

KEEP THE BALL ROLLING

Performance Standard 28B.I

Paired students will choose a topic card provided by the teacher and sustain a conversation based on the topic chosen accordingly:

- *Knowledge*: know vocabulary and structures to sustain conversation;
- *Comprehension*: understand and respond with fluency; and
- *Communication*: use skills and strategies to maintain conversation.

Procedures

1. ***In order to interact in the target language in various settings (28B)***, students should experience sufficient learning opportunities to develop the following:
 - Employ a variety of discourse strategies to sustain conversation.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Have students work in pairs to role-play a topic provided on a card.
4. Topic cards may include the following situations for two different roles:
 - a. Going to the police station in a foreign country to declare that your purse/wallet has been stolen.
 - b. Answering the phone in a complaint department of an automobile dealer.
 - c. Losing your contact lens in a crowded bus.
 - d. Explaining to a passerby that you locked your keys inside your car and are late for an appointment.
 - e. Going to a video rental store to ask for a recommended film.
 - f. Discussing how to decrease stress.
 - g. Explaining to a toll booth operator that you don't have any money with you and can't pay the toll.
 - h. Informing a winner that he/she is the recipient of the largest lottery check in history.
 - i. Visiting the emergency room with a stomachache.
 - j. Debating with your parent/guardian why your curfew should be extended.
 - k. Explaining to your spouse why the car is dented.
 - l. Discussing with the wedding planner what you will do if it rains on your outdoor wedding.
 - m. Persistently selling a miracle cleaning product door to door.
 - n. Going to a department store and not knowing what to buy for your grandmother.
 - o. Standing in the express checkout line of a grocery store behind someone who has 50 items in their cart.
5. Have each pair of students sustain a conversation for three minutes, and each student should participate equally.
6. Evaluate the student's performance using the Foreign Language Rubric as follows and add the scores to determine the performance level:
 - *Knowledge*: knew vocabulary and cultural context.
 - *Comprehension*: responded with understanding to
 - *Communication*: used appropriate skills to maintain conversation.

Examples of Student Work not available

Resources

- Prepared topic cards
- Foreign Language Rubric

Time Requirements

- 15 minutes to prepare presentations
- Three minutes for presentation