

## GCSE SPANISH

Foundation and Higher Tier Paper 2 Speaking  
June 2024

# F+H

### 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 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).

General Certificate of Secondary Education  
June 2024

**Spanish**  
**Speaking Test**  
**Teacher's Booklet**

**Contents**

**Part 1**

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**Part 2**

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**Part 3**

Example questions for General Conversation

**There are no questions printed on this page**

**Turn over ►**

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

Your teacher will play the part of a reporter from Nicaragua doing a survey about healthy and unhealthy living and will speak first.

You should address the reporter 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/una periodista nicaragüense sobre una vida sana.

- Tu opinión sobre mantenerte en forma (**un** detalle).
- Tu ejercicio físico – con quién.
- **!**
- Problema con las drogas (**un** detalle).
- **?** Deporte en Nicaragua.

## 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/una periodista nicaragüense. Yo soy el/la periodista.*

- 1            Ask the candidate what he/she thinks of keeping fit. (Elicit **one** detail.)  
  
*¿Qué piensa de mantenerse en forma?*
- 2            Allow the candidate to give **one** detail about what he/she thinks of keeping fit.  
Ask the candidate who he/she does physical exercise with.  
  
*¿Con quién hace ejercicio físico?*
- 3            Allow the candidate to say who he/she does physical exercise with.  
**!** Ask the candidate how many days a week he/she does physical exercise.  
  
*¿Cuántos días a la semana hace ejercicio físico?*
- 4            Allow the candidate to say how many days a week he/she does physical exercise.  
Ask the candidate to tell you about a problem with drugs. (Elicit **one** detail.)  
  
*Hábleme de un problema con las drogas.*
- 5            Allow the candidate to give **one** problem with drugs.  
  
*Vale.*
- ?**            Allow the candidate to ask you a question about sport in Nicaragua.  
  
*(Give an appropriate answer.)*

**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 la tecnología.

- Tu opinión sobre Internet (**un** detalle).
- Aspecto positivo de Instagram (**un** detalle).
- **!**
- Tus mensajes de texto – a quién.
- **?** Móvil.

## 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 he/she thinks about the Internet. (Elicit **one** detail.)  
  
*¿Qué piensas de Internet?*
- 2        Allow the candidate to give **one** detail about what he/she thinks about the Internet.  
Ask the candidate what is a positive aspect of Instagram. (Elicit **one** detail.)  
  
*¿Cuál es un aspecto positivo de Instagram?*
- 3        Allow the candidate to give **one** positive aspect of Instagram.  
**!** Ask the candidate how many hours per day he/she spends on social media.  
  
*¿Cuántas horas al día pasas en las redes sociales?*
- 4        Allow the candidate to say how many hours per day he/she spends on social media.  
Ask the candidate who he/she sends text messages to.  
  
*Y, ¿a quién mandas mensajes de texto?*  
  
Allow the candidate to say who he/she sends text messages to.  
  
*Vale.*
- 5        **?** Allow the candidate to ask about mobile phones.  
  
*(Give an appropriate answer.)*

**Turn over ►**

## ROLE-PLAY 3

### CANDIDATE'S ROLE

#### Instructions to candidates

Your teacher will play the part of a Bolivian person doing a survey about your school 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 boliviana sobre tu colegio.

- El día escolar – cuántas clases al día.
- **!**
- Tu opinión sobre el acoso escolar (**un** detalle).
- Tu aspecto favorito del colegio.
- **?** Deberes en Bolivia.

## ROLE-PLAY 3

### 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 boliviana. Yo soy la persona.*

- 1            Ask the candidate about the school day.  
  
*Y, ¿el día escolar?*
- 2            Allow the candidate to say how many classes there are per day.  
!            Ask the candidate at what time classes end.  
  
*¿A qué hora terminan las clases?*
- 3            Allow the candidate to say at what time classes end.  
Ask the candidate what he/she thinks about bullying. (Elicit **one** detail.)  
  
*¿Qué piensa del acoso escolar?*
- 4            Allow the candidate to give **one** opinion about bullying.  
Ask the candidate what is his/her favourite aspect of school.  
  
*¿Cuál es su aspecto favorito del colegio?*
- 5            Allow the candidate to say what is his/her favourite aspect of school.  
  
*Muy bien.*
- ?            Allow the candidate to ask a question about homework in Bolivia.  
  
*(Give an appropriate answer.)*

**Turn over ►**

## ROLE-PLAY 4

### CANDIDATE'S ROLE

#### Instructions to candidates

Your teacher will play the part of your Peruvian 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 peruano/tu amiga peruana sobre el matrimonio y los amigos.

- Tu opinión sobre el matrimonio (**un** detalle).
- **!**
- **?** Planes para el matrimonio.
- Lugar perfecto para el matrimonio – dónde.
- **Una** actividad con tus amigos.

## ROLE-PLAY 4

### 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 peruano/tu amiga peruana. Yo soy tu amigo/tu amiga.*

- 1            Ask the candidate for his/her opinion about marriage. (Elicit **one** detail.)  
  
*¿Cuál es tu opinión sobre el matrimonio?*
- 2            Allow the candidate to give **one** opinion about marriage.  
!            Ask the candidate to describe what his/her ideal boyfriend or girlfriend is like. (Elicit **one** detail).  
  
*Describe cómo es tu novio o tu novia ideal.*
- 3            Allow the candidate to give **one** detail about what his/her ideal boyfriend or girlfriend is like.  
  
*Vale.*
- ?            Allow the candidate to ask a question about marriage plans.  
  
*(Give an appropriate answer.)*
- 4            Ask the candidate what is the perfect place to get married.  
  
