



6.

ASSESSING ENGLISH
FOR DEAF STUDENTS

EXAMPLES OF PRACTICE

LISTENING COMPREHENSION

Doc. 1 A French DVD using Sign Language and written English

Karine, Claire And The Scottish Ancestor

Un DVD vidéo :

« A Scottish Ancestor »

Ce DVD peut être lu sur un ordinateur Mac/PC ou un lecteur de salon.

Comme son titre l'indique, le DVD raconte l'histoire d'un ancêtre écossais. Cette histoire est divisée en cinq épisodes, tous sont filmés en LSF (Langue des signes française), sous-titrés en anglais et accompagnés en voix-off par une locutrice anglaise.

Les 5 épisodes sont les suivants :

- ▶ Flying to Scotland, 7'42" (France et Glasgow)
- ▶ Donaldson School, 4'14" (Edimbourg)
- ▶ The Royal Mile, 7'25" (Edimbourg)
- ▶ Scottish Culture, 6'46" (Inverness)
- ▶ Loch Ness, 5'40" (Loch Ness)

CONTENU DU PRODUIT :



Configuration requise :

Un DVD-ROM interactif :

« Karine, Claire and the Scottish Ancestor »

PC

- PC ou ordinateur compatible équipé d'un processeur Pentium core duo ou plus rapide
- Lecteur DVD-Rom
- Au moins 1Go de RAM
- Windows XP ou supérieur

MAC

- Processeur G5 à 1,8GHz ou plus rapide
- Lecteur DVD-Rom
- Au moins 1 Go de RAM
- Mac OSX

Ce DVD-ROM propose des activités pédagogiques variées autour de l'histoire racontée dans le DVD vidéo. Ces activités sont décrites en détails dans la suite de ce document.

UTILISATION DU DVD-ROM INTERACTIF

PRÉAMBULE

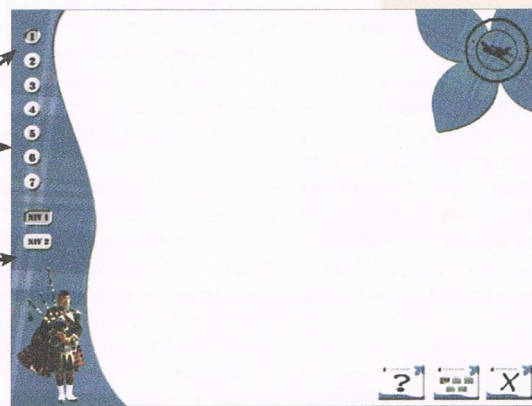
Pour chacun des épisodes de l'histoire, le produit propose 7 types d'activités pédagogiques dont certaines sont déclinées en 2 niveaux.

Il est indispensable de commencer par visionner les épisodes de l'histoire avant de proposer les activités aux élèves.

L'INTERFACE DE NAVIGATION

Boutons de sélection du type d'activité

Boutons de sélection du niveau (pour les activités 1, 2, 6 et 7)



Voir la consigne

Retour au sommaire

Quitter l'application



LISTENING COMPREHENSION

Doc. 2 Find the differences

The teacher prepares two versions of a simple text – version A and B. Version A is an original text which only a teacher has. Version B is the same text in which we change some information and distribute the copies among students. The teacher signs the text version A and the students follow it looking at the version B. They have to spot the differences and correct the mistakes.

VERSION A	VERSION B
<p>My name's Nicole and I'm <u>14</u>. I'm in class 9B. I'm from Germany, but now I live in <u>England</u> with my parents. My dad works in <u>a hospital</u> and my mom works at home. I've got <u>a sister</u> but she doesn't live here with us. She studies at university in <u>Paris</u>. She's there for a year.</p>	<p>My name's Nicole and I'm 13. I'm in class 9B. I'm from Germany, but now I live in France with my parents. My dad works in the office and my mom works at home. I've got a brother but he doesn't live here with us. He studies at university in London. He's there for a year.</p>



LISTENING COMPREHENSION

Doc. 3 Find the differences for students with learning disabilities

The teacher prepares two versions of a simple text – version A and B. Version A is an original text which only a teacher has. Version B is the same text in which we change some information and distribute the copies among students. The teacher signs the text version A and the students follow it looking at the version B. They have to spot the differences and correct the mistakes.

