

LPF Speaking Exemplar

What Do You Do after School? (Student 4)

Task Description

Students in groups of five held a discussion talking about the activities they usually do after school.

Preparation

Before the speaking activity, students learnt some basic group discussion skills in a speaking workshop. They were then given five minutes to prepare for the discussion.

Learning Outcomes – ATMs 3-4

The following annotations illustrate the learning outcomes of Tina 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"> open, maintain and close simple interactions using simple questions and formulaic expressions, e.g. ‘... what do you usually do after school?’, ‘How about you...?’, ‘I have a brother too.’, ‘Do you like singing or play the other things?’, ‘OK...we should go home and do the homework.’ tell the others clearly what she usually does after school such as playing with her brother and watching the ETV express simple opinions about some after-school activities, e.g. ‘Oh...yes. I like playing the classical...music.’, ‘I like storybooks and the comics books better.’ 	<p>The student can</p> <ul style="list-style-type: none"> use some simple vocabulary to describe the after-school activities, e.g. ‘classical’, ‘singing’, ‘guitar’, ‘comics’ ask ‘Yes/No’ questions and simple ‘Wh’ questions, e.g. ‘...what music do you like to listen?’, ‘Do you like playing the computer games?’ use simple connectives and pronouns to link ideas, e.g. ‘... I will go back to home to do my homework and after that, I will play with my brother and watch the ETV.’ 	<p>The student can</p> <ul style="list-style-type: none"> pronounce most familiar words quite accurately, e.g. ‘homework’, ‘music’, ‘computer games’, ‘films’, ‘laugh’ pronounce some sound clusters, e.g. ‘classical’, ‘play’ and consonant digraphs, e.g. ‘watch’ quite accurately produce spontaneous utterances showing an awareness of intonation, e.g. ‘... I like the comedy films better. This is funny and they make me want to laugh.’

Transcription

T: Tina	Y: Yuki	G: Gary	S: Saunta	P : Priscilla
T:	Mm... Yuki, <u>what do you usually do after school?</u>			
Y:	I afters... I'm... I'm going to read the book and listening to music.			
T:	Mm... <u>what music do you like to listen?</u>			
Y:	I like to listen cartoon musics.			
All:	Oh...			
T:	<u>How about you, Gary?</u>			
G:	Mm... I always... after school, I always do the homework. Af (After) that, I will go to play football with my friends.			
S:	Are you very good at football?			
G:	Mm... I think my friend don't think so this way.			
S:	Oh...			
G:	Are you?			
S:	No, I hate football. How about you, Priscilla?			
P:	After school, I will do my homework and play with my sister.			
All:	Mm...			
P:	Mm... do you have sister, Saunta?			
S:	No, I don't have. I have one brother. I play with him every day, but he always play tricks on me.			
T:	Hm... <u>I have a brother too. Mm... after... after school, I will go back to home to do my homework and after that, I will play with my brother and watch the ETV.</u>			
All:	Oh.			
S:	(To Tina) Do you like playing piano?			
T:	<u>Oh... yes. I like playing the classical... music.</u>			
S:	(To Gary) Do you know how to play piano or any...			
T:	... any music things?			
G:	No, because I... ss... doesn't like the music.			
S:	(To Priscilla) Oh... how about you?			
P:	I didn't also because I think le... the piano le... is... mm...			
S:	Expensive?			
P:	Not interesting.			
T:	Oh... how about you, Yuki? <u>Do you like singing or play the other things?</u>			
Y:	Mm... I like music but I didn't want to play the piano.			
T:	The other like the guitar... mm... something like that. Do you like play them?			
Y:	No. (abrupt distorting noise to affect the volume)			
S:	(To Priscilla) You like playing the computer. Yeah?			
P:	Yes.			
T:	Oh... what kinds... of the internet do you like to going to?			

P: Mm... I like the games.

T: Oh... how about you, Gary? Do you like playing the computer games?

G: Yes.

T: Oh... what kind of computer games do you like to play?

G: The cartoon computer games or... the football.

S: Do you know that I thought that boys like playing those computer games are fighting, actions those. My brother always plays those bloody... bloody games. Oh... I hate it. *(To Yuki)* How about you?

Y: I have play computer games... It's... it's about Histories.

S: Mm... Priscilla, if there is no computer, what else do you play?

P: Mm... I read the books.

S: What kind of books do you like to read?

P: Mm... storybooks.

S: Oh... how about you, Gary?

G: Mm... I am... also see the... cartoon of the... of the these.

T: Oh... it's very funny.

S: Mm... I like adventure books and love books. *(To Yuki)* How about you?

Y: I always like storybooks.

T: Mm... I like storybooks and the comics books better.

S: I like to watch the cartoon films. How about you, Gary?

G: I like see the interesting and fundic (funny) films. *(To Priscilla)* How about you?

P: I like the funny and exciting films.

S: What kind of funny and exciting films?

P: Mm...

T: Can you name that film's name?

P: Mm... Harry Potter.

All: Oh.

S: I like Harry Potter too.

T: Mm... what... how about you, Yuki?

Y: I like to read... mm... funny films.

T: Oh... why?

Y: Mm... sometimes the funny film is exciting.

S: *(To Tina)* Oh... how about you?

T: Mm... I like the comedy films better. This is funny and they make me want to laugh.

S: Oh... me too.

T: Er... OK... I... we should go home and do the homework.

All: Yeah.

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