

# **Nurturing Our Students to Be Competent Presenters**

**Tsang Mui Millennium School**

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Learning in Action : Teach to Learn – Learn to Teach

# Why TMMS focuses on speaking?

## School Belief

- **Speaking is as important as other language skills such as reading and writing**
- **Successful speaking experience facilitates language learning in general**
- **Students' speaking skill development needs vertical curriculum plan**

## External Exam Requirements

### P6 TSA

- **Reading Aloud**
- **Teacher-student Interaction**
- **Presentations**

### F3 TSA

All presentations

## English Language Curriculum Guide

### Speaking Curriculum

- **Present information, ideas and feelings clearly and coherently**
- **Use grammar rules**
- **Link ideas using cohesive devices**
- **Use appropriate intonation, stress, volume, tone and speed**

# Analysis on TSA Speaking Genres

	2007	2008	2009	2010
<b>Elaborating Information in Detail</b>	✓	✓	✓	✓
<b>Using Mind-maps to Present Ideas</b>	✓	✓	✓	✓
<b>Comparing and Contrasting Ideas</b>	✓			
<b>Telling Stories</b>	✓	✓	✓	✓

- Read the TSA papers given to you. Can you find the above genres in TSA 2010, 2009, 2008 and 2007 papers?

# Analysis on TSA requirements: Elaborating Information in Detail



Spring



Summer

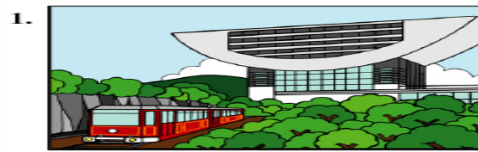


Autumn



Winter

2010



The Peak



Tsim Sha Tsui



Repulse Bay



Ocean Park



Lantau



Mongkok

2009



watching TV  
playing games



shopping



having a barbecue



eating out

2008



2007



# Presentation

## Instruction Card

Here are some famous places to visit in Hong Kong. Choose **three** places a tourist should visit. You may use the pictures on the right to help you. Give reasons for your choices. You will have two minutes to complete the task.

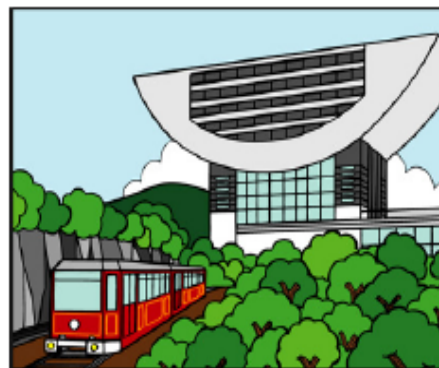
Remember:

- Do not write on this Instruction Card.
- Look at the teacher when you do the presentation.

The following questions may help you:

- What is Hong Kong famous for?
- What are some popular places for tourists to visit in Hong Kong?
- What activities do tourists like to do at/on/in \_\_\_\_\_?
- What can you see there?
- Why do you think tourists should visit \_\_\_\_\_?

1.



The Peak

2.



Tsim Sha Tsui

3.



Repulse Bay

4.



Ocean Park

5.



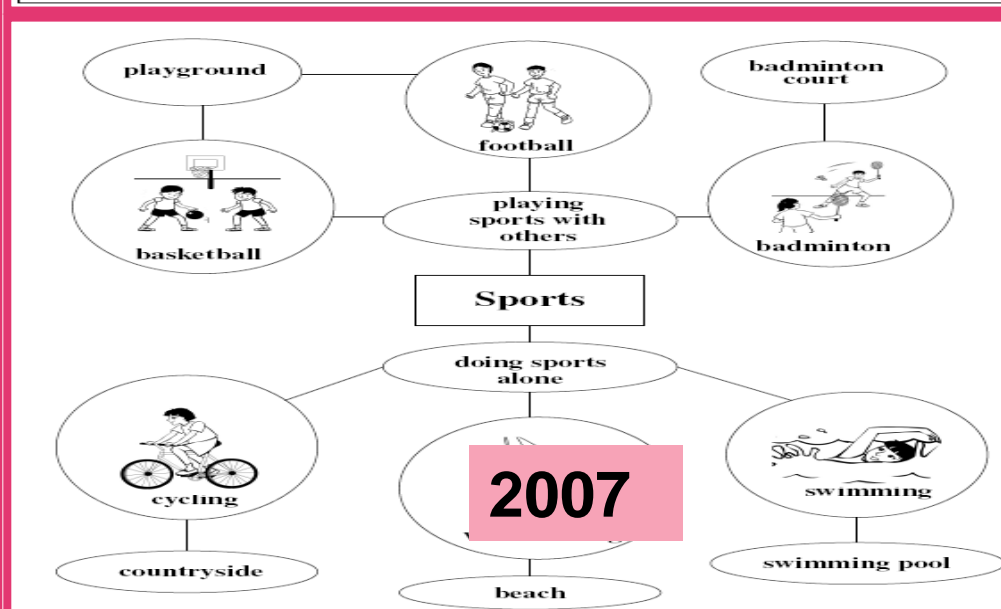
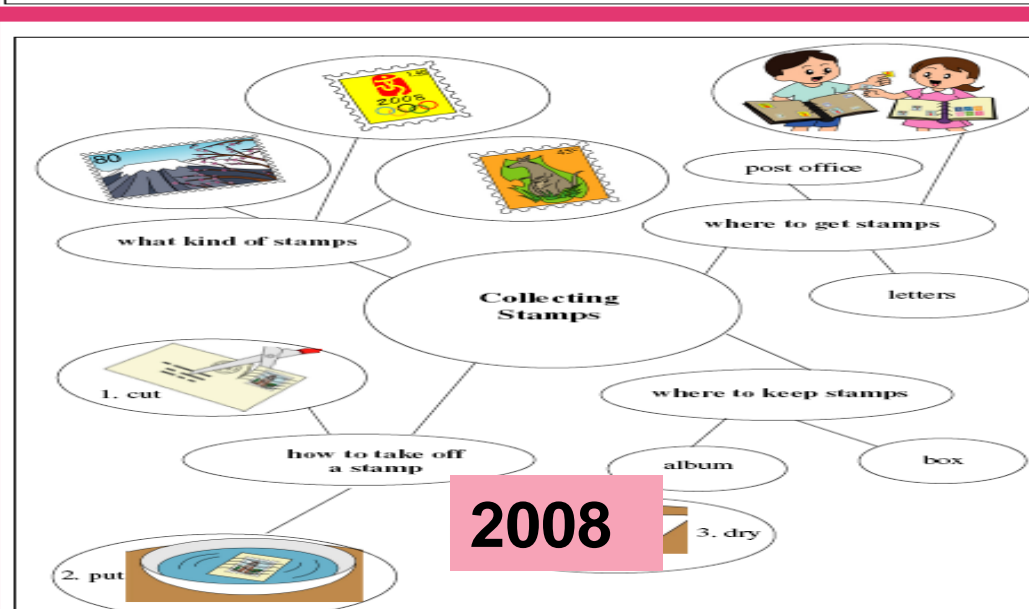
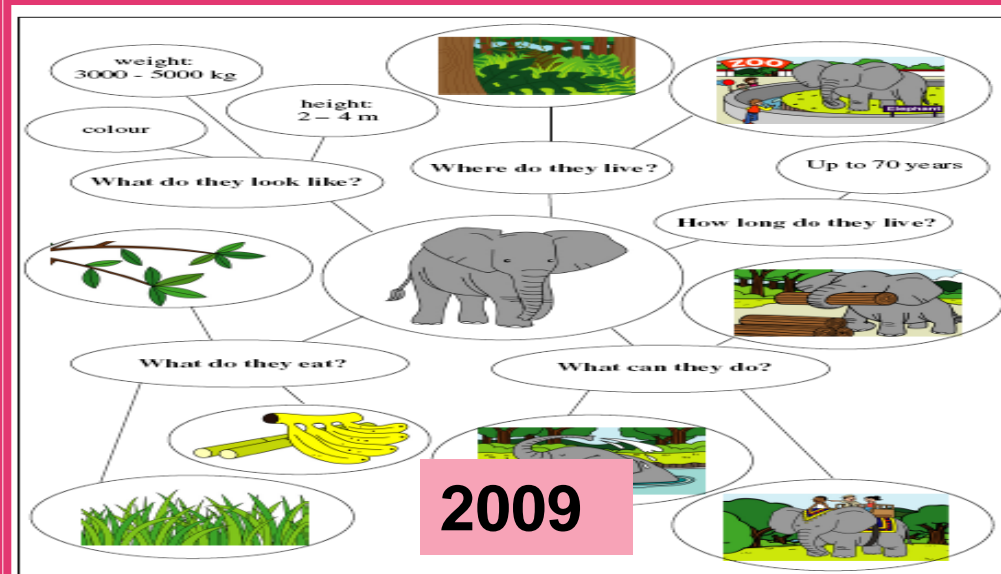
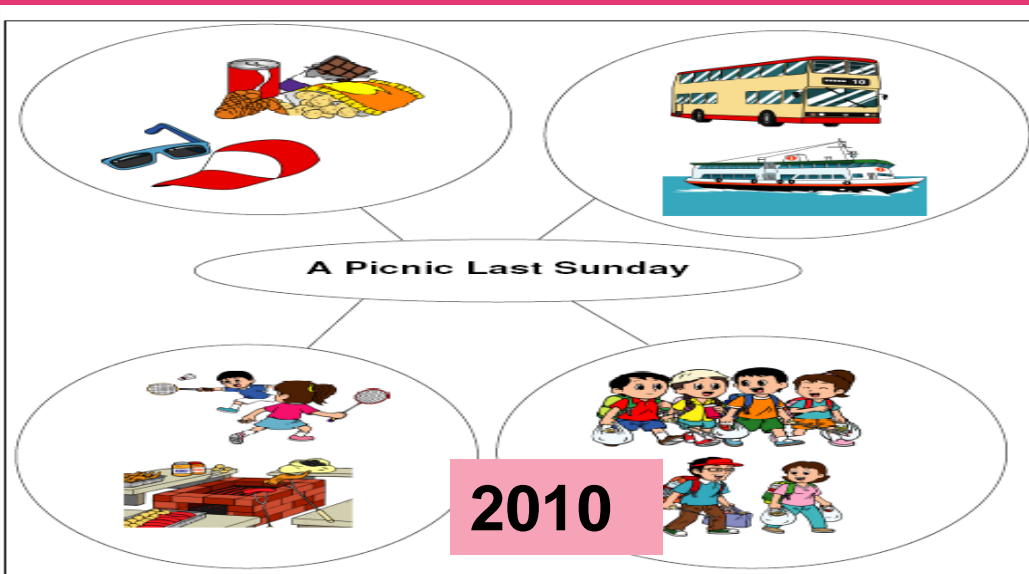
Lantau

