

GCSE MODERN HEBREW

F+H

Foundation and Higher Tier Paper 2 Speaking

June 2024

Teacher's Booklet

- To be conducted by the teacher-examiner between 2 April and 17 May 2024.
- 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.
- Candidates must **not** use a dictionary at any time during this test. This includes the preparation time.
- 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 Modern Hebrew, '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).

General Certificate of Secondary Education
June 2024

Modern Hebrew
Speaking Test
Teacher's Booklet

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

Your teacher will play the part of the Israeli bus driver and will speak first.

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.

את/ה נוסע/ת לטיול באוטובוס. את/ה מדבר/ת עם הנהג/ת.

• נסיעה – מקום וסיבה

• **!**

• מזג האוויר – פרט אחד

• **?** סוף השבוע

• אוטובוס או רכבת – דעה וסיבה

ROLE-PLAY 1

TEACHER'S ROLE

- You begin the role-play.
- 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: את/ה נוסע/ת לטיול באוטובוס. את/ה מדבר/ת עם הנהג/ת. אני נהג/ת האוטובוס.

- 1 Ask the candidate where he/she is travelling to today and why. (Elicit **one** location and **one** reason.)
שלום, לאן את/ה נוסע/ת היום ומדוע?
- 2 Allow the candidate to say where he/she is travelling to today and why.
! Ask the candidate how many tickets he/she wants to buy.
כמה כרטיסים את/ה רוצה לקנות?
- 3 Allow the candidate to tell you how many tickets he/she wants to buy.
Ask the candidate what the weather is like today. (Elicit **one** detail.)
איך מזג האוויר היום?
- 4 Allow the candidate to tell you what the weather is like today.
? Allow the candidate to ask you a question about the weekend.
Give an appropriate response.
- 5 Ask the candidate whether he/she prefers to travel by bus or train and why. (Elicit **one** opinion and **one** reason.)
האם את/ה מעדיף/מעדיפה לנסוע באוטובוס או ברכבת? מדוע?
Allow the candidate to say whether he/she prefers to travel by bus or train and why.
אני מסכים/מסכימה.

Turn over ►

ROLE-PLAY 2

CANDIDATE'S ROLE

Instructions to candidates

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

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.

את/ה מדבר/ת עם החבר/ה הישראלית שלך על תוכניות לארוחת שבת.

- ארוחת שבת – שעה
- אוכל אהוב – דעה וסיבה
- עזרה בבית – דעה וסיבה
- **!**
- **? אוכל לילדים**

ROLE-PLAY 2

TEACHER'S ROLE

- You begin the role-play.
- 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: את/ה מדבר/ת עם החבר/ה הישראלית שלך על תוכניות לארוחת שבת.
אני החבר/ה שלך.

- 1 Ask the candidate what time the Shabbat meal starts.
באיזו שעה מתחילה ארוחת השבת?
- 2 Allow the candidate to tell you what time the Shabbat meal starts.
Ask the candidate what he/she likes to eat during a Shabbat meal and why. (Elicit **one** opinion and **one** reason.)
מה את/ה אוהב/ת לאכול בארוחת שבת? מדוע?
- 3 Allow the candidate to say what he/she likes to eat during a Shabbat meal and why.
Ask the candidate whether he/she likes to help at home and why. (Elicit **one** opinion and **one** reason.)
האם את/ה אוהב/ת לעזור בבית? מדוע?
- 4 Allow the candidate to say whether he/she likes to help at home and why.
! Ask the candidate which festival he/she likes the most.
איזה חג את/ה הכי אוהב/ת?
- 5 Allow the candidate to say which festival he/she likes the most.
מצוין.
- ? Allow the candidate to ask you a question about food for children.
Give an appropriate response.

Turn over ►

ROLE-PLAY 3

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of the Israeli pupil and will speak first.

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.

את/ה מדבר/ת עם תלמיד/ה ישראלי/ת על בית הספר שלך.

- בית הספר – מקום
- חוגים – (שני פרטים)
- תיק בית הספר – פרט אחד
- **!**
- **?** שיעורי עברית

ROLE-PLAY 3

TEACHER'S ROLE

- You begin the role-play.
- 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: את/ה מדבר/ת עם תלמיד/ה ישראלית על בית הספר שלך.
אני התלמיד/ה.

