



Rewarding Learning

**General Certificate of Secondary Education
2019**

Spanish

Unit 2

Teacher's
Booklet

Speaking Examinations

[GSH21]

MONDAY 8 APRIL – FRIDAY 10 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 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 4]. **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 this test 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 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:	Candidate details:
Name: _____	Name: _____
Number: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Number: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

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 2019

Teacher's Booklet

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CONTEXT FOR LEARNING 2: Local, National, International and Global Areas of Interest

SESSION A

Instructions to the teacher:

You begin the role-play.

Instructions to the candidate:

Your Spanish friend is asking you about where you live.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

You should address your friend informally.

Situation A: My local environment

- 1 **Teacher:** ¿De dónde eres?
Candidate: Say where you are from.
- 2 **Teacher:** ¿Cómo es tu casa?
Candidate: Give **two** details about your house.
- 3 **Teacher:** ¿Te gusta?
Candidate: Say why you like/don't like your house.
- 4 **Teacher:** ¿Qué se puede hacer en tu barrio?
Candidate: Say what there is to do in your area.
- 5 **Teacher:** ¿Qué planes tienes para el futuro?
Candidate: Say what plans you have for the future.

SESSION A

Instructions to the teacher:

The candidate will begin the role-play.

Instructions to the candidate:

You are in a restaurant in Spain.

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

You will speak first.

You should address the waiter/waitress formally.

Situation B: Travel and tourism

- 1 **Candidate:** Ask for a table for two.
Teacher: Por aquí. ¿Qué desea?
- 2 **Candidate:** Ask what he/she recommends.
Teacher: Recomiendo la carne asada.
- 3 **Candidate:** Mention **two** things you want to eat.
Teacher: Muy bien. ¿Algo más?
- 4 **Candidate:** Say what you want to drink.
Teacher: En seguida.
- 5 **Candidate:** Ask how much it costs.
Teacher: Quince euros.

CONTEXT FOR LEARNING 2: Local, National, International and Global Areas of Interest

SESSION B

Instructions to the teacher:

The candidate will begin 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.

You should address your friend informally.

Situation C: My local environment

- 1 **Candidate:** Ask where your friend lives.
Teacher: Alicante. ¿Cómo es el barrio donde vives?
- 2 **Candidate:** Say what your area is like.
Teacher: Muy bien. ¿Qué hay para los turistas?
- 3 **Candidate:** Mention **two** things for tourists.
Teacher: Es interesante.
- 4 **Candidate:** Ask if your friend wants to visit your area.
Teacher: Sí. ¿Qué tiempo hace?
- 5 **Candidate:** Say what the weather is like.
Teacher: Muy bien.

CONTEXT FOR LEARNING 2: Local, National, International and Global Areas of Interest

SESSION B

Instructions to the teacher:

You will begin the role-play.

Instructions to the candidate:

You are speaking to your Spanish friend about the environment.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

You should address your friend informally.

Situation D: Global awareness

- 1 **Teacher:** ¿Qué reciclas en casa?
Candidate: Say **two** things you recycle at home.
- 2 **Teacher:** Muy bien.
Candidate: Ask what your friend does to help the environment.
- 3 **Teacher:** Usamos el transporte público. ¿Qué opinas?
Candidate: Give your opinion of public transport.
- 4 **Teacher:** ¿Te gusta ir a pie?
Candidate: Say why you like/don't like walking.
- 5 **Teacher:** ¿Cómo vas al colegio normalmente?
Candidate: Say how you go to school normally.

SESSION C

Instructions to the teacher:

The candidate begins the role-play.

Instructions to the candidate:

You are booking into a hotel in Spain.

Your teacher will play the part of the receptionist.

You will speak first.

You should address the receptionist formally.

Situation E: Travel and tourism

- 1 **Candidate:** Say you want a room for two nights.
Teacher: Muy bien.
- 2 **Candidate:** Ask if there is a lift.
Teacher: Sí, hay dos. ¿Qué planta prefiere?
- 3 **Candidate:** Say which floor you prefer.
Teacher: Vale. ¿Algo más?
- 4 **Candidate:** Mention **two** facilities you want in the room.
Teacher: No hay problema.
- 5 **Candidate:** Ask when breakfast starts.
Teacher: A las siete.

SESSION C

Instructions to the teacher:

You begin the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about health and lifestyle.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

You should address your friend informally.

