



Faculty of **Education**
The University of Hong Kong

Seminar on CLIL For
Vocational Training Council

Implementing **Content** and **Language** Integrated
Learning at local educational institutions

25th November 2016

VTC Tower

14:30 to 16:30

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In this seminar

1. Different kinds of English/Chinese – everyday, academic & technical
2. Introduction to CLIL and LAC
3. Different models of CLIL
4. Possible challenges in CLIL implementation
5. Possible solutions in CLIL implementation
6. Factors that facilitate CLIL implementation
7. Q & A



Let's play a warm-up game
before we start ...

Think of one **4-word phrase**
to describe this picture.



e.g. 兩文三語



Think of another 4-word phrase to describe these pictures.



進口有機(天然)蔬果			
品名		品名	
	Fuji/Gala/Granny Smith 有機蘋果		Organic Artichokes 有機朝鮮薊
	Organic Blueberry 有機藍莓		Organic Romaine Heart 有機羅美心
	Organic Cherry 有機櫻桃		Organic Cauliflower 有機白花菜
	Organic Grapefruit 有機葡萄柚		Organic Broccoli 有機青花菜
	Organic Grapes 有機葡萄		Organic Celery 有機西洋芹菜
	Organic Lemon 有機黃金檸檬		Organic Lettuce 有機結球高苣
	Organic Nectarine 有機油桃		Organic Green Cabbage 有機甜高麗
	Organic Peach 有機紅油桃		Organic Red Cabbage 有機紫高麗
			Organic Beef Tomato 有機小牛蕃茄
			Organic Bell Pepper 有機彩色甜椒
			Organic Carrots 有機紅蘿蔔
			Organic Russet Potato 有機紅薯

File 選項

New...	Ctrl+N
Open...	Ctrl+O
Browse...	Shift+Ctrl+O
Open As...	Alt+Ctrl+O
Open Recent	
Close	Ctrl+W
Save	Ctrl+S
Save As...	Shift+Ctrl+S
Save for Web...	Alt+Shift+Ctrl+S
Revert	
Place...	
Import	
Export	
Workgroup	
Automate	
File Info...	

開新檔案(N)...	Ctrl+N
開啓舊檔(O)...	Ctrl+O
瀏覽	Shift+Ctrl+O
開啓為(E)...	Alt+Ctrl+O
最近開啓檔案	
關閉(C)	Ctrl+W
儲存(S)	Ctrl+S
另存為(A)...	Shift+Ctrl+S
另存為網頁格式(W)...	Alt+Shift+Ctrl+S
恢復(Y)	
置入(L)...	
輸入(M)	
輸出(R)	
工作群組	
自動(U)	
檔案簡介(I)...	

e.g. 中英並重
中英對照

Let's get to know more about you...



“I think ...”

- Let's play a game.
- Please go to this website:
 - <https://kahoot.it/#/>
- Then enter the **game pin** shown on the screen for the game.





“I believe ...”

- Let's play another game.
- Please go to this website:
 - <https://kahoot.it/#/>
- Then enter the **game pin** shown on the screen for the game.





Thanks for letting us know your ideas.

蘋果雪梨瘦肉湯

Lean Pork Soup with Apples and Pears



材料

蘋果 兩個
 雪梨 兩個
 無花果 三粒
 南杏 一兩
 北杏 一兩
 瘦肉 半斤
 清水 十五碗
 鹽 適量

Ingredients

apples 2
 Ya-li pears 2
 dried figs 3
 sweet almonds 38 g
 bitter almonds 38 g
 lean pork 300 g
 water 15 bowls
 salt

做法

- 1 所有材料洗淨。
- 2 蘋果去芯，每個切四塊；雪梨去芯，切半。
- 3 瘦肉切四份，洗淨，飛水。
- 4 將清水煮沸，把所有材料放入煲內，用大火煮二十分鐘，再用小火熬煮一小時，下鹽調味，即可飲用。

Method

- 1 Rinse all ingredients.
- 2 Core and cut apples into quarters. Core and cut the pears into halves.
- 3 Cut lean pork into four pieces. Rinse and scald.
- 4 Bring water to the boil. Put all ingredients into a pot. Cook over high heat for 20 minutes. Reduce to low heat and cook for 1 hour. Season with salt. Serve.



功效

此湯潤肺、補臟腑，為四季皆宜的湯飲。
 This soup nourishes the Lungs and strengthens internal organs. Its nourishing quality makes it the perfect soup for all seasons.

做法

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This soup **nourishes the Lungs** and **strengthens internal organs**. Its **nourishing quality** makes it the perfect soup for all seasons.

此湯**潤肺**，**補臟腑**為四季皆宜的湯飲。

Different kinds of English/Chinese?

如何安全使用 橄欖油？

柴米油鹽醬醋茶，食用油向來在廚房裏擔演重要角色，其中橄欖油 (Olive Oil) 以健康形象漸受本地市民追捧，皆因它含有一種名為多酚類 (Polyphenols) 的分子，具很大抗氧化的作用，有助人體減低膽固醇和患上心臟病的風險。市面上出售的橄欖油五花八門，我們應如何選擇和安全使用橄欖油呢？

IOOC和USDA

橄欖油主要出產國均集中在地中海地區，當中產油量以西班牙居首，佔了全球產量的四成。這些產油國都相當重視他們的油產業，符合品質要求的橄欖油，均從國際橄欖油理事會 (International Olive Oil Council, 簡稱IOOC) 取得產地來源證明。現時全球除了美國採用該國農業部 (US Department of Agriculture, 簡稱USDA) 所訂的評級標準外，基本上都使用IOOC設立的质量標準為橄欖油評級。

初榨橄欖油最優質

最頂級的橄欖油乃初榨橄欖油，是從新鮮橄欖果實壓榨出來的第一道橄欖油，不經第二遍油的精製，橄欖油生劑如己烷 (Hexane) 橄欖油含有太多 (Sodium Hydroxide) IOOC和US

olive oil 橄欖油
polyphenols 多酚類

International Olive Oil Council
US Department of Agriculture

free fatty acid 游離脂肪酸

It seems that there are actually different kinds of English / Chinese.

Different kinds of English/Chinese?

Activity 1: Discuss in pairs/groups:

Core question: What are the differences between texts in **Type A** and **Type B**? e.g. Compare and contrast:

- Lexical features (**word** patterns)?
- Grammatical features (**sentence** patterns)?
- Structure & **organisation**
- Overall **purposes**

Extended question: What can you infer about some of the features of academic texts?

Type A

Example 1

Angel: Hello, Adrian?

Adrian: Good morning Angel!
How're you today?

Angel: I'm fine! I've been up for
a couple of hours working
on my computer—

Adrian: Oh, that's good!

Angel: Are there lessons for me
to see today?

Adrian: Um..., Miss Bussie hasn't
replied to my email yet—
don't know if she's got
something arranged...

Angel: I see, in that case, I'd like
to stay home to work this
morning, and if she's got
back to you, just give me a
call, and I'll come back to
school.

Adrian: No problem! Have a
productive day!

Angel: Thanks Adrian! You have
a good day too! Bye bye!

Adrian: Bye bye!

Example 2

佢:喂! 係咪冇開冷氣呀?

我:唔好意思, 冷氣壞咗...

佢:咁點呀?

我:即係冇冷氣...

佢:好焗㗎!

我:係呀, 壞咗嘛...

佢:咁你唔整?

我:已經約咗師傅整㗎啦~

Example 3

電話響, 飛身撲去聽電話~

我:喂~ 乜乜診所

對方電話背景極嘈雜:喂? 喂? 喂? 診所呀! 我要配藥
呀))))))

我:你俾你覆診號碼我呀~

佢:喂? 你講乜呀? 我聽唔到你講嘢呀)))

我親吻電話:我話你俾你覆診號碼我))

佢:好嘈呀! 聽唔到呀! 我要配藥呀))))

我:你不如去個靜啲嘅地方先打嚟呀~

佢:我聽唔到你講乜呀大聲啲呀))我配返上次啲藥呀!

我:你俾你個number我先啦...

佢:喂? 喂? 喂?

我細細聲:我哋再講落去都有意思啦, 分手啦, 有緣嘅
你搵個清幽啲嘅地方先再聯絡我啦...

Type B

Example 1

3-2 Smart textiles

CHAPTER 3

SMART TEXTILES

SECTION 1 WHAT ARE SMART TEXTILES

Smart textiles can be, in a broad sense, defined as fibres, fabrics and clothing that exhibit some novel performances including sensitivity, actuation and adaptive response to external stimuli such as temperature, moisture, lighting, stress, electrical and magnetic field.

According to their reaction mode, smart textiles can be classified into three categories, namely “Passive Smart Textiles”, “Active Smart Textiles” and “Very Smart Textiles”.

Passive Smart Textiles can only perceive and feel the external stimuli. For example, no matter whether the weather is hot or cold, the “keep warm” function of a heat-insulating jacket will not be altered.

Active Smart Textiles not only can perceive and feel but can also be responsive to the external stimuli. Temperature adaptable textiles and shape memory textiles are good examples of such textiles.

Very Smart Textiles are high level intelligence textiles, which can sense, react and adopt themselves to the external stimuli. They work like the human brain – with perceptive, analyzing and activating performance.

There have already been a number of smart textiles available in the market, and below are some typical examples.

Example 2

3-2 智能紡織品

第三章

智能紡織品

第一節 什麼是智能紡織品

智能紡織品可廣泛指纖維、布料及成衣對外界刺激如溫度、濕度、光線、壓力、電子和磁場等因素，有感知並作出反應。

而根據不同的反應，可被分為「被動智能型紡織品」、「主動智能型紡織品」及「非常智能型紡織品」三種。

「被動智能型紡織品」對外界的刺激僅可做到感知。以隔熱外套為例，不論外間的氣溫是炎熱或寒冷，此類衣物只可保持它的「保暖」功能不變。

「主動智能型紡織品」對外界的刺激不單有感知，還能做到有回應。自動調溫織物及形狀記憶紡織品就是最好的例子。

「非常智能型紡織品」是高水平的智能紡織品，它們不僅有感知及回應，還能自動調節以適應外界的刺激。功能與人腦相似，集感知、分析及行動等各種適應特徵。

現時市面上已有不同品種的智能紡織品出售，這裡列出一些作為參考。

1.1 自動調溫紡織品

傳統的紡織品只有單向的保溫功能，所以如果遇上天氣驟變，並不能改變其特性以平衡溫度。

自動調溫紡織品擁有雙向調溫功能，是屬於「主動智能型紡織品」類別的其中一種。它可根據環境溫度的轉變而吸收或釋放熱能。當氣溫上升時，可從四周吸收熱量；而當氣溫下降，可釋放熱量，令穿著者可維持在舒適的溫度中。

Texts in Type A: **Everyday English** (Basic Interpersonal Communicative Skills--BICS):

→ Communicative/ conversational, context-rich, concrete concepts, less cognitively demanding



Texts in Type B: **Academic / Technical English** (Cognitive Academic Language Proficiency--CALP):

→ Context-reduced, abstract concepts, cognitively demanding



(Cummins, 2000; Johnson & Swain, 1994)

Introduction to CLIL & LAC

Similar concepts with different terms ...

Content-based
language teaching

Content-based
instruction

English for
Specific/ Academic
Purposes

Immersion
programmes

Language Across
the Curriculum

Content and
Language Integrated
Learning

English-medium
schools (EMI)

A continuum of different programmes

More **content**
driven

More **language**
driven



Immersion
programmes

Content and
Language
Integrated
Learning

Content-based
language teaching

English for
Specific/ Academic
Purposes

What is Content and Language Integrated Learning (CLIL)?

‘CLIL is an **approach** in which a **foreign language** is used as a tool in the learning of a **non-language subject** in which *both language and the subject have a joint role.*’ (Marsh, 2002).

- Under the umbrella term Content-based Instruction (CBI)
- A bit similar to immersion programmes
- However, CLIL puts extra emphasis on the integration of ***BOTH*** content learning & language learning, often in the **same lesson**

Language Across the Curriculum

- **Definition**
 - the **practice** through which the study and use of languages take place throughout the curriculum
 - A whole-school/institute approach: formulate a language policy applied to all subjects at all levels
 - An academic language infused content curriculum
- **Advantages:**
 - bridges existing curricular and disciplinary boundaries
 - more integrated learning environment
 - in CLIL: better integration of language and content learning
 - raises awareness of the role played by language in mediating content
 - enhances the language proficiency of both students and teachers

(Hoare et al., 1997; <http://www.language.brown.edu/LAC/>)

Key conditions for successful English learning in EFL (English as Foreign Language) learning contexts (e.g., HK, Thailand)

Video ([info](#); around 6 minutes)

[Extract 1](#) – from a HR person’s point of view

[Extract 2](#) – from a local bilingual reporter’s point of view

[Extract 3](#) – from a Chinese Doctor’s point of view

Activity 2

From these video extracts, can you **identify** of some **key conditions** for **successful English learning in Hong Kong**?

Four key conditions for successful English learning in EFL (English as Foreign Language) learning contexts (e.g., HK, Thailand)

- **E**xposure
- **U**se
- **M**otivating Contexts
- **E**xplicit **I**nstruction (Guidance)

How can we strengthen these 4 conditions in local educational institutions?

CLIL can help provide these 4 conditions...

