

A decorative pattern on the left side of the slide, consisting of overlapping, semi-transparent geometric shapes in various colors including green, blue, purple, orange, and grey. The shapes are primarily triangles and polygons of different sizes and orientations, creating a dynamic, abstract background.

**Reinforcing learning of languages and Chinese Culture  
through multiple texts:  
Understanding, appreciation and exploration**

**Using Reading across the  
Curriculum (RaC) in S1 to support  
students' English learning and  
enrich their learning experience**

**St. Clare's Girls' School**  
Mr Louis LO Chun-lam

# St. Clare's Girls' School

## School:

- English as the medium of instruction used in most subjects
- Development focuses:
  - **vertical coherence** of the school curriculum to strengthen the interface between KS3 and KS4
  - students' **whole-person development (WPD), learning experiences, reading ability and exposure** and **self-learning**

## Students:

- **Average** to **high** English ability
- About half learning content subjects in Chinese at primary level

# Teachers may want to know ...

1

How can optimisation of the four senior secondary (SS) core subjects benefit junior form students' learning?

2

What strategies did teachers deploy to design the RaC programme?

3

What strategies did teachers use in the programme to support students' English learning and enrich their learning experiences?

# Teachers may want to know ...

1

How can optimisation of the four senior secondary (SS) core subjects benefit junior form students' learning?

2

What strategies did teachers deploy to design the RaC programme?

3

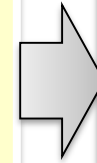
What strategies did teachers use in the programme to support students' English learning and enrich their learning experiences?

# 1. Junior form students can benefit from optimisation through ...

**Optimising** four SS core subjects



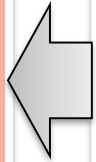
**Reviewing** the school curriculum and **revamping** the school timetable



**Space** created by revised overall school timetable for optimisation



Facilitating students' English learning **across key stages**



**Enriching** the English reading curriculum



Introducing **school-based programmes** in junior forms (e.g. S1 RaC programme to enable students to read across subjects) in 2021/22

# Enriching the school's reading curriculum

S1

- **Previewing, skimming and scanning**
- Locating specific information
- Understanding steps in instructions
- **Working out the meaning of words through definitions, affixations and compounding**
- **Identifying the main ideas in a text**
- **Understanding infographics – interpreting data**
- Identifying feelings

New reading strategies added

S2

- Identifying opinions and preferences
- Understanding the connection between ideas
- Identifying what a reference word refers to
- Understanding setting, tone and atmosphere
- **Understanding charts and graphs**

Related reading strategies reinforced

S3

- **Understanding the meaning of unknown words and expressions**
- Organising information
- Understanding repetition, exaggeration and contrast
- Identifying attitudes
- Using general knowledge and logic to infer meaning

Applying reading strategies and skills in an integrative manner at senior levels

# Smoother interface between KS3 and KS4 through optimising the school's curriculum

S1

RaC programme

Facilitate students' learning across key stages and disciplines

S2

STEM education programme

Language across the Curriculum projects in both **junior** and **senior** forms

# Teachers may want to know ...

1

How can optimisation of the four senior secondary (SS) core subjects benefit junior form students' learning?

2

What strategies did teachers deploy to design the RaC programme?

3

What strategies did teachers use in the programme to support students' English learning and enrich their learning experiences?



# Strategies

1. Using the **VASK** framework to foster students' WPD
2. Addressing to the school's **development focuses** when designing the programme
3. Conducting **curriculum mapping** between English Language and content subjects
4. **Collaborating** with content subject teachers

# 1. Using the **VASK** framework to foster students' WPD

## Nurturing students' positive **V**alues and **A**ttitudes

- Global level
- National level
- Community level
- Individual level



## Developing and strengthening students' **S**kills

- Listening, speaking, reading and writing skills
  - Generic skills
- Self-directed learning (SDL) capabilities



## Broadening students' **K**nowledge base

Language and non-language subjects

# 2. Responding to the school's **development focuses** when designing the programme

## School's framework to develop students' WPD

Level	Theme / Focus ( Skills to be cultivated )
S1	(a) Personal Growth (Self-management: Personal Hygiene, Time Management, Protecting one's body, Positive Psychology)
	(b) Interpersonal Relationships (Respect for individual differences, communication skills, resisting temptation)
	(c) Environmental Education (Green habit formation)
	(d) Civic Education (Social dimensions)
	(e) Career and Life Planning (Self-understanding and exploration)
	(f) Gifted Education (Note-taking/ Presentation skills/ Study skills (raising questions))

Subjects (KLAs)	English and Technology and Living (TL) (English Language and Technology Education)
Themes	Personal Health
Topics	Food Lab
Content-related objectives	To choose food carefully
Text types	Leaflet/Pamphlet & brochure
Reading strategies and other skills	- Previewing (T.H.I.E.V.E.S.) - Identifying the main idea of a paragraph - Note-taking
Rhetorical functions:	- To suggest
Language items	Imperatives
Assessment	- Designing a leaflet - Oral presentation



S1 RaC Curriculum (2021/22)			Broadening students' content and English subject knowledge
Units	1	2	3
Subjects (KLAs)	English and Technology and Living (TL) (English Language and Technology Education)	English and History (English Language and PHSE)	English and Computer Literacy (CL) (English Language and Technology Education)
Themes	Personal Health	Four Civilisations	Artificial Intelligence
Topics	Food Lab	Ancient Civilisations	Smart Living, Smart City
Content-related objectives	To choose food carefully	To understand the development of writing characters in ancient times	To explore technology that makes Hong Kong a smart city
Text types	Leaflet/Pamphlet & brochure	Article and Foreword	Blueprint (including infographics)
Reading strategies and other skills	<ul style="list-style-type: none"> <li>- Previewing (T.H.I.E.V.E.S.)</li> <li>- Identifying the main idea of a paragraph</li> <li>- Note-taking</li> </ul>	<ul style="list-style-type: none"> <li>- Skimming and scanning</li> <li>- Working out the meaning of <b>paragraph</b></li> <li>- Plotting a timeline</li> </ul>	<ul style="list-style-type: none"> <li>- Working out the meaning of unknown words (II): Compounding</li> <li>- Listing techniques</li> </ul>
Rhetorical functions:	<ul style="list-style-type: none"> <li>- To suggest</li> </ul>	<ul style="list-style-type: none"> <li>- To define</li> <li>- To sequence</li> </ul>	<ul style="list-style-type: none"> <li>- To introduce goals, objectives or purposes</li> <li>- To describe things</li> </ul>
Language items	Imperatives	-Simple past tense	<ul style="list-style-type: none"> <li>- to-infinitives and prepositional phrases</li> <li>- Defining relative clauses</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>- Designing a leaflet</li> <li>- Oral presentation</li> </ul>	<ul style="list-style-type: none"> <li>- Learning tasks (e.g. listening tasks)</li> </ul>	<ul style="list-style-type: none"> <li>- Preparing effective PowerPoint</li> <li>- Oral presentation</li> </ul>

