



Cambridge IGCSE™ (9–1)

SPANISH

7160/03

Paper 3 Speaking

For examination from 2021

SPECIMEN INSTRUCTIONS FOR TEACHERS/EXAMINERS

Approximately 10 minutes



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

INSTRUCTIONS

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

INFORMATION

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

This document has **32** pages. Blank pages are indicated.

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Introduction

These instructions are for the teacher(s)/examiner(s) who are responsible for conducting and assessing the Cambridge IGCSE (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 (but not a timer on a phone) • the list of candidate names and numbers • a black or blue pen for marking • a quiet room for the preparation time • a quiet room for the speaking test. 	<ul style="list-style-type: none"> • one candidate card.

Preparation in advance of the speaking test

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

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

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

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

Note: if more than one teacher/examiner is marking the Cambridge IGCSE (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 March 2021*'

3 Start the timer or look at a clock to note the start time of the test. (You should monitor the timing for each part of the test (role play: approximately 2 minutes, topic conversation 1: 4 minutes and topic conversation 2: 4 minutes); you may want to restart the timer for each part.)

From this point onwards, all parts of the test must be conducted in Spanish.

Role play

4 Greet the candidate using the prompts provided. This is **not** assessed.

5 Set the scene for the role play by reading out the role play scenario **exactly as it is printed** in this instruction booklet.

6 Ask the first role play question **exactly as it is printed**. If there are two parts to the question (e.g. 'When ...? Why?'), you should pause and wait for the answer to the first part before asking the second part.

Note: You **can** repeat any role play question if the candidate has not understood or did not hear but you **must not rephrase any** of the role play questions. If the candidate still cannot answer one of the questions after you have repeated it, move on to the next task.

7 Listen to the candidate's answer.

8 Assess the candidate's answer using the role play mark scheme on page 10 and write down the mark on the working mark sheet (WMS). When you are awarding marks, start at the bottom band and work upwards. Find the band which best fits the candidate's response. Then award the mark for that band. The purpose of the role play is to communicate an appropriate response to each task. A short response to a task, if it communicates fully and is correct, is worth 2 marks.

9 Repeat the process described above in points 6–8 for each role play question, until you have asked **all** of the role play questions.

10 When the role play is complete, tell the candidate that the role play has finished and that it is time to start the topic conversations.

Remember, you cannot stop or pause the recording during a test.

Topic conversation 1

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

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
<ul style="list-style-type: none"> • If necessary, encourage a fuller response by asking an extension question, e.g. <i>¿Puedes decirme algo más (sobre eso)?</i> • If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts 4 minutes. 			

Topic conversation 2

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

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
<ul style="list-style-type: none"> If necessary, encourage a fuller response by asking an extension question, e.g. <i>¿Puedes decirme algo más (sobre eso)?</i> If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts 4 minutes. 			

- 21 When **both** topic conversations have been completed, award a mark out of 15 for Communication and a mark out of 15 for Quality of Language using the mark schemes on pages 11–12.
- 22 Write the mark for Communication and the mark for Quality of Language on the working mark sheet.

After each candidate's speaking test

- 23 Take the candidate card from the candidate. The candidate must **not** take the candidate card with them when they leave the examination room.
- 24 Make sure that you have completed all parts of the working mark sheet for the candidate.
- 25 Check that the test has been recorded and can be heard clearly. If there is a problem with the recording, follow the instructions in the *Cambridge Handbook* about failed recordings.

After completing all of the speaking tests at the centre

- Add up the marks for each candidate and write the total mark in the appropriate column. Check all additions carefully.
- If more than one teacher/examiner is marking the Cambridge IGCSE (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(s) and submit these marks to Cambridge International according to the instructions set out in the *Cambridge Handbook* and on the samples database at **www.cambridgeinternational.org/samples**
- The centre must submit a sample of candidates' speaking test recordings to Cambridge International for external moderation. Please check the requirements for the centre on the samples database at **www.cambridgeinternational.org/samples**
- Each recorded file in the sample must be clearly named using the following convention:

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

This should include:

- the centre number
- the centre name
- the syllabus and component number
- the syllabus name
- the exam series/year (e.g. June 2021).

Mark schemes

The marks for each part of the test are shown below.

