

---

# Curriculum Leadership Series:

## Ongoing Renewal of the School Curriculum for English Teachers

---

15 DEC 2017

ENGLISH LANGUAGE EDUCATION SECTION  
CURRICULUM DEVELOPMENT INSTITUTE  
EDUCATION BUREAU



# Objectives

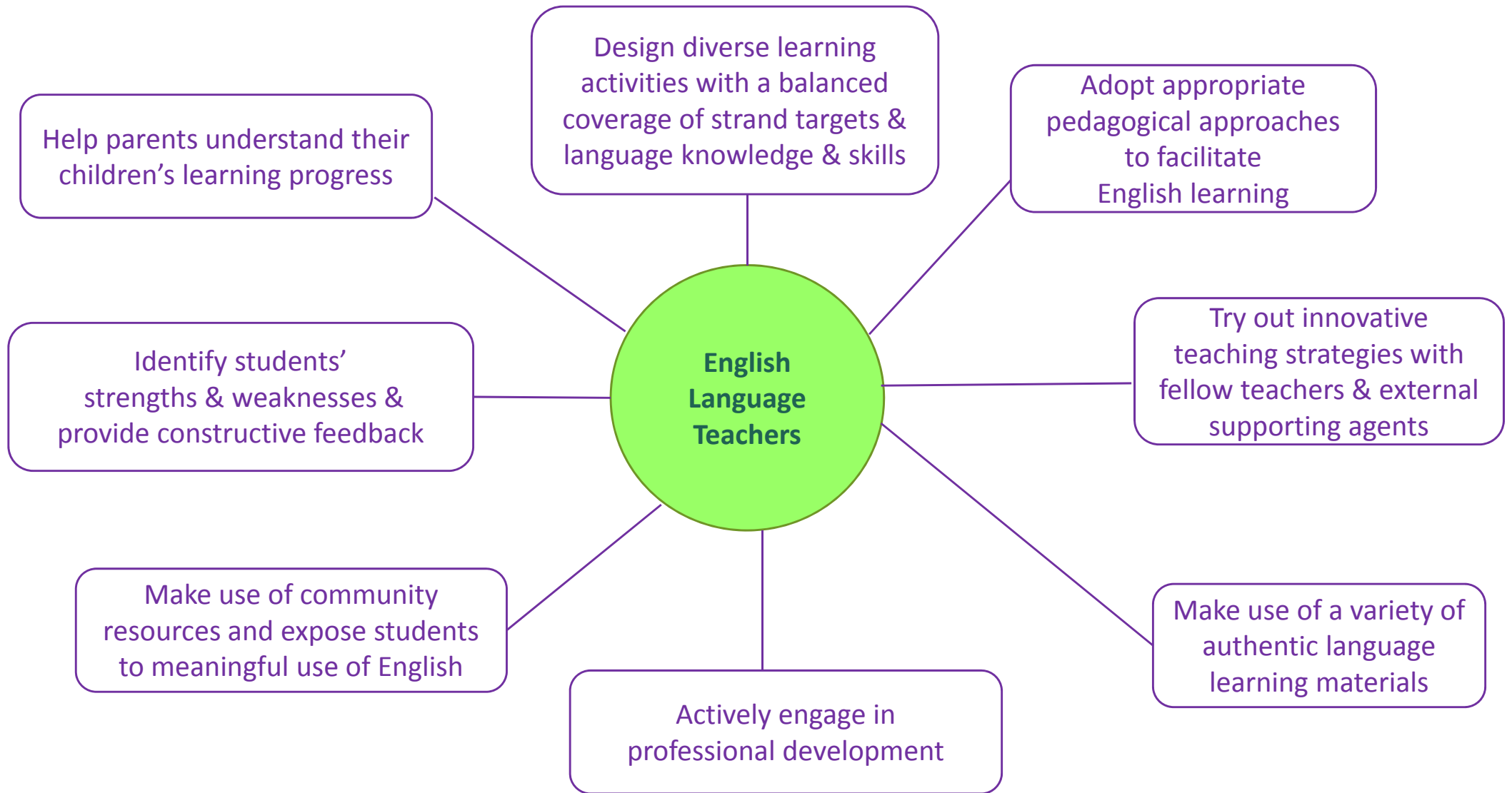
---

To enhance English teachers' capacity as [curriculum leaders](#) to incorporate the [major updates](#) of the English Language Education Key Learning Area under the ongoing renewal of the school curriculum ([ELE KLACG](#))(2017);

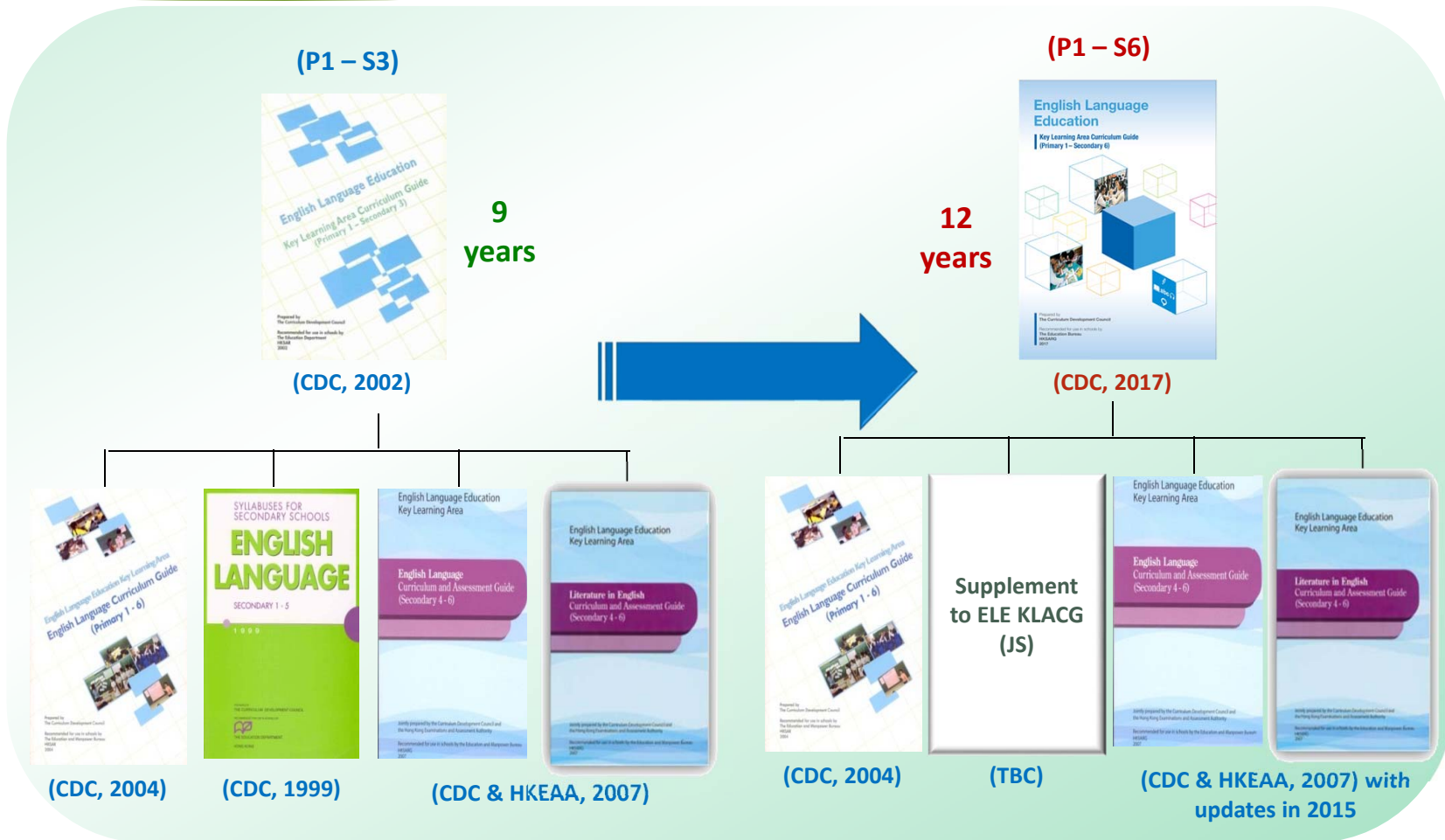
To provide suggestions on how to implement [Reading and Writing across the Curriculum \(R/WaC\)](#) in the school English Language curriculum; and

To share experiences on implementing [R/WaC](#) at the secondary level (by Leung Shek Chee College)

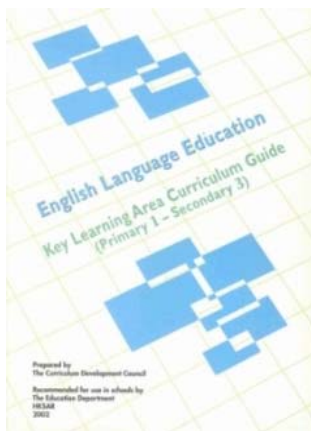
# The role of English Language Teachers



# Updating of the ELE KLACG



# ELE KLACG (P1-S3) (2002)



**(P1-S3) 2002**

Grammar in Context

Catering for Learner Diversity

Promoting Assessment for Learning

Generic Skills

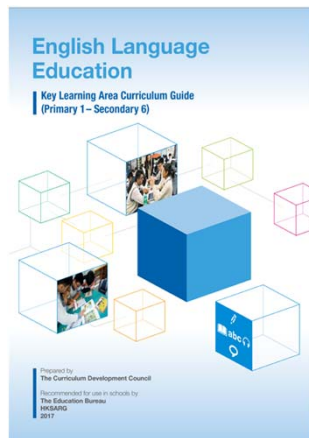
Reading to Learn

IT for Interactive Learning

Moral & Civic Education

Project Learning

# Major Updates of the ELE KLACG (P1-S6) (2017)



**(P1-S6) 2017**

Learning and Teaching of Text Grammar

Catering for the Needs of Students with SEN and Gifted Students in the Mainstream English Classroom

Extending Formative Assessment from Assessment for Learning to Assessment as Learning

Integrative Use of Generic Skills

Literacy and Language across the Curriculum

e-Learning & Information Literacy

Values Education

STEM Education (including Entrepreneurial Spirit)

# Grammar in Context or Text Grammar?

## Grammar in Context

- the link between form and function and how grammar makes meaning and varies in different contexts
- how contexts shape the choice of language used

## Complementary Concepts

## Text Grammar

- beyond the sentence level
- grammar items typical of a particular text type
- how grammar contributes to the coherence & the structure of a text
- how to apply grammar knowledge to create texts of different text types

## Example

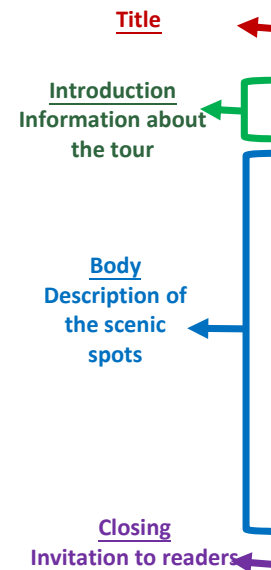
### Situation

Your teacher wants you to plan a tour and write an itinerary for the tour. Your class is learning about things to do in Hong Kong. Your teacher has given you some information about places to explore in Hong Kong, e.g. an itinerary.

