

General Certificate of Secondary Education  
June 2008



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

Friday 7 March to Thursday 15 May 2008

<b>Contents</b>	<b>Pages</b>
• Instructions for the Conduct of the Tests	2 – 3
• Role-playing Situations (Foundation Tier)	4 – 15
• Role-playing Situations (Higher Tier)	16 – 27
• Sets of Topics for Conversation (A – F)	29 – 35

AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	“GCSE Short Course _____ Examination, 2008. 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 2008 Examinations*, which is issued to all centres in the Spring Term.

**Turn over ►**

---

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

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

- Say where you work.
- Say at what time you start.
- Say how much you earn.
- Ask your friend what he/she does on Saturdays.

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 ¿Qué hay de nuevo?
- 2 ¿A qué hora empiezas?
- 3 ¿Cuánto ganas?
- 4 Muy bien.
- 5 Trabajo también.

**Turn over ►**

---

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

You are in a shop in Spain. You speak to the shopkeeper.

- Ask what fruit there is.
- Say what type of fruit you would like.
- Say how much you want.
- Say thank you and goodbye.

Your teacher will play the part of the shopkeeper and will speak first.

---

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

Estás hablando con el dependiente/la dependienta en una tienda en España. Yo soy el dependiente/la dependienta.

- 1 ¿En qué puedo servirle?
- 2 Tenemos de todo.
- 3 Muy bien.
- 4 Aquí tiene. Son tres euros.
- 5 De nada. Adiós.

**Turn over ►**

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

You are speaking to your Chilean friend about life at home.

- Say what you do at home.
- Say at what time you go to bed.
- Say what you eat for breakfast.
- Ask your friend if he/she drinks tea.

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



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

Estás hablando con tu amigo chileno/tu amiga chilena. Yo soy tu amigo/tu amiga.

- 1 ¿Qué haces en casa?
- 2 ¿A qué hora te acuestas?
- 3 ¿Qué comes para el desayuno?
- 4 Muy bien.
- 5 Sí, me gusta mucho.

**Turn over ►**

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

You are speaking to your Spanish friend about school.

- Ask your friend at what time school starts.
- Say what you do during break.
- Say what your favourite subject is.
- Say where you do your homework.

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 Tengo clase mañana.
- 2 A las ocho. ¿Qué haces tú durante el recreo?
- 3 Y, ¿cuál es tu asignatura favorita?
- 4 Bien. ¿Dónde haces los deberes?
- 5 Yo también.

**Turn over ►**

---

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

You are speaking to your Spanish friend about going out.

- Say you want to go out.
- Say where you prefer to go.
- Ask your friend if there is a bus.
- Say when you want to go.

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 ¿Qué pasa?
- 2 ¿Adónde prefieres ir?
- 3 Muy bien.
- 4 Claro. ¿Cuándo vamos?
- 5 De acuerdo.

**Turn over ►**

---

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

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

- Ask your friend where he/she lives.
- Say you would like to go there.
- Say when you would like to visit.
- Say what your house is like.

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 Me encanta España.
- 2 En Valencia.
- 3 Vale. ¿Cuándo quieres visitarme?
- 4 Estupendo. ¿Cómo es tu casa?
- 5 Bien.

**Turn over ►**

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

Your Spanish friend is staying with you for a week. You ask what he/she would like to do during the visit.

- Tu pregunta.
- Lo que hiciste el fin de semana pasado (**dos** actividades).
- Tu opinión de las instalaciones para los jóvenes en tu pueblo 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 say that you are pleased to be here.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.  
Estoy contento/contenta de estar aquí.*

- 2 Allow the candidate to ask what you would like to do during your visit.  
Say that you don't know and then ask the candidate what he/she did last weekend. Elicit **two** activities.

*No sé. ¿Qué hiciste tú el fin de semana pasado?*

- 3 Allow the candidate to say **two** things that he/she did last weekend.  
Ask the candidate what he/she thinks of the facilities for young people in his/her town and why.

*¿Qué piensas de las instalaciones para los jóvenes en tu pueblo? ... ¿Por qué?*

- 4 Allow the candidate to say what he/she thinks of the facilities for young people in his/her town and why.  
! Say that you have tickets for a theme park and then ask the candidate what day he/she prefers to go and at what time.

