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Cambridge Assessment International Education

Cambridge IGCSE™

SPANISH **0530/03**

Paper 3 Speaking **February/March 2021**

INSTRUCTIONS FOR TEACHERS/EXAMINERS **Approximately 10 minutes**

165595836 50

The information in this document is confidential and must NOT reach candidates either directly or indirectly.

INSTRUCTIONS

- Read this set of instructions carefully before starting the speaking tests at the centre.
- You must ask the questions in **Spanish** and the candidates must respond in **Spanish**.
- Dictionaries are **not** allowed.

INFORMATION

- Candidates have 10 minutes of preparation time before the test.
- Each candidate's speaking test must include:
  - Role play (approximately 2 minutes)
  - Topic conversation 1 (4 minutes)
  - Topic conversation 2 (4 minutes).

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Introduction

These instructions are for the teacher(s)/examiner(s) who are responsible for conducting and assessing the Cambridge IGCSE Spanish speaking tests at your centre. In these instructions we use the word 'you' to refer to the teacher/examiner conducting the speaking tests.

The purpose of the speaking test

The purpose of the speaking test is to assess candidates' spoken performance in Cambridge IGCSE Spanish.

To achieve this it is important to:

- create a supportive atmosphere and encourage each candidate to speak
- follow all of the instructions
- conduct each test using the questions and prompts exactly as they are printed in the teacher/examiner scripts provided in this booklet
- record the speaking tests of **all** candidates.

Structure of the speaking test

The structure is as follows:

Task	Duration	Task focus
Preparation time	10 minutes	
Greeting (non-assessed)	approximately 30 seconds	
Role play	approximately 2 minutes	Candidates respond to transactional questions to, for example, accomplish a task or obtain goods/services.
Topic conversation 1	4 minutes	Candidates respond to questions on one specific sub-topic from Topic Area A or B to share views, opinions and experiences.
Topic conversation 2	4 minutes	Candidates respond to questions on one specific sub-topic from Topic Area C, D or E to share views, opinions and experiences.

The test does not need to last exactly 10 minutes. For example:

- if the role play lasts less than 2 minutes, you do **not** need to add extra questions
- if the role play lasts more than 2 minutes, do **not** reduce the time allocated to the topic conversations
- if the topic conversation lasts 3½ minutes or less, even after asking extension questions, you **must** ask up to **two** further questions of your choice on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

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Resources required

You need:	Each candidate needs:
• this instructions booklet • a copy of the mark schemes provided in this instruction booklet • copies of the working mark sheet (WMS) (please download from the samples database at **www.cambridgeinternational.org/samples**) • recording equipment • a timer or clock (but not a timer on a phone) • the list of candidate names and numbers • a black or blue pen for marking • a quiet room for the preparation time • a quiet room for the speaking test.	• one candidate card.

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Preparation in advance of the speaking test

Before starting the speaking tests at the centre, you must:

- read these instructions, including the mark schemes, carefully before conducting your first test
- read the guidance in the *Cambridge Handbook* about the conduct of non-coursework speaking tests
- study the scripts for both the role play and topic conversations
- make sure that there are two separate rooms available: one room where candidates prepare for the test (this will be the preparation room) and one room where candidates take the test (this will be the examination room)
- check that the recording equipment is working properly
- write the syllabus number, centre number and your name on the working mark sheet. Complete the boxes at the top of the working mark sheet with the correct details about your centre and the exam.

You must **NOT** share the role plays or the topics of the topic conversations with candidates before their test.

You must **NOT** share the topics of the topic conversations with the candidates during their preparation time.

Note: if more than one teacher/examiner is marking the Cambridge IGCSE Spanish speaking tests at the centre, you must all agree the approach and standard of marking before conducting the first test. Please read the factsheet about internal moderation, which can be found on the samples database at **www.cambridgeinternational.org/samples**

On the day of the speaking test

Before each candidate's test

You must:

- select a candidate card using the randomisation instructions on page 14
- give the candidate card to the candidate in the preparation room
- tell the candidate that they have 10 minutes to prepare
- tell the candidate they must **not** write anything during the preparation time
- make sure that the candidate is supervised under exam conditions during the preparation time. Note that the exam conditions must be maintained until the test is complete.
- find the correct role play questions and topic conversation scripts in this instructions booklet for the candidate you are about to examine
- write the candidate's name, their candidate number, the candidate card number and topic conversation numbers on the working mark sheet.

