

STANDARD #7: PRODUCE LANGUAGE USING PROPER PRONUNCIATION, INTONATION, AND INFLECTION

TASK #10

Tu propio PODCAST

It is the end of the semester and you are going to create your own PODCAST about your experience in our Introduction to Spanish class. It will be used so that future students can listen and have an idea about what to expect for the class. In pairs, you will question your partner as well as respond to your partner's questions. Please select at least four questions to ask your partner from the options below, two of which must be different interrogative words. Remember, you will be graded on your speaking ability so practice, practice, practice before creating your podcast. Each podcast will be played for the entire class.

Steps for success:

- 1) Choose a partner.
- 2) Choose 4 questions to ask your partner.
- 3) Create the questions in Spanish for your partner using the correct interrogative words.
- 4) Practice greeting each other and creating a smooth transition into the questions.
- 5) Practice your entire dialogue at least 3 times before recording yourself in the lab.
- 6) Record your interview and save to an mp3 player so that it can also be played in the classroom.

Questions to choose from (choose 4 each) (2 must be different interrogative words):

1. Who is your Spanish teacher?
2. What do you in class?
3. What is your Spanish teacher like? What are your classmates like?
4. Where is the classroom?
5. What types of items are in the classroom?
6. When does your Spanish class meet?
7. At what time does your class end?
8. Why do you study Spanish?
9. At what time does the class begin?
10. What are some studying techniques that you can use?

RUBRIC

CRITERIA	5 - EXCELLENT	4 - GOOD	3 - ACCEPTABLE	2 - WEAK	1 - DEFICIENT
Pronunciation	Student makes minimal to no errors in pronunciation; accents are stressed on correct vowels.	Student makes an effort to pronounce words with very few inaccuracies.	Student makes an effort to pronounce words, however some inaccuracies occur.	Poor use of the language, student does not put forth effort into pronouncing words accurately.	Many weakness in pronunciation.
Vocabulary Usage	Student uses a wide range of vocabulary from current and previous chapters.	Above-average range of vocabulary with no to few errors.	Moderate range of vocabulary with few errors.	Narrow range of vocabulary with many errors.	Few vocabulary words used and/or English substitutions are made.
Fluency	Good to high level of fluency an ease of expression.	Good level of fluency with very few pauses.	Some fluency, but hesitations are frequent.	Limited fluency, much hesitation in speech.	No evidence of fluency; long pauses and hesitations.
Intonation & Inflection	Intonation in voice is present; one can easily depict a question from an answer. Pitch is consistent between questions and answers.	Inflection in the voice is present through the majority of the interview. Student does not change or rarely changes pitch from one word to the next unless questioning	Inflection in the voice is present, however not throughout the entire interview Intonation is evident however with multiple errors, student raises pitch more often than necessary and/or may speak in a monotone pitch.	Inflection in the voice is barely present- it is difficult to hear the difference between a question and answer. Intonation is weak, student speaks in a monotone pitch in some part of the interview	Inflection in the voice is not evident, cannot tell difference between question and answer. Student speaks in a monotone manner.
TOAL: _____/20 pts.					