



Cambridge IGCSE™ (9–1)

SPANISH

7160/03

Paper 3 Speaking

May/June 2022

INSTRUCTIONS FOR TEACHERS/EXAMINERS

Approximately 10 minutes

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

INSTRUCTIONS

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

INFORMATION

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

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

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Introduction

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

The purpose of the speaking test

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

To achieve this it is important to:

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

Structure of the speaking test

The structure is as follows:

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

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

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

Resources required

| You need: | Each candidate needs: |
|--|---|
| <ul style="list-style-type: none"> • this instruction booklet • a copy of the mark schemes provided in this instruction booklet • copies of the working mark sheet (WMS) (please download from the samples database at www.cambridgeinternational.org/samples) • recording equipment • a timer or clock • 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 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 2022*'

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

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

Role play

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

5 Set the scene for the role play by reading out the role play scenario **exactly as it is printed** in this 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 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 2022).

Mark schemes

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

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

Marking should be positive, rewarding achievement.

Role play mark scheme

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

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

Topic conversation mark schemes

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

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

Communication

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

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

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

Quality of Language

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

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

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

Working mark sheet (WMS)

Cambridge IGCSE Foreign Languages: Speaking Test Working Mark Sheet

Please read the Instructions for teachers/examiners before completing this form.

| | | | | | |
|----------------------------------|--|-------------|------|--|--|
| Centre number | | Centre name | | | |
| Please select syllabus/component | | Exam series | Year | | |

| Cand. no. | Candidate name | Role play card no. | Topic conversation nos. | ROLE PLAY | | | | | TOPIC CONVERSATIONS | | | Internal/ external moderation | |
|-----------|----------------|--------------------|-------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|------------------------------|------------------------------------|----------------------|-------------------------------|--|
| | | | | Task 1 (max 2 marks) | Task 2 (max 2 marks) | Task 3 (max 2 marks) | Task 4 (max 2 marks) | Task 5 (max 2 marks) | Communication (max 15 marks) | Quality of Language (max 15 marks) | Total (max 40 marks) | | |
| 0031 | Anita Cheng | 3 | 3 & 7 | 2 | 2 | 1 | 2 | 2 | | 10 | 9 | 28 | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
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| | | |
|--|-----------------------|-------|
| 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 1 | Topic 4 |
| Candidate 2 | 2 | Topic 3 | Topic 6 |
| Candidate 3 | 3 | Topic 2 | Topic 5 |
| Candidate 4 | 4 | Topic 1 | Topic 7 |
| Candidate 5 | 5 | Topic 3 | 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 2 | Topic 6 |
| Candidate 12 | 3 | Topic 1 | Topic 7 |
| Candidate 13 | 4 | Topic 3 | 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 1 | Topic 7 |
| Candidate 29 | 2 | Topic 3 | Topic 4 |
| Candidate 30 | 3 | Topic 2 | Topic 6 |
| <i>Start again at row 1 (as used for Candidate 1)</i> | | | |

Teacher/examiner scripts – Role plays

CANDIDATE CARD 1

| Start the recording | |
|--|--|
| 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 primo / La prima |
| Contexto | Diga: Vives en Bolivia. Vas a participar en un concierto en el colegio. Hablas con tu primo/prima. Yo soy tu primo/prima. |
| Preguntas | Haga las siguientes preguntas: |
| 1 | ¡Hola! Cuéntame: ¿cuántos estudiantes participan este año? <i>Responda de forma apropiada y pregunte:</i> |
| 2 | ¿Qué día es el concierto? <i>Responda de forma apropiada y pregunte:</i> |
| 3 | ¿Qué vas a hacer en el concierto? <i>Responda de forma apropiada y pregunte:</i> |
| 4 | Sé que participaste en el concierto del año pasado. ¿Qué hiciste después del evento? <i>Responda de forma apropiada y pregunte:</i> |
| 5 | En general, ¿te gustan más los eventos musicales o deportivos? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y termine la conversación.</i> |

