Intermediate Spanish
Speaking Grade 7
Task A (adaptable)

Teacher's Notes

"I can answer unprepared questions in a conversation or following a presentation."

Instructions

The context for this task is an informal game which can be played in the classroom at any time. The outcome of the game is irrelevant to the assessment.

Learners work in groups of three. They are given a theme, e.g. What I did at the weekend. Each member of the group prepares a statement in Spanish on this theme. Two of the statements must be false and one true. Each group then tells the whole class their statements. Each member of the group answers four questions in Spanish. The class then guesses who is telling the truth. Questions may be asked by the teacher or other learners; only the answers are assessed.

Learners must not know in advance what questions they will be asked and they cannot refer to any notes. Dictionaries may be used by learners in the preparation stage only to help them plan this task.

Marking notes

Each learner is assessed individually and marked on the statement and four answers on the basis of both communication (up to 5 marks) and language (up to 5 marks). Please do not use half marks.

COMMUNICATION	LANGUAGE
• the statement and 4 relevant answers are clearly communicated and easily understood • there is a good attempt to use the target language pronunciation • simple strategies to maintain communication are attempted	• structures and tenses appropriate to the task are used correctly • a range of vocabulary is used successfully • language used is generally accurate
• if the above is fully achieved: 5 marks • if the above is partially achieved: 3 / 4 marks • if the above is minimally achieved: 1 / 2 marks	• if the above is fully achieved: 5 marks • if the above is partially achieved: 3 / 4 marks • if the above is minimally achieved: 1 / 2 mark

Pass 7 out of 10 (communication + language)

Adapting the task

The teacher can adapt the task by changing the theme of the statements, e.g. what I did on my birthday, last Friday, on holiday, etc. Questions which can be answered "yes" or "no" should be avoided.

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Intermediate Spanish
Speaking Grade 7
Task A

Learner's Page

For this task you need to show that you can answer questions you have not been told in advance.
Work in a group of three. Your teacher will suggest a theme for your group, e.g. What I did at the weekend. Two of you will prepare a statement each in Spanish which **is not true** and only one of you will prepare a **true** statement. You may use a dictionary to help you prepare your statement.
When you are ready, you and your group will tell the rest of the class your statements. Other people in the class and/or your teacher will ask you four questions each in Spanish. You must answer in Spanish. If you have the true statement, you must answer truthfully. If you have a false statement, you must invent answers to fit it. When you have each answered your four questions, the class will guess which person is telling the truth.
You will not know in advance what the questions will be. You can prepare together your statements and other information to help you answer questions you may be asked, but you will not be able to help one another with the answers and you cannot refer to any notes. Below is an example in English of what you can talk about and the kind of questions you may be asked.

Example: **What I did at the weekend**	**Questions you could be asked:**	
• Person A: *I went to the beach* • Person B: *I went to a museum* • Person C: *I visited some relations*	• *who did you go with?* • *what time did you get up?* • *what time did you leave?* • *what time did you get home?*	• *what was the weather like?* • *how did you travel?* • *what did you eat?* • *what did you wear?*

Example of a statement:
On Sunday I went to the beach.

Preparing answers to questions you may be asked:
I went with my brother Simon.
I got up at ten o'clock, I think.
We left home at about eleven thirty.
We got back at four, or maybe five.
It was hot and sunny all day.
I travelled on the back of my brother's motorbike.
We went to a café and had fish and chips.
I wore jeans and a T-shirt.

Remember: even if you have the false statement, try to make your story sound true.

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Intermediate Spanish
Speaking Grade 7
Task B (adaptable)

Teacher's Notes

"I can answer unprepared questions in a conversation or following a presentation."

Instructions

The context for this task is an informal game which can be played in the classroom at any time. The outcome of the game is irrelevant to the assessment.
Learners find out ten facts about a famous person, real or fictional, and write ten factual sentences about them in English in the first person. They give a copy of their facts to the teacher. When it is their turn, the learner makes a short presentation to the class of three of the facts in Spanish. Using the list of facts, the teacher asks five follow-up questions which the learner must answer. At the end, the class guesses who the famous person is.
Learners may refer to factual notes in English, but must not refer to notes in Spanish. Dictionaries may be used by learners to help them plan this task.

