



Cambridge IGCSE™

ENGLISH (AS AN ADDITIONAL LANGUAGE)

0472/03

Paper 3 Speaking

May/June 2025

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.

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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 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

- 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 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 2025*'

- 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 English.

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 question.
- 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). 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 question. A short response to a question, 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 give a relevant answer to 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 give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant 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>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> 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 give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant 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>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> 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 correct naming convention provided in the *Submit for Assessment Admin Guide*. This can be found at the samples database **www.cambridgeinternational.org/samples**
- 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 2025).

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 mainly accurate, including the time frame. • Minor errors (use of prepositions, etc.) are allowed.
1	<ul style="list-style-type: none"> • The information is partly communicated and/or the meaning is ambiguous (e.g., unclear pronunciation of a key word, incorrect time frame). • 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	<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.

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								
Please select syllabus/component														
								Exam series			Year			

[illegible]

Name of examiner completing this form IN CAPITALS:		Examiner's signature:		Date:	
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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	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
Warm-up questions (not assessed)	Say: Hello / Good morning / Good afternoon How are you? / Are you OK? It's time to start the test.

Role play	
Candidate:	Yourself
Teacher:	Your new neighbour
Context	Say: You have a new neighbour. You have just met them outside your house and started talking to them. I am the neighbour.
Questions	Ask the following questions:
1	Hello. I've just moved in next door. How long have you lived here? <i>React appropriately and ask:</i>
2	I'd like to go shopping today. Where is the nearest shopping centre? <i>React appropriately and ask:</i>
3	My son will be starting a primary school soon. Where did you go to primary school? [PAUSE] What did you like most about your primary school? <i>React appropriately and ask:</i>
4	What do you like about living in this area? [PAUSE] Why do you like it? <i>React appropriately and ask:</i>
5	Where would you like to live when you are older? [PAUSE] Why? <i>React and end the conversation appropriately.</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
Warm-up questions (not assessed)	Say: Hello / Good morning / Good afternoon How are you? / Are you OK? It's time to start the test.

Role play	
Candidate:	Yourself
Teacher:	A hotel guest
Context	Say: You are on holiday in another country with your parents. You are at the hotel reception talking to another hotel guest. I am the guest.
Questions	Ask the following questions:
1	When did you arrive here? <i>React appropriately and ask:</i>
2	What is your room like? <i>React appropriately and ask:</i>
3	What do you think of the local food? [PAUSE] How different is it from the food in your country? <i>React appropriately and ask:</i>
4	What are you planning to do later today? [PAUSE] Anything else? <i>React appropriately and ask:</i>
5	What did you do during your last school holidays? [PAUSE] Where do you think you'll go next year? <i>React and end the conversation appropriately.</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
Warm-up questions (not assessed)	Say: Hello / Good morning / Good afternoon How are you? / Are you OK? It's time to start the test.

Role play	
Candidate:	Yourself
Teacher:	Your friend
Context	Say: Your family is moving to a different city. You are talking to your friend about it. I am your friend.
Questions	Ask the following questions:
1	When are you moving to the new city? <i>React appropriately and ask:</i>
2	What does your new home look like? <i>React appropriately and ask:</i>
3	Why did your family decide to move? [PAUSE] How did you find out about the new house? <i>React appropriately and ask:</i>
4	What will you miss about living in this area? [PAUSE] Why? <i>React appropriately and ask:</i>
5	Can I visit you in the new city? [PAUSE] What can we do there together? <i>React and end the conversation appropriately.</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
Warm-up questions (not assessed)	Say: Hello / Good morning / Good afternoon How are you? / Are you OK? It's time to start the test.

Role play	
Candidate:	Yourself
Teacher:	Your grandparent
Context	Say: One of your grandparents is visiting your family this week. You and your grandparent are going to buy some food in the local supermarket for a family dinner. I am your grandparent.
Questions	Ask the following questions:
1	How long does it take to get to the supermarket? <i>React appropriately and ask:</i>
2	What do we need to buy for the dinner? <i>React appropriately and ask:</i>
3	Who else is coming to dinner? [PAUSE] What else do we need to do to help your parents tonight? <i>React appropriately and ask:</i>
4	Do you like big family dinners? [PAUSE] Why? / Why not? <i>React appropriately and ask:</i>
5	When did you last help in the kitchen? [PAUSE] What did you do? <i>React and end the conversation appropriately.</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
Warm-up questions (not assessed)	Say: Hello / Good morning / Good afternoon How are you? / Are you OK? It's time to start the test.

