

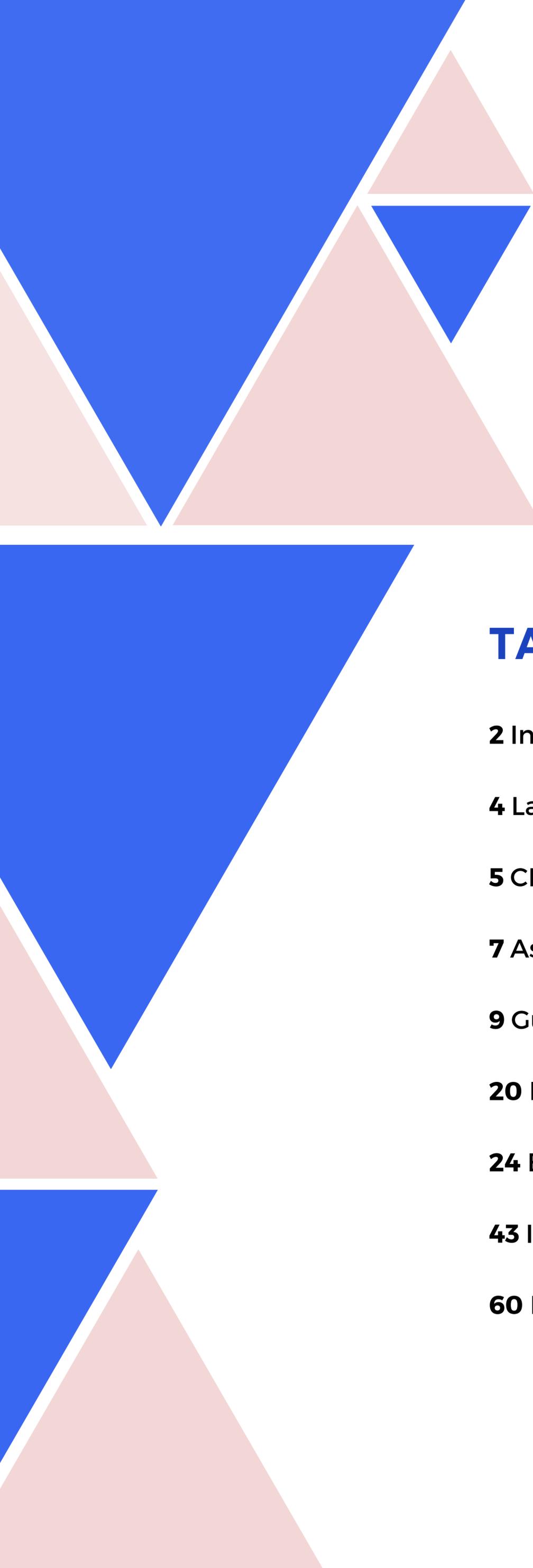
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Erasmus+ Programme  
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# INTERCAMBIO PLUS EDUCATORS' GUIDE

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# Introduction



The word intercambio means exchange in Spanish and is commonly used to refer to language exchanges where a group of learners meet to practice a second language with one another. These exchanges are typically arranged as informal events and include a mix of local and foreign participants. The motivation behind our project Intercambio Plus is to support the learning and improve the conversation skills of language learners by providing structure to these exchanges. We have created the Language Learning Companion for exchanges involving English, Spanish, Italian, Portuguese and French.

These are handbooks for both beginner and intermediate levels, which can be taken to an intercambio event or viewed on a mobile device. The main learning tool of the Companion is a series of exercises that act as conversation prompts across different topics and levels. These are accompanied by key vocabulary lists, suggestions for activities and games, and links to further resources.

At a language exchange, the user of the Companion will engage with another participant who is a native or advanced speaker in the language they want to practice. They can attempt to complete different prompts from the Companion, which can be verified by their partner, in terms of content and tense. For example, in the beginner topic on transport and travel, you can try the prompt: 'What is the most popular form of transport where you're from?'. This encourages the learner to say where they're from and describe the transport system there

This encourages the learner to say where they're from and describe the transport system there. They will earn a point awarded by their partner if they successfully complete the prompt, but this will hopefully spark a conversation in the process. For example, it could lead onto discussing what types of transport they prefer or how transport compares in their current location.



# WHAT ISSUES ARE ADDRESSED?

## Repetition of Topics

Participants of intercambios sometimes say that the same topics are often repeated when they meet new people, so this limits what gets practiced. The range of topics included in our materials should encourage learners and their partners to explore different subjects in order to build vocabulary and make conversations more engaging.

## Social Experience

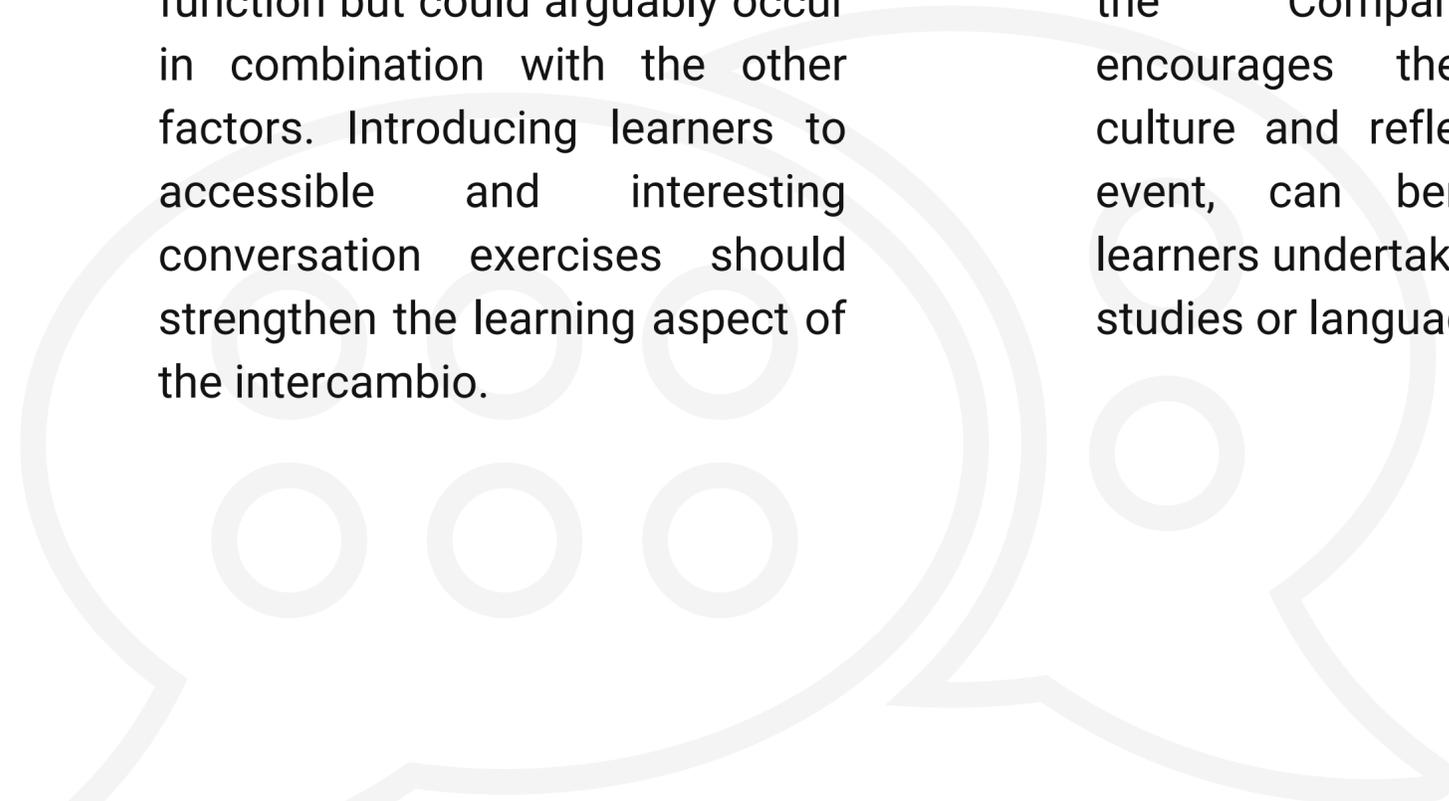
Some participants may stop going to intercambios once they form friendships. This suggests more of a social than learning function but could arguably occur in combination with the other factors. Introducing learners to accessible and interesting conversation exercises should strengthen the learning aspect of the intercambio.

## Level Differences

A concern is that if partners' levels are not matched correctly, the conversation can be dominated by one language. By introducing some exercises and structure to follow, conversations should become more balanced, with both partners having time to speak in and listen to each other's language.

## Cultural Understanding

A Intercultural communicative competence is not easy to teach in formal settings. Attending intercambios with the support of the Companion, which encourages the sharing of culture and reflection after the event, can benefit language learners undertaking more formal studies or language education.



# WHO IS THE COMPANION INTENDED FOR?

This project has developed out of our experiences of teaching languages to students on work placements abroad. Those on working mobilities are therefore considered a key target group and this has shaped the contents of our materials. The focus on intercultural awareness and career development of our training programmes is reflected in the Companion's topics, such as working life, travel or food and drink.

However, the resources can be used in other contexts to support cultural awareness, ICC and language learning for other demographics. For example, universities could employ them to support study abroad participants. Local authorities and charities could also use them to support the integration of immigrants. The open source nature of our project's resources will allow for changes to be made to content if required, e.g. adding or replacing a topic.



# LANGUAGE LEVELS

The Companion has been developed in line with the way in which the Common European Framework of Reference (CEFR) for Languages describes levels of language proficiency. The language levels, whilst using a structure based on the European Credit System for Vocational Education and Training (ECVET), enable learners to earn credits as they develop their conversation skills across the topics covered.

## **Common European Framework of Reference (CEFR) for Languages**

The CEFR organises language proficiency in six levels, A1 to C2, which are grouped into three broad levels: Basic User, Independent User and Proficient User. Rather than use number of hours, or qualifications, it describes what people can actually do in the language. These abilities range from knowing just some words, to knowing and using the language almost perfectly.

For each level, the CEFR describes what a learner can do in reading, listening, speaking and writing. This is set out in the table below, with the Speaking proficiency being primarily relevant to the Intercambio settings and learning activities included in the Companion.

The exercises in the Intercambio handbooks cover the following topics: (1) Transport and Travel; (2) Working Life; (3) Exploring Culture; (4) Food and Drink; (5) Local History; (6) Language & Culture, with a range of conversation activities provided across A1 and A2 (which comprise the Basic User level) and A2 and B1 (which comprise the Intermediate User level).

# CEFR AND ECVET

The conversation exercises are structured into 'Beginner' and 'Intermediate' levels, with Beginner covering A1 and A2 and Intermediate A2 and B1. There is a full set of conversation exercises covering all the topics across these levels, with A2 exercises acting as a bridge to the Intermediate level. This will enable learners to work through each of topics at the respective levels but also to progress onto the next level once they feel confident. Of course, this will depend on the proficiency and commitment of the individual and the amount of time they have available for language learning, both in terms of the length of their study period and the number of hours per day or week that they have available.

