Cambridge Assessment International Education

Cambridge IGCSE™ (9–1)

SPANISH **7160/03**

Paper 3 Speaking **May/June 2024**

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

8018089832

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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Contents

Introduction **3**

The purpose of the speaking test 3

Structure of the speaking test 3

Resources required 4

Preparation in advance of the speaking test **5**

On the day of the speaking test **5**

Before each candidate's test 5

During each candidate's test 6

Role play 6

Topic conversation 1 7

Topic conversation 2 8

After each candidate's speaking test 9

After completing all of the speaking tests at the centre **9**

Mark schemes **10**

Role play mark scheme 10

Topic conversation mark schemes 11

Communication 11

Quality of Language 12

Working mark sheet (WMS) **13**

Randomisation instructions **14**

Teacher/examiner scripts – Role plays **16**

Teacher/examiner scripts – Topic conversations **25**

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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 correct naming convention provided in the *Submit for Assessment Admin Guide*. This can be found on the samples database at **www.cambridgeinternational.org/samples**

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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:	

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 2	Topic 6
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 de vacaciones en España y quieres visitar el zoológico con tu amigo/amiga. Llamas por teléfono a tu amigo/amiga. Yo soy tu amigo/amiga.
Preguntas	**Haga las siguientes preguntas:**
1	¡Hola! ¿A qué hora quieres ir al zoológico? *Responda de forma apropiada y pregunte:*
2	¿Cuánto cuesta la entrada? *Responda de forma apropiada y pregunte:*
3	¿Cuál es tu animal preferido? [**PAUSA**] ¿Por qué? *Responda de forma apropiada y pregunte:*
4	La última vez que fuiste al zoológico, ¿con quién fuiste? [**PAUSA**] Y ¿qué hiciste en el zoológico? *Responda de forma apropiada y pregunte:*
5	¿Qué otros planes tienes para las vacaciones? *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 y quieres ir a la playa. Vas a una tienda a comprar un bañador. Hablas con el dependiente / la dependienta. Yo soy el dependiente / la dependienta.
Preguntas	**Haga las siguientes preguntas:**
1	Buenos días. ¿De qué color quieres el bañador? *Responda de forma apropiada y pregunte:*
2	¿Qué otra cosa necesitas para la playa? *Responda de forma apropiada y pregunte:*
3	¿Con quién vas a ir a la playa? *Responda de forma apropiada y pregunte:*
4	¿Qué te gustaría hacer en la playa? *Responda de forma apropiada y pregunte:*
5	¿Cuándo llegaste a España? [**PAUSA**] Y ¿qué hiciste ayer? *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 dependiente / La dependienta**
Contexto	**Diga:** Estás pasando el verano en México. Vas a una heladería a comprar un helado. Hablas con el dependiente / la dependienta. Yo soy el dependiente / la dependienta.
Preguntas	**Haga las siguientes preguntas:**
1	¿De qué sabor quieres el helado? *Responda de forma apropiada y pregunte:*
2	¿De qué tamaño quieres el helado? *Responda de forma apropiada y pregunte:*
3	¿Te gusta el verano? [**PAUSA**] ¿Por qué (no)? *Responda de forma apropiada y pregunte:*
4	¿Cuándo llegaste a México? [**PAUSA**] Y ¿qué has hecho aquí? *Responda de forma apropiada y pregunte:*
5	¿Qué planes tienes para este fin de semana? *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 padre / La madre**
Contexto	**Diga:** Estás en Uruguay en casa de un amigo / una amiga. Quieres ir de excursión a la montaña. Hablas con el padre / la madre de tu amigo/amiga. Yo soy el padre / la madre.
Preguntas	**Haga las siguientes preguntas:**
1	Bueno, ¿cuándo quieres ir a la montaña? *Responda de forma apropiada y pregunte:*
2	¿Con quién vas a la montaña? *Responda de forma apropiada y pregunte:*
3	¿Qué comida y bebida quieres llevar a la montaña? *Responda de forma apropiada y pregunte:*
4	La última vez que fuiste de excursión, ¿adónde fuiste? [**PAUSA**] Y ¿qué hiciste? *Responda de forma apropiada y pregunte:*
5	¿Qué planes tienes para la semana que viene? *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 chico / La chica**
