



# Ready steady

Issue 6 March 2018

## Foreword

STEM education is not a new topic to discuss. The rise of the STEM movement began in the United States in 2006, based on the growing concern that our students were not prepared for the high-tech jobs of the future. A year later, STEM became STEAM, adding Arts into the perspective. Educators soon realized that one very important element is missing from the equation: reading. Without the ability to read, how are our students going to learn about Science, Technology, Engineering, Arts or Mathematics? And now it becomes our job as an English teacher to teach STREAM in our curriculum. You may be petrified if you are not trained to teach these subjects, but it is not the nightmare you might have imagined.

The updated curriculum guide encourages schools to ‘promote Reading across the Curriculum (RaC) and cross-curricular collaboration in support of STEM education to broaden students’ knowledge base and strengthen their ability to integrate and apply knowledge and skills’. By providing a wide variety of reading materials with different subject content and text types, we help our students to develop different reading skills, both for print and non-print materials. These reading skills are essential at all key stages, and across all Key Learning Areas of schooling.

In this issue of **Ready Steady**, we have invited a teacher to share with us her experience and insights about the STEAM project at her school. We also have an expert to tell us more about RaC, and how we can make it fun and interesting for our students. To help you get started, we have prepared a simple STREAM lesson for you to try out, hoping that you’ll feel confident designing your own later on. And don’t forget our newly published titles, **Living Oxford English** and **Ready**, both of which include these elements and are readily available for you to use.

With all these new teaching requirements and curriculum updates, I hope **Ready Steady** can be your little guiding star to find the path to effective teaching, and ultimately leading to better teaching and learning at your school!

## In this issue:

**Noticeboard** .....p. 2

The latest events and updates in ELT



**Teacher’s Corner** .....p. 4

Sharing from a frontline teacher about how to incorporate STEAM Education into English language teaching



**Meet Our Expert** .....p. 5

What does our expert think about Reading across the Curriculum(RaC)?



**Power Bank** .....p. 6

A fun and interactive lesson idea about healthy eating. Try it out!



**Fun With English** .....p. 7

Fun activities for students to learn about manners in different cultures—feel free to photocopy this page



**Watch This Space** .....p. 8

Things to look out for in the coming months



**Lily Cheung**

Senior Teacher Trainer,  
Oxford University Press





# Oxford Primary English Seminar

Catch the new wave: How to boost primary students' English ability in the time of curriculum updates



To provide teachers with a comprehensive solution to unleashing the potential of language learners, OUP organized a seminar on Saturday, 20 January 2018. In addition to the motivating textbook series, *Ready*, this event also marked the debut of another Oxford's new primary English textbook series, *Living Oxford English* (LOE).

With great consideration for learner diversity, *Ready* provides a motivational and blended learning experience, while LOE promotes life-long learning and global awareness. Being the only publisher adhering to the curriculum updates in the English Language Education Key Learning Area Curriculum finalized only in November 2017, OUP aims to revolutionize teaching and learning by making English lessons interactive and enjoyable, Christian Chau, Publishing Director of OUP, observes.

The seminar then gave teachers some tips on how to equip students for the challenges of English language learning in secondary school. Ms Jenny Leung from HKBU Affiliated School Wong Kam Fai Secondary and Primary School, identified some key areas of consideration, including exposure to various text types and adequate preparation for integrated tasks.

In terms of integrating STREAM education in the English language curriculum, Ms Simmi Tam and Ms Lilian Law from Yaumati Catholic Primary School (Hoi Wang Road), emphasized the importance of a well-planned curriculum with up-to-date learning and teaching strategies. They also demonstrated how the e-learning approach facilitated students' transition from KS1 to KS2 through extensive reading and continuous learning beyond the classroom.



Scan to learn more about our events.



## Oxford Primary English Creative Writing Competition 2017 Award Ceremony

To recognize students demonstrating exceptional creativity and command of language in the Oxford Primary English Writing Competition 2017: 'Happy writing, Santa is coming!', an award presentation ceremony was organized on 16 December 2017.

One of the judges and award presenters, Mr John Tsang, GBM, JP, former Financial Secretary of HKSAR, spoke about his appreciation of the originality and creativity in Hong Kong primary students' writing. He emphasized the importance of coherence and organization in a good piece of writing. He also found it interesting to see how much Hong Kong people love to eat, a fact he felt was reflected in many of the students' writing!

