
General Certificate of Secondary Education
June 2005



SPANISH (SPECIFICATION A)
Speaking Test
Teacher's Booklet

Monday 18 April to Friday 20 May 2005

| Contents | Pages |
|---|--------------|
| • Instructions for the Conduct of the Tests | 2 – 3 |
| • Role-playing Situations (Foundation Tier) | 4 – 15 |
| • Role-playing Situations (Higher Tier) | 16 – 27 |
| • Sets of Topics for Conversation (A – F) | 29 – 35 |

| AT THIS POINT | RECORD THIS | DO THIS |
|--|--|---|
| At the start of each new tape. | “GCSE _____ Examination, 2005. 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 2005 Examinations”, which is issued to all centres in the Spring Term.

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

You are in your home town and a Spanish tourist speaks to you.

- Tell him/her where the bank is.
- Say at what time it opens.
- Ask where he/she lives in Spain.
- Say that you would like to visit.

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

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

Estás hablando con un turista español/una turista española en tu pueblo. Yo soy el turista/la turista.

- 1 Quiero cambiar dinero.
- 2 Gracias.
- 3 Muy bien.
- 4 Vivo en Madrid.
- 5 Sí, buena idea.

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

You are speaking to your Spanish friend about holidays.

- Say where you would like to go.
- Say what the weather is like.
- Say what there is there.
- Ask your friend when he/she goes on holiday.

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/tu amiga.

- 1 ¿Qué vas a hacer este verano?
- 2 ¿Por qué?
- 3 Claro.
- 4 Fenomenal.
- 5 Normalmente a fines de julio.

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

You are talking to your Spanish friend about your Saturday job.

- Ask your friend what he/she does on Saturdays.
- Say what job you do.
- Say how you travel there.
- Say what you think about your job.

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

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

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

1 ¡Viene el fin de semana! ¡Qué bien!

2 Descanso. ¿Y tú?

3 ¡Ah! ¿Sí? ¿Es fácil llegar allí?

4 ¿Qué piensas de tu trabajo?

5 Vale.

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

You are talking to your Spanish friend about going to a sports centre in your home town.

- Ask your friend if he/she likes sport.
- Say what sport you want to play.
- Say at what time you are going.
- Say how much it costs.

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/tu amiga.

- 1 ¿Qué hacemos hoy?
- 2 Sí.
- 3 Buena idea.
- 4 Bien. ¿Cuánto cuesta?
- 5 De acuerdo.

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

You are at the ticket office of Valencia railway station. You speak to the ticket seller.

- Say you want to go to Málaga.
- Say what sort of ticket you would like.
- Ask at what time the train leaves.
- Say thank you and goodbye.

Your teacher will play the part of the ticket seller and will speak first.

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

Estás hablando con un taquillero/una taquillera en la estación. Yo soy el taquillero/la taquillera.

- 1 ¿Sí, señor/señorita?
- 2 Muy bien.
- 3 Aquí tiene. Son doce euros.
- 4 A las tres y diez.
- 5 De nada.

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

You are speaking to the receptionist in a hotel in Barcelona.

- Say what kind of room you want.
- Say for how long and for how many people.
- Say at what time you would like to eat.
- Ask where the restaurant is.

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 recepcionista/la recepcionista en un hotel en Barcelona. Yo soy el recepcionista/la recepcionista.

- 1 ¿En qué puedo ayudarle, señor/señorita?
- 2 Sí, tenemos una.
- 3 Muy bien. ¿Algo más?
- 4 No hay problema.
- 5 Aquí a la derecha.

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

You telephone your Spanish friend to talk about his/her visit to your house this summer. You ask at what time he/she is going to arrive at the airport.

- Tu pregunta.
- Una cosa importante que tu amigo/amiga va a necesitar y la razón.
- Las posibilidades de ir de compras durante la visita (**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 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 say that you are looking forward to seeing him/her.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.
Tengo muchas ganas de verte.*

- 2 Allow the candidate to ask at what time you are going to arrive at the airport.
Say at eight o'clock. Then ask if you will need to bring anything important and why.

A las ocho. ¿Necesito llevar algo importante? ... ¿Por qué?

- 3 Allow the candidate to say something important you need to bring and why.
Say okay, and that you would like to go shopping one day.

Vale. Me gustaría ir de compras un día.

