
GCSE SPANISH

Foundation and Higher Tier Paper 2 Speaking

June 2019

F+H

Teacher's Booklet

- To be conducted by the teacher–examiner between 1 April and 17 May 2019.
- Time allowed: 7–9 minutes at Foundation (+12 minutes' supervised preparation time)
10–12 minutes at Higher (+12 minutes' supervised preparation time)

Instructions

- The contents of this Booklet must be treated as **strictly confidential** until the end of the test window.
- During the preparation time candidates are required to prepare **one** Role-play and **one** Photo card. The Speaking Test Sequence Charts at the end of this Booklet show you which Role-play card and Photo card to give to the candidate.
- Candidates may make notes during the preparation time for use during the test. They must hand these notes to you before the General Conversation.
- Candidates should hand both stimulus cards to you before the General Conversation.
- It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

Information

- The test will last a maximum of 9 minutes (at Foundation) or 12 minutes (at Higher) and will consist of a Role-play card (approximately 2 minutes at Foundation and Higher) and a Photo card (approximately 2 minutes at Foundation and 3 minutes at Higher), followed by a General Conversation. This General Conversation is based on two out of the three Themes listed in the Teacher's Booklet (3–5 minutes at Foundation; 5–7 minutes at Higher).
- Candidates must **not** use a dictionary at any time during this test. This includes the preparation time.

General Certificate of Secondary Education
June 2019

Spanish
Speaking Test
Teacher's Booklet

Contents

Part 1

Role-plays (Foundation Tier) (1–9)
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Part 3

Example questions for General Conversation

There are no questions printed on this page

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Part 1**ROLE-PLAY 1****CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of an assistant in the DVD section in a department store in Spain and will speak first.

You should address the assistant as *usted*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con un empleado/una empleada de la sección de DVDs de unos grandes almacenes en España.

- DVD y qué tipo.
- **?** Precio.
- **!**
- Tu opinión sobre el cine (**un** detalle).
- Ir al cine – cuándo.

ROLE-PLAY 1

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *usted*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Estás hablando con un empleado/una empleada de la sección de DVDs de unos grandes almacenes en España. Yo soy el empleado/la empleada.*

- 1 Ask the candidate how you can help.
¿En qué puedo ayudarle?

- 2 Allow the candidate to say what kind of DVD he/she wants and then say that this is a good one.
Este es bueno.

- ? Allow the candidate to ask the price.
(Give an appropriate answer.)

- 3 ! Ask the candidate who the DVD is for.
¿Para quién es el DVD?

- 4 Allow the candidate to say who the DVD is for.
Ask the candidate for his/her opinion about the cinema. (Elicit **one** detail.)
¿Cuál es su opinión sobre el cine?

- 5 Allow the candidate to give **one** opinion about the cinema.
Ask the candidate when he/she goes to the cinema.
¿Cuándo va al cine?
Allow the candidate to say when he/she goes to the cinema.
Muy bien.

Turn over ►

ROLE-PLAY 2

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Mexican friend and will speak first.

You should address your friend as *tú*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con tu amigo mexicano/tu amiga mexicana sobre el cine.

- Tipo de película preferido.
- Ver películas en el cine o en casa: tu preferencia y **una** razón.
- **!**
- Tu opinión sobre la comida en el cine (**un** detalle).
- **?** Actor favorito.

ROLE-PLAY 2

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tú*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Estás hablando con tu amigo mexicano/tu amiga mexicana. Yo soy tu amigo/tu amiga.*

- 1 Ask the candidate what his/her favourite type of film is.
¿Qué tipo de película prefieres?
- 2 Allow the candidate to say what type of film he/she prefers.
Ask the candidate if he/she prefers to watch films in the cinema or at home and why.
(Elicit **one** reason.)
¿Prefieres ver películas en el cine o en casa? ... ¿Por qué?
- 3 Allow the candidate to say whether he/she prefers to watch films in the cinema or at home and to give **one** reason why.

! Ask the candidate when he/she normally goes to the cinema.
Normalmente, ¿cuándo vas al cine?
- 4 Allow the candidate to say when he/she normally goes to the cinema.
Ask the candidate what he/she thinks of the food in the cinema. (Elicit **one** detail.)
¿Qué piensas de la comida en el cine?

Allow the candidate to give **one** detail about what he/she thinks of the food in the cinema.
Vale.
- 5 **?** Allow the candidate to ask about your favourite actor.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 3

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of a teacher in a Spanish school and will speak first.

You should address the teacher as *tú*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con un profesor/una profesora de un colegio en España sobre tus amigos y tu familia.

- **?** Familia.
- Tu mejor amigo/amiga – personalidad (**un** detalle).
- Tu mejor amigo/amiga – edad.
- Actividad con tu amigo/amiga (**un** detalle).
- **!**

ROLE-PLAY 3

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tú*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Estás hablando con un profesor /una profesora de un colegio en España. Yo soy el profesor/la profesora.*

- 1 ? Allow the candidate to ask you a question about your family.
(Give an appropriate answer.)

- 2 Ask the candidate what type of person his/her best friend is. (Elicit **one** detail.)
¿Qué tipo de persona es tu mejor amigo/a?

- 3 Allow the candidate to give **one** detail about the personality of his/her best friend.
Ask the candidate how old his/her friend is.
¿Cuántos años tiene tu amigo/a?

- 4 Allow the candidate to say how old his/her friend is.
Ask the candidate what he/she likes to do with his/her friend. (Elicit **one** detail.)
¿Qué te gusta hacer con tu amigo/amiga?

- 5 Allow the candidate to give **one** detail about what he/she likes to do with his/her friend.
¡Qué interesante!

- ! Ask the candidate how many brothers and sisters he/she has.
¿Cuántos hermanos tienes?
Allow the candidate to say how many brothers and sisters he/she has.
Muy bien.

Turn over ►

ROLE-PLAY 4

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an assistant in a travel agent's in Spain and will speak first.

You should address the assistant as *usted*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con un empleado/una empleada de una agencia de viajes en España.

- **?** Excursiones - destinos.
- Tu transporte preferido: autocar o tren y **una** razón.
- **!**
- La excursión – tu día preferido.
- Tu opinión sobre España (**un** detalle).

ROLE-PLAY 4

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *usted*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Estás hablando con un empleado/una empleada de una agencia de viajes en España. Yo soy el empleado/la empleada.*

- 1 Ask the candidate how you can help.
¿En qué puedo ayudarle?

- 2 ? Allow the candidate to ask about the destinations of the excursions.
Say you have lots of excursions and then ask if he/she prefers to travel by coach or train and why. (Elicit **one** reason.)
Tenemos muchas excursiones. ¿Prefiere viajar en autocar o en tren? ... ¿Por qué?

