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Cambridge Assessment International Education

Cambridge IGCSE™

SPANISH **0530/03**

Paper 3 Speaking **October/November 2025**

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

0463643909

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 • 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 instructions booklet for the candidate you are about to examine
- write the candidate's name, their candidate number, the candidate card number and topic conversation numbers on the working mark sheet.

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During each candidate's test

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

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

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

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

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

Role play

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

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

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

7 Listen to the candidate's answer.

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

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

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

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

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Topic conversation 1

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

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

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

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

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

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

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

  ¿Puedes decirme algo más (sobre eso)?

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

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Topic conversation 2

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

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

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

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

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

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

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

  ¿Puedes decirme algo más (sobre eso)?

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

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

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

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After each candidate's speaking test

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

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

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

After completing all of the speaking tests at the centre

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

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

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

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

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

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Mark schemes

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

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

Marking should be positive, rewarding achievement.

Role play mark scheme

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

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

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Topic conversation mark schemes

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

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

Communication

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

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

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

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Quality of Language

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

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

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

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Working mark sheet (WMS)

Cambridge IGCSE Foreign Languages: Speaking Test Working Mark Sheet

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

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

				ROLE PLAY					TOPIC CONVERSATIONS			
Cand. no.	**Candidate name**	***Role play card no.***	***Topic conversation nos.***	**Task 1** (max 2 marks)	**Task 2** (max 2 marks)	**Task 3** (max 2 marks)	**Task 4** (max 2 marks)	**Task 5** (max 2 marks)	**Communication** (max 15 marks)	**Quality of Language** (max 15 marks)	**Total** (max 40 marks)	**Internal/ external moderation**
0031	*Anita Cheng*	*3*	*3 & 7*	*2*	*2*	*1*	*2*	*2*	*10*	*9*	*28*	

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

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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