From the Educator's perspective, it is recommended that learners be encouraged and supported in working through all the topics in the Beginner materials before progressing onto the Intermediate materials. This will help to broaden their vocabulary and range of conversation skills and facilitate a more holistic learning experience. It is also likely that this will work better alongside other elements of their language learning journey such as grammar, vocabulary, listening and reading.

## **European Credit System for Vocational Education and Training (ECVET)**

ECVET allows learners to accumulate, transfer and use their learning in units as these units are achieved. This enables building a qualification at learners' own pace from learning outcomes acquired in formal, non-formal and informal contexts, in their own country and abroad. The system is based on units of learning outcomes as part of qualifications that can be assessed and validated.

ECVET offers a framework for making learners more mobile and qualifications more portable, laying down principles and technical specifications and making use of existing national legislation and regulations. It applies to VET (vocational education and training) qualifications at all levels of the European qualifications framework. ECVET complements and builds on concepts and principles shared with the European Qualifications Framework (EQF), Europass and the European Quality Assurance Reference Framework for VET (EQARF).

## ECVET in the Companion

We have designed the Companion to facilitate credit-based learning following ECVET principles. Learners accumulate credits or points for each of the topics covered in the Companion at their target level. This means that they are able to accumulate credits working at their own pace and within the context of their personal learning journey.

For example, a learner who is spending an extended period of time in their destination country and has a significant amount of time available for language learning might be able to complete all the topics at their initial target level (and even progress onto the next level). However, someone who will be in their destination country for a much shorter duration may well not have the time to complete all the topics at their target level.

The implementation of a credit based system within the Companion allows learners to develop their conversation skills across the topics covered and accumulate credits that recognise and validate their learning as they progress. This means that learners who are not able to complete all the topics within their target level will be able to have their learning assessed and validated, creating a record of their achievement that they can incorporate in their personal learning records and CV. This ECVET-based system also offers portability as learners will also be able to return to their learning at a later date and possibly in a different context – for example using the Companion to facilitate on-line Intercambios after they have returned home – and pick up where they have left off, continuing to develop their conversations skills and earning credits to validate their learning as they progress. The processes for assessing and validating learners' skills in order to award credits is described in more detail below.

# ASSESSMENT & VALIDATION

The conversation exercises in the Companions are structured to enable learners to earn credits or points for the conversation prompts they successfully complete at their level. Learners earn up to 20 credits for each topic and can complete the programme at A1 to A2 level and/or A2 to B1 levels. It is recommended that Beginner learners complete all the topics in their Beginner Companion before progressing onto the next level.

Credits are validated by the learners' conversation practice partner (who will be a native or minimum C1 Level speaker of the language the learner is studying) at Intercambio events. The learner will undertake each of the conversation exercises and the partner will validate their credits by confirming that they have successfully completed each exercise at the relevant level of the language being studied.

Given the exchange based nature of Intercambios, the ideal situation is that the learner is paired with someone who is learning their language and so would be able to provide the same validation function for conversation exercises completed by their Intercambio partner at the relevant level for the language they are studying. This mutual approach to validation will enable each learner to have their conversation skills validated by a native or high-level speaker across a broad range of topics within the language they are learning.

Learners who complete the all the topics covered in the handbook at their target level can be considered to have successfully achieved that level of Speaking Proficiency within the CEFR and would be able to use this for professional purposes, for example by including in their Curriculum Vitae or Europass. Learners studying a language over an extended period – for example alongside a work experience placement – would be able to continue their progress and start to work towards achieving the credits across the handbook topics at the next CEFR level.

## Learners on mobility

Furthermore, for learners undertaking work experience abroad, developing their level of speaking proficiency is typically the best way to enable more effective communication in the language they are learning. This is likely to have a massively beneficial impact on their experience in their work placement by enabling to communicate more effectively with colleagues, as well as potential customers and clients. However, it should be noted that the Intercambio+ handbooks and conversation exercises only relate to the Speaking Proficiency and, as such, they are designed to complement other language learning resources such as the Erasmus+ Online Linguistic Support (OLS) that will support learners in also developing their proficiency in listening, reading and writing.

# A GUIDE TO HOSTING INTERCAMBIOS

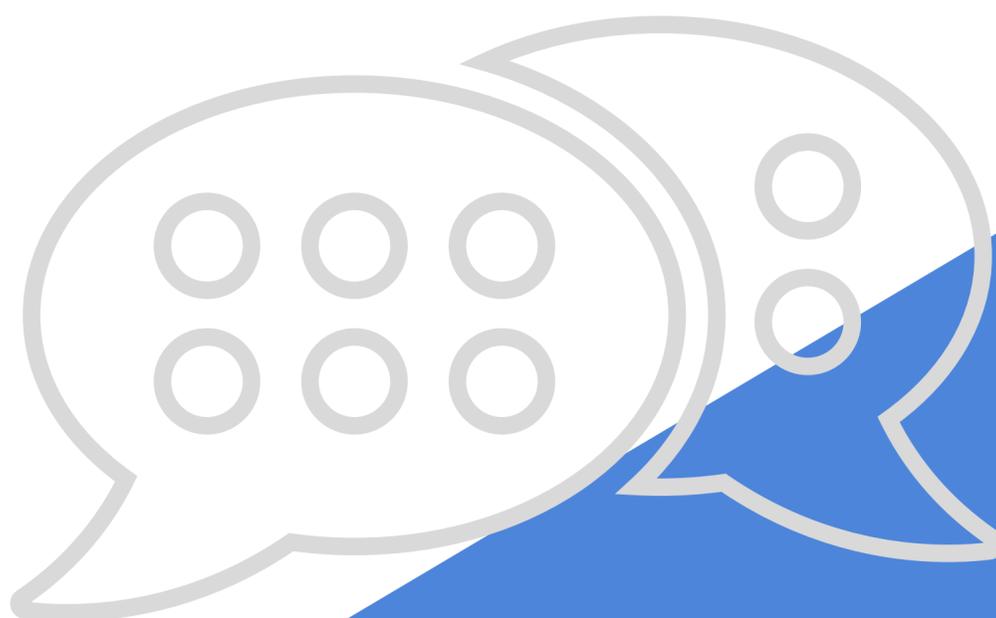


# A GUIDE TO HOSTING INTERCAMBIOS

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Our Language Learning Companions were mainly created to facilitate intercambio events and provide them with some learning structure and activities. For organisers who want to incorporate the materials, it's helpful to understand what goes into preparing for and running these events. This section should help you have a more comprehensive picture of what these events look like in action and how to manage them.

We will run through what to do leading up to and during the intercambio event as well as other aspects that should be considered. This section covers Choosing a Location; Before the Event; Publicising the Event; Health & Safety; Covid-19 Compliance; Diversity & Inclusion and During the Event.





## CHOOSE A LOCATION

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It is now time to choose a suitable location based on the estimated number of learners, don't pick a place where loud talking is frowned upon since the main purpose of the event is intercambio! Select a location that is suitable for the event, such as a cafe, bar or restaurant, as it's more likely for people to return a second time if they feel at ease. After you have found the perfect venue to host your language exchange, it's time to discuss the options. You should also consider the date of the event. Take into account the availability of your invitees and pick a date when most people can attend.

## BEFORE THE EVENT

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Make sure that the organisation process is going according to plan by holding regular meetings with your team. Keep everyone on track with a timeline showing tasks that need to be accomplished. Confirm all bookings and complete all tasks by the event day. Before, during and after the event, make sure to make a checklist of what needs to be accomplished. Do you need special equipment? Are registration tables needed? Special power cables for speakers, computers, telephones?



# PUBLICISE THE EVENT

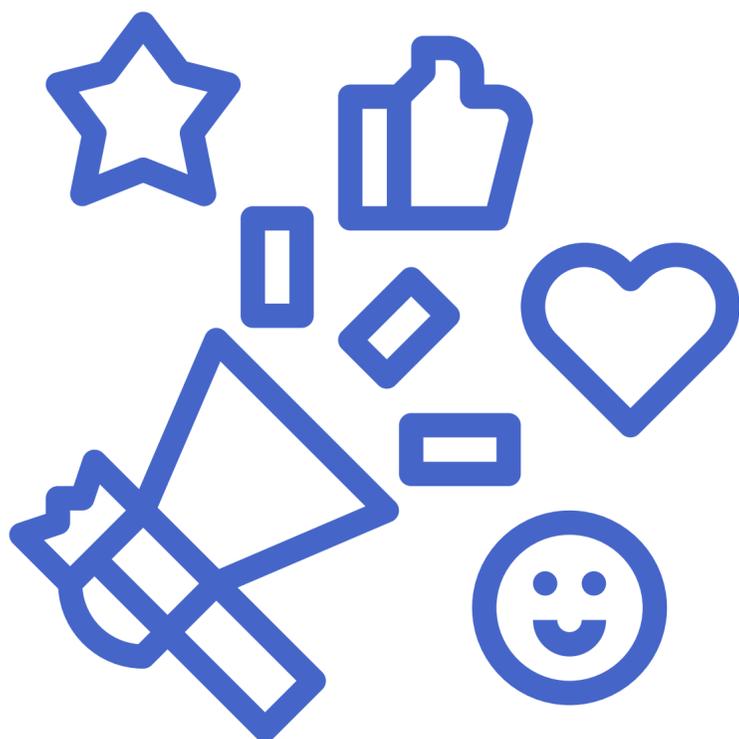
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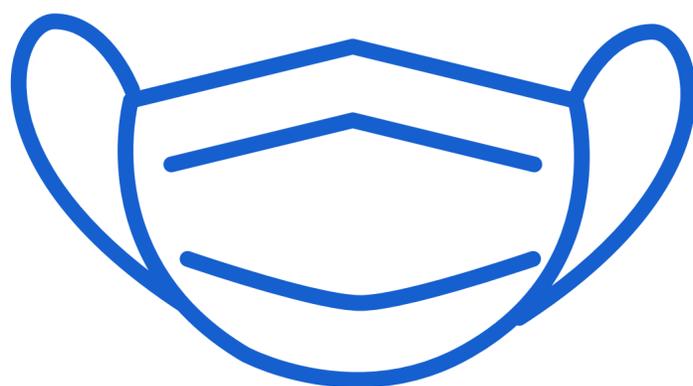
There are many different ways to publicise an event – posters, flyers, banners, newspaper display ads, direct mailings, public service announcements, etc. It's important to promote your event to achieve your desired attendance, regardless of whether your event has a closed guest list or is open to anyone. Posting the Intercambio event details on Facebook is a very straightforward, yet persuasive way to attract a lot of attention.

You can also increase the number of attendees by posting in Facebook groups with international students, there are probably many people interested in a language exchange! You can promote your event via social media and other methods, such as word-of-mouth marketing. One way to promote your Intercambio is to visit a nearby university, there are usually international students who are eager to practice or learn a new language!

## Erasmus Plus

Make sure that you display the Erasmus Plus logo on all marketing materials.





## Health and Safety Tips

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To protect the health, safety and welfare of people attending an Intercambio event, it is important that everyone, including employees, students, visitors, and hosts attending or working at the event, are aware of the importance of precautions, preventions and protocols if any of these factors are jeopardized.

Planning health and safety should happen simultaneously with planning the rest of the event. We have compiled some pointers to help you with this. Please note this is just a guide and national government rules and guidance should always take priority. If you are unsure about anything, contact local officials responsible in the area.

