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Advanced Spanish Listening

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Advanced Spanish
Listening Grade 10
Task A.1 (non-adaptable)

Teacher's Notes

"I can understand the main points of an authentic spoken passage/conversation involving one or more speakers."

Instructions

Learners listen to an interview in Spanish. They answer the questions by putting a tick (✓) in the correct box, **A**, **B** or **C**. Dictionaries must not be used. The task begins with one example. When the learners are ready the teacher starts the recording. Pauses have been included at relevant intervals and the text has been recorded twice, so the teacher should not stop the recording once it has started.

Pass

4 out of 5

Answers

1 B
2 C
3 A
4 B
5 C

Adapting the task

This task must not be adapted, but must be used as supplied.

As an alternative, Listening Grade 10 task A.2 may be used.

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Advanced Spanish Listening Grade 10 Task A.1

Name:

You will hear an interview with Alberto Maldonado about his life as a professional athlete. Listen to the interview and look at the questions. Choose the correct answer, **A**, **B** or **C**, by putting a tick (✓) in the box. You will hear the recording twice. The task begins with one example. You now have 30 seconds to read the questions.

Example: When did Alberto first take part in a race?

A	In 2001	✓
B	In 2002	
C	In 2003	

1 What is Alberto's favourite memory of his early career?

A	meeting a famous runner	
B	winning a long-distance race	
C	being congratulated by his family	

2 How did Alberto feel after his injury?

A	angry	
B	sad	
C	powerless	

3 How does Alberto usually train?

A	on his own	
B	with his cousin	
C	with a group	

4 Alberto would like the "Federación de Atletismo" to

A	invest in better sports facilities.	
B	support athletes of all levels equally.	
C	promote the image of the sport.	

5 Alberto says young children should run because they will feel

A	healthier.	
B	challenged.	
C	valued.	

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Advanced Spanish
Listening Grade 10
Task A.2 (non-adaptable)

Teacher's Notes

"I can understand the main points of an authentic spoken passage/conversation involving one or more speakers."

Instructions

Learners listen to an interview in Spanish. They answer the questions by putting a tick (✓) in the correct box, **A**, **B** or **C**. Dictionaries must not be used. The task begins with one example. When the learners are ready the teacher starts the recording. Pauses have been included at relevant intervals and the text has been recorded twice, so the teacher should not stop the recording once it has started.

Pass

4 out of 5

Answers

1 A
2 C
3 B
4 B
5 C

Adapting the task

This task must not be adapted, but must be used as supplied.

As an alternative, Listening Grade 10 task A.1 may be used.

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Advanced Spanish Listening Grade 10 Task A.2

Name:

You will hear an interview with Ivana Arriaz about her life in a circus. Listen to the interview and look at the questions. Choose the correct answer, **A**, **B** or **C**, by putting a tick (✓) in the box. You will hear the recording twice. The task begins with one example. You now have 30 seconds to read the questions.

Example: Approximately how many people work in the "Circo Arriaz"?

A 50	
B 100	
C 200	✓

1 Where was the circus launched?

A in Canada	
B in Europe	
C in Latin America	

2 The new circus shows now focus on

A balancing acts.	
B comedy acts.	
C animal displays.	

3 For the 50th anniversary of the circus,

A old performers will return to the ring.	
B audience participation will be included.	
C a celebration dinner will be held.	

4 What is the worst aspect of working in the circus?

A having to work hard	
B feeling unappreciated	
C moving from place to place	

5 What are they doing to promote the circus?

A offering free tickets to children	
B giving more performances	
C creating circus workshops	

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Advanced Spanish Listening Grade 10 Task B (adaptable)

Teacher's Notes

"I can understand the main points of an authentic spoken passage/conversation involving one or more speakers."

Instructions

Learners listen to a conversation in Spanish and answer the questions in English. Each question may carry up to 2 marks. Dictionaries must not be used.
When the learners are ready the teacher starts the recording. Two pauses have been included at suitable intervals and the conversation has been recorded twice, so the teacher should not stop the recording once it has started.

Pass

7 out of 10

Answers

1 - Because there is a special offer. (1 mark)

2 - It's 5 minutes from / near to his office. (1 mark)

3 ***Any 2 of:*** (2 marks)
- There is professional support / there are trainers.
- Trainers advise you how to get fit.
- Trainers make sure you don't hurt yourself.

