

Teaching Genre Using Functional Grammar

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Western English Language School

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Outline

Background

The Unit

- Diagnostic Assessment
- Setting the Context & Supported Reading
- Modelling & Deconstruction
- Joint Construction
- Independent Construction
- Reflection & Evaluation

Resources

Question Time

Background



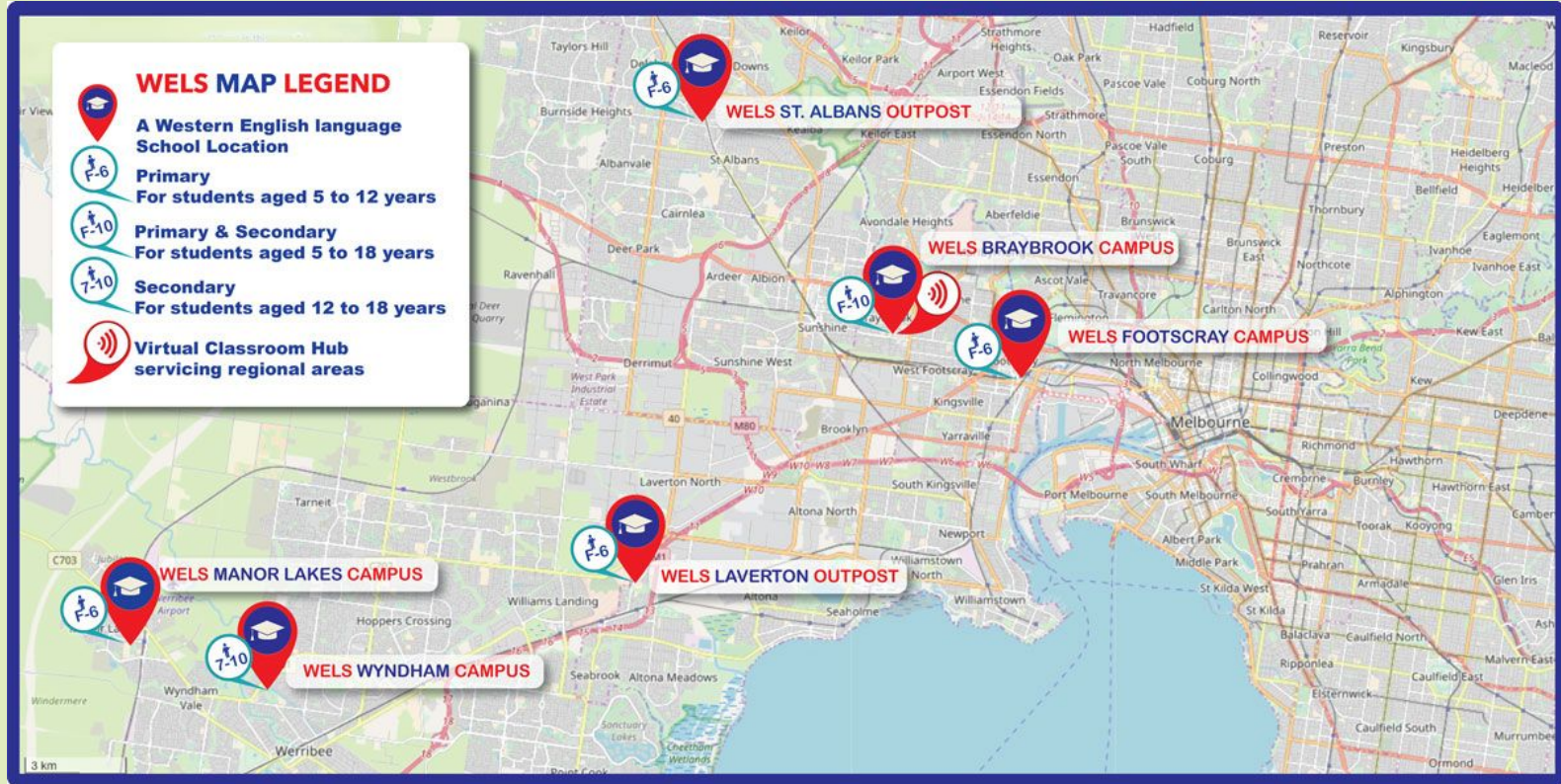
LG

Aim of this presentation

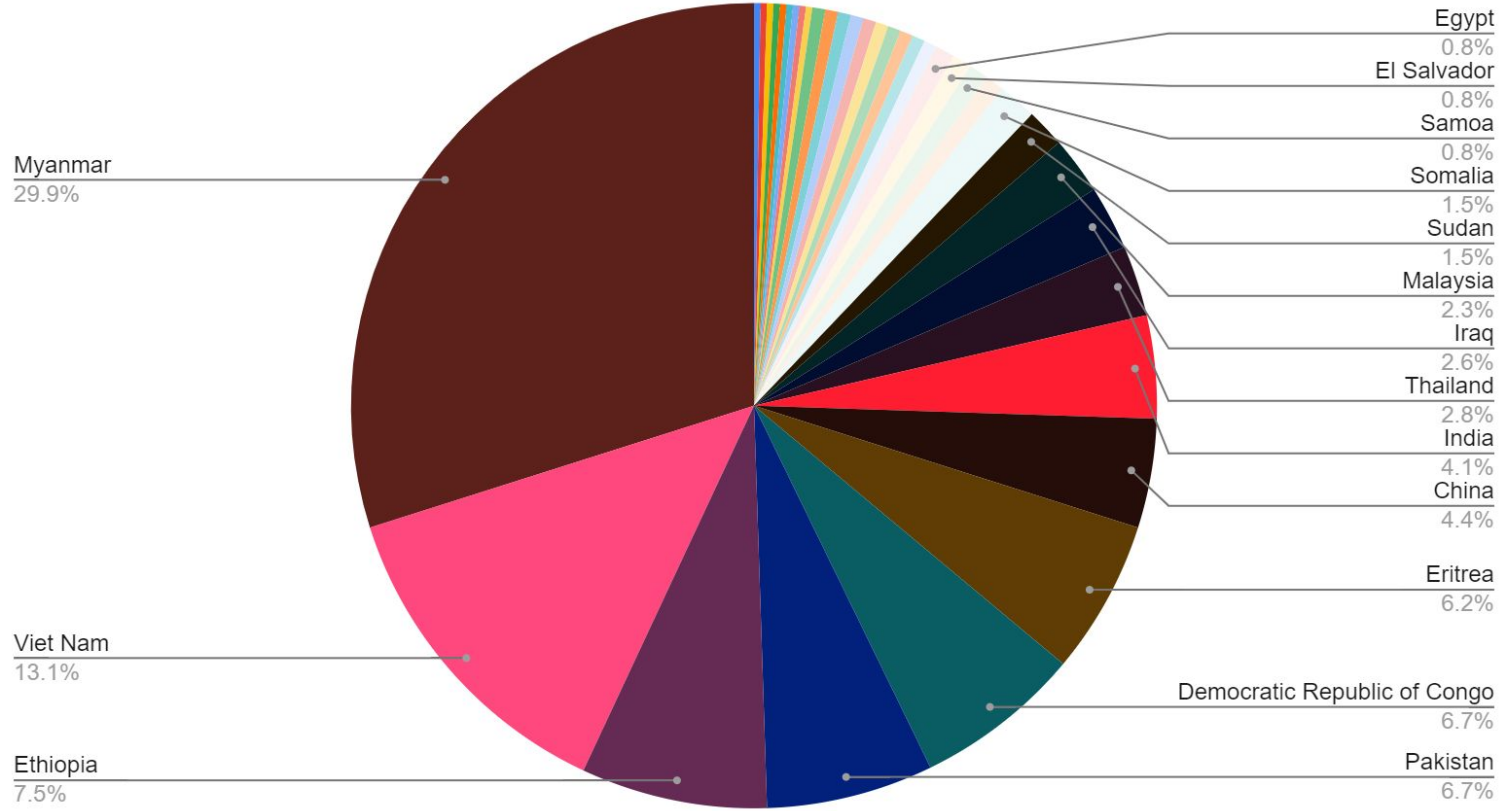
Demonstrate a systematic and explicit pedagogical approach to teaching genre using:

