

QCE52B LANGUAGE TEACHING APPROACHES
ASSIGNMENT 2
PART 1

Name of Student Teacher & TG number	Francis Gideon Neo En (TG 01)
Class	Secondary 3 Creative
Language skills or area	Primary Skill(s): Reading Secondary Skill(s): Vocabulary
URL of supplementary resources	https://www.youtube.com/watch?v=qmrjiMsZOGQ& (00:00 – 02:18)
Learning Outcomes (LOs)	<ol style="list-style-type: none"> Reading and Viewing LO3: Analyse, evaluate and appreciate level-appropriate texts by focusing on implied meaning and higher-order thinking Vocabulary LO2: Build rich vocabulary knowledge that supports the development of listening, reading, viewing, speaking, writing and representing skills
Lesson Objective(s)	<p>By the end of this activity, students should be able to (SSBAT):</p> <ol style="list-style-type: none"> Explain how a writer's style in choice of words can impact how meaning is represented or interpreted by completing a Google Document worksheet (CPDD, 2020, p. 45). Explain the meaning of words with denotative and connotative meanings, idioms and imagery from their context by completing a Google Document worksheet (CPDD, 2020, pp. 99 - 100)
Previous lesson's objectives:	<p>SSBAT:</p> <ol style="list-style-type: none"> Examine and analyse the organisational structure of narratives by completing a worksheet (CPDD, 2020, p. 47). Deduce the meaning of words with denotative and connotative meanings, idioms and imagery from their context by completing a worksheet (CPDD, 2020, pp. 99 – 100).

Subsequent lesson's objectives:	<p>SSBAT:</p> <ol style="list-style-type: none">1. Generate ideas appropriate to their digital story's PACC through brainstorming and research work by creating a mindmap (CPDD, 2020, p. 57).2. Recognise, appreciate and use words for effect, including metaphors and imagery when creating the digital story's mindmap (CPDD, 2020, p. 104).
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PART 2

LESSON PHASE AND DURATION	PROCEDURES, ACTIVITIES AND MATERIALS	RATIONALE
Introduction (10 mins)	<ol style="list-style-type: none"> 1. Teacher (T) states lesson objectives and distributes passage (Appendix A) 2. Students (SS) watch “Don’t Fear The Fin” supplementary video (00:00 – 02:18). <ul style="list-style-type: none"> ○ SS input points for or against “killing sharks to prevent shark attacks” on Mentimeter. 	<p>ACoLADE:</p> <ol style="list-style-type: none"> 1. <u>Raising Awareness</u>: Focusing <ol style="list-style-type: none"> a. Step 1: Stating learning objectives enables SS to understand and work toward them 2. <u>Raising Awareness</u>: Arousing interest <ol style="list-style-type: none"> a. Step 2: The SS enjoy reading graphic novels and cartoons. Using a visual medium (video) to present the subject matter will have greater appeal. <p>CLLIPS:</p> <ol style="list-style-type: none"> 1. <u>Learner-centredness</u> <ol style="list-style-type: none"> a. Step 2: Video activity activates SS’ content schema, or “organized knowledge of the world” (Anderson, 2004, p. 594), regarding the dangers of shark attacks and the ecological importance of sharks. This enables comprehension.
	<ol style="list-style-type: none"> 1. SS read the article. (5 mins) 	<p>ACoLADE:</p>