- 3 Allow the candidate to say what transport he/she prefers and to give **one** reason why.
! Ask the candidate for how many people.
¿Para cuántas personas?

- 4 Allow the candidate to say for how many people.
Ask for which day.
¿Para qué día?

- 5 Allow the candidate to say a day.
Ask the candidate for his/her opinion of Spain. (Elicit **one** detail.)
¿Cuál es su opinión sobre España?
Allow the candidate to give **one** opinion of Spain.
De acuerdo.

Turn over ►

ROLE-PLAY 5

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Spanish friend and will speak first.

You should address your friend as *tú*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con tu amigo español/tu amiga española sobre el trabajo y la universidad.

- Tu trabajo - qué.
- **!**
- Tu trabajo ideal y **una** razón.
- Aspecto positivo de ir a la universidad (**un** detalle).
- **?** Trabajo en España.

ROLE-PLAY 5

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tú*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.*

- 1 Ask the candidate what his/her job is.
¿En qué trabajas?

- 2 Allow the candidate to say what his/her job is.
! Ask the candidate what he/she buys with his/her money.
¿Qué compras con tu dinero?

- 3 Allow the candidate to say what he/she buys with his/her money.
Ask the candidate what his/her ideal job is and why. (Elicit **one** reason.)
¿Cuál es tu trabajo ideal? ... ¿Por qué?

- 4 Allow the candidate to say what his/her ideal job is and to give **one** reason why.
Ask the candidate for a positive aspect of going to university. (Elicit **one** detail.)
Dime un aspecto positivo de ir a la universidad.
Allow the candidate to give **one** positive aspect of going to university.
Vale.

- 5 ? Allow the candidate to ask about work in Spain.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 6

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of a Uruguayan person conducting a survey and will speak first.

You should address the person as *usted*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con una persona uruguaya sobre los colegios en tu país.

- Descripción de tu colegio (**un** detalle).
- El recreo – a qué hora.
- Tu opinión sobre el inglés (**un** detalle).
- **!**
- **?** Colegios en Uruguay.

ROLE-PLAY 6

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *usted*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Estás hablando con una persona uruguaya. Yo soy la persona.*

- 1 Ask the candidate about his/her school. (Elicit **one** detail.)
Y, ¿su colegio?

- 2 Allow the candidate to give **one** detail about his/her school.
Ask the candidate at what time he/she has break.
¿A qué hora tiene el recreo?

- 3 Allow the candidate to say at what time he/she has break.
Ask the candidate for his/her opinion of English. (Elicit **one** detail.)
¿Cuál es su opinión sobre el inglés?

- 4 Allow the candidate to give **one** detail of what he/she thinks of English.
! Ask how many science lessons the candidate has each week.
¿Cuántas clases de ciencias tiene a la semana?
Allow the candidate to say how many science lessons he/she has per week.
De acuerdo.

- 5 **?** Allow the candidate to ask you a question about schools in Uruguay.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 7**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your Colombian friend and will speak first.

You should address your friend as *tú*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con tu amigo colombiano/tu amiga colombiana sobre la tecnología.

- Tu uso del portátil (**un** detalle).
- Tu opinión sobre los videojuegos (**un** detalle).
- **!**
- **?** Videojuego favorito.
- Tu móvil (**un** detalle).

ROLE-PLAY 7

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tú*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Estás hablando con tu amigo colombiano/tu amiga colombiana. Yo soy tu amigo/tu amiga.*

- 1** Ask the candidate how he/she uses a laptop. (Elicit **one** detail.)
¿Cómo usas el portátil?
- 2** Allow the candidate to give **one** detail about how he/she uses a laptop.
Ask the candidate what he/she thinks of videogames. (Elicit **one** opinion.)
¿Qué piensas de los videojuegos?
- 3** Allow the candidate to give **one** opinion about videogames.
! Ask the candidate how many hours per day he/she spends on the Internet.
¿Cuántas horas al día pasas en Internet?
- 4** Allow the candidate to say how many hours per day he/she spends on the Internet.
Muy bien.
- ?** Allow the candidate to ask about your favourite videogame.
(Give an appropriate answer.)
- 5** Ask the candidate what his/her mobile phone is like. (Elicit **one** detail.)
¿Cómo es tu móvil?
Allow the candidate to give **one** detail about his/her mobile.
Muy bien.

Turn over ►

ROLE-PLAY 8

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of a personal trainer in a gym in Spain and will speak first.

You should address the personal trainer as *usted*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con un entrenador/una entrenadora de un gimnasio en España.

- Tu ejercicio físico – **una** actividad.
- Ejercicio físico – tu opinión (**un** detalle).
- **!**
- Tu número de teléfono.
- **?** Precio del gimnasio.

ROLE-PLAY 8

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *usted*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Estás hablando con un entrenador/una entrenadora de un gimnasio en España. Yo soy el entrenador/la entrenadora.*

- 1 Ask the candidate about his/her physical exercise. (Elicit **one** activity.)
Y, ¿su ejercicio físico?

- 2 Allow the candidate to give **one** detail about what physical exercise he/she does.
Ask the candidate what he/she thinks about doing physical exercise. (Elicit **one** opinion.)
¿Cuál es su opinión sobre hacer ejercicio físico?

- 3 Allow the candidate to give **one** opinion about doing physical exercise.
! Ask the candidate how many days per week he/she wants to come to the gym.
¿Cuántos días por semana quiere venir al gimnasio?

- 4 Allow the candidate to say how many days per week he/she wants to come to the gym.
Ask the candidate for his/her phone number.
¿Su número de teléfono, por favor?
Allow the candidate to give you his/her phone number.
Gracias.

- 5 **?** Allow the candidate to ask you about the price of the gym.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 9**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your Spanish friend and will speak first.

You should address your friend as *tú*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con tu amigo español/tu amiga española sobre el colegio.

- Instalaciones de tu colegio (**un** detalle).
- Tu opinión sobre los exámenes (**un** detalle).
- **!**
- La comida – a qué hora.
- **?** Deportes en el colegio.

ROLE-PLAY 9

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tú*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.*

- 1 Ask the candidate to tell you something about the facilities in his/her school. (Elicit **one** detail.)
Háblame de las instalaciones de tu colegio.

- 2 Allow the candidate to tell you **one** thing about the facilities in his/her school.
Ask the candidate what he/she thinks of exams. (Elicit **one** opinion.)
¿Qué piensas de los exámenes?

- 3 Allow the candidate to give **one** opinion about exams.
! Ask the candidate what his/her most difficult subject is.
Para ti, ¿cuál es la asignatura más difícil?