# Health and Safety Tips



## 1. Assess the space

Firstly, you will need to assess the suitability of the venue. Start with a profile of your event including all the attendees (e.g. age, disability, group size) and all the activities that will occur. With this information you can then go to the venue and judge:

**Capacity:** can everyone fit? Will they be standing or seated? Is there room to move around if needed?

**Access:** are there sufficient emergency exits? Is it accessible for people with disabilities, wheelchairs or pushchairs?

**Hazards:** Are there any existing hazards in the venue?

**Facilities:** How good are the transport links to the area? How far away are the nearest emergency services e.g. fire station and hospital?

## 2. Carry out a risk assessment

Secondly, you should carry out a risk assessment. This is best done collaboratively with the whole team. This involves rating any possible risks that could be present at your event and rating their risk numerically - it's up to you what scale you use.

Here are some reminders of what can count as a risk:

- Any equipment you can trip over.
- Any hazards involving crowds such as drunken behaviour or road blocking.
- What injuries if any could occur?
- Potential for fire hazards.
- Any catering hazards, such as hot water or food allergies.

**Note:** Record who could be affected by all of the risks and how to mitigate them.

Remember to prioritise the most severe risks.

# Health and Safety Tips



## 3. Emergency plan

You should create an emergency plan for any situations that could necessitate emergency action e.g. a fire. This would involve creating emergency procedures to be followed by staff at the event and also the venue management if you discuss it with them.

Some things to think about are:

- How will you raise the alarm and inform the attendees?
- What on-site facilities are there such as fire extinguishers and emergency procedures?
- What are the crowd management and evacuation procedures, including those with reduced mobility?
- How will emergency vehicles access the site?
- Are there medical supplies available?

Lastly, the health and safety information should be communicated clearly. This can be done verbally to staff, employees of the venue or other organisers during the induction. This can be done to the participants in the form of signage, which will sometimes exist already in the venue.

To keep track of all the health and safety procedures we recommend you create a checklist to review before the event.

**Note:** If the event includes college age students, the risk assessment will be more in depth. So please carry this out as per the policies of your organisation or school on such matters.

# COVID COMPLIANCE

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- Meeting in a well-ventilated area is best.
- Consider booking a restaurant or bar with an outdoor space, such as a terrace. Look at alternative outdoor spaces such as parks during the summer months.
- Maintain social distance and place hand sanitizer on each table.
- Wear a high-quality, well-fitting mask when entering and leaving the building.



# DURING THE EVENT

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## Here are some recommendations on how to start an event:

- Start the event on time, about 5-10 minutes after the stated time so everyone has had time to arrive and mingle a bit
- Gather everyone standing up and separate into two groups according to which language they are there to learn. Stickers are an easy and visible way to show what language participants speak or the language they want to learn.
- Try to pair or group up participants evenly, with at least one person of each language in the group. Pairs or small groups work best with rotation encouraged.
- Once they are seated in their groups, introduce the event and go over the aims for the session.
- Introduce the Language Learning Companion and run through how it works. There is an introduction in the Companion itself but it helps if participants are reminded beforehand.
- Reinforce the idea that it is meant to initiate a flow of conversation and that the prompts are not a rigid to-do list. It's encouraged that participants try out different topics.
- Remind them that there should be equal amounts of each language spoken. Either they could have a conversation in one language for half the time and in the other for the other half, or they can answer each question in their target language, alternating throughout.
- Ask if anyone is unsure on the process or has any questions.
- Encourage the groups or pairs to introduce themselves and then proceed with the session.

# DIVERSITY & INCLUSION

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Organisers need to ensure that they make a firm commitment to maintaining a welcoming and safe environment for all intercambio participants—regardless of race, ethnicity, national origin, sex, sexual orientation, gender identity and expression, immigration status, religion, or disability.

Give people time to contact you in advance of the event with details of their accessibility needs by giving accurate information about accessibility before the Intercambio. Provide details on whether the venue has steps to reach it, the location of toilets (including gender neutral amenities), elevators, and parking for disabled attendees.

Incorporate diversity in the images you use to promote your event, and, if using images on social media or websites, ensure that suitable text is used. Promotional videos should be subtitled. Review the language that you use in your written materials to ensure that it is inclusive and welcoming to all, including those for whom English is not a first language.



# INTERCAMBIO+ EXERCISES



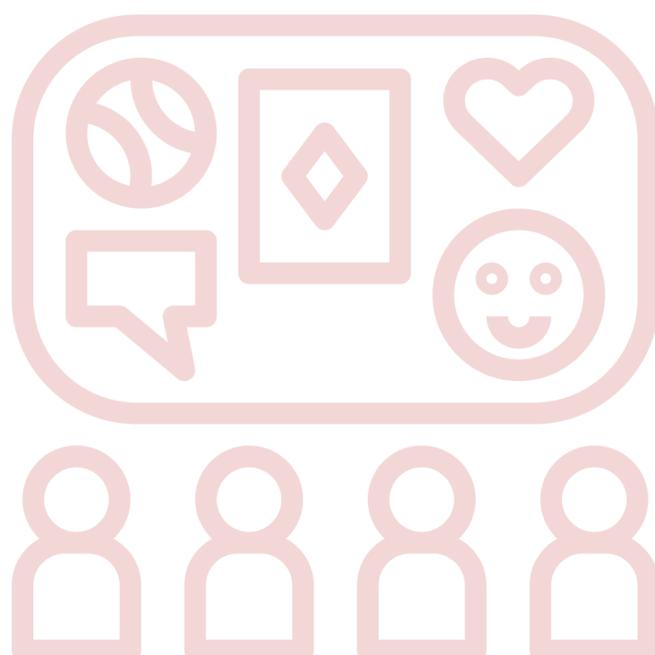
# GUIDE FOR INTERCAMBIO+ EXERCISES

In order to develop these activities, we researched through many different sources, such as language books and websites, and consulted teaching professionals. We focused on speaking exercises, as we think that the best way to better learn a language is by speaking it, and this is obviously the main aim of any Intercambio. Once the different sources had been checked, we listed the most relevant points that suited each level and adapted them to the specific topic, taking into account verb tenses, vocabulary, and grammar. You can check below the example of grammar and vocabulary for Transport & Travel specifically.

It was also important to remember that these exercises are different from the ones that can be used in a regular language lesson, as the main goal here is to have a real conversation (but always adapted to the level the speaker / listener is at). Therefore, a “short question–short answer” structure wasn’t valid for this, but an approach where all the speakers had the chance to speak and listen to each other’s opinions, experiences or lifestyles – listening is a fundamental part of a conversation too!

To make sure that the exercises were well suited for each level, we asked foreign learners to assess them and give us their first-hand opinion, as they are the best reviewers. Once the exercises were made and reviewed by potential learners, we needed to think of the assessor’s role too. It is worth mentioning that grammar, verb tenses, etc are key to assessing the learner’s improvement, but not everyone is a language teacher.

This made us think that it is very important that the instructions for every exercise are so clear that both parties (learner and assessor, and vice versa, when they switch the language) that there is just one possible answer. In the next part, we will have a look at an example and we will break down the different steps that need to be taken. We hope you enjoy practising and encourage you to use your imagination and interest to think about new topics and, of course, have fun!



# STEPS TO CREATE AN EXERCISE

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## 1. Grammar

List the main grammar points that need to be considered by a beginner/intermediate learner (see list below).

## 2. Verbs

List the main grammar points that need to be considered by a beginner/intermediate learner (see list below).

## 3. Draft

Pick one or two grammar points and try to draft a few questions using the vocabulary that has been chosen. All the questions must be related, they must use a specific verb tense taken from the list and they must be clear enough for the learner to answer coherently and using the same/correct verb tense and vocabulary. We recommend that you choose topics which are relatable, personal and whose answers can be “experienced” by the learners. Conversations at a beginner/intermediate level are usually about personal experiences and/or opinions, so it is pivotal to stick to that idea. Let’s have a look at an A2/B1 example.





## Journey to the intercambio venue

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- “What transport did you use? = **¿Qué medio de transporte has usado?**”
- “How long did it take? = **¿Cuánto has tardado en llegar?**”
- “What did you see on your way here? = **¿Qué has visto en el camino?**”

## Transport to your hometown

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- What are the popular forms of transport?
- What is the cost to use them?
- How fast is it to get around?

Once the questions have been drafted, it is recommended that a potential learner checks them and attempts to answer. If you feel the answers are too short and don't trigger a natural conversation, they need to be reworded or new prompts need to be added. For example, in the latter topic, “transport in your hometown”, we felt that the conversation was going to be too short, so we changed the exercise slightly to make it more thorough.

## Comparing transport in your hometown and in Seville

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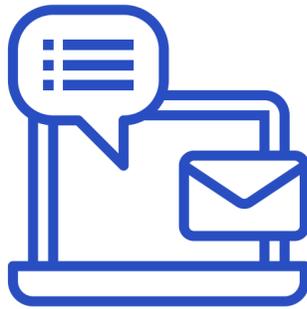
- What are the popular forms of transport?
- What is the cost to use them?
- How fast and easy is it to get around?
- Which transport system has a better quality? Express your opinion

# BEGINNER CONVERSATION TOPICS

CONVERSATION GUIDE AND TIPS



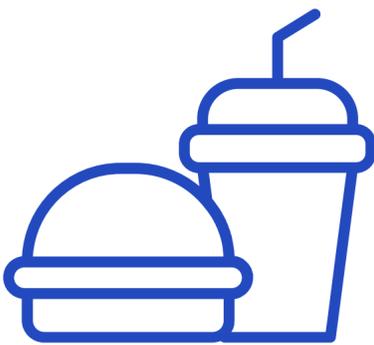
TRAVEL & TRANSPORT



WORKING LIFE



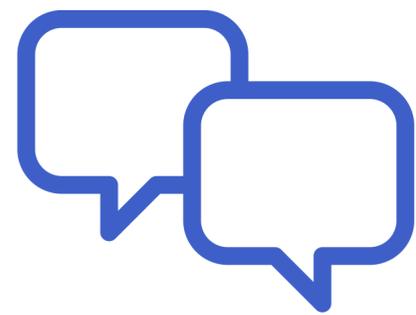
EXPLORING CULTURE



FOOD & DRINK



HISTORY

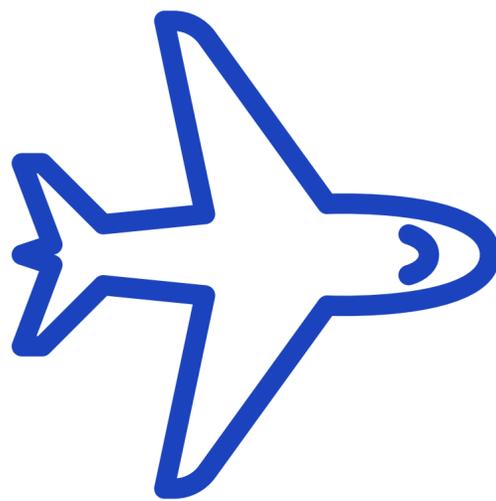


LANGUAGE & CULTURE

# BEGINNER CONVERSATION

## TRAVELLING & TRANSPORT

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## GETTING TO THE VENUE

1. What transport did you use to come?  
**¿Qué transporte has usado para venir?**
2. How long did it take?  
**¿Cuánto has tardado en llegar?**

