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

<table>
<thead>
<tr>
<th>Individual interviews (Administrators &amp; Teachers)</th>
<th>Focus group interviews (Students)</th>
<th>Questionnaires</th>
<th>Lesson observations</th>
<th>School documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>57 hours</td>
<td>19.5 hours</td>
<td>• Administrators &amp; Teachers: 186 • Students: 3296 • Parents: 2550</td>
<td>72 lessons</td>
<td>e.g. • LAC/MOI committee plans • schemes of work of different subjects • lesson plans &amp; teaching materials • student work samples</td>
</tr>
</tbody>
</table>
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**

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

<table>
<thead>
<tr>
<th></th>
<th>School administrators &amp; teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. LAC practices help students learn content subjects through English</td>
<td>184</td>
<td>n</td>
</tr>
<tr>
<td>2. LAC practices are effective in enhancing students’ English proficiency</td>
<td>*25</td>
<td></td>
</tr>
<tr>
<td>3. LAC practices facilitate students’ transition between key stages</td>
<td>184</td>
<td></td>
</tr>
<tr>
<td>4. LAC practices help cater for the needs of students with diverse academic abilities</td>
<td>185</td>
<td></td>
</tr>
<tr>
<td>5. There are no problems arising from practising LAC</td>
<td>185</td>
<td></td>
</tr>
<tr>
<td>6. Overall effectiveness of LAC</td>
<td>184</td>
<td></td>
</tr>
<tr>
<td>7. Students’ recognition of English teachers’ teaching of academic language</td>
<td>3289</td>
<td></td>
</tr>
<tr>
<td>8. Students’ recognition of subject teachers’ provision of language support</td>
<td>3284</td>
<td></td>
</tr>
<tr>
<td>9. Students’ capability to apply English knowledge and skills to other subjects</td>
<td>3285</td>
<td></td>
</tr>
</tbody>
</table>

*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.
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
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

<table>
<thead>
<tr>
<th>Phase I</th>
<th>Phase II</th>
<th>Phase III</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KLAs</strong></td>
<td><strong>Preparing LAC Team</strong></td>
<td><strong>Forming LAC team</strong></td>
</tr>
<tr>
<td><strong>Administration</strong></td>
<td>Vice Principal</td>
<td>Vice Principal</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>2 resource persons</td>
<td>Panel heads &amp; 1 member</td>
</tr>
<tr>
<td><strong>Humanities</strong> (Geog, Econ &amp; Hist)</td>
<td>Panel heads</td>
<td>Panel heads &amp; all members</td>
</tr>
<tr>
<td><strong>Science</strong> (IS, Phy, Chem, Bio)</td>
<td>1 Science KLA coordinator &amp; IS Panel head</td>
<td>Panel heads &amp; all members</td>
</tr>
<tr>
<td><strong>Maths</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>4</td>
<td>12</td>
</tr>
</tbody>
</table>
Our Beliefs

Whole-School Approach

Each teacher is a piece of the puzzle
### Cross-curricular Writing & Curriculum Mapping

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

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.. ”

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)
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 fossils 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

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

Word Form Transformation

37

(Other word forms)

38

(Other word forms)
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 cm³ of solution A (a) ________ 10 cm³ (b) ________ solution B.

7. Pour some coloured solution ________ a test tube until it is about one-third full.
**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.

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

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

‘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

Picked by subject teachers

Recorded by the NET

Encourage subject teachers to use iZone
Skills Building:  
Graph description & Writing definition

<table>
<thead>
<tr>
<th>Graph</th>
<th>Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Graph 1" /></td>
<td>Increase: rise / climb</td>
</tr>
<tr>
<td><img src="image2.png" alt="Graph 2" /></td>
<td>Decrease: drop / fall</td>
</tr>
<tr>
<td><img src="image3.png" alt="Graph 3" /></td>
<td>Does not change: remain constant / become stable / stabilize</td>
</tr>
<tr>
<td><img src="image4.png" alt="Graph 4" /></td>
<td>Return to its previous level: bounce back</td>
</tr>
<tr>
<td><img src="image5.png" alt="Graph 5" /></td>
<td>Go up and down many times: fluctuate</td>
</tr>
</tbody>
</table>

English Worksheets
Skills Building: Graph description & Writing definition

English worksheet

**Graph description**

**Global average temperature from 1880 to 2014**

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 2014, the temperature reached 14.7°C.