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<p>Lesson development: Activity 1 (15 mins)</p> <p>[Lesson Objective 1: Reading]</p>	<p>2. SS establish cohesion in the text by identifying words that comprise the lexical chains assigned to them.</p> <p>In groups, SS highlight relevant words on a Google Document using their mobile devices. (5 mins) [Suggested answers in Appendix A]</p> <p>Passage breakdown:</p> <ul style="list-style-type: none"> A. Paragraph 1 - 3 ('Present Day Beliefs') [Provided to students] B. Paragraph 4 - 7 ('The Accident') (2 groups) [Low-to-Mid Progress] C. Paragraph 8 - 9 ('Post Accident') (2 groups) [High Progress] D. Paragraph 10 - 12 ('Life Lessons') (2 groups) [Mid-to-High Progress] <p>3. SS surface any vocabulary words they are unsure of.</p> <p>4. T provides feedback.</p>	<p>1. <u>Facilitating Assessment for Learning (AfL)</u>: Checking for Understanding and providing feedback</p> <ul style="list-style-type: none"> a. Step 2 – 4: T determines extent of SS comprehension. The headings of lexical chains are provided as SS are familiar with narrative texts and plot. Instead, they will identify the relevant words as they are less adept at analysing the deliberate use of vocabulary. <p>CLLIPS:</p> <ul style="list-style-type: none"> 1. <u>Learner-centeredness</u>: Step 2: T caters to individual learning needs by assigning SS differentiated tasks according to readiness. <ul style="list-style-type: none"> a. Task B: Low progress learners will be able to identify basic action words including 'punched'. However, they may struggle with figurative language e.g. 'sawing'. b. Task C: High progress learners will need to focus on the range of de Gelder's activities e.g. 'walking', 'running', 'snowboarding'. SS may get distracted by the nouns for the prosthetic limbs e.g. 'blade'.

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		<p>c. Task D: There is extraneous material for students to understand, however, there is less likelihood of confusion as the guiding prompt ('Life Lessons') focuses their attention.</p> <p>2. <u>Learning-focused interaction:</u></p> <p>a. Step 2: Small group work develops students' oral communication skills, collaboration and rapport.</p> <p>i. Technology-mediated learning provides a "rich and responsive environment for communication" (CPDD, 2020, p. 111).</p>
	<p>1. T explains "language use for impact" question type using slide deck (Appendix B) (5 mins).</p>	<p>ACoLADE:</p>

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<p>Lesson development: Activity 2 (25 mins)</p> <p>[Lesson Objective 1 and 2: Reading and Vocabulary]</p>	<ol style="list-style-type: none"> a. T explains how to identify language impact questions. b. T shows examples of common question stems and key words for answering. <ol style="list-style-type: none"> i. Negative-Neutral-Positive ii. Increased Intensity / Emphasis iii. Connotations iv. Figurative Language 2. T uses thinking aloud to model analysis of negative-neutral-positive language: (5 mins) [Appendix C] <ol style="list-style-type: none"> a. “Q: What is the effect of the writer’s use of the phrase “man-eater”? (line 9)” 3. T guides SS in analysing and explaining figurative language. (5 mins) [Appendix D] <ol style="list-style-type: none"> a. “Q: What does the phrase ‘a hand and a leg’ (lines 1-2) tell us about the consequences of Mr de Gelder’s shark bite?” b. T poses guiding question: “What does the phrase ‘an arm and a leg’ usually mean”? c. SS discuss using Think-Pair-Share and T calls upon two pairs to answer. 	<ol style="list-style-type: none"> 1. <u>Instructing Explicitly:</u> Providing Clear Explanations <ol style="list-style-type: none"> a. Step 1: T “systematically and directly” explains a skill by “defining” and “describing” it (CPDD, 2020, p. 115). 2. <u>Enabling Application:</u> Modelling <ol style="list-style-type: none"> a. Step 2: Thinking-aloud provides students with the language and metalanguage to analyse language impact ([Appendix C]). This is “I do” in the Gradual Release of Responsibility (Fisher & Frey, 2013) 3. <u>Guiding Discovery:</u> Empowering Learners <ol style="list-style-type: none"> a. Step 4: After steps 2 and 3 (“I do” and “We do”), Group work forms part of the GRR to learners. SS progressively take ownership of their learning as they work in groups (“You do it together”). <p>CLLIPS:</p> <ol style="list-style-type: none"> 1. <u>Process Orientation:</u> <ol style="list-style-type: none"> a. Step 2 and 3: Teacher modelling, or “I do” and “We do” (Fisher and Frey, 2013) guides SS in the learning process. This is important as SS are less accustomed to analysing