6.



Mongkok

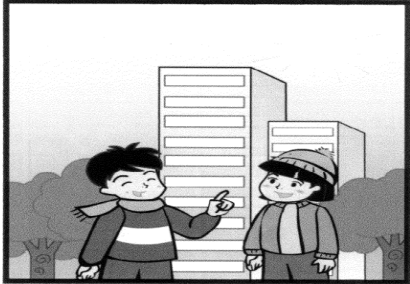
# Analysis on TSA requirements: Using mind-maps to present ideas





# Analysis on TSA requirements: Comparing and Contrasting Ideas

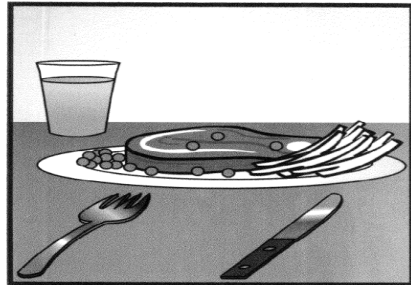
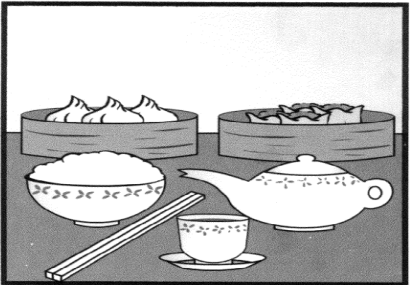
Hong Kong



London



Old Hong Kong



Hong Kong Today



END OF PAPER

2007-TSA-ENG-6ES02-3

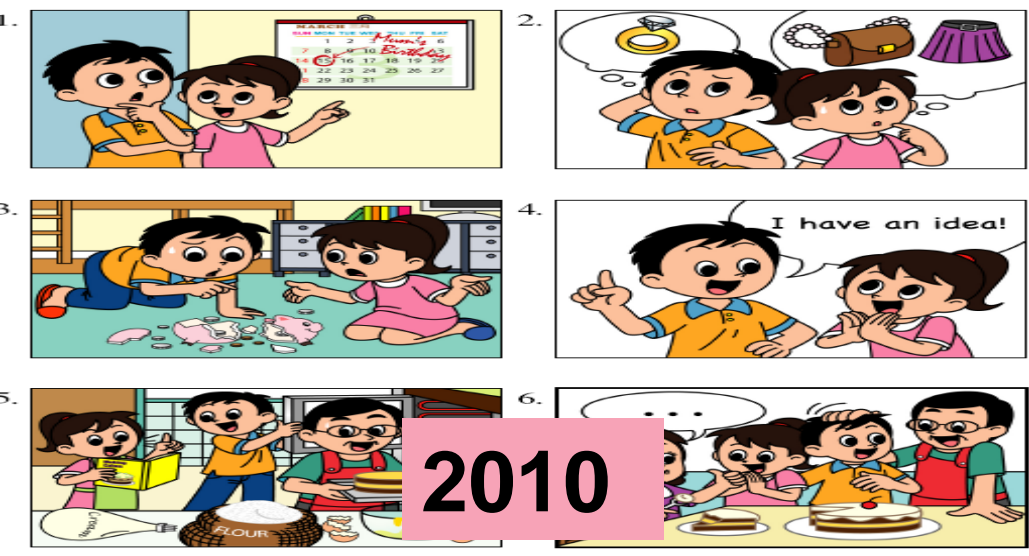
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2007

