



Cambridge IGCSE™ (9–1)

SPANISH

7160/03

Paper 3 Speaking

October/November 2024

INSTRUCTIONS FOR TEACHERS/EXAMINERS

Approximately 10 minutes

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.

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.

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.

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.

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. <i>¿Puedes decirme algo más (sobre eso)?</i> - 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.			

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. <i>¿Puedes decirme algo más (sobre eso)?</i> - 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).

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**

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.

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.

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.

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			

Cand. no.	Candidate name	Role play card no.	Topic conversation nos.	ROLE PLAY					TOPIC CONVERSATIONS			Internal/ external moderation
				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)	
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

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
<i>Start again at row 1 (as used for Candidate 1)</i>			

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:	Tú mismo/misma
Profesor(a):	El bibliotecario / la bibliotecaria.
Contexto	Diga: Estás en Madrid y vas a la biblioteca. Quieres unos libros para mejorar tu vocabulario español. Hablas con el bibliotecario / la bibliotecaria. Yo soy el bibliotecario / la bibliotecaria.
Preguntas	Haga las siguientes preguntas:
1	Buenos días, ¿cómo te llamas? <i>Responda de forma apropiada y pregunte:</i>
2	¿Qué tipo de libros te gusta leer? <i>Responda de forma apropiada y pregunte:</i>
3	Dime, ¿cuántos libros quieres? <i>Responda de forma apropiada y pregunte:</i>
4	¿Cuándo empezaste a estudiar español? [PAUSA] ¿Con quién estudiabas? <i>Responda de forma apropiada y pregunte:</i>
5	¿Te gustaría visitar otros países hispanos? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y termine la conversación.</i>

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:	Tú mismo/misma
Profesor(a):	El amigo / La amiga
Contexto	Diga: Estás en México y te preparas para ir a una fiesta de cumpleaños esta semana. Hablas con un amigo / una amiga sobre la fiesta. Yo soy tu amigo/amiga.
Preguntas	Haga las siguientes preguntas:
1	Hola, dime ¿qué día es la fiesta? <i>Responda de forma apropiada y pregunte:</i>
2	Vale, y ¿dónde es la fiesta? <i>Responda de forma apropiada y pregunte:</i>
3	Muy bien y, ¿qué ropa vas a llevar? <i>Responda de forma apropiada y pregunte:</i>
4	¿Qué te gustaría hacer después de la fiesta? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y pregunte:</i>
5	¿Cómo fue tu último cumpleaños? [PAUSA] ¿Qué hiciste? <i>Responda de forma apropiada y termine la conversación.</i>

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:	Tú mismo/misma
Profesor(a):	El empleado / La empleada
Contexto	Diga: Estás en Chile. Es el último día de tus vacaciones y quieres comprar un regalo. Vas a una tienda de regalos. Hablas con el empleado / la empleada. Yo soy el empleado / la empleada.
Preguntas	Haga las siguientes preguntas:
1	Buenos días, ¿qué quieres comprar? <i>Responda de forma apropiada y pregunte:</i>
2	Y ¿cuánto dinero tienes para este regalo? <i>Responda de forma apropiada y pregunte:</i>
3	¿Para quién es el regalo? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y pregunte:</i>
4	¿Qué hiciste en tus vacaciones? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué te gustaría hacer después de tus vacaciones? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y termine la conversación.</i>

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:	Tú mismo/misma
Profesor(a):	El profesor / La profesora
Contexto	Diga: Este año, te gustaría unirse a un club escolar y decides ir al club de español. Hablas con el profesor / la profesora. Yo soy el profesor / la profesora.
Preguntas	Haga las siguientes preguntas:
1	Buenas tardes, ¿cómo te llamas? <i>Responda de forma apropiada y pregunte:</i>
2	Muy bien, y ¿cuántos días quieres ir al club? <i>Responda de forma apropiada y pregunte:</i>
3	¿Por qué quieres estudiar español en el club? <i>Responda de forma apropiada y pregunte:</i>
4	¿Cómo vas a practicar español después del club? <i>Responda de forma apropiada y pregunte:</i>
5	En el pasado, ¿en qué otro club participaste? [PAUSA] ¿Cómo fue? <i>Responda de forma apropiada y termine la conversación.</i>

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 médico / La médica
Contexto	Diga: Estás de vacaciones en Guatemala y estás enfermo/enferma. Necesitas ir al médico. Yo soy el médico / la médica.
Preguntas	Haga las siguientes preguntas:
1	Buenos días, ¿qué te duele? <i>Responda de forma apropiada y pregunte:</i>
2	¿Desde cuándo estás enfermo/enferma? <i>Responda de forma apropiada y pregunte:</i>
3	¿Qué otros síntomas tienes? <i>Responda de forma apropiada y pregunte:</i>
4	¿Dónde has estado esta semana? [PAUSA] ¿Qué has hecho? <i>Responda de forma apropiada y pregunte:</i>
5	En el futuro, ¿qué otros países vas a visitar? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y termine la conversación.</i>

