

Connecting Students' Learning Experiences through Promoting Reading and Writing

across the Curriculum in the Junior Secondary English Classroom



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### English Language Education Section Curriculum Development Institute Education Bureau The Hong Kong Special Administrative Region

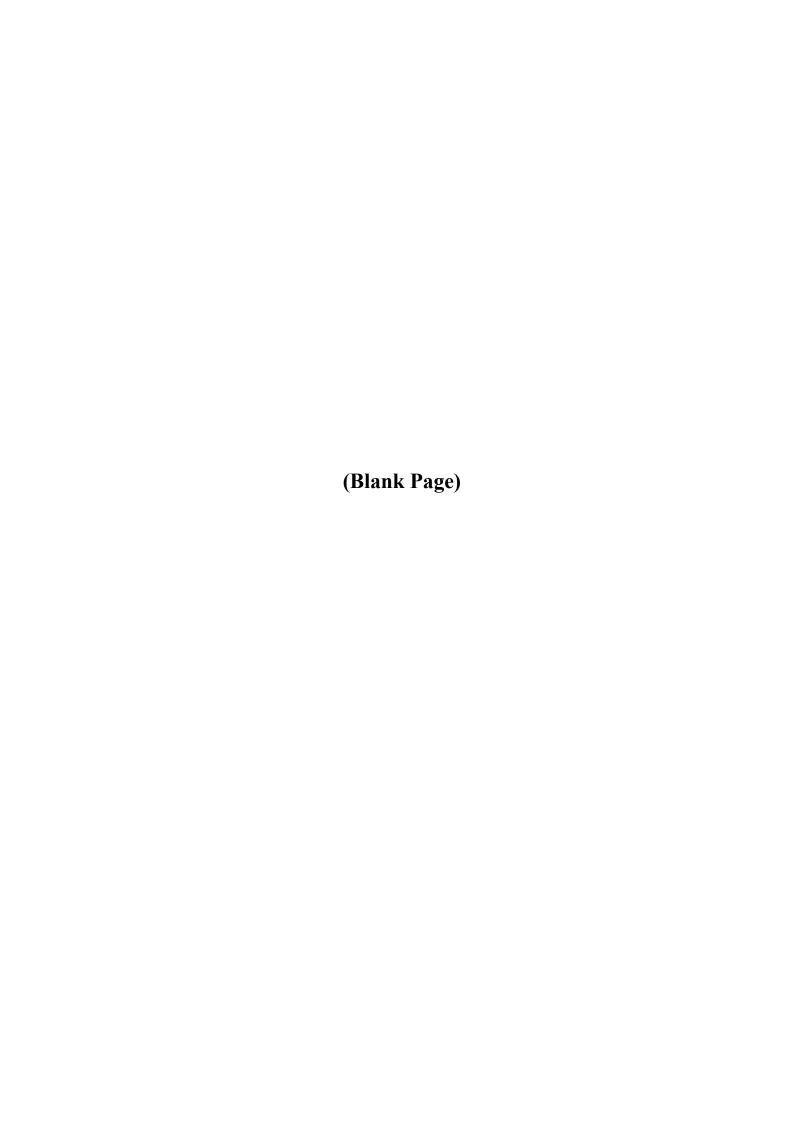
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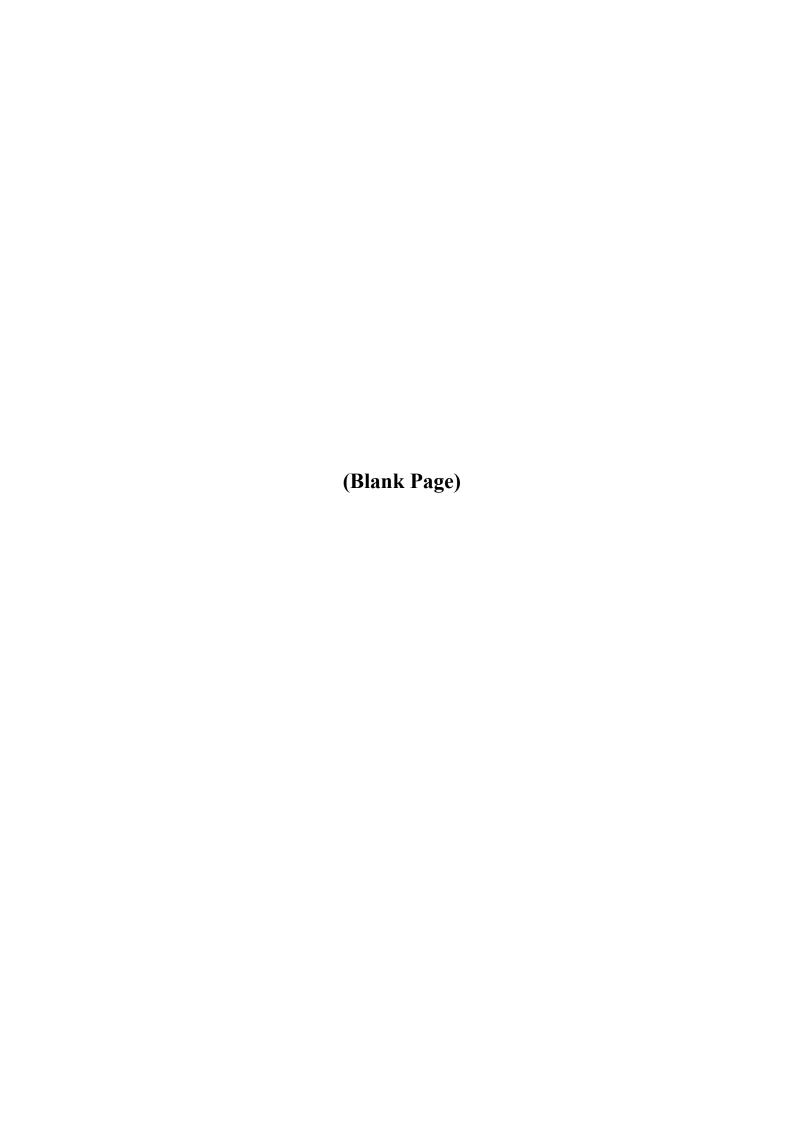
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### **Preface**

At the primary level, Chinese is generally adopted as the medium of instruction in the majority of subjects. Through the teaching of English as a subject in the school curriculum, primary school students are provided with a wide range of contexts and learning experiences to develop their English language proficiency, enhance their personal and intellectual development, and extend their understanding of other cultures. As students progress from the primary to secondary level, the language demand grows in terms of formality as well as complexity. While students continue to develop their English language skills for general purposes, they may also need to acquire language skills for academic purposes (which may involve the use of more subject-specific vocabulary and more complex sentence structures to perform different rhetorical functions) to support them in learning non-language subjects through English and in coping with more complex texts that deal with cross-curricular themes in the English Language curriculum. In this regard, English teachers can introduce to students different learning strategies and draw their attention to language features common to English Language and non-language subjects through promoting Reading and Writing across the Curriculum.

### Aims of the Resource Package

Connecting Students' Learning Experiences through Promoting Reading and Writing across the Curriculum in the Junior Secondary English Classroom is a resource package intended to provide reference materials for teachers in support of the planning and implementation of the English Language curriculum at the junior secondary level. It aims to enhance English teachers' capacity to strengthen junior secondary students' capability to read and write across the curriculum.

### **Content of the Resource Package**

The resource package is composed of four parts:

### <u>Part 1</u>

Concepts related to Reading and Writing across the Curriculum as well as considerations for promoting Reading and Writing across the Curriculum at the junior secondary level are presented.

### Part 2

Strategies for promoting Reading and Writing across the Curriculum are introduced to support students in learning non-language subjects through English more effectively. They include raising students' awareness of text structures, rhetorical functions and language items commonly found in academic texts\*; explicit teaching of reading and enabling skills; and incorporating the use of visual representation and information texts in the teaching of reading and writing in the English classroom.

### Part 3

Learning and teaching materials illustrating how different learning and teaching strategies introduced in Part 2 can be incorporated to support the implementation of Reading and Writing across the Curriculum are provided.

### Part 4

A reference list for further reading on topics related to Reading and Writing across the Curriculum is provided.

\* In this resource package, academic texts refer to texts that students may come across in different Key Learning Areas (KLAs) when they learn across the curriculum at the secondary level. These texts may entail a higher language demand and greater text complexity to achieve different communication purposes.

### Acknowledgements

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- British Council
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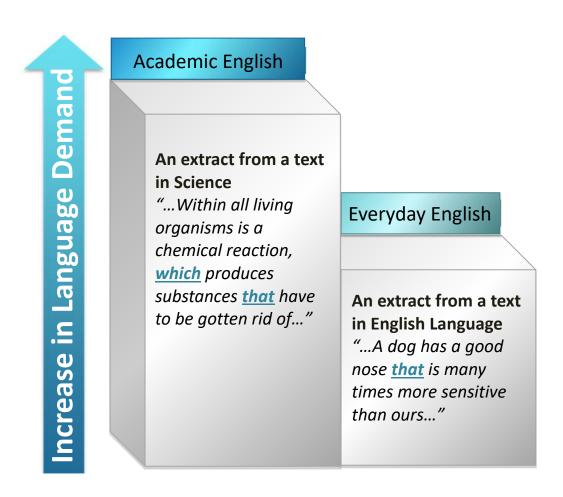
## Part 1 Reading and Writing across the Curriculum

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### A) Challenges for Secondary School Students in Learning English and Learning through English

At the junior secondary level, while students develop their English language skills for general purposes, they may also need to acquire language skills for academic purposes to support them in learning non-language subjects through English. In this connection, students should be given more opportunities to be exposed to and use English as a means to learn across the curriculum which entails applying language skills integratively to perform different rhetorical functions (e.g. to define, to compare and contrast, to describe). Below are extracts from texts in English Language and Science on topics related to living things (Figure 1). Relative clauses introduced by "that/which" are used to perform the rhetorical function "to describe" in contexts related to living things.

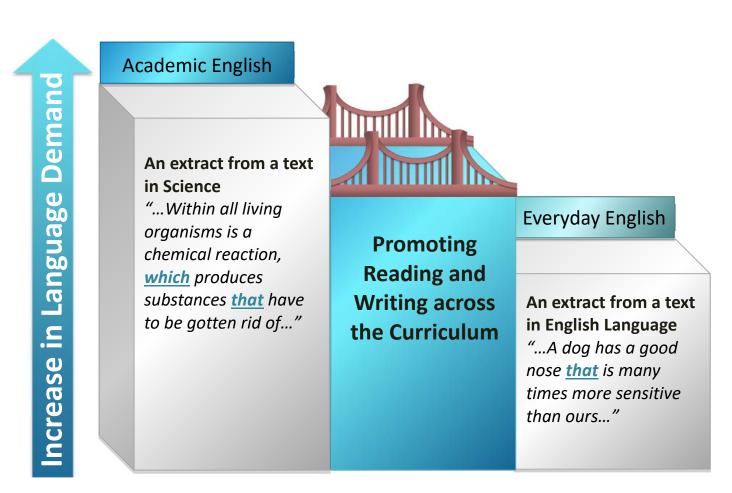
Figure 1: Purpose of the Sample Texts — Describing Living Things



Compared with everyday English, academic English entails a higher language demand and greater text complexity. In Figure 1, the use of subject-specific/technical vocabulary (i.e. "living organisms", "chemical reaction") and embedded/subordinate clauses (i.e. "...which produces substances that have to be gotten rid of...") may be challenging for students. To support students in processing and producing texts across different Key Learning Areas (KLAs), schools are encouraged to raise students' academic content and language awareness by equipping them with the knowledge and skills to read and write across the curriculum (Figure 2).

Figure 2: Supporting Students in Processing and Producing Texts across

Different KLAs through Promoting Reading and Writing across the Curriculum



### B) What is Reading and Writing across the Curriculum?

Since the launch of the curriculum reform in 2001, Reading to Learn, being one of the Four Key Tasks, has been actively promoted in schools to help students progress towards the vision of whole-person development and lifelong learning. To closely respond to the changing contexts and prepare students for the challenges in the 21st century, schools can sustain the impact of Reading to Learn and enrich students' reading experience by promoting Reading across the Curriculum (RaC) to widen their reading perspectives and help them connect their learning experiences (Figure 3).

Figure 3: Promoting Reading to Learn in the School Curriculum

Life-long learning

Whole-person development

Reading to Learn:
Towards Reading across the Curriculum (2017)

Reading to Learn (2001)

### i. Reading across the Curriculum

RaC provides opportunities for students to broaden their knowledge base, as well as applying and consolidating reading skills developed in language lessons. English teachers can integrate RaC into their school's English Language curriculum to help students establish meaningful links between language features and concepts acquired across different KLAs. English teachers can identify suitable reading materials (e.g. information texts with topics related to non-language subjects) to connect students' learning experiences and draw students' attention to the subject-specific language features (e.g. text structures, rhetorical functions and language items in academic texts) through explicit teaching of learning strategies and supporting students' reading skills development.

Non-language KLAs provide authentic contexts for the promotion of RaC. Teachers of non-language KLAs can select appropriate reading materials with related themes/topics to help students connect their learning experiences and raise their awareness of the language features in these texts.

### ii. Writing across the Curriculum

Writing across the Curriculum (WaC) is a meaningful follow-up for RaC (Figure 4). Teachers are encouraged to build on students' RaC experience and help them connect their learning experiences through providing opportunities for them to apply in their writing tasks the language features (e.g. text structures, rhetorical functions and language items in academic texts) and content knowledge (e.g. concepts and ideas related to non-language subjects) gained from RaC. WaC also provides relevant contexts for students to develop the writing skills to support them in producing texts to perform different rhetorical functions in contexts related to different KLAs.

Content Theme/Topic **Organisation** Text type Reading Writing Text structure across the across the Language features Curriculum Curriculum Communication purposes Rhetorical functions and the related language items Vocabulary

Figure 4: Connecting Reading and Writing

Through promoting RaC and WaC, students are engaged in making connections between the knowledge and skills acquired across different KLAs. Students will be provided with opportunities to explore knowledge in contexts related to non-language subjects while improving their language proficiency.

