



# Cambridge IGCSE™

**SPANISH**

**0530/03**

Paper 3 Speaking

**February/March 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

<b>Introduction</b>	<b>3</b>
The purpose of the speaking test	3
Structure of the speaking test	3
Resources required	4
<b>Preparation in advance of the speaking test</b>	<b>5</b>
<b>On the day of the speaking test</b>	<b>5</b>
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
<b>After completing all of the speaking tests at the centre</b>	<b>9</b>
<b>Mark schemes</b>	<b>10</b>
Role play mark scheme	10
Topic conversation mark schemes	11
Communication	11
Quality of Language	12
<b>Working mark sheet (WMS)</b>	<b>13</b>
<b>Randomisation instructions</b>	<b>14</b>
<b>Teacher/examiner scripts – Role plays</b>	<b>16</b>
<b>Teacher/examiner scripts – Topic conversations</b>	<b>25</b>

## 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"> <li>• this instructions booklet</li> <li>• a copy of the mark schemes provided in this instruction booklet</li> <li>• copies of the working mark sheet (WMS) (please download from the samples database at <a href="http://www.cambridgeinternational.org/samples">www.cambridgeinternational.org/samples</a>)</li> <li>• recording equipment</li> <li>• a timer or clock</li> <li>• the list of candidate names and numbers</li> <li>• a black or blue pen for marking</li> <li>• a quiet room for the preparation time</li> <li>• a quiet room for the speaking test.</li> </ul>	<ul style="list-style-type: none"> <li>• one candidate card.</li> </ul>

## 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](http://www.cambridgeinternational.org/samples)

## On the day of the speaking test

### Before each candidate's test

**You must:**

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

### 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 2022*'

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

**Topic conversation 2**

- 16 Go to the correct topic conversation in this instructions 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 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 <b>once</b> if necessary)	Ask the next question
<ul style="list-style-type: none"> <li>If necessary, encourage a fuller response by asking an extension question, e.g. <i>¿Puedes decirme algo más (sobre eso)?</i></li> <li>If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you <b>must</b> ask up to <b>two</b> further questions of your choice on the <b>same</b> topic as the other questions to make sure that the conversation lasts 4 minutes.</li> </ul>			

- 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](http://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](http://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](http://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 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
<b>TOTAL MARK</b>		<b>40</b>

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
<b>2</b>	<ul style="list-style-type: none"> <li>• The information is communicated.</li> <li>• Language is appropriate to the situation and is accurate.</li> <li>• Minor errors (adjective endings, use of prepositions, etc.) are allowed.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The information is partly communicated and/or the meaning is ambiguous.</li> <li>• Errors impede communication.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>

## 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	<b>Very good</b>	<ul style="list-style-type: none"> <li>• Responds confidently to questions; may occasionally need repetition of words or phrases.</li> <li>• Communicates information which is consistently relevant to the questions.</li> <li>• Frequently develops ideas and opinions.</li> <li>• Justifies and explains some answers.</li> </ul>
10–12	<b>Good</b>	<ul style="list-style-type: none"> <li>• Responds well to questions; requires occasional use of the alternative question(s) provided.</li> <li>• Communicates information which is almost always relevant to the questions.</li> <li>• Sometimes develops ideas and opinions.</li> <li>• Gives reasons or explanations for some answers.</li> </ul>
7–9	<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>• Responds satisfactorily to questions; frequently requires use of the alternative question(s) provided.</li> <li>• Communicates most of the required information; may occasionally give irrelevant information.</li> <li>• Conveys simple, straightforward opinions.</li> </ul>
4–6	<b>Weak</b>	<ul style="list-style-type: none"> <li>• Has difficulty with many questions but still attempts an answer.</li> <li>• Communicates some simple information relevant to the questions.</li> </ul>
1–3	<b>Poor</b>	<ul style="list-style-type: none"> <li>• Frequently has difficulty understanding the questions and has great difficulty in replying.</li> <li>• Communicates one or two basic pieces of information relevant to the questions.</li> </ul>
0		<ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>

