



INTERACTIVE ORAL ACTIVITY

“SOCIAL RELATIONSHIPS: INTERPRETATION OF A SILENT FILM”

IIIM LBHL

October 2015

Name: _____ Score: ____/25 pts. Mark: _____

Objectives:

- To show understanding of the unit topics.
- To be able to express complex ideas clearly, coherently and effectively.
- To be able to use language fluently.

INSTRUCTIONS:

- *You will watch three silent videos that will require your personal interpretation. These videos portray three of the topics we covered in class as part of the unit Social Relationships: “Feminism”, “Violation of Afghan women” and “Indian arranged marriages”. While doing that, answer the questions below. Finally, you will share your ideas on the film in no more than 2-3 minutes. You will be assessed on “language” and “expression of ideas”.*
- *You will be penalized for interruptions to your classmates: 0,1 pts. of the final grade everytime you are asked to remain silent.*
- *You will have to assess your classmate’s performance. The peer assessment section in this handout will have 5 points if fully completed, including comments. Accuracy in comments is highly expected.*

1.- Choose one of the three videos presented. Video 1 ____ Video 2 ____ Video 3 ____

2.- What topic is portrayed in the video? **“Feminism”, “Violation of Afghan women” or “Indian arranged marriages”?**

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3.- How does the video start?

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4.- What is the most important moment in the video?

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5.- Who are the most relevant characters in the video? What do they do and why do they do it?

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6.- How does the video conclude?

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7.- What do you think happened in the life of the most relevant characters before this episode?

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8.- What else can be inferred from this video?

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9.- Create a question, related to your topic, to ask a classmate. Choose who will answer it. He will continue with the video interpretation.

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10.- Get ready to share your ideas.





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PEER-ASSESSMENT

Mark with an "X" how you would assess your classmate's performance

Put the name of your classmates here		Grade	Command of spoken language					Expression of ideas				
			Excellent	Very good	Good	Fairly good	Limited	Excellent	Very good	Good	Fairly good	Limited
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												



Rubric:

Criterion A: Productive Skills ___/10 – **Criterion B: Interactive and receptive skills** ___/10
Peer assessment ___/5

Interactive oral activity (SL)

Criterion A: Productive skills

How successfully does the student use the language in speech?

- How fluent and clear is the student's speech?
- How accurate and varied is the language?
- How much does the student's intonation aid communication?

Marks	Level descriptor	Marks
0	The work does not reach a standard described by the descriptors below.	0
1	Command of spoken language is very limited. The production of language is very hesitant and hardly comprehensible. Language is often incorrect and/or very limited. Intonation interferes seriously with communication.	1–2
2	Command of spoken language is limited. The production of language is hesitant and not always comprehensible. Language is often incorrect and/or limited. Intonation sometimes interferes with communication.	3–4
3	Command of spoken language is fairly good. The production of language is comprehensible and fluent at times. Language is sometimes correct, with some idiomatic expressions. Intonation does not interfere seriously with communication.	5–6
4	Command of spoken language is good. The production of language is mostly fluent. Language is generally correct, varied and articulate. Intonation contributes to communication.	7–8
5	Command of spoken language is very good. The production of language is fluent. Language is correct, varied and articulate; errors do not interfere with message. Intonation enhances communication.	9–10

Criterion B: Interactive and receptive skills

To what extent does the student understand and demonstrate an ability to interact in a conversation?

- How well can the student express ideas and opinions?
- How well can the student maintain a conversation?

Marks	Level descriptor	Marks
0	The work does not reach a standard described by the descriptors below.	0
1	Simple ideas are understood with difficulty and interaction is limited. Simple ideas and opinions are presented with difficulty, sometimes incoherently. The conversation does not flow coherently.	1–2
2	Simple ideas are understood fairly well and interaction is adequate. Simple ideas and opinions are generally presented clearly. The conversation flows coherently at times but with some lapses.	3–4
3	Simple ideas are understood well and interaction is good. Simple ideas and opinions are presented clearly and coherently; there is some difficulty with complex ideas. The conversation generally flows coherently.	5–6
4	Complex ideas are understood well and interaction is very good. Both simple and complex ideas and opinions are generally presented clearly, coherently and effectively. The conversation flows coherently.	7–8
5	Complex ideas are understood very well and interaction is excellent. Complex ideas and opinions are presented clearly, coherently and effectively. The conversation flows coherently in a natural manner.	9–10