- Successful CLIL implementation in our local educational institutions can provide ample...
 - Exposure to English
 - Opportunities to Use English
 - Motivating Contexts to use English
 - Explicit Instruction (guidance) to enhance students' Academic Language Skills

Success in CLIL / LAC depends on **TWO** elements:

- CLIL teachers should have both **academic language awareness** and **academic content awareness** so that (i) *content (-led CLIL) teachers* can provide language support to students in content lessons, while (ii) *language (-led CLIL) teachers* can help students improve their academic language skills for content learning

**CLIL Teachers
have:**

**Academic
Language
Awareness**



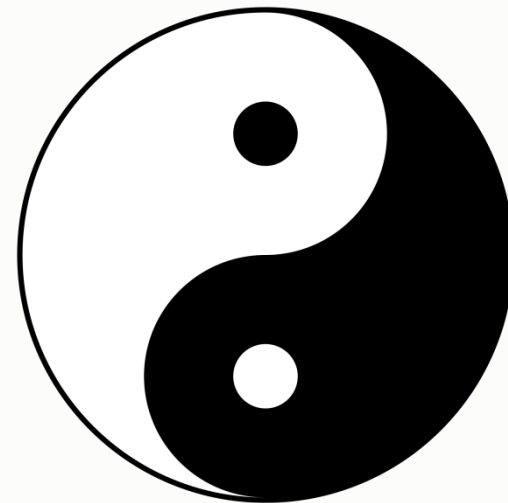
**Academic
Content
Awareness**

- **Different modes of LAC** in the **tertiary** setting:
 1. **ESP/EAP classes**: Language teacher, with the help of content subject teacher, develops a special language class which uses the concepts and texts from the content subject to teach academic language (skills).
 2. **Sheltered instruction/classes**: Content subject teacher, with the help of language teacher, adapts their teaching to suit the levels of L2 learners (e.g. using simplified texts and materials).
 3. **Paired/ Adjunct courses**: Content subject teacher teaches the concepts and language teacher teaches the corresponding academic language (skills).
 4. **Team teaching**: Content subject teacher and language teacher design the content and language integrated curriculum and co-teach

(Crandall & Tucker, 1990)

CLIL/ LAC requires **collaboration** of **content** and **language** teachers

- CLIL requires content teachers to become **language-aware**, and language teachers to become **content-aware**
- CLIL thus requires collaboration of content and language teachers



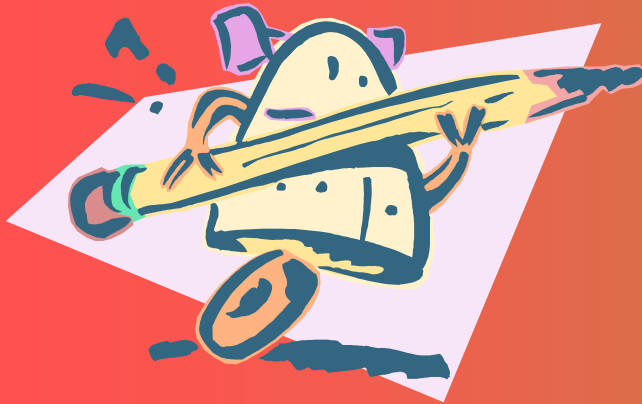
**How to enhance
collaboration between
Content Teachers & *Language Teachers* ?**

Developing a Common Framework

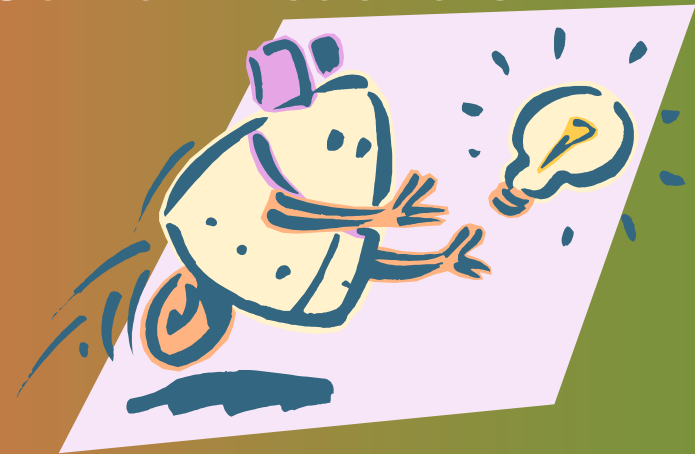
**The Genre Framework:
A powerful tool for CLIL / LAC**



Language Teachers & Content Teachers



**A Common Language:
The Genre Framework**



**Raising Academic Language
Awareness**

“Genre Egg” – Language Awareness A Functional View of Language in Context

(adapted from Rose, 2005)

Top down

Curriculum context

**Academic / Technical text-types
(genres)**

Academic functions

**Sentence
patterns**

**Academic
vocabulary**

**LAC /CLIL
can be
done at
any level.**

**For planning
For awareness raising
For communication
For needs analysis
For text analysis**

Bottom-up

A glimpse of the two different genres

Hobby Week

Bella So – photographer

For Bella So, photography is more than just a hobby – it's a passion. She never goes anywhere without one of her three cameras. At just fifteen years of age, Bella is already a prize-winning photographer. 'I started taking photos when I was six,' says Bella. 'My dad got a new camera and asked me if I wanted his old one. He gave me some rolls of films and I was taking pictures from then on.' When her dad was looking at her first set of pictures, he realised that they were already better than his.

(from Longman Elect JS3A, p. 5)

Human digestive system

Digestion and absorption of food take place in a long tubing called the alimentary canal in our body. It starts from the mouth to the anus. The alimentary canal together with associated glands (which secrete digestive juice) make up our digestive system.

The process of taking food into the alimentary canal through our mouth is called ingestion. Inside our mouth cavity, food is broken down by our teeth physically into small pieces for easy swallowing. This also increases the surface area of food for digestive juices to work on.

(from Interactive Science 3A (2nd ed.), Pearson Longman, p. 54-55)

Simple text analysis of “*Human digestive system*”: vocabulary level

- 3 types of vocabulary:

- (1) **Subject-specific vocabulary** (i.e. technical terms)

e.g. digestive system, digestion, absorption, alimentary canal, anus, glands, ingestion, mouth cavity

- (2) **General academic vocabulary** (semi-technical terms)
→ used across academic subjects (Coxhead, 2000)

e.g. human, take place, associated, process, physically, increases, surface area

- (3) **Signalling words** (e.g. connectives to logical connection)

e.g. also

Simple text analysis of “*Human digestive system*”:
academic function level

- A variety of academic functions, for example:
- Defining
- Example: “The process of taking food into the alimentary canal through our mouth is called ingestion.”
- What **term** is being defined in this example?

Example : “ingestion”

Sentence patterns of “definitions”

Term	=	general class word		specific characteristics
Conduction	is	a process	that by which where	heat is transferred.
The water cycle		a pattern		how water moves around the Earth.

Term	=	general class word		specific characteristics
Energy	is	the ability	of matter	to do work.
Light energy		the energy		carried by light waves.

Term	=	specific characteristics	general class word
Petroleum	is	a non-renewable	resource.
Litmus paper		a pH	indicator.

Term = General class word + Specific characteristics

Subject (S) + Verb (V) + Clause structure

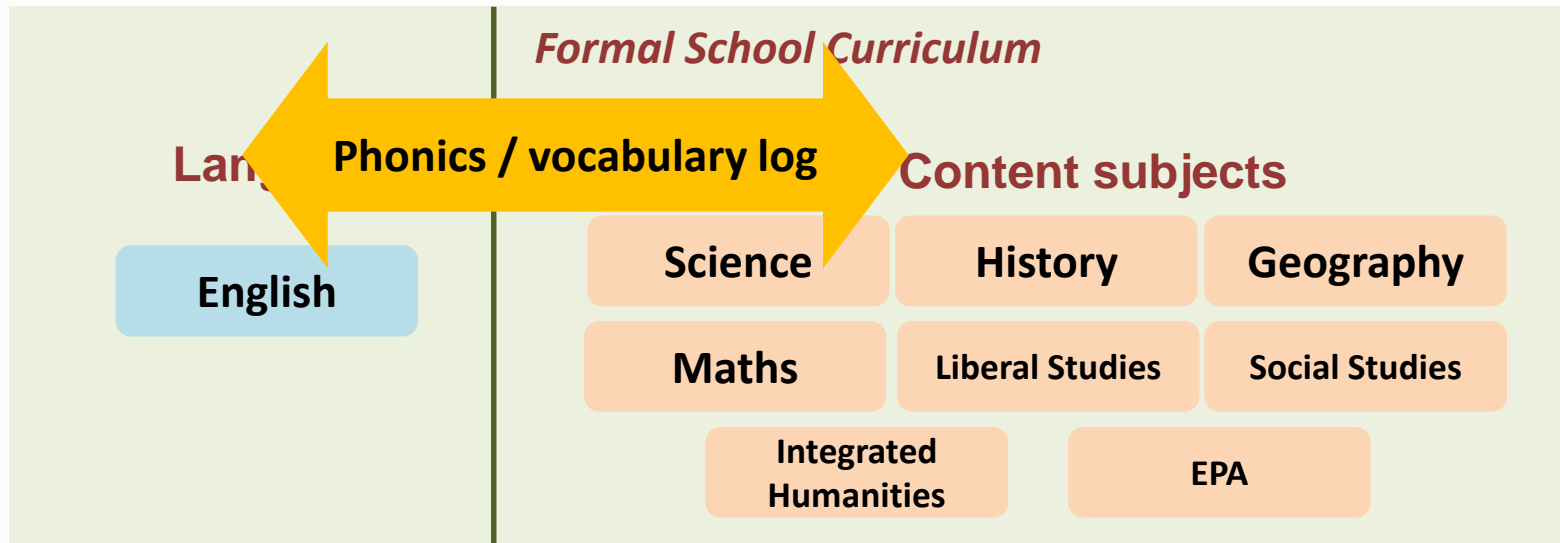
Simple text analysis of “*Human digestive system*”: academic function level

- Analysis of the example
 - Example: “The process of taking food into the alimentary canal through our mouth is called ingestion.”
 - Term = “**ingestion**”
 - General class word = “**process**”
 - Specific characteristics = “**taking food into the alimentary canal through our mouth**”
 - “The **process** of **taking food into the alimentary canal through our mouth** is called **ingestion**.”

- different subjects have different genres/ linguistic features
 - difficult for native speakers, not to mention L2 learners
 - mastery of subject-specific genres is essential for academic success (Gibbons, 2009)
- for students who start CLIL in secondary education (e.g. S.1 in Hong Kong)
 - discrepancy between L2 and cognitive development (Johnson & Swain, 1994; Coyle et al., 2010)

How can CLIL teachers help students to access content knowledge through L2 and master subject-specific genres?

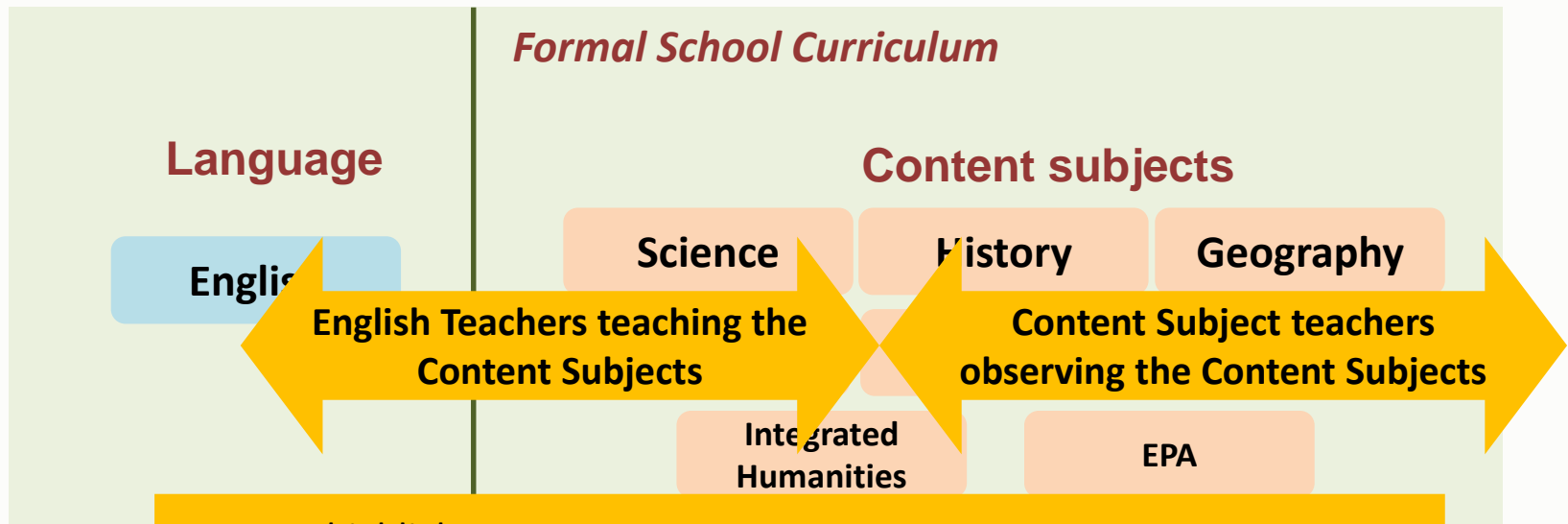
Collaboration Model 1: LAC at ‘vocabulary level’



Issues to highlight:

- Easy to arrange (common in bridging programmes)
- Good for teaching syllabication and spelling
- Learning English through glossaries
- Limited impact

