



Cambridge IGCSE™

ENGLISH (AS AN ADDITIONAL LANGUAGE)

0472/03

Paper 3 Speaking

May/June 2023

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 **English** and the candidates must respond in **English**.
- 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 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 English (as an Additional Language) 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 English (as an Additional Language).

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 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 English (as an Additional Language) 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

- 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.**
- Say your name, the candidate's number, the candidate's name, 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 May 2023*'

- 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 English.

Role play

- Greet the candidate using the prompts provided. This is **not** assessed.
- Set the scene for the role play by reading out the role play scenario **exactly as it is printed** in this instruction booklet.
- 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.
- Listen to the candidate's answer.
- 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). Choose 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.
- Repeat the process described above in points 6–8 for each role play question, until you have asked **all** of the role play questions.
- 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

- If necessary, encourage a fuller response by asking an extension question, e.g.

Tell me more about ...
What else can you tell me about ...?
Is there anything else you want to say about ...?
- 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

- If necessary, encourage a fuller response by asking an extension question, e.g.

Tell me more about ...
What else can you tell me about ...?
Is there anything else you want to say about ...?
- 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 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 English (as an Additional Language) 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 2023).

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 together	15 marks for Communication	15
Topic conversations 1 and 2 together	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.
- Choose 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

Choose 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
10–12	Good
7–9	Satisfactory
4–6	Weak
1–3	Poor
0	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 English (as an Additional Language): Speaking Test Working Mark Sheet

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

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

Name of examiner completing this form
IN CAPITALS:

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	
Before the test	<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>
Warm-up questions (not assessed)	<p>Say: Hello / Good morning / Good afternoon How are you? / Are you OK? It's time to start the test.</p>

Role play	
Candidate: Teacher:	Yourself Your friend
Context	<p>Say: You are planning to go to the cinema this weekend. I'm your friend.</p>
Questions	Ask the following questions:
1	Where do you want to meet? <i>React appropriately and ask:</i>
2	How do you want to get to the cinema? <i>React appropriately and ask:</i>
3	What types of films do you enjoy watching? [PAUSE] Why do you like these films? <i>React appropriately and ask:</i>
4	When was the last time you went to the cinema? [PAUSE] What did you enjoy most about it? <i>React appropriately and ask:</i>
5	What would you like to do after the cinema? [PAUSE] <i>React and end the conversation appropriately.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 2

Start the recording	
Before the test	<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>
Warm-up questions (not assessed)	<p>Say: Hello / Good morning / Good afternoon How are you? / Are you OK? It's time to start the test.</p>

Role play	
Candidate: Teacher:	 Yourself Fitness trainer
Context	<p>Say: You want to join a local gym to get fit. A fitness trainer is asking you a few questions before your first gym session. I'm the trainer.</p>
Questions	Ask the following questions:
1	Which days can you come to the gym? <i>React appropriately and ask:</i>
2	How often do you exercise at the moment? <i>React appropriately and ask:</i>
3	When did you last walk somewhere? [PAUSE] What else did you do on that day? <i>React appropriately and ask:</i>
4	Why do you want to join our gym? <i>React appropriately and ask:</i>
5	What are you planning to eat to stay healthy? <i>React and end the conversation appropriately.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 3

Start the recording	
Before the test	<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>
Warm-up questions (not assessed)	<p>Say: Hello / Good morning / Good afternoon How are you? / Are you OK? It's time to start the test.</p>

Role play	
Candidate: Teacher:	Yourself Your friend
Context	<p>Say: You have a new laptop. You are showing it to your friend. I'm your friend.</p>
Questions	Ask the following questions:
1	<p>How often do you use your new laptop? <i>React appropriately and ask:</i></p>
2	<p>Who else uses the laptop? <i>React appropriately and ask:</i></p>
3	<p>What do you use the laptop for? <i>React appropriately and ask:</i></p>
4	<p>Why did you need a new laptop? [PAUSE] Where did you get your new laptop? <i>React appropriately and ask:</i></p>
5	<p>What are you planning to do with the old laptop? <i>React and end the conversation appropriately.</i></p>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 4

