Sample Assessment Tasks (Part A)

Task	x name	Task type*	Appendices
1	An interesting character 1	GI	1, 5
2	An interesting character 2	IP	2, 3
3	Adopt a character	GI	
4	Casting couch	GI	
5	Heroes/Heroines	GI	
6	Choosing a gift for a character 1	GI	3
7	Choosing a gift for a character 2	IP	3
8	New neighbours	IP	
9	Using magic	GI	
10	Getting personal	GI	4
11	Book review	GI	5
12	Book talks	GI	5, 6, 7
13	Reading Portfolio Assessment	IP	4, 8
14	Book Promotion	GI	9, 14
15	Book/Film Promotion	IP	3, 10
16	Read the book! Watch the film!	IP	3, 11
17	Going on holiday	GI	12
18	Celebrity interview	GI	13
19	Panel discussion	GI	
20	Independent work with documentaries/non-fiction	IP	
21	Group work with non-print non-fiction	GI	
22	Different cultures 1	IP	3
23	Different cultures 2	GI	
24	Two stars and a wish	GI	2, 14

Keys: GI = Group Interaction; IP = Individual Presentation

Appendices

1	Stimulation for Interaction
2	Handout: An interesting character
3	Evaluation Forms
4	Personal Responses List
5	Book Review Questions
6	Book Talks
7	Evaluation Form for Book Talks
8	Reading Reflection
9	The Six Thinking Hats
10	Book/Film Promotion: Guidelines for students
11	Book and Film Comparison Questions
12	Candidate's Sheet
13	What Goes into a Celebrity Interview?
14	Guiding Questions for Students
15	Who would you help?

Sample Assessment Task 1 (Part A)

Name of Task: An interesting character 1 (for lower ability learners) Oral Text-type: individual presentation interaction				
Communication Functions: ✓ describing reporting vexplaining discussing Classifying comparing persuading others:				
Audienceteacher plus: a student partner small groups class more than one class	Target audience: ✓ fellow students ✓ students from other classes ✓ teacher(s) ✓ others:	Role(s) of audience: ☐ giving non-verbal responses only ☐ questioning/commenting ☐ interacting with no limitations		
Where on this continuum would	l you place the task?	,		
spontaneous, informal dialogue, e.g. small group interaction	interactive, planned yet dialogic, e.g. semiformal group report individual long planned, spoker news reporting, telling	text, e.g. planned, formal and		
This task is suitable for use with the following genre(s): ✓ print/non-print fiction ✓ print/non-print biography/autobiography ✓ factual books/documentaries on common topics, e.g. sports, hobbies, travel ✓ books/films on real life issues, e.g. those to do with the environment, society or the economy				
	s used for the assessment activities (i.e. websites,	•		
_	dout for discussion (see Appendix 1), book review	*		
Description of activities leading to assessment	 Ask students to think of an interesting character read/watched. Have them write down the persecharacter on a note card in point-form and briad pendix 1) for each student. Distribute and discuss the handout (Appendix 3. Have students work in pairs for 5 minutes and the last of the	sonal characteristics of the interesting ng it to class. Prepare a handout (see 1) with students.		
	the handout.4. Ask students to make good use of the note car	rd they have prepared.		
	 5. Invite students to share their questions. 6. Write down the additional questions on the bl answers from the students. 7. Ask students to write down some of the additional handouts. 	•		
	8. Ask students to hold a pair discussion using the9. Encourage students to compare and contrast the interaction.			
Assessment activity (Individual presentation)	Ask students to compare another character from the They may use a single note card for support and re			
Post assessment activity	 Ask students to do self- and peer-assessment at Give feedback on the overall performance of improvements by making use of the assessment. 	f the class and give advice on how to make		
Remarks:	<u>.</u>			
• This assessment task is relatively simple and suitable for weaker students who need extra support and guidance to hold an interaction.				

• You may ask students to provide some background information about the book/film they read/saw before the interaction begins. See the basic book review questions in Appendix 2 for reference.

Sample Assessment Task 2 (Part A)

Name of Task: An interesting character 2				
Oral Text-type: ✓ individua	ıl presentat	ion inte	eraction	
Communication Functions:				
describing reportin		explaining	discussing	
classifying compari	ng 🔲 j	persuading	others:	
Audienceteacher plus:		Target audie		Role(s) of audience:
a student partner				giving non-verbal responses only
small groups			rom other classes	questioning/commenting
✓ class		teacher(s)		interacting with no limitations
more than one class		others:		
Where on this continuum we	ould you p	lace the task?		
4				—
spontaneous, informal dialogue, e.g. small		active, planned gic, e.g. semi-	yet individual long t planned, spoken	
group interaction		gic, e.g. seiiii- al group report		
		active factual r		a speech
This task is suitable for use of print/non-print fiction	with the fo	llowing genre	(s):	
print/non-print biography/	autobiograj	ohy		
factual books/documentari			. sports, hobbies, travel	
			the environment, society or	the economy
Topic/text/materials/resource	es used for	the assessme	nt activities (i.e. websites, r	novies, books, handouts):
Any print/non-print fiction, bo	ok review	questions (see	Appendix 2), guidelines and	l evaluation forms (see Appendix 3)
Description of activities	1. Mak	e a copy of the	handout (see Appendix 2) for	or each student. Think of an interesting
leading to assessment	chara	acter from a sto	ory you have read or a film y	ou have watched and be prepared to talk
		-	character using the handout	
		ilm they have v		r from your chosen story they have read or
		•	uss the handout with the stud	lents.
	4. Talk	about an interes	esting character you have in	mind using the handout for reference.
			epare an oral presentation the handout for reference.	to introduce their chosen character to the
				nduct peer evaluations using the guidelines
			ns in Appendix 3 for referen	
Assessment activity	Ask the s	tudents to prep	are a presentation on their c	hosen character from another story they
(Individual presentation) have read/another film they have watched. They may make good use of the guidelines (Appendix 2) in preparation of their presentation. However, only brief notes in point-form can				
		x 2) in prepara uring the asses		owever, only brief notes in point-form can
Post assessment activity			self- and peer-assessment af	
				the class and give advice on how to make
improvements by making use of the assessment criteria.				
Remarks: • Modeling the activity by	nrecenting	an interesting	character from a hook you	have read or a film you have wetched con
	• Modeling the activity by presenting an interesting character from a book you have read or a film you have watched can help students understand better what you expect them to do.			
If class time is limited, the presentations may require more than one class period.				

Sample Assessment Task 3 (Part A)

Name of Task: Adopt a character					
Oral Text-type: ☐ individual presentation ☐ interaction					
describing repor					
Audienceteacher plus: a student partner small groups class more than one class Where on this continuum would you p		teacher(s) others:	dents rom other classes	Role(s) of audience: ☐ giving non-verbal responses only ✓ questioning/commenting ✓ interacting with no limitations	
spontaneous, informal dialogue, e.g. small group interaction	dialogic	ive, planned yo c, e.g. semi-for eport, interacti report	mal planned, spoken	text, e.g. is planned, formal and	
This task is suitable for use print/non-print fiction print/non-print biograph factual books/documen books/films on real life	hy/autobiograp taries on comm	ohy non topics, e.g		economy	
Topic/text/materials/resor A film where the characters			ent activities (i.e. websites, mov mportant	vies, books, handouts):	
Description of activities leading to assessment	 Arrange a movie viewing session as an out-of-class activity. You may book a theatre in advance and take the whole form to view a movie. Students will get cheaper tickets that way. Before viewing, give students a list of names and a brief description of the main characters. You may also give students a plot summary so that they will have some background knowledge to understand the movie better. You may brainstorm or discuss with the students the related/new vocabulary they may encounter in the movie and compile a list of useful words/expressions for students' reference. Divide students into groups of 4-5. Ask each group member to adopt one of the main characters and assume his/her identity. Each group member should adopt a different character. Ask them to think about their situation, current mood, motivations/desires, and feelings about the other characters while watching the movie. In class, students present their new selves to their group members, covering the four aspects outlined in Step 5. After each character presentation, encourage the group members to ask questions, show their opinions, agreement and disagreement. 				
Assessment activity (Group interaction)		to work in gro sion following		novie together. Ask them to prepare a	
Post assessment activity	A simple Q & A session may be held after each presentation. Although this will not form part of the assessment, it can provide students with more opportunities to interact with others/exchange ideas, which can encourage assessment for learning.				
Remarks:					

- During group discussions, encourage students to interact with their group members by asking for suggestions, clarification, explanation and justification for their answers. Provide students with the necessary language if they are not familiar with conducting group discussions.
- You may want to arrange for a technician to video-record some good presentations and discussions that take place in Steps 6 and 7. Then show the class what a good discussion entails so students will be better prepared for the SBA and know what they are expected to do.
- After the group discussion, students may play a hot seat game by selecting a student from each group to sit in the hot seat and be quizzed by the audience on his/her behavior, background, character, relationships, feelings, etc.

