

General Certificate of Secondary Education  
June 2007



**SPANISH (SPECIFICATION B)  
(MODULAR)  
Module 4 Speaking Test  
Teacher's Booklet**

Monday 26 March to Friday 11 May 2007

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**SPANISH (SPECIFICATION B)  
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Module 4 Speaking Test  
Foundation Tier**

**Conversation Card A**

Monday 26 March to Friday 11 May 2007



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## Card A

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

**TOPIC A: Career and Future Plans**

**TOPIC B: Health**

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## Card A

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

**TOPIC A: Career and Future Plans**

**TOPIC B: Health**

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## Card B

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

**TOPIC A: Self, Family and Friends**

**TOPIC B: The Environment**

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## Card B

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

**TOPIC A: Self, Family and Friends**

**TOPIC B: The Environment**

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## Card C

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

**TOPIC A: Education**

**TOPIC B: Youth Culture**

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## Card C

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

**TOPIC A: Education**

**TOPIC B: Youth Culture**

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## Card D

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

**TOPIC A: Career and Future Plans**

**TOPIC B: Youth Culture**

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## Card D

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

**TOPIC A: Career and Future Plans**

**TOPIC B: Youth Culture**

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## Card E

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

**TOPIC A: Self, Family and Friends**

**TOPIC B: Health**

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## Card E

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

**TOPIC A: Self, Family and Friends**

**TOPIC B: Health**

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## Card F

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

**TOPIC A: Education**

**TOPIC B: The Environment**

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## Card F

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

**TOPIC A: Education**

**TOPIC B: The Environment**

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## Card A

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

**TEMA A: El futuro**

**TEMA B: La salud**

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## Card A

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

**TEMA A: El futuro**

**TEMA B: La salud**

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## Card B

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

**TEMA A: Tú, tu familia y tus amigos**

**TEMA B: El medio ambiente**

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## Card B

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

**TEMA A: Tú, tu familia y tus amigos**

**TEMA B: El medio ambiente**

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## Card C

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

**TEMA A: La educación**

**TEMA B: La vida de los jóvenes**

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## Card C

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

**TEMA A: La educación**

**TEMA B: La vida de los jóvenes**

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## Card D

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

**TEMA A: El futuro**

**TEMA B: La vida de los jóvenes**

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## Card D

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

**TEMA A: El futuro**

**TEMA B: La vida de los jóvenes**

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## Card E

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

**TEMA A: Tú, tu familia y tus amigos**

**TEMA B: La salud**

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## Card E

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

**TEMA A: Tú, tu familia y tus amigos**

**TEMA B: La salud**

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## Card F

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

**TEMA A: La educación**

**TEMA B: El medio ambiente**

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## Card F

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

**TEMA A: La educación**

**TEMA B: El medio ambiente**

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**SPANISH (SPECIFICATION B)  
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Role Play 1  
Foundation Tier  
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**46904/S/RP1**

## Role Play 1

You are talking to a receptionist in an employment agency in Spain.  
Your teacher will play the part of the Spanish receptionist.

**You speak first.**

- Say where you want to work.
- Say when you can work and for how long.
- Say **two** things about yourself.
- Ask a question about the job.

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## Role Play 1

You are talking to a receptionist in an employment agency in Spain.  
Your teacher will play the part of the Spanish receptionist.

**You speak first.**

- Say where you want to work.
- Say when you can work and for how long.
- Say **two** things about yourself.
- Ask a question about the job.

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Role Play 2  
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## Role Play 2

You are talking to a shop assistant in a clothes shop in Spain because you want to buy something for yourself.

Your teacher will play the part of the shop assistant.

**You speak first.**

- Say what item of clothing you want to buy.
- Say what size and colour.
- Say how much you want to spend.
- Ask directions to another shop.

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## Role Play 2

You are talking to a shop assistant in a clothes shop in Spain because you want to buy something for yourself.

Your teacher will play the part of the shop assistant.

**You speak first.**

- Say what item of clothing you want to buy.
- Say what size and colour.
- Say how much you want to spend.
- Ask directions to another shop.

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Role Play 3  
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## Role Play 3

You are on holiday in Spain. You go to a tourist office to book concert tickets. Your teacher will play the part of the receptionist.

**You speak first.**

- Say you want to go to a concert.
- Say for how many people and for which day.
- Say how much you want to pay.
- Ask a question about the concert.

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## Role Play 3

You are on holiday in Spain. You go to a tourist office to book concert tickets. Your teacher will play the part of the receptionist.

**You speak first.**

- Say you want to go to a concert.
- Say for how many people and for which day.
- Say how much you want to pay.
- Ask a question about the concert.

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Role Play 4  
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Role Play 4  
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## Role Play 4

You are talking about your school with your Spanish friend.  
Your teacher will play the part of your Spanish friend.

**You speak first.**

- Describe your school.
- Say **two** things you wear for school.
- Say **two** subjects you study at school.
- Ask what subject your Spanish friend likes.

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## Role Play 4

You are talking about your school with your Spanish friend.  
Your teacher will play the part of your Spanish friend.

**You speak first.**

- Describe your school.
- Say **two** things you wear for school.
- Say **two** subjects you study at school.
- Ask what subject your Spanish friend likes.

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Role Play 5  
Foundation Tier  
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## Role Play 5

You are talking about holidays with your Spanish friend in Spain.  
Your teacher will play the part of your Spanish friend.

**You speak first.**

- Say where you want to go.
- Say how you will travel and who with.
- Say **two** things you want to do there.
- Ask a question about your friend's holidays.

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## Role Play 5

You are talking about holidays with your Spanish friend in Spain.  
Your teacher will play the part of your Spanish friend.

**You speak first.**

- Say where you want to go.
- Say how you will travel and who with.
- Say **two** things you want to do there.
- Ask a question about your friend's holidays.

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**Module 4 Speaking Test  
Role Play 6  
Foundation Tier  
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Role Play 6  
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**46904/S/RP6**

## Role Play 6

You are talking to the receptionist in your hotel in Spain about a day out.  
Your teacher will play the part of the receptionist.

**You speak first.**

- Say what time you are going out.
- Say where you are going and who with.
- Say why you want to go there.
- Ask a question about places to eat.

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## Role Play 6

You are talking to the receptionist in your hotel in Spain about a day out.  
Your teacher will play the part of the receptionist.

**You speak first.**

- Say what time you are going out.
- Say where you are going and who with.
- Say why you want to go there.
- Ask a question about places to eat.

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**46904/S/RP7**

## Role Play 7

You tell your Spanish friend you are going to live in a new house.

Your teacher will play the part of your Spanish friend.

**You speak first.**

- Explica la situación.
- Explica la razón.
- !
- Indica lo bueno y lo malo de tu pueblo / tu ciudad.
- !
- Haz una pregunta sobre la casa de tu amigo / tu amiga.

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

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## Role Play 7

You tell your Spanish friend you are going to live in a new house.

