

Innovating with the Multimodalities-Entextualization Cycle in Language Across the Curriculum (LAC) to Improve ESL Junior Secondary Students' English Literacy

Materials tried out in teachers' lessons:

Becoming the CEO: An LAC Collaboration [Teacher Version]

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The lesson materials tried out represented an LAC collaboration between the **BAFS (S4-6)** department and the **English** department.

The LAC project is supported by Seed Funding Grant (2020/21) and CRAC Grant (2021/22),
The Education University of Hong Kong.

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Becoming the CEO

明日CEO



Unit Overview

Topic	Learning the Recommendation and Recount Text-types for “Becoming the CEO”
Target Class Level	Form 4
Suggestions	<ul style="list-style-type: none"> - The text structure of proposals (Background^Suggestions) and recounts (Orientation^Events in time order^Evaluation*) should be highlighted when teaching the texts; - A mind map or a table should be used for students to brainstorm and organize their ideas for the ‘reading to writing’ task (Task 4a, Task 7a); - Some IT suggestions are given alongside the tasks for online teaching contexts.
Learning Objectives	<p>Contents:</p> <p>Students can:</p> <ol style="list-style-type: none"> 1) Make use of relevant business concepts to formulate ideas about starting up a business for the School Chinese New Year Fair stalls; 2) Raise the awareness of financial planning and management. <p>Language functions:</p> <p>Students can:</p> <ol style="list-style-type: none"> 1) use the following words related to business planning: <i>Seasonal marketing, consumers, profits, products;</i> 2) identify the text structure of the proposals/suggestion text type; 3) propose ideas using modal verbs (e.g. will, can, could, may); 4) elaborate ideas by adding extra information to the noun using relative clauses; 5) use simple past to talk about experiences in the recount text type; 6) give effective English oral presentations.

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Part 1: The Chinese New Year Marketing Plan

Task 1 The Festive Mood of Chinese New Year

(IT Note: This task can be done with [Padlet](#) or [Mentimeter](#) for online teaching contexts)

Chinese New Year, also commonly known as Spring Festival, is the most important holiday for Chinese people. The preparation and celebration for Chinese New Year lasts for nearly a month and Chinese people usually give gifts to friends and relatives to show respect and affection. Therefore, many retailers like to use Chinese New Year to boost their business. Learn more about the Chinese New Year before working on your business plan.

Watch the following three-minute [news clip](#) posted by *South China Morning Post* on 21 January 2020 and answer the following questions.



a. According to the clip, what do Chinese people do during Chinese New Year?

(Answer: one or all of the following: Preparing and attending lantern shows; buying decorations and flowers for good luck; travelling back to home town; reunions with family and friends.)

b. What do you usually do in Chines New Year? (in one or two sentences)

(Students' own answers.)

***The script in the video**

(* It is recommended to be shown after students attempt the questions above.)

The Lunar New Year is only days away. Celebrations are already underway across China. Lantern shows light up the streets at nighttime. Markets are filled with people buying decorations and flowers for good luck in the new year. Around 3 billion trips will be made by Chinese people travelling for the Lunar New Year holiday. Also called the Spring Festival, it is a treasured time for reunions with family and friends. The Year of the Rat begins when the new moon appears on January 25, 2020.

Task 2 What is it like to be an entrepreneur (企業家)?

(IT Note: This task can be done with [Mentimeter](#) for online teaching contexts)

Many people think that to own a business, one must have a hefty bank account for the initial investment. Not all the time. Most entrepreneurs these days work backward. They start out with a little to no amount and then work their way up and make lots of money. Have you ever dreamed about becoming one of them one day? Here's your chance by being part of the 'Becoming the CEO' event. Get some ideas about what it is like to be an entrepreneur before you work on your business plan.



Listen to a [rap song](#) and answer the following questions.

- a. What makes a great entrepreneur?



(Possible answer: Passion, persistence, patience, marketing strategies, unique perspectives, focusing on reality)

- b. What obstacles will an entrepreneur encounter in running his/her business?



(Possible answer: Short of cash flow; Limited profit; Dealing with a new lifestyle pattern; Hiring a perfect team)

<p>The three best seasonal marketing ideas to boost sales during the Chinese New Year</p> <p>[1]The Chinese New Year is the perfect time for seasonal marketing.</p> <p>[2]Chinese consumers spent around \$149 billion in 2019, and the number is only on the rise with each passing year. Online marketing and seasonal advertising ideas will help take advantage of the season and earn the same profits that many big businesses already do. Brands like Gucci and Apple regularly use seasonal marketing to reap the harvests of the Chinese New Year. The following text proposes three perfect marketing suggestions.</p> <p>Two-pronged social media strategy</p> <p>[3]The social media strategy should not be restricted to Facebook, Twitter and Instagram. Rather, it should be two-pronged – one for those celebrating inside China and another for those celebrating outside the country.</p> <p>[4]When it comes to China, the platforms WeChat and Weibo where the younger generation communicate with each other are the most important. At the same time, Chinese nationals who live in other countries like Singapore and Malaysia often use Facebook and Twitter. This will enable communication with millions of Chinese customers, and thus bring in a considerable amount of selling opportunities.</p> <p>Seller coupons on E-hongbao Platforms</p> <p>[5] Offering red packets which contain seller coupons on e-hongbao platforms can be a great marketing idea. Tencent was the first to popularise the idea of the e-hongbao or online red packet feature. Through this feature, people can send “lucky money” digitally to loved</p>	<p>words in red: subject-specific vocabulary words in blue: general academic vocabulary words in yellow: linking words words in green: modal verbs words highlighted: relative clauses</p> <p>Background: Set the context (When, for whom, what)</p> <ul style="list-style-type: none"> - Simple present for general truth - Simple past for facts in the past <p>Suggestion 1 Two-pronged social media strategy - ‘should’ for giving suggestions</p> <p>Suggestion 2 Seller coupons on E-hongbao Platforms - ‘can’ is for giving suggestions. - “...which can then be spent ...” gives additional information about “lucky money”.</p>
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ones and friends, which can then be spent on the platform. A whopping 100 million users flocked to the platform when it first debuted to distribute “lucky money” within the Lunar New Year month, and Alibaba was quick to adapt their Alipay app to have a similar feature. With Alipay having a foothold in places like Singapore, Malaysia, and Thailand, there is a unique opportunity to market products through Alibaba’s platforms in Southeast Asian countries.