To promote RaC and WaC, English teachers are encouraged to collaborate with teachers of different KLAs to help students understand language features (e.g. text structures, rhetorical functions and language items in academic texts) required for processing and producing different text types across subjects. Details about these language features are discussed in Part 2A.

### C) Considerations for Promoting Reading and Writing across the Curriculum

Schools are encouraged to integrate RaC and WaC into the school curriculum to connect students' learning experiences between English Language and non-language subjects through holistic curriculum planning. The following should be considered to facilitate the implementation of RaC and WaC:

### i. Forming a Committee to Oversee and Plan for Cross-curricular Learning

Schools are encouraged to form a committee to oversee and plan for the implementation of cross-curricular learning (Figure 5). To strengthen collaboration and facilitate the planning and implementation of RaC and WaC, the committee should include representatives from English Language and non-language subjects and the school librarian.

Figure 5: A Committee to Oversee and Plan for the Implementation of RaC and WaC Activities Head of the Committee Coordinators from different KLAs, the school librarian Implementation of RaC and WaC by teachers across KLAs

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The head of the committee plays a crucial role in steering holistic curriculum planning and implementation through fostering communication, collaboration and knowledge building among the teachers as well as monitoring and evaluating the progress of implementation. The coordinators from different KLAs take the role to identify suitable entry points (e.g. learning and teaching strategies, themes, text structures, rhetorical functions, language items) to integrate RaC and WaC into the school curriculum and work closely with members of their own KLAs to ensure smooth implementation of RaC and WaC in the school curriculum. Where possible, the school librarian is also encouraged to collaborate with the coordinators to identify suitable reading resources for RaC and WaC and organise related activities. The role of the teachers of the committee may vary, depending on the school context. Please refer to the leaflet *Promotion of Reading in Schools* (EDB, 2019) for a school example on how RaC can be promoted through cross-KLA collaboration:

http://www.edb.gov.hk/ele reading



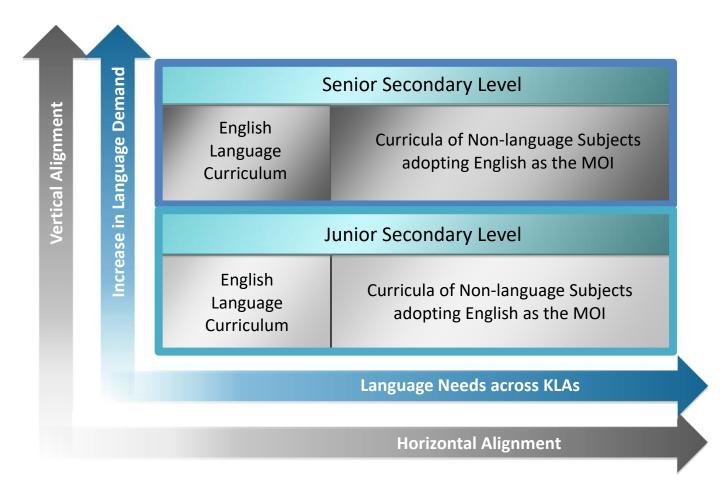
### ii. Formulating the Whole-school Language Policy

Under the fine-tuned medium of instruction (MOI) arrangements\*, schools are given more flexibility in devising their school-based MOI arrangements at the junior secondary level to enrich the English environment. Schools should take into consideration the following when formulating their whole-school language policy (Figure 6):

- students' learning needs with regard to the modes of school-based MOI arrangements at the junior secondary level (e.g. adopting English as the MOI in all non-language subjects, adopting English as the MOI in specified non-language subjects, conducting Extended Learning Activities across KLAs); and
- interface across key stages to ensure horizontal and vertical alignment in curriculum planning and implementation (e.g. supporting Secondary 1 students in learning English for general purposes and academic purposes with respect to the school-based MOI arrangements; preparing students for coping with the language demand in English Language and non-language subjects adopting English as the MOI at the senior secondary level).

<sup>\*</sup> As stated in the Education Bureau Circular No. 6/2009 "Fine-tuning the Medium of Instruction for Secondary Schools", schools can adopt diversified MOI arrangements starting from the 2010/11 school year at Secondary 1 level and progressing each year to a higher form at the junior secondary level.

Figure 6: Considerations for Formulating the Whole-school Language Policy



### iii. Curriculum Mapping

English teachers can collaborate with teachers of other KLAs and help students make connection with their learning experiences through curriculum mapping. Teachers can take into consideration students' learning needs across KLAs at the same year level or across levels and develop a horizontal or vertical curriculum map that highlights possible entry points (e.g. learning and teaching strategies, themes, text structures, rhetorical functions, language items) for the implementation of RaC and WaC. Table 1 on the following page is an example of a curriculum map highlighting the knowledge and skills for development and reinforcement through the implementation of RaC and WaC at Secondary 2 level.

Table 1: A Curriculum Map (An Example)

	Secondary 2	English Language	History	Science
	Learning and teaching strategies	Use of visual representation (e.g. a Venn diagram) to help students deconstruct the text		
	Rhetorical functions	To compare/contrast		
Reading	Language items	Showing similarities Both, like, similarly Showing differences Unlike, while, however/but, instead of		
	Teaching focus	Introducing the forms and functions of the target language items  Reinforcing the use of the target language items		
	Topic	Cultures of the World	Industrial Revolution	Respiration
Writing	Providing relevant contexts for the application of the target language items (e.g.)	"Unlike western parents, Hong Kong parents tend to focus much on their children's academic performance"	"Water power was a source of energy before the Industrial Revolution, while the steam engine has become an important source of energy after the Revolution"	"Like respiration, burning also produces heat energy"

### iv. Enhancing Professional Capacity of Teachers

To ensure teachers' readiness in promoting RaC and WaC, schools should create room and opportunities for professional development to enrich teachers' pedagogical knowledge in planning and implementing RaC and WaC. For example:

- attending professional development programmes;
- participating in research and development projects;
- seeking school-based support services;
- organising professional sharing of teaching experience and resources; and
- conducting collaborative lesson planning and peer lesson observation.

### v. Allocating Resources for the Promotion of RaC and WaC

Schools are encouraged to identify and allocate relevant resources (e.g. a variety of print and e-resources, equipment, facilities) to support the promotion of RaC and WaC. Schools may make effective use of resources and funds available from the Government and other sources (e.g. the school sponsoring body, non-governmental organisations, community partners) for the procurement of relevant learning and teaching resources (e.g. information texts with themes, text types, language items and structures or vocabulary related to non-language subjects) for the implementation of RaC and WaC.

# Part 2 Strategies for Promoting Reading and Writing across the Curriculum

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### A) Raising Students' Awareness of Text Structures, Rhetorical Functions and Language Items in Academic Texts

To support students in reading and writing across the curriculum, teachers can raise their students' awareness of the use of text structures, rhetorical functions and language items in processing and producing texts for different communication purposes. The intended purpose and audience of each text type determine its structural, linguistic and stylistic features. Different text types provide meaningful contexts for the learning and purposeful use of specific language items and vocabulary. The choice of language items ties in closely with the text structures and rhetorical functions in academic texts (Paltridge, Harbon, Hirsch, Shen, Stevenson, Phakiti & Woodrow, 2009).

### i. <u>Text Structures</u>

In general, a text is organised in a specific structure, through which the intended communication purposes can be achieved. Texts of the same genre (i.e. texts constructed to achieve the same general social purpose) tend to share comparable structural patterns (Butt, Fahey, Feez, Spinks & Yallop, 2003). Teachers are encouraged to draw their students' attention to the organisational structure of the texts to support students in reading and writing across the curriculum. The following text, which introduces the essential food groups of a balanced diet, shows the text structure typical of an article to inform readers about a particular topic "Introduction → Description → Recommendation/Conclusion":

### **Eating for a Healthy Life**

Food is essential for life. It provides us with energy for all kinds of activities, and also nutrients to keep us healthy and strong. There are different kinds of foods but basically they are split into five groups: Grain, Fruit and Vegetable, Meat and Protein, Milk, and Fat and Sugar. Foods from these five groups give us different kinds of nutrients. To eat healthily, we need to know what nutrients they can give us.

### **Grain Group**

Grains include all sorts of bread, rice, cereals, noodles, pasta, potatoes and sweet potatoes. They contain carbohydrates which give us energy for physical activities and our body's day-to-day functions. As they are the main source of our energy, 50% of our daily calories should come from this food group.

Introduction

**Description** 

### Fruit and Vegetable Group

All fresh, frozen, dried or canned fruits and vegetables belong to this food group. They are rich in fibre, vitamins and minerals. Fibre is essential for a healthy digestive system while vitamins and minerals are needed for our organs to perform their functions. Each fruit or vegetable contains different amounts of these nutrients, so in order to get the nutrients we need daily, we must eat a variety of fruits and vegetables every day.

### **Meat and Protein Group**

This food group includes foods which come from both animal and plant sources. They are all sorts of meat such as beef, pork, lamb, fish and chicken. Nuts, beans, peas, and soya-bean products are also in this food group. The meat and protein group provides us with proteins. Proteins enable our body to grow new cells and repair old ones. They also help us build strong muscles. Therefore, it is particularly important for growing children to take in enough of this nutrient in their diet.

### Milk Group

All kinds of milk, cheese, yogurt and other dairy products are in the Milk Group. The main nutrient found in this food group is calcium. Children as well as adults need calcium to keep their teeth and bones healthy.

### Fat and Sugar Group

Foods such as oil, butter, cream, sugar, cakes, biscuits, chips, sweets and soft drinks are all in this group. Generally, they are not as nutritious as foods from the other food groups. Most people eat them because they taste good. As these foods usually contain many calories, we should not eat too much of them.

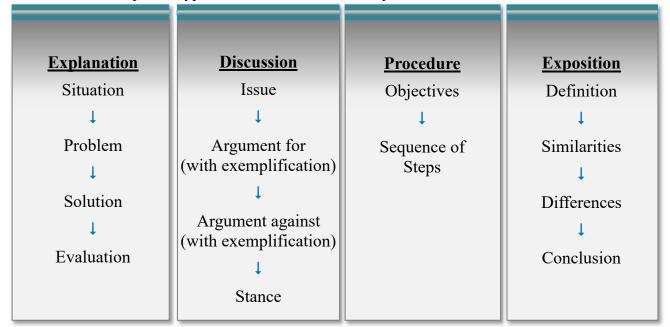
### A Balanced Diet

Since our body needs various kinds of nutrients to stay healthy and no single food can supply them all, we need to have a balanced diet to obtain enough calories and nutrients. A balanced diet means eating a variety of foods and eating the right amount. We should, therefore, include food from all the five food groups in our diets. However, the amount we need depends on our age, our gender, our size, and how active we are. For most people, the "Food Pyramid" is a good guide for planning their diets.

Description

Recommendation/
Conclusion

Other examples of typical text structures commonly found across KLAs include:



Note: The organisational structure of texts of the same genre may vary depending on the meanings that the texts intend to convey. Different texts may have different organisational structures to achieve different communication purposes.

### ii. Rhetorical Functions and Language Items in Academic Texts

The language functions that are commonly found in academic texts are often referred to as rhetorical functions (e.g. to describe, to define, to exemplify, to compare and contrast, to explain, to present cause and effect) (Lin, 2016). Teachers can raise students' academic language awareness by drawing their attention to the rhetorical functions and the related language items in such texts. Below are some examples of rhetorical functions and the related language items found in texts across different KLAs:

### Text 1: An extract from a text related to Science

- Rhetorical function: to present cause and effect
- Related language item: "... will be...if..."

It will be very dangerous if you do not use a Bunsen burner properly. Therefore safety measures need to be taken. Before starting to use a Bunsen burner, you have to know its structure.

- Rhetorical function: to sequence events
- Related language item: "Before"
- Rhetorical function: to present cause and effect
- Related language item: "Therefore"

### Text 2: An extract from a text related to Life and Society

- Rhetorical function: to sequence events
- Related language items: "then", "Later"

Hong Kong's earliest industries were to do with the sea and the harbour. These were ship-repair and ship-building industries. Sugar refineries were then started. Later in the 1930s, small knitting and weaving industries developed. Small factories manufacturing torches and rubber shoes were also started. In 1941, a hundred years after the British came to Hong Kong, trading was still the main activity. The port and wharves were always busy. Inland, Hong Kong remained quiet and rural.

- Rhetorical function: to introduce past events
- Related language items: "were", "remained" (the use of the past tense)

### Text 3: An extract from a text related to Geography

- Rhetorical function: to describe
- Related language item: "which-clause"
- Rhetorical function: to define
- Related language item: "is/are called"

Maps are drawn on many different scales. The amount of details on the map varies. Maps which show a large area but do not show many details are called small scale maps. Figure 5 is a small scale map of Kowloon. Most maps in your atlas are small scale maps. A map which shows a lot of details of a small area is called a plan. Plans show features on a large scale. They are large scale maps. Some examples include plans of classrooms, home plans, school plans and housing estate plans.

- Rhetorical function: to exemplify
- Related language item: "Some examples include..."

An academic text (e.g. an exposition) may consist of as simple as one single rhetorical function (e.g. "to compare and contrast"), introduced by particular language items (e.g. the use of the cohesive device "on the contrary" to present opposite views, the use of the adverb "similarly" to show similarities). However, a more complex academic text (e.g. a report as in Figure 7) may include multiple rhetorical functions (e.g. "to describe" and "to make predictions" in the introduction, "to give instructions" in the method section, "to compare" in the results section, "to present facts" in the conclusion, "to give explanations" in the discussion). These rhetorical functions are introduced by different language items, for example, the use of

- "aims to" to describe the aim;
- the future tense "will dissolve" to make predictions about the results;
- imperatives (e.g. "<u>Put an egg...</u>") to give instructions;
- the comparative adjective "was <u>lighter</u> than" to compare differences in the results observed:
- the present tense "dissolves" to present facts; and
- the cohesive devices "as a result of" and "because" to give explanations.

