

Education Bureau Funded  
Professional Development Programme on  
English Language Learning and Teaching  
— Enhancing the Learning and Teaching  
of English Vocabulary  
for Cross-curricular Learning  
in the Secondary English Classroom



**Nicole Tavares and Simon Chan**  
**Faculty of Education, HKU**

# Outline

## What can we expect from this workshop?

- Reflections on (cross-curricular) vocabulary and the teaching and learning of it
- Connection between English Language and non-language subjects in the development of vocabulary-building strategies
- Vocabulary building and development of reading and/or writing skills
- Demonstration on specific vocabulary-building strategies
- Recommendations on materials for vocabulary teaching
- ... anything else?

# The Power of Cross-curricular Vocabulary

## Reading Challenge 1:

Read the following text from the HKDSE 2021 English Language Reading Paper (B2) and answer Questions 57 (vii) and (viii) Please refer to the task sheet

# The Power of Cross-curricular Vocabulary

## Reading Challenge 1:

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# The Power of Cross-curricular Vocabulary

## Reading Challenge 2:

Read the following text from the HKDSE 2021 English Language Reading Paper (A) and answer Questions 12 and 18. Please refer to the task sheet.

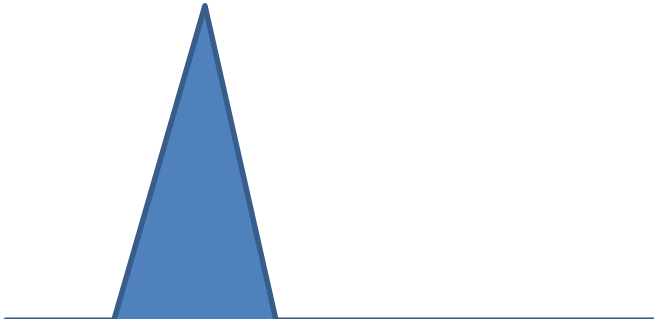
# The Power of Cross-curricular Vocabulary

## Reading Challenge 2:

Read the following text from the HKDSE 2021 English Language Reading Paper (A) and answer Questions 12 and 18. Please refer to the task sheet.

# The power of cross-curricular vocabulary


## Reading Challenge 1 (Answers):



How about 'warmer atmosphere'? Does 'warm' collocate with 'atmosphere'?



= 'thickening the atmosphere'?



Where does this answer come from?

# The Power of Cross-curricular Vocabulary

## Reading Challenge 2 (Answers):



How about '(they) lost \$4 billion in market share'?


How about '(they) lost \$4 billion'?

How about '(they are) losing money'?



# The Power of Cross-curricular Vocabulary

## Reading Challenge 2 (Answers):



How about 'the industry is/the food companies are losing business/market share'?



How about 'the Big Food companies have lost business/market share'?

# The Power of Cross-curricular Vocabulary

## Reading Challenge 3:

Read the following text from the HKDSE 2021 English Language Reading Paper (B2) and answer 50. Please refer to the task sheet.

# The Power of Cross-curricular Vocabulary

Reading Challenge 3 (Answers):

How about 'a small step by a man'?

# Reflection on (cross-curricular) vocabulary

Discussion Task (5 mins.):

*'One small step for man, one giant leap for mankind'*

- Which of the above words would you regard as 'vocabulary'? How do they affect the meaning of the whole expression? To what extent are they 'cross-curricular'?
- What is your definition of 'vocabulary'?
- Is there a vocabulary syllabus in your school's curriculum? If yes, to what extent are the above words covered?


# Reflection on (cross-curricular) vocabulary

## Discussion Task (Cont'd):

How about 'on earth'  
vs 'on **the** earth'?

*'One small step for man, one giant leap for mankind'*

- Neil Armstrong, the astronaut who said the above immortal words, once revealed that there was miscommunication between him **on the moon** and the people **on the earth**, and that a word actually got missing from this famous quote! Do you know what word it is (find it out from the Internet if not)? Is the meaning changed by adding it back?

 To what extent is the above task contributing to our students' vocabulary learning? Any pedagogic implications?

# From vocabulary to vocabulary teaching

To what extent do you agree with the following propositions ?

- a) Vocabulary teaching is a major part of my English lessons.
- b) Teaching vocabulary covers the spelling, pronunciation, and the dictionary meaning of words.
- c) Vocabulary treatment in the English language and other content subjects is different.
- d) Teaching vocabulary from content subjects would enhance students' general English proficiency.

# Cross-curricular vocabulary and reading comprehension

## 5-second Reading Challenge:

You will only be given *5 seconds* to read the text below. Your task is to identify the topic and the genre of the text.

# Cross-curricular vocabulary and cross-curricular reading

- What type of text is it?
- What is the topic?
- What did you spot that makes you think so?

**Vocabulary** is an important resource for **reading**

=> **Cross-curricular vocabulary** is an important  
resource for **cross-curricular reading**

=> **Cross-curricular vocabulary** can best be taught  
through **cross-curricular reading**



# Cross-curricular vocabulary and cross-curricular reading

## *White Salt Christmas Ornaments*

Place plain flour and salt in a bowl and mix together. Add in warm water and press the mixture. If the mixture is too dry then add in a little more water. Keep the salt dough in the bowl and add some white paint. Add the white paint twice to get the desired whiteness of the salt dough. Press well until the white paint is thoroughly mixed then place on a surface.

IMPORTANT – At this point WASH your equipment and hands. Roll out to around 1/2cm thick. Cut out your desired shapes. Place them on a lined baking tray. Set the oven to 100°C. Put it into the oven for around 1 hour. Turn over and check that the mixture is thoroughly dried if not return and continue drying. Leave to dry in a warm dry place for around 12 hours.

