

Paper Reference(s)

1246

Edexcel GCSE

Spanish

Paper 2F – Foundation Oral and 2H – Higher Oral

Teacher-Examiner's Handbook

Summer 2010

Time per candidate:

Foundation Oral: 8-9 minutes

Higher Oral: 11-12 minutes

This packet contains:

- (1) one Teacher-Examiner's Handbook
- (2) two sets of Candidate's Role-play Cards.

This packet may be opened **3 WORKING DAYS** before the examination by the person officially entrusted with the conduct of the examination. Security and confidentiality of the material must be maintained and **UNDER NO CIRCUMSTANCES** may the material be removed from the premises.

Foundation Tier candidates must be allowed 10 minutes preparation time and Higher Tier candidates must be allowed 12 minutes preparation time. Candidates may **NOT** use a dictionary during the preparation time. **They must not write on the cards.** They may make notes on paper for the role-plays during the preparation time, but these notes must be handed in to the teacher before the examination begins and must be kept by the centre until December 2010. Candidates may take notes (up to half a side of A4) on their first conversation topic into the examination room.

*The enclosed information and instructions are for the use of Teacher-Examiners only.
The contents of the Handbook may under no circumstances be revealed to candidates.*

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Contents of the Teacher-Examiner's Handbook

• Teacher-Examiner Instructions	3
• L2	5
• L3	6
• Cassette inserts	7
• Structure and timing of tests Foundation Tier	8
• Structure and timing of tests Higher Tier	9
• Checklist for Conduct	10
• Role-play sequences	11
• Role-play A – Teacher-Examiner Instructions	14
• Assessment criteria for role-play A	15
• A role-play cards	16
• Role-play B – Teacher-Examiner Instructions	22
• Assessment criteria for role-play B	23
• B role-play cards	24
• Role-play C – Teacher-Examiner Instructions	32
• Assessment criteria for role-play C	33
• C role-play cards	34
• Guidance for suggested conversation questions	42
• Conversation assessment grid	43
• Sample conversation questions	44

Teacher-Examiner Instructions

The format of the test is the same for Foundation and Higher Tiers as all candidates will carry out two role-play tasks and take part in two conversations, each on a different topic. Speaking tests must last between **8-9 minutes (Foundation)** and **11-12 minutes (Higher)**.

Role-plays

The role-play tasks will be presented in the form of instructions in English together with visual stimuli or short prompts. All role-plays will be marked for communication and content only. Candidates will be allocated preparation time (without dictionary access) immediately in advance of the test.

Role-play A is a simple transaction requiring the student to convey four basic pieces of information. It will usually be a task related to shopping, tourist requirements, café/restaurant or accommodation situations that will involve a limited range of vocabulary and structure. (Foundation Tier only)

Role-play B is a transaction that will involve a limited amount of unpredictability (one element) and will occur in a wider range of settings. (Foundation and Higher Tiers)

Role-play C will involve two unpredictable elements and will cover a different topic area. (Higher Tier only)

Conversations

Candidates must undertake two conversations and will be assessed globally on the basis of their overall performance across both topics.

Conversation 1:

- Candidates will have a free choice of first conversation topic.
- This will be agreed with the teacher in advance of the speaking test and must relate to **one** of the five main topic areas prescribed in the specification.

Conversation 2:

- The second conversation topic must relate to a different main topic area prescribed in the specification.
- Teacher-Examiners will choose the second conversation topic from two alternatives prescribed by Edexcel.
- These alternatives will be printed at the foot of the right hand column for each Role-play B in the Teacher-Examiner's Handbook. These alternatives are for the eyes of the Teacher-Examiner only and are confidential. They must not be communicated to the candidate prior to completion of Conversation 1. They will therefore appear in the Handbook only and **not** on the candidate's role-play card.
- Teacher-Examiners may choose **either** of these alternatives, **unless the candidate has already used one of them for Conversation 1**.
- If the candidate has already used one of the alternatives for Conversation 1, it is not permissible for the Teacher-Examiner to choose the same main topic area and to focus on a different sub-topic.
- The Teacher-Examiner will announce either in English or in the target language the chosen topic for Conversation 1 and for Conversation 2 at the beginning of each conversation. The candidate will not know the topic for Conversation 2 until this announcement.

**GCSE Modern Foreign Languages
Conversation Topics Form for Paper 2: Speaking**

This form is for Teacher-Examiners' reference only. It does not need to be returned to Edexcel.

Candidates should not be aware of the title of their second conversation topic in advance of the examination.

For the second topic conversation, Teacher-Examiners should choose from the two conversation topics printed on the relevant B role play card in the oral handbook.

Centre Name	Centre N ^o	Teacher-Examiner Name	Language

Candidate Name				Candidate N°				
Centre Name				Centre N°				
Language		Spec. N°		Tape N°		Side (A/B)		
Teacher-Examiner's Name (Block capitals please)								
FOUNDATION TIER				OR	HIGHER TIER			
Paper Number 2F A/B ←Teachers please write A or B (2FA = Centre/Teacher marked, 2FB = Edexcel examiner marked)				Paper Number 2H A/B ←Teachers please write A or B (2HA = Centre/Teacher marked, 2HB = Edexcel examiner marked)				
Role Play A Card No	Conversation 1 Topic			Role Play B Card No	Conversation 1 Topic			
Role Play B Card No	Conversation 2 Topic			Role Play C Card No	Conversation 2 Topic			
	Teacher-Examiner Marks	For Edexcel AA Use Only			Teacher-Examiner Marks	For Edexcel AA Use Only		
	↓	Examiner/Moderator Marks	Senior Exam./Mod. Marks		↓	Examiner/Moderator Marks	Senior Exam./Mod. Marks	
Role Plays				Role Plays				
Role Play A (max 10)				Role Play B (max 10)				
Role Play B (max 10)				Role Play C (max 10)				
Role Play A+B Total (max 20)				Role Play B+C Total (max 20)				
Conversation				Conversation				
Comm. + Content (max 10)				Comm. + Content (max 10)				
Application of Lang. (max 10)				Application of Lang. (max 10)				
Accuracy (max 10)				Accuracy (max 10)				
Conversation total (max 30)				Conversation total (max 30)				
Total marks for paper (max 50)				Total marks for paper (min 100, max 150)	1	1	1	
				NB: For administrative reasons 100 is added to all Higher Tier marks.				
Moderator's / Examiner's Name (Block capitals please)						AA N°		
Senior Moderator's / Examiner's Name (Block capitals please)						AA N°		

CASSETTE INSERTS

* delete as appropriate

GCSE 1246 SPANISH ORAL EXAM SUMMER 2010		
Centre Name.....		
Centre No..... Teacher-Examiner Name.....		
Foundation / Higher* Tape No. Side A / B*		
	Candidate Name	Cand. No.
1.		
2.		
3.		
4.		
5.		
6.		

GCSE 1246 SPANISH ORAL EXAM SUMMER 2010		
Centre Name.....		
Centre No..... Teacher-Examiner Name.....		
Foundation / Higher* Tape No. Side A / B*		
	Candidate Name	Cand. No.
1.		
2.		
3.		
4.		
5.		
6.		

GCSE 1246 SPANISH ORAL EXAM SUMMER 2010		
Centre Name.....		
Centre No..... Teacher-Examiner Name.....		
Foundation / Higher* Tape No. Side A / B*		
	Candidate Name	Cand. No.
1.		
2.		
3.		
4.		
5.		
6.		

STRUCTURE AND TIMING OF TESTS – FOUNDATION TIER

ELEMENT	DURATION	NOTES
Role-play A	2 mins	Printed on numbered cards.
Role-play B	2 mins	Printed on numbered cards. Four utterances with prompts in English and symbols. One unpredictable element.
Conversation	4-5 mins	<p>First topic chosen and introduced by candidate.</p> <p>Second topic chosen by Teacher-Examiner from a choice of two, printed on the teacher’s notes for each B role-play card.</p> <p>The 4-5 minute conversation should be evenly split between the two topics.</p> <p>Teacher-Examiner to provide questions.</p> <p>Sample questions are provided in the oral handbook.</p>
Total: (Role-plays A+B & Conversation)	8-9 mins	Do not increase conversation time if candidate completes role-plays quickly.

