



GCSE SPANISH

F+H

Foundation and Higher Tier Paper 2 Speaking

June 2025

Teacher's Booklet

- To be conducted by the teacher-examiner between 1 April and 16 May 2025.
- Time allowed: 7–9 minutes at Foundation (+12 minutes' supervised preparation time).
10–12 minutes at Higher (+12 minutes' supervised preparation time).

Instructions

- The contents of this Booklet must be treated as **strictly confidential** until the end of the test window.
- Candidates must **not** use a dictionary at any time during this test. This includes the preparation time.
- During the preparation time candidates are required to prepare **one** Role-play and **one** Photo card. The Speaking Test Sequence Charts at the end of this Booklet show you which Role-play card and Photo card to give to the candidate.
- Candidates may make notes during the preparation time for use during the test. They must hand these notes to you before the General Conversation.
- Candidates should hand both stimulus cards to you before the General Conversation.
- 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?'

Information

- The test will last a maximum of 9 minutes (at Foundation) or 12 minutes (at Higher) and will consist of a Role-play card (approximately 2 minutes at Foundation and Higher) and a Photo card (approximately 2 minutes at Foundation and 3 minutes at Higher), followed by a General Conversation. This General Conversation is based on two out of the three Themes listed in the Teacher's Booklet (3–5 minutes at Foundation; 5–7 minutes at Higher).

General Certificate of Secondary Education
June 2025

Spanish
Speaking Test
Teacher's Booklet

Contents

Part 1

Role-plays (Foundation Tier) (1–9)
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Part 3

Example questions for General Conversation

There are no questions printed on this page

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Part 1**ROLE-PLAY 1****CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of an employee in a taxi company in Spain and will speak first.

You should address the employee 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 por teléfono con un empleado/una empleada de una compañía de taxis en España.

- Taxi para cuándo.
- **!**
- Número de personas.
- Tu hotel – dónde
- **?** Precio.

ROLE-PLAY 1

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: *Estás hablando por teléfono con un empleado/una empleada de una compañía de taxis 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 when he/she wants a taxi for.

! Ask the candidate where he/she wants to go.
¿Adónde quiere ir?
- 3 Allow the candidate to say where he/she wants to go.
Ask the candidate for how many people.
¿Para cuántas personas?
- 4 Allow the candidate to say how many people there are.
Ask the candidate about his/her hotel.
Y, ¿su hotel?
- 5 Allow the candidate to say where his/her hotel is.

Muy bien.
- ? Allow the candidate to ask a question about the price.

(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 2

CANDIDATE'S ROLE

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 el colegio.

- Descripción de tu colegio (**un** detalle).
- **!**
- Tus deberes – cuántas horas al día.
- Tu opinión sobre las matemáticas (**un** detalle).
- **?** Dibujo en el colegio.

ROLE-PLAY 2

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 mexicano/tu amiga mexicana. Yo soy tu amigo/tu amiga.*

- 1 Ask the candidate to describe his/her school. (Elicit **one** detail.)
Describe tu colegio.
 - 2 Allow the candidate to give **one** detail about his/her school.
! Ask the candidate at what time classes begin.
¿A qué hora empiezan las clases?
 - 3 Allow the candidate to say at what time classes begin.
Ask the candidate how many hours' homework he/she does per day.
¿Cuántas horas de deberes haces al día?
 - 4 Allow the candidate to say how many hours' homework he/she does per day.
Ask the candidate for his/her opinion about Maths. (Elicit **one** detail.)
Y, ¿cuál es tu opinión sobre las matemáticas?
 - 5 Allow the candidate to give **one** opinion about Maths.
Vale.
- ? Allow the candidate to ask about art in school.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 3

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an employee in a restaurant in Bolivia and will speak first.

You should address the employee 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 el empleado/la empleada en un restaurante en Bolivia.

- Reserva en el restaurante – qué día.
- **!**
- Número de personas.
- Tu celebración especial en el restaurante (**un** detalle).
- **?** Número de teléfono del restaurante.

ROLE-PLAY 3

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: *Estás hablando con el empleado/la empleada en un restaurante en Bolivia. Yo soy el empleado/la empleada.*

- 1 Ask the candidate how you can help.
¿En qué puedo ayudarle?

- 2 Allow the candidate to say what day he/she wants to make a booking.
! Ask the candidate at what time.
¿Para qué hora?

- 3 Allow the candidate to say at what time he/she wants to book.
Ask the candidate for how many people.
¿Para cuántas personas?

- 4 Allow the candidate to say for how many people.
Ask the candidate to tell you something about his/her special celebration in the restaurant.
Dígame algo de su celebración especial en el restaurante.

- 5 Allow the candidate to give **one** detail about the special celebration in the restaurant.
Estupendo.

- ? Allow the candidate to ask a question about the phone number of the restaurant.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 4

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Peruvian 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 peruano/tu amiga peruana sobre el trabajo.

- Tu trabajo – dónde.
- Tu opinión sobre tu jefe (**un** detalle).
- Horas de trabajo a la semana – cuántas.
- **?** Trabajo.
- **!**

ROLE-PLAY 4

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 peruano/tu amiga peruana. Yo soy tu amigo/tu amiga.*

- 1 Ask the candidate to tell you about his/her job.

Háblame de tu trabajo.

- 2 Allow the candidate to say where he/she works.
Ask the candidate for his/her opinion of his/her boss. (Elicit **one** detail.)

¿Cuál es tu opinión sobre tu jefe?

- 3 Allow the candidate to give **one** opinion about his/her boss.
Ask the candidate how many hours a week he/she works.

¿Cuántas horas trabajas a la semana?

- 4 Allow the candidate to say how many hours he/she works.

Muy bien.

- ? Allow the candidate to ask a question about work.
(Give an appropriate answer.)

- 5 ! Ask what job he/she wants to do in the future.

¿Qué trabajo quieres hacer en el futuro?
Allow the candidate to say what job he/she wants to do in the future.

De acuerdo.

Turn over ►

ROLE-PLAY 5**CANDIDATE'S ROLE****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 tu cumpleaños.

- Tu cumpleaños (**un** detalle).
- **!**
- Tu regalo favorito.
- Actividad esta noche (**un** detalle).
- **?** Fiestas en España.

ROLE-PLAY 5

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 to tell you something about his/her birthday. (Elicit **one** detail.)
Dime algo de tu cumpleaños.

