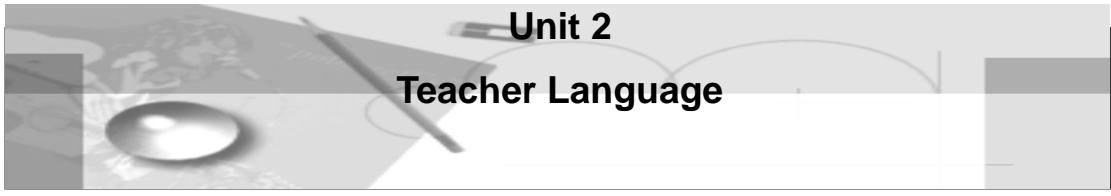
Unit 2
Teacher Language

A. The importance of teacher language

The classroom is an authentic social environment which provides plenty of opportunities for the genuine use of language. So, the language the teacher uses provides exposure to real language use.

B. Criteria of good teacher language

1. providing a reliable model (accurate, fluent and appropriate)
2. provide rich comprehensible input
3. being natural
4. exposing students to language that shows form-function relationships
5. varying the situational phrases e.g. the whole class, all together
6. not requiring students to understand every word in order to comprehend the teacher's language
7. getting students' attention before he / she starts talking
8. providing opportunities for students to hear genuine uncontrolled language used for authentic communicative purposes
9. providing opportunities for authentic use of language

C. Elements contributing to good teacher language

The following is adapted from Hoare P., Kong S. & Evans M. (2000). *Principles and Practice of Immersion Teaching*.

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1. Speed
- adjusting the speed of the teacher talk to match the level of students' understanding
- breaking up the teacher talk into smaller manageable 'chunks'

2. Vocabulary
- using simple vocabulary
- using vocabulary that is generally known to the students

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3. Language structures

 - using simpler structures e.g. active sentences

 - using short sentences

4. Content

 - including familiar topics to arouse students' interest

- including requests for repetition, clarification or explanation from students

 - including much encouragement for students to interact

5. Repeating and rephrasing

 - repeating and rephrasing the sentences to help students understand

6. Flexibility

 - using the language flexibly in different situations

Unit 3
Classroom Language (Teachers' List)

A. General Classroom Language

The items below are grouped according to their nature and use. They are neither prescriptive nor exhaustive. They are only for teachers' reference.

1. Praising students

Good.

Very good.

Excellent.

Perfect.

Great.

Superb.

Marvellous.

Lovely.

Exactly.

Good job.

Well done.

That's very good.

That's nice.

I like that.

You've done a great job.

You didn't make any mistakes.

Excellent answer, _____ (name of the student).

You are very good at this.

That's right.

Good work.

That's it.

You did that very well.

Keep up the good work.

Terrific.

That's the way to do it.

That was first class work.

2. *Saying a student is wrong*

Not really.

Good try but not quite right.

I'm afraid that's not quite right.

It's not quite right. Could anybody help?

3. *Encouraging students after they have given an answer*

Good try.

A good guess.

Not bad.

Don't worry about the spelling.

Try again.

4. *Encouraging students to speak*

Would anyone like to try?

Don't be afraid to make mistakes.

We learn from mistakes.

It's OK to make mistakes.

Don't worry about being wrong.

We'd really like to hear what you think.

Tell me your answer. If it's correct, good. If it's wrong, we'll talk about it.

You won't be punished for a wrong answer.

I'd prefer to hear your answer, not your neighbour's.

5. *Beginning of a lesson*

Good morning / afternoon.

How are you today?

Did you have a nice weekend?

6. *Ending a lesson*

It's almost time to stop.

Time is running short. We have to stop here.

Let's stop here and continue next lesson.

That's all for today. Are there any questions?

That's all for this lesson. See you tomorrow.

We'll discuss this further in the next lesson.

Before you leave, I have one more thing to say.

See you next week / Monday.

I don't think we have time to finish this now. We will continue next lesson.

Have a nice weekend.

7. *Marking stages of a lesson*

First, let me take the attendance.

Let me take a roll call first.

The first thing we'll do is …

I want to introduce …

Today we're going to look at …

Today we'll find out about …

In this lesson, you will learn …

We were looking at … yesterday/last lesson. Today, let's look at …

The next thing we'll do is …

Now let's look at …

Let's move on to …

When we've finished this, we'll discuss …

I think you've all got that, so we'll move on to a new topic.

If there are no problems, we'll move on to something new.

8. *Classroom organisation/management*

Now put your things away.

We won't start until everyone is quiet.

Okay. I think we can start now.

Keep quiet.

Louder, please.

Say it a bit louder, please.

I can't hear you. Say it again, but this time louder.

Speak more clearly.

Not so quickly, I can't follow.

Repeat / Once again, please.

Say it again / once more.

Again, but more quickly this time.

Say it after me.

Use a complete sentence.

9. Eliciting answers

Does anyone know the answer?

Can anyone tell us the answer?

Put up your hands if you know the answer.

Can anyone help him / her?

What can we do next / in this case?

What's the answer?

10. Eliciting an explanation

What does this mean / show?

How do you do this?

Why does it happen?

Any comments?

Do you have any ideas about …?

Can you give me an example of …?

Explain more, please.

What do you mean?

What is the meaning of this word?

Why do you do it that way?

What did you do next?

11. Clueing

Shall I give you some hints?

Let me give you some hints / help.

It's used for …

It's the same as …

It's like a …

It's the opposite of …

It's a type of…

12. *Giving instruction for pair/group work*

Work with the person next to you.

Work together with your friend.

Find a partner.

Work in pairs.

Work in groups of two / three / four.

Work in twos / threes / fours.

I want you to form groups. Three / Four students in each group.

Get into groups of three / four.

I'll divide the class into groups.

Here is an exercise / task for you to work on in pairs / groups / threes.

I want you to do this in pairs / groups.

13. *Instructions for homework / assignments*

This is the homework for tonight.

Complete this exercise for homework.

Complete the exercises at home.

Memorise this passage and I'll give you a test next lesson.

Learn this by heart.

Don't forget your homework.

Revise the last two chapters for the test.

Copy the heading and underline it.

Write on alternate lines / every line.

You must hand in your homework by next Monday / next lesson.

Hand in your homework to the monitor / monitress.

Please take down the information on the board and finish the assignment at home.

Your homework assignment is to … Please write it down in your handbook.

14. *Asking students to do preparation at home*

Prepare Chapter X at home.

You must read Chapters X and Y at home.

By next lesson, I want you to read pages X and Y.

Recite this poem at home.

Look up the new / difficult words in the dictionary.

Find the meaning of these words in the dictionary before the next lesson.

15. *Checking understanding*

Is there anything you don't understand?

Do you know the meaning of all the words?

Are there any words you don't understand?

Is there anything you would like to ask about?

Are there any points you are not sure of?

Has anybody got anything to ask?

Is everything/that clear?

Do you understand everything?

Put up your hands if you have any questions.

O.K.?

All right?

Have you got any questions?

Would you like me to repeat that?

16. *Instructions for tests and examinations*

Put away all your books.

Pass the papers to the back.

Don't turn over the question paper.

Has everybody got a question paper?

Has everybody got an answer sheet?

Raise your hands if you have any problem.

Listen to the tape carefully.

Read the instructions carefully.

You have one hour to do the paper.

You may start now.

You still have X minutes.

You have x minutes left.

X more minutes to go.

Time is up.

Stop writing.

All pens down.

Put down your pens.

No more writing.

Remember to write your name and class number.

Pass your paper to the front.

Praising Students (A game)

A. Before the lesson

1. Make copies of the table on the next page.

2. Cut up each table along the lines and get a set of 22 strips of paper from each table.

B. During the lesson

1. After you have praised a student in class, give him / her a strip of paper.

2. Tell students that after one has collected a complete set, one will be given a small token like a bar of chocolate. For this reason, remind them to keep the strips of paper they have got and encourage them to raise their hands to answer questions in class.

Good.	**Very good.**
Excellent.	**Perfect.**
Great.	**Great job.**
Well done.	**I like that.**
That's very nice.	**You've done a great job.**
That's very good.	**You didn't make any mistakes.**
Excellent answer.	**You are very good at this.**
That's right.	**Good work.**
That's it.	**That was first class work.**
You did that very well.	**Keep up the good work.**
Terrific.	**That's the way to do it.**
Superb	**Marvellous**

B. History Classroom Language

1. What will we learn in *Chapter 1*?/

2. What is the title of *Chapter 1*?

3. Read the headings / subheadings of *Chapter 1*.

4. Turn to p.4. Look at *Passage C*.

5. Look at the pictures on *page 4*. What can you see in *Picture 1*?

6. What is the difference between *Picture 1* and *Picture2*?

7. Look at *Passage C on page 4*. Listen to my reading. Now read Passage C on silently and look for the answers to the questions.

8. Read the words aloud after me.

9. Write the answers to *questions 1 to 4* in your book.

10. Look at the blackboard and correct your work.

11. Change worksheets with your partner / neighbour. Look at the board and correct your partner's work.

12. These words will help you understand the new passage. Listen and repeat.

13. Could you repeat the sentence after me?

14. What is the answer to *question 1*?

15. Revise the vocabulary. We are going to have a short dictation / quiz next lesson.

16. Turn your books over. / Close your books. Write your answers on the blackboard.

Taken from Kiangsu-Chekiang College (Shatin) (1999). *EMI Handbook (English Immersion Day-Camp)*

C. P.E. Classroom Language

Part I: Instructions by the teacher

1. Line up properly, please.

2. Pay attention to my demonstration on …

3. Who has forgotten to bring their P.E. uniform?

4. Get yourself a personal space and start to do the stretching exercises.

5. Who will lead warm-up today?

Part II: Students' questions, apologies and excuses

1. I'm sorry. I don't follow you're your demonstration. Would you please repeat it?

2. When shall we have a / the physical fitness test?

3. I'm sorry. I have forgotten to bring my P.E. uniform.

4. I'm sorry. I am not feeling well today. May I be excused from the P.E. lessons today?

5. I'm sorry. I am sick today. May I be excused from the P.E. lessons today?

6. I'm very thirsty. May I drink some water, please?

7. I have fallen on the ground and hurt my leg. May I go to the medical room for treatment?

8. May I go to the toilet, please?

Taken from Kiangsu-Chekiang College (Shatin) (1999). *EMI Handbook (English Immersion Day-Camp)*

D. I.S. Classroom Language (in the Laboratory)

Part I: Control and Organisation

1. Dos and Don'ts (in the laboratory)

Beware of splashing / spilling laboratory chemicals.

Be aware of your tie.

Be careful when you heat /mix / shake <u>anything</u>.

Report accidents or breakage to your teacher at once.

Always check the label on reagent bottles.

Always use a spatula to transfer solid chemicals.

Wash your hands after an experiment.

Check the apparatus before doing an experiment. During your experiment, you may discuss your work with your classmates quietly.

Handle hot test tubes carefully.

Handle hot apparatus carefully.

Heat liquids gently to avoid them splashing out of their container.

Place glassware in the centre of the table.

Don't point the mouth of a boiling tube at anybody to avoid accidents.

Use forceps to hold chemicals.

Use only a small amount of chemicals.

Put the stopper back into every bottle after use.

Wear disposable gloves to prevent the transmission of germs from animals.

Wear safety glasses when doing an experiment.

Wash your hands after every experiment.

If there is a fire, remain calm. Leave under the direction of your teacher and go to the playground.

Read all instructions carefully.

Tie up your hair.

Don't run/play in the laboratory.

Don't touch any switches without permission.

Don't do any experiment without permission.

Don't go into the laboratory without permission.

Don't take anything from the laboratory without permission.

Don't handle any chemicals with bare hands.

Don't look directly at bright flames.

Don't smell any chemicals directly. Use your hand to fan the gas towards your nose.

Don't taste any chemical without permission.

Don't put anything in the laboratory into your mouth

Don't interfere with gas and water taps, electrical fittings, with, or fire extinguishers.

Don't stir water with a thermometer.

Don't leave a Bunsen burner unattended. Turn off the gas tap if you are not using the burner for a period of time.

Don't pour any solid waste into the sink.

2. *Organising Group/Pair work*

Divide into groups of 2.

Groups 1 to 6 bring along your stools when you come out.

Groups 7 to 10 come out and stand behind Group 1 to 6.

Look at the diagram on the blackboard to see the seating arrangement when you come out to look at the demonstration.

Come/Move to the front and watch the teacher's demonstration.

Return to your seats and start your experiment.

3. *Giving out and Collecting Materials and Books*

Come to the teacher's bench and get the chemicals.

Group leaders, come out to collect the apparatus.

Pass this apparatus to your classmates group by group.

Return X to the teacher's desk.

4. *Clearing up*

Check to see that the tap/gas supply is off.

Clean the bench/sink before you leave.

Clean the test-tube thoroughly.

I give you X minutes to clean up your benches and return your apparatus.

Return the reagent bottle with the label facing you.

Wash your hands before you leave.

Part II: Lesson Procedure

1. Giving Instructions

Always ask before you try out the experiment.
Make sure you understand all the steps before you start your experiment.
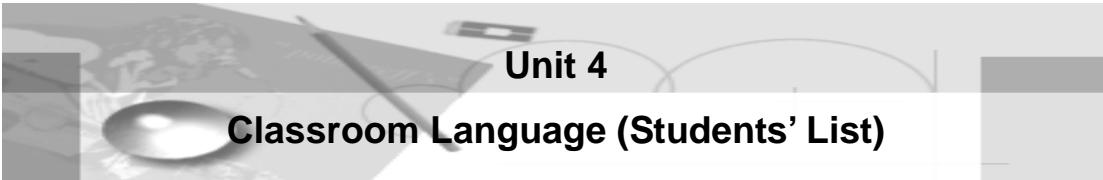You may start your experiment now.

2. Finishing up Work

Everybody must stop now.
Time's up.
Write down what you have observed.

Adapted from Kiangsu-Chekiang College (Shatin) (1999). *EMI Handbook (English Immersion Day-Camp)*

Unit 4
Classroom Language (Students' List)

A. The importance of giving students a list of classroom expressions

To help students express themselves in different situations, it is necessary to give them a list of classroom language.

B. A list of student language in different situations

1. Asking for repetition

I'm sorry. I don't understand.

I'm sorry. I can't follow.

Could you say it again, please?

Could you explain again, please?

Could you repeat the last part, please?

Would you please explain this part again?

Would you mind saying it once more?

I beg your pardon. Could you repeat your point, please?

2. Asking for clarification

Could you please tell me the meaning of this word /sentence / part?

Could you repeat the instructions / steps, please?

Can you help me, please?

I don't quite understand what that means. Could you explain it again, please?

Sorry. Did you say we have to prepare Chapter X?

What do we do next?

When will we have the test / dictation?

When will we hand in our homework?

Which chapter should we prepare?

3. *Making requests*

Can we have the test / dictation later?

Sorry. Can you speak louder, please?

Sorry. I can't hear very clearly. Would you please turn up the cassette?

I'm sorry. How do you say it in English?

Excuse me, can you tell me the English for x?

Excuse me, how do you spell X?

Excuse me, how do we pronounce this word?

4. *Asking for feedback*

Excuse me, is this correct / right?

Excuse me, why is this wrong?

Excuse me, have I done this right?

Excuse me, is this the way to do it?

5. *Asking for permission*

May I go to the toilet?

May I be excused?

Can I turn / switch on / off the fan/air-conditioner?

Can I change my seat? I can't see the blackboard clearly.

6. *Apologising*

I'm sorry. I don't understand.

I'm sorry. I don't know the answer.

Sorry. I've no idea.

I'm sorry. I've forgotten to bring my book/do my homework.

Sorry. I've left my book / homework at home.

I'm sorry I'm late. It's because I got up late / missed the bus.

I'm sorry I'm late. It's because there was a traffic jam.

7. *Group work / pair work*

Shall we start?

Shall I start first?

What's your answer to question 1?