NB

- The timings given for the role-plays are only approximate. Many candidates will complete the tasks in considerably less time. The Teacher-Examiner should not increase the conversation time if the candidate completes the role-plays quickly.
- The timing of the conversation elements of the oral tests must be respected and a stop-watch is useful for this. **Excessively long or short tests may adversely affect the marks awarded.**
- Teacher-Examiners should not slavishly follow the conversation questions given in this handbook but should respond appropriately to candidates’ responses.

STRUCTURE AND TIMING OF TESTS – HIGHER TIER

ELEMENT	DURATION	NOTES
Role-play B	2 mins	Printed on numbered cards. Four utterances with prompts in English and symbols. One unpredictable element.
Role-play C	3 mins	Printed on numbered cards. Five utterances prompted in the target language. Two unpredictable elements.
Conversation	6-7 mins	<p>First topic chosen and introduced by candidate.</p> <p>Second topic chosen by Teacher-Examiner from a choice of two, printed on the teacher’s notes on the B role-play card.</p> <p>The 6-7 minute conversation should be evenly split between the two topics.</p> <p>Teacher-Examiner to provide questions.</p> <p>Questions for guidance are given in handbook.</p>
Total: (Role-plays B+C & Conversation)	11-12 mins	Do not increase conversation time if candidate completes role-plays quickly.

NB

- The timings given for the role-plays are only approximate. Many candidates will complete the tasks in considerably less time. The Teacher-Examiner should not increase the conversation time if the candidate completes the role-plays quickly.
- The timing of the conversation elements of the oral tests must be respected and a stop-watch is useful for this. **Excessively long or short tests may adversely affect the marks awarded.**
- Teacher-Examiners should not slavishly follow the conversation questions given in this handbook but should respond appropriately to candidates’ responses.

CHECKLIST FOR CONDUCT

WHEN CONDUCTING ORAL EXAMINATIONS:

AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape	“GCSE Examination, 2010. Teacher-Examiner _____ Centre Name _____ Centre Number _____ Paper 2F / 2H”	<ul style="list-style-type: none"> On the cassette label, write your centre name and number, the language and specification number, and the tier of examination (F/H).
At the start of each candidate’s test	“Candidate Number _____, _____ (Name of candidate). Role-plays _____ and _____”	<ul style="list-style-type: none"> On the photocopiable cassette insert, write the candidate’s name and number. Make sure L3 form is complete with relevant details. Start the test.
At the start of each conversation topic	“ Conversation 1 / 2 _____ (Topic title in English or the target language)”	<ul style="list-style-type: none"> Do not stop or pause the tape during the recording.
At the end of each candidate’s test	“End of test”	<ul style="list-style-type: none"> Check that the test has been recorded clearly and audibly.
After the last candidate on side A	“End of Side A”	<ul style="list-style-type: none"> Reset the controls ready to record the next candidate.
After the last candidate on side B of each tape.	“End of Side B. The tests continue on tape number _____”	<ul style="list-style-type: none"> Wind to the start of side A. Check that all the details on the cassette label are filled in. Place the tape back in the tape-box before you get the next tape out of its box.

EDEXCEL

GCSE Spanish

Role-play Examining Sequences

Summer 2010

To avoid duplication of Topic Areas, candidates must be given role-plays in the sequence and combination prescribed in this booklet.

1246 / 2F & 2H GCSE Spanish Role-play Sequence – Summer 2010

2F FOUNDATION

Candidate	1st role-play	2nd role-play
1	A5	B4
2	A1	B2
3	A2	B3
4	A6	B1
5	A4	B5
6	A5	B8
7	A3	B1
8	A4	B7
9	A2	B7
10	A3	B5
11	A1	B4
12	A6	B4
13	A3	B7
14	A1	B3
15	A5	B2
16	A2	B1
17	A1	B6
18	A2	B5
19	A4	B8
20	A6	B6

2H HIGHER

Candidate	1st role-play	2nd role-play
1	B5	C3
2	B3	C1
3	B4	C2
4	B1	C6
5	B2	C1
6	B8	C7
7	B7	C2
8	B6	C8
9	B1	C2
10	B2	C4
11	B4	C5
12	B2	C7
13	B7	C6
14	B6	C5
15	B5	C8
16	B4	C3
17	B6	C6
18	B8	C4
19	B3	C7
20	B1	C3

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Foundation Speaking

Role-play A – Teacher-Examiner Instructions

Role-play A is the first role-play for the Foundation Tier. The role-play assesses a simple transaction and the candidate's ability to interact with a speaker of the target language. Each role-play involves four tasks, eg a greeting, asking for one (or two) items, stating the colour, size or quantity needed, asking the price, saying thank you or goodbye. Teacher-Examiners must select a role-play card for role-play A according to the correct role-play examining sequence.

Candidate's role-play card

The role-play card includes a brief context in English and visuals to indicate what the candidate should say. Where there is a choice of two or three visuals, the candidate must choose **one** of the items shown.

Teacher-Examiner's guidelines

Teacher-Examiners are reminded that they must read out the target-language introduction. The suggested scenario should be followed as closely as possible as any tasks or key vocabulary supplied by the Teacher-Examiner cannot be credited.

The candidate should be given the opportunity to attempt every task.

The Teacher-Examiner must not rephrase any of the questions.

Marking

Any vocabulary in **square brackets** is not essential for the candidate to say in order to gain full marks. **Round brackets** are used to indicate an example of a candidate's response when the question invites a range of different possible answers.

An example on an A role-play card might be: **I'd like a (coffee) [please].**

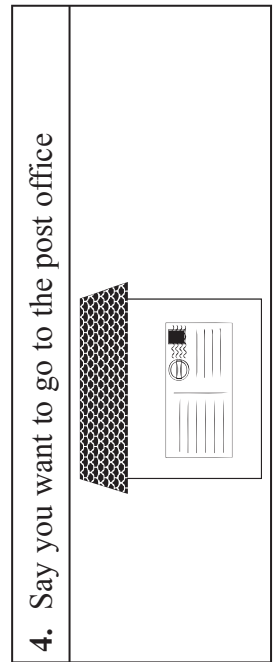
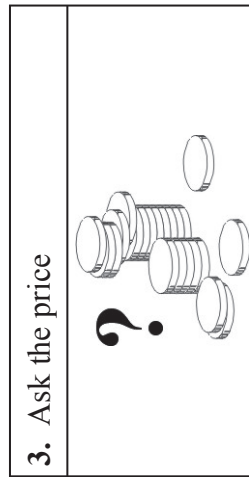
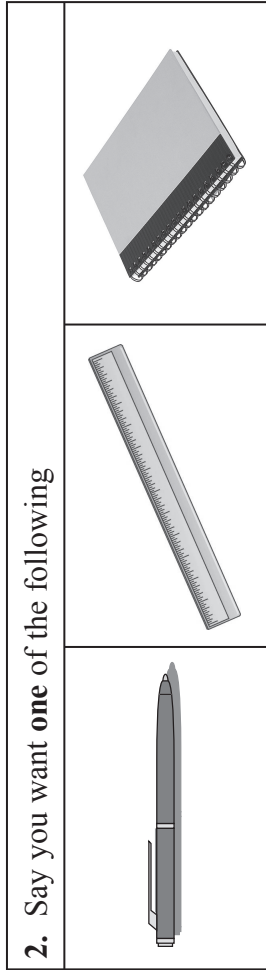
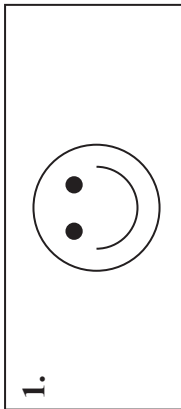
Assessment Criteria – *Role-play A*

Marks for role-play performances are awarded positively on a scale of 1-10 using the assessment grid below. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box which best describes the performance, it is important to refer to the boxes above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate's performance may require a 'best fit' mark.