During the ceremony, not only did students get the chance to meet the 'real' Santa Claus from Finland, but they also sang Christmas carols and danced with him. After the awards presentation, the 6 winners (second runners-up, first runners-up and the champions from both Lower Primary and Upper Primary) were given the opportunity to go onstage and interview Santa Claus in person. This festive and joyful morning has provided wonderful memories to all the participants and, hopefully, inspired students to continue to make writing our next generation's passion.

## Speech Festival Workshop in October 2017

### Out Loud! How to prepare primary school students for the Hong Kong Speech Festival

To better prepare students for the Hong Kong Speech Festival, Oxford University Press organized four workshops in October to provide teachers with coaching tips and practical strategies for the event. We invited Ms Tanya Kempston, a lecturer in the Faculty of Education of University of Hong Kong and also an experienced adjudicator in various categories for the Hong Kong Speech Festival, as our guest speaker.

In the workshops, Ms Kempston shared her experiences in preparing for both solo- and choral-speaking competitions. She suggested some dos and don'ts when performing the pieces. Issues such as balancing voice

performance and movements/gestures on the stage were also discussed. To adopt an interactive approach, teachers were invited to join our guest speaker in a variety of activities in order to practise speaking out loud.

The workshops received wide support from teachers. The audience found Ms Kempston's sharing very useful and practical.





STEM education promotes inquiry and curiosity, resulting in students wanting to explore more. **Eva Yau**, English Panel Chair at **Fanling Public School**, shares how their school incorporates STEM in English curriculum — STEM x Reading.



We started an after-school reading workshop called *Little Inventor*, with a mixed-ability group of Primary 3 and 4 students, as a pilot project for our STEM curriculum. By combining math and science ideas from their reading, as well as concepts from Math and General Studies, our students used their own choice of recycled materials to make a rubber-band-powered boat. Here are some of the strategies we employed.



## 1

### Identify reading materials with suitable entry points.

We selected a number of interesting readers to introduce the concepts covered in our tasks (i.e. balance, sorting, float and sink, waterproof, forward and backward, features of materials, etc.). *Rowing Boats*, a reader in the *Oxford Reading Tree* series, was used to help contextualize the project. The reading materials motivated them to question and wonder, and explore the ideas mentioned in the books.



## 2

### Establish links from prior knowledge to new concepts and languages.

The reading materials we chose activated students' prior knowledge in other areas and subjects. They helped students connect their learning experiences in different areas and provided them ample exposure to the English language. Through integrating English language, Arts, Math and General Studies, and by making science and engineering work together, students applied their learning into their construction: from designing and decision-making to creating the final output.



## 3

**Illustrate concepts with a hands-on approach.** When students are building, creating and exploring ideas and processes, learning happens! The tasks were designed to incorporate visual and kinesthetic modalities. Students got to conduct experiments with

household materials they found in order to develop ideas related to balance, direction of a motor and characteristics of materials. With language support, students developed deeper and stronger connections between the English language and the STEM content.



## 4

### Promote learners' autonomy.

We provided students with problems to solve, and we were there for support when students needed help to tackle them. With the concepts and ideas introduced through reading and hands-on activities, students made their own decisions on what materials to use, what decorations to put on, and how to assemble their boats.



Photo credit:  
Eva Yau, English Panel Chair, Fanling Public School



**Dr Yuen Yi Lo**

Assistant Professor,  
Master of Education Deputy  
Programme Director,  
Division of English Language  
Education, Faculty of Education,  
The University of Hong Kong

## Enriching students' learning experience through Reading across the Curriculum

In the updated Basic Education Curriculum Guide (Curriculum Development Council, 2014), 'Reading Across the Curriculum' (hereafter RaC) is highlighted as one strategy to promote 'Reading to Learn'. Through promoting RaC in primary schools, it is hoped that students' learning experiences can be extended across different subjects and students' motivation to learn can be enhanced.

In most schools in Hong Kong, different subjects are taught by different teachers. In this case, students' learning tends to be compartmentalized and they seldom see the connection across subjects. From the perspective of English-language teaching and learning, teachers are aware that it would be more engaging if the topic is related to students' daily life and if the materials used are authentic. However, students tend to be exposed to reading materials specially written for their levels and to a limited range of text types (mainly narratives or recounts). These may not effectively arouse students' interest in learning English. These issues may be addressed through promoting RaC.

First, teachers of different subjects can identify a common topic and then select relevant reading materials. For instance, when teaching the topic 'Healthy Diet', English teachers may teach a narrative about eating habits or an information report on the Food Pyramid. General Studies teachers may introduce the reading of food labels, and perhaps a simple news article on eating disorders. Based on what students have learned in other subjects, English teachers may then ask students to produce a leaflet to give advice on healthy eating.