2007

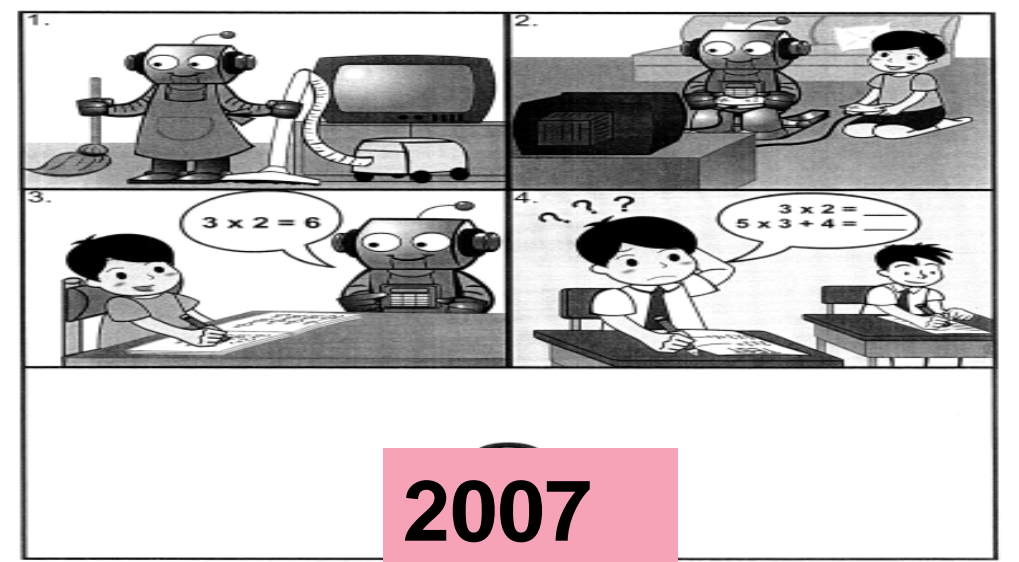
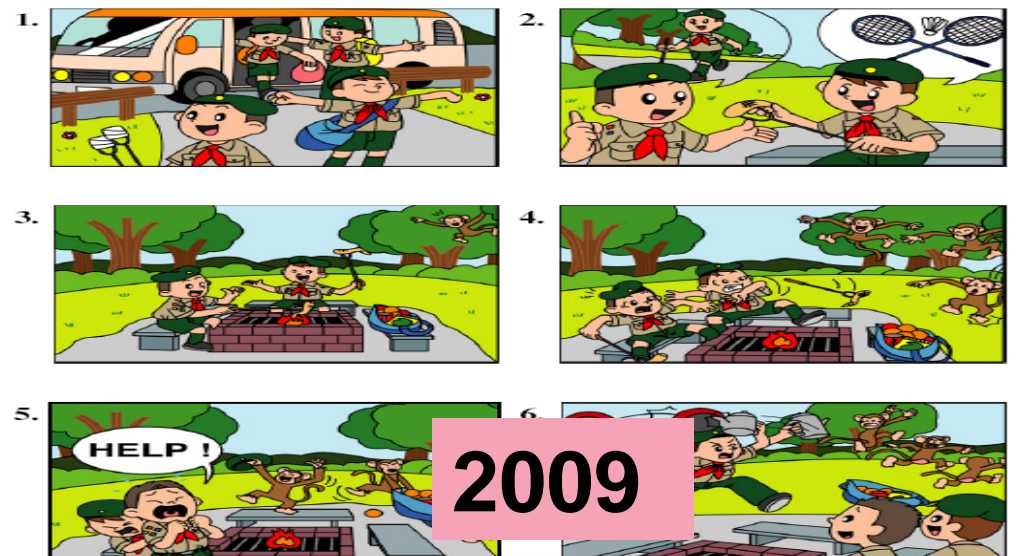
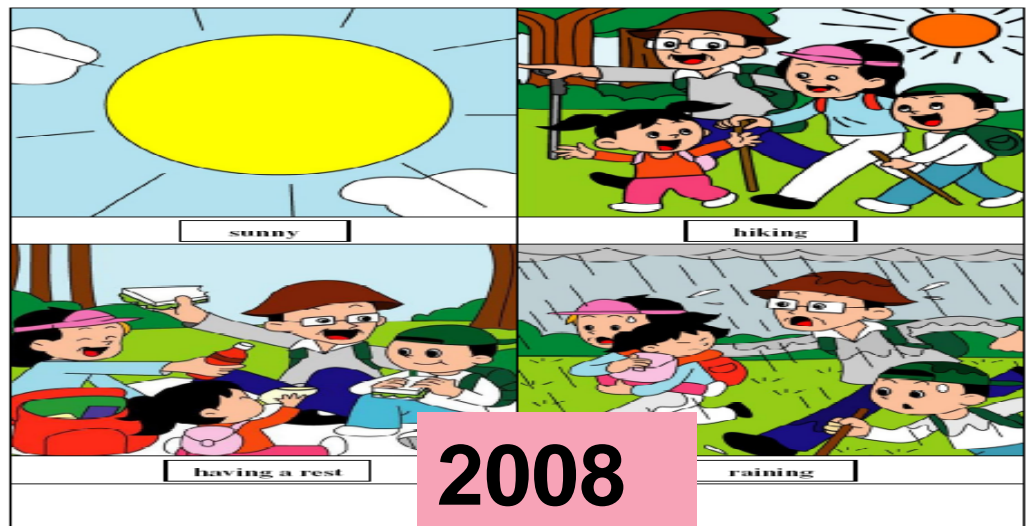


# Analysis on TSA requirements: Telling Stories



END OF PAPER

Last Sunday, John's family went hiking on Lantau Island.





# Presentation Genres

**A** **Elaborating information in detail**

**B** **Using mind-maps to present ideas**

**C** **Comparing and contrasting ideas**

**D** **Telling stories**

# A. Elaborating Information in Detail

Genre	Language	Framework
Elaborating information in detail	<ul style="list-style-type: none"><li>•Five senses (e.g. <i>see, hear, taste, smell, do</i>)</li><li>•<i>There are/There is</i></li><li>•<i>Especially</i></li></ul>	Organizing information from general to specific

## Presentations

### Objectives:

1. Learning how to present information from general to specific.
2. Learning how to elaborate ideas using the five senses.

- what you can see with your eyes.
- what you can hear with your ears.
- what you can eat or taste with your mouth.
- what you can smell with your nose.
- what you can do.



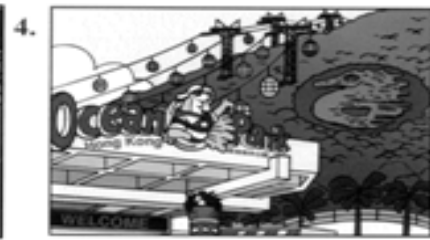
The Peak



Tsim Sha Tsui



Repulse Bay



Ocean Park



Lantau



Mongkok

END OF PAPER

### Task 1: Write your presentation script in 60 words.

1<sup>st</sup> part:  
Main idea of  
your  
presentation.

