



KING'S
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GCSE (Y10+Y11)
CONVERSATION, ROLE PLAY
AND PHOTO CARDS

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STRUCTURE OF THE ORAL EXAM

You will have 12 minutes supervised preparation time before the test to go over the roleplay and the photo card. You can take any notes to the examination room. However, you won't be able to use a dictionary or your notes while preparing for the oral exam.

ROLEPLAY 1 OR 2 MINUTES

- Keep exactly to your script, never add extra information for the roleplay.
KEEP IT SIMPLE! SAY WHAT YOU ARE ASKED TO SAY!
- Make sure your endings are correct for the right person! (using the wrong ending will be considered AMBIGUOUS and you will lose marks!)
- “A detail” is not “an activity” (A detail is anything that adds information! Adjective, word: Fui al cine con mi hermana (detail). An activity it is something you do/did/will do: Nadé y tomé el sol (activities))
- One of the tasks will be marked as ! and it means you have to answer something you have not prepared for.
- One of the tasks will be marked as ? and it means you have to ask a question to your examiner!

TOP TIPS FOR SUCCESS IN THE ROLEPLAY

PRONOUNCE EVERYTHING CLEARLY!

STICK TO THE TASK WITHOUT DEVELOPING IT

KNOW WHAT “DETAIL” AND “ACTIVITY” MEAN

PRACTISE HOW TO ASK QUESTIONS

USE THE CORRECT VERB TENSE AND PERSON

PHOTOCARD 3 MINUTES

- You will be asked three questions which you will prepare for and further two extra questions, which will not be from the conversation section of the oral exam.
- The questions can refer to any tense!
- If you don't understand a question ask to be paraphrased! **¿puede repetir, por favor?**
- Use specific structures to describe the photocard: **se puede ver/ hay/ poder ver/ ESTAR + verb in -ando/-iendo TO BE DOING)**
- **ESTAR + verb in -ando/-iendo TO BE DOING)**

TOP TIPS FOR SUCCESS IN THE PHOTOCARD

Be accurate!
Development of answers: anything extra such as adjectives, nouns, opinions or linking words!
Inclusion of at least an opinion!
Justification of at least an opinion!
Answer all questions asked.

GENERAL CONVERSATION (5-7 minutes)

Some weeks before the exam, your teacher will ask you to choose a Theme, not a topic, you would like to start your General Conversation on. Your teacher will make sure that the photocard given to you is not from the same theme as your nominated one! You will talk about your nominated theme and then the second theme not covered in the Photocard.

TOP TIPS FOR SUCCESS IN THE GENERAL CONVERSATION

It has to be an interactive conversation, which means you will need to ask questions!
You must ask, at least one question!
Must use opinions and justifications as much as possible (at least two!)
Must use a variety of vocabulary and grammatical structures
Use of complex sentences (with linking words)
Pronunciation is very important
MUST SHOW SPONTANEITY NO HESITATION!
Must not rely on the use of a good structure, used again, again and again!

Y10 THEMES AND TOPICS FOR AQA

Theme 1: Identity and Culture

- **Topic 1: Me, my family and friends**
 - ✓ Relationships with family and friends
 - ✓ Marriage/partnerships
- **Topic 2: Technology in everyday life**
 - ✓ Social Media
 - ✓ Mobile Technology
- **Topic 3: Free-time activities Módulo 4 Viva**
 - ✓ Music
 - ✓ Cinema and TV
 - ✓ Food and eating out
 - ✓ Sport

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

- **Topic 4: Travel and Tourism**

Theme 3: Current and future study and employment

- **Topic 1: My studies**
- **Topic 2: Life at school/college**
-

Y11 THEMES AND TOPICS FOR AQA

Theme 1: Identity and Culture

- **Topic 3: Customs and festivals in Spanish-speaking countries/communities**
 - ✓ Food and eating out
 - ✓ Describing mealtimes via Reading/Listening
 - ✓ Talking about different foods via Reading/Listening
 - ✓ Talking about festivals/ Xmas in Spain versus England
 - ✓ Describing a special day

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

- **Topic 1: Home, town, neighbourhood and region**
- **Topic 2: Social issues**
 - ✓ Charity/voluntary work
 - ✓ Healthy/unhealthy living
- **Topic 3: Global Issues**
 - ✓ The environment
 - ✓ Poverty/homelessness

Theme 3: Current and future study and employment

- **Topic 3: Education post-16**
- **Topic 4: Jobs, career choices and ambitions**
 - ✓ Talking about different jobs
 - ✓ Talking about how you earn money
 - ✓ Talking about work experience
 - ✓ Talking about the importance of learning languages
 - ✓ Discussing gap years
 - ✓ Discussing plans for the future

SPEAKING MARK SCHEME - 60 marks

Component 1: General Conversation (30)

OUT OF	COMMUNICATION	MARK
9-10	Very Good A very confident and fluent student who consistently develops responses in extended sequences of speech. Narrates events coherently when asked to do so. Conveys information clearly at all times, giving and explaining opinions convincingly .	
7-8	Good A confident speaker who regularly develops responses in extended sequences of speech. Usually narrates events when asked to do so. Almost always conveys information clearly, giving and explaining opinions .	
5-6	Sufficient A generally confident speaker who develops some responses in extended sequences of speech. Sometimes narrates events when asked to do so. Usually conveys information clearly, giving and often explaining opinions .	
3-4	Limited A mixed performance from a speaker who usually gives quite short replies to questions but occasionally gives extended answers . Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time . Gives opinions, some of which are explained .	
1-2	Poor A speaker who sometimes lacks confidence and who tends to give quite short replies to questions, but with occasional attempts at longer replies . He or she has only limited success in narrating events . There may be a few questions which the student is unable to answer successfully or to which replies are very unclear . Gives two or more opinions .	
0	No relevant information conveyed. A zero score.	

OUT OF	RANGE AND ACCURACY OF LANGUAGE	MARK
9-10	Excellent language with a wide variety of structures and a wide range of vocabulary. References to present, past and future confidently . There are few minor errors and other errors occur when complex structures and-or vocabulary are attempted.	
7-8	Very good language with some variety of structures and a range of vocabulary. References to present, past and future generally successfully . Any errors are only minor or occur when complex structures and-or vocabulary are attempted.	
5-6	Good language with some attempts at more complex structures which are usually successfully. References to present, past and future are made and are sometimes successful . There may be minor errors and occasional more serious ones, but they do not generally impede comprehension.	
3-4	Generally good language which involves mainly simple structures and vocabulary, with some repetition , but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making references to present, past and future. There may be errors but they do not generally impede comprehension.	

1-2	Reasonable language which uses simple structures and vocabulary and may be repetitive at times . Attempts at making reference to present, past and future are only limited successful . There may be frequent errors, which may occasionally impede communication.			
0	No language produced is worthy of credit.			
OUT OF	PRONUNCIATION AND INTONATION	MARK	INTERACTION AND FLUENCY	Mark
5	Consistently good accent and intonation.		Excellent exchange where the speaker reacts naturally to the questions asked. Has an air of spontaneity . Responds promptly and speaks with some fluency , though not like a native speaker.	
4	Generally good with only occasional lapses.		Very good exchange where the speaker usually reacts naturally to the questions asked. The student is often spontaneous . Usually responds promptly . Some flow of language .	
3	Generally good but some inconsistency in more challenging language.		Good exchange where the speaker sometimes reacts naturally to questions but may at times rely on pre-learned response . Some hesitation before a reply but the delivery generally has a reasonable pace .	
2	Generally good, but inconsistency at times.		Generally good exchange where the speaker shows some spontaneity but also relies on pre-learned responses . Sometimes hesitates and may not be able to respond to questions .	
1	Generally understandable, making comprehension difficult.		Reasonable exchange with little spontaneity . Most of what is said involves pre-learned responses . Flow is often broken by hesitation and delivery can be quite slow at times .	
0	No language produced is worthy of credit.		No language produced is worthy of credit.	

COMPONENT 2: ROLEPLAY (15 marks)

There are 5 tasks for the Role-play, each of which will be awarded up to 2 marks for Communication.

Out of	COMMUNICATION	Mark
2	The message is conveyed without ambiguity.	
1	The message is partially conveyed or conveyed with some ambiguity.	
0	No part of the message is conveyed.	
Out of	KNOWLEDGE AND USE OF LANGUAGE	Mark
5	Very good knowledge and use of language.	
4	Good knowledge and use of language.	
3	Reasonable knowledge and use of language.	
2	Limited knowledge and use of language.	
1	Poor knowledge and use of language.	
0	No language produced is worthy of credit	

COMPONENT 3: PHOTOCARD (15 marks)

OUT OF	COMMUNICATION AND USE OF LANGUAGE	Mark
13-15	The speaker replies to all questions clearly and develops most answers. Gives and explains an opinion.	

