Connecting Students’ Learning Experience between English Language and Non-language Subjects

25 & 28 APRIL 2014
OBJECTIVES

- To introduce the language features and text structures of texts written for general or academic purposes.

- To explore effective strategies for developing secondary students’ ability in processing texts written for general / academic purposes.

- To provide suggestions on conducting learning activities to connect students’ learning experiences in English Language and other KLAs.
<table>
<thead>
<tr>
<th>Time</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30 – 10:30 am</td>
<td>Understanding text-types in English Language and Non-Language Subjects</td>
</tr>
<tr>
<td>10:30 – 11:30 am</td>
<td>Exploring effective strategies to connect the English classroom with non-</td>
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<tr>
<td></td>
<td>language</td>
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<tr>
<td></td>
<td>• The learning &amp; teaching cycle: Deconstruction</td>
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<tr>
<td>11:30 – 11:45 am</td>
<td>Break</td>
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<tr>
<td>11:45 – 12:30 pm</td>
<td>Exploring effective strategies to connect the English classroom with non-</td>
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<tr>
<td></td>
<td>language</td>
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<td></td>
<td>The learning &amp; teaching cycle: Deconstruction</td>
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<tr>
<td></td>
<td>• The learning &amp; teaching cycle: Joint construction</td>
</tr>
<tr>
<td>12:30 – 2:00 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>2:00 – 2:30 pm</td>
<td>Exploring effective strategies to connect the English classroom with non-</td>
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<tr>
<td></td>
<td>language</td>
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<tr>
<td></td>
<td>The learning &amp; teaching cycle: Deconstruction</td>
</tr>
<tr>
<td></td>
<td>• The learning &amp; teaching cycle: Independent construction</td>
</tr>
<tr>
<td>2:30 – 3:45 pm</td>
<td>Exploring effective strategies to connect the English classroom with non-</td>
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<tr>
<td></td>
<td>language</td>
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<td></td>
<td>• The development of vocabulary building strategies</td>
</tr>
<tr>
<td>3:45 – 4:00 pm</td>
<td>Break</td>
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<tr>
<td>4:00 – 4:45 pm</td>
<td>Connecting students’ learning experience between English language &amp; non-</td>
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<tr>
<td></td>
<td>language subjects</td>
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<td></td>
<td>• School practice</td>
</tr>
<tr>
<td>4:45 – 5:00 pm</td>
<td>Q &amp; A</td>
</tr>
</tbody>
</table>
AM Session
Fine-tuned MOI Arrangements for Secondary Schools
The Fine-Tuned MOI Arrangements

As an English Language teacher, how can I support my school / students under the Fine-tuned MOI Arrangements for Secondary Schools?

What are your school’s MOI arrangements?

Education Bureau website on MOI:
### The Fine-Tuned MOI Framework

<table>
<thead>
<tr>
<th>Option modes for schools</th>
<th>Applicable to</th>
<th>Percentage of total lesson time using EMI (excluding the English Language subject)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. adopting Chinese as the medium of instruction (CMI) for all subjects</td>
<td>All students</td>
<td>0%</td>
</tr>
<tr>
<td>2. basically adopting CMI, supplemented by extended learning activities taking up not more than 25% of the total lesson time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. adopting CMI for some subjects, and English for other KLAs/subjects (to be capped at 25% of the total lesson time or a maximum of two subjects)</td>
<td>Students in classes with a certain number of students capable of learning in English</td>
<td>Increasing to 100%</td>
</tr>
</tbody>
</table>

Apart from the above modes, the following two modes can also be considered for adoption:

4. adopting CMI for some subjects, and English for other KLAs/subjects (may exceed 25% of the total lesson time or two subjects)
5. adopting English as the medium of instruction (EMI) for all subjects
THE FINE-TUNED MOI FRAMEWORK

All Schools

- Total lesson time ≤ 25%
- No. of subjects 2 (Max.)

English Extended Learning Activities (ELA)

EMI by Subject(s)

Schools with a certain number of students capable of learning in English

- Total lesson time May exceed 25%
- No. of subjects May exceed 2

EMI by Class(es)

EMI for All Subjects
<table>
<thead>
<tr>
<th>Context/Theme</th>
<th>Fashion trends</th>
<th>Age of Exploration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text-type</td>
<td>Article</td>
<td>Exposition</td>
</tr>
</tbody>
</table>
| Target Vocabulary + Vocabulary-building skills | • Vocabulary related to fashion, e.g. tank top, boots, designer  
• Adjectives, e.g. attractive, eye-catching  
• Adverbs of manner, e.g. smartly, fashionably | • Noun-forming suffixes, e.g. exploration |
| Target grammar items | Connectives of reason, e.g. because, as and since  
• Since designer David Lo thinks it is important to celebrate Hong Kong’s history, he designed his famous “Queen is Gone” T-shirts.  
Connectives of result, e.g. so, therefore, as a result  
• My mother was a tailor, so I learnt about fashion from her. | Connectives, e.g. because (to give reasons)  
• The Age of Exploration began during the Renaissance because the ideas at that time inspired in the Europeans a keen interest in the world.  
However, (to compare)  
• Originally, these products were transported… However, by the 14th century, the Ottoman Turks had grown so powerful…  
Verbs, e.g. refers (to define)  
• The Age of Exploration refers to the period of exploration during… |
| Task | Writing a feature article explaining the teenage fashion trends in Hong Kong | Writing an explanatory essay about the causes of the Voyages of Discovery |
• More embedding / subordinate clauses
  ‘It was a policy adopted by the military government during the Japanese Occupation that forced Hong Kong people to go back to the mainland.’

• Longer prepositional phrases
  ‘For two similar solids, the ratio of the areas of any two surfaces is equal to the square of the ratio of any two corresponding lengths.’

• More attributive adjectives and nominalisation
  ‘With more economic specialisation and the development of external economic linkages, division of labour intensifies…’

• More passive structures
  ‘Friction is much reduced when ball bearings are used.’

• More academic words than grammatical words
  e.g. ‘analyse, brief, conclude, demonstrate, estimate, function’
Preparation for Senior Secondary Studies

Fine-tuned MOI Arrangements for Secondary Schools
PART A

Read Text 1 and answer questions 1-25 on pages 1-4 of the Question-Answer Book for Part A.

Text 1

TERRA-COTTA WARRIORS IN COLOR.

1. It was a dazzling spectacle: a life-size army of painted clay soldiers buried to guard an emperor’s tomb. Now archaeologists and artists, armed with the latest tools and techniques, are bringing that ancient vision back to life.

2. In an earthen pit in central China, under what used to be their village’s persimmon orchard, three middle-aged women are hunched over an ancient jigsaw puzzle, Yang Rongrong, a cheerful 57-year-old turner over a jagged piece in her calloused hands and fits it into the perfect spot. The other women laugh as if enjoying an afternoon amusement in their village near the city of Xian. What Yang and her friends are doing, in fact, is piecing together the 2,200-year-old mystery of the terra-cotta army, part of the celebrated (and still dimly understood) burial complex of China’s first emperor, Qin Shi Huang Di.

3. Usually takes Yang and her co-workers many days to transform a heap of clay fragments into a full-size warrior, but today they are lucky, accomplishing the task in a matter of hours. Yang has been solving such puzzles since 1974, when farmers from her village of Xiyang first unearthed pottery and a sculpted head while digging a well for their orchard. Having helped reassemble an army of a thousand warriors, Yang examines a clay head sheathed in protective plastic. Visible through the wrappings are flashes of pink and red, brilliant hues that hint at the original glory of the terra-cotta warriors.

4. The monochrome figures that visitors to Xian’s terra-cotta army museum see today actually began as the multicolored fantasy of a ruler whose grandiose ambitions extended beyond the mortal realm. The first emperor to unify China under a single dynasty, Qin Shi Huang Di packed a lot into his earthly reign;

5. From 221 to 210 B.C. Aside from building the first lengths of the Great Wall, the tyrannical reformer standardized the nation’s writing system, currency, and measurements, and provided the source for the English word we now use for China (Qin is pronounced Chin).