- 4 Allow the candidate to say what his/her most difficult subject is.
Ask the candidate what time lunch is.
¿A qué hora es la comida?
Allow the candidate to say what time lunch is.
Muy bien.

- 5 **?** Allow the candidate to ask about sports in school.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 10

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of a ticket office assistant in the Barcelona football stadium and will speak first.

You should address the assistant as *usted*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con un empleado/una empleada del estadio de fútbol del Barcelona.

- Entradas - cuántas.
- **?** Descuento – estudiantes.
- **!**
- Tu opinión del estadio y **una** razón.
- Tu última visita a Barcelona (**dos** detalles).

ROLE-PLAY 10

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *usted*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Estás hablando con un empleado/una empleada del estadio de fútbol del Barcelona. Yo soy el empleado/la empleada.*

- 1 Ask the candidate how you can help him/her.
¿En qué puedo ayudarle?

- 2 Allow the candidate to say how many tickets he/she wants.
Muy bien.
- ? Allow the candidate to ask if there is a discount for students.
Depende.

- 3 **!** Ask the candidate how old he/she is and what is his/her nationality.
¿Cuántos años tiene usted? ... ¿De qué nacionalidad es usted?

- 4 Allow the candidate to say how old he/she is and what is his/her nationality.
Ask the candidate what he/she thinks of the stadium and why. (Elicit **one** reason.)
¿Cuál es su opinión del estadio? ... ¿Por qué?

- 5 Allow the candidate to say what he/she thinks of the stadium and to give **one** reason why.
Ask the candidate to tell you about his/her last visit to Barcelona. (Elicit **two** details.)
Hábleme de su última visita a Barcelona.

Allow the candidate to give **two** details about his/her last visit to Barcelona.
De acuerdo.

Turn over ►

ROLE-PLAY 11

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an assistant in the videogames section of a department store in Spain and will speak first.

You should address the assistant as *usted*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con un empleado/una empleada de la sección de videojuegos de unos grandes almacenes en España.

- Videojuego – cuándo y dónde comprado.
- Problema con el videojuego (**un** detalle).
- **?** Solución.
- **!**
- Tus otros intereses en tu tiempo libre (**dos** detalles).

ROLE-PLAY 11

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *usted*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Estás hablando con un empleado/una empleada de la sección de videojuegos de unos grandes almacenes en España. Yo soy el empleado/la empleada.*

- 1 Ask the candidate how you can help.
¿En qué puedo ayudarle?

- 2 Allow the candidate to say when and where he/she bought the video game.
Ask the candidate what the problem is. (Elicit **one** detail.)
¿Cuál es el problema?

- 3 Allow the candidate to mention **one** problem with the video game.
Ya entiendo.

- ? Allow the candidate to ask you for a solution to the problem.
(Give an appropriate answer.)

- 4 ! Ask the candidate why he/she likes video games. (Elicit **one** reason.)
¿Por qué le gustan los videojuegos?
Allow the candidate to give **one** reason why he/she likes video games.

- 5 Ask the candidate what other interests he/she has in his/her free time. (Elicit **two** details.)
¿Qué otros intereses tiene en su tiempo libre?
Allow the candidate to give **two** details about what he/she does in his/her free time.
¡Qué interesante!

Turn over ►

ROLE-PLAY 12

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Chilean friend and will speak first.

You should address your friend as *tú*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con tu amigo chileno/tu amiga chilena sobre el matrimonio.

- Tu pareja ideal en el futuro (**dos** detalles).
- Tu opinión sobre el matrimonio (**un** detalle).
- **?** Hijos.
- **!**
- Familia grande (**dos** desventajas).

ROLE-PLAY 12

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tú*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Estás hablando con tu amigo chileno/tu amiga chilena. Yo soy tu amigo/tu amiga.*

- 1 Ask the candidate about his/her future ideal partner. (Elicit **two** details.)
Y, ¿tu pareja ideal en el futuro?

- 2 Allow the candidate to give **two** details about his/her future ideal partner.
Ask the candidate what he/she thinks of marriage. (Elicit **one** detail.)
¿Qué opinas del matrimonio?

- 3 Allow the candidate to give **one** detail about what he/she thinks of marriage.
Muy bien.

- ? Allow the candidate to ask you a question about children.
(Give an appropriate answer.)

- 4 **!** Ask the candidate what the ideal number of children is and what the perfect father/mother is like.
En tu opinión, ¿cuál es el número de hijos ideal? ...Y, ¿cómo es el padre perfecto o la madre perfecta?
Allow the candidate to tell you what the ideal number of children is and what the perfect father or the perfect mother is like.
Vale.

- 5 Ask the candidate what are the disadvantages of having a large family. (Elicit **two** details.)
¿Cuáles son las desventajas de tener una familia grande?
Allow the candidate to give **two** details about the disadvantages of having a large family.
Sí, es verdad.

Turn over ►

ROLE-PLAY 13**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your Spanish friend and will speak first.

You should address your friend as *tú*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con tu amigo español/tu amiga española sobre la vida sana.

- Las ventajas de mantenerte en forma (**dos** detalles).
- Tus planes para mantenerte en forma en el futuro (**dos** detalles).
- **!**
- Importancia de no tomar drogas (**una** razón).
- **?** Alcohol.

ROLE-PLAY 13

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tú*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.*

- 1 Ask the candidate what are the advantages of keeping fit. (Elicit **two** details.)
¿Cuáles son las ventajas de mantenerte en forma?

- 2 Allow the candidate to give **two** details about the advantages of keeping fit.
Ask the candidate what plans he/she has for keeping fit in the future. (Elicit **two** details.)
¿Qué planes tienes para mantenerte en forma en el futuro?

- 3 Allow the candidate to give **two** details about how he/she will keep fit in the future.
! Ask the candidate for his/her opinion of fast food. (Elicit **one** detail.)
¿Cuál es tu opinión sobre la comida rápida?

- 4 Allow the candidate to give **one** detail about what he/she thinks of fast food.
Ask the candidate why it is important not to take drugs. (Elicit **one** reason.)
¿Por qué es importante no tomar drogas?
Allow the candidate to give **one** reason why it is important not to take drugs.
Estoy de acuerdo.

- 5 **?** Allow the candidate to ask you a question about alcohol.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 14

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Mexican friend and will speak first.

You should address your friend as *tú*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con tu amigo mexicano/tu amiga mexicana sobre el colegio.

- Tus notas en el colegio (**dos** detalles).
- Los exámenes – **una** desventaja.
- **!**
- Una excursión con el colegio en el pasado (**dos** detalles).
- **?** Acoso escolar en México.

ROLE-PLAY 14

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tú*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Estás hablando con tu amigo mexicano/tu amiga mexicana. Yo soy tu amigo/tu amiga.*

- 1 Ask the candidate about his/her marks in school. (Elicit **two** details.)
Y, ¿tus notas en el colegio?

