

Exercise walk-through

3

Sharing the planet; oral · Spanish visual description and cultural comparison

International Baccalaureate · IB Diploma · Language ab initio · SL

3 Supported focus – Spanish visual description and cultural comparison

Name: _____ Class: _____ Date: _____ **Total: 10 marks**

- KEY WORDS** teacher-read rehearsal • cultural connection
- rehearsal • evidence • location • mercado • detail • hay

Objective

- Describe visible details with *hay* and location language
- Link a visual to a studied Spanish-speaking context and respond to follow-up

Original public practice; marks below are classroom self-check points, not official criteria.

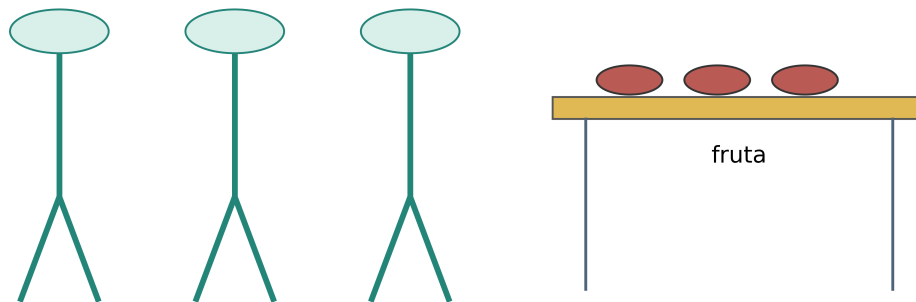
1 Key knowledge and worked examples

Hay means there is or there are. Location phrases such as *al lado de* and *delante de* place objects.

Build from description to a supported interpretation, then a specific cultural comparison studied in class.

Use the actual original market illustration. Say “En la imagen hay tres personas y una mesa”. Location phrases include al lado de (beside) and delante de (in front of). “Prefiero las manzanas porque son fáciles de llevar” gives a preference with a reason. The image alone supplies no nationality, relationships or historical origin. A cultural link must come from a specific studied Spanish-speaking context.

Una escena original: el mercado



Original diagram of the worked relationship; read the full wording and qualifications.

Worked example from the native lesson: En la foto hay tres personas en un mercado . Están al lado de una mesa can describe an original classroom visual. A follow-up about food can use me gusta or prefiero with a reason, while avoiding claims about every Spanish-speaking country.

■ Complete original case context

Original teacher-read rehearsal script: “El sábado voy al mercado por la mañana. En el mercado hay tres personas al lado de una mesa. En la mesa hay fruta. Llevo una bolsa de casa porque quiero usar menos plástico. Prefiero las manzanas porque son fáciles de llevar. Después voy a la biblioteca.” Vocabulary: sábado = Saturday; mañana = morning; fruta = fruit; bolsa = bag; menos = less; después = afterwards. Use the supplied market illustration for description. Close this script for teacher-read listening; no recording is supplied or certified.

Exercises 2.1·3.1

2.1 Which sentence states a visible detail rather than an unsupported assumption?

Explain using the worked method. [1]

3 Exam-style questions

Use the complete original case context in section 1.

3.1 Describe two visible details in Spanish and give one location phrase. Separate description from an unsupported cultural assumption. [3]

Exercises 2.1-3.1

2.1 Which sentence states a visible detail rather than an unsupported assumption?
Explain using the worked method. [1]

3 Exam-style questions

Use the complete original case context in section 1.

2.1 En la foto hay tres personas. En la foto hay tres personas en un mercado. Están al lado de una mesa can describe an original classroom visual. A follow-up about food can use me gusta or prefiero with a reason, while avoiding claims about every Spanish-speaking country.

Correct response linked to the given case.

3.1 Describe two visible details in Spanish and give one location phrase. Separate description from an unsupported cultural assumption. [3]

3.1 “En la imagen hay tres personas. Hay fruta en la mesa. Las personas están al lado de la mesa.” The picture does not prove the people are Spanish, related or celebrating a particular festival. Describe its actual content rather than guessing an identity.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence
. Accurate conditions, checks or qualification.

Exercises 3.2-3.3

3.2 Answer “¿Qué prefieres y por qué?” and “¿Qué llevas al mercado?” using a coherent short response. Then ask a follow-up. [3]

3.3 After a teacher reads the script with the text closed, state the day, time of day, next place and reason for the bag. Then explain what is still needed for a specific cultural connection . [3]

Exercises 3.2-3.3

3.2 Answer “¿Qué prefieres y por qué?” and “¿Qué llevas al mercado?” using a coherent short response. Then ask a follow-up. [3]

3.2 “Prefiero las manzanas porque son fáciles de llevar. Llevo una bolsa de casa. ¿Qué prefieres tú?” Accept other accurate preferences with reasons and a relevant follow-up. A live partner response remains necessary for interaction evidence.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence. Accurate conditions, checks or qualification.

3.3 After a teacher reads the script with the text closed, state the day, time of day, next place and reason for the bag. Then explain what is still needed for a specific cultural connection . [3]

3.3 Saturday; morning; the library afterwards; to use less plastic. A reliable studied source about a named Spanish-speaking place or practice is still needed for cultural comparison. Neither this original picture nor the teacher-read script establishes a national custom. Recording and delivery verification remain pending.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence. Accurate conditions, checks or qualification.