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During each candidate's test

1 At the start of the test, press 'record' on the recording equipment. **Do not stop or pause the recording at any point during the test.**

2 Say your name, the candidate's name, their candidate number, the candidate card number and the date. For example:

'Teacher/examiner name: *Mr John Smith*
Candidate number: *0031*
Candidate name: *Anita Cheng*
Candidate card number: *3*
Date: *5 March 2021*'

3 Start the timer or look at a clock to note the start time of the test. (You should monitor the timing for each part of the test (role play: approximately 2 minutes, topic conversation 1: 4 minutes and topic conversation 2: 4 minutes); you may want to restart the timer for each part.)

From this point onwards, all parts of the test must be conducted in Spanish.

Role play

4 Greet the candidate using the prompts provided. This is **not** assessed.

5 Set the scene for the role play by reading out the role play scenario **exactly as it is printed** in this instructions booklet.

6 Ask the first role play question **exactly as it is printed**. If there are two parts to the question (e.g. 'When …? Why?'), you should pause and wait for the answer to the first part before asking the second part.
Note: You **can** repeat any role play question if the candidate has not understood or did not hear but you **must not rephrase any** of the role play questions. If the candidate still cannot answer one of the questions after you have repeated it, move on to the next task.

7 Listen to the candidate's answer.

8 Assess the candidate's answer using the role play mark scheme on page 10 and write down the mark on the working mark sheet (WMS). When you are awarding marks, start at the bottom band and work upwards. Find the band which best fits the candidate's response. Then award the mark for that band. The purpose of the role play is to communicate an appropriate response to each task. A short response to a task, if it communicates fully and is correct, is worth 2 marks.

9 Repeat the process described above in points 6–8 for each role play question, until you have asked **all** of the role play questions.

10 When the role play is complete, tell the candidate that the role play has finished and that it is time to start the topic conversations.

Remember, you cannot stop or pause the recording during a test.

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Topic conversation 1

11 Go to the correct topic conversation in this instructions booklet.

12 Say to the candidate in the target language: 'First we are going to talk about [name of the first topic]'.

13 Ask each question **exactly as it is printed**. You must ask **all five** questions in the order shown. If there are two parts to the question (e.g. 'When …? Why?'), you should pause and wait for the answer to the first part before asking the second part.

14 Listen carefully to and acknowledge the candidate's answer to each question.

15 If the candidate does not answer a question, or answers very briefly and you think that they could give a fuller response, follow the instructions in the table below. You can encourage fuller responses by asking extension questions such as 'Tell me more about …', 'What else can you tell me about …?', 'Is there anything else you want to say about …?'.

Questions	**If the candidate does not answer**	**If the candidate still does not answer**	**If the candidate still does not answer**
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it **once** if necessary)	Ask the next question

- If necessary, encourage a fuller response by asking an extension question, e.g.

  ¿Puedes decirme algo más (sobre eso)?

- If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you **must** ask up to **two** further questions of your choice on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

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Topic conversation 2

16 Go to the correct topic conversation in this instructions booklet.

17 Say to the candidate in the target language: 'Now we are going to talk about [name of the second topic]'.

18 Ask each question **exactly as it is printed**. You must ask **all five** questions in the order shown. If there are two parts to the question (e.g. 'When …? Why?'), you should pause and wait for the answer to the first part before asking the second part.

19 Listen carefully to and acknowledge the candidate's answer to each question.

20 If the candidate does not answer a question, or answers very briefly and you think that they could give a fuller response, follow the instructions in the table below. You can encourage fuller responses by asking extension questions such as 'Tell me more about …', 'What else can you tell me about …?', 'Is there anything else you want to say about …?'.

Questions	**If the candidate does not answer**	**If the candidate still does not answer**	**If the candidate still does not answer**
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it **once** if necessary)	Ask the next question
• If necessary, encourage a fuller response by asking an extension question, e.g. *¿Puedes decirme algo más (sobre eso)?* • If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you **must** ask up to **two** further questions of your choice on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.			

21 When **both** topic conversations have been completed, stop the recording. Then award a mark out of 15 for Communication and a mark out of 15 for Quality of Language using the mark schemes on pages 11–12.

22 Write the mark for Communication and the mark for Quality of Language on the working mark sheet (WMS).

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After each candidate's speaking test

23 Take the candidate card from the candidate. The candidate must **not** take the candidate card with them when they leave the examination room.

24 Make sure that you have completed all parts of the working mark sheet (WMS) for the candidate.

25 Check that the test has been recorded and can be heard clearly. If there is a problem with the recording, follow the instructions in the *Cambridge Handbook* about failed recordings.