Your teacher will play the part of your Spanish friend.

**You speak first.**

- Explica la situación.
- Explica la razón.
- !
- Indica lo bueno y lo malo de tu pueblo / tu ciudad.
- !
- Haz una pregunta sobre la casa de tu amigo / tu amiga.

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

H/Jun07/46904/S

General Certificate of Secondary Education  
June 2007



**SPANISH (SPECIFICATION B)  
(MODULAR)**

**Module 4 Speaking Test  
Role Play 8  
Higher Tier  
Candidate's Instructions**

Monday 26 March to Friday 11 May 2007

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**46904/S/RP8**

General Certificate of Secondary Education  
June 2007



**SPANISH (SPECIFICATION B)  
(MODULAR)**

**Module 4 Speaking Test  
Role Play 8  
Higher Tier  
Candidate's Instructions**

Monday 26 March to Friday 11 May 2007

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**46904/S/RP8**



## Role Play 8

You are in an employment agency in Spain because you want a job.  
Your teacher will play the part of a member of staff at the agency.  
**You speak first.**

- Explica lo que quieres y para cuándo.
- !
- Explica tu experiencia laboral.
- !
- Explica por qué quieres trabajar en España – **dos** cosas.
- Haz una pregunta sobre trabajar en España.

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

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## Role Play 8

You are in an employment agency in Spain because you want a job.  
Your teacher will play the part of a member of staff at the agency.  
**You speak first.**

- Explica lo que quieres y para cuándo.
- !
- Explica tu experiencia laboral.
- !
- Explica por qué quieres trabajar en España – **dos** cosas.
- Haz una pregunta sobre trabajar en España.

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

H/Jun07/46904/S

General Certificate of Secondary Education  
June 2007



**SPANISH (SPECIFICATION B)  
(MODULAR)**

**Module 4 Speaking Test  
Role Play 9  
Higher Tier  
Candidate's Instructions**

Monday 26 March to Friday 11 May 2007

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**46904/S/RP9**

General Certificate of Secondary Education  
June 2007



**SPANISH (SPECIFICATION B)  
(MODULAR)**

**Module 4 Speaking Test  
Role Play 9  
Higher Tier  
Candidate's Instructions**

Monday 26 March to Friday 11 May 2007

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**46904/S/RP9**

## Role Play 9

You go to the library in Spain because you need books for your homework.  
Your teacher will play the part of the Spanish librarian.

**You speak first.**

- Explica lo que necesitas y por qué.
- !
- Explica tu opinión de estudiar español y la razón.
- Explica dónde te quedas en España y con quién.
- !
- Haz una pregunta sobre la biblioteca.

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

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## Role Play 9

You go to the library in Spain because you need books for your homework.  
Your teacher will play the part of the Spanish librarian.

**You speak first.**

- Explica lo que necesitas y por qué.
- !
- Explica tu opinión de estudiar español y la razón.
- Explica dónde te quedas en España y con quién.
- !
- Haz una pregunta sobre la biblioteca.

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

H/Jun07/46904/S

General Certificate of Secondary Education  
June 2007

**SPANISH (SPECIFICATION B)  
(MODULAR)**

**Module 4 Speaking Test  
Role Play 10  
Higher Tier  
Candidate's Instructions**

Monday 26 March to Friday 11 May 2007



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**46904/S/RP10**

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June 2007

**SPANISH (SPECIFICATION B)  
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**Module 4 Speaking Test  
Role Play 10  
Higher Tier  
Candidate's Instructions**

Monday 26 March to Friday 11 May 2007



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**46904/S/RP10**

## Role Play 10

You are planning to visit your Spanish friend. You telephone because you want to change the plans for your visit.

Your teacher will play the part of your Spanish friend.

**You speak first.**

- Explica la situación.
- Explica la razón.
- !
- Menciona **dos** actividades que quieres hacer en España.
- !
- Haz una pregunta sobre el barrio donde vive tu amigo/tu amiga en España.

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

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## Role Play 10

You are planning to visit your Spanish friend. You telephone because you want to change the plans for your visit.

Your teacher will play the part of your Spanish friend.

**You speak first.**

- Explica la situación.
- Explica la razón.
- !
- Menciona **dos** actividades que quieres hacer en España.
- !
- Haz una pregunta sobre el barrio donde vive tu amigo/tu amiga en España.

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

H/Jun07/46904/S

General Certificate of Secondary Education  
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**SPANISH (SPECIFICATION B)  
(MODULAR)**

**Module 4 Speaking Test  
Role Play 11  
Higher Tier  
Candidate's Instructions**

Monday 26 March to Friday 11 May 2007

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**46904/S/RP11**

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**SPANISH (SPECIFICATION B)  
(MODULAR)**

**Module 4 Speaking Test  
Role Play 11  
Higher Tier  
Candidate's Instructions**

Monday 26 March to Friday 11 May 2007

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**46904/S/RP11**

# Role Play 11

You are in the city of Malaga in Spain but you cannot find your friend.  
Your teacher will play the part of the police officer.

**You speak first.**

- Explica el problema.
- !
- Describe a tu amigo / tu amiga – **tres** cosas.
- Explica lo que hacías.
- !
- Haz una pregunta sobre esta situación.

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

H/Jun07/46904/S

# Role Play 11

You are in the city of Malaga in Spain but you cannot find your friend.  
Your teacher will play the part of the police officer.

**You speak first.**

- Explica el problema.
- !
- Describe a tu amigo / tu amiga – **tres** cosas.
- Explica lo que hacías.
- !
- Haz una pregunta sobre esta situación.

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

H/Jun07/46904/S

General Certificate of Secondary Education  
June 2007



**SPANISH (SPECIFICATION B)  
(MODULAR)**

**Module 4 Speaking Test  
Role Play 12  
Higher Tier  
Candidate's Instructions**

Monday 26 March to Friday 11 May 2007

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H/Jun07/46904/S

**46904/S/RP12**

General Certificate of Secondary Education  
June 2007



**SPANISH (SPECIFICATION B)  
(MODULAR)**

**Module 4 Speaking Test  
Role Play 12  
Higher Tier  
Candidate's Instructions**

Monday 26 March to Friday 11 May 2007

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H/Jun07/46904/S

**46904/S/RP12**



## Role Play 12

You are travelling in Spain. There is a problem with the car and you telephone a garage. Your teacher will play the part of the receptionist at the garage.

**You speak first.**

- Explica la situación.
- Indica dónde estás – **dos** cosas.
- !
- Indica lo que necesitas.
- !
- Haz una pregunta sobre el garaje.

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

H/Jun07/46904/S

## Role Play 12

You are travelling in Spain. There is a problem with the car and you telephone a garage. Your teacher will play the part of the receptionist at the garage.

**You speak first.**

- Explica la situación.
- Indica dónde estás – **dos** cosas.
- !
- Indica lo que necesitas.
- !
- Haz una pregunta sobre el garaje.

