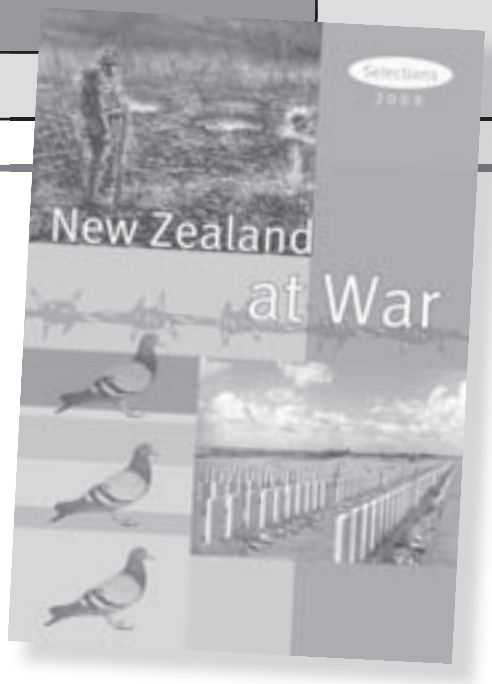
Selections

2009

Teachers' Notes



Introduction

This series of texts has been developed to support students in years 7–13 who are learning English as an additional language. These teachers' notes suggest ways to use the texts to enhance English language learning for ESOL students, and indeed for all students, to help them access the New Zealand Curriculum. Teachers can adapt the suggestions and models of practice set out in these notes when using other texts with learners. The language analysis and teaching ideas suggested for a text are often transferable to other texts. Putting these ideas into practice over time will enable teachers to teach language skills explicitly and to improve learning outcomes for new learners of English. Many of the teaching approaches and activities are also useful for learners whose first language is English and for mainstream classrooms.

The series includes:

- compilations of texts for students, with associated teachers' notes;
- teachers' notes for *Ready to Read* and commercially produced texts;
- links to *The English Language Learning Progressions* (ELLP), the draft *Literacy Learning Progressions*, *Exploring Language, Supporting English Language Learners in Primary Schools: A Guide for Teachers of Years 7 and 8* (SELLIPS years 7–8), and the *English Language Intensive Programme Years 7–13 Resource* (ELIP).

These teachers' notes for Selections 2009 can be found online, at http://esolonline.tki.org.nz, along with an audio MP3 file of the stories.

This set of notes supports the compilation *New Zealand at War*, using texts that were originally published in the *School Journal* series. Ideally, teachers will use the texts and activities within units of work that support students' learning across the curriculum. The language used in all curriculum areas needs to be taught explicitly if students, especially those who are new learners of English, are to succeed academically. These student materials have particular links to social sciences, technology, and health and physical education. All of the texts are non-fiction, and some include a mix of text forms.

Note that when deciding to use these texts, teachers will need to be aware of, and sensitive to, their students' experiences of war generally and their background in relation to the Second World War in particular. (For example, China and Japan had direct involvement in this war, and "Helping to Win the War" mentions worries about Japanese invasion.) Some refugee students may have recent experiences of war that are traumatic and that need to be addressed outside the classroom.

These teachers' notes are designed to help teachers extract maximum benefit from the selected texts when using them with year 7–13 students who speak other languages and are learning English (ESOL students). The notes suggest ways of:

- acknowledging the cognitive levels of the students and their skills in their first languages;
- developing receptive language skills (listening and reading) and productive language skills (speaking and writing);
- extending students' vocabulary and grammatical knowledge;
- helping students build English-language fluency, both through reading the texts and through the associated

oral language activities;

- supporting students in learning to use a range of comprehension strategies to make meaning and think critically;
- helping students become metacognitive learners who can transfer their skills to other learning situations, including independent learning.

The structure of the notes

For each title, there is a brief overview of the content, suggested teaching purposes, and notes on features of the text, followed by learning activities. Teachers should adapt or alter the suggested teaching purposes and activities to meet their students' identified learning needs. The notes on the text features provide information about the general structural features of the text and specific language features, including vocabulary and grammar, that teachers can focus on with students. This information is not intended to be exhaustive nor to suggest that teachers should focus on all of these features. Teachers should select language features to focus on, based on the needs and strengths of their students.

For each title, learning activities are suggested under three headings: "Before reading", "During reading", and "After reading". It's important to share the learning outcomes with the students before the reading, to be aware of them during reading, to review them together after the reading, and to think about next learning steps. Individual students may work to meet different outcomes.

Most of the approaches and learning activities in these teachers' notes are appropriate for mainstream classrooms and students as well as for ESOL support. For example, an activity suggested under "After reading" for *Anzac Biscuits* (page 9) requires students to focus on the ways the author uses language to position herself and the audience in relation to the text. The focus here is on making meaning, and there is no reason why this type of activity would not be useful for mainstream classrooms. In addition, all of the information transfer activities and tables allow for more or less scaffolding from the teacher depending on the needs of the individual students. There are, however, a few activities, such as listening to the text and ticking specific words on a vocabulary list (pages 8–9), that are more appropriate for supporting ESOL students. Many of the activities described under "After reading" could be suitable for homework, for example, imagining they are a soldier and writing a letter home (page 6).

When using different texts, teachers can adapt the planning models set out in these notes by using the template provided in *Selections Teachers' Notes,* 2008, page 2. It can help them develop their own notes for using a particular text to meet their students' identified needs.

Teachers may also like to use these questions when reviewing progress.

Student reflection

What have I learned about the topic?

What have I learned about language?

What have I learned about reading?

What have I learned about my own learning?

In what other learning experiences or real-life activities will I use what I have learned?

Teacher reflection

To what extent has each student achieved their personal learning outcomes?

What strategies were particularly helpful to the students in supporting the learning outcomes?

What are the next steps in learning for each student?

Teaching ESOL students

The New Zealand Curriculum points out, on page 16, that all students need teacher support to learn the specialist vocabulary and text forms of each subject area and to learn to communicate appropriately and listen critically. It also points out that ESOL students, in addition, need explicit and extensive teaching of English words, structures, and language uses. General considerations for teachers of ESOL students are set out in *Effective Literacy Practice in Years 5 to 8* (on pages 127–130) and in the introductory booklet of ELLP. Key principles for ESOL teaching are provided on ESOL Online at http://esolonline.tki.org.nz The draft *Literacy Learning Progressions* describe the literacy learning expected of mainstream students by the end of year 8 and the end of year 10, and these teachers' notes include activities for teaching such age-appropriate literacy strategies as scanning texts, identifying cause and effect, and using comprehension strategies.