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	<p>4. SS practice in groups by discussing and answering a given question on Google Documents (10 mins) [Appendix E]</p> <ul style="list-style-type: none"> a. 'the beast started shaking him, its teeth <i>sawing</i> on his limbs' (line 22) [Low-to-Mid progress] b. '...he also <i>dabbled</i> in modelling' (line 41) [Mid-to-High Progress] c. 'You see this <i>larger-than-life</i> character on the big screen'. (line 50) [Mid Progress] 	<p>vocabulary words for impact and effect.</p> <ul style="list-style-type: none"> 2. <u>Learner-centeredness:</u> <ul style="list-style-type: none"> a. Step 4: T caters to individual learning needs through differentiated tasks: <ul style="list-style-type: none"> i. Task B: Mid-to-high progress learners will need to understand the range of de Gelder's activities (using lexical chains) before understanding the impact of 'dabbled' ii. Task C caters to Mid Progress learners as SS are less proficient with idioms 3. <u>Integration</u> <ul style="list-style-type: none"> a. Step 4: Reading and vocabulary skills are integrated. Reading through contextual clues and lexical chains enables students to understand unfamiliar vocabulary.
<p>Closure & Consolidation (10 mins)</p>	<ul style="list-style-type: none"> 1. T conducts AfL by giving feedback using ACE. 2. T concludes class using a 3-2-1 exit ticket. 	<p>ACoLADE:</p> <ul style="list-style-type: none"> 1. <u>Facilitating Assessment for Learning (AfL):</u> Checking for Understanding and Providing Feedback <ul style="list-style-type: none"> a. Step 1: T provides targeted instruction and address learning gaps. SS can


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		<p>refer to the consolidated class feedback on the Google Document.</p> <p>2. <u>Structuring Consolidation:</u> Concluding a Lesson</p> <p>a. Step 2: T assesses the extent of learning.</p>

Appendix A:

Bukit Town Secondary School

Secondary 3 English Language

	<p>Name: _____ () Class: <u>3 Creative</u></p> <p>Date: _____</p>
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Week 7 | Unit: Narratives | Lesson 3 Worksheet **[Teacher's Version]**

Shark attack survivor: I don't feel sorry for myself



Mr Paul de Gelder (above) on the set of Shark Week with actor Will Smith and filming with a tiger shark. PHOTOS: DISCOVERY CHANNEL, PAUL DE GELDER

Benson Ang
Lifestyle Correspondent

PUBLISHED AUG 30, 2020, 5:00 AM SGT

For Australian Paul de Gelder, a horrifying bite from a bull shark in 2009 cost him a hand and a leg, changing his life forever.

But he neither blames nor fears the creature which attacked him. Instead, he now advocates for the conservation, preservation and protection of sharks. He is even one

