



GCSE

3810U10-1T

2024

SPANISH

Unit 1: Speaking

FOUNDATION TIER

SETS 1–6

TEACHER'S COPY



S24-3810U10-1T-R1

3810U101T
01

FOUNDATION SET 1

ROLE PLAY

IDENTITY AND CULTURE

[15]

Health and fitness

Setting: You are chatting to your Argentinian friend about health and fitness. Your teacher will play the part of your friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **¿Qué comida sana comes?**
- Say what healthy food you eat.
- **¿Por qué es importante tener una dieta saludable?**
- Say why it is important to have a healthy diet.
- **¿Qué hiciste recientemente para mantenerte en forma?**
- Say what you did recently to keep fit.
- **¿Qué deporte practicas?**
- Answer the question.
- **Muy bien.**
- Ask your friend something about health and fitness.
- **Reply accordingly.**

FOUNDATION SET 1
PHOTO CARD DISCUSSION

WALES AND THE WORLD

[15]

Environment



3810U101T
03

Please note the approximate timing for this task is 2 minutes.

1. Start the discussion by asking the first question.
 - **Describe la foto.**
2. When the candidate has completed their response, continue with the following questions.
 - **¿Te preocupa el cambio climático? ¿Por qué (no)?**
 - **¿Es importante reciclar? ¿Por qué (no)?**
3. Unseen question.
 - **¿Qué vas a hacer en el futuro para proteger el planeta? ¿Por qué?**

FOUNDATION SET 1
CONVERSATION

Guidance for Conversations

[30]

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher examiner.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen.
- give and/or justify their opinions.
- narrate events or give an account of something that happened related to the topic.
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and/or asking relevant questions in response to what is being communicated. (See guidance above.)
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ and 2½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Skills and personal qualities
- or**
- Career plans

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: IDENTITY AND CULTURE

- Technology and social media
- or**
- Festivals and celebrations

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FOUNDATION SET 2

ROLE PLAY

WALES AND THE WORLD

[15]

Social issues

Setting: You are chatting with your Bolivian friend about social issues. Your teacher will play the part of your friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Dame un ejemplo de un problema social en el mundo.**
- Mention one social problem in the world.
- **¿Qué piensas de este problema?**
- Answer the question.
- **¿Qué haces tú para ayudar a otras personas?**
- Say what you do to help others.
- **Muy bien.**
- Ask your friend something about social issues.
- **Reply accordingly. ¿Qué hiciste como trabajo voluntario en el pasado?**
- Say what voluntary work you did in the past.
- **Muy bien.**

FOUNDATION SET 2
PHOTO CARD DISCUSSION

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Post-16 study



Please note the approximate timing for this task is 2 minutes.

1. Start the discussion by asking the first question.
 - Describe la foto.
2. When the candidate has completed their response, continue with the following questions.
 - ¿Qué piensas de trabajar o estudiar desde casa? ¿Por qué?
 - ¿Es importante tener un trabajo a tiempo parcial? ¿Por qué (no)?
3. Unseen question.
 - ¿Qué asignaturas estudiarás el año próximo? ¿Por qué?

FOUNDATION SET 2**CONVERSATION****Guidance for Conversations**

[30]

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher examiner.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen.
- give and/or justify their opinions.
- narrate events or give an account of something that happened related to the topic.
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and/or asking relevant questions in response to what is being communicated. (See guidance above.)
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ and 2½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: IDENTITY AND CULTURE

- Self and relationships

or

- Food and drink

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: WALES AND THE WORLD

- Local areas of interest

or

- Travel and transport

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FOUNDATION SET 3

ROLE PLAY

IDENTITY AND CULTURE

[15]

Technology and social media

Setting: You are chatting to your Chilean friend about technology and social media. Your teacher will play the part of your friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **¿Qué tecnología usas?**
- Say what technology you use.
- **¿Cuándo usas la tecnología?**
- Answer the question.
- **Genial.**
- Ask your friend something about social media.
- **Reply accordingly. En tu opinión, ¿qué problema hay con la tecnología?**
- Mention a problem with technology.
- **¿Para qué usaste la tecnología ayer?**
- Say what you used technology for yesterday.
- **Estupendo.**

FOUNDATION SET 3
PHOTO CARD DISCUSSION

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Employment



Please note the approximate timing for this task is 2 minutes.

1. Start the discussion by asking the first question.
 - Describe la foto.
2. When the candidate has completed their response, continue with the following questions.
 - ¿Es importante tener experiencia laboral? ¿Por qué (no)?
 - ¿Te gusta trabajar en equipo? ¿Por qué (no)?
3. Unseen question.
 - ¿Qué trabajo te gustaría tener en el futuro? ¿Por qué?

