Domain:
Oral presentation

Benchmark:
Present information on limited content, supported by visual aids

Description:
In this task, each pupil prepares a class presentation about an activity that he or she enjoys.

Rationale for choice of topic:
Pupils of this age enjoy giving and receiving information about their personal interests. Their enthusiasm for the activities they choose to talk about may contribute to their presentation skills as well as their self-confidence.

Suggestions for implementation (prior to and/or during):
Introduce the topic. You may introduce the subject by reading a story or magazine article about a special activity that someone enjoys. Discuss various kinds of hobbies, activities, and interests. Explain to pupils that they may talk about any activity they enjoy doing in their free time. They should prepare their presentations during class time. Encourage them to develop a single idea and to present drawings, objects, or demonstrations.

While speaking, pupils may refer to key words they have written down (in the chart provided), but should not read the entire presentation.

Note: It is very important to teach pupils how to use a checklist before they are give this performance task.

Suggested time allotment:
Two lessons

Prerequisites:
♦ Knowledge of the form of declarative sentences
♦ Knowledge of relevant vocabulary (hobbies, activities, and interests)
♦ Presentation skills
<table>
<thead>
<tr>
<th>Points</th>
<th>Part One Planning*</th>
<th>Part Two Performance</th>
</tr>
</thead>
</table>
| 5      | ◦ Filled in the chart with relevant information | ◦ Included most of the information contained in Part One  
 ◦ Made effective use of visual aids  
 ◦ Some degree of fluency, with a few hesitations  
 ◦ Speech was clear and easy to understand  
 ◦ Only English was used  
 ◦ Skillful use of basic language (word order, verb forms)  
 ◦ Vocabulary was varied |
| 4      | ◦ Filled in some of the chart with relevant information |  |
| 3      | ◦ Filled in some of the chart with relevant information | ◦ Included some of the information contained in Part One  
 ◦ Made some use of visual aids  
 ◦ Speech was hesitant  
 ◦ Speech was somewhat clear and understandable  
 ◦ English was used most of the time  
 ◦ Adequate use of basic language (word order, verb forms)  
 ◦ Vocabulary was basic |
| 2      | ◦ Filled in little of the chart with relevant information |  |
| 1      | ◦ Filled in little of the chart with relevant information | ◦ Included little of the information contained in Part One  
 ◦ Did not make use of visual aids  
 ◦ Found it difficult to speak at all  
 ◦ Speech was unclear and difficult to understand  
 ◦ First language was used often  
 ◦ Limited use of basic language (word order, verb forms)  
 ◦ Vocabulary was limited |

* Do not take off points for spelling and grammar in Part One.