

# **LPF Speaking Exemplar**

## **Favourite Seasons and Festivals**

### **Task Description**

Students in groups of two participated in a pair exchange talking about their favourite seasons and festivals.

### **Preparation**

Before the speaking activity, students went through a reading text about seasons and popular festivals. They were then given three minutes to prepare for the short dialogue.

### Learning Outcomes: ATMs 2-3

The following annotations illustrate the learning outcomes of the students who participated in the pair exchange.

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>ATM3</b> <b>Speaking simple and short stretches of English quite accurately, and showing an awareness of stress, rhythm and intonation</b>
<p>The students can</p> <ul style="list-style-type: none"> <li>• ask and answer questions in very short, common social exchanges to tell each other why they like summer, autumn, Christmas and the Mid-Autumn Festival</li> </ul>	<p>The students can</p> <ul style="list-style-type: none"> <li>• use simple vocabulary to describe seasons and festivals, e.g. ‘summer’, ‘autumn’, ‘holiday’, ‘moon cakes’</li> <li>• ask and answer some simple ‘Wh’ questions with a formulaic stem, e.g. ‘What’s your favourite season?’</li> <li>• produce short sentences involving repetition, e.g. ‘I like autumn more because I like Mid-Autumn Festival.’</li> <li>• use mainly simple present tense to describe their personal preferences, e.g. ‘I like summer holiday.’</li> </ul>	<p>The students can</p> <ul style="list-style-type: none"> <li>• pronounce simple words quite accurately, e.g. ‘favourite’, ‘season’, ‘Mid-Autumn’, ‘Christmas’</li> <li>• produce short spontaneous utterances showing an awareness of stress, rhythm and intonation, e.g. ‘How about you?’, ‘I like Mid-Autumn Festival because I like eat (eating) moon cakes.’</li> </ul>

## Transcription

### S: Student

S1: What's your favourite season?

S2: Er... summer is my favourite season.

S1: Why?

S2: Because... er... I like summer holiday. How about you?

S1: I like autumn more because I like Mid-Autumn Festival. What's your favourite festival?

S2: I like Christmas festival because... er... Chris... Christmas holiday is very long. Er... how about you?

S1: I like Mid-Autumn Festival because I like eat moon cakes.

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