

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Internal Assessment Resource**

##### Internal assessment resource

#### Show Us How

# Supports internal assessment for:

# Achievement Standard: 90058 v3

Deliver an oral presentation in a formal situation

Credits: 3

[**http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/english/annotated-exemplars/level-1-as90857/**](http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/english/annotated-exemplars/level-1-as90857/)

#### Date version published: January 2008

**Ministry of Education** For use in internal assessment from

**quality assurance status** 2008.

**Teacher Guidelines:**

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

**Context/setting:**

In this activity students prepare and deliver a presentation to the class where they demonstrate how to perform a task they have selected.

For the purposes of this activity, students are instructing the teacher and other students in the class as to how they should go about completing the selected activity. The spoken script of the demonstration should match the step by step performance of the task as closely as possible.

**Conditions:**

This activity requires both classroom and homework time.

Students should also be given class time to peer critique their demonstrations with sufficient homework time to follow up the suggestions made, ready for final delivery.

Students are required to construct their own presentations, which means that students must develop their own content.

### Resource requirements:

Students will need to provide all equipment and materials necessary for their demonstration. In negotiation with the teacher they may be allowed access to specialty rooms such as Food Technology or Car Maintenance for the purposes of their performance. As appropriate, costume or uniform may be worn for the performance.

Additional information:

Teachers should ensure that students are familiar with what is appropriate language for instructions, as well as what constitutes a suitable greeting, introduction and conclusion to the demonstration.

This activity may be used in conjunction with a transactional writing study on the language of instructions.

**2008**

**Internal Assessment Resource**

Subject Reference: **English**

# Internal assessment resource

#### Show Us How

# Achievement Standard: 90058 v3

Deliver an oral presentation in a formal situation

Credits: 3

Student Instructions Sheet

You will prepare and deliver an oral presentation of at least three minutes to your class and teacher where you explain step by step how to complete a task of your choice. Your presentation should include an introduction and a conclusion to your demonstration, as well as information that is relevant and interesting for the audience during the demonstration. You must develop your own content for the presentation.

Select a topic you are familiar with. The steps you describe in your demonstration need to be in the correct order. Delivery can be serious or humorous. You need to use appropriate language, delivery techniques and structure for instructing an audience how to go about doing whatever it is you choose to demonstrate.

You will work on this activity in class and for homework. Your teacher will give you clear deadlines for completing the text of your demonstration and will give you a date when you are to deliver it to the class.

You will be assessed on how well you speak to

1. communicate instructions and provide background information to support your demonstration
2. structure content and use language appropriate to your audience and purpose
3. speak clearly to your audience using appropriate eye contact, voice and body language techniques.

Task 1: Impromptu Speech: Choose ONE of the following topics and prepare a 60 second speech on it. Use the ideas provided to assist you. Deliver the speech to your partner. He will evaluate you by using the provided sheet.

Impromptu speech

### Possible topics

|  |  |  |
| --- | --- | --- |
| * Breakfast * Hats * Our letterbox * My pet * My room * TV weather * School buses * Assemblies * PE * Shopping malls * Computer games * Our fridge * School reports * The unknown me * Rules * Fears * Mathematics | * On being tidy * Homework * Music I like * Pocket money * Travelling to school * CDs * Art * Clouds * Cartoons * Cars * Accidents * Family meals * Night time * Rap * Hands * Being ill * Hair | * Gardens * Weather * Teachers * The library * My favourite things * Table manners * Health food * Juggling * Crime * Fast food * Play stations * Spending money * Weekends * Reading * Boredom * A hero * On being rich |

How can I begin…?

1. Rhetorical Question: a question asked for effect, but not necessarily needing to be answered  
   Example: Have you ever been travelling and had that a flat tyre ….
2. Exaggeration: trying to impress someone by overstating a something Example: Millions of students all over the world go home and rush eagerly into their homework in order to secure their future.
3. Understatement: As above, but understating a viewpoint for effect.  
   Example: A few students will wander home and perhaps turn on television.
4. Quotations from well-known people.

|  |
| --- |
| Oral Language – Speaking **Scoring guide C: Peer-assessment scale 1** |
| Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Topic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Time  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| |  |  |  |  | | --- | --- | --- | --- | |  | **Not Really** | **Only in some places** | **Yes, well done** | | **Content ()** Speech is organised |  |  |  | | Speech ideas are linked to topic |  |  |  | | Vocabulary suits the speech |  |  |  | |  | | | | | **Delivery ()** Volume is loud enough |  |  |  | | Voice is clear |  |  |  | | Expression used – not just boring tone of voice |  |  |  | | Pace of speech |  |  |  | | Eye contact is made with the audience |  |  |  | | Stands upright and uses hands |  |  |  | | Class is interested |  |  |  | | **Comments** | | | | |

**Task 2: Choosing a demonstration**

Choose a demonstration topic and brainstorm your ideas.

You must also develop your own content for your presentation. Pick a task you are familiar with so that you can share some interesting and informative background information while you are giving your demonstration. Remember that you need to supply all of the equipment and materials for your performance and the demonstration needs to be suitable for a school environment. You can also wear an appropriate costume or uniform for your performance.

Here are some possibilities: (You may not use these…)

1. Making a cappuccino
2. Icing a cake
3. Waxing a surfboard
4. Mending a puncture
5. Making a kite
6. Applying make-up
7. Making whitebait patties

Brainstorm ideas \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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My Topic(s)

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You must gain your teacher’s approval before choosing your topic.

