

# Secondary 4

## English Language

# Farewell party



Name: \_\_\_\_\_

Class: \_\_\_\_\_ ( )

Group: \_\_\_\_\_

Teacher: \_\_\_\_\_

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**Pre-unit Self-assessment** 









In this unit, I will learn:

- some vocabulary items about a farewell party for a retired teacher
- two target integrated skills
- how to read an instructional email in Data File
- how to locate and extract information from Data File
- the structure and language features of a farewell speech

**Part I Self-assessment Task**

Do you know the words of the following pictures?

If you know the word, put a tick in a box and write down the word next to it.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		
<input type="checkbox"/>	Hint:	
	+	
		a bundle of flowers refreshment balloons gifts/ presents party flags

**Make a guess! (whole-class discussion)**

Can you guess what they are doing?

-----

After this activity, I know some vocabulary items about a farewell party. How well do I know about it? Colour the stars.





Part II KWL Chart

Complete the following KWL chart.

Topic: farewell party for a retired teacher		
<p>What I <b>k</b>now e.g. any words you know about the farewell party?</p>	<p>What I <b>w</b>ant to learn e.g. what do people usually do in the farewell party? If people give a farewell speech, what should be included in the speech</p>	<p>What I <b>l</b>earned e.g. what did you learn after this unit?</p>

## Pre-listening Stage

### Task 1 Vocabulary Building – Self-study on Quizlet

#### Instruction words and phrases that appear in listening tasks

start with	put	Remember to (verb)	skip
begin with	mention	You need to + (verb)	don't mention ...
include	add	Make sure you + (verb)	ignore
remind	inform	You should/ought to + (verb)	check ...
tell	describe	I suggest you + (verb)	... refer to
state	finish ... by	I recommend that ...	see the ....

#### Usage:

e.g. You may want to start with/ begin with explaining to her/ describing ....

You need to remind/ tell/ state/ mention/ inform her that .....

You need to include/ put/ add ....

You should finish the letter by ...



Click the following link to learn the above instruction words and phrases that appear in listening tasks.

**Teacher's note:** A Quizlet activity is designed here for vocabulary learning. Due to the copyright issue, the original Quizlet is not shown here.

The screenshot shows a Quizlet interface for a vocabulary activity. The title is "Instruction words and phrases that appear in listening tasks". It indicates that 34 students have recently used the activity. There are two sections: "In-class activity" with options for "Classic Live" and "Checkpoint", and "Self-study activity" with options for "Flashcards", "Learn", "Test", and "Match". The main content area is a large white box with the text "start with" in the center. At the bottom, there are navigation controls including a play button, a close button, a back button, a page indicator "1 / 24", a forward button, and a settings button.



## Task2 Integrated Skills



Skill focus:

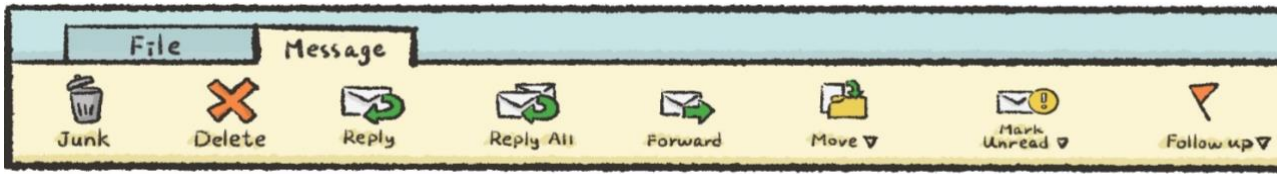
Understand the instructions given in the Data File

Locate and extract information from the Data File

*Skill 1: Understand the instructions given in the Data File*

The instructions are usually found in the instruction email located on p.4 of the Data File. The instruction email would tell you what content points you should include in your tasks and sometimes the tone and/ or the style of your writing. The email is usually written by your senior in the situation, for instance, a director, a teacher and a manager. Apart from the email, you should also pay attention to a memo, a note, an email or a letter next to pieces of information as you might find a few instructions from your senior there.

Below is an example of an instruction email.



To: Janice Man  
 Sent: Fri 17 February 2023 9:30am  
 From: Carol Chan  
 Subjects: Things to do

Hi Janice,

I would like you to help me with two things this week.

First, we are updating our website by adding an information page. The information page has advice for people on recycling at home. Would you please help write this page? For the page, you need to include the following information:

- Reasons for recycling
- Tips on recycling at home
- Where to find recycling bins

Please give a title for the page. Look at the minutes from the latest meeting and an article about recycling I sent you yesterday.

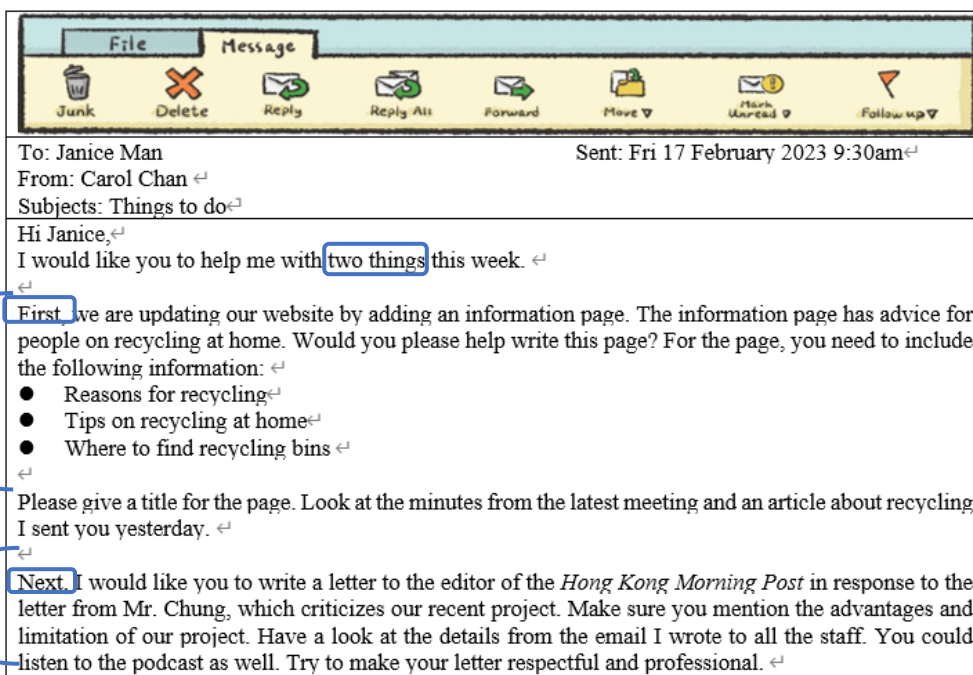
Next, I would like you to write a letter to the editor of the *Hong Kong Morning Post* in response to the letter from Mr Chung, which criticizes our recent project. Make sure you mention the advantages and limitation of our project. Have a look at the details from the email I wrote to all the staff. You could listen to the podcast as well. Try to make your letter respectful and professional.

