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SPANISH SPEAKING TEST

EXAMINERS' INSTRUCTIONS

28 APRIL – 2 MAY 2025

MINISTRY OF EDUCATION NATIONAL EXAMINATIONS
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BAHAMAS GENERAL CERTIFICATE OF SECONDARY EDUCATION

The Spanish teacher should read this booklet 3 teaching days before the examination. At that time (s)he should also ensure that the school has received Core and/or Extended Candidate Cards in addition to Individual and Summary Assessment Forms.

The examination should be conducted by the Spanish teacher in the presence of another teacher.

This question paper consists of 26 printed pages and 2 blank pages.

INSTRUCTIONS FOR THE CONDUCT OF THE SPANISH SPEAKING TEST

The Speaking Test must be administered in accordance with these instructions:

1. Security of Test Material

The test material is confidential and must be securely locked away when not being used for examiner preparation or testing. At the end of each examination session, all items must be accounted for.

2. The Conduct of the Test

- (a) Examiners should examine candidates in blocks of Core **OR** Extended. (Core and Extended Level candidates must be recorded separately i.e. on different CDs.)

The duration of each test is **approximately** 15 minutes. Examiners should make every effort to manage their time efficiently and effectively.

- (b) The first candidate should be given 15 minutes to prepare; each subsequent candidate should prepare while the previous candidate is being tested.
- (c) Candidates are **NOT** allowed to make written notes or use reference books during the preparation period.
- (d) The whole of each test must be conducted in the foreign language.

3. Recording of Tests

- (a) All candidates must be **recorded on CDs**. No examiner should use a CD on which another examiner has recorded his/her candidates.
- (b) Both the candidate and the examiner should be audible. Examiners' voices tend to be louder than those of most candidates. Examiners must test the equipment that they intend to use to ensure that it is in good working order.
- (c) The full test of each candidate, including any hesitations that may occur, must be recorded. If the examiner finds that (s)he must stop a test in progress, a written explanation must be submitted to the Examination and Assessment Division.

- (d) Each time a new CD is used, the examiner should announce:

the number and name of the centre,
the level,
the name of the examiner.

At the beginning of **EACH CANDIDATE'S TEST**, the examiner (**NOT** the candidate) should announce:

the number and name of the candidate,
the card number.

It is imperative that examiners frequently **spot-check** their **recordings** with a view to ensuring that **every candidate's test** is **audible**.

- (e) All CDs must be clearly labelled. The label prepared for each CD should indicate the name and number of the centre as well as the candidates' names and numbers.

4. Submission of CDs

The CDs on which candidates are recorded must be submitted to the Examination & Assessment Division.

N.B. The failure of centres to submit recordings for the Speaking Test may result in candidates not being eligible for the award of a grade.

5. Completion of Score Sheets

The examiner must complete an Individual Assessment Form for each candidate. The scores awarded to the candidate must, in turn, be transferred to the Summary Assessment Form. Examiners at the same centre should record their candidates' scores on separate Summary Assessment Forms.

CANDIDATE CARDS

Each candidate must be given **EITHER** one **BLUE** card **OR** one **YELLOW** card.

ROLE PLAYS

Core Level Candidates

Four numbered **BLUE** cards are provided, each featuring two role plays. Core Level candidates must be given one of these cards.

The examiner must make sure that the cards are used in a different sequence on each rotation. (e.g. 1, 2, 3, 4; then 3, 2, 4, 1) Where there are more than 18 candidates, each card should be used for 3 candidates in succession.

Extended Level Candidates

Four numbered **YELLOW** cards are provided, each featuring two role plays. Candidates entered for Extended Level must be given one of these cards.

The examiner must ensure that the cards are used in a different sequence on each rotation. Where there are more than 18 candidates, each card should be used for 3 candidates in succession.

EXAMINER'S STIMULI/RESPONSES

Role Plays A and B

The examiner is supplied with suitable introductory remarks and responses. These are to be regarded as mandatory in substance but may be rephrased provided that a different meaning or an unfair advantage is not given.

General Conversation (Core and Extended Levels)

Nudging should take place as needed:

1. Ask initial question exactly as worded.
2. Nudge by repeating or rephrasing.
3. Nudge again. (Rephrasing is usually recommended at this point.)

The Elements of the Test

N.B. It is imperative that no part of the examination be omitted. The sequence set out below is designed to help candidates by starting with those parts of the test with which they are allowed to familiarise themselves.

