

Language-across-the-curriculum:

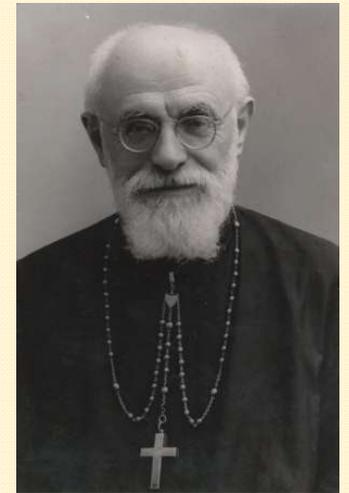
**an endeavour to support
learners with diverse needs to learn**

**Integrated Humanities
more effectively in English**

Valtorta College

***opened in Taipo in 1976**

***run by the Catholic
Diocese of Hong Kong
in commemoration of
Bishop Henry Valtorta
(恩理覺主教)**



Integrated Humanities

(since 2005)



EPA,
Geog
and Hist
coexist

**the three subjects
coexist**

a junior-form
version of
Liberal Studies

+

a student-centred approach

+

an inquiry approach

Learner standard



two worsening problems



Learner diversity

Quantity-oriented measures



more dictations

Quality-oriented measures

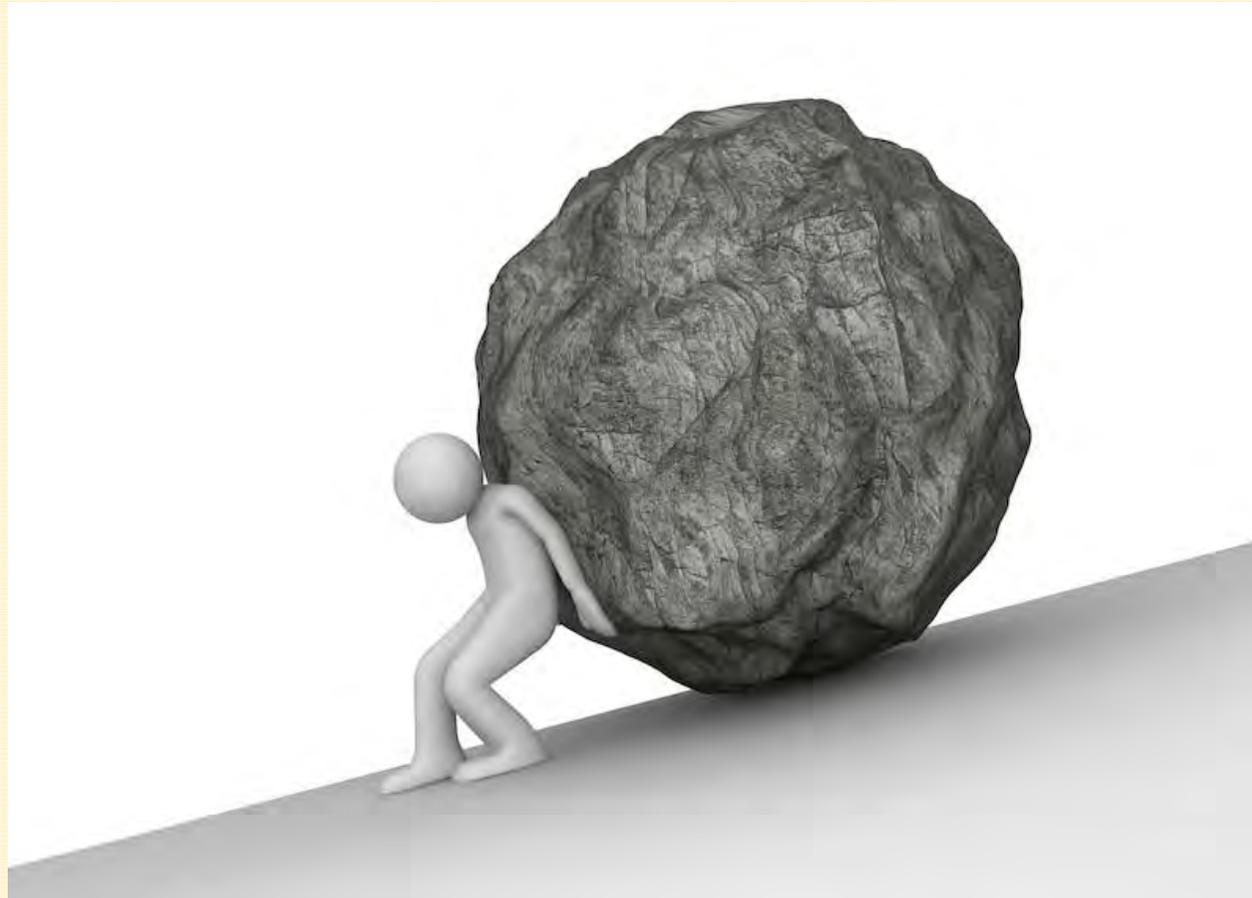


A student-centred approach

Could not go far and deep!

Why?

Burdened with **DUTIES**





Could not address **THE LANGUAGE BARRIER**
in a sophisticated manner

Two types of input

since 2011

EXTRA MANPOWER

through the Refined Enhancement English Scheme

2011-2014

***one million**

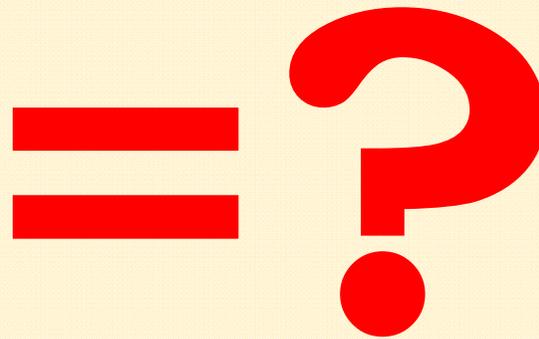
***three years and eight months**

EXTERNAL SUPPORT

**Language Learning Support Section (EDB) on
language-across-curriculum (LAC)
arrangement**

2012-2014

extra manpower + external support



Lunchtime Support Classes

Miss Lam



**An attempt to give
weak students
more exposure to
basic elements of **English**
and key concepts of **IH****

The LAC arrangement

Mr Lam

**An attempt to help students
study an IH topic in English**



**Under the guidance of Language Learning Support Section (EDB),
the English Department
supported the IH Department
in addressing the language barrier.**





**An attempt to address
the issue of
learner diversity**

Thank you

	Sustainability	Factors
LAC	High degree	Inserted into the syllabuses
Graded exercises		
Lunchtime Support Classes	Uncertain	Extra manpower needed

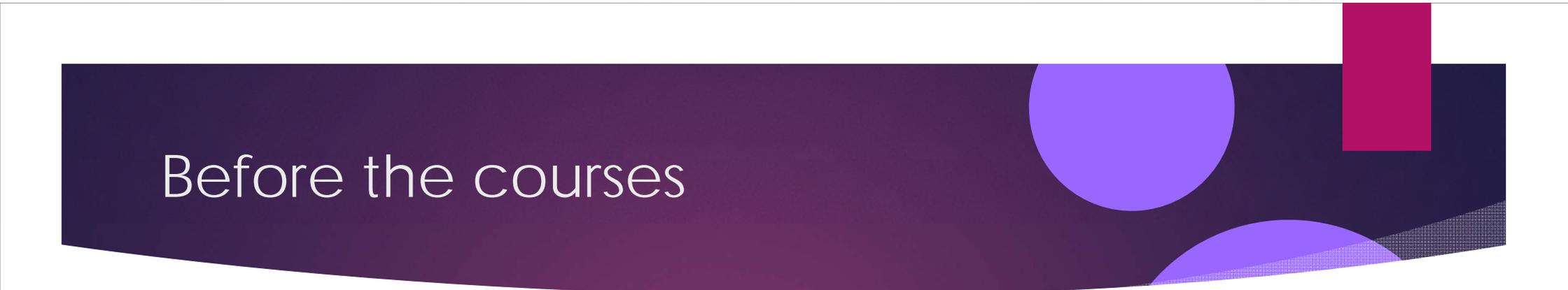


S.1 Lunchtime remedial classes

Objectives

- ▶ Integrated Humanities is a new subject to S.1 students.
- ▶ English is the teaching medium.
- ▶ Students have weaker English ability.

