



Cambridge IGCSE™ (9–1)

SPANISH

7160/03

Paper 3 Speaking

May/June 2025

INSTRUCTIONS FOR TEACHERS/EXAMINERS

Approximately 10 minutes



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

INSTRUCTIONS

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

INFORMATION

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

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

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Introduction

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

The purpose of the speaking test

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

To achieve this it is important to:

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

Structure of the speaking test

The structure is as follows:

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

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

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

Resources required

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

Preparation in advance of the speaking test

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

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

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

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

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

On the day of the speaking test

Before each candidate's test

You must:

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

During each candidate's test

- 1 At the start of the test, press 'record' on the recording equipment. **Do not stop or pause the recording at any point during the test.**
- 2 Say your name, the candidate's name, their candidate number, the candidate card number and the date. For example:

Teacher/examiner name: *Mr John Smith*

Candidate number: *0031*

Candidate name: *Anita Cheng*

Candidate card number: *3*

Date: *[the date on which the test is conducted]*

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

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

Role play

- 4 Greet the candidate using the prompts provided. This is **not** assessed.
- 5 Set the scene for the role play by reading out the role play scenario **exactly as it is printed** in this instruction booklet.
- 6 Ask the first role play question **exactly as it is printed**. If there are two parts to the question (e.g. 'When ...? Why?'), you should pause and wait for the answer to the first part before asking the second part.
Note: You **can** repeat any role play question if the candidate has not understood or did not hear but you **must not rephrase any** of the role play questions. If the candidate still cannot answer one of the questions after you have repeated it, move on to the next task.
- 7 Listen to the candidate's answer.
- 8 Assess the candidate's answer using the role play mark scheme on page 10 and write down the mark on the working mark sheet (WMS). When you are awarding marks, start at the bottom band and work upwards. Find the band which best fits the candidate's response. Then award the mark for that band. The purpose of the role play is to communicate an appropriate response to each task. A short response to a task, if it communicates fully and is correct, is worth 2 marks.
- 9 Repeat the process described above in points 6–8 for each role play question, until you have asked **all** of the role play questions.
- 10 When the role play is complete, tell the candidate that the role play has finished and that it is time to start the topic conversations.

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

Topic conversation 1

- 11 Go to the correct topic conversation in this instruction booklet.
- 12 Say to the candidate in Spanish: 'First we are going to talk about [name of the first topic]'.
- 13 Ask each question **exactly as it is printed**. You must ask **all five** questions in the order shown. If there are two parts to the question (e.g. 'When ...? Why?'), you should pause and wait for the answer to the first part before asking the second part.
- 14 Listen carefully to and acknowledge the candidate's answer to each question.
- 15 If the candidate does not answer a question, or answers very briefly and you think that they could give a fuller response, follow the instructions in the table below. You can encourage fuller responses by asking extension questions such as 'Tell me more about ...', 'What else can you tell me about ...?', 'Is there anything else you want to say about ...?'.

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. <i>¿Puedes decirme algo más (sobre eso)?</i> - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts 4 minutes.			

Topic conversation 2

- 16 Go to the correct topic conversation in this instruction booklet.
- 17 Say to the candidate in Spanish: 'Now we are going to talk about [name of the second topic]'.
- 18 Ask each question **exactly as it is printed**. You must ask **all five** questions in the order shown. If there are two parts to the question (e.g. 'When ...? Why?'), you should pause and wait for the answer to the first part before asking the second part.
- 19 Listen carefully to and acknowledge the candidate's answer to each question.
- 20 If the candidate does not answer a question, or answers very briefly and you think that they could give a fuller response, follow the instructions in the table below. You can encourage fuller responses by asking extension questions such as 'Tell me more about ...', 'What else can you tell me about ...?', 'Is there anything else you want to say about ...?'.

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. <i>¿Puedes decirme algo más (sobre eso)?</i> - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts 4 minutes.			