# Cross-curricular vocabulary and cross-curricular reading

## *White Salt Christmas Ornaments*

- How cross-curricular is this text?
- Which subject(s)/KLA(s) can we cross it over with?

# Cross-curricular vocabulary and cross-curricular reading

- Do you know who invented  
the art of salt dough making?



Ancient Egyptians is a topic in...?

# Cross-curricular vocabulary and cross-curricular reading

Personal, Social & Humanities Education  
Key Learning Area

History Curriculum Guide (Secondary 1–3)



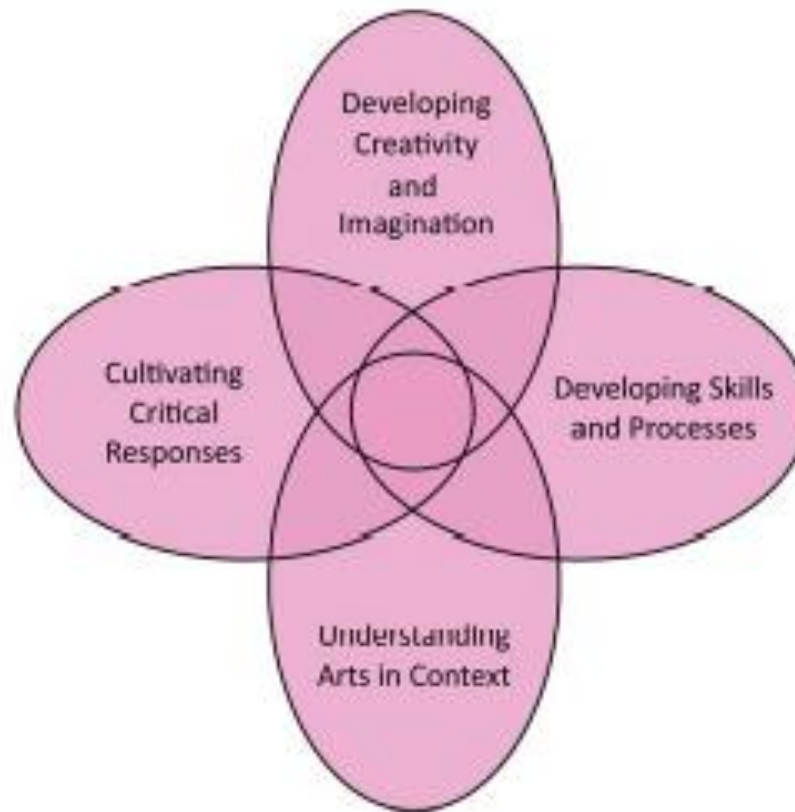
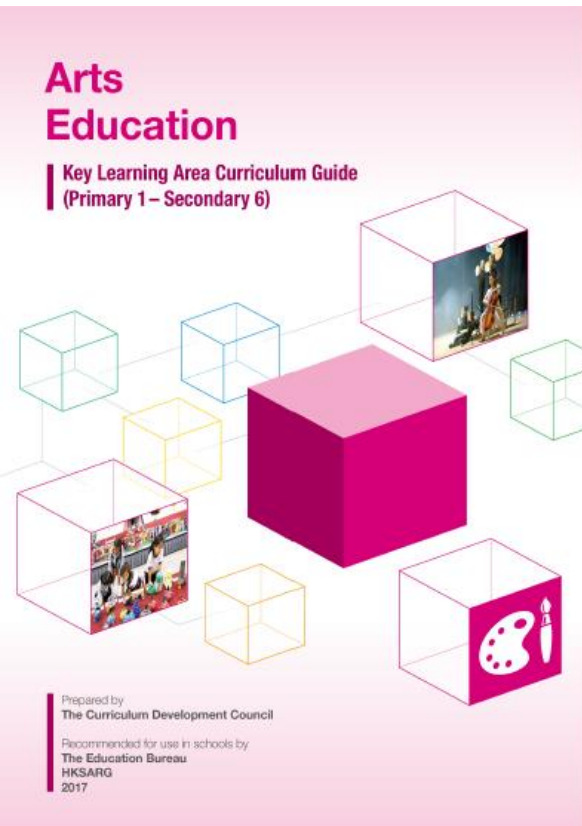
Prepared by  
The Curriculum Development Council

Recommended for use in schools by  
The Education Bureau  
HKSARG  
2019

Topic & enquiry questions	Learning points
<p><b>1. Human needs: past and present</b></p> <p>— What basic human needs led to the emergence of early civilisations? What are the main characteristics of early civilisations?</p>	<ul style="list-style-type: none"> <li>• Development of the Stone Age: from nomadism to agriculture (using recent major archaeological discoveries of different places including Hong Kong as examples).</li> <li>• Rise of ancient civilisations, and the distribution and characteristics of the major world civilisations</li> <li>• <u>Case study: the Fertile Crescent / the Nile Valley / the Indus Valley/ the Huanghe Valley</u> (Choose 1 out of 4, study one more case for the extended part*)</li> </ul>

Ancient Egyptians is a topic in...?

