

General Certificate of Secondary Education
June 2007



SPANISH (SPECIFICATION A)
Speaking Test
Teacher's Booklet

Monday 26 March to Friday 11 May 2007

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

Monday 26 March to Friday 11 May 2007



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H/Jun07/3691/S

3691/S/RP1

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

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Role Play 1

You meet your Spanish friend and discuss what to do today.

- Ask how your friend is.
- Say where you want to go in town.
- Say how much money you have.
- Say what you are going to buy.

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

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Role Play 1

You meet your Spanish friend and discuss what to do today.

- Ask how your friend is.
- Say where you want to go in town.
- Say how much money you have.
- Say what you are going to buy.

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

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Role Play 2
Foundation Tier
Candidate's Instructions

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

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Role Play 2

You are speaking to your Spanish friend about where you go on holiday.

- Say which country you go to.
- Say how long you go for.
- Say you have a lot of photos.
- Ask your friend if he/she wants to visit England.

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

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Role Play 2

You are speaking to your Spanish friend about where you go on holiday.

- Say which country you go to.
- Say how long you go for.
- Say you have a lot of photos.
- Ask your friend if he/she wants to visit England.

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

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

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

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Role Play 3

You are speaking to your Spanish friend about healthy living.

- Say at what time you have lunch.
- Say what healthy food you eat.
- Say what your favourite sport is.
- Ask your friend if he/she wants to go to the swimming pool.

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

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Role Play 3

You are speaking to your Spanish friend about healthy living.

- Say at what time you have lunch.
- Say what healthy food you eat.
- Say what your favourite sport is.
- Ask your friend if he/she wants to go to the swimming pool.

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

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Role Play 4
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Role Play 4
Foundation Tier
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Role Play 4

You are speaking to your Spanish friend about your bedroom.

- Say what size your bedroom is.
- Say what is in your bedroom.
- Say what you do in your bedroom.
- Ask your friend if he/she likes the house.

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

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Role Play 4

You are speaking to your Spanish friend about your bedroom.

- Say what size your bedroom is.
- Say what is in your bedroom.
- Say what you do in your bedroom.
- Ask your friend if he/she likes the house.

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

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

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3691/S/RP5

Role Play 5

You are speaking to your Spanish friend about school.

- Say what your school is like.
- Say at what time classes begin.
- Say how many teachers there are.
- Ask your friend if he/she likes English.

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

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Role Play 5

You are speaking to your Spanish friend about school.

- Say what your school is like.
- Say at what time classes begin.
- Say how many teachers there are.
- Ask your friend if he/she likes English.

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

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

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Role Play 6

You are speaking to your Spanish friend about jobs.

- Ask your friend if he/she has a job.
- Say when you work.
- Say how you get to work.
- Say how long the journey lasts.

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

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Role Play 6

You are speaking to your Spanish friend about jobs.

- Ask your friend if he/she has a job.
- Say when you work.
- Say how you get to work.
- Say how long the journey lasts.

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

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Speaking Test
Role Play 7
Higher Tier
Candidate's Instructions

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SPANISH (SPECIFICATION A)
Speaking Test
Role Play 7
Higher Tier
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Role Play 7

You are speaking to your Spanish friend about your part-time job.

- Tu empleo – dónde.
- !
- Tu opinión de tu empleo y tu razón.
- Tus planes para el dinero de tu empleo (**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.

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Role Play 7

You are speaking to your Spanish friend about your part-time job.

- Tu empleo – dónde.
- !
- Tu opinión de tu empleo y tu razón.
- Tus planes para el dinero de tu empleo (**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.

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Speaking Test
Role Play 8
Higher Tier
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Speaking Test
Role Play 8
Higher Tier
Candidate's Instructions

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3691/S/RP8

Role Play 8

You are speaking to your Spanish friend. You tell him/her that you are going to work in Spain for a year.

- Tu explicación.
- El trabajo (**dos** detalles).
- Tu opinión de vivir en España 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.

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Role Play 8

You are speaking to your Spanish friend. You tell him/her that you are going to work in Spain for a year.

- Tu explicación.
- El trabajo (**dos** detalles).
- Tu opinión de vivir en España 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.

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

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

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Role Play 9

You telephone your Spanish friend. You ask your friend if he/she would like to visit you in August.

- Tu pregunta.
- !
- Tu opinión de tu casa y tu razón.
- Un problema con el medio ambiente en tu ciudad.

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.

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Role Play 9

You telephone your Spanish friend. You ask your friend if he/she would like to visit you in August.

