

Speaking Task 1 – Alternate

Have a friendly conversation with a classmate about a fun day

This assessed speaking task should be used after completing Units 1-4 of Let's Talk 1. The purpose of this assessment is to give students the opportunity to demonstrate mastery of the language studied during the first half of this term. Instructors should make time for students to practice the task in advance of the actual assessment.

In the task, students will be randomly assigned a partner to speak with about one of the possible prompts. This will ensure that students can practice and prepare but not script their conversation.

Keep in mind that this is structured as a communicative task: If students succeed in exchanging information about themselves by communicating in English, they have fulfilled the basic requirement of this assessed task.

Contents

- Overview – Instructor Notes
- Prompts
- Student Notes
- Rubrics – from more to less detailed
- Options and extensions

Task description

The basic communicative task in this assessment is for students to:

- Have a conversation with a classmate about a fun day.

Some possible specific prompts are:

- Talk about Golden Week.
- Describe a trip with your family.
- Talk about a school trip.
- A weekend day with friends.
- A good day at Obirin.
- Your dream date.

Process

Preparation

Prepare for this assessment through the language presentation and structured practice in the textbook. Also, the several supplementary activities available from the publisher website are helpful for less structured practice. Finally, practice the actual assessment task beforehand.

Orientation

Give students the attached Student Notes. Explain the notes and explain the rubric.

Example

Show the example video in class. Show the rubric on the OHP or enlarged on the whiteboard. Mark the video as you would mark actual students. Or, ask students to mark the example video conversation.

Practice

Performing the actual task several times in advance of the assessment is not at all a problem and is actually a good way to review features from Units 1-4. Use the CUP's **Optional Activities** and **Review Boardgames** available online: <<http://www.cambridge.org/elt/letstalk/support/>>

Task

Divide the class in half on each side of the room. students in each half may practice with each other as they wait their turn, or work on review activities and games.

Call one student from each half of the room randomly and have them draw one of the prepared topics at random. Give the students a moment to prepare themselves and begin. Some teachers will prefer to secretly assign partners in advance and fill out the rubric to save time in class. This will also allow you to make appropriate matches.

Assessment

Use a checklist, tic marks, or a recording to monitor the students. There is some blank space on the rubrics to allow you to tally up good uses of the target language. Consider timing the conversations as well. Students should begin and end the task themselves, not at the insistence of the teacher. Return written feedback as soon as reasonably possible while still recording grades.

Follow up

The accompanying Options and extension file has other ideas to help follow-up or review this task.

Expected communication features

- Greeting and closing (assessment optional)
- Simple questions
- Information-seeking follow-up questions
- Simple answers
- Answers with more detailed information
- Agreement or finding of common ideas and experiences (assessment optional)

Expected language features

Not all of the specific language presented in Let's Talk 1 Units 1-4 lends itself to casual conversational English. However, with preparation, many of these features can be used by students in a brief and realistic conversation. Much of the conversation will be descriptive, so use of the present tense is expected. Past tense narrative of activities should also be part of the conversation. Students should be able to use several wh~ questions during the conversation.

- Exchanging information about family and friends
- Physical description of people (self and others)
- Describing the personality of people (self and others)
- Likes, dislikes, hobbies, and sports
- Weather vocabulary
- Spelling and Numbers

Level 2 Listening and Speaking – Speaking Task 1 – Instructor Notes

NB: Do not expect all of these features to be equally present: spelling and numbers may be difficult to integrate; weather may be used minimally; people and interests should be most prominent. Students will need to use past tenses, but these have not been taught, so should not be evaluated for accuracy.

Assessment features

Instructors should aim for a B average across the class for this assessed task. All students should receive a written assessment. This may be brief, but should include more detail than a simple A, B, C, D, or F. Please just try to strike a balance between the need to mark quickly, give a written comment, and keep feedback accessible for students at Level 2 reading ability. The accompanying rubric should make this clear, but modify it as needed for your own class.

NB: Quick make-up assessments may be required for late or absent students.