

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

**FIRST LANGUAGE ENGLISH**

**0500/05**

Paper 5 Speaking/Listening Role Play A

1 March – 30 April 2004

No additional materials are required.

**Approx. 15 minutes**

**READ THESE INSTRUCTIONS FIRST**

Part One of the test will be a role play based on the situation outlined overleaf. You should study the situation for five minutes and then be prepared to act the role assigned to you and respond to the part played by your teacher.

The role play should last about five minutes.

Part Two of the test will be a conversation with your teacher on a subject chosen by you in advance. The conversation should last about five minutes.

CARD A

**Candidate: yourself**  
**Teacher: your parent**

You arrive home from school and are asked by one of your parents to sit down and have a talk about something important.

**The following suggestions may help you, but you are free to develop the conversation in any way you wish. The teacher will speak first.**

- 1 You are not surprised. You explain that you thought that something had happened in the last few days as your parents had not been quite themselves. You ask if it's something to do with school.
- 2 You are very surprised and disappointed. Express your concern.
- 3 Say that you understand about the job offer, but that right now you need your parent to be at home.
- 4 Respond to these suggestions.
- 5 Consider and respond to the advantages suggested by your parent.

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Paper 5 Speaking/Listening Role Play B

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**Approx. 15 minutes**

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CARD B

**Candidate: yourself**

**Teacher: a friend**

You have just watched two people performing in a talent competition. You discuss whether they are capable of becoming professional.

**The following suggestions may help you, but you are free to develop the conversation in any way you wish. The teacher will speak first.**

- 1 Describe how the annual event is a benefit to the local community.
- 2 Admit that the second performer, the dancer, might have made a few mistakes, but talk enthusiastically about the performance.
- 3 Respond to the audience's reaction.
- 4 Describe some strengths of the dancer's performance.
- 5 Present an equally strong argument for the dancer.

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**Approx. 15 minutes**

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2

CARD C

**Candidate: yourself**

**Teacher: a friend**

You have arranged to meet a friend.

**The following suggestions may help you, but you are free to develop the conversation in any way you wish. The teacher will speak first.**

- 1 Explain that you've been very busy. Describe some of the things that have been occupying your time.
- 2 Say how you wish that you'd had more time to see your friend, but explain how difficult it has been to find time.
- 3 Apologise. Describe how bad you feel at having let your friend down.
- 4 Accept that you should have contacted your friend, and propose options for a day out so that you can make it up to her/him.
- 5 Suggest one of your other friends to come along, and say why you think he or she will be a good choice.

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**Approx. 15 minutes**

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CARD D

**Candidate: yourself**

**Teacher: a friend**

You have just been taken to dinner at a restaurant by a friend and you found the meal to be very bad. However, your friend disagrees.

**The following suggestions may help you, but you are free to develop the conversation in any way you wish. The teacher will speak first.**

- 1 You explain politely that the meal was disappointing.
- 2 Admit there were aspects of the restaurant and the experience which were excellent. Say what these were.
- 3 Say what was wrong. Give several reasons.
- 4 Suggest a course of action.
- 5 Decide whether or not you will accept the compromise and respond appropriately.



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**Approx. 15 minutes**

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**READ THESE INSTRUCTIONS FIRST**

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CARD E

**Candidate: yourself**

**Teacher: a cyclist**

You arrive home after your first driving lesson. During it you almost had an accident with a cyclist. You decide to telephone the cyclist to apologise again.

**The following suggestions may help you, but you are free to develop the conversation in any way you wish. The teacher will speak first.**

- 1 Remind the cyclist of who you are and briefly describe what happened when you were out driving earlier.
- 2 Explain how you think the accident occurred.
- 3 Say what you would do differently next time.
- 4 Say that the road in question is very busy, explaining the problems this causes for learner drivers.
- 5 Say whether you will carry on with your lessons.