

Cambridge IGCSE™

JAPANESE

0716/03

Paper 3 Speaking

For examination from 2027

SPECIMEN INSTRUCTIONS FOR TEACHERS/EXAMINERS



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 **Japanese** and the candidates must respond in **Japanese**.
- 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 **28** 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 Japanese speaking tests at your centre. In these instructions we use the word 'you' to refer to the teacher(s)/examiner(s) 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 Japanese.

To achieve this it is important to:

- create a supportive atmosphere
- conduct the test in accordance with these instructions and the *Cambridge Handbook*
- 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 in full for **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. These questions must be 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 booklet • a copy of the mark schemes provided in this 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 • additional paper and pens for the candidates during their preparation time • 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
- read the regulations in the *Cambridge Handbook* about the conduct of non-coursework speaking tests
- study the scripts for both the role play and topic conversations
- make sure that there are two separate rooms available: one room where candidates prepare for the test (this will be the preparation room) and one room where candidates take the test (this will be the examination room)
- make sure that the preparation room has paper and pens for candidates to use during their preparation time
- 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 Japanese 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
- 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 are permitted to make notes, on an additional piece of paper, during their preparation time. Tell the candidate that they must give the notes to the teacher/examiner before their speaking test begins and that they will not have access to them during the speaking test. The notes must be kept securely until after certificates have been issued.
- 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
- enter 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 If the candidate has made any notes on an additional piece of paper, they must give these to the teacher/examiner before the speaking test starts. The candidate must **not** have access to them during the speaking test.
- 2 You must only conduct each test **once**.
- 3 At the start of the test, press 'record' on the recording equipment. **Once the recording has started, you must not stop or pause the recording at any point during the test.**
- 4 Say your name, their candidate number, the candidate's name, the candidate card number and the date. For example:

 'Teacher/examiner name: *Abcdef Uvwxyz*
 Candidate number: *0031*
 Candidate name: *Abcd Vwxyz*
 Candidate card number: *3*
 Date: *(date of the test)*'
- 5 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 Japanese.

Role play

- 6 Greet the candidate using the prompts provided. This is **not** assessed.
- 7 Set the scene for the role play by reading out the role play scenario **exactly as it is printed** in this instruction booklet.
- 8 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 **once** 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 the question after you have repeated it, move on to the next task.
- 9 Listen to the candidate's answer.
- 10 Assess the candidate's answer using the role play mark scheme and enter the mark on the working mark sheet (WMS). When you are awarding marks, start at the bottom band and work upwards. Find 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.
- 11 Repeat the process described above in points 6–8 for each role play question, until you have asked **all** of the role play questions.
- 12 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

- 13 Go to the correct topic conversation in this instructions booklet.
- 14 Say to the candidate in Japanese: 'First we are going to talk about [name of the first topic]'.
- 15 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.
- 16 Listen carefully to and acknowledge the candidate's answer to each question.
- 17 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 once	Ask the next question	
3, 4 and 5	Repeat the question once	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>それから? ほかに? もう少し(詳しく) 話してください。</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. 			

Topic conversation 2

- 18 Go to the correct topic conversation in this instructions booklet.
- 19 Say to the candidate in Japanese: ‘Now we are going to talk about [name of the second topic]’.
- 20 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.
- 21 Listen carefully to and acknowledge the candidate’s answer to each question.
- 22 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 once	Ask the next question	
3, 4 and 5	Repeat the question once	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. それから? ほかに? もう少し(詳しく)話してください。 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. 			

- 23 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.
- 24 Enter the mark for Communication and the mark for Quality of Language on the working mark sheet.

After each candidate's speaking test

- 25 Take the candidate card from the candidate. The candidate must **not** take the candidate card with them when they leave the examination room.
- 26 Make sure that you have completed all parts of the working mark sheet for the candidate.
- 27 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.
- 28 You must keep any additional pieces of paper with candidate notes on. The notes must be kept securely until after certificates have been issued.

After completing all of the speaking tests at the centre

- If any candidates made notes during their preparation time, these must be stored securely until after certificates have been issued.
- Add up the marks for each candidate and enter the total mark in the appropriate column. Check all additions carefully.
- If more than one teacher/examiner is marking the Cambridge IGCSE Japanese 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**

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.
- When you are awarding marks, start at the bottom band and work upwards. Find the band which best fits the candidate's performance.

marks	descriptor
2	<ul style="list-style-type: none"> • The information is communicated. • Language is appropriate to the situation and is accurate. • Minor errors are allowed.
1	<ul style="list-style-type: none"> • The information is partly communicated and/or the meaning is ambiguous. • Errors impede communication.
0	<ul style="list-style-type: none"> • No creditable response.