Sample Assessment Task 4 (Part A)

Name of Task: Casting couch				
Oral Text-type: ☐ individual presentation ☐ interaction				
Communication Function				
describing repo				
classifying comp	ring persuading others:			
Audienceteacher plus:	Target audience: Role(s) of audience:			
a student partner	fellow students giving non-verbal responses only			
✓ small groups	students from other classes			
class	teacher(s) interacting with no limitations			
more than one class	others:			
Where on this continuum ←	vould you place the task?			
spontaneous, informal	interactive, planned yet individual long turn of individual long turn that			
dialogue, e.g. small	dialogic, e.g. semi-formal planned, spoken text, e.g. is planned, formal and			
group interaction	group report, interactive news reporting, story coherent, e.g. spoken factual report telling report, a speech			
This task is suitable for u	with the following genre(s):			
☑ print/non-print fiction				
print/non-print biograp	v/autobiography			
factual books/documen	ries on common topics, e.g. sports, hobbies, travel			
books/films on real life	ssues, e.g. those to do with the environment, society or the economy			
Topic/text/materials/reso	rces used for the assessment activities (i.e. websites, movies, books, handouts):			
Any print/non-print fiction	old magazines and newspapers which contain photos of many different people/characters			
Description of activities	1. Ask the students to imagine they are actors' agents and they are now searching for suitable candidates to play the roles of different characters from a story they have recently read.			
leading to assessment	2. Write down the names of some major characters on the board.			
	3. Divide the class into groups of 3-4. Either assign or ask each group to choose a character they			
	want to work on.			
	4. Ask the students to discuss the following issues in groups or brainstorm some of the other key elements they have to consider before their search:			
	a) the personalities of the characters			
	b) the hobbies or habits of the characters			
	c) some of the major events in which the characters take part in			
	d) the way that the characters handle crises in the story5. Pass the magazines and newspaper to each group and ask them to hunt for a photo which			
	seems to fit their particular character. Set a time limit for this.			
	6. Each group member can select a photo and then discuss which photo is the best. Encourage			
	them to explain their choice with reference to the story during their discussion.			
	7. Ask each group to present their photo and explain the reasons for their choice in front of the entire class. If more than one group chooses to work on the same character, the class will			
	nominate the best photo for that character.			
Assessment activity	1. Ask students to work in groups of 3 and read the same book together.			
(Group interaction)	2. Ask students to each hunt for a photo that seems to fit three of the main characters from the			
	story. 3. On the day of the assessment, students will hold a discussion similar to that in Steps 4 and 6			
	in the pre-assessment activities; they will select the most suitable photos for the three main			
	characters and explain their choices with reference to the book.			
Post assessment activity	1. Ask students to do self- and peer-assessment after the assessment activity.			
	2. Give feedback on the overall performance of the class and give advice on how to make improvements by making use of the assessment criteria.			
	r			

Remarks:

- During group discussions, encourage students to interact with their group members by asking for suggestions, clarification, explanation and justification for their answers. Provide students with the necessary classroom language if they are not familiar with conducting group discussions.
- You may want to arrange for a technician to video-record some good discussions in Steps 4-6. Then show the class what a good discussion entails so that students will be better prepared for the SBA and know what they are expected to do.

Sample Assessment Task 5 (Part A)

Name of Task: Heroes/Heroines			
Oral Text-type: ☐ individual presentation ☐ interaction			
Communication Function			
describing repor			
classifying comp			
Audienceteacher plus:	Target audience: Role(s) of audience:		
a student partner	fellow students giving non-verbal responses only		
✓ small group	students from other classes questioning/commenting		
class more than one class	teacher(s) interacting with no limitations others:		
Where on this continuum	would you place the task?		
spontaneous, informal dialogue, e.g. small group interaction	interactive, planned yet dialogic, e.g. semiformal group report, interactive factual report individual long turn of planned, spoken text, e.g. news reporting, story telling individual long turn of planned, formal and coherent, e.g. spoken report, a speech		
✓ print/non-print fiction✓ print/non-print biograph☐ factual books/documen	ewith the following genre(s): by/autobiography aries on common topics, e.g. sports, hobbies, travel issues, e.g. environmental, social, economic		
-	biography/autobiography with heroes/heroines in the story.		
Description of activities leading to assessment	1. Ask students to think of a hero/heroine from the news/books/movies they have recently read/watched.		
	2. Have them write down the personal characteristics of the character on a note card in point-form and bring it to class.		
	3. Hold a class discussion relating to the personal characteristics of heroes/heroines they know of.		
	4. Provide explanations for any difficult vocabulary items if needed.		
	5. Invite selected students to share stories of the heroes/heroines they know of using their note card for reference.		
	6. Ask students to discuss: Do heroes/heroines always win in the end? What kind of life lessons can be learned from the story?		
	7. Scaffold student discussions as you walk around the classroom.		
	8. Select a few groups of students to share their views and give examples.		
Assessment activity (group interaction or	1. Ask students to read a book/watch a movie and discuss who is the bravest person/hero/heroine in the book/movie and why.		
pair work)	2. Discus three things they can learn from the bravest character. They may use a single note card for support and reference.		
Post assessment activity	 Ask students to do self- and peer-assessment after the assessment activity. Give feedback on the overall performance of the class and give advice on how to make improvements by making use of the assessment criteria. 		
Remarks:			
• Teachers may ask lower ability students to read the same text/watch the same movie. For more capable students, teachers may allow them to read/watch books/movies of their choice and ask them to discuss the three to four most salient personal characteristics that heroes/heroines should process. Ask students to give examples from the texts they read/views to support their ideas.			

 $Adapted\ from\ an\ assessment\ developed\ by\ Rosaryhill\ School$

Sample Assessment Task 6 (Part A)

Name of Task: *Choosing a gift for a character 1 Oral Text-type: individual presentation interaction			
Communication Functions:			
describing repor			
classifying comp	paring persuading others:		
Audienceteacher plus:	Target audience: Role(s) of audience:		
a student partner	fellow students giving non-verbal responses only		
✓ small groups	students from other classes questioning/commenting		
class			
school	others:		
Where on this continuum	would you place the task?		
spontaneous, informal	interactive, planned yet individual long turn of individual long turn that is		
dialogue, e.g. small	dialogic, e.g. semi- planned, spoken text, planned, formal and		
group interaction	formal group report, e.g. news reporting, coherent, e.g. spoken report,		
	interactive factual report story telling a speech		
This task is suitable for us ✓ print/non-print fiction	se with the following genre(s):		
print/non-print biograph	by/autohiography		
	taries on common topics, e.g. sports, hobbies, travel		
	issues, e.g. environmental, social, economic		
_	urces used for the assessment activities (i.e. websites, movies, books, handouts):		
passage about the character	a book or a film which students are familiar with. Prepare a short segment of the film or a short		
Description of activities	1. Give a quick summary of the story and highlight the character you have in mind.		
leading to assessment	2. Tell students that they need to think of a gift for the character to help solve his/her problems,		
	change his/her attitudes, improve his/her life conditions, etc. Show students a short segment of the film* or read a short passage about the character.		
	3. Divide the students into groups of 3-4. Ask each of them to think of a gift for the character		
	and explain their choices with reference to the information they have just read or seen.		
	Encourage students to ask for clarification, show agreement and disagreement during their discussion. Then select the best gift for the character as a group.		
	4. Invite students from each group to describe their gift and explain their choice.		
	5. On the day of the performance, students can conduct peer evaluations using the guidelines and		
	evaluation forms in Appendix 3 for reference.		
	*Please refer to the appendix of the recommended texts "Notes on copyright and end-user agreement".		
Assessment activity	1. Divide the class into groups of three.		
(Group interaction)	2. Ask each group of students to find and read a book/watch a film of their choice.		
	3. After this, each student in the group should adopt a different character and familiarize themselves with the story/events involving that particular character.		
	4. On the day of the assessment, the teacher-assessor will ask each student some questions		
	randomly to get some background information about the book/movie they have read/watched. Some of the basic questions may include the following:		
	a) What is the title of your book/film?		
	b) What level of difficulty is it?		
	c) What type of genre/story is it? (science fiction, biography, romance, adventure, detective, horror, true, etc.)		
	d) When and where is the story set (if it is a story)?		
	e) What is the book/film about?		

	5.	The teacher-assessor will randomly call on a student and ask him/her to describe the characteristics/personality of his/her chosen character and highlight one of the events that character took part in.
	6.	As a group, the students have to discuss and select a gift for the character based on the information provided by the student.
	7.	Then another student will be called on to describe another character, and then the group will select another gift for that character.
	Vari	iation:
	1.	Ask students to read/watch another book/film and familiarize themselves with the story/events involving a particular character.
	2.	On the day of the assessment, students will be assigned to work with another 2 or 3 students who have read/watched a different book/film.
	3.	Each of them will take turns providing some general information about the book/film they read/watched.
	4.	Then as a group, they will discuss and select a gift for each of the characters.
Post assessment activity	1.	Ask students to do self- and peer-assessment after the assessment activity.
	2.	Give feedback on the overall performance of the class and give advice on how to make improvements by making use of the assessment criteria.

- Giving students opportunities to hold discussions in class in the pre-assessment activities can help them gain more experience of interacting with others.
- This task is relatively easy. It encourages students to think creatively and attentively to the needs of others. This task is suitable for students from different levels.

Adapted from: Julian Bamford's handouts at JALT 2003 on extensive reading classroom activities

Sample Assessment Task 7 (Part A)

Name of Task: Choosing a gift for a character 2			
Oral Text-type: ☑ individual presentation ☐ interaction			
Communication Function	ns:		
describing repo	rting explaining discussing		
classifying comp	paring persuading others:		
Audienceteacher plus:	Target audience: Role(s) of audience:		
a student partner	✓ fellow students ✓ giving non-verbal responses only		
small groups	students from other classes questioning/commenting		
☑ class	✓ teacher(s) ☐ interacting with no limitations		
more than one class	others:		
Where on this continuum	n would you place the task?		
spontaneous, informal	interactive, planned yet individual long turn of individual long turn that		
dialogue, e.g. small	dialogic, e.g. semi-formal planned, spoken text, is planned, formal and		
group interaction	group report, interactive e.g. news reporting, coherent, e.g. spoken		
	factual report story telling report, a speech		
This task is suitable for u ✓ print/non-print fiction	se with the following genre(s):		
print/non-print biograp	phy/autobiography		
factual books/document	ntaries on common topics, e.g. sports, hobbies, travel		
books/films on real life	e issues, e.g. environmental, social, economic		
Topic/text/materials/reso	ources used for the assessment activities (i.e. websites, movies, books, handouts):		
	a book or a film which students are familiar with. Prepare a short segment of the film or a short		
passage about the character	or.		
Description of activities	1 Give a quick summary of the story and highlight the character you have in mind.		
leading to assessment	2 Tell students that they need to think of a gift for the character to help solve his/her problems,		
	change his/her attitudes, improve his/her life conditions, etc. Show students a short segment of the film* or read a short passage about the character.		
	3 Ask students to think of a gift for the character and explain their choices with reference to the		
	information they just read or seen.		
	 Ask students to share their ideas with a partner. Invite students to describe their gift and explain their choice to the whole class. 		
	6 During the presentation, students can conduct peer evaluations using the guidelines and		
	evaluation form (Appendix 3) for reference.		
	*Please refer to the appendix of the recommended texts "Notes on copyright and end-user		
	agreement".		
Assessment activity	Ask students to prepare an individual oral presentation which provides the following information:		
(Individual	1. Name of a book/film they have read or watched in their own time		
presentation)	2. Author of the book or Director/Script-writer of the film		
	3. A short summary of the story/plot		
	4. Description of the personalities of the characters and some events they face		
	5. Description of a gift for one of the characters6. Reasons for their choice		
Post assessment activity	1. Ask the student audience to assess the performances of the presenters using a peer-evaluation form.		
	2. Encourage the student assessors to give feedback to the presenters.		
	3. Ask student presenters to watch their own videotaped presentations and write a reflective		
	journal on its strengths and weaknesses.		
	4. Give the presenters some suggestions on how to improve their presentation skills.		
Remarks			

Another pre-task: you might discuss what to give to a family member for Christmas or a festival that students celebrate and ask them to provide reasons for their choice.