Teachers need to select texts that are appropriate and engaging for their learners. Advice about this is given on pages 131–134 of *Effective Literacy Practice in Years 5 to 8*.

Texts at many levels are analysed in terms of features affecting ESOL learners in years 5–13 in booklets 3 and 4 of ELLP.

The suggestions given in these notes for each text include a strong focus on pre-reading activities and making links to students' prior knowledge. The suggestions are intended to be implemented over several teaching and learning sessions because ESOL students need multiple opportunities to practise new language and gain an in-depth understanding of the text.

Teachers need to support their students in becoming metacognitive learners. Refer to the examples of

metacognitive prompts and strategies in ELLP for ideas about how you can enable your students to monitor and manage their own learning. (See pages 79–80 of the year 5–8 book and pages 86–87 of the year 9–13 book.)

Valuing and using students' expertise

It's important to establish how much experience of reading the students have and to draw on bilingual or first-language assessment information where this is available. It's also important to find out about students' prior knowledge of the topic and to adapt the teaching focus and level of support to the students' language and learning needs.

Students who are learning to read are often more fluent in speaking than in writing. However, this is not necessarily the case with ESOL students, and so their interaction with a text may be different from that of students whose first language is English. Many students in years 7–13 who are new to this country will already be accomplished readers in other languages. Some new immigrants, particularly those who have been refugees, may have had education in a language that is different from their home language. Some ESOL students have high levels of knowledge about English grammar. Other students will have significant gaps in their schooling and therefore may not be very literate in any written language. Whatever the language and educational experiences of the students, teachers should draw on their students' existing knowledge of languages and learning when developing their literacy in English.

The LEAP (Language Enhancing the Achievement of Pasifika) resource at http://leap.tki.org.nz provides ideas for finding out about and building on the expertise of bilingual Pasifika students. Many of these ideas can be adapted for other bilingual students.

Developing vocabulary

Teachers can enhance their students' knowledge of vocabulary by actively teaching specific vocabulary items, by creating opportunities to practise new learning, and by asking the students to keep a notebook that can also be used in other classes and for home study. In their notebooks, the students can record:

- pictures or symbols;
- new words or phrases;
- translations into their first language;
- definitions of words and ideas about their meanings;
- examples of sentences that use a particular word or phrase;
- words with similar meanings;
- different classes, or forms, of words from the same root or word family, for example, the verb form (such as endanger), the noun form (danger), the adverbial form (dangerously), and the adjectival forms (dangerous, endangered).

It can be useful to sometimes ask students to select their own words, from reading texts, to learn and to ask them to discuss their criteria for choosing words.

Teachers need to teach their students a range of effective strategies for learning vocabulary and to use these in class. Refer to those described in ELIP, in the *English Language Intensive Programme Primary Resource* (ELIP Primary), on ESOL Online at http://esolonline.tki.org.nz, and in these and other *Selections Teachers' Notes*. Teachers can also build up a list of strategies for practising and learning vocabulary and choose times to ask students to select their own and comment on which ones they find work well for them.

Comprehension strategies

For a description of the comprehension strategies that are referred to in these notes, see *Effective Literacy Practice in Years 5 to 8,* pages 142–151.

Key resources for ESOL teachers

These notes refer to *Exploring Language: A Handbook for Teachers* (Ministry of Education, 1996) as a source of information about English grammar and other language features.

For information about, and examples of, text structures that are appropriate for new learners of English at various stages, refer to ELLP, which was distributed to all schools at the end of term 1 2008 and to ELIP, which was sent to all ESOL-funded schools in 2003–4.

For language learning objectives appropriate to year 7–8 ESOL students at the first four ELLP stages, refer to SELLIPS.

For examples of effective activities for ESOL students, refer to SELLIPS, ELIP, and ELIP Primary, and view the DVDs in the series *Making Language and Learning Work*.

For the ESOL principles, other suggested learning sequences, and examples of teaching approaches that can be useful for English language learners, see ESOL Online at http://esolonline.tki.org.nz

For descriptions of shared and guided reading, see *Effective Literacy Practice in Years 5 to 8* (Ministry of Education, 2006), pages 98–108, or *Effective Literacy Strategies in Years 9 to 13: A Guide for Teachers* (Ministry of Education, 2003), pages 81–83.

Contents

Helping to Win the War by Dick Grace

Overview

Dick Grace recounts his life as a schoolboy in an East Coast Māori settlement during the Second World War and recalls how the community contributed to the war effort by raising money for *Te Rau Aroha*, a canteen truck for the Māori Battalion.

Note that teachers will need to be aware of, and sensitive to, their students' experiences of war generally and of their background in relation to the Second World War in particular. (For example, China and Japan had direct involvement in this war, and the text mentions worries about Japanese invasion.) Refugee students may have traumatic experiences of war.

This text would be appropriate for students reading at Stages 2–3 of *The English Language Learning Progressions*.

Teaching purposes

Based on the information I have about my students' learning needs, what would be an appropriate teaching purpose for this session?

- To have the students understand how people participate individually and collectively in response to community challenges (*The New Zealand Curriculum*, social sciences, level 4);
- To have the students explore features of a recount and the cohesion created by the links within the text;
- To support the students in developing the comprehension strategies of asking questions and inferring.

Features of the text

The main body of this text is a recount, written from the perspective of a Māori child living in a small rural community. It is introduced by four paragraphs of background information that are written in the third person.

Te Rau Aroha provides a connection between the information about the Māori Batallion in the introductory paragraphs and Dick Grace's personal story of the children and their whānau at home. There are many cues to the Māori context, and there is a considerable amount of topic-specific and low-frequency vocabulary. The detailed drawings and the photographs provide visual support and some challenges. There is a contrast between the coloured drawings and the black and white photographs.

Nouns and noun phrases

- The text contains a large number of proper nouns, including "28th (Māori) Batallion", "Middle East", *"Te Rau Aroha"*, "Tuparoa Native School", "Home Guard".
- The text contains a large number of place names, including "Middle East", "Italy", "Tuparoa", "East Coast of the North Island", Pearl Harbour", "Hawai'i", "Waitangi". The use of the name "Aotearoa" signals the context.
- Subject-specific vocabulary includes "Battalion", "canteen truck", "food parcels", "evacuation drill", "plantation", "biplane".
- Low-frequency vocabulary includes "memories", "pompom", "Aero Club", "panels".
- The phrase "just someone" links back to the previous paragraphs. Students may need support to understand what "just" means in this context.

