

## Preparing for the general conversation in your speaking exam

Remember that your speaking exam will consist of three sections:

Section 1: Role play

Section 2: Photo card

Section 3: General conversation

### **Possible general conversation questions for THEME 2: UNIT 8 and 9 – MY STUDIES AND LIFE AT SCHOOL**

1. *¿Qué asignatura es la más útil? ... ¿Por qué?* (Which is the most useful subject? Why?)

**Opportunity to use:** superlatives, comparatives, variety of opinion phrases (*lo que más me gusta, lo mejor es que, a mi juicio, diría que*), two sides of argument (*por un lado...por otro lado*), opinion of someone else saying whether they agree or not (*mi amigo piensa que estoy equivocado ya que dice que.../ mi amigo no está de acuerdo...*) say which subject is the least useful, refer to future and try to include DOPs (*me encanta el inglés por lo tanto voy a seguir/continuar estudiándolo en septiembre*)

2. *¿Cuáles son los aspectos positivos y negativos de tu instituto?*

(What are the positive and negative aspects of your School)

**Opportunity to use:** interesting vocabulary about school, opinión phrases (*lo bueno / lo malo, por una parte, por otra parte, es importante que + subj, lo que más me molesta es que, una ventaja / desventaja es que*), use *donde* as a connective (*hay un patio donde charlo con mis amigos durante el recreo*), use of *se puede, se debe*, could mention School rules and uniform here.

3. *Si fueras director/a, ¿qué te gustaría hacer para cambiar tu instituto?*

(If you were head teacher, what would you like to do to change your School?)

**Opportunity to use:** *si* clauses (*si fuera director / si tuviera la opción / si pudiera cambiar algo*), use of *debería haber / ser*, in development of ideas say why with reference to present (*cambiaría el tamaño de los pasillos ya que no hay suficiente espacio para todos los alumnos*), key verbs in conditional: *podría + inf, sería, habría*.

4. *¿Te acuerdas de un día especial en el colegio en el pasado?*

(Do you remember about a special day in School in the past?)

**Opportunity to use:** preterite (and maybe imperfect), fancy sequencers (*después / antes de + inf*), opinion in past, reference to future (*nunca voy a olvidar ese día*), someone else's opinion in past (*mi amigo dijo que*).

5. *¿Cómo es este colegio comparado con tu escuela primaria?*

(What is this School like compared with your primary School?)

**Opportunity to use:** imperfect tense, reasons in the imperfect (*me encantaba ya que era, no sólo...sino también*), infinitive structures, comparatives, potential to describe first day at secondary school (see handout from this lesson), fancy negatives (*no ni ni, tampoco*).

## Tips:

- Each answer must contain an opinion with TWO reasons.
- Do not repeat words & try to use the more advanced vocabulary we have learnt since September.
- You need to try to include language structures – comparatives, negatives (*nunca, no sólo... sino también*), fancy connectives (*además, no obstante, mientras*), opinion phrases + infinitives / nouns, expressions of frequency (*por lo general, a veces, rara vez*), adverbs (*claramente, personalmente*), different forms of the verb, different tenses etc.
- Use your notes from class and your 'key' crib sheets.
- **Verbs have to be formed accurately!**
- All answers must be written on alternate lines on the same piece of lined paper. You have to keep these questions and answers until your speaking exam in year 11 so DO NOT lose them!

## How is this part of your exam marked?

### (Not including grids for pronunciation or fluency)

#### Communication

Level	Mark	Communication
5	9–10	A speaker who consistently develops responses in extended sequences of speech. Narrates events coherently when asked to do so. Conveys information clearly at all times, giving and explaining opinions convincingly.
4	7–8	A speaker who regularly develops responses in extended sequences of speech. Usually narrates events when asked to do so. Almost always conveys information clearly, giving and explaining opinions.
3	5–6	A speaker who develops some responses in extended sequences of speech. Sometimes narrates events when asked to do so. Usually conveys information clearly, giving and often explaining opinions.
2	3–4	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.

#### Range and accuracy of language

Level	Mark	Range and accuracy of language
5	9–10	Excellent language with a wide variety of linguistic structures and a wide range of vocabulary. References to past and future, as well as present, events are made confidently. There are few minor errors and other errors occur when complex structures and/or vocabulary are attempted.
4	7–8	Very good language with some variety of linguistic structures and a range of vocabulary. References to past and future, as well as present, events are generally successful. Any errors are only minor or occur when complex structures and/or vocabulary are attempted.
3	5–6	Good language with some attempts at more complex structures which are usually successful. References to past and future, as well as present, events are made and are sometimes successful. There may be minor errors and occasional more serious ones, but they do not generally impede comprehension.
2	3–4	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.

