**Evaluation**

**Overall spoken production**

**Be a TV reporter for UTV Live**

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| **Evaluation criteria** | **COMMENTS** |
| **Public announcement, Adressing audiences**B2Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.B1Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.A2Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.A1Can produce simple mainly isolated phrases about people and places. |  /4 |
| **Pragmatics:**☞**Structure of the report**-Introduction of the topic/event-The content itself: how much does the student know about the theme?-Description of the Halloween Carnival?-Closing words-Tone used by the students corresponds to the situation-Appropriate expressions according to the setting |  /6 |
| **Vocabulary:**-Variation of words around the topic ”Halloween”-Use of words learnt in lessonsB2Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.B1Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.A2Can control a narrow repertoire dealing with concrete everyday needs. |  /3 |
| **Linguistics:** -Grammar:Use of adjectivesBe+ING🡺Grammar mistakes do not interfere with the meaning of the message.B2Good grammatical control; occasional ‘slips’ or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.B1Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.Uses reasonably accurately a repertoire of frequently used ‘routines’ and patterns associated with more predictable situations.A2Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.A1Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.-PhoneticsB2Has acquired a clear, natural, pronunciation and intonation.B1Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.A2Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.A1Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. |  /4 |
| **FLUENCY**B2Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions. There are few noticeably long pauses.B1Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.A2Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.A1Can manage very short, isolated, mainly pre- packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication. |    /3 |