

Oral Rehearsal Studio

Facilitator Guide · model answers, coaching and review

THEMES 主题

7

MODEL ANSWERS

42 (EN + 华文)

FRAMEWORKS

A.P.R.I.C.O.T · DOES

PSLE English & 华文 Oral (SBC / 会话) · A.P.R.I.C.O.T + DOES

HOW TO RUN THE STUDIO 怎样带这套课

Two session shapes

One sitting (about 60 minutes): pick one or two themes and run the full loop (plan, Take 1, review, Take 2) for each. Or one theme a week across a term, so pupils build a bank of recorded takes they can revisit.

每次一坐（约 60 分钟）：选一两个主题，完整地走一遍「计划·录第一遍·检查·再录」。或每周一个主题，让学生累积一批录音，日后重温。

Mark by shape, not by content

Tick the steps you hear rather than judging whether the facts are correct. Reward the mark-winning steps most: Instance and Occasion in English, 举例说明 in 华文. A story with when, where and how the pupil felt is what lifts a good answer to a strong one.

按结构评，不按内容对错评。听到哪一步就打勾，最看重能拿分的一步：英文的 Instance / Occasion，华文的「举例说明」。有时间、地点和感受的真实事例，才能把答案从「好」提升到「强」。

Running the recording loop

Keep takes short (about a minute). After Take 1, do not correct everything; pick the single most useful change with the pupil, then record Take 2. Comparing two takes of their own voice teaches more than any lecture.

An honest note on marking 评分说明

These materials align to SEAB assessment objectives for the PSLE oral (English Oral Communication 40m / 20%: Reading Aloud 15 + Stimulus-based Conversation 25; 华文口试 50m / 25%: 朗读篇章 20 + 看录像会话 30). SEAB publishes component marks and objectives but not a per-band rubric, so the checklists here are Edtivate practice tools, not an official scale.

THE TWO FRAMEWORKS AT A GLANCE 两套框架

A.P.R.I.C.O.T · English conversation

	Step	What you do	Ways to start
A	Answer	Answer the question directly	<i>Yes, I think... / In the picture...</i>
P	Point	Give your main point or opinion	<i>One thing I notice is... / I feel that...</i>
R	Reinforce	Support it with a reason	<i>This is important as... / One reason is that...</i>
I	Instance ★	Tell a real, specific story	<i>I remember the time when... / There was once...</i>
C	Consider	Look at it from another angle	<i>On the other hand... / Some may say...</i>
O	Occasion ★	Add when, where and how you felt	<i>That afternoon... / At that moment I felt...</i>
T	The conclusion	Round off with what you learnt	<i>From that day on... / That is why...</i>

DOES · 华文会话

	步骤 Step	作用 What it does	常用句型 Sentence starters
D	描述 Describe	描述画面或情况	<i>图中... / 我看到...</i>
O	观点 Opinion	表明自己的看法	<i>我认为... / 我觉得...</i>
E	举例说明 ★	举例、说明原因、分享经历	<i>举个例子... / 记得有一次...</i>
S	建议·总结	提出建议或做出总结	<i>我建议... / 总的来说...</i>

Note: the Consider (C) step is treated here as a light balancing or broadening line ("On the other hand..."). DOES has no Consider step.

THEME 1 • Active Living and Sportsmanship 积极生活与体育精神

Stimulus: Active Living and Sportsmanship photo. Model answers below are in a P6 voice; the shaded rows are the mark-winning steps.

English • A.P.R.I.C.O.T model answers

Q1 What are the children doing?

A	In the picture, a group of children are at a park connector, and two boys are kneeling down to fix a bicycle together.
P	One boy is turning the pedal to check the chain while the other steadies the wheel, and a girl in a helmet stands beside them holding a water bottle.
R	They are all wearing helmets and sports clothes, so it looks like they were cycling and stopped to help when the bicycle broke down.

Q2 What do you think of the way they treat one another?

A	I think the children are treating one another very well.
P	Instead of leaving their friend behind, they stopped their own ride to fix the bicycle.
R	This shows teamwork and patience, and it tells me they care more about their friend than about finishing first.
C	On the other hand, they should also keep to the side of the path so that joggers and other cyclists can pass safely.
T	Overall, their kindness and teamwork make the outing enjoyable for everyone.

