

Cambridge IGCSE™

SPANISH

0530/03

Paper 3 Speaking

For examination from 2028

SPECIMEN INSTRUCTIONS FOR TEACHERS/EXAMINERS

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

INSTRUCTIONS

- This document contains the examiner's scripts for the Role plays and Topic conversations.
- 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 **30** pages. Any blank pages are indicated.

Contents

Introduction	3
The purpose of the speaking test	3
Structure of the speaking test	3
Resources required	4
Preparation in advance of the speaking test	5
On the day of the speaking test	5
Before each candidate's test	5
During each candidate's test	6
Role play	6
Topic conversation 1	7
Topic conversation 2	8
After each candidate's speaking test	9
After completing all of the speaking tests at the centre	9
Glossary	10
Mark schemes	11
Role play mark scheme	11
Topic conversation mark schemes	12
Communication	12
Quality of Language	13
Working mark sheet (WMS)	14
Randomisation instructions	15
Teacher/examiner scripts – Role plays	17
Teacher/examiner scripts – Topic conversations	23

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(s)/examiner(s) 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
- conduct the test in accordance with these instructions and the *Cambridge Handbook*
- 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 in full for **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. These questions must be on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

Resources required

You need:	Each candidate needs:
<ul style="list-style-type: none"> • this 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 • additional paper and pens for the candidates during their preparation time • a quiet room for the preparation time • a quiet room for the speaking test. 	<ul style="list-style-type: none"> • one candidate card.

Preparation in advance of the speaking test

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

- read these instructions, including the mark schemes, carefully
- read the regulations in the *Cambridge Handbook* about the conduct of non-coursework speaking tests
- study the scripts for both the role plays 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)
- make sure that the preparation room has paper and pens for candidates to use during their preparation time
- 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 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:

- 1 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
- 2 select a candidate card using the randomisation instructions on pages 15–16
- 3 give the candidate card to the candidate in the preparation room
- 4 tell the candidate that they have 10 minutes to prepare
- 5 tell the candidate to write their name and candidate number on any notes
- 6 collect any notes that the candidate has made **before** the speaking test starts. The candidate must **not** have access to them during the speaking test. The notes must be retained by the teacher/examiner and then stored securely at the centre until after certificates have been issued
- 7 find the correct role play questions and topic conversation scripts in this instruction booklet for the candidate you are about to examine
- 8 enter the candidate's number, their name, the candidate card number and topic conversation numbers on the working mark sheet.

During each candidate's test

- 9 If the candidate has made any notes on an additional piece of paper, they must give these to the teacher/examiner before the speaking test starts. The candidate must **not** have access to them during the speaking test.
- 10 You must only conduct each test **once**.
- 11 At the start of the test, press 'record' on the recording equipment.
- 12 **Once the recording has started, you must not stop or pause the recording at any point during the test.**
- 13 Say your name, the candidate's number, the candidate's name, the candidate card number and the date. For example:

 'Teacher/examiner name: *Joe Bloggs*
 Candidate number: *0031*
 Candidate name: *Anita Cheng*
 Candidate card number: *3*
 Date: *[the date on which the test is conducted]*'
- 14 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

- 15 Greet the candidate using the prompts provided. This is **not** assessed.
- 16 Set the scene for the role play by reading out the role play scenario **exactly as it is printed** in this instruction booklet (except for when selecting a gender for the examiner role).
- 17 Ask the first role play question **exactly as it is printed**. When there is a **[PAUSE]** in the script, let the candidate answer first and then ask the second question provided after the pause unless the candidate has already clearly addressed the second question in their answer to the first question. In this instance, you do not need to ask the second question as it could be confusing for the candidate.
 Note: you **can** repeat any role play question **once** if the candidate did not hear, has not understood, or has given an ambiguous response. However, you **must not** rephrase any questions, use extension questions, or ask questions of your own during the role play. If the candidate still cannot answer the question after you have repeated it, move on to the next task.
- 18 Listen to the candidate's answer. Remember that brief answers, as long as they complete the task fully, can be awarded two marks.
- 19 Assess the candidate's answer using the role play mark scheme and enter 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.

- 20 Repeat the process described above in points 17–19 for each role play question, until you have asked **all** of the role play questions.
- 21 When the role play is complete, tell the candidate that the role play has finished and that it is time to start the topic conversations.

