



Level: 1



Let's think!

1. How diverse is Hong Kong?
2. What could be the biggest difficulty local ethnic minorities face at school?

PLAYLIST



READ ALONG



LONG RIVER SCHOOL NEWSLETTER

November 20XX

Support diversity and recognise the possibilities of all students Words from the Principal

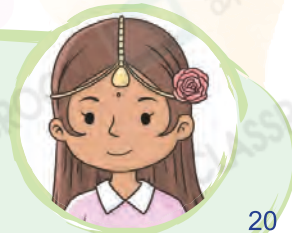
1 Hong Kong has recently seen a significant demographic trend with the ethnic minority population in the city growing rapidly. Since the beginning of the year, a number of ethnic minority students has been admitted into our school. It is encouraging to see our students support culture and language learning of non-Chinese speaking students. These programmes aim not only to help our ethnic minority students deepen their understanding of Hong Kong culture, but also to encourage our local students to have an open and inclusive attitude towards their non-local counterparts. I am thrilled to introduce to you three different programmes, and I hope that more of you will join them.

Homework Club

2 Led by a group of academically-driven students, the club offers help to our ethnic minority students on academic issues. Volunteer applications for the club have gone through the roof since it was founded. The club offers tutorials covering all core subjects especially Chinese. For our ethnic minority students, the club is a place not only to discuss course topics with each other, but also to deal with anxiety issues and make more friends.

Feedback from participants—Sarika Gandhi

3 Homework Club is great! I never asked teachers questions in class because I felt vulnerable. In this club, my peers know I am struggling with the language barrier. They are willing to teach me Cantonese and other subjects. It is so much fun learning from them! I no longer consider homework a burden now.



Landmark Encounter

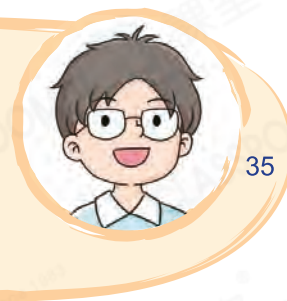
4 This year, the chairperson of the Student Association has pitched the idea of Landmark Encounter to three major non-governmental organisations (NGOs) in Hong Kong. The field trips are designed for ethnic minority students and economically disadvantaged students. Our determination to narrow the opportunity gap has touched the heart of the panels. They have agreed to offer discounted tours and subsidise some of the trips. Landmark Encounter takes place biweekly. It gives bespoke tours to give students ample chances to explore various landmarks in Hong Kong. It allows them to explore the city in a fun and engaging way. They can learn about the history of the places and try various local dishes. One of the trips was a visit to sky100, Hong Kong's indoor observation deck. Our trip was made all the more pleasant when Christopher Kwok, the Executive Director of Sun Hung Kai Properties that owns Sky100, was there to personally greet us.

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Feedback from participants—David Cheng

5 Landmark Encounter is so cool. I never thought I would set foot in those places of interest in the city. I couldn't believe we could talk to a famous business tycoon! He opened up a new world for us through sharing his story! Thank you for organising this event. It was truly an eye-opening experience.



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Cultural Carnival Day

6 Eight cultural booths, three performance stages and two tasting stalls make up our Cultural Carnival Day. Students, teachers and the general public are welcome to participate in the event, which is held every three weeks. We hope participants can learn more about the cultures of ethnic minorities. Last week, the cultural booths were packed with participants trying out different outfits, from saris to turbans. They had fun taking selfies and socialising with one another.

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Feedback from participants—Maria Ali

7 At the stalls, I had excellent interaction with other participants and we got to know one another better. The programme offers more people in Hong Kong an invaluable opportunity to try South Asian cuisine. Tandoori chicken is one of my favourite dishes.



45

~680 words

Looking into Grammar

The modal verbs **can** and **could** are used to express possibilities or give permissions. They are followed by a verb in its base form.

- ✓ They **can learn** (✗ learning) about the history of the places and **try** (✗ trying) various local dishes.
- ✓ I **couldn't believe** (✗ believed) we **could talk** (✗ talked) to a famous business tycoon!

? Circle a verb used with the modal verb **can** in paragraph 6.

Read the text and answer questions 1–14. For multiple-choice questions, choose the best answer and blacken **ONE** circle only. (25 marks)

1. Who does 'I' (line 10) refer to? _____

2. Use your own words to describe the trend in the number of students applying for volunteer work at Homework Club.

2 Skim the subheadings to locate information about Homework Club.

3. What can ethnic minority students do at Homework Club?

- I. They can ask homework-related questions.
- II. They can reduce stress.
- III. They can socialise with others.
- IV. They can teach Cantonese.