Teacher/examiner scripts – Role plays

CANDIDATE CARD 2

| Start the recording | |
|--|--|
| Before the test | Say: Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date |
| Saludo e introducción (no 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 México. Vas a ir a un centro comercial con tu amigo/amiga para comprar un regalo de cumpleaños para tu primo, Daniel. Hablas con tu amigo/amiga. Yo soy tu amigo/amiga. |
| Preguntas | Haga las siguientes preguntas: |
| 1 | Entonces, ¿cómo vamos a ir al centro comercial hoy? <i>Responda de forma apropiada y pregunte:</i> |
| 2 | Y ¿cuándo es el cumpleaños de Daniel? <i>Responda de forma apropiada y pregunte:</i> |
| 3 | ¿Qué le compraste a Daniel el año pasado para su cumpleaños? [PAUSA] Y ¿cómo celebró la familia su cumpleaños? <i>Responda de forma apropiada y pregunte:</i> |
| 4 | Y a ti, ¿qué regalos te gustan más? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y pregunte:</i> |
| 5 | ¿Qué vas a hacer para tu cumpleaños este año? <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 amigo / La amiga |
| Contexto | Diga: Estás en Bogotá en Colombia. Quieres ir a una cafetería con tu amigo/amiga este fin de semana. Llamas por teléfono a tu amigo/amiga. Yo soy tu amigo/amiga. |
| Preguntas | Haga las siguientes preguntas: |
| 1 | Entonces, ¿cómo vamos a ir a la cafetería? <i>Responda de forma apropiada y pregunte:</i> |
| 2 | ¿A qué hora vamos a ir? <i>Responda de forma apropiada y pregunte:</i> |
| 3 | ¿Prefieres ver a tus amigos en una cafetería o en casa? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y pregunte:</i> |
| 4 | La última vez que fuiste a la cafetería, ¿qué bebiste? [PAUSA] Y ¿qué más hiciste allí? <i>Responda de forma apropiada y pregunte:</i> |
| 5 | ¿Qué otros planes tienes para este fin de semana? <i>Responda de forma apropiada y termine la conversación.</i> |