Let's go on to …

Shall we change over now?
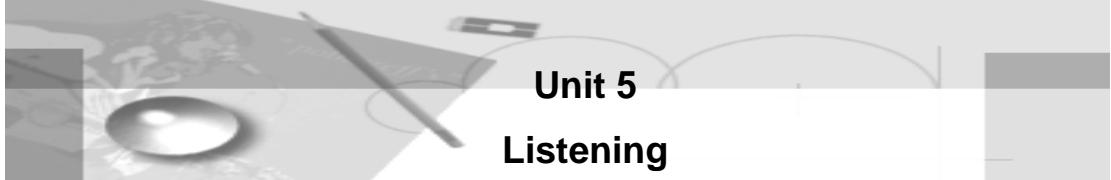
It's your turn.

My answer is different.

What's next?

Do you mean that …?

Yes, that's right.

No, what I'm saying is …

Sorry. I can't follow. Could you repeat that, please?

Have we finished?

Unit 5
Listening

A. Ways teachers can help students understand subject-related explanation in English:

1. Modify the input
Teachers can make their spoken English easier for students to understand by:
i. adjusting the speed to match the level of students
ii. using shorter sentences with simpler structures
iii. pronouncing the words clearly
iv. repeating
v. stressing key words
vi. talking about concrete, rather than abstract ideas

2. Improve the delivery
There is no single format for explanations of all topics in all subjects.
Below is a suggested procedure to delivery explanation:
i. Teachers recognise what the students know and show them that there is something to be explained.
ii. Activate students' existing knowledge of the topic e.g. by brainstorming.
iii. Before the main explanation, teachers may need to explain the essential elements in it. Therefore, an explanation may consist of a number of 'sub-explanations' and teachers may need to build explanations on and around one another.
iv. Deliver the main explanation in a dynamic way.
v. Whenever possible, show / encourage / stimulate students to generalise from an explanation or, alternatively, apply a general explanation to specific examples.

3. Provide support
i. advance organisers

- these tell students what to expect as they go through a lesson or a topic
- teachers may write the headings on the blackboard or provide students with a handout outlining the topic and the major activities of a lesson
- a written advance organiser can be referred to again for signposting and summarising purposes

ii. signposting
- clear transitions between topics or activities enable students to :
- understand that they should change the focus to something different in the lesson
- prepare themselves to concentrate on new concepts

- examples of signposting language:
- *So that's how …, now let's move on to …*
- *So if everyone has finished the exercise, let's …*
- *That's why … Now let's see …*
- *So now you know … now let's look at the next point.*
- *Now we're going to think about …*

iii. summaries
- provide students with a brief lesson or topic summary at the end of a topic or a lesson or the beginning of the next, reminding them of the main points which they may have forgotten
- a summary can be interactive e.g. a question and answer session or an informal quiz
- the teacher may go over the advance organiser again as a way of summarising what has been covered

iv. vocabulary support
- before explaining the content area, familiarise the students with a list of new vocabulary
- as explanation proceeds, ask students to write down the new vocabulary they encounter in their vocabulary books

v.   graphics, models and demonstrations

- these non-linguistic supports complement the spoken explanation and should not take the place of spoken explanation
- teachers draw students' attention to relevant pictures, photographs, illustrations, diagrams, charts or forms before his / her explanation

vi.   questioning

- this helps students' to concentrate, involves students in the lesson, motivates students, makes students think and allows teachers to check students' understanding and find out how much students know
- at times, teachers should demand longer answers so that students need to apply or extend their understanding
- when teachers ask a higher order question which requires students to use reasoning to answer, they may need to help the students by breaking up the question and leading them to answer it
- it is important to have a balance of question types in any lesson
- ways to provide support to students in answering questions:
- repeat the question to allow students a second chance to hear and process it and give them more time to think
- allowing 'wait time' i.e. the time allowed for the student to answer before the teacher asks another student or gives the answer herself / himself

  *Note: at least 5 seconds should be allowed before the teacher assumes the student cannot answer

vi.   repetition

- repeating a point allows students more time to think
- repeating a question allows students more time to process an answer
- repeating a question using different words or a different grammatical structure may provide students with clues to help them understand or respond

vii.   examples

- these clarify and support an explanation

viii. anecdotes / stories related to the topic

- these help explore the subject widely and engage students' interest
- the teacher can make use of jokes, personal experience, students' own experience, TV programmes and movies etc.

Adapted from English Department, The Hong Kong Institute of Education (2000). *Principles and Practice of Immersion Teaching* & Evans M., Hoare P., Kong S., O'Halloran S. & Walker E. (2001). *Effective Strategies for English Medium Classrooms: A Handbook for Teachers*

C. Examples of subject-specific listening activities

1. For all subjects:

- The teacher gives instructions to students. Students are asked to listen carefully and write them out afterwards.
- The teacher reads from the textbooks and stresses the key words / phrases. Ask the students to write down the stressed key words and answer the teacher's questions afterwards.
  *Make sure that students close their textbooks while listening to the teacher.
- The teacher gives an instruction / explanation. Then he/she asks students to repeat what he/she has said. This helps check listening comprehension.
- To enable students to explore the subject widely and to hear different voices talking about the subject content in different ways, teachers can make use of television / radio programmes, videos, CD-ROMs and the internet.
- Students have to take notes while listening to the teacher's explanation and use the information to complete a task after the explanation e.g. completing a picture / chart / form, writing a summary, answering questions, solving a problem, making a decision etc.

2. I.S.:

- The teacher reads aloud the safety rules in the laboratory and asks students to write them down. Afterwards, the teacher asks students to design a poster, putting all the rules down in it.
- The teacher gives each student a worksheet. Students have to fill in the blanks in the worksheet while the teacher reads aloud the safety rules in the laboratory.
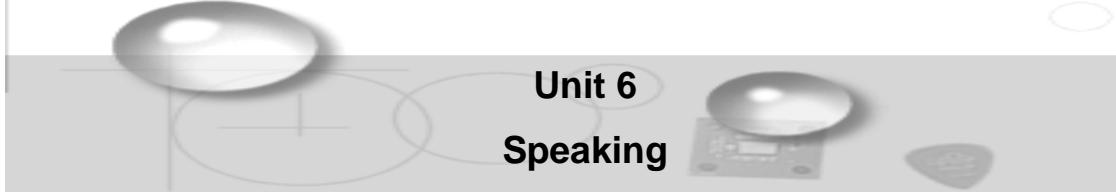
Unit 6
Speaking

A. Ways teachers can help students in speaking

1. boost students' confidence in using English in class by

    i. giving encouragement e.g. the whole class applaud after a student has answered a question in English

    ii. instilling correct attitude in students regarding the use of English in class
       - not to laugh at students with poor English
       - not to think that students with good English are showy or arrogant

2. provide students with chances to express themselves e.g. conducting activities for pair work / discussion

3. familiarise students with the pronunciation of new subject vocabulary and expressions

4. prompt students by giving signals / cues

    e.g. help students organise their sentences in a logical way by providing them with connectives such as 'because', 'so that' and 'therefore'

5. expand what students say

6. rephrase what students say in a more appropriate or accurate way

7. provide whole-class feedback to make general comments on common errors and / or to praise common strengths

8. provide speaking frames for students

    Steps:

    i. familiarise students with the pronunciation of new subject vocabulary and expression

    ii. write the guidelines for students to use when speaking on the blackboard

    iii. ask students to insert the vocabulary or expressions they have practised saying

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Example

1. The teacher familiarises students with the pronunciation of the following: 'rural land use' and 'urban land use'.

2. The teacher provides the following written guide to students:
   The two main types of land use are _____and _____. (Geography)

3. The teacher asks students to complete the sentence orally.

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B. Activities for pair work / discussion

It is important to provide a real reason to discuss with a partner or with a group. Pair work / discussion is suitable for most learning situations. The following examples are taken from Evans M., Hoare P., Kong S., O'Halloran S. & Walker E. (2001). *Effective Strategies for English Medium Classrooms: A Handbook for Teachers*:

1. when students are checking / comparing / quickly revising written or graphic responses in class activities

2. when students are offering suggestions/ evaluations / appreciation to each other for work done

3. when students are rehearsing a response to a whole class question e.g. briefly checking pronunciation / grammar with each other before offering the response to the class

4. when students are planning questions on aspects of the lesson not well understood (the question then becomes 'our' question, not just one individual's problem)

5. when students are rehearsing a small demonstration e.g. a maths solution to be worked through on the board, a short explanation in social sciences

6. when students are planning a response to a higher order question, i.e. co-constructing an idea requiring several sentences or an opinion

7. when students are problem-solving e.g. working out how to carry out instructions for making something

8. when students are carrying out or describing sequenced activities e.g. explaining how they arrived at a maths solution

9. when students are reporting the results of some work in which their partner was not involved

1.   Mathematics: Inequalities

Worksheet for Student A

Work in pairs. Student A reads questions 1-4 to student B slowly. Student B writes down what Student A says in inequality expressions.

Question	Inequality expression
1. The sum of 100 and k is less than half of k. What is the value of k?	1. $100 + k < k/2$.
2. Three times of k is less than or equal to the sum of k and 30. What is the value of k?	2. $3k \leqq k + 30$.
3. The sum of two consecutive numbers is less than 15. What is the smaller number (x)?	3. $x + (x + 1) < 15$
4. The sum of two consecutive even numbers is greater than or equal to 22. What is the greater even number (x)?	4. $x + (x - 2) \geqq 22$

Now, Student B reads questions 5-8 to Student A slowly. Student A writes down what Student B says in inequality expressions.

5.   _____   7.   _____
      _____   _____
      _____   _____
      _____   _____
      _____   _____
6.   _____   8.   _____
      _____   _____
      _____   _____
      _____   _____
      _____   _____

Worksheet for Student **B**

Work in pairs. Student A reads questions 1-4 to student B slowly. Student B writes down what Student A says in inequality expressions.

1. _____   3. _____
    _____   _____
    _____   _____
    _____   _____
    _____   _____

2. _____   4. _____
    _____   _____
    _____   _____
    _____   _____
    _____   _____

Now, Student B reads questions 5-8 to Student A slowly. Student A writes down what Student B says in inequality expressions.

Question	Inequality expression
5. The difference between 60 and x is greater than twice of x. What is the value of x?	5. $60 - x > 2x$.
6. Four times of k is greater than or equal to the sum of k and 15. What is the value of k?	6. $4k \geq k + 15$.
7. The sum of two consecutive numbers is less than 19. What is the greater number (x)?	7. $x + (x - 1) < 19$
8. The sum of two consecutive odd numbers is less than or equal to 20. What is the smaller odd number (x)?	8. $x + (x + 2) \leq 20$
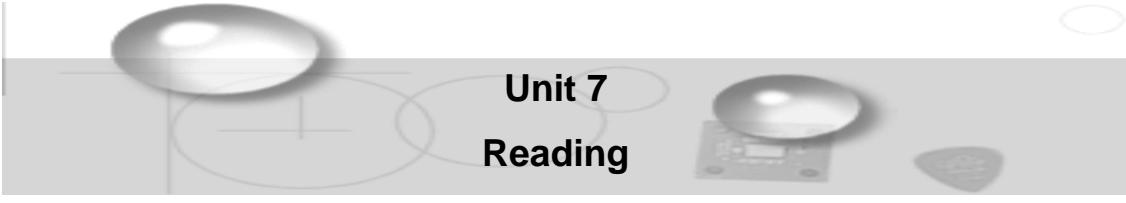
Unit 7
Reading

A.   Ways teachers can help students in reading

1.   equip students with strategies for reading

2.   provide students with different kinds of reading activities to arouse their interest in reading

3.   provide students with different kinds of reading materials e.g. newspaper articles, promotion leaflets and magazines etc.

B.   Strategies for reading

◆   *All the strategies suggested help students read actively and promote understanding.*

◆   *Strategies marked with an asterisk '*' help students develop higher order thinking skills.*

1.   *****Guessing meaning of word from the context (see P.31 – P.32)

2.   Making use of typographic clues (see P.33)

3.   Making use of patterns of knowledge (see P.34 – P.36)

4.   Making use of graphics (see P.37– P.38)

5.   *****Making use of headings and sub-headings (see P.39)

6.   *****Making use of information transfer activities (see P.40)

7.   *SQR3 (see P.41 – P.43)

Guessing Meaning of Word from the Context

◆ *This helps students develop higher order thinking skills.*

Steps to guessing the meaning of word from the context

1. Look at the unknown word and work out its part of speech. If possible, break it down into parts: prefix, root and suffix.

2. Look at the clause or sentence containing the unknown word and ask these question:
   - If the unknown word is a verb, what nouns does it go with? Is there any adverb modifying it?
   - If the unknown word is a noun, what adjective(s) describes it?
   - If the unknown verb is an adjective, what noun is it modifying?
   - If the unknown word is an adverb, what verb is it modifying?

3. Look at the relationship between the clause or sentences containing the unknown word and other sentences or paragraphs. Can you find any hints? Can you follow the line of argument? What is the theme of the paragraph?

4. Use the information you have gained from steps 1 to 3 to guess the meaning of the word.

5. Check that your guess is correct by looking it up in a dictionary.

Support for vocabulary: Helping students guess meanings of unknown words
EPA / Geography S1
Population Growth of Hong Kong

Read this passage about the population growth of Hong Kong during 1900-2000. The word 'indenparsely' may be too difficult for you but you can try to guess its meaning. We're talking about growth here, something growing, something that gets bigger and bigger, more and more. We're talking about population growth, the number of people in Hong Kong that is growing, getting more and more. The word 'indenparsely' ends with –ly. What part of speech do you think this word is? Is it a verb, noun, an adjective or an adverb? Right, it's an adverb. So it must be describing how the population has grown in Hong Kong. Has it grown quickly or slowly or what? Read the other sentences. What do they suggest? Now, can you guess the meaning of the word 'indenparsely'?

The population of Hong Kong has grown * indenparsely toward the second half of this century. At the beginning of the century, the population was only 200,000. Between 1900 and 1949, the population remained level at about 500,000. In 1949, there was an explosion. The population rose rapidly until it reached 5 million in 1970. Since 1970, the growth has continued but the population has risen relatively slowly. The latest figures show that it has reached 6.5 million and is continuing to grow steadily.

(The word 'indenparsely' is purposely made up to shower how the meaning of an unknown word (in the case, a nonsense word) can be guessed. You must have been able to get the meaning of it by now. The original word was 'immernsely'.)

Taken from Evans M., Hoare P., Kong S., O'Halloran S. & Walker E. (2001). *Effective Strategies for English Medium Classrooms: A Handbook for Teachers.*

Making Use of Typographic Clues

To help students in reading, teachers can draw students' attention to the following typographic clues and explain that they are used to emphasize important terms and definition:

1.	Italics
	e.g. The *degree of polynominal* is the degree of the term with the highest degree. (Maths)
2.	boldfaced print
	e.g. Ancient Egyptians used a water reed called **papyrus** to make paper. (History)

Making Use of Patterns of Knowledge

Patterns of knowledge, i.e. patterns through which knowledge is organised, are found in all subject content areas. Draw students' attention to the specific language features related to each of these patterns which appear at the sentence level. This helps students in understanding and development of concepts.

Patterns of knowledge	Explanation	Examples of language features
Description	To provide information about facts, events, concepts, ideas, features, characteristics, objects and people.	…has… …is situated at… …is… …looks like… …contains… …is made up of … …is made of… …is used for/to…
Sequence	To put facts, events or concepts into a sequence.	Now Before After When First Second Then Next Finally
Comparison and contrast	To show likeness (comparison) and or differences (contrast) among facts, events,	However But …as well as… On the other hand

	concepts and people.	Either…or
		While
		Although
		Unless
		Similarly
		Instead
Cause and effect	To show how facts, events or effects happen because of other facts, events or causes.	…because…
		…because of …
		Since
		Therefore
		As a result
		…so that…
		…is due to…
		…is a result of …
Definition	To define a concept or a term.	….is…..
		…is/are called…
		…means…
		…is known/defined as…
Classification	To classify objects, people etc. in groups.	…is classified as…
		…is classified into…
		There are … types of…:
		…is a type/kind of …
Hypothesis	To put forward ideas or suggestions as a starting-point for reasoning or explanation.	If…, then…
		…unless…
		It is likely/unlikely/ possible/impossible that…

Exemplification	To give examples.	For example For instance …such as… …is an example of… In other words
Evaluation	To decide the value of something.	…is good/bad/right/wrong/ satisfactory …like/dislike/approve/ disapprove… …enough/too…

Making Use of Graphics

Graphics are used to organise and present information. Graphics which complement the written language can help to show the ideas in a text visually. Students who are able to make use of graphics can read more effectively.

