



Cambridge IGCSE™

ARABIC

0544/03

Paper 3 Speaking

May/June 2021

INSTRUCTIONS FOR TEACHERS/EXAMINERS

Approximately 10 minutes

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

INSTRUCTIONS

- Read this set of instructions carefully before starting the speaking tests at the centre.
- You must ask the questions in **Modern Standard Arabic** and the candidates must respond in **Modern Standard Arabic**.
- 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 Arabic 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 Arabic.

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
- ensure all responses are expressed in Modern Standard Arabic.

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 Arabic 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: *1*

Date: *5 June 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 Arabic.

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. <div style="text-align: right;">من فضلك قل لي شيئاً أكثر عن ذلك. هل يمكنك قول المزيد عن ذلك؟</div> 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. <p style="text-align: right;">من فضلك قل لي شيئاً أكثر عن ذلك. هل يمكنك قول المزيد عن ذلك؟</p> 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 Arabic 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 3	Topic 4
Candidate 2	2	Topic 2	Topic 5
Candidate 3	3	Topic 1	Topic 6
Candidate 4	4	Topic 2	Topic 7
Candidate 5	5	Topic 1	Topic 4
Candidate 6	6	Topic 3	Topic 5
Candidate 7	7	Topic 1	Topic 6
Candidate 8	8	Topic 2	Topic 7
Candidate 9	9	Topic 1	Topic 4
Candidate 10	1	Topic 3	Topic 5
Candidate 11	2	Topic 2	Topic 6
Candidate 12	3	Topic 3	Topic 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 6
Candidate 20	2	Topic 2	Topic 7
Candidate 21	3	Topic 1	Topic 4
Candidate 22	4	Topic 3	Topic 5
Candidate 23	5	Topic 2	Topic 6
Candidate 24	6	Topic 3	Topic 7
Candidate 25	7	Topic 1	Topic 4

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

Teacher/examiner scripts – Role plays

CANDIDATE CARD 1

Start the recording	
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	Before the test
Say: السلام عليكم/ صباح الخير/ مساء الخير كيف حالك؟ / هل أنت بخير؟ سنبدأ الآن امتحان التحدّث.	أسئلة تمهيدية (غير مقيّمة)

أنت: الممتحن:	نفسك الصديق
السيناريو	قُل: أنت لم تذهب إلى المدرسة. وأنا صديقك الذي يزورك في البيت لمعرفة سبب غيابك.
الأسئلة	اطرح الأسئلة التالية:
1	لماذا أنت في البيت؟ أجب بطريقة مناسبة ثم اسأل:
2	مَنْ معك في البيت؟ أجب بطريقة مناسبة ثم اسأل:
3	ماذا فاتك من الموادّ الدراسية؟ أجب بطريقة مناسبة ثم اسأل:
4	ماذا ستفعل عندما تعود إلى المدرسة؟ أجب بطريقة مناسبة ثم اسأل:
5	ما رأيك في بقائك في المنزل؟ (وقفّة) ولماذا؟ أجب بطريقة مناسبة لإنهاء المحادثة.

Teacher/examiner scripts – Role plays

CANDIDATE CARD 2

Start the recording	
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	Before the test
Say: السلام عليكم/ صباح الخير/ مساء الخير كيف حالك؟ / هل أنت بخير؟ سنبدأ الآن امتحان التحدّث.	أسئلة تمهيدية (غير مقيّمة)

أنت: الممتحن:	نفسك جدتك
السيناريو	قل: أنت تريد أن تساعد جدتك في المطبخ. وأنا جدتك.
الأسئلة	اطرح الأسئلة التالية:
1	ما الطعام الذي تحبّ أن تطبخه؟ أجب بطريقة مناسبة ثم اسأل:
2	من علّمك الطبخ؟ أجب بطريقة مناسبة ثم اسأل:
3	لماذا تعلّمت الطبخ؟ أجب بطريقة مناسبة ثم اسأل:
4	ما رأيك في وجبات الطعام السريعة؟ (وقفة) ولماذا؟ أجب بطريقة مناسبة ثم اسأل:
5	ماذا يمكن أن تفعل لكي تصبح طبّاحاً ماهراً؟ أجب بطريقة مناسبة لإنهاء المحادثة.