### 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	<b>Very good</b>	<ul style="list-style-type: none"> <li>Accurate use of a wide range of the structures listed in the syllabus with occasional errors in more complex language.</li> <li>Accurate use of a wide range of vocabulary with occasional errors.</li> <li>Very good pronunciation, fluency, intonation and expression; occasional mistakes or hesitation.</li> </ul>
10–12	<b>Good</b>	<ul style="list-style-type: none"> <li>Good use of a range of the structures listed in the syllabus, with some errors.</li> <li>Good use of a range of vocabulary with some errors.</li> <li>Good pronunciation and fluency despite some errors or hesitation; a good attempt at correct intonation and expression.</li> </ul>
7–9	<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>Satisfactory use of some of the structures listed in the syllabus, with frequent errors.</li> <li>Satisfactory use of vocabulary with frequent errors.</li> <li>Satisfactory pronunciation and fluency despite frequent errors and hesitation; some attempt at intonation and expression.</li> </ul>
4–6	<b>Weak</b>	<ul style="list-style-type: none"> <li>Limited range of structures and vocabulary, rarely accurate and/or complete; frequent ambiguity.</li> <li>Pronunciation can be understood with some effort; very noticeable hesitations and stilted delivery.</li> </ul>
1–3	<b>Poor</b>	<ul style="list-style-type: none"> <li>Very limited range of structures and vocabulary, almost always inaccurate.</li> <li>Poor pronunciation, rarely comprehensible; many serious errors.</li> </ul>
0		<ul style="list-style-type: none"> <li>No creditable response.</li> </ul>



## 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 5
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

<b>Order of candidates</b>	<b>Candidate card</b>	<b>Topic conversation 1</b>	<b>Topic conversation 2</b>
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 6
<i>Start again at row 1 (as used for Candidate 1)</i>			

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 1

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

Juego de rol	
<b>Estudiante:</b>	<b>Tú mismo/misma</b>
<b>Profesor(a):</b>	<b>El amigo / La amiga</b>
<b>Contexto</b>	<b>Diga:</b> Estás en Madrid en España. Es el fin de semana y quieres ir a un centro comercial con tu amigo/amiga para comprar material escolar. Yo soy tu amigo/amiga.
<b>Preguntas</b>	<b>Haga las siguientes preguntas:</b>
<b>1</b>	Hola, ¿en qué medio de transporte vamos al centro comercial?  <i>Responda de forma apropiada y pregunte:</i>
<b>2</b>	¿Cuánto dinero tienes?  <i>Responda de forma apropiada y pregunte:</i>
<b>3</b>	¿Qué material escolar te gustaría comprar? <b>[PAUSA]</b> ¿Por qué?  <i>Responda de forma apropiada y pregunte:</i>
<b>4</b>	¿Qué hiciste la última vez que fuiste al centro comercial?  <i>Responda de forma apropiada y pregunte:</i>
<b>5</b>	¿Qué otros planes tienes para este fin de semana?  <i>Responda de forma apropiada y termine la conversación.</i>



## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 2

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

Juego de rol	
<b>Estudiante:</b>	<b>Tú mismo/misma</b>
<b>Profesor(a):</b>	<b>El recepcionista / La recepcionista</b>
<b>Contexto</b>	<b>Diga:</b> Estás de vacaciones en México. Vas a la recepción del hotel porque quieres reservar una mesa para cenar en el hotel esta noche. Yo soy el recepcionista / la recepcionista.
<b>Preguntas</b>	<b>Haga las siguientes preguntas:</b>
<b>1</b>	Buenos días, ¿a qué hora quiere la reserva?  <i>Responda de forma apropiada y pregunte:</i>
<b>2</b>	¿Para cuántas personas es la cena?  <i>Responda de forma apropiada y pregunte:</i>
<b>3</b>	¿Prefiere comer dentro del restaurante o fuera en la terraza? <b>[PAUSA]</b> ¿Por qué?  <i>Responda de forma apropiada y pregunte:</i>
<b>4</b>	Espere un momento. Estoy haciendo la reserva... ¿Dónde cenó ayer? <b>[PAUSA]</b> ¿Cómo fue?  <i>Responda de forma apropiada y pregunte:</i>
<b>5</b>	Vale, la reserva está hecha. ¿Qué va a hacer hoy?  <i>Responda de forma apropiada y termine la conversación.</i>