Examples of graphics

1. Tables	
	They are used to classify information so that comparison between and among data can be made.
2. Bar graphs	
	They are used to make comparisons between amounts or quantities.
3. Line graphs	
	They are used to show the relationship between the variables.
4. Pie charts	
	They are used to show the relationships of parts to the whole.
5. Flowcharts	
	They are used to show a process or procedure.
6. Diagrams	
	They are used to present information in a visual way.
7. Pictograms	
	They are used to show specified amounts in an interesting way.
8. Maps	
	They are used to show location and direction.

9.   Photographs
They are used to enhance interest in reading.
10. Cartoons
They are used to lighten the text.
11. Time-lines
They are used to show the sequence of events.
12. Venn diagrams
They are used to show the relationships between two sets of information.

Making Use of Headings and Sub-headings

Headings suggest the major topics of a chapter while sub-headings often suggest the specific focus toward a particular topic. So they are important clues to reading.

Steps:

1. Teachers draw the students' attention to the heading(s). This helps to activate students' existing knowledge.
2. Ask students to change the subheadings into questions. This helps them predict what they are going to read.
3. Ask students to find the answers to the questions formulated. This provides them with a purpose for reading.

Example

I want you to read page X of your textbook at home before our next lesson.
Now, let's turn to page X and see what it's about.

Look at the heading. What is it?

From the heading, we know that it's about _____
Now look at the sub-headings. They are printed in _____ (e.g. blue). What do they tell you about '_____' (the heading)?

Now let's turn each sub-heading into a question.

(Ask students the questions they have formulated.)

Very good questions. Do you want to find the answers to your questions?
Read this page at home and you'll find the answers to your questions.

Making Use of Information Transfer Activities

Information transfer activities require students to transfer the information given in a text to a graphic or vice versa. Text -> graphic activities are reading activities while graphic -> text activities are writing activities.

Benefits of text -> **graphic activities:**

1. help students visualise the organisation and relationships of ideas spatially
2. to complete the graphic, students need to read and understand the information in the text before they can re-present it in a graphic


Example

History S1
Ancient Egypt

The following paragraph describes the different classes in ancient Egyptian society. The picture below also shows the classes. Read the paragraph carefully to find out what these classes were and what they did. Complete the picture with the correct information.

In ancient Egypt, people were divided into different classes. The king / pharaoh was at the top of the society. He was also the leader of the army and chief priest. The next class of people were the officials. They helped the king rule the country. Then came the scribes and craftsmen. They kept records and made things such as jewellery and furniture. At the bottom were the common people. They grew crops. They also worked for the government by building pyramids and temples.

Who were they and what did they do?
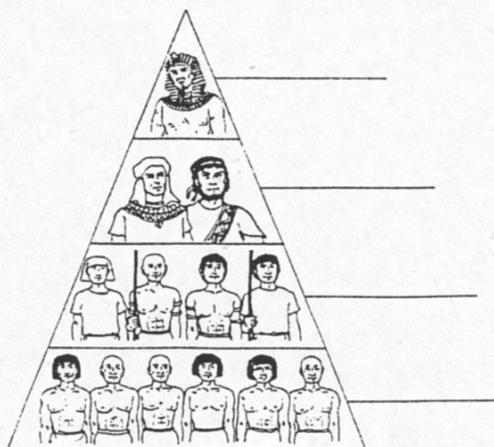
_____

_____

_____

_____

Taken from Evans M., Hoare P., Kong S., O'Halloran S. & Walker E. (2001). *Effective Strategies for English Medium Classrooms: A Handbook for Teachers*

SQR3

◆ *Each step of SQR3 facilitates the processing of information*

◆ *SQR3 helps students acquire higher order thinking skills*

A. Introduction

- SQR3 is a study technique that helps students comprehend and retain the materials they are going to read.

- To read actively and effectively and to assist comprehension, readers complete some tasks before reading, while reading and after reading. These tasks include:

> S = Survey
> Q = Question
> R = Read
> R = Recite
> R = Review

● Survey:

Good readers preview the materials to anticipate content by looking at the titles, headings, subheadings, terms or words in bold or italics, pictures, maps, diagrams and other visual material.

♦ *Steps:*

1. Read the title. Change it into a question.
2. Read the introduction, summary and questions, if there's any. What is the main point of the text?
3. Read the terms and words in bold or italics. Why are these terms and words highlighted?
4. Study the visual materials. What do they tell you about the text?

● Question:

Good readers ask questions that they think they will find answers to in the text e.g. they turn each subheading into a question and formulate additional questions to read to answer.

● Read:

Good readers think about the questions that they have asked and search for ideas and information that will answer their questions.

● Recite:

After reading, good readers attempt to answer their questions by saying aloud what they have learned and / or by writing responses to their questions.

● Review:

Good readers review and reflect a text by going back and skimming the text, placing a check to parts of the text that they are sure they understand and a question mark to those parts that are still unclear to them and that they need to further study.

B. Point to note

Do not teach SQR3 as a formula: memorize the steps, practise the strategies and use it for life. To make this system effective, students have to learn to control it through selective and flexible use.

C. Examples of applying SQR3 in different subjects

1. To read a chapter in a Geography textbook
   - students survey the chapter
   - they turn the subheadings into questions
   - they read to answer the questions
   - they try to remember the main ideas and specific details
   - they summarise / write a brief outline of the chapter

2. To solve a word problem in Maths

- students skim the problem to form a general impression of it
- they decide: i. the question in the problem

                      ii. the facts required to solve it

                      iii. the steps required to solve it

- they read to understand the question and decide the steps required to solve the problem
- they decide the facts on which the answer depends
- they estimate the answer and check it after the problem has been solved

Unit 8
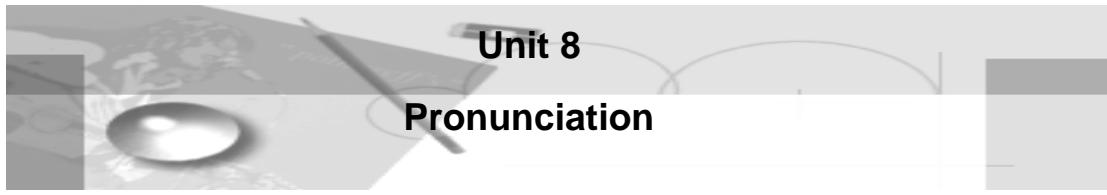
Pronunciation

A. Points to note

1. There is no shortcut to the teaching and learning of pronunciation.

2. For many students, the classroom is the only place where they are exposed to spoken English. In the class, students listen to the pronunciation of teachers and classrooms while teachers and classmates are speaking. Therefore, the pronunciation of teachers is an important source of learning. In addition, students learn when teachers correct the pronunciation mistakes of the other classmates.

B. Ways content subject teachers help students with pronunciation

1. A whole-school approach

   To maximise the chance for students to recycle and consolidate what has been taught in the English lessons, teachers of all EMI subjects adopt the same strategy of teaching pronunciation.

   Examples:
   i.   After the English teachers have familiarised students with the phonetic symbols, teachers of all EMI subjects make use of the phonetic symbols whenever they introduce the pronunciation of new vocabulary items.
   ii. After the English teachers have familiarised students with the phonics, teachers of all EMI subjects make use of the phonics whenever they introduce the pronunciation of new vocabulary items.

2. Policy among the panels of content subjects

   All panels of EMI subjects agree upon a policy of teaching pronunciation e.g. separate a word into chunks, separate a word into syllables.
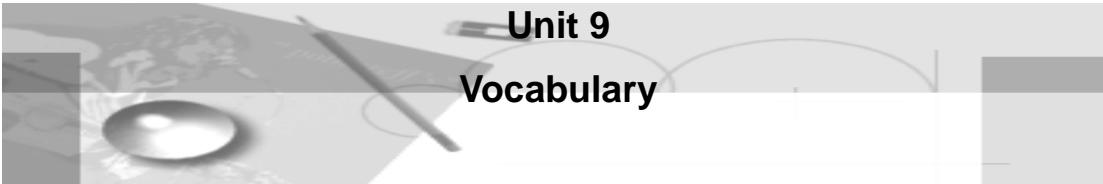
3. Teachers as important models of pronunciation

A list of dos and don'ts for teachers:

Do

  i. Be aware of : long & short vowels, consonant clusters, word stress and the
        endings of words
 ii. Ask English teachers / NETs for help
iii. Consult the dictionary

Don't

 i.Provide wrong models

ii.Make up the pronunciation

iii.Provide Cantonese sounds for easy reference

Unit 9

Vocabulary

A. The difference between receptive / passive and productive / active vocabulary

For a receptive / active vocabulary item, one is able to:

i.   recognise and recall the meaning of a word when one meets it

ii. make various associations with other related words

For a productive / passive vocabulary item, one is able to:

i.   recognise and recall the meaning of a word when one meets it

ii.   make various associations with other related words

iii. pronounce it

iv. spell it

v.   use it in correct grammatical structure along with words it usually collocates with

B. Ways to help students move from receptive use to productive use of vocabulary

1. Repetition

The transition of an item from a student's receptive vocabulary to his / her productive one is very often a gradual process. Such transition usually takes place when a student reads or hears an item repeatedly over a period of time. For this reason, it is essential to recycle the vocabulary items taught from time to time.

2. Teach the vocabulary items in depth

To teach a vocabulary item in depth, it is essential to incorporate the following in the teaching:

   i.   Meaning(s)

   ii.   Pronunciation

   iii.   Related forms

        e.g. triangle [noun], triangular [adjective] (Maths)

   iv.   Related concepts

        e.g. law and order (EPA)

C. Strategies for teaching vocabulary

◆ *Strategies marked with an asterisk '*' help students learn words in depth.*

◆ *Strategies marked with two asterisks '**' help students develop higher order thinking skills.*

1. Pronunciation and spelling

    Separate a word into chunks to enable students to see the relationship between spelling and sound e.g. *solution – so/lu/tion (Maths, I.S.)*

2. Visuals (diagrams, pictures, maps, drawings, photos and realia)

    These are best for concrete objects e.g. *a microscope (I.S.)*

3. Gesture, facial expression and mime

    e.g. These are best for action verbs e.g. *press*

4. Scales - these are useful to show degrees and gradings

    e.g. *always, often, sometimes, rarely, never*

5. ***Related concepts**

    e.g. *law and order (EPA), bread and butter (Home economics)*

6. ***Related forms**

   e.g. *govern, government (EPA), develop, development (History)*

7. ***Words with multiple meanings**

   e.g. *solution (Maths, I.S.)*

8. ***Word formation (see P.49 – P.51)**

9. ****Semantic map (see P.52)**

10. ****Semantic features analysis (see P.53)**

11. ****Guided discovery (see P.54)**

12. ****Listing (see P.55)**

13. ****Guessing meaning of word from the context (see P.56 - P.57)**

14. Glossaries (see P.58)

15. Creating a vocabulary log (see P.59 - P.60)

Word-formation

A. The benefits of teaching ways of word-formation to students

1. To help students make informed guess about the meaning of unknown words

2. To enable students to express themselves with a wider range of vocabulary

B. Ways of word-formation

1. *Affixation*

This means adding prefixes and suffixes to a word to change its meaning or function.

i. prefixes – added to the beginning of a word

Examples of common prefixes:

Prefix	Possible meanings	Examples
un-	not, opposite of	unimportant, uncertain, unreal, uncomfortable
non-	not	nonsense, nonstick, nonstop, non-conductor
im-	not	impossible, impolite, immeasurable, immature
il-	not	illegal, illegible
ir-	not	irresponsible, irresistible, irregular, irrelevant
dis-	not, opposite	disagree, disobey, disorder, dislike disadvantage
mis-	not, wrong	misunderstand, misfortune, misrule, miscount
re-	again	rebuild, replay, refill
over-	too much	overload, overcrowded
tele-	long distance	telescope, telephone, television
en	make, made of	endanger, enrich

ii. suffixes – added to the end of a word

Examples of common suffixes:

Suffix	Examples
-dom	kingdom, freedom
-ion	election, collection, action
-ment	government, movement
-ness	happiness, kindness
-ist	socialist, economist
-able	washable, suitable, valuable
-less	helpless, careless
-ive	constructive, additive
-en	lengthen, frighten
-ly	quickly, interestingly
-ism	feudalism, metabolism
-er	caller, buyer
-or	actor, director
-(i)fy	classify, beautify
-ful	useful, helpful, careful
-y	snowy, windy, rainy

2. Compounding

This means combining two or more separate words which can stand independently to form a word.

i. adjective compounds

  e.g. labour-intensive, capital-intensive (EPA), large-scale (Geography)

ii. verb compounds

  e.g. sightsee (EPA)

iii.   noun compounds

  e.g. table-tennis (P.E.), raw materials, labour disputes (EPA),

        world map, landmark (Geography), tongue roller, backbone (I.S.)

3. Conversion (Zero conversion)

This means using a word in different parts of speech without changing its form.

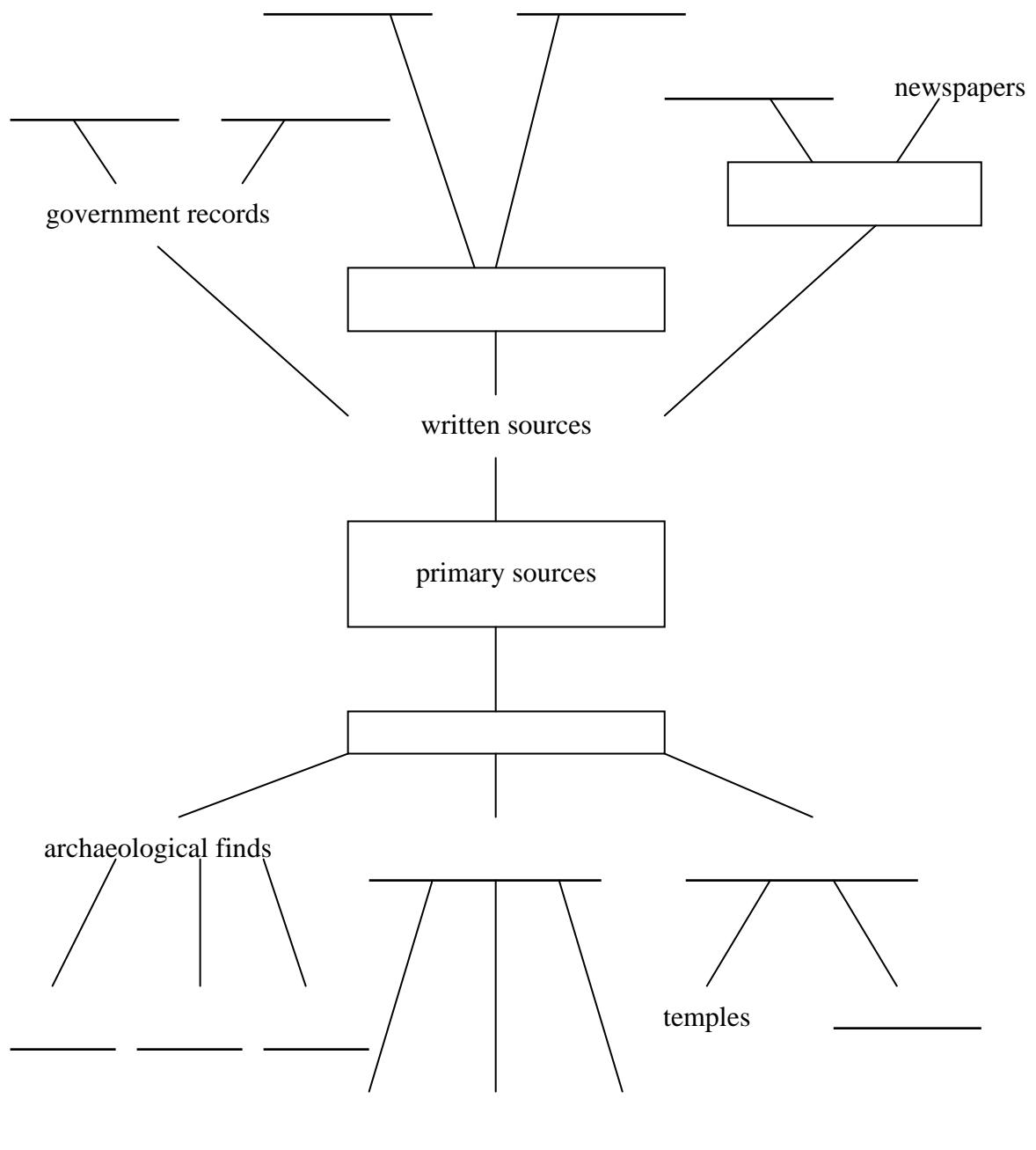e.g. Hong Kong <u>exports</u> a lot of electronic toys. (verb)

Hong Kong is famous for its <u>export</u> of electronic toys. (noun)

Example

History

newspapers

government records

written sources

primary sources

archaeological finds

temples

Example

Semantic features analysis

Science S1

Senses

Students listen / read or observe and fill in the appropriate boxes.

