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Cambridge Assessment International Education

Cambridge IGCSE™

SPANISH **0530/03**

Paper 3 Speaking **May/June 2023**

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

0881151288

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).

This document has **32** pages. Any blank pages are indicated.

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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 instruction 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 instruction 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: *[the date on which the test is conducted]*'

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 instruction 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 instruction 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 instruction 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 1	Topic 5
Candidate 3	3	Topic 3	Topic 6
Candidate 4	4	Topic 2	Topic 7
Candidate 5	5	Topic 1	Topic 6
Candidate 6	6	Topic 2	Topic 5
Candidate 7	7	Topic 1	Topic 6
Candidate 8	8	Topic 3	Topic 5
Candidate 9	9	Topic 1	Topic 4
Candidate 10	1	Topic 3	Topic 5
Candidate 11	2	Topic 1	Topic 6
Candidate 12	3	Topic 3	Topic 7
Candidate 13	4	Topic 1	Topic 4
Candidate 14	5	Topic 2	Topic 6
Candidate 15	6	Topic 1	Topic 4
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 3	Topic 7
Candidate 21	3	Topic 2	Topic 4
Candidate 22	4	Topic 1	Topic 5
Candidate 23	5	Topic 3	Topic 6
Candidate 24	6	Topic 1	Topic 7
Candidate 25	7	Topic 3	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 2	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? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El amigo / La amiga**
Contexto	Diga: Estás en México. Hoy vas a ir al centro comercial con tu amigo/amiga mexicano/a. Hablas con tu amigo/amiga. Yo soy tu amigo/amiga.
Preguntas	**Haga las siguientes preguntas:**
1	¡Hola! ¿A qué hora quieres ir al centro comercial hoy? *Responda de forma apropiada y pregunte:*
2	¿Qué quieres comprar? *Responda de forma apropiada y pregunte:*
3	Vamos a comer fuera. ¿Qué comida te gustaría comer? [**PAUSA**] ¿Por qué? *Responda de forma apropiada y pregunte:*
4	La última vez que fuiste al centro comercial, ¿con quién fuiste? [**PAUSA**] ¿Y qué hiciste? *Responda de forma apropiada y pregunte:*
5	Podemos salir el próximo fin de semana. ¿Qué planes tienes? *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? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El dependiente / La dependienta**
Contexto	**Diga:** Estás de vacaciones en España. Vas a una tienda para comprar ropa para un festival de música. Hablas con el dependiente / la dependienta. Yo soy el dependiente / la dependienta.
Preguntas	**Haga las siguientes preguntas:**
1	Buenos días. ¿Qué tipo de ropa necesitas? *Responda de forma apropiada y pregunte:*
2	¿Qué color prefieres? *Responda de forma apropiada y pregunte:*
3	¿Qué tipo de música escuchas normalmente? [**PAUSA**] ¿Por qué? *Responda de forma apropiada y pregunte:*
4	¿Cuándo fue la última vez que fuiste a un festival? [**PAUSA**] Y ¿qué es lo que más te gustó hacer allí? *Responda de forma apropiada y pregunte:*
5	¿Qué vas a hacer durante el resto de tus vacaciones en España? *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? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El empleado / La empleada**
Contexto	**Diga:** Estás en una oficina de turismo en España. Quieres comprar entradas para un museo de cine. Hablas con el empleado / la empleada de la oficina de turismo. Yo soy el empleado / la empleada.
Preguntas	**Haga las siguientes preguntas:**
1	Buenos días. ¿Para qué día quieres las entradas? *Responda de forma apropiada y pregunte:*
2	Y ¿a qué hora quieres visitar el museo? *Responda de forma apropiada y pregunte:*
3	¿Qué tipo de películas te gusta? [**PAUSA**] ¿Por qué? *Responda de forma apropiada y pregunte:*
4	¿Qué lugares has visitado en España? [**PAUSA**] ¿Con quién? *Responda de forma apropiada y pregunte:*
5	¿Qué planes tienes para cenar esta noche? *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? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El médico / La médica**
Contexto	**Diga:** Estás de vacaciones en Perú. Vas al médico porque te duele el estómago. Hablas con el médico / la médica. Yo soy el médico / la médica.
Preguntas	**Haga las siguientes preguntas:**
1	Buenos días. ¿Cuántos años tienes? *Responda de forma apropiada y pregunte:*
2	Aparte del estómago, ¿qué más te duele? *Responda de forma apropiada y pregunte:*
3	¿Qué estabas haciendo cuando empezó el dolor? *Responda de forma apropiada y pregunte:*
4	¿Con quién estás en Perú? [**PAUSA**] ¿Cuándo vuelves a casa? *Responda de forma apropiada y pregunte:*
5	¿Qué te gustaría hacer mañana? [**PAUSA**] ¿Por qué? *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? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El empleado / La empleada**
Contexto	**Diga:** Estás en Colombia. Quieres ser miembro de un gimnasio. Hablas por teléfono con el empleado / la empleada del gimnasio. Yo soy el empleado / la empleada.
Preguntas	**Haga las siguientes preguntas:**