- 2 Allow the candidate to give **two** details about his/her marks in school.
Ask the candidate what disadvantage exams have. (Elicit **one** disadvantage.)
¿Qué desventaja tienen los exámenes?

- 3 Allow the candidate to give **one** disadvantage that exams have.
! Ask the candidate how many classes he/she has per day and how long each class lasts.
¿Cuántas clases tienes al día? ... ¿Cuánto tiempo dura cada clase?

- 4 Allow the candidate to say how many classes he/she has per day and to say how long each class lasts.
Ask the candidate to tell you about a school trip in the past. (Elicit **two** details.)
Háblame de una excursión con el colegio que has hecho en el pasado.
Allow the candidate to give **two** details about a school trip in the past.
Muy bien.

- 5 **?** Allow the candidate to ask you a question about school bullying in Mexico.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 15

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Spanish friend and will speak first.

You should address your friend as *tú*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con tu amigo español/tu amiga española sobre los planes para el futuro.

- Tus planes para los estudios el año que viene (**dos** detalles).
- Tu opinión sobre el coste de ir a la universidad (**un** detalle).
- **!**
- Tu trabajo ideal y **una** razón.
- **?** Planes para el trabajo.

ROLE-PLAY 15

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tú*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.*

- 1 Ask the candidate what study plans he/she has for next year. (Elicit **two** details.)
¿Qué planes tienes para los estudios el año que viene?

- 2 Allow the candidate to give **two** details about his/her study plans for next year.
Ask the candidate what he/she thinks about the cost of going to university. (Elicit **one** detail.)
¿Qué piensas del coste de ir a la universidad?

- 3 Allow the candidate to give **one** detail about his/her opinion of the cost of going to university.
! Ask the candidate, apart from the cost, what is his/her opinion of going to university. (Elicit **one** detail.)
Aparte del coste, ¿cuál es tu opinión de ir a la universidad?

- 4 Allow the candidate to give **one** detail about his/her opinion of going to university, apart from the cost.
Ask the candidate what his/her ideal job is and to give **one** reason why.
¿Cuál es tu trabajo ideal? ... ¿Por qué?
Allow the candidate to say what his/her ideal job is and to give **one** reason why.
Muy bien.

- 5 **?** Allow the candidate to ask you a question about your plans for work.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 16

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of a waiter/waitress in a restaurant in Mexico and will speak first.

You should address the waiter/waitress as *usted*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con un camarero/una camarera en un restaurante en México.

- Reserva – hora y número de personas.
- Mesa - dónde.
- **!**
- **?** Comida vegetariana.
- Tus actividades en México ayer (**dos** detalles).

ROLE-PLAY 16

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *usted*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Estás hablando con un camarero/una camarera en un restaurante en México. Yo soy el camarero/la camarera.*

- 1 Ask the candidate how you can help.
¿En qué puedo ayudarle?

- 2 Allow the candidate to tell you the time of the reservation and the number of people.
Muy bien.

- 3 Allow the candidate to say where he/she would prefer to sit.
! Ask the candidate for his/her opinion of Mexican food. (Elicit **one** detail.)
Muy bien. ¿Cuál es su opinión sobre la comida mexicana?

- 4 Allow the candidate to give **one** opinion of Mexican food.
De acuerdo.
? Allow the candidate to ask about vegetarian food.
(Give an appropriate answer.)

- 5 Ask the candidate what he/she did in Mexico yesterday. (Elicit **two** details.)
¿Qué hizo usted aquí en México ayer?
Allow the candidate to say **two** things he/she did yesterday.
Muy interesante.

Turn over ►

ROLE-PLAY 17

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an assistant in a travel agent's in Spain and will speak first.

You should address the assistant as *usted*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con un empleado/una empleada de una agencia de viajes en España.

- **?** Excursiones en la región.
- **!**
- Tu última excursión en España (**dos** detalles).
- Tu opinión de tu hotel y **una** razón.
- Vacaciones en España o en Inglaterra: tu preferencia y **una** razón.

ROLE-PLAY 17

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *usted*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Estás hablando con un empleado/una empleada de una agencia de viajes en España. Yo soy el empleado/la empleada.*

- 1 Ask the candidate how you can help.
¿En qué puedo ayudarle?
- 2 ? Allow the candidate to ask about trips in the region.
(Give an appropriate answer.)
! Ask the candidate which day he/she prefers to travel and by what transport.
¿Qué día prefiere viajar? ... Y, ¿qué transporte?
- 3 Allow the candidate to say which day he/she prefers to travel and by what transport.
Ask the candidate about his/her last trip in Spain. (Elicit **two** details.)
Y, ¿su última excursión en España?
- 4 Allow the candidate to give **two** details about his/her last trip in Spain.
Ask the candidate what he/she thinks about his/her hotel and why. (Elicit **one** reason.)
¿Qué piensa de su hotel? ... ¿Por qué?
- 5 Allow the candidate to say what he/she thinks of his/her hotel and to give **one** reason why.
Ask the candidate if he/she prefers spending holidays in Spain or England and why. (Elicit **one** reason.)
¿Prefiere pasar las vacaciones en España o en Inglaterra? ... ¿Por qué?
Allow the candidate to say if he/she prefers spending holidays in Spain or England and to give **one** reason why.
Vale.

Turn over ►

ROLE-PLAY 18

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Mexican friend and will speak first.

You should address your friend as *tú*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con tu amigo mexicano/tu amiga mexicana sobre el colegio.

- Tu opinión sobre los profesores en el colegio (**dos** detalles).
- **!**
- La regla más estricta de tu colegio (**un** detalle).
- Tus planes para sacar muy buenas notas en el futuro (**dos** detalles).
- **?** Estrés en el colegio.

ROLE-PLAY 18

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tú*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Estás hablando con tu amigo mexicano/tu amiga mexicana. Yo soy tu amigo/tu amiga.*

- 1 Ask the candidate what he/she thinks of the teachers in his/her school. (Elicit **two** details.)
¿Qué piensas de los profesores de tu colegio?

- 2 Allow the candidate to give **two** details about what he/she thinks of the teachers in his/her school.
! Ask the candidate what he/she thinks of homework. (Elicit **one** detail.)
¿Cuál es tu opinión sobre los deberes?

- 3 Allow the candidate to give **one** detail about what he/she thinks of homework.
Ask the candidate about the rules in his/her school. (Elicit **one** detail.)
Y... ¿las reglas en tu colegio?