*¿Cuál es el lugar perfecto para el matrimonio?*
- 5            Allow the candidate to say what is the perfect place to get married.  
              Ask the candidate what he/she does with his/her friends. (Elicit **one** detail.)  
  
*¿Qué haces con tus amigos?*  
  
Allow the candidate to say **one** thing he/she does with friends.  
  
*Muy bien.*

**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 colegio y tus planes para el futuro.

- Tu asignatura favorita.
- **!**
- Planes para septiembre (**un** detalle).
- Tu opinión sobre ir a la universidad (**un** detalle).
- **?** Universidades 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 is his/her favourite subject.

*¿Cuál es tu asignatura favorita?*

- 2        Allow the candidate to say what his/her favourite subject is.

- !        Ask the candidate how many Maths classes he/she has per week.

*Y, ¿cuántas clases de matemáticas tienes a la semana?*

- 3        Allow the candidate to say how many Maths classes he/she has per week.  
Ask the candidate what plans he/she has for September. (Elicit **one** detail.)

*¿Qué planes tienes para septiembre?*

- 4        Allow the candidate to give **one** detail about his/her plans for September.  
Ask the candidate for his/her opinion of going to university. (Elicit **one** detail.)

*¿Cuál es tu opinión sobre ir a la universidad?*

Allow the candidate to give **one** opinion of going to university.

*Vale.*

- 5        ?        Allow the candidate to ask about universities in Spain.

*(Give an appropriate answer.)*

**Turn over ►**

## ROLE-PLAY 6

### CANDIDATE'S ROLE

#### Instructions to candidates

Your teacher will play the part of an interviewer in an employment agency in Spain and will speak first.

You should address the interviewer 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 el empleado/la empleada en una agencia de trabajo en España.

- Trabajar en España – por qué (**un** detalle).
- Tus horas de trabajo a la semana – cuántas.
- Tu opinión sobre las horas de trabajo flexibles (**un** detalle).
- **!**
- **?** Paro en España.

## 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 el empleado/la empleada en una agencia de trabajo en España. Yo soy el empleado/la empleada.*

- 1 Ask the candidate why he/she wants to work in Spain. (Elicit **one** reason.)  
*¿Por qué quiere trabajar en España?*
- 2 Allow the candidate to give **one** reason why he/she wants to work in Spain.  
Ask the candidate how many hours a week he/she wants to work.  
*¿Cuántas horas a la semana quiere trabajar?*
- 3 Allow the candidate to say how many hours per week he/she wants to work.  
Ask the candidate for his/her opinion of flexible working hours. (Elicit **one** detail.)  
*¿Cuál es su opinión sobre las horas de trabajo flexibles?*
- 4 Allow the candidate to give **one** opinion about flexible working hours.  
**!** Ask the candidate what is his/her perfect job.  
*¿Cuál es su trabajo perfecto?*  
Allow the candidate to say what is his/her perfect job.  
*De acuerdo.*
- 5 **?** Allow the candidate to ask about unemployment in Spain.  
*(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 familia y los amigos.

- Tu opinión sobre tu mejor amigo o amiga (**un** detalle).
- Tus buenos amigos – cuántos.
- **!**
- Aspecto positivo de tener hermanos (**un** detalle).
- **?** Abuelos.

## 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 for his/her opinion of his/her best friend. (Elicit **one** detail.)  
  
*¿Cuál es tu opinión sobre tu mejor amigo o amiga?*
- 2        Allow the candidate to give **one** opinion of his/her best friend.  
Ask the candidate how many good friends he/she has.  
  
*¿Cuántos buenos amigos tienes?*
- 3        Allow the candidate to say how many good friends he/she has.  
**!** Ask the candidate where he/she goes with his/her friends. (Elicit **one** detail.)  
  
*¿Adónde vas con tus amigos?*
- 4        Allow the candidate to say where he/she goes with his/her friends.  
Ask the candidate what is a positive thing about having brothers and sisters.  
(Elicit **one** detail.)  
  
*¿Cuál es un aspecto positivo de tener hermanos?*
- 5        Allow the candidate to give **one** positive thing about having brothers and sisters.  
  
*Muy bien.*
- ?** Allow the candidate to ask a question about grandparents.  
  
*(Give an appropriate answer.)*

**Turn over ►**

## ROLE-PLAY 8

### CANDIDATE'S ROLE

#### Instructions to candidates

Your teacher will play the part of an assistant in a clothes shop 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 el empleado/la empleada en una tienda de ropa en España.

- Chaqueta y qué color.
- Qué talla.
- **!**
- Tu opinión sobre la chaqueta (**un** detalle).
- **?** Precio.

## 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 el empleado/la empleada en una tienda de ropa 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 for a jacket and to say what colour.  
              Ask the candidate what size.  
  
*¿De qué talla?*
- 3            Allow the candidate to say what size.  
              ! Ask the candidate who it is for.  
  
*¿Para quién es?*
- 4            Allow the candidate to say who it is for.  
              Ask the candidate for his/her opinion of the jacket. (Elicit **one** detail.)  
  
*¿Cuál es su opinión de esta chaqueta?*
- 5            Allow the candidate to give **one** opinion of the jacket.  
  
*De acuerdo.*
- ? Allow the candidate to ask about the price.  
  
*(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 tu barrio y el medio ambiente.

- El mejor aspecto de tu barrio (**un** detalle).
- **!**
- Tu opinión sobre proteger el medio ambiente (**un** detalle).
- Tus actividades para proteger el medio ambiente (**un** detalle).
- **?** Tráfico en España.

## 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 what is the best thing about his/her neighbourhood. (Elicit **one** detail.)

*¿Cuál es el mejor aspecto de tu barrio?*

- 2 Allow the candidate to give **one** detail about what is the best thing in his/her neighbourhood.