Q3 ★ A difficulty during a sport or outdoor activity

A	Yes, I once faced a real difficulty during an outdoor activity.
P	It happened during a cycling trip along East Coast Park with my class.
I Instance ★	I remember the time when my bicycle chain suddenly slipped off halfway through the ride, and I was left standing at the side of the path feeling helpless.
O Occasion ★	That afternoon the sun was blazing and my friends had already cycled far ahead, so my heart sank as I watched them shrink into the distance. A classmate noticed I was missing, cycled back, and knelt down to hook the chain on with me. My hands were black with grease, but a warm rush of relief washed over me when the wheel finally turned again.
T	From that day on, I learnt that a difficulty feels much smaller when a friend faces it with you.

华文 · DOES 示范会话

问题一 图中的孩子们在做什么？

D 描述	图中，一群孩子在公园的连道上活动。两个男孩蹲在地上，一起修理一辆脚踏车；一个转动踏板检查车链，另一个扶住车轮。旁边戴着头盔的女孩帮他们拿着水壶。
S 总结	他们看起来是骑车时车子坏了，于是停下来一起修理。

问题二 你觉得他们互相帮助的表现怎么样？

D 描述	他们没有把朋友丢下，而是停下自己的行程，一起蹲下来修车。
O 观点	我觉得他们互相帮助的表现非常好。
E 举例说明 ★	举个例子，修车需要耐心，他们轮流检查车链、扶着车轮，还替朋友拿水壶，这说明他们懂得团队合作，也很关心同伴。
S 建议 · 总结	不过，他们也要记得靠边站，让跑步和骑车的人安全通过。总的来说，这样的友爱让活动更愉快。

问题三 ★ 你在运动或户外活动中遇到困难的一次经历

D 描述	我想分享一次我在户外活动中遇到困难的经历。
O 观点	那是一次难忘又让我成长的经历。
E 举例说明 ★	记得有一次，我和同学到东海岸公园骑脚踏车。骑到一半，我的车链突然脱落，我只能停在路边，心里又急又慌。当时太阳很大，同学们都骑到前面去了，我望着他们的背影，感到十分无助。后来，一位同学发现我不见了，特地骑回来，蹲下来陪我一起把车链装回去。我的手沾满了油污，但当车轮再次转动时，我心里涌起一股温暖和感激。
S 建议 · 总结	从那以后，我明白了：有朋友一起面对，再大的困难也会变小。我们也应该主动关心身边遇到困难的小伙伴。

Coaching probes 引导提问

If they are stuck, ask... 如果卡住了，可以问...

- Describe: "What exactly is happening in the picture? Who is doing what?" 画面里发生了什么？谁在做什么？
- Opinion: "Do you agree with them? What is one reason?" 你同意吗？说一个理由。
- Story ★: "Tell me about YOUR own time. When was it? Where were you? How did you feel?" 说说你自己的经历：什么时候？在哪里？当时的感受？

THEME 2 • Family Time and Family Meals 家庭时光与共餐

Stimulus: Family Time and Family Meals photo. Model answers below are in a P6 voice; the shaded rows are the mark-winning steps.

English • A.P.R.I.C.O.T model answers

Q1 What is happening during this family meal?

A	In the picture, three generations of a family are enjoying a meal together at home.
P	A boy is gently spooning food into his grandmother's bowl, his mother is bringing another dish from the kitchen, and his father and sister are smiling at the table.
R	The table is full of home-cooked dishes, and everyone looks relaxed and happy, so it feels like a warm family gathering.

Q2 Is eating together important for families?

A	Yes, I strongly believe eating together is important for families.
P	A shared meal is often the one time in a busy day when everyone sits down together.
R	Over food, family members chat about their day and show they care, which keeps the bond strong.
C	Some may say people are too busy for daily dinners, yet even one shared meal a week can make a difference.
T	That is why I feel family meals are worth protecting.

Q3 ★ A memorable meal or activity with your family

A	Yes, I have a meal with my family that I will never forget.
P	It was the reunion dinner on the eve of Chinese New Year at my grandmother's flat.
I Instance ★	I remember the time when my whole family squeezed around one small table, and my grandmother insisted on serving me the first piece of steamed fish herself.
O Occasion ★	That evening the flat was filled with the smell of her cooking and the sound of everyone laughing at the same old jokes. When she placed the fish in my bowl and told me to eat more, my chest felt warm, and I realised how lucky I was to have everyone in one room.
T	From that night on, I learnt to treasure these gatherings, as they will not last forever.