4 - It's unnatural / a closed environment. (1 mark)
- Gyms charge a lot of money. (1 mark)

5 - Do a sport (jogging / walking). (1 mark)

6 ***Any 2 of:*** (2 marks)
- He feels generally better / general well-being.
- He sleeps like a log / well.
- He's more relaxed at work.

7 - To run a marathon. (1 mark)

Adapting the task

Teachers can adapt this task, but learners must be required to process and understand sections of text, not just understand a key word.
Each extract must be heard twice only.
The new script must be heard at a similar speed to the recordings for this grade, with two pauses appropriately spaced within the extract.

Checklist

- The task is marked out of a total of 10 marks.
- There are at least 5 questions, each carrying up to 2 marks.
- Extracts are conversations of similar length to those in Grade 10 task B.
- Extracts contain natural everyday spoken language.
- Each answer specified is clearly correct, and allowance is made in the mark scheme for possible alternative answers.
- No answer depends on knowing one key word.
- Alternative answer keys are clearly defined.
- The questions follow the order of the extract.

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Advanced Spanish Listening Grade 10 Task B

Name:

You will hear a conversation between Marta and Jordi about going to the gym. Listen to the conversation and answer the questions **in English**. You will hear the recording twice. There are two pauses during the conversation. You now have 30 seconds to read the questions.

1 Why is Jordi going to the gym a lot at the moment? (1 mark)

……

2 Why does Jordi say the location of the gym is so convenient? (1 mark)

……

---Pause---

3 According to Jordi, how is exercise in a gym better than in the open air? (2 marks)

……

……

4 What doesn't Marta like about exercising in a gym? (2 marks)

……

……...

5 What does Marta suggest as an alternative to going to the gym? (1 mark)

……

---Pause---

6 What does Jordi say about the physical advantages he gets from going to the gym? (2 marks)

……

……

7 What is Jordi planning to do in the summer? (1 mark)

……

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Advanced Spanish Listening Grade 10 Task C (adaptable)

Teacher's Notes

"I can understand the main points of an authentic spoken passage/conversation involving one or more speakers."

Instructions	Learners listen to a monologue in Spanish and identify five ideas expressed in it, from a choice of ten items in English. Each question carries one mark. Learners answer by putting a tick next to the English sentence. Dictionaries must not be used. The task begins with one example. The teacher gives learners time to look at the questions before playing the recording and, when the learners are ready, starts the recording. A short pause has been included in the middle and the monologue has been recorded twice, so the teacher should not stop the recording once it has started.
Pass	4 out of 5
Answers	1, 5, 7, 8 and 10

Adapting the task	Teachers can adapt this task within the format given but items should require learners to process and understand a whole section of text, not just understand a key word. Each extract must be a monologue, heard twice only. There must be one pause at an appropriate point in the middle of the monologue. The new script must be heard at a similar speed to the recordings for this grade.
Checklist	• The monologue is of similar text length to the one in Grade 10 task C. • There is one example, and ten further sentences in English. • The sentences follow the order of the extract. • There is one pause in the monologue, indicated on the question page. • The sentences are independent of each other. • Each sentence has one clear focus. • The sentences rephrase information and ideas conveyed by the speaker. • Sentences which are not keys are clearly incorrect or irrelevant, and not ambiguous.

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Advanced Spanish Listening Grade 10 Task C

Name:

You will hear an expert talking about the causes of allergies. Listen to the talk and look at the sentences. Put a tick in the box next to the ideas that you hear. You will hear the recording twice. There is a short pause in the middle of the talk. You now have 30 seconds to read the sentences.

Example: Autumn is the time when colds start to occur.	✓

Now tick (✓) five more boxes

1	In cold months people tend to stay at home.	
2	Wet weather reduces dust in the atmosphere.	
3	Increasing street pollution causes allergies.	
4	Elderly people are more prone to allergies.	
5	Allergy sufferers will benefit from fresh air in the house.	

---Pause---

6	The packaging of toys can produce allergic reactions.	
7	Wooden floors are less likely to attract dust.	
8	Bedclothes need to be washed at high temperatures.	
9	Allergy sufferers should keep warm in winter.	
10	Heating systems can produce a negative effect on our health.	

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Advanced Spanish
Listening Grade 11
Task A.1 (non-adaptable)

Teacher's Notes

"I can understand the main points of authentic spoken passages and conversations in a range of different contexts."

