

FINAL SPEAKING PROJECT
EVALUATION 3 / 9TH QUARTER
MAY – AUGUST 2025

- Choose one project to present in front of the group.
- Each student needs to talk a **minimum of 4 minutes**.
- You can work individually, in pairs. **(groups of three are not accepted)**
- Be as fluent as possible in your speaking presentation.
- Very important: ***DO NOT READ IN YOUR PRESENTATIONS BECAUSE IT WILL REDUCE YOUR GRADE***.
- When you present, it is **necessary to present some images** related to what you are informing in your presentation. You can use a power points, CANVA, short videos, etc. Bring your laptops, USB, etc.
- If you present with a partner, make sure you interact **with your partner as much as possible**.
- **Use the vocabulary - grammar we have practiced in this partial.**
- Read the speaking rubric in advance and observe the criteria to evaluate.

Note:

Your teacher will ask some questions during the presentation. This is to check the students' ability to use English.

"Your presentation isn't just a speech—it's a conversation! While presenting, ask your classmates a few questions to get their opinions and their knowledge.

Option 1: Moments That Made My Person

Objective:

Students will share different emotional experiences & memories from childhood to university. They will reflect on situations that made them feel confused, irritated, grateful, inspired, amused, or uncomfortable.

Students will reflect on emotions or situations they experience and cause them to feel insecurity, anxiety, regret, or jealousy) and explain how they've dealt with them over time. What causes them this? What are they doing to improve or control this situations?

Task Description:

1. Prepare a 4 minute spoken presentation about emotional moments from your life. Use the prompts provided (e.g., "A time I felt grateful but didn't express it").
2. **Create a 30 - 60-second video asking classmates:**
"What's one emotion you've struggled with? How did you handle it?"
(Example: "Have you ever felt embarrassed? What happened?")

Suggested Prompts to Use in the Project (choose the ones you prefer)

1. A situation when I was irritated and said something I regretted
2. A time I felt grateful but didn't express it
3. A funny story from school
4. A confusing moment I had
5. The most embarrassing moment in my life
6. When I felt shocked
7. When I felt grateful
8. What I should have said in a situation but I did not say anything
9. Things that have confused me recently
10. Funny and amusing stories
11. Moments when I was grateful but didn't say it for being shy
12. Things I should have appreciated more
13. How humor (amusement) helped me through a difficult time
14. How I've been managing my emotions under pressure
15. The first day in university and first classes

Vocabulary to use: (Feelings and Emotions)

- Confused, irritated, grateful, inspired, amused, uncomfortable, embarrassed, shocked, sympathetic, thoughtful, angry, relieved, interested, regretful, overwhelmed, rude, hurt, relieved, helpful, irritated, etc.

Grammar to use with example:

Present Perfect / Present Perfect Progressive

- *I've felt confused many times during my university years.*
- *I've been feeling more confident since I started managing my time better.*

Modal Verbs in Past (Regrets)

- *I should have told my friend how I really felt.*

Conditional 2 (Imaginary Situations)

- *If I listened more, I wouldn't be so confused.*

Option 2: "My Emotional Journey Learning to Speak English: When I Have Felt Uncomfortable Speaking English — And What I've Done About It"

OBJECTIVE:

Students will reflect on their emotional experiences while learning and speaking English. They will explore negative and positive emotions they've had during English classes and presentations, and describe what they've done to improve and feel more confident. The project helps students express emotions, use advanced vocabulary and apply Present Perfect and Present Perfect Continuous tenses.

TASK DESCRIPTION:

Each student will prepare a **speaking presentation** explaining their emotional journey speaking English. They will share:

- Times when they felt **nervous, embarrassed, uncomfortable, or insecure** using English.
- What situations caused these feelings (e.g., presenting in class, not understanding a question, speaking with a foreigner).
- What strategies they **have used** or **have been using** to overcome these emotions.
- What they **have learned** emotionally and linguistically from these experiences.
- A moment when they finally **felt confident, relieved, amused, or grateful** about their English progress.
- Record short videos interviewing their classmates about their opinion about learning languages ask them for their emotions in their English language process. Ask your classmates what are some emotions that students experience in their process to learn languages.

