

### Sample Assessment Tasks (Part B)


Task name		Elective module	Task type	Appendices
1	Select a prototype for a musical	Drama	IP	
2	Health and work life balance	Drama	GI	
3	Develop and modify drama plays	Drama	IP/GI	
4	Give a new ending to a fable	Short stories	IP	
5	School life in year 2157	Short stories	GI	
6	Favorite character in the story	Short stories	GI	
7	Choose a theme song for a school event	Poems and songs	IP	1-9
8	Award the “Poem of the Month”	Poems and songs	GI	10
9	Song appreciation	Poems and songs	IP/GI	11-13
10	The best TV commercial	Popular culture	IP	
11	Decide a criteria for the best advertisement in 2012	Popular culture	GI	
12	Restaurant review	Popular culture	IP/GI	14-15
13	Introduce a sport	Sports communication	IP/GI	16-17
14	The safety of playing a particular sports	Sports communication	IP	18-20
15	Diving	Sports communication	GI	21-22
16	A tax should be imposed on plastic bags	Debating	IP/GI	
17	The school-based drugs testing scheme	Debating	GI	
18	Building a debate framework for a motion	Debating	GI	
19	Discussion on social issues: Swine flu/domestic violence/genetic engineering	Social issues	IP/GI	23-25
20	Drug abuse	Social issues	IP	
21	Redevelopment plan	Social issues	GI	
22	Design a mobile phone	Workplace communication	IP	
23	A suitable candidate for the post	Workplace communication	IP	26-29
24	Setting up a tourist shop at the airport	Workplace communication	GI	
25	Online-dating	Popular Culture, Social Issues & Debating	GI	
26	Promoting a sport for the 2012 Olympics	Poems and Songs & Sports Communication	IP/GI	
27	Developing a business plan	Short Stories, Popular Culture & Workplace Communication	IP/GI	

Keys: GI = Group Interaction; IP = Individual presentation

## Appendices

1	The songs: <i>My Heart Will Go On</i> and <i>Longer</i>
2	Worksheet to help understand <i>My Heart Will Go On</i>
3	Worksheet for <i>Longer</i> and <i>My Heart Will Go On</i> song review
4	The song: <i>Bridge Over Troubled Water</i>
5	Poetic devices for <i>Bridge Over Troubled Water</i>
6	Song analysis of <i>Bridge Over Troubled Water</i>
7	The song: <i>You Raise Me Up</i>
8	Poetic devices for <i>You Raise Me Up</i>
9	Song review of <i>You Raise Me Up</i>
10	Three Poems: An acrostic poem, a shape poem “I love you” and a love poem
11	The poem “ <i>Dreams</i> ” by Langston Hughes
12	Worksheet: The song “ <i>I dreamed a dream</i> ”
13	Worksheets on songs about different topics
14	Restaurant survey form
15	Recommended list of restaurants
16	Guiding questions and presentation guidelines
17	A list of sports vocabulary
18	Extreme sports articles
19	Sports safety article
20	Alphabet worksheet
21	HK Amateur Swimming Association Limited
22	Diving platform article and worksheet
23	Family problems
24	Genetic Engineering ( <i>adapted from HKALE UE Section D 2000-Set 14</i> )
25	Worksheets on the Six Thinking Hats
26	Handout 1: Easter Holiday
27	Handout 2: For group discussion
28	Application for a teaching post
29	Application for the post of Economics and Liberal Studies teacher

**Sample Assessment Task 1 (Part B)**

<b>Name of Task: Suggesting a prototype for a musical</b>		
<b>Oral Text-type for the Assessment:</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 checked="" type="checkbox"/> discussing <input type="checkbox"/> classifying <input checked="" 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 type="checkbox"/> class <input type="checkbox"/> more than one class	<b>Target audience:</b> <input 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 assessment task?</b> <div style="text-align: center;">  </div> <input type="checkbox"/> spontaneous, informal dialogue, e.g. small group interaction <input type="checkbox"/> interactive, planned yet dialogic, e.g. semi-formal group discussion <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>Choice/task of the elective(s) used for the assessment:</b> <input checked="" type="checkbox"/> Drama <input type="checkbox"/> Poems and Songs <input type="checkbox"/> Short Stories <input type="checkbox"/> Popular Culture <input type="checkbox"/> Sports Communication <input type="checkbox"/> Social Issues <input type="checkbox"/> Debating <input type="checkbox"/> Workplace Communication		
<b>Topic/text/materials/resources used for the assessment activities</b> (e.g. websites, debate topics/social issues, books): The movie “High School Musical/Grease” ( <i>Source: Musical, Grease, written by Jim Jacobs and Warren Casey, 1972</i> ), peer observation form, self-assessment form for individual presentation, websites, soundtracks, fiction and CDs.		
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>1. Ask students to think of their relationship with their friends. Do they feel that it is easy to get along with them?</li> <li>2. Ask students whether team-spirit is important in the production of an activity (e.g., play)?</li> <li>3. Are the qualities of confidence and perseverance important in overcoming difficulties?</li> <li>4. Discuss typical characters that students have come across in their school life.</li> <li>5. Scaffold the discussion for students through the use of a worksheet that lists a set of phrases such as “I think...”, “This is because...”, “I agree/disagree with...”, “However...”, “Firstly...”, “Secondly...”, “Thirdly...”</li> <li>6. Introduce the concept of a prototype. Introduce the assessment task.</li> <li>7. Discuss student-oriented assessment criteria for group interaction and individual presentations and how to use them for self- and peer-assessment.</li> </ol>	

<b>Assessment activity</b> <b>(Individual Presentation)</b>	8. Students do an individual presentation on which story/film/opera should be selected as a prototype for the musical.
<b>Post assessment activity</b>	9. Ask the student audience to assess the performances of the presenters using a peer-evaluation form. 10. Encourage the student assessors to give feedback to the presenters. 11. Ask student presenters to watch their own videotaped presentations and write a reflective journal on its strengths and weaknesses. 12. Give the presenters some suggestions on how to improve their presentation skills.

*Adapted from an assessment task developed by ELCHK Lutheran Secondary School*

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

<b>Name of Task: Health and work life balance</b>	
<b>Oral Text-type for the Assessment:</b> <input type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction	
<b>Communication Functions:</b>	
<input checked="" type="checkbox"/> describing <input type="checkbox"/> reporting <input checked="" type="checkbox"/> explaining <input checked="" type="checkbox"/> discussing <input checked="" type="checkbox"/> classifying <input checked="" type="checkbox"/> comparing <input checked="" type="checkbox"/> persuading <input type="checkbox"/> others: _____	
<b>Audience--teacher plus:</b>	<b>Target audience:</b>
<input type="checkbox"/> a student partner <input checked="" type="checkbox"/> small groups <input type="checkbox"/> class <input type="checkbox"/> more than one class	<input 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 assessment 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 discussion <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>Choice/task of the elective(s) used for the assessment:</b>	
<input checked="" type="checkbox"/> Drama <input type="checkbox"/> Sports Communication <input type="checkbox"/> Short Stories <input type="checkbox"/> Debating <input type="checkbox"/> Poems and Songs <input type="checkbox"/> Social Issues <input type="checkbox"/> Popular Culture <input type="checkbox"/> Workplace Communication	
<b>Topic/text/materials/resources used for the assessment activities</b> (e.g. websites, debate topics/social issues, books):	
Two articles about men who swapped their lives for another because of issues related to work-life balance ( <i>The man who swapped lives. Source of book: Newspaper Articles to Get Teenagers Talking, written by Peter Dainty, p34-35</i> ) ( <i>Missing Scots' lawyer found flower-picking adapted from news, written by Jason Bennetto Crime Correspondent, published on 24 November 1998, Source: The Independent News - <a href="http://www.independent.co.uk/news/missing-scots-lawyer-found-flowerpicking-1186967.html">http://www.independent.co.uk/news/missing-scots-lawyer-found-flowerpicking-1186967.html</a></i> ), worksheet for group discussion, peer observation form, self-assessment form for group interaction, self-reflection sheet	
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>1. Define “swap” in this context and ask students to think of why people would want to swap lives; Make a record of their ideas on the board, and ask them to record what they write on the board in their notebooks. They will be able to refer to their notebooks later when they have read an article about the men’s lives so that they can compare their suggestions to see if they got any of them right.</li> <li>2. Ask students to read short paragraphs and quotes from the articles.</li> <li>3. Ask students to read the articles once and answer the questions.</li> <li>4. Ask students to read the articles again and complete some worksheets which address what the men did, why they did it and the consequences of their actions, etc.</li> <li>5. Scaffold the discussion for students through providing more vocabulary.</li> <li>6. Ask students to read another article about life-swapping.</li> </ol>

	<p>7. Ask students to discuss why someone might want to swap lives (they should have recorded this in their notebooks at the beginning). Compare the first and the second articles.</p> <p>8. Introduce the assessment task; elicit students' understanding of the key features of a play (e.g. characters, plot, setting, scenes, props etc).</p>
<b>Assessment activity 1 (Group interaction)</b>	<p>9. Ask students to <b>discuss in a group</b>: "Your class has decided to produce a short play based on health and work-life balance"? The students can plan the short play by referring to the following:</p> <ul style="list-style-type: none"> <li>♣ The type of play you would like to stage;</li> <li>♣ How many characters you would have and who they would be;</li> <li>♣ How long the play would be/How many scenes it would have;</li> <li>♣ A basic plot/story outline;</li> <li>♣ Where to stage the play;</li> <li>♣ Props and other resources needed</li> </ul>
<b>Post assessment activity 1</b>	<p>10. Ask students to do self-assessment of their performance after the group interaction.</p> <p>11. Give feedback on interaction skills, and ideas and organisation to two students at a time from the same group, at the same time facilitating feedback from one student to the other.</p> <p>12. Ask students as a group to decide on points to include in the individual presentation to the class and identify which student will do a presentation to the class.</p>
<b>Assessment activity 2 (Individual Presentation)</b>	<p>13. Selected students will do an <b>individual</b> presentation to convince the principal that their drama about work-life balance issues is an investment the school should really consider making. Support, monitor and assess.</p>
<b>Post assessment activity 2</b>	<p>14. Ask students in other groups to evaluate the group interactions using the same student-friendly criteria.</p> <p>15. Ask the students in the group interactions to review their own recorded presentations and write a brief reflection in response to the prompt: "What do you think you have done well, not very well, and what can you do to improve your next presentation?"</p>

*Adapted from an assessment task developed by St. Bonaventure College and High School*

**Sample Assessment Task 3 (Part B)**


<b>Name of Task: Develop and modify drama plays</b>	
<b>Oral Text-type for the Assessment:</b> <input checked="" type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction	
<b>Communication Functions:</b>	
<input checked="" type="checkbox"/> describing <input 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>	<b>Target audience:</b>
<input type="checkbox"/> a student partner <input checked="" type="checkbox"/> small groups <input type="checkbox"/> class <input type="checkbox"/> more than one class	<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 assessment 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 discussion <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>Choice/task of the elective(s) used for the assessment:</b>	
<input checked="" type="checkbox"/> Drama <input type="checkbox"/> Sports Communication <input type="checkbox"/> Short Stories <input type="checkbox"/> Debating <input type="checkbox"/> Poems and Songs <input type="checkbox"/> Social Issues <input type="checkbox"/> Popular Culture <input type="checkbox"/> Workplace Communication	
<b>Topic/text/materials/resources used for the assessment activities</b> (e.g. websites, debate topics/social issues, books):	
Any music related to the theme of “CHANGE” Some impromptu plays about “CHANGE”	
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>1. Listen to some music related to the theme of “CHANGE”.</li> <li>2. Ask students to discuss the theme of change and what it means to them.</li> <li>3. In groups, ask students to plan a rough outline of a play on the theme of “change”.</li> <li>4. Select some students to do an impromptu scene from their proposed plays.</li> <li>5. Introduce the assessment task. If possible, show sample videos to the students prior to their actual assessment, so that they know how to do the activity.</li> </ol>
<b>Assessment activity 1 (Individual Presentation)</b>	Ask students to give a short presentation (3-5 minutes) on which play they think can be further developed and staged in the school hall.
<b>Post assessment activity 1</b>	<ol style="list-style-type: none"> <li>1. Give feedback on the overall performance of the individual students and give advice on how to make improvements by making use of the assessment criteria.</li> <li>2. Ask students to write a self-reflection journal.</li> </ol>
<b>Assessment activity 2</b>	Form students into groups of 3-4 and ask them to modify one of the plays to make it more