华文 · DOES 示范会话

问题一 这家人正在做什么？

D 描述	图中，一家三代人正在家里一起吃饭。一个男孩把菜轻轻夹进奶奶的碗里，妈妈从厨房端来一盘菜，爸爸和妹妹在一旁微笑着。桌上摆满了丰盛的饭菜。
S 总结	整个画面看起来十分温馨，是一家人团聚的时刻。

问题二 你认为一家人一起吃饭重要吗？

D 描述	一家人忙了一整天，吃饭往往是大家唯一能坐在一起的时候。
O 观点	我认为一家人一起吃饭非常重要。
E 举例说明 ★	举个例子，吃饭时大家可以聊聊今天发生的事、互相关心，孩子也能学会给长辈盛饭、尊敬长辈。这样一来，家人之间的感情就会越来越亲密。
S 建议 · 总结	即使平日再忙，我建议至少每周一起吃一顿饭。总的来说，一起用餐能让一家人更团结。

问题三 ★ 你和家人一起吃饭或参加活动的一次难忘经历

D 描述	我想分享一次和家人一起吃饭的难忘经历。
O 观点	那是一顿让我至今难忘的团圆饭。
E 举例说明 ★	记得有一年除夕，我们全家挤在奶奶的小屋里吃团圆饭。奶奶坚持要亲手把第一块蒸鱼夹到我碗里。那天，屋里弥漫着饭菜的香味，大家一边吃一边笑，重复着每年都会讲的笑话。当奶奶把鱼放进我碗里、叫我多吃一点时，我心里暖暖的，觉得一家人能团聚在一起真幸福。
S 建议 · 总结	从那以后，我更加珍惜这样的团聚，深知这样的时光不会永远都有。我们应该多陪伴家人。

Coaching probes 引导提问

If they are stuck, ask... 如果卡住了，可以问…

- Describe: "What exactly is happening in the picture? Who is doing what?" 画面里发生了什么？谁在做什么？
- Opinion: "Do you agree with them? What is one reason?" 你同意吗？说一个理由。
- Story ★: "Tell me about YOUR own time. When was it? Where were you? How did you feel?" 说说你自己的经历：什么时候？在哪里？当时的感受？

THEME 3 • Helping Others and Kindness 助人与善心

Stimulus: Helping Others and Kindness photo. Model answers below are in a P6 voice; the shaded rows are the mark-winning steps.

English • A.P.R.I.C.O.T model answers

Q1 What has happened near the lift?

A	In the picture, an elderly lady's grocery bag has split open near the lift, and several oranges have rolled onto the wet floor.
P	A boy has bent down at once to gather the oranges, while a girl holds the lift door open so it does not close on them.
R	The children look cheerful as they help, and the grandmother is smiling, so it is clearly a kind moment.

Q2 What do you think of the children's actions?

A	I think the children's actions are very praiseworthy.
P	They helped the elderly lady straight away without being asked.
R	Holding the lift and picking up the oranges are small acts, but they show real thoughtfulness and respect for the elderly.
C	Some children might have walked past to avoid the trouble, which makes their kindness stand out even more.
T	To me, they are a good example of how a little help goes a long way.

Q3 ★ A time you helped someone who needed assistance

A	Yes, I once helped someone who badly needed a hand.
P	It happened one evening at the void deck of my block.
I Instance ★	I remember the time when an elderly neighbour dropped her walking stick and could not bend down to reach it, and I hurried over to pick it up for her.
O Occasion ★	That evening it had just rained and the floor was slippery, so I held her arm and walked her slowly to the lift. She kept thanking me and patted my hand, and I felt a quiet glow of happiness knowing I had made her evening a little easier.
T	From that day on, I have kept my eyes open for neighbours who might need a helping hand.