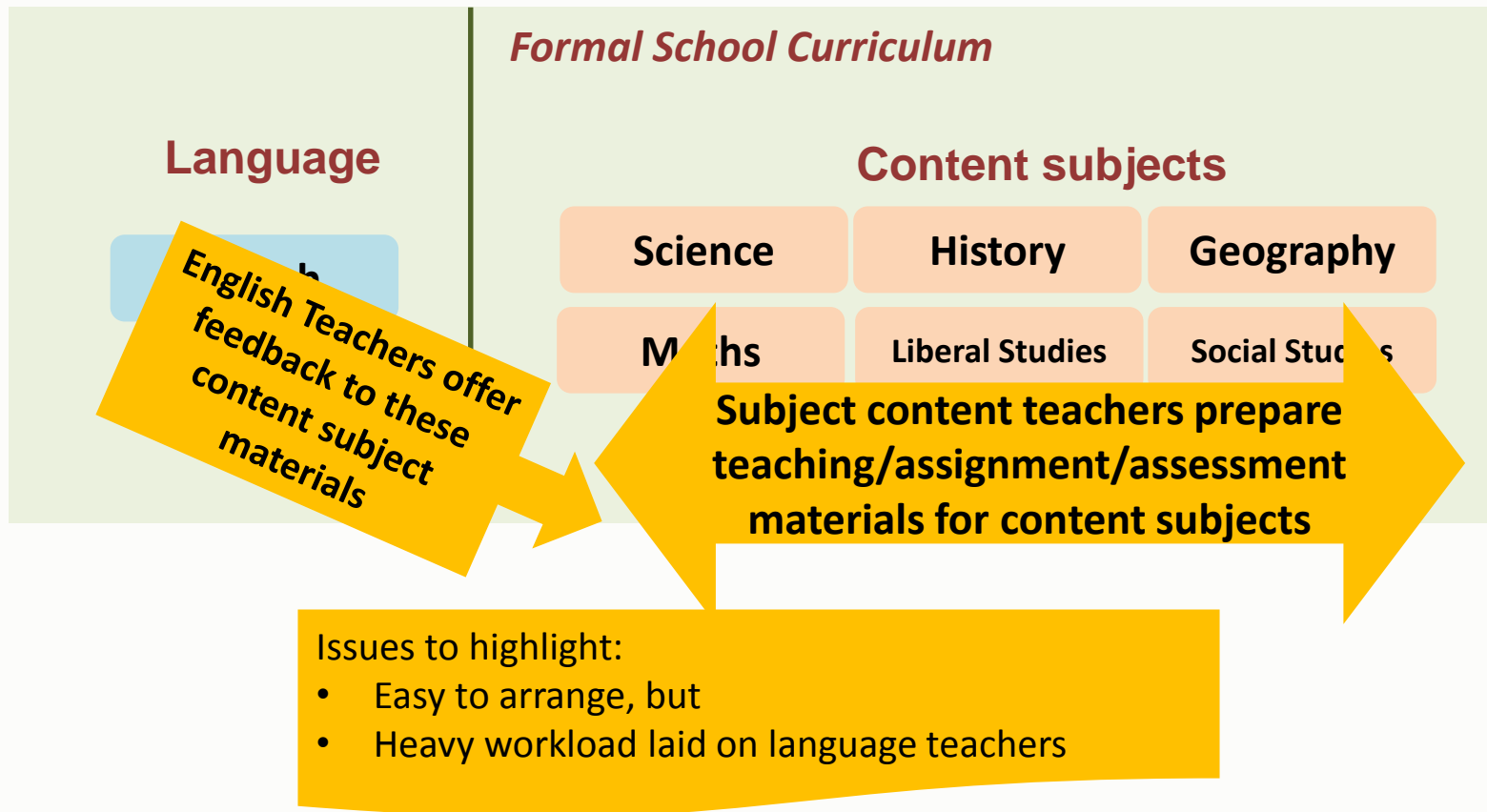
Collaboration Model 2: LAC at 'demo-teaching level'



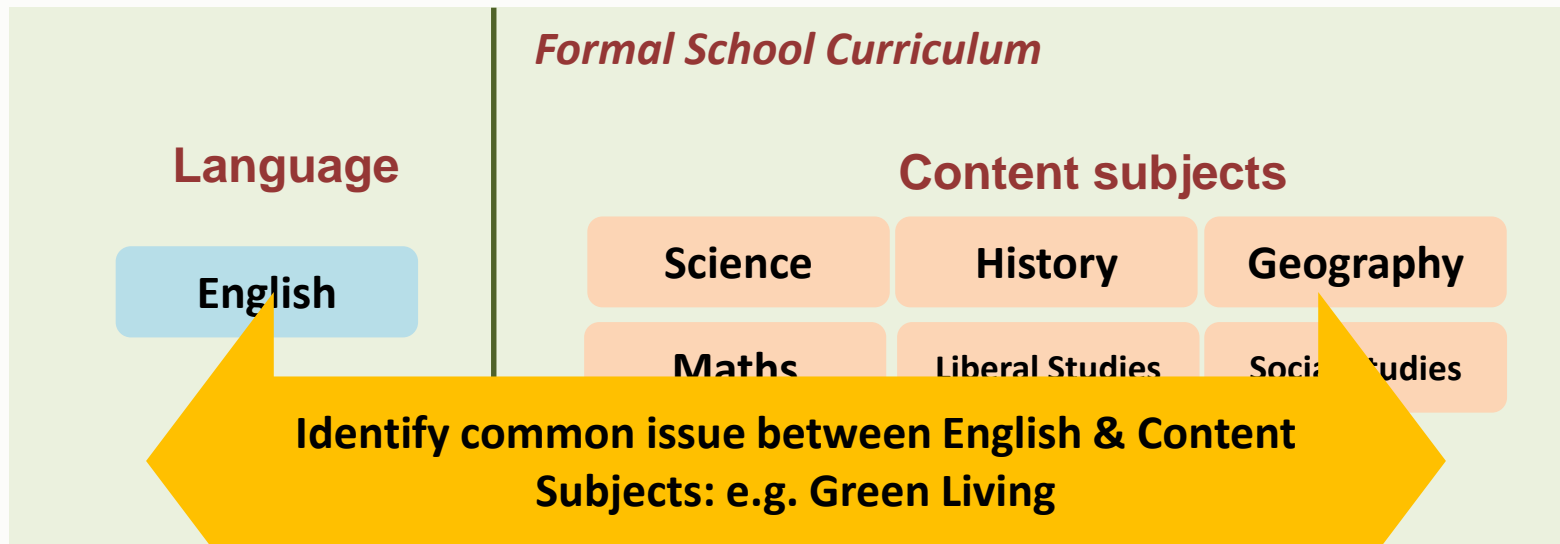
Issues to highlight:

- Language teachers can understand the difficulties of using EMI in content subject classrooms
- Content subject teachers can understand how language teachers teach'
- Need adjustment in timetabling; English teachers have difficulties teaching content subjects

Collaboration Model 3: LAC at 'curriculum-material-support level'



Collaboration Model 4: LAC at 'project level'

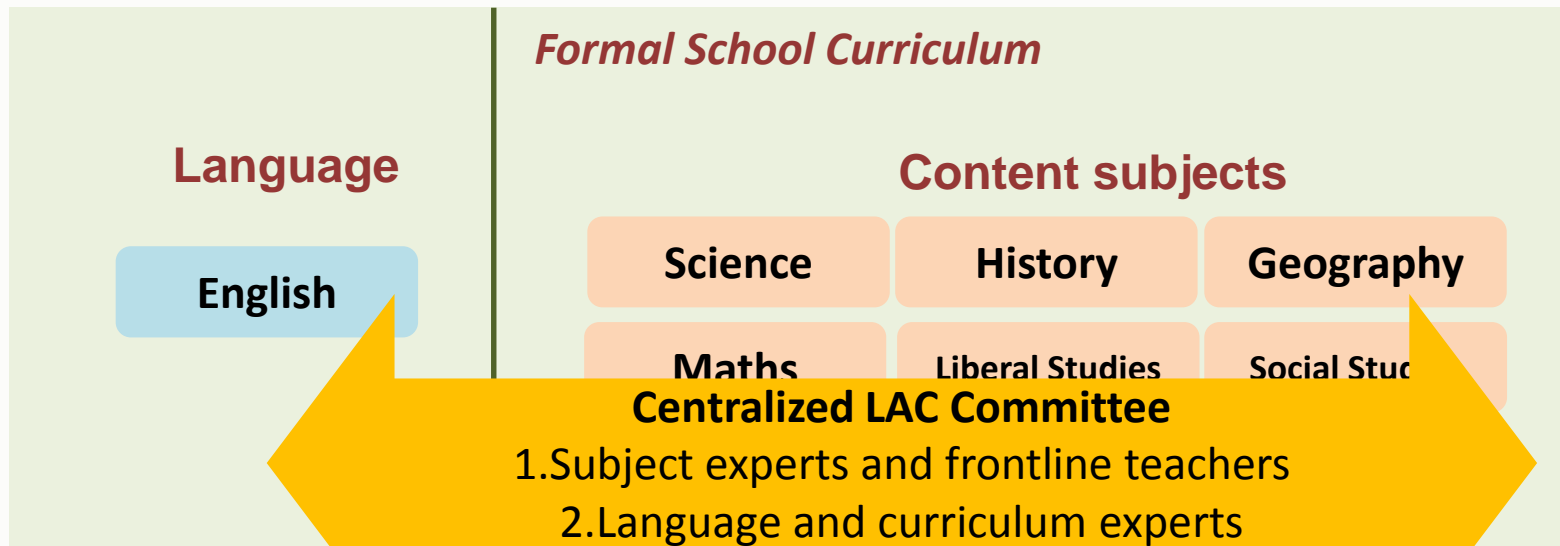


**Identify common issue between English & Content
Subjects: e.g. Green Living**

Issues to highlight:

- Easy to arrange
- Moderate level of collaboration

Collaboration Model 5: A 'full LAC course'



Issues to highlight:

- A coherent, continuous, sustainable and transferable LAC practice/course
- Cater for professional development
- More time and human resource investment involved
- Need to build leadership, consensus and teamwork

Some **possible challenges** of CLIL implementation in general

- **(1) Demands on teachers** (Content & Language)
 - **language-aware & content-aware** teachers
- **(2) Time consuming**
 - Planning
 - Material development
 - Collaboration & implementation
- **(3) Resource consuming**
 - Teaching and learning materials
 - Manpower
 - Time
 - Teaching ideas
 - Reference materials
 - Technology (e.g. “real-time collaboration”)
 - Experience and expertise
- **(4) Lack of consensus among different stakeholders**
 - Administrative management’s, teachers’ and students’ view on learning and using English in learning

Some **possible solutions** & **success factors** of CLIL implementation in general

- Adopt PIE approach – planning, implementation, evaluation
- **Planning**
 - Needs analysis
 - Students' learning needs
 - Curriculum: objectives, assessment, teaching and learning activities
 - Practical and achievable LAC / CLIL aims, goals and objectives
 - SWOT analysis
 - Reaching a consensus among different stakeholders
 - “Think **BIG** but start *SMALL*”
 - Set phrases and stages
 - Piloting
 - Bottom-up & top-down approaches
- **Implementation**
 - Support from management (time / manpower / resources)
 - Support to front-line staff: professional development
 - Extra funding and expertise needed
 - Deployment of resources
 - Appointment of manpower
- **Evaluation**
 - Be creative yet practical

Transitional Bilingual Approach – moving from CMI to EMI

第五課：奇妙的溶劑 V2010.1 (15:36 15/10/2010)

i. 沸騰法／煮沸法

將水加熱至 100°C ，從而將當中的微生物殺死。

ii. 沉積法

- 讓較大的固體雜質沉積在污水底部，形成一層沉積物，
- 從而去除固體雜質。

iii. 過濾法

- 讓污水通過過濾器／濾紙，從而去除當中雜質。
- 得的液體稱為濾液；
- 不能通過過濾器／濾紙的雜質稱為殘餘物。

Chapter 5: The wonderful solvent - water V2010.1 (11:44 15/10/2010)

i.

b
Heating water up to 100°C , so as to kill the microorganisms inside.

ii.

S
• Large solid impurities settle to the bottom of dirty water, form a layer of sediment,
• so as to remove solid impurities.

iii.

f
• Let dirty water pass through filters / filter paper, so as to remove impurities inside.
• liquid resulted is called filtrate;
• impurities that cannot pass through filters / filter paper are called residue.

E.g., The Bilingual Notes
Approach (tried out by a school)

E.g., Form 3 Chemistry Bilingual Quiz (Question 1c)

- (c) How can an atom of these elements become stable?
以下元素之原子如何能達致穩定？

lithium 鋰 An atom of lithium will lose	fluorine 氟 An atom of fluorine will gain
1 electron.	1 electron.
鋰之原子會 失去	氟之原子會 獲得
<u>一粒電子。</u>	<u>一粒電子。</u>

E.g., Bilingual quiz (I.S.)

3Chem_0708_Assignment_1/ p.1

F.3 Chemistry 2007-2008
 Assignment 1: Unit 1 - Safety in Laboratory
 Unit 2 - Matter

Class: _____ () Date: _____
 Name: _____ Marks/Grade: _____ / 40

Part 1: Multiple Choice Questions
 Choose only ONE answer for each of the following questions.
 Put a "✓" into the corresponding box.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
A.		✓			✓						✓				✓					✓	
B.					✓					✓					✓					✓	
C.	✓				✓					✓					✓					✓	
D.		✓										✓	✓							✓	✓

- You are NOT allowed to enter a school laboratory unless
 - a monitor is present.
 - a school prefect is present.
 - a teacher is present.
 - a technician is present.

C
- If you pour some chemicals onto your hand accidentally, you should
 - wash the hand with plenty of acid.
 - wash the hand with plenty of alkali.
 - wash the hand with plenty of salt solution.
 - wash the hand with plenty of water.