# Cross-curricular vocabulary and cross-curricular reading



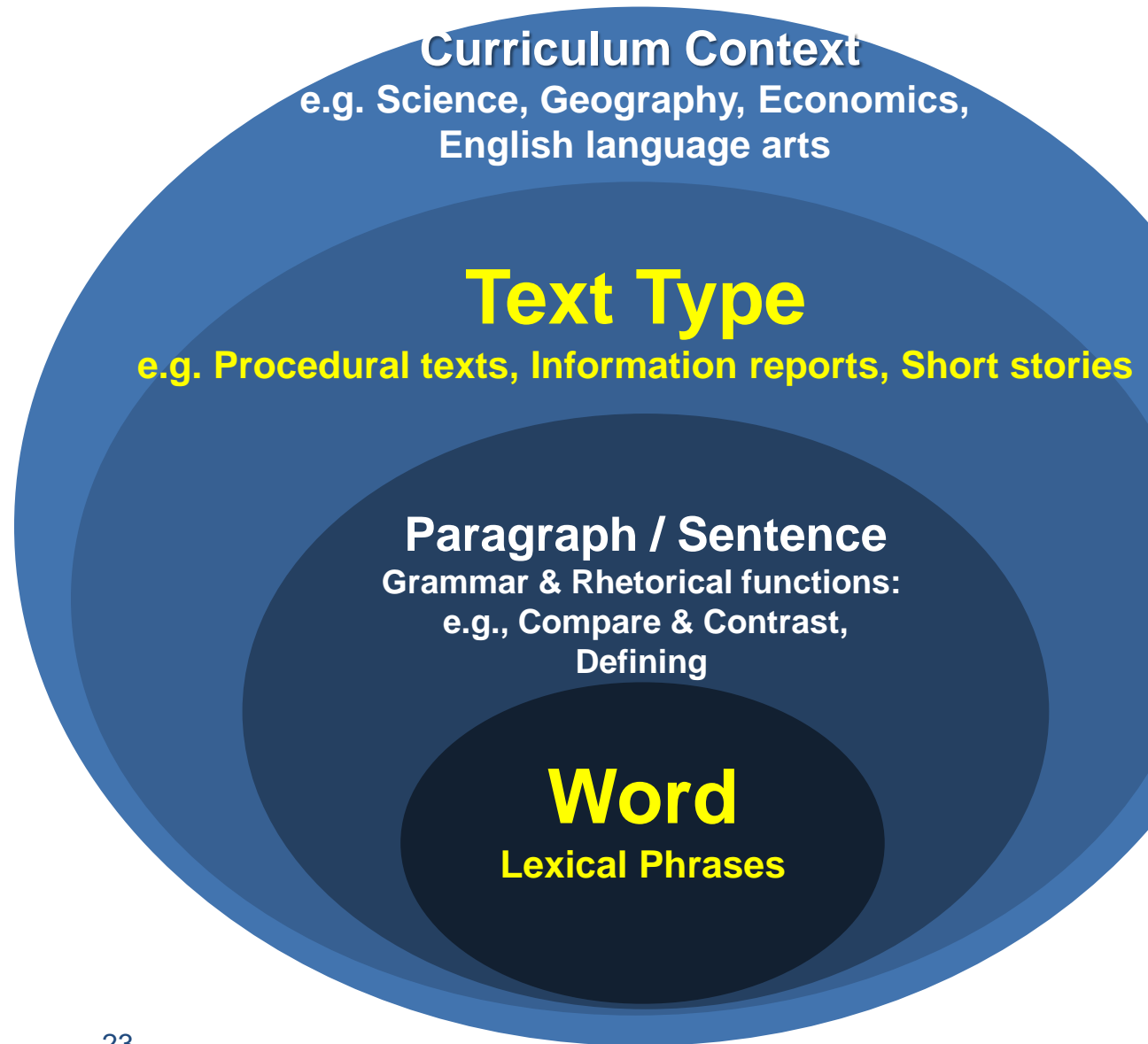
Learning Targets of the Arts Education Curriculum

And  
there is  
potential  
in  
crossing  
it over  
with...

# Cross-curricular vocabulary and cross-curricular reading

A possible  
alternative  
cross-curricular  
reading text:  
Procedural text for  
making Egyptian  
style salt dough  
scarab amulet

# The Genre Egg Model



Let's focus on  
the **text-type**  
and **word** levels  
this time.

In addition to  
History and VA,  
are texts of the  
above type  
found in *our*  
English subject  
as well?

What **kinds of**  
**vocabulary** are  
expected in all  
these texts?

# Cross-curricular vocabulary and cross-curricular reading

Vocabulary task suggestions: Useful for cross-curricular writing as well!

- Circle all the words suggesting the exact actions to be taken to make salt ornaments. What would be the grammatical pattern in which these words are shown in the text?
- Which of the following words do NOT show actions we have to take to make the ornaments: place, add, press, dry?
- What are your comments on the time/sequence expressions used in the text?
- Why is the word 'IMPORTANT' in capital letters? What does it mean in the text?

## *White Salt Christmas Ornaments*

Place plain flour and salt in a bowl and mix together. Add in warm water and press the mixture. If the mixture is too dry then add in a little more water. Keep the salt dough in the bowl and add some white paint. Add the white paint twice to get the desired whiteness of the salt dough. Press well until the white paint is thoroughly mixed then place on a surface. IMPORTANT – At this point WASH your equipment and hands. Roll out to around 1/2cm thick. Cut out your desired shapes. Place them on a lined baking tray. Set the oven to 100°C. Put it into the oven for around 1 hour. Turn over and check that the mixture is thoroughly dried if not return and continue drying. Leave to dry in a warm dry place for around 12 hours.



# Cross-curricular vocabulary and cross-curricular reading

What further potential is there for using the above text in promoting cross-curricular vocabulary learning?

