



Cambridge IGCSE™

SPANISH

0530/03

Paper 3 Speaking

October/November 2022

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.

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
Mark schemes	10
Role play mark scheme	10
Topic conversation mark schemes	11
Communication	11
Quality of Language	12
Working mark sheet (WMS)	13
Randomisation instructions	14
Teacher/examiner scripts – Role plays	16
Teacher/examiner scripts – Topic conversations	25

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:
<ul style="list-style-type: none"> • 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. 	<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 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
<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. 			

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
<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. 			

- 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 following convention:

centre number_candidate number_syllabus number_component number
- Each sample that you submit to Cambridge International must contain a recorded introduction.

This should include:

- the centre number
- the centre name
- the syllabus and component number
- the syllabus name
- the exam series/year (e.g. November 2022).

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, 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	<ul style="list-style-type: none"> • The information is communicated. • Language is appropriate to the situation and is accurate. • Minor errors (adjective endings, use of prepositions, etc.) 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 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Has difficulty with 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 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.

Marks	Descriptor	
13–15	Very good	<ul style="list-style-type: none"> 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	<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.

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	

Cand. no.	Candidate name	Role play card no.	Topic conversation nos.	ROLE PLAY					TOPIC CONVERSATIONS			Internal/external moderation
				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)	
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 1	Topic 6
Candidate 3	3	Topic 2	Topic 4
Candidate 4	4	Topic 3	Topic 5
Candidate 5	5	Topic 1	Topic 7
Candidate 6	6	Topic 2	Topic 6
Candidate 7	7	Topic 3	Topic 7
Candidate 8	8	Topic 2	Topic 5
Candidate 9	9	Topic 1	Topic 4
Candidate 10	1	Topic 3	Topic 7
Candidate 11	2	Topic 2	Topic 6
Candidate 12	3	Topic 1	Topic 5
Candidate 13	4	Topic 3	Topic 4
Candidate 14	5	Topic 2	Topic 6
Candidate 15	6	Topic 3	Topic 5
Candidate 16	7	Topic 2	Topic 7
Candidate 17	8	Topic 1	Topic 5
Candidate 18	9	Topic 2	Topic 7
Candidate 19	1	Topic 3	Topic 4
Candidate 20	2	Topic 1	Topic 6
Candidate 21	3	Topic 2	Topic 7
Candidate 22	4	Topic 3	Topic 6
Candidate 23	5	Topic 1	Topic 4
Candidate 24	6	Topic 3	Topic 5
Candidate 25	7	Topic 1	Topic 4

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

Juego de rol	
Estudiante: Profesor(a):	Tú mismo/misma El vecino / La vecina
Contexto	Diga: Estás en Argentina. Hoy vas a montar a caballo. Hablas con tu vecino/vecina. Yo soy tu vecino/vecina.
Preguntas	Haga las siguientes preguntas:
1	¡Qué bien que vas a montar a caballo! ¿A qué hora vas a ir? <i>Responda de forma apropiada y pregunte:</i>
2	Y ¿con quién vas a ir? <i>Responda de forma apropiada y pregunte:</i>
3	La última vez que montaste a caballo, ¿qué hiciste después? <i>Responda de forma apropiada y pregunte:</i>
4	¿Qué tiempo va a hacer? [PAUSA] Y si hace mal tiempo, ¿qué vas a hacer? <i>Responda de forma apropiada y pregunte:</i>
5	¿Cuál es tu pasatiempo favorito? [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? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante:	Tú mismo/misma
Profesor(a):	El profesor / La profesora
Contexto	Diga: Estás en Perú. Quieres estudiar español en la universidad de Lima. Hablas con un profesor / una profesora de la universidad. Yo soy el profesor / la profesora.
Preguntas	Haga las siguientes preguntas:
1	Buenos días. ¿Cuántos años tienes? <i>Responda de forma apropiada y pregunte:</i>
2	Aparte de español, ¿qué idiomas te interesan? <i>Responda de forma apropiada y pregunte:</i>
3	¿Cuándo vas a empezar el curso? <i>Responda de forma apropiada y pregunte:</i>
4	¿Dónde estudiaste el año pasado? [PAUSA] Y ¿eras buen(a) estudiante? [PAUSA] ¿Por qué (no)? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué te gustaría hacer para mejorar tu español en el futuro? <i>Responda de forma apropiada y termine la conversación.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 3