D
- Which hazard warning label would you put on a bottle of concentrated hydrochloric acid?
 - corrosive
 - irritant
 - oxidizing
 - toxic

A
- Which hazard warning label would you put on a bottle of hydrogen peroxide (H₂O₂)?
 - corrosive
 - irritant
 - oxidizing
 - toxic

C

3Chem_0708_Assignment_1/ p.5

Part 2: Short Questions 短問答
 Write your answer in the space provided. 在空位寫下你的答案。

21. The following process shows the changes of states of matter. Mark
 以下過程顯示了物質之狀態轉變。

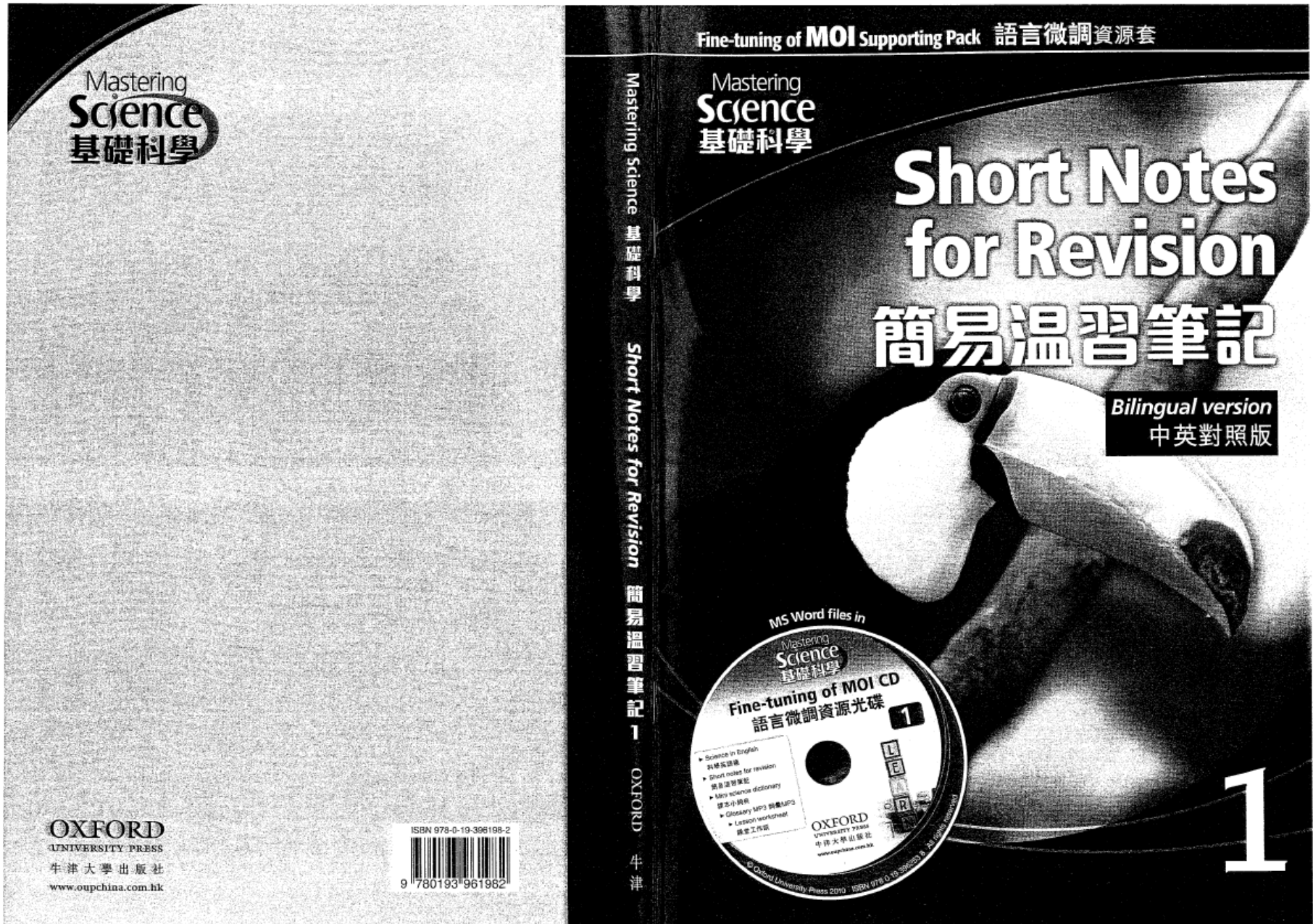
```

    graph LR
      Solid[固體] -- Process A / 過程 A --> Liquid[液體]
      Liquid -- Process B / 過程 B --> Gas[氣體]
      Gas -- Process D / 過程 D --> Liquid
      Liquid -- Process C / 過程 C --> Solid
    
```

- Which process(es) involve(s) the absorption of energy?
 哪些過程涉及能量被吸收?
 Process A and B / 過程 A 及 B 1:1
- Which processes are involved in the following changes?
 以下之轉變涉及哪些過程?
 - Ice-cream melts. Process A / 過程 A 1
 - Water boils. Process B / 過程 B 1
 - Making of ice cubes in the freezer. Process C / 過程 C 1
 - A pot of boiling soup. Process B / 過程 B 1
- Name the following processes.
 寫下以下過程的名稱。
 - Process A / 過程 A melting / 熔解 1
 - Process B / 過程 B boiling / 沸騰 1
 - Process C / 過程 C freezing / 凝固 1
 - Process D / 過程 D condensation / 凝結 1
- The temperature at which ice changes into water is called
 冰變水時的溫度稱為 1
 The melting point of ice. / 冰的熔點 1
- The process at which 'dry ice' turns into a gas is called
 「乾冰」變氣體時的過程稱為 1
 sublimation / 昇華 1

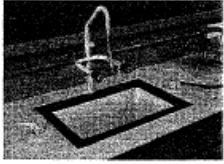

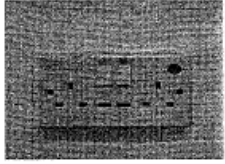






School Examples for transitional bilingual approach




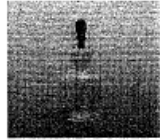
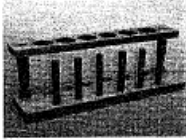





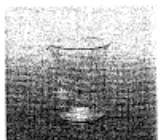


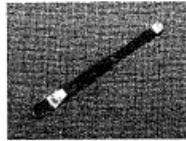


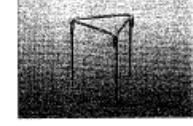
Example 1: IS (S1) – Revision notes as input



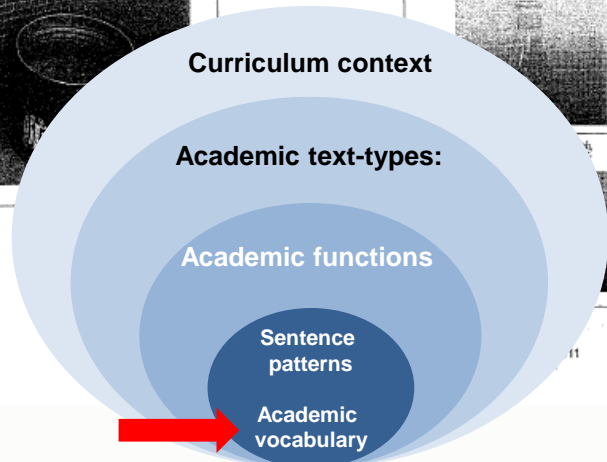
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1.2 Working in the laboratory 在實驗室工作

1 Equipment in the laboratory 實驗室的設備		
water tap and sink 水龍頭和洗滌槽 	gas tap 煤氣掣 	electric socket 電插座 
fume cupboard 通風櫥 	first aid box 急救箱 	eye wash bottle 洗眼瓶 
fire extinguisher 滅火筒 	fire blanket 滅火氈 	sand bucket 滅火沙桶 

2 Laboratory apparatus 實驗室的儀器		
test tube 試管 	reagent bottle 試劑瓶 	boiling tube 大試管 
dropping bottle 滴瓶 	test tube rack 試管架 	measuring cylinder 量筒 
test tube holder 試管夾 	watch glass 錶面玻璃 	test tube brush 試管刷 
evaporating dish 蒸發皿 	beaker 燒杯 	dropper 滴管 
conical flask 圓錐瓶 	spatula 刮勺 	glass rod 玻璃棒 
tongs 鉗 	tripod 三腳架 	

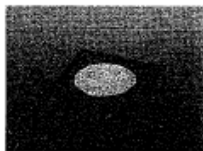
Academic Language



Bunsen burner 本生燈



wire gauze 鐵絲網



stand and clamp 架和夾



3 Some laboratory rules:

一些實驗室規則：

We should ... 我們應該……	We should NOT ... 我們不應該……
✓ keep all exits and passages clear. 保持所有通道暢通無阻。	✗ enter the laboratory without teacher's permission. 沒有老師在場，擅自進入實驗室。
✓ keep the laboratory clean and tidy. 保持實驗室整潔。	✗ do experiments without teacher's permission. 未得老師批准，擅自動手做實驗。
✓ strictly follow the instructions given by the teacher. 嚴格遵守老師的指示。	✗ eat, drink, play or run about in the laboratory. 在實驗室內飲食或嬉戲奔跑。
✓ report all accidents to the teacher at once. 發生意外時，立刻向老師報告。	✗ point the mouth of a test tube towards anyone when heating. 把試管加熱時，把試管口朝向自己或別人。
✓ wear safety goggles when heating or mixing substances. 把物質加熱或混和的時候，戴上安全眼鏡。	✗ leave a lighted Bunsen burner unattended. 把燃點中的本生燈置諸不理。
✓ tie back long hair and fasten school ties when doing experiments. 做實驗時，束起長髮，繫好領帶。	✗ smell or taste any chemicals unless allowed to do so. 未得老師批准，嗅聞或試嘗化學品。
	✗ suck fingers or pencils because they may be covered with chemicals or germs. 在實驗室內舔吮指頭或鉛筆，因為手指或鉛筆可能粘附了化學品或細菌。

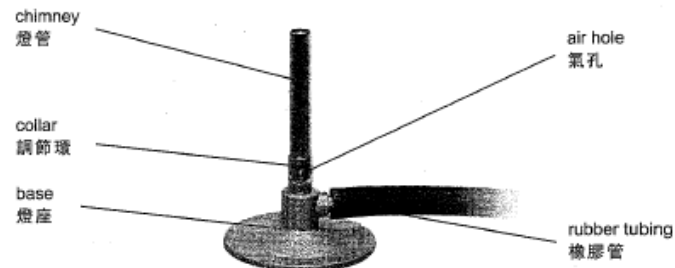
4 Some common hazard warning labels:

一些常見的危險警告標籤：



1.3 Basic skills in doing experiments 基本實驗技巧

- 1 We can use a **dropper** to transfer a few drops of solution from one container to another.
我們可以用滴管，把少量溶液從一個容器移取到另一個容器。
- 2 We can use a **Bunsen burner** to heat substances in a laboratory.
在實驗室內，我們可以使用本生燈把物質加熱。



3 The proper steps of using the Bunsen burner:

使用本生燈的正確步驟：

- ① Make sure the rubber tubing of the Bunsen burner is connected to the gas tap.

確保本生燈的橡膠管已連接到煤氣掣。

Close the air hole before lighting the Bunsen burner.

關閉本生燈前，關上氣孔。

- ② Bring a lighted match over the chimney, then turn on the gas tap.

將燃點火柴，移近本生燈的燈管口，然後開啓煤氣掣。

Adjust the air hole until the flame turns blue.

調整氣孔，直至火焰變成藍色。

When finished, close the air hole and turn off the gas tap.

工作完畢後，關閉氣孔，然後關掉煤氣掣。

Academic Language

Curriculum context

Academic text-types:

Academic functions

Sentence patterns

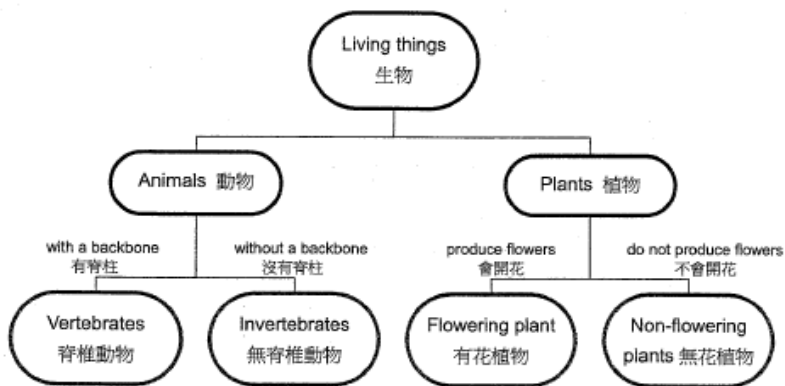
Academic vocabulary

- 6 The classification system is subject to change when there are new discoveries.

分類系統會隨著新資料的出現，作出修改。

- 7 A key helps us identify living things according to their characteristics.

我們可根據生物的特徵查閱檢索表，辨認生物。



2.5 Endangered species 瀕危物種

- 1 Living things that are in danger of **extinction** are called **endangered species**.

面臨絕種危機的生物稱為瀕危物種。

- 2 Examples of endangered species: rhinoceros, pitcher plants, Chinese sturgeons, giant pandas, tigers and orchids.

