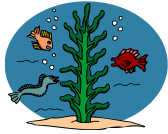


# Eres único y especial



¿Te fascinan los peces del mar? ¿Te importa proteger la naturaleza? ¿Montas a caballo todos los fines de semana? ¿Tienes un jugador favorito en el equipo de los Red Sox? ¿Es Michigan el estado más importante para ti?

*¿Quién eres? A ti, ¿qué te importa más que a los demás? ¿Cuál es tu pasión?*

## Presentación Oral

Contenido: Describe algo que es especial de ti. Hay que incluir las razones de porque te importa, el vocabulario particular a tu tema, y muchos detalles específicos que pertenecen a tu pasión.

Duración: 1 minuto



Category	Novice High	Novice Mid	Novice Low
<b>Language Function</b> <i>Language tasks the student is able to handle in a consistent, comfortable, sustained, and spontaneous manner.</i>	Creates with language; able to express own meaning in a basic way.	Mostly memorized language with some attempts to create.	Memorized language only, familiar language. First language interference.
<b>Text Type</b> <i>Quantity and organization of language discourse (continuum: word-phrase-sentence-connected sentences-paragraph)</i>	Simple sentences and some strings of sentences.	Simple sentences and memorized phrases.	Words, phrases, chunks of language, and lists.
<b>Impact</b> <i>Depth of presentation and attention to audience</i>	Provides continuity to a presentation. Begins to make choices of a phrase, image, or content to maintain the attention of the audience.	Focuses on successful task completion. Uses gestures or visuals to maintain audience's attention and/or interest as appropriate to purpose.	Presented in an unclear and/or unorganized manner. No effort to maintain audience's attention.
<b>Vocabulary</b>	Vocabulary is sufficient to provide information and limited explanation.	Vocabulary conveys basic information.	Vocabulary is limited and/or repetitive.
<b>Comprehensibility</b> <i>Who can understand this person's message? How sympathetic must the listener/reader be? Does it need to be the teacher or could a native speaker understand the message? How independent of the teaching situation is the presentation?</i>	Generally understood by those accustomed to the speaking/writing of language learners.	Understood with occasional straining by those accustomed to speaking/writing of language learners.	Understood primarily by those very accustomed to the speaking/writing of language learners.
<b>Language Control</b> <i>Accuracy, form, appropriate vocabulary, degree of fluency</i>	Most accurate when producing simple sentences in present time. Accuracy decreases as language becomes more complex.	Most accurate with memorized language, including phrases. Accuracy decreases when creating, when trying to express own meaning.	Accurate with memorized language only. Accuracy may decrease when attempting to communicate beyond the word level.