- 4 ! Allow the candidate to give **two** details about shopping in his/her town.
Ask what **other** activity you can do during your visit, and why.

*¿Qué **otra** actividad podemos hacer durante mi visita? ... ¿Por qué?*

- 5 Allow the candidate to say what other activity you can do and why.
End the conversation by saying that that is great.

Fenomenal.

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

Turn over ►

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

You are speaking to your Spanish friend about a concert you went to recently.

- El concierto – dónde y cuándo.
- El viaje al concierto (**dos** detalles).
- Tu opinión del concierto y tu razón.
- **!**

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 about the concert.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.
Háblame del concierto.*

- 2 Allow the candidate to give details about the venue and when the concert was.
Ask the candidate to tell you something about the journey to the concert. Elicit **two** details.

Dime algo del viaje al concierto.

- 3 Allow the candidate to give **two** details about the journey to the concert.
Ask what was his/her opinion of the concert and why.

¿Qué tal el concierto? ... ¿Por qué?

- 4 ! Allow the candidate to say what was his/her opinion of the concert and why.
• Ask what he/she did after the concert. Elicit **two** details.

Y, ¿qué hiciste después del concierto?

- 5 Allow the candidate to give **two** details about what he/she did after the concert.
End the conversation by saying that that is good.

¡Qué bien!

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

Turn over ►

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

You are in a tourist information office in Granada. You want to visit the sports centre. You ask the receptionist at what time the sports centre opens tomorrow.

- Tu pregunta.
- Tu razón por la visita.
- Dónde has estudiado español.
- !

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 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 ask the candidate how you can help.

*Estás hablando con el recepcionista/la recepcionista en una oficina de turismo en Granada. Yo soy el recepcionista/la recepcionista.
¿En qué puedo ayudarle?*

- 2 Allow the candidate to ask at what time the sports centre opens tomorrow. Say at eight o'clock. Then ask why he/she wants to go there.

A las ocho. ¿Por qué quiere ir allí?

- 3 Allow the candidate to say why he/she wants to go to the sports centre. Tell him/her that he/she speaks Spanish well.

Usted habla bien español.

- 4 ! Allow the candidate to say where he/she has studied Spanish.
• Ask the candidate if he/she likes Granada and why (not).

¿Le gusta Granada? ... ¿Por qué (no)?

- 5 Allow the candidate to say if he/she likes Granada and why (not). End the conversation by saying okay.

Vale.

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

Turn over ►

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

You are talking to your Spanish friend. You explain that you are going to do your work experience next week.

- Tu explicación.
- **!**
- **Dos** actividades que vas a hacer en el trabajo.
- Tus planes para el futuro (**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 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 is new.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.
¿Qué hay de nuevo?*

- 2  Allow the candidate to say that he/she is going to do work experience next week.
Ask where he/she is going to work and for how long.

¿Dónde vas a trabajar? ... ¿Cuánto tiempo vas a trabajar?

- 3 Allow the candidate to say where he/she is going to work and for how long.
Ask what he/she is going to do there. Elicit **two** activities.

¿Qué vas a hacer allí?

- 4 Allow the candidate to say what **two** things he/she is going to do there.
Ask the candidate what plans he/she has for the future. Elicit **two** details.

¿Qué planes tienes para el futuro?

- 5 Allow the candidate to give **two** details about his/her future plans.
End the conversation by saying that that is a good idea.

Buena idea.

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 holiday in Málaga. You have had an accident and you go to hospital. You speak to a doctor.

- Accidente – dónde.
- Tus **dos** síntomas.
- !
- Planes para el resto de tus vacaciones (**dos** actividades).

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

Your teacher will play the part of the doctor 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 ask the candidate what has happened.

*Estás hablando con un médico/una médica en Málaga. Yo soy el médico/la médica.
¿Qué ha pasado?*

- 2 Allow the candidate to say that he/she has had an accident and where.
Ask him/her what are the symptoms. Elicit **two** symptoms.

Y, ¿cuáles son sus síntomas?

- 3 ! Allow the candidate to give **two** symptoms.
! Ask the candidate for his/her nationality, age and telephone number.

Su nacionalidad, por favor ... Y, ¿cuántos años tiene? ... Y, ¿cuál es su número de teléfono?