**Geography worksheet**

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.

______
Skills Building: Graph description & Writing definition

How to write a DEFINITION?

Verb to be

<table>
<thead>
<tr>
<th>Item</th>
<th>is</th>
<th>Class</th>
<th>which</th>
<th>Special Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>A dictionary</td>
<td>is</td>
<td>a book</td>
<td>which</td>
<td>gives the meanings of words</td>
</tr>
</tbody>
</table>
F.1 English Bridging Programme

• To equip students with the ability to learn content subjects (Integrated Science, History, Geography) through English
# Class-based Drama Production

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Class</th>
<th>Subject</th>
<th>Ts</th>
<th>Eng Ts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/3</td>
<td>D6</td>
<td>3A</td>
<td>Geog</td>
<td>Lai KW</td>
<td>Ng CY</td>
</tr>
<tr>
<td>9/3</td>
<td>D6</td>
<td>3B</td>
<td>Bio</td>
<td>Ng BC</td>
<td>Lee YH</td>
</tr>
<tr>
<td>20/3</td>
<td>D6</td>
<td>3C</td>
<td>Hist</td>
<td>Wong NC</td>
<td>Cheung CK</td>
</tr>
<tr>
<td>28/3</td>
<td>D6</td>
<td>3D</td>
<td>Phy</td>
<td>Ng SL</td>
<td>Yeung TL</td>
</tr>
<tr>
<td>13/3</td>
<td>D2</td>
<td>2A</td>
<td>Hist</td>
<td>Lam SL</td>
<td>Lyons</td>
</tr>
<tr>
<td>2/5</td>
<td>D6</td>
<td>1A</td>
<td>Hist</td>
<td>Chan TL</td>
<td>Ng YK</td>
</tr>
<tr>
<td>10/5</td>
<td>D6</td>
<td>1B</td>
<td>Geog</td>
<td>Leung HP</td>
<td>Sum KW</td>
</tr>
<tr>
<td>21/5</td>
<td>D6</td>
<td>1C</td>
<td>Math</td>
<td>Li HC</td>
<td>Shum PS</td>
</tr>
<tr>
<td>30/5</td>
<td>D6</td>
<td>1D</td>
<td>IS</td>
<td>Lam KT</td>
<td>Chu LY</td>
</tr>
</tbody>
</table>

**Subjects**

- 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
Job Hunting Experience

Simulated Job Interviews

English

Careers Unit

Interview Workshop
<table>
<thead>
<tr>
<th>Job Hunting Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flight Attendant</td>
</tr>
<tr>
<td>Assistant Web Designer</td>
</tr>
<tr>
<td>Cashier</td>
</tr>
<tr>
<td>Secretary</td>
</tr>
<tr>
<td>Playgroup Teacher</td>
</tr>
<tr>
<td>Clinic Assistant</td>
</tr>
<tr>
<td>Customer Service Trainee</td>
</tr>
<tr>
<td>Counter Service Trainee</td>
</tr>
</tbody>
</table>
**Job Hunting Experience**

### Sample Job Application Letter

**Your contact information:**
- Flat 10C Block 11
- Toogood Plaza
- Kwai Fong, NT
- Hong Kong
- 9934 0283 (mobile)
- johnbodrum@gmail.com

**Full date:**
- 20 September, 2012

**Employer contact information:**
- Ms Nicola Yeung
- Human Resources Manager
- Goodmarket Retailing Ltd
- 407 Thistle Road
- Kwan Tong, Kowloon
- Hong Kong

**Salutation:**
- Dear Ms. Yeung.

### How to write a job application letter:

**Purpose:** Your application letter should aim at arousing the interest of a prospective employer by emphasizing how 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:**
- I took my HKDSE in 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
- I am keen on + -ing
- I enjoy/like + -ing
- 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
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
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. ‘Pgtgr’ → Pgt / tgr (2 syllables)
- ‘Geography’ → Geo / grg / 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:

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllabification (use ‘/’ to separate syllables)</th>
<th>Number of syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. water</td>
<td>wa / ter</td>
<td>2</td>
</tr>
<tr>
<td>1 footprint</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 shortage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 population</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Part of speech</th>
<th>Possible suffixes</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun</td>
<td>-ion, -ence, -ment, -ty, etc</td>
<td>convenience</td>
</tr>
<tr>
<td>Adjective</td>
<td>-al, -ful, -ly, -able, etc</td>
<td>desirable environmental</td>
</tr>
<tr>
<td>Adverb</td>
<td>-ly</td>
<td></td>
</tr>
</tbody>
</table>

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 convenient to travel to other areas in Hong Kong.