The use of celebration specific imagery

[6] Another effective strategy could be integrating the animal of the year in the branding. In 2020, it was the ‘Year of the Rat’. Brands were quick to bring in the famous Mickey and Minnie Mouse to celebrate the year, a great example of seasonal marketing ideas that are relevant and increase engagement with customers. It has to be noted that deep knowledge of the zodiac animal and Chinese traditions is required for this strategy to work out. Otherwise, it has the potential to hurt cultural sensibilities.

Suggestion 3 The use of celebration specific imagery

- ‘could’ for giving suggestions
- “...that are relevant...” gives additional information about “ideas”.


Task 3a Complete the table to understand the main ideas of the passage

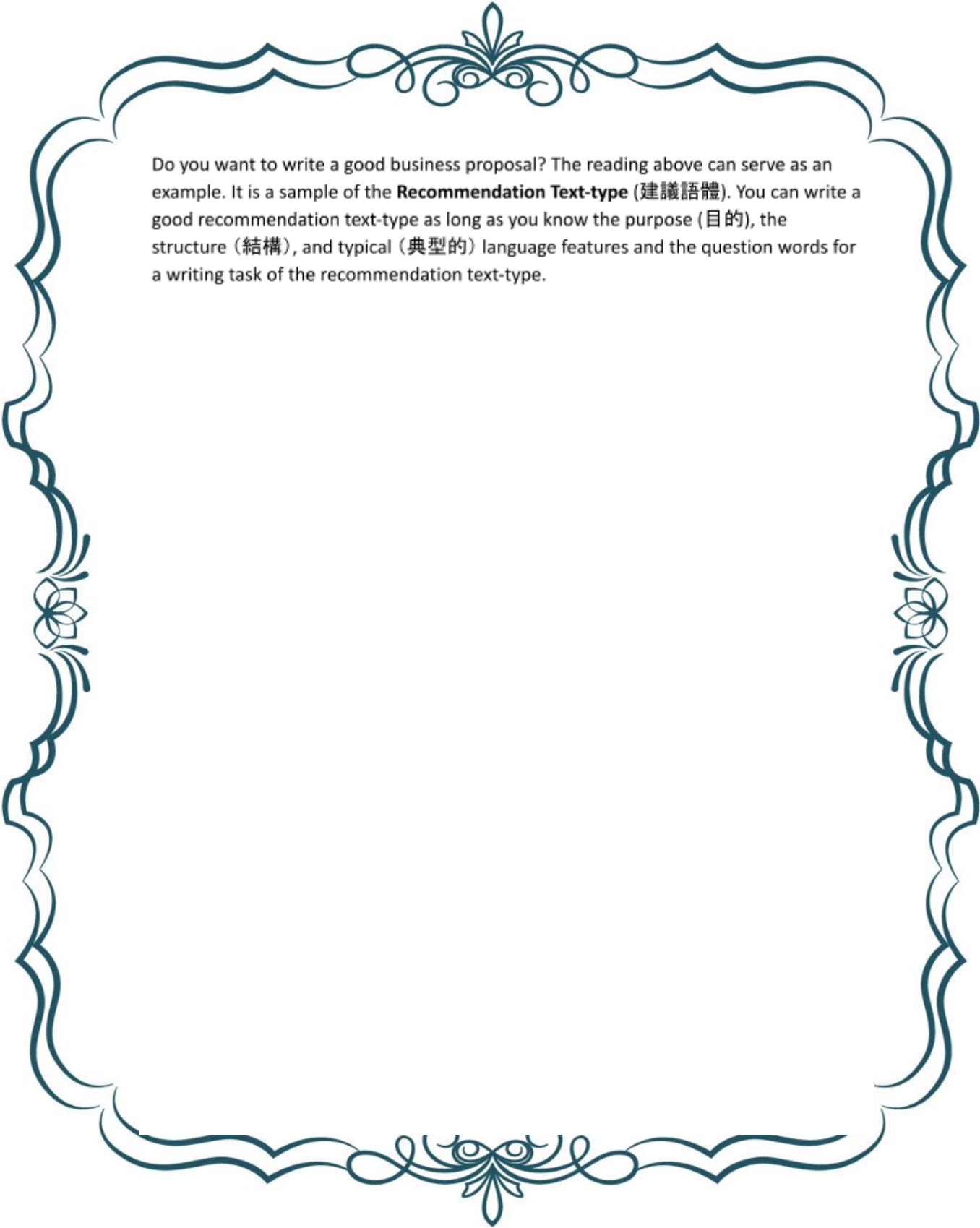
When proposing ideas in the writing above, we should make clear the following:

- **Whom** do the ideas target?
- **When** do the ideas work?
- **Where** do the ideas work?
- **What** are the ideas?
- **Why** are the ideas effective?
- **How** should the ideas be used?