- Vocabulary in *Technology and Living, Life and Society etc.*
- Action verbs in Science experiment procedures  
(e.g. add, mix, place)
- Time adverbials in Mathematics word problems  
(e.g. gradually, twice)

... also the potential for **teaching vocabulary in context**  
and **lexico-grammar** (e.g. action verbs in imperative  
structure)

# Cross-curricular vocabulary and reading comprehension

- If you were to introduce the above text in your own language classroom, would you choose Version 1 or Version 2 (please refer to the handout)? Why?
- How about Version 3a, 3b and/or 3c?
  - 3a: web link a
  - 3b: web link b
  - 3c: web link c
- Do take into consideration how you would cater for learner diversity.

# Cross-curricular vocabulary-building strategies: Using graphic organisers for meaningful vocabulary learning

# Graphic organiser 1: Mind maps

e.g.: Mind map for animal kingdom

# Graphic organiser 2: Concept maps

e.g.: Concept map for climate change

Especially useful  
for  
cross-curricular  
writing!

# Graphic organiser 3: Venn diagrams

e.g. Venn diagram for series circuits vs parallel circuits

# Graphic organiser 4: Fray model

e.g. : Frayer model for



Word?

# Try to remember these words:

water	life	rabbit	line	home
field	ball	dog	apple	sheep
head	picture	year	sky	hill
cloud	horse	chock-a-block	pen	wind
pig	cow	foot	door	snow
flower	cat			



**You will now have  
1 minute to write down  
all the words  
you can remember.**

# What does this tell us?

water	life	rabbit	line	home
field	ball	dog	apple	sheep
head	picture	year	sky	hill
cloud	horse	chock-a-block	pen	wind
pig	cow	foot	door	snow
flower	cat			

Now it's time  
for some hands-on practice!

# Be as creative as you can be

Study the 2018 HKDSE Reading B1 text.

What insights do you have for exploiting the text for cross-curricular vocabulary teaching, learning, enrichment and consolidation?

As a team, select **ONE main area of teaching focus**.

Consider...

- ① what you will teach about the area, why and how,
- ② the linkage between this and (an)other subject(s) / KLA(s),
- ③ how you could extend your teaching to promote cross-curricular vocabulary development,
- ④ strategies for vocabulary building and consolidation, and
- ⑤ briefly sketch a task / an activity for one of the ideas above.

Our team has chosen to focus on \_\_\_\_\_  
**because** ...

Here are our teaching ideas: ... ..

This is our **task**.

To further support students in **cross-  
curricular vocabulary enhancement**,  
we may...

*What do you think of our ideas?*

# Teaching Points

- ☑ subject-specific vocabulary
- ☑ topical vocabulary
- ☑ parts of speech / word class // word formation
- ☑ collocation
- ☑ pronunciation & phonological cues
- ☑ synonyms (& antonyms)
- ☑ phrase level:
  - e.g. comparatives & superlatives, imperatives, ...
- ☑ sentence patterns, e.g. conditionals

# The Language of Science

Draw a graphic organiser to show your understanding of the meaning conveyed in the text (and write a paragraph about it).

stinger

allergic reaction

pollinating

tweezer

colony

pharmacist

insect bites

insect stings

stinging  
insects

species

sting sac

pump poison

bee stings

# Word Class

	v.	n.	adj.	adv.
sting	sting stang stung	sting stings stinger	stinging	
itch	--- cause(d) itchiness	itch itching	itchy	
allergy	--- cause(d) allergy	allergy allergies	allergic	
react	react(ed) to	reaction	reactive	
swell	swell(ed)	swell swelling	swollen	
poison	poison(ed)	poison	poisonous	
inject	inject(ed) sth. into	injection		
pollen	pollinate(d) spread pollen	pollination pollinator	pollinating	
sensitive	sense(d) vs cause(d) a sensation	sensation vs sensitivity	sensitive sensational	
provoke	provoke(d)	provocation	provoking	



# Word Formation

	v.	n.	adj.	adv.
sting	sting stang stung	sting stings stinger	stinging	
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# Collocation

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# Behaviour of Words

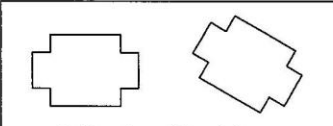
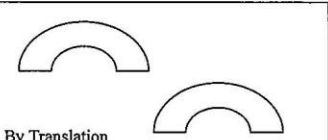
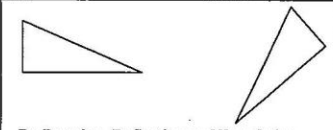
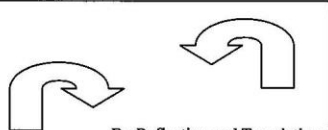
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# Pronunciation & Phonological Cues

	v.	n.	adj.	adv.
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Which is  
the  
stressed  
syllable?

# Nominalisation

<div style="border: 1px solid red; display: inline-block; width: 100px; height: 20px;"></div> <b>Secondary School</b>	
Form 1 Mathematics (English Enhancement)	
Chapter 9 – Congruence and Similarity (WS 1)	
Name : _____	Class : _____ (    )
<b>9.1 Congruence (p.9.5)</b>	
Key Terms :	
<b>Congruent figures    Translation    Rotation    Reflection</b>	
When two figures are identical in shape and size, may be different in position, they are called <b>congruent figures</b> .	
Below shows some pairs of <b>congruent figures</b> .	
 By Rotation and Translation	 By Translation
 By Rotation, Reflection and Translation	 By Reflection and Translation

**Maths**: addition, subtraction, multiplication, division, factorisation, simplification

**Science**: evaporation, condensation, crystallisation, vaporisation, polymerisation

**PSHE**: colonisation, trade liberalisation, localisation, polarization, ... ..

S.1 ( )

Name: \_\_\_\_\_ ( )

**Level 1**1a. **9 packs of candies** cost \$162. Find the cost of a pack of candies.*What is your equation?*Let the cost of a pack of candies be  $y$ .