After completing all of the speaking tests at the centre

- Add up the marks for each candidate and write the total mark in the appropriate column on the working mark sheet (WMS). Check all additions carefully.

- If more than one teacher/examiner is marking the Cambridge IGCSE Spanish speaking tests at the centre, you must make arrangements to internally moderate all of the teachers'/ examiners' marking so that all candidates are assessed to a common standard. You can find further information about the process of internal moderation on the samples database at **www.cambridgeinternational.org/samples**

- You must write the internally moderated marks for all candidates on the working mark sheet (WMS) and submit these marks to Cambridge International according to the instructions set out in the *Cambridge Handbook* and on the samples database at **www.cambridgeinternational.org/samples**

- The centre must submit a sample of candidates' speaking test recordings to Cambridge International for external moderation. Please check the requirements for the centre on the samples database at **www.cambridgeinternational.org/samples**

- Each recorded file in the sample must be clearly named using the following convention:

  centre number_candidate number_syllabus number_component number

- Each sample that you submit to Cambridge International must contain a recorded introduction.

  This should include:

  – the centre number
  – the centre name
  – the syllabus and component number
  – the syllabus name
  – the exam series/year (e.g. June 2021).

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Mark schemes

The marks for each part of the test are shown below.

Part of test	Marks available	Maximum mark
Role play	2 marks per response	10
Topic conversations 1 and 2 ***together***	15 marks for Communication	15
Topic conversations 1 and 2 ***together***	15 marks for Quality of Language	15
TOTAL MARK		**40**

Marking should be positive, rewarding achievement.

Role play mark scheme

- Apply the mark scheme separately for each response.
- Up to two marks are available per response.
- When you are awarding marks, start at the bottom band and work upwards. Find the band which best fits the candidate's performance.

Marks	Descriptor
2	• The information is communicated. • Language is appropriate to the situation and is accurate. • Minor errors (adjective endings, use of prepositions, etc.) are allowed.
1	• The information is partly communicated and/or the meaning is ambiguous. • Errors impede communication.
0	• No creditable response.

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Topic conversation mark schemes

When you are awarding marks, start at the bottom band and work upwards. Find the band which best fits the candidate's performance. Then use the following guidance to decide on the mark to award, where applicable:

- If the candidate's work convincingly meets the level statement, award the highest mark.
- If the candidate's work adequately meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work just meets the level statement, award the lowest mark.

Communication

Examiners are reminded that this is a language qualification aimed at certifying language proficiency at level A2 with elements of B1 of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. The descriptors below should be understood and applied with reference to those levels.

Award a mark out of 15 for the candidate's performance in **both** topic conversations.

Marks	Descriptor	
13–15	**Very good**	• Responds confidently to questions; may occasionally need repetition of words or phrases. • Communicates information which is consistently relevant to the questions. • Frequently develops ideas and opinions. • Justifies and explains some answers.
10–12	**Good**	• Responds well to questions; requires occasional rephrasing. • Communicates information which is almost always relevant to the questions. • Sometimes develops ideas and opinions. • Gives reasons or explanations for some answers.
7–9	**Satisfactory**	• Responds satisfactorily to questions; frequently requires rephrasing. • Communicates most of the required information; may occasionally give irrelevant information. • Conveys simple, straightforward opinions.
4–6	**Weak**	• Has difficulty with many questions but still attempts an answer. • Communicates some simple information relevant to the questions.
1–3	**Poor**	• Frequently has difficulty understanding the questions and has great difficulty in replying. • Communicates one or two basic pieces of information relevant to the questions.
0		• No creditable response.

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Quality of Language

Examiners are reminded that this is a language qualification aimed at certifying language proficiency at level A2 with elements of B1 of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. The descriptors below should be understood and applied with reference to those levels.

Award a mark out of 15 for the candidate's performance in **both** topic conversations.

Marks	Descriptor	
13–15	**Very good**	• Accurate use of a wide range of the structures listed in the syllabus with occasional errors in more complex language. • Accurate use of a wide range of vocabulary with occasional errors. • Very good pronunciation, fluency, intonation and expression; occasional mistakes or hesitation.
10–12	**Good**	• Good use of a range of the structures listed in the syllabus, with some errors. • Good use of a range of vocabulary with some errors. • Good pronunciation and fluency despite some errors or hesitation; a good attempt at correct intonation and expression.
7–9	**Satisfactory**	• Satisfactory use of some of the structures listed in the syllabus, with frequent errors. • Satisfactory use of vocabulary with frequent errors. • Satisfactory pronunciation and fluency despite frequent errors and hesitation; some attempt at intonation and expression.
4–6	**Weak**	• Limited range of structures and vocabulary, rarely accurate and/or complete; frequent ambiguity. • Pronunciation can be understood with some effort; very noticeable hesitations and stilted delivery.
1–3	**Poor**	• Very limited range of structures and vocabulary, almost always inaccurate. • Poor pronunciation, rarely comprehensible; many serious errors.
0		• No creditable response.