Rhetorical functions Text structure Language items To describe: ...aims to... Introduction To make predictions ...will dissolve... To give instructions Method Put an egg... Results To compare .was lighter than. Conclusion To present facts ...dissolves... Discussion ...as a result of... To give explanations ...because...

Figure 7: An Example of a More Complex Academic Text (e.g. a report on an experiment)

### Introduction

(Aim)

This experiment aims to find out the effects of vinegar on eggshells...

(Hypothesis)

The eggshell will dissolve...

### Method

(Materials/Apparatus)

- 2 raw eggs
- 2 beakers
- Some vinegar

:

### (Procedures)

- 1. Put an egg in each of the beakers.
- 2. Pour some vinegar into one of the beakers until the egg (Egg A) is covered.
- 3. Add nothing to the other beaker (Egg B, the control).
- 4. Record the observation for Eggs A and B after 48 hours.

:

### Results

Some bubbles came out from the surface of the eggshell. The colour of the eggshell of Egg A was lighter than that of Egg B. Part of the eggshell disappeared...

### Conclusion

Vinegar dissolves the eggshell...

### **Discussion**

Eggshells contain calcium carbonate, which reacts with the acetic acid in vinegar. The eggshell is dissolved because the acetic acid breaks up the calcium and carbonate in the eggshell. The bubbles on the eggshell are carbon dioxide generated as a result of the reaction between the carbonate and the acetic acid...

The experiment can be improved by...

English teachers can collaborate with teachers of other KLAs and help students make connection with their learning experiences by drawing their attention to the text structures, rhetorical functions and language items commonly found across KLAs and designing related learning and teaching activities for practice and consolidation.

Table 2 below provides examples of rhetorical functions and the related language items commonly found across KLAs. They are by no means exhaustive or prescriptive. They serve as a reference for teachers in planning and developing learning tasks to support the implementation of RaC and WaC.

<u>Table 2: Examples of Rhetorical Functions and the Related Language Items</u>
<u>Commonly Found across KLAs</u>

Rhetorical Function (Examples)	Language Item (Examples*)	Examples**
To argue and discuss	• "Discuss",   "essential",   "important",   "necessary",   "there is no doubt that",   "it is a fact that"	<ul> <li>There is no doubt that the authority will look into the case (PSHE)</li> <li>It is a fact that all objects free fall with the same (SE)</li> <li>It is necessary to perform a risk analysis before (TE)</li> </ul>
To classify/ categorise	• "Classifyinto", "kind/type", "be categorised into", "comprise", "consist of"	<ul> <li>There are four types of consumer buying behaviour (PSHE)</li> <li>The food substances are categorised into (SE)</li> <li>A typical symphony orchestra consists of (AE)</li> </ul>

<sup>\*</sup> Some of the language items may serve more than one rhetorical function.

<sup>\*\*</sup> Some of the examples may be applicable to more than one KLA.

To compare/contrast	• Comparatives, superlatives • "Compare", "the same as", "resemble", "similar to", "different from", "although", "despite", "however", "on the contrary", "whereas"	<ul> <li>To present similarities</li> <li>Computer X is the same as Computer Y. (TE)</li> <li>Sodium resembles potassium (SE)</li> <li>ΔABC is similar to ΔDEF. Calculate (ME)</li> <li>To present differences</li> <li>Football is different from handball. (PE)</li> <li>X is longer than Y and Z is the longest. (ME)</li> </ul>
		<ul> <li>To contrast ideas</li> <li>In the 15th and 16th centuries, although people began to believe in science, magic (PSHE)</li> <li>Despite the high price of printer X, it is the newest (TE)</li> <li>Some historians think that the paintings had entertainment functions. However, these paintings were usually found at (PSHE)</li> </ul>
To define	• "Mean", "refer to", "be called", "be defined as", "be known as"	<ul> <li>An isosceles triangle means a triangle that has (ME)</li> <li>Osmosis refers to the diffusion of fluid (SE)</li> <li>in the hypertext format is called a web page. (TE)</li> <li>Health is defined as a state of complete physical, mental and social well-being (PE)</li> <li>Herodotusis known as the Father of History. (PSHE)</li> </ul>
To draw conclusions	• "In conclusion", "to conclude", "to sum up"	<ul> <li>In conclusion, the structure of compound A is (SE)</li> <li>To conclude, solar energy has the potential to (PSHE)</li> <li>To sum up, the melody of song A is (AE)</li> </ul>

To describe	Adjectives (including comparatives and superlatives), prepositions, relative clauses      "Describe", "identify", "state", "consist of", "the function ofis", "serve as", "be used to", "there is a slight increase/dramatic rise/marked decrease/rapid drop/gradual fall/sudden reduction in"	To describe objects, location, structure and direction  • X is spherical in shape. (ME)  • X is above Y. (ME)  • X consists of Y and Z. (SE)  To describe functions  • Agriculture was the most important economic activity which enabled people to (PSHE)  • The function of goggles in the laboratory is to protect (SE)  • A business plan serves as a roadmap for entrepreneurs to start (PSHE)  • Food preservatives are used to maintain (SE)  To describe changes  • Larger current makes the bulb brighter (SE)  • There is a slight increase in the use of pesticides for (PSHE)  • There is a dramatic rise in the birth rate after (PSHE)  • There is a marked decrease in the sales figures (TE)  • There is a rapid drop in the number of plastic shopping bags distributed in registered retailers (PSHE)  • There is a gradual fall in the number of participants (ME)  • There is a sudden reduction in total goods and services produced in the world (PSHE)
To exemplify	• "List",   "for example",   "for instance",   "such as"	<ul> <li>Grapefruits contain a lot of nutrients, <u>for</u> <u>example</u> (PSHE)</li> <li>The learning of safety knowledge, <u>for instance</u>, may take place in authentic situations (PE)</li> <li>Insulators, <u>such as</u> plastic, have (SE)</li> </ul>

### To explain cause and effect

- "Account for",
  - "explain",
  - "because",
  - "because of",
  - "cause",
  - "the fact that...is due to",
  - "owing to",
  - "the reason for...is that",
  - "since",
  - "so",
  - "as a result",
  - "consequently",
  - "hence",
  - "therefore",
  - "thus",
  - "bring about",
  - "give rise to",
  - "lead to",
  - "result in"

### To present reasons/causes and explanations

- *The candle goes out <u>because</u> the oxygen...* (SE)
- CFCs were banned <u>because of</u> their adverse effect on... (PSHE)
- A drop in temperature <u>causes</u> particles to...
   (SE)
- <u>The fact that</u> the control measures have limited efficacy <u>is due to</u>... (PSHE)
- Owing to the rapid changes in technology, we may not be able to... (TE)
- <u>The reason for</u> the decline in the unemployment rate <u>is that</u>... (PSHE)

### To present results/effects

- We can now access the Internet any time and anywhere so... (TE)
- <u>As a result</u>, more sulphur dioxide is produced... (SE)
- When we manipulate a large amount of data, manual processing is proved to be inefficient. <u>Hence</u>, we need to use database software... (TE)
- What problems may this new arrangement bring about? (PSHE)
- The Renaissance <u>gave rise to</u> many consequences, one of which was... (PSHE)
- Severe vitamin A deficiency will <u>lead to</u>... (SE)
- Leakage of radioactive wastes will <u>result</u> <u>in</u>... (PSHE)

To generalise	• "In general", "on the whole", "it is very possible that", "it is almost certain that", "it is quite unlikely that"	<ul> <li>To make general claims</li> <li>In general, more developed countries use more power resources (PSHE)</li> <li>On the whole, air pollution is more serious in (PSHE)</li> <li>It is very possible that an unbalanced diet will increase the risk of (TE)</li> <li>It is almost certain that there are ways to protect wildlife (PSHE)</li> <li>It is quite unlikely that infectious diseases like cholera (SE)</li> </ul>
To introduce	• "Talk about", "aim to", "purpose"	To give a general idea of what the text is about  This study aims to raise public awareness of (PSHE)
To make assumptions	• Conditional clauses • "If", "let", "suppose"	To make hypotheses  • If there is too much cholesterol in the blood, it may deposit (SE)
To make suggestions	• "Propose",   "suggest",   "can",   "may",   "should",   "be recommended that",   "should be considered"	<ul> <li>To recommend/suggest or give solutions to problems</li> <li>The Government can make better use of the land through (PSHE)</li> <li>People with heart or respiratory diseases should reduce (SE)</li> <li>It is recommended thatshould accumulate 60 minutes of physical activity daily. (PE)</li> <li>Factors contributing to sports injuries should be considered. (PE)</li> </ul>
To present facts	The simple present tense	<ul> <li>A computer system <u>consists of</u> (TE)</li> <li>this <u>provides</u> more land for building houses and factories. (PSHE)</li> <li>Energy <u>exists</u> in different forms (SE)</li> </ul>

To present past events	• The simple past tense	<ul> <li>The waltz was originally a peasant dance in Austria(AE)</li> <li>It became independent in 1783 under the leadership of (PSHE)</li> <li>DOS was the major operating system in the 1980s (TE)</li> </ul>
To make reference to	• "Refer to", "with reference to", "see", "illustrate", "show"	To refer to a chart/diagram/figure/graph/ table/statistics  • We can see from the result of the experiment that starch is formed (SE)  • Using athletics as an example, illustrate how the development of sports-related fitness (PE)  • The graph shows the point of intersection (ME)
To sequence	• "First", "then", "eventually", "after", "before", "arrange", "in chronological order"	<ul> <li>To present order of events</li> <li>First, add 100ml of water into the bowl. (TE)</li> <li>Then, boil for 5 minutes. (TE)</li> <li>After a few years, the soil becomes poorer and crop yield drops (PSHE)</li> <li>Clean the food thoroughly before cooking (TE)</li> </ul>
To give instructions	• Imperatives	<ul> <li>Compare your suggestion with the Government's plan(PSHE)</li> <li>Switch on the power supply (SE)</li> <li>Simplify the following expressions (ME)</li> <li>In groups, discuss and design a healthy lunch set (TE)</li> </ul>

### "According to", To cite To cite the writer's/speaker's main idea(s) "believe", • Many people believe that doing regular "be claimed", exercise can... (PE) "indicate", "be observed", • It is claimed that economic globalisation "be pointed out", does more harm than good to... (PSHE) "reveal", • The table below <u>indicates</u> the different ways "state" of going to City A... (ME) • It is observed that Government censorship can reduce... (PSHE) • It was pointed out that the interest rates of credit cards can be... (PSHE) The study revealed that 80% of the teenagers agreed with the importance of Internet safety... (TE) The report stated that the non-renewable resources in the world... (PSHE)

Note: <u>Key Learning Areas</u>

CLE: Chinese Language Education
ELE: English Language Education
ME: Mathematics Education

PSHE: Personal, Social and Humanities Education

SE: Science Education TE: Technology Education

AE: Arts Education
PE: Physical Education

### B) Use of Visual Representation to Deconstruct the Structure, Language and Content of Texts

To support students in learning across the curriculum, teachers can demonstrate to students explicitly the learning strategies that they can apply in the study of non-language subjects by making use of texts on cross-curricular themes in the everyday English classroom. To read across the curriculum, students can be guided to understand the main ideas and relationships between information/events/ideas of the texts by deconstructing the content (i.e. the main ideas) and language features (i.e. the rhetorical functions and the related language items) of the texts using visual representation (e.g. graphic organisers). Table 3 below shows examples of possible visual representation for presenting the causes and effects in a text.

<u>Table 3: Examples of Visual Representation to Present Causes and Effects</u>

Rhetorical Function (An example)	Language Item (Examples)	Visual Representation (Examples)
To present cause and effect	• "As a result of",     "as",     "since",     "because (of)",     "so",     "therefore",     "lead to",     "(be) caused by",     "ifthen"	Cause(s)  Effect(s)
		Effect(s)  Cause(s)

Figure 8 on the following page shows how the content (i.e. factors contributing to environmental pollution) and language features (i.e. the rhetorical function "to explain cause and effect" and the related language items "as", "as a result of", "since" and "because of") of the text are deconstructed to facilitate students' understanding of the causes and effects of environmental pollution using a graphic organiser (i.e. a fishbone diagram).

#### A Sample Text Used in the English Classroom (Topic: Environmental Pollution)

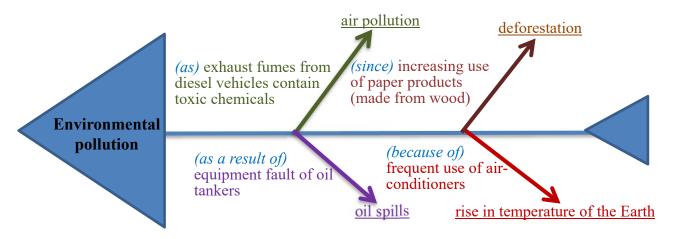
...There are a number of factors contributing to environmental pollution...Vehicles that run on diesel should be banned. Exhaust fumes emitted from diesel vehicles are one of the sources of air pollution, as they contain toxic chemicals...oil spills as a result of equipment fault of oil tankers...Since paper products are made from wood, if more paper is used, more trees will be cut down, which will lead to deforestation. Using less paper can definitely help save our environment...the temperature of the Earth continues to rise because of the frequent use of air-conditioners...



Figure 8: A Fishbone Diagram Illustrating the Cause-and-effect Relationship

between Information in the Text

#### Factors Contributing to Environmental Pollution



Opportunities should also be provided to help students connect their reading and writing experiences by engaging them in applying their knowledge of rhetorical functions and the related language items to plan and organise ideas in different writing contexts using visual representation.

Below are other examples of visual representation which can be used to deconstruct the reading texts and organise information/events/ideas for the writing tasks.