- 4 Allow the candidate to give **one** detail about the strictest rule in his/her school.
Ask the candidate what plans he/she has to get very good marks in the future. (Elicit **two** details.)
¿Qué planes tienes para sacar muy buenas notas en el futuro?
Allow the candidate to give **two** details about how he/she is going to get very good marks in the future.
Estupendo.

- 5 ? Allow the candidate to ask you a question about stress in school.
(Give an appropriate answer.)

Turn over ►

Part 2

CARD A**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **me, my family and friends**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Qué te gustaría hacer para celebrar tu próximo cumpleaños? ... ¿Por qué?
- Háblame de una persona de tu familia.

CARD A**TEACHER'S NOTES**

Theme: Identity and culture
Topic: Me, my family and friends

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- ¿Qué te gustaría hacer para celebrar tu próximo cumpleaños? ... ¿Por qué?
- Háblame de una persona de tu familia.
- ¿Qué haces normalmente con tu familia los fines de semana?
- ¿Prefieres pasar tiempo con tu familia o con tus amigos? ... ¿Por qué?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

Turn over ►

CARD B**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **free time activities**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Qué tipo de música te gusta? ... ¿Por qué?
- ¿Te gustaría cantar en un grupo de rock? ... ¿Por qué (no)?

CARD B**TEACHER'S NOTES**

Theme: Identity and culture

Topic: Free time activities

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- ¿Qué tipo de música te gusta? ... ¿Por qué?
- ¿Te gustaría cantar en un grupo de rock? ... ¿Por qué (no)?
- ¿Qué piensas de los programas como *Britain's Got Talent* o *X Factor*?
- ¿Qué hacen tus amigos los fines de semana?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

Turn over ►

CARD C**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **global issues**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Qué hiciste la semana pasada para proteger el medio ambiente?
- ¿El tráfico es un problema donde vives? ... ¿Por qué (no)?

CARD C**TEACHER'S NOTES**

Theme: Local, national, international and global areas of interest

Topic: Global issues

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- ¿Qué hiciste la semana pasada para proteger el medio ambiente?
- ¿El tráfico es un problema donde vives? ... ¿Por qué (no)?
- ¿Qué tipo de transporte usas más? ... ¿Por qué?
- ¿Cuál es tu opinión sobre reciclar?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

Turn over ►

CARD D**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **travel and tourism**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Cuál es el mejor transporte para ir de vacaciones?
- ¿Te gustaría pasar las vacaciones en España este año? ... ¿Por qué (no)?

CARD D**TEACHER'S NOTES**

Theme: Local, national, international and global areas of interest

Topic: Travel and tourism

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- ¿Cuál es el mejor transporte para ir de vacaciones?
- ¿Te gustaría pasar las vacaciones en España este año? ... ¿Por qué (no)?
- ¿Es mejor ir de vacaciones con familia o con amigos? ... ¿Por qué?
- ¿Qué piensas de hacer camping?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

Turn over ►

CARD E

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **life at school/college**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- Háblame de los aspectos positivos de tu colegio.
- ¿Qué asignatura **no** te gustaría estudiar en el futuro? ... ¿Por qué?

CARD E**TEACHER'S NOTES**

Theme: Current and future study and employment

Topic: Life at school/college

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- Háblame de los aspectos positivos de tu colegio.
- ¿Qué asignatura **no** te gustaría estudiar en el futuro? ... ¿Por qué?
- ¿Qué haces normalmente durante el recreo?
- ¿Piensas que es importante hacer los deberes? ... ¿Por qué (no)?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Identity and culture

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

Turn over ►

CARD F

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **education post-16**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Qué piensas sobre la idea de ir a la universidad?
- El próximo septiembre, ¿vas a continuar en tu instituto? ... ¿Por qué (no)?

CARD F**TEACHER'S NOTES**

Theme: Current and future study and employment

Topic: Education post-16

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- ¿Qué piensas sobre la idea de ir a la universidad?
- El próximo septiembre, ¿vas a continuar en tu instituto? ... ¿Por qué (no)?
- ¿Qué asignatura es más importante para tu futuro? ... ¿Por qué?
- ¿Qué haces para sacar buenas notas en tus exámenes?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Identity and culture

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

Turn over ►

CARD G**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **technology in everyday life**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Cuál es tu opinión sobre comprar en Internet?
- ¿Qué móvil te gustaría tener en el futuro? ... ¿Por qué?

CARD G**TEACHER'S NOTES****Theme: Identity and Culture****Topic: Technology in everyday life**

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- ¿Cuál es tu opinión sobre comprar en Internet?
- ¿Qué móvil te gustaría tener en el futuro? ... ¿Por qué?
- En general, ¿tus amigos prefieren hacer deporte o jugar a los videojuegos? ... ¿Por qué?
- Háblame de tus redes sociales favoritas.

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

Turn over ►

CARD H

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **home, town, neighbourhood and region**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Cuál es tu opinión sobre tu casa?
- ¿En qué país te gustaría vivir en el futuro? ... ¿Por qué?

CARD H**TEACHER'S NOTES**

Theme: Local, national, international and global areas of interest

Topic: Home, town, neighbourhood and region

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- ¿Cuál es tu opinión sobre tu casa?
- ¿En qué país te gustaría vivir en el futuro? ... ¿Por qué?
- ¿Cuál es tu sitio favorito en tu región? ... ¿Por qué?
- ¿Qué haces con tus amigos en tu pueblo o ciudad?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

Turn over ►

CARD I

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **jobs, career choices and ambitions**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Te gustaría trabajar en un restaurante en el futuro? ... ¿Por qué (no)?
- ¿Qué necesitas hacer para tener un buen trabajo?

| |
|------------------------|
| CARD I |
| TEACHER'S NOTES |

Theme: Current and future study and employment

Topic: Jobs, career choices and ambitions

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- ¿Te gustaría trabajar en un restaurante en el futuro? ... ¿Por qué (no)?
- ¿Qué necesitas hacer para tener un buen trabajo?
- ¿Qué piensas de la idea de trabajar en España?
- Para ti, ¿es importante ganar mucho dinero? ... ¿Por qué (no)?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Identity and culture

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

Turn over ►

CARD J

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **me, my family and friends**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Cómo sería tu boda ideal?
- ¿Con quién te llevas mejor en tu familia? ... ¿Por qué?

CARD J**TEACHER'S NOTES**

Theme: Identity and culture

Topic: Me, my family and friends

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- ¿Cómo sería tu boda ideal?
- ¿Con quién te llevas mejor en tu familia?... ¿Por qué?
- ¿Qué hiciste con tu familia durante las vacaciones de Navidad?
- ¿Qué tipo de regalos te gusta recibir? ... ¿Por qué?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

Turn over ►

CARD K**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **free time activities**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Qué piensas de la idea de escuchar música cuando estudias? ... ¿Por qué?
- ¿Qué actividad nueva te gustaría hacer en el futuro? ... ¿Por qué?