*Tengo entradas para un parque temático. ¿Qué día prefieres ir? ... ¿A qué hora?*

- 5 Allow the candidate to say what day and time he/she prefers.  
End the conversation by agreeing with the candidate.

*De acuerdo.*

**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 helping around the house and your free time. You ask if he/she has to help at home.

- Tu pregunta.
- **Dos** tareas domésticas que haces en casa.
- **!**
- Lo que vas a hacer este fin de semana, **aparte** de las tareas domésticas (**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.

---

## 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 are tired.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.  
Estoy cansado/cansada.*

- 2 Allow the candidate to ask if you have to help at home.  
Say not much and then ask what he/she does.

*No mucho. ¿Y tú?*

- 3 Allow the candidate to say **two** things he/she does to help at home.  
! Ask him/her if he/she likes to do that and why (not).

*¿Te gusta hacer eso? ... ¿Por qué (no)?*

- 4 Allow the candidate to say yes or no and to say why.  
Ask what he/she is going to do this weekend, apart from household jobs. Elicit **two** activities.

*¿Qué vas a hacer este fin de semana, aparte de las tareas domésticas?*

- 5 Allow the candidate to say **two** things he/she is going to do this weekend, apart from household jobs.  
End the conversation by saying that that is very good.

*Muy bien.*

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

**Turn over ►**

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

Your Spanish friend is staying with you for a week and you are talking about shopping. You ask him/her if he/she would like to go shopping tomorrow.

- Tu pregunta.
- !
- Tu última visita a un centro comercial – transporte y comida.
- **Otros** planes para el resto de la semana (**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.

---

**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 what you are going to do this week.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.  
¿Qué hacemos esta semana?*

- 2 Allow the candidate to ask if you would like to go shopping tomorrow.  
! Say yes and then ask the candidate what he/she wants to buy and why.

*Sí. ¿Qué quieres comprar? ... ¿Por qué?*

- 3 Allow the candidate to say what he/she wants to buy and why.  
Say that sounds good and then ask the candidate to tell you about his/her last visit to a shopping centre.

*¡Qué bien! Háblame de tu última visita a un centro comercial.*

- 4 Allow the candidate to give details about transport and food the last time he/she went to a shopping centre.  
Ask what other plans the candidate has for the rest of the week.

*Y, ¿qué otros planes tienes para el resto de la semana?*

- 5 Allow the candidate to give two plans for the rest of the week.  
End the conversation by saying that that is great.

*Fenomenal.*

**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. You ask him/her what is his/her favourite subject.

- Tu pregunta.
- Las instalaciones en tu colegio para hacer deporte (**dos** detalles).
- !
- Lo que hiciste en el colegio la semana pasada (**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.

---

## 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 like your school.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.  
Me gusta mi colegio.*

- 2 Allow the candidate to ask what is your favourite subject.  
Say that you prefer practical subjects and then ask the candidate to tell you something about the sports facilities in his/her school. Elicit **two** details.

*Prefiero las asignaturas prácticas. Dime algo de las instalaciones deportivas en tu colegio.*

- 3 Allow the candidate to give you **two** details about the sports facilities in his/her school.  
! Ask if he/she likes the food in his/her school and why (not).

*¿Te gusta la comida en tu colegio? ... ¿Por qué (no)?*

- 4 Allow the candidate to say if he/she likes the food in his/her school and to say why (not).  
Ask him/her to tell you about his/her activities at school last week. Elicit **two** activities.

*Háblame de tus actividades en el colegio la semana pasada.*

- 5 Allow the candidate to say **two** things that he/she did at school last week.  
End the conversation by saying okay.

*Vale.*

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

**Turn over ►**

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

You are speaking to your Spanish friend about work, money and savings. You ask him/her if he/she has a job on Saturdays.

- Tu pregunta.
- !
- Lo que hiciste para ganar dinero la semana pasada (**dos** actividades).
- Tu opinión de ahorrar dinero para el futuro 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 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 you need money.

