



# Cambridge IGCSE™ (9–1)

ENGLISH (AS AN ADDITIONAL LANGUAGE)

0772/03

Paper 3 Speaking

For examination from 2023

SPECIMEN 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 (9–1) 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 (9–1) 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"> <li>• this instruction booklet</li> <li>• a copy of the mark schemes provided in this instruction booklet</li> <li>• copies of the working mark sheet (WMS) (please download from the samples database at <b><a href="http://www.cambridgeinternational.org/samples">www.cambridgeinternational.org/samples</a></b>)</li> <li>• recording equipment</li> <li>• a timer or clock (but not a timer on a phone)</li> <li>• the list of candidate names and numbers</li> <li>• a black or blue pen for marking</li> <li>• a quiet room for the preparation time</li> <li>• a quiet room for the speaking test.</li> </ul>	<ul style="list-style-type: none"> <li>• one candidate card.</li> </ul>

## 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 (9–1) 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](http://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 March 2023*

- 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 task.
- 7 Listen to the candidate's answer.
- 8 Assess the candidate's answer using the role play mark scheme on page 10 and write down the mark on the working mark sheet (WMS). 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.
- 9 Repeat the process described above in points 6–8 for each role play question, until you have asked **all** of the role play questions.
- 10 When the role play is complete, tell the candidate that the role play has finished and that it is time to start the topic conversations.

**Remember, you cannot stop or pause the recording during a test.**

**Topic conversation 1**

- 11 Go to the correct topic conversation in this instructions booklet.
- 12 Say to the candidate in the target language: 'First we are going to talk about [name of the first topic]'.
- 13 Ask each question **exactly as it is printed**. You must ask **all five** questions in the order shown. If there are two parts to the question (e.g. 'When ...? Why?'), you should pause and wait for the answer to the first part before asking the second part.
- 14 Listen carefully to and acknowledge the candidate's answer to each question.
- 15 If the candidate does not answer a question, or answers very briefly and you think that they could give a fuller response, follow the instructions in the table below. You can encourage fuller responses by asking extension questions such as 'Tell me more about ...', 'What else can you tell me about ...?', 'Is there anything else you want to say about ...?'.

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it <b>once</b> if necessary)	Ask the next question
<ul style="list-style-type: none"> <li>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> </li> <li>If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you <b>must</b> ask up to <b>two</b> further questions of your choice on the <b>same</b> topic as the other questions to make sure that the conversation lasts 4 minutes.</li> </ul>			

## 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 <b>once</b> if necessary)	Ask the next question
<ul style="list-style-type: none"> <li>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> </li> <li>If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you <b>must</b> ask up to <b>two</b> further questions of your choice on the <b>same</b> topic as the other questions to make sure that the conversation lasts 4 minutes.</li> </ul>			

- 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 (9–1) 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](http://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](http://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](http://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 <b>together</b>	15 marks for Communication	15
Topic conversations 1 and 2 <b>together</b>	15 marks for Quality of Language	15
<b>TOTAL MARK</b>		<b>40</b>

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
<b>2</b>	<ul style="list-style-type: none"> <li>• The information is communicated.</li> <li>• Language is appropriate to the situation and is mainly accurate, including the time frame.</li> <li>• Minor errors (use of prepositions, etc.) are allowed.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The information is partly communicated and/or the meaning is ambiguous (e.g. unclear pronunciation of a key word, incorrect time frame).</li> <li>• Errors impede communication.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>

