General guidelines for lesson
In general, the following are the broad outlines recommended for the lesson:

- Instructors should show the speaking task below for the lesson to the class and check for understanding of task, prompt and vocabulary.
- Students should be placed in groups and each given a copy of the speaking task.
- Each student performs task once, along with answering following up questions and then gets feedback from the others.
- Instructor monitors students' work in groups, providing support as needed.
- Instructor gives feedback on speaking task performance either to the whole class (identifying common areas for development) or to selected individuals.

Speaking Task
Students perform the task below in groups. One other student is assigned to ask the follow up questions for the group. After each student’s turn, the other students provide feedback on his/her performance.

Describe a book you have read or a film you have seen.
You have 3 minutes to prepare and make notes. You should speak for between 1 to 2 minutes.

Be sure to talk about the following details:
- When you read or saw it
- What this book or film was about
- Why you decided to see this or read this
- Say if you enjoyed it and why

When you are finished, you will be asked the following questions:

1. What sort of books or films do you like?
2. Do you prefer reading books or watching films?
3. What are the advantages and disadvantages of e-books? Do you think that one day there will no more books made out of paper?
4. Which film do you plan to see next or which book to you want to read next?

Scoring
Please use the rubric below for determining the mark for your students’ formative speaking assessment, reflecting their attendance and task completion.

<table>
<thead>
<tr>
<th>Task completion</th>
<th>0</th>
<th>1</th>
<th>3</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student did not attempt* any speaking tasks assigned.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student participated minimally and only completed very little of the work assigned.</td>
<td></td>
<td></td>
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<tr>
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</tr>
<tr>
<td>Student actively participated and completed all or nearly all of the work assigned.</td>
<td></td>
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* Actively participated – means pushed themselves to speak for the assigned time, and provided peer feedback when requested. It does not refer to how well the student performed linguistically while completing the task.
Speaking Practice Guide
Session 2
Level 10

General guidelines for lesson
In general, the following are the broad outlines recommended for the lesson:

- Instructors should show the speaking task below for the lesson to the class and check for understanding of task, prompt and vocabulary.
- Students should be placed in groups and each given a copy of the speaking task.
- Each student performs task once, along with answering follow up questions and then gets feedback from the others.
- Instructor monitors students’ work in groups, providing support as needed.
- Instructor gives feedback on speaking task performance either to the whole class (identifying common areas for development) or to selected individuals.

Speaking Task
Students perform the task below in groups. One other student is assigned to ask the follow up questions for the group. After each student’s turn, the other students provide feedback on his/her performance.

Give some advice to a foreign friend coming to visit your country.

You have 3 minutes to prepare and make notes. You should speak for between 1 to 2 minutes.

Be sure to talk about the following details:
- Places to see and things to do
- Transport
- Rules, customs, good and bad manners
- When the best time to visit is

When you are finished, you will be asked the following questions:

1. Do you like travelling?
2. Where would you like to travel to in the future and why?
3. What problems can you have when you travel to another country?

Scoring
Please use the rubric below for determining the mark for your students’ formative speaking assessment, reflecting their attendance and task completion.

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Speaking Practice Guide
Session 3
Level 104

General guidelines for lesson
In general, the following are the broad outlines recommended for the lesson:

- Instructors should show the speaking task below for the lesson to the class and check for understanding of task, prompt and vocabulary.
- Students should be placed in groups and each given a copy of the speaking task.
- Each student performs task once, along with answering following up questions and then gets feedback from the others.
- Instructor monitors students’ work in groups, providing support as needed.
- Instructor gives feedback on speaking task performance either to the whole class (identifying common areas for development) or to selected individuals.

Speaking Task
Students perform the task below in groups. One other student is assigned to ask the follow up questions for the group. After each student’s turn, the other students provide feedback on his/her performance.

Describe an old person you admire.
You have 3 minutes to prepare and make notes. You should speak for between 1 to 2 minutes.

Be sure to talk about the following details:
- Who this person is
- How long you have known him/her
- What qualities he/she has
- Why you admire him/her

When you are finished, you will be asked the following questions:

1. Do you have similar qualities to this person?
2. What did this person teach you?
3. What things can old people teach us?

Scoring
Please use the rubric below for determining the mark for your students’ formative speaking assessment, reflecting their attendance and task completion.

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