Preliminary Spanish
Speaking

Contents of Teacher Assessment Preliminary CD

Sample speaking materials

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Listening materials are recorded on tracks 1 to 12

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Preliminary Spanish Speaking Grade 4 Task A (adaptable)

Teacher's Notes

"I can take part in a simple conversation and I can express my opinions."

Activity	Speaking with a partner
Context	Asking questions to find out a favourite sport
Language	Simple questions, e.g. how many? is there? is it?
Preparation	In pairs or groups, learners prepare questions in Spanish to help them to identify a sport. They can work together to plan the questions but they should not tell each other the sport they have chosen. Dictionaries and other resources may be used by learners at this stage.
Practice	Once they have prepared their questions, learners take turns with different partners to ask and answer these questions to discover the chosen sport.
Assessment	When the learner is ready to be assessed, (s)he works with a new partner and the teacher listens to the conversation. For the assessment, learners must not make or refer to any written notes. The learner may need to ask several questions to discover the sport, but is only assessed on the three best questions.
Marking notes	Learners are assessed individually on their ability to ask three questions in a conversation without target language notes after preparation and practice. (Answers are likely to be limited and should not be assessed.) Please do not use half marks.
Pass	4 out of 6 (communication + language)

COMMUNICATION	LANGUAGE
• all three relevant questions are communicated • there is a good attempt to use the target language pronunciation • understanding requires little effort from the listener	• a range of vocabulary is used successfully • a range of structures is used successfully e.g. different types of questions are asked • language is generally accurate e.g. agreement of interrogative (¿Cuántas personas…?) and adjectives (¿La pelota es pequeña?)
• if the above is fully achieved: 3 marks • if the above is partially achieved: 2 marks • if the above is minimally achieved: 1 mark	• if the above is fully achieved: 3 marks • if the above is partially achieved: 2 marks • if the above is minimally achieved: 1 mark

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Preliminary Spanish
Speaking Grade 4
Task A (adaptable)

Teacher's Notes

Sample conversation **Audio CD track 13**

¿Hay una pelota?	Sí.
¿La pelota es pequeña?	No.
¿Cuántas personas hay?	Trece o quince.
¿Es el rugby?	¡Sí! El rugby. Muy bien.

In the classroom
The teacher can play the recording and ask the class to identify the questions asked.
Pairs and small groups can brainstorm further questions on this theme and feed back.
The task can be seen as a guessing game played regularly over a series of lessons.
The teacher can circulate to assess individual learners while others continue the game.

Mixed skills
Listening: to complete this task learners will have to listen to each answer given and adapt the next question accordingly, e.g. if they receive a negative answer to the question "Is there a ball?" their next question should not be "Is the ball small?"

Authenticity
The conversation can end with an exchange of opinions, as in the recording.

Adapting the task
The task can be based on contexts other than sport. Questions could refer to

- a television programme: when is it on? how long does it last? is it a comedy?
- a group: how many people are there? are they all men? do they play instruments?
- a place on a map: is it a city? does it snow? is it by the sea?

Further possibilities
Any activity which requires the learner to ask three questions in a conversation. The context will be familiar but contain an element of unpredictability. Similar conversations may be practised but the assessed conversation must not be pre-learned.
Many textbooks contain activities based on a range of similar but not identical information boxes, e.g. resources in a town: is there a market? how many cinemas are there?
Another alternative would be a "find your twin" activity, where learners move around the room to find someone with a sheet of identical information, e.g. what time do you get up? what do you have for breakfast?
Some information gap activities are also suitable provided a range of different questions is asked.

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Preliminary Spanish Speaking Grade 4 Task B (adaptable)

Teacher's Notes

"I can take part in a simple conversation and I can express my opinions."