## S1 RaC Curriculum (2021/22)

Nurturing students' positive values and attitudes

Units	1	2	3
Subjects (KLAs)	English and Technology and Living (TL) (English Language and Technology Education)	English and History (English Language and PHSE)	English and Computer Literacy (CL) (English Language and Technology Education)
Themes	Personal Health	Four Civilisations	Artificial Intelligence
Topics	Food Lab	Ancient Civilisations	Smart Living, Smart City
Content-related objectives	To choose food carefully	To understand the development of writing characters in ancient times	To explore technology that makes Hong Kong a smart city
Text types	Leaflet/Poster/Handout & brochure	Article and Forum post	Blueprint (including graphics)
Reading strategies and other skills	Skimming and scanning	Skimming and scanning	Working out the meaning of unknown words
Rhetorical functions:			
Language items	Imperatives	-Simple past tense	Defining relative clauses
Assessment	- Designing a leaflet - Oral presentation	- Drawing a timeline - Learning tasks (e.g. listening tasks)	Preparing effective PowerPoint - Oral presentation

### Individual level

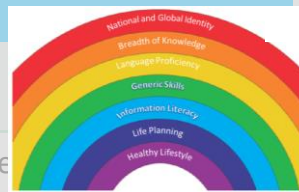
To help students build a **healthy self** through increasing their awareness of food choice

### National and global levels

To enable students to **appreciate cultures** through exploring different writing systems including our own writing characters

### Community level

To cultivate students' **care for our city** through deepening their understanding about Hong Kong's technological advancement



S1 RaC Curriculum (2021/22)			Developing and strengthening students' various skills
Units	1	2	
Subjects (KLAs)	English and Technology and Living (TL) (English Language and Technology Education)	English and History (English Language and PHSE)	English and Computer Literacy (CL) (English Language and Technology Education)
Themes	Personal Health	Four Civilisations	Artificial Intelligence
Topics	Food Lab	Ancient Civilisations	Smart Living, Smart City
Content-related objectives	To choose food carefully	To understand the development of writing characters in ancient times	To explore technology that makes Hong Kong a smart city
Text types	Leaflet/Pamphlet & brochure	Article and Foreword	Blueprint (including infographics)
Reading strategies and other skills	- Previewing (T.H.I.E.V.E.S.) - Identifying the main idea of a paragraph - Note-taking	- Skimming and scanning - Working out the meaning of unknown words (I): Definitions and affixations - Plotting a timeline	- Working out the meaning of unknown words (II): Compounding - Listing techniques
Rhetorical functions:	- To		objectives or purposes
Language items	Im		epositional phrases - Defining relative clauses
Assessment	- Designing a leaflet - Oral presentation	- Drawing a timeline - Learning tasks (e.g. listening tasks)	- Preparing effective PowerPoint - Oral presentation

Strengthening students' **language skills** and **generic skills** (e.g. collaboration and communication skills) and nurturing their **SDL capabilities** through task design

### 3. Conducting **curriculum mapping** between English Language and content subjects

#### a) Identifying **students' learning needs** in content subjects

Making reference to the learning and teaching materials used in the selected content subjects

History

**Topic:** Human needs: past and present

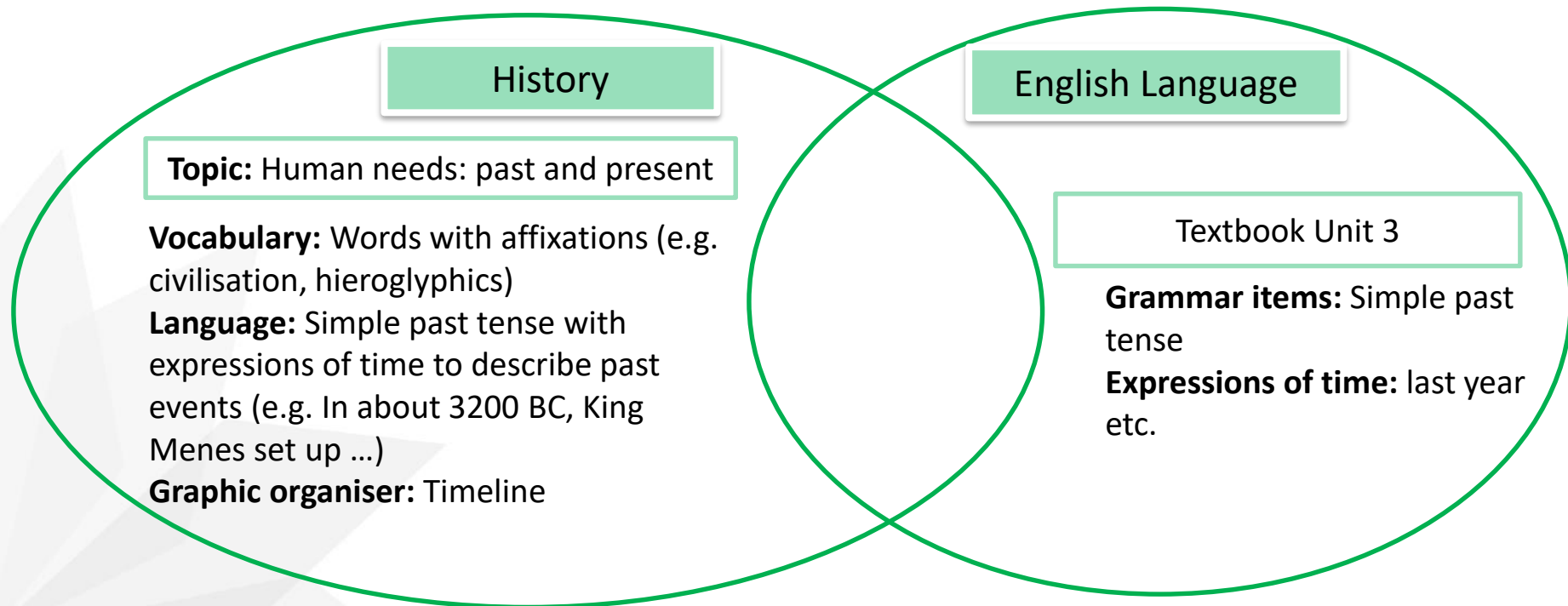
**Vocabulary:** Words with affixations (e.g. civilisation, hieroglyphics)

**Language:** Simple past tense with expressions of time to describe past events (e.g. In about 3200 BC, King Menes set up ...)

