Language Magician: Speaking and oral interaction skills

Language Magician

A proposal for assessing oral activities and grading oral assessment criteria

Assessment criteria (AC) for oral interaction and speaking skills					
AC 1	AC 2	AC 3	AC 4	AC 5	AC 6
Engage in conversations about familiar topics close to one´s interests for a communicative purpose within a personal context and showing respect to others (greeting, introducing, asking and answering questions, apologizing, exchanging personal information, talking about feelings and daily affairs, and seeking clarification and help.	Participate in an interview about familiar topics close to one's interests for a communicative purpose and within a personal context.	Manage oneself in everyday language interactions for a communicative purpose, within a personal context: e.g.: –asking for a specific item in a shop; –at the doctor (naming body parts and so on).	Present ideas and information for a communicative purpose, about everyday topics or of one's interests like: - introducing oneself and others; -giving basic information about family, school or oneself; - talking about hobbies, interests and daily activities; -singing a song and reciting poems, using simple structures.	Give and exchange opinions in easy situations of communication (expressing likes and dislikes), using familiar vocabulary, phrases and basic language structures to a range of audiences within a personal context.	Describe people, places, things and actions for a communicative purpose using familiar vocabulary, phrases and basic language structures within a personal context.

Assessment Criteria (AC)	Grading holistic scale (from slightly satisfied to completely satisfied)			
	D (0-4)	**C (5-6)**	**B (7-8)**	**A (9-10)**
1 Engage in conversations about familiar topics close to one´s interests for a communicative purpose, within a personal context and showing respect to others (greeting, introducing, asking and answering questions, apologising, exchanging personal information, talking about feelings and daily affairs, and seeking clarification and help).	Has **many difficulties** to engage in conversations, even with help, showing **no** respect to others in terms of: greeting, introducing, asking and answering questions, apologising, exchanging personal information, talking about feelings and daily affairs, and seeking clarification and help. There are incongruences, hesitations and lack of autonomy in the speech in basic language structures, although these are familiar topics close to one's	Has **some difficulties** to engage in conversations, even with **some** help, showing respect to others in terms of: greeting, introducing, asking and answering questions, apologising, exchanging personal information, talking about feelings and daily affairs, and seeking clarification and help. The speech is **quite** consistent and fluent in basic language structures, mainly whether it is in pairs or small groups, about familiar topics close to one's interests.	Has **few difficulties** to engage in conversations, even with **little** help, showing respect to others in terms of: greeting, introducing, asking and answering questions, apologising, exchanging personal information, talking about feelings and daily affairs, and seeking clarification and help. The speech is consistent and **fairly** fluent in basic language structures, mainly whether it is in pairs or small groups, about familiar topics close to one's interests.	Has **practically no** difficulties to engage in conversations, showing respect to others in terms of: greeting, introducing, asking and answering questions, apologising, exchanging personal information, talking about feelings and daily affairs, and seeking clarification and help. The speech is consistent and **almost** fluent in basic language structures, mainly whether it is in pairs or small groups, about familiar topics close to one's
2 Participate in an interview about familiar topics close to one's interests for a communicative purpose, within a personal context.	Has **many difficulties** to participate in an interview, even **with** help. There are incongruences, hesitations and lack of autonomy in the speech in basic language structures, although these are familiar topics close to one's	Has **some difficulties** to participate in an interview, even **with some** help. The speech is **quite** consistent and fluent in basic language structures, about familiar topics close to one's interests.	Has **few difficulties** to participate in an interview, even **with little** help. The speech is consistent and **fairly** fluent in basic language structures, about familiar topics close to one's interests.	Has **practically no** difficulties to participate in an interview. The speech is consistent and **almost** fluent in basic language structures, about familiar topics close to one's interests.
3 Manage oneself in everyday language interactions for a communicative purpose, within a personal context: e.g.: –asking for a specific item in a shop; –at the doctor (naming body parts and so on).	Has **many difficulties** to manage oneself in every day language interactions, even **with** help. There are incongruences, hesitations and lack of autonomy in the speech in basic language structures, although these are familiar topics close to one's	Has **some** difficulties to manage oneself in every day language interactions, even **with some** help. The speech is **quite** consistent and fluent in basic language structures, mainly whether it is in pairs or small groups, about familiar topics close to one's	Has **few** difficulties to manage oneself in every day language interactions, even **with little** help. The speech is consistent and **fairly** fluent in basic language structures, mainly whether it is in pairs or small groups, about familiar topics close to one's interests.	Has **practically no** difficulties when managing oneself in every day language interactions. The speech is consistent and **almost** fluent in basic language structures, mainly whether it is in pairs or small groups, about familiar topics close to one's