10-12	The speaker replies to all or nearly all questions clearly and develops some answers. The student gives and explains an opinion.	
7-9	The speaker gives understandable replies to most questions and develops at least one answer. Opinion.	
4-6	The speaker gives understandable replies most questions but they may be short and-or repetitive.	
1-3	The speaker replies to some questions bthe answers are likely to be short and-or repetitive.	

Y10 GENERAL CONVERSATION QUESTIONS

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

Topic 4: Travel and Tourism

1 ¿Qué sueles hacer normalmente durante las vacaciones de verano? <i>What do you tend to do during the summer holidays?</i>	2 ¿Dónde fuiste de vacaciones el año pasado? Háblame de las vacaciones <i>Where did you go on holidays last year? Talk to me about the holidays</i>
3 ¿Qué fue lo mejor y lo peor de tus vacaciones el año pasado? <i>What was the best and the worst of the holidays last year?</i>	4 ¿Dónde te alojaste? Describe el hotel o el lugar (place) donde te alojaste <i>Where did you stay? Describe the hotel or the place where you stayed</i>
5 ¿Te gustan las vacaciones en el extranjero (abroad)? <i>Do you like holidays abroad?</i>	

Theme 3: Current and future study and employment

Topic 1: My studies

Topic 2: Life at school

1 ¿Qué asignaturas te gustan y no te gustan? <i>What subjects do you and don't you like?</i>	2 ¿Qué asignaturas te gustaban cuando eras más pequeño? <i>What subjects did you like when you were younger?</i>
3 ¿Haces actividades extraescolares? <i>Do you do extracurricular activities?</i>	4 ¿Qué actividad extraescolar hacías el año pasado? <i>What extracurricular activity did you use to do last year?</i>
5 ¿Te gustan tus profesores? ¿Por qué? <i>Do you like your teachers? Why?</i>	6 ¿Cómo es tu instituto? ¿Cómo era tu colegio de primaria? <i>What is your school like? What was your primary school like?</i>
7 ¿Qué normas hay en tu instituto? ¿Crees que son justas? <i>What rules are there in your school? Do you think they are fair?</i>	8 ¿Qué problemas tienen los estudiantes hoy en día? <i>What problems do students have nowadays?</i>
9 ¿Llevas uniforme? ¿Cómo es? ¿Te gusta? <i>Do you wear uniform? What is it like? Do you like it?</i>	10 ¿Qué es lo positivo y lo negativo del uniforme? <i>What is the positive and negative of the uniform?</i>
11 ¿Qué vas a estudiar después de tus GCSEs? <i>What are you going to study after GCSE?</i> VOY A ESTUDIAR..... PORQUE....	

Theme 1: Identity and Culture

Topic 1: Me, my family and friends

1 ¿Cuántas personas hay en tu familia? <i>How many people are there in your family? Expand on this question, description, how you get on etc..</i>	2 ¿Te llevas mal con alguien de tu familia? <i>Do you get on badly with someone in your family?</i>
3 Describe a un miembro de tu familia <i>Describe a member of your family</i>	4 ¿Cómo conociste a tu mejor amigo? <i>How did you meet your best friend?</i>
5 En tu opinión, ¿el matrimonio es importante? <i>In your opinion, marriage is important?</i>	6 ¿Te gustaría casarte y tener hijos en el futuro? <i>Would you like to get married and to have children in the future?</i>
7 En tu opinión, ¿Cómo es un buen amigo? <i>In your opinion, what is a good friend like?</i>	8 ¿Crees que eres un buen amigo? ¿Qué hiciste recientemente que demuestra que eres un buen amigo? <i>Do you think you are a good friend? What did you do recently that shows that you are a good friend?</i>
9 ¿Cómo eras cuando eras pequeño? <i>What were you like when you were little?</i>	10 ¿Qué vas a hacer con tu familia este fin de semana? <i>What are you going to do with your family this weekend?</i> VOY A + INFINITIVE = I AM GOING TO

Topic 2: Technology in everyday life

1 ¿Usas mucho internet? ¿Qué aplicaciones usas? <i>Do you use internet a lot? What apps do you use?</i>	2 ¿Cuál es tu red social favorita? ¿Por qué? <i>Which is your favourite social network? Why?</i>
3 ¿Tienes móvil? ¿Para qué usas tu móvil? <i>Do you have a mobile? What do you use it for?</i>	4 ¿Qué peligros (dangers) y ventajas tienen las redes sociales? <i>What dangers and advantages do social media have?</i>
5 ¿Cómo usaste internet la semana pasada? <i>How did you use internet last week?</i>	

Topic3: Free time activities

1 ¿Qué haces en tu tiempo libre? <i>What do you do in your free time?</i>	2 ¿Qué te gustaría hacer si tuvieras la oportunidad? <i>What would you like to do if you had the opportunity?</i>
3 ¿Qué hiciste la semana pasada? <i>What did you do last week?</i>	4 ¿Qué te gusta ver en la televisión? <i>What do you like watching on TV?</i>
5 ¿Cuál es la última película que has visto? ¿De qué trata? ¿Te ha gustado? <i>Which is the last film you've watched? What is about? Have you liked it?</i>	

Y11 GENERAL CONVERSATION QUESTIONS

Theme 1: Identity and Culture

Topic 4: Customs and festivals in Spanish speaking countries

1 ¿Has probado alguna vez un plato típico español? ¿Puedes describirlo? <i>Have you ever tried a typical Spanish dish? Can you describe it?</i>	2 ¿A qué fiesta Española te gustaría ir? <i>What Spanish party would you like to go to?</i>
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Theme 2: Local, national, international and global areas of interest

Topic 1: Home, town, neighbourhood and region

1 ¿Cómo es el lugar donde vives? • ¿Te gusta? • ¿Qué hay de interés en tu region? • ¿Es famosa por algo? • ¿Cuáles son los problemas de tu región hoy en día? (desempleo, contaminación, los sin techo) <i>What's the place where you live like? Do you like it? What's interesting about your region? Is it famous for something?</i> <i>What are the problems in your region today? (unemployment, pollution, homeless)</i>	
2 ¿Cómo era tu región hace 20 años? <i>What was your region like 20 years ago?</i> <i>¿Es mejor or peor? Is it better or worse?</i>	3 Si fueras alcalde, ¿qué harías para mejorar tu región? <i>If you were mayor, what would you do to improve your region?</i>

Topic 2: Social issues (charity work and healthy living)

1 ¿Crees que merece la pena trabajar de voluntario en una organización benéfica?

- Por qué es bueno - qué se puede hacer
- Ventajas /desventajas
- Si has trabajado alguna vez de voluntario ¿Qué hiciste y qué aprendiste?

Do you think it's worth volunteering at a charity? Why it is a good thing - what can one do. Advantages/disadvantages. If you have ever worked as a volunteer, what did you do and learn?

2 Háblame de los eventos que organiza tu instituto para recaudar dinero para obras de Caridad. Tu opinión.

Tell me about the events to raise money for charity that your school organises and your opinion.

3 ¿Qué se debería hacer para tener una vida sana?

- Habla de lo que tú haces para llevar una vida sana.
- Tu opinión sobre beber alcohol y tomar drogas.
- Lo que harás en el futuro para mejorar tu bienestar.

What should be done to have a healthy life? Tell me about what you do to lead a healthy life. Your opinion about drinking alcohol and taking drugs. What you will do in the future to improve your wellbeing.

Topic 3: Global issues (environment and poverty/homelessness)

1 Háblame sobre los problemas más graves del medio ambiente

- Cómo se pueden solucionar los problemas del medio ambiente global y localmente
- Lo que tú hacer para colaborar para proteger el medio ambiente

Tell me about the environment most serious problems. How can environmental problems be solved globally and locally. What you personally do to help protect the environment.

2 Háblame sobre cómo los países ricos pueden ayudar a los países en desarrollo.

- ¿Es mejor ofrecerles dinero o alguna otra cosa?

Tell me about how rich countries can help developing countries. Whether it is better to offer them money or do something else instead.

3 Si fueras Primer Ministro, ¿qué harías para mejorar la situación en tu país o región?

- Ayuda a los sin techo
- Medio ambiente
- Transporte
- Sanidad
- Educación

If you were Prime Minister, what would you do to improve the situation in your country or region? You can mention help to homeless, environment, transport, health, education.

Theme 3: Current and future study and employment

Topic 3: Education Post-16

Topic 4: Jobs, career choices and ambitions

1 ¿Qué haces para ganar dinero?

- Habla sobre trabajos a tiempo parcial
- Tipo de trabajo
- Salario
- Lo que aprendes
- Ventajas para el futuro

What do you do to earn money? Talk about part time Jobs. Types of Jobs. Salary. What you learn. Benefits for your future.

