



香港考試及評核局  
Hong Kong  
Examinations and  
Assessment Authority

# **2012 HKDSE English Language Examination**

## **School-based Assessment Component**

### **Sample Assessment Tasks (Part A)**

*Developed by the SBA Consultancy Team  
Faculty of Education, The University of Hong Kong*

### Sample Assessment Tasks (Part A)

Task 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?



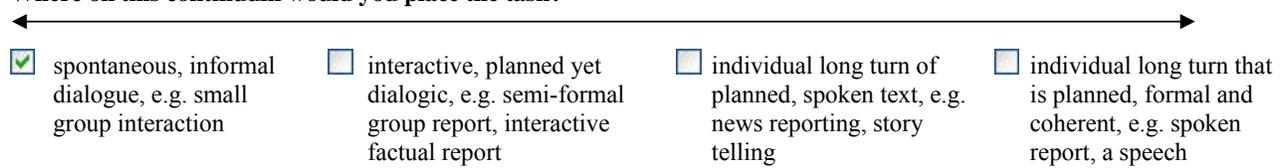
**Sample Assessment Task 2 (Part A)**

<b>Name of Task: An interesting character 2</b>	
<b>Oral Text-type:</b> <input checked="" type="checkbox"/> individual presentation <input type="checkbox"/> interaction	
<b>Communication Functions:</b> <input checked="" type="checkbox"/> describing <input checked="" type="checkbox"/> reporting <input checked="" type="checkbox"/> explaining <input type="checkbox"/> discussing <input type="checkbox"/> classifying <input type="checkbox"/> comparing <input type="checkbox"/> persuading <input type="checkbox"/> others: _____	
<b>Audience--teacher plus:</b> <input type="checkbox"/> a student partner <input type="checkbox"/> small groups <input checked="" type="checkbox"/> class <input type="checkbox"/> more than one class	<b>Target audience:</b> <input checked="" type="checkbox"/> fellow students <input type="checkbox"/> students from other classes <input checked="" type="checkbox"/> teacher(s) <input type="checkbox"/> others: _____
<b>Role(s) of audience:</b> <input checked="" type="checkbox"/> giving non-verbal responses only <input type="checkbox"/> questioning/commenting <input type="checkbox"/> interacting with no limitations	
<b>Where on this continuum would you place the task?</b>  <input type="checkbox"/> spontaneous, informal dialogue, e.g. small group interaction <input type="checkbox"/> interactive, planned yet dialogic, e.g. semi-formal group report, interactive factual report <input checked="" type="checkbox"/> individual long turn of planned, spoken text, e.g. news reporting, story telling <input type="checkbox"/> individual long turn that is planned, formal and coherent, e.g. spoken report, a speech	
<b>This task is suitable for use with the following genre(s):</b> <input checked="" type="checkbox"/> print/non-print fiction <input type="checkbox"/> print/non-print biography/autobiography <input type="checkbox"/> factual books/documentaries on common topics, e.g. sports, hobbies, travel <input type="checkbox"/> books/films on real life issues, e.g. those to do with the environment, society or the economy	
<b>Topic/text/materials/resources used for the assessment activities</b> (i.e. websites, movies, books, handouts): Any print/non-print fiction, book review questions (see Appendix 2), guidelines and evaluation forms (see Appendix 3)	
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>1. Make a copy of the handout (see Appendix 2) for each student. Think of an interesting character from a story you have read or a film you have watched and be prepared to talk about your chosen character using the handout for reference.</li> <li>2. Ask students to think of an interesting character from your chosen story they have read or the film they have watched.</li> <li>3. Distribute and discuss the handout with the students.</li> <li>4. Talk about an interesting character you have in mind using the handout for reference.</li> <li>5. Ask students to prepare an oral presentation to introduce their chosen character to the entire class; using the handout for reference.</li> <li>6. On the day of the presentation, students can conduct peer evaluations using the guidelines and evaluation forms in Appendix 3 for reference.</li> </ol>
<b>Assessment activity (Individual presentation)</b>	Ask the students to prepare a presentation on their chosen character from another story they 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 be used during the assessment.
<b>Post assessment activity</b>	<ol style="list-style-type: none"> <li>1. Ask students to do self- and peer-assessment after the assessment activity.</li> <li>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.</li> </ol>
<b>Remarks:</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• If class time is limited, the presentations may require more than one class period.</li> </ul>	

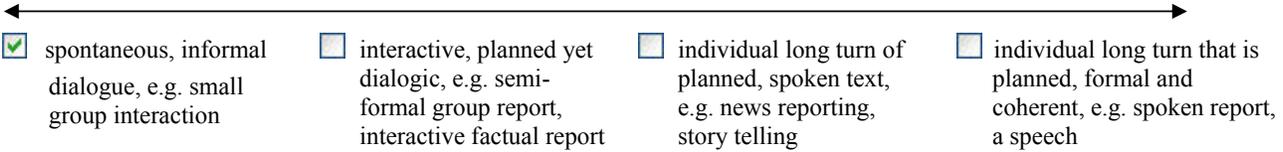
### Sample Assessment Task 3 (Part A)

<b>Name of Task: Adopt a character</b>			
<b>Oral Text-type:</b> <input type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction			
<b>Communication Functions:</b> <input checked="" type="checkbox"/> describing <input checked="" type="checkbox"/> reporting <input checked="" type="checkbox"/> explaining <input checked="" type="checkbox"/> discussing <input type="checkbox"/> classifying <input type="checkbox"/> comparing <input type="checkbox"/> persuading <input type="checkbox"/> others: _____			
<b>Audience--teacher plus:</b> <input type="checkbox"/> a student partner <input checked="" type="checkbox"/> small groups <input type="checkbox"/> class <input type="checkbox"/> more than one class	<b>Target audience:</b> <input checked="" type="checkbox"/> fellow students <input type="checkbox"/> students from other classes <input checked="" type="checkbox"/> teacher(s) <input type="checkbox"/> others: _____	<b>Role(s) of audience:</b> <input type="checkbox"/> giving non-verbal responses only <input checked="" type="checkbox"/> questioning/commenting <input checked="" type="checkbox"/> interacting with no limitations	
<b>Where on this continuum would you place the task?</b>			
<input checked="" type="checkbox"/> spontaneous, informal dialogue, e.g. small group interaction	<input type="checkbox"/> interactive, planned yet dialogic, e.g. semi-formal group report, interactive factual report	<input type="checkbox"/> individual long turn of planned, spoken text, e.g. news reporting, story telling	<input type="checkbox"/> individual long turn that is planned, formal and coherent, e.g. spoken report, a speech
<b>This task is suitable for use with the following genre(s):</b> <input checked="" type="checkbox"/> print/non-print fiction <input type="checkbox"/> print/non-print biography/autobiography <input type="checkbox"/> factual books/documentaries on common topics, e.g. sports, hobbies, travel <input type="checkbox"/> books/films on real life issues, e.g. those to do with the environment, society or the economy			
<b>Topic/text/materials/resources used for the assessment activities</b> (i.e. websites, movies, books, handouts): A film where the characters and their relationships are important			
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. 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.</li> <li>3. 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.</li> <li>4. 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.</li> <li>5. Ask them to think about <i>their</i> situation, current mood, motivations/desires, and feelings about the other characters while watching the movie.</li> <li>6. In class, students present their new selves to their group members, covering the four aspects outlined in Step 5.</li> <li>7. After each character presentation, encourage the group members to ask questions, show their opinions, agreement and disagreement.</li> </ol>		
<b>Assessment activity (Group interaction)</b>	Ask students to work in groups of 4-5 and watch another movie together. Ask them to prepare a group discussion following Steps 4-7.		
<b>Post assessment activity</b>	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.		
<b>Remarks:</b>			
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>			

