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Cambridge Assessment International Education

Cambridge IGCSE™

SPANISH **0530/03**

Paper 3 Speaking **February/March 2023**

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

4002850594

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 • 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 2023*'

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 Spanish: '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 give a relevant answer**	**If the candidate still does not give a relevant answer**	**If the candidate still does not give a relevant 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 Spanish: '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 give a relevant answer**	**If the candidate still does not give a relevant answer**	**If the candidate still does not give a relevant 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

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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 use of the alternative question(s) provided. • 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 use of the alternative question(s) provided. • 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 se califican)	**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 hermano / La hermana**
Contexto	**Diga:** Vives en España. Vas a preparar un desayuno con tu hermano/hermana para vuestros padres. Hablas con tu hermano/hermana para organizarlo. Yo soy tu hermano/hermana.
Preguntas	**Haga las siguientes preguntas:**
1	Hola, mira, ¿qué día hacemos el desayuno? *Responda de forma apropiada y pregunte:*
2	¿Y a qué hora? *Responda de forma apropiada y pregunte:*
3	Tenemos que ir al supermercado. ¿Qué vamos a comprar para el desayuno? *Responda de forma apropiada y pregunte:*
4	¿Desayunamos en la cocina o en el patio? [**PAUSA**] ¿Por qué? *Responda de forma apropiada y pregunte:*
5	¿La última vez que cocinaste, ¿qué preparaste? [**PAUSA**] Y ¿cómo fue? *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 se califican)	**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. Vas a participar en una competición de natación. Hablas con tu amigo/amiga sobre la competición. Yo soy tu amigo/amiga.
Preguntas	**Haga las siguientes preguntas:**
1	Hola, dime, ¿cuándo es la competición? *Responda de forma apropiada y pregunte:*
2	¿Cuántas personas participan en la competición? *Responda de forma apropiada y pregunte:*
3	¿Qué hiciste esta semana para estar en forma? *Responda de forma apropiada y pregunte:*
4	Normalmente, ¿prefieres nadar en una piscina o en el mar? [**PAUSA**] ¿Por qué? *Responda de forma apropiada y pregunte:*
5	¿Te gustaría participar en una competición de natación internacional? [**PAUSA**] ¿Por qué (no)? *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 se califican)	**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 tío / La tía**
Contexto	**Diga:** Estás en Valencia, en España. Vas a pasar un día con tu tío/tía en el centro de la ciudad. Hablas con tu tío/tía para planear el día. Yo soy tu tío/tía.
Preguntas	**Haga las siguientes preguntas:**
1	¿Qué día estás libre? *Responda de forma apropiada y pregunte:*
2	¿Cómo vamos al centro de la ciudad? *Responda de forma apropiada y pregunte:*
3	La última vez que fuiste de compras, ¿a qué tiendas fuiste? [**PAUSA**] Y ¿qué compraste? *Responda de forma apropiada y pregunte:*
4	¿Dónde prefieres comer? [**PAUSA**] ¿Por qué? *Responda de forma apropiada y pregunte:*
5	¿Qué vamos a hacer después? *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 se califican)	**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/La recepcionista**
Contexto	**Diga:** Estás en Panamá. Vas a un polideportivo porque quieres hacer deporte. Hablas con el/la recepcionista. Yo soy el/la recepcionista.
Preguntas	**Haga las siguientes preguntas:**
1	Hola, buenas tardes, ¿de dónde eres? *Responda de forma apropiada y pregunte:*
2	¿Cuántos años tienes? *Responda de forma apropiada y pregunte:*
3	¿Qué deporte quieres practicar hoy? [**PAUSA**] ¿Por qué? *Responda de forma apropiada y pregunte:*
4	¿Qué hiciste la última vez que estuviste en un polideportivo? *Responda de forma apropiada y pregunte:*
5	¿Te gusta hacer deporte al aire libre? [**PAUSA**] ¿Por qué (no)? *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 se califican)	**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 España y vas a una tienda de zapatos. Hablas con el dependiente / la dependienta. Yo soy el dependiente / la dependienta.
Preguntas	**Haga las siguientes preguntas:**