Reading

**Level: Junior secondary**  
**Unit: Out and About**

Grammar learning goes beyond sentence grammar to text grammar



Organising structure across paragraphs

Scenic spot

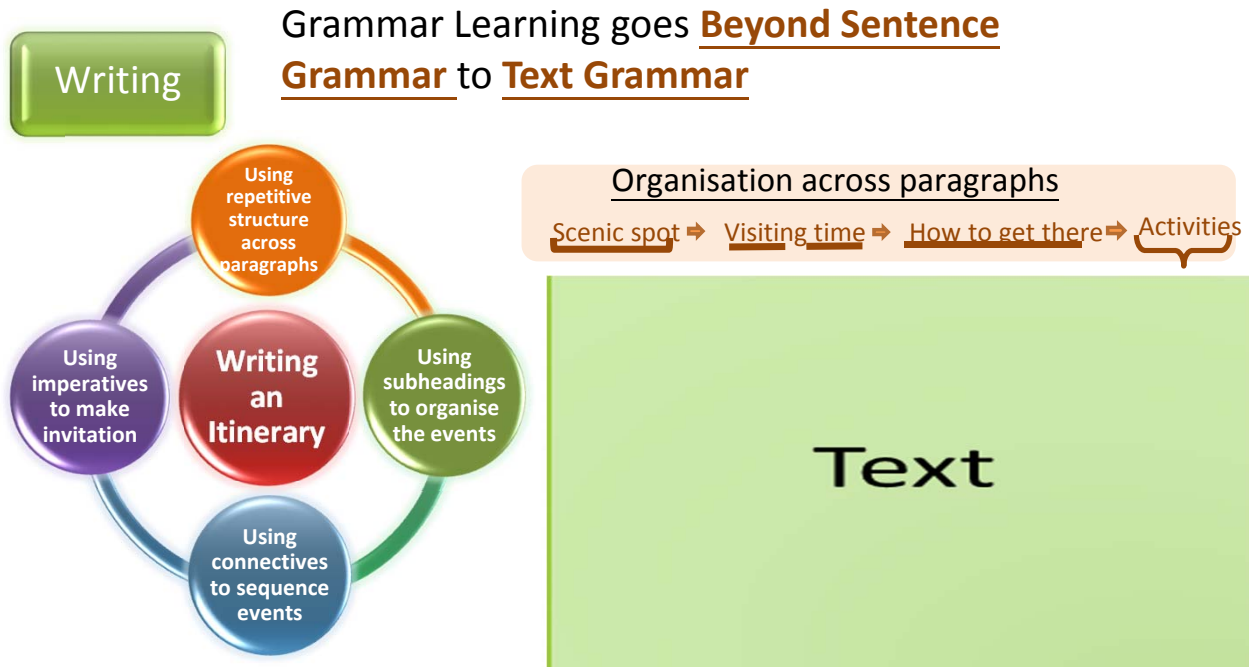
↓  
Visiting time

↓  
How to get there

↓  
Activities

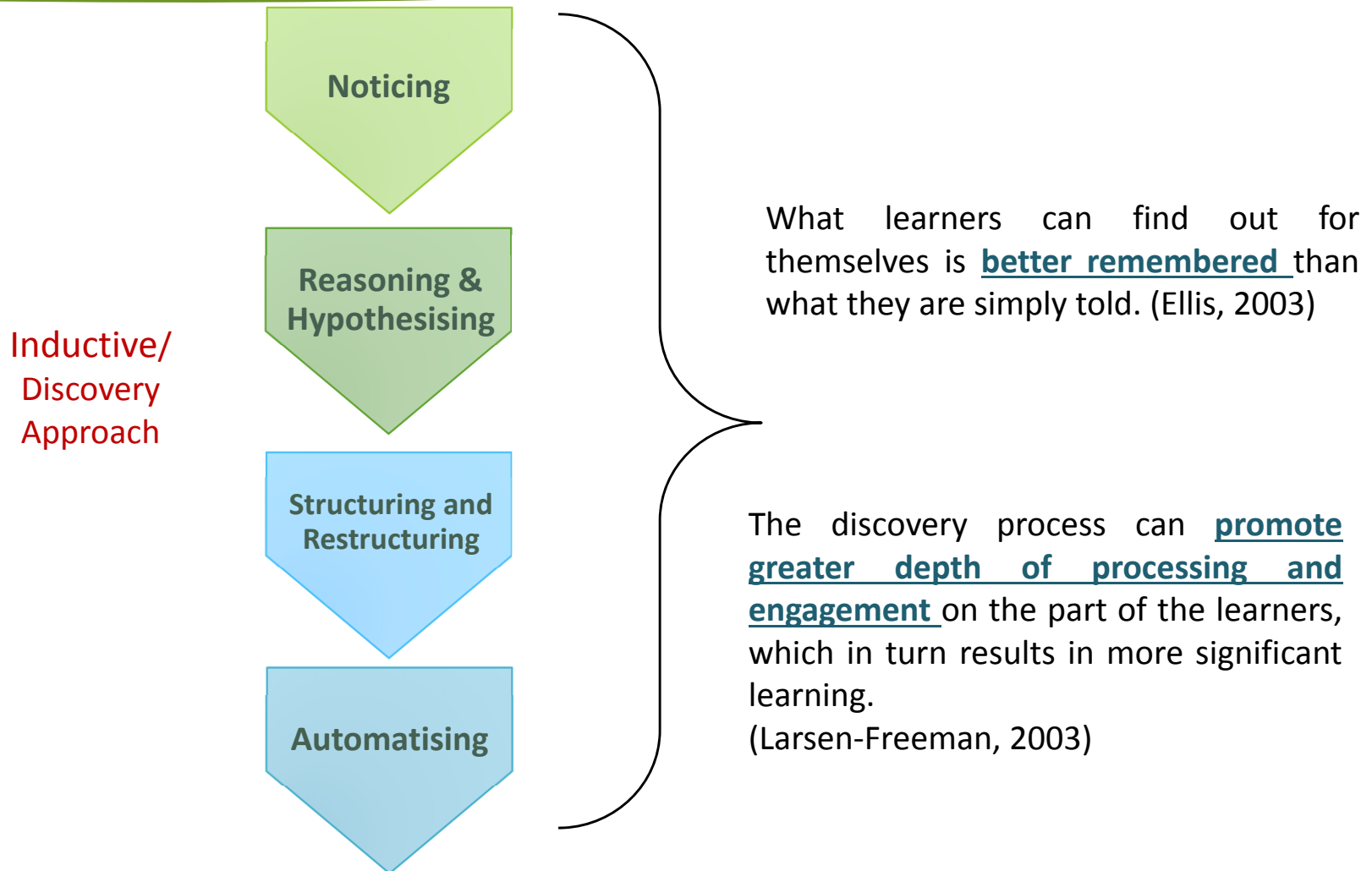


## Example



Applying Grammar Knowledge in Context

# Process of Learning Grammar



# Equipping Students with **New Literacy** Skills

Promoting Literacy  
across the Curriculum

Literacy Development in the  
English Classroom

Processing and creating multimodal texts

The ability to **read and write** effectively

Lifelong  
learning

Challenges in the  
21<sup>st</sup> century

# Using e-resources to develop writing skills

Using e-resources to facilitate the development of students' literacy skills and the creation of multimodal texts