2 ¿Qué hiciste el año pasado para tus practicas laborales?

- Describe lo que tuviste que hacer y lo que aprendiste
- ¿Merece la pena?

What did you do last year for your work experience? Describe what you had to do and what you learnt. Is it worth doing work experience?

3 Habla de tus planes futuros:

- Universidad: ¿sí o no? ¿es importante para conseguir un trabajo?
- El trabajo de tus sueños.
- ¿Crees que es importante aprender idiomas para conseguir un trabajo?

Talk about your future plans. University, will you go? Is it important in order to get a job? Your dream job. Do you think it is important to learn languages to get a job?

VOCABULARY

USEFUL VOCABULARY FOR ROLE PLAYS:

Me gustaría/ Quisiera	I would like
¿Tiene (polite) Tienes (for a friend)..?	Do you have....?
¿A qué hora/ qué/ cuándo/ dónde/ cómo/ cuánto cuesta....?	At what time/ what/ when/ where/ how/ how much does it cost....?
¿En qué puedo ayudarle?	How can I help you?
¿le gustaría (polite) te gustaría (for a friend)..?	Would you like....?
¿le gusta (polite) te gusta (for a friend)..?	Do you like.....?
¿Qué opinas de.....?	What do you think of.....?
¿Qué..... recomendaría (polite)/ qué..... recomendarías (friend) ?	What..... would you recommend?
Un billete	A train or flight ticket
Una entrada	A ticket (concert, cinema etc..)
No funciona	It doesn't work
No me viene	I doesn't fit me

STRUCTURE AND VOCABULARY FOR PHOTOCARD:

The first question in the photocard will always be: *¿Qué hay en la foto?*

You always need to follow this structure:

En la foto puedo ver	In the photo I can see
Una mujer, un hombre, una familia, un grupo de amigos, unos chicos, unas chicas, unos niños, una persona	
está/n comiendo , hablando , tomando el sol, estudiando , jugando al fútbol, viendo la tele, sacando fotos, cocinando , usando el móvil, esquiando etc...	He-she is/ they are eating, talking, sunbathing, studying, playing football, watching tv, taking photos, cooking, using the mobile, skiing...
Parece que	It seems that
está/n contento/a/os/as enfadado/a/os/as aburrido/a/os/as estresado/a/os/as preocupado/a/os/as nervioso/a/os/as triste/s	He/she is they are Happy Angry Bored Stressed Worried Nervous Sad

Está/n de vacaciones en el colegio en una cocina en una ciudad en la playa en las montañas en casa en el cine en la calle en un campo de fútbol	He/she is they are On holidays (of holydays) In school In a kitchen In a city On the beach In the mountains At home In the cinema In the stree In a football pitch
Creo que lo está/n pasando bomba	I think he-she is/ they are having a great time
Quizás acaba/n de salir del cine venir de una fiesta hacer turismo (any activity!)	Maybe they have just Left the cinema Come from a party Done toruism (IN SPANISH WE USE INFINITIVE)
Lleva/ n ropa deportiva ropa de verano ropa de invierno un abrigo una camiseta un vestido tradicional un traje tradicional un sombrero unos pantalones negros una falda larga	He-she wears/ they wear Sport clothes Summer clothes Winter clothes A coat A t-shirt A tradicional dress A tradicional costume A hat Black trousers A long skirt

For the other questions you just have to answer accordingly.

You are allowed to write answers to the 3 questions in the card BUT you will be asked 2 further questions that you have not prepared!!! Look at the notes section of this booklet for examples of these questions as they repeat each year!!! They are very similar to your general conversation questions!

Y10 ROLE PLAYS

Q1.ROLE-PLAY

Instructions to candidates

Your teacher will play the part of an assistant in a Spanish travel agent's and will speak first.

You should address the assistant as **usted.** (You, polite)

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

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

Estás hablando con el empleado / la empleada en una agencia de viajes en España.

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

Q1.

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

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

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

- 1 Ask the candidate how you can help.

¿En qué puedo ayudarle?

- 2 Allow the candidate to ask for the number of tickets he / she wants for a trip to Madrid and for when.

! Ask the candidate why he / she wants to visit Madrid. (Elicit **one** reason).

¿Por qué quiere visitar Madrid?

- 3 Allow the candidate to give **one** reason why he / she wants to visit Madrid.

Ask the candidate if he / she has visited Spain before. (Elicit **two** details).

¿Ha visitado España antes?

- 4 Allow the candidate to give **two** details about his / her last visit to Spain.

Ask the candidate what he / she thinks about travelling by coach. (Elicit **two** details)

¿Qué piensa de viajar en autocar?

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

Entiendo.

- 5 ? Allow the candidate to ask you a question about recommended museums.

(Give an appropriate answer).

Q2. ROLE-PLAY

Instructions to candidates

Your teacher will play the part of an assistant in a computer shop in Spain and will speak first.

You should address the assistant as **usted**. (You, polite)

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

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

Estás hablando con el empleado / la empleada en una tienda de ordenadores en España.

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

Q2.

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

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

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

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

Q3. ROLE-PLAY

Candidate's Role

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

You should address the assistant as **usted**.

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

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

Usted está hablando con el empleado/la empleada en una agencia de viajes en España.

- Una excursión – adónde y cuándo.
- Por qué este destino (**una** razón).
- !
- ? Volver – a qué hora.
- **Una** excursión la semana pasada (**dos** detalles).

Q3.

Teacher's Role

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

Introductory text: *Usted está hablando con el empleado/la empleada en una agencia de viajes en España. Yo soy el empleado/la empleada.*

- 1 Ask the candidate how you can help.
¿En qué puedo ayudarle?
- 2 Allow the candidate to say where he/she wants to go to and when.
Ask the candidate why he/she wants to go there. (Elicit **one** reason).
¿Por qué quiere ir allí?
- 3 Allow the candidate to give **one** reason why he/she wants to go there.
! Ask the candidate how he/she wants to travel and how many people there are.
¿Cómo quiere viajar? ... Y, ¿cuántas personas hay?
- 4 Allow the candidate to say how he/she wants to travel and how many people there are.
Muy bien.
- ? Allow the candidate to ask you a question about the return time.
A las nueve de la noche.
- 5 Ask the candidate to tell you about an excursion last week. (Elicit **two** details).
¿Qué excursión hizo usted la semana pasada?
Allow the candidate to give **two** details about an excursion last week.
Estupendo.

Q4. ROLE-PLAY

Candidate's Role

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

You should address the assistant as **usted.** (YOU POLITE)

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

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

Usted está hablando con el empleado/la empleada en una oficina de turismo en España.

- Viaje en autocar – adónde y cuándo.
- Viajar en autocar - **una** opinión.
- ? Fiestas – cuándo.
- !
- Sus actividades ayer (**dos** detalles).

Q4.

Teacher's Role

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

Introductory text: *Usted está hablando con el empleado/la empleada en una oficina de turismo en España. Yo soy el empleado/la empleada.*

- 1 Ask the candidate how you can help.
¿En qué puedo servirle?
- 2 Allow the candidate to say where and when he/she wants to go on a coach trip.
Ask the candidate what he/she thinks of coach travel.
¿Qué piensa de viajar en autocar?
- 3 Allow the candidate to say what he/she thinks of coach travel. (Elicit **one** opinion).
A mí me gusta mucho.
? Allow the candidate to ask you when there is a festival.
Hay una el mes que viene.
- 4 ! Ask the candidate for his/her opinion of festivals in his/her country. (Elicit **one** opinion).
¿Cuál es su opinión sobre las fiestas en su país?
- 5 Allow the candidate to give **one** opinion of festivals in his/her country.
Ask the candidate what he/she did yesterday. (Elicit **two** details).
¿Qué hizo usted ayer?
Allow the candidate to give **two** details about what he/she did yesterday.
Por aquí hay mucho que hacer.

Q5. ROLE PLAY

Candidate's Role

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

You should address your friend as **tú**. (**NORMAL YOU**)

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

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

Estás hablando con tu amigo español/tu amiga española sobre la tecnología y las redes sociales.

- Tu uso de la tecnología la semana pasada (**dos** detalles).
- El mejor móvil y **una** razón.
- Las redes sociales – **una** desventaja.
- !
- ? Un móvil nuevo – cuándo.

Q5.