Core Level (10–12 minutes approximately)

Section A Role Play	10 marks
Section B Role Play	10 marks
Presentation and Discussion (3 minutes)	10 marks
General Conversation on 3 topics	20 marks
TOTAL	50 marks

Record the total in the range of 0–50 marks.

Extended Level (12–15 minutes approximately)

Section B Role Play	10 marks
Section C Role Play	10 marks
Presentation and Discussion (3 minutes)	10 marks
General Conversation on 3 topics	20 marks
TOTAL	50 marks

Record the total in the range of 0–50 marks.

At the bottom of the teacher's version of Section B of each role-play card, printed later in this booklet, 5 topics are identified. The examiner must select 3 of these topics for each candidate. No candidate should be informed of the topic on which (s)he will be tested prior to the administration of the examination. The examiner should not select a topic for the General Conversation which is the same as the candidate's choice for the Presentation and Discussion.

MARKING CRITERIA

SECTION A – ROLE PLAY (Core Level only)

One role-play situation using a verbal stimulus and requiring the accomplishment of five tasks. Examiners should act as well-disposed native speakers who know little or no English and should assess each task for successful communication only. Marks are to be recorded by circling the appropriate mark on the mark sheet.

2	Successful communication of the message. Ignore errors which do not impede understanding. Allow query for elucidation if meaning is initially unclear.
0	Candidate fails to convey message.

Total the marks and record a final mark out of 10.

SECTION B – ROLE PLAY (Core and Extended Levels)

One role-play situation using a verbal stimulus and requiring the accomplishment of five tasks, some of which involve unpredictable elements.

Assess each of the five tasks as being worth 2, 0, or 1.

Marks are to be recorded by circling the appropriate mark on the mark sheet.

2	All elements of the task clearly accomplished without ambiguity, language accurate and in an appropriate tense. Minor errors tolerated unless meaning is made ambiguous. Little need for examiner to seek clarification. Inappropriate use of the <i>you</i> form qualifies for maximum of one mark on first occurrence but is subsequently tolerated.
1	Eventual accomplishment of task after queries from the examiner to clarify meaning. Partial accomplishment of necessary elements of the task. Some error of structure and register.
0	Fails to communicate.

Total the marks and record a final mark out of 10.

SECTION C – ROLE PLAY (Extended Level only)

One role-play situation using verbal and visual stimuli and requiring the candidate to narrate an account of an experience or event in the past. The test is not expected to be a monologue, and the candidate is expected to respond to questions from the examiner.

Assess Communication and Quality of Language in bands.

COMMUNICATION

14–15	Conveys all main points, expanding on given facts with imaginative detail. Maintains good pace, responds readily to interjections by the examiner and invites response. Able to justify ideas and give explanations.
11–13	Conveys all main points of the situation with little prompting or guidance. Expands on given facts and maintains reasonable pace in interchanges with the examiner. Little ambiguity. Able to justify some ideas and give explanations of some points.
8–10	Communicates most of the necessary points and is able to respond to the examiner's queries when questioned on ambiguities. A little prompting or guidance may be needed from the examiner.
4–7	Communicates some of the main points with no overall picture. Responds to examiner with some hesitation when clarification is sought. Needs considerable help from the examiner.
0–3	Communicates isolated points. No overall picture. Has difficulty in responding to examiner's queries. Examiner has to do most of the work.

QUALITY OF LANGUAGE

5	Narrates events confidently with very good pronunciation and intonation. Wide variety of structures, vocabulary and time references, where appropriate. Occasional slight errors. Very fluent.
4	Narrates with good pronunciation and intonation. Good range of vocabulary and structures. Accurate use of tenses. Fluent.
3	Narrates in appropriate tenses but with some inaccuracy. Pronunciation and intonation generally accurate. Adequate range of structures and vocabulary. Reasonably fluent.
2	Faulty manipulation of structures and tenses. Basic range of structures and vocabulary. Some errors of intonation and pronunciation. Lacks fluency.
1	Very limited range of structures and vocabulary. Inaccurate. Frequent errors in pronunciation and intonation.

Total the marks for Communication and Quality of Language and **divide by 2** to get a **final** total out of **10 marks**. Round up any half-marks.

