

How Backwards Planning can Personalise Topical Global Issues to Enable Senior Secondary Students to Express Themselves Authentically



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Disclaimer

To enhance the teaching content, teachers can exercise their professional judgment and consult relevant scholarly work when adopting the learning and teaching resources prepared by educators and other teachers. In support of the implementation of the English Language Education KLA Curriculum, teachers can also select appropriate parts of the resources for classroom learning or extended learning based on pedagogical consideration and the learning needs of students.

F5 English

Backwards Planning ...

... starts with
Cold Writing

Cold
Writing

Students'
Evaluation

Backwards
Planning
Process

Q & A

What is it?

Ever tried it?

Cold
Writing

Students'
Evaluation

Backwards
Planning
Process

Q & A

Set the final goal

Cold
Writing

Students'
Evaluation

Backwards
Planning
Process

Q & A

Cold Writing = Draft 1

A pre-planned structure based on:

- Time frame (= no. of drafts)
[affects the scaffolding of the goal]
- Content Focus (= how to edit)
[affects time efficiency]

Cold
Writing

Students'
Evaluation

Backwards
Planning
Process

Q & A

Draft 1: Cold Writing

Length?
Time?

1 Travel details: country/city, when, how long, companions, ..., etc.

Last week, I went to Rome, Italy with my family. The flight took for eleven hours, which was definitely a hard time for us. As we didn't book the business class, we could only stay in a small seat, sleeping and watching film in an infinite loop. I felt like the flight took eleven months rather than eleven hours.

2 About a tourist spot

Finally, we arrived at the airport. The first place we went was the colosseum. It was the place to entertain the masses in the past. We took many photos there as it was really incredible. Before this trip, I could only see this kind of historical buildings through books or the Internet. Standing behind this architecture, I thoroughly felt the power of history.

3 About the food

After that, we went to eat the most famous cuisine in Italy— pizza. We entered a popular restaurant. Originally it was very crowded but we could directly enter it because we had booked a seat. After the Olympics fencing game, pineapple pizza was a hit in Hong Kong. We all knew that Italians hate pineapple pizza but still, we tried to challenge this. As you can imagine, we were expelled from the restaurant. Well, although we could not have a taste in this famous restaurant, we have got a hilarious experience that we could proudly share with others.

4 About the accommodation

At night, we went to a hotel called "Ciao", where we were going to spend our six nights. I shared a room with my mom, while my younger brother shared a room with my dad. As the name of the hotel really made me speechless, I didn't put much expectation on it. However, unexpectedly, all the facilities there is well-prepared. The hot water was hot enough, the air conditioners were powerful enough. The favorite part I liked was the bed was big and soft enough, which was comfortable for me to have a rest after the long flight. I loved here!

5 Conclusion about your trip

Although getting through the eleven hours was unbearable, luckily all the things we saw, we met, we ate and we experienced were impressive. I didn't regret to visit this historical European country. What a nice travel!

Cold
Writing

Students'
Evaluation

Backwards
Planning
Process

Q & A

Week 1 (Extremely Positive Language)

2 About a tourist spot

Finally, we arrived at the airport. The first place we went was the colosseum. It was the place to entertain the masses in the past. We took many photos there as it was really incredible. Before this trip, I could only see this kind of historical buildings through books or the Internet. Standing behind this architecture, I thoroughly felt the power of history.



Finally, we arrived at the airport. The first place we went was the colosseum. It was the place to entertain the masses in the past. **What a marvelous place!** We took many photos there as **I have never seen anything so spectacular.** Before this trip, I could only see this kind of historical buildings through books or the Internet. **It was a real remarkable experience for me.** Standing behind this architecture, I thoroughly felt the power of history.

Cold
Writing

Students'
Evaluation

Backwards
Planning
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Q & A

Week 2 (Slightly Negative)

3 About the food

After that, we went to eat the most famous cuisine in Italy— pizza. We entered a popular restaurant. Originally it was very crowded but we could directly enter it because we had booked a seat. After the Olympics fencing game, pineapple pizza was a hit in Hong Kong. We all knew that Italians hate pineapple pizza but still, we tried to challenge this. As you can imagine, we were expelled from the restaurant. Well, although we could not have a taste in this famous restaurant, we have got a hilarious experience that we could proudly share with others.