Thank you very much for your help.

Regards,  
 Carol

**Steps:**

Pay attention to the conjunctions such as first, next as they will tell you how many tasks you are going to write and sometimes how many content points you need to include.



Read this email. How many tasks are you going to write?  
 (Hint: Pay attention to the conjunctions such as first.)

**T1**

**T2**

After you know the number of tasks you are going to write, please use abbreviations and symbols such as T1 and {} to show which set of instructions is related to a writing task.

Look at each set of instructions. Remember that each set is related to ONE writing task. Now, take a look at the first set of instruction.

text type of your first task

First, we are updating our website by adding **an information page**. The information page has advice for people on recycling at home. Would you please help write this page? For the page, you need to include the following information:

- Reasons for recycling
- Tips on recycling at home
- Where to find recycling bins

Another thing to mention: Please **give a title for the page**. Look at the minutes from the latest meeting and an article about recycling I sent you yesterday.

Annotations in the image include a red box around 'an information page', a green dashed box around the bullet points, and a green dashed box around 'give a title for the page'. A red arrow points from the text 'text type of your first task' to the red box. A green arrow points from the text 'Pay attention to the phrases...' to the green dashed box around 'give a title for the page'.

These bullet points tell you what you need to write and how many paragraphs you need to write. For this task, you are going to write **THREE** paragraphs.

Pay attention to the phrases like 'look at', 'have/take a look at', 'Use the notes you took' and 'refer to' as this tells you where you should look for information in the Data file.



\*\* Sometimes, the instructions of each task appear in the form of a paragraph instead of bullet points. In order to locate the content point, you should pay attention to the conjunctions and punctuations (e.g. ‘.’). You should also pay attention to the following words and/or phrases:

	Examples
Starting with imperative	<u>Thank</u> them for their support. State clearly that ... Make sure you mention ... <u>Remember / Don't forget</u> to include/ mention ...
Modal verbs	Also, you <u>need</u> to say/ include... You <u>may</u> want to say something about/ talk about ... You <u>should/ should not</u> ... You <u>must</u> ... <u>Can</u> you .....?
‘ask’ and ‘want’	Ms Chan <u>has asked</u> you to give her .... I <u>want</u> you to write / inform ....

After identifying the instructions, number and underline each piece of information needed one by one. e.g.

First, we are updating our website by adding an information page. The information page has advice for people on recycling at home. Would you please help write this page? For the page, you need to include the following information: ↵

- Reasons for recycling ↵ T1a
- Tips on recycling at home ↵ T1b
- Where to find recycling bins ↵ T1c

↵ T1d

Please give a title for the page. Look at the minutes from the latest meeting and an article about recycling I sent you yesterday. ↵

### Practice 1

Read the second set of instructions. Number and underline each piece of information needed. Also, fill in the table below.

Next, I would like you to write a letter to the editor of the *Hong Kong Morning Post* in response to the letter from Mr. Chung, which criticizes our recent project. Make sure you mention the advantages and limitation of our project. Have a look at the details from the email I wrote to all the staff. You could listen to the podcast as well. Try to make your letter respectful and professional. ↵

Text type of second writing task	
Tone of writing	

Practice 2 Locating instruction words

## Part A

(extracted from P.4 of the Data File **from 2016 HKDSE English Language Paper 3 B1**)

Read the following email carefully.



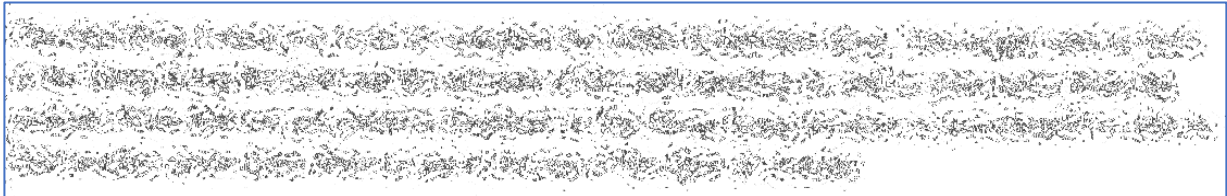
Answer the following questions.



1 According to paragraph 2, what do you need to write?

---

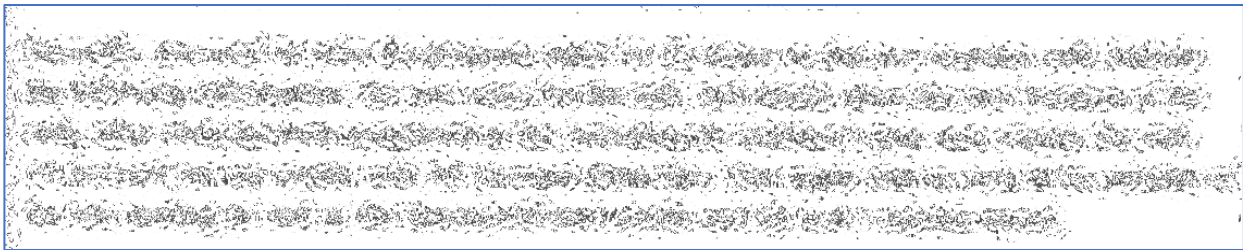
2 Underline the instruction words.



