

Paper Reference(s)

1241/02

Edexcel GCSE

Russian

Paper 2 – Speaking

Teacher-Examiner's Handbook

Summer 2009

Time per candidate: 8-12 minutes

This packet contains:

One Teacher-Examiner's Handbook

This packet may be opened **3 WORKING DAYS** before the examination by the person officially entrusted with the conduct of the examination. Security and confidentiality of the material must be maintained and **UNDER NO CIRCUMSTANCES** may the material be removed from the premises.

Candidates may bring brief notes (maximum half a side of A4 and not continuous prose) or a visual stimulus related to their prepared topic for Conversation 1 into the examination room.

The enclosed information and instructions are for the use of Teachers conducting the Speaking Test only. The contents of the Handbook may under no circumstances be revealed to candidates.

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SECTION 1

GENERAL INSTRUCTIONS

THE GCSE RUSSIAN SPEAKING TEST

This test is a compulsory and integral part of Specification 1241 GCSE in Russian. The test must be conducted in Russian. Candidates take part in three conversations on three different topics. There is no role-play requirement for this Specification. Although assessment should be qualitative rather than quantitative, it is expected that the conversation should last between a minimum of 8 and a maximum of 12 minutes. This time should be divided approximately equally between the three conversations. Centres must send all the recordings to Edexcel for marking. Under no circumstances may teachers mark the orals.

In order to aid teachers conducting the test, relevant sections of the Specification and the *Instructions for Conduct of the Examination - GCSE Modern Foreign Languages Summer 2009 - Russian (1241)* are reproduced in the pages which follow. Full copies of the *Instructions for the Conduct of the Examination* may be downloaded from Edexcel's website www.edexcel.org.uk.

ASSESSMENT CRITERIA

The Assessment Criteria are designed to reward learners at GCSE level. It will therefore not be necessary for candidates to perform 'perfectly' in order to attract the highest marks available in each grid. References to 'standard' etc. should be interpreted in this context.

Percentage Weightings For The Speaking Paper					
Structure of speaking test		Mark allocation			Timing
		Communication and content	Application of language	Accuracy	
Conversation 1	Chosen by the candidate	50%	25%	25%	8-12 minutes in total
Conversations 2 and 3	Chosen by the teacher				

Marks are not allocated separately for each topic but are awarded for performance throughout the full conversation. Please refer to the following assessment grid.

Assessment Criteria - Marking grid for the Conversations

Communication and content		Application of language		Accuracy	
9-10	Responds very well indeed to a wide range of question types. Extremely responsive, expands and develops relevant interchange on own initiative. Clearly expresses wide range of opinions and attitude Frequently justifies opinions.	5	Deploys a very wide range of structures and lexis as appropriate to questions. Use of some more complex lexical items. Very competent use of present, past and future modes.	5	Very accurate indeed although isolated, usually insignificant errors may occur. Pronunciation and intonation of a consistently good standard.
7-8	Responds well to a wide range of question types although occasional prompting required. Takes initiative/develops more elaborate responses. Conveys opinions without undue difficulty.	4	Generally at ease with subordination. Uses reasonably wide and mostly appropriate range of structures and lexis. Unambiguous use of tenses other than the present.	4	Generally accurate in straightforward language but errors made (possibly basic) in more complex Language. Pronunciation and intonation generally good.
5-6	Responds well to familiar, straightforward questions but experiences problems with more complex question forms. Conveys simple opinions. Deals with open questions but rarely expands. Dependent on the Teacher-Examiner's structured language.	3	Offers some examples of subordination. Uses tenses without ambiguity. Mostly predictable lexical items deployed.	3	Generally accurate in simple, basic language despite a fair number of significant errors. Less accurate in more unfamiliar language situations. Some inconsistency. Pronunciation generally accurate.
3-4	Responses restricted to very straightforward questions. Answers invariably limited, short and very hesitant. Very dependent on the Teacher-Examiner's language and prompts. Opinions limited to basic likes and dislikes.	2	Short main clause structures predominantly used. Little or no awareness of tense concept, other than the present. Inappropriate lexical items may impede communication at times. Deploys a very limited/ repetitive range of structures and lexis.	2	Communicates main points despite high incidence of errors. Some 'pre-learnt' stereotypes correct but frequent and basic inaccuracy in manipulated language. Pronunciation inconsistent.
1-2	Produces minimal responses (mainly one word replies or very short phrases). Limited comprehension of basic questions and limited response. Totally reliant on the Teacher-Examiner's structured questions.	1	Operates only in most basic structures. Rarely offers complete sentences. Resorts frequently to non-target language.	1	Consistently inaccurate language. Pronunciation impedes basic communication most of the time. Offers only isolated examples of accurate language. Pronunciation very poor.
0	No rewardable communication/ content.	0	No rewardable language.	0	No rewardable language.

