Professional Development Programme 2014-2015:

“Connecting Reading and Writing in the Secondary English Language Classroom”

Session 1

Ms. Nicole Tavares, Dr. Lo Yuen Yi, Dr. Simon Chan

Organized by the INSTEP, Faculty of Education, The University of Hong Kong and commissioned by the Education Bureau, The Government of the HKSAR

Materials developed by Prof. Angel Lin and Dr. Tracy Cheung, with contributions from HKU facilitators © 2015
Warm-up self-reflection: What challenges are your students facing?

<table>
<thead>
<tr>
<th>Reading challenges</th>
<th>Writing challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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</tr>
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<td>3.</td>
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</tr>
</tbody>
</table>
The overall aims of the programme

- Demonstrating how to motivate students to engage in sustained reading and writing activities
- Introducing genres and fiction and non-fiction text-types
- Understanding the rhetorical structure of different text-types
- Introducing the Reading-to-Write Cycle: how to connect reading to writing in the curriculum
- Providing participants with opportunities to design appropriate tasks and activities to help students develop their skills in selecting, extracting, summarising and interpreting relevant information, ideas and views from multiple texts of different types
- Demonstrating the process of how to organise and compose texts of different structures using selected information or data
- Modelling teacher talk in Reading-to-Write lessons – mentoring strategies to unpack and re-pack difficult texts, and
- Exploring ways to provide quality feedback to help students improve their written work and design follow-up activities to address the problems identified
Facilitating professional dialogues and reflection in the programme

- Examples and demonstrations
- Discussions and reflections
- Action plans
- Sharing and mini-presentations
Overview of the 6-hour programme
### Professional Development Programme 2013-2014:
“Connecting Reading and Writing in the Secondary English Language Classroom”

#### Programme Content

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
</tr>
</thead>
</table>
| Session 1 | (1) Overview of the Programme  
             (2) Overall framework of designing reading and writing lessons  
             (3) Different genres and associated language functions |
| Session 2 | (1) Demonstration #1  
             (2) Debriefing: reflection & discussion |
| Session 3 | (1) Demonstration #2  
             (2) Debriefing: reflection & discussion |
| Session 4 | (1) Application: Preparing for the presentations  
             (2) Mini presentations  
             (3) Summary of the programme |
Let’s start with you...
'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

"Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!"

He took his vorpal sword in hand:
Long time the manxome foe he sought—
So rested he by the Tumtum tree,
And stood awhile in thought……..
Task 1
How do you teach reading / writing in your classroom?

- What kinds of challenges / problems have you identified?
  - for students?
  - for teachers?

- How would you describe:
  - your belief about reading / teaching reading?
  - your belief about writing / teaching writing?
  - your teaching of reading / writing skills?

You have 3 minutes!
Traditional Views of Reading and Writing

Reading

- input
  - receptive skills
  - comprehension

Writing

- output
  - production skills
  - production
Connection between Reading and Writing

The same pool of knowledge and skills connect reading and writing
Design Principles of the Programme

A functional view of language in context (Rose, D. 2005)
Reading and Writing
What do we read?
A summary of reading strategies

**Pre-reading**
- Activating prior knowledge and making connections
- Creating concept maps
- Drawing attention to contextual clues (e.g., titles, visuals)
- Questioning
- Pre-teaching key vocabulary
- Predicting keywords/key content
- Reciprocal questioning
- Setting a purpose
- Skimming

**While-reading**
- Checking comprehension
- Drawing attention to contextual clues
- Determining importance of a point
- Evaluating different points of view
- Finding and underlining key words/explaining key words
- Guessing meanings of words from context
- Highlighting the rhetorical organization of the text
- Inferring the author’s point of view
- Paraphrasing a key point
- Questioning
- Reading aloud; Thinking aloud
- Reciprocal questioning
- Rereading; Scanning; Skimming
- Summarizing; Synthesizing; Surveying
- Visualizing; Creating concept maps

**Creating Concept Maps**
- Conducting picture walk
- Creating concept maps
- Drawing a conclusion
- Evaluating different points of view
- Highlighting the rhetorical organization of the text
- Inferring the author’s point of view
- Paraphrasing a key point
- Reciprocal questioning
- Rereading, Summarizing, Surveying, Synthesizing
- Reading aloud

**Post-reading**
- Checking comprehension
- Conducting picture walk
- Creating concept maps
- Drawing a conclusion
- Evaluating different points of view
- Highlighting the rhetorical organization of the text
- Inferring the author’s point of view
- Paraphrasing a key point
- Reciprocal questioning
- Rereading, Summarizing, Surveying, Synthesizing
- Reading aloud
What do we write?
Genres / "text-types"
What is genre?