3 According to paragraph 3, what do you need to write?

---

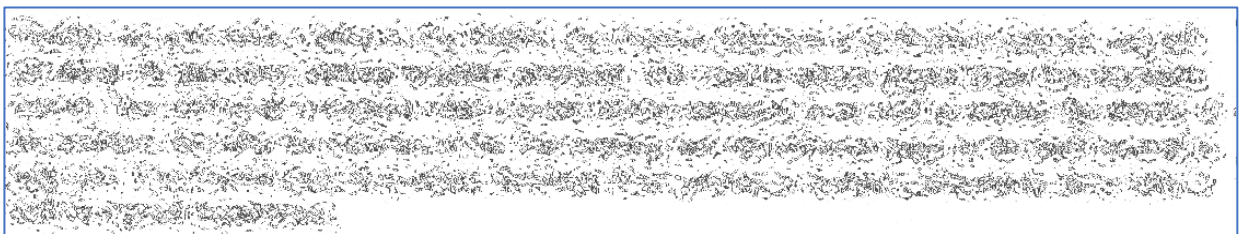
4 Underline the instruction words.



5 According to paragraph 4, what do you need to write?

---

6 Underline the instruction words.



## Part B

(extracted from P.4 of the Data File **from 2016 HKDSE English Language Paper 3 B2**)

Read the following email carefully.



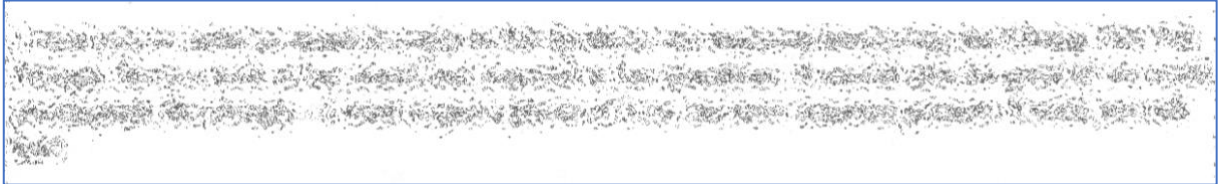
Answer the following questions.



1 According to paragraph 2, what do you need to write?

---

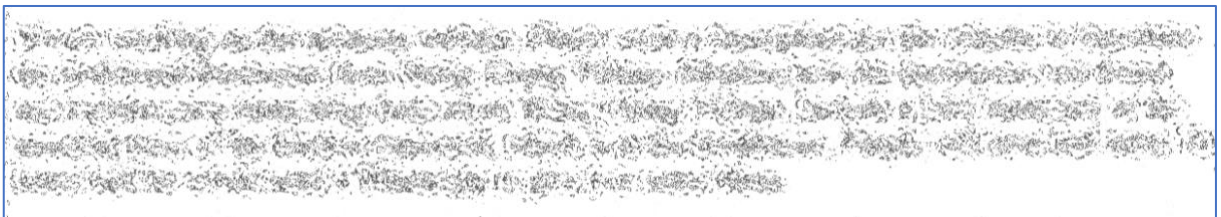
2 Underline the instruction words.



3 According to paragraph 3, what do you need to write?

---

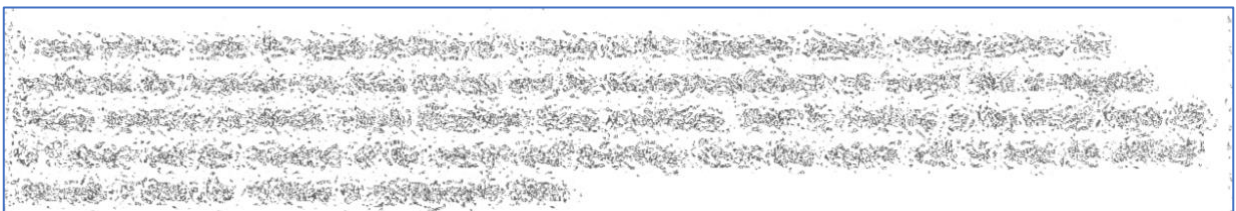
4 Underline the instruction words.