**Sample Assessment Task 4 (Part A)**

<b>Name of Task: Casting couch</b>	
<b>Oral Text-type:</b> <input type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction	
<b>Communication Functions:</b> <input checked="" type="checkbox"/> describing <input checked="" type="checkbox"/> reporting <input checked="" type="checkbox"/> explaining <input checked="" type="checkbox"/> discussing <input type="checkbox"/> classifying <input checked="" type="checkbox"/> comparing <input type="checkbox"/> persuading <input type="checkbox"/> others: _____	
<b>Audience--teacher plus:</b> <input type="checkbox"/> a student partner <input checked="" type="checkbox"/> small groups <input type="checkbox"/> class <input type="checkbox"/> more than one class	<b>Target audience:</b> <input checked="" type="checkbox"/> fellow students <input type="checkbox"/> students from other classes <input type="checkbox"/> teacher(s) <input type="checkbox"/> others: _____
<b>Role(s) of audience:</b> <input type="checkbox"/> giving non-verbal responses only <input checked="" type="checkbox"/> questioning/commenting <input checked="" type="checkbox"/> interacting with no limitations	
<b>Where on this continuum would you place the task?</b> 	
<b>This task is suitable for use with the following genre(s):</b> <input checked="" type="checkbox"/> print/non-print fiction <input type="checkbox"/> print/non-print biography/autobiography <input type="checkbox"/> factual books/documentaries on common topics, e.g. sports, hobbies, travel <input type="checkbox"/> books/films on real life issues, e.g. those to do with the environment, society or the economy	
<b>Topic/text/materials/resources used for the assessment activities</b> (i.e. websites, movies, books, handouts): Any print/non-print fiction, old magazines and newspapers which contain photos of many different people/characters	
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>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.</li> <li>2. Write down the names of some major characters on the board.</li> <li>3. Divide the class into groups of 3-4. Either assign or ask each group to choose a character they want to work on.</li> <li>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: <ol style="list-style-type: none"> <li>a) the personalities of the characters</li> <li>b) the hobbies or habits of the characters</li> <li>c) some of the major events in which the characters take part in</li> <li>d) the way that the characters handle crises in the story</li> </ol> </li> <li>5. 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.</li> <li>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.</li> <li>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.</li> </ol>
<b>Assessment activity (Group interaction)</b>	<ol style="list-style-type: none"> <li>1. Ask students to work in groups of 3 and read the same book together.</li> <li>2. Ask students to each hunt for a photo that seems to fit three of the main characters from the story.</li> <li>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.</li> </ol>
<b>Post assessment activity</b>	<ol style="list-style-type: none"> <li>1. Ask students to do self- and peer-assessment after the assessment activity.</li> <li>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.</li> </ol>
<b>Remarks:</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	

**Sample Assessment Task 5 (Part A)**

<b>Name of Task: Heroes/Heroines</b>	
<b>Oral Text-type:</b> <input type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction	
<b>Communication Functions:</b> <input checked="" type="checkbox"/> describing <input checked="" type="checkbox"/> reporting <input checked="" type="checkbox"/> explaining <input checked="" type="checkbox"/> discussing <input type="checkbox"/> classifying <input checked="" type="checkbox"/> comparing <input type="checkbox"/> persuading <input type="checkbox"/> others: _____	
<b>Audience--teacher plus:</b> <input checked="" type="checkbox"/> a student partner <input checked="" type="checkbox"/> small group <input type="checkbox"/> class <input type="checkbox"/> more than one class	<b>Target audience:</b> <input checked="" type="checkbox"/> fellow students <input type="checkbox"/> students from other classes <input type="checkbox"/> teacher(s) <input type="checkbox"/> others: _____
<b>Role(s) of audience:</b> <input type="checkbox"/> giving non-verbal responses only <input checked="" type="checkbox"/> questioning/commenting <input checked="" type="checkbox"/> interacting with no limitations	
<b>Where on this continuum would you place the task?</b>  <input checked="" type="checkbox"/> spontaneous, informal dialogue, e.g. small group interaction <input type="checkbox"/> interactive, planned yet dialogic, e.g. semi-formal group report, interactive factual report <input type="checkbox"/> individual long turn of planned, spoken text, e.g. news reporting, story telling <input type="checkbox"/> individual long turn that is planned, formal and coherent, e.g. spoken report, a speech	
<b>This task is suitable for use with the following genre(s):</b> <input checked="" type="checkbox"/> print/non-print fiction <input checked="" type="checkbox"/> print/non-print biography/autobiography <input type="checkbox"/> factual books/documentaries on common topics, e.g. sports, hobbies, travel <input type="checkbox"/> books/films on real life issues, e.g. environmental, social, economic	
<b>Topic/text/materials/resources used for the assessment activities</b> (i.e. websites, movies, books, handouts): Any print/non-print fiction, biography/autobiography with heroes/heroines in the story.	
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>1. Ask students to think of a hero/heroine from the news/books/movies they have recently read/watched.</li> <li>2. Have them write down the personal characteristics of the character on a note card in point-form and bring it to class.</li> <li>3. Hold a class discussion relating to the personal characteristics of heroes/heroines they know of.</li> <li>4. Provide explanations for any difficult vocabulary items if needed.</li> <li>5. Invite selected students to share stories of the heroes/heroines they know of using their note card for reference.</li> <li>6. Ask students to discuss: Do heroes/heroines always win in the end? What kind of life lessons can be learned from the story?</li> <li>7. Scaffold student discussions as you walk around the classroom.</li> <li>8. Select a few groups of students to share their views and give examples.</li> </ol>
<b>Assessment activity (group interaction or pair work)</b>	<ol style="list-style-type: none"> <li>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.</li> <li>2. Discuss three things they can learn from the bravest character. They may use a single note card for support and reference.</li> </ol>
<b>Post assessment activity</b>	<ol style="list-style-type: none"> <li>1. Ask students to do self- and peer-assessment after the assessment activity.</li> <li>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.</li> </ol>
<b>Remarks:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	

*Adapted from an assessment developed by Rosaryhill School*



	<ol style="list-style-type: none"> <li>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.</li> <li>6. As a group, the students have to discuss and select a gift for the character based on the information provided by the student.</li> <li>7. Then another student will be called on to describe another character, and then the group will select another gift for that character.</li> </ol> <p>Variation:</p> <ol style="list-style-type: none"> <li>1. Ask students to read/watch another book/film and familiarize themselves with the story/events involving a particular character.</li> <li>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.</li> <li>3. Each of them will take turns providing some general information about the book/film they read/watched.</li> <li>4. Then as a group, they will discuss and select a gift for each of the characters.</li> </ol>
<b>Post assessment activity</b>	<ol style="list-style-type: none"> <li>1. Ask students to do self- and peer-assessment after the assessment activity.</li> <li>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.</li> </ol>
<p><b>Remarks:</b></p> <ul style="list-style-type: none"> <li>• Giving students opportunities to hold discussions in class in the pre-assessment activities can help them gain more experience of interacting with others.</li> <li>• 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.</li> </ul>	

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

**Sample Assessment Task 7 (Part A)**

<b>Name of Task: Choosing a gift for a character 2</b> <b>Oral Text-type:</b> <input checked="" type="checkbox"/> individual presentation <input type="checkbox"/> interaction		
<b>Communication Functions:</b> <input checked="" type="checkbox"/> describing <input checked="" type="checkbox"/> reporting <input checked="" type="checkbox"/> explaining <input type="checkbox"/> discussing <input type="checkbox"/> classifying <input type="checkbox"/> comparing <input type="checkbox"/> persuading <input type="checkbox"/> others: _____		
<b>Audience--teacher plus:</b> <input type="checkbox"/> a student partner <input type="checkbox"/> small groups <input checked="" type="checkbox"/> class <input type="checkbox"/> more than one class	<b>Target audience:</b> <input checked="" type="checkbox"/> fellow students <input type="checkbox"/> students from other classes <input checked="" type="checkbox"/> teacher(s) <input type="checkbox"/> others: _____	<b>Role(s) of audience:</b> <input checked="" type="checkbox"/> giving non-verbal responses only <input type="checkbox"/> questioning/commenting <input type="checkbox"/> interacting with no limitations
<b>Where on this continuum would you place the task?</b> 		
<input type="checkbox"/> spontaneous, informal dialogue, e.g. small group interaction <input type="checkbox"/> interactive, planned yet dialogic, e.g. semi-formal group report, interactive factual report <input checked="" type="checkbox"/> individual long turn of planned, spoken text, e.g. news reporting, story telling <input type="checkbox"/> individual long turn that is planned, formal and coherent, e.g. spoken report, a speech		
<b>This task is suitable for use with the following genre(s):</b> <input checked="" type="checkbox"/> print/non-print fiction <input type="checkbox"/> print/non-print biography/autobiography <input type="checkbox"/> factual books/documentaries on common topics, e.g. sports, hobbies, travel <input type="checkbox"/> books/films on real life issues, e.g. environmental, social, economic		
<b>Topic/text/materials/resources used for the assessment activities</b> (i.e. websites, movies, books, handouts): Think of a character from a book or a film which students are familiar with. Prepare a short segment of the film or a short passage about the character.		
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>1 Give a quick summary of the story and highlight the character you have in mind.</li> <li>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.</li> <li>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.</li> <li>4 Ask students to share their ideas with a partner.</li> <li>5 Invite students to describe their gift and explain their choice to the whole class.</li> <li>6 During the presentation, students can conduct peer evaluations using the guidelines and evaluation form (Appendix 3) for reference.</li> </ol> <p><i>*Please refer to the appendix of the recommended texts "Notes on copyright and end-user agreement".</i></p>	
<b>Assessment activity (Individual presentation)</b>	Ask students to prepare an individual oral presentation which provides the following information: <ol style="list-style-type: none"> <li>1. Name of a book/film they have read or watched in their own time</li> <li>2. Author of the book or Director/Script-writer of the film</li> <li>3. A short summary of the story/plot</li> <li>4. Description of the personalities of the characters and some events they face</li> <li>5. Description of a gift for one of the characters</li> <li>6. Reasons for their choice</li> </ol>	
<b>Post assessment activity</b>	<ol style="list-style-type: none"> <li>1. Ask the student audience to assess the performances of the presenters using a peer-evaluation form.</li> <li>2. Encourage the student assessors to give feedback to the presenters.</li> <li>3. Ask student presenters to watch their own videotaped presentations and write a reflective journal on its strengths and weaknesses.</li> <li>4. Give the presenters some suggestions on how to improve their presentation skills.</li> </ol>	
<b>Remarks:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		