Verbs and verb phrases

- There is a rich variety of verb forms in this text. The verbs are mainly in past forms, except for the last paragraph of the introductory text and the final sentence, which are written in the timeless present.
- There are some regular past verb forms, such as "stocked" and "travelled", as well as irregular forms, such as "fought" and "gave". More complex forms using auxiliary verbs are also used, such as the passive ("was named") and *would + infinitive* (without *to*) to talk about past habits ("would make"). The use of the past perfect ("had knitted", "had raised", "had bombed") can be particularly challenging for ESOL students.
- Topic-specific verbs include "bombed", "marching", "evacuate".
- Low-frequency verbs include "stocked", "went short", "gathered", "skimmed off".
- The passive voice is used, for example, "was named", "was stocked".

Other features

- Most of the sentences are compound or complex.
- There are many references to time, and these are often expressed in adverbial clauses or phrases, for example, "during the Second World War", "After the Japanese had bombed Pearl Harbour in Hawai'i in 1941", "As we lay there", "About a year after the war ended in 1945", "When it came to Tuparoa", "in 1946".

- The references to location are often expressed in adverbial phrases, for example, "At home in Aotearoa".
- Lexical links create cohesion between paragraphs and between sentences. For example: "a canteen truck … **It** was named … **The truck** … **it** travelled … raise money for **the truck** …" (page 3).
- There are many compound words, for example, "schoolchildren", "schoolboy", "broomsticks", "make-believe", "face-down".

Before reading – introducing the readers to the text

- With your students, set one or more of the following learning outcomes for reading the text.

By the end of this work, I will be able to:

- describe how people in a poor, rural community responded individually and as a group to the challenges of the Second World War and make links to how my own community contributes and participates in society;
- understand and use some new vocabulary and the language features that make this text cohesive;
- use the comprehension strategy of asking questions to help me read this text;
- identify and infer the points of view of different people mentioned in this text.

- Give the students photocopies of the pictures with the text removed. Look at the pictures and discuss them. "What do you already know?" You may need to discuss the gesture used in the haka picture on page 3. In some cultures, this gesture is considered offensive.
- Use the discussion to elicit and discuss some of the key vocabulary in the text. Provide the students with a sheet listing some of the vocabulary that will be unfamiliar to them and another sheet giving some simple definitions. Ask the students to match the words and the definitions, working in pairs or groups, before beginning reading. Select a further activity for practising and learning vocabulary or ask students to select their own from a list you have developed as a class (see the introduction, page 3).
- Read the introductory text out loud to the students and use this as a basis for exploring the context further. Some students may have very little knowledge about the Second World War, about New Zealand's place in the war, or about the rural New Zealand context. Ask the students to identify the four places that are mentioned here and to locate them on a world map. Leave this map and a map of New Zealand on display as they read.
- Use the pictures and listening to support the students in beginning to access the language of the text. Either read the recount out loud or play the students the audio MP3 file available online. Ask the students to listen carefully and to try to match each picture with its place in the story. Explain that there is not an exact sequence and there may be more than one correct answer. Pause at natural breaks in the story to allow time for the students to discuss their ideas and to take a break from intensive listening. Ask each student to compare their sequence with another person's and then discuss what they found as a group. Discuss how the story moves between references to the war overseas and the story of the children's wartime experiences here in New Zealand. Keep individuals', pairs', or groups' agreed sequences to refer to during and after reading.
- Ask the students to look at their pictures again, think about any questions they have in their heads, and share their questions with a friend. Model this by thinking out loud. "Who helped win the war?" "I'm wondering why there is a plane there …" Tell the students that you would like them to think of questions and look for answers to their questions as they read.

During reading – thinking through the text

- Ask the students to scan the text to find the other places mentioned in the text on the map as they come across them. They may need help to find Tuparoa, as it may not be on their map. (It's on the coast, to the east of Ruatoria.)
- Read the whole text using a guided reading approach. Ask the students to pause when they get to the end of the first paragraph on page 6. Check how they are going with their questioning. "Have any of your questions been answered?" "Do you want to change your question?" "Have you got a new question?" Explain that asking questions helps readers engage with, think about, and make meaning from texts, and that as we read and gain more information, we change our questions and create new ones.

After reading – using new understandings

- Discuss the students' questions. Check which questions were answered and what they found. What are their questions now? "Where could we find the information we didn't get?" If it hasn't already come up, look at the fact that the truck came home to New Zealand. "I wonder why they brought it back? How would they have brought it back?" Draw out the idea that readers ask questions of text to help them take a meaningful interest in it but that they don't always find clear answers.

- Discuss the students' response to the story. Talk about how individuals helped and what the community did. Make links to students' own families and communities. (You may want to discuss the Tupu story *Ko E Sipitifaea Mei Tonga* [The Spitfires from Tonga], which tells how the Tongans raised money to buy Spitfires in the Second World War. An English version is in *School Journal* Part 3 Number 1, 2009.)
- The students could work in pairs or groups to revisit their picture sequences. Ask them to explain why the pictures go in this particular order. Draw out the way the pictures are matched to the ideas and events being discussed in the text.
- Draw up a "Who did what?" grid to use as a way of looking at the different people and their roles in the story (see an example below). Ask the students to work individually or in pairs to fill in the blanks in the grid.

Who?	**Action?**	**What, when, where, or why?**
More than seven thousand soldiers	_____	in the Māori Batallion during the Second World War.
Māori schoolchildren	_____	to raise money to buy a canteen truck for the Batallion.
I	_____	school in July 1941.
My mother	_____	me a blue pompom beanie to go with my new dark-blue shoes.
My mother	_____*butter from the cream that she*_____	the top of the milk.
My eldest brother and some of my cousins	_____*the army and*_____	away to war.
Our mothers and fathers	_____*for the truck, too, and they also*_____	food parcels to the soldiers.
Our teacher	_____	for evacuation drill at least once a week.