- 1 Ask the candidate where he/she studies. (Elicit **one** place.)
איפה את/ה לומד/ת?
- 2 Allow the candidate to tell you where he/she studies.
Ask the candidate which clubs are available in his/her school. (Elicit **two** details.)
אילו חוגים יש בבית הספר שלך?
- 3 Allow the candidate to give you **two** details about clubs in his/her school.
Ask the candidate to describe his/her school bag. (Elicit **one** detail.)
תארי את תיק בית הספר שלך.
- 4 Allow the candidate to describe his/her school bag.
יפה.
- ! Ask the candidate for his/her opinion of homework.
מה דעתך על שיעורי בית?
Allow the candidate to give you his/her opinion of homework.
- 5 ? Allow the candidate to ask you a question about Modern Hebrew lessons.
Give an appropriate response.

Turn over ►

ROLE-PLAY 4

CANDIDATE'S ROLE

Instructions to candidates

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

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.

את/ה מזמין/מזמינה חבר/ה למסיבה.

• יום ושעה

• בגדים למסיבות – פרט אחד

• ? אוכל

• !

• מסיבות גדולות – דעה וסיבה

ROLE-PLAY 4

TEACHER'S ROLE

- You begin the role-play.
- 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:

את/ה מזמין/מזמינה חבר/ה למסיבה.
אני החבר/ה שלך.

- 1 Ask the candidate when his/her party is taking place. (Elicit the **date** and **time**.)
שלום, מתי המסיבה שלך?
- 2 Allow the candidate to say the day and time of his/her party.
Ask the candidate about the clothes that he/she likes to wear to parties. (Elicit **one** detail.)
מה את/ה אוהב/ת ללבוש למסיבות?
- 3 Allow the candidate to tell you about the clothes that he/she likes to wear to parties.
יפה.
- ? Allow the candidate to ask you a question about food.
Give an appropriate response.
- 4 ! Ask the candidate what presents he/she likes to receive for his/her birthday.
איזו מתנה את/ה אוהב/ת לקבל ליום ההולדת שלך?
- 5 Allow the candidate to say what presents he/she likes to receive for his/her birthday.
Ask the candidate about his/her opinion of big parties and why. (Elicit **one** opinion and **one** reason.)
מה דעתך על מסיבות גדולות ומדוע?
Allow the candidate to give his/her opinion of big parties.

Turn over ►

ROLE-PLAY 5

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of the shop sales assistant and will speak first.

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.

את/ה נמצא/ת בחנות ספורט.

- קנייה בחנות – פרט אחד
- ספורט אהוב – דעה וסיבה
- פעילות ספורט – עם מי ומדוע
- **!**
- **? ספורט**

ROLE-PLAY 5

TEACHER'S ROLE

- You begin the role-play.
- 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:

את/ה נמצא/ת בחנות ספורט.
אני המוכר/ת בחנות.

- 1 Ask the candidate what he/she wants to buy today. (Elicit **one** detail.)
מה את/ה רוצה לקנות היום?
- 2 Allow the candidate to say what he/she wants to buy today.
Ask the candidate with whom he/she prefers to participate in a sports activity and why. (Elicit **one** opinion and **one** reason.)
עם מי את/ה מעדיף/מעדיפה לעשות פעילות ספורט ומדוע?
- 3 Allow the candidate to say with whom he/she prefers to participate in a sports activity and why.
מעניין.
Ask the candidate why it is important to do sport. (Elicit **one** detail.)
מדוע חשוב לעשות ספורט?
- 4 Allow the candidate to tell you why it is important to do sport.
את/ה צודק/ת.
! Ask the candidate where he/she likes to do sport.
איפה את/ה אוהב/ת לעשות ספורט?
- 5 Allow the candidate to tell you where he/she likes to do sport.
? Allow the candidate to ask you a question about sport.
Give an appropriate response.

Turn over ►

ROLE-PLAY 6

CANDIDATE'S ROLE

Instructions to candidates

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

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.

את/ה מדבר/ת עם החבר/ה הישראלית שלך על עבודה ולימודים.