Start the recording	
Before the test	<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>
Warm-up questions (not assessed)	<p>Say: Hello / Good morning / Good afternoon How are you? / Are you OK? It's time to start the test.</p>

Role play	
Candidate: Teacher:	 Yourself A student at your new school
Context	<p>Say: It's the first day at your new school. You meet one of the other students for the first time. I'm the student.</p>
Questions	Ask the following questions:
1	<p>Hi! I'm (<i>give your first name</i>). You must be the new student. How is your first day at school going?</p> <p><i>React appropriately and ask:</i></p>
2	<p>How far from the school do you live?</p> <p><i>React appropriately and ask:</i></p>
3	<p>Where did you study before? [PAUSE] What did you like about your last school?</p> <p><i>React appropriately and ask:</i></p>
4	<p>What are your favourite subjects? [PAUSE] Why do you like these subjects?</p> <p><i>React appropriately and ask:</i></p>
5	<p>We can meet after school today if you want. What are you planning to do after school today?</p> <p><i>React and end the conversation appropriately.</i></p>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 5

Start the recording	
Before the test	<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>
Warm-up questions (not assessed)	<p>Say: Hello / Good morning / Good afternoon How are you? / Are you OK? It's time to start the test.</p>

Role play	
Candidate: Teacher:	Yourself Your cousin
Context	<p>Say: You are visiting your cousin in the capital city. You are both planning to go on a day trip around the city tomorrow. I'm your cousin.</p>
Questions	Ask the following questions:
1	What time do you want to leave for the trip? <i>React appropriately and ask:</i>
2	How do you want to travel? <i>React appropriately and ask:</i>
3	What would you like to see? [PAUSE] Why? <i>React appropriately and ask:</i>
4	What shall we do after the trip? <i>React appropriately and ask:</i>
5	What other cities have you already visited? [PAUSE] What was it like?/What were they like? <i>React and end the conversation appropriately.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 6

Start the recording	
Before the test	<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>
Warm-up questions (not assessed)	<p>Say: Hello / Good morning / Good afternoon How are you? / Are you OK? It's time to start the test.</p>

Role play	
Candidate: Teacher:	Yourself Your friend
Context	<p>Say: You are planning to cook a meal. Your friend is going to help you prepare the meal. I'm your friend.</p>
Questions	Ask the following questions:
1	<p>When do you want to cook the meal? <i>React appropriately and ask:</i></p>
2	<p>Who is the meal for? <i>React appropriately and ask:</i></p>
3	<p>What food will you need to buy for the meal? [PAUSE] Where are you going to buy it? <i>React appropriately and ask:</i></p>
4	<p>Why did you decide to cook the meal? <i>React appropriately and ask:</i></p>
5	<p>What can I help you with? [PAUSE] Is there anything else you need help with? <i>React and end the conversation appropriately.</i></p>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 7

Start the recording	
Before the test	<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>
Warm-up questions (not assessed)	<p>Say: Hello / Good morning / Good afternoon How are you? / Are you OK? It's time to start the test.</p>

Role play	
Candidate: Teacher:	Yourself Your friend
Context	<p>Say: You're in a clothes shop with a friend. Your friend is helping you to buy something to wear for a special event. I'm the friend.</p>
Questions	Ask the following questions:
1	What clothes do you want to buy? <i>React appropriately and ask:</i>
2	What are your favourite colours? <i>React appropriately and ask:</i>
3	How much money would you like to spend on the clothes? <i>React appropriately and ask:</i>
4	How did you find out about this shop? [PAUSE] What other shops do you like? <i>React appropriately and ask:</i>
5	What are you planning to do after shopping? [PAUSE] Why? <i>React and end the conversation appropriately.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 8

Start the recording	
Before the test	<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>
Warm-up questions (not assessed)	<p>Say: Hello / Good morning / Good afternoon How are you? / Are you OK? It's time to start the test.</p>