瀕危物種的例子：犀牛、豬籠草、中華鱔、大熊貓、老虎和蘭花。

- 3 The extinction of **wildlife** has been happening about 1000 times faster than the rate of natural means. The main reasons are:

野生生物絕種的速度較自然絕種的速度高出約 1000 倍。主要原因包括：

Academic Language

Curriculum context

Academic text-types:

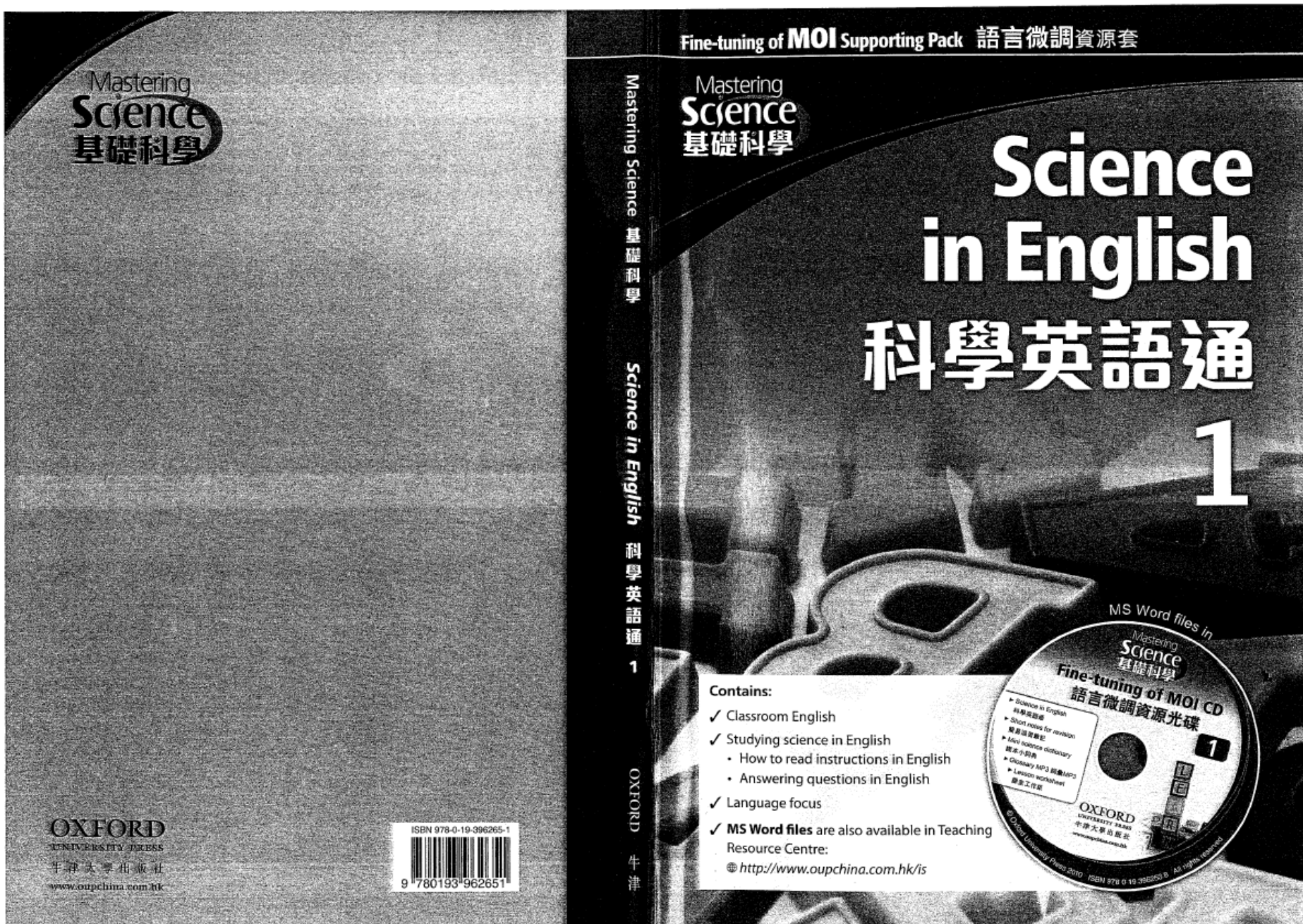
Academic functions

Sentence patterns

Academic vocabulary

Example of living things affected 受影響的生物例子	Reasons why the living things become endangered 生物瀕臨絕種的原因
 Giant pandas lose their habitat 大熊貓失去棲息地	<ul style="list-style-type: none"> Humans destroy their natural habitats to obtain raw materials or new land. 人類破壞牠們的自然生境來獲取原料或新的土地。
 Sharks are killed for their fins 人為取得魚翅而把鯊魚捕殺	<ul style="list-style-type: none"> Some living things are being excessively hunted or over-exploited to make commercial or medicinal products or for gardening purposes. 某些生物被過度獵殺或過度採摘，用來製造商品、藥物或作園藝用途。
 mosquito fish 食蚊魚 Survival of freshwater fish is affected by the exotic mosquito fish 淡水魚的生存受外來的食蚊魚影響	<ul style="list-style-type: none"> Foreign species compete with the native species for food or even feed on the native species. The native species become endangered. 外來物種與當地的原生物種競爭食物，甚至捕食牠們，使原生物種瀕臨絕種。
 fish around 魚子而死亡	<ul style="list-style-type: none"> Some human activities produce harmful substances that pollute the environment. 人類的某些活動會產生有害物質，污染環境。 The polluted environment becomes not suitable for living things to live in. 受污染的環境不再適合生物生存。

Example 2: IS (S1) – Classroom instruction as input



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B) During a lesson

- | | |
|---|-----------------|
| 1 Raise your hands if you have any questions. | A 請用完整的句子說這句話。 |
| 2 Say it after me. | B 你可舉出另一個例子嗎? |
| 3 It's _____'s turn. | C 清楚了嗎? 有任何問題嗎? |
| 4 Can you give me another example? | D 跟我讀一遍。 |
| 5 Please say it in a complete sentence. | E 有問題請舉手。 |
| 6 Is that clear? Do you have any questions? | F 現在輪到_____。 |

1 _____ 2 _____ 3 _____
 4 _____ 5 _____ 6 _____

D) During experiments and group activities

- | | |
|--|-------------------------------|
| 1 Queue up and go to the laboratory quietly. | A 離開實驗室前要洗手。 |
| 2 Let's carry out Laboratory activity 1.1. | B 四人一組, 與組員討論問題, 然後由其中一人說出答案。 |
| 3 Come and collect the apparatus and materials. | C 排好隊, 然後安靜地進入實驗室。 |
| 4 Form groups of four. Discuss with your classmates and then ask one of you to give me the answer. | D 出來拿取所需的儀器和材料。 |
| 5 Tidy up. Clean all the apparatus carefully. | E 我們現在進行實驗室活動 1.1。 |
| 6 Wash your hands before you leave the laboratory. | F 清理桌面, 把儀器清洗乾淨。 |

1 _____ 2 _____ 3 _____
 4 _____ 5 _____ 6 _____

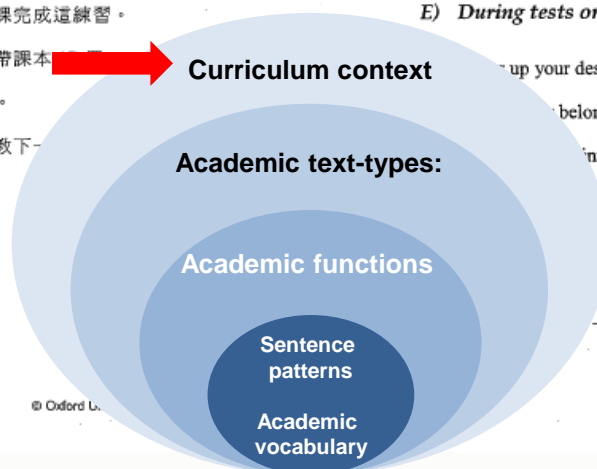
C) At the end of a lesson

- | | |
|--|--------------------|
| 1 That's the end of class. | A 請擦黑板。 |
| 2 We'll finish this exercise in the next lesson. | B 今天的家課是第 42 頁的練習。 |
| 3 Prepare the next section for Monday. | C 我們下堂課完成這練習。 |
| 4 Do the exercise on page 42 for your homework. | D 明天記得帶課本。 |
| 5 Don't forget to bring Book 1B tomorrow. | E 現在下課。 |
| 6 Clean the board, please. | F 星期一會教下_____預習。 |

1 _____ 2 _____ 3 _____
 4 _____ 5 _____ 6 _____



Everyday Language



E) During tests or examinations

- | | |
|---------|-----------------|
| 1 _____ | A 時間到了, 請停筆。 |
| 2 _____ | B 請整理桌面。 |
| 3 _____ | C 你有 30 分鐘回答試卷。 |
| 4 _____ | D 小心閱讀题目的指引。 |
| 5 _____ | E 把所有物件放在椅子下。 |

1 _____ 2 _____ 3 _____ 4 _____ 5 _____



2 Speaking in English

When you study in English, you should practice speaking as much as possible. Here are some common English expressions.



A) Apologizing

- 1 I'm sorry. I don't understand.
對不起，我不明白。
- 2 I'm sorry. I don't know the answer.
對不起，我不懂回答。
- 3 I'm sorry. I haven't finished the homework.
對不起，我沒有完成功課。
- 4 I'm sorry. I've forgotten to bring the book.
對不起，我忘了帶課本。
- 5 I'm sorry. I've broken the test tube.
對不起，我打破了試管。

B) Asking for permission

- 1 I feel sick. May I go to the medical room / go home?
我身體不適，可以到醫療室 / 回家嗎？
- 2 Excuse me. May I go to the toilet/washroom, please?
不好意思，我可以上洗手間嗎？

C) Interrupting

- 1 May I turn on / off the fan, please?
請問可以開 / 關風扇嗎？
- 2 May I open / close the window, please?
請問可以開 / 關窗嗎？
- 3 May I raise / lower the blinds, please?
請問可以拉開 / 拉上窗簾嗎？
- 4 I can't see the blackboard clearly.
我看不清黑板。
- 5 May I sit nearer the front, please?
我可以坐近前排嗎？

D) Not catching

- 1 I'm sorry. I can't hear clearly.
對不起，我聽不清楚。
- 2 Could you turn up the volume?
請問可以提高音量嗎？
- 3 Could you speak louder?
請問可以說大聲些嗎？
- 4 Could you repeat that, please?
請問可以重覆一次嗎？
- 5 Could you speak more slowly, please?
請問可以說得慢一點嗎？

E) Asking a question

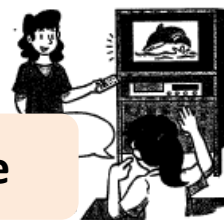
- 1 How do you say this word?
這個字英文是甚麼？
- 2 How do you spell...?
...的單法怎樣？
- 3 Could you tell me the meaning of this word / sentence?
請問這個字 / 句子的意思是甚麼？

F) Giving the right responses

- Student A: Thank you.
謝謝你。 / 唔該。
- Student B: You're welcome. / Not at all.
不用客氣。
- Student A: I'm sorry.
對不起。
- Student B: It's all right. / It doesn't matter.
沒關係。 / 不打緊。

What should you say in the following situations? Practice with your classmates.

1



2



Everyday Language

3



4



Curriculum context

Academic text-types:

Academic functions

Sentence patterns

Academic vocabulary

Part II Studying science in English

1 How to read instructions in English

You will come across many **instructions** when doing exercises and during tests and examinations. Make sure you know what they mean so that you can answer in the correct way.



Fill in the blanks.

把正確的答案填在橫線上／空格內。

Fill in the blanks with the words given.

把下列名稱填在適當的橫線／空格內。

Complete the following sentences.

完成以下句子。

Read the article below and answer the questions.

細閱下文，然後回答問題。

Fill in the table below.

完成下表。

Complete the flow chart below.

完成以下流程圖。

Write 'T' for a true statement and 'F' for a false statement in the boxes provided.

細閱以下句子，正確的在空格內加上「✓」，不正確的加上「✗」。

Match apparatus A to D with i to iv in the spaces given below.

配對以下儀器 A 至 D 和橫線上。

Draw a labelled diagram of an onion cell in the space provided.

在空位內繪畫洋蔥細胞的標註圖。

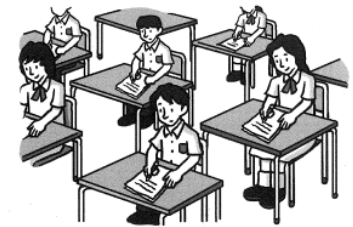
Choose the correct answer for each of the following questions. Write A to D provided.

把代表正確答案的英文



2 Answering questions in English

There are some skills in answering questions. Mastering these skills can help you perform better in examinations! Let us look at them one by one.



A) Look for the question verb

First of all, look for the **question verb** (問題動詞) in the question. It tells you what kind of answers you should give.

Question verb	What to do?
Name / Label (寫出……的名稱)	Give the name in full form . No explanation is needed. (Make sure you spell correctly!)
Using the letters in the diagram (利用圖中的英文字母)	Just give the letters in the diagram . No need to write the name of the structure.
	Answer briefly (簡單地) and to the point in the form of statements or a list . No supporting evidence is needed.
Describe (描述)	Give the details of something. No need to give the reason.
Suggest (建議)	Put forward ideas, hypothesis or thoughts .
	Give reasons . A logical (邏輯的) answer is needed.
	Give both similarities (相似點) and differences . Try to use comparative (比較的) words like larger, smaller, etc.
	Use numbers to work out the answer. Show the workings and give the right unit .