Paragraph No.	Stage of the text	Content	
__ and __ (answer: 1-2)	Background	What	s ____ m ____ s ____ (answer: <u>Seasonal marketing strategies</u>)
		Whom	C ____ c ____ (answer: <u>Chinese consumers</u>)
		When	Chinese New Year
		Why	Chinese consumers spent a lot.
			Evidence 1 (numbers) R ____ of yearly s ____ by Chinese consumers (\$149 billion in 2019) (answer: <u>Rise; spending</u>)
__ and __ (answer: 3-4)	Suggestion 1	Evidence 2	(example) B ____ c ____ like Apple and Gucci make great profit by using seasonal marketing in CNY (answer: <u>Big companies</u>)
		What	T ____ social media strategies (answer: <u>Two-pronged</u>)
		How and where	Use F ____, T ____, and I ____ for Chinese nationals living o ____ China (answer: <u>Facebook, Twitter, Instagram, outside</u>) Use W ____ and W ____ for Chinese living i ____ China (answer: <u>WeChat, Weibo, inside</u>)
	Suggestion	Why	W ____ and W ____ are ____ in China. (answer: <u>WeChat, Weibo, the most important platforms</u>) Chinese nationals ____ often use Facebook and Twitter. (answer: <u>living in other countries</u>)
		What	S ____ c ____ on E-hongbao Platforms

_____	2		(answer: Seller coupons)	
		How	Offering r____ p_____ containing s_____ c_____ on E_____ P_____	
		Why	Chinese nationals are attracted to spend their virtual “lucky money” online	
			Evidence 1	(number) _____ users distributed ‘lucky money’ within _____
			Evidence 2	A _____, another E-hongbao platform, is widely used in _____ where many Chinese nationals reside.
_____	Suggestion 3		(answer: red packets, seller coupons, E-hongbao Platforms)	
			(answer: 100 million, the Lunar New Year month)	
			(answer: Alipay, Southeast Asian countries)	
		What	The use of celebration specific imagery	
		How	Integrating the animal of the year in the branding	
(answer: 5)		Why	It can increase _____	
			(answer: engagement with customers)	
			Evidence 1	(example) famous Mickey and Minnie Mouse in the year of Rat
			Things to be noted	A _____ of the zodiac animal and Chinese traditions is required to prevent _____.
(answer: 6)			(answer: deep understanding, violation of cultural sensibilities)	

(The above table can be provided for students. Or leave some blanks for students to fill in.)



Do you want to write a good business proposal? The reading above can serve as an example. It is a sample of the **Recommendation Text-type** (建議語體). You can write a good recommendation text-type as long as you know the purpose (目的), the structure (結構), and typical (典型的) language features and the question words for a writing task of the recommendation text-type.



Task 3b Circle the appropriate words to complete a summary for the passage in 3a. Each stage of the recommendation text-type is already highlighted for you. Note that examples, reasons OR/AND more details can be used for elaboration in Stage 2.

Structure	<p>Summary of the recommendation text</p> <p>"The three best seasonal marketing ideas to boost sales during the Chinese New Year"</p>
Stage 1: Background	<p>The Chinese New Year a <u>good/bad</u> time for marketing campaigns. You may use the following <u>one/two/three</u> marketing strategies to boost sales.</p>
Stage 2: Recommendations with elaboration (e.g., examples, reasons, or more details)	<p>To begin with, make use of <u>different kinds of/the same kind of</u> digital platforms for Chinese customers living in different regions <u>because they have different/the same preference for social media</u>.</p> <p>Next, give <u>red/white</u> packets with coupons for shopping online. <u>For example/Therefore/Finally</u>, Tencent and Alibaba made a lot of money with this method. <u>Therefore/However/Moreover</u>, it will be an excellent marketing strategy.</p> <p>Finally, integrate the image of the zodiac animal of the year to <u>attract/scare</u> customers. <u>For instance, Micky and Minnie Mouse were widely/never used in marketing in 2020</u>. <u>But you should have deep knowledge of the Chinese traditions</u>.</p>
Stage 3: Summary	<p><u>In sum/First/Second</u>, it is important to know more about the lifestyles and culture of the target customers <u>before/after</u> making a business proposal.</p>



Task 3c

After knowing the structure of the recommendation text-type now, it is time to learn two of the typical language features of this text type: Modal verbs for giving suggestions and relative clauses for giving more details about something or somebody. Read *Language Focus I* and *II* and complete the tasks that follow.

Language Focus I - Modal verbs

Using modal verbs to give suggestions not only sounds polite but also implies (暗示) how certain the speaker/writer is about the suggestion. Find one modal verb for giving suggestions in the reading and fill in the table below:

Modal verb	Used for Suggestion	Level of certainty	Meaning implied (言下之意)
<u>should</u>	1	Strong	The writer/speaker is sure about the effectiveness of the two suggestions
<u>can</u>	2	Strong	
<u>could</u>	3	Less strong	The writer/speaker is not completely sure about the effectiveness of the suggestion as it comes with a condition (deep understanding of the zodiac animal and Chinese traditions)

Use “should”, “can” or “could” to rewrite the suggestions and explain the meaning implied:

Situation	Suggestions	Meaning implied
The teacher encourages the students and says ‘Don’t give up!’	<u>(answer: ‘You should not give up.’)</u>	<u>(answer: The teacher strongly suggests not giving up.)</u>
Jesse wants to apologize to his mother and asks Linda for advice.	<u></u>	<u>(answer: Linda is not certain</u>

Linda says “Give her a call.”	(answer: ‘You can give her a call.’)	whether apologizing via a telephone call works.)
Olivia asks Jason for tips on spelling long words. Jason says, ‘Copy the word for 10 times, maybe?’	(answer: ‘You could copy the word for 10 times.’)	(answer: Jason is not certain whether copying the word for 10 times helps memorization.)

Language Focus II - Relative Clauses 2.1 (relative pronouns)

A relative clause, also known as an adjective or adjectival clause, is used to combine two sentences and so give more information about something or somebody. The relative clauses are highlighted in red in the following examples.

Example 1

Sentence 1: Online marketing and seasonal advertising ideas will help take advantage of the season and earn the same profits.

Sentence 2: Many big businesses already do the same profits.

Sentence 1+ Sentence 2=

Online marketing and seasonal advertising ideas will help take advantage of the season and earn **the same profits that many big businesses already do.**

Example 2

Sentence 1: Offering red packets on e-hongbao platforms can be a great marketing idea.

Sentence 2: Such red packets contain seller coupons.

Sentence 1+ Sentence 2=

Offering **red packets which contain seller coupons** on e-hongbao platforms can be a great marketing idea.