5 According to paragraph 4, what do you need to write?

---

6 Underline the instruction words.



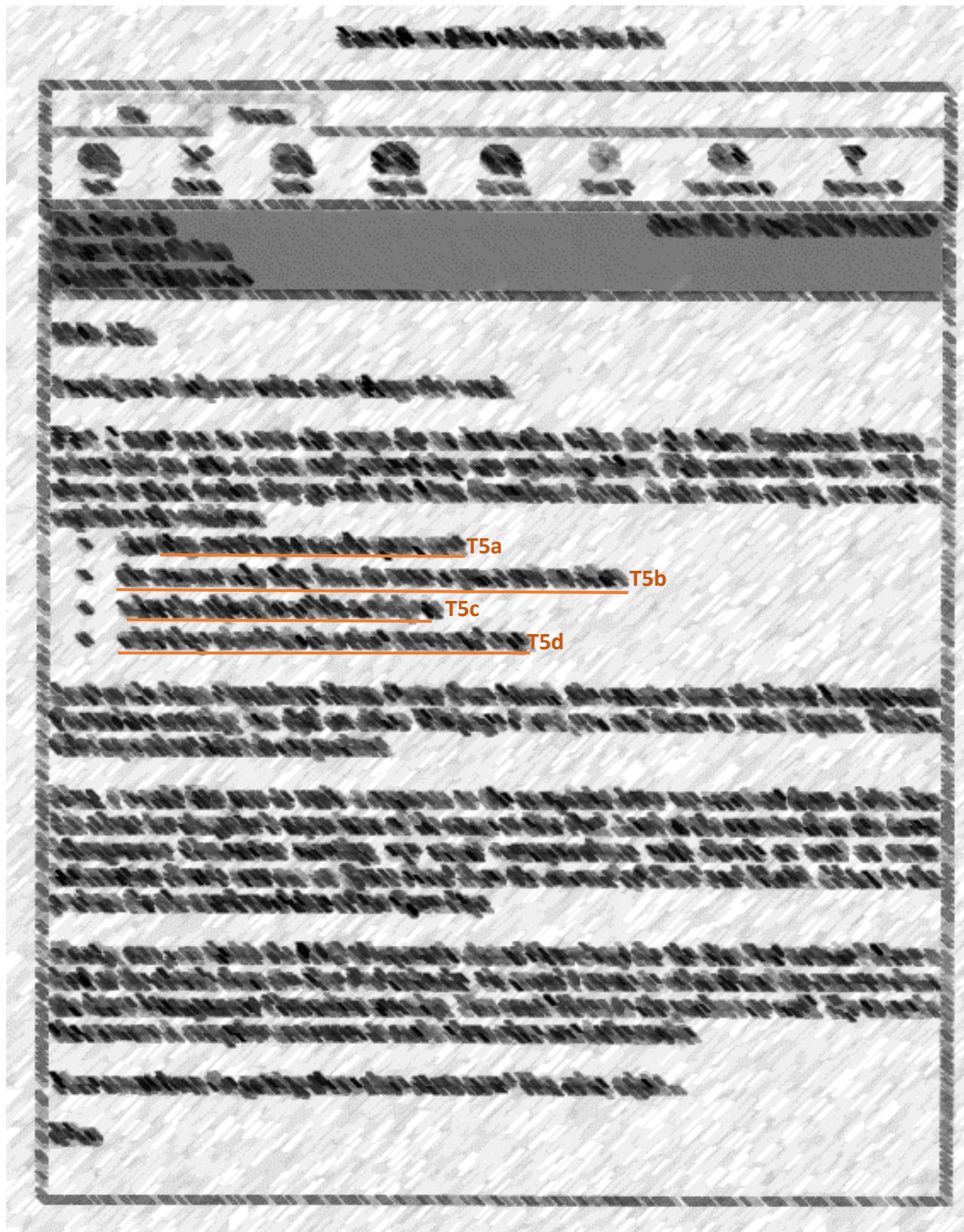
Challenging Task

(Extracted from 2020 HKDSE English Language Paper 3 B1 Data File p.4)



(Licensed by copyright owner: HKEAA)

Read the instruction email below. Number and underline each piece of information needed.

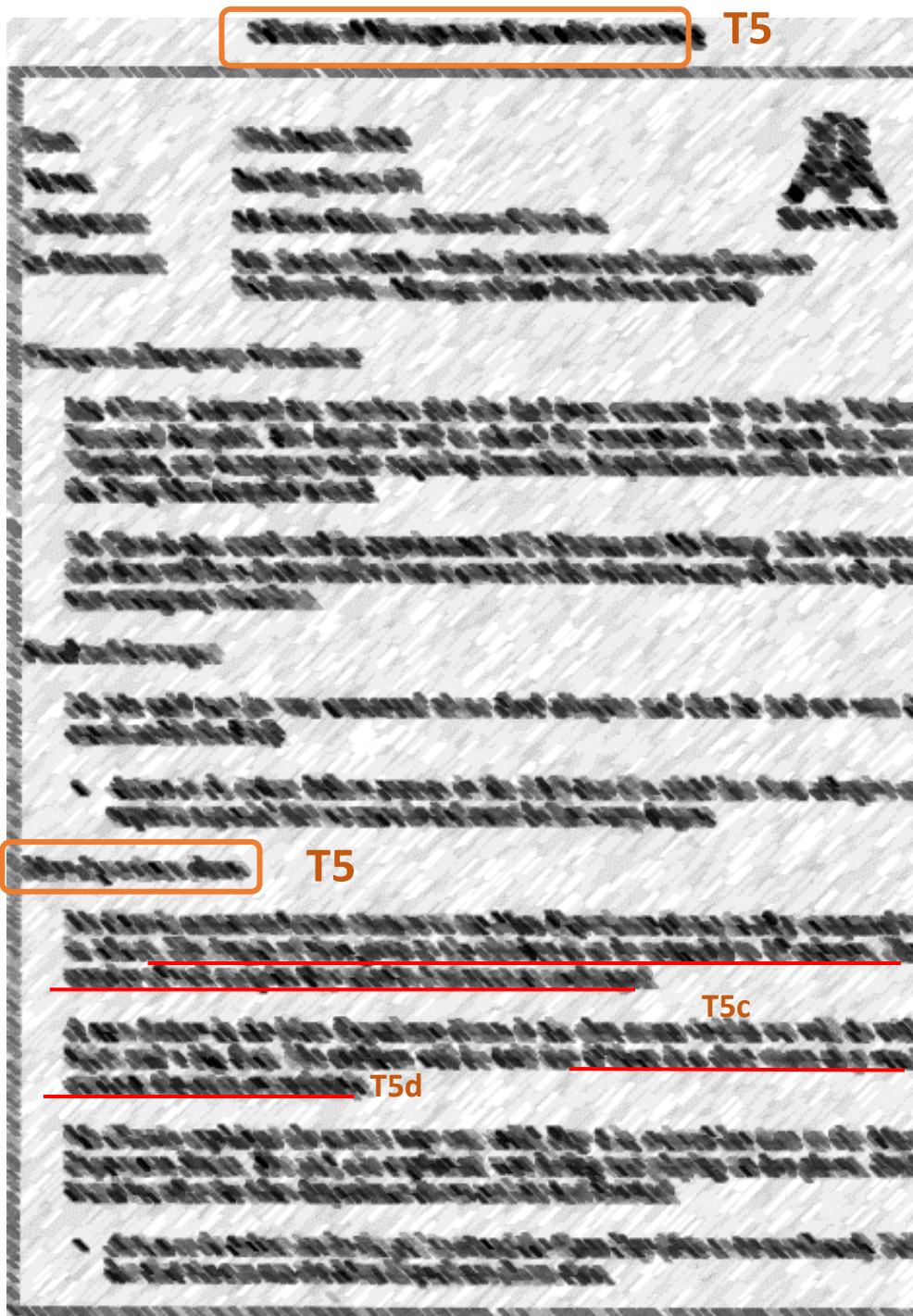




*Skill2: Locate and extract information from the Data File*

After step 4, locate and highlight the relevant points on the Data File by using the same sets of marks. This can help you organise your ideas better and it would be easier for you to check whether you have missed any points. Let's take Task 5 as an example.

e.g. extracted from P.6 of the Data File **from 2020 HKDSE English Language Paper 3 B1**  
(Licensed by copyright owner: HKEAA)



**Tips:**

1. Skim and scan the Data File. Pay attention to the **headings and subheadings** of all reports, minutes of meetings, etc.
2. Write down any appropriate abbreviation e.g. T5 (Task 5) next to the **headings and subheadings**.