- Functional grammar
- Backward design
- Teaching and learning cycle

WELS



Count of Country of Origin

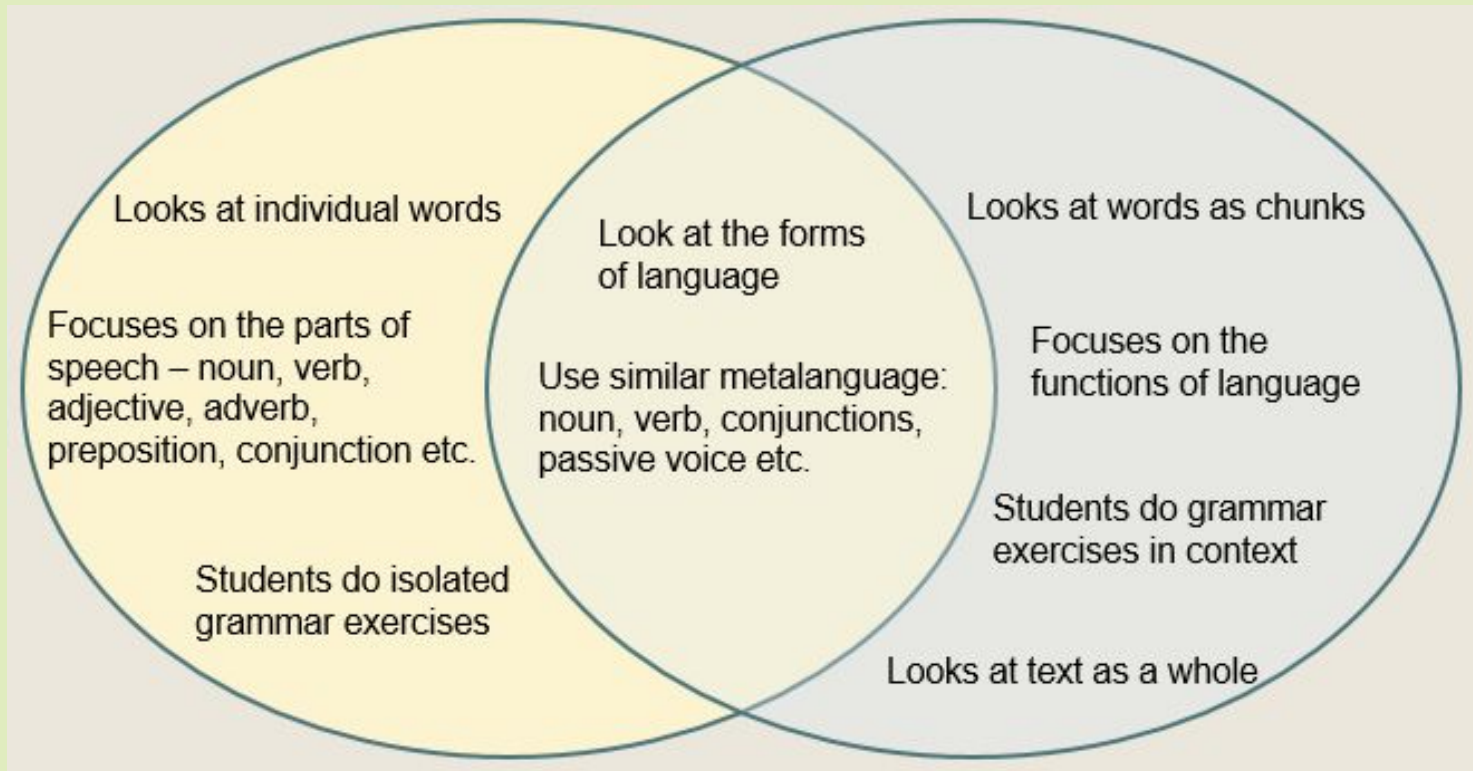


What is Functional Grammar?

- Looks at how language works (functions) in different contexts
- Looks at how language is being used, not just what the language is about
- Not independent of traditional grammar

“A functional approach asserts that we need to learn how to choose our language to meet the particular needs of a situation” -Robyn Ewing

Traditional & Functional Approach



Why a Functional Approach?

- How and why language changes
- Thoughtful and effective choices about language
- Register continuum (formality)
- Metalanguage
- Explicit modelling of language

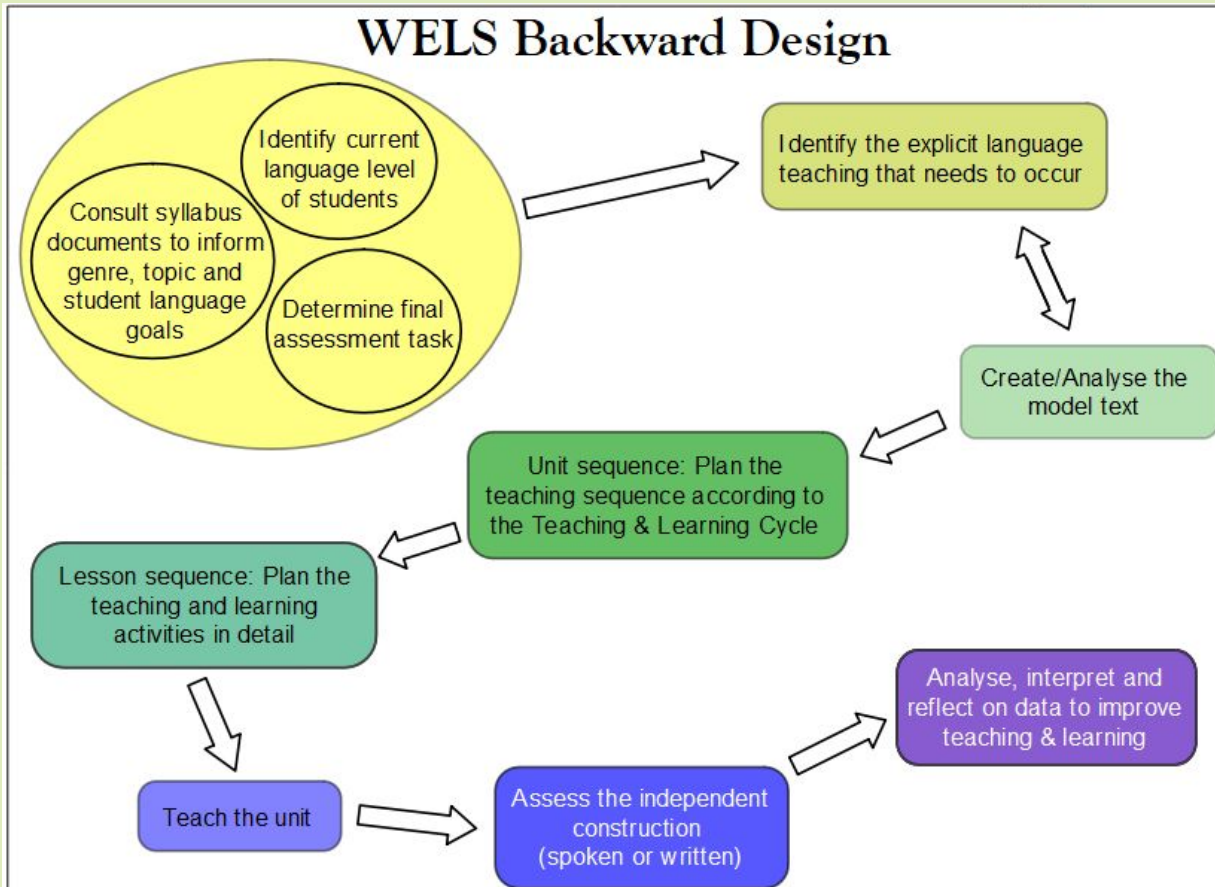
WELS Curriculum Principles – Genre

School genres – procedure, recount, text response, explanation, science report, narrative, speech (oral)

Practical genres – responding to emails, CVs, forms, job interview (oral)

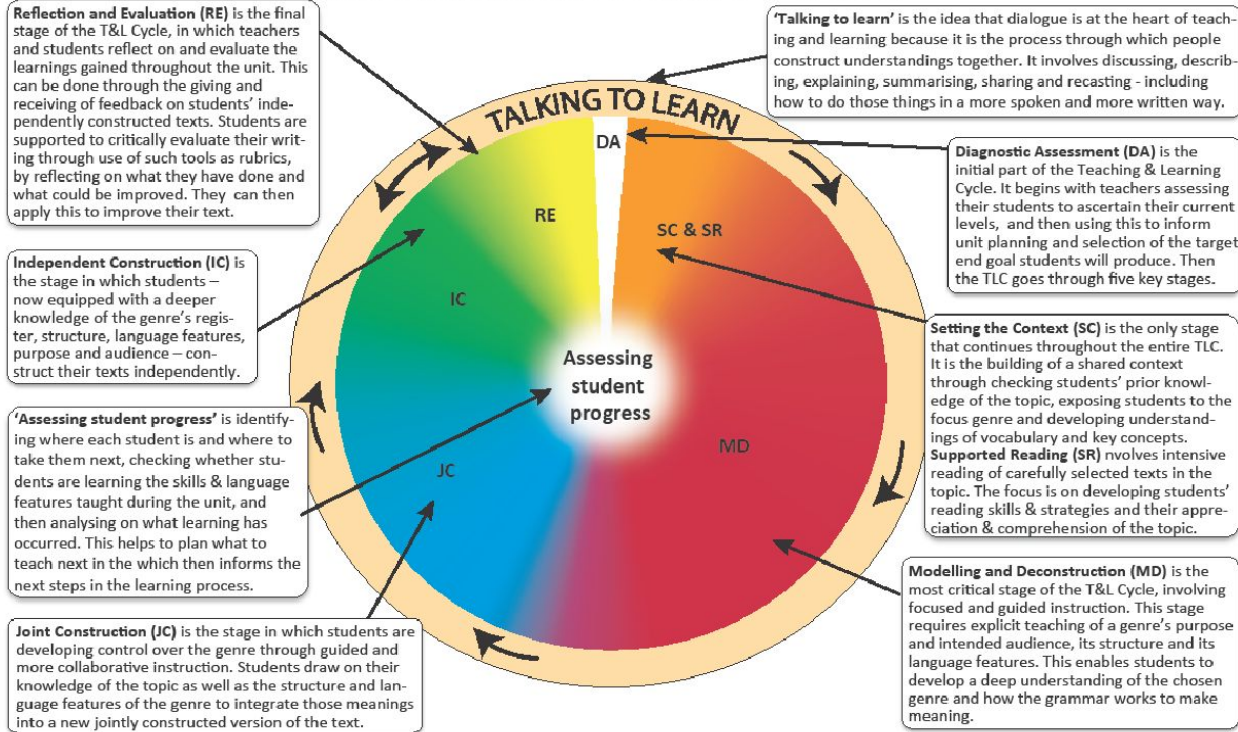
What genres are your students expected to write?