Activity	Solo work within a group or class
Context	Describing a person
Language	Using nouns, adjectives and numbers; linking sentences with *and*
Resources needed	Photographs of people. The teacher can use photographs from a textbook, magazine or website.
Preparation	Learners brainstorm simple descriptions: man, woman, boy, girl, age, eyes (colour? glasses?), hair (colour? length? curly/straight? beard/moustache?), height, size. Dictionaries and other resources may be used by learners at this stage.
Practice	Learners describe people shown in different photographs.
Assessment	The learner uses and adapts learned language to describe a previously unseen photograph. Four pieces of information must be given. Some information must be linked with *and*. For the assessment, learners must not make or refer to any written notes.
Marking notes	Learners are assessed on their ability to give four relevant facts (including nouns, adjectives and numbers) and link sentences without target language notes after preparation and practice. Please do not use half marks.
Pass	4 out of 6 (communication + language)

COMMUNICATION	LANGUAGE
• all four relevant facts are communicated • there is a good attempt to use the target language pronunciation • understanding requires little effort from the listener	• a range of vocabulary is used successfully • nouns, verbs (use of third person singular e.g. *tiene, es, lleva*) adjectives and numbers are used successfully • some information is presented in a linked sentence
• if the above is fully achieved: 3 marks • if the above is partially achieved: 2 marks • if the above is minimally achieved: 1 mark	• if the above is fully achieved: 3 marks • if the above is partially achieved: 2 marks • if the above is minimally achieved: 1 mark

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Preliminary Spanish Speaking Grade 4 Task B (adaptable)

Teacher's Notes

Example **Audio CD track 14**

Es un hombre. Tiene 30 años. Tiene el pelo negro y lleva gafas.

NB this example assumes the learner has not seen the photograph in advance and is using and adapting learned language.

In the classroom

The teacher can play the recording and ask learners to sketch the person described.
The teacher can build up a set of photographs for regular practice.
Younger learners can draw pictures to add to a bank of resources.

Mixed skills

Listening: other learners participate as part of a guessing game (see below).

Authenticity

During the assessment the whole class can be involved in a listening activity. The teacher displays several photographs; the learner chooses one photograph to describe and the others identify which one.

Adapting the task

This task requires a physical description and can be adapted to contexts other than photographs of people:

- for assessment, a learner describes someone in the class and other learners guess who
- younger learners draw imaginary creatures for a wall display; for assessment, one learner describes a picture and the others guess which one

Similar descriptions may be practised but the assessed description must not be pre-learned. For this reason learners must not describe a photograph they have supplied or describe someone from their imagination, e.g. their ideal partner.

Further possibilities

Writing: the language could be re-used in a Wanted or Missing Person poster or web page.

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Preliminary Spanish Speaking Grade 5 Task A (adaptable)

Teacher's Notes

"I can give a short prepared talk, on a topic of my choice, including expressing my opinions."

Activity	Speaking with a partner
Context	Asking and answering questions about tourist information
Language	A range of simple questions relating to location, facilities, cost, times, contact details etc.
Preparation	In pairs or groups, learners are given a copy of **Resource Sheet 1 for Speaking Grade 5 task A** and discuss the questions needed to elicit the information. The teacher then plays the recording and the class discusses the conversation.
Practice	Using the resource sheet as a prompt, learners in pairs devise a set of similar information and plan and practise a new conversation. Dictionaries and other resources may be used by learners at this stage.
Assessment	When pairs of learners are ready to be assessed, the teacher gives them **Resource Sheet 2a for Speaking Grade 5 task A**. The first learner asks and the second learner answers four questions based on the information. They are then given **Resource Sheet 2b for Speaking Grade 5 task A** and swap roles, so that this time the second learner asks four questions which the first learner answers. For the assessment, learners must not make or refer to any written notes in Spanish but they can refer to the resource sheet.
Marking notes	Learners are assessed individually on their ability to ask and answer four questions without target language notes after preparation and practice. Please do not use half marks.
Pass	4 out of 6 (communication + language)

COMMUNICATION	LANGUAGE
• all four questions and answers are communicated • there is a good attempt to use the target language pronunciation • understanding requires little effort from the listener	• a range of vocabulary is used successfully (e.g. different types of questions using: d*ónde, cuándo, cuánto*) • a range of structures is used successfully and word order is correct • language is generally accurate
• if the above is fully achieved: 3 marks • if the above is partially achieved: 2 marks • if the above is minimally achieved: 1 mark	• if the above is fully achieved: 3 marks • if the above is partially achieved: 2 marks • if the above is minimally achieved: 1 mark