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

H/Jun07/46904/S

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## CONFIDENTIAL

### INSTRUCTIONS FOR TEACHERS

This booklet is for the use of the teacher who will conduct the Speaking Tests in Spanish. In order that teachers have time to prepare for the tests, the examination material may be opened, if the teacher so wishes, up to three working days before the period in which tests for each language are to be conducted. For the 2007 examination, therefore, teachers may have access to the material from **Wednesday 21 March 2007** onwards. However, the conduct of the tests must **not** take place until **Monday 26 March 2007**.

### GENERAL

The Head of Centre is responsible for appointing the examiners to conduct the Speaking Tests. Normally this will be the candidates' own teacher; however, if this is not possible, another teacher should be appointed.

The Speaking Tests may be conducted at any time between **Monday 26 March and Friday 11 May 2007**. They are recorded on cassette tapes supplied by AQA. As soon as all the tests for each language are completed, the tapes must be despatched **immediately**, together with the Attendance/Mark Lists, to the appropriate examiner using the label(s) supplied.

The Speaking Test consists of one role play and a conversation. Foundation Tier tests will last up to 5 minutes and Higher Tier tests will last up to 8 minutes.

Candidates should be allowed a preparation time of 5 minutes (Foundation Tier) or 8 minutes (Higher Tier). Normally, this will be during the previous candidate's test. Candidates must be supervised during their preparation time.

As the time allowances for the Foundation and Higher Tests are different, groups of candidates doing the Foundation Test should be examined separately, and on a different cassette, from those taking the Higher Test.

**Candidates are not allowed to use a dictionary at any time during their preparation period or test. They may make notes during their preparation period and these may be taken into the test. Any notes used must be handed to the teacher at the end of the test.**

### ALLOCATION OF CARDS TO CANDIDATES

There are 6 Foundation Role Play cards, numbered 1 to 6, 6 Higher Role Play cards numbered 7 to 12 and 6 Conversation cards, labelled Card A to Card F. Cards must be allocated to candidates according to the table on page 3.

Foundation Tier candidates must have only the Foundation Tier Role Play and Conversation Cards; Higher Tier candidates must have only the Higher Tier Role Play and Conversation Cards.

The cards are changed after every third candidate. If a break in testing occurs (e.g. overnight, lunch etc.) in the sequence of three, **the teacher must start again after the break at the beginning of the next series of three in order to maintain security**. In other words, the candidate whose test is after the break should not have the same cards as the candidate who was examined before the break.

In the table below *Candidate Order* refers to the sequence in which candidates are examined by each teacher (not for the centre as a whole).

<b>Candidate Order</b>	<b>Foundation Role Play Cards 1 – 6</b>	<b>Higher Role Play Cards 7 – 12</b>	<b>Conversation Cards A – F</b>
1, 2, 3	1	10	F
4, 5, 6	2	9	B
7, 8, 9	3	11	E
10, 11, 12	4	12	C
13, 14, 15	5	8	D
16, 17, 18	6	7	F
19, 20, 21	1	11	A
22, 23, 24	5	9	F
25, 26, 27	4	7	B
28, 29, 30	3	12	A
31, 32, 33	2	10	C
34, 35, 36	6	8	E
37, 38, 39	1	11	D
40, 41, 42	4	10	F
43, 44, 45	5	9	D
46, 47, 48	2	8	A
49, 50, 51	3	7	C
52, 53, 54	6	12	E
55, 56, 57	2	11	B
58, 59, 60	5	7	A
61, 62, 63	6	10	B
64, 65, 66	4	12	E
67, 68, 69	3	9	D
70, 71, 72	1	8	C

**If there are more candidates than this table allows for, the teacher should begin again with Number 1.**

**Turn over ►**

## GUIDANCE FOR TEACHERS

### Role Plays

#### General

Six Role Play Cards are provided at each tier. Candidates' instructions on the Role Play Cards are in English at Foundation Tier and Spanish at Higher Tier.

Each candidate completes one role play and cards must be allocated to candidates in the sequence prescribed on page 3.

#### Foundation Tier Role Play

The **teacher's script** is brief and **prescriptive**. Teachers should not alter it other than to help the role along when a candidate is unable to cope with a particular task. If a candidate is unable to cope, the teacher should move the role on with an appropriate phrase, without providing the vocabulary needed for the next task. The candidate will not receive credit for saying something which has been provided by the teacher in the form of a prompt. The prompt should be clear and present no hurdles of understanding to the candidate.

#### Higher Tier Role Play

In each role play there are **two teacher interventions**, i.e. two questions from the teacher to which the candidate has to respond without the opportunity for preparation. These are printed in bold in this booklet. Each teacher intervention is worth two marks and requires **one detail** from the candidate. A large exclamation mark on the candidate's card indicates where in the role play the candidate can expect the teacher intervention.

The **teacher interventions may not be altered in any way**. Each intervention may be repeated once if the candidate has failed to understand it but may not be re-worded.

### Conversation

Six different Conversation Cards are provided at each tier. Each candidate has one card which should be allocated according to the sequence prescribed on page 3.

There are **two topics** on each card, one from Group A and one from Group B, as follows:

Group A	Group B
Self, Family and Friends	The Environment
Education	Health
Career and Future Plans	Youth Culture

**Candidates must cover both topics.**

Suggested questions are provided for teachers, showing a range of the type of questions which could be asked on each topic, but these are not prescriptive and teachers are free to develop the Conversation in their own way as long as they stay within the two topic areas. Teachers should provide opportunities for candidates to use a variety of tenses where appropriate.

In the Conversation teachers are free to use whichever form of address they normally use with their candidates, informal or formal.

**At Foundation Tier the Conversation should last between 2 and 4 minutes and at Higher Tier 5 to 7 minutes.** On occasion, with candidates of the lowest ability, it may not be appropriate to take the full amount of time. However, the maximum time limit should not be exceeded. **Any material beyond the time limit will not be assessed.**

The topics on the Conversation Cards are the same for both tiers but the questions should be pitched according to tier. The Foundation Tier topics are printed in English and the Higher Tier topics are printed in Spanish. The suggested questions provided give examples of three types of questions:

- those most appropriate to the beginning of a conversation at Foundation Tier
- those which should be asked of a Foundation Tier candidate in the latter part of the Conversation, or a Higher Tier candidate at the start of the Conversation
- those appropriate only for Higher Tier candidates.

**Candidates should be given roughly equal opportunity and time on both topics on the card since Communication marks are awarded for each topic separately.** If only one topic is covered, therefore, the candidate will not have access to the full range of marks. While examiners will be generous in interpreting the relevance to the specified topics of what a candidate says, **if a candidate clearly addresses neither topic, no marks can be awarded.**

As far as possible a conversation should be an interchange between teacher and candidate, and not a monologue. There should be an appropriate balance between pre-learnt material and spontaneous conversation, between too few and too many questions.