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

After each candidate's speaking test

- 23 Take the candidate card from the candidate. The candidate must **not** take the candidate card with them when they leave the examination room.
- 24 Make sure that you have completed all parts of the working mark sheet (WMS) for the candidate.
- 25 Check that the test has been recorded and can be heard clearly. If there is a problem with the recording, follow the instructions in the *Cambridge Handbook* about failed recordings.

After completing all of the speaking tests at the centre

- Add up the marks for each candidate and write the total mark in the appropriate column on the working mark sheet (WMS). Check all additions carefully.
- If more than one teacher/examiner is marking the Cambridge IGCSE Spanish speaking tests at the centre, you must make arrangements to internally moderate all of the teachers'/examiners' marking so that all candidates are assessed to a common standard. You can find further information about the process of internal moderation on the samples database at **www.cambridgeinternational.org/samples**
- You must write the internally moderated marks for all candidates on the working mark sheet (WMS) and submit these marks to Cambridge International according to the instructions set out in the *Cambridge Handbook* and on the samples database at **www.cambridgeinternational.org/samples**
- The centre must submit a sample of candidates' speaking test recordings to Cambridge International for external moderation. Please check the requirements for the centre on the samples database at **www.cambridgeinternational.org/samples**
- Each recorded file in the sample must be clearly named using the correct naming convention provided in the *Submit for Assessment Admin Guide*. This can be found on the samples database at **www.cambridgeinternational.org/samples**

Mark schemes

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

Part of test	Marks available	Maximum mark
Role play	2 marks per response	10
Topic conversations 1 and 2 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.

Topic conversation mark schemes

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

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

Communication

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

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

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

Quality of Language

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

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

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

Cambridge IGCSE Foreign Languages: Speaking Test Working Mark Sheet

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

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

[illegible]

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

Each candidate must be allocated one of nine candidate cards. The candidate card gives information for the role play and reminds candidates that the test will contain two topic conversations. There are corresponding teacher/examiner scripts for each candidate card.

The candidate cards and topics for conversation should be allocated to candidates in sequence as shown in the table below.

- If you are conducting more than 30 tests in a day, return to the beginning of the sequence after the 30th candidate.
- If you are conducting tests on more than one day, start each new day at the beginning of the sequence.

Allocate cards and topics to candidates in sequence, as follows:

Order of candidates	Candidate card	Topic conversation 1	Topic conversation 2
Candidate 1	1	Topic 3	Topic 4
Candidate 2	2	Topic 2	Topic 5
Candidate 3	3	Topic 1	Topic 6
Candidate 4	4	Topic 2	Topic 7
Candidate 5	5	Topic 1	Topic 4
Candidate 6	6	Topic 3	Topic 5
Candidate 7	7	Topic 1	Topic 6
Candidate 8	8	Topic 2	Topic 7
Candidate 9	9	Topic 1	Topic 4
Candidate 10	1	Topic 3	Topic 5
Candidate 11	2	Topic 2	Topic 6
Candidate 12	3	Topic 3	Topic 7
Candidate 13	4	Topic 1	Topic 4
Candidate 14	5	Topic 2	Topic 5
Candidate 15	6	Topic 3	Topic 6
Candidate 16	7	Topic 2	Topic 7
Candidate 17	8	Topic 1	Topic 4
Candidate 18	9	Topic 3	Topic 5
Candidate 19	1	Topic 1	Topic 6
Candidate 20	2	Topic 2	Topic 7
Candidate 21	3	Topic 1	Topic 4
Candidate 22	4	Topic 3	Topic 5
Candidate 23	5	Topic 2	Topic 6
Candidate 24	6	Topic 3	Topic 7
Candidate 25	7	Topic 1	Topic 4

Order of candidates	Candidate card	Topic conversation 1	Topic conversation 2
Candidate 26	8	Topic 2	Topic 5
Candidate 27	9	Topic 3	Topic 6
Candidate 28	1	Topic 2	Topic 7
Candidate 29	2	Topic 1	Topic 4
Candidate 30	3	Topic 2	Topic 6
<i>Start again at row 1 (as used for Candidate 1)</i>			

