

## Teaching Guides

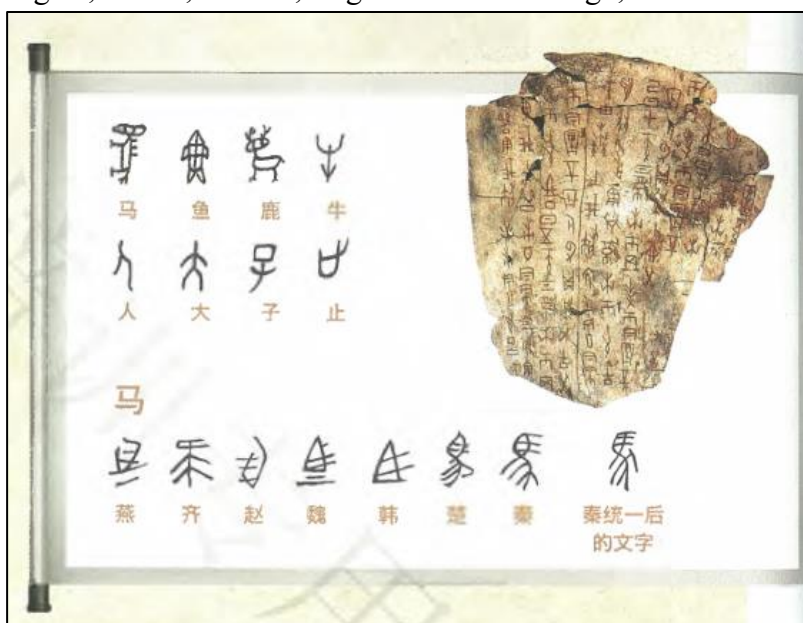
<b>Target Students:</b>	Secondary Level (Senior form 1 students)
<b>Corpus Used:</b>	Keyword Tutor
<b>Duration:</b>	40 minutes
<b>Lesson objectives:</b>	<p>To help students explore keywords' function in revealing the theme according to their positions in the paragraph;</p> <p>To help students retell the passage by means of word cloud &amp; mind map of the keywords</p>

## Keywords in

“THE CHINESE WRITING SYSTEM:

CONNECTING THE PAST AND THE PRESENT”

( Passage 1, Unit 5, Book 1, English for Senior High, PEP 2019 Version)



**Teacher tips:** The following activities are intended for a 40-minute session, before which the warming-up, leading-in and text comprehension have already been done.

1. Preparations on the part of the teacher.
  - a. Use the “KeyWords” tool of WordSmith 8.0 to generate the keywords of the text, which are “Chinese, writing, system, qinshihuang, ancient, china, symbols, culture, emperor, dynasty, hanzi, longgu, qin, shang, bc, written”. Acquire the “File View” interface of these keywords via AntConc 3.5.8..
  - b. Generate the word cloud of these keywords by running the “Word Cloud” of the “Compute” menu in WordSmith 8.0.

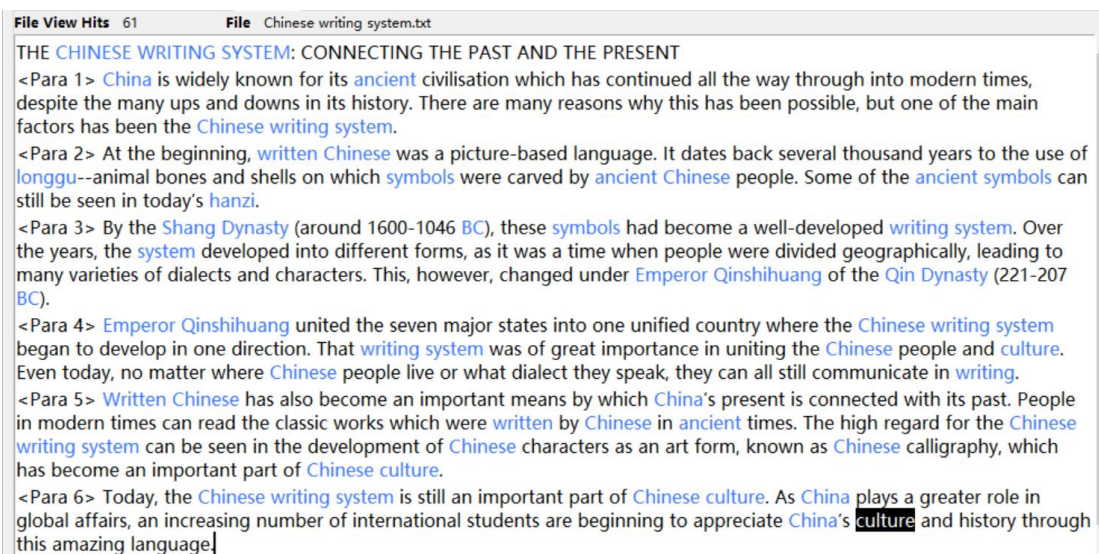
### Teacher tips:

- a. The references of the above two concordancers are:

Scott M. (2019). WordSmith (Version 8.0.0.20) [Computer Software]. Oxford, UK: Oxford University Press. Available from <https://www.lexically.net/wordsmith/downloads/>

Anthony L. (2019). AntConc (Version 3.5.8) [Computer Software]. Available from <http://www.laurenceanthony.net/software.html>