Role play	
Candidate:	Yourself
Teacher:	Your cousin
Context	Say: You and your older cousin are at a local museum. I am your cousin.
Questions	Ask the following questions:
1	How often do you come to this museum? <i>React appropriately and ask:</i>
2	What kind of things do you like to see in museums? <i>React appropriately and ask:</i>
3	What did you enjoy about your last visit to a museum? [PAUSE] Why? <i>React appropriately and ask:</i>
4	Do you do a lot of history projects at school? [PAUSE] What was the last school project you worked on? <i>React appropriately and ask:</i>
5	It's nearly lunch time. Where can we have something to eat? [PAUSE] What else can we do this afternoon? <i>React and end the conversation appropriately.</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
Warm-up questions (not assessed)	Say: Hello / Good morning / Good afternoon How are you? / Are you OK? It's time to start the test.

Role play	
Candidate:	Yourself
Teacher:	Your best friend
Context	Say: Your best friend is staying with you for a few days. You are planning to spend this afternoon together in one of the local parks. I am your best friend.
Questions	Ask the following questions:
1	Where is your favourite park? <i>React appropriately and ask:</i>
2	Oh, I don't know that one. What is it like? <i>React appropriately and ask:</i>
3	What did you do there last time you went? [PAUSE] What was the weather like? <i>React appropriately and ask:</i>
4	Let's have a picnic while we're there. What would you like to eat? [PAUSE] What else do we need to take with us for the picnic? <i>React appropriately and ask:</i>
5	What time will we be back? [PAUSE] What are we going to do this evening? <i>React and end the conversation appropriately.</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
Warm-up questions (not assessed)	Say: Hello / Good morning / Good afternoon How are you? / Are you OK? It's time to start the test.

Role play	
Candidate:	Yourself
Teacher:	Your aunt
Context	Say: You have a new hobby. You are telling your aunt about it. I am your aunt.
Questions	Ask the following questions:
1	What is your new hobby? <i>React appropriately and ask:</i>
2	What things do you need to do your hobby? <i>React appropriately and ask:</i>
3	Is it an easy hobby to do? [PAUSE] Why did you choose this hobby? <i>React appropriately and ask:</i>
4	Do your friends have similar hobbies to yours? [PAUSE] What do your parents think of your new hobby? <i>React appropriately and ask:</i>
5	What other things would you like to do in your free time in the future? [PAUSE] Why? <i>React and end the conversation appropriately.</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
Warm-up questions (not assessed)	Say: Hello / Good morning / Good afternoon How are you? / Are you OK? It's time to start the test.

Role play	
Candidate:	Yourself
Teacher:	A new student
Context	Say: You are studying in the school library. A student, who is new at your school, starts talking to you. I am the new student.
Questions	Ask the following questions:
1	Excuse me, what time does the library close? <i>React appropriately and ask:</i>
2	I'm preparing for my English exams. What can I use to help me prepare? <i>React appropriately and ask:</i>
3	When did you start learning English? [PAUSE] How did you practise your English when you started learning? <i>React appropriately and ask:</i>
4	What do you like about this school? [PAUSE] Why? <i>React appropriately and ask:</i>
5	What would you like to do when you finish studying at this school? [PAUSE] Why? <i>React and end the conversation appropriately.</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
Warm-up questions (not assessed)	Say: Hello / Good morning / Good afternoon How are you? / Are you OK? It's time to start the test.

Role play	
Candidate:	Yourself
Teacher:	Your classmate
Context	Say: You are on the bus going to the city centre at the weekend. You see one of your classmates. I am your classmate.
Questions	Ask the following questions:
1	How often do you go to the city centre? <i>React appropriately and ask:</i>
2	What do you usually do there? <i>React appropriately and ask:</i>
3	Have you been to the new cinema in the city centre? [PAUSE] What films do you like to watch? <i>React appropriately and ask:</i>
4	I missed the Science lesson on Friday because I was at the dentist. What did you do in the lesson? [PAUSE] What homework did we get? <i>React appropriately and ask:</i>
5	How do you feel about the next school holiday? [PAUSE] What are you going to do during the holiday? <i>React and end the conversation appropriately.</i>

Teacher/examiner scripts – Topic conversations

TOPIC 1

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant 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>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> 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	What types of public transport are there in your area?
2	How long does your journey to school take in the morning?
3	Do you think people should walk more instead of using their cars? [PAUSE] Why? / Why not? Alternative questions (if necessary): Is it good for people to walk and not use their cars? [PAUSE] Why? / Why not?
4	When did you last walk somewhere? [PAUSE] What happened on your walk? Alternative questions (if necessary): When was the last time you went for a walk? [PAUSE] What did you enjoy about the walk?
5	Do you think that, in the future, people will travel to other countries less for their holidays? [PAUSE] Why? / Why not? Alternative questions (if necessary): In the future, will people spend their holidays in their own country or in other countries? [PAUSE] Why?