1	Bueno, quieres ser miembro del gimnasio. ¿Cuántos años tienes? *Responda de forma apropiada y pregunte:*
2	Y ¿qué días a la semana quieres venir? *Responda de forma apropiada y pregunte:*
3	¿En qué momento del día prefieres hacer ejercicio? [**PAUSA**] ¿Por qué? *Responda de forma apropiada y pregunte:*
4	Cuando eras pequeño/pequeña, ¿qué hacías para estar en forma? *Responda de forma apropiada y pregunte:*
5	Aparte de hacer ejercicio, ¿qué más vas a hacer para llevar una vida sana? *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? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El jefe / La jefa**
Contexto	**Diga:** Estás en Chile. Quieres trabajar en un campamento de verano para niños. Hablas por teléfono con el jefe / la jefa del campamento. Yo soy el jefe / la jefa.
Preguntas	**Haga las siguientes preguntas:**
1	Hola. ¿Cuántos años tienes? *Responda de forma apropiada y pregunte:*
2	¿Qué idiomas hablas? *Responda de forma apropiada y pregunte:*
3	¿Por qué quieres trabajar en el campamento? *Responda de forma apropiada y pregunte:*
4	¿Qué piensas hacer con el dinero que vas a ganar? *Responda de forma apropiada y pregunte:*
5	El verano pasado, ¿qué hiciste como trabajo? *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? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El/La agente de policía**
Contexto	**Diga:** Estás pasando una semana en una ciudad en España con tu instituto. Has perdido tu mochila. Hablas con el/la agente de policía. Yo soy el/la agente de policía.
Preguntas	**Haga las siguientes preguntas:**
1	Hola. Entiendo que has perdido tu mochila. ¿De qué color es? *Responda de forma apropiada y pregunte:*
2	¿Qué tienes dentro de la mochila? *Responda de forma apropiada y pregunte:*
3	¿Qué día perdiste la mochila? [**PAUSA**] ¿Qué hiciste ese día con tu grupo de clase? *Responda de forma apropiada y pregunte:*
4	¿Cuándo vas a volver a tu país? *Responda de forma apropiada y pregunte:*
5	¿Qué te gustaría hacer durante el resto de tu visita a España? [**PAUSA**] ¿Por qué? *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? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El empleado / La empleada**
Contexto	**Diga:** Estás de vacaciones en Costa Rica. Tu familia quiere alquilar un coche. Llamas por teléfono al empleado / a la empleada de la empresa de alquileres. Yo soy el empleado / la empleada.
Preguntas	**Haga las siguientes preguntas:**
1	Buenas tardes. Entiendo que quiere alquilar un coche. Dígame: ¿para cuántos días quiere el coche? *Responda de forma apropiada y pregunte:*
2	¿Quién conduce el coche? *Responda de forma apropiada y pregunte:*
3	¿Por qué le gusta viajar en coche? *Responda de forma apropiada y pregunte:*
4	¿Cuándo llegó a Costa Rica? [**PAUSA**] Y ¿qué hizo ayer? *Responda de forma apropiada y pregunte:*
5	¿Qué planes tiene para sus vacaciones aquí? *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? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El amigo / La amiga**
Contexto	**Diga:** Estás en Uruguay. Te gusta mucho salir y has decidido ir al teatro para ver una obra con tu amigo/amiga. Hablas con tu amigo/amiga. Yo soy tu amigo/amiga.
Preguntas	**Haga las siguientes preguntas:**
1	¡Hola! ¿A qué hora es la obra de teatro? *Responda de forma apropiada y pregunte:*
2	¿Cómo vamos a ir al teatro? *Responda de forma apropiada y pregunte:*
3	Bueno, ¿qué ropa te vas a poner? [**PAUSA**] ¿Por qué? *Responda de forma apropiada y pregunte:*
4	¿Qué vamos a hacer después del teatro? *Responda de forma apropiada y pregunte:*
5	¿Cuándo fue la última vez que saliste? [**PAUSA**] Y ¿qué hiciste? *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: Las personas importantes para ti	
Preguntas	**Haga las siguientes preguntas:**
1	¿Con qué miembro de tu familia te gusta pasar tiempo?
2	¿Dónde te gusta ir con este miembro de tu familia?
3	Cuando eras pequeño/pequeña, ¿a qué persona famosa admirabas? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** Cuando eras pequeño/pequeña, ¿quién era tu persona famosa favorita? [**PAUSA**] ¿Por qué?
4	Si pudieras pasar un día con una persona famosa, ¿qué te gustaría hacer? [**PAUSA**] ¿Por qué? **Pregunta alternativa (si es necesario)** Describe lo que te gustaría hacer durante un día ideal con una persona famosa.
5	¿Por qué es importante pasar tiempo con tus amigos? **Preguntas alternativas (si es necesario)** Para ti, ¿es importante pasar tiempo con tus amigos? [**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: El tiempo libre y los amigos	
Preguntas	**Haga las siguientes preguntas:**
1	¿Cuál es tu pasatiempo favorito?
2	¿Con quién te gusta pasar tu tiempo libre?
3	Cuando eras pequeño/pequeña, ¿cómo te gustaba pasar tiempo con tus amigos? **Pregunta alternativa (si es necesario)** De niño/niña, ¿qué actividades te gustaba hacer con tus amigos?
4	En el futuro, ¿vivirías con tus amigos? [**PAUSA**] ¿Por qué (no)? **Preguntas alternativas (si es necesario)** En el futuro, ¿te gustaría vivir con tus amigos? [**PAUSA**] ¿Por qué (no)?
5	¿Cuáles son las ventajas de tener tiempo libre? **Pregunta alternativa (si es necesario)** ¿Qué es lo bueno de tener tiempo libre?