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Working mark sheet (WMS)

Cambridge IGCSE Foreign Languages: Speaking Test Working Mark Sheet

Please read the Instructions for teachers/examiners before completing this form.

Centre number						Centre name									
Please select syllabus/component							Exam series			Year					

				ROLE PLAY					TOPIC CONVERSATIONS			
Cand. no.	**Candidate name**	***Role play card no.***	***Topic conversation nos.***	**Task 1** (max 2 marks)	**Task 2** (max 2 marks)	**Task 3** (max 2 marks)	**Task 4** (max 2 marks)	**Task 5** (max 2 marks)	**Communication** (max 15 marks)	**Quality of Language** (max 15 marks)	**Total** (max 40 marks)	**Internal/ external moderation**
0031	*Anita Cheng*	*3*	*3 & 7*	*2*	*2*	*1*	*2*	*2*	*10*	*9*	*28*	

Name of examiner completing this form IN CAPITALS:		Examiner's signature:		Date:	

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Randomisation instructions

Each candidate must be allocated one of nine candidate cards. The candidate card gives information for the role play and reminds candidates that the test will contain two topic conversations. There are corresponding teacher/examiner scripts for each candidate card.

The candidate cards and topics for conversation should be allocated to candidates in sequence as shown in the table below.

- If you are conducting more than 30 tests in a day, return to the beginning of the sequence after the 30th candidate.

- If you are conducting tests on more than one day, start each new day at the beginning of the sequence.

Allocate cards and topics to candidates in sequence, as follows:

Order of candidates	Candidate card	Topic conversation 1	Topic conversation 2
Candidate 1	1	Topic 3	Topic 4
Candidate 2	2	Topic 2	Topic 5
Candidate 3	3	Topic 1	Topic 6
Candidate 4	4	Topic 2	Topic 7
Candidate 5	5	Topic 1	Topic 4
Candidate 6	6	Topic 3	Topic 5
Candidate 7	7	Topic 1	Topic 6
Candidate 8	8	Topic 2	Topic 7
Candidate 9	9	Topic 1	Topic 4
Candidate 10	1	Topic 3	Topic 5
Candidate 11	2	Topic 2	Topic 6
Candidate 12	3	Topic 3	Topic 7
Candidate 13	4	Topic 1	Topic 4
Candidate 14	5	Topic 2	Topic 5
Candidate 15	6	Topic 3	Topic 6
Candidate 16	7	Topic 2	Topic 7
Candidate 17	8	Topic 1	Topic 4
Candidate 18	9	Topic 3	Topic 5
Candidate 19	1	Topic 1	Topic 6
Candidate 20	2	Topic 2	Topic 7
Candidate 21	3	Topic 1	Topic 4
Candidate 22	4	Topic 3	Topic 5
Candidate 23	5	Topic 2	Topic 6
Candidate 24	6	Topic 3	Topic 7
Candidate 25	7	Topic 1	Topic 4

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Order of candidates	Candidate card	Topic conversation 1	Topic conversation 2
Candidate 26	8	Topic 2	Topic 5
Candidate 27	9	Topic 3	Topic 6
Candidate 28	1	Topic 2	Topic 7
Candidate 29	2	Topic 1	Topic 4
Candidate 30	3	Topic 3	Topic 5
Start again at row 1 (as used for Candidate 1)			

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Teacher/examiner scripts – Role plays

CANDIDATE CARD 1

Start the recording	
Before the test	**Say:** Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Saludo e introducción (no calificadas)	**Diga:** Hola / Buenos días / Buenas tardes. ¿Cómo estás? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El director de personal / La directora de personal**
Contexto	**Diga:** Estás en Chile. Ves un anuncio para trabajar en un zoológico durante el verano. Llamas por teléfono al director / a la directora de personal en el zoológico. Yo soy el director / la directora de personal.
Preguntas	**Haga las siguientes preguntas:**
1	Bueno, ¿cuántos años tienes? *Responda de forma apropiada y pregunte:*
2	Y ¿qué días de la semana quieres trabajar? *Responda de forma apropiada y pregunte:*
3	¿Dónde viste el anuncio para este trabajo? *Responda de forma apropiada y pregunte:*
4	¿Por qué te gustan los zoológicos? *Responda de forma apropiada y pregunte:*
5	¿Te gustaría trabajar con animales en el futuro? [**PAUSA**] *Responda de forma apropiada y pregunte:* ¿Por qué (no)? *Responda de forma apropiada y termine la conversación.*

