

## **LPF Speaking Exemplar**

### **My Favourite TV Programme: Grey's Anatomy**

#### **Task Description**

In this task, 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: ATM7

The following annotations illustrate the learning outcomes of the student who gave a presentation about his favourite TV programme.

Content, Organisation & Communication Strategies	Language	Pronunciation, Stress, Rhythm & Intonation
<b>ATM7</b> <b>Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with some elaboration clearly, and using a range of communication strategies</b>	<b>ATM7</b> <b>Using a range of language forms and functions generally appropriately and accurately</b>	<b>ATM7</b> <b>Speaking English accurately and fluently, and with generally appropriate stress, rhythm and intonation</b>
The student can <ul style="list-style-type: none"><li>begin his presentation by giving a general introduction to his favourite TV programme ‘Grey’s Anatomy’ with some elaborations, e.g. ‘Grey’s Anatomy’ is about... mm...a bunch of doctors in the...working in the hospital’, ‘the TV programme shows you how the doctors cooperate with each other, and how they work with their patients, how they communicate with them...’</li><li>provide reasons to support his views about family relationship, e.g. ‘... it shows us how, you know, family is a very important... very important aspect in life</li></ul>	The student can <ul style="list-style-type: none"><li>use well-chosen vocabulary<ul style="list-style-type: none"><li>to create a vivid image of the bomb threat, e.g. ‘go off’, ‘evacuated’, ‘in any second’</li></ul></li><li>use correct collocations to describe what was happening among the people in the hospital, e.g. ‘cooperate with’, ‘communicate with’, ‘separated from’, ‘remove...from...’</li><li>use the simple present tense to state facts and express personal views, e.g. ‘the TV programme shows you how the doctors cooperate with each other...’, ‘... I think that’s very realistic and it’s quite funny and interesting, too.’</li></ul>	The student can <ul style="list-style-type: none"><li>pronounce most familiar and unfamiliar words and expressions related to the bomb threat accurately, e.g. ‘anatomy’, ‘bomb’ ‘evacuated’, ‘foreheads’</li><li>produce long utterances with generally appropriate stress, rhythm and intonation, e.g. ‘... you know, family is a very important...very important aspect in life because they give you support and they’re always be with you by your side.’, ‘...it’s the scene where the doctor had his hands stuck into the foreheads of a</li></ul>

<p>because they give you support and they're always be with you by your side' and by comparing his family with his friends, e.g. 'It's not like friends because they have their own responsibilities. They cannot always be there for you.'</p> <ul style="list-style-type: none"> <li>• respond to the characters and events in the TV programme through giving evaluative comments, e.g. '... there are certain quarrels with the nurses and I think that's very realistic and it's quite funny and interesting, too.'</li> </ul>	<ul style="list-style-type: none"> <li>• use the simple past tense to give an account of a particular scene of the TV programme, e.g. '... but he couldn't move his hand because...', 'then the doctor had to carefully remove the bomb...'</li> <li>• use the modals 'could' and 'might' to refer to the ability of the doctor and express possibility in the past, e.g. 'he couldn't move his hand because the bomb might go off at any second'</li> <li>• use a range of adjectives and adjective phrases to give evaluative comments on the TV programme and describe feelings, e.g. 'humorous', 'realistic', 'funny', 'interesting', 'exciting', 'much more lighter', 'less nervous'</li> <li>• use relative clauses to describe particular scenes, e.g. '... there're also certain scenes where the patients have to be separated...', '... it's the scene where the doctor had his hands stuck into...'</li> <li>• use parallel structures to put equal emphasis on the kinds of jobs that doctors have to do in the hospital, e.g. '... the TV programme shows you how the doctors cooperate with each other, and how they work with</li> </ul>	<p>patient because there's a bomb stuck in there...'</p>
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	their patients, how they communicate with them...'	
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## Transcription

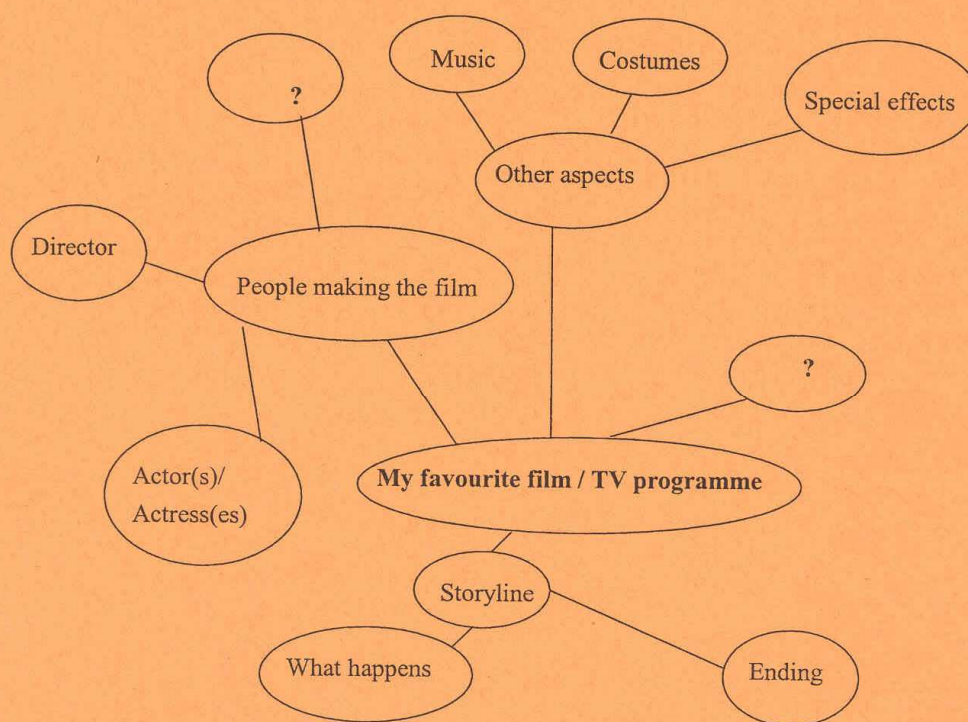
Good afternoon, everybody. I'm John Chan from 5E. Today I would like to tell you about my favourite TV programme. It's called 'Grey's Anatomy'. 'Grey's Anatomy' is about... mm...a bunch of doctors in the...working in the hospital. So it's sort of like ER, but the atmosphere is much more lighter...and there's...ah...a lot of...humorous jokes in the...in the TV programme. And...and...the TV programme shows you how the doctors cooperate with each other, and how they work with their patients, how they communicate with them so as to make them feel less nervous about the surgery they they might be able...they might...they will take. And also sometimes there are certain quarrels with the nurses and I think that's very realistic and it's quite funny and interesting, too. And...besides the surgeries...there're also certain scenes where the patients have to be separated from their family because of the sickness. So it's...it...it shows us how, you know, family is a very important...very important aspect in life because they give you support and they're always be with you by your side. It's not like friends because they have their own responsibilities. They cannot always be there for you. So...and...there're certain scene which I particularly enjoy in TV programme and it's the scene where the doctor had his hands stuck into the foreheads of a patient because there's a bomb stuck in there...and he had...but he couldn't move his hand because the bomb might go off at any second, so everyone was...had to...the whole hospital has be evacuated and then the doctor had to carefully remove the bomb from the patient. So nobody gets hurt and I think that was the...very exciting. Huh... Thank you.

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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.*