<u>Table 4: Examples of Visual Representation for Illustrating Different Rhetorical Functions</u>

<u>and the Related Language Items</u>

Rhetorical Function (Examples)	Language Item (Examples)	Visual Representation (Examples)		
To compare/contrast	To present similarities  • "Both",     "like",     "likewise",     "resemble",     "similarly",     "the same as"  To present differences  • "Different from",     "however",     "but",     "while",     "despite",     "more, less/fewer,	Differences Similarities Differences  Table  Information/ Court Action Differences		
	taller than, the tallest" (the use of comparatives/ superlatives)	Events/Ideas Similarities Differences		
To sequence	• "Before",   "after",   "finally",   "to begin with",   "following",   "later",   "first, second, next",   "initially",   "at the same time",   "simultaneously",   "eventually"	Timeline  Cycle		

#### To describe To describe Spider Map Elaboration objects/people/events • Adjectives (including comparatives and superlatives) Relative clauses To describe changes Object/ • "...remain constant...", Person/ "...rise steadily/ **Event** gradually...", "...increase slightly...", "...decline/drop dramatically..." To describe results • "The most popular...", Chart/Graph "more than half of the...", "a quarter of the...", No. of Participants <sup>70</sup> increase slightly "about one third of the...", "only a few of the...", remain "the least popular ... ", -constant "the majority of" 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 Year Only a few/The least popular Photography 5% Music 10% A quarter Art Sports 25% 60% More than half/ *The majority/The most popular*

#### C) Supporting Students in the Development of Reading and Enabling Skills

Mastering reading skills can support students in tackling complex texts in the reading process. Teachers can make use of texts on cross-curricular themes in the everyday English classroom and demonstrate to students skills in reading effectively. These skills can be well applied in contexts of non-language subjects and help students learn across the curriculum.

#### i. Practising Skimming

Skimming to get an initial global view is an effective way of approaching complex texts. Skimming is a reading skill required for a general impression of the content and structure of a text. When skimming a text, students should be encouraged to note headings and subheadings and to locate topic sentences. In skimming texts that involve more than written language, students should be guided to identify features such as images, charts and diagrams that enhance readability. For example:

#### Heading

#### Obesity

Obesity occurs when someone is unhealthily fat. The problem has become more and more serious in many countries. The prevalence of obesity in children and adolescents is on the rise.

#### Subheadings

#### The Root of the Problem

The problem of obesity can be attributed to poor diet, insufficient exercise and lack of education. People nowadays eat a lot of junk food such as fries and chocolate, which contain a huge amount of fats, sugar, and cholesterol. Some may favour foods that contain lots of carbohydrates or are mouth-watering but oily. When excess fats are not consumed by the body, they are converted into body fats. The problem is aggravated by the little physical activity that people do as they seldom walk or exercise because of the sedentary nature of their job, the availability of transport, and, perhaps, laziness. In fact, many people are simply not aware of the need for regular exercise and good eating habits due to lack of parental and school education, and are further misled by commercials that present distorted information about unhealthy foods.



## • Topic sentences

#### Who's Paving the Price for Obesity?

Obesity can have a great impact on individuals as well as society. It is a health hazard for individuals as it can bring about serious medical conditions including type 2 diabetes, high blood pressure, heart disease, stroke, liver disease and even cancer. Obese people may also suffer from emotions such as depression or shame as they feel rejected by others. This may cause eating disorders and further aggravate the problem of obesity. Society also suffers as citizens who are unhealthy tend to be less productive and require more medical care from the Government. Shorter life expectancy also adversely affects economic productivity.

To put a halt to the problem of obesity, different parties should work together. For instance, schools can stop students' access to fast food in schools and provide nutritious food and ample opportunities for physical exercise. The Government should educate the public about the significance of a healthy diet and lifestyle. Most importantly, individuals should maintain their health by having a balanced diet and regular exercise. If all are contributing to avoid obesity, the world is bound to become a healthier place.

#### ii. Practising Scanning

Students scan to locate/extract specific information. They glance through a text rapidly to search for specific details (e.g. a name, a date). Students should be encouraged to look for clue words or phrases that may indicate the location of the specific information they are seeking without attempting to deal with the content as a whole.

Practice for scanning can be organised orally to force the pace. It is not scanning unless it is done fast. Teachers can provide students with a page of texts (e.g. advertisements/articles from a newspaper) and ask them to

- locate a word or a piece of information on the page to answer some questions (e.g. "When will the new product be available for sale on the market?", "Who was the victim?");
- count the number of times a particular word occurs on a single page; or
- locate information (e.g. images, diagrams) being described or corresponding to captions.



#### iii. Developing Vocabulary Building Strategies

If students are to read texts with understanding, they need to be equipped with word attack strategies to tackle unfamiliar lexical items. These strategies can also help students retain the lexical items so that they can retrieve them for use in different writing contexts. These strategies include:

#### • Making Use of Structural Information

By looking at the position of a lexical item in a sentence, students can make a guess at its grammatical category (e.g. whether it is a noun, a verb or an adjective) and deduce its meaning. Nominalisation, which involves forming nouns from other parts of speech, is a common feature in academic texts.

Table 5: Examples of Nominalisation

Verb → Noun	erb → Noun Adjective → Noun		
<ul> <li>grow</li> <li>develop</li> <li>starve</li> <li>grov</li> <li>develop</li> <li>starve</li> </ul>	elopment • long	$\mathcal{E}$	

Knowledge of word formation (e.g. an understanding of affixation, how compound words are built) helps students decode unfamiliar words and retain the words in a meaningful way.

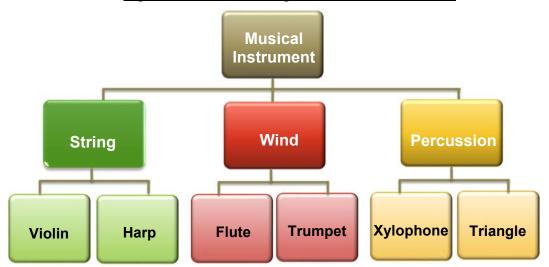
Table 6: Examples of Word Formation

Knowledge of Word Formation	Examples	
Affixation	<ul> <li><u>exhale (prefix: "ex-"; meaning: away from)</u></li> <li>civilisation (suffix: "-ation"; meaning: the process of)</li> </ul>	
Compounding	"test" + "tube" → "test tube"	
Blending	"smoke" + "fog" <b>→</b> "smog"	

#### • Creating Associations

For a word to become fixed in a learner's mental lexicon, it needs to have associations with other words already acquired. The stronger and more stable the associations, the more firmly the word will be anchored. Figure 9 below is an example of a semantic map with words organised under "Musical Instrument".

Figure 9: A Semantic Map on "Musical Instrument"



"Musical Instrument" is the hyper-ordinate (i.e. the name of the category which helps group together the members of the category). The arrangement is hierarchical, with a hyper-ordinate term at the top. This type of hierarchical arrangement can have many levels and it is always possible to add new words. All of the words in this paradigm are related semantically. Not only does this type of association facilitate understanding of the concepts (i.e. "Musical Instrument"), it also promotes efficient expansion and retrieval of words.

#### • Making Use of Visual Cues

Teachers may draw students' attention to visual cues (e.g. charts, diagrams, maps, photos, videos in multimodal texts) while reading. They often provide valuable information about the topic, unfamiliar words or concepts (e.g. Figure 10 shows what a tree pose is in yoga) and facilitate effective understanding of a text.

Figure 10: Tree Pose in Yoga\*



#### • Applying Phonics Knowledge

The learning and teaching of phonics can enhance students' phonological awareness to understand the relationships between letters/combinations of letters and their sounds and to apply the knowledge in decoding words (i.e. reading aloud) and writing with correct spelling. At the junior secondary level, teachers can identify phonics focuses and incorporate them in the everyday English classroom to support them in learning across the curriculum. Some possible focuses are as follows:

Table 7: Examples of Phonics Knowledge

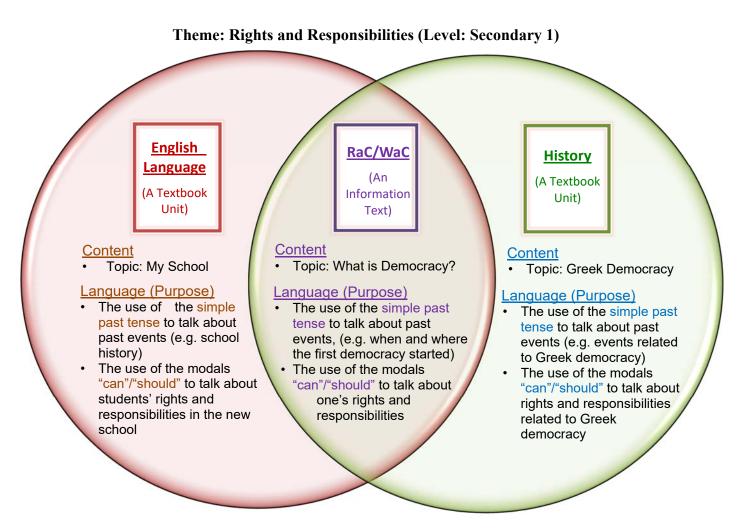
Phonics Knowledge	Examples
Consonant diagraphs	• "ph" /f/ as in "pharmacy" • "ch" /k/ as in "characteristics"
Syllables in multi-syllabic words	A syllable consists of a vowel alone or a vowel and surrounding consonants  The word "computer" is made up of three syllables, "com/pu/ter".
Inflectional endings	The "ed" at the end of verbs ending in "sh" makes a /t/ sound  • "finished"  The ending consonant "s(e)" forms a syllable with "(e)s"  • "increases"
Prefixes and suffixes	Prefix  • "re-", as in "recycle"  Suffix  • "-ation", as in "acceleration"

<sup>\*</sup> Figure 10: "Yoga Retreat" by WeTravel.com is licensed under CC BY 2.0.

#### D) Integrating the Use of Information Texts in the English Language Curriculum

Teachers can promote RaC and WaC to support students' literacy skills development by identifying suitable reading resources that provide suitable contexts (e.g. information texts with themes, text types, language items and structures or vocabulary related to non-language subjects) to connect students' reading and writing experiences. Figure 11 below is an example of cross-KLA collaboration between the English Language Education KLA and the Personal, Social and Humanities Education (PSHE) KLA:

Figure 11: An Example of Cross-KLA Collaboration



A common theme (i.e. rights and responsibilities) and language features (i.e. the use of the simple past tense to talk about past events and the use of modals "can/should" to talk about one's rights and responsibilities) are identified as entry points for the implementation of RaC and WaC at Secondary 1 level to connect students' reading and writing experiences. Building on students' learning experiences in English Language and History, an information text "What is Democracy?" is used to extend students' learning experience on concepts related to rights and responsibilities and consolidate their learning of the language items (i.e. the simple past tense and the modals "can/should") in context.

# Part 3 Learning and Teaching Materials for Promoting

Reading and Writing across the Curriculum

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#### Connections with other KLAs

#### Personal, Social and Humanities Education

• Subject: Life and Society (Related topic: Healthy Lifestyle)

#### Science Education

• Subject: Science (Related topics: Living Things and Air, Healthy Body)

#### Technology Education

• Subject: Home Economics/Technology and Living (Related topic: Food and Nutrition)

#### **Summary of the Learning Task**

Students read an expository text in which the carbon footprint, water footprint, nutritional value and price of different kinds of milk are compared. Students are guided to understand the text structure and use graphic organisers to identify the key ideas and learn the target language items regarding the similarities and differences of different kinds of milk. They then make judgements based on the findings and conduct a survey on another food/drink item. In the writing task, students make use of graphic organisers and apply their knowledge of the text structure and the target language items to write an expository text on the selected food/drink item.

#### **Learning Objectives**

#### **Content**

- To understand different types of milk with respect to the carbon footprint, water footprint, nutrition and price
- To write an expository text to compare another food/drink item

#### Language (Focusing on RaC/WaC)

- To practise skimming and scanning
- To make use of visual cues to facilitate effective understanding of the text
- To understand the text structure of the expository text on different types of milk
- To use different visual representations (e.g. tables, flow charts) to display the relationship between the content (i.e. the main ideas) and the target language items of the text
- To understand rhetorical functions and the related language items:

Rhetorical functions	Target language items
To define	• "refers to"
To cite (the source)	• "According to"
To present facts	• "measures" (the use of the present tense)
To make reference to	• "found (that)"
To compare and contrast	<u>Presenting similarities</u>
	• "both"
	Presenting differences
	• "meanwhile"
	• "but"
	• "while"
	• "the most expensive" (the use of the superlative)

#### **Suggested Learning Activities**

#### **Pre-reading**

- 1. Find out how much students know about the choices of milk by asking them the following questions:
  - What kinds of milk are available on the market?
  - Do you know how their production affects the environment?
- 2. Refer students to the title of *Text 1* "A Guide to the Impact of Cow's Milk, Almond Milk, and Soy Milk on Your Health and the Environment" (Page 42) and ask them what they think the text is about.
- 3. Guide students to answer the following question by skimming through the text. Draw students' attention to the use of sub-headings and topic sentences (i.e. to tell the main idea/focus of individual paragraphs).
  - The opening (i.e. Paragraphs 1-2 of this text) usually tells us "What you are going to read about". What do you think the rest of the paragraphs is about?

#### (Suggested answer

A comparison of cow's milk, almond milk and soy milk in respect of their carbon footprint, water footprint, nutrition and price)

4. Discuss the text structure of the expository text with students using *Activity Sheet 1.1* (Pages 45-47).

#### While-reading

- 5. Divide students into groups and engage them in doing jigsaw reading.
- 6. Provide students with *Table 1.1* (Page 48) and draw their attention to the headings of the table.
- 7. Assign each group to read one of the following sections of the text:
  - Carbon Footprint
  - Water Footprint
  - Nutrition
  - Price

and complete the respective columns of *Table 1.1* (Page 48) by scanning through their own section.

8. Invite each group to present their answers to the class.

#### Deconstructing the content and language of the text

9. Discuss the answers (Page 51) with students and highlight to them the contextual clues for the main ideas and target language items in the text using different visual representations, e.g.

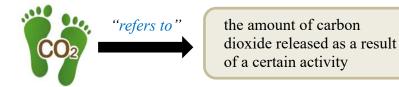
#### Paragraph 3

#### Content (Main idea)

• What is "carbon footprint"?

