CAMBRIDGE
International Education

# Cambridge IGCSE™

**SPANISH** **0530/03**

Paper 3 Speaking **May/June 2026**

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

*4314194814*

**The information in this document is confidential and must NOT reach candidates either directly or indirectly.**

**INSTRUCTIONS**

- Read this set of instructions carefully before starting the speaking tests at the centre.
- You must ask the questions in **Spanish** and the candidates must respond in **Spanish**.
- Dictionaries are **not** allowed.

**INFORMATION**

- Candidates have 10 minutes of preparation time before the test.
- Each candidate's speaking test must include:
  - Role play (approximately 2 minutes)
  - Topic conversation 1 (4 minutes)
  - Topic conversation 2 (4 minutes).



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## Introduction

These instructions are for the teacher(s)/examiner(s) who are responsible for conducting and assessing the Cambridge IGCSE Spanish speaking tests at your centre. In these instructions we use the word 'you' to refer to the teacher/examiner conducting the speaking tests.

### The purpose of the speaking test

The purpose of the speaking test is to assess candidates' spoken performance in Cambridge IGCSE Spanish.

To achieve this it is important to:

- create a supportive atmosphere and encourage each candidate to speak
- follow all of the instructions
- conduct each test using the questions and prompts exactly as they are printed in the teacher/examiner scripts provided in this booklet
- record the speaking tests of **all** candidates.

### Structure of the speaking test

The structure is as follows:

| Task | Duration | Task focus |
|---|---|---|
| Preparation time | 10 minutes | |
| Greeting (non-assessed) | approximately 30 seconds | |
| Role play | approximately 2 minutes | Candidates respond to transactional questions to, for example, accomplish a task or obtain goods/services. |
| Topic conversation 1 | 4 minutes | Candidates respond to questions on one specific sub-topic from Topic Area A or B to share views, opinions and experiences. |
| Topic conversation 2 | 4 minutes | Candidates respond to questions on one specific sub-topic from Topic Area C, D or E to share views, opinions and experiences. |

The test does not need to last exactly 10 minutes. For example:

- if the role play lasts less than 2 minutes, you do **not** need to add extra questions
- if the role play lasts more than 2 minutes, do **not** reduce the time allocated to the topic conversations
- if the topic conversation lasts 3½ minutes or less, even after asking extension questions, you **must** ask up to **two** further questions of your choice on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

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**Resources required**

| You need: | Each candidate needs: |
|---|---|
| • this instruction booklet<br>• a copy of the mark schemes provided in this instruction booklet<br>• copies of the working mark sheet (WMS) (please download from the samples database at **www.cambridgeinternational.org/samples**)<br>• recording equipment<br>• a timer or clock<br>• the list of candidate names and numbers<br>• a black or blue pen for marking<br>• a quiet room for the preparation time<br>• 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.<br>• Language is appropriate to the situation and is accurate.<br>• Minor errors (adjective endings, use of prepositions, etc.) are allowed. |
| **1** | • The information is partly communicated and/or the meaning is ambiguous.<br>• 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.<br>• Communicates information which is consistently relevant to the questions.<br>• Frequently develops ideas and opinions.<br>• Justifies and explains some answers. |
| **10–12** | **Good** | • Responds well to questions; requires occasional use of the alternative question(s) provided.<br>• Communicates information which is almost always relevant to the questions.<br>• Sometimes develops ideas and opinions.<br>• Gives reasons or explanations for some answers. |
| **7–9** | **Satisfactory** | • Responds satisfactorily to questions; frequently requires use of the alternative question(s) provided.<br>• Communicates most of the required information; may occasionally give irrelevant information.<br>• Conveys simple, straightforward opinions. |
| **4–6** | **Weak** | • Has difficulty with many questions but still attempts an answer.<br>• Communicates some simple information relevant to the questions. |
| **1–3** | **Poor** | • Frequently has difficulty understanding the questions and has great difficulty in replying.<br>• 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.<br>• Accurate use of a wide range of vocabulary with occasional errors.<br>• 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.<br>• Good use of a range of vocabulary with some errors.<br>• 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.<br>• Satisfactory use of vocabulary with frequent errors.<br>• 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.<br>• 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.<br>• 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 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Sample?** | **Cand. no.** | **Candidate name** | ***Absent*** | ***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* | |
| | | | | | | | | | | | | | | |
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| 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 |

