



Cambridge IGCSE™

ENGLISH (AS AN ADDITIONAL LANGUAGE)

0472/03

Paper 3 Speaking

May/June 2026

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:
• 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.	• 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
- 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
- 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	• 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	• 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	• 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	• 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	• 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	• 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	• Has difficulty with many questions but still attempts an answer. • Communicates some simple information relevant to the questions.
1–3	Poor	• 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		• 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	• 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	• 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	• 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	• 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	• Very limited range of structures and vocabulary, almost always inaccurate. • Poor pronunciation, rarely comprehensible; many serious errors.
0		• 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.

[illegible][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

Order of candidates	Candidate card	Topic conversation 1	Topic conversation 2
Candidate 25	7	Topic 1	Topic 4
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 school friend
Context	Say: During your school lunch break you meet a school friend that you haven't seen for some time. I am the school friend.
Questions	Ask the following questions:
1	Hi (<i>candidate's name</i>), so nice to see you again! What time do your afternoon classes start? <i>React appropriately and ask:</i>
2	What did you have for lunch today? <i>React appropriately and ask:</i>
3	What did you do last weekend? [PAUSE] What else did you do? <i>React appropriately and ask:</i>
4	How often do you practise your English in your free time? [PAUSE] I need to improve my English. What do you think I should do to improve it? <i>React appropriately and ask:</i>
5	What are you doing tomorrow after school? [PAUSE] Let's go to the cinema together at the weekend! What film would you like to see? <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 aunt
Context	Say: You have a part-time job at the local supermarket. Your aunt sees you there while she is shopping and starts talking to you. I am your aunt.
Questions	Ask the following questions:
1	Hi (<i>candidate's name</i>)! I didn't know you worked here. When did you start working here? <i>React appropriately and ask:</i>
2	And what do you enjoy most about working here? <i>React appropriately and ask:</i>
3	How did you find out about this job? [PAUSE] Why did you decide to get a part-time job at a supermarket? <i>React appropriately and ask:</i>
4	And what job would you like to do in the future? [PAUSE] Why? <i>React appropriately and ask:</i>
5	Anyway, what are you doing when you finish working this afternoon? [PAUSE] What do you think about coming to dinner at our house tonight? <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 neighbour
Context	Say: You are waiting for a bus to go to the town centre. You meet your neighbour at the bus stop. I am your neighbour.
Questions	Ask the following questions:
1	Oh, hello, (<i>candidate's name</i>)! Which buses go to the town centre? <i>React appropriately and ask:</i>
2	How often do you go to the town centre? <i>React appropriately and ask:</i>
3	What are you going to do in the town centre today? [PAUSE] Where do you think is the best place to have lunch? <i>React appropriately and ask:</i>
4	Do you like the new shopping mall? [PAUSE] Why? Why not? <i>React appropriately and ask:</i>
5	I saw you at the cinema the other week. What film did you see? [PAUSE] What did you think of the film? <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 primary school teacher
Context	Say: You are spending the afternoon in your local park. You meet a teacher from your old primary school. I am the primary school teacher.
Questions	Ask the following questions:
1	Oh, hello, (<i>candidate's name</i>) – how nice to see you. How often do you come to this park? <i>React appropriately and ask:</i>
2	How do you usually get to the park? <i>React appropriately and ask:</i>
3	What are you planning to do in the park today? [PAUSE] What will the weather be like later today? <i>React appropriately and ask:</i>
4	What do you like best about the park? [PAUSE] I heard there is a new café nearby. What can you tell me about it? <i>React appropriately and ask:</i>
5	And what are your favourite subjects at your new school? [PAUSE] Why do you like these subjects? <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, your family and your cousin are staying in a hotel. You stay at this hotel every summer holiday, but it is the first time for your cousin. I am your cousin.
Questions	Ask the following questions:
1	I love it here. When did you first start coming to this hotel? <i>React appropriately and ask:</i>
2	I'm quite hungry. Where's the hotel restaurant? <i>React appropriately and ask:</i>
3	What do you think of your hotel room? [PAUSE] What can you see from your window? <i>React appropriately and ask:</i>
4	Your mum said we are going to a concert this evening. What shall I wear? [PAUSE] Can you tell me more about the band we are going to see? <i>React appropriately and ask:</i>
5	What can we do here if the weather's bad? [PAUSE] What was the weather like last time you came here? <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:	A classmate
Context	Say: You go to a foreign-language club in your free time. One of your classmates wants to join too and is asking you questions about the club. I am the classmate.
Questions	Ask the following questions:
1	How often does the club meet? <i>React appropriately and ask:</i>
2	Where does the club meet? <i>React appropriately and ask:</i>
3	What language are you learning at the club? [PAUSE] Why are you learning this language? <i>React appropriately and ask:</i>
4	How did you find out about this club? [PAUSE] What happened the first time you went to the club? <i>React appropriately and ask:</i>