Start the recording	
Before the test	<p>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</p>
Saludo e introducción (no se califican)	<p>Diga: Hola / Buenos días / Buenas tardes. ¿Cómo estás? ¿Estás bien? Vamos a empezar con la prueba.</p>

Juego de rol	
Estudiante: Profesor(a):	<p>Tú mismo/misma El empleado / La empleada</p>
Contexto	<p>Diga: Estás de vacaciones en Guatemala. Necesitas cambiar dinero en el banco. Hablas con el empleado / la empleada del banco. Yo soy el empleado / la empleada.</p>
Preguntas	<p>Haga las siguientes preguntas:</p>
1	<p>Buenos días. ¿Cuál es su nacionalidad? <i>Responda de forma apropiada y pregunte:</i></p>
2	<p>¿Cuánto dinero quiere cambiar? <i>Responda de forma apropiada y pregunte:</i></p>
3	<p>¿Cuándo llegó usted a Guatemala? <i>Responda de forma apropiada y pregunte:</i></p>
4	<p>¿Qué hizo durante el viaje para llegar a Guatemala? <i>Responda de forma apropiada y pregunte:</i></p>
5	<p>¿Qué le gustaría hacer aquí en Guatemala? [PAUSA] Y ¿por qué? <i>Responda de forma apropiada y termine la conversación.</i></p>

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 organizador / La organizadora
Contexto	Diga: Estás en Chile. Quieres hacer trabajo voluntario en el proyecto 'Ayuda al medio ambiente'. Hablas con el organizador / la organizadora del proyecto. Yo soy el organizador / la organizadora.
Preguntas	Haga las siguientes preguntas:
1	¡Hola! Dime: ¿cuántos años tienes? <i>Responda de forma apropiada y pregunte:</i>
2	Y ¿de qué país eres? <i>Responda de forma apropiada y pregunte:</i>
3	¿Por qué quieres hacer trabajo voluntario? <i>Responda de forma apropiada y pregunte:</i>
4	¿Qué hiciste en tu colegio la semana pasada para reciclar? <i>Responda de forma apropiada y pregunte:</i>
5	Aparte de reciclar, ¿cómo vas a ayudar al medio ambiente en el futuro? <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? ¿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 Colombia. Vas a ir a una fiesta tradicional al aire libre con tu amigo/amiga. Hablas con tu amigo/amiga. Yo soy tu amigo/amiga.
Preguntas	Haga las siguientes preguntas:
1	¡Hola! ¿A qué hora es la fiesta? <i>Responda de forma apropiada y pregunte:</i>
2	¿Cómo vamos a ir? <i>Responda de forma apropiada y pregunte:</i>
3	Necesitamos llevar comida. ¿Qué vamos a comprar? <i>Responda de forma apropiada y pregunte:</i>
4	¿Qué tiempo va a hacer? [PAUSA] Y ¿qué ropa vas a llevar? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué hiciste en la última fiesta que celebraste? [PAUSA] ¿Cómo fue? <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? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: Profesor(a):	Tú mismo/misma El amigo / La amiga
Contexto	Diga: Vives en España y tu amigo/amiga viene a visitarte. Vais a preparar una comida vegetariana juntos/juntas. Hablas con tu amigo/amiga. Yo soy tu amigo/amiga.
Preguntas	Haga las siguientes preguntas:
1	¡Hola! A ver, ¿dónde está el mercado? <i>Responda de forma apropiada y pregunte:</i>
2	¿Cuándo vamos a ir? <i>Responda de forma apropiada y pregunte:</i>
3	¿Qué frutas o verduras necesitamos? <i>Responda de forma apropiada y pregunte:</i>
4	La última vez que invitaste a unos amigos a comer en tu casa, ¿qué preparaciones hiciste? <i>Responda de forma apropiada y pregunte:</i>
5	Bueno, después de comer, ¿qué te gustaría hacer por la noche? [PAUSA] ¿Y mañana? <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? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante:	Tú mismo/misma
Profesor(a):	El empleado / La empleada
Contexto	Diga: Estás en Córdoba en España. Quieres alquilar un piso. Hablas con un empleado / una empleada de una agencia inmobiliaria. Yo soy el empleado / la empleada.
Preguntas	Haga las siguientes preguntas:
1	Buenos días. ¿De dónde es? <i>Responda de forma apropiada y pregunte:</i>
2	¿Cuántas habitaciones necesita? <i>Responda de forma apropiada y pregunte:</i>
3	¿Qué piensa de compartir piso? <i>Responda de forma apropiada y pregunte:</i>
4	¿En qué zona de la ciudad quiere vivir? [PAUSA] Y ¿qué le gustaría hacer aquí en Córdoba? <i>Responda de forma apropiada y pregunte:</i>
5	¿Le gustaba la casa donde vivía antes de venir a Córdoba? [PAUSA] ¿Por qué (no)? <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? ¿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 Uruguay. Vas a ir de camping con tu amigo/amiga este fin de semana. Hablas con tu amigo/amiga. Yo soy tu amigo/amiga.
Preguntas	Haga las siguientes preguntas:
1	Bueno, dime: ¿dónde está el camping? <i>Responda de forma apropiada y pregunte:</i>
2	¿Quién va a venir con nosotros/nosotras? <i>Responda de forma apropiada y pregunte:</i>
3	Vamos a hacer una barbacoa. ¿Qué te gustaría comer y beber? <i>Responda de forma apropiada y pregunte:</i>
4	La última vez que fuiste al campo, ¿qué hiciste? [PAUSA] Y ¿cómo fue? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué vamos a hacer el sábado que viene? [PAUSA] ¿Y el domingo? <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? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante:	Tú mismo/misma
Profesor(a):	El empleado / La empleada
Contexto	Diga: Estás en Honduras. Tu reloj inteligente no funciona y necesitas comprar otro. Vas a la tienda y hablas con el empleado / la empleada. Yo soy el empleado / la empleada de la tienda.
Preguntas	Haga las siguientes preguntas:
1	Hola. Bueno, ¿qué color quieres? <i>Responda de forma apropiada y pregunte:</i>
2	Y ¿de qué tamaño? <i>Responda de forma apropiada y pregunte:</i>
3	¿Cuándo compraste tu reloj? [PAUSA] ¿Qué estabas haciendo cuando el reloj se rompió? <i>Responda de forma apropiada y pregunte:</i>
4	¿Qué prefieres usar normalmente: el teléfono móvil o el reloj inteligente? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué vas a hacer con tu reloj nuevo? <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
<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. 			