• Giving students opportunities to share their ideas with a partner in the pre-assessment activities can help prepare them to speak in front of the entire class at a later stage.

Adapted from: Julian Bamford's handouts at JALT 2003 on extensive reading classroom activities

Sample Assessment Task 8 (Part A)

Name of Task: New Neighbours Oral Text-type: ☑ individual presentation ☐ interaction			
Communication Functions:			
describing repor	ing explaining discussing		
classifying comp	aring persuading others:		
Audienceteacher plus: a student partner small groups class more than one class	Target audience: ☐ fellow students ☐ students from other classes ☐ teacher(s) ☐ others: ☐ where the fellow students ☐ fellow students ☐ giving non-verbal responses only ☐ questioning/commenting ☐ interacting with no limitations ☐ interacting with no limitations		
Where on this continuum	would you place the task?		
spontaneous, informal dialogue, e.g. small group interaction	interactive, planned yet dialogic, e.g. semiformal group report, interactive factual report individual long turn of planned, spoken text, e.g. news reporting, story telling individual long turn that is planned, formal and coherent, e.g. spoken report, a speech		
print/non-print fiction print/non-print biograph factual books/documen	e with the following genre(s): y/autobiography uries on common topics, e.g. sports, hobbies, travel ssues, e.g. environmental, social, economic		
	rces used for the assessment activities (i.e. websites, movies, books, handouts):		
_	print/non-print biography/autobiography		
Description of activities	1. Ask students to think of an interesting character from a story/class reader that you have taught		
leading to assessment	recently. 2. Ask them to imagine that one of the characters in the story has moved in next door. 3. Ask them to think about what life would be like with such a neighbour. 4. Hold a discussion with the students and ask them to write down what kind of information they would talk about if they had to describe an imaginary day they had spent with the new neighbour. You could ask one or more of the following questions: a) Who is your new neighbour? b) What does he/she look like? c) How does he/she dress at home? d) What is his/her personality like? e) How does he/she treat his family or people around him/her? f) What is/are the major event(s) in the story that your new neighbour takes part in? g) Do you like this new neighbour? Why/ Why not? h) How did you spend your day with this new neighbour? What did you do? i) Have you learned anything from this new neighbour? 5. For homework, ask each student to write a description of an imaginary day he/she spent with "the new neighbour". 6. Remind them to pay attention to the reader from which they took their character. For example, they cannot turn their new neighbour into a wonderful person, if the descriptions from the reader suggest otherwise. 7. In the next lesson, ask students to share what they wrote in small groups. 8. Ask students to choose the most interesting description from among their group. Invite a student from each group to read out their description to the whole class.		
Assessment activity (Individual presentation)	Ask the students to describe an imaginary day in their lives when they spent time with a character from a book or film they have read/watched. Ask them to provide some background information about the book/film they have read/watched before they describe their imaginary day with their new neighbour during the individual presentation. <i>Please note that the character in this assessment cannot be the same character they used in the pre-assessment activity.</i>		
Post assessment activity	Ask the student audience to assess the performances of the presenters using a peer-evaluation		
·	form.		
	2. Encourage the student assessors to give feedback to the presenters.		
	 Ask student presenters to watch their own videotaped presentations and write a reflective journal on his/her strengths and weaknesses. 		
	4. Teacher should give the presenters some suggestions on how to improve their presentation skills.		

- The personal responses to this task can provide a good basis for discussion in English at a comfortable level.
- If students need more opportunities to speak in public, you may invite each student to take turns sharing their presentation with the whole class.

Adapted from Andy Barfield's "Getting Personal" In Bamford, J & Day, R. (Eds) Extensive reading activities for teaching language, p. 146-148.

Sample Assessment Task 9 (Part A)

Name of Task: Using magic Oral Text-type: ☐ individual presentation ☑ interaction			
Communication Function			
describing report	rting explaining discussing paring persuading others:		
Audienceteacher plus:	Target audience: Role(s) of audience:		
a student partner	✓ fellow students ✓ giving non-verbal responses only		
small groups	students from other classes questioning/commenting		
class	teacher(s) interacting with no limitations		
more than one class	others:		
Where on this continuum	would you place the task?		
spontaneous, informal	interactive, planned yet individual long turn of individual long turn that is		
dialogue, e.g. small	dialogic, e.g. semi- planned, spoken text, planned, formal and		
group interaction	formal group report, e.g. news reporting, coherent, e.g. spoken report,		
This took is suitable for u	interactive factual report story telling a speech se with the following genre(s):		
print/non-print fiction	se with the following genre(s).		
print/non-print biograp	hy/autobiography		
	taries on common topics, e.g. sports, hobbies, travel		
books/films on real life	issues, e.g. environmental, social, economic		
_	urces used for the assessment activities (i.e. websites, movies, books, handouts):		
	, print/non-print biography/autobiography		
Description of activities leading to assessment	1. Ask students to think of a character/person who has experienced tragedy in life. The character/person can come from a story/class reader/biography/ the news.		
leading to assessment	2. Get students into groups of 4. Ask them to discuss which character or person they think needs		
	help the most. They need to tell others why they think their chosen character needs to be		
	helped. Some of the reasons could be:		
	• to punish the people who have bullied the character		
	 to bring comfort to his/her misfortune to reward those who have been good to him/her 		
	to assist him/her to achieve an important task which may have a great impact on		
	his/her future		
	3. Ask students how they would help their chosen character if they were given magical powers.		
	4. Ask them to listen to how their group members would use their magical powers. Think of the		
	outcome of using magic on each of the characters. Remind students that they can't make comparisons and participate in the discussion even if they know nothing about the characters		
	being talked about.		
	5. Let them know that each group can only use their magical power to help one character from		
	the group. Have them discuss and decide which character their group should help. 6. Remind students to use the correct tenses and mood of verb (e.g. conditionals type 2).		
	7. Students can always ask questions if they don't understand something and want clarification.		
	Students may say something like:		
	• Excuse me, can you explain what you just said a little more?		
	Sorry, I don't quite understand what you just said. Do you mean?		
	What exactly do you mean?		
Assessment activity	Ask students to read/view a text with characters who need help. Assign students into different groups. Tell them that the members of each group are a team of angels and their whole team can		
(Group interaction)	only use magic once to help one character from only one SBA text. They have to discuss and		
	decide with the 'other angels' which character needs their magical help most and they have to		
	come up with three main reasons to support their decision.		
Post assessment activity	Ask the student audience to assess the performances of the group members using a peer-evaluation form.		
	2. Encourage the student assessors to give feedback to the presenters.		
	Ask group members to watch their own videotaped performances and write a reflective		
	journal on its strengths and weaknesses.		
	4. Give the groups some suggestions on how to improve their discussion skills.		

Sample Assessment Task 10 (Part A)

Name of Task: Getting personal				
Oral Text-type: ☐ individual presentation ☐ interaction				
Communication Function		_		
describing repor	_	explaining discussing		
classifying comp	arin	g persuading others:	_	
Audienceteacher plus:		Target audience:	Role(s) of audience:	
a student partner		✓ fellow students	giving non-verbal responses only	
small groups		students from other classes	✓ questioning/commenting	
class		✓ teacher(s)	☑ interacting with no limitations	
more than one class		others:		
Where on this continuum	wou	ıld you place the task?		
spontaneous, informal dialogue, e.g. small group interaction		interactive, planned yet dialogic, e.g. semiformal group report, interactive factual report individual long planned, spoker e.g. news report story telling	text, planned, formal and	
This task is suitable for us print/non-print fiction	se w	ith the following genre(s):		
print/non-print biograph	hy/aı	ıtobiography		
		s on common topics, e.g. sports, hobbies, travel		
		es, e.g. environmental, social, economic		
Topic/text/materials/reso	urce	s used for the assessment activities (i.e. websites, 1	novies, books, handouts):	
		ist (Appendix 4) for each student.	, ,	
Description of activities	1.	Distribute the Personal Responses List (Appendix	4) to each student.	
leading to assessment	2.	Ask students to choose one task from the		
		biography/autobiography.	, , ,	
	3.	For homework, ask students to write down their range cards in point-form only. Tell them to be minutes.		
	4.	Have students work in pairs and take turns asking of	each other the following questions:	
		a) What is the name of your book?		
		b) Why are you interested in learning about this p	particular person?	
		c) Did you enjoy the book? Why or why not?		
		d) What did you enjoy most/dislike most about the	nis book?	
		e) Which task have you chosen? Could you tell n		
		f) Could you tell me what you have prepared to r		
	5.	Encourage the students to ask for clarification, eladuring the discussion. To promote better disculisteners:		
		- "Can you explaina little more?"		
		- "When you say, what do you mean exac	-	
	6.	After the students have reported to each other a similarities and differences between the two indivor two of the following:		
		a) their family background		
		b) their education levels		
		c) their personalities		
		d) their interests		
		e) their life experiences		
		f) their contributions to society		
		g) others		
	7.	Walk around the classroom while the students are	talking in pairs.	

