

General Certificate of Secondary Education  
June 2006



**SPANISH (SHORT COURSE)**  
**Speaking Test**  
**Teacher's Booklet**

Monday 27 March to Friday 12 May 2006

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AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	“GCSE Short Course _____ Examination, 2006. 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) <b>Reset the controls ready to record the next candidate.</b>
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"> <li>– wind to the start of side A;</li> <li>– check that all the details on the form in the tape-box are filled in;</li> <li>– write your name on the form;</li> <li>– place it and the tape back in the tape-box <b>before you get the next tape out of its box.</b></li> </ul>

\* 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 2006 Examinations*, which is issued to all centres in the Spring Term.

**Turn over ►**

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

You are speaking to your Spanish friend about your morning routine during the week.

- Say at what time you leave the house.
- Say how you go to school.
- Say how long your journey is.
- Ask your friend if he/she would like to study in England.

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

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

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

- 1 ¿Cómo empieza un día de colegio para ti?
- 2 Muy bien.
- 3 ¿Cuánto tiempo dura el viaje?
- 4 Vale. No está mal.
- 5 No lo sé.

**Turn over ►**

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

You are talking to your Argentinian friend about music.

- Say what kind of music you like.
- Say why you like that kind of music.
- Say when you listen to music.
- Ask your friend if he/she likes concerts.

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 argentino/tu amiga argentina. Yo soy tu amigo/tu amiga.

- 1 ¿Cuál es tu opinión sobre la música?
- 2 ¿Por qué?
- 3 ¿Cuándo escuchas música?
- 4 Yo también.
- 5 Sí, pero no voy a menudo.

**Turn over ►**

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

You are speaking to your Spanish friend about where you live.

- Say whether you live in a house or a flat.
- Say what your favourite room is.
- Say why you prefer that room.
- Ask your friend if he/she has a garden.

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



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

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

1 ¿Dónde vives?

2 ¡Ah! ¿Sí?

3 ¿Por qué?

4 Estupendo.

5 Sí, tengo.

**Turn over ►**

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

You are speaking to your Spanish friend about your pet.

- Say what pet you have.
- Say what it is like.
- Say how old it is.
- Ask your friend if he/she likes animals.

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

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

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

- 1 ¡Hola! ¿Qué hay de nuevo?
- 2 ¡Qué bien!
- 3 ¿Cuántos años tiene?
- 4 Bien.
- 5 Sí, mucho.

**Turn over ►**

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

You are speaking to your Spanish friend about your new Saturday job.

- Say what job you do.
- Say what you think of your job.
- Say what time you start work.
- Ask your friend what he/she does on Saturday.

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 ¡Hola! ¿Qué hay de nuevo?
- 2 Muy bien.
- 3 ¿A qué hora empiezas?
- 4 ¡Ah! ¿Sí?
- 5 Normalmente trabajo en un supermercado.

**Turn over ►**

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

You are speaking to your Spanish friend about going to the shopping centre.

- Say where the shopping centre is.
- Say what you want to buy.
- Say how much you are going to spend.
- Ask your friend which shop he/she prefers.

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 Vamos al centro comercial.
- 2 Vale.
- 3 ¿Cuánto vas a gastar?
- 4 De acuerdo.
- 5 Prefiero *El Corte Inglés*.

**Turn over ►**

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

You are speaking to your Spanish friend about your free time and the town where you live. You ask what he/she likes to do at the weekend.

- Tu pregunta.
- !
- La última vez que saliste con tus amigos (**dos** actividades).
- **Dos** desventajas de vivir en tu pueblo/ciudad.

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.



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## 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 say that it's Friday already.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.  
Ya es viernes.*

- 2 Allow the candidate to ask what you like to do at the weekend.  
! Say you listen to music and then ask what type of music he/she prefers and why.

*Escucho música. Y tú, ¿qué tipo de música prefieres? ... ¿Por qué?*

- 3 Allow the candidate to say what type of music he/she prefers and why.  
Say that you agree and then ask him/her to tell you about the last time he/she went out with friends. Elicit **two** activities.

*De acuerdo. Dime algo de la última vez que saliste con tus amigos.*

- 4 Allow the candidate to say what **two** things he/she did last time he/she went out with friends.  
Ask him/her to tell you about the disadvantages of living in his/her town. Elicit **two** disadvantages.

*Háblame de las desventajas de vivir en tu pueblo/ciudad.*

- 5 Allow the candidate to give **two** disadvantages of living in his/her town.  
End the conversation by saying okay.

*Vale.*

**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 your daily routine. You ask at what time he/she goes to school.

- Tu pregunta.
- Lo que hiciste antes de ir al colegio esta mañana (**dos** actividades).
- **!**
- Tu opinión sobre tu clase de español 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.

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## 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 say that you have lessons tomorrow.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga. Tengo clase mañana.*

- 2 Allow the candidate to ask at what time you go to school. Say you leave at eight o' clock and then ask what he/she did before going to school this morning. Elicit **two** activities.

*Salgo a las ocho. Y tú, ¿qué hiciste antes de ir al colegio esta mañana?*

- 3 Allow the candidate to say what **two** things he/she did before going to school this morning. Ask how he/she goes to school and how long the journey takes.

*Y tú, ¿cómo vas al colegio? ... ¿Cuánto tiempo dura el viaje?*

- 4 Allow the candidate to say how he/she goes to school and how long the journey takes. Ask what he/she thinks of his/her Spanish class and why.