• כיתה – מספר תלמידים

• שיעור מתמטיקה – דעה וסיבה

• עבודה אידיאלית – דעה

• **!**

• **? בית ספר**

ROLE-PLAY 6

TEACHER'S ROLE

- You begin the role-play.
- 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: את/ה מדבר/ת עם החבר/ה הישראלית שלך על עבודה ולימודים.
אני החבר/ה שלך.

- 1 Ask the candidate how many pupils there are in his/her class.
כמה תלמידים יש בכיתה שלך?
- 2 Allow the candidate to tell you how many pupils there are in his/her class.
Ask the candidate whether he/she likes to study mathematics at school and why. (Elicit **one** opinion and **one** reason.)
האם את/ה אוהב/ת ללמוד מתמטיקה בבית הספר? מדוע?
- 3 Allow the candidate to say whether he/she likes to study mathematics at school and why.
Ask the candidate for his/her opinion of what an ideal job is. (Elicit **one** opinion.)
מהי עבודה אידיאלית לדעתך?
- 4 Allow the candidate to give you his/her opinion of what an ideal job is.
מעניין.
- ! Ask the candidate what he/she wants to study at university.
מה את/ה רוצה ללמוד באוניברסיטה?
- 5 Allow the candidate to say what he/she wants to study at university.
- ? Allow the candidate to ask you a question about school.
Give an appropriate response.

Turn over ►

ROLE-PLAY 7

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of the ticket-booking assistant and will speak first.

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.

את/ה מזמין/מזמינה כרטיסים לסרט בקולנוע.

• סרטים – דעה וסיבה

• **!**

• **?** שתייה (בקולנוע)

• שחקן או שחקנית קולנוע – (שני פרטים)

• פעילות אחרי הסרט

ROLE-PLAY 7

TEACHER'S ROLE

- You begin the role-play.
- 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:

את/ה מזמין/מזמינה כרטיסים לסרט בקולנוע.
אני מוכר/ת הכרטיסים.

- 1 Ask the candidate what films he/she likes to watch and why. (Elicit **one** type of film and **one** reason.)

אילו סרטים את/ה אוהב/ת לראות? מדוע?

- 2 Allow the candidate to say the type of films that he/she likes to watch and why.

מעניין.

- ! Ask the candidate how many tickets he/she is buying today and for whom.

כמה כרטיסים את/ה קונה היום? למי?

- 3 Allow the candidate to say how many tickets he/she is buying today and for whom.

- ? Allow the candidate to ask you a question about drinks at the cinema.

Give an appropriate response.

- 4 Ask the candidate to tell you about a famous film actor. (Elicit **two** details.)

ספרי לי על שחקן קולנוע מפורסם או שחקנית קולנוע מפורסמת.

- 5 Allow the candidate to give you **two** details about a famous film actor.

Ask the candidate what activity he/she will do after the film.

מה תעשה/תעשי אחרי הסרט?

Allow the candidate to tell you what activity he/she will do after the film.

Turn over ►

ROLE-PLAY 8

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of the salesperson at the market and will speak first.

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.

את/ה קונה מתנה בשוק בתל אביב.

- מתנה – מה ולמי
- קניות בשוק – דעה וסיבה
- פעילויות בתל אביב – אתמול (שני פרטים)
- **!**
- **? קניות**

ROLE-PLAY 8

TEACHER'S ROLE

- You begin the role-play.
- 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:

את/ה קונה מתנה בשוק בתל אביב.
אני המוכר/ת.

- 1 Ask the candidate what he/she wants to buy today and for whom.
שלום, מה את/ה רוצה לקנות היום ולמי?
- 2 Allow the candidate to say what he/she wants to buy today and for whom.
Ask the candidate to give you his/her opinion of shopping in the market and why. (Elicit **one** opinion and **one** reason.)
מה דעתך על קניות בשוק? מדוע?
- 3 Allow the candidate to give you his/her opinion of shopping in the market and why.
Ask the candidate what he/she did in Tel Aviv yesterday. (Elicit **two** details.)
מה עשית אתמול בתל אביב?
- 4 Allow the candidate to tell you what he/she did in Tel Aviv yesterday.
זה נשמע מהנה.
- ! Ask the candidate to give you his/her opinion on why people like to shop online. (Elicit **one** opinion.)
מדוע לדעתך אנשים אוהבים לקנות באינטרנט?
- 5 Allow the candidate to give you his/her opinion on why people like to shop online.
? Allow the candidate to ask you a question about shopping.
Give an appropriate response.