- 2 Allow the candidate to give **one** detail about his/her birthday.
! Ask the candidate what he/she usually eats on his/her birthday. (Elicit **one** detail.)
¿Qué comes normalmente el día de tu cumpleaños?

- 3 Allow the candidate to give **one** detail about what he/she usually eats on his/her birthday.
Ask the candidate what his/her favourite gift is.
¿Cuál es tu regalo favorito?

- 4 Allow the candidate to say what his/her favourite gift is.
Ask the candidate what he/she is doing tonight. (Elicit **one** detail.)
¿Qué haces esta noche?

- 5 Allow the candidate to give **one** detail about what he/she is doing tonight.
Vale.

- ? Allow the candidate to ask about festivals or parties in Spain.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 6

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an employee in a cinema in Spain and will speak first.

You should address the employee 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 el empleado/la empleada en un cine en España.

- **?** La mejor película en el cine.
- **!**
- Tu día preferido para ir al cine.
- Tu opinión sobre las películas españolas (**un** detalle).
- La televisión o el cine: tu preferencia y **una** razón.

ROLE-PLAY 6

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: *Estás hablando con el empleado/la empleada en un cine 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 about the best film in the cinema.

(Give an appropriate answer.)

! Ask the candidate which type of film he/she likes.

¿Qué tipo de película le gusta?

3 Allow the candidate to say which type of film he/she likes.

Ask the candidate what day he/she wants to go to the cinema.

¿Qué día prefiere ir al cine?

4 Allow the candidate to say a day.

Ask the candidate for his/her opinion about Spanish films. (Elicit **one** detail.)

¿Cuál es su opinión sobre las películas españolas?

5 Allow the candidate to give **one** opinion about Spanish films.

Ask the candidate if he/she prefers TV or cinema and to say why. (Elicit **one** reason.)

¿Prefiere la televisión o el cine? ... ¿Por qué?

Allow the candidate to say whether he/she prefers TV or cinema and to give **one** reason why.

De acuerdo.

Turn over ►

ROLE-PLAY 7

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Colombian 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 colombiano/tu amiga colombiana sobre donde vives.

- Descripción de tu región (**un** detalle).
- **!**
- Tu opinión sobre las personas en tu barrio (**un** detalle).
- El deporte más popular en tu región.
- **?** Actividades para jóvenes.

ROLE-PLAY 7

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 colombiano/tu amiga colombiana. Yo soy tu amigo/tu amiga.*

- 1 Ask the candidate to tell you about his/her region. (Elicit **one** detail.)
Describe tu región.

- 2 Allow the candidate to give **one** detail about his/her region.
! Ask the candidate what his/her favourite transport is in his/her region.
En tu región, ¿cuál es tu transporte favorito?

- 3 Allow the candidate to say what his/her favourite transport in his/her region is.
Ask the candidate what he/she thinks of the people in his/her area. (Elicit **one** detail.)
¿Qué piensas de las personas en tu barrio?

- 4 Allow the candidate to give **one** opinion about the people in his/her area.
Ask the candidate what the most popular sport is in his/her region.
¿Cuál es el deporte más popular en tu región?
Allow the candidate to say what the most popular sport is in his/her region.
De acuerdo.

- 5 ? Allow the candidate to ask about activities for young people.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 8**CANDIDATE'S ROLE****Instructions to candidates**

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

You should address the receptionist 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/una recepcionista en un hotel en España.

- Reserva – cuántas personas.
- **!**
- Tu nombre – cómo se escribe.
- **?** Gimnasio en el hotel.
- Una actividad durante tus vacaciones (**un** detalle).

ROLE-PLAY 8

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: *Estás hablando con un/una recepcionista en un hotel en España. Yo soy el/la recepcionista.*

- 1 Ask the candidate how you can help.
¿En qué puedo ayudarle?
- 2 Allow the candidate to say for how many people he/she wants to book a room.
! Ask the candidate for how many nights.
¿Para cuántas noches?
- 3 Allow the candidate to say for how many nights.
Ask the candidate to spell his/her name.
¿Cómo se escribe su nombre?
- 4 Allow the candidate to spell his/her name.
Vale.
- ? Allow the candidate to ask about a gym in the hotel.
(Give an appropriate answer.)
- 5 Ask the candidate what he/she is doing during his/her holiday. (Elicit **one** detail.)
¿Qué hace usted durante sus vacaciones?
Allow the candidate to say **one** thing he/she is doing during his/her holiday.
Muy bien.

Turn over ►

ROLE-PLAY 9**CANDIDATE'S ROLE****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 colegio.

- Número de estudiantes en tu clase de español.
- **!**
- La comida en el colegio (**un** detalle).
- **Una** actividad durante el recreo.
- **?** Reglas.

ROLE-PLAY 9

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 how many students there are in his/her Spanish class.
¿Cuántos estudiantes hay en tu clase de español?

- 2 Allow the candidate to say how many students there are in his/her Spanish class.
! Ask the candidate with whom he/she goes to school.
¿Con quién vas al colegio?

- 3 Allow the candidate to say with whom he/she goes to school.
Ask the candidate about the food in his/her school. (Elicit **one** detail.)
Y, ¿la comida en tu colegio?

- 4 Allow the candidate to give **one** detail about the food in his/her school.
Ask the candidate what he/she does during break. (Elicit **one** detail.)
¿Qué haces durante el recreo?

- 5 Allow the candidate to say **one** activity he/she does during break.
Muy bien.

- ? Allow the candidate to ask about rules.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 10

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an employee at a job centre in Spain and will speak first.

You should address the interviewer 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 el empleado/la empleada de una agencia de trabajo en España.

- Aspectos positivos de tu personalidad (**dos** detalles).
- Empezar el nuevo trabajo – cuándo.
- **!**
- Tu último trabajo (**dos** detalles).
- **?** Salario.

