

Innovating with the Multimodalities-Entextualization Cycle in Language Across the Curriculum (LAC) to Improve ESL Junior Secondary Students' English Literacy

**Early Hong Kong Development:
An LAC Collaboration [Teacher Version]**

The following materials are designed by

Dr Yiqi Liu

Assistant Professor, Department of English Language Education, The Education University of Hong Kong

Miss Yi Cui

Senior Research Assistant, Department of English Language Education, The Education University of Hong Kong

The LAC project is supported by Seed Funding Grant (2020/21) and CRAC Grant (2021/22),
The Education University of Hong Kong.

Copyright © 2022 The Education University of Hong Kong

All rights reserved.

Unit Overview

Module	<p>Topic 4 History, culture and heritage of early Hong Kong region</p> <ul style="list-style-type: none"> - Traditional customs and festivals
Suggestions	<ul style="list-style-type: none"> - The text structure of information reports (Classification/Definition^information in different aspects) should be highlighted when teaching the text; - A mind map or a table should be used for students to brainstorm and organize their ideas for the 'reading to writing' task (Task 3-A); - Some IT suggestions are given alongside the tasks for online teaching contexts.
Learning Objectives	<p>Content learning objectives:</p> <p>At the end of the module, students can:</p> <ol style="list-style-type: none"> 1) identify the features, cultural value and social value of four traditional festivals in Hong Kong; 2) appreciate Chinese intangible cultural heritage. <p>Language learning objectives:</p> <p>At the end of the module, students can:</p> <ol style="list-style-type: none"> 1) identify the structure of an information report; 2) use prepositional phrases to give detailed information of 5Ws (what, how, why, when, and where to do things); 3) use to-infinitives to tell purposes.

Table of Contents

Part 1: Four significant intangible cultural heritage of Hong Kong

Task 1 (Pre-reading) A video about cultural heritage of Hong Kong

Task 2 (Reading) Four traditional customs and festivals in Hong Kong

Language support 1 - Information reports

Language support 2- Typical language use in information report (I): to do

Language support 3- Typical language use in information report (II): Prepositional phrases

Task 3 (Writing) Three must-go places in Hong Kong

Part 2: My vocabulary bank and learning record

Task 4 My Vocabulary Bank

Task 5 My choice of the most useful words and expressions.

Task 6 My learning record

Part 1: Four significant intangible cultural heritage of Hong Kong

Task 1

(IT Note: This task can be done with Padlet or Mentimeter for online teaching contexts)

Watch a [video](#) (0-0:43) about amazing cultural heritage of Hong Kong. Answer the following questions in one or two sentences.



1. What activities can you identify in the video?

Possible answers: Dragon dance / Lion dance, dragon boat, firework, parade, bun scrambling contest (bun festival)

2. Have you attended any of the activities? How do you like them?

Student's answers

Task 2

Read the text to fill in the table.

<p style="text-align: center;">Four traditional customs and festivals of Hong Kong</p> <p>In 2014, the Hong Kong government announced the first Representative list of the Intangible Cultural Heritage of Hong Kong. The list has four traditional customs and festivals including: Chiu Chow Hungry Ghost Festival, Cheung Chau Jiao Festival, Tai Hang Fire Dragon Dance, and Tai O Traditional Dragon Boat Parade. They are examples of tangible cultural heritage.</p> <p>Chiu Chow Hungry Ghost Festival The 15th day of the seventh lunar month is designated as the 'Ghost Festival'. The Chiu Chow Hungry Ghost Festival has a history of over one hundred years. Performing worship and making donations are the two main features of the festival. The rituals allow participants to pay respect to ancestors and promote filial piety. Making offerings to wandering goats expresses the spirit of fraternity in Chinese culture. In addition, the festival enhances the sense of belonging of Chiu Chow people and helps build a harmonious society.</p> <p>Cheung Chau Jiao Festival The Cheung Chau Jiao Festival falls on the 5th to the 9th of the fourth lunar month. During the festival, Cheung Chao residents hold ceremonies to worship deities, appease the deceased, and pray for blessings. They also organize activities such as the floating colours parade and Bun Scrambling Contest, which have become important</p>	<p>words in red: subject-specific vocabulary words in blue: General academic vocabulary words in yellow: linking words Words in purple: Prep. phrases words underlined: to-infinitives</p> <p>Text type: information report</p> <p>Stage 1: Classification/Definition</p> <p>Stage 2: Description / Information of different aspects (Chiu Chow Hungry Ghost Festival)</p> <p>Stage 2: Description / Information of</p>
---	--

cultural symbols of Cheung Chau and Hong Kong. The festival unites different dialect groups on Cheung Chau and strengthens their sense of identity as Cheung Chau people.