## Checklist

The instructions on the next page are just a checklist. For the complete instructions, refer to the booklet *Instructions for the Specification B AQA Examinations for Certification in 2007*, which is issued to all centres in the Spring Term.

Turn over ►

### CHECKLIST

As the time allowances for the Foundation and Higher Tests are different, groups of candidates doing the Foundation Test should be examined separately, and on a different cassette, from those taking the Higher Test.

AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	“GCSE Spanish Examination, 2007 Module 4. Centre No. _____.”	(a) On the form which is in the tape-box, write your centre number and the language being tested.
At the start of each candidate’s test.	“Candidate No. _____, _____ (name of candidate).”	(b) On the form which is in the tape-box, write the candidate’s name and number, the number of the role-play and the letter of the conversation card.  (c) Complete the Attendance Mark List as instructed on the form.  (d) Start the test.  (e) Do not stop or pause the tape during the recording.
At the end of each candidate’s test.	“End of test.”	(f) Check that the test has been recorded clearly and audibly.  (g) <b>Reset the controls ready to record the next candidate.</b>
After the last candidate on side A.	“End of recording on this side.”	(h) If you are not sure there is enough time on the tape, start the next test on side B, or on the next tape.
After the last candidate on side B of each tape.	“End of recording on this tape.”	(i) When the tape is complete <ul style="list-style-type: none"> <li>– wind to the start of side A;</li> <li>– check that all the details on the form in the tape-box are filled in;</li> <li>– write your name on the form;</li> <li>– place it and the tape back in the tape-box <b>before you get the next tape out of its box.</b></li> </ul>

**ROLE-PLAYING SITUATIONS**  
**FOUNDATION TIER**

**Turn over ►**

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**FOUNDATION TIER**
**ROLE PLAY 1****TEACHER'S ROLE**

- **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**

<b>Candidate's Instructions</b>	<b>Teacher's Script</b>
<p>You are talking to a receptionist in an employment agency in Spain. Your teacher will play the part of the Spanish receptionist. <b>You speak first.</b></p>	<p><b>The teacher will invite the candidate to start by saying the following:</b> <i>Estás hablando del trabajo con el/la recepcionista de una agencia de empleo en España. Yo soy el/la recepcionista. Empieza la conversación.</i></p>
<p>1 Say where you want to work.</p>	<p>1 <i>¿Cuándo y para cuánto tiempo quieres trabajar?</i></p>
<p>2 Say when you can work and for how long.</p>	<p>2 <i>Vale. Háblame de ti.</i></p>
<p>3 Say <b>two</b> things about yourself.</p>	<p>3 <i>Entendido.</i></p>
<p>4 Ask a question about the job.</p>	<p>4 <i>Ahora te lo digo.</i></p>



---

**FOUNDATION TIER**
**ROLE PLAY 2****TEACHER'S ROLE**

- **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**

<b>Candidate's Instructions</b>	<b>Teacher's Script</b>
<p>You are talking to a shop assistant in a clothes shop in Spain because you want to buy something for yourself. Your teacher will play the part of the shop assistant. <b>You speak first.</b></p>	<p><b>The teacher will invite the candidate to start by saying the following:</b> <i>Estás hablando con el dependiente / la dependienta en una tienda de ropa en España. Yo soy el dependiente / la dependienta. Empieza la conversación.</i></p>
<p>1 Say what item of clothing you want to buy.</p>	<p>1 <i>Vale.</i></p>
<p>2 Say what size and colour.</p>	<p>2 <i>¿Cuánto quiere gastar?</i></p>
<p>3 Say how much you want to spend.</p>	<p>3 <i>Entendido.</i></p>
<p>4 Ask directions to another shop.</p>	<p>4 <i>A cien metros de aquí.</i></p>

---

**FOUNDATION TIER**
**ROLE PLAY 3****TEACHER'S ROLE**

- **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**

<b>Candidate's Instructions</b>	<b>Teacher's Script</b>
<p>You are on holiday in Spain. You go to a tourist office to book concert tickets. Your teacher will play the part of the receptionist. <b>You speak first.</b></p>	<p><b>The teacher will invite the candidate to start by saying the following:</b> <i>Estás hablando con el/la recepcionista de una oficina de turismo en España. Yo soy el/la recepcionista. Empieza la conversación.</i></p>
<p>1 Say you want to go to a concert.</p>	<p>1 <i>Vale. ¿Para cuántas personas y para qué día?</i></p>
<p>2 Say for how many people and for which day.</p>	<p>2 <i>¿Cuánto quiere pagar?</i></p>
<p>3 Say how much you want to pay.</p>	<p>3 <i>De acuerdo.</i></p>
<p>4 Ask a question about the concert.</p>	<p>4 <i>Ahora se lo digo.</i></p>

---

**FOUNDATION TIER**
**ROLE PLAY 4****TEACHER'S ROLE**

- **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**

<b>Candidate's Instructions</b>	<b>Teacher's Script</b>
<p>You are talking about your school with your Spanish friend. Your teacher will play the part of your Spanish friend. <b>You speak first.</b></p>	<p><b>The teacher will invite the candidate to start by saying the following:</b> <i>Estás hablando de tu colegio con tu amigo español / tu amiga española. Yo soy tu amigo / tu amiga.</i> <i>Empieza la conversación.</i></p>
<p>1 Describe your school.</p>	<p>1 <i>Entendido. ¿Qué ropa llevas para el colegio?</i></p>
<p>2 Say <b>two</b> things you wear for school.</p>	<p>2 <i>¿Y qué estudias?</i></p>
<p>3 Say <b>two</b> subjects you study at school.</p>	<p>3 <i>¡Qué bien!</i></p>
<p>4 Ask what subject your Spanish friend likes.</p>	<p>4 <i>Me gusta el inglés.</i></p>

**Turn over ►**

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**FOUNDATION TIER**
**ROLE PLAY 5****TEACHER'S ROLE**

- **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**

<b>Candidate's Instructions</b>	<b>Teacher's Script</b>
<p>You are talking about holidays with your Spanish friend in Spain. Your teacher will play the part of your Spanish friend. <b>You speak first.</b></p>	<p><b>The teacher will invite the candidate to start by saying the following:</b> <i>Estás hablando de las vacaciones con tu amigo español / tu amiga española. Yo soy tu amigo / tu amiga.</i> <i>Empieza la conversación.</i></p>
<p>1 Say where you want to go.</p>	<p>1 <i>De acuerdo. ¿Cómo quieres ir y con quién?</i></p>
<p>2 Say how you will travel and who with.</p>	<p>2 <i>Muy bien. ¿Qué quieres hacer allí?</i></p>
<p>3 Say <b>two</b> things you want to do there.</p>	<p>3 <i>Vale.</i></p>
<p>4 Ask a question about your friend's holidays.</p>	<p>4 <i>Ahora te lo digo.</i></p>