↑ English → ↑ Integrated Humanities

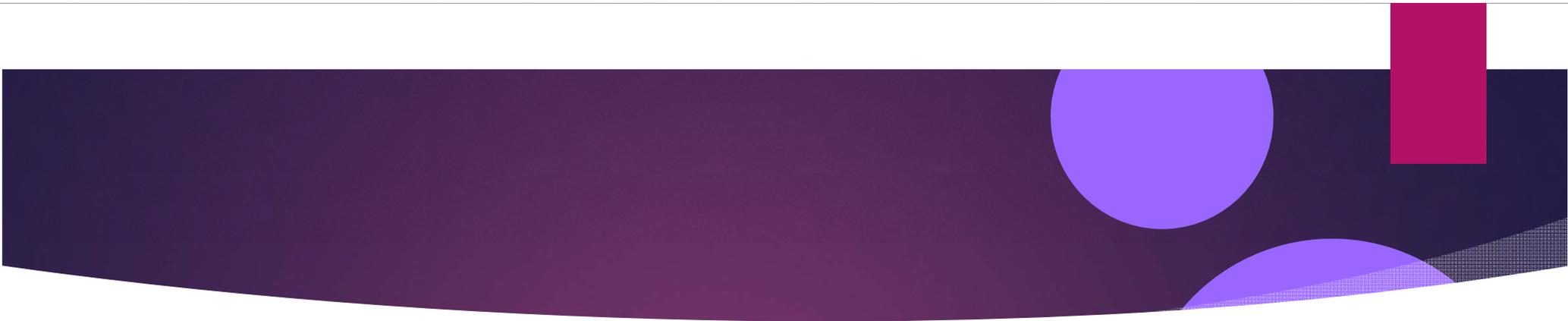


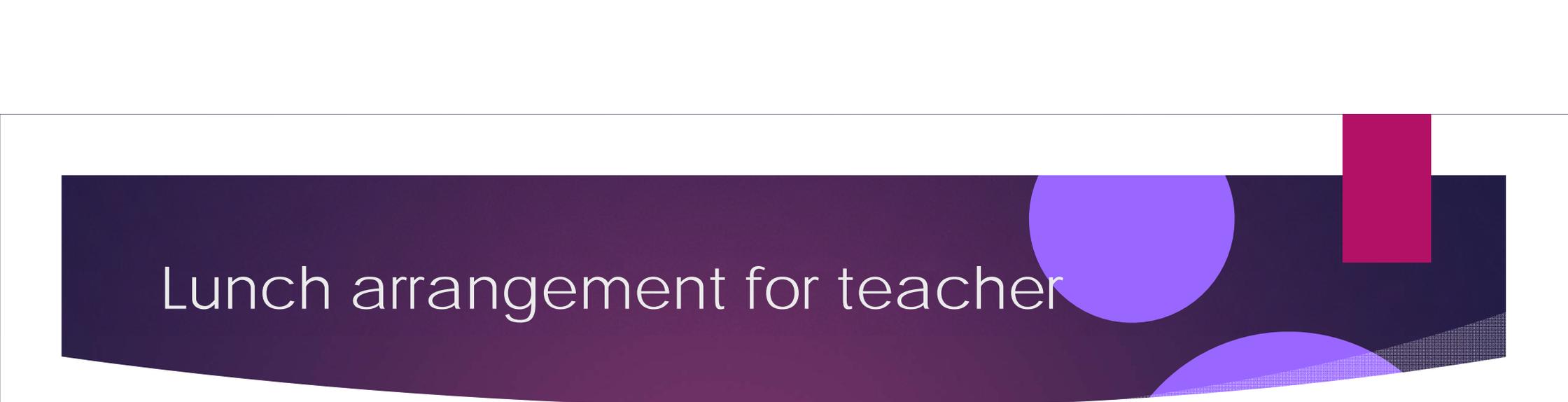
Before the courses

- ▶ Target students are selected based on their **I.H. test results**.
- ▶ Parent letters are issued.
- ▶ Students are warned of the **potential consequence** of no show.
- ▶ On the first days of the courses, teacher reminds students to pack their lunch and go to the class on time.

Selection of target students

- ▶ About 20 S.1 students with **lower I.H. test results** are selected.
- ▶ Subject teachers can also **nominate** some weaker students to join.
- ▶ In order to ensure students have **equal chance** to join the lunchtime programmes, students who have joined in the first term are not selected. The programmes aim to **involve as many students as possible**.

- 
- ▶ **2 – 3 courses** are arranged every year.
 - ▶ Usually the courses are arranged **before exams** to help students prepare well for their I.H. exams
 - ▶ **8 – 10 lessons** are arranged for each course.



Lunch arrangement for teacher

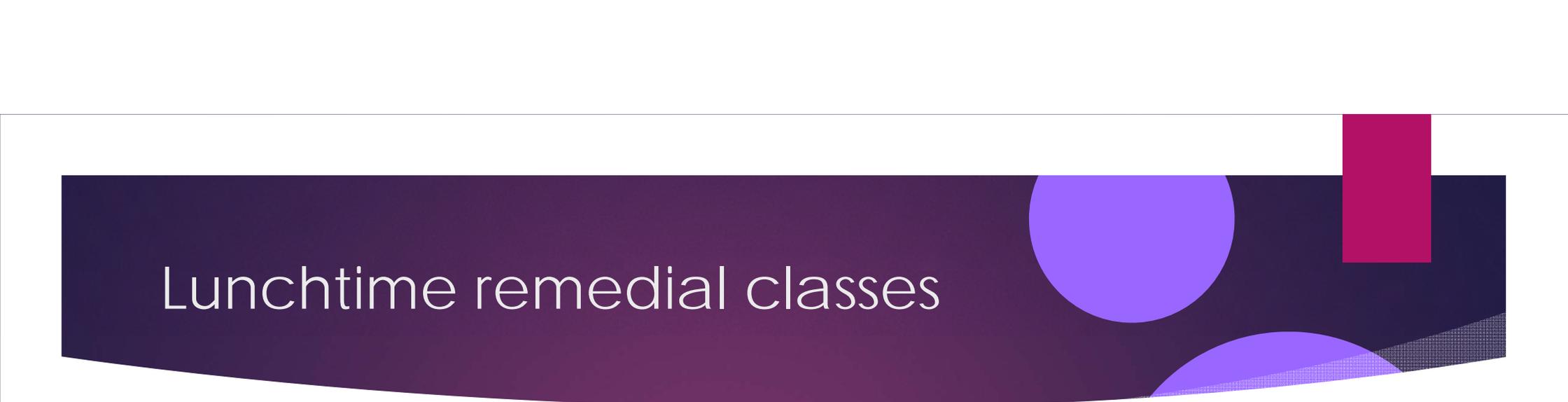
- ▶ A **special timetable** is provided for the teacher. No lessons are arranged for the teacher in the lesson before lunch.
- ▶ A **teaching assistant** is assigned to assist running of the lunchtime programmes. He facilitates the courses by supervising students to watch English movies, have lunch and check their assignments.

Procedures



- ▶ Lunchtime starts at **12: 35 p.m.**
- ▶ Students must arrive at the classroom at **12:40 p.m.**
- ▶ Lesson starts at **1:15 p.m.**
- ▶ Lesson ends at **1:40 p.m.**
- ▶ Afternoon session starts at **1:45 p.m.**