A. I, II and III

C. II, III and IV

A

B

C

D

B. I, III and IV

D. all of the above

4. Decide whether the following statements are True (T), False (F) or Not Given (NG).

	T	F	NG
(i) Sarika did not ask questions during lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(ii) Students can only get help in learning Chinese at Homework Club.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(iii) Sarika speaks fluent Cantonese after having the tutorials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How often is Landmark Encounter organised?

6. Based on paragraph 4, complete the summary by writing ONE word to fill in each blank. Make sure your answers are grammatically correct.

The Student Association is (i) _____ to help ethnic minority students. It aims to achieve equality in learning (ii) _____ for ethnic minorities. The NGOs are generous in (iii) _____ the participants. Interactive and engaging activities are provided at a (iv) _____ price for them.

7. At Landmark Encounter, apart from learning the history of a place, what else can participants do?

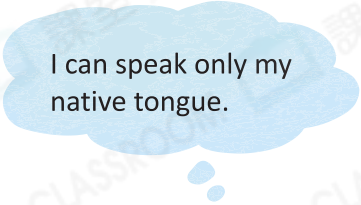
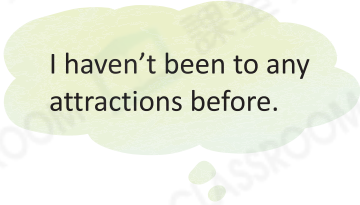
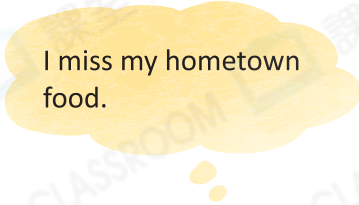
8. Look for phrases in paragraph 5 that can be used to replace the following words or phrases.

(i) 'to go to (a place)' _____

(ii) 'landmarks' _____

9. Which programme specifically helps ethnic minority students learn about the local culture?

10. Three ethnic minority students have various needs. Which of the three programmes can be recommended to each of them?



(i) _____ (ii) _____ (iii) _____

11. Which of the following activities have been mentioned in the text? Mark each picture with a tick (✓) in the circle if it is mentioned.

A.



B.



C.



D.



12. Put a tick (✓) in the box to match each participant's dialogue with the programme he or she has joined. (3 marks)

	Homework Club	Landmark Encounter	Cultural Carnival Day
(i) 'How long ago was this old building built?'			
(ii) 'It looks gorgeous. I want to try it on too.'			
(iii) 'Can you teach me how to solve this linear equation?'			

13. (i) Based on the feedback, which ethnic minority student encountered problems in Hong Kong?

13 Find out the purpose of each programme.

- (ii) What is the problem he or she encountered?

14. What is the purpose of this newsletter?

- I. to inform readers what has been done on cross-cultural education
- II. to introduce readers some excellent programmes
- III. to encourage readers to join specific programmes
- IV. to feature some non-Chinese speaking students

A. I and IV

B. I, II and III

A

B

C

D

C. I, II and IV

D. all of the above



Vocabulary

GLOSSARY



A. Complete the article below with the given words. Make sure your answers are grammatically correct.

ample (*adj.*)

demographic (*adj.*)

ethnic minority (*n.*)

go through the roof (*idm.*)

inclusive (*adj.*)

invaluable (*adj.*)

pitch (*v.*)

set foot in (*idm.*)

tycoon (*n.*)

vulnerable (*adj.*)

Welcome new immigrants with open arms

Weekly Teens

Issue no. 259

The latest (1) _____ data have reflected some recent changes in the population. With the increasing number of (2) _____, how can we help them fit in better?



It is difficult for ethnic minority immigrants to (3) _____ an unfamiliar place and get help from the locals. We can plan local tours for them and (4) _____ the idea to non-governmental organisations for more assistance. The tours are to help the newcomers to find their way around the local community. This is also a good way for them to meet more people. New immigrants may find themselves in (5) _____ situations because of prejudice. Providing (6) _____ social support can give them confidence to adapt to the new environment.

Sir Michael Kadoorie is a property (7) _____ in Hong Kong. His family were the first batch of Jewish immigrants to this city. What they have established and contributed proves



that immigrants can be great assets to society. With the number of ethnic minorities (8) _____, we need to build a welcoming and (9) _____ community that engages them. In a multicultural society, respect and love is (10) _____.

B. Look at the pictures. Label the pictures with the given words in the spaces provided.

Support for ethnic minorities and newcomers

community outreach

counselling

diverse

education

employment

hiring process

integration

job fairs

language bridging

I. _____



_____ programmes

II. _____



_____ interview panels



fair _____



III. _____



_____ and _____ programmes

Writing

What can we do to help ethnic minorities and new immigrants integrate into society?

Write an article to share your thoughts in about 200 words.