Teacher's Role

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

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

- 1 Ask the candidate what technology he/she used last week. (Elicit **two** details).
¿Qué tecnología usaste la semana pasada?
 - 2 Allow the candidate to give **two** details about what technology he/she used last week.
Ask the candidate which is the best mobile phone and why. (Elicit **one** reason).
¿Cuál es el mejor móvil? ... ¿Por qué?
 - 3 Allow the candidate to say which mobile phone is the best and to give **one** reason why.
Ask the candidate to give **one** disadvantage of social media.
¿Cuál es una desventaja de usar las redes sociales?
 - 4 Allow the candidate to give **one** disadvantage of social media.
! Ask the candidate how often he/she uses social media and for how long.
¿Cuántas veces por semana usas las redes sociales? ... Y, ¿durante cuánto tiempo?
 - 5 Allow the candidate to say how often he/she uses social media and for how long.
Me parece bien.
- ? Allow the candidate to ask you when you are getting a new mobile phone.
Cuando tenga más dinero.

Q6. ROLE-PLAY

Candidate's Role

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

You should address your friend as **tú**. (**NORMAL YOU**)

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

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

Estás hablando con tu amigo mexicano / tu amiga mexicana sobre el tiempo libre.

- Tu música preferida y **una** razón.
- Tu opinión sobre los conciertos (**dos** detalles).
- Tu última comida en un restaurante (**dos** detalles).
- !
- ? Cine.

Q6.

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

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

- 1 Ask the candidate what music he / she prefers and why. (Elicit **one** reason).
¿Qué música prefieres? ... ¿Por qué?
- 2 Allow the candidate to say what music he / she prefers and to give **one** reason why.
Ask the candidate what he / she thinks about concerts. (Elicit **two** details).
¿Qué piensas de los conciertos?
- 3 Allow the candidate give **two** details about what he / she thinks about concerts.
Ask the candidate about his / her last meal in a restaurant. (Elicit **two** details).
- 4 Allow the candidate to give **two** details about his / her last meal in a restaurant.
! Ask the candidate how many hours a day he / she watches television and what type of programme he / she likes.
¿Cuántas horas al día ves la televisión? ... ¿Qué tipo de programa te gusta?
- 5 Allow the candidate to say how many hours a day he/she watches television and what type of programme he / she likes.
Vale.
? Allow the candidate to ask you a question about the cinema.
(Give an appropriate answer).

Q7. ROLE PLAY

Candidate's Role

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

You should address your friend as **tú**. (**NORMAL YOU**)

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

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

Estás hablando con tu amigo peruano / tu amiga peruana sobre los estudios.

- Necesidad de hacer asignaturas obligatorias – tu opinión y **una** razón.
- Importancia de aprender español (**una** razón).
- !
- Tu profesor / profesora ideal (**dos** detalles).
- ? Exámenes en el colegio.

Q7.

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

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

- 1** Ask the candidate his / her opinion about having to do compulsory subjects and why. (Elicit **one** opinion and **one** reason).
¿Qué opinas de tener que hacer asignaturas obligatorias? ... ¿Por qué?
- 2** Allow the candidate to give **one** opinion about having to do compulsory subjects and to give **one** reason why.
Ask the candidate why it is important to study Spanish. (Elicit **one** reason).
¿Por qué es importante estudiar español?
- 3** Allow the candidate to give **one** reason why it is important to study Spanish.
! Ask the candidate what he / she thinks about homework. (Elicit **one opinion).**
¿Qué piensas de los deberes?
- 4** Allow the candidate to give **one** opinion about homework.
Ask the candidate what his / her ideal teacher would be like. (Elicit **two** details).
¿Cómo sería tu profesor o profesora ideal?
- 5** Allow the candidate to give **two** details about what his / her ideal teacher would be like.
Estoy de acuerdo.
? Allow the candidate to ask about your exams at school.
(Give an appropriate answer).

Q8. ROLE PLAY

Candidate's Role

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

You should address your friend as **tú**. (NORMAL YOU)

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

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

Estás hablando con tu amigo español / tu amiga española sobre la vida en el colegio.

- Reglas en tu colegio – tu opinión y **una** razón.
- El día escolar en tu colegio (**dos** detalles).
- !
- Tus estudios ahora y en el pasado – una diferencia.
- ? Actividades extraescolares.

Q8.

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

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

- 1 Ask the candidate for his / her opinion of the rules in his / her school and for a reason. (Elicit **one** reason).
¿Cuál es tu opinión sobre las reglas en tu colegio? ... ¿Por qué?
- 2 Allow the candidate to give an opinion and **one** reason about the rules in his / her school.
Ask the candidate to tell you something about his / her school day. (Elicit **two** details).
Háblame un poco de tu día escolar.
- 3 Allow the candidate to give **two** details about his / her school day.
! Ask for the candidate's opinion of the facilities in his / her school. (Elicit **one detail).**
¿Qué piensas de las instalaciones en tu colegio?
- 4 Allow the candidate to give **one** detail on his / her opinion of the facilities in his / her school.
Ask the candidate what difference there is in his / her studies now compared to in the past. (Elicit **one** difference).
¿Qué diferencia hay entre tus estudios ahora comparado con el pasado?
- 5 Allow the candidate to give **one** difference between his / her studies now compared to in the past.
Ya entiendo.
? Allow the candidate to ask you about the extracurricular activities in your school. (Give an appropriate answer).

Q9.ROLE PLAY

Instructions to candidates

Your teacher will play the part of a reporter from Chile doing a survey about your school and will speak first.

You should address the reporter as **usted.** (YOU POLITE)

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

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

Estás hablando con un periodista chileno / una periodista chilena sobre tu instituto.

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

Q9.

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

Introductory text: *Estás hablando con un periodista chileno / una periodista chilena. Yo soy el / la periodista.*

- 1 Ask the candidate to tell you the best thing about his / her school. (Elicit **two** details).
¿Qué es lo bueno de su instituto?
- 2 Allow the candidate to give **two** details about the best thing in his / her school.
Ask the candidate to tell you about a recent problem at school. (Elicit **one** detail).
¿Hábleme de un problema que ha tenido recientemente en su instituto?
- 3 Allow the candidate to give **one** detail about a recent problem in school.
Muy bien.
? Allow the candidate to ask you about schools in Chile.
(Give an appropriate answer).
- 4 Ask the candidate about how his / her school can be improved. (Elicit **two** details).
Y, ¿qué se puede hacer para mejorar su instituto?
- 5 Allow the candidate to give **two** details about how his / her school can be improved.
! Ask the candidate how he / she uses technology in class. (Elicit **one detail).**
¿Para qué usa la tecnología en clase?
Allow the candidate to give **one** detail about how he / she uses technology in class.
Muy bien. Muchas gracias.

Q10. ROLE PLAY

Candidate's Role

Your teacher will play the part of an assistant in a Spanish travel agent's and will speak first.

You should address the assistant as **usted.** (*you polite*)

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

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

Estás hablando con un empleado / una empleada sobre un posible viaje en avión.

- Vuelo - qué ciudad.
- Día y hora.
- ? Comida en el avión.
- Tu último viaje en avión (**dos** detalles).
- !

Q10.

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

Introductory text: *Estás hablando con el empleado / la empleada en una agencia de viajes. Yo soy el empleado / la empleada.*

- 1 Ask the candidate how you can help him / her.
¿En qué puedo ayudarle?
- 2 Allow the candidate to say which city he / she wants to fly to.
Ask the candidate for when.
¿Para cuándo?
- 3 Allow the candidate to say the date and time he / she wants to travel.
Muy bien.
? Allow the candidate to ask you about food on the plane.
(Give an appropriate answer).
- 4 Ask the candidate about his / her last flight. (Elicit **two** details).
Y, ¿su último vuelo?
- 5 Allow the candidate to give **two** details about his / her last flight.
! Ask the candidate what nationality he / she is and why he / she is in Spain.
¿De qué nacionalidad es usted? ... ¿Por qué está usted en España?
Allow the candidate to say what nationality he / she is and why he / she is in Spain.
De acuerdo.

Q11. ROLE PLAY

Candidate's Role

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

You should address your friend as **tú. (NORMAL YOU)**

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

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

Estás hablando con tu amigo español / tu amiga española sobre el matrimonio y las relaciones.

- Tu opinión sobre el matrimonio (**dos** detalles).
- !
- **Una** causa de divorcios.
- ? Matrimonio – edad ideal.
- Tus planes con tus amigos el fin de semana que viene (**dos** detalles).

(Total 8 marks)

Q11.

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

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

- 1 Ask the candidate for his / her opinion of marriage. (Elicit **two** details).
¿Cuál es tu opinión sobre el matrimonio?
- 2 Allow the candidate to give **two** details on his / her opinion of marriage.
! Ask the candidate which is the most important quality in a partner. (Elicit **one** detail).
¿Cuál es la cualidad más importante en un novio o una novia?
- 3 Allow the candidate to give **one** detail about the most important quality in a partner.
Ask the candidate why so many people get divorced. (Elicit **one** reason).
¿Por qué se divorcian tantas personas?
- 4 Allow the candidate to give **one** reason why so many people get divorced.
De acuerdo.
? Allow the candidate to ask what you think is an ideal age to get married.
Depende. Cada persona es diferente.
- 5 Ask the candidate what plans he / she has with friends this weekend. (Elicit **two** details).
¿Qué planes tienes con tus amigos este fin de semana?
Allow the candidate to give **two** details about plans with friends this weekend.