(c) High-income residential areas are usually located in the suburbs. The residents own expensive cars, which is not e________ friendly.

4 Verbs and nouns

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

<table>
<thead>
<tr>
<th>Verb</th>
<th>Suffix</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>melt</td>
<td>-ing</td>
<td>melting</td>
</tr>
<tr>
<td>evaporate</td>
<td>-ation</td>
<td>evaporation</td>
</tr>
</tbody>
</table>

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

Introduction → Body → Conclusion
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.
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 …
“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

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

b. Linking up ideas

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

<table>
<thead>
<tr>
<th>Furthermore</th>
<th>Also</th>
<th>Apart from</th>
</tr>
</thead>
<tbody>
<tr>
<td>Similarly</td>
<td>Besides</td>
<td>Moreover</td>
</tr>
<tr>
<td>In addition</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Contrasting, opposing* (連接對比・相反的內容)

<table>
<thead>
<tr>
<th>Yet</th>
<th>On the contrary</th>
<th>However</th>
</tr>
</thead>
<tbody>
<tr>
<td>Although/Though</td>
<td>Nevertheless</td>
<td>On the other hand</td>
</tr>
</tbody>
</table>

*Showing consequences* (表達因果關係)

<table>
<thead>
<tr>
<th>Since</th>
<th>It is because</th>
<th>Due to</th>
</tr>
</thead>
<tbody>
<tr>
<td>So/So that</td>
<td>Therefore</td>
<td>Thus</td>
</tr>
<tr>
<td>Hence</td>
<td>As a result</td>
<td>Consequently</td>
</tr>
</tbody>
</table>


“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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>主語(動作的主體)</td>
<td>動詞(表達動作的字詞)</td>
<td>(受動詞影響的人或物)</td>
</tr>
<tr>
<td>Excessive use of chemical fertilizer</td>
<td>causes</td>
<td>eutrophication.</td>
</tr>
<tr>
<td>Fertilizers</td>
<td>is washed into</td>
<td>streams</td>
</tr>
<tr>
<td>This</td>
<td>increases</td>
<td>the nutrients in the water.</td>
</tr>
</tbody>
</table>

***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.
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
Aims of our school’s LAC

Cross-KLA Collaborative Culture

Professional Development

Leadership Cultivation

Authentic Learning Experience
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

Building capability in planning and evaluating strategies for assessment for learning in an EMI context
Ma On Shan St. Joseph’s Secondary School
25 November 2011

Phonetics and pronunciation workshops by NET

Strategies workshops by service providers
Reading across the curriculum booklet

Ma On Shan St. Joseph's Secondary School
Social Sciences Book Report

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 Smith
Publisher: Great Books
Code/Cell number: 9385 SHU

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

Life in ancient Athens. This book introduces how people lived in Ancient Athens. People spent a lot of time in public buildings when they were in Ancient Athens. Ancient Athens had large and multi-storied buildings. Ancient Athens believed in many gods and goddesses. The biggest temple in Athens is the Parthenon, a temple for the city's special goddess, Athena. It also introduces Ancient Athens theatre, the play. Caesars 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 pantheon 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. I think Athens is focus on its culture. So, family and education at boys are very important. I will recommend this book to my mother. It is because she love history very much.

Social Sciences Vocabulary Items Learned:
- navy: ships used to fight for a country.
- worship: when a god or goddess is praised or shown respect.

Useful Social Sciences Websites:
http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/athens/

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.

