

General Certificate of Secondary Education
June 2008



**SPANISH (SPECIFICATION A)
Speaking Test
Teacher's Booklet**

Friday 7 March to Thursday 15 May 2008

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)	29 – 35

AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	“GCSE _____ 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) 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 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 summer holiday.

- Say you are going to Spain.
- Say for how long.
- Say how you are going to travel.
- Ask your friend if he/she likes holidays.

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 haces este verano?
- 2 ¿Para cuánto tiempo?
- 3 ¿Cómo vas a viajar?
- 4 Muy bien.
- 5 Sí, muchísimo.

Turn over ►

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

You are in a clothes shop in Spain. You speak to the shop assistant.

- Say what item of clothing you want.
- Say what colour.
- Ask how much it is.
- Say thank you and goodbye.

Your teacher will play the part of the shop assistant 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 ayudarle?
- 2 ¿De qué color?
- 3 Aquí tiene.
- 4 Treinta euros.
- 5 De nada. Adiós.

Turn over ►

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

You are speaking to your Spanish friend, who lives in Barcelona.

- Ask your friend if he/she likes Barcelona.
- Say what there is for young people in your town.
- Say what your house is like.
- Say what colour your bedroom is.

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/tu amiga.

- 1 Mi casa está en Barcelona.
- 2 Sí. ¿Qué hay en tu ciudad para los jóvenes?
- 3 Y, ¿tu casa?
- 4 ¿De qué color es tu dormitorio?
- 5 ¡Qué bien!

Turn over ►

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

You are speaking to your Colombian friend about work and future plans.

- Say what job you want to do.
- Say why.
- Say in which country.
- Ask your friend where he/she works.

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 colombiano/tu amiga colombiana. Yo soy tu amigo/tu amiga.

- 1 ¿Qué empleo quieres en el futuro?
- 2 ¿Por qué?
- 3 ¿En qué país?
- 4 Muy bien.
- 5 En un café.

Turn over ►

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

You are in a tourist office in Santander. You speak to the assistant.

- Say what you want to visit.
- Say at what time.
- Say how you want to travel.
- Ask how much it is.

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

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

Estás hablando con el empleado/la empleada en una oficina de turismo en Santander.
Yo soy el empleado/la empleada.

- 1 ¿En qué puedo ayudarle?
- 2 ¿A qué hora?
- 3 ¿Cómo quiere ir?
- 4 Muy bien.
- 5 A ver ...

Turn over ►

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

You are talking to your Spanish friend about pocket money.

- Say how much money you receive.
- Say when you get it.
- Say what you do with your money.
- Ask your friend what he/she likes to do.

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 ¿Cuándo lo recibes?
- 3 Yo también.
- 4 Vale.
- 5 Me gusta ir al cine.

Turn over ►

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

You are speaking to your Spanish friend about your lifestyle. You ask him/her how many hours he/she watches television each day.

- Tu pregunta.
- !
- Actividad física que hiciste ayer (**dos** detalles).
- Tu dieta (**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 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 very lazy.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.
Soy muy perezoso/perezosa.*

- 2 Allow the candidate to ask how many hours you watch television each day.
! Say a lot and then ask the candidate if he/she likes television and to give a reason why (not).

¡Muchas horas! Y a ti, ¿te gusta la televisión? ... ¿Por qué (no)?

- 3 Allow the candidate to say if he/she likes television and to give a reason why (not).
Ask him/her what physical activity he/she did yesterday. Elicit **two** details.

¿Qué actividad física hiciste ayer?

- 4 Allow the candidate to give **two** details about the physical activity he/she did yesterday.
Ask about his/her diet. Elicit **two** details.

Y, ¿tu dieta?

- 5 Allow the candidate to give **two** details about his/her diet.
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 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 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 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 9 (HIGHER TIER)**CANDIDATE'S ROLE**

You have arrived at your hotel in Marbella. You telephone your Spanish friend to tell him/her that you had a very bad journey.

- Tu explicación.
- !
- El tiempo hoy en Marbella (**dos** detalles).
- Lo que vas a hacer mañana (**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 how he/she is.

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

- 2 Allow the candidate to say that he/she had a very bad journey.
! Say that that is a pity and then ask the candidate to describe the hotel. Elicit **two** details.

¡Qué pena! Describeme un poco tu hotel.

- 3 Allow the candidate to give **two** details about the hotel.
Ask about today's weather in Marbella. Elicit **two** details.

¿Qué tal el tiempo hoy en Marbella?