Part of test	Marks available	Maximum mark
Role play	2 marks per response	10
Topic conversations 1 and 2 <i>together</i>	15 marks for Communication	15
Topic conversations 1 and 2 <i>together</i>	15 marks for Quality of Language	15
TOTAL MARK		40

Marking should be positive, rewarding achievement.

Role play mark scheme

- Apply the mark scheme separately for each response.
- Up to two marks are available per response.
- When you are awarding marks, start at the bottom band and work upwards. Find the band which best fits the candidate's performance.

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

Topic conversation mark schemes

When you are awarding marks, start at the bottom band and work upwards. Find the band which best fits the candidate's performance. Then use the following guidance to decide on the mark to award, where applicable:

- If the candidate's work convincingly meets the level statement, award the highest mark.
- If the candidate's work adequately meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work just meets the level statement, award the lowest mark.

Communication

Examiners are reminded that this is a language qualification aimed at certifying language proficiency at level A2 with elements of B1 of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. The descriptors below should be understood and applied with reference to those levels.

Award a mark out of 15 for the candidate's performance in **both** topic conversations.

Marks	Descriptor	
13–15	Very good	<ul style="list-style-type: none"> • Responds confidently to questions; may occasionally need repetition of words or phrases. • Communicates information which is consistently relevant to the questions. • Frequently develops ideas and opinions. • Justifies and explains some answers.
10–12	Good	<ul style="list-style-type: none"> • Responds well to questions; requires occasional use of the alternative question(s) provided. • Communicates information which is almost always relevant to the questions. • Sometimes develops ideas and opinions. • Gives reasons or explanations for some answers.
7–9	Satisfactory	<ul style="list-style-type: none"> • Responds satisfactorily to questions; frequently requires use of the alternative question(s) provided. • Communicates most of the required information; may occasionally give irrelevant information. • Conveys simple, straightforward opinions.
4–6	Weak	<ul style="list-style-type: none"> • Has difficulty with many questions but still attempts an answer. • Communicates some simple information relevant to the questions.
1–3	Poor	<ul style="list-style-type: none"> • Frequently has difficulty understanding the questions and has great difficulty in replying. • Communicates one or two basic pieces of information relevant to the questions.
0		<ul style="list-style-type: none"> • No creditable response.

Quality of Language

Examiners are reminded that this is a language qualification aimed at certifying language proficiency at level A2 with elements of B1 of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. The descriptors below should be understood and applied with reference to those levels.

Award a mark out of 15 for the candidate's performance in **both** topic conversations.

Marks	Descriptor	
13–15	Very good	<ul style="list-style-type: none"> • Accurate use of a wide range of the structures listed in the syllabus with occasional errors in more complex language. • Accurate use of a wide range of vocabulary with occasional errors. • Very good pronunciation, fluency, intonation and expression; occasional mistakes or hesitation.
10–12	Good	<ul style="list-style-type: none"> • Good use of a range of the structures listed in the syllabus, with some errors. • Good use of a range of vocabulary with some errors. • Good pronunciation and fluency despite some errors or hesitation; a good attempt at correct intonation and expression.
7–9	Satisfactory	<ul style="list-style-type: none"> • Satisfactory use of some of the structures listed in the syllabus, with frequent errors. • Satisfactory use of vocabulary with frequent errors. • Satisfactory pronunciation and fluency despite frequent errors and hesitation; some attempt at intonation and expression.
4–6	Weak	<ul style="list-style-type: none"> • Limited range of structures and vocabulary, rarely accurate and/or complete; frequent ambiguity. • Pronunciation can be understood with some effort; very noticeable hesitations and stilted delivery.
1–3	Poor	<ul style="list-style-type: none"> • Very limited range of structures and vocabulary, almost always inaccurate. • Poor pronunciation, rarely comprehensible; many serious errors.
0		<ul style="list-style-type: none"> • No creditable response.

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 1	Topic 5
Candidate 2	2	Topic 2	Topic 6
Candidate 3	3	Topic 3	Topic 7
Candidate 4	4	Topic 4	Topic 5
Candidate 5	5	Topic 1	Topic 6
Candidate 6	6	Topic 2	Topic 7
Candidate 7	7	Topic 3	Topic 5
Candidate 8	8	Topic 4	Topic 6
Candidate 9	9	Topic 1	Topic 7
Candidate 10	1	Topic 2	Topic 5
Candidate 11	2	Topic 3	Topic 6
Candidate 12	3	Topic 4	Topic 7
Candidate 13	4	Topic 1	Topic 5
Candidate 14	5	Topic 2	Topic 6
Candidate 15	6	Topic 3	Topic 7
Candidate 16	7	Topic 4	Topic 5
Candidate 17	8	Topic 1	Topic 6
Candidate 18	9	Topic 2	Topic 7
Candidate 19	1	Topic 1	Topic 5
Candidate 20	2	Topic 4	Topic 6
Candidate 21	3	Topic 3	Topic 7
Candidate 22	4	Topic 2	Topic 5
Candidate 23	5	Topic 1	Topic 6
Candidate 24	6	Topic 4	Topic 7
Candidate 25	7	Topic 3	Topic 5