STRUCTURE AND TIMING OF TESTS

All 3 conversations	<p>The duration of the three conversations together should be 8-12 minutes in total. The 8-12 minutes should be evenly split between the three conversations.</p> <p>The Teacher-Examiner provides questions for all three conversations. Questions for guidance are given in this <i>Handbook</i>. These are suggestions only.</p>
Conversation 1	<p>Topic for Conversation 1 chosen by the candidate</p> <p>Duration - up to 4 minutes</p>
Conversations 2 and 3	<p>Topics for Conversations 2 and 3 chosen by teacher from three alternatives prescribed by Edexcel.</p> <p>Duration - up to 4 minutes for each topic</p>

NB: The timing of the conversation elements of the Speaking tests must be respected. A stopwatch is useful (although split-second timing is **not** expected). **Excessively long or short tests may adversely affect the marks awarded.**

MATERIALS REQUIRED FOR SPEAKING TESTS

It is essential that all the items listed in the following tables are available for use by the teacher at the time of testing.

Please note that centres must supply the cassettes for the Speaking tests. Edexcel will return cassettes to centres **after** the deadline for receipt of Enquiries About Results. Centres considering lodging an Enquiry About Result may request the LT3 for the candidate concerned via Edexcel's Access to Scripts service.

SUPPLIED BY EDEXCEL	
Teacher - Examiner's Handbook	This confidential document
Cassette inserts	Cassette inserts (photocopied from the <i>Instructions for Conduct of the Examination</i> booklet) to put in each box to be completed with centre and candidate details
Individual Candidate Mark Sheet (LT3) to be downloaded from the website (one per candidate)	Preferably to be prepared in advance
An Attendance Register, pre-printed with names and numbers of all candidates in the centre	It is essential that each candidate is accounted for on the Attendance Register either as absent or present.
Address labels for Edexcel's external examiners (to be detached from the Attendance Register)	Do not use labels from other attendance registers as there will be a different external examiner for each component.

Supplied by Centre	
Cassette recorder and microphone	Test equipment before use
C60 / C90 cassettes	All cassettes and boxes to be numbered and labelled with centre/candidate names and numbers

TOPICS FOR THE CONVERSATIONS

	Topic Area	Sub-topics
A	At home and abroad	My region/town... (or region/town in target-language country that the student has either visited or researched) Holidays
B	Education, training and employment	School life and routine Future plans Work experience (if appropriate)
C	House, home and daily routine	My home and domestic routine Family Friends Food and drink
D	Media, entertainment and youth culture	Television/cinema/music/theatre
E	Social activities, fitness and health	Sports/exercise Free time/interests Health issues

Candidates must undertake three conversations and will be assessed globally on the basis of their overall performance across the three topics.

Conversation 1:

Candidates will have a free choice of the topic for Conversation 1.

This is agreed with the teacher in advance of the speaking test and must relate to one of the five **main topic areas** prescribed in the Specification and listed in the table above.

Conversations 2 and 3:

The following two conversation topics must each relate to a **different** one of the five **main topic areas** prescribed in the Specification.

Teachers will choose the second and third conversation topics from **three** alternatives prescribed by Edexcel in the sequence on page 16. The sequence and the alternatives listed are for the eyes of the Teacher conducting the test only and are confidential. They must not be communicated to the candidate prior to the completion of Conversation 1.

Teachers may choose **any two** of these alternatives, **unless the candidate has already used one of them for Conversation 1**.

If the candidate has already used one of the alternatives for Conversation 1, it is not permissible for the Teacher to choose the same main topic area and to focus on a different aspect of that topic. The remaining two topic areas given are the only valid choices for Conversations 2 and 3.

