

Instructions: My favourite moment in life (3 minutes oral presentation)

You have, now, 3 sessions to prepare this project, in order to be successful, follow the instructions below.

STEP 1: Choose a picture, this picture must represent one of the best moments of your life, it needs to include different people or objects, it cannot be a selfie.

STEP 2: Prepare you oral presentation taking into account these parts:

Brief literal description of the picture: what can we see in it?

Explain the moment: What was happening? What were you doing at this moment?

Explain why this moment was important for you.

STEP 3: When describing the picture, use preposition of place, the ones you have studied in the unit:

between, behind, beside, in front of...

STEP 3: Remember to use grammar correctly: it's a moment of your past so, use simple past and combine it with past continuous. Look at the example:

At that moment, I was playing basketball with my friends. We were having a blast because the match was very exciting. Then, suddenly, some of the players started shouting, and we saw a very big black bird in the field, inside the pavilion, everybody was shouting and running away. The referee stopped the match and some parents helped the poor bird out of the pavilion.

STEP 4: Prepare it, rehearse it! Use the teacher to check on your pronunciation before doing it in front of the class. Be sure your presentation lasts the 3 minutes (minimum) required.

EVALUATION RUBRICS:

PRONUNCIATION	Clearly articulated words, appropriate pronunciation. (from 5- no mistakes) to (4-3 or 4 mistakes), (3: 5 or 6 mistakes), (2: 7 or 8 mistakes), (1: more than 8 mistakes).
VOCABULARY	Does he/she use variety of words, does she/he use words from the unit? Without mistakes and appropriate vocabulary for the topic? Is she/he making mistakes with irregular verbs?
ACCURACY	Grammar is important, does the student use correctly the simple past and the past continuous? Does he/she distinguish between these verbal tenses? In case of necessity, is she/he using simple present in an appropriate way? (5: - no mistakes) to (4: 3 or 4 mistakes), (3: 5 or 6 mistakes), (2: 7 or 8 mistakes), (1-: more than 8 mistakes).
COMMUNICATION (CLEARNESS, VOLUME...)	Are we able to understand what she/he is explaining? Is his/her voice clear? Has she/he the ability to be creative and engage audience in her/his speech? (5: totally) (4: most of the time), (3: sometimes), (2: not much), (1: not at all).
FLUENCY	How comfortable is the student while speaking? How easily the words come out? Are there great pauses and gaps in the student's speaking? Is she/he hesitating a lot? Can we see the student has well-prepared it? Or not?
TIME AND PROPS	Has the student followed the instructions? Has she/he brought the picture to show? Has she/he respected the timing (3-5 minutes)?