



Cambridge IGCSE™ (9–1)

ENGLISH (AS AN ADDITIONAL LANGUAGE)

0772/03

Paper 3 Speaking

May/June 2024

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 2024*'

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. <p><i>Tell me more about ...</i></p> <p><i>What else can you tell me about ...?</i></p> <p><i>Is there anything else you want to say about ...?</i></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 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 2024).

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.
- 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 (eg, 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.

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			
Please select syllabus/component			Exam series	Year	

Cand. no.	Candidate name	Role play card no.	Topic conversation nos.	ROLE PLAY					TOPIC CONVERSATIONS			Internal/external moderation
				Q1 (max 2 marks)	Q2 (max 2 marks)	Q3 (max 2 marks)	Q4 (max 2 marks)	Q5 (max 2 marks)	Communication (max 15 marks)	Quality of Language (max 15 marks)	Total (max 40 marks)	
0031	Anita Cheng	3	3 & 7	2	2	1	2	2	10	9	28	

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 friend
Context	Say: Your friend is planning a trip to a museum this week. I am your friend.
Questions	Ask the following questions:
1	What day are you free this week? <i>React appropriately and ask:</i>
2	How do you want to travel to the museum? <i>React appropriately and ask:</i>
3	What type of things do you enjoy looking at in museums? <i>React appropriately and ask:</i>
4	When did you last go to a museum? [PAUSE] Who did you go with? <i>React appropriately and ask:</i>
5	Where would you like to go after our visit to the museum? [PAUSE] What shall we do there? <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:	Your classmate
Context	Say: You are planning an end-of-school-year party at your house. You want to invite your classmates to the party. I'm one of your classmates.
Questions	Ask the following questions:
1	When is the party? <i>React appropriately and ask:</i>
2	How can I get to your house from the city centre? <i>React appropriately and ask:</i>
3	What can I do to help you with the preparations? <i>React appropriately and ask:</i>
4	Why did you decide to have the party at your house? <i>React appropriately and ask:</i>
5	Who else is coming to the party? [PAUSE] What are you planning to do at the party? <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:	Yourself
Teacher:	Your friend
Context	<p>Say: You can't go to school today because you're not well. Your friend phones you to ask you about this. I am your friend.</p>
Questions	Ask the following questions:
1	Where are you now exactly? <i>React appropriately and ask:</i>
2	How are you feeling? <i>React appropriately and ask:</i>
3	Why do you think you're feeling this way? <i>React appropriately and ask:</i>
4	Your mum said you went to the doctor's yesterday. What did the doctor tell you? <i>React appropriately and ask:</i>
5	When do you think you'll be back at school? [PAUSE] Is there anything I can do to help? <i>React and end the conversation appropriately.</i>

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:	Yourself
Teacher:	Your friend
Context	<p>Say: You are at the train station. You meet your friend there. I am your friend.</p>
Questions	Ask the following questions:
1	<p>Where are you going? <i>React appropriately and ask:</i></p>
2	<p>What time is your train? <i>React appropriately and ask:</i></p>
3	<p>Why are you taking the train instead of the bus? <i>React appropriately and ask:</i></p>
4	<p>Why did you decide to travel today? [PAUSE] Who else is going with you? <i>React appropriately and ask:</i></p>
5	<p>What are you going to do when you arrive? [PAUSE] Anything else? <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:	Yourself
Teacher:	Your best friend
Context	<p>Say: You are studying at a new school. You are telling your best friend about the school. I am your best friend.</p>
Questions	Ask the following questions:
1	Where is your new school? <i>React appropriately and ask:</i>
2	How do you get there in the morning? <i>React appropriately and ask:</i>
3	What do you like most about your new school? <i>React appropriately and ask:</i>
4	When did you start at your new school? [PAUSE] What happened on the first day? <i>React appropriately and ask:</i>
5	What are you planning to do after you finish studying at this school? [PAUSE] Why? <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:	Yourself
Teacher:	Your friend
Context	<p>Say: You are a member of a school film club. You are telling your friend about it. I am your friend.</p>
Questions	Ask the following questions:
1	How often do you go to the school film club? <i>React appropriately and ask:</i>
2	What types of films do you watch there? <i>React appropriately and ask:</i>
3	What was the last film you watched at the school film club about? <i>React appropriately and ask:</i>
4	Do you think I should join the club too? [PAUSE] Why? <i>React appropriately and ask:</i>
5	What other school clubs would you like to join? [PAUSE] Why? <i>React and end the conversation appropriately.</i>

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:	Yourself
Teacher:	Your friend
Context	<p>Say: You want to invite your friend to a family wedding. Your friend doesn't come from the same country as you. I am your friend.</p>
Questions	Ask the following questions:
1	<p>Whose wedding is it? <i>React appropriately and ask:</i></p>
2	<p>What clothes should I wear? <i>React appropriately and ask:</i></p>
3	<p>What food do people normally eat at a wedding in your country? [PAUSE] What else happens at a traditional wedding in your country? <i>React appropriately and ask:</i></p>
4	<p>What have your family already done to prepare for the wedding? <i>React appropriately and ask:</i></p>
5	<p>What other celebrations are you planning to go to this year? [PAUSE] Why? <i>React and end the conversation appropriately.</i></p>