Academic Language for Assessment

Curriculum context

Academic text-types:

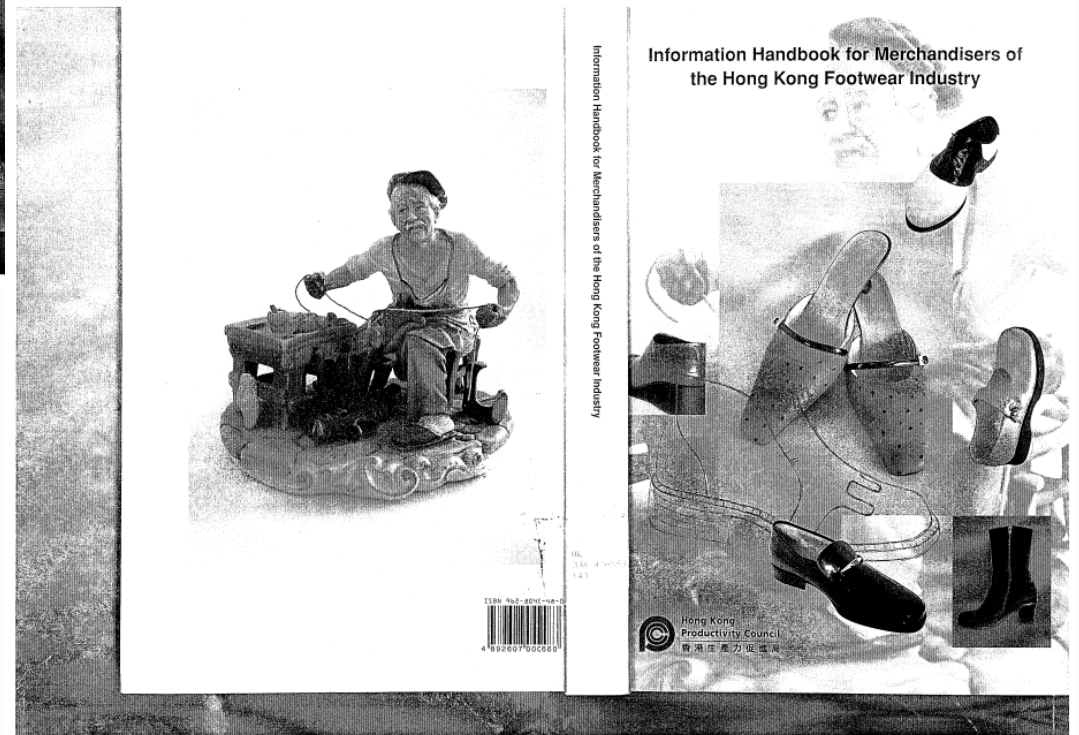
Academic functions

Sentence patterns

Academic vocabulary

Authentic Examples from different
trade areas for transitional bilingual
approach

Example 3: Footwear Industry



第二部份 技術

鞋的種類

1.1 按鞋款分類

世界上每日都有無數不同款式的鞋在商店裡出售，也有無數款式的鞋在世界各地的鞋廠裡生產，同時有更多新款鞋正由各鞋公司的產品開發部設計出來，但無論有多少款鞋會經，或將會問世，它們都可歸納為七個基本類別。在香港，因應鞋的最終用途，也有人建議加上嬰兒鞋、童鞋和運動鞋而成為下列十個類別：

1. 三線鞋
2. 零掌鞋
3. 鞋
4. 涼鞋
5. 拖鞋
6. 木屐
7. 嬰兒鞋 (香港分類)
8. 童鞋 (香港分類)
9. 包子鞋
10. 運動鞋 (香港分類)

1.1.1 三線鞋

類型 (按用者性別分類)：男、女、童



SECTION II Technical Section

Types of Footwear

1.1 Classification by Styles

There are numerous styles of shoes available in shoe shops all over the world. A similar number of different styles of shoes are also under production in shoe factories. New styles of shoes are created by shoe designers everyday in every product development department of shoe companies in every corner of the world.

No matter how many styles have appeared or will appear in the market, all of them can be classified into 7 basic shoe categories. In Hong Kong it is suggested that infants' shoes, children's shoes and sports shoes should be added to the list.

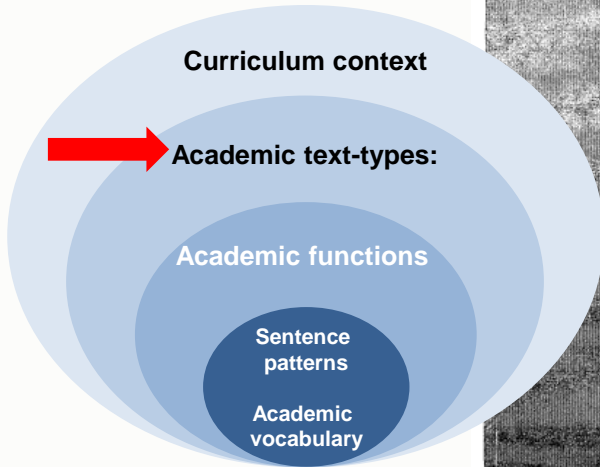
1. Oxford
2. Pump
3. Boot
4. Sandal
5. Mule
6. Clog
7. Infants' shoe (Hong Kong)
8. Children's shoe (Hong Kong)
9. Moccasin
10. Sports shoe (Hong Kong)

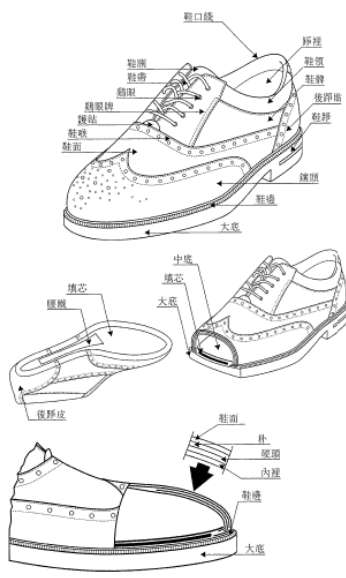
1.1.1 Oxford

Gender: Men, ladies, and children



Academic Language





(i) 三線鞋 (內耳墊) HS6403 9900
a) 閉口式三線鞋 (鞋帶與鞋面在鞋喉處閉口)

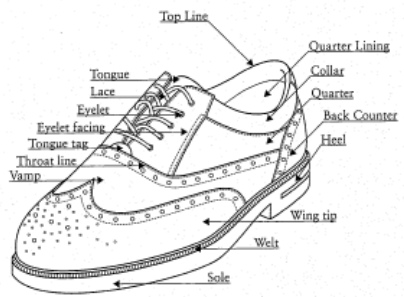


b) 開口式三線鞋 (鞋帶與鞋面在鞋喉處開口)

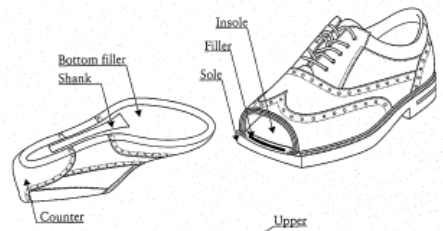


c) 高統式三線鞋 (腰位和腳位由一塊寬片皮料支撐)

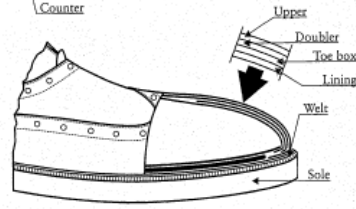
Types of Footwear



(i) Oxford HS6403 9900
a) Balmoral Oxford (Front of the quarter is stitched to the vamp at throat-line)



b) Blucher Oxford (Open quarter at the throat of vamp)



c) Saddle Oxford (Wide piece of leather cradling the waist and instep)



Source: <http://www.forsheim.com>

Academic Language

Curriculum context

Academic text-types:

Academic functions

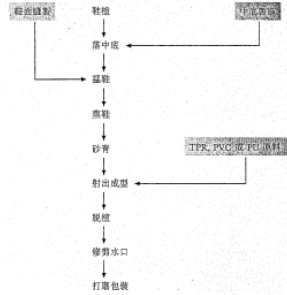
Sentence patterns

Academic vocabulary



1.2.3 射出成型

TPR (熱塑性橡膠) 、PVC (聚氯乙烯) 或PU (聚氨基) 經注射機加熱加壓後射出，與縫好的鞋直接結合成型。

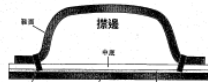


射出成型車間



1.2.4 揀邊

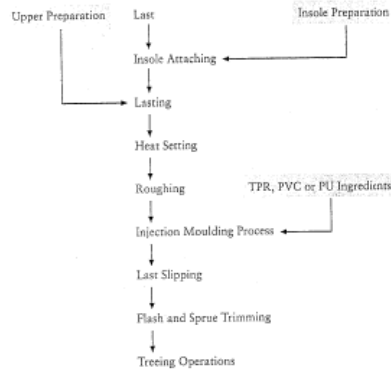
這是一種古老而簡單的製鞋方法，用於製造較低價的童鞋和男裝便鞋。這是唯一一種讓鞋幫腳向外翻而不是向內捲的揀鞋方法。鞋面縫好並與中底黏貼後再與大底黏合。



Types of Footwear

1.2.3 Direct Injection

In this construction, soles of TPR (Thermoplastic Rubber), PVC (Polyvinyl Chloride) or PU (Polyurethane) are directly heat-sealed to the upper by machine.



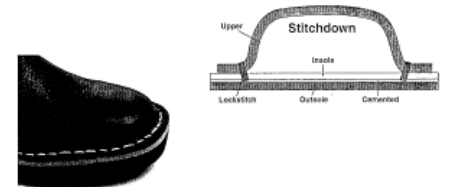
The injection plant



1.2.4 Veldtschoen (Stitchdown)

This is one of the simplest and oldest construction methods. It can be found on less expensive children's shoes or some men's casual shoes.

This construction is the only one where the upper is flanged outwards during the lasting process and attached by adhesive and stitching to the insole (commonly known as the runner or middle). Then the out sole is cemented to the bottom of the lasted shoe.



Academic Language

Curriculum context

Academic text-types:

Academic functions

Sentence patterns

Academic vocabulary

Example 3: Food & Beverage / Food Safety

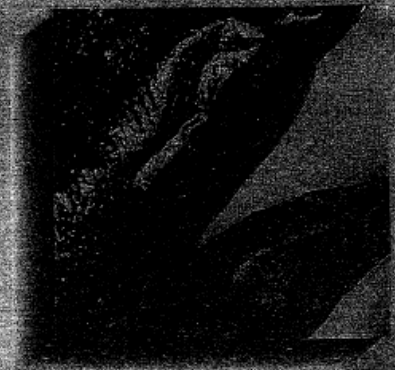
第三章

第二節

肉類食品

The Quick Reference Guide to Safe Food Handling
for Premises Handling **MEAT PRODUCTS**

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<p>c. 冷藏肉食(譬如牛、豬或家禽類) CHILLED MEAT(eg. Beef, Pork & Poultry)</p>	<ul style="list-style-type: none"> 查看預先包裝的冷藏肉食是否完全包裹著，用的容器是否合適。 Check if prepacked chilled meat is wrapped completely or in suitable containers. 冷藏溫度在4℃以下。 Temperature below 4°C 	<ul style="list-style-type: none"> 不要接收有過多液體或血水滲出的包裝肉食。 Do not accept package with excessive liquid or bloodwater dripping from meat.
<p>d. 急凍肉食(譬如牛、豬或家禽類) FROZEN MEAT (eg. Beef, Pork & Poultry)</p>	<ul style="list-style-type: none"> 包裝要完好，沒有被打開過。 Make sure package is intact and unopened. 保持在零下18度以下 Temperature below -18°C 	<ul style="list-style-type: none"> 不要接收包內有大粒冰塊的產品。這表示送貨前可能曾經解凍和再次急凍。 Reject products with large crystals of ice within package. They may be thawed and refrozen before delivery.
<p>e. 熟肉 (例如各種滷味、燒味和預先煮好的肉食(雜菜)) COOKED MEAT (eg. Assorted Lo Mei, Siu Mei & Precooked Meat Dishes)</p>	<ul style="list-style-type: none"> 沒有明顯的受污染痕跡。 No visible contamination. 包裝將預先包裝好的肉食完全包裹著。 For packaged meat, package protects meat completely. 	<ul style="list-style-type: none"> 不要接收有異味或可疑氣味的預先煮好的肉食。 Do not accept cooked products that possess abnormal odour or questionable smell.



1.3 運送肉食

Transporting Meat

- 運送時將肉蓋好，防止受到污染。
- 生肉和熟肉要分開運送。
- 運送燒味和滷味時，將生肉隔開，避免長時間受到陽光直接照射或受熱。高溫會助長細菌繁殖。

- Cover meat during transportation to prevent contamination.
- Transport raw meat and cooked meat separately.
- When transporting siu mei and lo mei, prevent raw meat from being exposed to direct sunlight or heat. High temperature can enable rapid bacteria growth.



Academic Language

Curriculum context

Academic text-types:

Academic functions

Sentence patterns

Academic vocabulary

2 貯存食物守則

FOOD STORAGE PRACTICES

2.1 貯存指引

Storage Guidelines

- a. 生 / 冷藏肉類 (譬如牛、豬或家禽類)
- 把生肉貯存在冷藏櫃內，放在可即時食用的食物之下。
 - 貯存生肉前先用洗淨水清洗肉類，以清除肉類上的污物。
 - 盡量不要在室溫下存放生肉。如無法把售賣中的肉保持冷藏，不要讓生肉脫離冷藏超過四小時。
 - 各種新鮮肉類在冷藏下的最長貯存期限：
- a. FRESH / CHILLED MEAT(eg. Beef, Pork & Poultry)
- Store fresh meat in refrigerators, below ready-to-eat food.
 - Wash fresh meat before storage to remove visible contamination.
 - Try not to store fresh meat at ambient temperature. If refrigeration during selling of meat is not possible, try to keep the meat out of refrigeration shorter than 4 hours.
 - Maximum recommended storage period for different types of fresh meat :-

肉名種類	Types of Meat	冷藏 (2-4°C)	Refrigerator (2°C-4°C)
牛(新鮮)	Beef (fresh)	二至四天	2 to 4 days
豬(新鮮)	Pork (fresh)	二至四天	2 to 4 days
牛(預先煮好)	Beef (fresh)	二至四天	2 to 4 days
牛(預先煮好)	Beef (precooked)	一至二天	1 to 2 days

b. 急凍肉食(譬如牛、豬或家禽類)

- 在零售店內，切勿讓急凍肉類存放在室溫下超過十五分鐘。
- 各種肉類在急凍下的最長貯存期限：

b. FROZEN MEAT(eg. Beef, Pork & Poultry)

- At retail outlets, do not allow frozen meat to remain at ambient temperatures for longer than 15 minutes.
- Recommended maximum storage period for frozen foods :-

肉名種類	Types of Meat	急凍 (-18°C 以下)	Freezer (-18°C or below)
牛(新鮮)	Beef (fresh)	六至十二個月	6 to 12 months
豬(新鮮)	Pork (fresh)	三至六個月	3 to 6 months
羊肉(新鮮)	Lamb (fresh)	六至九個月	6 to 9 months
牛油(半凍)	Ground beef and lamb	二至四個月	3 to 4 months
豬肉(預先煮好)	Ground pork	一至三個月	1 to 3 months
臘腸	Sausage	六十天	60 days
火腿	Ham	六十天	60 days
剩餘預先煮好的肉食	Leftover cooked meat	二至三個月	2 to 3 months
家禽類	Poultry	八至十個月	8-10 months

c. 熟肉

- 把熟肉和未煮的食物分開存放，避免污染，對於燒味、滷味和其他預先煮熟的肉類顏色尤其要這樣做。
- 把可以即時食用的肉類或飯菜包起來，防止再受污染。
- 各種熟食肉類在冷藏下的最長貯存期限：

c. COOKED MEAT

- Store cooked meat, especially siu mei, lo mei & other precooked meat dishes away from any uncooked foods and protect from any contamination.
- Leave ready-to-eat meats or dishes in wrapping to prevent further contamination.
- Maximum recommended storage period for different types of ready to eat meat :-

肉類種類	Types of Meat	冷藏 (2-4°C)	Refrigerator (2°C-4°C)
燒味	Barbecue meats	一星期	1 week
滷味	Sausage	一星期	1 week
扒類	Ham	三至四日	3 to 4 days
剩餘熟肉類	Leftover cooked meat	一星期	1 week

2.2 溫度控制

Temperature Control

- 如表所列，貯存生肉和熟肉的温度應為 2-4°C，急凍肉食要貯存在 -18°C 以下。
- 不論那種肉類，不可在 5°C 至 63°C 的温度下擺放超過四小時，對於可即時食用的肉食、燒味、滷味等不會再煮的食物，更不可這樣做。
- Temperature for storing fresh and cooked meat should be around 2-4°C, frozen meat should be stored below -18°C, as shown in the table above.
- Avoid leaving all types of meat between 5°C - 63°C for more than 4 hours, especially ready-to-eat meat and dishes, siu mei, lo mei, which will not be cooked further.