- 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*



**Remarks:**

- 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 10 (Part A)**

<b>Name of Task: Getting personal</b>			
<b>Oral Text-type:</b> <input type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction			
<b>Communication Functions:</b> <input checked="" type="checkbox"/> describing <input checked="" type="checkbox"/> reporting <input checked="" type="checkbox"/> explaining <input checked="" type="checkbox"/> discussing <input type="checkbox"/> classifying <input checked="" type="checkbox"/> comparing <input type="checkbox"/> persuading <input type="checkbox"/> others: _____			
<b>Audience--teacher plus:</b> <input checked="" type="checkbox"/> a student partner <input type="checkbox"/> small groups <input type="checkbox"/> class <input type="checkbox"/> more than one class	<b>Target audience:</b> <input checked="" type="checkbox"/> fellow students <input type="checkbox"/> students from other classes <input checked="" type="checkbox"/> teacher(s) <input type="checkbox"/> others: _____	<b>Role(s) of audience:</b> <input type="checkbox"/> giving non-verbal responses only <input checked="" type="checkbox"/> questioning/commenting <input checked="" type="checkbox"/> interacting with no limitations	
<b>Where on this continuum would you place the task?</b>			
<input checked="" type="checkbox"/> spontaneous, informal dialogue, e.g. small group interaction	<input type="checkbox"/> interactive, planned yet dialogic, e.g. semi-formal group report, interactive factual report	<input type="checkbox"/> individual long turn of planned, spoken text, e.g. news reporting, story telling	<input type="checkbox"/> individual long turn that is planned, formal and coherent, e.g. spoken report, a speech
<b>This task is suitable for use with the following genre(s):</b> <input type="checkbox"/> print/non-print fiction <input checked="" type="checkbox"/> print/non-print biography/autobiography <input type="checkbox"/> factual books/documentaries on common topics, e.g. sports, hobbies, travel <input type="checkbox"/> books/films on real life issues, e.g. environmental, social, economic			
<b>Topic/text/materials/resources used for the assessment activities</b> (i.e. websites, movies, books, handouts): Prepare a Personal Responses List (Appendix 4) for each student.			
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>1. Distribute the Personal Responses List (Appendix 4) to each student.</li> <li>2. Ask students to choose one task from the list when they have finished reading a biography/autobiography.</li> <li>3. For homework, ask students to write down their responses to their chosen task on one to two note cards in point-form only. Tell them to be ready to present their task orally for 1-2 minutes.</li> <li>4. Have students work in pairs and take turns asking each other the following questions:             <ol style="list-style-type: none"> <li>a) What is the name of your book?</li> <li>b) Why are you interested in learning about this particular person?</li> <li>c) Did you enjoy the book? Why or why not?</li> <li>d) What did you enjoy most/dislike most about this book?</li> <li>e) Which task have you chosen? Could you tell me why you have chosen this task?</li> <li>f) Could you tell me what you have prepared to report on for this task?</li> </ol> </li> <li>5. Encourage the students to ask for clarification, elaboration and ask other additional questions during the discussion. To promote better discussion, provide some simple cues for the listeners:             <ul style="list-style-type: none"> <li>- “Can you explain ...a little more?”</li> <li>- “When you say..., what do you mean exactly?”</li> </ul> </li> <li>6. After the students have reported to each other about their tasks, ask them to compare the similarities and differences between the two individuals they have read about in terms of one or two of the following:             <ol style="list-style-type: none"> <li>a) their family background</li> <li>b) their education levels</li> <li>c) their personalities</li> <li>d) their interests</li> <li>e) their life experiences</li> <li>f) their contributions to society</li> <li>g) others</li> </ol> </li> <li>7. Walk around the classroom while the students are talking in pairs.</li> </ol>		

	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.
<b>Assessment activity (Group interaction)</b>	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.
<b>Post assessment activity</b>	<ol style="list-style-type: none"> <li>1. Ask students to do self- and peer-assessment after the assessment activity.</li> <li>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.</li> </ol>
<p><b>Remarks:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	

*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)

<b>Name of Task: Book Review</b>			
<b>Oral Text-type:</b> <input type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction			
<b>Communication Functions:</b> <input checked="" type="checkbox"/> describing <input checked="" type="checkbox"/> reporting <input checked="" type="checkbox"/> explaining <input checked="" type="checkbox"/> discussing <input type="checkbox"/> classifying <input type="checkbox"/> comparing <input type="checkbox"/> persuading <input type="checkbox"/> others: _____			
<b>Audience--teacher plus:</b> <input checked="" type="checkbox"/> a student partner <input type="checkbox"/> small groups <input type="checkbox"/> class <input type="checkbox"/> more than one class	<b>Targeted audience:</b> <input checked="" type="checkbox"/> fellow students <input type="checkbox"/> students from other classes <input checked="" type="checkbox"/> teacher(s) <input type="checkbox"/> others: _____	<b>Role(s) of audience:</b> <input type="checkbox"/> giving non-verbal responses only <input checked="" type="checkbox"/> questioning/commenting <input type="checkbox"/> interacting with no limitations	
<b>Where on this continuum would you place the task?</b>			
<input type="checkbox"/> spontaneous, informal dialogue, e.g. small group interaction	<input type="checkbox"/> interactive, planned yet dialogic, e.g. semi-formal group report, interactive factual report	<input checked="" type="checkbox"/> individual long turn of planned, spoken text, e.g. news reporting, story telling	<input type="checkbox"/> individual long turn that is planned, formal and coherent, e.g. spoken report, a speech
<b>This task is suitable for use with the following genre(s):</b> <input checked="" type="checkbox"/> print/non-print fiction <input checked="" type="checkbox"/> print/non-print biography/autobiography <input checked="" type="checkbox"/> factual books/documentaries on common topics, e.g. sports, hobbies, travel <input checked="" type="checkbox"/> books/films on real life issues, e.g. environmental, social, economic			
<b>Topic/text/materials/resources used for the assessment activities</b> (i.e. websites, movies, books, handouts): Make a copy of the Book Review Questions (Appendix 5) for each student. Think of a good book you (the teacher) have read and be ready to answer some of the questions on the list.			
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>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 ..."</li> <li>2. Have students review their reading log, select a book they have read and be prepared to answer the Book Review Questions.</li> <li>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.</li> <li>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.</li> <li>5. Allow a set amount of time, such as 3-5 minutes for each review. When time is up, tell students to switch roles.</li> <li>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.</li> <li>7. Repeat the process a few more times if time allows.</li> <li>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.</li> </ol>		
<b>Assessment activity (Group interaction)</b>	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.		
<b>Post assessment activity</b>	<ol style="list-style-type: none"> <li>1. Ask students to do self- and peer-assessment after the assessment activity.</li> <li>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.</li> </ol>		

**Remarks:**

- 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.

