AQA GCSE Spanish

general conversation questions

Theme 2 – Local, national, international and global areas of interest

Nombre:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# **The Speaking Exam**

The Speaking exam worth 25% of the marks. Access to dictionaries is not permitted at any time during the test or the preparation time. Instructions and rubrics for the test are in English. You will be allowed to make notes during their supervised preparation time and take these into the examination room and can use them during the test

**Foundation Tier and Higher Tier - 60 marks**

* **Foundation Tier:** you will attend one session of 7–9 minutes (and supervised preparation time of approximately 10–12 minutes).
* **Higher Tier:** you will attend one session of 10–12 minutes (and supervised preparation time of approximately 10–12 minutes).

The format of the test will be the same for each tier and will consist of three parts.

#### **Role-play (15 marks)**

Based on a stimulus card, to be prepared by the student immediately before the test during their preparation time. You will carry out one role-playing situation (approximately two minutes at Foundation Tier and two minutes at Higher Tier). The Role-play card will allow you to answer questions and convey information, using and adapting language for new purposes. You will respond to unexpected questions and use repair strategies to sustain communication. You will also ask a question.

#### **Photo card (15 marks)**

Based on a stimulus card, to be prepared by the student immediately before the test in the supervised preparation time. You will discuss one Photo card (approximately two minutes at Foundation Tier and three minutes at Higher Tier). Teachers will ask five prescribed questions based on the Photo card. Three of these five questions will be printed on your card.

#### **General conversation (30 marks)**

The teacher will conduct a conversation based on the two themes which have not been covered on the Photo card (between three and five minutes at Foundation Tier and five and seven at Higher Tier). A similar amount of time should be spent on each theme. You will choose the first theme; the second theme is the remaining theme which has not been covered in the Photo card part of the test.

# **Assessment criteria – Speaking**



# **Themes**

You will be expected to understand and provide information and opinions about different themes relating to your own experiences and those of other people, including people in countries/communities where Spanish is spoken. Your exam will cover three distinct themes. These themes apply to **all four question papers.** This booklet with focus on **Theme 2: Local, national, international and global areas of interest**. With this booklet you will be able to prepare your answers for questions that can come up in the Speaking exam (General Conversation). **Remember: you can choose one of the themes in advance, but you must be prepared to answer questions from all themes.** You will also be preparing to write about all these topics in your Writing exam.

Theme 2 covers the following four topics with related sub-topics shown as bullet points:

**Topic 1: Home, town, neighbourhood and region**

**Topic 2: Social issues**

* Charity/voluntary work
* Healthy/unhealthy living

**Topic 3: Global issues**

* The environment
* Poverty/homelessness

**Topic 4: Travel and tourism**

**Instructions:** Write your first draft. Your teacher will mark it and then you must re-write it, with corrections and improvements, below.

# **Topic 1: Home, town, neighbourhood and region**

1. **¿Cómo es la ciudad o el pueblo dónde vives? (*What is your city or town like?).***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

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1. **¿Cuál es tu ciudad favorita?¿Por qué te gusta? (*What is your favourite city? Why do you like it?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

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1. **¿Dónde te gusta comprar? ¿Por qué? (W*here do you like to go shopping? Why?).***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

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1. **¿Qué es mejor: vivir en la ciudad o en el campo? ¿Por qué? (*Is it better to live in the city or in the country side? Why?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

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1. **¿Qué hay para turistas en tu zona? ¿Qué se puede hacer?(*what is there for tourists in your area? What can you do?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

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1. **¿Qué cambiarías en tu zona? ¿Por qué? (*What would you change in your area? Why?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

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**g) ¿Qué harás en tu ciudad si hace buen tiempo? Y ¿si hace mal tiempo? (*What will you do in your city if the weather is nice? And if the weather is not nice?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

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**h) Describe una visita reciente que hiciste a una ciudad (Gran Bretaña o el extranjero) (*Describe a recent trip you’ve been to (in Britain or abroad).***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

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**i) Si fueras millonario, ¿cómo sería tu casa ideal? ¿Qué tendría? (*If you were a millionaire, what would your ideal house look like? What would be in it?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

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# **Topic 2: Social issues**

