



Rewarding Learning

**General Certificate of Secondary Education
2024**

Spanish

Unit 2

Teacher's
Booklet

Speaking Examinations

[GSH21]

MONDAY 25 MARCH – FRIDAY 3 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: one 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 one 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 microsite in the September prior to the Summer series.
- The centre will provide the candidate with the Candidate Preparation Sheet [available on the Subject microsite].
- 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 one 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 [each one taken from **one** of the two Contexts for Learning not covered in (b)]; the candidate chooses one of the two cards;
 - (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 card contains two Role-plays; each card is from one of the two Contexts for Learning not covered in the pre-release topic.

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 2024

Teacher's Booklet

Contents

3.1.1 Role-plays Context for Learning 1

3.1.3 Role-plays Context for Learning 3

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 begin the role-play.

Instructions to the candidate:

Your Spanish friend is asking you about social media.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

Situation A: Social media and new technology

- 1 **Teacher:** ¿Usas mucho las redes sociales?
Candidate: Say how much time you spend on social media.
- 2 **Teacher:** Es mucho/poco.
Candidate: Say **two** things you like to do on social media.
- 3 **Teacher:** ¿Qué es lo malo de las redes sociales?
Candidate: Give one disadvantage of social media.
- 4 **Teacher:** Sí, es verdad.
Candidate: Ask your friend if he/she is addicted to social media.
- 5 **Teacher:** Creo que no. ¿Cuántos amigos tienes en Facebook?
Candidate: Say how many friends you have on Facebook.

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 begins the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about your routine at the weekend.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation B: Free time, leisure and daily routine

- 1 **Candidate:** Say you get up later.
Teacher: ¿Tienes que hacer tareas en casa?
- 2 **Candidate:** Say what you do to help at home.
Teacher: ¿Qué hiciste el fin de semana pasado?
- 3 **Candidate:** Mention one chore you did last weekend.
Teacher: ¿Te molesta?
- 4 **Candidate:** Give your opinion of it.
Teacher: ¿Qué vas a hacer este fin de semana?
- 5 **Candidate:** Say what leisure activity you are going to do this weekend.
Teacher: Muy bien.

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 begin the role-play.

Instructions to the candidate:

You are speaking to your Spanish friend about your daily routine.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

Situation C: Free time, leisure and daily routine

- 1 **Teacher:** ¿A qué hora te despiertas normalmente?
Candidate: Say what time you wake up.
- 2 **Teacher:** ¿Qué haces entonces?
Candidate: Say what you do next.
- 3 **Teacher:** ¿Qué desayunas?
Candidate: Say what you have for breakfast. Give **two** details.
- 4 **Teacher:** Muy bien.
Candidate: Ask your friend if he/she lives near his/her school.
- 5 **Teacher:** Sí, muy cerca.
Candidate: Say how you go to school.

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 begins 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 D: Myself, my family, relationships and choices

- 1 **Candidate:** Say how many people there are in your family.
Teacher: ¿Te llevas bien con tu familia?
- 2 **Candidate:** Describe how you get on with your family.
Teacher: ¿Tienes animales también?
- 3 **Candidate:** Describe your family pet.
Teacher: ¿Qué hiciste anoche con tu familia?
- 4 **Candidate:** Say what you did last night with your family.
Teacher: ¿Qué vas a hacer este fin de semana?
- 5 **Candidate:** Say what plans you have for the weekend.
Teacher: Muy bien.

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 begin the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about mobile phones.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

Situation E: Social media and new technology

- 1 **Teacher:** ¿Usas mucho tu móvil?
Candidate: Say how often you use your mobile phone.
- 2 **Teacher:** ¿Para qué lo usas?
Candidate: Say what you use your mobile for. Give **two** details.
- 3 **Teacher:** Vale.
Candidate: Say you cannot use it in school.
- 4 **Teacher:** ¿Por qué es importante tener un móvil hoy en día?
Candidate: Say why it is important to have a mobile.
- 5 **Teacher:** ¿Cuándo vas a comprar un móvil nuevo?
Candidate: Say when you are going to buy a new mobile.