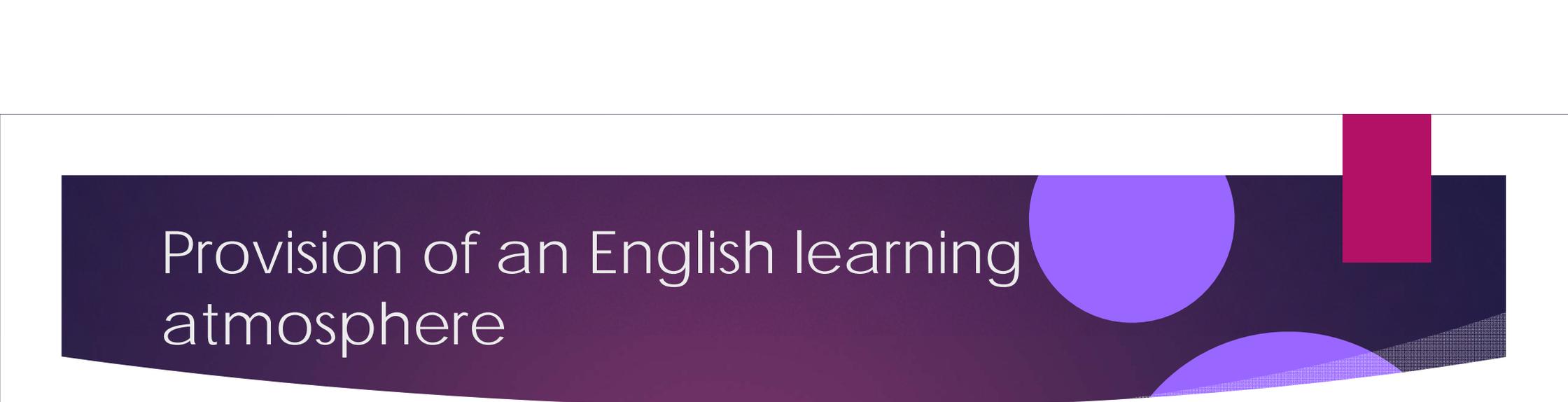


Lunchtime remedial classes

- ▶ Phonics course
- ▶ Vocabulary and writing course



Means adopted to
bridge the gap of IH
learning in English



Provision of an English learning atmosphere

- ▶ Movie viewing
- ▶ Song appreciation

Song appreciation

While you're having lunch, listen to the song twice. For the second time, underline all the words related to the LH. subject, e.g. the nature.

'Colours Of The Wind' lyrics
Vanessa Williams

You think I'm an ignorant savage,
and you've been so many places,
I guess it must be so, but still I cannot see,
How the savage one is me,
How can there be so much that you don't know,
You don't know,

You think you own whatever land you land on,
The Earth is just a dead thing you can claim,
But I know every rock, and tree and creature,
Has a life, has a spirit, has a name,

You think the only people who are people,
Are the people who look and think like you,
But if you walk the footsteps of a stranger,
You learn things you never knew, you never knew,

Have you ever heard the wolf cry to the blue corn moon?
Or asked the grinning bobcat why he grinned?
Can you sing with all the voices of the mountain?
Can you paint with all the colours of the wind?
Can you paint with all the colours of the wind?

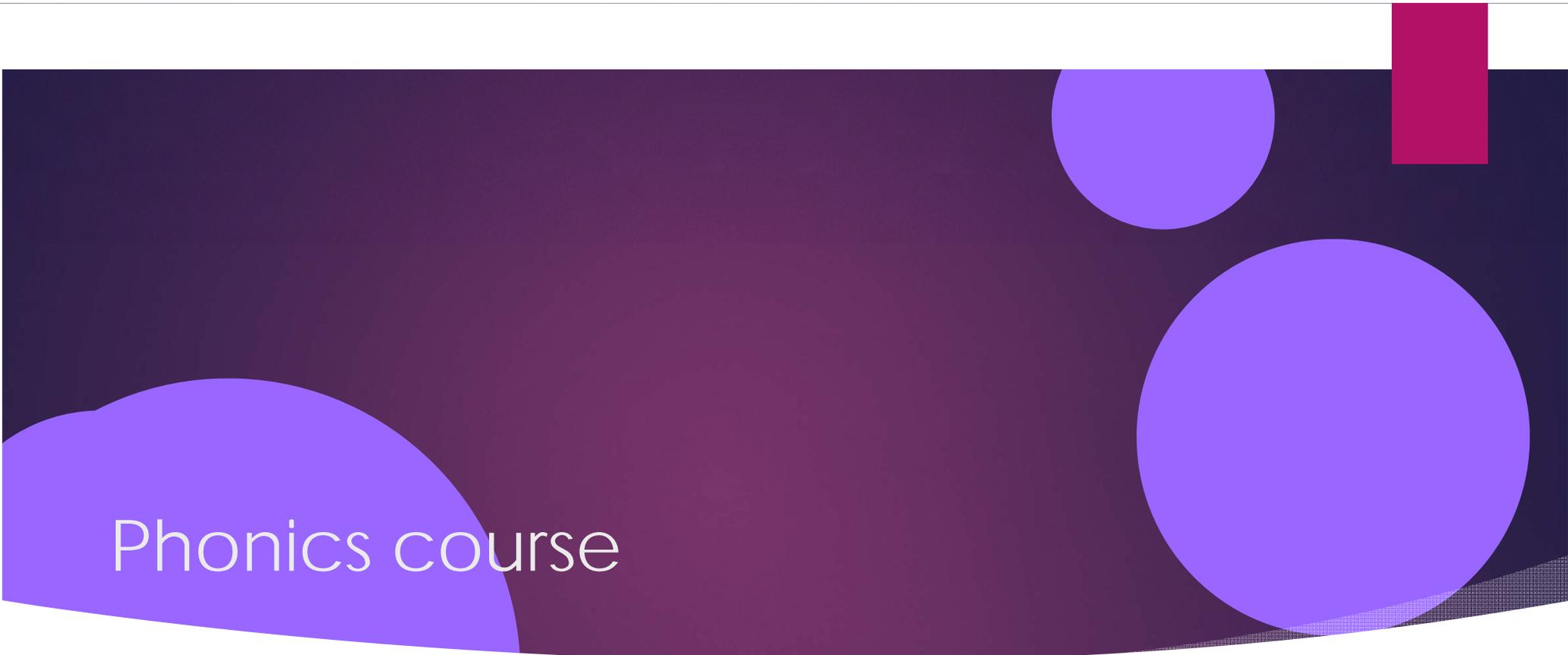
Come run the hidden pine trails of the forest
Come taste the sun-warmed berries of the earth,
Come roll in all the riches air around you,
And for once, never wonder what they're worth,

The rainstorm and the river are my brothers,
The heron and the otter are my friends,
And we are all connected to each other,
In a circle, in a hoop that never ends,

How high does the sycamore grow?
If you cut it down, then you'll never know,
And you'll never hear the wolf cry to the blue corn moon,
whether we are white or copper-skinned,
Can you can sing with all the voices of the mountain?
Can you paint with all the colours of the wind?

You can own the Earth and still,
All you'll own is earth until,
You can paint, with all the colours of the wind...



A decorative graphic featuring a dark purple background with several overlapping shapes. On the left, a large, light purple, semi-circular shape partially overlaps the text. To its right, a smaller, medium purple circle is positioned. Further right, a large, light purple circle is visible. In the top right corner, a vertical pink rectangle is present. The bottom edge of the graphic has a subtle, curved, dotted pattern.

Phonics course

Assessment for learning – pre-test

Look at the pictures and fill in the missing letters of the words.

1.



e _ l _ _ r s

2.



a _ c _ _ t _ _

3.



a _ _ _ y

4.



a _ _ s _ _ r

5.



an a _ _ u _ a _ _

6.



an _ r

Listen to the teacher and fill in the missing words in the diary.

Dear Diary,

Today is the Mid-Autumn Festival. This is my 1) _____ festival of the year because I really like to eat 2) _____. I like to eat the sweet ones because I like eating candies.

I went to Repulse Bay this evening to celebrate this festival. In fact, the 3) _____ was full of people. It was very 4) _____. Luckily, John, Mary, Kate and I soon found a small 5) _____ where we could sit.

Everyone there was in a good 6) _____ because the night was clear. While Mary and I sat back to watch the 7) _____ moon, John and Kate decided to light their 8) _____. They looked extremely colourful. John's was a small, green frog and Kate's was a little pink pig.

We had a wonderful time and I can't wait to celebrate the festival again next year.

Eugene

Introduction of sound rules

Unit 2 Knowing about oo, o, ou, ue, u_e and ew

Exercise 1 Read the words

The following words have the same long vowel sound. What is it? Read the words. Then listen to the words on the recording. Repeat them after you hear each one.

oo
cartoon
fool
kangaroo
moon
pool

o
do
move
prove
to
who

ue
blue
clue
glue
sue
true

u_e
absolute
crude
June
prune
rude

Unit 3 Knowing about or, aw, au and a sounds

Exercise 1 Read the words

The following words have the same long vowel sound. What is it? Read the words. Then listen to the words on the recording. Repeat them after you hear each one.

or
boring
horn
normal

aw
awful
dawn
jaw

au
caught
caution
daughter

a
all
ball
false

Unit 8 Knowing about u and o sounds

Exercise 1 Read the words

The following words have the same short vowel sound. What is it? Read the words. Then listen to the words on the recording. Repeat them after you hear each one.

u
cut
funny
mug
under
up

o
come
honey
other
oven
son

Hint

The /ʌ/ sound can also be spelt 'ou', e.g. *country*, and 'oo', e.g. *blood*.