## GETTING AROUND

3. What transport do you use most and how often do you use it?  
**¿Qué medio de transporte utilizas más? ¿Con qué frecuencia lo utilizas?**
4. How much does it cost to take this form of transport?  
**¿Cuánto cuesta utilizar este medio de transporte?**
5. Which form of transport do you prefer? Why?  
**¿Qué medio de transporte te gusta más? ¿Por qué?**

## TRAVELLING

6. Where do you stay when you're on holiday?  
**¿Dónde duermes cuando te vas de vacaciones?**
7. Do you prefer to travel in summer or winter and why?  
**¿Prefieres viajar en verano o en invierno? ¿Por qué?**
8. Do you like travelling alone or in a group?  
**¿Te gusta viajar solo o con gente?**
9. How often do you travel?  
**¿Con qué frecuencia viajas?**
10. What is something you must bring when you travel?  
**¿Hay algo que siempre te lleves cuando viajas?**
11. What is your favourite city and why?  
**¿Cuál es tu ciudad favorita? ¿Por qué?**
12. What is your least favourite city and why?  
**¿Qué ciudad es la que menos te gusta? ¿Por qué?**

## LAST TIME YOU TRAVELLED

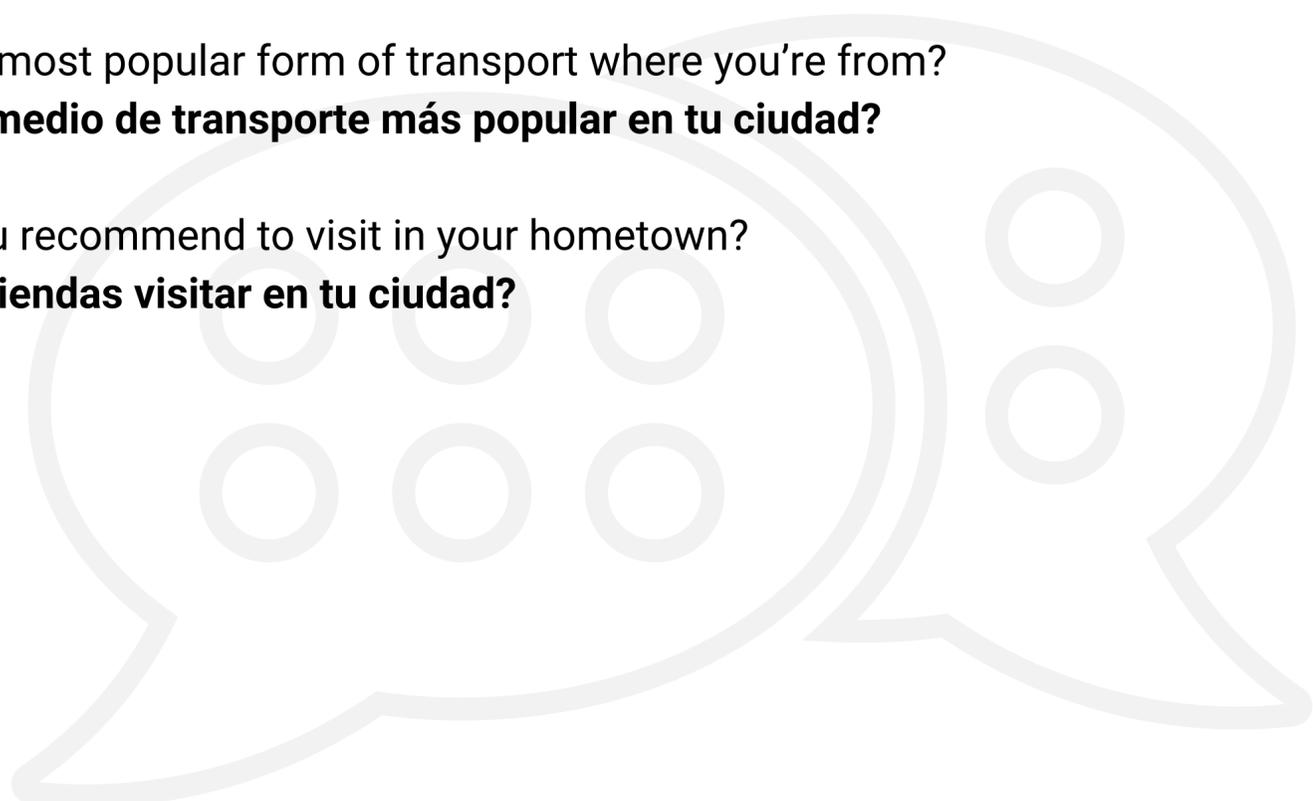
13. Which means of transport did you use?  
**¿Qué transporte utilizaste?**
14. Who did you travel with?  
**¿Con quién viajaste?**
15. What did you enjoy the most and least?  
**¿Qué es lo que más te gustó? ¿Y lo que menos?**
16. Where do you want to travel next?  
**¿Adónde quieres viajar la próxima vez?**

## COMMUTING

17. How do you commute to work?  
**¿Cómo vas a trabajar?**
18. What do you do during your journey to pass the time?  
**Durante el viaje al trabajo, ¿qué haces para pasar el tiempo?**

## WHERE YOU'RE FROM

19. What is the most popular form of transport where you're from?  
**¿Cuál es el medio de transporte más popular en tu ciudad?**
20. What do you recommend to visit in your hometown?  
**¿Qué recomiendas visitar en tu ciudad?**



# BEGINNER CONVERSATION

## WORKING LIFE

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## JOBS AT HOME

1. Is it simple to find a job in your country?  
**¿Es fácil encontrar trabajo en tu país?**
2. Do you think workplaces are multicultural where you're from?  
**¿Crees que en tu país el trabajo es multicultural?**
3. Do many people from your country go abroad to live and work?  
**¿Hay mucha gente de tu país que se marcha al extranjero a trabajar?**
4. What was your first job? What did you do and did you enjoy it?  
**¿Cuál fue tu primer trabajo? ¿Qué hacías? ¿Te gustaba?**

## COMMUTING

5. Is car sharing popular for commuters where you're from??  
**En tu país, ¿la gente suele compartir coche cuando va a trabajar?**
6. Do many people cycle to work there?  
**¿Suelen ir en bici al trabajo?**
7. Do you think public transport is convenient for commuters here?  
**¿Crees que el transporte público de aquí es útil para ir a trabajar?**
8. Do you find it easy to get to your place of work or study?  
**¿Te resulta fácil ir a tu trabajo o al sitio donde estudias?**
9. What are you currently doing, studying or working? Talk a little about it  
**¿Qué haces ahora, estudias o trabajas? Habla un poco sobre esto.**
10. What was the most interesting job you ever had?  
**¿Cuál es el trabajo más interesante que has tenido?**

## WORK EXPERIENCE

11. Have you ever worked remotely? What you're your experience been like?  
**¿Alguna vez has trabajado a distancia? ¿Cómo fue la experiencia?**
12. What do you hope to do career-wise in the future?  
**¿En qué te gustaría trabajar en el futuro?**
13. What's your dream job?  
**¿Cuál es el trabajo de tus sueños?**

## WORK CULTURE

14. How many hours a week do people in your country, on average, work? How do you find it?  
**¿Cuántas horas a la semana suele trabajar la gente de tu país?  
¿Qué te parece?**
15. Are workers in your country entitled to much vacation time?  
**En tu país, ¿cuántas vacaciones suelen tener los trabajadores?**
16. Do the people in your country have a good work-life balance? Why?  
**En tu país, ¿la gente suele tener un buen equilibrio entre el trabajo y su vida personal? ¿Por qué?**
17. Is the dress-code for work here more formal than where you are from?  
**¿Crees que la gente de tu país viste con ropa más formal para trabajar que aquí?**
18. Are there many job opportunities in for foreigners where you're from?  
**¿Tu país ofrece muchas oportunidades de trabajo a los extranjeros?**
19. What do you think of [Spain's] work culture? Think about working hours, holidays, relationships with colleagues  
**¿Qué te parece la cultura laboral de [España]? Piensa en las horas de trabajo, las vacaciones, relación con los compañeros...**
20. How does it compare to your country's work culture?  
**¿En qué se diferencia de la cultura laboral de tu país?**

# BEGINNER CONVERSATION

## EXPLORING CULTURE

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## CULTURAL ATTRACTIONS

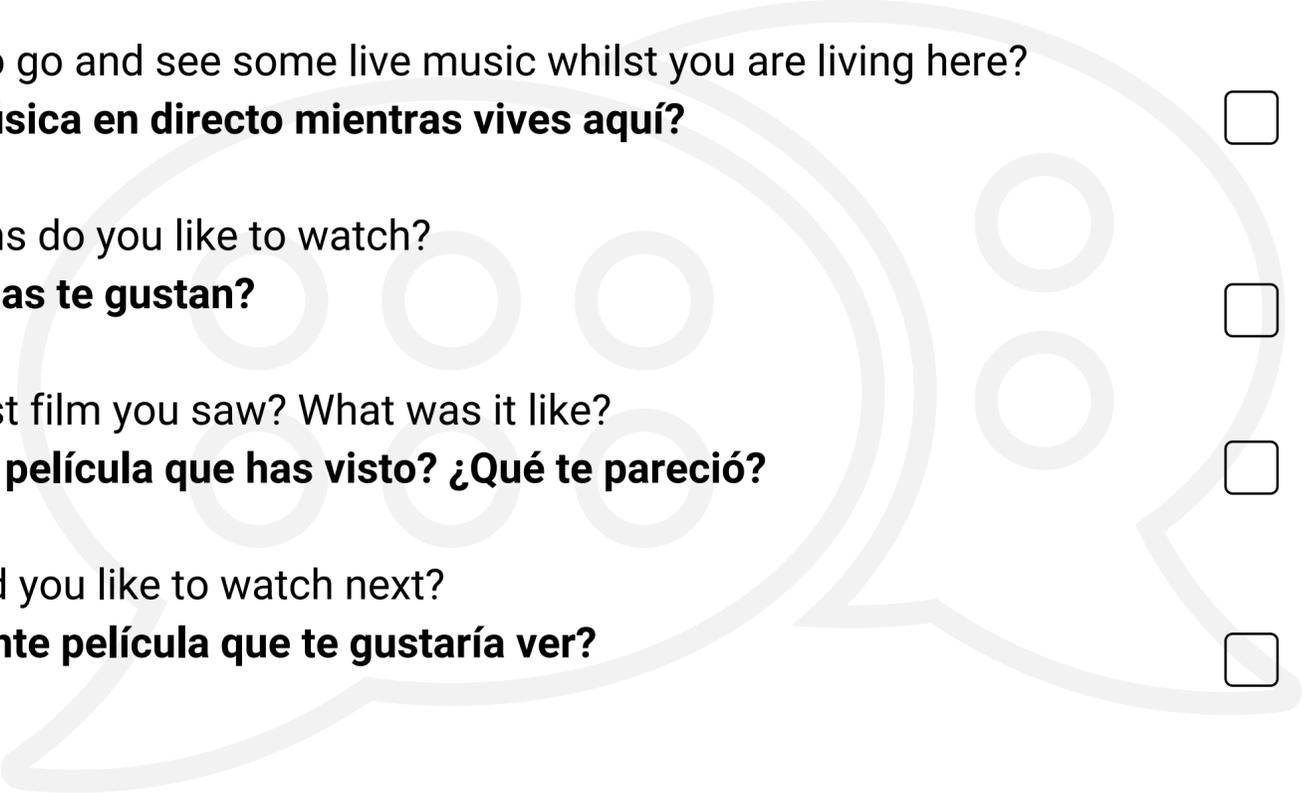
1. Have you been to any of the cultural attractions here?  
**¿Has ido a algún lugar cultural aquí?**
2. Which one was your favourite? Why?  
**¿Cuál te ha gustado más?**
3. Are there any that you did not enjoy?  
**¿Hay alguno que no te gustase?**
4. Are there any you would still like to visit? Why do they interest you?  
**¿Hay alguno que te gustaría visitar? ¿Por qué te interesa?**