For weaker students with additional disabilities you can divide the text into separate sentences. Use only short sentences, no additional information. The teacher can stop after each sentence giving the students time for correction.

VERSION A	VERSION B
1. My name's Nicole and I'm <u>14</u> .	1. My name's Nicole and I'm 13.
2. I'm in class 9B.	2. I'm in class 9B.
3. I'm from Germany, but now I live in <u>England</u> .	3. I'm from Germany, but now I live in France.
4. My dad works in <u>a hospital</u> ...	4. My dad works in the office...
5. ...and my mom works at home.	5. ...and my mom works at home.
6. I've got a sister.	6. I've got a brother.
7. She doesn't live here with us.	7. He doesn't live here with us.
8. She studies at university in <u>Paris</u> .	8. He studies at university in London.
9. She's there for a year.	9. He's there for a year.



LISTENING COMPREHENSION

Doc. 4 Double lip reading – minimal pairs

Sosies labiaux (consonnes)

Big-Pig	Dead-Ted	Kate-Gate	Shooes-Choose
Beg-Peg	Too-Do	Cod-God	
Path-Bath-Math	Tone-Done	Coat-Goat	
Both-Moth			
Pay-Bay-May			
Pad-Bad			
Meat-Beat			
Baby-Maybe			
Be-Pea			
Ball-Mall			
Beach-Peach			
Bear-Pear			
Right-White	Sip-Zip		
Wing-Ring	Sew-Zoo		
Way-Ray			
Rain-Wayne			



LISTENING COMPREHENSION

Doc. 5 Lip reading – a list of words

The teacher gives each student a list of words on a certain topic. Then he/she reads aloud some of the words. The students have to underline the words which they hear or lip read.

Example

Topic: School subjects

List of words: English, German, History, Maths, Arts, Music, Geography, Biology, Chemistry, Physics, P.E., Religion, I.T.

The teacher reads only a few words – e.g.: German, Arts, Chemistry, I.T.



LISTENING COMPREHENSION

Doc.6 A situation of communication

ENGLISH
SITUATION OF COMMUNICATION DEVELOPPING LISTENING AND ORAL CAPACITIES

THE OBJECTIVES are:

- To be able to talk about a familiar topic and be intelligible
- To participate to a dialogue by understanding and answering questions



THE MODALITIES of assessing the pupil are:

1. The drawing is given to the pupil
2. The context and the task are given orally to the pupil face-to-face with a slow and well-articulated speech with repetitions if necessary
3. The context and the task are given on a written document to the pupil so that he can read it and validate his previous oral comprehension
4. The pupil makes his speech
5. The teacher introduces the dialogue task
6. Questions are asked orally to the pupil face-to-face with a slow and well-articulated speech with repetitions if necessary
7. Written questions are given to the pupil before answering them

Context: *X, I know you are a football player, I would like you to talk about this sport (team, rules, famous players and teams, French, European and worldwide championships) and talk about your practice of it too (when did you start, trainings, place...).*

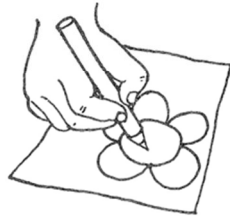
Dialogue:

- *Do you know American football?*
- *Can you explain the main differences between football and American football?*
- *Are you keen on American football and why?*
- *Do you know famous team playing American football?*
- *Have you ever watched a match of American football?*

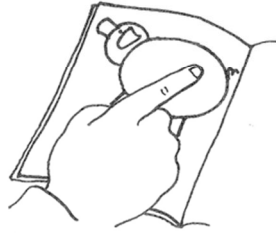
LISTENING COMPREHENSION

Doc. 7 Listen and point or colour

- Acording to understandig they do some exercises – colour or show pictures.



Colour



Show me

6 Listen and colour.



Taken from: Printha Ellis, Mary Bowen, Way Ahead 1, 2010

READING COMPREHENSION

Doc. 8 Read and complete



Read the text and complete the sentences.