The letter 'o' usually makes the /ɒ/ sound, e.g. *pot* (see Lesson 58).

Practice

Yesterday, my brother and I went to Jolly Bob's Pet Shop and bought a frog. Then we went to a hotpot restaurant in Mong Kok. Our waiter had a clever dog named Spot. Spot dropped a pot on a cockroach.

During the meal, the frog got out of his box and hopped on top of the table. The waiter was very shocked! After dinner, we went to shop for a clock. Then we sat on a rock in the park and watched the sun go down.

- 1 Early in the race I was in the lead, but in the end I came third.
- 2 The surface of the furniture was burnt by the clumsy servant.
- 3 Some people say you should always stir your dessert. That's absurd!
- 4 The professor was doing some research on worms when the earthquake occurred.
- 5 The police searched for the murder weapon. It was turned in later by a concerned person.
- 6 The nurse returned to the emergency room to look for the doctor.

Now listen to the sentences on the recording. Then read the sentences out loud with a partner. Make sure you say all the words correctly.

- 1 My pet cat Ted likes to get into my bed.
- 2 Greg went fishing and caught five red fish in his net.
- 3 Ben fell down the well and got very wet from head to toe.
- 4 Are you ready to go to Central with Fred?
- 5 My friend Peggy said she doesn't like any American films.
- 6 I met someone yesterday who likes to eat bread and beans for breakfast.

Application of Phonics in I.H. learning

Some IH keywords that have the /u:/ sound learnt today:

1. human factors
2. population
3. distribution
5. consumer

Some IH keywords that have the /i:/ sound learnt today:

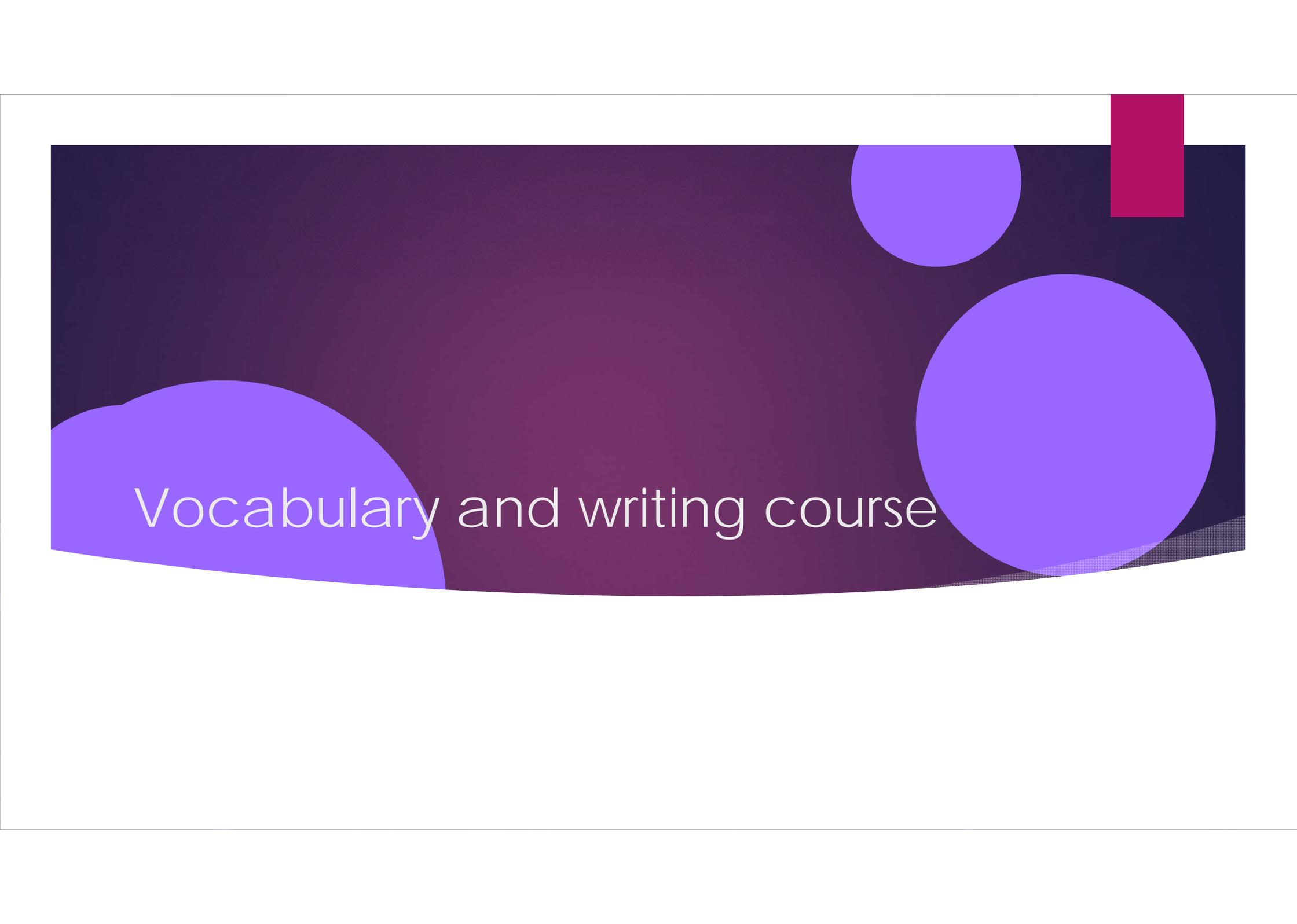
1. steel
2. uneven
3. scenery
4. relief
5. economic
6. region

Some IH keywords that have the /e/ sound learnt today:

1. textile
2. heavy industry
3. Mount Everest
4. temperate zone
5. ethnic groups
6. dialects
7. market

Some IH keywords that have the /ʌ/ sound learnt today:

1. primary production
2. industrial estates
3. government support
4. uneven
5. agricultural technology
6. the Cultural Revolution

The background features a dark purple gradient with several overlapping shapes: a large light purple circle on the right, a smaller light purple circle above it, a red vertical rectangle in the top right corner, and a light purple semi-circle on the left. The text is centered in white.

Vocabulary and writing course

Vocabulary building

Match the vocabulary with any appropriate meanings.

- | | | |
|----------|---|--|
| cover | * | * something is very important and must be dealt with first |
| priority | * | * to choose a smaller number of things |
| select | * | * to put something green on a ground |
| plant | * | * to put or spread something over something |

Word family 2

Fill in the missing parts of speech of two words

Verbs	Nouns	Verbs	Nouns	Adjectives	Adverbs
--	--	notice			
	consumption				--

Part B: These are some useful words chosen from the diary. Read the words in the table and fill in the missing words from the same word families.

Verbs	Nouns	Adjectives	Adverbs
1. measure			--
2.	consumption		--
3.		active	
4.			deadly
5.	sustainability		--

Monday 28th May

Writing

Read the following example. Choose one word and make a sentence and write it on each line.

1. Little Tom chooses a toy car from the shop.
The word you have chosen: _____

There were some cases that visitors fed animals even it is prohibited in the zoo. Also, the people wrote on the stones in the geopark. Describe how people's irresponsible and uncivilized behaviours affect the habitat of the animals and natural environment.



Re-writing: My Poem

I wait for the holiday crowd to clear t
 Before stepping onto the first _____
 Soon I am walking across the _____
 Thinking about _____, check
 I feel the _____ holding up m
 Tonight I will sleep on its _____
 But for now I try to imagine
 What this must look like to the _____
 The bottoms of my feet appearing, di

Sentence patterns for revision are suitable for more formal writings:

- | | |
|------------------------------|-------------------------------|
| ... leads to... | ... so that ... |
| ... results in... | The reason is that ... |
| ... is caused by (N phr) | Because of (N phr),... |
| ... is the result of (N phr) | Due to the fact that ..., ... |

The irresponsible human behaviours could affect animals' habitat and natural environmental in several ways.