WELS Curriculum Principles – Backward Design



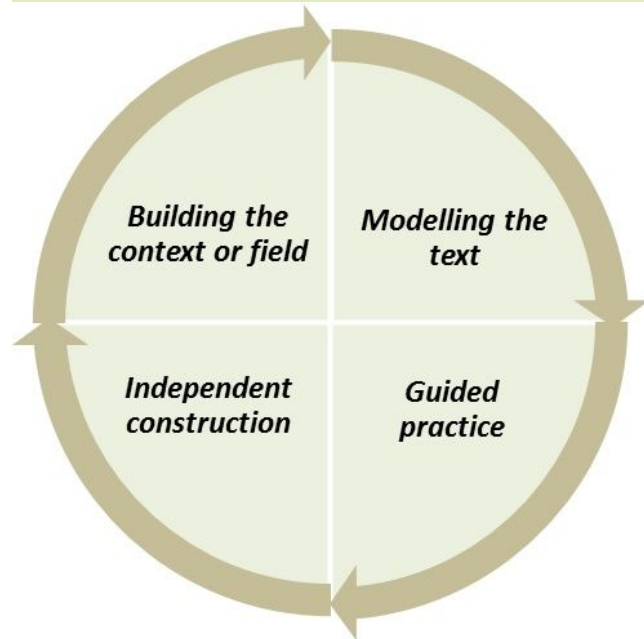
WELS Curriculum Principles – Teaching & Learning Cycle

WELS TEACHING AND LEARNING CYCLE (TLC)



Creator: Marko Jakic. Digital artist: Allie Douglas

Victorian DET TLC



The Unit



LG

Diagnostic Assessment

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Diagnostic assessment

Discussion

Topic: Social media such as Facebook and Instagram is bad for young people. Discuss.

Write a response to the topic. Use the pictures to help you.



Unit objectives

By the end of this unit, students will be able to independently write a discussion essay about energy sources. We will focus on about three language features that are integral to a discussion (and depending on need).

Unit TLC Overview

Climate Change - Discussion

Term, Year:

Focus Genre: Discussion

Topic: Climate Change

Final Assessment Task: Written discussion essay about energy sources.

Current	1	2	3	4	5	6	7	8	9	10 +
	CL	CL	SP	SP / C1.1	C1.2	C1.3	C2.1	C2.2	C2.3	C3.1
Target	1	2	3	4	5	6	7	8	9	10 +
	CL	CL	SP	SP / C1.1	C1.2	C1.3	C2.1	C2.2	C2.3	C3.1

Teaching and Learning Cycle

Setting the Context

Students write about 'Introductory image' to determine prior knowledge
Go through Foundations of Climate Change PowerPoint

Watch parts of 'Life on this Planet' documentary, students take notes and write summaries on the parts
Taboo - play taboo game with topic vocabulary
Create a Quizlet for students to revise content knowledge
Students read various non-fiction texts and news articles (eg. Vietnam floods) to practise taking notes and answering questions
Students complete pros and cons of energy sources on Drawings

Self/Peer Assessment & Reflection

Students analyse their final assessment
Students use rubric to self-assess their final assessment
Students discuss with peers about strengths and areas of improvement
Students compare own rubric with teacher's marked rubric
Students write up second draft and type it up
Students write a reflection on the unit and final assessment

Independent Construction

Mid-term writing assessment (If explanation is done by another teacher):
Students complete a causal/factorial explanation on Climate Change

Final writing assessment: Under test conditions, students write a discussion essay following the plan (plan can be done individually or in small groups prior to the test)

Modelling & Deconstruction

Students order paragraphs of the model text – look at what helped them order them
Students complete 'Understanding the model text'
Go through 'What is a discussion' looking at purpose, structure & language
Complete tracking activity with reference items
Analyse structure of the model text (highlight on paper/Drawings)
Mini teaching and learning cycles on the following language features (*find some worksheets/resources within this GUSP):

- connectives *
- conjunctions *
- relative pronouns *
- modality *
- causal language
- nominalisation

Joint Construction

De-nominalise & simplify the model text and then rewrite with topic vocabulary as a class and in groups
Class debate: students are put into 2 or 4 groups to debate which energy source is the best for Australia
Go through student rubric – revise language features
Jointly create a plan as a class (students find evidence for each position)
Jointly write introduction and 1st body paragraph as a class, with teacher as a scribe & Students write 2nd and 3rd body paragraphs in groups
Put the jointly constructed text together and analyse with rubric

Setting the Context & Supported Reading

AP

Objectives

To build up shared **content** and **concepts** about the topic

AND

To build up **vocabulary** for the topic

To develop students' sub-skills (reading, speaking, listening, writing, viewing)

To develop students' other skills (note-taking, group work, research)

The target genre is a discussion but students still **need to engage with various other genres** (eg. news articles, flow charts, explanation, films, webpages)

Setting the context activities

Greenhouse Effect

Greenhouse effect is important for us. Because it lets the sun enter to earth to keep us warming.

But because of human activity, greenhouse effect is getting too serious, the earth is becoming hotter and

Students created posters about topic vocabulary

And if we continue for a long time the earth will burn and we will die, so that we have to stop that thing to happen and do things can help us for example do not cut the trees and make smoke less.

greenhouse gases {
Water vapor
Nitrous oxide
Mantane
Carbon dioxide

Article 1

Flooded Vietnam faces its fourth October cyclone

Irwin Loy
27 October 2020

Cyclone Molave is barreling towards the coast, inundated parts have

Students compared two news articles about the same event

Vietnamese authorities are rushing to evacuate half a million people before Molave makes a projected 28 October landfall, packing wind speeds topping 110 kilometres per hour. The country is already struggling with intense floods and landslides that have killed at least 130 people and damaged a quarter of a million homes.

The Vietnamese Red Cross has already warned that 160,000 people may need food aid over the next six months, but that figure could rise after Molave makes landfall and its impact becomes more clear.

Setting the context activities

Which of these words is abstract?



8

Played Kahoot to check understanding

▲ intelligent


● teacher

■ education

1. ca
2. m

Students created TABOO cards and the class played the game

RENEWABLE
energy
sustainable
run out

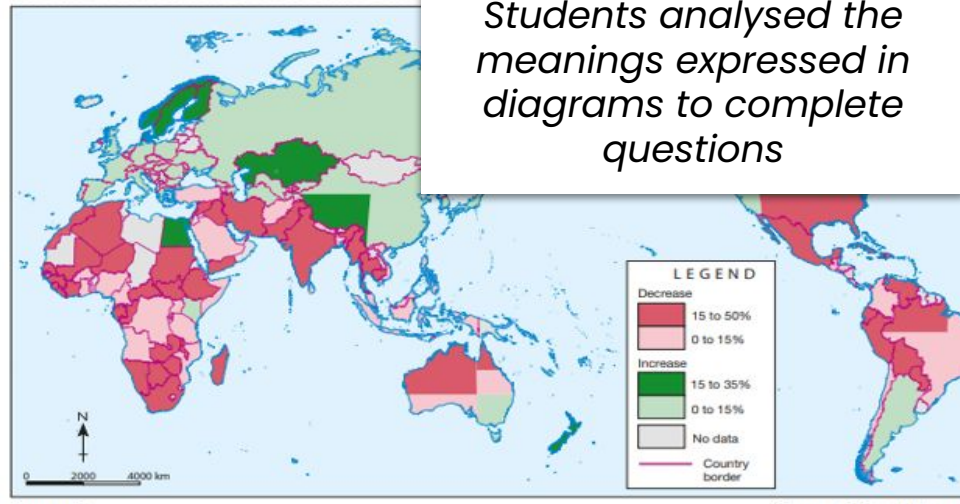


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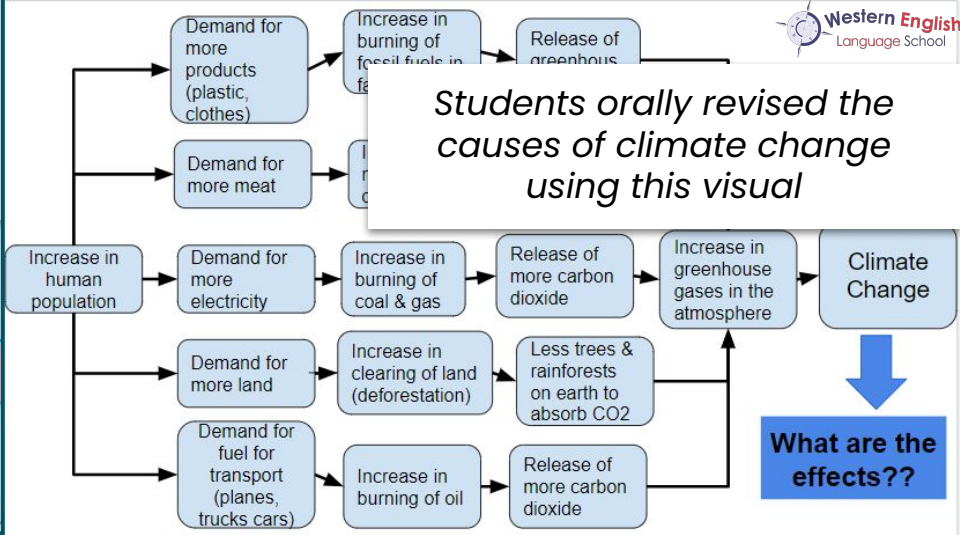
DAVID ATTENBOROUGH
A LIFE ON
OUR PLANET