Instructions

Learners listen to an interview in Spanish. They answer the questions by putting a tick (✓) in the correct box, **A**, **B** or **C**. Dictionaries must not be used. The task begins with one example. When the learners are ready the teacher starts the recording. Pauses have been included at relevant intervals and the text has been recorded twice, so the teacher should not stop the recording once it has started.

Pass

4 out of 5

Answers

1 C
2 A
3 B
4 C
5 B

Adapting the task

This task must not be adapted, but must be used as supplied.

As an alternative, Listening Grade 11 task A.2 may be used.

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Advanced Spanish Listening Grade 11 Task A.1

Name:

You will hear an interview with Francis Muñoz, a teacher who uses blogs - online diaries - in his classes. Listen to the interview and look at the questions. Choose the correct answer, **A**, **B** or **C**, by putting a tick (✓) in the box. You will hear the recording twice. The task begins with one example. You now have 30 seconds to read the questions.

Example: Francis got the idea of introducing blogs in class from

A	his friend.	
B	his wife.	✓
C	his colleague.	

1 How do his students feel about using blogs in class?

A	enthusiastic	
B	daunted	
C	confident	

2 What is the main obstacle for introducing blogs in education?

A	the teachers' lack of knowledge	
B	the lack of suitable computers	
C	the students' attitude	

3 According to Francis, which subject is most suitable for the use of blogs?

A	foreign languages	
B	literature	
C	science	

4 Francis advises inexperienced teachers to

A	practise with a well behaved class.	
B	choose appealing topics.	
C	plan a series of lessons.	

5 What effect will the new technologies have on education?

A	an improvement in standards	
B	the closure of some centres	
C	increased demand for teachers	

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Advanced Spanish
Listening Grade 11
Task A.2 (non-adaptable)

Teacher's Notes

"I can understand the main points of authentic spoken passages and conversations in a range of different contexts."

Instructions

Learners listen to an interview in Spanish. They answer the questions by putting a tick (✓) in the correct box, **A**, **B** or **C**. Dictionaries must not be used. The task begins with one example. When the learners are ready the teacher starts the recording. Pauses have been included at relevant intervals and the text has been recorded twice, so the teacher should not stop the recording once it has started.

Pass

4 out of 5

Answers

1 B
2 C
3 A
4 B
5 A

Adapting the task

This task must not be adapted, but must be used as supplied.

As an alternative, Listening Grade 11 task A.1 may be used.

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Advanced Spanish Listening Grade 11 Task A.2

Name:

You will hear an interview with Rafael Marín about his life as a flamenco dancer. Listen to the interview and look at the questions. Choose the correct answer, **A**, **B** or **C**, by putting a tick (✓) in the box. You will hear the recording twice. The task begins with one example. You now have 30 seconds to read the questions.

Example: What made Rafael become a flamenco dancer?

A	imitating his father	
B	meeting a dancer	
C	watching a film	✓

1 Rafael moved to Madrid because he

A	wanted to be near his girlfriend.	
B	needed to broaden his experience.	
C	had found a position in a company.	

2 According to Rafael, how do Spanish audiences feel about flamenco dancing?

A	They are bored with it.	
B	They want it to be more modern.	
C	They are loyal supporters.	

3 According to Rafael, why is flamenco so popular internationally?

A	It is an expression of human feeling.	
B	It shows magnificent body movements.	
C	Its roots lie in different cultures.	

4 When Rafael is dancing, he thinks of

A	other dancers.	
B	his loved ones.	
C	the audience.	

5 What is Rafael's challenge for the future?

A	to use flamenco in the theatre	
B	to work in the National Dance Company	
C	to perform flamenco in Japan	

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Advanced Spanish Listening Grade 11 Task B (adaptable)

Teacher's Notes

"I can understand the main points of authentic spoken passages and conversations in a range of different contexts."

Instructions

Learners listen to a conversation in Spanish and answer the questions in English. Each question may carry up to 2 marks. Dictionaries must not be used.
When the learners are ready the teacher starts the recording. Two pauses have been included at suitable intervals and the conversation has been recorded twice, so the teacher should not stop the recording once it has started.