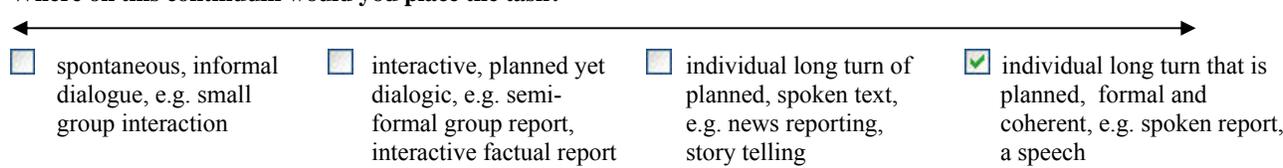
*Adapted from Ken Schmidt's "Book review round robin" In Bamford, J & Day, R. (Eds) Extensive reading activities for teaching language, p,96-98 and Victoria Rodrigo's "The story and me" In Bamford, J & Day, R. (Eds) Extensive reading activities for teaching language, p.99-100.*



	12. Insert another tape in the tape-recorder for the next student and repeat the session as with the first student.
<b>Assessment activity (Group interaction)</b>	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)
<b>Post assessment activity</b>	<ol style="list-style-type: none"> <li>1. Ask students to do self- and peer-assessment after the assessment activity.</li> <li>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.</li> </ol>
<p><b>Remarks:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Students can review their tape from time-to-time to see the progress they have made.</li> <li>• 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.</li> <li>• 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.</li> </ul>	

*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)**

<b>Name of Task: Reading Portfolio Assessment</b>	
<b>Oral Text-type:</b> <input checked="" type="checkbox"/> individual presentation <input type="checkbox"/> interaction	
<b>Communication Functions:</b> <input checked="" type="checkbox"/> describing <input checked="" type="checkbox"/> reporting <input checked="" type="checkbox"/> explaining <input type="checkbox"/> discussing <input type="checkbox"/> classifying <input type="checkbox"/> comparing <input type="checkbox"/> persuading <input type="checkbox"/> others: _____	
<b>Audience--teacher plus:</b> <input type="checkbox"/> a student partner <input type="checkbox"/> small groups <input checked="" type="checkbox"/> class <input type="checkbox"/> more than one class	<b>Target audience:</b> <input checked="" type="checkbox"/> fellow students <input type="checkbox"/> students from other classes <input checked="" type="checkbox"/> teacher(s) <input type="checkbox"/> others: _____
<b>Role(s) of audience:</b> <input checked="" type="checkbox"/> giving non-verbal responses only <input type="checkbox"/> questioning/commenting <input type="checkbox"/> interacting with no limitations	
<b>Where on this continuum would you place the task?</b>  <input type="checkbox"/> spontaneous, informal dialogue, e.g. small group interaction <input type="checkbox"/> interactive, planned yet dialogic, e.g. semi-formal group report, interactive factual report <input type="checkbox"/> individual long turn of planned, spoken text, e.g. news reporting, story telling <input checked="" type="checkbox"/> individual long turn that is planned, formal and coherent, e.g. spoken report, a speech	
<b>This task is suitable for use with the following genre(s):</b> <input checked="" type="checkbox"/> print/non-print fiction <input type="checkbox"/> print/non-print biography/autobiography <input type="checkbox"/> factual books/documentaries on common topics, e.g. sports, hobbies, travel <input type="checkbox"/> books/films on real life issues, e.g. environmental, social, economic	
<b>Topic/text/materials/resources used for the assessment activities</b> (i.e. websites, movies books, handouts): Prepare a folder for each student and show a sample of a portfolio to students if available.	
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>At the beginning of the term, introduce the reading portfolio to students.</li> <li>Discuss the purpose of building individual reading portfolios, possible reading materials, the standard for evaluation, etc.</li> <li>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.</li> <li>Periodically respond to the entries in the portfolios and discuss the contents.</li> <li>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).</li> <li>Ask students to present their reading portfolio orally in groups first.</li> <li>Then they can polish their presentation and present their experience and reading portfolio orally to the whole class.</li> </ol>
<b>Assessment activity (Individual Presentation)</b>	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.
<b>Post assessment activity</b>	<ol style="list-style-type: none"> <li>Ask the student audience to assess the performances of the presenters using a peer-evaluation form.</li> <li>Encourage the student assessors to give feedback to the presenters.</li> <li>Ask student presenters to watch their own videotaped presentations and write a reflective journal on its strengths and weaknesses.</li> <li>Give the presenters some suggestions on how to improve their presentation skills.</li> </ol>
<b>Remarks:</b> <ul style="list-style-type: none"> <li>A reading portfolio can help students reflect on what they have read and learned throughout the term.</li> <li>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.</li> </ul>	



	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.
<b>Post assessment activity</b>	<ol style="list-style-type: none"> <li>1. Ask students to do self- and peer-assessment after the assessment activity.</li> <li>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.</li> </ol>
<p><b>Remarks:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	

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



### Sample Assessment Task 16 (Part A)

<b>Name of Task: Read the book! Watch the film!</b>	
<b>Oral Text-type:</b> <input checked="" type="checkbox"/> individual presentation <input type="checkbox"/> interaction	
<b>Communication Functions:</b> <input checked="" type="checkbox"/> describing <input checked="" type="checkbox"/> reporting <input checked="" type="checkbox"/> explaining <input type="checkbox"/> discussing <input type="checkbox"/> classifying <input type="checkbox"/> comparing <input type="checkbox"/> persuading <input type="checkbox"/> others: _____	
<b>Audience--teacher plus:</b> <input type="checkbox"/> a student partner <input type="checkbox"/> small groups <input checked="" type="checkbox"/> class <input type="checkbox"/> more than one class	<b>Target audience:</b> <input checked="" type="checkbox"/> fellow students <input type="checkbox"/> students from other classes <input checked="" type="checkbox"/> teacher(s) <input type="checkbox"/> others: _____
<b>Role(s) of audience:</b> <input checked="" type="checkbox"/> giving non-verbal responses only <input type="checkbox"/> questioning/commenting <input type="checkbox"/> interacting with no limitations	
<b>Where on this continuum would you place the task?</b>	
<input type="checkbox"/> spontaneous, informal dialogue, e.g. small group interaction	<input type="checkbox"/> interactive, planned yet dialogic, e.g. semi-formal group report, interactive factual report
<input type="checkbox"/> individual long turn of planned, spoken text, e.g. news reporting, story telling	<input checked="" type="checkbox"/> individual long turn that is planned, formal and coherent, e.g. spoken report, a speech
<b>This task is suitable for use with the following genre(s):</b> <input checked="" type="checkbox"/> print/non-print fiction <input type="checkbox"/> print/non-print biography/autobiography <input type="checkbox"/> factual books/documentaries on common topics, e.g. sports, hobbies, travel <input type="checkbox"/> books/films on real life issues, e.g. environmental, social, economic	
<b>Topic/text/materials/resources used for the assessment activities</b> (i.e. websites, movies, books, handouts): Prepare a list of books in your library for which there is a movie version in your audiovisual library/public libraries/or easily accessible from rental stores. Make a copy of this list for each student. Familiarize yourself with the questions comparing the book and the film (see Appendix 11), and distribute a copy to each student.	
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>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.</li> <li>2. Distribute and discuss the Book and Film Comparison Questions (see Appendix 11).</li> <li>3. Students can decide whether they want to watch the film (usually easier) or read the book (usually harder) first. Another option is to choose books adapted from film scripts.</li> <li>4. Divide students into small groups to share what they have found in their comparisons.</li> <li>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.</li> <li>6. Invite students to present their comparisons in front of the class.</li> <li>7. A Q&amp;A session might 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.</li> </ol>
<b>Assessment activity (Individual Presentation)</b>	Ask your students to read a different book and watch the film version of the same story. Have 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.
<b>Post assessment activity</b>	<ol style="list-style-type: none"> <li>1. Ask the student audience to assess the performances of the presenters using a peer-evaluation form.</li> <li>2. Encourage the student assessors to give feedback to the presenters.</li> <li>3. Ask student presenters to watch their own videotaped presentations and write a reflective journal on its strengths and weaknesses.</li> <li>4. Give the presenters some suggestions on how to improve their presentation skills.</li> </ol>
<b>Remarks:</b>	
<ul style="list-style-type: none"> <li>• 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.</li> <li>• If class time is limited, the presentations may require more than one class period.</li> </ul>	

- 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)