<b>(Group interaction)</b>	presentable and better.
<b>Post assessment activity</b> <b>2</b>	<ol style="list-style-type: none"> <li>1. Give feedback on the overall performance of the group that you have sat with and give advice on how to make improvements by making use of the assessment criteria.</li> <li>2. Ask students to do self- and peer-assessment after the assessment activity.</li> <li>3. A modified play could be staged by the same group of students if there is sufficient time.</li> </ol>

*Adapted from an assessment task developed by Jockey Club Ti-I College*



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

<b>Name of Task: Give a new ending to a fable</b>			
<b>Oral Text-type for the Assessment:</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 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 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 type="checkbox"/> interacting with no limitations	
<b>Where on this continuum would you place the assessment 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 discussion	<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>Choice/task of the elective(s) used for the assessment:</b>			
<input type="checkbox"/> Drama <input type="checkbox"/> Poems and Songs <input checked="" type="checkbox"/> Short Stories <input type="checkbox"/> Popular Culture <input type="checkbox"/> Sports Communication <input type="checkbox"/> Social Issues <input type="checkbox"/> Debating <input type="checkbox"/> Workplace Communication			
<b>Topic/text/materials/resources used for the assessment activities</b> (e.g. websites, debate topics/social issues, books):			
1. Fables: The Stone Cutter - <a href="http://www.britishcouncil.org/learnenglish-central-stories-the-stonecutter.htm">http://www.britishcouncil.org/learnenglish-central-stories-the-stonecutter.htm</a> The Fox and the Cat The Fox and the Crow <a href="http://theroadtoreading.co.uk/story2.html">http://theroadtoreading.co.uk/story2.html</a> 2. Elements of fables <a href="http://artsedge.kennedy-center.org/content/2221/">http://artsedge.kennedy-center.org/content/2221/</a> 3. Reading a fable <a href="http://artsedge.kennedy-center.org/content/2228/">http://artsedge.kennedy-center.org/content/2228/</a>			
<b>Description of activities leading to assessment</b>	1. Ask students if they have ever heard about fables; give one/two examples (e.g. The boy who cried wolf, the dog and his shadow, the hare and the tortoise, etc.)  2. Explain that fables feature animal characters that come from the oral tradition of storytelling found in folklore around the world. Eventually, many fables were written down.  <i>Development I: Elements of fables</i>		

	<ol style="list-style-type: none"> <li>1. In most fables, characters are animals personified to represent a human quality. The characters are one-sided – either good/bad. They show and act one quality such as greed, or cleverness.</li> <li>2. A fable also teaches a moral (a lesson) about humans. The moral is drawn from what happens in the fable. It is usually revealed at the end.</li> <li>3. Fables are usually told repeatedly. The 1<sup>st</sup> time for enjoyment; the 2<sup>nd</sup> time to learn about the characters and the lesson the fable conveys about human nature. Retelling may result in slightly different versions of the same fable.</li> </ol> <p><b><i>Development II: Reading fables</i></b></p> <ol style="list-style-type: none"> <li>1. Form students into groups of three. Choose three fables of similar length or fables from different places so that different cultures can be introduced. Assign each group a fable. Students have to describe the characters involved and the events that happened.</li> <li>2. One member from each group then has to go and tell another group the fable his/her group read. The same sharing will be repeated twice until the whole class has heard the 3 fables.</li> <li>3. As a class, students discuss the moral conveyed in each fable and the human qualities each character represents.</li> </ol> <p><b><u>Pre-assessment Task</u></b></p> <p>Choose one of the morals learned in the fables. Ask students if they find the moral suggested applicable to today’s society. They should give evidence to support their opinions.</p>
<p><b>Assessment activity</b> <b>(Individual Presentation)</b></p>	<p><b><u>Assessment Task</u></b></p> <p>Students have been asked to change the ending of one of the fables they have studied. You may wish to use some of the following questions to help students with the development of their fables:</p> <ul style="list-style-type: none"> <li>♣ What happened to the characters at the end?</li> <li>♣ Why do you want to make such change(s)?</li> <li>♣ What is the moral you introduced/alterd in the new ending?</li> <li>♣ In what way do you think the moral you introduced is applicable to today’s society?</li> </ul>
<p><b>Post assessment activity</b></p>	<p>Students write a new ending for a fable that they chose. They need to include the moral embedded in the fable.</p>

*Adapted from an assessment task developed by St. Paul's School (Lam Tin)*

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

<b>Name of Task: School life in year 2157</b>			
<b>Oral Text-type for the Assessment:</b> <input type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction			
<b>Communication Functions:</b>			
<input type="checkbox"/> describing <input type="checkbox"/> reporting <input 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 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 assessment 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 discussion	<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>Choice/task of the elective(s) used for the assessment:</b>			
<input type="checkbox"/> Drama <input type="checkbox"/> Poems and Songs <input checked="" type="checkbox"/> Short Stories <input type="checkbox"/> Popular Culture <input type="checkbox"/> Sports Communication <input type="checkbox"/> Social Issues <input type="checkbox"/> Debating <input type="checkbox"/> Workplace Communication			
<b>Topic/text/materials/resources used for the assessment activities</b> (e.g. websites, debate topics/social issues, books):			
Article “The Fun They Had” and the associated worksheets adapted from <i>Pilot’s NSS English Language HKDSE Elective Module - Learning English Through Short Stories; Authors: Diana Esser and Grace Chan; PPC 2009 Edition</i>			
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>1. Ask students to read the article “The Fun They Had”. This article is about Margie, a girl from 2157, who was fascinated by a book which talks about school life in 2009 where boys and girls can learn from real teachers rather than boring robot teachers.</li> <li>2. Ask students to talk about what they like or dislike about their own school life.</li> <li>3. Check students’ understanding of the article by asking students to complete the worksheet which covers the following aspects: <ul style="list-style-type: none"> <li>• How things in school life in the story (2157) are different compared with the present (2009)</li> <li>• Some good things and bad things about the ways students learn in the story (2157)</li> </ul> </li> </ol>		
<b>Assessment activity (Group interaction)</b>	<ol style="list-style-type: none"> <li>4. Ask students to <b>discuss in a group</b>: “What is your prediction for school life in 2157? Share your ideas with your group members.”</li> <li>5. Provide students with 3 guiding questions such as “Will teachers be replaced by robots?”, “Will children still need to go to school or will they be homeschooled?”, “Will students be using books or just e-books?”, “Will children have to do any homework?”, “Will students</li> </ol>		

	<p>need to take tests or exams?”, “What school activities will students have?”, etc.</p> <p>6. Scaffold the discussion for students through the use of a worksheet that lists a set of phrases such as “Well, I guess in 2157, schools will be...”, “Is it going to happen?”, “Is it possible that...?”, “I agree/ disagree with ...”, “I think it is highly possible”, “It is unlikely that...”, “However...”, “Firstly ...”, “Secondly ...”, “Thirdly...”, etc.</p>
<b>Post assessment activity</b>	<p>7. Students review the video-recording of their own performance, assess their own strengths and areas for improvement using the HKDSE self-assessment forms, and then discuss their own performance. Each group then receives teacher feedback.</p>

*Adapted from an assessment task developed by Ng Yuk Secondary School*

**Sample Assessment Task 6 (Part B)**

<b>Name of Task: Favorite character in the story</b>			
<b>Oral Text-type for the Assessment:</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>Targeted 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 type="checkbox"/> interacting with no limitations	
<b>Where on this continuum would you place the assessment 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 discussion	<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>Choice/task of the elective(s) used for the assessment:</b>			
<input type="checkbox"/> Drama <input type="checkbox"/> Poems and Songs <input checked="" type="checkbox"/> Short Stories <input type="checkbox"/> Popular Culture <input type="checkbox"/> Sports Communication <input type="checkbox"/> Social Issues <input type="checkbox"/> Debating <input type="checkbox"/> Workplace Communication			
<b>Topic/text/materials/resources used for the assessment activities</b> (e.g. websites, debate topics/social issues, books):			
1. Short stories from <i>Chicken Soup for the Teenage Soul</i> (First edition, published on May 1, 1997. Author: Jack Canfield) - The Eternal Gifts - Broken Wing - Helen Keller and Anne Sullivan 2. <i>Reader's Handbook: A Student guide for Reading and Learning</i> (Publisher: Great Source Education Group) 3. <i>Daybook of Critical Reading and Writing</i> (Publisher: Great Source Education Group) 4. <i>New Cutting Edge Intermediate</i> (Author: Cunningham, S & Moor, P; Publisher: Longman, published in 2005)			
<b>Description of activities leading to assessment</b>	<b>1. Knowledge Input:</b> a. Choose a character: any living being in any story, any play or any poem. It could be a person / a personified animal / object. The students could think about the following questions when they choose a character: ♣ the character's appearance ♣ what he/she does, how he/she speaks/ behaves ♣ his/her thoughts and feelings ♣ his/her interaction with other characters		

**b. The Character Map/ Character Web**

*Types of characters*

1. Main character – the most important character
2. Minor character – less important character
3. Static character – stays the same throughout the story
4. Dynamic character – changes from the beginning to end (**character change provides clues about the story theme/ underlying message**)

**2. Questions:**

Choose a character in a literature that you remember the most.

The students could think about the following questions when they choose a character:

1. What character in literature do you remember most for his/her physical appearance?
2. Does the character learn anything?
3. Does the character feel different about him/herself at the end of the story?
4. Do other characters notice differences in him/her?
5. How might the change in a character reveal a story's theme?

**3. Language Input**

- adjectives used to describe positive characteristics (*New Cutting Edge*, p. 42)
- useful language to explain why you admire someone (*New Cutting Edge*, p. 43)  
E.g. She is the kind of person who always...  
She has achieved so much...  
She is exceptionally talented/creative in...  
I really admire the way he...  
- names of some successful people, e.g. Helen Keller, Florence Nightingale, Nelson Mandela, JK Rowling, etc.

**4. Pre-assessment Task**

Ask students to read three short stories from *Chicken Soup for the Teenage Soul* and discuss which characters in the stories they would want to make friends with and why?