Tema: La familia	
Preguntas	Haga las siguientes preguntas:
1	¿Con quién vives?
2	Describe a una persona de tu familia.
3	Háblame de las actividades que hiciste el fin de semana pasado con tu familia. Pregunta alternativa (si es necesario) ¿Qué hiciste el fin de semana pasado con tu familia?
4	En el futuro, ¿te gustaría tener una familia grande o pequeña? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) En el futuro, ¿quieres tener una familia con muchas personas? [PAUSA] ¿Por qué (no)?
5	Generalmente, ¿prefieres pasar tiempo con tus abuelos o con tus amigos? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) En general, ¿te gusta más estar con tus abuelos o con tus amigos? [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
<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. 			

Tema: El tiempo libre	
Preguntas	Haga las siguientes preguntas:
1	¿Qué pasatiempo te gusta?
2	¿Cuándo practicas ese pasatiempo?
3	Háblame de la última vez que practicaste ese pasatiempo: ¿qué hiciste? Pregunta alternativa (si es necesario) Describe la última vez que hiciste ese pasatiempo.
4	Cuando seas mayor, ¿qué actividad te gustaría aprender? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) ¿Qué pasatiempo quieres hacer en el futuro? [PAUSA] ¿Por qué?
5	En tu opinión, ¿cuáles son los beneficios de tener un pasatiempo? Pregunta alternativa (si es necesario) En tu opinión, ¿por qué es bueno tener un pasatiempo?

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
<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. 			

