

Regional NET Coordinating Team's "Seed" Project Experience-sharing Session
***Read to Speak: Developing 21st Century Communication Skills through Interaction with
Multigenre and Multimodal Texts (R2S)***

Invigorating Students' Understanding of Well-being

Clementi Secondary School
5 June 2021

School Context

Clementi Secondary School

- CMI School
- Band 1 Government School

Participants

- Form One
- Mixed abilities
- Low motivation levels in English Language
- From a wide range of socio-economic backgrounds



Meet the Team

Julie HO - EPC

Stephanie FUNG - R2S Seed Project
Coordinator

Mimi HO - S1 Coordinator

Craig ROBERTSON - NET Teacher

Rebecca OWN - S1 English Teacher

Catherine LAM - Support Officer



Background of the Project

Students

- Lack confidence to write
- Lack courage to speak
- Have no interest in English

Teachers

- Improve student engagement
- Promote deeper thinking and creativity

Aims of the Project

Cognitive

- Able to reason
- Able to explain
- Able to evaluate ideas

Linguistic

- Able to put words together in an effective way to share opinions and feelings with an audience

Physical

- Able to pronounce clearly and project voice
- Able to employ body language effectively

Social & Emotional

- Able to speak fluently and confidently to an audience
- Become empathetic, discerning and creative

Sharing Our Narrative

1. Authenticity
2. Collaboration
3. Creativity

Authenticity -
Task-based design

Listen, Read & View
Collaboration -
Think and Reflect

Creativity -
*Speak, Write, &
Represent*

Our Narrative (Reading Component)

Pre-reading – **survey** using Mentimeter



Collaboration -
Think & Reflect, &
Communicate

Our Narrative (Reading Component)

Pre-reading – **brainstorming** using Padlet

(1) appetiser	(2) main course	(3) dessert
+ Sandra borscht 	+ Clemence Salmon Vegetable rice Roll 	+ Charis Chocolate Molten Lava Cake 

Our Narrative (Reading Component)

Longman Edge 1B

Our Narrative (Reading Component)

Pre-reading – Videos (cuisines and countries of origin)

Listen, Read & View

11st Video - Broccoli cheddar soup 1. What are the kids' name?

- ☐ Melissa
- ☐ Mary
- ☐ David
- ☐ Daniel

2. Who said this - 'You're doing a great job.' ?

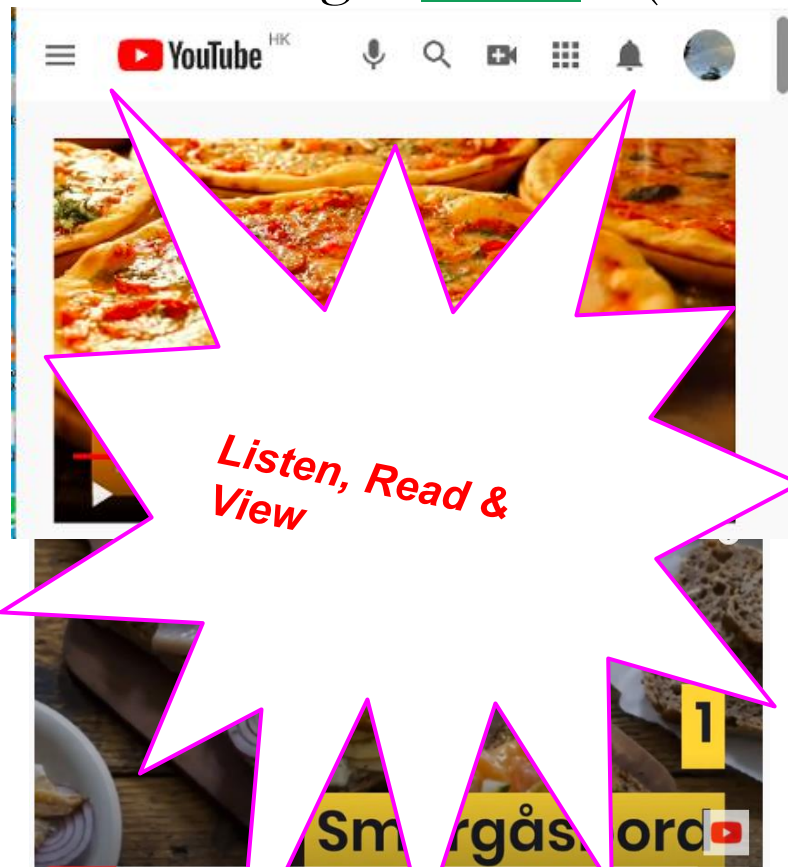
- ☐ Melissa
- ☐ David

3. Do the kids like their soup?

- ☐ NO
- ☐ Yes

Our Narrative (Reading Component)

Pre-reading – Videos (cuisines and countries of origin)



Class () Name: _____ ()

S1 English – Bi-weekly Writing

Total marks:

/40

A. Watch the following video and answer the questions.

Top 10 Cuisines From Around The World

<https://www.youtube.com/watch?v=epAv0DAVvIk>

1. What is the synonym of cuisine? (What is another word for cuisine?)

2. Put down the names of the 10 countries mentioned in the video. Then write the adjectives of the countries. The first one has been done for you as an example.