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| Order of candidates | Candidate card | Topic conversation 1 | Topic conversation 2 |
|---|---|---|---|
| Candidate 25 | 7 | Topic 1 | Topic 4 |
| Candidate 26 | 8 | Topic 2 | Topic 5 |
| Candidate 27 | 9 | Topic 3 | Topic 6 |
| Candidate 28 | 1 | Topic 2 | Topic 7 |
| Candidate 29 | 2 | Topic 1 | Topic 4 |
| Candidate 30 | 3 | Topic 3 | Topic 5 |
| *Start again at row 1 (as used for Candidate 1)* | | | |

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# Teacher/examiner scripts – Role plays

## CANDIDATE CARD 1

| Start the recording | |
|---|---|
| **Before the test** | **Say:**<br>Your name, e.g. Mr John Smith<br>The candidate's number, e.g. 0031<br>The candidate's name, e.g. Anita Cheng<br>The candidate card number<br>The date |
| **Saludo e introducción (no se califican)** | **Diga:**<br>Hola / Buenos días / Buenas tardes.<br>¿Cómo estás?<br>Vamos a empezar con la prueba. |

| Juego de rol | |
|---|---|
| **Estudiante:**<br>**Profesor(a):** | **Tú mismo/misma**<br>**Una persona** |
| **Contexto** | **Diga:**<br>Estás en España. Estás en un centro comercial. Hablas con una persona en una tienda. Yo soy la persona. |
| **Preguntas** | **Haga las siguientes preguntas:** |
| **1** | Buenos días. ¿De dónde eres?<br><br>*Responda de forma apropiada y pregunte:* |
| **2** | ¿Qué necesitas comprar?<br><br>*Responda de forma apropiada y pregunte:* |
| **3** | ¿Prefieres hacer compras en Internet o en las tiendas? [**PAUSA**] ¿Por qué?<br><br>*Responda de forma apropiada y pregunte:* |
| **4** | Bueno. ¿Qué has hecho esta mañana?<br><br>*Responda de forma apropiada y pregunte:* |
| **5** | ¿Qué más te gustaría hacer en el centro comercial? [**PAUSA**] ¿Por qué?<br><br>*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:**<br>Your name, e.g. Mr John Smith<br>The candidate's number, e.g. 0031<br>The candidate's name, e.g. Anita Cheng<br>The candidate card number<br>The date |
| **Saludo e introducción (no se califican)** | **Diga:**<br>Hola / Buenos días / Buenas tardes.<br>¿Cómo estás?<br>Vamos a empezar con la prueba. |

| Juego de rol | |
|---|---|
| **Estudiante:**<br>**Profesor(a):** | **Tú mismo/misma**<br>**Tu amigo/a** |
| **Contexto** | **Diga:**<br>Estás en Argentina. Quieres ir a una cafetería con tu amigo/a. Hablas con tu amigo/a. Yo soy tu amigo/a. |
| **Preguntas** | **Haga las siguientes preguntas:** |
| **1** | ¡Hola! ¿A qué hora vamos a la cafetería?<br><br>*Responda de forma apropiada y pregunte:* |
| **2** | ¿Cómo vamos?<br><br>*Responda de forma apropiada y pregunte:* |
| **3** | ¿Prefieres comer en la cafetería o en tu casa? [**PAUSA**] ¿Por qué?<br><br>*Responda de forma apropiada y pregunte:* |
| **4** | ¿Qué comiste y bebiste ayer por la tarde?<br><br>*Responda de forma apropiada y pregunte:* |
| **5** | ¿Qué te gustaría hacer después de la cafetería?<br><br>*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:**<br>Your name, e.g. Mr John Smith<br>The candidate's number, e.g. 0031<br>The candidate's name, e.g. Anita Cheng<br>The candidate card number<br>The date |
| **Saludo e introducción (no se califican)** | **Diga:**<br>Hola / Buenos días / Buenas tardes.<br>¿Cómo estás?<br>Vamos a empezar con la prueba. |

