



Rewarding Learning

**General Certificate of Secondary Education
2023**

Spanish

Unit 2

Teacher's
Booklet

Speaking Examinations

[GSH21]

MONDAY 3 APRIL – FRIDAY 5 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 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

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: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Candidate details: Name: _____ Number: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
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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 2023

Teacher's Booklet

Contents

3.1.2 Role-plays Context for Learning 2

3.1.3 Role-plays Context for Learning 3

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 shopping on holiday.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation A: Travel and tourism

- 1 **Candidate:** Say where you like to go shopping.
Teacher: ¿Por qué?
- 2 **Candidate:** Say why.
Teacher: Estoy de acuerdo. ¿Compraste algo el año pasado?
- 3 **Candidate:** Say what you bought last year.
Teacher: ¿Cómo es?
- 4 **Candidate:** Describe it. Give **two** details.
Teacher: ¿Ganas mucho dinero?
- 5 **Candidate:** Say how much money you earn.
Teacher: Muy bien.

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 in a doctor's surgery in Spain.

Your teacher will play the part of the doctor.

Your teacher will speak first.

Situation B: Social and global issues

- 1 **Teacher:** ¿Qué le pasa?
Candidate: Say what is wrong with you.
- 2 **Teacher:** ¿Desde hace cuánto tiempo?
Candidate: Say how long for.
- 3 **Teacher:** ¿Qué planes tiene para el resto del día?
Candidate: Say what you are going to do for the rest of the day.
- 4 **Teacher:** Tome esta receta.
Candidate: Ask where the chemist is.
- 5 **Teacher:** Hay una enfrente del supermercado. ¿Su hotel está lejos?
Candidate: Say your hotel is nearby.

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 area.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation C: My local area and the wider environment

- 1 **Candidate:** Describe your area. Give **two** details.
Teacher: ¿Hay muchas atracciones turísticas?
- 2 **Candidate:** Say what there is for tourists.
Teacher: ¿Qué tal el tiempo en Irlanda del Norte?
- 3 **Candidate:** Describe the weather in Northern Ireland.
Teacher: ¿Qué haces cuando hace mal tiempo?
- 4 **Candidate:** Say what you do when the weather is bad.
Teacher: Muy bien. ¿Qué hiciste el fin de semana pasado?
- 5 **Candidate:** Say what you did last weekend.
Teacher: Perfecto.

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 booking into a hotel in Spain.

Your teacher will play the part of the receptionist.

Your teacher will speak first.

Situation D: Travel and tourism

- 1 **Teacher:** ¿En qué puedo ayudarle?
Candidate: Say you want two rooms for one night.
- 2 **Teacher:** Vale.
Candidate: Ask how much it costs.
- 3 **Teacher:** Cuesta cien euros con desayuno. ¿A qué hora quiere desayunar?
Candidate: Say what time you want breakfast.
- 4 **Teacher:** No hay problema. ¿Qué planes tiene para el resto del día?
Candidate: Say you are going to go to the beach.
- 5 **Teacher:** Es bonita. ¿Qué le gusta hacer allí?
Candidate: Say what activity you like to do there.

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 area.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation E: Social and global issues

- 1 **Candidate:** Say where you live.
Teacher: ¿Te gusta?
- 2 **Candidate:** Say why you like/dislike your area.
Teacher: ¿Qué planes tienes para proteger el medio ambiente en tu barrio?
- 3 **Candidate:** Say what you are going to do to protect the environment in your area.
Teacher: Muy bien.
- 4 **Candidate:** Say it is very important.
Teacher: Estoy de acuerdo.
- 5 **Candidate:** Say what you recycle at home. Give **two** details.
Teacher: Yo también.

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 in a train station in Spain.

Your teacher will play the part of the assistant.

Your teacher will speak first.