“All the language events, both spoken and written, that we participate in as members of our particular society and culture” (Gibbons, 2009, p. 108).

• Each genre has a specific social purpose, and is used to get something done through language.

• Each genre has a particular structure or overall organisation.

• Each genre has language features that are typical of that genre.

• Understanding of the purpose, organisation and language features of school genres helps teachers recognise where learners need support in learning the genres they need to be successful academic readers and writers.
Task 2a
Let’s start reading different text-types: Text-Type and Purpose

- Get yourselves into groups of 3 – 4. Each group will be given 7 texts.

- Skim through Texts A to G.

- Each group will focus on one text only, and quickly identify their text-types (using the list).

- Having identified the text-type, discuss what you think the purpose of the text is.

What text-type is it?
1. A narrative
2. An information report
3. An explanation
4. A discussion
5. A procedure
6. A recount
7. An exposition

You have 5 minutes!
Text A
Junk Food
Year 5 at our school have been discussing whether or not we should have junk food at school. Some of the class think that we should have junk food but the others don’t think so. Some kids think that we shouldn’t have junk food because you wouldn’t grow up to be healthy and strong. Also junk food sometimes causes sickness to children if they eat too much of it. Junk food could rot teeth. Also when children buy junk food they throw their rubbish on the ground. However, our class thinks that a school shouldn’t ban junk food. Children enjoy junk food and so do many teachers. If parents allow children to eat junk food how could a school stop them? Our class thinks that teachers shouldn’t stop children from eating junk food.
School

I think children should go to school. It is a place where they can learn, make friends and have fun.

If they don't go to school, they may never learn to read and write. This means that they might not get a good job or any job at all.

At school children can learn about lots of different things like maths, science, famous people and different countries.

At school you can also play sport and go on excursions to visit interesting places.

That's why children should go to school.

---

**Text-type:** Exposition

**Purpose:** To argue for / against a case by using a series of supporting arguments
Flotation

Flotation is a technical term that deals with the degree objects stay on the surface or sink in liquids. Objects that float are said to be buoyant. When a solid object is placed in a liquid, it is forced by the density of the liquid. If the density of the solid is greater than the density of the liquid, the solid will sink. If the density of the solid is less than the density of the liquid, the object will float. That is why light objects float on water and why heavy objects like rocks will sink.
Turtles are reptiles and are cold blooded. They depend on their surroundings for their body heat. Turtles are covered with a hard box-like shell which protects the soft body and organs. It is composed of an upper section called a carapace and a lower plate called a plastron. Turtles withdraw inside the shell for protection. Turtles have four paddled shaped flippers which help them to swim. Turtles do not have teeth, they have a sharp beak instead. Turtles can breathe on land and under water. They mainly eat jellyfish, sea snails and other soft-bodied, slow-moving sea animals. Female turtles lay their eggs in the sand on beaches. Once the eggs are covered the female returns to the sea. When the eggs hatch the baby turtles crawl down to the sea and take care of themselves.
A long time ago there was a barn with owners named Mr and Mrs Smith. They were poor and they only had a horse, 2 sheep for wool, 1 pig and a bull and a cow for milk. They were poor because their pig ate them out of house and home and he didn’t share with the other animals. His name was Bob. “You should go on a diet” said Clarabelle the horse. “Oh be quiet, I’m not fat I’ve got big bones.” A few minutes later Bob was rolling around on the ground. “I’m sick, I’m sick”, he shouted. “Help me, help me.” Mr and Mrs Smith ran down and called the vet. The vet came quickly and said quietly, “If he eats like he has been eating he’ll surely die.” “Oh,” groaned the pig. Clarabelle overheard and said to the other animals, “Our friend is dying, we’ve got to help him.” “Yeh,” said the other animals. “Let’s go.” They went up to Bob and said, “We are going to get you in shape.” First they told him to eat only half of the food in the trough. Then they made him run up and down the hill and made him swim in the duck pond. He did this every day for three long weeks and he got better and he thanked Clarabelle and Bob was never greedy again.
How to Play Snakes and Ladders

What you need
Snakes and Ladders board game
1 dice
2 to 4 players
Counters of different colours. 1 for each player.