Role-play A	Communication and Content
9-10	Conveys all information required Interacts extremely well No prompting necessary.
7-8	Conveys most information required (At least 3 significant items) Little or no prompting necessary.
5-6	Conveys half the required information (At least two significant items) Little prompting necessary.
3-4	Conveys less than half of the required information (At least one significant item) Some prompting necessary.
1-2	One significant item conveyed Extremely hesitant, reliant on prompting.
0	No effective communication.

A 1 En la papelería

You are at a stationery shop in Spain. Greet the shopkeeper, say what you want, ask the price and say you want to go to the post office. The examiner will play the part of the shopkeeper.



A 1 En la papelería

Estás en la papelería. Yo soy el empleado / la empleada.

Cand: ¡Hola!

Exam: Buenos días. ¿En qué puedo servirte?

Cand: [Quiero] (un boli) [por favor].

Exam: Aquí tienes.

Cand: ¿Cuánto es?

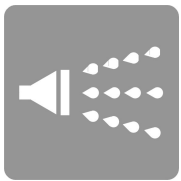
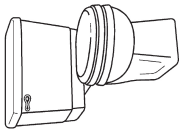
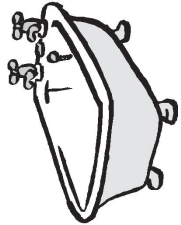
Exam: Son dos euros.

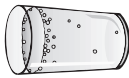
Cand: [Quiero ir a] Correos.

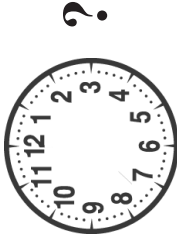
Exam: Está aquí al lado.


A 2 En familia

You are staying with a family in Spain. Say what you want, say you want a drink, ask the time and say thank you. The examiner will play the part of the father/mother.

1. Say what you want			
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2. Say you want a drink	
-------------------------	---

3. Ask the time	
-----------------	--

4.	
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A 2 En familia

Estás en casa de una familia española. Yo soy el padre / la madre.

Cand: [Quiero] (una ducha).

Exam: Vale. El cuarto de baño está arriba.

Cand: [Quiero] (agua).

Exam: Aquí tienes.


Cand: ¿Qué hora es?

Exam: Son las nueve y media.

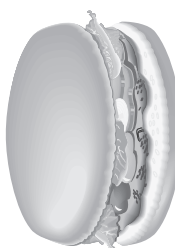

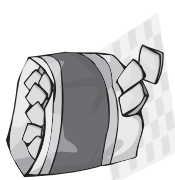
Cand: Gracias.

A 3 En el café


You are in a café in Spain. Greet the waiter or waitress, order your food, say you want an ice cream and ask where the toilet is. The examiner will play the part of the waiter / waitress.

1. 

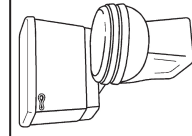
2. Say you want **one** of the following

		
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3. Say you want an ice cream



4. Ask where the toilet is



?

A 3 En el café

Estás en el café. Yo soy el camarero / la camarera.

Cand: ¡Hola!
Exam: ¡Hola! ¿En qué puedo servirte?


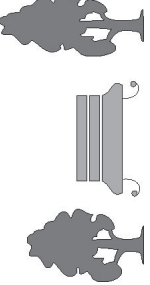

Cand: [Quiero] (un bocadillo).
Exam: Aquí tienes.

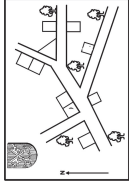
Cand: [Quiero] un helado.
Exam: Sí, toma

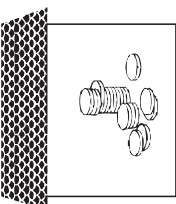
Cand: ¿[Dónde están] los servicios?
Exam: Por ahí a la derecha.


A 4 En la oficina de turismo

You are in a tourist office in Spain. Say you want to go to one of the places indicated, say you want a town plan, ask where the bank is and say goodbye. The examiner will play the part of the assistant and will begin the conversation.

<p>1. Say you want to go to one of the following places</p> 		
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<p>2. Say you want a town plan</p> 
--

<p>3. Ask where the bank is</p> 
--

<p>4.</p> 

A 4 En la oficina de turismo

Estás en la oficina de turismo. Yo soy el empleado / la empleada.

- Exam:** ¿Sí, señor / señorita?
Cand: [Quiero ir a] (la playa) [por favor].
- Exam:** No está lejos.
Cand: [Quiero] un plano [del pueblo, por favor].
- Exam:** Aquí tienes.
Cand: ¿[Dónde está] el banco [por favor] ?
Exam: Está al otro lado de la plaza.
- Cand:** [Gracias] Adiós.

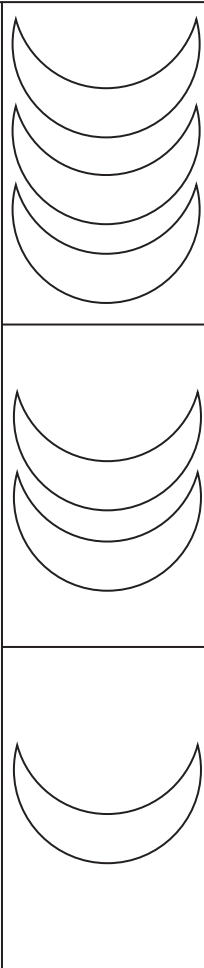
A 5 En el hostel

You are at a small hotel in Spain. Say you want a room, say for how many nights, ask if it has a television and say thank you. The examiner will play the part of the receptionist and will begin the conversation.


1. Say you want a room




2. Say for how many nights



3. Ask if it has a television



4.



A 5 En el hostel

Estás en un hostel en España. Yo soy el / la recepcionista.

Exam: ¿Sí, señor / señorita?

Cand: [Quiero una] habitación [por favor].

Exam: ¿Para cuántas noches?

Cand: [Para] (dos) [noches].

Exam: Vale.

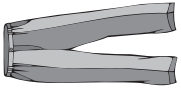
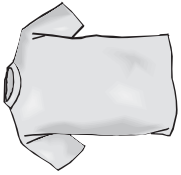
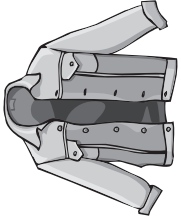
Cand: [¿Tiene] televisión?

Exam: Sí, señor / señorita.

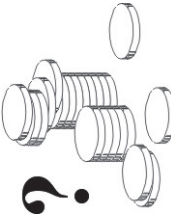
Cand: Gracias.


A 6 En la tienda de ropa

You are in a clothes shop. Say what you want, say what colour you want, ask the price and say goodbye. The examiner will play the part of the shop assistant and will begin the conversation.

1. Say you want one of the following			
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2. Say what colour you want	<h3>Colour</h3>
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3. Ask the price	
------------------	--

4.	
----	---

A 6 En la tienda de ropa

Estás en la tienda de ropa. Yo soy el dependiente / la dependienta.

Exam: ¿Sí, señor / señorita?
Cand: [Quiero] (una camiseta) [por favor].

Exam: Muy bien. ¿De qué color?
Cand: (Azul) [por favor].
Exam: Vale.

Cand: ¿Cuánto es?
Exam: Son quince euros.

Cand: Adiós.

Foundation/Higher Speaking

Role-play B – Teacher-Examiner Instructions

Role-play B is the second role-play for the Foundation Tier and the first role-play for the Higher Tier.