Things we can perceive	The five senses					Organs of the body
	sight	hearing	taste	smell	touch	
Flowers						

Taken from Evans M., Hoare P., Kong S., O'Halloran S. & Walker E. (2001). *Effective Strategies for English Medium Classrooms: A Handbook for Teachers.*

Guided Discovery

◆ *This helps students develop higher order thinking skills.*

A. Steps

1. The teacher writes a question which contains a vocabulary item on the board. The question has to engage the students' interest.

   Example:

History
Why does a country <u>conquer</u> another country?

2. He / She asks the students to look up the meaning of the unknown word in the dictionary.

3. He / She asks the students to write down the answer(s) on a piece of paper and/or answer the question orally.

B. Benefits

1. More memorable for students since it involves an element of guided discovery
2. Engages the students in a degree of semantic analysis e.g. why a country conquers another country

Listing

◆ *This helps students develop higher order thinking skills.*

A. Steps

1. Give students some vocabulary items.
2. Ask students to make a list e.g. list the items in order of personal preference and compare their lists with their neighbours'.

B. Example

> *Home Economics*
>
> List the following vegetables in order of your personal preference and compare your list with your neighbour's:
>
> lettuce   spinach   leek   Chinese celery   turnips
>
> broad beans   green peas   sweet peas   pumpkins
>
> tomatoes   broccoli   cucumbers

* Teachers may supply students with a form like this:

> Vegetables I like most
>
> 1._____
> 2._____
> 3._____
> 4._____
> 5._____
> 6._____
> 7._____
> 8._____
> 9._____
> 10.   _____
> 11.   _____
> 12.   _____
>
> Vegetables I like least

Guessing Meaning of Word from the Context

◆ *This helps students develop higher order thinking skills.*

Steps to guessing the meaning of word from the context

1. Look at the unknown word and work out its part of speech. If possible, break it down into parts: prefix, root and suffix.

2. Look at the clause or sentence containing the unknown word and ask these question:
   - If the unknown word is a verb, what nouns does it go with? Is there any adverb modifying it?
   - If the unknown word is a noun, what adjective(s) describes it?
   - If the unknown verb is an adjective, what noun is it modifying?
   - If the unknown word is an adverb, what verb is it modifying?

3. Look at the relationship between the clause or sentences containing the unknown word and other sentences or paragraphs. Can you find any hints? Can you follow the line of argument? What is the theme of the paragraph?

4. Use the information you have gained from steps 1 to 3 to guess the meaning of the word.

5. Check that your guess is correct by looking it up in a dictionary.

Eaxmple

Support for vocabulary: Helping students guess meanings of unknown words

EPA / Geography S1

Population Growth of Hong Kong

Read this passage about the population growth of Hong Kong during 1900-2000. The word 'indenparsely' may be too difficult for you but you can try to guess its meaning. We're talking about growth here, something growing, something that gets bigger and bigger, more and more. We're talking about population growth, the number of people in Hong Kong that is growing, getting more and more. The word 'indenparsely' ends with –ly. What part of speech do you think this word is? Is it a verb, noun, an adjective or an adverb? Right, it's an adverb. So it must be describing how the population has grown in Hong Kong. Has it grown quickly or slowly or what? Read the other sentences. What do they suggest? Now, can you guess the meaning of the word 'indenparsely'?

The population of Hong Kong has grown * indenparsely toward the second half of this century. At the beginning of the century, the population was only 200,000. Between 1900 and 1949, the population remained level at about 500,000. In 1949, there was an explosion. The population rose rapidly until it reached 5 million in 1970. Since 1970, the growth has continued but the population has risen relatively slowly. The latest figures show that it has reached 6.5 million and is continuing to grow steadily.

(The word 'indenparsely' is purposely made up to shower how the meaning of an unknown word (in the case, a nonsense word) can be guessed. You must have been able to get the meaning of it by now. The original word was 'immensely'.)

Taken from Evans M., Hoare P., Kong S., O'Halloran S. & Walker E. (2001). *Effective Strategies for English Medium Classrooms: A Handbook for Teachers.*

Glossaries

- A glossary is a word list consisting of meanings and other information like parts of speech and a sentence showing how to use a word.

- Teachers may prepare a glossary for students when:

  - the textbook does not provide one

  - the one in the textbook is not complete

  - the one in the textbook does not include all the information required

  - the one in the textbook does not include any activity for the students

- Teachers may ask students to prepare their own subject-based glossaries. Asking students to produce glossaries is beneficial because:

  - students can prepare one which includes useful information they need for studying the subject

  - it enables students to learn independently

  - it enables students to be actively involved in learning

- Steps to preparing and making use of glossaries:

  1. Ask students to look up meanings before lesson

  2. Ask students to do an activity by making use of the glossary e.g. quiz, filling in blanks with words given in a box, matching, crossword puzzle (useful web-site: *http://www.puzzlemaker.com/*) etc.

Adapted from English Department, The Hong Kong Institute of Education (2000). *Principles and Practice of Immersion Teaching*

Creating a Vocabulary Log

A. Steps to creating a vocabulary log

1. Highlight the word or phrase in the passage. Copy the sentence containing the word or phrase to show how it is used.

2. Write down the parts of speech. If necessary, use a dictionary to help.

3. Write down the definition of the word or phrase. When there is more than one definition, choose the one that best suits the meaning in the sentence from the passage.

4. Make your own sentence to show that you understand the meaning of the word or phrase and its usage.

Examples:

Word/phrase: *clan*	Use in context: *Each <u>clan</u> had a common ancestor. (History)*
Parts of speech: *noun*	Definition:
	large family group
	Your own sentence: *During Qingming Festival, the <u>clan</u> members worshipped their ancestors.*

Word/phrase: *secrete*	Use in context:
Parts of speech: *verb*	*Your skin <u>secretes</u> much oily substance during puberty. (I.S.)*
	Definition:
	To separate substance in a plant or animal body for use or as a waste matter
	Your own sentence:
	Some animals can <u>secrete</u> special substance to protect themselves from danger.

B.   Using the computer to create a vocabulary log

● Benefits:

1. to create a "centralised" vocabulary log which can be constantly updated

2. the items can be re-organised according to different purposes,

   e.g. according to: - suffixes

                         - subjects

                         - alphabetical order

                         - teaching year they are introduced

3. the vocabulary log would evolve into a "tailored" dictionary for the school

● Steps involved in using the computer to create a vocabulary log: refer to Part A
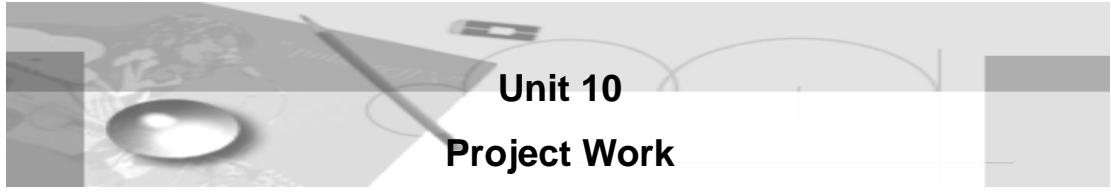
Unit 10
Project Work

◆ *It has been a common practice for content subject teachers to get students to work on projects. However, students may not be prepared for doing projects. Since project work provides excellent opportunities for students to use language for authentic communication, it is important that students are well-prepared and guided to conduct projects.*

A. The benefits of project work

1. To provide opportunities for independent and collaborative learning
2. To stimulate thinking and language development
3. To enable students to apply what they already know about the subject matter and to develop their knowledge and understanding of it
4. To enable students to exercise their strengths and gain satisfaction from their involvement
5. To establish rapport in the classroom
6. To enhance real-life skills through experiential learning

B. Teachers' involvement in organising project work

1. Pre-project stage
   - Decide on the project theme.
   - Consider the length of the project with regard to the syllabus or scheme of work and the theme selected for the project.
   - Work out the details of the project.

2. During-project stage
   - Help students generate ideas through brainstorming.
   - Provide input for language skills and project-related skills such as library skills and interviewing techniques.

3. Post-project stage

- Elicit feedback from students, e.g. to reflect upon the experience of the project, to suggest ways of improving the project if a similar one were to be organised in future.

- Encourage students, show appreciation and offer critical and constructive comments.

C. Sources of information

- Magazines
- Catalogues
- Encyclopedias
- Videotapes
- Newspapers
- Comics
- Television programme
- Electronic texts: CD-ROMs, web site documents
- Audiotapes
- Field trips
- Interviews
- On-site visits
- E-mail
- Questionnaires

D. Forms of presenting the information

- A written report
- An oral presentation
- A speech / lecture
- A letter
- A story: adventure, science fiction or other genre
- A dialogue, conversation, interview
- A drama
- An editorial
- A picture
- Statistical presentation e.g. bar chart, graph, pie chart etc.

- A recipe
- A family tree
- Notes
- A list
- A model
- A web page

E. Techniques for designing a questionnaire

1. Types of questions

Types	Examples
Open questions	1. What's your nationality? 2. Which hotel are you staying in?
Closed questions	Which of the following places of interest do you like best? Circle the appropriate items. *Ocean Park, Victoria Peak, Space Museum, Cultural Centre, Repulse Bay*
Ranked responses	Which of the following food do you like most? Please rank them in order. *Cantonese food, Beijing food, Szechuan food, Shanghai food, Chiu Chow food*
Scaled responses	When you take part in an extra-curricular activity, what do you think is most important? Please give a scale for each item. (Give 5 for the most important, 1 for the least important) *It is interesting.* *It is relaxing.* *It keeps me fit.* *It develops skills.* *My friends take part in it.*

2. Points to note when drafting questions

- Ask these questions before drafting questions:
    - What do I want to find out?
    - What type of information will the questions help me to collect?
    - What types of questions give me the information I want?
- Put down questions which ask for relevant and necessary answers
- Make each item simple and short
- Ask more than one question on the same topic to counter check responses
- Make the questionnaire short
- No vague, long-winded or double negative questions
- No leading questions i.e. questions that directing the respondent to a particular answer
- Do not assume that the respondent has the full understanding of the information required

3. The order of questions

- Start with easier questions so that the respondent would continue answering
- Put personal and sensitive questions at the end of questionnaire
- End with an open question to encourage the respondent to give a new angle on the topic

F. Techniques for conducting an interview

1. The usual procedure of an interview

- Greeting
- Introducing oneself (the interviewer)
- Explaining the intentions
- Requesting an interview
- Asking questions and getting responses from the respondent
- Thanking the respondent

2. Guidelines for conducting an interview

- Be polite
- Work in teams and take turns to carry out the activities involved:

- asking questions
- putting down responses
- taking photos (if necessary)
- recording (if necessary)
- taking notes (if necessary)
- Be familiar with the questions to make the interview interactive
- Do not ask too many questions if the respondent seems to be in a hurry

G. Techniques for report writing

1. A written report usually includes:
- The report cover
- Acknowledgements (if any)
- Contents
- Introduction / Background
- The procedure of data collection
- Analysis of findings
- Conclusion
- Implication / Recommendation (if any)
- Bibliography (if any)
- Appendices (if any)

2. Ways of presenting information
- Bar charts: to compare changes in a trend
- Pie charts: to present the relative proportions of components in a group
- Area charts: to compare findings
- Table of figures: to present data in a systematic way
- Short reports: to describe findings in words

   * Note: Encourage students to make use of methods of statistical presentation introduced in Maths lessons.

3. Important points to note
- Avoid plagiarism. Do not take and use somebody's ideas, words etc. as if they were one's own. One must rewrite the sentences in one's own words

and acknowledge the original source.

- Do not infringe copyright.

H. Techniques for oral presentation

- As a start, introduce the team members
- Use visual aids e.g. OHT, PowerPoint, enlarged photos/pictures/chart etc.
- Be familiar with the content
- Refer to notes when necessary but do not read from a script
- Practise thoroughly beforehand
- Involve the audience by asking questions
- If possible, divide the presentation into parts/sessions to allow all team members to take turns in the presentation
- Signaling:
  - pause at the end of each part/session
  - use words/phrases such as 'first', 'next', 'This is the end of part 1' and 'This is the end of the analysis. Now my team member X is going to present the conclusion' to signal the beginning and ending of a session

Adapted from *Lee M.T., Li K.W. & Lee K.B. (1999).* Project Work: Practical Guidelines

I. Suggestion of cross-curricular projects

1. Small-scale cross-curricular projects

Subjects	Suggested Projects
English + Maths	Conduct a survey, e.g. to find out the favourite snacks of S1 students and present the findings in form of statistical presentation and oral presentation.
English + History	Construct a family tree of a clan in the New Territories and present the information in written and spoken form.
English + Geography	Describe the land use in the district where the school is located and suggest alternate uses of the land.
English + I.S.	Introduce the living things and non-living things on the earth to an alien from another planet.
English + Home Economics	Design a brand new recipe and prepare the dish in the Home Economics lesson.
English + Computer	Study skills: use of MS 'Word'/spell-check / grammar check/ thesaurus
English + Geography + Art	Launch a 'Saving endangered species' campaign: - find out the endangered species in HK - write a letter to an environmentally friendly organisation to arouse attention

	- write an article in the school magazine and suggest ways of how students can help save endangered species - design a T-shirt

2. Big-scale cross-curricular projects

i. Constructing a railway line

Preliminary framework:

The government department concerned proposes to put a railway line through a village. The students would play the role of consultants, examining the feasibility of this proposal.

Suggestions of how each subject contributes to this project:

Subject	What students have to do
History	Students have to make up the history of the village, based on research into history of N.T.
Geography	Students have to prepare a map of the layout of the village and examine the problem of land use.
I.S.	Students have to examine whether such proposal will cause pollution or other effects on endangered species.
Maths	Students have to prepare a statistical presentation.
Computer	Students have to process the information by computation.
English	Students have to write letters, conduct interviews and do oral presentations.

ii. TV simulation

Students prepare and produce a TV programme which includes several parts, e.g. news and weather, an interview, a cooking demonstration, a handicraft workshop, an advertisement.

Unit 11

Helping Students Understand the Instructions on

Test and Examination Papers

When students understand the instructions on the test and examination papers, they do not misinterpret the instructions, have more confidence and make less mistakes.

A. Steps

1. Teachers make use of the existing test and examination papers to show students the instructions on the papers.

2. Teachers point out / highlight subject-specific instructions and explain them.

   e.g. *Write the names of the area shown on the map. (Geography)*

B. A list of common instructions on test and examination papers

The following instructions are neither prescriptive nor exhaustive. They are only for teachers' reference.