Hi! My name's Tony. I'm eleven years old and I'm Italian. I've got a big collection of action figures. I've got sets from various films, cartoons and comic books. My favourite one is Spider-Man.

I like action figures because I can play with them for hours. I'm proud of my collection!

What about you? What's your favourite hobby?

1. Tony is years old.
2. He is from
3. He collects action
4. His collection is
5. His favourite figure is



READING COMPREHENSION

Doc.9 True/false

Read the text and decide if the sentences are true or false.

Dear Jacek,

My name is Toby Scott. I'm twelve years old and I'm from Bristol. I'm tall. I've got black hair and green eyes. I like watching films with Nicole Kidman. My favourite day is Tuesday when I play football with my friends. I have got a sister, Mary. She is ten years old.

Please write soon.

Best wishes

Toby

	True	False
Toby is short.		
Toby likes watching films with Nicole Kidman.		
Toby doesn't like Tuesdays.		
Toby has got two sisters.		
Mary is twelve years old.		



READING COMPREHENSION

Doc. 10 Match the headings

Match the headings to the corresponding parts of the text.

A. Location

D. Geography

B. Tourist attractions

E. Famous monster

C. Traditional music

F. National dress



1. _____

Scotland is a beautiful country in the northern half of the island of Great Britain. The capital city of Scotland is the city of Edinburgh, on the east coast. The biggest city is Glasgow.

2. _____

The north of Scotland has many mountains, and few people live there. Most people live in the biggest cities Edinburgh or Glasgow or around the coast. On the west coast and in the north there are a lot of islands. The highest mountain in Scotland is Ben Nevis, which is also the tallest mountain in the British Isles. It is 1,342 metres high. There are many rivers and lakes in Scotland. Scottish lakes are called 'lochs'.

3. _____

The most famous lake in Scotland is Loch Ness. It is 38 kilometres long and its waters are very cold and dirty. In the Loch Ness lives Loch Ness monster. Many people visit Loch Ness because they want to see it. The monster is called Nessie.

4. _____

Scotland is famous for its old castles. They are very popular among tourists from around the world. There are about 3,000 castles in the whole Scotland. The Scottish mountains are very popular centre for winter sport: skiing or snowboarding.

5. _____

In Scotland you can see a traditional musical instrument called 'bagpipes'. In the past Scottish soldiers played the bagpipes during wars.

6. _____

In Scotland you can see a 'kilt'. It is a type of a skirt, but not for women. It is for men. Some Scots still wear it on special occasions for example at weddings.

READING COMPREHENSION

Doc. 11 Signing a text

- Pupils are reading texts with the help of daktyl. They read and sign text in the book . Signs of understanding meaning.



Read

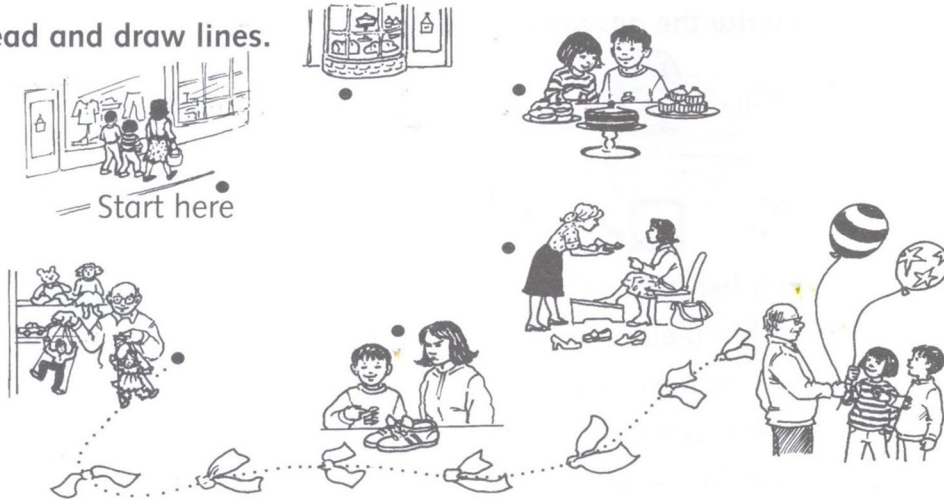


Taken from: Printha Ellis, Mary Bowen, Way Ahead 1, 2010

READING COMPREHENSION

Doc. 12 Correct the mistakes

1 Read and draw lines.



Yesterday Emily was in the town with her mother and her big brother, John. Emily's mother wanted to buy some bread at the bakery. Emily and John liked the cakes at the bakery.