| Juego de rol | |
|---|---|
| **Estudiante:**<br>**Profesor(a):** | **Tú mismo/misma**<br>**Tu amigo/a** |
| **Contexto** | **Diga:**<br>Estás de vacaciones y quieres celebrar tu cumpleaños en la playa. Hablas con tu mejor amigo/a. Yo soy tu mejor amigo/a. |
| **Preguntas** | **Haga las siguientes preguntas:** |
| **1** | Bueno, ¿qué día quieres ir a la playa?<br><br>*Responda de forma apropiada y pregunte:* |
| **2** | ¿Cuántos amigos van a tu cumpleaños?<br><br>*Responda de forma apropiada y pregunte:* |
| **3** | ¿Prefieres ir a la playa en coche o en autobús? [**PAUSA**] ¿Por qué?<br><br>*Responda de forma apropiada y pregunte:* |
| **4** | ¿Qué te gustaría hacer en la playa?<br><br>*Responda de forma apropiada y pregunte:* |
| **5** | ¿Qué hiciste para celebrar tu cumpleaños el año pasado?<br><br>*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:**<br>Your name, e.g. Mr John Smith<br>The candidate's number, e.g. 0031<br>The candidate's name, e.g. Anita Cheng<br>The candidate card number<br>The date |
| **Saludo e introducción (no se califican)** | **Diga:**<br>Hola / Buenos días / Buenas tardes.<br>¿Cómo estás?<br>Vamos a empezar con la prueba. |

| Juego de rol | |
|---|---|
| **Estudiante:**<br>**Profesor(a):** | **Tú mismo/misma**<br>**El dependiente/ La dependienta** |
| **Contexto** | **Diga:**<br>Estás en Costa Rica. Vas a una tienda de ropa para comprar unos pantalones cortos porque hace calor. Hablas con el dependiente/ la dependienta. Yo soy el dependiente/ la dependienta. |
| **Preguntas** | **Haga las siguientes preguntas:** |
| **1** | Buenos días. ¿De qué color quieres los pantalones cortos?<br><br>*Responda de forma apropiada y pregunte:* |
| **2** | ¿Y de qué talla?<br><br>*Responda de forma apropiada y pregunte:* |
| **3** | Aquí tienes. ¿Te gusta cuando hace calor? [**PAUSA**] ¿Por qué (no)?<br><br>*Responda de forma apropiada y pregunte:* |
| **4** | ¿Adónde fuiste ayer y con quién?<br><br>*Responda de forma apropiada y pregunte:* |
| **5** | ¿Qué vas a hacer más tarde?<br><br>*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:**<br>Your name, e.g. Mr John Smith<br>The candidate's number, e.g. 0031<br>The candidate's name, e.g. Anita Cheng<br>The candidate card number<br>The date |
| **Saludo e introducción (no se califican)** | **Diga:**<br>Hola / Buenos días / Buenas tardes.<br>¿Cómo estás?<br>Vamos a empezar con la prueba. |

| Juego de rol | |
|---|---|
| **Estudiante:**<br>**Profesor(a):** | **Tú mismo/misma**<br>**El empleado/ La empleada** |
| **Contexto** | **Diga:**<br>Estás en una estación de tren en Barcelona y quieres ir a Madrid. Hablas con el empleado/ la empleada de la taquilla. Yo soy el empleado/ la empleada. |
| **Preguntas** | **Haga las siguientes preguntas:** |
| **1** | Buenos días. ¿Qué día quiere viajar?<br><br>*Responda de forma apropiada y pregunte:* |
| **2** | ¿Qué tipo de billete necesita?<br><br>*Responda de forma apropiada y pregunte:* |
| **3** | Son siete euros. ¿Le gustó Barcelona? [**PAUSA**] ¿Y qué hizo en Barcelona?<br><br>*Responda de forma apropiada y pregunte:* |
| **4** | Aquí está su billete. ¿Qué planes tiene en Madrid?<br><br>*Responda de forma apropiada y pregunte:* |
| **5** | ¿Le gusta viajar en tren? [**PAUSA**] ¿Por qué (no)?<br><br>*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:**<br>Your name, e.g. Mr John Smith<br>The candidate's number, e.g. 0031<br>The candidate's name, e.g. Anita Cheng<br>The candidate card number<br>The date |
| **Saludo e introducción (no se califican)** | **Diga:**<br>Hola / Buenos días / Buenas tardes.<br>¿Cómo estás?<br>Vamos a empezar con la prueba. |

