

**ADVANCED SUBSIDIARY GCE UNIT**

**2671**

**SPANISH**

2671 Speaking

**ROLE PLAY**

**15 MARCH 2007 – 15 MAY 2007**



**EXAMINER'S BOOKLET**

**These materials are confidential and must be kept under secure conditions until a maximum of three working days before the Centre set date of the examination.**

This document consists of **18** printed pages and **2** blank pages.

**RANDOMISATION SHEET**

Candidates must be given the Role Play cards in the following sequence. Centres with more than 20 candidates should repeat the sequence.

Candidate	Card
1	A
2	A
3	A
4	B
5	B
6	B
7	C
8	C
9	C
10	B
11	B
12	A
13	C
14	C
15	A
16	B
17	C
18	A
19	A
20	B

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**ROLE PLAY A**

**15 MARCH 2007 – 15 MAY 2007**



- This Candidate's Sheet is to be handed to the candidate 20 minutes in advance.

**INFORMATION TO CANDIDATES**

- You should use the time available to study the instructions overleaf. You may make notes on this sheet, which you should take into the examination room with you.
- When the test begins you will be asked:
  - (i) to carry out the task described overleaf
  - (ii) to present and discuss with the examiner a topic or text which you have prepared during the course. The topic must refer to Spain or a Spanish-speaking country.
- You may not use a dictionary.

**ROLE PLAY A: CANDIDATE'S SHEET**

**Note to the candidate:** You should begin by asking the two questions. The task can then be completed in the order you prefer. You should base your replies on the English text, but sometimes you will need to use your imagination and initiative to react to the examiner's questions and comments.

**Situación**

Trabajas en una oficina de turismo para visitantes a Gran Bretaña. Un español / una española quiere información sobre algunas atracciones en Londres.

**Tarea**

Tienes un folleto sobre the London Eye, una noria al lado del río Támesis que permite panoramas magníficos desde sus cabinas de observación. Tienes que explicarle al español / a la española lo que es el London Eye y convencerle de su atractivo.

Primero debes preguntar:

- 1 la razón de su visita a Londres**
- 2 la composición de la familia**

Tienes que explicarle al español / a la española:

- lo que es el London Eye
- lo que ofrece de especial
- las facilidades ofrecidas aquí y cerca
- cómo se puede conseguir billetes

También se hablará de:

- por qué Gran Bretaña es un país muy diferente para los españoles
- los beneficios de hacer una excursión por un país extranjero

**An image has been removed due to copyright restrictions.**

Details: Advert for the London Eye

## ROLE PLAY A: EXAMINER'S SHEET

**Note to examiner:** Below is a guide to the conduct of your part of the role-play exercise. You should start the task as indicated, but the information that you obtain from the candidate can vary. The more able the candidate, the more sophisticated the responses will be.

### Situation

As on the candidate's sheet. You are a Spaniard visiting the UK with your family. You are seeking advice in a tourist office on what to do and see. It is the candidate's task to explain to you in Spanish the possibilities. Seek as much information as the time allows but you must include at least one question where the candidate will have to respond using his/her own initiative. Draw the conversation to a positive conclusion at the end of five minutes.

### The Task

You begin the task as follows:

Estamos hablando en una oficina de turismo sobre unos aspectos de Gran Bretaña. Necesito tu ayuda porque no conozco bien este país. Pero, primero creo que tienes unas preguntas que quieres hacerme, ¿no?

In response to the candidate's questions:

- 1 You are visiting the UK for a short holiday with your family.
- 2 Yourself and spouse, a small child and an older person in a wheel chair.

During the discussion you comment and ask questions to include examples of the following types:

#### Specific information

- What exactly is the London Eye?
- Why is it so special? Isn't it like any other big wheel?
- What facilities are available – remember the wheel chair and child?
- How do you get tickets?

#### Initiative information

- Are there many differences between Spain and the UK?
- Is it best to stay in one place or try to go round a foreign country?

**ASSESSMENT****Role Play (15 marks)**

Use grids 1A and 1B in the Specification to assess the candidate's performance in completing the task (max. 10). For Quality of Language use grid 1C (max. 5).

## Response to Written Text

The following are the main points contained in the stimulus material for this task, which could be made by the candidates in response to the examiner's enquiries.

- London Eye is a good introduction to London
- world's highest observation wheel
- see for up to 70 miles
- 500 feet above the Thames
- enclosed capsule
- trips last 30 minutes
- you can book from abroad
- tickets available on day
- advance booking preferable by phone or on website
- allow 30 minutes to collect tickets and board
- refreshments nearby
- left-luggage facility
- rules for heavy luggage and baby buggies
- disabled access
- candidate's views on differences between Spain and UK
- candidate's views on touring a country

**Presentation and discussion of the topic (45 marks)**

Grid 1D factual knowledge of the topic (max. 20)

Grid 1E spontaneity and fluency (max. 15)

Grid 1F pronunciation and intonation (max. 5)

Grid 1C quality of language (max. 5)

**(Refer to the assessment criteria in the Specification)**





**ADVANCED SUBSIDIARY GCE UNIT**

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**ROLE PLAY B**

**15 MARCH 2007 – 15 MAY 2007**



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**INFORMATION TO CANDIDATES**

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- When the test begins you will be asked:
  - (i) to carry out the task described overleaf
  - (ii) to present and discuss with the examiner a topic or text which you have prepared during the course. The topic must refer to Spain or a Spanish-speaking country.
- You may not use a dictionary.

