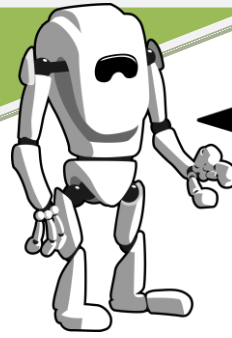# Speaking Practice

Science speaking game and rubric

Created by Robert Dobie @ All Things Grammar

Level: Advanced

Print the speaking activity for conversation practice and grading grid on the following pages and distribute to your students. See teaching notes at the end of this document for suggested activities and notes.
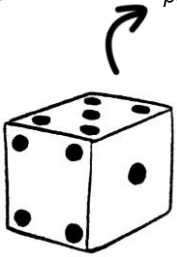
Let's Talk

Science and Technology

Conversation Practice
For Groups of 3 – 4
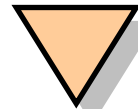**Advanced Level** Students

Required: one die per 3 or 4 students

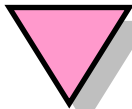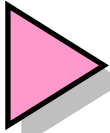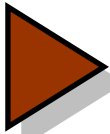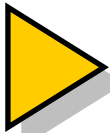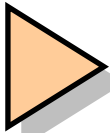|	**1**	**2**	**3**	**4**	**5**	**6**
1	Ask any question!	What are some good things about technology?	Should we make robots that look human?	What is the greatest invention in the last 100 years?	Should we clone people? Why (not)?	Is science an interesting school subject?
2	What are some good things about the Internet?	At what age should kids have a cell phone? Why?	What are some bad things about technology?	Ask any question!	Should we try to change human DNA?	What Is science?
3	Would you like to be a science teacher? Why (not)?	Would you like to own a robot? Why (not)?	Do you like science fiction movies? Why (not)?	How will technology change our world in the future?	What is your favorite science subject?	Ask any question!
4	What Is technology?	Ask any question!	Will robots become smarter than people?	What are some bad things about the Internet?	Should we clone animals? Why (not)?	Can you NOT use the Internet for one week?
5	Should we teach more science in schools? Why (not)?	Do you think aliens exist on other planets?	Should we spend more money to explore space?	How can we stop global warming?	Ask any question!	Do you think robots will replace teachers?
6	Would you like to be a scientist? Why (not)?	Should we try to bring dinosaurs back to life?	Ask any question!	Will people have homes on the moon in the future?	Is it okay to change plant and animal DNA?	Does modern technology make us happier?
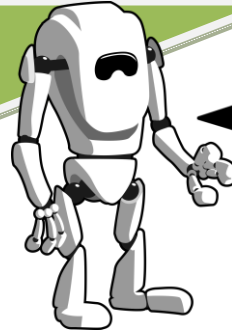
Science and Technology

NOTES and SAMPLE RUBRIC

ACTIVITY NOTES

Students find their question by rolling the die twice. The 1st roll determines the number on the top. The 2nd roll determines the number on the left. The learners then **talk for one / two minute(s) about that topic.** Their classmates will ask the speaker follow-up questions. The speaker's partners can ask the speaker any question found in any of the board game squares if she lands on **"Ask Any Question"**.

SAMPLE SPEAKING RUBRIC

First, what is a 'Speaking Rubric' and why use one?

A rubric is simply a set of instructions for grading a test. For example, how does a teacher know when to give a grade of B+ on a speaking test, and when to give a C? Rubrics, of course, are useful for tests, but you should also consider using them every now and then as a part of classroom speaking activities. There are at least three reasons for this:

(1) When your learners are familiar with a rubric, they may focus more on specifics such as organization, vocabulary and grammar, etc. when they speak.

(2) Used regularly over time, rubrics (along with speaking task grade sheets) can help you track the speaking progress of your learners. This is especially important when you have a large class size (and individual learners merge 'namelessly' into the crowd).

(3) Rubrics (and task grade sheets) can be shared with your learners in real time – they provide *learner feedback*.

Do you have a large class size? Then consider training your learners how to use a rubric – and have them grade each other (as practice only, not as a 'real' test) and give feedback to their classmates. The rubric and grade sheet below is a sample only – *think about your own particular group of learners and **create your own rubric**!*

SAMPLE RUBRIC:

DATE	
SPEAKER'S NAME	

Organization Organizes speaking by using main ideas as well as examples and details; uses 'signal words' and phrases such as: 'First of all; on the other hand; for example', etc.		1 2 3 4 5
Vocabulary and Grammar Uses advanced-level vocabulary and correct verb tenses, subject-verb agreement, plural nouns, articles, etc.		1 2 3 4 5
Fluency Appropriate speaking speed; emphasizes key words and ideas.		1 2 3 4 5
Body Language and Eye Contact Uses natural, relaxed body language to emphasize ideas. Uses appropriate eye contact.		1 2 3 4 5
TOTAL GRADE Add up the above grades for the final grade out of 20 points.		**out of 20 points**

DATE	
SPEAKER'S NAME	

Organization Organizes speaking by using main ideas as well as examples and details; uses 'signal words' and phrases such as: 'First of all; on the other hand; for example', etc.	**1 2 3 4 5**
Vocabulary and Grammar Uses advanced-level vocabulary and correct verb tenses, subject-verb agreement, plural nouns, articles, etc.	**1 2 3 4 5**
Fluency Appropriate speaking speed; emphasizes key words and ideas.	**1 2 3 4 5**
Body Language and Eye Contact Uses natural, relaxed body language to emphasize ideas. Uses appropriate eye contact.	**1 2 3 4 5**

TOTAL GRADE Add up the above grades for the final grade out of 20 points.	**out of 20 points**

AREAS in SPECIAL NEED
of FURTHER DEVELOPMENT

Do you use any of these strategies? Which one do you think is most useful or practical in your own particular teaching context?