
SPEAKING

EXAMPLE 1

LO Code	Learning Outcome	Specific Learning Outcomes	Track
LS 7.6	I can prepare a presentation and take part in a discussion to state what I think and give my reasons .	I can express an opinion in favour of or against by listing a series of points in a short presentation prepared in advance. I can then participate in a discussion.	1
		I can express an opinion and give one reason to support this opinion in a short presentation prepared in advance. I can then participate in a discussion and state my opinion.	2
		I can express well-argued opinions in favour or against a topic by presenting arguments in a short presentation about a topic prepared in advance fluently. I can then participate in a discussion and state my opinion supported by reasons and examples.	3

ASSESSMENT

T1: Using a PowerPoint presentation, students talk about a hobby, sport or pastime they enjoy. Other students ask questions to find out more about it, then state which hobby they would like to try and why. Students / peers / teachers use the speaking checklist to assess fluency and coherence, lexical resource, accuracy and pronunciation.

T2: Using a PowerPoint presentation, students present their opinion on a topic. Other students complete a table noting points the presenters gave which they agree and disagree with, as well as one other point to express their own opinion. Students / peers / teachers use the speaking checklist to assess fluency and coherence, lexical resource, accuracy and pronunciation.

T3: Using a PowerPoint presentation, students present their opinion on a topic and give reasons for their opinion. Other students complete a table noting points the presenters gave which they agree and disagree with, as well as other points to express their own opinion and their reasons. Students / peers / teachers use the speaking checklist to assess fluency and coherence, lexical resource, accuracy and pronunciation.

Topic: Giving a presentation on a topic to express an opinion

Procedure: Track 1: Students prepare a PowerPoint presentation on their favourite hobby, sport or pastime and talk about it by answering a set of questions. Their classmates ask questions to find out more information about the hobby. After listening to a number of presentations students state which of the hobbies they would like to take up and why.

Procedure: Track 2: Pairs prepare a PowerPoint presentation on a particular topic in favour of or against something by listing a series of points. They present their opinion to the rest of the class. Other students will complete a table in which they note points the presenters gave which they agree and disagree with. They will also add one other point to express their own opinion. In small groups students share their opinion verbally.

Procedure Track 3: Pairs prepare a PowerPoint presentation on a particular topic in favour of or against something by listing a series of points and giving reasons for their opinion. They present their opinion to the rest of the class. Other students will complete a table in which they note points the presenters gave which they agree and disagree with. They will also add two other points to express their own opinion, giving reasons for their opinion. In small groups students share their opinion and their reasons verbally.

(Several websites give lists of topics one could propose to students, for example:

<http://oxforduniversitysummerschool.com/middle-school-argumentative-topics-20-excellent-prompts/>

<https://www.thoughtco.com/middle-school-debate-topics-8014>

<https://www.ebookdestination.com/samples/DDTr/sch0439051797is.pdf>

Track 1 Task:

(25 marks)

Rubric: Talk about your favourite hobby, sport or pastime. Give reasons why your classmates should take up this hobby.



<https://image.slidesharecdn.com/myhobbiesshopie-ava-160303155043/95/hobbies-and-sports-2-638.jpg?cb=1457020344>

Answer the following questions:

What is your favourite hobby, sport or pastime?

When and where do you practise your hobby?

With whom do you practise your hobby?

Why do you think people your age should practise this hobby? (Tell your classmates why they should take up this hobby.)

Track 2 Task:**(25 marks)*****Rubric:***

1. Listen to the presentation and fill in the grid. Note one or two of the points mentioned which you agree with, and one or two points you disagree with. Then add one more point which was not mentioned.

Topic:	
Points I agree with...	Points I disagree with...
1.	1.
2.	2.
I also think that...	