- First, _____

 Second, _____

many, it's
 being by
 ore easily.
 arming is
 ater levels
 e may not
 eas of land

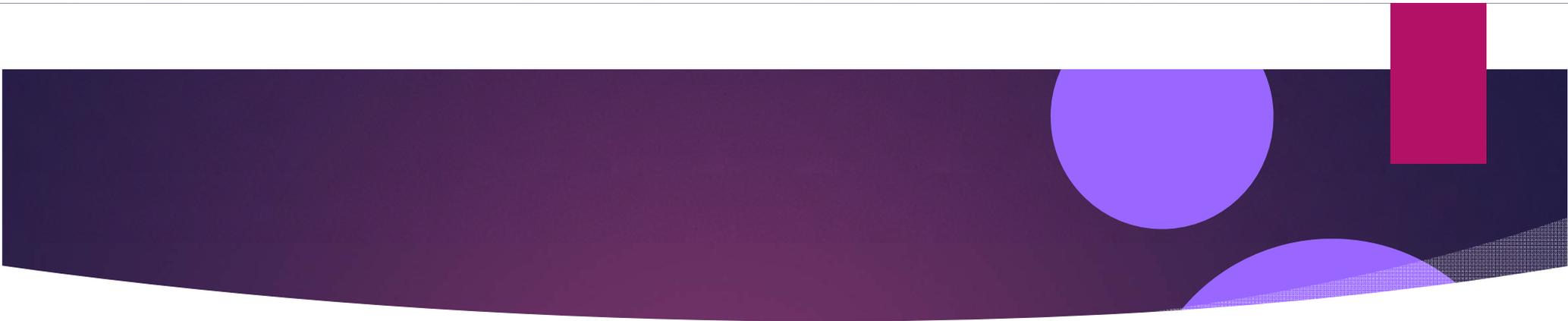
Peer evaluation

Share two sentences with your partner. The teacher will pick up some students to read aloud the sentences.

Give a grade to your partner: A-, B+, B, B- or C+ and tell a reason.

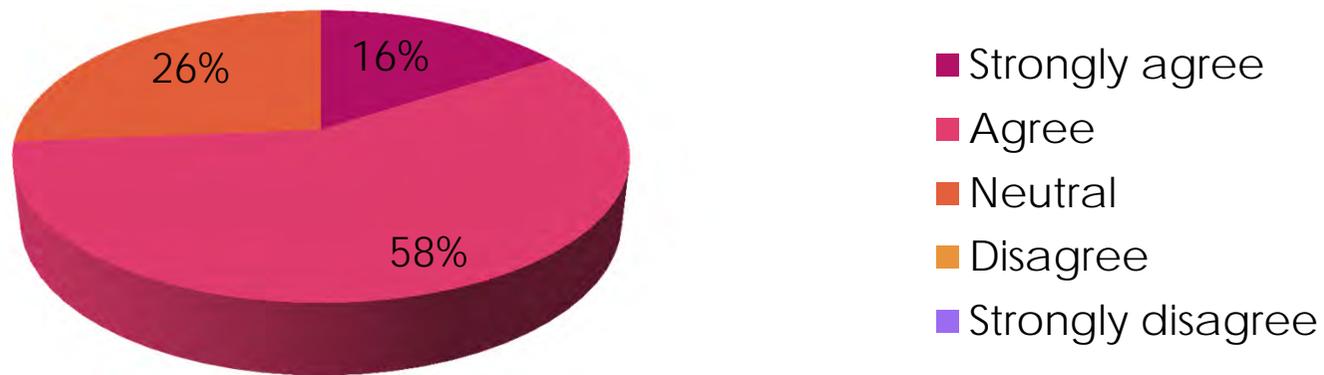
The grade you have got from your partner is :



- 
- ▶ Outcomes of the courses are measured through **end-of-course survey**.

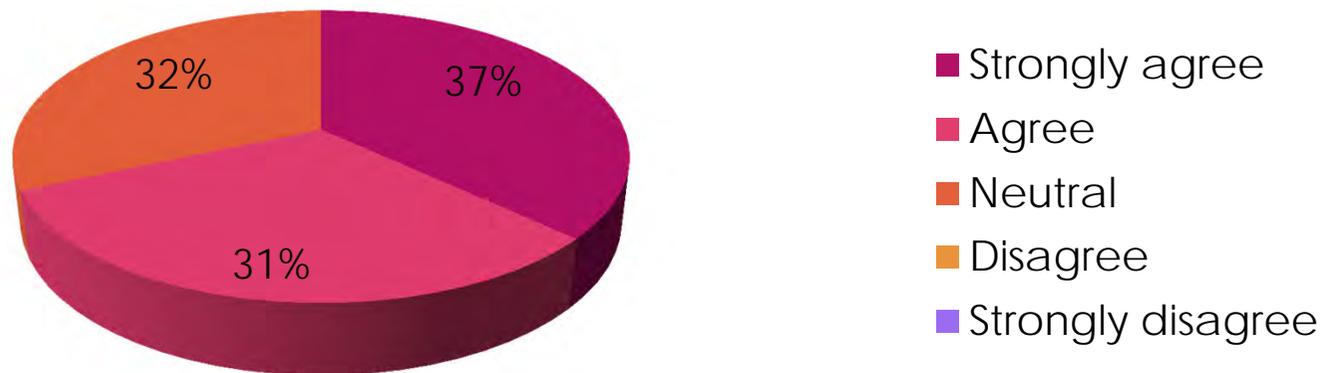
Evaluation

The course helps me understand rules of pronunciation more.



Evaluation

The course helps me learn vocabulary in other subjects better.

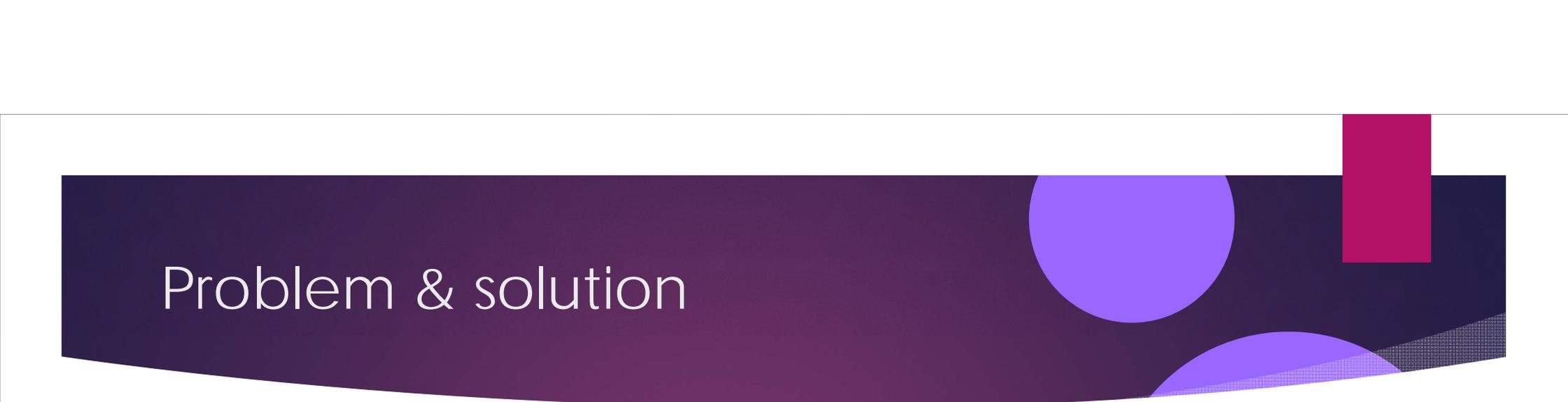


Sustainability

- ▶ It is **highly sustainable** as the teaching package has been refined and is **readily available** for use.

2013-14 Valtorta College
F.1 English Enrichment
Programme –
Lunchtime Vocabulary and
Writing Course





Problem & solution

- ▶ Other clubs and functional groups also holds meetings or practice at lunch. **Time clash** is inevitable.
- ▶ **Prior discussion on course schedule** with various parties in school before September is required.



Language-across- the-Curriculum

AN ENDEAVOR TO SUPPORT LEARNERS WITH DIVERSE NEEDS TO LEARN
INTEGRATED HUMANITIES IN ENGLISH

Aims of F.2 LAC Activities

- ▶ To maximize the opportunities of learning IH concepts through English.
- ▶ To cater to the diverse learning needs of students.

LAC Activities

English Department

Integrated Humanities
Department

**Cause-
effect
language**

**Reinforce
practice**

Mid Oct to
mid Nov

**Synchronize teaching
time-table**

Start
IH teaching
in mid Nov

Unit design principles

- ▶ **Clear** content and language objectives
 - ▶ **Integrate** language skills (reading, writing, listening, speaking and vocabulary) **throughout** the unit when appropriate
- 

Unit design principles

- ▶ Adaptation of teaching materials to suit students' needs and use **scaffolding strategies** to make content accessible to learners of different learning styles.