Turn over ►

ROLE-PLAY 9

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of the Israeli doctor and will speak first.

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.

את/ה מדבר/ת עם רופא/ה ישראלי/ת.

• כאב – איפה

• כאב – זמן

• ? תרופה

• אורח חיים בריא – עבר (שני פרטים)

• !

ROLE-PLAY 9

TEACHER'S ROLE

- You begin the role-play.
- 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:

את/ה מדבר/ת עם רופא/ה ישראלית.
אני הרופא/ה.

- 1 Ask the candidate what is hurting him/her. (Elicit **one** detail.)
מה כואב לך?
- 2 Allow the candidate to provide **one** detail about what is hurting him/her.
Ask the candidate how long it has been hurting for.
כמה זמן כבר כואב לך?
- 3 Allow the candidate to say how long it has been hurting for.
? Allow the candidate to ask you a question about medicine.
Give an appropriate response.
- 4 Ask the candidate what he/she did in the past to maintain a healthy lifestyle. (Elicit **two** details.)
מה עשית בעבר כדי לשמור על אורח חיים בריא?
- 5 Allow the candidate to give you **two** details about what he/she did in the past to maintain a healthy lifestyle.
יופי.
- ! Ask the candidate who he/she prefers to talk to if he/she has a problem.
עם מי את/ה מעדיף/מעדיפה לדבר כשיש לך בעיה?
Allow the candidate to say who he/she prefers to talk to if he/she has a problem.

Turn over ►

ROLE-PLAY 10

CANDIDATE'S ROLE

Instructions to candidates

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

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.

את/ה מדבר/ת עם החבר/ה הישראלי/ת שלך על בית הספר.

- בית הספר שלך – דעה וסיבה
- תלבושת אחידה – (שני פרטים)
- מקצוע אהוב בעבר – דעה וסיבה
- ? פעילות בהפסקה
- !

ROLE-PLAY 10

TEACHER'S ROLE

- You begin the role-play.
- 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:

את/ה מדבר/ת עם החבר/ה הישראלי/ת שלך על בית הספר.
אני החבר/ה שלך.

- 1 Ask the candidate what he/she thinks of his/her school and why. (Elicit **one** opinion and **one** reason.)
מה דעתך על בית הספר שלך? מדוע?
- 2 Allow the candidate to give you his/her opinion of school and why.
Ask the candidate to describe his/her school uniform. (Elicit **two** details.)
תארי לי את תלבושת בית הספר שלך.
- 3 Allow the candidate to give you **two** details about his/her school uniform.
Ask the candidate which subject he/she liked to study most last year and why. (Elicit **one** opinion and **one** reason.)
איזה מקצוע הכי אהבת ללמוד בשנה שעברה? מדוע?
- 4 Allow the candidate to tell you which subject he/she liked to study most last year and why.
מצוין.
- ? Allow the candidate to ask you a question about an activity at break time.
Give an appropriate response.
- 5 ! Ask the candidate whether he/she thinks that it is important to do homework and why.
האם לדעתך חשוב להכין שיעורי בית? מדוע?
Allow the candidate to tell you whether he/she thinks that it is important to do homework and why.

Turn over ►

ROLE-PLAY 11

CANDIDATE'S ROLE

Instructions to candidates

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

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.

את/ה מדבר/ת עם החבר/ה הישראלי/ת שלך על עבודה בעתיד.

• עבודה בעתיד – דעה וסיבה

• **!**

• עבודה בחו"ל – דעה וסיבה

• הצלחה בקריירה – פרט אחד

• **?** עבודה מעניינת

ROLE-PLAY 11

TEACHER'S ROLE

- You begin the role-play.
- 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:

את/ה מדבר/ת עם החבר/ה הישראלית שלך על עבודה בעתיד.
אני החבר/ה שלך.

