



Cambridge IGCSE™

SPANISH

0530/03

Paper 3 Speaking

February/March 2025

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 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.

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 <i>together</i>	15 marks for Communication	15
Topic conversations 1 and 2 <i>together</i>	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.

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			

[illegible]

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? Vamos a empezar con la prueba.

Juego de rol	
Estudiante:	Tú mismo/misma
Profesor(a):	El primo / La prima
Contexto	Diga: Estás en España. Esta semana vas a ir a la bolera. Quieres jugar a los bolos con tu primo/prima. Yo soy tu primo/prima.
Preguntas	Haga las siguientes preguntas:
1	¿Qué día quieres jugar? <i>Responda de forma apropiada y pregunte:</i>
2	¿A qué hora vamos a la bolera? <i>Responda de forma apropiada y pregunte:</i>
3	¿Qué te gustaría hacer después de jugar? <i>Responda de forma apropiada y pregunte:</i>
4	Normalmente, ¿prefieres jugar a los bolos o ir al cine? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué hiciste el fin de semana pasado para relajarte? <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? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: Profesor(a):	Tú mismo/misma El empleado / La empleada
Contexto	Diga: Estás en Málaga, en España, y quieres alquilar un apartamento para las vacaciones. Hablas con el empleado / la empleada de la agencia. Yo soy el empleado / la empleada.
Preguntas	Haga las siguientes preguntas:
1	Buenos días, ¿para qué mes necesita el apartamento? <i>Responda de forma apropiada y pregunte:</i>
2	¿Cuántos dormitorios quiere? <i>Responda de forma apropiada y pregunte:</i>
3	¿Prefiere un apartamento en el centro de la ciudad o cerca de la playa? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y pregunte:</i>
4	En las últimas vacaciones, ¿cómo era su apartamento o su hotel? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué va a hacer en Málaga? <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? Vamos a empezar con la prueba.

Juego de rol	
Estudiante:	Tú mismo/misma
Profesor(a):	El amigo / La amiga
Contexto	Diga: Estás en Chile y vas a hacer un picnic en el parque con tu amigo/amiga. Hablas con tu amigo/amiga. Yo soy tu amigo/amiga.
Preguntas	Haga las siguientes preguntas:
1	¿Cómo vamos al parque? <i>Responda de forma apropiada y pregunte:</i>
2	¿Qué ropa quieres llevar para el picnic? <i>Responda de forma apropiada y pregunte:</i>
3	¿Qué vamos a comer y beber? <i>Responda de forma apropiada y pregunte:</i>
4	¿Qué te gustaría hacer después de ir al parque? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y pregunte:</i>
5	La última vez que comiste fuera de casa, ¿dónde fuiste? [PAUSA] Y ¿qué hiciste allí? <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? Vamos a empezar con la prueba.

Juego de rol	
Estudiante:	Tú mismo/misma
Profesor(a):	El amigo / la amiga
Contexto	Diga: Vas a visitar a un amigo / una amiga en España de vacaciones. Hablas con tu amigo/amiga por teléfono de tu viaje y otros planes. Yo soy tu amigo/ amiga en España.
Preguntas	Haga las siguientes preguntas:
1	¿Cómo viajas a España? <i>Responda de forma apropiada y pregunte:</i>
2	¿Cuándo llegas? <i>Responda de forma apropiada y pregunte:</i>
3	¿Qué has comprado para tu visita? <i>Responda de forma apropiada y pregunte:</i>
4	¿Qué comida prefieres? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué te gustaría hacer en España? [PAUSA] ¿Por qué? <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? Vamos a empezar con la prueba.