<b>Name of Task: Going on holiday</b>			
<b>Oral Text-type:</b> <input type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction			
<b>Communication Functions:</b> <input checked="" type="checkbox"/> describing <input checked="" type="checkbox"/> reporting <input checked="" type="checkbox"/> explaining <input checked="" type="checkbox"/> discussing <input type="checkbox"/> classifying <input type="checkbox"/> comparing <input type="checkbox"/> persuading <input type="checkbox"/> others: _____			
<b>Audience--teacher plus:</b> <input checked="" type="checkbox"/> a student partner <input type="checkbox"/> small groups <input type="checkbox"/> class <input type="checkbox"/> more than one class	<b>Target audience:</b> <input checked="" type="checkbox"/> fellow students <input type="checkbox"/> students from other classes <input checked="" type="checkbox"/> teacher(s) <input type="checkbox"/> others: _____	<b>Role(s) of audience:</b> <input type="checkbox"/> giving non-verbal responses only <input checked="" type="checkbox"/> questioning/commenting <input checked="" type="checkbox"/> interacting with no limitations	
<b>Where on this continuum would you place the task?</b>			
<input checked="" type="checkbox"/> spontaneous, informal dialogue, e.g. small group interaction	<input type="checkbox"/> interactive, planned yet dialogic, e.g. semi-formal group report, interactive factual report	<input type="checkbox"/> individual long turn of planned, spoken text, e.g. news reporting, story telling	<input type="checkbox"/> individual long turn that is planned, formal and coherent, e.g. spoken report, a speech
<b>This task is suitable for use with the following genre(s):</b> <input type="checkbox"/> print/non-print fiction <input type="checkbox"/> print/non-print biography/autobiography <input checked="" type="checkbox"/> factual books/documentaries on common topics, e.g. sports, hobbies, travel <input type="checkbox"/> books/films on real life issues, e.g. environmental, social, economic			
<b>Topic/text/materials/resources used for the assessment activities</b> (i.e. websites, movies, books, handouts): Select a video which provides tips on travelling or an introduction to a particular place for a vacation. Prepare a handout (Appendix 12) for each student.			
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>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.</li> <li>2. Discuss the following aspects with the students:               <ol style="list-style-type: none"> <li>a) How to travel there</li> <li>b) Where to eat</li> <li>c) Where to sleep</li> <li>d) What to do</li> </ol> </li> <li>3. Pair up the students and ask them to think of a place they dream of going to.</li> <li>4. Distribute the handouts in Appendix 12 to the students.</li> <li>5. Ask them to take turns being the candidate and the interlocutor using the handout for reference.</li> <li>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.</li> </ol> <p>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.</p>		
<b>Assessment activity (Group Interaction)</b>	Ask students to find and watch a travel programme and gather information as listed in Step 2. If 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.		
<b>Post assessment activity</b>	<ol style="list-style-type: none"> <li>1. Ask students to do self- and peer-assessment after the assessment activity.</li> <li>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.</li> </ol>		
<b>Remarks:</b>			
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>			



**Sample Assessment Task 19 (Part A)**

<b>Name of Task: Panel Discussion</b> <b>Oral Text-type:</b> <input type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction	
<b>Communication Functions:</b> <input checked="" type="checkbox"/> describing <input checked="" type="checkbox"/> reporting <input checked="" type="checkbox"/> explaining <input checked="" type="checkbox"/> discussing <input type="checkbox"/> classifying <input type="checkbox"/> comparing <input type="checkbox"/> persuading <input type="checkbox"/> others: _____	
<b>Audience--teacher plus:</b> <input type="checkbox"/> none (for pair-only tasks) <input checked="" type="checkbox"/> small groups <input type="checkbox"/> class <input type="checkbox"/> more than one class	<b>Target audience:</b> <input checked="" type="checkbox"/> fellow students <input type="checkbox"/> students from other classes <input checked="" type="checkbox"/> teacher(s) <input type="checkbox"/> others: _____
<b>Role(s) of audience:</b> <input type="checkbox"/> giving non-verbal responses only <input checked="" type="checkbox"/> questioning/commenting <input checked="" type="checkbox"/> interacting with no limitations	
<b>Where on this continuum would you place the task?</b>  <input type="checkbox"/> spontaneous, informal dialogue, e.g. small group interaction <input checked="" type="checkbox"/> interactive, planned yet dialogic, e.g. semi-formal group report, interactive factual report <input type="checkbox"/> individual long turn of planned, spoken text, e.g. news reporting, story telling <input type="checkbox"/> individual long turn that is planned, formal and coherent, e.g. spoken report, a speech	
<b>This task is suitable for use with the following genre(s):</b> <input type="checkbox"/> print/non-print fiction <input type="checkbox"/> print/non-print biography/autobiography <input type="checkbox"/> factual books/documentaries on common topics, e.g. sports, hobbies, travel <input checked="" type="checkbox"/> books/films on real life issues, e.g. environmental, social, economic	
<b>Topic/text/materials/resources used for the assessment activities</b> (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.	
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>1. Show the first five minutes of the documentary/programme to the students and ask them to predict what kind of issues will be addressed.</li> <li>2. Write down students' answers on the board.</li> <li>3. 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).</li> <li>4. 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.</li> <li>5. Ask the students to view the rest of the programme with their new role in mind.</li> <li>6. 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.</li> <li>7. 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.</li> <li>8. Ask the students to present their discussion to the class.</li> </ol>
<b>Assessment activity (Group Interaction)</b>	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.
<b>Post assessment activity</b>	<ol style="list-style-type: none"> <li>1. Ask students to do self- and peer-assessment after the assessment activity.</li> <li>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.</li> </ol>
<b>Remarks:</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	

- 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)**

<b>Name of Task: Independent work with documentaries/non-fiction</b> <b>Oral Text-type:</b> <input checked="" type="checkbox"/> individual presentation <input type="checkbox"/> interaction			
<b>Communication Functions:</b> <input checked="" type="checkbox"/> describing <input checked="" type="checkbox"/> reporting <input checked="" type="checkbox"/> explaining <input type="checkbox"/> discussing <input type="checkbox"/> classifying <input type="checkbox"/> comparing <input type="checkbox"/> persuading <input type="checkbox"/> others: _____			
<b>Audience--teacher plus:</b> <input type="checkbox"/> a student partner <input type="checkbox"/> small groups <input checked="" type="checkbox"/> class <input type="checkbox"/> more than one class	<b>Targeted audience:</b> <input checked="" type="checkbox"/> fellow students <input type="checkbox"/> students from other classes <input checked="" type="checkbox"/> teacher(s) <input type="checkbox"/> others: _____	<b>Role(s) of audience:</b> <input checked="" type="checkbox"/> giving non-verbal responses only <input type="checkbox"/> questioning/commenting <input type="checkbox"/> interacting with no limitations	
<b>Where on this continuum would you place the task?</b> 			
<input type="checkbox"/> spontaneous, informal dialogue, e.g. small group interaction	<input type="checkbox"/> interactive, planned yet dialogic, e.g. semi-formal group report, interactive factual report	<input checked="" type="checkbox"/> individual long turn of planned, spoken text, e.g. news reporting, story telling	<input type="checkbox"/> individual long turn that is planned, formal and coherent, e.g. spoken report, a speech
<b>This task is suitable for use with the following genre(s):</b> <input type="checkbox"/> print/non-print fiction <input checked="" type="checkbox"/> print/non-print biography/autobiography <input checked="" type="checkbox"/> factual books/documentaries on common topics, e.g. sports, hobbies, travel <input checked="" type="checkbox"/> books/films on real life issues, e.g. environmental, social, economic			
<b>Topic/text/materials/resources used for the assessment activities</b> (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.			
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>On the day of viewing, show the introduction (the first 5 minutes) and ask students to answer the following questions:           <ol style="list-style-type: none"> <li>What is the main idea/purpose of the programme?</li> <li>What do you expect to learn from this documentary?</li> <li>What would you like to find out from this programme?</li> </ol> </li> <li>Watch the next 15-20 minutes, then take a break. Ask students to make some notes on the following questions:           <ol style="list-style-type: none"> <li>What are your feelings? Are you interested/bored/indignant/horrified/amused? Why?</li> <li>What does it say? What is the most interesting information/point?</li> <li>What does it show? What are the most significant or interesting scenes?</li> <li>Who are the participants? Which is the most interesting?</li> <li>Does it answer any "Why" or "How" questions? Write down the questions and the answers.</li> <li>Is there any important new vocabulary? Check understanding.</li> </ol> </li> <li>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.</li> <li>Play the rest of the documentary and ask students to write a brief review/report using the following structure:  <i>The programme is about...Its main idea/purpose is... My main reaction was ....            Briefly, it says that ....and it shows....The most interesting part/person/fact/picture/moment/idea is ...            If I was/had been....I would/would have...I would/would not recommend this documentary because...</i> </li> <li>Ask students to present their oral reports in class.</li> </ol>		
<b>Assessment activity (Individual Presentation)</b>	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.		