Situation F: Social issues

- 1 **Teacher:** ¿Te gusta el deporte?
Candidate: Say why you like/don't like sport.
- 2 **Teacher:** ¿Qué haces para mantenerte en forma?
Candidate: Mention **two** things you do to keep fit.
- 3 **Teacher:** Muy bien.
Candidate: Ask what your friend likes to eat.
- 4 **Teacher:** Me gusta el pescado.
Candidate: Say what you prefer to eat and why.
- 5 **Teacher:** Sí. ¿Qué opinas de la comida española?
Candidate: Give your opinion of Spanish food.

CONTEXT FOR LEARNING 2: Local, National, International and Global Areas of Interest

SESSION D

Instructions to the teacher:

The candidate begins the role-play.

Instructions to the candidate:

You are in a tourist office in Spain.

Your teacher will play the part of the assistant.

You will speak first.

You should address the assistant formally.

Situation G: My local environment

- 1 **Candidate:** Ask for a map of the area.
Teacher: Aquí tiene.
- 2 **Candidate:** Say where you want to go.
Teacher: Muy bien. Hay muchas opciones.
- 3 **Candidate:** Ask if there is a bus.
Teacher: Sí. Hay uno que sale cada media hora.
- 4 **Candidate:** Ask if there is a discount for children.
Teacher: Sí, hay descuentos para menores.
- 5 **Candidate:** Say you want tickets for two adults and one child.
Teacher: Vale.

SESSION D

Instructions to the teacher:

You 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.

You should address your friend informally.

Situation H: Travel and tourism

- 1 **Teacher:** ¿Qué opinas ir de compras?
Candidate: Say why you like/don't like shopping.
- 2 **Teacher:** Estoy de acuerdo.
Candidate: Say it's your mum's birthday tomorrow.
- 3 **Teacher:** Muy bien.
Candidate: Say what you want to buy for her.
- 4 **Teacher:** Es perfecto. ¿Cuánto dinero tienes?
Candidate: Say how much money you have.
- 5 **Teacher:** Está bien.
Candidate: Ask if there is a shopping centre nearby.
- 6 **Teacher:** Sí. Hay uno muy cerca.

CONTEXT FOR LEARNING 2: Local, National, International and Global Areas of Interest

SESSION E

Instructions to the teacher:

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.

You should address your friend informally.

Situation I: Social issues

- 1 **Candidate:** Say which sport you like to play and why.
Teacher: Muy bien.
- 2 **Candidate:** Say how often you play.
Teacher: Es/no es mucho.
- 3 **Candidate:** Ask which sport your friend prefers.
Teacher: Yo prefiero el remo.
- 4 **Candidate:** Give **two** benefits of exercise.
Teacher: Sí, es verdad.
- 5 **Candidate:** Name a sports person you admire and say why.
Teacher: Vale.

SESSION E

Instructions to the teacher:

You begin the role-play.

Instructions to the candidate:

You stop a passer-by in Spain to ask for directions.

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

Your teacher will speak first.

You should address the passer-by formally.

Situation J: Travel and tourism

- 1 **Teacher:** ¿Puedo ayudarle?
Candidate: Ask where the supermarket is.
- 2 **Teacher:** Hay uno en la calle San Antonio.
Candidate: Ask if it's far away.
- 3 **Teacher:** No, está a dos minutos andando de aquí.
Candidate: Say **two** items you want to buy there.
- 4 **Teacher:** Vale.
Candidate: Ask if the supermarket closes in the afternoon.
- 5 **Teacher:** No, está abierto todo el día.
Candidate: Say you are staying near the beach.
- 6 **Teacher:** Muy bien.

CONTEXT FOR LEARNING 2: Local, National, International and Global Areas of Interest

SESSION F

Instructions to the teacher:

The candidate begins the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about your youth club.

Your teacher will play the part of your Spanish friend.

You will speak first.

You should address your friend informally.

Situation K: My local environment

- 1 **Candidate:** Say why you like/don't like your youth club.
Teacher: Muy bien.
- 2 **Candidate:** Say how often you go there.
Teacher: Es/no es mucho. ¿Qué haces allí?
- 3 **Candidate:** Mention **two** activities you do there.
Teacher: Me parecen interesantes.
- 4 **Candidate:** Ask your friend if he/she wants to go there with you.
Teacher: Sí, con mucho gusto.
- 5 **Candidate:** Give a day and time you can go.
Teacher: Vale.

SESSION F

Instructions to the teacher:

You begin the role-play.

Instructions to the candidate:

You are in a doctor's surgery in Spain.

