
General Certificate of Secondary Education
June 2005



SPANISH (SHORT COURSE)
Speaking Test
Teacher's Booklet

Monday 18 April to Friday 20 May 2005

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AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	“GCSE Short Course _____ Examination, 2005. Centre No. _____.”	(a) On the form which is in the tape-box, write your centre number and the language being tested.
At the start of each candidate’s test.	“Candidate No. _____, _____ (name of candidate).”	(b) On the form which is in the tape-box, write the candidate’s name and number, the number of the role-play and the letter of the conversation card. (c) On the Attendance List, write the tier (F or H)* at which the candidate is being tested. (d) Start the test. (e) Do not stop or pause the tape during the recording.
At the end of each candidate’s test.	“End of test.”	(f) Check that the test has been recorded clearly and audibly. (g) Reset the controls ready to record the next candidate.
After the last candidate on side A.	“End of recording on this side.”	(h) If you are not sure there is enough time on the tape, start the next test on side B, or on the next tape.
After the last candidate on side B of each tape.	“End of recording on this tape.”	(i) When the tape is complete <ul style="list-style-type: none"> – wind to the start of side A; – check that all the details on the form in the tape-box are filled in; – write your name on the form; – place it and the tape back in the tape-box before you get the next tape out of its box.

* F = Foundation
H = Higher

The instructions opposite are just a checklist. For the complete instructions, refer to the booklet “Modern Foreign Languages – Instructions for the 2005 Examinations”, which is issued to all centres in the Spring Term.

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

You are speaking to your Spanish friend about types of television programmes.

- Ask your friend if he/she likes to watch television.
- Say what type of programme you prefer.
- Say why you prefer that type of programme.
- Say at what time the programme is on.

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

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

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

- 1 Nos quedamos en casa esta noche.
- 2 Sí, mucho.
- 3 ¿Por qué?
- 4 ¿A qué hora lo ponen?
- 5 Muy bien.

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

You are talking to your Spanish friend about the region where you live.

- Say where you live.
- Describe where you live.
- Say what there is to do there.
- Ask if your friend likes his/her town.

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

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

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

1 Dime algo de tu región.

2 ¡Ah! ¿Sí?

3 Vale.

4 Bien.

5 Sí. Es fenomenal.

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

You are speaking to a young Spaniard you have just met in a hotel in Spain.

- Say what your name is.
- Say what nationality you are.
- Say how many brothers and sisters you have.
- Ask your friend if he/she likes the swimming pool.

Your teacher will play the part of the young Spaniard and will speak first.

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

Estás hablando con un chico español/una chica española. Yo soy el chico/la chica.

- 1 ¡Hola! ¿Qué hay?
- 2 Yo me llamo Manolo / Ana.
- 3 Yo soy de Granada. Estoy aquí con mi familia.
- 4 Bien.
- 5 Sí, es muy buena.

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

You are talking to the shop assistant in a fruit shop in Spain.

- Say what fruit you want.
- Ask how much it is.
- Ask where you can buy bread.
- Say thank you and goodbye.

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

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

Estás en una frutería en España. Yo soy el dependiente/la dependienta.

- 1 Buenos días, señor/señorita.
- 2 Muy bien.
- 3 Son dos euros.
- 4 Aquí enfrente.
- 5 De nada.

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

You are speaking to your Spanish friend about your school day.

- Say how many lessons you have.
- Say what lesson you prefer.
- Say what you do at lunchtime.
- Ask your friend if he/she likes school.

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

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

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

- 1 ¿Cómo es un día normal?
- 2 ¿Tus clases son buenas?
- 3 Y, ¿qué haces durante la hora de la comida?
- 4 ¡Ah! ¿Sí?
- 5 Sí, me gusta mucho.

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

You are talking to your Spanish friend about the money you receive each week.

- Say how much money you receive.
- Say what you do at home to earn money.
- Say what you do with your money.
- Ask your friend if he/she has a job.

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

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

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

- 1 ¿Cuánto dinero recibes?
- 2 ¿Qué haces en casa para ganar dinero?
- 3 ¡Ah! ¿Sí?
- 4 De acuerdo.
- 5 Sí, en una panadería.

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

You are speaking to your Spanish friend about a concert you went to recently.

