

Professional Development Programme 2014-2015:

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

## **Session 1**

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

# Warm-up self-reflection: What challenges are your students facing?

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Reading challenges	Writing challenges
1.	1.
2.	2.
3.	3.

# The overall aims of the programme

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- ▶ 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

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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**

Session	Topic
<b>Session 1</b>	(1) Overview of the Programme (2) Overall framework of designing reading and writing lessons (3) Different genres and associated language functions
<b>Session 2</b>	(1) Demonstration #1 (2) Debriefing: reflection & discussion
<b>Session 3</b>	(1) Demonstration #2 (2) Debriefing: reflection & discussion
<b>Session 4</b>	(1) Application: Preparing for the presentations (2) Mini presentations (3) Summary of the programme



Let's start with you...



# Task 1

## How do you teach reading / writing in your classroom?

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Responses from  
your students #1:

Lost..... ?

'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!"

Responses from  
your students #2:

Jabberwock by  
Lewis Carroll!?

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?

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- ▶ **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

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## **Reading**

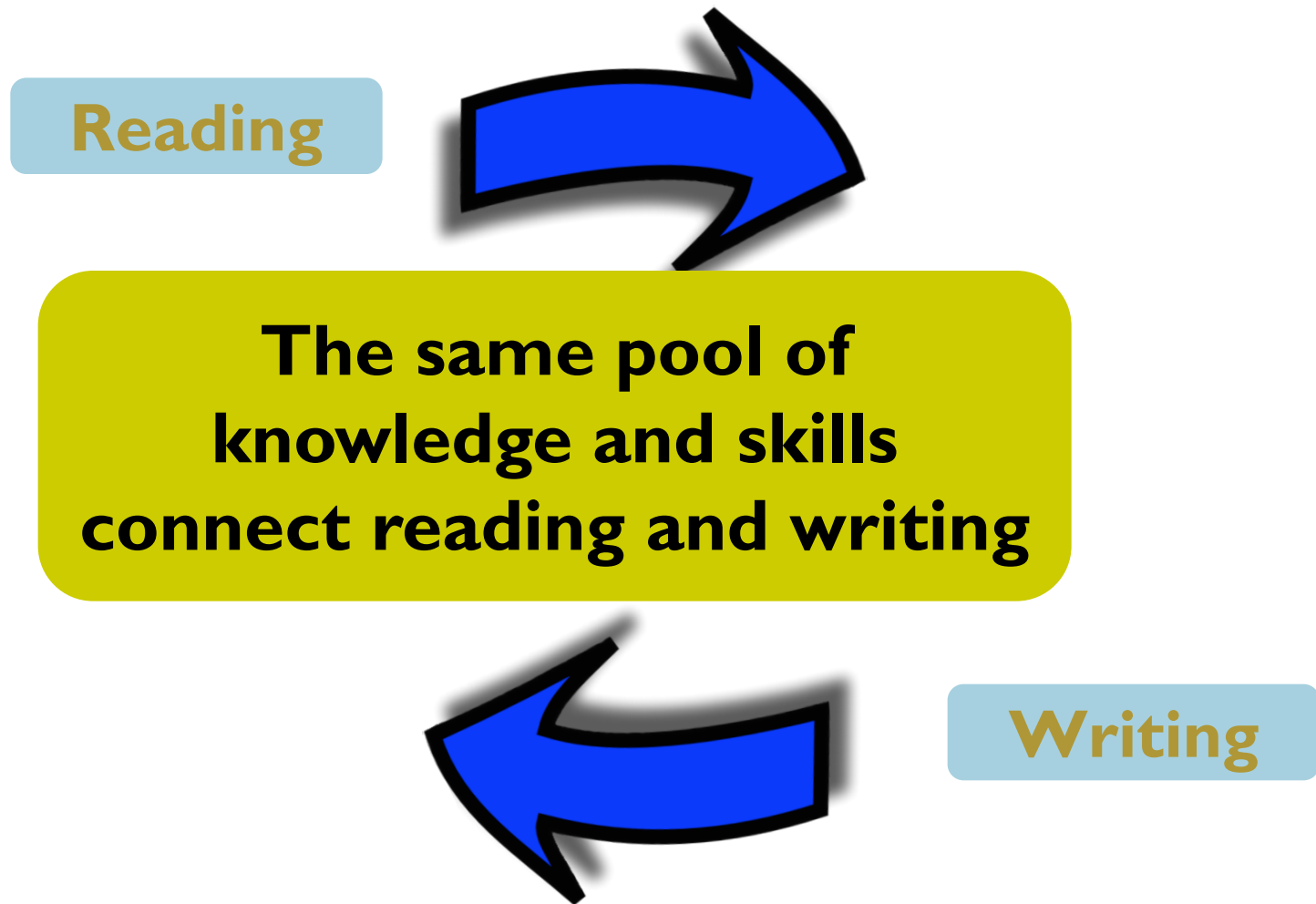
**-input**  
**- receptive skills**  
**-comprehension**