After that, we went to eat the most famous cuisine in Italy— pizza. We entered a popular restaurant. Originally it was very crowded but we could directly enter it because we had booked a seat. We started with pasta. The most “unforgettable” one was the dish of carbonara, which was a particular low point. Its **unappetizing** appearance—**lustreless** and uninviting, was only a prelude to the disappointing taste. The sauce was **watery**, the spaghetti was **dry** and the broccoli garnish completely **stale**. This **mediocre** meal left much to be expected, highlighting the fact that even popular restaurants can fall short of expectations. This experience was underwhelming.

Cold
Writing

Students'
Evaluation

Backwards
Planning
Process

Q & A

Week 3 (Extremely Negative Language)

4 About the accommodation

At night, we went to a hotel called “Ciao”, where we were going to spend our six nights. I shared a room with my mom, while my younger brother shared a room with my dad. As the name of the hotel really made me speechless, I didn't put much expectation on it. However, unexpectedly, all the facilities there is well-prepared. The hot water was hot enough, the air conditioners were powerful enough. The favorite part I liked was the bed was big and soft enough, which was comfortable for me to have a rest after the long flight. I loved here!



At night, we went to a hotel called “Ciao”, where we were going to spend our six nights. I shared a room with my mom, while my younger brother shared a room with my dad. As the name of the hotel really made me speechless, I didn't put much expectation on it. Undoubtedly, in expectation, it was totally a disaster. I experienced an **insect infestation** after entering the room. The millions of cockroaches made me **rather choose to live in a train station instead**— at least it is cleaner than here! **I saw a dead body floating on the surface of the sea.** Yes, that's me.

Cold
Writing

Students'
Evaluation

Backwards
Planning
Process

Q & A

Week 4
(Structural
markers to
fit the genre)

1 September

I've been waiting for this trip for months! Now it's finally here. I went to Rome, Italy with my family. The flight took eleven hours, which was definitely a hard time for us. As we didn't book the business class, we could only stay in a small seat, sleeping and watching films in an infinite loop. I felt like the flight took eleven months rather than eleven hours.

2 September

After landing at the airport, we headed straight to the colosseum. It was the place to entertain the masses in the past. What a marvelous place! We took many photos there as I had never seen anything so spectacular. Before this trip, I could only see this kind of historical buildings in books or on the Internet. It was a real remarkable experience for me! Standing behind this architecture, I felt like I was touching history itself and realized how small we are in the grand sweep of time.

3 September

We went to visit a popular restaurant in Italy. Originally it was very crowded but we could directly enter as we had booked a seat. We started with pasta. The most "unforgettable" one was the dish of carbonara, which was a particular low point. Its unappetizing appearance—~~lustreless~~ and uninviting, was only a prelude to the disappointing taste. The sauce was watery, the spaghetti was dry and the broccoli garnish completely stale. This mediocre meal left much to be expected, highlighting the fact that even popular restaurants can fall short of expectations. This experience was underwhelming.

6 September

We checked into a hotel called "Ciao" for a six-night stay. As the name of the hotel really made me dumb, I didn't put much expectation on it. Indeed, the experience proved to be a nightmare. Everything sucked! One evening, upon returning to my room, I saw my luggage was opened—my Chanel heels had disappeared! When I reported to the reception, the staff was just offering irrelevant and evasive responses. I felt like talking to a brick wall. At last, not only did I lose my expensive heels, but also lost the opportunity to wear them for the planned photo shoot the next day! I would rather choose to live in a train station instead—at least I could lock my luggages inside the coin locker! I could see a dead body floating on the surface of the sea. Yes, that's me. The whole experience left me feeling so defeated. What a disappointment! This showed me why the safety of tourists in Italy is a serious concern. Though Italy is a popular tourist destination, crimes against tourists like pickpocketing and hotel theft happen often. These crimes hurt both tourists and Italy's reputation. After what happened to me, I'll think twice before visiting again.