- You could use the grids as the basis for a discussion of the language used to talk about actions in the past, encouraging the students to "notice" and talk about the differences in the way the past actions are expressed. Choose language areas to focus on according to the needs of your students. You could:
  - review the rules for forming regular past simple verbs (add *ed*, for example, "helped", "skimmed") and note and review irregular past forms (for example, "fought");
  - review the pronunciation of the endings of regular past simple verbs (such as *t* in "helped", *d* in "named" and *id* in "started") and elicit the rules (there are exceptions);
  - review the past perfect form ("had knitted" – *had + past participle*) and its meaning (an action that occurred before another action in the past);
  - review the use of *would + infinitive* to talk about past habits (for example, "would make");
  - review the use of adverbial phrases and clauses for time and sequence (for example, "during the Second World War", "After the Japanese ...").
- Consider how you can give your students multiple opportunities to continue this learning.
- Ask the students to identify what a selection of pronouns in the story refer to. Discuss how the connections between the related nouns and pronouns provide cohesion in the text. Then give the students a section of the text with some of the nouns or pronouns blanked out and ask them to fill in the gaps without looking at the original text. (You may want to provide a word or phrase bank on the whiteboard.) Discuss the clues that they used to make their choices.
- Elicit the feeling that Dick had about starting school ("excited") and that people had about Japan invading New Zealand ("worried"). If necessary, introduce some other relevant language for describing feelings. Tell the students to work in groups and imagine that they are one of the people in the recount. Ask them to say, from that person's perspective, what they did and to say how they felt about doing it. Encourage the students to use the vocabulary and structural features you have focused on earlier. As a whole class, compare the answers from different groups.
- Ask the students to imagine that they are a soldier or the mother or father of a soldier. They are to write a letter or postcard to be sent with a food parcel or to thank the family at home for sending the parcel.

Anzac Biscuits by Philippa Werry

Overview

This report tells the story of the Anzac biscuit and how it came to be part of New Zealand's military and culinary history. The central theme is about symbols of nationhood. The text includes a recipe for Anzac biscuits that could be used in a fun follow-up activity.

This text would be appropriate for students reading at Stages 1–3 of *The English Language Learning Progressions*.

Teaching purposes

Based on the information I have about my students' learning needs, what would be an appropriate teaching purpose for this session?

- To have the students understand "how people remember and record the past in different ways" (*The New Zealand Curriculum*, social sciences, level 5);
- To have the students learn about the Anzac biscuit as an example to help them understand "how materials are selected based on desired ... criteria" (*The New Zealand Curriculum*, technology, level 5);
- To have the students identify and use pronouns to provide cohesion in a text;
- To have the students identify and use active and passive sentence structures that change the emphasis in sentences;
- To support the students in developing the comprehension strategies of:
  - identifying the author's purpose and point of view
  - identifying and summarising main ideas.

Features of the text

The main part of this text follows the structure of an information report and highlights the symbolic importance of Anzac Day and of Anzac biscuits. The theme of "symbols of home" is a powerful one that is relevant for all students, even if the concepts of Anzac Day and Anzac biscuits are new.

The text includes a recipe with features of instructions, including a list of ingredients and a numbered list of steps. The photographs, captions, and footnote support the reader and make the text useful for teaching strategies for reading and understanding non-fiction texts.

Nouns and noun phrases

- There is a lot of topic-specific vocabulary, including "Anzac Day", "Australian and New Zealand Army Corps", "troops", "trenches", "food parcels", "navy ships", "army biscuits", "wartime", "soldiers' biscuits".
- The use of pronouns, relative pronouns, and demonstratives (the pronouns this, that, these, those – see page 53 of *Exploring Language*) help provide cohesion in the text, for example, "lots of people ... they", "the soldiers ... who went", "the mothers, wives, and girlfriends ... These women".
- The use of the pronoun "we" implies "we in New Zealand". There is a risk that this inclusive pronoun could make some new New Zealanders feel excluded. As they explore the text, students' growing understandings of the story behind a significant symbol should help them to feel included in "our" history and traditions.
- There is a lexical chain from "we" to "lots of people" to "some families" to "Nobody knows" and finally to "you". Each change positions the audience slightly differently and has an effect on the writer's voice.
- A number of adjectives are used to convey the qualities that are or are not desirable in a biscuit: "yummy, crunchy, crispy", "hard", "golden", "softer", "crisp", "tasty", "healthy".

Verbs and verb phrases

- The writer uses the present forms ("we remember", "here's a recipe") on the first and last pages to convey the significance of Anzac Day to present-day New Zealanders. The rest of the text uses past verb forms to describe historical information.
- There are some regular forms of past-tense verbs, such as "died" and "trapped", as well as irregular forms, such as "fought" and "made". More complex forms using auxiliary verbs are also used, such as "were already issued". The use of the present perfect to talk about events or states occurring from a past time up to and including now, for example, "have taken place", may be challenging for ESOL students.
- Modal verbs ("may be based", "might like to try") are used to indicate possibilities rather than certainties.
- The modal verb "can" is used to express ability: "you can find".

- The passive voice is used to put what is most important in the subject position in the sentence, for example, "The food parcels **were carried** in navy ships" (instead of the active *Navy ships carried the food parcels*). For more information about the passive voice, see pages 64–66 of *Exploring Language*.
- The text has an informal tone and includes some phrasal verbs. Phrasal verbs have a meaning different from the meaning of each word in isolation and need to be taught as a whole phrase. (See pages 68–69 of *Exploring Language*.) Phrasal verbs often have more than one meaning, for example "went off" (to go somewhere), and "go off" (to go rotten). Note that both meanings are used in this text, but it's generally not a good idea to focus on teaching both at once because this can lead to confusion between them.
- Adverbial phrases are used as indicators of time ("On Anzac Day", "the 25th of April, 1915") and as an indicator of place ("at Gallipoli in Turkey").
- The low-frequency form "would often grind them up" is used to describe past habits.
- The recipe uses a series of imperative verbs: "Mix", "Melt", Put", "Add", "Pour", "Stir", "Grease", "Bake".

Other features

- A footnote explains the meaning of the word "Anzac".
- There are a number of relative clauses that add detail and precision, for example, "who have fought and died", "that have taken place since then".
- A rhetorical question is used to link the first two paragraphs (explaining why and how we commemorate Anzac Day) to the rest of the text (which explains why we have Anzac biscuits).
- Inverted commas are used for "soldiers' biscuits" to suggest that this is what people called them.
- The procedure for making Anzac biscuits is presented in a numbered list.
- There is a lot of vocabulary related to measurement: "1/2 cup", "100 grams", "4 centimetres apart" .

Before reading – introducing the readers to the text

- With your students, set one or more of the following learning outcomes for reading the text.

By the end of this work, I will be able to:

- identify the criteria desired by the first makers of Anzac biscuits and say how the biscuits meet these criteria;
- explain how Anzac biscuits have become symbolic for many New Zealanders and make links to other symbols that represent "home" or "country";
- identify and use pronouns to provide cohesion in a text;
- identify and use active and passive sentence structures to change the emphasis in sentences;
- talk about how the writer uses pronouns to identify and engage her intended audience;
- use a story map to identify the main ideas in a text.