## EXPLORING NEW CULTURES

5. What do you like to do when you visit a new place?  
**¿Qué te gusta hacer cuando visitas un lugar nuevo?**
6. Are you the type of person who prefers to carefully plan a trip or improvise?  
**¿Planeas los viajes o prefieres improvisar?**
7. Do you like to take a lot of photos when you visit a new place?  
**¿Te gusta echar muchas fotos cuando visitas un lugar nuevo?**
8. Do you prefer visiting touristy areas or going to lesser known spots?  
**¿Prefieres las zonas más turísticas o las más desconocidas?**
9. What do you prefer? A long dinner or attending a cultural event?  
**¿Prefieres una cena larga o ir a un evento cultural?**
10. Do you prefer going to historical or contemporary cultural attractions?  
**¿Te gustan más las atracciones culturales históricas o contemporáneas?**

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**MUSIC & FILM**

11. What music do you listen to the most and why?  
**¿Qué tipo de música escuchas más? ¿Por qué?**
12. Do you enjoy the traditional music here?  
**¿Te gusta la música tradicional de aquí?**
13. Would you like to go and see some live music whilst you are living here?  
**¿Te gustaría ver música en directo mientras vives aquí?**
14. What type of films do you like to watch?  
**¿Qué tipo de películas te gustan?**
15. What was the last film you saw? What was it like?  
**¿Cuál es la última película que has visto? ¿Qué te pareció?**
16. Which film would you like to watch next?  
**¿Cuál es la siguiente película que te gustaría ver?**
- 

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**COMPARING CULTURES**

17. How is the culture here different from your home?  
**¿La cultura de aquí es muy diferente de la de tu país?**
18. Are they similar in any way?  
**¿Se parecen en algo?**
19. Is there anything you miss from your country's culture?  
**¿Echas de menos algo de la cultura de tu país?**
20. Is [Spain] similar to any other places you have visited? In what ways?  
**¿Se parece España a algún otro lugar que hayas visitado? ¿En qué?**

# BEGINNER CONVERSATION

## FOOD & DRINK

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## DRINKS

1. Have you tried any local beverages?  
**¿Has probado alguna bebida típica de [Sevilla]?**
2. What is your favourite drink?  
**¿Cuál es tu bebida favorita?**
3. How do you take your coffee? Do you prefer a cappuccino or a black coffee?  
**¿Cómo te gusta el café? ¿Prefieres un cappuccino o un café solo?**

## DINING OUT

4. Do you prefer to eat out or to cook at home? Why?  
**¿Prefieres comer fuera o cocinar en casa? ¿Por qué?**
5. How often do you eat out?  
**¿Sueles comer fuera muy a menudo?**
6. What do you think about fast food?  
**¿Qué opinas sobre la comida rápida?**
7. Do you prefer to eat in a bar, food market or in a restaurant? Why?  
**¿Prefieres comer en un bar, un mercado o un restaurante? ¿Por qué?**
8. What types of restaurant do you like?  
**¿Qué tipo de restaurante te gusta?**

## PLACES TO GO

9. What are the popular food markets you would recommend visiting?  
**¿Recomiendas algún mercado para comer?**
10. Which cake shops do you suggest visiting in your city? What's the most popular sweet treat?  
**¿Qué pastelerías te gustan? ¿Cuál es el dulce más popular en tu ciudad?**
11. Where is the best place for vegetarian/vegan food?  
**¿Cuál es el mejor sitio para comer comida vegetariana/vegana?**

## FOOD PREFERENCES

12. What's your favourite local dish? Can you describe its ingredients?  
**¿Cuál es tu plato local favorito? ¿Qué ingredientes lleva?**
13. Does the local food differ from the typical food of the country or region you come from? Is there anything in common?  
**¿En qué se diferencia la gastronomía de [Sevilla/España] de la de tu ciudad o país? ¿Tienen algo en común?**
14. What types of restaurants have you eaten in during your visit? Where do you recommend?  
**¿En qué tipo de restaurantes has comido en [Sevilla]? ¿Alguna recomendación?**
15. What place to eat do you recommend in the place you come from? Why?  
**¿Qué plato de tu ciudad recomiendas? ¿Por qué?**
16. Is there a dish from where you are from that you miss?  
**¿Echas de menos algún plato de tu ciudad?**

## EATING HABITS

17. What dishes do you like to cook yourself?  
**¿Qué te gusta cocinar?**
18. Do you find eating healthy easy or difficult? Why?  
**¿Crees que comer sano es fácil o difícil? ¿Por qué?**
19. Are the local eating habits and diet healthier than where you're from?  
**¿Crees que las costumbres y alimentación de [Sevilla/España] son más sanos que los de tu ciudad?**
20. What are the differences between local meal timings here and where you're from?  
**¿Qué diferencia hay entre los horarios de comida de [Sevilla] y los de tu ciudad?**

# BEGINNER CONVERSATION

## HISTORY

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## TRADITIONS

1. Are there any traditional or commemorative events in the region you're from?  
**¿Hay alguna celebración tradicional o conmemorativa en tu región?**
2. Do you know about any traditional celebrations where you are now?  
**¿Sabes algo sobre las celebraciones tradicionales de aquí?**
3. Have you taken part in any traditional or commemorative events recently?  
**¿Has visto o participado en alguna celebración tradicional o conmemorativa últimamente?**
4. Are the traditional events here similar to where you're from?  
**¿Se parecen en algo las celebraciones de aquí y las de tu ciudad?**
5. What traditional or historical events would you like to experience?  
**¿Qué celebración o tradición te gustaría ver?**

## ARCHITECTURE

6. How is the architecture in the place you're from? What do you like and dislike about it?  
**¿Cómo es la arquitectura de tu ciudad? ¿Qué es lo que más te gusta de ella? ¿Y lo que menos?**
7. How do you find the architecture here?  
**¿Qué te parece la arquitectura de aquí?**
8. How do you find the architecture here?  
**¿Qué te parece la arquitectura de aquí?**
9. How does the architecture compare to where you're from? Is it similar or different?  
**Si comparas la arquitectura de aquí con la de tu ciudad, ¿son muy diferentes o se parecen?**
10. Are there any famous buildings or monuments where you're from?  
**¿Hay algún edificio o monumento famoso en tu ciudad?**
11. Do you think where you're from has an important local history?  
**¿Tu ciudad tiene una historia importante?**

## COMPARING HISTORY

12. Is it important for you to know the history of the countries and cities that you visit? Why?

**¿Es para ti importante saber sobre la historia de los países que visitas? ¿Por qué?**

13. What do you know about the history of [Spain]?

**¿Qué sabes de la historia de [España]?**

14. Would you like to learn more about this country's history? Anything in particular?

**¿Te gustaría aprender más sobre la historia de aquí? ¿Algo en particular?**

15. Have you learnt about a famous person while you've been here? Who were they and why were they famous?

**¿Has aprendido algo sobre algún personaje famoso de aquí? ¿Quién era? ¿Por qué es famoso?**

16. Do you prefer modern or ancient history?

**¿Te gusta más la historia moderna o la antigua?**

## LEARNING ABOUT HISTORY

17. Did you like or dislike studying history at school?

**¿Te gustaba estudiar historia en el colegio?**

18. Do you like reading history books or do you prefer to watch documentaries?

**¿Te gusta leer libros de historia o prefieres ver documentales?**

19. Can you recommend a book, movie or place to learn about history?

**Recomienda un libro, película o lugar para aprender historia.**

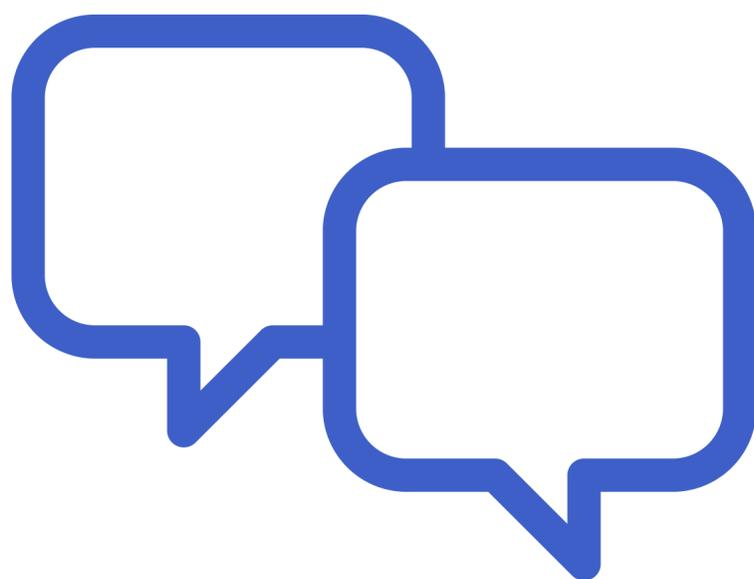
20. Is there a museum near where you live? Does it have anything interesting?