For example:

The candidate has spoken about 'Holidays' for Conversation 1, this falls under the main topic area heading 'At Home and Abroad'.

The three alternatives prescribed for Conversations 2 and 3 for this candidate's position on the sequence

- 'At Home and Abroad'
- 'Media, Entertainment and Youth Culture'
- 'Social Activities, Fitness and Health'

The teacher must in this case select 'Social Activities, Fitness and Health' and 'Media, Entertainment and Youth Culture' for Conversations 2 and 3.

It is not permissible to select 'At Home and Abroad' and to focus on a different sub-topic, such as 'My Home Town'.

The Teacher-Examiner announces the chosen topic for Conversation 1, Conversation 2 and for Conversation 3 at the beginning of each conversation. The candidate will not know the topics for Conversations 2 and 3 until the respective announcement.

FORM L2

A form, L2, is provided in the *Instructions for the Conduct of Examination* booklet for teachers to record the topics candidates have chosen for the conversations. Teachers are advised to make a note of the candidates' chosen topics in advance of the examination, but completing the L2 form is optional. The L2 should not be sent to Edexcel or Edexcel's external examiner.

FORM LT3

In the three days before the test Teachers should fill in an LT3 individual mark sheet per candidate (this must be downloaded from the website). The centre name and number, candidate name and number, teaching group (letter or number) and the topics to be used for the three conversations should be inserted in advance of the test wherever possible. **The topics for Conversations 2 and 3 must not be revealed to candidates in advance of the examination and candidates must not see the LT3 forms once the topics have been added.**

SUMMARY OF PROCEDURES

- (a) The topics used for Conversation 1 and for Conversations 2 and 3 (according to the sequence on page 16) should be entered on the candidate's LT3 form, if this has not already been done.
- (b) The cassette recorder should be switched on, the candidate name and number announced.
- (c) **After a maximum of 4 minutes**, Conversation 1 should be brought naturally to a close. The time for the Speaking test should be evenly split between the three conversations.
- (d) At the end of the third conversation, the cassette recorder should be stopped and the Teacher should check that the test has been recorded. Where necessary, the cassette should be turned over or changed, ready for the next candidate.

CANDIDATES' PREPARATION

No preparation time is necessary for the Speaking test, though centres may wish to provide a waiting room for candidates.

CONVERSATIONS

- (a) Candidates may choose, if they wish, to give a brief introduction to their chosen topic for Conversation 1, in order to make a confident start. **However candidates must demonstrate the ability to interact with the Teacher and should not merely deliver a pre-learnt monologue.** The length of the introduction will depend on the ability of the candidate. However, in no circumstances should it exceed a minute. Candidates may bring brief notes (maximum half a side of A4 and **not continuous prose**) or a visual stimulus related to their topic into the examination room. Any notes are a prompt only and should not be read out.
- (b) Although candidates can choose the topic for Conversation 1, encouraging candidates to prepare in advance lists of answers in a predetermined order is not acceptable practice. Cases are usually obvious to Edexcel's external examiner and may result in adverse marking.
- (c) Specimen questions are given in this *Handbook* for guidance on level and topic coverage which Teachers may use as appropriate. Preparing sequences of questions may be helpful to the Teacher but **the candidate should not be able to predict exactly what will be asked or in what order.**
- (d) **The choice of topics for Conversations 2 and 3 is determined according to the sequence prescribed on page 16 of this *Handbook*.**
- (e) The total time for the Speaking test should be evenly split between the three conversations. At the beginning of **each conversation, the Teacher should announce the topic briefly in the target language.**

- (f) If the candidate does not understand after one repetition/rephrasing, move on to another question - further attempts may just confuse or discourage the candidate. Try to link questions. Listen carefully to the candidate's answers and relate subsequent questions to the information acquired.
- (g) Do comment and respond naturally but **briefly** to what the candidate says.
- (h) Avoid yes/no questions except as a lead-in to something more challenging. Ensure that questions allow candidates to achieve their maximum potential, e.g. by covering a range of tenses/time reference and opinion as appropriate within the prescribed time for the conversation.
- (i) Encourage candidates to expand beyond a simple reply to each question - aim at a natural conversation.
- (j) Never correct a candidate's language, however inaccurate, during a test.
- (k) Do not interrupt candidates **except** when they are trying to deliver a prepared monologue.
- (l) Avoid finishing sentences for candidates except where it would be in their interest to move on to something else.