Teacher/examiner scripts – Role plays

CANDIDATE CARD 3

Start the recording	
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	Before the test
Say: السلام عليكم/ صباح الخير/ مساء الخير كيف حالك؟ / هل أنت بخير؟ سنبدأ الآن امتحان التحدّث.	أسئلة تمهيدية (غير مقيّمة)

أنت: الممتحن:	نفسك موظف التذاكر
السيناريو	قل: أنت في المسرح وتريد أن تشتري تذكرة. أنا موظف التذاكر.
الأسئلة	اطرح الأسئلة التالية:
1	كم تذكرة تريد؟ أجب بطريقة مناسبة ثم اسأل:
2	ما المسرحية التي تريد أن تشاهدها؟ أجب بطريقة مناسبة ثم اسأل:
3	كيف سمعت عن هذه المسرحية؟ أجب بطريقة مناسبة ثم اسأل:
4	من الممثل المفضل لك في المسرحية؟ (وقفه) ولماذا؟ أجب بطريقة مناسبة ثم اسأل:
5	ما الدور الذي ستلعبه في مسرح المدرسة؟ (وقفه) وماذا ستلبس؟ أجب بطريقة مناسبة لإنهاء المحادثة.

Teacher/examiner scripts – Role plays

CANDIDATE CARD 4

Start the recording	
<p>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</p>	<p>Before the test</p>
<p>Say:</p>	<p>السلام عليكم/ صباح الخير/ مساء الخير كيف حالك؟ / هل أنت بخير؟ سنبدأ الآن امتحان التحدّث.</p> <p>أسئلة تمهيدية (غير مقيّمة)</p>

<p>أنت: الممتحن:</p>	<p>نفسك الطبيب</p>
<p>السيناريو</p>	<p>قل: أنت تأخذ القطّة إلى الطبيب البيطري. وأنا الطبيب.</p>
<p>الأسئلة</p>	<p>اطرح الأسئلة التالية:</p>
<p>1</p>	<p>ما اسم القطّة؟ أجب بطريقة مناسبة ثمّ اسأل:</p>
<p>2</p>	<p>كم عمرها؟ أجب بطريقة مناسبة ثمّ اسأل:</p>
<p>3</p>	<p>كيف عرفت أنّها مريضة؟ أجب بطريقة مناسبة ثمّ اسأل:</p>
<p>4</p>	<p>لماذا اخترت هذه القطّة؟ أجب بطريقة مناسبة ثمّ اسأل:</p>
<p>5</p>	<p>خذ هذا الدواء. ماذا ستفعل للاعتناء بالقطّة حتى الأسبوع القادم؟ أجب بطريقة مناسبة لإنهاء المحادثة.</p>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 5

Start the recording	
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	Before the test
Say: السلام عليكم/ صباح الخير/ مساء الخير كيف حالك؟ / هل أنت بخير؟ سنبدأ الآن امتحان التحدّث.	أسئلة تمهيدية (غير مقيّمة)

أنت: الممتحن:	نفسك ابن عمّك
السيناريو	قل: أنت تتحدّث مع ابن عمّك عبر الهاتف. وأنا ابن عمّك.
الأسئلة	اطرح الأسئلة التالية:
1	ماذا تدرس اليوم؟ أجب بطريقة مناسبة ثمّ اسأل:
2	متى تبدأ الحصّة الأولى؟ أجب بطريقة مناسبة ثمّ اسأل:
3	من مدرّسك المفضّل؟ (وقفة) ولماذا؟ أجب بطريقة مناسبة ثمّ اسأل:
4	ماذا فعلت في حصّة التربية الرياضية؟ أجب بطريقة مناسبة ثمّ اسأل:
5	أين ستذهب في الرحلة المدرسية القادمة؟ (وقفة) ولماذا؟ أجب بطريقة مناسبة لإنهاء المحادثة.

