CAMBRIDGE
International Education

Cambridge IGCSE™

SPANISH **0530/03**

Paper 3 Speaking **February/March 2026**

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

3314672895

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

INSTRUCTIONS

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

INFORMATION

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

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

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Introduction

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

The purpose of the speaking test

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

To achieve this it is important to:

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

Structure of the speaking test

The structure is as follows:

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

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

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

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Resources required

You need:	Each candidate needs:
• this instruction booklet • a copy of the mark schemes provided in this instruction booklet • copies of the working mark sheet (WMS) (please download from the samples database at **www.cambridgeinternational.org/samples**) • recording equipment • a timer or clock • the list of candidate names and numbers • a black or blue pen for marking • a quiet room for the preparation time • a quiet room for the speaking test.	• one candidate card.

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Preparation in advance of the speaking test

Before starting the speaking tests at the centre, you must:

- read these instructions, including the mark schemes, carefully before conducting your first test
- read the guidance in the *Cambridge Handbook* about the conduct of non-coursework speaking tests
- study the scripts for both the role play and topic conversations
- make sure that there are two separate rooms available: one room where candidates prepare for the test (this will be the preparation room) and one room where candidates take the test (this will be the examination room)
- check that the recording equipment is working properly
- write the syllabus number, centre number and your name on the working mark sheet. Complete the boxes at the top of the working mark sheet with the correct details about your centre and the exam.

You must **NOT** share the role plays or the topics of the topic conversations with candidates before their test.

You must **NOT** share the topics of the topic conversations with the candidates during their preparation time.

Note: if more than one teacher/examiner is marking the Cambridge IGCSE Spanish speaking tests at the centre, you must all agree the approach and standard of marking before conducting the first test. Please read the factsheet about internal moderation, which can be found on the samples database at **www.cambridgeinternational.org/samples**

On the day of the speaking test

Before each candidate's test

You must:

- select a candidate card using the randomisation instructions on page 14
- give the candidate card to the candidate in the preparation room
- tell the candidate that they have 10 minutes to prepare
- tell the candidate they must **not** write anything during the preparation time
- make sure that the candidate is supervised under exam conditions during the preparation time. Note that the exam conditions must be maintained until the test is complete
- find the correct role play questions and topic conversation scripts in this instruction booklet for the candidate you are about to examine
- write the candidate's name, their candidate number, the candidate card number and topic conversation numbers on the working mark sheet.

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During each candidate's test

1 At the start of the test, press 'record' on the recording equipment. **Do not stop or pause the recording at any point during the test.**

2 Say your name, the candidate's name, their candidate number, the candidate card number and the date. For example:

'Teacher/examiner name: *Mr John Smith*
Candidate number: *0031*
Candidate name: *Anita Cheng*
Candidate card number: *3*
Date: *[the date on which the test is conducted]*'

3 Start the timer or look at a clock to note the start time of the test. (You should monitor the timing for each part of the test (role play: approximately 2 minutes, topic conversation 1: 4 minutes and topic conversation 2: 4 minutes); you may want to restart the timer for each part.)

From this point onwards, all parts of the test must be conducted in Spanish.

Role play

4 Greet the candidate using the prompts provided. This is **not** assessed.

5 Set the scene for the role play by reading out the role play scenario **exactly as it is printed** in this instruction booklet.

6 Ask the first role play question **exactly as it is printed**. If there are two parts to the question (e.g. 'When …? Why?'), you should pause and wait for the answer to the first part before asking the second part.
Note: You **can** repeat any role play question if the candidate has not understood or did not hear but you **must not rephrase any** of the role play questions. If the candidate still cannot answer one of the questions after you have repeated it, move on to the next task.

7 Listen to the candidate's answer.

8 Assess the candidate's answer using the role play mark scheme on page 10 and write down the mark on the working mark sheet (WMS). When you are awarding marks, start at the bottom band and work upwards. Find the band which best fits the candidate's response. Then award the mark for that band. The purpose of the role play is to communicate an appropriate response to each task. A short response to a task, if it communicates fully and is correct, is worth 2 marks.