- Ask the students to talk about what they think a "symbol" is. Make sure they understand that symbols are images that represent ideas. They may represent important ideas about people, places, or events.
- Discuss symbols that are relevant to the students' home and school and to New Zealand. Present them with images of well-known symbols, for example, national flags, the silver fern (for New Zealand), the dove (for peace), the Chinese dragon (for good luck). Make sure that all the students will see at least some that are familiar. Encourage them to talk about the symbols, tell stories about them, and add more ideas.
- Before this lesson (or for the second in a series of two lessons), set homework asking the students to bring a symbol from their home country. They could talk with family members about symbols that are important to them and bring an item or a drawing of the symbols to share with the class.
- Introduce the New Zealand context for this text. Show the students where Gallipoli is on the map and display photographs or other images of the conflict. (The New Zealand government provides an online guide to Anzac Day at www.anzac.govt.nz/index.html) Talk about and/or visit a local war memorial and draw out the fact that that is a symbol, too. (The Ministry of Culture and Heritage has compiled a register of war memorials, which is available at www.nzhistory.net.nz/war/first-world-war-memorials)
- Focus on a selection of vocabulary from the text that the students may find difficult by saying the words or phrases out loud and asking them to write the words. (The words and phrases should be in the same order as they occur in the text.) Ask the students to compare their spelling with a partner, then give them the list of unfamiliar words or phrases to check their spelling. Review the pronunciation of the words and phrases.

Have the students listen to the text and tick each word or phrase off when they hear it. You may want to ask the students a few questions about the main ideas of the text at this point.

- Review the strategy of scanning the text. Give the students the text (it can be useful to give photocopies so that they can use highlighters and write notes on the text). Ask the students to scan to find the words from their list in the text. Then give out definitions of the vocabulary and ask the students to use the sentence in the text to help them infer the meaning of the word and match it with the correct definition.

During reading – thinking through the text

- Decide on the reading approach that is best for your students. This might be shared reading, independent silent reading, you reading the text out loud, or the students listening to the audio file while following the written text.
- As they read this text, students can begin making links between the symbols that are important to New Zealanders and other symbols that might represent home, school, or country.
- As they read the information report, have the students note who or what some of the pronouns, relative pronouns, and demonstratives refer to in a table like the one below.

Text reference	Pronouns	Who/What does it refer to?
paragraph 1, line 1	**we** remember	_____
paragraph 2, line 4	**they** remember	_____

After reading – using new understandings

- Review the students' answers to fill in the table. Discuss the way the pronouns, relative pronouns, and demonstratives provide cohesion in the text. Use the discussion about "we" and "you" to lead into the next activity.
- Look at the way the writer positions herself and her audience.
  - Unpack this by looking in depth at the first paragraph. "Let's read the first paragraph and think about who is talking." "Who is the writer? Who is she talking to? Who is she talking about?" Draw the students' attention to the pronoun "we". "Who does this refer to? Who is the author including in 'we'?" Draw out the fact that the writer is a New Zealander and her audience is people living in New Zealand.
  - Look at the next two paragraphs to see how the writer shifts from talking about all New Zealanders to a smaller group of people who go to the dawn parade and then to "some families". Work through the change in pronouns from "we" to "they".
  - "What happens in paragraph 4?" Highlight the shift to a general statement with "Nobody knows".
  - Ask the students to reread the final two paragraphs on page 12. "What pronoun is used here? What effect does it have on you as a reader?"
  - With an advanced group of students, you may also want to discuss the way the verb forms shift.
- Discuss the passive clause "The food parcels were carried in navy ships". Compare this to the same statement made using an active verb: "The navy ships carried the food parcels". Ask the students why they think the first statement was used rather than the second. Elicit from them, or explain, that the two statements say the same thing but there is a difference in emphasis. The author has deliberately used the passive voice to put the emphasis on the most important item in the context of the Anzac biscuit – the food parcels. Look at the passive and the active sentence together. Ask the students how we make a passive sentence in English and co-construct two or three examples. Have them find five more examples of the passive in the text and explain why it is used.
- The students could construct a story map of the Anzac biscuits. Have the students use who? what? when? where? and how? questions to identify what we learn about the biscuits from the beginning to the end of the text, for example: Who bakes them? When were they first made?
- The students could draw their story map on a large piece of paper and then retell the story to a partner, using the story map as their guide.
- Discuss the purpose of the biscuits. "What characteristics did they need to have to meet their purpose?" Have students identify parts of the text that state what characteristics were needed. Link this to students' learning about using "desired criteria" to select materials for a purpose in technology.
- The verb forms change with the shifts between the past and present and from an information report to a procedural text (the recipe). You could discuss examples of verbs in specific forms that the students identify in the text and draw out their prior knowledge of how past, present, and future time is signalled in English and why the different forms are used. Encourage them to share information about how time relationships are indicated in their own languages.

- Revisit the symbols of home that the students shared at the start of the story. "Are there any other symbols you can tell us about that are important to your family or country of origin? Is there any special food that you use to commemorate important times or events?" Ask the students to draw and write or talk about one of these symbols. Ask them to describe where it would be found, when, and why. If you plan to assign a research report, there is a great deal of information on the Internet about national symbols.
- Help the students to make connections to symbols that link them together. "Are there symbols that are important to this school or to the place where we live now?" They could write sentences, indicating what is important in the sentence by their use of active or passive structures.
- The students could read and enjoy the *School Journal* article "Family Treasures" (1.3.07), in which seven children from a variety of cultural backgrounds talk about items that are important to their families. They could link this to identifying criteria for significant items (in technology) or to ways of remembering the past (in social studies).
- With the students, review how well they have achieved their learning outcomes. Note any teaching points for further sessions.

Pigeon Post by Philippa Werry

Overview

This report explains why and how the world's first airmail service was set up in New Zealand, as well as describing the use of pigeons in the two world wars.

This text would be appropriate for students reading at Stages 2–3 of *The English Language Learning Progressions*.

Teaching purposes

Based on the information I have about my students' learning needs, what would be an appropriate teaching purpose for this session?

- To have the students understand how events have causes and effects (*The New Zealand Curriculum*, social studies, level 4);
- To have the students think about the underlying ideas within a text and make connections between the two linked parts of the text;
- To have the students identify and use language to talk about time and distance;
- To support the students in developing the comprehension strategies of:
  - evaluating ideas and information
  - analysing and synthesising.