The candidate must undertake four tasks, each of which is indicated by an English introduction and a visual.

In some cases the candidate will have a choice, which is indicated by the visual.

Either the second or third task is an unpredictable element which takes the form of a question put by the Teacher-Examiner.

Teacher-Examiners must select a role-play card for role-play B according to the correct role-play examining sequence.

Candidate's role-play card

The role-play card includes a context in English, followed by four visuals with instructions in English to indicate the tasks. The unpredictable element is indicated to the candidate by an exclamation mark. Where candidates are given a choice of item, they should choose only one. More than one item cannot be credited and only the first will be assessed.

Teacher-Examiner's guidelines

Teacher-Examiners are reminded that they must read out the target-language introduction.

Teacher-Examiners should follow the suggested scenario as closely as possible as any structures or key vocabulary supplied by the Teacher-Examiner cannot be credited.

Teacher-Examiners are reminded that not all the tasks are vocabulary-specific and candidates' responses might vary from those indicated.

The unpredictable element is indicated in the suggested scenario in italics. **The Teacher-Examiner's question for the unpredictable element must not be rephrased.** However, the candidate's response to the unpredictable element is a suggestion only and any appropriate response is acceptable.

Marking

Any vocabulary in **square brackets** is not essential for the candidate to say in order to gain full marks. **Round brackets** are used to indicate an example of a candidate's response when the question invites a range of different possible answers, eg: **I'd like a (coffee) [please].**

Assessment Criteria – *Role-play B*

Marks for role-play performances are awarded positively on a scale of 1-10 using the assessment grid below. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box which best describes the performance, it is important to refer to the boxes above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate's performance may require a 'best fit' mark.

Role-play B	Communication and Content
9-10	Conveys all information required Deals with unpredictable element with success Interacts well No prompting necessary (takes the initiative).
7-8	Conveys most of the information required One element with partial success Little hesitation Little or no prompting necessary.
5-6	Conveys most essential information One element omitted or unsuccessful A degree of hesitation.
3-4	Conveys some information Does not attempt some of the tasks Some prompting necessary.
2-1	Conveys only one relevant piece of information Extremely hesitant Reliant on prompting.
0	No effective communication.

B1 Llamando por teléfono

You are in Spain telephoning the travel agent. The examiner will play the part of the travel agent and will begin the conversation. Mention the following:

1. Say you want a ticket to Barcelona



2. Say how you want to travel



3. Answer the question



4. Ask what time it leaves



B1 Llamando por teléfono

Estás en España llamando a una agencia de viajes. Yo soy el empleado / la empleada.

Exam : ¿Dime?

Cand : [Quiero] un billete para Barcelona.

Exam : Vale. ¿Cómo quieres viajar?

Cand : (En avión).

Exam : *Muy bien. ¿Cuándo quieres ir?*

Cand : (El jueves).

Exam : Vale.

Cand : ¿A qué hora sale?

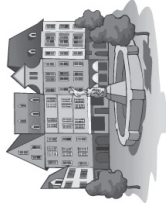
Exam : A las diez y media.

For second conversation topic choose between:
EDUCATION, TRAINING AND EMPLOYMENT;
HOUSE, HOME AND DAILY ROUTINE.

B2 En la casa de tu amigo / amiga

You are in your Spanish friend's house discussing what to do. The examiner will play the part of the friend and will begin the conversation. Mention the following:

1. Say you would like to go into town



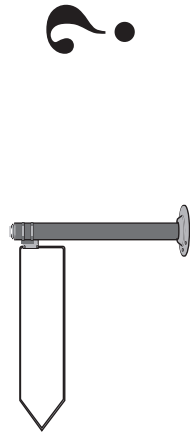
2. Say where you would like to go



3. Answer the question



4. Ask how to get there



B2 En la casa de tu amigo / amiga

Estás en la casa de tu amigo / amiga en España. Yo soy tu amigo / amiga.

Exam : ¿Qué quieres hacer?

Cand : [Quiero] ir al pueblo.

Exam : ¿Adónde te gustaría ir?

Cand : [Quiero ir a] (la discoteca).

Exam : Vale. Y ¿cuándo quieres ir?

Cand : (Esta tarde).

Exam : Muy bien.

Cand : ¿Cómo [puedo] ir?

Exam : Es mejor coger el autobús.

For second conversation topic choose between:
**AT HOME AND ABROAD;
EDUCATION, TRAINING AND EMPLOYMENT.**

B3 En el metro

You are at an underground station in Spain. Your examiner is the ticket office clerk and will begin the conversation. Mention the following:

1. Say you want to go to the airport



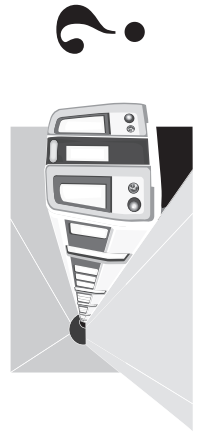
2. Say how many tickets you want



3. Answer the question



4. Ask which platform it is



B3 En el metro

Estás en el metro. Yo soy el empleado / la empleada.

Exam : ¡Hola! ¿Qué deseas?

Cand : [Quiero ir al] aeropuerto [por favor].

Exam : Muy bien.

Cand : [Quiero] (un billete) [por favor].

Exam : Aquí tienes. ¿A qué hora tienes que estar en el aeropuerto?

Cand : (A las diez).

Exam : Vale. Hay trenes cada diez minutos.

Cand : ¿[De] qué andén [sale]?

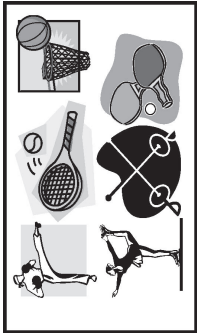
Exam : Del 8.

**For second conversation topic choose between:
MEDIA, ENTERTAINMENT AND YOUTH CULTURE;
SOCIAL ACTIVITIES, FITNESS AND HEALTH.**

B4 En el instituto

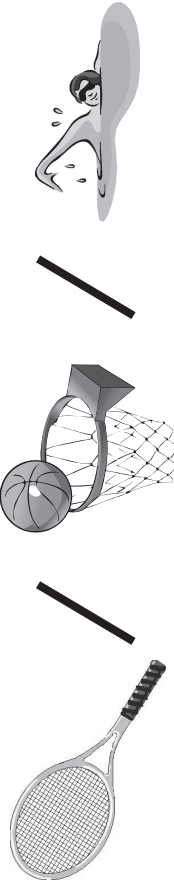
You are talking with your Spanish friend at his / her school. Your examiner will play the part of your friend and will begin the conversation. Mention the following:

1. Ask where the sports centre is



?

2. Say which sport you prefer



3. Answer the question

!

4. Say you would like a drink



B4 En el instituto

Estás hablando con tu amigo / amiga en el instituto. Yo soy tu amigo / amiga.

Exam : ¡Hola! ¿Qué tal?

Cand : [Muy bien]. ¿Dónde está el polideportivo?

Exam : Está cerca de la biblioteca. ¿Qué deporte prefieres?

Cand : Prefiero (el tenis).

Exam : Vale. ¿Desde hace cuántos años practicas este deporte?

Cand : [Desde hace] (tres) [años].

Exam : Muy bien.

Cand : Quiero una bebida.

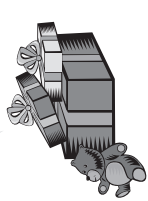
Exam : Vamos a la cantina.

