

GOOD PRACTICES ON LANGUAGE ACROSS THE CURRICULUM (LAC) IN SECONDARY SCHOOLS

DISSEMINATION SEMINAR

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Outline

- I. Introduction and overview of the Study
- II. Key findings of the Study
- III. Professional sharing by participating school teachers
- IV. Recommendations



I. INTRODUCTION & OVERVIEW

I. Introduction & Overview

▪ **Bilingual education programmes and their effectiveness**

- Use of students' second/foreign/additional language (L2) as the medium of instruction of non-language content subjects (e.g. Mathematics, Science, History)
- Aims: “additive bilingualism” – students learn L2 more effectively without sacrifice in L1 or academic achievement

YET

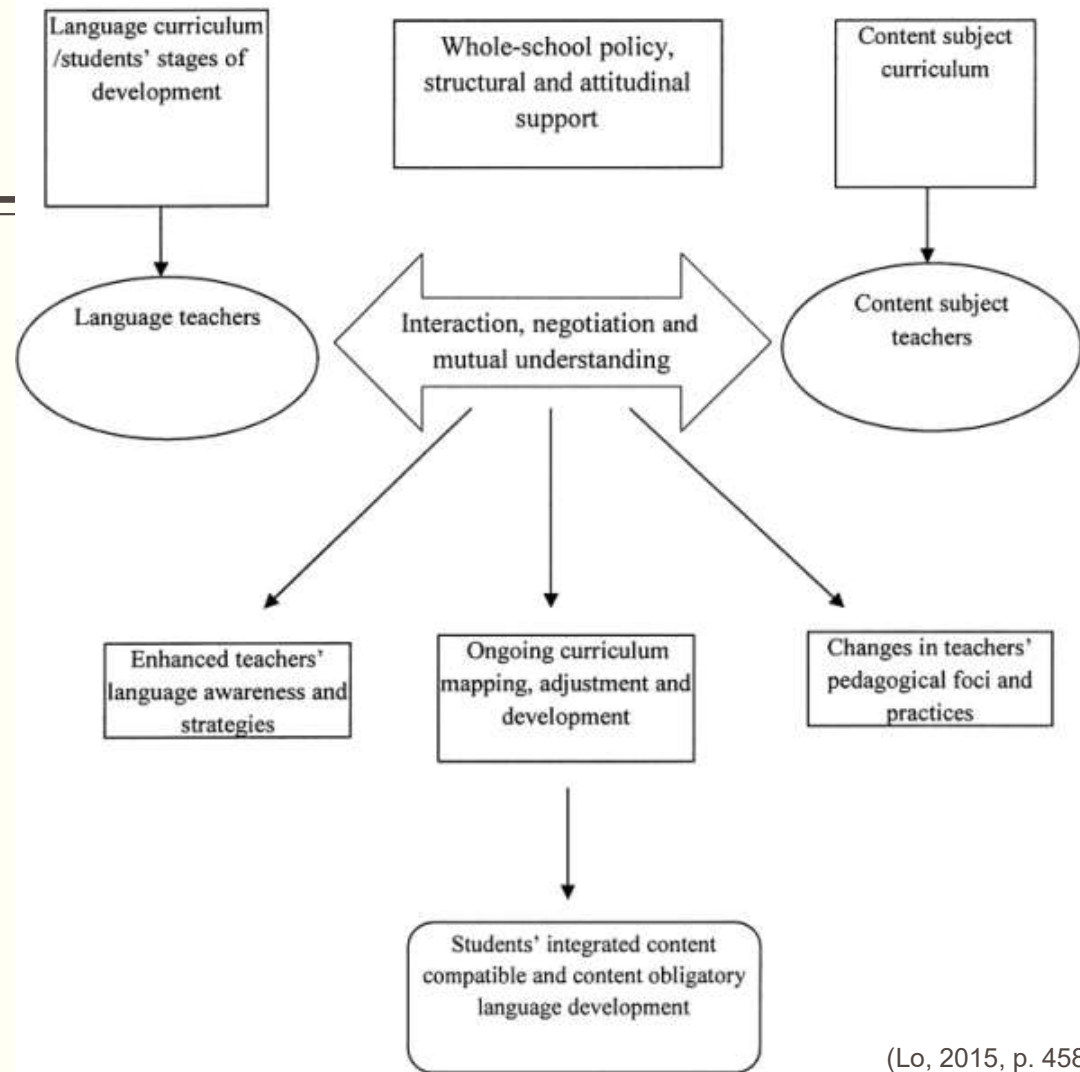
EMI students in Hong Kong enjoyed some advantages in English learning, but they suffered in their achievement in such content subjects as Science and History (e.g. Marsh et al., 2000, 2002; Lo & Lo, 2014)

▪ **Difficulties encountering EMI in Hong Kong**

- Difficulties caused by subject-specific academic language
- Students' readiness (English proficiency level)
- Teachers' training (content subject teachers incorporating language scaffolding in their lessons)

Language across the curriculum through teacher collaboration

- Different forms/ways of collaboration
- Contributing and hindering factors of teacher collaboration



(Lo, 2015, p. 458)

Guiding questions:

1. How is LAC implemented in Hong Kong secondary schools with different MOI arrangements?
2. To what extent does LAC affect classroom practices and students' learning?
3. What may be some contributing factors to effective LAC in secondary schools?

The Study

- Multiple-case study, with 12 cases (schools) with different characteristics
- Informants: Principal, Vice-principals, curriculum leaders, English teachers, content subject teachers, students, parents

- 12 cases could be categorised into 3 types, based on their MOI arrangements:
 - Type 1: English as the MOI for most curriculum time and students
 - Type 2: Students streamed into different classes with different MOI arrangements
 - Type 3: Mainly with allocation of time to subjects and/or Extended Learning Activities (ELAs)

Summary of data collected

Individual interviews (Administrators & Teachers)	Focus group interviews (Students)	Questionnaires	Lesson observations	School documents
57 hours	19.5 hours	<ul style="list-style-type: none">• Administrators & Teachers: 186• Students: 3296• Parents: 2550	72 lessons	e.g. <ul style="list-style-type: none">• LAC/MOI committee plans• schemes of work of different subjects• lesson plans & teaching materials• student work samples



II. KEY FINDINGS

1. Landscape of LAC practices

(a) Formal collaboration: LAC/MOI Committee

- Setting up an LAC/MOI committee or task force: an academic head (e.g. the Vice-Principal) or an LAC coordinator, some English and content subject teachers
- Responsibilities:
 - Co-planning LAC curriculum and teaching materials
 - Conducting lesson observations
 - Professional development (PD) opportunities

(b) Informal collaboration among teachers

- Usually ad-hoc collaboration between English and content subject teachers and of smaller-scale, e.g.
 - content subject teachers seeking ad hoc advice or assistance from English teachers on language issues (e.g. grammar or sentence patterns)
 - English teachers consult content subject teachers and subject textbooks for the LAC worksheet design
- casual in nature yet complementary to formal collaboration, nurturing a sustainable cross-departmental collaborative culture in schools

(c) An English-rich environment with LAC/English-related activities

- to provide a whole-school English learning environment and to increase students' exposure to English
- English-related activities: English language-oriented activities with English as the medium of delivery

e.g., hall assembly class presentation, Spelling King and Queens (content subject vocabulary spelling competition), job hunting, drama performance & joint-school oral practice

- LAC activities: incorporating cross disciplinary elements in a more all-rounded manner
e.g. English presentation based on content subject topics; Science Fair; Reading across the curriculum; LAC Festival

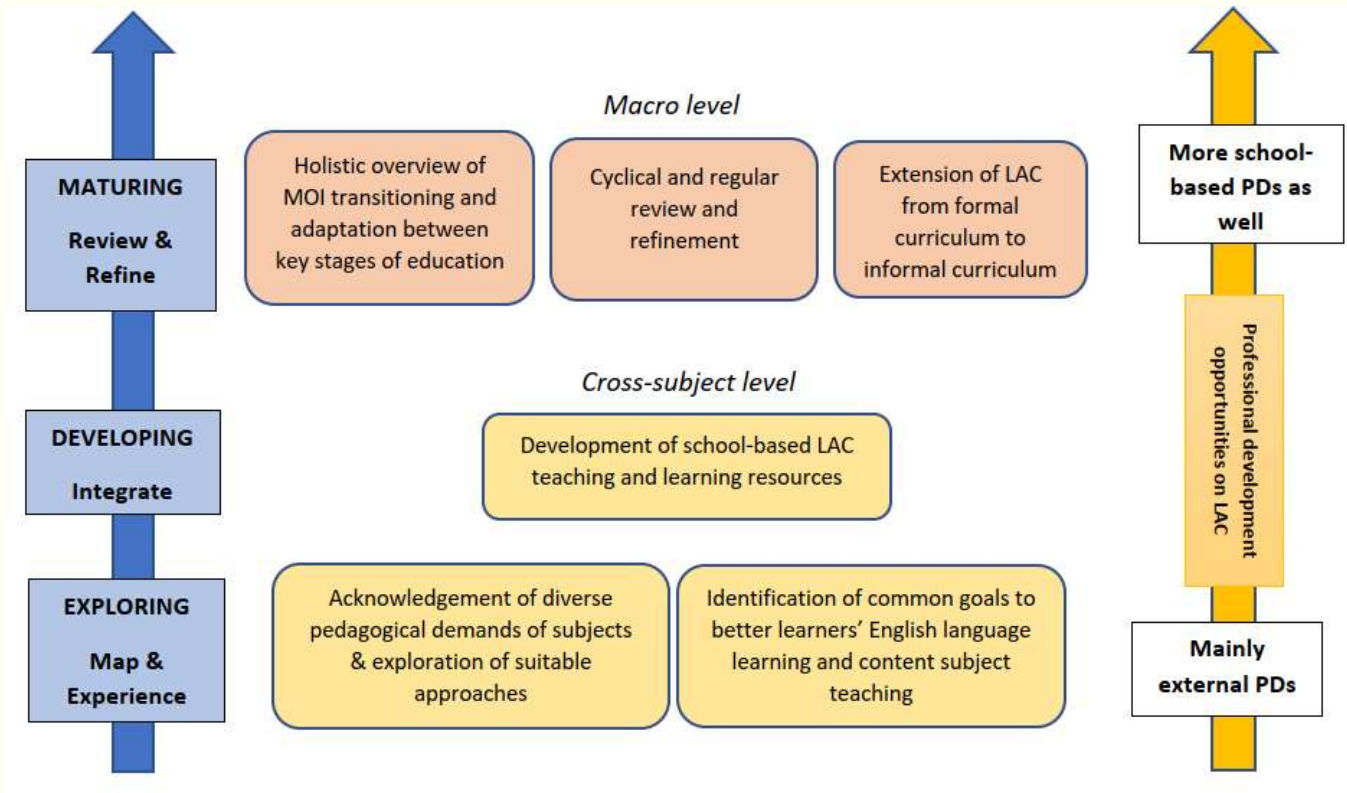
→ Complementary to formal LAC curriculum

(d) Developmental stages of LAC

- No noticeable differences in LAC practices among Types 1, 2 and 3 schools
- Diverse scopes and modes of LAC according to schools' strategic goals, resources allocation, students' needs and teachers' professional expertise subject to regular review

A continuum of three developmental stages of LAC

- a) whether LAC is well planned *and* implemented;
- b) subject-specific or integrated across the English and content subject curricula;
- c) level-confined or connecting between different key stages of education; and
- d) LAC in the formal curriculum only, or extending to the informal curriculum/extra-curricular activities



2. **Potential** impact of LAC on classroom practices and student learning

Questionnaire items	n	Mean	SD
Content subject teachers always incorporate language objectives when planning lessons	85	3.55	.84
Content subject teachers always highlight difficult words during teaching	85	4.12	.64
Content subject teachers always highlight language features during teaching	85	3.47	.83
Content subject teachers always evaluate both content and language learning	85	3.39	.76
English teachers always incorporate academic language objectives when planning lessons	76	3.38	1.05
English teachers always highlight vocabulary that may appear in content subjects	76	3.68	.93
English teachers always highlight grammar items that may appear in content subjects	76	3.86	.95

(a) Macro-level analysis of curriculum and lesson design

(i) Curriculum mapping

- Cross-curricular collaboration with unit co-planning, lesson and materials design
- by identifying content and language objectives across the curriculum
- by identifying common “knowledge structures” (e.g. “cause and effect”, “problem and solution”, “definition”, “classification”)
- by identifying a common theme (e.g. “Water”)
- by integrating language goals into content subject curriculum and lesson plans

(ii) Design of teaching materials with LAC scaffolding strategies

e.g. vocabulary learning support (L1 equivalents, glossary, vocabulary log), “Language Corner” with language support (e.g. useful connectives, sentence patterns)

(iii) Lesson design with generic and transferable skills

e.g. a reading strategy “Persuade, Inform, Entertain” (PIE); writing introduction and conclusion

(iv) Learner diversity is catered for with tiered worksheets (with different levels of support)

(v) Facilitating students’ transition from primary education to junior secondary education

e.g. pre-S1 summer bridging courses/programme, focusing on instructional language, common question words, self-regulated learning

(b) Micro-level analysis of classroom practices

- English and content subject teachers incorporate LAC practices **in their daily teaching**

(i) Content subject teachers

- Vocabulary instruction: syllabification, word formation knowledge, explaining with synonyms, everyday language and/or daily life examples
- Grammar instruction: teaching of nominalisation, passive voice, modal verbs
- Sentence construction: provision of sentence patterns
- Paragraph/text construction: using connectives as cohesive devices, demonstrating paragraph structure

(ii) English teachers

- Vocabulary instruction: pre-teaching or recycling subject-specific vocabulary, demonstrating vocabulary building strategies (e.g. syllabification, linking to familiar words)
- Grammar instruction: making students aware of the use of grammar items in other content subjects (e.g. comparatives, passive voice)
- Sentence construction: with connectives, using the context or knowledge of content subjects

More illustrative examples from the sharing of the two schools

(c) Impact on student learning

		n	Mean	SD
School administrators & teachers	1. LAC practices help students learn content subjects through English	184	3.56	.88
	2. LAC practices are effective in enhancing students' English proficiency	*25	3.72	.74
	3. LAC practices facilitate students' transition between key stages	184	3.52	.93
	4. LAC practices help cater for the needs of students with diverse academic abilities	185	3.39	.96
	5. There are no problems arising from practising LAC	185	2.98	.98
	6. Overall effectiveness of LAC	184	3.48	.80
Students	7. Students' recognition of English teachers' teaching of academic language	3289	3.41	.91
	8. Students' recognition of subject teachers' provision of language support	3284	3.44	.85
	9. Students' capability to apply English knowledge and skills to other subjects	3285	3.32	.89

**only administrators were asked this question*



III. PROFESSIONAL SHARING BY PARTICIPATING SCHOOL TEACHERS

Sincere thanks to colleagues from ...