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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: Comer y beber	
Preguntas	**Haga las siguientes preguntas:**
1	¿Qué te gusta beber en el desayuno?
2	¿Quién cocina en tu casa?
3	Háblame de la última vez que comiste en una cafetería. **Pregunta alternativa (si es necesario)** Describe una visita reciente a una cafetería. ¿Qué comiste y bebiste?
4	¿Qué plato te gustaría aprender a cocinar? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** ¿Qué comida diferente te gustaría preparar? [**PAUSA**] ¿Por qué?
5	¿Prefieres comer en el instituto o en casa? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** ¿Te gusta más comer en el colegio o en casa? [**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: El medio ambiente y el tiempo	
Preguntas	**Haga las siguientes preguntas:**
1	¿Qué reciclas en tu casa?
2	¿Qué tiempo hace hoy?
3	En tu opinión, ¿cuál es la mejor estación del año? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** ¿Cuál es tu estación del año favorita? [**PAUSA**] ¿Por qué te gusta esta estación?
4	Háblame de tu última excursión al campo. **Pregunta alternativa (si es necesario)** Describe tu última excursión al campo.
5	En el futuro, ¿qué podrías hacer tú para cuidar el medio ambiente? **Pregunta alternativa (si es necesario)** En el futuro, ¿qué vas a hacer tú para cuidar el medio ambiente?

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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: El instituto	
Preguntas	**Haga las siguientes preguntas:**
1	¿Dónde está tu instituto?
2	¿Cuál es tu clase favorita en el instituto?
3	Háblame de tu primer día en este instituto. **Pregunta alternativa (si es necesario)** Describe tu primer día en este instituto.
4	¿Qué preferirías estudiar de mayor? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** En el futuro, ¿qué asignatura te gustaría estudiar? [**PAUSA**] ¿Por qué?
5	En tu opinión, ¿cuáles son las ventajas o desventajas de ir a la universidad? **Preguntas alternativas (si es necesario)** En tu opinión, ¿es importante ir a la universidad? [**PAUSA**] ¿Por qué (no)?

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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: Viajar	
Preguntas	**Haga las siguientes preguntas:**
1	¿Adónde prefieres ir de vacaciones?
2	¿Con quién te gusta viajar?
3	Háblame de la última vez que fuiste de vacaciones. **Pregunta alternativa (si es necesario)** Describe lo que hiciste en tus últimas vacaciones.
4	Cuando seas mayor, ¿te gustaría viajar a otro país? [**PAUSA**] ¿Por qué (no)? **Preguntas alternativas (si es necesario)** En el futuro, ¿adónde te gustaría viajar? [**PAUSA**] ¿Por qué?
5	En tu opinión, ¿cuáles son las ventajas o desventajas de viajar mucho? **Pregunta alternativa (si es necesario)** En tu opinión, ¿qué es lo bueno o lo malo de viajar mucho?

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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 mundo del trabajo	
Preguntas	**Haga las siguientes preguntas:**
1	¿Cuántos días a la semana quieres trabajar?
2	¿En qué país quieres trabajar?
3	En el futuro, ¿qué tipo de empleo **no** te gustaría tener? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** En el futuro, ¿qué trabajo **no** te gustaría tener? [**PAUSA**] ¿Por qué?
4	Cuando eras pequeño/pequeña, ¿qué querías ser de mayor? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** De niño/niña, ¿qué profesión te interesaba? [**PAUSA**] ¿Por qué?
5	En tu opinión, ¿cuáles son las ventajas o desventajas de trabajar? **Pregunta alternativa (si es necesario)** ¿Qué es lo positivo o lo negativo de trabajar?

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