

LPF Speaking Exemplar

What Do You Do after School? (Student 5)

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 4-5

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

Content, Organisation & Communication Strategies	Language	Pronunciation, Stress, Rhythm & Intonation
<p>ATM4 Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics quite clearly, and using formulaic expressions to facilitate communication</p>	<p>ATM4 Using simple language forms and functions quite appropriately and accurately</p>	<p>ATM5 Speaking simple English quite accurately and fluently, and with occasionally appropriate stress, rhythm and intonation</p>
<p>The student can</p> <ul style="list-style-type: none"> • open, maintain and close simple interactions appropriately, e.g. ‘Are you very good at football?’, ‘No, I hate football. How about you...’, ‘What kind of funny and exciting films?’, ‘...bye-bye.’ • tell the others clearly what she usually does after school such as playing with her brother and watching cartoon films • express simple opinions about computer games, e.g. ‘My brother always play those...bloody games. Oh...I hate it.’ 	<p>The student can</p> <ul style="list-style-type: none"> • use a small range of simple vocabulary to describe the after-school activities, e.g. ‘piano’, ‘expensive’, ‘fighting’, ‘actions’, ‘adventure’ • use simple adjectives/adjective phrases to describe things, e.g. ‘bloody games’, ‘adventure books’, ‘funny and exciting films’ • use some connectives and pronouns to link ideas, e.g. ‘I play with him every day, but he always play tricks on me.’ 	<p>The student can</p> <ul style="list-style-type: none"> • pronounce most familiar words and some unfamiliar words quite accurately, e.g. ‘tricks’, ‘bloody’, ‘adventure’, ‘cartoon’, ‘films’ • pronounce most sound clusters quite accurately, e.g. ‘<u>br</u>other’, ‘<u>pl</u>ay’, ‘<u>tr</u>icks’, ‘<u>th</u>ought’, ‘<u>bl</u>oody’ • produce spontaneous utterances with generally appropriate stress, rhythm and intonation, e.g. ‘No, I don’t have. I have one brother. I play with him every day but he always play tricks on me.’, ‘My brother always plays those bloody...bloody games. Oh...I hate it.’

Transcription

T: Tina

Y: Yuki

G: Gary

S: Saunta

P: Priscilla

T: Mm... Yuki, what do you usually do after school?

Y: I afters... I'm... I'm going to read the book and listening to music.

T: Mm... what music do you like to listen?

Y: I like to listen cartoon musics.

All: Oh...

T: How about you, Gary?

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... 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.

All: Oh.

S: *(To Tina)* Do you like playing piano?

T: Oh... yes. I like playing the classical... music.

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? Do you like singing or play the other things?

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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