Teacher/examiner scripts – Role plays

CANDIDATE CARD 1

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

Juego de rol	
Estudiante:	Tú mismo/misma
Profesor(a):	El instructor / La instructora
Contexto	Diga: Estás de vacaciones. Quieres aprender un deporte nuevo: el surf. Vas a una escuela de deportes acuáticos. Hablas con el instructor / la instructora de surf. Yo soy el instructor / la instructora.
Preguntas	Haga las siguientes preguntas:
1	¿Cuántos años tienes? <i>Responda de forma apropiada y pregunte:</i>
2	¿Qué deporte practicas normalmente? <i>Responda de forma apropiada y pregunte:</i>
3	¿Por qué quieres aprender a hacer surf? <i>Responda de forma apropiada y pregunte:</i>
4	Cuando eras pequeño/pequeña, ¿ibas mucho a la playa? [PAUSA] ¿Por qué (no)? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué otra actividad te gustaría hacer durante tus vacaciones? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y termine la conversación.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 2

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

Juego de rol	
Estudiante:	Tú mismo/misma
Profesor(a):	El compañero / La compañera
Contexto	Diga: Estás estudiando en Argentina. El curso va a terminar y quieres organizar un viaje de fin de curso con tus compañeros. Hablas con tu compañero/compañera de clase. Yo soy tu compañero/compañera.
Preguntas	Haga las siguientes preguntas:
1	¿Cuántas personas van al viaje de fin de curso? <i>Responda de forma apropiada y pregunte:</i>
2	¿En qué transporte vamos? <i>Responda de forma apropiada y pregunte:</i>
3	¿Adónde prefieres viajar: a la playa o a la ciudad? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y pregunte:</i>
4	¿Qué actividades te gustaría hacer? <i>Responda de forma apropiada y pregunte:</i>
5	¿Dónde fuiste en tu último viaje o excursión escolar? [PAUSA] Y ¿qué hiciste? <i>Responda de forma apropiada y termine la conversación.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 3

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

Juego de rol	
Estudiante:	Tú mismo/misma
Profesor(a):	El amigo / La amiga
Contexto	Diga: Estás en Colombia de vacaciones. Quieres ir a una celebración típica de un pueblo con tu amigo/amiga. Llamas por teléfono a tu amigo/amiga. Yo soy tu amigo/amiga.
Preguntas	Haga las siguientes preguntas:
1	¡Hola! ¿Qué día es la fiesta? <i>Responda de forma apropiada y pregunte:</i>
2	¿A qué hora vamos al pueblo? <i>Responda de forma apropiada y pregunte:</i>
3	¿Qué quieres comer allí? [PAUSA] ¿Y beber? <i>Responda de forma apropiada y pregunte:</i>
4	Háblame de la última vez que visitaste un pueblo. [PAUSA] ¿Qué hiciste? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué otra actividad te gustaría hacer este fin de semana? <i>Responda de forma apropiada y termine la conversación.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 4

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

Juego de rol	
Estudiante:	Tú mismo/misma
Profesor(a):	El dependiente / La dependienta
Contexto	Diga: Estás en España durante un año. Vas a una tienda porque necesitas ropa para una excursión. Hablas con el dependiente / la dependienta. Yo soy el dependiente / la dependienta.
Preguntas	Haga las siguientes preguntas:
1	¿Qué tipo de ropa necesitas? <i>Responda de forma apropiada y pregunte:</i>
2	¿Qué color quieres? <i>Responda de forma apropiada y pregunte:</i>
3	¿Adónde vas de excursión? [PAUSA] Y ¿para cuánto tiempo? <i>Responda de forma apropiada y pregunte:</i>
4	¿Hiciste una actividad interesante en España recientemente? [PAUSA] Y ¿cómo fue? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué más te gustaría hacer antes de volver a tu país? <i>Responda de forma apropiada y termine la conversación.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 5