## **Writing**

**- output**  
**- production skills**  
**-production**

# Connection between Reading and Writing

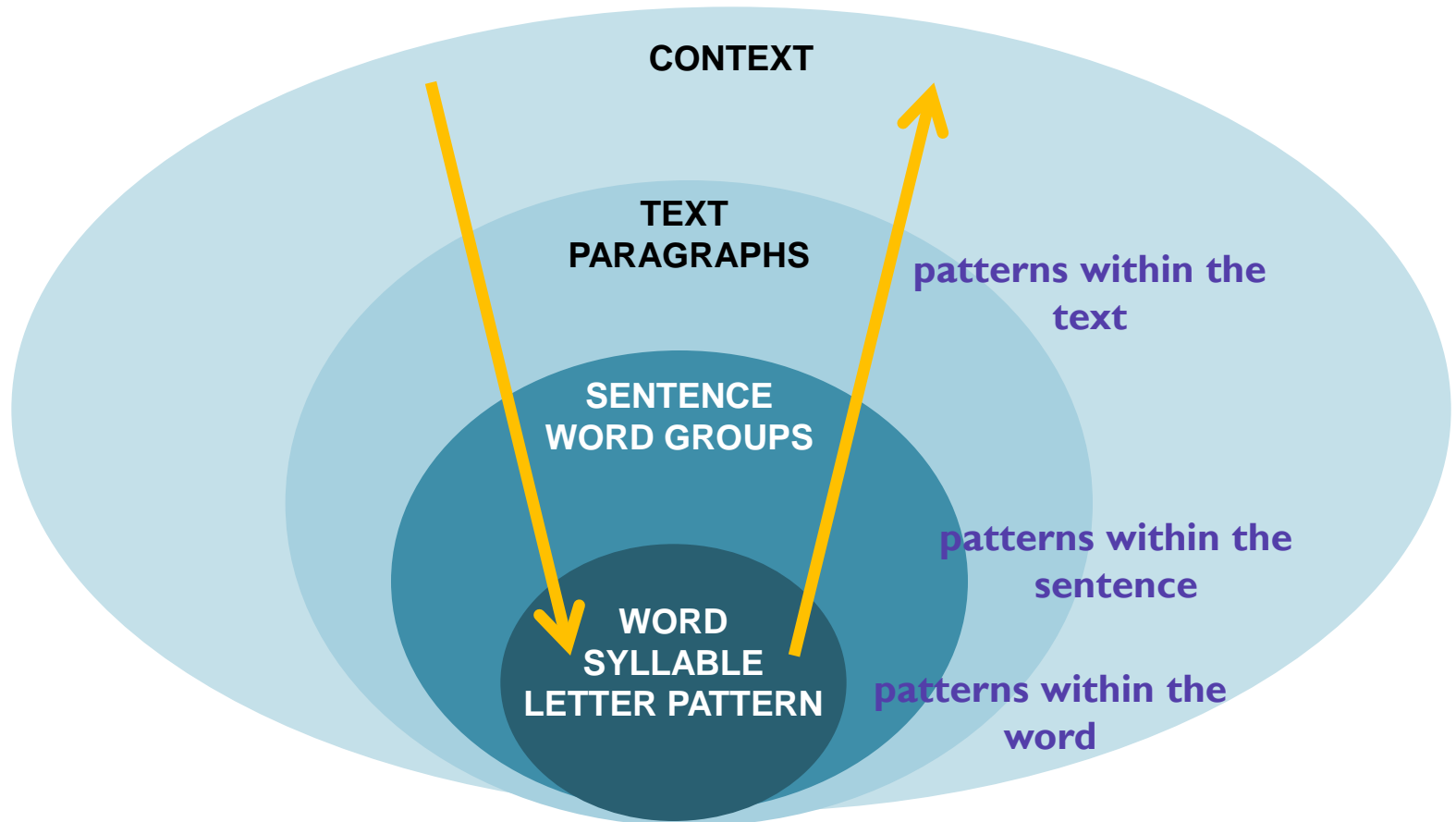
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# Design Principles of the Programme

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A functional view of language in context (Rose, D. 2005)



# Reading and Writing

# What do we read?

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# 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

## •Creating Concept Maps

## •Questioning

## •Reciprocal questioning

## •Surveying

## •Thinking aloud

- 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

## 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

## While-reading



# What do we write?

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# 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

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- ▶ 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!

# Task 2a

## Let's start reading different text-types

### 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 children think it's good but the others don't. Some kids say it's bad for you but others don't grow up to be healthy. Some say it's bad for children if they eat too much. Junk food is bad for you. Also when you eat junk food, you get fat. However, some children say it's good. They say it's not the children who eat junk food who get fat. Children eat junk food because they like it. Our class thinks that teachers shouldn't stop children from eating junk food. We believe that teachers shouldn't stop children from eating junk food.

**Text-type:**  
**Discussion**

**Purpose:**  
**To look at more than one side of an issue; to explore various perspectives for an informed decision**

# Task 2a

## Let's start reading different text-types

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### Text B

#### School

I think child

friends and

If they don

This means

At school c

famous pec

At school y

places.

That's why

rn, make

science,

sting

**Text-type:**  
**Exposition**

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

# Task 2a

## Let's start reading different text-types

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### Text C

#### Flotation

Flotation is a process of separating a solid from a liquid by the surface or by the use of a liquid.

When a solid is placed in a liquid, it will either sink or float.

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 solid will float.

the object will sink. If the object is less dense than the liquid, the object will float. Objects like wood, plastic, and oil float in water.

**Text-type:**  
**Explanation**

**Purpose:**  
**To give an account of  
how something works,  
or the reasons for some  
phenomena**

# Task 2a

## Let's start reading different text-types

### Text D

#### Turtles

Turtles are reptiles and are cold blooded. They depend on their surroundings for their body temperature.

Turtles are covered with a hard shell called a plastron. It is made of bony plates called scutes. The top part of the shell is called the carapace. The bottom part is called the plastron. Turtles with a hard shell are called chelonians. They have a paddle-shaped front and hind legs. They have a long neck and a small head. They have a long tail. They have a long life span. They can live for up to 100 years. They are found in all parts of the world. They are found in the sea, on land and in fresh water. They are found in all parts of the world. They are found in the sea, on land and in fresh water.

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Female turtles lay eggs. They cover the eggs with sand. They crawl down to the sea and take care of themselves. They are found in all parts of the world. They are found in the sea, on land and in fresh water. They are found in all parts of the world. They are found in the sea, on land and in fresh water. They are found in all parts of the world. They are found in the sea, on land and in fresh water. They are found in all parts of the world. They are found in the sea, on land and in fresh water.

**Text-type:**

**Information report**

**Purpose:**

**To present generalised  
information about something**

## Let's start reading different text-types

A long time ago there was a barn with owners named Mr and Mrs Smith. They were poor and had a cow, a pig and a bull and a

**Text-type:**

They were  
didn't sha  
diet" said

A few minutes later, feeling "a little sick", he stopped and called the waiter. "I have been eating too much," Clarabelle said. "I've got to help myself." Bob and she ate only half of the meal and made

He did this every day for three long weeks and he got better and he thanked Clarabelle and Bob was never greedy again.

## Purpose:

**To construct a pattern of events  
with a problematic and/or  
unexpected outcome  
that entertains and instructs the  
reader or listener**

nd he  
ld go on a  
g bones.”

k, I'm  
n and  
e he has

ring, we've  
went up to  
m to eat  
own the hill



# Task 2a

## Let's start reading different text-types

### Text F

#### How to Play Snakes and Ladders

*What you need*

Snakes and Ladders board game

1 dice

2 to 4 players

Counters or coins

*How to Play*

•Put all counters on the starting square.

•First person to roll a 1 starts.

places show the number of

•Other players move their counters the same way.

•If a counter lands on the top of

that ladder.

•If a counter lands on the bottom

of that snake's tail.

•The winner is the first player to reach Finnish.

**Text-type:**  
**Procedure**

**Purpose:**  
**To show how to do something**

# Task 2a

## Let's start reading different text-types

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### Text G

Yesterday Year 5/6 students visited the Hong Kong Museum.

When ever we went to the museum, our class

caught the

When we

Harris St.

The movie

then looked

Sydney M

the train b

annel to

movie.

sage. We

up to the

we caught

**Text-type:**  
**Recount**

**Purpose:**  
**To tell what happened,  
to document a sequence of  
events, and perhaps evaluate  
their significance in some way**

# 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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## Task 2\*

Let's start reading different text-types : Text-type, Purpose and Text Structure

Text	Text-type	Purpose	Text Structure
Text A			
Text B			
Text C			
Text D			
Text E			
Text F			
Text G			

# Text structure of Text A: Junk Food

## Discussion

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, others think we should have junk food because if there wasn't the children wouldn't go to the canteen and buy anything.