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Teacher/examiner scripts – Role plays

CANDIDATE CARD 2

Start the recording	
Before the test	**Say:** Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Saludo e introducción (no calificadas)	**Diga:** Hola / Buenos días / Buenas tardes. ¿Cómo estás? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El empleado / La empleada**
Contexto	**Diga:** Estás en España. Vas a una agencia de viajes. Hablas con el empleado / la empleada. Yo soy el empleado / la empleada.
Preguntas	**Haga las siguientes preguntas:**
1	Buenos días. ¿Adónde quieres ir? *Responda de forma apropiada y pregunte:*
2	¿Para cuántos días quieres ir? *Responda de forma apropiada y pregunte:*
3	¿Qué actividades vas a hacer allí? *Responda de forma apropiada y pregunte:*
4	¿Quieres alojarte en un hotel o en un apartamento? [**PAUSA**] *Responda de forma apropiada y pregunte:* ¿Por qué? *Responda de forma apropiada y pregunte:*
5	¿Adónde fuiste de vacaciones el año pasado? [**PAUSA**] *Responda de forma apropiada y pregunte:* ¿Qué hiciste? *Responda de forma apropiada y termine la conversación.*

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Teacher/examiner scripts – Role plays

CANDIDATE CARD 3

Start the recording	
Before the test	**Say:** Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Saludo e introducción (no calificadas)	**Diga:** Hola / Buenos días / Buenas tardes. ¿Cómo estás? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El amigo / La amiga**
Contexto	**Diga:** Vives en Paraguay. Estás organizando una fiesta para tus amigos. Yo soy tu amigo/amiga.
Preguntas	**Haga las siguientes preguntas:**
1	Bueno, ¿a qué hora es la fiesta? *Responda de forma apropiada y pregunte:*
2	¿Dónde se celebra? *Responda de forma apropiada y pregunte:*
3	¿Qué ropa prefieres llevar para una fiesta? [**PAUSA**] *Responda de forma apropiada y pregunte:* ¿Por qué? *Responda de forma apropiada y pregunte:*
4	¿Qué comida y bebida vas a comprar para la fiesta? [**PAUSA**] *Responda de forma apropiada y pregunte:* ¿Para cuántas personas? *Responda de forma apropiada y pregunte:*
5	¿Cómo celebraste tu última fiesta en familia? *Responda de forma apropiada y termine la conversación.*

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Teacher/examiner scripts – Role plays

CANDIDATE CARD 4

Start the recording	
Before the test	**Say:** Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Saludo e introducción (no calificadas)	**Diga:** Hola / Buenos días / Buenas tardes. ¿Cómo estás? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El entrenador / La entrenadora**
Contexto	**Diga:** Estás en España. Quieres ir a clases de tenis. Llamas por teléfono al entrenador / a la entrenadora. Yo soy el entrenador / la entrenadora.
Preguntas	**Haga las siguientes preguntas:**
1	¿Cuántos días a la semana quieres ir a clase? *Responda de forma apropiada y pregunte:*
2	¿Cuántos años tienes? *Responda de forma apropiada y pregunte:*
3	¿Por qué te gusta jugar al tenis? *Responda de forma apropiada y pregunte:*
4	¿Cuándo fue la última vez que jugaste al tenis? [**PAUSA**] *Responda de forma apropiada y pregunte:* Y ¿dónde jugaste? *Responda de forma apropiada y pregunte:*
5	¿Qué más vas a hacer para estar en forma? *Responda de forma apropiada y termine la conversación.*

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Teacher/examiner scripts – Role plays