<table>
<thead>
<tr>
<th>Things to talk about</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. What is your favourite topic? Why? What have you learned about the topic? Which topics do you want to learn more about?</td>
<td>My favourite topic is ... It is ... I want to learn more about ... because ... (realistic, meaningful, thought-provoking, relevant to our daily life.)</td>
</tr>
<tr>
<td>3. Which part of the book impresses you most? Why?</td>
<td>The part I like most is ... The part that impresses me most is ...</td>
</tr>
<tr>
<td>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 ...)</td>
<td></td>
</tr>
<tr>
<td>5. Would you recommend this book to your friends? Why?</td>
<td>I would recommend this book to ... (my friends, my brother, my sister, my classmates ...) because ...</td>
</tr>
</tbody>
</table>
After-school interest classes, drama activities, bridging courses

<table>
<thead>
<tr>
<th>Subject</th>
<th>Pages</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Literacy</td>
<td>p.3-9</td>
<td>Google Form - (BrainP) Cloud</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computing Exercise: Microbit Mission</td>
</tr>
<tr>
<td>Chinese</td>
<td>p.10-13</td>
<td>Google Classroom: 影片《烽火》</td>
</tr>
<tr>
<td>English Language</td>
<td>p.14-17</td>
<td>Google Classroom: Video clip of English instructions</td>
</tr>
<tr>
<td>Mathematics</td>
<td>p.18-21</td>
<td>Google Classroom: Video clip on Five Number Formation</td>
</tr>
<tr>
<td>Science</td>
<td>p.22-25</td>
<td>Google Classroom: 1. Video clip “Orange peel detergent”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Video clip “Thumb piano”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Video clip “How we hear”</td>
</tr>
<tr>
<td>PSHE</td>
<td>p.26-29</td>
<td>Google Classroom: Video clip of PSHE instructions</td>
</tr>
</tbody>
</table>

Pre-S1 Cross-subject Bridging Course
LAC Committee - Whole-school approach

The Principal & Vice-Principal

LAC Coordinator (English KLA Head)

- PSHE KLA Head
- English KLA Head
- Science & Maths KLA Head

S1 Form Coordinators
- English
- Science & Maths
- Social Science

S2 Form Coordinators
- English
- Science & Maths
- Social Science

S3 Form Coordinators
- English
- Science & Maths
- Social Science

NET
## Step by step with PIME

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>New Projects</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>2012-2013</td>
<td>Project refinements (PIME) + New projects</td>
<td>New Projects</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>2021-2022</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[Diagram: A circular flowchart shows the process of Planning, Implementation, Monitoring, Evaluation, and Collaborative Lesson Planning.]
Part 2
Highlights of LAC strategies
Strategy 1

Setting up an inventory of schemes of work for collaborative lesson planning
[II] 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

<table>
<thead>
<tr>
<th>Modules in English</th>
<th>Interface</th>
<th>Themes &amp; Skills in Economics</th>
<th>Skills (including content &amp; language objectives)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Term</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cycle 13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic:</td>
<td>English Lesson (Cycle 13)</td>
<td>The concept of balance sheet</td>
<td>• Design a set meal</td>
</tr>
<tr>
<td>Longman English Edge Unit 5 Ethical shopping</td>
<td>Reading input: Longman English Unit 5 Passage 1 “Shopping for a better world” [Please refer to Part II]</td>
<td></td>
<td>• Apply budgeting knowledge learned from Economics lessons and/or ethical shopping knowledge learned from English lessons</td>
</tr>
<tr>
<td></td>
<td>Economics Lesson (Cycle 13)</td>
<td></td>
<td>• Do a 5-minute presentation on the set meal (Pictures, price, selling points, budget, target, persuasion…)</td>
</tr>
<tr>
<td></td>
<td>Materials: Textbook Chapter 8 on Government Budget [Please refer to Part I]</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>English Lesson (Cycle 13) Oral Presentation: Setting up a food stall selling a set meal [Please refer to Part III]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[II] IMPLEMENTATION & MONITORING

<table>
<thead>
<tr>
<th>Level</th>
<th>S 3</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>Lesson Plan (See Appendix 2)</td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td>PowerPoint (See 1st Meeting Agenda)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluation Meeting [8/7/2019]</td>
<td></td>
</tr>
</tbody>
</table>
Planning (P): LAC Meeting for S1-3 Curricular Mapping