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 begins the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about birthdays.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation F: Culture, customs, festivals and celebrations

- 1 **Candidate:** Give the date of your birthday.
Teacher: Muy bien.
- 2 **Candidate:** Say what you got for your birthday last year.
Teacher: ¿Qué te gusta comer el día de tu cumpleaños?
- 3 **Candidate:** Say what you like to eat on your birthday.
Teacher: Perfecto. ¿Con quién te gusta celebrarlo?
- 4 **Candidate:** Say who you like to celebrate your birthday with.
Teacher: ¡Qué divertido!
- 5 **Candidate:** Ask your friend when his/her birthday is.
Teacher: El dos de enero.

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 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.

Your teacher will speak first.

Situation G: Myself, my family, relationships and choices

- 1 **Teacher:** ¿Tienes hermanos?
Candidate: Say you have an older brother.
- 2 **Teacher:** ¿Vive todavía en casa?
Candidate: Say he goes to university.
- 3 **Teacher:** ¡Qué bien!
Candidate: Say how well you get on with your brother.
- 4 **Teacher:** ¿Qué hiciste con él el verano pasado?
Candidate: Say what you did with him last summer. Give **two** details.
- 5 **Teacher:** ¿Qué quiere hacer después de la universidad?
Candidate: Say what he wants to do after university.

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 begins the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about TV and cinema.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation H: Free time, leisure and daily routine

- 1 **Candidate:** Say what type of TV programme you like to watch.
Teacher: ¿Te gusta ir al cine también?
- 2 **Candidate:** Say why you like to go to the cinema.
Teacher: Sí, es verdad.
- 3 **Candidate:** Ask your friend if he/she wants to go to the cinema tomorrow.
Teacher: ¡Sí, claro! ¿Qué tipo de película ponen?
- 4 **Candidate:** Say what type of film is on.
Teacher: Perfecto. ¿Qué vas a llevar?
- 5 **Candidate:** Say what you are going to wear.
Teacher: Vale.

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 begin the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about free time.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

Situation I: Free time, leisure and daily routine

- 1 **Teacher:** ¿Practicar algún deporte?
Candidate: Say which sport you play.
- 2 **Teacher:** ¿Practicar a menudo?
Candidate: Say how often you play the sport.
- 3 **Teacher:** Es mucho/poco.
Candidate: Ask your friend what he/she does at the weekend.
- 4 **Teacher:** Ayudo en casa.
Candidate: Say what you normally do at the weekend.
- 5 **Teacher:** Muy bien. ¿Tienes planes para este sábado?
Candidate: Say you are going to go to a concert on Saturday.

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 begins the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about eating out.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation J: Culture, customs, festivals and celebrations

- 1 **Candidate:** Say you like to go to a restaurant for your birthday.
Teacher: ¿Qué te gusta tomar en un restaurante?
- 2 **Candidate:** Say what you normally eat in a restaurant. Give **two** details.
Teacher: ¿Es caro?
- 3 **Candidate:** Say how much it costs.
Teacher: Es mucho/poco.
- 4 **Candidate:** Say what you prefer to drink.
Teacher: ¿Qué hiciste anoche después de cenar?
- 5 **Candidate:** Say what you did last night after dinner.
Teacher: Muy bien.

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 begin the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about your best friend.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

Situation K: Myself, my family, relationships and choices

- 1 **Teacher:** ¿Quién es tu mejor amigo/a?
Candidate: Give the name of your best friend.
- 2 **Teacher:** ¿Cómo es?
Candidate: Describe what he/she looks like. Give **two** details.
- 3 **Teacher:** ¿Cómo es su personalidad?
Candidate: Describe his/her personality.
- 4 **Teacher:** ¿Qué te gusta hacer con tu mejor amigo/a?
Candidate: Say what you like to do with your best friend.
- 5 **Teacher:** ¿Adónde fuiste el fin de semana pasado?
Candidate: Say where you went last weekend.

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 begins 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.

You will speak first.

Situation L: Free time, leisure and daily routine

- 1 **Candidate:** Say how much money you have.
Teacher: Es mucho/poco.
- 2 **Candidate:** Say where you are going to go shopping.
Teacher: Perfecto. ¿Qué quieres comprar?
- 3 **Candidate:** Say what you want to buy.
Teacher: ¿Por qué?
- 4 **Candidate:** Say why you want to buy this.
Teacher: Muy bien.
- 5 **Candidate:** Ask your friend what he/she wants for his/her birthday.
Teacher: Un móvil nuevo.