5	I heard the club goes on trips to other countries. What country is the club going to next? [PAUSE] What else can you tell me about the next trip? <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:	A shop assistant
Context	Say: You want to buy a new laptop. You are at a computer shop talking to one of the shop assistants. I am the shop assistant.
Questions	Ask the following questions:
1	What size of laptop do you want to buy? <i>React appropriately and ask:</i>
2	What colour laptop would you like? <i>React appropriately and ask:</i>
3	How long did you have your old laptop for? [PAUSE] What happened to your old laptop? <i>React appropriately and ask:</i>
4	What did you like most about your old laptop? [PAUSE] What will you use your new laptop for? <i>React appropriately and ask:</i>
5	And I think you wanted to buy something else. What was it? [PAUSE] OK, and how would you like to pay? <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:	Your friend
Context	Say: Your friend from a different country wants to visit you to celebrate an important festival with your family. Your friend is phoning you to ask some questions. I am your friend.
Questions	Ask the following questions:
1	When exactly do you celebrate this festival? <i>React appropriately and ask:</i>
2	What clothes do people wear to go to the festival? <i>React appropriately and ask:</i>
3	What food do you usually eat during the festival? [PAUSE] How do you prepare this food? <i>React appropriately and ask:</i>
4	Who did you celebrate the last festival with? [PAUSE] What did you do during the festival? <i>React appropriately and ask:</i>
5	What would be the best presents to bring for your family when I visit? [PAUSE] How can I get to your house from the airport? <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: Your class is going on a school trip next week. Your classmate is off sick at the moment and phones you to ask for some information about the school trip. I am the classmate.
Questions	Ask the following questions:
1	When exactly is the school trip next week? <i>React appropriately and ask:</i>
2	Where do we have to meet before the trip? <i>React appropriately and ask:</i>
3	I heard we're going to a museum to see an exhibition. What is the exhibition about? [PAUSE] What else are we going to do on the school trip? <i>React appropriately and ask:</i>
4	What do we need to bring with us? [PAUSE] Why? <i>React appropriately and ask:</i>
5	I didn't go on the school trip last year. What did you enjoy most about the trip? [PAUSE] What did the teacher ask you to do after the trip? <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
- 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 furniture do you have in your bedroom?
2	How often do your family watch TV together?
3	When did you last visit someone else's home? [PAUSE] What happened? Alternative questions (if necessary) When was the last time you visited someone else's home? [PAUSE] What did you do there?
4	What are the advantages of the whole family eating dinner together? [PAUSE] What are the disadvantages of the whole family eating dinner together? Alternative questions (if necessary) What do you like about eating dinner together with the whole family? [PAUSE] What do you dislike about eating dinner together with the whole family?
5	What kind of house would you like to live in, in the future? [PAUSE] Why? Alternative questions (if necessary) Would you like to live in a house or an apartment when you are older? [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
- 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: Sport	
Questions	Ask the following questions:
1	What sport do you enjoy watching?
2	How often do you play a sport?
3	When was the last time you, or someone you know, took part in a sports competition? [PAUSE] What happened during the competition? Alternative questions (if necessary) When did you last have a sports competition at your school? [PAUSE] What happened during the competition?
4	Do you think physical education is an important school subject? [PAUSE] Why? Why not? Alternative questions (if necessary) Should all students do sports at school? [PAUSE] Why? Why not?
5	Will young people have enough time to do sport as a hobby in the future? [PAUSE] Why? Why not? Alternative questions (if necessary) Will young people be too busy to do sport in their free time 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
- 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: Seasons	
Questions	Ask the following questions:
1	What is your favourite season?
2	When do you usually go on holiday during the year?
3	Do you prefer having a holiday in the summer, or, in the winter? [PAUSE] Why? Alternative questions (if necessary) Is it better to have a holiday in the summer, or, in the winter? [PAUSE] Why?
4	Can you tell me about a time when you were outside, and you felt very hot or cold? [PAUSE] What can people do to stop feeling too hot or cold? Alternative questions (if necessary) When was the last time you felt very hot or cold outside? [PAUSE] What did you do to stop feeling too hot or too cold?
5	Do you think that in the future, people will have to do things differently because of the weather? [PAUSE] Why? Why not? Alternative questions (if necessary) In the future, will people be able to do the same activities outside because of the weather? [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
- 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: Jobs and the workplace	
Questions	Ask the following questions:
1	What jobs do people in your family do?
2	How many days a week do most people work in your country?
3	When did you last help someone with some physical work, for example in the garden? [PAUSE] What did you have to do exactly? Alternative questions (if necessary) When was the last time you helped someone do some work? [PAUSE] What did you do exactly?
4	What things are important to consider before choosing your future career? [PAUSE] Why? Alternative questions (if necessary) What things should people think about before they choose a future job? [PAUSE] Why?
5	Do you think most people will work from home in the future? [PAUSE] Why? Why not? Alternative questions (if necessary) Will more and more people work from home in the future? [PAUSE] Why? Why not?