Juego de rol	
Estudiante:	Tú mismo/misma
Profesor(a):	El compañero / La compañera de clase
Contexto	Diga: Quieres ir a un festival de música y hablas por teléfono con tu compañero/compañera de clase. Yo soy tu compañero/compañera de clase.
Preguntas	Haga las siguientes preguntas:
1	¿Cuándo es el festival de música? <i>Responda de forma apropiada y pregunte:</i>
2	¿Dónde se celebra el festival? <i>Responda de forma apropiada y pregunte:</i>
3	¿Qué cantante o grupo te gusta más? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y pregunte:</i>
4	La última vez que fuiste a un festival de música, ¿qué hiciste allí? <i>Responda de forma apropiada y pregunte:</i>
5	Después del festival, ¿qué planes tienes? <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? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: Profesor(a):	Tú mismo/misma El dependiente / La dependienta
Contexto	Diga: Estás en Perú y vas a una pastelería para comprar una tarta de cumpleaños. Yo soy el dependiente / la dependienta.
Preguntas	Haga las siguientes preguntas:
1	¿Para cuántas personas es la tarta de cumpleaños? <i>Responda de forma apropiada y pregunte:</i>
2	¿De quién es el cumpleaños? <i>Responda de forma apropiada y pregunte:</i>
3	¿Vas a comer la tarta en un restaurante o en casa? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y pregunte:</i>
4	¿Qué vas a hacer después de comer la tarta? <i>Responda de forma apropiada y pregunte:</i>
5	¿Cómo celebraste tu cumpleaños el año pasado? Responda de forma apropiada y termine la conversación.

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:	Tú mismo/misma
Profesor(a):	El camarero / La camarera
Contexto	Diga: Estás de viaje por Salamanca, en España. Vas a un restaurante para cenar. Yo soy el camarero / la camarera.
Preguntas	Haga las siguientes preguntas:
1	Hola, buenas noches. ¿Qué quiere comer? <i>Responda de forma apropiada y pregunte:</i>
2	¿Qué bebida va a tomar? <i>Responda de forma apropiada y pregunte:</i>
3	¿Cuándo llegó a Salamanca? [PAUSA] Y ¿qué ha hecho esta mañana en la ciudad? <i>Responda de forma apropiada y pregunte:</i>
4	¿Le gustaría volver a esta ciudad el año próximo? [PAUSA] ¿Por qué (no)? <i>Responda de forma apropiada y pregunte:</i>
5	¿Prefiere la comida española o la comida de otro país? [PAUSA] ¿Por qué? <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? Vamos a empezar con la prueba.

Juego de rol	
Estudiante:	Tú mismo/misma
Profesor(a):	El profesor / La profesora
Contexto	Diga: Estás en un instituto en Bolivia y hablas con tu profesor/profesora sobre tus planes para el futuro. Yo soy tu profesor/profesora.
Preguntas	Haga las siguientes preguntas:
1	¿Cuál es tu asignatura preferida? <i>Responda de forma apropiada y pregunte:</i>
2	¿Dónde quieres vivir en el futuro? <i>Responda de forma apropiada y pregunte:</i>
3	¿Te gustaría ir a la universidad? [PAUSA] ¿Por qué (no)? <i>Responda de forma apropiada y pregunte:</i>
4	Cuando eras pequeño/pequeña, ¿qué te gustaba hacer? <i>Responda de forma apropiada y pregunte:</i>
5	¿Vas a trabajar durante las vacaciones? [PAUSA] ¿Por qué (no)? <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? 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 vas a ir de compras al centro de la ciudad con tu amigo/amiga por la mañana. Yo soy tu amigo/amiga.
Preguntas	Haga las siguientes preguntas:
1	¿A qué hora vamos al centro de la ciudad? <i>Responda de forma apropiada y pregunte:</i>
2	¿Qué quieres comprar? <i>Responda de forma apropiada y pregunte:</i>
3	¿Prefieres ir a las tiendas pequeñas o al centro comercial? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y pregunte:</i>
4	La última vez que fuiste al centro de la ciudad, ¿con quién fuiste? [PAUSA] Y ¿qué hiciste? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué te gustaría hacer por la tarde? <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 vida en casa	
Preguntas	Haga las siguientes preguntas:
1	¿A qué hora te levantas normalmente?
2	¿En qué habitación de la casa estudias?
3	¿Cómo te relajaste ayer en casa después de hacer los deberes? Preguntas alternativas (si es necesario) Después de los deberes, ¿qué hiciste ayer en casa para descansar?
4	¿Crees que la gente joven debería hacer tareas domésticas en casa? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) En tu opinión, ¿los jóvenes deberían ayudar en casa? [PAUSA] ¿Por qué (no)?
5	Si fueras rico/rica, ¿cómo sería tu casa ideal? Preguntas alternativas (si es necesario) Describe tu casa ideal si tuvieras mucho dinero.