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

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

## Cambridge IGCSE (9–1) 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 1	Topic 5
Candidate 2	2	Topic 2	Topic 6
Candidate 3	3	Topic 3	Topic 7
Candidate 4	4	Topic 4	Topic 5
Candidate 5	5	Topic 1	Topic 6
Candidate 6	6	Topic 2	Topic 7
Candidate 7	7	Topic 3	Topic 5
Candidate 8	8	Topic 4	Topic 6
Candidate 9	9	Topic 1	Topic 7
Candidate 10	1	Topic 2	Topic 5
Candidate 11	2	Topic 3	Topic 6
Candidate 12	3	Topic 4	Topic 7
Candidate 13	4	Topic 1	Topic 5
Candidate 14	5	Topic 2	Topic 6
Candidate 15	6	Topic 3	Topic 7
Candidate 16	7	Topic 4	Topic 5
Candidate 17	8	Topic 1	Topic 6
Candidate 18	9	Topic 2	Topic 7
Candidate 19	1	Topic 1	Topic 5
Candidate 20	2	Topic 4	Topic 6
Candidate 21	3	Topic 3	Topic 7
Candidate 22	4	Topic 2	Topic 5
Candidate 23	5	Topic 1	Topic 6
Candidate 24	6	Topic 4	Topic 7
Candidate 25	7	Topic 3	Topic 5

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

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 1

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

Role play	
<b>Candidate:</b>	<b>Yourself</b>
<b>Teacher:</b>	<b>Your friend</b>
<b>Context</b>	<b>Say:</b> You are planning a trip to the zoo. I am your English friend and I am coming with you.
<b>Questions</b>	<b>Ask the following questions:</b>
<b>1</b>	What time does the zoo open today?  <i>React appropriately and ask:</i>
<b>2</b>	How can we get to the zoo?  <i>React appropriately and ask:</i>
<b>3</b>	Let's take a picnic. What would you like to eat and drink?  <i>React appropriately and ask:</i>
<b>4</b>	When was the last time you went to the zoo? <b>[PAUSE]</b> And what did you see there?  <i>React appropriately and ask:</i>
<b>5</b>	What shall we do after the zoo? <b>[PAUSE]</b> And after that?  <i>React appropriately and end the conversation.</i>



## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 2

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

Role play	
<b>Candidate:</b>	<b>Yourself</b>
<b>Teacher:</b>	<b>Your friend</b>
<b>Context</b>	<b>Say:</b> You are planning a trip to the cinema. I am your English friend and I am coming with you.
<b>Questions</b>	<b>Ask the following questions:</b>
<b>1</b>	When would you like to go to the cinema?  <i>React appropriately and ask:</i>
<b>2</b>	How shall we get there?  <i>React appropriately and ask:</i>
<b>3</b>	What kind of film would you like to see? <b>[PAUSE]</b> Why?  <i>React appropriately and ask:</i>
<b>4</b>	When was the last time you went to the cinema? <b>[PAUSE]</b> Who did you go with?  <i>React appropriately and ask:</i>
<b>5</b>	What shall we do after the cinema? <b>[PAUSE]</b> And after that?  <i>React appropriately and end the conversation.</i>

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 3

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

Role play	
<b>Candidate:</b>	<b>Yourself</b>
<b>Teacher:</b>	<b>Your friend</b>
<b>Context</b>	<b>Say:</b> You are in a clothes shop with your English friend. You would like to buy something in the shop. I am your friend.
<b>Questions</b>	<b>Ask the following questions:</b>
<b>1</b>	What would you like to buy?  <i>React appropriately and ask:</i>
<b>2</b>	How much money can you spend?  <i>React appropriately and ask:</i>
<b>3</b>	What kind of clothes do you like wearing most? <b>[PAUSE]</b> Why?  <i>React appropriately and ask:</i>
<b>4</b>	What did you wear the last time you went to a party? <b>[PAUSE]</b> And what did you do at the party?  <i>React appropriately and ask:</i>
<b>5</b>	Which shop shall we go to next? <b>[PAUSE]</b> Why do you want to go there?  <i>React appropriately and end the conversation.</i>

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 4

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

Role play	
<b>Candidate:</b> <b>Teacher:</b>	<b>Yourself</b> <b>Receptionist</b>
<b>Context</b>	<b>Say:</b> You are staying in a hotel in England. You are talking to the receptionist. I am the receptionist.
<b>Questions</b>	<b>Ask the following questions:</b>
<b>1</b>	Good morning! Where are you from?  <i>React appropriately and ask:</i>
<b>2</b>	How many days are you staying at the hotel?  <i>React appropriately and ask:</i>
<b>3</b>	What do you like about your room at the hotel? <b>[PAUSE]</b> What don't you like about your room?  <i>React appropriately and ask:</i>
<b>4</b>	What did you like best about breakfast this morning? <b>[PAUSE]</b> What sports facilities have you used at the hotel?  <i>React appropriately and ask:</i>
<b>5</b>	What are your plans for the next few days?  <i>React appropriately and end the conversation.</i>