Above all, this trip to Rome was a rollercoaster of experiences. The Colosseum was amazing, but the disappointing food and devastating hotel theft dampened my enthusiasm which ruined much of the trip. I would not recommend it to my friends.

Cold
Writing

Students'
Evaluation

Backwards
Planning
Process

Q & A

Week 4

(A slightly more attractive opening sentence)

1 **Travel details: country/city, when, how long, companions, ..., etc.**

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Cold
Writing

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Evaluation

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Q & A

About the accommodation

At night, we went to a hotel called “Ciao”, where we were going to spend our six nights. I shared a room with my mom, while my younger brother shared a room with my dad. As the name of the hotel really made me speechless, I didn't put much expectation on it. Undoubtedly, in expectation, it was totally a disaster. I experienced an **insect infestation** after entering the room. The millions of cockroaches made me **rather choose to live in a train station instead**— at least it is cleaner than here! **I saw a dead body floating on the surface of the sea.** Yes, that's me.

Week 4

(Addition of a local social issue as part of a personal encounter)



The impact of crime security on tourism

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Cold Writing

Students' Evaluation

Backwards Planning Process

Q & A

Students' Evaluation

From 28 students

Cold
Writing

Students'
Evaluation

Backwards
Planning
Process

Q & A

Cold
Writing

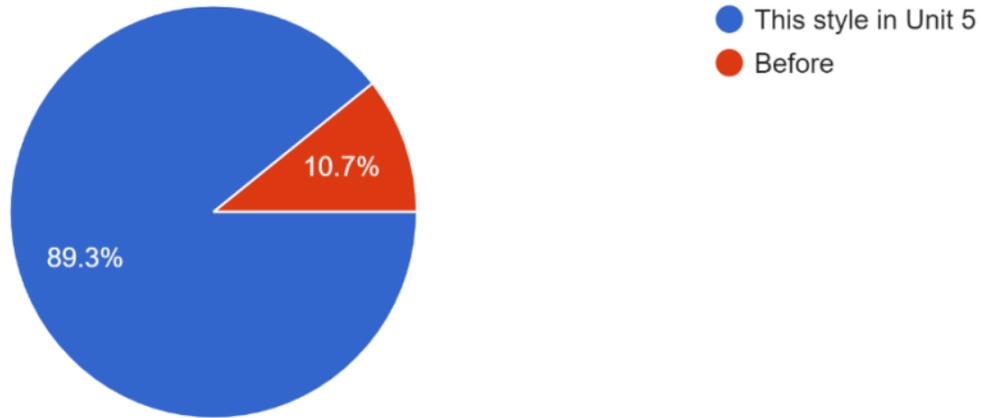
Students'
Evaluation

Backwards
Planning
Process

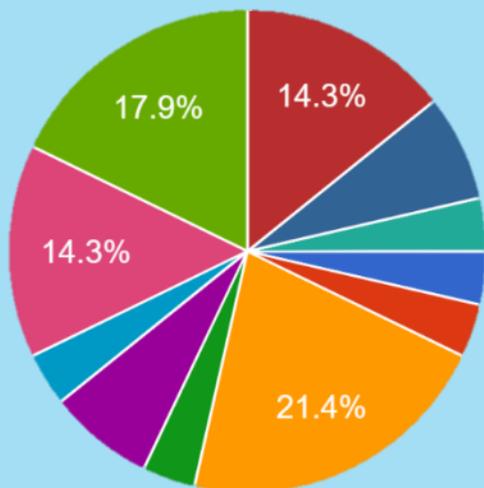
Q & A

In general, do you prefer the learning style used in Unit 5 or what we did before?

