



Cambridge IGCSE™ (9–1)

SPANISH

7160/03

Paper 3 Speaking

October/November 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.



Contents

Introduction	3
The purpose of the speaking test	3
Structure of the speaking test	3
Resources required	4
Preparation in advance of the speaking test	5
On the day of the speaking test	5
Before each candidate's test	5
During each candidate's test	6
Role play	6
Topic conversation 1	7
Topic conversation 2	8
After each candidate's speaking test	9
After completing all of the speaking tests at the centre	9
Mark schemes	10
Role play mark scheme	10
Topic conversation mark schemes	11
Communication	11
Quality of Language	12
Working mark sheet (WMS)	13
Randomisation instructions	14
Teacher/examiner scripts – Role plays	16
Teacher/examiner scripts – Topic conversations	25

Introduction

These instructions are for the teacher(s)/examiner(s) who are responsible for conducting and assessing the Cambridge IGCSE (9–1) 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 (9–1) Spanish.

To achieve this it is important to:

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

Structure of the speaking test

The structure is as follows:

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

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

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

Resources required

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

Preparation in advance of the speaking test

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

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

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

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

Note: if more than one teacher/examiner is marking the Cambridge IGCSE (9–1) 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 October 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 instruction booklet.
- 12 Say to the candidate in Spanish: 'First we are going to talk about [name of the first topic]'.
- 13 Ask each question **exactly as it is printed**. You must ask **all five** questions in the order shown. If there are two parts to the question (e.g. 'When ...? Why?'), you should pause and wait for the answer to the first part before asking the second part.
- 14 Listen carefully to and acknowledge the candidate's answer to each question.
- 15 If the candidate does not answer a question, or answers very briefly and you think that they could give a fuller response, follow the instructions in the table below. You can encourage fuller responses by asking extension questions such as 'Tell me more about ...', 'What else can you tell me about ...?', 'Is there anything else you want to say about ...?'.

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

Questions	If the candidate does not 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 (9–1) Spanish speaking tests at the centre, you must make arrangements to internally moderate all of the teachers'/examiners' marking so that all candidates are assessed to a common standard. You can find further information about the process of internal moderation on the samples database at **www.cambridgeinternational.org/samples**
- You must write the internally moderated marks for all candidates on the working mark sheet (WMS) and submit these marks to Cambridge International according to the instructions set out in the *Cambridge Handbook* and on the samples database at **www.cambridgeinternational.org/samples**
- The centre must submit a sample of candidates' speaking test recordings to Cambridge International for external moderation. Please check the requirements for the centre on the samples database at **www.cambridgeinternational.org/samples**
- Each recorded file in the sample must be clearly named using the following convention:

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

This should include:

- the centre number
- the centre name
- the syllabus and component number
- the syllabus name
- the exam series/year (e.g. November 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 (9–1) 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:
--	-----------------------	-------

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 3	Topic 7
Candidate 9	9	Topic 2	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 4
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 2	Topic 4

