



# Cambridge IGCSE™

**ENGLISH AS A SECOND LANGUAGE**

**0510/32**

Paper 3 Speaking

**February/March 2025**

TEACHER'S/EXAMINER'S NOTES

**Approximately 15 minutes**



**The information in this document is confidential and must NOT reach candidates either directly or indirectly.**

## INSTRUCTIONS

- This booklet contains:
  - (a) administrative guidance on conducting the tests
  - (b) marking criteria
  - (c) copies of assessments A–J with notes for the teacher/examiner.

This document has **32** pages. Any blank pages are indicated.

## CONTENTS

<b>PREPARATION IN ADVANCE OF THE SPEAKING TESTS</b>	<b>3</b>
<b>ON THE DAY OF THE SPEAKING TESTS</b>	<b>3</b>
<b>RECORDING THE TESTS</b>	<b>4</b>
<b>CONDUCTING THE SPEAKING TEST</b>	<b>5</b>
Additional instructions on conducting Part 2 of the test	6
Additional instructions on conducting Part 1 and Part 3 of the test	6
General advice	6
<b>AFTER COMPLETING ALL THE SPEAKING TESTS AT THE CENTRE</b>	<b>7</b>
<b>MARKING CRITERIA</b>	<b>8</b>
<b>SPEAKING ASSESSMENT A</b>	<b>10</b>
<b>SPEAKING ASSESSMENT B</b>	<b>12</b>
<b>SPEAKING ASSESSMENT C</b>	<b>14</b>
<b>SPEAKING ASSESSMENT D</b>	<b>16</b>
<b>SPEAKING ASSESSMENT E</b>	<b>18</b>
<b>SPEAKING ASSESSMENT F</b>	<b>20</b>
<b>SPEAKING ASSESSMENT G</b>	<b>22</b>
<b>SPEAKING ASSESSMENT H</b>	<b>24</b>
<b>SPEAKING ASSESSMENT I</b>	<b>26</b>
<b>SPEAKING ASSESSMENT J</b>	<b>28</b>

## PREPARATION IN ADVANCE OF THE SPEAKING TESTS

- Centres must ensure well in advance of the tests that a suitably quiet room is available, and that recording equipment is in good order.
- Centres receive a set of Speaking Assessment cards with this set of Teacher's/Examiner's Notes. These cards **must not be opened** until one working day before the test. Both the cards and the notes must remain confidential and must be kept in a secure place by the centre until the end of the examination period.

## ON THE DAY OF THE SPEAKING TESTS

- All tests must be recorded in full throughout. The recording must not be paused or stopped at any point during the test.
- The Speaking test must be conducted in English throughout.
- The Speaking tests must take place in a suitable examination room under exam conditions. Adequate supervision must be provided to ensure that candidates leaving the examination room do not communicate with those waiting to enter.
- No other person should be present during the Speaking test, with the exception of another teacher/examiner, moderator or representative of Cambridge International.
- The examiner, and not the candidate, selects one of the Speaking Assessment cards before the candidate enters the examination room.
- Candidates cannot bring any notes into the examination room. They are not allowed to consult dictionaries or make any written notes.
- Candidates are allowed to ask for clarification if necessary at any point during the test.
- The examiner should be positioned so that he or she is facing the candidate with a table or desk in between. The examiner must not allow candidates to see notes made by the examiner.

## RECORDING THE TESTS

Before the start of the Speaking test session, centres must make sure their recording equipment is in good working order by testing the equipment in the room where the Speaking tests will take place. Check audibility levels to avoid adjusting the volume during the Speaking test and ensure there is no extraneous noise in the examination room. Checks for audibility should continue throughout the Speaking test session.

Once the Speaking test has begun, the recording must run without interruption. Each recording should begin with a clear statement by the examiner as follows:

Examiner name: [e.g.] *Ms Z Abced*  
Candidate number: [e.g.] *0021*  
Candidate name: [e.g.] *Abdi Zachariah*  
Date: [e.g.] *1 February 2025*.