CARD K**TEACHER'S NOTES**

Theme: Identity and culture

Topic: Free time activities

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- ¿Qué piensas de la idea de escuchar música cuando estudias? ... ¿Por qué?
- ¿Qué actividad nueva te gustaría hacer en el futuro? ... ¿Por qué?
- Háblame de tu programa de televisión favorito.
- ¿Qué hiciste la última vez que saliste con tus amigos?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

Turn over ►

CARD L**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **global issues**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Es una buena idea tener que pagar las bolsas de plástico en los supermercados? ... ¿Por qué (no)?
- ¿Qué cambios te gustaría ver para mejorar el transporte público en tu región?

| |
|------------------------|
| CARD L |
| TEACHER'S NOTES |

Theme: Local, national, international and global areas of interest

Topic: Global issues

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- ¿Es una buena idea tener que pagar las bolsas de plástico en los supermercados? ... ¿Por qué (no)?
- ¿Qué cambios te gustaría ver para mejorar el transporte público en tu región?
- ¿Cuál es tu opinión sobre proteger el medio ambiente? ... ¿Por qué?
- Describe tu pueblo o ciudad en el pasado, ¿cómo era?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

Turn over ►

CARD M**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **travel and tourism**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Cuáles son las ventajas de alojarte en un hotel?
- ¿Cuál sería el destino perfecto para tus vacaciones? ... ¿Por qué?

CARD M**TEACHER'S NOTES**

Theme: Local, national, international and global areas of interest

Topic: Travel and tourism

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- ¿Cuáles son las ventajas de alojarte en un hotel?
- ¿Cuál sería el destino perfecto para tus vacaciones? ... ¿Por qué?
- ¿Prefieres ir de vacaciones en avión o en barco? ... ¿Por qué?
- Háblame de tus vacaciones en el pasado.

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

Turn over ►

CARD N**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **life at school/college**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- En tu opinión, ¿es importante tener buenos profesores? ... ¿Por qué (no)?
- ¿Cómo serán los colegios en el futuro?

CARD N**TEACHER'S NOTES**

Theme: Current and future study and employment

Topic: Life at school/college

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- En tu opinión, ¿es importante tener buenos profesores? ... ¿Por qué (no)?
- ¿Cómo serán los colegios en el futuro?
- Describe tu escuela primaria, ¿cómo era?
- ¿Estás a favor o en contra de llevar uniforme? ... ¿Por qué?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Identity and culture

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

Turn over ►

CARD O

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **education post-16**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Te gusta la idea de estudiar en una universidad en una ciudad grande? ... ¿Por qué (no)?
- ¿Qué vas a hacer para prepararte bien para los exámenes?

CARD O**TEACHER'S NOTES**

Theme: Current and future study and employment

Topic: Education post-16

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- ¿Te gusta la idea de estudiar en una universidad en una ciudad grande? ... ¿Por qué (no)?
- ¿Qué vas a hacer para prepararte bien para los exámenes?
- ¿Crees que la educación es importante para tener un buen trabajo? ... ¿Por qué (no)?
- ¿Qué hiciste en el colegio la semana pasada?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Identity and culture

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

Turn over ►

CARD P

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **technology in everyday life**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- Háblame de la última vez que compraste en Internet.
- ¿Cuáles son las desventajas de pasar demasiado tiempo en el ordenador?

CARD P**TEACHER'S NOTES**

Theme: Identity and culture

Topic: Technology in everyday life

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- Háblame de la última vez que compraste en Internet.
- ¿Cuáles son las desventajas de pasar demasiado tiempo en el ordenador?
- ¿Qué es mejor, un móvil o una tableta? ... ¿Por qué?
- ¿Sería mejor la vida sin redes sociales? ... ¿Por qué (no)?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

Turn over ►

CARD Q**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **home, town, neighbourhood and region**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿En el futuro, te gustaría continuar viviendo en tu casa actual o vivir en otra casa? ... ¿Por qué?
- ¿Qué problemas hay para los jóvenes que viven en tu pueblo o ciudad?

| |
|------------------------|
| CARD Q |
| TEACHER'S NOTES |

Theme: Local, national, international and global areas of interest

Topic: Home, town, neighbourhood and region

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- ¿En el futuro, te gustaría continuar viviendo en tu casa actual o vivir en otra casa? ... ¿Por qué?
- ¿Qué problemas hay para los jóvenes que viven en tu pueblo o ciudad?
- ¿Qué hiciste la última vez que fuiste de excursión en tu región?
- ¿Adónde prefieres ir de compras? ... ¿Por qué?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

Turn over ►

CARD R

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **jobs, career choices and ambitions**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Crees que el trabajo de un chef es fácil? ... ¿Por qué (no)?
- ¿Qué hiciste en el pasado para ganar dinero?

CARD R**TEACHER'S NOTES**

Theme: Current and future study and employment

Topic: Jobs, career choices and ambitions

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- ¿Crees que el trabajo de un chef es fácil? ... ¿Por qué (no)?
- ¿Qué hiciste en el pasado para ganar dinero?
- ¿Qué problemas tienen las personas que no tienen trabajo?
- ¿Cuál sería tu trabajo ideal? ... ¿Por qué?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Identity and culture

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

Turn over ►

Part 3 EXAMPLE QUESTIONS FOR GENERAL CONVERSATION

The General Conversation for each student is based on two out of the three Themes (ie the remaining two Themes which have not been covered in the Photo card). You must have a conversation with each student on a topic or topics from two Themes, the first of which will be from the student's nominated Theme.

The following starter questions are examples of the type of questions you may ask your students. There are two example questions per specification topic under each of the three Themes. Whilst these questions are examples of the type of questions you may ask, they are neither prescriptive nor exhaustive. Within the specified Themes, you should choose topics which reflect the individual student's interests and ask questions commensurate with the student's linguistic ability. When asking questions on a particular Theme, some students may be able to hold an excellent conversation on just one topic or even sub-topic within that Theme, showing development of ideas in a specific area. Other students may not have such in-depth knowledge and/or linguistic expertise to be able to concentrate on such a specific area, and so will take part in a conversation on a wider range of topics or sub-topics within each of the two Themes.

Theme 1: Identity and culture

- ¿Cuáles son las ventajas de tener una familia numerosa?
- ¿Crees que es importante tener muchos amigos? ... ¿Por qué (no)?
- ¿Crees que los jóvenes están obsesionados con la tecnología hoy en día?
- ¿Cuál prefieres, Facebook o Twitter? ... ¿Por qué?
- ¿Hay algún deporte que te gustaría practicar?
- Háblame de un programa de televisión que viste recientemente.
- ¿Qué diferencias notas entre la vida española y la vida de tu propio país?
- ¿Qué piensas de las fiestas españolas?