Order of candidates	Candidate card	Topic conversation 1	Topic conversation 2
Candidate 26	8	Topic 1	Topic 7
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 dependiente / La dependienta
Contexto	Diga: Mañana vas a ir a una boda. Estás en una zapatería porque necesitas unos zapatos para la boda. Hablas con el dependiente / la dependienta. Yo soy el dependiente / la dependienta.
Preguntas	Haga las siguientes preguntas:
1	Bueno, entiendo que usted necesita unos zapatos para una boda. ¿De qué color quiere los zapatos? <i>Responda de forma apropiada y pregunte:</i>
2	¿De qué talla? <i>Responda de forma apropiada y pregunte:</i>
3	¿Dónde se celebra la boda? <i>Responda de forma apropiada y pregunte:</i>
4	La última vez que fue a una fiesta, ¿qué celebró? [PAUSA] Y ¿qué hizo en esa fiesta? <i>Responda de forma apropiada y pregunte:</i>
5	¿Cómo sería su fiesta ideal? <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 empleado / La empleada
Contexto	Diga: Quieres hacer una reserva para tus vacaciones de verano en Galicia. Hablas con el empleado / la empleada de la agencia de viajes. Yo soy el empleado / la empleada de la agencia.
Preguntas	Haga las siguientes preguntas:
1	Buenas tardes. ¿Qué quiere reservar? <i>Responda de forma apropiada y pregunte:</i>
2	¿Para cuánto tiempo? <i>Responda de forma apropiada y pregunte:</i>
3	¿Por qué quiere ir a Galicia para las vacaciones? <i>Responda de forma apropiada y pregunte:</i>
4	La última vez que fue de vacaciones, ¿adónde fue? [PAUSA] ¿Qué actividades hizo? <i>Responda de forma apropiada y pregunte:</i>
5	En el futuro, ¿qué otras ciudades le gustaría visitar? [PAUSA] ¿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 doctor / La doctora
Contexto	Diga: Estás en un hospital en Madrid. Te has caído jugando al tenis. Hablas con el doctor / la doctora. Yo soy el doctor / la doctora.
Preguntas	Haga las siguientes preguntas:
1	Buenos días. ¿Cómo estás? <i>Responda de forma apropiada y pregunte:</i>
2	¿Qué te duele? <i>Responda de forma apropiada y pregunte:</i>
3	¿Cuándo y dónde fue el accidente? <i>Responda de forma apropiada y pregunte:</i>
4	¿Qué deportes vas a practicar esta semana? [PAUSA] ¿Con quién? <i>Responda de forma apropiada y pregunte:</i>
5	¿Prefieres ver deportes o practicar los deportes? [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 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 EI/La agente de policía
Contexto	Diga: Estás en Uruguay. Has perdido tu maleta y estás en la comisaría de policía. Hablas con el/la agente de policía. Yo soy el/la agente de policía.
Preguntas	Haga las siguientes preguntas:
1	Bueno, entiendo que usted ha perdido su maleta. ¿De qué color es su maleta? <i>Responda de forma apropiada y pregunte:</i>
2	¿De qué tamaño es? <i>Responda de forma apropiada y pregunte:</i>
3	¿Cuándo fue la última vez que vio su maleta? [PAUSA] ¿Qué tenía en la maleta? <i>Responda de forma apropiada y pregunte:</i>
4	¿Cuánto tiempo va a estar en Uruguay? [PAUSA] ¿Qué va a hacer aquí? <i>Responda de forma apropiada y pregunte:</i>
5	Después de visitar Uruguay, ¿qué piensa hacer? [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 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 padre / La madre
Contexto	Diga: Estás en Bolivia, en casa de una familia de intercambio. Quieres salir esta noche y necesitas permiso de la familia. Hablas con el padre / la madre de la familia. Yo soy el padre / la madre.
Preguntas	Haga las siguientes preguntas:
1	Bueno, ¿adónde quieres ir esta noche? <i>Responda de forma apropiada y pregunte:</i>
2	¿Con quién? <i>Responda de forma apropiada y pregunte:</i>