28 responses



Favourite Activity



- imagery linking with language in 3 advertisement videos (India, Australia, Norway)
- Identifying target language from different texts
- Ranking different food to your perception of culture
- Using and reusing the target language
- Switching between positive and negative language to change the tone of a text
- Language that focuses on the severity of the tone
- Using the 5 senses to create imageries of 3 pictures of hotels
- Hotel Check-in Skit video + situational Podcast + Bingo
- Geisha video + panel discussions (Agree /Disagree)
- Linking social issues to the topic
- Learning to make a personal connection between a social issue and who you are as the w...
- Updating your writing part by part each week with newly learned knowledge

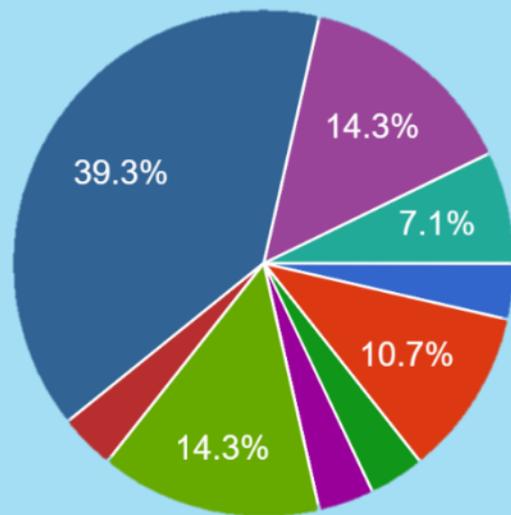
Cold Writing

Students' Evaluation

Backwards Planning Process

Q & A

Most Difficult Activity



- imagery linking with language in 3 advertisement videos (India, Australia, Norway)
- Identifying target language from different texts
- Ranking different food to your perception of culture
- Using and reusing the target language
- Switching between positive and negative language to change the tone of a text
- Language that focuses on the severity of the tone
- Using the 5 senses to create imageries of 3 pictures of hotels
- Hotel Check-in Skit video + situational Podcast + Bingo
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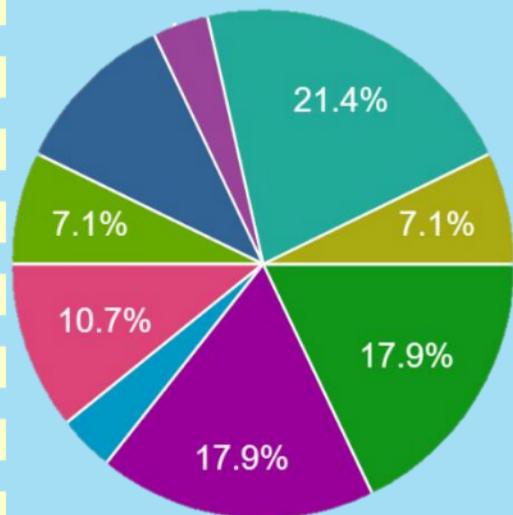
Cold Writing

Students' Evaluation

Backwards Planning Process

Q & A

Most Useful Activity



- imagery linking with language in 3 advertisement videos (India, Australia, Norway)
- Identifying target language from different texts
- Ranking different food to your perception of culture
- Using and reusing the target language
- Switching between positive and negative language to change the tone of a text
- Language that focuses on the severity of the tone
- Using the 5 senses to create imageries of 3 pictures of hotels
- Hotel Check-in Skit video + situational Podcast + Bingo
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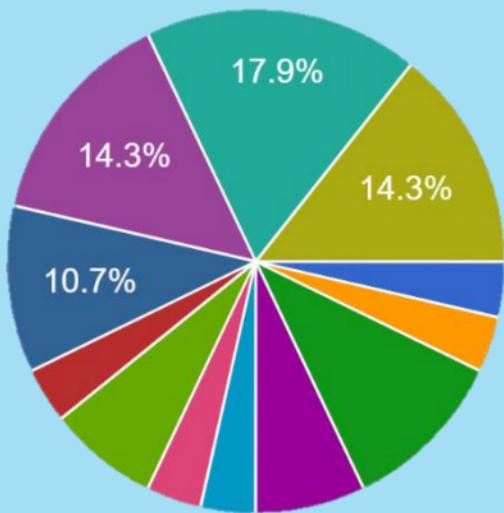
Cold Writing

Students' Evaluation

Backwards Planning Process

Q & A

Activity that you wish we spent more time on...



