

# **LPF Speaking Exemplar**

## **Introducing a Model of the Neighbourhood**

### **Task Description**

Students participated in a show-and-tell activity introducing a model of their own neighbourhood to the audience.

### **Preparation**

Before the speaking activity, students learnt some vocabulary items in the module entitled 'Neighbourhood' and were given a few weeks to prepare for their models and scripts.

### Learning Outcomes: ATM4

The following annotations illustrate the learning outcomes of Stephanie and Angel who participated in the show-and-tell activity.

Content, Organisation & Communication Strategies	Language	Pronunciation, Stress, Rhythm & Intonation
<p><b>ATM4</b>  <b>Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics quite clearly, and using formulaic expressions to facilitate communication</b></p>	<p><b>ATM4</b>  <b>Using simple language forms and functions quite appropriately and accurately</b></p>	<p><b>ATM4</b>  <b>Speaking simple English quite accurately, and showing an awareness of stress, rhythm and intonation</b></p>
<p>The students can</p> <ul style="list-style-type: none"> <li>• open, maintain and close simple interactions using mainly formulaic expressions, e.g. ‘Hi, Angel.’, ‘Can you introduce it to me?’, ‘Do you like...?’, ‘Talk to you later.’</li> <li>• give a simple description of their own neighbourhood mainly based on a prepared script and model</li> <li>• express simple opinions about places in their neighbourhood, e.g. ‘It’s a Chinese restaurant. The food there is very delicious.’</li> </ul>	<p>The students can</p> <ul style="list-style-type: none"> <li>• use a range of formulaic expressions, e.g. ‘Let me show you.’, ‘Of course’ and a small range of simple vocabulary to describe the models of neighbourhood, e.g. ‘facilities’, ‘shopping centre’, ‘library’, ‘restaurant’</li> <li>• use ‘can’ to talk about possibility, e.g. ‘...you can see a library opposite my building.’</li> <li>• use simple adjectives to describe things, e.g. ‘The food there is very delicious.’</li> <li>• use some connectives and possessive adjectives to link ideas, e.g. ‘Your model is very beautiful and colourful too.’</li> </ul>	<p>The students can</p> <ul style="list-style-type: none"> <li>• pronounce most familiar words quite accurately, e.g. ‘model’, ‘building’, ‘opposite’, ‘cinema’, ‘cartoon’</li> <li>• pronounce some sound clusters quite accurately, e.g. ‘English’, ‘introduce’, ‘library’</li> <li>• show an awareness of stress, rhythm and intonation, e.g. ‘Where’s your model? Can I have a look?’, ‘There is a shopping centre next to my building. I always go shopping with my mum on Sunday.’</li> </ul>

## Transcription

**S: Stephanie      A: Angel**

S: Hi, Angel. We need to hand in our model in the English lesson today. Where's your model? Can I have a look?

A: Over there. (*Pointing at the model*)

S: Wow! It is very beautiful. Can you introduce it to me?

A: OK. Let me show you. (*Holding the model*) I live in this building. There are many facilities nearby. There is a shopping centre next to my building. I always go shopping with my mum on Sunday. Yes, I like shopping very much. There you can see a library opposite my building. I like reading books a lot. Do you like reading books, Stephanie?

S: Of course, I like it.

A: Stephanie, where's your model?

S: Here. (*Pointing at the model*)

A: Your model is very beautiful and colourful too. Can you tell me something about your model?

S: Sure. (*Pointing at the model*) I live in this building. There is a cinema nearby. I like watching movie. Do you like watching movie?

A: Yes, of course. I like watching cartoon.

S: There is a restaurant opposite the cinema. It's a Chinese restaurant. The food there is very delicious. There is a book shop next to the restaurant. I enjoy reading books a lot. Therefore, I can find different kinds of books there.

A: Hey, it's time to have English lesson. We need to stop now.

S: OK. Talk to you later.

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