---

**FOUNDATION TIER**
**ROLE PLAY 6****TEACHER'S ROLE**

- **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**

Candidate's Instructions	Teacher's Script
<p>You are talking to the receptionist in your hotel in Spain about a day out. Your teacher will play the part of the receptionist. <b>You speak first.</b></p>	<p><b>The teacher will invite the candidate to start by saying the following:</b> <i>Estás hablando con el/la recepcionista de tu hotel en España. Yo soy el/la recepcionista. Empieza la conversación.</i></p>
<p>1 Say what time you are going out.</p>	<p>1 <i>Vale. ¿Adónde va y con quién?</i></p>
<p>2 Say where you are going and who with.</p>	<p>2 <i>Muy bien. ¿Por qué?</i></p>
<p>3 Say why you want to go there.</p>	<p>3 <i>Buena idea.</i></p>
<p>4 Ask a question about places to eat.</p>	<p>4 <i>Ahora se lo digo.</i></p>

**Turn over ►**

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**ROLE-PLAYING SITUATIONS**

**HIGHER TIER**

**Turn over ►**

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**HIGHER TIER**
**ROLE PLAY 7**
**TEACHER'S ROLE**

- It is essential that you are clear about the tasks which the candidate must accomplish.
  - The teacher's interventions may not be altered in any way.
  - The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.
  - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
- 

Candidate's Instructions	Teacher's Script
You tell your Spanish friend you are going to live in a new house. Your teacher will play the part of your Spanish friend. <b>You speak first.</b>	<b>The teacher will invite the candidate to start by saying the following:</b> <i>Estás hablando de tu casa con tu amigo/ tu amiga en España. Yo soy tu amigo español/ tu amiga española.</i> <i>Empieza la conversación.</i>
1 Explica la situación.	1 <i>¿Por qué?</i>
2 Explica la razón.	2 <i>Entendido. Describe la casa.</i>
3 !	3 <i>Vale.</i>
4 Indica lo bueno y lo malo de tu pueblo/ tu ciudad.	4 <i>Vale. ¿Qué tiempo hace allí en mayo?</i>
5 !	5 <i>¡Ah! ¿Sí?</i>
6 Haz una pregunta sobre la casa de tu amigo/ tu amiga.	6 <i>Ahora te lo digo.</i>



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**HIGHER TIER**
**ROLE PLAY 8****TEACHER'S ROLE**

- It is essential that you are clear about the tasks which the candidate must accomplish.
  - The teacher's interventions may not be altered in any way.
  - The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.
  - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
- 

Candidate's Instructions	Teacher's Script
You are in an employment agency in Spain because you want a job. Your teacher will play the part of a member of staff at the agency. <b>You speak first.</b>	<b>The teacher will invite the candidate to start by saying the following:</b> <i>Estás en una agencia de empleo en España.            Yo soy el empleado / la empleada.            Empieza la conversación.</i>
1 Explica lo que quieres y para cuándo.	1 Entendido. <i>¿Qué idiomas hablas?</i>
2 !	2 <i>Muy bien.</i>
3 Explica tu experiencia laboral.	3 <i>¡Ah! ¿Sí? ¿Qué tipo de persona eres?</i>
4 !	4 <i>Vale. ¿Por qué quieres trabajar en España?</i>
5 Explica por qué quieres trabajar en España – dos cosas.	5 <i>De acuerdo. ¿Algo más?</i>
6 Haz una pregunta sobre trabajar en España.	6 <i>Ahora te lo digo.</i>

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**HIGHER TIER**
**ROLE PLAY 9**
**TEACHER'S ROLE**

- It is essential that you are clear about the tasks which the candidate must accomplish.
  - The teacher's interventions may not be altered in any way.
  - The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.
  - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
- 

Candidate's Instructions	Teacher's Script
You go to the library in Spain because you need books for your homework. Your teacher will play the part of the Spanish librarian. <b>You speak first.</b>	<b>The teacher will invite the candidate to start by saying the following:</b> <i>Estás en una biblioteca en España. Yo soy el bibliotecario / la bibliotecaria.            Empieza la conversación.</i>
1 Explica lo que necesitas y por qué.	1 <i>Entiendo. ¿Dónde estudias español?</i>
2 !	2 <i>Muy bien.</i>
3 Explica tu opinión de estudiar español y la razón.	3 <i>¡Ah! ¿Sí?</i>
4 Explica dónde te quedas en España y con quién.	4 <i>Vale. ¿Qué documento de identidad tienes?</i>
5 !	5 <i>Gracias.</i>
6 Haz una pregunta sobre la biblioteca.	6 <i>Ahora te lo digo.</i>

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**HIGHER TIER**
**ROLE PLAY 10****TEACHER'S ROLE**

- It is essential that you are clear about the tasks which the candidate must accomplish.
  - The teacher's interventions may not be altered in any way.
  - The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.
  - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
- 

Candidate's Instructions	Teacher's Script
<p>You are planning to visit your Spanish friend. You telephone because you want to change the plans for your visit. Your teacher will play the part of your Spanish friend. <b>You speak first.</b></p>	<p><b>The teacher will invite the candidate to start by saying the following:</b> <i>Llamas a tu amigo / tu amiga en España. Yo soy tu amigo español / tu amiga española. Empieza la conversación.</i></p>
<p>1 Explica la situación.</p>	<p>1 <i>¡Ah! ¿Sí? ¿Por qué?</i></p>
<p>2 Explica la razón.</p>	<p>2 <i>Entendido. ¿Cuándo vas a venir exactamente?</i></p>
<p>3 !</p>	<p>3 <i>Vale.</i></p>
<p>4 Menciona <b>dos</b> actividades que quieres hacer en España.</p>	<p>4 <i>Perfecto. ¿Por qué quieres hacer estas actividades?</i></p>
<p>5 !</p>	<p>5 <i>Muy bien.</i></p>
<p>6 Haz una pregunta sobre el barrio donde vive tu amigo / tu amiga en España.</p>	<p>6 <i>Ahora te lo digo.</i></p>

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**HIGHER TIER**
**ROLE PLAY 11****TEACHER'S ROLE**

- It is essential that you are clear about the tasks which the candidate must accomplish.
  - The teacher's interventions may not be altered in any way.
  - The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.
  - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
- 

Candidate's Instructions	Teacher's Script
You are in the city of Malaga in Spain but you cannot find your friend. Your teacher will play the part of the police officer. <b>You speak first.</b>	<b>The teacher will invite the candidate to start by saying the following:</b> <i>Estás hablando con un/una policía en Málaga. Tienes un problema. Yo soy el/la policía. Empieza la conversación.</i>
1 Explica el problema.	1 <i>¡Qué lástima! ¿Cuándo perdiste contacto con tu amigo/tu amiga?</i>
2 !	2 <i>Vale.</i>
3 Describe a tu amigo / tu amiga – tres cosas.	3 <i>Entendido. ¿Qué estabas haciendo?</i>
4 Explica lo que hacías.	4 <i>¡Ah! ¿Sí? ¿Dónde te quedas en Málaga?</i>
5 !	5 <i>Bien.</i>
6 Haz una pregunta sobre esta situación.	6 <i>Ahora te lo digo.</i>