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of the stars on the Discovery Channel programme "Shark Week", whose 32 nd edition airs from tomorrow to Sept 6.	5
Over a Zoom call from Los Angeles, where he is based, the 43-year-old tells <i>The Sunday Times</i> : "I try to break down these preconceived notions that sharks are vicious, savage man-eaters lurking in the oceans, waiting to kill us all. That is what we see in the movies, it is just not true." Sharks are not that interested in humans, he says, adding that most of their life is spent looking for food. "And if we are flapping around on the surface, we look like an injured animal."	10
That was probably what happened on Feb 11, 2009, the fateful day of his attack, which the former Royal Australian Navy clearance diver details in his 2011 autobiography <i>No Time For Fear</i> .	15
During a counter-terrorism exercise in Sydney Harbour, Mr de Gelder was in the water when he felt a blow to his right leg. Looking down, he saw the giant grey head of a 3m-long shark, with its lip pulled back, the upper row of its teeth on his leg. His right wrist was also in its mouth.	
Once he got over the shock, Mr de Gelder tried to stab the creature's eye with his left hand, but could not reach it. So he punched its nose as hard as he could, after which the beast started shaking him, its teeth on his limbs. That was when he started feeling pain and the shark pulled him under water. "I could only see bubbles in front of my face," Mr de Gelder writes. "There was just a deep silence. And then, just as suddenly, the shark was gone."	20 25
Reaching the surface, he began swimming to a safety boat, but discovered that his hand was gone. The hamstring from his leg had also been torn and a plume of red blood - his own - surrounded him. At that moment, Mr de Gelder thought he was going to die.	
Thankfully, the safety boat reached him and his teammates pulled him out of the water. He was immediately sent to hospital, where he underwent a massive blood transfusion. His severely damaged leg was also eventually amputated above the knee.	30
Over time, Mr de Gelder got better, was discharged and learned to pick up the pieces. He was determined to make the best of it. He learnt how to brush his teeth and cook with one hand. After getting prosthetic limbs, he can now use a dustpan and broom as well as drive a car, ride a modified motorcycle, run, dive and even parachute. Can he thread a needle and sew a button? "Oh yes, I have sewn many buttons," he says. "I use my teeth a lot." He currently has several sets of prosthetic limbs - a robotic hand, three robotic walking legs, a running blade, a snowboarding leg, two diving legs and two weightlifting arms. "My luggage gets really heavy when I travel," quips Mr de Gelder, who is in a relationship and is now a motivational speaker. In 2010, he also dabbled in modelling for an Australian men's underwear and swimwear line. He has appeared as a guest on every major Australian television talk show, as well as many in the United States.	35 40
One of his new endeavours includes starring in a special episode of the new edition of Shark Week, in which Mr de Gelder coaches Hollywood actor Will Smith to	45

<p>overcome his lifelong fear of sharks. It is titled "Will Smith: Off The Deep End" and airs tomorrow at 9pm on Discovery Channel. Having watched all of Smith's movies, such as <i>The Pursuit Of Hargraves</i> (2006) and <i>I Am Legend</i> (2007), Mr de Gelder says: "You see this larger-than-life character on the big screen playing all of these incredible people." But when he got to spend time with Smith, he realised that, deep down, the star was no different from regular folk. "He still has fears, worries and things in his life that he needs to get over."</p>	50
<p>And like any other fear, he says the fear of sharks can be overcome: "Like everyone else that I take diving with sharks, they get out of the water and the first thing they say is: 'That was probably the best thing I have ever done in my life.'"</p>	55
<p>Asked what trajectory his life might have taken had it not been for the shark bite, Mr de Gelder says: "I wouldn't change it anymore, because I don't know who that person would be - what he would be doing, whether he would be happy. I know who I am now and I get to live an incredible life. I don't really feel sorry for myself at all."</p>	60

Appendix B:

Narratives

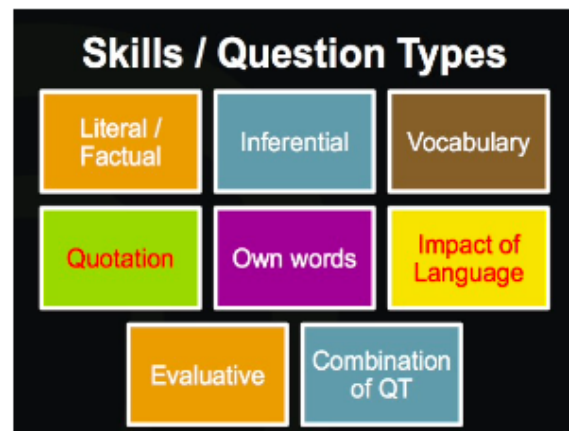
Lesson 3

Lesson Objectives

1. **Explain** how a writer's style in choice of words can impact how meaning is represented or interpreted by completing a Google Document worksheet (CPDD, 2020, p. 45).
2. **Explain** the meaning of words with denotative and connotative meanings, idioms and imagery from their context by completing a Google Document worksheet (CPDD, 2020, pp. 99 - 100)