\_\_\_\_\_

1b. Refer to the following **equation**. Write your own **word problem**.

$$6y = 126$$

*Hints: You may use the following expressions:*

- find the cost...
- \_\_\_\_\_ of \_\_\_\_\_.  
(unit) (food)

---



---



---

In your group, use the given equation  $6y = 126$  to create a **short story**. You can refer to the posters on 'measure words' and 'food' to write your story. Write in around 60-80 words. You may follow the outline below.

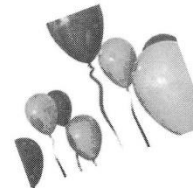
Today is Miss Chan's birthday. We are planning to give her a surprise. Firstly, we'll buy \_\_\_\_\_

\_\_\_\_\_. Then, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

We \_\_\_\_\_ (word to express 'opinion') she'll be very \_\_\_\_\_ (adj) and  
\_\_\_\_\_ (adj).



# Quantifiers

## of

\_\_\_\_\_

(unit)

\_\_\_\_\_

(n.)

# CROSS-CURRICULAR COLLABORATION

## The Maths teacher first...

- 1a. **9 packs of candies** cost \$162. Find the cost of a pack of candies.

*What is your equation?*

**Let** the cost of a pack of candies **be**  $y$ .

\_\_\_\_\_



- 1b. Refer to the following **equation**. Write your own **word problem**.

$$6y = 126$$

*Hints: You may use the following expressions:*

- **find the cost...**
- \_\_\_\_\_ of \_\_\_\_\_.  
(unit) (food)

---

---

---

# CROSS-CURRICULAR COLLABORATION

## The English teacher then...

In your group, use the given equation  $6y = 126$  to create a **short story**. You can refer to the posters on 'measure words' and 'food' to write your story. Write in around 60-80 words. You may follow the outline below.

*Today is Miss Chan's birthday. We are planning to give her a surprise. Firstly, we'll buy \_\_\_\_\_*

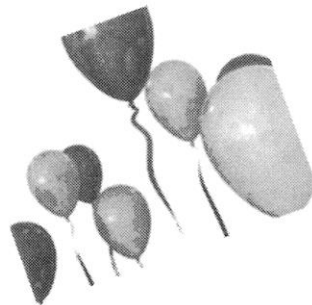
*\_\_\_\_\_. Then, \_\_\_\_\_*

\_\_\_\_\_

\_\_\_\_\_.

*We \_\_\_\_\_ (word to express 'opinion') she'll be very \_\_\_\_\_ (adj) and*

*\_\_\_\_\_ (adj).*

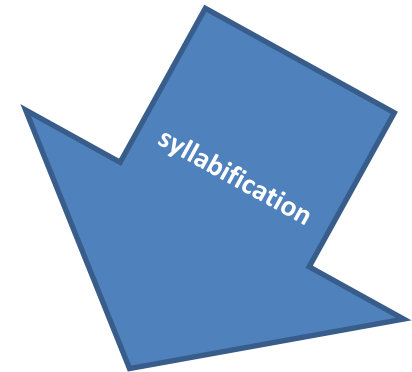




# CROSS-CURRICULAR COLLABORATION

Page 4 of 4

<p>equation (e/qua/tion)</p>	<p>word problem (problem)</p>	<p>increased by (in/creased)</p>
<p>decreased by (de/creased)</p>	<p>cost (/cost/)</p>	<p>original (<del>origi/nal</del>) (<del>cost/that</del>)</p>
<p>dozen (do/z/en)</p>	<p>following (fol/low/ing)</p>	<p>outline (out/line)</p>
<p>expressions (ex/pressions)</p>	<p>fraction (frat/ion)</p>	<p>bars (bar/s)</p>



# Word Class

adj.	adv.
	usually <sup>ly</sup>
	quick <sup>ly</sup>
	prompt <sup>ly</sup>
immediate	immediat <sup>ely</sup>
	particular <sup>ly</sup>
common	common <sup>ly</sup>

# Synonyms

Find a word in the text / in Paragraph \_\_ which has the same meaning as... **or**  
Match the words that share the same meaning in the given context.

relieve

ease, reduce

cause

result in

pump

inject

promptly

quickly

severe

serious

venomous

poisonous

humans

people

sensation

pain

# Comparatives & Superlatives

What do we notice about the structure when **more** / **less** is used?

less dangerous than

(much) more sensitive to... than

(much) less likely

not as sharp as

more than a minute / day

# Comparatives & Superlatives

Unit 8.4 Voltage  
Copy \_\_\_\_\_ times

Word List

1. Voltage	2. voltmeter (V)	3. unit: volt (V)	4. positive pole
5. Voltage is the electrical push that makes electrons flow in a circuit.			6. negative pole
*7. The higher the voltage of a dry cell, the greater is the electrical push.			8. positive terminal (red button)
9. negative terminal (black button)		10. pointer	
11. The red positive terminal of the voltmeter should be connected to the positive pole of the dry cell.			
12. The black negative terminal of the voltmeter should be connected to the negative pole of the dry cell.			
13. Button cell	14. Accumulator	15. Solar cell	16. Car battery
17. electrical appliance	18. ammeter A	19. unit: ampere (A)	20. current
*21. The bulb will be brighter/bright.		22. The bulb will be dimmer/dim.	
*23. The brightness of the bulb increases/is high.		24. The brightness of the bulb decreases/is low.	
25. are connected in the same direction		26. ....are connected to .....	

