

LPF Speaking Exemplar

Green Lifestyle

Task Description

Students presented the survey results on how 'green' their fellow schoolmates were and recommended what should be done in order to have a green life.

Preparation

After completing a unit of tasks called 'Being Green', students conducted a survey to find out how 'green' their fellow schoolmates were. They formed groups of four and designed a survey questionnaire to be distributed to the other class at the same level.

After collecting and organising the data, students prepared scripts and PowerPoint slides for the presentation based on the survey results.

Learning Outcomes: ATMs 4-5

The following annotations illustrate the learning outcomes of Anderson, the leader of the group.

Content, Organisation & Communication Strategies	Language	Pronunciation, Stress, Rhythm & Intonation
<p>ATM5 Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a small range of formulaic communication strategies</p>	<p>ATM5 Using a small range of language forms and functions quite appropriately and accurately</p>	<p>ATM4 Speaking simple English quite accurately, and showing an awareness of stress, rhythm and intonation</p>
<p>The student can</p> <ul style="list-style-type: none"> • present simple data and figures from a survey in a clear and organised manner, e.g. ‘... slightly more than 30% of the students got 0-4 points and 65% of them got 5-8 points.’ • make simple evaluative remarks based on the data collected, e.g. ‘According to the survey results, our groups thinks the 4C student need to do better in “Reuse, Reduce and Recycles”’ • begin the presentation by introducing himself and his group members and end it with an appropriate closing, e.g. ‘I am Anderson. I am the group leader. Let me introduce my group members to you.’, ‘That all for our presentation. Thank you.’ 	<p>The student can</p> <ul style="list-style-type: none"> • use formulaic expressions to begin and end the presentation , e.g. ‘Hi everyone’, ‘That all for our presentation. Thank you.’ • use a small range of tenses for different purposes, e.g. <ul style="list-style-type: none"> - using the simple past tense to talk about how the survey was conducted, e.g. ‘We collected 31 questionnaires from 4C. We asked them 6 questions.’ - using the simple present tense to introduce oneself and the group members, e.g. ‘I am Anderson. I am the group leader.’ • use adverb phrases to present simple figures, e.g. ‘... slightly more 	<p>The student can</p> <ul style="list-style-type: none"> • pronounce most familiar words quite accurately, e.g. ‘green lifestyle’, ‘reuse’ • pronounce some sound clusters quite accurately, e.g. ‘group’, ‘green’, ‘slightly’ • produce utterances showing an awareness of stress, rhythm and intonation, e.g. ‘You know, slightly more than 30% of the students got 0-4 points and 65% of them got 5-8 points. That means they have medium green lifestyle on the whole.’

<ul style="list-style-type: none">• arouse the audience's interest by using a small range of presentation strategies:<ul style="list-style-type: none">- interacting with the audience by asking them a question, e.g. 'Do you want to know more about the daily habit of the students?'- ending the presentation with a slogan, e.g. 'We can do it!'	than 30% of the students...'	
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Transcription

A: Anderson **J: James** **S: Shirley** **T: Tracy**

A: Hi, everyone. I am Anderson. I am the group leader. Let me introduce my group members to you. They are Tracy, Shirley and James. We did a survey on green lifestyle. This is the content of our speech today. Do you want to know more about the daily habit of the students? We collected 31 questionnaires from 4C. We asked them 6 questions. This is our questionnaires. Let...Let us show the results of our survey to you.

J: Question 1: around 80% of the students sometimes buy things of less packaging, and 30% of...of them never do this. Question 2: slightly...slightly more than 6...60% of the students sometimes think carefully what they need to buy and only 26% of them always do this.

S: Less than 16% of the students always use refillable bottles, and 65% of them sometimes do this. Er...around...30% of the students never give food that they don't need to the needy and lots of them sometimes do this.

T: Question 5: more than 40% of the students sometimes suggest their friends to take part in the recycling activities. Around 50% of the...of them never do this. Question 6: around 60% of the students sort and put...the...the waste into the recycling bins, and less than...less than 30% of them always do this.

A: You know, slightly more than 30% of the students got 0-4 points and 65% of them got 5-8 points. That means they have medium green lifestyle on the whole. According to the survey results, our groups thinks the 4C student need to do better in 'Reuse, Reduce and Recycles'. It is very important for us to keep the environment clean. 'Keeping the environment clean—'

All: 'We can do it!'

A: That all for our presentation. Thank you.

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