**¿Hay algún museo cerca de donde vives? ¿Tiene algo interesante?**

# **BEGINNER CONVERSATION**

**LANGUAGE & CULTURE**

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**LEARNING LANGUAGES**

1. Did you learn any languages at school? Which ones?  
**¿Aprendiste idiomas en el colegio? ¿Cuáles?**
2. What languages do you speak? How did you learn them?  
**¿Qué idiomas hablas? ¿Cómo los aprendiste?**
3. What do you think is hard about learning a language?  
**¿Qué es lo más complicado de aprender un idioma?**
4. Do you like living in a place where many languages are spoken?  
**¿Te gusta vivir en lugares donde se hablen muchos idiomas?**
5. What language do you think it's more difficult to learn, yours or [Spanish]?  
**¿Qué idioma crees que es más difícil de aprender, el tuyo o el [español]?**
6. What do you enjoy about learning a language?  
**¿Qué parte de aprender un idioma es la que más te gusta?**

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**IMPORTANCE OF LANGUAGE**

7. Why do you think learning the language of where you visit or live is important?  
**¿Por qué crees que es importante aprender el idioma del sitio al que vas o en el que vives?**
8. What do you think is more important in a language: grammar, vocabulary, pronunciation...?  
**¿Qué crees que es más importante en un idioma, la gramática, el vocabulario, la pronunciación...?**
9. What is the most useful thing to know in the language of a country you first visit?  
**¿Qué es lo más útil saber del idioma de un país que visitas por primera vez?**
10. What other languages are important for you to learn?  
**¿Consideras importante aprender algún idioma en particular?**

## EXPRESSIONS AND LOCAL PHRASES

11. Do you remember the first thing you learned in [Spanish]?  
**¿Recuerdas lo primero que aprendiste en [español]?**
12. Do you have a favourite expression or popular phrase?  
**¿Tienes una expresión o frase popular favorita?**
13. What is your favourite slang word and what does it mean?  
**¿Cuál es tu palabra coloquial favorita y qué significa?**
14. Share some slang words you may know in Spanish. If not, ask for some!  
**Di algunas palabras coloquiales que te sepas en español. Si no sabes, ¡pregunta!**
15. Share tongue twisters in each other's languages and try to say them  
**Intercambiad trabalenguas y tratad de decirlos en el idioma del otro.**

## PROGRESSION

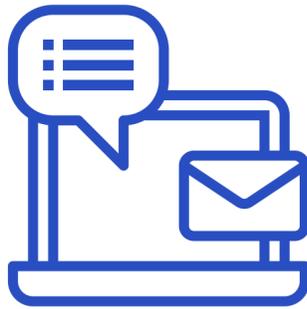
16. What do you recommend most to improve language skills: watching films and TV shows or reading books?  
**¿Qué recomiendas más para aprender mejor otro idioma, ver películas y series o leer?**
17. Are there any of the above that you recommend?  
**¿Recomiendas alguna película/serie/libro en particular?**
18. What other ways do you practice your language skills?  
**¿Tienes más trucos/métodos para practicar?**
19. Do you find it easier to read or speak the language you are learning?  
**¿Qué te parece más fácil, leer o hablar en el idioma que estás aprendiendo?**
20. How would you start learning a new language?  
**¿Cómo empezarías a aprender un idioma nuevo?**

# INTERMEDIATE CONVERSATION TOPICS

## CONVERSATION GUIDE AND TIPS



**TRAVEL & TRANSPORT**



**WORKING LIFE**



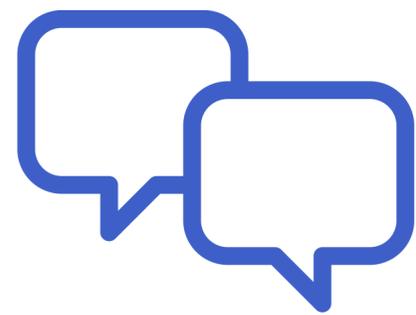
**EXPLORING CULTURE**



**FOOD & DRINK**



**HISTORY**

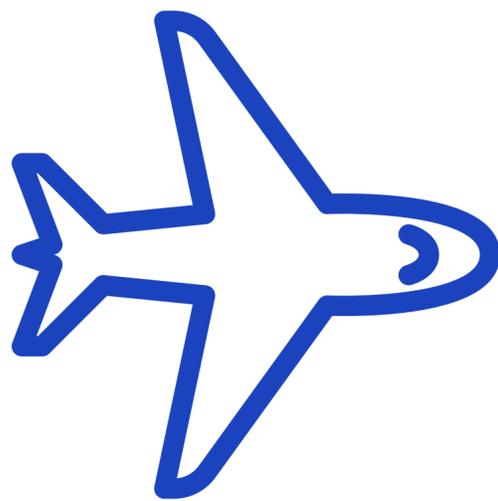


**LANGUAGE & CULTURE**

# **INTERMEDIATE CONVERSATION**

## **TRAVELLING & TRANSPORT**

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## YOUR TRIP HERE

1. How did you get to the venue? Describe your trip here to your partner.  
**¿Cómo has llegado aquí? Describe tu viaje.**
2. What's your opinion of the local public transport? Is it similar to where you're from?  
**¿Qué opines sobre el transporte público de aquí? ¿Se parece al de tu ciudad?**

## COMMON MEANS OF TRANSPORT

3. What means of transport do you use most? How is it different from other forms of transport?  
**¿Cuál es el medio de transporte que más utilizas? ¿En qué se diferencia de los demás?**
4. Do you try to use environmentally friendly means of transport? What are the benefits?  
**¿Intentas utilizar medios de transporte ecológicos? ¿Qué ventajas tienen?**

## TRAVEL

5. When travelling, do you prefer to go far away or visit locations that are closer? Have you always preferred that?  
**A la hora de viajar, ¿prefieres irte lejos o visitar lugares más cercanos? ¿Ha sido siempre así?**
6. What city or country would you recommend to visit? How come?  
**¿Qué ciudad o país recomendarías visitar? ¿Por qué?**
7. Talk about your experience in that place and why you enjoyed it.  
**Habla de tu experiencia en ese lugar y por qué te gustó.**

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**STORIES**

8. Tell a funny or interesting anecdote about your last trip.

**Cuenta una anécdota divertida o interesante de tu último viaje.**

9. What did you learn from this experience?

**¿Qué aprendiste de esa experiencia?**

10. Can you think of a funny or exciting travel experience from a film or book that you enjoyed?

**¿Se te ocurre algún libro o película que cuente una aventura de viaje que te haya gustado?**

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**TRAVEL PLANS**

11. Where would you like to travel next and why?

**¿Cuál es el próximo viaje que te gustaría hacer y por qué?**

12. Who would you travel with and why?

**¿Con quién viajarías y por qué?**

13. What would your dream trip be like?

**¿Cuál es el viaje de tus sueños?**

14. Where is somewhere you have no interest in travelling to and why?

**¿Hay algún sitio donde no te gustaría ir? ¿Por qué?**

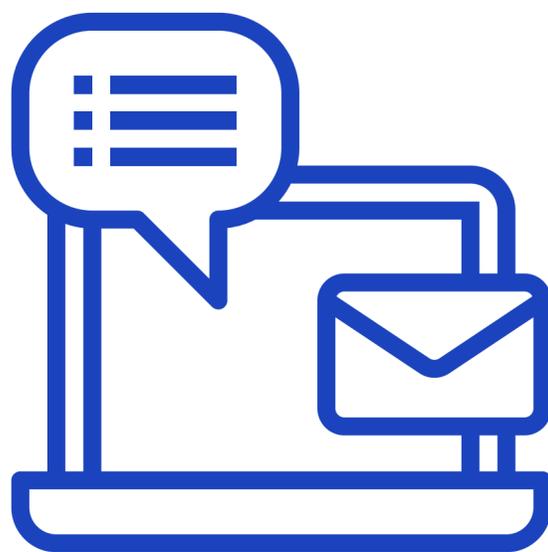
15. If you had the chance, would you travel to space? What do you imagine it would be like?

**Si tuvieras la oportunidad, ¿viajarías al espacio? ¿Cómo te lo imaginas?**

# INTERMEDIATE CONVERSATION

## WORKING LIFE

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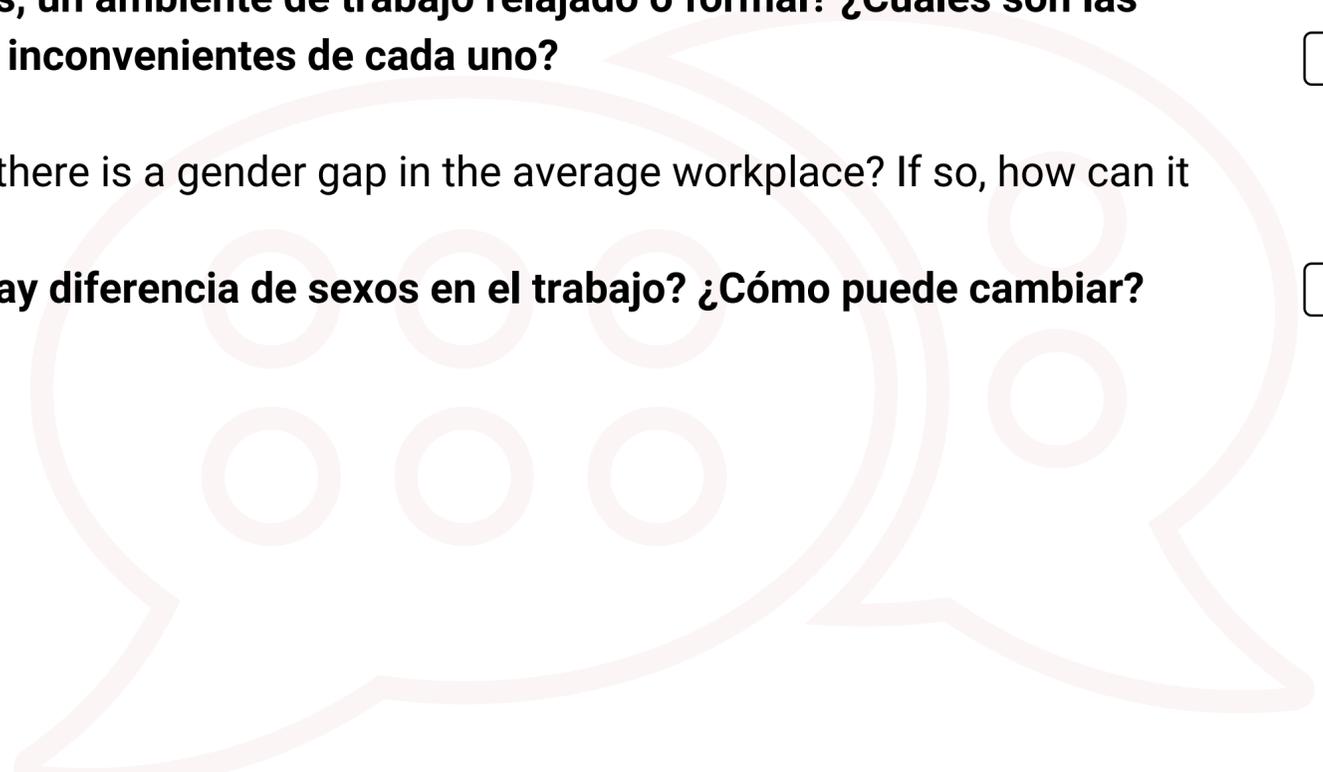


## WORK ENVIRONMENT

1. Do you think that finding a job or pursuing a career is difficult nowadays?  
**¿Crees que encontrar trabajo o desarrollar una carrera profesional es complicado hoy en día?**
2. What types of businesses are successful in your country or industry?  
**¿Qué tipos de empresas tienen éxito en tu país o sector?**
3. Has the job market in your country changed in the last few years? In what sense?  
**¿Ha cambiado el mercado laboral en los últimos años? ¿En qué sentido?**

## WORKING CULTURE

4. Is it common in your country that people are expected to work overtime?  
**¿Es habitual en tu país que la gente trabaje más horas de las establecidas?**
5. What is the usual retirement age in your country? Should it change?  
**¿Cuál es la edad de jubilación en tu país? ¿Crees que debería cambiar?**
6. Do you prefer a more relaxed or formal work culture? What are the pros and cons of each?  
**¿Qué prefieres, un ambiente de trabajo relajado o formal? ¿Cuáles son las ventajas y los inconvenientes de cada uno?**
7. Do you think there is a gender gap in the average workplace? If so, how can it be closed?  
**¿Crees que hay diferencia de sexos en el trabajo? ¿Cómo puede cambiar?**