S3 Economics Textbook  S1 History Textbook
<table>
<thead>
<tr>
<th>Level</th>
<th>Topics</th>
<th>Text types</th>
<th>Grammar items</th>
<th>Vocabulary</th>
<th>Writing output</th>
<th>LAC projects</th>
</tr>
</thead>
</table>
| S2 – Term 2 | Unit 7 Let’s get involved | ● Online article & comments  | ● Indirect questions  
  ● To-infinitive clauses  
  ● Commenting on amounts* | ● Social issues  
  ● Peoples in need  
  ● Ways of getting involved and fundraising | Letter of invitation | *Eng. + Soc. Sci. (IH): Commenting on amounts + Taming the sand |
|           |                          | ● Blog entry                |                                                    |                                |                                          |                                                                                |
|           |                          |                            |                                                    |                                |                                          |                                                                                |
|           | Unit 6 Looking good      | ● Article                   | ● Conditionals (Type 1)  
  ● Gerunds and to-infinitives  
  ● Connectives | ● 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            |
<p>|           |                          | ● Article*                  |                                                    |                                |                                          |                                                                                |</p>
<table>
<thead>
<tr>
<th>Level</th>
<th>Topic</th>
<th>Text types</th>
<th>Grammar items</th>
<th>Vocabulary</th>
<th>Writing output</th>
<th>LAC projects</th>
</tr>
</thead>
</table>
| S1 - Term 2 | Unit 5 | Yum!                  | ● Article
● Blog entry & recipe                                                   | ● Dishes
● Food tastes & textures
● Kitchen utensils
● Ways of preparing & cooking food
● Ingredients
Planning (P): Form Coordinator Meeting

Agenda:

1) Planning of Language Across the Curriculum
   a. No. of lessons
   b. Aims
   c. Subjects Involved

<table>
<thead>
<tr>
<th>Participants</th>
<th>Subject: English</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Subject Teachers:</td>
</tr>
<tr>
<td></td>
<td>Subject: Economics</td>
</tr>
<tr>
<td></td>
<td>Subject Teacher:</td>
</tr>
</tbody>
</table>

2) Design of Language Across the Curriculum
   For details, please refer to the Appendix 1

3) The arrangement of the next meeting
   a) Time
   b) Issues to be discussed:
      - Implementation and Monitoring of LAC

- English
- Maths
- English
- Science
- English
- Social Science
### Planning (P): Scheduling

<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Day</th>
<th>Tasks in English Lessons</th>
<th>Tasks in Econ Lessons</th>
</tr>
</thead>
</table>
| 1   | 20/1 | Mon | -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 | -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 | -Homework collection (WS2)  
-Reading Passage 2: Impulsive buying |  |
| 4   | 6/2  | Thurs | -Worksheet 3  
(to collect and review) |  |
| 5   | 7/2  | Fri | -Worksheet 4  
(to collect and review) |  |
| 6   | 10/2 | Mon |  |
| 7   | 11/2 | Tues | -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 |  |

<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Day</th>
<th>Tasks in Econ Lessons</th>
<th>Tasks in Econ Lessons</th>
</tr>
</thead>
</table>
| 8   | 12/2 | Wed | A  
ENG: 1, 2 | Comments on students’ idea on Worksheet 3 (Done in English lessons) |
| 9   | 14/2 | Fri | C  
ENG: 1, 2  
Econ: 4 | Give comments from the aspect of Economics |
| 10  | 17/2 | Mon | D  
ENG: 3, 4 | -Presentation: Group 1, 2  
- Give a brief comment from the aspect of English |
| 11  | 18/2 | Wed | E  
ENG: 3, 4 |  |
| 12  | 19/2 | Wed | F  
ENG: 1, 4  
Econ: 9 | -Extra help to presenters in Group 5 and Group 6 |
| 13  | 20/2 | Thurs | G  
ENG: 3, 4 | -Presentation: Group 3, 4  
- Give a brief comment from the aspect of English |
| 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
**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.

<table>
<thead>
<tr>
<th>take</th>
<th>healthy</th>
<th>purchase</th>
<th>wasteful</th>
<th>surprising</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat</td>
<td>convenient</td>
<td>wise</td>
<td>leave</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Project</th>
<th>English Lessons</th>
<th>Subject Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Past Tense + Walled Villages</td>
<td>Write a Diary Entry</td>
<td>Childhood Photo Sharing</td>
</tr>
<tr>
<td>Wh-Questions + Endangered Animals</td>
<td>Write 5 Wh-questions based on a sample presentation</td>
<td>Do a presentation on an endangered species + answer</td>
</tr>
<tr>
<td></td>
<td>script</td>
<td>classmates' Wh-Qs</td>
</tr>
<tr>
<td>Connectives + Life in Medieval Europe</td>
<td>Story Marathon based on a given opening related to</td>
<td>Watch a video about Medieval Europe</td>
</tr>
<tr>
<td></td>
<td>one type of people in the Medieval Europe (e.g. knight)</td>
<td></td>
</tr>
</tbody>
</table>
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
Lifed me up when I couldn't reach
You gave me faith 'cause you believed
I'm everything I am
Because you loved me *