CANDIDATE CARD 5

Start the recording	
Before the test	**Say:** Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Saludo e introducción (no calificadas)	**Diga:** Hola / Buenos días / Buenas tardes. ¿Cómo estás? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El dependiente / La dependienta**
Contexto	**Diga:** Estás en una tienda en Argentina. Quieres comprar una tableta electrónica. Yo soy el dependiente / la dependienta.
Preguntas	**Haga las siguientes preguntas:**
1	Buenos días. ¿Qué tamaño de tableta quieres comprar? *Responda de forma apropiada y pregunte:*
2	¿Qué color de tableta quieres? *Responda de forma apropiada y pregunte:*
3	¿Prefieres usar una tableta o una computadora? [**PAUSA**] *Responda de forma apropiada y pregunte:* ¿Por qué? *Responda de forma apropiada y pregunte:*
4	¿Cuándo decidiste comprar una tableta? [**PAUSA**] *Responda de forma apropiada y pregunte:* ¿Por qué? *Responda de forma apropiada y pregunte:*
5	¿En qué asignaturas vas a usar la tableta en el colegio? *Responda de forma apropiada y termine la conversación.*

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Teacher/examiner scripts – Role plays

CANDIDATE CARD 6

Start the recording	
Before the test	**Say:** Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Saludo e introducción (no calificadas)	**Diga:** Hola / Buenos días / Buenas tardes. ¿Cómo estás? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El amigo / La amiga**
Contexto	**Diga:** Estás en Colombia. Quieres ir a la playa con tu amigo/amiga. Yo soy tu amigo/amiga.
Preguntas	**Haga las siguientes preguntas:**
1	¿A qué hora vamos a la playa? *Responda de forma apropiada y pregunte:*
2	¿Dónde quedamos para ir a la playa? *Responda de forma apropiada y pregunte:*
3	¿Qué actividades vamos a hacer en la playa? *Responda de forma apropiada y pregunte:*
4	¿Prefieres comer en la playa o ir a un restaurante cerca? [**PAUSA**] *Responda de forma apropiada y pregunte:* ¿Por qué? *Responda de forma apropiada y pregunte:*
5	¿Cuándo fuiste a la playa la última vez? [**PAUSA**] *Responda de forma apropiada y pregunte:* ¿Con quién fuiste? *Responda de forma apropiada y termine la conversación.*

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Teacher/examiner scripts – Role plays

CANDIDATE CARD 7

Start the recording	
Before the test	**Say:** Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Saludo e introducción (no calificadas)	**Diga:** Hola / Buenos días / Buenas tardes. ¿Cómo estás? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El empleado / La empleada**
Contexto	**Diga:** Estás en España. Vas a una tienda de alquiler de bicicletas en Madrid. Hablas con el empleado / la empleada. Yo soy el empleado / la empleada.
Preguntas	**Haga las siguientes preguntas:**
1	Buenos días. ¿Para cuántos días quiere la bicicleta? *Responda de forma apropiada y pregunte:*
2	¿Qué color de bicicleta quiere? *Responda de forma apropiada y pregunte:*
3	¿Adónde va a ir en bicicleta? [**PAUSA**] *Responda de forma apropiada y pregunte:* ¿Por qué? *Responda de forma apropiada y pregunte:*
4	Normalmente, ¿prefiere usar la bicicleta o ir en transporte público? [**PAUSA**] *Responda de forma apropiada y pregunte:* ¿Por qué? *Responda de forma apropiada y pregunte:*
5	¿Qué hizo ayer en Madrid? *Responda de forma apropiada y termine la conversación.*

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Teacher/examiner scripts – Role plays

CANDIDATE CARD 8

Start the recording	
Before the test	**Say:** Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Saludo e introducción (no calificadas)	**Diga:** Hola / Buenos días / Buenas tardes. ¿Cómo estás? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El profesor / La profesora**
Contexto	**Diga:** Estás en Nicaragua. Quieres hacer un curso de cocina con tus amigos. Llamas por teléfono al profesor / a la profesora del curso. Yo soy el profesor / la profesora.
Preguntas	**Haga las siguientes preguntas:**
1	Hola. ¿Cuántas personas quieren hacer el curso? *Responda de forma apropiada y pregunte:*
2	¿Quién cocina en tu casa? *Responda de forma apropiada y pregunte:*
3	¿Qué cocinaste esta semana en tu casa? [**PAUSA**] *Responda de forma apropiada y pregunte:* ¿Cómo fue la comida? *Responda de forma apropiada y pregunte:*
4	¿Qué comida te gustaría aprender a cocinar? *Responda de forma apropiada y pregunte:*
5	¿Qué otro curso vas a hacer en el futuro? *Responda de forma apropiada y termine la conversación.*

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Teacher/examiner scripts – Role plays