**Graphic organiser:** Timeline

### 3. Conducting **curriculum mapping** between English Language and content subjects

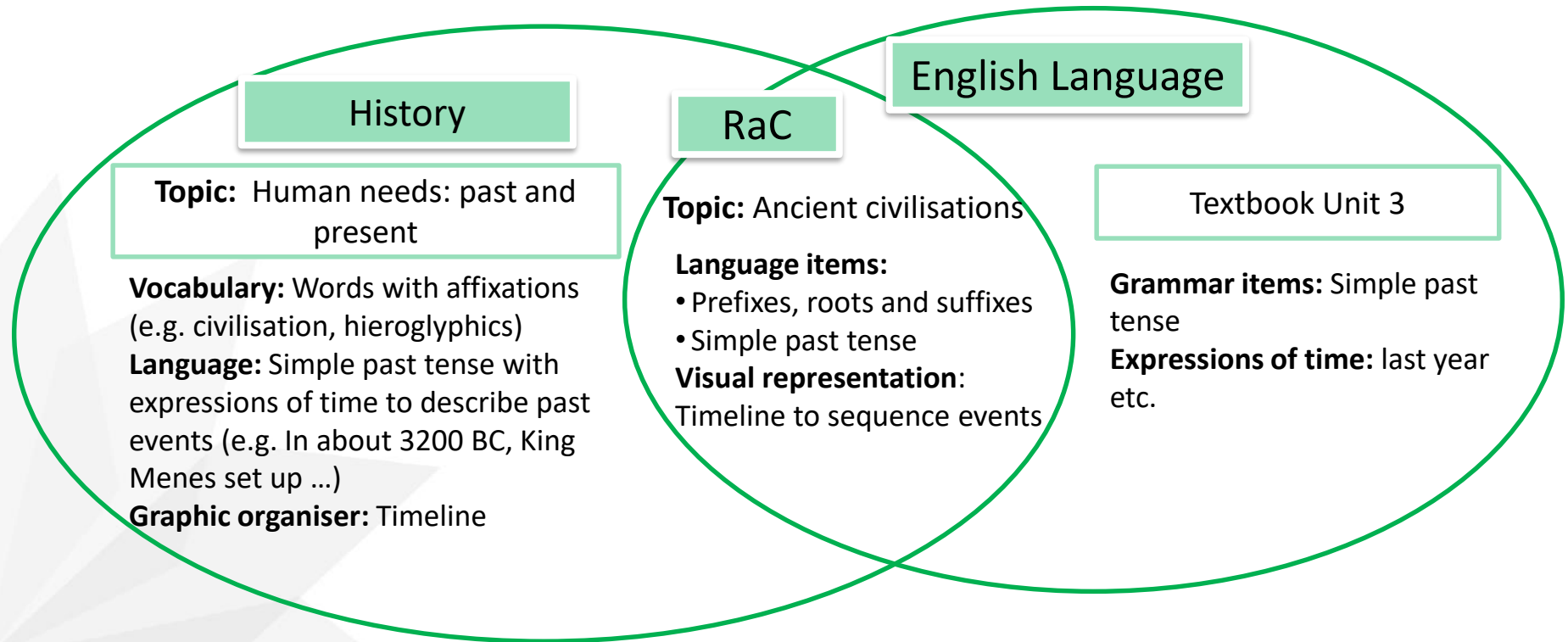
#### b) Identifying the relevant **learning points** in English Language





### 3. Conducting **curriculum mapping** between English Language and content subjects

#### c) **Mapping** the **learning points** of English Language with the content subjects



# 4. Collaborating with content subject teachers

Seeking content subject teachers' advice

## (1) The reading texts selected

**NutriGet 5**  
Know More about Sugary Drinks

There is nothing better than a drink, be it soft drink, juice or sweetened tea to quench the thirst in hot weather. Yet have you ever pondered what health problems these sugars added drinks may cause if they are consumed in large amount over a long period of time?

**How to identify sugary drinks?**  
To determine if a drink has added sugars, check the ingredient list on the package first. All ingredients are listed in descending order by weight - the ingredient that weighs the most is listed first and the lowest weight ingredient listed last. Other than the word "sugar", if any of the following names shows up on the ingredient list, you'll know that the drink contains added sugars:

- Glucose/destrose
- Concentrated cane juice
- Concentrated fruit juice
- Honey
- Syrup

Even some products, like fruit juices, carry the claims with "no added sugars", they may themselves contain certain amount of sugars. So, if you want to find out the actual amount of sugars in your drink, you will have to look up the nutrition label on the package. The nutrient content is listed based on the "reference amount" of the drink, often expressed either as per 100ml or per serving. Look for the reference amount on the nutrition label first before reading the sugars content.

**For example:**

- A 500ml bottle of lemon tea
- The reference amount on the nutrition label is per 100ml
- Sugars content per 100ml is 7g
- In this case, drinking a 500ml bottle of lemon tea, you will get:  
7g of sugars X 5 = 35g of sugars, which is approximately equivalent to 7 cubes of sugar
- 5g of sugars = 1 cube of sugar

Based on a 2000-kcal diet, an individual should limit the intake of sugars to not more than 50 g per day (about 10 cubes of sugar). Drinks free of sugars should be the primary choices as our body does not need to get extra energy from sugars.

**營養資料 Nutrition Information**

營養素 Nutrient	每 100 毫升 25 個小方塊
蛋白質 Protein	0.0g
脂肪 Fat	0.0g
碳水化合物 Carbohydrate	0.0g
+ 白砂糖 White fat	0.0g
糖類 Sugars	7.0g
纖維 Fiber	0.0g

500ml of this lemon tea contains 35g of sugars (about 7 cubes of sugar)

**Options to Reduce Sugars Intake**

- Water:** Plain water is always the preferred choice. For more refreshing taste, add fresh lemon or lime and mint leaves to water.
- Tea/Flowering Tea:** Chrysanthemum tea, green tea, black tea and the like, without added sugar, are good choices.
- Homemade carbonated juice drinks:** 200ml soda water blended with ice and some 30ml fresh fruit juice makes a refreshing drink.
- Soup with less salt added:** Fresh vegetable, lean meat and skimmed poultry soup is also a healthy choice.

