

CONFIDENTIAL

SPANISH SPEAKING TEST

EXAMINERS' INSTRUCTIONS

21 APRIL – 27 APRIL 2020

<p>MINISTRY OF EDUCATION NATIONAL EXAMINATIONS</p>
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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 time (up to 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.

1. **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.

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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 2020

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		

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		

TOTAL MARKS =

FINAL MARK OUT OF 20 =

Divide by 2 to get:

FINAL MARK OUT OF 10 =

CORE TOTAL/50 =

Name of Teacher _____

Date _____

Name of

Other Teacher _____

Date _____

MINISTRY OF EDUCATION
ASSESSMENT FORM FOR INDIVIDUAL SPEAKING TEST
BGCSE 2020

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
8	9
4	5
0	1

Quality of Language

4	5
2	3
1	

TOTAL MARKS =

Divide by 2 to get:

FINAL MARK OUT OF 10 =

PRESENTATION AND DISCUSSION

Communication

15
13
11
9
7
5
3
1

Quality of Language

4	5
2	3
1	

GENERAL CONVERSATION

Communication

15
13
11
9
7
5
3
1

Quality of Language

4	5
2	3
1	

TOTAL MARKS =

Divide by 2 to get:

FINAL MARK OUT OF 10 =

FINAL MARK OUT OF 20 =

EXTENDED TOTAL/50 =

Name of Teacher _____ Date _____

Name of
Other Teacher _____ Date _____

[Turn over

CARD ONE

CORE LEVEL

ROLE PLAYS:

- A.** While in Toledo, Spain, you go to a kiosk. The examiner will play the role of the vendor.
Usted está en Toledo. Va a un quiosco. Yo soy el/la vendedor(-a).

Examiner: Dígame.

1. **Candidate:** Say you want some chocolates.

Examiner: Estos son muy buenos.

2. **Candidate:** Ask how much they cost.

Examiner: Una cajita vale once euros.

3. **Candidate:** Ask if they have pens.

Examiner: ¡Claro que sí! ¿Qué color quiere?

4. **Candidate:** Say you prefer black.

Examiner: ¿Cuántos bolígrafos?

5. **Candidate:** Say you need four.

- B.** You are at the bus station in Puntarenas, Costa Rica. The examiner will play the role of the employee who attends to you.

Usted está en Puntarenas, Costa Rica. Yo soy el/la empleado(-a) que lo/la atiende cuando vuelve a la estación de autobuses.

Examiner: ¡Buenos días! ¿En qué puedo ayudarle, señor(-ita)?

1. **Candidate:** Say you are looking for your bag.

Examiner: ¿Dónde la/lo perdió?

2. **Candidate:** Say you left it on the bus.

Examiner: ¿Cómo es su bolsa/cartera/bolso?

3. **Candidate:** Answer appropriately.

Examiner: Y ¿qué hay en la bolsa/la cartera/el bolso?

4. **Candidate:** Say your books are in the bag.

Examiner: Dígame una cosa, ¿cuánto tiempo más se queda en Costa Rica?

5. **Candidate:** Say you are going to leave on Friday.

Presentation and Discussion (Ask follow-up questions.)

General Conversation Topics (Select 3 topics per candidate.)

Eating and Drinking

Free Time and Social Activities

Home Life

Shopping

Holiday Transport and Travel

CARD TWO

CORE LEVEL

ROLE PLAYS:

- A.** You are on holiday in Panama. You go to a restaurant for lunch. The examiner will play the role of the waiter/waitress.
Usted está de viaje en Panamá. Va a almorzar a un restaurante popular. Yo soy el/la camarero(-a).

- Examiner:** ¡Buenas tardes, señor(-ita)!
1. **Candidate:** Ask for a table for one person.
Examiner: Por aquí, señor(-ita).....¿Quiere probar el pescado?
2. **Candidate:** Say it is very expensive.
Examiner: El pavo al horno es menos caro.....y es una delicia.
3. **Candidate:** Ask if they have chicken.
Examiner: ¡Claro que sí!
4. **Candidate:** Say you like it a lot.
Examiner: ¿Le gusta el arroz (con guandú)?
5. **Candidate:** Say you prefer a potato.

