



Rewarding Learning

**General Certificate of Secondary Education
2022**

Spanish

Unit 2

Teacher's
Booklet

Speaking Examinations

[GSH21]

MONDAY 4 APRIL – FRIDAY 6 MAY

Unit 2 Speaking Examination

To be conducted by the teacher and recorded for marking. It is worth 25% of the marks for GCSE and is marked out of 60.

Refer to GCSE Specification Section 6.2

Controlled Assessment supervised preparation for Conversation Topic 1

Time allowed: 1 hour in normal class time under medium supervision.

The use of a dictionary is **not** permitted during the supervised preparation time.

Instructions – Controlled Assessment preparation session

Candidates have 1 hour to prepare in advance of the speaking examination, under supervised controlled conditions, using the Candidate Preparation Sheet:

- The centre will download the Context for Learning Conversation Topic 1 title from our GCSE Subject website in the September prior to the Summer series.
- The centre will provide the candidate with the Candidate Preparation Sheet [available on the Subject website].
- The centre will, during normal class teaching time and at a time appropriate to the centre, provide their candidates with a **one** hour block of time in which to research the set conversation topic and complete their Candidate Preparation Sheet.
- The teacher will provide candidates with the Conversation Topic 1 title.
- Candidates are permitted to work as individuals or in pairs or small groups.
- Candidates can have access to GCSE text books, study guides, classwork/homework books and the CCEA Spanish Core Minimum Vocabulary [Specification Appendix 5].
No access to a dictionary.
- Teachers can give guidance but **must not** correct any written preparation the candidates have completed during the session.
- At the end of the 1 hour controlled preparation session, the candidate must sign to authenticate their work and then hand **only** their Candidate Preparation Sheet to the teacher.
- The teacher must sign and date to authenticate the Candidate Preparation Sheet, then securely and confidentially retain all Candidate Preparation Sheets until the day of the Speaking examination.
- The Candidate Preparation Sheet will be given back to the candidate during the Speaking examination but **only at the start** of the Conversation Topic 1 element.

Speaking Examination

The examination should be conducted in the following order:

Two role-plays, Conversation Topic 1 and Conversation Topic 2.

Time allowed:

10 minutes supervised preparation time for the two role-plays.

The Speaking examination should last between 7–12 minutes [maximum time permitted].

The use of a dictionary is **not** permitted at any time during the examination and this includes the 10 minutes supervised preparation time.

Instructions – Speaking Examination

- The test will last a **maximum of 12 minutes**.
- The test will consist of:
 - (a) two (unseen) role-play cards [both taken from **one** of the two Contexts for Learning not covered in (b)];
 - (b) one pre-prepared conversation topic [Conversation Topic 1 title pre-released by CCEA and prepared by the candidate in advance]; and
 - (c) one teacher-led conversation topic [Conversation Topic 2 selected by the teacher from the Context for Learning not covered in (a) or (b) above].

Role-play 1

10 marks (up to 2 minutes)

Role-play 2

10 marks (up to 2 minutes)

- The candidate has 10 minutes to prepare for the two role-plays.
- The candidate **must only** use the Candidate Role-play Response Sheet to make written notes. This sheet must be brought into the examination.
- The situations and responses provided are intended to assist teachers in the conduct of the role-plays and to help standardise the responses made by the candidates, thus making for greater reliability in the marking of the role-plays.
- Teachers should adhere strictly to the responses.
- Teachers must not help the candidate either by translating or by suggesting words to use, as no marks can then be awarded.
- At the end of the examination the candidate **must return** the Candidate Role-play Response Sheet to his/her teacher who **must retain** it securely and confidentially until the end of the Enquiry About Results process.

Conversation: Topic 1

20 marks (up to 4 minutes)

- The candidate engages in a conversation on the prepared topic (title set by CCEA).
- The candidate must use his/her Candidate Preparation Sheet.
- At the end of the examination the candidate **must return** the Candidate Preparation Sheet to his/her teacher who **must retain** it securely and confidentially until the end of the Enquiry About Results process.