CANDIDATE CARD 9

Start the recording	
Before the test	**Say:** Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Saludo e introducción (no calificadas)	**Diga:** Hola / Buenos días / Buenas tardes. ¿Cómo estás? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El amigo / La amiga**
Contexto	**Diga:** Estás en España. Vas a la biblioteca con tu amigo/amiga. Habláis de los libros. Yo soy tu amigo/amiga.
Preguntas	**Haga las siguientes preguntas:**
1	¿Cuándo y dónde lees normalmente? *Responda de forma apropiada y pregunte:*
2	¿Qué tipo de libros lees en el instituto? *Responda de forma apropiada y pregunte:*
3	¿Cuál es el último libro que leíste? [**PAUSA**] *Responda de forma apropiada y pregunte:* ¿Te gustó? [**PAUSA**] ¿Por qué (no)? *Responda de forma apropiada y pregunte:*
4	¿Prefieres leer un libro o ver una película? [**PAUSA**] *Responda de forma apropiada y pregunte:* ¿Por qué? *Responda de forma apropiada y pregunte:*
5	¿Cómo vamos a ir a la biblioteca? [**PAUSA**] *Responda de forma apropiada y pregunte:* ¿A qué hora vamos a ir? *Responda de forma apropiada y termine la conversación.*

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Teacher/examiner scripts – Topic conversations

TOPIC 1

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it **once** if necessary)	Ask the next question

- If necessary, encourage a fuller response by asking an extension question, e.g.

  ¿Puedes decirme algo más (sobre eso)?

- If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you **must** ask up to **two** further questions of your choice on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

Tema: El deporte	
Preguntas	**Haga las siguientes preguntas:**
1	¿Qué deporte practicas?
2	¿Cuántas horas a la semana practicas deporte?
3	Háblame de la última vez que hiciste deporte. [**PAUSA**] ¿En qué lugar hiciste deporte? **Preguntas alternativas (si es necesario)** ¿Qué deporte hiciste recientemente? [**PAUSA**] ¿Dónde practicaste deporte?
4	¿Cómo vas a pasar tu tiempo libre esta semana? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** Esta semana, ¿qué vas a hacer en tu tiempo libre? [**PAUSA**] ¿Por qué?
5	En tu opinión, ¿cuáles son las ventajas de hacer deporte? [**PAUSA**] ¿Con quién prefieres hacer deporte y por qué? **Preguntas alternativas (si es necesario)** ¿Por qué te gusta hacer deporte? [**PAUSA**] ¿Te gusta hacer deporte con amigos o con la familia? [**PAUSA**] ¿Por qué?

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Teacher/examiner scripts – Topic conversations

TOPIC 2

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it **once** if necessary)	Ask the next question

- If necessary, encourage a fuller response by asking an extension question, e.g.

  ¿Puedes decirme algo más (sobre eso)?

- If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you **must** ask up to **two** further questions of your choice on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

Tema: La casa	
Preguntas	**Haga las siguientes preguntas:**
1	¿Dónde vives?
2	¿Cuántas habitaciones tiene tu casa o piso?
3	Háblame de lo que hiciste en tu casa el fin de semana pasado. **Pregunta alternativa (si es necesario)** Describe lo que hiciste en tu casa el fin de semana pasado.
4	¿Qué opinas de tu dormitorio? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** ¿Qué te gusta o no te gusta de tu dormitorio? [**PAUSA**] ¿Por qué?
5	¿Qué tipo de casa comprarías en el futuro? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** En el futuro, ¿qué tipo de casa te gustaría comprar? [**PAUSA**] ¿Por qué?

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Teacher/examiner scripts – Topic conversations

TOPIC 3

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it **once** if necessary)	Ask the next question

- If necessary, encourage a fuller response by asking an extension question, e.g.

  ¿Puedes decirme algo más (sobre eso)?

- If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you **must** ask up to **two** further questions of your choice on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

Tema: La familia	
Preguntas	**Haga las siguientes preguntas:**
1	¿Cuántas personas hay en tu familia?
2	¿Quiénes son los miembros de tu familia?
3	Háblame de lo que hiciste con tu familia recientemente. **Pregunta alternativa (si es necesario)** ¿Qué actividad hiciste con tu familia recientemente?
4	¿Adónde irás con tu familia este fin de semana? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** ¿Adónde vas a ir con tu familia este fin de semana? [**PAUSA**] ¿Por qué?
5	¿Hay ventajas de tener una familia numerosa? [**PAUSA**] ¿Por qué (no)? **Preguntas alternativas (si es necesario)** ¿Tener una familia grande es positivo? [**PAUSA**] ¿Por qué (no)?

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Teacher/examiner scripts – Topic conversations

TOPIC 4

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it **once** if necessary)	Ask the next question

- If necessary, encourage a fuller response by asking an extension question, e.g.