PRESENTATION AND DISCUSSION (Core and Extended Levels)

(approximately 3 minutes)

Presentation of a topic of the candidate's choice, selected from the topics of the five *Areas of Experience* identified in the syllabus. The candidate should be given about one minute to introduce and talk about his/her topic. **The examiner is then required to ask the candidate a number of questions** (based on the material that he/she has presented)*. **The test is not intended to be a pre-learnt monologue or test of memory.** Cue cards of no more than five short headings may be brought into the examination room. **The candidate** may also make use of illustrative materials in his/her presentation but **must not read from written notes.**

Assess Communication and Quality of Language in bands. Marks should be recorded by circling the appropriate marks on the mark sheet. The criteria cover performance from Grade G to Grade A and are therefore applicable to all candidates. It should be noted, however, that **it is highly unusual for appropriately entered Core Level candidates to score beyond 10 for Communication and 3 for Quality of Language.** Likewise, appropriately entered **Extended Level candidates do not often fall below 7 for Communication and 3 for Quality of Language.**

*By failing to ask follow-up questions, examiners prevent their candidates from achieving high scores.

COMMUNICATION (Presentation and Discussion)

15	Excellent and well-organised preparation and lively presentation of material, including justification of ideas and opinions as well as factual points. No ambiguity. Initiative and imagination demonstrated at all times. Outstanding performance.
13-14	Excellent preparation and presentation of material. All main points communicated with no ambiguity. Personal opinions and ideas on subject matter expressed and routinely justified. Responds readily to unpredictable questions.
11-12	Very good preparation and presentation of material. Main points communicated without ambiguity. Expresses personal opinions and ideas on subject matter. Usually responds readily to unpredictable questions. Little need to rephrase questions.
9-10	Good preparation and presentation of material. Main points communicated without ambiguity. Expresses personal opinions on subject matter and can respond to questions, some of which may contain some unpredictable elements. Some rephrasing of questions needed.
7-8	Sound preparation and presentation of material. Most of main points communicated with little ambiguity. Responds well to predictable questions on main points of material, particularly when rephrased.
5-6	Fair preparation and presentation of material. Responds satisfactorily to predictable questions on main points of topic – but some ambiguity.
3-4	Some evidence of preparation of material. Presents some of the main points and is able to respond to some simple, predictable questions on the material.
1-2	Poor presentation of material. Little evidence of preparation of material. Frequently fails to understand and respond to simple, predictable questions on the main points.

QUALITY OF LANGUAGE (Presentation and Discussion)

5	Confident and very accurate use of tenses appropriate to subject matter. Wide range of structure and vocabulary. Some errors in more complex language and longer sequences of speech. Accurate pronunciation and intonation.
4	Consistent use of tenses appropriate to subject matter. Good range of structures and vocabulary but occasionally inaccurate. Pronunciation and intonation mostly accurate.
3	Uses tenses appropriate to subject matter but a few inaccuracies and inconsistencies. Fair range of structures and vocabulary. Pronunciation and intonation generally accurate.
2	Some attempt to use tenses appropriate to subject matter but frequent errors. Limited range of structures and vocabulary. Inconsistent pronunciation and intonation.
1	Inconsistent and faulty use of tenses. Very limited range of structures and vocabulary. Pronunciation usually intelligible.

Total the marks for Communication and Quality of Language and **divide by 2** to get a **final** total out of **10 marks**. Round up any half-marks.

GENERAL CONVERSATION (Core and Extended Levels) (approximately 5 minutes)

Communication and Quality of Language are assessed in bands of performance. The criteria cover performance from Grade G to Grade A and are therefore applicable to all candidates. It should be noted, however, that **it is very unusual for appropriately entered Core Level candidates to score beyond 10 for Communication and 3 for Quality of language**. Likewise, appropriately entered **Extended Level candidates rarely fall below 7 for Communication and 3 for Quality of Language**.

Assess Communication and Quality of Language in bands. Marks should be recorded by circling the correct mark on the mark sheet.

Tense appears as a criterion in both the Communication and Quality of Language Grids. Use of different time references is essential at Grade C and above (i.e. for marks of 9 and 3 and upwards), and teachers should ensure that candidates are afforded the opportunity to use past, present and future tenses.