**Step 6:**

Take a look at this part and see whether you can find any information relevant to items T5a – T5d. If so, underline and number them.

**Tips:**

3. You should start organising the points after reading the whole data file since you may need to refer to a few texts in the Data File and summarise the information.
4. Don't quote directly! You may need to paraphrase or summarise the information.

\*\* When extracting the information from the Data File, you should ignore the speech fillers, e.g. 'hmm' and 'well' and shouldn't write them down in your tasks.

Practice 1

Please read **2020 HKDSE English Language Paper 3 B1 Task 5 and the Data File**. Please locate and highlight the information in the Data File by numbering.





**While-listening Stage**

Please refer to appendix 1.

## Understanding the situation

**Part B****Situation**

You are Joyce Lam. You are the chairperson of the Student Union at Ju Ching Chu Secondary School. The Principal, Dr Chan, has asked you to help prepare for farewell party for Mr Smith. You will listen to a recording of a meeting between you, the principal and another teacher Mr Cheung.

...

Who are you?	
What is your position?	
What is the main theme of the tasks?	
How many voices are you going to listen?	
Whose voices are heard?	

**Please refer to Task 5 and the Data File (DF).**

What sort of information are you going to listen for?

**Please refer to Task 6 and the Data File (DF).**

What sort of information are you going to listen for?

### The Instruction Email for Task 5

Go over the instruction email again. What do we need to include in Task 5? Underline the important points.

#### Email from Mr Cheung to Joyce Lam

To: Joyce Lam

From: Mr Cheung

Subject: Things to do

Hi Joyce

Thanks for agreeing to help out with the following tasks. Here is some information you might find useful.

#### Working Schedule

Please complete the working schedule for the farewell party. You can find the information you need in our meeting notes and the draft of the farewell party schedule.

#### The Farewell Speech

Then, please write a farewell speech for Mr Smith. Start your speech by stating that you're giving the speech on behalf of the students. Thank him for contributing his life in the school (Please mention the number of years of his service and what he has done). I've already gathered some information for you. You should check out the messages our students posted on the school web. You can also refer to the message written by Shirley, the chairperson of the alumni association. Skip what she has mentioned in your speech. End your speech by stating that we love him and he will always be in our memories even after his leave.

I remember that we discussed all these tasks at our meeting, so don't forget to check the meeting minutes.

Let me know if there are any problems!

Best regards,

Mr Cheung

## Part B

B

Hint:

Go over the instruction email again. What do we need to include in Task 5? Underline the important points.

## Task 5 Work Allocation List (11 marks)

Complete the work allocation list below using information from the Part B Data File and your notes.

Mr Smith's Farewell Party

Details

Date:(1) \_\_\_\_\_

Duration:(2) \_\_\_\_\_

Venue:(3) \_\_\_\_\_

Hosts:(4) \_\_\_\_\_

Event schedule	
Event	People involved
Farewell Speech	(5) _____
	(6) _____ The principal/Dr Chan
Game — (7) _____	Jason Wong
Song Dedication — (8) _____	The hosts
Refreshment	(9) _____
Gift-giving Presentation	(10) _____
Others	
Joyce is responsible for inviting Mr Smith to (11) _____	

Answers written in the margins will not be marked.

Answers written in the margins will not be

Answers written in the margins will not be marked.

**END OF TASK 5**

*Task 5 Marking scheme*

Task 5: Language = 2 marks

Marks	Language
2	In general, student constructed simple and more complex phrases and sentences correctly. Student made minor mistakes that have not affected meaning. Student spelt most common words accurately.
1	In general, student constructed complex phrases correctly. Student made grammatical mistakes that have sometimes affected meaning. Student spelt simple words accurately but failed to spell more complex words.
0	Student made many mistakes throughout the text. Student made spelling and/or word usage mistakes that have made the text incomprehensible. OR Student failed to show enough evidence to earn him/her a '1'.

## The Instruction Email for Task 6

Email from Mr Cheung to Joyce Lam

To: Joyce Lam  
From: Mr Cheung  
Subject: Things to do

Hi Joyce

Thanks for agreeing to help out with the following tasks. Here is some information you might find useful.

#### Working Schedule

Please complete the working schedule for the farewell party. You can find the information you need in our meeting notes and the draft of the farewell party schedule.

#### The Farewell Speech

Then, please write a farewell speech for Mr Smith. Start your speech by stating that you're giving the speech on behalf of the students. Thank him for contributing his life in the school (Please mention the number of years of his service and what he has done). I've already gathered some information for you. You should check out the messages our students posted on the school web. You can also refer to the message written by Shirley, the chairperson of the alumni association. Skip what she has mentioned in your speech. End your speech by stating that we love him and he will always be in our memories even after his leave.

I remember that we discussed all these tasks at our meeting, so don't forget to check the meeting minutes.

Let me know if there are any problems!

Best regards,  
Mr Cheung

**Read the situation and instruction email again. Which text is/are useful completing Task 6? Underline the key points you find in your Data File by using pencil.**

Preparation for Task 6

*Part A*

Who are you?	
What is your position?	
What are you going to write?	
Why are you writing it?	
Who is/are the target audience?	
Which texts in the Data File (DF) are useful for completing Task 6? (Circle the appropriate)	DF 1    DF 2    DF 3    DF 4 DF 5    DF 6    DF 7
What sort of relevant information should be excluded in your speech?	The information in DF _____

*Part B Points to be included in Task 6*

Read the Data File again. Locate and extract the points from the Data File to complete Task 6.

	Text (DF 1-7)	Content
6a		
6b		
6c		
6d		
6e		
6f		
6g		
6h		
6i		
6j		

*Part C Language Support*

Are changes needed in these sentences? Mark Y/N in the respective boxes. If change(s) is/ are needed, try to amend the sentences on your own.

Paragraph (1-5)	Is it a complete sentence? (Y/N)	Is change needed? (Y/N)
A Thank you for your invaluable lessons and the beliefs you helped us develop		
B 32 Years of Service Thank you!		
C We love him and he will always be in our memories even after his leave		
D He has taught us to balance both studies and extracurricular activities		
E The greatest Science teacher I have ever met!		
F I love hearing what you share with us		
G We'll remember your jokes		
H He always teaches us the joy of living a curious life and the importance of life-wide learning.		




