

ASK

Charedi Kit for Teaching and Assessing Speaking

Adapted from the ASK Kit

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Introduction to the Assessing Speaking Kit (ASK Kit)

What is the ASK Kit?

The ASK Kit was originally designed to assess students' speaking abilities. However, it's an excellent tool for teaching.

It is full of activities to promote and practice speaking individually, in pairs and in groups.

Who is the ASK Kit good for?

Originally, it was meant to be used in 7-9th grades, but it can be used at all levels.

The activities begin at an elementary level and gradually become more difficult. There are five levels of difficulty.

What is in the ASK Kit?

There are different types of activities; some are in the form of dialogues, some are games; there are also presentations.

These activities can be used both in class and at home, for practice as well as for testing students' proficiency.

May teachers make changes?

Absolutely! The kit was created with the intention of allowing teachers to use it for their classroom needs as they see fit.

How do I know what to do?

A teacher can use any number of activities in any order taking into account the level of difficulty and student interest. Each activity can be done independent of other activities. They are self-explanatory. (Where necessary, there are instructions.) The teacher can adapt it any way that will work in the specific classroom it will be used in. The activities include clear and specific rubrics and checklists which can be used as guidelines so the teacher and the students know what is expected. Of course, the rubrics can also be changed or adapted as necessary.

Not every activity needs to be assessed, but the rubrics can be used for assessment.

Assessing Speaking Kit

Unit 1 - Asking and Answering Simple Questions

Activity 1 - Birthdays

Where were you born?

When is your birthday?

What do you like to do on your birthday?

How did you celebrate your birthday last year? Who did you celebrate with?

Where did you celebrate?

Tell me about a favorite birthday present you got. What was it? Who gave it to you?

Do you buy birthday presents for your friends/family? How do you choose a gift?

Activity 2 - Eating Habits

When do you eat your main meal during the week/on holidays?

Do you eat with your family? When? Describe a family meal.

What are your favorite foods?

Do you like cooking? If you do, what kind of food do you know how to prepare?

Where did you learn how to make it?

Who taught you how to cook?

How often do you cook?

Who prepares the food you bring to school?

What do you like to eat at school?

What is the most important meal of the day?

What are healthy foods? Do you eat healthy food or do you prefer junk food?

Some people only eat junk food. What do you think about this?

Why do you think it is important to eat healthy foods? How would you encourage people to eat healthy foods?

Activity 3 - Hobbies/Free Time Activities

What kind of activities do you do in your free time?

What hobby/hobbies do you have? Please describe your hobby.

When did you get started with this hobby?

How did you choose it? How did it develop?

Where do you do this hobby?

How much time do you spend on this hobby?

What do your friends think about your hobby?

What are some of the things you like to do with your friends in your free time?

What do you usually do after school during the week?

What do you like best about Shabbat?

Do you have time to help at home? When you help, in what ways do you help?

Activity 4 - Living in Israel

Where do you live?

Describe the area you live in. What do you like about where you live?

Describe a place you have visited in Israel. Why did you visit this place?

What did you do there? Who did you travel with?

Do you go on trips to different places in Israel?

What is your favorite place in Israel and why?

Would you like to travel abroad? Which country would you like to visit?

Have you been abroad? Where? Describe your visit/trip.

Activity 5 - About Names

Do you like your name? Explain your answer.

Do you know why you were given your name?

Does your name have a special meaning?

Are you named after someone? What information do you know about her life/family/job/residence...?

Do you have a nickname? What is it? Why do people call you this? Who gave you your nickname? Do you prefer to be called by your name or by your nickname?

How do parents choose names for their children?

What names would you like to give to your children?

Activity 6 - Personal Feelings

What makes you feel happy? What makes you sad?

What makes you laugh? What makes you angry?

Describe a happy moment in your life.

Describe a funny moment in your life.

What is something that you are proud of?

Who do you admire and why?