- 4 Allow the candidate to give **two** details about today's weather in Marbella.
Ask what he/she is going to do tomorrow. Elicit **two** activities.

¿Qué vas a hacer mañana?

- 5 Allow the candidate to say **two** things that he/she is going to do tomorrow.
End the conversation by saying you hope he/she has a good time.

¡Que lo pases bien!

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

Turn over ►

ROLE PLAY 10 (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 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.

*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 ►

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

You are speaking to your Spanish friend about the environment. You ask what the biggest problem is in his/her town.

- Tu pregunta.
- !
- Lo que hiciste la semana pasada para proteger el medio ambiente (**dos** detalles).
- Los parques en tu región (**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 local news is always bad.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.
¡Las noticias locales siempre son malas!*

- 2 Allow the candidate to ask what is the biggest problem in your town.
! Say that you don't know – there are so many, and then ask the candidate if he/she thinks it is a good idea to live in the country and to give a reason why (not).

No sé – hay tantos. Y tú, ¿crees que es una buena idea vivir en el campo? ... ¿Por qué (no)?

- 3 Allow the candidate to say if he/she thinks it is a good idea to live in the country and to give a reason why (not).
Say okay and then ask the candidate what he/she did to help the environment last week.
Elicit **two** details.

De acuerdo. Y, ¿qué hiciste tú para proteger el medio ambiente la semana pasada?

- 4 Allow the candidate to give **two** details about how he/she helped the environment last week.
Say that that is very good and then ask the candidate about the parks in his/her region.
Elicit **two** details.

¡Qué bien! Y, ¿los parques en tu región?

- 5 Allow the candidate to give **two** details about the parks in his/her region.
End the conversation by saying okay.

Vale.

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 sports and other free time activities. You ask what he/she does in his/her free time.

- Tu pregunta.
- !
- Las instalaciones para el deporte en tu región (**dos** detalles).
- Lo que hiciste el sábado pasado, **aparte** de deportes (**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 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 that you do not like having to do so much homework.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.
No me gusta tener que hacer tantos deberes.*

- 2 Allow the candidate to ask what you do in your free time.
! Say very little and then ask the candidate if, in his/her opinion, it is a good idea to do sports and to give a reason why (not).

Muy poco. En tu opinión, ¿es una buena idea practicar deportes? ... ¿Por qué (no)?

- 3 Allow the candidate to say if he/she thinks it is a good idea to do sports and to give a reason why (not).
Ask about the sports facilities in his/her region. Elicit **two** details.

Y, ¿las instalaciones para el deporte en tu región?

- 4 Allow the candidate to give **two** details about the sports facilities in his/her region.
Ask what he/she did last Saturday, apart from sport. Elicit **two** activities.

¿Qué hiciste el sábado pasado, aparte de deportes?

- 5 Allow the candidate to say **two** things he/she did last Saturday, apart from sport.
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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**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**.
-

Leisure

¿Te gusta ver la televisión? ¿Por qué (no)?
¿Qué planes tienes para el fin de semana que viene?
Háblame de la última vez que fuiste de excursión.
Cuéntame algo de un libro que has leído recientemente.
¿Qué opinas de los futbolistas profesionales? ¿Por qué?

Home Life

¿A qué hora te acuestas normalmente?
¿Cuál es tu opinión de la comida rápida? ¿Por qué?
¿Cómo ayudaste en casa ayer?
¿Qué tomas para el desayuno?
¿Cómo vas a cambiar tu vida para mejorar tu salud?

The Environment

¿Vives en un piso o en una casa? Descríbemelo/describemela, por favor.
¿Qué hiciste con tus amigos la última vez que saliste en tu ciudad? ¿Qué tal lo pasaste?
¿Qué piensas del transporte público en tu región? ¿Por qué?
¿Qué hay de interés donde vives?
¿Qué vas a hacer en el futuro para proteger el medio ambiente?

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 tu familia.

¿Cuántos años tienes? ¿Cuándo es tu cumpleaños?

¿Qué opinas de las drogas? ¿Por qué?

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

Si fueras rico/rica, ¿cómo ayudarías a tu familia?

Home Life

¿A qué hora te acuestas normalmente?

¿Cuál es tu opinión de la comida rápida? ¿Por qué?

¿Cómo ayudaste en casa ayer?

¿Qué tomas para el desayuno?

¿Cómo vas a cambiar tu vida para mejorar tu salud?

The Environment

¿Vives en un piso o en una casa? Descríbemelo/describemela, por favor.

¿Qué hiciste con tus amigos la última vez que saliste en tu ciudad? ¿Qué tal lo pasaste?