Pass

7 out of 10

Answers

1	- He has watched a TV programme (about pollution).	(1 mark)
2	- They cannot go out.	(1 mark)
	- Because of the pollution.	(1 mark)
3	- Clean the metro.	(1 mark)
	- Have more buses.	(1 mark)
4	- It's done in other countries.	(1 mark)
	- It's healthier.	(1 mark)
5	- It's dangerous.	(1 mark)
6	- Work from home.	(1 mark)
7	- Pollution will increase.	(1 mark)

Adapting the task

Teachers can adapt this task, but learners must be required to process and understand sections of text, not just understand a key word.
Each extract must be heard twice only.
The new script must be heard at a similar speed to the recordings for this grade, with two pauses appropriately spaced within the extract.

Checklist

- The task is marked out of a total of 10 marks.
- There are at least 5 questions, each carrying up to 2 marks.
- Extracts are conversations of similar length to those in Grade 11 task B.
- Extracts contain natural everyday spoken language.
- Each answer specified is clearly correct, and allowance is made in the mark scheme for possible alternative answers.
- No answer depends on knowing one key word.
- Alternative answer keys are clearly defined.
- The questions follow the order of the extract.

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Advanced Spanish Listening Grade 11 Task B

Name:

You will hear a conversation between Alicia and Alberto about pollution in Madrid. Listen to the conversation and answer the questions **in English**. You will hear the recording twice. There are two short pauses during the conversation. You now have 30 seconds to read the questions.

1 What has Alberto just done? (1 mark)

……..

2 According to Alicia, what are people sometimes unable to do in Madrid and why? (2 marks)

……..

……..

---Pause---

3 How does Alberto think public transport could be made more popular? (2 marks)

……..

……..…

4 What arguments does Alicia offer in favour of creating more cycle lanes? (2 marks)

…….

…….

5 What disadvantage of using bicycles does Alberto mention? (1 mark)

…….

---Pause---

6 What does the European Union want to encourage? (1 mark)

……....

7 What does Alicia think will happen in the future? (1 mark)

…….....

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Advanced Spanish Listening Grade 11 Task C (adaptable)

Teacher's Notes

"I can understand the main points of authentic spoken passages and conversations in a range of different contexts."

Instructions

Learners listen to a monologue in Spanish and identify five ideas expressed in it, from a choice of ten items in English. Each question carries one mark. Learners answer by putting a tick next to the English sentence. Dictionaries must not be used. The task begins with one example.
The teacher gives learners time to look at the questions before playing the recording and, when the learners are ready, starts the recording. A short pause has been included in the middle and the monologue has been recorded twice, so the teacher should not stop the recording once it has started.

Pass

4 out of 5

Answers

2, 3, 5, 7 and 10

Adapting the task

Teachers can adapt this task within the format given but items should require learners to process and understand a whole section of text, not just understand a key word.
Each extract must be a monologue, heard twice only.
There must be one pause at an appropriate point in the middle of the monologue.
The new script must be heard at a similar speed to the recordings for this grade.

Checklist

- The monologue is of similar text length to the one in Grade 11 task C.
- There is one example and ten further sentences in English.
- The sentences follow the order of the extract.
- There is one pause in the monologue, indicated on the question page.
- The sentences are independent of each other.
- Each sentence has one clear focus.
- The sentences rephrase information and ideas conveyed by the speaker.
- Sentences which are not keys are clearly incorrect or irrelevant, and not ambiguous.

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Advanced Spanish Listening Grade 11 Task C

Name:

You will hear a radio broadcast about Iberian wolves. Listen to the talk and look at the sentences. Put a tick in the box next to the ideas that you hear. You will hear the recording twice. There is a short pause in the middle of the talk. You now have 30 seconds to read the sentences.

Example: 30 years ago the Iberian wolf was in grave danger of extinction.	✓

Now tick (✓) five more boxes

1	The number of Iberian wolves has fallen in recent years.	
2	There are approximately 2,000 wolves living in Spain today.	
3	Wolves continue to be hunted in Spain.	
4	Farmers in Spain complain about illegal hunting.	
5	Experts cannot agree on the best way to help this animal.	

---Pause---

6	Most wolves in Spain live surprisingly close to human beings.	
7	In the North of Spain, Iberian wolves live in places where access is difficult.	
8	There are certain months of the year in which wolves become more aggressive.	
9	Because of the wolves, some small animals are disappearing.	
10	Farmers are compensated when wolves harm their stock.	

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Advanced Spanish
Listening Grade 12
Task A.1 (non-adaptable)

Teacher's Notes

"I can identify the majority of points and am able to infer the meaning of a range of authentic passages/conversations spoken at near native speed."