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 5

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

Role play	
<b>Candidate:</b>	<b>Yourself</b>
<b>Teacher:</b>	<b>Sports trainer</b>
<b>Context</b>	<b>Say:</b> You are at a sports club. A trainer is asking you questions. I am the trainer.
<b>Questions</b>	<b>Ask the following questions:</b>
<b>1</b>	What do you eat in the evening?  <i>React appropriately and ask:</i>
<b>2</b>	How many hours do you sleep at night?  <i>React appropriately and ask:</i>
<b>3</b>	What is your favourite sport? <b>[PAUSE]</b> Why?  <i>React appropriately and ask:</i>
<b>4</b>	When did you last do some exercise? <b>[PAUSE]</b> What did you do?  <i>React appropriately and ask:</i>
<b>5</b>	What new sport would you like to try in the future? <b>[PAUSE]</b> Why?  <i>React appropriately and end the conversation.</i>

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 6

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

Role play	
<b>Candidate:</b>	<b>Yourself</b>
<b>Teacher:</b>	<b>Your friend</b>
<b>Context</b>	<b>Say:</b> You are a tourist in a city. You would like to go to a park with your English friend. I am your friend.
<b>Questions</b>	<b>Ask the following questions:</b>
<b>1</b>	When would you like to go to the park?  <i>React appropriately and ask:</i>
<b>2</b>	How shall we get there?  <i>React appropriately and ask:</i>
<b>3</b>	What shall we take with us?  <i>React appropriately and ask:</i>
<b>4</b>	When was the last time you went to a park? <b>[PAUSE]</b> Who did you go with?  <i>React appropriately and ask:</i>
<b>5</b>	What would you like to do tomorrow? <b>[PAUSE]</b> Why?  <i>React appropriately and end the conversation.</i>

## Teacher/examiner scripts – Role plays

### CANDIDATE CARD 7

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

Role play	
<b>Candidate:</b>	<b>Yourself</b>
<b>Teacher:</b>	<b>Receptionist at the tourist information office</b>
<b>Context</b>	<b>Say:</b> You are visiting a city and you would like to go on a guided tour. You are talking to the receptionist in the tourist information office. I am the receptionist.
<b>Questions</b>	<b>Ask the following questions:</b>
<b>1</b>	Hello! I understand you would like to go on a guided tour. What language would you like the guide to speak?  <i>React appropriately and ask:</i>
<b>2</b>	And when would you like to go on your tour?  <i>React appropriately and ask:</i>
<b>3</b>	What are you interested in seeing on the tour?  <i>React appropriately and ask:</i>
<b>4</b>	What would you like to do after the tour? <b>[PAUSE]</b> What else do you want to do in the city?  <i>React appropriately and ask:</i>
<b>5</b>	What did you do yesterday in the city? <b>[PAUSE]</b> Who were you with?  <i>React appropriately and end the conversation.</i>

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 8

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

Role play	
<b>Candidate:</b>	<b>Yourself</b>
<b>Teacher:</b>	<b>Your friend</b>
<b>Context</b>	<b>Say:</b> You want to go for lunch in a restaurant with your English friend. I am your friend.
<b>Questions</b>	<b>Ask the following questions:</b>
<b>1</b>	What kind of restaurant would you like to go to for lunch?  <i>React appropriately and ask:</i>
<b>2</b>	What time shall we go to the restaurant?  <i>React appropriately and ask:</i>
<b>3</b>	What would you like to do after the restaurant? <b>[PAUSE]</b> And after that?  <i>React appropriately and ask:</i>
<b>4</b>	When was the last time you went to a restaurant? <b>[PAUSE]</b> Who did you go with?  <i>React appropriately and ask:</i>
<b>5</b>	Do you like going to restaurants? <b>[PAUSE]</b> Why? / Why not?  <i>React appropriately and end the conversation.</i>

