
GCSE SPANISH

Foundation and Higher Tier Paper 2 Speaking
June 2018

F+H

Teacher's Booklet

- To be conducted by the teacher-examiner between 9 April and 11 May 2018.
- Time allowed: 7–9 minutes at Foundation (+12 minutes' supervised preparation time)
10–12 minutes at Higher (+12 minutes' supervised preparation time)

Instructions

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

Information

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

General Certificate of Secondary Education
June 2018

Spanish
Speaking Test
Teacher's Booklet

Contents

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

Suggested questions for General Conversation

There are no questions printed on this page

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

Your teacher will play the part of a Mexican restaurant employee and will speak first.

You should address the employee 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 un restaurante mexicano.

- Una mesa - día y hora
- **!**
- Tu nombre - cómo se escribe
- Tu número de móvil
- **?** Precio para estudiantes

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 el empleado/la empleada en un restaurante mexicano. Yo soy el empleado/la empleada.*

- 1** Ask the candidate how you can help.
¿En qué puedo ayudarle?
- 2** Allow the candidate to say what day and time he/she would like a table.
! Ask the candidate for how many people.
¿Para cuántas personas?
- 3** Allow the candidate to say for how many people.
Ask the candidate how to spell his/her name.
¿Cómo se escribe su nombre?
- 4** Allow the candidate to spell his/her name.
Ask the candidate what is his/her mobile number.
¿Cuál es su número de móvil?
Allow the candidate to give you his/her mobile number.
Gracias.
- 5** **?** Allow the candidate to ask you about prices for students.
(Give an appropriate answer).

Turn over ►

ROLE-PLAY 2

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Bolivian 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 boliviano/tu amiga boliviana sobre un día en el instituto.

- Transporte al instituto
- Tu asignatura preferida y **una** razón
- **!**
- **?** Clubs en el instituto
- Clases – cuántas por día

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 boliviano/tu amiga boliviana. Yo soy tu amigo/tu amiga.*

- 1 Ask the candidate to tell you how he/she gets to school.
¿Cómo vas al instituto?
- 2 Allow the candidate to tell you how he/she gets to school.
Ask the candidate to say which subject he/she prefers and why. (Elicit **one** reason).
¿Qué asignatura te gusta más? ...¿Por qué?
Allow the candidate to tell you which subject he/she prefers and to give **one** reason why.
- 3 **!** Ask the candidate to say what he/she does at lunchtime at school. (Elicit **one** detail).
¿Qué haces en la hora de comer en tu instituto?
- 4 Allow the candidate to give **one** detail about what he/she does at lunchtime at school.
Muy bien.
- ? Allow the candidate to ask something about clubs at school.
(Give an appropriate answer).
- 5 Ask the candidate how many classes he/she has per day.
¿Cuántas clases tienes por día?
Allow the candidate to tell you how many lessons he/she has per day.
De acuerdo.

Turn over ►

ROLE-PLAY 3

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of the assistant in a Spanish department store 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 en España.

- Camiseta y qué talla
- **!**
- Camiseta – para quién
- **?** Rebajas
- Tu opinión sobre las tiendas en España (**un** detalle)

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 el empleado/la empleada en una tienda en España. Yo soy el empleado/la empleada.*

- 1 Ask the candidate if you can help.
¿En qué puedo ayudarle?
- 2 Allow the candidate to ask for a T-shirt and to say what size.
! Ask the candidate what colour he/she prefers.
¿Qué color prefiere?
- 3 Allow the candidate to say what colour he/she prefers.
Ask the candidate who the T-shirt is for.
¿Para quién es la camiseta?
- 4 Allow the candidate to say who the T-shirt is for.
Muy bien.
? Allow the candidate to ask you about the sales.
(Give an appropriate answer).
- 5 Ask the candidate what he/she thinks of the shops in Spain. (Elicit **one** detail).
¿Qué piensa de las tiendas en España?
Allow the candidate to give one detail about what he/she thinks of the shops in Spain.
De acuerdo.

Turn over ►

ROLE-PLAY 4

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an assistant in a mobile phone 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 móviles en España.

- Qué modelo de móvil
- **!**
- Tu uso de tu móvil (**un** detalle)
- **?** Precio
- Snapchat o Twitter: tu favorito y **una** razón

ROLE-PLAY 4

TEACHER'S ROLE

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

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

Introductory text: *Estás hablando con el empleado/la empleada en una tienda de móviles en España. Yo soy el empleado/la empleada.*

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

- 2 Allow the candidate to say what model of mobile he/she wants.
! Ask the candidate what colour he/she prefers.
¿Qué color prefiere?

- 3 Allow the candidate to say what colour he/she prefers.
Ask the candidate what he/she uses a mobile for. (Elicit **one** detail).
¿Para qué usa su móvil?

- 4 Allow the candidate to give **one** detail about how he/she uses a mobile.
Este modelo es el mejor entonces.
? Allow the candidate to ask a question about the price.
Este modelo cuesta doscientos euros.