- imagery linking with language in 3 advertisement videos (India, Australia, Norway)
- Identifying target language from different texts
- Ranking different food to your perception of culture
- Using and reusing the target language
- Switching between positive and negative language to change the tone of a text
- Language that focuses on the severity of the tone
- Using the 5 senses to create imageries of 3 pictures of hotels
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Cold Writing

Students' Evaluation

Backwards Planning Process

Q & A

Cold
Writing

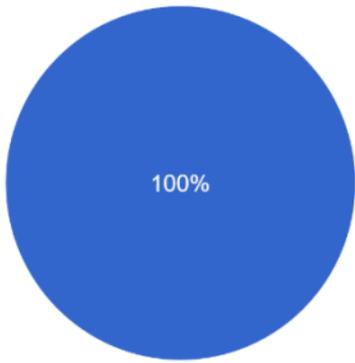
Students'
Evaluation

Backwards
Planning
Process

Q & A

Do you think you have learnt to use new vocabulary or phrases to incorporate into your writing?

28 responses



- Yes
- No

Cold
Writing

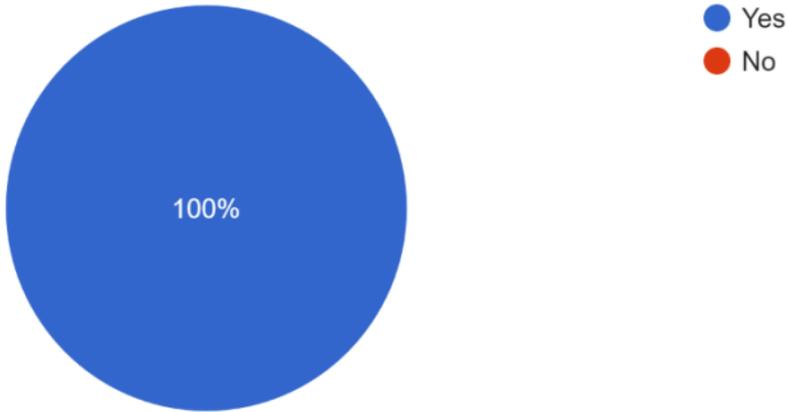
Students'
Evaluation

Backwards
Planning
Process

Q & A

Do you think you will use any of the newly learnt vocabulary or phrases in the future?

28 responses



Students' Comments on Language Use - when comparing different stages of their drafts

"I think the vocabularies and the sentence structures I use are in a wider variety and the writing would not be so flat."

"I used more adjectives and phrases to express my feelings more clearly and more detailed."

"There is a different but distinct style of each paragraph by using positive, neutral and negative wordings."

"More expressions are used and the descriptions are more specific."

"I have learnt to use positive, moderate, and negative languages, and I have learnt to put social issues that are currently happening into my writing."

"I learned to use more adjectives to describe things and feelings which enriched the content of my writing."

Cold Writing

Students' Evaluation

Backwards Planning Process

Q & A

Cold
Writing

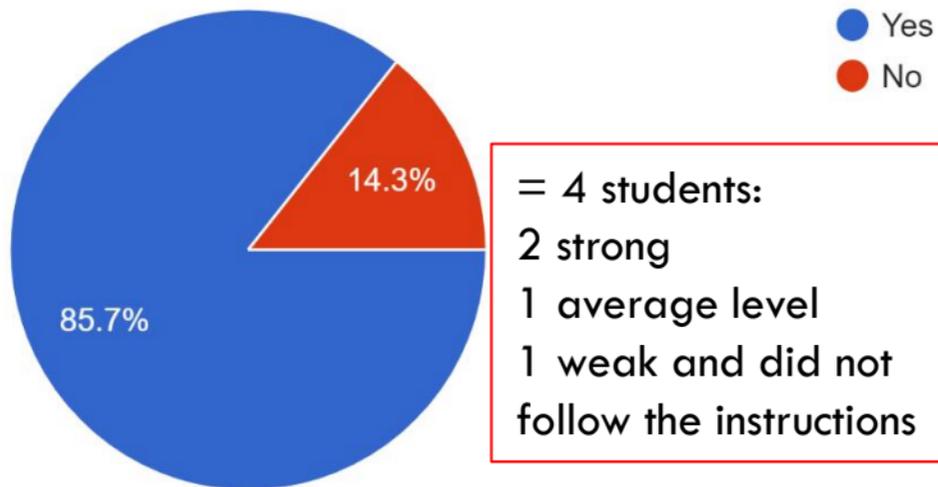
Students'
Evaluation

Backwards
Planning
Process

Q & A

Did you think your writing was better after studying this unit?