Conversation: Topic 2

20 marks (up to 4 minutes)

- In response to questions from the teacher, the candidate engages in a conversation on a topic taken from the remaining Context for Learning. Candidates are **not** permitted to use any notes or materials.

Sessions:

Each set of cards for each Session contains two role-plays from the same Context for Learning. Teachers must present the two sets of role-play cards face-down so that the scenarios are unseen.

Teachers must alternate the sets of cards during each day **as below**.

	Pre-break	Pre-lunch	Post-lunch
Day 1	Session A cards	Session B cards	Session C cards
Day 2	Session D cards	Session E cards	Session F cards
Day 3	Session C cards	Session A cards	Session B cards
Day 4	Session F cards	Session D cards	Session E cards
etc.	etc.	etc.	etc.

GCSE: Modern Languages 20 _____

Speaking: Conversation [Topic 1]

Candidate Preparation Sheet

Subject: GCSE _____ [Modern Language]



Context for Learning:

Topic:

Outline:

You must provide an outline of your task in not more than 40 words.

You can only use:

- recognisable, single words and/or;
- short phrases and/or;
- sentences up to a maximum of 6 words per sentence.

No images, diagrams, graphics or pictures will be accepted.

Candidate authentication: I certify that this is my own work. Signature _____

Teacher authentication: I certify that this is solely the work of this candidate which was produced within the 1 hour preparation session under the conditions specified in the Specification.

Signature _____ Date _____

Centre details:

Name: _____

Number:

Candidate details:

Name: _____

Number:

This must be retained in the centre until after the end of the Enquiry About Results process.

CCEA, 29 Clarendon Road, Clarendon Dock, Belfast BT1 3BG Tel: (028) 9026 1200 Fax: (028) 9026 1234

GCSE: Modern Languages 20 _____

Speaking: Role-plays

Candidate Role-play Response Sheet

Subject: GCSE _____ [Modern Language]

Please tick the context which you, the candidate, have chosen for

Role-plays: 1 ☐ 2 ☐ 3 ☐



Role-play 1 Notes for response:

1

2

3

4

5

Role-play 2 Notes for response:

1

2

3

4

5

Candidate authentication: I certify that this is my own work. Signature _____

Teacher authentication: I certify that this is solely the work of this candidate which was produced within the 10 minute preparation session under the conditions specified in the Specification.

Signature _____ Date _____

Centre details:

Name: _____

Number:

Candidate details:

Name: _____

Number:

This must be retained in the centre until after the end of the Enquiry About Results process.

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Spanish

Speaking Examination 2022

Teacher's Booklet

Contents

3.1.1 Role-plays Context for Learning 1

3.1.2 Role-plays Context for Learning 2

CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

SESSION A

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

The candidate will begin the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about your family.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation A: Myself, my family, relationships and choices

- 1 **Candidate:** Ask your friend if he/she has a big family.
Teacher: Sí, mi familia es numerosa, ¿y tú?
- 2 **Candidate:** Say how many people are in your family.
Teacher: ¿Te llevas bien con tu familia?
- 3 **Candidate:** Say who you get on well with.
Teacher: ¿Cómo es?
- 4 **Candidate:** Describe this person's personality. Give **two** details.
Teacher: ¿Cuántos años tiene?
- 5 **Candidate:** Say how old this person is.
Teacher: Muy bien.

CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

SESSION A

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You will begin the role-play.