Situation F: Travel and tourism

- 1 **Teacher:** ¿En qué puedo ayudarle?
Candidate: Say you want to go to Madrid.
- 2 **Teacher:** ¿Cuántos billetes quiere?
Candidate: Say you want tickets for two adults and two children.
- 3 **Teacher:** Aquí tiene.
Candidate: Ask what time the train leaves.
- 4 **Teacher:** A las once. ¿Ha visitado Madrid alguna vez?
Candidate: Say you visited Madrid last year.
- 5 **Teacher:** ¿Qué opina usted de la ciudad?
Candidate: Give your opinion of the city.

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 a healthy lifestyle.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation G: Social and global issues

- 1 **Candidate:** Say which sport you play in school.
Teacher: ¿Qué día juegas?
- 2 **Candidate:** Say which day of the week you play.
Teacher: Muy bien.
- 3 **Candidate:** Ask which sport he/she prefers.
Teacher: Prefiero el atletismo. ¿Por qué es importante el deporte en tu opinión?
- 4 **Candidate:** Say why sport is important.
Teacher: Estoy de acuerdo.
- 5 **Candidate:** Say what you did last weekend.
Teacher: Perfecto.

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 restaurant in Spain.

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

Your teacher will speak first.

Situation H: Travel and tourism

- 1 **Teacher:** Buenos días.
Candidate: Say you want a table for two people.
- 2 **Teacher:** ¿Dónde prefiere sentarse?
Candidate: Say where you prefer to sit.
- 3 **Teacher:** Muy bien. ¿Qué quiere de segundo?
Candidate: Say what you want for the main course. Give **two** details.
- 4 **Teacher:** ¿Y de postre?
Candidate: Say what you want for dessert.
- 5 **Teacher:** Vale. ¿Qué planes tiene para el resto del día?
Candidate: Say that you are going to go to the market.

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 a healthy lifestyle.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation I: Social and global issues

- 1 **Candidate:** Say what you do to stay healthy.
Teacher: Muy bien. ¿Por qué es importante seguir una vida sana?
- 2 **Candidate:** Say why you think it is important.
Teacher: Estoy de acuerdo. ¿Qué hiciste el fin de semana pasado?
- 3 **Candidate:** Say what sporting activity you did last weekend.
Teacher: ¿Qué prefieres comer?
- 4 **Candidate:** Say what you prefer to eat. Give **two** details.
Teacher: ¿Te gusta la comida española?
- 5 **Candidate:** Say which is your favourite Spanish dish.
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 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 J: Travel and tourism

- 1 **Teacher:** Buenos días.
Candidate: Ask where the bus station is.
- 2 **Teacher:** Está cerca del puerto. ¿Adónde quiere ir?
Candidate: Say where you want to go.
- 3 **Teacher:** ¿Por qué?
Candidate: Say why you want to go there.
- 4 **Teacher:** ¿Cuándo va a volver a su país?
Candidate: Say you are going to return home on Wednesday.
- 5 **Teacher:** ¿Le gustan las vacaciones aquí?
Candidate: Say why you like/dislike holidays 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 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 K: My local area and the wider environment

- 1 **Candidate:** Describe your house.
Teacher: ¿Te gusta?
- 2 **Candidate:** Say why you like/dislike your house.
Teacher: ¿Qué hiciste en tu casa anoche?
- 3 **Candidate:** Say what you did in your house last night.
Teacher: Muy bien. ¿Qué hay en tu barrio?
- 4 **Candidate:** Say what there is in your area for young people.
Teacher: Vale. ¿Qué planes tienes para el futuro?
- 5 **Candidate:** Say where you are going to live in the future.
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 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 L: Travel and tourism

- 1 **Teacher:** ¿Dónde te gusta ir de vacaciones?
Candidate: Say you like to go on holiday to Spain.
- 2 **Teacher:** ¿A qué parte?
Candidate: Say which is your favourite part of Spain.
- 3 **Teacher:** Vale.
Candidate: Ask what the weather is like in winter.
- 4 **Teacher:** El clima es suave en el sur. ¿Qué tiempo hace en tu país?
Candidate: Say what the weather is like in Northern Ireland.
- 5 **Teacher:** ¿Qué haces cuando hace mal tiempo?
Candidate: Say what you do when the weather is bad. Give **two** details.