At the end of the recording the examiner should state clearly 'end of recording'.

Before the recordings are submitted, spot checks must be made to ensure that every candidate is clearly audible. Each track should be renamed, giving the candidate number and name, rather than 'track 1', 'track 2', etc. A separate audio track is required for each candidate.

## CONDUCTING THE SPEAKING TEST

Refer to the Speaking Assessments on pages 10–29 for details of the tests. The Speaking tests should proceed as follows:

Task	Duration	Task focus
<b>Introduction</b>	Approximately 1 minute	Start the recording. State your name, the candidate's number and name, and the date. Welcome the candidate and read out the examiner script.  <b>This part is <u>not</u> assessed.</b>
<b>Warm-up</b>	Approximately 1–2 minutes	Use the warm-up to put the candidate at ease by conducting a short conversation using the questions provided.  <b>This part is <u>not</u> assessed.</b>
<b>Part 1: Interview</b>	Approximately 2–3 minutes	Tell the candidate the topic for this part by reading out the examiner script. Conduct a short interview with the candidate by asking the questions provided on this topic.  <b>This part is assessed.</b>
<b>Part 2: Short talk</b>	Approximately 3–4 minutes, including 1 minute of preparation time	<u>Preparation period for short talk</u> Read out the examiner script and give the Speaking Assessment card to the candidate. The candidate has up to 1 minute to read the card and prepare for the talk. Candidates are not allowed to make any written notes.  <u>Short talk</u> The candidate talks on their own about the topic on the card. The candidate can keep the card until the end of the short talk.  <b>This part is assessed.</b>
<b>Part 3: Discussion</b>	Approximately 3–4 minutes	Read out the examiner script and conduct a discussion using the questions related to the topic in Part 2.  <b>This part is assessed.</b>

The total duration of the Speaking test, from the beginning of the introduction to the end of Part 3, should be 10–15 minutes and recorded in full.

## Additional instructions on conducting Part 2 of the test

If the candidate has not started speaking after approximately 15 seconds, prompt the candidate by reading the following script:

Examiner script: *Are you ready to start talking about the points on the card?*

If the candidate has still not responded after another 5 seconds, prompt the candidate again by reading the following:

Examiner script: *Would you like to tell me about the options on the card?*

If the candidate still does not start, move on to Part 3 of the test by saying the following:

Examiner script: *Thank you. Can I have the card back, please? Now let's move on to Part 3 of the test.*

If the candidate has started speaking but then appears to be unable to continue, ask the following before moving on to Part 3 of the test:

Examiner script: *Is there anything else you would like to say? Thank you. Can I have the card back, please? Now let's move on to Part 3 of the test.*

## Additional instructions on conducting Part 1 and Part 3 of the test

To elicit further discussion before moving on to another question, use any of the following:

Examiner script:

- *Can you tell me more about ...?*
- *Can you tell me why ...?*
- *Can you explain what you mean ...?*
- *Can you give me any examples of ...?*

If the candidate has very little to say in response to a question after being prompted, move on to the next one.

## General advice

- 1 To conduct Speaking tests effectively:
  - try to put candidates at their ease from the beginning (smiling as they enter the room, indicating where they should sit) while maintaining a clear sense that the Speaking test is being conducted in a formal examination situation
  - be sensitive to candidates' circumstances when selecting the card. If you become aware during the warm-up that a topic may be inappropriate for the candidate in question, consider selecting another card
  - show interest in candidates' responses
  - encourage candidates to develop their responses by using additional questions.

Please avoid:

- distracting candidates
- interrupting with your own views or correcting mistakes
- showing impatience or too much surprise
- giving the impression that there are 'right' answers to questions or that the test is a test of knowledge
- indicating how well the candidate has performed by using phrases such as 'well done' or 'that was very good'.

2 Please consider the following when marking:

**Be objective.** Do not allow any knowledge of a candidate's personality and attributes to influence objective assessment. For example, knowledge that a candidate is very conscientious should not be taken into account when assessing his or her Speaking test. If the candidate's performance is affected because he or she faces difficult circumstances or personal problems at the time of the test, this should be dealt with by an exams officer via special considerations procedures. Examiners must not make any separate allowance themselves.