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Order of candidates	Candidate card	Topic conversation 1	Topic conversation 2
Candidate 26	8	Topic 2	Topic 5
Candidate 27	9	Topic 3	Topic 6
Candidate 28	1	Topic 2	Topic 7
Candidate 29	2	Topic 1	Topic 4
Candidate 30	3	Topic 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? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El empleado / La empleada**
Contexto	**Diga:** Estás en España. Hay un festival de arte en tu colegio. Vas a una tienda para comprar papel para tu proyecto. Hablas con el empleado / la empleada. Yo soy el empleado / la empleada.
Preguntas	**Haga las siguientes preguntas:**
1	Buenos días, ¿cuándo es el festival de arte? *Responda de forma apropiada y pregunte:*
2	¿Qué color de papel quieres? *Responda de forma apropiada y pregunte:*
3	¿Qué te gustaría pintar? [**PAUSA**] ¿Por qué? *Responda de forma apropiada y pregunte:*
4	¿Prefieres hacer proyectos en grupo o proyectos individuales? [**PAUSA**] ¿Por qué? *Responda de forma apropiada y pregunte:*
5	En el pasado, ¿qué otro proyecto hiciste en tu colegio? [**PAUSA**] ¿Cómo fue? *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? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El empleado / La empleada**
Contexto	**Diga:** Estás en Bolivia y quieres alquilar una casa de vacaciones para el verano. 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 quiere la casa? *Responda de forma apropiada y pregunte:*
2	¿Para cuántos días quiere alquilar la casa? *Responda de forma apropiada y pregunte:*
3	¿Prefiere una casa en la playa o en las montañas? [**PAUSA**] ¿Por qué? *Responda de forma apropiada y pregunte:*
4	El verano pasado, ¿dónde viajó de vacaciones? [**PAUSA**] ¿Cómo fue? *Responda de forma apropiada y pregunte:*
5	¿Qué actividades va a hacer durante las vacaciones? *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? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El empleado / La empleada**
Contexto	**Diga:** Estás en Colombia y quieres pedir comida por teléfono para cenar con tus amigos en casa. Llamas al restaurante. Hablas con el empleado / la empleada. Yo soy el empleado / la empleada.
Preguntas	**Haga las siguientes preguntas:**
1	Buenas noches, ¿qué quieres comer? *Responda de forma apropiada y pregunte:*
2	Vale, y ¿para beber? *Responda de forma apropiada y pregunte:*
3	Normalmente, ¿qué tipo de comida prefieres? *Responda de forma apropiada y pregunte:*
4	¿Cuándo cenaste con tus amigos la última vez? [**PAUSA**] ¿Cómo fue? *Responda de forma apropiada y pregunte:*
5	En el futuro, ¿vas a recomendar nuestro restaurante a tus amigos? [**PAUSA**] ¿Por qué? *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? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El amigo / la amiga**
Contexto	**Diga:** Estás en el colegio en Perú. Tienes un examen de español y tu amigo/amiga necesita ayuda para estudiar. Hablas con tu amigo/amiga por teléfono. Yo soy tu amigo/amiga.
Preguntas	**Haga las siguientes preguntas:**
1	Hola, ¿qué día es el examen? *Responda de forma apropiada y pregunte:*
2	¿Cuántos temas hay en el examen? *Responda de forma apropiada y pregunte:*
3	¿Dónde estudiaste la última vez para un examen? [**PAUSA**] ¿Por qué? *Responda de forma apropiada y pregunte:*
4	¿Te gusta estudiar español? [**PAUSA**] ¿Por qué? *Responda de forma apropiada y pregunte:*
5	¿Qué vas a hacer después del examen? *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? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El director / La directora**
Contexto	**Diga:** Estás en Guatemala y quieres un trabajo para tus vacaciones. Vas a una agencia de empleo. Hablas con el director / la directora. Yo soy el director / la directora.
Preguntas	**Haga las siguientes preguntas:**
1	Buenas tardes, ¿cuántos años tienes? *Responda de forma apropiada y pregunte:*
2	Y, ¿qué días de la semana quieres trabajar? *Responda de forma apropiada y pregunte:*
3	Normalmente, ¿qué actividades te gusta hacer? *Responda de forma apropiada y pregunte:*
4	El año pasado, ¿cuál fue tu asignatura favorita? [**PAUSA**] ¿Por qué? *Responda de forma apropiada y pregunte:*
5	En tu futuro trabajo, ¿qué te gustaría hacer? [**PAUSA**] ¿Por qué? *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? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El empleado / la empleada**
Contexto	**Diga:** Estás en Chile y quieres comprar un billete de autobús para ir a la ciudad. Vas a la estación de autobuses. Hablas con el empleado / la empleada. Yo soy el empleado / la empleada.