For second conversation topic choose between:
**HOUSE, HOME AND DAILY ROUTINE;
 MEDIA, ENTERTAINMENT AND YOUTH CULTURE.**

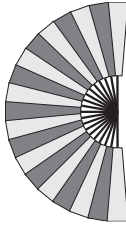
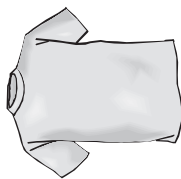
B5 En los grandes almacenes

You are talking to a shop assistant in a Spanish department store. Your examiner will play the part of the assistant and will begin the conversation. Mention the following:

1. Ask where the gift department is



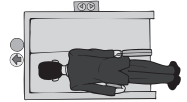
2. Say what you want to buy



3. Answer the question



4. Say you want the lift



B5 En los grandes almacenes

Estás hablando con un dependiente / una dependienta en unos grandes almacenes en España. Yo soy el dependiente / la dependienta.

Exam: ¿En qué puedo servirte?

Cand: ¿Dónde está [la sección de] regalos [por favor]?

Exam: Está en el tercer piso.

Cand: Quiero [comprar] (una camiseta).

Exam: Muy bien. ¿De dónde eres?

Cand: [Soy de] (Inglaterra).

Exam: Vale.

Cand: [Quiero tomar] el ascensor.

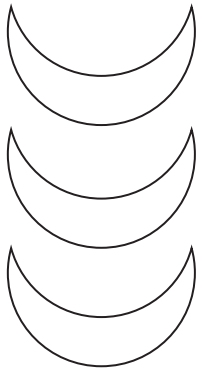
Exam: Está allí, al lado de la perfumería.

For second conversation topic choose between:
**AT HOME AND ABROAD;
HOUSE, HOME AND DAILY ROUTINE.**

B6 En el camping

You are at a campsite in Spain. Your examiner will play the part of the receptionist and will begin the conversation. Mention the following:

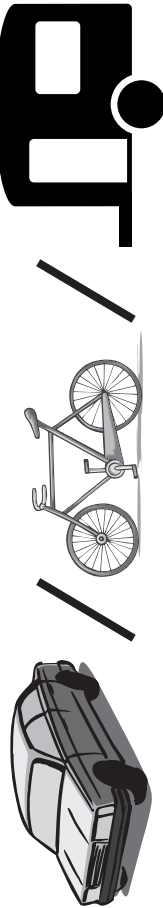
1. Say you want to stay for three nights



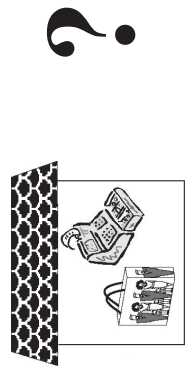
2. Answer the question



3. Say what transport you have



4. Ask if there is a shop



B6 En el camping

Estás en el camping. Yo soy el / la recepcionista.

Exam : Buenos días. ¿Qué deseas?

Cand : ¡Hola! Quiero [pasar] tres noches.

Exam : Vale. ¿Cuántas personas sois?

Cand : [Somos] (tres) [personas].

Exam : No hay problema. ¿Qué transporte tienes?

Cand : [Tengo] (coche).

Exam : Muy bien.

Cand : ¿Hay una tienda?

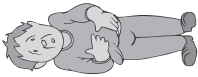
Exam : Sí, cerca del restaurante.

For second conversation topic choose between:
**SOCIAL ACTIVITIES, FITNESS AND HEALTH;
 AT HOME AND ABROAD.**

B7 En la clínica

You are at a doctor's in Spain. Your examiner will play the part of the doctor and will begin the conversation. Mention the following:

1. Say you have stomach-ache



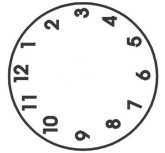
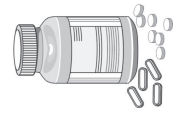
2. Say what you ate yesterday



3. Answer the question



4. Ask when to take the pills



B7 En la clínica

Estás en una clínica en España. Yo soy el médico / la médica.

Exam : Buenas tardes. ¿Qué te pasa?

Cand : [Tengo] dolor de estómago.

Exam : Vale. Y ¿qué comiste ayer?

Cand : [Comí] (pescado).

Exam : ¿Cuántos años tienes?

Cand : [Tengo] (quince) años.

Exam : Estas pastillas son buenas.

Cand : ¿Cuándo tomo las pastillas?

Exam : Antes de comer.

For second conversation topic choose between:
**HOUSE, HOME AND DAILY ROUTINE;
SOCIAL ACTIVITIES, FITNESS AND HEALTH.**

B8 En la tienda de DVDs

You are at a DVD shop in Spain. Your examiner will play the part of the assistant and will begin the conversation. Mention the following:

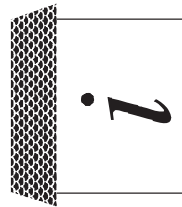
1. Say what kind of DVD you want



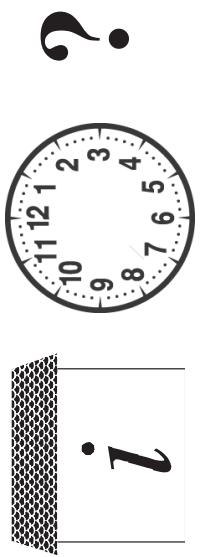
2. Answer the question



3. Say you want to go to the tourist office



4. Ask at what time it closes



B8 En la tienda de DVDs

Estás en una tienda de DVDs en España. Yo soy el dependiente / la dependienta.

Exam : ¿En qué puedo servirte?

Cand : [Quiero un DVD] (de amor) [por favor].

Exam : Aquí tienes. ¿De qué nacionalidad eres?

Cand: [Soy] (inglés / inglesa).

Exam: Hablas bien el español.

Cand: [Gracias]. Quiero ir a la oficina de turismo.

Exam : Toma la primera calle a la derecha.

Cand : ¿A qué hora cierra?

Exam : A las ocho.

**For second conversation topic choose between:
EDUCATION, TRAINING AND EMPLOYMENT;
HOUSE, HOME AND DAILY ROUTINE.**

Foundation/Higher Speaking

Role-Play C – Teacher-Examiner Instructions

Role-play C is the second role-play for the Higher Tier.

Information is given to the candidates in the English context and in the target-language stimulus.

The elements to be covered are indicated by numbered bullet points in the target language.

There are **two** unpredictable elements, indicated to the candidate by an exclamation mark !.

Teacher-Examiners must select a role-play card for role-play C according to the correct role-play examining sequence.

Candidate's role-play card

The role-play card includes a brief context in English and a target-language stimulus.

These are followed by numbered points in the target language to indicate the elements to be covered. A question mark means the candidate is expected to ask a question.

Teacher-Examiner guidelines

The introduction must be read at the beginning of the role-play.

Two unpredictable elements are supplied. The Teacher-Examiner must introduce these as scripted in the role-play.

The unpredictable elements must not be rephrased, but may be repeated. Each unpredictable element should be expanded by the candidate as appropriate.

Teacher-Examiners are reminded that no credit can be given to candidates for key vocabulary and/or structures supplied by the teacher.

An ending is given to help Teacher-Examiners to bring the role-play to a natural close.

Assessment Criteria – *Role-play C*

Marks for role-play performances are awarded positively on a scale of 1-10 using the assessment grid below. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box which best describes the performance, it is important to refer to the boxes above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate's performance may require a 'best fit' mark.

Role-play C	Communication and Content
9-10	All prescribed elements conveyed without ambiguity and without prompting from the Teacher-Examiner. Takes the initiative and expands. Deals with both unpredictable elements without difficulty. Very little or no hesitation.
7-8	Conveys all predictable information required and attempts unpredictable with partial success (or) conveys both unpredictable elements and conveys most of the predictable information required. Produces extended replies. Minimal hesitation evident.
5-6	One element omitted or whole role-play attempted, but not successfully. A degree of hesitation evident but not unduly reliant on the Teacher-Examiner. Some significant language error which impedes communication to some extent. Unable to deal with unpredictable elements.
3-4	Conveys some of the prescribed elements without ambiguity. Hesitant and reliant to some extent on the Teacher-Examiner. Does not attempt some of the tasks.
1-2	Conveys only one element without ambiguity. Extremely hesitant. Communication seriously impaired through poor pronunciation and language errors.
0	No effective communication.