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

Topic conversation 1

- 22 Go to the correct topic conversation in this instruction booklet as per the randomisation grid on pages 15–16.
- 23 Say to the candidate in Spanish: 'First we are going to talk about [name of the first topic]'.
- 24 Ask each question **exactly as it is printed**. You must ask **all five** questions in the order shown. When there is a **[PAUSE]** in the script, let the candidate answer first and then ask the second question provided after the pause unless the candidate has already clearly addressed the second question in their answer to the first question. In this instance, you do not need to ask the second question as it could be confusing for the candidate.
- 25 Listen carefully to and acknowledge the candidate's answer to each question.
- 26 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 once	Ask the next question	
3, 4 and 5	Repeat the question once	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
<ul style="list-style-type: none"> If necessary, encourage a fuller response by asking an extension question, e.g. <i>¿Puedes decirme algo más (sobre eso)?</i> If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts 4 minutes. 			

There are definitions of alternative, extension and further questions in the glossary on page 10.

Topic conversation 2

- 27 Go to the correct topic conversation in this instructions booklet as per the randomisation grid on pages 15–16.
- 28 Say to the candidate in Spanish: 'Now we are going to talk about [name of the second topic]'.
- 29 Ask each question **exactly as it is printed**. You must ask **all five** questions in the order shown. When there is a [PAUSE] in the script, let the candidate answer first and then ask the second question provided after the pause unless the candidate has already clearly addressed the second question in their answer to the first question. In this instance, you do not need to ask the second question as it could be confusing for the candidate.
- 30 Listen carefully to and acknowledge the candidate's answer to each question.
- 31 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 once	Ask the next question	
3, 4 and 5	Repeat the question once	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
<ul style="list-style-type: none"> If necessary, encourage a fuller response by asking an extension question, e.g. <i>¿Puedes decirme algo más (sobre eso)?</i> If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts 4 minutes. 			

There are definitions of alternative, extension and further questions in the glossary on page 10.

- 32 When **both** topic conversations have been completed, award a mark out of 15 for Communication and a mark out of 15 for Quality of Language using the tables in the mark scheme.
- 33 Enter the mark for Communication and the mark for Quality of Language on the working mark sheet.

After each candidate's speaking test

- 34 Take the candidate card from the candidate. The candidate must **not** take the candidate card with them when they leave the examination room.
- 35 Make sure that you have completed all parts of the working mark sheet for the candidate.
- 36 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.
- 37 You must keep any additional pieces of paper with candidate notes on. They must have the candidate's name and number on them. The notes must be kept securely until after certificates have been issued.

After completing all of the speaking tests at the centre

- Store any candidate notes securely and destroy only when certificates have been issued.
- Add up the marks for each candidate on the working mark sheet (WMS) and enter the total mark in the appropriate column. 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(s) 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**

Glossary

In certain cases, you may need to use alternative, extension and further questions.

Using alternative questions

An **alternative question** tests the same task and language area as the first version of the question set by Cambridge in Questions 3–5 of a topic conversation. The language of an alternative question is easier than the first set question and has been set by Cambridge to make the question more accessible. The aim of an alternative question is to give candidates more support in understanding the set task, if required, and to enable them to access the available marks.

The topic conversations each have five set questions. You must read these exactly as printed. In the interest of fairness to all candidates, you must **not** paraphrase the set questions in your own words as this changes the nature and difficulty of the set task. You should read the first set question in Questions 3–5 and, if the candidate does not understand or gives an ambiguous response, the first set question should be repeated. If the candidate still cannot answer, you should then use the alternative question and repeat it once if necessary. You must not go straight to the alternative question before reading the first set question. If you need to use the alternative question, do not tell the candidate you are using the alternative question as this can be confusing for them. Do not use the alternative questions on a topic as extension questions.

Using extension questions

Extension questions may be asked during a topic conversation when candidates answer too briefly and it is clear that they might not be saying enough to fill the time of 4 minutes for a topic. The aim of an extension question is to invite candidates to say more, develop their answers and work for the available marks during the 4 minutes. This is especially important during Questions 3–5 on the topics.

The extension question must be worded carefully so that the teacher/examiner does not give or suggest vocabulary, structures or ideas to the candidate. You should use neutral wordings in the language being tested, such as:

‘Tell me more about ...’

‘What else can you tell me about ...?’

‘Is there anything else you want to say about ...?’

Extension questions can be asked on both the first and second topics.

Using further questions

Up to two **further questions** of your choice may be asked at the end of the five set questions on a topic conversation if timings are shorter than 3½ minutes to make sure the conversation lasts 4 minutes. The two questions must be on the same topic as the one being tested. Do not ask more than two further questions even if timings are short.