9 Repeat the process described above in points 6–8 for each role play question, until you have asked **all** of the role play questions.

10 When the role play is complete, tell the candidate that the role play has finished and that it is time to start the topic conversations.

Remember, you cannot stop or pause the recording during a test.

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Topic conversation 1

11 Go to the correct topic conversation in this instruction booklet.

12 Say to the candidate in Spanish: 'First we are going to talk about [name of the first topic]'.

13 Ask each question **exactly as it is printed**. You must ask **all five** questions in the order shown. If there are two parts to the question (e.g. 'When …? Why?'), you should pause and wait for the answer to the first part before asking the second part.

14 Listen carefully to and acknowledge the candidate's answer to each question.

15 If the candidate does not answer a question, or answers very briefly and you think that they could give a fuller response, follow the instructions in the table below. You can encourage fuller responses by asking extension questions such as 'Tell me more about …', 'What else can you tell me about …?', 'Is there anything else you want to say about …?'.

Questions	**If the candidate does not give a relevant answer**	**If the candidate still does not give a relevant answer**	**If the candidate still does not give a relevant answer**
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it **once** if necessary)	Ask the next question

- If necessary, encourage a fuller response by asking an extension question, e.g.

  ¿Puedes decirme algo más (sobre eso)?

- If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you **must** ask up to **two** further questions of your choice on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

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Topic conversation 2

16 Go to the correct topic conversation in this instruction booklet.

17 Say to the candidate in Spanish: 'Now we are going to talk about [name of the second topic]'.

18 Ask each question **exactly as it is printed**. You must ask **all five** questions in the order shown. If there are two parts to the question (e.g. 'When …? Why?'), you should pause and wait for the answer to the first part before asking the second part.

19 Listen carefully to and acknowledge the candidate's answer to each question.

20 If the candidate does not answer a question, or answers very briefly and you think that they could give a fuller response, follow the instructions in the table below. You can encourage fuller responses by asking extension questions such as 'Tell me more about …', 'What else can you tell me about …?', 'Is there anything else you want to say about …?'.

Questions	**If the candidate does not give a relevant answer**	**If the candidate still does not give a relevant answer**	**If the candidate still does not give a relevant answer**
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it **once** if necessary)	Ask the next question

- If necessary, encourage a fuller response by asking an extension question, e.g.

  ¿Puedes decirme algo más (sobre eso)?

- If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you **must** ask up to **two** further questions of your choice on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

21 When **both** topic conversations have been completed, stop the recording. Then award a mark out of 15 for Communication and a mark out of 15 for Quality of Language using the mark schemes on pages 11–12.

22 Write the mark for Communication and the mark for Quality of Language on the working mark sheet (WMS).

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After each candidate's speaking test

23 Take the candidate card from the candidate. The candidate must **not** take the candidate card with them when they leave the examination room.

24 Make sure that you have completed all parts of the working mark sheet (WMS) for the candidate.

25 Check that the test has been recorded and can be heard clearly. If there is a problem with the recording, follow the instructions in the *Cambridge Handbook* about failed recordings.

After completing all of the speaking tests at the centre

- Add up the marks for each candidate and write the total mark in the appropriate column on the working mark sheet (WMS). Check all additions carefully.

- If more than one teacher/examiner is marking the Cambridge IGCSE Spanish speaking tests at the centre, you must make arrangements to internally moderate all of the teachers'/ examiners' marking so that all candidates are assessed to a common standard. You can find further information about the process of internal moderation on the samples database at **www.cambridgeinternational.org/samples**

- You must write the internally moderated marks for all candidates on the working mark sheet (WMS) and submit these marks to Cambridge International according to the instructions set out in the *Cambridge Handbook* and on the samples database at **www.cambridgeinternational.org/samples**

- The centre must submit a sample of candidates' speaking test recordings to Cambridge International for external moderation. Please check the requirements for the centre on the samples database at **www.cambridgeinternational.org/samples**

- Each recorded file in the sample must be clearly named using the correct naming convention provided in the Submit for Assessment Admin Guide. This can be found on the samples database at **www.cambridgeinternational.org/samples**

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Mark schemes

The marks for each part of the test are shown below.