ROLE-PLAY 10

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

- 1 Ask the candidate to tell you about his/her personality. (Elicit **two** details.)
Hábleme de su personalidad.
- 2 Allow the candidate to give **two** details about his/her personality.
Tell the candidate that you need someone who can start soon.
Necesitamos a alguien que pueda empezar pronto.
Allow the candidate to say when he/she can start.
- 3 ! Ask the candidate why he/she wants to work in Spain. (Elicit **one** reason.)
¿Por qué quiere trabajar en España?
- 4 Allow the candidate to give **one** reason why he/she wants to work in Spain.
Ask the candidate about his/her last job. (Elicit **two** details.)
Y, ¿su último trabajo?
- 5 Allow the candidate to give **two** details about his/her last job.
Vale.
- ? Allow the candidate to ask a question about the salary.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 11

CANDIDATE'S ROLE

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 tiempo libre.

- Tus opiniones sobre la música rock (**dos** detalles).
- El precio de ir al cine (**un** detalle).
- **!**
- Tu última vez en un restaurante (**dos** detalles).
- **?** Actividades con amigos.

ROLE-PLAY 11

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 he/she thinks of rock music. (Elicit **two** details.)
¿Qué piensas de la música rock?

- 2 Allow the candidate to give **two** details about what he/she thinks of rock music.
Ask the candidate about the cost of going to the cinema. (Elicit **one** detail).
Y, ¿el precio de ir al cine?

- 3 Allow the candidate to give **one** detail about the cost of going to the cinema.
! Ask the candidate how many times a year he/she goes to the cinema and who he/she usually watches films with.
¿Cuántas veces al año vas al cine? ... ¿Normalmente con quién ves películas?

- 4 Allow the candidate to say how many times a year he/she goes to the cinema and who he/she usually watches films with.
Ask the candidate to tell you about the last time he/she went to a restaurant. (Elicit **two** details.)
Háblame de la última vez que fuiste a un restaurante.

- 5 Allow the candidate to give **two** details about the last time he/she went to a restaurant.
Muy bien.

- ?** Allow the candidate to ask you a question about activities with friends.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 12

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Chilean 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 chileno/tu amiga chilena sobre el colegio.

- Problemas en el colegio (**dos** detalles).
- **Dos** actividades en tus clases de deporte la semana pasada.
- **!**
- Tu profesor favorito/tu profesora favorita y **una** razón.
- **?** Uniforme.

ROLE-PLAY 12

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 chileno/tu amiga chilena. Yo soy tu amigo/tu amiga.*

- 1 Ask the candidate what are the problems in his/her school. (Elicit **two** details.)
Háblame de los problemas en tu colegio.

- 2 Allow the candidate to give **two** details about the problems in his/her school.
Ask the candidate about his/her games lessons last week. (Elicit **two** details.)
Y, ¿tus clases de deporte la semana pasada?

- 3 Allow the candidate to give **two** activities that he/she did in games lessons last week.
! Ask the candidate how many games lessons he/she has per week and what sport he/she prefers to do.
¿Cuántas clases de deporte tienes a la semana? ... ¿Qué deporte prefieres hacer?

- 4 Allow the candidate to say how many games lessons he/she has per week and to say what sport he/she prefers to do.
Ask the candidate who his/her favourite teacher is and to give **one** reason why.

¿Quién es tu profesor favorito o tu profesora favorita? ... ¿Por qué?

- 5 Allow the candidate to say who his/her favourite teacher is and to give **one** reason why.
Vale.

- ? Allow the candidate to ask you a question about uniform.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 13**CANDIDATE'S ROLE****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 la salud.

- **Una** ventaja de comer bien.
- Tu ejercicio físico el mes pasado (**dos** detalles).
- **!**
- Tus malos hábitos (**dos** detalles).
- **?** Estrés.

ROLE-PLAY 13

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 is an advantage of eating well. (Elicit **one** detail.)
¿Cuál es una ventaja de comer bien?

- 2 Allow the candidate to give **one** advantage of eating well.
Ask the candidate about his/her physical exercise last month. (Elicit **two** details.)
Y, ¿tu ejercicio físico el mes pasado?

- 3 Allow the candidate to give **two** details about the physical exercise he/she did last month.
! Ask the candidate for his/her opinion of swimming. (Elicit **one** detail.)
¿Cuál es tu opinión sobre la natación?

- 4 Allow the candidate to give **one** detail about what he/she thinks of swimming.
Ask the candidate about his/her bad habits. (Elicit **two** details.)
Y, ¿tus malos hábitos?

- 5 Allow the candidate to give **two** details about his/her bad habits.
Vale.

- ? Allow the candidate to ask you a question about stress.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 14

CANDIDATE'S ROLE

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 familia.

- Tus relaciones con tus amigos (**dos** detalles).
- **!**
- **Dos** actividades con tus amigos la semana pasada.
- Ser hijo único/hija única (**una** desventaja).
- **?** Padres.

ROLE-PLAY 14

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 mexicano/tu amiga mexicana. Yo soy tu amigo/tu amiga.*

- 1 Ask the candidate to tell you about his/her relationship with his/her friends. (Elicit **two** details.)
Dime algo de las relaciones que tienes con tus amigos.
- 2 Allow the candidate to give **two** details about his/her relationship with his/her friends.
! Ask the candidate to give a physical description of his/her best friend. (Elicit **one** detail.)
Describe el aspecto físico de tu mejor amigo o amiga.
- 3 Allow the candidate to give **one** detail describing his/her best friend.
Ask the candidate to tell you about the activities that he/she did with his/her friends last week. (Elicit **two** activities.)
Háblame de las actividades con tus amigos la semana pasada.
- 4 Allow the candidate to give **two** activities that he/she did with his/her friends last week.
Ask the candidate to tell you a disadvantage of being an only child. (Elicit **one** detail.)
Dime una desventaja de ser hijo único o hija única.
- 5 Allow the candidate to give **one** disadvantage of being an only child.
De acuerdo.
- ?** Allow the candidate to ask you a question about parents.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 15

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an assistant in a travel agent's in Spain 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 de una agencia de viajes en España.