- 1 Ask the candidate what his/her preferred profession in the future would be and why. (Elicit **one** profession and **one** reason.)
באיזה מקצוע תרצה/תרצי לעבוד בעתיד? מדוע?
- 2 Allow the candidate to tell you his/her preferred profession in the future and why.
! Ask the candidate which school subject he/she likes to study the most and why.
איזה מקצוע את/ה הכי אוהב/ת ללמוד בבית הספר? מדוע?
- 3 Allow the candidate to tell you which school subject he/she likes to study the most and why.
Ask the candidate whether it is preferable to work in the UK or in Israel and why. (Elicit **one** opinion and **one** reason.)
האם לדעתך עדיף לעבוד בבריטניה או בישראל? מדוע?
- 4 Allow the candidate to tell you whether it is preferable to work in the UK or in Israel and why.
Ask the candidate what he/she needs to do in order to succeed in his/her chosen career.
מה את/ה צריך/צריכה לעשות כדי להצליח בקריירה?
- 5 Allow the candidate to tell you what he/she needs to do in order to succeed in his/her chosen career.
מצוין.
- ? Allow the candidate to ask you a question about an interesting job.
Give an appropriate response.

Turn over ►

ROLE-PLAY 12

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of the airport employee at the lost and found office and will speak first.

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.

את/ה לא מוצא/ת את התיק שלך בשדה התעופה. את/ה מדבר/ת עם העובד/ת.

- טיסה – מקום וסיבה
- התיק שלך – (שני פרטים)
- קניות בעבר – מקום וסיבה
- **!**
- **? חופשה**

ROLE-PLAY 12

TEACHER'S ROLE

- You begin the role-play.
- 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:

את/ה לא מוצא/ת את התיק שלך בשדה התעופה. את/ה מדבר/ת עם העובד/ת.
אני העובד/ת.

- 1 Ask the candidate where he/she is travelling to and why. (Elicit **one** destination and **one** reason.)
לאן את/ה טס/ה היום ומדוע?
- 2 Allow the candidate to tell you where he/she is travelling to and why.
Ask the candidate to describe his/her bag. (Elicit **two** details.)
תארי את התיק שלך.
- 3 Allow the candidate to give you **two** details about his/her bag.
Ask the candidate which shop he/she went to recently and why. (Elicit **one** shop and **one** reason.)
לאיזו חנות הלכת לאחרונה? מדוע?
- 4 Allow the candidate to tell you which shop he/she went to recently and why.
מצוין.
- ! Ask the candidate whether he/she likes to shop at the airport and why. (Elicit **one** opinion and **one** reason.)
האם את/ה אוהב/ת לעשות קניות בשדה התעופה? מדוע?
- 5 Allow the candidate to tell you if he/she likes to shop at the airport and why.
? Allow the candidate to ask you a question about holidays.
Give an appropriate response.

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 **free-time activities**.



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

- תארי: מה את/ה רואה בתמונה?
- האם לדעתך חשוב לקרוא ספרים? מדוע?
- מה תעשה/תעשי בסוף השבוע הבא?

CARD A
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 "תאר/י: מה את/ה רואה בתמונה?" 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.

- תאר/י: מה את/ה רואה בתמונה?
- האם לדעתך חשוב לקרוא ספרים? מדוע?
- מה תעשה/תעשי בסוף השבוע הבא?
- מה את/ה הכי אוהב/ת לראות בטלוויזיה? מדוע?
- מה עדיף: לבלות את זמנך החופשי בבית שלך או בבית של חברים? הסבר/י.

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 Modern Hebrew, '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 **me, my family and friends**.



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

- תארי: מה את/ה רואה בתמונה?
- מה עדיף: חתונה גדולה או חתונה קטנה? מדוע?
- מה עשית עם המשפחה או עם החברים שלך בשבוע שעבר?

CARD B
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 "תאר/י: מה את/ה רואה בתמונה?" 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.

- תאר/י: מה את/ה רואה בתמונה?
- מה עדיף: חתונה גדולה או חתונה קטנה? מדוע?
- מה עשית עם המשפחה או עם החברים שלך בשבוע שעבר?
- עם מי את/ה אוהב/ת לדבר במשפחה? מדוע?
- האם את/ה אוהב/ת ללכת למסיבות? מדוע?

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 Modern Hebrew, '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 **travel and tourism**.



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

- תארי: מה את/ה רואה בתמונה?
- מה עדיף: לצאת לחופשה בקיץ או לצאת לחופשה בחורף? מדוע?
- ספרי לי על חופשה טובה בעבר.

CARD C

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 "תאר/י: מה את/ה רואה בתמונה?" 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.