<b>Post assessment activity</b>	<ol style="list-style-type: none"> <li>1. Ask the student audience to assess the performances of the presenters using a peer-evaluation form.</li> <li>2. Encourage the student assessors to give feedback to the presenters.</li> <li>3. Ask student presenters to watch their own videotaped presentations and write a reflective journal on its strengths and weaknesses.</li> <li>4. Give the presenters some suggestions on how to improve their presentation skills.</li> </ol>
<p><b>Remarks:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	

*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)**

<b>Name of Task: Group work with non-print non-fiction</b> <b>Oral Text-type:</b> <input type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction		
<b>Communication Functions:</b> <input checked="" type="checkbox"/> describing <input checked="" type="checkbox"/> reporting <input checked="" type="checkbox"/> explaining <input checked="" type="checkbox"/> discussing <input type="checkbox"/> classifying <input checked="" type="checkbox"/> comparing <input type="checkbox"/> persuading <input type="checkbox"/> others: _____		
<b>Audience--teacher plus:</b> <input checked="" type="checkbox"/> a student partner <input type="checkbox"/> small groups <input type="checkbox"/> class <input type="checkbox"/> more than one class	<b>Target audience:</b> <input checked="" type="checkbox"/> fellow students <input type="checkbox"/> students from other classes <input checked="" type="checkbox"/> teacher(s) <input type="checkbox"/> others: _____	<b>Role(s) of audience:</b> <input type="checkbox"/> giving non-verbal responses only <input checked="" type="checkbox"/> questioning/commenting <input checked="" type="checkbox"/> interacting with no limitations
<b>Where on this continuum would you place the task?</b> <div style="text-align: center;">  </div> <input checked="" type="checkbox"/> spontaneous, informal dialogue, e.g. small group interaction <input type="checkbox"/> interactive, planned yet dialogic, e.g. semi-formal group report, interactive factual report <input type="checkbox"/> individual long turn of planned, spoken text, e.g. news reporting, story telling <input type="checkbox"/> individual long turn that is planned, formal and coherent, e.g. spoken report, a speech		
<b>This task is suitable for use with the following genre(s):</b> <input type="checkbox"/> print/non-print fiction <input checked="" type="checkbox"/> print/non-print biography/autobiography <input checked="" type="checkbox"/> factual books/documentaries on common topics, e.g. sports, hobbies, travel <input checked="" type="checkbox"/> books/films on real life issues, e.g. environmental, social, economic		
<b>Topic/text/materials/resources used for the assessment activities</b> (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.		
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>1. On the day of viewing, show the introduction (the first five minutes) and ask students to answer the following questions:             <ol style="list-style-type: none"> <li>a) What is the main idea/purpose of the programme?</li> <li>b) What do you expect to learn from this documentary?</li> <li>c) What would you like to find out from this programme?</li> </ol> </li> <li>2. Watch the next 15-20 minutes, then take a break. Ask students to make some notes on the following questions:             <ol style="list-style-type: none"> <li>a) What are your feelings? Are you interested/bored/indignant/horrified/amused? Why?</li> <li>b) What does it say? What is the most interesting information/point?</li> <li>c) What does it show? What are the most significant or interesting scenes?</li> </ol> </li> <li>3. Check to see if students need clarification/explanations about what they have seen before showing the rest of the documentary.</li> <li>4. Watch the rest of the documentary. Ask students to make notes on the following questions:             <ol style="list-style-type: none"> <li>a) What are your feelings now? Are you interested/bored/indignant/horrified/amused? Why?</li> <li>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?</li> <li>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?</li> <li>d) Does it answer any "Why" or "How" questions? Write down the questions and the answers.</li> <li>e) Does it address what you expect to learn from the documentary?</li> <li>f) Is there any important new vocabulary you have learned from the film? Share some examples.</li> </ol> </li> <li>5. Divide the students into pairs. Ask them to compare and discuss their answers for questions 4a - 4f.</li> <li>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.</li> </ol>	

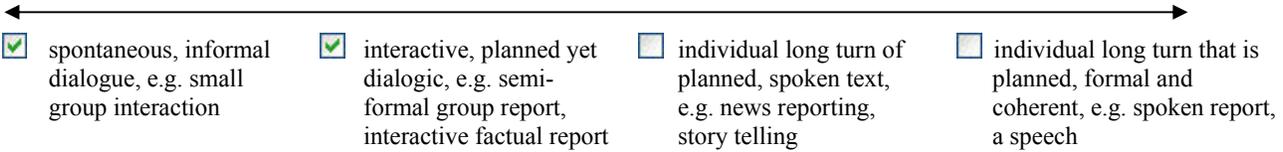
<b>Assessment activity (Group Interaction)</b>	Ask students to select and watch a documentary of their choice in pairs. Have them prepare the answers to questions 4a - 4f individually. Then carry out a discussion similar to what they did in the pre-assessment activities.
<b>Post assessment activity</b>	<ol style="list-style-type: none"> <li>1. Ask students to do self- and peer-assessment after the assessment activity.</li> <li>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.</li> </ol>
<p><b>Remarks:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	

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



<b>Post assessment activity</b>	<ol style="list-style-type: none"><li>1. Ask the student audience to assess the performances of the presenters using a peer-evaluation form.</li><li>2. Encourage the student assessors to give feedback to the presenters.</li><li>3. Ask student presenters to watch their own videotaped presentations and write a reflective journal on the strengths and weaknesses of the presentation.</li><li>4. Give the presenters some suggestions on how to improve their presentation skills.</li></ol>
<b>Remarks:</b> <ul style="list-style-type: none"><li>• Ask students to focus on one or two aspects rather than talking about more items on a superficial level in their presentation.</li></ul>	

**Sample Assessment Task 23 (Part A)**

<b>Name of Task: Different Cultures 2</b>	
<b>Oral Text-type:</b> <input type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction	
<b>Communication Functions:</b> <input checked="" type="checkbox"/> describing <input checked="" type="checkbox"/> reporting <input checked="" type="checkbox"/> explaining <input checked="" type="checkbox"/> discussing <input type="checkbox"/> classifying <input type="checkbox"/> comparing <input checked="" type="checkbox"/> persuading <input type="checkbox"/> others: _____	
<b>Audience--teacher plus:</b> <input type="checkbox"/> a student partner <input checked="" type="checkbox"/> small groups <input checked="" type="checkbox"/> class <input type="checkbox"/> more than one class	<b>Target audience:</b> <input checked="" type="checkbox"/> fellow students <input checked="" type="checkbox"/> students from other classes <input checked="" type="checkbox"/> teacher(s) <input type="checkbox"/> others: _____
<b>Role(s) of audience:</b> <input type="checkbox"/> giving non-verbal responses only <input checked="" type="checkbox"/> questioning/commenting <input checked="" type="checkbox"/> interacting with no limitations	
<b>Where on this continuum would you place the task?</b>  <input checked="" type="checkbox"/> spontaneous, informal dialogue, e.g. small group interaction <input checked="" type="checkbox"/> interactive, planned yet dialogic, e.g. semi-formal group report, interactive factual report <input type="checkbox"/> individual long turn of planned, spoken text, e.g. news reporting, story telling <input type="checkbox"/> individual long turn that is planned, formal and coherent, e.g. spoken report, a speech	
<b>This task is suitable for use with the following genre(s):</b> <input type="checkbox"/> print/non-print fiction <input type="checkbox"/> print/non-print biography/autobiography <input checked="" type="checkbox"/> factual books/documentaries on common topics, e.g. sports, hobbies, travel <input type="checkbox"/> books/films on real life issues, e.g. environmental, social, economic	
<b>Topic/text/materials/resources used for the assessment activities</b> (i.e. websites, movies, books, handouts): Select a film/documentary related to a particular culture	
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>1. Ask students to search for information on the web about the theme/particular culture of the film.</li> <li>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.</li> <li>3. If possible, bring some visual aids/objects related to the particular culture to stimulate students' interest in that particular culture</li> <li>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:             <ol style="list-style-type: none"> <li>a. lifestyle</li> <li>b. food</li> <li>c. entertainment</li> <li>d. education system</li> <li>e. traditions</li> <li>f. values</li> <li>g. roles of men and women; girls and boys</li> <li>h. dances</li> <li>i. festivals</li> <li>j. transportation</li> </ol> </li> <li>5. Hold a class discussion on a particular aspect.</li> </ol>
<b>Assessment activity (Group Interaction)</b>	<b>Part 1:</b> 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.