¡Qué bien!

Q12. ROLE PLAY

Instructions to candidates

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

You should address your friend as **tú.** (NORMAL YOU)

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

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

Estás hablando con tu amigo mexicano / tu amiga mexicana sobre el cine y la televisión.

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

Q12.

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

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

- 1 Ask the candidate what type of film he / she prefers and why. (Elicit **one** reason).
¿Qué tipo de película prefieres? ... ¿Por qué?
- 2 Allow the candidate to say what type of film he / she prefers and to give **one** reason why.
Ask the candidate to tell you about the last time he / she went to the cinema. (Elicit **two** details).
Háblame de la última vez que fuiste al cine.
- 3 Allow the candidate to give **two** details about the last time he / she went to the cinema.
! Ask the candidate who his / her favourite actor is and why he / she likes that actor. (Elicit **one reason).**
¿Quién es tu actor favorito? ... ¿Por qué te gusta?
- 4 Allow the candidate to say who his / her favourite actor is and give **one** reason why.
Ask the candidate if there are any disadvantages to watching a lot of television. (Elicit **two** disadvantages).
¿Qué desventajas tiene ver mucha televisión?
Allow the candidate to give **two** disadvantages of watching a lot of television.
Sí, claro.
- 5 ? Allow the candidate to ask you a question about free time.
(Give an appropriate answer).

Y11 ROLE PLAYS

Q1.

Instructions to candidates

Your teacher will play the part of an assistant in an employment agency and will speak first.

You should address the assistant as *usted*.

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

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

Estás hablando con un empleado / una empleada en una agencia de trabajo sobre un posible trabajo.

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

Q1.

You begin the role-play.

You should address the candidate as *usted*.

You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.

Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

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

Introductory text: *Estás hablando con el empleado / la empleada en una agencia de trabajo. Yo soy el empleado / la empleada.*

1 Ask the candidate about his / her current work. (Elicit **two** details).

¿En qué trabaja ahora?

2 Allow the candidate to give two details about what work he / she does at the moment.

Ask the candidate why he / she wants to work in Spain. (Elicit **two** reasons).

¿Por qué quiere trabajar en España?

3 Allow the candidate to give **two** reasons why he / she wants to work in Spain.

! Ask the candidate how long he / she has been studying Spanish and where.

¿Cuántos años hace que estudia español? ... Y, ¿dónde estudia español?

4 Allow the candidate to say for how long he / she has been studying Spanish and where.

Ask the candidate what work experience he / she has had. (Elicit **two** details).

Y, ¿qué experiencia de trabajo ha tenido?

5 Allow the candidate to give two details about his / her experience of work.

Muy bien.

? Allow the candidate to ask you a question about money.

(Give an appropriate answer).

Q2.

Instructions to candidates

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

You should address your friend as *tú*

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

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

Estás hablando con tu amigo español / tu amiga española sobre el medio ambiente.

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

Q2.

You begin the role-play.

You should address the candidate as *tu*.

You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.

Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

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

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

1 Ask the candidate what problems there are with the environment in his / her region. (Elicit **two** problems).

¿Qué problemas hay con el medio ambiente en tu región?

2 Allow the candidate to say **two** problems there are with the environment in his / her region. Ask the candidate what he / she did to protect the environment last week. (Elicit **two** details).

¿Qué hiciste para proteger el medio ambiente la semana pasada?

3 Allow the candidate to give **two** details about what he / she did to protect the environment last week.

! Ask the candidate what are the best things about his / her region. (Elicit **two** details)

¿Cuáles son los mejores aspectos de tu región?

4 Allow the candidate to give two details about his / her region. (Elicit **two** details).

¡Qué bien!

? Allow the candidate to ask you a question about the environment in Spain.

(Give an appropriate answer).

5 Ask the candidate what he / she thinks about the situation with homeless people. (Elicit **one** detail).

¿Qué piensas de la situación de los sin techo?

Allow the candidate to say **one** thing about homeless people.

Estoy de acuerdo.

Q3.

Instructions to candidates

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

You should address your friend as *tú*.

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

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

Estás hablando con tu amigo mexicano / tu amiga mexicana sobre la vida sana.

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

Q3.

You begin the role-play.

You should address the candidate as *tu*.

You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.

Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

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

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

1 Ask the candidate what exercise he / she did last week. (Elicit **two** details).

¿Qué ejercicio hiciste la semana pasada?

2 Allow the candidate to give **two** details about what exercise he / she did last week.

Ask the candidate what he / she thinks about keeping fit. (Elicit **two** details).

¿Cuál es tu opinión sobre mantenerte en forma?

3 Allow the candidate to give **two** details about what he / she thinks about keeping fit.

! Ask the candidate if he / she thinks that he / she has a healthy diet and why (not). (Elicit **one** reason).

¿Crees que tienes una dieta sana? ... ¿Por qué (no)?

4 Allow the candidate to say whether he / she has a healthy diet and to give **one** reason why (not).

Ask the candidate why it is important not to smoke. (Elicit **one** reason).

¿Por qué es importante no fumar?

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

Estoy de acuerdo.

5? Allow the candidate to ask you a question about drugs.

(Give an appropriate answer).

Q4.

Candidate's Role

Your teacher will play the part of a Spanish person you have just met and will speak first.

You should address the person as usted.

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

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

Estás hablando con una persona española que acabas de conocer sobre donde vives.

- Tu pueblo – situación y tamaño.
- Tu pueblo – tu opinión y **una** razón.
- !
- Cómo mejorar tu región en el futuro (**dos** detalles).
- ? Casa.

Q4.

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

Introductory text: *Estás hablando con una persona española que acabas de conocer. Yo soy la persona.*

1Ask the candidate about his / her town.

Y, ¿su pueblo?

2Allow the candidate to say where his / her town is and how big it is.

Ask the candidate what he / she thinks of his / her town and why. (Elicit **one** reason).

¿Qué piensa de su pueblo? ... ¿Por qué?

3Allow the candidate to say what he / she thinks of his / her town and to give one reason why.

! Ask the candidate what places of interest there are in his / her region. (Elicit **two** details).

¿Qué sitios de interés hay en su región?

4Allow the candidate to give **two** details about places of interest in his / her region.

Ask the candidate how his / her region could be improved in the future. (Elicit **two** details).

¿Cómo se podría mejorar su región en el futuro?

5Allow the candidate to give **two** details about how his / her region could be improved in the future.

De acuerdo.

? Allow the candidate to ask you a question about your house.

(Give an appropriate answer).

Q5.

Candidate's Role

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

You should address your friend as tú.

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

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

Estás hablando con tu amigo español/tu amiga española sobre el futuro.

- Tus planes para los estudios en septiembre (**dos** detalles).
- !
- Tu trabajo en el futuro y **una** razón.
- Tu opinión sobre el dinero - (**un** detalle).
- ? La universidad.

Q5.

Teacher's Role

You begin the role-play.

You should address the candidate as *tú*.

You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.

Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

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

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

1 Ask the candidate about his/her study plans for September. (Elicit **two** details).

¿Cuáles son tus planes para los estudios en septiembre?

2 Allow the candidate to give **two** details about his/her study plans for September.

! Ask the candidate why he/she wants to do that. (Elicit **one** reason).

¿Por qué quieres hacer eso?

3 Allow the candidate to say to give **one** reason for his/her study plans.

Ask the candidate what job he/she wants to do and why.

¿En qué quieres trabajar? ... ¿Por qué?

4 Allow the candidate to say what job he/she wants to do and why.

Ask the candidate for his/her opinion about money. (Elicit **one** opinion).

Y, ¿cuál es tu opinión sobre el dinero?

5 Allow the candidate to give **one** opinion about money.

Para mí no es tan importante.

? Allow the candidate to ask you a question about university.

(Give an appropriate answer).

Q6.

Candidate's Role

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

You should address your friend as tú.

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

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

Estás hablando con tu amigo español/tu amiga española sobre la salud y la comida.

- Tú – persona sana o no.
- !
- Tu comida preferida y **una** razón.
- Tu última vez en un restaurante (**dos** detalles).
- ? El gimnasio.

Q6.

Teacher's Role

You begin the role-play.

You should address the candidate as *tú*.

You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.

Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

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

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

1Ask the candidate about his/her lifestyle.

Y, ¿tu estilo de vida?