华文 · DOES 示范会话

问题一 电梯附近发生了什么事？

D 描述	图中，一位老奶奶的购物袋在电梯旁破了，几个橙子滚落在湿滑的地上。一个男孩马上蹲下来帮忙捡橙子，一个女孩则按住电梯门，不让门关上。
S 总结	孩子们脸上带着笑容，奶奶也笑了，这是一幕温暖的画面。

问题二 你觉得这些孩子的表现怎么样？

D 描述	他们没有等人开口，就主动上前帮忙。
O 观点	我觉得这些孩子的表现非常值得称赞。
E 举例说明 ★	举个例子，捡橙子、按住电梯门看似是小事，却说明他们很有爱心，也懂得尊敬长辈。如果换成别人，也许会为了怕麻烦而走开，可见他们的善良更加难得。
S 建议 · 总结	我建议我们都向他们学习。总的来说，一点小小的帮助，就能带来很大的温暖。

问题三 ★ 你主动帮助别人的一次经历

D 描述	我想分享一次我主动帮助别人的经历。
O 观点	那是一件让我感到很有意义的小事。
E 举例说明 ★	记得有一天傍晚，在我住的组屋楼下，一位老邻居不小心把拐杖掉在地上，却怎么也弯不下腰去捡。我连忙跑过去，替她把拐杖捡起来。当时刚下过雨，地面很滑，我便扶着她的手臂，慢慢地把她送到电梯口。她一直向我道谢，还轻轻拍了拍我的手，我心里泛起一阵幸福，觉得自己让这个傍晚轻松了一些。
S 建议 · 总结	从那以后，我总是留意身边需要帮助的邻居。我建议大家都多留心、多伸出援手。

Coaching probes 引导提问

If they are stuck, ask... 如果卡住了，可以问…

- Describe: "What exactly is happening in the picture? Who is doing what?" 画面里发生了什么？谁在做什么？
- Opinion: "Do you agree with them? What is one reason?" 你同意吗？说一个理由。
- Story ★: "Tell me about YOUR own time. When was it? Where were you? How did you feel?" 说说你自己的经历：什么时候？在哪里？当时的感受？

THEME 4 • Responsible Public Behaviour 公共场所的责任感

Stimulus: Responsible Public Behaviour photo. Model answers below are in a P6 voice; the shaded rows are the mark-winning steps.

English • A.P.R.I.C.O.T model answers

Q1 What do you notice about the students?

A	In the picture, four students in uniform are waiting patiently on the MRT platform.
P	They are standing in a neat line behind the yellow line, and they are making room for a mother pushing a stroller to board first.
R	Nobody is pushing or rushing, so they are clearly waiting in an orderly and considerate way.

Q2 How can passengers make transport pleasant and safe?

A	Passengers can do several simple things to make public transport pleasant and safe.
P	They can queue up, stand behind the yellow line, and let others alight before boarding.
R	They can also give up priority seats to those in need and keep their voices low, which makes the ride comfortable for everyone.
C	It only takes one careless person to spoil the journey, so each of us has a part to play.
T	When everyone shows a little graciousness, the whole trip becomes smoother and safer.

Q3 ★ A time you showed consideration in a public place

A	Yes, I once showed consideration for someone in a public place.
P	It happened on a crowded MRT train on my way home from school.
I Instance ★	I remember the time when a pregnant lady stepped into a packed carriage and could not find a seat, so I stood up at once and offered her mine.
O Occasion ★	That afternoon the train was so full that I had to hold the pole tightly the rest of the way. My legs were tired, yet when the lady smiled and thanked me warmly, I felt it was completely worth it.
T	From that day on, I always look around to see who might need my seat more than I do.

华文 · DOES 示范会话

问题一 学生们等候列车时的表现

D 描述	图中，四名穿校服的学生正在地铁站台上安静地等车。他们整齐地排在黄线后面，还礼让一位推着婴儿车的妈妈先上车。
S 总结	大家没有推挤，也没有喧哗，等候得很有秩序。

问题二 乘客可以怎样让公共交通更安全、更舒适？

D 描述	乘车时，只要每个人多为别人想一想，环境就会好很多。
O 观点	我认为乘客可以从几件小事做起。
E 举例说明 ★	举例来说，第一，排队上车、站在黄线后；第二，先让车上的人下车再上；第三，把座位让给有需要的人，并且降低说话音量。这样一来，大家坐车就会更安全、更舒适。
S 建议 · 总结	我建议每位乘客都尽一份力。总的来说，只要人人有公德心，旅途就会更愉快。