- תאר/י: מה את/ה רואה בתמונה?
- מה עדיף: לצאת לחופשה בקיץ או לצאת לחופשה בחורף? מדוע?
- ספרי לי על חופשה טובה בעבר.
- איפה את/ה אוהב/ת לאכול בחופשה? מדוע?
- האם את/ה אוהב/ת לבלות עם חברים בחופשה שלך? מדוע?

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 Modern Hebrew, '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 **home, town, neighbourhood and region**.



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

- תארי: מה את/ה רואה בתמונה?
- מה את/ה אוהב/ת לקנות בחנויות בעיר? מדוע?
- מה עשית בשבוע שעבר עם חברים בשכונה שלך?

CARD D
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 "תאר/י: מה את/ה רואה בתמונה?" 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.

- תאר/י: מה את/ה רואה בתמונה?
- מה את/ה אוהב/ת לקנות בחנויות בעיר? מדוע?
- מה עשית בשבוע שעבר עם חברים בשכונה שלך?
- תאר/י את חדר השינה שלך.
- האם לדעתך חשוב לגור קרוב לחברים שלך? מדוע?

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 Modern Hebrew, '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.

- תארי: מה את/ה רואה בתמונה?
- האם את/ה אוהב/ת לצאת לטיולים של בית הספר? מדוע?
- מה עשית בבית הספר אתמול עם חברים?

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 "תאר/י: מה את/ה רואה בתמונה?" 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.

- תאר/י: מה את/ה רואה בתמונה?
- האם את/ה אוהב/ת לצאת לטיולים של בית הספר? מדוע?
- מה עשית בבית הספר אתמול עם חברים?
- מה את/ה אוהב/ת ללמוד בבית הספר? מדוע?
- מה את/ה אוהב/ת לעשות בהפסקה? מדוע?

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
- Local, national, international and global areas of interest

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 Modern Hebrew, '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.

- תארי: מה את/ה רואה בתמונה?
- מה עדיף: ללמוד למבחן עם חברים או לבד? מדוע?
- מה תרצה/תרצי ללמוד בשנה הבאה? מדוע?

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 "תאר/י: מה את/ה רואה בתמונה?" 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.

- תאר/י: מה את/ה רואה בתמונה?
- מה עדיף: ללמוד למבחן עם חברים או לבד? מדוע?
- מה תרצה/תרצי ללמוד בשנה הבאה? מדוע?
- האם את/ה משתמש/ת במחשב בבית הספר? הסביר/י.
- האם לדעתך חשוב ללמוד באוניברסיטה? מדוע?

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
- Local, national, international and global areas of interest

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 Modern Hebrew, '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 **free-time activities**.



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

- תארי: מה את/ה רואה בתמונה?
- האם לדעתך צעירים קוראים ספרים בזמנם החופשי? הסבר/י.
- ספרי לי על פעילות שעשית עם חבר/חברה בשבוע שעבר.

CARD G
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 "תאר/י: מה את/ה רואה בתמונה?" 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.

- תאר/י: מה את/ה רואה בתמונה?
- האם לדעתך צעירים קוראים ספרים בזמן החופשי? הסבר/י.
- ספר/י לי על פעילות שעשית עם חבר/חברה בשבוע שעבר.
- איזה תחביב או פעילות תרצה/תרצי לנסות בעתיד? מדוע?
- מה את/ה עושה כאשר משעמם לך?

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 Modern Hebrew, '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 **me, my family and friends**.



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

- תאר/י : מה את/ה רואה בתמונה?
- האם לדעתך חשוב להתחתן? מדוע?
- מה עשית בעבר כדי לעזור לחבר/לחברה שלך?

CARD H

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 "תאר/י: מה את/ה רואה בתמונה?" 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.

- תאר/י: מה את/ה רואה בתמונה?
- האם לדעתך חשוב להתחתן? מדוע?
- מה עשית בעבר כדי לעזור לחבר/לחברה שלך?
- מה תעשה/תעשי עם המשפחה שלך בסוף השבוע הבא? הסבר/י.
- ספר/י לי על החבר הכי טוב או החברה הכי טובה שלך.

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 Modern Hebrew, '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 **travel and tourism**.