You can see the above relative clauses

- (1) each have a **verb**;
- (2) begin with *that* or *which*. These are called **relative pronouns**. A relative pronoun is the **object or subject** of the relative clause, just as a personal pronoun can be the object or subject in a sentence (e.g., *I like you.*). It is like a drop of glue sticking the noun and the extra information/relative clause together.
- (3) are like an **adjective for the noun before it**, answering questions such as “What kind?”, “How many?”, or “Which one?”;

The relative clause will follow one of these two patterns:

Pattern 1

Relative Pronoun as the object



subject



verb

Example 1

...that	many big businesses	already	do.
Relative pronoun as the object	subject		verb

Pattern 2

Relative Pronoun as the subject



verb

Example 2

...which	contain	seller coupons...
Relative pronoun as the subject	verb	object



Task

In the text, **highlight the nouns modified and their relative clauses**. Copy them in the table below. Underline the relative pronoun/adverb of the sentence. Note that “who” is also a relative pronoun.

Relative clauses	Noun modified (i.e. what or whom the relative clause gives more information about)
<p>[Hint: In Paragraph 1]</p> <p>_____</p> <p>(answer: Online marketing and seasonal advertising ideas will help take</p>	<p>_____</p>

<p>advantage of the season and rake in the same profits that many big businesses already do.)</p>	(answer: the same profits)
<p>[Hint: In Paragraph 2 under "Two-pronged social media strategy"]</p> <p>_____</p> <p>(answer: Chinese nationals who live in other countries like Singapore and Malaysia often use Facebook and Twitter.)</p>	(answer: Chinese nationals)
<p>[Hint: In Paragraph 3 under "Seller coupons on E-hongbao Platforms"]</p> <p>_____</p> <p>(answer: Offering red packets which contain seller coupons on e-hongbao platforms can be a great marketing idea.)</p>	(answer: Red packets)
<p>[Hint: In Paragraph 3 under "Seller coupons on E-hongbao Platforms"]</p> <p>_____</p> <p>(answer: Through this feature, people can send "lucky money" digitally to loved ones and friends, which can then be spent on the platform.)</p>	(answer: Lucky money)
<p>[Hint: In Paragraph 4 under "The use of celebration specific imagery"]</p> <p>_____</p> <p>(answer: a great example of seasonal marketing ideas that are relevant and increase engagement with customers.)</p>	(answer: Seasonal marketing ideas)

Language Focus II - Relative Clauses 2.2 (relative adverbs)

The "glue" joining the noun and the extra information can be a relative adverb, working as an adverb (about the time, the place and the reason) in the relative clause.

Example 3

Sentence 1: When it comes to China, the platforms WeChat and Weibo are the most important.

Sentence 2: The younger generation communicate with each other on WeChat and Weibo.

Sentence 1+ Sentence 2=

When it comes to China, the platforms **WeChat and Weibo** **where the younger generation communicate with each other** are the most important.

Other relative adverbs are **when** (the time) and **why** (the reason), e.g.

- 1) This is **the reason** **why** (=for which) Micky and Minnie Mouse were seen everywhere in Chinese New Year in 2020.
- 2) An entrepreneur should know **the date** **when** (=on which) they could place the online advertisement.

Take note of the meaning of the relative pronouns/adverbs:

Relative pronouns	Type of nouns
that	People/thing
which	people/thing
who	people
Relative adverbs	Type of nouns
when	time
where	place
why	reason

Language Focus II - Relative Clauses 2.3 (defining and non-defining relative clauses)

There are two types of relative clauses: **defining relative clauses** and **non-defining relative clauses**. There is a **comma before a non-defining relative clause**, but there is no comma before a defining one.

Defining relative clauses	Non-defining relative clauses
A defining relative clause tells which noun we are talking about:	A non-defining relative clause gives us extra information about something. We do not need this information to understand the sentence.
Chinese nationals who live in other countries like Singapore and Malaysia often use Facebook and Twitter. <i>(There are many Chinese nationals around the world. Not every one of them uses FB/twitter. Without the relative clause, we don't know which Chinese nationals the author means)</i>	Through this feature, people can send "lucky money" digitally to loved ones and friends, which can then be spent on the platform. <i>(We know what 'lucky money' is, "lucky money" can then be spent on the platform' is extra information. Without the relative clause, we can still understand the sentence)</i>

Add the phrase in brackets to the sentence using 'that' or 'who' and a relative clause. Use the right form according to whether it is defining or non-defining.

They called a lawyer (the lawyer lived nearby).	_____	Defining
	(answer: They called a lawyer who lived nearby.)	
We broke the computer (the computer belonged to my father)	_____	Defining
	(answer: We broke the computer that belonged to my father.)	
My grandfather goes swimming everyday (He is 87)	_____	Non-defining
	(answer: My grandfather, who is 87, goes swimming every day.)	
December is a summer month for the southern hemisphere (Christmas is celebrated in December).	_____	Non-defining
	(answer: December, when Christmas is celebrated, is a summer month for the southern hemisphere.)	
I got the full mark of the test (this made me happy)	_____	Non-defining
	(answer: I got the full mark of the test, which made me happy.)	



Task 4 Write a proposal for the Lunar New Year Fair stalls

Task 4a Before writing: Collecting and organizing ideas

Form into a group and write a business proposal using your knowledge about the recommendation text-type. You are the CEO of a retailer. Suggest and explain what you are going to sell in the 2022 Chinese New Year Fair stall. Before writing, collect and organize your ideas by filling in the table below.

Paragraph No.	Stage of the text	Your ideas	
1	Background	What	Products to be sold and the marketing strategies
		Who	Fellow classmates and teachers at school
		When	Chinese New Year
		Where	At school (A designated booth)
2	Suggestion 1 (Product 1)	What	
		Why	
		Evidence	(numbers / examples)
3	Suggestion 2 (Product 2)	What	
		Why	
		Evidence	(numbers / examples)
4	Suggestion 3 (Marketing Strategies)	What	
		How	
		Why	
		Evidence	(numbers / examples)

Task 4b Writing a business proposal



Based on the content in the table in Task 4a, write a business proposal for the 2022 Chinese New Year Fair stall in about 200 words. In your proposal, suggest and explain what you are going to sell in the 2022 Chinese New Year Fair stall. Include stages of a proposal and use proper language features. Only errors with the text structure, use of modal verbs and use of relative clauses will be corrected.