Activity 7 - School

Which school did you go to before you started this school? Did you like it? Why?

What do you like best about school?

What subjects do you like best? Which do you find difficult to study?

What do you think are good subjects to learn for your future and why?

What activity at school has been the most fun this year and why?

What do you like about your school?

Activity 8 - Learning about Each Other

You are going to learn about each other by asking and answering questions. The task involves four parts. Read each part carefully and follow the instructions.

Part 1 – Student A and Student B

Decide who will be Student A and who will be Student B.

Part 2 – Choice of Topic

Student A: Choose two topics from the list (your teacher will give you the list of topics).

Student B: Choose two different topics from the list.

Part 3 – Preparation

Take a minute or two to think of questions related to your topic.

Part 4 – Asking and Answering Questions

Student A: Ask Student B questions about the topic you chose.

Student B: Answer the questions.

Student B: Ask Student A questions about the topic you chose.

Student A: Answer the questions.

	Instructional Activity																		
Instructional Activity	"Jeopardy"																		
Objective	Asking and answering questions																		
Number of Participants	Whole class frontally																		
Time Allocation	Approximately 15 minutes (at least)																		
Procedure	<p>Choose a topic and prepare a list of answers to different questions related to that topic. Organize the questions into 3 levels of difficulty: easy, average, difficult. Allocate points to the questions according to the level of difficulty as follows:</p> <table><tr><td>Easy questions</td><td>100 points</td></tr><tr><td>Average questions</td><td>300 points</td></tr><tr><td>Difficult questions</td><td>500 points</td></tr></table> <p>Draw this chart on the board: Where it says topic, write topic names (food, music, e.g.)</p> <table><tr><th>Topic</th><th>Topic</th><th>Topic</th></tr><tr><td>500</td><td>500</td><td>500</td></tr><tr><td>300</td><td>300</td><td>300</td></tr><tr><td>100</td><td>100</td><td>100</td></tr></table> <p>Divide students into three groups. One representative from each group participates in each round. The student has to choose a topic and tell you what point value she is going for. For example, the student can choose "Food" with a 300 point value. You erase the 300 and write "vegetables". The student has to produce a logically correct question (What type of food grows on the ground?) for her team to get the point value for that question. The team with the most points wins the game.</p>	Easy questions	100 points	Average questions	300 points	Difficult questions	500 points	Topic	Topic	Topic	500	500	500	300	300	300	100	100	100
Easy questions	100 points																		
Average questions	300 points																		
Difficult questions	500 points																		
Topic	Topic	Topic																	
500	500	500																	
300	300	300																	
100	100	100																	
Material(s)	Whiteboard and marker. Alternatively, the teacher can make a chart with removable cards. It could have flaps with the point values on it which would be lifted to reveal the subtopic on the cards. Another possibility is making a game with Power Point.																		
Feedback	Provide feedback that is particularly related to wh question formulation.																		

Instructional Activity	"The Onion"
Objective	Students ask and answer questions in pairs.
Number of Participants	20 students In larger classes – two onion circles
Time Allocation	Approximately 25 minutes, depending on the size of the group
Procedure	<p>Students stand or sit in a double circle with the students in the outer circle facing inwards and the students in the inner circle facing outwards. Each student in the inner circle is actually facing a student in the outer circle, and these two students are then "partners".</p> <ul style="list-style-type: none"> • The teacher gives a different question card to each student in the inner circle. Each of these students then proceeds to ask his/her partner (the student opposite him/her in the outer circle) one of the questions that appears on the card. That student then answers the question. • At the teacher's signal, each student in the inner circle moves one place to the right and asks the new partner another question. The new partner then answers the question. • Students continue moving to the right and asking each new partner the question, until the students return to the first partner. • The activity can be repeated with the students in the outer circle receiving the question cards and asking the questions. • Alternative procedure: Instead of having the students move to the right each time, they simply pass their question card to the student on the right, who will ask his/her partner the new question. The activity is completed when all the questions have been asked.
Material(s)	Question cards for the assessment appearing in Unit 1/Option 1 (pp. 29-35)
Feedback	Based on student performance, the teacher gives feedback on: the types of grammatical forms used in asking and answering questions; the vocabulary that is relevant to the topics; issues that arise with regard to pronunciation.