Features of the text

This text incorporates several text types within one text. The first part is an information report, including some of the structural features that are typical of information texts, such as a subheading, map, and photographs with captions. This part of the text also includes a factual recount of a shipwreck and some procedural text describing how the pigeon mail service from Auckland to Great Barrier Island operated. The second part of the text, headed War Heroes, is a recount, which includes a lot of explanatory text. This combination of text types could create confusion for students; it could also provide an opportunity for students to begin to think about how they could experiment with combining text types in order to add depth and interest to their own writing.

This text describes the use of pigeons in wartime, but you could also focus on the theme of communication, which links the two main parts.

There is a considerable amount of visual support for the ideas in the text from the photographs, map, and drawing.

Nouns and noun phrases

- Pronouns are sometimes used to replace nouns, for example, on page 14 "pigeons" are referred to as "They're" and "they". On page 19, "the bird" becomes "he" and is finally referred to by name, "Cher Ami".
- Adjectives are used to add emotion, precision, and emphasis to some nouns: "terrible shipwreck", "poisonous gas", "dreadful truth".
- There is a considerable amount of vocabulary related to communication, including "messages", "airmail postal

service", "learnt the dreadful truth", "mail delivery", "the news", "pigeon message", "regular pigeon mail service", "flimsies", "postmarked stamp", "postal service", "airmail stamps", "telegraph link", "means of communication".

- There is a lot of vocabulary related to time and distance, including "the five-day trip", "had taken three days", "took just under one and a half hours" (see adverbial phrases below).

Verbs and verb phrases

- The verb forms shift between the timeless simple present ("pigeons **are** pests", "Great Barrier island **is** only") and the past ("**set off**", "**started** in 1897").
- There are some regular forms of past-tense verbs, such as "started" and "arrived", as well as irregular forms, such as "knew" and "kept" (note that although "learnt" is used in this text, *learned* is also correct). More complex forms are also used, such as "have been used" (present perfect, passive), "had ploughed" (past perfect), and "had taken" (past perfect). The use of the perfect aspect can be particularly challenging for ESOL students.
- Action verbs add tension and drama, for example, "ploughed into", "battle with", and "killed".
- The modal verb *could* is used to express ability: "could carry", "could cover".
- The text includes some phrasal verbs, such as "set off" and "setting off". Phrasal verbs have a meaning different from the meaning of each word in isolation and need to be taught as a whole phrase. (See pages 68–69 of *Exploring Language*.) Phrasal verbs often have more than one meaning, for example, "*Wairarapa* set off" (to begin a journey) and "setting off a bell" (to make an alarm sound). Note that both meanings are used in this text, but it's generally not a good idea to focus on teaching both at once because this can lead to confusion between them.

Adverbs and adverbial phrases

- A great many adverbial phrases and clauses are used to describe:
  - **time:** "for thousands of years", "from the time of the ancient Egyptians right up to the present day", "On 24 October 1894,", "in Auckland on the 29th", "till 1 November", "at that time", "on 1 November", "On 29 January 1896", "in 1897", "in 1908", "In the two world wars", "during the terrible battle of Verdun in the First World War", "in wartime".
  - **distance:** "back to their home", "from hundreds of kilometres away", "100 kilometres north of Auckland", "travel 100 kilometres", "cover the distance", "back to headquarters".
  - **place:** "from almost anywhere", "right here in New Zealand", "on the northern coast of Great Barrier Island", "in a loft in Newton Road, Auckland", "into the main part of the loft", "between Great Barrier Island and the mainland", "right in the front lines of battle", "where they could be found", "In Lille, France".

Other features

- The text begins with a simple sentence followed by a compound sentence.
- The meanings of "homing pigeons" and "flimsies" are given in the sentences.
- The connectives "When" and "then" are used to indicate the sequence of events in the procedural text on page 17.
- The phrase "ploughed into cliffs" is an example of low-frequency vocabulary that may need to be pre-taught.
- The phrase "learnt the dreadful truth" may be confusing because young people are told to tell the truth and yet this truth is "dreadful".

Before reading – introducing the readers to the text

- With your students, set one or more of the following learning outcomes for reading the text.

By the end of this work, I will be able to:

- explain how a shipwreck led to the world's first airmail postal service being established here in New Zealand;
- identify the main ideas that link the two main parts of this text;
- explain why people may describe pigeons as heroes and when they call them pests;
- identify and use language (adverbial phrases) to talk about time and distance;
- analyse and synthesise the ideas, information, and features of the text so that I can gain a better understanding of it.

- Ask the students about their prior knowledge of pigeons. "Where have you seen pigeons? What were they doing? What did you notice about them?" "Are they useful or not?"
- Look at the term "homing pigeon". "What does it mean?"
- Talk about how the students get messages to each other. Their responses are likely to include information technologies, such as text messaging, email, or social networking websites. "What if you didn't have all that technology?" Then move to the war context and talk

about how people communicate in war. Explain that there is a lot of chaos in the middle of a battle but it is important for people to get messages to each other. You could talk about the communication systems that developed in the past, such as Morse code and semaphore. As you discuss this, try to elicit some of the vocabulary in the text related to concepts about distance and communication. List this vocabulary on the board. Select an activity for practising and learning vocabulary or ask students to select their own from a list you have developed as a class (see the introduction, page 3).

- Explain that this text includes many words and phrases related to time, distance, and place. Explain that these phrases are called "adverbial phrases" and that an adverbial phrase is a group of words that adds information to a phrase or clause, usually information about where, how, or when, for example, "We're going to the shop at the bottom of the hill." (This definition is adapted from the glossary in ELLP, which also provides definitions for the related terms "noun phrase" and "verb phrase".) Use the following examples from the text to illustrate adverbial phrases of time, location, and distance:
  - "They can find their way back to their home (called a loft) **from hundreds of kilometres away."** [distance]
  - "But the *Wairarapa* didn't arrive **in Auckland** [location] **on the twenty-ninth**, [time] and it wasn't **till 1 November** [time] that people learnt the dreadful truth."

During reading – thinking through the text

- Select the reading approach that is most suitable for your students. As they read, ask them to keep in mind the question of whether they think pigeons are useful to people or not.
- Explain that you also want the students to notice the author's use of adverbial phrases. You could take one of two approaches to this. You could present them with a photocopy of the text and ask them to highlight all of the adverbial phrases of time, location, and distance that they notice, using different coloured highlighters or a code (T, L, or D) to differentiate them. Alternatively, you could ask them to fill in this chart with three examples of each kind of adverbial phrase.