Students watched parts of the documentary 'A Life on Our Planet', took notes & wrote a summary on each part

WORLD: PREDICTED CHANGES IN FOOD PRODUCTION

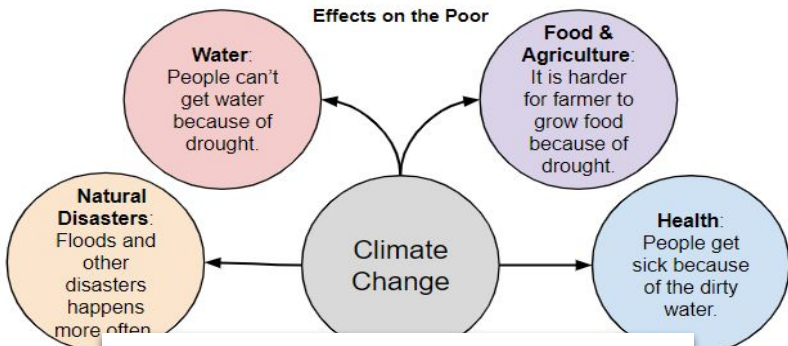


Students analysed the meanings expressed in diagrams to complete questions



Students orally revised the causes of climate change using this visual

Source 3



Students listened to an oral text, took notes and summarised the effects in a flow chart

Nuclear Energy/Radiation

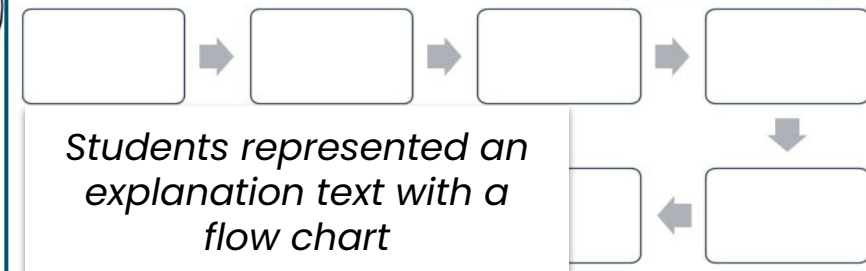
How do we get nuclear power?

Inside a reactor, a machine fires a neutron at a uranium atom and splits it. When this happens, it releases heat. This heat boils water and creates steam. The steam spins turbines, which creates electricity.



Nuclear turbine

Use the paragraph above to fill in this flow chart. The first step has been done for you.



Students represented an explanation text with a flow chart

Modelling & Deconstruction: The Model Text

AP

What is a model text?

Model text = focus text = teacher-developed text = mentor text

Written/modified to be at the class' zone of proximal development

Based on
students'
diagnostics

A well-developed model text demonstrates deliberate and precise language choices

Your teaching
points might be
two language
features but all
other aspects
need to be at an
appropriate level

The model text provides:

- A shared text to deconstruct the structure and language of the genre
- An explicit & aspirational example of the students' expected outcome

Which language features could be you taught through this genre?

Should Australia build Nuclear Power Stations?

reference items

Currently, hundreds of nuclear power stations are operating around the world. Nuclear power generates large amounts of energy but it also raises many concerns. Everyone is still divided on whether nuclear power should be used in Australia. As the Australian population is increasing, the demand for electricity will continue to grow. There needs to be an alternative energy source to replace fossil fuels. Each one has its advantages and disadvantages. With nuclear power, even though the safety of the community has been a big concern, modern day power plants are supposed to be very safe. Nevertheless, it definitely is not the most sustainable source of energy.

A major argument against nuclear power is that it is dangerous and terrible accidents will happen. As nuclear energy is created, radiation is released. High levels of radiation can potentially lead to increased rates of cancer and cause birth problems. Also, if the waste from these power plants is not stored carefully, it could cause big issues for the community. Greenpeace claims that there are mountains of radioactive waste that the world is struggling to manage. Additionally, nuclear disasters such as Chernobyl and Fukushima could happen again. These events led to thousands of known deaths and had a terrible impact on the world. If another nuclear disaster were to happen, thousands more lives would be affected. Therefore, it is clear that nuclear power is too risky for people and the environment.

Which language features could be you taught through this genre?

Should Australia build Nuclear Power Stations?

Currently, hundreds of nuclear power stations are operating around the world. Nuclear power generates large amounts of energy **but** it also raises many concerns. Everyone is still divided on whether nuclear power should be used in Australia. **As** the Australian population is increasing, the demand for electricity will continue to grow. There needs to be an alternative energy source to replace fossil fuels. Each one has its advantages and disadvantages. With nuclear power, **even though** the safety of the community has been a big concern, modern day power plants are supposed to be very safe. Nevertheless, it definitely is not the most sustainable source of energy.

A major argument against nuclear power is that it is dangerous **and** terrible accidents will happen. **As** nuclear energy is created, radiation is released. High levels of radiation can potentially lead to increased rates of cancer and cause birth problems. Also, **if** the waste from these power plants is not stored carefully, it could cause big issues for the community. Greenpeace claims that there are mountains of radioactive waste that the world is struggling to manage. Additionally, nuclear disasters such as Chernobyl and Fukushima could happen again. These events led to thousands of known deaths **and** had a terrible impact on the world. **If** another nuclear disaster were to happen, thousands more lives would be affected. Therefore, it is clear that nuclear power is too risky for people and the environment.

conjunctions

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A major argument against nuclear power is that it is dangerous and terrible accidents will happen. As nuclear energy is created, radiation is released. High levels of radiation can potentially lead to increased rates of cancer and cause birth problems. **Also**, if the waste from these power plants is not stored carefully, it could cause big issues for the community. Greenpeace claims that there are mountains of radioactive waste that the world is struggling to manage. **Additionally**, nuclear disasters such as Chernobyl and Fukushima could happen again. These events led to thousands of known deaths and had a terrible impact on the world. If another nuclear disaster were to happen, thousands more lives would be affected. **Therefore**, it is clear that nuclear power is too risky for people and the environment.

connectives

Which language features could be you taught through this genre?

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A major argument against nuclear power is that it is dangerous and terrible accidents will happen. As nuclear energy is created, radiation is released. **High levels of radiation** can potentially lead to **increased rates of cancer** and cause birth problems. Also, if the waste from these power plants is not stored carefully, it could cause big issues for the community. Greenpeace claims that there are **mountains of radioactive waste that the world is struggling to manage**. Additionally, nuclear disasters such as Chernobyl and Fukushima could happen again. These events led to **thousands of known deaths** and had a terrible impact on the world. If another nuclear disaster were to happen, thousands more lives would be affected. Therefore, it is clear that nuclear power is too risky for people and the environment.

noun groups

Which language features could be you taught through this genre?

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nominalisations

Which language features could be you taught through this genre?

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modality

Which language features could be you taught through this genre?