- 5 Ask the candidate whether he/she prefers Snapchat or Twitter and to say why. (Elicit **one** reason).
¿Prefiere Snapchat o Twitter? ... ¿Por qué?
Allow the candidate to say whether he/she prefers Snapchat or Twitter and to give **one** reason why.
De acuerdo.

Turn over ►

ROLE-PLAY 5

CANDIDATE'S ROLE

Instructions to candidates

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

You should address your friend as *tú*.

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

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

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

- Tu uniforme (**dos** detalles)
- **Dos** deportes en el colegio
- **!**
- Tu profesor/profesora de educación física - **una** opinión
- **?** Instalaciones en el colegio

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 to describe his/her uniform. (Elicit **two** details).
Describe tu uniforme.

- 2 Allow the candidate to say **two** things about his/her uniform.
Ask the candidate what sports he/she does at school. (Elicit **two** sports).
¿Qué deportes practicas en tu colegio?

- 3 Allow the candidate to say **two** sports he/she does at school.
! Ask the candidate how many PE lessons he/she has per week.
¿Cuántas clases de educación física tienes cada semana?

- 4 Allow the candidate to say how many PE lessons he/she has per week.
Ask the candidate what he/she thinks about his/her PE teacher. (Elicit **one** opinion).
¿Qué piensas de tu profesor/profesora de educación física?
Allow the candidate to give **one** opinion about his/her PE teacher.
De acuerdo.

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

Turn over ►

ROLE-PLAY 6**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of an employee in a Spanish train station and will speak first.

You should address the employee 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 estación de trenes en España.

- Tu viaje - dónde
- Día del viaje
- **!**
- Billete - tipo (**un** detalle)
- **?** Duración del viaje

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 estación de trenes en España. Yo soy el empleado/la empleada.*

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

- 2 Allow the candidate to say where he/she wants to go.
Ask the candidate on what day he/she wants to travel.
¿Cuándo quiere viajar?

- 3 Allow the candidate to say on what day he/she wants to travel.
! Ask the candidate at what time.
¿A qué hora?

- 4 Allow the candidate to say at what time.
Ask what type of ticket the candidate wants. (Elicit **one** detail).
¿Qué tipo de billete quiere?
Allow the candidate to give **one** detail about the type of ticket he/she wants.
De acuerdo.

- 5 **?** Allow the candidate to ask you a question about the length of the journey.
(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 vida sana.

- Tus sesiones en el gimnasio - cuándo (**un** detalle)
- Tu opinión sobre el gimnasio (**un** detalle)
- Tu deporte favorito
- **!**
- **?** Fumar

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 when he/she goes to the gym. (Elicit **one** detail).
¿Cuándo vas al gimnasio?

- 2 Allow the candidate to give **one** detail about when he/she goes to the gym.
Ask the candidate what he/she thinks of the gym. (Elicit **one** opinion).
¿Qué piensas del gimnasio?

- 3 Allow the candidate to give **one** opinion about the gym.
Ask the candidate what is his/her favourite sport.
¿Cuál es tu deporte favorito?

- 4 Allow the candidate to say what his/her favourite sport is.
! Ask the candidate what his/her favourite food is. (Elicit **one** detail).
¿Cuál es tu comida preferida?
Allow the candidate to give **one** detail about what his/her favourite food is.
Vale.

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

Turn over ►

ROLE-PLAY 8

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Bolivian 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 boliviano/tu amiga boliviana sobre relaciones.

- Tu novio/novia ideal - descripción (**un** detalle)
- Tu opinión sobre el matrimonio (**un** detalle)
- **!**
- **Una** actividad con tus amigos
- **? Familia**

ROLE-PLAY 8

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 boliviano/tu amiga boliviana. Yo soy tu amigo/tu amiga.*

- 1 Ask the candidate to describe his/her ideal boyfriend/girlfriend. (Elicit **one** detail).
Descríbeme a tu novio/novia ideal.

- 2 Allow the candidate to give **one** detail about his/her ideal boyfriend/girlfriend.
Ask the candidate what he/she thinks about marriage. (Elicit **one** opinion).
¿Cuál es tu opinión sobre el matrimonio?

- 3 Allow the candidate to give **one** opinion about marriage.
! Ask the candidate how old his/her best friend is.
¿Cuántos años tiene tu mejor amigo o amiga?

- 4 Allow the candidate to say how old his/her best friend is.
Ask the candidate what he/she does with his/her friends. (Elicit **one** activity).
¿Qué haces con tus amigos?

Allow the candidate to say **one** activity that he/she does with his/her friends.
Muy bien.

- 5 **?** Allow the candidate to ask you a question about your family.
(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 trabajo a tiempo parcial.