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

- תאר/י : מה את/ה רואה בתמונה?
- מהי חופשה אידיאלית לדעתך? הסבר/י.
- באיזו ארץ או מדינה תרצה/תרצי לבקר בעתיד? מדוע?

CARD I
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 "תאר/י: מה את/ה רואה בתמונה?" 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.

- תאר/י: מה את/ה רואה בתמונה?
- מהי חופשה אידיאלית לדעתך? הסבר/י.
- באיזו ארץ או מדינה תרצה/תרצי לבקר בעתיד? מדוע?
- האם את/ה אוהב/ת לטוס? מדוע?
- האם נהנית בחופשה האחרונה שלך? מדוע?

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 Modern Hebrew, '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 **home, town, neighbourhood and region**.



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

- תאר/י : מה את/ה רואה בתמונה?
- ספר/י לי על הבית האידיאלי שתרצה/שתרצי בעתיד.
- מהו החדר האהוב עליך בבית? מדוע?

CARD J

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 "תאר/י: מה את/ה רואה בתמונה?" 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.

- תאר/י: מה את/ה רואה בתמונה?
- ספר/י לי על הבית האידיאלי שתרצה/שתרצי בעתיד.
- מהו החדר האהוב עליך בבית? מדוע?
- איפה בילית לאחרונה בעיר או בכפר שלך? הסבר/י.
- מה דעתך על השכונה שבה את/ה גר/ה? הסבר/י.

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 Modern Hebrew, '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 **life at school/college**.



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

- תארי: מה את/ה רואה בתמונה?
- האם לדעתך חשוב ללמוד מוסיקה בבית הספר? מדוע?
- מה תעשה/תעשי בעתיד כדי להצליח במבחנים?

CARD K

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 "תאר/י: מה את/ה רואה בתמונה?" 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.

- תאר/י: מה את/ה רואה בתמונה?
- האם לדעתך חשוב ללמוד מוסיקה בבית הספר? מדוע?
- מה תעשה/תעשי בעתיד כדי להצליח במבחנים?
- מה נהנית לעשות בבית הספר בשבוע שעבר?
- מיהו המורה האהוב או מיהי המורה האהובה עליך? מדוע?

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
- Local, national, international and global areas of interest

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 Modern Hebrew, '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 **education post-16**.



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

- תארי: מה את/ה רואה בתמונה?
- ספרי לי על שיעור שאהבת לאחרונה ומדוע.
- האם לדעתך חשוב להצליח בלימודים? מדוע?

CARD L
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 "תאר/י: מה את/ה רואה בתמונה?" 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.

- תאר/י: מה את/ה רואה בתמונה?
- ספר/י לי על שיעור שאהבת לאחרונה ומדוע.
- האם לדעתך חשוב להצליח בלימודים? מדוע?
- איזה מקצוע תרצה/תרצי ללמוד באוניברסיטה? מדוע?
- מה החברים שלך חושבים על לימודים באוניברסיטה? מדוע?

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**
- **Local, national, international and global areas of interest**

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 Modern Hebrew, 'Is there anything you want to ask me?'

Turn over ►

Part 3 EXAMPLE QUESTIONS FOR GENERAL CONVERSATION

The General Conversation for each candidate 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 candidate on a topic or topics from two Themes, the first of which will be from the candidate's nominated Theme.

The following starter questions are examples of the type of questions you may ask candidates. 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 candidate's interests and ask questions commensurate with the candidate's linguistic ability. When asking questions on a particular Theme, some candidates 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 candidates 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

מה הם, לדעתך, היתרונות של משפחה גדולה?
האם תרצה/תרצי להתחתן בעתיד? מדוע?
מה אתה עושה בזמן החופשי?
מה עשית בשבת האחרונה?
היכן אתה אוכלת בריא יותר? במסעדה או בבית? הסברי
מה אתה אוהבת לראות בטלוויזיה? מדוע?
מה אתה מעדיף/מעדיפה יותר: פייסבוק או אינסטגרם? מדוע?
מה המיוחד בחתונה ישראלית?
[האם יש לך שאלה בשבילי?]