#### Language

- Target language item: "refers to"
- Rhetorical function: To define



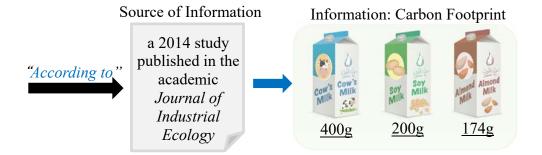
#### Paragraph 4

#### Content (Main idea)

• What is the carbon footprint of the three kinds of milk?

#### Language

- Target language item: "According to"
- Rhetorical function: To cite (the source)



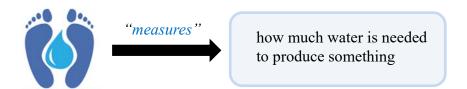
#### Paragraph 6

#### Content (Main idea)

• What is "water footprint"?

#### Language

- Target language item: "*measures*" (the use of the present tense)
- Rhetorical function: To present facts



#### Paragraph 7

#### Content (Main idea)

• What is the water footprint of the three kinds of milk?

#### Language

- Target language item: "found (that)"
- Rhetorical function: To make reference to



#### Paragraphs 8-13

#### Content (Main idea)

• What is the nutritional value of the three kinds of milk?

#### Language

- Target language items: "meanwhile", "both", "but", "while"
- Rhetorical function: To compare and contrast

Nutrition	Similarities	Differences
Protein		cow's Cow's Milk Milk Milk Milk Milk Milk Milk Milk
Calories	"Both" around 110 calories	"But" around 30 calories
Sugar		"while"  cow's cow's milk  matural  added sweetener

#### Paragraph 14

#### Content (Main idea)

• What is the price of the three kinds of milk?

#### <u>Language</u>

• Target language item: "the most expensive" (the use of the superlative)

Rhetorical function: To compare and contrast



#### **Post-reading**

- 10. Guide students to evaluate the choice of milk and complete *Table 1.2* (Page 49) with reference to the data in *Table 1.1* (Page 48).
- 11. Invite students to come up with other alternatives of milk and put them down in the box "Other Alternatives" of *Table 1.3* (Page 49).
- 12. Conduct a survey in class to find out students' choice of milk and record the results in *Table 1.3* (Page 49). Invite students to explain their choices.

#### Connecting reading and writing

- 13. Invite students to
  - identify another food/drink item (e.g. cheese, popcorn, juice, tea);
  - compare at least two options of the food/drink item; and
  - record their findings in *Table 1.4* (Page 50).
- 14. Ask students to write an expository text to compare the different options of the chosen food/drink item.

# A Guide to the Impact of Cow's Milk, Almond Milk, and Soy Milk on Your Health and the Environment

<u>Paragraph</u> <u>Line</u>

- If you're thinking about switching from cow's milk to a plant-based alternative such as almond milk or soy whether for health or environmental reasons it's useful to first find out just what each alternative provides, not to mention the impact it's having on the planet.
- We compared the carbon footprint, water footprint, nutritional value and price of cow, soy and almond milk to see just how each one measures up.



10

3



#### **Carbon Footprint**

The term "carbon footprint" refers to the amount of carbon dioxide – the gas which causes global warming – released into the atmosphere as a result of a certain activity. You may already be aware that dairy farms are no friends of the environment; as well as contributing to

CO<sub>2</sub> emissions, cows also release an even more harmful greenhouse gas – methane – into the atmosphere. But does switching to plant-based milk really help to reduce your carbon footprint?

- 4 According to a 2014 study published in the academic *Journal of Industrial Ecology*, 20 for every cup of cow's milk that is produced, 400 grams of carbon dioxide is released into the atmosphere. This is compared to 200 grams per cup of soy milk, and 174 grams per cup of almonds.
- (5) However, as it doesn't take one cup of almonds to produce one cup of almond milk most almond milk sold in shops will contain around five almonds per cup of milk it's safe to assume that the carbon emissions for almond milk are actually even lower.

6



#### **Water Footprint**

While this term may not be as familiar as carbon footprint, it's just as important. A water footprint measures how much water – either fresh water, water naturally occurring in the ground, rainwater, or all three – is needed to produce something.

30

A 2011 study in science journal *Hydrology and Earth System Sciences Discussions* found it takes a total of 242 litres of water to produce a cup of cow's milk, 132 litres for a cup of soy milk, and 38 litres for a cup of almond milk. In the case of cow's milk, only a small percentage of that is actually drinking water for the cows. Most of the water goes toward growing the crops which are then used to feed them. Cutting this out, therefore, vastly reduces the amount of water needed to produce a cup.

35

8



#### Nutrition

Cow's milk hasn't been faring very well so far when compared to plant-based alternatives, but there may be another reason why it remains so popular.

40

Ow's milk contains a lot of natural vitamins and minerals that the body needs, which don't naturally occur in plant-based milk, such as calcium and vitamins D and B. However, you can find versions of these drinks which have these nutrients added to them, to help you replace any loss by cutting out cow's milk from your diet.

45

- In general, one cup of semi-skimmed cow's milk provides eight grams of protein an amount matched only by soy milk, which provides between six and nine grams of protein. One cup of almond milk, meanwhile, contains just one gram of protein.
- 50
- (1) Calorie-wise, both cow's milk and soy milk contain around 110 calories per cup, but almond milk provides only around 30 calories.
- ② Cow's milk also contains around 12 grams of naturally-occurring sugar, while all the sugar found in soy and almond milk is added sweetener, for flavour. Of course, you can choose unsweetened soy and almond milk if you prefer, which contains only trace amounts of sugar.
- It's worth bearing in mind, too, that soy milk in particular can vary greatly in quality. 55 Look for organic soy milk products made from whole soy beans, rather than processed soy, as these offer the biggest health benefits.

(14)



#### **Price**

Based on prices found in most supermarkets in Hong Kong, you can expect to pay between HK\$20 and HK\$25 for a 950ml carton of cow's milk, but if you opt for organic cow's milk, it will cost between HK\$25 and HK\$35. Soy milk can cost anywhere between HK\$15 and HK\$25,

60

depending on whether you choose basic milk made from processed soy protein, or organic milk. Almond milk is the most expensive of the three, at around HK\$35 for a 950ml carton.

65

#### What other options are there?

But what if neither cow's milk, soy milk, nor almond milk works for you? If you're lactose intolerant, or have a nut or soy allergy, give rice or oat milk a try. These are suitable for virtually all dietary requirements. Banana milk is another alternative that is growing in popularity, thanks to its naturally creamy taste and high nutritional value.

70

(Permission to use the text "A Guide to the Impact of Cow's Milk, Almond Milk, and Soy Milk on Your Health and the Environment" by Charlotte Ames-Ettridge, which was originally published in the Young Post, was given by the South China Morning Post.)

Line

#### **Understanding the Text Structure – An Expository Text on Different Types of Milk**

Fill in the boxes with the options (A-D) provided below to show the overall organisation of the text.



### A Guide to the Impact of Cow's Milk, Almond Milk, and Soy Milk on Your Health and the

#### **Environment** Paragraph (1) If you're thinking about switching from

- cow's milk to a plant-based alternative such as almond milk or soy – whether for health or environmental reasons - it's useful to first find out just what each alternative provides, not to mention the impact it's having on the planet.
- We compared the carbon footprint, water footprint, nutritional value and price of cow, soy and almond milk to see just how each one measures up.



(3)



#### Carbon Footprint

The term "carbon footprint" refers to the amount of carbon dioxide – the gas which causes global warming – released into the atmosphere as a result of a certain activity. You may already be aware that dairy farms are no friends of the environment; as well as contributing to

CO<sub>2</sub> emissions, cows also release an even more harmful greenhouse gas – methane – into the atmosphere. But does switching to plant-based milk really help to reduce your carbon footprint?

- 20 According to a 2014 study published in the academic *Journal of Industrial Ecology*, for every cup of cow's milk that is produced, 400 grams of carbon dioxide is released into the atmosphere. This is compared to 200 grams per cup of soy milk, and 174 grams per cup of almonds.
- However, as it doesn't take one cup of almonds to produce one cup of almond milk most almond milk sold in shops will contain around five almonds per cup of milk – it's safe to assume that the carbon emissions for almond milk are actually even lower.

**Body** 

15



#### **Water Footprint**

While this term may not be as familiar as carbon footprint, it's just as important. A water footprint measures how much water – either fresh water, water naturally occurring in the ground, rainwater, or all three – is needed to produce something.

30

A 2011 study in science journal *Hydrology and Earth System Sciences Discussions* found it takes a total of 242 litres of water to produce a cup of cow's milk, 132 litres for a cup of soy milk, and 38 litres for a cup of almond milk. In the case of cow's milk, only a small percentage of that is actually drinking water for the cows. Most of the water goes toward growing the crops which are then used to feed them. Cutting this out, therefore, vastly reduces the amount of water needed to produce a cup.

35

8



#### Nutrition

Cow's milk hasn't been faring very well so far when compared to plant-based alternatives, but there may be another reason why it remains so popular.

40

Ow's milk contains a lot of natural vitamins and minerals that the body needs, which don't naturally occur in plant-based milk, such as calcium and vitamins D and B. However, you can find versions of these drinks which have these nutrients added to them, to help you replace any loss by cutting out cow's milk from your diet.

45

10 In general, one cup of semi-skimmed cow's milk provides eight grams of protein – an amount matched only by soy milk, which provides between six and nine grams of protein. One cup of almond milk, meanwhile, contains just one gram of protein.

50

- (1) Calorie-wise, both cow's milk and soy milk contain around 110 calories per cup, but almond milk provides only around 30 calories.
- (2) Cow's milk also contains around 12 grams of naturally-occurring sugar, while all the sugar found in soy and almond milk is added sweetener, for flavour. Of course, you can choose unsweetened soy and almond milk if you prefer, which contains only trace amounts of sugar.
- ① It's worth bearing in mind, too, that soy milk in particular can vary greatly in quality. Look for organic soy milk products made from whole soy beans, rather than processed soy, as these offer the biggest health benefits.

55

(14)



#### **Price**

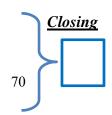
Based on prices found in most supermarkets in Hong Kong, you can expect to pay between HK\$20 and HK\$25 for a 950ml carton of cow's milk, but if you opt for organic cow's milk, it will cost between HK\$25 and HK\$35. Soy milk can cost anywhere between HK\$15 and HK\$25,

depending on whether you choose basic milk made from processed soy protein, or organic milk. Almond milk is the most expensive of the three, at around HK\$35 for a 950ml carton.

65

#### What other options are there?

But what if neither cow's milk, soy milk, nor almond milk works for you? If you're lactose intolerant, or have a nut or soy allergy, give rice or oat milk a try. These are suitable for virtually all dietary requirements. Banana milk is another alternative that is growing in popularity, thanks to its naturally creamy taste and high nutritional value.



#### A Comparison of Different Types of Milk in terms of Carbon Footprint,

Water Footprint, Nutrition and Price

(1 Cup of Milk)	Carbon Footprint	Water Footprint	Nutrition Nutrition	Price
Cow's Milk				
Cow's Milk				
Soy Milk				
Soy Milk				
Almond Milk				
Almond Milk Milk				

#### **Considerations for the Choice of Milk**

	Carbon Footprint	Water Footprint	<u>Nutrition</u>	Price
The Best Choice				

(Table 1.3)

#### **Our Choice of Milk**

	Cow's Milk	Soy Milk	Almond Milk	Other Alternatives
	Cow's Cow's Milk	Soy Milk	Almond Almond Milk	
	<u> </u>			
Number of Students				

		(10000 111)
A Comparison of Different Types of	_ in terms of	
	•	

	Different aspects to be compared:			
(Different options of the food/drink item)				
Option 1:				
Option 2:				
Option 3:				
Option 4:				

# <u>A Comparison of Different Types of Milk in terms of Carbon Footprint,</u> <u>Water Footprint, Nutrition and Price</u>

(1 Cup of Milk)	Carbon Footprint	Water Footprint	Nutrition	Price
Cow's Milk  Cow's Milk  Cow's Milk  Milk	• Producing 400 grams of carbon dioxide	• Requiring 242 litres of water	<ul> <li>Containing</li> <li>a lot of natural vitamins and minerals</li> <li>8 grams of protein</li> <li>around 110 calories</li> <li>12 grams of naturally-occurring sugar</li> </ul>	• For a 950ml carton of cow's milk  ➤ HK\$20-HK\$25  ➤ HK\$25-HK\$35 (organic cow's milk)
Soy Milk  soy Milk  Milk	• Producing 200 grams of carbon dioxide	• Requiring 132 litres of water	<ul> <li>Containing</li> <li>6-9 grams of protein</li> <li>around 110 calories</li> </ul>	• For a 950ml carton of soy milk  ➤ HK\$15-HK\$25
Almond Milk  Almond  Almond  Almond  Milk  Nilk	Producing (less than) 174 grams of carbon dioxide	• Requiring 38 litres of water	<ul> <li>Containing</li> <li>▶ 1 gram of protein</li> <li>▶ around 30 calories</li> </ul>	• For a 950ml carton of almond milk  ➤ around HK\$35

#### **Considerations for the Choice of Milk**



(Suggested Answers to Activity Sheet 1.1)

#### <u>Understanding the Text Structure - An Expository Text on Different Types of Milk</u>

- Opening: D, B
- Body: A
- Closing: C

#### Connections with other KLAs

#### Mathematics Education

• Subject: Mathematics (Related topics: Using Percentages, Data Presentation)

#### Personal, Social and Humanities Education

• Subject: Life and Society (Related topic: Media and Our Life)

#### **Technology Education**

- Subject: Technology and Living (Related topic: Media Education)
- Subject: Computer Literacy/Design and Technology (Related topic: Computer Graphics)

#### **Summary of the Learning Task**

Students read an article entitled "Are Celebrities Bad for You?" in which data related to celebrity worship are analysed. Students are guided to understand how data are presented using different graphic representations and learn how to write descriptions for them. They conduct a survey making use of a questionnaire to find out more about celebrity worship in their class. In the writing task, students write an article on another popular interest/hobby among teenagers applying their knowledge of data presentation.