Popplet

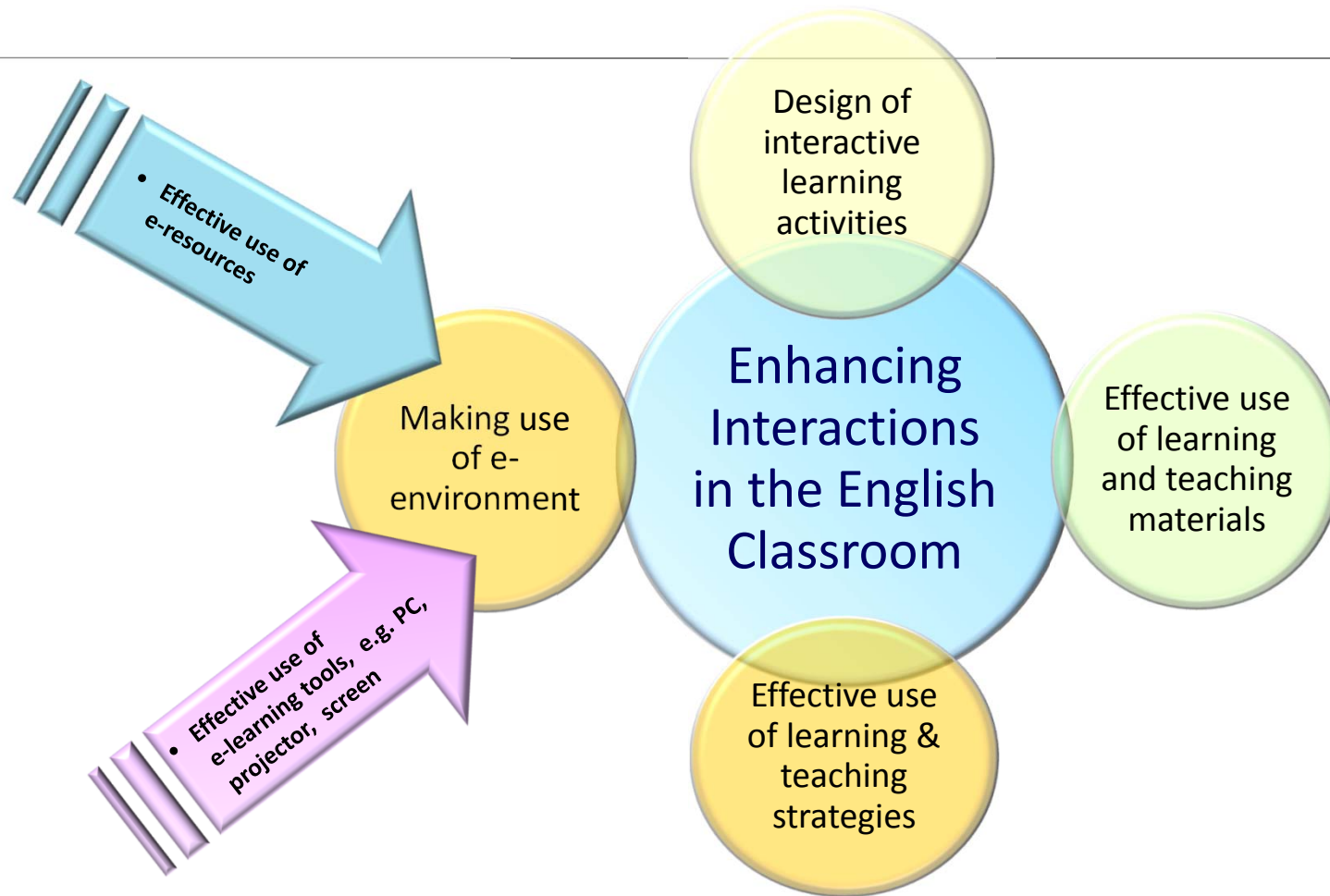
Padlet (website)

Skitch (app)

Tellagami

Sonicpics (app)

# Enhancing Interactions in the English Classroom



# Information Literacy Framework for HK Students

Category	Eight Literacy Areas	
Effective and Ethical use of information for lifelong learning	Category	Eight Literacy Areas
	Effective and Ethical use of information for lifelong learning	<p><b>Information users</b> → <b>Information providers</b></p>
Generic IL	Generic IL	<p><b>Information need</b> → <b>Locate information</b></p> <p style="text-align: center;">↓</p> <p><b>Organise &amp; Create</b> ← <b>Evaluate information</b></p>
	Information World	<p><b>IT skills</b></p> <p><b>Media Literacy:</b></p> <p><b>Information providers</b></p> <p><b>Conditions for reliable information</b></p>

### Strengthening AfL:

- Adopting diversified modes of assessment
- Making use of various assessment tools
- Making effective use of assessment data

### Extending from AfL to AaL:

- Enhancing learners' self-directed learning capabilities through introducing metacognitive strategies

Promoting  
Assessment  
for/as  
Learning

**Learner Independence**

## Extending from Assessment for Learning (AfL) to Assessment as Learning (AsL)

<b>Formative assessment</b>	<b>Assessment as Learning</b>	enhances learners' role and responsibility in reflecting on, monitoring and evaluating their own progress of learning
	<b>Assessment for Learning</b>	integrates assessment into learning and teaching process to inform and facilitate learning and teaching
<b>Summative assessment</b>	<b>Assessment of Learning</b>	reports on previous learning of learners

**Self-directed  
Learners**





# Catering for Diversity

- Core section
- Remedial programme
- Extended section/Enrichment

**Differentiated Curriculum**

**Differentiated Materials**

- Graded worksheets
- Authentic context
- Self-access learning materials

- Multiple representations
- Creative tasks
- Rubrics for assessment
- Reducing / increasing word limit
- Peer assessment

**Differentiated Assessment**

**Differentiated Instruction**

- Scaffolding
- Multisensory input
- Organisation tools
- Tip boxes/ Challenges
- Bloom's taxonomy
- Revising and recycling

# Supporting Students with Special Educational Needs (SEN)

**Adopt a  
multi-  
sensory  
approach**

**Differentiate in  
terms of **Content**,  
**Process**, **Product** &  
**Learning  
Environment****

**Encourage  
personalised  
learning goals  
based on students'  
own needs**

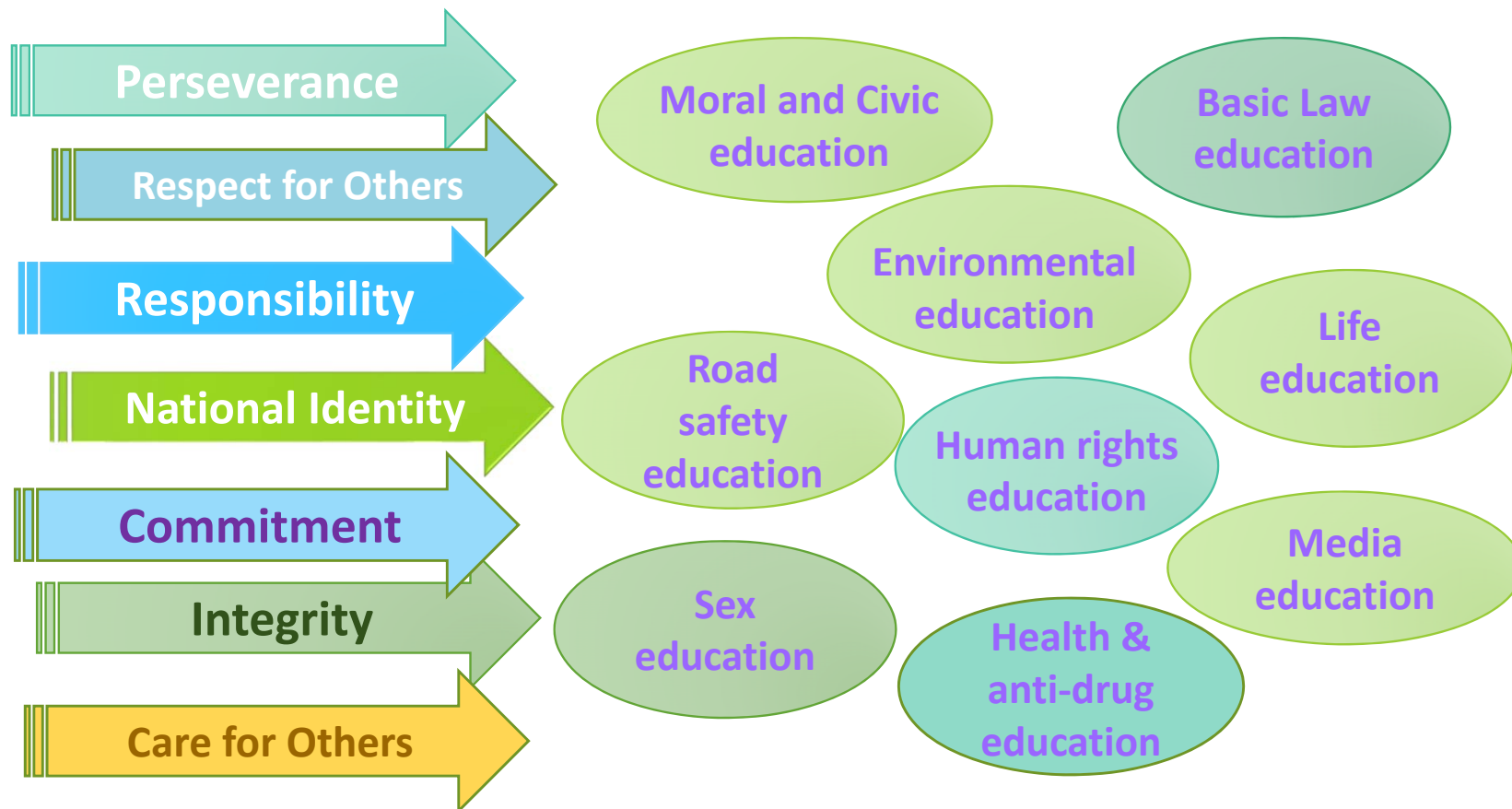
# Unleashing the Potential of Gifted Learners

- Higher-order thinking skills
- Multiple intelligence
- Thinking skills (e.g. SCAMPER, thinking hats)
- Transformation of ideas, divergent thinking, multiple perspectives (e.g. sociological, scientific, historical)
- Social issues and real world knowledge
- Enrichment programmes
- External competitions

# Values Education

## Seven Priority Values and Attitudes

## Values education in different domains



# Integrative Use of Generic Skills

Basic Skills	Thinking Skills	Personal and Social Skills
Communication Skills	Critical Thinking Skills	Self-management Skills
Mathematical Skills	Creativity	Self-learning Skills
IT Skills	Problem Solving Skills	Collaboration Skills

Two examples of integrative use of generic skills:

- **Holistic thinking skills:** involving the use of critical thinking skills, problem solving skills and creativity
- **Collaborative problem solving skills:** involving the use of collaboration skills, communication skills and problem solving skills

In the ELE KLA context, STEM education can be best promoted through RaC / LaC and project learning

Whole-school  
initiative:  
STEM  
education



ELE KLA **supports** the implementation of STEM education through RaC/LaC activities, e.g.

- introduce STEM-related reading materials
- design tasks, activities and projects to create new things or work out innovative solutions to problems
- connect learning experiences through life-wide learning
- infuse elements that help nurture an entrepreneurial spirit

# Strategic Curriculum Planning and Integration of the New Emphases

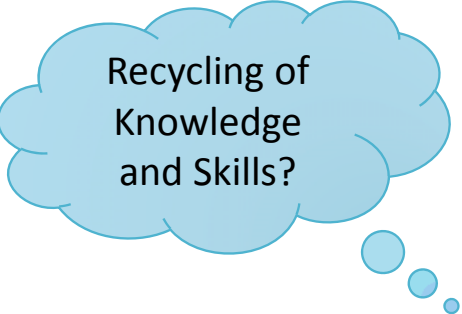
*Refer to the handout and discuss with your group members how to integrate 2-3 new emphases into the English curriculum of School A:*



Learning Outcomes?