- 4 Allow the candidate to give you his/her nationality, age and telephone number.
Ask the candidate what plans he/she has for the rest of the holidays. Elicit **two** activities.

¿Qué planes tiene para el resto de las vacaciones?

- 5 Allow the candidate to say what **two** things he/she plans to do for the rest of the holidays.
End the conversation by wishing him/her well.

Que lo pase bien.

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

Turn over ►

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

Your family is thinking of buying a house in Spain. You ask your Spanish friend which region of Spain he/she prefers.

- Tu pregunta.
- !
- Tu casa ideal (**tres** detalles).
- Planes para tu tiempo libre en España (**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 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 say that he/she will like living here.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.
Te gustará vivir aquí.*

- 2 Allow the candidate to ask which region of Spain you prefer.
Say the north west. Then ask the candidate if he/she would like to live in the town or in the country and why.

El noroeste. ¿Te gustaría vivir en la ciudad o en el campo? ... ¿Por qué?

- 3 Allow the candidate to say whether he/she would like to live in the town or in the country and to say why.
Ask the candidate what his/her ideal house would be like. Elicit **three** details.

¿Cómo sería tu casa ideal?

- 4 Allow the candidate to give **three** details about his/her ideal house.
Ask the candidate what he/she intends to do in his/her free time in Spain. Elicit **two** details.

¿Qué piensas hacer en tu tiempo libre en España?

- 5 Allow the candidate to give **two** details about his/her free time in Spain.
End the conversation by saying that that is great.

Estupendo.

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

Turn over ►

BLANK PAGE

**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 tipo de música prefieres? ¿Por qué?
- ¿Adónde fuiste el fin de semana pasado? ¿Qué tal lo pasaste?
- ¿Te gustan las discotecas? ¿Por qué (no)?
- ¿Prefieres ver películas en el cine o en la televisión? ¿Por qué?
- ¿Cómo pasarías una noche ideal?

Education/Work

- ¿Quién es tu profesor favorito? ¿Por qué?
- ¿Qué haces durante el recreo?
- ¿Qué trabajo te gustaría hacer en el futuro? ¿Por qué?
- ¿Cómo era tu escuela primaria?
- ¿Es una buena idea hacer prácticas laborales? ¿Por qué (no)?

The Environment

- ¿Cuál es tu habitación favorita en tu casa? ¿Cómo es?
- ¿Qué hiciste la última vez que fuiste de excursión en tu región? ¿Lo pasaste bien?
- ¿Dónde te gustaría vivir? ¿Por qué?
- ¿Cuáles son los problemas medioambientales en tu región?
- ¿Qué harías para mejorar la situación con el tráfico en tu pueblo/ciudad?

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

- ¿Quién es tu profesor favorito? ¿Por qué?
- ¿Qué haces durante el recreo?
- ¿Qué trabajo te gustaría hacer en el futuro? ¿Por qué?
- ¿Cómo era tu escuela primaria?
- ¿Es una buena idea hacer prácticas laborales? ¿Por qué (no)?

Home Life

- ¿Cómo ayudas en casa?
- ¿Qué prefieres comer? ¿Es bueno para la salud?
- ¿Qué vas a hacer en casa esta noche?
- ¿Qué hiciste esta mañana antes de venir al colegio?
- Si pudieras escoger, ¿qué tarea doméstica no harías? ¿Por qué no?

The Environment

- ¿Cuál es tu habitación favorita en tu casa? ¿Cómo es?
- ¿Qué hiciste la última vez que fuiste de excursión en tu región? ¿Lo pasaste bien?
- ¿Dónde te gustaría vivir? ¿Por qué?
- ¿Cuáles son los problemas medioambientales en tu región?
- ¿Qué harías para mejorar la situación con el tráfico en tu pueblo/ciudad?

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

Describe a tu mejor amigo/amiga.

¿Con quién (no) te llevas bien en tu familia? ¿Por qué (no)?

¿Cómo pasarías un cumpleaños perfecto?

¿Cuál es tu opinión sobre el fumar? ¿Por qué?

¿Cómo eras tú cuando tenías diez años?

Leisure

¿Qué tipo de música prefieres? ¿Por qué?

¿Adónde fuiste el fin de semana pasado? ¿Qué tal lo pasaste?

¿Te gustan las discotecas? ¿Por qué (no)?