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 3

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

Juego de rol	
<b>Estudiante:</b>	<b>Tú mismo/misma</b>
<b>Profesor(a):</b>	<b>El empleado / La empleada</b>
<b>Contexto</b>	<b>Diga:</b> Estás en España. Vas a un supermercado porque buscas un trabajo durante las vacaciones escolares. Tienes una entrevista con un empleado / una empleada. Yo soy el empleado / la empleada.
<b>Preguntas</b>	<b>Haga las siguientes preguntas:</b>
<b>1</b>	Bueno, buscas un trabajo aquí en el supermercado. ¿Cuál es tu nacionalidad?  <i>Responda de forma apropiada y pregunte:</i>
<b>2</b>	¿Qué idiomas hablas?  <i>Responda de forma apropiada y pregunte:</i>
<b>3</b>	¿Por qué quieres trabajar en este supermercado?  <i>Responda de forma apropiada y pregunte:</i>
<b>4</b>	¿Qué hiciste en las vacaciones el año pasado?  <i>Responda de forma apropiada y pregunte:</i>
<b>5</b>	Y después de terminar tus estudios, ¿qué planes tienes para el futuro?  <i>Responda de forma apropiada y termine la conversación.</i>

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 4

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

Juego de rol	
<b>Estudiante:</b>	<b>Tú mismo/misma</b>
<b>Profesor(a):</b>	<b>El amigo / La amiga</b>
<b>Contexto</b>	<b>Diga:</b> Estás en Barcelona en España. Llamas por teléfono a tu amigo/amiga porque quieres ir a una fiesta con él/ella esta noche. Yo soy tu amigo/amiga.
<b>Preguntas</b>	<b>Haga las siguientes preguntas:</b>
<b>1</b>	¡Hola!, gracias por invitarme a la fiesta. ¿Dónde es?  <i>Responda de forma apropiada y pregunte:</i>
<b>2</b>	¿A qué hora termina la fiesta?  <i>Responda de forma apropiada y pregunte:</i>
<b>3</b>	¿Qué tipo de música prefieres escuchar en la fiesta?  <i>Responda de forma apropiada y pregunte:</i>
<b>4</b>	¿Qué ropa te vas a poner? <b>[PAUSA]</b> ¿Por qué?  <i>Responda de forma apropiada y pregunte:</i>
<b>5</b>	¿Qué hiciste la última vez que saliste con tus amigos?  <i>Responda de forma apropiada y termine la conversación.</i>

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 5

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

<b>Juego de rol</b>	
<b>Estudiante:</b>	<b>Tú mismo/misma</b>
<b>Profesor(a):</b>	<b>El farmacéutico / La farmacéutica</b>
<b>Contexto</b>	<b>Diga:</b> Estás en Bolivia. Estás en una farmacia porque te encuentras mal. Hablas con el farmacéutico / la farmacéutica. Yo soy el farmacéutico / la farmacéutica.
<b>Preguntas</b>	<b>Haga las siguientes preguntas:</b>
<b>1</b>	¿Qué problema tienes?  <i>Responda de forma apropiada y pregunte:</i>
<b>2</b>	¿Cuántos años tienes?  <i>Responda de forma apropiada y pregunte:</i>
<b>3</b>	¿Qué estabas haciendo cuando te sentiste mal?  <i>Responda de forma apropiada y pregunte:</i>
<b>4</b>	No creo que sea muy grave. Bueno, ¿Piensas que tienes una vida sana? <b>[PAUSA]</b> ¿Por qué?  <i>Responda de forma apropiada y pregunte:</i>
<b>5</b>	¿Qué vas a hacer hoy después de estar en la farmacia?  <i>Responda de forma apropiada y termine la conversación.</i>