*¿Qué opinas de tu clase de español? ... ¿Por qué?*

- 5 Allow the candidate to give his/her opinion about his/her Spanish class and to say why. End the conversation by saying okay.

*Vale.*

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

**Turn over ►**

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

You are speaking to your Spanish friend about housework and your pocket money. You ask what jobs he/she has to do at home.

- Tu pregunta.
- Una tarea doméstica que hiciste la semana pasada.
- !
- Lo que haces con tu 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.

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## 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 say that there are so many jobs to do.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.  
¡Tantas tareas!*

- 2 Allow the candidate to ask what jobs you have to do at home.  
Say lots and then ask what he/she did to help last week.

*¡Hombre, muchas tareas! ¿Qué hiciste tú para ayudar la semana pasada?*

- 3 Allow the candidate to say something he/she did to help last week.  
! Ask if he/she likes to prepare meals and why (not).

*¿Te gusta preparar las comidas? ... ¿Por qué (no)?*

- 4 Allow the candidate to say if he/she likes to prepare meals and why (not).  
Ask what he/she does with his/her money. Elicit **two** details.

*Y tú, ¿qué haces con tu dinero?*

- 5 Allow the candidate to give **two** details about what he/she does with his/her money.  
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 10 (HIGHER TIER)****CANDIDATE'S ROLE**

You are speaking to your Spanish friend about school and the advantages and disadvantages of carrying on with your studies after this year. You ask what he/she would like to do in the future.

- Tu pregunta.
- **Dos** ventajas de continuar con el estudio del español.
- **!**
- Tus planes para el verano (**dos** actividades).

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.

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## 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 say that you have some very bad marks.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.  
Tengo notas muy malas.*

- 2 Allow the candidate to ask what you would like to do in the future. Say that you are going to look for a job and then ask the candidate what are the advantages of continuing to study Spanish. Elicit **two** advantages.

*Buscar trabajo. ¿Cuáles son las ventajas de continuar con el estudio del español?*

- 3 Allow the candidate to give **two** advantages of continuing to study Spanish.  
! Ask the candidate which is his/her least favourite subject and why.

*¿Cuál es la asignatura que te gusta menos? ... ¿Por qué?*

- 4 Allow the candidate to say which his/her least favourite subject is and why. Ask the candidate what plans he/she has for the summer. Elicit **two** activities.

*¿Qué planes tienes para el verano?*

- 5 Allow the candidate to say what **two** things he/she is going to do in the summer. End the conversation by saying that you hope everything goes well.

*Espero que todo vaya bien.*

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

**Turn over ►**

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

Your Spanish friend is staying with you and you are talking about a shopping centre you visited recently.

- El centro comercial – situación y horario.
- Tu opinión sobre el centro comercial y tu razón.
- !
- Lo que hiciste después de ir de compras (**dos** actividades).

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.



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**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 ask the candidate to tell you something about the location and opening hours of the shopping centre.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.  
Dime algo de la situación y el horario del centro comercial.*

- 2 Allow the candidate to tell you about the location and opening hours of the shopping centre. Ask what is the candidate's opinion of the shopping centre and why.

*¿Cuál es tu opinión sobre el centro comercial? ... ¿Por qué?*

- 3 Allow the candidate to give his/her opinion of the shopping centre and to say why.  
! Ask when he/she went to the shopping centre and what he/she bought.

*¿Cuándo fuiste al centro comercial? ... ¿Qué compraste?*

- 4 Allow the candidate to say when he/she went to the shopping centre and what he/she bought. Ask what he/she did after going shopping. Elicit **two** activities.

*¿Qué hiciste después de ir de compras?*

- 5 Allow the candidate to say what **two** things he/she did after going shopping. 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 speaking to your Spanish friend about your part-time job in an office.

- Descripción de la oficina (**tres** detalles).
- **!**
- Lo que hiciste ayer en la oficina (**dos** actividades).
- Tu opinión sobre los trabajos a tiempo parcial 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.

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## 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 what the office is like. Elicit **three** details.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.  
¿Cómo es la oficina?*

- 2 Allow the candidate to tell you **three** things about the office.  
! Ask how many hours the candidate works each week and what days he/she works.

*¿Cuántas horas trabajas a la semana? ... ¿Qué días trabajas?*

- 3 Allow the candidate to say how many hours he/she works each week and to say what days he/she works.  
Ask what he/she did in the office yesterday. Elicit **two** activities.

*¿Qué hiciste en la oficina ayer?*

- 4 Allow the candidate to say what **two** things he/she did in the office yesterday.  
Ask the candidate's opinion of part-time jobs and why.

*¿Cuál es tu opinión sobre los trabajos a tiempo parcial? ... ¿Por qué?*

- 5 Allow the candidate to give his/her opinion of part-time jobs and to say why.  
End the conversation by agreeing with the candidate.

*Estoy de acuerdo.*

**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**

**Turn over ►**

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**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**.
- 

**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?

**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?

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**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.
  - 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?

¿Qué prefieres comer en casa? ¿Por qué te gusta?

¿Qué hiciste en casa ayer antes de acostarte?

**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?

**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?

**Turn over ►**

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**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.
  - 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?

**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?

**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?

¿Qué prefieres comer en casa? ¿Por qué te gusta?

¿Qué hiciste en casa ayer antes de acostarte?



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**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**.
- 

**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?

**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?

**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)?

**Turn over ►**

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**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?

**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?

**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?

¿Qué prefieres comer en casa? ¿Por qué te gusta?

¿Qué hiciste en casa ayer antes de acostarte?

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**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.
  - 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**.
- 

**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?

**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?

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