¿Prefieres ver películas en el cine o en la televisión? ¿Por qué?

¿Cómo pasarías una noche ideal?

Tourism

¿Adónde vas de vacaciones normalmente?

¿Prefieres ir de vacaciones con tu familia o con tus amigos? ¿Por qué?

¿En qué estación del año prefieres ir de vacaciones? ¿Por qué?

¿Qué tiempo hizo la última vez que fuiste de vacaciones?

¿Cómo vas a pasar tus vacaciones este verano?

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

- ¿Quién es tu profesor favorito? ¿Por qué?
- ¿Qué haces durante el recreo?
- ¿Qué trabajo te gustaría hacer en el futuro? ¿Por qué?
- ¿Cómo era tu escuela primaria?
- ¿Es una buena idea hacer prácticas laborales? ¿Por qué (no)?

Personal Relationships

- Describe a tu mejor amigo/amiga.
- ¿Con quién (no) te llevas bien en tu familia? ¿Por qué (no)?
- ¿Cómo pasarías un cumpleaños perfecto?
- ¿Cuál es tu opinión sobre el fumar? ¿Por qué?
- ¿Cómo eras tú cuando tenías diez años?

The Environment

- ¿Cuál es tu habitación favorita en tu casa? ¿Cómo es?
- ¿Qué hiciste la última vez que fuiste de excursión en tu región? ¿Lo pasaste bien?
- ¿Dónde te gustaría vivir? ¿Por qué?
- ¿Cuáles son los problemas medioambientales en tu región?
- ¿Qué harías para mejorar la situación con el tráfico en tu pueblo/ciudad?

Turn over ►

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

- ¿Cómo ayudas en casa?
- ¿Qué prefieres comer? ¿Es bueno para la salud?
- ¿Qué vas a hacer en casa esta noche?
- ¿Qué hiciste esta mañana antes de venir al colegio?
- Si pudieras escoger, ¿qué tarea doméstica no harías? ¿Por qué no?

Personal Relationships

- Describe a tu mejor amigo/amiga.
- ¿Con quién (no) te llevas bien en tu familia? ¿Por qué (no)?
- ¿Cómo pasarías un cumpleaños perfecto?
- ¿Cuál es tu opinión sobre el fumar? ¿Por qué?
- ¿Cómo eras tú cuando tenías diez años?

Tourism

- ¿Adónde vas de vacaciones normalmente?
- ¿Prefieres ir de vacaciones con tu familia o con tus amigos? ¿Por qué?
- ¿En qué estación del año prefieres ir de vacaciones? ¿Por qué?
- ¿Qué tiempo hizo la última vez que fuiste de vacaciones?
- ¿Cómo vas a pasar tus vacaciones este verano?

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 tipo de música prefieres? ¿Por qué?
¿Adónde fuiste el fin de semana pasado? ¿Qué tal lo pasaste?
¿Te gustan las discotecas? ¿Por qué (no)?
¿Prefieres ver películas en el cine o en la televisión? ¿Por qué?
¿Cómo pasarías una noche ideal?

Home Life

¿Cómo ayudas en casa?
¿Qué prefieres comer? ¿Es bueno para la salud?
¿Qué vas a hacer en casa esta noche?
¿Qué hiciste esta mañana antes de venir al colegio?
Si pudieras escoger, ¿qué tarea doméstica no harías? ¿Por qué no?

Tourism

¿Adónde vas de vacaciones normalmente?
¿Prefieres ir de vacaciones con tu familia o con tus amigos? ¿Por qué?
¿En qué estación del año prefieres ir de vacaciones? ¿Por qué?
¿Qué tiempo hizo la última vez que fuiste de vacaciones?
¿Cómo vas a pasar tus vacaciones este verano?

General Certificate of Secondary Education
June 2005



SPANISH (SPECIFICATION A)
Speaking Test
Role Play 1
Foundation Tier
Candidate's Instructions

Monday 18 April to Friday 20 May 2005

Copyright © 2005 AQA and its licensors. All rights reserved.

H/S05/3691/S

3691/S/RP1

General Certificate of Secondary Education
June 2005



SPANISH (SPECIFICATION A)
Speaking Test
Role Play 1
Foundation Tier
Candidate's Instructions

Monday 18 April to Friday 20 May 2005

Copyright © 2005 AQA and its licensors. All rights reserved.

