



Cambridge IGCSE™

SPANISH

0530/03

Paper 3 Speaking

For examination from 2021

SPECIMEN (B) 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. 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:
<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 (but not a timer on a phone)• 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 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: *5 March 2021*'

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 instructions booklet.
- 12 Say to the candidate in the target language: '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 answer	If the candidate still does not answer	If the candidate still does not 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 instructions booklet.
- 17 Say to the candidate in the target language: ‘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 answer	If the candidate still does not answer	If the candidate still does not 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, 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.

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 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. 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 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. June 2021).

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 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 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. 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 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 dependiente / La dependienta
Contexto	Diga: Estás en España. Vas al mercado porque quieres preparar una cena con amigos. Yo soy el dependiente / la dependienta.
Preguntas	Haga las siguientes preguntas:
1	Buenos días, ¿Qué quieres comprar? <i>Responda de forma apropiada y pregunte:</i>
2	¿Para cuántas personas? <i>Responda de forma apropiada y pregunte:</i>
3	¿Qué receta vas a cocinar? <i>Responda de forma apropiada y pregunte:</i>
4	La última vez que comiste con amigos, ¿dónde fue? [PAUSA] Y ¿qué hiciste? <i>Responda de forma apropiada y pregunte:</i>
5	¿Prefieres comer con amigos o con familia? [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 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 dentista / La dentista
Contexto	Diga: Estás en Argentina. Llamas por teléfono al dentista para pedir una cita porque tienes un problema. Yo soy el dentista / la dentista.
Preguntas	Haga las siguientes preguntas:
1	Hola buenas tardes, ¿qué problema tiene? <i>Responda de forma apropiada y pregunte:</i>
2	¿Cuántas veces al día se lava los dientes? <i>Responda de forma apropiada y pregunte:</i>
3	¿Qué estaba haciendo cuando empezó el problema? <i>Responda de forma apropiada y pregunte:</i>
4	¿A qué hora quiere la cita? [PAUSA] ¿por qué? <i>Responda de forma apropiada y pregunte:</i>
5	En el futuro, ¿qué planes tiene para cuidar más sus dientes? <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 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 primo / la prima
Contexto	Diga: Estás en Paraguay. Vas a pasar la tarde con tu primo/prima y vais a ir al teatro. Yo soy tu primo/prima.
Preguntas	Haga las siguientes preguntas:
1	Buenas, ¿A qué hora es la obra de teatro? <i>Responda de forma apropiada y pregunte:</i>
2	¿Cómo vamos al teatro? <i>Responda de forma apropiada y pregunte:</i>
3	Primero, vamos a cenar en mi casa, ¿qué te gustaría comer? <i>Responda de forma apropiada y pregunte:</i>
4	La última vez que saliste con tu familia, ¿dónde fuiste? [PAUSA] Y ¿qué hiciste? <i>Responda de forma apropiada y pregunte:</i>
5	El próximo fin de semana, ¿quieres ir al teatro o al cine? [PAUSA] ¿Por qué? <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 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 director / La directora
Contexto	Diga: Estás en Honduras. Vas a una entrevista para un trabajo durante las vacaciones. Yo soy el director / la directora.
Preguntas	Haga las siguientes preguntas:
1	Buenos días, ¿Cuántos años tienes? <i>Responda de forma apropiada y pregunte:</i>
2	¿Dónde vives? <i>Responda de forma apropiada y pregunte:</i>
3	¿Cómo es tu personalidad? <i>Responda de forma apropiada y pregunte:</i>