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

Juego de rol	
Estudiante:	Tú mismo/misma
Profesor(a):	El amigo / La amiga
Contexto	Diga: Estás en México. Quieres jugar al baloncesto en el parque con tu amigo/amiga. Llamas por teléfono a tu amigo/amiga para organizarlo. Yo soy tu amigo/amiga.
Preguntas	Haga las siguientes preguntas:
1	¡Hola! ¿Qué día quieres jugar al baloncesto? <i>Responda de forma apropiada y pregunte:</i>
2	¿A qué hora vamos? <i>Responda de forma apropiada y pregunte:</i>
3	Si hace mal tiempo, ¿adónde quieres ir? <i>Responda de forma apropiada y pregunte:</i>
4	¿Cuándo fue la última vez que hiciste deporte? [PAUSA] ¿Cómo fue? <i>Responda de forma apropiada y pregunte:</i>
5	Vale, ¿qué te gustaría hacer después del baloncesto? <i>Responda de forma apropiada y termine la conversación.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 6

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

Juego de rol	
Estudiante:	Tú mismo/misma
Profesor(a):	El padre / La madre
Contexto	Diga: Estás en Chile de intercambio con una familia. Quieres ir al cumpleaños de tu amigo/amiga. Pides permiso al padre / a la madre de la familia. Yo soy el padre / la madre.
Preguntas	Haga las siguientes preguntas:
1	¿Cuándo es el cumpleaños? <i>Responda de forma apropiada y pregunte:</i>
2	¿Dónde es la fiesta de cumpleaños? <i>Responda de forma apropiada y pregunte:</i>
3	Vale, ¿cómo vas a ir al cumpleaños? [PAUSA] Y ¿con quién? <i>Responda de forma apropiada y pregunte:</i>
4	¿Qué hiciste la última vez que saliste con amigos? <i>Responda de forma apropiada y pregunte:</i>
5	¿Cómo te gustaría celebrar tu próximo cumpleaños? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y termine la conversación.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 7

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

Juego de rol	
Estudiante:	Tú mismo/misma
Profesor(a):	El jefe / La jefa
Contexto	Diga: Estás en España. Quieres buscar un trabajo de verano cuidando niños. Hablas con el jefe / la jefa de una escuela de verano. Yo soy el jefe / la jefa.
Preguntas	Haga las siguientes preguntas:
1	Buenos días, ¿de dónde eres? <i>Responda de forma apropiada y pregunte:</i>
2	¿Cuántas semanas puedes trabajar? <i>Responda de forma apropiada y pregunte:</i>
3	¿Por qué quieres trabajar? <i>Responda de forma apropiada y pregunte:</i>
4	En el pasado, ¿qué experiencia tuviste cuidando niños? <i>Responda de forma apropiada y pregunte:</i>
5	Después del verano, ¿qué vas a hacer? <i>Responda de forma apropiada y termine la conversación.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 8

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

Juego de rol	
Estudiante:	Tú mismo/misma
Profesor(a):	El dependiente / La dependienta
Contexto	Diga: Estás en Uruguay de vacaciones en la costa. Hace mucho sol en la playa. Vas a una tienda porque necesitas crema solar. Hablas con el dependiente / la dependienta. Yo soy el dependiente / la dependienta.
Preguntas	Haga las siguientes preguntas:
1	Vale, crema solar. ¿Qué tamaño quieres? <i>Responda de forma apropiada y pregunte:</i>
2	¿Qué otra cosa necesitas? <i>Responda de forma apropiada y pregunte:</i>
3	Ayer, ¿cuántas horas pasaste en la playa? [PAUSA] Y ¿con quién? <i>Responda de forma apropiada y pregunte:</i>
4	¿Te gusta la playa? [PAUSA] ¿Por qué (no)? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué te gustaría hacer el resto de tus vacaciones? <i>Responda de forma apropiada y termine la conversación.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 9