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**HIGHER TIER**
**ROLE PLAY 12****TEACHER'S ROLE**

- It is essential that you are clear about the tasks which the candidate must accomplish.
  - The teacher's interventions may not be altered in any way.
  - The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.
  - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
- 

Candidate's Instructions	Teacher's Script
<p>You are travelling in Spain. There is a problem with the car and you telephone a garage. Your teacher will play the part of the receptionist at the garage. <b>You speak first.</b></p>	<p><b>The teacher will invite the candidate to start by saying the following:</b> <i>Estás llamando a un garaje en España. Yo soy el/la recepcionista en el garaje. Empieza la conversación.</i></p>
1 Explica la situación.	1 <i>Lo siento. ¿Dónde está usted?</i>
2 Indica dónde estás – dos cosas.	2 <i>Entendido. Describe el coche, por favor.</i>
3 !	3 <i>Muy bien.</i>
4 Indica lo que necesitas.	4 <i>Vale. ¿Adónde va usted?</i>
5 !	5 <i>Vale.</i>
6 Haz una pregunta sobre el garaje.	6 <i>Ahora se lo digo.</i>

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**SUGGESTED QUESTIONS FOR  
CONVERSATION**

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## SUGGESTED QUESTIONS FOR CONVERSATION

- Teachers should conduct a conversation on the **two** topics specified by the candidate's Conversation Card. Only the topics specified on the card may be used.
  - For Foundation Tier the conversation should last **not less than two and not more than four minutes**.
  - For Higher Tier the conversation should last **not less than five and not more than seven minutes**.
  - If candidates are not given the opportunity to answer questions on both the specified topics, they cannot be awarded high marks. Suggested questions are given as a guide only.
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## CONVERSATION CARD A

### TOPIC A

#### Career and Future plans / El futuro:

##### Foundation Tier:

- 1 ¿Qué asignaturas estudias?
- 2 ¿Qué asignatura te gusta más? ¿Por qué?
- 3 ¿Qué vas a hacer después de los exámenes?
- 4 ¿Cuánto dinero recibes? ¿Quién te da dinero?
- 5 ¿Tienes un trabajo? ¿Por qué sí/no?
- 6 ¿Qué trabajo hacen tus padres?

##### Foundation / Higher Tier:

- 7 Describe tu experiencia laboral.
- 8 Háblame un poco de un trabajo que te gustaría hacer en el futuro.
- 9 ¿Te interesa trabajar en el extranjero? ¿Por qué sí/no?
- 10 ¿Qué trabajo no te gustaría hacer en el futuro? ¿Por qué?

##### Higher Tier:

- 11 ¿Es más importante para ti tener mucho dinero en el futuro? ¿Por qué?
- 12 ¿Te gustaría vivir con tus padres o con tus amigos? ¿Por qué piensas así?
- 13 Si tuvieras mucho dinero, ¿adónde te gustaría ir y por qué?
- 14 ¿Qué opinas de la idea de trabajar hasta la edad de 70 años en el futuro? ¿Por qué piensas así?
- 15 ¿Cómo será tu casa ideal en el futuro?
- 16 ¿Cuáles son tus ambiciones personales para el futuro?



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**SUGGESTED QUESTIONS FOR CONVERSATION**

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**CONVERSATION CARD A****TOPIC B****Health / La salud:****Foundation Tier:**

- 1 ¿Qué deportes hay en tu colegio?
- 2 ¿Cuál es tu deporte favorito? ¿Por qué?
- 3 ¿Eres miembro de un polideportivo? ¿Por qué sí/no?
- 4 ¿Qué comes a mediodía en el colegio? ¿Es bueno para la salud? ¿Por qué?
- 5 ¿A qué hora te acuestas y cuántas horas duermes?
- 6 En tu opinión, ¿qué es malo para la salud?

**Foundation / Higher Tier:**

- 7 Describe una dieta sana.
- 8 ¿Cuál es tu opinión de la comida en tu colegio? ¿Por qué?
- 9 ¿Qué hiciste la semana pasada para mantenerte en forma?
- 10 ¿Qué vas a hacer en el futuro para mejorar tu salud?

**Higher Tier:**

- 11 ¿Por qué es tan popular la comida rápida?
- 12 ¿Qué piensas de la comida inglesa/la comida española? ¿Por qué piensas así?
- 13 ¿Cuáles son los problemas de salud más serios hoy en día?
- 14 Los ordenadores y los videojuegos son muy malos para la salud. ¿Qué piensas de eso?  
¿Por qué?
- 15 Los jóvenes, ¿por qué beben tanto alcohol?
- 16 ¿Qué opinas de los adultos que fuman cigarrillos delante de sus hijos?

**Turn over ►**

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## SUGGESTED QUESTIONS FOR CONVERSATION

- Teachers should conduct a conversation on the **two** topics specified by the candidate's Conversation Card. Only the topics specified on the card may be used.
  - For Foundation Tier the conversation should last **not less than two and not more than four minutes**.
  - For Higher Tier the conversation should last **not less than five and not more than seven minutes**.
  - If candidates are not given the opportunity to answer questions on both the specified topics, they cannot be awarded high marks. Suggested questions are given as a guide only.
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## CONVERSATION CARD B

### TOPIC A

#### Self, Family and Friends / Tú, tu familia y tus amigos:

##### Foundation Tier:

- 1 ¿Tu nombre, por favor? ¿Cómo se escribe?
- 2 ¿Cuántos años tienes?
- 3 Háblame un poco de tu familia.
- 4 ¿Con quién vives? ¿Dónde?
- 5 Describe a un amigo o una amiga.
- 6 Háblame un poco de un día típico con tus amigos.

##### Foundation / Higher Tier:

7. ¿Qué te gusta hacer en tus ratos libres? ¿Por qué?
- 8 ¿Qué hiciste el sábado pasado?
- 9 ¿Qué vas a hacer después de los exámenes?
- 10 Háblame un poco de tus vacaciones el año pasado.

##### Higher Tier:

- 11 ¿Prefieres pasar tu tiempo libre solo/ sola o con tu familia? ¿Por qué?
- 12 ¿Cómo gastas tu dinero?
- 13 ¿Qué problemas hay para los jóvenes de tu edad?
- 14 ¿Cómo te llevas con tu familia y tus compañeros de clase? Da tus razones.
- 15 ¿Cuáles son tus ambiciones para el futuro?
- 16 Si tuvieras mucho dinero, ¿cómo cambiarías la vida de tu familia? ¿Por qué?

