

**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*

## Appendix 16

### A suggested plan with guiding questions

When planning your presentation, you might like to consider the following:

1. **Introduction.**
    - Interesting opening comments or stories of the sport to attract the audience's attention.
  2. **Basic information on the sport.**
    - Is it an individual or team event?
    - What equipment is needed?
    - How and where is it played?
    - What is the aim of the sport?
    - Who controls its rules?
  3. **The sport's popularity.**
    - Is the sport played by a lot of people and in many countries?
    - Where can the sport be watched?
    - Who watches it?
    - Who/What are some famous players/teams/events?
    - What kind or amount of support do they get from the fans?
  4. **The pleasures of the sport.**
    - What makes it enjoyable?
    - What skills does it call upon?
    - If possible, be personal.
  5. **The dangers of the sport.**
    - What sort of injuries (if any) may be risked?
    - What abuses take place in relation to the sport?
  6. **Closing comments.**
    - Encourage interest in the sport.
  7. **References (Source of materials)**
- \* Optional item: **Join the Club**

#### Presentation guidelines

1. Do not read from your script or it will sound unnatural. Put a few headings on cards you can hold easily and glance quickly at as you talk. (e.g. WIMBLEDON; THE US OPEN)
2. Practise your presentation. Make sure it is the right length and that you have time to cover all your points.
3. You will be given feedback under the following headings:
  - Content (Is the information suitable? Is the information interesting?)
  - Organisation (Are the ideas well-connected?)
  - Language (Are the words said correctly? Are the sentences well-formed with suitable tenses?)
  - Delivery strategies (Is the speech given in a natural way and without much hesitation? Can the words be heard clearly? Is there enough eye contact? Are suitable body movements used?)
  - Collaboration with group mates (How well do group mates cooperate in presenting the message?)

## Appendix 17

### List of Sports Vocabulary

boo 噓聲, 喝倒采	home and away 在主、客隊 場各賽一場的方式	rookie 新入選選手
breakpoint 中斷點	hoop 籃圈	scoreboard 記分板
buzzer-beater 壓哨球	humble 謙遜的	sensational 感覺的
championship 冠軍	in-form 狀態良好	stadium 運動場; 球場
cheer 歡呼	out-of-form 狀態不好	substitute 後備
clinch 得勝	injury 損傷	suspension 暫停
coach 教練	knockout 擊倒對手	tackle(足球賽的)阻截鏟球
comeback 捲土重來	linesman 邊界裁判	titleholder 冠軍保持者
commentator 評論員	lopsided 傾向一側的	tournament 錦標賽; 聯賽
cushioning 緩和衝擊	offside 越位	track 跑道
defeat 擊敗	on fire 情緒激昂	trophy 獎杯
draw 打成和局	overpower 擊敗, 制伏	winning 勝利
dribble 運球, 盤球	penalty 犯規的處罰	losing 失敗的
durable 持久的	performance 表現	
equalizer 追成平手的一球	pitch 投, 擲, 扔	
error-ridden 充斥錯誤	playoff (因不分勝負而進行 的)延長賽, 補賽	
fair play 公平競爭	racket(網球, 羽毛球的)球拍	
flawless 完美的	rebound 反彈	
fluke 僥倖	referee 裁判員	
foul 犯規		