



Cambridge IGCSE™ (9–1)

SPANISH**7160/03**

Paper 3 Speaking

May/June 2021

INSTRUCTIONS FOR TEACHERS/EXAMINERS

Approximately 10 minutes

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

INSTRUCTIONS

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

INFORMATION

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

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



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Introduction

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

The purpose of the speaking test

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

To achieve this it is important to:

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

Structure of the speaking test

The structure is as follows:

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

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

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

Resources required

You need:	Each candidate needs:
<ul style="list-style-type: none">• this instructions 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 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 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 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 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 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, 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. 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	<p>Very good</p> <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	<p>Good</p> <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	<p>Satisfactory</p> <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	<p>Weak</p> <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	<p>Poor</p> <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		Exam series		Year	
Please select syllabus/component							

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 5
Candidate 3	3	Topic 2	Topic 6
Candidate 4	4	Topic 3	Topic 7
Candidate 5	5	Topic 1	Topic 6
Candidate 6	6	Topic 2	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 1	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 1	Topic 4
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 3	Topic 7
Candidate 21	3	Topic 2	Topic 4
Candidate 22	4	Topic 3	Topic 5
Candidate 23	5	Topic 2	Topic 6
Candidate 24	6	Topic 1	Topic 7
Candidate 25	7	Topic 3	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 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 Argentina. Quieres hacer un curso de arte con tu familia. Hablas con el profesor / la profesora. Yo soy el profesor / la profesora.
Preguntas	Haga las siguientes preguntas:
1	¿Qué miembros de tu familia van a hacer el curso? <i>Responda de forma apropiada y pregunte:</i>
2	¿Qué colores te gustan para pintar? <i>Responda de forma apropiada y pregunte:</i>
3	¿Qué cosas prefieres pintar? <i>Responda de forma apropiada y pregunte:</i>
4	¿Qué pintabas cuando eras pequeño/a? [PAUSA] <i>Responda de forma apropiada y pregunte:</i> Y ¿dónde pintabas? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué otro curso quieres hacer en el futuro? [PAUSA] <i>Responda de forma apropiada y pregunte:</i> ¿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/La agente de policía
Contexto	Diga: Estás en Panamá. Vas a la comisaría porque te han robado el pasaporte. Hablas con un(a) agente de policía. Yo soy el/la agente de policía.
Preguntas	Haga las siguientes preguntas:
1	¿Cómo se llama? <i>Responda de forma apropiada y pregunte:</i>
2	¿De qué país es usted? <i>Responda de forma apropiada y pregunte:</i>
3	¿Con quién está en Panamá? [PAUSA] <i>Responda de forma apropiada y pregunte:</i> ¿Cuántos días va a pasar aquí? <i>Responda de forma apropiada y pregunte:</i>
4	¿Cuándo le robaron el pasaporte? [PAUSA] <i>Responda de forma apropiada y pregunte:</i> Y ¿dónde? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué va a hacer aquí en Panamá? [PAUSA] <i>Responda de forma apropiada y pregunte:</i> ¿Por qué? <i>Responda de forma apropiada y termine la conversación.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 3