6. All the while, the emperor prepared for the afterlife, commanding the construction of the burial complex that covers 35 square miles. Qin’s army of clay soldiers and horses was not a somber procession but a Supernatural display of bold colors: red and green, purple and yellow. Sadly, most of the colors did not survive the crucible of time — or the exposure to air that comes with discovery and excavation. In earlier digs, archaeologists often watched helplessly as the warriors’ colors disintegrated in the dry Xian air. One study showed that once exposed, the lacquer underneath the paint begins to curl after 15 seconds and flake off in just four minutes — vibrant pieces of history lost in the time it takes to boil an egg.

7. Now a combination of serendipity and new preservation techniques is revealing the terra-cotta army’s true colors. A three-year excavation in Xian’s most famous site, known as Pit 1, has yielded more than a hundred soldiers, some still adorned with painted features, including black hair, pink faces, and black or brown eyes. The best-preserved specimens were found at the bottom of the pit, where a layer of mud created by flooding acted as a sort of 2,000-year-old spa treatment.

8. Almost thirty years ago, Chinese researchers were consulting with experts from the Conservation Office in Germany to develop a preserve known as PEG to help save the warriors’ colors. During a recent excavation, the moment a painted artifact was unearthed, workers sprayed any bit of exposed color with the solution, then wrapped it in plastic to keep in the protective moisture. The most colorful pieces (and the earth surrounding them) have been removed to an on-site laboratory for further treatment. To everyone’s delight, the modern techniques for preserving ancient colors seem to be working.

9. In a narrow trench on the north side of Pit 1, archaeologist Shen Maosheng leads me past what look like terra-cotta backpacks strewn across the reddish soil. They are, in fact, clay quivers still bristling with bronze arrows. Shen and I skirt the remnants of a freshly excavated chariot, then stop beside a plastic sheet. “Want to see a real find?” he asks.

10. Lifting the sheet, Shen unveils a jagged, three-foot-long shield. The wood has rotted away, but the shield’s delicate design and brilliant reds, greens, and whites are imprinted on the earth. A few steps away is an intact military drum whose leather surface has left another glorious pattern on the dirt, its crimson lines as fine as human hair. Together with the imprints of finely woven silk and linen textiles also found here, these artifacts offer clues about the distinctive artistry that flourished under the Qin dynasty and the vibrant palette that infused it.

11. With so much color and artistry imprinted on the soil — the ancient paint, alas, adheres to dirt more readily than to lacquer — Chinese preservationists are now trying to preserve the earth itself. “We are treating the earth as an artifact,” says Rong Bo, the museum’s head chemist, who helped develop a binding agent that holds the soil together so the color won’t be lost. The next challenge, Rong says, will be to find an acceptable method for reapplying this color to the warriors.

12. Down in Pit 1, Yang tightens the straps that hold her reconstructed warrior together. His head, still wrapped in plastic, is beaded with sweat. His lifeless pigment has been preserved, and his body will go on display at the museum with all of the cracks and fissures he received during his 2,200 years underground.

13. In the early days of the Xian excavations, the fractures and imperfections of the terra-cotta warriors were plastered over. Now, reflecting the evolution of the museum’s views on historical accuracy, a new army is forming on the pit’s west end, cracks and all. In every statue Yang’s handwork is plainly visible. “It’s nothing special,” she says with a modest smile.

14. And with that, she and her village friends get back to work, piecing together the puzzle beneath the roots of their old persimmon trees.
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CHALLENGES FOR STUDENTS

Junior secondary years
- Acquiring basic technical vocabulary
- Reading and writing simple sentences
- Reading & writing simple academic text-types

Senior secondary years
- Acquiring more technical vocabulary
- More complex sentence structures
- More complicated academic text-types

Tertiary years
- More condensed sentence structures
- More complex academic passages
Promoting Language across the Curriculum
The development of a language policy across the curriculum “means in effect that every teacher in the school should accept it as part of his responsibility to develop the pupils’ reading, writing and speaking ability in and through the subject or activity for which he is responsible”.

“A Language for Life” Para. 15.31. (London: HMSO, 1975) Baron Bullock
WHAT IS ‘READING ACROSS THE CURRICULUM’?

• Reading across the curriculum (RaC) is a component within Language across the Curriculum
  • RaC
    – reading as a fundamental mode of learning
    – explicit teaching of reading to be integrated with teaching the curriculum
    – students learning to read
      • the subject matter of pedagogic texts
      • the associated language patterns

(Martin & Rose, 2005)
Understanding Text-types in English Language and Non-Language Subjects
The Age of Exploration refers to the period of exploration during the 15th and 16th centuries, a period of new voyages and also a new world. The Age of Exploration began during the Renaissance because the ideas at that time inspired in the Europeans a keen interest in the world. It also provided technical and navigational tools with which Europeans could explore. They could build ships for longer voyages, make better and more accurate maps, and learn the use of compasses and astrolabes.

Apart from this, there was a huge demand for Asian products like spices and silk in medieval Europe. Originally, these products were transported into Europe through land trade routes connecting Europe and Asia. However, by the 14th century, the Ottoman Turks had grown so powerful in the western part of Asia that they were blocking these trade routes. It had become necessary for the Europeans, who wished to keep their trade interests, to search for another route to the East.

Activity 1
What is the purpose of the following text-types?

- A narrative
- An information report
- An explanation
- A discussion
- A procedure
- A recount
- An exposition

(1) **A procedure**

To tell how to do something

(2) **A discussion**

- To look at more than one side of an issue
- To explore various perspectives towards an informed decision

(3) **A narrative**

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

(4) **A recount**

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

(5) **An exposition**

- To argue a case
- To give a series of supporting arguments

(6) **An information report**

To present generalised information about something

(7) **An explanation**

To give an account of how something works, or the reasons for some phenomenon
Text A

Shop owners are losing a lot of money because of shoplifting. Should first offenders be let off lightly?

On the one hand, it is not fair to punish people the first time they make a mistake. The police should talk sternly to the m and give them a warning.

On the other hand, every day shops lose thousands of dollar worth of valuable items. This affects us all because prices increase and we have to pay extra. So shop owners should come down heavy the first time to set an example.

In our opinion, first offenders should be taught a lesson but the punishment might depend on questions such as how old they are, why they stole the goods, and so on.

Text-type: Discussion

Purpose:

• To look at more than one side of an issue
• To explore various perspectives towards an informed decision

(Adapted from Derewianka, B. (1990). Exploring how texts work. Australia: Primary English Teaching Association.)
Voyages of Discovery

What was the relationship between the Renaissance and Western expansion?

The Age of Exploration refers to the period of exploration during the 15th and 16th centuries, a period of new voyages and also a new world. The Age of Exploration began during the Renaissance because the ideas at that time inspired in the Europeans a keen interest in the world. It also provided technical and navigational tools with which Europeans could explore. They could build ships for longer voyages, make better and more accurate maps, and learn the use of compasses and astrolabes.

Apart from this, there was a huge demand for Asian products like spices and silk in medieval Europe. Originally, these products were transported into Europe through land trade routes connecting Europe and Asia. However, by the 14th century, the Ottoman Turks had grown so powerful in the western part of Asia that they were blocking these trade routes. It had become necessary for the Europeans, who wished to keep their trade interests, to search for another route to the East.

The Europeans also wished to search for profitable new trading partners. They thought that they could buy spices and other goods more cheaply if they traded directly with the East. As a result, they sought to conquer and control their lands, and hoped to spread Christianity to different corners of the world.

Sedimentary rock is formed by the compression of layers of particles into a solid form. Sediments such as sand and mud settle onto the floors of oceans and lakes. Over a long period, these layers are pressed together, fusing the small solid particles of mud and sand to form solid rock. This type of rock is called sedimentary rock.

Text-type: Explanation

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

Barn Owls

Introduction
The Barn Owl is a bird of prey. It is an endangered species. It lives in barns and trees. They are nocturnal.

Description
Its face is like a plate which is used as a satellite dish.
The sound bounces off.

The colour
It has brown speckles and a white face. It has white under the wings and a white belly. There are furry-speckled feathers on its back.