Students may include the following as evidence to support their choice:

- ♣ the character's appearance
- ♣ what he/she does, how he/she speaks/ behaves
- ♣ his/her thoughts and feelings
- ♣ his/her interaction with other characters

(based on the character map/web)


**Assessment activity**

Form students into groups of 3 - 4 and discuss the following:

<b>(Group interaction)</b>	<p>Ask students to talk about their favourite characters they choose from the real life/literature and <i>from Chicken Soup</i> and explain why they admire him or her. Then, ask students to think of someone who resembles that character and explain how the two are related.</p> <p>Students may include the following to support their choice:</p> <ul style="list-style-type: none"> <li>♣ Who is he/she? Where does he/she come from?</li> <li>♣ Give 3 reasons why you admire him/her.</li> <li>♣ How can you relate your favourite character with your choice</li> </ul>
<b>Post assessment activity</b>	<ol style="list-style-type: none"> <li>1. Ask students to do a self-assessment of their performance after the group interaction. Encourage students to give written feedback <i>to their group mates</i> and suggest ways to improve.</li> <li>2. Ask students to write a letter to the character, telling the character how s/he had an impact on them (i.e. in what ways the character helped to change the students' point of view on some issues). In this way, students may be able to make a close connection between the character and themselves.</li> </ol>

*Adapted from an assessment task developed by St. Paul's School (Lam Tin)*

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

<b>Name of Task: Choosing a theme song for a school event</b>			
<b>Oral Text-type for the Assessment:</b> <input checked="" type="checkbox"/> individual presentation <input type="checkbox"/> interaction			
<b>Communication Functions:</b>			
<input checked="" type="checkbox"/> describing <input 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 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 assessment 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 discussion	<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>Choice/task of the elective(s) used for the assessment:</b>			
<input type="checkbox"/> Drama <input checked="" type="checkbox"/> Poems and Songs <input type="checkbox"/> Short Stories <input type="checkbox"/> Popular Culture <input type="checkbox"/> Sports Communication <input type="checkbox"/> Social Issues <input type="checkbox"/> Debating <input type="checkbox"/> Workplace Communication			
<b>Topic/text/materials/resources used for the assessment activities</b> (e.g. websites, debate topics/social issues, books):			
One set of materials adapted from a workshop on Poems and Songs; two other sets developed by the teachers themselves (see Appendices 1-9)			
<b>Description of activities leading to assessment</b>	<p>The theme is about love, which includes romantic love, parental love, love between friends, and love for others. Students attend three one-hour lessons on poems and songs.</p> <p><b>Lesson 1 – Romantic Love:</b></p> <ol style="list-style-type: none"> <li>1. Introduce the songs <i>My Heart Will Go On</i> (by Celine Dion) and <i>Longer</i> (by Dan Fogelberg). (see Appendix 1)</li> <li>2. Teach students how to understand the meaning of a song – what is the main theme, message, and mood of a song. (see Appendix 2)</li> <li>3. Teach students what song reviews are. (see Appendix 3)</li> </ol> <p><b>Lesson 2 – Love between friends</b></p> <ol style="list-style-type: none"> <li>4. Introduce the song <i>Bridge Over Troubled Water</i> (by Simon and Garfunkel). (see Appendix 4)</li> <li>5. Introduce simple poetic devices (e.g., rhyme, verse and chorus, simile and metaphor). (see Appendix 5)</li> <li>6. Song analysis (see Appendix 6)</li> </ol>		



	<p><b>Lessons 3 – Love for others</b></p> <ol style="list-style-type: none"> <li>7. Introduce the song <i>You Raise Me Up</i> (song composed by Rolf Lovland, lyrics by Brendan Graham). (see Appendix 7)</li> <li>8. Introduce simple poetic devices (e.g., rhyme, verse and chorus, simile and metaphor). (see Appendix 8)</li> <li>9. Song review. (see Appendix 9)</li> </ol>
<p><b>Assessment activity</b> <b>(Individual Presentation)</b></p>	<p><b>Individual Presentation</b></p> <p>Give students the following information/instructions:</p> <p>Your school would like to hold one of the following events:</p> <ol style="list-style-type: none"> <li>1. Fundraising for Sichuan after an earthquake</li> <li>2. Valentine’s Day celebration</li> <li>3. Mother’s Day celebration</li> </ol> <p>Choose one event from the above. Select a theme song for the event and explain your choice using the following questions as a guide:</p> <ul style="list-style-type: none"> <li>♣ Which song would you choose? Who wrote/sang it?</li> <li>♣ Give three reasons for choosing this song.</li> <li>♣ What is the theme of the song and why did the songwriter write this song?</li> <li>♣ Which lines do you like most? Why?</li> <li>♣ What are some poetic devices used in the song?</li> </ul>
<p><b>Post assessment activity</b></p>	<p>Peer assessment</p>

*Adapted from an assessment task developed by Christian Alliance College*

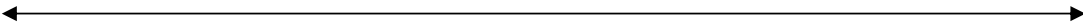
**Sample Assessment Task 8 (Part B)**

<b>Name of Task: Awarding the “Poem of the Month”</b>			
<b>Oral Text-type for the Assessment:</b> <input type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction			
<b>Communication Functions:</b>			
<input type="checkbox"/> describing <input type="checkbox"/> reporting <input checked="" type="checkbox"/> explaining <input checked="" type="checkbox"/> discussing <input type="checkbox"/> classifying <input checked="" type="checkbox"/> comparing <input checked="" type="checkbox"/> persuading <input type="checkbox"/> others: _____			
<b>Audience--teacher plus:</b>	<b>Target audience:</b>	<b>Role(s) of audience:</b>	
<input type="checkbox"/> a student partner <input checked="" type="checkbox"/> small groups <input type="checkbox"/> class <input type="checkbox"/> more than one class	<input type="checkbox"/> fellow students <input type="checkbox"/> students from other classes <input checked="" type="checkbox"/> teacher(s) <input type="checkbox"/> others: _____	<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 assessment 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 discussion	<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>Choice/task of the elective(s) used for the assessment:</b>			
<input type="checkbox"/> Drama <input checked="" type="checkbox"/> Poems and Songs <input type="checkbox"/> Short Stories <input type="checkbox"/> Popular Culture <input type="checkbox"/> Sports Communication <input type="checkbox"/> Social Issues <input type="checkbox"/> Debating <input type="checkbox"/> Workplace Communication			
<b>Topic/text/materials/resources used for the assessment activities</b> (e.g. websites, debate topics/social issues, books):			
Three Poems: An acrostic poem ( <i>written by Brian Bihari</i> ), a shape poem “I love you” and a love poem: Like a Rose ( <i>written by Sam Fedarb</i> ) (see Appendix 10)			
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>1. Introduce 2 songs to the students: Love me for a reason--“Boy Zone” and “I swear”.</li> <li>2. Ask students to listen to these 2 songs and complete the gap-fill worksheet.</li> <li>3. Ask students to discuss the themes of these 2 songs and the differences in attitudes towards love presented in these 2 songs</li> <li>4. Ask students to discuss teenagers’ attitudes towards love nowadays.</li> <li>5. Introduce 3 poems to the students: An acrostic poem, a shape poem “I love you” and a love poem (see Appendix 10)</li> <li>6. Introduce the features, structure and themes of each of these poems to the students.</li> <li>7. Ask students to compose 2 different types of poems as homework.</li> </ol>		

<p><b>Assessment activity</b> <b>(Group Interaction)</b></p>	<p>8. Ask students to <b>discuss in a group</b>: “Your school is organizing a Poetry Month and would like to organize a series of activities. A poem writing competition has already been held and the best poems have been selected. Discuss which one of the poems should be awarded “Poem of the Month” and what other activities can be held to help students appreciate poetry”. <i>The poems come from the poems written by their classmates (see point 7 above).</i></p> <p>9. Provide students with 4 guiding questions to discuss in the group interaction:</p> <ul style="list-style-type: none"> <li>♣ Which poem would you choose?</li> <li>♣ Give 3 reasons to justify your choice.</li> <li>♣ Why do you think students would like this poem?</li> <li>♣ Suggest activities that can be organized to help students appreciate poetry.</li> </ul> <p>10. Scaffold the discussion for students through the use of a worksheet that explains simple poetry terminology such as “theme”, “tone”, “rhyme”, “alliteration”, etc., but be careful not to overemphasize the use of jargon.</p>
<p><b>Post assessment activity</b></p>	<p>11. Ask students to evaluate their own group interaction performance using the student criteria (published on the HKEAA handbook) immediately after the interaction.</p> <p>12. Follow-up soon after the lesson with brief teacher feedback to the individual presenters on the interaction skills, ideas and organization.</p>

*Adapted from an assessment task developed by S.T.F.A. Tam Pak Yu College*

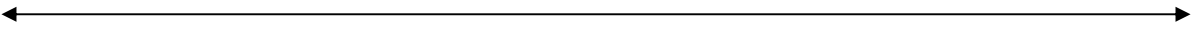
**Sample Assessment Task 9 (Part B)**

<b>Name of Task: Song appreciation</b>		
<b>Oral Text-type for the Assessment:</b> <input checked="" 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 checked="" type="checkbox"/> persuading <input type="checkbox"/> others: _____		
<b>Audience--teacher plus:</b> <input checked="" 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 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 assessment 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 discussion <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>Choice/task of the elective(s) used for the assessment:</b>		
<input type="checkbox"/> Drama <input type="checkbox"/> Sports Communication <input type="checkbox"/> Short Stories <input type="checkbox"/> Debating <input checked="" type="checkbox"/> Poems and Songs <input type="checkbox"/> Social Issues <input type="checkbox"/> Popular Culture <input type="checkbox"/> Workplace Communication		
<b>Topic/text/materials/resources used for the assessment activities</b> (e.g. websites, debate topics/social issues, books):		
A poem “ <i>Dreams</i> ” by Langston Hughes (see Appendix 11) Worksheet: The song “ <i>I dreamed a dream</i> ” (Source: youtube.com) (see Appendix 12) Worksheets on songs of different topics ( <i>Wind Beneath My Wings</i> , by Bette Midler; <i>I believe I can fly</i> by R. Kelly; <i>All out of love</i> by Air Supply; <i>Bridge over Troubled Water</i> , by Simon and Garfunkel) (see Appendix 13)		
<b>Description of activities leading to assessment</b>	<u>Poems:</u> 1. Ask the students to interview 4 students in the class and ask what their dreams are. Read the poem “Dreams” by Langston Hughes (see Appendix 11). 2. Listen to a song “I dreamed a dream” and fill in the blanks (see Appendix 12). 3. Help students understand the underlying meanings of the poetry. 4. Explain the techniques used to express feelings and moods. <u>Songs:</u> 1. Introduce songs covering different topics such as <i>Wind beneath my wings</i> , <i>I believe I can fly</i> , <i>All out of love</i> , <i>Bridge over troubled water</i> , etc.(see Appendix 13) 2. Help students understand the underlying meanings of the songs. 3. Explain the techniques used to express feelings and moods.	

<p><b>Assessment activity 1</b> <b>(Individual presentation)</b></p>	<p><u>Individual presentation:</u> Students choose a song to be sung for their mothers; a fund-raising activity; or their girl- or boyfriend. They have to introduce and explain why they chose the song in a 3-minute presentation on one of the topics below:</p> <ol style="list-style-type: none"> <li>1. Your mother's birthday is coming up and you want to dedicate a song to her. Which song would you choose?</li> <li>2. You are going to sing a song to raise money for charity in the school hall. Which song would you choose?</li> <li>3. Tomorrow is St. Valentine's Day and you want to dedicate a song to your boyfriend/girlfriend. Which song would you choose?</li> </ol> <p>In your presentation, you may want to consider the following questions:</p> <ul style="list-style-type: none"> <li>♣ How did you find the song?</li> <li>♣ Who wrote / sang the song?</li> <li>♣ Give 3 reasons for choosing the song.</li> <li>♣ Which lines do you like most? Why?</li> </ul>
<p><b>Post assessment activity 1</b></p>	<ol style="list-style-type: none"> <li>1. Students have to engage in self-reflection on their performances. They can write down the strengths and weakness of their presentations. They can also discuss how they can improve their performances.</li> <li>2. Students' videos can be showed in class. Other students can have a discussion on the performances of their peers.</li> </ol>
<p><b>Assessment activity 2</b> <b>(Group interaction)</b></p>	<p><u>Group interaction:</u> As members of the English Society, students discuss which love songs they should recommend to students during a song appreciation programme at the school.</p> <p>You may wish to use the following guiding questions:</p> <ul style="list-style-type: none"> <li>♣ Why are love songs suitable for students?</li> <li>♣ Which song would you choose? Give 3 reasons to justify your choice.</li> <li>♣ Why do you think F4/F5/F6 students would like this song?</li> <li>♣ Suggest some activities that can be organized to help other students like and understand the song.</li> </ul>
<p><b>Post assessment activity 2</b></p>	<ol style="list-style-type: none"> <li>1. Students have to engage in self-reflection on their performances. They can write down the strengths and weakness of their performance in the discussions. They can also discuss how they can improve their performances.</li> <li>2. Students' videos can be shown in class. Other students can have a discussion on the performances of their peers.</li> </ol>