- Tu pregunta.
- !
- Tu opinión de tu casa y tu razón.
- Un problema con el medio ambiente en tu ciudad.

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.

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Role Play 10
Higher Tier
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Role Play 10
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Role Play 10

You go into a travel agent's in Málaga and say that you want to book an excursion.

- Tu explicación.
- ¿Campo o costa? Tu preferencia y tus **dos** razones.
- !
- Tu nombre y la situación de tu hotel en Málaga.

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

Your teacher will play the part of the travel agent's employee and will speak first.

H/Jun07/3691/S

Role Play 10

You go into a travel agent's in Málaga and say that you want to book an excursion.

- Tu explicación.
- ¿Campo o costa? Tu preferencia y tus **dos** razones.
- !
- Tu nombre y la situación de tu hotel en Málaga.

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

Your teacher will play the part of the travel agent's employee and will speak first.

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Role Play 11
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Role Play 11
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Role Play 11

You are speaking to your Spanish friend about daily routine and healthy living. You ask your friend what he/she has for breakfast.

- Tu pregunta.
- La comida en tu colegio (**dos** detalles).
- Tu opinión sobre el alcohol 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.

H/Jun07/3691/S

Role Play 11

You are speaking to your Spanish friend about daily routine and healthy living. You ask your friend what he/she has for breakfast.

- Tu pregunta.
- La comida en tu colegio (**dos** detalles).
- Tu opinión sobre el alcohol 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.

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SPANISH (SPECIFICATION A)
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Role Play 12
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Speaking Test
Role Play 12
Higher Tier
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Role Play 12

You are speaking to your Spanish friend about your school and your plans for August.

- Descripción de tu colegio (**tres** detalles).
- Tu opinión sobre los profesores en tu colegio y tu razón.
- !
- Tus planes para agosto (**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.

H/Jun07/3691/S

Role Play 12

You are speaking to your Spanish friend about your school and your plans for August.

- Descripción de tu colegio (**tres** detalles).
- Tu opinión sobre los profesores en tu colegio y tu razón.
- !
- Tus planes para agosto (**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.

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AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	“GCSE _____ Examination, 2007. 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 – 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 2007 Examinations*, which is issued to all centres in the Spring Term.

Turn over ►

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

You meet your Spanish friend and discuss what to do today.

- Ask how your friend is.
- Say where you want to go in town.
- Say how much money you have.
- Say what you are going to buy.

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

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

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

- 1 Hola.
- 2 Bien, gracias.
- 3 ¿Cuánto dinero tienes?
- 4 ¡Ah! ¿Sí? ¿Qué vas a comprar?
- 5 Estupendo.

Turn over ►

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

You are speaking to your Spanish friend about where you go on holiday.

- Say which country you go to.
- Say how long you go for.
- Say you have a lot of photos.
- Ask your friend if he/she wants to visit England.

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 ¿Adónde vas de vacaciones?
- 2 ¿Para cuánto tiempo?
- 3 Estupendo.
- 4 De acuerdo.
- 5 Sí, claro.

Turn over ►

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

You are speaking to your Spanish friend about healthy living.

- Say at what time you have lunch.
- Say what healthy food you eat.
- Say what your favourite sport is.
- Ask your friend if he/she wants to go to the swimming pool.

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 ¿A qué hora comes?
- 2 ¿Tienes una dieta sana?
- 3 ¿Qué deporte prefieres?
- 4 Vale.
- 5 Sí, vamos.

Turn over ►

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

You are speaking to your Spanish friend about your bedroom.

- Say what size your bedroom is.
- Say what is in your bedroom.
- Say what you do in your bedroom.
- Ask your friend if he/she likes the house.

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 ¿Cómo es tu dormitorio?
- 2 ¿Qué hay en tu dormitorio?
- 3 ¿Qué haces en tu dormitorio?
- 4 Muy bien.
- 5 Sí, es muy bonita.

Turn over ►

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

You are speaking to your Spanish friend about school.

- Say what your school is like.
- Say at what time classes begin.
- Say how many teachers there are.
- Ask your friend if he/she likes English.

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

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

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

- 1 ¿Cómo es tu colegio?
- 2 ¿A qué hora empiezan tus clases?
- 3 No está mal.
- 4 Muy bien.
- 5 Sí, mucho.

Turn over ►

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

You are speaking to your Spanish friend about jobs.

- Ask your friend if he/she has a job.
- Say when you work.
- Say how you get to work.
- Say how long the journey lasts.

