

Me llamo _____ la fecha _____ la hora _____

La Presentación Oral – Comparación Cultural

45 puntos

Comparando y contrastando: Semejanzas y diferencias

1. Haz **una búsqueda Google de un punto cultural que hayas encontrado en el libro, “Triángulo Aprobado” bajo el título, “Cápsula Cultural”**. Escoge un tema que te interese. Por ejemplo, en la página 139 la cápsula cultural trata de las Fallas de Valencia.

2. Se requiere lo siguiente:

a. una presentación PowerPoint, Prezi, Video o Google Docs **con visuales para explicar el tema cultural.**

→ Usa viñetas; **no escribas frases completas en la presentación**

b. Una duración de **cuatro (4) minutos (para un grupo de 2)**

c. Unas **preguntas de comprensión para la clase.**

d. **Respuestas a las preguntas**

e. Una presentación oral después de la presentación cultural en la que **comparas esa costumbre o punto cultural con la cultura de tu comunidad.**

3. **Usa el organizador gráfico para organizar tus ideas.** Escribe el mínimo de **3 semejanzas** en el óvalo en medio y **3 diferencias** para cada punto cultural.

4. En la presentación oral, se debe:

a. hablar de las semejanzas y las diferencias de cada cultura

b. hablar por dos minutos (cada persona).

c. contestar la pregunta de la Cápsula Cultural.

5. Durante la presentación:

Los otros alumnos tomarán apuntes. Cuando hayas terminado, la clase tomará la prueba que creaste refiriéndose a sus apuntes.

→ También puedes presentar información sobre **otros puntos culturales** que no se encuentren en el libro si me pides permiso de antemano. Unos temas posibles son: el almuerzo y la cerrada de tiendas en Europa, las familias, etcétera.

6. Después de la presentación, la clase te hará preguntas sobre tu presentación. Cada pregunta vale dos puntos de participación.

Nombre _____ Fecha _____

Presentación Oral – Capsula Cultural

Tema: _____ **p** _____

El Criterio

La nota sobre el lenguaje:

Pronunciación	5	4	3	2	1
Fluidez y comprensibilidad	5	4	3	2	1
Gramática	5	4	3	2	1
Vocabulario	5	4	3	2	1

5 = above expectations 4 = meets expectations 3 = approaching expectations 2 = below expectations 1 = incomplete
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Nota sobre la Presentación:

Contenido	5	4	3	2	1
Entusiasmo y Creatividad	5	4	3	2	1
Imágenes	5	4	3	2	1
Preguntas	5	4	3	2	1
Prueba	5	4	3	2	1

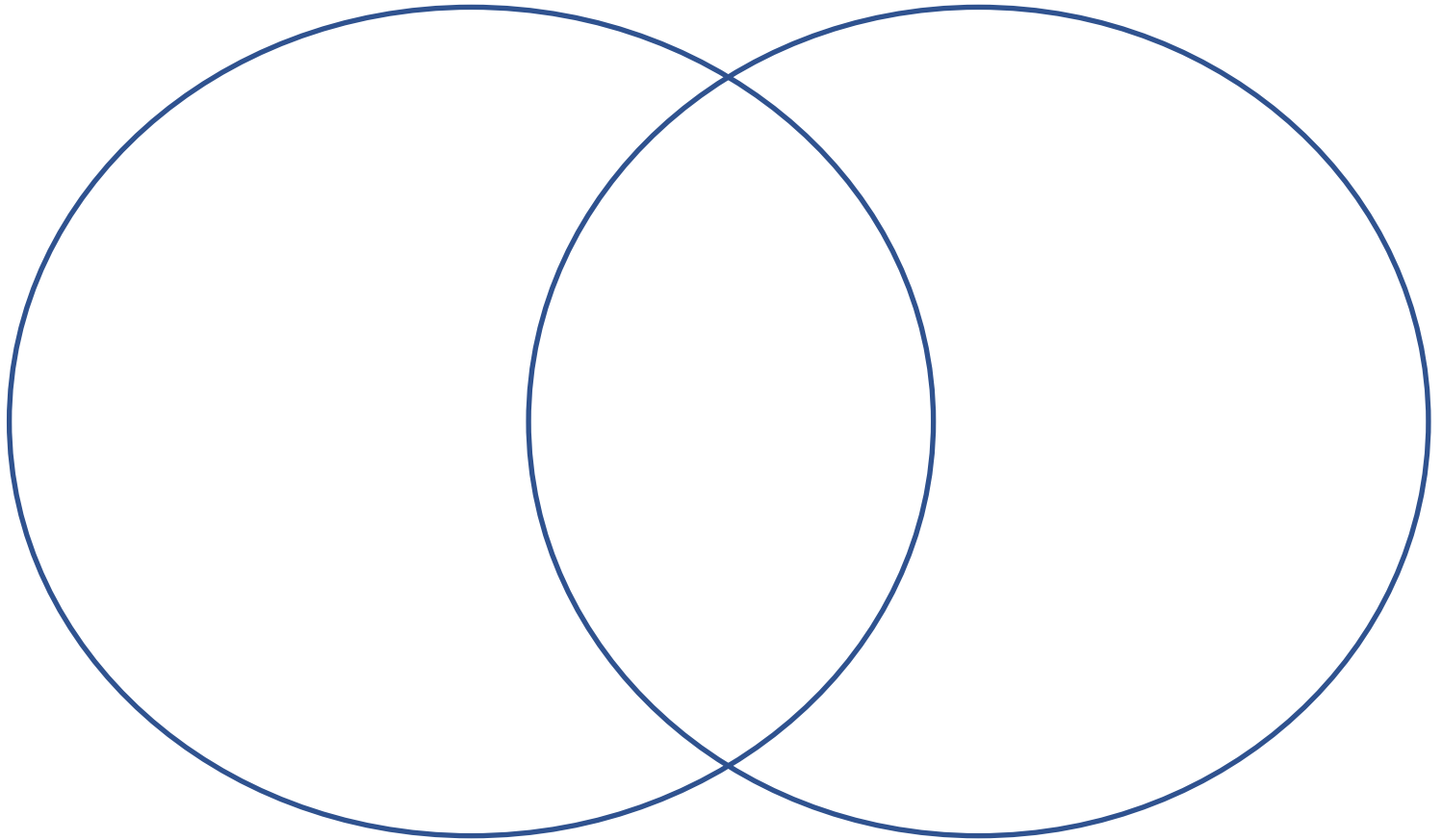
Note: _____ / 45

Comentarios:

Diferencias
Mi cultura

Semejanzas

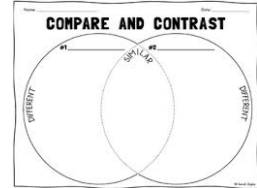
Diferencias
la cultura
hispano hablante



Presentación Oral



Identical to Scoring Guidelines used for French, German, and Italian 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
- Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility
- Clarification or self-correction (if present) sometimes improves comprehensibility

2: WEAK performance in Presentational Speaking

- Unsuitable treatment of topic within the context of the task
- Presents information about the student's own community and the target culture, 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

1: POOR performance in Presentational Speaking

- Almost no treatment of topic within the context of the task
- Presents information only about the student's own community or only about the target culture, 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

0: UNACCEPTABLE performance in Presentational Speaking

- 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 English
- Clearly responds to the prompt in English

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