Habitat
The Barn Owl lives in barns and chimneys. The Barn Owl does not make nests.

Food
It is a carnivore and it eats mice, rats, wild gerbils and baby rabbits.

Movement/Speed
The Barn Owls fly fast and silent and glides and it flies low, so that their prey can’t hear it coming.

Conclusion
The Owl is endangered because people are moving to barns and also because mice eat chemicals and the owls eat the mice and they die.
One day a monster came out of my hot water pipe.

I was very frightened. I called my mum and she came and saw the Follgleboogy and ran outside.

I wanted to make friends with it and give it a name so I called it a Floogleboogy and that night it came to bed with me.

And I found that a Floogleboogy snores very loud indeed and mum was too frightened to come and kiss me goodnight.

(Text E)

Text-type: Narrative

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

Here’s some advice for kids who are just learning to surf.

Use a light, small, fibreglass board with a leg-rope. Wear a wetsuit if it’s cold.

Find a safe, uncrowded spot on the beach. The water should be not too choppy so that will get a clean ride.

Don’t go out too far if you haven’t surfed before.

Wait until you see a small wave is close, then lie on your surf board. When the wave is close, start paddling furiously.

If you are more experienced, you could try kneeling on the board once you are on the wave.

The important thing is to keep your balance or else you will end up falling off the board!

On Thursday 2nd February we went on an excursion to observe plants.

First we went to Port Kembla Beach. There were not many plants because of the salt and the sand.

Next we went to the steelworks. We sat on a hill and observed the plants. We saw bushes and grass.

We got back on the bus and went to Mt Keira rainforest. We got off the bus and ate our little lunch in the clearing area. We saw many different types of plants and trees. We saw wattle trees, tall trees and tock plants.

After that we go back on the bus and went back to school. We arrived at school at 12 o’clock.

Then we went into school and talked about our excursion.

We had great fun!

The meanings of a text are configured to give the text a unifying ‘architecture’ or shape through which the text achieves its purpose.

Texts of the same genre that is, texts constructed to achieve the same general social purpose, tend to share comparable structural patterns.

Some elements of these patterns may be **obligatory** if the text is to achieve its purpose successfully. Other structural elements are **optional extras** which can be used to fine tune the text in different ways.

(Butt et al., 2000, pp. 213-214)
Activity 3
Below are examples of texts written for general / academic purposes. Can you identify their text structure?

Text structure

<table>
<thead>
<tr>
<th>Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record of events</td>
</tr>
<tr>
<td>Reorientation</td>
</tr>
<tr>
<td>Coda / A concluding</td>
</tr>
<tr>
<td>remark (optional)</td>
</tr>
</tbody>
</table>

There was this girl in my class...

She tried to do a backward roll and got her neck clocked. She was then taken to hospital in an ambulance.

I had to write down what happened because I was in her group.

I had done that before and it did not hurt that much. I think she was just over-reacting!

One day a monster came out of my hot water pipe.

I was very frightened. I called my mum and she came and saw the Floogleboogy and ran outside.

I wanted to make friends with it and give it a name so I called it a Floogleboogy and that night it came to bed with me.

And I found that a Floogleboogy snores very loud indeed and mum was too frightened to come and kiss me goodnight.

Text structure

- Orientation
- Complication
- Resolution
- Coda / A concluding remark (optional)

CITY BATTERED BY GIANT HAILSTONES
Hailstones the size of tennis balls smashed roofs, battered cars and injured people across Sydney in a freak storm last night.

Thirty motorists were stranded in the Royal National Park at Sutherland and cars taking shelter in the Sydney airport tunnel caused major traffic problems. Some 30 sets of traffic lights were out after the hailstorm hit at 8pm.

Ms Bradfield’s partner, a doctor, was busy treating the injured.
How to catch a wave
Here’s some advice for kids who are just learning to surf.

Use a light, small, fiberglass board with a legrope and a wetsuit if it’s cold.

Find a safe, uncrowned spot on the beach. The water should be not too choppy so that you will get a clean ride.

Don’t go out too far if you haven’t surfed before.

Wait until you see a small wave then lie on your surf board. When the wave is close, start paddling furiously.

If you are more experienced, you could try kneeling on the board once you are on the waves.

The most important thing is to keep your balance or else you will end up falling off the board!

Pelicans
Pelicans are part of the Bird family.

Pelicans have a big bill with a pouch. Most Pelicans have white body feathers. All Pelicans have short legs. Most Pelicans have webbed feet. Most Pelicans live around the coast. Pelicans eat crustaceans, crabs and shrimps. Pelicans fly with their head back. Pelicans lay two, three or four white eggs. They take thirty-five days to hatch.

How hail is formed
Hail is rain or snow which has frozen into round pellets.

Sometimes in storms strong air currents force raindrops upwards into clouds of freezing water. When the raindrops begin to freeze into round pellets they become heavier and start to fall. As they fall back into the air currents, they are forced upwards again into the freezing clouds. This coats the pellets in another layer of ice. The pellets continue to bounce up into the freezing cloud to be coated in more layers of ice and down into the air current, until they become too heavy for the air current. They then fall to earth as hailstones.
Cars should be banned in the city
Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

First of all, cars, as we all know, contribute to most of the pollution in the world.

Cars emit a deadly gas that causes illnesses such as bronchitis, lung cancer, and “triggers” off asthma. Some of these illnesses are so bad that people can die from them.

Second, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

And third, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone.

In conclusion, cars should be banned from the city for the reasons listed.
Arguments for

I think we should have homework because it helps us to learn and revise our work.

Homework helps people who aren’t very smart to remember what they have learned. Homework is really good because it helps with our education.

I think homework is really good because it helps with our education.

Arguments against

I think we shouldn’t have homework because I like to go out after school to a restaurant or the movies. Sometimes homework is boring and not important.

I think homework is bad because I like to play and discuss things with my family.
**Facilitating Comprehension at Text Level**

- Highlight information structures of different text-types and the relevant reading and writing strategies

<table>
<thead>
<tr>
<th>Text-types</th>
<th>How information is structured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative</td>
<td>Orientation → Complication → Resolution → Coda / A concluding remark</td>
</tr>
<tr>
<td>Information report</td>
<td>General statements → Description</td>
</tr>
<tr>
<td>Explanation</td>
<td>Identifying statements → Sequence of explanation</td>
</tr>
<tr>
<td>Discussion</td>
<td>Issue → Arguments for / Arguments against</td>
</tr>
<tr>
<td>Procedure</td>
<td>Goal (optional) → Materials (optional) → Steps</td>
</tr>
<tr>
<td>Recount</td>
<td>Orientation → Record of events → Reorientation (optional) → Coda / A concluding remark</td>
</tr>
<tr>
<td>Exposition</td>
<td>Statement of position → Preview of arguments (Optional) → Argument 1 → Argument 2 (Optional) → Reinforcement of statement position</td>
</tr>
</tbody>
</table>

The **functions of language:** Any of the kinds of things that can be done in or through language. We speak or write to *give information*, to *express an opinion*, to *try to get someone to do something*, to *make people laugh*, and so on.

**Rhetorical function:** the effective use of language to achieve different purposes. Different types of texts use different language and different text organisation to achieve different purposes.
Bloom’s taxonomy

Knowledge

Comprehension

Application

Analysis

Synthesis

Evaluation

Higher order thinking skills

Lower order thinking skills
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Activity 4
Below are examples taken from texts written for general / academic purposes. Can you identify their rhetorical language functions?

For example...

<table>
<thead>
<tr>
<th>No.</th>
<th>Sentence</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hong Kong island is in the shape of a frog.</td>
<td>Describing</td>
</tr>
<tr>
<td>2</td>
<td>All human beings are mortal.</td>
<td>Generalizing</td>
</tr>
<tr>
<td>3</td>
<td>A Wikipedia is an encyclopedia on the internet.</td>
<td>Defining</td>
</tr>
<tr>
<td>4</td>
<td>There are two major types of plants: flowering plants and non-flowering plants.</td>
<td>Classifying</td>
</tr>
<tr>
<td>5</td>
<td>It is possible that we will have more rainstorms this summer.</td>
<td>Speculating</td>
</tr>
<tr>
<td>6</td>
<td>Two marathon runners were hospitalized yesterday.</td>
<td>Reporting</td>
</tr>
<tr>
<td>7</td>
<td>If you let the oil cool down, it will turn cloudy.</td>
<td>Predicting</td>
</tr>
</tbody>
</table>

Activity 5
What function does each of the sentences perform in the following text?