Assessment Criteria (AC)	Grading holistic scale (from slightly satisfied to completely satisfied)			
	D (0-4)	C (5-6)	B (7-8)	A (9-10)
4 Present ideas and information for a communicative purpose, about everyday topics or of one's interests like: - introducing oneself and others; -giving basic information about family, school or oneself; - talking about hobbies, interests and daily activities; singing	Has **many difficulties** to present ideas and information even **with** help about everyday topics or of one's interests. There are incongruences, hesitations and lack of autonomy in the speech in simple oral texts in relation to: introducing oneself and others, giving basic information, indicating hobbies and interests and expressing likes and dislikes.	Has **some** difficulties to present ideas and information even with **some** help about everyday topics or of one's interests. The speech is **quite** consistent and fluent in simple oral texts, mainly whether it is in pairs or small groups, in relation to: introducing oneself and others, giving basic information, indicating hobbies and interests and expressing likes and dislikes.	Has **few** difficulties to present ideas and information even with **little** help about everyday topics or of one's interests. The speech is consistent and **fairly** fluent in simple oral texts, mainly whether it is in pairs or small groups in relation to: introducing oneself and others, giving basic information, indicating hobbies and interests and expressing likes and dislikes.	Has **practically no** difficulties when presenting ideas and information about everyday topics or of one's interests. The speech is consistent and **almost** fluent in simple oral texts, mainly whether it is in pairs or small groups in relation to: introducing oneself and others, giving basic information, indicating hobbies and interests and expressing likes and dislikes.
5 Give and exchange opinions in easy situations of communication (expressing likes and dislikes), using familiar vocabulary, phrases and basic language structures to a range of audiences within a personal context.	Has **many difficulties** to give and exchange opinions in easy situations of communication even **with** help. There are incongruences, hesitations and lack of autonomy in the speech in basic language structures to **a specific target audience**, although these are familiar topics close to one's interests.	Has **some** difficulties to express opinions and respond to others in easy situations of communication even with **some** help. The speech is **quite** consistent and fluent in basic language structure, mainly whether it is in pairs or small groups, about familiar topics close to one's interests and to **a specific target** audience.	Has **few** difficulties to express opinions and respond to others in easy situations of communication even with **little** help. The speech is consistent and **fairly** fluent in basic language structures, mainly whether it is in pairs or small groups, about familiar topics close to one's interests and to a **range of** audiences.	Has **practically no** difficulties to express opinions and respond to others in easy situations of communication. The speech is consistent and **almost** fluent in basic language structures, mainly whether it is in pairs or small groups, about familiar topics close to one's interests and to a range of audiences.
6 Describe people, places, things and actions for a communicative purpose using familiar vocabulary, phrases and basic language structures within a personal context.	Has **many difficulties** to describe even **with** help, people, places, things and actions. There are also incongruences, hesitations and lack of autonomy in the speech in basic language structures, although these are familiar topics close to one's interests	Has **some** difficulties to describe even with **some** help, people, places, things and actions. The speech is **quite** consistent and fluent in basic language structures, mainly whether it is in pairs or small groups, about familiar topics close to one's interests	Has **few** difficulties to describe even with **little** help, people, places, things and actions. The speech is consistent and **fairly** fluent in basic language structures, mainly whether it is in pairs or small groups, about familiar topics close to one's interests.	Has **practically no** difficulties when describing people, places, things and actions. The speech is consistent and **almost** fluent in basic language structures, mainly whether it is in pairs or small groups, about familiar topics close to one's interests

Oral activities	Assessment Criteria	Assessment tools	Output (product)	Resources
The Magician's eye	AC4, AC5 & AC6	Interaction checklist	Description	File or printed version.
The magician convention ID	AC1, AC2, AC3 & AC4	Checklist (after the session)	Interview with video recording	Tablets and Magician ID template.
My magic potion	AC3, AC4 & AC6	Observation in class with notepad, checklist or tablets (during or after the session).	Description	A pot, a magic cauldrom spoon, flashcards, realia and tablets.
The magic trick	AC1, AC2, AC4 & AC6	Observation in class with notepad, checklist or tablets (during or after the session).	Dialogue, Role play	Flashcards, magic hat and tablets.
Language Magician Song	AC4	Small groups observations, checklist for pupils' performance	Small group song performance	Music player device