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Preliminary Spanish
Speaking Grade 5
Task A (adaptable)

Teacher's Notes

Sample conversation **Audio CD track 15**

¡Hola! ¿Hay un hotel por aquí?	¡Hola! Sí, está el hotel Príncipe.
¿Dónde está?	Cerca de la estación.
¿Puedo comer allí?	Sí, tiene un restaurante muy bueno.
¿Es caro?	Cuesta cuarenta libras por noche.
Muchas gracias.	De nada. Adiós.

In the classroom
All learners are involved in preparation and practice.
The teacher can assess learners when ready.
After being assessed, learners could plan a new conversation and perform it to the class.

Mixed skills
Reading: learners can study tourist information flyers, brochures and websites in the target language.

Authenticity
Learners can use appropriate social language to begin and end the conversation.

Adapting the task
Any information gap activity with four different questions and answers about general, rather than personal, information, e.g.

- going to the cinema or theatre
- planning a visit to a restaurant
- finding out about evening or weekend courses

Further possibilities
Any activity which requires learners to ask and answer four questions about general, rather than personal, information in a conversation. The context will be familiar but contain an element of unpredictability. Similar conversations may be practised but the assessed conversation must not be pre-learned.
The teacher can build a bank of resources for this task based on authentic materials.
The information prepared by learners during the practice stage could be reused for assessment with other learners.
Many textbooks contain resources and ideas for similar role-play activities in different contexts.

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Preliminary Spanish Speaking Grade 5 Task B (adaptable)

Teacher's Notes

"I can give a short prepared talk, on a topic of my choice, including expressing my opinions."

Activity Solo work in a class or group

Context Describing an object

Language Using adjectives, prepositions, verbs in the infinitive; linking sentences with *and*

Preparation Learners brainstorm simple descriptions: what something looks like (e.g. size, shape, colour), where it is (e.g. next to, above, on the left), what it is used for (e.g. something to eat, drink, wear).
Dictionaries and other resources may be used by learners at this stage.

Practice The teacher shows learners between 12 and 15 everyday objects set out in a grid. This could be a collage of pictures or photographs, an OHP or computer slide or a tray of real items. In pairs or groups, learners practise their descriptions as part of a guessing game.

Assessment When learners are ready to be assessed, the teacher shows them **Resource Sheet 3 for Speaking Grade 5 task B**. Learners use and adapt learned language to describe one of the objects. Four different pieces of information must be given. Some information must be linked with *and*.
For the assessment, learners must not make or refer to any written notes in Spanish but they can refer to the resource sheet.

Marking notes Learners are assessed on their ability to give four relevant facts (including adjectives, prepositions and verbs) and link sentences without target language notes after preparation and practice. Please do not use half marks.

Pass 4 out of 6 (communication + language)

COMMUNICATION	LANGUAGE
• all four relevant facts are communicated • there is a good attempt to use the target language pronunciation • understanding requires little effort from the listener	• a range of vocabulary is used successfully (e.g. use of quantitative *bastante*) • at least one adjective, one preposition and one verb in the infinitive are used successfully (e.g. use of *está* with preposition *cerca de* for position) • some information is presented in a linked sentence
• if the above is fully achieved: 3 marks • if the above is partially achieved: 2 marks • if the above is minimally achieved: 1 mark	• if the above is fully achieved: 3 marks • if the above is partially achieved: 2 marks • if the above is minimally achieved: 1 mark

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Preliminary Spanish
Speaking Grade 5
Task B (adaptable)

Teacher's Notes

Example **Audio CD track 16**

Es rojo y bastante pequeño. Está cerca de un instrumento de música. Es algo para comer.

NB this example assumes the learner has not had time to study the resource sheet in advance and is using and adapting learned language.

In the classroom

The teacher can play the recording and ask learners to note the information in English. During preparation groups can be involved in a listening activity. One learner chooses an object to describe from resources supplied by the teacher and the others identify which one.