RECORDING OF CANDIDATES

All candidates must be recorded.

Upon checking the recording of a candidate, if a recording has failed or is inaudible, the candidate should be re-examined as soon as is practicable and before the end of the oral period.

In all situations where there is doubt over the adequacy of recordings, Edexcel must be consulted immediately.

It is essential to check the following carefully:

- (a) the microphone and recorder are correctly connected and that recording is taking place. The cassette-recorder is best placed out of sight of the candidate and, if possible, should be well away from the microphone;
- (b) the position of the microphone must favour the candidate;
- (c) extraneous noise is kept to a minimum;
- (d) the recorder is switched on at the start of the test and off at the end;
- (e) the language, cassette number, centre name and number and Teacher's name are announced at the start of every cassette;
- (f) the candidate's name and number are announced at the start of each test;
- (g) the topic area is announced at the beginning of each conversation;

- (h) recordings of previous candidates are not accidentally erased;
- (i) the tape remaining on the side of the cassette in use is sufficient to complete the next test without turning over;
- (j) the cassette is returned to the correct box after use;
- (k) all cassettes are rewound to the beginning before despatch to Edexcel's external examiner.

IMPORTANT

The cassette should on no account be stopped during a test. If an emergency makes this unavoidable, a letter should be written immediately to Examination Management Languages, 5th Floor, One90 High Holborn, London WC1V 7BH with a copy to Edexcel's external examiner, explaining the circumstances and any subsequent action taken.

CHECKLIST FOR CONDUCT

WHEN CONDUCTING SPEAKING EXAMINATIONS:		
AT THIS POINT	RECORD THIS	DO THIS
At the start of each new cassette	“GCSE Examination in Russian, 2009 Paper 2, Teacher-Examiner _____ Centre Name _____ Centre Number _____ Cassette Number _____”	<ul style="list-style-type: none"> On the cassette label, write your centre name and number, the language and Specification number and Teacher-Examiner name.
At the start of each candidate’s test	“Candidate Number _____, _____ (Name of candidate).”	<ul style="list-style-type: none"> On the photocopiable cassette insert, write the candidate’s name and number. Make sure the LT3 form is complete with relevant details. Start the test. Do not stop or pause the cassette during the recording.
At the start of each of the three conversations	“Conversation (1, 2, 3), _____ (topic title)”	<ul style="list-style-type: none"> Do not stop or pause the cassette during the recording.
At the end of each candidate’s test	“End of test”	<ul style="list-style-type: none"> Check that the test has been recorded clearly and audibly. Reset the controls ready to record the next candidate.
After the last candidate on side A	“End of Side A”	
After the last candidate on side B of each cassette.	“End of Side B. The tests continue on cassette number _____”	<ul style="list-style-type: none"> Wind to the start of side A. Check that all the details on the cassette label are filled in. Place the cassette back in the cassette-box before you get the next cassette out of its box.

PREPARATION AND DESPATCH OF MATERIALS TO EDEXCEL'S EXTERNAL EXAMINER

- (a) Centres should send all cassettes to the allocated external examiner.
- (b) All LT3 forms must contain all the appropriate centre and candidate details - correct candidate numbers are essential.
- (c) All LT3 forms must include the conversation topics, chosen by the candidate (Conversation 1) and by the Teacher (Conversations 2 and 3).
- (d) All the LT3 forms should be arranged in candidate number order.
- (e) Each cassette must be numbered and the number indicated in the appropriate box on the form LT3.
- (f) Every cassette and box must be clearly labelled with the centre name and number and the language being examined. Photocopiable cassette inserts are provided in the *Instructions for the Conduct of Examination* booklet
- (g) Each side of each cassette must indicate the candidate numbers of candidates recorded on it.

Computer-printed address labels will be supplied on the Attendance Registers, showing the name of the examiner and the Specification and paper numbers. As soon as all materials are ready and within 48 hours of the completion of examining within the language concerned, material should be despatched to the examiner. This should include the **TOP TWO COPIES** of the Attendance Register (bottom copy to be retained by the centre), all cassettes and the LT3 form for all candidates.