Why species become endangered

Introduction

Many animals and plants are in danger. More disappear each year. Why is this so? (There are several major reasons that contribute towards the endangerment of species. They can be categorized into human and non-human factors.) Let us look at these factors one by one.

The first human factor that leads to the endangerment of species is loss of habitat. (Habitat refers to the place where an animal or plant species lives. It consists of five elements: food, water, shelter, space and an appropriate mixture of all these. Unfortunately, human beings change the land use by chopping down trees to plant crops. Some loggers clear the rainforests for wood. When the habitat is destroyed, the animals may run out of food. Eventually some die and finally causes the endangerment of these species.)

Secondly, pollution also contributes to the problem of endangered species. (For example, pollution from pesticides, burning coal, oil and gas, industrial plants and vehicle emissions all affect wildlife populations. The toxic substances dumped in the wooded area or dissolved in the stream will threaten the species that live in it.)

Body
Para-
graphs

Thirdly, illegal hunting is another reason why some species disappear. (Hunters hunt certain animals for their skin. Many species of animals, such as rhinos, tigers and bears, are endangered because of illegal hunting. Animals are poached (hunted and killed illegally) and their body parts sold on the black market. If we do not stop the poachers, more species will become endangered.)

B. Transition words that show cause and effect

Read the essay again. Highlight the sentences that show cause-effect relationship. Write down the cause and effect of each of these sentences and identify the signal word / phrase used to show such relationship. You should note that a cause / an effect

since	as	result in	due to
so	therefore	consequently	as a result
is caused by	is the result of		

CAUSE	e.g. ... lead to contribute to causeis the reason why thus therefore consequently ...	RESULT
-------	---	--------

Scaffolding strategies

- ▶ Use lots of **visuals** to
 - ▶ activate students' prior knowledge about landslides in HK; and
 - ▶ help visual students understand the topic

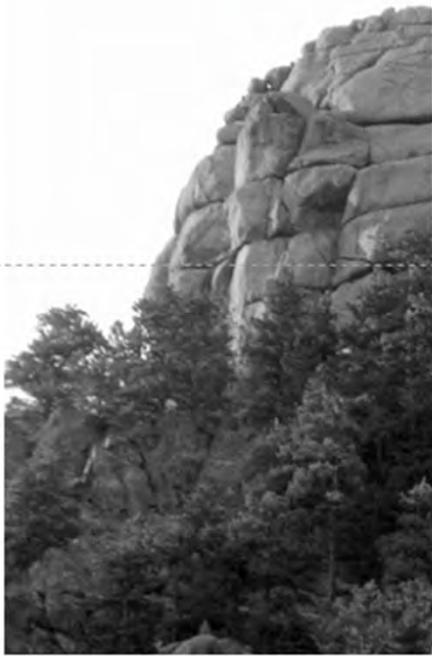


Scaffolding strategies

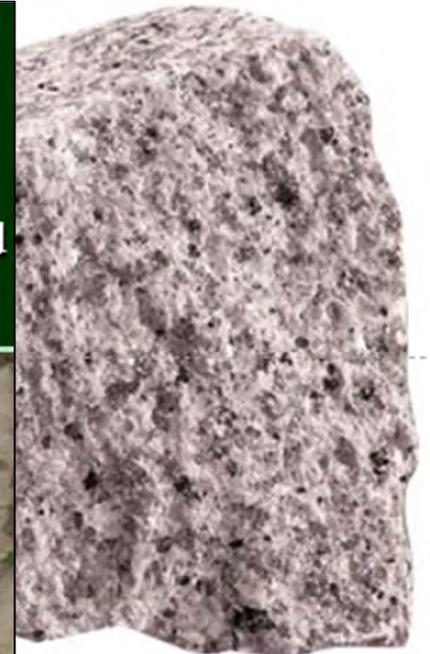
Photos

8

weathered granite



For the sake of economic development, people will *cut* or *top off* slopes in order to build houses and roads



Scaffolding strategies

9

audio-visual clips

Slope Safety AV Centre



1972年寶珊道山泥傾瀉電腦模擬動 - YouTube



of the best landslide videos - The Landslide Blog - AGU Blogos...



Scaffolding strategies

10

Valtorta College
S.2 Integrated Humanities – Section 49
What is a Landslide?

Name: Chan Leong Yung (5) Class: 2D

from highland! Loose soil Force of gravity

While-watching activity: Anticipation Guide



a natural disaster

running

dirty rock

water fall

hill

river

horrible

wet

boom!

hospital

road

Death

firefighter

injury

Crash

sand

big

wind

accident

asc

Landslide

Valtorta College
S.2 Integrated Humanities – Section 49
Land in Hong Kong

Name: Siu Ngai Sum (29) Class: 2D Date: 4th September 2013

Pre-reading activity: Anticipation Guide

Pre-reading	T/F?	Post-reading
A. Relief of Hong Kong		
1. Less than ^{55%} 20% of land in Hong Kong is above 100m.	T/ <input checked="" type="checkbox"/> F	T/ <input checked="" type="checkbox"/> F
2. The highest mountain in Hong Kong is Tai Mo Shan. It is over 1,000m high.	<input checked="" type="checkbox"/> T/F	T/ <input checked="" type="checkbox"/> F
3. Flatland in Hong Kong is valuable because it is rare and limited.	<input checked="" type="checkbox"/> T/F	<input checked="" type="checkbox"/> T/F
4. Most of the lowland in Hong Kong can be found in the northeast and south of Hong Kong.	T/ <input checked="" type="checkbox"/> F	T/ <input checked="" type="checkbox"/> F
5. Lowland can also be found around Victoria Harbour.	<input checked="" type="checkbox"/> T/F	<input checked="" type="checkbox"/> T/F

disappear

seen

Use anticipation guide

Scaffolding strategies

11

Landslides		
K (Know)	W (Want to know)	L (Learn)
<ol style="list-style-type: none">1. Hilly2. Dangerous/ horrible3. Funny (?)4. Kills living creatures5. Kinetic energy6. Rain7. Rainstorm8. Slope9. Police/ Government10. Rescue/ Hospital11. Accident12. Rapid/ Fast/ Quick13. Powerful14. Immediate/ sudden	<ol style="list-style-type: none">1. What is a landslide?2. Number of deaths3. Effects of climate4. What causes the landslides5. When does it happen usually?6. Where does it take place?7. What losses can landslide result in?8. Disadvantages of having landslides in Hong Kong?	<ol style="list-style-type: none">1.



KWL chart

Distribution

- mainly found in NW and north of HK
- Kowloon Peninsula and around Victoria Harbour
- e.g. Kam Tin, Yuen Long

Characteristics

- limited
- mud-flats/mangroves - provide food and habitats for wild animals and insects
- attract migratory birds (> form important ecosystem)

Human activities

- nature reserve
- cultivation / farming
- fish ponds
- parking spaces for container vehicles
- recycling depots - urban development
- reclaimed land on northern HK and Kowloon Peninsula

Lowlands And Plains

paddy / fields



Distribution

- Mainly found in NW & north of HK
- Kowloon Peninsula & around Victoria Harbour e.g. Kam Tin, Yuen Long

Characteristics

- Limited
- mud flats / mangroves (provide food & habitats for wild animals & insects)
- form important ecosystem
- Attract migratory birds

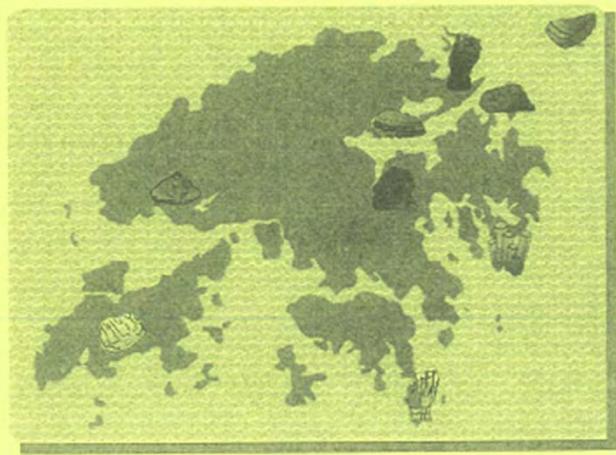
Human activities

- Nature reserve
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- recycling depots
- Urban development
- reclaimed land on northern HK and Kowloon Peninsula

