

Sample Assessment Task: New Neighbours

Name of Task: New Neighbours			
Oral Text-type: <input checked="" type="checkbox"/> individual presentation <input type="checkbox"/> interaction			
Communication Functions: <input checked="" type="checkbox"/> describing <input checked="" type="checkbox"/> reporting <input checked="" type="checkbox"/> explaining <input type="checkbox"/> discussing <input type="checkbox"/> classifying <input type="checkbox"/> comparing <input type="checkbox"/> persuading <input type="checkbox"/> others: _____			
Audience--teacher plus: <input type="checkbox"/> a student partner <input type="checkbox"/> small groups <input checked="" type="checkbox"/> class <input type="checkbox"/> more than one class		Targeted audience: <input checked="" type="checkbox"/> fellow students <input type="checkbox"/> students from other classes <input checked="" type="checkbox"/> teacher(s) <input type="checkbox"/> others: _____	
Role(s) of audience: <input checked="" type="checkbox"/> giving non-verbal responses only <input type="checkbox"/> questioning/commenting <input type="checkbox"/> interacting with no limitations			
Where on this continuum would you place the task? <div style="display: flex; align-items: center; justify-content: space-between;"> ← → </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <input type="checkbox"/> spontaneous, informal dialogue, e.g. small group interaction </div> <div style="text-align: center;"> <input type="checkbox"/> interactive, planned yet dialogic, e.g. semi-formal group report, interactive factual report </div> <div style="text-align: center;"> <input checked="" type="checkbox"/> individual long turn of planned, spoken text, e.g. news reporting, story telling </div> <div style="text-align: center;"> <input type="checkbox"/> individual long turn that is planned, cohesive, organized, formal, e.g. spoken report, a speech </div> </div>			
This task is suitable for use with the following genre(s): <input checked="" type="checkbox"/> print/non-print fiction <input checked="" type="checkbox"/> print/non-print biography/autobiography <input type="checkbox"/> factual books/documentaries on common topics, e.g. sports, hobbies, travel <input type="checkbox"/> books/films on real life issues, e.g. environmental, social, economic			
Preparation: none			
Description of pre-assessment activities: <ol style="list-style-type: none"> 1. Ask students to think of an interesting character from a story/class reader that you have taught recently. 2. Ask them to imagine that one of the characters in the story has moved in next door to them. 3. Ask them to think about what life is like with such a neighbour. 4. Hold a discussion with the students and write down what kind of information they should cover if they were asked to describe an imaginary day they spent with the new neighbour. The information may include one or more of the followings: <ol style="list-style-type: none"> a) Name and gender of the neighbour b) What does he/she look like? c) How does she/he dress at home? d) What is his/her personality? e) How does he/she treat his family or people around him/her? f) What is/are the major event(s) in the story that your character takes part in? g) Do you like this new neighbour? Why/ Why not? h) How did you spend your day with this new neighbour? What did you do? i) What did you learn from this new neighbour? 5. For homework, ask each student to write a description of an imaginary day he/she spent with “the new neighbour”. 6. Remind them to draw references from the books. They can’t turn their new neighbour into a wonderful person, if the descriptions from the book prove otherwise. 7. In the next lesson, ask students to share what they wrote in small groups. 8. Ask students to nominate the most interesting presentation among their group members. 9. Invite a student from each group to share their presentation with the whole class. 			
Planned SBA Task: Ask the students to describe an imaginary day in their lives when they spend time with a character from a book or film they viewed. Ask them to provide some background information about the book/film they read/viewed before they describe their imaginary day with their new neighbour during the individual oral presentation.			
Tips/comments: <ul style="list-style-type: none"> • The personal responses for this task can provide a good basis for discussion in English at a comfortable level. • If students need more opportunities to speak in public, you may invite each student to take turns sharing their presentation with the whole class. 			
Sources: Adapted from: Andy Barfield’s “Getting Personal.” In Bamford, J & Day, R. (Eds) <i>Extensive reading activities for teaching language</i> , p. 146-148.			