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Task 4: Cultural Comparison

You have 1 minute to read the directions for this task.	Hai 1 minuto per leggere le istruzioni relative a questa attività.

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 your own community to an area of the Italian-speaking world with which you are familiar. You should demonstrate your understanding of cultural features of the Italian-speaking world. You should also organize your presentation clearly.	Fai una relazione orale alla tua classe su un argomento specifico. Hai 4 minuti per leggere e preparare la tua relazione. Poi, hai 2 minuti per registrare la tua relazione. Nella tua relazione, fai un confronto fra la realtà che hai osservato e in cui hai vissuto fino ad oggi e una realtà italiana che conosci bene. Devi dimostrare di conoscere aspetti culturali di quella realtà. Organizza la tua relazione in modo chiaro.

You will now begin this task.	Adesso inizia questa attività.

Tema del corso: Scienza e tecnologia

Argomento della relazione:

Qual è l'opinione della gente nella realtà in cui vivi riguardo all'importanza di usare automobili di piccole dimensioni? Fai un confronto fra la realtà che hai osservato e in cui hai vissuto fino ad oggi e una realtà italiana che conosci bene. Nella tua relazione, puoi fare riferimento a cose che hai studiato, visto, conosciuto, ecc.

END OF PART B

END OF EXAM

STOP

Identical to Scoring Guidelines used for French, German, and Spanish Language and Culture Exams

Presentational Speaking: Cultural Comparison (Task 4)

Clarification Notes:
The term "community" can refer to something as large as a continent or as small as a family unit. The phrase "target culture" can refer to any community, large or small, associated with the target language.

5: STRONG performance in Presentational Speaking
• Effective treatment of topic within the context of the task
• Clearly compares the student's own community with the target culture, including supporting details and relevant examples
• Demonstrates understanding of the target culture, despite a few minor inaccuracies
• Organized presentation; effective use of transitional elements or cohesive devices
• 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 presentation
• Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility
• Clarification or self-correction (if present) improves comprehensibility

4: GOOD performance in Presentational Speaking
• Generally effective treatment of topic within the context of the task
• Compares the student's own community with the target culture, including some supporting details and mostly relevant examples
• Demonstrates some understanding of the target culture, despite minor inaccuracies
• Organized presentation; some effective use of transitional elements or cohesive devices
• 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 presentation, 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 performance in Presentational Speaking
• Suitable treatment of topic within the context of the task
• Compares the student's own community with the target culture, including a few supporting details and examples
• Demonstrates a basic understanding of the target culture, despite inaccuracies
• Some organization; limited use of transitional elements or cohesive devices
• 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 presentation with several shifts