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:	Tú mismo/misma
Profesor(a):	El empleado / La empleada
Contexto	Diga: Estás en España y necesitas una bicicleta. Vas a la tienda de bicicletas. Hablas con el empleado / la empleada. Yo soy el empleado / la empleada.
Preguntas	Haga las siguientes preguntas:
1	Buenos días, ¿de qué color quieres la bicicleta? <i>Responda de forma apropiada y pregunte:</i>
2	¿Para qué necesitas la bicicleta? <i>Responda de forma apropiada y pregunte:</i>
3	¿Cuándo aprendiste a montar en bicicleta? <i>Responda de forma apropiada y pregunte:</i>
4	¿Te gustaría comprar una bicicleta eléctrica o una bicicleta normal? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y pregunte:</i>
5	Normalmente, ¿qué medio de transporte prefieres usar? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y termine la conversación.</i>

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:	Tú mismo/misma
Profesor(a):	El empleado / La empleada
Contexto	Diga: Estás en Argentina y quieres comprar entradas para un concierto. Llamas por teléfono para reservar las entradas. Hablas con el empleado / la empleada. Yo soy el empleado / la empleada.
Preguntas	Haga las siguientes preguntas:
1	Buenos días, ¿cuántas entradas necesitas? <i>Responda de forma apropiada y pregunte:</i>
2	Muy bien, y ¿para qué día? <i>Responda de forma apropiada y pregunte:</i>
3	¿Dónde viste la información de este concierto? <i>Responda de forma apropiada y pregunte:</i>
4	¿Prefieres estar cerca o lejos de los músicos? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué vas a hacer después del concierto? <i>Responda de forma apropiada y termine la conversación.</i>

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:	Tú mismo/misma
Profesor(a):	El amigo / La amiga
Contexto	Diga: Tu amigo/amiga de Colombia va a visitar tu instituto por un día y te hace preguntas sobre tu día escolar. Yo soy tu amigo/amiga
Preguntas	Haga las siguientes preguntas:
1	Bueno, ¿cómo vamos al instituto? <i>Responda de forma apropiada y pregunte:</i>
2	Muy bien, ¿a qué hora empiezan las clases? <i>Responda de forma apropiada y pregunte:</i>
3	¿Qué cosas vamos a necesitar para las clases en el instituto? <i>Responda de forma apropiada y pregunte:</i>
4	¿Te gusta la comida del instituto? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué hiciste en el instituto la semana pasada? <i>Responda de forma apropiada y termine la conversación.</i>

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:	Tú mismo/misma
Profesor(a):	El amigo / la amiga
Contexto	Diga: Estás en Bolivia y tu instituto celebra un festival. Ayudas a organizar el día del festival. Hablas con tu amigo/amiga. Yo soy tu amigo/amiga.
Preguntas	Haga las siguientes preguntas:
1	¿A qué hora empieza el festival? <i>Responda de forma apropiada y pregunte:</i>
2	Y ¿qué día es? <i>Responda de forma apropiada y pregunte:</i>
3	¿Qué actividad te gustaría preparar para el festival? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y pregunte:</i>
4	¿Qué ropa llevaste al festival el año pasado? <i>Responda de forma apropiada y pregunte:</i>
5	En el futuro, ¿qué vas a hacer para ayudar en otros festivales? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y termine la conversación.</i>

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. <i>¿Puedes decirme algo más (sobre eso)?</i> - 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 ropa y las vacaciones	
Preguntas	Haga las siguientes preguntas:
1	¿Cuál es tu color de ropa favorito?
2	¿Qué ropa llevas en casa?
3	¿Prefieres llevar ropa elegante o ropa casual? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) ¿Te gusta más la ropa formal o la ropa casual? [PAUSA] ¿Por qué?
4	Para ir de vacaciones ¿qué te gustaría llevar en tu maleta? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) De vacaciones, ¿qué cosas serán importantes tener en tu maleta? [PAUSA] ¿Por qué?
5	Háblame de tus mejores vacaciones en el pasado. [PAUSA] ¿Cómo fueron? Preguntas alternativas (si es necesario) Describe tus vacaciones favoritas en el pasado. [PAUSA] ¿Cómo fueron?