*Adapted from an assessment task developed by Wong Shiu Chi Secondary School*

**Sample Assessment Task 10 (Part B)**

<b>Name of Task: The Best TV Commercial</b>		
<b>Oral Text-type for the Assessment:</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 checked="" 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 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 assessment 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 discussion <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>Choice/task of the elective(s) used for the assessment:</b>		
<input type="checkbox"/> Drama <input type="checkbox"/> Poems and Songs <input type="checkbox"/> Short Stories <input checked="" type="checkbox"/> Popular Culture <input type="checkbox"/> Sports Communication <input type="checkbox"/> Social Issues <input type="checkbox"/> Debating <input type="checkbox"/> Workplace Communication		
<b>Topic/text/materials/resources used for the assessment activities</b> (e.g. websites, debate topics/social issues, books):		
Evaluating TV Commercials: Coca Cola ( <i>Beautiful Coca Cola Commercial Full Version</i> ), <a href="http://www.youtube.com/watch?v=R1NnyE6DDnQ">http://www.youtube.com/watch?v=R1NnyE6DDnQ</a> Kentucky Fried Chicken ( <i>Kentucky Fried Chicken 1984</i> ) <a href="http://www.youtube.com/watch?v=n6QGVNM6o1E">http://www.youtube.com/watch?v=n6QGVNM6o1E</a> , and McDonald's ( <i>New McDonald fish commercial 2/2009 Full</i> ) <a href="http://www.youtube.com/watch?v=6bJOIqVAD-s">http://www.youtube.com/watch?v=6bJOIqVAD-s</a>		
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>1. Before the pre-assessment activities, show students three TV commercials advertising Coca Cola (<i>Beautiful Coca Cola Commercial Full Version</i>), Kentucky Fried Chicken (<i>Kentucky Fried Chicken 1984</i>), and McDonald's (<i>New McDonald fish commercial 2/2009 Full</i>).</li> <li>2. In the lesson, ask students to use some adjectives to describe the commercials.</li> <li>3. Introduce some basic elements of TV commercials, e.g.: the plot (content/story), slogan, music/lyrics, and audio-visual effects (animations).</li> </ol>	

	<p>4. Divide the students into groups and ask them to discuss the differences and similarities among the three TV commercials. Students have to select one TV commercial for the Best TV Commercial Award.</p> <p>5. Ask students to write an announcement for the Best TV Commercial Award.</p>
<p><b>Assessment activity (Individual Presentation)</b></p>	<p>Give students the following information/instructions:</p> <p><b>Situation</b></p> <p>You are the spokesperson for the Best TV Commercial Awards Nomination Board. The board has just selected the Best TV Commercial. You have to report the final decision of the Board to the media.</p> <ol style="list-style-type: none"> <li>1. <i>Beautiful Coca Cola Commercial</i></li> <li>2. <i>Kentucky Fried Chicken 1984</i></li> <li>3. <i>New McDonald's Fish Commercial 2009</i></li> </ol> <p><b>You may want to cover the following points:</b></p> <ul style="list-style-type: none"> <li>♣ the brief content of the three final entries</li> <li>♣ the name of the winning commercial</li> <li>♣ what the commercial is about</li> <li>♣ the use of audio and visual effects</li> <li>♣ the use of slogan</li> <li>♣ the use of music</li> <li>♣ other special features that appeal to the viewers</li> <li>♣ why the commercial should win the award</li> </ul>
<p><b>Post assessment activity</b></p>	<ol style="list-style-type: none"> <li>1. Students watch the videos of the presentations and complete the peer evaluation form.</li> <li>2. Teacher provides feedback.</li> </ol>

*Adapted from an assessment task developed by Tack Ching Girls' Secondary School*







	for this occasion”. Support, monitor and assess.
<b>Post assessment activity 2</b>	<ol style="list-style-type: none"> <li>8. As part of the follow-up class discussion, encourage students to give feedback to the individual presenter based on the shared rubrics.</li> <li>9. Ask the student presenters to review their own recorded presentations and write a brief written reflection in response to the prompt: “What you think you have done well, not very well, and what you can do to improve your next presentation.”</li> <li>10. Follow-up soon after the lesson with brief feedback to the individual presenters.</li> </ol>

*Adapted from an assessment task developed by Kowloon Tong School (Secondary Section)*

**Sample Assessment Task 13 (Part B)**

<b>Name of Task: Introduce a new sport</b>		
<b>Oral Text-type for the Assessment:</b> <input checked="" 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 checked="" type="checkbox"/> classifying <input checked="" type="checkbox"/> comparing <input checked="" 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 checked="" type="checkbox"/> questioning/commenting <input checked="" type="checkbox"/> interacting with no limitations
<b>Where on this continuum would you place the assessment 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 discussion	<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>Choice/task of the elective(s) used for the assessment:</b>		
<input type="checkbox"/> Drama <input type="checkbox"/> Poems and Songs <input type="checkbox"/> Short Stories <input type="checkbox"/> Popular Culture <input checked="" type="checkbox"/> Sports Communication <input type="checkbox"/> Social Issues <input type="checkbox"/> Debating <input type="checkbox"/> Workplace Communication		
<b>Topic/text/materials/resources used for the assessment activities</b> (e.g. websites, debate topics/social issues, books):		
Sports related websites containing information on different kinds of sports, e.g., Sporting championships – World Cup; guiding questions and presentation guidelines (see Appendix 16); a list of sports vocabulary (see Appendix 17) (adapted from <i>Suggested schemes of work for the elective part of the three-year senior secondary English language curriculum (Secondary 4-6)</i> , published by CDI, EDB (2007)); assessment form		
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>1. Teachers suggest websites to search for information about sports. Also, provide texts on different sports to students to complement materials on the websites, some of which may be too difficult for students to comprehend.</li> <li>2. Teachers teach presentation skills.</li> <li>3. Teachers give guidelines on the content of the presentation. Two Power Points, one on hiking and another one on golf, are shown to students as models.</li> <li>4. Students in each class are given ten sports (badminton, basketball, bowling, cycling, football, volleyball, marathon running, swimming, table tennis and tennis). Groups draw lots to decide which sport they should do, so every group will work on a different sport. In small groups of three to four, they research, summarize and prepare for a short presentation (each member speaking for 1.5 to 2 minutes) using Power Point to introduce one of the above sports.</li> </ol>	

	<p>5. Provide students with some guiding questions (see Appendix 16) such as:</p> <ul style="list-style-type: none"> <li>- What is the aim of the sport?</li> <li>- What makes it enjoyable?</li> <li>- What sorts of injuries may be a risk? etc.</li> </ul> <p>6. Scaffold the discussion for students through the use of a worksheet (see Appendix 17) that gives a set of sports vocabulary such as “break point”, “suspension”, “trophy”, etc.</p>
<b>Assessment activity 1 (Individual Presentation)</b>	<p>Students give presentations on a sport they have chosen, including:</p> <ul style="list-style-type: none"> <li>♣ basic information on the sport</li> <li>♣ the sport’s popularity</li> <li>♣ pleasures of the sport</li> <li>♣ dangers of the sport</li> </ul> <p>Students should demonstrate and share knowledge about the sports.</p>
<b>Assessment activity 2 (Group Interaction)</b>	<p><u>Group Interaction Topic:</u></p> <p>You are a group of executive members of the Sports Club and have been given funds to introduce a new sport for members in your club, e.g., swimming, marathon, football, bowling.</p> <p>In groups, discuss:</p> <ul style="list-style-type: none"> <li>♣ which sport you would like to introduce to the members</li> <li>♣ the skills and equipment required for learning the sport</li> <li>♣ the benefits of the sport</li> <li>♣ resources the club/school need to provide</li> <li>♣ anything else you think is important</li> </ul>
<b>Post assessment activity</b>	<ol style="list-style-type: none"> <li>1. Teachers give brief feedback to each student.</li> <li>2. Observers give brief comments to a student being observed (peer-assessment).</li> </ol>

*Adapted from an assessment task developed by HK & KLN Chiu Chow Public Association  
Secondary School*

**Sample Assessment Task 14 (Part B)**

<b>Name of Task: The safety of playing a particular sport</b>		
<b>Oral Text-type for the Assessment:</b> <input checked="" type="checkbox"/> individual presentation <input type="checkbox"/> interaction		
<b>Communication Functions:</b>		
<input checked="" type="checkbox"/> describing <input type="checkbox"/> reporting <input checked="" type="checkbox"/> explaining <input 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 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 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 assessment 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 discussion	<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>Choice/task of the elective(s) used for the assessment:</b>		
<input type="checkbox"/> Drama <input type="checkbox"/> Poems and Songs <input type="checkbox"/> Short Stories <input type="checkbox"/> Popular Culture <input checked="" type="checkbox"/> Sports Communication <input type="checkbox"/> Social Issues <input type="checkbox"/> Debating <input type="checkbox"/> Workplace Communication		
<b>Topic/text/materials/resources used for the assessment activities</b> (e.g. websites, debate topics/social issues, books):		
1. Extreme sports articles (see Appendix 18) (adapted from <a href="http://en.wikipedia.org/wiki/Extreme_sport">http://en.wikipedia.org/wiki/Extreme_sport</a> ) 2. Sports safety article (see Appendix 19) (adapted from <a href="http://brighamandwomens.staywellsolutionsonline.com/Library/Encyclopedia/85,P01073">http://brighamandwomens.staywellsolutionsonline.com/Library/Encyclopedia/85,P01073</a> ) 3. Alphabet worksheet (see Appendix 20) (adapted from Upstream Intermediate Express Publishing ) 4. <a href="http://www.afcd.gov.hk">www.afcd.gov.hk</a>		
<b>Description of activities leading to assessment</b>	<b><u>Knowledge Building:</u></b> <u>Sports in general:-</u> 1. Ask students to view websites of the sports suggested above. 2. Ask students to view videos of interviews with famous athletes in the world. 3. Ask students to read about extreme sports (see Appendix 25). 4. Ask students to read articles about sports safety (see Appendix 26). 5. Ask students to work together to complete a worksheet to find one sport beginning with each of the letters of the alphabet given in Appendix 27. 6. Ask students to choose a kind of sport that they would like to try and give 5 reasons (e.g. “I would like to try... because...”). 7. In a groups of four, discuss which kind of extreme sport(s) they would like to try (e.g. “I	

	<p>am... and I like..., but I don't like...")</p> <p>8. Start the conversation by saying:</p> <p style="padding-left: 40px;">A: I'd love to try... because it is...</p> <p style="padding-left: 40px;">B: Really? Why?</p> <p style="padding-left: 40px;">C: Yes, I agree with you because...</p> <p style="padding-left: 40px;">D: No, I'm afraid I don't agree because...</p> <p>9. After six minutes, ask students to report which kind of sports their group would like to try and why.</p>
<p><b>Assessment activity</b> <b>(Individual presentation)</b></p>	<p><u>Individual presentation task:-</u></p> <p>Ask students to give a presentation about the safety of playing a sport.</p> <p>Suggest that they do the following:</p> <ul style="list-style-type: none"> <li>♣ Describe the sport they have chosen.</li> <li>♣ Suggest possible precautions players may have to take into consideration.</li> <li>♣ Explain what kind of dangers might be involved in playing this sport.</li> </ul> <p>Have a Q &amp; A session at the end of each presentation so that the audience can take part in the task.</p>
<p><b>Post assessment activity</b></p>	<ol style="list-style-type: none"> <li>1. Ask students to do self-assessment of their performance after the group interaction.</li> <li>2. Teacher then gives feedback on the overall performance of the group and gives advice on how to make improvements by making use of the assessment criteria.</li> </ol>