Part of test	Marks available	Maximum mark
Role play	2 marks per response	10
Topic conversations 1 and 2 ***together***	15 marks for Communication	15
Topic conversations 1 and 2 ***together***	15 marks for Quality of Language	15
TOTAL MARK		**40**

Marking should be positive, rewarding achievement.

Role play mark scheme

- Apply the mark scheme separately for each response.
- Up to two marks are available per response.
- When you are awarding marks, start at the bottom band and work upwards. Find the band which best fits the candidate's performance.

Marks	Descriptor
2	• The information is communicated. • Language is appropriate to the situation and is accurate. • Minor errors (adjective endings, use of prepositions, etc.) are allowed.
1	• The information is partly communicated and/or the meaning is ambiguous. • Errors impede communication.
0	• No creditable response.

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Topic conversation mark schemes

When you are awarding marks, start at the bottom band and work upwards. Find the band which best fits the candidate's performance. Then use the following guidance to decide on the mark to award, where applicable:

- If the candidate's work convincingly meets the level statement, award the highest mark.
- If the candidate's work adequately meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work just meets the level statement, award the lowest mark.

Communication

Examiners are reminded that this is a language qualification aimed at certifying language proficiency at level A2 with elements of B1 of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. The descriptors below should be understood and applied with reference to those levels.

Award a mark out of 15 for the candidate's performance in **both** topic conversations.

Marks	Descriptor	
13–15	**Very good**	• Responds confidently to questions; may occasionally need repetition of words or phrases. • Communicates information which is consistently relevant to the questions. • Frequently develops ideas and opinions. • Justifies and explains some answers.
10–12	**Good**	• Responds well to questions; requires occasional use of the alternative question(s) provided. • Communicates information which is almost always relevant to the questions. • Sometimes develops ideas and opinions. • Gives reasons or explanations for some answers.
7–9	**Satisfactory**	• Responds satisfactorily to questions; frequently requires use of the alternative question(s) provided. • Communicates most of the required information; may occasionally give irrelevant information. • Conveys simple, straightforward opinions.
4–6	**Weak**	• Has difficulty with many questions but still attempts an answer. • Communicates some simple information relevant to the questions.
1–3	**Poor**	• Frequently has difficulty understanding the questions and has great difficulty in replying. • Communicates one or two basic pieces of information relevant to the questions.
0		• No creditable response.

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Quality of Language

Examiners are reminded that this is a language qualification aimed at certifying language proficiency at level A2 with elements of B1 of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. The descriptors below should be understood and applied with reference to those levels.

Award a mark out of 15 for the candidate's performance in **both** topic conversations.

Marks	Descriptor	
13–15	**Very good**	• Accurate use of a wide range of the structures listed in the syllabus with occasional errors in more complex language. • Accurate use of a wide range of vocabulary with occasional errors. • Very good pronunciation, fluency, intonation and expression; occasional mistakes or hesitation.
10–12	**Good**	• Good use of a range of the structures listed in the syllabus, with some errors. • Good use of a range of vocabulary with some errors. • Good pronunciation and fluency despite some errors or hesitation; a good attempt at correct intonation and expression.
7–9	**Satisfactory**	• Satisfactory use of some of the structures listed in the syllabus, with frequent errors. • Satisfactory use of vocabulary with frequent errors. • Satisfactory pronunciation and fluency despite frequent errors and hesitation; some attempt at intonation and expression.
4–6	**Weak**	• Limited range of structures and vocabulary, rarely accurate and/or complete; frequent ambiguity. • Pronunciation can be understood with some effort; very noticeable hesitations and stilted delivery.
1–3	**Poor**	• Very limited range of structures and vocabulary, almost always inaccurate. • Poor pronunciation, rarely comprehensible; many serious errors.
0		• No creditable response.