Teacher/examiner scripts – Role plays

CANDIDATE CARD 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: | Tú mismo/misma |
| Profesor(a): | El amigo / La amiga |
| Contexto | Diga: Estás en Málaga en España. Pronto vas a participar en un campeonato de fútbol y tu amigo/amiga se interesa. Hablas con tu amigo/amiga. Yo soy tu amigo/amiga. |
| Preguntas | Haga las siguientes preguntas: |
| 1 | ¡Hola! Dime: ¿cuántos equipos participan este año? <i>Responda de forma apropiada y pregunte:</i> |
| 2 | ¿En qué mes es el campeonato? <i>Responda de forma apropiada y pregunte:</i> |
| 3 | ¿Cómo te vas a preparar antes del campeonato? <i>Responda de forma apropiada y pregunte:</i> |
| 4 | La última vez que ganaste una competición deportiva, ¿qué hiciste para celebrarlo? <i>Responda de forma apropiada y pregunte:</i> |
| 5 | ¿Qué prefieres: ver un partido de fútbol en la televisión o jugar al fútbol? [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 amigo / La amiga |
| Contexto | Diga: Estás en Valencia en España. Vas a pasar un día en un parque de atracciones con tu amigo/amiga. Llamas por teléfono a tu amigo/amiga. Yo soy tu amigo/amiga. |
| Preguntas | Haga las siguientes preguntas: |
| 1 | ¡Qué bien! Vamos al parque de atracciones pronto. ¿A qué hora abre? <i>Responda de forma apropiada y pregunte:</i> |
| 2 | ¿Cuánto cuesta una entrada? <i>Responda de forma apropiada y pregunte:</i> |
| 3 | Para la comida, ¿prefieres hacer un picnic o comer en el restaurante? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y pregunte:</i> |
| 4 | La última vez que fuiste a un parque de atracciones, ¿qué tiempo hacía? [PAUSA] ¿Qué ropa llevabas? <i>Responda de forma apropiada y pregunte:</i> |
| 5 | El mes que viene, ¿cómo te gustaría pasar otro día especial conmigo? <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/La recepcionista |
| Contexto | Diga: Vas a ir de vacaciones a Galicia en España. Quieres hacer una reserva en un albergue juvenil. Llamas por teléfono al recepcionista / a la recepcionista del albergue. Yo soy el/la recepcionista. |
| Preguntas | Haga las siguientes preguntas: |
| 1 | Buenos días. ¿Para cuándo quiere la reserva? <i>Responda de forma apropiada y pregunte:</i> |
| 2 | Y ¿para cuántas personas es la reserva? <i>Responda de forma apropiada y pregunte:</i> |
| 3 | ¿Cuántos días va a pasar en Galicia? [PAUSA] Y ¿qué va a hacer durante las vacaciones? <i>Responda de forma apropiada y pregunte:</i> |
| 4 | La última vez que fue de vacaciones, ¿qué tipo de alojamiento reservó? [PAUSA] Y ¿qué hizo en la región para divertirse? <i>Responda de forma apropiada y pregunte:</i> |
| 5 | En general, ¿prefiere pasar las vacaciones en un albergue o en un hotel? [PAUSA] ¿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 Madrid haciendo un curso de dibujo y pintura. Te gusta mucho la naturaleza y vas a pasar un día en el campo. Hablas con un(a) amigo/amiga. Yo soy el amigo / la amiga. |
| Preguntas | Haga las siguientes preguntas: |
| 1 | ¡Hola! A ver, ¿cómo vas a ir al campo? <i>Responda de forma apropiada y pregunte:</i> |
| 2 | Y ¿quién va a ir al campo contigo? <i>Responda de forma apropiada y pregunte:</i> |
| 3 | ¿Qué vas a dibujar? [PAUSA] Y ¿qué vas a hacer con los dibujos? <i>Responda de forma apropiada y pregunte:</i> |
| 4 | La última vez que fuiste al campo, ¿qué tiempo hizo ese día? [PAUSA] Y ¿qué animales viste? <i>Responda de forma apropiada y pregunte:</i> |
| 5 | En general, ¿prefieres pasar tiempo en el campo o en la costa? [PAUSA] ¿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: Profesor(a): | Tú mismo/misma El chico / La chica |
| Contexto | Diga: Estás en España, en una estación de autobuses. Estás esperando el autobús y hablas con otro chico / otra chica. Yo soy el otro chico / la otra chica. |
| Preguntas | Haga las siguientes preguntas: |
| 1 | ¡Buenas! ¿Adónde vas? <i>Responda de forma apropiada y pregunte:</i> |
| 2 | ¿Cuántas horas dura el viaje? <i>Responda de forma apropiada y pregunte:</i> |
| 3 | La última vez que fuiste en autobús, ¿qué hiciste durante el viaje para divertirte? <i>Responda de forma apropiada y pregunte:</i> |
| 4 | ¿Qué prefieres: ir en autobús o en tren? [PAUSA] ¿Por qué? <i>Responda de forma apropiada y pregunte:</i> |
| 5 | ¿Qué te gustaría hacer hoy cuando llegues a tu destino? <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 compañero / La compañera |
| Contexto | Diga: Vives en Chile. Tú participas en el club de fotografía en el colegio y tu compañero/compañera quiere ir también. Hablas con tu compañero/compañera. Yo soy tu compañero/compañera. |
| Preguntas | Haga las siguientes preguntas: |
| 1 | Perdona. ¿Qué día de la semana es el club? <i>Responda de forma apropiada y pregunte:</i> |
| 2 | Y ¿cuántos estudiantes hay en la clase? <i>Responda de forma apropiada y pregunte:</i> |
| 3 | En la próxima clase, ¿de qué vas a sacar fotos? [PAUSA] Y ¿qué vas a hacer con las fotos? <i>Responda de forma apropiada y pregunte:</i> |
| 4 | Sé que has sacado fotos de muchas personas. ¿Quién estaba en la última foto que sacaste? [PAUSA] Y ¿qué estaba haciendo? <i>Responda de forma apropiada y pregunte:</i> |
| 5 | ¿Cuál es tu foto favorita? [PAUSA] Y ¿por qué te gusta esta foto? <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 hoy? |
| 2 | ¿Con quién sueles ir a comprar ropa? |
| 3 | Háblame de la ropa que te gustaba llevar cuando eras pequeño/pequeña. Pregunta alternativa (si es necesario) Describe la ropa que te gustaba llevar cuando eras pequeño/pequeña. |
| 4 | En tu opinión, ¿cuáles son las ventajas o desventajas de comprar ropa por Internet? Pregunta alternativa (si es necesario) En tu opinión, ¿qué es lo positivo o lo negativo de comprar ropa por Internet? |
| 5 | Si tuvieras mucho dinero, ¿dónde comprarías ropa y por qué? Pregunta alternativa (si es necesario) Si fueras millonario/millonaria, ¿dónde te gustaría comprar ropa y por qué? |

Teacher/examiner scripts – Topic conversations

TOPIC 2

| Questions | If the candidate does not answer | If the candidate still does not answer | If the candidate still does not answer |
|--|----------------------------------|---|--|
| 1 and 2 | Repeat the question | Ask the next question | |
| 3, 4 and 5 | Repeat the question | Ask the alternative question(s) provided (and repeat it 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 casa y el dormitorio | |
|-------------------------------|--|
| Preguntas | Haga las siguientes preguntas: |
| 1 | ¿Dónde está tu casa? |
| 2 | ¿Cómo es tu dormitorio? |
| 3 | ¿Crees que es necesario tener tu propia habitación? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) ¿Es importante tener un dormitorio para ti solo/sola? [PAUSA] ¿Por qué (no)? |
| 4 | ¿Cómo era tu habitación cuando eras más joven? [PAUSA] ¿Qué (otras) cosas tenías? Preguntas alternativas (si es necesario) Describe tu dormitorio cuando eras pequeño/pequeña. [PAUSA] ¿Qué (otras) cosas tenías? |
| 5 | Si pudieras, ¿cómo cambiarías tu habitación? [PAUSA] Y ¿qué más tendrías en tu habitación? Preguntas alternativas (si es necesario) ¿Qué te gustaría cambiar en tu dormitorio? [PAUSA] Y ¿qué más te gustaría tener en tu dormitorio? |