Teacher/examiner scripts – Topic conversations

TOPIC 2

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant 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>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> 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	What rooms are there in your home?
2	What does your favourite room look like?
3	Which room do your family spend most time in? [PAUSE] Why? Alternative questions (if necessary): Which room is the most important room in your home? [PAUSE] What do your family usually do there?
4	When did you last celebrate something special in your home? [PAUSE] What happened during the celebration? Alternative questions (if necessary): When did your family have a special celebration in your home? [PAUSE] What did you do at the celebration?
5	What type of house would you like to live in when you are an adult? [PAUSE] Why? Alternative questions (if necessary): Where would you like to live when you are older? [PAUSE] Why?

Teacher/examiner scripts – Topic conversations

TOPIC 3

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant 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>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> 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: Health	
Questions	Ask the following questions:
1	What do you usually have for breakfast?
2	Which sports do you do at school?
3	<p>Do you think you will take up a new sport as a hobby in the future? [PAUSE] Why? / Why not?</p> <p>Alternative questions (if necessary):</p> <p>What other sport would you like to do in the future? [PAUSE] Why?</p>
4	<p>What is the best way to keep fit? [PAUSE] Why do you think people like to keep fit?</p> <p>Alternative questions (if necessary):</p> <p>What can people do to keep fit? [PAUSE] Why is it important to keep fit?</p>
5	<p>When did you last spend some time relaxing? [PAUSE] Tell me what you did.</p> <p>Alternative questions (if necessary):</p> <p>When was the last time you did something relaxing? [PAUSE] What did you do?</p>

Teacher/examiner scripts – Topic conversations

TOPIC 4

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant 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>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> 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 environment	
Questions	Ask the following questions:
1	What plastic items do you use every day?
2	How often do you recycle things?
3	<p>Do people leave a lot of rubbish in your local area? [PAUSE] What can be done to help keep public places clean?</p> <p>Alternative questions (if necessary):</p> <p>Is there a lot of rubbish in your local area? [PAUSE] What can we do to keep public places clean?</p>
4	<p>What types of pollution does your country have? [PAUSE] What can people do in the future to reduce different types of pollution?</p> <p>Alternative questions (if necessary):</p> <p>Do you think your country has problems with pollution? [PAUSE] How can people reduce pollution?</p>
5	<p>When did you last learn something about the environment? [PAUSE] What did you learn about the environment that interested you?</p> <p>Alternative questions (if necessary):</p> <p>When was the last time you learned something about the environment? [PAUSE] What did you learn about the environment?</p>

Teacher/examiner scripts – Topic conversations

TOPIC 5

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant 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>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> 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: Countries	
Questions	Ask the following questions:
1	Which countries do you enjoy learning about?
2	What do you like about your own country?
3	Where did you spend your last holiday? [PAUSE] Tell me what you did there. Alternative questions (if necessary): Where did you go on your last holiday? [PAUSE] What did you do there?
4	What do you think tourists find interesting when they visit the capital city of your country? [PAUSE] What things could be improved in your capital city that would encourage more tourists to come? Alternative questions (if necessary): What do tourists usually do when they visit your capital city? [PAUSE] What would make your capital city a better place for tourists?
5	What are the advantages of spending holidays abroad? [PAUSE] What are the disadvantages of spending holidays abroad? Alternative questions (if necessary): What is good about going to another country on holiday? [PAUSE] What is bad about going to another country on holiday?

Teacher/examiner scripts – Topic conversations

TOPIC 6

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant 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>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> 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 digital world	
Questions	Ask the following questions:
1	What digital technology do you have at home?
2	How often do you use different types of digital technology?
3	<p>When did you last use digital technology in your lessons? [PAUSE] What happened?</p> <p>Alternative questions (if necessary):</p> <p>When was the last time you used digital technology at school? [PAUSE] What did you use the technology for?</p>
4	<p>Could you live without the internet? [PAUSE] Why? / Why not?</p> <p>Alternative questions (if necessary):</p> <p>If there was no internet, what would be difficult for you? [PAUSE] Why would it be difficult?</p>
5	<p>Do you think that, in the future, all jobs will be done by robots? [PAUSE] Why? / Why not?</p> <p>Alternative questions (if necessary):</p> <p>Do you think robots will do all our jobs in the future? [PAUSE] Why? / Why not?</p>

Teacher/examiner scripts – Topic conversations

TOPIC 7

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant 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>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> 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 types of housework do you help with? Alternative question (if necessary): What jobs do you help with at home?
2	How often do you get homework at school?
3	When did you last work on a project with other classmates? [PAUSE] What useful skills did you learn? Alternative questions (if necessary): When was the last time you worked on a project with other classmates? [PAUSE] What did you learn?
4	Who would you like to help you choose your future career? [PAUSE] Why? Alternative questions (if necessary): Who can help you choose your future job? [PAUSE] How can these people help you?
5	What are the advantages of working with your family? [PAUSE] What are the disadvantages of working with your family? Alternative questions (if necessary): What are the good things about working with your family? [PAUSE] What are the bad things about working with your family?

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