Next Emily's mother wanted to buy some shoes. John liked the trainers in the shoe shop, but his mother didn't want to buy them.

Emily and John liked the toy shop. The man in the shop had lots of puppets. He also had some balloons. The balloons were very nice!

2 Read, circle and write. What is wrong?

- 1 Emily was in the town with her father. _____

- 2 Emily's brother wanted to buy some bread. _____

- 3 Emily and John liked the biscuits. _____

- 4 Their mother wanted to buy some trainers. _____

- 5 John didn't want to buy the trainers. _____

- 6 The man in the shoe shop had puppets. _____

Taken from: Printha Ellis, Mary Bowen, Way Ahead 3, 2010

READING COMPREHENSION

Doc. 13 A text with illustrations

MY COUNTRY



The Stars and Stripes

The U.S.A



Hello,
it's Ana.
I'm on I.D.,
page 6.
Welcome to
my country!



Coney Island is a fun park in New York.



The Obama family. (Left: Michelle Barack Obama,

DO YOU KNOW?

THE USA is a very big country, and there are **50 states!** Look on the map: Hawaii and Alaska are American states, too!

- **CAPITAL**
Washington D.C.
- **THE PRESIDENT**
Barack Obama He is married to Michelle, so she is the First Lady. Sasha, 13, and Malia, 16, are their daughters.
- **The White House** is the President's official residence. It's in the capital.
- **NATIONAL DAY**
The Fourth of July (Independence Day)
- **POPULATION 318,725,000**
There are Americans from a lot of different origins.
- **The First Americans:** Native Americans (Indians).
In 1620 Europeans arrived (Pilgrims). African slaves arrived in the **1700s**.
- **LANGUAGE:** English.
- **FLAG:** **The Stars and Stripes.** There are 50 stars on the flag. The stars represent the 50 American states.
- **MONEY:** **The U.S. dollar**
- **POPULAR SPORTS:** **baseball, basketball, American football**

WHAT IS IT?

- 1** There are riverboats on this river.
- 2** There is a fantastic fun park here.
- 3** A small state with a volcano.
- 4** There is a giant Christmas tree at this famous center.

HELP

<p>bridge: a construction over a river for people and vehicles: (<i>pont</i>)</p> <p>doll: Barbie is a <i>doll</i>. (<i>poupée</i>)</p> <p>first: number one: (<i>le</i></p>	<p><i>premier / la première</i>)</p> <p>harbor: a port: (<i>port</i>)</p> <p>power: Superman has super <i>power</i>. (<i>pouvoir</i>)</p> <p>slave: a person with a master: (<i>esclave</i>)</p>	<p>stripes: Zebras' <i>stripes</i> are black and white. (<i>rayures</i>)</p> <p>spirit: mystical forces: (<i>esprit</i>)</p> <p>take (V): I <i>take</i> the bus</p>
<p>to school. (<i>prendre</i>)</p> <p>thing: object: CDs, books, clothes, my guitar. (<i>chose</i>)</p> <p>wear (V): I like to <i>wear</i> my jeans. (<i>porter</i>)</p>		



Brooklyn Bridge Park and the Brooklyn Bridge (behind).



Macy's is an end York. Look at the

8 Easy Street N°2 December 2014 © Nathan All unauthorised photocopying is illegal.



SPEAKING INTERACTION

Doc. 14 Question-answer matching

- Match the questions (1 - 5) with the answers (A - E). Write your answers in the table:

1. Hi! How are you?

A. Yes, I am.

2. What's your name?

B. Mark.

3. How old are you?

C. Blue.

4. Are you a student?

D. Fine, thanks.

5. What is your favourite colour?

E. I'm 10.

1	2	3	4	5



SPEAKING INTERACTION

Doc. 15 What would you say? – multiple choice

What would you say in the following situations ? Choose A, B or C.