#### Task 3: Preparing your script

1. You need to structure the content of your demonstration:

* List the equipment and materials you will require

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* Write down the preparation you will need to do before the demonstration

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* Describe the steps needed to complete your task

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1. Write answers to the following questions, this will form the body of your demonstration

INTRODUCTION

1. How will you greet your audience and interest them in your demonstration?

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1. How will you introduce what you are intending to demonstrate?

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1. What equipment, materials or ingredients will you need to show the audience?

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1. What background information on your topic should you provide before you begin? This might be useful to know to understand the demonstration.

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BODY

1. What steps do you need to demonstrate?

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1. What order would be the clearest and most useful?

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* What advice can you offer the audience to help them carry out this task successfully on their own?

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* What possible alternative steps can you suggest?

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* What background information can you give that would interest the audience and when would it be most appropriate to mention this in the demonstration?

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CONCLUSION

1. What final product would you like to show the audience?

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1. What final hints would you like to share with the audience?

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1. How will you conclude your demonstration?

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#### Task 4: Writing up your presentation (this part has to be handed in to your teacher for future record)

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Divide your page into three columns. The left column is for the list of steps to be carried out in your demonstration. The centre column is for the written text of your delivery (alongside the step it relates to). The right column is for ideas about how you could deliver your demonstration (the techniques you could use.)

|  |  |  |
| --- | --- | --- |
| **Steps #** | **Content of your Demonstration – What are you going to say?** | **What am I doing at this point of the presentation?**  **How am I doing it?** |
|  |  |  |
|  |  |  |
|  |  |  |
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#### Task 5: Practise your demonstration

1. To make the most of the demonstration you have prepared, you need to practise how you will deliver it. Use the column you drew down the right side of your written text to note where you could use some of these techniques to make your presentation effective.

Think about:

1. how you use **variety** in your voice e.g. different pitch, rhythm, intonation, volume
2. the **pace** or speed you speak at
3. the words you **stress** and why you stress them
4. when and why you **pause**
5. how you use **body language**, eg gestures, expressions, stance, eye contact, movement
6. how you **match** your **verbal** instructions with the **visual** element of the steps you are demonstrating

b) Practise your delivery with a partner. Talk about which techniques work best. Time your presentation to ensure that it runs for at least three minutes.

1. As you become more familiar with the text of your script, write key words and ideas down on a cue card you can place on a table during your demonstration. Practise giving your presentation using only your cue cards.

#### Task 6: Give your demonstration to the class

* Set up your materials and equipment.
* Place your cue card(s) where you can glance at it (them) during your demonstration.
* The cue cards should act as prompts for the demonstration. You may find that you need to ‘ad lib’ a little to fill gaps in your delivery.

Cue Cards: - How to make and use them effectively

Making cue cards from standard office supply index cards is relatively simple. Using them well will lift the quality of your presentation immeasurably.  
  
Why?  
  
Because you not relying on a word-for-word text you are free to interact with your audience.  
You are able to look around, to respond, gesture and move freely. You will sound, look and feel more present: 'in the moment'.  
  
For those of you who are nervous about making the transition from a full script to cards, don't be. Take it slowly. Give your self time to thoroughly rehearse. You'll be delighted with the result.  
  
**How to make Cue Cards**  
  
You need cards, a selection of highlighters, (for example, yellow, pink, blue and green),and an easily-read pen. I suggest either blue or black ink.  
  
**The best cue cards:**

* have ONE main heading or idea per card
* are written clearly using larger than usual font (so you can read them easily)
* use bullet points or numbers to itemise the supporting ideas under the main heading
* are written on ONE side of the card only
* are clearly numbered so that you know the order they come in

## How to Rehearse Tips

Aim to have *at least* ***three*** *rehearsals* before delivering your speech in front of an audience.  
The *first two rehearsals* are to iron out any glitches in either your text or delivery and to integrate any resource material you may be using. These could be photographs, a power point presentation etc.  
The *third is a dress rehearsal* for the real thing.

**How to Rehearse: What to Watch for**

* Gestures like fiddling with your hair, pulling faces when you can't remember
* Irregular breathing running you out of breath over long sentences or holding your
* Racing your speech through
* Pauses or breaks in the wrong places
* Specific words or phrases that trip you up
* Holding your notes in a way that masks your face
* Rattling or fiddling with your notes if you are reading from them
* Mumbling
* Repeated phrases e.g. 'and then I...','and then I...', 'and then I...'
* Repeated fillers e.g. 'um', 'err'...
* Lack of eye contact or smiling

# Assessment Schedule: Eng/1/7\_C6 – Show Us How

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- |
|  | Descriptor |
| Achievement | Speak in a formal situation to communicate ideas with supporting detail.  Structure content and use language and a level of formality appropriate for audience and purpose.  Speak audibly to an audience using some appropriate eye contact, variation in voice and body language. |
| Merit | Speak in a formal situation to communicate ideas with supporting detail and explanation.  Structure content and use language and a level of formality appropriate to audience and purpose.  Speak audibly to an audience with some confidence, using variation of voice, appropriate eye contact and body language. |
| Excellence | Speak in a formal situation to communicate ideas convincingly with supporting detail and explanation.  Structure content and use language and a level of formality appropriate to audience and purpose, with effect.  Speak audibly to an audience with confidence and impact consistently using voice, eye contact and body language for deliberate effect. |