## Tool 3: Collaborate and identify differences in subjectspecific discourse demands (example)

	Example: Formulating a written hypothesis in a history class	Formulating a written hypothesis in biology, in science	Common elements to be worked on
Aim of the disciplinary discourse	Formulating a hypothesis in history has as its aim to formulate propositions likely to explain a past situation.		
Procedures	To formulate a hypothesis in history is		
	To observe a situation		
	To compare it to one's pre-existing ideas or knowledge		
	To ask questions		
	To propose solutions and/or		
	To express a doubt		
	The above should be expressed in relation to time		
Organisatio	Position of the problem: actors, dates, intrigue		
n of the information	Description of the understanding of the situation		
	Proposition of one or several possible explanations		
	expression of a problem		
Linguistic objectives	General linguistic characteristics: Written in present, past tense or conditional		
	Indication of the actors, of temporalities, of causal relationships, use of temporal, logic connectors, of adverbs of assumption		
	May be in 1 st pers. singular (« I think that ») or in 3rd pers. sing. or plural (« they wanted perhaps »)		
Linguistic practices	Examples of linguistic elements:		
p. uouooo	Verbs of doubt: suppose, think, imagine		
	Earlier, originally but then, I think that, I imagine that and if? One can suppose thatif they do it is becausehe wanted perhaps to beobviously, without doubt		
Linguistic practices	I think Alexander was called the Great because he realized numerous conquests. I suppose that at the beginning, he did not know how far he would go; perhaps his victories have encouraged him to continue. You can imagine that when he went to Asia in 334, it was because he wanted to become famous.		