Paraphrasing skills

If change is needed, how can we change those phrases and/or sentences?

We should PARAPHRASE the sentences and/ or turn the phrases into COMPLETE SENTENCES.

**Skill 1: Change of pronouns**

e.g. Content point D

 He has taught us to balance both studies and extracurricular activities.

**You** have taught us to balance both studies and extracurricular activities.

**Skill 2: Turn phrases into complete sentences**

e.g. Content point F

The greatest Science teacher I have ever met! (incomplete sentence)

**You are** the greatest Science teacher I have ever met! (complete sentence)

^ ^

Now, look at the phrases and sentences below again. Try to paraphrase them and/ or turn them into complete sentences. Content points D and F have been done for you as examples.

B	32 Years of Service Thank you!
C	We love him and he will always be in our memories even after his leave
F	I love hearing what you share with us
H	He always teaches us the joy of living a curious life and the importance of life-wide learning.

Write your own sentences

Apart from paraphrasing sentences and turning phrases into complete sentences, we need to write our own sentences to express ideas.

Paragraph (1-5)	
I. Self-introduction (Hint: Who are you?)	
J. Greeting (Hint: Greet the audience in a <b>SPEECH</b> → e.g. Good morning... )	
K. Expressing gratitude to Mr Smith on behalf of the students (Hint: e.g. Thank you ...// I would like to thank/ pay tribute to... )	

*Part D Rearranging the Order*

Reorder the following points into their respective paragraphs.

**(Suggested answers only)**

Points/ Statements ✂	Paragraph (1-5)
A Thank you for your invaluable lessons and the beliefs you helped us develop	
B 32 Years of Service Thank you!	
C We love him and he will always be in our memories even after his leave	
D He has taught us to balance both studies and extracurricular activities	
E The greatest Science teacher I have ever met!	
F I love hearing what you share with us	
G We'll remember your jokes	
H He always teaches us the joy of living a curious life and the importance of life-wide learning.	
I Self-introduction [Joyce Lam, the chairperson of the Student Union]	
J Greeting	
K Expressing gratitude to Mr Smith on behalf of the students	

**Hints (refer to the sentences in the DF!)**

Paragraph 1:	Greeting
Paragraph 2:	Self-introduction + Purpose of speech - start your speech by stating that you're giving the speech on behalf of the students
Paragraph 3:	Thank him for contributing his life in the school (number of years of his service)
Paragraph 4:	What he has done (+ student comments)
Paragraph 5:	Closing – stating that we love him and he will always be in our memories even after his leave

## Structure of a Speech

Welcome message	Self-introduction	Closing
Main body	Greeting	Introduction

1. _____	<u>Good morning, principal, teachers and fellow students,</u>
2. _____	<u>(Welcome) Thank you for coming today.</u> <i>I'm Steven Ho from 5C, the president of the Student Union.</i> <u>Have you heard of Harry Cheung, a football team member of our school?</u> I'm glad to see you here today, celebrating with Harry for his success in the Hong Kong Football Open 2023. Harry has recently won the MVP award in the under 16 category in the competition.
3. _____	
4. _____	
5. _____	Many of you may not know how hard-working he is. I still remember when we were in Secondary One, Harry and I were classmates. Messi visited our school and demonstrated his football skills. Watching Messi's sophisticated skills, Harry swore to develop himself as an outstanding football player like Messi. He joined the football team and attended all practices. Actually, you might have seen him practicing before or after scheduled sessions. Apart from his studies, he spends all his time and energy on football.
	But what Harry impresses us the most is that not only does he give encouragement and opinions to his teammates, classmates or friends, he has also helped out at the community football scheme to teach young children to play football. Not only does he strive for personal excellence, but he is also keen on helping others shine.
6. _____	Harry Cheung is a valuable member of our football team and a role model for each of us. His hardworking and team working spirit are things we all should learn. <u>Now, let's have a big round of applause for our Harry.</u>

## Language Features

Tone: Semi-formal/Informal

<b>Contractions:</b>	I'd like to; I'm;
<b>Being polite:</b>	Thank you for coming today.
<b>Arousing interest:</b>	<u>Have you heard of Harry Cheung, a football team member of our school?</u>
<b>Tenses:</b>	Present tenses to talk about reflections e.g. But what Harry impresses us the most is ...
	Past tenses to talk about past events Messi visited our school and demonstrated his football skills.
<b>Addressing the audience:</b>	By using 'you' and 'us'

## Farewell Speech Graphic Organiser

## Task 6

Content	DF page	Work
<b>Greet the audience</b> e.g. Good morning Principal....		
<b>Clearly tells the audience about the purpose of your speech</b>		
<b>Thank Mr Smith for contributing his life in the school</b>		
<b>Talk about how Mr Smith influences his students</b>		
<b>Finish the speech</b> <b>State that Mr Smith will always be in our memories even after his leave</b> <b>Thank Mr Smith again</b>		

Task 6

Write the farewell speech for Mr Smith using information from the Part B Data File and your notes.

Answers written in the margins will not be marked.

5

10

15

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.


20

25

30

Answers written in the margins will not be marked.

**END OF TASK 6**

**Post-listening Stage**Task 6 Marking scheme 

- A. Task Completion (9 marks)**
- B. Language (5 marks)**
- C. Coherence and Organization (2 marks)**
- D. Appropriacy (2 marks)**

**A. Task 6: Task Completion (9 marks)****(Suggested answers only)**

6.1	On behalf of the students, I'd like to pay tribute to our guest of honor today, Mr Smith	DF 2
6.2	thank you for contributing 32 years of your life to this school	DF 2,7
6.3	You always teach us the joy of living a curious life and the importance of life-wide learning	DF 7
6.4	You have taught us to balance both studies and extracurricular activities	DF 7
6.5	You are the greatest Science teacher	DF 9
6.6	We love hearing what you share with us	DF 9
6.7	We'll remember your jokes	DF 9
6.8	Thank you for your invaluable lessons and the beliefs you helped us develop	DF 7
6.9	We love you and you will be always in our memories even after your leave	DF 2