Order of candidates	Candidate card	Topic conversation 1	Topic conversation 2
Candidate 26	8	Topic 2	Topic 6
Candidate 27	9	Topic 3	Topic 7
Candidate 28	1	Topic 4	Topic 5
Candidate 29	2	Topic 1	Topic 6
Candidate 30	3	Topic 2	Topic 7
<i>Start again at row 1 (as used for Candidate 1)</i>			

Teacher/examiner scripts – Role plays

CANDIDATE CARD 1

Start the recording	
Before the test	Say: Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Saludo e introducción (no calificadas)	Diga: Hola / Buenos días / Buenas tardes. ¿Cómo estás? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante:	Tú mismo/misma
Profesor(a):	El amigo / La amiga
Contexto	Diga: Estás en España. Vas a ir al zoológico con tu amigo español / amiga española. Yo soy tu amigo/amiga.
Preguntas	Haga las siguientes preguntas:
1	¿A qué hora abre el zoológico? <i>Responda de forma apropiada y pregunte:</i>
2	¿Cómo vamos a ir? <i>Responda de forma apropiada y pregunte:</i>
3	Vamos a hacer un picnic. ¿Qué te gustaría comer y beber? <i>Responda de forma apropiada y pregunte:</i>
4	La última vez que fuiste al zoológico, ¿qué viste? [PAUSA] <i>Responda de forma apropiada y pregunte:</i> Y ¿qué hiciste? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué vamos a hacer después? [PAUSA] <i>Responda de forma apropiada y pregunte:</i> ¿Y después? <i>Responda de forma apropiada y termine la conversación.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 2

Start the recording	
Before the test	Say: Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Saludo e introducción (no calificadas)	Diga: Hola / Buenos días / Buenas tardes. ¿Cómo estás? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante:	Tú mismo/misma
Profesor(a):	El amigo / La amiga
Contexto	Diga: Estás en México. Vas a ir al cine con tu amigo mexicano / amiga mexicana. Yo soy tu amigo/amiga.
Preguntas	Haga las siguientes preguntas:
1	¿Cuándo quieres ir al cine? <i>Responda de forma apropiada y pregunte:</i>
2	¿Cómo vamos a ir? <i>Responda de forma apropiada y pregunte:</i>
3	¿Qué tipo de película quieres ver? [PAUSA] <i>Responda de forma apropiada y pregunte:</i> ¿Por qué? <i>Responda de forma apropiada y pregunte:</i>
4	La última vez que fuiste al cine, ¿con quién fuiste? [PAUSA] <i>Responda de forma apropiada y pregunte:</i> ¿Te gustó la película? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué vamos a hacer después de ver la película? [PAUSA] <i>Responda de forma apropiada y pregunte:</i> ¿Y después? <i>Responda de forma apropiada y termine la conversación.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 3

Start the recording	
Before the test	Say: Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Saludo e introducción (no calificadas)	Diga: Hola / Buenos días / Buenas tardes. ¿Cómo estás? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante:	Tú mismo/misma
Profesor(a):	El amigo / La amiga
Contexto	Diga: Estás en una tienda de ropa con tu amigo español / amiga española. Quieres comprar algo. Yo soy tu amigo/amiga.
Preguntas	Haga las siguientes preguntas:
1	¿Qué quieres comprar? <i>Responda de forma apropiada y pregunte:</i>
2	¿Cuánto dinero quieres gastar? <i>Responda de forma apropiada y pregunte:</i>
3	¿De qué color lo/la/los/las quieres? [PAUSA] <i>Responda de forma apropiada y pregunte:</i> ¿Por qué? <i>Responda de forma apropiada y pregunte:</i>
4	¿Cuándo lo/la/los/las vas a llevar? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué ropa llevaste para la fiesta la semana pasada? [PAUSA] <i>Responda de forma apropiada y pregunte:</i> ¿Qué hiciste en la fiesta? <i>Responda de forma apropiada y termine la conversación.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 4