1. Fill in the blanks.

2. Fill in the missing words.

3. Rearrange the words to fill in the blanks.

4. Put the sentences in correct order.

5. Rewrite the sentences.

6. Give short answers to the questions.

7. Answer the following questions in complete sentences.

8. Choose the best answer.

9. Circle the best answer.

10. Tick the correct answer.

11. Underline the mistake in each sentence.

12. Complete the table.

13. Complete the form.

14. Matching.

15. Match column A and column B.

16. Match the sentences with the pictures.

17. Complete the crossword puzzle.

18. Study the picture and answer the questions.

19. Put the words in the list below next to the correct pictures.

20. Label the picture with words.

21. This map shows … Put the names in the correct places. (Geography, History)

22. Write the names of the area shown on the map. (Geography)

23. Are these sentences true or false?

24. Mark 'T' for true and 'F' for false.

25. Decide which of the following …

Unit 12
Helping Students Answer Examination Questions

A. Common expressions

The common expressions teachers use to set assignments, test and examination questions are:

1. List …
2. Give an example of /examples of
3. Describe
4. Why …
5. Explain why …
6. What are the causes / effects / results of …
7. State the reasons why …
8. Give reasons for …
9. What is / Define
10. What are the differences / similarities between …
11. Find the …
12. How …
13. Do you think / agree … Why?
14. What will happen if …
15. What happens when …

B. Patterns of knowledge

The above shows that students are expected to be able to organise knowledge in the following patterns of knowledge:

Pattern	Explanation	Example
Description	To provide information and about facts, events, concepts, ideas, features,	…has… …is situated at… …is… …looks like…

		…contains… …is made up of … …is made of… …is used for/to…
	characteristics, objects and people.	
Sequence	To put facts, events or concepts into a sequence.	Now Before After When First Second Then Next Finally
Comparison and contrast	To show likeness (comparison) and or differences (contrast) among facts, events, concepts and people.	However But …as well as… On the other hand Either…or While Although Unless Similarly Instead
Cause and effect	To show how facts, events or effects happen because of other fact, events or causes.	…because… …because of … Since Therefore As a result …so that… …is due to… …is a result of …
Definition	To define a concept or a term.	….is….. …is/are called… …means… …is known/defined as…
Classification	To classify objects, people etc. in groups.	…is classified as… …is classified into… There are … types of…: …is a type/kind of …

|		
Hypothesis	To put forward ideas or suggestions as a starting-point for reasoning or explaning.	If…, then… …unless… It is likely/unlikely/ possible/impossible that…
Exemplification	To give examples.	For example For instance …such as… …is an example of… In other words
Evaluation	To decide the value of something.	…is good/bad/right/wrong/ satisfactory …like/dislike/approve/ disapprove… …enough/too…

C.   Ways teachers can help students answer examination questions

As the above patterns of knowledge can be found in all subject content areas, teachers of all subjects help students by:

1. introducing the language feature(s) required to express a particular pattern of knowledge

2. explaining how to answer the questions in the assignments, tests and examinations by making use of the language features introduced

D.   Points to note

1. It is not necessary to introduce all the language features in different language patterns. Teachers of different subjects teaching the same form level can discuss, select and introduce the language features which are suitable to the level of students.

2. Teachers of different subjects have to give subject-specific examples of how students can make use of these language features to answer questions in the assignments, tests and examinations.
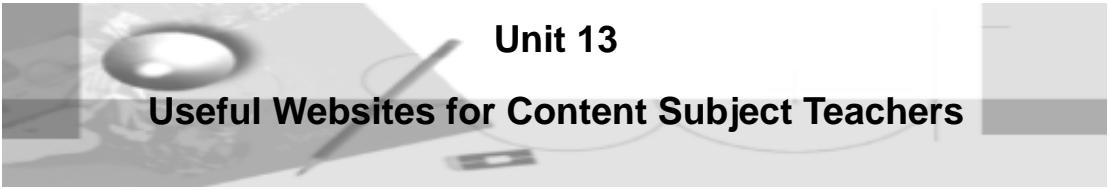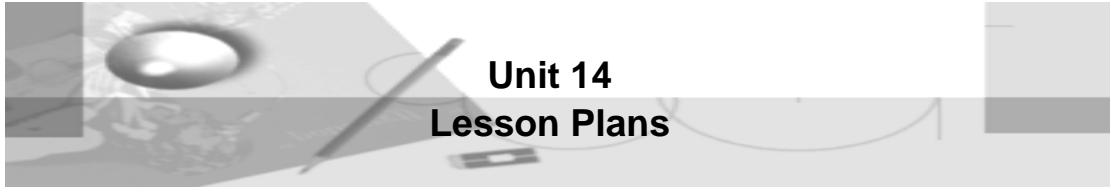
Unit 13
Useful Websites for Content Subject Teachers

The following websites provide teaching ideas, resources and / or links to other useful sites over a wide range of school subjects:

1. http://www.socialwork.com.hk/subject.htm

2. http://www.teacherorg.hk/yp_content/

3. http://www.topmarks.co.uk/

4. http://www.shambles.net/Itinset/

5. http://202.85.70.102/TeachLearn/index.html

6. http://teacher.scholastic.com

7. http://hkedcity.net/learning/goodsite/

Unit 14
Lesson Plans

Language cannot be effectively learnt without a context while learning in all subjects is dependent upon language. In view of the above, language and content are closely interrelated. In fact, content subjects provide a context for language while effective language development facilitates the learning of content subjects. It is therefore necessary to integrate language and content. As every subject has to contribute to the language development of students, a balance between an emphasis on English and an emphasis on content is recommended.

The lesson plans in this unit show how content subject teachers can re-teach those skills or introduce related skills / concepts that English teachers have introduced or taught in their lessons, integrating language and content. For example, discussion language has been introduced in English lessons. The content subject teachers introduce it again whenever there is pair work or group work. In this way, it helps students recycle what they have learnt and enables them to use the language in authentic situations.

Lesson Plan 1

Subject: Geography

Topic: How is our urban land used?

Objectives: Students should be able to classify the seven types of urban land use in Hong Kong

Resource: Textbook, Speaking Activity 1, Worksheet 1

Duration: 1 lesson

Procedure:

1. Write the words 'Tsim Sha Tsui' on the blackboard.

2. Ask students whether they have been to TST and whether they know where TST is.

3. Ask students what kinds of buildings they can find in Tsim Sha Tsui. Give them an example like shops. Write the answers on the blackboard under the words 'Tsim Sha Tsui'.

4. Write the name of the district where the school is located on the blackboard.

5. Ask students what kinds of buildings they can find in the district mentioned. Write the answers on the blackboard under the name of the district.

6. Ask students whether there are differences between the two areas.

7. Tell students that such differences are caused by the difference in urban land uses. Write the term 'urban land uses' on the blackboard, explain the term and teach students how to pronounce the word 'urban' by separating it into chunks: 'ur/ban'.

8. Tell students that there are seven types of urban land uses in Hong Kong. Write the following terms on the blackboard, explain each term and give examples.

9. Teach students how to pronounce them accurately by separating the words:

i.	Com/mer/cial land use
ii.	Re/si/den/tial land use
iii.	In/dus/trial land use
iv.	Trans/port land use
v.	Ins/ti/tu/tion/al land use

> vi.   Re/cre/a/tion/al land use
>
> vii.   Mixed land use

Extension work for pronunciation:

> Draw students' attention to the pronunciation of the following endings:
>
> a) pronounce '- tial' and '-cial' as /   l/
>
> b) pronounce '- tion' as /   n/
>
> c) pronounce '- tional' as /   n l/

10. Pair work: refer to 'Speaking Activity 1' on P.4

    Note: Go through the instructions and language support with students before starting

        the activity.

    Characteristics of 'Speaking Activity 1':

    i. Provides students with clear instructions

    ii. Provides students with a speaking frame

11. Ask students to complete 'Worksheet 1'.

    Option: This can be taken as pair / group work.

    Note: Go through the instructions and example with students before starting the

        activity.

    Characteristics of 'Worksheet 1':

    i. Provides students with clear instructions

    ii. Provides students with an example

    iii. Provides students with initial language support which is gradually withdrawn

I. Instructions:

1. Turn to P.Y of your textbook. (Turn to the page on which there are pictures / photos showing different kinds of land use in Hong Kong)

2. Select a photo and put a tick √ against it. Do not let your partner know which one you have ticked.

3. Student A has to guess which picture Student B has selected by asking relevant questions.

4. Change your roles after Student A has made the right guess.

II. Language support:

A: What can you see in the picture?

B: I can see ………. (e.g. many buildings)

A: What is it / are they used for?

B: It is / They are used for ……… (e.g. living in)

A: Is the area busy / dirty/ noisy?

B: Yes, it is. / No, it isn't.

A: I guess that you have selected Picture …

B: Yes, you are right. / Sorry, you are wrong.

Worksheet 1

Name: _____   Class: _____   No:_____
_

Urban Land Uses in Hong Kong

Complete the sentences about the characteristics of the urban land uses in Hong Kong.

Part A has been done for you as an example.

A. Commercial land use

1. These are areas for <u>doing business / commercial activities</u>.

2. There are <u>offices, shops and banks</u> in these areas.

B. Residential land use

1. These are areas for _____.

2. There are _____ in these areas.

C. Industrial land use

1. These are areas _____

2. There are _____

D. Transport land use

1. These are areas _____

2. There are _____

E. Institutional land use

1. These are areas _____

2. There are _____

F.   Recreational land use

1.   These are _____

2.   There are _____

G.   Mixed land use

1.   These are areas _____

2.   There are _____

Name: _____   Class: _____   No:_____

_

Urban Land Uses in Hong Kong

Complete the sentences about the characteristics of the urban land uses in Hong Kong.

Part A has been done for you as an example.

A. Commercial land use

1.   These are areas for <u>doing business / commercial activities</u>.

2.   There are <u>offices, shops and banks in these areas</u>.

B. Residential land use

1.   These are areas for people to live.

2.   There are public and private housing estates in these areas.

C. Industrial land use

1.   These are areas for building factories.

2.   There are factories and warehouses in these areas.

D. Transport land use

1.   These are areas for transportation purposes.

2.   There are bus terminals / container terminals / MTR stations / the airport in these areas.

E.   Institutional land use

1.   These are areas for buildings built by the government or charitable organisation for public interest.

2.   There are schools / hospitals / community centres in these areas.

F.   Recreational land use

1.   These are areas for people to relax / to spend their leisure.

2.   There are playgrounds / football pitches/ gardens / parks in these areas.

G.   Mixed land use

1.   These are areas for buildings for both residential and commercial purposes.

2.   There are shops, workshops and offices in these areas.

Lesson Plan 2

Subject: Geography

Topic: The Central Business District (CBD)

Objectives: Students should be able to describe the characteristics of the CBD in Hong
                Kong

Resource: Worksheet 2, Worksheet 3

Duration: 1 lesson

Procedure:

1. Recall the students' knowledge of the seven types of land use in Hong Kong.

2. Tell students that they are going to learn about the characteristics of the Central
    Business District. Write the term 'Central Business District' and the short form
    'CBD' on the blackboard. Then explain the term.

3. Ask students to name the CBD of Hong Kong and brainstorm the characteristics of
    it.

4. Pair work: refer to 'Worksheet 2' on P.10

    Characteristics of 'Worksheet 2':

    i. Provides students with clear instructions

    ii. Provides students with language support

5. Ask students to complete 'Worksheet 3'.

    Option: This can be assigned to students as homework.

    Characteristics of 'Worksheet 3':

    i. Provides students with clear instructions

    ii. Provides students with language support and gradually release it

Suggestion for extension work:

'Task 3 Move to Central or not?' on P.95 of *Living Geography Book 1A* published by

Addison Wesley Longman China Limited

Name: _____   Class: _____   No:_____
_

I. Instructions:

Discuss with your partner and write down the answers to the following questions.

1. What are the characteristics of the Central Business District (CBD)?

    i.   Most important type of land use: _____

    ii.   Characteristics of buildings in the CBD: _____

    iii.   Common types of buildings found in the CBD: _____

        _____

2. Why is the CBD full of business firms?

    i.   _____

    ii.   _____

    iii.   _____

II. Language support

Starting pair work	During pair work	Finishing pair work
● Shall we start?	● I think that … (because…)	● Have we finished?
● Let's start.	● Do you think that …?	● Yes, I think so.
	● What do you think?	● No, we haven't
	● I think so.	discussed …
	● I agree with you.	
	● I don't agree with you. The reason is …	
	● Can you explain that again, please?	
	● Can you repeat that, please?	

Name: _____   Class: _____   No:_____

Answer the following questions in complete sentences.

1. What is the most important type of land use in the CBD?

    The most important type of land use in the CBD is _____

    _____ .

2. What are the characteristics of the buildings in the CBD?

    The buildings in the CBD are _____

    _____ .

3. What are the common types of buildings found in the CBD?

    The common types of buildings found in the CBD are _____

    _____ .

4. Why is the CBD full of business firms?

    There are three reasons why _____

    _____ . First, _____

    _____ .Second, _____

    _____ .

    Third, _____

    _____ .

Lesson Plan 3

Subject: I.S.

Topic: Water cycle

Objectives: Students should be able to explain the water cycle

Resource: Textbook, Worksheet 1, Speaking Activity 1

Duration: 1 lesson

Procedure:

10. Motivate students by showing them a wet handkerchief. Ask them what it is.

11. Ask students what will happen to the handkerchief if you put it in the sun for a day.

12. Ask students why a wet handkerchief becomes dry and where the water has gone.

13. Tell students that you are going to talk about water in this lesson.

14. Brainstorming: Write the word 'WATER' on the blackboard in red and ask students what the word 'WATER' makes them think of. Write down their answers under the word 'WATER'.

15. Tell students that they are going to read something about water.

16. Ask students to turn to the relevant page of the textbook with the paragraph entitled 'The water cycle'.

17. Ask students if they understand the word 'cycle'.

    Suggestion:

    If the school operates on cycles, encourage students to guess the meaning of the word 'cycle' by reminding them of the cycles in the school.

18. Draw students' attention to the new words in the paragraph. Teach students how to pronounce the words accurately by separating the words into chunks:

iii.	va/pour
ix.	e/va/po/rate
x.	e/va/po/ra/tion
xi.	con/dense
xii.	con/den/sa/tion

Extension work for pronunciation:

Draw students' attention to the pronunciation of the following endings:

d) Pronounce '- tion' as /   n/

e) Pronounce the /v/ sound as in 'vapour', 'evaporate' and 'evaporation' correctly by putting the teeth on the lower lips

Extension work for vocabulary building:

Draw students' attention to the parts of speech of the following words:

a) evaporate (verb), evaporation (noun)

b) condense (verb), condensation (noun)

12. Tell students that water changes and there are many forms of water. Write the word 'forms' on the blackboard in red. Ask them to pay attention to how water changes and the forms of water when they read the paragraph.

13. Ask students to read the paragraph. After they have finished reading, ask them to close their books.

14. Ask students to name the different forms of water and put down their answers under the word 'forms'.

15. Ask students to explain the water cycle by activating their existing knowledge about the forms of water. Draw simple pictures on the blackboard as students explain the water cycle.

16. Pair work: refer to Worksheet 1.

    Characteristics of 'Worksheet 1':

    i. Provides students with clear instructions

    ii. Provides students with an example

    Extension work for grammar:

    Draw students' attention to the use of 'Simple Present tense' in describing a process.

14. Pair work: refer to Speaking Activity 1

    Characteristics of 'Speaking Activity 1':

    i. Provides students with clear instructions

ii. Provides students with a speaking frame

Name: _____   Class: No:_____

_____   _

The water cycle

The words of the following sentences are in wrong order. Work with a partner and put them in the right order. The first one has been done for you as an example.

1. sun / up / heats / sea / the / the / from

    The sun heats up water from the sea.

2. water / the / and / into / water / evaporates / changes / vapour

    _____

3. water / the / the / up / rises / sky / vapour / to

    _____

4. the / vapour / cools / water / down / and / to / droplets / small / form / condenses

    _____

5. water / gather / form / and / clouds/ droplets / the

    _____

6. water / bigger / grow / the / clouds / in / the / droplets

    _____

7. the / rain / when / as / ground / the / water / droplets / to / fall / may / they / enough, / big / are

    _____

    _____

8. sea / the / to / back / travels / rain / the / when / falls, / water

    _____

The water cycle

III.   Instructions:

Explain the water cycle to your partner.

II.   Language support:

Starting group work

- Let's start. I am A and you are B.
- Would you like to start first?

During group work

A: Can you explain the water cycle to me,
   please?

B: Yes, sure. Water…

A: Thank you.

B: You're welcome.

Useful phrases

- water changes into …

- water evaporates…

- water vapour condenses

- water droplets gather…

Lesson Plan 4

Subject: History

Topic: The lives of nobles and peasants

Objectives: Students should be able to compare and contrast the lives of nobles and peasants

Resource: Textbook, Worksheet 1, Speaking Activity 1

Duration: 1 lesson

Procedure:

19. Recall students' knowledge of the lives of nobles and knights.

20. Tell students that they are going to learn about the life of peasants.

21. Teach students how to pronounce the word 'peasants' by separating the words into chunks: 'pea/sants' (/peznt/). Tell them that the first part 'peas' is pronounced like 'pez'.