There is great danger to wildlife in the pollution of water. A good illustration of this is the oil released from tankers at sea. It kills all kinds of sea animals, including fish, plankton and other forms of marine life. Birds are also frequent victims, for they become oiled. That is to say, their feathers become covered with oil and they are unable to fly. Certain tankers are believed to regularly flout the regulations governing the discharge of oil at sea. If this could be proved, we should be in a better position to take action. As it is, the authorities are almost powerless and the slaughter continues unchecked.

There is great danger to wildlife in the pollution of water.

A good illustration of this is the oil released from tankers at sea.

It kills all kinds of sea animals, including fish, plankton and other forms of marine life.

Birds are also frequent victims, for they become oiled.

That is to say, their feathers become covered with oil and they are unable to fly.

Certain tankers are believed to regularly flout the regulations governing the discharge of oil at sea.

If this could be proved, we should be in a better position to take action.

As it is, the authorities are almost powerless and the slaughter continues unchecked.
### Activity 5
What are the functions for the following sentence patterns?

**Retelling, Estimating, Disagreeing, Describing, Citing information**

<table>
<thead>
<tr>
<th>Rhetorical functions</th>
<th>Sentence Patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Descending</td>
<td>The _______ has _______ and _______. The _______ is _______.</td>
</tr>
<tr>
<td>2 Disagreeing</td>
<td>I don’t think the evidence supports _______ because _______. I don’t agree with that statement because _______.</td>
</tr>
<tr>
<td>3 Citing information</td>
<td>Here we see that _______.</td>
</tr>
<tr>
<td>4 Estimating</td>
<td>Looking at the _______, I think there are _______.</td>
</tr>
<tr>
<td>5 Retelling</td>
<td>First, _______. Next _______, and then _______. _______ was/were _______-ing. _______ has/have been _______-ing since/for _______.</td>
</tr>
</tbody>
</table>

### Rhetorical functions

<table>
<thead>
<tr>
<th></th>
<th>Rhetorical functions</th>
<th>Sentence Patterns</th>
</tr>
</thead>
</table>
| 6 | **Predicting**       | I think _______ will _______.  
The _______ is going to _______.  
The _______ will _______.  
_______ (could/might etc) _______. |
| 7 | **Giving and supporting opinions** | I think _______ is _______ because _______.  
I (don’t) think/agree with _______ because _______.  
In my opinion _______ should _______ because/so _______. |
| 8 | **Showing cause and effect** | The _______ had _______ so _______.  
If _______ had/hadn’t _______, _______ would/wouldn’t have _______. |
| 9 | **Drawing conclusion** | The _______ is _______ because _______. |
| 10 | **Comparing**         | This _______ is similar to that _______ because both _______. |

<table>
<thead>
<tr>
<th>Rhetorical functions</th>
<th>Sentence Patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 Contrasting</td>
<td>This _______ is different from that _______ because one has _______ and the other doesn’t _______. _______ but _______. _______ (whereas / in contrast) _______.</td>
</tr>
<tr>
<td>12 Sequencing</td>
<td>We saw that first, ______<em>, then, <em><strong><strong><strong>, and at the end.</strong></strong></strong></em></em></td>
</tr>
<tr>
<td>13 Hypothesizing</td>
<td>If _______ had _______, then _______ would have _______.</td>
</tr>
<tr>
<td>14 Persuading</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>
</tr>
</tbody>
</table>

**Rhetorical functions** | **Sentence Patterns**
---|---
15 | A _______ is _______ cm long, _______ cm wide and _______ cm tall. This _______ holds a volume of _______ ml. Before we _______, the liquid _______, but now it _______.

16 | Plot _______ and _______. Plot _______ as _______. Graph the independent variable _______ as a function of _______.

17 | Although you say _______, the table says that _______.

18 | The main idea from this observation is that _______. (to conclude / indeed / in summary / in short, therefore, consequently) _______.

19 | This _______ is necessary for _______ because it _______.

<table>
<thead>
<tr>
<th>Rhetorical functions</th>
<th>Purposes</th>
<th>Related language features</th>
</tr>
</thead>
</table>
| Explanations of how & why | To describe the processes and give reasons for a phenomenon, problem, situation or issue | **Structure**  
- Starting by writing an opening sentence that describes what they are going to explain (e.g. *I want to explain how/why...*)  
- Followed by  
  ✓ a sequence of steps (how) (e.g. *First, next, then, finally*) ; or  
  ✓ a sequence of reasons (why) (e.g. *because, leads to, be caused by, so, consequently*) |
| Argument             | To analyse evidence/conflicting views and present a view                | **Structure**  
- Starting by writing an opening statement about an idea or point of view (e.g. *It is believed that..., There are different views about...*)  
- Followed by presenting the evidence that supports  
  ✓ the view; or  
  ✓ the conflicting views (e.g. Presenting counter-arguments “Some people think/argue/believe that... from the point of view of..., evidence shows that...”; Contrasting different views “However, but, actually...”) |
Common Features between English Language & Non-Language Subjects
# Language Across the Curriculum

## Common Language Features

<table>
<thead>
<tr>
<th>Rhetorical functions</th>
<th>Language features (e.g.)</th>
<th>PSHE</th>
<th>ME</th>
<th>SE</th>
<th>TE</th>
<th>AE</th>
<th>PE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparison</td>
<td>However, on the contrary, despite, whereas</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure</td>
<td>Imperatives</td>
<td></td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Recount</td>
<td>Past tense</td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explanation</td>
<td>Due to, because, since; therefore, so, as a result</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>Adjectives, passive construction</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>To summarise, to conclude</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suggestion</td>
<td>Can, may, suggest</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Understanding instructions</td>
<td>Wh-words, imperatives</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of facts</td>
<td>Present tense</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assumption</td>
<td>Future tense, If, let, suppose</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
</tr>
</tbody>
</table>

---

50
**Synopsis:** From *Survivor* to *The Amazing Race*, these types of reality game shows have been successful **because** they reveal how people react when they are put in difficult situations. **Therefore,** I decide to take the proven ideas behind these programmes and other popular types of reality shoes, and create an even more exciting show. The result would be *Last One Standing*, a show designed to test people’s boundaries in order to learn more about them.

Each episode will ask celebrity contestants to compete against each other to complete a challenging task that is designed to test their true character and skills. They will be designed to test their true character and skills. They will be filmed from the moment they receive the assignment up until they complete it. Contestants will also have their own video blogs to share their thoughts during taping. **As a result,** viewers will get a better look at the contestant’s inner thoughts and feelings.
The **Age of Exploration** refers to the period of exploration during the 15\(^{th}\) and 16\(^{th}\) centuries, a period of new voyages and **also** a new world. The Age of Exploration began during the Renaissance **because** the ideas at that time inspired in the Europeans a keen interest in the world. It **also** provided technical and navigational tools with which Europeans could explore. They could build ships for longer voyages, make better and more accurate maps, and learn the use of compasses and astrolabes.

Apart from this, there was a huge demand for Asian products like spices and silk in medieval Europe. **Originally**, these products were transported into Europe through land trade routes connecting Europe and Asia. **However**, by the 14\(^{th}\) century, the **Ottoman Turks had grown so powerful** in the western part of Asia that they were blocking these trade routes. It had become necessary for the Europeans, who wished to keep their trade interests, to search for another route to the East.

HUNGER (p. S10)
With today’s high technology in food production, it is a surprise to many people that ending hunger is still one of the major tasks for the United Nations and many other non-government organisations. The word ‘hunger’, when used in our daily lives, simply refers to our desire for food; however, to 854 million people (Food and Agriculture Organisation (FAO) of the United Nations, 2006), hunger is something that could lead to death.

