**Unit 1**

**The 8th level**

***COMPECENCE:*** Communicative Competence – Producing oral messages (Speaking)

***UNITS OF COMPECENCES:***

Producing a simple speech withappropriatefluency, stress, intonation.

Using an appropriate vocabulary, including the old and the new words.

***OBJECTIVES****:*

1. To speak about an ideal vacation, using the apropriate vocabulary.
2. To follow the given instructions/plan.

**Evaluationtool:**Thematic monologue

**Topic**:Describing anideal vacation

**Task**: Describe your ideal vacation in 12 phrases,speaking about:

1. Place: country, city, town(1 sentence);
2. Location (1 sentence);
3. Duration(1 sentence);
4. Period/season(1 sentence);
5. Reasons (2sentences);
6. Accommodation (2sentences);
7. Ways of spending time (4sentences).

**Evaluationcriteria**:

* The Speech Content and Volume
* The Vocabulary Used
* Correctness in communication / usage the grammar rules
* Pronunciationand Speech Fluency

**Grading scale:** Oral communication value rubric

**The final mark** is calculated by rounding the arithmetic average without decimal obtained by summing the 4 marks given for each criteria devided into 4.

**ORAL COMMUNICATION VALUE RUBRIC**

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| **Evaluation Criteria** | **Descriptors and grading** | | | | | | | |
| **10** | **9** | **8** | **7** | **6** | **5** | **4** | **3** |
| ***The Speech Content and Volume*** | The pupil speaks about all the aspects in order of their appearance in the plan, producing11-12 complete simple sentences. | The pupil speaks about almost all the aspects in order of their appearance in the plan, producing 9-10 complete simple sentences. | The pupil speaks about almost all the aspects in order of their appearance in the plan, producing 7-8 complete simple sentences. | The pupil speaks about some aspects in order of their appearance in the plan, producing 5-6 complete simple sentences. | The pupil speaks about few aspects in order of their appearance in the plan, producing 4 complete simple sentences. | The pupil speaks about less aspects in order of their appearance in the plan, producing 3 complete simple sentences. | The pupil speaks about only 2 aspects in order of their appearance in the plan, producing 2 complete simple sentences. | The pupil speaks about a single aspect of the plan, producing only 1 complete simple sentence. |
| ***The Vocabulary Used*** | The pupil uses a rich, appropriate vocabulary, knows the old and the new words. | The pupil uses a rather rich vocabulary, appropriate to the topic, knows the old and the new words. | The pupil uses a varied vocabulary appropriate to the topic, knows the old and the new words. | The pupil uses a varied vocabulary appropriate to the topic, knows more old words and fewer new ones. | The pupil uses a basic topic vocabulary, knows old words and very few new words. | The pupil uses a basic topic vocabulary, knows only the old words. | The pupil uses a limited vocabulary. | The pupil uses a very limited vocabulary. |
| ***Correctness in communication / usage the grammar rules*** | Makes up correct sentences, without any grammar mistakes. | Makes 1 grammar mistakes. | Makes 2 grammar mistakes. | Makes 3 grammar mistakes. | Makes 4 grammar mistakes. | Makes 5 grammar mistakes. | Makes 6 grammar mistakes. | Makes 7 and more grammar mistakes. |
| ***Pronunciation and Speech Fluency*** | The pupil speaks correctly, fluently and expressively articulating clearly and correctly, sounds, groups of sounds, in simple words and statements, without hesitation or pronunciation errors, putting the emphasis correctly. | The pupil speaks fluently, expressively, producing sounds, sound groups, in simple words and sentences, with very little hesitation with 1-2 pronunciation or intonation errors. | The pupil articulates in plain words and sentences, with little hesitation and 3-4 pronunciation or intonation errors that do not affect the understanding of the message. | The pupil articulates sounds, groups of sounds in simple words and sentences, with some difficulty, some hesitation or 5-6 pronunciation or intonation errors that do not affect the understanding of the message. | The pupil speaks without expressivity, some difficulty, with many hesitations and many (6,7) pronunciation and intonation errors that can affect the understanding of the message. | The pupil articulates sounds, groups of sounds in simple words and statements, with difficulty, sounds, groups of sounds, with hesitations and multiple (8,9) pronunciation and intonation errors that can affect the understanding of the message. | The pupil articulates sounds, groups of sounds in words and simple statements, with great difficulty, sounds, groups of sounds, with pauses and a lot of (10, 11) pronunciation and intonation errors that can affect the understanding of the message. | The pupil articulates sounds, groups of sounds in words, with great difficulty, some sounds, with many pauses and with serious errors of pronunciation and intonation (more than 12) that can greatly affect the understanding of the message. |

Descriptor for **Grade** "**1**" – is given if the student refuses to speak.

Descriptor for **Grade**"**2**" – is given for no answer.