- El concierto – dónde y cuándo.
- El viaje al concierto (**dos** detalles).
- Tu opinión del concierto y tu razón.
- **!**

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

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

ROLE PLAY 7 (HIGHER TIER)

TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

- 1 Begin the conversation by introducing the situation and then ask the candidate about the concert.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.
Háblame del concierto.*

- 2 Allow the candidate to give details about the venue and when the concert was.
Ask the candidate to tell you something about the journey to the concert. Elicit **two** details.

Dime algo del viaje al concierto.

- 3 Allow the candidate to give **two** details about the journey to the concert.
Ask what was his/her opinion of the concert and why.

¿Qué tal el concierto? ... ¿Por qué?

- 4 ! Allow the candidate to say what was his/her opinion of the concert and why.
Ask what he/she did after the concert. Elicit **two** details.

Y, ¿qué hiciste después del concierto?

- 5 Allow the candidate to give **two** details about what he/she did after the concert.
End the conversation by saying that that is good.

¡Qué bien!

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

Turn over ►

ROLE PLAY 8 (HIGHER TIER)**CANDIDATE'S ROLE**

You are speaking to your Spanish friend about the new pet you bought with some of your birthday money.

- El animal doméstico que compraste y cuándo.
- !
- Una desventaja de tener un animal.
- Lo que vas a hacer con el resto del dinero (**dos** detalles).

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

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

ROLE PLAY 8 (HIGHER TIER)

TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

- 1 Begin the conversation by introducing the situation and then ask the candidate what is new.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.
¿Qué hay de nuevo?*

- 2 ! Allow the candidate to say what pet he/she bought and when.
! Ask him/her to describe the new pet. Elicit **two** details.

Describeme tu nuevo animal.

- 3 Allow the candidate to give **two** details to describe the pet.
Ask if there are disadvantages to having a pet.

¿Hay desventajas de tener un animal?

- 4 Allow the candidate to give a disadvantage of having a pet.
Ask what other things he/she is going to do with the rest of the money. Elicit **two** details.

¿Qué otras cosas vas a hacer con el resto del dinero?

- 5 Allow the candidate to give **two** details about what he/she is going to do with the rest of the money.
End the conversation by saying that that is a good idea.

Buena idea.

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

Turn over ►

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

You are talking to your Spanish friend about your school.

- Descripción de tu colegio (**tres** detalles).
- Un día normal en el colegio (**dos** detalles).
- **!**
- Tus planes para septiembre (**dos** detalles).

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

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

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

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

- 1 Begin the conversation by introducing the situation and then ask the candidate to tell you something about his/her school.

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

- 2 Allow the candidate to say **three** things about his/her school.
Ask the candidate to talk about a normal day at school. Elicit **two** details.

Háblame de un día normal en el colegio.

- 3 ! Allow the candidate to give **two** details about his/her school day.
Ask for the candidate's opinion of his/her teachers and why.

¿Qué opinas de los profesores? ... ¿Por qué?

- 4 Allow the candidate to give his/her opinion of his/her teachers and to say why.
Say okay. Then ask what plans the candidate has for September. Elicit **two** details.

Vale. ¿Qué planes tienes para septiembre?

- 5 Allow the candidate to give **two** details about the plans he/she has for September.
End the conversation by saying that you are going to look for a job.

Yo voy a buscar trabajo.

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

Turn over ►

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

You are talking to a Spanish friend about your best friend.

- Descripción física de tu mejor amigo/amiga (**tres** detalles).
- **!**
- La primera vez que conociste* a tu mejor amigo/amiga - dónde y cuándo.
- Planes para el fin de semana con tu mejor amigo/amiga (**dos** detalles).

**conocer* = to meet

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

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

ROLE PLAY 10 (HIGHER TIER)

TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

- 1 Begin the conversation by introducing the situation and then ask the candidate to tell you something about his/her best friend.

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

- 2 Allow the candidate to give **three** details about the friend's appearance.
Ask the candidate to tell you about the personality of his/her best friend. Elicit **two** details.

Háblame de la personalidad de tu mejor amigo/amiga.

- 3 Allow the candidate to give **two** details about the friend's personality.
Ask if they have been friends for a long time.

¿Hace mucho tiempo que sois amigos/amigas?

- 4 Allow the candidate to say where and when they met.
Ask what plans they have for the weekend. Elicit **two** details.

¿Qué planes tenéis para el fin de semana?

- 5 Allow the candidate to give **two** details about the plans they have for the weekend.
End the conversation by saying that that is good.