Another way to promote RaC is to identify some reading strategies which will then be reinforced in the reading activities in different subjects. English teachers may help identify the relevant reading strategies (e.g. locating specific information, identifying main ideas) and communicate with teachers of other subjects. Teachers will then select reading materials relevant to their subjects, and design some post-reading activities or questions with reference to the target readings strategies.

It can be noticed from the above that through implementing RaC, the curriculum across different subjects will become more integrated, enabling students to learn and recycle certain knowledge and/or skills cross different subjects. Students' learning will therefore be facilitated. In addition, teachers of different subjects are prompted to collaborate with each other. They will then know more about their students' learning experiences in other subjects and will become better able to think of ways to better connect and enrich such experiences.





# Incorporating STREAM Education into English Language learning

STREAM Education can be easily done in English lessons along with e-learning approach. It makes the lessons more fun and interactive, and most importantly, maximizes our next generation's potential.

## Learning objectives (KS2)

- learn the names of food groups
- develop critical thinking and collaboration skills through STREAM projects

## Warm-up

- 1 Tell students that they are going to learn about food group names for healthy living.
- 2 Start the lesson by sharing a food group song and ask them about five food group names mentioned in the song: <https://goo.gl/eGn7P1>.
- 3 After the song appreciation, invite students to share about their favourite food choices. To make the activity more interactive, you may invite students to type in their answers on tablets to create a word cloud with the following link: <https://goo.gl/u92QAs>.  
(You need to register for a quick and free log-in.)



## Reading

- 4 Introduce students to five common food group names: grains, protein, dairy, fruits and vegetables. To present the concept more clearly, you may use the following link to explain what these food groups refer to: <https://goo.gl/6RDwQh>.
- 5 Invite students to play some food group games to consolidate their knowledge. To make the game more fun, you may use the following link: <https://goo.gl/WkBW1a>.
- 6 Allow students to read the story with audio support: <https://goo.gl/B6cs2V>. Ask questions about the story such as 'What food do they need today?' (pasta, bread, onions, cucumber & melon) and 'Which food group is missing in their choice?' (protein & dairy)



## Post-reading Activities

- 7 Invite students to note down what they had for their lunch or dinner yesterday.
- 8 Ask students to identify the food groups of their choices yesterday and spot the missing food group.
- 9 Show some reading materials about food calories to students. Ask students to find the number of calories contained in each gram of carbohydrate, protein and fat. Then integrate the M (Mathematics) element from STREAM Education into learning through practising the calculation of different combinations of food choices. You may find the following link useful: <https://goo.gl/Bpp27v>.
- 10 In groups of four, ask the students to design a healthy meal for primary kids. They need to label the food groups with their own design as well as calculate the calories in the meal. This is to integrate both the A (Art) and the M (Mathematics) elements from STREAM Education into their English Language learning process.
- 11 To help students develop healthy eating habits, invite students to record their food choices for the next week and present their healthier choices to the class.





**We all want to have good manners. However, do you know that what we call 'good manners' are often very different around the world?**

## Opening presents

In America, if someone gives you a present, it is good manners to open it immediately. In many parts of Asia, it is rude to do so. Many Asians open presents in private. It seems greedy to open a present in front of the giver.



## Slurping

In most countries, it is very rude to make a loud noise when you eat. In Japan, however, slurping is polite. Japanese people think it is odd not to slurp your noodles. It shows that you like the food. When you are in Japan, slurp as noisily as you can. Just remember not to do it in another country.



## Giving presents with your left hand

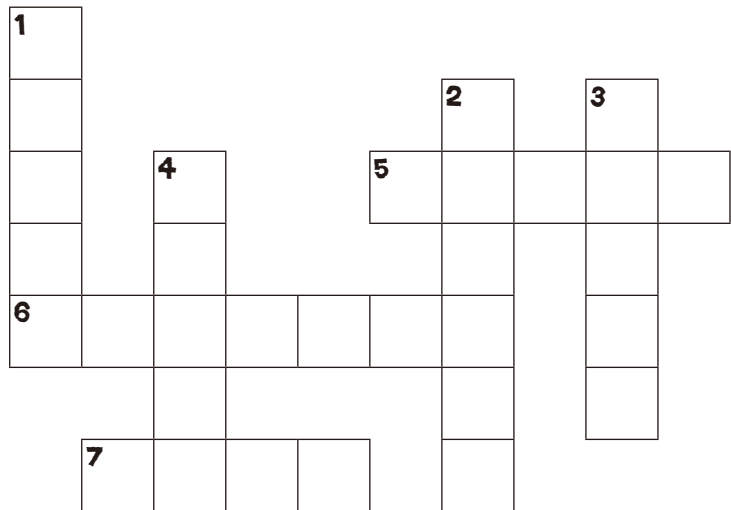
Never give a present to an Indian using your left hand because the left hand is 'unclean' in India. To Indians, the left hand is for wiping your bottom, cleaning the feet, etc. Also, receiving a present with your left hand is not polite either.



