

## Tool 3: Collaborate and identify differences in subject-specific discourse demands

	How to analyse a written recount in a history textbook	How to analyse a written recount (worded problem) in mathematics	Common points and differences between subjects
Who is the audience of the text?	Students	Students	
What is the purpose of the text?	To narrate a historical moment	To describe and outline a defined problem To instruct	
How is the text structured?	<b>An introduction</b> that describes the initial situation, sets out the theme and limits it chronologically <b>Several paragraphs</b> organised around a main idea, indicating the actors, the dates and the events <b>A conclusion</b> that states the final situation and the consequences or that puts it into perspective	<b>An introduction</b> describes the initial data and conditions which should be used to solve the problem <b>Instructions</b> on what to do	
Which linguistic elements must (subject) teachers be aware of?	<b>...general linguistic characteristics</b> Narrative, interpretative, written in the present tense, using 3rd person singular or plural, does not use the future tense, verbs of change: to launch, to become, to bring about, to win Thanks to, because of, that is why, but, however, in that case, finally Change, emergence, transformation	<b>...general linguistic characteristics</b> Factual text, written in the present tense, using 3rd person, using the verb to be (is), use of passive voice Every word is important Instruction words: find, convert, work out (could also be questions words: how many, what is...) Being able to relate to the symbolic language of mathematic and the language of schooling ( $C=aF+b$ ). Use of subject words and concepts: Linear relationship, constants, fractional, convert, temperature scale(could be equation, variable, solution, multiplication, percentage...) Words and concepts have a precise and unambiguous meaning.	
Which possible difficulties could there be?	<b>...possible difficulties</b> (both in reception and production) Connectors (Thanks to), Nominalisation (emergence, creation), Subjects specific concepts (expedition, battles, conquest, empire ...), Synonyms (title can be also a heading) , Subject language : (His numerous conquests bring about the creation of a vast Empire and the emergence of a new culture, the Hellenistic culture.) VS Everyday language (He won many battles. Because of this he got a large country.	<b>...possible difficulties</b> (both in reception and production) Reduced context (no picture, no visuals, no other sources or support than the language itself...), no connectors Density of information Symbolic language Pronoun reference (what does the pronoun IT refer to in the sentence: "it has the form"?) subjects specific concepts (here : linear relationship, constants, fractional, convert, temperature scale ) Everyday language VS subject language... Subject language: (linear relationship VS link).	