Marking notes

The learner is assessed and marked on the presentation and answers on the basis of communication (up to 5 marks) and language (up to 5 marks). Please do not use half marks.

COMMUNICATION	LANGUAGE
• the presentation and the 5 answers are clearly communicated and easily understood • there is a good attempt to use the target language pronunciation • simple strategies to maintain communication are attempted	• structures and tenses appropriate to the task are used correctly • a range of vocabulary is used successfully • language used is generally accurate
• if the above is fully achieved: 5 marks • if the above is partially achieved: 3 / 4 marks • if the above is minimally achieved: 1 / 2 marks	• if the above is fully achieved: 5 marks • if the above is partially achieved: 3 / 4 marks • if the above is minimally achieved: 1 / 2 marks

Pass 7 out of 10 (communication + language)

Adapting the task

The task can be adapted by changing the person: it could be an artist, a sports person etc. It may be helpful for the teacher to draw up a list of possible choices to help learners.

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Intermediate Spanish
Speaking Grade 7
Task B

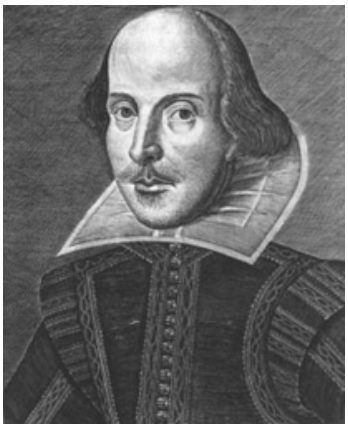
Learner's Page

For this task you need to show that you can answer questions you have not been told in advance.
Find out some facts about a famous person (real, historical, fictional), and write ten factual sentences about him/her. Your sentences must be in English but remember that you should be able to say them **in Spanish**. The sentences should be in the first person.

Make two copies of your ten facts and give one copy to your teacher. When it is your turn, you will pretend to be the person you have chosen and present to the class three pieces of information in Spanish about him or her. Your teacher will then ask you five more questions in Spanish about this person from the facts you have provided. You must answer truthfully, so that the class can try to guess who the person is. You can refer to your factual notes in English, but you must not refer to notes in Spanish. You may use a dictionary to help you plan this task.

Here is an example in English of what you can do.
You choose **William Shakespeare**.

Your ten facts:
I am English.
I was born a long time ago.
I spent most of my life in London.
I was an actor.
I also wrote many plays.
I wrote comedies and tragedies.
My most famous play is 'Romeo and Juliet'.
I am famous all over the world.
I was one of the owners of the Globe theatre.
There is a museum dedicated to me in Warwickshire.



The three facts you choose for your presentation:
I am English.
I was born a long time ago.
I am famous all over the world.

Five questions your teacher might ask:
Where did you live?
What are you famous for?
What kind of plays did you write?
What is the title of one of your plays?
What else did you do?

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Intermediate Spanish
Speaking Grade 8
Task A (adaptable)

Teacher's Notes

"I can narrate events, tell a story or relate the plot of a book or film and give my opinions about it."

Instructions

The context for this task is a factual presentation in the third person.
Learners plan a one-minute presentation in Spanish about a news story of their choice based around a photograph from the news.
When making the presentation to the group, class or teacher they must not refer to notes in Spanish. Dictionaries may be used by learners to help them plan this task.
Where appropriate, learners could work together to make an ICT presentation about the stories and then give their talks to the class in the form of a short news programme.

Marking notes

The learner is assessed and marked on the presentation on the basis of communication (up to 5 marks) and language (up to 5 marks). Please do not use half marks.

COMMUNICATION	LANGUAGE
• the learner speaks for approximately one minute with little hesitation • the news item is clearly communicated and easily understood • there is a good attempt to use the target language pronunciation	• a range of vocabulary, tenses and structures is used • there are some longer sentences with connectives • language used is generally accurate
• if the above is fully achieved: 5 marks • if the above is partially achieved: 3 / 4 marks • if the above is minimally achieved: 1 / 2 marks	• if the above is fully achieved: 5 marks • if the above is partially achieved: 3 / 4 marks • if the above is minimally achieved: 1 / 2 marks

Pass

7 out of 10 (communication + language)

Adapting the task

The presentation for this task should be in the third person.
Instead of items from the national news, learners could present stories about events in their local community or school.
The presentations could be videoed, and shared with another class.