Start the recording	
Before the test	Say: Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Saludo e introducción (no se califican)	Diga: Hola / Buenos días / Buenas tardes. ¿Cómo estás? ¿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 España. Después de ir al cine, estás en casa y no tienes tu jersey. Llamas por teléfono al empleado / a la empleada del cine. Yo soy el empleado / la empleada.
Preguntas	Haga las siguientes preguntas:
1	¿Cómo es el jersey? <i>Responda de forma apropiada y pregunte:</i>
2	¿En qué número de sala vio la película? <i>Responda de forma apropiada y pregunte:</i>
3	¡Está aquí! ¿Cuándo va a venir a recogerlo? <i>Responda de forma apropiada y pregunte:</i>
4	¿Qué tipo de película vio en el cine? [PAUSA] <i>Responda de forma apropiada y pregunte:</i> ¿Cuál fue su opinión de la película? <i>Responda de forma apropiada y pregunte:</i>
5	¿Prefiere ver una película en casa o en el cine? [PAUSA] <i>Responda de forma apropiada y pregunte:</i> ¿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 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: Estás en Madrid. Quieres ir a la piscina con tu amigo/amiga. Yo soy tu amigo/amiga.
Preguntas	Haga las siguientes preguntas:
1	¿Cuánto cuesta entrar a la piscina? <i>Responda de forma apropiada y pregunte:</i>
2	¿Qué bebida llevamos a la piscina? <i>Responda de forma apropiada y pregunte:</i>
3	¿En qué medio de transporte vamos? [PAUSA] <i>Responda de forma apropiada y pregunte:</i> ¿Por qué? <i>Responda de forma apropiada y pregunte:</i>
4	¿Qué vamos a hacer después de nadar? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué hiciste en tu tiempo libre la semana pasada? <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 empleado / La empleada
Contexto	Diga: Estás en España. Quieres ir a una fiesta típica. Vas a la oficina de turismo. Hablas con el empleado / la empleada. Yo soy el empleado / la empleada.
Preguntas	Haga las siguientes preguntas:
1	¿Cuántas personas van a ir a la fiesta con usted? <i>Responda de forma apropiada y pregunte:</i>
2	¿Cuándo quiere ir a la fiesta? <i>Responda de forma apropiada y pregunte:</i>
3	Vale. Bueno, en la fiesta hay mucha comida. ¿Qué opina de la comida española? [PAUSA] <i>Responda de forma apropiada y pregunte:</i> ¿Por qué? <i>Responda de forma apropiada y pregunte:</i>
4	¿Qué hizo ayer en la ciudad? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué otros lugares va a visitar? [PAUSA] <i>Responda de forma apropiada y pregunte:</i> ¿Por qué? <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:	Tú mismo/misma
Profesor(a):	El jefe / La jefa
Contexto	Diga: Estás en Costa Rica. Quieres trabajar en una cafetería durante el verano. Hablas con el jefe / la jefa. Yo soy el jefe / la jefa de la cafetería.
Preguntas	Haga las siguientes preguntas:
1	¿Cuál es su nacionalidad? <i>Responda de forma apropiada y pregunte:</i>
2	¿Cuántas horas al día quiere trabajar? <i>Responda de forma apropiada y pregunte:</i>
3	¿Por qué quiere trabajar en una cafetería? <i>Responda de forma apropiada y pregunte:</i>
4	El año pasado, ¿dónde trabajó durante las vacaciones? [PAUSA] <i>Responda de forma apropiada y pregunte:</i> ¿Y qué hizo? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué días de la semana le gustaría trabajar? [PAUSA] <i>Responda de forma apropiada y pregunte:</i> ¿Por qué? <i>Responda de forma apropiada y termine la conversación.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 7