Hunger is not an isolated problem. It is often the consequence of a combination of many other issues in our society.

The root of hunger is not that we do not have enough food in today’s world, but that we do not distribute it evenly enough. According to the FAO (2000), while the richest 20% of the world population consume as much as half of the meat and seafood in the world, the poorest 20% consume only 5% of such protein-rich food. In other words, hunger arises from uneven food distribution among different income groups.

Tragedies like natural disasters and wars are also common reasons that bring about hunger on a large scale. Floods, droughts and typhoons are natural disasters that often lead to a large reduction in food production. When a country is in war for a long period, farmland is also often destroyed, consequently resulting in hunger.

Environmental pollution is another important contributing factor to the decrease in food production and hence hunger. If industrial development is not well controlled, the waste created can pollute farmland and rivers. In some cases, this brings about soil erosion and desertification. A likely effect of the loss of farmland is that prices of food are driven so high that most people are unable to get enough food.

What are the effects of hunger that lasts a long period of time?

Food provides our body with nutrients, which are necessary for growth and health. A lack of nutrients, which is sometimes known as malnutrition, naturally results in illnesses and sometimes even death. ‘Feeding Minds, Fighting Hunger’ (2006) points out that ‘malnutrition in the form of deficiencies of essential vitamins and minerals continues to cause severe illness or death in millions of people worldwide.’

Children’s mental development can also be severely affected. The intelligence of hungry children is generally lower. These children’s ability to learn is limited, and as a result, schools’ drop-out rates are high in countries with serious hunger problems. This often leads to high illiteracy rates, making it even more difficult for these countries to develop. It is obvious that when people do not have enough food, they lack the energy to take part in economic activities. When people get sick because of malnutrition, they are unable to work. In short, a lack of food contributes to lower productivity, and economic loss is an unavoidable result. As seen from the above, hunger is seriously damaging to the affected people and countries. As individuals, we can of course reduce food wastage by ordering only what we can eat. But more importantly, increased international efforts in providing financial aid and technological assistance are needed to put an end to hunger.
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Exploring effective strategies to connect the English classroom with non-language learning & teaching cycle
THE TEACHING AND LEARNING CYCLE

Content
Language
Text-types & Functions

Preparation: Setting the context

Modelling Deconstruction: Teachers show how to read and analyze the text

Joint Construction: Teachers guide students to write the text together

Independent Construction: Students write the text independently

(Adapted from Rothery, 1996)
The Learning and Teaching Process

Deconstruction

Joint-construction

Independent Construction
Deconstruction

- Guiding students to deconstruct texts at word, sentence and text level

- Using graphic organisers to deconstruct:
  - content
  - language features
Adopting appropriate instructional strategies to facilitate comprehension:

- **Word level**: vocabulary
- **Sentence level**: grammar
- **Text level**: genres/text-types (information structuring)
Using concept map or multiple-meaning map to strengthen cognitive processing of word meanings

Strengthening word attack skills

- Highlight methods of word formation
  - Affixation: *underdeveloped*;
  - Compounding: *counter-proposal*

- Teach word parts e.g. roots and affixes
  - (e.g. *underdeveloped, unemployment*)

Identifying key parts of sentences and clauses

- The key parts of the sentence often include
  (1) main participant,
  (2) main process, and
  (3) main receiver.

“**What is doing what to what?**”

Guiding students to underline, circle, colour-code the information

**E.g. Urbanization is lowering the quality of life.**

Examples of Classroom Activities that Help Students Recognise Organisation at Text Level

- Where does the missing paragraph belong?
- What’s the most appropriate opening/closing paragraph?
- Find the odd-one-out.
- Create graphic organisers.
- Match paragraphs to their topic sentences. / Underline topic sentences.
- Circle organisation markers, such as headings, sub-headings, and linking devices.
- Summarise the text.
- Text reconstruction (cut-up sentences)
- Cloze activities – (useful for raising awareness of connectives)
Graphic organisers help students understand and present how ideas or concepts relate to one another through the development of a well-structured mental picture about the content. (Goldman & Rakestraw, 2000)

Graphic organisers for different language functions:
- Venn Chart for Comparison and Contrast
- Flow Chart for Sequence
- T-chart for the pros and cons of an issue
Energy is the ability to do work. All activities of living things need energy. For example, animals and plants need energy to walk and talk. The working of machines needs energy too. Light bulbs need energy to glow. Therefore, energy is very important to mankind.

In the following, we will learn about some common forms of energy.

Light energy is the energy carried by light weaves. For example, the sun gives out light energy. Burning candles and street lamps also give out light energy. The more light energy an object gives out, the brighter it is.

Heat energy is the internal energy of matters that gives their temperature. For example, the sun also gives out heat energy. The heat energy keeps the Earth warm. A gas flame gives out heat energy too. We can make use of the heat energy to cook. The more heat energy an object gives out, the hotter it is.

Sound energy is the energy carried by sound waves. When we hit a drum, the drum gives out sound energy. When we speak or sing, we give out sound energy too. The more sound energy an object gives out, the louder it is.

Kinetic energy is the energy of motion. A moving object possesses kinetic energy. When an athlete runs, he or she possesses kinetic energy. When a car moves, it also possesses kinetic energy. The faster an object moves, the more kinetic energy it possesses.

Potential energy is the energy of position. When an object is raised to a higher position, it gains potential energy. For example, a lift, and the passengers inside it, gains potential energy when they move upwards. The higher the position of an object is, the more potential energy it has. When we compress or stretch an elastic object, the object stores potential energy. For example, an elastic band stores potential energy when we stretch it.

Light energy, heat energy, sound energy, kinetic energy, and potential energy are some common forms of energy.
Energy is the ability to do work. All activities of living things need energy. For example, animals and plants need energy to grow. Humans need energy to walk and talk. The working of machines needs energy too. For example, vehicles need energy to move. Light bulbs need energy to glow. Therefore, energy is very important to mankind.

There are many different forms of energy. In the following, we will learn about some common forms of energy.

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Light energy, heat energy, sound energy, kinetic energy, and potential energy are some common forms of energy.
<table>
<thead>
<tr>
<th>Forms of Energy</th>
<th>Definition</th>
<th>Examples</th>
<th>Amount / Intensity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Light energy</td>
<td>the energy carried by light weaves</td>
<td>the sun burning candles street lamps</td>
<td>The more light energy an object gives out, the brighter it is.</td>
</tr>
<tr>
<td>Heat energy</td>
<td>the internal energy of matters that gives their temperature</td>
<td>the sun a gas flame</td>
<td>The more heat energy an object gives out, the hotter it is.</td>
</tr>
<tr>
<td>Sound energy</td>
<td>the energy carried by sound waves</td>
<td>hitting a drum speaking singing</td>
<td>The more sound energy an object gives out, the louder it is.</td>
</tr>
<tr>
<td>Kinetic energy</td>
<td>the energy of motion</td>
<td>a running athlete a moving car</td>
<td>The faster an object moves, the more kinetic energy it possesses.</td>
</tr>
<tr>
<td>Potential</td>
<td>the energy of position</td>
<td>a lift moving upwards an elastic band being stretched</td>
<td>The higher the position of an object is, the more potential energy it has.</td>
</tr>
</tbody>
</table>
Therefore
To gain new lands & find valuable goods
Became patrons of the Voyages of Discovery

As a result
Ottoman Turks, Arabs & Italian merchants controlled trade in Mediterranean region

European had to buy goods at high prices
Trade with Asian merchants directly

To lower trading costs
To spread Christianity

To spread Christianity
• know about lands beyond Europe
• Prove that the Earth was round

Renaissance
made
Europeans more open-minded

Europeans hoped to

Improvements in shipbuilding & navigation
allowed
navigators make safer journeys & travel greater distances.

Causes of the Voyages of Discovery

Improvements in shipbuilding & navigation
The Learning and Teaching Process

- Deconstruction
- Joint-construction
- Independent construction
(1) Read-Aloud

- Teachers illustrate how to use punctuation, pauses and intonation to separate clauses, stress key ideas and differentiate subordinate information.

- Students hear a good model of text deconstruction.