## WORK EXPERIENCE

1. How important is work for you? Do you think it is possible to balance your personal life and a successful career?

**Para ti, ¿el trabajo es muy importante? ¿Crees que es posible que exista un equilibrio entre la vida personal y una carrera de éxito?**

2. For some people it is common to get jobs when they are still at school. Did you have one? What was it?

**Hay gente que suele trabajar mientras estudia, ¿fue tu caso? ¿En qué trabajaste?**

3. Is it common for people in your country to work abroad? Have you or anyone you know had this experience?

**¿Es habitual que la gente de tu país se vaya al extranjero a trabajar? ¿Conoces a alguien que lo haya hecho?**

11. What has been your best or your worst working experience so far? Share a story!

**¿Cuál ha sido tu mejor y tu peor experiencia en el trabajo?**

## CAREER PLANS

12. Are you happy in your current role or would you like to do something else?

**¿Te gusta tu trabajo actual o preferirías hacer otra cosa?**

13. Have you thought about doing courses or training to improve your skills or gain new ones?

**¿Te has planteado hacer algún curso o formación para mejorar tus capacidades o conseguir otras nuevas?**

14. How has technology transformed the way we work? Do you think it's a good or bad thing?

**¿Cómo ha transformado la tecnología la forma en la que trabajamos? ¿Crees que es algo positivo o negativo?**

15. What do you think will be the important sectors of the future? What types of jobs will they create?

**¿Cuáles crees que serán los sectores más importantes en el futuro? ¿Qué tipos de trabajo crearán?**

# INTERMEDIATE CONVERSATION

EXPLORING CULTURE

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## CULTURES

1. What does culture mean to you?  
**¿Qué es para ti la cultura?**
2. Do you think it's important to preserve culture? In what way?  
**¿Crees que es importante conservar la cultura? ¿En qué manera?**
3. Do you like learning about new cultures? Why?  
**¿Te gusta aprender sobre nuevas culturas? ¿Por qué?**
4. How do you think meeting people from other cultures can be inspiring?  
**¿Crees que conocer a gente de otras culturas puede resultar estimulante?**
5. Describe your first memorable encounter with another culture.  
**Describe tu primer encuentro memorable con otra cultura.**

---

## CULTURAL COMPARISONS

6. What stands out to you most about the culture here?  
**¿Qué es lo que más te ha impactado de la cultura de aquí?**
7. Do you think the culture here is different to the culture where you are from?  
**¿Crees que la cultura de aquí es diferente a la de tu país?**

---

## CULTURAL ATTRACTIONS

8. What do you think the cultural highlights / attractions of this area are?  
**¿Cuáles crees que son las mayores atracciones culturales de esta zona?**
9. Why do you think they are popular as cultural attractions?  
**¿Por qué crees que son populares?**
10. Are the cultural attractions similar to the ones you can find in the city you come from?  
**¿Las atracciones culturales de aquí se parecen a las que de tu ciudad?**

## RECOMMENDATIONS

11. What would you recommend to see or do here? Why are they special?

**¿Qué recomendarías ver o hacer aquí? ¿Por qué es interesante?**

12. Describe the last cultural attraction that you visited. What were your impressions? Would you recommend it?

**Describe la última atracción cultural que has visitado. ¿Qué te pareció? ¿La recomendarías?**

## YOUR PLANS

13. Is there a cultural attraction that you would like to see? Why would you like to see it?

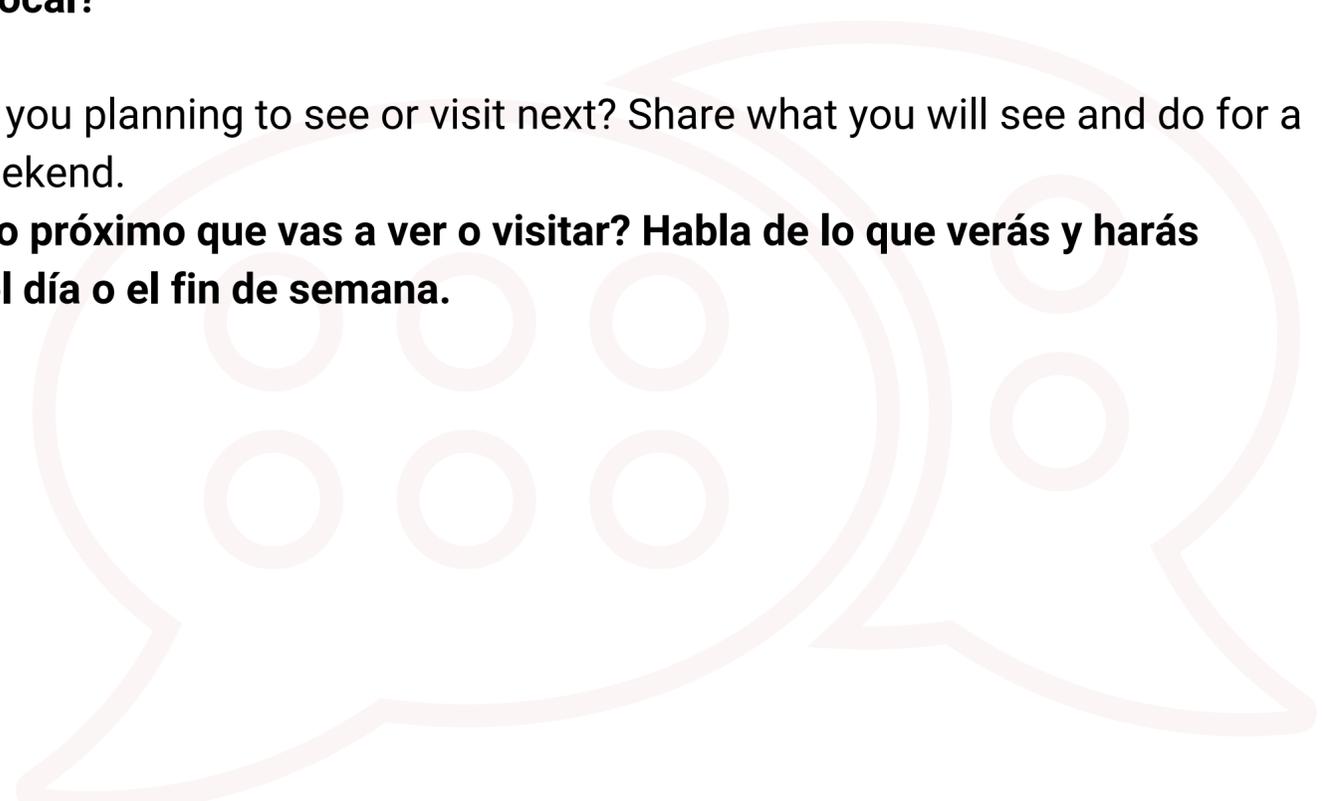
**¿Hay alguna atracción cultural que te gustaría ver? ¿Por qué te gustaría visitarla?**

14. Is there anything else here that you think is important to see to learn more about the local culture?

**¿Hay algo más aquí que consideres de interés para aprender más sobre la cultura local?**

15. What are you planning to see or visit next? Share what you will see and do for a day or weekend.

**¿Qué es lo próximo que vas a ver o visitar? Habla de lo que verás y harás durante el día o el fin de semana.**



# INTERMEDIATE CONVERSATION

## FOOD & DRINK

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## EATING OUT

1. What are common starters, main courses and desserts on a menu in your country?

**¿Cuáles son los entrantes, platos principales y postres de un menú de tu país?**

2. What was the most interesting restaurant you've ever been to? What dishes did you order?

**¿Cuál ha sido el restaurante más curioso en el que has estado? ¿Qué pediste?**

3. When you go out with a group of people to eat, do you split the bill? How is it decided? Do you tip?

**Cuando sales con un grupo de amigos a comer, ¿dividís la cuenta? ¿Cómo lo decidís? ¿Dais propina?**

4. Where would you like to eat out next? What kind of cuisine will it be?

**¿Qué es lo siguiente que te gustaría probar? ¿Qué tipo de cocina?**

## FOOD NOSTALGIA

5. Do you remember the first time you tasted the cuisine of a different culture? What was it, and did you like it? What were the circumstances?

**¿Recuerdas la primera vez que probaste la gastronomía de otra cultura? ¿Qué fue? ¿Te gustó? ¿En qué momento fue?**

6. Were there any foods you hated but were forced to eat as a child?

**¿Te obligaron a comer algo que no te gustaba cuando eras pequeño/a?**

7. What was your favourite food growing up as a child? When was the last time you tried it?

**¿Cuál era tu comida favorita de niño/a? ¿Cuándo fue la última vez que lo comiste?**

## HABITS & CUSTOMS

8. Which drink is popular in your culture? Do you personally like it?

**¿Qué bebida es popular en tu cultura? ¿Te gusta?**

## HABITS & CUSTOMS

9. Do you bring your host a gift when they invite you to dinner? What type of gift do you think is appropriate?

**Cuando te invitan a cenar, ¿llevas algún regalo? ¿Qué tipo de regalo crees que es apropiado?**

## HEALTHY

10. Do you remember the first time you tasted the cuisine of a different culture? What was it, and did you like it? What were the circumstances?

**¿Recuerdas la primera vez que probaste la gastronomía de otra cultura? ¿Qué fue? ¿Te gustó? ¿En qué momento fue?**



11. Were there any foods you hated but were forced to eat as a child?

**¿Te obligaron a comer algo que no te gustaba cuando eras pequeño/a?**

12. Do you consider a vegan or vegetarian diet healthy? Have you ever tried one?

**¿Crees que la dieta vegana o vegetariana es saludable?**

**¿La has probado alguna vez?**

## SHOPPING & COOKING

13. When buying food, how do supermarkets compare to food markets? For example, in terms of quality, price and range?

**Cuando vas a comprar comida, ¿en qué se diferencian los supermercados de los mercados? Por ejemplo, en cuanto a calidad, precio y variedad.**

14. Do you have a food market in your town or city? Is it possible to buy fresh produce and local dishes there? What types of food are available?