CONTEXT FOR LEARNING 3: School Life, Studies and the World of Work

SESSION A

Instructions to the teacher:

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

You begin the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about your part-time job.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

Situation M: Part-time jobs and money management

- 1 **Teacher:** ¿Tienes un trabajo a tiempo parcial?
Candidate: Say what your part-time job is.
- 2 **Teacher:** ¿Qué opinas del trabajo?
Candidate: Give your opinion of your job.
- 3 **Teacher:** ¿Cuál es tu horario de trabajo?
Candidate: Say how many hours you work.
- 4 **Teacher:** ¿Qué hiciste en tu trabajo la semana pasada?
Candidate: Say what you did in work last week.
- 5 **Teacher:** ¿Vas a trabajar allí en el futuro?
Candidate: Say where you are going to work in the future.

CONTEXT FOR LEARNING 3: School Life, Studies and the World of Work

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 begins the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about school.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation N: My studies and school life

- 1 **Candidate:** Say what your favourite subject is.
Teacher: ¿Por qué?
- 2 **Candidate:** Give **two** reasons why you like this subject.
Teacher: Estoy de acuerdo.
- 3 **Candidate:** Say how often you have homework.
Teacher: Me parece mucho/poco.
- 4 **Candidate:** Ask your friend which day he/she prefers.
Teacher: El viernes, por supuesto. ¿Qué opinas de tus profesores?
- 5 **Candidate:** Say why you like/dislike your teachers.
Teacher: Muy bien.

CONTEXT FOR LEARNING 3: School Life, Studies and the World of Work

SESSION B

Instructions to the teacher:

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

You begin the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about school.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

Situation O: My studies and school life

- 1 **Teacher:** ¿Cuántas clases tienes al día?
Candidate: Say how many classes you have per day.
- 2 **Teacher:** ¿Qué opinas de esto?
Candidate: Give your opinion of this.
- 3 **Teacher:** ¿Cuándo es la hora de comer?
Candidate: Say when lunchtime begins.
- 4 **Teacher:** ¿Cuánto tiempo dura?
Candidate: Say how long lunchtime lasts.
- 5 **Teacher:** ¿Qué hiciste ayer durante la hora de comer?
Candidate: Say what you did at lunchtime yesterday.

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 begins the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about future plans.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation P: Future plans and career

- 1 **Candidate:** Say you want to return to school.
Teacher: ¿Qué quieres estudiar?
- 2 **Candidate:** Say what you want to study. Give **two** details.
Teacher: Vale.
- 3 **Candidate:** Say you would like to go to university.
Teacher: Muy bien. ¿Dónde quieres trabajar?
- 4 **Candidate:** Say where you want to work.
Teacher: Muy bien.
- 5 **Candidate:** Ask your friend if he/she thinks education is important.
Teacher: Sí. Es muy importante.

SESSION C

Instructions to the teacher:

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

You begin the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about money management.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

Situation Q: Part-time jobs and money management

- 1 **Teacher:** ¿Cuánto dinero ganas trabajando?
Candidate: Say how much money you earn.
- 2 **Teacher:** ¿Qué opinas sobre el dinero que ganas?
Candidate: Say what you think of this amount.
- 3 **Teacher:** ¿Qué quieres hacer con el dinero?
Candidate: Say what you are going to buy with your money.
- 4 **Teacher:** Muy bien.
Candidate: Ask your friend if he/she has a part-time job.
- 5 **Teacher:** Sí. Me pagan muy bien.
Candidate: Say it is important to save money.

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 begins the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about extra-curricular activities.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation R: Extra-curricular activities

- 1 **Candidate:** Say what after-school activity you do.
Teacher: ¿Dónde practicas esta actividad?
- 2 **Candidate:** Say where you do the activity.
Teacher: ¿Qué más hiciste después de las clases ayer?
- 3 **Candidate:** Say what else you did yesterday after school.
Teacher: Muy bien. ¿Quieres hacer otras actividades?
- 4 **Candidate:** Say what new activity you want to do.
Teacher: ¿Por qué?
- 5 **Candidate:** Explain why. Give **two** details.
Teacher: Sí.