## (2) The assessment topic

- You are going to form groups to create a blueprint for our school. In the blueprint, you will
- write a short **foreword** which includes TWO objectives of your blueprint and a forward-looking closing;
  - use **infographics** to show the school's current status in the chosen Smart Area;
  - suggest AT LEAST THREE **concrete strategies** to make improvement in the chosen Smart Area; and
  - write TWO **goals** to achieve after the strategies are implemented.

Choose a **Smart Area** in which technologies can be incorporated in our campus:

Smart Car Park	Smart Classroom	Smart Entrance	Smart General Office
Smart Hall	Smart Library	Smart Playground	Smart Science Laboratory

When preparing your blueprint, you should

- use listing where appropriate;
- use to-infinitives and prepositions to express objectives, purposes and/or goals;
- use relative clauses to describe things; and
- interpret the data you give in the infographics.

**Brainstorming activity:** The example below shows how you can structure your presentation:

Example:

(Title)

### 1. Foreword

*What are the two objectives? How do you write a forward-looking ending?*

### 2. Smart Area:

e.g. Tuck Shop

*Are there any graphics/images/charts which can best illustrate the smart facilities in the chosen area? Which key words or phrases are used as the topic of the graphics?*

### 3. Current Status:

*How many and how often do students use the facilities? Any figures will you use? How will you interpret the data?*

*(e.g. What is the current payment method? Is it smooth? How long does it take to make a purchase? Is it efficient? What do the data suggest?)*

### 4. Strategies:

*What are your suggestions of technologies that help improve the facilities or encourage more users? How will you write the concrete actions?*

### 5. Goals:

*What are the benefits of such improvement?*

*(Make use of the sentence patterns in the reading texts that express goals) (You may refer to Text 6 Goals and Looking Ahead)*

# Teachers may want to know ...

1

How can optimisation of the four senior secondary (SS) core subjects benefit junior form students' learning?

2

What strategies did teachers deploy to design the RaC programme?

3

What strategies did teachers use in the programme to support students' English learning and enrich their learning experiences?

## Strategies

How	What	Why
1. Using <b>multiple texts</b>	<ul style="list-style-type: none"><li>• Authentic and adapted print materials</li><li>• Non-print and multimodal texts</li><li>• A range of different text types</li></ul>	<ul style="list-style-type: none"><li>• To increase students' exposure to text types</li><li>• To enable students to learn both subject-related knowledge and transferrable skills and strategies</li></ul>
2. Diversifying <b>assessment practices</b>	<ul style="list-style-type: none"><li>• Group and individual work</li><li>• Written and oral tasks</li><li>• Learning tasks with different complexity levels</li><li>• Producing texts in different forms</li></ul>	<ul style="list-style-type: none"><li>• To apply the learnt knowledge and skills</li><li>• To develop generic skills and nurture SDL capabilities</li></ul>
3. Organising <b>outside-the-classroom activities</b>	<ul style="list-style-type: none"><li>• Virtual cultural visits<ul style="list-style-type: none"><li>❑ Shanghai Museum</li><li>❑ Virtual exhibitions held by CUHK</li></ul></li></ul>	<ul style="list-style-type: none"><li>• To enrich students' learning experience</li><li>• To cultivate students' interest in Chinese culture through exploration, understanding and appreciation</li></ul>

## Strategies

How	What	Why
1. Using <b>multiple texts</b>	<ul style="list-style-type: none"><li>• <b>Authentic</b> and <b>adapted print</b> materials</li><li>• <b>Non-print</b> and <b>multimodal</b> texts</li><li>• A range of <b>different text types</b></li></ul> <p>Variety</p>	<ul style="list-style-type: none"><li>• To increase students' <b>exposure</b> to text types</li><li>• To enable students to learn both <b>subject-related knowledge</b> and <b>transferrable skills and strategies</b></li></ul>
2. Diversifying <b>assessment</b> practices	<ul style="list-style-type: none"><li>• <b>Group</b> and <b>individual</b> work</li><li>• Written and oral tasks</li><li>• <b>Learning tasks</b> with different complexity levels</li><li>• Producing texts in <b>different forms</b></li></ul> <p>Variety</p>	<ul style="list-style-type: none"><li>• To a <b>Transferability</b> knowledge and skill</li><li>• To develop <b>generic skills</b> and nurture <b>SDL capabilities</b></li></ul>
3. Organising <b>outside-the-classroom</b> activities	<ul style="list-style-type: none"><li>• <b>Virtual cultural visits</b><ul style="list-style-type: none"><li>❑ Shanghai Museum</li><li>❑ Virtual exhibitions held by CUHK</li></ul></li></ul>	<ul style="list-style-type: none"><li>• To enrich students' <b>learning experience</b></li><li>• To <b>cultivate students' interest in Chinese culture</b> through exploration, understanding and appreciation</li></ul>

# Text organisation used in English Language and other KLAs

Before reading a text, you can use a strategy, "T.H.I.E.V.E.S.", to preview what you are about to read.  
**What is T.H.I.E.V.E.S.?**

2. Introduction

3. Descriptions /Details

## NutriGet

Know More about Sugary Drinks

1. Title

There is nothing better than a drink, be it soft drink, juice or sweetened tea to quench the thirst in hot weather. Yet have you ever pondered what health problems these sugars added drinks may cause if they are consumed in large amount over a long period of time?

### How to identify sugary drinks?

To determine if a drink has added sugars, check the ingredient list on the package first. All ingredients are listed in descending order by weight - the ingredient with the most weight is listed first and the lowest weight ingredient is listed last. Other than the word "sugar", if any of the following names shows up on the ingredient list, you'll know that the drink contains added sugars:

- Glucose/dextrose
- Concentrated cane juice
- Concentrated fruit juice
- Honey
- Syrup

Even some products, like fruit juices, carry the claims with "no added sugars", they may themselves contain certain amount of sugars. So, if you want to find out the actual amount of sugars in your drink, you will have to look up the nutrition label on the package. The nutrition content is listed based on the "reference amount" of the drink, often expressed either as per 100ml or per serving. Look for the reference amount on the nutrition label first before reading the sugars content.