#### **Learning Objectives**

#### Content

- To understand whether celebrities have a bad influence on teenagers
- To write an article on another popular interest/hobby among teenagers and its possible impacts on them

#### Language (Focusing on RaC/WaC)

- To make use of visual cues to facilitate effective understanding of the text
- To enhance students' phonological awareness by applying phonics knowledge in decoding unfamiliar words
- To use a graphic organiser (i.e. a mind map) to organise information
- To understand the text structure of an article on the discussion about the influence of celebrities on teenagers
- To use graphic representation (i.e. charts/graphs) to present data
- To develop vocabulary building strategies by applying knowledge of nominalisation
- To understand rhetorical functions and the related language items:

Rhetorical functions	Target language items
To compare and contrast	• "The most narcissistic", "they scored highest", "more narcissistic than", "the least narcissistic" (the use of comparatives/superlatives)
To sequence	• "Next came", "Then came" (the use of adverbs of sequence)
To draw a conclusion	• "One interesting result was that"

#### **Suggested Learning Activities**

#### **Pre-reading**

1. Focus students' attention on the title of *Text 2* (Page 58) "*Are Celebrities Bad for You?*" and the picture below:



Guide students to understand the meaning of the word "Celebrities" by asking them the following questions:

- Who are these people?
- Do they have anything in common?
- 2. Guide students to work out the pronunciation of the word "Celebrities" by:
  - activating students' prior knowledge of letter-sound relationships, e.g.
    - dividing the word into syllables by identifying the vowel sounds:

Celebrities (4 syllables)

Letter "C" gives the sound /s/ as in "Cell".

- ➤ drawing students' attention to the difference between the soft "c" sound /s/ and the hard "c" sound /k/ by completing *Activity Sheet 2.1* (Pages 60-61):
  - A) When "c" is <u>followed by vowel letters "e", "i" and "y",</u> it gives the <u>soft "c" sound /s/.</u>
  - B) When "c" is <u>followed by vowel letters "a", "o" and "u"</u>, it gives the <u>hard "c" sound /k/.</u>
- locating the stress of the word "Celebrities":Celebrities (the second syllable)
- 3. Refer students to the questionnaire on *Activity Sheet 2.2* (Page 62) to find out more about celebrity worship in the class. Conduct the survey using the printed version or any survey apps.

- 4. Divide students into groups. Activate students' prior knowledge by finding out their perception of celebrities using *Activity Sheet 2.3* (Page 63). Invite students to share their ideas with the class.
- 5. Refer students to the opening paragraph of *Text 2* (Page 58) and guide them to understand the purpose of the text by asking them the following questions:
  - What information do you expect to get from the opening paragraph of a text? (Suggested answer

The opening paragraph of a text usually tells us what we are going to read about in the following paragraphs.)

• Skim through the text. What do you think the rest of the paragraphs is about?

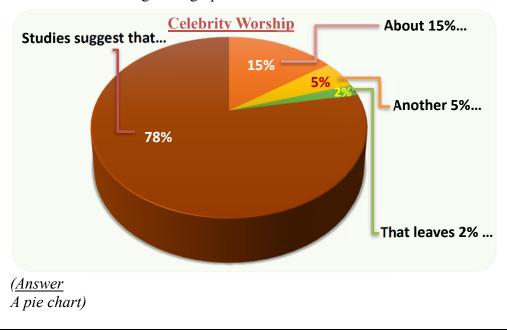
#### (Suggested answer

Students will be able to find out answers to the following three questions posed in the opening paragraph:

- Is this preoccupation with famous people harmless fun or is it bad for us?
- ► How many people are truly obsessed with modern media idols?
- And on the other side of the coin, can fame be harmful to the celebrities?)
- 6. Discuss the text structure of the article with students using *Activity Sheet 2.4* (Pages 64-65).

#### While-reading

- 7. Refer students to Paragraphs 2-5 and draw their attention to the following:
  - the analysis of celebrity worship by completing *Activity Sheet 2.5* (Page 66);
  - the features and use of charts/graphs in data presentation by asking them the following questions:
    - ➤ What is the following chart/graph called?



What is the purpose of this pie chart?

#### (Suggested answer

To give information about celebrity worship/ To analyse data related to celebrity worship)

What are the components of a pie chart?

#### (Suggested answers

a number of "pie slices"/sectors, a title, statistics/data/figures, descriptions for the statistics/data/figures presented)

- language items related to the presentation of data, i.e.
  - The vast majority of teenagers do not really worship...
  - About 15% of young people have...
  - > Another 5% feel that they have...
  - ➤ <u>That leaves 2% of</u> young people with a...

Discuss with students the purpose of including charts/graphs in an article.

#### (Suggested answer

Charts/graphs can make the data more presentable and facilitate readers' understanding of the information/message to be conveyed more easily.)

- 8. Refer students to Paragraph 6. Guide students to understand the main idea of the paragraph by asking them the following questions:
  - What is the purpose of the study?

(Suggested answer

*To measure narcissism)* 

• What is "narcissism"?

#### (Suggested answer

Extreme self-centredness/not comfortable with being invisible and ending up in excessive showing off)

Draw students' attention to the concept of nominalisation, which involves forming nouns from other parts of speech, to raise their awareness of the structural information of words when predicting the meaning of unfamiliar words:

• What did the study tell us?

(Suggested answer

The celebrities were significantly more narcissistic than the MBAs and both groups were a lot more narcissistic than the general population.)

9. Refer students to Paragraphs 7-8 and the infographic showing the tendency of narcissism. Draw students' attention to the language items used in presenting data related to:

- making comparison (i.e. the tendency of narcissism among the four kinds of celebrities);
- sequencing (i.e. the ranking order of the four kinds of celebrities); and
- drawing a conclusion (i.e. the connection between narcissism and the length of time the celebrity had been famous):

Four kinds of celebrities were included in the sample. The most narcissistic were the ones who had become famous through reality TV shows — they scored highest on vanity and willingness to exploit other people. Next came comedians, who scored highest on exhibitionism and feelings of superiority. Then came actors, and the least narcissistic were musicians. One interesting result was that there was no connection between narcissism and the length of time the celebrity had been famous. This means that becoming famous probably did not make the celebrities narcissistic — they already were beforehand...

- 10. Refer students to Paragraph 1 again and invite them to answer the three questions posed in the opening paragraph:
  - Is this preoccupation with famous people harmless fun or is it bad for us? (Suggested answer

Famous people tend to be narcissistic. They make disastrous role models.)

- How many people are truly obsessed with modern media idols? (Suggested answer
  - 7% of the teenagers in the study)
- Can fame be harmful to the celebrities? (Suggested answer

Famous people tend to be narcissistic and are liable to be ruthless, self-seeking workaholics. They are also often desperate and lonely.)

#### **Post-reading**

- 11. Refer students to *Activity Sheet 2.6* (Pages 67-71). Building on students' understanding of the use of pie charts, extend their knowledge of data presentation by plotting the charts/graphs using pencils or computer graphing tools and writing a data analysis. Recap on the purpose of including charts/graphs in an article.
- 12. Refer students to *Activity Sheet 2.7* (Pages 72-74). Invite students to identify a popular interest/hobby among themselves (e.g. social media, shopping, sports) and conduct a survey to find out more about the interest/hobby and the possible impacts that the interest/hobby has on them.

#### **Connecting Reading and Writing**

- 13. Ask students to write an article to
  - provide details about the interest/hobby;
  - present the findings of their survey; and
  - discuss the possible impacts that the interest/hobby has on teenagers.

(Text 2)



Paragraph (1)

Line

Celebrities are everywhere nowadays: on TV, in magazines, online. Is this preoccupation with famous people harmless fun or is it bad for us? How many people are truly obsessed with modern media idols? And on the other side of the coin, can fame be harmful to the celebrities?

2

Studies suggest that the vast majority of teenagers do not really worship celebrities.

5

10

15

3 kinds of fans:

Researchers have identified

3

About 15% of young people have an "entertainment-social" interest. They love chatting about their favourite celebrities with friends and this does not appear to do any harm.

4

78% 5% 2%

**Celebrity Worship** 

(5)

That leaves 2% of young people with a "borderline-pathological" interest. They might say, for example, they would spend several thousand pounds on a paper plate the celebrity had used, or that they would do something illegal if the celebrity asked them to. These people are in most danger of being seriously disturbed.

Another 5% feel that they have an "intense-personal" relationship with a celebrity. Sometimes they see them as their soulmate and find that they are often thinking about them, even when they don't want to. These people are more at risk from depression and anxiety. If girls in this group idolise a female star with a body they consider to be perfect, they are more likely to be unhappy with their own bodies.

25

20

What about the celebrities themselves? A study in the USA tried to measure narcissism or extreme self-centredness, when feelings of worthlessness and invisibility are compensated for by turning into the opposite: excessive showing off. Researchers looked at 200 celebrities, 200 young adults with Masters in Business Administration (a group known for being narcissistic) and a nationally representative sample using the same questionnaire. As was expected, the celebrities were significantly more narcissistic than the MBAs and both groups were a lot more narcissistic than the general population.

7 Four kinds of celebrities were included in the sample. The most narcissistic were the ones who had become famous through reality TV shows - they scored highest on vanity and willingness to exploit other people. Next came comedians, who scored highest on exhibitionism and feelings of superiority. Then came actors, and the least narcissistic were musicians. One interesting result was that there was no connection between narcissism and the length of time the celebrity had been famous. This means that becoming famous probably did not make the celebrities narcissistic - they already were beforehand.

6

(8)

So, what can we learn from this? People who are very successful or famous tend to be narcissists and are liable to be ruthless, self-seeking

40

Comedians

45

Musicians

46

Comedians

47

Comedians

60

30

35

workaholics. As we can see from celebrity magazines, they are also often desperate and lonely. They make disastrous role models.

(Permission to use the text "Are Celebrities Bad for You?", which was originally published in <u>learnenglishteens.britishcouncil.org</u>, was given by the British Council.)

The table below shows a list of words from *Text 2* (Pages 58-59). Work with a partner. Read aloud the list of words with syllables starting with the letter "c" and arrange them into two groups based on their letter sounds. Record your findings in Part 2.

#### Part 1

1.	<u>c</u> elebrities	2.	<u>c</u> oin
3.	<u>c</u> onsider	4.	<u>c</u> an
5.	suc <u>c</u> essful	6.	<u>c</u> onnection
7.	<u>c</u> asts	8.	<u>c</u> ompensated
9.	s <u>c</u> ored	10.	self- <u>c</u> entredness
11.	<u>c</u> ame	12.	be <u>c</u> ome
13.	ex <u>c</u> essive	14.	nar <u>c</u> issism
15.	<u>c</u> omedians	16.	preoc <u>c</u> upation
17.	tenden <u>c</u> y	18.	signifi <u>c</u> antly

Part 2

Soft "c" Sound (Letter sound /s/)	Hard "c" Sound (Letter sound /k/)

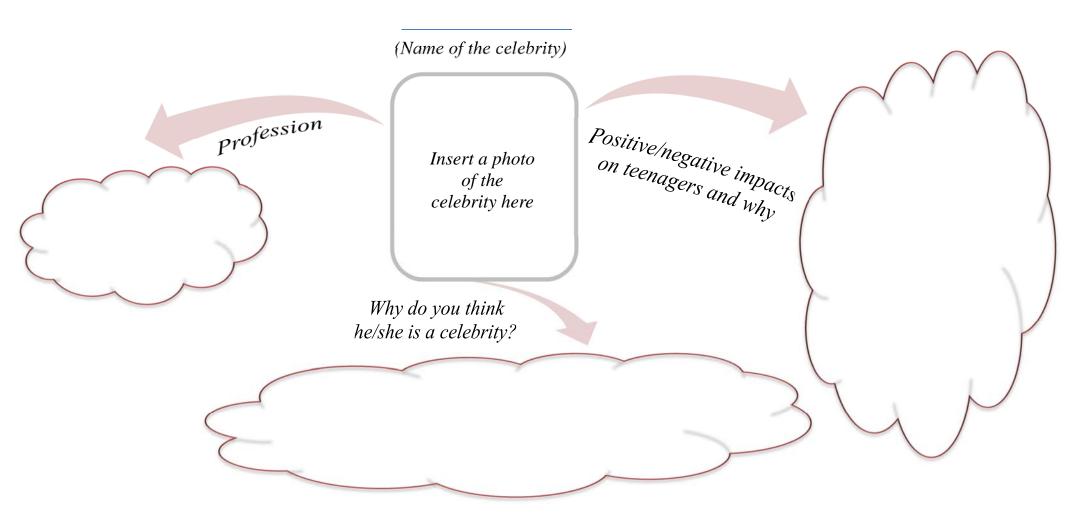
A) When "c" is followed by \_\_\_\_\_\_, it gives the soft "c" sound /s/.

B) When "c" is followed by \_\_\_\_\_\_, it gives the hard "c" sound /k/.

#### **Questionnaire on Celebrity Worship**

	Do you admire any celebrity?				
	$\square$ (a) Yes (Go to Q2 – Q7.)	☐ (b) No (Go to Q8.)			
	What is he/she?				
	☐ (a) A singer	☐ (b) An actor/actress	☐ (c) A model		
	$\square$ (d) A sports star	☐ (e) A successful person	☐ (f) Other (Please specify)		
	Where is the celebrity from?				
	☐ (a) Hong Kong	(a) Hong Kong			
How much time do you usually spend following the celebrity (e.g. his/her news,					
	activities in which the celebrity	y is involved) each week?			
	☐ (a) Less than 6 hours	☐ (b) 6 to 12 hours	☐ (c) More than 12 hour		
	Have you ever met the celebrit				
	☐ (a) Yes	□ (b) No			
	How did you first find out the celebrity?				
	$\square$ (a) From the Internet	☐ (b) From the social medi	a □ (c) From a friend		
	☐ (d) From a family member	☐ (e) Other (Please specify	):		
	Why do you admire the celebra	ity? (You may choose more t	han one option.)		
	☐ (a) For pleasure.	$\Box$ (b) He/She is a good role model.			
	☐ (c) He/She is attractive.	☐ (d) Other (Please specify):			
	Why don't you admire celebrit				

In groups, identify a celebrity and complete the mind map below. Be prepared to share your ideas with the class.