Role play	
Candidate: Teacher:	 Yourself A passenger
Context	<p>Say: You're at the airport waiting for your plane. You're talking to another passenger. I'm the passenger.</p>
Questions	Ask the following questions:
1	Hi, where are you flying today? <i>React appropriately and ask:</i>
2	What time is your flight? <i>React appropriately and ask:</i>
3	What are you planning to do while you're away? <i>React appropriately and ask:</i>
4	How often do you fly to other countries? [PAUSE] Why? <i>React appropriately and ask:</i>
5	How did you travel on your last holiday? [PAUSE] And what was the journey like? <i>React and end the conversation appropriately.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 9

Start the recording	
Before the test	<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>
Warm-up questions (not assessed)	<p>Say: Hello / Good morning / Good afternoon How are you? / Are you OK? It's time to start the test.</p>

Role play	
Candidate: Teacher:	 Yourself Your best friend
Context	<p>Say: It's your birthday soon and you're having a party at your house. You want to invite your best friend to the birthday party. I'm your best friend.</p>
Questions	Ask the following questions:
1	When is the party? <i>React appropriately and ask:</i>
2	What present would you like for your birthday? <i>React appropriately and ask:</i>
3	Who else is going to be at the party? [PAUSE] What are we going to do at the party? <i>React appropriately and ask:</i>
4	Why are you having your party at your house? <i>React appropriately and ask:</i>
5	What did you do for your last birthday? <i>React and end the conversation appropriately.</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. <p><i>Tell me more about ...</i> <i>What else can you tell me about ...?</i> <i>Is there anything else you want to say about ...?</i></p> <ul style="list-style-type: none"> • 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 : In the home	
Questions	Ask the following questions:
1	Where do you live?
2	How many rooms are there in your house/apartment?
3	Which room do you like best? [PAUSE] Why? Alternative questions (if necessary) What is your favourite room? [PAUSE] Why do you like this room?
4	When did you last visit somebody else's home? [PAUSE] What happened during your visit? Alternative questions (if necessary) Who did you visit in their home recently? [PAUSE] What did you do there?
5	Where do you think you will live when you're an adult? [PAUSE] What are the advantages and disadvantages of living in a big house? Alternative questions (if necessary) Where are you going to live when you are older? [PAUSE] What are the good and bad things about living in a big house?

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. <p><i>Tell me more about ...</i> <i>What else can you tell me about ...?</i> <i>Is there anything else you want to say about ...?</i></p> <ul style="list-style-type: none"> • 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 : Travel and transport	
Questions	Ask the following questions:
1	How do you get to school every day?
2	How long does it take you to get to school in the morning?
3	When did you last go on a long journey? [PAUSE] What did you like or dislike about the journey? Alternative questions (if necessary) When was the last time you travelled somewhere far away? [PAUSE] What did you like about the trip?
4	What transport would you prefer to use in the future? [PAUSE] Why? Alternative questions (if necessary) How will you travel to different places in the future? [PAUSE] Why?
5	Do you think people should travel less by car? [PAUSE] Why / Why not? Alternative questions (if necessary) Is it a good idea for people to walk more often? [PAUSE] Why / Why not?

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. <p><i>Tell me more about ...</i> <i>What else can you tell me about ...?</i> <i>Is there anything else you want to say about ...?</i></p> <ul style="list-style-type: none"> • 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 : Food and drink	
Questions	Ask the following questions:
1	Where do you have your lunch during the week?
2	What do you normally eat at lunchtime?
3	When did you last help to prepare a meal for your family? [PAUSE] How did you help? Alternative questions (if necessary) When was the last time you prepared a meal? [PAUSE] What did you find easy or difficult about it?
4	What are the advantages and disadvantages of eating in restaurants? Alternative questions (if necessary) Do you prefer eating at home or in a restaurant? [PAUSE] Why?
5	Do you think that young people will eat more healthily in the future? [PAUSE] Why / Why not? Alternative questions (if necessary) How often do you eat fruit and vegetables? [PAUSE] Do you think you will eat more or less healthy food when you're older? [PAUSE] Why / Why not?

