
General Certificate of Secondary Education

Spanish Speaking Test Teacher's Booklet



Tuesday 6 May – Friday 23 May 2003

Contents Pages

■ 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)	30 – 35

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The Conversation Cards and Role Play Cards are not reproduced □
separately as this booklet contains all the information needed.

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AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	“GCSE _____ Examination, 2003. 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 2003 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 your future career.

- Say what job you would like to do.
- Say why you want to do that job.
- Ask if your friend earns a lot of money.
- Say what you do with your money.

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/amiga.

- 1 ¿Qué planes tienes?
- 2 ¿Por qué?
- 3 Sí, estoy de acuerdo.
- 4 Sí, gano bastante.
- 5 ¡Qué bien!

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

You are in Málaga and ask a passer-by for directions.

- Ask where the train station is.
- Say which country you are from.
- Say what you think of Málaga.
- Say what you are going to do this afternoon.

Your teacher will play the part of the passer-by and will speak first.

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

Estás hablando con un/una transeúnte en Málaga. Yo soy el/la transeúnte.

- 1 ¿Qué quiere?
- 2 Aquí a la derecha. ¿Usted es extranjero/extranjera?
- 3 ¿Qué tal su visita?
- 4 ¿Ah sí? ¿Qué planes tiene para esta tarde?
- 5 Que lo pase bien.

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

You are speaking to your Spanish friend, who has come to stay at your house.

- Tell your friend where his/her bedroom is.
- Say what time you go to bed.
- Ask what your friend has for breakfast.
- Say what you are going to do tomorrow.

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 español/tu amiga española. Yo soy tu amigo/amiga.

- 1 Estoy cansado/cansada.
- 2 Gracias.
- 3 Vale.
- 4 Café y tostadas. ¿Qué planes tienes para mañana?
- 5 Bueno. Me gustaría acompañarte.

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

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

- Say where you live.
- Say what you think of where you live.
- Ask your friend if there is a lot of traffic in Madrid.
- Say what you do to help the environment.

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/amiga.

- 1 Dime algo de tu región.
- 2 Y ¿qué tal?
- 3 Mi pueblo es muy sucio.
- 4 Sí. ¿Qué haces para mejorar el medio ambiente?
- 5 ¡Qué bien!

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

You are speaking to your Spanish friend about how to spend your evening.

- Ask what time it is.
- Ask your friend if he/she would like to go to the cinema.
- Say what type of film you prefer.
- Say why you prefer that type of film.

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/amiga.

- 1 ¿Qué vamos a hacer?
- 2 Son las siete y media.
- 3 Buena idea.
- 4 ¿Por qué?
- 5 Vamos al cine entonces.

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

You telephone a restaurant in Spain to book a table. You speak to the owner.

- Ask if you can reserve a table.
- Say how many people there are.
- Say what time you are going to arrive.
- Ask where the restaurant is.

Your teacher will play the part of the restaurant owner and will speak first.

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

Estás hablando por teléfono con el dueño/la dueña de un restaurante en España. Yo soy el dueño/la dueña.

- 1 ¡Dígame!
- 2 Esta noche sí.
- 3 Muy bien.
- 4 No hay problema.
- 5 Al lado del ayuntamiento.

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

You are on holiday in Spain. You telephone a doctor's surgery to say you are unwell and to make an appointment to see the doctor. It is the **last** day of your holiday.

- Razón por tu llamada.
- Tus **dos** síntomas.
- Lo que hiciste ayer (**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 the receptionist 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 greet the candidate.

*Estás hablando con el/la recepcionista de una clínica en España. Yo soy el/la recepcionista.
Buenos días.*

- 2 Allow the candidate to say that he/she feels unwell and to make an appointment to see the doctor. Ask him/her what is the matter. (Elicit **two** symptoms).

¿Qué le pasa exactamente?

- 3 Allow the candidate to give **two** symptoms. Ask what he/she did yesterday. (Elicit **two** activities).

¿Qué hizo usted ayer?

- 4 ! Allow the candidate to say what **two** activities he/she did yesterday. Ask if he/she can come to see the doctor in two days and why not.