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

Juego de rol	
Estudiante:	Tú mismo/misma
Profesor(a):	El empleado / La empleada
Contexto	Diga: Estás en Barcelona. Quieres hacer una visita turística por la ciudad con tus amigos. Vas a la oficina de turismo. Hablas con el empleado / la empleada. Yo soy el empleado / la empleada.
Preguntas	Haga las siguientes preguntas:
1	Buenos días, ¿cuántas personas quieren hacer la visita? <i>Responda de forma apropiada y pregunte:</i>
2	Y ¿para qué día? <i>Responda de forma apropiada y pregunte:</i>
3	¿Prefiere hacer la visita por la mañana o por la tarde? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y pregunte:</i>
4	¿Qué le gustaría hacer durante la visita? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué actividades hizo ayer con sus amigos? <i>Responda de forma apropiada y termine la conversación.</i>

Teacher/examiner scripts – Topic conversations

TOPIC 1

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. <i>¿Puedes decirme algo más (sobre eso)?</i> - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts 4 minutes.			

Tema: El clima	
Preguntas	Haga las siguientes preguntas:
1	¿Cuál es tu estación del año preferida?
2	¿Qué tiempo hace normalmente en tu ciudad o pueblo?
3	La última vez que hizo mal tiempo, ¿qué hiciste para pasar el tiempo? Preguntas alternativas (si es necesario) La última vez que llovió, ¿dónde estabas? [PAUSA] Y ¿qué hiciste?
4	¿Qué haces normalmente en verano? Preguntas alternativas (si es necesario) ¿Dónde vas en las vacaciones normalmente? [PAUSA] Y ¿qué haces?
5	En el futuro, ¿vivirías en un país donde siempre hace calor? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) En el futuro, ¿te gustaría vivir en un país donde hace calor todos los días? [PAUSA] ¿Por qué (no)?

Teacher/examiner scripts – Topic conversations

TOPIC 2

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. <i>¿Puedes decirme algo más (sobre eso)?</i> - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts 4 minutes.			

Tema: Las compras y la ropa	
Preguntas	Haga las siguientes preguntas:
1	¿Dónde vas de compras normalmente?
2	¿Con quién te gusta comprar ropa?
3	¿Qué opinas de los uniformes escolares? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) ¿Te gustan los uniformes escolares? [PAUSA] ¿Por qué (no)?
4	¿Cuándo fue la última vez que fuiste de compras? [PAUSA] ¿Qué compraste? Pregunta alternativa (si es necesario) ¿Cuándo fuiste de compras la última vez? [PAUSA] ¿Qué compraste?
5	En el futuro, ¿trabajarías en un centro comercial? [PAUSA] ¿Por qué (no)? Pregunta alternativa (si es necesario) En el futuro, ¿te gustaría trabajar en una tienda? [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	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. <i>¿Puedes decirme algo más (sobre eso)?</i> - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts 4 minutes.			

Tema: Tu información personal	
Preguntas	Haga las siguientes preguntas:
1	¿Cuál es tu color de ojos favorito?
2	¿Cómo es tu pelo?
3	¿Prefieres levantarte temprano o tarde? [PAUSA] ¿Por qué? Pregunta alternativa (si es necesario) Por la mañana, ¿te gusta más levantarte temprano o tarde? [PAUSA] ¿Por qué?
4	Cuando eras pequeño/pequeña, ¿qué te gustaba hacer en tu tiempo libre? [PAUSA] Y ¿por qué? Preguntas alternativas (si es necesario) De niño/niña, ¿qué te gustaba hacer? [PAUSA] Y ¿por qué?
5	¿Qué características debería tener tu amigo/amiga ideal? Pregunta alternativa (si es necesario) Describe cómo sería tu amigo/amiga ideal.

Teacher/examiner scripts – Topic conversations

TOPIC 4

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. <i>¿Puedes decirme algo más (sobre eso)?</i> - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts 4 minutes.			

