

# **LPF Speaking Exemplar**

## **Guessing the Food**

### **Task Description**

Students in groups engaged in a speaking activity in which they made guesses about the food drawn on their own headbands by asking other group members simple questions.

### **Preparation**

Before the speaking activity, students learnt the names of food items and adjectives used to describe food. Students were then asked to put drawings of food items on headbands to be given to other group members.

## Learning Outcomes: ATM2

The following annotations illustrate the learning outcomes of all the students who engaged in the speaking activity.

Content, Organisation & Communication Strategies	Language	Pronunciation, Stress, Rhythm & Intonation
<b>ATM2</b> <b>Providing and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, relying at times on non-verbal expressions</b>	<b>ATM2</b> <b>Using some simple language forms and functions quite appropriately</b>	<b>ATM2</b> <b>Pronouncing most simple words and imitating appropriate stress, rhythm and intonation quite accurately</b>
The students can <ul style="list-style-type: none"><li>ask and answer questions in very short, common social exchanges to guess and give clues on the type of food that was drawn on their headbands</li></ul>	The students can <ul style="list-style-type: none"><li>use some simple vocabulary related to food items, e.g. 'rice', 'meat', 'sushi', 'milk', 'cream', 'ice-cream'</li><li>ask and answer some simple questions with a formulaic stem, e.g. 'Is it...?', 'Yes!', 'No!'</li><li>produce simple phrases and short sentences involving repetition or listing, e.g. 'It's made of flour, ham...tomato, and butter and ham...and some vegetables.'</li></ul>	The students can <ul style="list-style-type: none"><li>pronounce most simple words with generally accurate word stress, e.g. 'flour', 'tomato', 'sandwich'</li><li>imitate the appropriate intonation of asking 'Yes/No' questions, e.g. 'Isn't it sushi? Yes.', 'Is it hot dog? Yes!'</li></ul>

## Transcription

**S: Student**      **T: Teacher**

Ss: *(To S1, wearing a headband showing a picture of sushi)* Your turn.  
Your turn. It's your turn. Mm...

S1: Tell me what is the food in... on my head?

Ss: Er... it is... it is Japan food.

S1: Japan food?

Ss: It is Japan. Er... it is made of some rice and meat. It is easy.

S1: I know.

Ss: Fish.

S1: Isn't it sushi?

Ss: Yes.

Ss: *(To S2, wearing a headband showing a picture of an ice-cream)* It's your turn. It is cool. It's cool. It's cold. It's make of... it is made of milk... milk... and cream. We can buy it in... any supermarket. It is... it is cool.

S2: Oh, I know. It is ice cream.

Ss: Yeah!

Ss: *(To S3, wearing a headband showing a picture of a hot dog)* It's your turn. It is made of flour and sausages, sausages and bread. And... and very long. Mm... it is made of...

S3: Is it hot dog?

Ss: Yes!

Ss: *(To S4, wearing a headband showing a picture of a pizza)* It's made of flour. You can put some... tomato... and some sausages.

S4: I know. Sandwich.

Ss: No! It's onion. Circle.

S4: Circle... circle.

Ss: We can buy it in Pizza Hut. In a shop. Pizza Hut.

S4: Pizza.

Ss: Yes!

Ss: *(To S5, wearing a headband showing a picture of a hamburger)* Oh. It's your turn. It's your turn.

T: It's easy for you, right? You are so smart today.

S5: What... What is my favourite food?

Ss: You, you can buy it in, in McDonald's.

S5: It's fried?

Ss: No!

Ss: And it's made of...

T: No, no, no! Let him ask you questions, OK?

S5: What is it made of?

Ss: It's made of flour, ham... tomato, and butter and ham... and some vegetables.

S5: Hamburger?

Ss: Yes!

Ss: We... we finished the game.

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