H/S05/3691/S

3691/S/RP1

Role Play 1

You are in your home town and a Spanish tourist speaks to you.

- Tell him/her where the bank is.
- Say at what time it opens.
- Ask where he/she lives in Spain.
- Say that you would like to visit.

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

Role Play 1

You are in your home town and a Spanish tourist speaks to you.

- Tell him/her where the bank is.
- Say at what time it opens.
- Ask where he/she lives in Spain.
- Say that you would like to visit.

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

General Certificate of Secondary Education
June 2005



SPANISH (SPECIFICATION A)
Speaking Test
Role Play 2
Foundation Tier
Candidate's Instructions

Monday 18 April to Friday 20 May 2005

Copyright © 2005 AQA and its licensors. All rights reserved.

H/S05/3691/S

3691/S/RP2

General Certificate of Secondary Education
June 2005



SPANISH (SPECIFICATION A)
Speaking Test
Role Play 2
Foundation Tier
Candidate's Instructions

Monday 18 April to Friday 20 May 2005

Copyright © 2005 AQA and its licensors. All rights reserved.

H/S05/3691/S

3691/S/RP2

Role Play 2

You are speaking to your Spanish friend about holidays.

- Say where you would like to go.
- Say what the weather is like.
- Say what there is there.
- Ask your friend when he/she goes on holiday.

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

Role Play 2

You are speaking to your Spanish friend about holidays.

- Say where you would like to go.
- Say what the weather is like.
- Say what there is there.
- Ask your friend when he/she goes on holiday.

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

General Certificate of Secondary Education
June 2005



SPANISH (SPECIFICATION A)
Speaking Test
Role Play 3
Foundation Tier
Candidate's Instructions

Monday 18 April to Friday 20 May 2005

Copyright © 2005 AQA and its licensors. All rights reserved.

H/S05/3691/S

3691/S/RP3

General Certificate of Secondary Education
June 2005



SPANISH (SPECIFICATION A)
Speaking Test
Role Play 3
Foundation Tier
Candidate's Instructions

Monday 18 April to Friday 20 May 2005

Copyright © 2005 AQA and its licensors. All rights reserved.

H/S05/3691/S

3691/S/RP3

Role Play 3

You are talking to your Spanish friend about your Saturday job.

- Ask your friend what he/she does on Saturdays.
- Say what job you do.
- Say how you travel there.
- Say what you think about your job.

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

Role Play 3

You are talking to your Spanish friend about your Saturday job.

- Ask your friend what he/she does on Saturdays.
- Say what job you do.
- Say how you travel there.
- Say what you think about your job.

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

General Certificate of Secondary Education
June 2005



SPANISH (SPECIFICATION A)
Speaking Test
Role Play 4
Foundation Tier
Candidate's Instructions

Monday 18 April to Friday 20 May 2005

Copyright © 2005 AQA and its licensors. All rights reserved.

H/S05/3691/S

3691/S/RP4

General Certificate of Secondary Education
June 2005



SPANISH (SPECIFICATION A)
Speaking Test
Role Play 4
Foundation Tier
Candidate's Instructions

Monday 18 April to Friday 20 May 2005

Copyright © 2005 AQA and its licensors. All rights reserved.

H/S05/3691/S

3691/S/RP4

Role Play 4

You are talking to your Spanish friend about going to a sports centre in your home town.

- Ask your friend if he/she likes sport.
- Say what sport you want to play.
- Say at what time you are going.
- Say how much it costs.

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

Role Play 4

You are talking to your Spanish friend about going to a sports centre in your home town.

- Ask your friend if he/she likes sport.
- Say what sport you want to play.
- Say at what time you are going.
- Say how much it costs.

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

General Certificate of Secondary Education
June 2005



SPANISH (SPECIFICATION A)
Speaking Test
Role Play 5
Foundation Tier
Candidate's Instructions

Monday 18 April to Friday 20 May 2005

Copyright © 2005 AQA and its licensors. All rights reserved.

H/S05/3691/S

3691/S/RP5

General Certificate of Secondary Education
June 2005



SPANISH (SPECIFICATION A)
Speaking Test
Role Play 5
Foundation Tier
Candidate's Instructions

Monday 18 April to Friday 20 May 2005

Copyright © 2005 AQA and its licensors. All rights reserved.