*Adapted from an assessment task developed by CCC Kei To Secondary School*


**Sample Assessment Task 15 (Part B)**

<b>Name of Task: Diving</b>			
<b>Oral Text-type for the Assessment:</b> <input type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction			
<b>Communication Functions:</b>			
<input type="checkbox"/> describing <input type="checkbox"/> reporting <input type="checkbox"/> explaining <input checked="" type="checkbox"/> discussing <input type="checkbox"/> classifying <input type="checkbox"/> comparing <input checked="" type="checkbox"/> persuading <input checked="" type="checkbox"/> others: _____			
<b>Audience--teacher plus:</b>	<b>Target audience:</b>		
<input type="checkbox"/> a student partner <input checked="" type="checkbox"/> small groups <input type="checkbox"/> class <input type="checkbox"/> more than one class	<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 assessment 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 discussion <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>Choice/task of the elective(s) used for the assessment:</b>			
<input type="checkbox"/> Drama <input type="checkbox"/> Poems and Songs <input type="checkbox"/> Short Stories <input type="checkbox"/> Popular Culture <input checked="" type="checkbox"/> Sports Communication <input type="checkbox"/> Social Issues <input type="checkbox"/> Debating <input type="checkbox"/> Workplace Communication			
<b>Topic/text/materials/resources used for the assessment activities</b> (e.g. websites, debate topics/social issues, books):			
<table style="width:100%; border: none;"> <tr> <td style="width:50%; vertical-align: top;"> 1. Extreme sports articles (see Appendix 18) (adapted from <a href="http://en.wikipedia.org/wiki/Extreme_sport">http://en.wikipedia.org/wiki/Extreme_sport</a>)  2. Sports safety article (see Appendix 19) (adapted from <a href="http://brighamandwomens.staywellsolutionsonline.com/Library/Encyclopedia/85,P01073">http://brighamandwomens.staywellsolutionsonline.com/Library/Encyclopedia/85,P01073</a>)  3. Alphabet worksheet (see Appendix 20) (adapted from a workshop on Sports Communication and adapted from Upstream Intermediate Express Publishing )  4. HK Amateur Swimming Association Limited (Appendix 21) (adapted from <a href="http://www.hkasa.org.hk/index.php?option=com_content&amp;task=blogcategory&amp;id=89&amp;Itemid=197">http://www.hkasa.org.hk/index.php?option=com_content&amp;task=blogcategory&amp;id=89&amp;Itemid=197</a>) </td> <td style="width:50%; vertical-align: top;"> 5. Diving platform article and worksheet (Appendix 22) (adapted from: <a href="http://en.wikipedia.org/wiki/Platform_diving">http://en.wikipedia.org/wiki/Platform_diving</a>)  6. article on Wikipedia about Thomas Robert Daley (adapted from: <a href="http://en.wikipedia.org/wiki/Tom_Daley_(diver)">http://en.wikipedia.org/wiki/Tom_Daley_(diver)</a>)  7. <a href="http://www.youtube.com/watch?v=VZAxh_I46cE">http://www.youtube.com/watch?v=VZAxh_I46cE</a>  8. <a href="http://www.youtube.com/watch?v=WIOzk1h6_o8feature=related">http://www.youtube.com/watch?v=WIOzk1h6_o8feature=related</a> </td> </tr> </table>		1. Extreme sports articles (see Appendix 18) (adapted from <a href="http://en.wikipedia.org/wiki/Extreme_sport">http://en.wikipedia.org/wiki/Extreme_sport</a> ) 2. Sports safety article (see Appendix 19) (adapted from <a href="http://brighamandwomens.staywellsolutionsonline.com/Library/Encyclopedia/85,P01073">http://brighamandwomens.staywellsolutionsonline.com/Library/Encyclopedia/85,P01073</a> ) 3. Alphabet worksheet (see Appendix 20) (adapted from a workshop on Sports Communication and adapted from Upstream Intermediate Express Publishing ) 4. HK Amateur Swimming Association Limited (Appendix 21) (adapted from <a href="http://www.hkasa.org.hk/index.php?option=com_content&amp;task=blogcategory&amp;id=89&amp;Itemid=197">http://www.hkasa.org.hk/index.php?option=com_content&amp;task=blogcategory&amp;id=89&amp;Itemid=197</a> )	5. Diving platform article and worksheet (Appendix 22) (adapted from: <a href="http://en.wikipedia.org/wiki/Platform_diving">http://en.wikipedia.org/wiki/Platform_diving</a> ) 6. article on Wikipedia about Thomas Robert Daley (adapted from: <a href="http://en.wikipedia.org/wiki/Tom_Daley_(diver)">http://en.wikipedia.org/wiki/Tom_Daley_(diver)</a> ) 7. <a href="http://www.youtube.com/watch?v=VZAxh_I46cE">http://www.youtube.com/watch?v=VZAxh_I46cE</a> 8. <a href="http://www.youtube.com/watch?v=WIOzk1h6_o8feature=related">http://www.youtube.com/watch?v=WIOzk1h6_o8feature=related</a>
1. Extreme sports articles (see Appendix 18) (adapted from <a href="http://en.wikipedia.org/wiki/Extreme_sport">http://en.wikipedia.org/wiki/Extreme_sport</a> ) 2. Sports safety article (see Appendix 19) (adapted from <a href="http://brighamandwomens.staywellsolutionsonline.com/Library/Encyclopedia/85,P01073">http://brighamandwomens.staywellsolutionsonline.com/Library/Encyclopedia/85,P01073</a> ) 3. Alphabet worksheet (see Appendix 20) (adapted from a workshop on Sports Communication and adapted from Upstream Intermediate Express Publishing ) 4. HK Amateur Swimming Association Limited (Appendix 21) (adapted from <a href="http://www.hkasa.org.hk/index.php?option=com_content&amp;task=blogcategory&amp;id=89&amp;Itemid=197">http://www.hkasa.org.hk/index.php?option=com_content&amp;task=blogcategory&amp;id=89&amp;Itemid=197</a> )	5. Diving platform article and worksheet (Appendix 22) (adapted from: <a href="http://en.wikipedia.org/wiki/Platform_diving">http://en.wikipedia.org/wiki/Platform_diving</a> ) 6. article on Wikipedia about Thomas Robert Daley (adapted from: <a href="http://en.wikipedia.org/wiki/Tom_Daley_(diver)">http://en.wikipedia.org/wiki/Tom_Daley_(diver)</a> ) 7. <a href="http://www.youtube.com/watch?v=VZAxh_I46cE">http://www.youtube.com/watch?v=VZAxh_I46cE</a> 8. <a href="http://www.youtube.com/watch?v=WIOzk1h6_o8feature=related">http://www.youtube.com/watch?v=WIOzk1h6_o8feature=related</a>		
<b>Description of activities leading to assessment</b>	<b><u>Knowledge Building:</u></b> <b><u>Sports in general:-</u></b>		
	1. Ask students to read about what extreme sports are (see Appendix 18).		

	<ol style="list-style-type: none"> <li>2. Ask students to read articles about sports safety (see Appendix 19).</li> <li>3. Ask students to work together to complete a worksheet to find one sport beginning with each of the letters of the alphabet in Appendix 20.</li> <li>4. Ask students to choose a kind of sport they would like to try and provide 5 reasons (e.g. “I would like to try... because...”).</li> <li>5. In a groups of four, discuss which kind of extreme sport(s) they would like to try (e.g. “I am... and I like..., but I don’t like...”).</li> <li>6. Start the conversation by saying: <ol style="list-style-type: none"> <li>a. A: I’d love to try... because it is...</li> <li>b. B: Really? Why?</li> <li>c. C: Yes, I agree with you because...</li> <li>d. D: No, I’m afraid I don’t agree because...</li> </ol> </li> <li>7. After six minutes, ask students to report which kind of sports their group would like to try and why.</li> </ol> <p><b>Diving:-</b></p> <ol style="list-style-type: none"> <li>1. Ask students to read the article from HK Amateur Swimming Association Limited about “<i>The introduction to diving</i>”(Appendix 21)</li> <li>2. Ask students to read articles about the diving platform, watch a video clip about a very outstanding and young diver, Thomas Daley and complete the worksheet (Appendix 22)</li> <li>3. Ask students to read articles about platform divers in Hong Kong.</li> <li>4. Ask students to view videos of interviews with world famous divers.</li> <li>5. Ask students to view videos of platform diving.</li> </ol> <p><b>Reflection for Students:</b></p> <ol style="list-style-type: none"> <li>1. What personality and character traits do you think are necessary for Thomas Daley to have been so successful?</li> <li>2. What other factors are there that helped shape his success?</li> <li>3. How can young people overcome their fears by doing platform diving?</li> <li>4. What are the possible side effects if a diver practices too much?</li> <li>5. If you had a friend as talented as Thomas, would you recommend him to join the diving team?</li> </ol>
<p><b>Assessment activity</b> <b>(Group interaction)</b></p>	<p>Form students into groups of four and prepare for the following discussion task:</p> <p>You are a group of executive members of the Sports Club and the club has been given funds to introduce a platform for diving members.</p> <p>Discuss:-</p> <ul style="list-style-type: none"> <li>♣ The skills and training needed for the sport</li> <li>♣ The benefits of doing the sport</li> <li>♣ The danger of doing the sport</li> <li>♣ Other important things</li> </ul>
<p><b>Post assessment activity</b></p>	<p>Teacher gives feedback on the overall performance of the group and gives advice on how to make improvements by making use of the assessment criteria</p>




**Sample Assessment Task 16 (Part B)**

<b>Name of Task: A tax should be imposed on plastic bags</b>			
<b>Oral Text-type for the Assessment:</b> <input checked="" type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction			
<b>Communication Functions:</b>			
<input type="checkbox"/> describing <input type="checkbox"/> reporting <input checked="" type="checkbox"/> explaining <input 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 type="checkbox"/> small groups <input checked="" type="checkbox"/> class <input type="checkbox"/> more than one class	<b>Target audience:</b> <input 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 assessment 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 discussion	<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>Choice/task of the elective(s) used for the assessment:</b>			
<input type="checkbox"/> Drama <input type="checkbox"/> Poems and Songs <input type="checkbox"/> Short Stories <input type="checkbox"/> Popular Culture <input type="checkbox"/> Sports Communication <input type="checkbox"/> Social Issues <input checked="" type="checkbox"/> Debating <input type="checkbox"/> Workplace Communication			
<b>Topic/text/materials/resources used for the assessment activities</b> (e.g. websites, debate topics/social issues, books):			
Plastic bags from various outlets and supermarkets; relevant news articles and editorials. The articles should discuss the issue of taxing plastic bags from different perspectives.			
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>1. Show the plastic bags to students and ask what they think of them: elicit brief outline of benefits and problems associated with plastic bags.</li> <li>2. Ask students what they know about the plastic bag tax imposed in July 2009. Revise the key features of debating, and ask students to formulate the issue as a motion.</li> <li>3. Give each student several articles about the plastic bag tax. Students should be given different combinations of articles.</li> <li>4. Ask students to read the information and to identify arguments for and against the motion.</li> <li>5. Divide the students into groups and ask them to discuss what arguments they have come up with.</li> <li>6. The groups take turns to report to the class the major arguments for and against the imposition of the tax.</li> <li>7. Remind students to use persuasive language to present their arguments more convincingly.</li> </ol>		

<p><b>Assessment activity 1</b> <b>(Individual Presentation)</b></p>	<p><u>Topic</u></p> <p>The government is going to impose a tax on plastic bags handed out to customers at retail outlets. Environmentalists all welcome this new policy. An environmentalist and English teacher, Mr. Johnson, wrote to the SCMP to show his support. Here is an extract from his letter:</p> <p>‘This is the right move. The tax will be very effective in encouraging consumers to bring their own shopping bags. It will then greatly reduce the usage of plastic bags, which make up most of the plastic waste dumped into the landfills.’</p> <p>You are a Secondary Six student in Mr. Johnson’s class, and you oppose the plastic bag tax. What would you say to Mr. Johnson to convince him that the tax is not a solution to the existing environmental problems?</p>
<p><b>Assessment activity 2</b> <b>(Group Interaction)</b></p>	<p><u>Topic</u></p> <p>You are a member of a team that has been chosen to enter an inter-school debating contest on the motion that ‘A tax should be imposed on plastic bags handed out to customers at retail outlets.’ At this moment, you do not know whether you will be asked to argue for or against the motion.</p> <p>Your team is meeting to prepare for the debating contest. You should prepare arguments for both sides of the debate. You also need to consider how to organize and present your arguments.</p> <p>You may want to talk about:</p> <ul style="list-style-type: none"> <li>♣ how to define the motion</li> <li>♣ major arguments for the motion</li> <li>♣ major arguments against the motion</li> <li>♣ point-by-point rebuttals of arguments both for and against the motion</li> <li>♣ how to make arguments convincing</li> </ul> <p><i>You do not have to come to a final decision or to reach a conclusion to your discussion. You should try to discuss both the content and procedures involved in your discussion task.</i></p>
<p><b>Post assessment activity</b></p>	<ol style="list-style-type: none"> <li>1. Students watch videos of the presentations and complete the peer evaluation form.</li> <li>2. Teacher provides feedback.</li> </ol>