Teacher/examiner scripts – Role plays

CANDIDATE CARD 6

Start the recording	
<p>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</p>	Before the test
<p>Say:</p> <p>السلام عليكم/ صباح الخير/ مساء الخير كيف حالك؟ / هل أنت بخير؟ سنبدأ الآن امتحان التحدّث.</p>	أسئلة تمهيدية (غير مقيّمة)

نفسك صديقك	أنت: الممتحن:
قل: أنت تتحدّث مع صديقك عن منطقتك ووسائل المواصلات المتوقّرة فيها. وأنا صديقك.	السيناريو
اطرح الأسئلة التالية:	الأسئلة
ما اسم المنطقة التي تسكن فيها؟ أجب بطريقة مناسبة ثم اسأل:	1
ما وسائل المواصلات المتوقّرة في منطقتك؟ أجب بطريقة مناسبة ثم اسأل:	2
متى كانت آخر مرّة استخدمت فيها القطار؟ (وقفة) لماذا؟ أجب بطريقة مناسبة ثم اسأل:	3
ما أكثر شيء يعجبك في منطقتك؟ (وقفة) ولماذا؟ أجب بطريقة مناسبة ثم اسأل:	4
كيف يمكن تحسين مدينتك في المستقبل؟ أجب بطريقة مناسبة لإنهاء المحادثة.	5

Teacher/examiner scripts – Role plays

CANDIDATE CARD 7

Start the recording	
<p>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</p>	Before the test
<p>Say:</p>	<p>السلم عليكم/ صباح الخير/ مساء الخير كيف حالك؟ / هل أنت بخير؟ سنبداً الآن امتحان التحدث.</p> <p>أسئلة تمهيدية (غير مقيمة)</p>

أنت: الممتحن:	نفسك أخوك
السيناريو	قل: أنت تتحدث مع أخيك عن حفلة التخرج. وأنا أخوك.
الأسئلة	اطرح الأسئلة التالية:
1	من ينظم الحفلة؟ أجب بطريقة مناسبة ثم اسأل:
2	ما يوم الحفلة؟ أجب بطريقة مناسبة ثم اسأل:
3	ماذا فعلت للاستعداد للحفلة؟ أجب بطريقة مناسبة ثم اسأل:
4	وما برنامج الحفلة؟ (وقفه) وما رأيك في البرنامج؟ أجب بطريقة مناسبة ثم اسأل:
5	في رأيك، كيف ستكون الحفلة أفضل في العام القادم؟ أجب بطريقة مناسبة لإنهاء المحادثة.

Teacher/examiner scripts – Role plays

CANDIDATE CARD 8

Start the recording	
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	Before the test
Say: السلام عليكم/ صباح الخير/ مساء الخير كيف حالك؟ / هل أنت بخير؟ سنبدأ الآن امتحان التحدّث.	أسئلة تمهيدية (غير مقيّمة)

أنت: الممتحن:	نفسك صديقك
السيناريو	قل: أنت تذهب مع صديقك إلى مكتبة المدرسة. وأنا صديقك.
الأسئلة	اطرح الأسئلة التالية:
1	ما كتابك المفضّل؟ أجب بطريقة مناسبة ثم اسأل:
2	متى تقرأ عادة؟ أجب بطريقة مناسبة ثم اسأل:
3	ما رأيك في الكتب الإلكترونية؟ (وقفة) ولماذا؟ أجب بطريقة مناسبة ثم اسأل:
4	ماذا فعلت بكتبك المدرسية القديمة؟ أجب بطريقة مناسبة ثم اسأل:
5	لماذا ستزور معرض الكتاب القادم؟ أجب بطريقة مناسبة لإنهاء المحادثة.