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
- 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: Buildings	
Questions	Ask the following questions:
1	What colour is your school building?
2	What types of buildings can you see on your way to school?
3	When did you last visit a famous building in your country? [PAUSE] What did you do there? Alternative questions (if necessary) When was the last time you visited a famous building in your country? [PAUSE] What did you enjoy about the visit?
4	Would you prefer a holiday in a city with lots of buildings, or, the countryside with no buildings? [PAUSE] Why? Alternative questions (if necessary) Would you like a holiday in the city with a lot of buildings, or, the countryside with no buildings? [PAUSE] Why?
5	Do you think that working as an architect is an interesting job? [PAUSE] Why? Why not? Alternative questions (if necessary) Would you like to work as an architect? [PAUSE] Why? Why not?

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
- 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: Culture and customs	
Questions	Ask the following questions:
1	What is your favourite festival in your country?
2	What clothes do people in your country wear during special festivals?
3	When did you last eat some traditional food from your country? [PAUSE] What did you enjoy about the meal? Alternative questions (if necessary) When was the last time you had some traditional food from your country? [PAUSE] What did you like about the meal?
4	What customs should people know about, when visiting somebody's home, in your country? [PAUSE] How do you feel about these customs? Alternative questions (if necessary) What are some of the rules when you visit somebody's home in your country? [PAUSE] What do you think about these rules?
5	If you decided to move and live in a different culture in the future, how easy or difficult would it be for you? [PAUSE] Why? Alternative questions (if necessary) If you moved to another country in the future, what would you miss from your own country? [PAUSE] Why?

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
- 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 classroom and studying	
Questions	Ask the following questions:
1	Which floor is your classroom on?
2	What other parts of the school do you have your lessons in?
3	What do you like best about your classroom? [PAUSE] What would you change about your classroom? Alternative questions (if necessary) What do you like most about your classroom? [PAUSE] What do you dislike about your classroom?
4	When did you last have to study very hard? [PAUSE] What helped you with studying during this time? Alternative questions (if necessary) When was the last time you studied a lot? [PAUSE] What helped you to study during this time?
5	Will students be taught by robots instead of teachers in the future? [PAUSE] Why? Why not? Alternative questions (if necessary) Will robots teach lessons instead of teachers in the future? [PAUSE] Why? Why not?

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