27. **are** connected in opposite directions.

\*28. When more cells are connected in the same direction, the voltage will be higher.  
The current will be greater and therefore the bulb will be brighter.

29. voltage can cancel each other if the cells are connected in opposite directions.

30. The voltage and current will be larger if the dry cells are joined in the same direction.

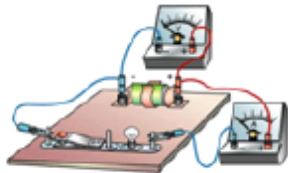
31. Measure the **voltage across** point A and point B.

\*32. The higher the voltage, the larger is the size of the current.

V ↑ ⇒ I ↑

33. V=voltage; I=current

Draw the circuit diagrams (p. 104)

Circuit	Circuit diagram
Circuit A	

# Comparatives & Superlatives

## Collaboration between a Maths and an English teacher

"Help Bag"

### Answer

The area of Flat A is \_\_\_\_\_.

The area of Flat B is \_\_\_\_\_.

Which flat is bigger?

### Think Aloud - Consider All Factors

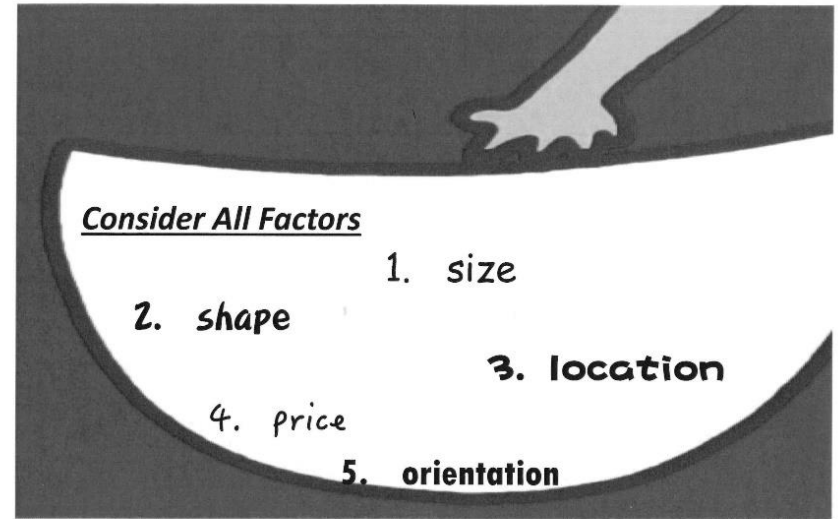
Factor	Comparison between Flats A & B

I will buy Flat \_\_\_\_\_.

This is because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### Adjectives to Make Comparisons

1. big / large / small / same
2. regular / irregular
3. convenient / far / close
4. cheap / expensive / dear
5. good / bad

### Sentence Patterns to Make Comparisons

- Flat A is as \_\_\_\_\_ as Flat B.
- Flat A is **not** as \_\_\_\_\_ as Flat B.
- Flat A is **(more)** \_\_\_\_\_ than Flat B.
- Flat A is **(less)** \_\_\_\_\_ than Flat B.

→ I will buy Flat \_\_\_\_\_ because of the  
above reasons.

1.	
2.	
3.	
4.	
5.	
→ I will buy Flat _____ because of the above reasons.	

# Verb Phrases

## Imperatives

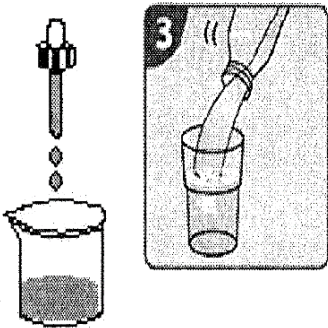
To clean the wound, wash it with soap and then reduce swelling...

To relieve itching, apply anti-histamine cream... or  
take an oral anti-histamine tablet.

If the itching is severe, consult your pharmacist about...

Call an ambulance immediately if...

# Imperatives

Diagrams					
	add	5 g of solid A	into	a test tube/ test tube P	
	drop	5 cm <sup>3</sup> of solution B		a boiling tube	
	transfer	5 drops of liquid C		a beaker	
	put	5 pieces of solid D		a flask	
	pour (liquid)			test tubes P & Q respectively	

Acknowledgement: Miss Cheung of Munsang College, Hong Kong



# Verb Phrases

## *by*

It stings **by** injecting...

... reduce swelling **by** bathing... or **by** covering it...

## *result in*

The effect is immediate and **results in** a sharp, burning, sensation.

Bee stings have the potential for an allergic reaction, **resulting in** anaphylactic shock, a serious medical condition that...

# Sentence Patterns

## Conditional Sentences

**If** stung by a bee, the pain will be reduced significantly **if** the stinger is removed promptly.

**If** the itching is severe, consult your pharmacist about steroid creams.

Call an ambulance immediately **if** someone has a severe reaction to an insect sting.

# Conditionals

## How is rain formed?

1. **When** the sun heats up the water in oceans, rivers and on land, water evaporates to form water vapour.
2. The water vapour is carried upwards by warm air.
3. **When** the water vapour rises higher, it condenses into tiny water droplets because the surrounding air is cooler.
4. **When** the tiny water droplets gather, they form clouds.
5. **When** the water droplets in the clouds form large drops of water, they fall as rain.