Contexto	**Diga:** Estás de vacaciones en España. Vas a Barcelona en tren. Hablas con un chico / una chica que viaja en tu tren. Yo soy el chico / la chica.
Preguntas	**Haga las siguientes preguntas:**
1	Perdona, ¿qué hora es? *Responda de forma apropiada y pregunte:*
2	Gracias. ¿De dónde eres? *Responda de forma apropiada y pregunte:*
3	¿Qué vas a hacer en Barcelona? *Responda de forma apropiada y pregunte:*
4	¿Prefieres viajar solo o con otras personas? [**PAUSA**] ¿Por qué? *Responda de forma apropiada y pregunte:*
5	¿Cuándo fue la última vez que viajaste en tren? [**PAUSA**] ¿Qué hiciste durante el viaje? *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 amigo / La amiga**
Contexto	**Diga:** Estás en Chile en un intercambio escolar. Quieres ir a un concierto. Hablas con tu amigo/amiga. Yo soy tu amigo/amiga.
Preguntas	**Haga las siguientes preguntas:**
1	Bueno, ¿qué tipo de música te gusta? *Responda de forma apropiada y pregunte:*
2	¿Qué día es el concierto? *Responda de forma apropiada y pregunte:*
3	¿Prefieres escuchar música en casa o en un concierto? [**PAUSA**] ¿Por qué? *Responda de forma apropiada y pregunte:*
4	La última vez que saliste, ¿qué hiciste? *Responda de forma apropiada y pregunte:*
5	¿Qué otros planes tienes durante el intercambio escolar? *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 de vacaciones en Argentina. Has perdido tu teléfono móvil. Hablas con un(a) agente de policía. Yo soy el/la agente de policía.
Preguntas	**Haga las siguientes preguntas:**
1	Bueno, ¿de qué color es el móvil? *Responda de forma apropiada y pregunte:*
2	¿De qué tamaño es? *Responda de forma apropiada y pregunte:*
3	¿Cuándo usaste tu móvil por última vez? *Responda de forma apropiada y pregunte:*
4	¿En qué tipo de alojamiento estás? [**PAUSA**] ¿Te gusta? [**PAUSA**] ¿Por qué (no)? *Responda de forma apropiada y pregunte:*
5	Bueno, ¿cuánto tiempo vas a estar en Argentina? [**PAUSA**] Y ¿qué actividades vas a hacer? *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 vendedor / La vendedora**
Contexto	**Diga:** Estás en Nicaragua de intercambio y quieres preparar una comida para tu familia de intercambio. Vas al mercado a comprar los ingredientes. Hablas con el vendedor / la vendedora. Yo soy el vendedor / la vendedora.
Preguntas	**Haga las siguientes preguntas:**
1	¿Para cuántas personas es la comida? *Responda de forma apropiada y pregunte:*
2	¿Qué ingredientes necesitas comprar? *Responda de forma apropiada y pregunte:*
3	¿Qué tipo de comida prefieres comer normalmente? [**PAUSA**] ¿Por qué? *Responda de forma apropiada y pregunte:*
4	¿Qué actividades has hecho esta semana? *Responda de forma apropiada y pregunte:*
5	¿Cuándo vas a volver a tu país? [**PAUSA**] ¿Qué vas a hacer allí? *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 dependiente / La dependienta**
Contexto	**Diga:** Estás de vacaciones en Costa Rica. Vas a la librería a comprar un libro. Hablas con el dependiente / la dependienta de la librería. Yo soy el dependiente / la dependienta.
Preguntas	**Haga las siguientes preguntas:**
1	Hola. ¿Para quién es el libro? *Responda de forma apropiada y pregunte:*
2	¿Qué tipo de libro buscas? *Responda de forma apropiada y pregunte:*
3	¿Te gusta leer? [**PAUSA**] ¿Por qué (no)? *Responda de forma apropiada y pregunte:*
4	¿Cuándo fue la última vez que compraste un libro? [**PAUSA**] ¿Por qué compraste ese libro? *Responda de forma apropiada y pregunte:*
5	¿Qué vas a hacer el resto de tus vacaciones? *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 televisión y el cine	
Preguntas	**Haga las siguientes preguntas:**
1	¿Cuándo ves la televisión?
2	¿Dónde sueles ver películas?
3	¿Cuál es tu opinión sobre las películas de acción? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** ¿Te gustan las películas de acción? [**PAUSA**] ¿Por qué (no)?
4	Háblame de la última vez que fuiste al cine: ¿qué viste y qué hiciste después? **Preguntas alternativas (si es necesario)** La última vez que fuiste al cine, ¿qué película viste? [**PAUSA**] Y ¿qué actividades hiciste después de ver la película?
5	En el futuro, ¿preferirías ir al cine para ver una película o verlo en casa? [**PAUSA**] Y ¿por qué? **Preguntas alternativas (si es necesario)** En el futuro, ¿te gustaría más ver una película en el cine o en casa? [**PAUSA**] Y ¿por qué?