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

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

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

- 1 Hola.
- 2 Sí. Y tú, ¿cuándo trabajas?
- 3 ¡Ah! ¿Sí?
- 4 ¿Cuánto tiempo dura el viaje?
- 5 Vale.

Turn over ►

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

You are speaking to your Spanish friend about your part-time job.

- Tu empleo – dónde.
- !
- Tu opinión de tu empleo y tu razón.
- Tus planes para el dinero de tu empleo (**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 ask the candidate to tell you something about his/her job.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.
Dime algo de tu empleo.*

- 2 Allow the candidate to tell you where he/she works.
! Ask the candidate how much he/she earns, at what time he/she starts work and how he/she gets to work.

¿Cuánto dinero ganas? ... ¿A qué hora empiezas? ... ¿Cómo vas al trabajo?

- 3 Allow the candidate to say how much he/she earns, at what time he/she starts work and how he/she gets to work.
Ask the candidate what he/she thinks of the job and why.

¿Cuál es tu opinión de tu empleo? ... ¿Por qué?

- 4 Allow the candidate to say what he/she thinks of the job and why.
Ask the candidate what plans he/she has for the money from his/her job. Elicit **two** details.

¿Qué planes tienes para el dinero de tu empleo?

- 5 Allow the candidate to give **two** details about what plans he/she has for the money from his/her job.
End the conversation by saying that that is interesting.

¡Qué interesante!

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. You tell him/her that you are going to work in Spain for a year.

- Tu explicación.
- El trabajo (**dos** detalles).
- Tu opinión de vivir en España 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 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 work in Spain for a year.
Say that that is great and then ask the candidate to tell you something about his/her job.
Elicit **two** details.

Estupendo. Dime algo del trabajo.

- 3 Allow the candidate to give **two** details about the job.
Ask the candidate what he/she thinks about living in Spain and why.

¿Cuál es tu opinión de vivir en España? ... ¿Por qué?

- 4 ! Allow the candidate to say what he/she thinks about living in Spain and why.
• Ask the candidate how he/she is going to go to Spain, how much the ticket costs and who he/she is going to live with in Spain.

¿Cómo vas a ir a España? ... ¿Cuánto cuesta el billete? ... ¿Con quién vas a vivir en España?

- 5 Allow the candidate to tell you how he/she is going to go to Spain, how much the ticket costs and who he/she is going to live with in Spain.
End the conversation by saying okay.

Vale.

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

Turn over ►

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

You telephone your Spanish friend. You ask your friend if he/she would like to visit you in August.

- Tu pregunta.
- !
- Tu opinión de tu casa y tu razón.
- Un problema con el medio ambiente en tu ciudad.

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.

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

- 2 Allow the candidate to ask if you would like to visit him/her in August.
! Say that that would be fantastic and then ask the candidate what there is for young people in his/her town. Elicit **three** things.

Sería fantástico. ¿Qué hay para los jóvenes en tu ciudad?

- 3 Allow the candidate to say **three** things that there are for young people in his/her town. Ask the candidate what he/she thinks of his/her house and why.

¿Cuál es tu opinión de tu casa? ... ¿Por qué?

- 4 Allow the candidate to say what he/she thinks of his/her house and why. Ask the candidate to tell you about the environment in his/her town.

Háblame del medio ambiente en tu ciudad.

- 5 Allow the candidate to give a problem with the environment in his/her town. End the conversation by saying that it is the same where you live.

Es igual donde vivo yo.

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

Turn over ►

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

You go into a travel agent's in Málaga and say that you want to book an excursion.

- Tu explicación.
- ¿Campo o costa? Tu preferencia y tus **dos** razones.
- **!**
- Tu nombre y la situación de tu hotel en Málaga.

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

Your teacher will play the part of the travel agent's employee 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 how you can help him/her.

Estás hablando con el empleado/la empleada en una agencia de viajes en Málaga. Yo soy el empleado/la empleada.

¿En qué puedo ayudarle?

- 2 Allow the candidate to say that he/she wants to book an excursion.
Ask the candidate if he/she prefers to go to the countryside or the coast and why.
Elicit **two** reasons.

¿Prefiere ir al campo o a la costa? ... ¿Por qué?

- 3 Allow the candidate to say whether he/she prefers to go to the countryside or the coast and to give **two** reasons why.

- ! Ask the candidate what transport he/she prefers, what day and how many people are in the group.

¿Qué transporte prefiere? ... ¿Qué día? ¿Cuántas personas hay en el grupo?