| Juego de rol | |
|---|---|
| **Estudiante:**<br>**Profesor(a):** | **Tú mismo/misma**<br>**Tu primo/a** |
| **Contexto** | **Diga:**<br>Estás en Colombia y quieres ir al cine con tu primo/a. Hablas con tu primo/a por teléfono. Yo soy tu primo/a. |
| **Preguntas** | **Haga las siguientes preguntas:** |
| **1** | ¡Hola! ¿Qué día quieres ir al cine?<br><br>*Responda de forma apropiada y pregunte:* |
| **2** | Bueno, ¿y cuánto cuesta la entrada?<br><br>*Responda de forma apropiada y pregunte:* |
| **3** | ¿Qué tipo de película prefieres? [**PAUSA**] ¿Por qué?<br><br>*Responda de forma apropiada y pregunte:* |
| **4** | ¡Vale! ¿Qué hiciste el fin de semana pasado?<br><br>*Responda de forma apropiada y pregunte:* |
| **5** | Después del cine, ¿qué te gustaría comer? [**PAUSA**] ¿Y dónde?<br><br>*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:**<br>Your name, e.g. Mr John Smith<br>The candidate's number, e.g. 0031<br>The candidate's name, e.g. Anita Cheng<br>The candidate card number<br>The date |
| **Saludo e introducción (no se califican)** | **Diga:**<br>Hola / Buenos días / Buenas tardes.<br>¿Cómo estás?<br>Vamos a empezar con la prueba. |

| Juego de rol | |
|---|---|
| **Estudiante:**<br>**Profesor(a):** | **Tú mismo/misma**<br>**El dependiente/La dependienta** |
| **Contexto** | **Diga:**<br>Estás en la farmacia porque estás enfermo/a. Hablas con el dependiente/ la dependienta. Yo soy el dependiente/ la dependienta. |
| **Preguntas** | **Haga las siguientes preguntas:** |
| **1** | ¿Qué te duele?<br><br>*Responda de forma apropiada y pregunte:* |
| **2** | Lo siento mucho. ¿Cuántos años tienes?<br><br>*Responda de forma apropiada y pregunte:* |
| **3** | ¿Qué comiste y bebiste en el instituto ayer?<br><br>*Responda de forma apropiada y pregunte:* |
| **4** | Necesitas descansar. ¿Qué te gusta hacer para relajarte en casa?<br><br>*Responda de forma apropiada y pregunte:* |
| **5** | ¿Qué planes tienes para este fin de semana?<br><br>*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:**<br>Your name, e.g. Mr John Smith<br>The candidate's number, e.g. 0031<br>The candidate's name, e.g. Anita Cheng<br>The candidate card number<br>The date |
| **Saludo e introducción (no se califican)** | **Diga:**<br>Hola / Buenos días / Buenas tardes.<br>¿Cómo estás?<br>Vamos a empezar con la prueba. |

| Juego de rol | |
|---|---|
| **Estudiante:**<br>**Profesor(a):** | **Tú mismo/misma**<br>**El/La agente de viajes** |
| **Contexto** | **Diga:**<br>Estás en México de vacaciones y quieres hacer una excursión a la montaña. Hablas con un/a agente de viajes. Yo soy el/ la agente de viajes. |
| **Preguntas** | **Haga las siguientes preguntas:** |
| **1** | ¿Cuántos días quieres pasar en la montaña?<br><br>*Responda de forma apropiada y pregunte:* |
| **2** | ¿Con quién viajas?<br><br>*Responda de forma apropiada y pregunte:* |
| **3** | Hace frío en la montaña. ¿Qué ropa vas a llevar?<br><br>*Responda de forma apropiada y pregunte:* |
| **4** | La última vez que fuiste de excursión, ¿te gustó? [**PAUSA**] ¿Por qué (no)?<br><br>*Responda de forma apropiada y pregunte:* |
| **5** | ¿Qué más vas a hacer durante tus vacaciones?<br><br>*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:**<br>Your name, e.g. Mr John Smith<br>The candidate's number, e.g. 0031<br>The candidate's name, e.g. Anita Cheng<br>The candidate card number<br>The date |
| **Saludo e introducción (no se califican)** | **Diga:**<br>Hola / Buenos días / Buenas tardes.<br>¿Cómo estás?<br>Vamos a empezar con la prueba. |