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

- 2 Allow the candidate to ask if you have a job on Saturdays.  
! Say not any more and then ask the candidate how much money he/she receives per week and what he/she buys with it.

*Ya no. ¿Cuánto dinero recibes a la semana? ... ¿Qué compras con tu dinero?*

- 3 Allow the candidate to say how much money he/she receives per week and what he/she buys with it.  
Ask what he/she did to earn money last week. Elicit **two** activities.

*¿Qué hiciste tú para ganar dinero la semana pasada?*

- 4 Allow the candidate to say **two** things he/she did to earn money last week.  
Ask the candidate what is his/her opinion of saving money for the future and why.

*¿Cuál es tu opinión de ahorrar dinero para el futuro? ... ¿Por qué?*

- 5 Allow the candidate to say what is his/her opinion of saving money for the future and why.  
End the conversation by agreeing with the candidate.

*De acuerdo.*

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

**Turn over ►**

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

You telephone your Spanish friend. You tell him/her that you went to live in a new house last week.

- Tu explicación.
- !
- Las tareas domésticas que tienes que hacer (**dos** detalles).
- Tu ciudad (**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 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 say hello.

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

- 2 Allow the candidate to tell you that he/she went to live in a new house last week.  
Ask the candidate how many bedrooms it has and what colour his/her bedroom is.

*¿Cuántos dormitorios tiene? ... ¿De qué color es tu dormitorio?*

- 3 Allow the candidate to say how many bedrooms it has and what colour his/her bedroom is.  
Ask him/her about the household jobs. Elicit **two** details.

*Y, ¿las tareas domésticas?*

- 4 Allow the candidate to give you **two** details about the household jobs.  
Ask him/her about his/her town. Elicit **two** details.

*Y, ¿tu ciudad?*

- 5 Allow the candidate to tell you **two** things about his/her town.  
End the conversation by saying okay.

*Vale.*

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

**Turn over ►**

**Blank page**

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

**Turn over ►**

---

**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**.
- 

**Self, Family and Friends**

Describe a una persona en tu familia.

¿Qué prefieres hacer con tus amigos?

¿Cómo pasaste tu último cumpleaños?

En tu opinión, ¿cómo sería tu amigo/tu amiga ideal?

¿Cuáles son los aspectos positivos de ser hijo único/hija única?

**Leisure**

¿Qué pasatiempos tienes? ¿Por qué te gusta(n)?

¿Qué hiciste el fin de semana pasado?

¿Prefieres practicar deportes o verlos en la televisión? ¿Por qué?

¿Cuánto dinero recibes por semana? ¿En qué te lo gastas?

¿Cómo pasarías un día ideal?

**School and Future Plans**

¿Quién es tu profesor favorito/tu profesora favorita? ¿Por qué?

¿Qué vas a hacer después de terminar tus exámenes?

¿Cuántas asignaturas estudias? ¿Cuáles son?

¿Qué opinas del uniforme escolar?

La semana pasada, ¿qué hiciste en el colegio? ¿Qué te gustó más? ¿Por qué?

---

**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**.
- 

**Part-Time Jobs and Work Experience**

Dime algo de tu trabajo a tiempo parcial.

¿Vas a trabajar durante las vacaciones? ¿Qué vas a hacer?

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

¿En qué gastas el dinero que recibes de tu trabajo?

¿Es buena idea trabajar a tiempo parcial mientras estudias? ¿Por qué (no)?

**School and Future Plans**

¿Quién es tu profesor favorito/tu profesora favorita? ¿Por qué?

¿Qué vas a hacer después de terminar tus exámenes?

¿Cuántas asignaturas estudias? ¿Cuáles son?

¿Qué opinas del uniforme escolar?

La semana pasada, ¿qué hiciste en el colegio? ¿Qué te gustó más? ¿Por qué?

**Leisure**

¿Qué pasatiempos tienes? ¿Por qué te gusta(n)?

¿Qué hiciste el fin de semana pasado?

¿Prefieres practicar deportes o verlos en la televisión? ¿Por qué?

¿Cuánto dinero recibes por semana? ¿En qué te lo gastas?

¿Cómo pasarías un día ideal?

**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.
  - 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 barrio/tu región.

