Lungtung Book 2 Lesson 7
Are You Worth Your Salt?

Shih Hsin Senior High School
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The Level of Difficulty of the Lesson Plan

- Elementary
- Intermediate
- Upper-Intermediate
- Advanced
Text Structure: listing, (chronology)
Teaching Focus: coherence & cohesion
Grammar Focus: four types of sentences
1. simple
2. compound
3. complex
4. compound-complex
Simple listing is a listing of items, ideas, or attributes where the order or presentation is not significant. There are two major different types of listings.

**Type 1:**
I read newspapers for several reasons. First, …for general information…. Second, …for a hobby…. Third, …for entertainment…. Fourth, …to enrich my mind…. Finally,…to keep myself abreast of the times…. These are the main reasons why I read newspapers.
• Type 2:

In the modern world, salt has many uses besides being a food seasoning...in the making of glass and airplane parts, in the growing of crops and in the killing of weeds...to make water soft, to make soap and to dye cloth...to stop the itching from a mosquito bite.
(For the first type)
(For the second type) The Uses of Salt
(For the second type) Cluster/Word Web
(For the second type) Describing Star
Outline of Lesson Plan

• I. Create a Background
• II. Establish New Information
• III. Practice and Personalization
• IV. Application
I. Create a Background

1. When do historical records show humans’ first use of salt? (salted fish, to preserve the dead)
2. How did people in ancient times and modern times treat salt? (expensive in ancient times, more uses in modern times)
3. What are the uses of salt in modern times? (seasoning, making plane parts, killing weeds…)
4. Where does salt come from? (salt water, salt bush, rock deposits in mines)
Are You Worth Your Salt?

• Why do people put a few grains of uncooked rice in a salt shaker?
II. Establish New Information

1. General facts about salt
   ▲ Production trends:
     (evaporation from sea water or brine)
   ▲ Forms of salt:
     (unrefined salt, refined salt, table salt)
   ▲ Health effects:
     (muscle cramps, dizziness, hypertension, stomach cancer, induced asthma)

2. Text in Graphic Organizers
<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Main Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph 1</td>
<td></td>
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<tr>
<td>Paragraph 2</td>
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<td>Paragraph 3</td>
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<td>Paragraph 4</td>
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<td>Paragraph 5</td>
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<td>Paragraph 6</td>
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<td>Paragraph 7</td>
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<tr>
<td>Paragraph</td>
<td>Main Idea</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Paragraph 1</td>
<td>Historical records show that salt was used 3000 years ago.</td>
</tr>
<tr>
<td>Paragraph 2</td>
<td>In ancient times, salt was important.</td>
</tr>
<tr>
<td>Paragraph 3</td>
<td>In the Roman Empire, salt was used as salary.</td>
</tr>
<tr>
<td>Paragraph 4</td>
<td>Throughout history, laws were made to protect the value of salt.</td>
</tr>
<tr>
<td>Paragraph 5</td>
<td>In the early days in the US, salt was hard to get.</td>
</tr>
<tr>
<td>Paragraph 6</td>
<td>In the modern world, there are other uses for salt besides being a food seasoning.</td>
</tr>
<tr>
<td>Paragraph 7</td>
<td>Salt comes from ……and the “salt bush.” …continue to play an important role…</td>
</tr>
</tbody>
</table>
III. Practice and Personalization

3.1 Finding the truth
   the uses of salt (Paragraph 6)
   the natural sources of salt (Paragraph 7)

3.2 Cohesion of the lesson
   3.2.1 topic continuity
   3.2.2 thematic progression with a hyper theme
       (connection within a paragraph)

3.3 Four different types of sentences
    (connection within a sentence)
3.1 Cohesion: Paragraph 6

salt
Cohesion: Paragraph 6

- making glass
- making plane parts
- killing weeds
- melting ice
- drying cloth
- seasoning
- stopping itching
- making water soft
- preservative
- making soap & detergents
- growing crops
- skin care
Cohesion: Paragraph 7