Country	Adjective	
1 Italy	Italian	cuisine
2		cuisine
3		cuisine
4		cuisine
5		cuisine
6		cuisine
7		cuisine
8		cuisine
9		cuisine
10		cuisine

3. What ingredients are used in most Italian dishes? (blacken the correct circle)

- ☐ A. potatoes, bread, cheese and olive oil
☐ B. tomatoes, bread, cheese and olive oil
☐ C. tomatoes, bread, chicken and olives

Our Narrative (Reading Component)

Listen, Read & View

Collaboration -

Think and Reflect

Dinner Menu Leave the first rating



the first course/dish
of a meal

1st Reading -

To develop basic understanding of the text



2nd Reading -

To identify the language features of a blog



3rd Reading -

To engage students to identify and share adjectives for creating a

TIME	BEST TIME	
10.4	41.2	
having a nice/pleasant smell	flaky	stinky
crunchy	delicious	aromatic
hard and makes a sharp sound when you bite it.	mouthwatering	spicy
hot	having an unpleasant smell	coming off easily in small, flat, thin pieces

Our Narrative (Writing Component)

**Write a letter to your friend inviting
him and his family over for a nice
home cooked meal**

Authenticity -
Task-based design
Creativity - Speak,
Write, & Represent

Dear

FIRST COURSE

Thai Beef Salad

Tender Thai beef salad
drizzled with
chili sauce

MAIN COURSE

Saucy Eggplant Sliders

Sliced smoky eggplant topped with
cheese, cherry tomatoes and
mushroom

DESSERT

Chocolate Soufflé
strawberries and vanilla gelato

Light and intense chocolate
soufflé served with
strawberries and vanilla gelato



MENU

The writing task

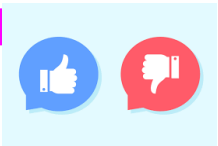
Creativity - Speak, Write, & Represent



Term 2

Design a menu for the dinner party

- Appetizers, Main course, desserts
- Likes, Dislikes
- Special dietary requirements



a. Carefully Read the profile of the family and design a menu. Make sure that each item on your menu should fulfill the dietary needs of each family member.

	The whole family
1. Likes	
2. Dislikes	
3. Special dietary requirements (e.g. food allergies, health concerns, religious reasons etc.)	

(e.g. food allergies, health concerns, religious reasons etc)

The writing task

Authenticity

Term 2

5 different family profiles

- With different nationalities, family structures, religions, medical conditions, preferences, etc

Creativity -
Speak, Write, &
Represent
Think and Reflect -
Problem solving

FAMILY PROFILES 42

Family Profile 1 - The Smiths.

My name is Sam Smith. I live with my mum, my dad and my big sister. We live in North Point. My mum is Indonesian and Muslim. She's a housewife and needs to do a lot of chores. My father is American and works for a bank. He is very fat and seldom works out. Actually, he was diagnosed with a heart condition last year. My sister is 14 and she loves dancing. To stay slim and get her skin glowing, she prefers vegetables to meat. I have a sweet tooth and love all kinds of desserts.

Family Profile 2 - The Chans.

I am Chris Chan. I live with my mum, my grandmother and my brother. We live in Aberdeen. My mum works for a big consulting firm and always works overtime. She turned vegan last year. My grandma is quite healthy but she has lost some teeth. My dad is a chef and he hates eating vegetables. I eat anything I want. I am allergic to lactose. I suffer from diarrhea if I eat a lot of milk.

Family Profile 3 - The Jiaings.

I am Jenny Jiang. I live with my father, my grandfather and my brother. We live in Wan Chai. My father is an IT guy and owns his own company. He is strong and tall. He is health-conscious and works out every day. My grandma is in her sixties and does housework every week. He seldom eats fish. My maid is from the Philippines. I love fruit too especially avocados. I love to eat anything I want.

Family Profile 4 - The Parks.

I am Heejin Park. I am a Korean. I live with my mother, two brothers, my grandparents and a maid in Tai Po. My mum is a Buddhist and she has been a vegetarian for more than 10 years. My grandpa has coronary heart disease and he prefers to eat清淡. My two brothers are fitness fanatics. They need to eat low-fat food or anything rich in protein. Mum and I are meat eaters. We both love pork. Yet this scares our maid who is a Muslim.

Family Profile 5 - The Takahashis.