For the Teacher – Checklist for Grading

Criterion	Description	Level of Performance*			
Communicative Ability	Answers were clear and addressed the questions that were asked. All the questions were answered.	4	3	2	1
Fluency	Speech flowed smoothly	4	3	2	1
Pronunciation	Speech was intelligible.	4	3	2	1
Vocabulary	The words and chunks chosen were appropriate and conveyed meaning clearly.	4	3	2	1
Language	The grammar was mostly appropriate and correct.	4	3	2	1

* 4 = greatly 3 = very much 2 = to some extent 1 = hardly at all

Rubric for the Student (with Hebrew if necessary)

Criterion	Remember	זכור	קריטריון
Communicative Ability	Make your ideas clear. Make sure the listener understands your meaning. Match your response to what you were asked or to what you heard. You may correct yourself as you speak, or repeat what you said in different words.	מסרו את רעיונותיכם באופן ברור . וודאו שבן השיח מבין את כוונותיכם. התאימו את תגובותיכם למה שנשאלתם או למה ששמעתם. ניתן לעשות תיקון עצמי תוך כדי דיבור, או ניתן לחזור במילים אחרות.	יכולת תקשורתית
Fluency	Pay attention to how smoothly you speak. In other words, speak without hesitations and without long stops.	שימו לב לדיבור רציף. במילים אחרות, דברו ללא היסוס וללא עצירות ממושכות.	דיבור שטף
Pronunciation	You should pronounce the words correctly and pay attention to the stress patterns of the words. Your main aim is to make sure your listener understands what you are saying.	של המילים נכונה הגייה על הקפידו לדגשים לב ושימו היא המטרה המרכזית. המילים בתוך שאתם מה יבין את השיח שבן אומרים.	הגייה

Language	Pay attention to word order, verb tenses, subject-verb agreement.	זמנים, המילים לסדר לב שימו . פועל-נושא התאמת, פעלים של	דקדוק
Vocabulary	Choose your words carefully. Make sure the words are appropriate or suited to your goals and to the context, and use a variety of words.	וודאו. באופן זהיר המילים את בחרו למטרותיכם שהמילים מתאימות במגוון מילים והשתמשו, ולהקשר	מילים אוצר

Unit 2 - Expressing personal wishes and opinions

Activity 1 -

What do you think about special needs students learning in regular schools/classes?

Do you know any special needs kids? If so, how did you get to know them?

Do you or did you ever study with a special-needs student? If so, what problems did the special needs student have? How did she feel? How did the other students feel?

How do you feel about special needs students learning in your school? What might be difficult for these students? What can we do about it?

Activity 2 -

Student Committee Decides how to Spend 500 Shekels

Your school had a cake sale and made 500 shekels. You are on the school committee. Choose a role. Take turns telling each other what you would like to do with the money to help your school and why. Respond to what you like and don't like about the other committee members' ideas and why. Reach a shared decision.

Roles:

- A student who wants to give the money to a student in need.
- A student who wants to use the money to buy books for the school library.
- A student who thinks the money should be spent on a class trip.

Activity 3 –

Your family is going on a trip

Your family is going on a trip in Tevet. Your parents asked your opinion about where you want to go, where you will sleep, and what activities there will be. Choose a role.

Take turns in telling each other where you want to go, where you want to sleep, and what you want to do on the trip. Respond to the ideas of your family members and make suggestions.

Roles:

- One brother wants a hiking trip with extreme sports.
- One sister likes to visit historical sites and famous places.
- An older sister doesn't like hiking and camping.