- Salt
  - Salt water
    - Saltwater lakes
    - Seas
  - Salt bush
  - Rock deposits from underground mines
- Oceans
Five Ways to Form a Paragraph

• There are five ways to form a paragraph with a string of sentences:
  • 1. Thematic progression with a constant theme (topic continuity) (Paragraph 6 & 7)
  • 2. Thematic progression with linear thematization or rhymes (Paragraph 3)
  • 3. Thematic progression with a hyper theme (Paragraph 1)
  • 4. Exposition of a split rheme
  • 5. Thematic progression with a thematic jump.
<table>
<thead>
<tr>
<th>S-24</th>
<th>In the modern world, <strong>salt</strong> has many uses besides being a food seasoning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>S-25</td>
<td><strong>It</strong> is used in the making of glass and airplane parts, in the growing of crops, and in the killing of weeds.</td>
</tr>
<tr>
<td>S-26</td>
<td><strong>It</strong> is also used to make water soft, to melt ice on roads, to make soap, and to dye cloth.</td>
</tr>
<tr>
<td>S-27</td>
<td><strong>Salt</strong> even helps to stop the itching from a mosquito bite.</td>
</tr>
</tbody>
</table>
We do not know when man first began to use salt, but we do know that it has been used in many different ways throughout history.

Historical records show, for example, that people who lived over 3,000 years ago ate salted fish.

Thousands of years ago in Egypt, salt was used to preserve the dead.
3.2.2 Thematic Progression with a Hyper Theme

We do not know when man first began to use salt, but we do know that it has been used in many different ways throughout history.
Less important guests were given seats farther away from salt.
Compound Sentence

- Coordinators:
  - and (commonly used)
  - but (commonly used)
  - or (commonly used)
  - for
  - yet
  - so
  - nor
We were tired, but we arrived in time for my mother's birthday party.
## Subordinate conjunction:
(conjunctions for dependent clauses)

<table>
<thead>
<tr>
<th>Adverb Clause Conjunctions</th>
<th>Time</th>
<th>Place</th>
<th>Manner</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>after, as soon as,</td>
<td>everyplace, everywhere,</td>
<td>as, as if, as though</td>
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<tr>
<td></td>
<td>before, even after,</td>
<td>where, wherever</td>
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<td></td>
<td>even before, since</td>
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<td>(from when), until,</td>
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<td></td>
<td>when, whenever,</td>
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<td></td>
<td>while, once, every</td>
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<td>time (that),</td>
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<td>Type</td>
<td>Examples</td>
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<td>-------------------------</td>
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<tr>
<td>Cause</td>
<td>as, because, inasmuch as, since, so that</td>
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<tr>
<td>Condition</td>
<td>If, on condition that, provided that,....</td>
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<tr>
<td>Concession</td>
<td>although, even though, though</td>
<td></td>
<td></td>
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<tr>
<td>Adj. Clause Relative</td>
<td>Who, whom, whose, that, which</td>
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<tr>
<td>Pronouns, Relative Adj.</td>
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</tr>
<tr>
<td>N. Clause Conjunctions</td>
<td>Which, what, when, where, who…</td>
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</tbody>
</table>
We don’t know when the president will come.
Although she is now 80 years old, she still looks around 55.
People could be put in jail.

who were caught

stealing salt
My mother was unhappy with me and she wanted to punish me because I didn’t behave well at school.
Somebody told me that Jack won the lottery, but he denied it.
We don’t know when man first began to use salt, but we do know that it has been used in many ways throughout history.
IV. Application (Writing)

1. Sentence combining
   (See the previous section: sentence in graphic organizers)
2. Paragraph writing (on the right track)
3. Essay writing (not successful)
Paragraph 6: the Uses of Salt

- making glass
- making plane parts
- killing weeds
- melting ice
- drying cloth
- growing crops
- making soap & detergents
- stopping itching
- making water soft
- preservative
- skin care

salt
Paragraph Writing

• Example 1: (good example)

