





# Unit 4

<b>Domain</b>	Social Interaction
<b>Benchmark</b>	Students engage in extended conversations.
<b>General Description</b>	The main aim of Unit 4 is to assess a student's ability to engage in an extended conversation. Students are required to converse with the teacher on a given topic. The teacher should encourage the student to engage in a natural conversation that lasts for about 3-4 minutes. The teacher can keep the conversation going by asking questions and making comments.
<b>Task(s)</b>	Students have a conversation with the teacher.
<b>Accompanying material(s)</b>	 List of conversation topics (p. 103)
<b>Administration</b>	Pairs
<b>Duration</b>	 3-4 minutes
<b>Checklist(s)</b>	 Student guidelines (Hebrew p. 104; Arabic p. 105) Checklist for grading (p. 106)
<b>Instructional Activities</b>	 Three suggested activities for use in the classroom (pp. 107-116)

## General

- Decide on a place and time for the assessment and inform the students.
- Begin the session with a warm-up to set the students at ease, helping them feel relaxed and comfortable. The warm-up may include a description of the purpose of the assessment, of how the assessment will be carried out, and/or a description of the task that the students will be asked to complete.
- Give your students the checklist prior to assessment. You may also decide to review the criteria with them to make sure they understand them.
- Give the students the task.
- On completion of the task, ask the students how they felt. You may also wish to ask them how they would assess their performance.
- Give the students your feedback based on the checklist. You may also wish to provide the students with a grade, even though you could give them the grade at a later time.

## Pair work



3-4 minutes

- Together, the pair of students chooses a topic from the list of topics included in this unit. The topics are open enough in order to promote a natural flow of conversation. In the instructional activities, more topics are offered with a breakdown of possible questions to guide students.
- Although a list of topics is provided in this kit, teachers are welcome to add topics of their choice such as current events. Students may also suggest topics.
- If necessary, teachers may prompt students using suggested questions or independently designed questions. The flow of dialogue may be facilitated by showing interest, making comments, and asking questions. For example the teacher may say: "Oh, really?"; "How interesting..."; "Please tell me more."; or "Please explain in more detail." The emphasis of the conversation should be on turn-taking and keeping the conversation going.
- It is important to be flexible and follow up on the student's remarks in order to make the conversation logical. However, if the student is not engaged in the conversation, it is suggested that you change topics.