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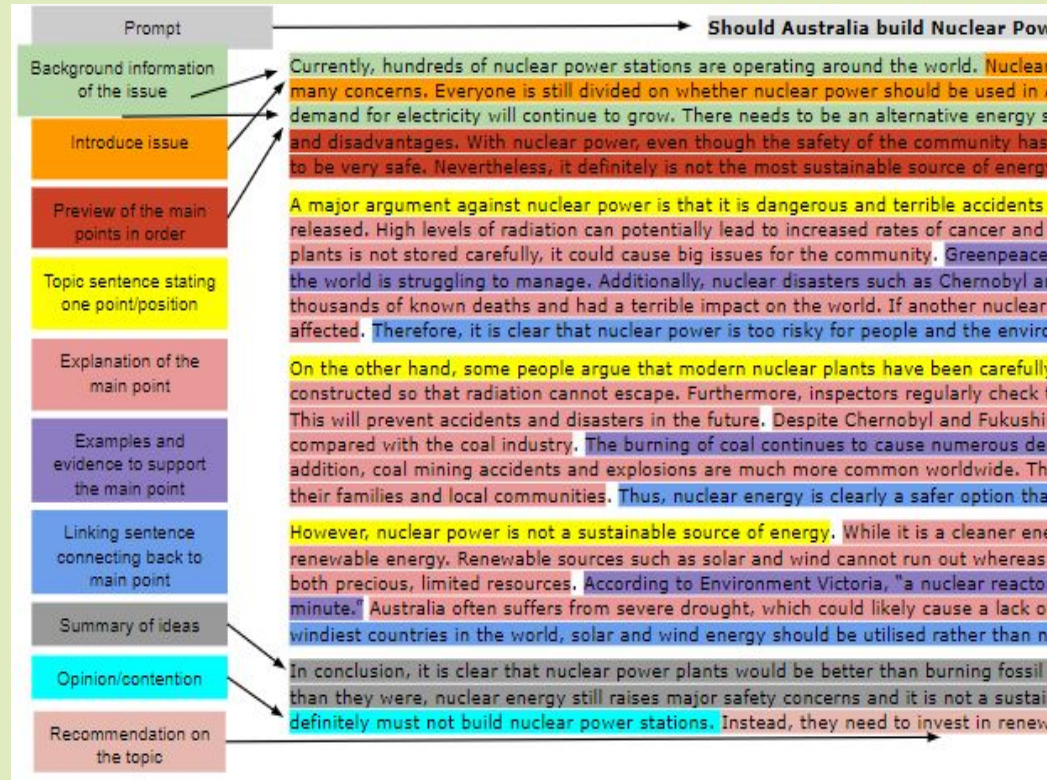
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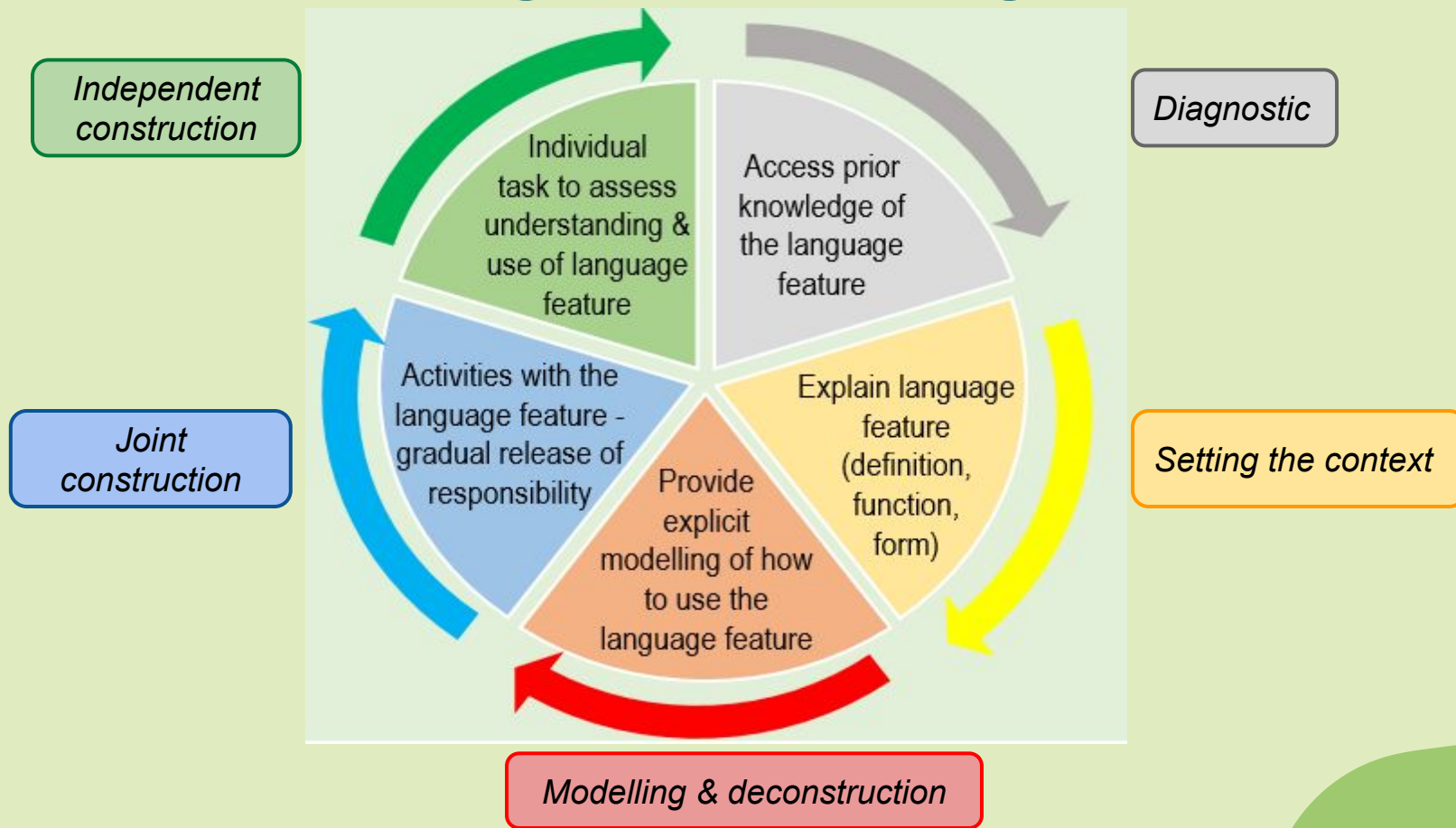
causal language

Model Text Deconstruction

1. Get students to **order paragraphs** of the model text. Discuss organisational features and cohesive devices.
2. Give students the **structure** of the genre.
3. Students **annotate** the model text to explicitly see the structure and understand the purpose of each stage.
4. **Revisit** model text throughout modelling & joint construction.



Mini Teaching and Learning Cycle



Modelling & Deconstruction: Nominalisation Mini TLC

AP

Introduce Language Feature

Compare the two passages. Which one is better? Why?

Passage A

Manny is new to Australia. The importance of education means he works hard in school. There are challenges in high school. When there are difficulties, he shows motivation and hard work. His family's happiness and health are his wishes for the future.

Passage B

Manny is new to Australia. He works hard in school because he thinks learning is important. High school is sometimes challenging for him. When something is difficult, he is motivated and works hard. He wishes that his family is happy and healthy for the future.

Introduce the Language Feature

What is nominalisation?

When do we use nominalisation?

What happens to the text?

Nominalisations?



concrete

school
poor people
is talking
intelligent girl
happy man

abstract

education
poverty
discussion
intelligence
happiness

What happens to the sentence when you use nominalisation??

The man **is feeling** lonely because he **has** no friends.



Having no friends **created** his loneliness.

People **are** poor and hungry in developing countries so we **must help**



We **must help** the poverty and hunger in developing countries.

Introduce the Language Feature

What is nominalisation?

When do we use nominalisation?

What happens to the text?

When anything that is not a noun is turned into an **abstract noun**

When we want to make a text **more written-like and formal**

More information is **packed** into fewer clauses

Nominalisation structure

Many workers **have died** because the coal industry can be **dangerous**.

The preventable **deaths** of many workers

the **dangers** of the coal industry

Pointers

the/a

their, its,
her...

**Descriptors &
classifiers (adjectives)**

nominalisation

Qualifier (post-modifier)

+

+

Nominalisation structure: examples

Many workers **have died** because the coal industry can be **dangerous**.

The preventable **deaths** of many workers

the **dangers** of the coal industry

Pointers

Descriptors & classifiers (adjectives)

the

+

deaths

+

of many workers

the

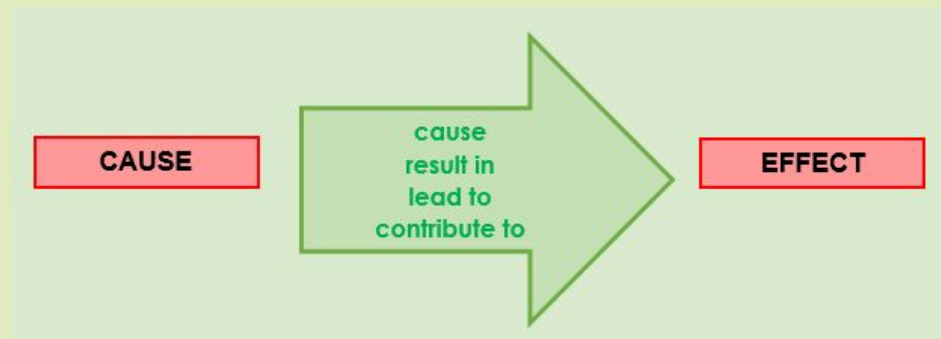
dangers

of the coal industry

Simplifying & Scaffolding Nominalisation

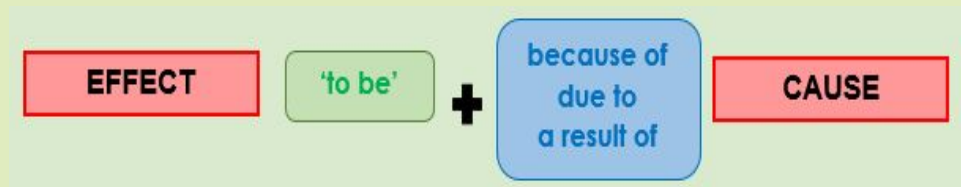
1. Using a causal process (verb)

The **dangers** of the coal industry **lead to** the preventable **deaths** of many workers.



2. Using a causal preposition

The preventable **deaths** of many workers are **due to** the **dangers** of the coal industry.



Simplifying & Scaffolding Nominalisation

3. Using 'to show' processes (verbs)

Molly is brave when she decides to run away.

Molly shows **bravery** when she decides to run away.