Activity 4 –

Planning a Surprise Party for a Friend

You want to have a surprise party for your friend. Choose a role. Decide where you want it, plan a program, and decide on the refreshments and a gift. Respond to the ideas of your friends.

Roles:

- One friend suggests a singing contest in school and thinks a gift is unnecessary.
- One friend suggests ordering pizza at home and buying a big gift.

For the Teacher – Checklist for Grading

Criterion	Description	Level of Performance*			
Communicative Ability	Wishes and opinions were conveyed clearly. Answers were clear and matched the questions that were asked.	4	3	2	1
Fluency	Speech flowed smoothly	4	3	2	1
Pronunciation	Speech was intelligible.	4	3	2	1
Vocabulary	The words and chunks chosen were appropriate and conveyed meaning clearly.	4	3	2	1
Language	The grammar was mostly appropriate and correct.	4	3	2	1

* 4 = greatly 3 = very much 2 = to some extent 1 = hardly at all

Rubric for the Student (with Hebrew if necessary)

Criterion	Remember	זכרו	קריטריון
Communicative Ability	Make your wishes and opinions clear. Make sure the support you give matches your wishes and opinions. You may correct yourself as you speak, or repeat what you said in different words.	הבהירו את הרצונות ואת הדעות שלכם. וודאו שהתמיכה שאתם נותנים אכן מתאימה לרצונותיכם ודעותיכם. ניתן לעשות תיקון עצמי תוך כדי דיבור, או ניתן לחזור במילים אחרות.	יכולת תקשורתית
Fluency	Pay attention to how smoothly you speak. In other words, speak without hesitations and without long stops.	שימו לב לדיבור רציף. במילים אחרות, דברו ללא היסוס וללא עצירות ממושכות.	שטף דיבור
Pronunciation	You should pronounce the words correctly and pay attention to the stress patterns of the words. Your main aim is to make sure your listener understands what you are saying.	הקפידו על הגייה נכונה של המילים ושימו לב לדגשים בתוך המילים. המטרה המרכזית היא שבן השיח יבין את מה שאתם אומרים.	הגייה
Language	Pay attention to word order, verb tenses, subject-verb agreement.	שימו לב לסדר המילים, זמנים של פעלים, התאמת נושא- פועל.	דקדוק
Vocabulary	Choose your words carefully. Make sure the words are appropriate or suited to your goals and to the context, and use a variety of words.	בחרו את המילים באופן זהיר. וודאו שהמילים מתאימות למטרותיכם ולהקשר, והשתמשו במגוון מילים.	אוצר מילים

Unit 3 - Giving Instructions, Complimenting, and Giving Advice

Task A

Tell me how to make a tuna sandwich/fruit salad/milkshake/smoothie.

Explain how to make it.

Task B

Explain how to play your favorite game.

Task C

Your partner is wearing a beautiful sweater/new shoes.

Student A: Tell her that you like it/them and explain why. When your partner gives you more information, ask her more questions.

Student B: Reply by giving your partner more information about the sweater/shoes: where you got it/them, why you like it/them.

Task D

Your partner made brownies and brought them to school.

Student A: Tell her how good they are and explain what you like about them. When your partner gives you more information, ask her more questions.

Student B: Reply by giving your partner more information about the brownies: where you got the recipe, how long it took to make them, what's in them (for example: sugar, chocolate, nuts).

Task E

Your partner just made a poster about road safety/keeping the school clean.

Student A: Tell her that you like it and explain why. When your partner gives you more information, ask her more questions.

Student B: Reply by giving your partner more information about the poster: why you made it, where it's going to be displayed, how long it took you to make it, why you are happy with it.

Task F

Your partner decorated the classroom bulletin board.

Student A: Tell her that you like it and explain why. When your partner gives you more information, ask her more questions.

Student B: Reply by giving your partner more information about the bulletin board: why you decorated it, what's going to be displayed on it and for how long, how long it took you to make it, why you are happy with it.