- Tu trabajo - dónde
- Tu trabajo (**una** opinión)
- **!**
- Tu trabajo ideal
- **?** Compañeros de trabajo

ROLE-PLAY 9

TEACHER'S ROLE

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

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

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

- 1 Ask the candidate to tell you about his/her job.
Háblame de tu trabajo.
- 2 Allow the candidate to say where he/she works.
Ask the candidate what he/she thinks of the job. (Elicit **one** opinion).
¿Qué piensas de tu trabajo?
- 3 Allow the candidate to give **one** opinion about the job.
! Ask the candidate what he/she buys with the money.
¿Qué compras con el dinero?
- 4 Allow the candidate to say **one** thing that he/she buys.
Ask the candidate what his/her ideal job is.
¿Cuál es tu trabajo ideal?
Allow the candidate to say what his/her ideal job is.
Muy interesante.
- 5 **?** Allow the candidate to ask about your colleagues.
(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 an employment agency 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 agencia de trabajo sobre un posible trabajo.

- Tu trabajo ahora (**dos** detalles)
- Trabajo en España (**dos** razones)
- **!**
- Tu experiencia de trabajo en el pasado (**dos** detalles)
- **?** Dinero

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 agencia de trabajo. Yo soy el empleado/la empleada.*

- 1 Ask the candidate about his/her current work. (Elicit **two** details).
¿En qué trabaja ahora?
- 2 Allow the candidate to give **two** details about what work he/she does at the moment.
Ask the candidate why he/she wants to work in Spain. (Elicit **two** reasons).
¿Por qué quiere trabajar en España?
- 3 Allow the candidate to give **two** reasons why he/she wants to work in Spain.
! Ask the candidate how long he/she has been studying Spanish and where.
¿Cuántos años hace que estudia español? ... Y, ¿dónde estudia español?
- 4 Allow the candidate to say for how long he/she has been studying Spanish and where.
Ask the candidate what work experience he/she has had. (Elicit **two** details).
Y, ¿qué experiencia de trabajo ha tenido?
- 5 Allow the candidate to give **two** details about his/her experience of work.
Muy bien.
? Allow the candidate to ask you a question about money.
(Give an appropriate answer).

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 el medio ambiente.

- El medio ambiente en tu región (**dos** problemas)
- Tus **dos** actividades para proteger el medio ambiente la semana pasada
- **!**
- **?** Medio ambiente en España
- Tu opinión sobre los sin techo (**un** detalle)

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 problems there are with the environment in his/her region. (Elicit **two** problems).
¿Qué problemas hay con el medio ambiente en tu región?
- 2 Allow the candidate to say **two** problems there are with the environment in his/her region. Ask the candidate what he/she did to protect the environment last week. (Elicit **two** details).
¿Qué hiciste para proteger el medio ambiente la semana pasada?
- 3 Allow the candidate to give **two** details about what he/she did to protect the environment last week.
! Ask the candidate what are the best things about his/her region. (Elicit **two** details).
¿Cuáles son los mejores aspectos de tu región?
- 4 Allow the candidate to give **two** details about his/her region. (Elicit **two** details).
¡Qué bien!
- ? Allow the candidate to ask you a question about the environment in Spain.
(Give an appropriate answer).
- 5 Ask the candidate what he/she thinks about the situation with homeless people. (Elicit **one** detail).
¿Qué piensas de la situación de los sin techo?
Allow the candidate to say **one** thing about homeless people.
Estoy de acuerdo.

Turn over ►

ROLE-PLAY 12

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an assistant in a computer 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 ordenadores en España.

- **?** Mejor tableta
- **!**
- Tu uso de tu tableta la semana pasada (**un** detalle)
- Problemas con tu tableta ahora (**dos** detalles)
- Las tabletas en clase – **una** opinión y **una** razón

ROLE-PLAY 12

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 ordenadores en España. Yo soy el empleado/ la empleada.*

- 1 Ask the candidate how you can help.
¿En qué puedo ayudarle?
- ? Allow the candidate to ask you a question about the best tablet.
Depende.
- 2 ! Ask the candidate how much he/she wants to spend and what colour he/she prefers.
¿Cuánto dinero quiere gastar?... ¿Qué color prefiere?
- 3 Allow the candidate to say how much he/she wants to spend and what colour he/she prefers.
Ask the candidate what he/she used his/her tablet for last week. (Elicit **one** detail).
¿Para qué usó su tableta la semana pasada?
- 4 Allow the candidate to give **one** detail about how he/she used his/her tablet last week.
Ask the candidate what problems he/she has with his/her current tablet. (Elicit **two** details).
¿Qué problemas tiene con su tableta ahora?
- 5 Allow the candidate to give **two** details about problems with his/her current tablet.
Ask the candidate for his/her opinion about using tablets in class and why. (Elicit **one** opinion and **one** reason).
¿Qué piensa de usar tabletas en clase?... ¿Por qué?
Allow the candidate to give **one** opinion about using a tablet in class and to give **one** reason why.
De acuerdo.