Children enjoy junk food and so do many teachers. If parents allow children to eat junk food how could a school ban it?

Our class thinks junk food should not be banned from school. We believe that teachers shouldn't stop children from eating junk food.

# Text structure of Text A: Junk Food

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Children enjoy junk food and so do many teachers. If parents allow children to eat junk food how could a school ban it?

Our class thinks junk food should not be banned from school. We believe that teachers shouldn't stop children from eating junk food.

## Discussion

Issue

Arguments against

Arguments for

Recommendations

# Text structure of Text B: School

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## Exposition

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

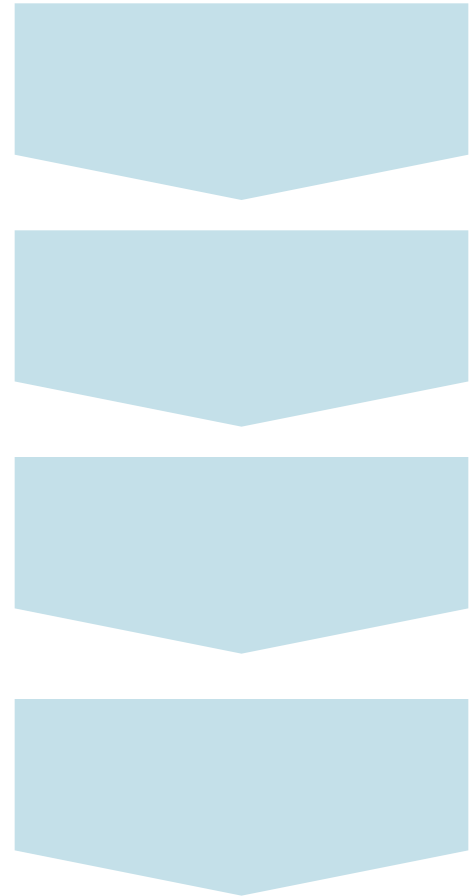
If they don't go to school children may never learn to read and write.

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 structure of Text B: School

## Exposition

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 children 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.

Thesis

Argument #1

Argument #2

Conclusion

# Text structure of Text C: Flotation

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## Explanation

Flotation is a technical term that deals with the degree objects stay on the surface or sink on 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 then the solid will sink. If the density of the solid is less than the density of the liquid then the object will float. That is why light objects float on water and heavy objects like rocks will sink.



# Text structure of Text C: Flotation

---

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## Explanation

Description of the Phenomenon

Causal explanation sequence

# Text structure of Text D: Turtles

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. The head, tail and legs of turtles are covered with scales. Turtles withdraw them 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.

## Information Report

# Text structure of Text D: Turtles

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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.

## Information Report Classification

### Appearance

### Behaviour

### Reproduction

# Text structure of Text E

## Narrative

A long time ago there was a barn with owners named Mr and Mrs Smith. They were poor and they only had a horse for riding, 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 trof. 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.

# Text structure of Text E

A long time ago there was a barn with owners named Mr and Mrs Smith. They were poor and they only had a horse for riding, 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.

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## Narrative

Orientation

Complication /  
Problem

Solution

Resolution

# Text structure of Text F

## Procedure

### 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 Finish.

# Text structure of Text F

## How to Play Snakes and Ladders

### *What you need*

Snakes and Ladders board game

1 dice

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Counters of different colours. 1 for each player.

### *How to Play*

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- 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 Finish.

## Procedure

Goal

Materials

Sequence of the Steps

# Text structure of Text G

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## Recount

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.



# Text structure of Text G

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**Recount**

Orientation

Sequence of events

# 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

# Task 3

## Text structure of Letters to the editor

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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

Introduction

Supporting  
reason/detail 1

Supporting  
reason/detail 2

Conclusion

Can you highlight some useful language features in each of the stage of the genre?

Materials developed by Prof. Angel Lin and Dr. Tracy Cheung,

with contributions from HKU facilitators © 2015

# 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...

## Introduction

- 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...

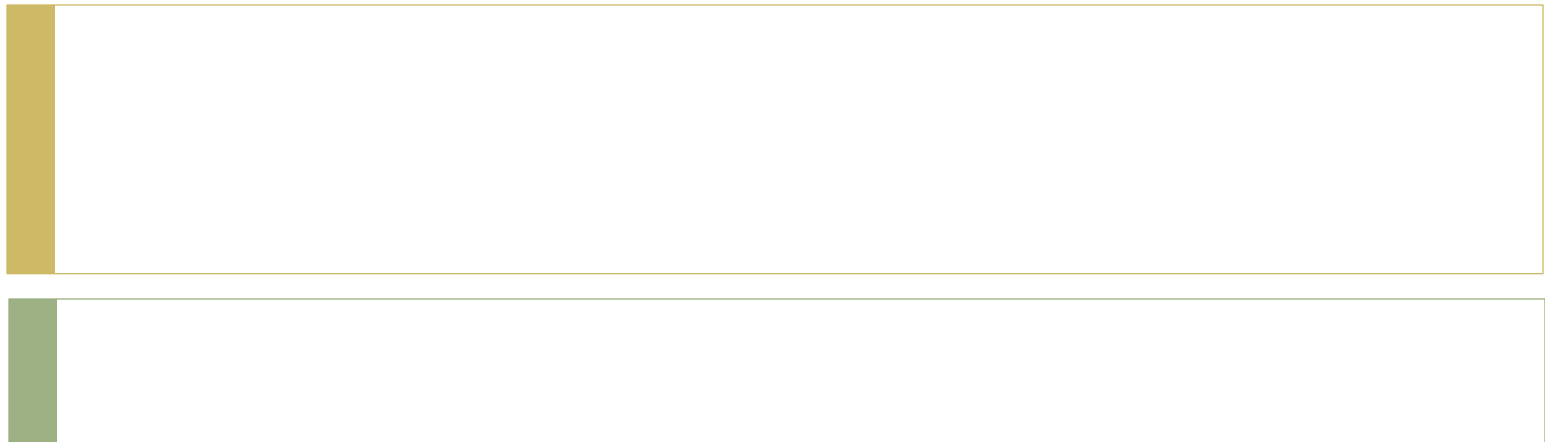
## Supporting reason/detail

- To conclude...
- I hope...

## Conclusion

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



Two empty rectangular boxes for notes, one with a gold border and one with a green border.

# Rhetorical language functions

## Task 4: Text-dependent functions

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

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?