28 responses



Students' Comments about Their Learning Experience

"I've learnt more about how to switch the tone in writing."

"After studying this unit, I can use more phrases to express my feelings naturally."

"I can learn step by step and know more about the theme of each lesson."

"Learning has become more interactive, not passively receiving information."

In the lessons of this unit, we seem having more parts of the lessons to interact with others, or even having lesson with other teachers. I think it is a quite good style of learning.

Cold Writing

Students' Evaluation

Backwards Planning Process

Q & A

Backwards Planning Process

Cold
Writing

Students'
Evaluation

Backwards
Planning
Process

Q & A

The Framework

	Week 1	Week 2	Week 3	Week 4
Guiding Questions				
Activity 1: ENGAGE				
Activity 2: EXPLORE				
Activity 3: EXTEND				
Activity 4: EVALUATE				
Activity 5: APPLY				

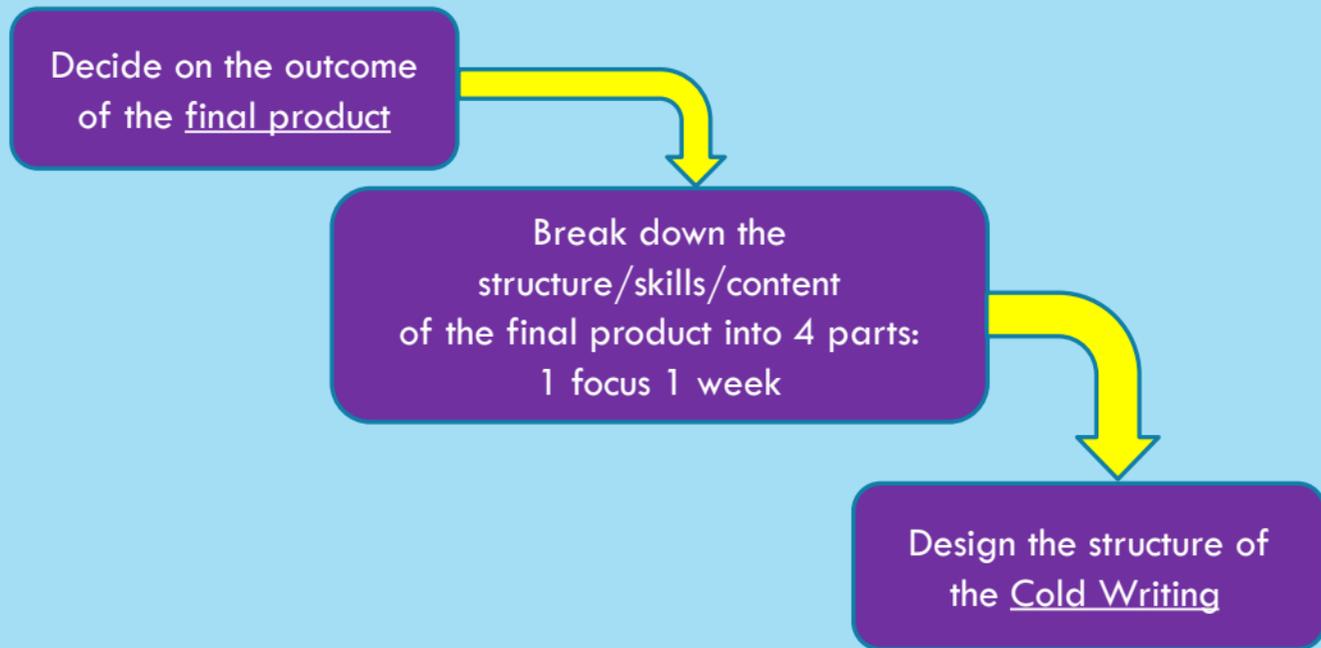
Cold
Writing

Students'
Evaluation

Backwards
Planning
Process

Q & A

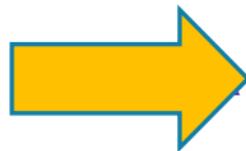
The Initial Process



Cold Writing

Students' Evaluation

Backwards Planning Process



Unit:

5

Final Written Assessment:

Reflective Travel Journal

Target Language:

Language for Reflective Writing: Descriptive and Emotive

Name:		Class:	5D	No:	
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Unit 5 Happy Travels	
Week 1	Activity 0: Cold Writing

Write a 5-paragraph 250-word Reflective Travel Journal (about 50 words each).