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**SUGGESTED QUESTIONS FOR CONVERSATION**

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**CONVERSATION CARD B****TOPIC B****Environment / El medio ambiente:****Foundation Tier:**

- 1 Describe tu pueblo/ tu ciudad.
- 2 ¿Qué tiempo hace en diciembre?
- 3 ¿Qué transporte público hay?
- 4 Describe tu casa.
- 5 ¿Qué haces en casa para proteger el medio ambiente?
- 6 ¿Te gusta tu barrio/ tu casa? ¿Por qué sí/ no?

**Foundation / Higher Tier:**

- 7 ¿Qué hay para los jóvenes en tu barrio?
- 8 ¿Qué te gustaría cambiar en tu barrio? Da tus razones.
- 9 Háblame de otra parte de Gran Bretaña que has visitado.
- 10 ¿Dónde vas a vivir en el futuro y por qué?

**Higher Tier:**

- 11 En tu opinión, ¿qué es lo bueno y lo malo de vivir en la ciudad/ vivir en el campo? ¿Por qué?
- 12 ¿Cuáles son los aspectos positivos y negativos de vivir en España?
- 13 Háblame un poco de los problemas medioambientales en tu pueblo/ tu ciudad.
- 14 Describe tus soluciones para estos problemas. ¿Por qué piensas así?
- 15 ¿Qué hiciste últimamente en casa para proteger el medio ambiente?
- 16 Es necesario proteger el medio ambiente para el futuro. ¿Qué piensas de esta idea y por qué?

**Turn over ►**

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## SUGGESTED QUESTIONS FOR CONVERSATION

- Teachers should conduct a conversation on the **two** topics specified by the candidate's Conversation Card. Only the topics specified on the card may be used.
  - For Foundation Tier the conversation should last **not less than two and not more than four minutes**.
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## CONVERSATION CARD C

### TOPIC A

#### Education / La educación:

##### Foundation Tier:

- 1 Describe tu colegio.
- 2 ¿Cómo llegas al colegio por la mañana?
- 3 ¿Qué clases tienes hoy?
- 4 ¿Te gusta el español? ¿Por qué sí/no?
- 5 Describe tu uniforme.
- 6 Háblame de un día típico en tu colegio.

##### Foundation / Higher Tier:

- 7 ¿Qué hiciste ayer durante el recreo?
- 8 ¿Qué planes tienes para septiembre?
- 9 Para ti, ¿qué es lo bueno de este colegio? ¿Por qué piensas así?
- 10 ¿Cómo sería tu colegio ideal?

##### Higher Tier:

- 11 Háblame de una visita escolar que has hecho.
- 12 ¿Cuál es tu opinión sobre hacer intercambios escolares? ¿Por qué dices eso?
- 13 ¿Cómo te llevas con tus compañeros de clase y tus profesores? Da tus razones.
- 14 ¿Es importante para ti estudiar idiomas? ¿Por qué sí/no?
- 15 ¿Qué opinas de la idea de no llevar uniforme en el colegio?
- 16 Hay alumnos que piensan que el colegio es inútil. ¿Estás de acuerdo? ¿Por qué?

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**SUGGESTED QUESTIONS FOR CONVERSATION**

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**CONVERSATION CARD C****TOPIC B****Youth Culture / La vida de los jóvenes:****Foundation Tier:**

- 1 ¿Qué tipo de música prefieres?
- 2 Háblame de tu cantante / tu grupo favorito.
- 3 ¿Qué deportes prefieres y por qué?
- 4 ¿Vas mucho al cine? ¿Por qué sí / no?
- 5 ¿Qué haces en casa después del colegio?
- 6 Háblame de un fin de semana típico.

**Foundation / Higher Tier:**

- 7 Háblame un poco de tu programa de televisión favorito.
- 8 Describe lo que hiciste para celebrar tu cumpleaños el año pasado.
- 9 ¿Adónde te gustaría ir de vacaciones con tus amigos en el futuro? ¿Por qué?
- 10 ¿Es importante llevar ropa de moda? ¿Por qué sí / no?

**Higher Tier:**

- 11 ¿Qué diferencias hay entre un día normal y un día de vacaciones? ¿Qué rutina prefieres y por qué?
- 12 ¿Cómo sería un día perfecto para ti?
- 13 Háblame un poco de la importancia del dinero en tu vida.
- 14 ¿Cómo ha cambiado tu vida durante los últimos tres años?
- 15 ¿Cómo sería tu novio / tu novia ideal?
- 16 ¿Te gustaría casarte en el futuro? ¿Por qué sí / no?

**Turn over ►**

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## SUGGESTED QUESTIONS FOR CONVERSATION

- Teachers should conduct a conversation on the **two** topics specified by the candidate's Conversation Card. Only the topics specified on the card may be used.
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## CONVERSATION CARD D

### TOPIC A

#### Career and Future plans / El futuro:

##### Foundation Tier:

- 1 ¿Qué asignaturas estudias?
- 2 ¿Qué asignatura te gusta más? ¿Por qué?
- 3 ¿Qué vas a hacer después de los exámenes?
- 4 ¿Cuánto dinero recibes? ¿Quién te da dinero?
- 5 ¿Tienes un trabajo? ¿Por qué sí/no?
- 6 ¿Qué trabajo hacen tus padres?

##### Foundation/Higher Tier:

- 7 Describe tu experiencia laboral.
- 8 Háblame un poco de un trabajo que te gustaría hacer en el futuro.
- 9 ¿Te interesa trabajar en el extranjero? ¿Por qué sí/no?
- 10 ¿Qué trabajo no te gustaría hacer en el futuro? ¿Por qué?

##### Higher Tier:

- 11 ¿Es más importante para ti tener mucho dinero en el futuro? ¿Por qué?
- 12 ¿Te gustaría vivir con tus padres o con tus amigos? ¿Por qué piensas así?
- 13 Si tuvieras mucho dinero, ¿adónde te gustaría ir y por qué?
- 14 ¿Qué opinas de la idea de trabajar hasta la edad de 70 años en el futuro? ¿Por qué piensas así?
- 15 ¿Cómo será tu casa ideal en el futuro?
- 16 ¿Cuáles son tus ambiciones personales para el futuro?

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**SUGGESTED QUESTIONS FOR CONVERSATION**

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**CONVERSATION CARD D****TOPIC B****Youth Culture / La vida de los jóvenes:****Foundation Tier:**

- 1 ¿Qué tipo de música prefieres?
- 2 Háblame de tu cantante / tu grupo favorito.
- 3 ¿Qué deportes prefieres y por qué?
- 4 ¿Vas mucho al cine? ¿Por qué sí / no?
- 5 ¿Qué haces en casa después del colegio?
- 6 Háblame de un fin de semana típico.

**Foundation / Higher Tier:**

- 7 Háblame un poco de tu programa de televisión favorito.
- 8 Describe lo que hiciste para celebrar tu cumpleaños el año pasado.
- 9 ¿Adónde te gustaría ir de vacaciones con tus amigos en el futuro? ¿Por qué?
- 10 ¿Es importante llevar ropa de moda? ¿Por qué sí / no?