Where the size of the candidature makes it necessary to split parcels (whether of documentation or cassettes), they should be numbered clearly on the outside (e.g. package 1 of 2).

Centres are reminded that all candidates must be recorded and the recordings despatched to Edexcel's external examiner for marking.

SECTION 2

CONVERSATION EXAMINING SEQUENCE SUGGESTED CONVERSATION QUESTIONS

**GCSE RUSSIAN
CONVERSATION EXAMINING SEQUENCE 2009**

To avoid duplication of topic areas, each candidate must be given conversation topics for Conversations 2 and 3 from the three alternatives for their position in the sequence below.

↓ Candidate	The three permitted topics for Conversations 2 and 3		
1	Education, training & employment	At home and abroad	Media, entertainment & youth culture
2	House, home and daily routine	Education, training & employment	Social activities, fitness and health
3	Media, entertainment & youth culture	Social activities, fitness and health	House, home and daily routine
4	At home and abroad	Media, entertainment & youth culture	Education, training & employment
5	Social activities, fitness and health	House, home and daily routine	At home and abroad
6	Media, entertainment & youth culture	Social activities, fitness and health	Education, training & employment
7	Education, training & employment	At home and abroad	Media, entertainment & youth culture
8	At home and abroad	Media, entertainment & youth culture	Social activities, fitness and health
9	Social activities, fitness and health	Education, training & employment	At home and abroad
10	House, home and daily routine	Media, entertainment & youth culture	Education, training & employment
11	Social activities, fitness and health	House, home and daily routine	At home and abroad
12	Education, training & employment	Social activities, fitness and health	House, home and daily routine
13	At home and abroad	Media, entertainment & youth culture	Social activities, fitness and health
14	House, home and daily routine	Education, training & employment	Media, entertainment & youth culture
15	Education, training & employment	At home and abroad	House, home and daily routine
16	Media, entertainment & youth culture	House, home and daily routine	At home and abroad
17	Education, training & employment	Social activities, fitness and health	Media, entertainment & youth culture
18	Social activities, fitness and health	At home and abroad	House, home and daily routine
19	Media, entertainment & youth culture	House, home and daily routine	Education, training & employment
20	Education, training & employment	Media, entertainment & youth culture	At home and abroad

GCSE Russian

Suggested Conversation Questions 2009

Summer 2009

A selection of topic-based questions for the speaking test follows.

The questions are not in sequence, nor are they mandatory. They may be rephrased or substituted by others within the same topic area. Teachers may also use their own questions or variations on the questions provided.

Closed questions (requiring yes/no answers) may be used to introduce a new line of questioning but the candidates should be encouraged to expand on their own answers.

To gain the higher grades, questions using a range of tenses and questions eliciting personal opinions should be included.

Duration of the Speaking Test:

8-12 minutes in total

This time to be divided approximately equally between the three conversations

4 minutes maximum each

AT HOME AND ABROAD

Какая сегодня погода?

Какая погода (бывает) обычно здесь зимой/весной/ и т.д.?

Какие каникулы ты предпочитаешь? Почему?

Что ты обычно делаешь во время каникул?

Куда ты ездил/а на каникулы в прошлом году?

Как ты туда поехал/а?

Что ты там делал/а?

Где ты жил/а?

Какая была погода?

Какие подарки ты купил/а? Кому?

Куда ты едешь на каникулы в этом году?

Что есть для молодых / для туристов в этом районе?

Опиши город / деревню, где ты живёшь.

Если ты хочешь делать покупки, куда ты идёшь / едешь?

Что можно туристу посещать / смотреть / делать в городе?

Что ты делаешь дома на Рождество / Пасху / Новый год?

ADDITIONAL HIGHER

Что ты думаешь о городе / районе, где ты живёшь?

Почему лучше / хуже жить в городе / деревне?

Если бы у тебя был выбор, где бы ты жил/а? Почему?

Если бы у тебя было много денег, куда бы ты поехал/а на каникулы? Почему?

Ты предпочитаешь проводить каникулы с семьёй или с друзьями? Почему?

Опиши поездку за границу со школой.

EDUCATION, TRAINING AND EMPLOYMENT

Опиши школу.

В котором часу ты приходишь в школу / выходишь из школы?

В котором часу уроки начинаются / кончаются?