Molly's **bravery** is shown when she decides to run away.

4. Using 'to have'

I am passionate about helping other people.

I have a **passion** for helping other people.

Provide Reference sheets

Patterns in Nominalisations

There are some patterns in nominalisation, but for some you just have to learn and practise them.

Examples	Suffix (Ending)
From adjectives	
absent, adolescent, arrogant, confident, patient, different	-ence
important, significant, ignorant	-ance
happy, friendly, hopeless, useful, sad	-ness
able, capable, equal, familiar, generous	-ity
strong, wide, long	-th
bored, free, wise	-dom
angry, honest, fluent, hungry, guilty, thirsty, poor	no rule
From verbs	
burn, write, listen, read, clean, sing	-ing
introduce, conclude, communicate, include, organise, separate	-ion
argue, develop, disappoint, embarrass, encourage, require, settle	-ment
approve, propose, refuse, remove, survive	-al
attend, appear, assist, disappear, perform, resist	-ance
lack, apologise, prove, lose, experience, waste, lack	no rule

* You need to change some of the words slightly before adding the suffix eg. friendly >> friendli + ness

How to use nominalisation in your writing

Steps	Example
1. Work out what you want to nominalise (you don't need to nominalise every word that you can)	The student could not concentrate on the classwork because he <u>was feeling tired</u> .
2. Find the nominalisation for those words	Could not concentrate = lack of concentration Was feeling tired = tiredness/exhaustion
3. Put a pointer in front of the nominalisation & put a qualifier after the nominalisation if you need to give more information	his lack of concentration on the classwork his tiredness
4. Restructure your sentence to include the new noun groups . Consider what process and/or preposition you might need to use.	His tiredness led to his lack of concentration on his classwork. His lack of concentration on the classwork was because of his tiredness.

Practising the Language Feature

When creating language activities/exercises for students, follow this general order:

Can students **identify** the language feature in a text?

Can they **understand the vocabulary** needed to use this language feature?

Can they use the language feature within everyday **familiar topics**?

Can they use the language feature within the **focus topic**?

family, friends,
feelings, school,
hobbies

climate change

Practising Nominalisation

Part 1: Highlight the nominalisations in the model text. Choose EIGHT and complete the table.

Nominalisation	What word does it come from?

1. Half the class are given an adjective/verb and the other half are given the nominalised form.
2. Go find your partner.
3. Look up the definition if you need to.
4. Write the adjective/verb in a sentence.
5. Write the nominalisation in a sentence.

Practising Nominalisation

Part 2: Write these nominalisations in the most spoken-like way you can (imagine you are explaining it to a young child).

1. danger
2. loss
3. release
4. concern
5. solution
6. demand

not being safe

1. She is ^{absence} absent because she is ^{sickness} sick.

Her sickness causes her absence.

2. He is ^{sadness} sad because he ^{performance} performed badly.

His ^{bad} performance leads to his sadness.

3. She is ^{anger} angry because he ^{argument} argued with her boyfriend.

The argument with her boyfriend results in

Practising Nominalisation

1. Highlight the conjunction 'because' and work out what is the cause and what is the effect.
2. Change the bolded words to a nominalisation.
3. Rewrite the sentence by using a causal process.

Example: The environment **is being destroyed** because humans **are releasing** more carbon.

CAUSE = release

EFFECT = destruction

→ *The release of more carbon contributes to the destruction of the environment.*

- a. Animals are **extinct** because they **lose** their habitats.

- b. The sea level **is rising** because the ice caps **are melting** rapidly.

Independent Production



1. Explain what is happening in this picture. Focus on using nominalisation in your writing.
- OR
2. Write two paragraphs about how climate change affects developing countries. Use nominalisation in your writing.

Can the students produce the learnt feature in their own free writing? (Not just in stand-alone sentences)

NOT YET

Remodel & complete more practice

YES

Great, move onto the next language feature!

Modelling & Deconstruction: Modality Mini TLC

MS

What is modality?

"Modality is the degree to which we are willing to entertain other possibilities..."

A new Grammar Companion, B. Derewianka, PETAA, 2011.

Modality is a continuum and can be described as the space sitting between high or low poles. Different modal choices impact how we relate to our audience and how we portray our level of commitment to an idea or action.

e.g. could,
might,
sometimes

Low modality encourages interaction as it is gentle and more tentative.

High modality expresses more certainty of opinion.

e.g. definitely,
never, must

Modality can be expressed through:

- modal verbs
- modal adjuncts
- nominalisation

For example,

While doing all my laundry on the weekend is sometimes a possibility, I often have to do some during the week.

modal adjunct

nominalisation

modal adjunct

modal verb

Modality Diagnostic

- Tests students' knowledge of modality in isolation
- Provides a deeper insight into students' understanding of the mechanics of modality
- Uses a familiar topic and vocabulary

1. Match the modality type with its meaning.

Certainty

how often something happens

Frequency/usuality

the degree to which something must or must not be done

Necessity/obligation

how sure someone is (probability, possibility)

2. List some examples of:

a. Certainty:

b. Frequency:

c. Obligation:

3. Highlight the modality in the following sentences:

- Plastic pollution can cause health problems for both humans and animals.
- Plastic pollution often ends up in the sea.
- When plastic is washed into the ocean, sometimes turtles eat it and die.
- Humans must reduce the amount of plastic that they use.

4. Rewrite the following sentences to make the modality higher (stronger):

- People should not use plastic straws.

- I usually put my rubbish in the bin at lunchtime.

Modality Diagnostic

5. Rewrite the following sentences to make the modality lower (weaker):

a. Plastic bags always cost money at the supermarket.

b. In Australia, you must take a reusable bag with you to the supermarket.

6. Rewrite the following sentences to include modality:

a. Restaurants and cafes use plastic containers and cutlery.

b. Banning plastic makes a healthy environment for everyone.

c. Shoppers change their habits.

d. I remember to take a reusable bag to the shops.

7. Write a paragraph arguing that people should stop using plastic bags.

Introduce the Language Feature

Possible extension
(not used in this unit)

Sentence prompts:

- Use phone at school...
- Do homework...
- Come to school on time...
- Brush your teeth..
- A flipped coin shows heads...
- Get 100% in a test
- Wear the school uniform

Modality Type	Modal verbs	Modal adjuncts	Nominalisation
Certainty (probability, possibility, how sure someone is)	will, would, can, could, might, may	perhaps, maybe, possibly, probably, surely, certainly, definitely	possibility, certainty, probability, risk, chance, likelihood
Frequency/usuality (how often something happens)		always, usually, typically, often, sometimes, seldom rarely, never	tendency frequency rate
Necessity/obligation (the degree to which something must or must not be done)	will, must, shall, should, ought to, have to, allowed to, need to	necessarily, compulsorily, at all costs	obligation, requirement, expectation, demand

Example Activities

Compare these sentences. What is the difference? How does the meaning change?

Building renewable power stations **will** produce a lot of job opportunities for Australians. Although expensive to begin with, companies **will save** a lot of money on their power bills.

Building renewable power stations **could** produce a lot of job opportunities for Australians. Although expensive to begin with, companies **could save** a lot of money on their power bills.

Sort modality words into low and high

Low	Medium	High
may would	could can can't	will has to won't
might wouldn't	should shouldn't	must need to mustn't
mightn't		have to

Sort the modal verbs from lowest to highest modality

Sort words by modality type

Green	Pink
could	might not
can	must should
might	need to need to
can't	have to shouldn't
couldn't	don't have to don't have to

Change the modals of obligation to pink and certainty to green

Example Activities



The world is definitely heading towards a mass extinction

The world is heading towards a mass extinction.

The world is probably heading towards a mass extinction.



Change the sentence to make it stronger or weaker.

have to	can	must
always	need to	often
may	should	sometimes

Naughts and Crosses

- Each turn, students have to make a sentence using the modal on their chosen space.

Highlight the modality in the following sentences and identify the type of modality being used.

1. The Australian government must not build nuclear power stations.
2. While nuclear power would be a better option than burning fossil fuels, it should not be Australia's solution.

Change the following paragraph to include more modality.

Without the carbon cycle, life on Earth will be disrupted. Take plants, for example, they absorb carbon dioxide from the atmosphere for photosynthesis. Without carbon dioxide, the plants will not do as well, and die. This creates a problem for all the animals on the planet since they breathe oxygen to live.

Highlight the modality in the following sentences and identify the type of modality being used.

1. The Australian government **must not** build nuclear power stations.
2. While nuclear power **would** be a better option than burning fossil fuels, it **should not** be Australia's solution.

certainty

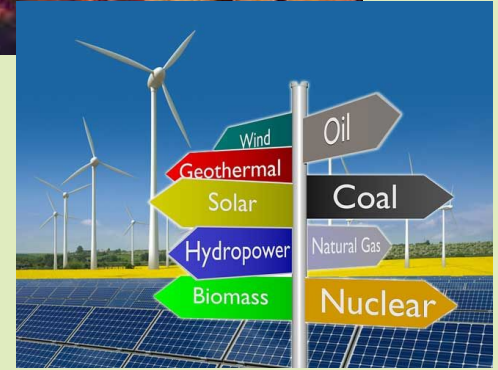
obligation

certainty

Change the following paragraph to include more modality.