Students will also mention why speaking English is **important for their future jobs** and **professional communication**, and how their attitude towards English **has changed** over time. What are they going to do to get their goals?

Some questions to guide you:

- When was the first time you had to speak English in public? How did you feel?
- If you are a shy person, what have you been doing to improve your social skills?
- Do you have social skills? Why is this important as a person and for your future jobs?
- What has been the most uncomfortable moment for you?
- How have your emotions changed over time?
- What have you been doing to feel better?
- What do you think is the biggest emotional barrier for people learning English?
- How do you feel now when speaking English?

VOCABULARY TO INCLUDE:

- **Negative feelings:** nervous, embarrassed, insecure, irritated, uncomfortable, confused, shocked, anxious, stressed
- **Positive feelings:** confident, relieved, grateful, amused, happy, interested, thoughtful, sympathetic

GRAMMAR TO INCLUDE:

Present Perfect

- *"I've felt embarrassed when I mispronounced words."*
- *"My confidence has grown since I started practicing daily."*

Present Perfect Continuous

- *"I've been practicing with movies to understand accents better."*
- *"Why have you been avoiding English presentations?"*

Conditional 2

- *"I wouldn't feel so nervous if I practiced more."*

Past Modals

- *"I should have spoken up in class—it would've helped me."*

Option 3: “The Importance of Good Communication: How New Generations Are Changing the Way We Connect”

Objective:

Students will research and reflect on how communication has changed across generations. They will explore how younger people today often prefer online, digital, and indirect communication instead of face-to-face interaction, and how this change has both positive and negative consequences in education, social life, and the workplace.

Project Task

Students will record 3 to 5 classmates or friends that speak English and ask them some questions from the following list. Students will create a spoken presentation (with visuals, videos).

1. Research these questions and prepare your ideas:

- Why is communication important in real life (school, work, relationships)?
- Why are new generations avoiding face-to-face communication?
- Why do people prefer to use phones, apps, emojis, and memes instead of talking?
- How are virtual friendships different from real-life relationships?
- What are the **positive and negative effects** of communication with technology?
- How did your parents or grandparents use to communicate?
- Why do students need to communicate clearly in university and in future jobs?
- How do older people communicate? Do they like technology to communicate?
- Is technology affecting or giving benefits to communicate? Why?
- Compare your communication style with your parents or grandparents.
- Do you experience communication problems in your family, with friends, at work? Why is this happening?
- Why is it important to have enough vocabulary, correct grammar and use the right communication?
- Is music, series, movies, videogames, entertainment affecting in the vocabulary and the way people communicate now a days?

2. Visual Requirements:

- Slides about modern communication, for example **pictures, screenshots of apps, quotes, or statistics.**
- **Slides with emoji's they like to use to express feelings. Why not words and yes to emojis?**
- Record short videos showing how their classmates and asking them how they prefer to communicate and what they think about importance of communication.
- Slide comparing old vs. new ways of communication.
- Short videos showing how new generations communicate.
- Students' opinion of using emojis, memes, quotes, etc.

Suggested Vocabulary:

- inconsiderate, embarrassed, thoughtful, confused, grateful, shy, expressive, distant, virtual, uncomfortable, formal, informal, emotional, professional, rude, patient, effective, helpful, irritated, shocked

Option 4: “Cultural Differences in Showing Emotions: Mexico vs. Other Countries”

Objective:

To compare **how people from Mexico and another country express emotions** in public and private situations, and how their emotional expressions reflect values, communication styles, and personality traits in their cultures.