3	¿Cómo vas a ir? [PAUSA] ¿A qué hora vas a volver? <i>Responda de forma apropiada y pregunte:</i>
4	La última vez que saliste por la noche, ¿qué hiciste? [PAUSA] Y ¿cómo fue? <i>Responda de forma apropiada y pregunte:</i>
5	Vamos a casa de los abuelos mañana. ¿Quieres venir? [PAUSA] ¿Por qué (no)? <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 profesor / La profesora
Contexto	Diga: Estás en el instituto. Quieres aprender otro idioma. Hablas con el profesor / la profesora. Yo soy el profesor / la profesora.
Preguntas	Haga las siguientes preguntas:
1	Hola. ¿Qué otro idioma te interesa? <i>Responda de forma apropiada y pregunte:</i>
2	¿Cuántas horas a la semana puedes estudiar? <i>Responda de forma apropiada y pregunte:</i>
3	¿Por qué quieres aprender este idioma? <i>Responda de forma apropiada y pregunte:</i>
4	¿Cuándo empezaste a estudiar español? [PAUSA] Y ¿qué es lo que más te gusta del español? <i>Responda de forma apropiada y pregunte:</i>
5	En el futuro, ¿te gustaría estudiar en un país donde se habla español? [PAUSA] ¿Por qué (no)? <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: Quieres visitar a tu amigo/amiga y su familia en Montevideo. Llamas por teléfono a tu amigo/amiga. Yo soy tu amigo/amiga.
Preguntas	Haga las siguientes preguntas:
1	¡Hola! ¿En qué mes quieres visitarme? <i>Responda de forma apropiada y pregunte:</i>
2	¿Qué personas de tu familia vienen? <i>Responda de forma apropiada y pregunte:</i>
3	¿Dónde te gustaría comer el primer día? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y pregunte:</i>
4	¿Qué actividades quieres hacer? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué hiciste el verano pasado? [PAUSA] ¿Y en el invierno? <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 empleado / La empleada
Contexto	Diga: Estás en el aeropuerto en Valencia. No tienes tu billete de avión. Hablas con el empleado / la empleada. Yo soy el empleado / la empleada.
Preguntas	Haga las siguientes preguntas:
1	¿A qué hora sale su avión? <i>Responda de forma apropiada y pregunte:</i>
2	¿Qué documento de identificación tiene? <i>Responda de forma apropiada y pregunte:</i>
3	¿A qué país va? [PAUSA] Y ¿por qué va a ese lugar? <i>Responda de forma apropiada y pregunte:</i>
4	Vale, no hay problema. Aquí tiene un nuevo billete de avión. ¿Le gustó su visita a Valencia? [PAUSA] ¿Por qué (no)? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué va a hacer al volver a casa? <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 amigo / La amiga
Contexto	Diga: Estás en España. Vas a preparar una comida para tus compañeros. Hablas con tu amigo/amiga. Yo soy el amigo / la amiga.
Preguntas	Haga las siguientes preguntas:
1	Bueno, ¿qué necesitas comprar? <i>Responda de forma apropiada y pregunte:</i>
2	¿Cuántas personas vienen? <i>Responda de forma apropiada y pregunte:</i>
3	¿Qué plato prefieres? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y pregunte:</i>
4	¿Cuándo fue la última vez que cocinaste? [PAUSA] ¿Te gustó? [PAUSA] ¿Por qué (no)? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué vamos a hacer después de comer? <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 salud	
Preguntas	Haga las siguientes preguntas:
1	¿Qué comes los fines de semana?
2	¿Dónde comes normalmente?
3	¿Prefieres la comida basura o la comida saludable? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) ¿Qué te gusta más: la comida rápida o la comida sana? [PAUSA] ¿Por qué?
4	Describe tu dieta cuando eras pequeño/pequeña. Pregunta alternativa (si es necesario) ¿Qué comías cuando eras pequeño/pequeña?
5	¿Qué cambiarías para mejorar tu salud? Pregunta alternativa (si es necesario) ¿Qué te gustaría cambiar para tener buena salud?

