

**SPANISH B - 10th grade**  
**“CUIDEMOS NUESTRO MUNDO”**  
**-SPEAKING-**

**“Cómo trabajar en grupo para concienciar a la gente  
sobre problemas medioambientales muy importantes”**

**“How to work in teams for raising awareness on very important environmental problems”**

Globalization and sustainability + Fairness and development  
Culture + Global interactions

**ASSESSMENT TASK:**

G (goal)

-you have been working for a month on the environment, in general, and on an environmental problem in particular (into groups). You have to present the results of your research and your feelings about it, and you have to answer some questions from the teacher at the end of your performance. The objective is “exchanging thoughts, messages and information effectively through interaction (communication)”.

R (role)

-you perform like a group of students that have received the opportunity of spending some time by analyzing an environmental problem and now they can bring their results and their message around the schools in Spain.

A (audience)

-little groups of Spanish high school students

S (situation)

-a conference. You are required to know very well the paragraphs they have been preparing in order to be able to remember most of the parts for presenting them to the audience; they also have to demonstrate that they know well the work that have been completed by the other members of their team; they should talk not less than 2 minutes; they have to use the present tense (*indicativo y subjuntivo*) and appropriate vocabulary as well. Their pronunciation and intonation have to be clear. They have to understand (and broadcast) the importance of their “mission”.

P (product, performance or purpose)

-an oral presentation + a question and answer session

S (standards) :C = SPEAKING

## ASSESSMENT RUBRIC:

Level	Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i.uses a <b>limited range</b> of vocabulary ii.uses a <b>limited range</b> of grammatical structures with <b>many errors</b> which <b>often</b> hinder communication iii.uses pronunciation and intonation with <b>many</b> errors which <b>often</b> hinder comprehension iv.during interaction, communicates <b>limited</b> relevant information
3-4	The student: i.uses a <b>basic range</b> of vocabulary ii.uses a <b>basic range</b> of grammatical structures with <b>some</b> errors which <b>sometimes</b> hinder communication iii.uses pronunciation and intonation with <b>some</b> errors which <b>sometimes</b> hinder comprehension iv.during interaction, communicates <b>some</b> relevant information.
5-6	The student: i.uses a <b>range</b> of vocabulary ii.uses a <b>range</b> of grammatical structures with a <b>few</b> errors which <b>do not</b> hinder communication iii.uses pronunciation and intonation with a <b>few</b> errors. However, these <b>do not</b> hinder comprehension iv.during interaction, communicates <b>most</b> relevant information.
7-8	The student: i.uses a <b>wide range</b> of vocabulary ii.uses a <b>wide range</b> of grammatical structures <b>generally accurately</b> iii.uses <b>clear</b> pronunciation and intonation which makes the communication <b>easy to comprehend</b> iv.during interaction, communicates <b>all or almost all</b> the required information <b>clearly and effectively</b> .

- *"pronunciation" in speaking does not necessarily mean having a native speaker's level of pronunciation as accent is part of the learner and his/her culture. The aim should be intelligibility which means that the person listening is able to understand what the speaker is saying with minimal strain.*

**On Thursday, 7th October 2021. Only students from phases 3-4**