¡Qué bien!

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

Turn over ►

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

Your family is thinking of buying a house in Spain. You ask your Spanish friend which region of Spain he/she prefers.

- Tu pregunta.
- !
- Tu casa ideal (**tres** detalles).
- Planes para tu tiempo libre en España (**dos** detalles).

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

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

ROLE PLAY 11 (HIGHER TIER)

TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

- 1 Begin the conversation by introducing the situation and then say that he/she will like living here.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.
Te gustará vivir aquí.*

- 2 Allow the candidate to ask which region of Spain you prefer.
Say the north west. Then ask the candidate if he/she would like to live in the town or in the country and why.

El noroeste. ¿Te gustaría vivir en la ciudad o en el campo? ... ¿Por qué?

- 3 Allow the candidate to say whether he/she would like to live in the town or in the country and to say why.
Ask the candidate what his/her ideal house would be like. Elicit **three** details.

¿Cómo sería tu casa ideal?

- 4 Allow the candidate to give **three** details about his/her ideal house.
Ask the candidate what he/she intends to do in his/her free time in Spain. Elicit **two** details.

¿Qué piensas hacer en tu tiempo libre en España?

- 5 Allow the candidate to give **two** details about what he/she intends to do in his/her free time in Spain.
End the conversation by saying that that is great.

Estupendo.

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

Turn over ►

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

You are talking to your Spanish friend about the work experience you did recently.

- Tus prácticas laborales – dónde y cuándo.
- Los días y las horas de trabajo.
- **Dos** actividades que hiciste durante el trabajo.
- **!**

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

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

ROLE PLAY 12 (HIGHER TIER)

TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

- 1 Begin the conversation by introducing the situation and then ask the candidate about his/her work experience.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.
Háblame de tus prácticas laborales.*

- 2 Allow the candidate to say where and when he/she did work experience.
Ask the candidate about the hours.

¿Y el horario?

- 3 Allow the candidate to say what days and hours he/she worked.
Ask what he/she did exactly. Elicit **two** activities.

Y, ¿qué hiciste exactamente?

- 4 **!** Allow the candidate to describe **two** activities he/she did.
Ask what he/she thinks of work experience in general and why.

¿Cuál es tu opinión de las prácticas laborales en general? ... ¿Por qué?

- 5 Allow the candidate to give his/her opinion of work experience in general and to say why.
End the conversation by saying that you would not like to do work experience.

A mí, no me gustaría hacer prácticas laborales.

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

Turn over ►

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

TOPICS – SET A**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
 - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Daily Routine

Háblame de tu rutina por la mañana.

¿Qué haces para mantenerte en forma?

¿Qué tareas domésticas vas a hacer en casa este fin de semana?

¿Cuál es tu restaurante favorito? ¿Por qué te gusta?

¿Qué hiciste en casa ayer antes de acostarte?

Self, Family and Friends

Dime algo de tu familia.

¿Cómo vas a celebrar tu próximo cumpleaños?

Háblame un poco de tu mejor amigo/amiga.

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

¿Cuáles son las ventajas/desventajas de tener animales domésticos en casa?

Part-Time Jobs and Work Experience

¿Tienes un trabajo a tiempo parcial? ¿Qué haces? / ¿Por qué no tienes trabajo?

¿Te gustaron tus prácticas laborales? ¿Por qué (no)?

¿Cuáles son las ventajas/desventajas de hacer prácticas laborales?

¿Qué trabajo no te gustaría hacer? ¿Por qué no?

¿Vas a buscar un trabajo para este verano? ¿Qué te gustaría hacer?

TOPICS – SET B**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
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 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
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Daily Routine

Háblame de tu rutina por la mañana.

¿Qué haces para mantenerte en forma?

¿Qué tareas domésticas vas a hacer en casa este fin de semana?

¿Cuál es tu restaurante favorito? ¿Por qué te gusta?

¿Qué hiciste en casa ayer antes de acostarte?

Leisure

¿Qué te gusta hacer en tu tiempo libre?

¿Cuál es tu programa de televisión preferido? ¿Cuándo lo ponen?

¿Qué vas a hacer el próximo fin de semana?

¿Vas de excursión con tus amigos? ¿Adónde vais?

Describe una película que has visto recientemente. ¿Te gustó? ¿Por qué (no)?

Part-Time Jobs and Work Experience

¿Tienes un trabajo a tiempo parcial? ¿Qué haces? / ¿Por qué no tienes trabajo?