H/S05/3691/S

3691/S/RP5

Role Play 5

You are at the ticket office of Valencia railway station. You speak to the ticket seller.

- Say you want to go to Málaga.
- Say what sort of ticket you would like.
- Ask at what time the train leaves.
- Say thank you and goodbye.

Your teacher will play the part of the ticket seller and will speak first.

Role Play 5

You are at the ticket office of Valencia railway station. You speak to the ticket seller.

- Say you want to go to Málaga.
- Say what sort of ticket you would like.
- Ask at what time the train leaves.
- Say thank you and goodbye.

Your teacher will play the part of the ticket seller and will speak first.

General Certificate of Secondary Education
June 2005



SPANISH (SPECIFICATION A)
Speaking Test
Role Play 6
Foundation Tier
Candidate's Instructions

Monday 18 April to Friday 20 May 2005

Copyright © 2005 AQA and its licensors. All rights reserved.

H/S05/3691/S

3691/S/RP6

General Certificate of Secondary Education
June 2005



SPANISH (SPECIFICATION A)
Speaking Test
Role Play 6
Foundation Tier
Candidate's Instructions

Monday 18 April to Friday 20 May 2005

Copyright © 2005 AQA and its licensors. All rights reserved.

H/S05/3691/S

3691/S/RP6

Role Play 6

You are speaking to the receptionist in a hotel in Barcelona.

- Say what kind of room you want.
- Say for how long and for how many people.
- Say at what time you would like to eat.
- Ask where the restaurant is.

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

Role Play 6

You are speaking to the receptionist in a hotel in Barcelona.

- Say what kind of room you want.
- Say for how long and for how many people.
- Say at what time you would like to eat.
- Ask where the restaurant is.

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

General Certificate of Secondary Education
June 2005



SPANISH (SPECIFICATION A)
Speaking Test
Role Play 7
Higher Tier
Candidate's Instructions

Monday 18 April to Friday 20 May 2005

Copyright © 2005 AQA and its licensors. All rights reserved.

H/S05/3691/S

3691/S/RP7

General Certificate of Secondary Education
June 2005



SPANISH (SPECIFICATION A)
Speaking Test
Role Play 7
Higher Tier
Candidate's Instructions

Monday 18 April to Friday 20 May 2005

Copyright © 2005 AQA and its licensors. All rights reserved.

H/S05/3691/S

3691/S/RP7

Role Play 7

You telephone your Spanish friend to talk about his/her visit to your house this summer. You ask at what time he/she is going to arrive at the airport.

- Tu pregunta.
- Una cosa importante que tu amigo/amiga va a necesitar y la razón.
- Las posibilidades de ir de compras durante la visita (**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 7

You telephone your Spanish friend to talk about his/her visit to your house this summer. You ask at what time he/she is going to arrive at the airport.

- Tu pregunta.
- Una cosa importante que tu amigo/amiga va a necesitar y la razón.
- Las posibilidades de ir de compras durante la visita (**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.

General Certificate of Secondary Education
June 2005



SPANISH (SPECIFICATION A)
Speaking Test
Role Play 8
Higher Tier
Candidate's Instructions

Monday 18 April to Friday 20 May 2005

Copyright © 2005 AQA and its licensors. All rights reserved.

H/S05/3691/S

3691/S/RP8

General Certificate of Secondary Education
June 2005



SPANISH (SPECIFICATION A)
Speaking Test
Role Play 8
Higher Tier
Candidate's Instructions

Monday 18 April to Friday 20 May 2005

Copyright © 2005 AQA and its licensors. All rights reserved.

H/S05/3691/S

3691/S/RP8

Role Play 8

You are speaking to your Spanish friend about a concert you went to recently.

- El concierto – dónde y cuándo.
- El viaje al concierto (**dos** detalles).
- Tu opinión del concierto y tu razón.
- !

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

You are speaking to your Spanish friend about a concert you went to recently.

- El concierto – dónde y cuándo.
- El viaje al concierto (**dos** detalles).
- Tu opinión del concierto y tu razón.
- !

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.

General Certificate of Secondary Education
June 2005



SPANISH (SPECIFICATION A)
Speaking Test
Role Play 9
Higher Tier
Candidate's Instructions

Monday 18 April to Friday 20 May 2005

Copyright © 2005 AQA and its licensors. All rights reserved.