1. Jak powitasz na ulicy kolegę, którego dawno nie widziałeś/łaś?
 - A. See you soon, Mark.
 - B. Mark, I haven't seen you for ages.
 - C. It was nice to see you, Mark.

2. Przymierzasz w sklepie płaszcz. Jak poprosisz koleżankę o opinię?
 - A. What do you like?
 - B. How do you feel?
 - C. How do you like it?

3. Kolega zdał celująco egzamin. Jak mu pogratulujesz?
 - A. What a shame!
 - B. Good luck!
 - C. Well done!

4. Odebrałaś telefon do koleżanki, która jest nieobecna. Jak zapytasz, czy coś jej przekazać?
 - A. Shall I take a message for her?
 - B. Can I leave a message for her?
 - C. What do you want to give her?

5. Radzisz koleżance, aby nie piła tak dużo Coca-Coli. Jak to zrobisz?
 - A. You shouldn't drink so much Coke.
 - B. Why don't you drink some more Coke?
 - C. You couldn't drink so much Coke.

SPEAKING INTERACTION

Doc. 16 Speech bubbles

1 Look and listen.



2 Read and match.

Be careful!
Drive slowly!

Come on, Roy!
Come here!

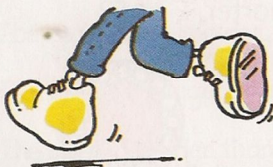
Speak quietly!

Speak loudly!

Don't run!

Don't play
football here!

3 Now you!



Run quickly!



Clap slowly!



Sing quietly!



Laugh loudly!





WRITING

Doc. 17 Guided writing – a profile

Read the text and write the similar one. Use all the information from the table.

Przeczytaj tekst o Tomie i jego zainteresowaniach.

My name is Tom Smith. I am 17 and I come from Oxford. I live in a small house with my mother, two brothers and a dog. I like sports. My favourite sport is football and my favourite player is Ronaldo. I don't like going to school, because I hate maths. In my free time I watch TV or play computer games with my brothers.

Napisz podobny tekst o Susan Granger i o jej zainteresowaniach. Wykorzystaj do tego wszystkie informacje z tabelki.

AGE	18
HOMETOWN	London
TYPE OF HOME	flat
PET	cat
LIVES WITH	mother, father and sister
LIKES	watching TV
FAVOURITE PROGRAMME	soap operas
DISLIKES	doing the housework- washing the dishes
FREE TIME	go to the cinema, visit friends

CZYSTOPIS

Her name is Susan Granger.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

WRITING

Doc. 18 Guided writing – a story

1 Write a story for the puppet theatre.

Emma's story



princess pretty
doll play garden



do
homework



look see
very sad



bird
hop up



happy
new friend

The princess had a pretty doll. One day she played in the garden. Then she did her homework. Later on, she looked in the garden. She did not see her doll. She was very sad. Then a bird hopped up. It had the doll! The princess was happy because she had her doll and a new friend.

2 Write your story.



prince beautiful
ball play garden



play computer
games



look see
very sad



frog
jump up



happy
new friend

WRITING

Doc. 19 Guided writing – a postcard

1 Look and circle the words.

Dear Emily,
This is a very nice beach.
Yesterday it was windy
but today it is sunny and
very hot. I'm going to go
swimming this afternoon.

From,
Sue

Emily
Flat
Sun St
Clifto



beach mountains town
windy raining sunny
swimming sailing surfing
hot warm cool

2 Circle the words. Write a postcard.

Blank lines for writing a postcard:



island beach park
rain windy sunny
hot warm cool
swimming sailing surfing



WRITING

Doc. 20 Writing a postcard

Jesteś na wakacjach w Polsce. Napisz pocztówkę do kolegi/ koleżanki z Anglii.

- Podaj miejsce swojego pobytu (miasto, państwo).
- Napisz jaka jest pogoda.
- Opisz, co robisz.
- Napisz gdzie mieszkasz (hotel/camping, nad morzem/w górach...)
- Poinformuj jak długo tam zostaniesz.

Nie zapomnij się podpisać.

Imagine you are on holiday, write a postcard to an English friend. Write the following information:

- *Place of your stay (city, country)*
- *The weather*
- *Daily activities*
- *Accommodation*
- *The length of your stay*

Don't forget to sign the postcard.



