



Rewarding Learning

**General Certificate of Secondary Education
2025**

Spanish

Unit 2

Teacher's
Booklet

Speaking Examinations

[GSH21]

MONDAY 24 MARCH – FRIDAY 2 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 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 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-plays [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 2025

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 begins the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about your daily routine during the week.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation A: Free time, leisure and daily routine

- 1 **Candidate:** Say what time you get up.
Teacher: ¿Qué haces después?
- 2 **Candidate:** Say what you do next. Give **two** details.
Teacher: ¿Cuándo sales de la casa?
- 3 **Candidate:** Say when you leave the house.
Teacher: ¿Te gusta levantarte tarde los domingos?
- 4 **Candidate:** Say why you like getting up late on Sundays.
Teacher: ¿Qué planes tienes para este fin de semana?
- 5 **Candidate:** Say what you are going to do this weekend.
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 begin the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about friendships.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

Situation B: Myself, my family, relationships and choices

- 1 **Teacher:** ¿Tienes amigos en tu barrio?
Candidate: Say you have lots of friends.
- 2 **Teacher:** ¿Cómo es tu mejor amigo?
Candidate: Describe your best friend.
- 3 **Teacher:** ¿Qué te gusta hacer con tus amigos?
Candidate: Say what you like to do with your friends.
- 4 **Teacher:** Muy bien.
Candidate: Ask your friend if he/she prefers to go out with his/her family.
- 5 **Teacher:** Sí, prefiero salir con mi familia.
Candidate: Say what you did last weekend.

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 sport.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation C: Free time, leisure and daily routine

- 1 **Candidate:** Say which sport you like to play.
Teacher: A mí también.
- 2 **Candidate:** Say how often you play it.
Teacher: Es mucho/poco.
- 3 **Candidate:** Ask your friend if he/she likes to play in a team.
Teacher: Sí, lo prefiero. ¿Crees que el deporte es importante?
- 4 **Candidate:** Say why sport is important.
Teacher: ¿Qué hiciste el fin de semana pasado?
- 5 **Candidate:** Say what physical activity you did last weekend.
Teacher: Perfecto.

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 talking to your Spanish friend about mobile phones.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

Situation D: Social media and new technology

- 1 **Teacher:** ¿Qué piensas de los móviles?
Candidate: Give your opinion of mobile phones.
- 2 **Teacher:** ¿De qué color es tu móvil?
Candidate: Say what colour your mobile phone is.
- 3 **Teacher:** ¿Para qué prefieres usarlo?
Candidate: Say you prefer to chat to friends.
- 4 **Teacher:** ¿Te gustaría tener un móvil nuevo?
Candidate: Say when you are going to change your mobile phone.
- 5 **Teacher:** ¿Qué es lo bueno de tener un móvil?
Candidate: Say what is good about having a mobile phone. Give **two** details.

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 E: Culture, customs, festivals and celebrations

- 1 **Candidate:** Say when your birthday is.
Teacher: ¿Qué planes tienes para tu cumpleaños este año?
- 2 **Candidate:** Say what you are going to do on your birthday.
Teacher: ¿Qué sueles recibir?
- 3 **Candidate:** Say what you normally receive for your birthday.
Teacher: Muy bien.
- 4 **Candidate:** Ask your friend when his/her birthday is.
Teacher: El quince de abril. ¿Dónde te gusta celebrarlo?
- 5 **Candidate:** Say you like to go to an Italian restaurant.
Teacher: Yo también.

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 the cinema.

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:** ¿Vas mucho al cine?
Candidate: Say you go to the cinema on Saturdays.
- 2 **Teacher:** ¿Qué tipo de película prefieres?
Candidate: Say what type of film you prefer.
- 3 **Teacher:** ¿Por qué?
Candidate: Say why. Give **two** details.
- 4 **Teacher:** ¿Cuál es la ventaja de ver una película en casa?
Candidate: Give an advantage of watching a film at home.
- 5 **Teacher:** ¿Qué hiciste el domingo pasado?
Candidate: Say what you did last Sunday.

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 technology.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation G: Social media and new technology

- 1 **Candidate:** Say you like using technology.
Teacher: ¿Con qué frecuencia usas Internet?
- 2 **Candidate:** Say how often you use the Internet.
Teacher: ¿Para qué lo usas?
- 3 **Candidate:** Say what you use it for. Give **two** details.
Teacher: ¿Qué es lo negativo de Internet?
- 4 **Candidate:** Give a disadvantage of the Internet.
Teacher: Es verdad.
- 5 **Candidate:** Ask your friend if he/she uses a mobile phone in school.
Teacher: No, está prohibido.

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 Christmas.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

Situation H: Culture, customs, festivals and celebrations

- 1 **Teacher:** ¿Te gusta la Navidad?
Candidate: Say why you like/dislike Christmas.
- 2 **Teacher:** ¿Qué haces normalmente el día de Navidad?
Candidate: Say what you do on Christmas Day.
- 3 **Teacher:** ¿Hay muchas personas en tu casa el día de Navidad?
Candidate: Say how many people are in your house on Christmas Day.
- 4 **Teacher:** ¿Qué regalo recibiste el año pasado?
Candidate: Say what present you received last year.
- 5 **Teacher:** ¿Y este año?
Candidate: Say you would like to receive clothes this year.

