

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: Las familias y las comunidades

Tema de la presentación:

¿Cómo afectan los horarios de las comidas (las horas en que se come el desayuno, el almuerzo o la cena) a la vida de las personas en una comunidad del mundo hispanohablante que te sea familiar? Compara el efecto de los horarios de las comidas en una región del mundo hispanohablante que te sea familiar con el efecto de los horarios de las comidas en tu comunidad o en otra comunidad. En tu presentación, puedes referirte a lo que has estudiado, vivido, observado, etc.

GO ON TO THE NEXT PAGE.

Question 4: Cultural Comparison

5 points

General Scoring Note

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
<ul style="list-style-type: none"> • Almost no treatment of topic within the context of the task • Presents information only about the target culture or only about the student's own or another community, and may not include examples • Demonstrates minimal understanding of the target culture; generally inaccurate • Little or no organization; absence of transitional elements and cohesive devices • 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 	<ul style="list-style-type: none"> • Unsuitable treatment of topic within the context of the task • Presents information about the target culture and the student's own or another community, but may not compare them; consists mostly of statements with no development • Demonstrates a limited understanding of the target culture; may include several inaccuracies • Limited organization; ineffective use of transitional elements or cohesive devices • 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 presentation • 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 	<ul style="list-style-type: none"> • Suitable treatment of topic within the context of the task • Compares the target culture with the student's own or another community, 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 • Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility • Clarification or self-correction (if present) sometimes improves comprehensibility 	<ul style="list-style-type: none"> • Generally effective treatment of topic within the context of the task • Compares the target culture with the student's own or another community, 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 	<ul style="list-style-type: none"> • Effective treatment of topic within the context of the task • Clearly compares the target culture with the student's own or another community, 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

Score of 0: UNACCEPTABLE

- Mere restatement of language from the prompt
- Clearly does not respond to the prompt; completely irrelevant to the topic
- “I don’t know,” “I don’t understand,” or equivalent in any language
- Clearly responds to the prompt in English

NR (No Response): BLANK (no response although recording equipment is functioning)

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.
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