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Working mark sheet (WMS)

Cambridge IGCSE Foreign Languages: Speaking Test Working Mark Sheet

Please read the Instructions for teachers/examiners before completing this form.

Centre number						Centre name					
Please select syllabus/component				Exam series			Year				

						ROLE PLAY					TOPIC CONVERSATIONS			
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*	

Name of examiner completing this form IN CAPITALS:		Examiner's signature:		Date:	

[Turn over

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

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El padre / La madre**
Contexto	**Diga:** **Estás en México de intercambio. Vas a ir de excursión con el instituto y necesitas permiso de la familia. Hablas con el padre / la madre. Yo soy el padre / la madre.**
Preguntas	**Haga las siguientes preguntas:**
1	¿Cuándo es la excursión? *Responda de forma apropiada y pregunte:*
2	¿Adónde vas de excursión? *Responda de forma apropiada y pregunte:*
3	¿Qué vas a llevar para comer? *Responda de forma apropiada y pregunte:*
4	La última vez que fuiste a una excursión escolar, ¿qué hiciste? *Responda de forma apropiada y pregunte:*
5	¿Prefieres visitar el campo o la ciudad? [**PAUSA**] ¿Por qué? *Responda de forma apropiada y termine la conversación.*

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Teacher/examiner scripts – Role plays

CANDIDATE CARD 2

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

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El amigo / La amiga**
Contexto	**Diga:** **Estás en España. Quieres jugar al golf con tu amigo/amiga. Hablas con tu amigo/amiga sobre los planes. Yo soy tu amigo/amiga.**
Preguntas	**Haga las siguientes preguntas:**
1	¿A qué hora jugamos al golf? *Responda de forma apropiada y pregunte:*
2	¿Cómo vamos al campo de golf? *Responda de forma apropiada y pregunte:*
3	¿Qué quieres hacer después de jugar? *Responda de forma apropiada y pregunte:*
4	¿Prefieres hacer deporte al aire libre o en un polideportivo? [**PAUSA**] ¿Por qué? *Responda de forma apropiada y pregunte:*
5	¿Qué deporte hiciste la semana pasada? [**PAUSA**] ¿Con quién? *Responda de forma apropiada y termine la conversación.*

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Teacher/examiner scripts – Role plays

CANDIDATE CARD 3

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

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El empleado / La empleada**
Contexto	**Diga:** **Estás en la estación de tren en Barcelona. Has perdido tu billete de tren. Hablas con un empleado / una empleada. Yo soy el empleado / la empleada.**
Preguntas	**Haga las siguientes preguntas:**
1	¿Cómo te llamas? *Responda de forma apropiada y pregunte:*
2	¿Cuándo viajas? *Responda de forma apropiada y pregunte:*
3	¿Cuánto costó el billete? *Responda de forma apropiada y pregunte:*
4	¿Adónde vas a ir? [**PAUSA**] ¿Qué vas a hacer allí? *Responda de forma apropiada y pregunte:*
5	¿Te gusta viajar en tren? [**PAUSA**] ¿Por qué (no)? *Responda de forma apropiada y termine la conversación.*

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Teacher/examiner scripts – Role plays

CANDIDATE CARD 4

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

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El primo / La prima**
Contexto	**Diga:** **Vas a una librería en Bolivia con tu primo/prima porque quieres comprar un libro. Hablas con tu primo/prima. Yo soy tu primo/prima.**
Preguntas	**Haga las siguientes preguntas:**
1	¿Qué tipo de libro quieres comprar? *Responda de forma apropiada y pregunte:*
2	¿Cuándo lees normalmente? *Responda de forma apropiada y pregunte:*
3	La última vez que leíste un libro, ¿te gustó el libro? [**PAUSA**] ¿Por qué (no)? *Responda de forma apropiada y pregunte:*
4	¿Prefieres leer o salir con tus amigos? [**PAUSA**] ¿Por qué? *Responda de forma apropiada y pregunte:*
5	¿Qué quieres hacer más tarde? *Responda de forma apropiada y termine la conversación.*