¿Puede venir en dos días para ver al médico? ... ¿Por qué no?

- 5 Allow the candidate to say why he/she cannot return in two days. Say that in that case he/she can come at 3 o'clock today.

En ese caso, venga hoy a las tres.

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

Turn over ►

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

You are doing your work experience in a department store in Spain. You are having problems with one of the people in your section. You speak to your boss.

- Tu problema.
- **Dos** detalles del problema.
- Tu solución al problema.
- **!**

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

Your teacher will play the part of your boss 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 wrong.

*Estás hablando con tu jefe/jefa en España. Yo soy tu jefe/jefa.
¿Qué te pasa?*

- 2 Allow the candidate to say that he/she has a problem with someone in his/her section. Ask what exactly the problem is. (Elicit **two** details.)

¿Cuál es el problema exactamente?

- 3 Allow the candidate to say what exactly the problem is. Ask what he/she wants to do.

¿Qué quieres hacer?

- 4 ! Allow the candidate to suggest a solution to the problem. Say that you have other jobs, in the shoe section and in the music section. Ask which the candidate would prefer and why.

*Bueno, tengo otros puestos, uno en la sección de zapatos y otro en la sección de música.
¿Cuál prefieres? ... ¿Por qué?*

- 5 Allow the candidate to say which job he/she prefers and to say why. Say that he/she can change section tomorrow.

Bueno. Puedes cambiar de sección mañana.

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

Turn over ►

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

You are on holiday in Spain. One day your English friend loses her purse in the town centre. You go to the police station to report the loss for her.

- Tu problema.
- Descripción del artículo (**dos** detalles) y contenido (**dos** cosas).
- Lo que tu amiga hizo hoy en el centro (**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 the police officer 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 how you can help.

*Vas a la comisaría en España. Yo soy el/la guardia.
¿En qué puedo ayudarle?*

- 2 Allow the candidate to say that his/her friend has lost her purse in the town centre.
Ask him/her to give you some details of the purse.

¿Me puede dar unos detalles del monedero?

- 3 Allow the candidate to describe the purse (**two** details) and to say what it contained (**two** things).
Ask the candidate what his/her friend did in the town centre today. (Elicit **two** activities).

¿Qué hizo su amiga hoy en el centro?

- 4 ! Allow the candidate to say **two** things that his/her friend did in the town centre today.
Say that you do not have the purse here and then ask the candidate what plans the friend has for her return journey to England. (Elicit **two** details).

Bueno, no tenemos su monedero aquí. ¿Qué planes tiene su amiga para su viaje de vuelta a Inglaterra?

- 5 Allow the candidate to give **two** details about the return journey to England.
End the conversation by saying that you will inform the candidate if you find the purse.

Muy bien. Le avisaremos si se lo encuentra.

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

Turn over ►

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

You are staying with your Spanish friend. Tomorrow it is your friend's birthday and you are going to a restaurant to celebrate. You ask your friend what kind of present he/she would like.

- Tu pregunta.
- Tu regalo ideal y tu razón.
- Tu opinión sobre celebrar en un restaurante 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 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 hello to the candidate.

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

- 2 Allow the candidate to ask what kind of birthday present you would like.
Say that you are not sure. Ask the candidate what his/her ideal present would be and why.

No estoy seguro/segura. ¿Cuál sería tu regalo ideal? ... ¿Por qué?

- 3 Allow the candidate to say what his/her ideal present would be and why.
Ask the candidate what he/she thinks about celebrating your birthday in a restaurant and ask why.

¿Qué te parece si celebramos mi cumpleaños en un restaurante? ... ¿Por qué dices eso?

- 4 Allow the candidate to say what he/she thinks about celebrating your birthday in a restaurant and to say why.

- ! Ask how the candidate celebrated his/her birthday last year. (Elicit **two** details).

¿Qué hiciste para celebrar tu cumpleaños el año pasado?

- 5 Allow the candidate to say **two** things about how he/she celebrated his/her birthday last year.
End the conversation by saying that that sounds great.

