

LPF Speaking Exemplar

My Favourite Storybook (Student 2)

Task Description

Students were asked to share their favourite storybooks by giving a brief summary of the content. Then they discussed which storybook was the most suitable for Primary 5 students in the coming school year.

Preparation

Before the group discussion, students were asked to choose a storybook they would like to share. They were given five minutes to prepare for the discussion.

Learning Outcomes: ATMs 3-4

The following annotations illustrate the learning outcomes of Tommy who participated in the group discussion.

Content, Organisation & Communication Strategies	Language	Pronunciation, Stress, Rhythm & Intonation
ATM4 Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics quite clearly, and using formulaic expressions to facilitate communication	ATM3 Using some simple language forms and functions quite appropriately and accurately	ATM4 Speaking simple English quite accurately, and showing an awareness of stress, rhythm and intonation
<p>The student can</p> <ul style="list-style-type: none"> • give a simple presentation on the summary of the storybook, e.g. 'It is about a man,... some children. His name is Marcus. He likes watching television very much...' • explain how he felt about the book and give reasons, e.g. '... this book is interesting and... teach many words that we don't know.' • maintain interactions using mainly formulaic expressions, e.g. 'Yes, because this book is interesting.', 'Let's have a vote.' 	<p>The student can</p> <ul style="list-style-type: none"> • use some simple vocabulary to describe the story, e.g. 'book title', 'children', 'television', 'project' • use simple connectives and pronouns to link ideas, e.g. 'But one day,...his television was broken. Then, he didn't know what to do.' 	<p>The student can</p> <ul style="list-style-type: none"> • pronounce most familiar words quite accurately, e.g. 'watching', 'cooking', 'teach', 'interesting', 'words' • pronounce some sound clusters, e.g. 'classmate' and consonant digraphs, e.g. 'choose', 'finish', 'teach' quite accurately • produce spontaneous utterances showing an awareness of stress, rhythm and intonation, e.g. '...his television was broken. Then, he didn't know what to do.'

Transcription

A: Alan	T: Tommy	E: Emily	S: Stephy
A:	OK, now we are going to choose... choose a book...er... for the... Primary 5 student next year, OK? Er... now... er... you... you... you need to... er... told what your book is... what your book about. OK, Tommy, you first.		
T:	OK, this book is... this book title is 'Square Eyes'. <u>It is about a man, a children... some children. His name is Marcus. He likes watching television very much. But one day, her... his tel... his television was broken. Then, he didn't know what to do.</u> So, he go to the park. In the park, Marcus meet a girl, names Tuna. Tuna... Tuna is her classmate but Marcus don't know. Tuna said that the class have an project to do. Then Marcus don't know how to do. Then Marcus choose cooking to... to... finish the project. At last, Marcus done a good job for the project. I like this book because this book teach us many thing.		
A:	OK. Do... do you think your book can be the... er... the... primary student... Primary 5 student like this book?		
T:	<u>Yes, because this book is interesting and this book teach many words that we don't know.</u>		
A:	OK. Do you agree?		
E & S:	Yes.		
E:	Yes, but I have read a better book. It is a famous book. It call 'Black Beauty'. It is about a black horse who call... which... which call Black Beauty. He call this name because he is very beautiful and his skin is black. So everyone call her Black Beauty. Er... this... this book is very touching because some... because Black Beau... er... er... first, Black Beauty... er... going... is going to die. But at last she was not die... be... because some... some people support... support him. And it is very touching. I like this book very much.		
A:	That you think your book is better than his book?		
E:	Yes, because my... my book has more... more words and there are some... there are some words that hardler (harder) than the 'Square Eyes'.		
A:	But I think this book is for the girls, it's not fair for the boy.		
E:	But some boy like to... but some boy like to read this book too.		
A:	Some boy like to read this book... I don't know, OK.		
A:	Which book is better?		
S:	I think Emily's book is better... is better because this book is very touching, I... and this... because this book is very touching, and then the words is higher (harder) than Tommy's book. So I think Emily books is better.		
A:	OK, Emily, what do you think?		
E:	Thank... thank you, Stephy, but I... I want to suggest the 'Square Eyes'. I think it's likes a fable book. It tell us don't watch television a lot. If we		

	watch a lot, we will have square eyes.
A:	You choose Emily book... I... (<i>T, E & S laughing</i>) how do I choose mine...
T:	<u>Let's have a vote.</u>
A:	OK, let's choose this 'Square Eye'. No... no objection?
T, E & S:	No.
A:	No, that's OK. This 'Square Eye' will be the Primary 5 student... next year... will read this book, OK.

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