You should carefully consider the ability of the candidate and differentiate the difficulty of further questions accordingly. Further questions such as ‘Where did you go on holiday last year?’ may be suitable for weaker candidates but do not offer the possibility of development to more able candidates. In such a case, a more open question such as ‘What did you enjoy doing last year on holiday?’ would be more suitable and would give them the chance to say more. In your preparation time before the tests, you should familiarise yourself with the scripts and think of possible questions which you could use on each of the set topics for the session. Your further questions should not duplicate the content of the five Cambridge set questions. Do not use the alternative questions on a topic as your

own further questions on the same topic as this can lead to repetition of material. Try to vary further questions between candidates according to their individual ability.

Mark schemes

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

part of test	marks available	maximum mark
Role play	2 marks per response	10
Topic conversations 1 and 2 <i>together</i>	15 marks for Communication	15
Topic conversations 1 and 2 <i>together</i>	15 marks for Quality of Language	15
TOTAL MARK		40

Marking should be positive and reward achievement.

Role play mark scheme

- Apply the mark scheme separately for each response.
- Up to two marks are available per response.
- Brief answers, if appropriate and which complete the task(s) fully, can be awarded two marks.
- 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	<ul style="list-style-type: none"> • The information is fully communicated. • Language is appropriate to the situation. • If a verb is used, the time frame is clear and appropriate. • Minor errors (such as adjective endings and use of prepositions) are allowed.
1	<ul style="list-style-type: none"> • The information is partly communicated and/or the meaning is ambiguous. • Errors impede communication.
0	<ul style="list-style-type: none"> • No creditable response.

Topic conversation mark schemes

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

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

Communication

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

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

marks	descriptor	
13–15	Very good	<ul style="list-style-type: none"> • Responds confidently to questions; may require repetition of occasional 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	<ul style="list-style-type: none"> • Responds well to questions; may require occasional repetition of questions and/or occasional use of the alternative questions provided. • Communicates information which is almost always relevant to the questions. • Sometimes develops ideas and opinions. • Gives reasons and explanations for some answers.
7–9	Satisfactory	<ul style="list-style-type: none"> • Responds satisfactorily to questions; requires repetition of some questions and/or 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	<ul style="list-style-type: none"> • Responds with difficulty; requires repetition of many questions but still attempts an answer. • Communicates some simple information relevant to the questions.
1–3	Poor	<ul style="list-style-type: none"> • Frequently has difficulty understanding the questions, despite repetition, and has great difficulty in replying. • Communicates one or two basic pieces of information relevant to the questions.
0		<ul style="list-style-type: none"> • No creditable response.

Quality of Language

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

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

Note 'structures listed in the syllabus' includes the use of verbs.

marks	descriptor	
13–15	Very good	<ul style="list-style-type: none"> Consistently 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 errors or hesitation.
10–12	Good	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Very limited range of structures and vocabulary, almost always inaccurate. Poor pronunciation, rarely comprehensible; many serious errors.
0		<ul style="list-style-type: none"> No creditable response.

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0530/03/SN/28Name of Examiner completing this form in capitals

Date

Randomisation instructions

Each candidate must be allocated one of six 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, you should continue the sequence as shown in the table. For example, if you conduct 20 tests on the first day, you should start the second day from row 21 of the table.

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 2	topic 4
candidate 2	2	topic 3	topic 5
candidate 3	3	topic 2	topic 6
candidate 4	4	topic 1	topic 5
candidate 5	5	topic 1	topic 6
candidate 6	6	topic 3	topic 4
candidate 7	1	topic 3	topic 6
candidate 8	2	topic 1	topic 6
candidate 9	3	topic 2	topic 5
candidate 10	4	topic 3	topic 4
candidate 11	5	topic 2	topic 5
candidate 12	6	topic 1	topic 4
candidate 13	1	topic 1	topic 4
candidate 14	2	topic 2	topic 5
candidate 15	3	topic 3	topic 6
candidate 16	4	topic 2	topic 5
candidate 17	5	topic 1	topic 4
candidate 18	6	topic 3	topic 6
candidate 19	1	topic 3	topic 4
candidate 20	2	topic 2	topic 6
candidate 21	3	topic 3	topic 5
candidate 22	4	topic 2	topic 4

order of candidates	candidate card	topic conversation 1	topic conversation 2
candidate 23	5	topic 1	topic 5
candidate 24	6	topic 1	topic 6
candidate 25	1	topic 2	topic 6
candidate 26	2	topic 1	topic 5
candidate 27	3	topic 3	topic 4
candidate 28	4	topic 1	topic 4
candidate 29	5	topic 2	topic 6
candidate 30	6	topic 3	topic 5
<i>start again at row 1 (as used for candidate 1)</i>			