## Teacher/examiner scripts – Role plays

## CANDIDATE CARD 9

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

Role play	
<b>Candidate:</b>	<b>Yourself</b>
<b>Teacher:</b>	<b>Passenger on the train</b>
<b>Context</b>	<b>Say:</b> You are on a train on the way to Manchester. You are talking to another passenger. I am the other passenger.
<b>Questions</b>	<b>Ask the following questions:</b>
<b>1</b>	Excuse me, when does the train arrive in Manchester?  <i>React appropriately and ask:</i>
<b>2</b>	How often do you travel by train?  <i>React appropriately and ask:</i>
<b>3</b>	What are you going to do when you get to Manchester?  <i>React appropriately and ask:</i>
<b>4</b>	I love travelling by train. What about you? <b>[PAUSE]</b> Why? / Why not?  <i>React appropriately and ask:</i>
<b>5</b>	What is the longest train journey you have been on? <b>[PAUSE]</b> What did you do during the journey?  <i>React appropriately and end the conversation.</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 <b>once</b> if necessary)	Ask the next question
<ul style="list-style-type: none"> <li>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> </li> <li>If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you <b>must</b> ask up to <b>two</b> further questions of your choice on the <b>same</b> topic as the other questions to make sure that the conversation lasts 4 minutes.</li> </ul>			

Topic: Clothes	
Questions	Ask the following questions:
1	What do you normally wear to school?
2	Describe your favourite item of clothing.
3	<p>Tell me about the last time you went shopping for clothes. <b>[PAUSE]</b> What clothes did you buy?</p> <p><b>Alternative questions (if necessary):</b></p> <p>When did you last go shopping for clothes? <b>[PAUSE]</b> What did you buy?</p>
4	<p>When you're older, do you think you will wear the same kind of clothes? <b>[PAUSE]</b> Why? / Why not?</p> <p><b>Alternative questions (if necessary):</b></p> <p>What will you wear when you're older? <b>[PAUSE]</b> Why?</p>
5	<p>What do you think are the advantages and disadvantages of having to wear a school uniform?</p> <p><b>Alternative questions (if necessary):</b></p> <p>What are the good and bad things about school uniforms?</p>

## 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 <b>once</b> if necessary)	Ask the next question
<ul style="list-style-type: none"> <li>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> </li> <li>If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you <b>must</b> ask up to <b>two</b> further questions of your choice on the <b>same</b> topic as the other questions to make sure that the conversation lasts 4 minutes.</li> </ul>			

Topic: Self, family and friends	
Questions	Ask the following questions:
1	Tell me about your family.
2	What do you normally do with your family in the evenings?
3	Tell me about a nice weekend that you spent with your family or friends.  <b>Alternative questions (if necessary):</b>  What did you do with your family or friends last weekend?
4	Why do you think it is important to have good friends?  <b>Alternative questions (if necessary):</b>  Why is it good to have friends?
5	How will you stay in contact with your school friends in the future?  <b>Alternative questions (if necessary):</b>  What will you do to stay in contact with your school friends in the future?

## 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 <b>once</b> if necessary)	Ask the next question
<ul style="list-style-type: none"> <li>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> </li> <li>If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you <b>must</b> ask up to <b>two</b> further questions of your choice on the <b>same</b> topic as the other questions to make sure that the conversation lasts 4 minutes.</li> </ul>			

Topic: Food and drink	
Questions	Ask the following questions:
1	What is your favourite meal of the day?
2	Who cooks in your family?
3	What would you like to have for dinner this evening?  <b>Alternative questions (if necessary):</b> What would you like to eat this evening?
4	Tell me about the last time you had a meal at a restaurant.  <b>Alternative questions (if necessary):</b> When did you last go to a restaurant? [PAUSE] Who did you go with?
5	In your opinion, what can people do to live a more healthy life?  <b>Alternative questions (if necessary):</b> What can people do to be more healthy?