¿Dónde te gustaría vivir en el futuro? ¿Por qué?

¿Qué hay para los jóvenes donde vives?

Cuéntame algo de la última excursión que hiciste en tu región.

¿Qué diferencias hay entre la vida en España y la vida en Inglaterra?

**Self, Family and Friends**

Describe a una persona en tu familia.

¿Qué prefieres hacer con tus amigos?

¿Cómo pasaste tu último cumpleaños?

En tu opinión, ¿cómo sería tu amigo/tu amiga ideal?

¿Cuáles son los aspectos positivos de ser hijo único/hija única?

**Daily Routine**

¿A qué hora te levantas por la mañana?

Dime algo sobre lo que comes durante una semana típica.

¿Qué tareas domésticas hiciste en casa la semana pasada?

¿Te gusta ayudar en casa? ¿Por qué (no)?

Si tuvieras mucho dinero, ¿adónde irías a cenar? ¿Por qué?



---

**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**.
- 

**Leisure**

- ¿Qué pasatiempos tienes? ¿Por qué te gusta(n)?
- ¿Qué hiciste el fin de semana pasado?
- ¿Prefieres practicar deportes o verlos en la televisión? ¿Por qué?
- ¿Cuánto dinero recibes por semana? ¿En qué te lo gastas?
- ¿Cómo pasarías un día ideal?

**Self, Family and Friends**

- Describe a una persona en tu familia.
- ¿Qué prefieres hacer con tus amigos?
- ¿Cómo pasaste tu último cumpleaños?
- En tu opinión, ¿cómo sería tu amigo/tu amiga ideal?
- ¿Cuáles son los aspectos positivos de ser hijo único/hija única?

**Home and Local Environment**

- Describe tu barrio/tu región.
- ¿Dónde te gustaría vivir en el futuro? ¿Por qué?
- ¿Qué hay para los jóvenes donde vives?
- Cuéntame algo de la última excursión que hiciste en tu región.
- ¿Qué diferencias hay entre la vida en España y la vida en Inglaterra?

**Turn over ►**

---

## 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 barrio/tu región.

¿Dónde te gustaría vivir en el futuro? ¿Por qué?

¿Qué hay para los jóvenes donde vives?

Cuéntame algo de la última excursión que hiciste en tu región.

¿Qué diferencias hay entre la vida en España y la vida en Inglaterra?

#### Part-Time Jobs and Work Experience

Dime algo de tu trabajo a tiempo parcial.

¿Vas a trabajar durante las vacaciones? ¿Qué vas a hacer?

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

¿En qué gastas el dinero que recibes de tu trabajo?

¿Es buena idea trabajar a tiempo parcial mientras estudias? ¿Por qué (no)?

#### Daily Routine

¿A qué hora te levantas por la mañana?

Dime algo sobre lo que comes durante una semana típica.

¿Qué tareas domésticas hiciste en casa la semana pasada?

¿Te gusta ayudar en casa? ¿Por qué (no)?

Si tuvieras mucho dinero, ¿adónde irías a cenar? ¿Por qué?

---

**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**.
- 

**Daily Routine**

¿A qué hora te levantas por la mañana?

Dime algo sobre lo que comes durante una semana típica.

¿Qué tareas domésticas hiciste en casa la semana pasada?

¿Te gusta ayudar en casa? ¿Por qué (no)?

Si tuvieras mucho dinero, ¿adónde irías a cenar? ¿Por qué?

**Part-Time Jobs and Work Experience**

Dime algo de tu trabajo a tiempo parcial.

¿Vas a trabajar durante las vacaciones? ¿Qué vas a hacer?

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

¿En qué gastas el dinero que recibes de tu trabajo?

¿Es buena idea trabajar a tiempo parcial mientras estudias? ¿Por qué (no)?

**School and Future Plans**

¿Quién es tu profesor favorito/tu profesora favorita? ¿Por qué?

¿Qué vas a hacer después de terminar tus exámenes?

¿Cuántas asignaturas estudias? ¿Cuáles son?

¿Qué opinas del uniforme escolar?

La semana pasada, ¿qué hiciste en el colegio? ¿Qué te gustó más? ¿Por qué?

**Blank page**