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 will begin the role-play.

Instructions to the candidate:

You are talking to your Spanish friend before you go to school.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation M: My studies and school life

- 1 **Candidate:** Say how you go to school in the morning.
Teacher: ¿Te gusta?
- 2 **Candidate:** Say why you like/dislike how you travel to school.
Teacher: Muy bien.
- 3 **Candidate:** Ask what time school begins in Spain.
Teacher: A las ocho y media. ¿Qué prefieres hacer en el instituto?
- 4 **Candidate:** Say what you prefer to do in school.
Teacher: Yo también. ¿Cuándo vas a volver a casa esta tarde?
- 5 **Candidate:** Say when you are going to return home this afternoon.
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 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 N: 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 haces?
Candidate: Say what you do. Give **two** details.
- 3 **Teacher:** Vale. ¿Qué hiciste recientemente en el trabajo?
Candidate: Say what you did in work recently.
- 4 **Teacher:** ¿Cómo es el jefe?
Candidate: Describe your boss.
- 5 **Teacher:** ¿Qué es lo bueno de trabajar a tiempo parcial?
Candidate: Give an advantage of having a part-time job.

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.

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.

Situation O: My studies and school life

- 1 **Candidate:** Say what your favourite subject is.
Teacher: ¿Por qué?
- 2 **Candidate:** Say why. Give **two** details.
Teacher: Muy bien. ¿Tienes muchos deberes?
- 3 **Candidate:** Say how often you have homework.
Teacher: ¿Te gustan tus profesores?
- 4 **Candidate:** Say why you like/dislike your teachers.
Teacher: ¿Qué hiciste anoche?
- 5 **Candidate:** Say what you did last night.
Teacher: Muy bien.

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 money.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

Situation P: Part-time jobs and money management

- 1 **Teacher:** ¿Dónde trabajas?
Candidate: Say where you work.
- 2 **Teacher:** ¿Cuándo trabajas?
Candidate: Say when you work.
- 3 **Teacher:** Yo también.
Candidate: Ask your friend how much he/she earns.
- 4 **Teacher:** Diez euros por hora. ¿Cuánto dinero ahorras?
Candidate: Say how much you save per week.
- 5 **Teacher:** Es mucho/poco.
Candidate: Say what you are going to buy.

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 school uniform.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation Q: My studies and school life

- 1 **Candidate:** Describe your school uniform. Give **two** details.
Teacher: ¿Te gusta?
- 2 **Candidate:** Say why you like/dislike it.
Teacher: ¿Qué es lo bueno de llevar uniforme?
- 3 **Candidate:** Give an advantage of wearing a uniform.
Teacher: Es verdad. ¿Cómo era el uniforme en la escuela primaria?
- 4 **Candidate:** Say what you wore in primary school.
Teacher: ¿Qué ropa te gusta llevar los fines de semana?
- 5 **Candidate:** Say what you like wearing at the weekend.
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 begin 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.

Your teacher will speak first.

Situation R: Future plans and career

- 1 **Teacher:** ¿Qué trabajo quieres tener en el futuro?
Candidate: Say what job you want to have in the future.
- 2 **Teacher:** ¿Por qué?
Candidate: Say why.
- 3 **Teacher:** Vale.
Candidate: Ask your friend if he/she wants to go to university.
- 4 **Teacher:** Sí. ¿Y tú?
Candidate: Say which course you would like to study at university.
- 5 **Teacher:** ¿Dónde quieres trabajar?
Candidate: Say in which country you want to work.