• Charity/voluntary work

1. **¿Te gustaría hacer voluntariado? ¿Por qué (no)? *(Would you like to volunteer? Why (not)?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

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1. **¿Es importante ser solidario? ¿Por qué (no)? *(Is it important to show solidarity? Why (not)? )***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

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• Healthy/unhealthy living

1. **¿Cómo te puedes mantener en forma? (*How can you keep fit?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

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1. **¿Qué opinas de fumar y beber? *(What do you think about smoking and drinking?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

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# **Topic 3: Global Issues**

* The environment
1. **¿Cómo se debería cuidar el medio ambiente? (How should you look after the environment?**

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

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1. **¿Qué haces en casa para proteger el medio ambiente? *(What do you do at home to protect the environment?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

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1. **¿Cuáles son los problemas globales más serios hoy en día? *(What are the most serious global issues nowadays?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

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• Poverty/homelessness

1. **Si tuvieras mucho dinero, ¿cómo ayudarías a los demás? *(If you had a lot of money, how would you help people in need?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

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1. **¿Cómo solucionar el problema de los sin techo? (*How can we solve homelessness?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

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1. **¿Para qué sirven los eventos deportivos internacionales? *(What are international sporting events for?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

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# **Topic 4: Travel and Tourism**

1. **¿Qué haces en verano? ( *What do you do in the summer?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

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1. **¿Dónde prefieres pasar las vacaciones? ¿Por qué? *(Where do you prefer to spend your holidays? Why?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

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1. **¿Adónde fuiste de vacaciones el año pasado? *(Where did you go on holiday last year?***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

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1. **¿Dónde te alojaste? (*Where did you stay?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

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1. **¿Qué fue lo mejor de tus vacaciones? *(What was the best thing about your holiday?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

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1. **¿Qué fue el peor de tus vacaciones? *(What was the worst thing about your holiday?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

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1. **¿Qué planes tienes para el próximo verano? *(What are your plans for next summer?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

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1. **¿Por qué son importantes las vacaciones? (*Why are holidays important?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

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1. **¿Por qué veranea tanta gente en el extranjero? (*Why so many people spend the summer abroad?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

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1. **¿Adónde irías si tuvieras mucho dinero?¿Por qué? *(Where would you go if you had a lot of money?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

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**Remember: You will need to ask at your teacher a question at some point during the General conversation.**

# **Theme 2 – My possible questions:**

**Topic 1: Home, town, neighbourhood and region**

**¿……………………………………………………………………………………………………………………?**

**¿……………………………………………………………………………………………………………………?**

**Topic 2: Social issues**

**¿……………………………………………………………………………………………………………………?**

**Charity/voluntary work**

**¿……………………………………………………………………………………………………………………?**

**Healthy/unhealthy living**

**¿……………………………………………………………………………………………………………………?**

**Topic 3: Global issues**

**¿……………………………………………………………………………………………………………………?**

**The environment**

**¿……………………………………………………………………………………………………………………?**

**Poverty/homelessness**

**¿……………………………………………………………………………………………………………………?**

**Topic 4: Travel and tourism**

**¿……………………………………………………………………………………………………………………?**

**¿……………………………………………………………………………………………………………………?**

# **Strategies for the Speaking exam**

* **Requests for help**

These may include requests which may improve the student's chances of understanding (eg *"¿Puede repetir? (Can you repeat?) " "Puede hablar más despacio? (Can you speak a bit slower?"*). It is clearly preferable to use such requests for help than for communication to collapse and their use will be assessed according to the context.

* **Paraphrase**

This is where the student uses words and messages in acceptable Spanish, avoiding the use of words which he/she has forgotten (eg *"No está casada"*for*"Es soltera", "es el padre de mi madre"*for*"es mi abuelo"*). When used well, this strategy communicates the message effectively to a sympathetic native speaker and such use in an exam would be assessed accordingly.

* **Reference to specific features**

This can be used to refer to something when the name has been forgotten. You could refer to colour, size, material, position and shape. Reference to specific features (eg*"El animal con las orejas largas..." "El hombre que lleva el uniforme marrón..."*) is often quite effective and its use would be assessed accordingly in an exam.