- TWGHs Mrs Wu York Yu Memorial College (東華三院伍若瑜夫人紀念中學)
- Ma On Shan St. Joseph's Secondary School (馬鞍山聖若瑟中學)



IV. RECOMMENDATIONS



CONTRIBUTING FACTORS TO EFFECTIVE LAC

(a) Collaboration between content subject teachers and English teachers

- *“more collaboration from other departments is also a facilitator to the whole school approach for the LAC practices” (45ADQ2)*

- Benefits of collaboration:
 - teachers achieve a shared understanding of the nature and purpose of LAC and share their experience
 - English teachers and content subject teachers are willing to open their classes and have professional exchange

- Possible factors to facilitate more collaboration:
 - a student-oriented mindset
 - teachers’ personality and attributes (e.g. being open-minded)
 - a collaborative culture in schools
 - content subject teachers’ language awareness

(b) Leadership/involvement of senior management

- provide a blueprint or some general direction for LAC development
- provide administrative support/arrangement (e.g. collaborative lesson planning, peer observation)
- manpower support: additional teachers to reduce teachers' workload
- organise information exchange and sharing seminars
- psychological preparation: help teachers understand the significance and purposes of LAC as well as the school's expectations and requirements
- school leaders' attributes: a strong belief in the benefits and importance of LAC for students; being supportive, open-minded & flexible

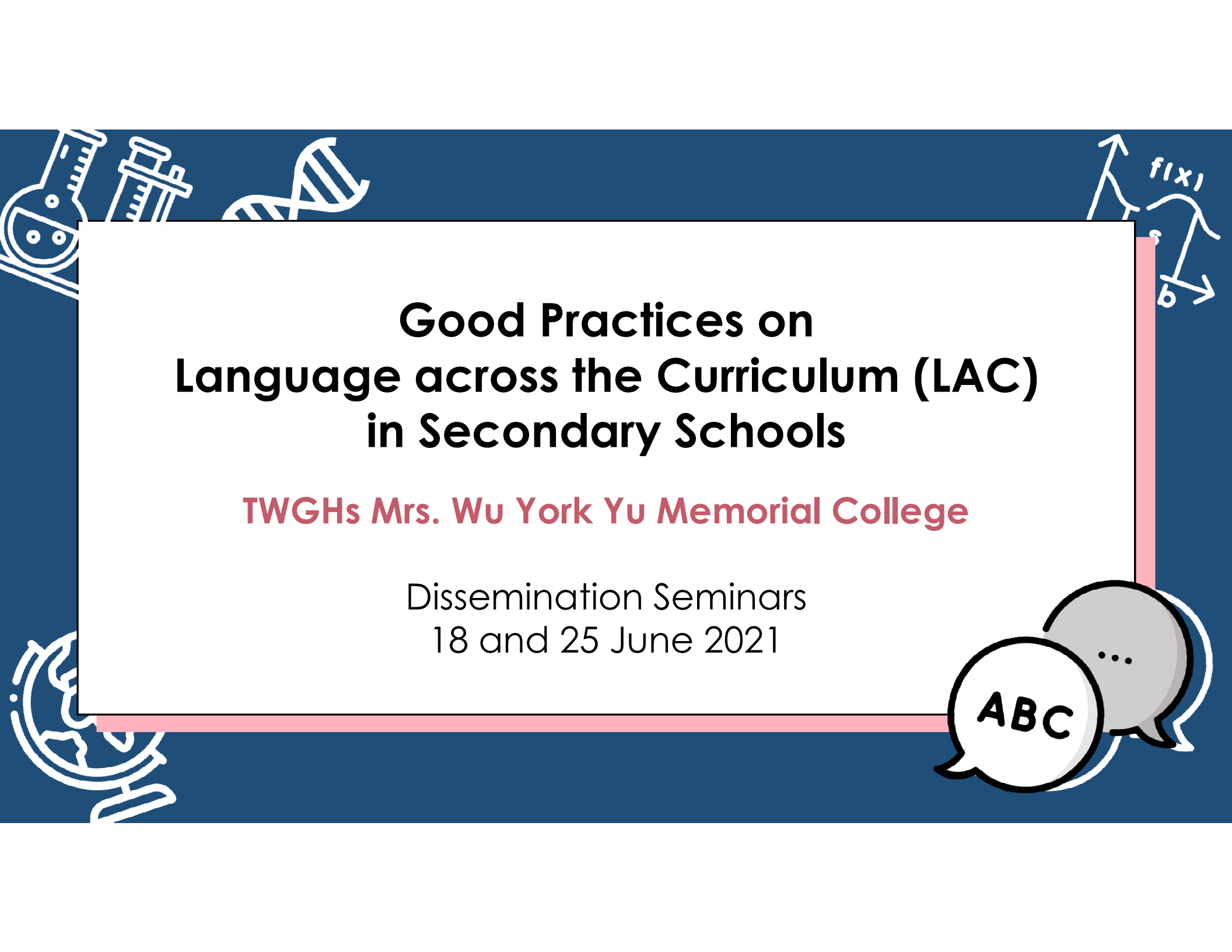
(c) External support for LAC practices

- professional development and training provided by the EDB and universities (e.g. workshops, intensive course)

Overall recommendations from the Study

1. Schools should plan and implement LAC practices according to their MOI arrangements, school context, student intake, teachers' expertise and resources available.
2. The Study observed the important role played by the LAC committee/task force to coordinate a school's LAC practices. It is important for the LAC committee to involve teachers of different departments who understand the curriculum and needs of different content subjects.
3. Schools should consider how to extend LAC to the informal curriculum.
4. Through providing bridging courses and tailor-made teaching and learning materials, LAC is considered to be effective in facilitating transition between different key stages.

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5. School administrators should provide necessary support to facilitate teachers to collaborate to promote LAC.
 6. Teachers are the key agents in any educational initiatives. Teachers can attend professional development workshops from time to time to update their knowledge about pedagogical theories and practices.
 7. Considering huge learner diversity, LAC may be an effective way to enhance the effectiveness of EMI teaching for different groups of students. It is recommended that the Government should provide continuous resources to support LAC.
 8. The Government may consider stipulating a percentage range that extended learning activities (ELA) could take up in the curriculum. This may provide more flexibility for schools to have more holistic vertical and horizontal curriculum planning, especially for schools with huge learner diversity.
- Schools should be reminded to continue with their efforts in promoting LAC and supporting both teachers and students to overcome the challenges involved in EMI education.



Good Practices on Language across the Curriculum (LAC) in Secondary Schools

TWGHs Mrs. Wu York Yu Memorial College

Dissemination Seminars
18 and 25 June 2021



ABC



School Background



According to the fine-tuned MOI arrangements, English can be used as the medium of instruction for non-language subjects in most classes.



LAC Team Members

	<i>Phase I</i>	<i>Phase II</i>	<i>Phase III</i>
<i>KLAs</i>	Preparing LAC Team	Forming LAC team	Expanding LAC team
<i>Administration</i>	Vice Principal	Vice Principal	Vice Principal
<i>English</i>	2 resource persons	Panel heads & 1 member	Panel heads & all members
<i>Humanities</i> <i>(Geog, Econ & Hist)</i>	Panel heads	Panel heads & all members	Panel heads & all members
<i>Science</i> <i>(IS, Phy, Chem, Bio)</i>		1 Science KLA coordinator & IS Panel head	Panel heads & all members
<i>Maths</i>			Panel head & all members
<i>TOTAL</i>	4	12	32 (65% of the teaching staff)



Our Beliefs

Whole-School Approach

Each teacher is a piece of the puzzle



Cross-curricular Writing & Curriculum Mapping

Form	Term	English	Geography	History	Int. Science	Cross-Curricular Writing
F1	1 st	Chp 1 A Fresh start Chp 5 <i>Out and about</i>	Chp 1 <i>Using urban space wisely</i>	Introduction to history study	Scientists (Nobel Prize winner)	<i>Geog + English</i> <i>Common topic: Urban land use</i>
	2 nd	Chp 6 <i>Hong Kong Stories</i>	Chp 9 Taming the sand	Topic 2 <i>Traditional rural life of HK</i>	Food labeling	<i>History + English</i> <i>Common topic: Traditional rural life of HK</i>
F2	1 st	Chp 2 <i>Arts for all</i> Chp 4 Incredible people	Chp 3 The trouble with water Chp 4 Scramble for energy	Topic 1 <i>The Renaissance</i>	Air pollution index	<i>History + English</i> <i>Common topic: the Renaissance</i>
	2 nd	Chp 8 <i>Going green</i> Chp 7 Extreme nature	Chp 5 <i>Living with Natural hazard</i>	Topic 5 Growth and development of HK up to the early 20 th century	Acids and alkalis	<i>Geog + English</i> <i>Common topic: Energy resources</i>
F3	1 st	Chp 2 <i>Healthy body, healthy mind</i> Chp 3 The best jobs in the world	Chp 2 Food problem Chp 11 Changing climate, changing environment	Topic 2 HK in the 20 th century	<i>Food (Bio)</i> <i>Digestion (Bio)</i>	<i>Bio + English</i> <i>Common topic: Food & nutrition</i>
	2 nd	Chp 7 <i>Our beautiful planet</i> Chp 8 The world of the future	Chp 5 <i>Living with natural hazard</i>	Topic 1 Major achievement in the 20 th century		<i>Geog + English</i> <i>Common topic: Global warming</i>



Cross-curricular Writing

English



History
Geography
Biology



Cross-curricular Writing

F.2 (History + English)

“If I could travel back in time to Europe in the Renaissance...”



TWGHWYMS

Sample of student work

Good morning Principal, teachers and fellow schoolmates,

I'm the chairwoman of the History Club. This week is our school's History Week, so now I am going to give a speech on an interesting topic in history.

Have you ever wondered how people's life was like in the past? Have you ever wondered about how art developed over time? Have you ever imagined that you may meet the famous artists in the past? If I could travel back in time to Europe in the Renaissance, I would want to meet Leonardo da Vinci most. **Leonardo da Vinci** was a “**Renaissance man**” and he drew the **Mona Lisa**, the painting that was so famous. I would ask him why he was interested in painting and which painting he liked most.

Of course I would show him smartphones, a camera and modern paintings so he may know more about our life nowadays. Lastly, I would watch his paintings, ask him to draw a picture of me and also take photos with him.

Learning history is useful since you may know about the interesting life in the past. Are you interested in history? Want to know more about history? The long-awaited history week is held this week! What are you waiting for? Let's have fun and learn more about history through the activities in the History Week!

That's the end of my speech. Thanks for your attention.

“If I could travel back in time to Europe in the Renaissance.. ”



TWGHWYMS

Sample of student work

Good morning Principal, teachers and fellow students,

I'm the chairman of the History Club. This week is our school's History Week, so now I'm going to give a speech on an interesting topic in history. The topic is 'If someone from the Renaissance could travel to Hong Kong...' Of all people in the Renaissance, I would like to meet **Columbus** most. This is because he **discovered America during his voyages around the world.**

If I could meet him, I would like to ask him a few questions. The first question that I want to ask him is: why did he have the courage to travel around the world? Had anyone encouraged him? The second question that I would like to ask him is : what was his first feeling when he discovered America? Was it exciting or touching and why? These are the questions that I would like to ask him if I could meet him.

If he could travel to Hong Kong, I would probably take him to a shopping center and buy him some clothes that he likes. Second, I would have a Star Ferry trip with him because I want to let him know the design of the modern ships. Lastly, I would take him to my home and have a party to celebrate Columbus' arrival.

Also, I would show one of the modern inventions, the mobile phone, to Columbus. This is because the mobile phone is very important to our daily life. I would like to let him know the importance of the mobile phone and tell him about the functions of the mobile phone.

This is the end of my presentation. Hopefully more people will join the activities during the History Week. Thank you!



Cross-curricular Writing

F.3 (Biology + English)

As chairman of the Student Association, give a presentation on how to improve the food in the school canteen.



TWGHWYYMS

Sample of student work

Good morning, principal and teachers. Today I'd like to talk about the importance of healthy eating and how to improve the food in the school canteen.

First of all, there's a great variety of food we can buy in our tuck shop, such as rice, noodles, burgers, meatballs and snacks. However, some of these choices are unhealthy. For example, instant noodles, luncheon meat and potato chips are highly rich in fat. Although they have **high energy value** and can release more energy in our bodies, taking in too much fat will cause us to be overweight and have **high blood pressure, heart disease and diabetes**. Besides, ham, sausages and potato chips are all **processed foods**. **Colourings, flavouring and preservatives** are added in these foods, thus they have **low nutritional values** and may cause health problems too!

Therefore, we should improve the food in order to make students healthier. I think the canteen should sell **wholemeal** bread and corn for breakfast, since they can provide enough **carbohydrates** for our bodies and contain less fat.

Next, **vitamins and dietary fibre** are the most important substances for our **metabolism** and maintaining our body functions. I have observed that we have vegetables and fruits for sale in our canteen, but I don't think it's enough. For example, carrots are rich in vitamin A and can help us to prevent **night blindness**. Kiwi fruits and strawberries are rich in vitamin C, which can keep our gums and teeth healthy. I also highly recommend the canteen to sell these vegetables and fruits. Finally, we all know soft drinks are unhealthy. I think it should sell some fresh fruit juice. It's healthier and even more delicious.

To conclude, we should sell less food that contains a large amount of fat. Instead, we can sell more vegetables and fruits to students. That's all I want to say. Thank you.



Cross-curricular Writing

F.2 (Geography + English)



Energy resources - fossil fuels are going to kill us! Help!

Sample of student work

Nowadays, fossil fuels such as petroleum and coal are used in many countries. However, there are many disadvantages in using fossil fuels. In this essay, I am going to talk about the disadvantages of using fossil fuels, and then I will suggest one alternative energy resource that can best replace fossil fuels in Hong Kong in the future.

The first disadvantage of fossil fuels is that fossil fuels cause air pollution. When fossil fuels are burnt, pollutants such as **sulphur dioxide and nitrogen oxides will be emitted**. These pollutants can do a lot of harm to our health. For example, we will have respiratory problems, poor lung functions and coughing. **Acid rain** also makes the quality of land and water worse. It makes the soil and the water become too acidic for plants and animals.

Another disadvantage of fossil fuels is **global warming**. When fossil fuels are burned, a large amount of carbon dioxide is emitted. Carbon dioxide is a kind of **greenhouse gas**. It absorbs energy and keeps the earth warm. It will stay in the **atmosphere** for decades. Therefore, an increase in carbon dioxide results in global warming.

The third disadvantage of fossil fuels is water pollution. Sometimes accidents may occur when extracting or transporting oil. This may cause hazards to the environment. The serious **oil spill in the Gulf of Mexico in 2010** is a case in point. Huge amounts of oil were spilled into the ocean. It caused serious damage to the environment.



On the other hand, wind power has a number of advantages compared to fossil fuels. The first advantage of wind power is that it is clean. Wind energy does not pollute the air like power plants that rely on **combustion of fossil fuels**, such as coal or natural gas. Wind turbines do not produce **atmospheric emissions** that cause acid rain or greenhouse gases.

Another advantage of wind power is that it is cheap. Wind power is **cost-efficient**. It is one of the lowest-priced renewable energy technologies available today, costing between four and six cents per kilowatt-hour, depending upon the wind resource and project financing of the particular project.