VOCABULARY

Doc. 21 Evaluation with sign language words – matching

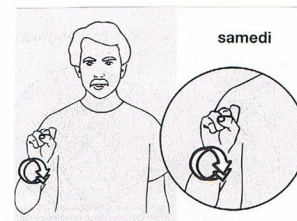
DAYS OF THE WEEK

Name :

Date :

Relie les jours de la semaine en anglais en français/LSF :

6 ou 7 bonnes réponses = acquis
4 ou 5 bonnes réponses = en cours d'acquisition
moins de 4 bonnes réponses = non



MONDAY

TUESDAY

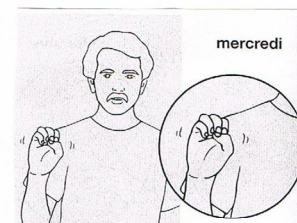
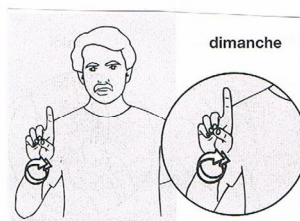
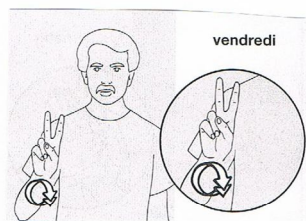
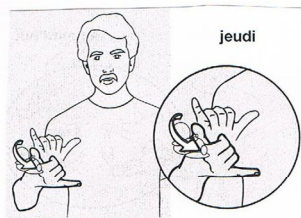
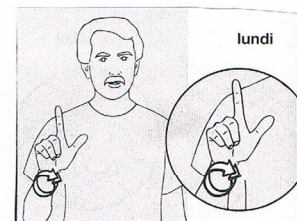
WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY



VOCABULARY

Doc. 22 Evaluation with sign language words - labelling

3 - Ecris le mot anglais sous l'étiquette de la couleur correspondante

<p>rose</p>	<p>rouge</p>	<p>jaune</p>
<p>bleu</p>	<p>marron</p>	<p>vert</p>
<p>gris</p>	<p>blanc</p>	<p>orange</p>

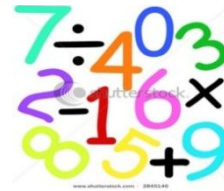


VOCABULARY

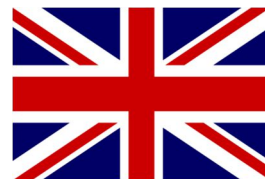
Doc. 23 Labelling pictures with the given words 1

Name the pictures with the given words.

-
-
- English, Geography, Art, Information Technology (IT),
- Music, History, Maths, Physical Education (PE).
-
-



-
-
-
-
- A) B) C) D)
-



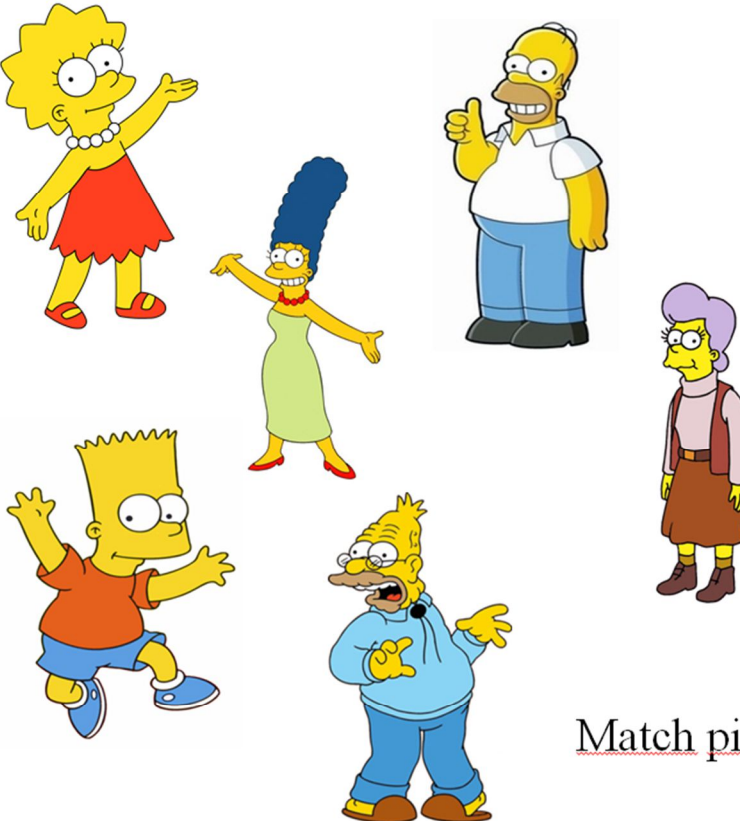
-
-
-
-
- E) F) G)
- H)