	8. Invite some brighter students to demonstrate how they interacted with their partners. A class discussion may be held to discuss how to generate better oral interaction in this kind of activity.	
Assessment activity (Group interaction)	Ask students to read another biography/autobiography and choose the same or another task from the Personal Responses List (see Appendix 4). Alternatively, you may ask them to choose another task using the same book they have read for the pre-assessment activities. Assign a different partner to each student for the oral interaction on the day of the assessment. Ask them to take turns sharing what they have done and encourage the students to ask follow-up questions for information, clarification, etc.	
Post assessment activity	 Ask students to do self- and peer-assessment after the assessment activity. Give feedback on the overall performance of the class and give advice on how to make improvements by making use of the assessment criteria. 	

• Personal responses can help students make sense of a story and find its wider meaning. It also provides a good basis for discussion in English at a comfortable and personal level.

Adapted from Andy Barfield's "Getting Personal" In Bamford, J & Day, R. (Eds) Extensive reading activities for teaching language, p. 146-148.

Sample Assessment Task 11 (Part A)

Name of Task: Book Review				
Oral Text-type: ☐ individual presentation ☐ interaction				
Communication Function ✓ describing report classifying comp				
Audienceteacher plus: a student partner small groups class more than one class	Targeted audience: ✓ fellow students ✓ students from other classes ✓ teacher(s) ✓ others:			
Where on this continuum	would you place the task?			
spontaneous, informal dialogue, e.g. small group interaction	interactive, planned yet dialogic, e.g. semi- formal group report, interactive factual report individual long turn of planned, spoken text, e.g. planned, formal and coherent, e.g. spoken report, a speech			
This task is suitable for use with the following genre(s): ✓ print/non-print fiction ✓ print/non-print biography/autobiography ✓ factual books/documentaries on common topics, e.g. sports, hobbies, travel ✓ books/films on real life issues, e.g. environmental, social, economic				
Make a copy of the Book l	Activities (i.e. websites, movies, books, handouts): Review Questions (Appendix 5) for each student. Think of a good book you (the teacher) have read the of the questions on the list.			
Description of activities leading to assessment	1. Tell students that they will be asked to give a brief book review on a good book they have read recently. Distribute the Book Review Questions and model the activity. Students ask you some of the questions from the handout and you provide the answers, e.g. "My book is called <i>The Lord of the Rings</i> , written by J. R. R. Tolkien. It is about"			
	2. Have students review their reading log, select a book they have read and be prepared to answer the Book Review Questions.			
	3. In the next class, students take turns asking questions and giving reviews to a partner. Students may use some personal notes (written on a 4x6 note card with points only) for reference, but they should try to look up and speak as naturally as possible.			
	4. Encourage students to extend their answers. Tell the questioners to pay attention to what has been said and not to ask a question that has already been addressed. Tell them that it is not necessary to ask all the questions on the list. They could ask other questions and extend their discussion based on the content of the book.			
	5. Allow a set amount of time, such as 3-5 minutes for each review. When time is up, tell students to switch roles.			
	6. After both partners have reported on and answered questions about their books, they can work with a new partner and repeat the same procedure in steps 3-4. After two or three rounds of sharing, encourage students not to refer to their personal notes or the Book Review Questions during their interaction.			
	7. Repeat the process a few more times if time allows.8. Finish by asking several students to report back to the whole class about any books they have			
	heard about in this activity that sounded particularly interesting.			
Assessment activity (Group interaction)	When the students are familiar with the procedure of book sharing, ask them to prepare to talk about another book they have read for the SBA. Tell them that they will not know who their conversation partner will be until the time they are being assessed. During the assessment, the students will take turns asking questions and giving reviews as they did in the pre-assessment activity. The teacher-assessor may interact with the students to ask specific question(s) to clarify and/or extend their ideas after the students themselves have finished their conversation.			
Post assessment activity	 Ask students to do self- and peer-assessment after the assessment activity. Give feedback on the overall performance of the class and give advice on how to make improvements by making use of the assessment criteria. 			

- Time allocation for each turn depends on student interest and level. More advanced and interested students might take up to five minutes for a review.
- Sharing book reviews with peers is less threatening than making a presentation in front of the entire class. This activity works particularly well with shy or lower academic ability students because the activity can encourage students to interact in a low anxiety environment. After students have shared their book review with a few partners, they will become more familiar with the content of their book review, and thus they will not have to rely so much on their written notes at the next sharing. Students' confidence will grow and better interaction will take place as they can focus more on the interaction rather than the content of the book review after they have done 5-6 rounds of sharing.
- Teachers may consider asking students to audio tape their interaction in the pre-assessment activities, so that they can listen to themselves and identify areas for improvement. Follow-up/training sessions might be needed to teach students how to do self-assessment on their own performance.
- You may ask students to report back to the whole class about the books they have heard in the activity, so they will pay
 more attention to their partner and be more serious during the activity.

Adapted from Ken Schmidt's "Book review round robin" In Bamford, J & Day, R. (Eds) Extensive reading activities for teaching language, p,96-98 and Victoria Rodrigo's "The story and me" In Bamford, J & Day, R. (Eds) Extensive reading activities for teaching language, p.99-100.

Sample Assessment Task 12 (Part A)

Name of Task: Book Talks				
Oral Text-type: individual presentation interaction				
Communication Function ✓ describing repor ─ classifying ─ comp	rting	explaining persuading	discussing others:	_
Audienceteacher plus:		Target audie	nce:	Role(s) of audience:
a student partner		fellow stud	lents	giving non-verbal responses only
small groups			om other classes	questioning/commenting
class		teacher(s)		interacting with no limitations
more than one class		others:	 	
Where on this continuum	wou	ld you place the task?		-
spontaneous, informal dialogue, e.g. small group interaction	93	interactive, planned yedialogic, e.g. semi- formal group report, interactive factual repo	planned, spoken t e.g. news reportin	ext, planned, formal and coherent,
	hy/au taries		sports, hobbies, travel	
Tonic/text/materials/reso	urces	used for the assessmen	nt activities (i.e. websites, r	novies hooks handouts).
Arrange 4-5 students to participate in a book talk during reading/ERS lessons. Students who are not participating in the book talk can read silently in class or do other reading assignments prepared by the teacher. Prepare a Book Talk schedule so that students can fill in the date of their participation. Prepare a list of questions (Appendix 5) for the students. Ask each student to buy a 90-minute cassette tape and put it in a 6x9 envelope attached with a form (Appendix 6). Prepare a tape recorder to record the Book Talk sessions.			dents who are not participating in the book ther. Prepare a Book Talk schedule so that adix 5) for the students. Ask each student to	
Description of activities leading to assessment	1.	and time by lottery.		You can allocate students a particular date
	2.	logs to the table used for	or the session.	ents will bring their books and their reading
	3.	-		etc. while you set up the tape recorder.
	4.	My name is (name of t	he student). Today is (date)	pts for starting the session as shown below: Other students at this Book Talk session ok called (name of the book)
	5.	Give each student a list their reading.	of questions (see Appendix	(5) which they might ask one another about
	6.	student to read from th		e-recorder and start recording by asking the vite the date, the name of the book on the at.
	7.	book? Who is the ma happened at the end? (Y levels of questions that	in character? What kind You may refer to the frame you can ask your students.)	hey have read, e.g. What is the genre of the of person is the main character? What work of guiding questions for the types and
	8.		t from the group to ask at le reference or they can ask o	ast one question. They may refer to the list ther questions.
		you are assessing the appropriately for punction	ir reading fluency, their nation and pronunciation.	sage to read aloud. Let students know that expressiveness, and whether they pause
		the student.	-	plete an evaluation form (Appendix 7) for
	11.		the recorder; mark the cou	inter position on the form attached on the

	12. Insert another tape in the tape-recorder for the next student and repeat the session as with the first student.	
Assessment activity (Group interaction)	After students are familiar with the procedure of taking part in a book talk, repeat the same procedure for the SBA, but tell students in advance when they will be assessed so they can be well prepared for the assessment. (The reading aloud in Step 9 may be skipped or should not be assessed for the SBA)	
Post assessment activity	 Ask students to do self- and peer-assessment after the assessment activity. Give feedback on the overall performance of the class and give advice on how to make improvements by making use of the assessment criteria. 	

- Teachers should adapt their questions for individual students according to the books they have read. It is important to vary the questions from student to student so that the questions are not totally predictable.
- Students can review their tape from time-to-time to see the progress they have made.
- Ask students to practise reading their selected reading passage to a peer several times before the book talk, so that they can be more prepared and be more confident when they read their passage to others in the pre-assessment activity.
- Teachers should use the assessment record form provided by the HKEAA for the SBA. However, they may use Appendix 7 for reference in the pre-assessment activities so that students have a clear idea of the areas that they should improve on.

Adapted from John Robinson's "Book Talks: Integrated reading assessment" In O'Malley, M. & Valdez Pierce, L. (Eds). (1996) Authentic Assessment for English Language Learners. Boston: Addison-Wesley, p.223-227.