    Note: 'Peasant' is a French word, so the spelling and pronunciation do not match.

22. Ask them to guess the percentage of people in Europe during the Middle Ages that was peasants (the answer is 90%).

23. Explain to students that there were two kinds of peasants: serfs and freemen. Give them clues like breaking up the word freemen into two parts, 'free' and 'men'. Ask them to guess the meaning of the word 'freemen' first. Then ask them what 'serfs' would probably mean. Also ask for similar words like 'serve' and 'servant'.

24. Ask students to guess the difference between these two kinds of peasants. Write down their answers on the blackboard.

25. Ask students to find out whether their guesses are correct or not by reading the relevant paragraph in the textbook.

26. Check the answers with the students.

27. Pair work: refer to 'Speaking Activity 1'

    Procedure:

i.	Distribute 'Speaking Activity 1 (A)' to half of the class.
ii.	Distribute 'Speaking Activity 1 (B)' to the other half of the class.
iii.	Explain the instructions to students.
iv.	Go through the language support with students. Highlight the language used in an interview.
v.	Ask students to start the pair work when they are ready.

Characteristics of 'Speaking Activity 1':

i. Provides students with clear instructions

ii. Provides students with a speaking frame

10. Check the answers with students.

11. Ask students to complete 'Worksheet 1'. Explain the sentence pattern 'The nobles _____ *but* the peasants _____' is used to show difference between the nobles and the peasants.

Characteristics of 'Worksheet 1':

i. Provides students with clear instructions

ii. Provides students with initial language support which is gradually withdrawn

12. Check the answers with students.

13. Ask students to complete Part I of 'Speaking Activity 2'.

Pair work: refer to Part II of 'Speaking Activity 2'.

Characteristics of 'Speaking Activity 2':

i. Provides students with clear instructions

ii. Provides students with language support

I. Complete the following table by interviewing your classmate who has got 'Speaking Activity 1 (B)':

Peasants	Nobles
1. lived in small huts 2. wore simple clothes 3. worked hard 4. had a poor life	1. lived in _____ 2. wore _____ 3. _____ _____ 4. _____

II. Language support:

A: May I ask you a few questions?

B: Yes.

A: Thank you. What kind of house did the nobles live in?

B: They lived in …

A: What kind of clothes did the nobles wear?

B: They wore …

A: What did the nobles do every day?

B: They ….

A: What kind of life did the nobles have?

B: They had a …

A: You've been very helpful. Thank you.

B: You're welcome.

II. Complete the following table by interviewing your classmate who has got 'Speaking Activity 1 (A)':

Peasants	Nobles
1. lived in _____ 2. wore _____ 3. _____ 4. _____	1. lived in big castles 2. wore beautiful clothes 3. enjoyed eating and drinking 4. had a comfortable life

II. Language support:

A: May I ask you a few questions?

B: Yes.

A: Thank you. What kind of house did the peasants live in?

B: They lived in …

A: What kind of clothes did the peasants wear?

B: They wore …

A: What did the peasants do every day?

B: They ….

A: What kind of life did the peasants have?

B: They had a …

A: You've been very helpful. Thank you.

B: You're welcome.

Name: _____   Class: No:_____

_____   _

The lives of nobles and peasants in the Middle Ages

Complete the following paragraph:

The nobles and the peasants in the Middle Ages had _____ ways of

life. The nobles lived in _____ *but* the peasants lived in

_____. The nobles wore _____

but the peasants _____. The nobles

_____ *but* the peasants

_____.   So,   the   nobles   had   a

_____ *but* the peasants _____.

I. Answer the following questions in complete sentences:

1. What would you like to be in the Middle Ages, a noble or a peasant?

   I would like to be _____in the Middle Ages.

2. Why?

   There are _____ reasons why I would like to be _____in the

   Middle Ages. First, _____

   Second, _____

   _____

   _____

   _____

   (To express more reasons, use the words 'Third', 'Fourth', 'Fifth', 'Sixth' and so

   on.)

II. Pair work:

   Find out what your neighbour would like to be in the Middle Ages.

III. Language support:

Starting pair work

During pair work

● Let's start. I am A and you are B.

A: What would you like to be in the Middle

● Would you like to start first?

   Ages, a noble or a peasant?

B: I would like to be …

A: Why?

B: There are …

Lesson Plan 5

Subject: History

Topic: Life in towns and the decline of feudalism

Objectives: Students should be able to

      1.   explain why the living conditions in towns were poor

      2.   explain the reasons for the decline of feudalism

Resource: Textbook, Worksheet 1, Speaking Activity 1, Speaking Activity 2

Duration: 1 lesson

Procedure:

6. Motivate students by asking them to name the new towns in Hong Kong and to tell what can be found in these towns.

7. Tell students that there were towns in the Middle Ages as well. Ask them to guess who lived in the towns, what could be found in the towns and the living conditions in towns. Write down their answers on the blackboard.

8. Ask students to find out whether their answers are correct or not by reading the relevant paragraph in the textbook.

9. Check with students whether the answers on the blackboard are correct or not.

10. Pair work: refer to 'Speaking Activity 1' Part A.

    Characteristics of 'Speaking Activity 1:

    i. Provides students with clear instructions

    ii. Provides students with language support

11. Tell students that feudalism declined in the 14th century. Explain the word 'decline' and teach them how to pronounce it by separating it into chunks: 'de/cline'.

12. Ask students to find out the reasons by reading the relevant paragraph the textbook.

13. Pair work: refer to 'Speaking Activity 1' Part B.

14. Ask students to complete 'Worksheet 1'.

    Option: This can be assigned to students as homework.

    Characteristics of 'Worksheet 1':

    i. Provides students with clear instructions

    ii. Provides students with language support at first and gradually reduces it

15. Revision of the topic: refer to 'Speaking Activity 2' Part I

16. Group work: refer to 'Speaking Activity 2' Part II

Speaking Activity 1

Name: _____ Class: _____ No:_____

Part A

Discuss with your partner and write down the answers to the following question:

Why were the living conditions in medieval towns poor?

iv. _____

v. _____

vi. _____

Part B

Discuss with your partner and write down the answers to the following question:

Why did feudalism decline?

iv. _____

v. _____

vi. _____

Language support

Starting pair work

● Shall we start?

● Let's start.

During pair work

● I think that … (because…)

● Do you think that …?

● What do you think?

● I think so.

● I agree with you.

● I don't agree with you. The reason is …

● Can you explain that again, please?

● Can you repeat that, please?

Finishing pair work

● Have we finished?

● Yes, I think so.

● No, we haven't discussed …

Name: _____ Class: _____ No:_____

Answer the following questions in complete sentences.

1. Why were the living conditions in medieval towns poor?

    The living conditions in medieval towns were poor for three reasons. First, _____

    _____.Second, _____

    _____.Third, _____

    _____ .

2. Why did feudalism decline?

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

Name: _____   Class: _____ No:_____

Life in Medieval Europe

I. Write down what you have learnt about 'Life in Medieval Europe' in point form.

e.g. – during the Middle Ages, feudalism developed _____

_____

_____

_____

_____

_____

_____

_____

_____

II. Group work:

Tell your group members what you have learnt about 'Life in Medieval Europe'.

III. Language support

Starting group work	During group work	Finishing group work
● Shall we start?	● Can you explain that again, please?	● Have we finished?
● Let's start.	● Can you repeat that, please?	● Yes, I think so.
		● No, we haven't …

Lesson Plan 6

Subject: E.P.A.

Topic: Identity

Objectives: Students should be able to:

1. tell what an identity is

2. tell the importance of an identity

3. tell the ways of identifying a person

Resource: Textbook, Worksheet 1, Worksheet 2, Worksheet 3

Duration: 1 lesson

Procedure:

28. Motivate students by asking them the following question: 'Who are you?' Write the question on the blackboard. Give them a sample answer like 'I am a student of XXX School.' Write the sample answer on the blackboard as well. Ask two or three students to answer the question. Write down their answers on the blackboard.

29. Explain to students that the answers on the blackboard show the identities of the students who have answered the question respectively.

30. Write the word 'identity' on the blackboard and explain its meaning.

31. Explain to students that each person may have more than one identity and he or she may have many identities. Give them examples like ' I am the son of …', ' I am the classmate of …' and 'I am Chinese'. Write the word 'identities' on the blackboard.

32. Teach students how to pronounce 'identity' and 'identities' by separating them into chunks:

> iv.   i/den/ti/ty
>
> xv.   i/den/ti/ties

6. Draw students' attention to the formation of the plural form of 'identity': by dropping the 'y' at the end and adding 'ies'.

Extension work:

> i.   Ask students to give examples of plural nouns which are formed in the same way e.g. duties, responsibilities.
>
> ii.   Introduce the word 'identify' (i/den/ti/fy). Explain to students that this is the verb form.
>
> *You may leave it to the end after students have consolidated the meaning of the noun.*

7. Ask students to complete Part A of Worksheet 1.

   Characteristics of 'Part A':

   i. Provides students with clear instructions

   ii. Provides students with an example

   iii. Provides students with initial language support which is gradually withdrawn

8. Pair work: refer to Part B of Worksheet 1.

   Characteristics of 'Part B':

   i. Provides students with clear instructions

   ii. Provides students with language support

9. Inform students that our identity in a social group is very important. Ask students to find out the importance of an identity by reading the relevant paragraph in the textbook.

10. Ask students to explain why an identity is important.

11. Ask students to complete Part A of Worksheet 2. Explain what a fitness club is before asking them to do the reading exercise.

    Option: make use of the school library regulations of your school

    Characteristics of 'Part A':

    i. Provides students with clear instructions

    ii. Provides students with initial language support which is gradually withdrawn

12. Illustrate the meaning of 'right' and 'duty' by the answers to the questions of the reading exercise.

13. Write the words 'right' and 'duty' on the blackboard. Teach students how to pronounce them by separating them into chunks:

    i. right

    ii. du/ty

14. Ask students for other words containing 'ight' e.g. 'light', 'fight', 'might', 'night', 'tight' and 'sight'.

15. Ask students to guess the plural forms of the words. Remind students the way to form plural nouns from single nouns ending with 'y': by dropping the 'y' at the end and adding 'ies'.

16. Ask students what the rights and duties of a student are to check whether they understand the meaning of 'right' and 'duties'.

17. Ask students to complete Part B of Worksheet 2.

18. Ask students to name the ways to identify a person. To give hints, you can make use of the following questions:

i. How can you identify a person through the telephone?

*ii. How can you find your classmate sitting next to you among a group of people in
a photograph?*

iii. How can the police identify a suspect?

19. Divide students into groups of 3 /4 and do Worksheet 3.

Characteristics of Worksheet 3:

i. Provides students with clear instructions

ii. Provides students with some language support

Note:

The language used will go beyond that listed in Worksheet 3 e.g. 'Clothes can change', 'People may cut their hair' etc. Teachers should not worry about the accuracy of the language in this case, just concentrate on the meaning.

Worksheet 1

Name: _____   Class: No:_____

_____   _

Identity
A. Write down as many identities as you can in complete sentences:

My name is _____

1.I am a student of _____School.

2.I am the son / daughter of _____

3.I am the classmate of _____

4.I am a member of _____

5.I am _____

6.I _____

7._____

8._____

9._____

10. _____

I have _____ identities.

B. Pair work

IV. Instructions: Tell your partner what you have written down in Part A.

V.   Language support:

Starting pair work

● Shall we start?

● Let me start first.

● Would you like to start first?

During pair work

● Sorry to interrupt. Can you repeat that, please?

● Sorry to interrupt. Can you explain that, please?

● Can you repeat … (e.g. the word)?

● Can you explain … (e.g. what you mean by X)?

Name: _____   Class: No:_____

_____   _

The Importance of an identity

A. Read the following passage and answer the questions below in complete sentence.

> Daisy wants to join a fitness club. If she is a club member, she can use the facilities in the club and join the fitness lessons offered by the club. However, all the club members must pay a fee of $3,000 per year.

1. What will Daisy enjoy if she becomes a member of the fitness club?
    Daisy can _____

    _____ if she becomes a member of the fitness club.

2. What must Daisy do if she wants to become a member of the fitness club?
    _____

    _____

B. Answer the following questions in complete sentence.

1. Why is an identity important?
    An identity is important because _____

    _____

2. What is a right?
    A right is _____

3. What is a duty?
    A duty is _____

Name: _____   Class: No:_____
_____   _

Ways of identifying a person

I.   Instructions:

Discuss with your group members whether the following ways of identifying a
person is reliable or not. Give reasons for your answers.

Ways of identifying a person	Accurate / Inaccurate	Reasons
1. Appearance (e.g. face, height, clothing)		
2. Voice		
3. Name		
4. Teeth		
5. Fingerprint		
6. Deoxyribonucleic acid (DNA)		
7. Official documents (e.g. passport, identity card)		

II.   Language support:

Starting group work
● Shall we start?
● Let's start.

During group work
● I think that … (because…)
● Do you think that …?
● What do you think?
● I think so.
● I agree with you.
● I don't agree with you. The reason is …
● Can you explain that again, please?
● Can you repeat that, please?

Finishing group work
● Have we finished?
● Yes, I think so.
● No, we haven't discussed …

Lesson Plan 7

Subject: EPA

Topic: Citizens and residents

Objectives: Students should be able to:

1. tell the difference between a citizen and a resident

2. tell the difference between a Chinese citizen and a non-Chinese citizen

3. tell the difference between a permanent resident of Hong Kong and a non-permanent resident of Hong Kong

Resource: Textbook, Speaking Activity 1, Worksheet 1

Duration: 1 lesson

Procedure:

1. Recall students' knowledge of the importance of an identity.

2. Inform students that they are going to find out their identity in HKSAR during this lesson.

3. Write the words 'citizen' and 'resident' on the blackboard. Ask students whether they know the difference between 'a citizen' and 'a resident' of a country. Teach students to pronounce the words by separating them into chunks:

   i. ci/ti/zen, ci/ti/zens

   ii. re/si/dent, re/si/dents

4. Ask students to find out the difference between a citizen and a resident by reading the relevant paragraph and / or flowchart in the textbook.

   Note:

   Teachers may need to explain the new words like 'descent' and 'emigrate' in the paragraph before asking students to do the reading.

5. Ask students to explain the difference between a citizen and a resident.

6. Ask students whether all residents in Hong Kong are Chinese citizens.

7. Ask students to find out whether all residents in Hong Kong are Chinese citizens by reading the relevant paragraph and / or flowchart in the textbook.

8. Pair work: refer to Speaking Activity 1 Part A.

   Option:

   You can ask students to interview more than one classmate.

   Characteristics of 'Part A':

   i. Provides students with clear instructions

   ii. Provides students with language support

9. Write the phrase 'permanent residents' and 'non-permanent residents' on the blackboard. Ask students whether they are permanent residents or non-permanent residents of HKSAR. Teach them to pronounce the words by separating them into chunks:

i.	per/man/ent re/si/dents
ii.	non-/per/man/ent re/si/dents

10. Ask students to find out whether they are permanent residents or non-permanent residents of HKSAR by reading the relevant paragraph and / or flowchart in the textbook.

    *Note:

    Teachers may need to explain the new words or phrases like 'expatriates' and 'right of abode' in the paragraph before asking students to do the reading.

11. Pair work: refer to Speaking Activity 1 Part B.

    *Characteristics of 'Part B':

    i. Provides students with clear instructions

    ii. Provides students with language support

12. Ask students to complete Worksheet 1.

Suggestion for extension work:

'Who is a permanent resident of Hong Kong?' on P.77 of *Hong Kong Our Home 1A* published by Manhattan Press (H.K.) Limited

Speaking Activity 1

Name: _____   Class: _____   No:_____

A. Pair work

I. Instructions:

Find out whether your classmate is a Chinese citizen and why he / she is / is not a Chinese citizen by asking him / her questions.

II. Language support:

Starting group work

- Let's start. I am A and you are B.
- Would you like to start first?

During group work

A: Are you a Chinese citizen?

B: Yes, I am. / No, I am not.

A: Why?

B: Because …

B. Pair work

I.   Instructions:

    i.   Read the following paragraph.