2Allow the candidate to say how healthy he/she is.

!Ask the candidate if he/she thinks it is easy to lead a healthy lifestyle and why (not). (Elicit **one** reason).

¿Crees que es fácil llevar una vida sana? ... ¿Por qué (no)?

3Allow the candidate to say if he/she thinks it is easy to lead a healthy lifestyle and to give **one** reason why (not).

Ask the candidate what his/her favourite food is and why. (Elicit **one** reason).

¿Cuál es tu comida preferida? ... ¿Por qué?

4Allow the candidate to say what his/her favourite food is and why.

Ask the candidate about the last time he/she was in a restaurant. (Elicit **two** details).

Háblame un poco de tu última visita a un restaurante.

5Allow the candidate to give **two** details about the last time he/she was in a restaurant.

¡Qué interesante!

?Allow the candidate to ask you a question about the gym.

(Give an appropriate answer).

Q7.

Candidate's Role

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

You should address your friend as tú.

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

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

Estás hablando con tu amigo boliviano/tu amiga boliviana sobre la familia y el medio ambiente.

- Tus relaciones con tu familia (**dos** detalles).
- !
- Actividades con tu familia la semana pasada (**dos** detalles).
- El tráfico en tu pueblo (**un** detalle).
- ? Acciones para el medio ambiente.

Q7.

Teacher's Role

You begin the role-play.

You should address the candidate as *tú*.

You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.

Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

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

Introductory text: *Estás hablando con tu amigo boliviano/tu amiga boliviana. Yo soy tu amigo/tu amiga.*

1 Ask the candidate about his/her relations with his/her family. (Elicit **two** details).

¿Cómo son tus relaciones con tu familia?

2 Allow the candidate to give **two** details about his/her relations with his/her family.

! Ask the candidate what he/she thinks about spending time with his/her family and why.

¿Qué piensas de pasar tiempo con tu familia? ... ¿Por qué?

3 Allow the candidate to say what he/she thinks about spending time with his/her family and why.

Ask the candidate what he/she did with his/her family last week. (Elicit **two** details).

¿Qué hiciste la semana pasada con tu familia?

4 Allow the candidate to give **two** details about what he/she did with his/her family last week.

Ask the candidate about the traffic in his/her town. (Elicit **one** detail).

Y, ¿el tráfico en tu pueblo?

5 Allow the candidate to give **one** detail about the traffic in his/her town.

De acuerdo.

? Allow the candidate to ask you what you do for the environment.

Siempre apago las luces.

Q8.

Candidate's Role

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

You should address your friend as tú.

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

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

Estás hablando con tu amigo español/tu amiga española sobre el trabajo.

- Tu opinión sobre el trabajo voluntario (**un** detalle).
- Tu experiencia de trabajo voluntario (**un** detalle).
- Tu trabajo para el próximo año (**un** detalle).
- ? Paro en España.
- !

Q8.

Teacher's Role

You begin the role-play.

You should address the candidate as *tú*.

You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.

Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

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

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

1Ask the candidate his/her opinion about voluntary work. (Elicit **one** opinion).

¿Qué opinas del trabajo voluntario?

2Allow the candidate to give his/her opinion about voluntary work.

Ask the candidate what experience he/she has of voluntary work. (Elicit **one** detail).

¿Qué experiencia de trabajo voluntario tienes?

3Allow the candidate to give **one** detail about what experience he/she has of voluntary work.

Ask the candidate what work he/she wants to do next year. (Elicit **one** detail).

¿Qué trabajo quieres hacer el próximo año?

4Allow the candidate to give **one** detail about the work he/she wants to do next year.

Vale.

?Allow the candidate to ask about unemployment in Spain.

Hay muchos jóvenes en paro.

5!Ask the candidate what he/she likes to do in his/her free time and why.

Aparte de trabajar, ¿qué te gusta hacer en tu tiempo libre? ... ¿Por qué te gusta?

Allow the candidate to say what he/she likes to do in his/her free time and why.

Genial.

Q9.

Candidate's Role

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

You should address the assistant as usted.

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

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

Usted está hablando con el empleado/la empleada en una oficina de turismo en España.

- Viaje en autocar – adónde y cuándo.
- Viajar en autocar - **una** opinión.
- ? Fiestas – cuándo.
- !
- Sus actividades ayer (**dos** detalles).

Q9.

Teacher's Role

You begin the role-play.

You should address the candidate as *usted*.

You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.

Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

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

Introductory text: *Usted está hablando con el empleado/la empleada en una oficina de turismo en España. Yo soy el empleado/la empleada.*

1Ask the candidate how you can help.

¿En qué puedo servirle?

2Allow the candidate to say where and when he/she wants to go on a coach trip.

Ask the candidate what he/she thinks of coach travel.

¿Qué piensa de viajar en autocar?

3Allow the candidate to say what he/she thinks of coach travel. (Elicit **one** opinion).

A mí me gusta mucho.

?Allow the candidate to ask you when there is a festival.

Hay una el mes que viene.

4!Ask the candidate for his/her opinion of festivals in his/her country. (Elicit **one** opinion).

¿Cuál es su opinión sobre las fiestas en su país?

5Allow the candidate to give **one** opinion of festivals in his/her country.

Ask the candidate what he/she did yesterday. (Elicit **two** details).

¿Qué hizo usted ayer?

Allow the candidate to give **two** details about what he/she did yesterday.

Por aquí hay mucho que hacer.

Q10.

Candidate's Role

Your teacher will play the part of the shop assistant and will speak first.

You should address the shop assistant as usted.

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

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

Usted está hablando con el empleado/la empleada en una tienda en España.

- Una camiseta – cuándo comprada.
- Problema con la camiseta (**dos** detalles).
- ? Solución - otra camiseta.
- !
- Su opinión sobre las rebajas en la tienda - **una** opinión y **una** razón.

Q10.

Teacher's Role

You begin the role-play.

You should address the candidate as *usted*.

You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.

Remember that if you supply key vocabulary, candidates cannot be rewarded for it. You must begin the role-play by using the introductory text below.

Introductory text: *Usted está hablando con el empleado/la empleada en una tienda en España. Yo soy el empleado/la empleada.*

1 Ask the candidate if you can help.

Buenos días. ¿En qué puedo servirle?

2 Allow the candidate to say when he/she bought a T-shirt.

Ask the candidate what is wrong with the T-shirt. (Elicit **two** details).

¿Cuál es el problema con la camiseta?

3 Allow the candidate to say **two** things that are wrong with the T-shirt.

Lo siento.

? Allow the candidate to ask for a new T-shirt.

Sí, claro.

4! Ask the candidate in what colour and size he/she wants the new T-shirt.

¿Qué color de camiseta quiere? ... Y, ¿de qué talla?

Allow the candidate to say in what colour and size he/she wants the new T-shirt.

Muy bien.

5 Ask the candidate to say what he/she thinks about the sales in the shop and why. (Elicit **one** opinion and **one** reason).

¿Qué opina de las rebajas aquí? ... ¿Por qué?

Allow the candidate to give **one** opinion about what he/she thinks of the sales in the shop and to give **one** reason why.

Se lo diré al jefe.

Q11.

Candidate's Role

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

You should address the waiter/waitress as usted.

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

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

Usted está hablando con un camarero/una camarera en un restaurante en España.

- Plato principal – qué pedido.
- Problema con la comida (**dos** detalles).
- **Una** solución.
- !
- ? Postre.

Q11.

Teacher's Role

You begin the role-play.

You should address the candidate as *usted*.

You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.

Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

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

Introductory text: *Usted está hablando con un camarero/una camarera en un restaurante en España. Yo soy el camarero/la camarera.*

1 Ask the candidate if you can help.

¿Sí, señor/señorita?

2 Allow the candidate to say what he/she ordered as a main course.

Ask the candidate what the problem with the food is. (Elicit **two** details).

¿Cuál es el problema con la comida?

3 Allow the candidate to give **two** details about what is wrong with the food.

Ask the candidate for **one** solution to the problem.

¿Qué solución recomienda?

4 Allow the candidate to suggest a solution to the problem.

! Ask the candidate what he/she thinks of the restaurant and why.

*Aparte del problema con la comida, ¿qué piensa de este restaurante?
... ¿Por qué?*

5 Allow the candidate to say what he/she thinks of the restaurant and why.

A mucha gente le gusta el ambiente aquí.

? Allow the candidate to ask you a question about dessert.

(Give an appropriate answer).

Q12.

Candidate's Role

Your teacher will play the part of your Mexican friend and will speak first.
You should address your friend as tú.

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

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

Estás hablando con tu amigo mexicano / tu amiga mexicana sobre el tiempo libre.