COMMUNICATION (General Conversation)

15	Candidate is able to handle mature discussion on all topics with excellent initiative and imagination. Expresses and justifies ideas in a wide range of tenses. Confident, fluent and spontaneous response to questions. Outstanding performance.
13-14	Understands and responds readily to both predictable and unpredictable questions. Expresses and justifies ideas and opinions readily in a wide range of tenses. All topics developed confidently using initiative and imagination.
11-12	Understands and responds with ease to predictable questions and usually responds well to unpredictable questions. Little need to rephrase questions. Main points, personal questions and ideas communicated using different tenses. Develops and sustains all topics well and can initiate conversation.
9-10	Understands and can respond well to predictable questions, some of which contain unpredictable elements. Occasional rephrasing and clarification needed. Covers all topics adequately. Develops points and can express personal opinions using past, present and future tenses.
7-8	Understands and responds well to predictable questions, particularly when rephrased. Some difficulty in responding to unpredictable elements. Some ambiguity. Performance fairly even across the topics. Some attempt to develop conversation using different tenses.
5-6	Understands simple, predictable questions. Some rephrasing needed. Communicates most of main points but some ambiguity. Performance satisfactory on at least two topics. Awareness of tenses but faulty use.
3-4	Usually understands simple, predictable questions. Rephrasing needed. Manages to communicate the main points at a basic level despite poor use of tenses.
1-2	Often fails to understand simple, predictable questions. Rephrasing often needed but attempts an answer and communicates some main points at a very basic level.

QUALITY OF LANGUAGE (General Conversation)

5	Confident and very accurate use of tenses appropriate to subject matter. Wide range of structures and vocabulary. Some errors in more complex language and longer sequences of speech. Accurate pronunciation and intonation.
4	Consistent use of tenses appropriate to subject matter. Good range of structures and vocabulary but occasionally inaccurate. Pronunciation and intonation mostly accurate.
3	Uses tenses appropriate to subject matter but a few inaccuracies and inconsistencies. Fair range of structures and vocabulary. Pronunciation and intonation generally accurate.
2	Some attempt to use tenses appropriate to subject matter but frequent errors. Limited range of structures and vocabulary. Inconsistent pronunciation and intonation.
1	Inconsistent and faulty use of tenses appropriate to subject matter. Very limited range of structures and vocabulary. Pronunciation generally intelligible.

Total the marks for Communication and Quality of Language and record a final mark out of 20.

.....

On the following pages you will find:

- the teacher's version of the Section A role-play cards
- the teacher's version of the Section B role-play cards
- the Section C role-play cards in the same form as given to the candidates

In Sections A and B of the role play-cards, printed beside the word *Candidate* is a copy of the task the candidate is required to perform. There are also suitable introductory remarks and responses for use by the examiner. These are to be regarded as mandatory in substance but may be rephrased provided that the examiner does not give a different meaning or an unfair advantage.

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**MINISTRY OF EDUCATION
ASSESSMENT FORM FOR INDIVIDUAL SPEAKING TEST
BGCSE 2025**

SPANISH 8020

CENTRE NAME		CENTRE NO.					
CANDIDATE NAME		CANDIDATE NO.					

CORE

CARD NO. _____

Circle marks awarded:

ROLE PLAY A

Task 1	Task 2	Task 3	Task 4	Task 5
2	2	2	2	2
0	0	0	0	0

FINAL MARK OUT OF 10 =

ROLE PLAY B

Task 1	Task 2	Task 3	Task 4	Task 5
2	2	2	2	2
1	1	1	1	1
0	0	0	0	0

FINAL MARK OUT OF 10 =

PRESENTATION AND DISCUSSION

Communication		Quality of Language	
15		4	5
13	14	2	3
11	12	1	
9	10		
7	8		
5	6		
3	4		
1	2		

TOTAL MARKS =

Divide by 2 to get:

FINAL MARKS OUT OF 10 =

GENERAL CONVERSATION

Communication		Quality of Language	
15		4	5
13	14	2	3
11	12	1	
9	10		
7	8		
5	6		
3	4		
1	2		

FINAL MARKS OUT OF 20 =

CORE TOTAL/50 =

Name of Teacher _____ Date _____

Name of
Other Teacher _____ Date _____

MINISTRY OF EDUCATION
ASSESSMENT FORM FOR INDIVIDUAL SPEAKING TEST
BGCSE 2025

SPANISH 8020

CENTRE NAME		CENTRE NO.					
CANDIDATE NAME		CANDIDATE NO.					