- **?** Descuentos para estudiantes.
- Excursión a una ciudad grande o un pueblo pequeño: tu preferencia y **una** razón.
- Tu última excursión (**dos** detalles).
- **Una** ventaja y **una** desventaja de viajar en taxi.
- **!**

ROLE-PLAY 15

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: *Estás hablando con un empleado/una empleada de una agencia de viajes 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 about discounts for students.
(Give an appropriate answer.)
- 2 Ask the candidate if he/she prefers a trip to a large city or to a small town and why. (Elicit **one** reason.)
¿Prefiere una excursión a una ciudad grande o a un pueblo pequeño? ... ¿Por qué?
- 3 Allow the candidate to say if he/she prefers a large city or a small town and to give **one** reason why.
Ask the candidate to tell you about his/her last trip. (Elicit **two** details.)
Hábleme de su última excursión.
- 4 Allow the candidate to give **two** details about his/her last trip.
Tell the candidate that some people do trips by taxi and ask what he/she thinks of that. (Elicit **one** advantage and **one** disadvantage.)
Algunas personas hacen excursiones en taxi. ¿Qué le parece?
- 5 Allow the candidate to give **one** advantage and **one** disadvantage of doing a trip by taxi.
! Ask the candidate how long he/she is in Spain for and in what type of accommodation.
¿Para cuánto tiempo está en España? ... ¿En qué tipo de alojamiento?
Allow the candidate to say how long he/she is in Spain for and in what type of accommodation.
Muy bien.

Turn over ►

ROLE-PLAY 16

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an assistant in an Argentinian cinema 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 un cine en Argentina.

- **?** Hora de la película.
- **!**
- Tu opinión sobre la comida en el cine (**dos** detalles).
- Tu tipo de película favorita y **una** razón.
- Planes para el resto de tus vacaciones (**dos** detalles).

ROLE-PLAY 16

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: *Estás hablando con un empleado/una empleada en un cine en Argentina. Yo soy el empleado/la empleada.*

- 1 Ask the candidate how you can help.
¿En qué puedo ayudarle?

- 2 ? Allow the candidate to ask you a question about the time of the film.
(Give an appropriate answer.)

 ! Tell the candidate there are discounts. Then ask how old he/she is and how many tickets he/she wants.
Hay descuentos. ¿Cuántos años tiene? ... ¿Cuántas entradas quiere?

- 3 Allow the candidate to say how old he/she is and to say how many tickets he/she wants. Ask the candidate what he/she thinks about food in the cinema. (Elicit **two** details.)
¿Qué piensa de la comida en el cine?

- 4 Allow the candidate to give **two** details about what he/she thinks about food in the cinema. Ask the candidate which type of film he/she prefers and why. (Elicit **one** reason.)
¿Qué tipo de película prefiere? ... ¿Por qué?

- 5 Allow the candidate to say which type of film he/she prefers and to give **one** reason why. Ask the candidate what plans he/she has for the rest of his/her holiday. (Elicit **two** details.)
¿Qué planes tiene para el resto de sus vacaciones?

 Allow the candidate to give **two** details about his/her plans for the rest of his/her holiday.
¡Qué bien!

Turn over ►

ROLE-PLAY 17

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of a reporter from Peru doing a survey about your local area and will speak first.

You should address the reporter 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 periodista peruano/una periodista peruana sobre tu barrio y tu región.

- Tu preferencia: vivir en una casa o en un apartamento y **una** razón.
- **!**
- **Una** ventaja y **una** desventaja de vivir en una ciudad grande.
- Tus actividades la semana pasada en tu región (**dos** detalles).
- **?** Ciudades en Perú.

ROLE-PLAY 17

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: *Estás hablando con un periodista peruano/una periodista peruana. Yo soy el/la periodista.*

- 1 Ask the candidate if he/she prefers to live in a house or in an apartment and why. (Elicit **one** reason.)
¿Prefiere vivir en una casa o en un apartamento? ... ¿Por qué?

- 2 Allow the candidate to say if he/she prefers to live in a house or in an apartment and to give **one** reason why.

! Ask the candidate with whom he/she lives and for how many years he/she has lived in his/her region.
¿Con quién vive? ... ¿Cuántos años hace que vive en su región?

- 3 Allow the candidate to say with whom he/she lives and for how many years he/she has lived in his/her region.
Ask the candidate for **one** advantage and **one** disadvantage of living in a big city.
¿Cuál es una ventaja y una desventaja de vivir en una ciudad grande?

- 4 Allow the candidate to give **one** advantage and **one** disadvantage of living in a big city.
Ask the candidate what he/she did last week in his/her region. (Elicit **two** details.)
¿Qué hizo usted la semana pasada en su región?

- 5 Allow the candidate to give **two** details about what he/she did last week in his/her region.
Muy bien.
? Allow the candidate to ask you a question about cities in Peru.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 18**CANDIDATE'S ROLE****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 el colegio.

- Lo mejor de ser estudiante en tu colegio (**dos** detalles).
- Problemas para los estudiantes en tu colegio (**dos** detalles).
- **!**
- Un plan para tus estudios en el futuro (**un** detalle).
- **?** Profesores.

ROLE-PLAY 18

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 mexicano/tu amiga mexicana. Yo soy tu amigo/tu amiga.*

- 1 Ask the candidate what is the best thing about being a student in his/her school. (Elicit **two** details.)
 ¿Qué es lo mejor de ser estudiante en tu colegio?

- 2 Allow the candidate to give **two** details about what is the best thing about being a student in his/her school.
 Ask the candidate what problems there are for students in his/her school. (Elicit **two** details.)
 ¿Qué problemas hay para los estudiantes en tu colegio?

- 3 Allow the candidate to give **two** details about problems for students in his/her school.
 ! Ask the candidate what he/she thinks of his/her headteacher. (Elicit **one** detail.)
 ¿Qué piensas de tu director/directora?

- 4 Allow the candidate to give **one** detail about what he/she thinks of his/her headteacher.
 Ask the candidate what plans he/she has for studying in the future. (Elicit **one** detail.)
 ¿Qué planes tienes para tus estudios en el futuro?

- 5 Allow the candidate to give **one** detail about his/her plans for studying in the future.
 Estupendo.

- ? Allow the candidate to ask you a question about teachers.
 (Give an appropriate answer.)

Turn over ►

Part 2**CARD A****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?
- ¿Qué actividades haces durante las vacaciones?
- ¿Qué país te gustaría visitar en el futuro? ... ¿Por qué?

CARD A
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?
- ¿Qué actividades haces durante las vacaciones?
- ¿Qué país te gustaría visitar en el futuro? ... ¿Por qué?
- ¿Cuál es tu opinión sobre viajar en tren? ... ¿Por qué?
- Háblame del clima en tu región en verano.

Part 3 – 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 three and five 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?'

Turn over ►

CARD B**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**.

This photo of friends bowling has been removed due to third party copyright restrictions.