### Suggested answers

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

# 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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### Task 5

Sentence Patterns of Different Rhetorical Functions

measuring	re-telling	predicting	summarizing	giving and supporting opinions
hypothesizing	citing information	estimating	contrasting	showing cause and effect
comparing	describing	disagreeing	persuading	distinguishing facts from opinions
sequencing	drawing conclusion	identifying relationship		constructing charts, tables and graphs

Rhetorical functions	Sentence Patterns	Examples
1	The _____ has _____ and _____ . The _____ is _____ .	The <u>brown bear</u> has <u>powerful claws</u> and <u>jaws</u> (so they can hunt). <u>Bald eagles</u> are <u>among the largest birds of prey on the planet</u> .
2	I don't think the evidence supports _____ because _____ . I don't agree with that statement because _____ .	I don't think the evidence supports <u>the conclusion</u> because <u>the total amount of mass should always be the same</u> . I don't agree with that statement because <u>a fetus grows inside the amnion but not the oviduct</u> .
3	Here we see that _____ .	Here we see that <u>most air pollution comes from cars and other motor vehicles</u> .
4	Looking at the _____, I think there are _____ .	Looking at <u>the graph</u> , I think there <u>is an increase demand for fresh water</u> .

6



# Task 5

## Sentence Patterns of Different Rhetorical Functions

### Suggested answers

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

# Task 5

## Sentence Patterns of Different Rhetorical Functions

### Suggested answers

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

# Task 5

## Sentence Patterns of Different Rhetorical Functions

### Suggested answers

Rhetorical functions	Sentence Patterns	Examples
11 <b>Contrasting</b>	<p>This _____ is different from that _____ because one has _____ and the other doesn't _____.</p> <p>_____ but _____.</p> <p>_____ (whereas / in contrast) _____.</p>	<p>Plant cells are different from <u>animal cells</u> because <u>only plant cells have chloroplasts</u> and the other doesn't.</p> <p><u>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.</u></p>
12 <b>Sequencing</b>	<p>We saw that first, _____, then, _____, and at the end. _____</p>	<p>We saw that first <u>a few drops of filtered pond water were added on a cavity slide</u>. Then, <u>a few drops of chlorine water were added to the filtered pond water on the slide</u>. At the end, under the microscope, <u>the living micro-organisms were found dead</u>.</p>
13 <b>Hypothesizing</b>	<p>If _____ had _____, then _____ would have _____.</p>	<p>If the cord length had <u>increased</u>, then <u>the time a pendulum would take for a back-and-forth swing would have increased</u>.</p>
14 <b>Persuading</b>	<p>As we just saw in the experiment, _____ does _____ due to _____.</p> <p>_____ (imperative verb forms).</p> <p>(Complex sentences with future and conditional)</p> <p>(Complex sentences with varied verb forms and tag questions, idiomatic expressions or embedded clause).</p>	<p>As we just saw in the experiment, <u>light and water</u> does help the plants produce <u>food</u> due to <u>photosynthesis</u>.</p>

## Task 5

# Sentence Patterns of Different Rhetorical Functions

## Suggested answers

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



How useful is this  
to our students' learning?

# **Different text-types written for Different Purposes and a Different Audience**

---

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

(adapted from Gebhard 1996:198)

**Moen & Adamson (2001, p. 115)**

# Exposure → Automaticity

---

**‘massive amounts of  
and systematic  
repetitive ^ experience’  
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)