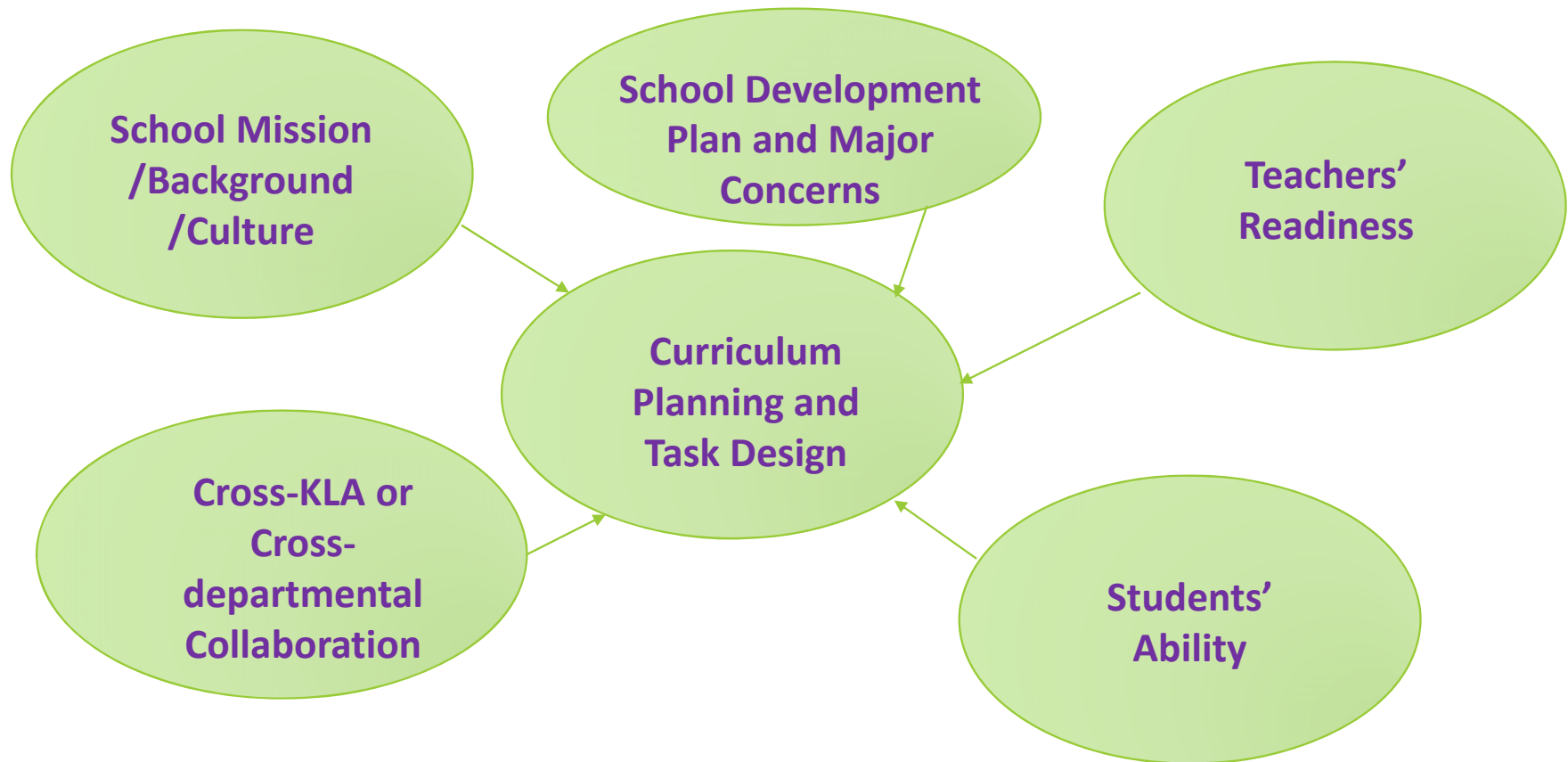


Development of Skills?



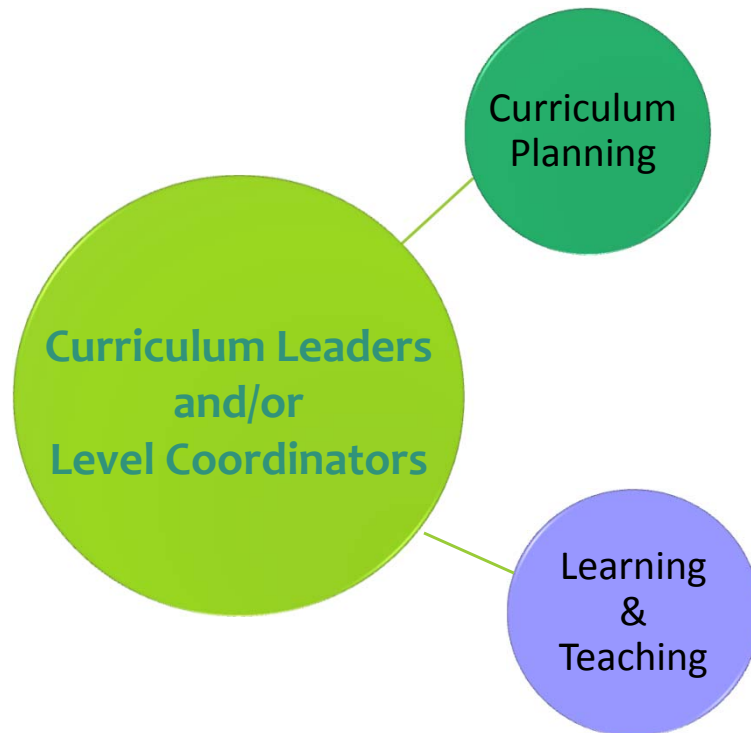
Recycling of Knowledge and Skills?

## Considerations when implementing the major emphases in the school curriculum





# Effective Implementation of school English Language curriculum



## For example:

- Aligning what is taught and coordinating the progress of teaching and assessment at the same level
- Enhancing students' language and generic skills that contribute to the success of their study
- Promoting a reading culture in the class and strengthening values education
- Introducing varied text types including non-fiction texts that facilitate cross-curricular learning
- teaching reading and writing skills explicitly
- enriching students' English learning experiences through promoting R/WaC
- integrating e-learning into the English Language classroom

# Resources

## EDB

- One-stop Portal
- ETV
- English Language Education Learning and Teaching Resources
- Radio Programmes

## Others

- Public Libraries
- Internet, e.g. YouTube, TED-Ed, BBC, British Council
- Application Software (e.g. tools for polling, organisation, collaboration and production)
- Lexile

# Professional Development Programmes (2017/18)

<http://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/professional-development-programmes.html>

<b>Literacy Skills</b>	<ul style="list-style-type: none"><li>• Enhancing the <b>Interface</b>: Developing <b>Reading Skills</b> of Secondary Students with Reference to the Learning Progression Framework</li></ul>
	<ul style="list-style-type: none"><li>• Enriching and Extending Students' Learning Experiences through <b>Reading and Writing across the Curriculum</b> at the Secondary Level</li></ul>
	<ul style="list-style-type: none"><li>• Developing Secondary Students' <b>Writing Skills</b> with Reference to the Learning Progression Framework</li></ul>
<b>e-Learning</b>	<ul style="list-style-type: none"><li>• e-Learning Series: Adopting <b>e-Learning</b> to Enhance Students' <b>Grammar</b> Knowledge and Promote Self-directed Learning</li></ul>
	<ul style="list-style-type: none"><li>• e-Learning Series: Effective <b>Use of IT</b> to Explore Literary Texts in the Junior Secondary English Classroom</li></ul>
	<ul style="list-style-type: none"><li>• e-Learning Series: Effective Use of <b>e-Resources</b> for Communication – Tapping into Students' Creativity, Critical Thinking and Problem-solving Abilities</li></ul>
	<ul style="list-style-type: none"><li>• e-Learning Series: <b>Media Literacy</b> in the Junior Secondary English Classroom – Enhancing Critical Thinking Skills through the Use of <b>Digital Texts</b></li></ul>
<b>Assessment Literacy</b>	<ul style="list-style-type: none"><li>• Effective <b>Assessment</b> Practices in the English Language Curriculum</li></ul>

# Professional Development Programmes (2017/18)

<http://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/professional-development-programmes.html>

<b>Catering for Learner Diversity</b>	<ul style="list-style-type: none"><li>• Catering for Learner Diversity Series: Adopting e-Learning to <b>Cater for Students with Special Educational Needs</b> in the Junior Secondary English Classroom</li></ul>
	<ul style="list-style-type: none"><li>• Catering for Learner Diversity Series: Stretching the Potentials of <b>Advanced Learners</b> in the Secondary English Language Classroom</li></ul>
	<ul style="list-style-type: none"><li>• Catering for Learner Diversity Series: Effective Strategies for <b>Accommodating Diverse Needs</b> of Students in the Secondary English Classroom</li></ul>
<b>Senior Secondary Studies</b>	<ul style="list-style-type: none"><li>• Effective Learning and Application of <b>Grammar Knowledge</b> in the Senior Secondary English Language Classroom</li></ul>
	<ul style="list-style-type: none"><li>• Developing Students' Creativity and <b>New Literacy Skills</b> through Language Arts Elective Modules</li></ul>
	<ul style="list-style-type: none"><li>• <b>Developing Students' Thinking Skills</b> through the Non-language Arts Elective Modules</li></ul>
<b>New Teachers</b>	<ul style="list-style-type: none"><li>• Understanding and Interpreting the English Language Curriculum for <b>New English Teachers</b></li></ul>