To express a point of view: I think / find / feel / believe that ... In my opinion.... It seems to me that... I am sure / I am certain that ... Speaking for myself... Personally, I think... I'd like to point out that... What I mean is...	Agreeing with an opinion: I agree with you / him ... I think so, too. He is quite right You're absolutely right. Yes, I agree. I think so, too. I don't think so, either. That's a good point. Exactly. So do I. I'd go along with that. That's true. Neither do I. I agree with you entirely. That's just what I was thinking.	Disagreeing with an opinion: I don't agree with you/him. I don't agree. I disagree. He may be right, but.... I don't think so. I don't think that's quite right.... I don't agree with what you said. This argument does not hold water. I'm sorry to disagree with you, but... Yes, but don't you think... I'm afraid I have to disagree. I'm not so sure about that.
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2. Work in groups:
Share your opinion with your partner/s.

List of expressions one could use to show agreement and disagreement adapted from: <http://www.vocabulary.cl/Lists/Opinions.htm>
<http://yvanbaptiste.pagesperso-orange.fr/methodo/opinion.htm>

Track 3 Task:

(25 marks)

Rubric:

1. Listen to the presentation and fill in the grid. Write a point mentioned which you agree with and a point which you disagree with. Then add two more points which were not mentioned. Give reasons for your opinion.

Topic:	
Point I agree with...	Point I disagree with...
Reason:	Reason:

I also think that...
1. Reason:
2. Reason:

To express a point of view: I think / find / feel / believe that ...	Agreeing with an opinion: I agree with you / him ...	Disagreeing with an opinion: I don't agree with you/him.
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In my opinion.... It seems to me that... I am sure / I am certain that ... Speaking for myself... Personally, I think... I'd like to point out that... What I mean is...	I think so, too. He is quite right You're absolutely right. Yes, I agree. I think so, too. I don't think so, either. That's a good point. Exactly. So do I. I'd go along with that. That's true. Neither do I. I agree with you entirely.	I disagree. He may be right, but... I don't think so. I don't think that's quite right.... I don't agree with what you said. This argument does not hold water. I'm sorry to disagree with you, but... Yes, but don't you think... I'm afraid I have to disagree. I'm not so sure about that.
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2. Work in groups:

Share your opinion with your partner/s and give a reason for your opinion.

List of expressions one could use to show agreement and disagreement adapted from: <http://www.vocabulary.cl/Lists/Opinions.htm>
<http://yvanbaptiste.pagesperso-orange.fr/methodo/opinion.htm>

Speaking Checklist

Student's Name: _____

Year and Track: _____

Activity assessed: _____

Tick (✓) 1 item from each of the four categories.

Add up the marks that correspond to the 4 ticks.

Fluency and coherence.	Tick	Marks
Can speak using pauses and hesitations which do not interfere with comprehension (near native-like fluency)		7
Can speak using a few hesitations and pauses to search for words.		5
Can speak slowly, using hesitation to rephrase and search for vocabulary.		3
Can speak using very short isolated utterances with frequent hesitations.		1
Lexical resource:		
Can use a wide range of vocabulary related to the topic, appropriately.		7
Can use basic vocabulary related to the topic.		5
Can use basic vocabulary related to the topic with some inappropriate use of lexical items.		3
Can use some very basic vocabulary in familiar contexts.		1
Accuracy		
Can express oneself, using basic and complex sentences, with few or no errors, which do not impede understanding.		7
Can express oneself, using basic and complex sentences, with occasional grammatical errors, which do not hinder understanding.		5
Can express oneself, with some support and with some basic errors.		3
Can express oneself with several errors in simple sentence structures that can lead to misunderstanding.		1
Pronunciation		
Can pronounce words correctly, with correct intonation and stress.		4
Can pronounce most words well, with generally correct intonation, and minimal interference from native language.		3
Can pronounce common words, but had difficulty with some words and/or marked native language interference.		2
Can pronounce a few words well but marked pronunciation errors can lead to misunderstanding.		1
Total (25 marks):		

Comments: _____

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