Adverbial phrases of:		
Time	**Location**	**Distance**

After reading – using new understandings

- Go back to the original discussion about whether pigeons are useful. Have the students recall their original stance and ask them whether their position has remained the same or has changed. Ask them to justify their current position, using evidence from the text and from their own prior experience. The students could do research on why some people think pigeons are pests, for example, by asking adults in their family for their opinions. They could then debate the topic "Pigeons are pests".
- Have the students compare the examples of adverbial phrases that they found. Talk about the role that the adverbial phrases play in this text. "Why are there so many?"
- Have the students plot the main events in the recount of the establishment of the pigeon post on a timeline. Discuss the events leading to the establishment of this postage system. "What prompted it? Why?" Tell them to use the timeline to retell these events in pairs, paying attention to the correct use of adverbial phrases.
- The students could write about an event in their own lives, consciously using adverbial phrases of time, location, and distance to add significant relevant information.
- Have the students work in groups to think of a way to communicate without using modern technology. They could draw and label a diagram and present the method of communication to the rest of the class. Remind them to use language for talking about communication and adverbial phrases of time, location, and distance. As a class, discuss the pros and cons of the different methods.
- The students may want to use some of their new language in reading to research other forms of communication during wartime. For example, they could find out about the Navajo Indians, who used their language to create a code to communicate information over telephones and radios as part of the United States' strategy in the Pacific during the Second World War. Alternatively, they could research the Enigma machine and the efforts of the code breakers in Bletchley Park.
- With the students, review how well they have achieved their learning outcomes. Note any teaching points for further sessions.

Boy Soldiers by Norman Bilbrough

Overview

At the outset of the First World War in 1914, many young New Zealanders were eager to serve. It is thought that around three hundred boys and underage young men successfully enlisted. This report tells the story of two of them, Stan Stanfield and Len Coley, and charts their painful path from youthful enthusiasm to bitter disillusionment.

This text includes recounts of traumatic events, so be sensitive when using it with students who might have disturbing memories, especially those with experiences of war.

This text would be appropriate for students reading at Stages 3–4 of *The English Language Learning Progressions*.

Teaching purposes

Based on the information I have about my students' learning needs, what would be an appropriate teaching purpose for this session?

- To have the students understand how the ideas and actions of people in the past have had a significant impact on people's lives (*The New Zealand Curriculum*, social sciences, level 5);
- To have the students describe physical, social, emotional, and intellectual processes of growth and relate these to adolescent development (*The New Zealand Curriculum*, health and physical education, level 5);
- To have the students identify the young men's feelings at the start of the war, what happened to them, and how their feelings about war changed by the end;
- To support the students in developing the comprehension strategies of: asking questions, inferring, and analysing and synthesising.

Features of the text

This text has many of the features that are typical of information texts, including a map, photographs, and a glossary. However, much of the text is a factual recount, often in Len's or Stan's own words, which gives it a strong personal voice. The horror of the war is described in rich descriptive language as well as in colloquial language.

Nouns and noun phrases

- Nouns and noun phrases about the war and the army include "cadets", "soldiers", "uniform", "rifle", "training camp", "marching drills", "shooting", "medical examination", "army headquarters", "troopship", "major battles", "Western Front", "military base", "the Battle of Messines", "rounds of ammunition", "bullet belts", "sergeant", "shrapnel", "trenches", "trigger", "gun fodder", "trenches", "machine guns", "battlefields", "army pay packet".
- There is a large number of place names, including "Wairarapa", "Europe", "Belgium", "Western Front", "Salisbury Plain", "Somme", "Ngāuruhoe", "Ypres". Together, they emphasise the scale of the war and its distance from the boys' homes.
- The use of "front", meaning where the two sides are meeting in battle, is a low-frequency usage.
- The concept of the British Empire may need discussion.

Verbs and verb phrases

- This text is a rich and challenging source of examples of verb forms used to talk about the past, phrases and clauses of time and place, and passive structures. There are some regular forms of past-tense verbs, such as "lied", "joined", and "dreamed", as well as irregular forms, such as "ran" and "tore". More complex forms using auxiliary verbs are also used, such as "was helping" (past continuous), "had been declared" (past perfect passive), and "was given" (past simple passive).
- Verbs about the war and the army include "serve overseas", "enlisting", "fight", "charge", "commanding".
- There are a great many action verbs that add to the drama and tension, including "blundered", "severed", "disappeared", "gassed", "trapped", "hit", "survive", "wailing", "firing".

Other features

- Adverbial phrases and clauses are used as indicators of time, for example,"in May 1916", "During the next three years", "By May 1916", "In June the following year", "When they weren't fighting", "When he returned to the front", "On his nineteenth birthday").
- As well as the adverbial phrases of time, the text uses a lot of connectives (such as adverbs and prepositions) to describe the sequence of events, for example, "When", "Once", "Afterwards", "During", "By", "Then", "next".
- The fact of the boys' youth is constantly reiterated ("Boy Soldiers", "He was thirteen years old", "had to be twenty",

"just fifteen", "lied about his age", "age of seventeen", "hungry, growing teenager", "boys").

- Another important concept is nationalism in relation to the Empire: "fight for the British Empire", "they had been taught at school to honour the British Empire and to love their country".
- The text uses a lot of direct speech, which creates an informal tone. This tone is reinforced by the use of the second person and of colloquial expressions.
- The colloquial expressions ("a lot of bunkum", "blundered along", "gun fodder", "Jack Johnsons") may need explaining, especially since many of them are old-fashioned.
- Bold text is used to highlight words that are defined in the glossary.
- The ellipsis (three dots) and repetition of the word "fun" link two contrasting statements: "I thought it would be fun … It turned out to be no fun at all."
- Vivid verbs and adjectives are used to emphasise the horror of war, for example, "shells wailing", "machine guns firing", "stagnant water".
- Figurative language is used to create further impact, for example, the simile "like Ngāuruhoe erupting" and the metaphor "I have felt nothing more than a corpse floating in a shell hole of stagnant war".
- Intensifiers are used to make the meanings of other words or phrases stronger, for example, "wildly" in "wildly enthusiastic", "just" in "just fifteen".
- The irony of the final words links back to the boys' early innocence: "After all, they had been taught at school to honour the British Empire and to love their country."
- There is black humour when the sergeant farewells his arm.