Teacher/examiner scripts – Role plays

CANDIDATE CARD 1

Start the recording	
Before the test	Say: Your name, e.g. Joe Bloggs 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 calificadas)	Diga: Hola / Buenos días / Buenas tardes. ¿Cómo estás? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante:	Tú mismo/misma
Profesor(a):	El amigo / La amiga
Contexto	Diga: Estás en España. Vas a ir al zoológico con tu amigo español / amiga española. Hablas con tu amigo/amiga para organizar el día. Yo soy tu amigo/amiga.
Preguntas	Haga las siguientes preguntas:
1	¿A qué hora abre el zoológico? <i>Responda de forma apropiada y pregunte:</i>
2	¿En qué medio de transporte vamos a ir al zoológico? <i>Responda de forma apropiada y pregunte:</i>
3	Vamos a hacer un picnic. ¿Qué quieres comer y beber? <i>Responda de forma apropiada y pregunte:</i>
4	La última vez que fuiste al zoológico, ¿qué viste? [PAUSA] Y ¿qué hiciste? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué te gustaría hacer después? <i>Responda de forma apropiada y termine la conversación.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 2

Start the recording	
Before the test	Say: Your name, e.g. Joe Bloggs 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 calificadas)	Diga: Hola / Buenos días / Buenas tardes. ¿Cómo estás? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante:	Tú mismo/misma
Profesor(a):	El amigo / La amiga
Contexto	Diga: Estás en México. Vas a ir al cine con tu amigo mexicano / amiga mexicana. Yo soy tu amigo/amiga.
Preguntas	Haga las siguientes preguntas:
1	¿Qué día vamos al cine? <i>Responda de forma apropiada y pregunte:</i>
2	¿A qué hora quieres ir al cine? <i>Responda de forma apropiada y pregunte:</i>
3	¿Qué tipo de película te gustaría ver? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y pregunte:</i>
4	La última vez que fuiste al cine, ¿con quién fuiste? [PAUSA] ¿Cómo fue la película? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué vamos a hacer después de ver la película? <i>Responda de forma apropiada y termine la conversación.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 3

Start the recording	
Before the test	Say: Your name, e.g. Joe Bloggs 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 calificadas)	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/La recepcionista
Contexto	Diga: Estás en un hotel en Colombia. Vas a la recepción porque quieres cambiar de habitación. Yo soy el/la recepcionista.
Preguntas	Haga las siguientes preguntas:
1	Buenos días. ¿De dónde es usted? <i>Responda de forma apropiada y pregunte:</i>
2	¿Cuál es el número de su habitación? <i>Responda de forma apropiada y pregunte:</i>
3	¿Qué problema tiene con la habitación? <i>Responda de forma apropiada y pregunte:</i>
4	¿Qué actividades ha hecho en el hotel esta semana? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué planes tiene para los próximos días en nuestro país? <i>Responda de forma apropiada y termine la conversación.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 4

Start the recording	
Before the test	Say: Your name, e.g. Joe Bloggs 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 calificadas)	Diga: Hola / Buenos días / Buenas tardes. ¿Cómo estás? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante:	Tú mismo/misma
Profesor(a):	El entrenador / La entrenadora
Contexto	Diga: Quieres ser miembro de un gimnasio en España. Hablas con el entrenador / la entrenadora. Yo soy el entrenador / la entrenadora.
Preguntas	Haga las siguientes preguntas:
1	¿Cuántas horas duermes por la noche? <i>Responda de forma apropiada y pregunte:</i>
2	Normalmente, ¿qué bebes? <i>Responda de forma apropiada y pregunte:</i>
3	¿Te gusta el deporte? [PAUSA] ¿Por qué (no)? <i>Responda de forma apropiada y pregunte:</i>
4	¿Cuándo fue la última vez que practicaste un deporte? [PAUSA] ¿Qué hiciste? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué vas a hacer después del gimnasio para descansar? <i>Responda de forma apropiada y termine la conversación.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 5