1	Hola, buenos días ¿qué color de zapatos quieres? *Responda de forma apropiada y pregunte:*
2	¿Qué número de pie tienes? *Responda de forma apropiada y pregunte:*
3	¿Para qué necesitas estos zapatos? *Responda de forma apropiada y pregunte:*
4	¿Cuándo fue la última vez que compraste zapatos? [**PAUSA**] Y ¿por qué te gustaban? *Responda de forma apropiada y pregunte:*
5	¿Qué otros planes tienes hoy, después de comprar los zapatos? *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 se califican)	**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 primo / La prima**
Contexto	**Diga:** Estás en México con tu primo/prima y estáis comprando entradas por Internet para un partido de baloncesto. Hablas con tu primo/prima sobre el partido y las compras por Internet. Yo soy tu primo/prima.
Preguntas	**Haga las siguientes preguntas:**
1	A ver, ¿a qué hora es el partido de baloncesto? *Responda de forma apropiada y pregunte:*
2	¿En qué medio de transporte vamos al partido? *Responda de forma apropiada y pregunte:*
3	¿Qué vamos a hacer después del partido de baloncesto? *Responda de forma apropiada y pregunte:*
4	¿Te gusta comprar por Internet? [**PAUSA**] ¿Por qué (no)? *Responda de forma apropiada y pregunte:*
5	¿Cúando compraste algo por Internet la última vez? [**PAUSA**] ¿Qué compraste? *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 se califican)	**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 padre / La madre**
Contexto	**Diga:** Vives en España. Quieres ayudar más en casa con las tareas domésticas. Hablas con tu padre/madre. Yo soy tu padre/madre.
Preguntas	**Haga las siguientes preguntas:**
1	Bueno, vamos a ver, ¿cuántas horas por semana puedes ayudar? *Responda de forma apropiada y pregunte:*
2	¿Qué días prefieres ayudar? *Responda de forma apropiada y pregunte:*
3	¿Qué hiciste para ayudar en casa la semana pasada? *Responda de forma apropiada y pregunte:*
4	¿Te gusta ayudar a preparar la comida? [**PAUSA**] ¿Por qué (no)? *Responda de forma apropiada y pregunte:*
5	¿Qué vas a hacer en tu tiempo libre? *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 se califican)	**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 / La directora del instituto**
Contexto	**Diga:** Estás en un instituto en Sevilla, en España. Hablas con el director / la directora del instituto porque no has hecho los deberes de una asignatura. Yo soy el director / la directora.
Preguntas	**Haga las siguientes preguntas:**
1	Bueno, ¿de qué asignatura son los deberes? *Responda de forma apropiada y pregunte:*
2	¿Cuándo puedes hacer estos deberes? *Responda de forma apropiada y pregunte:*
3	¿Por qué no hiciste estos deberes? *Responda de forma apropiada y pregunte:*
4	¿Dónde prefieres estudiar? [**PAUSA**] ¿Por qué? *Responda de forma apropiada y pregunte:*
5	¿Qué clases vas a tener esta tarde? [**PAUSA**] Y ¿qué vas a hacer después? *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 se califican)	**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 veterinario / La veterinaria**
Contexto	**Diga:** Estás en Panamá. Vas a una clínica veterinaria porque tu perro no camina bien. Hablas con el veterinario / la veterinaria. Yo soy el veterinario / la veterinaria.
Preguntas	**Haga las siguientes preguntas:**
1	Buenos días. ¿Cómo se llama tu perro? *Responda de forma apropiada y pregunte:*
2	¿Qué edad tiene tu perro? *Responda de forma apropiada y pregunte:*
3	Cuando el perro empezó a caminar mal, ¿dónde estabas? [**PAUSA**] y ¿qué estabas haciendo? *Responda de forma apropiada y pregunte:*
4	Creo que el perro necesita descansar, ¿qué vas a hacer hoy en casa? *Responda de forma apropiada y pregunte:*
5	¿Te gustaría trabajar con animales en el futuro? [**PAUSA**] ¿Por qué (no)? *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 give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant 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 y los amigos	
Preguntas	**Haga las siguientes preguntas:**
1	¿Cuántas personas viven en tu casa?
2	¿Cómo se llaman las personas que viven en tu casa?
3	Háblame de la última actividad que hiciste con tus amigos. **Preguntas alternativas (si es necesario)** Describe la última vez que saliste con tus amigos.
4	Si pudieras ir de viaje con una persona, ¿con quién sería? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** ¿Con quién te gustaría ir de vacaciones? [**PAUSA**] ¿Por qué?
5	¿Crees que vivirás cerca de tu familia en el futuro? [**PAUSA**] ¿Por qué (no)? **Preguntas alternativas (si es necesario)** En tu opinión, ¿vas a vivir cerca de tu familia en el futuro? [**PAUSA**] ¿Por qué (no)?