**Opening** 

Line

5

10

15

20

#### Understanding the Text Structure – An Article to Discuss the Influence of Celebrities on Teenagers

Fill in the boxes with the options (A-E) provided below to show the overall organisation of the text.

C. Background Title

> Questions about the main ideas of the text

Description/explanation of the main ideas

Conclusion



(3)

(4)

Celebrities are everywhere nowadays: on TV, in magazines, online. Is this preoccupation with famous people harmless fun or is it bad for us? How many people are truly obsessed with modern media idols? And on the other side of the coin, can fame be harmful to the celebrities?

Studies suggest that the (2) vast majority of teenagers do not really worship celebrities.

Researchers have identified 3 kinds of fans:

About 15% of young people have **Celebrity Worship** "entertainment-social" interest. They love chatting about their 15% favourite celebrities with friends and this does not appear to do any harm. 78% Another 5% feel that they have an "intense-personal"

(5) That leaves 2% of young people with a "borderline-pathological" interest. might say, for example, they would spend several thousand pounds on a paper plate the celebrity had used, or that they would do something illegal if the celebrity asked them to. These people are in most danger of being seriously disturbed.

relationship with a celebrity. Sometimes they see them as their soulmate and find that they are often thinking about them, even when they don't want to. These people are more at risk from depression and anxiety. If girls in this group idolise a female star with a body they consider perfect, they are more likely to be unhappy with their own bodies.

25

What about the celebrities themselves? A study in the USA tried to measure narcissism or extreme self-centredness, when feelings of worthlessness and invisibility are compensated for by turning into the opposite: excessive showing off. Researchers looked at 200 celebrities, 200 young adults with Masters in Business Administration (a group known for being narcissistic) and a nationally representative sample using the same questionnaire. As was expected, the celebrities were significantly more narcissistic than the MBAs and both groups were a lot more narcissistic than the general population.

7 Four kinds of celebrities were included in the sample. The most narcissistic were the ones who had become famous through reality TV shows — they scored highest on vanity and willingness to exploit other people. Next came comedians, who scored highest on exhibitionism and feelings of superiority. Then came actors, and least the narcissistic were musicians. One interesting result was that there was no connection between narcissism and the length of time the celebrity had been famous. means that becoming famous probably did not make the celebrities narcissistic — they already were beforehand.

8 So, what can we learn from this? People who are very successful or famous tend to be narcissists and are liable to be ruthless, self-seeking



30

workaholics. As we can see from celebrity magazines, they are also often desperate and lonely. They make disastrous role models.

# **Analysis of Celebrity Worship among Teenagers**



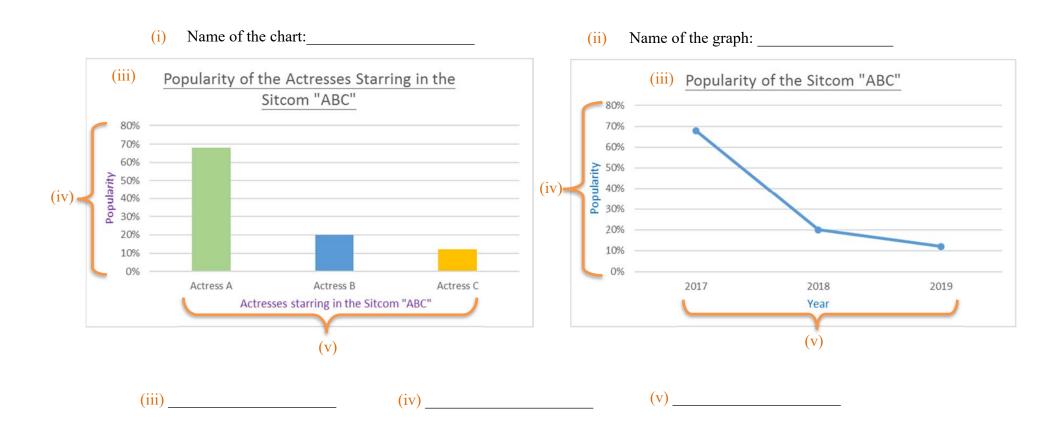
Percentage	How do you describe these teenagers?
	Not interested in celebrity worship

Percentage	How do you describe these teenagers?	Are celebrities bad for them? Why?
15%		
5%		
2%		

#### **Presentation of Data**

# A) Understanding the text features

1) In groups, study the features of the chart/graph below and complete the blanks with suitable words.



2)	What	information can	we get from the different types of charts/graphs?
	(i)	A pie chart:	
	(ii)	A bar chart:	
	(iii)	A line graph:	

# B) Use of Charts/Graphs

1) Your school is organising a meeting to discuss plans for the coming school year. As a student helper, you are going to help your teachers draft the presentation for the coming meeting. Study the features of a pie chart, a bar chart and a line graph again. Which chart/graph would you recommend for presenting data in the following cases?

	Cases	The Most Suitable Type of Chart/Graph
(i)	The school librarian would like to report on how the budget is allocated for purchasing different types of books in this school year.	
(ii)	Mr Matthews would like to report on students' choices of future pathways after S6 graduation.	
(iii)	The principal would like to compare students' performance in Chinese Language, English Language and Mathematics in this year's HKDSE Examination.	
(iv)	Miss Roberts would like to find out students' performance in the HKDSE English Language Examination over the past four years.	

2) Below are more examples of quantifiers for describing numbers/figures.

# **Quantifiers for Describing Numbers/Figures (Examples)**

- All of...
- Almost all of...
- A/The vast majority of...
- A/The majority of...
- *Most of...*

- (Well over/Just over/More than) half of.../ one third of.../a quarter of...
  - (Almost/Nearly/Just under/Less than) half of.../ one third of.../a quarter of...
- A minority of...
- Only a few...
- None of...

With reference to the example below, complete the table using the data provided. Your teachers will add details to your draft afterwards.

Case	Charts/Graphs	Percentage	Related Language Items (e.g. quantifiers)	Description of Data
(i)	Reading Resources Purchased in this School Year  Magazines  e-Books  Non-fiction  Fiction	Fiction: 60%	More than half of	While more than half of the budget
e.g.		Non-fiction: 25%	A quarter of	was allocated for the purchase of fiction, only a quarter of the budget was spent on the purchase of non-
6.5.		Magazines: 10%	10% of	fiction. 10% of the budget was used for the purchase of magazines. The
		e-Books: 5%	The remaining	remaining 5% of the budget was spent on the purchase of e-books.

Case	Charts/Graphs	Percentage	Related Language Items (e.g. quantifiers)	Description of Data
		Further studies in Hong Kong: 69%		
(ii)		Overseas studies: 31%		
		Work: 0%		
(iii)		Mathematics (Level 5 or above): 96%		
		English Language (Level 5 or above): 55%		
		Chinese Language (Level 5 or above): 33%		

Case	Charts/Graphs	Percentage	Related Language Items (e.g. quantifiers)	Description of Data
		2016 (Level 5 or above): 18%		
(iv)		2017 (Level 5 or above): 52%		
		2018 (Level 5 or above): 53%		
		2019 (Level 5 or above) : 55%		

A)	Discuss with your classmates and draft questions to be included in the questionnaire.
	Questionnaire on

C)	With reference to the data collected, discuss with your classmates the possible impacts that the interest/hobby has on teenagers. You may want to talk about:
	<ul> <li>the amount of time you spend on the interest/hobby;</li> <li>whether the interest/hobby is popular among teenagers;</li> <li>how the interest/hobby affects your social life/relationships; or</li> <li>anything else that you think is important.</li> </ul>
	You may make notes using the form below:

Part 2

5. s 10. s 13. e 14. r	Soft "c" Sound (Letter sound /s. celebrities successful self-centredness excessive narcissism endency	2. 3. 4. 6. 7. 8. 9. 11. 12. 15.	casts compensated scored came become comedians preoccupation

- A) When "c" is followed by <u>vowel letters "e", "i" and "y"</u>, it gives the soft "c" sound /s/.
- B) When "c" is followed by <u>vowel letters "a", "o" and "u"</u>, it gives the hard "c" sound /k/.

# <u>Understanding the Text Structure –</u> <u>An Article to Discuss the Influence of Celebrities on Teenagers</u>

• B

• Opening: A, D

Body: EClosing: C

# (Suggested Answers to Activity Sheet 2.5)

# **Analysis of Celebrity Worship among Teenagers**



Percentage	How do you describe these teenagers?
78%	Not interested in celebrity worship

Percentage How do you describe these teenagers?		Are celebrities bad for them? Why?		
15%	Having an "entertainment- social" interest	<ul> <li>No.</li> <li>They love chatting about their favourite celebrities with friends and this does not appear to do any harm.</li> </ul>		
5%	Feeling that they have an "intense-personal" relationship with a celebrity	<ul> <li>Yes.</li> <li>These people are more at risk from depression and anxiety, e.g.</li> <li>they sometimes see the celebrities as their soulmate and find that they are often thinking about them, even when they don't want to.</li> </ul>		
2%	Having a "borderline- pathological" interest	<ul> <li>Yes.</li> <li>These people are in most danger of being seriously disturbed, e.g.</li> <li>they might spend several thousand pounds on a paper plate the celebrity had used, or they would do something illegal if the celebrity asked them to.</li> </ul>		

#### **Presentation of Data**

#### A) Understanding the text features

- 1. (i) A bar chart
  - (ii) A line graph
  - (iii) The title
  - (iv) The y-/vertical axis (which shows the value)
  - (v) The x-/horizontal axis (which shows the data categories)
- 2. (i) A pie chart compares data by showing the numerical proportion and part-whole relationship of different categories.
  - (ii) A bar chart compares data between different categories. It consists of two axes. The data categories and the value are represented by the x-/horizontal axis and the y-/vertical axis respectively.
  - (iii) A line graph shows changes/trends over time. It consists of two axes. The time period is usually represented by the x-/horizontal axis while the variables are represented by the y-/vertical axis.

#### B) Use of Charts/Graphs

- 1. (i) A pie chart
  - (ii) A pie chart
  - (iii) A bar chart
  - (iv) A line graph/A bar chart

Case	Charts/Graphs	Percentage	Related Language Items (e.g. quantifiers)	Description of Data	
(i)	Reading Resources Purchased in this School Year	Fiction: 60%	More than half of	While more than half of the	
	Magazines e-Books	Non-fiction: 25%	A quarter of	budget was allocated for the purchase of fiction, only a quarter of the budget was spent	
e.g.	Non-fiction Fiction	Magazines: 10%	10% of	on the purchase of non-fiction.  10% of the budget was used for the purchase of magazines. The	
	60%	e-Books: 5%	The remaining	remaining 5% of the budget wa spent on the purchase of e-books	
	Plans after S6 Graduation Work	Further studies in Hong Kong: 69%	Most of	M. C. C. L. C. H. C. H. C. L.	
(ii)	Overseas studies  Further studies in Hong Kong  69%	Overseas studies: 31%	Nearly one third of	Most of the students will continue their studies in Hong Kong after graduation. Nearly one-third of	
		Work: 0%	None of them	the students choose to continue their studies overseas. None of them will enter the job market yet.	

Case	Charts/Graphs	Percentage	Related Language Items (e.g. quantifiers)	Description of Data
(iii)	Students' Performance in the HKDSE Examination	Mathematics (Level 5 or above): 96%	Almost all of	Most of the students performed well in Mathematics, as almost all of the students could get Level 5
	80% 60% 20% O% Mathematics English Language Subjects Chinese Language	English Language (Level 5 or above): 55%	More than half of	or above in this subject. As for language subjects, students' performance in English Language was better with more than half of the students getting Level 5 or
		Chinese Language (Level 5 or above): 33%	One third of	above, while only one third of them could meet the same level in Chinese Language.
	Students' Performance in the HKDSE English Language Examination  60%  50%  40%  10%	2016 (Level 5 or above): 18%	Only	Only 18% of the students were able to get Level 5 or above in
(iv)		2017 (Level 5 or above): 52%	More than half of	HKDSE English Language in 2016. A dramatic increase in the number of students meeting the
		2018 (Level 5 or above): 53%	More than half of	same level was found in 2017 with more than half of the students getting Level 5 or above. More
	2016 2017 2018 2019 Year	2019 (Level 5 or above): 55%	More than half of	than half of the students were able to perform up to such standard in 2018 and 2019.

# c) Learning Task 3 : Living Things

#### **Connections with other KLAs**

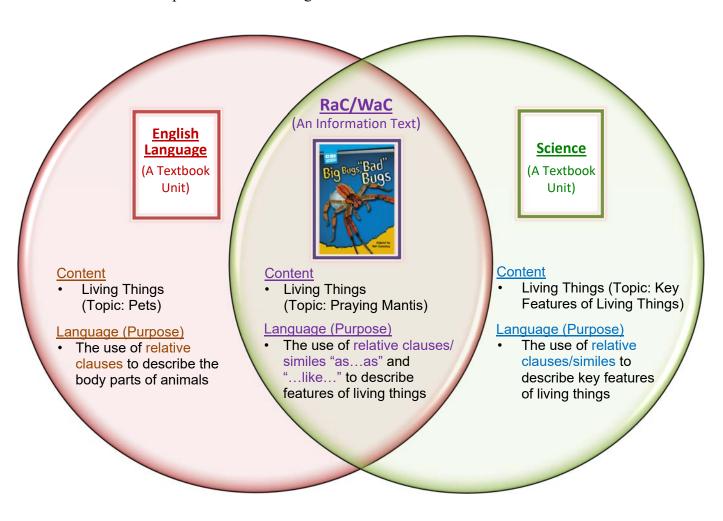
#### Science Education

• Subject: Science (Related topic: Living Things)

# **Summary of the Learning Task**

A common theme (i.e. living things) and language features (i.e. the use of relative clauses and similes to make descriptions) are identified to connect students' reading and writing experiences. Building on students' learning experiences in English Language and Science at Secondary 1 level, an information book "Big Bugs, 'Bad' Bugs", in which key features of different kinds of eccentric bugs are introduced, is used to extend students' learning experience on concepts related to living things as well as the learning of the related language items in context.