肉類	TYPES OF FOOD	標存放溫度 (RECOMMENDED TEMPERATURE (°C))
肉類及家禽類	Meat & Poultry	2-4
已煮熟肉類	Cooked meats	2-4
急凍肉類	Frozen food	-18

2.3 標識和新舊存貨輪替

Labelling and Stock Rotation

- 替所有包裝好的生肉和熟肉加上標識，或遵從食品加工商在這類食品標識上注明的指示。
- 燒味、滷味和預先煮好的肉食送菜極易變壞，應在食物包裝上注明「此日期前食用」期限，過期食品不能再出售。
- 按照標識上的期限陳列和出售肉食。每日檢查貯存在冷藏櫃的肉食，確保存貨有效流轉。
- Label or observe the label on all packages from food processors.
- As siu mei, lo mei and precooked meat dishes are highly perishable, label these foods with "use by" date and do not sell when the date expires.
- Display and sell meat according to the labeled date for meat storage daily to assure effective stock rotation.

- 流轉存貨時發現食物快將過期時，應將其抽起集合，將數量和食品種類通知主管，以便及時行動，減低食物的浪費。
- Expired and soon to be expired meat should be removed from display and separated. To avoid wastage of food, report to management for prompt action.



2.4 包裝程序

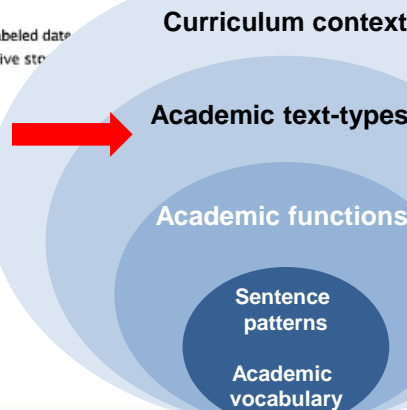
Packaging Procedures

- 如在零售店內包裝熟肉和預先煮熟的肉食送菜，先檢查包裝材料上有没有異物或其他污染。
- 包裝這類高風險食品時要遵守嚴格的個人衛生標準。如顧客買回去後不再煮熟便食用，細菌可輕易地從衛生惡劣的處理食物人員身上轉移到顧客身上。(參看「肉食處理人員的個人衛生」)。
- 不可用報紙包裹肉食，應用發泡膠容器或包裹紙。
- When packing cooked meat and dishes at retail stores, check the packaging materials for foreign matters, or other contamination before use.
- Observe high personal hygiene standard when packing these high-risk foods. Bacteria can be easily transferred from food handlers with poor hygiene to customers if food is not cooked further. (See PERSONAL HYGIENE OF MEAT PRODUCTS HANDLER SECTION)
- Do not use newspaper to wrap meat. Use styrofoam containers or wrapping papers.

3 處理食物守則

FOOD HANDLING PRACTICES

Academic Language



處理生肉	處理熟肉
<ul style="list-style-type: none"> • 處理食物前，處理生肉和熟肉之間要徹底洗乾淨雙手。Wash hands thoroughly before food handling and between handling raw and cooked meats. • 處理生肉或熟肉重量時，用包裹紙墊著，避免和其他食物交叉污染。 	<ul style="list-style-type: none"> • 不可在地上處理牛肉、豬肉、豬隻、家禽等生肉，應在工作檯上進行。Do not handle raw meat, such as beef, pork or pig and poultry on floors. Use working benches. • 不要同時處理金錢和熟肉。Do not handle money and cooked meat at the same time.

SAFE FOOD HANDLING PRACTICES SELF-INSPECTION CHECKLIST for PREMISES HANDLING MEAT PRODUCTS

1. Fresh meat is purchased only from licensed slaughterhouses.		
2. Incoming fresh meat has firm texture and natural colour.		
3. Meat packages are intact with no excessive water dripping or ice on containers or wrappers.		
4. Refrigerated and frozen food are delivered at below 4°C and -18°C, respectively.		
5. No abnormal odour or colour is present in incoming cooked meat.		

1. Non-food items, e.g., cleaning chemicals, are not stored near food handling area.		
2. Fresh meat is stored under refrigeration and below cooked food.		
3. Chilled and frozen meat are stored at appropriate temperatures.		
4. Cooked meat is stored away from uncooked food.		
5. Cooked meat is either wrapped in container or covered to protect from contamination.		
6. Cooked meat is labeled with "use by" date and disposed after this date.		
7. Meat in refrigerators and freezers are rotated periodically.		

1. Raw meat and cooked meat are transported separately and covered.		
2. Raw and cooked meat are prepared in different section, by different staffs.		
3. Hands are washed before and while handling meat.		
4. Meat is handled on work benches.		
5. Cooked meats are handled with tongs or washed hands.		
6. Meat is only displayed in designated areas.		
7. Separate sets of utensils are used for raw and cooked food.		
8. When cleaning, small equipment, such as grinder, slicer, are taken apart into small pieces.		
9. Wiping cloths are thoroughly washed, sanitized if necessary, throughout the day.		
10. Utensils like knives, chopping boards for meat handling are washed and sanitised with hot water everyday.		
11. Small equipment and utensils are air dried.		

1. 轉換工作或需要時洗手或更換手套。		
2. 依照正當的洗手程序徹底洗淨雙手。		
3. 鍾員穿著可清洗的清潔工作服、圍裙和髮網。		
4. 每日更換和清洗會與碗碟、用具接觸的布。		
5. 指甲剪短、沒有塗指甲油、清潔。		
6. 只准戴簡單的指環。		
7. 處理食物時將手上的表面患處或傷口和繃帶完全蓋起來。		
8. 只在離開煮食、用餐、貯存、清洗場地的指定地方抽煙。		
9. 只在離開敞開的食物的指定場地飲食或嚼口香糖。		
10. 員工離開食物表檯或打噴嚏。		
11. 若使用用後即棄的抹手紙，棄掉抹水紙後洗手。		
12. 所有處理熟肉的員工都接受了食物衛生培訓。		

1. 工作表面清潔。		
2. 在不同場地處理生肉和熟肉。		

1. 廢物箱清潔，蓋子任何時間都蓋上。		
2. 有需要即倒去廢物箱中的廢物。		
3. 全店遵從每日的清潔程序，特別遵守地板、工作表面、常用設備的清潔規定。		
4. 如用熱水消毒，把用具浸在 75°C 的水中 1 分鐘。		
5. 如用化學消毒劑，跟從生產商的指示適當稀釋。		
6. 消毒劑應存放在清潔的環境中。		

Academic Language

Curriculum context

Academic text-types:

Academic functions

Sentence patterns

Academic vocabulary



Example 4: Business / Commerce/ Trade

一九九八年十二月
香港貿易發展局
第五期

商貿指南

貿易發展局市場報告零售點

貿易發展局香港資訊中心
香港灣仔博覽道一號
香港會議展覽中心
電話：2584 4549

中小企業服務站
尖沙咀
九龍尖沙咀中環道10號
傳訊大廈尖沙咀郵政局/樓
電話：2721 4555

觀塘
九龍觀塘海濱花園19號舖
電話：2341 2314

旺角
九龍旺角彌敦道700號
貿易署大樓地下
電話：2380 0276

荃灣
新荃荃基商業廣場38號
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中國大陸 120 元人民幣
海外 40 美元

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檳城
馬尼拉
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雅加達
泗水

港商從事電子產品出口實務指南



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Hong Kong Trade Development Council

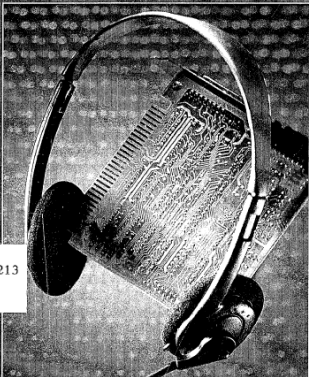
December 1998
Hong Kong Trade Development Council
Research Department

BUSINESS GUIDE

Practical Guide to Exporting Electronics for Hong Kong Traders

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HONGKONG.....HK\$100
MACAU.....HK\$150
MAINLAND CHINA.....RMB120
OVERSEAS.....US\$40

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2.1 整體表現

香港電子產品總出口於1997年及1998年上半年穩步上揚，分別錄得9%及4%的升幅。其中，電子製成品的出口於1998年上半年增加5%，而零部件則揚升4%。

香港電子產品出口

	1998年上半年		1997		1996	
	百萬港元	增幅	百萬港元	增幅	百萬港元	增幅
本產出口	24,506	-12%	57,487	+2%	56,170	-15%
轉口	171,712	+7%	369,344	+11%	334,095	+7%
總出口	196,218	+4%	426,831	+9%	390,265	+3%

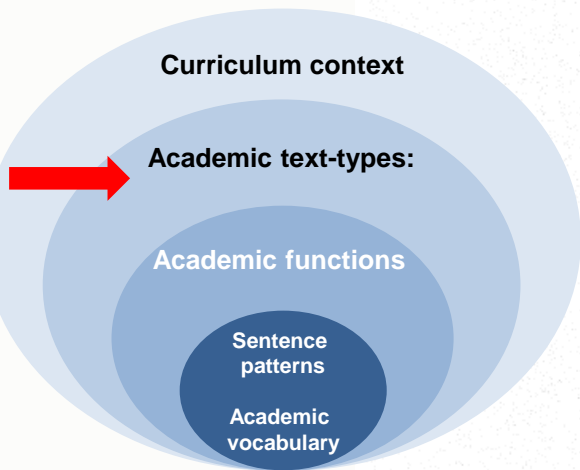
在零部件方面，不少廠商以特別訂造方式，為美國、歐洲及日本等地的大公司製造各類產品，例如電腦、錄音機、收音機的零配件、印刷電路版和液晶顯示器等。雖然部分香港公司在海外設有經銷處或代辦處，但標準部件一般直接出口往海外市場的分銷商。部分香港公司製造的部件在國際上享負盛名，德昌電機 (Johnson Electric) 及精電國際 (Varitronix) 是其中的表表者，前者以生產微型馬達見稱，後者則以生產高解像液晶顯示器聞名。

與此同時，香港亦是亞太區內一個重要的電子零部件貿易中心。除中國內地產品外，無數美國、歐洲、日本、台灣及南韓的產品均經由香港轉口。此外，多家跨國公司也在香港設有辦事處，從事電子零部件的銷售、分銷及採購活動，其中較主：有摩托羅拉 (Motorola)、美國國家半導體 (National Semiconductors)、德州儀器 (Texas Instrument)、西門子 (Siemens)、飛利浦 (Philips)、東芝 (Toshiba)、三洋 (Sanyo)、日本電氣 (NEC) 及三星 (Samsung)。

As for parts and components, many manufacturers produce on custom-made basis for famous US, European and Japanese companies, e.g. parts and accessories of computers, recorders, and radio receivers, as well as components like PCBs and LCDs. Meanwhile, standard components are usually exported directly to distributors in overseas markets, although some Hong Kong companies also have their own sales offices and/or representative offices abroad. Companies like Johnson Electric and Varitronix also enjoy renowned reputation for their micro-motor products and high resolution LCDs respectively.

In the meantime, Hong Kong is an important trading centre for electronic parts and components in Asia-Pacific. Apart from Chinese products, many items from the US, Europe, Japan, Taiwan and South Korea are re-exported through Hong Kong. Some multinational manufacturers of parts and components have set up their offices in Hong Kong, engaging in sales, distribution and/or sourcing activities. Major examples include Motorola, National Semiconductors, Texas Instrument, Siemens, Philips, Toshiba, Sanyo, NEC and Samsung.

Academic Language

Chapter 2.
Glancing at Hong Kong's Export Performance

2.1 Introduction

Hong Kong's total exports of electronics grew steadily by 9% in 1997, and by another 4% in the first half of 1998. Exports of finished products increased by 5%, while parts and components by 4%.