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Teacher/examiner scripts – Topic conversations

TOPIC 2

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant 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	¿Cómo es tu casa?
2	¿Cómo se llama la calle donde está tu casa?
3	¿Qué habitación de tu casa prefieres? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** ¿Qué habitación te gusta más? [**PAUSA**] ¿Por qué?
4	Háblame de la última vez que fuiste a casa de un amigo / una amiga o un miembro de tu familia. [**PAUSA**] ¿Qué hiciste? **Preguntas alternativas (si es necesario)** Describe la última vez que fuiste a casa de un amigo / una amiga.
5	En el futuro, ¿dónde comprarías una casa? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** En el futuro, ¿dónde te gustaría comprar una casa? [**PAUSA**] ¿Por qué?

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Teacher/examiner scripts – Topic conversations

TOPIC 3

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant 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: Donde vives – tu pueblo, región y país	
Preguntas	**Haga las siguientes preguntas:**
1	¿En qué pueblo o ciudad vives?
2	¿En qué parte de tu país está tu pueblo o ciudad?
3	En tu opinión, ¿qué es lo positivo o lo negativo de tu región? **Preguntas alternativas (si es necesario)** ¿Qué es lo bueno o lo malo de la zona donde vives?
4	Cuando eras pequeño/a, ¿qué hacías en tu ciudad? [**PAUSA**] ¿Con quién? **Preguntas alternativas (si es necesario)** Cuando eras un niño / una niña, ¿qué te gustaba hacer en tu ciudad? [**PAUSA**] ¿Con quién?
5	Si pudieras elegir, ¿dónde vivirías en tu país? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** En el futuro, ¿dónde te gustaría vivir? [**PAUSA**] ¿Por qué?

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Teacher/examiner scripts – Topic conversations

TOPIC 4

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant 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: Fin de curso y los exámenes	
Preguntas	**Haga las siguientes preguntas:**
1	¿Cuándo terminas el instituto este año?
2	¿Qué asignatura es más difícil para ti?
3	¿Cómo celebrarás el final de los exámenes con tus amigos? **Preguntas alternativas (si es necesario)** ¿Qué vas a hacer para celebrar el fin de los exámenes con tus amigos?
4	El año pasado, ¿qué hiciste con tu familia cuando terminaste el curso? **Preguntas alternativas (si es necesario)** El año pasado, ¿qué actividades hiciste con tu familia después de los exámenes?
5	Para ti, ¿son necesarios los exámenes? [**PAUSA**] ¿Por qué (no)? **Preguntas alternativas (si es necesario)** En tu opinión, ¿es importante tener exámenes? [**PAUSA**] ¿Por qué (no)?

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Teacher/examiner scripts – Topic conversations

TOPIC 5

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant 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: Fiestas y celebraciones	
Preguntas	**Haga las siguientes preguntas:**
1	¿Con quién vas a fiestas normalmente?
2	¿Qué ropa llevas para una fiesta?
3	¿Prefieres las fiestas con tus amigos o con familia? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** ¿Te gustan más las fiestas con tus amigos o con familia? [**PAUSA**] ¿Por qué?
4	Háblame de la última vez que estuviste en una fiesta. [**PAUSA**] ¿Qué hiciste? **Preguntas alternativas (si es necesario)** Describe la última vez que fuiste a una fiesta. [**PAUSA**] ¿Qué hiciste?
5	Si pudieras elegir, ¿dónde irías para celebrar tu próximo cumpleaños? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** El año que viene, ¿dónde te gustaría ir para celebrar tu cumpleaños? [**PAUSA**] ¿Por qué?

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Teacher/examiner scripts – Topic conversations

TOPIC 6

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant 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 vida sana	
Preguntas	**Haga las siguientes preguntas:**
1	¿Cuántas horas duermes cada noche?
2	¿Qué deporte practicas?
3	¿Piensas que es necesario hacer deporte? [**PAUSA**] ¿Por qué (no)? **Preguntas alternativas (si es necesario)** ¿Es importante hacer deporte? [**PAUSA**] ¿Por qué (no)?
4	Háblame de lo que comiste y bebiste ayer. **Preguntas alternativas (si es necesario)** Describe lo que comiste y bebiste ayer.
5	El fin de semana que viene, ¿qué harás para llevar una vida sana? **Preguntas alternativas (si es necesario)** El próximo fin de semana, ¿qué vas a hacer para tener una vida sana?

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Teacher/examiner scripts – Topic conversations

TOPIC 7

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant 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 instituto y los profesores	
Preguntas	**Haga las siguientes preguntas:**
1	¿Cómo es tu uniforme?
2	¿A qué hora es el recreo en tu instituto?
3	Háblame de la clase que te gustó más ayer en el instituto. **Preguntas alternativas (si es necesario)** Describe la clase favorita que tuviste ayer en el instituto.
4	¿Cómo sería tu profesor/profesora ideal? **Preguntas alternativas (si es necesario)** En tu opinión, ¿cómo sería tu profesor/profesora perfecto(a)?
5	¿Crees que ser profesor es un buen trabajo? [**PAUSA**] ¿Por qué (no)? **Preguntas alternativas (si es necesario)** En tu opinión, ¿ser profesor es un trabajo interesante? [**PAUSA**] ¿Por qué (no)?

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