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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 deporte	
Preguntas	**Haga las siguientes preguntas:**
1	¿Cuál es tu deporte favorito?
2	¿Dónde sueles hacer deporte?
3	¿Practicarías deportes acuáticos como el surf? [**PAUSA**] ¿Por qué (no)? **Preguntas alternativas (si es necesario)** En el futuro, ¿te gustaría practicar deportes de agua extremos como el surf? [**PAUSA**] ¿Por qué (no)?
4	Háblame de la última vez que hiciste deporte con alguien. [**PAUSA**] ¿Cómo fue? **Pregunta alternativa (si es necesario)** Describe la última vez que hiciste deporte con un amigo.
5	En tu opinión, ¿cuáles son los beneficios de hacer deporte? **Pregunta alternativa (si es necesario)** ¿Por qué crees que es bueno hacer deporte?

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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: Los viajes y el transporte	
Preguntas	**Haga las siguientes preguntas:**
1	¿Cuál es tu medio de transporte preferido?
2	¿En qué mes del año prefieres viajar?
3	En el futuro, ¿te gustaría hacer un viaje en coche con tus amigos? [**PAUSA**] ¿Por qué (no)? **Preguntas alternativas (si es necesario)** En el futuro, ¿te gustaría hacer una excursión en coche con tus amigos? [**PAUSA**] ¿Por qué (no)?
4	En tu último viaje, ¿qué actividades hiciste para divertirte? **Pregunta alternativa (si es necesario)** Durante tu último viaje, ¿qué actividades hiciste para pasar el tiempo?
5	En tu opinión, ¿cuáles son las ventajas o las desventajas de ir en avión? **Pregunta alternativa (si es necesario)** En tu opinión, ¿qué es lo bueno o lo malo de ir en avión?

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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 lugar donde vives	
Preguntas	**Haga las siguientes preguntas:**
1	¿Dónde vives?
2	¿Qué hay cerca de tu casa?
3	¿Qué actividades recomendarías a un turista en tu pueblo o ciudad? [**PAUSA**] ¿Por qué? **Pregunta alternativa (si es necesario)** ¿Qué cosas podría hacer un turista en tu pueblo o ciudad?
4	Háblame del último día festivo que se celebró en tu país: ¿qué hiciste? **Pregunta alternativa (si es necesario)** ¿Qué hiciste durante la última fiesta en tu país?
5	¿Cuáles son las ventajas o las desventajas de vivir en la capital de tu país? **Pregunta alternativa (si es necesario)** ¿Qué es lo bueno o lo malo de vivir en una ciudad grande?

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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: Los animales	
Preguntas	**Haga las siguientes preguntas:**
1	¿Cuántos animales tienes en casa?
2	¿Qué animal crees que es la mejor mascota?
3	Cuando eras pequeño/pequeña, ¿te daban miedo los animales? [**PAUSA**] ¿Por qué (no)? **Pregunta alternativa (si es necesario)** Cuando eras más joven, ¿tenías miedo de los animales? [**PAUSA**] ¿Por qué (no)?
4	¿Cuáles son las ventajas o las desventajas de tener una mascota? **Pregunta alternativa (si es necesario)** ¿Qué es lo bueno o lo malo de tener un animal en casa?
5	Cuando seas mayor, ¿te gustaría ser veterinario/veterinaria? [**PAUSA**] ¿Por qué (no)? **Preguntas alternativas (si es necesario)** En el futuro, ¿te gustaría trabajar con animales? [**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: Los idiomas	
Preguntas	**Haga las siguientes preguntas:**
1	¿En qué país vives?
2	¿Qué idiomas aprendes en el instituto?
3	En el futuro, ¿qué vas a hacer para mejorar tu español? **Pregunta alternativa (si es necesario)** En el futuro, ¿cómo vas a practicar tu español?
4	¿Cuándo fue la última vez que tuviste que hablar en otro idioma? [**PAUSA**] ¿Cómo te sentiste? **Preguntas alternativas (si es necesario)** ¿Cuándo hablaste otro idioma por última vez? [**PAUSA**] ¿Te sentiste nervioso/nerviosa? [**PAUSA**] ¿Por qué (no)?
5	Para ti, ¿cuáles son los beneficios de hablar varios idiomas? **Pregunta alternativa (si es necesario)** Para ti, ¿por qué es bueno hablar diferentes idiomas?

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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: Los cumpleaños y las celebraciones	
Preguntas	**Haga las siguientes preguntas:**
1	¿Con quién celebras tu cumpleaños normalmente?
2	¿En qué mes es tu cumpleaños?
3	¿Cómo vas a celebrar tu próximo cumpleaños? **Pregunta alternativa (si es necesario)** ¿Qué vas a hacer en tu próximo cumpleaños?
4	Cuéntame lo que hiciste el Fin de Año pasado. **Pregunta alternativa (si es necesario)** Describe lo que hiciste el Año Nuevo pasado.
5	En tu opinión, ¿cuáles son las ventajas o las desventajas de ir a muchas fiestas? **Pregunta alternativa (si es necesario)** En tu opinión, ¿qué es lo bueno o lo malo de ir a muchas fiestas?

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