Hong Kong Exports of Electronics

	1 st half 1998		1997		1996	
	HK\$mn	Growth	HK\$mn	Growth	HK\$mn	Growth
Domestic Exports	24,506	-12%	57,487	+2%	56,170	-15%
Re-exports	171,712	+7%	369,344	+11%	334,095	+7%
Total Exports	196,218	+4%	426,831	+9%	390,265	+3%

Source: Census & Statistics Department, Hong Kong SAR Government /
Hong Kong Trade Development Council

Hong Kong Exports of Electronics by Category

Total Exports by Category	1 st half 1998		1997		1996	
	Share	Growth	Share	Growth	Share	Growth
Finished Products	49%	+5%	51%	+5%	53%	+3%
Parts/Components	51%	+4%	49%	+14%	47%	+2%

Source: Census & Statistics Department, Hong Kong SAR Government /
Hong Kong Trade Development Council

2.2 Exports by Market

The Chinese Mainland is the largest market, constituting a quarter of Hong Kong's total electronics exports. Exports to the market grew strongly by 16% in 1997, and by a further 8% in the first half of 1998. Exports of finished items were strong, as consumers have become more willing to

2.2 出口市場概況

中國內地是香港電子產品最大的市場，約佔總出口四分之一。輸往中國內地的電子產品於1997年及1998年上半年分別大幅躍升了16%及8%。電子製成品出口表現強勁，原因是隨著中國內地生活水平日漸提高，消費者亦較樂意花錢購買質素和設計較佳的電子消費品。此外，由於外發加工貿易持續穩定擴增，香港零部件的出口表現亦相當不俗。

對美國出口於1997年及1998年上半年分別上升12%及9%。美國消費者花在購買玩具方面的支出不斷增加，帶動香港輸往美國市場的電子玩具及遊戲機數量大幅上揚；而互聯網及多媒體應用大行其道，亦刺激香港電腦及電訊產品銷量飆升。在對歐盟出口方面，雖然亞洲其他供應地的產品已開始趕上香港的水平，能夠符合歐盟市場的嚴格要求，以致市場競爭越趨劇烈，但香港對該區出口於1997年及1998年上半年仍然分別錄得7%及13%的增幅。

香港電子產品出口（按主要市場分類）

	1998年上半年		1997		1996	
	比重	增幅	比重	增幅	比重	增幅
中國內地	26%	+8%	24%	+16%	23%	+7%
美國	23%	+9%	23%	+12%	23%	*
歐盟	18%	+13%	17%	+7%	18%	+1%
德國	4%	+13%	4%	+2%	4%	-1%
英國	4%	+16%	4%	+10%	4%	+9%

	1998年上半年		1997		1996	
	比重	增幅	比重	增幅	比重	增幅
東盟	10%	-9%	10%	+4%	11%	+6%
新加坡	5%	-2%	5%	-2%	6%	-3%
日本	7%	-13%	7%	+6%	7%	+26%
台灣	5%	+14%	4%	+16%	4%	-10%
南韓	2%	-28%	3%	+11%	3%	*

* 微不足道

資料來源：香港特別行政區政府統計處
香港貿易發展局

由於東盟對生產出口製成品所需的零部件需求增升，香港對區內國家的零部件出口得以維持平穩。可是，在亞洲金融危機影響下，東盟對電子製成品的需求極為呆滯，導致香港對該區的總出口出現下滑。雖然香港對日本和南韓的出口於1997年錄得可觀升幅，但於1998年上半年卻分別下跌13%及28%。至於台灣方面，本港對當地輸出的製成品或零部件表現均保持強勁，原因是

spend on consumer electronics with quality and design matching their living standards. Meanwhile, exports of parts and components have also fared well, in line with the steady expansion of outward processing trade.

Exports to the US surged by 12% in 1997, and by 9% in the first half of 1998. Exports of electronic toys and games to the market were facilitated by increasing consumer spending on toys, while sales of computer and telecommunications products have been spurred by the popularity of Internet and multi-media application. Likewise, sales to the EU increased by 7% in 1997, and by a further 13% in the first half of 1998, notwithstanding an intensified competition from other Asian suppliers, who have begun to catch up with Hong Kong in meeting the stringent EU requirements.

Hong Kong Exports of Electronics by Major Market

Total Exports by Major Market	1 st half 1998		1997		1996	
	Share	Growth	Share	Growth	Share	Growth
Chinese Mainland	26%	+8%	24%	+16%	23%	+7%
US	23%	+9%	23%	+12%	23%	*
EU	18%	+13%	17%	+7%	18%	+1%
Germany	4%	+13%	4%	+2%	4%	-1%
United Kingdom	4%	+16%	4%	+10%	4%	+9%
ASEAN	10%	-9%	10%	+4%	11%	+6%
Singapore	5%	-2%	5%	-2%	6%	-3%
Japan	7%	-13%	7%	+6%	7%	+26%
Taiwan	5%	+14%	4%	+16%	4%	-10%
South Korea	2%	-28%	3%	+11%	3%	*

Information source: Census & Statistics Department, Hong Kong SAR Government / Hong Kong Trade Development Council

while, sales of parts and components to ASEAN have remained steady, due to an increasing demand for export production. Yet total exports to the region were dragged down by a lacklustre demand for finished goods amid the Asian financial crisis. Exports to Japan and South Korea also declined by 13% and 28% respectively in the first half of 1998,

despite a positive growth registered in 1997. However, exports of both finished items and parts and components to Taiwan, which is less affected by the Asian financial crisis, have remained robust.

2.3 Exports by Product

Hong Kong's exports of AV equipment was stagnant in 1997, but recovered by 2% in the first half of 1998. Sales of parts and accessories (sharing nearly one-third of the total) and radios (25%) grew by 5% during January-June 1998. Meanwhile, exports of video recorders/players (4%) were lacklustre. But sales of TV sets (7%) rebounded by 19% in the same period.

Regarding computer products, exports have performed well in last couple of years. Total exports grew remarkably by 17% in 1997, and by a further 8% in the first half of 1998. The businesses have been spurred by robust demand for computer equipment and the growing popularity of Internet world-wide. Exports have further been facilitated by the implementation of the Information Technology Agreement (ITA) since July 1997, as customs duties on IT products have been reduced among the WTO members and ITA participants. Product-wise, sales of computer parts and accessories (sharing over two-thirds of the total) grew robustly by 14% in the first half of 1998. Exports of data storage units (5%) and computer sets (9%) also surged by 18% and 34% respectively. But exports of computer peripherals (14%) decreased by 5%, due partly to the lower export prices.

As for electronic toys and games, exports have performed fairly well. Sales increased by 22% in 1997, and by a further 9% in the first half of 1998. Exports of electronic toys, sharing three quarters of the total, grew steadily by 7% during January-June 1998, amid the robust demand from western markets.

Academic Language

Curriculum context

Academic text-types:

Academic functions

Sentence patterns

Academic vocabulary

School C: Excerpt from interview data from parents I (Original in Cantonese)

Luke's mother

我覺得個仔如果用全英，一定係跟唔到嘅，但純母語教學又不足以同國際接觸，所以我覺得微調好，可以有中英雙語的筆記，同埋一D科目或者課時用英文教。

I think my son cannot follow for sure if English is used as the only medium of instruction, but mother tongue education only cannot lay a sufficient basis to communicate with the international world, so the fine-tuning is good; it is good that there are **bilingual notes** and that **sometimes some lessons of some subjects will be taught in English.**

School C: Excerpt from interview data from parents II (Original in Cantonese)

Joseph's Mother

傳統家長心態嘅第一志願梗係“英中”嘅，但係係微調政策下，其實發覺多左選擇，英中未必好，有D“中中”都幾好嘅，唔使逼得咁辛苦，發揮細路嘅潛能，佢自信、開心，又有機會接觸英文

Our mindset as parents would traditionally consider EMI school as the first choice, but under the fine-tuning, we find there are actually more choices. EMI schools may not necessarily be the best for our children, some CMI schools are also good: Our children may fully develop their potential under a less pressured environment and feel confident and happy, while having increasing exposure to English.

e.g., School C: Excerpt from interview data from a student in Form 2 (Original in Cantonese)

Researcher: Do you think teaching in the mother tongue (i.e. Cantonese) is important? Why?

Thomas: (Pseudo Name) Of course we need to know our own language first so that we can know other things. Learning in the mother tongue is easier to understand... When I don't know the things (in English), my parents cannot teach me either.

Researcher: If the government asks for your suggestions about language policy in education, what suggestions would you like to make?

Thomas: Students have always been labeled that EMI school must be a good school and CMI school must be bad. I think it should be decided according to the different student levels of the school.

e.g., School C: Excerpt from interview data from a history teacher

宜家咁嘅模式我覺得唔錯，學校俾不少支援，有人幫我地整好曬D材料，我花多少少時間準備、教就系

I think this way of work is fine. The school has provided a lot of support and there are other staff helping to design the materials for us. I only need to spend a little more time to prepare and then just teach accordingly.

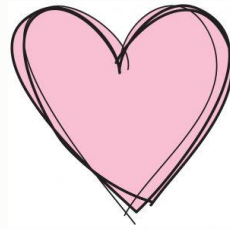
學生識多D英文，有利於佢地嘅歷史學習，因為宜家好多網上嘅資料、原材料都係英文，特別係世界史，用英文教方便佢地查資料、提升學習興趣

English is beneficial for history learning, as students can use it as key words to search for information on the web, particularly for World History in which most of the sources are originally in English, and their interests in history learning can thus be enhanced

「知... 唔知」



LAC Motto



Looking forward with
small steps

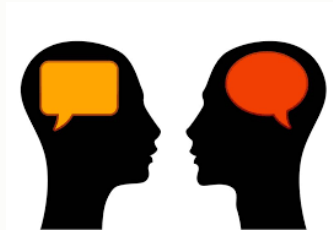


Common vision

LAC



Affirmative



Communicate



Collaborate

Working together in the future

- Please feel free to contact us:
 - Prof. Angel Lin (angellin@hku.hk)
 - Dr. Tracy Cheung (tracyclcheung@yahoo.com)

尋。英語

2015-02-02 尋。英語



最新的調查顯示，香港人普遍覺得自己的英文水平只是一般，香港人的英語水平可有下降的趨勢？居港外國人在香港生活遇到什麼困難？

大學教授察覺公共地方的指示牌不時出現英語文法錯處；而人力資源公司近年收過不少港式英語的履歷表，慨嘆香港人的英文口語雖有改善，但書寫能力則有待改進。

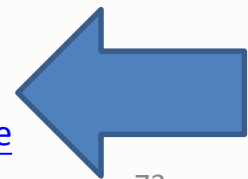
為了改進語文能力，在職人士進修英語，中學生善用科技軟件與外國人溝通。政府該怎樣透過語言政策提高香港人的英語水平？



香港人的英語水平下降了嗎？



<http://programme.rthk.hk/rthk/tv/programme.php?name=tv/hkcc&d=2015-02-02&m=episode>



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Warm-up Activity:

- Picture 1 -
https://www.google.com.hk/imgres?imgurl=http://s12.sinainimg.cn/bmiddle/48670cb2ga133044a769b%2526690&imgrefurl=http://blog.sina.com.cn/s/blog_48670cb201017imd.html&h=320&w=457&tbnid=v-yfOUDPBN1lxM:&docid=wKvKyeGgiuRgJM&ei=MB3hVt7fMoO2mAWXjoT4Dg&tbm=isch&ved=0ahUKEWjet6m9x7XLAhUDG6YKHRcHae8QMwgbKAAwAA
- Picture 2a -
https://www.google.com.hk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwi54qLSx7XLAhUIGqYKHfNqBx4QjRwIBw&url=http%3A%2F%2Fwww.health-99.com%2Finformation.asp%3Fid%3D87&psig=AFQjCNE5rDHidy270ezez_dhDRu09Twgvg&ust=1457680090079552
- Picture 2b -
https://www.google.com.hk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEWjp94rpx7XLAhUD6KYKHprDIQjRwIBw&url=http%3A%2F%2Fblog.xuite.net%2Fyap0616%2Ftwblog%2F132631060-Photoshop%25E4%25B8%25AD%25E8%258B%25B1%25E5%25B0%258D%25E7%2585%25A7%25E8%25A1%25A8&psig=AFQjCNE5rDHidy270ezez_dhDRu09Twgvg&ust=1457680090079552

Different kinds of English

- Picture 1 – 給莫文蔚的健美湯飲. 香港 : 海濱圖書公司, 2004.
- Picture 2 – 越食越安心 : 食物安全Q&A / [方麗影, 方筱英, 陳子聰合著]. 香港 : 新人才文化, 2009.

Activity 1: Discuss in pairs/groups

- Type A Examples 2 and 3 are from the FaceBook page [診所低能奇觀](https://www.facebook.com/funnyclinic/?fref=ts) <https://www.facebook.com/funnyclinic/?fref=ts>
- Type B Example 1 – 紡織手冊 / 香港棉紡業同業公會與製衣業訓練局聯合編訂. 香港 : 香港棉紡業同業公會, 2007.
- Example 2 – Textile handbook / The Hong Kong Cotton Spinners Association in collaboration with Hong Kong Productivity Council. Hong Kong : Hong Kong Cotton Spinners Association, 2007.

School examples for bilingual transitional approach

- Mastering Science: Short notes for revisions 1. Hong Kong: Oxford University Press, 2010
- Mastering Science: Science in English 1. Hong Kong: Oxford University Press, 2010

Authentic Examples from different trade areas for transitional bilingual approach

- Information handbook for merchandisers of the Hong Kong footwear industry. Hong Kong : Hong Kong Productivity Council, 2001.
- 香港鞋類營業員手冊. 香港 : 香港生產力促進局, 2001.
- 肉類食品安全操作手冊 The quick reference guide to safe food handling for premises handling meat products / 香港食品委員會 ; 香港生產力促進局. 香港 : 香港食品委員會 : 香港生產力促進局, [199-]
- A Practical guide to exporting electronics for Hong Kong traders. Hong Kong : Hong Kong Trade Development Council, [1998].
- 港商拓展電子產品出口實務指南 / 香港貿易發展局研究部香港 : 香港貿易發展局, 1998.