Theme 2: Local, national, international and global areas of interest

- Describe la casa de tus sueños.
- ¿Cómo era tu región en el pasado?
- ¿Cuáles son las maneras más eficaces de mantenerse en forma hoy en día?
- ¿Qué debería hacer el gobierno para reducir el número de personas que beben demasiado alcohol?
- ¿Cuáles son los efectos del calentamiento global?
- ¿Qué piensas de la situación de los sin techo en nuestra sociedad?
- ¿Qué tipo de vacaciones prefieres? ... ¿Por qué?
- ¿Por qué pasa tanta gente las vacaciones en el extranjero?

Theme 3: Current and future study and employment

- Es obligatorio estudiar matemáticas. ¿Crees que es una buena idea? ... ¿Por qué (no)?
- En tu opinión, ¿cuáles son las características más importantes de un buen profesor?
- ¿Cómo es este colegio comparado con tu escuela primaria?
- ¿Te acuerdas de un día especial en el colegio en el pasado?
- ¿Cuáles son los aspectos positivos de encontrar un trabajo a los dieciocho años?
- ¿Te gustaría trabajar en España? ... ¿Por qué (no)?
- A los dieciséis años, ¿crees que es mejor seguir un curso académico o uno de formación profesional?
- ¿Qué asignatura te gustaría más estudiar en la universidad? ... ¿Por qué?

GCSE Spanish Speaking Test Confidential Sequence Chart – Foundation Tier

In the grid below, Candidate Order refers to the sequence in which the candidates are tested by each teacher, not for the school/college as a whole. Each Role-play is identified by a number and each Photo card is identified by a letter. The candidate must be allocated the Role-play card as indicated in the grid below.

Candidates are permitted to choose the first Theme they will discuss in the General Conversation and the third and fourth columns of this table confirm which Photo card will be allocated to the candidate, according to their chosen General Conversation Theme. The final column confirms the second General Conversation Theme to ensure all Themes are covered during the test.

Example 1 – Candidate 1 chooses Theme 3 as her first Conversation Theme. She will do Role-play 5, Photo card A and her second Conversation Theme will be Theme 2.

Example 2 – Candidate 6 chooses Theme 2 as his first Conversation Theme. He will do Role-play 1, Photo card I and his second Conversation Theme will be Theme 1.

After a break in testing, eg lunch or overnight, the sequence should be resumed at the next number in column 1, Candidate Order. For example, if there is a break after Candidate 4, the next candidate will be Candidate 5. If there are more candidates than this table allows for, you should start again at number 1.

| Candidate Order | Role-play | Candidate's Chosen Conversation Theme | Photo card | Candidate's Second Conversation Theme |
|-----------------|-----------|---------------------------------------|-------------|---------------------------------------|
| 1 | 5 | Theme 1 | C (Theme 2) | Theme 3 |
| | | Theme 2 | E (Theme 3) | Theme 1 |
| | | Theme 3 | A (Theme 1) | Theme 2 |
| 2 | 9 | Theme 1 | F (Theme 3) | Theme 2 |
| | | Theme 2 | B (Theme 1) | Theme 3 |
| | | Theme 3 | D (Theme 2) | Theme 1 |
| 3 | 4 | Theme 1 | H (Theme 2) | Theme 3 |
| | | Theme 2 | I (Theme 3) | Theme 1 |
| | | Theme 3 | G (Theme 1) | Theme 2 |
| 4 | 7 | Theme 1 | E (Theme 3) | Theme 2 |
| | | Theme 2 | A (Theme 1) | Theme 3 |
| | | Theme 3 | C (Theme 2) | Theme 1 |
| 5 | 3 | Theme 1 | F (Theme 3) | Theme 2 |
| | | Theme 2 | B (Theme 1) | Theme 3 |
| | | Theme 3 | D (Theme 2) | Theme 1 |
| 6 | 1 | Theme 1 | H (Theme 2) | Theme 3 |
| | | Theme 2 | I (Theme 3) | Theme 1 |
| | | Theme 3 | G (Theme 1) | Theme 2 |
| 7 | 2 | Theme 1 | I (Theme 3) | Theme 2 |
| | | Theme 2 | G (Theme 1) | Theme 3 |
| | | Theme 3 | H (Theme 2) | Theme 1 |
| 8 | 8 | Theme 1 | F (Theme 3) | Theme 2 |
| | | Theme 2 | A (Theme 1) | Theme 3 |
| | | Theme 3 | C (Theme 2) | Theme 1 |

Turn over ►

| Candidate Order | Role-play | Candidate's Chosen Conversation Theme | Photo card | Candidate's Second Conversation Theme |
|-----------------|-----------|---------------------------------------|-------------|---------------------------------------|
| 9 | 6 | Theme 1 | D (Theme 2) | Theme 3 |
| | | Theme 2 | I (Theme 3) | Theme 1 |
| | | Theme 3 | B (Theme 1) | Theme 2 |
| 10 | 7 | Theme 1 | E (Theme 3) | Theme 2 |
| | | Theme 2 | B (Theme 1) | Theme 3 |
| | | Theme 3 | H (Theme 2) | Theme 1 |
| 11 | 6 | Theme 1 | C (Theme 2) | Theme 3 |
| | | Theme 2 | F (Theme 3) | Theme 1 |
| | | Theme 3 | G (Theme 1) | Theme 2 |
| 12 | 8 | Theme 1 | E (Theme 3) | Theme 2 |
| | | Theme 2 | A (Theme 1) | Theme 3 |
| | | Theme 3 | D (Theme 2) | Theme 1 |
| 13 | 9 | Theme 1 | I (Theme 3) | Theme 2 |
| | | Theme 2 | B (Theme 1) | Theme 3 |
| | | Theme 3 | C (Theme 2) | Theme 1 |
| 14 | 3 | Theme 1 | D (Theme 2) | Theme 3 |
| | | Theme 2 | E (Theme 3) | Theme 1 |
| | | Theme 3 | G (Theme 1) | Theme 2 |
| 15 | 2 | Theme 1 | H (Theme 2) | Theme 3 |
| | | Theme 2 | F (Theme 3) | Theme 1 |
| | | Theme 3 | A (Theme 1) | Theme 2 |
| 16 | 5 | Theme 1 | C (Theme 2) | Theme 3 |
| | | Theme 2 | E (Theme 3) | Theme 1 |
| | | Theme 3 | G (Theme 1) | Theme 2 |
| 17 | 1 | Theme 1 | D (Theme 2) | Theme 3 |
| | | Theme 2 | I (Theme 3) | Theme 1 |
| | | Theme 3 | A (Theme 1) | Theme 2 |
| 18 | 4 | Theme 1 | H (Theme 2) | Theme 3 |
| | | Theme 2 | F (Theme 3) | Theme 1 |
| | | Theme 3 | B (Theme 1) | Theme 2 |
| 19 | 6 | Theme 1 | H (Theme 2) | Theme 3 |
| | | Theme 2 | I (Theme 3) | Theme 1 |
| | | Theme 3 | A (Theme 1) | Theme 2 |
| 20 | 8 | Theme 1 | H (Theme 2) | Theme 3 |
| | | Theme 2 | E (Theme 3) | Theme 1 |
| | | Theme 3 | B (Theme 1) | Theme 2 |