Start the recording	
Before the test	Say: Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Saludo e introducción (no calificadas)	Diga: Hola / Buenos días / Buenas tardes. ¿Cómo estás? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: Profesor(a):	Tú mismo/misma El/La recepcionista
Contexto	Diga: Estás en un hotel en Colombia. Vas a la recepción porque quieres cambiar de habitación. Yo soy el/la recepcionista.
Preguntas	Haga las siguientes preguntas:
1	Buenos días. Tengo entendido que necesita cambiar de habitación. ¿Cuál es el número de su habitación? <i>Responda de forma apropiada y pregunte:</i>
2	¿Cuántos días se va a quedar? <i>Responda de forma apropiada y pregunte:</i>
3	¿Cuál es el problema con la habitación? <i>Responda de forma apropiada y pregunte:</i>
4	Una pregunta: ¿Qué tal el desayuno esta mañana? [PAUSA] <i>Responda de forma apropiada y pregunte:</i> ¿Qué actividades ha hecho ya en el hotel? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué planes tiene para los próximos días en nuestra ciudad? [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 5

Start the recording	
Before the test	Say: Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Saludo e introducción (no calificadas)	Diga: Hola / Buenos días / Buenas tardes. ¿Cómo estás? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante:	Tú mismo/misma
Profesor(a):	El entrenador / La entrenadora
Contexto	Diga: Quieres ser miembro de un gimnasio en España. Hablas con el entrenador / la entrenadora. Yo soy el entrenador / la entrenadora.
Preguntas	Haga las siguientes preguntas:
1	Normalmente, ¿cuántas horas duermes? <i>Responda de forma apropiada y pregunte:</i>
2	Si tienes hambre por la tarde, ¿qué comes? <i>Responda de forma apropiada y pregunte:</i>
3	¿Cuál es tu deporte favorito en el colegio? [PAUSA] <i>Responda de forma apropiada y pregunte:</i> ¿Por qué? <i>Responda de forma apropiada y pregunte:</i>
4	¿Cuándo fue la última vez que practicaste un deporte? [PAUSA] <i>Responda de forma apropiada y pregunte:</i> ¿Qué hiciste? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué más vas a hacer en el futuro para mantenerte en forma? <i>Responda de forma apropiada y termine la conversación.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 6

Start the recording	
Before the test	Say: Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Saludo e introducción (no calificadas)	Diga: Hola / Buenos días / Buenas tardes. ¿Cómo estás? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante:	Tú mismo/misma
Profesor(a):	El amigo / La amiga
Contexto	Diga: Estás en Chile. Vas a ir a un parque con tu amigo chileno / amiga chilena. Yo soy tu amigo/amiga.
Preguntas	Haga las siguientes preguntas:
1	¿A qué hora te gustaría ir al parque? <i>Responda de forma apropiada y pregunte:</i>
2	¿Cómo vamos a ir? <i>Responda de forma apropiada y pregunte:</i>
3	Va a hacer mucho calor. ¿Qué vas a llevar? <i>Responda de forma apropiada y pregunte:</i>
4	¿Qué sitios has visitado ya en Chile? [PAUSA] <i>Responda de forma apropiada y pregunte:</i> ¿Cuál te gustó más? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué te gustaría hacer mañana? [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 calificadas)	Diga: Hola / Buenos días / Buenas tardes. ¿Cómo estás? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante:	Tú mismo/misma
Profesor(a):	El empleado / La empleada
Contexto	Diga: Estás en una oficina de turismo en Lima. Hablas con el empleado / la empleada. Yo soy el empleado / la empleada.
Preguntas	Haga las siguientes preguntas:
1	Buenos días. Tengo entendido que quiere reservar una visita con guía de Lima. ¿En qué idioma quiere la visita? <i>Responda de forma apropiada y pregunte:</i>
2	¿Cuándo quiere hacer la visita? <i>Responda de forma apropiada y pregunte:</i>
3	¿Qué le interesa ver? <i>Responda de forma apropiada y pregunte:</i>
4	Ayer, ¿qué hizo en Lima? [PAUSA] <i>Responda de forma apropiada y pregunte:</i> ¿Cómo fue? <i>Responda de forma apropiada y pregunte:</i>
5	¿Qué le gustaría hacer después de la visita con guía? [PAUSA] <i>Responda de forma apropiada y pregunte:</i> ¿Qué otros planes tiene usted mientras está en Lima? <i>Responda de forma apropiada y termine la conversación.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 8