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Teacher/examiner scripts – Role plays

CANDIDATE CARD 5

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

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El jefe / La jefa de la tienda**
Contexto	**Diga:** **Estás en Perú. Ves un anuncio para trabajar en una tienda de ropa. Hablas con el jefe / la jefa de la tienda de ropa. Yo soy el jefe / la jefa.**
Preguntas	**Haga las siguientes preguntas:**
1	Buenos días. ¿Cómo te llamas? *Responda de forma apropiada y pregunte:*
2	¿Cuál es tu nacionalidad? *Responda de forma apropiada y pregunte:*
3	¿Por qué te gustaría trabajar en una tienda de ropa? *Responda de forma apropiada y pregunte:*
4	¿Prefieres trabajar por la mañana o por la tarde? [**PAUSA**] ¿Por qué? *Responda de forma apropiada y pregunte:*
5	La última vez que compraste ropa, ¿qué compraste? *Responda de forma apropiada y termine la conversación.*

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Teacher/examiner scripts – Role plays

CANDIDATE CARD 6

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

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El profesor / La profesora de música**
Contexto	**Diga:** **Estás en el instituto en España. Hablas con el profesor / la profesora porque quieres empezar un grupo de música en el instituto. Yo soy el profesor / la profesora.**
Preguntas	**Haga las siguientes preguntas:**
1	¿Qué día prefieres practicar? *Responda de forma apropiada y pregunte:*
2	¿Cuántas personas quieren estar en el grupo? *Responda de forma apropiada y pregunte:*
3	¿Qué vas a hacer en el grupo de música? *Responda de forma apropiada y pregunte:*
4	¿Qué tipo de música te gusta? [**PAUSA**] ¿Por qué? *Responda de forma apropiada y pregunte:*
5	El año pasado, ¿en qué otras actividades participaste? *Responda de forma apropiada y termine la conversación.*

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Teacher/examiner scripts – Role plays

CANDIDATE CARD 7

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

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El amigo / La amiga**
Contexto	**Diga:** **Estás en Costa Rica. Quieres ir a un restaurante en el centro de la ciudad con tu amigo/amiga. Hablas con tu amigo/amiga. Yo soy tu amigo/amiga.**
Preguntas	**Haga las siguientes preguntas:**
1	¿Cómo vamos al restaurante? *Responda de forma apropiada y pregunte:*
2	¿A qué hora comemos? *Responda de forma apropiada y pregunte:*
3	¿Qué tipo de comida prefieres? [**PAUSA**] ¿Por qué? *Responda de forma apropiada y pregunte:*
4	¿Cuándo comiste en un restaurante por última vez? [**PAUSA**] ¿Cómo fue? *Responda de forma apropiada y pregunte:*
5	Después de comer, ¿qué quieres hacer en el centro de la ciudad? *Responda de forma apropiada y termine la conversación.*

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Teacher/examiner scripts – Role plays

CANDIDATE CARD 8

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

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El amigo / La amiga**
Contexto	**Diga:** **Estás en Chile y hablas con tu amigo/amiga porque tienes un nuevo teléfono móvil. Yo soy tu amigo/amiga.**
Preguntas	**Haga las siguientes preguntas:**
1	¿De qué color es tu teléfono móvil? *Responda de forma apropiada y pregunte:*
2	¿De qué tamaño es? *Responda de forma apropiada y pregunte:*
3	¿Te gusta tu nuevo teléfono? [**PAUSA**] ¿Por qué (no)? *Responda de forma apropiada y pregunte:*
4	¿Para qué usaste tu teléfono móvil ayer? *Responda de forma apropiada y pregunte:*
5	¿Vas a usar tu teléfono móvil o un ordenador para los deberes esta noche? [**PAUSA**] ¿Por qué? *Responda de forma apropiada y termine la conversación.*