4	¿Qué trabajo quieres hacer en el futuro? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y pregunte:</i>
5	¿Cuáles fueron tus asignaturas favoritas el año pasado? [PAUSA] ¿Por qué? <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 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 mejor amigo / La mejor amiga
Contexto	Diga: Estás en España. Es invierno, y quieres ir a patinar sobre hielo con tu mejor amigo/amiga. Yo soy tu mejor amigo/amiga.
Preguntas	Haga las siguientes preguntas:
1	Bueno, ¿qué día vamos a patinar? <i>Responda de forma apropiada y pregunte:</i>
2	Vamos a alquilar los patines. ¿Qué número necesitas? <i>Responda de forma apropiada y pregunte:</i>
3	¿Qué ropa vas a llevar? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y pregunte:</i>
4	¿Prefieres los deportes de invierno o de verano? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y pregunte:</i>
5	La última vez que practicaste un deporte, ¿cuál fue? [PAUSA] Y ¿Qué hiciste? <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 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):	La persona en la calle
Contexto	Diga: Estás visitando Madrid. Quieres volver a tu hotel pero estás perdido/perdida. Hablas con una persona en la calle. Yo soy esa persona.
Preguntas	Haga las siguientes preguntas:
1	Dime, ¿qué problema tienes? <i>Responda de forma apropiada y pregunte:</i>
2	¿Qué hay cerca del hotel? <i>Responda de forma apropiada y pregunte:</i>
3	¿Cómo es el hotel? <i>Responda de forma apropiada y pregunte:</i>
4	La última vez que saliste del hotel, ¿a dónde fuiste? [PAUSA] Y ¿qué hiciste? <i>Responda de forma apropiada y pregunte:</i>
5	¿Cuánto tiempo vas a estar en Madrid? [PAUSA] Y ¿qué te gustaría visitar? <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 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/la agente de seguridad
Contexto	Diga: Estás en Lima en Perú. Has perdido tu mochila en un centro comercial. Hablas con un/una agente de seguridad. Yo soy el/la agente de seguridad.
Preguntas	Haga las siguientes preguntas:
1	Lo siento, bueno, ¿de qué color es la mochila? <i>Responda de forma apropiada y pregunte:</i>
2	¿Qué objetos tienes dentro de tu mochila? <i>Responda de forma apropiada y pregunte:</i>
3	¿Cómo te sientes? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y pregunte:</i>
4	La última vez que viste la mochila, ¿qué estabas haciendo? <i>Responda de forma apropiada y pregunte:</i>
5	Para poder contactar, ¿dónde vas a estar después? <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 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 jefe / La jefa
Contexto	Diga: Estás en Costa Rica. Vas a ayudar en un proyecto en un centro de protección de animales como voluntario/voluntaria. Hablas con el supervisor / la supervisora. Yo soy el supervisor / la supervisora.
Preguntas	Haga las siguientes preguntas:
1	Hola, dime ¿qué mes vienes al proyecto? <i>Responda de forma apropiada y pregunte:</i>
2	¿Qué días puedes ayudar? <i>Responda de forma apropiada y pregunte:</i>
3	¿Qué animales te gustan? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y pregunte:</i>
4	En el pasado, ¿en qué otro proyecto has participado? [PAUSA] ¿Cómo fue? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué vas a estudiar en el futuro? [PAUSA] Y después, ¿qué vas a hacer? <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 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 alumno / La alumna
Contexto	Diga: Estás en Salamanca en España. Un/una estudiante te va a entrevistar sobre tus pasatiempos para la revista del instituto. Yo soy el/la estudiante.
Preguntas	Haga las siguientes preguntas:
1	¿Cómo te llamas? <i>Responda de forma apropiada y pregunte:</i>
2	¿De dónde eres? <i>Responda de forma apropiada y pregunte:</i>
3	¿Cuál es tu pasatiempo favorito? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y pregunte:</i>
4	La última vez que fuiste a un club en el instituto, ¿cuál fue? [PAUSA] Y ¿qué hiciste? <i>Responda de forma apropiada y pregunte:</i>
5	El fin de semana, ¿vas a pasar tu tiempo libre solo o con tus amigos? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y termine la conversación.</i>