Students read the chapter "*Praying Mantis*" about the body parts and special skills of a praying mantis. They are then guided to understand the use of relative clauses and similes for making descriptions about the body parts and special skills of a praying mantis. In the writing task, students apply their knowledge of the language items and write a description of an eccentric pet of their own design.



# **Learning Objectives**

#### **Content**

- To understand the body parts and special skills of a praying mantis
- To write a description of an eccentric pet designed by students

# Language (Focusing on RaC/WaC)

- To make use of visual cues to facilitate effective understanding of the text
- To use a graphic organiser to deconstruct the text structure and main ideas of the text
- To understand rhetorical functions and the related language items:

Rhetorical function	Target language items
To describe	• the use of the relative clause introduced by the relative pronoun "that"
	• the use of similes "as" and "like"

# **Suggested Learning Activities**

#### **Pre-reading**

1. Refer students to the book title and the illustration on the book cover below:



Guide students to make predictions about the content of the book by asking them the following questions:

- What is the title of the book?
  - (Answer
  - "Big Bugs, 'Bad' Bugs")
- Read the title aloud again. Focus on the letter sounds of the words. Do they have anything in common? What are the special effects created?

#### (Suggested answers

- > The beginning sound of the words is the same.
- > Alliteration/Repetition
- > *Easy to remember)*
- What is this book about?

#### (Suggested answer

Bugs, insects or any other suitable examples of living things)

- Can you give an example of bugs?
  - (Suggested answer
  - Spiders or any other suitable examples of bugs)
- Why is the word "Bad" enclosed in quotation marks? (Suggested answer
  - To show the implied meaning of the word "Bad"/The bugs may not be bad.)
- 2. Show students the pictures on the following page, which are related to the main ideas of the text. Guide them to make predictions of the text by asking them the following questions:

• Can you guess what they are?



(<u>Possible answers</u>
The stem of a plant, the branch of a tree)



(<u>Possible answers</u> A flower, a part of a plant)

• What are these two men doing? What do they look like?



#### (Possible answers

- They are practising kung-fu/martial arts.
- ➤ They look like insects/mantises.)

#### While-reading

#### Paragraph 1

3. Ask students to read Paragraph 1 of *Text 3* (Page 86) and study the photo below Paragraph 1.

Guide students to understand the features of a praying mantis by asking them the following questions:

- According to Paragraph 1, what is a praying mantis?
   (Suggested answer
   A predator)
- Refer to the picture below Paragraph 1. What does a predator do? (Suggested answer
  A predator eats another animal.)
  - What does the praying mantis look like in this picture?
- What does the praying mantis look like in this picture? Find a description from Paragraph 1 to support your answer.

#### (Suggested answers

- ➤ The stem of a plant/the branch of a tree/a part of the plant; a statue
- "...can blend into the background..."; "...stand as still as a statue...")

• Why does the praying mantis behave like this?

(Suggested answer
It wants to catch/eat the fly.)

- 4. Refer students to Activity Sheets 3.1 and 3.2 (Pages 88-90).
- 5. Guide students to understand the main idea of Paragraph 1 by completing Part 1 of the graphic organiser on *Activity Sheet 3.1* (Page 88).
- 6. Draw students' attention to the use of language items in making descriptions about a praying mantis (i.e. the use of the relative clause introduced by the relative pronoun "that" and the use of the simile "...as...as...") by completing Parts 1 and 2 of *Activity Sheet 3.2* (Page 89).

#### Paragraphs 2-3

7. Ask students to read Paragraphs 2 and 3 of *Text 3* (Page 86) and study the photos on the right of the page.

Guide students to understand the special features of the body parts of a praying mantis by completing Part 2 of the graphic organiser on *Activity Sheet 3.1* (Page 88) and asking them the following questions:

- Which body parts are described in Paragraphs 2-3?
   (Suggested answer The two front legs of a praying mantis)
- What are the functions of the front legs of a praying mantis?
- How are the front legs of a praying mantis described?
- Why is it called a "praying mantis"?

#### Paragraph 4

8. Ask students to read Paragraph 4 of *Text 3* (Page 87) and study the photo on the left of the page.

Guide students to understand the defence skill of a praying mantis by completing Part 3 of the graphic organiser on *Activity Sheet 3.1* (Page 88) and asking them the following questions:

- What is the defence skill described in Paragraph 4?
- How is the defence skill performed?
- Why is this skill important?
- Find two sentences from the text to describe this skill.

#### Paragraphs 5-6

9. Ask students to read Paragraphs 5 and 6 of *Text 3* (Page 87) and study the photo on the right of the page.

Guide students to understand another defence skill of a praying mantis by completing Part 4 of the graphic organiser on *Activity Sheet 3.1* (Page 88) and asking them the following questions:

- What is the defence skill described in Paragraphs 5-6?
- How is the defence skill performed?
- How do mantises behave when they perform this skill?
- 10. Guide students to discover the form (i.e. the use of the simile "...like...") and function of the language item used in making descriptions about the body parts and special skills of praying mantises by completing Part 3 of *Activity Sheet 3.2* (Page 90).
- 11. Confirm students' findings, i.e.

#### Language form

• verb + like + noun (phrase)/clause

#### Language function

- To describe
- 12. Draw students' attention to the use of the simile "...as...as..." in Paragraph 1 and "...like..." in Paragraphs 2-6 of *Text 3* (Pages 86-87) and discuss with them the purpose and effects of using similes in making descriptions.

#### (Suggested answers

- To make the description more vivid and interesting;
- *To help the readers visualise the description through the comparison)*

#### **Connecting Reading and Writing**

- 13. Refer students to *Activity Sheet 3.3* (Pages 91-93). Ask students to design their own eccentric pet which can be well suited to living in Hong Kong in the 21st century and write a description about it including the following details:
  - How does the eccentric pet look?
  - What special body parts does it have?
  - What are the functions of these body parts?
  - What special skills can it perform?
  - What makes it well suited to living in Hong Kong in the 21st century?

Encourage students to use relative clauses and similes as far as possible in their descriptions.





(Permission to use the text "Praying Mantis" in "Big Bugs, 'Bad' Bugs" (2011) from the CSI Chapters was given by CSI Literacy and Lift Education.)

(1) What is a praying mantis?	(3) Defence Skill 1:
It is a that	How is the defence skill performed?  Why is this skill important?
(2) Key Features of its Body Parts:  What are the functions of its front legs?  •	Find two sentences from the text to describe this skill:  •  ————————————————————————————————
How are its front legs described?  Why is it called a "praying mantis"?  •	(4) Defence Skill 2:  How is the defence skill performed?  How do mantises behave when they perform this skill?  •

## **Language Items for Making Descriptions**

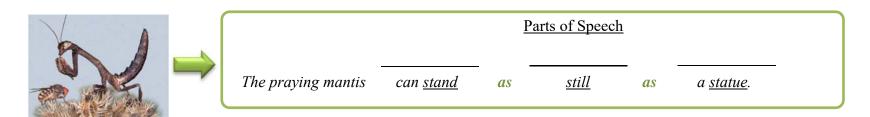
#### Part 1

A) Read the description with the use of the relative clause below. In pairs, discuss with your classmate and identify the parts of speech of the words underlined.

	Parts of Speech								
	The praying mantis is a	<u>predator</u>	<u>that</u>	can <u>blend</u>	into the background.				
	B) Refer to Paragraph 1 and write two more descriptions about a praying mantis with the use of relative clauses.								
<ol> <li>1.)</li> <li>2.)</li> </ol>									

# Part 2

A) Read the description with the use of a simile below. In pairs, discuss with your classmate and identify the parts of speech of the words underlined.



B) Write another description for the picture above with the use of a simile.

# Part 3

A) Below are sentences from Paragraphs 2-6 about the body parts and special skills of praying mantises. In pairs, discuss with your classmate the language structure of these sentences and record your findings in the blanks below.

1.) They	are	like	spring-loaded jackknives.
2.) It	looks	like	it is praying with its front legs.
3.) The orchid mantis	(even) sways	like	a flower in the breeze.
4.) Its legs	are shaped	like	petals.
5.) They all	behave	like	giants.

B) With reference to your answers in Section A, what is the common language pattern used in these sentences?

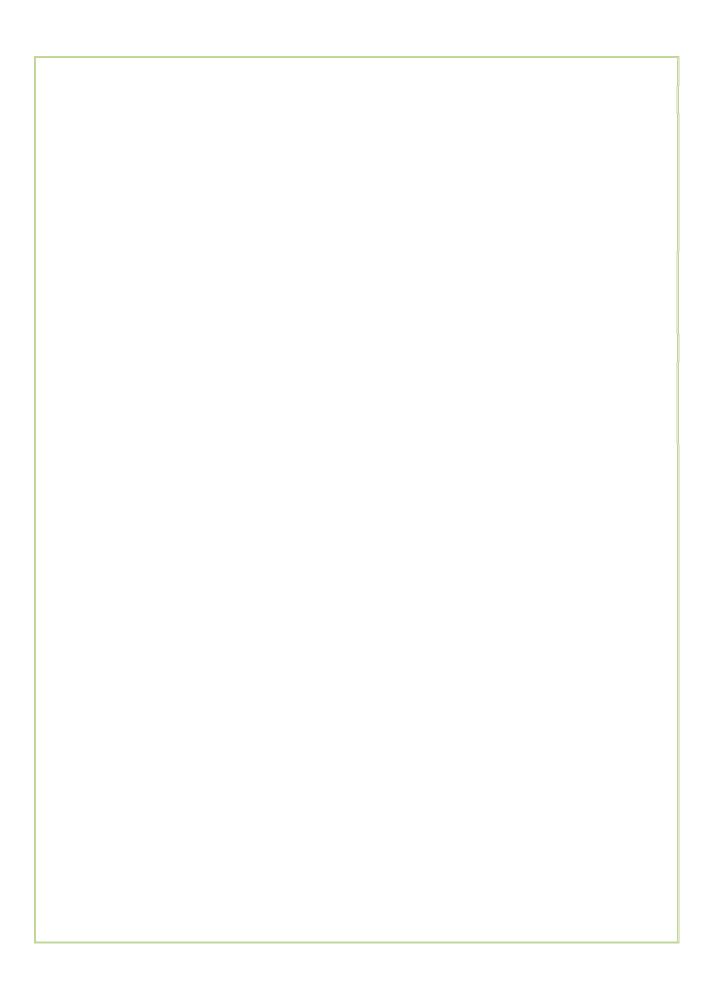
C) What is the use of this language pattern?

Design your own eccentric pet which can be well suited to living in Hong Kong in the 21st cent You may draw it in the space provided below or design it using computer tools.				

<ul> <li>What are the functions of these body parts?</li> <li>What special skills can it perform?</li> <li>What makes it well suited to living in Hong Kong in the 21st century?</li> </ul>						

B) Write a description about the eccentric pet you have designed including the following details:

How does the eccentric pet look? What special body parts does it have?



# (1) What is a praying mantis?

It is a <u>predator</u> that {
 can blend into the background.
 can stand as still as a statue.
 can strike fast.

# (2) Key Features of its Body Parts:

What are the functions of its front legs?

- For lunging at its victims
- For grabbing and tightly holding its victims

How are its front legs described?

• They are like spring-loaded jackknives.

Why is it called a "praying mantis"?

It looks like it is praying with its front legs.

# (3) Defence Skill 1: Camouflage

How is the defence skill performed?

• It blends into the environment.

Why is this skill important?

• It will not be eaten by other animals.

Find two sentences from the text to describe this skill:

- The orchid mantis even sways like a flower in the breeze.
- Its legs are shaped like petals.

(4) Defence Skill 2: Fighting skill

How is the defence skill performed?

• It will stand up and fight against the bigger predators.

How do mantises behave when they perform this skill?

• They all behave like giants.

#### **Language Items for Making Descriptions**

#### Part 1

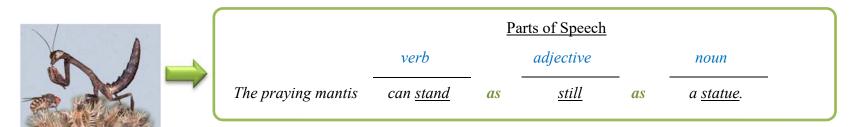
A) Read the description with the use of the relative clause below. In pairs, discuss with your classmate and identify the parts of speech of the words underlined.

		Parts of Speech		
	noun	pronoun	verb	_
The praying mantis is a	<u>predator</u>	<u>that</u>	can <u>blend</u>	into the background.

- B) Refer to Paragraph 1 and write two more descriptions about a praying mantis with the use of relative clauses.
- 1.) A praying mantis is a predator that can stand as still as a statue.
- 2.) A praying mantis is a predator that can strike fast enough to catch even the quickest of insects.

#### Part 2

A) Read the description with the use of a simile below. In pairs, discuss with your classmate and identify the parts of speech of the words underlined.



B) Write another description for the picture above with the use of a simile.

Accept any suitable descriptions.

#### Part 3

A) Below are sentences from Paragraphs 2-6 about the body parts and special skills of praying mantises. In pairs, discuss with your classmate the language structure of these sentences and record your findings in the blanks below.

subject/noun/noun phrase/pronoun	verb		noun (phrase)/clause
1.) They	are	like	spring-loaded jackknives.
2.) It	looks	like	it is praying with its front legs.
3.) The orchid mantis	(even) sways	like	a flower in the breeze.
4.) Its legs	are shaped	like	petals.
5.) They all	behave	like	giants.

B) With reference to your answers in Section A, what is the common language pattern used in these sentences?

subject/noun/noun phrase/pronoun + verb + "like" + noun (phrase)/clause

C) What is the use of this language pattern?

To make descriptions.

# Part 4 References

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