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><i>Tell me more about ...</i> <i>What else can you tell me about ...?</i> <i>Is there anything else you want to say about ...?</i></p> <ul style="list-style-type: none"> • 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 : Work	
Questions	Ask the following questions:
1	What jobs do your parents do?
2	What time do people usually start work in your country?
3	What housework did you do last week? [PAUSE] How did you feel afterwards? Alternative questions (if necessary) What housework do you usually help with? [PAUSE] What housework did you do last week?
4	What skills will you need for the job you would like to do in the future? [PAUSE] Why? Alternative questions (if necessary) What job would you like to do in the future? [PAUSE] What things will you need to be good at to do this job?
5	What are the advantages and disadvantages of young people having a part-time job while they study? Alternative questions (if necessary) What part-time jobs can young people do while they study? [PAUSE] What are the good things and bad things about young people working part-time while they study?

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. <p><i>Tell me more about ...</i> <i>What else can you tell me about ...?</i> <i>Is there anything else you want to say about ...?</i></p> <ul style="list-style-type: none"> • 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 : People and places	
Questions	Ask the following questions:
1	Where do you normally go on holiday?
2	Who do you usually go on holiday with?
3	What is the most interesting place you have ever visited? [PAUSE] What did you do there? Alternative questions (if necessary) Where did you spend your last holiday? [PAUSE] What did you do there?
4	How many languages would you like to speak in the future? [PAUSE] How will speaking these languages help you? Alternative questions (if necessary) Would you like to learn any other languages in the future? [PAUSE] Why / Why not?
5	What are the advantages and disadvantages of young people living and studying abroad? Alternative questions (if necessary) Is it a good idea for young people to live and study in another country? [PAUSE] Why / Why not?

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. <p><i>Tell me more about ...</i> <i>What else can you tell me about ...?</i> <i>Is there anything else you want to say about ...?</i></p> <ul style="list-style-type: none"> • 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 : Celebrations	
Questions	Ask the following questions:
1	When is your birthday?
2	Who do you normally celebrate your birthday with?
3	<p>How would you like to celebrate your next birthday? [PAUSE] Why?</p> <p>Alternative questions (if necessary)</p> <p>Where would you like to celebrate your next birthday? [PAUSE] What would you like to do on your next birthday?</p>
4	<p>When did you last celebrate something with your whole family? [PAUSE] What happened on that day?</p> <p>Alternative questions (if necessary)</p> <p>When did you last have a family celebration? [PAUSE] What did you do on that day?</p>
5	<p>What is the most important celebration in your country? [PAUSE] How do people prepare for this celebration?</p> <p>Alternative questions (if necessary)</p> <p>How do people celebrate the New Year in your country? [PAUSE] What food do people prepare for this celebration?</p>

Teacher/examiner scripts – Topic conversations

TOPIC 7

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
<ul style="list-style-type: none"> • If necessary, encourage a fuller response by asking an extension question, e.g. <p><i>Tell me more about ...</i> <i>What else can you tell me about ...?</i> <i>Is there anything else you want to say about ...?</i></p> <ul style="list-style-type: none"> • 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 : The climate and the weather	
Questions	Ask the following questions:
1	What's the weather like today?
2	How can you find out about the weather each day?
3	What did you do last time the weather was really bad? [PAUSE] What plans did you or your family have to change because of bad weather? Alternative questions (if necessary) When was the last time it rained a lot? [PAUSE] What did you do on that day?
4	What are the advantages and disadvantages of going somewhere hot and sunny for a holiday? Alternative questions (if necessary) How often does it get hot and sunny in your country? [PAUSE] What do you like or dislike doing when it's really hot and sunny?
5	What should people do now, and in the future, to reduce air and water pollution? Alternative questions (if necessary) Why is the air and water dirty in some places in the world? [PAUSE] What should people do to make this situation better?

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 Cambridge Assessment. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which is a department of the University of Cambridge.