Topic conversation mark schemes

When you are awarding marks, start at the bottom band and work upwards. Find 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 errors 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 Foreign Languages: 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			Total (max 40 marks)	Internal/external moderation
				Task 1 (max 2 marks)	Task 2 (max 2 marks)	Task 3 (max 2 marks)	Task 4 (max 2 marks)	Task 5 (max 2 marks)	Communication (max 15 marks)	Quality of Language (max 15 marks)			
0031	Abcd Vwxyz	3	3 & 6	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 six 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, you should continue the sequence as shown in the table. For example, if you conduct 20 tests on the first day, you should start the second day from row 21 of the table.

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 2	topic 4
candidate 2	2	topic 3	topic 5
candidate 3	3	topic 2	topic 6
candidate 4	4	topic 1	topic 5
candidate 5	5	topic 1	topic 6
candidate 6	6	topic 3	topic 4
candidate 7	1	topic 3	topic 6
candidate 8	2	topic 1	topic 6
candidate 9	3	topic 2	topic 5
candidate 10	4	topic 3	topic 4
candidate 11	5	topic 2	topic 5
candidate 12	6	topic 1	topic 4
candidate 13	1	topic 1	topic 4
candidate 14	2	topic 2	topic 5
candidate 15	3	topic 3	topic 6
candidate 16	4	topic 2	topic 5
candidate 17	5	topic 1	topic 4
candidate 18	6	topic 3	topic 6
candidate 19	1	topic 3	topic 4
candidate 20	2	topic 2	topic 6
candidate 21	3	topic 3	topic 5
candidate 22	4	topic 2	topic 4
candidate 23	5	topic 1	topic 5

order of candidates	candidate card	topic conversation 1	topic conversation 2
candidate 24	6	topic 1	topic 6
candidate 25	1	topic 2	topic 6
candidate 26	2	topic 1	topic 5
candidate 27	3	topic 3	topic 4
candidate 28	4	topic 1	topic 4
candidate 29	5	topic 2	topic 6
candidate 30	6	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	
<p>テストの前 Before the test</p>	<p>Say: Your name, e.g. Abcdef Uvwxyz The candidate's number, e.g. 0031 The candidate's name, e.g. Abcd Vwxyz The candidate card number The date</p>
<p>ウォームアップ (評価対象外)</p>	<p>先生:生徒に向かって、次のようにあいさつをしてください。 こんにちは・おはようございます。 準備はいいですか。 じゃ、テストを 始めます。</p>

ロールプレイ	
<p>せいと: 先生:</p>	<p>あなた あなたの友だち</p>
シナリオ	<p>声に出して読んでください: あなたは、今日本にいます。 あなたは友だちと いっしょに動物園に行きたいです。 私はあなたの友だちです。</p>
質問	<p>次の質問をしてください。</p>
1	<p>今日、動物園は何時からですか。 生徒の返答に沿って対応し、次の質問をする。</p>
2	<p>どうやって行きますか。 生徒の返答に沿って対応し、次の質問をする。</p>
3	<p>動物園でピクニックをしませんか。何を食べたいですか。 [生徒の返答を待つ] 何を飲みたいですか。 生徒の返答に沿って対応し、次の質問をする。</p>
4	<p>最後にいつ動物園に行きましたか。 [生徒の返答を待つ] どうでしたか。 生徒の返答に沿って対応し、次の質問をする。</p>
5	<p>動物園に行った後で、何をしましょうか。 生徒の返答に沿って対応してから、会話を終了する。</p>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 2

Start the recording	
<p>テストの前 Before the test</p>	<p>Say: Your name, e.g. Abcdef Uvwxyz The candidate's number, e.g. 0031 The candidate's name, e.g. Abcd Vwxyz The candidate card number The date</p>
<p>ウォームアップ (評価対象外)</p>	<p>先生:生徒に向かって、次のようにあいさつをしてください。 こんにちは・おはようございます。 準備はいいですか。 じゃ、テストを 始めます。</p>