GCSE Spanish Speaking Test Confidential Sequence Chart – Higher Tier

In the grid below, Candidate Order refers to the sequence in which the candidates are tested by each teacher, not for the school/college as a whole. Each Role-play is identified by a number and each Photo card is identified by a letter. The candidate must be allocated the Role-play card as indicated in the grid below.

Candidates are permitted to choose the first Theme they will discuss in the General Conversation and the third and fourth columns of this table confirm which Photo card will be allocated to the candidate, according to their chosen General Conversation Theme. The final column confirms the second General Conversation Theme to ensure all Themes are covered during the test.

Example 1 – Candidate 1 chooses Theme 3 as her first Conversation Theme. She will do Role-play 11, Photo card L and her second Conversation Theme will be Theme 1.

Example 2 – Candidate 6 chooses Theme 2 as his first Conversation Theme. He will do Role-play 17, Photo card O and his second Conversation Theme will be Theme 1.

After a break in testing, eg lunch or overnight, the sequence should be resumed at the next number in column 1, Candidate Order. For example, if there is a break after Candidate 4, the next candidate will be Candidate 5. If there are more candidates than this table allows for, you should start again at number 1.

| Candidate Order | Role-play | Candidate's Chosen Conversation Theme | Photo card | Candidate's Second Conversation Theme |
|-----------------|-----------|---------------------------------------|-------------|---------------------------------------|
| 1 | 11 | Theme 1 | N (Theme 3) | Theme 2 |
| | | Theme 2 | J (Theme 1) | Theme 3 |
| | | Theme 3 | L (Theme 2) | Theme 1 |
| 2 | 15 | Theme 1 | N (Theme 3) | Theme 2 |
| | | Theme 2 | K (Theme 1) | Theme 3 |
| | | Theme 3 | M (Theme 2) | Theme 1 |
| 3 | 13 | Theme 1 | Q (Theme 2) | Theme 3 |
| | | Theme 2 | O (Theme 3) | Theme 1 |
| | | Theme 3 | P (Theme 1) | Theme 2 |
| 4 | 16 | Theme 1 | L (Theme 2) | Theme 3 |
| | | Theme 2 | R (Theme 3) | Theme 1 |
| | | Theme 3 | J (Theme 1) | Theme 2 |
| 5 | 18 | Theme 1 | R (Theme 3) | Theme 2 |
| | | Theme 2 | K (Theme 1) | Theme 3 |
| | | Theme 3 | M (Theme 2) | Theme 1 |
| 6 | 17 | Theme 1 | Q (Theme 2) | Theme 3 |
| | | Theme 2 | O (Theme 3) | Theme 1 |
| | | Theme 3 | P (Theme 1) | Theme 2 |
| 7 | 10 | Theme 1 | R (Theme 3) | Theme 2 |
| | | Theme 2 | P (Theme 1) | Theme 3 |
| | | Theme 3 | M (Theme 2) | Theme 1 |
| 8 | 12 | Theme 1 | O (Theme 3) | Theme 2 |
| | | Theme 2 | K (Theme 1) | Theme 3 |
| | | Theme 3 | Q (Theme 2) | Theme 1 |

Turn over ►

| Candidate Order | Role-play | Candidate's Chosen Conversation Theme | Photo card | Candidate's Second Conversation Theme |
|-----------------|-----------|---------------------------------------|-------------|---------------------------------------|
| 9 | 14 | Theme 1 | R (Theme 3) | Theme 2 |
| | | Theme 2 | J (Theme 1) | Theme 3 |
| | | Theme 3 | L (Theme 2) | Theme 1 |
| 10 | 12 | Theme 1 | N (Theme 3) | Theme 2 |
| | | Theme 2 | P (Theme 1) | Theme 3 |
| | | Theme 3 | L (Theme 2) | Theme 1 |
| 11 | 16 | Theme 1 | M (Theme 2) | Theme 3 |
| | | Theme 2 | O (Theme 3) | Theme 1 |
| | | Theme 3 | P (Theme 1) | Theme 2 |
| 12 | 18 | Theme 1 | R (Theme 3) | Theme 2 |
| | | Theme 2 | J (Theme 1) | Theme 3 |
| | | Theme 3 | Q (Theme 2) | Theme 1 |
| 13 | 10 | Theme 1 | N (Theme 3) | Theme 2 |
| | | Theme 2 | K (Theme 1) | Theme 3 |
| | | Theme 3 | Q (Theme 2) | Theme 1 |
| 14 | 17 | Theme 1 | L (Theme 2) | Theme 3 |
| | | Theme 2 | N (Theme 3) | Theme 1 |
| | | Theme 3 | J (Theme 1) | Theme 2 |
| 15 | 11 | Theme 1 | M (Theme 2) | Theme 3 |
| | | Theme 2 | O (Theme 3) | Theme 1 |
| | | Theme 3 | P (Theme 1) | Theme 2 |
| 16 | 13 | Theme 1 | L (Theme 2) | Theme 3 |
| | | Theme 2 | N (Theme 3) | Theme 1 |
| | | Theme 3 | K (Theme 1) | Theme 2 |
| 17 | 15 | Theme 1 | Q (Theme 2) | Theme 3 |
| | | Theme 2 | N (Theme 3) | Theme 1 |
| | | Theme 3 | J (Theme 1) | Theme 2 |
| 18 | 14 | Theme 1 | M (Theme 2) | Theme 3 |
| | | Theme 2 | O (Theme 3) | Theme 1 |
| | | Theme 3 | K (Theme 1) | Theme 2 |
| 19 | 13 | Theme 1 | R (Theme 3) | Theme 2 |
| | | Theme 2 | J (Theme 1) | Theme 3 |
| | | Theme 3 | M (Theme 2) | Theme 1 |
| 20 | 10 | Theme 1 | L (Theme 2) | Theme 3 |
| | | Theme 2 | O (Theme 3) | Theme 1 |
| | | Theme 3 | J (Theme 1) | Theme 2 |

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