<table>
<thead>
<tr>
<th>Positive and negative statement</th>
<th>Yes/no-questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(adjective/ noun)</td>
</tr>
<tr>
<td>I</td>
<td>was/ was not</td>
</tr>
<tr>
<td>You</td>
<td>were/ were not</td>
</tr>
<tr>
<td>We</td>
<td></td>
</tr>
<tr>
<td>They</td>
<td>hardworking</td>
</tr>
<tr>
<td>He</td>
<td>was/ was not</td>
</tr>
<tr>
<td>She</td>
<td></td>
</tr>
<tr>
<td>It</td>
<td></td>
</tr>
</tbody>
</table>

| 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?

<table>
<thead>
<tr>
<th>have</th>
<th>belong</th>
<th>rob</th>
<th>build</th>
<th>play</th>
</tr>
</thead>
<tbody>
<tr>
<td>own</td>
<td>settle</td>
<td>hold</td>
<td>b e</td>
<td>keep</td>
</tr>
</tbody>
</table>

1. Most of the early settlers in Hong Kong belonged to four major clans: the Cantonese, the Hakka, the Fukien and the Tanka.

2. 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.

3. In the old days, farmers kept animals such as pigs, chickens, ducks and geese.
## Implementation (I): Our LAC Projects - S1

<table>
<thead>
<tr>
<th>Level</th>
<th>Subject</th>
<th>Subject</th>
<th>LAC projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>English</td>
<td>Science (IS)</td>
<td>Modal Verbs + Laboratory Safety</td>
</tr>
<tr>
<td>Term 2</td>
<td>English</td>
<td>Maths</td>
<td>Prepositions of location &amp; Imperatives + Symmetry &amp; Transformation</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>Social Science (Life &amp; Society)</td>
<td>New project: Used to/ gaming + habit change/ pros and cons of gaming</td>
</tr>
</tbody>
</table>
## Implementation (I): Our LAC Projects - S2

<table>
<thead>
<tr>
<th>Level</th>
<th>Subject</th>
<th>Subject</th>
<th>LAC projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>English</td>
<td>Social Science (History)</td>
<td>The passive voice + Renaissance</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>Science (IS)</td>
<td>Comparative and superlative + Electricity (resistance)</td>
</tr>
<tr>
<td>Term 2</td>
<td>English</td>
<td>Social Science (Integrated Humanities)</td>
<td>Commenting on amounts + Taming the sand</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>Science (IS)</td>
<td>An article about shampoo + acids and alkalis</td>
</tr>
</tbody>
</table>
### Implementation (I): Our LAC Projects - S3

<table>
<thead>
<tr>
<th>Level</th>
<th>Subject</th>
<th>Subject</th>
<th>LAC projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>English</td>
<td>Social Science (Economics)</td>
<td>Ethical Shopping + Fair Trade Money Making &amp; Entrepreneurship</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>Social Science (Geography)</td>
<td>Adjective Patterns + Endangered Species &amp; Climate Change</td>
</tr>
</tbody>
</table>
Monitoring (M): Peer Lesson Observation

**LESSON PLAN**

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

**Objectives:**
By the end of the lesson, students should
- Knowledge  
  (a) understand the reasons of building walled villages.  
  (b) know the facilities of a walled village.  
- Skill  
  (c) be able to express their ideas by using past tense and complete sentences.