Instructions

Learners listen to an interview in Spanish. They answer the questions by putting a tick (✓) in the correct box, **A**, **B** or **C**. Dictionaries must not be used. The task begins with one example.
When the learners are ready the teacher starts the recording.
Pauses have been included at relevant intervals and the text has been recorded twice, so the teacher should not stop the recording once it has started.

Pass

4 out of 5

Answers

1 A
2 B
3 C
4 B
5 B

Adapting the task

This task must not be adapted, but must be used as supplied.

As an alternative, Listening Grade 12 task A.2 may be used.

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Advanced Spanish Listening Grade 12 Task A.1

Name:

You will hear an interview with Sofía Ramírez about an organisation called "Amigos de la bici" that promotes the use of the bike in Barcelona. Listen to the interview and look at the questions. Choose the correct answer, **A**, **B** or **C**, by putting a tick (✓) in the box. You will hear the recording twice. The task begins with one example. You now have 30 seconds to read the questions.

Example: Who started the initiative "Amigos de la bici"?

- **A** two friends [ ]
- **B** the town council [✓]
- **C** a school [ ]

1 Sofía was impressed with the initial response because

- **A** hundreds of volunteers joined in. [ ]
- **B** the number of bikes in the city increased. [ ]
- **C** pollution levels decreased. [ ]

2 Sofía thinks the use of the bike will spread because

- **A** it is easy to park. [ ]
- **B** it is fast. [ ]
- **C** it is economical. [ ]

3 What negative effects has the use of bikes produced?

- **A** more quarrels with drivers [ ]
- **B** a greater risk of road accidents [ ]
- **C** an increase in bike thefts [ ]

4 What is the most recent activity organized by "Amigos de la bici"?

- **A** a raffle of bike equipment [ ]
- **B** an outing to the countryside [ ]
- **C** a long-distance race [ ]

5 What advice does Sofia give to cyclists?

- **A** register their bike [ ]
- **B** use safety equipment [ ]
- **C** buy a comfortable bike [ ]

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Advanced Spanish
Listening Grade 12
Task A.2 (non-adaptable)

Teacher's Notes

"I can identify the majority of points and am able to infer the meaning of a range of authentic passages/conversations spoken at near native speed."

Instructions

Learners listen to an interview in Spanish. They answer the questions by putting a tick (✓) in the correct box, **A**, **B** or **C**. Dictionaries must not be used. The task begins with one example. When the learners are ready the teacher starts the recording. Pauses have been included at relevant intervals and the text has been recorded twice, so the teacher should not stop the recording once it has started.

Pass

4 out of 5

Answers

1 B
2 A
3 B
4 C
5 B

Adapting the task

This task must not be adapted, but must be used as supplied.

As an alternative, Listening Grade 12 task A.1 may be used.

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Advanced Spanish Listening Grade 12 Task A.2

Name:

You will hear an interview with Inma Trasante about her life as a musician. Listen to the interview and look at the questions. Choose the correct answer, **A**, **B** or **C**, by putting a tick (✓) in the box. You will hear the recording twice. The task begins with one example. You now have 30 seconds to read the questions.

Example: Who originally inspired Inma to be a musician?

A	her parents	
B	her schoolteachers	
C	her uncle	✓

1 Why did Inma leave her home country?

A	to follow some friends	
B	for political reasons	
C	to join a new band	

2 For Inma, her first years in the music business were

A	stressful.	
B	disappointing.	
C	rewarding.	

3 What event led Inma to start composing her own music?

A	leaving her country	
B	attending a concert	
C	buying a new piano	

4 What does Inma say is her strongest point?

A	her intelligence	
B	her courage	
C	her discipline	

5 Lately Inma has been working on

A	a programme for a band.	
B	an improvisation show.	
C	a classical theatre play.	

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Advanced Spanish Listening Grade 12 Task B (adaptable)

Teacher's Notes

"I can identify the majority of points and am able to infer the meaning of a range of authentic passages/conversations spoken at near native speed."

Instructions

Learners listen to a conversation in Spanish and answer the questions in English. Each question may carry up to 2 marks. Dictionaries must not be used.
When the learners are ready the teacher starts the recording. Two pauses have been included at suitable intervals and the conversation has been recorded twice, so the teacher should not stop the recording once it has started.