Mixed skills

Listening: other learners participate as part of a guessing game (see above).

Authenticity

The assessed learner does not need to know the target language word for the object; when the learner does not know the word the need for description is more authentic as the learner uses strategies for communication.

Adapting the task

Resource Sheet 3 is a starting point for the teacher to create new prompts for this task. Similar descriptions may be practised but the assessed description must not be pre-learned. For this reason learners must not become so familiar with the resource sheet that they plan their description before the assessment.

Teachers are free to replace the resource sheet provided with their own. There is no need to use pictures of nouns which are known in the target language (see above).

Further possibilities

The teacher can build up a set of resources for regular practice or assessment; these may include real items, photographs, flashcards or slides on a white board.

Younger learners can make collages to add to a bank of resources. Shopping catalogues, printed or from the internet, are a useful source of pictures.

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Preliminary Spanish Speaking Grade 6 Task A (adaptable)

Teacher's Notes

"I can give a short prepared talk, expressing opinions and answering simple questions about it, using a variety of structures."

Activity	Speaking with a partner
Context	Food
Language	Suggesting and rejecting; saying what you like and don't like and expressing further opinions
Preparation	In pairs or groups, learners prepare a list of foods and give their opinions about them. The teacher then plays the recording and the class discusses the conversation, noting that each person asks a question, mentions food they do and don't like and includes another opinion, e.g. they are nice, it's not healthy.
Practice	In pairs, learners practise similar conversations based on their own food preferences.
Assessment	When pairs of learners are ready to be assessed, the teacher gives them **Resource Sheet 4 for Speaking Grade 6 task A.** They improvise a conversation using the phrases they have practised and the food items on the sheet. They are reminded to include one question, one positive statement, one negative statement and a further opinion, as in the recorded example. For the assessment, learners must not make or refer to any written notes in Spanish but they can refer to notes in English to remind them what to include.
Marking notes	Learners are assessed individually on their ability to take part in a conversation of four turns each without target language notes after preparation and practice. Each learner must include one question, one positive statement, one negative statement and a further opinion. Please do not use half marks.
Pass	4 out of 6 (communication + language)

COMMUNICATION	LANGUAGE
• four relevant turns of conversation are communicated • there is a good attempt to use the target language pronunciation • understanding requires little effort from the listener	• one question, one positive statement, one negative statement and a further opinion are used successfully (e.g. use of first person plural *compramos* to mean 'let's' or use of conjunction *pero*) • a range of structures and vocabulary is used successfully (e.g. use of *me gusta* for singular objects and *me gustan* for plural objects) • language is generally accurate
• if the above is fully achieved: 3 marks • if the above is partially achieved: 2 marks • if the above is minimally achieved: 1 mark	• if the above is fully achieved: 3 marks • if the above is partially achieved: 2 marks • if the above is minimally achieved: 1 mark

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Preliminary Spanish
Speaking Grade 6
Task A (adaptable)

Teacher's Notes

Sample conversation **Audio CD track 17**

¿Compramos pollo?	No gracias. Odio el pollo pero me gusta el queso.
¡Buena idea! A mí, me gusta el queso también.	¿Te gusta la fruta? Las uvas son buenas.
No, las uvas no. ¿Compramos un pastel?	Un pastel no es sano. ¿Te gustan los tomates?
Sí, pero me gustan las patatas fritas también.	Vale, compramos queso, tomates y patatas fritas.

In the classroom
Before introducing this task the teacher should make sure that a range of food items in the target language is known, including those on Resource Sheet 4. The teacher plays the recording and asks the class to identify the different parts of the conversation (questions, positive and negative statements, further opinions).

Mixed skills
Listening: to complete this task learners will have to listen to their partner and adapt their next turn accordingly, e.g. they should be ready to respond to refusals or new suggestions.

Authenticity
The teacher should set a context for the task, e.g. buying food for a picnic or a party. When adapting the task for other contexts, tourist brochures or authentic cinema and television listings could be used as a starting point (see below).

Adapting the task
The teacher can replace some or all of the pictures on the resource sheet. Packets and tins from a target language source can be used.