Lowland and Plains

Feb 20

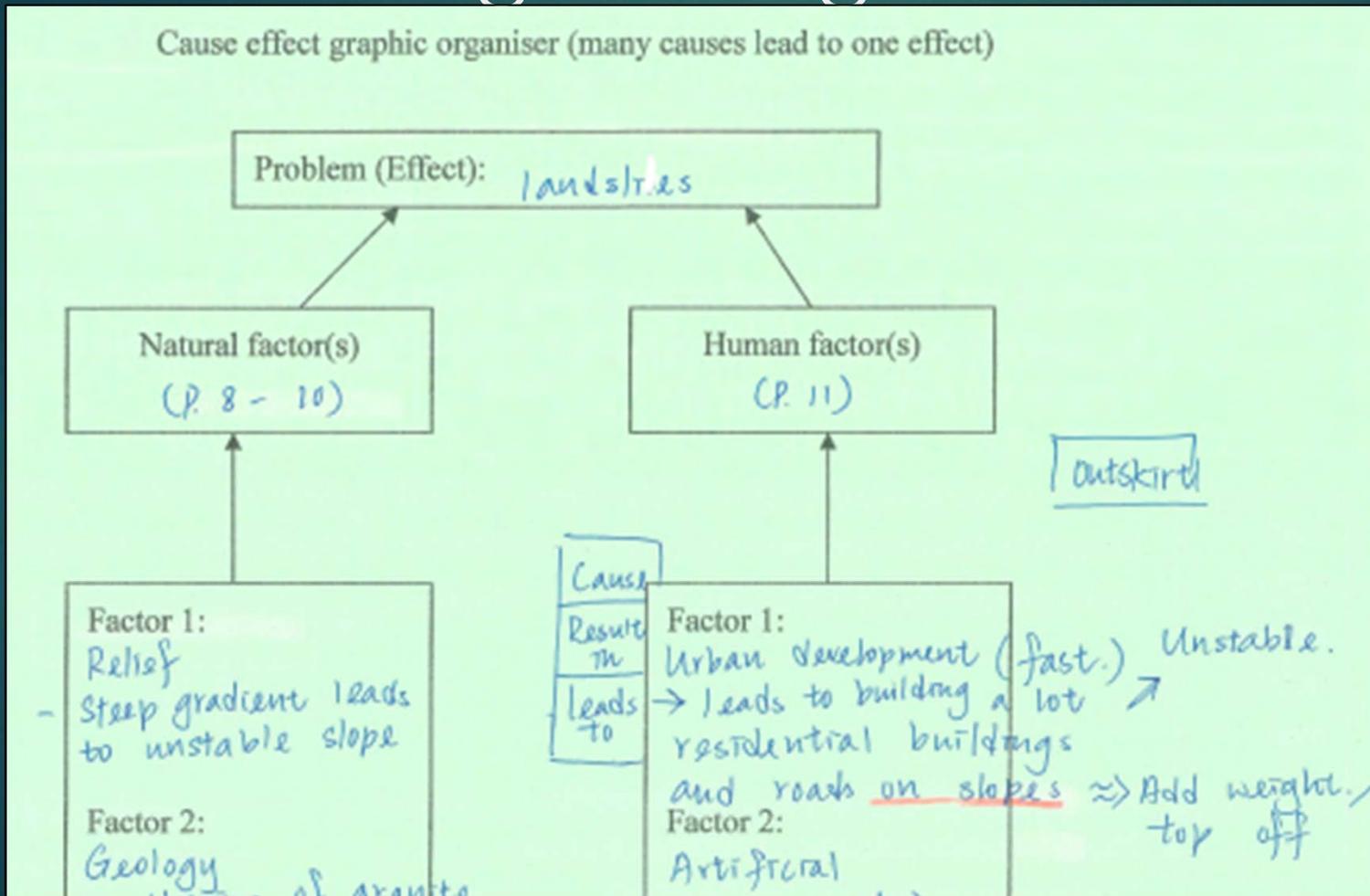
Pictures



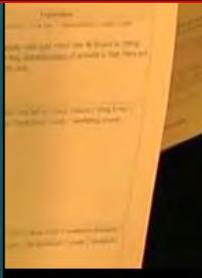
Frayer's model to consolidate the learning of new concepts and vocabulary

Scaffolding strategies

13



Use cause-effect graphic organizer to categorise the causes of landslide

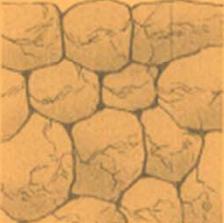


Valtorta College
S.2 Integrated Humanities – Section 49
Attachment 3

What is a Landslide?

Name: Wong Wing Yan, Janet (36) Class: 2D Date: 21 November 2013

Complete the table below about the weathering process of granite. Use the given vocabulary for some basic ideas. Add more information and extend the sentences using your own words. Use the sequential connectives "First", "Next", "Then" and "Finally" where appropriate. The first one has been done for you as an example.

Process	Explanation
<p style="text-align: center;">Joints</p> 	<p>granite // common // rock type // characteristics // many joints</p> <p><u>Granite</u> is a <u>common rock type</u> which can be found in Hong Kong. One of the key <u>characteristics</u> of granite is that there are <u>many joints</u> in the rock.</p>
	<p>sub-tropical // climate // hot and wet // rainy summer // Hong Kong // rainwater // enter // break down // easily // weathering process</p> <p>Hong Kong has a sub-tropical climate, which is hot and wet. Therefore, Hong Kong has a rainy summer. When the rainwater enter the joints between the rocks, they break down easily. This is called weathering process.</p>



Practise using English in group activities and oral report in IH classes

Language Production & Practice

15

Cause effect

Pro

Natural factors (p. 8 - 1)

Factor 1: Relief
Steep gradient to unstable

Factor 2: Geology
Weathering results in of weathered materials

Factor 3: Climate
Subtropical hot and rainy season results in

Factor 4: With vegetation
reduces between weight.

Factor 4: Plant roots X Plant

Introduction stating the two big categories of factors.

Landslide is a common hazard in Hong Kong but generally speaking, these causes can be categorized into natural and human factors. Let us look at each cause one by one.

The first natural cause is relief. Steep slopes in Hong Kong. It is because the loose soil particles on steep slope gradient, the more likely the collapse.

The second natural cause is ... (Elaboration)
The third natural cause is ... (Elaboration),
The last natural cause is ... (Elaboration)

Apart from natural causes, human activities such as urban development, ...

Next,
Furthermore, ...
Finally, ...

To conclude,

Teaching points:

1. Essay structure: Introduction+ Body+ Conclusion
2. How to write an introduction: A general statement
3. Paragraph structure: Topic sentence+ Supporting details+ Concluding sentence
4. Language:
 - + Listing signal words e.g. First, Second, Finally
 - + Conclusion: To conclude, In conclusion
 - + Transition words from Natural factors to Human factors

試題編號 Question No.

1	2	3	4	5	6	7	8	9	10	11	12	
<input type="checkbox"/>												
13	14	15	16	17	18	19	20	21	22	23	24	25

每題另起新頁作答
Start each question on a new page.

20 (1st) 9
Very good!

Causes of landslides in Hong Kong

Landslide is a common hazard in Hong Kong. They are caused by different factors. But generally speaking, these causes can be categorized into natural and human factors. Let us look at each cause one by one.

The first natural cause is relief. Steep slopes can lead to major landslides in Hong Kong. It is because the loose soil particles will fall due to gravity. The steeper the slope gradient, the more likely the collapse of slopes. Hong Kong has many steep slopes, over 45% of land in Hong Kong is over 10m high, 10% is over 30m high. So that landslides happen in Hong Kong very easily.

The second natural cause is geology. Granite has many joints inside it, so the rainwater can enter the rock and break down the rock rapidly and easily. This is called weathering and it results in thick layers of weathered materials are produced. If there is heavy rain, the weathered materials can slip down slope very easily, and causing landslides.

Moreover, the climate is one of the natural causes of landslide. Hong Kong is in the subtropical monsoon so it is hot and wet during summer. The rainy climate causes most of the landslides in Hong Kong occur from June to August. The heavy rainstorms leads to the soil become saturated with water. It greatly reduces the friction among the soil particles and increases the weight of the weathered materials.

Answers written in the margins will not be marked.
寫於邊界以外的答案，將不予評閱。

本頁積分 Page total

Write an essay about the causes of landslides.