问题三 ★ 你在公共场所为别人着想的一次经历

D 描述	我想分享一次我在公共场所为别人着想的经历。
O 观点	那是一件小事，却让我感到很温暖。
E 举例说明 ★	记得有一次放学，我搭乘拥挤的地铁回家。一位孕妇走进车厢，却找不到座位。我立刻站起来，把座位让给她。那天车厢非常拥挤，我只好紧紧抓着扶杆，一路站到家。虽然双腿又酸又累，但当那位阿姨微笑着向我道谢时，我觉得一切都很值得。
S 建议 · 总结	从那以后，我总会环顾四周，看看谁比我更需要座位。我建议大家都学会礼让。

Coaching probes 引导提问

If they are stuck, ask... 如果卡住了，可以问...

- Describe: "What exactly is happening in the picture? Who is doing what?" 画面里发生了什么？谁在做什么？
- Opinion: "Do you agree with them? What is one reason?" 你同意吗？说一个理由。
- Story ★: "Tell me about YOUR own time. When was it? Where were you? How did you feel?" 说说你自己的经历：什么时候？在哪里？当时的感受？

THEME 5 • Caring for the Environment 爱护环境

Stimulus: Caring for the Environment photo. Model answers below are in a P6 voice; the shaded rows are the mark-winning steps.

English • A.P.R.I.C.O.T model answers

Q1 Describe the different activities in the visual.

A	In the picture, four students are working together to care for their neighbourhood.
P	One girl is watering a young tree, two students are sorting bottles and food boxes into different recycling bins, and a boy is picking up litter with a claw and a rubbish bag.
R	They are wearing gloves and working as a team, so it looks like a community clean-up project.

Q2 Which action is most useful? Explain.

A	In my view, sorting the recycling correctly is the most useful action.
P	When bottles, cans and paper are placed in the right bins, they can truly be recycled instead of ending up as waste.
R	This reduces the rubbish sent to the incinerator and saves the resources needed to make new items.
C	Watering trees and picking up litter matter too, yet recycling has a longer-lasting effect on our resources.
T	That is why I feel sorting the recycling is the most valuable action here.

Q3 ★ A time you helped to care for the environment

A	Yes, I once took part in caring for the environment.
P	It was a beach clean-up at East Coast Park organised by my school.
I Instance ★	I remember the time when my group and I filled three whole bags with plastic bottles and straws buried in the sand.
O Occasion ★	That morning the sun was scorching and my back ached from bending over so often. Yet when I looked back at the clean stretch of sand we had cleared, a proud smile spread across my face, and I knew our sweat had been worth it.
T	From that day on, I have been careful to sort my recycling and never litter.

华文 · DOES 示范会话

问题一 孩子们正在进行哪些活动？

D 描述	图中，四名学生正齐心协力地为社区做环保。一个女孩在给小树浇水，两名学生把瓶子和饭盒分类放进不同的回收箱，一个男孩则用夹子和垃圾袋捡拾地上的垃圾。
S 总结	他们戴着手套，分工合作，看起来是在进行一次社区清洁活动。

问题二 哪一个环保行动最有意义？为什么？

D 描述	图中有浇水、分类回收和捡垃圾等好几种行动。
O 观点	我认为把垃圾正确分类回收最有意义。
E 举例说明 ★	举个例子，把瓶子、罐子和纸张放进正确的回收箱，它们才能真正被再利用，而不是变成垃圾。这样一来，送去焚化的垃圾就会减少，也能节省制造新物品所需的资源。
S 建议 · 总结	浇水和捡垃圾同样重要，但回收对资源的影响更长远。我建议大家养成分类的习惯。

问题三 ★ 你为保护环境而采取行动的一次经历

D 描述	我想分享一次我参与环保行动的经历。
O 观点	那是一次让我很有成就感的活动。
E 举例说明 ★	记得有一次，学校在东海岸公园举办清洁海滩的活动。我和小组的同学一起，把埋在沙里的塑料瓶和吸管一点一点捡起来，装满了整整三大袋。那天太阳火辣辣的，我不停地弯腰，累得腰都酸了。可是当我回头看着那片被我们清理干净的海滩时，脸上不禁露出了自豪的笑容，觉得流的汗水都很值得。
S 建议 · 总结	从那以后，我总是认真做垃圾分类，也绝不乱丢垃圾。我建议大家一起爱护我们的家园。