¿Qué piensas del transporte público en tu región? ¿Por qué?

¿Qué hay de interés donde vives?

¿Qué vas a hacer en el futuro para proteger el medio ambiente?

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**.
-

Education / Work

¿Cuál es tu opinión del colegio? ¿Por qué?

Háblame de las prácticas laborales que has hecho.

¿Cuál es tu asignatura favorita? ¿Por qué?

¿Cómo sería tu uniforme ideal?

¿Qué es mejor – continuar con los estudios o buscar trabajo a los dieciséis años? ¿Por qué?

Personal Relationships

Háblame un poco de tu familia.

¿Cuántos años tienes? ¿Cuándo es tu cumpleaños?

¿Qué opinas de las drogas? ¿Por qué?

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

Si fueras rico/rica, ¿cómo ayudarías a tu familia?

Tourism

Dime algo de tus últimas vacaciones.

Durante tus vacaciones ideales, ¿qué te gustaría hacer?

¿Cómo prefieres viajar cuando vas de vacaciones? ¿Por qué?

¿Prefieres pasar las vacaciones en un hotel o en un camping? ¿Por qué?

¿Cuáles son los aspectos positivos de pasar las vacaciones en Inglaterra? ... ¿Y los aspectos negativos?

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

- ¿A qué hora te acuestas normalmente?
- ¿Cuál es tu opinión de la comida rápida? ¿Por qué?
- ¿Cómo ayudaste en casa ayer?
- ¿Qué tomas para el desayuno?
- ¿Cómo vas a cambiar tu vida para mejorar tu salud?

Leisure

- ¿Te gusta ver la televisión? ¿Por qué (no)?
- ¿Qué planes tienes para el fin de semana que viene?
- Háblame de la última vez que fuiste de excursión.
- Cuéntame algo de un libro que has leído recientemente.
- ¿Qué opinas de los futbolistas profesionales? ¿Por qué?

Tourism

- Dime algo de tus últimas vacaciones.
- Durante tus vacaciones ideales, ¿qué te gustaría hacer?
- ¿Cómo prefieres viajar cuando vas de vacaciones? ¿Por qué?
- ¿Prefieres pasar las vacaciones en un hotel o en un camping? ¿Por qué?
- ¿Cuáles son los aspectos positivos de pasar las vacaciones en Inglaterra? ... ¿Y los aspectos negativos?

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**.
-

Education / Work

¿Cuál es tu opinión del colegio? ¿Por qué?

Háblame de las prácticas laborales que has hecho.

¿Cuál es tu asignatura favorita? ¿Por qué?

¿Cómo sería tu uniforme ideal?

¿Qué es mejor – continuar con los estudios o buscar trabajo a los dieciséis años? ¿Por qué?

Leisure

¿Te gusta ver la televisión? ¿Por qué (no)?

¿Qué planes tienes para el fin de semana que viene?

Háblame de la última vez que fuiste de excursión.

Cuéntame algo de un libro que has leído recientemente.

¿Qué opinas de los futbolistas profesionales? ¿Por qué?

Tourism

Dime algo de tus últimas vacaciones.

Durante tus vacaciones ideales, ¿qué te gustaría hacer?

¿Cómo prefieres viajar cuando vas de vacaciones? ¿Por qué?

¿Prefieres pasar las vacaciones en un hotel o en un camping? ¿Por qué?

¿Cuáles son los aspectos positivos de pasar las vacaciones en Inglaterra? ... ¿Y los aspectos negativos?

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**.
-

Personal Relationships

Háblame un poco de tu familia.

¿Cuántos años tienes? ¿Cuándo es tu cumpleaños?

¿Qué opinas de las drogas? ¿Por qué?

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

Si fueras rico/rica, ¿cómo ayudarías a tu familia?

Education / Work

¿Cuál es tu opinión del colegio? ¿Por qué?

Háblame de las prácticas laborales que has hecho.

¿Cuál es tu asignatura favorita? ¿Por qué?

¿Cómo sería tu uniforme ideal?

¿Qué es mejor – continuar con los estudios o buscar trabajo a los dieciséis años? ¿Por qué?

The Environment

¿Vives en un piso o en una casa? Descríbemelo/describemela, por favor.

¿Qué hiciste con tus amigos la última vez que saliste en tu ciudad? ¿Qué tal lo pasaste?

¿Qué piensas del transporte público en tu región? ¿Por qué?

¿Qué hay de interés donde vives?

¿Qué vas a hacer en el futuro para proteger el medio ambiente?

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