ロールプレイ	
<p>せいと: 先生:</p>	<p>あなた あなたの友だち</p>
シナリオ	<p>声に出して読んでください: あなたは、今日本にいます。 あなたは友だちと いっしょに映画館に行きたいです。 私は あなたの友だちです。</p>
質問	次の質問をしてください。
1	<p>いつ映画館に行きたいですか。</p> <p>生徒の返答に沿って対応し、次の質問をする。</p>
2	<p>どうやって行きますか。</p> <p>生徒の返答に沿って対応し、次の質問をする。</p>
3	<p>どんな映画が見たいですか。 [生徒の返答を待つ] どうしてですか。</p> <p>生徒の返答に沿って対応し、次の質問をする。</p>
4	<p>最近いつ映画館に行きましたか。 [生徒の返答を待つ] だれに行きましたか。</p> <p>生徒の返答に沿って対応し、次の質問をする。</p>
5	<p>映画館に行った後で何をしましょうか。</p> <p>生徒の返答に沿って対応してから、会話を終了する。</p>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 3

Start the recording	
テストの前 Before the test	Say: Your name, e.g. Abcdef Uvwxyz The candidate's number, e.g. 0031 The candidate's name, e.g. Abcd Vwxyz The candidate card number The date
ウォームアップ (評価対象外)	先生:生徒に向かって、次のようにあいさつをしてください。 こんにちは・おはようございます。 準備はいいですか。 じゃ、テストを 始めます。

ロールプレイ	
せいと: 先生:	あなた 旅行者
シナリオ	声に出して読んでください: あなたは、今日本にいます。 ほかの旅行者と話しています。 私は旅行者です。
質問	次の質問をしてください。
1	こんにちは。どこから来ましたか。 生徒の返答に沿って対応し、次の質問をする。
2	どのぐらい日本にいますか? 生徒の返答に沿って対応し、次の質問をする。
3	日本で何を食べましたか。 [生徒の返答を待つ] どうでしたか。 生徒の返答に沿って対応し、次の質問をする。
4	あしたの予定は何ですか。 生徒の返答に沿って対応し、次の質問をする。
5	旅行することが好きですか。 [生徒の返答を待つ] どうしてですか。 生徒の返答に沿って対応してから、会話を終了する。

Teacher/examiner scripts – Role plays

CANDIDATE CARD 4

Start the recording	
テストの前 Before the test	Say: Your name, e.g. Abcdef Uvwxyz The candidate's number, e.g. 0031 The candidate's name, e.g. Abcd Vwxyz The candidate card number The date
ウォームアップ (評価対象外)	先生:生徒に向かって、次のようにあいさつをしてください。 こんにちは・おはようございます。 準備はいいですか。 じゃ、テストを 始めます。

ロールプレイ	
せいと: 先生:	あなた あなたの友だち
シナリオ	声に出して読んでください: あなたは、今東京にいます。 あなたは友だちと いっしょに公園に行きたいです。 私はあなたの友だちです。
質問	次の質問をしてください。
1	いつ公園に行きましょうか。 生徒の返答に沿って対応し、次の質問をする。
2	どうやって行きますか。 生徒の返答に沿って対応し、次の質問をする。
3	公園で何をしたいですか。 生徒の返答に沿って対応し、次の質問をする。
4	先週の週末どこに行きましたか。 [生徒の返答を待つ] どうしてですか。 生徒の返答に沿って対応し、次の質問をする。
5	あしたは何をしたいですか。 [生徒の返答を待つ] だれとしたいですか。 生徒の返答に沿って対応してから、会話を終了する。

Teacher/examiner scripts – Role plays

CANDIDATE CARD 5

Start the recording	
テストの前 Before the test	Say: Your name, e.g. Abcdef Uvwxyz The candidate's number, e.g. 0031 The candidate's name, e.g. Abcd Vwxyz The candidate card number The date
ウォームアップ (評価対象外)	先生: 生徒に向かって、次のようにあいさつをしてください。 こんにちは・おはようございます。 準備はいいですか。 じゃ、テストを 始めます。