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:	Your friend
Context	Say: You have a new part-time job at the weekend. Your friend is asking you about this job. I am your friend.
Questions	Ask the following questions:
1	What is your new part-time job? <i>React appropriately and ask:</i>
2	What time do you start? <i>React appropriately and ask:</i>
3	What do you have to do? <i>React appropriately and ask:</i>
4	How did you find out about the job? [PAUSE] Why did you decide to do this job? <i>React appropriately and ask:</i>
5	Do you think I should do this job too? [PAUSE] Why? Why not? <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:	Yourself
Teacher:	Your friend
Context	<p>Say: You are going to the seaside this weekend. You are talking to your friend about your weekend plans. I am your friend.</p>
Questions	Ask the following questions:
1	Who are you going to the seaside with? <i>React appropriately and ask:</i>
2	How are you getting there? <i>React appropriately and ask:</i>
3	What are you planning to do while you're there? <i>React appropriately and ask:</i>
4	Why did you choose to go to the seaside? <i>React appropriately and ask:</i>
5	How often do you go somewhere at the weekend? [PAUSE] Why? <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: Time expressions	
Questions	Ask the following questions:
1	What is your favourite day of the week?
2	Can you describe your typical weekend?
3	When did you last have very little free time left because of your school work? [PAUSE] What did you have to do exactly? Alternative questions (if necessary) When was the last time you had a lot of homework to do? [PAUSE] What did you have to do?
4	What would you like to do when you are an adult? [PAUSE] Why? Alternative questions (if necessary) What jobs do you like? [PAUSE] Which one would you like to do in the future? Why?
5	What are the advantages and disadvantages of going on holiday during the summer months? Alternative questions (if necessary) What are the good and bad things about having a holiday in the summer?

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: Self, family and friends	
Questions	Ask the following questions:
1	How big is your family?
2	What do you enjoy doing together with your family?
3	Can you tell me something about your last family celebration? [PAUSE] What did you enjoy most about the celebration? Alternative questions (if necessary) What was the last family celebration you went to? [PAUSE] What did you like about the celebration?
4	What are the advantages and disadvantages of moving out of your parents' house when you are older? Alternative questions (if necessary) Should all young people move out of their parents' house? [PAUSE] Why? Why not?
5	Do you think it's a good idea to work together with your relatives? [PAUSE] Why? Why not? Alternative questions (if necessary) Would you like to work with your parents in the future? [PAUSE] Why? Why not?

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: In the home	
Questions	Ask the following questions:
1	Where do you live?
2	Can you describe your favourite room?
3	Where would you like to live when you're older? [PAUSE] Why? Alternative questions (if necessary) Where do you want to live in the future? [PAUSE] Why?
4	What housework do you help with in your home? [PAUSE] Tell me about the last time you helped your mum or dad with something. Alternative questions (if necessary) When did you last help around the house? [PAUSE] What did you have to do?
5	What are the advantages and disadvantages of having a garden next to your house or apartment? Alternative questions (if necessary) Should everyone have a garden? [PAUSE] Why? Why not?

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: Countries, nationalities and languages	
Questions	Ask the following questions:
1	What languages do people speak in your country?
2	Where is the capital city of your country located?
3	<p>Why do you think tourists choose to visit your country? [PAUSE] What do you like best about living in your country and why?</p> <p>Alternative questions (if necessary)</p> <p>What places do tourists usually visit in your country? [PAUSE] Why do you like living in your country?</p>
4	<p>Can you tell me about a time you saw or read something interesting about another country? [PAUSE] What did you find out about this country?</p> <p>Alternative questions (if necessary)</p> <p>When did you last learn something about another country? [PAUSE] What information did you learn about this country?</p>
5	<p>Would you like to study or work abroad when you are older? [PAUSE] Why? Why not?</p> <p>Alternative questions (if necessary)</p> <p>Would you like to study at university in another country? [PAUSE] Why? Why not?</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: Communications and technology	
Questions	Ask the following questions:
1	What do you use your phone for?
2	What technology do you use in your lessons?
3	Do you think technology helps people learn? [PAUSE] Why? Why not? Alternative questions (if necessary) Do you enjoy using technology in your lessons? [PAUSE] Why? Why not?
4	Can you tell me how technology has changed the way we communicate? Alternative questions (if necessary) How did people communicate with each other in the past? [PAUSE] How do people communicate nowadays?
5	What would your life be like if you couldn't use the internet? [PAUSE] Why? Alternative questions (if necessary) What would your life be like without the internet? [PAUSE] Why?

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 natural world	
Questions	Ask the following questions:
1	How much time do you spend outdoors?
2	What outdoor activities do you enjoy doing?
3	Do you think that holidays in the mountains or forests are better than holidays in towns and cities? [PAUSE] Why? Why not? Alternative questions (if necessary) Where do you normally spend your holidays? [PAUSE] Do you think this is the best place to spend your holidays? [PAUSE] Why? Why not?
4	Can you tell me about a time you, or your friends, did something to help the environment? [PAUSE] What happened? Alternative questions (if necessary) Have you, or people you know, ever done something to keep your local area clean? [PAUSE] What did you, or the people you know, do?
5	Do you think people will give up some of their comforts in the future, like driving or travelling by plane, to help the environment? [PAUSE] Why? Why not? Alternative questions (if necessary) In order to help the environment, would you be happy to stop travelling by car or plane completely? [PAUSE] Why? Why not?

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: Education	
Questions	Ask the following questions:
1	How far from your school do you live?
2	What activities do you enjoy doing in your lessons?
3	Do you think everybody should go to university? [PAUSE] Why? Why not? Alternative questions (if necessary) Would you like to go to university? [PAUSE] Why? Why not?
4	Can you tell me about a time you worked on a school project? [PAUSE] What did you enjoy most about this project? Alternative questions (if necessary) What school projects have you done this year? [PAUSE] Which one did you enjoy doing, and why?
5	In your opinion, should the school day be shorter for all students? [PAUSE] Why? Why not? Alternative questions (if necessary) Should all students finish their lessons at lunchtime? [PAUSE] Why? Why not?

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