**Task 6:****B. Language = 5 marks**

Marks	Language
5	<p><b>Data File Manipulation</b></p> <p>In general, student successfully adapted phrases from the Data File to create sentences that are grammatically correct by changing word forms, tenses, pronouns, etc.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Student used a range of correct sentence structures including both simple and complicated sentences.</li> <li>• In general, student used grammar correctly though he/she made occasional common mistakes which have not affected clarity in all.</li> <li>• Student spelt most words and used most punctuation marks correctly.</li> </ul>
4	<p><b>Data File Manipulation</b></p> <p>Student sometimes successfully adapted phrases from the Data File to create sentences that are grammatically correct by changing word forms, tenses, pronouns, etc.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Student used a range of correct sentence structures and sometimes tried to use more complicated sentences.</li> <li>• Student made grammatical mistakes in more complicated sentences which have not affected clarity in all.</li> <li>• Student spelt and used punctuation correctly enough to convey meaning.</li> </ul>
3	<p><b>Data File Manipulation</b></p> <p>Occasionally, student successfully adapted phrases from the Data File to create sentences that are grammatically correct, although he/she made mistakes often because he/she failed to manipulate the texts from the Data File using his/her own words.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Student constructed simple sentences correctly. He/She sometimes tried to use more complicated sentences. He/She tended to use similar sentence structures repetitiously.</li> <li>• Student made grammatical mistakes that have sometimes affected meaning.</li> <li>• Student spelt most common words correctly and used basic punctuation correctly.</li> </ul>
2	<p><b>Data File Manipulation</b></p> <p>Student occasionally adapted text from the Data File or copied chunks from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• In general, student constructed short, simple sentences correctly. He/She rarely tried to use longer, more complicated sentences.</li> <li>• Student made grammatical mistakes that have frequently affected meaning.</li> <li>• Student spelt simple words correctly but failed to spell more difficult words correctly. He/She used basic punctuation correctly.</li> </ul>
1	<p><b>Data File Manipulation</b></p> <p>Student mainly copied a series of chunks from the Data File.</p>

	<p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Student constructed short, simple sentences that are sometimes correct.</li> <li>• Student made grammatical mistakes that have frequently affected meaning.</li> <li>• Student spelt simple words correctly but failed to spell more difficult words correctly. He/She frequently made mistakes in the use of basic punctuation.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Student copied a series of chunks from the Data File.</li> <li>• Student made many mistakes in sentence structures, spelling and/or word usage that have made the text incomprehensible.</li> </ul> <p>OR</p> <p>Student failed to show enough evidence to earn him/her a '1'.</p>

### C. Coherence and Organization = 2 marks

Marks	Coherence and Organization
2	<ul style="list-style-type: none"> <li>• In general, student constructed a very coherent text.</li> <li>• Student consistently related supporting points to main points clearly.</li> <li>• Whenever necessary, student used strong cohesive ties to improve coherence.</li> </ul>
1	<ul style="list-style-type: none"> <li>• In general, student constructed a reasonably coherent text.</li> <li>• In general, student related supporting points to main points clearly.</li> <li>• In general, student used cohesive ties to improve coherence, although he/she often used them fuzzily.</li> </ul>
0	<ul style="list-style-type: none"> <li>• In general, student constructed an incoherent text.</li> <li>• In general, student failed to relate supporting points to main points clearly.</li> <li>• Student used cohesive ties which did not help with the coherence of the text.</li> </ul> <p>OR</p> <p>Student failed to show enough evidence to earn him/her a '1'.</p>

### D. Appropriacy = 2 marks

Marks	Appropriacy
2	<ul style="list-style-type: none"> <li>• In general, student used a register, tone and style appropriate to the task by manipulating parts of the Data File and using his/her own language.</li> <li>• A text appropriate to the task has been produced.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Student used a register, tone and style reasonably appropriate to the task by manipulating parts of the Data File and using his/her own language.</li> <li>• Student may have used an inconsistent tone.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Student failed to show that he/she was able to write an appropriate text by manipulating register, tone and style.</li> <li>• The text produced is characterized by the student having copied chunks of the Data File indiscriminately, giving no impression of fulfilling the task with his/her own text.</li> </ul>

Appropriacy: Greeting, self-introduction, excluding Mr Smith's motto and how Mr Smith has inspired students in details

Tone: Respectful, semi-formal/formal

**(Suggested answer only)**

Greeting	Hello and a warm welcome to everyone present here, our respected principal, teachers, and fellow students.
Self-introduction	Thank you for giving me this opportunity to start this event. [6.1] I'm Joyce Lam, the president of the Student Union. On behalf of the students, I'd like to
Introduction	pay tribute to our guest of honor today, Mr Smith.
Main body	Sir, [6.2] thank you for contributing 32 years of your life to this school and for students like us and many more. [6.3] You always teach us the joy of living a curious life and the importance of life-wide learning. [6.4] You are the most inspiring teacher who has taught us to balance both studies and extracurricular activities.
	[6.5] You are the greatest Science teacher. [6.6] We love hearing what you share with us and [6.7] we'll remember your jokes.
Closing	[6.8] Thank you for your invaluable lessons and the beliefs you helped us develop. [6.9] We love you and you will always be in our memories even after your leave, sir.

## Task-specific Rubrics Cum Peer and Teacher's Feedback

Read your and your friend's speeches. Check if you have completed the following items.