  ¿Puedes decirme algo más (sobre eso)?

- If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you **must** ask up to **two** further questions of your choice on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

Tema: La gente famosa	
Preguntas	**Haga las siguientes preguntas:**
1	¿Qué persona famosa te gusta?
2	¿De qué nacionalidad es esta persona?
3	Háblame de la última vez que viste a esta persona en la televisión o en el cine. **Preguntas alternativas (si es necesario)** ¿Cuándo viste a esta persona famosa en la televisión o en el cine? [**PAUSA**] ¿Qué hacía?
4	¿Por qué admiras a esta persona? [**PAUSA**] ¿Qué cualidades tiene? **Preguntas alternativas (si es necesario)** ¿Por qué te gusta esta persona? [**PAUSA**] ¿Cómo es?
5	Si tuvieras la posibilidad, ¿qué te gustaría hacer con esta persona en el futuro? [**PAUSA**] ¿Dónde y por qué? **Preguntas alternativas (si es necesario)** En el futuro, ¿qué actividades te gustaría hacer con esta persona? [**PAUSA**] ¿Dónde y por qué?

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Teacher/examiner scripts – Topic conversations

TOPIC 5

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it **once** if necessary)	Ask the next question

- If necessary, encourage a fuller response by asking an extension question, e.g.

  ¿Puedes decirme algo más (sobre eso)?

- If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you **must** ask up to **two** further questions of your choice on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

Tema: La educación	
Preguntas	**Haga las siguientes preguntas:**
1	¿Dónde estudias?
2	¿Cuántas personas hay en tu clase?
3	Háblame de una excursión escolar que hiciste. **Preguntas alternativas (si es necesario)** Describe una excursión escolar en el pasado. [**PAUSA**] ¿Adónde y cómo fuiste?
4	¿Qué estudiarás el año que viene? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** El año próximo, ¿qué vas a estudiar? [**PAUSA**] ¿Por qué?
5	¿Cuáles son las ventajas o desventajas de estudiar lejos de casa? **Pregunta alternativa (si es necesario)** ¿Qué es lo positivo o lo negativo de estudiar en otra ciudad?

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Teacher/examiner scripts – Topic conversations

TOPIC 6

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it **once** if necessary)	Ask the next question

- If necessary, encourage a fuller response by asking an extension question, e.g.

  ¿Puedes decirme algo más (sobre eso)?

- If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you **must** ask up to **two** further questions of your choice on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

Tema: La ciudad	
Preguntas	**Haga las siguientes preguntas:**
1	¿Cómo se llama la ciudad o el pueblo donde vives?
2	¿En qué país está tu ciudad o pueblo?
3	¿Qué hiciste recientemente en tu ciudad o pueblo? **Pregunta alternativa (si es necesario)** Describe lo que hiciste la semana pasada en tu ciudad o pueblo.
4	¿Dónde vivirás en el futuro? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** ¿En qué ciudad o país quieres vivir en el futuro? [**PAUSA**] ¿Por qué?
5	En tu ciudad o pueblo, ¿crees que hay muchas cosas para los jóvenes? [**PAUSA**] ¿Por qué (no)? **Preguntas alternativas (si es necesario)** En tu opinión, ¿hay mucho que hacer para los jóvenes en tu ciudad? [**PAUSA**] ¿Por qué (no)?

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Teacher/examiner scripts – Topic conversations

TOPIC 7

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it **once** if necessary)	Ask the next question

- If necessary, encourage a fuller response by asking an extension question, e.g.

  ¿Puedes decirme algo más (sobre eso)?

- If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you **must** ask up to **two** further questions of your choice on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

Tema: El cumpleaños	
Preguntas	**Haga las siguientes preguntas:**
1	¿Cuándo es tu cumpleaños?
2	¿Dónde celebras tu cumpleaños normalmente?
3	¿Cómo celebraste el día de tu cumpleaños el año pasado? [**PAUSA**] ¿Con quién lo celebraste? **Preguntas alternativas (si es necesario)** ¿Qué hiciste en el día de tu cumpleaños el año pasado? [**PAUSA**] ¿Qué comiste y bebiste?
4	¿Qué harás el día de tu cumpleaños este año? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** ¿Qué planes tienes para el día de tu cumpleaños este año? [**PAUSA**] ¿Por qué?
5	¿Crees que es mejor celebrar el día de tu cumpleaños con los amigos o con la familia? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** El día de tu cumpleaños, ¿prefieres estar con tus amigos o con tu familia? [**PAUSA**] ¿Por qué?

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