Tema: La ropa	
Preguntas	Haga las siguientes preguntas:
1	¿Qué ropa llevas para el colegio?
2	¿Dónde compras tu ropa normalmente?
3	Háblame de la última vez que llevaste ropa elegante: ¿qué ropa y qué evento fue? Preguntas alternativas (si es necesario) ¿Qué ropa llevaste para tu última fiesta? [PAUSA] ¿Qué fiesta fue?
4	Cuando seas mayor, ¿será importante para ti comprar ropa de marca? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) En el futuro, ¿vas a comprar ropa de marca? [PAUSA] ¿Por qué (no)?
5	En tu opinión, ¿cuáles son las ventajas o desventajas de llevar ropa usada o de segunda mano? Preguntas alternativas (si es necesario) ¿Te gusta llevar ropa usada? [PAUSA] ¿Por qué (no)?

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
<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. 			

Tema: Las lenguas	
Preguntas	Haga las siguientes preguntas:
1	¿Qué lenguas hablas?
2	¿Dónde estudias lenguas?
3	Háblame de tu última clase de español: ¿cómo fue? Pregunta alternativa (si es necesario) ¿Qué hiciste en tu última clase de español?
4	En tu opinión, ¿cuáles son las ventajas o desventajas de aprender español? Preguntas alternativas (si es necesario) En tu opinión, ¿es buena idea estudiar español? [PAUSA] ¿Por qué (no)?
5	Cuando seas mayor, ¿será importante para ti hablar otras lenguas? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) En el futuro, después de los estudios, ¿piensas que vas a usar otros idiomas? [PAUSA] ¿Por qué (no)?

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
<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. 			

Tema: El tiempo	
Preguntas	Haga las siguientes preguntas:
1	¿Qué tiempo hace ahora?
2	¿Cómo es el clima en agosto en tu país?
3	Háblame de la última vez que fuiste de vacaciones: ¿qué tiempo hizo y qué hiciste? Preguntas alternativas (si es necesario) En tus últimas vacaciones, ¿qué tiempo hizo? [PAUSA] Y ¿qué hiciste?
4	Cuando seas mayor, ¿quieres vivir en un lugar de clima frío o caluroso? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) ¿Dónde te gustaría vivir en el futuro: en un país donde hace frío o donde hace calor? [PAUSA] ¿Por qué?
5	En tu opinión, ¿estudias mejor cuando hace calor o cuando hace frío? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) Para ti, ¿es más fácil estudiar cuando hace calor o cuando hace frío? [PAUSA] ¿Por qué?

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
<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. 			

Tema: La tecnología	
Preguntas	Haga las siguientes preguntas:
1	¿Para qué usas Internet?
2	¿Cuál es tu red social favorita?
3	<p>Cuando seas mayor, ¿qué vas a usar para comunicarte con tus amigos? [PAUSA] ¿Por qué?</p> <p>Preguntas alternativas (si es necesario)</p> <p>En el futuro, ¿qué vas a usar para hablar con tus amigos? [PAUSA] ¿Por qué?</p>
4	<p>En clase, ¿prefieres escribir en papel o en el ordenador/la computadora? [PAUSA] ¿Por qué?</p> <p>Preguntas alternativas (si es necesario)</p> <p>En clase, ¿te gusta más escribir en papel o en el ordenador/la computadora? [PAUSA] ¿Por qué?</p>
5	<p>Háblame de la última vez que usaste la tecnología para ver una película.</p> <p>Pregunta alternativa (si es necesario)</p> <p>Describe la última vez que utilizaste la tecnología para ver una película.</p>

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
<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. 			

Tema: El trabajo y los estudios	
Preguntas	Haga las siguientes preguntas:
1	¿Cuál es tu profesión ideal?
2	¿Cuántas horas quieres trabajar al día?
3	Cuando seas mayor, ¿dónde te gustaría trabajar? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) En el futuro, ¿dónde quieres trabajar? [PAUSA] ¿Por qué?
4	Háblame de los deberes/la tarea que hiciste ayer. Pregunta alternativa (si es necesario) Ayer por la noche, ¿qué estudiaste?
5	Cuéntame sobre las ventajas o las desventajas de estudiar desde casa. Pregunta alternativa (si es necesario) Háblame de lo bueno o lo malo de estudiar desde casa.

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