
General Certificate of Secondary Education



Spanish Speaking Test Teacher's Booklet

Monday 19 April – Friday 21 May 2004

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AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	“GCSE _____ Examination, 2004. 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) On the Attendance List, write the tier (F or H)* at which the candidate is being tested. (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) Reset the controls ready to record the next candidate.
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"> – wind to the start of side A; – check that all the details on the form in the tape-box are filled in; – write your name on the form; – place it and the tape back in the tape-box before you get the next tape out of its box.

* F = Foundation
H = Higher

The instructions opposite are just a checklist. For the complete instructions, refer to the booklet “Modern Foreign Languages – Instructions for the 2004 Examinations”, which is issued to all centres in the Spring Term.

ROLE PLAY 1 (FOUNDATION TIER)**CANDIDATE'S ROLE**

You are staying in a hotel in Acapulco. You speak to your Mexican friend.

- Say what you think of the hotel.
- Ask if your friend likes the food in the restaurant.
- Say what you prefer to eat.
- Say what you are going to do this afternoon.

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

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

Estás hablando con un amigo mejicano/una amiga mejicana. Yo soy tu amigo/amiga.

- 1 ¿Qué tal lo pasas aquí?
- 2 ¡Ah! ¿Sí?
- 3 Está bastante bien.
- 4 De acuerdo. ¿Tienes planes para esta tarde?
- 5 ¡Que lo pases bien!

ROLE PLAY 2 (FOUNDATION TIER)**CANDIDATE'S ROLE**

You telephone your new Spanish friend. You want to meet him/her at the railway station in Málaga.

- Say what time you are going to arrive.
- Say what you look like.
- Ask your friend if his/her house is near the station.
- Say what you want to do in Málaga.

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

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

Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/amiga.

- 1 Espero con ilusión tu visita.
- 2 ¿Puedes describirte?
- 3 Muy bien.
- 4 Sí. ¿Qué quieres hacer en Málaga?
- 5 De acuerdo.

ROLE PLAY 3 (FOUNDATION TIER)**CANDIDATE'S ROLE**

You go to a restaurant in Spain with your family.

- Say how many people there are in your group.
- Say where you would like a table.
- Say what you want for a main course and dessert.
- Ask where the toilets are.

Your teacher will play the part of the waiter and will speak first.

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

Estás hablando con un camarero/una camarera en un restaurante en España. Yo soy el camarero/la camarera.

- 1 Buenas tardes.
- 2 Pase por aquí.
- 3 No hay problema. ¿Qué va a tomar?
- 4 Muy bien.
- 5 A la derecha.

ROLE PLAY 4 (FOUNDATION TIER)**CANDIDATE'S ROLE**

You are speaking to your Spanish friend about school.

- Say at what time your lessons begin.
- Say how you get to school.
- Say what you do at break.
- Ask your friend which subject he/she prefers.

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

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

Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/amiga.

- 1 ¿Cómo es un día escolar para ti?
- 2 ¿Es fácil para ti ir al colegio?
- 3 ¿Qué haces durante el recreo?
- 4 ¡Qué bien!
- 5 Prefiero el inglés.

ROLE PLAY 5 (FOUNDATION TIER)**CANDIDATE'S ROLE**

You are on holiday in Toledo and you lose your bag. You go to the lost property office.

- Say what the bag is like.
- Say what there is inside the bag.
- Ask if the office is open tomorrow.
- Say what you are going to do later.

Your teacher will play the part of the lost property employee and will speak first.

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

Estás hablando con un empleado/una empleada en una oficina de objetos perdidos en Toledo.
Yo soy el empleado/la empleada.

- 1 Describe la bolsa.
- 2 ¿Algo más?
- 3 No la tengo.
- 4 No. ¿Qué planes tiene para más tarde?
- 5 Vale.

ROLE PLAY 6 (FOUNDATION TIER)**CANDIDATE'S ROLE**

You telephone a sports centre in Spain and speak to the receptionist.

- Say which activity you would like to do.
- Say at what time you want to start.
- Say how many people are in your group.
- Ask how much it costs.

Your teacher will play the part of the receptionist and will speak first.

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

Estás hablando con el/la recepcionista en un polideportivo en España. Yo soy el/la recepcionista.

- 1 Dígame.
- 2 Está bien.
- 3 Muy bien. Está libre entonces.
- 4 Vale.
- 5 Son cinco euros por persona.

ROLE PLAY 7 (HIGHER TIER)**CANDIDATE'S ROLE**

You are talking to your Spanish friend about what you wear for school/college and about school/college rules.

- Tu ropa para el colegio (**dos** detalles).
- **!**
- Ejemplo de **una** regla escolar.
- Cosas malas que hacen algunos estudiantes (**dos** ejemplos).