# Comparatives, If & Imperatives

211. Vivian buys a carton (盒) of apple juice. She reserves 400 mL for herself, and then fills 10 cups of 120 mL for the rest. How much apple juice does she buy?
212. In a shop, if we buy a carton of apple juice, we can get the second carton at half price. If 2 cartons of apple juice cost \$33, find the original price of a carton of apple juice.
213. Grandmother is 45 years older than Bobby. Her age will be 4 times of Bobby's age 3 years later. How old is Bobby now?
214. Grandmother is 52 years older than Bobby. Her age was 5 times of Bobby's age 5 years ago. How old is Bobby now?
215. Mr. Yip buys 8 mangoes and 6 pears in a supermarket. The cost of a mango is \$2 more than a pear. Mr. Yip pays \$100 for the fruit and the change is \$14.
- (a) How much is a pear?
  - (b) If an orange is \$1 cheaper than a pear, how many oranges can be bought with \$100?
  - (c) If an apple is \$1 more expensive than a mango, how many apples can be bought with \$100 at most?
216. In a shop, there are 2 types of pens: Brand A and Brand B. 80 pens are sold and the revenue (收入) is \$475. If the price of Brand A pen and Brand B pen cost \$8 and \$5 respectively, how many Brand A pens are sold?

# Others

## A Guide to Bee Stings

Bees are **known for** their role **in** producinging honey and pollinatinging flowers **to** produce fruit.

The most common insects **that** sting **are** wasps...

# Sentence-making Tables

## Defining

Specific term	Is / means/ refers to ...	General noun (a class)	Defining relative clause
Ingestion	is	the process	which takes food into the alimentary canal through our mouth.

## Classifying

General noun (a class)	Verb phrase (adverbs)	Number	Nouns (referring to groups)
The food substances	are (normally) classified into	seven	types.

## Exemplifying

Name of the example	Verb phrase (adverbs)	Noun	General noun (the group that it belongs)
Vinegar	is	an example	of food preservatives.