For example:

- A 500ml bottle of lemon tea
- The reference amount on the nutrition label is per 100ml
- Sugars content per 100ml is 7g
- In this case, drinking a 500ml bottle of lemon tea, you will get: 7g of sugars X 5 = 35g of sugars, which is approximately equivalent to 7 cubes of sugar
- 5g of sugars = 1 cube of sugar

Based on a 2000-kcal diet, an individual should limit the intake of sugars to not more than 50 g per day (about 10 cubes of sugar). Drinks free of sugars should be the primary choices as our body does not need to get extra energy from sugars.



500ml of this lemon tea contains 35g of sugars (about 7 cubes of sugar)

營養資料	
Nutrition Information	
每100毫升 (100g/100ml)	
Energy	42 kJ
Total Fat	0.0g
Total Carbohydrate	7.0g
Sugars	7.0g
Sodium	0.0g



Some popular drinks

### Sugars content of some popular drinks

Drinks (Usual consumption amount in one drinking occasion)	Sugars content (g/100ml)	Sugars intake per drinking occasion (g)
Lactic acid beverage (100ml)		
Lemon tea (250ml)		
Pure orange juice (250ml)		
Green tea with honey (500ml)		
Sports drink (330ml)		
Soft drink (330ml)		
Orange juice drink (330ml)		

3. Headings

### Health effects of drink frequently

- Body weight**  
International authorities and Organization and the Food and Agriculture Organization of the United Nations suggest that consuming sweetened drinks can cause obesity. A study pointed out that drinking one to two cans of sugary drinks a day increases the risk of developing type 2 diabetes.
- Diabetes and heart diseases**  
Overweight and obesity increase the risk of developing type 2 diabetes, heart diseases, hypertension, and stroke.
- Cardiovascular diseases, type 2 diabetes, and cancer**  
A study pointed out that drinking one to two cans of sugary drinks a day increases the risk of developing type 2 diabetes, heart diseases, hypertension, and stroke.

### Options to Reduce Sugar

- Water: Plain water is always the most refreshing choice. Add fresh lemon or lime and mint leaves to water.
- Tea/Flowering Tea: Chrysanthemum tea, green tea, black tea and the like, without added sugar, are good choices.
- Homemade carbonated juice drinks: 200ml soda water blended with ice and some 30ml fresh fruit juice makes a refreshing drink.
- Soup with less salt added: Fresh vegetable, lean meat and skinned poultry soup is also a healthy choice.



Rhetorical function:

Target language item:

6. Recommendations/ Suggestions

T	<u>T</u> itle _____ Read the title and predict what the text is about.
H	<u>H</u> eadings _____ Look at all headings. (If they are not questions, you can turn them into questions.)

Questions that you can ask	
➤	What do I think the text will be about?
➤	What is my background knowledge?
➤	What do I think the message will be?
➤	How has the information been divided into smaller topics?
➤	What topic will be discussed in the paragraphs is heading?
➤	What is the introduction try to make me curious about the subject?

To give suggestions, advice and instructions

Imperatives

E	<u>E</u> nding/ End-of-the-chapter with letters or numbers that point out important information. Read all the notes in the margins and notice bold and italicised words.
S	<u>S</u> ummarise thinking/ So what?

➤	What do I think the author's main idea will be in this text?
➤	How does the author try to make me curious about the subject?
➤	What questions will be reading about?
➤	What information will be important in this text?
➤	How do I find this information in the text?

Text level

Previewing strategy to facilitate reading of information texts in content subjects

Rhetorical function:	To give suggestions, advice and instructions
Target language item:	<b>Imperatives</b>

An image of a brochure

**Subject knowledge** and **vocabulary** about nutritional values

Hieroglyphics in ancient Egypt

A image of the adapted text



## Hieroglyphics in ancient Egypt

While reading a text, you may find some words/phrase about time expressions that can help you sequence the events and plot a timeline. Below are some examples:

- |                         |                |
|-------------------------|----------------|
| 1. As of 2010...        | 7. During...   |
| 2. In 2002              | 8. Century     |
| 3. The year prior/after | 9. Decade      |
| 4. This year            | 10. B.C./A.D.  |
| 5. Last year/month      | 11. Early/late |
| 6. Since 2009           |                |

Providing steps to sequence events

**Activity 3: Follow the steps below to plot a timeline:**

**Step 1:** Read the article “Writing System in the Ancient Egypt: Hieroglyphics”. Highlight some numbers, words and expressions related to time.

e.g. “The ancient Egyptians started using it as early as 3000 B.C.”

**Step 2:** Read the line and those before and/or after it to retrieve the full description of the event. Change pronouns when necessary.

e.g. “Hieroglyphics is a very old but versatile form of writing. The ancient Egyptians started using it as early as 3000 B.C.”

**Step 3:** Based on the article “Writing System in the Ancient Egypt: Hieroglyphics”, complete the timeline below. The first two had been done for you.

**Step 4:** Provide a title for the timeline.

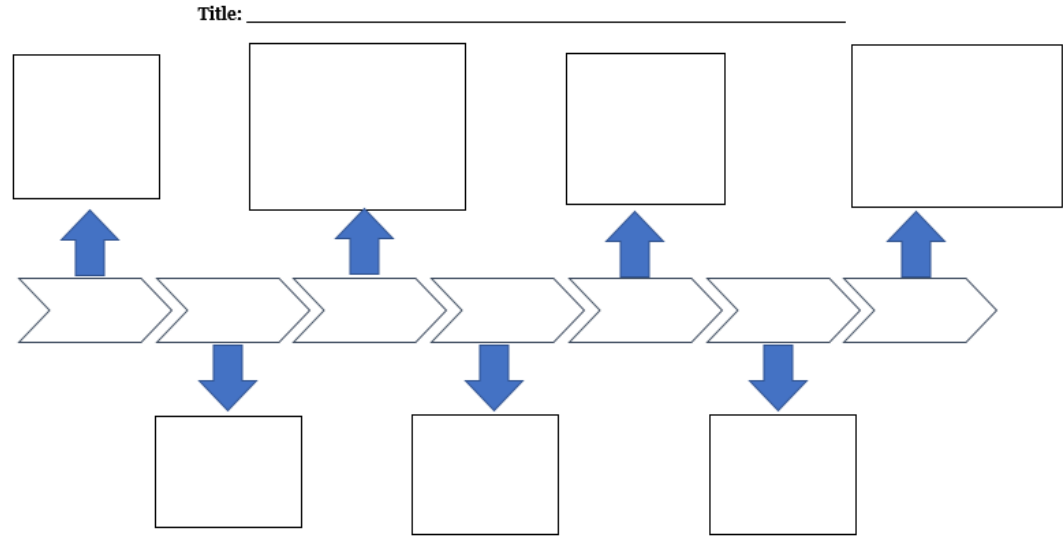
Rhetorical function:

To sequence

Visual representation:

**Timeline**

Use a timeline to decode a reading text



## Oracle-bone inscription (OBI) in ancient China

### Vocabulary level

#### Exercise 1: Skimming for Gist

Read the passage on page 3. Match the alphabets on the turtle shells with the key ideas below. An example has been done for you in red.