My name is Itsuki Takahashi. My family and I live in Tai O. I chose to become a pescatarian three years ago as I believe this can help lower my carbon footprint. But I also include eggs and dairy in my diet. Although my mum is allergic to eggs. My father is overweight. His doctor advises him to follow a low-carb diet. He loves eating bread very much. Having a pineapple bun helps him get his energy boost in the morning. Grandma lives with us too. She cannot eat anything without adding a little jalapeño to her food.

The writing task

Term 2

With different nationalities,
family structures,
religions, medical conditions,
preferences, etc.

Family profile 4 – The Parks

My name is Heejin Park. I am a Korean. I live with my mother, two elder brothers, my grandparents and a maid in Tai Po. My grandmother is a Buddhist and she has been a vegetarian for more than 30 years. My grandpa has coronary heart disease and he prefers to eat clean. My two brothers are fitness fanatics. They need to eat joint-friendly food or anything rich in protein. Mum and I are meat lovers. We both love pork. Yet, this scares our maid who is a Muslim.

The writing task

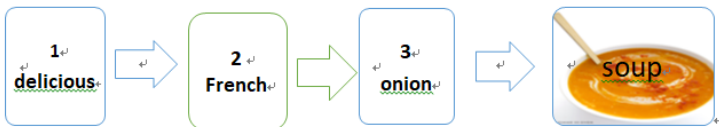
Term 2

Write a short description for each dish - using the order of adjectives

delicious/yummy/
tasty/
mouthwatering



We can use more than one adjective to describe the dish/an ingredient by adding a geographic origin. Notice the order of adjectives below.



Create a mouthwatering name and write a short description for each item. Look at the following example: **ingredient**

French onion soup
Slow simmered sweet onions, topped with Swiss cheese and garnished with croutons
(verb) (verb) (verb)

give more details of the ingredient - bell pepper/
pineapple

Mentimeter

Sweet fan-shaped juicy pineapple

Juicy Hainan pineapple

sour hainan pineapple

juicy sweet pineapple

Pineapple : sweet and some sour

red North America bell pepper

A make-juiceable pineapple

Our Narrative: Speaking Component



- Final product was designed using Adobe Spark
 - Backward planning was implemented
- An example menu: Adobe Spark Menu Maker
- [Worksheet](#)

Creativity -
Speak, Write, &
Represent



Our Narrative: Speaking Component

- Pre-speaking: Demonstration of analysing a family profile.
- Speaking: Create dishes for the target family
 - Collaborative activity - Breakout Rooms
- First viewing: Analysis of language features
- Second viewing: Raise awareness of physical oracy skills.
- Sample of the final product



Collaboration & Creativity -
Speak, Write, & Represent

Creativity

- [Sample of a student's menu](#)
- [Sample of a student's video](#)
- Sample of a student's writing



**Creativity -
Speak, Write, &
Represent**



Evaluation: What teachers have learnt

Plus	Minus	Interesting
1. Use of multimodal apps e.g.  PowerPoint      Stimulate students' interest in learning and communication. 1. Provide more support for students in self/peer assessment. 2. Expose students to a range of authentic texts.e.g. Family profile, menu.	1. Regular meetings and teachers' collaboration contribute to students' success and school improvement.  Formal co-planning meetings can be less frequent as long as there is ongoing communication within the team, which is important for ensuring quality preparation for the "Seed"project.	1. Zoom lessons are no longer daunting with the use of multimodal texts e.g. videos and websites. 2. Students have a more positive attitude in learning e.g. They are more engaged in the designed activities.  

Students have opportunities to:

1. Think critically of the texts. Students read the texts multiple times, each with a different focus, for developing higher-order thinking skills.
1. Engage with different multimodal texts and interact with the teacher and classmates through apps and online platforms.
1. Deliver a presentation and articulate arguments in justifying their menu choices.
1. Manipulate language items and vocabulary learnt to design and **create** a 3-course meal for the family they have selected.



Recommendations

1. Know your students

- Topics they are interested in
- Their learning styles
- Their English abilities



1. Know your scheme of work

- How many weeks/lessons for the implementation
- Be flexible in re-designing the speaking and writing tasks based on the objectives of the “Seed” project
- Choose the language items that can cover both the implementation and school assessment



Recommendations

3. Backward Planning

- Design the final product (tasks) i.e. the end goal
- Design a sequence of lessons that result in students achieving the goals of the unit
- Provide scaffolding

4. Make good use of resources available

- (e-)Resources from the textbook publisher (and other publishers)
- Interactive mobile apps, websites, YouTube videos, etc
- Samples and advice from NET Section

5. Make it sustainable

- Keep a good record of all your work
- Share everything, including Google account, with the Panel
- Refine, recycle some of the resources and re-run (part of) the project in the same form in the following year(s)
- Keep it simple, less is more

Thank you

Questions and feedback