Graded exercises

Large steps

Small steps

Going ahead

A case from Valtorta College

**If you talk to a man in a language he understands, that goes to his head.
If you talk to him in his own language, that goes to his heart.**

Nelson Mandela

**Talk in an easy language.
People get your message.
Talk in ones' language.
Others feel your message.**

(adapted version)



In our school

- Big steps
 - Centralized curriculum
 - Uniform assessments
 - Student diversity

Student-centered
pedagogy

- Small steps
 - Some still lag behind
 - Lack of motivation?
 - Different stages in (language/ cognitive) development?

Graded exercises

Objective of graded exercises

- Accommodate LD (between-class)
- Increase motivation
- Better mastery of subject content

Start where the student is

Types of graded exercises

- Language ability: Difficulties of vocabularies, complexity of sentence

Students weaker in Language	Higher achievers
Blanks, table, simple short sentence, easy wordings	Complex sentence, harder wordings

Rewards

- Order of thinking: Bloom's taxonomy (cognitive) and motivation

Students weaker in cognitive ability	Higher achievers
Lower order of thinking	Higher order of thinking
Recall, understand, apply	Analyze, evaluate, create

Question samples

Section 4: Types of production

There are 3 types of production:

	What does it do?	Examples
P_____ production	Uses n_____ r_____ directly	Forestry, fishery and f_____.
S_____ production	Turns r_____ m_____ into semi-finished or finished p_____.	T_____ industry, e_____ industry and shipbuilding industry
T_____ production	Provides s_____ to customers or other industries	R_____, financial and commercial services

Table filling, recall from textbook



1. What is/ are the differences between primary and secondary production industry?

Sentence writing, recall and analyze.

2. Which is more common, primary or tertiary production industry, in Hong Kong? Why?

Sentence writing, understand and apply

M (for all)

Imagine that you are a billionaire and going to invest in one of the industry in Hong Kong. Write down your plan below:

1. Type of industry: _____
2. Investment: _\$ _____
3. Number of labours employed: _____
4. Raw materials needed: _____
5. Expected returns : _\$ _____
6. Plan for development:

Blanks and sentence writing, apply and create



Section 1: Names of continents

Lyrics:

The Continent Song (Version 1)

Adult: North America
Child: North America
Adult: South America
Child: South _____
Adult: Antarctica
Child: Antarctica
Adult: And Africa
Child: And _____
Together: North America
Together: South America
Together: _____
Together: And Africa

Adult: Europe, Asia
Child: Europe, Asia

The Continent Song (Version 2)

Child: North America
Adult: A canyon grand
Child: South America
Adult: _____ land
Child: Antarctica
Adult: The snow is _____
Child: And Africa
Adult: The desert's _____
Together: North America
Together: South America
Together: Antarctica
Together: And Africa
Child: Europe, Asia

Adult: South _____

Blanks, recall from listening



Tonight is the new year's eve. Follow the order of entering the new year, arrange the continents by their name.

Arranging names, recall and apply

M (for all)



In which continents was the photos taken in? Do you want to live there? Why?

Sentence writing, apply and evaluate

H

Student samples

1. Tonight is the new year's eve. Follow the order of entering the new year, arrange the continents by their name:

Europe & Africa ⁽³⁾ ← Asia ⁽¹⁾ ← Australasia ⁽²⁾ ← North America ⁽⁴⁾ ← South America ⁽⁵⁾

International Date line here

2. Mary is in Hong Kong. She called a friend for New Year's blessing. However her friend was not happy since it was still midnight. Where possibly is her friend at?

England

Why?

1. Tonight is the new year's eve. Follow the order of entering the new year, arrange the continents by their name:

Australasia → Asia → Europe → Africa → South America → North America.

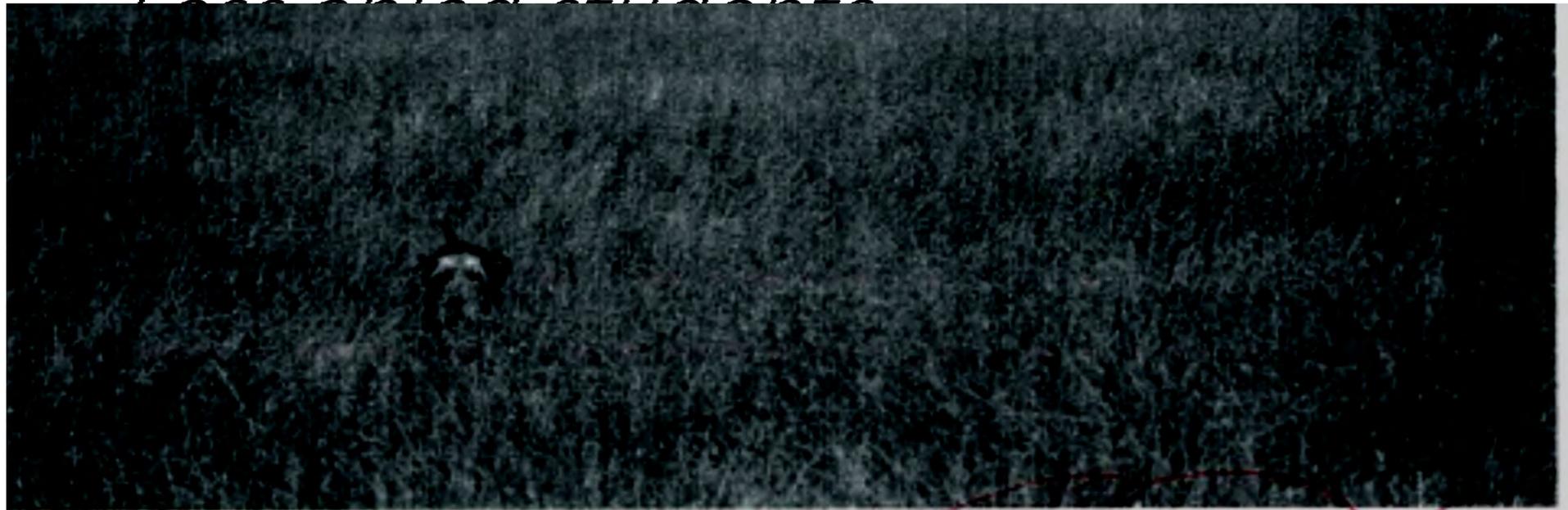
Antarctica?

2. Mary is in Hong Kong. She called a friend for New Year's blessing. However her friend was not happy since it was still midnight. Where possibly is her friend at?

North America

Why?

Less able students



In which continents was the below photos taken in? Do you want to live there? Why?

Africa, because it has lots of grass



which continents was the below photos taken in? Do you want to live there? Why?

The below photos taken in Africa. I don't want to live there because it is too hot for me and there ^{don't} have any developed countries.

↑
is it true?

Hong Kong time is 8 hours

Good!

Child: South pole, North pole ✓

Adult: And that's my world

Child: And that's my world

Together: Europe ✓, Asia

Adult: Bottom and Top ✓

Child: And that's my world

Adult: It's time to Stop

Together: Europe ✓, Asia ✓

1. Tonight is the new year's eve. Follow the order of entering the new year, arrange the continents by their name:

~~Africa~~ → ~~Asia~~ → ~~Australia~~ → ~~Europe~~

In which continents was the below photos taken in? Do you want to live there? Why?

It is in Africa. It is because there a ~~forest~~ ^{grassland?} in Africa.

I do not want to live there because it is too ~~hot~~.

A-
01/1/10



In which continents was the below photos taken in? Do you want to live there? Why?

I think there is Africa. There are
so many grass. And Africa have many iron.

I don't want to live there. Because Africa
most people are so poor. There is too hot
and dry too. The most important thing is the
technology ~~is~~ and economic are underdeveloped,

I can't earn ^{many} money there. So I don't want
to live there. [^]

A



In which continents was the below photos taken in? Do you want to live there? Why?

Africa, I don't want to live here, because Africa have many wild animal, I will have danger. It is not a safe place to live. The weather is dry, too. Africa is underdeveloped. I can't live in a place with out internet.

that important?

Evaluation

- Collaborative Lesson Preparation periods are important
- Higher correct rate and speed for less abled students
- Larger motivation for high performers (feedback: larger room for elaboration)
- Sometimes provided as after-class bonus questions (challenge across level)

Limitation and suggestion

- No model answers (inquiry thinking questions)
- Sense of fairness
- Between-class vs within-class struggle
- Teachers' workload

After climbing a great hill,
one only finds that there are
many more hills to climb.

Nelson Mandela



Thank you!