Preguntas	**Haga las siguientes preguntas:**
1	Hola, ¿cuántos años tienes? *Responda de forma apropiada y pregunte:*
2	¿Para qué hora quieres el billete? *Responda de forma apropiada y pregunte:*
3	¿Qué vas a hacer en la ciudad? *Responda de forma apropiada y pregunte:*
4	¿Cuándo fue la última vez que usaste el transporte público? [**PAUSA**] ¿Cómo fue? *Responda de forma apropiada y pregunte:*
5	¿Cuál es tu opinión sobre usar el autobús? [**PAUSA**] ¿Por qué? *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? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El policía / La policía**
Contexto	**Diga:** Estás en Perú en tu casa y tu perro no está en la casa. Necesitas encontrar al perro. Hablas con un policía / una policía para pedir ayuda. Yo soy el policía / la policía.
Preguntas	**Haga las siguientes preguntas:**
1	Hola, ¿de qué color es el perro? *Responda de forma apropiada y pregunte:*
2	¿Cuántos años tiene el perro? *Responda de forma apropiada y pregunte:*
3	¿Cuándo viste al perro la última vez? [**PAUSA**] ¿Qué hacía el perro? *Responda de forma apropiada y pregunte:*
4	¿Dónde te gusta ir con tu perro normalmente? *Responda de forma apropiada y pregunte:*
5	En el futuro, ¿qué otro animal te gustaría tener? [**PAUSA**] ¿Por qué? *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? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El agente de viajes / La agente de viajes**
Contexto	**Diga:** Vives en Venezuela y vas a ir de vacaciones. Necesitas ayuda para preparar el viaje y vas a una agencia de viajes. Yo soy el agente de viajes / la agente de viajes.
Preguntas	**Haga las siguientes preguntas:**
1	Hola, ¿en qué mes quieres viajar? *Responda de forma apropiada y pregunte:*
2	Y ¿cuántos años tienes? *Responda de forma apropiada y pregunte:*
3	¿Vas a viajar con amigos o vas a viajar con tu familia? [**PAUSA**] ¿Por qué? *Responda de forma apropiada y pregunte:*
4	¿Cuál es tu lugar favorito para visitar durante las vacaciones? [**PAUSA**] ¿Por qué? *Responda de forma apropiada y pregunte:*
5	El año pasado, ¿qué hiciste en tus vacaciones? *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? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El empleado / La empleada del aeropuerto**
Contexto	**Diga:** Estás en España de vacaciones y vas al aeropuerto porque necesitas cambiar tu billete de avión. Hablas con un empleado / una empleada del aeropuerto. Yo soy el empleado / la empleada.
Preguntas	**Haga las siguientes preguntas:**
1	Buenas tardes, ¿qué día es tu vuelo? *Responda de forma apropiada y pregunte:*
2	Y, ¿a qué hora viajas? *Responda de forma apropiada y pregunte:*
3	¿Por qué quieres cambiar el billete? *Responda de forma apropiada y pregunte:*
4	¿Qué hiciste durante tu visita en España? [**PAUSA**] ¿Cómo fue? *Responda de forma apropiada y pregunte:*
5	En el futuro, ¿adónde te gustaría viajar? [**PAUSA**] ¿Con quién? *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 deporte	
Preguntas	**Haga las siguientes preguntas:**
1	¿Qué deporte practicas en el colegio?
2	¿Con quién practicas deporte normalmente?
3	¿Prefieres hacer deporte en un gimnasio o en el colegio? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** ¿Te gusta hacer deporte en el gimnasio o en el colegio? [**PAUSA**] ¿Por qué?
4	Háblame sobre la última vez que hiciste deporte. **Preguntas alternativas (si es necesario)** Describe la última vez que practicaste un deporte.
5	En tu opinión, ¿el deporte debería ser opcional u obligatorio en los colegios? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** ¿Te gustaría tener que hacer deporte en el colegio todos los días? [**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: Tu casa ideal	
Preguntas	**Haga las siguientes preguntas:**
1	¿Cuántas habitaciones tienes en tu casa o piso?
2	¿Cuál es tu habitación favorita?
3	En el pasado, ¿preferías jugar en tu casa o salir con tus amigos? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** En el pasado, ¿te gustaba jugar en casa o salir con tus amigos? [**PAUSA**] ¿Por qué?
4	Háblame de cómo sería tu casa ideal en el futuro. **Preguntas alternativas (si es necesario)** Describe cómo sería tu casa ideal. [**PAUSA**] ¿Qué te gustaría tener en tu casa?
5	¿Cuáles son las ventajas o desventajas de vivir en una ciudad? **Preguntas alternativas (si es necesario)** En tu opinión, ¿qué es lo bueno o lo malo de vivir en una ciudad?