Turn over ►

ROLE-PLAY 13

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of a reporter from Chile doing a survey about your school 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 chileno/una periodista chilena sobre tu instituto.

- Tu instituto – lo bueno (**dos** detalles)
- Problema reciente en tu instituto (**un** detalle)
- ? Institutos en Chile
- Cómo mejorar tu instituto (**dos** detalles)
- **!**

ROLE-PLAY 13

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 chileno/una periodista chilena. Yo soy el/la periodista.*

- 1 Ask the candidate to tell you the best thing about his/her school. (Elicit **two** details).
¿Qué es lo bueno de su instituto?

- 2 Allow the candidate to give **two** details about the best thing in his/her school.
Ask the candidate to tell you about a recent problem at school. (Elicit **one** detail).
¿Hábleme de un problema que ha tenido recientemente en su instituto?

- 3 Allow the candidate to give **one** detail about a recent problem in school.
Muy bien.

- ? Allow the candidate to ask you about schools in Chile.
(Give an appropriate answer).

- 4 Ask the candidate about how his/her school can be improved. (Elicit **two** details).
Y, ¿qué se puede hacer para mejorar su instituto?

- 5 Allow the candidate to give **two** details about how his/her school can be improved.
! Ask the candidate how he/she uses technology in class. (Elicit **one** detail).
¿Para qué usa la tecnología en clase?
Allow the candidate to give **one** detail about how he/she uses technology in class.
Muy bien. Muchas gracias.

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 la vida sana.

- Tu ejercicio físico la semana pasada (**dos** detalles)
- Tu opinión de mantenerte en forma (**dos** detalles)
- **!**
- Importancia de no fumar (**una** razón)
- **?** Drogas

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 what exercise he/she did last week. (Elicit **two** details).
¿Qué ejercicio hiciste la semana pasada?

- 2 Allow the candidate to give **two** details about what exercise he/she did last week.
Ask the candidate what he/she thinks about keeping fit. (Elicit **two** details).
¿Cuál es tu opinión sobre mantenerte en forma?

- 3 Allow the candidate to give **two** details about what he/she thinks about keeping fit.
! Ask the candidate if he/she thinks that he/she has a healthy diet and why (not). (Elicit **one** reason).
¿Crees que tienes una dieta sana? ... ¿Por qué (no)?

- 4 Allow the candidate to say whether he/she has a healthy diet and to give **one** reason why (not).
Ask the candidate why it is important not to smoke. (Elicit **one** reason).
¿Por qué es importante no fumar?

Allow the candidate to give **one** reason why it is important not to smoke.
Estoy de acuerdo.

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

Turn over ►

ROLE-PLAY 15

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 la familia y los amigos.

- Tener hermanos - **un** aspecto positivo y **un** aspecto negativo
- Pasar tiempo con la familia o con los amigos: tu preferencia y **una** razón
- Amigo/amiga – problema en el pasado (**un** detalle)
- **!**
- **?** Actividades en familia

ROLE-PLAY 15

TEACHER'S ROLE

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

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

Introductory text: *Estás hablando con tu amigo peruano/tu amiga peruana. Yo soy tu amigo/tu amiga.*

- 1 Say to the candidate that there are positive and negative aspects of having siblings. (Elicit **one** advantage and **one** disadvantage).
Hay aspectos positivos y negativos de tener hermanos, ¿no?
- 2 Allow the candidate to give **one** advantage and **one** disadvantage of having siblings. Ask the candidate whether he/she prefers spending time with family or friends and why. (Elicit **one** reason).
¿Prefieres pasar tiempo con la familia o con los amigos? ... ¿Por qué?
- 3 Allow the candidate to say whether he/she prefers to spend time with family or friends and to give **one** reason why. Ask the candidate to tell you about a problem that he/she has had with a friend in the past. (Elicit **one** detail).
Háblame de un problema que has tenido con un amigo o una amiga en el pasado.
- 4 Allow the candidate to give **one** detail about a problem that he/she has had with a friend.
! Ask the candidate where he/she goes out with friends and how many times a week.
¿Adónde sales con tus amigos? ... ¿Y cuántas veces a la semana?
Allow the candidate to say where he/she goes out with friends and how many times a week.
¡Estupendo!
- 5 ? Allow the candidate to ask you a question about family activities.
(Give an appropriate answer).

Turn over ►

ROLE-PLAY 16

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.

- Actividades en tus clases de español (**dos** detalles)
- Importancia de hacer deberes (**una** razón)
- ? Exámenes
- Tu próximo viaje escolar (**dos** detalles)
- !

ROLE-PLAY 16

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/a.*

- 1 Ask the candidate what he/she does in his/her Spanish lessons. (Elicit **two** details).
¿Qué haces en tus clases de español?

- 2 Allow the candidate to say **two** things that he/she does in his/her Spanish lessons.
Ask the candidate why it is important to do homework. (Elicit **one** reason).
¿Por qué es importante hacer deberes?