Estupendo.

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 at your house. You are discussing your future plans. You ask if your friend wants to work or to continue with his/her studies.

- Tu pregunta.
- Tu opinión sobre ir a la universidad y tu razón.
- Tu empleo ideal 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 that it is nearly the end of the school year.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/amiga.
Ya se acerca el fin del curso.*

- 2 Allow the candidate to ask if you want to work or to continue with your studies.
Say that you would like to go to university and then ask the candidate what he/she thinks and why (not).

Me gustaría ir a la universidad. ¿Qué te parece? ... ¿Por qué (no)?

- 3 Allow the candidate to give his/her opinion of going to university and to say why.
Ask the candidate what his/her ideal job is and to say why.

¿Cuál es tu empleo ideal? ... ¿Por qué?

- 4 ! Allow the candidate to say what his/her ideal job is and to say why.
Ask the candidate if he/she would like to work in Spain and to say why (not).

¿Te gustaría trabajar en España? ... ¿Por qué (no)?

- 5 Allow the candidate to say if he/she would like to work in Spain and to say why (not).
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 have just arrived at your holiday apartment in Spain. You are not happy with the apartment. You speak to the owner to ask if you can change apartments immediately.

- Tu pregunta.
- Tus **dos** razones.
- **Dos** detalles de tu reserva.
- **!**

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

Your teacher will play the part of the owner of the apartment 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 how you can help.

*Estás hablando con el dueño/la dueña de un apartamento en España. Yo soy el dueño/la dueña.
¿En qué puedo ayudarle?*

- 2 Allow the candidate to ask if he/she can change apartment immediately.
Ask why. (Elicit **two** reasons).

¿Por qué?

- 3 Allow the candidate to give **two** reasons.
Apologise and ask for details of the reservation. (Elicit **two** details).

Lo siento. Deme detalles de su reserva por favor.

- 4 Allow the candidate to give **two** details of the reservation.
Say that you have two apartments free - one near the supermarket and one on the third floor.
! Ask which the candidate prefers and why.

*Tengo dos apartamentos libres - uno cerca del supermercado y otro en el tercer piso.
¿Cuál prefiere? ... ¿Por qué?*

- 5 Allow the candidate to say which apartment he/she prefers and to say why.
End the conversation by wishing the candidate a good holiday.

Muy bien. Que lo pase bien aquí.

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

Turn over ►

**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**.
-

Education/Work

Dime algo de tu colegio.

¿Qué asignatura te gusta menos? ¿Por qué?

¿Has hecho prácticas laborales? ¿Qué hiciste?

¿Qué planes tienes para el septiembre que viene?

¿Cuáles son las ventajas de ir a la universidad?

Home Life

¿Qué haces por la mañana los días de colegio?

¿Qué cenas normalmente en casa?

¿Qué hiciste ayer para ayudar en casa?

¿Tienes una dieta sana? ¿Qué deberías comer?

¿Qué diferencias hay en tu rutina los fines de semana?

The Environment

¿Vives en un piso o en una casa? ¿Cómo es?

¿Qué sitios de interés recomendarías visitar en tu región?

¿En qué país preferirías vivir? ¿Por qué?

¿Qué haces para mejorar el medio ambiente?

¿Qué cambios has visto en tu pueblo/ciudad en los últimos años?

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**.
-

Personal Relationships

Háblame un poco de ti.

Dime algo de tu familia.

¿Cómo celebraste tu cumpleaños el año pasado?

¿Tienes animales domésticos? ¿Cómo es/son?

Si tienes hijos en el futuro, ¿qué tipo de padre/madre vas a ser?

Leisure

¿Qué diversiones hay para los jóvenes por aquí?

¿Sales mucho por la tarde? ¿Adónde vas?

¿Qué vas a hacer este fin de semana?

Dime lo que hiciste la última vez que fuiste de compras.

¿Qué tienda te gusta más? ¿Por qué?

Tourism

¿Has ido a España? ¿Qué te pareció?

¿En qué tipo de alojamiento prefieres pasar las vacaciones? ¿Por qué?