Teacher/examiner scripts – Role plays

CANDIDATE CARD 9

Start the recording	
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	Before the test
Say: السلام عليكم/ صباح الخير/ مساء الخير كيف حالك؟ / هل أنت بخير؟ سنبدأ الآن امتحان التحدّث.	أسئلة تمهيدية (غير مقيّمة)

أنت: الممتحن:	نفسك المدرّس
السيناريو	قل: أنت تتحدّث مع مدرّسك عن هواياتك. وأنا مدرّسك.
الأسئلة	اطرح الأسئلة التالية:
1	ما هوايتك المفضّلة؟ أجب بطريقة مناسبة ثمّ اسأل:
2	كم مرّة تمارسها في الأسبوع؟ أجب بطريقة مناسبة ثمّ اسأل:
3	مَنْ شجّعك على ممارسة هذه الهواية؟ (وقفة) ولماذا؟ أجب بطريقة مناسبة ثمّ اسأل:
4	هل هوايتك مكلفة؟ (وقفة) ولماذا؟ أجب بطريقة مناسبة ثمّ اسأل:
5	لماذا ستستمرّ في ممارسة هوايتك في المستقبل؟ أجب بطريقة مناسبة لإنهاء المحادثة.

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. من فضلك قل لي شيئاً أكثر عن ذلك. هل يمكنك قول المزيد عن ذلك؟ If the topic conversation lasts 3½ minutes or less even after asking an extension question 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. 			

الموضوع: العطلات	
الأسئلة	اطرح الأسئلة التالية:
1	متى تذهب في عطلة عادة؟
2	مع من تذهب؟
3	أين ذهبت في آخر عطلة؟ (وقفة) وكيف قضيتها؟ السؤال البديل (إذا لزم الأمر): حدثني عن عطلتك الماضية، أين ذهبت؟ (وقفة) ماذا فعلت؟
4	هل تفضل الذهاب في عطلة مع أصدقائك أم مع عائلتك؟ (وقفة) وما السبب؟ السؤال البديل (إذا لزم الأمر): هل تحب السفر مع الأصدقاء أم مع العائلة؟ (وقفة) لماذا؟
5	ماذا خطّطت للعطلة القادمة؟ (وقفة) وما سبب ذلك؟ السؤال البديل (إذا لزم الأمر): أين تريد أن تذهب في عطلتك القادمة؟ ولماذا؟

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. من فضلك قل لي شيئاً أكثر عن ذلك. هل يمكنك قول المزيد عن ذلك؟ If the topic conversation lasts 3½ minutes or less even after asking an extension question 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. 			

الموضوع: القرية والمدينة	
الأسئلة	اطرح الأسئلة التالية:
1	متى تذهب إلى القرية؟
2	كيف تسافر إلى القرية؟
3	كيف وجدت الطقس أثناء آخر زيارة لك؟ السؤال البديل (إذا لزم الأمر): كيف كان الجوّ خلال زيارتك الأخيرة؟
4	كيف ستقضي وقتك خلال زيارتك القادمة للقرية؟ السؤال البديل (إذا لزم الأمر): ماذا ستفعل في زيارتك القادمة للقرية؟
5	هل تفضل العيش في القرية أم في المدينة؟ (وقفّة) وما سبب ذلك؟ السؤال البديل (إذا لزم الأمر): هل تحبّ أن تسكن في القرية أو في المدينة؟ (وقفّة) ولماذا؟

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. من فضلك قل لي شيئاً أكثر عن ذلك. هل يمكنك قول المزيد عن ذلك؟ If the topic conversation lasts 3½ minutes or less even after asking an extension question 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. 			

الموضوع: في البيت	
الأسئلة	اطرح الأسئلة التالية:
1	كم غرفة في بيتك؟
2	ما هي غرفتك المفضلة؟
3	ما الغرفة التي لا تفضلها؟ (وقفة) وما سبب ذلك؟ السؤال البديل (إذا لزم الأمر): ما الغرفة التي لا تحبها؟ (وقفة) ولماذا؟
4	حدثني عما قمت به لتساعد في المنزل. السؤال البديل (إذا لزم الأمر): ماذا فعلت لتساعد في البيت؟
5	ماذا تتمنى أن يكون في غرفتك في المستقبل؟ (وقفة) ولماذا؟ السؤال البديل (إذا لزم الأمر): ماذا تريد أن يكون في غرفتك في المستقبل؟ (وقفة) ولماذا؟

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. <p>من فضلك قل لي شيئاً أكثر عن ذلك. هل يمكنك قول المزيد عن ذلك؟</p> If the topic conversation lasts 3½ minutes or less even after asking an extension question 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. 			

