

**International General Certificate of Secondary Education
CAMBRIDGE INTERNATIONAL EXAMINATIONS**

FIRST LANGUAGE ENGLISH

0500/5

PAPER 5 Speaking/Listening Role Play A

SEPTEMBER–OCTOBER 2002

Approx. 15 minutes

No additional materials are required.

TIME Approx. 15 minutes

INSTRUCTIONS TO CANDIDATES

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.

This question paper consists of 2 printed pages.



Candidate: Yourself

Teacher: A friend

You are worried about a close friend of yours who refuses to take any exercise, eats too much, and is beginning to look rather unhealthy. He/she is very sensitive to criticism.

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 Say you prefer a healthier meal for lunch and a good walk. Invite your friend to join you.
- 2 Explain why you think your plan is better.
- 3 Explain the dangers of eating too much fast food. Talk about a balanced diet.
- 4 Tactfully, pass on a few comments you have heard about your friend's health.
- 5 Explain why you are concerned. Ask if there is anything troubling your friend. Apologise if offence has been caused.

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PAPER 5 Speaking/Listening Role Play B

SEPTEMBER–OCTOBER 2002

Approx. 15 minutes

No additional materials are required.

TIME Approx. 15 minutes

INSTRUCTIONS TO CANDIDATES

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.

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Candidate: Yourself

Teacher: A parent

Your parent is concerned that you seem to be doing very little homework. You have a different opinion.

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 say that you have been working hard. Explain why you may not have been seen working at home.
- 2 Say how the work is progressing. Offer to show some of the best of it – in a few days' time.
- 3 Only a few times – give details. Say that social life and school can be combined without harm to either. Explain how.
- 4 Explain how it will work out; there is no actual written plan at the moment.
- 5 Give reassurance that all will be well.

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PAPER 5 Speaking/Listening Role Play C

SEPTEMBER–OCTOBER 2002

Approx. 15 minutes

No additional materials are required.

TIME Approx. 15 minutes

INSTRUCTIONS TO CANDIDATES

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.

This question paper consists of 2 printed pages.



Candidate: Yourself

Teacher: A parent

You have recently been spending a good deal of time with a new friend. Your parent has heard one or two rather bad things about this 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 You give the information and emphasise what a nice person your new friend is.
- 2 Strongly disagree. Give examples of how steady and reliable the friend is.
- 3 Explain that the incident was a very small one. Describe it and say how it was dealt with by the teachers.
- 4 Explain why that might be difficult. Give more examples of the friend's good character.
- 5 Insist that you are a strong character. You would never be persuaded to behave badly.

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PAPER 5 Speaking/Listening Role Play D

SEPTEMBER–OCTOBER 2002

Approx. 15 minutes

No additional materials are required.

TIME Approx. 15 minutes

INSTRUCTIONS TO CANDIDATES

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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.

This question paper consists of 2 printed pages.



Candidate: Yourself

Teacher: A much loved aunt/uncle

You have noticed that your aunt/uncle who has come to visit smokes heavily and coughs a lot. You are rather worried.

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 Say that you don't like breathing tobacco smoke. Say why.
- 2 Explain some of the dangers.
- 3 Disagree. Say what you have seen of your relative's smoking.
- 4 Suggest some ways of giving up smoking.
- 5 Explain that you are very fond of your relative. Give details of your worries.

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PAPER 5 Speaking/Listening Role Play E

SEPTEMBER–OCTOBER 2002

Approx. 15 minutes

No additional materials are required.

TIME Approx. 15 minutes

INSTRUCTIONS TO CANDIDATES

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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.

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Candidate: Yourself

Teacher: An elderly person who disapproves of teenagers

One day you bump into an elderly person who is carrying a heavy parcel. You apologise, but the elderly person is rather angry.

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 Apologise and explain how you came to bump into him.
- 2 Say that you were in a great hurry and explain why.
- 3 Say how much school work you do, how much homework, and how much pressure you are under.
- 4 Explain that most young people behave very well. Say what young people do locally to help the community.
- 5 Say why young people sometimes appear in a bad light. Suggest how people of different generations might learn to understand one another.