Start the recording	
Before the test	Say: Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Saludo e introducción (no se califican)	Diga: Hola / Buenos días / Buenas tardes. ¿Cómo estás? ¿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 Chile. Vas a ir de camping con tu amigo/amiga chileno/a. Yo soy tu amigo/amiga.
Preguntas	Haga las siguientes preguntas:
1	¿Qué día vamos de camping? <i>Responda de forma apropiada y pregunte:</i>
2	¿Qué tiempo hace allí normalmente? <i>Responda de forma apropiada y pregunte:</i>
3	¿Con quién fuiste de camping la última vez? <i>Responda de forma apropiada y pregunte:</i> Y ¿cómo fue la experiencia? <i>Responda de forma apropiada y pregunte:</i>
4	¿Qué ropa vas a llevar? [PAUSA] <i>Responda de forma apropiada y pregunte:</i>
5	¿Prefieres las vacaciones en un camping o en un hotel? [PAUSA] <i>Responda de forma apropiada y pregunte:</i> ¿Por qué? <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 España. Vas a ir a una tienda de animales con tu amigo/amiga. Yo soy tu amigo/amiga.
Preguntas	Haga las siguientes preguntas:
1	¿Dónde está la tienda? <i>Responda de forma apropiada y pregunte:</i>
2	¿Cómo vamos a la tienda? <i>Responda de forma apropiada y pregunte:</i>
3	¿Qué tipo de animal quieres comprar en la tienda? [PAUSA] <i>Responda de forma apropiada y pregunte:</i> ¿Por qué? <i>Responda de forma apropiada y pregunte:</i>
4	¿Puedes describir la última vez que fuiste a esta tienda? ¿Cuándo y con quién fuiste? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué te gustaría hacer después de ir a la tienda? <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 pasajero / La pasajera
Contexto	Diga: Estás en España en el aeropuerto al final de las vacaciones. Vas a viajar a otro país y estás esperando tu vuelo. Hablas con otro pasajero / otra pasajera. Yo soy el pasajero / la pasajera.
Preguntas	Haga las siguientes preguntas:
1	¿Adónde viajas? <i>Responda de forma apropiada y pregunte:</i>
2	¿A qué hora es el vuelo? <i>Responda de forma apropiada y pregunte:</i>
3	¿Qué vas a hacer durante el vuelo? <i>Responda de forma apropiada y pregunte:</i>
4	¿Te gustó España? [PAUSA] <i>Responda de forma apropiada y pregunte:</i> ¿Por qué (no)? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué otro sitio quieres visitar? [PAUSA] <i>Responda de forma apropiada y pregunte:</i> ¿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: La televisión y el cine	
Preguntas	Haga las siguientes preguntas:
1	¿Cuándo ves la televisión normalmente?
2	¿Qué tipos de programas te gustan?
3	Describe un programa que viste recientemente. [PAUSA] ¿Fue interesante? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) ¿Qué programa viste esta semana? [PAUSA] ¿Te gustó? [PAUSA] ¿Por qué (no)?
4	Háblame de un actor / una actriz que te gusta. Pregunta alternativa (si es necesario) ¿Quién es tu actor favorito o tu actriz favorita?
5	Este fin de semana, ¿te gustaría ver una película en el teléfono móvil o ir al cine? [PAUSA] ¿Qué ventajas tiene ir al cine? Preguntas alternativas (si es necesario) Este fin de semana, ¿vas a ver una película en el teléfono móvil o vas a ir al cine? [PAUSA] ¿Qué es lo bueno de ir al cine?

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: Las vacaciones	
Preguntas	Haga las siguientes preguntas:
1	¿Con quién vas de vacaciones normalmente?
2	¿Adónde vas de vacaciones?
3	Háblame de cómo pasabas las vacaciones cuando eras pequeño/a. [PAUSA] ¿Cómo viajabas y por qué? Preguntas alternativas (si es necesario) En el pasado, ¿dónde pasabas las vacaciones? [PAUSA] ¿Qué medio de transporte usabas y por qué?
4	¿Qué planes tienes para el próximo verano? Pregunta alternativa (si es necesario) ¿Qué vas a hacer el próximo verano?
5	En tu opinión, ¿son necesarias las vacaciones? [PAUSA] ¿Cuáles son las ventajas o desventajas de pasar las vacaciones en el extranjero? Preguntas alternativas (si es necesario) ¿Por qué es importante ir de vacaciones? [PAUSA] ¿Por qué es positivo o negativo ir de vacaciones a otro país?