- Tu música preferida y **una** razón.
- Tu opinión sobre los conciertos (**dos** detalles).
- Tu última comida en un restaurante (**dos** detalles).
- !
- ? Cine.

Q12.

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

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

1 Ask the candidate what music he / she prefers and why. (Elicit **one** reason).

¿Qué música prefieres? ... ¿Por qué?

2 Allow the candidate to say what music he / she prefers and to give **one** reason why.

Ask the candidate what he / she thinks about concerts. (Elicit **two** details).

¿Qué piensas de los conciertos?

3 Allow the candidate give **two** details about what he / she thinks about concerts.

Ask the candidate about his / her last meal in a restaurant. (Elicit **two** details).

4 Allow the candidate to give **two** details about his / her last meal in a restaurant.

! Ask the candidate how many hours a day he / she watches television and what type of programme he / she likes.

¿Cuántas horas al día ves la televisión? ... ¿Qué tipo de programa te gusta?

5 Allow the candidate to say how many hours a day he/she watches television and what type of programme he / she likes.

Vale.

? Allow the candidate to ask you a question about the cinema.

(Give an appropriate answer).

Y10 PHOTO CARDS

Q13. PHOTOCARD

Card R Student's Photo card

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



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

- ¿Qué hay en la foto?
- ¿Es una buena idea estudiar con los amigos? ... ¿Por qué (no)?
- ¿Crees que se deberían prohibir los deberes?

Q13.

Teacher's Notes

Theme: Current and future study and employment

Topic: My studies

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

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

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- ¿Es una buena idea estudiar con los amigos? ... ¿Por qué (no)?
- ¿Crees que se deberían prohibir los deberes?
- **¿Qué asignatura es la más útil? ... ¿Por qué?**
- **Háblame de una visita escolar que hiciste en el pasado.**

Q14. PHOTOCARD

Card P Student's Photo card

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



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

- ¿Qué hay en la foto?
- Háblame un poco de tu última visita al cine.
- Para ti, ¿qué aspecto de una película es más importante? ... ¿Por qué?

Q14.

Teacher's Notes

Theme: Identity and culture

Topic: Free time activities

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

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

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- Háblame un poco de tu última visita al cine.
- Para ti, ¿qué aspecto de una película es más importante? ... ¿Por qué?
- ¿Qué tipo de música prefieres? ... ¿Por qué?
- ¿Qué vas a hacer el fin de semana que viene?

Q15. PHOTOCARD

Card L Student's Photo card

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



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

- ¿Qué hay en la foto?
- De vacaciones, ¿es mejor visitar monumentos o pasar tiempo en la playa? ... ¿Por qué?
- ¿Cuáles serían tus vacaciones ideales?

Q15.

Teacher's Notes

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

Topic: Travel and tourism

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

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

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- De vacaciones, ¿es mejor visitar monumentos o pasar tiempo en la playa? ... ¿Por qué?
- ¿Cuáles serían tus vacaciones ideales?
- **¿Cuáles son los aspectos positivos de ir de vacaciones con amigos? ... ¿Por qué?**
- **¿Qué hiciste durante las vacaciones el año pasado?**

Q16.

Card O Student's Photo card

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



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

- ¿Qué hay en la foto?
- En tu opinión, aparte del uniforme, ¿cuál es la regla más importante en el colegio?
... ¿Por qué?
- ¿Qué actividades extraescolares hiciste el año pasado?

Q16.

Teacher's Notes

Theme: Current and future study and employment

Topic: Life at school/college

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

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

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- Aparte del uniforme, ¿cuál es la regla más importante en el colegio en tu opinión? ... ¿Por qué?
- ¿Qué actividades extraescolares hiciste el año pasado?
- ¿Cómo sería tu profesor ideal? ... ¿Por qué?
- ¿Cuáles son los aspectos positivos y negativos de llevar uniforme?

Q17.

Card M Student's Photo card

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



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

- ¿Qué hay en la foto?
- ¿Cómo sería tu novio perfecto/tu novia perfecta? ... ¿Por qué?
- ¿Crees que el matrimonio es importante? ... ¿Por qué (no)?

Q17.

Teacher's Notes

Theme: Identity and culture

Topic: Me, my family and friends

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

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

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- ¿Cómo sería tu novio perfecto/tu novia perfecta? ... ¿Por qué?
- ¿Crees que el matrimonio es importante? ... ¿Por qué (no)?
- ¿Quiénes son más importantes, la familia o los amigos? ... ¿Por qué?
- ¿Qué hiciste la última vez que saliste con tu familia?

Q18. PHOTOCARD

Card K Student's Photo card

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



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

- ¿Qué hay en la foto?
- ¿Prefieres usar el móvil o el ordenador? ... ¿Por qué?
- En un día ideal, ¿te gustaría pasar tiempo en el ordenador o saliendo con tus amigos? ... ¿Por qué?

Q18.

Teacher's Notes

Theme: Identity and culture

Topic: Technology in everyday life

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

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

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- ¿Prefieres usar el móvil o el ordenador? ... ¿Por qué?
- En un día ideal, ¿te gustaría pasar tiempo en el ordenador o saliendo con tus amigos? ... ¿Por qué?
- ¿Cuál es tu opinión sobre los videojuegos? ... ¿Por qué?
- ¿Qué hiciste en tu móvil ayer?

Q19 .PHOTOCARD

Candidate's Photo card

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



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

- ¿Qué hay en la foto?
- ¿Crees que las chicas deberían jugar al fútbol? ... ¿Por qué (no)?
- ¿El deporte es esencial en la vida en tu opinión?

Q19.

Theme: Identity and culture

Topic: Free time activities

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

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

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- ¿Crees que las chicas deberían jugar al fútbol? ... ¿Por qué (no)?
- ¿El deporte es esencial en la vida en tu opinión?
- ¿Qué hacías en tu tiempo libre cuando eras más pequeño / pequeña que no haces ahora?
- ¿Piensas que hay suficientes actividades para los jóvenes en su tiempo libre? ... ¿Por qué (no)?

Q20. PHOTOCARD

Candidate's Photo card

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



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

- ¿Qué hay en la foto?
- ¿Crees que eres adicto / adicta a tu móvil? ... ¿Por qué (no)?
- ¿Cómo cambiaría tu vida sin Internet?

Q20.

Teacher's Notes

Theme: Identity and culture

Topic: Technology in everyday life

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

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

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

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

Q21. PHOTOCARD

Candidate's Photo card

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



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

- ¿Qué hay en la foto?
- ¿Crees que es esencial ir de vacaciones? ... ¿Por qué (no)?
- Háblame de las mejores vacaciones que has pasado en tu vida.

Q21.

Teacher's Notes

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

Topic: Travel and tourism

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

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

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

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

Q22.

Candidate's Photo card

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



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

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

Q22.

Teacher's Notes

Theme: Current and future study and employment

Topic: Life at school / college

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

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

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

- ¿Qué hay en la foto?
- ¿Cuál es tu opinión sobre las actividades extraescolares?
- ¿Qué asignatura nueva te gustaría estudiar en el futuro? ... ¿Por qué?
- Háblame de lo que hiciste en el instituto ayer.
- ¿Es importante el instituto para ti? ... ¿Por qué (no)?

Q23.

Candidate's Photo card

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



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

- ¿Qué hay en la foto?
- ¿A qué tipo de restaurante te gustaría ir para celebrar tu cumpleaños? ... ¿Por qué?
- ¿Qué piensas de la calidad de la televisión en tu país?

Q23.

Teacher's Notes

Theme: Identity and culture

Topic: Free time activities

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

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

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

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

Q24. PHOTOCARD

Candidate's Photo card

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



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

- ¿Qué hay en la foto?
- ¿Qué hiciste para prepararte para los exámenes?
- Aparte de los exámenes, ¿qué te preocupa más en el instituto?

Q24.

Teacher's Notes

Theme: Current and future study and employment

Topic: My studies

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

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

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

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

Y11 PHOTO CARDS

Q1.

Candidate's Photo card

Look at the photo during the preparation period.

Make any notes you wish to on an Additional Answer Sheet.

Your teacher will then ask you questions about the photo and about topics related to **social issues**.



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

- ¿Qué hay en la foto?
- ¿Cuáles son las ventajas y desventajas de ir al gimnasio?
- Con respecto a una vida sana, ¿cómo es diferente tu vida ahora comparada con el pasado?

Q1.

Teacher's Notes

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

Topic: Social issues

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

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

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

¿Qué hay en la foto?

¿Cuáles son las ventajas y desventajas de ir al gimnasio?

Con respecto a una vida sana, ¿cómo es diferente tu vida ahora comparada con el pasado?

Para ti, ¿crees que será fácil llevar una vida sana en el futuro? ... ¿Por qué (no)?

¿Qué piensas de las personas que toman drogas? ... ¿Por qué?