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Intermediate Spanish
Speaking Grade 8
Task A

Learner's Page

For this task you need to show that you can give a factual presentation.
Choose a photograph from the news, then plan and give a one-minute presentation about the news story to your class, group or teacher in Spanish.
You must not refer to notes in Spanish when making your presentation. You may use a dictionary to help you plan this task.

Below is an example of what you could prepare. It is about the new stadium for London in 2012.

Here is an example in English of what you could say:

London will have a new stadium for the Olympic Games in 2012. The stadium will be in East London, close to the Olympic village.
80,000 people will be able to watch the ceremonies to open and close the Games.
People will be able to travel to the stadium by train. A train will arrive at the Olympic Park every fifteen seconds during the Games. There will be ten train lines and three new stations. If you catch a train in central London you will arrive at the stadium in only seven minutes.
After the Games, the stadium will be a centre for many sports.

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Intermediate Spanish
Speaking Grade 8
Task B (adaptable)

Teacher's Notes

"I can narrate events, tell a story or relate the plot of a book or film and give my opinions about it."

Instructions

The context for this task is a factual presentation in the third person. Learners work in pairs. They each prepare and give a presentation lasting one minute describing a book they have read. Their partner says whether they think they would like to read the book and why.
When the learners are ready, the teacher listens to the presentation and the follow-up opinions. Learners must not refer to notes in Spanish. Dictionaries may be used by learners to help them plan this task.

Marking notes

Each learner is assessed individually on the presentation and follow-up opinions and marked on the basis of both communication (up to 5 marks) and language (up to 5 marks). Please do not use half marks.

COMMUNICATION	LANGUAGE
• the learner speaks for approximately one minute with little hesitation • the story and opinions are clearly communicated and easily understood • there is a good attempt to use the target language pronunciation	• a range of vocabulary and structures is used • there are some longer sentences with connectives • language used is generally accurate, including tenses appropriate to the task
• if the above is fully achieved: 5 marks • if the above is partially achieved: 3 / 4 marks • if the above is minimally achieved: 1 / 2 marks	• if the above is fully achieved: 5 marks • if the above is partially achieved: 3 / 4 marks • if the above is minimally achieved: 1 / 2 marks

Pass 7 out of 10 (communication + language)

Adapting the task

The teacher can adapt this task by changing the topic: instead of a book the learner could recommend a TV programme, a computer game, a website, a film or a play.
The dialogues could be performed to the class or group.

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Intermediate Spanish
Speaking Grade 8
Task B

Learner's Page

For this task you need to show that you can talk about a book you have read.
Work with a partner. One of you is 'A' and the other is 'B'. 'A' begins by describing in Spanish a book they have read. They should try to talk for one minute. 'B' then gives their opinion in Spanish about whether they would enjoy the book, and why.
Then swap. 'B' describes a different book for one minute in Spanish and 'A' gives their opinion in Spanish about this book.
You can prepare and practise together, and when you are ready you can ask your teacher to listen to you both. You must not refer to any notes in Spanish. You may use a dictionary to help you plan this task.

Below is an example in English of what you can do.

Here are some ideas for your description:

say what the book is called
say who wrote it
say when it was written
say what type of book it is
say what it is about
describe a key character
describe a memorable scene
say why you chose this book

Here are some ideas for your opinions:

I don't want to read it because I don't like adventure stories.
I don't have time to read it now, but I will read it when I go on holiday.
I would like to read it because the characters sound interesting.
I prefer modern books and science fiction, but I would like to see the film.

Your notes

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Intermediate Spanish
Speaking Grade 9
Task A (adaptable)

Teacher's Notes

"I can take part in a discussion, giving and justifying my opinions and ideas."

Instructions

The context for this task is a discussion activity which can be carried out in the classroom at any time. The discussion must allow all learners to participate. The outcome of the discussion is irrelevant to the assessment.
Learners work in small groups of three or four. They prepare a conversation based around a list of holiday possibilities, discussing which they prefer and why. They should be encouraged to make their conversation as interesting and varied as possible. Pictures are given as support.
When the group is ready, the teacher listens to the conversation. Each learner must speak at least three times during the conversation. Learners must not refer to written notes in Spanish. Dictionaries may be used by learners to help them plan this task.

