**Oral Exam Prompts**

**I. Interpersonal Speaking.** You are going to complete the following conversation using your resources. **Memorize** your part of the conversation and practice pronunciation, intonation and pacing to produce a natural conversation. You will **not** be allowed to read from your paper during the test. Pay attention to the prompts. (15 pts.)

**Make sure you include at least:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Two verbs in the Imperfect Tense | Two verbs in the Preterite Tense | Three pronouns (IOP’s, DOP’s, reflexive) | Two Present Perfect  construction | One Past Progressive construction |

|  |  |
| --- | --- |
| Alejandra | ¡Hola! ¿Cómo estás? Me dijo Roberto que estuviste mal la semana pasada. ¿Qué pasó? **(answer/give detail)** |
| Tú |  |
| Alejandra | ¡Qué terrible! y ¿Quién te ayudó? **(say who helped you first and then who took you to the hospital)** |
| Tú |  |
| Alejandra | Y… ¿Qué te hicieron en el hospital? **(give detail)** |
| Tú |  |
| Alejandra | Y ahora… ¿Cómo te sientes? **(answer the question and include any treatments you are following)** |
| Tú |  |
| Alejandra | No pudiste ir a la fiesta de Marta ¡Estuvo buenísima! **(give the information you have and ask a question)** |
| Tú |  |
| Alejandra | Pastel de chocolate, galletas y helado **(make a comment and ask another question)** |
| Tú |  |
| Alejandra | ¡Excelente! ¡bailamos toda la noche! **(make a comment and explain that you have to leave)** |
| Tú |  |
| Alejandra | Ok, yo también tengo que irme porque va a empezar mi clase ahora ¡Hasta luego! **(say good bye)** |
| Tú |  |

**Interpersonal Speaking Rubric**

|  |  |
| --- | --- |
| **5**  **Strong** | • Maintains the exchange with a series of responses that is clearly appropriate within the context of the task  • Provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboration  • Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility  • Varied and appropriate vocabulary and idiomatic language  • Accuracy and variety in grammar, syntax, and usage, with few errors  • Mostly consistent use of register appropriate for the conversation  • Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility  • Clarification or self-correction (if present) improves comprehensibility |
| **4**  **Good** | • Maintains the exchange with a series of responses that is generally appropriate within the context of the task  • Provides required information (e.g., responses to questions, statement and support of opinion) with some elaboration  • Fully understandable, with some errors which do not impede comprehensibility  • Varied and generally appropriate vocabulary and idiomatic language • General control of grammar, syntax, and usage  • Generally consistent use of register appropriate for the conversation, except for occasional shifts  • Pronunciation, intonation, and pacing make the response mostly comprehensible;  errors do not impede comprehensibility  • Clarification or self-correction (if present) usually improves comprehensibility |
| **3**  **Fair** | • Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task  • Provides required information (e.g., responses to questions, statement and support of opinion)  • Generally understandable, with errors that may impede comprehensibility  • Appropriate but basic vocabulary and idiomatic language  • Some control of grammar, syntax, and usage  • Use of register may be inappropriate for the conversation with several shifts  • Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility  • Clarification or self-correction (if present) sometimes improves comprehensibility |
| **2**  **Weak** | • Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task  • Provides some required information (e.g., responses to questions, statement and support of opinion)  • Partially understandable, with errors that force interpretation and cause confusion for the listener  • Limited vocabulary and idiomatic language  • Limited control of grammar, syntax, and usage  • Use of register is generally inappropriate for the conversation  • Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility  • Clarification or self-correction (if present) usually does not improve comprehensibility |
| **1**  **Poor** | • Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task  • Provides little required information (e.g., responses to questions, statement and support of opinion)  • Barely understandable, with frequent or significant errors that impede comprehensibility  • Very few vocabulary resources  • Little or no control of grammar, syntax, and usage  • Minimal or no attention to register  • Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility  • Clarification or self-correction (if present) does not improve comprehensibility |
| **0**  **Unacceptable** | • Mere restatement of language from the prompts  • Clearly does not respond to the prompts  • “*I don’t know*,” “*I don’t understand*,” or equivalent in any language  • Not in the language of the exam  • Blank (although recording equipment is functioning) |

**II. Pronunciación:** Tienes que leer un párrafo de la historia tolteca que leímos durante el estudio de los mayas. (10 pts)

**Rúbrica:**

(Malo) (Excelente)

0 2 4 6 8 10