- 3 Allow the candidate to give **one** reason why it is important to do homework.
Estoy de acuerdo.

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

- 4 Ask the candidate what he/she is going to do on his/her next school trip. (Elicit **two** details).
Y, ¿qué vas a hacer durante tu próximo viaje escolar?

- 5 Allow the candidate to give you **two** details about his/her next school trip.
! Ask the candidate what other language he/she is interested in learning and why. (Elicit **one** reason).
Y, ¿qué otro idioma te interesa aprender? ... ¿Por qué?
Allow the candidate to say what language he/she is interested in learning and to give **one** reason why.
Muy interesante.

Turn over ►

ROLE-PLAY 17

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an assistant in a Spanish travel agent's 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 agencia de viajes en España.

- Excursión a Madrid - número de billetes y cuándo
- **!**
- Tu última visita a España (**dos** detalles)
- Tu opinión de viajar en autocar (**dos** detalles)
- **?** Museos recomendados

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

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

- 2 Allow the candidate to ask for the number of tickets he/she wants for a trip to Madrid and for when.
! Ask the candidate why he/she wants to visit Madrid. (Elicit **one** reason).
¿Por qué quiere visitar Madrid?

- 3 Allow the candidate to give **one** reason why he/she wants to visit Madrid.
Ask the candidate if he/she has visited Spain before. (Elicit **two** details).
¿Ha visitado España antes?

- 4 Allow the candidate to give **two** details about his/her last visit to Spain.
Ask the candidate what he/she thinks about travelling by coach. (Elicit **two** details).
¿Qué piensa de viajar en autocar?

Allow the candidate to give **two** details about what he/she thinks about travelling by coach.
Entiendo.

- 5 ? Allow the candidate to ask you a question about recommended museums.
(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 cine y la televisión.

- Tu tipo de película preferido y **una** razón
- Tu última vez en el cine (**dos** detalles)
- **!**
- **Dos** desventajas de ver mucha televisión
- **?** Tiempo libre

ROLE-PLAY 18

TEACHER'S ROLE

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

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

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

- 1 Ask the candidate what type of film he/she prefers and why. (Elicit **one** reason).
¿Qué tipo de película prefieres? ... ¿Por qué?

- 2 Allow the candidate to say what type of film he/she prefers and to give **one** reason why. Ask the candidate to tell you about the last time he/she went to the cinema. (Elicit **two** details).
Háblame de la última vez que fuiste al cine.

- 3 Allow the candidate to give **two** details about the last time he/she went to the cinema.
! Ask the candidate who his/her favourite actor is and why he/she likes that actor. (Elicit **one** reason).
¿Quién es tu actor favorito? ... ¿Por qué te gusta?

- 4 Allow the candidate to say who his/her favourite actor is and give **one** reason why. Ask the candidate if there are any disadvantages to watching a lot of television. (Elicit **two** disadvantages).
¿Qué desventajas tiene ver mucha televisión?
Allow the candidate to give **two** disadvantages of watching a lot of television.
Sí, claro.

- 5 **?** Allow the candidate to ask you a question about free time.
(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 **social 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?
- ¿Te gusta mantenerte en forma? ... ¿Por qué (no)?
- ¿Qué te gustaría hacer en el futuro para no tener estrés?

CARD A**TEACHER'S NOTES**

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

Topic: Social issues

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

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

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

- ¿Qué hay en la foto?
- ¿Te gusta mantenerte en forma? ... ¿Por qué (no)?
- ¿Qué te gustaría hacer en el futuro para no tener estrés?
- ¿En qué consiste una dieta sana?
- ¿Cuál es tu opinión sobre la comida rápida?

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 **technology in everyday life**.



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

- ¿Qué hay en la foto?
- ¿Cuál es tu opinión sobre los selfies? ...¿Por qué?
- Aparte de sacar fotos, ¿cómo usaste la tecnología la semana pasada?

CARD B**TEACHER'S NOTES**

Theme: Identity and culture

Topic: Technology in everyday life

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

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

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

- ¿Qué hay en la foto?
- ¿Cuál es tu opinión sobre los selfies? ...¿Por qué?
- Aparte de sacar fotos, ¿cómo usaste la tecnología la semana pasada?
- En general, ¿qué piensas de las redes sociales?
- ¿Prefieres usar un móvil o una tableta? ... ¿Por qué?

Part 3 – General Conversation

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

Themes for the General Conversation

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

Remember

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

Turn over ►

CARD C**CANDIDATE'S PHOTO CARD**

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



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

- ¿Qué hay en la foto?
- ¿Prefieres ir de vacaciones en invierno o en verano? ... ¿Por qué?
- ¿Qué hiciste durante las vacaciones el año pasado?

CARD C**TEACHER'S NOTES**

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

Topic: Travel and tourism

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

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

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

- ¿Qué hay en la foto?
- ¿Prefieres ir de vacaciones en invierno o en verano? ... ¿Por qué?
- ¿Qué hiciste durante las vacaciones el año pasado?
- ¿Te gusta hacer camping? ... ¿Por qué (no)?
- ¿Cuál es tu opinión de viajar en avión?