Sample Assessment Task 13 (Part A)

Name of Task: Reading Portfolio Assessment			
Oral Text-type: ✓ individual presentation ☐ interaction			
Communication Function ✓ describing ✓ report			
classifying comp			
, , ,			
Audienceteacher plus:	Target audience:		
small groups	students from other classes questioning/commenting		
✓ class	✓ teacher(s) ☐ interacting with no limitations		
more than one class	others:		
	would you place the task?		
←			
spontaneous, informal dialogue, e.g. small group interaction	interactive, planned yet dialogic, e.g. semi- formal group report, interactive factual report individual long turn of planned, spoken text, e.g. news reporting, story telling individual long turn that is planned, formal and coherent, e.g. spoken report, a speech		
This task is suitable for use print/non-print fiction	se with the following genre(s):		
print/non-print biograpl	hy/autobiography		
factual books/documen	taries on common topics, e.g. sports, hobbies, travel		
books/films on real life	issues, e.g. environmental, social, economic		
Topic/text/materials/resor	urces used for the assessment activities (i.e. websites, movies books, handouts):		
Prepare a folder for each st	udent and show a sample of a portfolio to students if available.		
Description of activities	1. At the beginning of the term, introduce the reading portfolio to students.		
leading to assessment	2. Discuss the purpose of building individual reading portfolios, possible reading materials, the standard for evaluation, etc.		
	3. Ask students to collect their reading journals, summaries of articles, newspaper reports, book reports, and any reading texts read outside the classroom into their portfolios.		
	4. Periodically respond to the entries in the portfolios and discuss the contents.		
	5. At the end of the term, ask students to reorganize the materials in their portfolios and divide		
	them into meaningful sections. Ask students to write a brief summary reflecting on and evaluating their progress during the term. They may use Appendix 8 as a guide when they write their reflection. If you wish, you may ask students to report on one of the additional tasks of their choice during their presentation (see below).		
	6. Ask students to present their reading portfolio orally in groups first.		
	7. Then they can polish their presentation and present their experience and reading portfolio orally to the whole class.		
Assessment activity (Individual Presentation)	Ask students to continue to develop their reading portfolios for the second term but ensure that they also read a book or watch a film this term. Then ask them to make a 2-3 minute oral presentation to show something that they have learned from the book they have read or the film they have watched. You may ask them to choose one or more of the additional tasks in Appendix 4 to make their presentation more focused.		
Post assessment activity	Ask the student audience to assess the performances of the presenters using a peer-evaluation form.		
	2. Encourage the student assessors to give feedback to the presenters.		
	3. Ask student presenters to watch their own videotaped presentations and write a reflective journal on its strengths and weaknesses.		
	4. Give the presenters some suggestions on how to improve their presentation skills.		
Remarks:			
A reading portfolio car	help students reflect on what they have read and learned throughout the term		

- A reading portfolio can help students reflect on what they have read and learned throughout the term.
- The oral presentation at the end of the term will allow students to summarize and share their experience with others and feel a sense of autonomy and ownership of their work.

Sample Assessment Task 14 (Part A)

Name of Task: Book Promotion Oral Text-type: ☐ individual presentation ☑ interaction			
Communication Function ✓ describing ✓ repor ☐ classifying ☐ comp			
Audienceteacher plus: a student partner small groups class more than one class	✓ fellow students ☐ students from other classes ☐ giving ✓ question	f audience: non-verbal responses only oning/commenting eting with no limitations	
Where on this continuum	ould you place the task?	_	
spontaneous, informal dialogue, e.g. small group interaction formal group report, interactive factual report individual long turn of planned, spoken text, e.g. news reporting, interactive factual report story telling individual long turn of planned, formal and coherent, e.g. spoken report a speech			
This task is suitable for use print/non-print fiction	with the following genre(s):		
print/non-print biograph factual books/document	es on common topics, e.g. sports, hobbies, travel ues, e.g. environmental, social, economic		
_	es used for the assessment activities (i.e. websites, movies, bo		
Description of activities	copies of the same books available in the school library or throu Divide the class into groups of 3.	gh the ERS programme.	
leading to assessment	Ask each group to choose a book and all students in the grou If possible, make sure that the groups all choose different boo		
	Introduce the concept of Dr Edward De Bono's Six Thinking		
4. For homework, ask students to write down the name of the book they have chosen why they have chosen the book, plus write 200 words to record their feelings and on the book they read.			
	Encourage students to write down what they think and feel simply writing down a summary of the story/content. Also, if the six thinking hats when they do their writing.		
	In the next lesson, ask students to take turns reading aloud their group members.	what they have written down to	
7. After each turn, students should discuss how many and which thinking hats have been in the writing. Encourage them also to ask for clarification, support and develop ea views, compare and contrast what they have written down, disagree and/or offer alter each other's views.		support and develop each others'	
	Ask students to regroup themselves, getting into groups of group should have read a different book.	3 or 4, but each student in the	
	Ask the students to take turns promoting the book they have (they may refer to their report/some notes for support, but sh naturally as possible).		
	 Encourage the students to ask follow up questions after students with guidance on how to carry out meaningful inter- questions they could ask each other if they haven't acquir Guiding Questions for Students in Appendix 14) 	action and tell them what kind of red such skills previously. (See	
	1. If time allows, you may ask the students to nominate the best and ask those group members to promote their book to the some of the interesting promotions and make arrangements books in the morning assembly.	entire class. You can also select	
Assessment activity	fter the students have gained experience in interacting with othe nd learned how to make good use of the thinking hats to expand		
(Group interaction)	and a different book either as a group/individually, prepare anoth		

	and then engage in a group discussion to talk about the book they read similar to Steps 9-10 in the pre-assessment activities. The teacher-assessor may interact individually with one student at a time to ask specific question(s) to clarify and/or extend the student's ideas, or help prompt and/or scaffold the students' oral interaction. Students' interactions will be recorded on video/cassette tapes.	
Post assessment activity	Ask students to do self- and peer-assessment after the assessment activity.	
	2. Give feedback on the overall performance of the class and give advice on how to make	
	improvements by making use of the assessment criteria.	

- Instead of asking the students to do a book promotion, you could ask each group member to pick a different character and talk about their different personalities and how they could relate the characters to people they know. Alternatively, you can ask them to talk about their favourite characters or other topics which can stimulate meaningful interaction.
- Asking students to read the same book as a group will encourage more meaningful interaction during group discussions as
 their group members have read the same book and know what happened in the story. They can also gain support from
 each other during the reading process when they have questions about the story they have read or just want to share their
 views about the book with someone who knows the story.

Ideas adapted from those put forward by Miss Shua Yeo of The HKTA Yuen Yuen Institute No. 1 Secondary School

Sample Assessment Task 15 (Part A)

Name of Task: Book/film Promotion				
Oral Text-type: ✓ individual presentation interaction				
Communication Function				
describing report				
classifying comp				
Audienceteacher plus:	Target audience: Role(s) of audience:			
none (for pair-only task	s)			
small groups class	□ students from other classes			
more than one class	others:			
where on this continuum	would you place the task?			
spontaneous, informal dialogue, e.g. small group interaction interactive factual report individual long turn of planned, spoken text, e.g. news reporting, story telling individual long turn of planned, spoken text, e.g. news reporting, story telling a speech				
This task is suitable for u ✓ print/non-print fiction	se with the following genre(s):			
print/non-print biograph				
	taries on common topics, e.g. sports, hobbies, travel			
☑ books/films on real life	issues, e.g. environmental, social, economic			
_	urces used for the assessment activities (i.e. websites, movies, books, handouts):			
Prepare a copy of the hand	-out (see Appendix 10) for students.			
Description of activities leading to assessment	1. Tell students that they have to prepare a book promotion for a book/film they have read/watched recently. The length of the promotion (at least 2-3 minutes) will depend on the proficiency levels of the students.			
	2. Distribute the hand-out (Appendix 10) and discuss it with the students.			
	3. Remind students that it is important to have good eye-contact, posture, voice, diction, body language, intonation, etc. when they are speaking to a group of people. Show them sample promotions if possible.			
	4. On the day of the performance, students can conduct peer evaluations using the guidelines and evaluation forms in Appendix 3 for reference.			
	5. A brief Q&A session may be held after each presentation. Although this will not form part of the assessment, it can provide students with more opportunities to interact with others/exchange ideas, which can encourage assessment for learning.			
	6. Hold a class discussion on how to improve presentation skills and how to prepare for the SBA assessment.			
Assessment activity (Individual Presentation)	After students have gained experience of promoting a book or film in front of the class and acquired the necessary skills from Steps 1-5, students will be asked to read/view a different book/film on their own and make another promotion individually for the SBA.			
Post assessment activity	Ask the student audience to assess the performances of the promoters using a peer-evaluation form.			
	2. Encourage the student assessors to give feedback to the promoters.			
	3. Ask student promoters to watch their own videotaped promotions and write a reflective journal on its strengths and weaknesses.			
	4. Give the promoters some suggestions on how to improve their presentation skills.			
Remarks:				

- If time allows and facilities are available, teachers can ask students to video-tape their rehearsals and practise evaluating their own performance prior to the actual performance in class before Step 4. If several students have read the same book, they might work as a team in practising their performances for the pre-assessment activities. However, for the actual SBA assessment, students will work on the promotion individually.
- Holding a discussion or a Q&A session after each presentation can create opportunities to generate meaningful interaction among students, which in turn helps prepare students for other assessments which require oral interaction.

