

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

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

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

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

*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

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

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/been/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?