Font: Times New Roman

Size: 12

Please note that we will continue to come back to make changes to this piece of writing. The main ideas of each paragraph are given. Please type your writing directly into the form.

1	Travel details: country/city, when, how long, companions, ..., etc.
2	About a tourist spot
3	About the food
4	About the accommodation
5	Conclusion about your trip

Guiding Questions

Week 1

How can language and imagery combine to grab the attention of potential visitors?

*Tourist
Spot*

Week 2

How can local food teach us about the culture of a location?

Week 3

How can the choice of accommodation greatly impact your overall perception of the experience of the travel?

Week 4

How can you integrate all the elements into a Reflective Travel Journal while adding depth?

Name:		Class:	5D	No:	
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Unit 5 Happy Travels	
Week 1	Activity 0: Cold Writing

Write a 5-paragraph 250-word Reflective Travel Journal (about 50 words each).

Font: Times New Roman

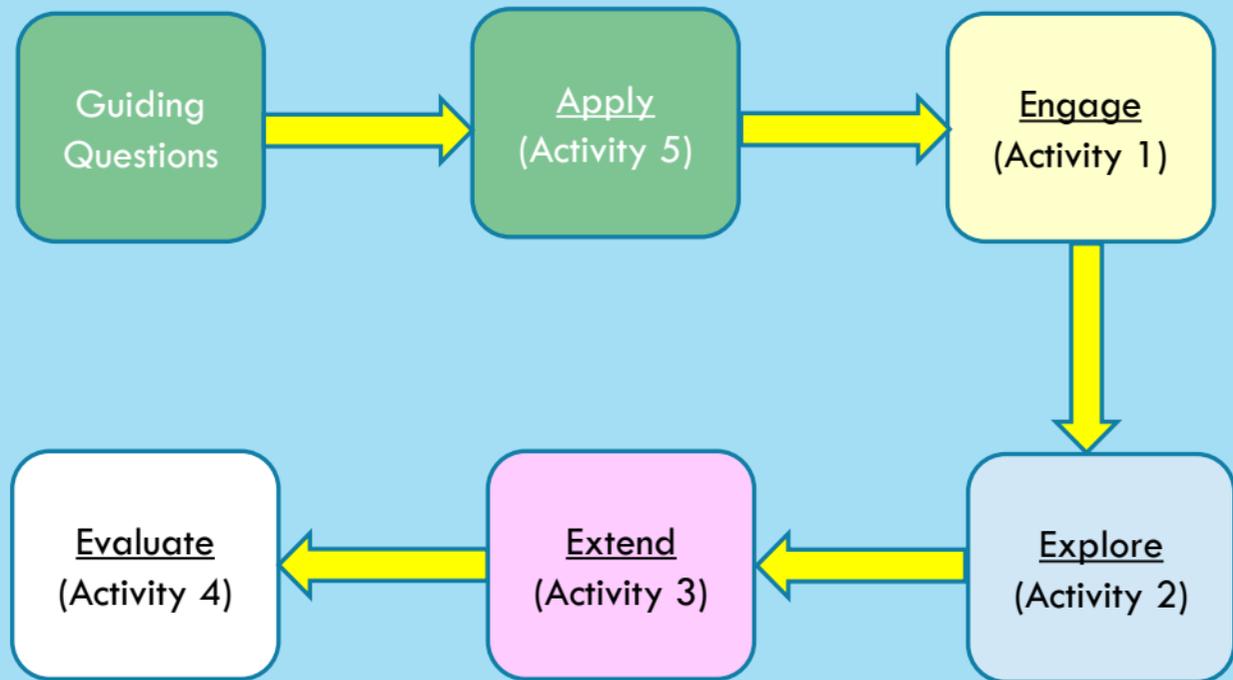
Size: 12

Please note that we will continue to come back to make changes to this piece of writing. The main ideas of each paragraph are given. Please type your writing directly into the form.