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

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

ROLE PLAY 7 (HIGHER TIER)

TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

- 1 Begin the conversation by introducing the situation and then ask the candidate to tell you about his/her school/college clothes. Elicit **two** details.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/amiga.
Háblame de tu ropa para el colegio.*

- 2 **!** Allow the candidate to give **two** details about what he/she wears for school/college.
• Ask what he/she thinks of school uniforms and why.

¿Cuál es tu opinión sobre el uniforme escolar? ... ¿Por qué?

- 3 Allow the candidate to say what he/she thinks of school uniforms and why.
Ask what rules there are in his/her school/college.

¿Qué reglas hay en tu colegio?

- 4 Allow the candidate to give an example of a school/college rule.
Ask him/her to tell you about the bad things that some students do. Elicit **two** examples.

Háblame de las cosas malas que hacen algunos estudiantes.

- 5 Allow the candidate to give **two** examples of the bad things that some students do.
End the conversation by saying that that is very bad.

Eso es muy malo.

NB You should address the candidate as 'tú' throughout this role play.

Turn over ►

ROLE PLAY 8 (HIGHER TIER)**CANDIDATE'S ROLE**

You are discussing holidays with a Spanish friend who wants to go skiing with you at Christmas, but you cannot go then.

- Tu problema y tu razón.
- !
- Tus vacaciones del año pasado (**dos** detalles).
- Tus planes para septiembre (**dos** detalles).

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

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

ROLE PLAY 8 (HIGHER TIER)

TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

- 1 Begin the conversation by introducing the situation and then ask the candidate if he/she wants to go skiing at Christmas.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/amiga.
¿Quieres hacer esquí durante las vacaciones de Navidad?*

- 2 ! Allow the candidate to say that he/she cannot go skiing at Christmas and to say why not. Say that is a pity. Ask if he/she likes skiing and why (not).

¡Qué lástima! ¿Te gusta esquiar? ... ¿Por qué (no)?

- 3 Allow the candidate to say if he/she likes skiing and to say why (not). Say okay and ask him/her to tell you about his/her holidays last year. Elicit **two** details.

Vale. Háblame de tus vacaciones del año pasado.

- 4 Allow the candidate to give **two** details of last year's holidays. Ask what his/her plans are for September. Elicit **two** details.

¿Y qué planes tienes para septiembre?

- 5 Allow the candidate to give **two** plans for September. End the conversation by saying that you are going to study in another school.

Yo voy a estudiar en otro instituto.

NB You should address the candidate as 'tú' throughout this role play.

Turn over ►

ROLE PLAY 9 (HIGHER TIER)**CANDIDATE'S ROLE**

Your Spanish friend has invited you to stay. You telephone to explain that you cannot visit him/her this summer.

- Tu explicación.
- Tu razón.
- Otra fecha para la visita y la ventaja de esa fecha.
- !

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

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

ROLE PLAY 9 (HIGHER TIER)

TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

- 1 Begin the conversation by introducing the situation and then say hello to the candidate.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/amiga.
Dígame.*

- 2 Allow the candidate to say that he/she cannot visit you this summer.
Say that you are sorry and ask why not.

Oh, lo siento. ¿Por qué no?

- 3 Allow the candidate to say why he/she cannot visit you.
Ask when the candidate can come and why then.

¿Cuándo puedes venir? ... ¿Por qué esa fecha?

- 4 ! Allow the candidate to suggest a new date and to say why then.
Ask what the candidate wants to do during his/her visit. Elicit **two** activities.

¿Qué quieres hacer durante tu visita?

- 5 Allow the candidate to say what **two** things he/she would like to do.
End the conversation by agreeing to the suggestions.

De acuerdo.

NB You should address the candidate as 'tú' throughout this role play.

Turn over ►

ROLE PLAY 10 (HIGHER TIER)**CANDIDATE'S ROLE**

You are speaking to your Spanish friend, who is staying with you. You suggest going to visit your cousin this evening.

- Tu sugerencia.
- Tu opinión de tu primo/prima y tu razón.
- **Dos** actividades con tu primo/prima para esta tarde.
- **!**

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

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

ROLE PLAY 10 (HIGHER TIER)
TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

- 1 Begin the conversation by introducing the situation and then ask the candidate what you are doing this evening.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/amiga.
¿Qué hacemos esta tarde?*

- 2 Allow the candidate to suggest going to visit his/her cousin.
Ask the candidate to tell you what he/she thinks of his/her cousin and why.

¿Qué opinas de tu primo/prima? ... ¿Por qué?

- 3 Allow the candidate to say what he/she thinks about his/her cousin and why.
Ask the candidate how you will spend the evening with his/her cousin. Elicit **two** activities.