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: Comer y beber	
Preguntas	Haga las siguientes preguntas:
1	¿Cuál es tu comida favorita?
2	¿A qué hora cenas normalmente?
3	Háblame de una vez que fuiste a un restaurante. ¿Dónde y con quién? Preguntas alternativas (si es necesario) Describe una comida especial que comiste. [PAUSA] ¿Dónde y con quién?
4	¿Qué te gustaría comer en casa el fin de semana próximo? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) ¿Qué vas a comer en casa el fin de semana próximo? [PAUSA] ¿Por qué?
5	¿Qué piensas de la dieta vegetariana? [PAUSA] ¿Qué ventajas o desventajas tiene? Preguntas alternativas (si es necesario) ¿Es bueno no comer ni carne ni pescado? [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: Las tradiciones y las fiestas	
Preguntas	Haga las siguientes preguntas:
1	¿Con quién celebras el Año Nuevo normalmente?
2	¿Dónde pasas el Año Nuevo?
3	El año que viene, ¿te gustaría celebrar el Año Nuevo con tu familia o con tus amigos? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) El año próximo, ¿vas a celebrar el Año Nuevo con tu familia o con tus amigos? [PAUSA] ¿Por qué?
4	Háblame de cómo celebraste el fin de curso el año pasado. ¿Qué actividades hiciste? Preguntas alternativas (si es necesario) El año pasado, ¿qué hiciste después de los exámenes con tus amigos? [PAUSA] ¿Qué comiste y bebiste?
5	Describe una fiesta importante de tu país. Preguntas alternativas (si es necesario) ¿Cuál es la fiesta más importante de tu país? [PAUSA] ¿Qué haces?

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: Los teléfonos móviles	
Preguntas	Haga las siguientes preguntas:
1	¿De qué color y tamaño es tu teléfono móvil?
2	¿Qué miembros de tu familia tienen teléfono móvil?
3	Háblame de la última vez que utilizaste tu móvil. Preguntas alternativas (si es necesario) ¿Cuándo usaste tu móvil la última vez? [PAUSA] ¿Para qué?
4	¿Piensas que los jóvenes usan demasiado el móvil? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) En tu opinión ¿los jóvenes pasan mucho tiempo con el móvil? [PAUSA] ¿Por qué (no)?
5	¿Qué sitio web visitarás este fin de semana? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) ¿Qué página web vas a visitar este fin de semana? [PAUSA] ¿Por qué?

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: El trabajo	
Preguntas	Haga las siguientes preguntas:
1	¿En qué trabaja una persona de tu familia?
2	¿Cuántas horas trabaja cada día?
3	<p>¿Has trabajado o has ayudado a tu familia? [PAUSA] ¿Dónde y cuándo?</p> <p>Preguntas alternativas (si es necesario)</p> <p>¿Has trabajado en el pasado? [PAUSA] ¿Has ayudado a tu familia? [PAUSA] ¿Dónde y cuándo?</p>
4	<p>¿En qué país o ciudad te gustaría trabajar en el futuro? [PAUSA] ¿Por qué?</p> <p>Preguntas alternativas (si es necesario)</p> <p>¿Dónde te gustaría trabajar en el futuro? [PAUSA] ¿Por qué?</p>
5	<p>¿Crees que es más importante tener un trabajo bien pagado o un trabajo interesante? [PAUSA] ¿Por qué?</p> <p>Preguntas alternativas (si es necesario)</p> <p>Si trabajas, ¿qué es lo más importante? [PAUSA] ¿Es más importante el dinero o un trabajo interesante? ¿Por qué?</p>

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 mundo natural	
Preguntas	Haga las siguientes preguntas:
1	¿Vives en el campo o en la ciudad?
2	¿Qué tiempo hace normalmente?
3	Háblame de la última vez que pasaste un buen día en el campo o en la ciudad. [PAUSA] ¿Qué hiciste? [PAUSA] ¿Qué viste allí? Preguntas alternativas (si es necesario) Describe una visita al campo o a la ciudad recientemente. [PAUSA] ¿Qué actividades hiciste? [PAUSA] ¿Qué viste?
4	¿Quieres vivir cerca del mar en el futuro? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) ¿Te gustaría vivir en la costa en el futuro? [PAUSA] ¿Por qué (no)?
5	¿Cuáles son las ventajas para los jóvenes de vivir en una ciudad grande? Pregunta alternativa (si es necesario) ¿Por qué es positivo para los jóvenes vivir en una ciudad grande?

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