Further possibilities

Any activity which requires learners to take part in conversations of the correct length including suggestions and rejections may be used. The context will be familiar but contain an element of unpredictability. Similar conversations may be practised but the assessed conversation must not be pre-learned.
Many textbooks contain resources and ideas for similar role-play activities in different contexts, e.g. discussing where to go, deciding which film to see or which programme to watch.

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Preliminary Spanish Speaking Grade 6 Task B (adaptable)

Teacher's Notes

"I can give a short prepared talk, expressing opinions and answering simple questions about it, using a variety of structures."

Activity	Solo work in a class or group
Context	A presentation of a news item or local event with a personal response
Language	Explaining information or recounting an event; linking sentences in a variety of ways; expressing opinions.
Preparation	Learners supply a photograph showing an event in which they are or were involved, e.g. the opening of a new shop, a concert or sports event. They can use dictionaries, textbooks and lesson notes to plan a talk lasting about one minute. The teacher plays the recording and discusses with the class the sort of language used and the personal response.
Practice	Learners can write out their presentation and practise reading it to their partner. They can redraft their work according to their partner's suggestions but the final work must be their own. They can record themselves and compare their recording with the example provided.
Assessment	While the learners are practising and redrafting, the teacher can listen to decide which learners are ready to be assessed. For the assessment, learners make their presentation to the teacher, a group or the class. They must not refer to any written notes in Spanish but they can refer to the photograph they have supplied.
Marking notes	Learners are assessed on their ability to communicate relevant information and a personal response in linked sentences without target language notes after preparation and practice. Please do not use half marks.
Pass	4 out of 6 (communication + language)

COMMUNICATION	LANGUAGE
• a range of information and a personal response are communicated • there is a good attempt to use the target language pronunciation • understanding requires little effort from the listener	• a range of language appropriate for the end of Preliminary stage is used successfully (e.g expressing opinions using *creo que* and use of *puedes* + infinitive) • language is generally accurate • information and personal responses are presented in linked sentences (e.g. use of conjunctions *pero, cuando* and *y*)
• if the above is fully achieved: 3 marks • if the above is partially achieved: 2 marks • if the above is minimally achieved: 1 mark	• if the above is fully achieved: 3 marks • if the above is partially achieved: 2 marks • if the above is minimally achieved: 1 mark

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Preliminary Spanish
Speaking Grade 6
Task B (adaptable)

Teacher's Notes

Example **Audio CD track 18**

Hay un nuevo autobús en Westville. Es para turistas pero está bien para todo el mundo cuando hace buen tiempo. Cuesta cuatro libras por día. Puedes visitar el ayuntamiento, el museo y el río. El viaje dura una hora pero puedes subir y bajar todo el tiempo. Puedes hablar con el guía. Sabe mucho del pueblo. Creo que es una idea muy buena.

In the classroom

The teacher can play the recording and ask learners to comment on the range of information given and the personal response.
Throughout Preliminary stage, learners should have opportunities to increase their range of vocabulary and structures and to speak at greater length. The assessment for Speaking Grade 6 task B should be part of a series of regular opportunities to plan and make short presentations.

Mixed skills

Writing: learners may make written notes to support their preparation for this task. After the assessment, or whenever a similar presentation is made, the teacher can mark the learner's work and make suggestions to be used in future work. **NB the teacher must not correct or improve written notes made by the learner before the assessment.**
Listening and speaking: learners should be encouraged to make presentations to other learners who should be encouraged to ask follow-up questions.

Authenticity

Learners should be encouraged to talk about real events that are personally significant to them.

Adapting the task

Any topic can be used but by the end of Preliminary stage learners should be prepared to talk about local and current issues rather than personal news.

Further possibilities

A recording of presentations could be made on CD or DVD and shared with another class in the same school or centre or in a partner school abroad.

External assessment

Presentations are included at each stage of Asset Languages external assessment. In the Asset Languages external speaking assessment at Preliminary stage, learners have to respond to two follow-up questions. Teachers should make asking and answering questions part of their regular classroom practice.

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