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 pasatiempo favorito? ... ¿Por qué?
- ¿Qué hiciste con tus amigos el fin de semana pasado?

CARD B
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?
- ¿Cuál es tu pasatiempo favorito? ... ¿Por qué?
- ¿Qué hiciste con tus amigos el fin de semana pasado?
- ¿Cuál es tu opinión sobre cenar en un restaurante?
- ¿Prefieres salir con tu familia o con tus amigos? ... ¿Por qué?

Part 3 – 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 three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Current and future study and employment
- 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?'

Turn over ►

CARD C**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?
- ¿Qué hiciste ayer en tu colegio?
- ¿Cuál es tu opinión sobre los deberes? ... ¿Por qué?

CARD C
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?
- ¿Qué hiciste ayer en tu colegio?
- ¿Cuál es tu opinión sobre los deberes? ... ¿Por qué?
- ¿Qué piensas de tus profesores? ... ¿Por qué?
- Háblame de las reglas en tu colegio.

Part 3 – 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 three and five 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?'

Turn over ►

CARD D**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?
- Háblame de los problemas sociales en tu región.
- ¿Te gustaría trabajar en una tienda solidaria como *Oxfam*? ... ¿Por qué (no)?

CARD D
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 **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 de los problemas sociales en tu región.
- ¿Te gustaría trabajar en una tienda solidaria como *Oxfam*? ... ¿Por qué (no)?
- ¿Te gusta comprar cosas en tiendas solidarias como *Oxfam*? ... ¿Por qué (no)?
- ¿Qué haces para ayudar a otras personas?

Part 3 – 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 three and five 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?'

Turn over ►

CARD E**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 **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?
- ¿Qué vas a hacer con tus amigos el fin de semana próximo?
- ¿Es mejor pasar tiempo con tu familia o con tus amigos? ... ¿Por qué?

CARD E
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?
- ¿Qué vas a hacer con tus amigos el fin de semana próximo?
- ¿Es mejor pasar tiempo con tu familia o con tus amigos? ... ¿Por qué?
- ¿Qué te gusta hacer para tu cumpleaños? ... ¿Por qué?
- Háblame de tu mejor amigo o amiga.

Part 3 – 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 three and five 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?'

Turn over ►

CARD F

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?
- ¿Te gustaría ser policía en el futuro? ... ¿Por qué (no)?
- ¿Qué haces para ganar dinero?

CARD F
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 **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?
- ¿Te gustaría ser policía en el futuro? ... ¿Por qué (no)?
- ¿Qué haces para ganar dinero?
- ¿Cuál es tu opinión sobre trabajar al aire libre?
- ¿Es mejor estudiar o trabajar? ... ¿Por qué?

Part 3 – 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 three and five 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?'

Turn over ►

CARD G**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 tu región.
- ¿En qué país te gustaría vivir en el futuro? ... ¿Por qué?

CARD G
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?
- Háblame de tu región.
- ¿En qué país te gustaría vivir en el futuro? ... ¿Por qué?
- ¿Prefieres el campo o una ciudad grande? ... ¿Por qué?
- Describe tu casa perfecta.

Part 3 – 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 three and five 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?'

Turn over ►

CARD H

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?
- ¿Cuál es tu opinión sobre las redes sociales? ... ¿Por qué?
- ¿Qué móvil te gustaría comprar? ... ¿Por qué?

CARD H
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?
- ¿Cuál es tu opinión sobre las redes sociales? ... ¿Por qué?
- ¿Qué móvil te gustaría comprar? ... ¿Por qué?
- ¿Qué haces normalmente con tu ordenador?
- ¿Cuál es tu opinión de la tecnología en el colegio?

Part 3 – 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 three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Current and future study and employment
- Local, national, international and global areas of interest

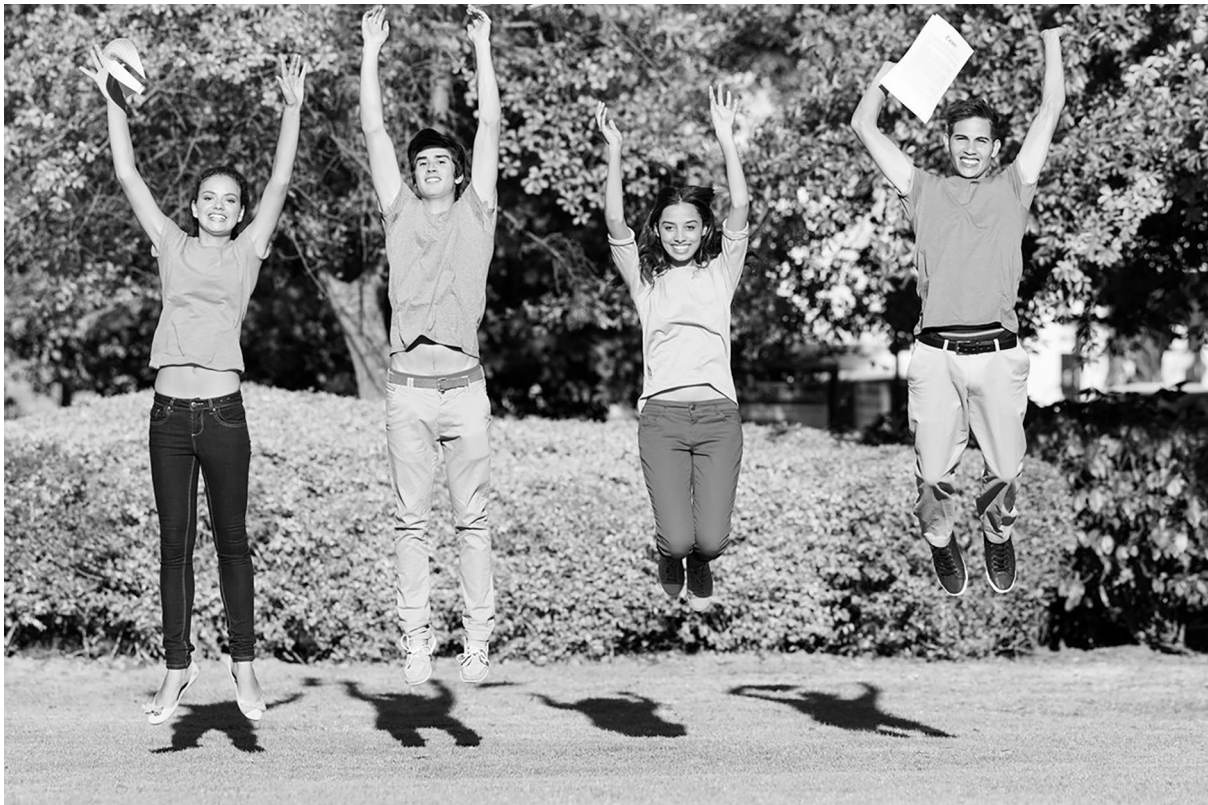
Remember

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?'