**Higher Tier:**

- 11 ¿Qué diferencias hay entre un día normal y un día de vacaciones? ¿Qué rutina prefieres y por qué?
- 12 ¿Cómo sería un día perfecto para ti?
- 13 Háblame un poco de la importancia del dinero en tu vida.
- 14 ¿Cómo ha cambiado tu vida durante los últimos tres años?
- 15 ¿Cómo sería tu novio / tu novia ideal?
- 16 ¿Te gustaría casarte en el futuro? ¿Por qué sí / no?

**Turn over ►**

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## SUGGESTED QUESTIONS FOR CONVERSATION

- Teachers should conduct a conversation on the **two** topics specified by the candidate's Conversation Card. Only the topics specified on the card may be used.
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## CONVERSATION CARD E

### TOPIC A

#### Self, Family and Friends / Tú, tu familia y tus amigos:

##### Foundation Tier:

- 1 ¿Tu nombre, por favor? ¿Cómo se escribe?
- 2 ¿Cuántos años tienes?
- 3 Háblame un poco de tu familia.
- 4 ¿Con quién vives? ¿Dónde?
- 5 Describe a un amigo o una amiga.
- 6 Háblame un poco de un día típico con tus amigos.

##### Foundation/Higher Tier:

7. ¿Qué te gusta hacer en tus ratos libres? ¿Por qué?
- 8 ¿Qué hiciste el sábado pasado?
- 9 ¿Qué vas a hacer después de los exámenes?
- 10 Háblame un poco de tus vacaciones el año pasado.

##### Higher Tier:

- 11 ¿Prefieres pasar tu tiempo libre solo/ sola o con tu familia? ¿Por qué?
- 12 ¿Cómo gastas tu dinero?
- 13 ¿Qué problemas hay para los jóvenes de tu edad?
- 14 ¿Cómo te llevas con tu familia y tus compañeros de clase? Da tus razones.
- 15 ¿Cuáles son tus ambiciones para el futuro?
- 16 Si tuvieras mucho dinero, ¿cómo cambiarías la vida de tu familia? ¿Por qué?



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**SUGGESTED QUESTIONS FOR CONVERSATION**

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**CONVERSATION CARD E****TOPIC B****Health / La salud:****Foundation Tier:**

- 1 ¿Qué deportes hay en tu colegio?
- 2 ¿Cuál es tu deporte favorito? ¿Por qué?
- 3 ¿Eres miembro de un polideportivo? ¿Por qué sí/no?
- 4 ¿Qué comes a mediodía en el colegio? ¿Es bueno para la salud? ¿Por qué?
- 5 ¿A qué hora te acuestas y cuántas horas duermes?
- 6 En tu opinión, ¿qué es malo para la salud?

**Foundation / Higher Tier:**

- 7 Describe una dieta sana.
- 8 ¿Cuál es tu opinión de la comida en tu colegio? ¿Por qué?
- 9 ¿Qué hiciste la semana pasada para mantenerte en forma?
- 10 ¿Qué vas a hacer en el futuro para mejorar tu salud?

**Higher Tier:**

- 11 ¿Por qué es tan popular la comida rápida?
- 12 ¿Qué piensas de la comida inglesa/la comida española? ¿Por qué piensas así?
- 13 ¿Cuáles son los problemas de salud más serios hoy en día?
- 14 Los ordenadores y los videojuegos son muy malos para la salud. ¿Qué piensas de eso?  
¿Por qué?
- 15 Los jóvenes, ¿por qué beben tanto alcohol?
- 16 ¿Qué opinas de los adultos que fuman cigarrillos delante de sus hijos?

**Turn over ►**

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## SUGGESTED QUESTIONS FOR CONVERSATION

- Teachers should conduct a conversation on the **two** topics specified by the candidate's Conversation Card. Only the topics specified on the card may be used.
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  - For Higher Tier the conversation should last **not less than five and not more than seven minutes**.
  - If candidates are not given the opportunity to answer questions on both the specified topics, they cannot be awarded high marks. Suggested questions are given as a guide only.
- 

## CONVERSATION CARD F

### TOPIC A

#### Education / La educación:

##### Foundation Tier:

- 1 Describe tu colegio.
- 2 ¿Cómo llegas al colegio por la mañana?
- 3 ¿Qué clases tienes hoy?
- 4 ¿Te gusta el español? ¿Por qué sí/no?
- 5 Describe tu uniforme.
- 6 Háblame de un día típico en tu colegio.

##### Foundation / Higher Tier:

- 7 ¿Qué hiciste ayer durante el recreo?
- 8 ¿Qué planes tienes para septiembre?
- 9 Para ti, ¿qué es lo bueno de este colegio? ¿Por qué piensas así?
- 10 ¿Cómo sería tu colegio ideal?

##### Higher Tier:

- 11 Háblame de una visita escolar que has hecho.
- 12 ¿Cuál es tu opinión sobre hacer intercambios escolares? ¿Por qué dices eso?
- 13 ¿Cómo te llevas con tus compañeros de clase y tus profesores? Da tus razones.
- 14 ¿Es importante para ti estudiar idiomas? ¿Por qué sí/no?
- 15 ¿Qué opinas de la idea de no llevar uniforme en el colegio?
- 16 Hay alumnos que piensan que el colegio es inútil. ¿Estás de acuerdo? ¿Por qué?

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**SUGGESTED QUESTIONS FOR CONVERSATION**

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**CONVERSATION CARD F****TOPIC B****Environment / El medio ambiente:****Foundation Tier:**

- 1 Describe tu pueblo/ tu ciudad.
- 2 ¿Qué tiempo hace en diciembre?
- 3 ¿Qué transporte público hay?
- 4 Describe tu casa.
- 5 ¿Qué haces en casa para proteger el medio ambiente?
- 6 ¿Te gusta tu barrio/ tu casa? ¿Por qué sí/ no?

**Foundation / Higher Tier:**

- 7 ¿Qué hay para los jóvenes en tu barrio?
- 8 ¿Qué te gustaría cambiar en tu barrio? Da tus razones.
- 9 Háblame de otra parte de Gran Bretaña que has visitado.
- 10 ¿Dónde vas a vivir en el futuro y por qué?

**Higher Tier:**

- 11 En tu opinión, ¿qué es lo bueno y lo malo de vivir en la ciudad/ vivir en el campo? ¿Por qué?
- 12 ¿Cuáles son los aspectos positivos y negativos de vivir en España?
- 13 Háblame un poco de los problemas medioambientales en tu pueblo/ tu ciudad.
- 14 Describe tus soluciones para estos problemas. ¿Por qué piensas así?
- 15 ¿Qué hiciste últimamente en casa para proteger el medio ambiente?
- 16 Es necesario proteger el medio ambiente para el futuro. ¿Qué piensas de esta idea y por qué?

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