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 music.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation I: Free time, leisure and daily routine

- 1 **Candidate:** Say you like listening to music.
Teacher: ¿Por qué?
- 2 **Candidate:** Say why you like listening to music.
Teacher: ¿Tocas un instrumento?
- 3 **Candidate:** Say what instrument you play.
Teacher: Vale.
- 4 **Candidate:** Ask your friend what type of music he/she prefers.
Teacher: La música clásica. ¿Qué planes tienes para este fin de semana?
- 5 **Candidate:** Say you are going to go to a concert.
Teacher: Muy bien.

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 family life.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

Situation J: Myself, my family, relationships and choices

- 1 **Teacher:** ¿Tienes animales en casa?
Candidate: Say what pet you have at home.
- 2 **Teacher:** ¿Cómo es?
Candidate: Describe it. Give **two** details.
- 3 **Teacher:** ¿Cuántas personas hay en tu casa?
Candidate: Say how many people there are in your house.
- 4 **Teacher:** ¿Qué haces con tu familia por la tarde?
Candidate: Say what you do with your family in the evening.
- 5 **Teacher:** ¿Qué hiciste en casa ayer?
Candidate: Say what you did in the house yesterday.

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 cooking.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation K: Culture, customs, festivals and celebrations

- 1 **Candidate:** Say you like to cook.
Teacher: ¿Qué plato cocinas en casa?
- 2 **Candidate:** Say what dish you cook at home.
Teacher: ¿Es difícil?
- 3 **Candidate:** Say it is easy.
Teacher: Muy bien.
- 4 **Candidate:** Ask your friend what his/her favourite dish is.
Teacher: Es la paella. ¿Qué cenaste anoche?
- 5 **Candidate:** Say what you had for dinner last night.
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 begin the role-play.

Instructions to the candidate:

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

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:** ¿Cómo vuelves a casa después de las clases?
Candidate: Say how you go home after school.
- 2 **Teacher:** ¿Qué haces después?
Candidate: Say you do homework.
- 3 **Teacher:** ¿Cómo te relajas en casa?
Candidate: Say what you do to relax at home. Give **two** details.
- 4 **Teacher:** ¿A qué hora te acuestas?
Candidate: Say what time you go to bed.
- 5 **Teacher:** ¿Qué planes tienes para este fin de semana?
Candidate: Say what you are going to do this weekend.

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 house and area.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation M: My local area and the wider environment

- 1 **Candidate:** Describe your house. Give **two** details.
Teacher: ¿Reciclas mucho en casa?
- 2 **Candidate:** Say what you recycle at home.
Teacher: ¿Es importante, en tu opinión?
- 3 **Candidate:** Say why you think it is important to recycle.
Teacher: ¿Hay problemas en tu barrio?
- 4 **Candidate:** Mention a problem in your area.
Teacher: ¿Qué planes tienes para el futuro?
- 5 **Candidate:** Say where you would like to live in the future.
Teacher: Yo también.

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 lost in a Spanish town and a passer-by stops to help you.

Your teacher will play the part of the passer-by.

Your teacher will speak first.

Situation N: Travel and tourism

- 1 **Teacher:** ¿Puedo ayudarle?
Candidate: Say which place you want to go to.
- 2 **Teacher:** Tome la segunda calle a la derecha.
Candidate: Ask if it is far.
- 3 **Teacher:** Está a cinco minutos andando. ¿De dónde es usted?
Candidate: Say where you are from.
- 4 **Teacher:** ¡Qué bien! ¿Le gusta España?
Candidate: Say why you like Spain.
- 5 **Teacher:** ¿Es su primera visita a España?
Candidate: Say you visited Barcelona last year.

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 summer holidays.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation O: Travel and tourism

- 1 **Candidate:** Say you prefer summer holidays.
Teacher: ¿Por qué?
- 2 **Candidate:** Say why you prefer summer holidays.
Teacher: ¿Qué haces cuando estás de vacaciones en verano?
- 3 **Candidate:** Say what you do on holiday in summer. Give **two** details.
Teacher: Perfecto.
- 4 **Candidate:** Ask your friend where he/she likes to go on holiday.
Teacher: Me gusta ir a Irlanda.
- 5 **Candidate:** Say Ireland is beautiful.
Teacher: Estoy de acuerdo.

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 a healthy lifestyle.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

Situation P: Social and global issues

- 1 **Teacher:** ¿Qué haces para estar en forma?
Candidate: Say what you do to keep fit.
- 2 **Teacher:** ¿Por qué es importante comer bien?
Candidate: Say why it is important to eat well.
- 3 **Teacher:** ¿Qué comiste ayer?
Candidate: Say what you ate yesterday.
- 4 **Teacher:** ¿Qué tipo de fruta prefieres?
Candidate: Say what type of fruit you prefer.
- 5 **Teacher:** ¿Y las verduras?
Candidate: Say what vegetable you are going to have for dinner.