Háblame de lo que vas a hacer durante las próximas vacaciones.

¿Te gusta ir de excursión mientras estás de vacaciones? ¿Por qué (no)?

¿Por qué va la gente de vacaciones?

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**.
-

Leisure

¿Qué diversiones hay para los jóvenes por aquí?
¿Sales mucho por la tarde? ¿Adónde vas?
¿Qué vas a hacer este fin de semana?
Dime lo que hiciste la última vez que fuiste de compras.
¿Qué tienda te gusta más? ¿Por qué?

Education/Work

Dime algo de tu colegio.
¿Qué asignatura te gusta menos? ¿Por qué?
¿Has hecho prácticas laborales? ¿Qué hiciste?
¿Qué planes tienes para el septiembre que viene?
¿Cuáles son las ventajas de ir a la universidad?

The Environment

¿Vives en un piso o en una casa? ¿Cómo es?
¿Qué sitios de interés recomendarías visitar en tu región?
¿En qué país preferirías vivir? ¿Por qué?
¿Qué haces para mejorar el medio ambiente?
¿Qué cambios has visto en tu pueblo/ciudad en los últimos años?

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 Life

- ¿Qué haces por la mañana los días de colegio?
- ¿Qué cenas normalmente en casa?
- ¿Qué hiciste ayer para ayudar en casa?
- ¿Tienes una dieta sana? ¿Qué deberías comer?
- ¿Qué diferencias hay en tu rutina los fines de semana?

Personal Relationships

- Háblame un poco de ti.
- Dime algo de tu familia.
- ¿Cómo celebraste tu cumpleaños el año pasado?
- ¿Tienes animales domésticos? ¿Cómo es/son?
- Si tienes hijos en el futuro, ¿qué tipo de padre/madre vas a ser?

Tourism

- ¿Has ido a España? ¿Qué te pareció?
- ¿En qué tipo de alojamiento prefieres pasar las vacaciones? ¿Por qué?
- Háblame de lo que vas a hacer durante las próximas vacaciones.
- ¿Te gusta ir de excursión mientras estás de vacaciones? ¿Por qué (no)?
- ¿Por qué va la gente de vacaciones?

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**.
-

Leisure

¿Qué diversiones hay para los jóvenes por aquí?
¿Sales mucho por la tarde? ¿Adónde vas?
¿Qué vas a hacer este fin de semana?
Dime lo que hiciste la última vez que fuiste de compras.
¿Qué tienda te gusta más? ¿Por qué?

Home Life

¿Qué haces por la mañana los días de colegio?
¿Qué cenas normalmente en casa?
¿Qué hiciste ayer para ayudar en casa?
¿Tienes una dieta sana? ¿Qué deberías comer?
¿Qué diferencias hay en tu rutina los fines de semana?

Tourism

¿Has ido a España? ¿Qué te pareció?
¿En qué tipo de alojamiento prefieres pasar las vacaciones? ¿Por qué?
Háblame de lo que vas a hacer durante las próximas vacaciones.
¿Te gusta ir de excursión mientras estás de vacaciones? ¿Por qué (no)?
¿Por qué va la gente de vacaciones?

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**.
-

Education/Work

Dime algo de tu colegio.

¿Qué asignatura te gusta menos? ¿Por qué?

¿Has hecho prácticas laborales? ¿Qué hiciste?

¿Qué planes tienes para el septiembre que viene?

¿Cuáles son las ventajas de ir a la universidad?

Personal Relationships

Háblame un poco de ti.

Dime algo de tu familia.

¿Cómo celebraste tu cumpleaños el año pasado?

¿Tienes animales domésticos? ¿Cómo es/son?

Si tienes hijos en el futuro, ¿qué tipo de padre/madre vas a ser?

The Environment

¿Vives en un piso o en una casa? ¿Cómo es?

¿Qué sitios de interés recomendarías visitar en tu región?

¿En qué país preferirías vivir? ¿Por qué?

¿Qué haces para mejorar el medio ambiente?

¿Qué cambios has visto en tu pueblo/ciudad en los últimos años?