How to Play
• Put all counters on start.
• First person rolls the dice and moves his counter in counting order the number of places shown on the dice.
• Other players take their turns.
• If a counter lands on the bottom of a ladder, the player moves the counter to the top of that ladder.
• If a counter lands on a snake’s head, the player moves the counter down to the bottom of that snake’s tail.
• The winner is the first player to reach Finnish.
Text G

Yesterday Year 5/6 went on an excursion to the Power House Museum. When everyone arrived at school we walked to Marrickville station. Our class caught the 9:30 train to Central station. When we got off at Central we walked through the Devonshire St tunnel to Harris St. We walked in the museum and we saw some slides and a movie. The movie was about communication and it was called Get The Message. We then looked at some games and equipment. After lunch we walked up to the Sydney Morning Herald and saw how they make papers. After that we caught the train back to Marrickville.
Task 2b

- Referring back to the text-types we have discussed in Task 2a, can you identify the structure of the texts?
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## How to Play Snakes and Ladders

### What you need
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- 1 dice
- 2 to 4 players
- Counters of different colours. 1 for each player.

### How to Play
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Task 3
Text structure of Letters to the Editor

Policies needed for ageing issues

The subject of Hong Kong's ageing population has received a lot of media attention.

Hong Kong will inevitably face ever greater challenges as a consequence of more of its citizens living for longer.

With a steady increase in the greying population and therefore a greater dependency, the need to deal with this issue and the problems it will bring should be high on the list of the government's priorities.

We cannot afford to neglect this ageing trend and officials must come up with effective policies as soon as possible.

Luk Mei-yan, Tai Kok Tsui
Letters to the Editor, May 6, 2013
South China Morning Post
### Policies needed for ageing issues

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Supporting reason/detail 1</th>
<th>Supporting reason/detail 2</th>
<th>Conclusion</th>
</tr>
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<td>The subject of Hong Kong's ageing population has received a lot of media attention.</td>
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Letters to the Editor, May 6, 2013
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Useful sentence starters or lexical phrases for writing letters to the editor

- The recent ... has aroused much interest.
- The recent ... has started heated debates on...
- It would be ...
- I strongly disagree with the comments made by ...
- I am writing to support the view expressed by ...
- I would like to comment on...
- I am writing in response to...
- I believe that...
- I think it will be a good idea to...
- I think the government should..
- In my opinion... / I wish to point out that...
- First of all... / First... Second... Third...
- For one thing..
- In addition... / Moreover...
- The reason why... / The reason is that... / Because... / Since...
- If this were the case...
- To conclude...
- I hope...

The letter to the editor can vary greatly on the formality scale:
There can be more formal phrases or less formal phrases used
Academic functions & different sentence patterns and different types of vocabulary
### Rhetorical language functions

**Task 4: Text-dependent functions**

<table>
<thead>
<tr>
<th>No.</th>
<th>Sentence in the text</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>There is great danger to wildlife in the pollution of water.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>A good illustration of this is the oil released from tankers at sea.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>It kills all kinds of sea animals, including fish, plankton and other forms of marine life.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Birds are also frequent victims, for they become oiled.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>That is to say, their feathers become covered with oil and they are unable to fly.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Certain tankers are believed to regularly flout the regulations governing the discharge of oil at sea.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>If this could be proved, we should be in a better position to take action.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>As it is, the authorities are almost powerless and the slaughter continues unchecked.</td>
<td></td>
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</tbody>
</table>

Use the following functions to help you:
- asserting
- commenting
- concluding
- exemplifying
- explaining
- explicating
- hypothesizing
- reinforcing
## Task 4: What function does each of the sentences in the text perform?

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<td>Explicating</td>
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<td>Certain tankers are believed to regularly flout the regulations governing the discharge of oil at sea.</td>
<td>Hypothesizing</td>
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<td>As it is, the authorities are almost powerless and the slaughter continues unchecked.</td>
<td>Concluding</td>
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Task 5
Sentence Patterns of Different Rhetorical Functions

- Get yourselves into groups of 3 – 4.

- Each group will focus on a few functions only.