Different interesting places in Hong Kong.  
**Main idea of presentation**

2<sup>nd</sup> part:  
Use 'There are'  
and 'they are'  
patterns to tell  
general  
information.

There are many \_\_\_\_\_ places in Hong Kong. They are \_\_\_\_\_.  
**Use there are/ they are to  
present general  
information**

3<sup>rd</sup> part:  
Use especially/  
my favourite to  
highlight an  
example.

**Use especially, my  
favourite is to highlight  
more specific info**

Last part:  
Your feelings  
about the topic.

**Feelings**

I like going to \_\_\_\_\_

Thank you for \_\_\_\_\_



## Different interesting places in Hong Kong

I am going to talk about some interesting places  
in Hong Kong.

There are many interesting places in Hong

Kong. They are the Peak, Tsim Sha Tsui, Repulse Bay, Ocean Park, Lantau and Mongkok.

Ocean Park is my favourite. I can see views, it is really beautiful. I can see a lot of people. I can see a lot of trees too. I can do a lot of things, example, take photos, play games. Also, we can take cable car too. We can see beautiful views. I can hear birds singing. I can hear people talking loudly. I can smell fresh air. I can eat different kind of yummy food. I can eat fish ball, ice cream, noodles.

I think Ocean Park is a good place to visit. I can see many things.

## Different Interesting Places in HK

I am going to talk about some interesting places in Hong Kong.

There are many interesting places in Hong Kong. **They are the Peak, Tsim Sha Tsui, Repulse Bay, Ocean Park, Lantau and Mongkok. (General)**

Ocean Park **is my favourite.** I can see views, it is beautiful. I **can see** a lot of people. I can see a lot of trees too. I **can do** a lot of things, for example, take photos, play games. Also, we can take cable car too. We can see beautiful views. I **can hear** birds singing. I can hear people talking loudly. I **can smell fresh air.** I **can eat** different kinds of yummy food. I can eat fish ball, ice cream, noodles. **(Specific)**

I think Ocean Park is a good place to visit.  
Thank you.

- **Why Script Writing?**
- **1. Provide students with an idea organization framework**
- **2. Give student the necessary language input**
- **3. A meticulous mental process to help presentation beginners to think aloud and build confidence**
- **4. An important transitional stage to help students become competent speakers who do not rely on scripts**

## Different interesting places in Hong Kong

I am going to talk about Repulse Bay

There are many good places in Hong

Kong. They are many activities for me to join

Frist, I will tell you what I can see and eat <sup>in Repulse Bay</sup>. There are many people come to the

Repulse Bay for sight seeing and swimming.

There are different kinds of food

like seafood, fishballs and so on.

Next, I will tell you what I can hear and smell in Repulse Bay.

I can see photos, play ball games

and there, I can hear happy voice and

hear people talking happily. I can smell fresh

air in there.

I think Repulse Bay is a good place

in Hong Kong because there are a beautiful

beach and the sea water is clean.

# Different Interesting Places in HK

I am going to talk about Repulse Bay.

There are **many good places** in Hong Kong.  
**They are many activities for me to join.**

**Frist**, I will tell you what I **can see and eat** in Repulse Bay. There are many people come to the Repulse Bay **for sight seeing** and swimming.

## Problems!

**There are grammatical mistakes in scripts and presentations.**

There are many different kinds of food to eat **on.**

I can see photos, play ball games and there, I can hear happy voice and hear people talking happily. I can smell fresh air in there.

I think Repulse Bay is a good place in Hong Kong because **there are a beautiful beach** and the sea water is clean.

I think Repulse Bay is a good place in Hong Kong because **there are a beautiful beach** and the sea water is clean.



# Teachers' Reflection

- **Students could follow the framework.**
- **Students did use the language input from reading and notes.**

## **Students made mistakes in scripts and presentations**

- **Not to worry about the language accuracy in scripts too much since we are teaching speaking**
- **Research tells us too much focus on errors would discourage students to speak**  
(Resnick and Snow 2009)
- **Speaking errors are unavoidable and natural**

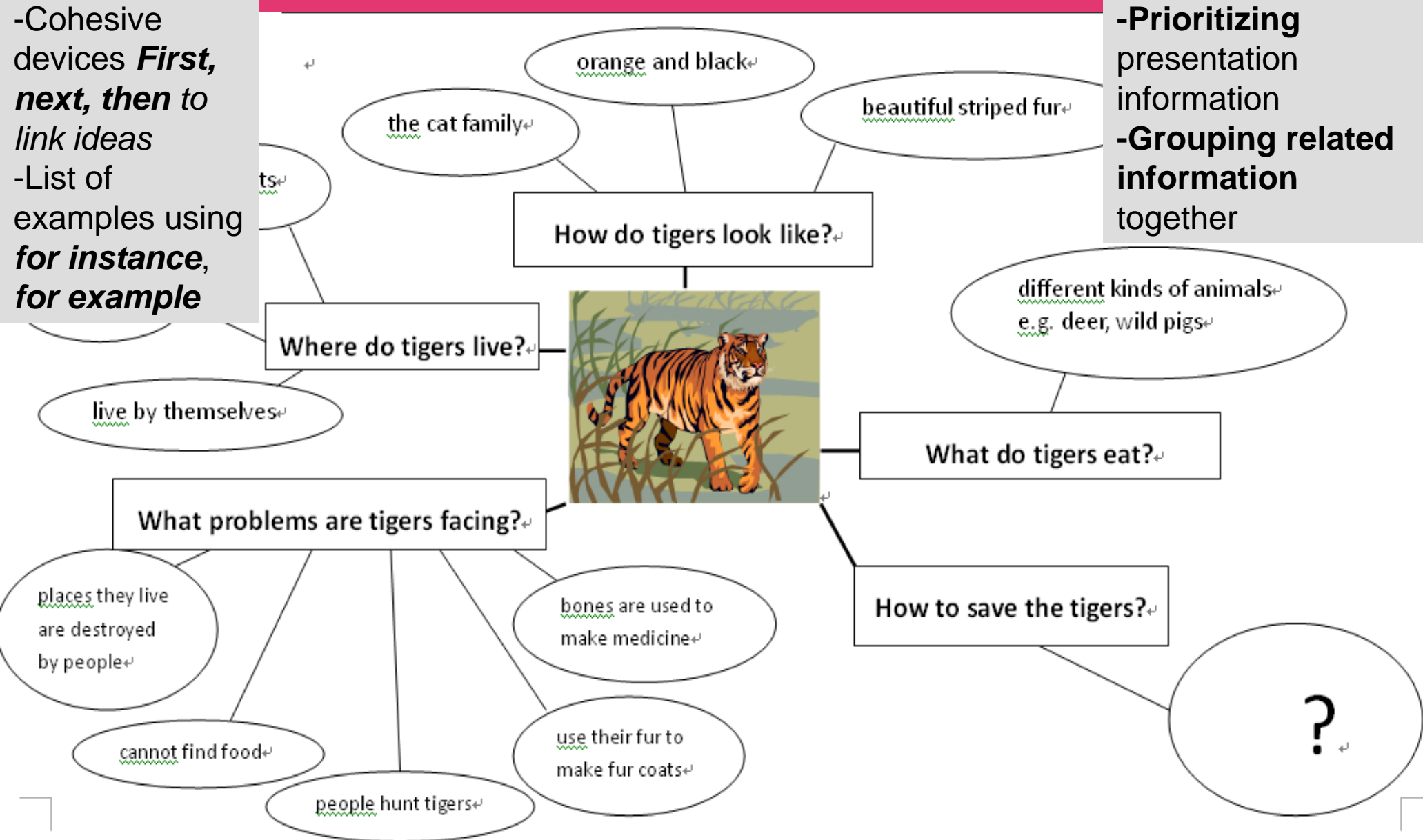
## **Many students relied on scripts**

- **Note-taking skills have to be taught.**

# B. Using mind-maps to present ideas

-Cohesive devices **First, next, then** to link ideas  
-List of examples using **for instance, for example**