- Definition of oracle-bone inscription (OBI)

Understand

### Knowledge of Chinese culture

- Definition of OBI
- Significance of OBI
- When OBI was used and discovered
- The study of OBI around the world



- The study of OBI in the world



- OBI and The Chinese University of Hong Kong

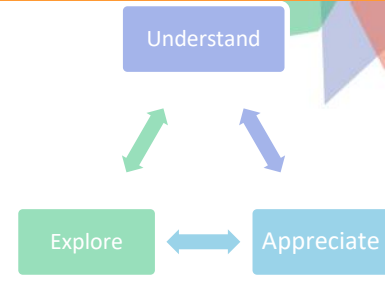
atory and

Text level  
Practising  
Skimming

ords.

ing of the Word

A image of the adapted foreword



## Adapted short text

A image of the adapted short text

## Online flipping book

An image of the online flipping book

## Videos

A image of a video used

Knowledge of Chinese culture  
OBI as **a ritual** in Shang Dynasty →  
**Calligraphy** and **revival** of research on  
OBI between 20<sup>th</sup> and 21<sup>st</sup> centuries

### Subject-related knowledge and vocabulary



#### Strategy and Initiatives

##### Wi-Fi Connected City

- Continue to increase the number of free hotspots under the "Wi-Fi.HK" scheme to provide free public Wi-Fi service

hotspots

##### Digital Payment

- Develop a Faster Payment System (FPS) by 2018 which supports the use of mobile phone numbers or email addresses for payments anytime and anywhere
- Facilitate a common QR code standard through the industry group established to promote the wider use of mobile retail payments and bring greater convenience to customers and merchants



electronic identity

eID

digital identity

Provide all residents, by 2020, a free electronic identity (eID) which is a single digital identity for authentication when conducting government and commercial transactions online



- Introduce Banking M... minimise regulatory experience, including finance and online wealth management

authentication

##### Support for the Elderly and Persons with Disabilities

- Launch a \$1 billion funding scheme in 2018 to support trial use and procurement of technology products by elderly and rehabilitation service units



#### Digital Payment

- Develop a Faster Payment System (FPS) by 2018 which supports the use of mobile phone numbers or email addresses for payments anytime and anywhere
- Facilitate a common QR code standard through the industry group established to promote the wider use of mobile retail payments and bring greater convenience to customers and merchants

Relative pronoun

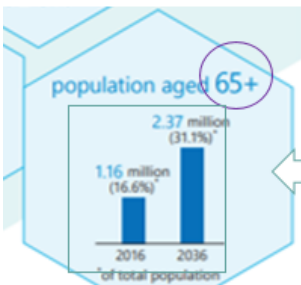
- The writer uses a defining relative clause ("which supports ... anywhere") to describe the noun phrase a Faster Payment System (FPS) and give important information about the system. Without the relative clause, the audience do not know what a Faster Payment System is about.
- The relative clause acts like an adjective noun/noun phrase.
- The relative pronoun "which" refers to
- The relative pronoun "which" can be

Rhetorical function:

To describe

Target language item:

**Defining relative clauses**



### The use of a chart:

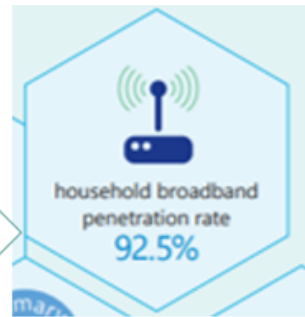
The bar chart represents an increasing population of people aged over/above 65 years old.

### Vocabulary level

- Subject-related **vocabulary**
- **Compounding** commonly used in CL-related texts

### The use of percentage:

The household penetration rate of broadband is high.  
Many people have broadband services.



### The use of an icon

This icon represents Wi-Fi.



### The use of number

The number of Wi-Fi hotspots given here suggests its wide coverage to different places in Hong Kong.

Rhetorical function:

To describe data and trends

Target language item:

- **Adjectives**
- Language of **approximation**

## Strategies

How	What	Why	
1. Using <b>multiple texts</b>	<ul style="list-style-type: none"> <li>Authentic and adapted print materials</li> <li>Non-print and multimodal texts</li> <li>A range of different text types</li> </ul>	<ul style="list-style-type: none"> <li>At the end of each unit</li> <li>Upon completion of the programme</li> </ul>	
How to assess	What to assess	Who to assess	When to assess
2. Diversifying <b>assessment</b> practices	<ul style="list-style-type: none"> <li><b>Group</b> and <b>individual</b> work</li> <li>Written and oral tasks</li> <li><b>Learning tasks</b> with different complexity levels</li> <li>Producing texts in <b>different forms</b></li> </ul>	<ul style="list-style-type: none"> <li>To <b>apply</b> the learnt knowledge and skills</li> <li>To develop <b>generic skills</b> and nurture <b>SDL capabilities</b></li> </ul>	
3. Organising <b>outside-the-classroom activities</b>	<ul style="list-style-type: none"> <li><b>Virtual cultural visits</b> <ul style="list-style-type: none"> <li>Shanghai Museum</li> <li>Virtual exhibitions held by CUHK</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To enrich students' <b>learning experience</b></li> <li>To <b>cultivate students' interest in Chinese culture</b> through exploration, understanding and appreciation</li> </ul>	

Spelling out the task requirements clearly

What to assess

**Content subject knowledge**

**Language item**

Group oral presentation

## Group written work: designing a leaflet

a leaflet about a healthy meal.