**Previous Learning:**
- Students knew four major groups and five great classes of the New Territories.

**Student activities:**
- Group work  
  - Facilities in a walled village  
  - Functions of different facilities

**Anticipated Problems:**
- Some students cannot focus in the lesson and always play with their stationery.

**Teaching Materials and Aids to be prepared:**
- Textbook pg 59-60  
- Powerpoint  
- Game materials  
- Pre-lesson pg 8
## Evaluation (E): Student Level (Questionnaires)

### Student Evaluation: Language Across the Curriculum
**Subjects:** English & History  
**Topic:** Walled villages in the New Territories & the Past Tense

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

### Student Evaluation: Language Across the Curriculum
**Subjects:** English and Integrated Science  
**Topic:** Endangered species

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

Please circle the appropriate choices:  
1 = Never; 5 = Always
### Evaluation (E): Teacher & KLA Levels

(Part-of-lesson Meetings & Evaluation Meeting)

<table>
<thead>
<tr>
<th><strong>Strengths</strong></th>
<th>Students could correctly use the simple past tense in History classes while History knowledge was consolidated in English classes.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weaknesses</strong></td>
<td>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. 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.</td>
</tr>
<tr>
<td><strong>Suggestions for Improvement</strong></td>
<td>More phrases beside ‘There was/were’ could be used. Instead of blank filling, students could be asked to write sentences or a paragraphs using different connectives in the English class.</td>
</tr>
<tr>
<td><strong>Development Plan</strong></td>
<td>Collaboration between teachers was strong. However, new English textbooks will be used. A lot of changes with schedules and teaching contents are expected.</td>
</tr>
</tbody>
</table>
Benefits of detailed documentation

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

Keep the sustainability of LAC development
Aims of our school’s LAC

- Cross-KLA Collaborative Culture
- Authentic Learning Experience
- Leadership Cultivation
- Professional 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
<table>
<thead>
<tr>
<th>Integrated Science</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acid &amp; Alkali</td>
<td>● Context: Reading an article about personal care</td>
</tr>
<tr>
<td></td>
<td>● Grammar usage: Conditionals (Type 1 VS Type 0)</td>
</tr>
</tbody>
</table>

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 alcalinic 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 is more beneficial than using commercial shampoo and conditioner that contains harmful chemicals.

I look forward to hearing your results.
<table>
<thead>
<tr>
<th>History</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Medieval times and life in the Medieval society</td>
<td>Grammar usage: Connectives</td>
</tr>
</tbody>
</table>

Write a short story about the people in the **Medieval society**
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...
Students’ work

### Differences between Athens and Sparta

<table>
<thead>
<tr>
<th></th>
<th>Athens</th>
<th>Sparta</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>location</strong></td>
<td>was located on the coast</td>
<td>was located in the hills</td>
</tr>
<tr>
<td><strong>government</strong></td>
<td>believed in democracy</td>
<td>believed in aristocracy</td>
</tr>
<tr>
<td><strong>economy</strong></td>
<td>was an important trading center or farming community</td>
<td>keep animals for meat and centuries</td>
</tr>
<tr>
<td><strong>military</strong></td>
<td>had a strong navy</td>
<td>had a strong army</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Economics</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government budget</td>
<td>● Context: Reading an article about ethical shopping</td>
</tr>
<tr>
<td></td>
<td>● Grammar usage: Useful expressions to call for actions</td>
</tr>
</tbody>
</table>

*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
  \[\textit{lesson planning, teaching and evaluation}\]

• Cross-subject learning themes
  \[\textit{Ancient Greek myths, tourism, plays in Renaissance}\]

• Diverse learning outcomes
  \[\textit{playlet, pamphlet, presentation}\]
# S2 after-school English interest class

## Tourism & Hospitality
- Analysis of holiday destinations

## English
- A reader -- Around the World in 80 Days
- Presentation skills

- Make a **holiday pamphlet** of a city mentioned in the reader
- Design a **five-day trip** in that city
- Present their ideas
Aims of our school’s LAC

Cross-KLA Collaborative Culture

Authentic Learning Experience

Professional Development

Leadership Cultivation
Strategy 3

Co-curricular activities
Eng, PSHE KLA subjects & IS: Eco-tour
(Students as English tour guides)
Eng & H.E.: Super Chef Cooking Competition
Morning Assembly

Mondays to Thursdays

- English Airtime
  (English teachers & students)

Fridays

- Current issues
  (NET & English Ambassadors)

LAC Fridays – Subject Contents
  (NET & Subject teachers)
Examples of Topics for LAC Fridays

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

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)
Aims of our school’s LAC

Cross-KLA Collaborative Culture

Authentic Learning Experience

Professional Development

Leadership Cultivation
Part 3
Overcoming challenges in the LAC journey
Join this HKU & EDB research for expert advice