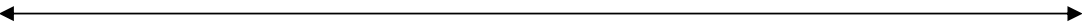
*Adapted from an assessment task developed by Tack Ching Girls' Secondary School*

**Sample Assessment Task 17 (Part B)**

<b>Name of Task:</b> The school-based drugs testing scheme		
<b>Oral Text-type for the Assessment:</b> <input type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction		
<b>Communication Functions:</b>		
<input type="checkbox"/> describing <input checked="" type="checkbox"/> reporting <input type="checkbox"/> explaining <input checked="" type="checkbox"/> discussing <input checked="" 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 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 type="checkbox"/> questioning/commenting <input checked="" type="checkbox"/> interacting with no limitations
<b>Where on this continuum would you place the assessment 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 discussion <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>Choice/task of the elective(s) used for the assessment:</b> <input type="checkbox"/> Drama <input type="checkbox"/> Poems and Songs <input type="checkbox"/> Short Stories <input type="checkbox"/> Popular Culture <input type="checkbox"/> Sports Communication <input type="checkbox"/> Social Issues <input checked="" type="checkbox"/> Debating <input type="checkbox"/> Workplace Communication		
<b>Topic/text/materials/resources used for the assessment activities</b> (e.g. websites, debate topics/social issues, books): <i>Suggested schemes of work for the elective part of the three-year senior secondary English language curriculum (Secondary 4-6), published by CDI, EDB (2007), p.74-77</i>		
<b>Description of activities leading to assessment</b>	1. Give students a week to collect news articles about the school-based drugs testing scheme in groups of 3 or 4. They should try to find articles that can help them answer all or some of the following questions: a) Why is there a need to introduce a school-based drugs testing scheme? b) Who will be tested? c) How is the test implemented? d) How will the test results be used? e) Who has the right to know the test results? f) How may the test help prevent drug abuse? g) How may the test affect students and parents? h) What are other pros and cons of this scheme? i) What are some of the controversial issues over the school-based drug testing scheme? 2. Ask students to share with their group members what they have found. Ask students to	

	<p>select the best 3-4 articles and submit them to the teacher. This way, the teacher can have a general idea about the kind of information that students were able to gather. It will also help teachers to decide whether additional information should be provided to the students.</p> <ol style="list-style-type: none"> <li>3. Ask students to read their articles in advance.</li> <li>4. In class, each group will draw lots so different groups of students will report on the major findings on different questions. Alternatively, the teacher can do the group assignment based on the articles the students are able to find or according to the abilities of students in different groups (e.g. less capable students may report on the factual questions).</li> <li>5. Give students time in class to discuss the information they have found out and what they will be reporting on.</li> <li>6. Have different groups take turns reporting the major findings or answers to their assigned questions.</li> <li>7. Teachers can lead a class discussion based on the answers provided by the students. If the teacher is teaching a more capable group of students, a group leader can be selected to guide the discussion.</li> <li>8. Teachers may highlight key terms and vocabulary on the board to help students learn the key vocabulary related the issues being discussed.</li> </ol> <p>Teachers may make use of what students have been engaged in to explain the basic idea of debating and introduce them to how a debate is run. For more suggestions and ideas on teaching debating skills, please refer to the “Suggested schemes of work for the elective part of the three-year senior secondary English language curriculum (Secondary 4-6)”, published by CDI, EDB (2007), p.74-77.</p>
<p><b>Assessment activity</b> <b>(Group interaction)</b></p>	<p>Form students into groups of four and prepare for the following task:</p> <p>Your group has been selected to enter the inter-class debating contest on the motion that “The school-based drugs testing scheme is a good measure to help prevent drug abuse among teenagers”. You are asked to argue for (or against) the motion. Students can draw lots or the teacher can assign a particular motion to the students.</p> <p>Students need to prepare for the contest and prepare arguments for (or against) the motion. Students need to discuss with their group members and decide what the best 3-4 arguments their team should focus on or address in the debate.</p>
<p><b>Post assessment activity</b></p>	<ol style="list-style-type: none"> <li>1. Students watch the video of their own presentation. Ask students to do self- and peer-assessment. Students can also discuss how they may want to improve their discussion.</li> <li>2. Teachers then provide feedback to the students on their overall performance.</li> </ol>

**Sample Assessment Task 18 (Part B)**

<b>Name of Task:</b> Building a debate framework for a motion		
<b>Oral Text-type for the Assessment:</b> <input type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction		
<b>Communication Functions:</b>		
<input type="checkbox"/> describing <input checked="" type="checkbox"/> reporting <input type="checkbox"/> explaining <input checked="" type="checkbox"/> discussing <input checked="" 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 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 type="checkbox"/> questioning/commenting <input checked="" type="checkbox"/> interacting with no limitations
<b>Where on this continuum would you place the assessment 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 discussion <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>Choice/task of the elective(s) used for the assessment:</b>		
<input type="checkbox"/> Drama <input type="checkbox"/> Poems and Songs <input type="checkbox"/> Short Stories <input type="checkbox"/> Popular Culture <input type="checkbox"/> Sports Communication <input type="checkbox"/> Social Issues <input checked="" type="checkbox"/> Debating <input type="checkbox"/> Workplace Communication		
<b>Topic/text/materials/resources used for the assessment activities</b> (e.g. websites, debate topics/social issues, books): <i>Suggested schemes of work for the elective part of the three-year senior secondary English language curriculum (Secondary 4-6), published by CDI, EDB (2007), p.74-77</i> <i>HKEdcity Debate websites</i>		
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>1. Give students a week to collect news articles about smoking. They should try to find articles that can help them answer all or some of the following questions: <ul style="list-style-type: none"> <li>♣ Why is there a need to ban smoking in public places?</li> <li>♣ What are the pros and cons of smoking?</li> <li>♣ Who will be affected by smoking?</li> <li>♣ What has the government done so far in regards to the issue of smoking?</li> </ul> </li> <li>2. Ask students to share with their group members what they have found out. Ask students to select the best 3-4 articles and submit them to the teacher. This way, the teacher can have a general idea about the kind of information that students were able to gather. It will also help teachers to decide whether additional information should be provided to the students.</li> <li>3. Ask students to read their articles in advance.</li> <li>4. In class, each group will draw lots so different groups of students will report on the major</li> </ol>	

	<p>findings on different questions. Alternatively, the teacher can do the group assignment based on the articles the students are able to find or according to the abilities of students in different groups (e.g. less capable students may report on the factual questions).</p> <ol style="list-style-type: none"> <li>5. Give students time in class to discuss the information they have found out and what they will be reporting on.</li> <li>6. Have different groups take turns reporting the major findings or answers to their assigned questions.</li> <li>7. Teachers can lead a class discussion based on the answers provided by the students. If the teacher is teaching a more capable group of students, a group leader can be selected to guide the discussion.</li> <li>8. Teachers may highlight key terms and vocabulary on the board to help students become familiar with the terms and vocabulary around the issues being discussed.</li> <li>9. Teachers elicit from students the basic idea of debating and introduce to them how a debate is run. For more suggestions and ideas on teaching debating skills, please refer to the “Suggested schemes of work for the elective part of the three-year senior secondary English language curriculum (Secondary 4-6)”, published by CDI, EDB (2007), p.74-77.</li> </ol>
<b>Assessment activity (Group interaction)</b>	<p>Building a debate framework for the motion "Smoking should be banned in public places"</p> <p>Ask students to discuss the following questions:</p> <ul style="list-style-type: none"> <li>♣ What are the key words of the topic?</li> <li>♣ What is your stand?</li> <li>♣ What are the strong points to support your stand?</li> <li>♣ Can you give any examples?</li> <li>♣ What should be mentioned in the conclusion?</li> </ul>
<b>Post assessment activity</b>	<ol style="list-style-type: none"> <li>1. Students watch the video-recording of their own presentation. Ask students to do self- and peer-assessment. Students can also discuss how they may want to improve their discussion.</li> <li>2. Teachers then provide feedback to the students on their overall performance.</li> </ol>

*Adapted from an assessment task developed by Delia Memorial School (Hip Wo)*




<p><b>Assessment activity</b> <b>(Group Interaction)</b></p>	<p><u>Task – Swine Flu</u></p> <p>Your class has been asked by your English teacher to think of some ideas for a drama concerning health issues in Hong Kong. In your group, consider some of the effects of Swine Flu on Hong Kong people and the city itself that you would like to feature in your drama. Your play may include personal experiences and information that is relevant to the topic of Swine Flu and Hong Kong.</p> <p><i>(adapted from HKALE UE Section D 2004-Set 16)</i></p> <p><u>Task – Domestic Violence</u></p> <p>RTHK is planning to produce a radio programme on domestic violence in Hong Kong. Your group has been asked to think of some ideas for the programme. In your group, consider the reasons for and problems associated with domestic violence, and how children may be affected by it.</p> <p><i>(adapted from HKALE UE Section D 1999-Set 2)</i></p> <p><u>Task – Genetic Engineering</u></p> <p>TVB is planning to produce a programme on young people’s attitudes towards genetic engineering. It has invited a group of students to take part in a live discussion on air. Your group is meeting together to discuss what points you want to make. You may talk about food engineering, as well as human and animal cloning and what the possible developments will be in the 21<sup>st</sup> century.</p> <p><i>(adapted from HKALE UE Section D 2000-Set 14)</i></p>
<p><b>Post assessment activity</b></p>	<ol style="list-style-type: none"> <li>1. Students complete the self-reflection form.</li> <li>2. The teacher asks for the best aspects of their interaction / areas for improvement.</li> <li>3. The teacher gives feedback to the students on how to improve next time.</li> </ol>

*Adapted from an assessment task developed by Buddhist Mau Fung Memorial College*



**Sample Assessment Task 20 (Part B)**

<b>Name of Task: Drug abuse</b>		
<b>Oral Text-type for the Assessment:</b> <input checked="" type="checkbox"/> individual presentation <input type="checkbox"/> interaction		
<b>Communication Functions:</b>		
<input type="checkbox"/> describing <input type="checkbox"/> reporting <input checked="" type="checkbox"/> explaining <input type="checkbox"/> discussing <input type="checkbox"/> classifying <input checked="" 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 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 type="checkbox"/> questioning/commenting <input checked="" type="checkbox"/> interacting with no limitations
<b>Where on this continuum would you place the assessment 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 discussion	<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>Choice/task of the elective(s) used for the assessment:</b>		
<input type="checkbox"/> Drama <input type="checkbox"/> Poems and Songs <input type="checkbox"/> Short Stories <input type="checkbox"/> Popular Culture <input type="checkbox"/> Sports Communication <input checked="" type="checkbox"/> Social Issues <input type="checkbox"/> Debating <input type="checkbox"/> Workplace Communication		
<b>Topic/text/materials/resources used for the assessment activities</b> (e.g. websites, debate topics/social issues, books):		
Websites containing news commentary, Letters to Editor, News articles about smoking and drug abuse, Youtube clip <i>Drug abuse faces before and after</i> , Peer/self assessment forms.		
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>1. Students are instructed to read a news article about smoking, and brainstorm and discuss ideas in pairs regarding the rising trend of teenage smoking.</li> <li>2. Vocabulary and expressions to do with discussion and presentation are revised, as well as the criteria for the speaking tasks.</li> <li>3. Each student presents the issue of selling cigarettes to teenagers within their group and some can be chosen to present their ideas in front of their class.</li> <li>4. Students are introduced to the definition and types of commentary writing and drug abuse vocabulary.</li> <li>5. Students are requested to brainstorm the proper attitude towards a new student who has abused drugs and express their view in the form of a letter to the editor.</li> <li>6. Students are given some old school newspapers to be familiar with the layout and types of articles involved.</li> <li>7. A news article, <i>Drug abuse spreads to elite school</i>, is presented to inspire students to design an issue of the school newspaper adopting the theme – preventing drug abuse.</li> </ol>	