| Juego de rol | |
|---|---|
| **Estudiante:**<br>**Profesor(a):** | **Tú mismo/misma**<br>**El/ La agente de policía** |
| **Contexto** | **Diga:**<br>Estás de viaje en Madrid y has perdido tu pasaporte. Hablas con un/a agente de policía. Y soy el/ la agente de policía. |
| **Preguntas** | **Haga las siguientes preguntas:** |
| **1** | ¿Cómo se llama usted?<br><br>*Responda de forma apropiada y pregunte:* |
| **2** | ¿De qué nacionalidad es?<br><br>*Responda de forma apropiada y pregunte:* |
| **3** | ¿Cuándo perdió su pasaporte? [**PAUSA**] ¿Y qué estaba haciendo?<br><br>*Responda de forma apropiada y pregunte:* |
| **4** | ¿Cuántos días estará en Madrid?<br><br>*Responda de forma apropiada y pregunte:* |
| **5** | ¿Adónde va a viajar después? [**PAUSA**] ¿Por qué?<br><br>*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: El tiempo libre** | |
|---|---|
| **Preguntas** | **Haga las siguientes preguntas:** |
| **1** | ¿Con quién prefieres pasar tu tiempo libre? |
| **2** | ¿Cuál es tu pasatiempo favorito? |
| **3** | ¿Cómo pasabas tu tiempo libre cuando eras niño/a?<br><br>**Preguntas alternativas (si es necesario)**<br><br>Cuando eras pequeño/a, ¿qué hacías en tu tiempo libre? |
| **4** | Háblame de la última vez que saliste el fin de semana. ¿Qué hiciste?<br><br>**Preguntas alternativas (si es necesario)**<br><br>Describe la última vez que saliste el fin de semana. ¿Qué hiciste? |
| **5** | Si fueras rico/a, ¿qué pasatiempos te gustaría probar? [**PAUSA**] ¿Por qué?<br><br>**Preguntas alternativas (si es necesario)**<br><br>Si tuvieras mucho dinero, ¿qué actividades te gustaría hacer en tu tiempo libre? [**PAUSA**] ¿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: Las relaciones personales** | |
|---|---|
| **Preguntas** | **Haga las siguientes preguntas:** |
| **1** | ¿Quién es tu mejor amigo/a? |
| **2** | En tu familia, ¿con quién te llevas bien? |
| **3** | ¿Cómo sería tu amigo o amiga ideal?<br><br>**Preguntas alternativas (si es necesario)**<br><br>Describe a un amigo perfecto o una amiga perfecta. |
| **4** | Cuéntame lo que hiciste con tu familia el fin de semana pasado.<br><br>**Preguntas alternativas (si es necesario)**<br><br>¿Qué actividades hiciste con tu familia el fin de semana pasado? |
| **5** | ¿Piensas que vivirás cerca de tu familia en el futuro? [**PAUSA**] ¿Por qué (no)?<br><br>**Preguntas alternativas (si es necesario)**<br><br>¿Te gustaría vivir cerca de tu familia en el futuro? [**PAUSA**] ¿Por qué (no)? |

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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: Una vida sana** | |
|---|---|
| **Preguntas** | **Haga las siguientes preguntas:** |
| **1** | ¿Qué bebes durante la semana? |
| **2** | ¿Cuál es tu plato favorito? |
| **3** | ¿Qué vas a comer para llevar una vida saludable?<br><br>**Preguntas alternativas (si es necesario)**<br><br>¿Qué te gustaría comer para tener una vida sana? |
| **4** | ¿Qué actividades hiciste ayer para mantenerte en forma? [**PAUSA**] ¿Cómo te sentiste?<br><br>**Preguntas alternativas (si es necesario)**<br><br>Describe las actividades que hiciste ayer para estar más sano/a. [**PAUSA**] ¿Cómo fue? |
| **5** | En tu opinión, ¿piensas que las clases de educación física deberían ser obligatorias? [**PAUSA**] ¿Por qué (no)?<br><br>**Preguntas alternativas (si es necesario)**<br><br>En el instituto, ¿te gustaría tener más clases de educación física? [**PAUSA**] ¿Por qué (no)? |