Instructions to the candidate:

Your Spanish friend is asking you about free time.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

Situation B: Free time, leisure and daily routine

- 1 **Teacher:** ¿Te gusta la música?
Candidate: Say what type of music you prefer.
- 2 **Teacher:** Me gusta también. ¿Adónde fuiste el sábado?
Candidate: Say you went to a concert on Saturday.
- 3 **Teacher:** ¿Es caro ir a un concierto?
Candidate: Say how much a ticket costs.
- 4 **Teacher:** Es mucho/poco. ¿Qué planes tienes para este fin de semana?
Candidate: Say what leisure activity you are going to do this weekend.
- 5 **Teacher:** ¿Dónde?
Candidate: Say where you normally do this activity.

CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

SESSION B

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

The candidate will begin the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about Christmas.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation C: Culture, customs, festivals and celebrations

- 1 **Candidate:** Say what you do with your family at Christmas.
Teacher: ¿Qué comes el día de Navidad?
- 2 **Candidate:** Say what you eat on Christmas day. Give **two** details.
Teacher: ¿Recibiste regalos el año pasado?
- 3 **Candidate:** Say what present you received last year.
Teacher: Perfecto. ¿Qué haces para ayudar en casa?
- 4 **Candidate:** Say what you do to help in the house at Christmas.
Teacher: ¿Te gusta la Navidad?
- 5 **Candidate:** Say why you like/dislike Christmas.
Teacher: Vale.

CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

SESSION B

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You will begin the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about shopping.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

Situation D: Free time, leisure and daily routine

- 1 **Teacher:** ¿Hay muchas tiendas en tu barrio?
Candidate: Say there are few shops in your area.
- 2 **Teacher:** Vale.
Candidate: Ask your friend if he/she likes shopping.
- 3 **Teacher:** Me gusta mucho.
Candidate: Say shopping is your favourite pastime.
- 4 **Teacher:** ¿Gastas mucho dinero?
Candidate: Say how much money you spend normally.
- 5 **Teacher:** Es mucho/poco. ¿Qué vas a comprar mañana?
Candidate: Say what you are going to buy tomorrow.

CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

SESSION C

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

The candidate will begin the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about technology.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation E: Social media and new technology

- 1 **Candidate:** Say what technology you used yesterday.
Teacher: Muy bien. ¿Por qué te gusta?
- 2 **Candidate:** Say why you like to use that technology.
Teacher: Estoy de acuerdo. ¿Qué es lo malo de las redes sociales?
- 3 **Candidate:** Give **one** disadvantage of using social media.
Teacher: ¿Usas mucho las redes sociales?
- 4 **Candidate:** Say how often you use social media.
Teacher: Es mucho/poco.
- 5 **Candidate:** Say when you are going to buy a new mobile.
Teacher: Vale.

CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

SESSION C

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You will begin the role-play.

Instructions to the candidate:

Your Spanish friend is asking you about your daily routine.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

Situation F: Free time, leisure and daily routine

- 1 **Teacher:** ¿Sueles levantarte temprano entre semana?
Candidate: Say what time you get up.
- 2 **Teacher:** Yo también. ¿Qué tomas para el desayuno?
Candidate: Mention **two** items you have for breakfast.
- 3 **Teacher:** ¿Qué haces después?
Candidate: Say what you do next.
- 4 **Teacher:** Muy bien.
Candidate: Ask your friend what he/she does to help in the house.
- 5 **Teacher:** Arreglo mi dormitorio. ¿Cómo vas al colegio normalmente?
Candidate: Say how you normally go to school.

CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

SESSION D

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

The candidate will begin the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about leisure.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation G: Free time, leisure and daily routine

- 1 **Candidate:** Say why you like/dislike listening to music.
Teacher: ¿Con qué frecuencia descargas música?
- 2 **Candidate:** Say how often you download music.
Teacher: ¿Qué más te gusta hacer en tu tiempo libre?
- 3 **Candidate:** Say you also like dancing.
Teacher: ¿Qué llevas cuando sales con amigos?
- 4 **Candidate:** Say what you wear when you go out with friends. Give **two** details.
Teacher: Muy bien. ¿Qué planes tienes para el sábado?
- 5 **Candidate:** Say where you are going to go on Saturday.
Teacher: Vale.

CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

SESSION D

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You will begin the role-play.

Instructions to the candidate:

Your Spanish friend is asking you about family relationships.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

Situation H: Myself, my family, relationships and choices

- 1 **Teacher:** ¿Qué piensas sobre tener hermanos?
Candidate: Say what is good about having brothers/sisters.
- 2 **Teacher:** ¿Y lo malo?
Candidate: Give **one** disadvantage of having brothers/sisters.
- 3 **Teacher:** Sí, es verdad.
Candidate: Ask your friend if he/she gets on well with his/her family.
- 4 **Teacher:** Sí. ¿Qué hiciste el fin de semana pasado?
Candidate: Say what you did last weekend.
- 5 **Teacher:** Muy bien.
Candidate: Say you prefer to spend time with friends.

CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

SESSION E

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

The candidate will begin the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about the Easter holidays.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation I: Culture, customs, festivals and celebrations

- 1 **Candidate:** Say why you like/dislike the Easter holidays.
Teacher: Vale. ¿Qué haces normalmente?
- 2 **Candidate:** Say you normally go on a trip with your family.
Teacher: ¿Qué haces allí?
- 3 **Candidate:** Say what you do on the trip.
Teacher: Muy bien. ¿Adónde fuiste el año pasado?
- 4 **Candidate:** Say where you went last year.
Teacher: Perfecto.
- 5 **Candidate:** Ask your friend what he/she does at Easter.
Teacher: Celebramos fiestas en la calle.

CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

SESSION E

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You will begin the role-play.

Instructions to the candidate:

Your Spanish friend is asking you about sport.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

Situation J: Free time, leisure and daily routine

- 1 **Teacher:** ¿Qué opinas del deporte?
Candidate: Give your opinion on playing sport.
- 2 **Teacher:** Explica por qué.
Candidate: Give **two** reasons why you think that.
- 3 **Teacher:** Vale.
Candidate: Say you prefer to play in a team.
- 4 **Teacher:** ¿Qué deporte vas a hacer en el futuro?
Candidate: Say what sport you are going to do in the future.
- 5 **Teacher:** ¿Hay un polideportivo cerca de tu casa?
Candidate: Say there is a swimming pool in your area.

CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

SESSION F

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

The candidate will begin the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about your family.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation K: Myself, my family, relationships and choices

- 1 **Candidate:** Describe a member of your family. Give **two** details.
Teacher: ¿Te llevas bien con él/ella?
- 2 **Candidate:** Say if you get on well with him/her.
Teacher: Muy bien. ¿Qué te gusta hacer con tu familia?
- 3 **Candidate:** Say what you like to do with your family.
Teacher: ¿Con quién prefieres salir?
- 4 **Candidate:** Say you prefer to go out with friends.
Teacher: Vale. ¿Adónde vas a ir este fin de semana?
- 5 **Candidate:** Say where you are going to go this weekend.
Teacher: Perfecto.

CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

SESSION F

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You will begin the role-play.

Instructions to the candidate:

Your Spanish friend is asking you about shopping.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

Situation L: Free time, leisure and daily routine

- 1 **Teacher:** ¿Adónde vas de compras?
Candidate: Say where you go shopping.
- 2 **Teacher:** Explica por qué.
Candidate: Give **one** reason why you go there.
- 3 **Teacher:** Vale. ¿Qué compraste la semana pasada?
Candidate: Say what you bought last week.
- 4 **Teacher:** Muy bien.
Candidate: Ask your friend what he/she likes to buy.
- 5 **Teacher:** Me gusta comprar ropa.
Candidate: Say how much money you spend per week.