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 6

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

Juego de rol	
<b>Estudiante:</b>	<b>Tú mismo/misma</b>
<b>Profesor(a):</b>	<b>El amigo / La amiga</b>
<b>Contexto</b>	<b>Diga:</b> Estás en Costa Rica. Estás organizando un partido de voleibol con tus amigos. Llamas por teléfono a tu amigo/amiga. Yo soy tu amigo/amiga.
<b>Preguntas</b>	<b>Haga las siguientes preguntas:</b>
<b>1</b>	¡Hola! Vamos a jugar al voleibol, ¿qué día jugamos?  <i>Responda de forma apropiada y pregunte:</i>
<b>2</b>	¿Cuántas personas vienen al partido?  <i>Responda de forma apropiada y pregunte:</i>
<b>3</b>	¿Con quién jugaste al voleibol la última vez? <b>[PAUSA]</b> y ¿dónde?  <i>Responda de forma apropiada y pregunte:</i>
<b>4</b>	¿Prefieres practicar deportes con amigos o hacer competiciones? <b>[PAUSA]</b> ¿Por qué?  <i>Responda de forma apropiada y pregunte:</i>
<b>5</b>	¿Qué quieres hacer después del partido?  <i>Responda de forma apropiada y termine la conversación.</i>

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 7

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

Juego de rol	
<b>Estudiante:</b>	<b>Tú mismo/misma</b>
<b>Profesor(a):</b>	<b>El amigo / La amiga</b>
<b>Contexto</b>	<b>Diga:</b> Estás en Sevilla en España. Hoy vas a ver un espectáculo típico de música y baile flamenco en un teatro con tu amigo/amiga. Yo soy tu amigo/amiga.
<b>Preguntas</b>	<b>Haga las siguientes preguntas:</b>
<b>1</b>	¡Hola! ¿A qué hora empieza el espectáculo?  <i>Responda de forma apropiada y pregunte:</i>
<b>2</b>	¿Dónde está el teatro?  <i>Responda de forma apropiada y pregunte:</i>
<b>3</b>	¿Prefieres ir al teatro o al cine? <b>[PAUSA]</b> ¿Por qué?  <i>Responda de forma apropiada y pregunte:</i>
<b>4</b>	¿Cuándo fue la última vez que fuiste a ver un espectáculo de música o baile? <b>[PAUSA]</b> ¿Con quién fuiste?  <i>Responda de forma apropiada y pregunte:</i>
<b>5</b>	¿Qué te gustaría hacer después de ir al espectáculo de flamenco?  <i>Responda de forma apropiada y termine la conversación.</i>

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 8

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

Juego de rol	
<b>Estudiante:</b>	<b>Tú mismo/misma</b>
<b>Profesor(a):</b>	<b>El taxista / La taxista</b>
<b>Contexto</b>	<b>Diga:</b> Vives en un pueblo pequeño en España. Estás en el taxi. Hablas con el taxista / la taxista. Yo soy el taxista / la taxista.
<b>Preguntas</b>	<b>Haga las siguientes preguntas:</b>
<b>1</b>	¿Adónde vas hoy?  <i>Responda de forma apropiada y pregunte:</i>
<b>2</b>	¿A qué hora vuelves?  <i>Responda de forma apropiada y pregunte:</i>
<b>3</b>	¿Qué hiciste el fin de semana pasado?  <i>Responda de forma apropiada y pregunte:</i>
<b>4</b>	¿Vas a necesitar un taxi la semana que viene? <b>[PAUSA]</b> ¿Por qué (no)?  <i>Responda de forma apropiada y pregunte:</i>
<b>5</b>	¿Por qué te gusta o no te gusta viajar en taxi?  <i>Responda de forma apropiada y termine la conversación.</i>