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<table>
<thead>
<tr>
<th>Rhetorical functions</th>
<th>Sentence Patterns</th>
<th>Examples</th>
</tr>
</thead>
</table>
| measuring             | re-telling        | The _____ has _____ and _____.
|                       | predicting        | The _____ is _____.
| summarizing           | giving and supporting opinions | The group has two powerful chiefs and Jews (so they can hunt).
|                       |                   | Bald eagles are among the largest birds of prey on the planet. |
| hypothesizing         | citing information| I don’t think the evidence supports _____ because _____.
|                       | estimating        | I don’t agree with that statement because _____.
| comparing             | describing        | I don’t think the evidence supports the conclusion because the total amount of mass should always be the same.
|                       | disagreeing        | I don’t agree with that statement because a fetus grows inside the amnion but not the oviduct. |
| sequencing            | drawing conclusion| Here we see that _____.
|                       | identifying relationship | Here we see that most air pollution comes from cars and other motor vehicles. |
|                       | constructing charts, tables and graphs | Looking at the _____, I think there are _____.

### Task 5

**Sentence Patterns of Different Rhetorical Functions**

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<td><strong>1 Describing</strong></td>
<td>The _______ has _______ and _______. &lt;br&gt; The _______ is _______.</td>
<td>The brown bear has powerful claws and jaw (so they can hunt). &lt;br&gt;Bald eagles are among the largest birds of prey on the planet.</td>
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<tr>
<td><strong>2 Disagreeing</strong></td>
<td>I don’t think the evidence supports _______ because _______. &lt;br&gt; I don’t agree with that statement because _______.</td>
<td>I don’t think the evidence supports the conclusion because the total amount of mass should always be the same. &lt;br&gt;I don’t agree with that statement because a fetus grows inside the amnion but not the oviduct.</td>
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<td><strong>3 Citing information</strong></td>
<td>Here we see that _______.</td>
<td>Here we see that most air pollution comes from cars and other motor vehicles.</td>
</tr>
<tr>
<td><strong>4 Estimating</strong></td>
<td>Looking at the _______, I think there are _______.</td>
<td>Looking at the graph, I think there is an increase demand for fresh water.</td>
</tr>
<tr>
<td><strong>5 Retelling</strong></td>
<td>First, _______. Next _______, and then _______. &lt;br&gt; _______ was/were _______-ing. &lt;br&gt; _______ has/have been _______-ing since/for _______.</td>
<td>First, a few drops of filtered pond water were added on a cavity slide. Next, a few drops of chlorine water were added to the filtered pond water on the slide. Then, under the microscope, the living micro-organisms were found dead. &lt;br&gt;The air inside each corn was expanding (when the corn grains were being heated.) &lt;br&gt;Hong Kong’s first water treatment works has been working since 2000</td>
</tr>
</tbody>
</table>
### Task 5
Sentence Patterns of Different Rhetorical Functions

<table>
<thead>
<tr>
<th>Rhetorical functions</th>
<th>Sentence Patterns</th>
<th>Examples</th>
</tr>
</thead>
</table>
| 6 Predicting                 | I think _______ will _______.  
The _______ is going to _______.  
The _______ will _______.  
_______ (could/might etc) _______. | I think the water vapour will condense and form water droplets.  
The temperature is going to increase.  
The annual water consumption will remain the same.  
The size of the sugar cube might decrease. |
| 7 Giving and supporting opinions | I think _______ is _______ because _______.  
I (don’t) think/agree with _______ because _______.  
In my opinion _______ should _______ because/so _______. | I think the demand for electricity is increasing because more and more people are using air conditioners in the summer.  
I agree with the author because without the invention of the printing press, publishing would not be able to flourish and knowledge could not be easily passed on.  
In my opinion, generation of electricity should be the most important invention ever because without electricity we would not be able to live the life the way we are today. |
| 8 Showing cause and effect   | The _______ had _______ so _______.  
If _______ had/hadn’t _______.  
_______ would/wouldn’t have _______. | The moisture had seeped into cracks and then froze, so the pressure of its expanding volume can fracture rock.  
If human hadn’t been destroying their habitat, dodo bird wouldn’t have been extinct. |
| 9 Drawing conclusion         | The _______ is _______ because _______. | Galileo was an important scientist because he had made some of the most important discoveries in the history of astronomy.  
Animal cells are similar to plant cells because both of them have mitochondria. |
| 10 Comparing                 | This _______ is similar to that _______ because both _______. |                                                                           |
## Task 5
### Sentence Patterns of Different Rhetorical Functions