В котором часу перерыв?

Сколько предметов ты изучаешь?

Ты носишь школьную форму? Опиши школьную форму.

Какой твой любимый предмет? Почему?

Опиши типичный день в школе.

Опиши одного из своих учителей /одну из своих учительниц.

Ты работаешь по выходным / по вечерам? Что ты делаешь? Где?

Сколько денег ты зарабатываешь?

Что ты делаешь с деньгами, которые ты зарабатываешь?

Кем ты хотел/а бы работать?

Что ты будешь делать в следующем году / в сентябре?

Где ты проходил/а свою рабочую практику? Сколько это продолжалось?

ADDITIONAL HIGHER

Домашнее задание важно? Почему?

Что надо делать, чтобы найти работу?

Какая работа идеальная, по-твоему? Почему?

Опиши типичный день рабочей практики.

Что ты думал/а об этом?

Что ты думаешь о школе? Что ты изменил/а бы?

HOUSE, HOME AND DAILY ROUTINE

Ты живёшь в доме или в квартире?

Опиши дом / квартиру.

Какая у тебя спальня?

Что ты обычно делаешь по вечерам / по выходным дома?

В каком часу ты встаёшь утром?

Что ты ешь на завтрак?

Сколько человек у тебя в семье?

Что ты предпочитаешь есть / пить?

Есть ли еда, которую ты не любишь?

Что ты делаешь дома, чтобы помогать родителям?

Опиши отца / брата / мать / сестру.

У тебя есть любимый друг / любимая подруга? Опиши его / её.

Что ты делал/а последнее время, чтобы помогать по дому?

Что ты будешь делать в эти выходные с семьёй?

Кто готовит дома? Ты помогаешь готовить?

Ты ел/а последнее время в ресторане / кафе? Опиши это.

ADDITIONAL HIGHER

Какой твой идеальный дом?

У вас хорошие отношения в семье?

Какие хорошие / плохие черты есть у твоего лучшего друга / у твоей лучшей подруги?

Хорошо проводить каникулы / поехать отдыхать с друзьями? Почему?

MEDIA, ENTERTAINMENT AND YOUTH CULTURE

Какое твоё любимое хобби?

Когда ты занимаешься спортом?

Что ты носишь по выходным?

Ты часто смотришь телевизор / слушаешь радио?

Какая твоя любимая передача? Почему?

В какой день и в котором часу это идёт?

Какую одежду ты купил/а в последнее время?

Какая музыка тебе нравится?

Какая твоя любимая группа / Кто твой любимый певец/твоя любимая певица?

(Почему?)

Ты ходил/а в кино в последнее время? Что ты смотрел/а?

Ты любишь читать?

Что ты читал/а последнее время?

Это тебе понравилось? / Это хорошая книга?

Куда ты идёшь в субботу вечером?

С кем?

Сколько это будет стоить?

ADDITIONAL HIGHER

Опиши знаменитого человека, которого ты уважаешь. Почему ты уважаешь его/её?

По-твоему, мода важная для молодых? Почему (нет)?

Ты откладываешь деньги регулярно? На что?

Молодые сегодня смотрят телевизор слишком много. Ты согласен? / согласна?

Почему ты думаешь, что важно знать новости?

SOCIAL ACTIVITIES, FITNESS AND HEALTH

Когда твой день рождения?

Какие хобби тебе нравятся?

Почему тебе нравятся эти хобби?

Что ты обычно делаешь по вечерам?

Куда ты ходил/а в прошлую субботу?

С кем?

Что вы делали?

Как это было?

В котором часу ты пришёл/пришла домой?

Где ты любишь делать покупки?

Какой твой любимый магазин? Почему? Что можно купить там?

Ты получаешь карманные деньги? Сколько?

Что ты купил/а в последнее время?

Ты будешь делать покупки в эти выходные? Где? С кем?

Как ты отмечал/а день рождения в прошлом году?

Как ты будешь отмечать конец экзаменов?

ADDITIONAL HIGHER

Опиши идеальные выходные. Что ты бы делал/а?

Что надо делать, чтобы быть здоровым/здоровой?

Вообще, здоровье беспокоит тебя?

Если ты болеешь, что надо делать?

Что ты думаешь о курении?

Почему люди становятся вегетарианцами?

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