(2) Think-Aloud

- While teachers read the text aloud, they also model how an effective reader thinks about what she or he is reading.

- The process of comprehending the content and language is modelled by the teachers.

Because of the topic sentence, I predict that the first paragraph will introduce the types of food substances.

Here the author is listing the two types of food substances and comparing them.

Food substances

Different food contains different types of food substances. These food substances can be classified into primary food substances, which are essential to life, and protective food substances, which are important for keeping our body healthy.

The food substances can be divided into seven types: carbohydrates, fats, proteins, water, vitamins, minerals and dietary fibre. The first four are primary food substances and the remaining three are protective food substances.
This basically means that there are two types of food. One is primary food substances. The other is protective food substances.

The two types of food substances are introduced by the verb phrase ‘can be classified into’, which is in passive voice.

Their functions and differences are introduced by a relative pronoun ‘which are’
The author lists the seven types of food substances in the second paragraph.

The first paragraph mentions there are only two kinds of food substances. I didn’t catch why there are suddenly seven types of food substances.

I need to read further to figure this out. “Carbohydrates, fats, proteins, water” are primary food substances while vitamins, minerals, dietary fibre are protective food substances.
# Comprehension Process

<table>
<thead>
<tr>
<th>Comprehension Process</th>
<th>Example of What to Say</th>
</tr>
</thead>
</table>
| Noticing academic language and thinking | ➢ Here the writer is comparing...  
➢ Ramifications means effect. Why would it cause that to happen? |
| Identifying confusing parts and clarifying them by rereading | ➢ I didn’t catch whether she escaped or was set free.  
➢ I need to check back to see why the revaluation began. |
| Monitoring your understanding of what the author of a text wants readers to get out of the text | ➢ So far, I think the author wants me to see them as symbols of hope and freedom.  
➢ The authors want me to understand that mass is conserved when... |
| Describing how each part of the text supports its main theme or purpose | ➢ The author used this quotation to show how the government brainwashed people. |
| Identifying the language items used and explain the meanings | ➢ Passive voice is used to describe the process of gas exchange in the air sacs |

PM Session
THE LEARNING AND TEACHING PROCESS

Deconstruction  Joint-construction  Independent construction
organise ideas coherently

supporting arguments

explain

elaborate

present clear descriptions

justify arguments comprehensively and critically
In the process of independent construction, students can be guided to construct texts by shifting back and forth between everyday language and academic language.

Adapted from: Symposium on Language & Literacy in Science Learning: How to Teach Academic Science Language 2010
Food substances can be classified into primary food substances and protective food substances, which are essential to life and keeping our body healthy.

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>O</th>
<th>Embedded clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food substances</td>
<td>can be classified into</td>
<td>primary food substances and protective food substances.</td>
<td>which are essential to life and keeping our body healthy.</td>
</tr>
<tr>
<td></td>
<td>can be categorised into</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>can be divided into</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How to teach students to answer common question types in science

- Look at the following table.
- Compare the demands for different energy sources in 2010 and 1970.
- Explain the differences with at least 3 possible causes.
Changes

Task 4: The World’s Demand for Energy

The World's Demand of Energy Sources

<table>
<thead>
<tr>
<th>Year</th>
<th>Oil (x10^24 BTU)</th>
<th>Natural Gas</th>
<th>Renewables</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970</td>
<td>50</td>
<td>25</td>
<td>10</td>
</tr>
<tr>
<td>1980</td>
<td>100</td>
<td>50</td>
<td>25</td>
</tr>
<tr>
<td>1990</td>
<td>150</td>
<td>75</td>
<td>35</td>
</tr>
<tr>
<td>2000</td>
<td>200</td>
<td>100</td>
<td>50</td>
</tr>
<tr>
<td>2010</td>
<td>250</td>
<td>125</td>
<td>60</td>
</tr>
<tr>
<td>2020</td>
<td>300</td>
<td>150</td>
<td>75</td>
</tr>
</tbody>
</table>
The demand for different energy sources in 2010 is much higher than that in 1970.

For example, the demand for oil in 1970 was 100 units but the demand for oil in 2010 is 185 units. The demand for natural gas in 1970 was 40 units but the demand for natural gas in 2010 is 80 units.

To conclude, the demand for different energy sources in 2010 has increased greatly.
Task 4: The World’s Demand for Energy Sources: Why has it increased over the years?

Cause 1?
Cause 2?
Cause 3?
Task 4
Answer Text Type: Cause and Effect

The demand for different energy sources in 2010 is much higher than that in 1970. There are 3 possible main causes.

First, the world has built more factories. Second, people have used more computers. Third, people have used more cars.

Therefore, the demand for different energy sources has increased greatly over the years.
POSSIBLE ACTIVITY FOR INDEPENDENT CONSTRUCTION

- After co-constructing the graphic organizer, invite students to conduct a mini-presentation on the reading passage.

- Provide language scaffold to students, for example:
  - Presentation template
  - Language for doing presentation
    - Good morning. Today I’m going to talk about...
Language support needed:

- Context/ideas level: graphic schemata, organizers, diagrams, tables, pictures, comic strips, etc.
- Text level: genres/text-types (information structuring)
- Sentence level: grammar
- Word level: vocabulary

Source: Symposium on Language & Literacy in Science Learning: How to Teach Academic Science Language 2010
Exploring effective strategies to connect the English classroom with non-language

- The development of vocabulary building strategies -
VOCABULARY

- subject-specific words
e.g. amino acid, photosynthesis

- words that are not on the other lists and are rarely used
e.g. abstinence, rummage

- Words that occur frequently in academic texts
e.g. analyse, isolate, hierarchy

- cover about 82% of the words in a general text
e.g. sight words, connectives...

(Nation & Gu, 2007, p.2)
Activity 6: Read the following passage. Identify the different types of vocabulary.

In photosynthesis, light energy is converted to chemical energy (stored in food). In respiration, chemical energy (stored in food) is released for body activities and eventually changes into heat energy. In short, photosynthesis is a building-up process where food is formed from carbon dioxide and water in the presence of light energy. Respiration is a breaking-down process where food is broken down to release energy for work. In the process carbon dioxide and water are released.
Activity 6: Read the following passage. Identify the different types of academic vocabulary.

• Tasks for your students (to raise their awareness of academic words):
  – First, circle the technical words in the text.
  – Second, find some general academic words and underline them.
  – Finally, highlight the connectives and discuss the function of each word.
In **photosynthesis**, light energy is converted to **chemical energy** (stored in food). In **respiration**, **chemical energy** (stored in food) is released for body activities and **eventually** changes into **heat energy**. **In short**, **photosynthesis** is a building-up process where **carbon dioxide** and water are transformed into food in the presence of **light energy**. **Respiration** is a breaking-down process where food is broken down to release energy for work. **In the process** **carbon dioxide** and water are released.
• the 2000 most frequent words in English

• Examples:
  – Connectives/discourse markers:
    e.g. first, second, then, finally, in conclusion; however, but; similarly; in contrast...
  – Prepositions and prepositional phrases:
    e.g. on, in, under, between...

• “In general, high-frequency words are so important that anything that teachers and learners can do to make sure they are learned is worth doing”.

  (Nation, 2001, p. 17)
LOW FREQUENCY WORDS

• 15,000-20,000 word families

• Learners need to be taught strategies for dealing with low frequency words: e.g. word attack skills, vocabulary building skills, using dictionaries.

“When teachers spend time on low-frequency words in class, they should be using the words as an excuse for working on the strategies.”

(Nation, 2001, p. 21)
GENERAL ACADEMIC WORDS (Coxhead, 1998)

• 570 words that are not in the high frequency word list, but occur frequently in academic texts.

• If students know these two sets of words (high frequency + general academic), they will recognise 9 out of 10 words in a general academic text.

