Chinese 2 名字: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 第\_\_\_节

Unit 3A and 3B

Final assessment Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

At the end of this unit, you will be randomly paired up with a partner and start a **spontaneous phone conversation** on a given scenario from one of below and present to class.

**Presentation day Monday April 29th.**

**Scenario 1**

You are going to have lunch this Saturday with 小文. Call to invite another friend to join you.

Hints: Topic to cover:

* Greetings; ask about friend’s recent Chinese test.
* Talk about what you are doing right now.
* Invite the friend to have lunch and discuss which restaurant you would like to go and what time to meet.

Words and expressions to use: 正在做什么？ 跟…一起VO 去不去？ 有空吗？

**Scenario 2**

The friend you’re calling is not at home. Ask the person who answers the phone to take a message for you.

Hints: Topic to cover:

* Greetings; ask where your friend is right now.
* Leave a short message with the person who answers the phone (invite your friend to review Chinese in library, to watch a movie, or to attend a concert/birthday party, etc.)
* Chat about your school life for a while.

Words and expressions to use: 请问...在吗？ 他不在 什么时候回来？ 要不要留言？ 请你告诉他…….

**Tips for success**:

* To avoid a 10% penalty, fill out this rubric (back) and hand it in to your teacher **before** you present. You and partner will be graded individually.
* Practice in and out class to get yourself memorize the expressions and prepared for proper response to the conversation.

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Name:\_\_\_\_\_\_\_\_\_\_ Speaking and presentation rubric \_\_\_\_\_\_/30

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task completion and language use** | | | | |
| Very weak  0 1 2 3 4 | Weak  5 6 | Adequate  7 | Good  8 | Excellent  9 10 |
| Inconsistent, incomplete, irrelevant, with  frequent errors, **or** uses English | Scattered, fragmented, more than 4 errors, frequent errors that obscure meaning, **or** frequent use of English | Appropriate but brief, limited use of vocabulary/structures, 4 or more errors that **do not obscure meaning** | Complete, mostly coherent; appropriate use of language, 2-3 errors that **do not obscure meaning** | Complete, coherent, and sophisticated use of language with 1 error that **does not obscure meaning** |
| **Pronunciation and tones** | | | | |
| Very weak  0 1 2 3 4 | Weak  5 6 | Adequate  7 | Good  8 | Excellent  9 10 |
| Very frequent pronunciation errors that obscure meaning, requiring significant listener effort | More than 4 errors, **or** frequent errors in pronunciation and tones that **obscure meaning** and require some listener effort | Lack of tone emphasis or no more than 4 errors in pronunciation and tones that **do not obscure meaning** | Accurate pronunciation and tones with 2-3 errors that **do not obscure meaning** | Accurate use of pronunciation and tones with 1 error that **does not obscure meaning**. |
| **Delivery/fluency** | | | | |
| Very weak  0 1 2 3 4 | Weak  5 6 | Adequate  7 | Good  8 | Excellent  9 10 |
| Very labored pace and intonation, with extended silences, constant hesitation, **or** significant repetition | Inconsistent pace and intonation, frequent hesitation and repetition, **or** not memorized (mostly reading from script). | Consistent pace and intonation with some hesitation, mostly memorized but needs to refer 3 or more times. | Generally smooth pace and intonation with minimal hesitation, **and** mostly memorized, referring no more than twice. | Natural pace and intonation with no hesitation/repetition, completely memorized, no need to refer. |
|  |  |  |  |  |

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