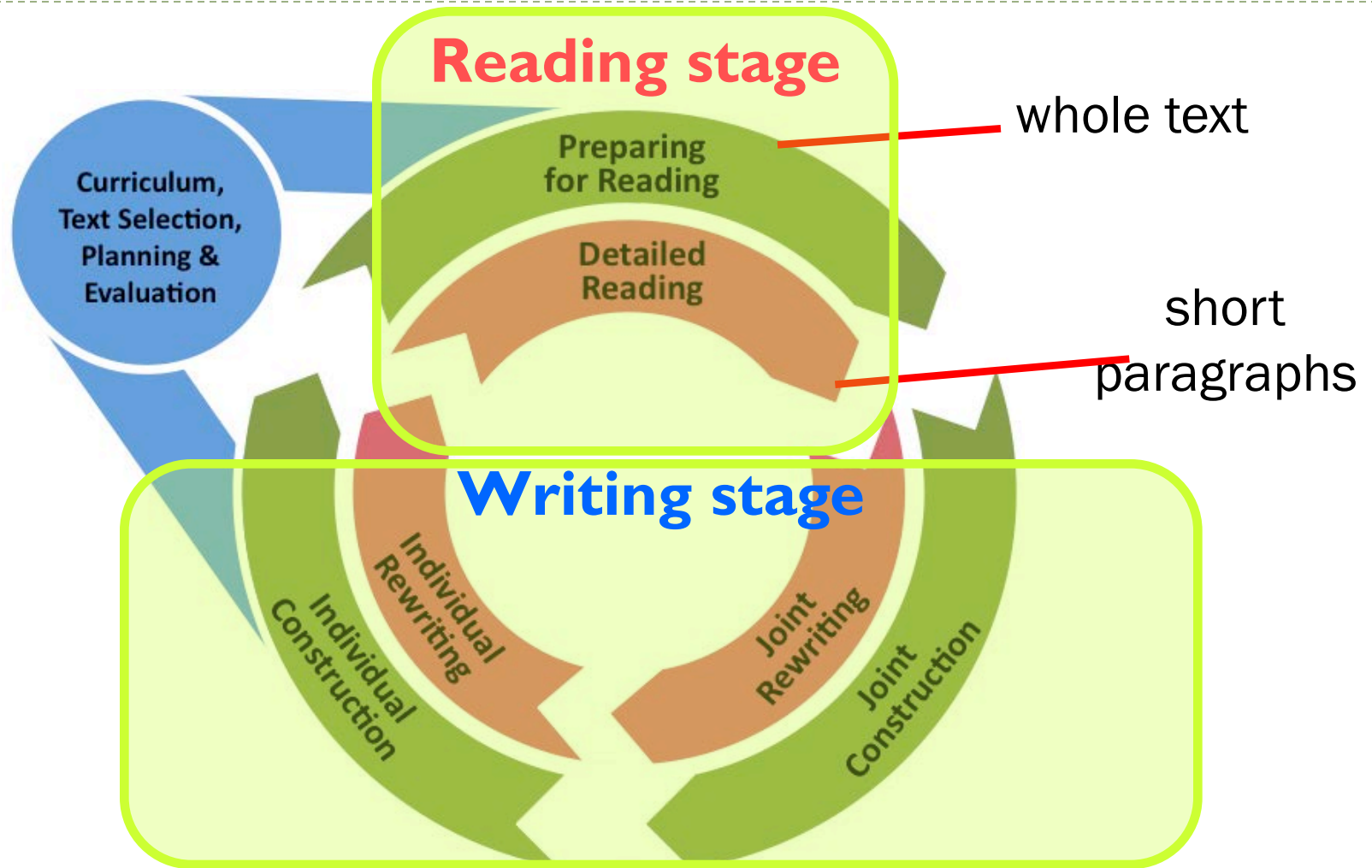
## Reading



## Writing



# The Genre-based Approach to Reading and Writing

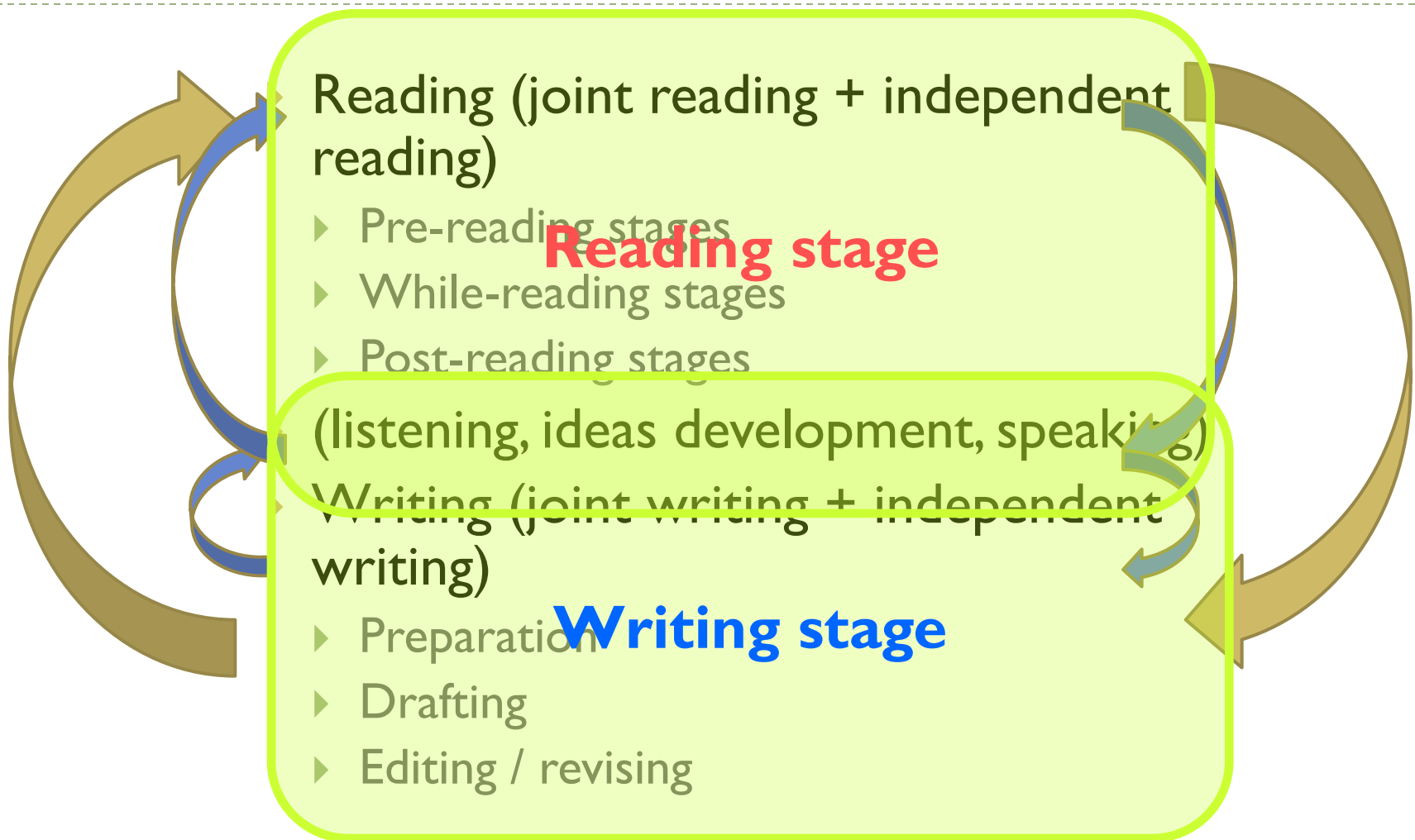


Adopted from Dr. David Rose, *Reading to Learn*.

Materials developed by Prof. Angel Lin and Dr. Tracy Cheung,  
with contributions from HKU facilitators © 2015

# An adapted approach for the Hong Kong classroom

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# 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

Professional Development Programme 2013-2014:  
“Connecting Reading and Writing in the Secondary English Language Classroom” Session 2

### PLEASE DO NOT TAKE AWAY

Activity 5  
The story for Detailed Reading

#### The Elves and the Shoemaker

Once upon a time, there was a poor shoemaker and his kind wife. One cold winter day, the poor shoemaker looked around his small, dark shop and sighed. “We have no money to buy food,” he said to his wife. “What are we going to do?”	1
“How much leather do you have?” asked his young wife in a worried voice. “Enough for one pair of shoes,” he replied sadly.	5
The shoemaker carefully cut out the leather and left it on the table. Then he went upstairs to bed.	
In the morning, the shoemaker went into the shop. He couldn’t believe his eyes. On the table was a pair of beautiful shoes. The stitches were small and neat. “Who made such perfect shoes?” he exclaimed.	10
Later that day, a rich lady came into the shop. “I’m going to an important party next week,” said the lady. “These red shoes will be perfect for the party. I’ll take them.”	

Demo #1 in session 2,  
focusing on junior forms

Professional Development Programme 2012-2013:  
“Connecting Reading and Writing in the Secondary English Language Classroom” Session 4

Activity 13\*  
Text structure of letters to the editor

Read the following letters to the editor. Identify the different stages.

Example 1

	<b>Policies needed for ageing issues</b>
	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

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

## \*Disclaimer

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The material developers and facilitators do not own the copyrights of the text excerpts shown. The respective copyrights are owned by the respective publishers credited in the materials.

# Sources of text pictures

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- ▶ Text 1 “Meet the sushi” in Oxford English 1A, p. 5. Hong Kong: Oxford University Press. (2010)
- ▶ Text 2 “A sinister voice” in Progress Now 1, pp. 36-37. Hong Kong: Oxford University Press. (2009)
- ▶ Text 3 “Hong Kong – Asia’s New Food Capital?” in Progress Now 4, pp. 70-71. Hong Kong: Oxford University Press. (2009)
- ▶ Text 4 “On the bus” in Oxford English 2A, p. 70. Hong Kong: Oxford University Press. (2010).
- ▶ Text 5 “Advertisements” in Star Summit 4B, pp. 9-10. Hong Kong: Star Publishing Ltd. (2009)



# Sources of texts (Task 2)

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Text A “Junk food” in Knapp, P. & Watkins, M. (2005). *Genre, text, grammar : Technologies for teaching and assessing writing*. (p. 195). Sydney: UNSW Press.