- Assessment for learning
- Giving timely feedback

A photo of a teacher giving feedback

Who to assess

A TL teacher giving feedback – **fostering interdisciplinary collaboration**

### Guidelines:

- You should design a 3-course meal, that is, 3 out of the 4 categories on the left.
- Think of a title to represent your meal.
- Design a leaflet using an A4-sized paper. In your leaflet, you should:
  - include at least one recipe with details of the ingredients and cooking steps;
  - specify the nutritional values of the meal of your choice;
  - use interesting illustrations such as photos, drawings or sketches to make it more appealing for readers:
  - Use imperative sentences to illustrate your ideas;
  - Use features of the leaflet/pamphlet you learnt (e.g. headings, boldface, font size...) in your design when necessary.

Final presentation: Your group is going to present your healthy meal to the class. Everyone in the group should have a chance to speak for about 1 minute.

Tasks with **different complexity levels**

An image of a video

Easier task

Listening task

How long did it take Prof. Joachim Gertz and Antoine Rushonnet to be able to produce the first 'crack' on the scapula to reconstruct the cracks on an oracle bone?

( \_\_\_\_\_ hours)

More challenging task

Translating a Chinese heptasyllabic couplet in OBI to English

2. The museum is making a catalogue in English for this exhibition. Can you help translate the Chinese couplet into English? Make sure your translation is poetic and accurate.

An image of a Chinese couplet

What to assess

**Accuracy of meaning**

**Poetic features**



Individual written work: drawing a timeline

Guiding students to complete the task step-by-step

A. Write a short introduction of the writing system of your choice.

Topic: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B. Name three people such as linguists, historians or emperors who are significant in the development of the writing system.

Name	Why are they important?

List out some major events in the development of the writing system

Time Period (in chronological order)	Major Events

D. Present the writing system on the timeline (More examples can be found in the previous handout Module

An image of student work

Development of French  
(unedited student work)

To **apply research skills, learnt language skills** (e.g. reading strategies, simple past tense)

# Preparing effective PowerPoint and oral presentation

## Unit 3: Smart Living, Smart City

1. write a short **foreword** which includes TWO objectives of your blueprint and a forward-looking closing;
2. use **infographics** to show the school's current status in the chosen Smart Area;
3. suggest AT LEAST THREE **concrete strategies** to make improvement in the chosen Smart Area; and
4. write TWO **goals** to achieve after the strategies are implemented.

Choose a **Smart Area** in which technologies can be incorporated in our campus:

Smart Car Park	Smart Classroom	Smart Entrance	Smart General Office
Smart Hall	Smart Library	Smart Playground	Smart Science Laboratory

### What to assess

### Assessment for learning

## Descriptors and teachers' written feedback for speaking assessment

When preparing your blueprint, you should

1. use listing where appropriate;
2. use to-infinitives and prepositions to express objectives, purposes and/or goals;
3. use relative clauses to describe things; and
4. interpret the data you give in the infographics.

**Brainstorming activity:** The example below shows how you can structure your presentation:

**Example:**

(Title) \_\_\_\_\_

#### 1. Foreword

*What are the two objectives? How do you write a forward-looking ending?*

#### 2. Smart Area:

e.g. Tuck Shop

*Are there any graphics/images/charts which can best illustrate the smart facilities in the chosen area?*

*Which key words or phrases are used as the topic of the graphics?*

#### 3. Current Status:

### Descriptions/problems

*How many and how often do students use the facilities? Any figures will you use? How will you interpret the data?*

*(e.g. What is the current payment method? Is it smooth? How long does it take to make a purchase? Is it efficient? What do the data suggest?)*

#### 4. Strategies:

### Suggestions

*What are your suggestions of technologies that help improve the facilities or encourage more users? How will you write the concrete actions?*

#### 5. Goals:

*What are the benefits of such improvement?*

*(Make use of the sentence patterns in the reading texts that express goals)*

*(You may refer to Text 6 Goals and Looking Ahead)*

Presentation Marking Rubric (Group)					
	4	3	2	1	(0.5 can be given)
<b>Visual Appeal</b>	There are no errors in spelling, grammar and punctuation. Information is clear and concise on each slide, visually appealing/engaging.	There are some errors in spelling, grammar and punctuation. Too much information on two or more slides. Significant visual appeal.	There are many errors in spelling, grammar and punctuation. Too much information was contained on many slides. Minimal effort made to make slides appealing or too much going on.	There are many errors in spelling, grammar and punctuation. The slides were difficult to read and too much information had been copied onto them. No visual appeal.	/4
<b>Task Completion and understanding of topics</b>	Extensive knowledge of topic. Members showed complete understanding of assignment. Accurately answered all questions posed.	Most showed a good understanding of topic. All members able to answer most of audience questions.	Few members showed good understanding of some parts of topic. Only some members accurately answered questions.	Presenters didn't understand topic. Majority of questions answered by only one member or majority of information incorrect.	/4
<b>Presentation Skills</b>	Regular/constant eye contact, the audience was engaged, and presenters held the audience's attention. Appropriate speaking volume & body language.	Most members spoke to majority of audience; steady eye contact. The audience was engaged by the presentation. Majority of presenters spoke at a suitable volume. Some fidgeting by member(s).	Members focused on only part of audience. Sporadic eye contact by more than one presenter. The audience was distracted. Speakers could be heard by only half of the audience. Body language was distracting.	Minimal eye contact by more than one member focusing on small part of audience. The audience was not engaged. Majority of presenters spoke too quickly or quietly making it difficult to understand. Inappropriate/disinterested body language.	/4
<b>Content</b>	The presentation was a concise summary of the topic with all questions answered. Comprehensive and complete coverage of information.	The presentation was a good summary of the topic. Most important information covered; little irrelevant info.	The presentation was informative but several elements went unanswered. Much of the information irrelevant; coverage of some of major points.	The presentation was a brief look at the topic but many questions were left unanswered. Majority of information irrelevant and significant points left out.	/4
<b>Preparedness/ Participation/ Group Dynamics</b>	All presenters knew the information, participated equally, and helped each other's needed. Extremely prepared and rehearsed.	Slight domination of one presenter. Members helped each other. Very well prepared.	Significant controlling by some members with one minimally contributing. Primarily prepared but with some dependence on just reading off slides.	Unbalanced presentation or tension resulting from over-helping. Multiple group members not participating. Evident lack of preparation/rehearsal. Dependence on slides.	/4
				<b>Total</b>	/20

Comments:

To nurture students as a **reflective learner**

## Who to assess

Class : \_\_\_\_\_

Dear S1 girls  
 Congratulations! You have all completed THREE modules in the RaC lessons! BRAVO!!  
 Please evaluate and reflect on your own learning by completing the following self-evaluation form.  
 Submit the completed form to your RaC teacher!  
 Regards  
 RaC Team