C1

There is a problem with an item you bought recently in a department store in Spain and you are returning the item to the store.

The examiner will play the part of the shop assistant and will begin the conversation.

PLANO

Planta Baja: Perfumería y Artículos de Regalo
Primer Piso: Deportes
Segundo Piso: Confección Señora
Tercer Piso: Confección Caballeros

1. Explica el problema
2. !
3. Por qué es importante solucionar el problema urgentemente
4. Cómo pagaste el artículo
5. !

Introduction to be read by the Examiner

Estás en unos grandes almacenes en España. Vamos a empezar.

Exam : Buenos días, señor / señorita. ¿En qué puedo servirle?

Cand : Task 1

Exam : *Y ¿qué podemos hacer para solucionar el problema?*

Cand : Task 2

Exam : Lo siento, el gerente no está aquí en este momento.

Cand : Task 3

Exam : ¿Y puede decirme cómo pagó usted el artículo?

Cand : Task 4

Exam : Bueno, estará aquí en treinta minutos. ¿Tiene otras compras que hacer?

Cand : Task 5

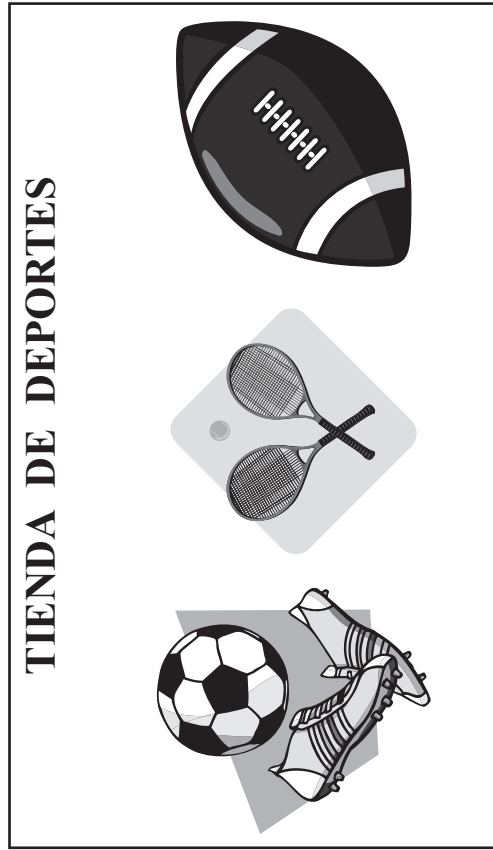
Exam : Muy bien, hasta luego.

C2

Introduction to be read by the Examiner

You are being interviewed for a part-time job in a sports shop in Spain.

The examiner will play the part of the manager and will begin the conversation.



1. Por qué quieres trabajar en esta tienda
2. !
3. El deporte que te gusta más y por qué
4. ¿Las horas de trabajo y el tiempo libre?
5. !

Estás en una tienda de deportes en España. Vamos a empezar.

Exam : Buenos días, señor / señorita. ¿Por qué quiere trabajar en nuestra tienda?

Cand : Task 1

Exam : Bueno. ¿Puede darme sus datos personales, por favor?

Cand : Task 2

Exam : Y, ¿qué deporte prefiere y por qué?

Cand : Task 3

Exam : ¿Quiere hacerme algunas preguntas?

Cand : Task 4

Exam : Finalmente, hableme de su experiencia de trabajo.

Cand : Task 5

Exam : Vale. Estaremos en contacto.

C3

You see a shoplifter stealing articles from the shelves of a supermarket and decide to report it to the manager. The examiner will play the part of the manager and will start the conversation.

SUPERMERCADO



1. Explica lo que viste
2. !
3. Una descripción del ladrón
4. Tus planes para el resto del día
5. !

Introduction to be read by the Examiner

Estás en un supermercado en España hablando con el / la gerente. Vamos a empezar.

Exam : Buenos días. ¿En qué puedo ayudarle?

Cand : Task 1

Exam : ¿Dónde estaba usted y qué hacía exactamente?

Cand : Task 2

Exam : Muy bien. Y ¿puede darme una descripción del ladrón, por favor?

Cand : Task 3

Exam : ¿Qué planes tiene usted para el resto del día?

Cand : Task 4

Exam : Gracias por su ayuda. ¿Cómo puedo ponerme en contacto con usted, por favor?

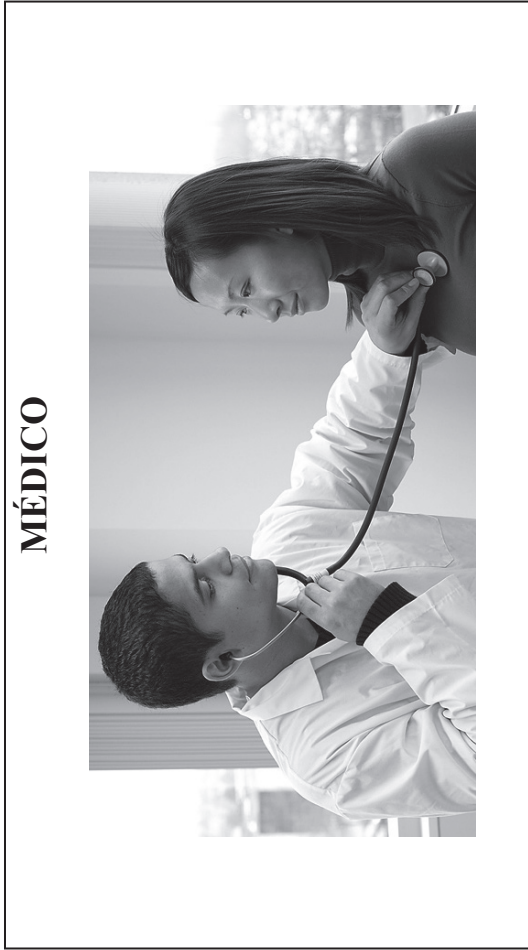
Cand : Task 5

Exam : Vale. Estoy muy agradecido/a.

C4

You are suffering with backache in Spain and telephone the doctor's surgery.

The examiner will play the part of the receptionist and will begin the conversation.



1. Por qué estás llamando
2. !
3. Cuándo y cómo ocurrió el problema
4. Por qué la cita no es posible
5. !

Introduction to be read by the Examiner

Estás llamando al médico / a la médica en España. Vamos a empezar.

Exam : Dígame.

Cand : Task 1

Exam : *Deme sus datos personales, por favor.*

Cand : Task 2

Exam : **¿Puede explicarme cuándo y cómo ocurrió el problema?**

Cand : Task 3

Exam : **¿Puede venir aquí esta tarde?**

Cand : Task 4

Exam : **¿Qué planes tiene para mañana?**

Cand : Task 5

Exam : **Bueno, venga a la clínica pasado mañana a las diez.**

C5

You are in a Spanish town, where your friend has just broken his / her leg, and are calling an ambulance.

The examiner will play the part of the control room supervisor and will start the conversation.



1. Por qué estás llamando
2. !
3. Describe cómo ocurrió el problema
4. Detalles para contactar a la familia de tu amigo / amiga
5. !

Introduction to be read by the Examiner

Estás en la calle llamando a la central de ambulancias. Vamos a empezar.

Exam : Dígame.

Cand : Task 1

Exam : ¿Dónde está usted exactamente?

Cand : Task 2

Exam : Bueno, mandamos una ambulancia. ¿Puede describir exactamente cómo ocurrió el problema?

Cand : Task 3

Exam : Si fuese necesario, ¿cómo podemos ponernos en contacto con la familia de su amigo / amiga?

Cand : Task 4

Exam : ¿Puede describirse a usted mismo(-a) para que podamos reconocerle?