Text B “School: in Knapp, P. & Watkins, M. (2005). *Genre, text, grammar : Technologies for teaching and assessing writing*. (p. 193). Sydney: UNSW Press.

Text C “Flotation” in Knapp, P. & Watkins, M. (2005). *Genre, text, grammar : Technologies for teaching and assessing writing*. (pp. 130-131). Sydney: UNSW Press.

Text D “Turtles” in Knapp, P. & Watkins, M. (2005). *Genre, text, grammar : Technologies for teaching and assessing writing*. (p. 106). Sydney: UNSW Press.

Text E in Knapp, P. & Watkins, M. (2005). *Genre, text, grammar : Technologies for teaching and assessing writing*. (pp. 225-225). Sydney: UNSW Press.

Text F “How to Play Snakes and Ladders” in Knapp, P. & Watkins, M. (2005). *Genre, text, grammar : Technologies for teaching and assessing writing*. (p. 158). Sydney: UNSW Press.

Text G in Knapp, P. & Watkins, M. (2005). *Genre, text, grammar : Technologies for teaching and assessing writing*. (p. 224). Sydney: UNSW Press.

# Sources of texts

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## ► Task 3

- Letters to the Editor, May 6, 2013, South China Morning Post.  
Retrieved from  
<http://www.scmp.com/print/comment/letters/article/1230962/letters-editor-may-6-2013>

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

Professional Development Programme 2013-2014  
"Connecting Reading and Writing in the Secondary English Language Classroom" Session 4  
Suggested Activities

Activity 1  
(version A)

Watch a video. While you watch, jot down words / phrases or notes in the table below.

<http://www.youtube.com/watch?v=903446csmgk>

What is the title of the video?	
What is happening in the video?	
Who is the main character in the video?	
After watching the video, what is your reaction / feelings towards it?	

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!)

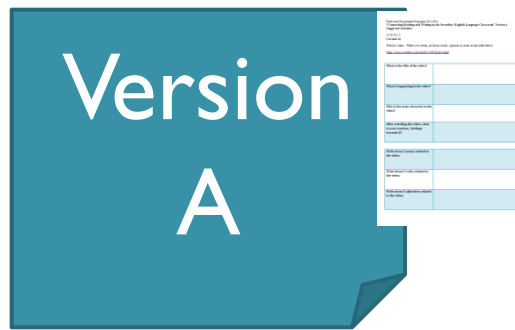


# Pre-reading Stage



# 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 6<sup>th</sup> February 2014.

# Activity 2

## Connecting to the topic

Professional Development Programme 2013-2014  
"Connecting Reading and Writing in the Secondary English Language Classroom" Session 4  
Suggested Activities  
Activity 2  
(version A)

Connecting to the topic

Read the following article title and answer the questions.

Figures show females are lighting up at younger age in the city

**More women taking up smoking**

1. List at least four things you know about smoking.
2. Predict what you are going to read in the news article.

Professional Development Programme 2013-2014  
"Connecting Reading and Writing in the Secondary English Language Classroom" Session 4  
Suggested Activities  
Activity 2  
(version B)

Connecting to the topic

The following is a title of a news article. Guess the two missing words.

(a) \_\_\_\_\_  
(b) \_\_\_\_\_

Figures show females are lighting up at (a) \_\_\_\_\_ age in the city  
(b) \_\_\_\_\_ **women taking up smoking**

1. List at least four things you know about smoking.
2. Predict what you are going to read in the news article.

- 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?



Activity 3 Worksheet

What do you know about smoking?

Topic:

K	What do I know about the topic?	
W	What do I want to know about the topic?	
L	What have I learned after reading about the topic (please write)?	

- 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



Professional Development Programme 2013-2014  
"Connecting Reading and Writing in the Secondary English Language Classroom" Session 4  
Suggested Activities  
Activity 4

Guessing the meanings (version A)

You are going to read a news article which contains the following words. Write the meanings of these words in the blanks provided. Use a dictionary if necessary.

Term	Your Guess	Meaning / Definition
1. lighting up		
2. taking up		
3. cool		
4. inhaled		
5. hooked		
6. generations		
7. pick up		
8. trend		
9. in line with		
10. for the sake of		
11. gets through		
12. relieve		
13. ladylike		
14. harmful		
15. hazards		
16. stained		
17. devastated		
18. respiratory		
19. ease		
20. tip		
21. platoned		

7



Professional Development Programme 2013-2014  
"Connecting Reading and Writing in the Secondary English Language Classroom" Session 4  
Suggested Activities

Activity 4

Guessing the meanings (version B)

You are going to read a news article which contains the following words. Write synonyms of these words in the blanks provided. Use a dictionary if necessary.

Term	Meaning / Definition	Synonym
1. lighting up		
2. taking up		
3. cool		
4. inhaled		
5. hooked		
6. generations		
7. pick up		
8. trend		
9. in line with		
10. for the sake of		
11. gets through		
12. relieve		
13. ladylike		
14. harmful		
15. hazards		
16. stained		
17. devastated		
18. respiratory		
19. ease		
20. tip		
21. platoned		

8

- 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

### Activity 5

Professional Development Programme 2012-2013  
"Connecting Reading and Writing in the Secondary English Language Classroom" Session 4  
Activity 5  
Skimming and scanning  
Scan and skim through paragraphs 5-19 and complete the following graphic organizer.  
Note: If no information is given, put down "NA" meaning not applicable

	Victoria Peh	Cheng Lai Sheng	Sarah
Age			
Age when they started smoking			
Reason(s) they smoke(s)			
Did they quit? Reason(s) they quit			

Professional Development Programme 2012-2013  
"Connecting Reading and Writing in the Secondary English Language Classroom" Session 4 Suggested Activities  
Figures show females are lighting up at a younger age in the city  
**More women taking up smoking**  
c.s. Play with SCMP

Smoking is the leading cause of death and disability in the world, according to the World Health Organization (WHO). In Hong Kong, the number of people who smoke has been rising steadily since the 1980s. According to a recent survey by the Hong Kong Health Commission, the number of people who smoke in Hong Kong has increased by 10 per cent since 2005. The survey also found that the average age at which people start smoking has decreased from 25 to 20 years old. This is a worrying trend, as it means that more people are becoming addicted to smoking at a younger age. The survey also found that the number of people who quit smoking has decreased by 10 per cent since 2005. This is a worrying trend, as it means that more people are becoming addicted to smoking at a younger age. The survey also found that the number of people who quit smoking has decreased by 10 per cent since 2005. This is a worrying trend, as it means that more people are becoming addicted to smoking at a younger age.