General Conversation

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

Themes for the General Conversation

Identity and culture

Current and future study and employment

Remember

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

you want to ask me?

Q2.

Candidate's Photo card

Look at the photo during the preparation period.

Make any notes you wish to on an Additional Answer Sheet.

Your teacher will then ask you questions about the photo and about topics related to **customs and festivals**.



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

- ¿Qué hay en la foto?
- ¿Cómo sería tu cumpleaños ideal?

En general, ¿prefieres los festivales en este país o los festivales en España? ... ¿Por qué?

Q2.

Teacher's Notes

Theme: Identity and culture

Topic: Customs and festivals

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

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

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

¿Qué hay en la foto?

¿Cómo sería tu cumpleaños ideal?

En general, ¿prefieres los festivales en este país o los festivales en España? ... ¿Por qué?

¿Qué hiciste durante las últimas vacaciones de Navidad?

¿Cuál es tu opinión sobre las corridas de toros? ... ¿Por qué?

General Conversation

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

Themes for the General Conversation

Local, national, international and global areas of interest

Current and future study and employment

Remember

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

you want to ask me?’

Q3.

Candidate's Photo card

Look at the photo during the preparation period.

Make any notes you wish to on an Additional Answer Sheet.

Your teacher will then ask you questions about the photo and about topics related to **jobs, career choices and ambitions**.



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

- ¿Qué hay en la foto?
- ¿Qué trabajo querías hacer cuando eras más joven? ... ¿Por qué?
- ¿Cuáles son las ventajas de ser profesor?

Q3.

Teacher's Notes

Theme: Current and future study and employment

Topic: Jobs, career choices and ambitions

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

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

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

¿Qué hay en la foto?

¿Qué trabajo querías hacer cuando eras más joven? ... ¿Por qué?

¿Cuáles son las ventajas de ser profesor?

¿Qué cualidades necesita un buen profesor?

Para ti, ¿cuáles serán los aspectos importantes de un trabajo? ... ¿Por qué?

General Conversation

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

Themes for the General Conversation

Local, national, international and global areas of interest

Identity and culture

Remember

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

Q4.

Candidate's Photo card

Look at the photo during the preparation period.

Make any notes you wish to on an Additional Answer Sheet.

Your teacher will then ask you questions about the photo and about topics related to **home, town, neighbourhood and region.**



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

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

Q4.

Teacher's Notes

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

Topic: Home, town, neighbourhood and region

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

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

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

¿Qué hay en la foto?

Háblame de la última vez que fuiste de compras.

¿Qué piensas de la idea de vivir en un apartamento? ... ¿Por qué?

¿Cuál es tu opinión sobre las instalaciones para los jóvenes en tu región?

En el futuro, ¿te gustaría vivir en el centro de la ciudad? ... ¿Por qué (no)?

General Conversation

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

Themes for the General Conversation

Identity and culture

Current and future study and employment

Remember

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

Q5.

Candidate's Photo card

Look at the photo during the preparation period.

Make any notes you wish to on an Additional Answer Sheet.

Your teacher will then ask you questions about the photo and about topics related to **customs and festivals**.



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

- ¿Qué hay en la foto?
- Háblame un poco de una fiesta española o sudamericana que has visto.
- ¿Crees que el buen tiempo en España afecta el estilo de vida? ... ¿Por qué (no)?

Q5.

Theme: Identity and culture

Topic: Customs and festivals

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

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

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

¿Qué hay en la foto?

Háblame un poco de una fiesta española o sudamericana que has visto.

¿Crees que el buen tiempo en España afecta el estilo de vida? ... ¿Por qué (no)?

Si vivieras en España, ¿qué costumbre española te gustaría más?

¿Hay alguna costumbre española que no te gusta? ... ¿Por qué no?

General Conversation

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

Themes for the General Conversation

Local, national, international and global areas of interest.

Current and future study and employment.

Remember

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

you want to ask me?’

Q6.

Candidate's Photo card

Look at the photo during the preparation period.

Make any notes you wish to on an Additional Answer Sheet.

Your teacher will then ask you questions about the photo and about topics related to **social issues**.



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

- ¿Qué hay en la foto?
- ¿Crees que sería una buena idea prohibir restaurantes de comida rápida? ...
¿Por qué (no)?
- ¿Qué ventajas hay de hacer ejercicio?

Q6.

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

Topic: Social issues

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

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

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

¿Qué hay en la foto?

¿Crees que sería una buena idea prohibir restaurantes de comida rápida? ... ¿Por qué (no)?

¿Qué ventajas hay de hacer ejercicio?

¿Qué has hecho recientemente para mantenerte en forma?

¿Piensas que las drogas son algo muy grave en nuestra sociedad? ... ¿Por qué (no)?

General Conversation

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

Themes for the General Conversation

Identity and culture

Current and future study and employment.

Remember

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

Q7.

Candidate's Photo card

Look at the photo during the preparation period.

Make any notes you wish to on an Additional Answer Sheet.

Your teacher will then ask you questions about the photo and about topics related to **global issues**.



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

- ¿Qué hay en la foto?
- ¿Crees que las tiendas solidarias como Oxfam ayudan a la gente pobre? ...
¿Por qué (no)?
- ¿De qué otras maneras se podría ayudar a los pobres del mundo?

Q7.

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

Topic: Global issues

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

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

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

¿Qué hay en la foto?

¿Crees que las tiendas solidarias como Oxfam ayudan a la gente pobre? ... ¿Por qué (no)?

¿De qué otras maneras se podría ayudar a los pobres del mundo?

En tu región, ¿qué te preocupa más, la pobreza o el medioambiente? ... ¿Por qué?

¿Qué has hecho tú recientemente para proteger el medio ambiente?

General Conversation

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

Themes for the General Conversation

Identity and culture

Current and future study and employment.

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a

question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

Q8.

Candidate's Photo card

Look at the photo during the preparation period.

Make any notes you wish to on an Additional Answer Sheet.

Your teacher will then ask you questions about the photo and about topics related to **jobs, career choices and ambitions**.



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

- ¿Qué hay en la foto?
- ¿Crees que los médicos hacen un trabajo importante? ... ¿Por qué (no)?
- ¿Qué trabajo te gustaría hacer en el futuro? ... ¿Por qué?

Q8.

Theme: Current and future study and employment

Topic: Jobs, career choices and ambitions

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

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

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

¿Qué hay en la foto?

¿Crees que los médicos hacen un trabajo importante? ... ¿Por qué (no)?

¿Qué trabajo te gustaría hacer en el futuro? ... ¿Por qué?

Háblame un poco de trabajos que has hecho en el pasado; por ejemplo, un trabajo a tiempo parcial o tareas para ayudar a tu familia.

¿Piensas que es mejor ir a la universidad si quieres un buen trabajo?

General Conversation

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

Themes for the General Conversation

Identity and culture

Local, national, international and global areas of interest.

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a

question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

Q9.

Card JStudent's Photo card

Look at the photo during the preparation period.

Make any notes you wish to on an Additional Answer Sheet.

Your teacher will then ask you questions about the photo and about topics related to **global issues**.



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

- ¿Qué hay en la foto?
- ¿Qué hiciste el fin de semana pasado para proteger el medio ambiente?
- ¿Te gusta la idea de tener contenedores de reciclaje de colores diferentes? ...
¿Por qué (no)?

Q9.

Teacher's Notes

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

Topic: Global issues

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

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

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

¿Qué hay en la foto?

¿Qué hiciste el fin de semana pasado para proteger el medio ambiente?

¿Te gusta la idea de tener contenedores de reciclaje de colores diferentes? ... ¿Por qué (no)?

Para ti, ¿es importante reciclar? ... ¿Por qué (no)?

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

General Conversation

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

Themes for the General Conversation

Identity and culture

Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If,

towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

Q10.

Card QStudent's Photo card

Look at the photo during the preparation period.

Make any notes you wish to on an Additional Answer Sheet.

Your teacher will then ask you questions about the photo and about topics related to **home, town, neighbourhood and region.**



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

- ¿Qué hay en la foto?
- ¿Qué es lo positivo y lo negativo de vivir en la costa?
- ¿Te gustaría vivir en España en el futuro? ... ¿Por qué (no)?

Q10.

Teacher's Notes

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

Topic: Home, town, neighbourhood and region

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

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

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

¿Qué hay en la foto?

¿Qué es lo positivo y lo negativo de vivir en la costa?

¿Te gustaría vivir en España en el futuro? ... ¿Por qué (no)?

Tu región, ¿es interesante para los turistas? ... ¿Por qué (no)?

¿Qué hiciste en tu pueblo el fin de semana pasado?

General Conversation

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

Themes for the General Conversation

Identity and culture

Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a

question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'