Part 3 – General Conversation

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

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

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

Turn over ►

CARD D**CANDIDATE'S PHOTO CARD**

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



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

- ¿Qué hay en la foto?
- ¿Adónde te gustaría ir para celebrar tu próximo cumpleaños? ... ¿Por qué?
- ¿Cuál es tu opinión sobre los festivales españoles?

CARD D**TEACHER'S NOTES**

Theme: Identity and culture
Topic: Customs and festivals

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

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

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

- ¿Qué hay en la foto?
- ¿Adónde te gustaría ir para celebrar tu próximo cumpleaños? ... ¿Por qué?
- ¿Cuál es tu opinión sobre los festivales españoles?
- ¿Qué haces durante las vacaciones de Navidad?
- ¿Qué tipo de regalo prefieres recibir? ... ¿Por qué?

Part 3 – General Conversation

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

CANDIDATE'S PHOTO CARD

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



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

- ¿Qué hay en la foto?
- ¿Qué actividades extraescolares puedes hacer en tu instituto?
- ¿Qué hiciste en el instituto ayer?

CARD E
TEACHER'S NOTES

Theme: Current and future study and employment

Topic: Life at school/college

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

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

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

- ¿Qué hay en la foto?
- ¿Qué actividades extraescolares puedes hacer en tu instituto?
- ¿Qué hiciste en el instituto ayer?
- En tu opinión, ¿cómo es el instituto ideal?
- ¿Piensas que es una buena idea llevar uniforme? ... ¿Por qué (no)?

Part 3 – General Conversation

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

Themes for the General Conversation

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

Remember

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

Turn over ►

CARD F

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **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 trabajo ideal?
- ¿Qué trabajo no te gustaría hacer? ... ¿Por qué?

CARD F**TEACHER'S NOTES**

Theme: Current and future study and employment

Topic: Jobs, career choices and ambitions

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

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

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

- ¿Qué hay en la foto?
- ¿Cuál es tu trabajo ideal?
- ¿Qué trabajo no te gustaría hacer? ... ¿Por qué?
- Háblame de tu profesor favorito o de tu profesora favorita.
- ¿Te gusta la idea de trabajar en otro país? ... ¿Por qué (no)?

Part 3 – General Conversation

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

Themes for the General Conversation

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

Remember

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

Turn over ►

CARD G**CANDIDATE'S PHOTO CARD**

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



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

- ¿Qué hay en la foto?
- ¿Cuál es tu opinión sobre cenar en un restaurante? ... ¿Por qué?
- ¿Qué hiciste para celebrar tu último cumpleaños?

CARD G**TEACHER'S NOTES****Theme: Identity and Culture****Topic: Free time activities**

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

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

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

- ¿Qué hay en la foto?
- ¿Cuál es tu opinión sobre cenar en un restaurante? ... ¿Por qué?
- ¿Qué hiciste para celebrar tu último cumpleaños?
- Aparte de ir a restaurantes, ¿qué te gusta hacer en tu tiempo libre?
- En la televisión, ¿prefieres los documentales o las comedias? ... ¿Por qué?

Part 3 – General Conversation

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

Themes for the General Conversation

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

Remember

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

Turn over ►

CARD H

CANDIDATE'S PHOTO CARD

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



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

- ¿Qué hay en la foto?
- ¿Adónde te gusta ir de compras? ... ¿Por qué?
- ¿Qué vas a hacer en tu pueblo o ciudad la semana próxima?

CARD H**TEACHER'S NOTES**

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

Topic: Home, town, neighbourhood and region

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

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

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

- ¿Qué hay en la foto?
- ¿Adónde te gusta ir de compras? ... ¿Por qué?
- ¿Qué vas a hacer en tu pueblo o ciudad la semana próxima?
- ¿Cuál es tu opinión sobre vivir en una ciudad grande? ... ¿Por qué?
- Describe tu casa.

Part 3 – General Conversation

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

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

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

Turn over ►

CARD I**CANDIDATE'S PHOTO CARD**

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



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

- ¿Qué hay en la foto?
- ¿Cuál es el examen más difícil para ti? ... ¿Por qué?
- ¿Qué vas a hacer para celebrar el fin de tus exámenes?

CARD I**TEACHER'S NOTES**

Theme: Current and future study and employment

Topic: My studies

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

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

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

- ¿Qué hay en la foto?
- ¿Cuál es el examen más difícil para ti? ... ¿Por qué?
- ¿Qué vas a hacer para celebrar el fin de tus exámenes?
- ¿Qué haces normalmente para prepararte para los exámenes?
- ¿Qué opinas de los deberes?