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 tiempo libre	
Preguntas	Haga las siguientes preguntas:
1	¿Qué prefieres hacer en tu tiempo libre?
2	¿A qué hora te levantas los fines de semana?
3	Háblame de las actividades que has hecho recientemente con tus amigos. Pregunta alternativa (si es necesario) La semana pasada, ¿qué actividades hiciste en tu tiempo libre con tus amigos?
4	En el futuro, ¿te gustaría ir a un festival de música? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) ¿Quieres ir a un festival de música en el futuro? [PAUSA] ¿Por qué (no)?
5	Para ti, ¿cuáles son las ventajas de tener más tiempo libre? Pregunta alternativa (si es necesario) En tu opinión, ¿qué es lo bueno de tener más tiempo libre?

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: En casa	
Preguntas	Haga las siguientes preguntas:
1	¿Cómo es tu casa?
2	¿Dónde estudias en tu casa?
3	Háblame de la última vez que ayudaste en casa. ¿Qué hiciste? Pregunta alternativa (si es necesario) Describe algo que hiciste para ayudar en casa.
4	Cuando seas mayor, ¿cómo sería tu casa ideal? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) ¿Cómo va a ser tu casa ideal en el futuro? [PAUSA] ¿Por qué?
5	En tu opinión, ¿cuáles son las ventajas o desventajas de vivir en un apartamento? Pregunta alternativa (si es necesario) ¿Qué es lo bueno o lo malo de vivir en un apartamento?

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: El medio ambiente	
Preguntas	Haga las siguientes preguntas:
1	¿Cuál es el problema medioambiental más importante para ti?
2	¿Cómo vas al instituto?
3	¿Qué ventajas tiene ir en bicicleta sobre ir en coche para el medio ambiente? Pregunta alternativa (si es necesario) ¿Por qué es mejor ir en bicicleta que en coche para el medio ambiente?
4	En tu instituto, ¿qué has hecho para cuidar el medio ambiente? Pregunta alternativa (si es necesario) En tu instituto, ¿qué has hecho para proteger el medio ambiente?
5	En el futuro, ¿quién va a tener la responsabilidad de salvar el planeta? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) En el futuro, ¿qué personas van a tener que salvar el planeta? [PAUSA] ¿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 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 estudios y el trabajo	
Preguntas	Haga las siguientes preguntas:
1	¿Qué asignaturas estudias?
2	¿A qué hora terminan las clases?
3	Describe cómo era tu escuela primaria. Pregunta alternativa (si es necesario) ¿Cómo era tu profesor(a) en tu escuela primaria?
4	Cuando seas mayor, ¿tienes planes de estudiar en la universidad? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) ¿Vas a ir a la universidad en el futuro? [PAUSA] ¿Por qué (no)?
5	En tu opinión, ¿cuáles son las ventajas de trabajar como voluntario/voluntaria? Pregunta alternativa (si es necesario) ¿Qué es lo bueno de trabajar como voluntario/voluntaria?

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: La cultura y los festivales	
Preguntas	Haga las siguientes preguntas:
1	¿En qué mes es tu cumpleaños?
2	¿Con quién celebras tu cumpleaños normalmente?
3	Háblame de la última vez que fuiste a una fiesta. ¿Cómo fue? Pregunta alternativa (si es necesario) Describe una fiesta que celebraste el año pasado.
4	Imagina que vas a organizar una fiesta en tu instituto. ¿Qué preparaciones tendrás que hacer? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) ¿Qué vas a necesitar para organizar una fiesta en el colegio? [PAUSA] ¿Por qué?
5	¿Cuál es tu festival preferido de un país hispanohablante? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) ¿Cuál es tu festival favorito de un país donde se habla español? [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 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: Tu zona	
Preguntas	Haga las siguientes preguntas:
1	¿Dónde está tu barrio?
2	¿Cómo es el clima donde vives?
3	<p>Cuando eras pequeño/pequeña, ¿cómo era tu ciudad, pueblo o zona?</p> <p>Preguntas alternativas (si es necesario)</p> <p>¿Qué había en tu zona cuando eras pequeño/pequeña? [PAUSA] ¿Qué actividades se podían hacer?</p>
4	<p>En tu opinión, ¿es necesario tener espacios verdes en las ciudades? [PAUSA] ¿Por qué?</p> <p>Preguntas alternativas (si es necesario)</p> <p>¿Necesitamos parques en las ciudades? [PAUSA] ¿Por qué?</p>
5	<p>Cuando seas mayor, ¿vivirás en la ciudad o en el campo? [PAUSA] ¿Por qué?</p> <p>Preguntas alternativas (si es necesario)</p> <p>¿Vas a vivir en la ciudad o en el campo en el futuro? [PAUSA] ¿Por qué?</p>

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.