- 4 Allow the candidate to say what transport he/she prefers, what day and how many people are in the group.
Say that that is fine and then ask about confirming the reservation.

Está bien. ¿Y para confirmar la reserva?

- 5 Allow the candidate to give you his/her name and the location of his/her hotel in Málaga.
End the conversation by thanking the candidate and saying that you hope he/she enjoys the excursion.

Gracias. Espero que le guste la excursión.

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

Turn over ►

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

You are speaking to your Spanish friend about daily routine and healthy living. You ask your friend what he/she has for breakfast.

- Tu pregunta.
- La comida en tu colegio (**dos** detalles).
- Tu opinión sobre el alcohol 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 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 that you are hungry.

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

- 2 Allow the candidate to ask what you have for breakfast.
Say that you do not have breakfast and then ask the candidate to tell you about the food in his/her school. Elicit **two** details.

No desayuno. Háblame de la comida en tu colegio.

- 3 Allow the candidate to give **two** details about the food in his/her school.
Ask the candidate for his/her opinion on alcohol and why.

¿Cuál es tu opinión sobre el alcohol? ... ¿Por qué?

- 4 **!** Allow the candidate to give his/her opinion on alcohol and to say why.
! Ask the candidate what physical activities he/she does to keep fit. Elicit **three** details.

¿Qué actividades físicas haces para mantenerte en forma?

- 5 Allow the candidate to give **three** details about the physical activities he/she does to keep fit.
End the conversation by saying that that is very good.

Muy bien.

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

Turn over ►

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

You are speaking to your Spanish friend about your school and your plans for August.

- Descripción de tu colegio (**tres** detalles).
- Tu opinión sobre los profesores en tu colegio y tu razón.
- **!**
- Tus planes para agosto (**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 ask the candidate about his/her school. Elicit **three** details.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.
¿Y tu colegio?*

- 2 Allow the candidate to describe his/her school, giving **three** details.
Ask the candidate what he/she thinks of the teachers in his/her school and why.

¿Cuál es tu opinión sobre de los profesores en tu colegio? ... ¿Por qué?

- 3 Allow the candidate to say what he/she thinks of the teachers in his/her school and why.
! Ask the candidate what is his/her favourite subject, at what time lessons end and how he/she goes home.

¿Cuál es tu asignatura favorita? ... ¿A qué hora terminan las clases? ... ¿Cómo vas a casa?

- 4 Allow the candidate to say what is his/her favourite subject, at what time lessons end and how he/she goes home.
Ask the candidate what plans he/she has for August. Elicit **two** details.

¿Qué planes tienes para agosto?

- 5 Allow the candidate to give **two** details about his/her plans for August.
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 ►

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

Turn over ►

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**.
-

Education / Work

¿Cuál es tu opinión del colegio? ¿Por qué?
Háblame de las prácticas laborales que has hecho.
¿Cuál es tu asignatura favorita? ¿Por qué?
¿Cómo sería tu uniforme ideal?
¿Qué es mejor - continuar con los estudios o buscar trabajo a los dieciséis años? ¿Por qué?

Leisure

¿Te gusta ver la televisión? ¿Por qué (no)?
¿Qué planes tienes para el fin de semana que viene?
Háblame de la última vez que saliste con amigos.
Cuéntame algo de un libro que has leído recientemente.
¿Qué opinas de los futbolistas profesionales? ¿Por qué?

Tourism

Dime algo de tus últimas vacaciones.
Durante tus vacaciones ideales, ¿qué te gustaría hacer?
¿Cómo prefieres viajar cuando vas de vacaciones? ¿Por qué?
¿Prefieres pasar las vacaciones en un hotel o en un camping? ¿Por qué?
¿Cuáles son los aspectos positivos de pasar las vacaciones en Inglaterra? ... ¿Y los aspectos negativos?

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**.
-

Home Life

- ¿A qué hora te acuestas normalmente?
- ¿Cuál es tu opinión de la comida rápida? ¿Por qué?
- ¿Cómo ayudaste en casa ayer?
- ¿Qué tomas para el desayuno?
- ¿Cómo vas a cambiar tu vida para mejorar tu salud?

Leisure

- ¿Te gusta ver la televisión? ¿Por qué (no)?
- ¿Qué planes tienes para el fin de semana que viene?
- Háblame de la última vez que saliste con amigos.
- Cuéntame algo de un libro que has leído recientemente.
- ¿Qué opinas de los futbolistas profesionales? ¿Por qué?