- ! Ask the candidate at what time there is most traffic in his/her neighbourhood.

*¿A qué hora hay más tráfico en tu barrio?*

- 3 Allow the candidate to say at what time there is most traffic in his/her neighbourhood. Ask the candidate what he/she thinks about protecting the environment. (Elicit **one** detail.)

*¿Qué piensas de proteger el medio ambiente?*

- 4 Allow the candidate to give **one** detail about what he/she thinks about protecting the environment. Ask the candidate what he/she does to protect the environment. (Elicit **one** detail).

*¿Qué haces para proteger el medio ambiente?*

Allow the candidate to give **one** detail about what he/she does to protect the environment.

*Muy bien.*

- 5 ? Allow the candidate to ask about traffic in Spain.

*(Give an appropriate answer.)*

Turn over ►

## ROLE-PLAY 10

### CANDIDATE'S ROLE

#### Instructions to candidates

Your teacher will play the part of an assistant in a ticket office in a basketball arena 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 el empleado/la empleada en una taquilla en España.

- Entradas – cuántas y qué día.
- Tu opinión sobre el baloncesto y **una** razón.
- **!**
- **?** Instalaciones en el estadio.
- Tu excursión la semana pasada (**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 el empleado/la empleada en una taquilla de un estadio de baloncesto en España. 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 and for what day.  
Ask the candidate for his/her opinion of basketball and why. (Elicit **one** reason.)  
  
*¿Cuál es su opinión sobre el baloncesto? ... ¿Por qué?*
  
- 3            Allow the candidate to give his/her opinion of basketball and to give **one** reason why.  
**!** Ask the candidate if he/she prefers to watch or participate in sport and why.  
(Elicit **one** reason.)  
  
*¿Prefiere ver deporte o practicar deporte? ... ¿Por qué?*
  
- 4            Allow the candidate to say if he/she prefers to watch or participate in sport and to give **one** reason why.  
  
*Estoy de acuerdo.*
  
- ?            Allow the candidate to ask about facilities in the stadium.  
  
*(Give an appropriate answer).*
  
- 5            Ask the candidate to tell you about an excursion he/she went on last week.  
(Elicit **two** details.)  
  
*Hábleme de una excursión que hizo la semana pasada.*  
  
Allow the candidate to give **two** details about an excursion he/she went on last week.  
  
*Muy bien.*

**Turn over ►**

## ROLE-PLAY 11

### 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 televisión.

- Lo bueno de la televisión en tu país (**dos** detalles).
- Tu opinión sobre los documentales (**un** detalle).
- Un programa de televisión la semana pasada (**dos** detalles).
- **!**
- **?** Películas.

## ROLE-PLAY 11

### 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 is the best thing about TV in his/her country. (Elicit **two** details.)  
*¿Qué es lo bueno de la televisión en tu país?*
- 2 Allow the candidate to say what are the best **two** things about TV in his/her country. Ask the candidate for his/her opinion of documentaries. (Elicit **one** detail.)  
*¿Cuál es tu opinión sobre los documentales?*
- 3 Allow the candidate to give **one** opinion of documentaries. Ask the candidate to tell you about a programme he/she watched last week. (Elicit **two** details.)  
*Háblame de un programa que viste la semana pasada.*
- 4 Allow the candidate to give **two** details about a programme he/she watched last week.  
**!** Ask the candidate how many hours of TV he/she watches per day and with whom he/she normally watches.  
*¿Cuántas horas de televisión ves al día? ... ¿Con quién ves la televisión normalmente?*
- 5 Allow the candidate to say how many hours of TV he/she watches per day and with whom he/she normally watches.  
*Muy bien.*
- ? Allow the candidate to ask you about films.  
*(Give an appropriate answer.)*

**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 colegio.

- Las instalaciones en tu colegio – **un** aspecto positivo y **un** aspecto negativo.
- Tu relación con tus profesores (**dos** detalles).
- **!**
- Tu escuela primaria en el pasado (**un** detalle).
- **?** Vacaciones escolares.

## 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 to tell you about the facilities in his/her school. (Elicit **one** positive aspect and **one** negative aspect.)  
  
*Háblame de las instalaciones en tu colegio.*
- 2            Allow the candidate to give **one** positive aspect and **one** negative aspect about the facilities in his/her school.  
Ask the candidate about his/her relationship with the teachers. (Elicit **two** details.)  
  
*Y, ¿tu relación con tus profesores?*
- 3            Allow the candidate to give **two** details about his/her relationship with the teachers.  
**!** Ask the candidate what are the compulsory subjects in his/her school. (Elicit **two** subjects.)  
  
*¿Cuáles son las asignaturas obligatorias en tu colegio?*
- 4            Allow the candidate to give **two** compulsory subjects in his/her school.  
Ask the candidate to tell you something about his/her primary school in the past. (Elicit **one** detail.)  
  
*Dime algo de tu escuela primaria en el pasado.*
- 5            Allow the candidate to give **one** detail about his/her primary school in the past.  
  
*Vale.*
- ?**            Allow the student to ask you a question about school holidays.  
  
*(Give an appropriate answer.)*

**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 tus planes para el futuro.

- Trabajar o ir a la universidad: tu preferencia y **una** razón.
- Tomar un año sabático – **una** ventaja.
- **!**
- **?** Profesores en España.
- Tus planes para trabajar en el futuro (**dos** detalles).

## 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 if he/she thinks it is better to work or go to university and why. (Elicit **one** reason.)  
  
*¿Es mejor trabajar o ir a la universidad? ... ¿Por qué?*
- 2        Allow the candidate to say if it is better to work or go to university and to give **one** reason why.  
Ask the candidate to give an advantage of taking a gap year. (Elicit **one** advantage.)  
  