Part 3 – General Conversation

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

Themes for the General Conversation

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

Remember

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

Turn over ►

CARD J

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **social 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?
- ¿Cuáles son las ventajas y desventajas de ir al gimnasio?
- Con respecto a una vida sana, ¿cómo es diferente tu vida ahora comparada con el pasado?

CARD J**TEACHER'S NOTES**

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

Topic: Social issues

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

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

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

- ¿Qué hay en la foto?
- ¿Cuáles son las ventajas y desventajas de ir al gimnasio?
- Con respecto a una vida sana, ¿cómo es diferente tu vida ahora comparada con el pasado?
- Para ti, ¿crees que será fácil llevar una vida sana en el futuro? ... ¿Por qué (no)?
- ¿Qué piensas de las personas que toman drogas? ... ¿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 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 **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?
- ¿Crees que eres adicto/adicta a tu móvil? ... ¿Por qué (no)?
- ¿Cómo cambiaría tu vida sin Internet?

CARD K**TEACHER'S NOTES**

Theme: Identity and culture

Topic: Technology in everyday life

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

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

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

- ¿Qué hay en la foto?
- ¿Crees que eres adicto/adicta a tu móvil? ... ¿Por qué (no)?
- ¿Cómo cambiaría tu vida sin Internet?
- ¿Qué fue la cosa más interesante que hiciste en Internet la semana pasada?
- ¿Piensas que la tecnología es siempre positiva? ... ¿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 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 **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?
- ¿Crees que es esencial ir de vacaciones? ... ¿Por qué (no)?
- Háblame de las mejores vacaciones que has pasado en tu vida.

CARD L**TEACHER'S NOTES**

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

Topic: Travel and tourism

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

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

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

- ¿Qué hay en la foto?
- ¿Crees que es esencial ir de vacaciones? ... ¿Por qué (no)?
- Háblame de las mejores vacaciones que has pasado en tu vida.
- ¿Dónde prefieres alojarte cuando vas de vacaciones? ... ¿Por qué?
- Si ganaras la lotería, ¿adónde irías de vacaciones? ... ¿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 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 **customs and festivals**.



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

- ¿Qué hay en la foto?
- ¿Cómo sería tu cumpleaños ideal?
- En general, ¿prefieres los festivales en este país o los festivales en España? ... ¿Por qué?

CARD M
TEACHER'S NOTES

Theme: Identity and culture

Topic: Customs and festivals

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

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

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

- ¿Qué hay en la foto?
- ¿Cómo sería tu cumpleaños ideal?
- En general, ¿prefieres los festivales en este país o los festivales en España? ... ¿Por qué?
- ¿Qué hiciste durante las últimas vacaciones de Navidad?
- ¿Cuál es tu opinión sobre las corridas de toros? ... ¿Por qué?

Part 3 – General Conversation

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

Themes for the General Conversation

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

Remember

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

Turn over ►

CARD N**CANDIDATE'S PHOTO CARD**

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



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

- ¿Qué hay en la foto?
- ¿Cuál es tu opinión sobre las actividades extraescolares?
- ¿Qué asignatura nueva te gustaría estudiar en el futuro? ... ¿Por qué?

CARD N**TEACHER'S NOTES**

Theme: Current and future study and employment

Topic: Life at school/college

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

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

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

- ¿Qué hay en la foto?
- ¿Cuál es tu opinión sobre las actividades extraescolares?
- ¿Qué asignatura nueva te gustaría estudiar en el futuro? ... ¿Por qué?
- Háblame de lo que hiciste en el instituto ayer.
- ¿Es importante el instituto para ti? ... ¿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
- Identity and culture

Remember

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

Turn over ►

CARD O**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **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?
- ¿Qué trabajo querías hacer cuando eras más joven? ... ¿Por qué?
- ¿Cuáles son las ventajas de ser profesor?

CARD O
TEACHER'S NOTES

Theme: Current and future study and employment

Topic: Jobs, career choices and ambitions

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

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

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

- ¿Qué hay en la foto?
- ¿Qué trabajo querías hacer cuando eras más joven? ... ¿Por qué?
- ¿Cuáles son las ventajas de ser profesor?
- ¿Qué cualidades necesita un buen profesor?
- Para ti, ¿cuáles serán los aspectos importantes de un trabajo? ... ¿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 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 **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?
- ¿A qué tipo de restaurante te gustaría ir para celebrar tu cumpleaños? ... ¿Por qué?
- ¿Qué piensas de la calidad de la televisión en tu país?

CARD P**TEACHER'S NOTES**

Theme: Identity and culture

Topic: Free time activities

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

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

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

- ¿Qué hay en la foto?
- ¿A qué tipo de restaurante te gustaría ir para celebrar tu cumpleaños? ... ¿Por qué?
- ¿Qué piensas de la calidad de la televisión en tu país?
- ¿Qué hiciste en tu tiempo libre el fin de semana pasado?
- ¿Piensas que es divertido practicar deporte? ... ¿Por qué (no)?