¿Cómo vamos a pasar la tarde con tu primo/prima?

- 4 ! Allow the candidate to give **two** activities.
Ask how you are getting to his/her house, how far it is and how long you are going to spend there.

¿Cómo vamos a ir a su casa? ... ¿A qué distancia está? ... ¿Cuánto tiempo vamos a pasar allí?

- 5 Allow the candidate to say how you are getting there, how far it is and how long you are going to stay there.
End the conversation by saying that that sounds great.

Estupendo.

NB You should address the candidate as 'tú' throughout this role play.

Turn over ►

ROLE PLAY 11 (HIGHER TIER)**CANDIDATE'S ROLE**

You are on your way to your holiday hotel in Spain. You will get there late. You telephone the hotel to explain that you are going to arrive after ten o'clock.

- Tu explicación.
- Tu razón.
- Tu reserva en el hotel (**dos** detalles).
- !

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

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

ROLE PLAY 11 (HIGHER TIER)

TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

- 1 Begin the conversation by introducing the situation and then say hello.

Estás hablando con el/la recepcionista de un hotel en España. Yo soy el/la recepcionista. Dígame.

- 2 Allow the candidate to explain that he/she is going to arrive after ten o'clock. Ask what the problem is.

¿Cuál es el problema?

- 3 Allow the candidate to say why he/she is going to arrive late. Ask the candidate to tell you something about his/her reservation. Elicit **two** details.

Dígame algo de su reserva.

- 4 ! Allow the candidate to give **two** details about his/her reservation. Ask what plans he/she has for his/her visit in Spain. Elicit **two** activities.

Vale. ¿Qué planes tiene para su visita en España?

- 5 Allow the candidate to say what **two** things he/she is going to do during his/her visit. End the conversation by saying that is interesting.

¡Qué interesante!

NB You should address the candidate as 'usted' throughout this role play.

Turn over ►

ROLE PLAY 12 (HIGHER TIER)**CANDIDATE'S ROLE**

You are talking to the receptionist in an employment agency in Spain. You ask if there is any work for students this summer.

- Tu pregunta.
- Tu trabajo preferido y tu razón.
- Tu experiencia de trabajo (**dos** detalles).
- **!**

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

Your teacher will play the part of the receptionist and will speak first.

ROLE PLAY 12 (HIGHER TIER)

TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

- 1 Begin the conversation by introducing the situation and then ask how you can help.

*Estás en una agencia de trabajo en España. Yo soy el/la recepcionista.
¿En qué puedo ayudarle?*

- 2 Allow the candidate to ask if there is any work for students this summer.
Ask what type of work he/she prefers and why.

¿Qué tipo de trabajo prefiere? ... ¿Por qué?

- 3 Allow the candidate to say what type of work he/she prefers and why.
Ask what work experience he/she has had. Elicit **two** details.

¿Qué experiencia de trabajo ha tenido?

- 4 ! Allow the candidate to give **two** details about his/her work experience.
Ask what is his/her nationality, what is his/her surname and how you spell the surname.

¿Cuál es su nacionalidad? ... ¿Cuál es su apellido? ... ¿Cómo se escribe su apellido?

- 5 Allow the candidate to say his/her nationality, to give his/her surname and to spell it.
End the conversation by saying that you are sure that you will be able to find something.

Seguro que podremos encontrar algo.

NB You should address the candidate as 'usted' throughout this role play.

Turn over ►

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**SETS OF TOPICS AND SUGGESTED QUESTIONS
FOR CONVERSATIONS**

TOPICS – SET A**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
 - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Leisure

¿Qué diversiones hay para los jóvenes por aquí?
¿Sales mucho por la tarde? ¿Adónde vas?
¿Qué vas a hacer este fin de semana?
Dime lo que hiciste la última vez que fuiste de compras.
¿Qué tienda te gusta más? ¿Por qué?

Education/Work

Dime algo de tu colegio.
¿Qué asignatura te gusta menos? ¿Por qué?
¿Has hecho prácticas laborales? ¿Qué hiciste?
¿Qué planes tienes para el septiembre que viene?
¿Cuáles son las ventajas de ir a la universidad?

The Environment

¿Vives en un piso o en una casa? ¿Cómo es?
¿Qué sitios de interés recomendarías visitar en tu región?
¿En qué país preferirías vivir? ¿Por qué?
¿Qué haces para mejorar el medio ambiente?
¿Qué cambios has visto en tu pueblo/ciudad en los últimos años?

TOPICS – SET B**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
 - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Education/Work

Dime algo de tu colegio.

¿Qué asignatura te gusta menos? ¿Por qué?

¿Has hecho prácticas laborales? ¿Qué hiciste?

¿Qué planes tienes para el septiembre que viene?