Recap: Types of Questions

- Literal / Factual
- Inferential
- Vocabulary
- Quotation
- In Your Own Words
- Impact of Language
- Evaluative
- Combination



Identifying Language Impact Questions:

The questions will ask you to examine a word / phrase and may look like this:

Question	Key word(s):
What does the word "XXX" imply?	imply
What is the effect?	effect
What is the impression created?	impression created
What is the impact on the reader?	impact
What is unusual and effective about the writer's use of the phrase "XXX"?	unusual and effective
What does the word / phrase "XXX" suggest about "YYY"?	suggest about
From paragraph X, select a word which the writer uses to create the impression of extreme fear	create the impression

Sample language impact questions

Q: What is the effect of the writer's use of the phrase "man-eater"? (line 9)

Q: What is the impact of the writer's use of the phrase "horrifying bite"? (line 1)

Q: What does the word "lurking" (line 9) imply about sharks?

Q: What does the phrase "a hand and a leg" (lines 1-2) tell us about the consequences of Mr de Gelder's shark bite?

"Complete the Table"

Q: What do the following words in italics from paragraph 1 suggest about the writer's opinion of the boatman?

Based on the following word / phrase in italics,	sharks are commonly understood as
'sharks are <i>vicious, savage</i> man-eaters <i>lurking</i> in the oceans, waiting to kill us all' (lines 8 – 9)	Deliberately cruel animals who target innocent humans just to satisfy their primitive need for hunger

Answering language impact questions (1)

- Negative – Neutral - Positive
 - Use the words "conveys" and "portraying".

Q: What is the effect of the writer's use of the phrase "man-eater"? (line 9)

Ask yourself: What is the difference between the 'man-eater' and 'carnivore'?

A: The writer uses the phrase "man-eater" to **portray** the sharks in a negative light as animals that deliberately target humans.

Answering language impact questions (2)

- Increased Intensity / Emphasis:
 - The author uses ... to **emphasise** the **intensity** of ...

Q: What is the impact of the writer's use of the phrase "horrifying bite"? (line 1)

A1: The author uses "horrifying bite" to **emphasise** the extent of the damage from the bull shark's bite.

A2: The author uses "horrifying bite" to **emphasise** the **intensity** of the bull shark's damaging bite.

Answering language impact questions (3)

- Connotations:

- The author uses ... to **connote** / **imply** that ...

Q: What does the word "lurking" (line 9) imply about sharks?

A: The author uses "lurking" to **connote / **imply** that sharks are always about to attack / kill humans OR that sharks are deliberately harming humans (dictionary: 'something wrong')**

Meaning of lurk in English

lurk

verb

UK ˈlɜːk US ˈlɜːk

[usually + adv/prop]

to wait or move in a secret way so that you cannot be seen, especially because you are about to attack someone or do something wrong:

- Someone was lurking in the shadows.
- Why are you lurking around in the hallway?

Answering language impact questions (4)

- Figurative language:

- The writer is trying to **create an impression** of ...

For Australian Paul de Gelder, a horrifying bite from a bull shark in 2009 <u>cost him a hand and a leg</u> , <u>changing his life forever</u> .	1
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Q: What does the phrase "a hand and a leg" (lines 1-2) tell us about the consequences of Mr de Gelder's shark bite?

A1: The author is trying to **create an impression of the immense loss, both in terms of his physical hand and leg but also the drastic change in his lifestyle that de Gelder experienced after the shark bite**

This is also a pun

Appendix C:

Main Activity 2 (Step 2): T is modelling and thinking-aloud for negative-neutral-positive use of language:

- a. "SS, when answering this question, I would ask myself, why does the writer use this phrase? What do Sharks eat?"
- b. "Yes, what else do we call an animal that eats meat? A Carnivore, yes"
- c. "What is the difference between a 'man-eater' and a 'Carnivore'? It suggests that sharks prefer or deliberately target humans'.
- d. **<Teacher's use of appropriate language>** "When we notice that a word is used to show something in a negative / neutral / positive light, we can use the key word "portray" or "convey" in our answer."
- e. "We can also use the other words in the lexical chain to help us: the words 'savage' and 'vicious' convey to us that this is *not* a positive or neutral presentation of the shark"
- f. "Putting this thought process together, we would write: The writer uses the phrase 'man-eater' to **portray** the sharks in a negative light as animals that deliberately target humans."
- g. **<Teacher's use of metalanguage>** "The key skill here is to ask ourselves why A (one word) and not B (a synonym, or word with similar meaning)"

Appendix D:

Main Activity 2 (Step 3): T guides SS in analysing and explaining figurative language.