Turn over ►

CARD I**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?
- ¿Te gustaría estudiar español el año que viene? ... ¿Por qué (no)?
- ¿Qué piensas de los exámenes?

CARD I
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?
- ¿Te gustaría estudiar español el año que viene? ... ¿Por qué (no)?
- ¿Qué piensas de los exámenes?
- Describe a tu profesor favorito o a tu profesora favorita.
- ¿Qué asignatura no te gusta? ... ¿Por qué no te gusta?

Part 3 – 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 three and five 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?'

Turn over ►

CARD J**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?
- ¿Cómo serían tus vacaciones perfectas? ... ¿Por qué?
- ¿Cuáles son las ventajas y desventajas de pasar las vacaciones en tu región?

CARD J
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. 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 serían tus vacaciones perfectas? ... ¿Por qué?
- ¿Cuáles son las ventajas y desventajas de pasar las vacaciones en tu región?
- Háblame de tus vacaciones del año pasado.
- ¿Piensas que es divertido visitar monumentos históricos? ... ¿Por qué (no)?

Part 3 – 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?'

Turn over ►

CARD K**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**.

This photo of friends bowling has been removed due to third party copyright restrictions.

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 pasarías un día especial con tus amigos?
- ¿Piensas que es importante practicar deportes? ... ¿Por qué (no)?

CARD K
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. 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 pasarías un día especial con tus amigos?
- ¿Piensas que es importante practicar deportes? ... ¿Por qué (no)?
- ¿Qué actividades hiciste con tus amigos el fin de semana pasado?
- ¿Qué no te gusta hacer en tu tiempo libre? ... ¿Por qué no te gusta?

Part 3 – 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

- Current and future study and employment
- 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?'

Turn over ►

CARD L**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?
- ¿Piensas que el uniforme es una buena idea? ... ¿Por qué (no)?
- ¿Qué aspectos de tu colegio te gustaría cambiar en el futuro? ... ¿Por qué?

CARD L
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. 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?
- ¿Piensas que el uniforme es una buena idea? ... ¿Por qué (no)?
- ¿Qué aspectos de tu colegio te gustaría cambiar en el futuro? ... ¿Por qué?
- ¿Qué hiciste en tu clase de español la semana pasada?
- Háblame de tus amigos en el colegio.

Part 3 – 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?'.

Turn over ►

CARD M**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 es importante dar dinero a organizaciones benéficas como *Oxfam*?... ¿Por qué (no)?
- ¿Qué hiciste el año pasado para ayudar a otras personas?

CARD M
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. 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 importante dar dinero a organizaciones benéficas como *Oxfam*? ... ¿Por qué (no)?
- ¿Qué hiciste el año pasado para ayudar a otras personas?
- En el futuro, ¿te gustaría hacer trabajo voluntario? ... ¿Por qué (no)?
- ¿Cuáles son las ventajas de comprar en tiendas solidarias como *Oxfam*?

Part 3 – 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?'

Turn over ►

CARD N**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 **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?
- Describe un día que pasaste con tus amigos en el pasado.
- ¿Crees que es importante pasar tiempo con tus amigos? ... ¿Por qué (no)?

CARD N
TEACHER'S NOTES

Theme: Identity and culture

Topic: Me, my family and friends

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?
- Describe un día que pasaste con tus amigos en el pasado.
- ¿Crees que es importante pasar tiempo con tus amigos? ... ¿Por qué (no)?
- ¿Qué vas a hacer para mantenerte en contacto con tus amigos en el futuro?
- ¿Qué regalos te gusta comprar para tus amigos? ... ¿Por qué?

Part 3 – 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?'

Turn over ►

CARD O

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?
- En tu opinión, ¿qué personalidad necesitas para ser policía?
- ¿Qué trabajo querías hacer cuando eras más joven? ... ¿Por qué?

CARD O
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. 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?
- En tu opinión, ¿qué personalidad necesitas para ser policía?
- ¿Qué trabajo querías hacer cuando eras más joven? ... ¿Por qué?
- ¿Te gustaría trabajar en Sudamérica en el futuro? ... ¿Por qué (no)?
- ¿Qué piensas de ir a la universidad?

Part 3 – 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?'

Turn over ►

CARD P**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?
- En tu opinión, ¿cuáles son las ventajas de vivir en una ciudad grande?
- ¿Qué ha cambiado en tu región en los últimos años?

CARD P
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. 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?
- En tu opinión, ¿cuáles son las ventajas de vivir en una ciudad grande?
- ¿Qué ha cambiado en tu región en los últimos años?
- ¿Qué aspecto de tu pueblo o ciudad no te gusta? ... ¿Por qué?
- ¿Te gustaría vivir en un piso o en una casa en el futuro? ... ¿Por qué?

Part 3 – 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?'

Turn over ►

CARD Q**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 usaste la tecnología ayer?

CARD Q
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. 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 usaste la tecnología ayer?
- Háblame de cómo sería tu móvil ideal.
- ¿Piensas que usar Internet es siempre positivo? ... ¿Por qué (no)?