*¿Cuál es una ventaja de tomar un año sabático?*
- 3        Allow the candidate to give **one** advantage of taking a gap year.  
**!** Ask the candidate what he/she thinks of the idea of studying in Spain. (Elicit **one** detail.)  
  
*¿Qué piensas de la idea de estudiar en España?*
- 4        Allow the candidate to give **one** detail about what he/she thinks of the idea of studying in Spain.  
  
*De acuerdo.*
- ?** Allow the candidate to ask you a question about teachers in Spain.  
  
*(Give an appropriate answer).*
- 5        Ask the student what plans he/she has for working in the future. (Elicit **two** details.)  
  
*¿Qué planes tienes para trabajar en el futuro?*  
  
Allow the candidate to give **two** details of what plans he/she has for working in the future.  
  
*Muy bien.*

**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 medio ambiente.

- Proteger el medio ambiente – por qué (**un** detalle).
- El medio ambiente en tu región (**dos** detalles).
- Tus planes para proteger el medio ambiente en el futuro (**dos** detalles).
- **!**
- **?** Contaminación.

## 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 why you should protect the environment. (Elicit **one** reason.)  
  
*¿Por qué se debe proteger el medio ambiente?*
- 2        Allow the candidate to give **one** reason why you should protect the environment.  
Ask the candidate about the environment in his/her region. (Elicit **two** details.)  
  
*Y, ¿el medio ambiente en tu región?*
- 3        Allow the candidate to give **two** details about the environment in his/her region.  
Ask the candidate what plans he/she has for protecting the environment in the future.  
(Elicit **two** details.)  
  
*¿Qué planes tienes para proteger el medio ambiente en el futuro?*
- 4        Allow the candidate to give **two** details about what plans he/she has for protecting the  
environment in the future.  
**!** Ask the candidate what things he/she recycles in his/her house and who recycles most in  
his/her family.  
  
*¿Qué cosas reciclas en tu casa?... ¿Quién recicla más en tu familia?*
- 5        Allow the candidate to say what things he/she recycles in his/her house and who recycles  
most in his/her family.  
  
*De acuerdo.*
- ?**        Allow the candidate to ask you a question about pollution.  
  
*(Give an appropriate answer).*

**Turn over ►**

## ROLE-PLAY 15

### CANDIDATE'S ROLE

#### Instructions to candidates

Your teacher will play the part of a receptionist in a hotel in Spain and will speak first.

You should address the receptionist 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 el/la recepcionista en un hotel en España.

- Tu información personal – nombre y nacionalidad.
- **!**
- Tipo de habitación preferida (**dos** detalles).
- **?** Restaurante.
- Tus planes para esta noche (**dos** detalles).

## ROLE-PLAY 15

### 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 el/la recepcionista en un hotel en España. Yo soy el/la recepcionista.*

- 1            Ask the candidate how you can help.  
*¿En qué puedo ayudarle?*
  
- 2            Allow the candidate to give his/her name and nationality.  
!            Ask the candidate how to spell his/her name and ask how many rooms he/she wants.  
*¿Cómo se escribe su nombre? ... ¿Cuántas habitaciones quiere?*
  
- 3            Allow the candidate to spell his/her name and say how many rooms he/she wants.  
Say that it is fine.  
*Muy bien.*  
  
Allow the candidate to say what type of room he/she prefers. (Elicit **two** details.)  
*De acuerdo.*
  
- 4            ?            Allow the candidate to ask about the restaurant.  
*(Give an appropriate answer.)*
  
- 5            Ask the candidate what plans he/she has for tonight. (Elicit **two** details.)  
*¿Qué planes tiene para esta noche?*  
  
Allow the candidate to give **two** details about his/her plans for tonight.  
*Estupendo.*

**Turn over ►**

## ROLE-PLAY 16

### CANDIDATE'S ROLE

#### Instructions to candidates

Your teacher will play the part of an assistant in a gift shop 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 en una tienda de regalos en España.

- Tu regalo deseado (**dos** detalles).
- Regalo para qué ocasión especial (**un** detalle).
- **!**
- **?** Descuentos.
- Tus actividades en España la semana pasada (**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 empleado/una empleada en una tienda de regalos 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 give **two** details about the gift he/she wants. Say that it is fine.  
*Muy bien.*
- 3 Allow the candidate to give **one** detail about what special occasion the gift is for.  
**!** Ask the candidate to say what he/she thinks of your typical products. (Elicit **one** detail.)  
*¿Qué opina de nuestros productos típicos?*
- 4 Allow the candidate to give **one** detail about what he/she thinks of your typical products.  
**?** Allow the candidate to ask about discounts.  
*(Give an appropriate answer.)*
- 5 Ask the candidate what he/she did in Spain last week. (Elicit **two** details.)  
*¿Qué hizo usted en España la semana pasada?*  
Allow the candidate to give **two** details about what he/she did in Spain last week.  
*Fenomenal.*

Turn over ►

## ROLE-PLAY 17

### CANDIDATE'S ROLE

#### Instructions to candidates

Your teacher will play the part of a reporter from Peru doing a survey about technology and will speak first.

You should address the reporter 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 periodista peruano/una periodista peruana sobre la tecnología.

- Tu opinión sobre las redes sociales y **una** razón.
- Tus actividades en Internet la semana pasada (**dos** detalles).
- Móvil o tableta: tu preferencia y **una** razón.
- **!**
- **?** Redes sociales en Perú.