In addition, wind power is **renewable**. The wind will never run out, unlike reserves of fossil fuels, such as coal, oil and gas. This makes it a good choice of energy for a **sustainable power supply**.


Wind power can be used to replace fossil fuels. It is suitable for Hong Kong in the future. The government may consider building some **wind turbines** on the surface of the sea.

Apart from causing air pollution, global warming and water pollution, fossil fuels will be used up one day. Conversely, wind power is more environmentally friendly since it is cleaner, cheaper and renewable. Therefore, I suggest using wind power instead of fossil fuels.



Enhancing students' reading skills

- Short attention span
- Too many distractions



Reading
programmes



LAC Morning Reading

- Once a month
- Reading worksheets for senior forms

Objectives:

- More exposure
- Connect subject knowledge with language learning



LAC Morning Reading

Day 1 Morning Reading

- F.1 – 6
- Different themes
- Different genres
- Comprehension questions

F1	F2	F3
A new school	Life on the Seine	Summer outside, winter inside
Board games are fun!	Return to River Town	Visitors flock to local diners
Cash 'wasted' on new plants	The story of the Aral Sea	Climate change attracts smog
Fun for the whole family	The first year of life	Waste bag scheme
The invention of the Computer	Wild weather	Whale hunters face new weapon
China named biggest thief	Siberia's medical train	Walking for organ donation
Longevity	The Easter Island Statues	"Meal on one plate" too salty



LAC Morning Reading

Senior form sample

Wild weather

What is happening to our weather?

What is 'extreme' weather? Why are people talking about it these days? 'Extreme' weather is very unusual rain, heat, storms etc. For example, in 2010, 33 centimetres of rain fell in two days on Nashville, USA. According to weather experts, that was a 'once in 1000 years' event. But these days, extreme weather events are more frequent. Also in 2010, 28 centimetres of rain fell on Rio de Janeiro in 24 hours, and there was record rainfall in Pakistan.

The effects of this kind of rain are dramatic. In Rio de Janeiro, landslides followed the rain. Hundreds of people died. In Pakistan, it caused floods that affected 20 million people. The opposite situation is drought, when no rain falls. Australia, Russia and East Africa have suffered major droughts in the last ten years. Another example of extreme weather is a heat wave, such as in the summer of 2003. In Europe, 35,000 people died from heat-related problems.

So, what is happening? Are these extreme events part of a natural cycle? Are they happening because human activity affects the Earth's climate? The answer, Peter Miller says, is: probably a mixture of both of these things. On the one hand, the most important influences on weather events are natural cycles in the climate. Two of the most famous cycles are called El Niño and La Niña. They start in the Pacific Ocean, but they affect weather all around the world. On the other hand, the Earth's oceans are changing: their temperatures are increasing. And this is a result of human activity. The greenhouse gases we produce mean the atmosphere warms up. Warmer oceans produce more water vapour – think about what happens when you heat a pan of water in your kitchen. Information from satellites tells us that there is four percent more water vapour in the atmosphere than 25 years ago. This warm, wet air turns into rain, storms, hurricanes and typhoons.

Michael Oppenheimer, a climate scientist, says that we need to accept reality. Our weather is changing and we need to act to save lives and money.

Read the article and choose the correct option.

1 The article says extreme weather is ...

- a more common nowadays.
- b not natural.
- c more unusual in the USA.

2 Examples of extreme weather include ...

- a warm, wet air.
- b very hot weather in Europe.
- c El Niño and La Niña.

3 One cause of extreme weather is ...

- a floods across large areas.
- b very hot summers.
- c water vapour in the atmosphere.

4 Why was the rain in Nashville an extreme event?

- a It happened a thousand years ago.
- b A lot of rain fell over a long time period.
- c A lot of rain fell in a short time.

5 The article says that extreme weather events are the result of ...

- a natural cycles.
- b human activity.
- c natural cycles and human activity.

6 What is happening to the oceans?

- a They are getting bigger.
- b They are getting hotter.
- c They are producing greenhouse gases.



Free Lesson Videos

Criteria of choosing videos:

- Length: 3 mins – 15mins
- Subtitles preferred
(not auto-generated)
- Clear narration
- Suitable level of difficulty
- Moderate pace

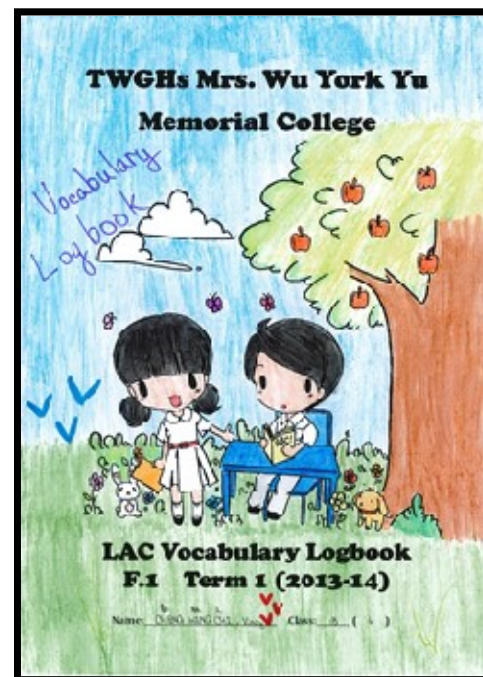
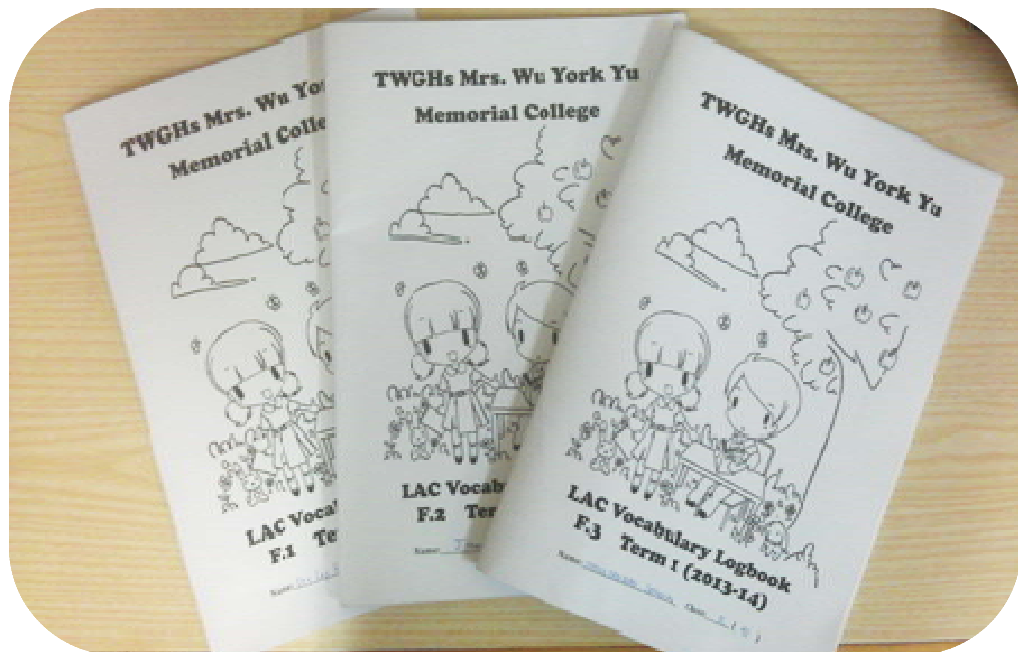
Spelling King & Queen Competition



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LAC Vocabulary Logbook



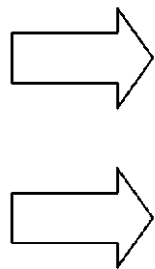


LAC Vocabulary Logbook

Word Form Transformation

37

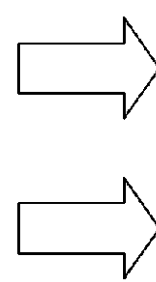
liberalism



(Other word forms)

38

nationalism



(Other word forms)



LAC Vocabulary Logbook

✍ Exercise 3

Fill in the blanks with suitable words.

to in for of with from into

1. We use a Bunsen burner _____ heating.
2. We measure length _____ a metre rule.
3. Time is measured _____ seconds, minutes and hours.
4. We use a dropper (a) _____ transfer a small amount (b) _____ liquid.
5. Transfer five drops of solution A (a) _____ a beaker (b) _____ a test tube.
6. Mix 10 cm^3 of solution A (a) _____ 10 cm^3 (b) _____ solution B.
7. Pour some coloured solution _____ a test tube until it is about one-third full.



LAC Vocabulary Logbook

B. Language skills

Describing changes

In Unit 2, you often need to describe changes when you are making observations or recording experimental results. You can describe different changes using the following verbs and phrases.

Verb or phrase	Example
change from ... to ...	Water can change from one state to another.
... remain unchanged	The temperature remains unchanged during the process of melting.
become ...	The water above the sediment becomes clearer.
form ...	Water evaporates to form water vapour.
... is/are formed	When a substance dissolves in a solvent, a solution is formed .
... increase	When the temperature is higher, the rate of evaporation increases .
... decrease	The solubility of substance X decreases when the temperature of water increases.
... dissolve in ...	Sugar dissolves in water.



LAC Vocabulary Logbook

↳ Words containing 'electr-'

In Unit 8, you will find many words containing 'electr-'. A list of these words and their uses are shown below. Studying the list will help you use these words correctly.

<u>Word containing 'electr-'</u>	<u>Followed by</u>
electricity	bill, company
electron	n/a
electromagnet	n/a
electrician	n/a
electric	circuit, current, cell, plug, cable, wire, shock, kettle, lamp, bell
electrical	energy, safety, accident, appliance, device, conductor, insulator
electronic	device (e.g. smartphone)

↳ 'Electrical', 'electronic' and 'electric'

We use 'electrical', 'electronic' or 'electric' to describe different devices that use electricity. A simple device that uses electricity for energy (e.g. kettle) is usually called an *electrical* device or *electrical* appliance. A device that uses complex electric circuits to process information (e.g. smartphone) is usually called an *electronic* device. We use 'electric' before the name of an electrical appliance, e.g. *electric* kettle, *electric* lamp.



English iZone

The screenshot shows the English iZone website interface. The browser address bar displays www.twghwyms.edu.hk/izone/content/hist/form1/topic1-p1.html. The website header includes the logo and the text "English iZone" and "With English iZone, Score high on your own." The navigation menu has "Content Subject Vocabulary" highlighted with a yellow circle. The main content area is a grid of vocabulary cards. Each card displays a phrase, its phonics, and an audio player. The cards shown are:

- Phrase: 1. Jesus Christ
Phonics: Jesus Christ
Audio: [audio player]
- Phrase: 2. Reform and Opening-up policy
Phonics: Reform and Opening-up policy
Audio: [audio player]
- Phrase: 4. Anno Domini(AD)
Phonics: Anno Domini (AD)
Audio: [audio player]
- Phrase: 5. apeman
Phonics: apeman
Audio: [audio player]

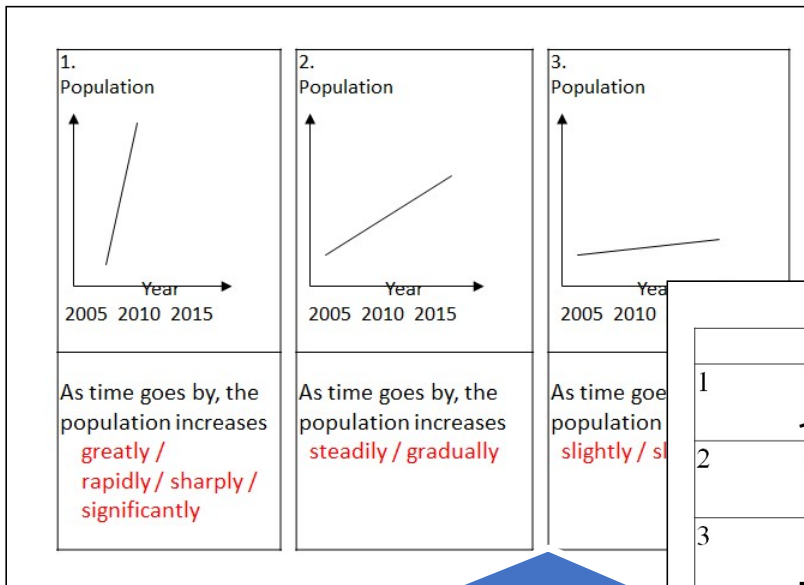
Picked by subject teachers

Recorded by the NET

Encourage subject teachers to use iZone



Skills Building: Graph description & Writing definition

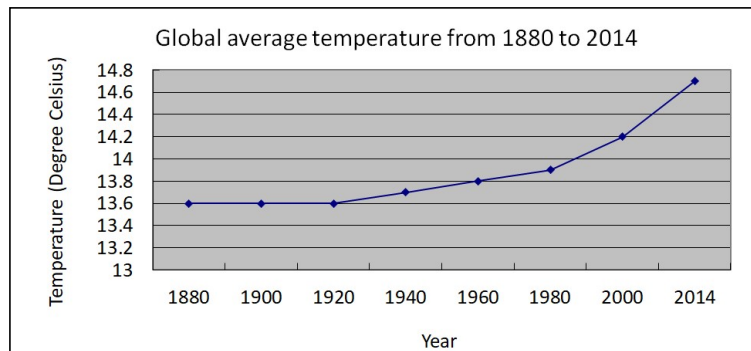


English Worksheets

	Graph	Movement
1		Increase : rise / climb
2		Decrease : drop / fall
3		Does not change: remain constant / become stable / stabilize
4		Return to its previous level : bounce back
5		Go up and down many times : fluctuate



Skills Building: Graph description & Writing definition



1. From 1880 to 1920, the global average temperature **remained constant** at 13.6 °C.
2. From 1920 to 1980, the global average temperature **rose slightly/gradually** from 13.6°C to 13.9°C.
3. However, from 1980 to 2014, the global average temperature **climbed rapidly**
4. from _____ to 14.7°C.

English worksheet

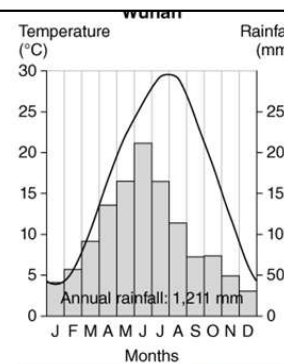


Figure 2. Climatic graph of Wuhan

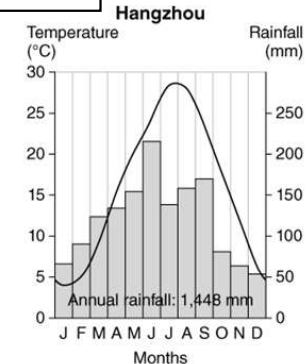


Figure 3. Climatic graph of Hangzhou

Now, look at Figure 2 and describe the temperature pattern of Wuhan. Use the questions on the previous page to help you.