<table>
<thead>
<tr>
<th>Rhetorical functions</th>
<th>Sentence Patterns</th>
<th>Examples</th>
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<tbody>
<tr>
<td><strong>Contrasting</strong></td>
<td>This _______ is different from that _______ because one has _______ and the other doesn’t _______. _______ but _______. _______ (whereas / in contrast) _______.</td>
<td>Plant cells are different from animal cells because only plant cells have chloroplasts and the other doesn’t. Cellular respiration is the process in which oxygen is chemically combined with food molecules in the cell to release energy, whereas photosynthesis is the process in which energy trapped in the chloroplasts break down carbon dioxide gas and water to form oxygen and sugar.</td>
</tr>
<tr>
<td><strong>Sequencing</strong></td>
<td>We saw that first, _______, then, _______, and at the end. _______.</td>
<td>We saw that first a few drops of filtered pond water were added on a cavity slide. Then, a few drops of chlorine water were added to the filtered pond water on the slide. At the end, under the microscope, the living micro-organisms were found dead.</td>
</tr>
<tr>
<td><strong>Hypothesizing</strong></td>
<td>If _______ had _______, then _______ would have _______.</td>
<td>If the cord length had increased, then the time a pendulum would take for a back-and-forth swing would have increased.</td>
</tr>
<tr>
<td><strong>Persuading</strong></td>
<td>As we just saw in the experiment, _______ does _______ due to _______. _______ (imperative verb forms). (Complex sentences with future and conditional) (Complex sentences with varied verb forms and tag questions, idiomatic expressions or embedded clause).</td>
<td>As we just saw in the experiment, light and water does help the plants produce food due to photosynthesis.</td>
</tr>
</tbody>
</table>
## Task 5

### Sentence Patterns of Different Rhetorical Functions

<table>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Measuring</strong></td>
<td>A _______ is _______ cm long, _______ cm wide and _______ cm tall.</td>
<td>The metal block is 5 cm long, 5 cm wide and 5 cm tall. This cylinder holds a volume of 200 ml.</td>
</tr>
<tr>
<td></td>
<td>This _______ holds a volume of _______ ml.</td>
<td>Before we _______, the liquid _______, but now it _______.</td>
</tr>
<tr>
<td><strong>Constructing charts, tables and graphs</strong></td>
<td>Plot _______ and _______. Plot _______ as _______. Graph the independent variable _______ as a function of _______.</td>
<td>Draw the graph of the linear equation ( y=2-1/2 \ x ) from ( x = -2 ) to ( x = 6 ).</td>
</tr>
<tr>
<td><strong>Distinguishing fact from opinion</strong></td>
<td>Although you say _______, the table says that _______.</td>
<td>Although you say stress is usually not considered a disease, the table shows that stress is linked to disease.</td>
</tr>
<tr>
<td><strong>Summarizing</strong></td>
<td>The main idea from this observation is that _______. (to conclude / indeed / in summary / in short, therefore, consequently) _______.</td>
<td>The main idea from this observation is that light is necessary for photosynthesis to take place. In short, photosynthesis is a food-making process of plants.</td>
</tr>
<tr>
<td><strong>Identifying relationships</strong></td>
<td>This _______ is necessary for _______ because it _______.</td>
<td>Light is necessary for photosynthesis because it is used by the plant cell to produce energy and carbohydrates.</td>
</tr>
</tbody>
</table>

How useful is this to our students' learning?
## Different text-types written for Different Purposes and a Different Audience

<table>
<thead>
<tr>
<th>Calendars</th>
<th>Clothes size labels</th>
<th>Magazines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addresses</td>
<td>Graffiti on walls</td>
<td>Radio/TV guides</td>
</tr>
<tr>
<td>Phone books</td>
<td>Children’s scribbling</td>
<td>Advertisements</td>
</tr>
<tr>
<td>Name cards</td>
<td>Informal letters</td>
<td>Posters</td>
</tr>
<tr>
<td>Bank statements</td>
<td>Business letters</td>
<td>Travel guides</td>
</tr>
<tr>
<td>Credit cards</td>
<td>Rules and regulations</td>
<td>Cookbooks</td>
</tr>
<tr>
<td>Maps</td>
<td>Electronic mail</td>
<td>Repair manuals</td>
</tr>
<tr>
<td>Anecdotes</td>
<td>Telegrams</td>
<td>Memos</td>
</tr>
<tr>
<td>Weather forecast</td>
<td>Fax messages</td>
<td>Time schedules</td>
</tr>
<tr>
<td>Pamphlets</td>
<td>Junk mail</td>
<td>Street signs</td>
</tr>
<tr>
<td>Product labels</td>
<td>Postcards</td>
<td>Syllabi</td>
</tr>
<tr>
<td>Washing instructions</td>
<td>Greeting cards</td>
<td>Journal articles</td>
</tr>
<tr>
<td>Short stories</td>
<td>Comic books</td>
<td>Song lyrics</td>
</tr>
<tr>
<td>Novels</td>
<td>Newspapers</td>
<td>Film subtitles</td>
</tr>
<tr>
<td>Plays</td>
<td>Diplomas</td>
<td>Diagrams</td>
</tr>
<tr>
<td>Poems</td>
<td>Application forms</td>
<td>Flowcharts</td>
</tr>
<tr>
<td>Handbooks</td>
<td>Store catalogues</td>
<td>Name tags</td>
</tr>
</tbody>
</table>