	<p>8. Having watched the Youtube video clip, <i>Drug abuse faces before and after</i> on the internet, students are further encouraged to promote the message of drug prevention.</p> <p>9. Teacher discusses a plan of the next issue of the school newspaper with the students..</p>
<p><b>Assessment activity</b> <b>(Individual Presentation)</b></p>	<p><b>Individual Presentation</b></p> <p>On the day of assessment, each student is given a note card and sufficient time for planning. Students are presented with newspaper clippings, a photo and some charts for reference. Each student is then requested to present 3-5 areas of information to be included to compile a <i>Fact Sheet</i> for the school newspaper. Reasons should be given for supporting the preferred information in each case.</p> <p>The following questions can be used:</p> <ul style="list-style-type: none"> <li>♣ What do our students want to know about, something interesting or something academic?</li> <li>♣ Why do you think this news is appropriate to be included for the school newspaper?</li> <li>♣ Should the students be presented with something educational and positive?</li> </ul>
<p><b>Post assessment activity</b></p>	<ol style="list-style-type: none"> <li>1. A peer/self-assessment form is given to evaluate the individual presentation performance by the presenter (as self-assessment) and another one is completed by the designated observer (as peer-assessment).</li> <li>2. Each observing peer pair should give oral feedback based on their assessment forms and shared rubrics of assessment.</li> <li>3. Follow-up soon after the lesson with brief feedback (highlighted in the teacher assessment forms) to the individual presenters.</li> </ol>

*Adapted from an assessment task developed by Delia Memorial School (Hip Wo)*

**Sample Assessment Task 21 (Part B)**

<b>Name of Task:</b> Redevelopment plan	
<b>Oral Text-type for the Assessment:</b> <input type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction	
<b>Communication Functions:</b>	
<input type="checkbox"/> describing <input type="checkbox"/> reporting <input 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>	<b>Target audience:</b>
<input type="checkbox"/> a student partner <input type="checkbox"/> small groups <input checked="" type="checkbox"/> class <input type="checkbox"/> more than one class	<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 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 assessment 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 discussion
<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>Choice/task of the elective(s) used for the assessment:</b>	
<input type="checkbox"/> Drama <input type="checkbox"/> Poems and Songs <input type="checkbox"/> Short Stories <input type="checkbox"/> Popular Culture <input type="checkbox"/> Sports Communication <input checked="" type="checkbox"/> Social Issues <input type="checkbox"/> Debating <input type="checkbox"/> Workplace Communication	
<b>Topic/text/materials/resources used for the assessment activities</b> (e.g. websites, debate topics/social issues, books):	
OLE activity (Other Learning Experiences) (The activity was a visit to Wanchai to understand the redevelopment in the area).	
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>1. Follow-up discussion to a visit to Wanchai to understand redevelopment in the area, introducing key vocabulary and ideas.</li> <li>2. Do a model plan for a talk on what they saw at Wanchai together as a class, focusing on the organization of ideas.</li> <li>3. Practise discussion skills/ communication strategies, e.g. clarifying, making suggestions, giving feedback, interrupting, drawing conclusions, etc.</li> </ol>
<b>Assessment activity (Group interaction)</b>	<p>Prepare a booklet to explore the possibilities of a redevelopment plan for Wanchai/ Shatin.</p> <p>Ask students to discuss and decide what is to be included in the booklet, which aims to explore the possibilities of a redevelopment plan in Wanchai/ Shatin.</p>
<b>Post assessment activity</b>	<ol style="list-style-type: none"> <li>1. Ask students to do self- and peer-assessments after viewing the video-recording of their own performances.</li> <li>2. Teacher then gives feedback and comments briefly on students' individual performances and whether the objectives of the tasks have been achieved.</li> </ol>

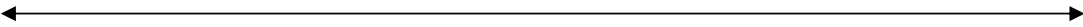
**Sample Assessment Task 22 (Part B)**

<b>Name of Task: Designing a new mobile phone</b>		
<b>Oral Text-type for the Assessment:</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 type="checkbox"/> explaining <input type="checkbox"/> discussing <input type="checkbox"/> classifying <input checked="" type="checkbox"/> comparing <input checked="" 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 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 assessment 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 discussion <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>Choice/task of the elective(s) used for the assessment:</b>		
<input type="checkbox"/> Drama <input type="checkbox"/> Poems and Songs <input type="checkbox"/> Short Stories <input type="checkbox"/> Popular Culture <input type="checkbox"/> Sports Communication <input type="checkbox"/> Social Issues <input type="checkbox"/> Debating <input checked="" type="checkbox"/> Workplace Communication		
<b>Topic/text/materials/resources used for the assessment activities</b> (e.g. websites, debate topics/social issues, books):		
<i>Performance Plus 4 (Pilot Publishing Company Ltd) on the theme "Technology".</i>		
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>1. Two writing tasks (one on making a comparison and the other on reporting survey results) were given so that students could learn and practise the language structures useful in their tasks.</li> <li>2. Students were asked to collect information on 2 or 3 mobile phones available in the market and compare them.</li> <li>3. The teacher elicited key vocabulary and language structures from students, including <ul style="list-style-type: none"> <li>- some essential technical terms used in describing mobile phones</li> <li>- language structures used in making comparisons</li> <li>- language structures used in persuading and convincing others</li> <li>- language structures used in making <i>clarifications</i></li> </ul> </li> <li>4. Students were asked to design a questionnaire to collect the opinions and preferences of teenagers about their ideal mobile phone. Then they were required to interview at least 5 teenagers (not their schoolmates). The results of the interviews were compiled during the lesson.</li> </ol>	
<b>Assessment activity</b>	<u>Task</u>	

<b>(Individual Presentation)</b>	You are the designer in a mobile phone company. You have carried out a survey to find out the opinions and preferences of teenagers in choosing their ideal mobile phones. Based on the results of the survey, you have designed a new mobile phone. You are going to present the mobile phone to your managers to try to convince them to accept your design.
<b>Post assessment activity</b>	Self reflection and teacher feedback

*Adapted from an assessment task developed by St Louis School*

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

<b>Name of Task: A suitable candidate to the post</b>		
<b>Oral Text-type for the Assessment:</b> <input checked="" type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction		
<b>Communication Functions:</b>		
<input type="checkbox"/> describing <input 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 type="checkbox"/> questioning/commenting <input checked="" type="checkbox"/> interacting with no limitations
<b>Where on this continuum would you place the assessment 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 discussion <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>Choice/task of the elective(s) used for the assessment:</b>		
<input type="checkbox"/> Drama <input type="checkbox"/> Poems and Songs <input type="checkbox"/> Short Stories <input type="checkbox"/> Popular Culture <input type="checkbox"/> Sports Communication <input type="checkbox"/> Social Issues <input type="checkbox"/> Debating <input checked="" type="checkbox"/> Workplace Communication		
<b>Topic/text/materials/resources used for the assessment activities</b> (e.g. websites, debate topics/social issues, books): UE past exam paper A (1994/1996), useful websites (e.g. <a href="http://jump.mingpao.com/cfm/index.cfm">http://jump.mingpao.com/cfm/index.cfm</a> , <a href="http://www.jobsonline.com/hong_kong/">http://www.jobsonline.com/hong_kong/</a> ; <a href="http://hongkong.recruit.net/">http://hongkong.recruit.net/</a> ); newspapers (e.g. Recruits & SCMP, Classified Post); sample application letter, sample resume, worksheet for group discussion; peer/self-assessment form, self-reflection sheet if necessary  Handout One: Easter Holiday (Appendix 26), Handout Two: For group discussion (see Appendix 27), Application A: Application for a teaching post (see Appendix 28) , Application B: Application for the post of Economics and Liberal Studies Teacher (see Appendix 29)		
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>1. Ask students to brainstorm a list of company posts e.g. salesman, secretary, accountant, human resources manager, etc.</li> <li>2. Speculate on the sort of people most suited for the posts.</li> <li>3. Ask students to listen to a forum on job opportunities (1994 UE Paper A), take notes and complete the listening tasks (see Appendix 26).</li> <li>4. Ask students what sort of job they intend to take up when they leave school or graduate.</li> <li>5. Shortlist the four most popular careers for the next learning task (see Appendix 26).</li> </ol>	

	<ol style="list-style-type: none"> <li>6. Ask students to collect, keep in a file and read job advertisements about the three most popular careers among themselves by browsing various websites &amp; newspapers. They may want to look at:  <a href="http://jump.mingpao.com/cfm/index.cfm">http://jump.mingpao.com/cfm/index.cfm</a>  <a href="http://www.jobsdb.com/hong_kong/">http://www.jobsdb.com/hong_kong/</a>  <a href="http://hongkong.recruit.net/">http://hongkong.recruit.net/</a>  Recruits, the Classifieds</li> <li>7. Ask students to read job advertisements and decide on which job interests them the most.</li> <li>8. Ask students to complete Handout One (see Appendix 26) on the job nature and qualities/qualifications needed for these jobs.</li> <li>9. Put students in groups of 4 to share the information they have collected on the assigned job from the three they have been working on.</li> <li>10. Put students in groups of 4 to choose the 2 most favourite jobs in their groups and complete Handout Two (Appendix 27)</li> <li>11. Ask each group to present the jobs including qualities/qualifications needed and job duties to the class and why they like these two jobs (with reference to Handout Two)</li> <li>12. Teach students how to write an application letter and a resume and provide a sample.</li> <li>13. Show the assessment criteria for the group discussion to the class and explain how to use them for self- or peer-assessment.</li> <li>14. Ask students to discuss which of the two jobs is most suitable for one assigned student in their groups → scaffold the discussion through the use of a worksheet listing a set of phrases such as “I think...”, “This is because...”, “I agree/disagree with ...”, “However,...”, “Firstly,...”, “Secondly, ...”, “Thirdly,...”, and so on.</li> </ol>
<p><b>Assessment activity</b> <b>(Group interaction)</b></p>	<p>Form students into groups of four. Each student is given 2 application letters (Application A &amp; B; see Appendix 28-29). Ask them to read both of the application letters and prepare for the following discussion task:</p> <p>You are a member of the recruitment committee of ABC Secondary school which is looking for a teacher who can teach Liberal Studies – a new subject in your school. Having short-listed two applications who are interested in the post your school is offering, you are now having a meeting with the other committee members to decide which one is more suitable for the vacancy. You need to consider:</p> <ul style="list-style-type: none"> <li>♣ The needs of your school</li> <li>♣ The applicants’ qualifications</li> <li>♣ The applicants’ experiences <i>with children</i></li> <li>♣ The applicants’ working experience</li> </ul>

	<ul style="list-style-type: none"> <li>♣ The applicants' strengths and weaknesses</li> <li>♣ Any other relevant points</li> </ul> <p>Before the meeting, you need to read their application letters and resumes. Decide which one is the best candidate for the job in your school.</p> <p>(Teacher sits with one group and makes notes while students are discussing their applications or resume. Other groups record themselves using audio-recorders)</p>
<b>Post assessment activity</b>	<ol style="list-style-type: none"> <li>1. Ask students to do a self-assessment of their performance after the group interaction.</li> <li>2. Give feedback on the overall performance of the class and advice on how to make improvements by using the assessment criteria.</li> </ol>

*Adapted from an assessment task developed by S.T.F.A. Tam Pak Yu College*



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

<b>Name of Task: Setting up a tourist shop at the airport</b>	
<b>Oral Text-type for the Assessment:</b> <input type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction	
<b>Communication Functions:</b>	
<input type="checkbox"/> describing <input type="checkbox"/> reporting <input checked="" type="checkbox"/> explaining <input checked="" type="checkbox"/> discussing <input type="checkbox"/> classifying <input checked="" type="checkbox"/> comparing <input checked="" type="checkbox"/> persuading <input type="checkbox"/> others: _____	
<b>Audience--teacher plus:</b>	<b>Target audience:</b>
<input type="checkbox"/> a student partner <input checked="" type="checkbox"/> small groups <input type="checkbox"/> class <input type="checkbox"/> more than one class	<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 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 assessment 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 discussion <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>Choice/task of the elective(s) used for the assessment:</b>	
<input type="checkbox"/> Drama <input type="checkbox"/> Poems and Songs <input type="checkbox"/> Short Stories <input type="checkbox"/> Popular Culture <input type="checkbox"/> Sports Communication <input type="checkbox"/> Social Issues <input type="checkbox"/> Debating <input checked="" type="checkbox"/> Workplace Communication	
<b>Topic/text/materials/resources used for the assessment activities</b> (e.g. websites, debate topics/social issues, books) :	
Worksheets for workplace communication- A unit on “The Consumer World” and a unit on “The Business World” (Source: Revised Edition 1999, Education Department, HK p1-13), peer observation form, self-assessment form for group interaction, self-reflection sheet	
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>1. Introduce students to different text-types related to the workplace, including memos, complaint reports, etc...</li> <li>2. Complete activities covering telephone enquiries, complaints, completing charts, etc. by following the activities in the units.</li> <li>3. Teach work-related vocabulary and discuss business concepts.</li> </ol>
<b>Assessment activity (Group interaction)</b>	Form students into groups of 3-4 and discuss the following: “What sort of training would we need to operate a small tourist shop at the airport”
<b>Post assessment activity</b>	<ol style="list-style-type: none"> <li>1. Ask students to do a self-assessment of their performance after the group interaction.</li> <li>2. Teacher then gives feedback on the overall performance of the group and gives advice on how to make improvements by using the assessment criteria.</li> </ol>