Project Task:

1. **Choose some countries** to compare with Mexico (examples: Japan, USA, France, Germany, Brazil, India, South Korea, China, Russia, etc.)
2. **Research or observe** Research Sources: Watch videos, webs, cultural documentaries, etc.
3. Compare how people in both cultures express emotions such as:
 - Anger (Do people yell? Stay quiet? Write long messages?)
 - Happiness (Smiling, laughing loudly, hugging, keeping it private?)
 - Gratitude (Do people say thank you often? Show it with gifts?)
 - Embarrassment (Do people blush? Apologize? Ignore it?)
 - Irritation (Silent treatment? Direct confrontation?), ETC.
4. **Compare emotional expression** in public, school, family, or work.
5. **Explain why people in that culture behave that way.**
(Values: privacy, respect, personal space, group harmony, tradition, etc.)
6. **Use visuals** to support your presentation (slides, images, videos, emojis, short interviews, cultural memes).

Examples of Cultural Differences (Generalizations):

You can use or adapt these ideas:

Japan: Japanese people are often described as **serious, calm, and respectful**.

Germany: Germans are **direct and private**.

Brazil: Brazilians are **very expressive** and **emotionally open**.

France: their **stereotypes are sophisticated, argumentative, proud, and romantic**.

Vocabulary to use:

Angry, happy, rude, irritated, amused, sympathetic, embarrassed, confused, inconsiderate, helpful, grateful, relieved, thoughtful, shocked, uncomfortable, interested.

You may also include these **optional related adjectives**:

Emotional, expressive, distant, serious, friendly, formal, respectful, shy, loud, private, intense, open-minded, passive, cheerful, relaxed

Grammar:

Present Perfect

*"Mexican families **have always been loud** at parties, but Swedes have preferred quiet dinners."*

Present Perfect Progressive

*"Young people **have been texting** more than calling, even in emotional moments."*

Conditional 2

*"If Mexicans were as reserved as the Finns, birthdays **would be** very quiet!"*

Past Modals

*"I **wouldn't have joked** about sadness because Americans take it seriously."*

Option 5: "Why People Are So Rude Online & How Social Media Has Changed Our Emotions"

Objective:

Students will investigate and reflect on how online communication, especially through social media, affects human emotions and behaviors. They will explore the increase of rude, inconsiderate behavior online and how digital interactions have made emotions like happiness, embarrassment, sympathy, irritation, gratitude, being rude and aggressive, etc.

They must present personal experiences, general observations, and cultural comparisons.

Project Task:

1. Research how online behavior differs from face-to-face communication.
2. Talk about:
 - Why people behave **ruder** online.
 - How social media has affected emotions like **gratitude, anger, happiness, embarrassment**, etc.
3. **Visuals Required:**
 - Slides with images, screenshots, emojis, or statistics.
 - Optional: Include a short video or meme showing online communication.
 - **Record short videos showing how their classmates and asking them for their opinion on this topic. Ask your classmates if it common to experience violence on social media. Ask them if they are part of this violence and why is this happening. Make your classmates reflect on this topic.**

Suggested Vocabulary to use about positive & negative emotions:

- rude, inconsiderate, irritated, amused, sympathetic, embarrassed, confused, grateful, happy, angry, uncomfortable, thoughtful, relieved, shocked, interested, helpful

Grammar to use with some examples:

Present Perfect & Present Perfect Progressive

- "Whatsapp **has changed** the way we express emotions. People have become more aggressive online."
- "People **have been posting** more negative comments than ever before. I've seen it on TikTok and Twitter."
- "Online communication **has made** it easier to hurt others anonymously."

Conditional 2

- "If users thought before posting, they **wouldn't regret** their words later."
- "If I were in that situation again, I **would ignore** the hateful comment."

Past Modals for Regret

- "I **should have reported** that rude comment instead of replying angrily."
- "She **would have felt** bad for sending those hurtful messages in Whatsapp."

RUBRIC TO EVALUATE SPEAKING:

Grammar accuracy based on class units	Vocabulary accuracy based on class units	Pronunciation / Clarity to audience	Fluency / Avoid reading	Preparedness / Using the time requested /Use of visuals	Accurate communication / & Engagement
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