Teacher/examiner scripts – Topic conversations

TOPIC 1

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not 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 transporte y los viajes	
Preguntas	Haga las siguientes preguntas:
1	¿Qué tipo de transporte te gusta?
2	¿Con quién vas al instituto normalmente?
3	¿Cómo te diviertes en un viaje que tarda mucho? Preguntas alternativas (si es necesario) ¿Qué haces en un viaje largo para pasar el tiempo?
4	La última vez que fuiste de viaje, ¿cómo fuiste? [PAUSA] Y ¿cómo fue? Preguntas alternativas (si es necesario) ¿Cómo fuiste de viaje la última vez? [PAUSA] Y ¿te gustó? ¿Por qué?
5	Cuando seas mayor, ¿será importante para ti aprender a conducir un coche? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) ¿Vas a aprender a conducir un coche en el futuro? [PAUSA] ¿Por qué (no)?

Teacher/examiner scripts – Topic conversations

TOPIC 2

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not 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 cuerpo humano y la salud	
Preguntas	Haga las siguientes preguntas:
1	¿Cómo es tu pelo?
2	¿Cómo es tu mejor amigo/amiga físicamente?
3	¿Cuándo eras más joven, piensas que eras activo/activa? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) ¿Eras activo/a cuando eras pequeño/a? [PAUSA] ¿Por qué?
4	Cuando seas mayor, ¿qué vas a hacer para mantenerte en forma? Preguntas alternativas (si es necesario) En el futuro, ¿qué actividades vas a hacer para estar en forma?
5	¿Cuáles son las desventajas de estudiar demasiado? Preguntas alternativas (si es necesario) ¿Qué es lo malo de estudiar muchas horas?

Teacher/examiner scripts – Topic conversations

TOPIC 3

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not 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 comida	
Preguntas	Haga las siguientes preguntas:
1	¿Dónde desayunas normalmente?
2	¿Cuál es tu comida favorita?
3	¿Qué opinas de la comida vegetariana? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) ¿Te gusta la comida vegetariana? [PAUSA] ¿Por qué (no)?
4	¿Cómo era la comida en tu escuela primaria? Preguntas alternativas (si es necesario) ¿Cómo era la comida en tu colegio de primaria?
5	En el futuro, ¿tienes la intención de probar nueva comida extranjera? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) En el futuro, ¿te gustaría comer comida de otros países? [PAUSA] ¿Por qué (no)?

Teacher/examiner scripts – Topic conversations

TOPIC 4

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not 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: Los edificios y lugares	
Preguntas	Haga las siguientes preguntas:
1	¿Cuál es tu edificio favorito?
2	¿Cómo es un aula en tu colegio?
3	Háblame de la última vez que fuiste a un parque [PAUSA] ¿Qué había? Preguntas alternativas (si es necesario) Describe la última vez que fuiste a un parque [PAUSA] ¿Qué viste?
4	Si pudieras, ¿qué cambiarías para mejorar tu ciudad? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) ¿Qué te gustaría cambiar en tu ciudad? [PAUSA] ¿Por qué?
5	En tu opinión, ¿cuáles son las ventajas o desventajas de las tiendas en línea? Preguntas alternativas (si es necesario) ¿Qué es lo bueno o lo malo de comprar por Internet?

Teacher/examiner scripts – Topic conversations

TOPIC 5

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not 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 educación y el trabajo	
Preguntas	Haga las siguientes preguntas:
1	¿Dónde prefieres estudiar?
2	¿Cuál es la asignatura más fácil para ti?
3	¿Cómo era tu rutina en la escuela primaria? Preguntas alternativas (si es necesario) Describe que hacías que en la escuela primaria.
4	¿Para ti, cuál sería una profesión difícil? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) En tu opinión, ¿qué trabajo sería difícil para ti? [PAUSA] ¿Por qué?
5	En tu opinión, ¿cuáles son las ventajas o desventajas del trabajo a tiempo parcial? Preguntas alternativas (si es necesario) ¿Qué es lo bueno o lo malo de trabajar pocos días a la semana?

Teacher/examiner scripts – Topic conversations

TOPIC 6

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not 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 celebraciones	
Preguntas	Haga las siguientes preguntas:
1	¿Qué fiestas celebras?
2	¿Cuándo es tu cumpleaños?
3	¿Cómo te gustaría celebrar tu próximo cumpleaños? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) ¿Qué vas a hacer en tu próximo cumpleaños? [PAUSA] ¿Por qué?
4	¿Piensas que las celebraciones en familia son importantes? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) Para ti, ¿es importante celebrar días especiales con tu familia? [PAUSA] ¿Por qué (no)?
5	Cuéntame como celebraste el Año Nuevo en el pasado. Preguntas alternativas (si es necesario) Describe la fiesta de Año Nuevo en el pasado.

Teacher/examiner scripts – Topic conversations

TOPIC 7

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not 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 clima y el medio ambiente	
Preguntas	Haga las siguientes preguntas:
1	¿Qué tiempo hace hoy?
2	¿Cuál es tu clima favorito?
3	Durante tus últimas vacaciones, ¿cómo fue el tiempo? [PAUSA] ¿Qué hiciste? Preguntas alternativas (si es necesario) Las vacaciones pasadas, ¿qué tiempo hizo? [PAUSA] ¿Qué hiciste?
4	¿Es necesario tener espacios verdes en las ciudades? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) ¿Necesitamos parques en las ciudades? [PAUSA] ¿Por qué (no)?
5	¿Preferirías tener un coche tradicional o eléctrico en el futuro? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) ¿Te gustaría tener un coche tradicional o un coche eléctrico en el futuro? [PAUSA] ¿Por qué?

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