

Grade 8 English First Additional Language Worksheet

Preparing a role-play on inviting and refusing the invitation

Inviting and refusing

You will choose a partner and prepare a short role-play. Both of you must:

- ▶ suggest some activity to your partner
- ▶ invite your partner to go somewhere or do something
- ▶ politely refuse.

Your presentation must be 5–6 minutes.

You will be assessed against the following rubric:

Assessment rubric for oral presentation/prepared speaking: First Additional Language

	Code 7 (Outstanding) 8-10	Code 6 (Meritorious) 7	Code 5 (Substantial) 6	Code 4 (Adequate) 5	Code 3 (Moderate) 4	Code 2 (Elementary) 3	Code 1 (Not achieved) 0-2
Research skills and presentation	Convincing evidence that a wide range of relevant sources have been consulted	Sound evidence that a wide range of relevant sources have been consulted	Good evidence that a wide range of relevant sources have been consulted	Satisfactory evidence that relevant sources have been consulted	Some evidence that relevant sources were used	Limited evidence of partial use of sources	If sources were used, there is little or no evidence in the presentation
	Presentation impressive	A well structured presentation	Substantially structured presentation	Presentation is adequate	Presentation is moderately acceptable	Elementary presentation	Ineffective presentation
Planning and organisation of contents	Thoroughly planned according to task, audience, context and format	Very well planned according to task, audience, context and format	Well planned according to task, audience, context and format	Satisfactory planning according to task, audience, context and format	Adequate planning according to task, audience, context and format	Evidence of some planning according to task, audience, context and format	No evidence of planning according to task, context audience or format
	Striking introduction which immediately grasp audience attentions	Very good and appropriate introduction which immediately arouses interest	Good and appropriate introduction which arouses interest	Reasonably good introduction which still arouses interest	Introduction able to rouse moderate interest	Some evidence of introduction, but barely arouses interest	Introduction poor and arouses no audience interest
	Brilliant development of ideas and argument	Very good, and sustained development of ideas and argument	Good, and sustained development of ideas and argument	Good development of argument which can be followed easily	Moderate development of ideas and argument but has problems with cohesion	Some arguments can be followed, but others are inconsistent/can barely be followed	Cannot sustain argument. Shows little understanding of topic
	Skilful ending thoroughly drawn together	Very good conclusion	Good conclusion	Reasonably good ending, but sometimes lacks cohesion	Moderately acceptable conclusion, but lacks cohesion	Hardly any evidence of a conclusion	Conclusion lacking
Tone, speaking and delivery skills	A skilled and animated presenter, appropriate style and register	Very good presenter natural and fluent presentation appropriate style and register	Good presenter, appropriate style and register	Style and register mostly appropriate	Presentation lacks appropriate style and register	Hesitant, lacks expression mostly inappropriate style and register	Inappropriate tone style and register

Grade 8 English First Additional Language Worksheet

	Eye contact, facial expressions, gestures and body language outstanding functional and convincing	Eye contact, facial expressions, gestures and body language functional and convincing	Eye contact, facial expressions, gestures and body language largely functional and convincing	Eye contact, facial expressions, gestures and body language reasonably convincing	Adequate eye contact, facial expressions, gestures and body language but not always convincing	Very little eye contact/ facial expressions/ body language	Almost non-existent eye contact, inappropriate facial expression and body language
	Confident delivery with very little use of note	Notes used effectively and with confidence	Notes used effectively	Some dependency on notes but still good contact with the audience	Use of notes often detract from presentation	Dependent on notes	Totally dependent on notes
Critical awareness of language usage	Excellent vocabulary and creative language use	Very good vocabulary and creative language use	Good vocabulary and creative language use	Adequate vocabulary and creative language use	Moderate vocabulary and language use	Limited vocabulary and language use	Very limited vocabulary and language
	Excellent ability to manipulate language in order to evoke audience response	Very good ability to manipulate language in order to evoke audience response	Good language manipulation in order to evoke audience response	Reasonable language manipulation in order to evoke audience response	Some language manipulation in order to evoke audience response	Struggles to manipulate language in order to evoke audience response	Unable to manipulate language
	Exceptional awareness of and sensitivity to language use on cultural issues	Very good awareness of, and sensitivity to language use on cultural issues	Good awareness of, and sensitivity to language use on cultural issues	Adequate awareness of, and sensitivity to language use on cultural issues	Moderate awareness of, and sensitivity to language on cultural issues	Seldom aware or sensitive or respectful to language on cultural issues	Hardly ever aware of sensitive or respectful language use on cultural issues

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Suggested Solutions

Evaluate the learners out of 40, using the rubric.

The first part of the category, Research skills, should be assessed in terms of preparation and planning.

Learners need to use the appropriate language for the task.

Example:

Would you like to do your homework with me this afternoon? We could go to my house, get something to eat, and then do all the homework together. It would make the homework fun.

I'd really like that but today I have athletics and my mother is coming to fetch me at half past five. Would you like to stay at school? I'm only in two races and we could do our homework in between. And we could cheer on the school. They always need support.

That sounds like fun, but I can't. My mother says I must get home immediately after school so I can look after my little brother.

Could you fetch him and bring him here? I'm sure he'd enjoy the athletics. They're going to be paying music and everything.

I'd love that but I don't have enough money for the taxi fare.

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