

Grade 8 English Home Language Worksheet

Developing, writing and presenting a role play

You are going to develop, write and present a role-play.

- Setting:** a restaurant.
Players: a waiter and a customer
Situation: a problem arises, which both characters must deal with
Length: 5-6 minutes
Requirements: both players must speak equally. Do not have too many short snatches of speech. Try to have each player speak for a few sentences.
Visual/auditory aid: furniture, some indication of costume; cutlery and crockery can be mimed.

You will be assessed according to the rubric below. This is an INFORMAL assessment.

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RESTAURANT ROLE PLAY ORAL ASSESSMENT

CRITERIA FOR ASSESSMENT

The demonstration of your learning will take the form of a presentation in pairs which will be assessed according to the following criteria, where 7 is excellent and 1 is very poor:

Name: _____ Grade _____

INDIVIDUAL	7	6	5	4	3	2	1
Delivery							
Audibility							
Articulation							
Pace							
Feeling							

PAIR	7	6	5	4	3	2	1
Content							
Length: both participants speak equally (task requirements fulfilled)							
Interesting/Entertaining							
Logical (conversation follows the tone and style of situation)							

PAIR	7	6	5	4	3	2	1
Presentation							
Cohesive (does each speech lead easily into the next?)							
Polished (does each participant know his/her work, and stand and speak confidently?)							

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Suggested Solutions

1. Give the task and explain carefully what is required.
2. Divide the learners into pairs.
3. Allocate class time for:
 - deciding on the situation to be developed
 - brainstorming and writing the role-play
 - rehearsing the role-play
 - producing cue cards

NOTE: This task must be done in class because it is unfair to ask learners to give up their break time, and many do not have the same commitments after school; finding time to practise together is often impossible. If the teacher believes the exercise is of value, the teacher must be prepared to allocate class time for it.

Remember to MONITOR the time, giving guidance about how long the pair has and what must be accomplished in each time period.

4. The assessment grid is for feedback and advice, not for a formal assessment. However, keep the results of all your informal assessments, observations, and checklists. They provide useful evidence of the learner's progress and of the chances that you have given for practice before formal assessment takes place.

5. You might like to put the assessment grid on the board so that the class can assess and ask the learners to assess themselves. It is not easy to assess oneself, and the learners need to practice this, not with the idea of being vicious, but in order to improve during the rehearsal time.

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