*Adapted from an assessment task developed by CUHKFAA Chan Chun Ha Secondary School*

**Sample Assessment Task 25 (Part B)**

<b>Name of Task: Online-Dating</b>	
<b>Oral Text-type for the Assessment:</b> <input type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction	
<b>Communication Functions:</b>	
<input checked="" type="checkbox"/> describing <input type="checkbox"/> reporting <input checked="" type="checkbox"/> explaining <input checked="" type="checkbox"/> discussing <input type="checkbox"/> classifying <input checked="" type="checkbox"/> comparing <input checked="" type="checkbox"/> persuading <input type="checkbox"/> others: _____	
<b>Audience--teacher plus:</b>	<b>Targeted audience:</b>
<input type="checkbox"/> a student partner <input checked="" type="checkbox"/> small groups <input type="checkbox"/> class <input type="checkbox"/> more than one class	<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 assessment 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 discussion
<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>Choice/task of the elective(s) used for the assessment:</b>	
<input type="checkbox"/> Drama <input type="checkbox"/> Poems and Songs <input type="checkbox"/> Short Stories <input checked="" type="checkbox"/> Popular Culture <input type="checkbox"/> Sports Communication <input checked="" type="checkbox"/> Social Issues <input checked="" type="checkbox"/> Debating <input type="checkbox"/> Workplace Communication	
<b>Topic/text/materials/resources used for the assessment activities</b> (e.g. websites, debate topics/social issues, books):	
The movie <i>Must Love Dogs</i> , peer-evaluation form	
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>1. Students watch the film <i>Must Love Dogs</i>.</li> <li>2. Form students into groups of four and ask them to gather information for and discuss the following questions: <ol style="list-style-type: none"> <li>a) How do the main characters in the movie meet?</li> <li>b) How is online-dating portrayed in American culture?</li> <li>c) Is online-dating popular in Hong Kong?</li> <li>d) What do you think of this method of meeting people?</li> <li>e) How does online-dating in America compare with online-dating in Hong Kong?</li> <li>f) What are the benefits of online-dating?</li> <li>g) What are the dangers of online-dating?</li> </ol> </li> </ol>
<b>Assessment activity (Group Interaction)</b>	<ol style="list-style-type: none"> <li>1. Form students into groups of four and prepare for the following task: Your group has been selected to enter the inter-class debating contest on the motion that “Online-dating is dangerous”. You are asked to argue for (or against) the motion. Students can draw lots or the teacher can assign a particular stance to the students.</li> <li>2. Students need to prepare arguments for or against the motion. Students need to</li> </ol>

	<p>discuss with their group members and decide what the best 3 – 4 arguments their team should focus on in the debate.</p>
<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 group interactions and write a reflective journal entry on their strengths and weaknesses.</li> <li>4. Give the presenters some suggestions on how to improve their group interaction skills.</li> </ol>

**Sample Assessment Task 26 (Part B)**

<b>Name of Task: Promoting a sport for the 2012 Olympics</b>		
<b>Oral Text-type for the Assessment:</b> <input checked="" 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 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 assessment 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 discussion <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>Choice/task of the elective(s) used for the assessment:</b>		
<input type="checkbox"/> Drama <input checked="" type="checkbox"/> Poems and Songs <input type="checkbox"/> Short Stories <input type="checkbox"/> Popular Culture <input checked="" type="checkbox"/> Sports Communication <input type="checkbox"/> Social Issues <input type="checkbox"/> Debating <input type="checkbox"/> Workplace Communication		
<b>Topic/text/materials/resources used for the assessment activities</b> (e.g. websites, debate topics/social issues, books):		
International Inspiration Programme: <a href="http://www.london2012.com/get-involved/education/international-education-opportunities/international-inspiration.php">http://www.london2012.com/get-involved/education/international-education-opportunities/international-inspiration.php</a>		
<b>Description of activities leading to assessment</b>	<p>The coming Olympics will take place in London, UK, in 2012 and the International Inspiration Programme, a UK government-led project, aims to ‘reach young people all around the world and connect them to the inspirational power of the Games so they are inspired to choose sport.’ As member of the school Sports Club, you and your classmates have been asked to help promote a sport in your school.</p> <ol style="list-style-type: none"> <li>1. Form students into groups of four. Each group must work together to organize a school event to promote the Olympic sports in preparation for the Olympics in 2012.</li> <li>2. Students will choose 1 sport to feature in the school event.</li> <li>3. Ask them to discuss the following: <ol style="list-style-type: none"> <li>a) which sport you would like to promote</li> <li>b) basic information on the sport</li> <li>c) the sport’s popularity</li> <li>d) pleasures of the sport</li> <li>e) the skills and equipment required for organizing the school event</li> </ol> </li> </ol>	

	<ul style="list-style-type: none"> <li>f) resources the school needs to provide for the school event</li> <li>g) anything else you think is important</li> </ul> <p>4. The school event should include:</p> <ul style="list-style-type: none"> <li>a) presentations on any aspects of the sport</li> <li>b) a song</li> </ul>
<b>Assessment activity 1 (Individual Presentation)</b>	<p>Each group member will be required to give a 2-3 minute <b>individual presentation</b> on one aspect of the featured sport. For example:</p> <p>Group member 1: History of the sport</p> <p>Group member 2: Rules and regulations/ How to play the sport</p> <p>Group member 3: The sport's popularity</p> <p>Group member 4: What makes the sport enjoyable</p>
<b>Post assessment activity 1</b>	<ol style="list-style-type: none"> <li>1. Students watch videos of the presentations and complete the peer-evaluation form.</li> <li>2. Teacher provides feedback.</li> </ol>
<b>Description of activities leading to assessment</b>	<p>As a <b>group</b>, students will come up with a short song to promote their featured sport. They can alter the lyrics of a song they like. Remind students that a short song with a catchy melody may be easier for people to be familiar with and remember that creativity is important.</p> <p>*This activity can be done after students have taken the Poems and Songs module.</p>
<b>Assessment activity 2 (Group Interaction)</b>	<ol style="list-style-type: none"> <li>1. Each group will gather information and discuss some/all of the following questions: <ul style="list-style-type: none"> <li>a) Which song/melody would you choose? Who wrote/sang it?</li> <li>b) Give three reasons for choosing this song/melody.</li> <li>c) What would be the theme of the new song?</li> <li>d) How would you like to change the lyrics of the song?</li> <li>e) Which lines would inspire students the most? Why?</li> </ul> </li> </ol>
<b>Post assessment activity 2</b>	<p>Students review the video-recording of their own performance, assess their own strengths and areas for improvement using the HKDSE self-assessment forms, and then discuss their strength and areas for improvement with each other. Each group then receives teacher feedback.</p>

**Sample Assessment Task 27 (Part B)**

<b>Name of Task: Developing a Business Plan</b>		
<b>Oral Text-type for the Assessment:</b> <input checked="" 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 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 assessment 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 discussion <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>Choice/task of the elective(s) used for the assessment:</b>		
<input type="checkbox"/> Drama <input type="checkbox"/> Poems and Songs <input checked="" type="checkbox"/> Short Stories <input checked="" type="checkbox"/> Popular Culture <input type="checkbox"/> Sports Communication <input type="checkbox"/> Social Issues <input type="checkbox"/> Debating <input checked="" type="checkbox"/> Workplace Communication		
<b>Topic/text/materials/resources used for the assessment activities</b> (e.g. websites, debate topics/social issues, books):		
Discussion questions adapted from <a href="http://www.curriki.org/xwiki/bin/view/Coll_Entrepreneurship1/BusinessPlanBasics?bc=">http://www.curriki.org/xwiki/bin/view/Coll_Entrepreneurship1/BusinessPlanBasics?bc=</a> Teachers may want to put some of the discussion questions below on separate worksheets		
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>1. Ask students to research what products/services are popular among young people in Hong Kong.</li> <li>2. If you had access to a loan for \$100,000, what kind of business would you start? <ol style="list-style-type: none"> <li>a) What type of business could you start while still going to school?</li> <li>b) What type of business could you start using the skills you have now?</li> </ol> </li> <li>3. Ask students to think about what types of business they would do. While not all of these are directly related to young people, students may adapt the idea and come up with their own product/service. Here are some ideas: <ul style="list-style-type: none"> <li>-Child care</li> <li>-Developing a web page for others</li> <li>-Pet sitting</li> <li>-Delivery services</li> <li>-House cleaning service</li> </ul> </li> </ol>	

	<ul style="list-style-type: none"> <li>-Selling used clothes</li> <li>-Jewelry making</li> <li>-Healthcare services (massage parlors, beauty salons, spa, etc.)</li> <li>-Travel services</li> <li>-Repair services (shoes, electrical equipment, cars, clothing, etc.)</li> </ul> <p>4. Interview a local business owner about these decisions in relation to the startup of that business. Write down the answers and discuss them with other group members to decide how you can start such a business. (Optional activity)</p> <p><i>*Alternatively, students can be asked to think of what products they could sell at the Chinese New Year Flower Market and come up with their business plan.</i></p>
<p><b>Assessment activity 1</b> (Can be Group Interaction or Individual Presentation)</p>	<p>IP: Students will be asked to develop a business plan and present their ideas to the class.</p> <p>GI: Students can be asked to select 3-5 most essential elements of starting a business for their group discussion. The following questions may be used for reference:</p> <ol style="list-style-type: none"> <li>a) What is your product, or service?</li> <li>b) Who will buy it? Who are your target consumers?</li> <li>c) Where should you locate the business?</li> <li>d) How can you attract customers? What marketing strategies will you employ?</li> <li>e) Who are your competitors?</li> <li>f) How much should you charge for the products or service?</li> <li>g) What advice do you need and who can provide it?</li> <li>h) How will you organize the managers and/or workers of the business?</li> <li>i) What should you consider to be able to produce the product and get it to the customer?</li> <li>j) How will you make the business grow in the future?</li> </ol>
<p><b>Post assessment activity 1</b></p>	<ol style="list-style-type: none"> <li>1. Students review the video-recording of their own performance, assess their own strengths and areas for improvement using the HKDSE self-assessment forms, and then discuss their own performance.</li> <li>2. Each group then receives teacher feedback.</li> </ol>
<p><b>Assessment activity 2</b> (Group Interaction)</p>	<ol style="list-style-type: none"> <li>1. As part of the marketing strategy, students will be asked to either design (a story board for) an advertisement/commercial to help promote their products/services based on knowledge and experience from modules such as Popular Culture and Short Stories on top of Workplace Communication.</li> <li>2. Ask students to discuss in a group and decide on 4-5 main criteria for making a good story board for an advertisement/commercial to promote their product/service. Try to come to a consensus and justify your decision. You may cite examples from TV ads in your discussions as references.</li> </ol>
<p><b>Post assessment activity 2</b></p>	<ol style="list-style-type: none"> <li>1. Students review the video-recording of their own performance, assess their own strengths and areas for improvement using the HKDSE self-assessment forms, and then discuss their own performance.</li> <li>2. Each group then receives teacher feedback.</li> </ol>

	3. Ask students to write a letter to their interviewee to thank them for their time and report what they have learned in the process of preparing a business plan.
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