![C:\Users\ecrissma\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\LW1JZJP6\MC900023499[1].wmf]()Nombre \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Per\_\_\_\_\_\_\_\_\_\_

Ch 9.2 Presentación: ¡El tiempo loco!

Eres un meteorológico y tienes que dar el pronóstico del tiempo para la semana que viene – ¡pero el tiempo hará loco! Con tu compañero, creen un pronóstico y explica que pasará con el tiempo. Incluyan:

* 2 catástrofes naturales
* Una variedad de tiempos (calor, frío, viento, etc.)
* La temperatura (en °F está bien)
* 2 frases con tu opinión del tiempo

Mañana presentarán tu pronóstico a la clase – ¡sin apuntes! La presentación durará 1-2 minutos. Sé listos para responder a una pregunta sorpresa de mí ☺

![C:\Users\ecrissma\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\LW1JZJP6\MC900023499[1].wmf]()Nombre \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Per\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- | --- |
| Lunes | Martes | Miércoles | Jueves | Viernes | Sábado | Domingo |
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| Lunes | Martes | Miércoles | Jueves | Viernes | Sábado | Domingo |
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| Level 3 Oral Communication Rubric:  |
|  | 4 (Excelente)  | 3 (Bueno)  | 2 (Más o menos)  | 1-0 (insatisfactorio) |
| Task completion | Superior completion of the task; content rich; ideas developed with elaboration and detail. | Completion of the task; content appropriate; ideas adequately developed with some elaboration and detail.  | Partial completion of the task; content somewhat adequate/ appropriate; basic ideas expressed but with very little elaboration or detail. | Minimal completion of the task; content frequently undeveloped and/or somewhat repetitive.  |
| Comprehen-sibility | Content readily comprehensible, requiring no interpretation. | Content comprehensible, requiring minimal interpretation. | Content mostly comprehensible, requiring interpretation. | Content barely comprehensible requiring frequent interpretation. |
| Fluency | Speech sustained throughout with few pauses or stopping | Speech sustained most of the time; some hesitation but manages to continue and complete thoughts. | Speech choppy and/or slow with frequent pauses; few or no complete thoughts. | Speech halting and uneven with long pauses or incomplete thoughts. |
| Level of Discourse | Variety of complete sentences and of cohesive devices | Emerging variety of complete sentences; some cohesive devices.  | Use of complete sentences, some repetitive; few cohesive devices.  | Predominant use of complete yet repetitive sentences; no or almost no cohesive devices. |
| Pronunciation | Enhances communication. | Does not interfere with communication. | Occasionally interferes with communication. | Frequently interferes with communication. |
| Vocabulary | Rich use of vocabulary with some idiomatic expressions | Adequate and accurate use of vocabulary for this level. | Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level. | Inadequate and/or inaccurate use of vocabulary. |
| Language Control | Control of basic language structures with occasional use of advanced structures. | Control of basic language structures. | Emerging control of basic language structures. | Inadequate and/or inaccurate use of basic language structures. |
| Total:  |  |  |  |  |
|  |  |  |  | =\_\_\_\_\_\_\_\_/28 |