Tema: Las compras	
Preguntas	Haga las siguientes preguntas:
1	Cuando vas a una cafetería, ¿qué te gusta comprar?
2	¿Quién compra tu ropa normalmente?
3	Háblame de un regalo que recibiste en el pasado. [PAUSA] ¿Te gustó? [PAUSA] ¿Por qué (no)? Pregunta alternativa (si es necesario) Describe una cosa que recibiste en una ocasión especial. [PAUSA] ¿Te gustó? [PAUSA] ¿Por qué (no)?
4	Si tuvieras mucho dinero, ¿qué comprarías para tu mejor amigo/amiga? [PAUSA] ¿Por qué? Pregunta alternativa (si es necesario) Si fueras rico/rica, ¿qué te gustaría comprar para tu mejor amigo/amiga? [PAUSA] ¿Por qué?
5	En el futuro, ¿preferirías tener más dinero o tener más tiempo libre? [PAUSA] ¿Por qué? Pregunta alternativa (si es necesario) En el futuro, ¿qué te gustaría más: tener más dinero o tener más tiempo libre? [PAUSA] ¿Por qué?

Teacher/examiner scripts – Topic conversations

TOPIC 5

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. <i>¿Puedes decirme algo más (sobre eso)?</i> - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts 4 minutes.			

Tema: Tu país	
Preguntas	Haga las siguientes preguntas:
1	¿Cuál es tu nacionalidad?
2	¿Qué otro país te gusta?
3	Háblame de cómo es tu país o tu región. Pregunta alternativa (si es necesario) Describe tu país o la zona donde vives.
4	¿Cuándo fue la última vez que viajaste por tu país? [PAUSA] Y ¿qué hiciste? Pregunta alternativa (si es necesario) La última vez que visitaste otra ciudad en tu país, ¿qué hiciste?
5	Cuando seas mayor, ¿te gustaría vivir o estudiar en el extranjero? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) En el futuro, ¿vas a vivir o estudiar en otro país? [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	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. <i>¿Puedes decirme algo más (sobre eso)?</i> - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts 4 minutes.			

Tema: La educación	
Preguntas	Haga las siguientes preguntas:
1	¿Cuántas asignaturas tienes?
2	¿Cuál es tu asignatura más difícil?
3	Háblame de unos deberes o un proyecto escolar que hiciste recientemente. Pregunta alternativa (si es necesario) ¿Qué deberes o trabajo escolar has hecho recientemente? [PAUSA] ¿Cómo fue?
4	¿Crees que es mejor estudiar en un instituto grande o pequeño? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) ¿Prefieres estudiar en un instituto grande o en un instituto pequeño [PAUSA] ¿Por qué?
5	Después del instituto, ¿quieres continuar con los estudios? [PAUSA] ¿Por qué (no)? Pregunta alternativa (si es necesario) En el futuro, ¿vas a estudiar más? [PAUSA] ¿Por qué (no)?

Teacher/examiner scripts – Topic conversations

TOPIC 7

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. <i>¿Puedes decirme algo más (sobre eso)?</i> - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts 4 minutes.			

Tema: Las fiestas y las celebraciones	
Preguntas	Haga las siguientes preguntas:
1	¿Con quién pasas las celebraciones normalmente?
2	¿Cuál es la celebración más importante en tu país?
3	¿Cómo se celebra la celebración más importante en tu país? Pregunta alternativa (si es necesario) ¿Qué haces para celebrar la fiesta más importante de tu país?
4	Háblame de una fiesta que pasaste con tu mejor amigo/amiga. [PAUSA] ¿Cómo fue? Pregunta alternativa (si es necesario) Describe una fiesta que celebraste con tu mejor amigo/amiga. [PAUSA] ¿Cómo fue?
5	¿Dónde te gustaría celebrar el fin de los exámenes? [PAUSA] ¿Por qué? Pregunta alternativa (si es necesario) ¿Dónde vas a ir con tus amigos después de los exámenes? [PAUSA] ¿Por qué?

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