Me llamo	la fecha	la hora
ESP 2ac		Interpersonal speaking U3

# Examen de hablar: Vamos al centro

Imagine that you and your friend are studying in a Spanish-speaking country and in order to get to know the town better and have some fun you make plans to go some places in the downtown. You will both suggest a place to visit and give your friend directions on how to get there.



Imagine que usted y su amigo están estudiando en un país de habla hispana y para conocer mejor la ciudad y divertirte un poco planea ir a algunos lugares en el centro de la ciudad. Los dos van a surgir (suggest) un lugar para visitar y dar instrucciones a tu amigo sobre cómo llegar

Folow the guide that follows:

	Amigo/a Nº/ª 1	Greet your friend and ask how they are doing.					
2	Amigo/a N <sup>o/a</sup> 2	<ul><li>Greet your friend and respond to their question.</li><li>Ask how your friend is doing</li></ul>					
3	Amigo/a Nº/ª 1	<ul><li>Tell you friend that you want to go someplace in town and why</li><li>Ask your friend if they want to go</li></ul>					
4	Amigo/a Nº/ª 2	<ul><li>Respond to the question and why</li><li>Ask your friend how to get the that location</li></ul>					
5	Amigo/a Nº/ª 1	<ul> <li>Respond to the question with detail. (Use at least 3 commands/ directions)</li> <li>Ask your friend if they understand the directions</li> </ul>					
6	Amigo/a Nº/ª 2	<ul> <li>Respond to the question affirmatively</li> <li>Tell your friend that you want to go someplace else after</li> <li>Ask your friend if they want to go</li> </ul>					
7	Amigo/a Nº/ª 1	<ul><li>Respond to their question affirmatively</li><li>Ask your friend how to get there</li></ul>					
8	Amigo/a Nº/ª 2	<ul> <li>Respond to the question with detail. (Use at least 3 commands/ directions)</li> <li>Ask your friend if they understand the directions</li> </ul>					
9	Amigo/a Nº/ª 1	<ul> <li>Respond affirmatively explain why you want to go there too.</li> <li>Ask your friend to get together at a later <b>time/day</b>.</li> </ul>					
10	Amigo/a N <sup>o/a</sup> 2	Respond affirmatively and offer a place to meet.					
11	Amigo/a Nº/ª 1	Respond appropriately and take your leave (not just adiós)					
12	Amigo/a N <sup>o/a</sup> 2	<ul> <li>Respond appropriately and take your leave (not just adiós)</li> </ul>					

### Make sure you:

- 1. Follow the guide of the conversation / complete all tasks
- 2. Use the correct tone (informal) throughout the conversation
- 3. Use appropriate greetings and goodbyes (not just "hola" or "adios"
- 4. Form answers that last more than 15 seconds and that keep the conversation going
- 5. Ask all questions
- 6. Use the Vamos al centro vocabulary
- 7. Use the present, modal verbs + infinitive (ie: podemos ir....) and informal comands

## Bonus:

8. Use an idiomatic expression (frase de la semana).

Me llamo	la fecha	la hora			
ESP 2/2ac		Interpersonal speaking U1			
1 Follow the gu	vide of the conversation / complete all tasks	[]			
2 Use the corre	ect tone (informal) throughout the conversation	Comentario:			
3 Use appropria	te greetings and goodbyes (not just "hola" or "adios"				
4 Form answer	s that last more than 15 seconds and that keep				
the converse	ation going				

- 5. \_\_\_\_ Ask all questions
- 6. \_\_\_\_ Use the fiesta vocabulary
- 7. \_\_\_\_ Use the present progressive