-Prioritizing presentation information  
-Grouping related information together



## B. Using mind-maps to present ideas

Genre	Language	Framework
Using mind-maps to present ideas (P.5 Dolphin Watch Module)	<ul style="list-style-type: none"><li>• Use of cohesive devices <b>such as <i>First, next, then</i> to link ideas</b></li><li>• List of examples using <b><i>for instance, for example, such as</i></b></li></ul>	<ul style="list-style-type: none"><li>• <b>Prioritizing</b> presentation information</li><li>• <b>Grouping related information</b> together</li></ul>



# Presentation Framework

**1st Part:**  
tell the main idea

**2nd Part:**

- Prioritize information
- Group ideas together
- Use words on the mind-map

**3rd and 4th Part:**

- Use *Next, then* to list ideas
- Use *for instance* and *for example* to highlight examples

**5th Part:**

- Use *to... we should..* to give suggestions

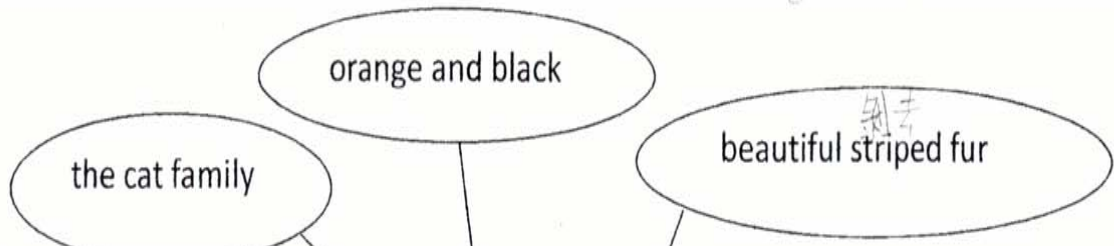
**Last Part:**  
Your feelings about the topic and wrap up the presentation

# Presentation about Tigers

Task 1: Write your presentation script.

1 <sup>st</sup> part: • Present main idea of your presentation.	→	Today I am going to _____.
2 <sup>nd</sup> part: • Group some ideas together and use words provided on the mind-maps. • Use cohesive device such as 'first' to introduce ideas.	→	First, _____ _____ _____
3 <sup>rd</sup> and 4 <sup>th</sup> part: • Use 'Next', 'then' to connect ideas. • Use 'for instance' / 'for example' to highlight the examples.	→	_____ _____ _____ _____ _____
5 <sup>th</sup> part: Use 'To..., we should...' to give suggestions.	→	_____ _____ _____
Last part: Your feelings about the topic and end up the presentation.	→	_____ _____ _____

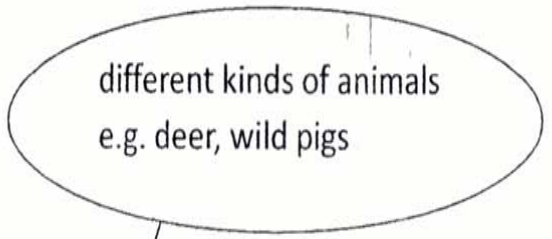
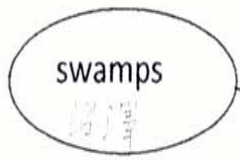
- Use of symbols and short phrases
- Prioritizing presentation information



1 - How do tigers look like?

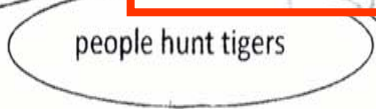
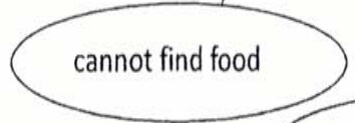


2 - Where do tigers live?



4 - What problems are there?

① X cut down trees  
 ② X wear fur  
 ③ X destroy the place  
 ④ X hunt tigers



?

?



# Tips to take notes

- Only write key words for presentations. Not whole sentences.
- Most important key words are nouns and verbs, You can add cohesive devices, adjectives and adverbs to enrich your presentations.
- Use **symbols**. You can always create your symbols.

✓ for good; ✗ for bad; **Ph** for Philip; **P** for Peter; **Sch** for School; ★ important ↵

e.g. Eating breakfast is important.    ⇒ BF ★ ↵

e.g. Fruit is good for our body.    ⇒ Fruit ✓ body..



<b>1<sup>st</sup> part</b> Present main idea of your presentation	Today I am going to <u>talk about tigers</u> .
<b>2<sup>nd</sup> part</b> Group some ideas together and use words provided on the mind-maps. Use cohesive device such as "first" to introduce ideas	First, I will talk about what they look like. Tigers are <u>the cat family. They are orange and black in colour. People wear tigers' beautiful striped fur.</u>
<b>3<sup>rd</sup> and 4<sup>th</sup> part</b> Use "Next/then" to connect ideas Use "for instance/for example" to highlight the examples	Next, I will tell you where they live and what they eat. <u>Tigers live in the forests. They are vegetarians.</u> Then I will tell you what problems they are facing. <u>Tigers are getting fewer and fewer because people are destroying their habitats. They are also being hunted for their fur.</u>
<b>5<sup>th</sup> part:</b> Use "To... we should..." to give suggestions	To save the tigers, we should <u>not kill them. We should not kill tigers' food. We should save the tigers. We should not wear fur.</u>
<b>last part:</b> Your feelings about the topic and end up	I think tigers are not happy because people kill the tigers. So they are not happy. <u>Therefore, we should protect the tigers.</u>

## Another Student's Work

Today I am going to **talk about tigers.**

**First**, I will talk about what they look like. Tigers are the cat family. Tigers are orange and black in colour. **People wear tigers' s beautiful striped fur.**

**Next**, I will tell you where they live and what they eat. **Tigers are live in the forests.** They are **swamps**. They live by themselves. They live in the forests a long time. They eat different kinds of animals, **such as deer and wild pigs.**

**Then** I will tell you what problems they are facing. **Tigers are places they live are destroyed by people.** They cannot find food. People will hunt tigers. People use their fur to make fur coats. Bones are used to make medicine.

To save tigers, **we should not** kill the tigers. We should not kill **tigers's** food. **We should save** the tigers. We **should not wear fur.**

I think tigers are not happy because people skill the tigers. So they not happy. **Therefore, we should** protect the tigers.