> Mr. Law emigrated to Canada in 1992 and claimed Canadian nationality. He returned to settle in Hong Kong on 23 December, 1998.

    ii.   Discuss with your partner and find out the answers to the following questions:

1.   Is Mr. Law is a permanent resident of HKSAR?

    _____

2.   Is Mr. Law of Chinese nationality?

    _____

II.   Language support:

Starting pair work	During pair work	Finishing pair work
● Shall we start?	● I think that … (because…)	● Have we finished?
● Let's start.	● Do you think that …?	● Yes, I think so.
	● What do you think?	● No, we haven't
	● I think so.	discussed …
	● I agree with you.	
	● I don't agree with you. The reason is …	
	● Can you explain that again, please?	
	● Can you repeat that, please?	

Name: _____   Class: _____   No:_____
                                                         _

Citizen and Resident

Answer the following questions in complete sentence.

1. What is a citizen?

   A citizen is a person who _____

   _____

2. What is a resident?

   _____

   _____

3. Are you a Chinese citizen? Why?

   Yes, I am a Chinese citizen because _____

   _____

   _____

   OR

   No, I am not a Chinese citizen because _____

   _____

   _____

4. Are you a permanent resident of Hong Kong? Why?

   _____

   _____

   _____

5. Do you have the right of abode in Hong Kong? Why?

   _____

   _____

6. Are you protected by the law of Hong Kong? Why?

   _____

   _____

Lesson Plan 8

Subject: Maths

Topic: Solids

Objectives: Students should be able to distinguish the seven types of solids

Resource: Textbook (P.122-123 of *New Trend Mathematics S1A*, published by Chung Tai Educational Press), Speaking Activity 1, Speaking Activity 2

Duration: 1 lesson

Procedure:

1. Write the word 'Solids' on the blackboard.

2. Ask students whether they know what solids are.

3. Explain to students what solids are.

4. Show solids one by one using appropriate realia and ask students to guess what each one is called. For example, show a triangular prism to students and ask them what the base of it looks like. After students have answered that it looks like a triangle, ask them to guess what the solid is called before introducing the term 'triangular prism'.

5. Teach students how to pronounce the vocabulary items accurately by separating the words into chunks:

> xvi. So/lids
>
> *Note:*
>
> The first part of the word 'so/lid' (/s l d/) is not pronounced as the word 'so' (/s /) is pronounced. Instead, it should be pronounced as the word 'soft'
>
> (s ft/).
>
> xvii. Cube
>
> xviii. Cu/boid
>
> xix. Tri-ang-gu-lar pri/sm
>
> *Note:*
>
> The second part of the word 'pri/sm' (/pr z m/) is pronounced as if there were a short unstressed vowel between 's' and 'm'.

xx. Rec-tang-gu-lar py/ra/mid

Note:

The first part of the word 'pyramid' (/p r m d) is not pronounced as the first part of the word 'pi/lot' (/p l t/). Instead, it should be pronounced as the first part of the word 'pil/low' (/p l /).

xxi. Sphere

xxii. Cy/lin/der

Note:

The first part of the word 'cylinder' (/s l nd (r)/) is not pronounced as the first part of word 'cy/cle' (/s kl/). Instead, it should be pronounced as the first part of the word 'ci/vil' (/s vl/).

xxiii. Cone

6. Pair work: refer to 'Speaking Activity 1'

Note: Go through the instructions and sentence patterns with students before starting the activity.

7. Pair work: refer to 'Speaking Activity 2'

Note:

i. Go through the instructions and sentence patterns with students before starting the activity.

ii. Explain the vocabulary items like 'steadily', 'plane' and 'curved'.

VI. Instructions:

5. One of the students will be Student A and the other will be Student B.

6. Students A points to one of the solids shown on P.122 of the textbook and asks Student B the name of the solid he or she points to. Make use of the sentence patterns below.

7. Change your roles after Student A has pointed to all the solids.

II. Sentence patterns:

A. Starting pair work

Student 1: Now I am Student A and you are Student B. Let's begin. What is the name of

this solid?

Students 2: It is a …

Student 1: What is the name of this solid?

Students 2: It is a …

B. Exchanging the roles

Student 1: Shall we change over now?

Student 2: O.K. I am Student A and you are Student B. Let's begin. What is the name of

this solid?

Student 1: It is a …

C. Finishing pair work

Student 1: Have we finished?

Student 2: Yes, we have finished.

Speaking Activity 2

VII. Instructions:

Discuss with your partner to find out the answers to the questions on P.123 of the textbook.

II. Sentence patterns:

A. Starting discussion

Student 1: Let's begin. I am A and you're B.

Students 2: O.K.

B. During discussion

A: What do you think the answer to question (a) is?

B: I think the answer is … Do you agree?

A: I think so. What about question (b)? / I don't think so. It should be…

OR

I agree with you. What about question (b)? / I don't agree with you. I think it should

be…

C. Sustaining pair work

Student 1: Shall we change over now?

Student 2: O.K. I am A and you are B now.

D. Finishing pair work

Student 1: Have we finished?

Student 2: Yes, we have finished.

Contributed by Po Leung Kuk Tang Yuk Tien College
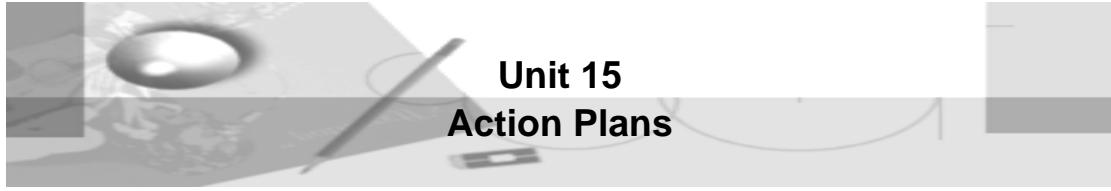
Unit 15
Action Plans

The action plans in this unit are taken from *LTPSS Year Plan (2001 – 2002)* prepared by Law Ting Pong Secondary School. They show how language is integrated into the scheme of work of individual content subjects. For example, the focus areas of various subjects include 'to encourage language-rich teaching and learning activities', 'to incorporate language components in the lessons', 'to implement language across the curriculum' as well as 'to improve students' written and oral presentation skills' and corresponding action tasks are found.

Law Ting Pong Secondary School
Mathematics Department Action Plan 2001

Focus Area	The present situation	Success Criteria	Development Program	Action tasks	Resources (Equipment/training etc)
To develop the use of English in learning and teaching mathematics	Students were passive in their mode of learning	Students can clarify their own thinking, make generalizations, recognize key points in the problem, and organize and interpret information.	To develop the use if different learning activities in class	More open-ended tasks, which involves students in solving a real problem, will be given to students	Problem books, challenge questions from textbooks and supplementary mathematics materials
	Teachers use English in teaching mathematics in class	- teachers can disseminate the importance of using English in learning and communicating - Students are able to present their viewpoints in English when needed	To develop teachers' proficiency in using English in their daily teaching in class	More learning and communicating opportunities will be provided to students so that they will learn the way to use English in discussion	Language across curriculum workshop
	Students work on individual basis	Students are able to work in groups and communicate to their group members using English		Teachers are able to examine students' ability to work together in groups or individually.	
	Not enough interactions are seen in class	There are more interaction among teacher-student and student-teacher	Various group learning activities will be used in class	Different mathematics projects will be given out during the year	Related materials can be obtained through Internet, Books and journals.

To develop students' higher order thinking skills	Students seldom asked questions, contributed ideas and expressed viewpoints in class discussions	Flexibility in thinking and problem solving through a variety of modes	To use the performance tasks in mathematics classes	Using different physical activities such as computer software in exploring geometrical theorems and doing some simple measuring activities	Books and information from various mathematics societies in local areas and other countries
	Expository teaching approach led to a passive mode of learning	Students are actively involved in cooperative learning activities and	To develop student-centred learning environment	More challenging learning activities will be given to students	Books on challenging mathematical problems will be purchased in due course
		Students are able to use different learning strategies such as inquiry, reasoning, and problem solving skills in various learning activities	Teachers will employ a variety of teaching strategies which promote different generic skills in learning	- Action research on effective teaching and learning will be carried out in the year - Peer Observation - Good practices sharing	Seminars and workshops on effective teaching and learning strategies
		Students will appreciate the innate beauty and challenges in mathematics	Students will take part in various mathematics activities and competitions that foster higher order thinking skills	- Mathematics Olympiad - Mathematics Trail - Statistical Project	Information will be collected through ED and Internet

To monitor closely students' progress in mathematics learning	The homework given in classes are not interesting and too much drilling was emphasized	More variety in students' works will be employed	Continuous assessment will be used this year to assess students' abilities in all areas	Various tools for assessment will be examined and assessment rubrics will be set up	
	The mathematical abilities among students in the same class varies greatly	Such variation will be reduced to its minimal	Strategies foe catering the needs of each student will be employed	- Remedial class - Peer group tutoring	

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Law Ting Pong Secondary School
Biology Subject Annual Plan (2001- 2001)
</div>

Objective and implementation

Focus Areas	Present Status	Implementation Plan	Success Criteria
To achieve high academic performance	Results of CE level are satisfactory with a passing percentage around 90 and about 30% credits or above. Results of AL are not stable but in general about average HK standard.	For CE level, different strategies will be employed in S.5D and S. 5E. For S.5E, the syllabus will be covered as early as possible so that more time is allowed for exam practice. For AL, actively books will be used to enhance self-learning and regular revision.	- For S.5, passing percentage above 90%with above 35%credits. - For S7, more than 80% passing and a credit of 20 %.
To promote the use of English as the major medium of communication in class	Students are lack of confidence to express themselves in English. Teachers may be unaware of the students' inadequacy in using English as their learning tool.	Use English as the medium of instruction. Encourage language-rich teaching and learning activities.	- Language-rich activities arranged - Language components are incorporated in some lessons
To embed critical skills in teaching and learning Biology	Students cannot select appropriate and relevant information even specific objectives have been provided. Students are weak at report writing, drawing and presentation.	Ask students to gather information from the internet/news for their presentation and/or wed essays. Use examples/exercises to develop students' ability in formulating hypothesis and to test them. Students to make biological	- Students are able to collect appropriate and relevant information for their work. - Students would be able to formulate hypothesis and to design experiments to test the hypothesis. - Good drawing techniques and reports. - Students are capable of discussing on current issues related to life science

		drawing and to write up more formal experimental reports.	and presenting their ideas to their fellow schoolmates
To promote co-operative teaching and sharing	Just a few events of peer observation.	Encourage peer observation and sharing among colleagues.	- Peer observation and sharing on a more regular basis.
To motivate students to learn actively	Students are used to rote learning.	Ask students to do library search, projects and presentations. Small group work is encouraged. Involve students in various project, e.g. filling the A/V aids and softwares, identifying plants in the school, setting questions for quiz contest.	- Library search, projects and presentation done - Field trips and visits organized. - Various projects accomplished.
To teach knowledge in Biology using experimental approach and enquiry approach	Because of time, not many experiments are done at CE level. For AL, experiments are usually of he traditional types to study, to measure and so on.	Use experiments, demonstrations, to supplement teaching especially in S4. Perform investigatory in AL.	- Experiments, demonstrations done. - Experiments of inquiry type done. Students are capable of making hypothesis and design experiments accordingly.
To let students appreciate the daily applications of their knowledge	To the students, the daily application of the biological knowledge is very remote.	Use issue-based teaching for appropriate topics, e.g. food safety. Ask students to do newspaper cuttings for the display board.	- Issue-based teaching tired out. - Projects, newspaper cutting/posting.
To apply information technology in teaching and learning	Teaching materials form CD-ROMS and some web-sites. Power-point presentations by students and teachers.	Develop interactive learning materials. Try out web-based teaching. Encourage students to use internet for sources of information. Update and revise the homepage.	- interactive learning material (OL) prepared, e.g., on food tests, pronunciation. - Web-based teaching (OL/AL) tried out. - Internet search project.

			- New contents added to homepage.
To improve organization and routine house-keeping of the laboratory	Lack of a record of experiments done	Work closely with the lab. Technician to check stock, to keep track of experiments done. Develop an inventory keeping system.	- Good record keeping. - Clean and tidy laboratory.

Law Ting Pong Secondary School
Chemistry Department Actions Plan (2001-2002)

Action/ Task	People Involved	Time-scale	Resources	Success Criteria
Laboratory safety talk	Mr Wu Ms Chong & Laboratory Technician	At the beginning of the school year and throughout the year	Laboratory safety rules	Good safety records of pupils in the laboratory
Teaching pupils the proper procedures of conducting experiments	Mr Wu Ms Chong & Laboratory Technician	Throughout the year		Good practical skills and improvement in TAS results
Relating Chemistry learning to real life eg. Pollution, energy resources, food additives, corrosion of metals.	Mr Wu & Ms Chong	Throughout the year	Reference book Magazine & Newspaper cutting	Pupils' interest in chemistry developed
Conducting class discussion, providing more chances for pupils to express themselves	Mr Wu & Ms Chong	Throughout the year	Reference book Newspaper	Pupils' active participation in class discussion
Preparing pupils for public examinations	Mr Wu & Ms Chong	Throughout the year	Worksheet in a variety of formats	Good public exam results
Attending seminars to get current information on teaching chemistry/ IT.	Mr Wu & Ms Chong	Throughout the year	Seminars organized by publishers & E. D.	Active participation of teachers
Assisting the "Science Society" in organizing activities	Mr Wu & Ms Chong	October- May	Interesting experiments on chemistry	Pupils' interest in Chemistry enhanced
Staff sharing	Mr Wu & Ms Chong	Throughout the year	Peer observation Sharing teaching material and teaching strategies	Teachers' satisfaction in teaching enhanced

Encourage pupils to collect information form internet	Mr Wu & Ms Chong	Throughout the year	Web sites	Access to Chemistry Websites by pupils
Apply IT in teaching chemistry	Mr Wu & Ms Chong	Throughout the year	Useful websites, CD-Roms & video tapes	Pupils motivation to learn enhanced
Implement Language Across the Curriculum (LAC)	Mr Wu & Ms Chong	Throughout the year	ESL in the Mainstream-Participant Manual	Standard of English among pupils raised.