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. <i>¿Puedes decirme algo más (sobre eso)?</i> - 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	¿De qué color es la puerta de tu casa o piso?
2	¿Cuántas habitaciones tiene tu casa o piso?
3	Háblame de tu habitación favorita, ¿cómo es? Preguntas alternativas (si es necesario) Describe tu habitación preferida.
4	Cuando seas mayor, ¿te gustaría vivir solo/sola o con tu familia? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) En el futuro, ¿vas a vivir solo/sola o con otras personas? [PAUSA] ¿Por qué?
5	Cuéntame, cuando eras más joven, ¿qué hacías en tu casa? Preguntas alternativas (si es necesario) Cuando eras pequeño/pequeña, ¿qué te gustaba hacer en tu casa?

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. <i>¿Puedes decirme algo más (sobre eso)?</i> - 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 música	
Preguntas	Haga las siguientes preguntas:
1	¿Qué tipo de música te gusta?
2	¿Cuándo escuchas música?
3	¿Quieres aprender a tocar un instrumento musical? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) En el futuro, ¿te gustaría tocar un instrumento musical en un grupo? [PAUSA] ¿Por qué (no)?
4	¿Prefieres escuchar música en casa o ir a un concierto? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) ¿Qué te gustaría más: escuchar música en casa o ir a un concierto? [PAUSA] ¿Por qué?
5	Háblame de un concierto en tu colegio en el pasado. [PAUSA] ¿Te gustó? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) Describe un evento musical en tu escuela en el pasado. [PAUSA] ¿Te gustó? [PAUSA] ¿Por qué (no)?

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. <i>¿Puedes decirme algo más (sobre eso)?</i> - 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 estudios	
Preguntas	Haga las siguientes preguntas:
1	¿En qué país está tu colegio o instituto?
2	¿Cuántas clases tienes al día?
3	¿Con quién te gusta estar en el recreo? [PAUSA] ¿Dónde te gusta pasar tiempo durante el recreo? Preguntas alternativas (si es necesario) En el instituto, ¿Qué haces durante el recreo? [PAUSA] ¿Cuánto tiempo pasas en el recreo?
4	En el futuro, ¿cuál sería tu profesión ideal? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) En el futuro ¿qué trabajo te gustaría hacer? [PAUSA] ¿Por qué?
5	¿Cuál era tu asignatura favorita en la escuela primaria? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) ¿Qué te gustaba estudiar en la escuela primaria? [PAUSA] ¿Por qué?

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. <i>¿Puedes decirme algo más (sobre eso)?</i> - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts 4 minutes.			

Tema: La educación y los idiomas	
Preguntas	Haga las siguientes preguntas:
1	¿Qué día tienes clase de español?
2	¿Cuántas personas hay en tu clase de español?
3	¿Cuáles son las ventajas o desventajas de estudiar idiomas en línea? Preguntas alternativas (si es necesario) ¿Qué es lo bueno o lo malo de estudiar idiomas por Internet?
4	¿Te gustaría trabajar hablando otro idioma en el futuro? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) En el futuro, ¿te gustaría trabajar con gente que habla otros idiomas? [PAUSA] ¿Por qué (no)?
5	Cuando eras pequeño/pequeña, ¿te gustaba hacer deberes? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) En la escuela primaria, ¿te gustaba estudiar? [PAUSA] ¿Por qué (no)?

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. <i>¿Puedes decirme algo más (sobre eso)?</i> - 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 naturaleza y el medio ambiente	
Preguntas	Haga las siguientes preguntas:
1	¿Dónde vives?
2	¿Qué tiempo hace hoy?
3	¿Cómo fue la última vez que fuiste al campo o a un espacio verde? [PAUSA] ¿Qué hiciste? Preguntas alternativas (si es necesario) ¿Qué hiciste la última vez que visitaste un parque? [PAUSA] ¿Cómo fue?
4	En el futuro, ¿te gustaría pasar más tiempo en la naturaleza? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) En el futuro ¿quieres pasar más tiempo en el campo? [PAUSA] ¿Por qué (no)?
5	¿Qué hace tu familia para ayudar al medio ambiente? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) ¿Cómo ayuda tu familia al medio ambiente? [PAUSA] ¿Por qué?

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. <i>¿Puedes decirme algo más (sobre eso)?</i> - 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 celebraciones	
Preguntas	Haga las siguientes preguntas:
1	¿De qué nacionalidad eres?
2	¿Cuándo es tu cumpleaños?
3	Cuando eras más joven, ¿cuál era tu fiesta o celebración favorita? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) ¿Qué te gustaba celebrar cuando eras pequeño/pequeña? [PAUSA] ¿Por qué?
4	¿Prefieres celebrar fiestas tradicionales con tus amigos o con tu familia? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) ¿Es mejor celebrar fiestas típicas en familia o con tus amigos? [PAUSA] ¿Por qué?
5	¿Qué vas a hacer el próximo Año Nuevo? [PAUSA] Y ¿por qué? Preguntas alternativas (si es necesario) ¿Dónde vas a pasar el Año Nuevo en el futuro? [PAUSA] Y ¿por qué?

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