Background		<p>- Simple present for general facts: <u>December is a summer month for the southern hemisphere</u></p> <p>- Past tense for giving examples from the past to tell why the suggestion works:</p> <p>- Relative clauses for additional information: <u>Offering red packets which contain seller coupons</u></p> <p>- Connectives to list the 1st /2nd/3rd suggestion at the beginning: <u>first, second, and third</u></p> <p>- Modal verbs (e.g., <i>can, could</i> and <i>should</i>) to give suggestions: <u>You can search for discount coupons on different platforms.</u></p> <p>- Pronouns (e.g., <i>it, she, he</i> and <i>they</i>) to refer to something/somebody mentioned before: <u>Google is the most commonly used search engine; it enables you ...</u></p>
Suggestion 1 (Product 1)		
Suggestion 2 (Product 2)		
Suggestion 3 (Marketing strategies)		

***Sample Writing**

(*It is recommended to be shown after students attempt the writing task above.)

The most exciting annual event 'Becoming a CEO' is finally around the corner. Our start-up _____ is pleased to secure a booth this year. In this proposal, we would like to introduce the two products we intend to sell in the event and the marketing strategies we plan to use.

The first product is a self-designed T-shirt imprinted with artistic writing of COVID19. The whole design process, from sketching to the selection of texture, was carefully monitored by our talented designer _____ and executed by her team. We chose COVID19 as the theme to memorize the tough days when people around the world suffered from this virus and the care-givers who devoted their lives in the battlefield.

The second product is facial masks. In a recent mini-survey we conducted at school, more than 60% of the respondents indicated that they preferred something they could use for daily life when given choices for a gift. With consumption of facial masks every single day, there is no harm to stock them up. Meanwhile, we plan to donate half of the income coming from this product to the UN, and the consumer's name would also appear on the donor list.

As for the marketing strategy, we will center on social media marketing for its accessibility and friendliness to the environment. A user-friendly website which highlights our offers has been launched. We plan to share the website link in WhatsApp groups and our personal social media accounts. Those who share the link to their friends will be given a discount coupon to be used on the event day.

Board of executives:

After the marketing campaign, it is important to reflect on our experience and think about what we can learn from it. Learn to write a reflection with the recount text-type and make a presentation about it with the following activities.



Part 2: Reflection: What have we learned from the activity?

Task 5 My traumatic first day at Primary school

(IT Note: This task can be done with Padlet for online teaching contexts)

People are always amazed when they look back at their childhood in terms of what they did and how they felt over that specific period of time. Do you have any unforgettable memories in your childhood? Briefly describe it in the following box in three sentences and be ready to share it with your partner.



(Students' own answers.)

Now listen to a [narrative](#) about one's first day experience at his primary school. Listen carefully and complete the timeline.



I w_____ under the big tree ---> My mom _____ ---> I l_____ a bigger tree ---> I f_____ the biggest tree _____ ---> My mom f_____ me leaning out over the main road ---> My mom _____ the school ----> I d_____ going back to school ---> I _____ by

school teachers.

(answer: waited, was late, looked for, found, on the main road, found, was angry with, dreaded, was humiliated)

***Transcript of the listening task**

(* It is recommended to be shown after students attempt the questions above.)

This is the story of my first day at Primary school; it was so traumatic that it's amazing that I ever went back again. The day itself was fine, I was a bit nervous but I had a good time, and then it came to the end of the very short day and I knew my Mummy was coming to pick me up, so the teacher in charge told me to go and wait under the big tree. But my Mummy was late, so after what seemed like an eternity, I started to look around for a bigger tree because I assumed my Mummy couldn't find me and the tree actually wasn't very big at all. So I wandered out of the school grounds and along this side road that had lots of trees planted all along it, big chestnut trees they were, comparing them to see which one was the biggest. And of course the biggest one was on the corner of the side road and the big main road. So I was standing under this tree, all of 4 and a half years old, when my Mum comes belting along, along the main road from where we lived, knowing that she was late and in a panic, and what did she see but her little darling leaning out over the main road, waving at her, all alone.

So of course she was very angry with the school and rang them up and told them off for their lack of supervision. I then just dreaded going back there as I knew they would give me a hard time, and so they did. They utterly humiliated me and that just summed up my whole school experience.

Task 6 My best moment in a class

Task 6a

(IT Note: This task can be done with Nearpod for online teaching contexts)

Below are six texts taken from a summary of “My best moment” in Task 6b. Reorder them to make a logical text using your own knowledge. The first and the last ones are given to you as an example. [Hint: The majority of the text is written in time order.]

Order	Text
_____	When my presentation started, I gave a signal to Jack, but this made me accidentally drop my notecards all over the floor. The laughter of the audience echoed as I tried to pick up my notecards.
(answer: 3)	
_____	I took a deep breath as I closed my eyes for a few seconds, saying to myself ‘calm down. you got this.’
(answer: 4)	When I opened my eyes again, I placed the cards down, and felt a great sense of relief.
_____	On my presentation day about 30 minutes before I started, I invited my best friend Jack to be the actor in my presentation.
(answer: 2)	
_____	My knowledge of the topic and my confidence came back at that moment, and my presentation was finished well.
(answer: 5)	
1	I have had many great moments at school but the best moment took place in my English class about a month ago.
6	I feel very proud of myself. Calmness and confidence is indeed the key to surviving the unexpected situations.

Task 6b

Read Kayla's recount to check whether you have got the correct order. After that, fill in the table below.