Examples of general academic words:

Twenty most frequently occurring academic words in three subject areas of Coxhead’s (2000) academic corpus

<table>
<thead>
<tr>
<th>History</th>
<th>Economics</th>
<th>Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>liberal</td>
<td>economy</td>
<td>individual</td>
</tr>
<tr>
<td>policy</td>
<td>policy</td>
<td>occur</td>
</tr>
<tr>
<td>economy</td>
<td>tape</td>
<td>sequence</td>
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<tr>
<td>labour</td>
<td>vary</td>
<td>evolve</td>
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<tr>
<td>area</td>
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<td>vary</td>
</tr>
<tr>
<td>major</td>
<td>consume</td>
<td>region</td>
</tr>
<tr>
<td>issue</td>
<td>output</td>
<td>normal</td>
</tr>
<tr>
<td>community</td>
<td>export</td>
<td>structure</td>
</tr>
<tr>
<td>civil</td>
<td>income</td>
<td>function</td>
</tr>
<tr>
<td>period</td>
<td>data</td>
<td>similar</td>
</tr>
<tr>
<td>identify</td>
<td>finance</td>
<td>identify</td>
</tr>
<tr>
<td>medical</td>
<td>theory</td>
<td>sex</td>
</tr>
<tr>
<td>culture</td>
<td>series</td>
<td>complex</td>
</tr>
<tr>
<td>tradition</td>
<td>function</td>
<td>specific</td>
</tr>
<tr>
<td>evident</td>
<td>adjust</td>
<td>process</td>
</tr>
<tr>
<td>individual</td>
<td>regime</td>
<td>environment</td>
</tr>
<tr>
<td>significant</td>
<td>constrain</td>
<td>react</td>
</tr>
<tr>
<td>final</td>
<td>invest</td>
<td>select</td>
</tr>
<tr>
<td>create</td>
<td>respond</td>
<td>analyze</td>
</tr>
<tr>
<td>military</td>
<td>aggregate</td>
<td>require</td>
</tr>
</tbody>
</table>

Vocabulary: Bricks and Mortar

- Bricks: subject-specific / technical vocabulary
- Mortar: high frequency and general academic words

Dutro & Moran (2003) (Zwiers, 22)
Vocabulary brick

- Subject-specific / Technical vocabulary
- Vocabulary building skills

Vocabulary mortar

- General academic words
- High frequency words
- Multiple-exposure to vocabulary
- Learning vocabulary in context
- Engaging students in vocabulary learning activities
- Vocabulary building skills

(National Reading Panel, 2000)
With proper use of vocabulary building skills, students can organise the words they learnt and build associative networks in their minds effectively.
• Creating associations

• Using organisers
CREATING ASSOCIATION

Word Formation  Word Association  Paradigmatic Approach  Syntagmatic Approach
Word Formation

• Affixation (e.g. exhale, inhale, non-metal, amoral)
• Compounding (e.g. test tube, measuring cylinder)
• Conversion (e.g. access the file (n → v),
  google (n → v))
• Blending (e.g. smog=smoke+fog,
  bionic=biology + electronic)
Word Association

- **Synonyms** (e.g. important, crucial, essential, vital)
- **Antonyms** (e.g. subjective vs objective; contemporary vs ancient)
- **Homonyms** (e.g. fluke → flat-fish / the fins of a whale’s tale)
- **Collocations** (e.g. subsequent / significant / economic / technological development)
- **Word families** (e.g. cell, single-celled, multi-cellular)
Two Strands

Topic Strand
(associative networks)

focus on size
(breadth)

paradigmatic approach

help students expand the size of the vocabulary

Collocation Strand
(associative networks)

focus on word combinations
(depth)

syntagmatic approach

help students understand the use of the vocabulary
• Developing **associative networks**

• Establishing associations based on **semantic categories**

• Deliberating organisation of words into **hierarchies**

• Associating with **receptive vocabulary**
Animals

- Invertebrates
  - cnidarians
  - worms
  - millipedes
  - centipede
  - insects
  - crustaceans

- Vertebrates
  - arthropods
  - worms
  - molluscs
  - fish
  - birds
  - mammals
  - amphibians
SYNTAGMATIC APPROACH

• Developing **associative networks**

• Establishing association based on **collocations**

• Focusing on:
  
  • **multi-word units** (e.g. ‘keep abreast of’, ‘in terms of’, ‘take advantage of’,…)
  
  • **collocations** (e.g. ‘acid rain’ not ‘sour rain’, ‘poisonous snakes’ not ‘toxic snakes’, ‘job opportunities’ not ‘job chance’)

• Establishing association with **productive vocabulary**
SYNTAGMATIC APPROACH

Topic: Law and crime

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>ACTION</th>
<th>OBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A man</td>
<td>commit</td>
<td>crime</td>
</tr>
<tr>
<td>The police</td>
<td>uphold</td>
<td>justice</td>
</tr>
<tr>
<td>The suspect</td>
<td>face</td>
<td>prosecution</td>
</tr>
</tbody>
</table>
SOME VOCABULARY ORGANISERS FOR LEARNING TECHNICAL VOCABULARY

- Concept mapping
- Semantic mapping
- Word cards
- Word walls
**Family**: international (adj), internationalism (noun), internationalize (verb), internationalization (noun).

**Meaning**: connected with or involving two or more countries

**Collocations**: international airport, international cooperation, international relations, international trade

**Use**: The **United Nations (UN)** is an international organization whose stated aims are facilitating cooperation in international law, international security, economic development, social progress, human rights, and achievement of world peace. (source: Wikipedia)
MEANINGFUL LEARNING TASKS/ACTIVITIES

• Students can **learn** and **apply** target vocabulary **purposefully** and **meaningfully**.
How can students better understand and apply the words?

Activity 7
Activity 7

• Decide on the target vocabulary in the article *Hunger*

• Design learning activities that:
  – consolidate the learning of vocabulary with vocabulary organisers
  – provide opportunities for students to apply the target vocabulary
An example:

Part 1: Learning vocabulary in context

1. Read the article below. Then work in pairs and answer the questions that follow:

**HUNGER**

Hunger is a universal human experience. It affects people of all ages and is a major concern in many parts of the world. In this unit, we will explore the causes and effects of hunger and its impact on individuals and communities.

2. a. What is hunger? Identify the cause and effect relationship(s) in the passage.

3. b. List the benefits of a healthy diet.

4. c. Why is hunger a major concern in many parts of the world?

5. d. What are the consequences of hunger?

**Consolidating the vocabulary learning through organisers**

Part 2: Consolidating the vocabulary learning

With organiser(s)

What words or phrases can be used to describe causes and effects? Below are sentences on consumerism. The words and phrases that are used to describe causes and effects are highlighted.

**One consequence of consumerism is overproduction.**

- There is a causal relationship between consumerism and people’s need for more.

- The increasing cost of living has led to a decrease in the standard of living.

- The need for more has led to an increase in production.

- The production of goods has led to an increase in waste.

- The increase in waste has led to an increase in pollution.

- The increase in pollution has led to a decrease in health.

- The decrease in health has led to a decrease in productivity.

- The decrease in productivity has led to a decrease in income.

Write down the words and phrases used to describe causes and effects under the correct column. The first one has been done for you as an example.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>due to</td>
<td>led to</td>
</tr>
<tr>
<td>lack of food</td>
<td>lack of health</td>
</tr>
<tr>
<td>lack of income</td>
<td>lack of productivity</td>
</tr>
<tr>
<td>lack of energy</td>
<td>lack of motivation</td>
</tr>
<tr>
<td>lack of awareness</td>
<td>lack of action</td>
</tr>
<tr>
<td>lack of education</td>
<td>lack of opportunity</td>
</tr>
<tr>
<td>lack of support</td>
<td>lack of help</td>
</tr>
</tbody>
</table>

6. a. Some words and phrases to describe causes and effects are... (Provide an example.)

7. b. Write a sentence for each cause or effect using the words you have learned in this unit.

8. c. Write your own paragraph on consumerism using the words and phrases provided in the box.

**Production of work**

You are a member of the Council-Select Club. Your club adviser, Mrs. Grey, has asked you to write an article about the club’s mission. Do some research on a topic that interests you, and write an article that presents its causes and effects. Your article should be no less than 500 words.

- Choose a topic that interests you.
- Conduct research on the topic.
- Write an article that presents the causes and effects of the topic.
- Use the vocabulary you have learned in this unit.

- Write the first draft of your article. Edit and revise your work.