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 extra-curricular activities.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation S: Extra-curricular activities

- 1 **Candidate:** Say what activity you do after school.
Teacher: ¿Te gusta?
- 2 **Candidate:** Say why you like this activity.
Teacher: ¿Qué hiciste ayer después de las clases?
- 3 **Candidate:** Say what you did after school yesterday.
Teacher: Muy bien. ¿Qué es lo bueno de las actividades extraescolares?
- 4 **Candidate:** Give an advantage of after-school activities.
Teacher: Es verdad. ¿Qué planes tienes para este fin de semana?
- 5 **Candidate:** Say what you are going to do this weekend.
Teacher: Perfecto.

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 future plans.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

Situation T: Future plans and career

- 1 **Teacher:** ¿Qué quieres estudiar el año que viene?
Candidate: Say which subjects you want to study next year. Give **two** details.
- 2 **Teacher:** ¿Por qué?
Candidate: Say why.
- 3 **Teacher:** Vale.
Candidate: Ask your friend if he/she wants to return to school.
- 4 **Teacher:** Sí, por supuesto. ¿Quieres empezar una actividad nueva al volver al instituto?
Candidate: Say which new activity you want to start.
- 5 **Teacher:** ¿Por qué?
Candidate: Say because it is healthy.

CONTEXT FOR LEARNING 3: School Life, Studies and the World of 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 will begin 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.

Situation U: Part-time jobs and money management

- 1 **Candidate:** Say how much money you earn per week.
Teacher: Es mucho/poco. ¿Cuánto dinero ahorras normalmente?
- 2 **Candidate:** Say how much you save.
Teacher: ¿Por qué es importante ahorrar?
- 3 **Candidate:** Say why it is important to save money.
Teacher: Es verdad.
- 4 **Candidate:** Ask your friend how much money he/she normally spends.
Teacher: Veinte libras. ¿Vas a ir de compras este fin de semana?
- 5 **Candidate:** Say what you would like 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 begin 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.

Your teacher will speak first.

Situation V: Extra-curricular activities

- 1 **Teacher:** ¿Qué hiciste la semana pasada?
Candidate: Say one extra-curricular activity that you did last week.
- 2 **Teacher:** ¿Te gustan las actividades extraescolares?
Candidate: Say why you like/dislike extra-curricular activities. Give **two** details.
- 3 **Teacher:** ¿Qué más haces después de las clases?
Candidate: Say what other activity you do after school.
- 4 **Teacher:** Muy bien. ¿A qué hora vuelves a casa normalmente?
Candidate: Say what time you normally return home.
- 5 **Teacher:** ¿Qué haces entonces?
Candidate: Say you do your homework.

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 school.

Your teacher will play the part of your Spanish friend.

You will speak first.

Situation W: My studies and school life

- 1 **Candidate:** Say how many subjects you study.
Teacher: Son muchas. ¿Te gustan todas las asignaturas que estudias?
- 2 **Candidate:** Say which subject you prefer.
Teacher: ¿Por qué?
- 3 **Candidate:** Say why.
Teacher: Muy bien.
- 4 **Candidate:** Ask your friend what his/her teachers are like.
Teacher: Son buenos. ¿Cómo es tu profesor favorito?
- 5 **Candidate:** Describe your favourite teacher. Give **two** details.
Teacher: Perfecto.

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

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 part-time job.

Your teacher will play the part of your Spanish friend.

Your teacher will speak first.

Situation X: Part-time jobs and money management

- 1 **Teacher:** ¿Dónde trabajas a tiempo parcial?
Candidate: Say where you work part-time.
- 2 **Teacher:** ¿Te gusta?
Candidate: Say why you like/dislike your job.
- 3 **Teacher:** ¿Qué hiciste la semana pasada?
Candidate: Say what you did in work last week.
- 4 **Teacher:** Muy bien. ¿Dónde vas a hacer las prácticas laborales?
Candidate: Say where you are going to go for work experience.
- 5 **Teacher:** ¿Por qué?
Candidate: Say why you want to go there.

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