## 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 periodista peruano/una periodista peruana. Yo soy el/la periodista.*

- 1            Ask the candidate what is his/her opinion of social media and why. (Elicit **one** reason.)  
*¿Cuál es su opinión sobre las redes sociales? ... ¿Por qué?*
- 2            Allow the candidate to say what is his/her opinion of social media and to give **one** reason why.  
Ask the candidate what he/she did on the Internet last week. (Elicit **two** details.)  
*¿Qué hizo usted en Internet la semana pasada?*
- 3            Allow the candidate to give **two** details about what he/she did on the Internet last week.  
Ask the candidate if he/she prefers to use a mobile or a tablet and why.  
(Elicit **one** reason.)  
*¿Prefiere usar un móvil o una tableta? ... ¿Por qué?*
- 4            Allow the candidate to say if he/she prefers to use a mobile or a tablet and to give **one** reason why.  
**!** Ask the candidate how many hours per day he/she spends on the Internet and when he/she uses the Internet.  
*¿Cuántas horas al día pasa en Internet? ... ¿Cuándo usa Internet?*
- 5            Allow the candidate to say how many hours per day he/she spends on the Internet and when he/she uses the Internet.  
  
*Vale.*
- ?**            Allow the candidate to ask you a question about social media in Peru.  
  
*(Give an appropriate answer.)*

**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 trabajo.

- Tu futuro trabajo, en tu país o en el extranjero: tu preferencia y **una** razón.
- El jefe ideal (**dos** detalles).
- **!**
- Tu trabajo en el pasado (**dos** detalles).
- **?** Trabajo en México.

## 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 if, in the future, he/she wants to work in his/her own country or abroad and why. (Elicit **one** reason.)  
  
*En el futuro, ¿quieres trabajar en tu país o en el extranjero? ... ¿Por qué?*
- 2      Allow the candidate to say if, in the future, he/she wants to work in his/her own country or abroad and to give **one** reason why.  
Ask the candidate about the ideal boss. (Elicit **two** details.)  
  
*Y, ¿el jefe ideal?*
- 3      Allow the candidate to give **two** details about the ideal boss.  
**!** Ask the candidate what is his/her opinion of working in an office. (Elicit **one** detail.)  
  
*¿Cuál es tu opinión sobre trabajar en una oficina?*
- 4      Allow the candidate to give **one** detail about what he/she thinks about working in an office.  
Ask the candidate to tell you about his/her work in the past. (Elicit **two** details.)  
  
*Háblame de tu trabajo en el pasado.*
- 5      Allow the candidate to give **two** details about his/her work in the past.  
  
*¡Qué interesante!*
- ?**      Allow the candidate to ask you a question about work in Mexico.  
  
*(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 **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?
- Describe tu barrio.
- ¿Qué hiciste en tu pueblo ayer?

**CARD A****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. 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?
- Describe tu barrio.
- ¿Qué hiciste en tu pueblo ayer?
- ¿Prefieres vivir en un piso o en una casa? ... ¿Por qué?
- ¿Cuál es tu opinión sobre vivir en tu región? ... ¿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:

- 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 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.

- ¿Qué hay en la foto?
- Háblame de tus amigos.
- ¿Qué vas a hacer para tu cumpleaños?

**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 '¿Qué hay en la foto?' You then ask the remaining four questions in order. 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 tus amigos.
- ¿Qué vas a hacer para tu cumpleaños?
- ¿Prefieres pasar tiempo con tu familia o con tus amigos? ... ¿Por qué?
- ¿Con quién te llevas mejor en tu grupo de 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:

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

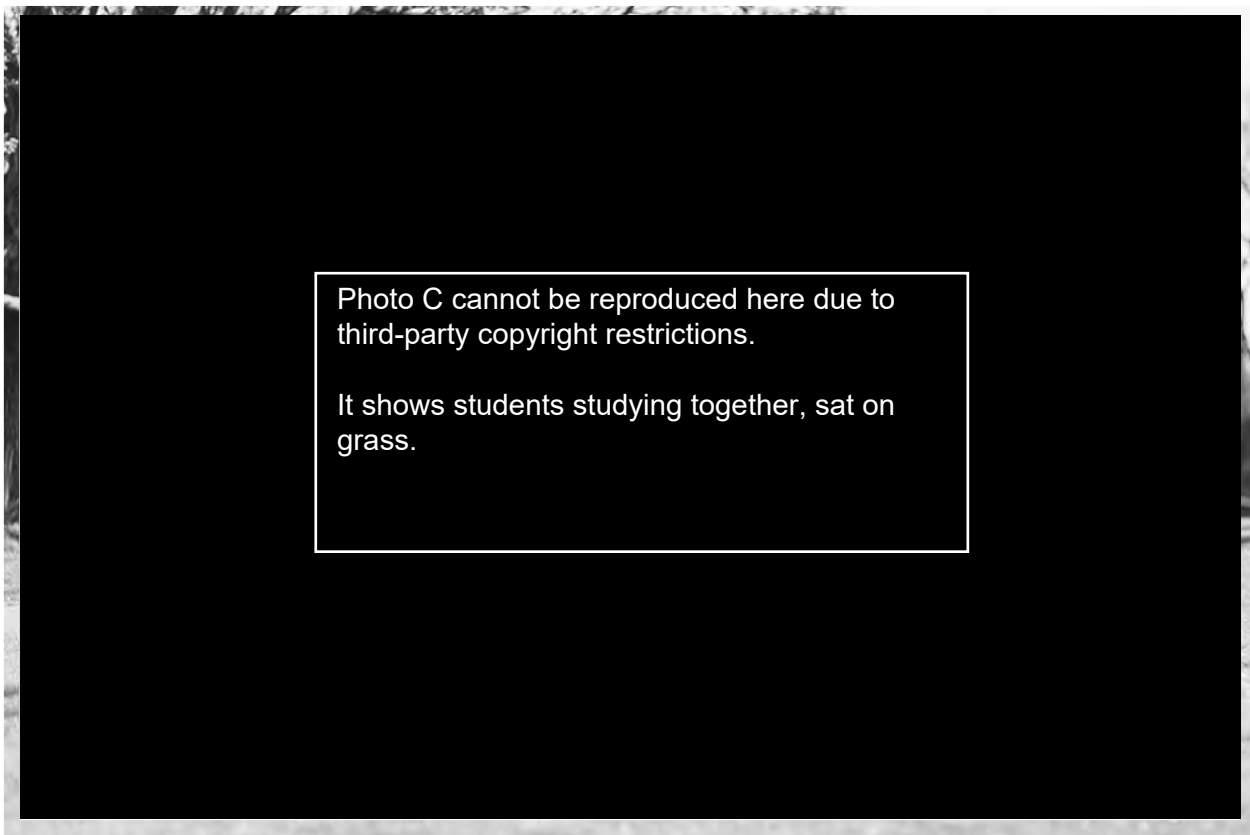
**Remember**

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 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 **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?
- ¿Prefieres estudiar para los exámenes en casa o en el colegio? ... ¿Por qué?
- ¿Qué planes tienes para estudiar en septiembre?

**CARD C****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. 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?
- ¿Prefieres estudiar para los exámenes en casa o en el colegio? ... ¿Por qué?
- ¿Qué planes tienes para estudiar en septiembre?
- ¿Te gusta la idea de ir a la universidad? ... ¿Por qué (no)?
- ¿Qué exámenes tienes este año?

**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 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 **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 problemas hay para las personas que no tienen casa?
- ¿Qué te gustaría hacer para proteger el medio ambiente?

**CARD D****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. 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 problemas hay para las personas que no tienen casa?
- ¿Qué te gustaría hacer para proteger el medio ambiente?
- En tu opinión, ¿cuál es el problema más grande de tu región? ... ¿Por qué?
- ¿Prefieres ayudar a la gente o a los animales? ... ¿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:

- 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 **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?
- Y, tu región, ¿es buena para los turistas? ... ¿Por qué (no)?
- ¿Te gustaría más hacer camping o ir a un hotel? ... ¿Por qué?

**CARD E****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. 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?
- Y, tu región, ¿es buena para los turistas? ... ¿Por qué (no)?
- ¿Te gustaría más hacer camping o ir a un hotel? ... ¿Por qué?
- ¿Cuál es tu opinión de ir de vacaciones en coche?
- ¿Qué actividades haces durante las vacaciones?

**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 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 **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 deportes practicas con tus amigos?
- ¿Qué nuevo hobby te gustaría hacer en el futuro? ... ¿Por qué?

**CARD F****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. 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 deportes practicas con tus amigos?
- ¿Qué nuevo hobby te gustaría hacer en el futuro? ... ¿Por qué?
- ¿Prefieres actividades en casa o al aire libre? ... ¿Por qué?
- ¿Adónde vas con 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 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 **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?
- ¿Quién es tu profesor favorito o profesora favorita? ... ¿Por qué?
- ¿Qué hiciste en el colegio ayer?

**CARD G****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. 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?
- ¿Quién es tu profesor favorito o profesora favorita? ... ¿Por qué?
- ¿Qué hiciste en el colegio ayer?
- ¿Qué haces en el colegio durante el recreo?
- ¿Te gusta la comida en el colegio? ... ¿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:

- 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 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 **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?
- ¿Qué hiciste en Internet ayer?
- ¿Crees que los videojuegos son populares entre tus amigos? ... ¿Por qué (no)?

**CARD H****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. 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 en Internet ayer?
- ¿Crees que los videojuegos son populares entre tus amigos? ... ¿Por qué (no)?
- ¿Prefieres usar un portátil o una tableta? ... ¿Por qué?
- ¿Cuál es tu opinión sobre mandar mensajes en tu móvil?

**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 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?
- ¿Cuáles son los aspectos negativos de trabajar en un restaurante?
- ¿Qué trabajo te gustaría tener en el futuro? ... ¿Por qué?

**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. 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?
- ¿Cuáles son los aspectos negativos de trabajar en un restaurante?
- ¿Qué trabajo te gustaría tener en el futuro? ... ¿Por qué?
- ¿Prefieres estudiar o trabajar? ... ¿Por qué?
- ¿Qué te gusta hacer con tu dinero?

**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 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 **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 qué tipo de casa te gustaría vivir en el futuro? ... ¿Por qué?
- ¿Piensas que los jóvenes pasan demasiado tiempo en casa? ... ¿Por qué (no)?

**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 '¿Qué hay en la foto?' You then ask the remaining four questions in order. 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 qué tipo de casa te gustaría vivir en el futuro? ... ¿Por qué?
- ¿Piensas que los jóvenes pasan demasiado tiempo en casa? ... ¿Por qué (no)?
- ¿Qué hiciste en tu pueblo el fin de semana pasado?
- ¿Qué es lo malo de tu región?

**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 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 **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?
- En tu opinión, ¿sería mejor ser hijo único/hija única o tener muchos hermanos? ... ¿Por qué?
- ¿Piensas que los amigos son más importantes que la familia? ... ¿Por qué (no)?