**ROLE PLAY B: CANDIDATE'S SHEET**

**Note to the candidate:** You should begin by asking the two questions. The task can then be completed in the order you prefer. You should base your replies on the English text, but sometimes you will need to use your imagination and initiative to react to the examiner's questions and comments.

**Situación**

Trabajas en una oficina de información en Inglaterra. Un español / una española que visita Gran Bretaña no entiende las reglas y restricciones de aparcar un coche en tu ciudad y te pide información.

**Tarea**

Tienes un folleto que explica las restricciones importantes y cómo evitar una multa u otro castigo. Tienes que explicarle al español / a la española las reglas y persuadirle de la necesidad de obedecerlas.

Primero debes preguntar sobre:

- 1 la razón de su visita a tu ciudad**
- 2 la experiencia que tiene de conducir en Gran Bretaña**

Tienes que explicarle al español / a la española:

- los problemas que la cantidad de tráfico puede causar
- las razones por las restricciones y las consecuencias de no cumplir
- lo que significan las líneas y señales diferentes
- dónde está prohibido conducir

También se hablará de:

- los beneficios e inconvenientes de un coche
- cómo se puede mejorar los problemas del tráfico en las ciudades



## Around 85,000 motor vehicles enter our city daily.

Please use official car parks or park in the outskirts and use our regular bus services. This will keep our streets much less congested and a lot safer.

Careless parking – even for just a few minutes – can be dangerous or bring traffic to a halt.

Check the lines along the edge of the road:

### Double yellow lines

mean no parking at any time.



Don't drive or stop in a **bus lane**\*.

Taxis and cyclists are usually allowed to use these.



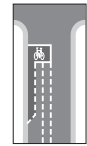
### Single yellow lines

mean you can't park during the times shown on the signs.



You may stop to let passengers in or out of the vehicle and to load and unload unless indicated otherwise.

Don't drive or park during stated times in a **cycle lane**\* that is marked by a solid white line.



\*Note: lane = *carril*

## ROLE PLAY B: EXAMINER'S SHEET

**Note to examiner:** Below is a guide to the conduct of your part of the role-play exercise. You should start the task as indicated, but the information that you obtain from the candidate can vary. The more able the candidate, the more sophisticated the responses will be.

### Situation

As on the candidate's sheet. You are a Spaniard visiting the UK. You are seeking advice in a tourist information office about using a car in that town. It is the candidate's task to explain to you in Spanish the possibilities. Seek as much information as the time allows but you must include at least one question where the candidate will have to respond using his/her own initiative. Draw the conversation to a positive conclusion at the end of five minutes.

### The Task

You begin the task as follows:

Estamos hablando de conducir un coche en tu ciudad. Necesito tu ayuda porque no conozco bien las reglas aquí. Pero, primero creo que tienes unas preguntas que quieres hacerme, ¿no?

In response to the candidate's questions:

- 1 You are here as a tourist visiting the UK.
- 2 You have hired a car and you are driving here for the first time.

During the discussion you comment and ask questions to include examples of the following types:

#### Specific information

- Is it easy to drive around the city?
- Surely you can park anywhere, as in your own country?
- How do you know when restrictions apply?
- Are there any no-go areas for cars?

#### Initiative information

- Is there any point in having a car nowadays?
- What can be done to improve traffic problems in towns and cities?

**ASSESSMENT****Role Play (15 marks)**

Use grids 1A and 1B in the Specification to assess the candidate's performance in completing the task (max. 10). For Quality of Language use grid 1C (max. 5).

**Response to Written Text**

The following are the main points contained in the stimulus material for this task, which could be made by the candidates in response to the examiner's enquiries.

- fines in operation
- more than 85,000 motor vehicles daily
- park in outskirts and use buses
- careless parking causes congestion
- careless parking may be dangerous
- use official parking places
- check lines along edge of street and check road signs
- double yellow lines – no parking at any time
- single yellow lines – no parking at certain times
- you may normally drop off or pick up passengers
- you may normally load or unload
- unless restrictions apply
- don't use bus lanes
- keep out of cycle lanes unless bus, taxi or cycle
- candidate's views on having a car
- candidate's views on ways of improving traffic in towns and cities

**Presentation and discussion of the topic (45 marks)**

Grid 1D factual knowledge of the topic (max. 20)

Grid 1E spontaneity and fluency (max. 15)

Grid 1F pronunciation and intonation (max. 5)

Grid 1C quality of language (max. 5)

**(Refer to the assessment criteria in the Specification)**



**ADVANCED SUBSIDIARY GCE UNIT  
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**ROLE PLAY C**

**15 MARCH 2007 – 15 MAY 2007**

**2671**



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**INFORMATION TO CANDIDATES**

- You should use the time available to study the instructions overleaf. You may make notes on this sheet, which you should take into the examination room with you.
- When the test begins you will be asked:
  - (i) to carry out the task described overleaf
  - (ii) to present and discuss with the examiner a topic or text which you have prepared during the course. The topic must refer to Spain or a Spanish-speaking country.
- You may not use a dictionary.