<p style="text-align: center;">My best moment in a class</p> <p>[1]What has been my best moment in a class? I have had many great moments but perhaps the best moment <u>took place</u> when I <u>had</u> the presentation in my English class about a month ago.</p> <p>[2]I <u>was</u> super excited waiting for my presentation day to come. I <u>felt</u> pretty confident about how it <u>would</u> go because I <u>was</u> well prepared. On my presentation day about 30 minutes before I <u>started</u>, it just <u>occurred</u> to me that having an actor perform during my explanation <u>would</u> make my presentation more appealing. The performance surely <u>would</u> captivate the audience's attention and keep them engaged so I <u>invited</u> my best friend Jack to be the actor and be part of my presentation. When my presentation <u>started</u>, I <u>gave</u> a signal to the actor, but this <u>made</u> me accidentally <u>drop</u> my notecards all over the floor. Being aware that the time <u>was</u> ticking, I quickly <u>grabbed</u> all the notecards off the floor, but my anxiety level <u>could not stop</u> <u>rising</u>, <u>listening</u> to the echoing laughter of the audience as I <u>tried</u> to <u>rearrange</u> the disorganized cards.</p>	<p>Words in red: personal pronouns Words in blue: action verbs Words in green: time connector Words in yellow: Linking words Words underlined: past tense</p> <p>Text type: recount</p> <p>Orientation: Setting the context - Who, when, where, what 'When...': adverb clause of time Prepositional phrases to tell information of the 5Ws</p> <p>Events in time order [Sth.] occur to [Sb.] 'On...before...': adverb clause of time</p> <p>'When...': adverb clause of time</p> <p>'Being aware of': Present participle phrase as a cause of the following sentence 'Listening to ...': Present participle phrase as a cause of the previous sentence</p> <p>'as...': adverb clause of time</p>
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<p>[3] I took a deep breath as I closed my eyes for a few seconds, saying to myself 'calm down. you got this.' When I opened my eyes again, I placed the cards down, and felt a great sense of relief. My knowledge of the topic and my confidence came back to the stage at that moment, and my presentation was finished with big applause from the audience.</p> <p>[4] I am very proud of myself for being able to deal with 'crisis' in a short period of time, and I realize that it is a good thing to always have faith in yourself as it will help you through unexpected situations.</p>	<p>'When...': adverb clause of time Prepositional phrases to tell information of the 5Ws</p> <p>Evaluation (Optional) Reflect on the experience Proud: positive adjective for positive evaluation To-infinitive phrases to tell purpose</p>
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Paragraph No.	Stage	Content			
_____	Orientation	Who	Where	When	What
(ans:1)		_____	_____	_____	_____
		(answer: 'I')	(answer: In English class)	(answer: One month ago)	(answer: Made a presentation)
_____	Events in time order	Timeline	What did I do? (Answer in complete sentences in past tense)		How did I feel? (Answer in adjectives)
		Days before my presentation	I prepared well for the presentation.		e _____ c _____ (answer: excited, confident)
		30 mins before the presentation	_____		(answer: I invited Jack, the actor, to be part of my presentation.)
		During the presentation	_____		a _____ n _____ (answer: anxious, nervous)
			_____		(answer: I dropped my notecards. I quickly grabbed the cards and tried to rearrange them.)
			_____		c _____ p _____ r _____ (answer: calm, peaceful, relieved)
		_____		(answer: I took a deep breath, closed my eyes and encouraged myself.)	
Towards the end of the presentation		_____	c _____ (answer: I finished my presentation successfully.)		
(ans:4)	Evaluation	I am p _____ of myself. (answer: proud)			

(The above table can be provided for students. Or leave some blanks for students to fill in.)



Task 6c

After knowing more about how to write a reflection, it is time to learn or revise three typical language features of the recount text-type: the use of tenses, the use of adjectives and adverbial clauses of time.

Read *Language Focus III* and complete the tasks that follow.

Language Support III - Language features of recounts 3.1

Although your experience is often described using the past tense, you can also use the present tense in the first and third stage of a recount to talk about the influence of past actions or your feelings now. Underline all verbs in "My best moment in a class" and group them according to tenses.

In a recount, the following **tenses** are normally used:

Stage	Tenses commonly used and the meaning
Orientation	<p>Present perfect (the influence of past actions on the present) - <i>has/have done</i></p> <hr/> <p>(Answer: has been, have had)</p> <p>Simple past (setting the context) - <i>ed</i></p> <hr/> <p>(Answer: took place, had)</p>
Events in time order	<p>Simple past (actions in the past) - <i>ed</i></p> <hr/> <p>(Answer: was, felt, was, started, occurred, invited, started, gave, made, grabbed, could not, tried, took, closed, opened, placed, felt, came back, was finished)</p> <p>Future past (in the past you thought something would happen in the future) <i>would + do</i></p> <hr/> <p>(Answer: would go, would make, would captivate)</p>

	<p>Past continuous (actions happening over a long-ish period of time in the past) - <i>was/were v-ing</i></p> <hr/> <p>(Answer: was ticking)</p>
Evaluation	<p>Simple present (your current evaluation)</p> <hr/> <p>(Answer: am, realize, is)</p> <p>Simple future (what will happen) <i>will + do</i></p> <hr/> <p>(Answer: will help)</p>

Language Support III - Language features of recounts 3.2

In a recount, we use many **adjectives** to express what we feel or think about the experience. Put the adjectives you find in the text into the following three categories and think of as many other adjectives as you can and put them in the box.

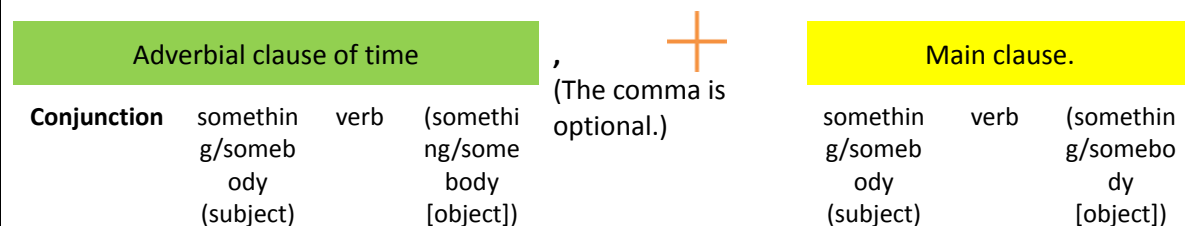
Positive	Neutral	Negative
b_____ w_____ e_____ a_____ p_____ c_____ (answer: best, well-prepared, excited, appealing, proud, confident)	Busy Calm	A_____ N_____ Overwhelmed Unexpected (answer: anxious, nervous)