Task G

Your partner got a great new school bag.

Student A: Tell her that you like it and explain why. When your partner gives you more information, ask her more questions.

Student B: Reply by giving your partner more information about the school bag: where you got it, why you like it, why it's such a good bag, what's special about the bag.

Task H

Student A: You want to stick to a healthy diet but don't know how. Ask your friend if she can help you learn how to eat healthy food.

Remember to ask for explanations and for more information after your friend speaks.

Student B: Give your friend some advice about how to eat healthy food. Remember to ask as many questions as you need in order to be able to give the best advice.

Task I

Student A: You would like to improve your grades. Ask your friend for advice about how to get better grades.

Remember to ask for explanations and for more information after your friend speaks.

Student B: Offer your friend some advice about how to improve her grades. Remember to ask as many questions as you need in order to be able to give the best advice.

Task J

Student A: Your room is a mess and you can't find anything. Ask your friend to give you some ideas about how to organize it.

Remember to ask for explanations and for more information after your friend speaks.

Student B: Give your friend some advice about how to organize her room so that she will always be able to find whatever she is looking for.

Remember to ask as many questions as you need in order to be able to give the best advice.

Rubric for the Student (with Hebrew if necessary)

Criterion	Remember	זכרו	קריטריון
Communicative Ability	<p><u>Task 1</u> Make your instructions clear. Cover all important details when giving instructions.</p> <p><u>Task 2</u> Make sure the information you give is clear.</p> <p><u>Task 3</u> When requesting advice or giving advice, make sure your request or the advice you give is clear.</p> <p><u>All 3 Tasks</u> You may correct yourself as you speak, or repeat what you said in different words.</p>	<p>1. הבהירו את ההוראות שלכם. הקיפו את כל הפרטים החשובים כאשר אתם נותנים הוראות.</p> <p>2. וודאו שהמידע שאתם מוסרים הינו ברור.</p> <p>3. כאשר מבקשים עצה או נותנים עצה, וודאו שהבקשה או הייעוץ שאתם נותנים ברור.</p> <p>-----</p> <p>ניתן לעשות תיקון עצמי תוך כדי דיבור, או ניתן לחזור במילים אחרות.</p>	יכולת תקשורתית
Fluency	Pay attention to how smoothly you speak. In other words, speak without hesitations and without long stops.	שימו לב לדיבור רציף. במילים אחרות, דברו ללא היסוס וללא עצירות ממושכות.	שטף דיבור
Pronunciation	You should pronounce the words correctly and pay attention to the stress patterns of the words. Your main aim is to make sure your listener understands what you are saying.	הקפידו על הגייה נכונה של המילים ושימו לב לדגשים בתוך המילים. המטרה המרכזית היא שכן השיח יבין את מה שאתם אומרים.	הגייה
Language	Pay attention to word order, verb tenses, subject-verb agreement.	שימו לב לסדר המילים, זמנים של פעלים, התאמת נושא- פועל.	דקדוק
Vocabulary	Choose your words carefully. Make sure the words are appropriate or suited to your goals and to the context, and use a variety of words.	בחרו את המילים באופן זהיר. וודאו שהמילים מתאימות למטרותיכם ולהקשר, והשתמשו במגוון מילים	אוצר מילים

Rubric for the Student (with Hebrew)

The rubric is the same except for "Communicative Ability".

Task 1

Make your instructions clear.

Cover all important details when giving instructions.

Task 2

Make sure the information you give is clear.

Task 3

When requesting advice or giving advice, make sure your request or the advice you give is clear.

All 3 Tasks

You may correct yourself as you speak, or repeat what you said in different words.