Sample Assessment Task 16 (Part A)

Name of Task: Read the book! Watch the film!					
Oral Text-type: ☑ individual presentation ☐ interaction					
Communication Function	ns:				
describing repor					
classifying comp	paring persuading others:				
Audienceteacher plus:	Target audience:	Role(s) of audience:			
a student partner	fellow students	giving non-verbal responses only			
small groups	students from other classes	questioning/commenting			
✓ class	teacher(s)	interacting with no limitations			
more than one class	others:				
Where on this continuum	would you place the task?				
_					
spontaneous, informal dialogue, e.g. small group interaction	dialogue, e.g. small dialogic, e.g. semi- planned, spoken text, planned, formal and				
This task is suitable for us ✓ print/non-print fiction	se with the following genre(s):				
print/non-print biograpl	hy/autobiography				
	taries on common topics, e.g. sports, hobbies, travel				
books/films on real life	issues, e.g. environmental, social, economic				
Topic/text/materials/resor	urces used for the assessment activities (i.e. websites	, movies, books, handouts):			
accessible from rental store	your library for which there is a movie version in you es. Make a copy of this list for each student. Familiar pendix 11), and distribute a copy to each student.	r audiovisual library/public libraries/or easily ize yourself with the questions comparing the			
Description of activities leading to assessment	1. Ask students to read a book and watch the movie version of the same story. Give them a list of books and movies for reference.				
	2. Distribute and discuss the Book and Film Compa	rison Questions (see Appendix 11).			
	3. Students can decide whether they want to water (usually harder) first. Another option is to choose				
	4. Divide students into small groups to share what t	ney have found in their comparisons.			
	5. If several copies of the same books are available, teachers may consider asking the students to do this project in groups, so they can get insights from different perspectives/angles when they do the comparison.				
	6. Invite students to present their comparisons in fro	ent of the class.			
	7. A Q&A session might be held after each present assessment, it can provide students with more or ideas, which can encourage assessment for learning	pportunities to interact with others/exchange			
Assessment activity	Ask your students to read a different book and water	•			
(Individual Presentation)	them prepare and present an oral presentation (2-3 minutes) comparing and contrasting the differences between the printed and film version of the story in class.				
Post assessment activity	Ask the student audience to assess the performan form.	ces of the presenters using a peer-evaluation			
	2. Encourage the student assessors to give feedback	to the presenters.			
	3. Ask student presenters to watch their own videot journal on its strengths and weaknesses.	aped presentations and write a reflective			
	4. Give the presenters some suggestions on how to improve their presentation skills.				
Remarks:					
 This assessment activities 	ty may be suitable for more capable students as the ta	sk itself is relatively demanding. Yet if the			

- This assessment activity may be suitable for more capable students as the task itself is relatively demanding. Yet, if the students are able to take up the challenge, they will find this task interesting and they will have more to share and talk about since their knowledge and views about the story will be enriched by having read the printed version and watched the film of the same story.
- If class time is limited, the presentations may require more than one class period.

- If students need more support and practice before the actual presentation, please refer to Sample Assessment Task 9 for ideas of conducting pair work/sharing sessions prior to the actual performance.
- To help students better understand what you expect them to do, you may prepare a short segment from a film and make copies of the same scene from the book version. Ask the students to read the passage and then compare it with the movie segment in class.
- To increase the interest and excitement of their presentations, students can put on costumes or pretend to be one of the characters during the presentation. However, their costumes should not be graded in the SBA.
- Teachers can also ask the class to judge the students' presentations by completing a simple peer assessment form (see Appendix 3 for reference).

Adapted from Tony-Rene Donnes's "Read the Books! See The Movie!" In Bamford, J & Day, R. (Eds)

Extensive reading activities for teaching language, p. 131-132.

Sample Assessment Task 17 (Part A)

Name of Task: Going on holiday			
Oral Text-type: ☐ individual presentation			
Communication Function	ns:		
describing repor	_ ` _ ` _		
classifying comp	paring persuading others:		
Audienceteacher plus:	Target audience: Role(s) of audience:		
a student partner	fellow students giving non-verbal responses only		
small groups	students from other classes questioning/commenting		
class	teacher(s) interacting with no limitations		
more than one class	others:		
Where on this continuum	would you place the task?		
•			
spontaneous, informal dialogue, e.g. small	interactive, planned yet individual long turn of dialogic, e.g. semi- individual long turn of planned, spoken text, planned, formal and		
group interaction	formal group report, e.g. news reporting, coherent, e.g. spoken report,		
•	interactive factual report story telling a speech		
	se with the following genre(s):		
print/non-print fiction print/non-print biograph	hy/autohiography		
	taries on common topics, e.g. sports, hobbies, travel		
	issues, e.g. environmental, social, economic		
_	urces used for the assessment activities (i.e. websites, movies, books, handouts): vides tips on travelling or an introduction to a particular place for a vacation. Prepare a handout		
(Appendix 12) for each stu			
Description of activities leading to assessment	1. Show a video to the entire class to introduce an existing place for a holiday. Try to select a place which the students are not familiar with.		
	2. Discuss the following aspects with the students:		
	a) How to travel there		
	b) Where to eat		
	c) Where to sleep		
	d) What to do		
	3. Pair up the students and ask them to think of a place they dream of going to.		
	4. Distribute the handouts in Appendix 12 to the students.5. Ask them to take turns being the candidate and the interlocutor using the handout for		
	5. Ask them to take turns being the candidate and the interlocutor using the handout for reference.		
	6. Have them fill in the blanks in Appendix 12 and then carry out the conversation. Provide		
	students with a demonstration if necessary so they know exactly what needs to be done.		
	If time allows, students can find another partner in class and start a new conversation and learn about what other students' dream places are while engaging in a meaningful conversation.		
Assessment activity	Ask students to find and watch a travel programme and gather information as listed in Step 2. If		
(Group Interaction)	the video programme does not cover all the necessary information described in Step 2, they are encouraged to search for information from other printed materials, but they should record all the		
	references and videos they use/watch. On the day of the assessment, a partner will be assigned to		
each student to carry out an oral interaction similar to the task in Appendix 12. Each student in the			
pair will take turns being the candidate and the interlocutor.			
Post assessment activity	 Ask students to do self- and peer-assessment after the assessment activity. Give feedback on the overall performance of the class and give advice on how to make 		
	improvements by making use of the assessment criteria.		
Remarks:			

- Students are generally interested in travelling and visiting exotic places and having adventures. The conversation task will encourage students to discuss and interact with others in a more authentic way.
- Watching a travel programme is less cognitively demanding than watching a documentary or a long feature film. This task is suitable for different levels of students.

Sample Assessment Task 18 (Part A)

Name of Task: Celebrity interview				
Oral Text-type: ☐ individual presentation ☐ interaction				
Communication Functions: ☑ describing ☑ reporting ☑ explaining ☐ discussing ☐ classifying ☑ comparing ☐ persuading ☐ others:				
Audienceteacher plus:	Target audience:	Role(s) of audience:		
a student partner	fellow students	giving non-verbal responses only		
small groups	students from other classes	✓ questioning/commenting		
class	teacher(s)	interacting with no limitations		
more than one class	others:			
Where on this continuum	would you place the task?	_		
spontaneous, informal dialogue, e.g. small group interaction	interactive, planned yet dialogic, e.g. semi- formal group report, interactive factual report individual long planned, spoken e.g. news report story telling	text, planned, formal and		
This task is suitable for us print/non-print fiction	se with the following genre(s):			
print/non-print biograph	ny/autobiography			
factual books/documen	taries on common topics, e.g. sports, hobbies, travel			
✓ books/films on real life	issues, e.g. environmental, social, economic			
-	urces used for the assessment activities (i.e. websites, r	*		
Prepare a short segment of	an interview to be shown to the entire class and a handou	at (Appendix 13) for each student.		
Description of activities leading to assessment	1. Propose that students conduct an interview with a celebrity (dead, alive, or fictitious) from a book or film they have read or watched.			
	2. Show them a short segment of an interview and discuss the questions in Appendix 13.			
	3. Ask them to think of two characters from a book/film they have recently read/watched as a class.			
	4. Ask the class to brainstorm questions they want to	ask these characters.		
	5. Pair up the students and have them interview each and take turns being the interviewer and interviewer			
	6. Remind students to base what they say on the book	/film during the interview.		
Ask students to find and read/watch a book/film in pairs. Ask them to each adopt a character and take turns being an interviewer and interviewee and present an interview as if they were on TV. Students can discuss the type of questions and information they should address in order to capture the audience's attention and interest. They can work out some interview questions together. However, they should prepare the answers to the questions on their own and be prepared to ask any follow-up questions based on the answers provided by the interviewee. Teachers may ask additional questions for clarification or to expand students' ideas.				
Post assessment activity	 Ask students to do self- and peer-assessment after the assessment activity. Give feedback on the overall performance of the class and give advice on how to make improvements by making use of the assessment criteria. 			
Remarks:				
This is a relatively of understanding of what	challenging task which may be suitable for more c	apable students who have a rather good		

Adapted from: Sherman, J. (2003). "Celebrity interview" in Using authentic video in the language classroom,

Cambridge: Cambridge University Press, p.137.

Sample Assessment Task 19 (Part A)

Name of Task: Panel Discussion Oral Text-type: ☐ individual presentation ☑ interaction		
Communication Functions: ✓ describing ✓ reporting ✓ explaining ✓ discussing ─ classifying ─ comparing ─ persuading ─ others:		
Audienceteacher plus: none (for pair-only tasks small groups class more than one class	Target audience: if fellow students if students from other classes if teacher(s) if others:	Role(s) of audience: giving non-verbal responses only questioning/commenting interacting with no limitations
Where on this continuum	would you place the task?	_
spontaneous, informal dialogue, e.g. small group interaction	interactive, planned yet dialogic, e.g. semi-formal group report, interactive factual report individual long planned, spoker e.g. news report story telling	text, planned, formal and
This task is suitable for use with the following genre(s): print/non-print fiction print/non-print biography/autobiography factual books/documentaries on common topics, e.g. sports, hobbies, travel books/films on real life issues, e.g. environmental, social, economic		
Topic/text/materials/resources used for the assessment activities (i.e. websites, movies, books, handouts): Think of some common issues and themes that students are most interested in and find a documentary or other kind of programme which addresses one of these issues.		
Description of activities leading to assessment	 Show the first five minutes of the documentary/programme to the students and ask them to predict what kind of issues will be addressed. Write down students' answers on the board. Divide the students into groups of 3 and assign a role to each of the group members (a news reporter, a complainer, an expert on the particular issue). Discuss with the students how their new role will affect the way they view the rest of the programme; e.g. a reporter may think of how to make use of the information he/she sees and turn it into a piece of interesting news; an expert may look at the information with caution and skepticism, a complainer may victimize himself/herself and see the issue as a real problem which needs to be addressed immediately. Ask the students to view the rest of the programme with their new role in mind. After viewing, ask them to take on their new role and pretend they will hold a panel discussion on a TV programme. The reporter will start the discussion by providing some background information on the issue, posing questions to both the expert and the complainer, and summarizing some of the important points at the end. The complainer will be highlighting some major problems and concerns about the issue and the expert will try to clarify misunderstandings and try to provide information on that issue. Remind the students that they need to work together and present their discussion in such a way that others will get a better understanding of the issue from different angles. Ask the students to present their discussion to the class. 	
Assessment activity (Group Interaction)	Divide the students into groups of 3 and ask them to find and watch a programme/documentary related to a real life issue. (Students can further explore the same issue they discussed in class, but they must view a different programme, or they can choose another issue that they are interested in and watch a related programme together). Have them organize a panel discussion similar to what they did in the pre-assessment activities. The teacher-assessor can act as the Panel Chair to support the students or guide them during the discussion.	
Post assessment activity	 Ask students to do self- and peer-assessment after the assessment activity. Give feedback on the overall performance of the class and give advice on how to make improvements by making use of the assessment criteria. 	
Remarks:	improvements by making use of the assessment of	TOOLIU.