## 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 <b>once</b> if necessary)	Ask the next question
<ul style="list-style-type: none"> <li>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> </li> <li>If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you <b>must</b> ask up to <b>two</b> further questions of your choice on the <b>same</b> topic as the other questions to make sure that the conversation lasts 4 minutes.</li> </ul>			

Topic: Travel and transport	
Questions	Ask the following questions:
1	How do you get to school in the morning?
2	What is your favourite type of transport?
3	<p>What are the disadvantages of living far away from school?</p> <p><b>Alternative questions (if necessary):</b></p> <p>Is it better to live near school? [PAUSE] Why? / Why not?</p>
4	<p>Tell me about the last time you went on a long journey.</p> <p><b>Alternative questions (if necessary):</b></p> <p>When did you last go on a long journey? [PAUSE] Where did you go?</p>
5	<p>Do you think people will travel by car in the future? [PAUSE] Why? / Why not?</p> <p><b>Alternative questions (if necessary):</b></p> <p>Would you like to have a car in the future? [PAUSE] Why? / Why not?</p>

## 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 <b>once</b> if necessary)	Ask the next question
<ul style="list-style-type: none"> <li>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> </li> <li>If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you <b>must</b> ask up to <b>two</b> further questions of your choice on the <b>same</b> topic as the other questions to make sure that the conversation lasts 4 minutes.</li> </ul>			

Topic: Education and training	
Questions	Ask the following questions:
1	What is your favourite subject at school?
2	How much homework do you do every day?
3	Tell me about something you learned at school recently.  <b>Alternative questions (if necessary):</b>  What did you learn last week?
4	Would you like to go to university in the future? [PAUSE] What would you like to study? [PAUSE] Why?  <b>Alternative questions (if necessary):</b>  Do you want to go to university? [PAUSE] What do you want to study? [PAUSE] Why?
5	In your opinion, how important is it to do sport at school?  <b>Alternative questions (if necessary):</b>  Is it important to do sport at school? [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 <b>once</b> if necessary)	Ask the next question
<ul style="list-style-type: none"> <li>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> </li> <li>If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you <b>must</b> ask up to <b>two</b> further questions of your choice on the <b>same</b> topic as the other questions to make sure that the conversation lasts 4 minutes.</li> </ul>			

Topic: The international world	
Questions	Ask the following questions:
1	What foreign languages do you speak?
2	How long have you been learning English?
3	<p>Tell me about the last time you spoke English with somebody.</p> <p><b>Alternative questions (if necessary):</b></p> <p>When did you last speak English with somebody? [PAUSE] Who did you talk to?</p>
4	<p>How will English be useful to you in the future?</p> <p><b>Alternative questions (if necessary):</b></p> <p>Will English be useful to you in the future? [PAUSE] Why? / Why not?</p>
5	<p>What is the best way of learning a foreign language? [PAUSE] Why?</p> <p><b>Alternative questions (if necessary):</b></p> <p>Do you prefer learning a foreign language in a class, or on your own at home? [PAUSE] Why?</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 <b>once</b> if necessary)	Ask the next question
<ul style="list-style-type: none"> <li>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> </li> <li>If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you <b>must</b> ask up to <b>two</b> further questions of your choice on the <b>same</b> topic as the other questions to make sure that the conversation lasts 4 minutes.</li> </ul>			

Topic: Communication and technology	
Questions	Ask the following questions:
1	What kind of technology do you use every day?
2	How much time do you spend online every day?
3	<p>Tell me about the last time you used the internet to do your school work.</p> <p><b>Alternative questions (if necessary):</b></p> <p>When did you last use the internet to do your school work? [PAUSE] What did you do?</p>
4	<p>Do you think people will use technology more or less in the future? [PAUSE] Why?</p> <p><b>Alternative questions (if necessary):</b></p> <p>Will people use technology more in the future? [PAUSE] Why? / Why not?</p>
5	<p>What are the advantages and disadvantages of social media?</p> <p><b>Alternative questions (if necessary):</b></p> <p>Is social media good or bad? [PAUSE] Why?</p>

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