(adapted from Gebhard 1996:198)

Moen & Adamson (2001, p. 115)

Materials developed by Prof. Angel Lin and Dr. Tracy Cheung, with contributions from HKU facilitators © 2015
'massive amounts of repetitive experience' and systematic develop automaticity

(Segalowitz, 1991, p. 23)
The Genre-based Approach to Reading and Writing
Stages in the reading and writing lessons

- Do you know the “magic number”?
- (or the names of the stages)

**Reading**
- Pre-reading Stage
- While-reading Stage
- Post-reading Stage

**Writing**
- Preparation Stage
- Drafting Stage
- Editing / Rewriting Stage

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The Genre-based Approach to Reading and Writing

Adopted from Dr. David Rose, *Reading to Learn.*

Materials developed by Prof. Angel Lin and Dr. Tracy Cheung, with contributions from HKU facilitators © 2015
An adapted approach for the Hong Kong classroom

- Reading (joint reading + independent reading)
  - Pre-reading stages
  - While-reading stages
  - Post-reading stages (listening, ideas development, speaking)

- Writing (joint writing + independent writing)
  - Preparation
  - Drafting
  - Editing / revising

Materials developed by Prof. Angel Lin and Dr. Tracy Cheung, with contributions from HKU facilitators © 2015
What does Detailed Reading do?

- Supporting learners to read short paragraphs of text, sentence-by-sentence, by guiding them to identify groups of words in each sentence, and discussing their meanings.

- Enabling learners to:
  - read challenging texts with detailed comprehension
  - recognise the language choices that writers make
  - use the content of factual texts to write texts of their own
  - use the language resources of accomplished writers in their own writing

- Enabling teachers to:
  - meet the language and content goals of their curricula
  - support all students to learn at the same level

Adopted from Dr. David Rose, *Reading to Learn*. Materials developed by Prof. Angel Lin and Dr. Tracy Cheung, with contributions from HKU facilitators © 2015
Understanding “connecting reading and writing” through demos

- 2 demonstrations

Demo #1 in session 2, focusing on junior forms

Demo #2 in session 3, focusing on senior forms
Importance of reminding our students...

- Using reading and writing strategies:
  - Pros and cons of the strategies
  - Limitations
  - Creativity
  - Limitation of genre-based pedagogy
    - Genre-based pedagogy and other methodologies
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Sources of text pictures

Sources of texts (Task 2)


Sources of texts

- **Task 3**
Professional Development Programme 2014-2015:

“Connecting Reading and Writing in the Secondary English Language Classroom”

Session 2

Facilitators

Organized by the INSTEP, Faculty of Education, The University of Hong Kong and commissioned by the Education Bureau, The Government of the HKSAR
From Reading to Writing

READING
To read a news article

WRITING
To write a letter to the editor

Level: Senior secondary
Theme / Topic: Relationships / Social Issues
Genre: News article, charts, letters to the editor

Suggested activities
Module Outline

- **Reading**
  - Read a news article
  - Study a chart

- **Writing**
  - Write a letter to the editor
When we go through these suggested activities

Think from the teachers’ perspective:
- What is the activity design?
- What is the purpose of the activity?
- Is there any visible pedagogy to be used with this activity? What do I have to be explicit?
- How to connect or apply this activity in my daily teaching?

Think from your students’ perspective:
- What do my students have to do?
- Is this activity at the right level for my students?
- How will my students respond to this activity?
Demonstration #2

Focusing on teaching Reading and Writing in senior secondary (but the skills are transferrable to junior secondary!)
Pre-reading Stage
Activity 1
Let’s watch a video clip

• You are about to watch 2 video clips, which will be used in 3 versions of task sheets.