CONTEXT FOR LEARNING 3: School Life, Studies and the World of Work

SESSION D

Instructions to the teacher:

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

You begin the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about school uniforms.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

Situation S: My studies and school life

- 1 **Teacher:** ¿Llevas uniforme al instituto?
Candidate: Say what you wear for your school uniform.
- 2 **Teacher:** ¿Te gusta?
Candidate: Say what you dislike about your uniform.
- 3 **Teacher:** Vale. ¿Qué te gustaría llevar?
Candidate: Say what you would like to wear to school. Give **two** details.
- 4 **Teacher:** Muy bien. ¿Qué ventaja tiene llevar uniforme?
Candidate: Mention one advantage of wearing a school uniform.
- 5 **Teacher:** ¿Qué hiciste la semana pasada con tus amigos?
Candidate: Say what you did last weekend with your friends.

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 begins the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about careers.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation T: Future plans and career

- 1 **Candidate:** Ask your Spanish friend if he/she has a job.
Teacher: Sí, trabajo en un supermercado.
- 2 **Candidate:** Say what job you want to do.
Teacher: ¿Por qué quieres hacer este tipo de trabajo?
- 3 **Candidate:** Give a reason why.
Teacher: ¿Dónde quieres trabajar?
- 4 **Candidate:** Say in which country you want to work.
Teacher: Muy bien. ¿Crees que los idiomas son importantes?
- 5 **Candidate:** Say why you think languages are important.
Teacher: Yo estoy de acuerdo.

SESSION E

Instructions to the teacher:

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

You begin the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about your part-time job.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

Situation U: Part-time jobs and money management

- 1 **Teacher:** ¿Cuándo trabajas?
Candidate: Say when you work.
- 2 **Teacher:** ¿Te gusta?
Candidate: Say why you like your job.
- 3 **Teacher:** ¿Cuál es la desventaja de tener un trabajo a tiempo parcial?
Candidate: Say what the disadvantage is.
- 4 **Teacher:** ¿Cómo es tu jefe?
Candidate: Describe your boss. Give **two** details.
- 5 **Teacher:** ¿Qué hiciste ayer en tu trabajo?
Candidate: Say what you did yesterday at work.

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 begins the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about school life.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation V: My studies and school life

- 1 **Candidate:** Mention one of your school rules.
Teacher: ¿Estás de acuerdo con las normas?
- 2 **Candidate:** Give your opinion of the school rules.
Teacher: Muy bien. ¿Qué te gusta estudiar?
- 3 **Candidate:** Say what your favourite subject is.
Teacher: Vale.
- 4 **Candidate:** Ask your friend if he/she likes school.
Teacher: Sí, porque hay un ambiente amistoso.
- 5 **Candidate:** Say what you are going to do after school.
Teacher: Muy bien.

SESSION F

Instructions to the teacher:

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

You begin the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about a school trip to Spain.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

Situation W: Extra-curricular activities

- 1 **Teacher:** ¿Cuáles son tus planes para junio?
Candidate: Say you are visiting Spain with your class.
- 2 **Teacher:** Estupendo. ¿Adónde vais?
Candidate: Say you are going to the north.
- 3 **Teacher:** Muy bien. ¿Cuántos alumnos van?
Candidate: Say how many pupils are going.
- 4 **Teacher:** Es mucho/poco.
Candidate: Ask your friend if he/she likes to travel.
- 5 **Teacher:** Sí, me encanta.
Candidate: Say what activity you are going to do in Spain.

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 begins the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about money management.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation X: Part-time jobs and money management

- 1 **Candidate:** Say how much money you earn per week.
Teacher: ¿Qué haces con ese dinero?
- 2 **Candidate:** Say what you buy with it. Give **two** details.
Teacher: Muy bien. ¿Ahorras un poco?
- 3 **Candidate:** Say how much you save.
Teacher: ¿Por qué?
- 4 **Candidate:** Say why you are saving money.
Teacher: Eres responsable.
- 5 **Candidate:** Say what you bought last week.
Teacher: Muy bien.

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