Tai Hang Fire Dragon Dance

Fire Dragon Dance is a performing arts relating to religion. It is held on the evening of the 14th, 15th, and 16th of the eighth lunar month. The fire dragon parades through the streets for the first two nights, and ends with the 'dragon's return to the sea' ritual, meaning sending off the dragon to heaven which removes uncleanness in the community. The ceremonies show great cultural value, given that Hakka dialect is used and the history of craftsmanship of making fire dragons has continued for more than one hundred years. Both show great cultural value. The ceremonies enhance neighbourhood connection between the residents of Tai Hang and become the name card of Tai Hang to people from other districts and tourists.

Tai O Traditional Dragon Boat Parade

With more than 100 years of history, the Tai O Traditional Dragon Boat Parade is held yearly on the 4th and 5th day of the fifth lunar month. The dragon boats in the parade show the traditional shipbuilding techniques which are of high conservation value. The cooperation among different fishermen's associations and organizations fosters a sense of unity in the community. Besides the parade, there are rituals to appease wandering ghosts, pray for blessings and for divination, which are of great value to learn about the life in traditional fishing villages in Tai O. They give residents spiritual comfort and promote community stability.

different aspects

(Cheung Chau Jiao Festival)

Stage 2:

Description / Information of different aspects

(Tai Hang Fire Dragon Dance)

Stage 2:

Description / Information of different aspects

(Tai O Traditional Dragon Boat Parade)

	Chiu Chow Hungry Ghost Festival	Cheung Chau Jiao Festival	Tai Hang Fire Dragon Dance	Tai O Traditional Dragon Boat Parade
Date (Lunar Month)	7th month	4th month	8th month	5th month
Features	Performing worship and making	Worship deities; Appeals the deceased; Pray	Fire dragon parade; Send off the fire	Dragon boat parade; rituals to appease

	donations	for blessings; Festive activities including the floating colours parade and Bun Scrambling Contest	dragon	wandering ghosts; pray for blessings and divination
Cultural Value	Promotes filial piety; Expresses the spirit of fraternity in Chinese culture	The festive events have great cultural value	Hakka customs (Hakka dialect, craftsmanship)	Traditional shipbuilding techniques; traditional life in Tai O
Social Value	Unites the Chiu Chow community in Hong Kong; Promotes social harmony	Unites different dialect groups on Cheung Chau; strengthens their sense of identity as Cheung Chau people.	Strengthens the connection among residents of Tai Hang	Fosters a sense of unity in the community; Gives residents spiritual comfort and promote community stability.

(The above table can be provided for students. Or leave some blanks for students to fill in.)

Language support 1 - Information reports

The reading in Task 2 is an **information report**. An information report is a text type that gives information on a class of things (e.g. traditional festivals). There are usually two stages in information reports:

-Stage 1 "Classification/Definition" : You will introduce the topic or thing.

-Stage 2 "Description/Information of different aspects": You will describe different aspects of the topic, one by one.


Language support 2- Typical language use in information report (I): to do

a. In the text, underline language that tells you what each of the festivals is for.

As you can see, what you have underlined is often formed as 'to + verb base form' (e.g. to pay respect). This is an example of 'to-infinitive'. We use them to tell **purposes** in information reports.

Language support 3- Typical language use in information report (II): Prepositional phrases

Prepositional phrases start with a preposition (e.g. 'in 2014', and 'in traditional villages'). They are frequently used in information reports to provide information on the **5Ws (What, where, when, how, and why to do things)**.

b. In the text, **highlight** prepositional phrases. 


The table below shows some examples of prepositional phrases. Locate them in the text and then tell which 'W' they tell.

Prepositional phrases	What, who, when, where, how, why
on the evening of the 14th, 15th, and 16th of the eighth lunar month	when
over one hundred years	when
in the community	where
With more than 100 years of history	When, what
between the residents of Tai Hang	Who, where
among different fishermen's associations and organizations	who/what
Besides the parade	What



Task 3

Hong Kong has been known for its unique east-meets-west culture. Write a letter to recommend **three** must-go places in Hong Kong to your foreign friend. Do some research about the three places of your choices. Make sure you write in the structure of information reports and mention the 5Ws of the places in your writing (Language Supports 1 and 3).