1. Wuhan has a highest _____
about _____ in _____. Summer _____
2. The lowest _____
in _____. Winter is _____
3. Wuhan has _____

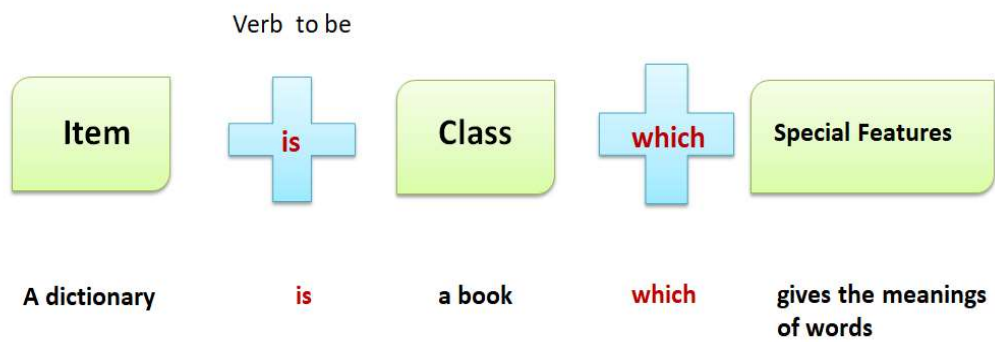
Refer to Figure 3 and describe the temperature pattern of Hangzhou.

Geography worksheet



Skills Building: Graph description & **Writing definition**


How to write a DEFINITION?





F.1 English Bridging Programme


- To equip students with the ability to learn content subjects (Integrated Science, History, Geography) through English



*TWGH's Mrs. Wu York Yu
Memorial College*

***Pre-S.1 Summer Bridging Program
(English)***

Name: _____ Class: _____



*TWGH's Mrs. Wu York Yu
Memorial College*

***Pre-S.1 Summer Bridging Program
(Integrated Science, Geography, History)***

Name: _____ Class: _____



Class-based Drama Production

	Date	Day	Class	Subject Ts		Eng Ts
1	1/3	D6	3A	Geog	Lai KW	Ng CY
2	9/3	D6	3B	Bio	Ng BC	Lee YH
3	20/3	D6	3C	Hist	Wong NC	Cheung CK
4	28/3	D6	3D	Phy	Ng SL	Yeung TL
5	13/ 3	D2	2A	Hist	Lam SL	Lyons
6			2B	IS	Chan KY	Wong KM
7			2C	L&S	Wong YY	Wong KH
8			2D	Math	Wong YT	Lyons
9	2/5	D6	1A	Hist	Chan TL	Ng YK
10	10/5	D6	1B	Geog	Leung HP	Sum KW
11	21/5	D6	1C	Math	Li HC	Shum PS
12	30/5	D6	1D	IS	Lam KT	Chu LY

English



Biology
Economics
BAFS
Geography
Physics
Mathematics
History
Integrated Science
Life & Society



Class-based Drama Production

History: The French Revolution



10-minute English Short Talks



TWGHWYMS





Job Hunting Experience

Simulated Job Interviews



Interview Workshop

English



Careers Unit



Job Hunting Experience

Flight Attendant
Assistant Web Designer
Cashier
Secretary
Playgroup Teacher
Clinic Assistant
Customer Service Trainee
Counter Service Trainee



Job Hunting Experience

Sample Job Application Letter

Your contact information:	Flat 10C Block 11 Toogood Plaza Kwai Fong, NT Hong Kong 9334 0283 (mobile) phoebechan@gmail.com
Full date:	20 September, 2012
Employer contact information: (if available)	Ms Nicola Yeung Human Resources Manager Goodmarket Retailing Ltd 407 Thistle Road Kwun Tong, Kowloon Hong Kong
Salutation:	Dear Ms. Yeung,
First paragraph: -Position you are applying for -Where you found the job advertisement	I am interested in the position of Sales Manager at Wing S China Morning Post on _____ (full date) Assistant Sales Manager at Peta's Fashion Group I have ample opportunities over the past two summers in the area of sales, in particular women's apparel.
Middle paragraph(s): -Tell the employer what you can offer. -How your qualifications match the target job -explain why you're interested in the job	Previously I worked in women's apparel at Wing S experience in petite size garments as well as in position as Assistant Sales Manager at Wing S the manager on sales issues. A recent part-time course in sales I completed greatly increased my knowledge of the retail market in Hong Kong in particular. My extensive experience as Manager also well qualifies me for this position.
Final paragraph:	I am enclosing my CV to provide you with more information and I hope you will consider me for this position.

How to write a job application letter:

Purpose: Your application letter should aim at arousing the interest of a prospective employer by **emphasizing that you have the right qualities, relevant skills, qualifications and experience for the job.** Also you should explain the **reason why you are interested in the job and the workplace.**

Language Help

Two ways of opening your letters:

- I would like to apply for the post of (Job title) advertised in the (Name of newspaper) on (Full Date).
- I am writing in response to your advertisement for (Job title) in the (Name of newspaper) on (Full Date).

Describing your experience: (pay attention to tenses)

- I took my HKDSE in 2011.
- I worked for (Company) from June 2000 to May 2011.
- I have worked for (Company) for N years.
- I have gained experience of ...
- I have taken several courses in...

To talk about your interests and explain your reasons for applying the job:

- I am interested in + -ing/N
- I am keen on + -ing/N
- I enjoy/like + -ing/N
- One of the reasons I am applying is that...

Phrases which help you with the last part of the letter:

- I enclose my curriculum vitae and copies of my certificates.
- I am available to attend an interview at your convenience.
- Should you wish to take this application further, I am available to attend an interview at your convenience.

Geography



ABC



What impressed me the most

- **‘Academic English’**
 - The use of passive voice
 - Common language functions, such as description, explanation, evaluation ...
- **The different levels of learning English**
 - Vowels + consonants
 - Syllables
 - Words
 - Sentences
 - Paragraphs
 - Passages



From Thoughts to Actions

- LAC Vocabulary Logbook
- Essay-writing lesson
- Notes on DSE Geography



LAC Vocabulary Logbook

- Early stage of LAC Vocab Logbook: vocabulary
- Syllabification exercise
- Parts of speech



LAC Vocabulary Logbook

Geography

Module 4: The trouble with water

4.1 What is the major threat to water resources?

Task 1: Break down the words

A word can be broken down into **syllables**, which are the 'parts' of the pronunciation of a word.

e.g. 'Peter' → Pe / ter (2 syllables)

'Geography' → Geo / gra / phy (3 syllables)

From the above examples, you can observe that **each syllable contains a vowel sound (i.e. a sound with a/e/i/o/u and sometimes /y/)**. This method helps you pronounce and remember words better.

☺ Here you try:

	Word	Syllabification (use '/' to separate syllables)	Number of syllables
	e.g. water	wa / ter	2
1	footprint		
2	shortage		
3	population		



LAC Vocabulary Logbook

Task 3a:

The ending part of a word is called the 'suffix'. It helps us identify the part of speech of a word.

Complete the table below.

Part of speech	Possible suffixes	Examples		
Noun	-ion, -ence, -ment, -ty, etc			convenience
Adjective	-al, -ful, -ly, -able, etc	desirable	environmental	
Adverb	-ly			

Task 3b:

Fill in the blanks with the correct part of speech of the word.

- (a) The e_____ of **low-income residential areas** is not d_____. The size of flats is smaller.
- (b) There is a better transport network in **middle-income residential areas**. It is more c_____ to travel to other areas in Hong Kong.
- (c) **High-income residential areas** are usually located in the suburbs. The res_____ cars, which is not e_____ friendly.

Verbs and nouns

We can add a suffix to a verb to form a noun. For example:

Verb	Suffix	Noun
melt	-ing	melting
evaporate	-ation	evaporation

Note: Sometimes there is a spelling change. For example, the final 'e' is often omitted before the suffixes -ing or -ation.



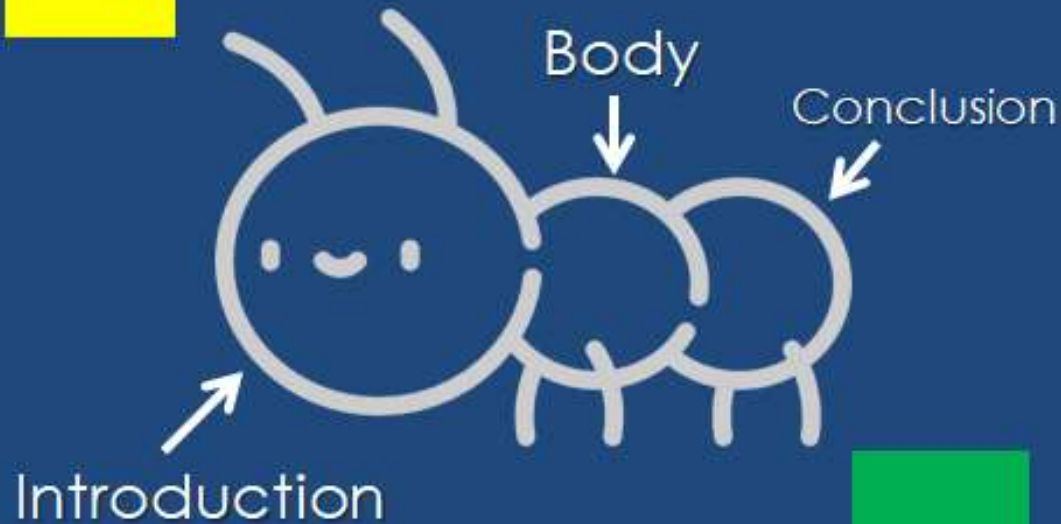
Geography Essay-writing Lesson

- Essay structure
- Sentence pattern
- Useful words to serve different language functions

Geography Essay-writing Lesson



Essay structure





Geography Essay-writing Lesson

Essay

Body

Intro

Explain the **reasons** why some people **still live in the unstable zone**, while others **choose to leave** these areas.

Explain your answers with examples.





Geography Essay-writing Lesson

Introduction

The unstable zone _____ the area with high _____ of natural hazards. It leads to serious _____ on human beings. Yet, different people may have _____ responses to natural hazards.

Giving definition



Geography Essay-writing Lesson

Useful words / phrases

Giving definitions:

Giving reasons:

Cause-and-effect:

Signalling words:



Notes on DSE Geography in English

- Difficulty in expressing ideas in English
- The use of tenses, signalling words, language functions ...



Notes on DSE Geography in English

“Although the grammar of English is not part of the subject knowledge in Geography, it is important to follow the grammatical rules to **facilitate effective communication.**”

-KARI LAI



Notes on DSE Geography in English

Part I. Useful words

a. Verbs

<i>What you would like to say</i>	<i>How you may say it in English</i>	<i>What you would like to say</i>	<i>How you may say it in English</i>
提供	provide / offer	耗盡	deplete / use up
促進 / 有助 / 鼓勵	enhance / encourage / help / foster	打擊 / 阻礙 / 禁止	discourage / hinder / prohibit
增加 / 提高	increase / raise / boost	減少	decrease / lower / reduce
增強	strengthen	削弱	weaken
獲取 / 增加	gain	損失	lose
導致 / 引致	cause / lead to / result in	執行 / 落實	carry out / implement



Notes on DSE Geography in English

b. Linking up ideas

Adding, showing similarity (加添・連接相類似的內容)

Furthermore	Also	Apart from
Similarly	Besides	Moreover
In addition		

Contrasting, opposing (連接對比・相反的內容)

Yet	On the contrary	However
Although/Though	Nevertheless	On the other hand

Showing consequences (表達因果關係)

Since	It is because	Due to
So/So that	Therefore	Thus
Hence	As a result	Consequently



Notes on DSE Geography in English

“In academic writing, the language used is not expected to be fancy like a novel. Instead, **the language should be precise and concise.** With all the academic terms and useful words above, the next question is how you **organize the words into meaningful and grammatically correct sentences.**”

-KARI LAI



Notes on DSE Geography in English

a. Basic structure of a sentence

<u>S</u> ubject 主語(動作的主體)	<u>V</u> erb 動詞 (表達動作的字詞)	<u>O</u> bject 賓語 (受動詞影響的人或物)
Excessive use of chemical fertilizer	causes	<u>eutrophication</u> .
Fertilizers	is washed into	streams (河流).
This	increases	<u>the nutrients in the water</u> .

****Sometimes we make more complicated sentences. As in the above example, we may add one more clause after the "object".*

→ This increases the nutrients in the water, *favoring the rapid growth of algae.*



Notes on DSE Geography in English

b. Useful phrases

(Subject) + **can** + (verb infinitive)

OR (Subject) + **can** + (verb infinitive) + **by** + (gerund OR noun)

OR (Subject) + **can** + (verb infinitive) + **to** + (verb infinitive)

Example 1:

Question: How can a dam *prevent flooding*?

Answer: A dam **can prevent flooding by** regulating the river flow.

Example 2:

Question: What can be done to control deforestation in the Amazon Basin?

Answer: The government **can control** deforestation **by** legislation. (+*elaboration*)

OR The government **can carry out legislation to control** deforestation.



Conclusion

- Break down the complicated learning processes into various levels
- Scaffold learning so students can have higher self-efficacy in learning Geography *in English*.