ロールプレイ	
せいと: 先生:	あなた 観光案内所の 人
シナリオ	声に出して読んでください: あなたは、今 京都にいます。京都の 観光を 予約したいです。 観光案内所の 人と 話しています。 私は 観光案内所の 人 です。
質問	次の 質問をしてください。
1	何曜日に ツアーに 行きたいですか。 生徒の 返答に 沿って 対応し、次の 質問をする。
2	何語のガイドの 人が いいですか。 生徒の 返答に 沿って 対応し、次の 質問をする。
3	ツアーで どの ところに 行きたいですか。 生徒の 返答に 沿って 対応し、次の 質問をする。
4	ツアーの後で 何を したいですか。 [生徒の 返答を 待つ] どうして ですか。 生徒の 返答に 沿って 対応し、次の 質問をする。
5	きょう 京都で 何を 食べましたか。 [生徒の 返答を 待つ] どう でしたか。 生徒の 返答に 沿って 対応してから、 会話を 終了する。

Teacher/examiner scripts – Role plays

CANDIDATE CARD 6

Start the recording	
<p>テストの前 Before the test</p>	<p>Say: Your name, e.g. Abcdef Uvwxyz The candidate's number, e.g. 0031 The candidate's name, e.g. Abcd Vwxyz The candidate card number The date</p>
<p>ウォームアップ (評価対象外)</p>	<p>先生:生徒に向かって、次のようにあいさつをしてください。 こんにちは・おはようございます。 準備はいいですか。 じゃ、テストを 始めます。</p>

ロールプレイ	
<p>せいと: 先生:</p>	<p>あなた あなたの 友だち</p>
シナリオ	<p>声に出して読んでください: あなたは、今東京にいます。 友だちとレストランに行きたいです。 私は あなたの 友だち です。</p>
質問	<p>次の 質問をしてください。</p>
1	<p>何が 食べたいですか。 生徒の 返答に 沿って 対応し、次の 質問を する。</p>
2	<p>何時に レストランに 行きますか。 生徒の 返答に 沿って 対応し、次の 質問を する。</p>
3	<p>レストランに 行ってから、何を しましょうか。 生徒の 返答に 沿って 対応し、次の 質問を する。</p>
4	<p>最近 いつ レストランに 行きましたか。 [生徒の 返答を 待つ] どう でしたか。 生徒の 返答に 沿って 対応し、次の 質問を する。</p>
5	<p>レストランに 行くことは 好きですか。 [生徒の 返答を 待つ] どうして ですか。 生徒の 返答に 沿って 対応してから、会話を 終了する。</p>

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 once	Ask the next question	
3, 4 and 5	Repeat the question once	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. それから? ほかに? もう少し(詳しく)話してください。 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. These questions must be on the same topic as the other questions to make sure that the conversation lasts 4 minutes. 			

テーマ: 洋服	
質問	次の質問をします:
1	どんな洋服が好きですか。
2	学校で何を着ますか。
3	最近、いつ、どこで洋服を買いましたか。 他の質問 (必要ならば): いつ洋服を買いましたか。 [生徒の返答を待つ] どうしてですか。
4	学校の制服のよい点と悪い点は何かと思いますか。 他の質問 (必要ならば): 学校の制服はいいですか。悪いですか。どう思いますか。
5	将来、ファッションはあなたにとって大切になると思いますか。 [生徒の返答を待つ] どうしてですか。 他の質問 (必要ならば): 将来、ファッションはあなたに大切だと思いますか。 [生徒の返答を待つ] どうしてですか。

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 once	Ask the next question	
3, 4 and 5	Repeat the question once	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. それから? ほかに? もう少し(詳しく)話してください。 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. These questions must be on the same topic as the other questions to make sure that the conversation lasts 4 minutes. 			

テーマ: 食べ物と飲み物	
質問	次の質問をします:
1	朝ご飯に何を食べますか。
2	家では誰が料理をしますか。
3	あなたの国では、どんなお祝いの料理を食べますか。 他の質問 (必要ならば): パーティーの時、どんな料理を食べますか。
4	最後にレストランに行ったときについて話してください。 他の質問 (必要ならば): いつレストランに行きましたか。 [生徒の返答を待つ] どうしてですか。
5	将来、健康的に生活するためには、どんな食べ物や飲み物に気を付けたほうが良いと思いますか。 他の質問 (必要ならば): 将来、元気で長く生きるためには、これから何を食べますか。 [生徒の返答を待つ] どうしてですか。

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 once	Ask the next question	
3, 4 and 5	Repeat the question once	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. それから? ほかに? もう少し(詳しく)話してください。 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. These questions must be on the same topic as the other questions to make sure that the conversation lasts 4 minutes. 			