**35,800**

- 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



Professional Development Programme 2012-2013  
"Connecting Reading and Writing in the Secondary English Language Classroom" Session 4

Activity 6  
Checking understanding  
More women taking up smoking (May, 2010, SCMP)

1. What does 'the trend' refer to in paragraph 2?  
\_\_\_\_\_
2. In paragraph 2, 'in line with' means: circle the correct answer  
(a) different from (b) similar to
3. In paragraph 3, 'That's' refers to: \_\_\_\_\_
4. In paragraph 4, which of the following can replace 'for the sake of'  
(a) Therefore (b) because of (c) besides (d) however
5. Find a word with the following meanings in paragraphs 11-14  
(a) bad for a person = \_\_\_\_\_  
(b) dangers = \_\_\_\_\_
6. According to the expert in the article, the reason why women may not easily stop smoking is  
\_\_\_\_\_
7. According to the last paragraph, what is the possibility of increasing the male smoker population?  
Circle the correct answer:  
high / average / low

11

- 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



Professional Development Programme 2012-2013  
"Connecting Reading and Writing in the Secondary English Language Classroom" Session 4

Activity 7  
Understanding the genre of news article

1. What kind of text is it?
2. What is the function of this kind of text?
3. Name 3 linguistic characteristics of this kind of text.
4. Which paragraph is the most important paragraph in the text?
5. Use a graphic organizer to represent the organization of ideas in the text.

12

- 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

Professional Development Programme 2012-2013  
"Connecting Reading and Writing in the Secondary English Language Classroom" Session 4

#### Activity 8

##### Understanding points of view

(version A)

"It was long time ago when I first started. One day I got home early and my sister was home. She was holding a cigarette in her hand. I asked her when she started smoking, she said that she picked up one from their father's pack of cigarettes. Within a few days, my parents learnt about her habit but they did not scold her. Then, I started soon afterwards," said Mr. Chung.



I started smoking because I copied my sister. She got the cigarette from our father. Our father smoked every day. I did not think there was any problem doing the same thing. Our parents did not say anything as they were smokers too.

Two teenagers, Wanko and Sarah started smoking because of different reasons:

I started because I was unhappy at home when I was in secondary school...



Wanko

One day my friend sent me a letter telling me her family would move overseas and never return. She was my only friend...



Sarah

13

Professional Development Programme 2012-2013  
"Connecting Reading and Writing in the Secondary English Language Classroom" Session 4

#### Activity 8

##### Understanding Points of view

(version B)

**Paragraph A**  
"It was long time ago when I first started. One day I got home early and my sister was home. She was holding a cigarette in her hand. I asked her when she started smoking, she said that she picked up one from their father's pack of cigarettes. Within a few days, my parents learnt about her habit but they did not scold her. Then, I started soon afterwards," said Mr. Chung.



**What are the differences between these two paragraphs?**

**Paragraph B**  
Some people start smoking because they are influenced by their family. Some smokers also smoke every day. The teenagers see their uncle and may not think there is any problem doing the same thing. In some cases, the teenagers may try by taking cigarettes out of the pack. Although parents may not want their children to smoke, they may not say anything as they are smokers too.

Two teenagers, Wanko and Sarah started smoking because of different reasons:

I started because I was unhappy at home when I was in secondary school...



Wanko

One day my friend sent me a letter telling me her family would move overseas and never return. She was my only friend...



Sarah

14

# Activity 9

## Reading charts and figures

### Activity 9

Professional Development Programme 2012-2013  
"Connecting Reading and Writing in the Secondary English Language Classroom" Session 4

Activity 9  
Reading charts and figures

Figure 3.2a

Figure 3.2a

Age group	Male		Female	
	No.	%	No.	%
15-19	8.1	1.9	2.7	0.6
20-24	11.8	2.7	3.4	0.8
25-29	15.2	3.5	4.5	1.0
30-34	18.7	4.3	5.8	1.3
35-39	22.1	5.1	7.2	1.6
40-44	25.6	5.9	8.3	1.9
45-49	29.1	6.7	9.4	2.1
50-54	32.6	7.5	10.5	2.4
55-59	36.1	8.3	11.6	2.6
60-64	39.6	9.1	12.7	2.8
65-69	43.1	9.9	13.8	3.0
70-74	46.6	10.7	14.9	3.2
75-79	50.1	11.5	16.0	3.4
80-84	53.6	12.3	17.1	3.6
85-89	57.1	13.1	18.2	3.8
90-94	60.6	13.9	19.3	4.0
Total	428.1	100.0	428.1	100.0

Figure 3.2b

Age group	Male		Female	
	No.	%	No.	%
15-19	8.1	1.9	2.7	0.6
20-24	11.8	2.7	3.4	0.8
25-29	15.2	3.5	4.5	1.0
30-34	18.7	4.3	5.8	1.3
35-39	22.1	5.1	7.2	1.6
40-44	25.6	5.9	8.3	1.9
45-49	29.1	6.7	9.4	2.1
50-54	32.6	7.5	10.5	2.4
55-59	36.1	8.3	11.6	2.6
60-64	39.6	9.1	12.7	2.8
65-69	43.1	9.9	13.8	3.0
70-74	46.6	10.7	14.9	3.2
75-79	50.1	11.5	16.0	3.4
80-84	53.6	12.3	17.1	3.6
85-89	57.1	13.1	18.2	3.8
90-94	60.6	13.9	19.3	4.0
Total	428.1	100.0	428.1	100.0

Figure 3.2c

Age group	Male		Female	
	No.	%	No.	%
15-19	8.1	1.9	2.7	0.6
20-24	11.8	2.7	3.4	0.8
25-29	15.2	3.5	4.5	1.0
30-34	18.7	4.3	5.8	1.3
35-39	22.1	5.1	7.2	1.6
40-44	25.6	5.9	8.3	1.9
45-49	29.1	6.7	9.4	2.1
50-54	32.6	7.5	10.5	2.4
55-59	36.1	8.3	11.6	2.6
60-64	39.6	9.1	12.7	2.8
65-69	43.1	9.9	13.8	3.0
70-74	46.6	10.7	14.9	3.2
75-79	50.1	11.5	16.0	3.4
80-84	53.6	12.3	17.1	3.6
85-89	57.1	13.1	18.2	3.8
90-94	60.6	13.9	19.3	4.0
Total	428.1	100.0	428.1	100.0

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"Connecting Reading and Writing in the Secondary English Language Classroom" Session 4

Activity 9  
Collection information from charts and figures

You are going to write a letter to editor to express your view on youth smoking or female smoking. Before you start writing your letter, you have to learn more about the topic and collect some useful information.

Refer to the tables on page 15-19, answer the following questions:

1. According to Table 3.2a, describe the trend of youth smoking.
2. According to Table 3.2b, describe the trend of female smoking.
3. With reference to Table 3.2c, identify the top 3 reasons for female smokers to start smoking cigarette.
4. With reference to Table 3.3f and your understanding, explain why do a large number of female smokers continue to smoke.
5. With reference to Table 3.5, do you agree with the reasons for not wanting to give up smoking as stated by the interviewees?