- B.** You are talking to your Cuban friend. The examiner will play the role of the friend.
Usted está conversando con su amigo(-a) cubano(-a). Yo soy el/la amigo(-a).

- Examiner:** Oye, ¿quieres salir esta noche?
1. **Candidate:** Say you are tired.
Examiner: ¿Por qué?
2. **Candidate:** Say you studied last night.
Examiner: Y ¿qué vas a hacer mañana por la noche?
3. **Candidate:** Say you are going to have dinner with your cousin.
Examiner: ¡Qué bien! ¿Qué te gusta comer?
4. **Candidate:** Answer appropriately.
Examiner: Y ¿qué piensas hacer el sábado?
5. **Candidate:** Say you do not have any plans.
Examiner: Entonces podemos ir al teatro el sábado.

Presentation and Discussion (Ask follow-up questions.)

General Conversation Topics (Select 3 topics per candidate.)

House and Home

Festivals and Special Occasions

Hometown (Island)

Tourism at Home and Abroad

Future Career Plans

CARD THREE

CORE LEVEL

ROLE PLAYS:

- A.** You are talking to your Mexican friend. The examiner will play the role of the friend.
Usted está conversando con su amigo(-a) mexicano(-a). Yo soy el/la amigo(-a).

- Examiner:** ¿Cómo es tu colegio?
1. **Candidate:** Say your school is small.
Examiner: ¿Vas al colegio a pie?
2. **Candidate:** Say you go by bus.
Examiner: ¿Cuánto cuesta?
3. **Candidate:** Say it costs one dollar.
Examiner: ¿Le caen bien los profesores?
4. **Candidate:** Say the teachers are likeable (nice).
Examiner: Algunos de mis profesores no lo son.
5. **Candidate:** Ask (your friend) if his/her school is big.
Examiner: Sí, lo es.....y muy moderno.

- B.** You are on holiday in Peru. You and your Peruvian friend are discussing plans for a party. The examiner will play the role of the friend.
Usted está hablando con su amigo(-a) peruano(-a). Yo soy el/la amigo(a).

- Examiner:** ¿Sabes cuándo es la fiesta para José Luis?
1. **Candidate:** Say the party is on Saturday.
Examiner: Mi madre va a preparar ají de gallina para la fiesta.
2. **Candidate:** Say your sister is going to make a cake.
Examiner: ¿A qué hora empieza la fiesta?
3. **Candidate:** Answer appropriately.
Examiner: ¿Ya compraste un regalo?
4. **Candidate:** Say you bought a shirt for José Luis.
Examiner: Yo todavía no he comprado nada.
5. **Candidate:** Tell your friend he/she does not have much time.

Presentation and Discussion (Ask follow-up questions.)

General Conversation Topics (Select 3 topics per candidate.)

Daily Routine

Free Time

Festivals and Special Occasions

Holidays and Getting Around

Further Education and Training

CARD FOUR

CORE LEVEL

ROLE PLAYS:

- A. You are in Madrid, Spain. You are talking to a young Spaniard. The examiner will play the role of the Spaniard.

Usted está en Madrid. Está hablando con un(-a) joven español(-a).

Yo soy el/la joven español(-a).

Examiner: ¡Hola! Me llamo Vicente/Vicenta.

1. Candidate: Say you are pleased to meet him/her.

Examiner: Igualmente.

2. Candidate: Ask if he/she is from Madrid.

Examiner: No, soy de Valencia.

3. Candidate: Say you like Valencia.

Examiner: ¡Ah, conoces Valencia!

4. Candidate: Say it is beautiful.

Examiner: Sí, lo es.

5. Candidate: Say the food is very good.

- B. You are attending university in Puerto Rico. Since your visa has expired, you have to the immigration office. The examiner will play the role of the immigration officer.

