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SPANISH LANGUAGE AND CULTURE

SECTION II

Total Time — Approximately 1 hour and 28 minutes

Part A

Time — Approximately 1 hour and 10 minutes

Task 1: E-mail Reply

You will write a reply to an e-mail message. You have 15 minutes to read the message and write your reply.

Your reply should include a greeting and a closing and should respond to all the questions and requests in the message. In your reply, you should also ask for more details about something mentioned in the message. Also, you should use a formal form of address.

Vas a escribir una respuesta a un mensaje electrónico. Vas a tener 15 minutos para leer el mensaje y escribir tu respuesta.

Tu respuesta debe incluir un saludo y una despedida, y debe responder a todas las preguntas y peticiones del mensaje. En tu respuesta, debes pedir más información sobre algo mencionado en el mensaje. También debes responder de una manera formal.



Time — 15 minutes

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Tema curricular: Los desafíos mundiales

Introducción

Este mensaje electrónico es de María José Rodríguez de Cerna, directora de la organización Fauna de Todos. Has recibido este mensaje porque has solicitado participar en un proyecto que realiza la organización.

			
De	María José Rodríguez de Cerna		
Asunto	Participación en un proyecto ambiental		
<p>Estimado/a candidato/a:</p> <p>Gracias por su interés en nuestro grupo Fauna de Todos. Como usted leyó en nuestro sitio web, somos un grupo de científicos que trabaja en distintas partes del mundo donde existen problemas relacionados con el impacto ambiental de la introducción de nuevas especies. En su solicitud, usted indicó que quería saber más sobre nuestro proyecto, “Coquí en Hawái”. Los coquíes, ranas nativas de Puerto Rico, fueron introducidos accidentalmente en Hawái en 1988. Hace tres años comenzamos un estudio sobre estos animales y su impacto en Hawái, con las metas de recoger datos, observar el comportamiento del coquí y entrevistar a la gente del lugar.</p> <p>Estamos evaluando las solicitudes de algunos postulantes y quisiéramos tener un poco más de información acerca de usted:</p> <ul style="list-style-type: none"> • ¿Por qué le interesan los asuntos ambientales? • ¿Qué experiencias previas le ayudarían con este proyecto? <p>Esperamos su pronta respuesta para finalizar la selección de candidatos para participar en este proyecto.</p> <p>Desde ya, estamos dispuestos a contestar cualquier pregunta que usted tenga sobre nuestro programa.</p> <p>Atentamente,</p> <p>María José Rodríguez de Cerna</p> <p>Directora</p> <p>Fauna de Todos</p>			

STOP

Do not go on until you are told to do so.

No continúes hasta que te lo indiquen.

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Task 2: Persuasive Essay

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

Tienes 1 minuto para leer las instrucciones de este ejercicio.

You will write a persuasive essay to submit to a Spanish writing contest. The essay topic is based on three accompanying sources, which present different viewpoints on the topic and include both print and audio material. First, you will have 6 minutes to read the essay topic and the printed material. Afterward, you will hear the audio material twice; you should take notes while you listen. Then, you will have 40 minutes to prepare and write your essay.

In your persuasive essay, you should present the sources' different viewpoints on the topic and also clearly indicate your own viewpoint and defend it thoroughly. Use information from all of the sources to support your essay. As you refer to the sources, identify them appropriately. Also, organize your essay into clear paragraphs.

Vas a escribir un ensayo persuasivo para un concurso de redacción en español. El tema del ensayo se basa en las tres fuentes adjuntas, que presentan diferentes puntos de vista sobre el tema e incluyen material escrito y grabado. Primero, vas a tener 6 minutos para leer el tema del ensayo y los textos. Después, vas a escuchar la grabación dos veces; debes tomar apuntes mientras escuchas. Luego vas a tener 40 minutos para preparar y escribir tu ensayo.

En un ensayo persuasivo, debes presentar los diferentes puntos de vista de las fuentes sobre el tema, expresar tu propio punto de vista y apoyarlo. Usa información de todas las fuentes para apoyar tu punto de vista. Al referirte a las fuentes, identifícalas apropiadamente. Organiza también el ensayo en distintos párrafos bien desarrollados.

You will now begin this task.

Ahora vas a empezar este ejercicio.

Time — Approximately 55 minutes

Tema curricular: La ciencia y la tecnología

Primero tienes 6 minutos para leer el tema del ensayo, la fuente número 1 y la fuente número 2.

Tema del ensayo:

¿Es mejor participar o no participar en las redes sociales?

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Interpersonal Writing: E-mail Reply

5: STRONG performance in Interpersonal Writing

- Maintains the exchange with a response that is clearly appropriate within the context of the task
- Provides required information (responses to questions, request for details) 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 situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors
- Variety of simple and compound sentences, and some complex sentences

4: GOOD performance in Interpersonal Writing

- Maintains the exchange with a response that is generally appropriate within the context of the task
- Provides most required information (responses to questions, request for details) 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 situation, except for occasional shifts; basic control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing)
- Simple, compound and a few complex sentences

3: FAIR performance in Interpersonal Writing

- Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task
- Provides most required information (responses to questions, request for details)
- 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 situation with several shifts; partial control of conventions for formal correspondence (e.g., greeting, closing) although these may lack cultural appropriateness
- Simple and a few compound sentences

2: WEAK performance in Interpersonal Writing

- Partially maintains the exchange with a response that is minimally appropriate within the context of the task
- Provides some required information (responses to questions, request for details)
- Partially understandable, with errors that force interpretation and cause confusion for the reader
- Limited vocabulary and idiomatic language
- Limited control of grammar, syntax and usage
- Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies
- Simple sentences and phrases

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1: POOR performance in Interpersonal Writing

- Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task
- Provides little required information (responses to questions, request for details)
- 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; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)
- Very simple sentences or fragments

0: UNACCEPTABLE performance in Interpersonal Writing

- Mere restatement of language from the stimulus
- Completely irrelevant to the stimulus
- “I don’t know,” “I don’t understand” or equivalent in any language
- Not in the language of the exam

- (hyphen): BLANK (no response)