Part A: Study each of the following statement and tick the appropriate box that describes you the best. ( SA – Strongly agree, A – Agree, N – Neutral, D – disagree, SD –strongly disagree )

Statement	Feedback				
1 I have tried to apply what I have learned in RaC lessons (e.g. reading strategies) in other subjects (e.g. Technology and Living).	Yes	No ( Circle your answer )			
2 After completing the three modules, I am <b>more interested</b> in learning about	SA	A	N	D	SD
(a) Technology & Living					
(b) History					
(c) Computer Literacy					
3 After completing the three modules, I am <b>more confident</b> in learning about	SA	A	N	D	SD
(a) Technology & Living					
(b) History					
(c) Computer Literacy					
4 After completing the three modules, I have enhanced my	SA	A	N	D	SD
(a) reading skills (e.g. working out the meaning of unknown words, previewing a reading text)					
(b) communication skills					
(c) creativity					
5 I like the activity on “visiting the virtual exhibition about the oracle-bone inscription” that my RaC teacher introduced to me.	SA	A	N	D	SD
6 Overall, I enjoyed the RaC lessons.	SA	A	N	D	SD

An image of a student’s reflection form

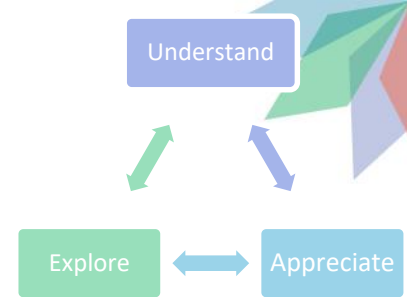
- **Evaluating** own learning in the RaC programme;
- **Reflecting on** what was done well;
- Identifying the **areas of improvements;** and
- **Planning** the follow-up action

## Strategies

How	What	Why
1. Using <b>multiple texts</b>	<ul style="list-style-type: none"><li>• Authentic and adapted print materials</li><li>• Non-print and multimodal texts</li><li>• A range of different text types</li></ul>	<ul style="list-style-type: none"><li>• To increase students' exposure to text types</li><li>• To enable students to learn both subject-related knowledge and transferrable skills and strategies</li></ul>
2. Diversifying <b>assessment</b> practices	<ul style="list-style-type: none"><li>• Group and individual work</li><li>• Written and oral tasks</li><li>• Learning tasks with different complexity levels</li><li>• Producing texts in different forms</li></ul>	<ul style="list-style-type: none"><li>• To apply the learnt knowledge and skills</li><li>• To develop generic skills and nurture SDL capabilities</li></ul>
3. Organising <b>outside-the-classroom activities</b>	<ul style="list-style-type: none"><li>• <b>Virtual cultural visits</b><ul style="list-style-type: none"><li>❑ Shanghai Museum</li><li>❑ Virtual exhibitions held by CUHK</li></ul></li></ul>	<ul style="list-style-type: none"><li>• To enrich students' learning experience</li><li>• To cultivate students' interest in Chinese culture through exploration, understanding and appreciation</li></ul>

# Arranging virtual cultural visits

## Visiting Shanghai Museum through a multimodal text



Images of the video used

### Knowledge of Chinese culture

- OBI as a **belief/ritual** and an **art form**
- **Profound impact** (e.g. reading history through OBI, history created through writing)

# Arranging virtual cultural visits

Explore

Appreciate

Visiting CUHK's virtual exhibition

Chinese **art** form

Biographies  
of scholars

An exhibit

Images of the virtual exhibition

Different display rooms

Calligraphic works and  
Chinese couplets

## Follow-up learning tasks

After virtually visiting Shanghai Museum

A listening task: extracting information

An image of student work

After visiting CUHK's virtual exhibition

Self-reflection

An image of student work

A decorative border on the left side of the slide consists of various overlapping, semi-transparent geometric shapes, primarily triangles and polygons, in shades of green, blue, orange, and grey. A small orange triangle points towards the text box.

Learning outcomes



- ❑ As revealed by students' self-reflections, about **three-quarters** reported they tried to apply what was learnt in the RaC programme (e.g. reading skills) in content subjects.

An image of  
student work

Usefulness of  
T.H.I.E.V.E.S:  
**saving time** in  
exams

Usefulness of timelines:  
organising **historical events**  
tidily and conveniently

An image of student work

Content subject knowledge


Unedited  
student  
work

Images of student work

Imperatives  
to give  
instructions

Imperatives to give suggestions

Defining relative clauses to  
describe things



Translating a Chinese heptasyllabic couplet  
written in OBI to English

An image of a  
Chinese  
couplet

An image of student work

Knowledge of KLAs required:

- Chinese Language
- English Language

**Creative use of language**

- **alliteration**
- **slant rhyme**
- **personification**

Explore



Students **taking the initiative** to make videos to learn more about a Chinese couplet

An image of a Chinese couplet

A photo of a student interviewing a Chinese teacher

A Chinese teacher explaining the **meaning** and **parallel structure** of a Chinese couplet in OBI

Images of student work

I also found the words engraved on the bones interesting as they're **elegant**. **Aesthetics**

I learnt that the inscription on the bones are actually Chinese characters, and we can **learn a lot about the past**. **Chinese history**

It might be because the scholar wanted to **keep traditions**, and he thought OBI **shouldn't die out**. **Preservation**

A decorative pattern on the left side of the slide, consisting of overlapping, semi-transparent geometric shapes in various colors including green, blue, orange, and grey. The shapes are primarily triangles and polygons of different sizes and orientations, creating a complex, abstract composition.

# Takeaway points and way forward

# Takeaway points

## School level

- Taking the opportunity to **optimise** the school's junior form curriculum for **smoothing the interface** between KS3 and KS4

## Curriculum level

- Using **VASK** framework to foster students' WPD
- Addressing the **school's development focuses** in curriculum design
- Conducting **curriculum mapping** between English Language and content subjects
- **Collaborating** with content subject teachers

## Learning and teaching level

- Using a **range of texts** and designing **tasks with different complexity levels**
- Arranging **outside-the-classroom activities** to and enrich their learning experiences

From...

# Way forward

S1 RaC Programme

English Language

TL/ History/CL

Taking the lead

Providing advice



End Task





To ...

## Way forward

S1 RaC Programme

Interdisciplinary collaboration

TL

History

English

CL

Others  
(e.g. Geography,  
Visual Arts, Science)

End task (e.g. a theme-based project)





**Thank you!**