Your teacher will play the part of the doctor.

Your teacher will speak first.

You should address the doctor formally.

Situation L: Social issues

- 1 **Teacher:** ¿Qué le pasa?
Candidate: Say you have a sore stomach.
- 2 **Teacher:** ¿Desde cuándo?
Candidate: Say how long for.
- 3 **Teacher:** ¿Tienes ganas de comer?
Candidate: Say you don't want to eat.
- 4 **Teacher:** Tome esta receta.
Candidate: Ask where the chemist is.
- 5 **Teacher:** Está al lado del consultorio.
Candidate: Ask how much it costs.
- 6 **Teacher:** Veinte euros.

SESSION A

Instructions to the teacher:

The candidate will 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.

You will speak first.

You should address your friend informally.

Situation M: My studies

- 1 **Candidate:** Ask your friend where his/her school is.
Teacher: Está en el campo.
- 2 **Candidate:** Ask which subject he/she likes.
Teacher: Me gusta la música.
- 3 **Candidate:** Say which **two** subjects you like.
Teacher: ¿Por qué te gustan?
- 4 **Candidate:** Say why you like them.
Teacher: ¿Cómo es tu profesor preferido?
- 5 **Candidate:** Describe your favourite teacher.
Teacher: Muy bien.

SESSION A

Instructions to the teacher:

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.

You should address your friend informally.

Situation N: Part-time jobs

- 1 **Teacher:** ¿Tienes un trabajo a tiempo parcial?
Candidate: Say what your part-time job is.
- 2 **Teacher:** ¿Te gusta?
Candidate: Say why you like/don't like your job.
- 3 **Teacher:** ¿Cómo es tu jefe?
Candidate: Give **two** details about your boss.
- 4 **Teacher:** ¿Cuánto dinero recibes?
Candidate: Say how much your pay is.
- 5 **Teacher:** ¿Qué compras con el dinero?
Candidate: Say what you buy with the money.

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

SESSION B

Instructions to the teacher:

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.

You should address your friend informally.

Situation O: School life

- 1 **Teacher:** ¿Cómo es tu uniforme?
Candidate: Give **two** details about your uniform.
- 2 **Teacher:** ¿Te gusta?
Candidate: Say why you like/don't like your uniform.
- 3 **Teacher:** ¿Qué prefieres llevar?
Candidate: Mention **two** things you prefer to wear.
- 4 **Teacher:** ¿Cómo son tus profesores?
Candidate: Describe your teachers.
- 5 **Teacher:** Muy bien.
Candidate: Ask your friend what his/her favourite subject is.
- 6 **Teacher:** El inglés.

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

SESSION B

Instructions to the teacher:

The candidate begins the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about school trips.

Your teacher will play the part of your Spanish friend.

You will speak first.

You should address your friend informally.

Situation P: Extra-curricular activities

- 1 **Candidate:** Ask how your friend is.
Teacher: Bien. ¿Adónde va la excursión escolar?
- 2 **Candidate:** Say where your school trip is going to.
Teacher: ¿Cuántos alumnos van?
- 3 **Candidate:** Say how many pupils are going.
Teacher: Muy bien. ¿Qué van a hacer allí?
- 4 **Candidate:** Give **two** details of what they want to do there.
Teacher: Muy bien.
- 5 **Candidate:** Ask your friend if they think trips are important.
Teacher: Sí. Son muy importantes.

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

SESSION C

Instructions to the teacher:

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.

You should address your friend informally.

Situation Q: School life

- 1 **Teacher:** ¿A qué hora empiezan las clases en tu colegio?
Candidate: Say what time classes begin.
- 2 **Teacher:** Muy bien.
Candidate: Ask when classes finish in Spain.
- 3 **Teacher:** Terminan a las cinco. ¿Qué haces durante la hora de comer?
Candidate: Mention **two** things you do at lunch time.
- 4 **Teacher:** ¿Qué está prohibido en tu colegio?
Candidate: Say what is not allowed in school.
- 5 **Teacher:** Muy bien.
Candidate: Ask your friend what he/she thinks of the school rules.
- 6 **Teacher:** Son buenas.

SESSION C

Instructions to the teacher:

The candidate begins the role-play.

Instructions to the candidate:

You are talking to a Spanish careers advisor.

Your teacher will play the part of the careers advisor.

You will speak first.

You should address the careers advisor formally.