Usted está en Puerto Rico. Tiene que ir a la oficina de inmigración. Yo soy el/la oficial con quien habla.

Examiner: ¿En qué puedo ayudarle?

1. Candidate: Say you need a new visa.

Examiner: ¿Cuánto tiempo lleva en Puerto Rico?

2. Candidate: Say you arrived in August.

Examiner: Y ¿cuál es el motivo de su visita?

3. Candidate: Say you are studying Spanish at the university.

Examiner: ¿Cuánto tiempo más quiere quedarse en Puerto Rico?

4. Candidate: Answer appropriately.

Examiner: Quiere seguir estudiando en la universidad, ¿no?

5. Candidate: Say you are going to take another course (*curso*).

Presentation and Discussion (Ask follow-up questions.)

General Conversation Topics (Select 3 topics per candidate)

School Routine

Health and Fitness

Self, Family and Friends

Hometown (Island)

Future Plans

CARD ONE

EXTENDED LEVEL

ROLE PLAYS:

- B.** You are at the bus station in Puntarenas, Costa Rica. The examiner will play the role of the employee who attends to you.

Usted está en Puntarenas, Costa Rica. Yo soy el/la empleado(-a) que lo/la atiende cuando vuelve a la estación de autobuses.

- Examiner:** ¡Buenos días! ¿En qué puedo ayudarle, señor(-ita)?
1. **Candidate:** Say you are looking for your bag.
- Examiner:** ¿Dónde la/lo perdió?
2. **Candidate:** Say you left it on the bus.
- Examiner:** ¿Cómo es su bolsa/cartera/bolso?
3. **Candidate:** Answer appropriately.
- Examiner:** Y ¿qué hay en la bolsa/la cartera/el bolso?
4. **Candidate:** Say your books are in the bag.
- Examiner:** Dígame una cosa, ¿cuánto tiempo más se queda en Costa Rica?
5. **Candidate:** Say you are going to leave on Friday.

Presentation and Discussion (Ask follow-up questions.)

General Conversation Topics (Select 3 topics per candidate.)

Eating and Drinking

Free Time and Social Activities

Home Life

Shopping

Holiday Transport and Travel

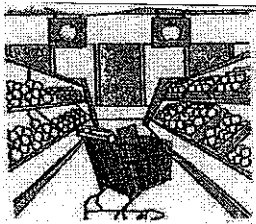
CARD ONE

ROLE PLAY

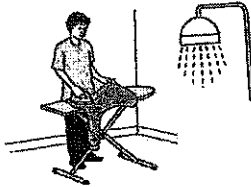
- C. The notes and pictures below give an outline of **the family reunion you and your parents attended in Florida last year**. Tell the examiner what happened. You need not mention every detail, but you must cover all the events.



la llegada a Miami – ¿quiénes?
¿cuándo?
su opinión del hotel
¿por qué?



¿dónde?
¿cuánto tiempo?
las compras – ¿qué?



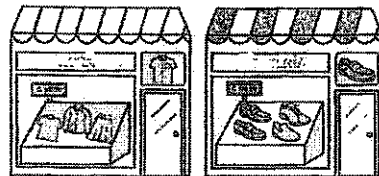
al día siguiente
¿qué hizo?



más tarde
¿qué actividades?
¿a qué hora terminó la reunión?



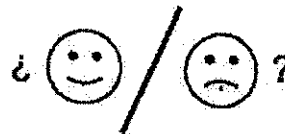
el primer día
¿a qué hora se despertó?
¿y después?



¿a qué tiendas?
¿para qué?



a la reunión familiar
¿cómo?
su opinión del viaje
¿por qué?



su opinión de la reunión
¿por qué?

CARD TWO

EXTENDED LEVEL

ROLE PLAYS:

- B.** You are talking to your Cuban friend. The examiner will play the role of the friend.
Usted está conversando con su amigo(-a) cubano(-a). Yo soy el/la amigo(-a).