VOCABULARY

Doc. 24 Labelling pictures with the given words 2



brother

sister

mother

father

grandmother

grandfather

Match pictures and words



VOCABULARY

Doc. 25 Gap filling

- Write the missing days of the week:

1.

2. Tuesday

3.

4.

5. Friday

6.

7.





VOCABULARY

Doc. 26 Matching the opposites

- Match the opposites.

A) ugly	B) short	C) old	D) slim	E) dark	F) easy	G) curly
1) difficult	2) pretty	3) fair	4) straight	5) tall	6) young	7) plump

A. ____ B. ____ C. ____ D. ____ E. ____ F. ____ G. ____



VOCABULARY

Doc. 27 Odd one out

- Underline the odd one out.

- | | | | |
|---------------|---------|---------|---------|
| a) January | Monday | March | October |
| b) grey green | white | small | |
| c) parrot | snake | parents | sheep |
| d) finger | hat | head | arm |
| e) kitchen | bedroom | hall | family |
| f) teacher | glue | rubber | pen |
| g) sister | uncle | dad | rabbit |



VOCABULARY

Doc. 28 Labelling pictures

- Label the pictures.



A. _____



B. _____



C. _____



D. _____



E. _____



F. _____



G. _____



H. _____

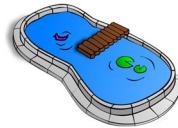
VOCABULARY

Doc. 29 Collocations

- Put the verbs from the box in the correct places.

swim, cook, walk, ride, wash, do, play, drive, wear,

- the guitar
- a mountain
- a car
- a bicycle
- in the pool
- dinner
- my homework
- your hair
- to school
- sunglasses





VOCABULARY

Doc. 30 Missing letters

Fill in the missing letters

a) t _ e _ t _ e

teatr

e) c _ _ y

duże miasto

b) _ as _ l _

zamek

f) _ o _ pit _ _

szpital

c) s _ op _ in _ c _ nt _ e

centrum handlowe

g) _ c _ r _ n _

lodowisko

d) c _ ur _ h

kościół

h) p _ a _ gr _ u _ d


plac zabaw





VOCABULARY


Doc. 31 Word scramble and word search

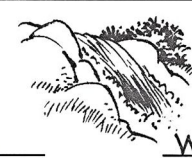
1 Write the words. Find the words.



 preas
 s _____



 vace
 c _____


 rief
 f _____


 retse
 t _____


 tware
 w _____


 trhneu
 h _____


 sotol
 t _____

B	L	T	R	E	E	S	F	T	E
O	H	G	E	B	J	O	I	X	A
L	U	P	S	P	E	A	R	O	W
E	N	S	C	T	J	K	E	R	C
R	T	W	A	T	E	R	G	E	A
T	E	O	L	C	R	P	V	T	V
B	R	T	O	O	L	S	D	U	E

Taken from: Printha Ellis, Mary Bowen, Way Ahead 3, 2010

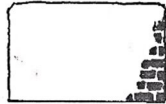


VOCABULARY

Doc. 32 Word puzzle

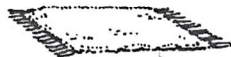
1 Find the words.

w	a	f	l
m	j	l	t



wall _____

r	u	p
m	i	g



d	o	f	a
s	n	e	t



a	a	d	l	o
r	b	s	i	f



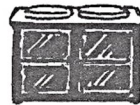
m	i	r	y	o	c
v	u	p	r	k	r



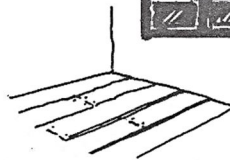
j	a	d	p
l	o	m	r



s	p	o	v	e
z	t	x	l	m



g	e	o	o	g
f	l	w	y	r



Taken from: Printha Ellis, Mary Bowen, *Way Ahead 3*, 2010



VOCABULARY

Doc. 33 Word translation



- I give them short exercises every lessons - 5 words in slovak language - pupils are translate to english, I sign of words spelled correctly. I give motivational signs.

