

LPF Speaking Exemplar

The Big Deals

Task Description

Students formed groups of two and designed a costume for a character in the play 'The Big Deals'. They then gave a presentation of the costume they designed with illustrations.

Preparation

Students first made predictions about the play 'The Big Deals' and designed a costume for one of the main characters. They then read the play and modified the costume to reflect the personality of the character they had worked on.

Learning Outcomes: ATM7

The following annotations illustrate the learning outcomes of the student who gave the presentation of the costume.

Content, Organisation & Communication Strategies	Language	Pronunciation, Stress, Rhythm & Intonation
<p>ATM7 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</p>	<p>ATM7 Using a range of language forms and functions generally appropriately and accurately</p>	<p>ATM7 Speaking English accurately and fluently, and with generally appropriate stress, rhythm and intonation</p>
<p>The student can</p> <ul style="list-style-type: none"> • elaborate on the design of the costume by giving supporting details, e.g. ‘...a brown midi skirt which extends to the mid-calf.’ • provide reasons to justify why a particular type of material is chosen for the skirt, e.g. ‘Organza is not expensive as Marilyn will not be able to afford skirt made of fine silk.’ • present ideas with illustrations and justifications, e.g. ‘She’s now wearing a white blouse with white patterns. The white blouse gives you an impression of cleanliness and simplicity.’ 	<p>The student can</p> <ul style="list-style-type: none"> • use appropriate vocabulary and expressions related to fashion, e.g. ‘outfit’, ‘white blouse’, ‘midi skirt’, ‘organza’, ‘fine silk’ • use a range of tenses for various communicative functions: <ul style="list-style-type: none"> - using the present continuous tense to describe what the character is wearing, e.g. ‘She’s now wearing a white blouse...’ - using the present perfect tense to express the idea of completion, e.g. ‘We have also designed a 	<p>The student can</p> <ul style="list-style-type: none"> • pronounce most words related to the materials and design of the costumes for the character in the play accurately, e.g. ‘mid-calf’, ‘organza’, ‘fine silk’, ‘simplicity’, ‘cleanliness’ • produce long utterances with generally appropriate stress, rhythm and intonation, e.g. ‘Maturity, cleanliness, friendliness, simplicity, old fashion - these are things we want to bring out to Marilyn’s costume.’

<ul style="list-style-type: none"> end the presentation by recapitulating the key points, e.g. ‘Maturity, cleanliness, friendliness, simplicity, old fashion - these are the things we want to bring out to Marilyn’s costume.’ 	<p>brown pair of tow... low-heeled shoes for her.’</p> <ul style="list-style-type: none"> use a range of structures to: <ul style="list-style-type: none"> - talk about a planned future action, e.g. ‘We’re going to talk about the revised version of Marilyn’s outfit.’ - give explanations, e.g. ‘The outer layer of this skirt is made of organza, a type of silk which is a bit of transparent.’ - draw comparisons, e.g. ‘And instead of wearing a pink skirt, we have now given her a brown midi skirt...’, ‘so low-heeled shoes would be more comfortable and convenient to wear than high-heeled shoes yet presentable at the same time.’ 	
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Transcription

Good morning. We're going to talk about the revised version of Marilyn's outfit. As you can see, our finished outfit for Marilyn is a bit different from the original design. She's now wearing a white blouse with white patterns. The white blouse gives you an impression of cleanliness and simplicity. As Marilyn is a nice simple girl, she will need to wear something that shows this side of character. It's made of cotton so it'll be more comfortable to wear. And instead of wearing a pink skirt, we have now given her a brown midi skirt which extends to the mid-calf. There are four patterns on the skirt. The outer layer of this skirt is made of organza, a type of silk which is a bit transparent. Organza is not expensive as Marilyn will not be able to afford skirt made of fine silk. The skirt goes well with the blouse and make Marilyn appear to be more mature and a bit old-fashioned. We have also designed a brown pair of tow...low-heeled shoes for her. Marilyn needs to work, so low-heeled shoes would be more comfortable and convenient to wear than high-heeled shoes yet presentable at the same time. We use warm colours for her outfit as this gives people a warm and family feeling. Maturity, cleanliness, friendliness, simplicity, old fashion - these are the things we want to bring out to Marilyn's costume. Thank you.

(Copyrights reserved by **Education Bureau**)