Coaching probes 引导提问

If they are stuck, ask... 如果卡住了，可以问…

- Describe: "What exactly is happening in the picture? Who is doing what?" 画面里发生了什么？谁在做什么？
- Opinion: "Do you agree with them? What is one reason?" 你同意吗？说一个理由。
- Story ★: "Tell me about YOUR own time. When was it? Where were you? How did you feel?" 说说你自己的经历：什么时候？在哪里？当时的感受？

THEME 6 • School, Learning and Personal Growth 学习与成长

Stimulus: School, Learning and Personal Growth photo. Model answers below are in a P6 voice; the shaded rows are the mark-winning steps.

English • A.P.R.I.C.O.T model answers

Q1 What is happening during the presentation?

A	In the picture, two boys are presenting a model bridge they have built to their teacher and classmates.
P	One boy is explaining the design while the class listens closely, and a girl is raising her hand to ask a question about the second, smaller bridge on the table.
R	The teacher is looking on with a tablet, and there are rough sketches and a crumpled paper nearby, so this looks like a hands-on project lesson.

Q2 What can students learn from making mistakes?

A	Students can learn a great deal from making mistakes.
P	A mistake shows exactly which part of our work needs improving.
R	By working out what went wrong, we understand the topic more deeply and remember it far longer.
C	Of course, mistakes can feel discouraging at first, yet they are often the very thing that pushes us to try harder.
T	That is why I believe every mistake is a chance to grow.

Q3 ★ A time you felt nervous but still finished a hard task

A	Yes, I once completed a difficult task even though I was very nervous.
P	It was my first time reading a poem on stage at the school assembly.
I Instance ★	I remember the time when I stood at the microphone with the whole school looking at me, and my hands were shaking so badly that the paper trembled.
O Occasion ★	That morning my heart pounded like a drum and my voice cracked on the first line. I took a deep breath, fixed my eyes on my teacher's encouraging smile, and read on. When the hall clapped at the end, a wave of relief and pride swept over me.
T	From that day on, I learnt that courage means carrying on even when I am afraid.

华文 · DOES 示范会话

问题一 课堂上正在发生什么事？

D 描述	图中，两名男生正把他们制作的模型桥向老师和同学汇报。一个男生在讲解设计，全班同学专心地听着，一个女生举起手，想问桌上另一座小桥的问题。
S 总结	老师拿着平板在一旁观察，桌上还有草图和揉皱的纸，看来这是一堂动手做的项目课。

问题二 学生可以从失败或错误中学到什么？

D 描述	在学习中，人人都会犯错。
O 观点	我认为学生可以从失败和错误中学到很多。
E 举例说明 ★	举个例子，一个错误能让我们清楚看到自己哪里做得不够好。只要认真想一想错在哪里，我们就能把知识理解得更透彻，也记得更牢。虽然犯错一开始会让人气馁，但它往往正是推动我们更加努力的动力。
S 建议 · 总结	我建议我们把每一次错误都当成进步的机会。总的来说，失败是成长的一部分。

问题三 ★ 你虽然紧张，却仍然完成任务的一次经历

D 描述	我想分享一次我虽然紧张，却仍然完成任务的经历。
O 观点	那是一次让我变得更勇敢的经历。
E 举例说明 ★	记得有一次，我第一次在学校周会上朗诵诗歌。当我站在麦克风前，全校的目光都望着我，我的手抖得连纸都在颤。那天早上，我的心像打鼓一样怦怦直跳，第一句还念破了音。我深吸一口气，看着老师鼓励的微笑，坚持念了下去。当礼堂响起掌声时，我心里涌起一阵轻松和自豪。
S 建议 · 总结	从那以后，我明白了：勇敢，就是害怕的时候依然坚持下去。我建议大家勇于尝试。

Coaching probes 引导提问

If they are stuck, ask... 如果卡住了，可以问...

- Describe: "What exactly is happening in the picture? Who is doing what?" 画面里发生了什么？谁在做什么？
- Opinion: "Do you agree with them? What is one reason?" 你同意吗？说一个理由。
- Story ★: "Tell me about YOUR own time. When was it? Where were you? How did you feel?" 说说你自己的经历：什么时候？在哪里？当时的感受？

THEME 7 • Technology and Screen Habits 科技与用屏习惯

Stimulus: Technology and Screen Habits photo. Model answers below are in a P6 voice; the shaded rows are the mark-winning steps.

