

Tema curricular: La belleza y la estética

Tienes 1 minuto para leer la introducción.

Esta es una conversación con tu amiga Sol. Vas a participar en esta conversación porque van a colaborar con la organización de un concurso de talentos para recaudar fondos para la escuela.

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| Sol | • Saluda y pide tu opinión. |
| Tú | • Ofrece opciones y explica por qué. |
| Sol | • Reacciona y te hace una pregunta. |
| Tú | • Explica tu preferencia y da detalles. |
| Sol | • Continúa la conversación y te hace otra pregunta. |
| Tú | • Responde con detalles. |
| Sol | • Reacciona y te hace una pregunta. |
| Tú | • Responde con una sugerencia. |
| Sol | • Reacciona y te hace otra pregunta. |
| Tú | • Responde con detalles. |

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Task 4: Cultural Comparison

You have 1 minute to read the directions for this task.

Tienes 1 minuto para leer las instrucciones de este ejercicio.

You will make an oral presentation on a specific topic to your class. You will have 4 minutes to read the presentation topic and prepare your presentation. Then you will have 2 minutes to record your presentation.

In your presentation, compare a Spanish-speaking community with which you are familiar to your own or another community. You should demonstrate your understanding of cultural features of this Spanish-speaking community. You should also organize your presentation clearly.

Vas a dar una presentación oral a tu clase sobre un tema específico. Vas a tener 4 minutos para leer el tema de la presentación y prepararla. Después vas a tener 2 minutos para grabar tu presentación.

En tu presentación, compara una comunidad del mundo hispanohablante que te sea familiar con la tuya propia o con otra comunidad. Debes demostrar tu comprensión de aspectos culturales de esta comunidad del mundo hispanohablante y organizar tu presentación de una manera clara.

You will now begin this task.

Ahora vas a empezar este ejercicio.

Tema curricular: La vida contemporánea

Tema de la presentación:

¿Qué rol tienen los espacios públicos al aire libre (por ejemplo, parques, plazas, mercados, etc.) en una comunidad del mundo hispanohablante que te sea familiar? Compara el rol que tienen en una región del mundo hispanohablante que te sea familiar con el rol que tienen en tu comunidad o en otra comunidad. En tu presentación, puedes referirte a lo que has estudiado, experimentado, observado, etc.

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1 Poor	2 Weak	3 Fair	4 Good	5 Strong
- 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	- 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	- Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task - Provides most 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	- Maintains the exchange with a series of responses that is generally appropriate within the context of the task - Provides most required information (e.g., responses to questions, statement and support of opinion) with some elaboration - Fully understandable, with some errors that 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	- 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 Scoring note: A response that meets the majority of these criteria for at least 4 of the exchanges may be sufficient to earn a score of 5.