EXTENDED

CARD NO. _____

Circle marks awarded:

ROLE PLAY B

Task 1	Task 2	Task 3	Task 4	Task 5
2	2	2	2	2
1	1	1	1	1
0	0	0	0	0

FINAL MARK OUT OF 10 =

ROLE PLAY C

Communication			
14		15	
11	12	13	
8	9	10	
4	5	6	7
0	1	2	3

Quality of Language	
4	5
2	3
1	

TOTAL MARKS =

Divide by 2 to get

FINAL MARKS OUT OF 20 =

PRESENTATION AND DISCUSSION

Communication		Quality of Language	
15		4	5
13	14	2	3
11	12	1	
9	10		
7	8		
5	6		
3	4		
1	2		

TOTAL MARKS =

Divide by 2 to get:

FINAL MARKS OUT OF 10 =

GENERAL CONVERSATION

Communication		Quality of Language	
15		4	5
13	14	2	3
11	12	1	
9	10		
7	8		
5	6		
3	4		
1	2		

FINAL MARKS OUT OF 20 =

CORE TOTAL/50 =

Name of Teacher _____

Date _____

Name of

Other Teacher _____

Date _____

[Turn over

CARD ONE

CORE LEVEL

ROLE PLAYS:

- A. While travelling through Spain, you meet a Spanish teenager at a train station. The examiner will play the role of the young person.

Usted está de viaje en España y conoce a un/una joven en una estación de tren. Yo soy el/la joven.

- Examiner:** Soy de Barcelona. ¿Y tú?
1. **Candidate:** Say you are from The Bahamas.
Examiner: ¡Qué bonito lugar! ¿Tienes hermanos?
2. **Candidate:** Say you have a brother and ask him/her if he/she has brothers/sisters.
Examiner: Tengo una hermana de doce años.
3. **Candidate:** Say your brother is fifteen years old.
Examiner: Voy a Sevilla.
4. **Candidate:** Say you are going to Madrid.
Examiner: ¿A qué hora sale tu tren?
5. **Candidate:** Say at three o'clock.

- B. You are at a mall in Miami. You ask the security guard for help when your cousin disappears. The examiner will play the role of the security guard.

Usted está en un centro comercial en Miami. Le pide ayuda al/ a la guardia de seguridad cuando desaparece su primo/a. Yo soy el/la guardia.

- Examiner:** ¿En qué puedo servirle, señor(-ita)?
1. **Candidate:** Say you are looking for your cousin.
Examiner: ¿Cuándo fue la última vez que lo/la vio?
2. **Candidate:** Say you spoke with him/her at two o'clock.
Examiner: ¿Cómo es su primo(-a)? ¿Me lo/la puede describir físicamente?
3. **Candidate:** Answer appropriately.
Examiner: ¿Algo más? ¿Lleva puesto algo en especial?
4. **Candidate:** Say he/she is wearing a black hat.
Examiner: Voy a buscarlo/la. No se preocupe.
5. **Candidate:** Say you are going to wait here.

Presentation and Discussion (Ask follow-up questions.)

General Conversation Topics (Select 3 topics per candidate.)

Daily Routine

Self, Family and Friends

Festivals and Special Occasions

Holiday Transport and Travel

Future Career Plans

CARD TWO

CORE LEVEL

ROLE PLAYS:

- A. You travel to Colombia on an exchange programme. The examiner will play the role of your host/ hostess.

Usted viaja a Colombia para participar en un intercambio. Yo soy el/la anfitrión(-ona).

- Examiner:** ¡Bienvenido/a! ¡Estás en tu casa!
1. **Candidate:** Say thank you, and say the house is beautiful.
- Examiner:** Hay una piscina en el jardín.
2. **Candidate:** Say you like to swim.
- Examiner:** Estarás cansado/a de tu viaje. ¿Tienes sed?
3. **Candidate:** Say yes and ask for some water.
- Examiner:** ¡Sí claro! Aquí tienes. ¡Mira! Éste es tu cuarto.
4. **Candidate:** Say it is big.
- Examiner:** ¿A qué hora quieres cenar?
5. **Candidate:** Say at seven o'clock.
- Examiner:** ¡Perfecto! Nos vemos a las siete.

- B. You and your family are in Buenos Aires. You are talking to your Argentinean friend. The examiner will play the role of the friend.

Usted está en Buenos Aires con su familia. Usted habla con su amigo(-a) argentino(-a). Yo soy el/la amigo(-a).

- Examiner:** ¿Qué planes tienes hoy?
1. **Candidate:** Say you want to go shopping.
- Examiner:** Yo voy al estadio esta tarde. ¿Te gustaría venir?
2. **Candidate:** Ask if your brother can come.
- Examiner:** ¡Claro que sí! ¡Fantástico!
3. **Candidate:** Say he loves soccer.
- Examiner:** ¿A qué hora los recojo del hotel?
4. **Candidate:** Answer appropriately.
- Examiner:** De acuerdo. Nos vemos a esa hora.
5. **Candidate:** Say the stadium is nearby.