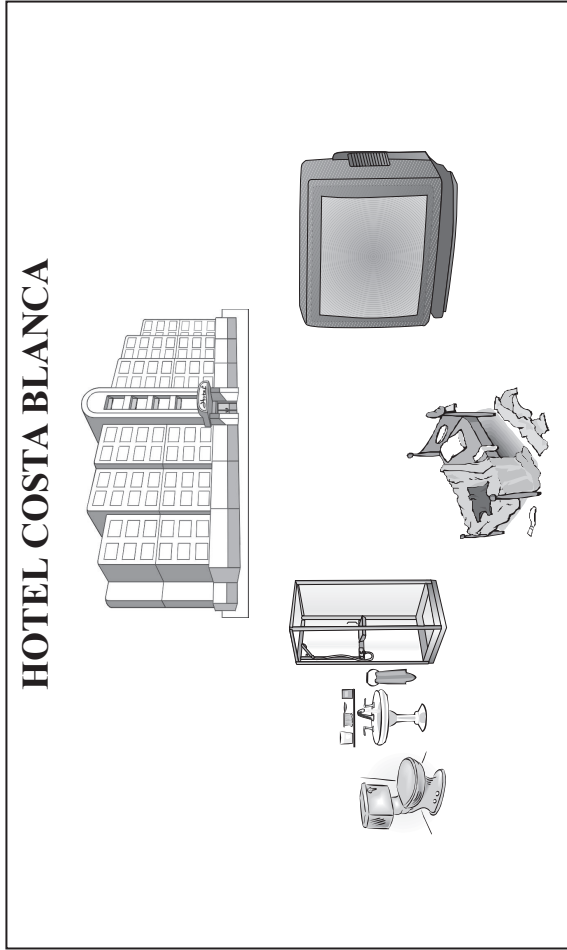
Cand : Task 5

Exam : Gracias. La ambulancia llegará dentro de poco.

C6

You are unhappy with your hotel room facilities and are reporting the problem to reception.

The examiner will play the part of the receptionist and will start the conversation.



1. Explicación del problema
2. !
3. Tus planes para hoy
4. Tu opinión del hotel
5. !

Introduction to be read by the Examiner

Estás en el hotel hablando con el / la recepcionista. Vamos a empezar.

Exam : ¿En qué puedo ayudarle?

Cand : Task 1

Exam : *Lo siento, señor / señorita. ¿Cómo podemos solucionar el problema?*

Cand : Task 2

Exam : Vale. ¿Qué planes tiene para hoy?

Cand : Task 3

Exam : Aparte de este problema, ¿qué opina usted de nuestro hotel?

Cand : Task 4

Exam : Vale. ¿Qué lugares ha visitado ya en nuestra región?

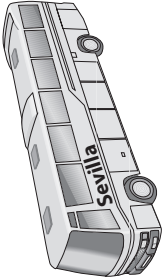

Cand : Task 5

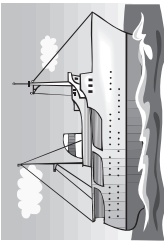
Exam : Muchas gracias, que lo pase bien.

You are booking an excursion at a travel agency in Spain.

The examiner will play the part of the travel agent and start the conversation.

**AGENCIA DE VIAJES
OFERTAS**



1. La excursión que prefieres y por qué
2. !
3. Tu alojamiento en España
4. Tu opinión de la región
5. !

Estás en una agencia de viajes en España. Vamos a empezar.

Exam : Buenos días. ¿En qué puedo servirle?

Cand : Task 1

Exam : *Lo siento. Está todo reservado. ¿Quiere escoger otra opción?*

Cand : Task 2

Exam : Muy bien. ¿Dónde está usted alojado / alojada aquí en España?

Cand : Task 3

Exam : ¿Y qué opina de nuestra región?

Cand : Task 4

Exam : *Hábleme de otras cosas que ha hecho usted durante su estancia en España.*

Cand : Task 5

Exam : Muy bien. Espero que lo pase bien durante el resto de sus vacaciones.

C8

You have lost your bag containing your valuables and return the following day to the restaurant where you may have left it.

The examiner will play the part of the waiter / waitress and will start the conversation.

RESTAURANTE GALICIA



1. **Explica tu pérdida**
2. **!**
3. **Adónde fuiste ayer después de ir al restaurante**
4. **Cómo pueden ponerse en contacto contigo**
5. **!**

Introduction to be read by the Examiner

Estás en el restaurante hablando con el camarero / la camarera. Vamos a empezar.

Exam: Buenas tardes, señor / señorita. ¿En qué puedo ayudarle?

Cand: Task 1

Exam: ¿Y qué había dentro de su bolso?

Cand: Task 2

Exam: Lo siento, no tenemos el bolso. ¿Adónde fue usted ayer después de venir aquí?

Cand: Task 3

Exam: Si lo hallamos, ¿cómo podemos ponernos en contacto con usted?

Cand: Task 4

Exam: Muy bien. Y, ¿qué planes tiene usted para el resto del día?

Cand: Task 5

Exam: Bueno, primero hay que denunciar la pérdida en la comisaría.

1246 Spanish GCSE
Paper 2: Oral
Suggested Conversation Questions

A selection of topic-based questions for the conversation element of the speaking test is included.

The questions are not in sequence; nor are they mandatory, and they may be rephrased or substituted by others within the same topic area. Teacher-Examiners may also use their own questions or variations on the questions provided.

Closed questions may be used to introduce a new line of questioning but the candidates should be encouraged to expand on their answers.

Questions using a range of tenses and questions eliciting personal opinions should be included in the Foundation Tier conversation to ensure that candidates are given the opportunity to fulfil the grade descriptions for all the available grades at Foundation Tier.

Assessment Criteria - Conversation

Communication and Content		Application of language		Accuracy
9-10	Responds very well indeed to a wide range of question-types. Extremely responsive, expands and develops relevant interchange on own initiative. Clearly expresses wide range of opinions and attitudes. Frequently justifies opinions.	9-10	Deploys a very wide range of structures and lexis as appropriate to questions. Use of some more complex lexical items. Very competent use of present, past and future modes.	9-10
7-8	Responds well to a wide range of question types although occasional prompting required. Takes initiative/develops more elaborate responses. Conveys opinions without undue difficulty.	7-8	Generally at ease with subordination. Uses reasonably wide and mostly appropriate range of structure and lexis. Unambiguous use of tenses other than the present.	7-8
5-6	Responds well to familiar, straightforward questions but experiences problems with more complex question forms. Conveys simple opinions. Deals with open questions but rarely expands. Dependent on Teacher-Examiner's structured language.	5-6	Offers some examples of subordination. Uses tenses without ambiguity. Mostly predictable lexical items deployed.	5-6
3-4	Responses restricted to very straightforward questions. Answers invariably limited, short and very hesitant. Very dependent on Teacher-Examiner's language and prompts. Opinions limited to basic likes and dislikes.	3-4	Short main clause structures predominantly used. Little or no awareness of tense concept other than the present. Inappropriate lexical items may impede communication at times. Deploys a very limited/repetitive range of structure and lexis.	3-4
1-2	Produces minimal responses (mainly one word replies or very short phrases). Limited comprehension of basic questions and limited response. Totally reliant on Teacher-Examiner's structured questions.	1-2	Operates only in most basic structures. Rarely offers complete sentences. Resorts frequently to non-target language.	1-2
0	No rewardable communication/content.	0	No rewardable language.	0
				Very accurate indeed although isolated, usually insignificant errors, may occur. Pronunciation and intonation of a consistently good standard.
				Generally accurate in straightforward language but errors made (possibly basic) in more complex language. Pronunciation and intonation generally good.
				Generally accurate in simple, basic language despite a fair number of significant errors. Less accurate in more unfamiliar language situations. Some inconsistency. Pronunciation generally accurate.
				Communicates main points despite high incidence of errors. Some 'pre-learned' stereotypes correct but frequent and basic inaccuracy in manipulated language. Pronunciation inconsistent.
				Consistently inaccurate language. Pronunciation impedes basic communication most of the time. Offers only isolated examples of accurate language. Pronunciation very poor.
				No rewardable language.