Good Practices on Language across the Curriculum (LAC) in Secondary Schools

MA ON SHAN ST. JOSEPH'S SECONDARY SCHOOL

Dissemination Seminars

18 & 25 June 2021



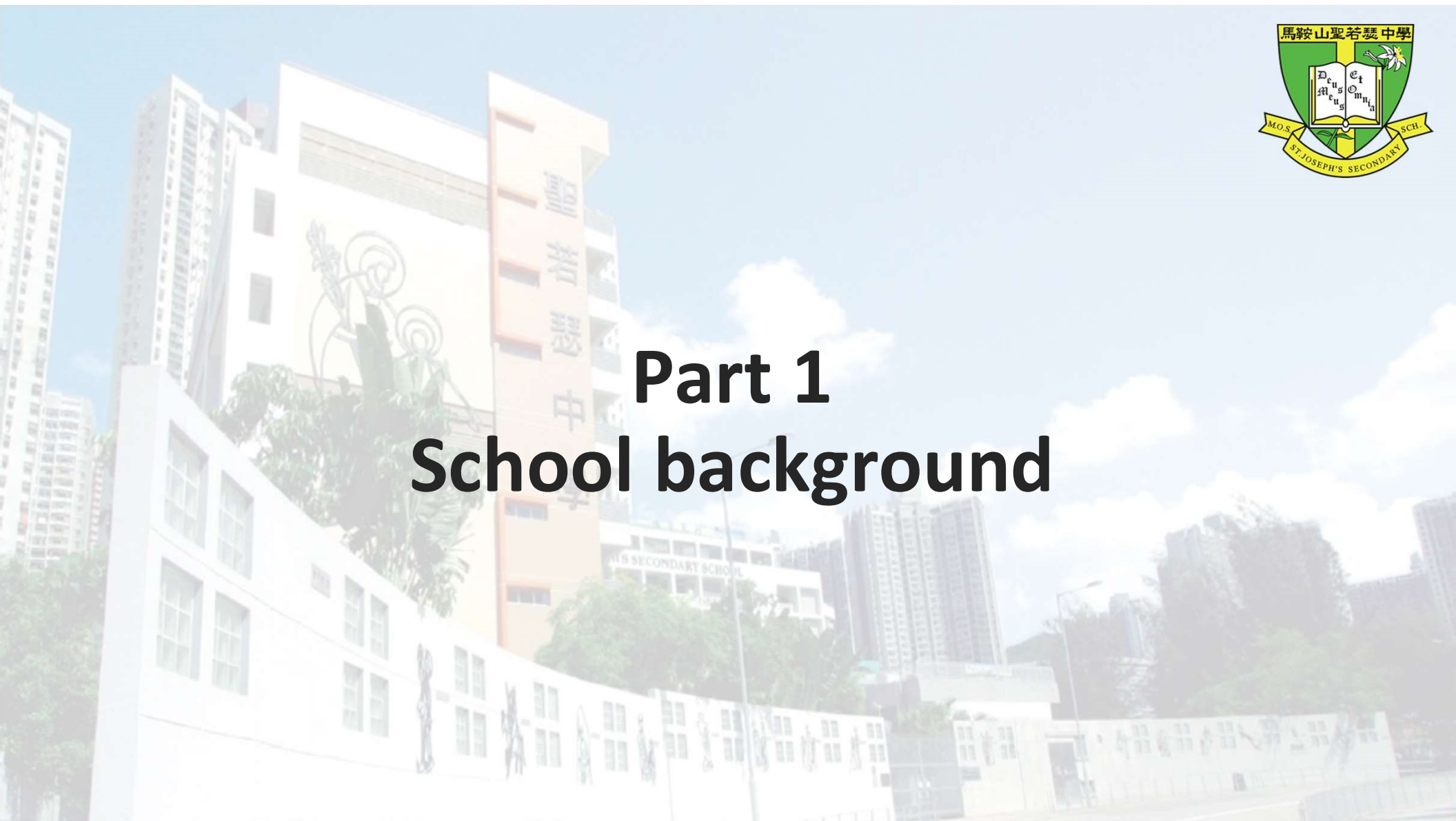
Outline

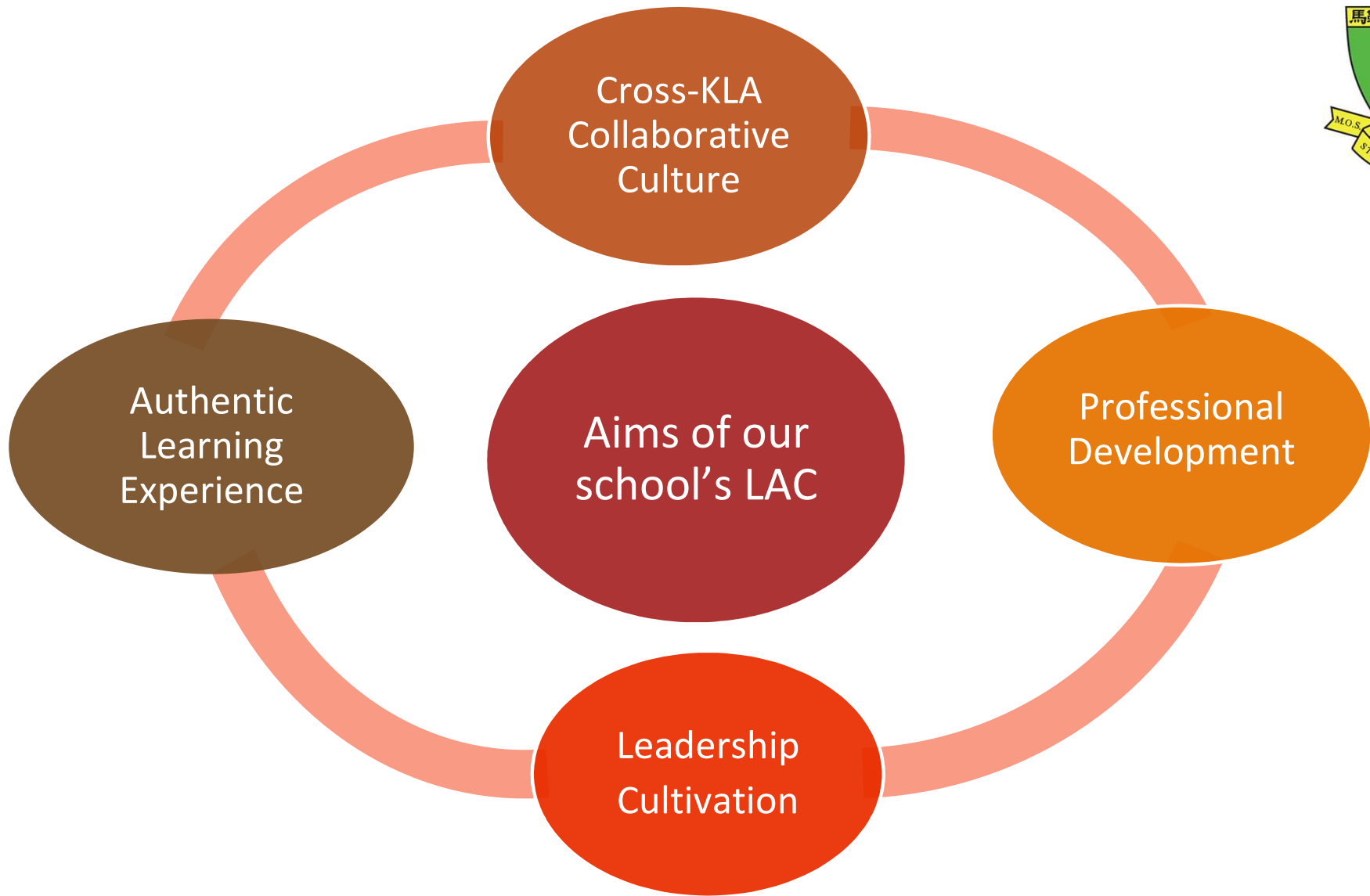
1. School background
2. Highlights of LAC strategies
3. Overcoming challenges
4. Question-and-answer Session



Part 1

School background





School Context and Policies related to LAC



Refined English Enhancement Scheme for Secondary Schools (REES) in 2011



Teaching training for all EMI subject teachers



Consultant: Professor Shek Chun Ka-wai

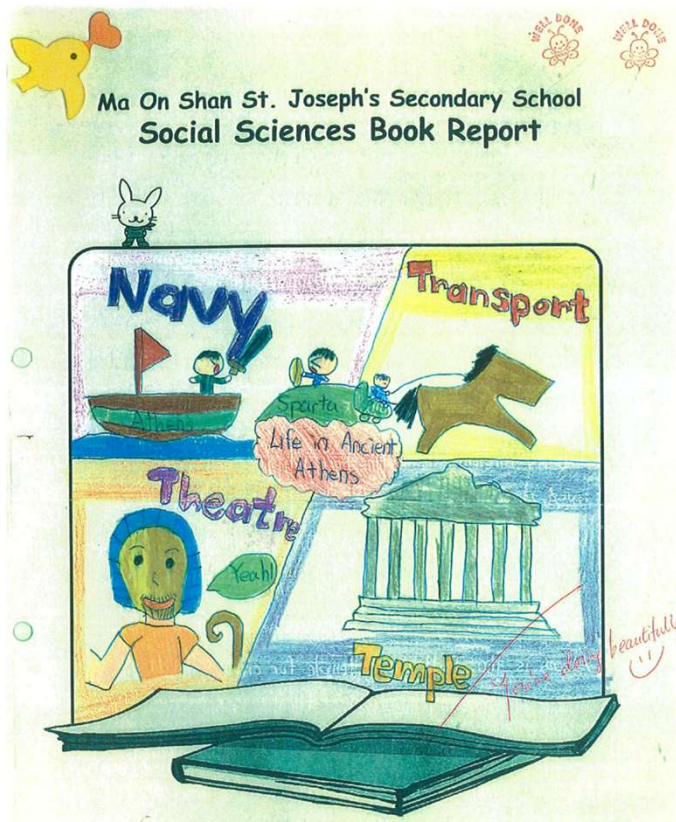
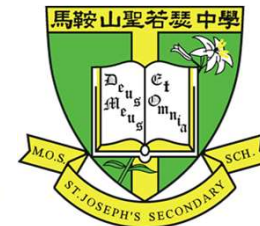


Phonetics and pronunciation workshops by NET



Strategies workshops by service providers

Reading across the curriculum booklet



Social Sciences Book Report

My first book Date: 11th April, 2012

This is a report of what I have read and learnt from the book. I have also written down my thoughts about the book.

About the book

Title: Life in Ancient Athens
 Author: Jane shuter
 Publisher: Great Britain
 Code / Call number: 938.5 SHU

Brief Summary of the Book
 (Give a short description of the topic. What are the issues raised?)

Besides temple what kind treasure most in Greek?

I like the that use it I think it's interesting their masks fallings like out.

Ac

Life in ancient athens this book introduce how people live in Ancient Athens. People spent a lot in public building when they are in Ancient Athens. In Ancient Athens, the public buildings are large and make of stone. Ancient Athens balive in many god and goddness. The biggest temple in Athens is the Parthenon, a temple for city's special goddness, Athena. It also introduce Athens theatres, the play. Craftsmen run a workshop in Ancient Athens. In Athens, family are important. In Athens, education for boys are important. In Ancient Athens, they ate very little meat. Athens is powerful because of its navy.



My Comment and Reflection

After reading this book, I am interested in Athens and its culture. It is very interesting. This book is easy to understand people in Ancient Athens. I want to go to Athens to see the biggest temple in the parthenon of Athena. It is so big. I haven't seen that biggest temple before I know the temple of Athena. My favourite topic of this book is temples and religion. I think the temple is special and it is beautiful, too. I think Ancient Athens is focus on its culture. So family and education of boys are very important. I will recommend this book to my mother. It is because she love history very much.

of u like ancient

masks the plays creative and I love it so much.

have different apply to art it

Social Sciences Vocabulary Items Learned:

navy(n): ships use to fight for a country.

worship(n): when a god or goddess is praised or shown respect

ordinary(adj): not un-usual, common

Useful Social Sciences Websites:

http://www.bbc.co.uk/schools/primary/history/ancient_greeks/

[athens/](#)



lie back! keep up the good work!



Reading Across the Curriculum Award



Your score

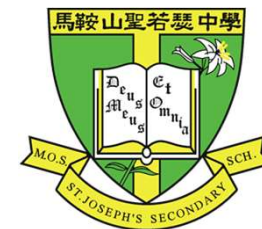
- A/A- (Excellent): Your report is well-organized, fluent with concrete and in-depth views about the book.
- B+ (Good) : You are able to understand the book and form your own views with only a few mistakes in grammar.
- B / B- (Average) : You've shown understanding in the book. However, you've made some grammatical mistakes in your report.
- C (Fair) : More effort is needed in reading the book and writing the report.
- D (Poor) : You did not put effort in reading the book and working on the report. You need to work harder.

Comment / Reflection:

You may use the following questions to help you.

Things to talk about	Answers
1. How do you feel about the book? Do you enjoy it? Give reasons to explain your answers.	I enjoy reading this book because this book is ... (educational, informative, well-written, enjoyable, inspiring, exciting, interesting)
2. What is your favourite topic? Why? What have you learned about the topic? Which topic do you want to learn more about?	My favourite topic is ... It is ... I want to learn more about...because... (realistic, meaningful, thought-provoking, relevant to our daily life...)
3. Which part of the book impresses you most? Why?	The part I like most is ... The part that impresses me most is ...
4. What message(s) or lesson(s) does the book want the reader to learn?	After reading the book, I learnt that...(e.g. we should be more aware of..., care more about..., help save..., work harder in...etc.)
5. Would you recommend this book to your friends? Why?	I would recommend this book to...(my friends, my brother, my sister, my classmates etc.) because...

After-school interest classes, drama activities, bridging courses



School-based Summer Holiday Assignment (Pre-S1)

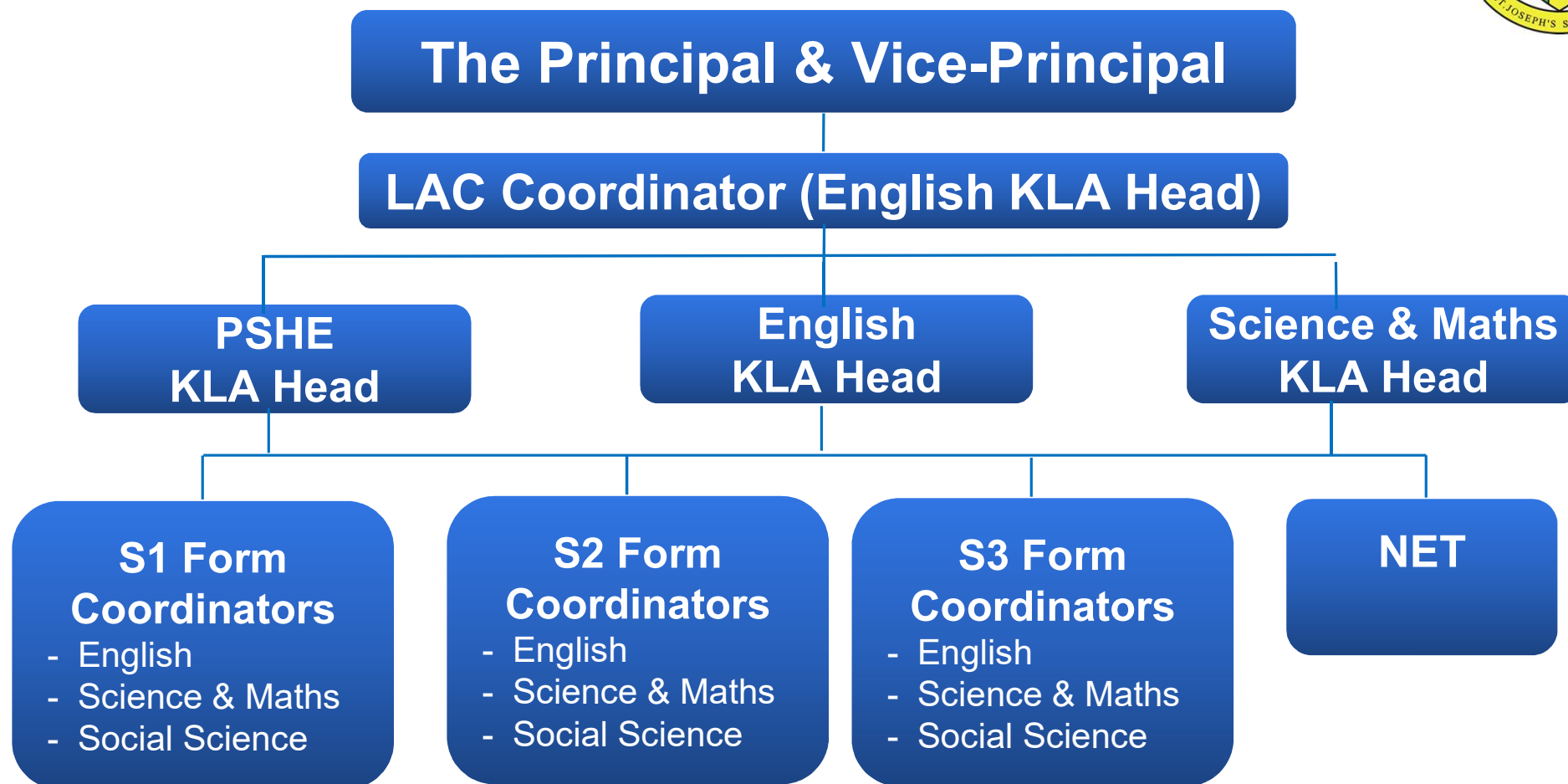
Contents

Subject	Pages	Remarks
Computer Literacy	p.3-9	Google Form - BrainPop-Cloud Computing Exercise : Microbit Mission
中國語文科	p.10-13	Google Classroom: 影片《嫦娥》
English Language	p.14-17	Google Classroom: Video clip of English instructions
Mathematics	p.18-21	Google Classroom : Video clip on Five Number Formation
Science	p.22-25	Google Classroom : 1. Video clip "Orange peel detergent" 2. Video clip "Thumb piano" 3. Video clip "How we hear"
PSHE	p.26-29	Google Classroom: Video clip of PSHE instructions