Presentation and Discussion (Ask follow-up questions.)

General Conversation Topics (Select 3 topics per candidate.)

Daily Routine

Eating and Drinking

Free Time

The Environment

Employment and Unemployment

[Turn over

CARD THREE

CORE LEVEL

ROLE PLAYS:

- A.** You arrive at a small hotel in Lima, Peru. The examiner will play the role of the receptionist.
Usted llega a un pequeño hotel en Lima. Yo soy el/la recepcionista.

- Examiner:** Buenos días, señor(-ita). ¿En qué puedo servirle?
1. **Candidate:** Greet the receptionist and say you need a room.
Examiner: De acuerdo. ¿Para cuántas noches?
2. **Candidate:** Say for two nights.
Examiner: Muy bien, señor(-ita).
3. **Candidate:** Ask for the cost.
Examiner: Trescientos soles.
4. **Candidate:** Say the hotel is modern.
Examiner: Sí, y muy cómodo. ¿Algo más, señor(-ita)?
5. **Candidate:** Ask where the restaurant is.
Examiner: Está al fondo del pasillo.

- B.** While in San Juan you decide to visit Ponce. You go to the tourist information office. The examiner will play the role of employee.
Usted está en San Juan y decide visitar Ponce. Va a la oficina de turismo. Yo soy el/la empleado(-a).

- Examiner:** Ah, quiere conocer Ponce. Va a encantarle.
1. **Candidate:** Say you went to Ponce last summer.
Examiner: ¡Estupendo! ¿Y quiere regresar?
2. **Candidate:** Say yes, Ponce is a beautiful city.
Examiner: De acuerdo. Hay una excursión allí todos los días.
3. **Candidate:** Say three people are going with you.
Examiner: ¿Cuándo prefiere hacer la excursión?
4. **Candidate:** Answer appropriately.
Examiner: La excursión cuesta trescientos dólares.
5. **Candidate:** Ask if you can pay by credit card.

Presentation and Discussion (Ask follow-up questions.)

General Conversation Topics (Select 3 topics per candidate.)

School Routine

House and Home

Weather

Shopping

Future Plans

CARD FOUR

CORE LEVEL

ROLE PLAYS:

- A. You are in Barcelona. You go to a restaurant for lunch. The examiner will play the role of the waiter/waitress.

Usted está en Barcelona. Va a un restaurante para almorzar. Yo soy el/la camarero(-a).

Examiner: Buenas tardes, señor(-ita).

1. Candidate: Ask for a table for one person.

Examiner: ¿Adónde prefiere sentarse?

2. Candidate: Say near to the window.

Examiner: Aquí tiene la carta.

3. Candidate: Say you would like the fish.

Examiner: ¡Estupendo! ¿Quiere algo de beber?

4. Candidate: Ask if they have lemonade.

Examiner: Sí, señor(-ita). Vuelvo pronto.

5. Candidate: Say you are hungry.

Examiner: Aquí tiene. Buen provecho.

- B. Your Cuban friend is spending time with you in The Bahamas. The examiner will play the role of the friend.

Su amigo(-a) cubano(-a) está de visita. Yo soy el/la amigo(-a).

Examiner: Oye, ¿adónde vamos mañana?

1. Candidate: Say there is a concert at the stadium.

Examiner: Y ¿el sábado?

2. Candidate: Say you plan to go to the museum.

Examiner: ¡Bien! Me encanta la historia.

3. Candidate: Say you both are going to have fun.

Examiner: ¡Perfecto! ¿A qué hora es la cena?

4. Candidate: Answer appropriately.

Examiner: ¿Tienes que ir al supermercado?

5. Candidate: Say you went last week.

Presentation and Discussion (Ask follow-up questions.)

General Conversation Topics (Select 3 topics per candidate.)

Home Life

Eating and Drinking

Free Time

Weather

Employment and Unemployment

CARD ONE

EXTENDED LEVEL

ROLE PLAYS:

- B.** You are at a mall in Miami. You ask the security guard for help when your cousin disappears. The examiner will play the role of the security guard.

Usted está en un centro comercial en Miami. Le pide ayuda al/ a la guardia de seguridad cuando desaparece su primo/a. Yo soy el/la guardia.