Part 3 – 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

- Current and future study and employment
- Local, national, international and global areas of interest

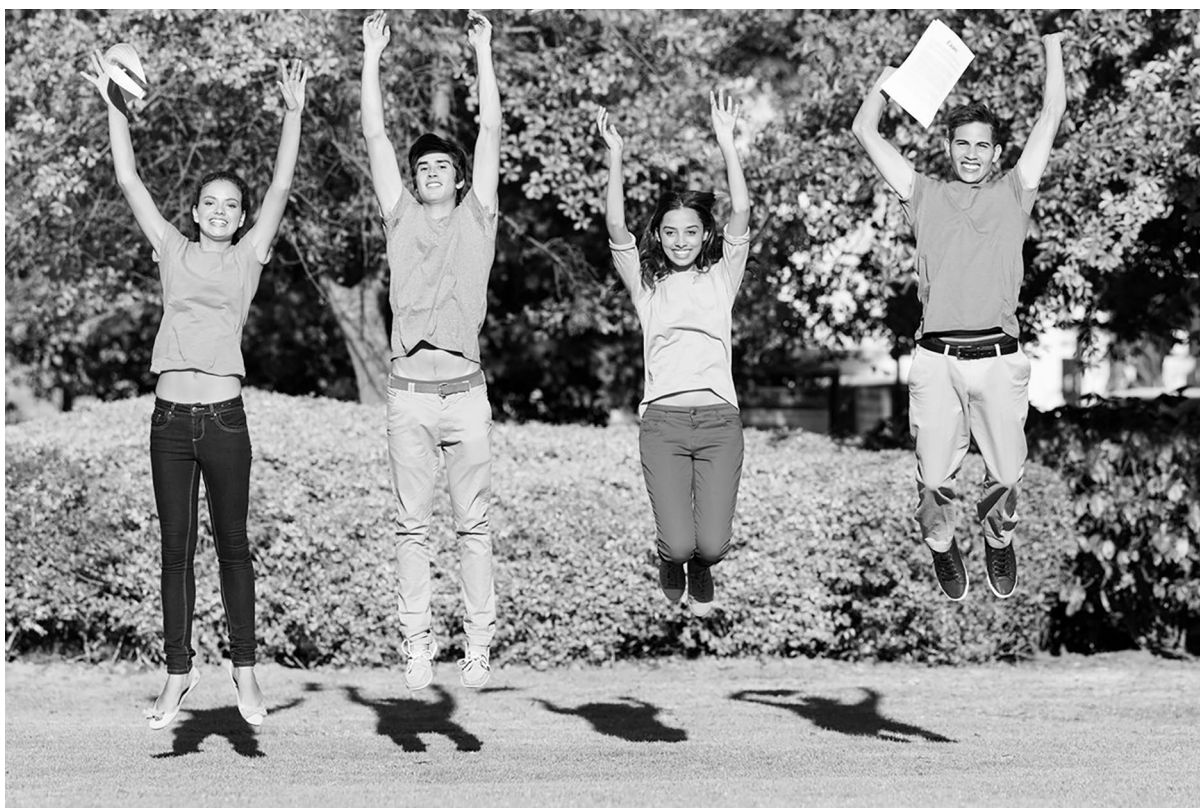
Remember

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?'

Turn over ►

CARD R**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?
- ¿Te gustaba tu escuela primaria? ... ¿Por qué (no)?
- ¿Qué haces normalmente la noche antes de un examen?

CARD R
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. 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?
- ¿Te gustaba tu escuela primaria? ... ¿Por qué (no)?
- ¿Qué haces normalmente la noche antes de un examen?
- En tu opinión, ¿cuál es la asignatura más difícil? ... ¿Por qué?
- ¿Cómo vas a celebrar el fin de tus exámenes?

Part 3 – 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?'

Turn over ►

Part 3 EXAMPLE QUESTIONS FOR GENERAL CONVERSATION

The General Conversation for each student is based on two out of the three Themes (ie the remaining two Themes which have not been covered in the Photo card). You must have a conversation with each student on a topic or topics from two Themes, the first of which will be from the student's nominated Theme.

The following questions are examples of the type of questions you may ask your students. There are two example questions per specification topic under each of the three Themes. Whilst these questions are examples of the type of questions you may ask, they are neither prescriptive nor exhaustive. Within the specified Themes, you should choose topics which reflect the individual student's interests and ask questions commensurate with the student's linguistic ability. When asking questions on a particular Theme, some students may be able to hold an excellent conversation on just one topic or even sub-topic within that Theme, showing development of ideas in a specific area. Other students may not have such in-depth knowledge and/or linguistic expertise to be able to concentrate on such a specific area, and so will take part in a conversation on a wider range of topics or sub-topics within each of the two Themes.

Theme 1: Identity and culture

¿Cuáles son las ventajas de tener una familia numerosa?
 ¿Crees que es importante tener muchos amigos? ... ¿Por qué (no)?
 ¿Crees que los jóvenes están obsesionados con la tecnología hoy en día?
 ¿Cuál prefieres, Facebook o Twitter? ... ¿Por qué?
 ¿Hay algún deporte que te gustaría practicar?
 Háblame de un programa de televisión que viste recientemente.
 ¿Qué diferencias notas entre la vida española y la vida de tu propio país?
 ¿Qué piensas de las fiestas españolas?

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

Describe la casa de tus sueños.
 ¿Cómo era tu región en el pasado?
 ¿Cuáles son las maneras más eficaces de mantenerse en forma hoy en día?
 ¿Qué debería hacer el gobierno para reducir el número de personas que beben demasiado alcohol?
 ¿Cuáles son los efectos del calentamiento global?
 ¿Qué piensas de la situación de los sin techo en nuestra sociedad?
 ¿Qué tipo de vacaciones prefieres? ... ¿Por qué?
 ¿Por qué pasa tanta gente las vacaciones en el extranjero?

Theme 3: Current and future study and employment

Es obligatorio estudiar matemáticas. ¿Crees que es una buena idea? ... ¿Por qué (no)?
 En tu opinión, ¿cuáles son las características más importantes de un buen profesor?
 ¿Cómo es este colegio comparado con tu escuela primaria?
 ¿Te acuerdas de un día especial en el colegio en el pasado?
 ¿Cuáles son los aspectos positivos de encontrar un trabajo a los dieciocho años?
 ¿Te gustaría trabajar en España? ... ¿Por qué (no)?
 A los dieciséis años, ¿crees que es mejor seguir un curso académico o uno de formación profesional?
 ¿Qué asignatura te gustaría más estudiar en la universidad? ... ¿Por qué?

GCSE Spanish Speaking Test Confidential Sequence Chart – Foundation Tier

In the grid below, Candidate Order refers to the sequence in which the candidates are tested by each teacher, not for the school/college as a whole. Each Role-play is identified by a number and each Photo card is identified by a letter. The candidate must be allocated the Role-play card as indicated in the grid below.