**ROLE PLAY C: CANDIDATE'S SHEET**

**Note to the candidate:** You should begin by asking the two questions. The task can then be completed in the order you prefer. You should base your replies on the English text, but sometimes you will need to use your imagination and initiative to react to the examiner's questions and comments.

**Situación**

Trabajas en una oficina del Citizens' Advice Bureau. Un español / una española que vive en Gran Bretaña tiene preguntas sobre el coste de los servicios de gas, electricidad, teléfono e Internet y te pide información.

**Tarea**

Tienes un folleto sobre Switch-and-Save, un servicio que compara las tarifas de diferentes servicios domésticos. Tienes que explicarle al español / a la española lo que ofrece esa compañía, y por qué sería beneficioso usar el servicio que ofrece.

Primero debes preguntar sobre:

- 1 la razón de su visita a la oficina**
- 2 la posible duración de su estancia en Gran Bretaña**

Tienes que explicarle al español / a la española:

- lo que es Switch-and-Save
- cuánto cuesta usar su servicio
- los aspectos positivos de cambiar de proveedor de servicios domésticos
- cómo se puede efectuar el cambio fácilmente

También se hablará de:

- los aspectos positivos y negativos de tener Internet en casa
- los beneficios e inconvenientes de tener teléfono





## Compare companies and save up to £300 on gas, electricity and telephone in just one free call to *Switch-and-Save*.



Now you can call one number to get independent advice on the thousands of different offers. The service is completely free.

### Gas and Electricity

Save as much as £170 just by changing company. There are no new installations or cables, just lower bills!



### Home telephone

Your ideal package based on your individual requirements could save up to £120.



### Internet

Getting connected, or changing your provider? We'll find the right deal for you.



# Five simple steps



- 1 Call free on 0807 317 126
- 2 Let us know what product you want to compare – energy, telephone, internet or all three!
- 3 Tell us how much you spend now.
- 4 Choose the best option available.
- 5 Just relax – ***Switch-and-Save*** will organise the change.



## ROLE PLAY C: EXAMINER'S SHEET

**Note to examiner:** Below is a guide to the conduct of your part of the role-play exercise. You should start the task as indicated, but the information that you obtain from the candidate can vary. The more able the candidate, the more sophisticated the responses will be.

### Situation

As on the candidate's sheet. You are a Spaniard living in the UK. You are seeking advice in a Citizens' Advice Bureau on how to save money on utilities. It is the candidate's task to explain to you in Spanish the possibilities. Seek as much information as the time allows but you must include at least one question where the candidate will have to respond using his/her own initiative. Draw the conversation to a positive conclusion at the end of five minutes.

### The Task

You begin the task as follows:

Estoy aquí para preguntar cómo puedo pagar menos por la energía y el teléfono. Necesito tu ayuda porque no conozco bien este país. Pero, primero creo que tienes unas preguntas que quieres hacerme, ¿no?

In response to the candidate's questions:

- 1 You find the cost of domestic bills rather high and you want to save money.
- 2 You are likely to be staying in the UK for at least two more years.

During the discussion you comment and ask questions to include examples of the following types:

#### Specific information

- What does Switch-and-Save offer?
- Won't it cost a lot of money to use the service?
- But is it really worthwhile going through the hassle of changing suppliers?
- How do you go about this?

#### Initiative information

- What are the positive and negative aspects of the Internet at home?
- What does the candidate think about having a phone?

## ASSESSMENT

### Role Play (15 marks)

Use grids 1A and 1B in the Specification to assess the candidate's performance in completing the task (max. 10). For Quality of Language use grid 1C (max. 5).

#### Response to Written Text

The following are the main points contained in the stimulus material for this task, which could be made by the candidates in response to the examiner's enquiries.

- Switch-and-Save compares prices
- energy, telephone, internet
- independent
- free service
- just one free telephone call
- savings of up to £170 on gas and electricity
- no new installations or cables
- savings of up to £120 on telephone
- internet, new or changing supplier
- call and say what products required
- say how much you spend
- discuss possibilities
- Switch-and-Save will take care of the switching
- the phone number
- candidate's views on having a phone
- candidate's views on the Internet

### Presentation and discussion of the topic (45 marks)

Grid 1D factual knowledge of the topic (max. 20)

Grid 1E spontaneity and fluency (max. 15)

Grid 1F pronunciation and intonation (max. 5)

Grid 1C quality of language (max. 5)

**(Refer to the assessment criteria in the Specification)**

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