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: Los amigos | |
|------------------|--|
| Preguntas | Haga las siguientes preguntas: |
| 1 | ¿Cuándo pasas tiempo con tus amigos? |
| 2 | ¿Adónde vas con tus amigos normalmente? |
| 3 | Describe lo que hiciste con unos amigos ayer durante el recreo. Pregunta alternativa (si es necesario) Ayer, en el colegio, ¿qué hiciste con tus amigos durante el recreo? |
| 4 | ¿Qué quieres hacer con tus amigos después de los exámenes? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) Después de los exámenes, ¿qué te gustaría hacer con tus amigos? [PAUSA] ¿Por qué? |
| 5 | En general, ¿prefieres pasar tu tiempo libre con amigos o con tu familia? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) ¿Te gusta pasar tu tiempo libre con amigos o con tu familia? [PAUSA] ¿Por qué? |

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 trabajo y las profesiones | |
|------------------------------------|--|
| Preguntas | Haga las siguientes preguntas: |
| 1 | ¿Dónde quieres trabajar? |
| 2 | Y ¿qué profesión te interesa? |
| 3 | ¿Qué cualidades personales son necesarias para este trabajo? Pregunta alternativa (si es necesario) ¿Qué cualidades personales necesitas para este trabajo? |
| 4 | ¿Cómo te prepararías para hacer este trabajo? [PAUSA] ¿Qué asignaturas estudiarías? Preguntas alternativas (si es necesario) ¿Qué vas a hacer para prepararte para este trabajo? [PAUSA] ¿Qué asignaturas te gustaría estudiar? |
| 5 | ¿Qué profesiones te interesaban cuando eras más joven? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) Cuando eras pequeño/pequeña, ¿qué trabajos te gustaban? [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: Las fiestas tradicionales y culturales | |
|--|--|
| Preguntas | Haga las siguientes preguntas: |
| 1 | ¿Qué fiesta o tradición de tu país te gusta? |
| 2 | ¿Cuándo se celebra? |
| 3 | Háblame de cómo celebraste esta tradición el año pasado. Preguntas alternativas (si es necesario) ¿Qué hiciste en esta fiesta el año pasado? [PAUSA] ¿Qué comiste o bebiste? |
| 4 | ¿Qué otras fiestas culturales te gustaría conocer? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) ¿Qué fiestas típicas de otros países te gustaría ver? [PAUSA] ¿Por qué? |
| 5 | En tu opinión, ¿por qué es necesario celebrar fiestas tradicionales? Pregunta alternativa (si es necesario) En tu opinión, ¿por qué es importante tener fiestas típicas? |

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 medio ambiente | |
|-------------------------|--|
| Preguntas | Haga las siguientes preguntas: |
| 1 | ¿Qué cosas reciclas? |
| 2 | ¿Quién recicla más en tu casa? |
| 3 | La semana pasada, aparte de reciclar, ¿cómo ayudaste a proteger el medio ambiente? Pregunta alternativa (si es necesario) La semana pasada, aparte de reciclar, ¿qué hiciste para cuidar el medio ambiente? |
| 4 | ¿Qué problemas medioambientales se deberían resolver en tu región? Pregunta alternativa (si es necesario) ¿Qué problemas medioambientales te gustaría solucionar en tu región? |
| 5 | En tu opinión, ¿por qué es necesario proteger el planeta? Pregunta alternativa (si es necesario) En tu opinión, ¿por qué es importante proteger el planeta? |

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: Los estudios | |
|--------------------|--|
| Preguntas | Haga las siguientes preguntas: |
| 1 | En tu casa, ¿dónde estudias normalmente? |
| 2 | ¿Cuándo sueles estudiar? |
| 3 | Háblame de las asignaturas que estudiaste ayer en casa. [PAUSA] ¿Cómo te relajaste después de estudiar? Preguntas alternativas (si es necesario) ¿Qué estudiaste ayer en casa? [PAUSA] ¿Qué hiciste después para descansar? |
| 4 | ¿Piensas que es necesario hacer deberes/tareas escolares en casa? [PAUSA] ¿Por qué (no)? Preguntas alternativas (si es necesario) ¿Es bueno hacer deberes/tareas escolares en casa? [PAUSA] ¿Por qué (no)? |
| 5 | El año próximo, ¿dónde estudiarás? [PAUSA] ¿Por qué? Preguntas alternativas (si es necesario) El año próximo, ¿dónde vas a estudiar? [PAUSA] ¿Por qué? |

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