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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: La salud	
Preguntas	**Haga las siguientes preguntas:**
1	¿Cuántos días haces ejercicio?
2	¿Cuál es tu comida favorita?
3	En tu opinión, ¿la comida de tu colegio es buena para la salud? [**PAUSA**] ¿Por qué (no)? **Preguntas alternativas (si es necesario)** ¿Piensas que la comida es sana en tu colegio? [**PAUSA**] ¿Por qué (no)?
4	El fin de semana pasado, ¿qué hiciste para relajarte? **Preguntas alternativas (si es necesario)** Describe las actividades que hiciste para descansar el fin de semana pasado.
5	En tu opinión, ¿es importante hacer deporte durante las vacaciones? [**PAUSA**] ¿Por qué (no)? **Preguntas alternativas (si es necesario)** ¿Te gusta hacer deporte durante las vacaciones? [**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 zona donde vives	
Preguntas	**Haga las siguientes preguntas:**
1	¿Dónde vives?
2	¿Qué tiempo hace normalmente en tu pueblo o ciudad?
3	¿Qué hiciste este fin de semana en tu región? [**PAUSA**] ¿Cómo fue? **Preguntas alternativas (si es necesario)** El fin de semana pasado, ¿qué actividades hiciste en tu pueblo o ciudad? [**PAUSA**] ¿Cómo fue?
4	Háblame de tu opinión sobre el transporte público donde vives. **Preguntas alternativas (si es necesario)** ¿Te gusta el transporte en la zona donde vives? [**PAUSA**] ¿Por qué?
5	¿Qué cambiarías de la zona donde vives? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** ¿Qué te gustaría cambiar en tu pueblo o ciudad? [**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: Los estudios y las profesiones	
Preguntas	**Haga las siguientes preguntas:**
1	¿Cuántas horas estudias al día?
2	¿Qué asignatura es interesante para ti?
3	En tu opinión, ¿cuál es la asignatura más útil para tu futuro? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** Para ti, ¿qué asignatura es importante para tu futuro? [**PAUSA**] ¿Por qué?
4	¿Cuando eras pequeño/a, ¿qué profesión te gustaba? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** En el pasado, ¿qué trabajo te gustaba? [**PAUSA**] ¿Por qué?
5	¿Deberías tener deberes todos los días? [**PAUSA**] ¿Por qué (no)? **Preguntas alternativas (si es necesario)** Te gustaría tener deberes todos los días? [**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: Celebraciones y eventos	
Preguntas	**Haga las siguientes preguntas:**
1	¿En qué mes es tu cumpleaños?
2	¿Dónde celebras tu cumpleaños normalmente?
3	Cuando eras pequeño/a, ¿cuál era tu celebración preferida? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** De niño/a, ¿cuál era tu fiesta favorita? [**PAUSA**] ¿Por qué?
4	En el futuro, ¿irías a un evento musical con mucha gente? [**PAUSA**] ¿Por qué (no)? **Preguntas alternativas (si es necesario)** El año que viene, ¿te gustaría ir a un concierto con muchas personas? [**PAUSA**] ¿Por qué (no)?
5	Háblame de las ventajas o desventajas de celebrar fiestas en casa. **Preguntas alternativas (si es necesario)** En tu opinión, ¿qué es lo bueno o lo malo de celebrar fiestas en casa?

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Teacher/examiner scripts – Topic conversations

TOPIC 7

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

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

  ¿Puedes decirme algo más (sobre eso)?

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

Tema: Los idiomas	
Preguntas	**Haga las siguientes preguntas:**
1	¿Cuántos idiomas hablas?
2	¿Qué idioma hablas normalmente en tu colegio?
3	¿Qué opinas de hablar varias lenguas? [**PAUSA**] ¿Por qué? **Preguntas alternativas (si es necesario)** En tu opinión, ¿es importante hablar muchos idiomas? [**PAUSA**] ¿Por qué (no)?
4	Háblame de la última vez que estudiaste español. [**PAUSA**] ¿Qué hiciste? **Preguntas alternativas (si es necesario)** Describe la última vez que estudiaste español. [**PAUSA**] ¿Qué hiciste?
5	Cuando seas mayor, ¿preferirías estudiar en un país hispanohablante? [**PAUSA**] ¿Por qué (no)? **Preguntas alternativas (si es necesario)** En el futuro, ¿te gustaría estudiar en un país donde se habla español? [**PAUSA**] ¿Por qué (no)?

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