1. The Magician's eye

Timing	Grouping	Materials	Roles	Description	Used structures
15min	Pair of pupils, or pupil paired with teacher	The Powerpoint (Ppt = Powerpoint) file is used for initial demonstration of the task to the class. Pairs can then use the Powerpoint version (or a printed version – though less effective)	The pupil is in the role of the Magician's assistant looking into the eye to see what is happening in the Tower and then reporting in speech. The idea is that the children develop a repertoire of things to say about the images in the eye. This may include some of these: Say what they can see Describe what they can see Offer an opinion about what they can see Ask a question about what they can see Ask for help to say something Say what is happening in the image they see (etc.). Teachers observe and use the provided assessment checklist.	In the online game the Magician's eye can see what goes on anywhere in the Tower. In this activity the eye focuses on characters or scenes from the game; the teacher can also adapt it to cover any other vocabulary pupils have encountered that can be represented visually. Pupils will see an image appear in the eye and learn how to talk about it. For the demonstration / teaching stage the teacher shows the image (on Ppt Screen W) with the Hints. (The teacher decides which hints to use and how many, and can change them of course to suit what pupils have learnt.) As a step towards training the memory the images can be used in a game such as on Ppt Screen X; also the hints can be replaced by appropriate icons as on Ppt Screen Y. For the assessment activity pupils see the image of the eye and its contents **without** the hints as on Ppt Screen Z and the teacher observes how many things the pupils can say, and how accurately.	- These are flexible and can be adapted to language you have taught, but might include: - Observation - I can see There is / There are … It is / They are … - Description: Adjectives - Opinions - I like …/ I don't like… I think … - Questions: Do you like …? Is it …? - Strategies for getting help – What's that called? I don't know the word for .. - Verbs: He is (eat)ing / (sleep)ing / (play)ing

Assessment Checklist - The Magician's eye

Every checklist is designed according to the products proposed and based on the assessment criteria

Output: description	Grades			
The pupil...	Tick as appropriate			
	D (0-4)	C (5-6)	B (7-8)	A (9-10)
1 ... names what they see in the Eye (an item of familiar vocabulary)				
2 ... expresses an opinion				
3 ... uses descriptive language				
4 ... potentially asks a question or uses a verb				
5 ... uses communicative strategies				

2. Magician Convention ID- Oral activity description

Timing	Grouping	Materials	Roles	Description	Used structures
15min	Groups of three. Distributed separately along the class(for less noise interference during recording)	Tablets/mobile phones and Magician ID Posters	Pupil A will record the conversation with the device. Pupil B will be the interviewer. (S/he is in charge of admissions in our Magicians' Convention) Pupil C will be the interviewee (A Magician who wants to enrol in the Convention). Teachers observe and use the provided assessment checklist.	This assessment activity consists of an oral interaction between pupils attending the conference. While pupil A is recording the conversation with the device, the interviewer (Pupil B) will ask some questions to the Magician. There are 10 strips with questions located inside a big magician's hat. Pupils B shuffles and takes out five questions randomly to ask Pupil C as an interviewee. Questions are about familiar topics, such as date of birth, place of residence, name, likes and dislikes, etc. Pupils take each role in turns.	- What´s your magician´s name? - How old are you? - What´s your favourite pet? - What´s your favourite colour? - Where do you live? - What sport do you like? - What's your favourite cartoon? - Do you practise any outdoor activity? - Have you got any brothers or sisters? - What kind of music do you like?

Assessment Checklist - The Magician Convention ID

Every checklist is designed according to the products proposed and based on the assessment criteria

Output: pupil's Interview video recording	Grades			
The pupil...	Tick as appropriate			
	D (0-4)	C (5-6)	B (7-8)	A (9-10)
1 ... gets engaged in the interview				
2 ... interacts and reacts to the questions in the interview following the different roles of the activity				
3 ...uses familiar vocabulary and basic language structures for each role of the activity				
4 ...understands and answers the questions related to the exchange of personal information				
5 ...uses communicative strategies				

3. My magic potion

Timing	Grouping	Materials	Roles	Description	Used structures
30 minutes	In pairs. The rest of the group is watching. Doing this activity in pairs will give confidence to those pupils who are more timid, as they can copy their partner when they make the potion.	Flashcards with pictures. Realia Magic cauldron Spoon (to stir the potion)	**Pupil A and B** will take turns giving an instruction to complete the potion. Teachers observe and use the provided assessment checklist.	This assessment activity consists of an oral description and the expression of basic ideas in relation to a magic potion. Pupils will have all the ingredients on a table and they will choose what to put in their cauldron (any recipient or container). Scaffolding structures should be provided so it is easier for pupils to speak in front of the class. After they have finished making the potion, each pupil will have to say a sentence to cast the spell. This sentence will include an action that they will have to perform. They will have 3 minutes to make the potion and cast the spell. Teacher takes notes to assess the pupils' creativity, use of the given structures and actions. The flashcards will not only have the image, but they will also include numbers, size and colours so it can be a little bit more challenging.	- Put… - You need….. - Add/ Pour... - Stir/Mix… - Hop 3 times - Turn around - Raise your hands - Clap 4 times - Numbers according to students' level - Banana, boat, dress, cat, brothers, watermelon, juice, hat, pear, shoe, table, sun, trousers….