What can we do with salt? We can use salt in many ways. When cooking food, we can’t cook without salt. It seasons the food and makes the food tasty. Airplanes are the most convenient transportation to go abroad in our daily lives but why do I mention airplanes? It’s because airplane parts are made with the addition of salt. We use salt to kill weeds, to make glass, to grow crops. Also, when we take a bath, we need soap which is made from salt, too. From the ancient times to our daily lives now, the price of salt has changed a lot. It is much cheaper than before. Also, it is very important, not only for making things but also our body needs it too, so we can do a lot of things with salt.
Write a short paragraph based on the graphic organizer offered.

What can we do with salt? We can use salt in many ways. When cooking food, we need and added salt. It makes the food and makes the food taste. Airplanes are the main transportation tool we need in our daily lives, but do we know how air travel operates? Are the planes made with salt? We use salt to make bricks, to make glass, to grow crops. Also, when we take a bath, we need soap, soap is made from salt. So, from the ancient times to our daily life, the price of salt has changed a lot. Salt is much more cheaper than before. Also, it is very important not only for making things but also for body needs of man. So, we can do a lot of things with salt.
• Example 2: (not a good one)

As for salt, I know something about that. There are many different ways to use salt in different countries. Some people use it to as seasoning, and the others use it to heal diseases. It’s image that a kind of food can be used for many ways. I have no idea about that before. I have already known that it can stop itching since I was a child. I don’t know how the salt can preservative food? What I know about salt is all from the kitchen. It can be used in cooking eating and it can be used in washing fruit. I learn it. I think it is interesting, and I’ll look for some information about it.
Essay Writing

Use this lesson as an example and write an essay with a different topic:

“The History of Sugar”
We don’t know when people first began to use sugar, but we do know that it has been used for many kinds of purposes throughout history. For example, sugar probably originated in New Guinea during prehistoric times. Its culture spread out into the Pacific Islands and into India. The process of making sugar by evaporating juice from sugarcane developed in India around 500 BC.
• About 200 BC, Chinese producers started to grow sugar as well. The Arabs and Berbers introduced sugar to Western Europe when they conquered the Iberian Peninsula in the 8th century AD. In August 1492 Christopher Columbus stopped at Gomera in the Canary Islands for wine and water, intending to stay only four days. When he finally sailed she gave him cuttings of sugarcane, which became the first to reach the New World.
• In 1500, the Portuguese took sugar to Brazil. From 1625 to 1750 people saw sugar become worth its weight in gold. Prices declined slowly as production became multi-sourced, especially through British colonial policy. By 1750 the French colony known as Saint-Domingue became the largest sugar-producer in the world. Jamaica too became a major producer in the 18th century.
Nowadays there are two kinds of sugar. One is made from beets; the other one is sugarcane. They both have different kinds of production. To make sugarcane you must first crush the harvested vegetable material from sugarcane in order to collect and filter the juice, and then you boil the juice to allow the sediment to settle to the bottom for dredging out, the scum rising to the surface for skimming off. Further cooking crystallizes the juice; which is sugar.
On the other hand, beet-sugar is made by slicing the beets and then boiling them till the surface becomes crystallized; then the juice can be scooped out and cooked further until sugar forms.

Sugar is used for many purposes. For example they use it for tea, cakes, cookie, and food.
• Teacher’s Comments:
• The student has not mastered the article “the,” frequently misused in the original.
• The last three paragraphs are a problem. The third and second paragraphs from the end attempt to discuss a process, but the student does not clearly explain the processes. Shorter sentences would help as would the use of third person (rather than “you”).
• The final paragraph is not a concluding paragraph. This essay is not complete.
Thank you for listening!

• I sincerely invite you to join us in brainstorming to come up with effective ways of teaching.

• Your participation will create a new era in English teaching in Taiwan.