English • A.P.R.I.C.O.T model answers

Q1 What are the three students doing in the library?

A	In the picture, three students are seated together at a library table with their project materials spread out.
P	Two girls are working hard on a leaf project, using a tablet to look something up and pointing at the screen as they discuss it.
R	The boy beside them, however, is leaning on his hand and playing a colourful game on his phone instead of joining in.

Q2 Is the boy using his time wisely?

A	No, I do not think the boy is using his time wisely.
P	While his group mates are busy with the project, he is playing a game on his phone.
R	This wastes the group's time and leaves the two girls to do all the work, which is not fair to them.
C	To be fair, a short break can help us refocus, yet a library work session is not the right time for a game.
T	He would use his time far better by putting the phone away and helping his team.

Q3 ★ A time a device distracted you or helped you

A	Yes, a digital device once distracted me at exactly the wrong moment.
P	It happened the night before an important Mathematics test.
I Instance ★	I remember the time when I picked up my phone to check one message and ended up playing games for almost an hour instead of revising.
O Occasion ★	That night, when I finally glanced at the clock, my stomach dropped as I saw how late it had become. I rushed through my revision and slept poorly, and the next day I felt tired and unprepared. That sinking feeling taught me a real lesson.
T	From that day on, I keep my phone in another room while I study, so that it is a tool and not a trap.

华文 · DOES 示范会话

问题一 三名学生在图书馆里做什么？

D 描述	图中，三名学生坐在图书馆的桌前，桌上摊满了做专题的材料。两个女生正认真地做树叶专题，一个用平板查资料，一边指着屏幕一边讨论。
S 总结	旁边的男生却托着腮，在手机上玩着色彩鲜艳的游戏，没有加入讨论。

问题二 男孩有没有好好利用时间？为什么？

D 描述	当组员忙着做专题时，男孩却在玩手机游戏。
O 观点	我认为男孩没有好好利用时间。
E 举例说明 ★	举个例子，他只顾着玩游戏，把工作全推给两个女生，这样既浪费了大家的时间，对组员也不公平。虽然适当休息能让人重新集中，但在图书馆做课时并不是玩游戏的好时机。
S 建议 · 总结	我建议他把手机收起来，一起帮忙。总的来说，这样才是真正会用时间的做法。

问题三 ★ 电子产品曾经影响或帮助你的一次经历

D 描述	我想分享一次电子产品影响我的经历。
O 观点	那是一次让我深深记住的教训。
E 举例说明 ★	记得有一次，在一场重要的数学考试前一晚，我本想拿起手机看一条信息，结果却玩了将近一个小时的游戏，把复习抛在了脑后。那天晚上，当我终于看了一眼时钟，才惊觉时间已经那么晚，心一下子沉了下去。我匆匆忙忙地复习，那一晚也没睡好，第二天考试时既疲倦又没有把握。
S 建议 · 总结	从那以后，我复习时都会把手机放到别的房间，让它成为工具，而不是陷阱。我建议大家学会节制。

Coaching probes 引导提问

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WHAT YOU HEAR • WHAT TO DO NEXT 常见情况与对策

What you hear	What to do next
The pupil only describes the picture and stops.	Ask the opinion and story questions directly: "What do YOU think?" then "Tell me about your own time."
The story is general ("I always help people").	Pin it to one real moment: "Tell me about ONE time. When exactly? Where?" This is the Instance ★.
The pupil reaches Instance but stops there.	Prompt for Occasion ★: "How did you feel at that moment? What could you see or hear?"
Answers are correct but very short.	Point to the next A.P.R.I.C.O.T / DOES step on the card and ask them to add just that one line.
The pupil reads stiffly from notes.	Cover the notes for Take 2 and let them speak from memory; praise the more natural take.
华文 answer mixes in English words.	给出对应的华文词（见主题词语），请学生用完整的华文句子再说一次。

Hand-over sentence frames 交给学生的句型

Give pupils these to start with, then fade them out

English: "I remember the time when...", "That afternoon I felt...", "From that day on...". 华文：「记得有一次...」、「那天，我感到...」、「从那以后...」。