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 9

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

Juego de rol	
<b>Estudiante:</b>	<b>Tú mismo/misma</b>
<b>Profesor(a):</b>	<b>El amigo / La amiga</b>
<b>Contexto</b>	<b>Diga:</b> Estás pasando un año en Guatemala con tu familia. Hablas con tu amigo/amiga porque quieres invitarlo/la a tu casa para ver una película. Yo soy tu amigo/amiga.
<b>Preguntas</b>	<b>Haga las siguientes preguntas:</b>
<b>1</b>	Hola, ya tengo la película, ¿Qué día puedes venir a mi casa?  <i>Responda de forma apropiada y pregunte:</i>
<b>2</b>	¿A cuántas personas invitamos?  <i>Responda de forma apropiada y pregunte:</i>
<b>3</b>	¿Vemos la película en la televisión o en el ordenador? <b>[PAUSA]</b> ¿Por qué?  <i>Responda de forma apropiada y pregunte:</i>
<b>4</b>	¿Qué vamos a comer o beber?  <i>Responda de forma apropiada y pregunte:</i>
<b>5</b>	¿Qué tipo de película viste la semana pasada? <b>[PAUSA]</b> ¿Cómo fue?  <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 <b>once</b> if necessary)	Ask the next question
<ul style="list-style-type: none"> <li>If necessary, encourage a fuller response by asking an extension question, e.g. <i>¿Puedes decirme algo más (sobre eso)?</i></li> <li>If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you <b>must</b> ask up to <b>two</b> further questions of your choice on the <b>same</b> topic as the other questions to make sure that the conversation lasts 4 minutes.</li> </ul>			

Tema: La rutina en casa	
Preguntas	Haga las siguientes preguntas:
1	¿A qué hora te acuestas normalmente?
2	¿Qué desayunas?
3	Háblame de lo que hiciste en casa ayer. [PAUSA] ¿Con quién estuviste?  <b>Preguntas alternativas (si es necesario)</b>  ¿Qué hiciste en casa por la mañana y por la tarde? [PAUSA] ¿Con quién?
4	¿Prefieres quedarte en casa después del colegio o salir con amigos? [PAUSA] ¿Por qué?  <b>Preguntas alternativas (si es necesario)</b>  Por la tarde, ¿qué te gusta más, estar en casa o salir con amigos? [PAUSA] ¿Por qué?
5	Cuando seas mayor, ¿cómo cambiarás tu rutina? [PAUSA] ¿Por qué?  <b>Preguntas alternativas (si es necesario)</b>  En el futuro, ¿cómo vas a cambiar tu rutina? [PAUSA] ¿Por qué?

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

Tema: Los viajes y los medios de transporte	
<b>Preguntas</b>	<b>Haga las siguientes preguntas:</b>
<b>1</b>	¿Qué transporte público hay donde vives?
<b>2</b>	¿Con quién viajas normalmente?
<b>3</b>	<p>¿Dónde pasabas las vacaciones cuando eras pequeño/a? [PAUSA] ¿Cómo viajabas?</p> <p><b>Preguntas alternativas (si es necesario)</b></p> <p>En el pasado, ¿adónde ibas de vacaciones? [PAUSA] ¿En qué medio de transporte ibas?</p>
<b>4</b>	<p>¿Cuáles son las ventajas o desventajas de utilizar el transporte público?</p> <p><b>Preguntas alternativas (si es necesario)</b></p> <p>¿Qué es lo positivo o lo negativo de usar el transporte público?</p>
<b>5</b>	<p>En el futuro, ¿crees que comprarás un coche? [PAUSA] ¿Por qué (no)?</p> <p><b>Preguntas alternativas (si es necesario)</b></p> <p>En el futuro, ¿vas a comprar un coche? [PAUSA] ¿Por qué (no)?</p>

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

Tema: La comida y la vida sana	
<b>Preguntas</b>	<b>Haga las siguientes preguntas:</b>
<b>1</b>	¿A qué hora comes en el colegio?
<b>2</b>	Normalmente, ¿qué cenas?
<b>3</b>	¿Qué opinas de la comida que prepara tu familia? <b>[PAUSA]</b> ¿Por qué?  <b>Preguntas alternativas (si es necesario)</b> ¿Te gusta la comida que comes en tu casa? <b>[PAUSA]</b> ¿Por qué (no)?
<b>4</b>	En el futuro, ¿cambiarás tu dieta? <b>[PAUSA]</b> ¿Por qué (no)?  <b>Preguntas alternativas (si es necesario)</b> ¿Vas a cambiar tu dieta en el futuro? <b>[PAUSA]</b> ¿Por qué (no)?
<b>5</b>	Háblame de lo que hiciste la semana pasada para tener una vida sana.  <b>Preguntas alternativas (si es necesario)</b> La semana pasada, ¿qué actividades hiciste para estar sano/a?