# Professional Support

Professional  
Support  
Services

School-based Professional Support Section

Language Learning Support Section

Native-speaking English Teacher Section

Quality Education Fund Thematic Network

English Language Education Section

Information Technology in Education Section

# Useful Websites

## Learning and teaching resources

- Curriculum Documents  
<http://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/curriculum-documents.html>
- Resources developed by the English Language Education Section, CDI  
<http://www.edb.gov.hk/index.aspx?nodeID=2773&langno=1>
- Resources developed by the Native-speaking English Teacher Section, CDI  
<http://www.edb.gov.hk/en/curriculum-development/resource-support/net/enet-resources.html>
- Resources developed by the Language Learning Support Section, CDI  
<http://cd1.edb.hkedcity.net/cd/languagesupport/resources.html>
- One-stop Portal for Learning and Teaching Resources  
<http://minisite.proj.hkedcity.net/edbosp-eng/eng/home.html>
- ETV Programmes  
<http://etv.edb.gov.hk/home.aspx>
- RTHK Teen Time Radio Programme  
<http://app3.rthk.hk/special/teentime/mainpage.php>
- HKedCity English Campus  
<https://www.hkedcity.net/english/>

# Useful Websites

- English Language Education Section, EDB  
<http://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/index.html>
- Central Resources by Curriculum Development Institute, EDB  
<https://crc.edb.gov.hk/crhome/en/index.asp>
- Standing Committee on Language Education and Research (SCOLAR)  
<http://www.language-education.com/eng/index.asp>
- TVNews  
<https://www.hkedcity.net/tvnews/zh-hant>
- eREAP  
<https://www.hkedcity.net/ereap/en/home>

---

# Implementing Reading and Writing across the Curriculum

---



# How to implement Reading and Writing across the Curriculum

---

- ◆ Identify students' needs and plan the curriculum
- ◆ Select appropriate reading texts
- ◆ Develop suitable learning and teaching activities

---

# Implementing Reading and Writing across the Curriculum- Identifying Students' Needs



# School language policy

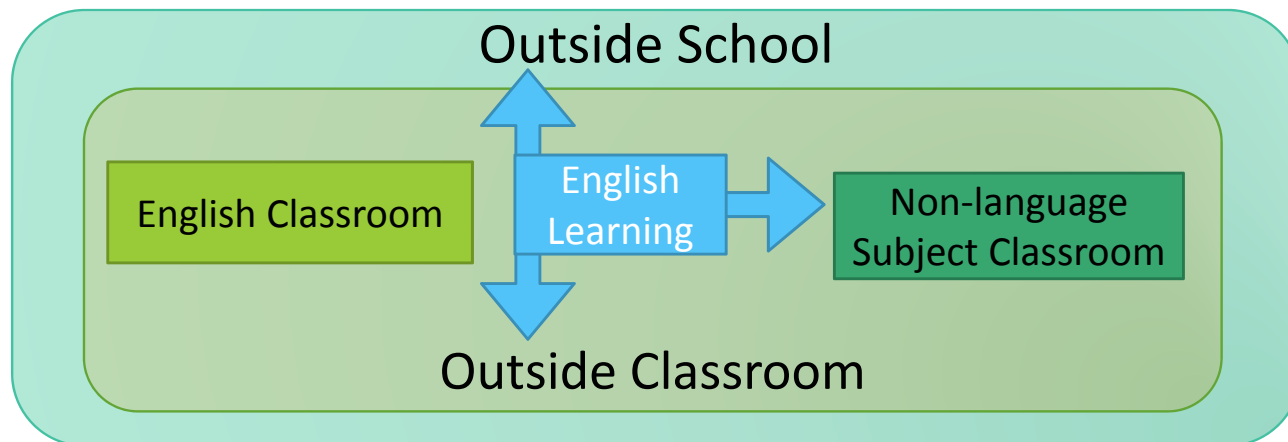
---

- Be familiar with the school language policy to understand students' needs, e.g. :
  - English adopted as the medium of instruction **in all subjects in all classes / in some subjects in some classes / not in any subjects**
  - Teachers **required / not required** to communicate with students in English at all times
  - Extra-curricular activities conducted in **English / Chinese**
  - School announcements made in **English / Chinese**
  - **English / Chinese** used in display boards

# Identifying students' needs

---

- Needs arising from...
  - learning in the English classroom
  - learning other subjects in English / Extended Learning Activities (ELAs)
  - using English outside the classroom
  - using English outside school



How can learning in the English classroom benefit other aspects of student learning?

# Identifying students' needs

---

- **Curriculum mapping**

- the process of indexing or diagramming a curriculum to identify and address academic gaps, redundancies, and misalignments for purposes of improving the overall coherence of a course of study and, by extension, its effectiveness

# Identifying students' needs:

## Curriculum mapping

---

- Bridging pedagogy in language development across the curriculum
  - Language is the building blocks of cognitive development
  - “... children first build on what they know before language, and then use language as well in constructing additional categories.”
  - “Adding in systemic teaching of academic language skills helps in further developing the knowledge structure”

## An example: Curriculum mapping on rhetorical functions

Rhetorical functions	Language items (e.g.)	PSHE	ME	SE	TE	AE	PE
Comparison	<b>Connectives:</b> <i>However, on the contrary, despite, whereas</i>	*		*			
Procedure	<b>Imperatives:</b> <i>Hold</i> the racket vertically.		*	*	*	*	*
Recount	<b>Past tense:</b> World war II <i>lasted</i> from 1939 to 1945.	*		*			*
Explanation	<b>Connectives:</b> <i>Due to, because, since; therefore, so, as a result</i>	*	*	*			
Description	<b>Adjectives:</b> <i>Postmodern, romantic, three-dimensional</i> <b>Passive construction:</b> Water <i>is pumped</i> to the water treatment station.	*		*		*	
Conclusion	<b>To summarise, to conclude</b>	*		*			
Suggestion	<b>Modal verbs:</b> Can, may, could, might, should	*		*			
Instructions	<b>Wh-words:</b> <i>What</i> is the sum of the numbers from 1 through 1000000? <b>Imperatives:</b> <i>Discuss</i> the impacts of Meiji Restoration.	*	*	*	*	*	*
Presentation of facts	<b>Present tense:</b> The Earth <i>rotates</i> around the Sun.		*	*			*
Assumption	<b>If, let, suppose:</b> The value of a gold coin is \$3 200. <i>If</i> its value increases by 6% each year, what <i>will be</i> its value after 4 years?		*				*

# Common rhetorical function

- Using “connectives” to explain

---

## Connectives



### English Language

From *Survivor* to *The Amazing Race*, these types of reality game shows have been successful because they reveal how people react when they are put in difficult situations. Therefore, I decide to take the proven ideas behind these programmes and other popular types of reality shows ...

... Contestants will also have their own video blogs to share their thoughts during taping. As a result, viewers will get a better look at the contestant’s inner thoughts and feelings.

*(Aristo Success 3B, p.60)*



### History

The **Age of Exploration** refers to the period of exploration during the 15<sup>th</sup> and 16<sup>th</sup> centuries, a period of new voyages and also a new world. The Age of Exploration began during the Renaissance because the ideas at that time inspired in the Europeans a keen interest in the world. It also provided technical and navigational tools with which Europeans could explore. They could build ships for longer voyages, make better and more accurate maps, and learn the use of compasses and astrolabes.


*(New Horizon History (Introduction), pp. 23-24)*



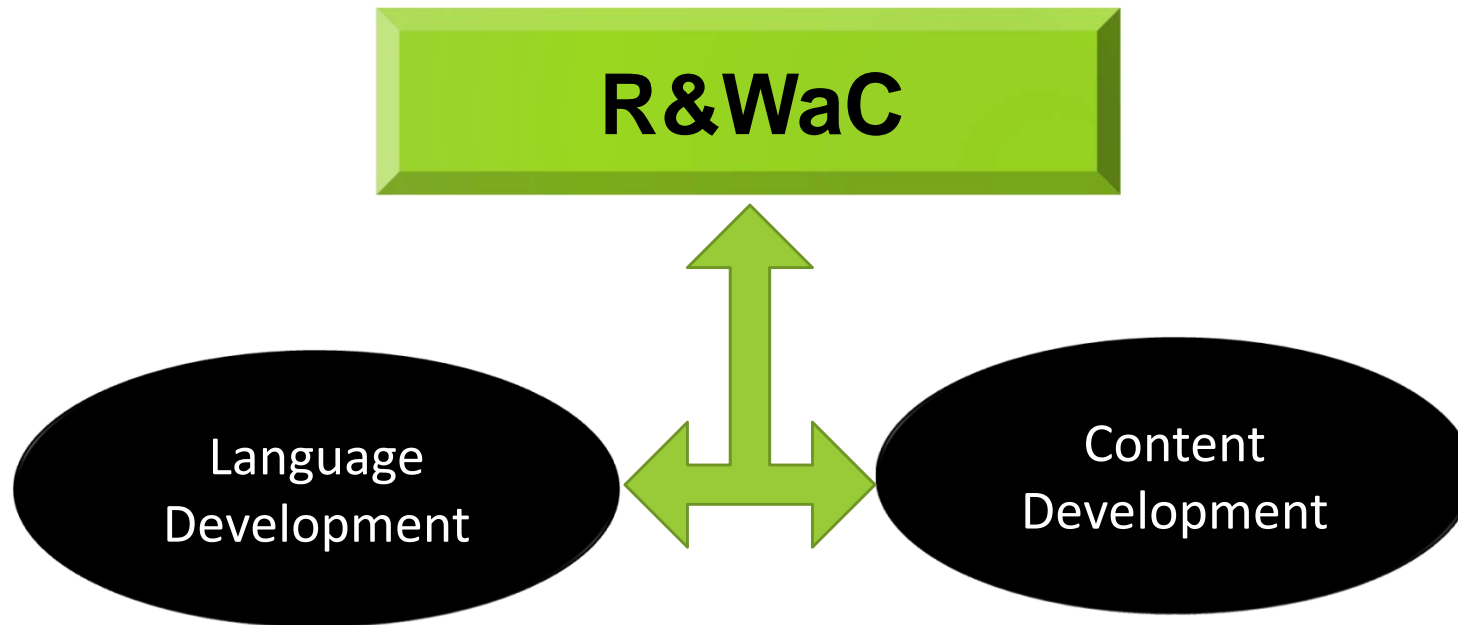
# Rhetorical functions

---

Assume	Compare	Contrast	Discuss
Describe	Deduce	Define	Elaborate
Evaluate	Explain	Estimate	Illustrate
Identify	Instruct	Interpret	Justify
Present	Propose	Sequence	Suggest