SESSION A

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

The candidate will begin the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about healthy living.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation M: Social and global issues

- 1 **Candidate:** Say if you are sporty or not.
Teacher: ¿Por qué?
- 2 **Candidate:** Give a reason why.
Teacher: Muy bien. ¿Qué te gusta comer?
- 3 **Candidate:** Say what you like to eat. Give **two** details.
Teacher: A mí también.
- 4 **Candidate:** Say how often you eat junk food.
Teacher: Es mucho/poco. ¿Qué comiste la semana pasada?
- 5 **Candidate:** Say what you ate in a restaurant last week.
Teacher: Vale.

SESSION A

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You will begin the role-play.

Instructions to the candidate:

You are in a tourist office in Spain.

Your teacher will play the part of the assistant.

Your teacher will speak first.

Situation N: Travel and tourism

- 1 **Teacher:** ¿En qué puedo ayudarle?
Candidate: Say you want to go on a trip.
- 2 **Teacher:** ¿Adónde quiere ir?
Candidate: Say where you want to go.
- 3 **Teacher:** Vale.
Candidate: Say what you are going to do there.
- 4 **Teacher:** Muy bien.
Candidate: Ask what time the trip starts.
- 5 **Teacher:** A las siete. ¿Cuántas personas hay en el grupo?
Candidate: Say how many people are in the group.

SESSION B

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

The candidate will begin the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about your local area.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation O: My local area and the wider environment

- 1 **Candidate:** Say if you live in a town or the countryside.
Teacher: ¿Te gusta?
- 2 **Candidate:** Say why you prefer to live there. Give **two** details.
Teacher: Muy bien. ¿Qué hay para los turistas?
- 3 **Candidate:** Mention a facility in your area for tourists.
Teacher: ¿Qué tiempo hace normalmente?
- 4 **Candidate:** Say what the weather is like normally.
Teacher: Vale.
- 5 **Candidate:** Say what you are going to do on Saturday.
Teacher: Yo también.

SESSION B

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You will begin the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about holidays.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

Situation P: Travel and tourism

- 1 **Teacher:** Háblame de tus vacaciones.
Candidate: Say where you normally go on holiday.
- 2 **Teacher:** Perfecto. ¿Cuánto tiempo te quedas?
Candidate: Say how long you stay.
- 3 **Teacher:** Vale. ¿Te gusta viajar en avión?
Candidate: Say why you like/dislike travelling by plane.
- 4 **Teacher:** Estoy de acuerdo.
Candidate: Ask your friend which country he/she prefers to visit.
- 5 **Teacher:** Irlanda.
Candidate: Mention something you did on holiday last year.

SESSION C

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

The candidate will begin the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about your house.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation Q: My local area and the wider environment

- 1 **Candidate:** Describe your house. Give **two** details.
Teacher: Muy bien.
- 2 **Candidate:** Say what colour it is.
Teacher: Es mi color preferido. ¿Cuál es tu habitación favorita?
- 3 **Candidate:** Say which is your favourite room.
Teacher: ¿Por qué?
- 4 **Candidate:** Explain why.
Teacher: Vale.
- 5 **Candidate:** Say where you are going to live in the future.
Teacher: Perfecto.

SESSION C

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You will begin the role-play.

Instructions to the candidate:

You are talking to a Spanish tourist about your area.

Your teacher will play the part of the Spanish tourist.

Your teacher will speak first.

Situation R: Travel and tourism

- 1 **Teacher:** ¿Qué hay para los turistas en tu barrio?
Candidate: Say there is a market nearby.
- 2 **Teacher:** ¿Dónde está exactamente?
Candidate: Say it is in the centre of town.
- 3 **Teacher:** Vale. ¿Qué más hay?
Candidate: Say what else there is to see.
- 4 **Teacher:** Muy bien.
Candidate: Ask the tourist where he/she is from.
- 5 **Teacher:** Soy de Barcelona.
Candidate: Say you visited Barcelona last year.