Before reading – introducing the readers to the text

- With your students, set one or more of the following learning outcomes for reading the text.

By the end of this work, I will be able to:

- describe how the First World War affected two underage New Zealand soldiers;
- explain how the war affected the soldiers' families and communities;
- understand and use words, including place names, that relate to the First World War;
- ask questions, infer information, and analyse and synthesise ideas and information in order to get a deep understanding of the message of the text.

- Have the students read the title of the text, look at the illustration on page 20, and infer what they think the text will be about.
- Activate the students' prior knowledge by asking them to brainstorm words associated with war and the army. Record their ideas on a whiteboard or chart. Try to elicit some of the words that they will encounter in the text. Encourage your students to tell you the words for their suggestions in their own language.
- Point out the glossary on page 38. You could introduce these words before the students begin their reading. You can download maps from the Internet to show the students the extent of the British Empire in 1914.
- Tell the students that there are many place names in this text and have them scan the text to find some of them.
- Give the students a map of New Zealand and a map of Europe. Have them work in pairs to find the places mentioned in the text. Draw out the concept of the distance between the boys' homes and the battlefields and the length of time it took to travel so far before the advent of jet aeroplanes. "How might it have felt to be a young person fighting in a war so far from home?"

During reading – thinking through the text

- Have the students read the first paragraph only, explaining that their reading task is to think of a question about what they read. Ask them what questions they have and record these on the board. Prompt them to think about Stan's response to the declaration of war, what he imagines it will be like, and what it may really be like.
- Give the students a copy of two tables like the ones on page 15, perhaps leaving some of the entries blank (choose appropriate scaffolding for your students, with some entries filled in for those who need examples). Use a jigsaw reading approach. (See ESOL Online at http://esolonline.tki.org.nz for an explanation of a jigsaw approach.) Tell the students that, first, each student will read only the paragraphs about one of the men – Len or Stan. Tell each student which man to read about and explain that as they read, you would like them to fill in the times, places, and events (where known) for that man. They need not fill in the fourth column for now. As the students read, they can look at their maps to check where Stan and Len are.
- Have the students read their appropriate paragraphs (for Len or Stan) to the bottom of page 22. Prompt them to change or add to their questions and record these on the board for them. Remind them to keep matching the places to the people.

Stan			
Time (date or age)	**Place**	**Event**	**Feelings:** How was he feeling? How can we tell?
1914/thirteen years old	Wairarapa	War is declared in Europe	
Fourteen years old		Stan joins the cadets	
Fifteen years old		Stan enlists in the army	
May 1916	A camp on Salisbury Plain	In training	
	Military base in France		
June 1917	Messines	Fighting in the Battle of Messines	
	Passchendaele	Fighting at Passchendaele Gets shot in the back Commands a group of soldiers	
After war		Returns home	

Len			
Time (date or age)	**Place**	**Event**	**Feelings:** How was he feeling? How can we tell?
	Palmerston North	Len enlists	
May 1916/seventeen years old		Len leaves New Zealand on a troopship	
During the next three years	In France and Belgium	Fighting in all the major battles on the Western Front	
June 1917	Messines	Fighting in the battle of Messines Helps wounded sergeant	
	Passchendaele	Fighting at Passchendaele Gets gassed	
Nineteenth birthday	French town	Comes under fire Has to bury a mother and baby	
After war		Returns home Burns uniform	
1930		Revisits Ypres and Passchendaele	

After reading – using new understandings

- Have the students work in pairs to combine their two charts and compare the two men's stories. Then create a class version of the chart, compiling the information from each student pair.
- Ask them to fill in the column for Feelings individually, then discuss their ideas in pairs. You may need to do one or two examples as a class first, paying particular attention to the question: "How can we tell?" When the pairs have had some time to discuss their ideas, fill in the column for Feelings as a class. Use this opportunity to discuss the language features that convey feelings, such as figurative language, colloquial language, and action verbs.
- Return to the students' initial questions. "How did they help you to read the text?" "How might you answer them?" "Can you think of any more questions?"
- Give each student templates like the example below and ask them to use them to graph the changes in the levels of tension for Len and Stan as you recall for them key events from their stories.

Stan: Levels of tension							
Highest							
Medium							
Lowest							
	War declared in Europe	Joins the cadets	Enlists in the army	In training	Fighting in the Battle of Messines	Fighting at Passchendaele	Returns home

- A "say it" role-play task helps students to think about an issue or event from different points of view. It also enables students to reuse key language from the text in this new context, where they are constructing their own sentences. (See ESOL Online at http://esolonline.tki.org.nz for an explanation of "say it" role plays.) Ensure that all the students include some key vocabulary in their role plays. (Note that the most useful vocabulary is probably not the topic-specific vocabulary such as "bayonet").

You are Stan's mother or father. The war is over, and Stan is home. Describe how you felt when war was announced and Stan said, "Well, I'll be going." How do you feel about it now that he's back?	You are Len's sergeant. Explain how you feel about losing your arm and how it has affected your life.	You are one of the people whose town was shelled. Explain how you felt when the shelling stopped and you saw the destruction.
You are one of the soldiers who Stan had to command at Passchendaele. What was the battle like for you, and how did it feel being commanded by someone so young?	You are a young soldier on the German side of the battle lines. What was the war like for you?	You are the grandson or granddaughter of either Stan or Len. How do you think the war affected your grandfather? How has that affected your own opinion of war?

- The students could explore the connections between Len's and Stan's stories and other literature (for example, poems by Siegfried Sassoon, Wilfred Owen, or Philip Larkin) or some anti-war protest music (for example, "War" by Edwin Starr or "Peace Train" by Cat Stevens.) Note that you can access many of these poems and songs on the Internet. They use strong images and evocative language to get their message across. If appropriate, the students could incorporate some of the phrases they have created into a poem, perhaps innovating on the structure of a simple poem.
- The students could watch the short film *Tama Tu*, directed by Taika Waititi, which depicts a group of young Māori Battalion soldiers waiting for nightfall in the ruins of an Italian home. Forced into silence, they keep themselves entertained by clowning around. The film contains humour but also pathos. After viewing, the students could create some phrases that convey the sense of what they have seen, using some of the language features from the report. These might include a simile, a metaphor, an adjective matched with a noun, or an adverb matched with an action verb. (The movie's website at http://www.tamatu.co.nz/ says the DVD will be available in 2009.)
- With the students, review how well they have achieved their learning outcomes. Note any teaching points for further sessions.

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