**¿Hay mercados en tu ciudad? ¿Es posible comprar productos frescos y alimentos de origen local? ¿Qué tipo de producto se puede comprar?**

15. What is your favourite dish to cook? Tell your partner how to cook it!

**¿Qué plato te gusta cocinar? Comparte la receta.**

---

## INTEREST IN HISTORY

1. Do you think it is important to learn about history? Why?  
**¿Crees que es importante aprender historia? ¿Por qué?**
2. What type (social, economic, political, artistic) of history do you find the most interesting?  
**¿Qué parte de la historia (social, económica, política, artística) te resulta más interesante?**
3. What do you think it's the best way to learn about the local history of a place?  
**¿Cuál crees que es la mejor manera de aprender sobre la historia de un lugar?**
4. Do you prefer learning about local history by visiting historical places and museums or by reading history books?  
**¿Prefieres aprender sobre historia visitando monumentos y museos o leyendo libros?**

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## ARCHITECTURE

5. What is the most important historical building or monument in your city? Why is it so important?  
**¿Cuál es el edificio o monumento histórico más importante de tu ciudad? ¿Por qué es tan importante?**
6. Do you prefer to live in a modern or historical part of the city?  
**¿Prefieres vivir en la parte moderna de una ciudad o en su casco histórico?**

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## LOCAL HISTORY

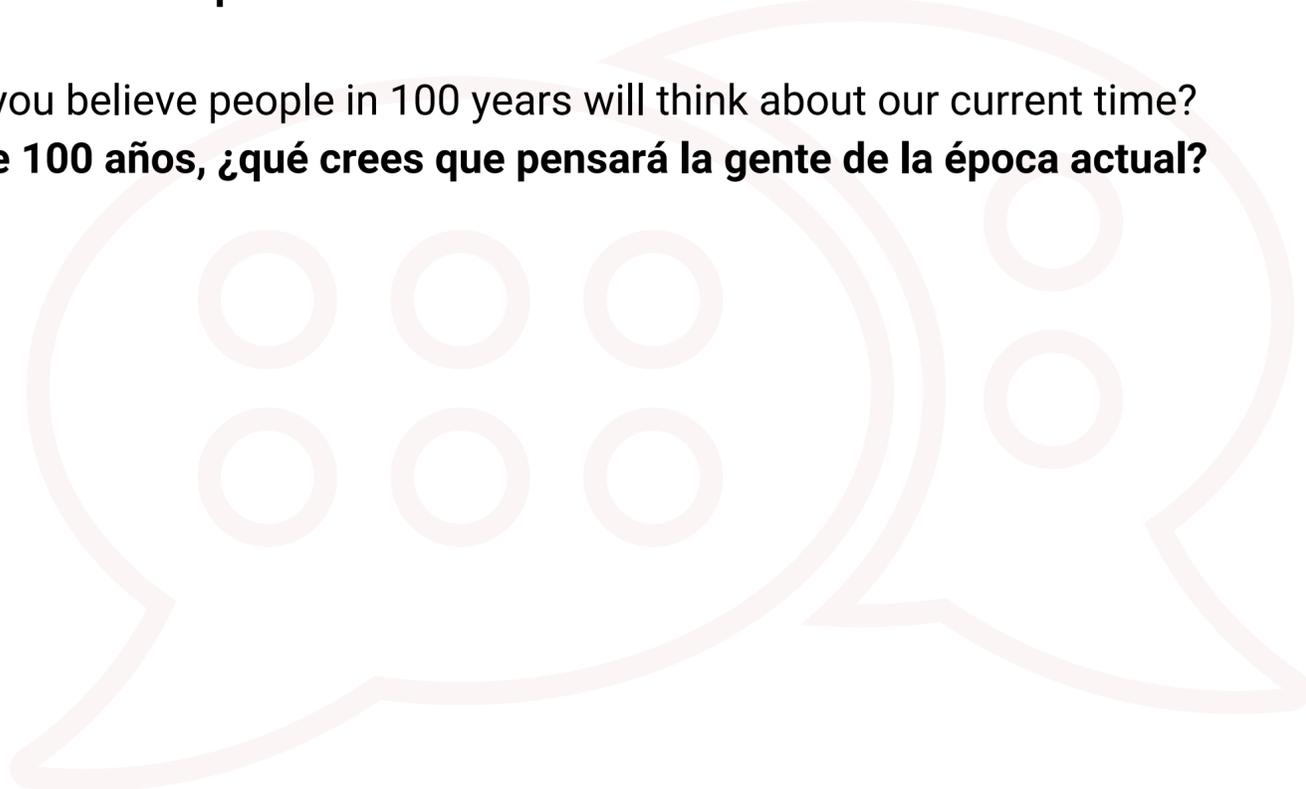
7. Did you know much about the history here before you moved?  
**¿Sabías algo sobre la historia de aquí antes de venir?**
8. What interests you about its history? Would you like to learn more about it?  
**¿Qué es lo que te interesa de la historia de aquí? ¿Te gustaría aprender más?**
9. Do you know any museums that interest you? Which ones have you already visited and which ones would you like to visit?  
**¿Conoces algún museo interesante? ¿Cuál has visitado ya y cuál te gustaría visitar?**

## SHARING HISTORY

10. Who is an important historical figure from your country? Why are they important?  
**¿Conoces algún personaje histórico importante de tu país? ¿Por qué es importante?**
11. Do you feel proud of the traditions and history of the place you're from? Why?  
**¿Te sientes orgulloso/a de las tradiciones y la historia de tu país? ¿Por qué?**
12. What does your country's history have in common with the history here?  
**¿Qué tienen en común la historia de tu país y la de aquí?**

## OPINIONS

13. Do you think statues or monuments of people are important or necessary to remember history?  
**¿Crees que las estatuas y los monumentos de personas son importantes y necesarios para recordar la historia?**
14. If you could time travel, what time period in history would you like to travel to?  
**¿Prefieres vivir en la parte moderna de una ciudad o en su casco histórico?**
15. What do you believe people in 100 years will think about our current time?  
**Dentro de 100 años, ¿qué crees que pensará la gente de la época actual?**

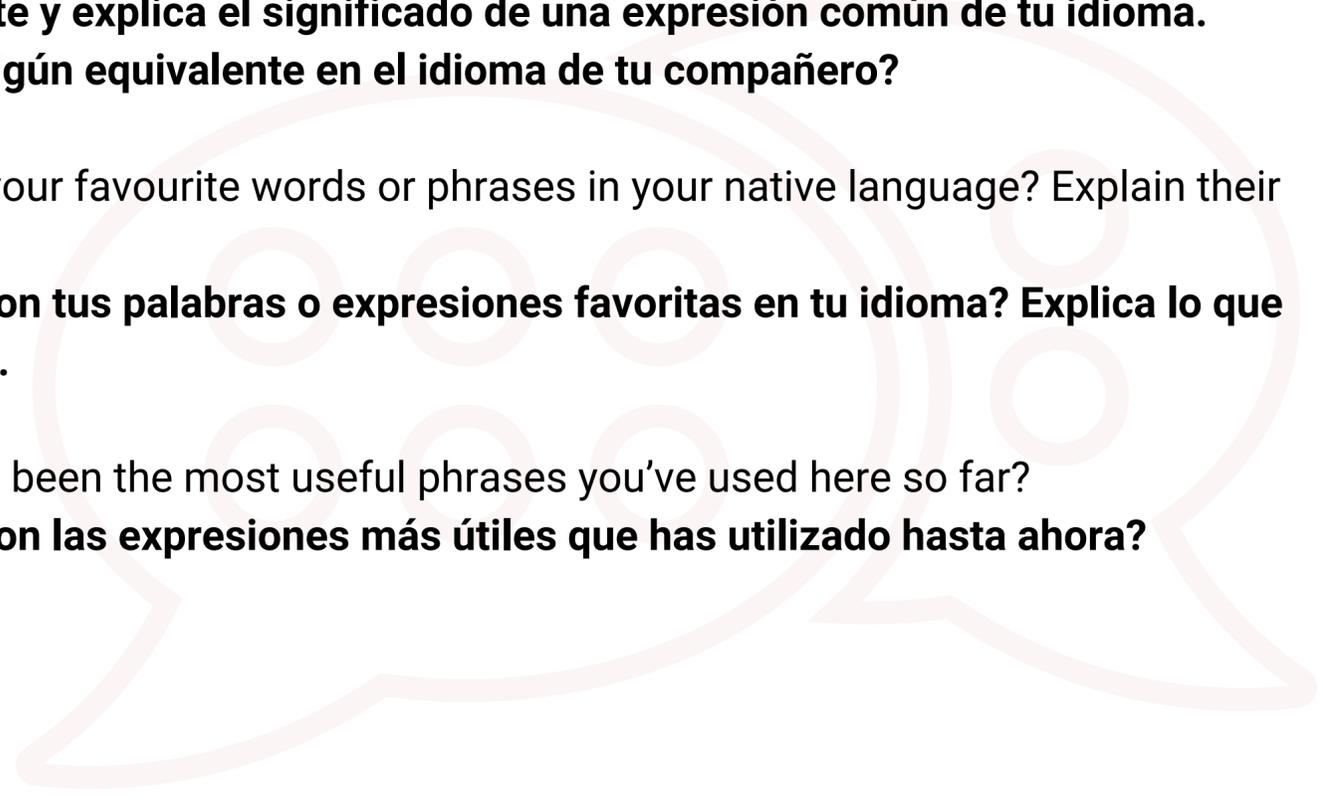


## IMPORTANCE OF LANGUAGE

1. Would you agree that learning the language is important in order to feel included? Why?  
**¿Estás de acuerdo en que aprender un idioma es importante para sentirse integrado? ¿Por qué?**
  
2. What language would you like to learn the most and why?  
**¿Cuál es el idioma que más te gustaría aprender? ¿Por qué?**
  
3. What motivates you to keep learning and improving your language skills?  
**¿Qué es lo que te motiva para seguir aprendiendo y mejorando tu español?**
  
4. Do you think people in your country are helpful and understanding with foreigners who don't know the language?  
**¿Crees que la gente de tu país es amable y comprensiva con los extranjeros que no conocen el idioma?**

## EXPRESSIONS AND LOCAL PHRASES

5. Share and explain a common phrase in your own language. Is there an equivalent one in your partner's language?  
**¿Comparte y explica el significado de una expresión común de tu idioma. ¿Existe algún equivalente en el idioma de tu compañero?**
  
6. What are your favourite words or phrases in your native language? Explain their meaning.  
**¿Cuáles son tus palabras o expresiones favoritas en tu idioma? Explica lo que significan.**
  
7. What have been the most useful phrases you've used here so far?  
**¿Cuáles son las expresiones más útiles que has utilizado hasta ahora?**



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**LANGUAGE VARIETY**

8. What is the most difficult part of learning a language? And the easiest?  
**¿Qué es lo más difícil de aprender un idioma? ¿Y lo más fácil?**
9. Is it common in your country for people to speak more than one language?  
What are other popular languages?  
**¿Es común en tu país que la gente hable más de un idioma? ¿Qué otros idiomas se hablan?**
10. What is one stereotype about the language we're speaking right now? Do you agree with it?  
**¿Conoces algún estereotipo del idioma que estás hablando ahora? ¿Crees que es cierto?**
11. How does your dialect or accent differ from the rest of your country?  
**¿Tienes un acento diferente al del resto de tu país?**
12. Do you think the local accent here is difficult or easy to understand? How do you think it compares to other accents in the language?  
**¿Crees que el acento de aquí es fácil o difícil de entender? ¿En qué se diferencia con los otros acentos del idioma?**
- 

**PROGRESSION**

13. What do you think are some of the best ways to practice and improve your language learning?  
**¿Cuáles crees que son los mejores métodos para practicar y mejorar un idioma?**
14. Can you remember when you felt you were making the most progress with your language learning?  
**¿Recuerdas cuando notaste una gran mejora al aprender español?**
15. Is there a specific method or trick that you use to learn new words/expressions?  
**¿Utilizas algún truco para aprender nuevas palabras o expresiones?**

# PARTNERS

The Intercambio+ language learning materials and guidance has been developed by a partnership of organisations involved in the European vocational training sector. The project was made possible by funding from the European Union's Erasmus+ Programme. For further information, visit our website: <https://www.intercambioplus.eu/>

## **Brighton Third Sector Training (UK)**

<https://www.b3st.org.uk>

## **Capacity Ireland (Eire)**

<http://www.capacityireland.ie/>

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