Start the recording	
Before the test	Say: Your name, e.g. Joe Bloggs 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 calificadas)	Diga: Hola / Buenos días / Buenas tardes. ¿Cómo estás? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante:	Tú mismo/misma
Profesor(a):	El amigo / La amiga
Contexto	Diga: Estás en Argentina. Vas a salir a un restaurante con amigos. Hablas con un amigo / una amiga para organizarlo. Yo soy tu amigo/amiga.
Preguntas	Haga las siguientes preguntas:
1	¿Qué día vamos al restaurante? <i>Responda de forma apropiada y pregunte:</i>
2	¿Cuántas personas van al restaurante? <i>Responda de forma apropiada y pregunte:</i>
3	La última vez que fuiste a un restaurante, ¿qué comiste? [PAUSA] ¿Cómo fue la comida? <i>Responda de forma apropiada y pregunte:</i>
4	¿Prefieres comer en restaurantes o en tu casa? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y pregunte:</i>
5	El sábado es tu cumpleaños. ¿Qué vamos a hacer? <i>Responda de forma apropiada y termine la conversación.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 6

Start the recording	
Before the test	Say: Your name, e.g. Joe Bloggs 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 calificadas)	Diga: Hola / Buenos días / Buenas tardes. ¿Cómo estás? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante:	Tú mismo/misma
Profesor(a):	El pasajero / La pasajera
Contexto	Diga: Vas a Madrid en tren. Hablas con otro pasajero / otra pasajera durante el viaje. Yo soy el otro pasajero / la otra pasajera.
Preguntas	Haga las siguientes preguntas:
1	¿De dónde eres? <i>Responda de forma apropiada y pregunte:</i>
2	¿Con quién viajas normalmente? <i>Responda de forma apropiada y pregunte:</i>
3	¿Te gusta viajar en tren? [PAUSA] ¿Por qué (no)? <i>Responda de forma apropiada y pregunte:</i>
4	En tus últimas vacaciones, ¿adónde fuiste? [PAUSA] ¿Qué hiciste? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué vas a hacer en Madrid? <i>Responda de forma apropiada y termine la conversación.</i>

Teacher/examiner scripts – Topic conversations

TOPIC 1

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question once	Ask the next question	
3, 4 and 5	Repeat the question once	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
<ul style="list-style-type: none"> If necessary, encourage a fuller response by asking an extension question, e.g. <i>¿Puedes decirme algo más (sobre eso)?</i> If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice. These questions must be on the same topic as the other questions to make sure that the conversation lasts 4 minutes. 			

Tema: Los viajes y el transporte	
Preguntas	Haga las siguientes preguntas:
1	¿Adónde vas de vacaciones normalmente?
2	¿Qué medio de transporte prefieres?
3	<p>¿Cuáles son las ventajas de vivir cerca de tu instituto?</p> <p>Preguntas alternativas (si es necesario)</p> <p>¿Es mejor vivir cerca o lejos de tu colegio? [PAUSA] ¿Por qué?</p>
4	<p>Háblame de la última vez que fuiste de viaje. [PAUSA] ¿Cómo viajaste?</p> <p>Preguntas alternativas (si es necesario)</p> <p>Describe el último viaje que hiciste. [PAUSA] ¿Qué transporte usaste?</p>
5	<p>En el futuro, ¿será importante para ti tener coche? [PAUSA] ¿Por qué (no)?</p> <p>Preguntas alternativas (si es necesario)</p> <p>En el futuro, ¿te gustaría tener coche? [PAUSA] ¿Por qué (no)?</p>

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 once	Ask the next question	
3, 4 and 5	Repeat the question once	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
<ul style="list-style-type: none"> If necessary, encourage a fuller response by asking an extension question, e.g. <i>¿Puedes decirme algo más (sobre eso)?</i> If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice. These questions must be on the same topic as the other questions to make sure that the conversation lasts 4 minutes. 			

Tema: La familia y los amigos	
Preguntas	Haga las siguientes preguntas:
1	¿Con quién vives?
2	Normalmente, ¿qué haces con tu familia por la tarde?
3	Háblame de un fin de semana agradable que pasaste con tu familia o con tus amigos. Preguntas alternativas (si es necesario) ¿Qué hiciste con tu familia o con tus amigos el fin de semana pasado?
4	¿Cuáles son las ventajas de tener amigos? Preguntas alternativas (si es necesario) ¿Qué es lo bueno de tener amigos?
5	¿Preferirías vivir con tus amigos o con tu familia en el futuro? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) En el futuro, ¿te gustaría vivir con tus amigos? [PAUSA] ¿Por qué (no)?