- b. The reference corpus in generating the keywords is “iwebtext0” with over 18 million tokens. Available from [https://www.corpusdata.org/iweb\\_samples.asp](https://www.corpusdata.org/iweb_samples.asp)



2. Observations over the keywords' thematic functions. This is to guide students to observe the keywords contextually, semantically and thematically.
  - a. Clarify the concept. "In corpus linguistics a key word is a word which occurs in a text more often than we would expect to occur by chance alone. Key words are calculated by carrying out a statistical test (e.g., loglinear or chi-squared) which compares the word frequencies in a text against their expected frequencies derived in a much larger corpus, which acts as a reference for general language use." (<https://en.wikipedia.org/wiki/Keyness>)

**Pair Work:**  
**Discovery Activity**

- b. Observe the keywords occurring in the first sentence of each paragraph and tell how they reveal the main idea topic of each paragraph.

[A possible version: In <Para 1> "China" and "ancient" draw readers' attention to Chinese ancient civilization, followed by the core of the text, namely the Chinese writing system; in <Para 2> "written Chinese" triggers the topic of the Chinese character, and the development of the topic doesn't stop until <Para 5>; in <Para 4>, "Emperor Qingshihuang" was a milestone person in the Chinese character's evolution; in <Para 6>, "Chinese writing system" draws in the extended topic and gear it back to the theme, its cultural value in connecting the past and the present, echoing the title of the passage.]

**Pair Work:**  
**Discovery Activity**

- c. Heed the keywords occurring in the place apart from each paragraph's first sentence, and tell their functions in conveying the thematic content.

[A possible version: "Chinese writing system" occurring at the end of <Para 1> clarifies the theme; "longgu" in <Para 2> ,the material on which symbols were carved, is indispensable when talking about the early stage of the Chinese character; "Shang Dynasty" and "Qin Dynasty" were two crucial dynasties in the evolution of the Chinese character; "Chinese culture" in <Para 6> is the superordinate of the Chinese character, and sublimates it. ]



3. Observations over the keywords' word cloud and completion of the keyword-based mind map.

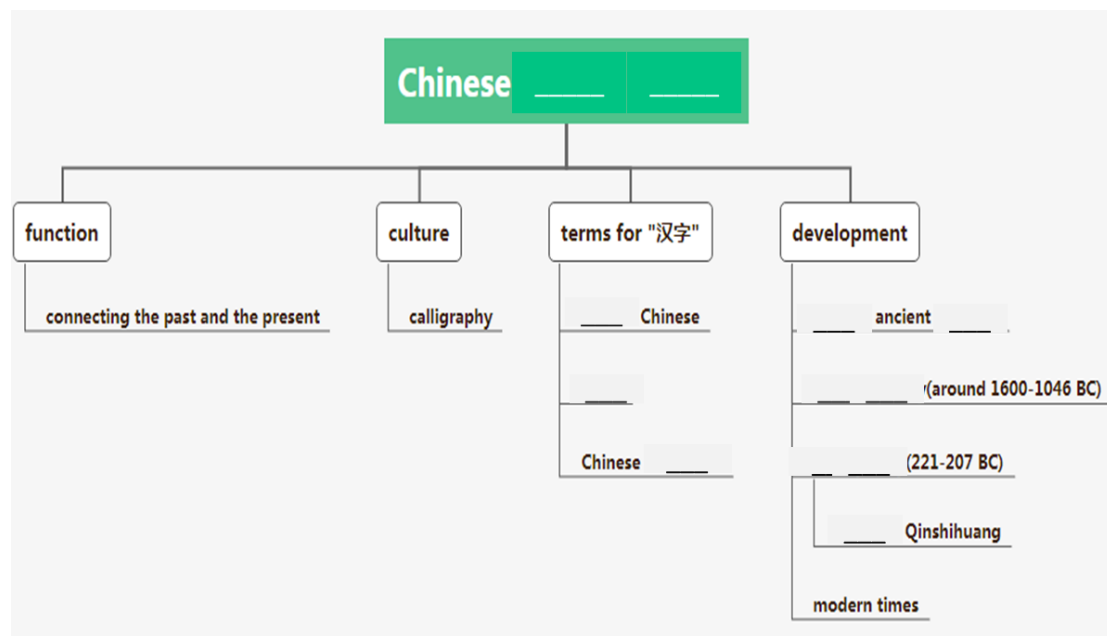
**Small Group Work:  
Discovery Activity**

a. Find the bigger words in the word cloud and see how they collocate with the nearby words in the context and what they work together to mean.

[A possible version: Take the biggest keyword “Chinese” for instance. Together with its collocates some phrases are formed, namely, “Chinese writing system” with 5 occurrences, “Chinese people” with 3 occurrences, “written Chinese” with 2 occurrences and “Chinese people and culture”, “Chinese characters”, “Chinese calligraphy”, each with 1 occurrence. These phrases respectively refer to people, culture, language, art and so on, which help develop the idea from different aspects. ]

**Individual Work:  
Independent Practice**

b. Referring to the word cloud, complete the mind map.



[Suggested answers (vertically): Writing System, written, hanzi, characters, longu, symbols, Shang Dynasty, Qin Dynasty, Emperor.]

4. Retelling. In groups of 4, students retell the text according to the mind map. One criterion for good retelling is the coverage of the theme.

**Small Group Work:  
Presentation Activity**