	<p><b>Part 2:</b> 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.</p>
<p><b>Post assessment activity</b></p>	<ol style="list-style-type: none"> <li>1. Ask students to do self- and peer-assessment after the assessment activity.</li> <li>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.</li> </ol>
<p><b>Remarks:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	

**Sample Assessment Task 24 (Part A)**

<b>Name of Task: Two stars and a wish (for higher ability S5 students)</b> <b>Oral Text-type:</b> <input type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction		
<b>Communication Functions:</b> <input checked="" type="checkbox"/> describing <input checked="" type="checkbox"/> reporting <input checked="" type="checkbox"/> explaining <input checked="" type="checkbox"/> discussing <input type="checkbox"/> classifying <input type="checkbox"/> comparing <input type="checkbox"/> persuading <input type="checkbox"/> others: _____		
<b>Audience--teacher plus:</b> <input type="checkbox"/> a student partner <input checked="" type="checkbox"/> small groups <input type="checkbox"/> class <input type="checkbox"/> more than one class	<b>Target audience:</b> <input checked="" type="checkbox"/> fellow students <input type="checkbox"/> students from other classes <input checked="" type="checkbox"/> teacher(s) <input type="checkbox"/> others: _____	<b>Role(s) of audience:</b> <input type="checkbox"/> giving non-verbal responses only <input checked="" type="checkbox"/> questioning/commenting <input checked="" type="checkbox"/> interacting with no limitations
<b>Where on this continuum would you place the task?</b> 		
<input checked="" type="checkbox"/> spontaneous, informal dialogue, e.g. small group interaction <input type="checkbox"/> interactive, planned yet dialogic, e.g. semi-formal group report, interactive factual report <input type="checkbox"/> individual long turn of planned, spoken text, e.g. news reporting, story telling <input type="checkbox"/> individual long turn that is planned, formal and coherent, e.g. spoken report, a speech		
<b>This task is suitable for use with the following genre(s):</b> <input type="checkbox"/> print/non-print fiction <input type="checkbox"/> print/non-print biography/autobiography <input checked="" type="checkbox"/> factual books/documentaries on common topics, e.g. sports, hobbies, travel <input type="checkbox"/> books/films on real life issues, e.g. environmental, social, economic		
<b>Topic/text/materials/resources used for the assessment activities</b> (i.e. websites, movies, books, handouts): Ask students to be prepared to talk for one minute about a book/documentary they have recently read/watched. They may use the questions in Appendix 2 for reference and write down some notes in point-form on a 4x6 note card. Prepare a copy of the “Guiding Questions for Students” in Appendix 14.		
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>1. Distribute and discuss the “Guiding Questions for Students”. Explain to students that they can ask questions at different levels.</li> <li>2. Tell students something about a factual book/documentary you have read.</li> <li>3. Divide the students into small groups.</li> <li>4. Ask them to come up with some questions to ask you, so that they can find out more about the book/documentary you read/watched.</li> <li>5. Ask students to work out at least one question for each level of the Guiding Questions.</li> <li>6. Invite students to ask you some first level questions for the first minute, second level questions for the second minute and all the way up to the fifth level questions. (Tell them that you will only provide an answer if they ask the right level of questions.)</li> <li>7. Compliment your students on the good questions they asked you.</li> <li>8. After students are familiar with the various types of questions they could ask, ask students to take turns talking about their book/documentary to their group members (one minute for each turn). Students may use their 4x6 note card for reference, but they should try to look up and speak as naturally as possible.</li> <li>9. After each 1-minute talk, the group members will 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.</li> <li>10. When time is over, one or two of the group members is/are nominated to “give a star” – to say something positive about the student’s presentation; the last group member “makes a wish” – to say something that he/she would like to know more about, or that they wish had been explained.</li> </ol>	
<b>Assessment activity (Group Interaction)</b>	Ask students to talk about another factual book/documentary they have read/watched in a small group, following the procedure in Step 9. The teacher-assessor can also ask questions along the 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.	
<b>Post assessment activity</b>	<ol style="list-style-type: none"> <li>1. Ask students to do self- and peer-assessment after the assessment activity.</li> <li>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.</li> </ol>	
<b>Remarks:</b> <ul style="list-style-type: none"> <li>• The pre-assessment activities can help students think about the types of questions that they might be asked during the SBA</li> </ul>		

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.

**Appendix 1**

**Stimulation for Interaction**

**Tell me about an interesting character in your book:**

1. Is your character old or young? He/She is \_\_\_\_\_  
old/young/in-between OR  
a child/a teenager/a grown-up/an old person

Followed by an appropriate response-turn, e.g. “\*My\* character isn’t young. He’s old.” Or, “My character is also young, but he is wise because...”

2. Is your character clever or silly? He/She is \_\_\_\_\_  
clever/silly/quite clever/sometimes  
a bit silly/ etc.

I don’t think my character is as clever as yours; I think she is quite silly because...

3. Is your character adventurous or nervous? He/She is \_\_\_\_\_  
very adventurous/quite adventurous/  
sometimes nervous / etc.

I think my character is very adventurous. He likes to hunt for wild animals in the woods.

4. Is your character courageous or timid? He/She is \_\_\_\_\_  
very courageous/ timid/ shy /etc.

I think my character is....

**Additional Questions:**

**Handout: An interesting character**

Guideline for the presentation

- 1. Give a brief introduction about the book/video:**
  - a. What is the book/video about?
  - b. If it is a story, where and when is the story set?
  - c. Who are the main characters?
- 2. Introduce your favorite characters:**
  - a. What role does your character play?
  - b. Why is your character important to the story?
  - c. What is the major event in the story that your character takes part in?
  - d. How does his/her action in the major event affect the development of the story?
  - e. If you could talk to your chosen character in the story. What questions would you ask him/her?
- 3. Optional (for advanced students)**
  - a. Everyone is unique. We all think differently and have different personalities. Can you identify another character who has very different personalities from your chosen character in the story? Can you describe the difference between the way they act and think? Which character can you relate to more?
  - b. Do you like the ending or what happened to your chosen character? Why or why not?
  - c. If you don't like the ending/what happened to your chosen character, how would you change it?

Questions adapted from SBA Project materials

## Appendix 3

### Evaluation Forms

#### Form A

<p style="text-align: center;"><b>Student Evaluation Form</b></p> <p><b>Class:</b> _____</p> <p><b>Date:</b> _____</p> <p><b>Name of presenter:</b></p> <p>_____</p>	<p><b>Three things that I like about your presentation:</b></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p><b>One thing that you can improve on:</b></p> <p>_____</p>
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#### Form B

<p style="text-align: center;"><b>Student Evaluation Form</b></p> <p><b>Class:</b> _____</p> <p><b>Date:</b> _____</p> <p><b>Name of presenter:</b></p> <p>_____</p>	<p><b>Three things that I like about your presentation:</b></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 70%;"><b>1. Pronunciation &amp; Delivery</b></td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> </tr> <tr> <td><b>2. Communication Strategies</b></td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> </tr> <tr> <td><b>3. Vocabulary &amp; Language Patterns</b></td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> </tr> <tr> <td><b>4. Ideas and Organisation</b></td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> </tr> </table> <p style="text-align: right; margin-top: 20px;">Total Score: _____</p>	<b>1. Pronunciation &amp; Delivery</b>	1	2	3	4	5	6	<b>2. Communication Strategies</b>	1	2	3	4	5	6	<b>3. Vocabulary &amp; Language Patterns</b>	1	2	3	4	5	6	<b>4. Ideas and Organisation</b>	1	2	3	4	5	6
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<b>4. Ideas and Organisation</b>	1	2	3	4	5	6																							

#### Notes:

- Keep the names of the student evaluators anonymous, so they can feel free to write down their honest evaluation.
- Encouraging the students to put down 3 positive written comments can ensure that each presenter will receive encouragement and praise from their peers. Something as simple as “You look very confident” will help students realize that their hard work and preparation are being recognized. Tell students in advance that the main goal of the evaluation form is to help their peers to do better next time, and not to criticize their performance.
- Form A is suitable for students who are not familiar with the assessment criteria. It may be used for S4 students.
- Form B should be used along with the assessment criteria set out by the HKEAA. It may be more suitable for S5 students who are more familiar with the assessment criteria.
- To make the peer assessment more manageable, you may take one of the following approaches:
  - 1) Divide the class into groups of 4-5. Ask each group to submit only one completed evaluation form
  - 2) Split the class. Send half of the class to the library for self study or silent reading, so they do not have to watch all 40 presentations in class. You may ask students to fill in an evaluation form in groups or individually.

### Personal Responses List

1. Strengths and Weaknesses: What are the strengths and weaknesses of the person you read from the biography? Please provide examples. What are your strengths and weaknesses? In what ways are you similar or different from the person you have read about?
2. Interior Monologue: Choose a particular situation/experience from the book. If you were (name of person), what would you do in such a situation? What decisions would you make, and what actions would you take? Why?
3. Lessons for Living: What was the most surprising or interesting lesson that you learned from this person's life? Why? How does that lesson connect to your own life?
4. Neighbors: Imagine the person you read about from the biography has moved in next door to you. What is life like with such a neighbor? Describe an imaginary day in your life when you spend time with your new neighbor.
5. Film Director: You are going to make a documentary about the person you read from the biography, but you can only feature two-thirds of his/her life story. What will you cut from the story? Why?
6. Advisor: Imagine the person you read from the biography turns to you for advice about how to solve a real problem in his/her life. Explain the problem and talk about how he/she should deal with the problem.

Adapted from:

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

### **Book Review Questions**

Basic questions:

1. What is the title of your book?
2. Is the book hard or easy for you, or about right?
3. What type of book is it? (science fiction, biography, romance, adventure, detective, horror, etc.)
4. If your book is a story, when and where does the story take place (or happen)?
5. What is the book about?/What is the story about?
6. Why do you like/dislike about this book?
7. What did you learn from this book?
8. How long did it take you to read the book?