• Compare the video clips and task sheets. Decide which one you will use with your students and why.
Session 2 Activity 1

- Title: “Blonde Japanese schoolgirls smoking”
  - Click to play the video

- Downloaded from Youtube (http://www.youtube.com/watch?v=0O2L6evvepk) on 6th February 2014.
Activity 2
Connecting to the topic

• Try Activity 2 (5 minutes)

• How does this task prepare students for the reading of the text?
Activity 3
What do you know about smoking?

• Have you ever used this kind of worksheet with your students?
• If so, share your experiences (e.g. its effectiveness) with your group members.
• If not, explain share with your group why you may not have done so.
Activity 4  
Guessing the meaning

<table>
<thead>
<tr>
<th>Version A</th>
<th>Version B</th>
</tr>
</thead>
</table>

- Can you tell the difference between the two versions?
- Which one would you be more inclined to use with your students? Why?
- Would you make any modifications to the given task(s)?
While-reading Stage
Activity 5
Skimming and scanning

• What is the difference between skimming and scanning?
Detailed Reading of the Text

Please refer to the handouts and texts.

• Now we are going to demonstrate how to talk around the text during the detailed reading stage.

• But let’s first decide which paragraph(s) to use for detailed reading and why.
  ➔ What do you think?
Activity 6
Checking understanding

Activity 6

• Does this task look familiar to you? If so, where have you come across such tasks?

⇒ The detailed reading stage equips our students with reading strategies to deal with comprehension tasks in the HKDSE!
Activity 7
Understanding the genre of news articles

• With the knowledge of genres/text types we discussed in the previous session, attempt Activity 7. (10 minutes)

• Share your answers with your group members.
Post-reading & Connecting to writing / Preparing for Writing
Activity 8
Understanding points of view

(Optional task, for more able students)

Version A

Version B
Activity 9
Reading charts and figures

• Experience Activity 9. (10 minutes)
• What reading strategies did you employ?
• How do we help our students tackle charts and graphs?
Activity 10
Effects of smoking

Version A

Version B

Activity Design
Purpose
Visible pedagogy
Connection
Activity 11
Why do teens smoke?

Version A

Version B

Version 1

Version 2
Activities 12 & 13
Understanding the genre / structure of a letter to the editor

• Attempt Activities 12 & 13 (8 minutes).

• How do we help our students understand the genre of a letter to the editor?
  → Inductive activities & more authentic examples!
Activity 14
Compiling ideas for writing the letter to the editor
Activity 15
Language consolidation

Activity Design
Purpose
Visible pedagogy
Connection

Activity 15
Discussion and reflection

- What do you think of the suggested activities?
- What reading/ writing strategies have we learnt / used in Demonstration #2?
- How effective do you think Demonstration #2 is?

Think from the teachers’ perspective:
- What is the activity design?
- What is the purpose of the activity?
- Is there any visible pedagogy to be used with this activity? What do I have to be explicit?
- How to connect or apply this activity in my daily teaching?

Think from your students’ perspective:
- What do my students have to do?
- Is this activity at the right level for my students?
- How will my students respond to this activity?
Let’s take a break!

- We’ll proceed to Session 3 after the break.
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Sources of texts and videos

Texts for the module

- Letter to the Editor “Policies needed for ageing issues” in South China Morning Post, May 6, 2013 is retrieved from [www.scmp.com/print/comment/letters/article/1230962/letters-editor-may-6-2013](http://www.scmp.com/print/comment/letters/article/1230962/letters-editor-may-6-2013)

Videos

- The SmokeScreen 'Mediology' - How Is Smoking Promoted In [http://www.youtube.com/watch?v=e_p-JkGXWNM](http://www.youtube.com/watch?v=e_p-JkGXWNM)
- Blonde Japanese schoolgirls smoking (shortened, downloaded on 6th February 2014) [http://www.youtube.com/watch?v=0O2L6evvepk](http://www.youtube.com/watch?v=0O2L6evvepk)
- Why Do Teens Smoke? [http://www.youtube.com/watch?v=4aloB3Bjlul](http://www.youtube.com/watch?v=4aloB3Bjlul)
- Teens in action: Why do teens smoke? [http://www.youtube.com/watch?v=4o1fp_YLXLQ](http://www.youtube.com/watch?v=4o1fp_YLXLQ)
Acknowledgement

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