- This is a relatively challenging task which is suitable for more capable students. If the students are up to the challenge, they may find this task stimulating and interesting as it can help to develop their critical thinking skills and help them to see things from different perspectives.
- However, teachers should remind their students that the panel discussion is supposed to be interactive. If each member only presents their own part without further discussion, they may end up giving an individual presentation rather than having a group interaction.

• Alternatively, teachers may consider turning this task into individual presentations. Students can work as a group to explore issues of interest to them. Then, they can take turns presenting their part to the rest of the group and their presentation will be marked according to the criteria for individual presentations.

Sample Assessment Task 20 (Part A)

Name of Task: Independent work with documentaries/non-fiction Oral Text-type: ☑ individual presentation ☐ interaction		
Communication Function ✓ describing ✓ repor ─ classifying ─ comp	s: ting ✓ explaining ☐ discussing	
Audienceteacher plus: a student partner small groups class more than one class	Targeted audience: ✓ fellow students ✓ students from other classes ✓ teacher(s) ✓ others:	
Where on this continuum	would you place the task?	
spontaneous, informal dialogue, e.g. small group interaction	interactive, planned yet dialogic, e.g. semi- formal group report, interactive factual report individual long turn of planned, spoken text, e.g. news reporting, interactive factual report individual long turn of planned, formal and coherent, e.g. spoken report, a speech	
□ print/non-print fiction □ print/non-print biograph □ factual books/document □ books/films on real life	ny/autobiography taries on common topics, e.g. sports, hobbies, travel issues, e.g. environmental, social, economic nrees used for the assessment activities (i.e. websites, movies, books, handouts):	
Choose a documentary bas	sed on students' interests, ability, or what they are learning in other subjects. Tell students the lask them to do some research on the subject of the documentary. They may gather the information	
Description of activities leading to assessment	 On the day of viewing, show the introduction (the first 5 minutes) and ask students to answer the following questions: a) What is the main idea/purpose of the programme? b) What do you expect to learn from this documentary? c) What would you like to find out from this programme? Watch the next 15-20 minutes, then take a break. Ask students to make some notes on the following questions: a) What are your feelings? Are you interested/bored/indignant/horrified/amused? Why? b) What does it say? What is the most interesting information/point? c) What does it show? What are the most significant or interesting scenes? d) Who are the participants? Which is the most interesting? e) Does it answer any "Why" or "How" questions? Write down the questions and the answers. f) Is there any important new vocabulary? Check understanding. Go over some of the questions and answers in Step 2 briefly. Check to see if students need clarification/explanations about what they have seen before showing the rest of the documentary. Play the rest of the documentary and ask students to write a brief review/report using the following structure: The programme is aboutIts main idea/purpose is My main reaction was Briefly, it says thatand it showsThe most interesting part/person/fact/picture/moment/idea is If I was/had beenI would/would haveI would/would not recommend this documentary because Ask students to present their oral reports in class. 	
Assessment activity (Individual Presentation)	Ask students to select a documentary of their choice and ask them to prepare an oral report following the patterns they have used in the pre-assessment activities.	

Post assessment activity

- 1. Ask the student audience to assess the performances of the presenters using a peer-evaluation form.
- 2. Encourage the student assessors to give feedback to the presenters.
- 3. Ask student presenters to watch their own videotaped presentations and write a reflective journal on its strengths and weaknesses.
- 4. Give the presenters some suggestions on how to improve their presentation skills.

Remarks:

- For weaker students, you may show the first 15-20 minutes of the documentary twice and give them more time to complete
 or extend their notes for Step 2.
- Showing a documentary in class and telling students what they need to focus on when they watch the documentary will
 help them understand what they are expected to do for the SBA.
- Encourage students to do some research on the topic of their chosen documentary before the actual viewing will increase their general background knowledge on the topic and in turn make it easier for them to follow and understand the documentary.

Adapted from: Sherman, J. (2003). "Independent work with documentaries" in Using authentic video in the language classroom, Cambridge: Cambridge University Press, p. 67-68.

Sample Assessment Task 21 (Part A)

Name of Task: Group work with non-print non-fiction Oral Text-type: individual presentation interaction		
Communication Function describing classifying comp	ing explaining discussing	
Audienceteacher plus: a student partner small groups class more than one class	Target audience: ✓ fellow students ✓ students from other classes ✓ teacher(s) ✓ others:	
Where on this continuum	would you place the task?	
spontaneous, informal dialogue, e.g. small group interaction	interactive, planned yet dialogic, e.g. semi-formal group report, interactive factual report individual long turn of e.g. news reporting, interactive factual report individual long turn of planned, spoken text, e.g. news reporting, interactive factual report individual long turn of planned, formal and coherent, e.g. spoken report, a speech	
This task is suitable for u print/non-print fiction	e with the following genre(s):	
	y/autobiography aries on common topics, e.g. sports, hobbies, travel issues, e.g. environmental, social, economic	
Topic/text/materials/resources used for the assessment activities (i.e. websites, movies, books, handouts): Choose a documentary based on students' interests, ability, or what they are learning in other subjects. Tell students the reasons for your choice and ask them to do some research on the subject of the documentary. They may gather the information from an encyclopedia, books, the Internet, etc. Ask students to write down names of people/animals, places, organizations, etc.		
Description of activities leading to assessment	 On the day of viewing, show the introduction (the first five minutes) and ask students to answer the following questions: a) What is the main idea/purpose of the programme? b) What do you expect to learn from this documentary? 	
	c) What would you like to find out from this programme?2. Watch the next 15-20 minutes, then take a break. Ask students to make some notes on the following questions:	
	a) What are your feelings? Are you interested/bored/indignant/horrified/amused? Why?b) What does it say? What is the most interesting information/point?c) What does it show? What are the most significant or interesting scenes?	
	3. Check to see if students need clarification/explanations about what they have seen before showing the rest of the documentary.	
	4. Watch the rest of the documentary. Ask students to make notes on the following questions: a) What are your feelings now? Are you interested/bored/indignant/horrified/amused?	
	Why?	
	b) What does it say? What is the most interesting information/point? Is it different from what you have written down previously? If so, why?	
	c) What does it show? What are the most significant or interesting scenes? Is it different from what you have written down previously? If so, why?	
	d) Does it answer any "Why" or "How" questions? Write down the questions and the answers.	
	e) Does it address what you expect to learn from the documentary?	
	f) Is there any important new vocabulary you have learned from the film? Share some examples.	
	5. Divide the students into pairs. Ask them to compare and discuss their answers for questions 4a - 4f.	
	6. For homework, ask them to write down three things that they found interesting/learned from the documentary and 2-3 things that his/her partner has a different answer to or opinion on with regard to the questions discussed during the pair interaction in class.	

Assessment activity (Group Interaction)	Ask students to select and watch a documentary of their choice in pairs. Have them prepare the answers to questions 4a - 4f individually. Then carry out a discussion similar to what they did in the pre-assessment activities.	
Post assessment activity	 Ask students to do self- and peer-assessment after the assessment activity. Give feedback on the overall performance of the class and give advice on how to make improvements by making use of the assessment criteria. 	

- For weaker students, you may show the first 15-20 minutes of the documentary twice and give them more time to complete or extend their notes for Steps 2 or 4.
- Encourage students to do some research on the topic of their chosen documentary before the actual viewing will increase their general background knowledge on the topic and in turn make it easier for them to follow and understand the documentary.

Adapted from: Sherman, J. (2003). "Independent work with documentaries" in Using authentic video in the language classroom, Cambridge: Cambridge University Press, p. 67-68.