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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: La tecnología en tu vida** | |
|---|---|
| **Preguntas** | **Haga las siguientes preguntas:** |
| **1** | ¿Qué tecnología usas para estudiar? |
| **2** | ¿Qué redes sociales te gusta usar? |
| **3** | ¿Prefieres ver películas en tu teléfono móvil o en el cine? [**PAUSA**] ¿Por qué?<br><br>**Preguntas alternativas (si es necesario)**<br><br>¿Te gusta ver películas en tu teléfono móvil o en el cine? [**PAUSA**] ¿Por qué? |
| **4** | Describe la última vez que usaste tu ordenador: ¿qué hiciste? [**PAUSA**]<br>¿Y cómo fue?<br><br>**Preguntas alternativas (si es necesario)**<br><br>Recientemente, ¿para qué usaste tu ordenador? [**PAUSA**] ¿Te gustó? [**PAUSA**]<br>¿Por qué (no)? |
| **5** | ¿Cuáles serían las ventajas o las desventajas de vivir **sin** un teléfono móvil?<br><br>**Preguntas alternativas (si es necesario)**<br><br>¿Qué sería lo bueno o lo malo de **no** tener un teléfono móvil? |

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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: La naturaleza y el medio ambiente** | |
|---|---|
| **Preguntas** | **Haga las siguientes preguntas:** |
| **1** | ¿Cuál es tu animal favorito? |
| **2** | ¿Cuándo vas al parque o al campo? |
| **3** | Cuando seas mayor, ¿te gustaría vivir en el campo? [**PAUSA**] ¿Por qué (no)?<br><br>**Preguntas alternativas (si es necesario)**<br><br>En el futuro, ¿te gustaría tener una casa en el campo? [**PAUSA**] ¿Por qué (no)? |
| **4** | En tu casa, ¿qué reciclaste la semana pasada?<br><br>**Preguntas alternativas (si es necesario)**<br><br>La semana pasada, ¿qué cosas reciclaste en tu casa? |
| **5** | ¿Piensas que es importante cuidar del medio ambiente? [**PAUSA**] ¿Por qué (no)?<br><br>**Preguntas alternativas (si es necesario)**<br><br>En tu opinión, ¿es importante proteger el planeta? [**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: Las fiestas** | |
|---|---|
| **Preguntas** | **Haga las siguientes preguntas:** |
| **1** | ¿En qué país vives? |
| **2** | ¿Qué fiesta se celebra en tu país? |
| **3** | Háblame de la mejor fiesta que celebraste con tu familia. [**PAUSA**] ¿Por qué te gustó?<br><br>**Preguntas alternativas (si es necesario)**<br><br>Describe una fiesta que celebraste con tu familia. [**PAUSA**] ¿Te gustó? [**PAUSA**] ¿Por qué (no)? |
| **4** | La última vez que fuiste a una fiesta con tus amigos, ¿qué hiciste?<br><br>**Preguntas alternativas (si es necesario)**<br><br>Háblame de la última fiesta que celebraste con tus amigos. |
| **5** | Si tuvieras que organizar una fiesta con tus amigos, ¿qué tendrías que preparar?<br><br>**Preguntas alternativas (si es necesario)**<br><br>Tienes que organizar una fiesta con tus amigos. ¿Qué vas a preparar? |

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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: Tus planes para el futuro** | |
|---|---|
| **Preguntas** | **Haga las siguientes preguntas:** |
| **1** | ¿Qué te gustaría estudiar en el futuro? |
| **2** | ¿Dónde quieres trabajar? |
| **3** | ¿Cuál era tu asignatura favorita el año pasado? [**PAUSA**] ¿Por qué?<br><br>**Preguntas alternativas (si es necesario)**<br><br>El año pasado, ¿qué asignatura te gustaba más? [**PAUSA**] ¿Por qué? |
| **4** | ¿Prefieres ganar mucho dinero, o hacer un trabajo interesante? [**PAUSA**] ¿Por qué?<br><br>**Preguntas alternativas (si es necesario)**<br><br>Qué es más importante: ¿ganar mucho dinero, o tener un trabajo interesante? [**PAUSA**] ¿Por qué? |
| **5** | Cuando termines tus exámenes, ¿estudiarás más o trabajarás? [**PAUSA**] ¿Por qué?<br><br>**Preguntas alternativas (si es necesario)**<br><br>Después de tus exámenes, ¿vas a estudiar o trabajar? [**PAUSA**] ¿Por qué? |

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