T: "What did the writer physically lose?"
SS: "His arm and his leg"
T: "Yes, the writer physically lost an arm and a leg. Let's go further and look at contextual clues. What else might he have lost?"
SS1: "The attack changed 'his life forever'."
SS2: "There is also the word 'cost' here."
T: "Excellent. So, Putting those two clues together suggests that the 'price' to pay for the shark bite' is very high."
SS: "Cher, but how is this 'figurative'?"
T: "Good -- in fact, here, the writer is modifying a common <u>idiom</u> , an 'arm and a leg'. What does this phrase usually mean?"
<SS do T-P-S>
SS1: "They lose a lot"
SS2: "But not actually lose their arm and leg"
T: "Good. While people usually use this phrase figuratively (i.e. they don't actually lose those limbs), Mr de Gelder has lost both these limbs. So, the writer is emphasizing the immense loss that de Gelder experienced after the shark bite"

Appendix E

Main Activity 2 (Step 4): Google Document Worksheet

Instructions to students:

1. Identify if the language used is about negative / neutral / positive choice of words, increased intensity or emphasis, connotations and/or figurative language.
2. Explain the effect using the key words you learned earlier as a guide.
3. You may consult a dictionary (e.g. Cambridge Dictionary Online) for words you are unfamiliar with.

<u>Question and Groups Assigned</u>	<u>Your Input</u>
<p><u>Group 1 and 2:</u></p> <p>'... its teeth <u>sawing</u> on his limbs' (line 22)</p> <p>What is the effect of the word 'sawing'?</p>	<p>Group 1:</p> <p><u>Suggested answers:</u></p> <p>[Figurative language]</p> <p>The writer is trying to create an impression of the <u>many / numerous / large</u> number of teeth that the Shark has, (just like a saw has numerous sharp edges or teeth).</p> <p>[Increased intensity / Emphasis]</p> <p>The writer is trying to emphasise the intensity of the <u>sharp</u> pain that Mr de Gelder felt (as if his limbs were being sawed off).</p>
	<p>Group 2:</p>
<p><u>Group 3 and 4:</u></p> <p>'You see this larger-than-life character on the big screen'.</p> <p>The writer uses the idiom 'larger-than-life' (line 22). What does this suggest about Will Smith?</p>	<p>Group 3:</p> <p><u>Suggested answers:</u></p> <p>[Figurative language]</p> <p>The writer is trying to <u>create an impression</u> of an actor (Will Smith) whose seems to do more than is possible for one person / whose life experience seems to <u>exceed</u> the limit of what one person or one 'life' can do. ("playing all these incredible people")</p>
	<p>Group 4:</p>

<p><u>Groups 5 and 6:</u></p> <p>'...he also <i>dabbled</i> in modelling' (line 41)</p> <p>What is the impression created of Mr Paul de Gelder by this phrase?</p>	<p>Group 5:</p> <p><u>Suggested answers:</u></p> <p>[Connotations]</p> <p>The writer uses the word 'dabbling' to imply that Mr Paul de Gelder is a <u>multitalented</u> individual. While modelling is a serious / demanding career, Mr de Gelder is able to 'dabble' in it, or to do it casually.</p> <p><i>If SS are unable to understand the significance of 'dabbling', T can direct them to other words in the relevant lexical chain e.g. 'walking', 'running', 'snowboarding', 'diving', 'weightlifting'.</i></p>
	<p>Group 6:</p>