Law Ting Pong Secondary School
Physics Subject Development Plan 2001-02

Focus area	Action / Task	Success Criteria	Implementation Plan	Responsible Person(s)	Resources
Experimental Techniques	Implement investigating approach in teaching	- Student show increased interest in practical session - Improvement of students' practical skill	- As far as possible, experiments suggested in the syllabus should be attempted by or demonstrated to the students. - Teachers should guide the students in their experimental work by posing problems for investigation and by providing necessary ground work. Finally, teachers should lead the students to draw the conclusions.	Panel Chairman	Recommendations listed in the syllabus
	Training of Lab. Discipline	- Students show good discipline inside laboratory - Equipment are handled with care and placed in good order	- Re-iterate the importance of lab. Discipline at start of term. - Emphasis on good lab. Discipline through out the year	Panel Chairman and subject teachers	
	Lab. Equipment maintenance	Smooth running of practical classes and student projects	Lab. Equipment must be well maintained and well organized.	Lab. Technician	
Teacher/ Learning Aspects--- Teacher level	Learn from each other	Teacher's satisfaction in teaching	- Sharing sessions for exchange of teaching idea, teaching approach and laboratory practical work - Peer observation.	Panel Chairman and subject teachers	Advise form Action Research Team on Peer observation
Teaching / Learning Aspects --- Student level	Develop a reading habit	- Student have a better comprehensive ability - A broader	- Collect and distribute materials from reference books, magazines, newspapers, internet etc which is related to topics in Physics		

		knowledge in Science	- Guide student to read and draw conclusions/make comments after reading		
Teaching / Learning Aspects--- Student level	Develop a self-learning attitude	Student learnt how to learn	- student self-study kit (gather and organize reference materials (including books, CD Roms, Videos, lab. Manuals, web address etc) into relevant topics for self- study reference) - use of self-learning CD-Rom for revision	Panel Chairman and subject teachers	$2000 for buying reference materials
	Active learning	- student shows interest in studying Physics - student participate actively in class activities, discussion and project work	Learning Physics through real life examples and activities. --- Teachers are advised not to teach just by chalk and talk, various teaching aids and methods should be employed --- S.3-S.5 student, interests can be developed by newspaper cutting, debate competition, visits, talks etc. S.6-S.7 students, interests can be developed by projects, case studies, visits etc.	Panel Chairman and subject teachers	
Integration of IT in Physics Teaching	IT as a teaching aid	Students can learn more effectively	1. Use of World Wide Web for student projects. (information retrieval and learning on research techniques) 2. Collect real time experiment data through PC. a) by a PC parallel port data acquisition system b) by "Standard Physics Bundle" experiment kit	Panel Chairman and subject teachers	

Law Ting Pong Secondary School
2001-2002 Program Plan
Integrated Science

Action / Task	People Involved	Time-scale	Resources	Success Criteria
Laboratory Safety Talk	All Panel members and Laboratory Technicians	At the beginning of the school year and throughout the year	Laboratory safety rules Laboratory emergency plan Laboratory evacuation procedure	Good safety records of pupils in the laboratory
Teaching pupils the proper procedures of conducting experiments	All Panel members and Laboratory Technicians	Throughout the year		Good practical skills and attitudes
Basic concepts in Science	All Panel members	Throughout the year	Textbooks, magazine (e.g. Newton), newspaper cutting	Pupils' interest in learning science
Conducting class discussion, providing more chances for pupils to express themselves and develop critical thinking in a scientific and logical way	All Panel members	Throughout the year	Text books, newspaper cutting	Pupils actively involved in class discussion and presentation
Attending seminars to get current information on teaching Integrated Science	All Panel members	Throughout the year	Seminars organized by E.D. and other organizations (e.g. WWF)	Active participation of teacher
Learning through informal curriculum – "Science Society"	All Panel members and Laboratory Technicians	October to May	Interesting experiments(e.g. dissection of frog, soap and toothpaste production, etc.)	Pupils' interest in the activities
Encourage pupils to learn science by themselves through the internet	All Panel members	Throughout the year	Web sites (e.g. NASA, Discovery channel, etc..)	Access to web sites by pupils
Staff Sharing	All Panel members	Throughout the year	Peer observation	Teachers' satisfaction in

			Sharing of teaching materials and teaching strategies	teaching
Purchase reference materials for teaching (including CD-ROMs)	All Panel members, School librarian	Throughout the year	Catalogue of CD-ROMs from publishers and E.D. (RSS), ETV programmes	A collection of video tapes, CD-ROMs, library books available
Apply IT in teaching Integrated Science	All Panel members	Throughout the year	Useful websites, CD-ROMs and video tapes	Pupils' motivation to learn enhanced
Implement Language Across the Curriculum (LAC)	All Panel members	Throughout the year	ESL in the Mainstream – Participation Manual	Pupils' English Standard raised

Objectives	Programs / Tasks	Present Situation	Success Criteria
1. To help students develop into confident and effective learners with self-discipline and commitment to continuous improvement	Adopt student-centered mode of teaching Teaching SS study skills and require them to practice these skills in their own learning Provide additional tutorial and support to the low achievers Encourage goal setting among S.4-5 students Self-discipline, self-evaluation and continuous improvement to be emphasized in the learning process	On right track. Student-centered mode of learning is adopted in class. S.4 – more group activities than before. S.6, 7- teacher talk is reduced to a minimum to allow more thinking and discussion activities for students. Additional tutorial support has been given to the low achievers. Progress of these students is shown. Individual and peer evaluation is emphasized in S.6-7 classes. Periodic evaluation is done to identify good performances and areas for improvement. Reflective practices have a positive impact on students' progress and development.	Students show progress in learning attitude and motivation as witnessed in: - Students' participation in class activities - Quality of work submitted by students - Personal and peer evaluation on group work and assignments.
2. To develop in students the skills that are necessary for life-long learning and future career development, including reading & writing, critical thinking, oral communication, teamwork	"Learn by doing" will be a classroom teaching strategy – a variety of learning activities to be designed to promote active learning and group learning Project work requiring students to collect and analyze real-life data	Current issues discussion is a major learning actively in class. A subject-based web site has been developed as an additional tool of independent learning. Teachers have better experience in	Students show progress in developing high-order thinking skills as judged by: - Their participation in discussion activities - Quality of assignments and

and use of information technology	(S.4 students to participate in the Consumer Culture Research Project organized by Consumer Council) Organize subject-related activities to enrich students' learning experiences, such as visits, seminars, competitions	conducting project-based learning in terms of planning and assessment. Students have turned in project work of higher quality than before. Students' skills in searching information, analysis, critical thinking and problem solving need further development. The participation in the MEP project has enriched the learning experience of both teachers and students.	project work submitted - Personal and peer evaluation on group work and assignments Able to achieve the objectives stated in each program or actively through direct observation, students' response & participation, and students' output (such as quality of their work)
3. To help students develop a habit of concerning the current business development and the ability of applying the concepts and theories in solving real-life problems	Enrich the curriculum with current commercial development particularly on the E-business development in HK Develop case-study materials based on current commercial/business development of HK Require students to write commentaries on economic/business news Magazine articles of different sources to be collected for self-reading for S.6-7 students	On right track S.6-7 students have developed a habit of reading newspapers and made improvement in analyzing current issues. Newspaper clippings have been collected as a source of learning and discussion. They are kept in a systematic filing system.	Annual review of he curriculum at the year-end and inclusion of important issues of business development in the curriculum for the following year Proper collection and keeping of newspaper clippings for developing case study materials with the help pf students and school library Students show a genuine interest in current issues and are able to see their own role & responsibilities in modern society

| 4. To foster a culture of sharing and collaboration and to enhance professional development of subject teachers | Regular staff development on departmental level through peer lesson observation and informal sharing & discussion on teaching practices

Participation in relevant seminars, training workshops, educational conferences, etc.

Participation in sharing activities and collaborative projects initiated in the district teachers network | Panel members have close relationship in terms of collaboration and sharing. Discussion of curriculum reform, reflection of classroom teaching practices and peer lesson observation have been conducted frequently throughout the year.

Teachers participate actively in their own professional development by attending educational seminars and courses organized by ED or other institutes. | Teachers are able to reflect on one's teaching practices and learn form each other the good practices in teaching and classroom management

Teachers are able to try out and evaluate different teaching strategies in raising the effectiveness of teaching and learning as suggested in the educational research & literature or as practical in other schools |

Law Ting Pong Secondary School
Home Economics Department Action Plan 2001- 2002

Focus Area	The present situation	Success Criteria	Development Program	Action Tasks	Resources
To develop the use of English in learning and teaching Home Economics	Teachers use English in teaching (assist by Cantonese)	- Teacher can disseminate the importance of using English in learning and communicating	To develop teachers' proficiency in using English in their daily teaching in class	More learning and communication opportunities will be provided to students so that they will learn the way to use English in discussion	
	- Students were passive in using English in learning - Students seldom asked questions contributed ideas and expressed viewpoints in class discussions using English.	- Students are able to present their viewpoint in English. - Students are able to communicate to their groups members in English	Various group learning activities will be used in class	More open-ended questions, which involve students to present their viewpoints, will be given to students.	
To foster students' aesthetic sense	Students were tempted by strange clothes	- Students are able to choose suitable clothes for special occasions	To cultivate students' the appreciation of aesthetic sense	- Discussion - Sharing	Related materials can be obtained through Internet, Books and magazines.
To stimulate students' ideas of creativity	Students act to be copy cat	- Students are able to proud of their own design	Students will try to made their own design	Students will take part in a show to present their creative design	Related materials can be obtained through Internet, Books and magazines.

Law Ting Pong Secondary School
Principles of Account Department Action Plan 2001

Targets	Gaps in the Present Situation	Programs/ Tasks/ Actions	Success Criteria	Resources	Time-scale and Teacher i/c
To incorporate more IT application	IT is not always incorporated into teaching	S.7 students will be asked to prepare a project on the analysis of published accounts of limited companies in Hong Kong by searching information from visiting relevant websites and using computer software in making presentation S.3 to S.7 students will be asked to hand in their assignments of selected topics using word processing	Project is done Application of IT in the making of and presentation of project Assignments are done 90% of students can produce their assignments using the word processor	$50 for buying gifts to those outstanding projects	Dec. 2001 Lam Man Yi Apr 2002 Lam Man Yi & Chan Siu Fun
To incorporate civic education elements and ethics into accounting lessons	Ethical issues are not discussed frequently during lessons	Authentic materials, like suitable newspaper articles will be used for discussing ethical issues. Students will form into groups for discussion under suitable guidelines and to present their ideas	Teachers' perception on students' performance Students' participation in group discussion	Relevant newspaper articles	Anytime when relevant issues arise Lam Man Yi & Chan Siu Fun
To use audio-visual teaching aids		A program "Onward into the New Millennium, with Information Systems in Equilibrium" will be broadcasted. A	Program is broadcast 75% of students can score 70 marks or	VCD "Onward into the New Millennium"	May 2002 – S.3 Lam Man Yi

		short quiz will be given afterwards to test their understanding	above		
To improve peer observation	Lessons were observed from general perspective, no focus area(s)	To work out focus areas and a format of peer observation	Lesson observation records	Lesson observation form	October 2001 Lam Man Yi & Chan Siu Fun
To enhance students' ability in personal financial control	Students cannot make good use of their pocket money	A project will be done on the analysis of their use of pocket money after teaching the topic of pretty cash book They will be asked to think of the ways to improve	Project is done Teachers observation	$ 50 for buying gifts to those outstanding projects	March 2002- S.3 Lam Man Yi
To help weaker students to improve their academic performance	Some weaker students cannot even grasp the basics and their performance was far below standard	Weaker students will be encouraged to form groups with those better students hoping that the use of group work can raise their interests in learning and help can be given when needed	Improved academic results Better learning atmosphere		Whole year- S.4C Chan Siu Fun

Law Ting Pong Secondary School
Economics Department Action Plan 2001- 2002

Focus Area	Development Program	Action tasks	Nature of action	Success Criteria	Person-in-charge	Resource
To maintain high performance standard in teaching and learning Economics	Teachers will employ a variety of teaching strategies to promote different generic skills in learning Shift from teacher-centered teaching to student-centered learning	Develop students' generic skills (e.g. communication, critical thinking, problem solving, teamwork and interpersonal skill etc) and correct value & attitudes through effective teaching and appropriate curriculum	On-going Improve	Students develop confidence and competence in generating the solution for their assignment and discussion. Better academic grades Better learning atmosphere Students' active participation in class	Dept. head and Form coordinators	Collaboration of all Economics teachers Suggestions extracted from CDC syllabus and document form learning to learn" Reference books and softwares
	Effective use of English in teaching Economics in class	Provide more opportunities for students to learn and strengthen the language skill Discuss with students the kind of language which would be appropriate to the given topic and the target audience	On-going Improve	Students are able to present their viewpoints or answer in English when needed Students are willing and able to use English for discussion	All Economics teachers	Language across curriculum workshop Assistance form English teachers

	Peer observation	Peer lesson observation (on the level basis) will be conducted at least once throughout the year. The arrangement of observation and feedback of Post-observation meeting will be documented	On-going Improve	Collaborative lesson planning Good practices sharing among the teachers Comments from peers are taken gracefully and positively Continuous feedback from HOD/ Form coordinators and yearly performance appraisal	Dept. head	Action Research on Peer observation(project advisor Dr. Ng Hoi Ming, HKU) Seminars and workshop on effective teaching and learning strategies Cooperation among Economics teachers
To arouse students' interest in studying Economics and prepare themselves for life-long learning	Adoption of informal teaching strategies Develop student-centered learning environment	Provide informal learning opportunities such as visits, talks and other extra-curriculum activities Discussion on the materials extracted from the newspaper to enhance students' higher level cognitive abilities- application, analysis and evaluation Teach students to use internet resources for self learning and further study	On-going Keep	Achieve the intended number activities More students' response to current affairs and economic issues More cooperation among students Students can make use of IT in collection and analysis of relevant materials	All Economics teachers	"City Forum" of RTHK Editorial from newspaper Various external organizations List of local educational web sites provided by teachers
To access students' performance	Continuous assessment (including homework assignment, test and	Various tools for assessment will be used and assessment	On-going Keep	More variety in students' works will be employed(MCQ,	Dept. head and form coordinators	Reference books Past Exam. Papers Creative ideas from

effectively	examination) will be used to assess students' abilities in all areas	rubrics will be set up		problem-solving questions, cartoon making, group work and oral presentation etc.)		teachers

Law Ting Pong Secondary School
Geography Department Action Plan 2001-2002

Focus Area	Person-in-charge	Implementation plan	Nature of Action	Performance indicator	Assessment Mechanism
To develop an active learning atmosphere both inside and outside classroom	All members	Activity-based learning approach will be implemented	On-going Improve	Effective teaching and learning	Valued-addedness of student achievement
		Issue-based learning and enquiry approach will be adopted	On-going Improve	Development on problem solving skills	Teacher's perception & observation
		Collaborative learning mode will be encouraged during and after lessons	On-going Improve		
		Student-centered learning approach will be reinforced	On-going Improve		
		Outside-classroom activities will be adopted during lessons	On-going Improve	Enhancement of interest in geography study	Number of activites
		Field work will be implemented in cooperation with the departmental society	Ongoing Improve	Active participation of Studies	Number of participants and field work
		Collaborative lesson design and preparation	Start	Production of tailored teaching notes and packs (S1 & S2)	Record
		Collaborative evaluation on the collaborative designed lessons	Start	Teachers' adoption of sharing culture	Peer Observation
To develop the use of English in learning and teaching	All members	More open-ended tasks, which involves students in discussing daily-life issues.	Ongoing Improve	Students can clarify their own thinking, recognize key points in the issues, and organize and interpret information	Students' work and their performance

		More learning and communicating opportunities will be provided to students through discussing daily-life issues.	Ongoing Improve	Active discussions	Peer Observation Teacher's perception & observation
To develop self-learning	All members	To provide opportunities for students to work out cooperative learning	Ongoing Improve	Students are able to use the skills actively	Students' work
		To develop the skill of self learning by self learning assignment	Start	The projects and assignments are up to standard	Students' work Record
IT in teaching and learning	All members	Teachers use some IT in their teaching	Ongoing Improve	Better use of IT	Record
		Students use some IT in their presentation and assignments			
To foster the environmental protection value/attitude	All members	Cooperate with Tai Po Environment Association in promoting environmental protection activities	Ongoing Keep	Active participation of the students Students are more aware of the environmental problems	Number of activities Number of participants
		Take part in the SEPAS	Ongoing Keep		
		To promote the cleaning and protection in classroom	Start	Students are more aware of the cleaning of classroom	Teacher's perception & observation

Law Ting Pong Secondary School
Action Plan Proforma – History Department (2001-2002)

Focus Area	The present situation	Success Criteria	Development program	Action Tasks	Resources
1. To foster effective teaching and learning; to develop and increase the students' initiatives and participation in learning History	Students are passive and lack the initiatives in their mode of learning.	Students can take a more active part in their learning process and in developing their own study skills and strategies independently. Teachers only serve as a facilitator and encourage more self-learning of the students.	To Develop the students' ability to recall, evaluate and select knowledge relevant to the context and take notes by themselves instead of absorbing all the materials and information from the teachers.	More open-ended tasks; group discussions and presentation by the students. Action research on effective teaching and learning will be carried out in the year. Peer Observation Sharing of good teaching practices	Newspaper cutting; primary and secondary historical sources from the textbooks.
2. To develop cross-curricular activities with other subjects	A cross-curricular integration on the topic of "Renaissance" between the History and Art & Design Department was introduced last year.	Students can master the knowledge of a particular topic in different perspectives	To develop the students the skills in gathering and sorting information for a research study on a particular topic "One day tour in Hong Kong."	A cross-curricular integration will be jointly organized by both the History Department and the Geography Department for the S.1 students	Related materials can be obtained through Internet, books and journals.
3. To improve the oral and written presentation skills of the students	Students are weak in presenting their arguments orally and writing their essays in a coherent way.	Students have the ability and skills in presenting their ideas during lessons and in their assignments.	To put the teaching strategies and techniques learnt in ESL workshops into actual teaching	More group discussion and presentation.	

			practices.		
4. Application of more IT teaching and learning	All the panel members have achieved the level of BIT	All the teachers can acquire the level of IILT by the end if the 1st term.	Attending more workshops and seminars related to IT teaching.		Obtaining help from the IT coordinator in learning.