

Grade 8 English Home Language Worksheet

Preparing a short speech

Prepare a speech in which you respond to a proverb of your choice. Your speech must be approximately 3 minutes in length.

You will be assessed against the following rubric:

Rubric to assess oral presentation / prepared speaking home language

	Code 7	Code 6	Code 5	Code 4	Code 3	Code 2	Code 1
	Outstanding 8-10	Meritorious 7	Substantial 6	Adequate 5	Moderate 4	Elementary 3	Not achieved 0-2
Research skills	Convincing evidence that a wide range of interesting and relevant sources have been consulted	Sound evidence that a wide range of interesting and relevant sources have been consulted New and interesting facts and examples contribute to a well structured presentation	Good evidence that a wide range of interesting and relevant sources have been consulted Interesting facts and examples contribute to a well structured presentation	Satisfactory evidence that relevant sources have been consulted Presentation is interesting and some new and interesting facts and examples have been given	Some evidence that relevant sources were used Presentation is adequate but without the spark of new ideas, facts or information	Limited evidence of partial use of sources Little evidence of research owing to lack of new ideas, facts or information	If sources were used, there is little or no evidence in the presentation Hardly any new ideas Any research done does not contribute to the effectiveness of the presentation
Planning and organisation of contents	A wide range of new and interesting facts and examples make the presentation impressive Thoroughly planned according to task, audience, context and format Striking introduction which immediately grasps audience attention Brilliant development of ideas and argument Contents reflects outstanding creativity, originality and mature insight Skilful ending thoroughly drawn together	Very well planned according to task, audience, context and format Very good and appropriate introduction which immediately arouses interest Very good, and sustained development of ideas and argument Contents reflects creativity originality and some insight Very good conclusion	Well planned according to task, audience, context and format Good and appropriate introduction which arouses interest Good, and sustained development of ideas and argument Content reflects creativity originality and some insight Good conclusion	Satisfactory planning according to task, audience, context and format Reasonably good introduction which still arouses interest Good development of argument which can be followed easily Contents fairly original, but not always creative and insight sometimes lacking Reasonably good ending, but sometimes lacks cohesion	Adequate planning according to task, audience, context and format Introduction adequate which arouses some interest Adequate development of ideas and argument but has problems with cohesion Contents shows some originality, but not always creative and lacks insight Adequate conclusion, but lacks cohesion	Evidence of some planning according to task, audience, context and format Some evidence of introduction, but barely arouses interest Some arguments can be followed, but others are inconsistent / can barely be followed Contents is barely original and lacks creativity or originality Hardly any evidence of a conclusion	No evidence of planning according to task, context audience or format Introduction poor and arouses no audience interest Cannot sustain argument Shows little understanding of topic Contents poor, boring and banal Conclusion lacking
Tone, speaking and presentation skills	Natural delivery, a fluent skilled and animated presenter,	Very good presenter natural and fluent	Good presenter, fluent presentation	Reasonably fluent presenter, but sometimes shows hesitation, style and	Sometimes fluent, but presentation lacks appropriate style and register	Hesitant, lacks expression Lacks fluency, mostly	Inappropriate tone, style and register Sloppy indistinct

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	appropriate style and register Clearly audible articulation Eye contact, facial expressions, gestures and body language outstanding, functional and convincing Audience reaction overwhelmingly positive Confident delivery with very little use of notes	presentation appropriate style and register Audible articulation Eye contact, facial expressions, gestures and body language functional and convincing Audience interest sustained throughout Notes used effectively and with confidence	appropriate style and register Largely audible Eye contact, facial expressions, gestures and body language largely functional and convincing Audience interest sustained. Notes used effectively	register mostly appropriate Reasonably clear articulation and audibility Eye contact, facial expressions, gestures and body language reasonably convincing Most members of the audience follow with interest Some dependency on notes but still good contact with the audience	Adequately audible and clear articulation Adequate eye contact, facial expressions, gestures and body language but not always convincing Mixed reaction from the audience Use of notes often detract from presentation	inappropriate style and register Articulation not clear and hardly audible Very little eye contact / facial expressions / body language Lack of audience interest shown Dependent on notes	articulation mostly inaudible Almost non-existent eye contact, inappropriate facial expression and body language No audience contact Totally dependent on notes
Critical awareness of language usage	Thorough, mature vocabulary and creative language use Outstanding language manipulation in order to evoke audience response Exceptional awareness of, and sensitivity to respectful language use on cultural issues	Very good mature vocabulary and creative language use Very good language manipulation in order to evoke audience response Very good awareness of, and sensitivity to respectful language use on cultural issues	Good vocabulary and creative language use Good language manipulation in order to evoke audience response Good awareness of, and sensitivity to respectful language use on cultural issues	Reasonably mature vocabulary and creative language use Reasonable language manipulation in order to evoke audience response Reasonable awareness of, and sensitivity to respectful language use on cultural issues	Adequate vocabulary and language use Some language manipulation in order to evoke audience response Moderate awareness of, and sensitivity to respectful language use on cultural issues	Limited vocabulary and language use Struggles to manipulate language in order to evoke audience response Seldom aware or sensitive or respectful to language use on cultural issues	Very limited vocabulary and language Unable to manipulate language Hardly ever aware of sensitive or respectful language use on cultural issues
Choice, design and use of audio and/or visual; aids	Excellent and tastefully appropriate choice and presentation of visual aids Visual aids make an impact on the audience and effectively contribute to the success of the presentation	Very good and appropriate choice and use of visual aids Presenter is able to use visual aids effectively to enhance the presentation	Good and appropriate choice and use of visual aids Presenter is able to use visual aids to enhance the presentation	Visual aids are mostly relevant to the topic Most of the visual aids used contribute to the success of the presentation	Visual aids adequately used, but not always totally appropriate Visual aids do not always contribute to presentation	Seldom uses visual aids Use of aids sometimes clumsy and not functional	Makes no use of visual aids