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

מה יש לצעירים בני גילך לעשות בעיר שלך?
מה דעתך על מזג האוויר באנגליה?
מה עשית בחופשת-החורף שלך?
להיכן תרצה/תרצי לצאת לחופשת הקיץ שלך? מדוע?
מה משפחתך עושה כדי לשמור על איכות הסביבה?
מה אתה עושה כדי לשמור על הבריאות?
מה דעתך על חסרי-הבית בעיר מגוריך? הסברי
איפה ואיך בני נוער יכולים להתנדב?
[האם יש לך שאלה בשבילי?]

Theme 3: Current and future study and employment

תארי לי את בית הספר שלך
מה דעתך על האוכל המוגש בבית הספר? פרטי
כיצד לדעתך, בית ספר מטפל בבעיות של ביריונות בין תלמידים? מה היית מציעה לעשות?
האם בעתיד תרצה/תרצי לעבוד עם ילדים? הסברי
האם תרצה/תרצי לעבוד בחו"ל? מדוע?
אילו מקצועות, לדעתך, חובה ללמוד בבית הספר? הסברי מדוע
מיהו לדעתך, מורה טוב/מורה טובה?
מדוע החלטת ללמוד עברית לבחינה הזאת?
[האם יש לך שאלה בשבילי?]

GCSE Modern Hebrew 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 4, 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 3, Photo card E 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	4	Theme 1	D (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2
2	2	Theme 1	F (Theme 3)	Theme 2
		Theme 2	A (Theme 1)	Theme 3
		Theme 3	D (Theme 2)	Theme 1
3	5	Theme 1	F (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	C (Theme 2)	Theme 1
4	4	Theme 1	E (Theme 3)	Theme 2
		Theme 2	A (Theme 1)	Theme 3
		Theme 3	C (Theme 2)	Theme 1
5	6	Theme 1	F (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	D (Theme 2)	Theme 1
6	3	Theme 1	C (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2
7	6	Theme 1	F (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	D (Theme 2)	Theme 1
8	5	Theme 1	E (Theme 3)	Theme 2
		Theme 2	B (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	1	Theme 1	D (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2
10	5	Theme 1	C (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2
11	3	Theme 1	D (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
12	2	Theme 1	D (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2
13	1	Theme 1	C (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2
14	4	Theme 1	E (Theme 3)	Theme 2
		Theme 2	A (Theme 1)	Theme 3
		Theme 3	C (Theme 2)	Theme 1
15	6	Theme 1	D (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
16	6	Theme 1	F (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	D (Theme 2)	Theme 1
17	3	Theme 1	E (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	C (Theme 2)	Theme 1
18	2	Theme 1	D (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2
19	1	Theme 1	C (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2
20	5	Theme 1	E (Theme 3)	Theme 2
		Theme 2	A (Theme 1)	Theme 3
		Theme 3	C (Theme 2)	Theme 1

Key: Theme 1 – Identity and culture

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

Theme 3 – Current and future study and employment

GCSE Modern Hebrew 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 10, Photo card H 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 9, Photo card L 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	10	Theme 1	I (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
2	8	Theme 1	K (Theme 3)	Theme 2
		Theme 2	H (Theme 1)	Theme 3
		Theme 3	I (Theme 2)	Theme 1
3	11	Theme 1	L (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
4	10	Theme 1	K (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	I (Theme 2)	Theme 1
5	12	Theme 1	L (Theme 3)	Theme 2
		Theme 2	H (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
6	9	Theme 1	I (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2
7	12	Theme 1	L (Theme 3)	Theme 2
		Theme 2	H (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
8	11	Theme 1	K (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	I (Theme 2)	Theme 1

Turn over ►

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
9	7	Theme 1	J (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
10	11	Theme 1	I (Theme 2)	Theme 3
		Theme 2	K (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2
11	9	Theme 1	J (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
12	8	Theme 1	I (Theme 2)	Theme 3
		Theme 2	K (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2
13	7	Theme 1	J (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
14	10	Theme 1	K (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	I (Theme 2)	Theme 1
15	12	Theme 1	J (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
16	12	Theme 1	K (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	I (Theme 2)	Theme 1
17	9	Theme 1	L (Theme 3)	Theme 2
		Theme 2	H (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
18	8	Theme 1	I (Theme 2)	Theme 3
		Theme 2	K (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2
19	7	Theme 1	J (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
20	11	Theme 1	K (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1

Key: Theme 1 – Identity and culture

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

Theme 3 – Current and future study and employment

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