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Other questions (Your partner may ask you some of these questions or other additional questions)

Fiction:

9. Who is your favourite character? Why do you like him/her?
10. If you can talk to one character in the story, whom will you talk to? What questions will you ask them?
11. Have you ever experienced something similar to what happens in the story?
12. Do you know anyone who is/are like the character(s) in the story?
13. Do you like the ending? Why or why not?
14. Have you changed your opinion about certain things/values after reading the book?

Non-fiction:

15. Why did you choose to read a book on this topic? (e.g. marine life)
16. What is the most interesting part/thing you have read? Can you give me some examples?
17. Will you go on reading books on this area and recommend them to your friends? Why/ Why not?
18. If I want to know more about this subject (e.g. marine life, whales...), where can I get more information?

**Appendix 6**

**Book Talks**

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date:	Name of the book used	Tape counter reading

**Evaluation Form for Book Talks**

	<b>Comments</b>	<b>Rating (1-6)</b>
<b>Content</b>		
• Clarity of ideas		
• General understanding of the text		
• Relevance of ideas/insight		
<b>Communicative Strategies</b> Ability to use strategies such as:		
• explaining		
• offering examples		
• agreeing		
• disagreeing		
• self-correcting		
• summarizing		
<b>Delivery</b>		
• confidence		
• interest in conversation/discussion		
• effective use of non-verbal features (e.g. eye contact, gestures, pauses)		
<b>Oral Reading</b>		
• fluency		
• pronunciation		

Form adapted from *Curriculum Development Council. English Language Education Key Learning Area Curriculum Guides (Primary 1- Secondary 3)*. Hong Kong: Curriculum Development Council, 2002. Appendix 8.

## Appendix 8

### Reading Reflection

1. How many books and articles have you read during this term?
2. What kind of genre do you enjoy reading most?
3. How has your attitude towards reading changed from the beginning of the term to now?
4. Can you describe your favorite book/reading and explain why?\*
5. What have you learned from compiling this reading portfolio?

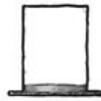
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\*Teachers may consider incorporating the book review questions in Appendix 5, so students can give a more detailed oral report on the book/video they have read/reviewed for the SBA assessment.

## The Six Thinking Hats

### White Hat

The White Hat calls for information known or needed.



Examples:

- What is the book about?
- If it is a story, where and when is the story set?
- Who are the main characters?

### Black Hat

The Black Hat is judgment-the devil's advocate or why something may not work.

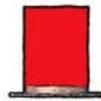


Examples:

- Why do you think the main character still fail to meet his/her challenges even if he/she tries very hard?
- What might have gone wrong with the way the main character handles/deals with the challenges?

### Red Hat

The Red Hat signifies feelings, hunches, and intuition.



Examples:

- How do you feel when the main character run into problems that couldn't be solved immediately?
- How would you feel if you were the main character in the story?
- Who is your favourite character? Why do you like him/her?

### Green Hat

The Green Hat focuses on creativity: possibilities, alternatives, and new ideas.

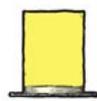


Examples:

- If you were the main character in the story, how would you deal with his/her challenges?
- Who would you ask for help if you encounter the same problem that the main character has?
- If you don't like the ending/what happened to the main character, how would you change it?

### Yellow Hat

The Yellow Hat symbolizes values and benefits and why something may work.



Examples:

- Why do you think the main character in the story can finally overcome the challenges he/she face?
- What are the crucial factors for his/her success?

### Blue Hat

The Blue Hat is used to manage the thinking process; making summaries, overview, and conclusion.



Examples:

- Which part of the story do you like best?
- What have you learned from this story?

Adapted from Edward De Bono's Six Thinking Hats. [www.debonoonline.com](http://www.debonoonline.com)

## **Book/Film Promotion Guidelines for Students**

### **Part 1 Getting ready**

1. Think of a good book/film you have recently read/viewed.
2. Write down a brief description of the content.
3. Write down the names of the main characters, or a note of the main events in the book/film.
4. Think of an interesting/dramatic scene which you think can make your audience feel interested in hearing about your book.
5. Think about an interesting way to present your information and ideas about your book/film.

#### **Example for non-fiction:**

If you have read a book called *Making Friends* which discusses how to make friends and build good relationships with others, you may want to pretend to be someone who has a hard time making friends and describe some of the challenges you face when you try to make friends with others. Then you can provide the audience with some brilliant suggestions from the book you have read and invite the audience to buy the book if they want to learn more.

#### **Example for fiction:**

If you have viewed a film called *Shrek*, you may describe an interesting/exciting scene to your audience, but do not tell them what happens next nor tell them the story's ending. You may give some hints to your audience and ask them to predict what happens next. Ask them to view the film themselves to find out the answer.

### **Part 2 Performance**

Your book/film promotion has to be at least \_\_\_\_\_ minutes long. Remember to speak to your audience and keep good eye contact with them. No notes should be used during your performance.

### Book and Film Comparison Questions

Book Title:

Film Title (if different from book):

1. How do the stories in the book and film differ? Support your answer with examples.
2. Are there major parts of the story that are added or taken out in either the book or the film?
3. Does one have more characters than the other? Which characters are in one version and not in the other?
4. Are some characters portrayed differently in the book compared to the film?
5. Do any of the characters act differently?
6. Why might it be necessary for the film and the book version to be different?
7. Which version of the story do you like more? The book or the film?

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.

### Candidate's sheet (student 1)

You are planning to go on holiday with your friends to

\_\_\_\_\_.  
< name of a place >

A friend of yours (your partner) is happy to help you with the planning. Discuss the following:

- How to travel?
- Where to eat?
- Where to sleep?
- What to do?

### Prompts for the interlocutor (student 2)

You think that

- The best way to travel is by \_\_\_\_\_\*.  
<plane/ship/tram/train/etc.>
- The candidate and his/her friends can make \_\_\_\_\_ for themselves.  
<pasta/sandwiches/rice/pizza/etc.>

You advise the candidate not to \_\_\_\_\_ as it  
<stay in a hotel/sleep in a tent/sleep in the train station/etc.>

may \_\_\_\_\_.  
<be too costly/too dangerous/too uncomfortable/etc.>

You have lots of worries such as...

What will you do if

- You get lost?
- You get sick?
- You run out of money?
- It rains all the time?
- etc.

\*Teachers can prepare a few sets of different prompts for the school-based assessment, or they can quickly fill in some new items according to the dream place that students have selected.

Adapted from: [www.examsreform.hu](http://www.examsreform.hu)

### What goes into a celebrity interview?

- How does the host introduce his guest? (giving information about him/her)
- Is the interview just a talk-through biography? (no)
- What does it focus on? (e.g. formative influences, interesting experiences, emotions and attitudes, achievements, current activities, future plans)
- What are the main questions? Are there follow-up questions?
- How does the interviewer show interest? (e.g. smiles, nods, gives encouragement, makes noises)
- How do we get background information? (e.g. from the introduction and questioning)
- How does the host sign off?
- How do you think the interviewer prepares for the interview?

Sherman, J. (2003). "Celebrity interview" in *Using authentic video in the language classroom*, Cambridge: Cambridge University Press, p.137

## Appendix 14

### Guiding Questions for Students

Examples (if the student has read a book about photography):

Level 1: General response (**Functions: giving a simple and direct answer, making connections to what you know**)

Guiding Questions: *What do you know about X? Have you ever seen/seen/done X, etc?*

e.g. This book is about photography. Do you like taking photos? Have you ever taken photos at the Peak?

Level 2: Literal response (**Functions: naming, describing, showing sequence, cause and effect, retrieving basic facts about what was read/viewed**)

Guiding questions: *Who, what, where, when, why, how? (in relation to the content of "facts" from the text)*

e.g. Could you tell me how to take a good photo at night?

Level 3: Reflective response: (**Functions: all the above, plus opinion-giving, comparing, explaining, justifying in relation to own feelings/experiences, ideas**)

Guiding questions: *What did you think? Did you like? How did you feel?*

e.g. What is your favourite part of the book? Did you enjoy reading this book?

Level 4: Interpretive response (**Functions: all the above, plus analysing and interpreting, giving implications**)

Guiding questions: *Why do you think the author/film-maker did X? How do you think people in Y would respond to X? How has the text changed the way you think about Z?*

e.g. How has this book changed the way you take photos at night?

Level 5: Critical response (**Functions: all the above, plus applying or integrating ideas in new or creative ways; evaluating actions, events or characters/people in critical ways**)

Guiding questions: *If you were/did/could.....what would .....*

e.g. If you were the writer, what kinds of photos would you like to add to this book?