Candidates are permitted to choose the first Theme they will discuss in the General Conversation and the third and fourth columns of this table confirm which Photo card will be allocated to the candidate, according to their chosen General Conversation Theme. The final column confirms the second General Conversation Theme to ensure all Themes are covered during the test.

Example 1 – Candidate 1 chooses Theme 3 as her first Conversation Theme. She will do Role-play 9, Photo card A and her second Conversation Theme will be Theme 1.

Example 2 – Candidate 6 chooses Theme 2 as his first Conversation Theme. He will do Role-play 2, Photo card B and his second Conversation Theme will be Theme 3.

After a break in testing, eg lunch or overnight, the sequence should be resumed at the next number in column 1, Candidate Order. For example, if there is a break after Candidate 4, the next candidate will be Candidate 5. If there are more candidates than this table allows for, you should start again at number 1.

Candidate Order	Role-play	Candidate's chosen Conversation Theme	Photo card	Candidate's second Conversation Theme
1	9	Theme 1	F (Theme 3)	Theme 2
		Theme 2	E (Theme 1)	Theme 3
		Theme 3	A (Theme 2)	Theme 1
2	4	Theme 1	G (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
3	7	Theme 1	C (Theme 3)	Theme 2
		Theme 2	E (Theme 1)	Theme 3
		Theme 3	D (Theme 2)	Theme 1
4	3	Theme 1	F (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	A (Theme 2)	Theme 1
5	1	Theme 1	G (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	E (Theme 1)	Theme 2
6	2	Theme 1	F (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	G (Theme 2)	Theme 1
7	8	Theme 1	F (Theme 3)	Theme 2
		Theme 2	H (Theme 1)	Theme 3
		Theme 3	D (Theme 2)	Theme 1

Turn over ►

Candidate Order	Role-play	Candidate's chosen Conversation Theme	Photo card	Candidate's second Conversation Theme
8	6	Theme 1	D (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
9	7	Theme 1	C (Theme 3)	Theme 2
		Theme 2	E (Theme 1)	Theme 3
		Theme 3	D (Theme 2)	Theme 1
10	6	Theme 1	G (Theme 2)	Theme 3
		Theme 2	C (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
11	8	Theme 1	C (Theme 3)	Theme 2
		Theme 2	H (Theme 1)	Theme 3
		Theme 3	D (Theme 2)	Theme 1
12	9	Theme 1	I (Theme 3)	Theme 2
		Theme 2	E (Theme 1)	Theme 3
		Theme 3	A (Theme 2)	Theme 1
13	3	Theme 1	D (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
14	2	Theme 1	A (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
15	5	Theme 1	A (Theme 2)	Theme 3
		Theme 2	C (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
16	1	Theme 1	D (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	E (Theme 1)	Theme 2
17	4	Theme 1	G (Theme 2)	Theme 3
		Theme 2	C (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
18	6	Theme 1	G (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
19	8	Theme 1	G (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
20	5	Theme 1	A (Theme 2)	Theme 3
		Theme 2	C (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2

GCSE Spanish Speaking Test Confidential Sequence Chart – Higher Tier

In the grid below, Candidate Order refers to the sequence in which the candidates are tested by each teacher, not for the school/college as a whole. Each Role-play is identified by a number and each Photo card is identified by a letter. The candidate must be allocated the Role-play card as indicated in the grid below.

Candidates are permitted to choose the first Theme they will discuss in the General Conversation and the third and fourth columns of this table confirm which Photo card will be allocated to the candidate, according to their chosen General Conversation Theme. The final column confirms the second General Conversation Theme to ensure all Themes are covered during the test.

Example 1 – Candidate 1 chooses Theme 3 as her first Conversation Theme. She will do Role-play 15, Photo card M and her second Conversation Theme will be Theme 1.

Example 2 – Candidate 6 chooses Theme 2 as his first Conversation Theme. He will do Role-play 10, Photo card N and his second Conversation Theme will be Theme 3.

After a break in testing, eg lunch or overnight, the sequence should be resumed at the next number in column 1, Candidate Order. For example, if there is a break after Candidate 4, the next candidate will be Candidate 5. If there are more candidates than this table allows for, you should start again at number 1.

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
1	15	Theme 1	L (Theme 3)	Theme 2
		Theme 2	K (Theme 1)	Theme 3
		Theme 3	M (Theme 2)	Theme 1
2	13	Theme 1	J (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	N (Theme 1)	Theme 2
3	16	Theme 1	P (Theme 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	N (Theme 1)	Theme 2
4	18	Theme 1	O (Theme 3)	Theme 2
		Theme 2	K (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
5	17	Theme 1	J (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
6	10	Theme 1	R (Theme 3)	Theme 2
		Theme 2	N (Theme 1)	Theme 3
		Theme 3	M (Theme 2)	Theme 1
7	12	Theme 1	O (Theme 3)	Theme 2
		Theme 2	N (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
8	14	Theme 1	R (Theme 3)	Theme 2
		Theme 2	Q (Theme 1)	Theme 3
		Theme 3	P (Theme 2)	Theme 1

Turn over ►

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
9	12	Theme 1	R (Theme 3)	Theme 2
		Theme 2	N (Theme 1)	Theme 3
		Theme 3	M (Theme 2)	Theme 1
10	16	Theme 1	M (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	Q (Theme 1)	Theme 2
11	18	Theme 1	O (Theme 3)	Theme 2
		Theme 2	K (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
12	10	Theme 1	L (Theme 3)	Theme 2
		Theme 2	K (Theme 1)	Theme 3
		Theme 3	P (Theme 2)	Theme 1
13	17	Theme 1	J (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
14	11	Theme 1	M (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	Q (Theme 1)	Theme 2
15	13	Theme 1	P (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	Q (Theme 1)	Theme 2
16	15	Theme 1	M (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	Q (Theme 1)	Theme 2
17	14	Theme 1	P (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	Q (Theme 1)	Theme 2
18	13	Theme 1	R (Theme 3)	Theme 2
		Theme 2	N (Theme 1)	Theme 3
		Theme 3	M (Theme 2)	Theme 1
19	10	Theme 1	J (Theme 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
20	11	Theme 1	L (Theme 3)	Theme 2
		Theme 2	Q (Theme 1)	Theme 3
		Theme 3	P (Theme 2)	Theme 1

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