Pass

7 out of 10

Answers

1	- He visited many places.	(1 mark)
	- He made many friends.	(1 mark)
2	- She is tired of her present job.	(1 mark)
3	- By phoning these organisations.	(1 mark)
	- By looking at their web pages.	(1 mark)
4	- To encourage children to attend school.	(1 mark)
	- To prevent child labour.	(1 mark)
5	- Go to meetings. / Get information about the country and the people.	(1 mark)
6	- They invited him to their houses (to eat).	(1 mark)
7	- He was so involved. / He worked so hard.	(1 mark)

Adapting the task

Teachers can adapt this task, but learners must be required to process and understand sections of text, not just understand a key word.
Each extract must be heard twice only.
The new script must be heard at a similar speed to the recordings for this grade, with two pauses appropriately spaced within the extract.

Checklist

- The task is marked out of a total of 10 marks.
- There are at least five questions, each carrying up to two marks.
- Extracts are conversations of similar length to those in Grade 12 task B.
- Extracts contain natural everyday spoken language.
- Each answer specified is clearly correct and allowance is made in the mark scheme for possible alternative answers.
- No answer depends on knowing one key word.
- Alternative answer keys are clearly defined.
- The questions follow the order of the extract.

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Advanced Spanish Listening Grade 12 Task B

Name:

You will hear a conversation between José Luis and Isabel about a voluntary aid trip. Listen to the conversation and answer the questions **in English**. You will hear the recording twice. There are two pauses during the conversation. You now have 30 seconds to read the questions.

1 Why did José Luis enjoy his trip? (2 marks)

……..……..

……

2 Why would this be a good time for Isabel to go on a voluntary trip? (1 mark)

……

3 According to José Luis, how should Isabel contact the relevant organizations? (2 marks)

……

……

---Pause---

4 What were the aims of José Luis's project? (2 marks)

……

……

5 What kind of preparation did José Luis have to undergo? (1 mark)

……

---Pause---

6 How did the people show their gratitude to José Luis? (1 mark)

……

7 Why was it easy for José Luis to cope with homesickness? (1 mark)

……..……..

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Advanced Spanish Listening Grade 12 Task C (adaptable)

Teacher's Notes

"I can identify the majority of points and am able to infer the meaning of a range of authentic passages/conversations spoken at near native speed."

Instructions

Learners listen to a monologue in Spanish and identify five ideas expressed in it, from a choice of ten items in English. Each question carries one mark. Learners answer by putting a tick next to the English sentence. Dictionaries must not be used. The task begins with one example.

The teacher gives learners time to look at the questions before playing the recording and, when the learners are ready, starts the recording. A short pause has been included in the middle, and the monologue has been recorded twice, so the teacher should not stop the recording once it has started.

Pass

4 out of 5

Answers

2, 4, 6, 7 and 9

Adapting the task

Teachers can adapt this task within the format given.

Items should require learners to process and understand a whole section of text, not just understand a key word.

Each extract must be a monologue, heard twice only.

There must be one pause at an appropriate point in the middle of the monologue.

The new script must be heard at a similar speed to the recordings for this grade.

Checklist

- The monologue is of similar text length to the one in Grade 12 task C.
- There is one example and ten further sentences in English.
- The sentences follow the order of the extract.
- There is one pause in the monologue, indicated on the question page.
- The sentences are independent of each other.
- Each sentence has one clear focus.
- The sentences rephrase information and ideas conveyed by the speaker.
- Sentences which are not keys are clearly incorrect or irrelevant, and not ambiguous.

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Advanced Spanish Listening Grade 12 Task C

Name:

You will hear a talk by a university lecturer about research into the secret of happiness. Listen to the talk and look at the sentences. Put a tick in the box next to the ideas that you hear. You will hear the recording twice. There is a short pause in the middle of the talk. You now have 30 seconds to read the sentences.

Example: Nowadays, people think money is the key to happiness.	✓

Now tick (✓) five more boxes

1	The study was carried out for a religious organisation.	
2	The researchers covered a wide geographical area.	
3	Major misfortunes do not affect people's happiness.	
4	According to the study, wealth does not always make people happier.	
5	The way your neighbours treat you determines your level of happiness.	

---Pause---

6	A nation's financial problems can affect life expectancy.	
7	Getting married is good for you.	
8	A tendency to happiness can be genetically inherited.	
9	The more friends you have, the healthier you are likely to be.	
10	People who live in large towns tend to be happier.	

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