

LPF Speaking Exemplar

The Ant and the Grasshopper

Task Description

Students in groups of six rewrote the fable ‘The Ant and the Grasshopper’ in the form of a script and conducted a role-play in front of the class.

Preparation

Before the speaking activity, students watched the film and read the story ‘The Wind and the Sun’ and wrote a script for the story in groups of six. The teacher gave support to students by editing the final draft of their work. Students then rewrote another fable ‘The Ant and the Grasshopper’ in the form of a dialogue as an extended activity and rehearsed the role-play.

Learning Outcomes: ATMs 2-3

The following annotations illustrate the learning outcomes of the students who played the roles of Grasshopper and Ant.

Content, Organisation & Communication Strategies	Language	Pronunciation, Stress, Rhythm & Intonation
ATM2 Providing and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, relying at times on non-verbal expressions	ATM3 Using some simple language forms and functions quite appropriately and accurately	ATM3 Speaking simple and short stretches of English quite accurately, and showing an awareness of stress, rhythm and intonation
The students can <ul style="list-style-type: none"> • role-play as the Grasshopper and the Ant based on a memorised script from a short and simple fable entitled 'The Ant and the Grasshopper' 	The students can <ul style="list-style-type: none"> • use a range of formulaic expressions ,e.g. 'Let's... ' and some simple vocabulary, e.g. 'collect', 'singing', 'dancing', 'hard work', 'hunger' • ask 'Yes/No' questions and simple 'Wh' questions, e.g. '...why are you so stupid?', 'Can someone help me?' • use present continuous and future tenses to describe their actions, e.g. 'Why are you finding food?', 'You will die in the cold, cold, winter.' • use simple connectives and pronouns to link ideas, e.g. 'Let's play and dance in summer first.' 	The students can <ul style="list-style-type: none"> • pronounce simple words quite accurately, e.g. 'dance', 'tired', 'save' • produce short spontaneous utterances showing an awareness of stress, rhythm and intonation, e.g. 'Don't push me. I won't listen to you.'

Transcription

N: Narrator

G: Grasshopper

A: Ant

W: Worm

Scene 1

N: The Ant and the Grasshopper.

One day in summer, hot and sunny, danced the lazy grasshopper. The grasshopper played among the green grass. As he enjoyed singing the song, the ant passed by and was busy looking for food to store in its house.

G: Ha! Ha! Ha! Crazy ant, why are you so stupid? Why are you finding food?

A: I'm very busy now. I'm going to collect food for winter. Let's collect food together.

G: Why are you so worried about winter? We still have enough time to collect food. Let's play and dance in summer first.

A: No. No. No. No. No. No. No. No. I... if you don't collect food for winter, you will die in winter. You will... listen carefully! You will die in the cold, cold winter.

G: Well, I prefer singing and dancing rather than doing hard work. Let's play now.

A: Stupid Grasshopper! You will die of hunger. By that time I won't give you any food.

G: Don't push me. I won't listen to you. I'm not stupid.

N: When they are arguing, a little worm came.

W: Don't argue, friends. You are brother.

A, No! No! We aren't friends now!

G:

N: The ant did not listen to the grasshopper. The grasshopper did not listen to the ant either.

Scene 2

N: Now, it was the wintertime. The ant was very happy. He ate and ate, played and played, sang and sang. The grasshopper was sad. He couldn't find any food. It was hungry and exhausted.

G: Can someone help me? I'm very tired and hungry.

W: So you have to collect food in summer and not to be lazy. This time, I can give you some, but next time, I won't give you any. Welcome to my warm house.

G: Thank you. It's very kind of you. You save my life.

N: Then the grasshopper learned that it was best to prepare of the... for the future... future.

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