Start the recording	
Before the test	Say: Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Saludo e introducción (no calificadas)	Diga: Hola / Buenos días / Buenas tardes. ¿Cómo estás? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante:	Tú mismo/misma
Profesor(a):	El amigo / La amiga
Contexto	Diga: Estás en la Argentina. Vas a salir a comer con tu amigo argentino / amiga argentina. Yo soy tu amigo/amiga.
Preguntas	Haga las siguientes preguntas:
1	¿Qué tipo de restaurante prefieres? <i>Responda de forma apropiada y pregunte:</i>
2	¿A qué hora vamos al restaurante? <i>Responda de forma apropiada y pregunte:</i>
3	La última vez que fuiste a un restaurante, ¿qué comiste? [PAUSA] <i>Responda de forma apropiada y pregunte:</i> ¿Qué tal fue la comida? <i>Responda de forma apropiada y pregunte:</i>
4	¿Te gusta comer en restaurantes? [PAUSA] <i>Responda de forma apropiada y pregunte:</i> ¿Por qué (no)? <i>Responda de forma apropiada y pregunte:</i>
5	El sábado es tu cumpleaños. ¿Qué vamos a hacer? <i>Responda de forma apropiada y termine la conversación.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 9

Start the recording	
Before the test	Say: Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Saludo e introducción (no calificadas)	Diga: Hola / Buenos días / Buenas tardes. ¿Cómo estás? ¿Estás bien? Vamos a empezar con la prueba.

Juego de rol	
Estudiante:	Tú mismo/misma
Profesor(a):	El pasajero / La pasajera
Contexto	Diga: Vas a Segovia en tren. Hablas con otro pasajero / otra pasajera. Yo soy el otro pasajero / la otra pasajera.
Preguntas	Haga las siguientes preguntas:
1	Por favor, ¿a qué hora llega el tren a Segovia? <i>Responda de forma apropiada y pregunte:</i>
2	¿Por qué vas a Segovia? <i>Responda de forma apropiada y pregunte:</i>
3	Me encanta viajar en tren. ¿Y a ti? [PAUSA] <i>Responda de forma apropiada y pregunte:</i> ¿Por qué (no)? <i>Responda de forma apropiada y pregunte:</i>
4	¿Qué otros viajes largos has hecho en tren? [PAUSA] <i>Responda de forma apropiada y pregunte:</i> ¿Qué hiciste durante el viaje? <i>Responda de forma apropiada y pregunte:</i>
5	Cuando llegues a Segovia, ¿cuál es la primera cosa que vas a hacer? <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 ropa	
Preguntas	Haga las siguientes preguntas:
1	¿Qué ropa llevas para ir al colegio?
2	Describe la ropa que prefieres llevar.
3	Háblame de la última vez que fuiste de compras. ¿Qué ropa compraste? Preguntas alternativas (si es necesario) ¿Qué ropa compraste recientemente? [PAUSA] ¿Adónde fuiste de compras?
4	Cuando seas mayor, ¿será importante comprar ropa de moda? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) ¿Vas a comprar ropa de moda en el futuro? [PAUSA] ¿Por qué (no)?
5	En tu opinión, ¿cuáles son las ventajas o desventajas de llevar uniforme? Pregunta alternativa (si es necesario) ¿Qué te gusta o no te gusta de llevar uniforme?

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: Tú, la familia y los amigos	
Preguntas	Haga las siguientes preguntas:
1	¿Quiénes son las personas en tu familia?
2	Normalmente, ¿qué haces con tu familia por la tarde?
3	Háblame de un fin de semana agradable que pasaste con tu familia o con tus amigos. Pregunta alternativa (si es necesario) ¿Qué hiciste con tu familia o con tus amigos el fin de semana pasado?
4	¿Piensas que es importante tener amigos? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) ¿Es bueno tener amigos? [PAUSA] ¿Por qué (no)?
5	En el futuro, ¿cómo vas a mantener contacto con tus compañeros de clase? Pregunta alternativa (si es necesario) En el futuro, ¿qué vas a hacer para mantener contacto con tus amigos del colegio?