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Suggested Solutions

You need to assess TWO main aspects of a speech. The first is the content, the second the delivery.

Appendix of Assessment Tools

Here is a speech prepared by a Grade 8 learner.

BIRDS OF A FEATHER FLOCK TOGETHER

He likes chocolate; *she* likes chips.

He is black; *she* is white.

This is still a workable relationship. In the society in which we live today, these traits are considered opposites, so can I truly agree with this proverb?

In a world where many people still frown upon homosexual relationships, for example, this proverb is a contradiction in terms. Is our society or this proverb incorrect?

There is no 'single' group more separate than gender, and there is no stronger line than that which divides male from female. Nothing more opposite. But, is a female's attraction to a male and vice versa purely for reproductive purposes?

As individuals, we tend to develop our own traits, interests, fears, likes, and dislikes. This causes us to push boundaries, because we want to break away from our single 'flock' and explore new things. If you are anything like me, you try your best not to conform to society, and not to bow down to the trend-setters who set the rules.

Of course, we do get the daily lecture from our over-protective parents about how we must stay away from such and such a group of people, and how we must not be friends with that person. Is that unfair of our parents, or are they just trying to protect us? They do say that one is judged by the company one keeps, but people who are different from us are often fascinating, and we like to choose our friends from such a group.

Why should we all be the same? Why spend your energy trying to be friends with someone exactly like you? In my own experience, I enjoy the company of those who share different views and interests more than the company of those with whom I have a great similarity. I

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am often intimidated by people who enjoy the same subject or sport that I do, and tend to push them away, but I am drawn to people who can teach me new things and show me new experiences.

While I was preparing this talk, a friend told me about her grandparents, Ted and Shirley. They have many differences: Ted is a neat freak and is very organised, while his wife, Shirley, drives him crazy with her sloppiness, untidiness and disorganised life. Yet they have a highly successful marriage.

I conclude that everything that is known becomes dull. Anything different is intriguing. Birds of a feather do not willingly flock together!

When we come to assess the content of this speech, we see immediately that this learner has not, in fact, done any research – talking to a friend about that friend’s grandparents does not count as research; however, this speech is generally well-crafted and has a very good use of language. The teacher will ask the learner to assess herself, and discuss with the learner whether or not she actually researched this topic. The teacher will indicate to the learner how to show signs of research, for example:

‘According to ...’

‘The journal’

‘As once commented’

‘Statistics given in show’

This speech does not do well in terms of Research skills; you would probably give it a 3 (limited evidence of partial use of resources). For Planning and Organisation, you would probably give this a 6 (Code 5) or 7 (Code 6): the speech fulfils these criteria:

Very well/Well planned according to task, audience, context and format

Very good/ Good and appropriate introduction which arouses interest : I certainly enjoyed the introduction

Very good/Good, and sustained development of ideas and argument : I though the learner planned and developed well

Content reflects creativity, originality and some insight

Very good/Good conclusion: well rounded off

I would certainly give it a 7.

To assess delivery, focus on each aspect offered by the rubric. Again, discuss the rubric with the learners before, during and after they deliver their speeches. Focusing on the key elements makes the learners more aware of what is required of them. Remind learners also of the requirements stated in the assessment standards and the items listed in the rubric.

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Critical awareness of language usage: This would receive 7-10. You might argue that the language is not “very” mature, but it is certainly fluent and intelligent. What about an 8?

Finally, this speech did not have any aid, but there was no instruction about that, and so this last category would be ignored for this task.