**CARD K****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. 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, ¿sería mejor ser hijo único/hija única o tener muchos hermanos? ... ¿Por qué?
- ¿Piensas que los amigos son más importantes que la familia? ... ¿Por qué (no)?
- Describe cómo eras tú cuando eras pequeño/pequeña.
- Háblame de un día típico 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:

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

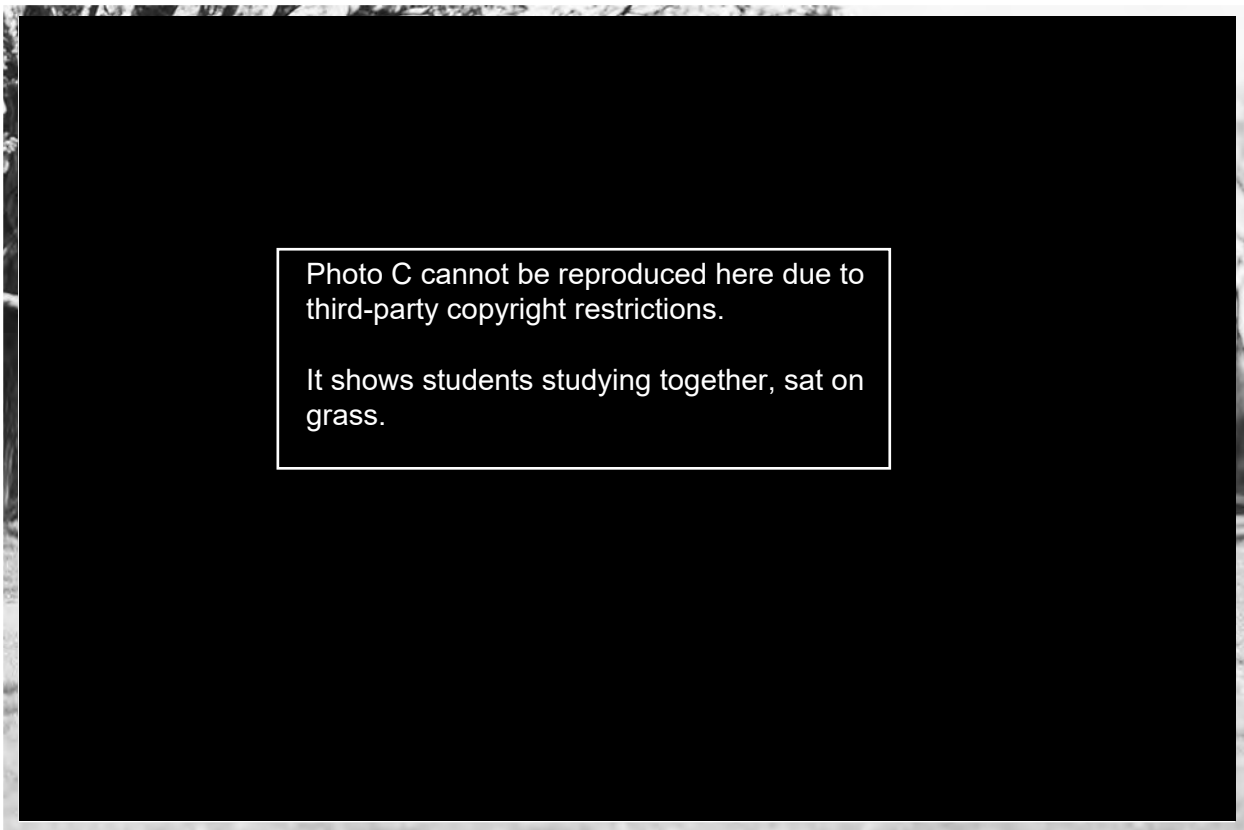
**Remember**

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 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 **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 de la idea de ir a la universidad?
- Háblame de una actividad interesante que hiciste en el pasado en tu instituto.

**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 '¿Qué hay en la foto?' You then ask the remaining four questions in order. 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 ir a la universidad?
- Háblame de una actividad interesante que hiciste en el pasado en tu instituto.
- ¿Qué asignatura será más útil para ti en el futuro? ... ¿Por qué?
- Si vas a la universidad, ¿es mejor vivir con amigos o con tu familia? ... ¿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
- 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 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 **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 problemas tienen las personas sin techo?
- ¿Qué hiciste en el pasado para ayudar a los pobres?

**CARD M****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. 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 problemas tienen las personas sin techo?
- ¿Qué hiciste en el pasado para ayudar a los pobres?
- En tu opinión, ¿cuál será el problema global más grande en el futuro? ... ¿Por qué?
- ¿Piensas que tu colegio hace lo suficiente para proteger el medio ambiente? ... ¿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:

- 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 **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 pasar las vacaciones en tu país?
- Háblame de unas vacaciones horribles que tuviste en el pasado.

<b>CARD N</b>
<b>TEACHER'S NOTES</b>

**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. 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 pasar las vacaciones en tu país?
- Háblame de unas vacaciones horribles que tuviste en el pasado.
- ¿Te gustaría ir de vacaciones con tus amigos? ... ¿Por qué (no)?
- ¿Prefieres pasar las vacaciones en el campo o en la costa? ... ¿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 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 **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 es lo bueno de hacer deporte?
- Háblame de una actividad interesante que hiciste con tus amigos la semana pasada.

**CARD O****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. 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 es lo bueno de hacer deporte?
- Háblame de una actividad interesante que hiciste con tus amigos la semana pasada.
- ¿Qué hobby no te gustaría hacer en el futuro? ... ¿Por qué?
- ¿Piensas que el cine es popular entre los jóvenes? ... ¿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:

- Current and future study and employment
- 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 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 **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?
- ¿Crees que es importante tener clases de educación física en el colegio? ... ¿Por qué (no)?
- ¿Qué te gustaría hacer para mejorar tu colegio?

<b>CARD P</b>
<b>TEACHER'S NOTES</b>

**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. 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 es importante tener clases de educación física en el colegio? ... ¿Por qué (no)?
- ¿Qué te gustaría hacer para mejorar tu colegio?
- Describe la clase más interesante que tuviste en el colegio la semana pasada.
- En tu opinión, ¿cuál es el aspecto más positivo de tu instituto? ... ¿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 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 **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 los problemas que puede causar el uso excesivo de la tecnología.
- ¿Cómo usaste la tecnología la semana pasada?