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	Por la mañana, ¿qué desayunas?
2	¿Quién cocina en tu familia normalmente?
3	¿Qué te gustaría comer esta tarde? Pregunta alternativa (si es necesario) ¿Qué vas a comer esta tarde?
4	Háblame de la última vez que saliste a cenar. ¿Adónde fuiste y con quién fuiste? Preguntas alternativas (si es necesario) ¿Qué comiste y bebiste ayer por la noche? [PAUSA] ¿Dónde cenaste? [PAUSA] ¿Con quién cenaste?
5	En tu opinión, ¿qué podemos hacer para llevar una vida sana? Preguntas alternativas (si es necesario) ¿Es importante llevar una vida sana? [PAUSA] ¿Por qué (no)?

Teacher/examiner scripts – Topic conversations

TOPIC 4

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
<ul style="list-style-type: none"> If necessary, encourage a fuller response by asking an extension question, e.g. <i>¿Puedes decirme algo más (sobre eso)?</i> If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts 4 minutes. 			

Tema: Los viajes y el transporte	
Preguntas	Haga las siguientes preguntas:
1	¿Cómo vas al colegio por la mañana?
2	¿Qué medio de transporte prefieres?
3	¿Cuáles son las desventajas de vivir lejos del colegio? Preguntas alternativas (si es necesario) ¿Es mejor vivir cerca o lejos del colegio? [PAUSA] ¿Por qué?
4	Háblame de la última vez que fuiste de viaje. ¿Adónde fuiste? ¿Cómo viajaste? Preguntas alternativas (si es necesario) ¿Dónde fuiste de vacaciones la última vez? [PAUSA] ¿Qué hiciste allí? [PAUSA] ¿Viajaste en autobús?
5	En el futuro, ¿será importante para ti tener un coche? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) En el futuro, ¿te gustaría tener un coche? [PAUSA] ¿Por qué (no)?

Teacher/examiner scripts – Topic conversations

TOPIC 5

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
<ul style="list-style-type: none"> If necessary, encourage a fuller response by asking an extension question, e.g. <i>¿Puedes decirme algo más (sobre eso)?</i> If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts 4 minutes. 			

Tema: La educación y la formación	
Preguntas	Haga las siguientes preguntas:
1	¿Cuál es tu asignatura favorita?
2	¿Cuánto tiempo pasas al día haciendo los deberes?
3	Háblame de lo que hiciste en el recreo ayer. Pregunta alternativa (si es necesario) ¿Qué hiciste durante el recreo ayer?
4	¿Cómo cambiará tu vida el año próximo? Preguntas alternativas (si es necesario) El año próximo, ¿qué vas a hacer? [PAUSA] ¿Por qué?
5	En tu opinión, ¿es importante tener éxito en el instituto? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) ¿Es importante sacar buenas notas? [PAUSA] ¿Por qué (no)?

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 mundo internacional	
Preguntas	Haga las siguientes preguntas:
1	¿Qué idiomas hablas?
2	¿Hace cuántos años que estudias español?
3	Háblame de cuando fue útil saber otro idioma. ¿Dónde y con quién estabas? Preguntas alternativas (si es necesario) ¿Cuándo has hablado otro idioma? [PAUSA] ¿Dónde y con quién?
4	¿Aprenderás otros idiomas en el futuro? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) ¿Te gustaría aprender otro idioma? [PAUSA] ¿Por qué (no)?
5	En tu opinión, ¿hablar otros idiomas te va a ayudar en el trabajo? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) ¿Será importante para tu trabajo futuro hablar otro idioma? [PAUSA] ¿Por qué (no)?

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: Comunicaciones y la tecnología	
Preguntas	Haga las siguientes preguntas:
1	¿Qué tecnología utilizas cada día?
2	¿Cuántas horas al día pasas en Internet?
3	Háblame de la última vez que hablaste por teléfono móvil. Preguntas alternativas (si es necesario) Ayer, ¿con quién hablaste por teléfono? [PAUSA] ¿Por qué?
4	Esta semana, ¿para qué usarás Internet? Pregunta alternativa (si es necesario) Esta semana, ¿para qué vas a usar Internet?
5	¿Cuáles son las ventajas o desventajas de utilizar las redes sociales? Preguntas alternativas (si es necesario) Las redes sociales: ¿son buenas o malas? [PAUSA] ¿Por qué?

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