- At the senior secondary (SS) level, a higher standard for language, which is usually academic language patterns, is required.
  - Implementing Reading and Writing across the Curriculum would help students cope with the demand of the English Language curriculum at the SS level.
- 

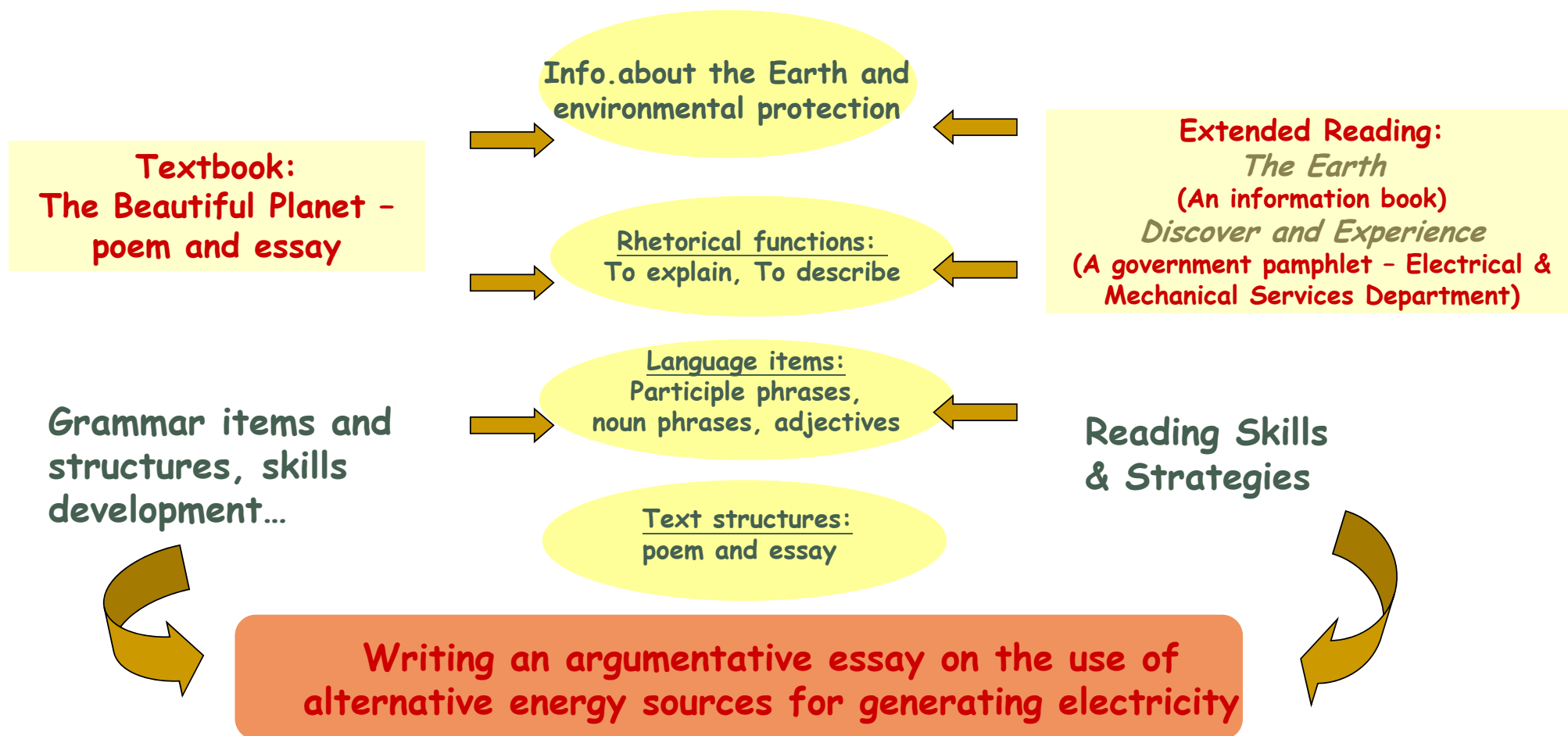
## Reading and Writing across the Curriculum (R&Wc)



Language through Content  
Content through Language

## Reading and Writing across the Curriculum: An example

### Topic: Earth



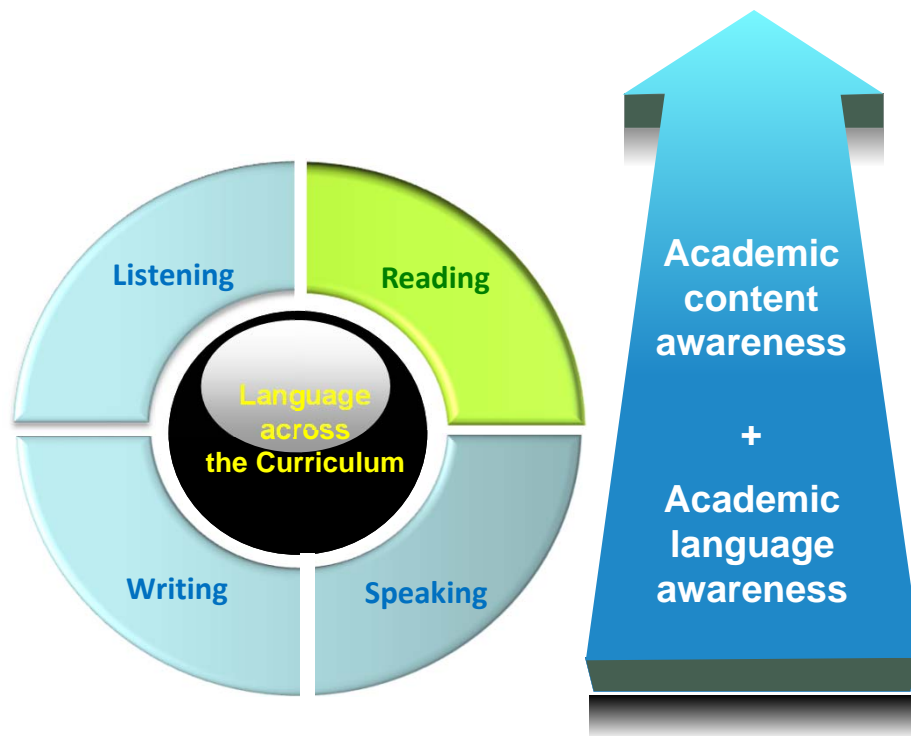
---

# Implementing Reading and Writing across the Curriculum-

## Selecting Reading Texts

# Reading across the Curriculum

---



- Reading across the curriculum (RaC) is a component within Language across the Curriculum
- RaC
  - reading as a **fundamental mode of learning**
  - explicit teaching of reading to be **integrated** with teaching the curriculum
  - students learning to read
    - the **subject matter** of pedagogic texts
    - the associated **language patterns**

*(Martin & Rose, 2005)*


## Things to consider when selecting reading texts...

---

- Variety of text types?
- Level of difficulty?
- Themes/Topics linked to the school English Language curriculum and curricula of different KLAs?
- Easily adaptable?
- Appropriate tasks and activities can be designed accordingly?

# An example: Reading in History

---

- “Historical **vocabulary**” is **difficult** to students e.g. “Constitutional Monarchy”, “Feudal System”.
  - Reading **primary sources** may be challenging.
  - **Background knowledge** is important to the understanding of the concepts e.g. “Thanksgiving”.
- 

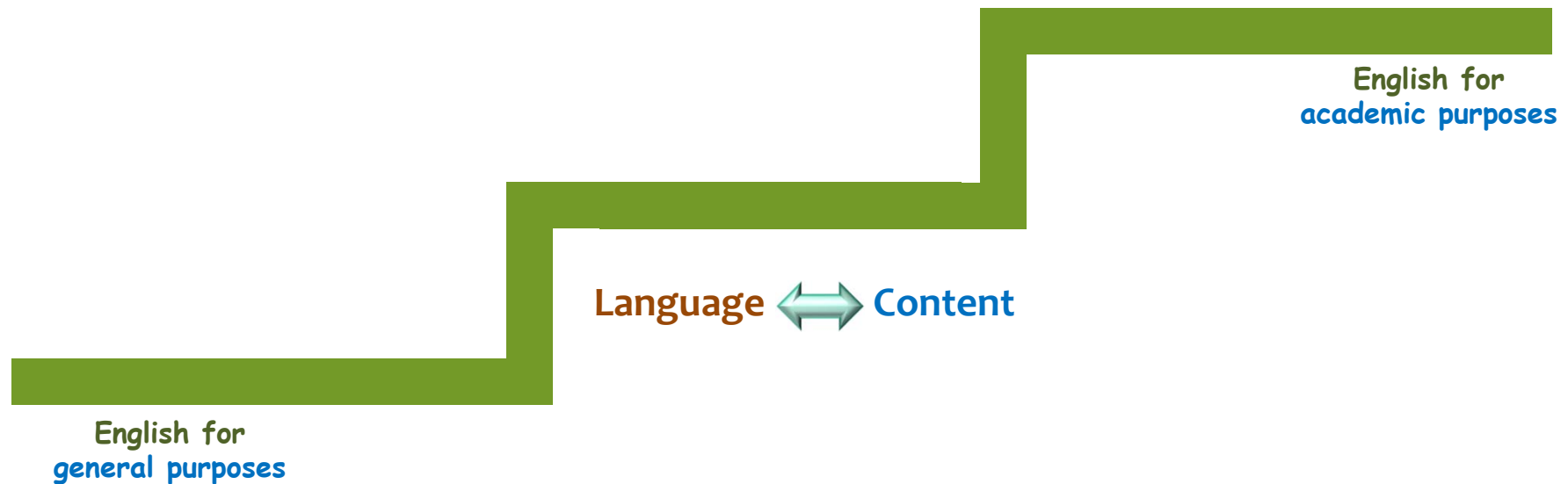
# Facilitating reading in History: An example

---

Book title: A Children's Introduction to Art

Related KLA: History

Related topics in History: Life in Ancient Greece





# Collaborating with the School Library to promote RaC

---

- suggest suitable books for promoting RaC
- organise learning activities collaboratively to
  - motivate students to read
  - develop students' reading skills
- maintain an organised and encouraging reading environment