- 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

Professional Development Programme 2012-2013:  
"Connecting Reading and Writing in the Secondary English Language Classroom" Session 4  
Activity 10  
Effects of smoking  
(version A)  
You teacher is going to invite some of you to play an online game.  
(<http://www.expertsite.org/game/index.html>)

While your class representative is playing the game, jot down any important notes on the effects of smoking.

1. muddled	
2. yellow teeth	
3. tooth loss	
4. yellow eyes	
5. mouth cancer	
6. cancer on cheeks	
7. grey skin	
8. hollow cheeks	

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### Version B

Professional Development Programme 2012-2013:  
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Activity 10  
Effects of smoking  
(version B)  
You teacher is going to invite some of you to play an online game.  
(<http://www.expertsite.org/game/index.html>)

While your class representative is playing the game, jot down any important notes on the effects of smoking.

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

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# Activity 11

## Why do teens smoke?



Professional Development Programme 2012-2013  
"Connecting Reading and Writing in the Secondary English Language Classroom" Session 4  
Activity 11  
Why do teens smoke?  
(version A) <http://www.youtube.com/watch?v=6a6B1Bj8dI>  
Watch a video clip. While you watch, jot down some reasons why teenagers smoke.

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Version 1



Professional Development Programme 2012-2013  
"Connecting Reading and Writing in the Secondary English Language Classroom" Session 4  
Activity 11  
Why do teens smoke?  
(version B) [http://www.youtube.com/watch?v=6a16\\_Y1X1Q](http://www.youtube.com/watch?v=6a16_Y1X1Q)  
Watch a video clip. While you watch, jot down some reasons why teenagers smoke.

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Version 2



# Activities 12 & 13

## Understanding the genre / structure of a letter to the editor

### Activities 12 & 13

Professional Development Programme 2012-2013  
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#### Activity 12 Writing a letter to the editor

A letter to the editor includes the following: introduction, body and ending

1. Can you identify these three parts?

**Time to stop teenage smoking**  
A recent study conducted by the Neighbourhood and Workers' Education Centre has shown that more than 80 per cent of shops, particularly convenience stores, are still selling cigarettes to underage smokers. First of all, it is difficult for shopkeepers to judge whether customers are underage just by their looks. They can estimate how old they are, but that won't be accurate. Meanwhile, some shopkeepers sell cigarettes to teens because they want to make money. Cigarette sales are a major source of income for those who own a convenience store. If they don't sell cigarettes to teens, they will lose money and business will suffer. If the government really wants to fight teen smoking, it cannot rely only on shopkeepers. It should further increase tobacco tax and allocate more resources to educate teenagers to stay away from cigarettes.  
Lam Mei-yuk, Kit San Lam Wing  
Yim Secondary School

When you start the letter, you start with 'Dear Editor' or 'Dear sir / madam'.

At the end, you write 'Yours faithfully' and put down your name and your address.

Professional Development Programme 2012-2013  
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#### Activity 13\*

Test structure of letters to the editor

Read the following letters to the editor. Identify the different stages.

Example 1

	→	<b>Policies needed for ageing issues</b> 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

- 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 14

Professional Development Programme 2012-2013  
"Connecting Reading and Writing in the Secondary English Language Classroom" Session 4

Activity 14  
Compiling ideas for writing the letter to the editor

In groups, use the following writing frame to compile ideas for writing your letter to the editor on teen smoking.

Stages	Ideas
Introduction Briefly outline the issue that you are writing about. Include your opinion.	
Supporting reason/detail #1 Explain your opinion. Give evidence for your opinion.	
Supporting reason/detail #2 Explain your opinion. Give evidence for your opinion.	
Supporting reason/detail #3 Explain your opinion. Give evidence for your opinion.	
Conclusion Restate your opinion	

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# Activity 15

## Language consolidation



Professional Development Programme 2012-2013:  
"Connecting Reading and Writing in the Secondary English Language Classroom" Session 4  
Activity 15 Language consolidation

More women taking up smoking - Parts of Speech (Mar. 2010, SCMP)

A. Complete the table with the correct parts of speech.

Verb	Noun	Adjective	Adverb
...		willing	
relieve			...
		devastated /	
...	hazard		
accept			
compare			

B. Complete the following sentences with the correct parts of speech:

1. Willing

- She shows a ( ) to work on her own initiative.
- If you're ( ) to fly at night, you can get a much cheaper ticket.
- I would ( ) help you if I weren't going away tomorrow.

2. Relieve

- It was such a ( ) to hear that Mateo was found safe and well.
- He always ( ) his co-workers at midnight.
- The ( ) girl couldn't stop smiling when she heard the test was cancelled.

3. Devastated

- The ( ) man could not believe his wife had died.
- It is the most ( ) storm in 20 years.
- If disaster is allowed to spread among the crops, it will cause widespread ( ).

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# Discussion and reflection

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- ▶ 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!

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- ▶ We'll proceed to **Session 3** after the break.

# Disclaimer

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- ▶ The material developers and facilitators do not own the copyright of the text excerpts and videos used in this session.

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# Sources of texts and videos

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## 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)
- ▶ Letter to the Editor “Fundamental change needed in education” in South China Morning Post, May 3, 2013 is retrieved from [www.scmp.com/print/comment/letters/article/1228714/letters-editor-may-3-2013](http://www.scmp.com/print/comment/letters/article/1228714/letters-editor-may-3-2013).
- ▶ “More women taking up smoking” in South China Morning Post, 31 May 2010, C3. (internet version: <http://www.scmp.com/article/716019/more-women-taking-smoking> )
- ▶ Activity 9: extracts of “Pattern of Smoking” in Thematic Household Survey Report No. 48 (retrieved from [http://smokefree.hk/UserFiles/resources/Statistics/Thematic\\_Household\\_Survey\\_No48.pdf](http://smokefree.hk/UserFiles/resources/Statistics/Thematic_Household_Survey_No48.pdf))

## Videos

- ▶ The SmokeScreen 'Mediology' - How Is Smoking Promoted In [http://www.youtube.com/watch?v=e\\_pJkGXWNM](http://www.youtube.com/watch?v=e_pJkGXWNM)
- ▶ Blonde Japanese schoolgirls smoking (shortened, downloaded on 6<sup>th</sup> February 2014) <http://www.youtube.com/watch?v=0O2L6evvepk>
- ▶ Why Do Teens Smoke? <http://www.youtube.com/watch?v=4aloB3Bjlul>
- ▶ Teens in action: Why do teens smoke? [http://www.youtube.com/watch?v=4oIfp\\_YLXLQ](http://www.youtube.com/watch?v=4oIfp_YLXLQ)

# Acknowledgement

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- ▶ Activities 5, 6, 8, 12 and 14 are adapted from the materials by courtesy of Ms Emily Mak of Kit Sam Lam Bing Yim Secondary School.