H/S05/3691/S

3691/S/RP9

General Certificate of Secondary Education
June 2005



SPANISH (SPECIFICATION A)
Speaking Test
Role Play 9
Higher Tier
Candidate's Instructions

Monday 18 April to Friday 20 May 2005

Copyright © 2005 AQA and its licensors. All rights reserved.

H/S05/3691/S

3691/S/RP9

Role Play 9

You are in a tourist information office in Granada. You want to visit the sports centre. You ask the receptionist at what time the sports centre opens tomorrow.

- Tu pregunta.
- Tu razón por la visita.
- Dónde has estudiado español.
- !

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 9

You are in a tourist information office in Granada. You want to visit the sports centre. You ask the receptionist at what time the sports centre opens tomorrow.

- Tu pregunta.
- Tu razón por la visita.
- Dónde has estudiado español.
- !

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.

General Certificate of Secondary Education
June 2005



SPANISH (SPECIFICATION A)
Speaking Test
Role Play 10
Higher Tier
Candidate's Instructions

Monday 18 April to Friday 20 May 2005

Copyright © 2005 AQA and its licensors. All rights reserved.

H/S05/3691/S

3691/S/RP10

General Certificate of Secondary Education
June 2005



SPANISH (SPECIFICATION A)
Speaking Test
Role Play 10
Higher Tier
Candidate's Instructions

Monday 18 April to Friday 20 May 2005

Copyright © 2005 AQA and its licensors. All rights reserved.

H/S05/3691/S

3691/S/RP10

Role Play 10

You are talking to your Spanish friend. You explain that you are going to do your work experience next week.

- Tu explicación.
- !
- **Dos** actividades que vas a hacer en el trabajo.
- Tus planes para el futuro (**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 10

You are talking to your Spanish friend. You explain that you are going to do your work experience next week.

- Tu explicación.
- !
- **Dos** actividades que vas a hacer en el trabajo.
- Tus planes para el futuro (**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.

General Certificate of Secondary Education
June 2005



SPANISH (SPECIFICATION A)
Speaking Test
Role Play 11
Higher Tier
Candidate's Instructions

Monday 18 April to Friday 20 May 2005

Copyright © 2005 AQA and its licensors. All rights reserved.

H/S05/3691/S

3691/S/RP11

General Certificate of Secondary Education
June 2005



SPANISH (SPECIFICATION A)
Speaking Test
Role Play 11
Higher Tier
Candidate's Instructions

Monday 18 April to Friday 20 May 2005

Copyright © 2005 AQA and its licensors. All rights reserved.

H/S05/3691/S

3691/S/RP11

Role Play 11

You are on holiday in Málaga. You have had an accident and you go to hospital. You speak to a doctor.

- Accidente – dónde.
- Tus **dos** síntomas.
- !
- Planes para el resto de tus vacaciones (**dos** actividades).

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

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

Role Play 11

You are on holiday in Málaga. You have had an accident and you go to hospital. You speak to a doctor.

- Accidente – dónde.
- Tus **dos** síntomas.
- !
- Planes para el resto de tus vacaciones (**dos** actividades).

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

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

General Certificate of Secondary Education
June 2005



SPANISH (SPECIFICATION A)
Speaking Test
Role Play 12
Higher Tier
Candidate's Instructions

Monday 18 April to Friday 20 May 2005

Copyright © 2005 AQA and its licensors. All rights reserved.

H/S05/3691/S

3691/S/RP12

General Certificate of Secondary Education
June 2005



SPANISH (SPECIFICATION A)
Speaking Test
Role Play 12
Higher Tier
Candidate's Instructions

Monday 18 April to Friday 20 May 2005

Copyright © 2005 AQA and its licensors. All rights reserved.

H/S05/3691/S

3691/S/RP12

Role Play 12

Your family is thinking of buying a house in Spain. You ask your Spanish friend which region of Spain he/she prefers.

- Tu pregunta.
- !
- Tu casa ideal (**tres** detalles).
- Planes para tu tiempo libre en España (**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 12

Your family is thinking of buying a house in Spain. You ask your Spanish friend which region of Spain he/she prefers.

- Tu pregunta.
- !
- Tu casa ideal (**tres** detalles).
- Planes para tu tiempo libre en España (**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.