# Maintaining a class library to promote RaC

---

- Books selected with reference to the school English Language curriculum
- Books on the same theme graded and put in the same box
- Books in a text set on the same theme written at different levels of difficulty  
→ facilitating spiral learning

# Extended reading for Reading across the Curriculum

---

## For the Junior Secondary Level

[http://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/BL\\_for\\_KS3\\_2015.pdf](http://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/BL_for_KS3_2015.pdf)

## For the Senior Secondary Level

[http://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/BL\\_for\\_KS4\\_2015.pdf](http://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/BL_for_KS4_2015.pdf)

---

Implementing Reading and Writing across the Curriculum-  
Designing Learning and Teaching Activities



# Design of learning and teaching activities

---

- 1) Explicit teaching of reading skills
- 2) Incorporating graphic organisers
- 3) Implementing e-learning
- 4) Making use of storytelling
- 5) Enhancing students' application of language knowledge and skills for non-language subjects

# 1) Explicit teaching of reading skills:

## Prediction

---

- Anticipation Guide

A set of statements on the text for students to agree or disagree with before reading and confirm if they are right after reading

- KWL Chart

A chart with three columns “Know” (K), “Want to know” (W) and “Learnt” (L) that help students organise information before, while, and after reading a text

# 1) Explicit teaching of reading skills: Working out the meaning of unfamiliar words

## ➤ Formation of words

- e.g. Guiding students to understand prefixes and suffixes

The English language is changing all the time. New words are invented regularly, or coined, to meet the needs of society. Words are created almost every day, particularly in the area of information technology, for example, 'Internet', 'cybercrime' and 'edutainment'. The following are some of the ways to coin new words:

1. Affixation – adding prefixes or suffixes, e.g.
  - cyber + crime → cybercrime
  - inter + net → Internet
  - dot-com + er → dot-comm(er)
2. Blending – putting two words together and shortening them, e.g.
  - Internet + etiquette → netiquette
  - education + entertainment → edutainment
  - web + log → blog
3. Clipping – shortening a word, e.g.
  - advertisement → ad
  - Internet → Net
4. Giving a new meaning to an existing word, e.g.
  - mouse (a small furry animal) → mouse (a computer device)
5. Conversion – shifting the part of speech of a word without changing its form, e.g.
  - Google (n) → google (v), meaning 'to find information using a search engine'

Students learning how words are formed

Understanding how a word is coined can help you remember it better. Discuss and guess the meanings of the following words. Refer to Part A and indicate the way they are invented by putting the number in the space provided. The first one has been done for you as an example.

Word	Meaning	How it is coined
surf (line 3)	to look quickly through information on the Internet for anything that interests you	4 a new meaning for the word 'surf', which originally means 'ride on a surfboard'
infotainment (line 5)		
emails (line 7)		

Students working out how other words are formed

Below are some cartoons about cybercrimes. What are the crimes mentioned in the cartoons? Match the cybercrimes in the table below with the cartoons by filling the appropriate letters in the boxes.

a. money-laundering	b. identify theft	c. piracy
d. spamming	e. copyright infringement	f. hacking

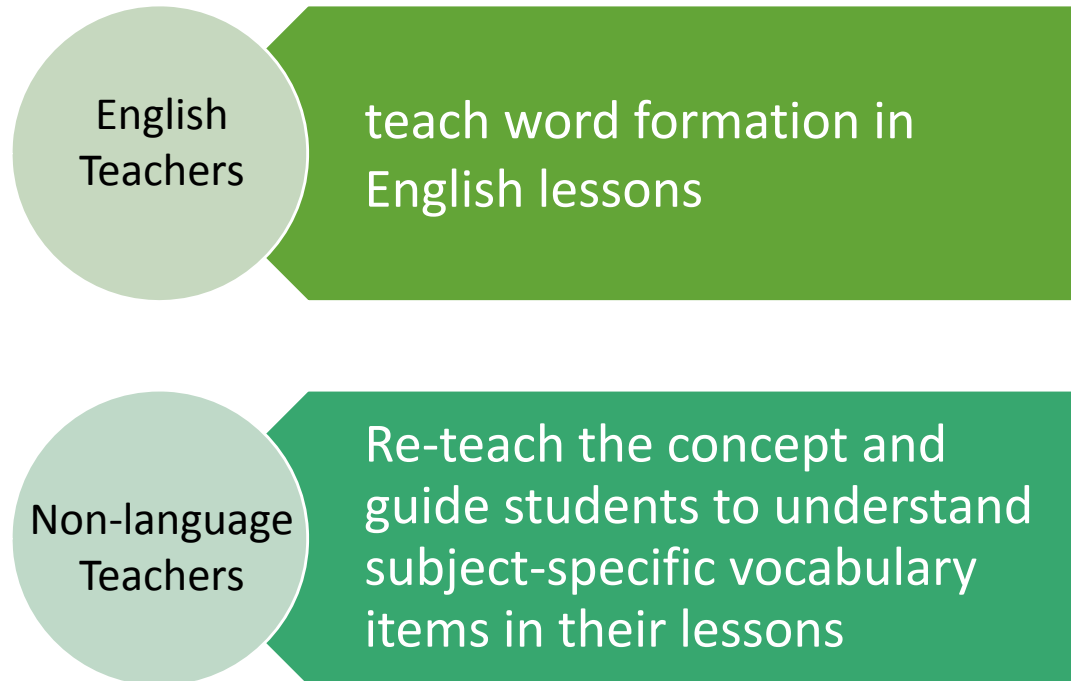


Students guessing the meanings of unfamiliar words

# 1) Explicit teaching of reading skills

## Linkage to non-language subjects

---



### *Example:*

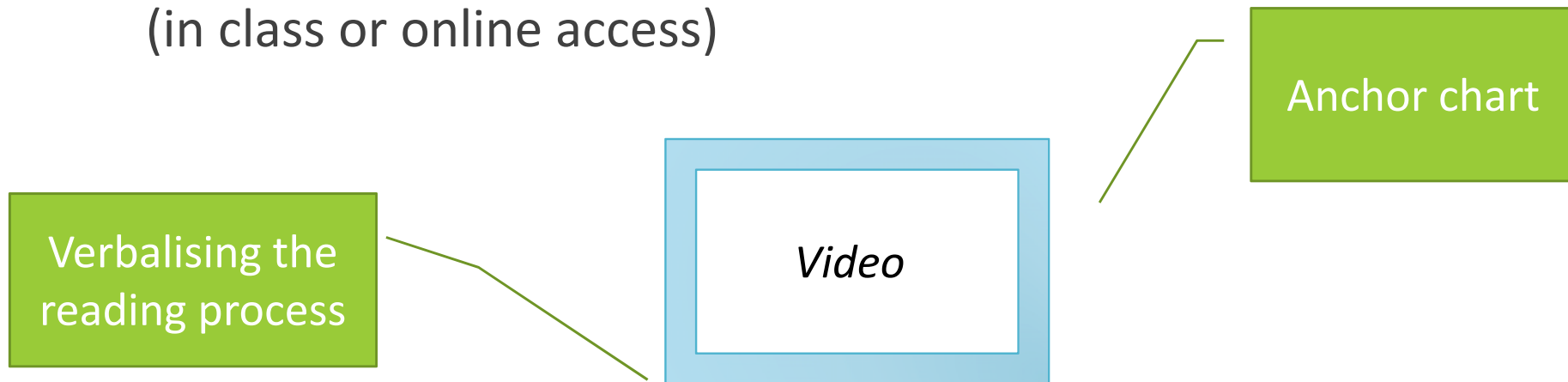
After the concept “suffixes” is covered in the English lessons, the Integrated Science teachers introduce common suffixes that can be found in Science texts, such as ‘-logy’ in ‘radiology’ and ‘zoology’, and ‘-ium’ in ‘sodium’ and ‘calcium’.



# 1) Explicit teaching of reading skills: Think-aloud

---

- Set the anchor chart
- Demonstrate the reading process to students  
(in class or online access)



## 2) Incorporating graphic organisers

---

- Graphic organisers are tools that help students:
  - organise their thinking when reading
  - deconstruct the texts to understand the concepts
  
- Examples:
  - Comparison Matrix
  - Mind Map

## 2) Incorporating graphic organisers:

### Rationale

---

- With proper use of graphic organisers, students can organise the concepts and language they have learnt and build associative networks in their minds effectively.

## 2) Incorporating graphic organisers:

---

### ➤ Comparison matrix

- *Graphic organisers that help students make comparison and contrast*

### ➤ Mind map

- *Guide students to organise the ideas presented in the text with mind maps*

# Activity 1

---

- Design a graphic organiser for students to complete to help them understand the main ideas of the text “Ahead of their time”.