For the Teacher — Checklist for Grading

Criterion	Description	Level of Performance*			
Communicative Ability	<u>Task 1</u> Instructions were clear. Instructions were comprehensive. <u>Task 2</u> The information was clear. <u>Task 3</u> The request for advice was clear. The advice was clear.	4	3	2	1
Fluency	Speech flowed smoothly	4	3	2	1
Pronunciation	Speech was intelligible.	4	3	2	1
Vocabulary	The words and chunks chosen were appropriate and conveyed meaning clearly.	4	3	2	1
Language	The grammar was mostly appropriate and correct.	4	3	2	1

* 4 = greatly 3 = very much 2 = to some extent 1 = hardly at all

For the Teacher — Checklist for Grading

The rubric is the same except for "Communicative Ability."

Task 1

Instructions were clear.

Instructions were comprehensive.

Task 2

The information was clear.

Task 3

The request for advice was clear.

The advice was clear.

Unit 4 - Engaging in Extended Conversations

List of Suggested Conversation Topics:

1. Talk about/Describe a special gift you got in detail. Describe the gift and the occasion and why it is special.
2. Talk about/Describe a place that you visited in Israel in detail and why you recommend a visit there.
3. Talk about/Describe the qualities that make a good friend.
4. Talk about/Describe someone special in your life or someone who has influenced you positively.
5. Talk about/Describe a special shop you like, what you can buy there, and why you like it.
6. Talk about/Describe an interesting person you know or have read about and why you think he or she is interesting.
7. Talk about/Describe how you could help new students who don't know anyone yet at your school.

Instructional Activity	"Just a Minute"
Objective	Students give a short monologue on a given topic.
Number of Participants	Whole class divided into teams or jigsaw groups.
Time Allocation	One minute for each monologue.
Procedure	<ul style="list-style-type: none"> The teacher divides the class into 2 or 3 teams, and puts the prompt cards face-down on the table. One student is chosen from a team. This student takes a prompt card. The student speaks about the topic on the card without mentioning the underlined word. For example, the word "pet" is underlined and the student would have to use expressions such as "house animals", "friendly animals", "domestic creatures," etc. instead of the word "pet". The student is disqualified in the following conditions: <ul style="list-style-type: none"> ◆ Mention of the underlined word, ◆ Hesitation for more than 6 seconds, ◆ Being completely off the topic. The student who speaks for 1 full minute on the topic, without hesitation and without mentioning the underlined word, gains a point for his or her team. The activity is repeated until an equal number of students from each team have spoken. The team with the most points is the winner. <p>Alternative method of "Just a Minute": The activity can also be performed in groups of 4-5 students with each student being given a number. Each group is given a different topic card to practice. At the teacher's signal, the students form new groups according to their given number. Each student has to talk about the given topic for 1 minute without mentioning the underlined word on his card and without hesitation. Students who succeed gain a point for their home group. Once every student has had a chance to speak, students report back to their home group on the number of points gained. The group with the most points is the winner.</p>
Material(s)	Laminated prompt cards
Feedback	The group that gets the most points or if played individually the students who succeed in doing the task. Teacher points out when students stray or digress from topic.

Rubric for the Student (with Hebrew if necessary)

Criterion	Remember	זכרו	קריטריון
Communicative Ability	Make sure your meaning is clear to the listener. Make sure that your responses match what was said before you responded. Take turns during the conversation. Try to keep the conversation going. You may correct yourself as you speak, or repeat what you said in different words.	וודאו שהמסר שלכם ברור לבן השיח שלכם. וודאו שתגובותיכם מתאימות למה שנאמר לכם לפני שהגבתם. דברו לפי תורות בשיחה. קדמו את השיחה שהיא תהיה מתמשכת. ניתן לעשות תיקון עצמי תוך כדי דיבור, או ניתן לחזור במילים אחרות.	יכולת תקשורתית
Fluency	Pay attention to how smoothly you speak. In other words, speak without hesitations and without long stops.	שימו לב לדיבור רציף. במילים אחרות, דברו ללא היסוס וללא עצירות ממושכות.	שטף דיבור
Pronunciation	You should pronounce the words correctly and pay attention to the stress patterns of the words. Your main aim is to make sure your listener understands what you are saying.	הקפידו על הגייה נכונה של המילים ושימו לב לדגשים בתוך המילים. המטרה המרכזית היא שכן השיח יבין את מה שאתם אומרים.	הגייה
Language	Pay attention to word order, verb tenses, subject-verb agreement.	שימו לב לסדר המילים, זמנים של פעלים, התאמת נושא-פועל.	דקדוק
Vocabulary	Choose your words carefully. Make sure the words are appropriate or suited to your goals and to the context, and use a variety of words.	בחרו את המילים באופן זהיר. וודאו שהמילים מתאימות למטרותיכם ולהקשר, והשתמשו במגוון מילים.	אוצר מילים