Add the word in English.

meno:

písmeno _____

autobus _____

lietadlo _____

robot _____

hračky _____



GRAMMAR

Doc. 34 Multiple choice

- Read the sentences and choose the correct answer.
- 1. What's this? It's mouse.
A. an B. a C. ----
 2. Matt and Ben are brothers. are twins.
A. We B. You C. They
 3. This isn't Ania's bike. bike is blue.
A. His B. Her C. Our
 4. Look at those two! They are laughing at us.
A. man B. mans C. men
 5. This is my house. I live on the floor.
A. third B. threeth C. three
 6. I usually read a book the evening.
A. on B. at C. in
 7. How milk is there in the fridge?
A. many B. far C. much
 8. Be quiet! Little Ala upstairs.
A. is sleeping B. sleeping C. sleeps
 9. Adam is in our class.
A. tall B. the tallest C. taller
 10. What's your name?
A. sister's B. sister C. sisters'



GRAMMAR

Doc. 35 Proper grammar forms

- Write the correct forms of the words in brackets.
 1. Her mother has got three (*child*)
 2. I love (*dance*)
 3. We (*go*) to France last month.
 4. She bought three (*dress*) yesterday .
 5. She (*read*) books every day.
 6. She is (*young*) than her brother.
 7. I (*be*) a student.
 8. He (*have*) got a dog.
 9. I (*go*) to school now.
 10. I (*be*) ill yesterday.

GRAMMAR

Doc. 36 Filling gaps 1

2 Look and write.



First there were people in Africa. There was water and _____ trees. There wasn't any fire.



Next _____ men and women in Asia. They were hunters. _____ fire and _____ spears. There weren't any houses.



Then _____ people in Europe. It was very cold but _____ fire and warm clothes. _____ any houses but _____ caves.

Taken from: Printha Ellis, Mary Bowen, Way Ahead 3, 2010



GRAMMAR

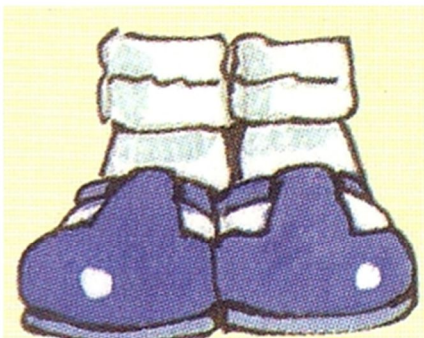
Doc. 37 Filling gaps 2

Doplň správné slová.



Whose these?

They Meg's.



Taken from: Printha Ellis, Mary Bowen, Way Ahead 1, 2010



BRITISH SIGN LANGUAGE

Doc. 38 Fingerspelling assessment – reception

(video : [youtube.bsl.fingerspelling](https://www.youtube.com/watch?v=bsl.fingerspelling) – *Exeter deaf Academy or Sonia Hollis*)

The pupils take a paper and the teacher spells ten words with BSL. Each word is spelled twice. The pupils have to write them correctly on their paper. (10 points)

Eg : 1 = Wednesday 2 = Tuesday 3 = July 4 = March 5 = April
 6 = brown 7 = purple 8 = yellow 9 = father 10 = daughter



BRITISH SIGN LANGUAGE

Doc. 39 Fingerspelling assessment – production

The pupils have a paper with ten words written in English. The words are following the topic they are working on. They have ten minutes to prepare and then they have to spell them correctly on their hands with BSL. (10 points)

Eg: Topic: food and drink

Words: banana – meat – orange juice – carrots – milk – kitchen – saucepan – spoon – knife - oven