Language Support III - Language features of recounts 3.3

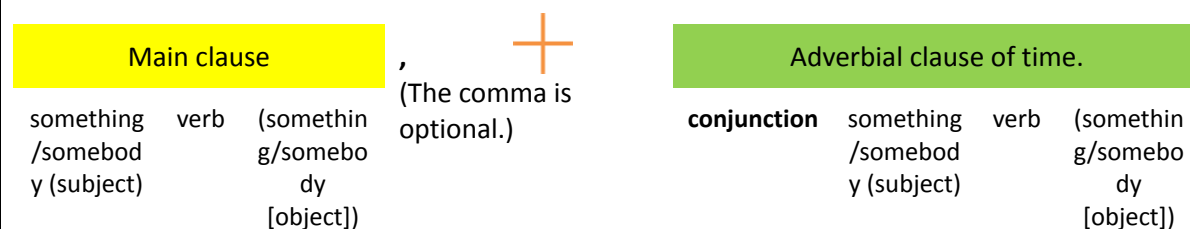
An adverbial clause (副詞子句) plays the role of an adverb for the main clause, telling the *when, how, why, and where* of the verb/predicate of the main clause. **An adverbial clause cannot be a stand-alone sentence and it must go with a main clause.**

An adverbial clause of time (時間副詞子句) shows time and sequence of events in a recount. We use **conjunctions** (e.g. when...) to introduce an adverbial clause of time. Just as adverbs can move around in a sentence, the adverbial clause of time can stand before or after the main clause.

The structure of a sentence with an adverbial clause of time is as follows:



OR



Conjunctions for adverbial clauses of time	Examples
when, after, before, as	When my presentation started, I gave a signal to the actor. (two actions at the same time)

I took a deep breath **as I closed my eyes** for a few seconds. (two actions at the same time)

Before I started, it just occurred to me...

Task 7 Writing a presentation script

Your group/company has just participated in the Chinese New Year Fairs. Make a group presentation about your experience in the event. Write about 200 words for your group presentation script.



Task 7a Before writing: Collecting and organizing ideas

First, think about what you would like to say in the presentation. Fill in the following table to collect and organize ideas.

Stage		Content			
Orientation		Who	Where	When	What
		_____	_____	_____	_____
		(answer: My group members and I)	(answer: Our booth at school)	(answer: Feb. 2022)	(answer: Sold products as planned)
	Timeline	Who did what? (complete sentences in past tense)		Feelings (adjectives)	
	Before the event	(Student's answer) _____		(Student's answer) _____	
		possible answer: _____ marketed our offers. _____ purchased the products online.		(possible answer: excited, nervous, unsure)	

Events in time order		_____ designed the backdrop. _____ decorated the booth. (significant incident)	
	During the event	(Student's answer) _____ possible answer: _____ was in charge of communication with the customers. _____ was the bookkeeper. (significant incident)	(Student's answer) _____ (possible answer: busy)
	After the event	_____ calculated the profit (Profit statistics in a table) _____ cleaned up the booth	(Student's answer) _____ (possible answer: xxhausted)
Evaluation		(Student's answer) _____ (possible answer: Fulfilled Raised awareness of financial planning Knew the importance of teamwork Able to apply concepts learned in textbook to real-life situations)	



Task 7b Before writing: Plan for the language use

Highlight the possible use of language features in relevant parts in the table

words highlighted in blue	Past tense
words highlighted in yellow	Adjectives expressing feelings
words highlighted in pink	Time phrases or clauses



Task 7c Now, write your group presentation script in about 200 words. Only errors with the text structure and language features of the recount text-type will be corrected.

Orientation		-Action verbs (past) to tell what 'we' did, what happened: <u><i>I went to school by bus last Monday.</i></u>
Events in time order		-Prepositional phrases to tell information of the 5Ws: <u><i>At the bus stop; In your heart; with my pocket money</i></u>
Evaluation		-To-infinitive phrases to tell purpose: <u><i>I went back early to surprise him.</i></u>
		-Time connectives to tell sequence of events: <u><i>First, second, next, then</i></u>



Task 8 Give an effective oral presentation

After preparing the presentation script, learn some tips for giving an effective oral presentation.

Task 8a Good presentations vs bad presentations

(IT Note: This task can be done with Nearpod for online teaching contexts)

Watch a [video](#) of one student giving presentations. Summarize what makes a good or bad presentation using information from the video in the table below. Share it with your classmates.

[Hint: You do not need to understand every bit of what the student has talked about but just write down the main ideas.]

What makes a good presentation?	What makes a bad presentation?
Proper _____ to the audience (answer: greeting) A _____ about the topic to be presented (answer: brief introduction) The _____ to be presented is arranged in a _____ way (answer: content, logical) S_____ and s_____ language used (answer: simple and straightforward) E_____ with the audience (answer: Eye contact) Confident g_____ (answer: gesture) Use _____ gestures to e_____ (answer: hand, emphasize) N_____ speaking p_____ (answer: Normal pace) Proper _____ for audience to digest the _____ (answer: pauses, information) Re-emphasize the _____ towards the _____ (answer: main point, end) _____ audience for their time (answer: Thank)	No i_____ (answer: introduction) No e___ c_____ (answer: eye contact) Speak in l___ and w___ voice (answer: low, weak) Mobile phone r_____ (answer: rings) Too many t_____ terms (answer: technical)

Task 8b Structure of an academic English presentation/seminar

There are some differences between everyday English conversation and formal English talks. At school or university, such formal English talks are called presentations or seminars. An English presentations or seminar have its own stages and language use, as shown below:

Stages	Language Use
Greeting the audience	<ul style="list-style-type: none"> - Address audience <i>"Good morning/afternoon everyone"</i>
Introduction	<ul style="list-style-type: none"> - Introduce yourself and your group members <i>'I am xxx, next to me are XX and YY'</i> - Introduce the topic <i>'Our topic today is Reflection on Becoming the CEO.'</i>
Purpose and Preview	<ul style="list-style-type: none"> - Say what is the main idea or purpose or thesis of your talk <i>'We feel very honored today to be able to share our experience in...'</i> <i>'Our topic today is...'</i> - Say how the topic/speech impacts audience' lives <i>'Our sharing will give you practical tips on how to make a profit in a short time with a small amount of money during Chinese New Year.'</i> - Give an outline of your presentation (what parts will be involved) <i>'Our presentation today is divided into three parts. The first part is ... The second part is ... The third part is ...'</i> - Say how long your presentation will last (optional) <i>'Our talk will last XX minutes.'</i>
Giving a report, recount or arguments	<ul style="list-style-type: none"> - A presentation/seminar can be an information report (e.g., introducing a new animal), recount (e.g., reflection on events) or an argumentative text (e.g., discussing a social issue) depending on your communicative purpose (沟通目的) - <u>For Task 8, use your script drafted in Task 7c for this stage;</u> - Decide on who is going to speak for which part - Make sure the transition is smooth <i>'After my talk there'll be ...'</i> <i>'So now let's move to the first part of the talk.'</i> <i>'So now we come to ...'</i> <i>'Let's now turn to the final part of ...'</i>
Wrap-up	<ul style="list-style-type: none"> - Summarize the main points - Give a conclusion

	<i>'Let me now sum up what we've said so far.'</i>
Q&A session	<ul style="list-style-type: none"> - Keep to the time - Let everyone in the audience have a fair chance to speak. - Make sure you understand the question and, if not, ask for repetition or clarification. - Answer only relevant questions. - Admit when you are unable to answer any questions, and refer the questioner(s) to another source or person who you think may be able to provide an answer.
Closure	<ul style="list-style-type: none"> - Thank your audience for their time and attention <i>'That's the end of our presentation. Thank you!'</i>

Task 8c Plan for the visual aspects of your presentation

For a successful presentation, we should also consider the **visual aspects**, including both visual aids and body language. Before making your group presentation, plan for the following:

Visual aids	<ul style="list-style-type: none"> • Choose the right kind of visual, e.g. words, graphs, tables, etc. • Make it clear, with lettering big enough for all the audience to see. • Don't overwhelm your audience with too many visuals. • Keep the text to a minimum. • Never show a visual until you want to talk about it. • Remove it once you finish talking about it. • Don't read the text from the visual. • Give the audience time to digest the content.
Body language	<ul style="list-style-type: none"> • Eye contact: Maintain good eye contact with everybody in the audience. Don't lower your head all the time or just stare at one person. • Posture: Keep your posture upright but relaxed. Don't lean on the table. • Facial expressions: Smile at the audience, using facial expressions to emphasize your feelings. • Hands: Keep your hands out of your pockets, and use them to emphasize what you say. • Movement: Don't stand still – a little movement between notes and the audience looks more interesting. But don't move around too much as this can be very disturbing.

Part 3: My vocabulary bank and learning record

In this part, you will revise the topic vocabulary and assess your learning.



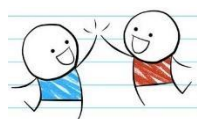
Task 9 My Vocabulary Bank

Good writing comes from well-written paragraphs and sentences, and well-written paragraphs and sentences are built with proper English vocabulary. Generally, English vocabulary can be sorted into three groups: **subject-specific** (專科的) **vocabulary**, **general academic vocabulary**, and **logical connectors** (linking words).

- **Subject-specific vocabulary:** key concepts specific to a subject, namely Life and Society or Integrated Humanities.
- **General academic vocabulary:** Words that are used more often in written texts rather than informal conversations. They help us express ideas more precisely.
- **Logical connectors (linking words):** conjunctions and phrases that connect ideas.

Introduction to classical civilization		
Subject-specific vocabulary	General academic vocabulary	Linking words
Seasonal marketing (n. ph.)	On the rise (n. ph.)	Expressing casual relation Thus
Consumer (n.)	Take advantage of (v. ph.)	
Profit (n.)	Rake in (v. ph.)	
Seller coupon (n. ph.)	Regularly (adv.)	Expressing time At the same time
Foothold (n.)	Reap the harvests (v. ph.)	
Products (n.)	Restrict (v.)	
Whopping (adj.)	Two-pronged (adj.)	Expressing contrast But, rather, otherwise
Flock in (v. ph.)	Enable (v.)	
Debut (v.)	A considerable amount (n. ph.)	
	Platform (n.)	
	Popularise (v.)	
	Digitally (adv.)	
	Accidentally (adv.)	
	Distribute (v.)	
	Adapt (v.)	
	Similar (adj.)	
	Feature (n.)	
	Unique (adj.)	
	Opportunity (n.)	

	<i>Effective (adj.)</i> <i>Integrate (v.)</i> <i>Be quick to (adj. ph)</i> <i>A great example of (n. ph.)</i> <i>Relevant (adj.)</i> <i>Increase (v.)</i> <i>Engagement (n.)</i> <i>Potential (adj.)</i> <i>Cultural sensibilities (n. ph.)</i> <i>Appealing (adj.)</i> <i>Occur (v.)</i> <i>Captivate (v.)</i>	
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Task 10. My choice of the most useful words and expressions

In the space below, write:

- FIVE top most useful subject-specific words,
- FIVE general academic words, and
- THREE linking words you have learnt in this unit.

Compare your choice with your neighbouring classmate; see if there are similarities and differences and discuss.

Subject-specific words	General academic words	Linking words



Task 11. My learning record

Put a tick (✓) if you think you can manage the item in this unit.

Do I know...?

	Item:	Yes (✓) / No (X)
1.	words related to business planning	
2.	the structure of a business proposal	
3.	how to write a recount/reflection with its language features and structure	
4.	how to use modal verbs to express personal attitudes	
4.	how to use relative pronouns to give additional information for elaborating on a point	
5.	how to give an effective oral presentation	