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

Tema: El colegio	
<b>Preguntas</b>	<b>Haga las siguientes preguntas:</b>
<b>1</b>	¿Dónde está tu colegio?
<b>2</b>	¿Cuántas clases tienes cada día?
<b>3</b>	¿Qué es lo positivo o lo negativo de tu colegio?  <b>Preguntas alternativas (si es necesario)</b> ¿Qué te gusta o no te gusta de tu colegio?
<b>4</b>	Háblame de un día cuando lo pasaste muy bien en el colegio.  <b>Preguntas alternativas (si es necesario)</b> Describe un día divertido en el colegio durante el año pasado.
<b>5</b>	Si pudieras elegir, ¿adónde irías de excursión escolar? <b>[PAUSA]</b> ¿Por qué?  <b>Preguntas alternativas (si es necesario)</b> ¿Adónde te gustaría ir de excursión escolar? <b>[PAUSA]</b> ¿Por qué?

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

Tema: El clima y el tiempo	
<b>Preguntas</b>	<b>Haga las siguientes preguntas:</b>
<b>1</b>	¿Qué tiempo hace normalmente en tu región?
<b>2</b>	¿Cuál es tu estación del año favorita?
<b>3</b>	¿Prefieres los días de sol o de lluvia? [ <b>PAUSA</b> ] ¿Por qué?  <b>Preguntas alternativas (si es necesario)</b> ¿Te gusta más cuando hace sol o cuando llueve? [ <b>PAUSA</b> ] ¿Por qué?
<b>4</b>	Háblame de lo que hiciste durante un día de mal tiempo.  <b>Preguntas alternativas (si es necesario)</b> ¿Qué hiciste durante un día de mal tiempo?
<b>5</b>	¿Qué harías si visitaras un país donde hace mucho frío?  <b>Preguntas alternativas (si es necesario)</b> De vacaciones, en un país donde hace mucho frío, ¿qué te gustaría hacer?

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

Tema: La tecnología	
<b>Preguntas</b>	<b>Haga las siguientes preguntas:</b>
<b>1</b>	¿Qué tecnología usas cada día?
<b>2</b>	¿Para qué asignaturas necesitas un ordenador?
<b>3</b>	Háblame de la última vez que utilizaste tecnología en casa.  <b>Preguntas alternativas (si es necesario)</b> ¿Qué tecnología usaste en casa recientemente?
<b>4</b>	¿Cuál es tu página de internet preferida? [PAUSA] ¿Por qué?  <b>Preguntas alternativas (si es necesario)</b> ¿Qué página de internet te gusta más? [PAUSA] ¿Por qué?
<b>5</b>	En tu opinión, ¿crees que en el futuro los estudiantes usarán más los ordenadores o los libros? [PAUSA] ¿Por qué?  <b>Preguntas alternativas (si es necesario)</b> En el futuro, ¿piensas que los estudiantes van a usar más los ordenadores o los libros? [PAUSA] ¿Por qué?

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

Tema: Los idiomas y la cultura	
<b>Preguntas</b>	<b>Haga las siguientes preguntas:</b>
<b>1</b>	¿De qué país eres?
<b>2</b>	¿Qué idioma o idiomas hablas en casa?
<b>3</b>	<p>¿Cuánto tiempo llevas aprendiendo español? [PAUSA] ¿Qué actividades hacías para aprenderlo?</p> <p><b>Preguntas alternativas (si es necesario)</b></p> <p>¿Cuándo empezaste a estudiar español? [PAUSA] ¿Qué actividades hacías en la clase?</p>
<b>4</b>	<p>¿Cuál es tu idioma preferido? [PAUSA] ¿Por qué?</p> <p><b>Preguntas alternativas (si es necesario)</b></p> <p>¿Qué idioma te gusta más? [PAUSA] ¿Por qué?</p>
<b>5</b>	<p>Cuando seas mayor, ¿qué país visitarías para conocer su cultura? [PAUSA] ¿Por qué quieres conocer la cultura de ese país?</p> <p><b>Preguntas alternativas (si es necesario)</b></p> <p>En el futuro, ¿qué país te gustaría visitar para conocer su cultura? [PAUSA] ¿Por qué quieres conocer ese país?</p>

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