Marking notes

Each learner is assessed individually and marked on the basis of both communication (up to 5 marks) and language (up to 5 marks). Please do not use half marks.

COMMUNICATION	LANGUAGE
• three detailed points are communicated clearly and easily understood • opinions are given and justified • there is a good attempt to use the target language pronunciation	• a range of vocabulary and structures is used • longer sentences with connectives are used • language used is generally accurate, including tenses appropriate to the task
• if the above is fully achieved: 5 marks • if the above is partially achieved: 3 / 4 marks • if the above is minimally achieved: 1 / 2 marks	• if the above is fully achieved: 5 marks • if the above is partially achieved: 3 / 4 marks • if the above is minimally achieved: 1 / 2 marks

Pass

7 out of 10 (communication + language)

Adapting the task

The teacher can adapt the task by changing the topic: the conversation could be about different types of food and restaurants; accommodation and places to live; different types of music and venues etc.
The teacher could ask learners to bring pictures on a specific topic as preparation for the task.

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Intermediate Spanish
Speaking Grade 9
Task A

Learner's Page

For this task you need to show that you can take part in a discussion and justify your opinions. Work in a small group of three or four and imagine you are planning a holiday together. In your group you prepare and practise a conversation in Spanish where each of you expresses an opinion about:

- where you would like to go and why
- where you would like to stay and why
- how you would like to travel and why.

You can use the pictures to help you if you want. Try to make your conversation as interesting as possible. You can make suggestions, give opinions and give reasons for your opinions and ideas. You each need to say at least three things, e.g.

I don't like travelling by boat because I am always sea-sick. Can't we go by plane?
I don't want to go to Spain because it will be too hot in August and I burn easily. Why don't we go to Scotland?

When your group is ready, ask your teacher to listen to you having your discussion. You can use the photographs, but you must not refer to written notes in Spanish. You may use a dictionary to help you plan this task.

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Intermediate Spanish
Speaking Grade 9
Task B (adaptable)

Teacher's Notes

"I can take part in a discussion, giving and justifying my opinions and ideas."

Instructions

The context for this task is a one-minute presentation expressing ideas and opinions.
Learners work individually to prepare and give a presentation to argue the importance of an issue of their choice e.g. health, the environment, etc.
They should speak for one minute and state their personal views clearly.
They can use visuals for support, but must not refer to notes in Spanish. Dictionaries may be used by learners to help them plan this task.

Marking notes

Learners are assessed and marked on the basis of both communication (up to 5 marks) and language (up to 5 marks).
Please do not use half marks.

COMMUNICATION	LANGUAGE
• the issue is communicated clearly and in detail for one minute and is easily understood • opinions are given and justified • there is a good attempt to use the target language pronunciation	• a range of vocabulary and structures is used • longer sentences with connectives are used • language used is generally accurate, including tenses appropriate to the task
• if the above is fully achieved: 5 marks • if the above is partially achieved: 3 / 4 marks • if the above is minimally achieved: 1 / 2 marks	• if the above is fully achieved: 5 marks • if the above is partially achieved: 3 / 4 marks • if the above is minimally achieved: 1 / 2 marks

Pass

7 out of 10 (communication + language)

Adapting the task

Many different kinds of issues could be explored.
Where appropriate, learners could work in groups and develop a debate presenting contrasting opinions on the same issue.
In schools, this task offers the opportunity for cross-curricular links with science, geography or RE. A poster could be used or an ICT presentation prepared.

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Intermediate Spanish
Speaking Grade 9
Task B

Learner's Page

For this task you need to show that you can give a one-minute presentation expressing ideas and opinions.
Work on your own to prepare and give a presentation to argue the importance of an issue of your choice, e.g. health, the environment, etc.
You should speak for one minute and state your personal views clearly.
You can use visuals for support, but must not refer to written notes in Spanish. You may use a dictionary to help you plan this task.

Here are some examples in English of things you could talk about:

Passive smoking is bad for health. Therefore, let's ban smoking in all public places!

Homework is not necessary. Children need time to enjoy themselves.

An average person spends about 5 hours a day in front of the television. What a waste of time!

Even though English is spoken in many different countries, it is important to learn other foreign languages.

Vending machines should be banned from school premises because they encourage children to snack all day.

Pet owners who don't look after their animals will face heavy fines or up to a year in prison under a new law.

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