テーマ: 家族と 友だち	
質問	次の質問をします:
1	家族は 何人 ですか。
2	よく うちで 家族と 何を しますか。
3	最近の 家族との 楽しい時間について 話してください。 他の 質問 (必要ならば): 最近 家族と どんな 楽しいことを しましたか。
4	今度の 誕生日は 家族と お祝いしたいですか。友だちと お祝いしたいですか。 [生徒の 返答を 待つ] どうしてですか。 他の 質問 (必要ならば): 今度の 誕生日は 家族と パーティーを しますか。友だちと しますか。 [生徒の 返答を 待つ] どうしてですか。
5	友だちは 大切だ と 思いますか。 [生徒の 返答を 待つ] どうしてですか。 他の 質問 (必要ならば): 友だちは 大切ですか。 [生徒の 返答を 待つ] どうしてですか。

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 once	Ask the next question	
3, 4 and 5	Repeat the question once	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. それから? ほかに? もう少し(詳しく)話してください。 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. These questions must be on the same topic as the other questions to make sure that the conversation lasts 4 minutes. 			

テーマ: 外国語	
質問	次の質問をします:
1	うちで何語を話しますか。
2	どのくらい日本語を勉強していますか。
3	最近、日本語を使って何をしましたか。 他の質問 (必要ならば): 最近、日本語で何をしましたか。 [生徒の返答を待つ] どうしてですか。
4	将来、外国語はあなたに役に立つと思いますか。 [生徒の返答を待つ] どうしてですか。 他の質問 (必要ならば): あなたは将来外国語を話しますか。 [生徒の返答を待つ] どうしてですか。
5	外国語を習う時、教室で習ったほうがいいですか。オンラインで習ったほうがいいですか。 [生徒の返答を待つ] どうしてですか。 他の質問 (必要ならば): 外国語の勉強は、教室がいいですか。オンラインがいいですか。

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 once	Ask the next question	
3, 4 and 5	Repeat the question once	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. それから? ほかに? もう少し(詳しく)話してください。 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. These questions must be on the same topic as the other questions to make sure that the conversation lasts 4 minutes. 			

テーマ: コミュニケーションとテクノロジー	
質問	次の質問をします:
1	毎日どのぐらいインターネットを使いますか。
2	どんなソーシャルメディアを使いますか。
3	<p>ソーシャルメディアのよい点と悪い点は 何ですか。</p> <p>他の質問 (必要ならば):</p> <p>ソーシャルメディアはいいと思いますか。悪いと思いますか。</p>
4	<p>最近、いつ、何のためにインターネットを使ったか話してください。</p> <p>他の質問 (必要ならば):</p> <p>最近、インターネットを使いましたか。 [生徒の返答を待つ] どうしてですか。 [生徒の返答を待つ] 何に使いましたか。</p>
5	<p>将来、最も重要なテクノロジーは何だと思いますか。 [生徒の返答を待つ] どうしてですか。</p> <p>他の質問 (必要ならば):</p> <p>将来、一番大切なテクノロジーは何ですか。 [生徒の返答を待つ] どうしてですか。</p>

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 once	Ask the next question	
3, 4 and 5	Repeat the question once	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. それから? ほかに? もう少し(詳しく)話してください。 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. These questions must be on the same topic as the other questions to make sure that the conversation lasts 4 minutes. 			

テーマ: 学校	
質問	次の質問をします:
1	どうやって学校に行きますか。
2	好きなかもくは何ですか。
3	<p>修学旅行は、どこに行きましたか。 [生徒の返答を待つ] どうしてですか。</p> <p>他の質問 (必要ならば):</p> <p>学校の旅行はどこに行きましたか。 [生徒の返答を待つ] どうしてですか。</p>
4	<p>体育は、必要だと思いますか。 [生徒の返答を待つ] どうしてですか。</p> <p>他の質問 (必要ならば):</p> <p>体育は、大切ですか。 [生徒の返答を待つ] どうしてですか。</p>
5	<p>学校を卒業してから、何をしたいと思っていますか。</p> <p>他の質問 (必要ならば):</p> <p>大学に行きたいですか。仕事をしたいですか。 [生徒の返答を待つ] どうしてですか。</p>

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