

LPF Speaking Exemplar

My Favourite Film: A Beautiful Mind

Task Description

Students worked independently and gave an individual presentation about their favourite film/TV programme in about two minutes. They could talk about the storyline, the director, the actors and actresses, special effects of the film/TV programme, etc.

Preparation

Before the speaking activity, students learnt about the vocabulary related to the different types of film/TV programmes and some adjectives for making evaluative comments on them. They were also taught to use a mind map to generate and organise their ideas.

Learning Outcomes: ATMs 5–6

The following annotations illustrate the learning outcomes of the student who gave a presentation on her favourite film.

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>ATM6 Using a range of language forms and functions quite appropriately and accurately</p>	<p>ATM6 Speaking English quite accurately and fluently, and with generally appropriate stress, rhythm and intonation</p>
<p>The student can</p> <ul style="list-style-type: none"> • give a presentation on the storyline of her favourite film ‘A Beautiful Mind’ with some elaboration on: <ul style="list-style-type: none"> - the symptoms of the main character’s stress-induced mental disorder and his behaviour, e.g. ‘And he sees visions that other peoples cannot see.’, ‘And he nearly killed his his children and his wife because he think that he was ordered to kill them.’ - the caring relationships among family members, e.g. ‘Although she breaks down...she finally 	<p>The student can</p> <ul style="list-style-type: none"> • use a range of vocabulary and expressions to introduce and describe the main character: <ul style="list-style-type: none"> - to introduce the background of the main character, e.g. ‘Mathematician’, ‘Nobel Prize Winner of Economy’, ‘famous for his theory of equilibrium’ - to describe the main character’s thoughts, e.g. ‘thought’, ‘believed’, ‘realised’ • use collocations accurately, e.g., ‘famous for’, ‘get married’, ‘breaks down’, ‘break 	<p>The student can</p> <ul style="list-style-type: none"> • pronounce most words and some unfamiliar words quite accurately about <ul style="list-style-type: none"> - the background of the main character, e.g. ‘theory of equilibrium’, ‘Nobel Prize Winner’ - the story of the main character, e.g. ‘stress’, ‘problems with his mind’, ‘visions’, ‘not real’, ‘wife very kind to him’, ‘overcome these... difficulties’ • pronounce most sound clusters generally accurately, e.g. ‘stress’, ‘mind’, ‘prize’, ‘problem’ • produce utterances with generally appropriate stress,

<p>go back to him and help him to overcome these these difficulties.’</p> <ul style="list-style-type: none"> • organise the presentation by summarising some main events about the main character in the film: <ul style="list-style-type: none"> - how the main character became insane, e.g. ‘...he’s in such so much stress that he...has some problem with his mind.’ - how he suffered from insanity, e.g. ‘...he even thought that he was working for the government to break codes and that greatly affect his life and as well as his wife...’ - how his wife helped him to recover from insanity, e.g. ‘...she was very kind to him, and even though he didn’t realise that he’s doing harmful things to her...’ • give simple evaluative comments on the film through responding to 	<p>codes’, ‘overcome... difficulties’</p> <ul style="list-style-type: none"> • use a range of adverbial clauses <ul style="list-style-type: none"> - to provide reasons, e.g. ‘...because he’s in such so much stress that...’, ‘...because he think that...’, ‘...because it’s the warmth between...’ - to indicate the sequence of events, e.g. ‘...before he realised that...’, - to contrast the two actions, e.g. ‘although she breaks down for some time...’ • use appropriate adverbs of degree to indicate the intensity of an action, e.g. ‘even thought’, ‘nearly killed’, ‘greatly affect’ 	<p>rhythm and intonation, taking a few pauses to search for basic lexis and grammar, e.g. ‘And when...before he realised that he even thought that he was he was working for the government to break codes and that greatly affect his life and as well as his wife.’</p>
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<p>the relationship between the main character and his wife, e.g. 'I think this film is...very attractive to me because it's the warmth between the the main character and his family is very touching.'</p>		
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Transcription

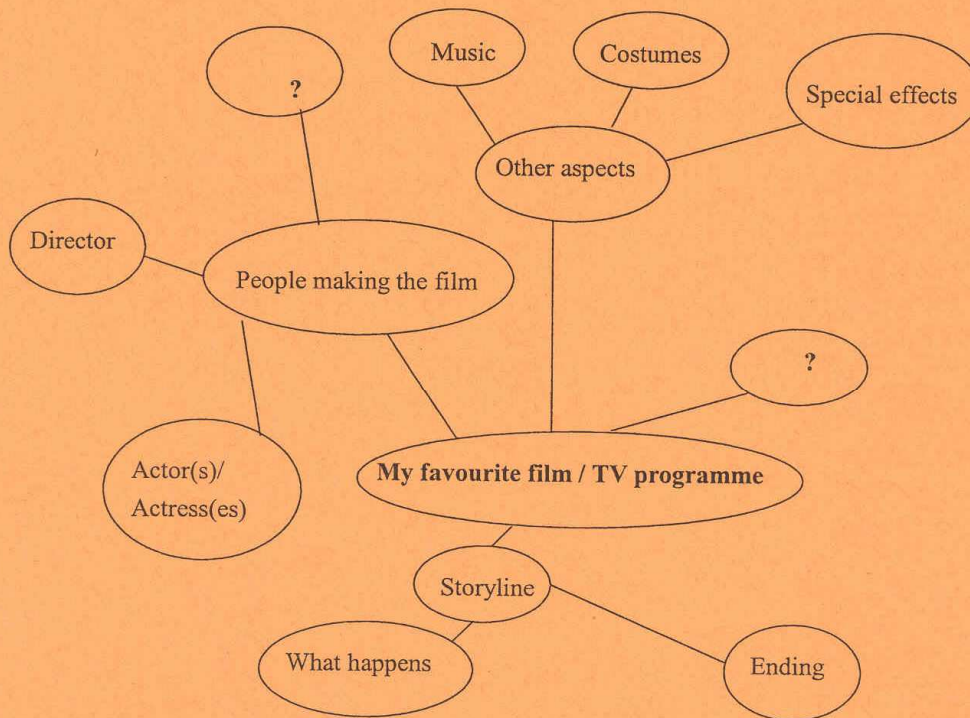
Good afternoon. I am Ivy Sze from Form 5E Set 5. I would like to tell you about my favourite film, that is 'A Beautiful Mind'. It is about the Mathematician, John Nash. Um...he is the Nobel Prize Winner of Economy. He's famous for his theory of equilibrium. This film is about how he studied in the university and later because he's in such so much stress that he be he has some problem with his mind. And he sees visions that other peoples cannot see. Um...in his life, for about, I think 20 year years, he believed that he has a colleague in his school and as well as a young young girl who is who are always with him. But later he get married, and he soon found out that they are not real at all. And when...before he realised that, he even thought that he was he was working for the government to break codes and that greatly affect his life and as well as his wife. And he nearly killed his his children and his wife because he think that he was ordered to kill them. But his wife, he was...she was very kind to him, and even though he didn't realise that he's doing harmful things to her, he...she still support her. Although she breaks down for some time, but she finally go back to him and help him to overcome these these difficulties. And also, I think this film is this film is very attractive to me because it's the warmth between the the main character and his family is very touching.

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Part 4 Speaking

A talk about “My favourite film / TV programme”

You are going to give a two-minute talk about your favourite film / TV programme. You can use ideas from the following mind map or your own ideas. You do not have to include all the points in the mind map.



You may begin and end your talk using the following sentences:

Good morning/afternoon, everybody. I am _____ of Class _____. I would like to tell you about my favourite...

That's all I want to say. Thank you.