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Teacher/examiner scripts – Role plays

CANDIDATE CARD 9

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

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El amigo / La amiga**
Contexto	**Diga:** **Estás en Madrid y hablas con tu amigo/amiga porque quieres organizar tu fiesta de cumpleaños. Yo soy tu amigo/amiga.**
Preguntas	**Haga las siguientes preguntas:**
1	¿Cuándo es tu cumpleaños? *Responda de forma apropiada y pregunte:*
2	¿Dónde quieres hacer la fiesta? *Responda de forma apropiada y pregunte:*
3	¿Qué vamos a hacer en la fiesta? *Responda de forma apropiada y pregunte:*
4	¿Cómo celebraste tu cumpleaños el año pasado? *Responda de forma apropiada y pregunte:*
5	¿Qué te gustaría recibir como regalo? [**PAUSA**] ¿Por qué? *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: Los amigos	
Preguntas	**Haga las siguientes preguntas:**
1	¿Cómo se llama tu mejor amigo o amiga?
2	¿Dónde vive tu amigo o amiga?
3	Ayer en el instituto, ¿qué actividades hiciste con tus amigos durante el recreo? **Preguntas alternativas (si es necesario)** Ayer durante la hora de comer, ¿qué hiciste con tus amigos en el colegio?
4	¿Qué vas a hacer con tus amigos este fin de semana? **Preguntas alternativas (si es necesario)** El fin de semana próximo, ¿adónde te gustaría ir con tus amigos? [**PAUSA**] ¿Por qué?
5	¿Cuáles son las desventajas de pasar todo tu tiempo libre con amigos? **Preguntas alternativas (si es necesario)** ¿Es buena idea pasar todo tu tiempo libre con amigos? [**PAUSA**] ¿Por qué (no)?

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Teacher/examiner scripts – Topic conversations

TOPIC 2

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it **once** if necessary)	Ask the next question

- If necessary, encourage a fuller response by asking an extension question, e.g.

  ¿Puedes decirme algo más (sobre eso)?

- If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you **must** ask up to **two** further questions of your choice on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

Tema: El transporte y los viajes	
Preguntas	**Haga las siguientes preguntas:**
1	¿A qué hora vas al instituto?
2	¿Qué medio de transporte prefieres?
3	¿Adónde viajaste el año pasado? [**PAUSA**] ¿Te gustó? [**PAUSA**] ¿Por qué (no)? **Preguntas alternativas (si es necesario)** El año pasado, ¿adónde fuiste de vacaciones? [**PAUSA**] ¿Te gustó? [**PAUSA**] ¿Por qué (no)?
4	¿Prefieres viajar en taxi o en transporte público? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** ¿Te gusta más ir en taxi o en transporte público? [**PAUSA**] ¿Por qué?
5	Si tuvieras mucho dinero, ¿qué país o ciudad visitarías? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** Si fueras rico/rica, ¿qué país o ciudad te gustaría visitar? [**PAUSA**] ¿Por qué?

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Teacher/examiner scripts – Topic conversations

TOPIC 3

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it **once** if necessary)	Ask the next question

- If necessary, encourage a fuller response by asking an extension question, e.g.

  ¿Puedes decirme algo más (sobre eso)?

- If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you **must** ask up to **two** further questions of your choice on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