¿Te gustaron tus prácticas laborales? ¿Por qué (no)?

¿Cuáles son las ventajas/desventajas de hacer prácticas laborales?

¿Qué trabajo no te gustaría hacer? ¿Por qué no?

¿Vas a buscar un trabajo para este verano? ¿Qué te gustaría hacer?

Turn over ►

TOPICS – SET C**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
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 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Self, Family and Friends

Dime algo de tu familia.

¿Cómo vas a celebrar tu próximo cumpleaños?

Háblame un poco de tu mejor amigo/amiga.

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

¿Cuáles son las ventajas/desventajas de tener animales domésticos en casa?

Home and Local Environment

Describe tu casa/piso.

¿Qué tiendas hay cerca de tu casa? ¿Cuál es tu tienda favorita?

Dime algo de la industria que hay en tu región.

¿Qué cambios has visto recientemente en tu región?

¿Cómo sería tu pueblo/ciudad ideal?

School and Future Plans

¿Qué asignatura prefieres? ¿Por qué?

Describe la ropa que llevas en el colegio.

¿Cuál es tu día favorito en el colegio? ¿Por qué?

¿Qué vas a hacer el año que viene?

¿Cómo era tu escuela primaria?

TOPICS – SET D**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
 - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Home and Local Environment

Describe tu casa/piso.

¿Qué tiendas hay cerca de tu casa? ¿Cuál es tu tienda favorita?

Dime algo de la industria que hay en tu región.

¿Qué cambios has visto recientemente en tu región?

¿Cómo sería tu pueblo/ciudad ideal?

Leisure

¿Qué te gusta hacer en tu tiempo libre?

¿Cuál es tu programa de televisión preferido? ¿Cuándo lo ponen?

¿Qué vas a hacer el próximo fin de semana?

¿Vas de excursión con tus amigos? ¿Adónde vais?

Describe una película que has visto recientemente. ¿Te gustó? ¿Por qué (no)?

School and Future Plans

¿Qué asignatura prefieres? ¿Por qué?

Describe la ropa que llevas en el colegio.

¿Cuál es tu día favorito en el colegio? ¿Por qué?

¿Qué vas a hacer el año que viene?

¿Cómo era tu escuela primaria?

TOPICS – SET E**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
 - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Home and Local Environment

Describe tu casa/piso.

¿Qué tiendas hay cerca de tu casa? ¿Cuál es tu tienda favorita?

Dime algo de la industria que hay en tu región.

¿Qué cambios has visto recientemente en tu región?

¿Cómo sería tu pueblo/ciudad ideal?

Daily Routine

Háblame de tu rutina por la mañana.

¿Qué haces para mantenerte en forma?

¿Qué tareas domésticas vas a hacer en casa este fin de semana?

¿Cuál es tu restaurante favorito? ¿Por qué te gusta?

¿Qué hiciste en casa ayer antes de acostarte?

School and Future Plans

¿Qué asignatura prefieres? ¿Por qué?

Describe la ropa que llevas en el colegio.

¿Cuál es tu día favorito en el colegio? ¿Por qué?

¿Qué vas a hacer el año que viene?

¿Cómo era tu escuela primaria?

TOPICS – SET F**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
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 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Leisure

¿Qué te gusta hacer en tu tiempo libre?

¿Cuál es tu programa de televisión preferido? ¿Cuándo lo ponen?

¿Qué vas a hacer el próximo fin de semana?

¿Vas de excursión con tus amigos? ¿Adónde vais?

Describe una película que has visto recientemente. ¿Te gustó? ¿Por qué (no)?

Self, Family and Friends

Dime algo de tu familia.

¿Cómo vas a celebrar tu próximo cumpleaños?

Háblame un poco de tu mejor amigo/amiga.

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

¿Cuáles son las ventajas/desventajas de tener animales domésticos en casa?

Part-Time Jobs and Work Experience

¿Tienes un trabajo a tiempo parcial? ¿Qué haces? / ¿Por qué no tienes trabajo?

¿Te gustaron tus prácticas laborales? ¿Por qué (no)?

¿Cuáles son las ventajas/desventajas de hacer prácticas laborales?

¿Qué trabajo no te gustaría hacer? ¿Por qué no?

¿Vas a buscar un trabajo para este verano? ¿Qué te gustaría hacer?

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