- A.  Firstly, organize ideas for writing. Do some research about the three places of your choice and then fill in the table below. You may use words or images to fill in the table.

Three must-go places in Hong Kong		
Stage 1 Classification/ Definition	Name the three places of your choices	
Stage 2 Description (Place 1)	What	(name of the place)
	Where	
	How	
	When	
	Why	
Stage 2 Description (Place 2)	What	
	Where	
	How	
	When	
	Why	
Stage 2	What	

Description (Place 3)	Where	
	How	
	When	
	Why	

- B. Next, complete your writing including stages of an information report and proper language features. The beginning of the writing has been given to you.

Place 1	Dear Jason,	Prepositional phrases to tell 5Ws: <u>In the center of Hong Kong Island; by minibus; from the Peak</u>
	Hope this email finds you well. I am writing to share with you three must-go	
	places in Hong Kong: _____, _____, and _____.	
	You definitely don't want to miss them when you visit Hong Kong next month.	
Place 2		To-infinitives to tell purposes: <u>Take your octopus card with you to check in and out at MTR stations.</u>
Place 3		Relative clauses to define / to give additional information: <u>Take a walk on the Avenue of Stars, which is near the recently opened shopping mall – K11 Musea.</u>

Part 2: My vocabulary bank and learning record

In this part, you will revise the topic vocabulary and assess your learning.



Task 4 My Vocabulary Bank

My Vocabulary Bank

Do you want to write better answers to questions in history?

Good writing comes from well-written paragraphs and sentences, and well-written paragraphs and sentences are built with proper English vocabulary. Generally, English vocabulary can be sorted into three groups: **subject-specific** (專科的) **vocabulary**, **general academic vocabulary**, and **logical connectors** (linking words).

- **Subject-specific vocabulary:** key concepts specific to a subject, namely Life and Society or Integrated Humanities.
- **General academic vocabulary:** Words that are used more often in written texts rather than informal conversations. They help us express ideas more precisely.
- **Logical connectors (linking words):** conjunctions and phrases that connect ideas.

Subject-specific vocabulary	General academic vocabulary	Linking words
Intangible cultural heritage (n. ph.)	Representative (n.)	Expressing addition: In addition (adv. ph) Also (adv.)
Worship deities (n. ph.)	traditional customs (n.ph.)	
Filial piety (n. ph.)	is designated as (v. ph.)	
Fraternity (n.)	Perform (v.)	
floating colours parade (n. ph.)	Features (n.)	
Bun Scrambling Contest (n. ph.)	Pay respect to	
Craftsmanship (n.)	Ancestor (n.)	
Divination (n.)	Promote (v.)	
wandering ghosts (n. ph.)	Express (v.)	
Shipbuilding (n.)	The spirit of ... (n.ph.)	

	<p>The sense of belonging (n.ph.)</p> <p>Harmonious (adj.)</p> <p>Fall (v.)</p> <p>Appease (v.)</p> <p>The deceased (n.ph.)</p> <p>cultural symbols (n.ph.)</p> <p>Unite (v.)</p> <p>Strengthen (v.)</p> <p>Sense of identity (n.ph.)</p> <p>Performing arts (n.ph.)</p> <p>Religion (n.)</p> <p>Parade (n.) / (v.)</p> <p>Great culture value (n.ph.)</p> <p>Remove (v.)</p> <p>neighbourhood connection (n.ph.)</p> <p>high conservation value (n.ph.)</p> <p>Techniques (n.)</p> <p>spiritual comfort (n.ph.)</p> <p>community stability (n.ph.)</p>	
--	---	--

Task 5. My choice of the most useful words and expressions

In the space below, write:

- FIVE top most useful subject-specific words,
- FIVE general academic words, and
- THREE linking words you have learnt in this unit.

Compare your choice with your neighbouring classmate; see if there are similarities and differences and discuss.

Subject-specific words	General academic words	Linking words

Task 6. My learning record

Put a tick (✓) if you think you can manage the item in this unit.



Do I ...

	Item:	Yes (✓) / No (X)
1.	Understand the features, cultural value and social value of four traditional festivals in Hong Kong	
2.	Learn to appreciate Chinese intangible cultural heritage	
3.	Know the structure of information reports	
4.	How to use prepositional phrase to tell 5Ws	
5.	how to use to-infinitives to tell purposes	