FOUNDATION SET 3**CONVERSATION****Guidance for Conversations**

[30]

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher examiner.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen.
- give and/or justify their opinions.
- narrate events or give an account of something that happened related to the topic.
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and/or asking relevant questions in response to what is being communicated. (See guidance above.)
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ and 2½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: WALES AND THE WORLD

- Local and regional features and characteristics of Spain and Spanish-speaking countries
- or**
- Holidays and tourism

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School/college life
- or**
- School/college studies

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FOUNDATION SET 4

ROLE PLAY

WALES AND THE WORLD

[15]

Local areas of interest

Setting: You are chatting online to your friend in Spain about local areas of interest. Your teacher will play the part of your friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **¿Qué hay para los turistas en tu zona?**
- Say what there is for tourists in your area.
- **Vale. ¿Qué visitaste recientemente en Gales?**
- Say what you visited recently in Wales.
- **¿Qué te gusta de tu región?**
- Answer the question.
- **¿Qué haces los fines de semana en tu zona?**
- Say what you do at weekends in your area.
- **¡Qué interesante!**
- Ask your friend something about where they live.
- **Reply appropriately.**

FOUNDATION SET 4
PHOTO CARD DISCUSSION

IDENTITY AND CULTURE

[15]

Health and fitness



Please note the approximate timing for this task is 2 minutes.

1. Start the discussion by asking the first question.
 - **Describe la foto.**
2. When the candidate has completed their response, continue with the following questions.
 - **¿Qué haces para mantenerte en forma?**
 - **¿Crees que es importante hacer ejercicio? ¿Por qué (no)?**
3. Unseen question.
 - **¿Qué deportes practicaste recientemente?**

FOUNDATION SET 4**CONVERSATION****Guidance for Conversations**

[30]

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher examiner.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen.
- give and/or justify their opinions.
- narrate events or give an account of something that happened related to the topic.
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and/or asking relevant questions in response to what is being communicated. (See guidance above.)
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ and 2½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Career plans

or

- Employment

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: WALES AND THE WORLD

- Holidays and tourism

or

- Environment

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FOUNDATION SET 5**ROLE PLAY****CURRENT AND FUTURE STUDY AND EMPLOYMENT**

[15]

Skills and personal qualities

Setting: You are chatting with your Colombian friend about your skills and personal qualities. Your teacher will play the part of your friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **¿Qué cualidad personal tienes?**
- Say what personal quality you have.
- **Vale. ¿Qué opinas de trabajar en equipo?**
- Answer the question.
- **Genial. ¿Qué aprendiste en el instituto este año?**
- Say what you learned at school this year.
- **Estupendo.**
- Ask your friend something about their skills or personal qualities.
- **Reply accordingly. ¿Por qué es importante hablar otro idioma?**
- Say why it is important to speak another language.
- **Vale.**

FOUNDATION SET 5
PHOTO CARD DISCUSSION

IDENTITY AND CULTURE

[15]

Festivals and celebrations



Please note the approximate timing for this task is 2 minutes.

1. Start the discussion by asking the first question.
 - Describe la foto.
2. When the candidate has completed their response, continue with the following questions.
 - ¿Son importantes las tradiciones? ¿Por qué (no)?
 - ¿Qué opinas de los festivales? ¿Por qué?
3. Unseen question.
 - ¿Qué tradición o festival celebraste recientemente? ¿Por qué?

FOUNDATION SET 5**CONVERSATION****Guidance for Conversations**

[30]

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher examiner.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen.
- give and/or justify their opinions.
- narrate events or give an account of something that happened related to the topic.
- talk about their future plans or ideas relating to the topic.

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- Please ensure that the candidate spends between **1½ and 2½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: WALES AND THE WORLD

- Travel and transport
- or**
- Holidays and tourism

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: IDENTITY AND CULTURE

- Self and relationships
- or**
- Entertainment and leisure

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FOUNDATION SET 6

ROLE PLAY

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Post-16 Study

Setting: You are talking with your Mexican friend about your future studies. Your teacher will play the part of your friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **¿Qué quieres estudiar el año que viene?**
- Say what you want to study next year.
- **¿Por qué quieres estudiar eso?**
- Answer the question.
- **¿Qué asignatura interesante estudiaste el año pasado?**
- Say what interesting subject you studied last year.
- **Vale.**
- Ask your friend something about their future plans.
- **Reply accordingly. ¿Qué piensas de tomar un año sabático?**
- Give your opinion about taking a gap year.
- **Genial.**

FOUNDATION SET 6
PHOTO CARD DISCUSSION

WALES AND THE WORLD

[15]

Social issues



Please note the approximate timing for this task is 2 minutes.

1. Start the discussion by asking the first question.
 - Describe la foto.
2. When the candidate has completed their response, continue with the following questions.
 - ¿Te preocupan mucho los problemas sociales? ¿Por qué (no)?
 - ¿Son importantes las organizaciones benéficas? ¿Por qué (no)?
3. Unseen question.
 - ¿Hiciste trabajo voluntario recientemente? ¿Por qué (no)?

FOUNDATION SET 6**CONVERSATION****Guidance for Conversations**

[30]

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher examiner.

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- give and/or justify their opinions.
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PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: IDENTITY AND CULTURE

- Entertainment and leisure

or

- Food and drink

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School/college life

or

- School/college studies