Situation R: Future plans and careers

- 1 **Candidate:** Introduce yourself.
Teacher: Buenos días. ¿En qué te gustaría trabajar?
- 2 **Candidate:** Say what job you want to do.
Teacher: Muy bien ¿Por qué?
- 3 **Candidate:** Give **two** details explaining why.
Teacher: ¿En qué país te gustaría trabajar?
- 4 **Candidate:** Say which country you want to work in.
Teacher: Muy bien.
- 5 **Candidate:** Ask the advisor if a degree is necessary.
Teacher: Sí, es necesario/No, no es necesario.

SESSION D

Instructions to the teacher:

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.

You should address your friend informally.

Situation S: Part-time jobs

- 1 **Teacher:** ¿Te gusta trabajar?
Candidate: Say why you like/don't like your part-time job.
- 2 **Teacher:** ¿Qué haces exactamente?
Candidate: Mention **two** activities you do.
- 3 **Teacher:** Muy bien.
Candidate: Describe someone you work with.
- 4 **Teacher:** Me parece interesante.
Candidate: Ask your friend if he/she wants to go to university.
- 5 **Teacher:** Sí, me gustaría ir a la universidad.
Candidate: Give an advantage of going to university.

SESSION D

Instructions to the teacher:

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.

You should address your friend informally.

Situation T: School life

- 1 **Candidate:** Say where your school is.
Teacher: Muy bien.
- 2 **Candidate:** Say what your favourite day is and why.
Teacher: Yo prefiero los lunes.
- 3 **Candidate:** Say when lunch-time begins.
Teacher: Es temprano.
- 4 **Candidate:** Ask your friend what he/she does at lunch-time.
Teacher: Charlo con mis amigos. ¿Cómo son tus profes?
- 5 **Candidate:** Give your opinion of your teachers.
Teacher: Muy bien.

SESSION E

Instructions to the teacher:

You begin the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about your future plans.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

You should address your friend informally.

Situation U: Future plans

- 1 **Teacher:** ¿Cuáles son tus planes para septiembre?
Candidate: Say what your plans are for September.
- 2 **Teacher:** ¿Por qué?
Candidate: Say why you want to do this.
- 3 **Teacher:** Muy bien.
Candidate: Say what job you want to do in the future.
- 4 **Teacher:** Me parece interesante.
Candidate: Give **two** advantages of that job.
- 5 **Teacher:** Sí, es verdad.
Candidate: Ask your friend if he/she thinks money is important.
- 6 **Teacher:** Sí.

SESSION E

Instructions to the teacher:

The candidate begins the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about money.

Your teacher will play the part of your Spanish friend.

You will speak first.

You should address your friend informally.

Situation V: Money management

- 1 **Candidate:** Say how much money you get per week.
Teacher: ¿Qué compras con tu dinero?
- 2 **Candidate:** Say what you buy with it.
Teacher: Muy bien. ¿Tienes otros gastos?
- 3 **Candidate:** Say what other expenses you have.
Teacher: Muy bien.
- 4 **Candidate:** Ask your friend if he/she receives money.
Teacher: Recibo quince euros a la semana.
- 5 **Candidate:** Ask your friend how much he/she saves.
Teacher: Nada.

SESSION F

Instructions to the teacher:

You begin the role-play.

Instructions to the candidate:

You are talking to your Spanish friend about your future plans.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

You should address your friend informally.

Situation W: Future plans

- 1 **Teacher:** ¿Cuáles son tus planes para junio?
Candidate: Say what your plans are for the end of term.
- 2 **Teacher:** Muy bien.
Candidate: Ask your friend if he/she wants to go back to school.
- 3 **Teacher:** Sí.
Candidate: Say which subjects you want to study next year.
- 4 **Teacher:** ¿Por qué estas asignaturas?
Candidate: Give **two** reasons why you want to study these subjects.
- 5 **Teacher:** Vale.
Candidate: Say what job you want to do in the future.
- 6 **Teacher:** Muy bien.

SESSION F

Instructions to the teacher:

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 friend.

You will speak first.

You should address your friend informally.

Situation X: School life

- 1 **Candidate:** Say how long you have been studying Spanish.
Teacher: Estupendo.
- 2 **Candidate:** Give **two** reasons why you like/don't like it.
Teacher: Muy bien.
- 3 **Candidate:** Ask your friend what his/her favourite subject is.
Teacher: El inglés.
- 4 **Candidate:** Give your opinion of homework.
Teacher: Sí. ¿Hay otras normas en tu colegio?
- 5 **Candidate:** Mention **one** of your school rules.
Teacher: Vale.

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