**This is the end of my presentation.** Thank you.

# Teachers' Reflection

- Students learned how to prioritize and group information in the mind-map using the framework and language.
- Students started to take notes for presentations. They relied less on scripts.
- **Students' language was too narrow.** Every student started and ended the presentation in the same way.
- Students treasured teachers' immediate feedback very much. Some students welcomed more specific feedback, all students liked positive feedback. **We should make teachers' feedback more professional to cater for students' learning needs.**

# C. Comparing and Contrasting Information

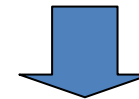
<b>Genre</b>	<b>Language</b>	<b>Framework</b>
Comparing and contrasting information	<ul style="list-style-type: none"><li>•Use of <b><i>however, but</i></b> to show differences</li><li>•Use of <b><i>Like and Similarly</i></b> to show similarities</li></ul>	Comparing and contrasting different aspects

**Task 1:** Surf the Internet and find some information about the geography of Hong Kong and Singapore...

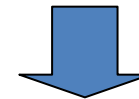
Geography		Notes for Presentation e.g. Bigger and less interesting than, but because the number is...
Singapore	Hong Kong	
Size of the place	_____ km <sup>2</sup>	1104 km <sup>2</sup>
No. of islands	68 islands	over _____ islands
Name of the highest hill (height)	Bukit Timah Hill _____ metres	_____ metres 357 metres
An interesting point/ your feeling about the topic		

# Comparing HK and Singapore

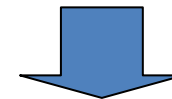
State Presentation Purpose



1st difference or similarity



2nd difference or similarity



3rd difference or similarity



Personal Ideas



# Widen Your Language on Presentations

## Beginning

- Do you want to know more about.....
- I am going to present to you something very interesting today....
- I recently went to a park and I would like to share with you something I saw there...

## Ending

- I hope you like my presentation.
- I hope you have learned something from my presentation.
- Thank you very much for listening to me.

# Student Notes: more ready student

Geography		Notes for Presentation	
	Singapore	Hong Kong	e.g. Bigger, smaller, taller more..than, but, however, like, similar to.
① Size of the places 2	④ ✓ A <u>704</u> km <sup>2</sup> only about	③ 1104 km <sup>2</sup> about	② HK is bigger than SG However
① No. of islands the number	④ 63 islands has many islands too	③ ✓ over 200 islands has many islands	① HK has more islands than SG like
① Name of the highest hill (height)	④ ✓ Bukit Timah Hill But 166 metres only	③ ✓ highest Yau Mui Shan 957 metres	① HK is taller than SG
① An interesting point/ your feeling about the topic	land reclamation	land reclamation	① HK and SG are similar to use land reclamation to make more land I think

# Teachers' Reflection

- **Students' language on opening and ending presentations improved.**
- **Most students' developed skills to take notes.**
- **Teachers' feedback was useful but it took time. Only some students were benefited. We should maximize the number of students who could learn from feedback.**
- **We have already integrated group presentation among students. We could take a step further by introducing group evaluation. Students should be able to use the presentation criteria to judge group members' speaking skills.**

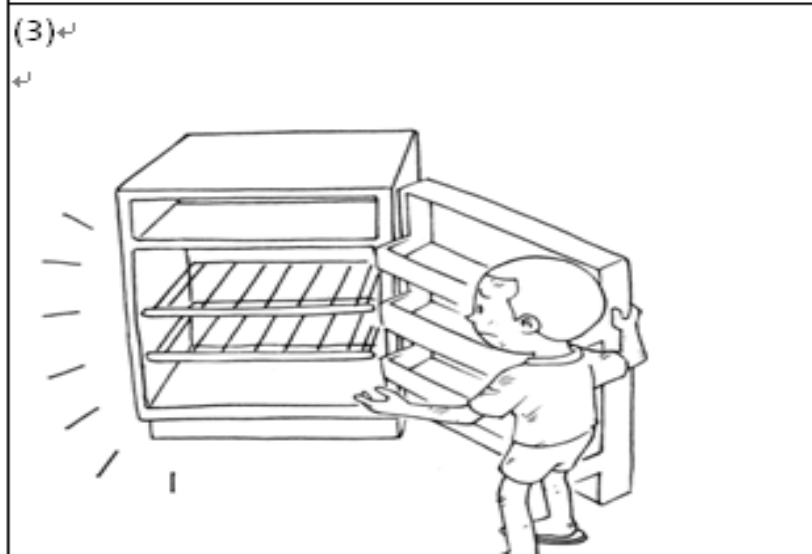
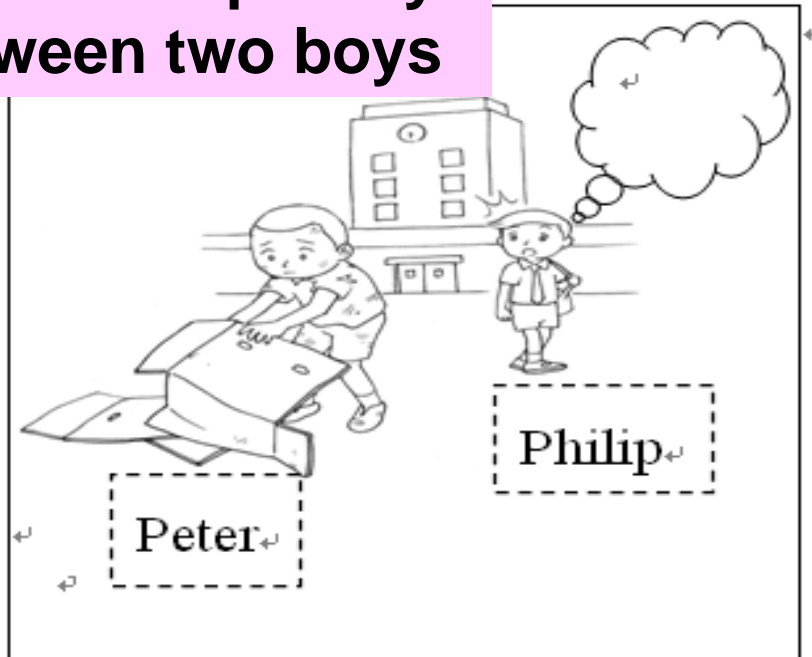
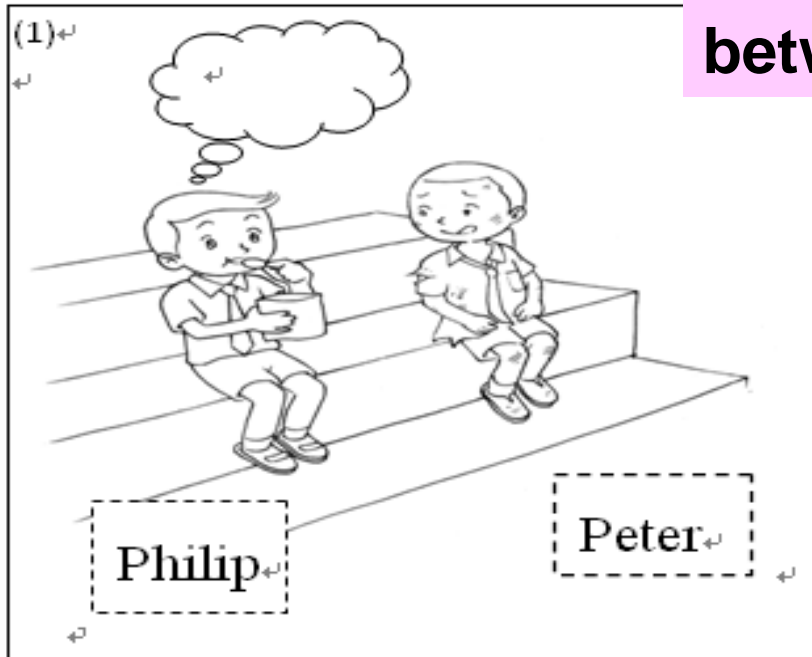