Success criteria	Self-check	Peer review	Teacher's feedback	Marks
<b>Content</b>	(tick if you did that; underline and label it in your writing, e.g. C1, L1, O1)	(tick if your friend did that and give comments)		
To greet the audience				/
To introduce yourself				
To thank the audience for attending the event and state the purpose of the event				
To thank Mr Smith for his contribution to school, including how long he has worked there				
To describe <u>one/ two/</u> value(s) that show(s) how Mr Smith has taught his students				
To describe <u>one/ two/</u> thing(s) that show(s) Mr Smith's students love him				
To end the speech by stating Mr Smith will always be in everyone's memories after his leave				
To thanks Mr Smith again				

<b>Language</b>				
To demonstrate sustained and effective use of the following language items: a. Uses simple past tense to talk about actions and events that happened in the past b. Uses present perfect tense to talk about what Mr Smith has done c. Uses descriptive language to describe people and events, e.g. ... you taught us with <u>more patience and kindness</u>				/ 5
<b>Coherence &amp; Organisation</b>				
Paragraphs developed with supporting details/ description				/ 2
2. Coherent links within / between paragraphs and effective use of connective (e.g. in addition and time connectives)				
<b>Appropriacy</b>				
To include greeting, effective opening and closing				/ 2
To use friendly and respectful tone				
To use contractions				
				Total:
				/ 18





## Appendix 1 Data File

**Secondary Four  
English Language  
Paper 3 (Listening & Integrated Skills)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Class: \_\_\_\_\_ ( ) Group: \_\_\_\_\_

### Data File

#### **Part B**

##### **Situation**

You are Joyce Lam. You are the chairperson of the Student Union at Ju Ching Chu Secondary School. The Principal, Dr Chan, has asked you to help prepare for the farewell party for Mr Smith.

You will listen to a recording of a meeting between you, the principal and another teacher Mr Cheung.

Before the recording is played, you will have five minutes to study the Question-Answer Book and the Data File to familiarize yourself with the situation and the tasks.

Complete the tasks by following the instructions in the Question-Answer Book and on the recording. You will find all the information you need in the Question-Answer Book, the Data File and on the recording.

As you listen you can make notes on page 2 of the Data File.

You now have five minutes to familiarize yourself with the Question-Answer Book and the Data File.

<b>Contents</b>	<b>Page</b>
1. Listening note-taking page for the meeting.....	2
2. Email from Mr Cheung to Joyce Lam.....	3
3. Draft of the Farewell Party Schedule .....	4
4. Meeting minutes .....	5
5. Instant message exchange between George Lee and Joyce Lam...	6
6. Message from Shirley Chan .....	7
7. Messages our students posted on the school web .....	8



### **Listening note-taking page for the meeting**

Listen to the recording of a meeting between Joyce, Dr Chan, the Principal and Mr Cheung.

Mr Smith's Farewell Party  
Farewell Party details

The hosts:

Farewell Speeches

Party Game

Song Dedication

Gift Presentation

Refreshments:

## Email from Mr Cheung to Joyce Lam

To: Joyce Lam  
From: Mr Cheung  
Subject: Things to do

Hi Joyce

Thanks for agreeing to help out with the following tasks. Here is some information you might find useful.

### Working Schedule

Please complete the working schedule for the farewell party. You can find the information you need in our meeting notes and the draft of the party schedule.

### The Farewell Speech

Then, please write a farewell speech for Mr Smith. Start your speech by stating that you're giving the speech on behalf of the students. Thank him for contributing his life in the school (Please mention the number of years of his service and what he has done). I've already gathered some information for you. You should check out the messages our students posted on the school web. You can also refer to the message written by Shirley, the chairperson of the alumni association. Skip what she has mentioned in your speech. End your speech by stating that we love him and he will always be in our memories even after his leave.

I remember that we discussed all of these tasks at our meeting, so don't forget to check the meeting minutes.

Let me know if there are any problems!

Best regards,  
Mr Cheung

## Draft of the Farewell Party Schedule

*Mr Smith's Farewell Party Draft  
Event Schedule*

**NOT READY**

Event	Person-in-charge
Farewell Speeches by student representative, Shirley and the principal	Ms Wong
Gift-giving Presentation	
Refreshment Reception	Mr Leung

## Meeting minutes

Meeting for Mr Smith's Farewell Party

Date: 12 October

Time: 1.30 pm

Venue: Meeting Room

In attendance: Joyce Lam, George Lee, Max Sin, Jeremy Lee, Susan Ma, Fiona Chan and Martin Ho

### 1. Mr Smith's Farewell Party

Joyce Lam reported that the farewell party will be held from 2:30-4:30pm.

It is all agreed that Max Sin in 3A and Martin Ho in 5B will be the hosts of the party, and Joyce Lam will give the speech on behalf of the students.

Joyce Lam also reported that Jason Wong in 5A has promised to host the party game.

It is all agreed that George Lee will be responsible for preparing the slide show.

Joyce Lam will release the working schedule to all related parties.

### 2. The Farewell Speeches

Joyce Lam will discuss the speech with George Lee.

Joyce Lam has already invited Mr Smith to give a speech at his farewell party. The speech lasts for 10 minutes.

Joyce Lam will reconfirm the time spent on speeches for Mr Smith conducted by the principal and Shirley Chan.

Next meeting is on 19 October. The venue remains the same.

## Instant message exchange between George Lee and Joyce Lam

20 October 20\_\_

**George**

**1.10 pm**

For the farewell speech for Mr Smith, I think we can start with his motto: 'Be a better person'!

**You**

**1.15**

**pm**

Absolutely! I'll talk about how it affects us. It helps us to recognise ourselves and strive for improvement.

**George**

**1.19**

**pm**

Great! Yes, he always encourages us to be a better-self and teaches us the joy of living a curious life and the importance of life-wide learning.

**You**

**1.15**

**pm**

Okay, I'll mention he always reminds us of the importance of balancing both studies and extra-curricular activities.

**George**

**1.28**

**pm**

Cool! You can end the speech by thanking for his invaluable lessons and the beliefs he helped us developed.

**You**  
**pm**

**1.29**



## Message from Shirley Chan

Shirley Chan

*Last seen 6 minutes ago*

Regarding the farewell speech, I will share about my personal experience on how Mr Smith has guided me since I was still a student.

His motto: 'Be a better person' has imprinted in my mind. The inspiration he has brought us helped me recognise myself and develop myself a 'better me'.

I'll end my speech by thanking him to be our teacher and our friend.

Do let me know if you want me to mention anything in particular.



Messages our students posted on the school web

*Million Thanks, our beloved teacher!*

# TO SAY TO MR SMITH

*I love you and  
so does god!*

*The greatest Science  
teacher I have ever met!*

*Congrats!*

*My best wishes  
to you, Sir*

*32 years  
of service  
Thank you!* 🖐️

*I'll remember  
your jokes* ))



*I love hearing what you  
share with us*

*You inspired me*



**THIS IS THE LAST PAGE OF THE PART B DATA FILE**