- Examiner:** ¿En qué puedo servirle, señor(-ita)?
1. **Candidate:** Say you are looking for your cousin.
- Examiner:** ¿Cuándo fue la última vez que lo/la vio?
2. **Candidate:** Say you spoke with him/her at two o'clock.
- Examiner:** ¿Cómo es su primo(-a)? ¿Me lo/la puede describir físicamente?
3. **Candidate:** Answer appropriately.
- Examiner:** ¿Algo más? ¿Lleva puesto algo en especial?
4. **Candidate:** Say he/she is wearing a black hat.
- Examiner:** Voy a buscarlo/la. No se preocupe.
5. **Candidate:** Say you are going to wait here.

Presentation and Discussion (Ask follow-up questions.)

General Conversation Topics (Select 3 topics per candidate.)

Daily Routine

Self, Family and Friends

Festivals and Special Occasions

Holiday Transport and Travel

Future Career Plans

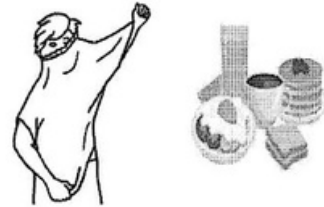
CARD ONE

ROLE PLAY C

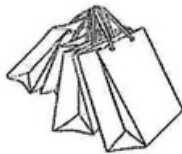
- C. The notes and pictures below give an outline of a **weekend you spent in Miami**. Tell the examiner what happened. You need not mention every detail, but you must cover all the main events. Be prepared to respond to questions or comments from the examiner.



el sábado
¿dónde?
¿a qué hora se despertó?



¿qué hizo después?



más tarde
¿adónde?
¿qué hizo?



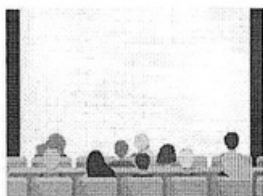
por la noche
su opinión del concierto
¿por qué?



el domingo
¿adónde?



al mediodía
¿qué hizo?



por la noche
¿qué hicieron ustedes?
su opinión de la película
¿por qué?



su opinión del viaje
¿por qué?

CARD TWO

EXTENDED LEVEL

ROLE PLAYS:

- B.** You and your family are in Buenos Aires. You are talking to your Argentinean friend. The examiner will play the role of the friend.

Usted está en Buenos Aires con su familia. Usted habla con su amigo(-a) argentino(-a). Yo soy el/la amigo(-a).

- | | | |
|----|-------------------|--|
| | Examiner: | ¿Qué planes tienes hoy? |
| 1. | Candidate: | Say you want to go shopping. |
| | Examiner: | Yo voy al estadio esta tarde. ¿Te gustaría venir? |
| 2. | Candidate: | Ask if your brother can come. |
| | Examiner: | ¡Claro que sí! ¡Fantástico! |
| 3. | Candidate: | Say he loves soccer. |
| | Examiner: | ¿A qué hora los recojo del hotel? |
| 4. | Candidate: | Answer appropriately. |
| | Examiner: | De acuerdo. Nos vemos a esa hora. |
| 5. | Candidate: | Say the stadium is nearby. |

Presentation and Discussion (Ask follow-up questions.)

General Conversation Topics (Select 3 topics per candidate.)

Daily Routine

Eating and Drinking

Free Time

The Environment

Employment and Unemployment

CARD TWO

ROLE PLAY C

- C. The notes and pictures below give an outline of a **skiing holiday you took to Spain last year**. Tell the examiner what happened. You need not mention every detail but you must cover all the main events. Be prepared to respond to questions or comments from the examiner.



la salida
¿con quién?
¿qué tal el vuelo?



la llegada
¿adónde?
su opinión del alojamiento
¿por qué?



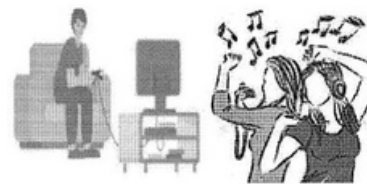
clases de esquí
¿cuándo?
su opinión de las clases
¿por qué?



¿qué hizo después?



otro día
¿adónde?
¿qué regalos?



una noche
¿qué hicieron ustedes?



la última noche
¿qué pasó?



su opinión de las vacaciones
¿por qué?

CARD THREE

EXTENDED LEVEL

ROLE PLAYS:

- B.** While in San Juan you decide to visit Ponce. You go to the tourist information office. The examiner will play the role of employee.
Usted está en San Juan y decide visitar Ponce. Va a la oficina de turismo. Yo soy el/la empleado(-a).