# D. Telling stories

	<b>Language</b>	<b>Framework</b>
Telling stories (P.6 Friendship)	<ul style="list-style-type: none"><li>•Use of cohesive devices e.g. <b><i>At the beginning, then, suddenly</i></b></li><li>•Use of dialogues (Learn saying words e.g. <b><i>said, told, shouted, screamed</i></b>)</li><li>•Use of monologues (Learn saying words e.g. <b><i>thought, said to himself</i></b>)</li></ul>	<b>Sequencing ideas in logical way</b>



# A friendship story between two boys



**Nouns, Verbs, Cohesive devices, Adjectives, Adverbs,  
Dialogues, Monologues**

**1<sup>st</sup> Part ↓  
Presentation Starter ↓**

**1<sup>st</sup> Part: Presentation Starter**

**Tell the main characters and their relation**

**2<sup>nd</sup> Part ↓  
(Story beginning) ↓**

**2<sup>nd</sup> Part :(Story beginning)**

**Use cohesive devices (e.g. *one day, in the beginning*)  
to start the story**

**3<sup>rd</sup> Part ↓  
(Story body) ↓**

**3<sup>rd</sup> Part: (Story body)**

**Use *then, after that, suddenly* to link different parts of a story.  
Use past tense. Use monologues and dialogues.**

**4<sup>th</sup> Part ↓  
(Story Ending): ↓**

**4<sup>th</sup> Part :(Story Ending):**

**Make the ending creative to impress your listeners. Also  
you can add you feelings.**

**5<sup>th</sup> Part ↓  
Presentation Ending ↓**

**5<sup>th</sup> Part: Presentation Ending**

# Presentation Evaluation Criteria

## Elaborate info in detail

- Used *there are* and *they are* patterns.
- Structured info from *general to specific*
- Spoke loudly and confidently
- Showed eye contact

## Compare and contrast Ideas

- Used *but, however, like* and *similar to*
- Spoke *but, however, like* and *similar to* with *stress*
- Spoke confidently
- Spoke clearly
- Spoke loudly ✘
- Showed eye ✘ contact

## Tell stories

- Used *past tense*
- Used *monologues and dialogues*
- *Cohesive devices*
- Spoke confidently
- Spoke loudly and clearly
- Showed eye contact
- *Can pronounce these words better such as.....*

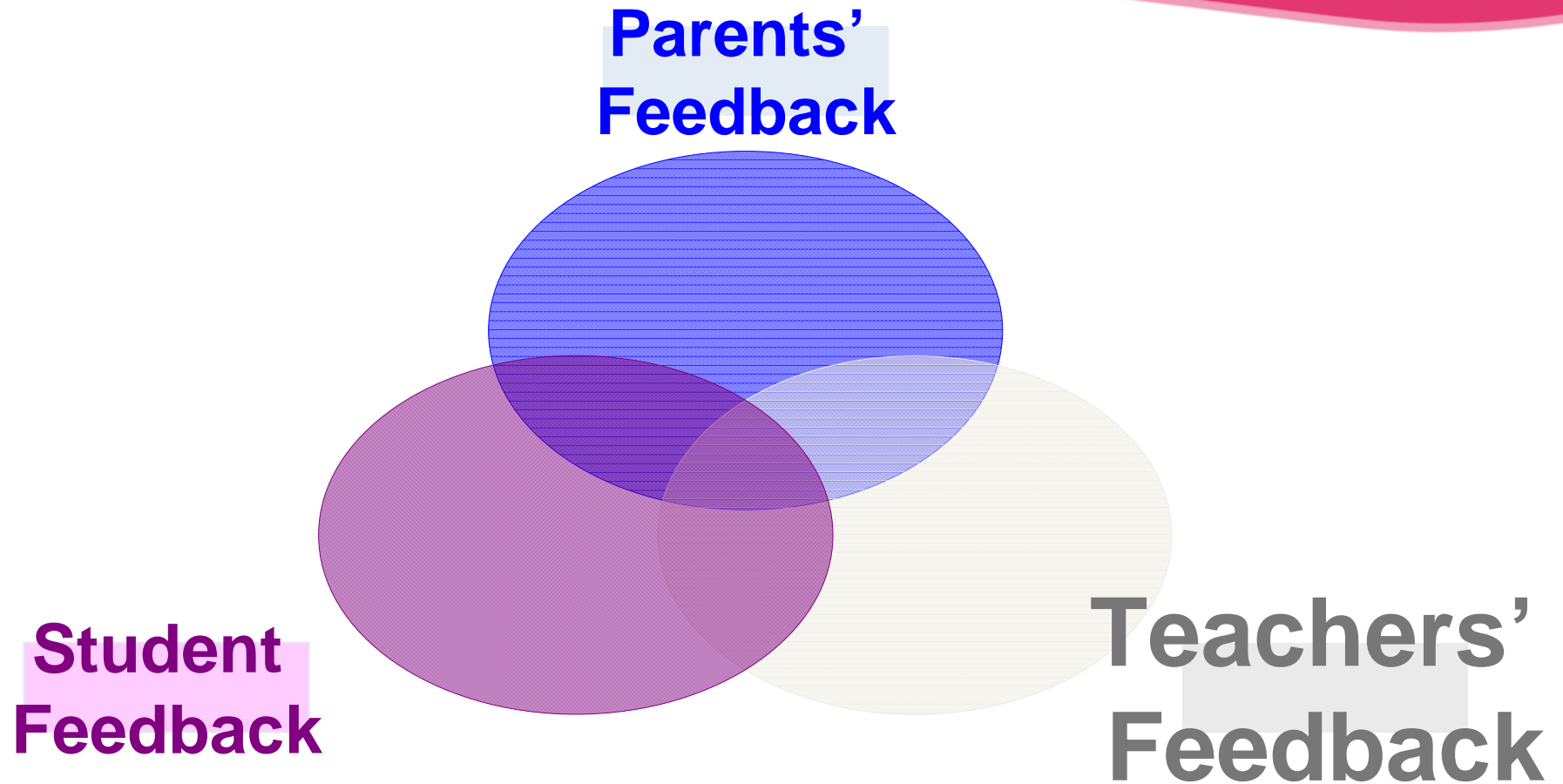
# Criteria for Evaluating Story Telling Skills