Without the carbon cycle, life on Earth **would be** disrupted. Take plants, for example, they **need to** absorb carbon dioxide from the atmosphere for photosynthesis. Without carbon dioxide, the plants will not do as well, and die. **might** create **could** create all the animals on the planet since they **breath** have to **gen** to live.

In groups, write a paragraph that explains the relationship between the following images...



Summative Modality Test (Independent)

- Has the mini teaching and learning cycle been effective?
- The questions in this test should mirror those in the diagnostic to provide a comparison but integrate new content and/or concepts that have been taught.

Modality Summative Assessment

1. Match the modality type with its meaning.

Certainty	how often something happens
Frequency/usuality	the degree to which something must or must not be done
Necessity/obligation	how sure someone is (probability, possibility)

2. What are some examples of:

- Certainty:
- Frequency:
- Obligation:

3. Highlight the modality in the following sentences:

- Sometimes, oil is spilled into the ocean.
- The air can be polluted by things like gas and smoke.
- Nuclear power plants are usually very expensive to build.
- Humans should stop relying on fossil fuels and move towards.

4. Rewrite the following sentences to make the modality higher:

- Deforestation can cause soil erosion.

- Destroying all the forests affects everyone's lives.

5. Rewrite the following sentences to make the modality lower:

- People always use electricity to cook food.

- Countries must stop deforestation if we want to save the planet.

6. Rewrite the following sentences to include modals:

- Australia burns too much coal.

- Solar power is a good energy source for Australians.

- Fires can be planned and controlled.

- Climate change causes extreme weather events.

7. Write a paragraph that explains the greenhouse effect and argues why humans should reduce their carbon footprint.

Modality – Reflection and Evaluation

- Compare diagnostic with summative assessment.
- Can the students correct their mistakes?
- What needs to be retaught

Modality Diagnostic Assessment

- Match the modality type with its meaning.
 Certainty: how often something happens
 Frequency/usuality: the degree to which something must or must not be done
 Necessity/obligation: how sure someone is (probability, possibility)
- List some examples of:
 - Certainty:
 - Frequency:
 - Obligation:
- Highlight the modality in the following sentences:
 - Plastic pollution can cause health problems for both humans and animals.
 - Plastic pollution often ends up in the sea.
 - When plastic is washed into the ocean, sometimes turtles eat it and die.
 - Humans must reduce the amount of plastic that they use.
- Rewrite the following sentences to make the modality **higher** (stronger):
 - People should not use plastic straws.

 - I usually put my rubbish in the bin at lunchtime.

- Rewrite the following sentences to make the modality **lower** (weaker)
 - Plastic bags always cost money at the supermarket.

 - In Australia, you must take a reusable bag with you.

- Rewrite the following sentences to include modality
 - Restaurants and cafes use plastic containers.

 - Banning plastic makes a healthy environment.

 - Shoppers change their habits.

 - I remember to take a reusable bag to the shops.

- Write a paragraph arguing that people should stop using plastic bags.

Modality Summative Assessment

- Match the modality type with its meaning.
 Certainty: how often something happens
 Frequency/usuality: the degree to which something must or must not be done
 Necessity/obligation: how sure someone is (probability, possibility)
- What are some examples of:
 - Certainty:
 - Frequency:
 - Obligation:
- Highlight the modality in the following sentences:
 - Sometimes, oil is spilled into the ocean.
 - The air can be polluted by things like gas and smoke.
 - Nuclear power plants are usually very expensive to build.
 - Humans should stop relying on fossil fuels and move towards: _____
- Rewrite the following sentences to make the modality **higher**:
 - Deforestation can cause soil erosion.

 - Destroying all the forests affects everyone's lives.

- Rewrite the following sentences to make the modality **lower**:
 - People always use electricity to cook food.

 - Countries must stop deforestation if we want to save the planet.

- Rewrite the following sentences to include modals:
 - Australia burns too much coal.

 - Solar power is a good energy source for Australians.

 - Fires can be planned and controlled.

 - Climate change causes extreme weather events.

- Write a paragraph that explains the greenhouse effect and argues why humans should reduce their carbon footprint.

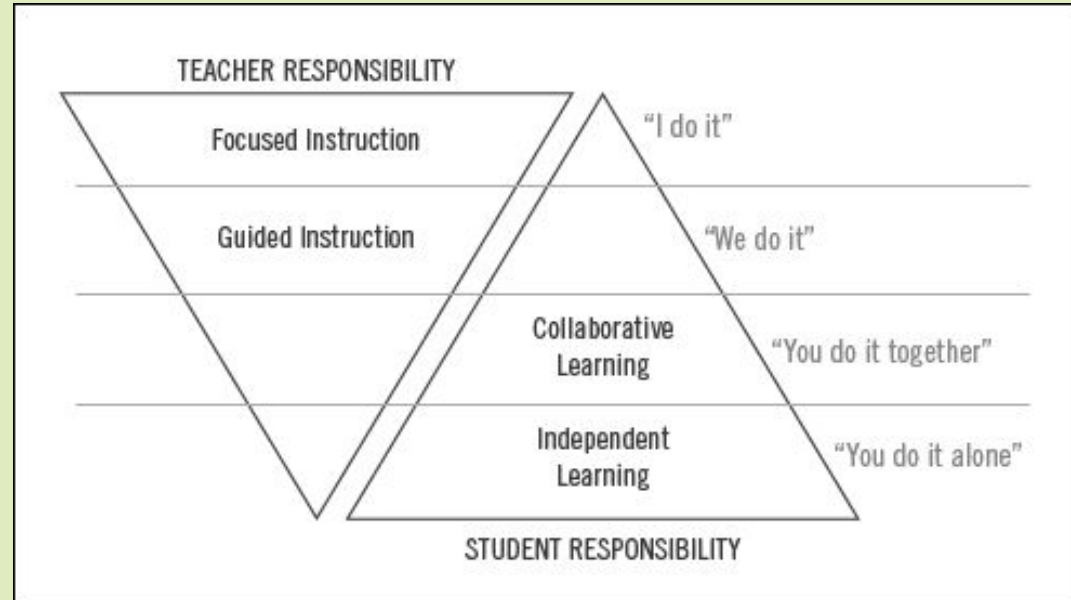
Joint Construction (JC)

MJ

What is joint construction (JC)?

- Changing roles
- Shift in responsibility from teacher to student
- Teacher as guide rather than instructor
- Students as collaborators
- Teacher demonstrates how to synthesise all the content and language learnt, pulling on every resource studied thus far
- The **process** is new but the content is not.

Gradual Release of Responsibility



Joint construction activities

Core activities

1. Go through student rubric – revise language features.
2. Jointly create a plan of the essay as a class (students find evidence for each position).
3. Jointly write introduction and 1st body paragraph as a class, with teacher as a scribe.
4. Student groups write 2nd and 3rd body paragraphs.
5. Put the jointly constructed text together and analyse with rubric.

Deep dives (depending on time)

- Class debate: 2 or 4 groups debate which energy source is the best for Australia.
- Moving between written, spoken and new written versions of the text.

Spoken to written activity

Written to spoken

1. Teacher models how to **denominalise** one paragraph from the model text.
2. **Assign** remaining paragraphs to each group of 3-4 students.
3. Groups denominalise on a **common Google Doc**.
4. Project each group's paragraph in turn, **lead discussion** and make additional changes.

Spoken to written

5. Teacher models making spoken to written.
6. Then, students do the same in groups.

Paragraph from model text

A major **argument** against nuclear power is that it is dangerous and terrible **accidents** will happen. As nuclear energy is created, **radiation** is released. **High levels of radiation** can potentially lead to **increased rates of cancer** and cause birth problems. Also, if **the waste** from these power plants is not stored carefully, it could cause big issues for the community. Greenpeace claims that there are **mountains of radioactive waste that the world is struggling to manage**. Additionally, **nuclear disasters such as Chernobyl and Fukushima** could happen again. These events led to **thousands of known deaths** and had a terrible **impact** on the world. If another nuclear disaster were to happen, **thousands more lives** would be affected. Therefore, it is clear that nuclear **power** is too risky for people and the environment.

