



Examen Oral: mis últimas vacaciones

With a partner, you are going to discuss your last trip or vacation.

- Figure out where you went.** It doesn't have to be a large vacation; it can be a day trip. Make sure you have enough detail about the trip to talk about it! 2AC: you are required to speak about a trip to a Spanish-speaking country
- Put together a visual aid (trip collage) for yourself** to use during your speaking exam (OPTIONAL). You can use pictures (no words allowed) you took from your trip and/or photos you find online to represent your trip. **This CANNOT be on your phone, you need to print it! The library has printers available if you don't have one at home.**
- Practice talking about your trip and asking questions and giving recommendations (recommendation phrases or 2 verbs together) about someone else's trip** using the Question Ladder and the De Viaje & Vamos al Centro vocabulary. On the actual test you CANNOT use your question ladder or vocab list, so memorize what vocab and questions you need to use!

On the test you should be prepared to:

- Talk about your own trip.
- Ask your classmate questions** about their trip and **answer questions** about your trip (¿Adónde fuiste ir? ¿Cómo viajaste? Etc.) **WITHOUT YOUR QUESTION LADDER.** You CAN use your visual aid (trip collage).
- Topics to discuss (included on question ladder):
 - Where you went, when, with whom, and why
 - What you did to prepare for the trip
 - Travel info (how you traveled, what you packed (2AC), etc.)
 - Places you went and why
 - What you did there (use a wide variety of vocabulary! Try NOT to look up a bunch of words, think about what you already know how to say.)
 - Recommendations/ideas for your partner to visit where you did using 2 verbs together (... you should... you need to... etc.)
- Make sure you're having a conversation and not conducting an interview. Take turns asking & answering and ask follow-up questions. Use appropriate responses and fillers. Make comments and show interest!!
- Know your vocabulary, prepare questions, and show me what you can do with Spanish! PUSH TO SAY MORE!



GRADING: how to get an 16 (100%)

Communication	Accuracy
<ul style="list-style-type: none"> 2 Reg: you ask and answer 5 questions 2AC: you ask and answer 7 questions You interact with your partner You include recommendations for your partner You include lots of detail (2AC- including cultural information) 	<ul style="list-style-type: none"> You use a wide range of vocabulary You accurately use 2 verbs together, present tense, past tense (pretérito) & have few errors overall You include connecting words (primero, después, también...) 2AC: you include subjects other than "yo" (i.e. we are going to... he likes...)



Nombre: _____

Hora: _____

Español 2AC: MIDTERM 2019-2020

Question Ladder (2AC)

Fill in the last column with your personal answers IN SPANISH for your ideal trip to a Spanish-speaking country. *Escribe tus respuestas en español.*

Question	English	Answer
1. ¿Adónde fuiste? (país/ciudad)	<i>Where did you go? (country/city)</i>	
2. ¿Por qué (fuiste allí)?	<i>Why?</i>	
3. ¿Cuándo fuiste ir y con quién?	<i>When did you go and with whom?</i>	
4. ¿Cómo viajaste?	<i>How did you travel?</i>	
5. ¿Qué hiciste para preparar para el viaje?	<i>What did you do to prepare for the trip?</i>	
6. ¿Qué tuviste que poner en tu maleta para el viaje?	<i>What did you have to pack in your suitcase for the trip?</i>	
7. ¿Qué actividades puedes hacer en el país/ la ciudad?	<i>What activities can you do in the country/ city?</i>	
8. ¿Qué lugar debo visitar si voy el mismo país / la misma ciudad? ¿Porqué?	<i>What place should I visit if I go to the same country/ city? Why?</i>	
9. ¿Cómo es (el lugar) similar o diferente que Ann Arbor / Ypsilanti?	<i>How is (the place) similar or different than Ann Arbor / Ypsilanti?</i>	

RECOMMENDATIONS:**2 VERBS TOGETHER**

Ejemplos: *Debes poner... Puedes comer... Necesitas salir...*

CONFUSION/HELP:

- Repite, por favor. Otra vez.
- No entiendo.
- Más espacio, por favor.

AGREEMENT/FOLLOW-UP:

- Yo también / estoy de acuerdo
- ¿Y tú?
- ¿Por qué?

REACTIONS:

- Vale
- ¿Qué bueno! ;Qué chévere! ;Qué horrible!
- ¿En serio? ¿De veras?
- ¿No me digas! ;Dios mío!
- ¿Por supuesto! ;Claro que sí

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 questions / give recommendations
6. ___ Use the travel/ past tense vocabulary
7. ___ Use the past tense

Comentario:

Bonus:

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

Cultural comparison

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

level 2 scale

16	15.5	15	14.5	14	13.5	13	12.5	12	11.5	11	10.5	10	9.5	9
100	98	96	94	92	90	88	87	86	84	83	81	79	78	76
8.5	8	7.5	7	6.5	6	5.5	5	4.5	4	3.5	3	2.5	2	1.5
74	72	70	68	65	63	60	57	54	51	51	51	51	51	51

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	7	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