Tourism

- Dime algo de tus últimas vacaciones.
- Durante tus vacaciones ideales, ¿qué te gustaría hacer?
- ¿Cómo prefieres viajar cuando vas de vacaciones? ¿Por qué?
- ¿Prefieres pasar las vacaciones en un hotel o en un camping? ¿Por qué?
- ¿Cuáles son los aspectos positivos de pasar las vacaciones en Inglaterra? ... ¿Y los aspectos negativos?

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 tu familia.

¿Cuántos años tienes? ¿Cuándo es tu cumpleaños?

¿Qué opinas de las drogas? ¿Por qué?

¿Qué hiciste la última vez que saliste con tu familia?

Si fueras rico/rica, ¿cómo ayudarías a tu familia?

Education / Work

¿Cuál es tu opinión del colegio? ¿Por qué?

Háblame de las prácticas laborales que has hecho.

¿Cuál es tu asignatura favorita? ¿Por qué?

¿Cómo sería tu uniforme ideal?

¿Qué es mejor - continuar con los estudios o buscar trabajo a los dieciséis años? ¿Por qué?

The Environment

¿Vives en un piso o en una casa? Descríbemelo/describemela, por favor.

¿Qué hiciste la última vez que saliste en tu ciudad? ¿Qué tal lo pasaste?

¿Qué piensas del transporte público en tu región? ¿Por qué?

¿Qué hay de interés donde vives?

¿Qué vas a hacer en el futuro para proteger el medio ambiente?

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**.
-

Leisure

¿Te gusta ver la televisión? ¿Por qué (no)?
¿Qué planes tienes para el fin de semana que viene?
Háblame de la última vez que saliste con amigos.
Cuéntame algo de un libro que has leído recientemente.
¿Qué opinas de los futbolistas profesionales? ¿Por qué?

Home Life

¿A qué hora te acuestas normalmente?
¿Cuál es tu opinión de la comida rápida? ¿Por qué?
¿Cómo ayudaste en casa ayer?
¿Qué tomas para el desayuno?
¿Cómo vas a cambiar tu vida para mejorar tu salud?

The Environment

¿Vives en un piso o en una casa? Descríbemelo/describemela, por favor.
¿Qué hiciste la última vez que saliste en tu ciudad? ¿Qué tal lo pasaste?
¿Qué piensas del transporte público en tu región? ¿Por qué?
¿Qué hay de interés donde vives?
¿Qué vas a hacer en el futuro para proteger el medio ambiente?

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**.
-

Personal Relationships

Háblame un poco de tu familia.

¿Cuántos años tienes? ¿Cuándo es tu cumpleaños?

¿Qué opinas de las drogas? ¿Por qué?

¿Qué hiciste la última vez que saliste con tu familia?

Si fueras rico/rica, ¿cómo ayudarías a tu familia?

Home Life

¿A qué hora te acuestas normalmente?

¿Cuál es tu opinión de la comida rápida? ¿Por qué?

¿Cómo ayudaste en casa ayer?

¿Qué tomas para el desayuno?

¿Cómo vas a cambiar tu vida para mejorar tu salud?

The Environment

¿Vives en un piso o en una casa? Descríbemelo/describemela, por favor.

¿Qué hiciste la última vez que saliste en tu ciudad? ¿Qué tal lo pasaste?

¿Qué piensas del transporte público en tu región? ¿Por qué?

¿Qué hay de interés donde vives?

¿Qué vas a hacer en el futuro para proteger el medio ambiente?

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**.
-

Education / Work

¿Cuál es tu opinión del colegio? ¿Por qué?

Háblame de las prácticas laborales que has hecho.

¿Cuál es tu asignatura favorita? ¿Por qué?

¿Cómo sería tu uniforme ideal?

¿Qué es mejor - continuar con los estudios o buscar trabajo a los dieciséis años? ¿Por qué?

Personal Relationships

Háblame un poco de tu familia.

¿Cuántos años tienes? ¿Cuándo es tu cumpleaños?

¿Qué opinas de las drogas? ¿Por qué?

¿Qué hiciste la última vez que saliste con tu familia?

Si fueras rico/rica, ¿cómo ayudarías a tu familia?

Tourism

Dime algo de tus últimas vacaciones.

Durante tus vacaciones ideales, ¿qué te gustaría hacer?

¿Cómo prefieres viajar cuando vas de vacaciones? ¿Por qué?

¿Prefieres pasar las vacaciones en un hotel o en un camping? ¿Por qué?

¿Cuáles son los aspectos positivos de pasar las vacaciones en Inglaterra? ... ¿Y los aspectos negativos?

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