- | | | |
|----|-------------------|---|
| | Examiner: | Ah, quiere conocer Ponce. Va a encantarle. |
| 1. | Candidate: | Say you went to Ponce last summer. |
| | Examiner: | ¡Estupendo! ¿Y quiere regresar? |
| 2. | Candidate: | Say yes, Ponce is a beautiful city. |
| | Examiner: | De acuerdo. Hay una excursión allí todos los días. |
| 3. | Candidate: | Say three people are going with you. |
| | Examiner: | ¿Cuándo prefiere hacer la excursión? |
| 4. | Candidate: | Answer appropriately. |
| | Examiner: | La excursión cuesta trescientos dólares. |
| 5. | Candidate: | Ask if you can pay by credit card. |

Presentation and Discussion (Ask follow-up questions.)

General Conversation Topics (Select 3 topics per candidate.)

School Routine

House and Home

Weather

Shopping

Future Plans

CARD THREE

ROLE PLAY C

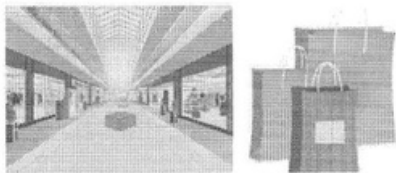
- C. The notes and pictures below give an outline of **how you spent last Christmas**. Tell the examiner what happened. You need not mention every detail but you must cover all the main events. Be prepared to respond to questions or comments from the examiner.



en casa
¿qué preparativos?



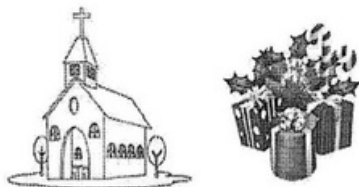
las compras
¿adónde?
¿con quién?



un día
¿qué hizo?
¿qué regalos?



el 24 de diciembre
decorar el árbol de Navidad
¿quiénes?



el día de Navidad
¿qué hicieron ustedes?
su reacción
¿por qué?



más tarde
la casa de su tía
su opinión de las actividades
¿por qué?



el fin de año
¿qué hizo?



su opinión de la Navidad
¿por qué?

CARD FOUR

EXTENDED LEVEL

ROLE PLAYS:

- B.** Your Cuban friend is spending time with you in The Bahamas. The examiner will play the role of the friend.

Su amigo(-a) cubano(-a) está de visita. Yo soy el/la amigo(-a).

- | | | |
|----|-------------------|---|
| | Examiner: | Oye, ¿adónde vamos mañana? |
| 1. | Candidate: | Say there is a concert at the stadium. |
| | Examiner: | Y ¿el sábado? |
| 2. | Candidate: | Say you plan to go to the museum. |
| | Examiner: | ¡Bien! Me encanta la historia. |
| 3. | Candidate: | Say you both are going to have fun. |
| | Examiner: | ¡Perfecto! ¿A qué hora es la cena? |
| 4. | Candidate: | Answer appropriately. |
| | Examiner: | ¿Tienes que ir al supermercado? |
| 5. | Candidate: | Say you went last week. |

Presentation and Discussion (Ask follow-up questions.)

General Conversation Topics (Select 3 topics per candidate)

Home Life

Eating and Drinking

Free Time

Weather

Employment and Unemployment

CARD FOUR

ROLE PLAY C

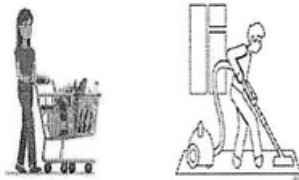
- C. The notes and pictures below give an outline of a **birthday party your family had for you**. Tell the examiner what happened. You need not mention every detail, but you must cover all the main events. Be prepared to respond to questions or comments from the examiner.



el día de su cumpleaños
¿qué fecha?
¿a qué hora se despertó?



un desayuno especial
¿dónde?



los preparativos
¿quiénes?



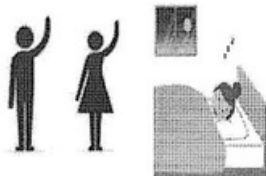
más tarde
en la cocina
su opinión de la comida
¿por qué?



la llegada de los invitados
su reacción
¿por qué?



la fiesta
¿qué actividades?
su opinión
¿por qué?



la salida de los invitados
¿a qué hora?
¿y después?



su opinión de la fiesta
¿por qué?

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