**CARD Q****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. 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 los problemas que puede causar el uso excesivo de la tecnología.
- ¿Cómo usaste la tecnología la semana pasada?
- ¿Piensas que el móvil es la mejor manera de comunicarte con tus amigos? ... ¿Por qué (no)?
- En tu opinión, ¿deberíamos usar la tecnología más en clase? ... ¿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 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?
- ¿Cuál es tu opinión de tener un trabajo los sábados? ... ¿Por qué?
- ¿Qué hiciste con tu dinero el mes pasado?

<b>CARD R</b>
<b>TEACHER'S NOTES</b>

**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. 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?
- ¿Cuál es tu opinión de tener un trabajo los sábados? ... ¿Por qué?
- ¿Qué hiciste con tu dinero el mes pasado?
- Describe un trabajo que no te gustaría hacer en el futuro.
- En tu opinión, en un trabajo, ¿qué es más importante, el dinero o estar contento/contenta? ... ¿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
- 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 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 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 Instagram? ... ¿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 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 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	A (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
2	9	Theme 1	C (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	E (Theme 2)	Theme 1
3	4	Theme 1	D (Theme 2)	Theme 3
		Theme 2	G (Theme 3)	Theme 1
		Theme 3	F (Theme 1)	Theme 2
4	7	Theme 1	C (Theme 3)	Theme 2
		Theme 2	H (Theme 1)	Theme 3
		Theme 3	A (Theme 2)	Theme 1
5	3	Theme 1	C (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	A (Theme 2)	Theme 1
6	1	Theme 1	A (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
7	2	Theme 1	G (Theme 3)	Theme 2
		Theme 2	F (Theme 1)	Theme 3
		Theme 3	D (Theme 2)	Theme 1
8	8	Theme 1	C (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	A (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	G (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
10	7	Theme 1	G (Theme 3)	Theme 2
		Theme 2	H (Theme 1)	Theme 3
		Theme 3	E (Theme 2)	Theme 1
11	6	Theme 1	A (Theme 2)	Theme 3
		Theme 2	C (Theme 3)	Theme 1
		Theme 3	F (Theme 1)	Theme 2
12	8	Theme 1	G (Theme 3)	Theme 2
		Theme 2	F (Theme 1)	Theme 3
		Theme 3	D (Theme 2)	Theme 1
13	9	Theme 1	G (Theme 3)	Theme 2
		Theme 2	F (Theme 1)	Theme 3
		Theme 3	E (Theme 2)	Theme 1
14	3	Theme 1	D (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
15	2	Theme 1	E (Theme 2)	Theme 3
		Theme 2	C (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
16	5	Theme 1	D (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	F (Theme 1)	Theme 2
17	1	Theme 1	E (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
18	4	Theme 1	D (Theme 2)	Theme 3
		Theme 2	C (Theme 3)	Theme 1
		Theme 3	F (Theme 1)	Theme 2
19	6	Theme 1	E (Theme 2)	Theme 3
		Theme 2	G (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
20	8	Theme 1	E (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	H (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 J 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 P 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	L (Theme 3)	Theme 2
		Theme 2	K (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
2	15	Theme 1	P (Theme 3)	Theme 2
		Theme 2	K (Theme 1)	Theme 3
		Theme 3	M (Theme 2)	Theme 1
3	13	Theme 1	N (Theme 2)	Theme 3
		Theme 2	P (Theme 3)	Theme 1
		Theme 3	Q (Theme 1)	Theme 2
4	16	Theme 1	N (Theme 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	Q (Theme 1)	Theme 2
5	18	Theme 1	L (Theme 3)	Theme 2
		Theme 2	K (Theme 1)	Theme 3
		Theme 3	N (Theme 2)	Theme 1
6	17	Theme 1	J (Theme 2)	Theme 3
		Theme 2	P (Theme 3)	Theme 1
		Theme 3	O (Theme 1)	Theme 2
7	10	Theme 1	R (Theme 3)	Theme 2
		Theme 2	Q (Theme 1)	Theme 3
		Theme 3	M (Theme 2)	Theme 1
8	12	Theme 1	R (Theme 3)	Theme 2
		Theme 2	K (Theme 1)	Theme 3
		Theme 3	J (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	Q (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
10	12	Theme 1	L (Theme 3)	Theme 2
		Theme 2	O (Theme 1)	Theme 3
		Theme 3	M (Theme 2)	Theme 1
11	16	Theme 1	M (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
12	18	Theme 1	P (Theme 3)	Theme 2
		Theme 2	O (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
13	10	Theme 1	L (Theme 3)	Theme 2
		Theme 2	K (Theme 1)	Theme 3
		Theme 3	N (Theme 2)	Theme 1
14	17	Theme 1	M (Theme 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	O (Theme 1)	Theme 2
15	11	Theme 1	N (Theme 2)	Theme 3
		Theme 2	P (Theme 3)	Theme 1
		Theme 3	O (Theme 1)	Theme 2
16	13	Theme 1	J (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
17	15	Theme 1	N (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	Q (Theme 1)	Theme 2
18	14	Theme 1	N (Theme 2)	Theme 3
		Theme 2	P (Theme 3)	Theme 1
		Theme 3	O (Theme 1)	Theme 2
19	13	Theme 1	R (Theme 3)	Theme 2
		Theme 2	O (Theme 1)	Theme 3
		Theme 3	M (Theme 2)	Theme 1
20	10	Theme 1	M (Theme 2)	Theme 3
		Theme 2	P (Theme 3)	Theme 1
		Theme 3	Q (Theme 1)	Theme 2

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