الموضوع: البيئة	
الأسئلة	اطرح الأسئلة التالية:
1	من أين أنت؟
2	كم حديقة عامّة في منطقتك؟
3	متى كانت آخر زيارة لك للحديقة العامّة؟ (وقفة) وكيف كان حال الحديقة؟ السؤال البديل (إذا لزم الأمر): متى ذهبت إلى الحديقة العامّة آخر مرّة؟ (وقفة) وكيف كانت الحديقة؟
4	حدثني عن الأشياء التي تضرّ بالبيئة في منطقتك. السؤال البديل (إذا لزم الأمر): ما المشاكل البيئية في منطقتك؟
5	ماذا ستفعل لتحافظ على البيئة في مدرستك؟ السؤال البديل (إذا لزم الأمر): ما العمل الذي ستقوم به للحفاظ على البيئة في مدرستك؟

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. من فضلك قل لي شيئاً أكثر عن ذلك. هل يمكنك قول المزيد عن ذلك؟ If the topic conversation lasts 3½ minutes or less even after asking an extension question 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. 			

الموضوع: الأصدقاء والعمل	
الأسئلة	اطرح الأسئلة التالية:
1	ما اسم صديقك؟
2	كم عمره؟
3	متى أصبحتم أصدقاء؟ (وقفة) وما الصفات التي تعجبك فيه؟ السؤال البديل (إذا لزم الأمر): متى تعرّفت على صديقك؟ (وقفة) ما الأشياء الجميلة التي تحبّها فيه؟
4	هل كوّنت صداقات من جنسيات مختلفة؟ (وقفة) ما سبب ذلك؟ السؤال البديل (إذا لزم الأمر): هل عندك أصدقاء من بلاد أخرى؟ (وقفة) لماذا؟
5	ماذا ستعمل بعد الانتهاء من الدراسة؟ (وقفة) وما رأيك في العمل خارج بلدك؟ السؤال البديل (إذا لزم الأمر): ماذا ستعمل في المستقبل؟ (وقفة) وما رأيك في العمل في بلد آخر؟

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. من فضلك قل لي شيئاً أكثر عن ذلك. هل يمكنك قول المزيد عن ذلك؟ If the topic conversation lasts 3½ minutes or less even after asking an extension question 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. 			

الموضوع: الهاتف الجوّال	
الأسئلة	اطرح الأسئلة التالية:
1	من اشترى لك هاتفك الجوّال؟
2	مع من تتواصل بالهاتف الجوّال؟
3	كيف ساعدك الهاتف الجوّال في دراستك؟ السؤال البديل (إذا لزم الأمر): كيف تستعمل الهاتف الجوّال في دراستك؟
4	ما سلبيات الهاتف الجوّال؟ السؤال البديل (إذا لزم الأمر): ما الأشياء السيئة التي يسببها الهاتف الجوّال؟
5	كيف سنُقي هاتفك الجوّال في حالة جيّدة؟ السؤال البديل (إذا لزم الأمر): كيف ستحافظ على هاتفك الجوّال؟

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. <p>من فضلك قل لي شيئاً أكثر عن ذلك. هل يمكنك قول المزيد عن ذلك؟</p> If the topic conversation lasts 3½ minutes or less even after asking an extension question 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. 			

الموضوع: التعليم	
الأسئلة	اطرح الأسئلة التالية:
1	ما اسم مدرّستك؟
2	ما أهمّ مادّة تدرسها؟
3	حدثني عن مدرّستك في المرحلة الابتدائية. السؤال البديل (إذا لزم الأمر): كيف كانت مدرّستك الابتدائية؟
4	ما رأيك في الدراسة عن طريق الإنترنت؟ (وقفة) وما السبب؟ السؤال البديل (إذا لزم الأمر): هل تعجبك الدراسة باستعمال الإنترنت؟ (وقفة) لماذا؟
5	ما خططك المستقبلية في الدراسة؟ (وقفة) ما السبب؟ السؤال البديل (إذا لزم الأمر): ماذا ستدرس في المستقبل؟ (وقفة) لماذا؟

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.