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 shopping on holiday.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation Q: Travel and tourism

- 1 **Candidate:** Say you like to buy presents.
Teacher: ¿Adónde vas de compras?
- 2 **Candidate:** Say where you buy the presents.
Teacher: ¿Gastas mucho dinero?
- 3 **Candidate:** Say how much money you spend.
Teacher: Es mucho/poco.
- 4 **Candidate:** Ask your friend where he/she goes shopping.
Teacher: Voy al mercadillo. ¿Qué compraste el año pasado?
- 5 **Candidate:** Say what you bought last year.
Teacher: Muy bien.

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 tell your Spanish friend that you feel unwell.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

Situation R: Social and global issues

- 1 **Teacher:** ¿Qué te pasa?
Candidate: Say that you feel unwell.
- 2 **Teacher:** ¿Te duele algo?
Candidate: Say what is sore. Give **two** details.
- 3 **Teacher:** ¿Desde hace cuánto tiempo?
Candidate: Say how long for.
- 4 **Teacher:** ¿Qué te gustaría hacer?
Candidate: Say you would like to return to your hotel.
- 5 **Teacher:** ¿Dónde está el hotel?
Candidate: Say where your hotel is.

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 a healthy lifestyle.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation S: Social and global issues

- 1 **Candidate:** Say what sport you play.
Teacher: ¿Juegas mucho?
- 2 **Candidate:** Say how often you play.
Teacher: ¿Por qué es importante el deporte para ti?
- 3 **Candidate:** Say why sport is important to you.
Teacher: Vale. ¿Qué haces cuando hace mal tiempo?
- 4 **Candidate:** Say what you do when the weather is bad.
Teacher: ¿Qué hiciste el fin de semana pasado?
- 5 **Candidate:** Say what you did last weekend.
Teacher: Muy bien.

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 in a train station in Spain.

Your teacher will play the part of the assistant.

Your teacher will speak first.

Situation T: Travel and tourism

- 1 **Teacher:** ¿En qué puedo ayudarle?
Candidate: Say you want to go to the coast.
- 2 **Teacher:** ¿Cuántas personas hay?
Candidate: Say how many people there are.
- 3 **Teacher:** Vale.
Candidate: Ask what time the train leaves.
- 4 **Teacher:** A las diez. ¿Qué quiere hacer allí?
Candidate: Say what you are going to do there.
- 5 **Teacher:** Se puede esperar el tren en la cafetería de allí.
Candidate: Say what you want to buy in the café. Give **two** details.

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 household chores.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation U: My local area and the wider environment

- 1 **Candidate:** Say what chore you do in the house.
Teacher: ¿Cuándo haces esta tarea?
- 2 **Candidate:** Say when you do this chore.
Teacher: ¿Te gusta ayudar en casa?
- 3 **Candidate:** Say why you like/dislike helping at home.
Teacher: Muy bien.
- 4 **Candidate:** Ask your friend what he/she does to help in the house.
Teacher: Lavo la ropa. ¿Qué te gusta hacer para relajarte?
- 5 **Candidate:** Say how you like to relax. Give **two** details.
Teacher: Perfecto.

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 checking into a hotel in Spain.

Your teacher will play the part of the receptionist.

Your teacher will speak first.

Situation V: Travel and tourism

- 1 **Teacher:** ¿En qué puedo ayudarle?
Candidate: Say you reserved a room for two nights.
- 2 **Teacher:** Vale. ¿Qué planta prefiere?
Candidate: Say which floor you prefer.
- 3 **Teacher:** Muy bien. ¿Tiene mucho equipaje?
Candidate: Say how many suitcases you have.
- 4 **Teacher:** No hay problema ¿A qué hora quiere cenar?
Candidate: Say what time you want to have dinner.
- 5 **Teacher:** ¿Qué planes tiene para esta tarde?
Candidate: Say what you are going to do in the afternoon.

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 your area.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation W: My local area and the wider environment

- 1 **Candidate:** Say you live in a city.
Teacher: ¿Te gusta?
- 2 **Candidate:** Say why you like/dislike living there.
Teacher: ¿Qué hay para los jóvenes?
- 3 **Candidate:** Say what there is for young people. Give **two** details.
Teacher: ¿Qué tiempo hace en tu región en invierno?
- 4 **Candidate:** Say what the weather is like in winter.
Teacher: ¿Qué hiciste en tu barrio el fin de semana pasado?
- 5 **Candidate:** Say what you did in your area last weekend.
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 in a tourist office in Spain.

Your teacher will play the part of the assistant.

Your teacher will speak first.

Situation X: Travel and tourism

- 1 **Teacher:** ¿En qué puedo ayudarle?
Candidate: Say you want a map of the town.
- 2 **Teacher:** Aquí tiene.
Candidate: Ask if there is a museum.
- 3 **Teacher:** Sí, hay uno en el centro.
Candidate: Say when you are going to go there.
- 4 **Teacher:** Perfecto. ¿Dónde se aloja?
Candidate: Say where you are staying.
- 5 **Teacher:** ¿Le gusta?
Candidate: Say why you like staying there.

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