Rubric for the Student (with Hebrew)

The rubric is the same except for "Communicative Ability".

Make sure your meaning is clear to the listener.

Make sure that your responses match what was said before you responded.

Take turns during the conversation.

Try to keep the conversation going.

You may correct yourself as you speak, or repeat what you said in different words.

For the Teacher — Checklist for Grading

The rubric is the same except for "Communicative Ability" –

The meaning was clear.

The mutual responses are appropriate.

There is turn taking during the conversation.

The conversation was sustained.

For the Teacher — Checklist for Grading

Criterion		Description	Level of Performance*			
Communicative Ability		The meaning was clear. The mutual responses are appropriate. There is turn taking during the conversation. The conversation was sustained.	4	3	2	1
Fluency		Speech flowed smoothly	4	3	2	1
Pronunciation		Speech was intelligible.	4	3	2	1
Vocabulary		The words and chunks chosen were appropriate and conveyed meaning clearly.	4	3	2	1
Language		The grammar was mostly appropriate and correct.	4	3	2	1

* 4 = greatly 3 = very much 2 = to some extent 1 = hardly at all

Unit 5 - Presenting Information Taken from Different Sources

Presentation 1 - A Country

In this task, you will give an oral presentation in which you present information about a **country**.

Work according to the following:

- **Collect** information about a country you are familiar with, or one that interests you and you want to learn more about. Include 2-3 facts each about its geography, history, weather, language, currency, interesting sites, special attractions, things to do, etc.
- **Prepare** a poster or PowerPoint presentation with relevant information. Suggested sources include newspapers, magazines and interviews with people who have information about the topic you have chosen.
- **Give** an oral presentation about the country to the class and teacher.

The presentation should be five minutes long. Use the poster or PowerPoint presentation to illustrate your ideas.

Presentation 2 - A Person You Admire

In this task, you will give an oral presentation in which you present information about a **person you admire**.

Work according to the following:

- **Collect** information about a person you admire and you want to learn more about. Include information related to their personal background, their achievements, their qualities, what you admire about the person, etc.
 - **Prepare** a poster or PowerPoint presentation with relevant information. Suggested sources include newspapers, magazines and interviews with people who have information on the topic you have chosen.
 - **Give** an oral presentation about the person you admire to the class and teacher.
- The presentation should be five minutes long. Use the poster or PowerPoint presentation to illustrate your ideas.

Presentation 3 - A School Trip

Your class usually goes on a trip every year. This year the principal would like to learn more about the kind of trip students enjoy. Find out what kind of trip your friends want. To do this, prepare a questionnaire to find out what your friends think about:

- Places to visit
- When to go on the trip
- Means of transport
- Activities

Present your questions orally to at least ten students.

Write down their answers.

Analyze the results by adding up the students' answers. For example, for the first item (Places to visit) add up how many students wanted to visit Jerusalem. You might want to use a bar graph or pie chart to present the numbers/results/data.

Prepare a five-minute talk reporting your results.

Presentation 4 - How does Your Class Rate in "Chessed"?

"Chessed" is an activity performed by volunteers for the benefit of others. In other words, volunteers help people who need help.

Students in your class may be involved in "chessed".