Pre-S1 Cross-subject Bridging Course



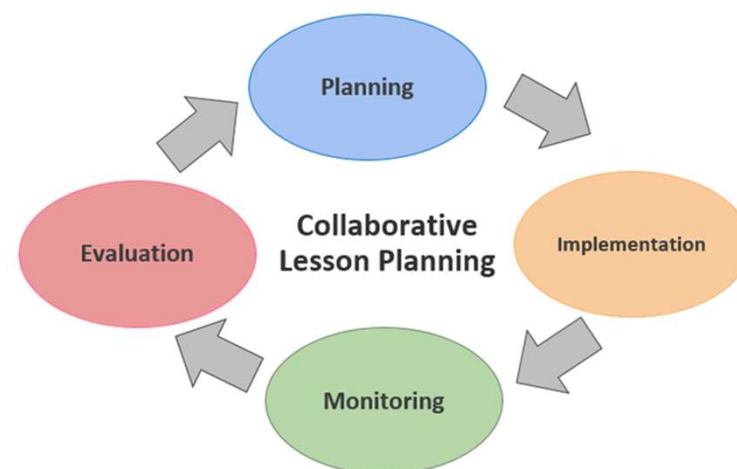
LAC Committee - Whole-school approach

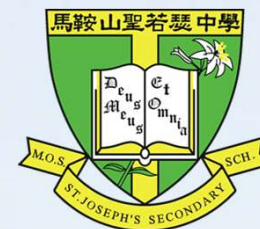


Step by step with PIME



Academic Year	S1	S2	S3
2011-2012	New Projects	--	--
2012-2013	Project refinements (PIME) + New projects	New Projects	--
2013-2014	Project refinements (PIME) + New projects	Project refinements (PIME) + New projects	New Projects
...			
2021-2022			





Part 2

Highlights of LAC strategies





Strategy 1

Setting up an inventory of schemes of work for collaborative lesson planning

S3 English – S3 Economics – Language Across the Curriculum (2019-2020)



I] PLANNING

No. of lessons: 4 English lessons + 2 Economics lessons

Aims:

Allow students to have a deeper understanding on the topics of ethical shopping and profit balancing.

Get students do research and present orally.

Allow peer learning and idea exchange.

Subjects involved: Economics & English

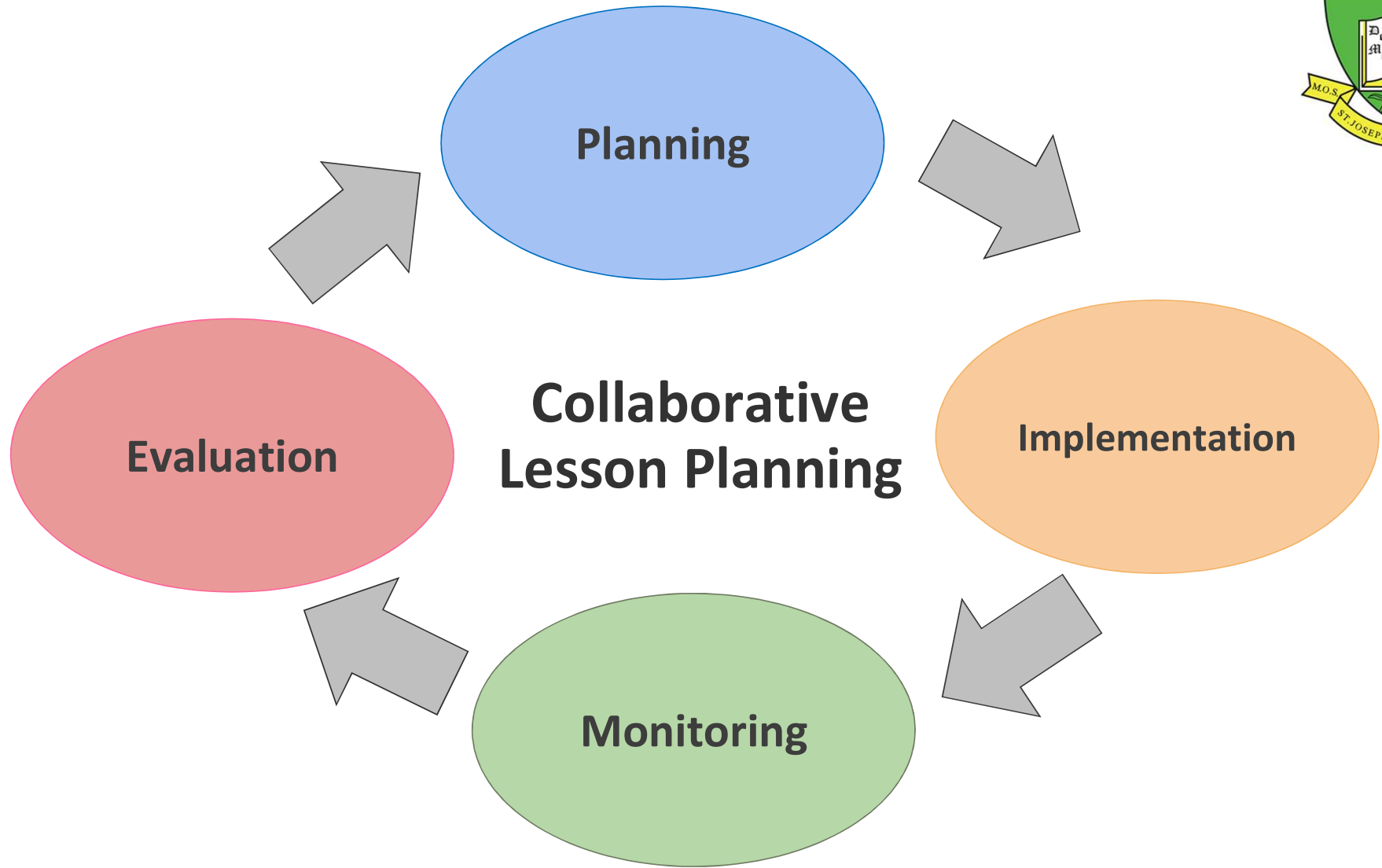
Course design: using content subject reading as input and a group presentation as output

Topics & Skills covered in both English and Economics Secondary Three

Modules in English	Interface	Themes & Skills in Economics	Skills (including content & language objectives)
Second Term		Second Term	
Cycle 13		Cycle 13	Cycle 13
Topic: Longman English Edge Unit 5 Ethical shopping	<p>English Lesson (Cycle 13) Reading input: Longman English Unit 5 Passage 1 “Shopping for a better world” [Please refer to Part II]</p> <p>↓</p> <p>Economics Lesson (Cycle 13) Materials: Textbook Chapter 8 on Government Budget [Please refer to Part I]</p> <p>↓</p> <p>English Lesson (Cycle 13) Oral Presentation: Setting up a food stall selling a set meal [Please refer to Part III]</p>	The concept of balance sheet	<ul style="list-style-type: none"> • Design a set meal • Apply budgeting knowledge learned from Economics lessons and/or ethical shopping knowledge learned from English lessons • Do a 5-minute presentation on the set meal (Pictures, price, selling points, budget, target, persuasion...)

II] IMPLEMENTATION & MONITORING

Level	S 3
Time Period	Subject: <u>English</u> [Cycle: 13] Subject: <u>Economics</u> [Cycle: 13]
Teaching Materials	<ul style="list-style-type: none"> ● Lesson Plan (See Appendix 2) ● PowerPoint (See 1st Meeting Agenda)
Professional Development	<ul style="list-style-type: none"> ● Collaborative Lesson (P) ● Lesson Observation (I+M): Lesson Plan [11/3/2019] ● Evaluation Meeting [8/7/2019]



Planning (P): LAC Meeting for S1-3 Curricular Mapping



S3 Economics Textbook

S1 History Textbook



Level	Topics	Text types	Grammar items	Vocabulary	Writing output	LAC projects
S2 – Term 2	Unit 7 Let's get involved	<ul style="list-style-type: none"> ● Online article & comments ● Blog entry 	<ul style="list-style-type: none"> ● Indirect questions ● To-infinitive clauses ● Commenting on amounts* 	<ul style="list-style-type: none"> ● Social issues ● Peoples in need ● Ways of getting involved and fundraising 	Letter of invitation	*Eng. + Soc. Sci. (IH): Commenting on amounts + Taming the sand
	Unit 6 Looking good	<ul style="list-style-type: none"> ● Article ● Article* 	<ul style="list-style-type: none"> ● Conditionals (Type 1) ● Gerunds and to-infinitives ● Connectives 	<ul style="list-style-type: none"> ● Advices for improving appearance ● Words related to skincare and hair care 	One-sided argumentative essay – school rules	* Eng. + Sci. (I.S.): an article about shampoo + acids and alkalis



Level	Topic	Text types	Grammar items	Vocabulary	Writing output	LAC projects
S1 – Term 2	Unit 5 Yum!	<ul style="list-style-type: none"> ● Article ● Blog entry & recipe 	<ul style="list-style-type: none"> ● Talking about amounts (Countable & uncountable nouns, quantity words, quantifiers) ● Imperatives 	<ul style="list-style-type: none"> ● Dishes ● Food tastes & textures ● Kitchen utensils ● Ways of preparing & cooking food ● Ingredients ● Seasoning 	Blog entry – a new recipe	*Eng. + Maths: Prepositions of location & Imperatives + Symmetry & Transformation

Planning (P): Form Coordinator Meeting



Agenda:

1) Planning of Language Across the Curriculum

- a. No. of lessons
- b. Aims
- c. Subjects Involved

Participants	Subject: English Subject Teachers:
	Subject: Economics Subject Teacher:

2) Design of Language Across the Curriculum

For details, please refer to the Appendix 1

- English
- Maths

- English
- Science

- English
- Social
Science

3) The arrangement of the next meeting

- a) Time
- b) Issues to be discussed:
 - Implementation and Monitoring of LAC

Planning (P): Scheduling



1920 S3 LAC – Economics & English Schedule

No.	Date	Day	Tasks in English lessons	Tasks in Econ Lessons
1	20/1 (Mon)	E ENG: 3, 4	-Reading Passage 1: Shopping for a better world -Introduction of project (Worksheet 2) -Sharing of work from previous year -Get students into 5 groups of 4 and 1 group of 5	
2	21/1 (Tues)	F ENG: 1 Econ: 9	-Preparation in groups (Worksheets 2, Worksheet 3) -Holiday assignments (Worksheet 2)	-Introducing the topic -Brainstorm ideas for Worksheet 1 -Holiday assignment (Worksheet 1 upper part)
3	3/2 (Mon)	A ENG: 1,2	-Homework collection (WS2) -Reading Passage 2: Impulsive buying	
4	6/2 (Thur)	D ENG: 3, 4	-Worksheet 3 (to collect and review)	
5	7/2 (Fri)	E ENG: 3, 4	-Worksheet 4 (to collect and review)	
6	10/2 (Mon)	F ENG: 1 Econ: 9		Talk about students' answers in Worksheet 1
7	11/2 (Tue)	G ENG: 3, 4	Lesson 4: Lesson observation -Highlight key points about project -Revisit vocabulary about ethical shopping -Comments on Worksheet 3 and Worksheet 4 Reminders on presentation skills	

8	12/2 (Wed)	A ENG: 1, 2		
9	14/2 (Fri)	C ENG: 1, 2 Econ: 4		Comments on students' idea on Worksheet 3 (Done in English lessons)
10	17/2 (Mon)	D ENG: 3, 4	-Presentation: Group 1, 2 - Give a brief comment from the aspect of English	Give comments from the aspect of Economics
11	18/2 (Tue)	E ENG: 3, 4		
12	19/2 (Wed)	F ENG: 1 Econ: 9		-Extra help to presenters in Group 5 and Group 6
13	20/2 (Thur)	G ENG: 3, 4	-Presentation: Group 3, 4 - Give a brief comment from the aspect of English	Give a brief comment from the aspect of Economics
14	21/2 (Fri)	A ENG: 1,2	-Extra help to presenters in Group 5 and Group 6	
15	25/2 (Mon)	C ENG: 1, 2 Econ: 4		Lesson 4: Lesson observation -Presentation: Group 5, 6 -Worksheet 1 bottom part on reflection. -Round up: entrepreneurship and money making in the context of ethical shopping and selling.

Planning (P): Teaching Material Design





LAC - S3 English & S3 Geography

English:
Geography:

Protect our wildlife. Adjective patterns
Changing climate, changing environments

Exercise 1: Fill in the blanks with the help of the word box. Use “to”, “for”, “of”, “not”, “that” and your Geography knowledge if necessary.

take	healthy	purchase	wasteful	surprising
eat	convenient	wise	leave	

1. It may be convenient for Tommy to take his father’s car to school, but he should use (Geo) public transport like the MTR instead.
2. It is not healthy to eat too much meat. In addition, farming activities like cattle rearing produce a lot of greenhouse gases like (Geo) methane.
3. It is not wise to purchase imported goods – the long-distance transportation consumes energy.
4. It is wasteful of Tommy to leave his laptop on all the time.
5. Given the bad habits of Tommy, it is not surprising that his (Geo) carbon footprint exceeds the global average.

Exercise 2: Talk about your opinions using English “Adjective Patterns”. Explain your ideas using Geography concepts.

English: Adjective Patterns

1. It is right for the Finnish government to encourage cycling in the country.
2. It is environmentally-friendly of the Finns to travel around on bikes.
3. It is healthy to exercise.
4. It is clear that Finland will have a healthier population.

Geography: Concepts

1. Many cars run on fossil fuels. This emits carbon dioxide and nitrous oxide.
2. These green house gases will worsen global warming.

Planning (P): Class Activity Design



Project	English Lessons	Subject Lessons
Simple Past Tense + Walled Villages	Write a Diary Entry	Childhood Photo Sharing
Wh-Questions + Endangered Animals	Write 5 Wh-questions based on a sample presentation script	Do a presentation on an endangered species + answer classmates' Wh-Qs
Connectives + Life in Medieval Europe	Story Marathon based on a given opening related to one type of people in the Medieval Europe (e.g. knight)	Watch a video about Medieval Europe

Activity 2 – Lyrics filling

Fill in the blanks with the verbs provided in simple past tense.