SESSION D

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

The candidate will begin the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about feeling unwell.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation S: Social and global issues

- 1 **Candidate:** Say you don't feel well.
Teacher: ¿Qué te pasa?
- 2 **Candidate:** Say what is wrong with you.
Teacher: Vale. ¿Qué comiste para el almuerzo?
- 3 **Candidate:** Say what you ate for lunch.
Teacher: Muy bien.
- 4 **Candidate:** Say you want to see a doctor.
Teacher: Hay un buen médico en el pueblo.
- 5 **Candidate:** Ask what the doctor's number is.
Teacher: Está en la guía.

SESSION D

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You will begin the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about your region.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

Situation T: My local area and the wider environment

- 1 **Teacher:** ¿Te gusta tu región?
Candidate: Say why you like/dislike your region.
- 2 **Teacher:** Muy bien. ¿Qué hay para los turistas?
Candidate: Say what there is for tourists. Give **two** details.
- 3 **Teacher:** Vale. ¿Qué vas a hacer este fin de semana?
Candidate: Say what activity you are going to do this weekend.
- 4 **Teacher:** ¿Hay problemas en tu región?
Candidate: Mention a problem in your region.
- 5 **Teacher:** ¡Qué lástima!
Candidate: Say what you do to help the environment.

SESSION E

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

The candidate will begin the role-play.

Instructions to the candidate:

You are returning a T-shirt to a department store in Spain.

Your teacher will play the part of the assistant.

You will speak first.

Situation U: Travel and tourism

- 1 **Candidate:** Say you are looking for the clothes section.
Teacher: Está en la primera planta.
- 2 **Candidate:** Say you don't like the T-shirt.
Teacher: ¿Por qué?
- 3 **Candidate:** Say why. Give **two** details.
Teacher: ¿Cuándo la compraste?
- 4 **Candidate:** Say when you bought the T-shirt.
Teacher: No hay problema. ¿Quiere otra cosa?
- 5 **Candidate:** Mention another item of clothing you want to buy.
Teacher: Muy bien.

SESSION E

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You will begin the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about healthy living.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

Situation V: Social and global issues

- 1 **Teacher:** ¿Qué haces para mantenerte en forma?
Candidate: Say you go to the gym.
- 2 **Teacher:** Muy bien. ¿Vas mucho?
Candidate: Say how often you go.
- 3 **Teacher:** ¿El ejercicio es importante para ti?
Candidate: Say why it is important to do exercise.
- 4 **Teacher:** Es verdad.
Candidate: Ask your friend if he/she eats well.
- 5 **Teacher:** Sí, muy bien. ¿Qué vas a cenar?
Candidate: Say what you are going to eat for dinner.

SESSION F

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

The candidate will begin the role-play.

Instructions to the candidate:

You phone a restaurant to book a table in Spain.

Your teacher will play the part of the waiter/waitress.

You will speak first.

Situation W: Travel and tourism

- 1 **Candidate:** Say you want a table for 9 o'clock.
Teacher: ¿Para cuántas personas?
- 2 **Candidate:** Say for how many people.
Teacher: Vale. ¿Qué tipo de comida prefieres?
- 3 **Candidate:** Say what type of food you prefer.
Teacher: Muy bien.
- 4 **Candidate:** Ask when the restaurant closes.
Teacher: A medianoche. ¿Qué vas a hacer después?
- 5 **Candidate:** Say you are going to go to a disco afterwards.
Teacher: Perfecto.

SESSION F

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You will begin the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about stress.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

Situation X: Social and global issues

- 1 **Teacher:** ¿Qué tal el colegio?
Candidate: Say you feel stressed in school.
- 2 **Teacher:** ¿Por qué?
Candidate: Explain why.
- 3 **Teacher:** ¿Qué haces para relajarte?
Candidate: Say what you do to relax. Give **two** details.
- 4 **Teacher:** Perfecto. ¿Qué prefieres hacer?
Candidate: Say you prefer to go out with your family.
- 5 **Teacher:** Muy bien.
Candidate: Say where you went last weekend.

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