# 3) Implementing e-learning

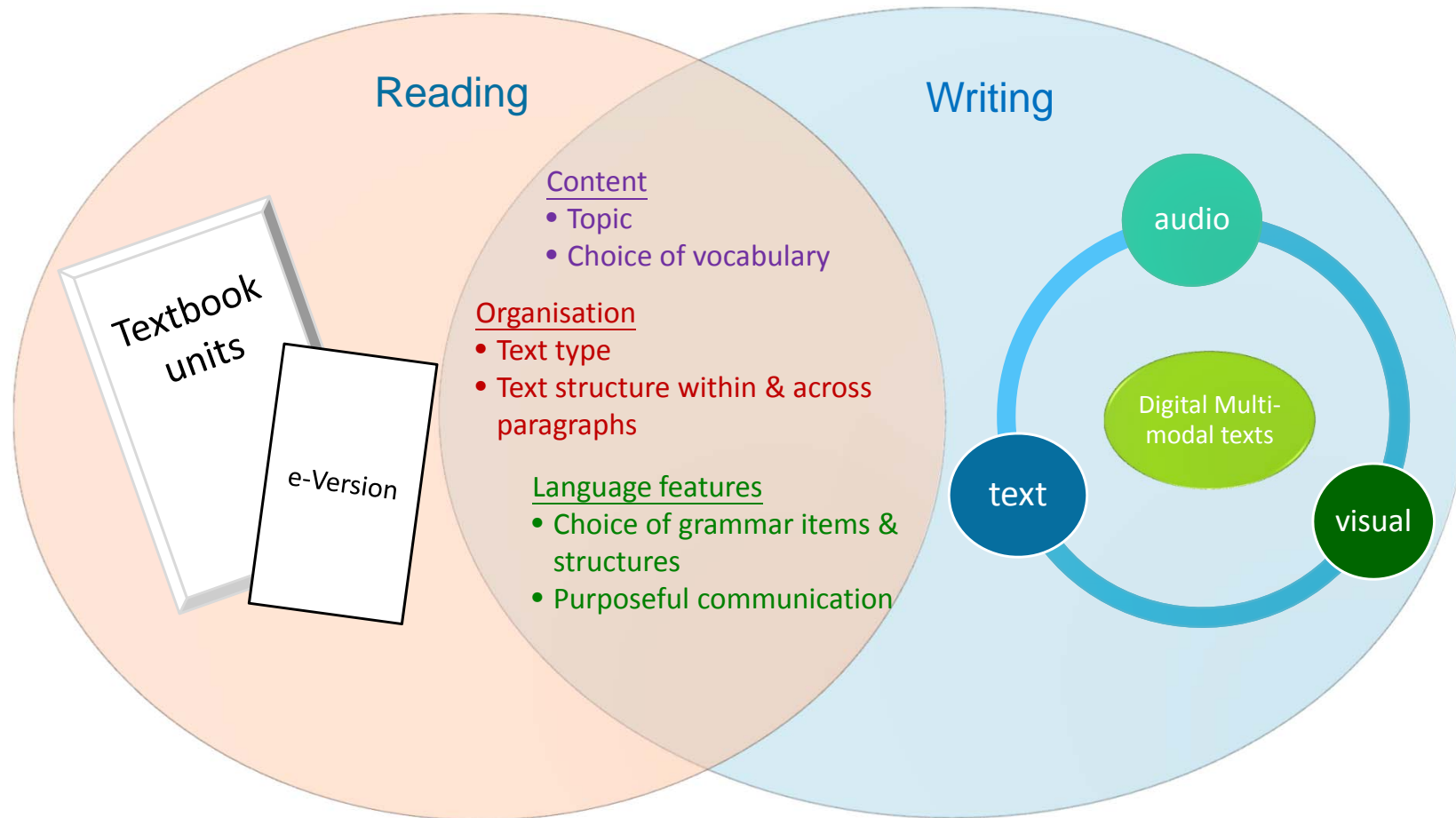
---

## e-Learning:

- To arouse students' learning motivation
- To develop students' new literacy skills

# 3) Implementing e-learning

---



# 3) Implementing e-learning

## Science experiment recording

---

- Appropriate books about science experiments are selected.
- Students learn how to present steps with “imperatives” and “connectives of sequence”.
- Students record a science experiment they choose.



## 4) Making use of storytelling

---

Storytelling:

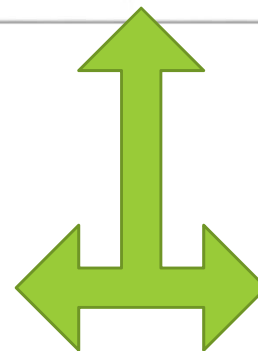
- an appealing way to transmit information
- support exploration in other curriculum areas

# Reading and Writing about “Arachne”



- Subject-specific vocabulary:  
Arachne, Athena, Tapestry, Shuttle

- Language:  
Past tense



- Subject-related content:  
Greek Myth



# Suggestions for conducting storytelling across the curriculum

---

## Before storytelling:

- Guide students to make prediction
- Recount a personal story related to the text

## During storytelling:

- Use presentation slides, pictures or relevant props
- Connect the story to students' life experience
- Pause and predict

## After storytelling:

- Invite students to act out part of the story or discuss the events of the story
- Teach reading skills by exploiting the story
- Provide students with creative writing tasks
- Introduce books or texts related to the theme or content of the story

# Activity 2

---

## Video watching – Storytelling: Arachne

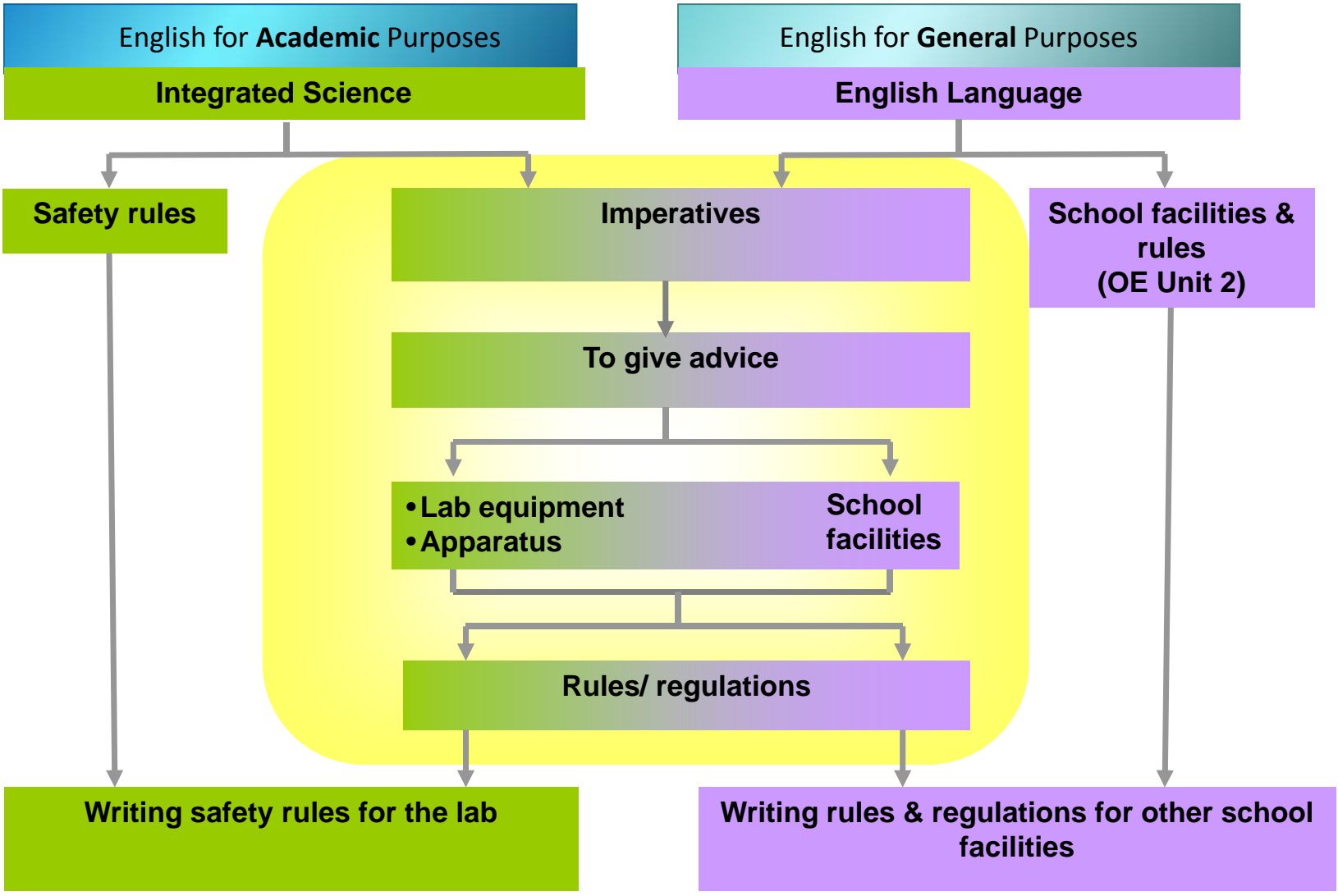
- Watch the video and discuss the rationale behind the design of the storytelling activities.

# Rationale behind the design of the storytelling activities

---

- Adopt a multi-sensory approach to cater for learner diversity
- Engage students in the storytelling
- Connect students' learning experience in History / PSHE
- ?

5) Enhancing students' application of language knowledge and skills for non-language subjects



	English for General Purposes (EGP)	English for Academic Purposes (EAP) (Science)
Context/ Theme	School facilities and rules	Lab safety – Dos & don'ts
Text Type	Rules	
Target Vocabulary + Vocabulary building skills	<ul style="list-style-type: none"> <li>• Vocabulary related to school facilities</li> <li>• Action verbs, e.g. eat, drink, listen, raise</li> </ul>	<ul style="list-style-type: none"> <li>• Names of lab equipment, e.g. beaker, dropper, goggles</li> <li>• Action verbs, e.g. close (the air hole), handle, wash, wear (goggles)</li> <li>• The suffix “-er”, as in “burn<u>er</u>”, “dropp<u>er</u>”, “hold<u>er</u>”</li> </ul>
Target grammar items	<p>Imperatives with or without circumstances, e.g.</p> <ul style="list-style-type: none"> <li>• <b>Do not run</b> <u>in the corridor</u>.</li> <li>• <b>Be</b> attentive <u>when the teacher is talking</u>.</li> <li>• <b>Do not fall</b> asleep <u>during the lessons</u>.</li> </ul>	<p>Imperatives (with circumstances), e.g.</p> <ul style="list-style-type: none"> <li>• <b>Wear</b> a pair of safety goggles <u>when heating substances</u>.</li> <li>• <u>When we heat something with a Bunsen burner</u>, always <b>point</b> the test-tube <b>away</b> from ourselves and our classmates.</li> </ul>
Task	Writing rules and regulations for school function rooms using the imperatives	Writing lab safety rules using the imperatives

# Design of learning and teaching activities

---



## Pedagogical Considerations



Equipping students with learning strategies relevant to the learning of particular topics, e.g. use of graphic organisers



Highlighting the explicit and consistent use of target language forms to explore content with students



Guiding students to read and write the text by encouraging more teacher-student/ student-student interactions for the development of language skills



Lessons structured in a cyclical manner (spiral learning) to provide multiple opportunities for students to explore and revisit content and content-related language



# Books for reference:

---

**Book title:** Language Across the Curriculum &  
CLIL in English as an Additional  
Language (EAL) Contexts

**Author:** Angel M.Y. Lin

**Book title:** Cross-curricular Resources  
for Young Learners

**Author:** Immacolata Calabrese &  
Silvana Rampone