For all those times you **stood** by me
 For all the truth that you **made** me see
 For all the joy you **brought** to my life
 For all the wrong that you **made** right
 For every dream you **made** come true
 For all the love I **found** in you
 I'll be forever thankful, baby
 You're the one who **held** me up
 Never let me fall
 You're the one who **saw** me through
 Through it all

* You **were** my strength when I **was** weak
 You **were** my voice when I couldn't speak
 You **were** my eyes when I couldn't see
 You **saw** the best there **was** in me
Lifted me up when I couldn't reach
 You **gave** me faith 'cause you **believed**
 I'm everything I am
 Because you **loved** me *

Positive and negative statement			Yes/no-questions		
	be/be not	(adjective/ noun)	Be		(adjective/ noun)
I	was/ was not		Was	I	
You	were/		Were	you	
We	were not			we	
They		hardworking.		they	hardworking?
He			Was	he	
She	was/ was not			she	
It				it	

	live/ not live (verb)			live (verb)	
I			Did	I	
You				you	
We	lived/		Did	we	
They	did not live	in walled villages.		they	live
He				he	in walled villages?
She				she	
It				it	



Exercise 3

Miss Wong wants to teach students about rural life in Hong Kong. Can you fill in the blanks with the suitable form of verb?

have	belong	rob	build	play
own	settle	hold	be	keep

- Most of the early settlers in Hong Kong **belonged** to four major clans: the Cantonese, the Hakkas, the Fuklos and the Tankas.
- The five great clans in the New Territories **settled** in Hong Kong between the Song and Ming Dynasties. They **owned** lots of land and **played** an important role in the traditional rural life in Hong Kong.
- In the old days, farmers **kept** animals such as pigs, chickens, ducks and geese.

Implementation (I): Our LAC Projects - S1



Level	Subject	Subject	LAC projects
Term 1	English	Science (IS)	Modal Verbs + Laboratory Safety
Term 2	English	Maths	Prepositions of location & Imperatives + Symmetry & Transformation
	English	Social Science (Life & Society)	New project: Used to/ gaming + habit change/ pros and cons of gaming



Implementation (I): Our LAC Projects - S2

Level	Subject	Subject	LAC projects
Term 1	English	Social Science (History)	The passive voice + Renaissance
	English	Science (IS)	Comparative and superlative + Electricity (resistance)
Term 2	English	Social Science (Integrated Humanities)	Commenting on amounts + Taming the sand
	English	Science (IS)	An article about shampoo + acids and alkalis

Implementation(I): Our LAC Projects - S3



Level	Subject	Subject	LAC projects
Term 2	English	Social Science (Economics)	Ethical Shopping + Fair Trade Money Making & Entrepreneurship
	English	Social Science (Geography)	Adjective Patterns + Endangered Species & Climate Change

Monitoring (M): Peer Lesson Observation



LESSON PLAN

Date:	30 October 2018	Time:	2:35 - 3:15p.m.
Class:	1A	No. of Students:	26
Topic:	Walled villages in the New Territories		

Objectives:

By the end of the lesson, students should

Knowledge	(i)	understand the reasons of building walled villages.
	(ii)	know the facilities of a walled village.
Skill	(i)	be able to express their ideas by using past tense and complete sentences.

Previous Learning:

(i)	Students knew four major groups and five great clans of the New Territories.
-----	------------------------------------------------------------------------------

Student activities:

(i)	Group work - Facilities in a walled village - Functions of different facilities
-----	---------------------------------------------------------------------------------------

Anticipated Problems:

(i)	Some students cannot focus in the lesson and always play with their stationery.
-----	---------------------------------------------------------------------------------

Teaching Materials and Aids to be prepared:

(i)	Textbook pg 59- 60
(ii)	Powerpoint
(iii)	Game materials
(iv)	Pre- lesson pg. 8

Lesson Observation Form (I) Assessment of Classroom Teaching

Teacher Observed:	Observing Teacher:
Level: 1A	Date:
Subject: History	Observation Time: (40 minutes)
Topic: Walled villages in the New Territories	Use of IT in Teaching: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Pre-lesson collaborative lesson planning : <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Post-lesson evaluation meeting : <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Medium of Instruction (MOI): <input type="checkbox"/> C <input checked="" type="checkbox"/> E <input type="checkbox"/> PTH	<input type="checkbox"/> Mixed code

Lesson Observation Form (II) Self-Evaluation of Classroom Teaching

Teacher Observed:	Observing Teacher:
Level: 1A	Date:
Subject: History	Observation Time: 40 minutes
Topic: Walled Villages	Use of IT in Teaching: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Medium of Instruction (MOI): <input type="checkbox"/> C <input checked="" type="checkbox"/> E <input type="checkbox"/> PTH	<input type="checkbox"/> Mixed code

Evaluation (E): Student Level (Questionnaires)

Student Evaluation: Language Across the Curriculum

Subjects: English & History

Topic: Walled villages in the New Territories & the Past Tense

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The past tense was first taught by the English teacher, then applied in the teaching and learning of History. <u>This helps me to understand the teaching content of History.</u>					
2.	The past tense was first taught by the English teacher, then applied in the teaching and learning of History. <u>This helps to boost my confidence in using English to learn in History lessons.</u>					
3.	The past tense was first taught by the English teacher, then applied in the teaching and learning of History. <u>Through repeated use of it in and after class with these two subjects, it helps me to learn how to use the past tense.</u>					



Student Evaluation: Language Across the Curriculum

Subjects: English and Integrated Science

Topic: Endangered species

Please circle the appropriated choices.
1 = Never; 5 = Always

1.	I understand the explanations of the scientific terms.	1	2	3	4	5
2.	I understand what is expected of me in preparation and participation.	1	2	3	4	5
3.	The assignments can enhance my self-learning.	1	2	3	4	5
4.	The "Wh" Questioning techniques that I have learnt can be applied to the studying of Integrated Science.	1	2	3	4	5

Evaluation (E): Teacher & KLA Levels (Post-lesson Meetings & Evaluation Meeting)



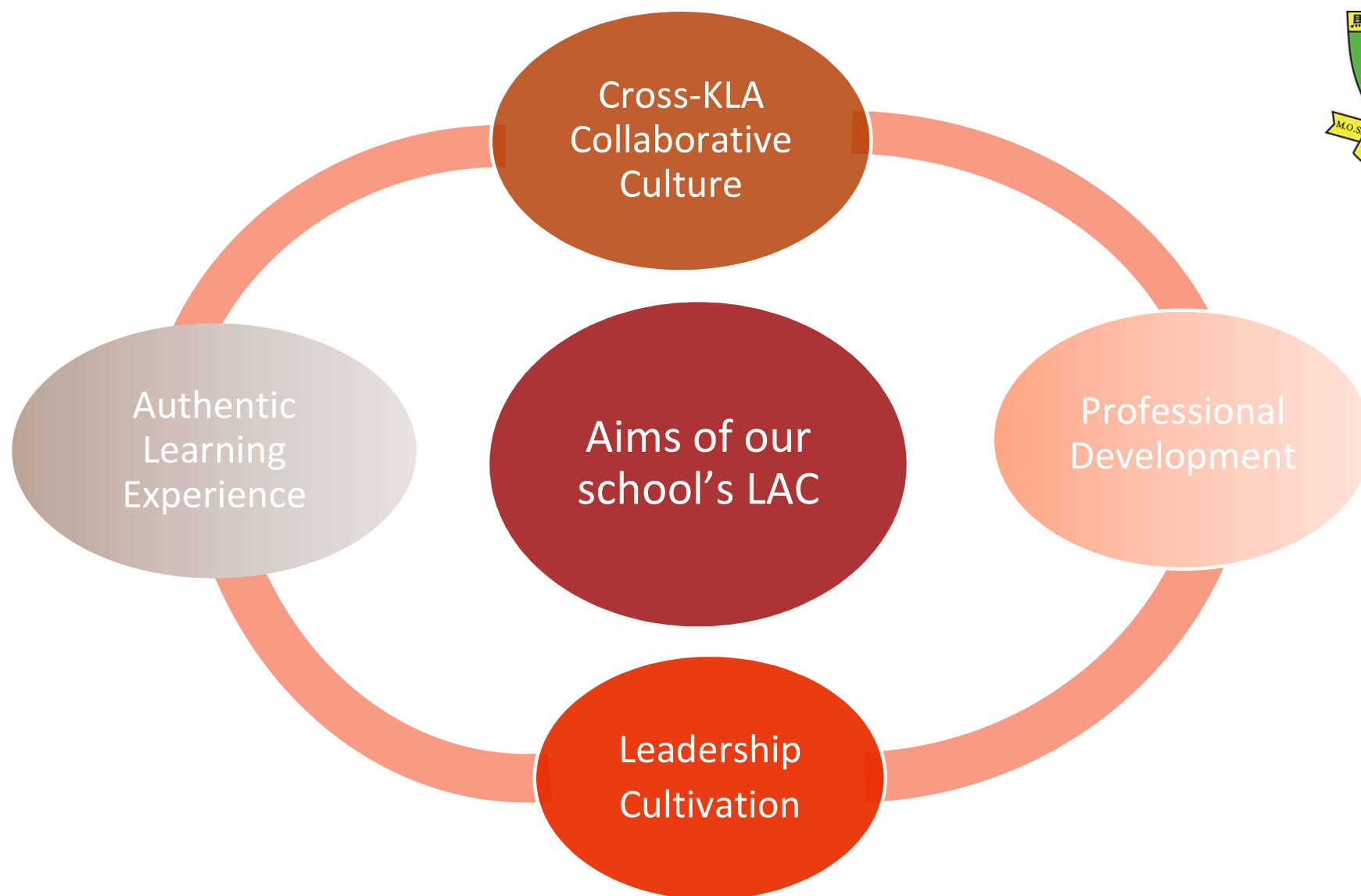
Strengths	Students could correctly use the simple past tense in History classes while History knowledge was consolidated in English classes.
Weaknesses	Students could master the usage of connectives well. Some students were confused with the usage of be-verb and do-verb in forming yes/ no questions. A few students misspelt the target vocabulary. It was observed that students were not familiar with the verb table.
Suggestions for Improvement	Students could use the connectives appropriately. However, some students might still use 'because' and 'so' at the beginning of a sentence. Also, they tended to use 'Because' and 'so' or 'Although' and 'but' in the same sentence. More phrases beside 'There was/ were' could be used.
Development Plan	Instead of blank filling, students could be asked to write sentences or a paragraphs using different connectives in the English class. Collaboration between teachers was strong. However, new English textbooks will be used. A lot of changes with schedules and teaching contents are expected.



Benefits of detailed documentation

- 😊 Trace curriculum + lesson designs over the years
- 😊 Share experience
- 😊 Adapt from experience

Keep the sustainability of
LAC development





Strategy 2

Providing authentic contexts for cross-subject lesson planning and conducting peer lesson observation



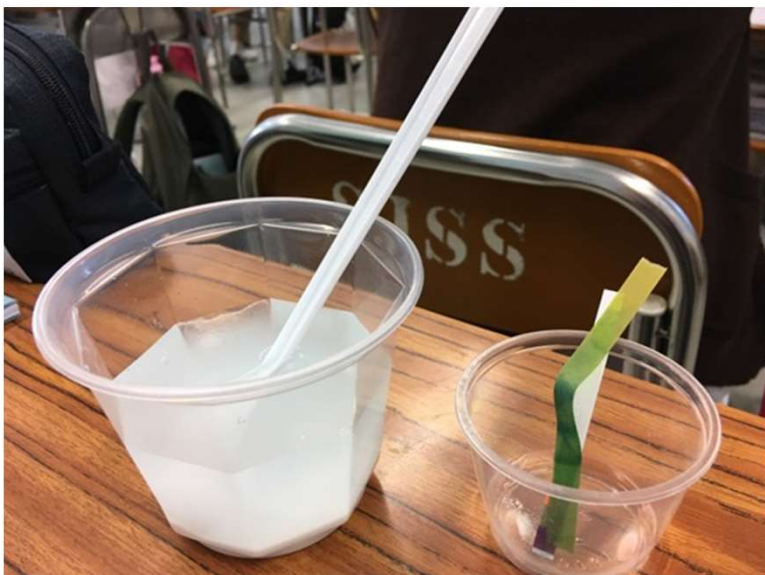
Project examples

- S2 Integrated Science and English
(Personal care; Acid and alkali; Conditional sentences)
- S1 History and English
(The Medieval times; Connectives)
- S3 Economics and English
(Fair trade and ethical shopping; research and presentation skills)
- S1-2 After-school interest classes

S2 LAC Project -- Integrated Science & English



Integrated Science	English
Acid & Alkali	<ul style="list-style-type: none">● Context: Reading an article about personal care● Grammar usage: Conditionals (Type 1 VS Type 0)
Conduct a scientific research study on the effectiveness of homemade shampoo and hair conditioner	



Can we achieve our aim?

Give reasons and examples to support your answer

Yes, because the alkaline baking soda can remove the grease from the scalp and the acidic apple cider vinegar can make our hair smooth and shiny. Therefore, the homemade shampoo and conditioner can replace the commercial shampoo and conditioner.

Would you ever join the 'No-poo movement'? Why or Why not?

Yes, because joining the 'No-poo movement' and using homemade shampoo and conditioner is more beneficial than using commercial shampoo and conditioner that contains harmful chemicals.

I look forward to hearing your results.



S1 LAC Project -- History & English

History	English
The Medieval times and life in the Medieval society	Grammar usage: Connectives
Write a short story about the people in the Medieval society	



Students' work

I am a **knight**. Today, I took part in a sports event.

I joined the **jousts** **and** **tournaments**.

I wore **armour** **and** rode a horse.

During the tournament, I saw a monster.

It was chasing the people there.

Although I was scared, I ran after it.

However, I tripped on the way and fell down,

so the monster escaped with a woman on its back.

A **noble** screamed **since** it was his daughter...

and ^o	Besides ^o	because ^o	Since ^o	so ^o
Therefore ^o	but ^o	while ^o	However ^o	In terms of ^o

1. Serfs lived in simple huts _____ ate poor food.^o
2. The life of a knight is admirable _____ they had a wide variety of entertainments.^o
3. The crops from the land belonged to the serfs. _____, they had to give some of the crops to their lord.^o
4. A knight had to be brave, honest and fair. _____, he had to be a good Christian.^o
5. _____ the kings grew stronger in the late medieval times, they took back the land and power they had given to the nobles before.^o
6. Rome was the center of the western part of Europe, _____ Constantinople was the center of the eastern part.^o



Students' work

Differences between Athens and Sparta		
In terms of:	Athens	Sparta
location	was located <u>coast</u>	was located <u>hills</u>
government	believed in <u>democracy</u>	believed in <u>aristocracy</u>
economy	was an <u>important trading</u> or <u>centre in Greece.</u>	<u>farming</u> or <u>keep animals (slaves)</u>
military,	had a strong navy	had a strong army

In terms of economic affairs, the Christian Church was very rich. It was the biggest landowner in Europe. Besides the common people had to give a tenth of their crops or income to the Christian Church.