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 vida sana y los deportes	
Preguntas	Haga las siguientes preguntas:
1	¿Quién hace deporte en tu familia?
2	Normalmente, ¿cuándo practicas deporte?
3	Cuando eras pequeño/pequeña, ¿qué hacías para tener una vida saludable? Preguntas alternativas (si es necesario) Cuando eras niño/niña, ¿qué hacías para estar sano/sana?
4	¿Crees que la gente joven hace suficiente ejercicio? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) En tu opinión, ¿los jóvenes hacen poco deporte? [PAUSA] ¿Por qué (no)?
5	En el futuro, ¿qué actividades harás para mantenerte en forma? Preguntas alternativas (si es necesario) En el futuro, ¿qué te gustaría hacer para estar en forma?

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: El tiempo libre	
Preguntas	Haga las siguientes preguntas:
1	Normalmente, ¿cuándo tienes tiempo libre?
2	¿Qué pasatiempos tienes fuera del instituto?
3	En tu tiempo libre, ¿prefieres estar dentro de casa o al aire libre? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) En tu tiempo libre, ¿te gusta más hacer actividades en casa o en el parque? [PAUSA] ¿Por qué?
4	Háblame de lo que hiciste en tu tiempo libre el fin de semana pasado. Preguntas alternativas (si es necesario) El fin de semana pasado, ¿qué actividades hiciste en tu tiempo libre?
5	Si fueras millonario/millonaria, ¿cómo pasarías tu tiempo libre? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) Si tuvieras mucho dinero, ¿qué te gustaría hacer en tu tiempo libre? [PAUSA] ¿Por qué?

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: La tecnología	
Preguntas	Haga las siguientes preguntas:
1	En el instituto, ¿en qué clases usas internet?
2	¿Para qué utilizas tu teléfono móvil?
3	En tu opinión, ¿qué es lo positivo o lo negativo de las redes sociales? Preguntas alternativas (si es necesario) En tu opinión, ¿qué es lo bueno o lo malo de las redes sociales?
4	Háblame de lo que hiciste esta semana usando la tecnología. Preguntas alternativas (si es necesario) Describe cómo usaste la tecnología esta semana.
5	En el futuro, ¿crees que tendrás que utilizar la tecnología en tu trabajo? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) En el futuro, ¿te gustaría usar la tecnología en tu trabajo? [PAUSA] ¿Por qué (no)?

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: Tu país y tu región	
Preguntas	Haga las siguientes preguntas:
1	¿Cuál es tu nacionalidad?
2	¿Cómo es tu región?
3	Háblame de tu última excursión escolar. Preguntas alternativas (si es necesario) Describe una excursión escolar. ¿Dónde fuiste? [PAUSA] Y ¿qué hiciste?
4	En tu opinión, ¿cómo se podría mejorar la región donde vives? Preguntas alternativas (si es necesario) En tu opinión, ¿qué te gustaría cambiar de la zona donde vives?
5	En el futuro, ¿quieres vivir en otra región de tu país? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) En el futuro, ¿te gustaría vivir en otra zona de tu país? [PAUSA] ¿Por qué?

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: El instituto	
Preguntas	Haga las siguientes preguntas:
1	¿Cuántas asignaturas estudias en el instituto?
2	¿Cuándo empiezan y terminan las clases?
3	¿Qué hiciste ayer durante el recreo? Preguntas alternativas (si es necesario) Ayer, durante el recreo, ¿qué actividades hiciste?
4	En el futuro, ¿vas a seguir con tus estudios? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) En el futuro, ¿vas a estudiar? [PAUSA] ¿Por qué (no)?
5	¿Qué opinas de las instalaciones en tu instituto? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) ¿Qué opinión tienes de tu instituto? [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 fiestas y las celebraciones	
Preguntas	Haga las siguientes preguntas:
1	¿Cuál es tu fiesta tradicional preferida?
2	¿Dónde celebras tu fiesta preferida?
3	Háblame de la última vez que celebraste algo en tu instituto. Preguntas alternativas (si es necesario) Describe la última vez que celebraste una ocasión con tus compañeros de clase.
4	¿Crees que las celebraciones son importantes? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) ¿Te gustan las fiestas? [PAUSA] ¿Por qué (no)?
5	¿Qué planes tienes para la próxima fiesta de Fin de Año? Preguntas alternativas (si es necesario) ¿Qué vas a hacer la próxima fiesta de Fin de Año?

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