**What manners do these people have in their countries? Read what they say and complete the crossword.**

### Down:

- 1 Adam: I always \_\_\_\_\_ my noodles since I am from Japan.
- 2 John: I won't open a present in front of the giver because I don't want other people to think I am \_\_\_\_\_.
- 3 Alice: In \_\_\_\_\_, our left hand is 'unclean' because we use it to wipe our bottom, and clean our feet.
- 4 Peter: In Japan, people make a loud \_\_\_\_\_ when eating noodles.



### Across:

- 5 Tom: We Americans always open our presents immediately, and in \_\_\_\_\_ of the giver.
- 6 Helen: I am from China. I think it is better for me to open presents in \_\_\_\_\_.
- 7 Jane: I don't give presents to people with my \_\_\_\_\_ hand. That's not a good idea in India.



For enquiries, please contact the OUP Account Executive for your school

## Living Oxford English: Unleash the potential of language learners

LOE is a newly-launched primary English coursebook series that adheres to the updated version of the English Language Education Key Learning Area (KLA) Curriculum Guide released in 2017. The main features include the Big question approach, Life skills, Global awareness and STREAM education.

OUP endeavors to provide 360° teaching and learning support along with the powerful e-learning platform to teachers.

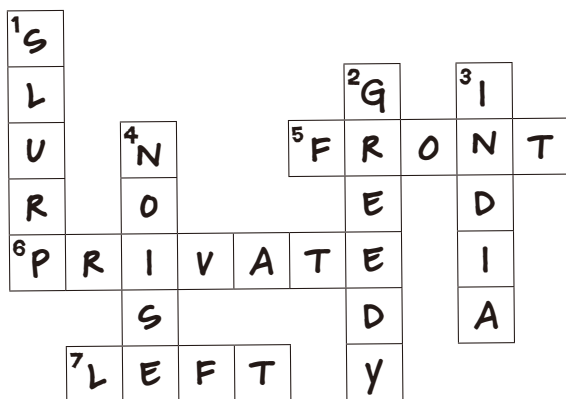
If you want to know more about this new coursebook series, please approach the OUP Account Executive for your school.



### Account Executive District

<b>Noel Cheung</b>  6112 9498	All (Hong Kong)
<b>Steven Lee</b>  6112 9495	Sham Shui Po, Shek Lei
<b>Daniel Law</b>  6112 9496	Diamond Hill, Tsz Wan Shan, Choi Hung, Choi Wan, San Po Kong, Sai Kung, Tseung Kwan O, Ma On Shan
<b>Roy Ho</b>  6112 9496	Tuen Mun, Tin Shui Wai, Lantau Island, Tung Chung
<b>Ken Lee</b>  6112 9494	Kowloon City, Kowloon Tong, To Kwa Wan, Hung Hom, Mong Kok, Yau Ma Tei, Jordan, Tsim Sha Tsui
<b>Manson Lee</b>  6112 9499	Tai Wai, Sha Tin, Tai Po, Fanling, Sheung Shui, Ta Ku Ling, Sha Tau Kok
<b>Sharon Cheung</b>  6208 6019	Kwai Fong, Kwai Hing, Lai King, Tsuen Wan, Tsing Yi, Ma Wan, Sham Tseng, Yuen Long, Kam Tin, Ping Shan, Pat Heung, Shek Kong, San Tin, Hung Shui Kiu
<b>Ray Chong</b>  6208 6023	Wong Tai Sin, Lok Fu, Kowloon Bay, Ngau Tau Kok, Kwun Tong, Yau Tong, Lam Tin, Chai Wan, Shau Kei Wan
<b>Samuel Yeung</b>  6112 9497	Causeway Bay, Wan Chai, North Point, Central, Sheung Wan, Sai Ying Pun, Pok Fu Lam, Aberdeen, Stanley, Quarry Bay, Cheung Chau, Lamma Island, Peng Chau, Discovery Bay

## Fun with English (Answer)



## In the next issue

- Focus on the hottest ELT issues
- More news, interviews and students' activities

Look out for the next issue of **Ready Steady** in June 2018.

Scan to get the electronic version of **Ready Steady**.