#### Bonus:

8. Use an idiomatic expression (frase de la semana)
9. Cultural comparison of the country/city to your hometown.

	<b>Oops (1)</b>	Not yet (2)	Good, But (3)	WOW (4)
you he	performance <u>attempts t</u> o complete task	performance completes <u>some</u> <u>aspects</u> of the task	performance completes <u>most</u> <u>aspects</u> of the task	performance completes <u>all aspects</u> of the task
	Just does the minimal to get through the conversation		Makes an effort to keep the conversation going	Does a great job keeping the conversation going.
Ном со	<u>Little</u> attempt at detail, <u>no</u> elaboration.	<u>Some</u> details, <u>little</u> elaboration.	<u>Many</u> details, <u>some</u> elaboration.	<u>Many</u> details, elaborate on <u>almost</u> <u>all</u> items.
w well are y Jnderstood	speaks with <u>painfully long</u> <u>pauses &amp;</u> /or with pronunciation which <u>impedes</u> ability to be understood by conversation partner	with pronunciation that detracts		speaks with ease & pauses are natural &/or pronunciation is <u>acceptable</u> for level; easily understood by conversation partner
	Some use of invented or LL words. Has <u>repeated</u> LL interference causing <u>considerable</u> incomprehensibility.		Little or no use of invented words. No use of LL words. LL interference causes <u>minimal</u> incomprehensibility.	Little or no use of invented words. No use of L1 words. Little to no LL interference with no impact on comprehensibility.
How is your <u>Vocabulary?</u> Your <u>conversation</u> strategies?	<u>without significant use</u> of the <u>current g</u> roup; uses <u>little to no</u> flavoring words	<u>repetitive</u> flavoring words	uses a <u>variety</u> of vocabulary from the <u>current</u> group; uses <u>random or</u> <u>only formulaic</u> flavoring words	uses a <u>variety</u> of vocabulary from current group <u>as well as a variety</u> from past or self-selected groups; uses flavoring words <u>appropriate</u> to conversation.
	Asks <u>few q</u> uestions & makes <u>few or no</u> comments; resorts to <u>single words or LL</u> to maintain the conversation	comments related to conversation;	Asks questions & makes comments related to conversation; asks for <u>repetition or restates</u> to maintain the conversation	Questions, comments & asks follow up questions <u>based on</u> <u>conversation</u> ; asks for <u>clarification,</u> <u>self-corrects or restates</u> to advance the conversation
te i ge?	shows <u>little control</u> of target structures with no consistency		shows <u>appropriate control</u> of target structures with some consistency occasional errors do not affect	shows <u>appropriate control</u> of target structures <u>with no pattern of error:</u> throughout
How <u>Ac</u> your la	<u>many</u> errors make message <u>incomprehensible,</u> even for a sympathetic listener	comprehension by sympathetic listener	comprehension by sympathetic listener	<u>few</u> errors <u>do not</u> affect comprehension by sympathetic listener

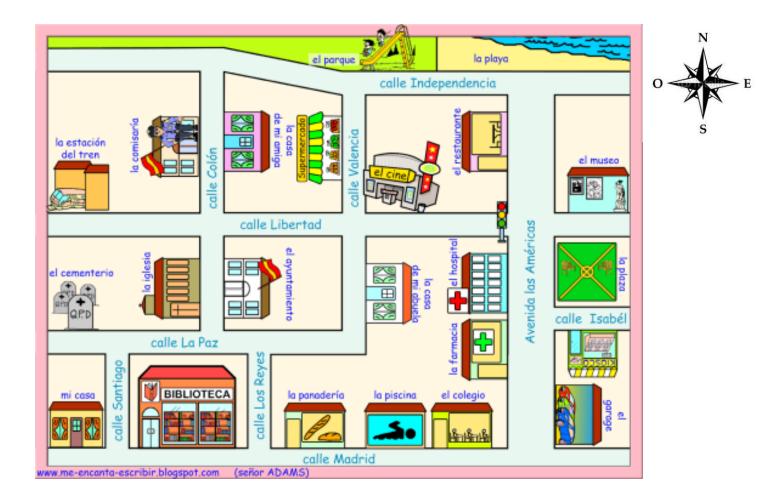
# Level 2ac Scale

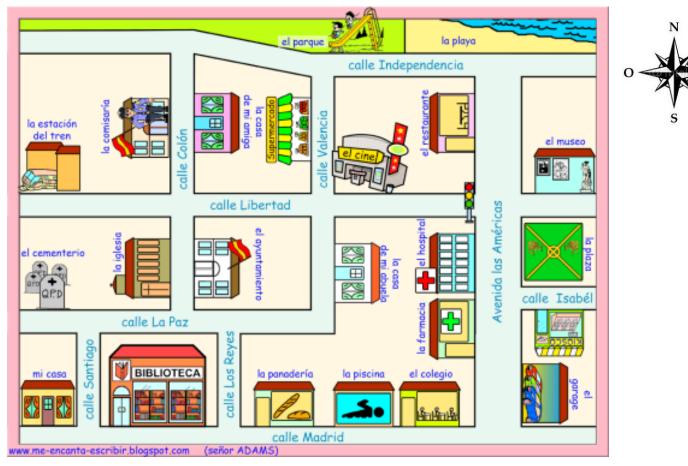
16	15.5	15	14.5	14	13.5	13	12.5	12	11.5	11	10.5	10	9.5	9
100	97	95	92	89	87	86	85	83	81	80	78	76	74	72
8.5	8	7.5	1	6.5	6	5.5	5	4,5	4	3.5	3	2.5	2	1.5
70	68	66	64	61	59	56	53	50	47	47	47	47	47	47

# Total \_\_\_\_\_/ 16 \_\_\_\_\_% Conversión

This percentage will be entered into assessments as a 16 pt grade







2ac interp spk Uni 3 vamos al centro