- Examiner:** Oye, ¿quieres salir esta noche?
1. **Candidate:** Say you are tired.
Examiner: ¿Por qué?
2. **Candidate:** Say you studied last night.
Examiner: Y ¿qué vas a hacer mañana por la noche?
3. **Candidate:** Say you are going to have dinner with your cousin.
Examiner: ¿Qué bien! ¿Qué te gusta comer?
4. **Candidate:** Answer appropriately.
Examiner: Y ¿qué piensas hacer el sábado?
5. **Candidate:** Say you do not have any plans.
Examiner: Entonces podemos ir al teatro el sábado.

Presentation and Discussion (Ask follow-up questions.)

General Conversation Topics (Select 3 topics per candidate.)

House and Home

Festivals and Special Occasions

Hometown (Island)

Tourism at Home and Abroad

Future Career Plans

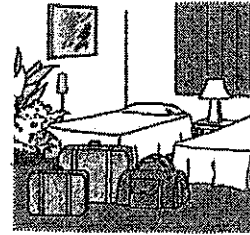
CARD TWO

ROLE PLAY

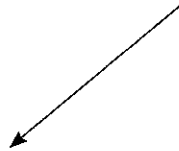
- C. The notes and pictures below give an outline of **the trip you took to Puerto Rico last year**. Tell the examiner what happened. You need not mention every detail, but you must cover all the events.



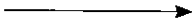
la salida
¿cuándo?
¿con quién(es)?



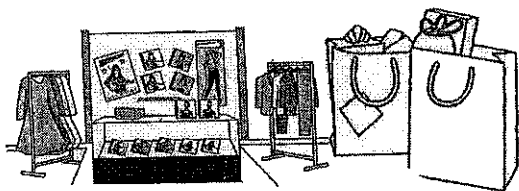
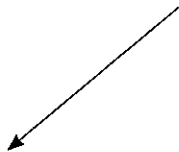
la llegada a San Juan
al hotel – ¿cómo?
su habitación – ¿cómo era?



el primer día
una excursión
su opinión
¿por qué? (*la cotorra*, parrot)



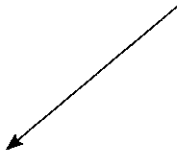
al día siguiente
el tiempo
¿qué actividades?



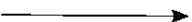
el último día
¿adónde?
las compras – ¿qué?



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



más tarde
¿a qué hora se acostó usted?



su opinión del viaje
¿por qué?

CARD THREE

EXTENDED LEVEL

ROLE PLAYS:

- B.** You are on holiday in Peru. You and your Peruvian friend are discussing plans for a party. The examiner will play the role of the friend.

Usted está hablando con su amigo(-a) peruano(-a). Yo soy el/la amigo(a).

1. **Examiner:** ¿Sabes cuándo es la fiesta para José Luis?
Candidate: Say the party is on Saturday.
2. **Examiner:** Mi madre va a preparar ají de gallina para la fiesta.
Candidate: Say your sister is going to make a cake.
3. **Examiner:** ¿A qué hora empieza la fiesta?
Candidate: Answer appropriately.
4. **Examiner:** ¿Ya compraste un regalo?
Candidate: Say you bought a shirt for José Luis.
5. **Examiner:** Yo todavía no he comprado nada.
Candidate: Tell your friend he/she does not have much time.

Presentation and Discussion (Ask follow-up questions.)

General Conversation Topics (Select 3 topics per candidate.)

Daily Routine

Free Time

Festivals and Special Occasions

Holidays and Getting Around

Further Education and Training

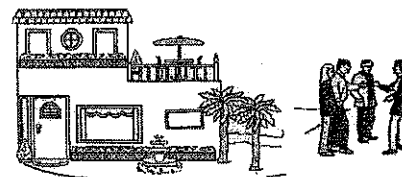
CARD THREE

ROLE PLAY

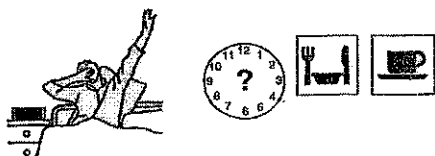
- C. The notes and pictures give an outline of **the trip you took to Argentina last year**. Tell the Examiner what happened. You need not mention every detail, but you must cover all the events.