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 once	Ask the next question	
3, 4 and 5	Repeat the question once	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
<ul style="list-style-type: none"> If necessary, encourage a fuller response by asking an extension question, e.g. <i>¿Puedes decirme algo más (sobre eso)?</i> If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice. These questions must be 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	Por la mañana, ¿qué desayunas?
2	Normalmente, ¿quién cocina en tu familia?
3	¿Qué te gustaría comer esta tarde? Preguntas alternativas (si es necesario) ¿Qué vas a comer esta tarde?
4	Háblame de la última vez que preparaste una comida para tu familia o tus amigos. Preguntas alternativas (si es necesario) Describe una comida que preparaste. [PAUSA] ¿Para quién preparaste la comida? [PAUSA] ¿Cuándo?
5	¿Qué puedes hacer para llevar una vida sana? Preguntas alternativas (si es necesario) ¿Qué puedes hacer para estar sano/sana?

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 once	Ask the next question	
3, 4 and 5	Repeat the question once	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
<ul style="list-style-type: none"> If necessary, encourage a fuller response by asking an extension question, e.g. <i>¿Puedes decirme algo más (sobre eso)?</i> If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice. These questions must be on the same topic as the other questions to make sure that the conversation lasts 4 minutes. 			

Tema: La educación	
Preguntas	Haga las siguientes preguntas:
1	¿Cuál es tu asignatura favorita?
2	¿Cuánto tiempo pasas al día haciendo los deberes?
3	<p>Cuéntame lo que hiciste en el recreo ayer.</p> <p>Preguntas alternativas (si es necesario)</p> <p>Ayer, ¿qué hiciste durante el recreo?</p>
4	<p>¿Cómo cambiará tu vida el año próximo?</p> <p>Preguntas alternativas (si es necesario)</p> <p>El año próximo, ¿qué vas a hacer? [PAUSA] ¿Por qué?</p>
5	<p>En tu opinión, ¿es importante tener éxito en los exámenes? [PAUSA] ¿Por qué (no)?</p> <p>Preguntas alternativas (si es necesario)</p> <p>¿Es importante sacar buenas notas? [PAUSA] ¿Por qué (no)?</p>

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 once	Ask the next question	
3, 4 and 5	Repeat the question once	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
<ul style="list-style-type: none"> If necessary, encourage a fuller response by asking an extension question, e.g. <i>¿Puedes decirme algo más (sobre eso)?</i> If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice. These questions must be on the same topic as the other questions to make sure that the conversation lasts 4 minutes. 			

Tema: El mundo internacional	
Preguntas	Haga las siguientes preguntas:
1	¿En qué país vives?
2	¿Qué idiomas hablas?
3	Háblame de cuando usaste otro idioma. ¿Dónde y con quién estabas? Preguntas alternativas (si es necesario) ¿Cuándo has hablado otro idioma? [PAUSA] ¿Dónde y con quién?
4	¿Vas a viajar a otros países en el futuro? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) ¿Te gustaría visitar otros países en el futuro? [PAUSA] ¿Por qué (no)?
5	¿Piensas que hablar otros idiomas te ayudará en el trabajo? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) En el futuro, ¿será importante para tu trabajo hablar otra lengua? [PAUSA] ¿Por qué (no)?

Teacher/examiner scripts – Topic conversations

TOPIC 6

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question once	Ask the next question	
3, 4 and 5	Repeat the question once	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
<ul style="list-style-type: none"> If necessary, encourage a fuller response by asking an extension question, e.g. <i>¿Puedes decirme algo más (sobre eso)?</i> If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice. These questions must be on the same topic as the other questions to make sure that the conversation lasts 4 minutes. 			

Tema: La tecnología	
Preguntas	Haga las siguientes preguntas:
1	¿Qué tecnología utilizas cada día?
2	¿Cuántas horas al día pasas en Internet?
3	<p>Háblame de la última vez que hablaste por teléfono móvil. [PAUSA] ¿De qué hablaste?</p> <p>Preguntas alternativas (si es necesario)</p> <p>Ayer, ¿con quién hablaste por teléfono? [PAUSA] ¿Por qué?</p>
4	<p>Esta semana, ¿para qué usarás Internet?</p> <p>Preguntas alternativas (si es necesario)</p> <p>Esta semana, ¿cuándo vas a usar Internet? [PAUSA] ¿Por qué?</p>
5	<p>¿Cuáles son las ventajas o desventajas de utilizar las redes sociales?</p> <p>Preguntas alternativas (si es necesario)</p> <p>Las redes sociales: ¿son buenas o malas? [PAUSA] ¿Por qué?</p>

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