Sample Assessment Task 22 (Part A)

Name of Task: Different cultures 1 Oral Text-type: ☑ individual presentation ☐ interaction		
Communication Function	•	
describing repor		
classifying Comp		
Audienceteacher plus:	Target audience: Role(s) of audience:	
a student partner	✓ fellow students ✓ giving non-verbal responses only	
small groups	students from other classes questioning/commenting	
class	teacher(s) Interacting with no limitations	
more than one class	others:	
more than one than		
Where on this continuum	would you place the task?	
◆ There on this continuum	• Trouta you place the task?	
spontaneous, informal	interactive, planned yet individual long turn of individual long turn that is	
dialogue, e.g. small	dialogic, e.g. semi- planned, spoken text, planned, formal and	
group interaction	formal group report, e.g. news reporting, coherent, e.g. spoken	
	interactive factual report story telling report, a speech	
	se with the following genre(s):	
print/non-print fiction		
print/non-print biograp		
factual books/documen	taries on common topics, e.g. sports, hobbies, travel	
books/films on real life	issues, e.g. environmental, social, economic	
Topic/text/materials/reso	urces used for the assessment activities (i.e. websites, movies, books, handouts):	
Select a film/documentary	related to a particular culture e.g. Tom Sawyer (US 1870s); Sarafina (South Africa during	
	K in the 1980s); Field of Dreams (about baseball); October Sky (about a US mining town and	
rockets); Bend it like Beck	ham (Indian culture in the UK and roles of men and women within it)	
Description of activities	1. Tell students that you will show them a film/documentary related to a particular culture. Ask	
leading to assessment	students to search for information on the web about the theme/the particular culture of the	
	film.	
	2. In the next lesson, randomly select some students to share one or two things they found	
	interesting about that particular culture. Highlight terms or vocabulary they may find difficult	
	from the film.	
	3. If possible, bring some visual aids/objects related to the particular culture to stimulate students' interest in that particular culture.	
	4. Before viewing, ask students to pay attention to the differences between Chinese culture and	
	the culture featured in the film on one or more of the following aspects:	
	a. lifestyle	
	b. food	
	c. entertainment	
	d. education system	
	e. traditions/values	
	f. roles of men and women; girls and boys	
	g. dances	
	h. festivals	
	i. transport	
	j. workers' organisations / labour relations / culture (you can't avoid this with Billy Elliot	
	otherwise it will be very difficult to make sense of the film),	
	5. Hold a class discussion on a particular aspect of the similarities between the culture they	
	have been reading/watching about and their own; for example, if they have watched <i>Bend it</i> like Beekham, you could ask them to think about whether girls in Hong Kong are more	
	like Beckham, you could ask them to think about whether girls in Hong Kong are more encouraged to play soccer than the girls in the film; if they have viewed Billy Elliot, you	
	could ask them to think about how workers in Hong Kong and the UK in the 1980s try/tried	
	to solve disputes with their employers.	
	6. Ask students to prepare an oral presentation to the whole class about the differences between	
	Chinese culture and another culture which they find interesting. Students can conduct peer	
	evaluations using the guidelines and evaluation forms in Appendix 3 for reference.	
Assessment activity	Ask students to watch a film on their own which is related to elements of another culture. Ask	
(Individual	them to prepare an oral presentation following Steps 4 and 6. Alternatively, students can read a	
Presentation)	book on a particular aspect featured in the film and present their comparison orally for the SBA assessment.	
i e	assessment.	

Post assessment activity

- . Ask the student audience to assess the performances of the presenters using a peer-evaluation form.
- 2. Encourage the student assessors to give feedback to the presenters.
- 3. Ask student presenters to watch their own videotaped presentations and write a reflective journal on the strengths and weaknesses of the presentation.
- 4. Give the presenters some suggestions on how to improve their presentation skills.

Remarks:

• Ask students to focus on one or two aspects rather than talking about more items on a superficial level in their presentation.

Sample Assessment Task 23 (Part A)

Name of Task: Different Cultures 2 Oral Text-type: ☐ individual presentation ☑ interaction		
Communication Function	•	
describing repor		
classifying comp	paring persuading others:	
Audienceteacher plus:	Target audience: Role(s) of audience:	
a student partner	fellow students giving non-verbal responses only	
✓ small groups✓ class	✓ students from other classes	
more than one class	teacher(s) interacting with no limitations others:	
_	would you place the task?	
<u> </u>	—	
spontaneous, informal		
dialogue, e.g. small group interaction	dialogic, e.g. semi- formal group report, e.g. news reporting, planned, formal and coherent, e.g. spoken report,	
8	interactive factual report story telling a speech	
	se with the following genre(s):	
print/non-print fiction		
□ print/non-print biograpl☑ factual books/documen	hy/autobiography taries on common topics, e.g. sports, hobbies, travel	
	issues, e.g. environmental, social, economic	
	urces used for the assessment activities (i.e. websites, movies, books, handouts):	
_	related to a particular culture	
Description of activities	1. Ask students to search for information on the web about the theme/particular culture of the	
leading to assessment	film.	
	2. Randomly select some students to share one or two things they found interesting about that particular culture. Highlight terms or vocabulary they may find difficult from the film.	
	3. If possible, bring some visual aids/objects related to the particular culture to stimulate students' interest in that particular culture	
	Before viewing, ask students to pay attention to the differences between Chinese culture and the culture featured in the film on one or more of the following aspects:	
	a. lifestyle	
	b. food	
	c. entertainment	
	d. education system	
	e. traditions	
	f. values	
	g. roles of men and women; girls and boys h. dances	
	i. festivals	
	j. transportation	
	5. Hold a class discussion on a particular aspect.	
Assessment activity (Group Interaction)	Part 1: For the SBA, divide students into small groups, ask each group member to think of a particular aspect which they would like to explore further. Tell students that they can learn more about that particular aspect from other print/non-print text on their own, so they will be more prepared when they join a discussion with their group members to discuss which aspect of the culture they watched in the film is worth presenting/exploring further. On the day of the assessment, students will take turns presenting their view on the aspect they have explored, and as a group, they have to decide which aspect they will choose to for a group presentation later. Encourage students to ask questions, show their agreement and disagreement, and engage in the discussion to come to a consensus on the topic of their group presentation. Remind the students that they don't need to put down other students' ideas in order to get higher scores for the SBA. It is their ideas, contribution to and engagement in the discussion that counts.	
	taken, common to and engagement in the discussion that country.	

	Part 2: After students have decided which aspect they would like to explore further, they will get together and prepare a presentation on the chosen aspect and present the information in front of their class. Encourage the students to make the presentation interactive and interesting, e.g. they can present the information through a short skit, a news report, interviews with key persons from that culture, etc. Please note that Part 2 is an extension to the assessment task in Part 1 and it should not be counted as an assessment task for SBA as these tasks might require prepared scripts and dramatic skills. Yet, they are still excellent assessment tasks for learning and should be strongly encouraged.	
Post assessment activity	 Ask students to do self- and peer-assessment after the assessment activity. Give feedback on the overall performance of the class and give advice on how to make improvements by making use of the assessment criteria. 	

• The group discussion can be presented to S3 students instead of their own classmates, so the junior form students can be exposed to some presentations related to SBA, and in turn, they will be more familiar with the types of SBA tasks they will be required to do when they are promoted to S4.

Sample Assessment Task 24 (Part A)

Name of Task: Two stars and a wish (for higher ability S5 students) Oral Text-type: individual presentation interaction			
Communication Functions:	r		
describing reporting	g explaining discussing		
classifying compari	ng persuading others:	_	
Audienceteacher plus:	Target audience:	Role(s) of audience:	
a student partner	✓ fellow students	giving non-verbal responses only	
small groups	students from other classes	✓ questioning/commenting	
class	teacher(s)	✓ interacting with no limitations	
more than one class	others:		
Where on this continuum wo	ould you place the task?		
spontaneous, informal	interactive, planned yet individual long	turn of individual long turn that is	
dialogue, e.g. small	dialogic, e.g. semi-		
group interaction	formal group report, e.g. news report	coherent, e.g. spoken report,	
	interactive factual report story telling	a speech	
This task is suitable for use v	with the following genre(s):		
print/non-print fiction	yytahia aranky		
print/non-print biography/a factual books/documentari	es on common topics, e.g. sports, hobbies, travel		
	ues, e.g. environmental, social, economic		
	es used for the assessment activities (i.e. websites,	novies hooks handouts):	
-	talk for one minute about a book/documentary they		
	or reference and write down some notes in point-for		
"Guiding Questions for Studen		1 12	
Description of activities	1. Distribute and discuss the "Guiding Questions	for Students". Explain to students that they	
leading to assessment	can ask questions at different levels.		
	2. Tell students something about a factual book/de	ocumentary you have read.	
	3. Divide the students into small groups.4. Ask them to come up with some questions to a	sk you so that they can find out more shout	
	the book/documentary you read/watched.	•	
	5. Ask students to work out at least one question to		
	Invite students to ask you some first level questions for the second minute and all the wa		
	that you will only provide an answer if they ask		
	7. Compliment your students on the good question	ns they asked you.	
	8. After students are familiar with the various type		
	to take turns talking about their book/documen each turn). Students may use their 4x6 note ca		
	up and speak as naturally as possible.	ind for reference, but they should try to look	
	9. After each 1-minute talk, the group members w	vill ask the presenter some guiding questions	
	at level 3 or above (for 2-3 minutes). They may also comment on the presenter's responses		
	and ask follow-up questions.	1 :-/	
	10. When time is over, one or two of the group me say something positive about the student's pre-		
	wish" – to say something that he/she would lik		
	been explained.		
Assessment activity	Ask students to talk about another factual book/documentary they have read/watched in a small		
(Group Interaction)	group, following the procedure in Step 9. The teach		
	questioning continuum from the "framework of guiding questions" in the SBA guidelines. When the teacher has completed his/her probing, group members will be invited to "give two		
	stars" and "make a wish" similar to the procedure in Step 10 of the pre-assessment activity.		
Post assessment activity	1. Ask students to do self- and peer-assessment at		
	2. Give feedback on the overall performance of		
Domonka	improvements by making use of the assessmen	i cinella.	
Remarks: • The pre-assessment activities can help students think about the types of questions that they might be asked during the SBA			
- The pre-assessment activi	nes can nerp students tillik about tile types of question	ons that they hight be asked duffing the SBA	

and in turn they will be more prepared to answer high level questions during the actual assessment.

- Concluding the discussion with "two stars and a wish" is a nice way to round up the discussion. It also encourages students to pay attention to the information they hear during the student presentation and helps students practise expressing praise, and using appropriate language to make a gentle critical comment.
- Remember the focus of this task should be on students' interaction. The one-minute talk at the beginning is only a warm-up activity which allows the students to provide some background information to his/her group members to generate the interaction.
- Alternatively, teachers could use this task for individual presentations by increasing the 1-minute talk to 2-3 minutes. The
 discussion which comes afterwards should not be counted as part of the SBA task, but an extension of the assessment for
 learning.