Part 3 – General Conversation

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

Themes for the General Conversation

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

Remember

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

Turn over ►

CARD Q**CANDIDATE'S PHOTO CARD**

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



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

- ¿Qué hay en la foto?
- Háblame de la última vez que fuiste de compras.
- ¿Qué piensas de la idea de vivir en un apartamento? ... ¿Por qué?

CARD Q
TEACHER'S NOTES

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

Topic: Home, town, neighbourhood and region

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

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

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

- ¿Qué hay en la foto?
- Háblame de la última vez que fuiste de compras.
- ¿Qué piensas de la idea de vivir en un apartamento? ... ¿Por qué?
- ¿Cuál es tu opinión sobre las instalaciones para los jóvenes en tu región?
- En el futuro, ¿te gustaría vivir en el centro de la ciudad? ... ¿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 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 **my studies**.



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 para prepararte para los exámenes?
- Aparte de los exámenes, ¿qué te preocupa más en el instituto?

CARD R**TEACHER'S NOTES**

Theme: Current and future study and employment

Topic: My studies

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

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

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

- ¿Qué hay en la foto?
- ¿Qué hiciste para prepararte para los exámenes?
- Aparte de los exámenes, ¿qué te preocupa más en el instituto?
- Háblame de las reglas en tu instituto.
- ¿Qué harás para celebrar el día de los resultados en agosto?

Part 3 – General Conversation

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

Themes for the General Conversation

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

Remember

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

Turn over ►

Part 3 SUGGESTED 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 Twitter? ... ¿Por qué?
- ¿Hay algún deporte que te gustaría practicar?
- Háblame de un programa de televisión que viste recientemente.
- ¿Qué diferencias notas entre la vida española y la vida de tu propio país?
- ¿Qué piensas de las fiestas españolas?

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

Describe la casa de tus sueños.

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

Theme 3: Current and future study and employment

Es obligatorio estudiar matemáticas. ¿Crees que es una buena idea? ... ¿Por qué (no)?

En tu opinión, ¿cuáles son las características más importantes de un buen profesor?

¿Cómo es este colegio comparado con tu escuela primaria?

¿Te acuerdas de un día especial en el colegio en el pasado?

¿Cuáles son los aspectos positivos de encontrar un trabajo a los dieciocho años?

¿Te gustaría trabajar en España? ... ¿Por qué (no)?

A los dieciséis años, ¿crees que es mejor seguir un curso académico o uno de formación profesional?

¿Qué asignatura te gustaría más estudiar en la universidad? ... ¿Por qué?

GCSE Spanish Speaking Test 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 G 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 E and his second Conversation Theme will be Theme 1.

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

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

GCSE Spanish Speaking Test 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 Q 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 R and his second Conversation Theme will be Theme 1.

After a break in testing, eg lunch or overnight, the sequence should be restarted 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	O (Theme 3)	Theme 2
		Theme 2	M (Theme 1)	Theme 3
		Theme 3	Q (Theme 2)	Theme 1
2	15	Theme 1	N (Theme 3)	Theme 2
		Theme 2	P (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
3	13	Theme 1	L (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	M (Theme 1)	Theme 2
4	16	Theme 1	L (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	P (Theme 1)	Theme 2
5	18	Theme 1	N (Theme 3)	Theme 2
		Theme 2	M (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
6	17	Theme 1	Q (Theme 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
7	10	Theme 1	R (Theme 3)	Theme 2
		Theme 2	K (Theme 1)	Theme 3
		Theme 3	L (Theme 2)	Theme 1
8	12	Theme 1	N (Theme 3)	Theme 2
		Theme 2	M (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	K (Theme 1)	Theme 3
		Theme 3	Q (Theme 2)	Theme 1
10	12	Theme 1	R (Theme 3)	Theme 2
		Theme 2	P (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
11	16	Theme 1	L (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
12	18	Theme 1	N (Theme 3)	Theme 2
		Theme 2	M (Theme 1)	Theme 3
		Theme 3	Q (Theme 2)	Theme 1
13	10	Theme 1	R (Theme 3)	Theme 2
		Theme 2	P (Theme 1)	Theme 3
		Theme 3	Q (Theme 2)	Theme 1
14	17	Theme 1	Q (Theme 2)	Theme 3
		Theme 2	N (Theme 3)	Theme 1
		Theme 3	M (Theme 1)	Theme 2
15	11	Theme 1	Q (Theme 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	P (Theme 1)	Theme 2
16	13	Theme 1	J (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	P (Theme 1)	Theme 2
17	15	Theme 1	L (Theme 2)	Theme 3
		Theme 2	N (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
18	14	Theme 1	Q (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	M (Theme 1)	Theme 2
19	15	Theme 1	O (Theme 3)	Theme 2
		Theme 2	K (Theme 1)	Theme 3
		Theme 3	L (Theme 2)	Theme 1
20	11	Theme 1	J (Theme 2)	Theme 3
		Theme 2	N (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2

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