

Task Title: Un cuentecillo triste

Theme: Relationships

Level: Pre Advanced

Focus Age Group: 16-18 years

National Standards Goals: Communication

Communicative Mode: Interpersonal

Time Frame: two 1 hour periods (or 5-10 minutes per student pair)

Description of Task:

Estudiante A:

After reading “Un cuentecillo triste”, your new Colombian friend arrives and you tell him/her about the story you just read. He/she also read the story in the newspaper and found it very engaging. After exchanging your impressions of the story, you want to know his/her thoughts on an ideal first date. Then you ask him/her to remember his first date or first day at a new school, or new job, or meeting someone new.

Estudiante B:

You meet your American friend at the café, and he/she tells you about the story he/she read in the newspaper. You are glad to hear it because you also read it and enjoyed it very much. After exchanging your impressions of the story, your friend asks you about your ideas for an ideal first date. You also want to know his opinion and ask him the same question. Then both of you talk about your first dates or first day at a new school or new job and meeting someone new.

Both students need to include:

- A detailed description of their ideal date (time of the day, place, person, activities, etc.)
- A description of their first date/first day at school/first job/meeting someone new and the feelings that accompanied that event.

Materials Needed: Situation Cards.

Teacher Notes:

Adaptations: This assessment can be modified according to level of students.

*Catalina
Exceeds
Expectation*

Interpersonal Task
Assessment Rubric: Pre Advanced

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS
LANGUAGE FUNCTION	<p>Describes in past and present with detail most of the time.</p> <p>Is able to talk about a hypothetical situation using conditional tenses.</p> <p>Is very accurate in present, past and conditional tenses.</p>	<p>Narrates and describes some of the time in past, present and conditional tenses.</p> <p>Is most accurate in present tense and is less accurate when speaking in past and conditional tenses.</p>	<p>Is most accurate in the present tense. Accuracy decreases significantly when using past and conditional tenses.</p>
COMMUNICATION STRATEGIES	<p>Starts, continues and/or redirects conversation and is able to clarify in many different ways when necessary.</p> <p>Is able to circumlocute.</p>	<p>Starts and maintains conversation and sometimes is able to make necessary clarifications.</p> <p>Is able to circumlocute at times.</p>	<p>Can keep the conversation going only by asking and answering questions.</p> <p>Is not able to circumlocute successfully</p>
COMPREHENSIBILITY	<p>Is easily understood by native speakers, even those unaccustomed to interacting with language learners.</p>	<p>There may be some confusion about the message but generally understood by those unaccustomed to working with language learners.</p>	<p>Generally understood by those used to interacting with language learners.</p>
TEXT TYPE	<p>Speaks in paragraphs (where appropriate) and connected sentences.</p>	<p>Speaks in paragraphs sometimes, but mostly connected sentences.</p>	<p>Speaks in strings of unconnected sentences.</p>
VOCABULARY	<p>Consistently uses an extensive vocabulary to complete the task</p>	<p>Uses an adequate vocabulary to complete the task</p>	<p>Uses vocabulary insufficient to complete the task.</p>
COMPREHENSION	<p>Responses demonstrate understanding</p>	<p>Responses demonstrate understanding most of the time</p>	<p>Responses demonstrate occasional understanding</p>