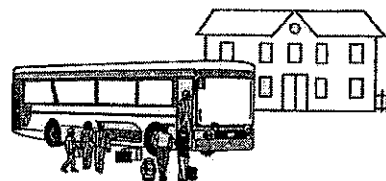
el vuelo
¿qué actividades?
su opinión
¿por qué?



la llegada
¿adónde?
la familia
la casa



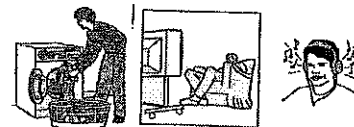
el primer día
¿a qué hora se despertó?
¿y después?



la llegada al colegio
¿cómo?



los alumnos
las clases
su opinión
¿por qué?



el fin de semana
¿qué actividades?



la última noche
¿dónde?
su opinión del lugar
¿por qué? (*bailar el tango*, to dance the tango)



su opinión del viaje
¿por qué?

CARD FOUR

EXTENDED LEVEL

ROLE PLAYS:

- B. You are attending university in Puerto Rico. Since your visa has expired, you have to go to the immigration office. The examiner will play the role of the immigration officer.
Usted está en Puerto Rico. Tiene que ir a la oficina de inmigración. Yo soy el/la oficial con quien habla.

- | | | |
|----|-------------------|--|
| | Examiner: | ¿En qué puedo ayudarle? |
| 1. | Candidate: | Say you need a new visa. |
| | Examiner: | ¿Cuánto tiempo lleva en Puerto Rico? |
| 2. | Candidate: | Say you arrived in August. |
| | Examiner: | Y ¿cuál es el motivo de su visita? |
| 3. | Candidate: | Say you are studying Spanish at the university. |
| | Examiner: | ¿Cuánto tiempo más quiere quedarse en Puerto Rico? |
| 4. | Candidate: | Answer appropriately. |
| | Examiner: | ¿Quiere seguir estudiando en la universidad, ¿no? |
| 5. | Candidate: | Say you are going to take another course (<i>curso</i>). |

Presentation and Discussion (Ask follow-up questions.)

General Conversation Topics (Select 3 topics per candidate.)

School Routine

Health and Fitness

Self, Family and Friends

Hometown (Island)

Future Plans

CARD FOUR

ROLE PLAY

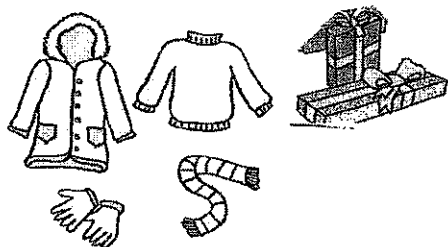
- C. The notes and pictures give an outline of **the beginning of your visit to Granada, Spain**. Tell the examiner what happened. You need not mention every detail, but you must cover all the events.



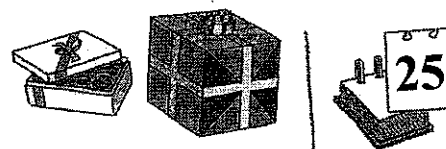
la llegada – ¿adónde?
¿cuándo?
¿cómo era su amigo(-a) español(-a)?



la casa de su amigo(-a)
¿quiénes?
su opinión ¿por qué?



al día siguiente
¿dónde?
las compras – ¿qué?



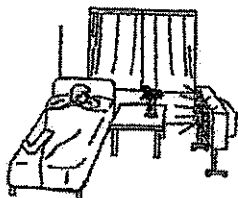
¿qué día?
los regalos
¿para quiénes?



más tarde
¿dónde?
¿qué actividades?
el muñeco/hombre de nieve



por la noche
¿dónde?
la cena
su opinión ¿por qué?



el regreso
¿a qué hora?
¿qué hizo usted?



su opinión del día
¿por qué?

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