Assessment Checklist - My magic potion

Every checklist is designed according to the products proposed and based on the assessment criteria

Output: description		Grades			
The pupil...		Tick as appropriate			
		D (0-4)	C (5-6)	B (7-8)	A (9-10)
1	... gets engaged in the activity				
2	... uses the vocabulary and structures provided				
3	... uses communicative strategies				
4	... interacts with the teacher and with other pupils				
5	... understands the vocabulary used in the game				

4.The magic trick

Timing	Grouping	Materials	Roles	Description	Used structures
15 minutes	Groups of three	Flashcards, Magic hat and tablets/mobile phones.	**Pupil A** will record the game with the tablet/mobile phone. **Pupil B** will be the mysterious character. **Pupil C** will be giving clues to pupil B to guess who s/he is. Teachers observe and use the provided assessment checklist.	This assessment activity consists of a dialogue and the exchange of basic information aiming to guess characters or vocabulary of the game. Flashcards with characters/vocabulary will be placed inside the magic hat. This hat will have some strips with sentences in order to scaffold pupils' speech. While pupil A is recording the conversation with the device, Pupil C picks a flashcard and Pupil B asks questions to discover who s/he is. Pupil C can give Pupil B clues if s/he needs some help. Pupils do the activity in turns.	**Pupil** • Am I a …..? • Am I small? • Can I …….? • Have I got….? • Am I wearing …..? **Clues** • You have got no legs/eyes… • You have got …………..hair. • You are big/small **Solution** • I am a/an_____!

Assessment Checklist - The magic trick

Every checklist is designed according to the products proposed and based on the assessment criteria

Output: dialogue and role play	Grades			
The pupil...	Tick as appropriate			
	D (0-4)	C (5-6)	B (7-8)	A (9-10)
1 ... gets engaged in the activity				
2 ... interacts and reacts to the questions in the interview following the different roles				
3 ...uses familiar vocabulary and basic language structures for the roles proposed				
4 ...understands and answers the questions related to the exchange of information in the activity				
5 ...uses communicative strategies				

5. The Language Magician song

Timing	Grouping	Materials	Roles	Description	Used structures
15min	Groups of five pupils taking turns to sing the song	Tablets, mobile phones, music player device	Pupils work in groups of five, to learn the song and work on performing it with good pronunciation, body language and actions. Teachers observe and use the provided assessment checklist.	This activity consists of listening to the song, rehearsing and performing it in groups of five – to other groups of pupils or to the whole class. Pupils should be encouraged to perform, using body language and gesture as support. The teacher can choose to evaluate performances of just the chorus, or of a verse or of both together, or of the whole song. The song can be rehearsed with the lyrics to hand but the performance should be done from memory. The chorus, song or paragraph is expected to be reproduced as well as possible with good pronunciation.	Tututututu tututututu Crocodile and cat and bear, you can help them, trapped up there! Horse and lion, dog, giraffe you can stop the Wizard's laugh. Use your magic from, from the farm save your friends from evil, from evil harm. Chorus: **Language has the magic, the magic power** **save them from the Wizard's, the Wizard's tower**. Crocodile and cat and bear, You can help them, trapped up there! Horse and lion, dog, giraffe you can stop the Wizard's laugh. Use your words to cast, to cast a spell save them all, yes, the mouse as well. Chorus: **Language has the magic, the magic power** **save them from the Wizard's, the Wizard's tower.**

Assessment Checklist - The Language Magician song

Every checklist is designed according to the products proposed and based on the assessment criteria

Output/Product: song performance	Grades			
The pupil...	**Tick as appropriate**			
	D (0-4)	C (5-6)	B (7-8)	A (9-10)
1 ... interprets the song in group				
2 ... sings the song with fluency				
3 ... supports the song with gestures and body language				
4 ... shows interest and enjoys the song				
5 ... pronounces the words properly				

Click on the following titles to find the materials to practice all activities of the Speaking Module

The Magician's eye

The Magician Convention ID

My magic potion

The magic trick

The Language Magician song