

LPF Speaking Exemplar

Green Shopping

Task Description

Students worked in groups of four to present ideas on how to be a 'green' shopper and how to be more environmentally-conscious after reading the diary of an old plastic bag.

Preparation

Students read the diary of an old plastic bag and learnt some vocabulary items and phrases related to environmental protection. Then they watched a sample discussion and identified some expressions for presenting a topic and the use of modal verbs to express one's opinions. Finally, they discussed in groups what customers should and should not do in order to save the environment.

Learning Outcomes: ATMs 4-5

The following annotations illustrate the learning outcomes of one of the four students, Wendy, who played a leading role in the presentation.

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"> • play the role of the leader <ul style="list-style-type: none"> - by using formulaic expressions to open, maintain and close the presentation, e.g. ‘Good morning’, ‘...have you got any ideas?’, ‘Thank you.’ - by presenting the topic, e.g. ‘Today the discussion is about green shopping.’ • express strong views for green shopping, mainly based on information from a prepared script, e.g. ‘...we should use our own bags to hold the things we buy because plastic bags are difficult to decompose’, ‘...we should buy energy-saving light bulbs because we can save our 	<p>The student can</p> <ul style="list-style-type: none"> • use formulaic expressions to invite opinions, e.g. ‘... have you got any ideas’ and ‘Do you think so?’ • use modals for a range of communicative functions, e.g. <ul style="list-style-type: none"> - using ‘should’ to express strong views, e.g. ‘... we should use our own bags ...’ - using ‘can’ to talk about ability, e.g. ‘...we can do as much as we can in order to save our energy.’ • use vocabulary related to green shopping, e.g. ‘save...energy’, ‘decompose’, ‘degrade’, ‘energy-saving’ 	<p>The student can</p> <ul style="list-style-type: none"> • pronounce most familiar and some unfamiliar words and expressions about green shopping quite accurately, e.g. ‘decompose’, ‘recycling campaigns’, ‘environmental awareness’, ‘energy-saving’ • pronounce most sound clusters quite accurately, e.g. ‘green’, ‘plastic bags’, ‘light bulbs’ • produce utterances with occasionally appropriate stress, rhythm and intonation, e.g. ‘Today the discussion is about green shopping.’, ‘We all agree that we should use our own bags to hold the things we buy because plastic bags are difficult to decompose. Actually, they can’t degrade

energy.'		by themselves easily.'
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Transcription

W: Wendy	T: Teacher	C: Carol	S: Student
W:	<u>Good morning</u> , teacher and fellow students! <u>Today the discussion is about green shopping</u> . For green...		
T:	Okay. So, first, tell us something about green shopping. What they should do and why? Or maybe just the opposite. What they shouldn't do? Okay?		
W:	For green shopping, our group members <u>all agree that we can do as much as we can in order to save our energy</u> . We all agree that <u>we should use our own bags to hold the things we buy because plastic bags are difficult to decompose</u> . <u>Actually, they can't degrade by themselves easily</u> ...Carol, <u>have you got any ideas</u> ?		
C:	I think that we shouldn't eat the small fish because it may limit the generation of the fish and lower...the amount...decrease the amount of fish. So how about you?		
S1:	We should join some more recycling campaigns in order to increase our environmental awareness. How about you?		
S2:	I think we should use rechargeable batteries because normal batteries are costly. And normal one cannot be re...recycled. Wendy, do you have any idea?		
W:	I think <u>we should buy energy-saving light bulbs because we can save our energy</u> . <u>Do you think so</u> ?		
C, S1, S2:	Yes.		
W:	Now, it seems that it comes to the end of our report. But remember, we are friends to the Earth. <u>Thank you</u> .		

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