1	Travel details: country/city, when, how long, companions, ..., etc.
2	About a tourist spot ← Extremely positive
3	About the food ← mediocre
4	About the accommodation ← Extremely negative
5	Conclusion about your trip

+ link to a social issue / cultural problem

Planning the Activities



Students'
Work

Students'
Evaluation

Practical
Logistics

Backwards
Planning
Process

Q & A

Form: 5
 Topic: Happy Travels
 Unit: 5
 Final Written Assessment: Reflective Travel Journal
 Target Language: Language for Reflective Writing: Descriptive and Emotive
 Platform: Google Classroom & Lumio

School's unit planning document to integrate backwards planning

Activity 0: Cold Writing

	Week 1	Week 2	Week 3	Week 4
Guiding Questions	<i>How can language and imagery combine to grab the attention of potential visitors?</i>	<i>How can local food teach us about the culture of a location?</i>	<i>How can the choice of accommodation greatly impact your overall perception of the experience of the travel?</i>	<i>How can you integrate all the elements into a Reflective Travel Journal while adding depth?</i>
Activity 1: ENGAGE	Linking imagery to language in 3 advertisement videos	Ranking different food to individual perception of best cultural representation	Learning how the severity of tonal words and the use of descriptions through the 5 senses add depth to the imagery	Using KWL charts to discuss different social issues related to tourism
Activity 2: EXPLORE	<i>Identifying target language (enthusiasm) from different texts (Text B2)</i>	Identifying the positive and negative language in a text and then changing the wordings in order to flip the tone	<i>Exploring how a check-in experience affects your expectations of your accommodation (Video)</i>	<i>Answering more in-depth questions about travel-related plastic use based on environmental protection videos, posters and factsheets</i>
Activity 3: EXTEND	<i>Using the identified target language to create new sentences that would compliment the content in Activity 1</i>	Identifying words or phrases with more subtle emotions and categorising these types of words into the context of describing a restaurant experience	<i>Recording a podcast about your frustrations or anger towards a situation at a hotel based on a role play card by using some of the target language in Activity 1 and 2</i>	Identifying one social issue that relates to the chosen travel destination
Activity 4: EVALUATE	Discussing which target language items to choose that would fit the country of choice in their Cold Writing	Using the target language for sentence-making	Participating in a Panel Discussion Activity based on a tourist-related situation where students assume the roles of different stakeholders	Comparing different texts to identify the structural format of a Reflective Travel Journal and spinning the social issue in Activity 3 so that it becomes part of their encounter in the trip
Activity 5: APPLY	Incorporating some of the target language this week to edit one part of the Cold Writing	Incorporating some of the target language this week to edit another part of the Cold Writing	Incorporating some of the target language this week to edit another part of the Cold Writing	Final Editing: Reflective Travel Journal

Questions?

Students'
Work

Students'
Evaluation

Practical
Logistics

Backwards
Planning
Process

Q & A



*Practical
Logistics*

Planning Time

Guiding Questions	
Activity 1: ENGAGE	
Activity 2: EXPLORE	
Activity 3: EXTEND	
Activity 4: EVALUATE	
Activity 5: APPLY	

Around 1.5 month for 1 teacher

Most time-consuming processes:

- Setting the Guiding Questions
- Making sure that each activity reflects the Guiding Questions, the purpose and that they are a continuation of each other

Students'
Work

Students'
Evaluation

Practical
Logistics

Backwards
Planning
Process

Q & A

Execution Time

Students'
Work

Students'
Evaluation

Practical
Logistics

Backwards
Planning
Process

Q & A

	Week 1	Week 2	Week 3	Week 4
Guiding Questions	For Teacher's Use / Display (0 min)			
Activity 1: ENGAGE	Roughly 2 double lessons (40 min each)			
Activity 2: EXPLORE				
Activity 3: EXTEND				
Activity 4: EVALUATE				
Activity 5: APPLY				
	Set as Homework (0 min)			