¿Cuáles son las ventajas de ir a la universidad?

Home Life

¿Qué haces por la mañana los días de colegio?

¿Qué cenas normalmente en casa?

¿Qué hiciste ayer para ayudar en casa?

¿Tienes una dieta sana? ¿Qué deberías comer?

¿Qué diferencias hay en tu rutina los fines de semana?

The Environment

¿Vives en un piso o en una casa? ¿Cómo es?

¿Qué sitios de interés recomendarías visitar en tu región?

¿En qué país preferirías vivir? ¿Por qué?

¿Qué haces para mejorar el medio ambiente?

¿Qué cambios has visto en tu pueblo/ciudad en los últimos años?

Turn over ►

TOPICS – SET C**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
 - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Personal Relationships

Háblame un poco de ti.

Dime algo de tu familia.

¿Cómo celebraste tu cumpleaños el año pasado?

¿Tienes animales domésticos? ¿Cómo es/son?

Si tienes hijos en el futuro, ¿qué tipo de padre/madre vas a ser?

Leisure

¿Qué diversiones hay para los jóvenes por aquí?

¿Sales mucho por la tarde? ¿Adónde vas?

¿Qué vas a hacer este fin de semana?

Dime lo que hiciste la última vez que fuiste de compras.

¿Qué tienda te gusta más? ¿Por qué?

Tourism

¿Has ido a España? ¿Qué te pareció?

¿En qué tipo de alojamiento prefieres pasar las vacaciones? ¿Por qué?

Háblame de lo que vas a hacer durante las próximas vacaciones.

¿Te gusta ir de excursión mientras estás de vacaciones? ¿Por qué (no)?

¿Por qué va la gente de vacaciones?

TOPICS – SET D**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
 - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Education/Work

Dime algo de tu colegio.

¿Qué asignatura te gusta menos? ¿Por qué?

¿Has hecho prácticas laborales? ¿Qué hiciste?

¿Qué planes tienes para el septiembre que viene?

¿Cuáles son las ventajas de ir a la universidad?

Personal Relationships

Háblame un poco de ti.

Dime algo de tu familia.

¿Cómo celebraste tu cumpleaños el año pasado?

¿Tienes animales domésticos? ¿Cómo es/son?

Si tienes hijos en el futuro, ¿qué tipo de padre/madre vas a ser?

The Environment

¿Vives en un piso o en una casa? ¿Cómo es?

¿Qué sitios de interés recomendarías visitar en tu región?

¿En qué país preferirías vivir? ¿Por qué?

¿Qué haces para mejorar el medio ambiente?

¿Qué cambios has visto en tu pueblo/ciudad en los últimos años?

TOPICS – SET E**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
 - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Home Life

- ¿Qué haces por la mañana los días de colegio?
- ¿Qué cenas normalmente en casa?
- ¿Qué hiciste ayer para ayudar en casa?
- ¿Tienes una dieta sana? ¿Qué deberías comer?
- ¿Qué diferencias hay en tu rutina los fines de semana?

Personal Relationships

- Háblame un poco de ti.
- Dime algo de tu familia.
- ¿Cómo celebraste tu cumpleaños el año pasado?
- ¿Tienes animales domésticos? ¿Cómo es/son?
- Si tienes hijos en el futuro, ¿qué tipo de padre/madre vas a ser?

Tourism

- ¿Has ido a España? ¿Qué te pareció?
- ¿En qué tipo de alojamiento prefieres pasar las vacaciones? ¿Por qué?
- Háblame de lo que vas a hacer durante las próximas vacaciones.
- ¿Te gusta ir de excursión mientras estás de vacaciones? ¿Por qué (no)?
- ¿Por qué va la gente de vacaciones?

TOPICS – SET F**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
 - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Leisure

¿Qué diversiones hay para los jóvenes por aquí?
¿Sales mucho por la tarde? ¿Adónde vas?
¿Qué vas a hacer este fin de semana?
Dime lo que hiciste la última vez que fuiste de compras.
¿Qué tienda te gusta más? ¿Por qué?

Home Life

¿Qué haces por la mañana los días de colegio?
¿Qué cenas normalmente en casa?
¿Qué hiciste ayer para ayudar en casa?
¿Tienes una dieta sana? ¿Qué deberías comer?
¿Qué diferencias hay en tu rutina los fines de semana?

Tourism

¿Has ido a España? ¿Qué te pareció?
¿En qué tipo de alojamiento prefieres pasar las vacaciones? ¿Por qué?
Háblame de lo que vas a hacer durante las próximas vacaciones.
¿Te gusta ir de excursión mientras estás de vacaciones? ¿Por qué (no)?
¿Por qué va la gente de vacaciones?

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