

Drag and Drop

Finish each sentence with a word from the list. Drag and drop the words in the boxes.

- | | |
|------------------|----------|
| audience profile | rehearse |
| transitions | oral |

- a) _____ book reports are spoken aloud rather than presented in written form.
- b) _____ means to practice something before presenting or performing it.
- c) _____ is a brief description that summarizes the characteristics of the people listening to book report.
- d) _____ are the times in an oral book report when the speaker changes from the introduction to the body or from the body to the conclusion of the report.

/4

Reading Passage

Steps to a Great Oral Book Report

1. Make sure that your report has an introduction, a body, and a conclusion. Outline what you are going to say in each section.
2. **Introduction** - use the introduction to tell your audience the general information about your book, such as its title, author, publisher, and year of publication. You may choose to start with an attention-grabber, like a question or a funny story related to the book. Telling it will help you relax and warm your audience to the presentation.
3. **Body** - use the body of your presentation to describe key elements of the story, such as its setting and time period, an overview of the main characters, and a very brief summary of the plot.
4. **Conclusion** - use your conclusion to describe any themes or symbolism in the book and how the author uses them to reinforce important messages. At the end of your presentation, tell your audience what you thought of the book. Would you recommend it? Are you planning to read additional work by this author?

Matching

Match the word on the left with its meaning on the right. Type the number of the word next to its meaning.

- | | | | |
|---|---------------|---|----------------------|
| 1 | notes | Gestures, unconscious bodily movements, facial expressions, etc. which serve as nonverbal communication or as accompaniments to speeches or reports. | <input type="text"/> |
| 2 | note cards | A word, phrase, sentence, or group of sentences that relates a preceding topic to a succeeding one or that smoothly connects parts of a speech or piece of writing. | <input type="text"/> |
| 3 | body language | A summary of important facts or points written down by a reader or speaker. | <input type="text"/> |
| 4 | transitions | Index cards or similar cards used for recording notes or other information. | <input type="text"/> |

/4

Marking Rubric

Name:

	Level 1	Level 2	Level 3	Level 4
Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention. <input type="checkbox"/>	Demonstrates a basic understanding of the concepts. Requires some intervention. <input type="checkbox"/>	Demonstrates a good understanding of the concepts. Requires no intervention. <input type="checkbox"/>	Demonstrates an excellent understanding of the concepts. Requires no intervention. <input type="checkbox"/>
Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text. <input type="checkbox"/>	Expresses responses to the text with some effectiveness; supported by some proof from the text. <input type="checkbox"/>	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text. <input type="checkbox"/>	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text. <input type="checkbox"/>
Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with some details but also some incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with satisfactory details and good analysis. <input type="checkbox"/>	Interprets various concepts from the text with excellent details and thorough analysis. <input type="checkbox"/>
Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>

Total Score = /31