Tema: Comer y beber	
Preguntas	**Haga las siguientes preguntas:**
1	Generalmente, ¿a qué hora desayunas?
2	¿Dónde comes normalmente?
3	¿Prefieres comer en casa o en un restaurante? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** ¿Te gusta más comer en casa o en un restaurante? [**PAUSA**] ¿Por qué?
4	¿Qué comiste y bebiste ayer para la cena? [**PAUSA**] ¿Cómo fue? **Preguntas alternativas (si es necesario)** Describe qué comiste y bebiste ayer para la cena. [**PAUSA**] ¿Te gustó?
5	¿Vas a cambiar tu dieta en el futuro? [**PAUSA**] ¿Por qué (no)? **Preguntas alternativas (si es necesario)** En el futuro, ¿quieres tener una dieta diferente? [**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: Países y lenguas	
Preguntas	**Haga las siguientes preguntas:**
1	¿De dónde eres?
2	¿Cuál es tu país favorito?
3	¿Cuáles son las ventajas de hablar muchos idiomas? **Preguntas alternativas (si es necesario)** ¿Qué es lo bueno de hablar muchas lenguas?
4	Recientemente, ¿adónde has ido en tu país? [**PAUSA**] ¿Te gustó? [**PAUSA**] ¿Por qué (no)? **Preguntas alternativas (si es necesario)** En el pasado, ¿qué lugar interesante visitaste en tu país? [**PAUSA**] ¿Te gustó? [**PAUSA**] ¿Por qué (no)?
5	Si tuvieras mucho dinero, ¿dónde pasarías las vacaciones? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** Si fueras rico/rica, ¿adónde te gustaría ir de vacaciones? [**PAUSA**] ¿Por qué?

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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: Tu ciudad o pueblo	
Preguntas	**Haga las siguientes preguntas:**
1	¿Dónde está tu ciudad o pueblo?
2	¿Qué hay en tu ciudad o pueblo?
3	¿Cómo es el clima en tu ciudad? [**PAUSA**] ¿Qué haces cuando hace mucho calor? **Preguntas alternativas (si es necesario)** ¿Qué tiempo hace en tu ciudad? [**PAUSA**] Cuando hace mucho calor, ¿qué haces?
4	Háblame de la última vez que saliste a comer. [**PAUSA**] ¿Qué hiciste después? **Preguntas alternativas (si es necesario)** Describe la última vez que fuiste a un restaurante en tu ciudad. [**PAUSA**] ¿Qué hiciste después?
5	¿Dónde crees que vas a vivir en el futuro? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** En el futuro, ¿dónde te gustaría vivir? [**PAUSA**] ¿Por qué?

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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: El trabajo y los estudios	
Preguntas	**Haga las siguientes preguntas:**
1	¿Dónde trabaja una persona de tu familia?
2	¿Cuántos días a la semana trabaja esta persona?
3	Cuando seas mayor, ¿qué trabajo te gustaría tener? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** En el futuro, ¿qué trabajo vas a hacer? [**PAUSA**] ¿Por qué?
4	¿Cuál era tu asignatura preferida el año pasado? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** El año pasado, ¿cuál era tu asignatura favorita? [**PAUSA**] ¿Por qué?
5	¿Prefieres estudiar en casa o en una biblioteca? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** ¿Te gusta más estudiar en casa o en una biblioteca? [**PAUSA**] ¿Por qué?

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Teacher/examiner scripts – Topic conversations

TOPIC 7

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it **once** if necessary)	Ask the next question

- If necessary, encourage a fuller response by asking an extension question, e.g.

  ¿Puedes decirme algo más (sobre eso)?

- If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you **must** ask up to **two** further questions of your choice on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

Tema: El medio ambiente	
Preguntas	**Haga las siguientes preguntas:**
1	¿Qué cosas reciclas normalmente?
2	¿Quién recicla más en tu familia?
3	¿Cuándo fue la última vez que pasaste un día en la naturaleza? [**PAUSA**] ¿Qué hiciste? **Preguntas alternativas (si es necesario)** La última vez que fuiste al campo, ¿qué hiciste?
4	¿Cuáles son las ventajas o las desventajas de vivir en una ciudad grande? **Preguntas alternativas (si es necesario)** En tu opinión, ¿qué es lo bueno o lo malo de vivir en una ciudad grande?
5	¿Qué podrías hacer para proteger el medio ambiente? **Preguntas alternativas (si es necesario)** ¿Qué vas a hacer para ayudar al planeta?

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