AT HOME AND ABROAD

- ¿Qué tipo de vacaciones prefieres? ¿Por qué?
 - ¿Qué haces normalmente durante tus vacaciones?
 - ¿Adónde fuiste de vacaciones el año pasado?
 - ¿Cómo fuiste?
 - ¿Qué hiciste?
 - ¿Dónde te alojaste?
 - ¿Qué tiempo hizo?
 - ¿Qué regalos compraste? ¿Para quién?
 - ¿Adónde vas a ir de vacaciones este año?
 - ¿Qué tiempo hace hoy?
 - ¿Qué tiempo hace en invierno/primavera, etc?
 - ¿Cómo es tu barrio/ciudad/pueblo/región?
 - ¿Qué hay de interés para los jóvenes/los turistas en tu barrio/ciudad/pueblo/región?
- Si quieres ir de compras, ¿adónde vas?
- Si eres turista, ¿qué puedes visitar/ver en tu barrio/ciudad/pueblo/región?
- ¿Qué haces para celebrar las Navidades/la Semana Santa etc?

ADDITIONAL HIGHER

- ¿Qué opinas de tu barrio/ciudad/pueblo/región?
 - ¿Qué es lo bueno y lo malo de vivir en la ciudad o en el campo?
 - Si pudieras elegir, ¿dónde vivirías? ¿Por qué?
 - Si tuvieras mucho dinero, ¿adónde irías de vacaciones? ¿Por qué?
 - ¿Prefieres ir de vacaciones con tu familia o con tus amigos? ¿Por qué?
- Describe una visita escolar que hayas hecho al extranjero.
- ¿Has estado en España o en Latinoamérica? ¿Dónde?
 - ¿Qué viste allí?
 - ¿Has hecho 'camping'?

EDUCATION, TRAINING AND EMPLOYMENT

- ¿Cómo es tu colegio?
- ¿A qué hora llegas al/sales del colegio?
- ¿A qué hora empiezan/terminan las clases?
- ¿A qué hora es el recreo?
- ¿Cuántas asignaturas estudias? ¿Cuáles son?
- ¿Llevas uniforme? ¿Cómo es?
- ¿Cuál es tu asignatura favorita? ¿Por qué?
- ¿Cómo es un día típico en el colegio?
- Describe a uno de tus profesores.
- Describe un día en el colegio que te gustó mucho.
- ¿Qué vas a hacer después de dejar el colegio? ¿Vas a seguir con los estudios? ¿Dónde?
- ¿Trabajas los fines de semana/después del colegio? ¿Qué haces? ¿Dónde trabajas?
- ¿Cuánto dinero ganas?
- ¿Qué haces con el dinero que ganas?
- ¿Qué trabajo te gustaría hacer?
- ¿Qué vas a hacer el año que viene/en septiembre?
- ¿Qué hiciste durante tu experiencia laboral?
- ¿Cuánto tiempo trabajaste?

ADDITIONAL HIGHER

- ¿Crees que son importantes los deberes? ¿Por qué?
- ¿Qué opinas de tu colegio? ¿Qué cambiarías?
- Describe a un(a) profesor(a) que admires. ¿Por qué le/la admiras?
- ¿Quieres ir a la universidad? ¿A cuál? ¿Por qué has escogido esa universidad?
- ¿Qué hay que hacer para encontrar trabajo?
- ¿Cuál es el trabajo ideal para ti? ¿Por qué?
- Describe un día típico durante tu experiencia laboral.
- ¿Qué te parece?

HOUSE, HOME AND DAILY ROUTINE

- ¿Vives en una casa o en un piso?
- ¿Cómo es tu casa/piso?
- ¿Cómo es tu dormitorio?
- ¿Qué haces para ayudar a tus padres?
- ¿Cuántas personas hay en tu familia?
- ¿Cómo es tu padre/madre/hermano?
- ¿Tienes un(a) amigo(-a) preferido(-a)? ¿Cómo es?
- ¿Qué has hecho recientemente para ayudar en casa?
- ¿Qué vas a hacer con tu familia este fin de semana?
- ¿Quién cocina en casa? ¿Ayudas a preparar las comidas?
- ¿Has ido a un restaurante o a una cafetería recientemente? Describe la visita.
- ¿A qué hora te levantas?
- ¿Qué desayunas?
- ¿Qué prefieres comer y beber?
- ¿Hay algo que no te guste comer o beber?
- ¿Qué has hecho esta mañana?
- ¿Qué vas a hacer esta tarde?
- ¿Qué haces normalmente en casa por la tarde y durante los fines de semana?

ADDITIONAL HIGHER

- ¿Cómo es la casa de tus sueños?
 - ¿Te llevas bien con tus padres?
 - ¿Cuáles son las cualidades/los defectos de tu mejor amigo(-a)?
 - ¿Es una buena idea ir de vacaciones con amigos? ¿Por qué?
 - ¿Tienes una rutina diaria? ¿Te gustaría cambiarla? ¿Por qué?
- Si ganaras un gran premio en la lotería, ¿qué cambios harías en tu vida diaria?

MEDIA, ENTERTAINMENT AND YOUTH CULTURE

- ¿Cuándo haces deporte?
- ¿Qué te pones los fines de semana?
- ¿Ves la televisión o escuchas la radio a menudo?
 - ¿Cuál es tu programa favorito? ¿Por qué?
 - ¿Qué día y a qué hora lo ponen?
- ¿Qué ropa has comprado recientemente?
- ¿Qué tipo de música prefieres?
- ¿Cuál es tu grupo/tu cantante favorito? ¿Por qué?
- ¿Has ido al cine recientemente? ¿Qué película viste?
- ¿Te gusta la lectura?
 - ¿Qué has leído recientemente?
 - ¿Te gustó? ¿Fue bueno?
- ¿Adónde vas a ir este sábado por la tarde?
 - ¿Con quién?
 - ¿Cuánto costará?

ADDITIONAL HIGHER

- Describe a una persona que admires. ¿Por qué le / la admiras?
- ¿Crees que la moda es importante para los jóvenes? ¿Por qué?
 - ¿Ahorras dinero regularmente? ¿Por qué?
- Hoy en día la gente joven pasa demasiado tiempo viendo la televisión. ¿Estás de acuerdo?
- ¿Piensas que las noticias son importantes? ¿Por qué?

SOCIAL ACTIVITIES, FITNESS AND HEALTH

- ¿Cuándo es tu cumpleaños?
- ¿Qué pasatiempos te gustan?
- ¿Por qué te gustan?
- ¿Qué haces normalmente por la tarde?
- ¿Adónde fuiste el sábado pasado?
 - ¿Con quién fuiste?
 - ¿Qué hiciste?
 - ¿Qué tal lo pasaste?
 - ¿A qué hora llegaste a casa?
- ¿Adónde te gusta ir de compras?
- ¿Cuál es tu tienda preferida? ¿Por qué? ¿Qué se puede comprar allí?
- ¿Te dan dinero tus padres? ¿Cuánto dinero recibes?
- ¿Qué has comprado recientemente?
- ¿Vas a ir de compras este fin de semana? ¿Adónde vas a ir? ¿Con quién?
- ¿Cómo celebraste tu cumpleaños el año pasado?
- ¿Cómo vas a celebrar el fin de tus exámenes?

ADDITIONAL HIGHER

- Describe tu fin de semana ideal. ¿Qué harías?
- ¿Cómo se puede mantener uno en forma?
 - ¿Te preocupa tu salud?
 - Si te pones enfermo(-a), ¿qué debes hacer?
 - ¿Qué piensas del fumar?
 - ¿Por qué se hace la gente vegetariana?