- Submit your article to your club adviser for feedback.

- Revise your article based on the feedback you receive.

- Finalize your article and submit it to the club magazine for publication.
Learning the target vocabulary in context

**HUNGER**

Hunger is not an isolated problem. It is often the consequence of a combination of many other issues in our society. The root of hunger is not that we do not have enough food in today’s world, but that we do not distribute it evenly enough. According to the FAO (2000), while the richest 20% of the world population consume as much as half of the meat and seafood in the world, the poorest 20% consume only 5% of such protein-rich food. In other words, hunger arises from uneven food distribution among different income groups.

Tragedies like natural disasters and wars are also common reasons that bring about hunger on a large scale. Floods, droughts and typhoons are natural disasters that often lead to a large reduction in food production. When a country is in war for a long period, farmland is also often destroyed, consequently resulting in hunger.

Environmental pollution is another important contributing factor to the decrease in food production. If industrial development is not well controlled, the waste created can pollute farmland and rivers, leading to soil erosion and desertification. A likely effect of the loss of farmland is that prices of food rise so high that most people are unable to get enough food.

What are the effects of hunger that lasts a long period of time?

Food provides our body with nutrients, which are necessary for growth and health. A lack of nutrients, which is sometimes known as malnutrition, naturally results in illnesses and sometimes even death. ‘Feeding Minds, Fighting Hunger’ (2006) points out that ‘malnutrition in the form of deficiencies of essential vitamins and minerals can result in death in millions of people worldwide.’

Children’s mental development can also be severely affected. The intelligence of hungry children’s ability to learn is limited, and as a result, schools’ drop-out rates are high in countries with serious hunger problems. This often leads to high illiteracy rates, making it even more difficult for these countries to develop. It is obvious that when people do not have enough food, they lack the energy to take part in economic activities. When people get sick because of malnutrition, they are unable to work. In short, a lack of food contributes to lower productivity, and economic loss is an unavoidable result.

As seen from the above, hunger is seriously damaging to the affected people and countries.

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**Target vocabulary**

Connectives of cause:
- are also common reasons that
- important contributing factor to
- cause
- because of

Connectives of effect:
- the consequence of
- consequently
- lead to
- results in
- as a result
Consolidating the learning of vocabulary through organiser

The connectives of cause and effect are signaling words that serve the rhetorical function to explain.
Providing opportunities for students to apply the vocabulary

• Guiding students to produce the following writing task to apply the target vocabulary

You are a member of the Current Affairs Club. The club adviser, Ms Yeung, has asked you to write an article about a social issue for the school magazine. Do some research on a social issue that interests you and write an article that presents its causes and effects. You should use some of the expressions you learnt in Part 2.
Connecting students’ learning experience between English language & non-language subjects

- School practice -
Connecting Students’ Learning Experience between English Language and Integrated Science

Module: Water

Verbs indicating the direction of change

Scaffolding
Processing the text
Identification & organisation of knowledge
Language identification
Tasks for students

Cross-KLA collaboration

Describing the water cycle

Describing the flow of water in Hong Kong

**Scaffolding the reading lessons**

**Processing the text**
- Teacher building on students’ prior knowledge
- Teacher using texts that include visuals and target content/language focus

**Identification and organisation of knowledge**
- Teacher guiding students to identify and organise core content knowledge and language focus using graphic organisers

**Language identification**
- Teacher guiding students to reproduce the texts in their own words

**Tasks for students**
- Students producing written/spoken texts independently

**Deconstruction**
- Joint construction
- Independent construction
Water is more important than food.

Water helps your body to:
- digest food
- carry nutrients
- get rid of body waste
- control body temperature

> ½ of your body: made up of water.

To live without food: 30 days
To live without water: a few days

Water for Life (Pg.6)
**Liquid Gold**  
**Pp26-29**

**Ch 1. The Blue Planet**

**We need to save water.**

**A Precious Resource**

**The Same Water**

**Ch 2. Follow the Flow**

**Ch 3. A Precious Resource**

**Introduction Pp3-6**

Water is important.

uses of water

drinking, cooking, washing, watering crops, transportation

Using graphic organisers

- to unpack key ideas & language features of the book
- to visualise the relationship of individual chapters

**Causes of Pollution**

Water is polluted by

- rubbish, sewage, waste from factories, and oil spills

**Waste of water**

People waste water.

**An Uneven Flow**

Building dams or reservoirs & digging more wells

**Follow the Flow**

Ch 2. Follow the Flow
Rain (1) **flows into** the reservoir. Water (2) **is pumped to** the water treatment station. Then, it (3) **is stored in** the water tank before it (4) **is pumped to** our home. The dirty water (5) **is taken to** the sewage treatment station. The treated / clean water (6) **is then pumped to** the river or the reservoir for storage.
Independent construction

Applying the language features in a new context:

Follow the flow in Hong Kong

Rain (1a) **flows into** the (1b) **reservoir**. Water (2a) **is pumped to** the (2b) **water treatment works**. Then it (3a) **is stored in** the (3b) **water pumping station** before it (4a) **is pumped to** (4b) **our school**. The dirty water (5a) **is taken to** the (5b) **water treatment station**. The treated / clean water (6a) **is then pumped to** the (6b) **river** or the (1b) **reservoir** for storage.
2. I was up very early this morning to prepare food for my school's stall at the food fair. The theme of our stall was ‘Hong Kong desserts’. First, I made some red bean soup at home. I **soaked** some dried red beans and lotus seeds overnight. Then I **boiled** them for about two hours before **adding** some brown sugar.

**Part D**

2. What are the three cooking steps for making red bean soup? (3 marks)

Soak **some dried red beans and lotus seeds overnight.** (1 mark)

Boil (the dried red beans and lotus seeds) **them for about two hours.** (1 mark)

Add some brown sugar (to the soup). (1 mark)

**Enhancing students’ awareness of different rhetorical functions, e.g. sequencing**
How – Planning

ELE KLA

ELE Textbook

PSHE KLA

History Textbook

Theme: Double R’s
Rights and Responsibilities

Reading Texts

Focus Questions

Cross-KLA Activity

Greek Democracy

Topic: Democracy

Topic: Greek Democracy

- ELE KLA
- PSHE KLA
- ELE Textbook
- History Textbook

- Reading Texts
- Focus Questions
- Cross-KLA Activity
Reading Texts

Story
(2 sessions)

Informational text with content-area links
(3 sessions)

Poem
(1 session)

‘Work Hard Factory’
A simulation to revisit the theme, Double R’s, as explored in the three reading texts

Song
(2 sessions)
Theme: Double R’s

Grammar items and structures, skills development...

The use of the simple present tense to describe one’s responsibilities

The use of the simple past tense to talk about past events, e.g. when and where the first democracy started

The use of the modals ‘can’ & ‘should’ to talk about one’s rights and responsibilities

The use of bullet points and ‘to-infinitives’ to list one’s rights and responsibilities

Reading Skills & Strategies

Students have to suggest to ‘Saturday Smile’ an activity that they were not able to have when they were primary students. Students also have to suggest the rights and responsibilities for both the organisers and the participants.
Cross-KLA Activity – Saturday Smile

Activity: Treasure Hunt

When we were primary students, we could only play normal games, such as hide-and-seek. All of the games were set by our teachers.

Now, we suggest that we can set games by ourselves and also play more interesting games.

Our rights are: To decide where the things are placed. To look after the game during the game are holding.

Our responsibilities are: To set up things properly before the game starts. To pick up the things after we finishing the game.

Rights of the participants: Participants can enjoy the game.

Responsibilities of the participants: Participants should obey the rules of the game. Should keep the things in good condition.
Cross-KLA collaboration to Enhance Students’ English Ability

- Draw up a plan or schedule of work to achieve specific goals, and develop the materials and activities to work towards them

- Provide learners with opportunities to develop a broad range of generic skills that they can apply in other KLAs, e.g. study skills and critical thinking skills

- Reinforce students’ learning experiences by exposing them to a wide variety of texts

- Cover a wide range of subjects, and encouraging them to read about and discuss the topics they are working on in other KLAs in English