You want to learn about the "chessed" done by your class. To do this, prepare a questionnaire to find out who does the following:

- Shopping for people
- Cleaning for people
- Reading to blind/sick/old people/young children
- Helping students with homework
- Free babysitting
- Cooking and baking for special events

Present your questions orally to at least ten students.

Write down their answers.

Analyze the results by adding up how many students chose each item you presented. You might want to use a bar graph or pie chart to present the numbers/results/data.

Prepare a five-minute talk reporting your results.

Rubric for the Student (with Hebrew if necessary)

Criterion	Remember	זכרו	קריטריון
Content	Collect and present information that is relevant and covers different aspects of the topic.	אספו והציגו מידע שהוא רלוונטי לנושא ומכסה היבטים שונים של הנושא.	תוכן
Language	Pay attention to word order, verb tenses, subject-verb agreement.	שימו לב לסדר המילים, זמנים של פעלים, התאמת נושא-פועל.	דקדוק
Vocabulary	Choose your words carefully. Make sure the words are appropriate or suited to your goals and to the context, and use a variety of words.	בחרו את המילים באופן זהיר. וודאו שהמילים מתאימות למטרותיכם ולהקשר והשתמשו במגוון מילים.	אוצר מלים
Organization	Organize all the information collected in a way that is logical and easy for the audience to follow.	ארגנו את המידע שנאסף באופן לוגי כדי שיהיה קל לקהל לעקוב אחרי התוכן.	ארגון
Delivery	Speak loudly enough so the audience will hear you, make eye contact with your audience, make sure visual aids match the content.	דברו בקול כך שהקהל יוכל לשמוע, יצרו מגע עין עם הקהל, וודאו שחומרי העזר מתאימים לתוכן.	העברה

For the Teacher — Checklist for Grading

Criterion	Description	Level of Performance*			
Content	The information and explanations were relevant to the topic and covered many aspects of the topic.	4	3	2	1
Organization	The information was presented in a logical sequence and it was easy for the audience to follow.	4	3	2	1
Delivery	The student spoke loudly enough for the audience to hear, made eye contact with the audience, and used visual aids that suited the content.	4	3	2	1
Vocabulary	The words and chunks chosen were appropriate and conveyed meaning clearly.	4	3	2	1
Language	The grammar was mostly appropriate and correct.	4	3	2	1

* 4 = greatly 3 = very much 2 = to some extent 1 = hardly at all

For the Student – Peer Assessment Form

Presenter's Name:	Good	Average	Poor
1. The content of his/her talk was appropriate.			
2. He/She spoke with few hesitations.			
3. His/Her speech was clear and easy to understand.			
4. He/She used only English.			
5. His/Her English was correct.			
6. He/She used appropriate vocabulary.			
7. His/Her poster was appropriate.			
8. His/Her poster was esthetic.			

Instructional Activity	Trivia Hunt
Objectives	Students search for and locate information from different sources
Number of Participants	Whole class divided into groups of 3
Time Allocation	About 20-25 minutes
Procedure	<p>*The teacher gives each group a worksheet with a list of trivia questions. Each group of students must answer the questions within a set time (teacher discretion).</p> <p>*Each group of students must use at least different 3 sources.</p> <p>*Each group fills out the worksheet, which includes the answer to each of the questions and the source that was used to find the answer (e.g. name of book and page number, name of person and signature, page from atlas/phone book/encyclopedia entry and page number, etc.).</p>
Materials	Worksheet (teacher prepared)
Feedback	Teacher checks on the number of sources used, which the students felt most comfortable with, which were the most difficult to use, which were new to them, and which they would use again and why.

*****Special thanks to Mrs. Esther Esses, who went through Unit 1 and adapted the appropriate parts for Charedi students.**

For more useful material: tinyurl.com/charedienglish

For the entire ASK KIT:

http://cms.education.gov.il/EducationCMS/Units/Rama/AarachaBeitSifrit/Erka_Safa_Dvora.html