Spoken to written strategy 1: synonyms

However,
On the other hand,
Meanwhile,
Despite this,

scientists
experts

builders
engineers

refineries

safe
secure
reliable

Spoken-like text: But some people say that workers make nuclear plants to be really good.

multiple
various
the majority of
90% of

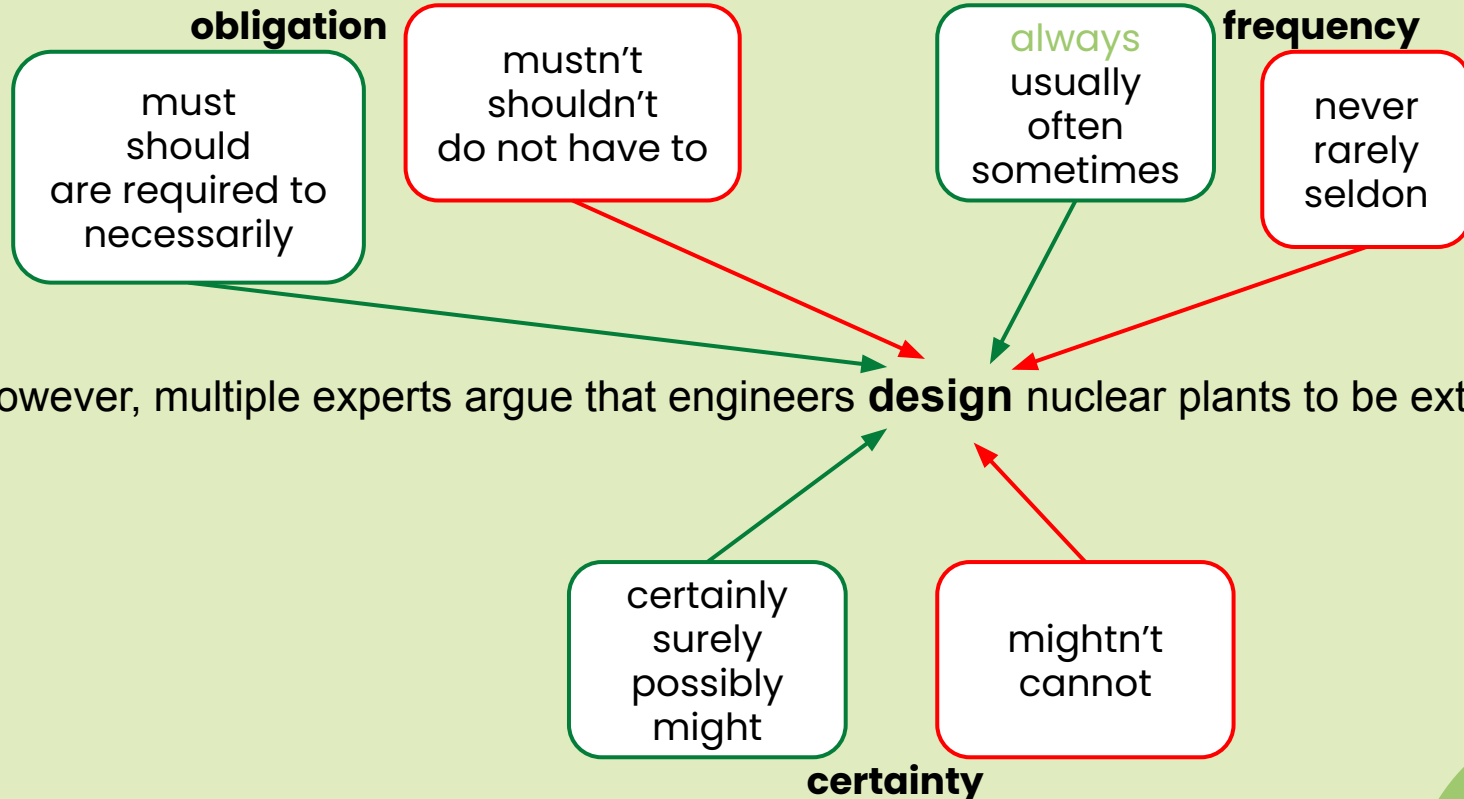
argue
claim
contend

build
create
construct
design

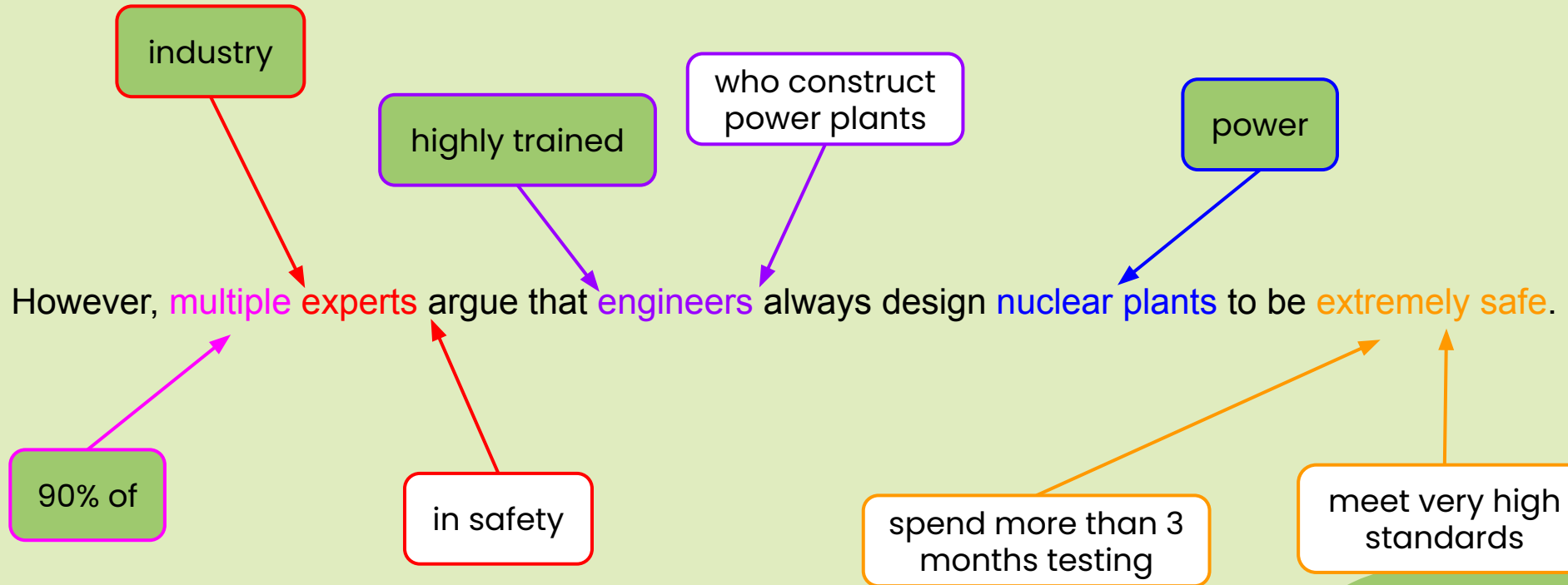
very
extremely
absolutely
exceedingly

What are some possible synonyms for 'make'?

Spoken to written strategy 2: modality



Spoken to written strategy 3: build NG & specify



Spoken to written strategy 4: voice

Active Voice

However, 90% of industry experts argue that
highly trained engineers always design nuclear power plants to be extremely safe.



Passive Voice

nuclear power plants are always designed [] to be extremely safe.

Spoken to written strategy 5: nominalise

argument
contention

What are some
nominalisations?

design
construction

However, **90%** of industry experts **argue** that nuclear power plants are always **designed** to be **extremely safe**.

percentage
majority

(a high) degree of

safety

**Remember: Students initially tend to treat nominalisations like synonyms...
but it's much trickier than that!**

TLC stage: Joint construction

Spoken-like text: But some people say that workers make nuclear plants to be really good.

**Synonyms**

However, multiple experts argue that engineers design nuclear plants to be extremely safe.

**Modality**

However, multiple experts argue that engineers always design nuclear plants to be extremely safe.

**Build NG & specify**

However, 90% of industry experts argue that highly trained engineers always design nuclear power plants be extremely safe.

**Voice**

However, 90% of industry experts argue that nuclear power plants are always designed to be extremely safe.

**Nominalisation**

However, 90% of industry experts argue nuclear power plants are always designed with a high degree of safety.

Spoken to written: variety of student responses

But, some people argue that engineers only build safe power plants.

On the other hand, some people argue that modern nuclear plants are carefully designed to be very safe.

Experts, however, claim that engineers ensure nuclear plants' safety through conducting regular safety testing.

On the other hand, industry experts say that engineers definitely create nuclear power plants with safe design.

However, 90% of industry experts argue that nuclear power plants are seldom designed with a high degree of safety.

Nevertheless, according to the 2019 Harvard study into nuclear reactor safety, the vast majority of nuclear refineries incorporate and guarantee stringent principles of safety in their design.

Independent Construction

MJ

How to conduct the independent construction

1. Set up the room in test conditions.
2. Students write a discussion essay on either:
 - a. The **same topic** as the joint construction with either the plan provided or a plan they come up with individually
 - b. The **same topic** but the **positions flipped**
 - c. a **slightly different topic** (e.g. Australia should close down all its coal power plants)
3. Possibly provide a sheet of potentially useful quotes or statistics.

Reflection & Evaluation

MS

Reflection and Evaluation

Assess and Compare -

1. Self assessment with rubric
2. Peer assessment with rubric
3. Compare these assessment with the teacher's assessment.

Rewrite - Students integrate feedback to rewrite their independent constructions.

Reflect - Individually (written) and as a class (orally), students identify what was challenging, easy, interesting or not understood about the task.

- Compare summative assessment with diagnostic assessment.

Reteach - Teacher identifies class weaknesses and revisits them.

Resources

MS

Resources

- How Language Works – Lexis Ed – [LINK](#)
- Primary English Teaching Association of Australia (PETA) – [link](#)
- Teaching Language in Context – Derewianka, Jones – [link](#)
- Grammar and Meaning – Humphrey, Droga, Feez – [link](#)
- A New Grammar Companion for Teacher – Derewianka – [link](#)
- Functional Grammar in the ESL Classroom – Rodney H. Jones and Graham Lock – [link](#)
- Supported Reading – [link](#)



Questions

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Thank you