S3 LAC Project -- Economics & English



Economics	English
Government budget	<ul style="list-style-type: none">● Context: Reading an article about ethical shopping● Grammar usage: Useful expressions to call for actions
Have a presentation on running an ethical food stall	

Students' work



benefits of our products:

1. All our products are made with olive oil, which includes less fat.
2. All our food are not only made with less salt and sugar, but also with a lot of protein, mineral and vitamins.

Budget

1 hrs → 10 sets

10am to 9pm → 110 sets

Revenue: \$5357/day



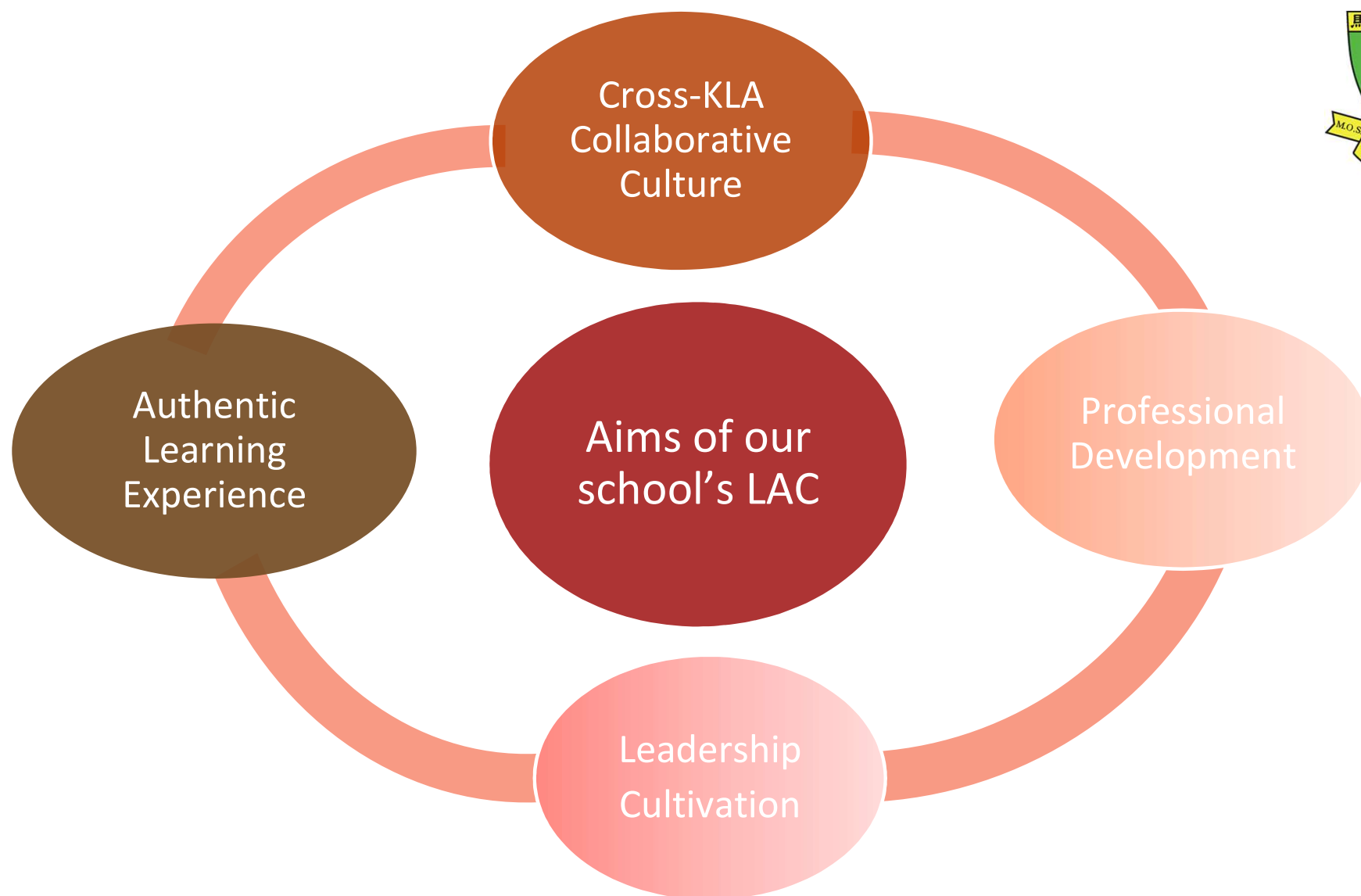
S1-2 After-school interest classes

- Teachers from different KLAs
(lesson planning, teaching and evaluation)
- Cross-subject learning themes
(Ancient Greek myths, tourism, plays in Renaissance)
- Diverse learning outcomes
(playlet, pamphlet, presentation)



S2 after-school English interest class

Tourism & Hospitality	English
Analysis of holiday destinations	<ul style="list-style-type: none">● A reader -- Around the World in 80 Days● Presentation skills
<ul style="list-style-type: none">• Make a holiday pamphlet of a city mentioned in the reader• Design a five-day trip in that city• Present their ideas	





Strategy 3

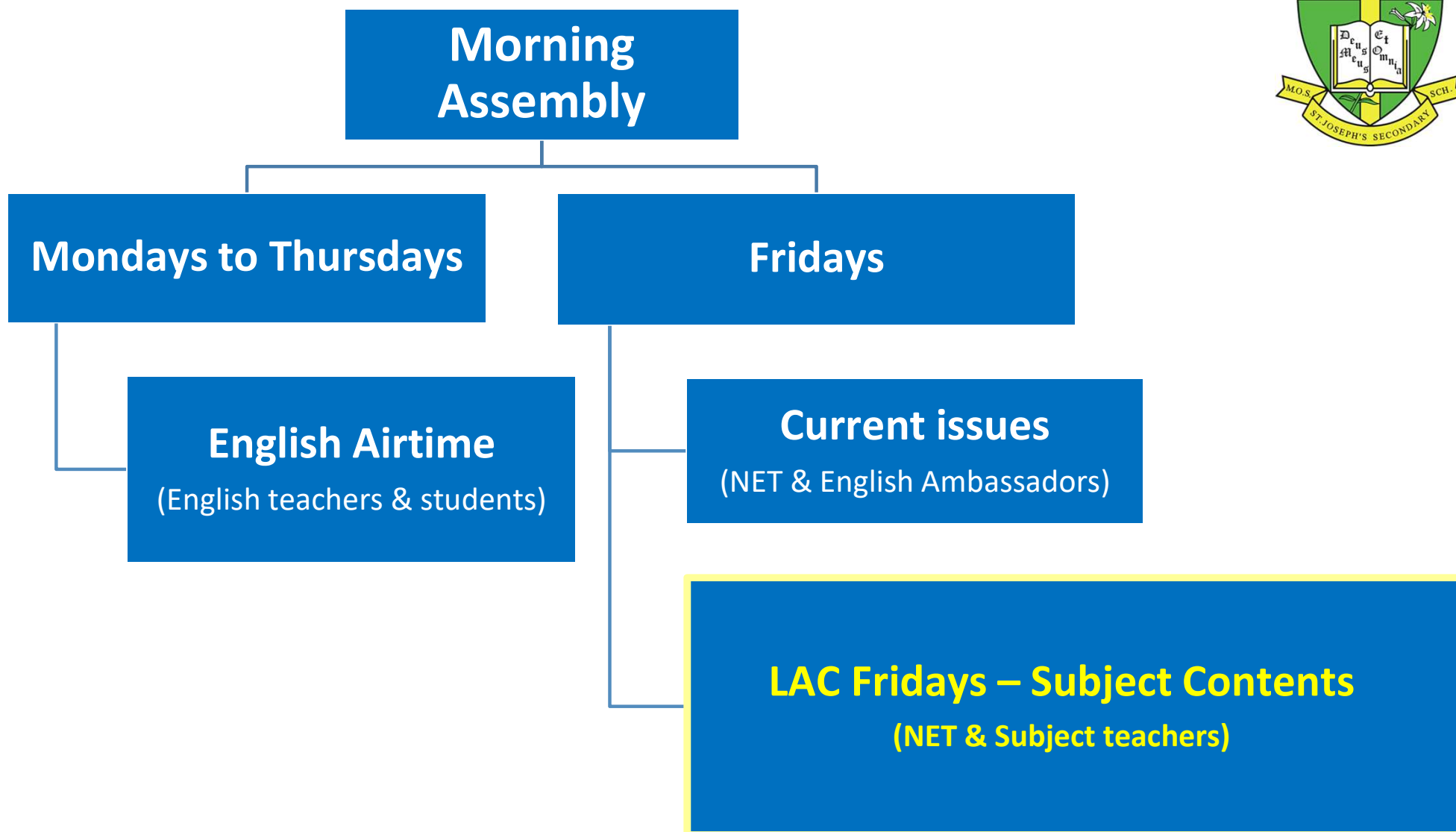
Co-curricular activities

Eng, PSHE KLA subjects & IS: Eco-tour (Students as English tour guides)

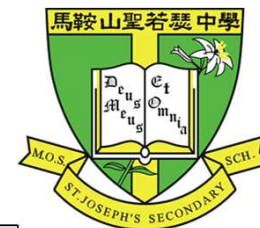


Eng & H.E.: Super Chef Cooking Competition





Examples of Topics for LAC Fridays



Subjects	Topics
I.T. & Eng	Virtual Reality
Bio & Eng	The Science of the Food Industry
I.S. & Eng	pH value and neutralization applied in daily life
P.E. & Eng	Sports Days
P.E. & Eng	Up-and-coming sports
L&S & Eng	Personal growth and family roles
L.S. & Eng	Hierarchy of Needs
Hist & Eng	The Ides of March
Math & Eng	Oulipo
Math & Eng	Maths word problems
Econ & Eng	Demand and supply

LAC Fridays - P.E. & Eng: Sports Days



LAC Fridays on Cultural / Religious / Festival Activities:



Spring Lantern Festival and Riddles



Students' roles in LAC Fridays

- ◆ Idea contributors
- ◆ Presenters
- ◆ Audience members
- ◆ Participants in activities

English Day Date: _____
Living Language Arts Adventures

Topic : _____

Food for Thought (*meaning / definition*): _____

Synonyms: _____ / _____ Antonyms: _____ / _____
(If applicable)

Sample Sentence: _____
(If applicable)

Draw a Picture / Creative Consolidation

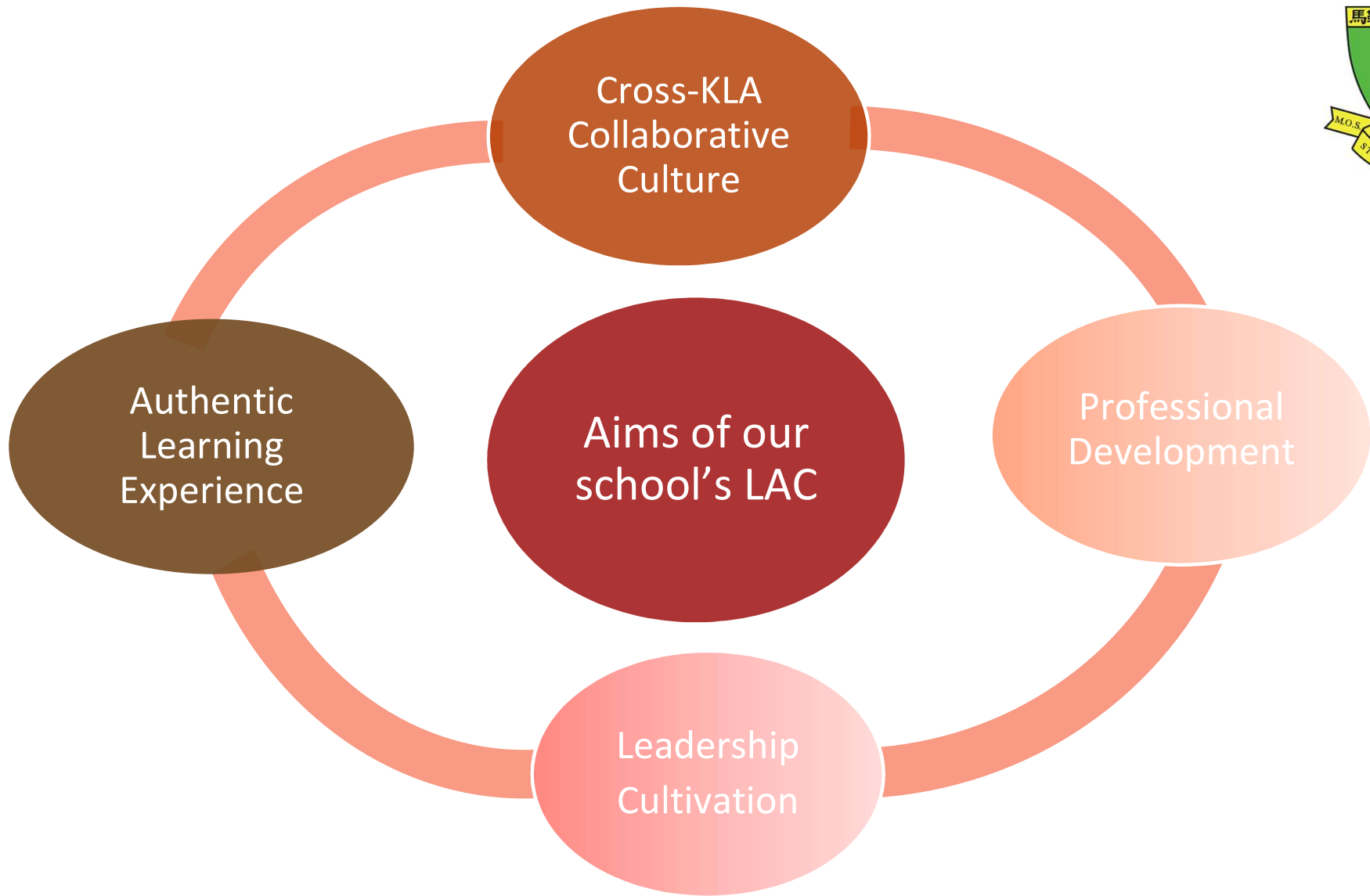
Students respond to questions for lucky draw



What students think about the Friday morning sharing?

- ✓ We can learn more about **topics** that are **very popular and close-to-life** through English **in a relaxing way**.
- ✓ Some topics are new to us, so we are **eager to learn more** about them and **learn English phrases** which we only knew about its Chinese equivalence before.
- ✓ Content subject teachers, e.g. P.E. teachers, talked about sports in English. We **learn how to say some sports terms in English**.
- ✓ Teachers showed **how to make sentences with idioms** covered in their sharing.

(Student interview data from HKU Research Team, 2020)



Cross-KLA
Collaborative
Culture

Professional
Development

Aims of our
school's LAC

Leadership
Cultivation

Authentic
Learning
Experience



Part 3

Overcoming challenges in the LAC journey



Join this HKU & EDB research
for expert advice