**Wrapping up  
with a few highlights**

# What *must* be taught?

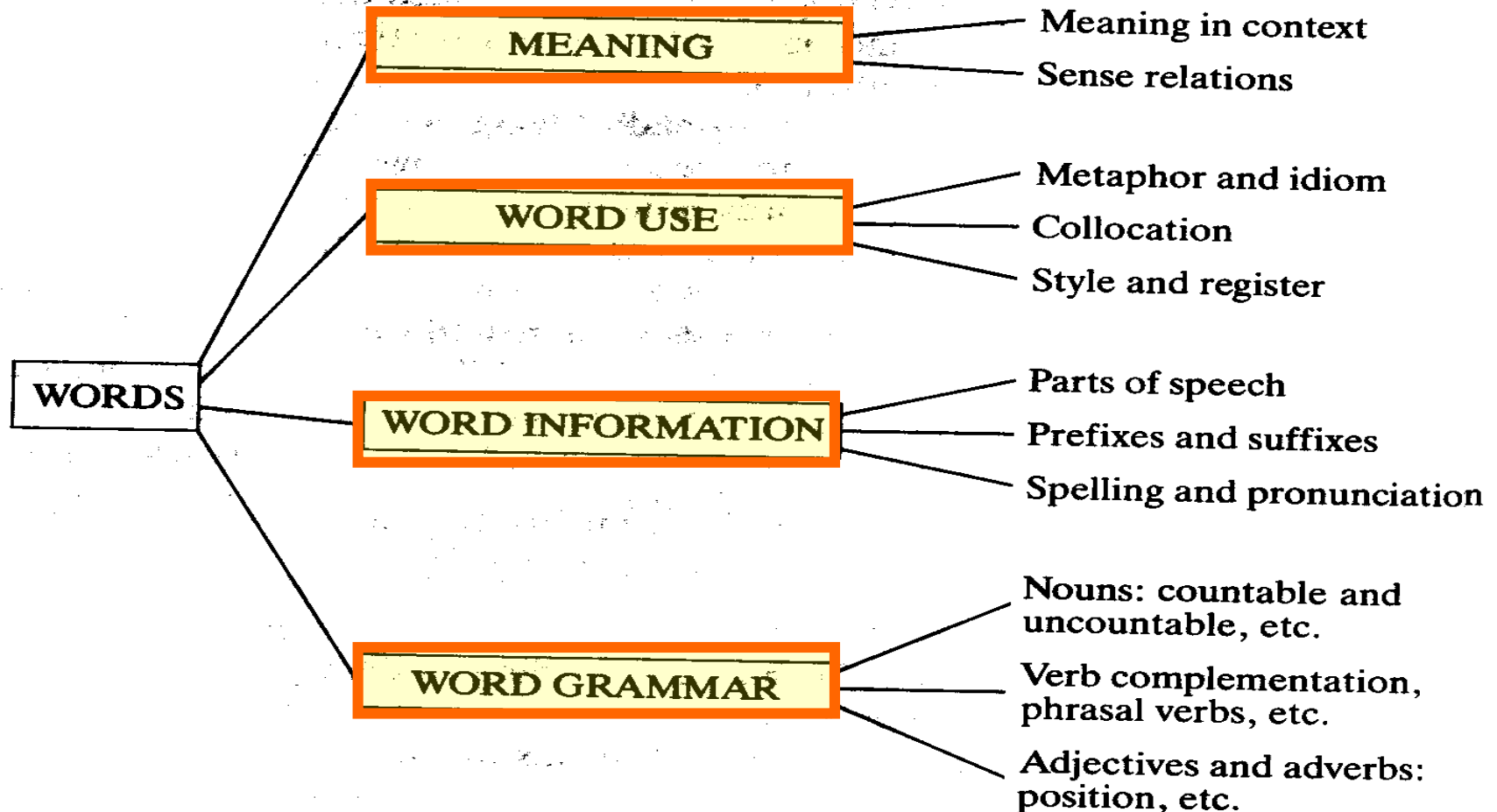


Figure 17 Knowing a word

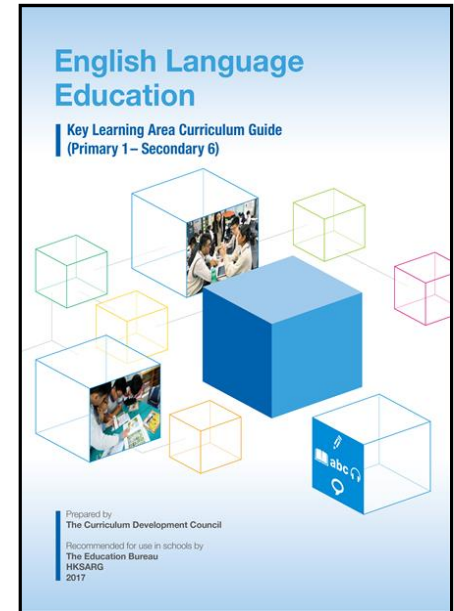


# Recommendations on EDB materials for vocabulary teaching

## 1. *English Language Education Key Learning Area Curriculum Guide*

[https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Curriculum%20Document/ELE%20KLACG\\_2017.pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Curriculum%20Document/ELE%20KLACG_2017.pdf)

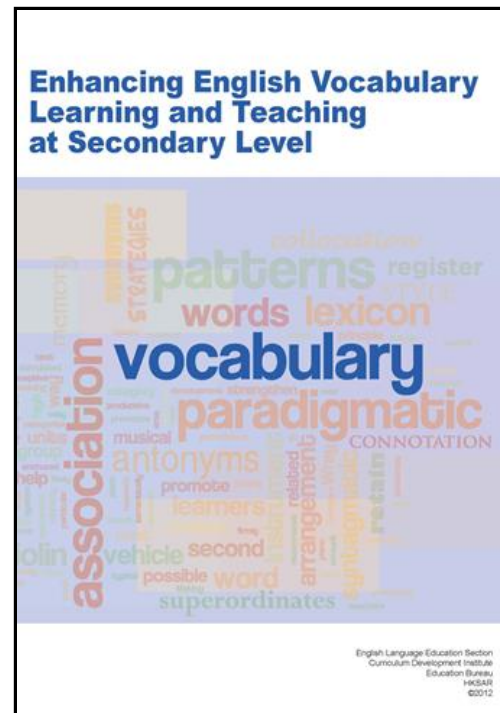
(e.g. vocabulary-building strategies on p. 21;  
Example 2: Connecting Students' Learning Experiences between English Language and Non-language Subjects through Promoting Language across the Curriculum at the Junior Secondary Level)



# Recommendations on EDB materials for vocabulary teaching

## *2. Enhancing English Vocabulary Learning and Teaching at Secondary Level (2012)*

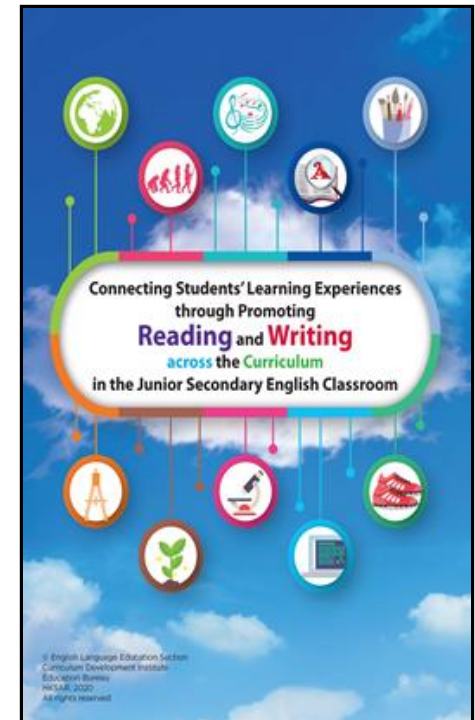
<https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Enhancing%20English%20Vocabulary%20Learning%20and%20Teaching%20at%20Secondary%20Level/Booklet.pdf>



# Recommendations on EDB materials for vocabulary teaching







## *3. Connecting Students' Learning Experiences through Promoting Reading and Writing across the Curriculum in the Junior Secondary English Classroom (2020)*

[https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/RWaC/RWaC\\_JS.pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/RWaC/RWaC_JS.pdf)



# Some Final Tips

on how to enhance collaboration between teachers of English and those of non-language subjects in facilitating students' development of vocabulary building skills / cross-curricular learning

-  Lesson-focused  
(e.g. Algebraic expressions, comparatives / quantifiers)
-  Project-based (e.g. Statistics + Visual Arts + English)
-  Cross-curricular collaboration  
(e.g. Technology and Living + BAFS + Maths + English)
-  Curriculum alignment
-  Consultation on material selection
-  Cross-curricular assessment

# Conclusion

- Connection between the English Language and non-language subjects in the development of vocabulary-building skills
- Importance of raising students' awareness of vocabulary-building strategies introduced in the English Language, which are transferrable and can be applied in decoding unfamiliar words across subjects and in their everyday life.