	Member 1 Marco	Member 2 Jacky	Member 4 Anna
1. The group member used <u>past tense</u> correctly.	<input type="checkbox"/>	<input checked="" type="checkbox"/> saw I like was	<input type="checkbox"/>
2. The group member used <u>monologues</u> and <u>dialogues</u> .	<input type="checkbox"/>	<input type="checkbox"/> cannot help	<input type="checkbox"/>
3. The group member used <u>cohesive devices</u> .	<input type="checkbox"/> One day	<input type="checkbox"/> After school	<input type="checkbox"/>
4. The group member spoke <u>confidently</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The group member spoke <u>loudly and clearly</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The group member showed <u>eye contact</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The group member can <i>pronounce these words better</i> : (write down the words in the box.) 讀錯的字 寫 →	sit said	thought didn't	
Total Marks:	15/30	38/30	/30

	Member 1 Bunny	Member 2 Andrew	Member 3 LIZ
1. The group member used <i>past tense</i> correctly.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. The group member used <i>monologues</i> and <i>dialogues</i> .	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. The group member used <i>cohesive devices</i> .	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4. The group member spoke <i>confidently</i> .	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5. The group member spoke <i>loudly and clearly</i> .	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6. The group member showed <i>eye contact</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. The group member can <i>pronounce these words better</i> : (write down the words in the box.)	Brought chips		The Peter x the



# Different Kinds of Feedback



# Teachers' Reflection on Peer Evaluation

- Peer presentations and evaluation allow all students to try out presentation skills and benefit from peer feedback in a more cozy environment. They help to cater for learner diversity.
- Let students use the assessment criteria teachers use so students understand areas they should work on and what level they should achieve.
- Nurture a positive culture to appreciate group mates' work and grow a modest attitude to accept comments. Negative comments from classmates could be damaging on student-student relation and learning confidence.

# TMMS Speaking Curriculum (Presentations)

## B) Presentation

Criteria	P.1	P.2	P.3	P.4	P.5	P.6
1. Presenting content in <b>One picture</b>	✓	↔	✓	↔	↔	↔
2. Using <b>Wh- questions</b> to help thinking about how to elaborate ideas (What, Where, Who, Why, How, Which, How many, How old)	✓	↔	↔	↔	↔	↔
3. Answering in <b>one complete sentence</b> (1 <sup>st</sup> term)	✓	↔	↔	↔	↔	↔
4. Giving <b>reasons (...because...)</b> (2 <sup>nd</sup> term)	✓	↔	↔	↔	↔	↔
5. Presenting content in <b>3-4 pictures</b>	↔	✓	✓	↔	↔	↔
6. Using <b>Wh- questions</b> to help thinking about how to elaborate ideas (What, Where, Who, Why, How, Which, How many, How old, <b>When</b> )	↔	✓	↔	↔	↔	↔
7. Making elaborations – <b>2 sentences</b>	↔	✓	↔	↔	↔	↔
8. Giving <b>examples</b> (e.g. how hardworking a person is)	↔	✓	✓	✓	✓	✓
9. Describing the <b>appearance</b> of a person/thing	↔	✓	✓	✓	✓	✓
10. Giving <b>reasons</b> by using a variety of phrases/ vocabulary ( <b>as/because/since</b> )	↔	✓	✓	✓	✓	✓
11. Using <b>Wh- questions</b> to help thinking about how to elaborate ideas (What, Where, Who, Why, How, Which, How many, How old, <b>When, Whose</b> )	↔	↔	✓	↔	↔	↔
13. Making elaborations ( <b>2-3 sentences</b> ) by giving examples (...such as, for example...)	↔	↔	✓	↔	↔	↔
14. <b>Telling a story with beginning, middle and ending.</b>	↔	↔	✓	✓	✓	✓
15. Using <b>saying words</b> and <b>dialogues</b>	↔	↔	✓	✓	✓	✓
16. Using <b>cohesive devices</b> to link different parts of stories	↔	↔	✓	✓	✓	✓
17. Making a creative <b>story ending</b>	↔	↔	✓	✓	✓	✓
18. Making elaborations ( <b>3 sentences</b> ) for different genres such as notices, posters, advertisements etc.	↔	↔	↔	✓	✓	✓
19. <b>Explaining the procedures (First...Next...Then...After that...Finally...)</b>	↔	↔	↔	✓	✓	✓
20. Adding appropriate <b>adjectives/adverbs</b>	↔	↔	↔	✓	✓	✓
21. <b>Making comparisons</b> (e.g. using comparatives/superlatives, finding out...)	↔	↔	↔	✓	✓	✓

# TMMS Speaking Curriculum (Presentations)

21. <b>Telling a story based on 4-6 pictures</b> ↵				✓↵	✓↵	✓↵	
22. Showing climax of stories using proper cohesive devices (e.g. <b>all of a sudden, suddenly</b> )↵				✓↵	✓↵	✓↵	
23. <b>Linking the events</b> by using appropriate cohesive devices↵				↵	↵	↵	
24. Learning the <b>note-taking skills for presentations</b> ↵				✓↵	✓↵	✓↵	
25. Learning to <b>manage time</b> in presentations↵				✓↵	✓↵	✓↵	
↵							↵
27. Making elaborations ( <b>4 sentences</b> ) for different genres such as notices, posters, advertisements etc.↵	↵	↵	↵	↵	✓↵	✓↵	↵
28. <b>Contrasting ideas</b> (e.g. using the <b>although/but</b> structures & cohesive device ' <b>However</b> ')↵				↵	✓↵	✓↵	
29. Beginning informative or descriptive presentations with a <b>topic sentence</b> (e.g. Hong Kong is a busy city. There are many... )↵				↵	✓↵	✓↵	
30. Giving <b>suggestions/opinions</b> ( <b>If you ... In my opinion ... I think ...</b> )↵				✓↵	✓↵	✓↵	
31. Using <b>mind maps to present ideas</b> : ( <b>Expositions</b> e.g. Hobbies; <b>Narrative</b> e.g. A Trip to Lantau Island)↵				↵	✓↵		
32. Expressing <b>wishes/goodwill/requests</b> ( <b>I hope that..., I look forward to ..., I would like to ...</b> )↵	↵	↵	↵	↵	↵	✓↵	↵
33. <b>Giving positive and negative effects</b> ↵						✓↵	
34. <b>Using monologues</b> ↵						✓↵	

**1. Link speaking to reading or writing**

**2. Teach students the language and framework for various genres through script writing**

**Nurturing students to be competent presenters**

**5. Give students immediate feedback**

**3. Facilitate students to present the main gist of presentation through note-writing**

**4. Familiarize students with actual presentations through group work**



# Conclusion

- Presentation skills have to be taught systematically.
- Scaffolding is a must;  
from input on language to using the language;  
from presentation to group members to all classmates,  
from using the criteria to gauge classmates' performance to  
internalizing the criteria to make self-improvement.
- Teachers' positive attitude to errors is essential to build students' learning confidence.
- Teachers should be sensitive to students' needs and interest from time to time.
- It is important to create classroom time for students to talk in the classroom.

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# **Thank you**

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