**Be positive.** Marking the test should be seen as giving credit for what candidates can do, not penalising them for what they cannot do. This does not mean that matters of inaccuracy in, for example, grammar and pronunciation are to be overlooked, but is a reminder that a Speaking test is intended to credit positive achievement. Remember that it is not necessary for a candidate to be of first language speaker standard to be given maximum marks within any single category.

**Be consistent.** It is important that the marking criteria are applied in the same way for all the candidates at the centre so that a reliable rank order for the centre is obtained.

## AFTER COMPLETING ALL THE SPEAKING TESTS AT THE CENTRE

- If using more than one examiner, internal moderation must be carried out by the centre so that a common standard is applied to all candidates. Further guidance on carrying out internal moderation at the centre is available in the *Cambridge Handbook* and on the Cambridge International website.
- Refer to the *Cambridge Handbook* for detailed instructions on submitting marks and recordings. You should keep a copy of each Speaking test. If any of the recordings submitted to Cambridge International is inaudible or faulty in any way, you may be asked to provide a replacement.

## MARKING CRITERIA

The marking criteria must be applied consistently to all three parts of the test, resulting in an overall mark for each of the four criteria.

Level	Grammar	Vocabulary	Development	Pronunciation	Marks
<b>5</b>	<ul style="list-style-type: none"> <li>a range of simple and complex structures used</li> <li>structures are used mostly accurately; errors are rare and do not impede understanding</li> </ul>	<ul style="list-style-type: none"> <li>a wide range of vocabulary used precisely to discuss a variety of ideas, facts and opinions</li> </ul>	<ul style="list-style-type: none"> <li>responses are relevant and consistently well developed</li> <li>communication is maintained with ease</li> </ul>	<ul style="list-style-type: none"> <li>pronunciation is clear</li> <li>intonation is frequently used effectively to convey intended meaning</li> </ul>	<b>9–10</b>
<b>4</b>	<ul style="list-style-type: none"> <li>a range of simple structures used; complex structures are attempted</li> <li>simple structures are used mostly accurately; errors often occur when attempting to use more complex structures but these do not impede understanding</li> </ul>	<ul style="list-style-type: none"> <li>a sufficient range of vocabulary used appropriately to discuss a variety of ideas, facts and opinions</li> </ul>	<ul style="list-style-type: none"> <li>responses are relevant and mostly developed</li> <li>communication is maintained with occasional support</li> </ul>	<ul style="list-style-type: none"> <li>pronunciation is mostly clear; inaccuracies do not impede communication</li> <li>intonation is sometimes used effectively to convey intended meaning</li> </ul>	<b>7–8</b>
<b>3</b>	<ul style="list-style-type: none"> <li>a range of simple structures used; complex structures occasionally attempted</li> <li>simple structures may not be used accurately; errors may impede understanding</li> </ul>	<ul style="list-style-type: none"> <li>a range of vocabulary used mostly appropriately to discuss simple ideas, facts and opinions</li> </ul>	<ul style="list-style-type: none"> <li>responses are relevant with attempts at development</li> <li>communication is maintained but with frequent support</li> </ul>	<ul style="list-style-type: none"> <li>pronunciation is mostly clear; inaccuracies occasionally impede communication</li> <li>intonation is rarely used effectively to convey intended meaning</li> </ul>	<b>5–6</b>
<b>2</b>	<ul style="list-style-type: none"> <li>a limited range of only simple structures used</li> <li>structures rarely used accurately; errors frequently impede understanding</li> </ul>	<ul style="list-style-type: none"> <li>a limited range of vocabulary used to discuss basic facts and opinions</li> </ul>	<ul style="list-style-type: none"> <li>responses are mostly relevant but limited</li> <li>communication may not always be maintained even with frequent support</li> </ul>	<ul style="list-style-type: none"> <li>pronunciation is frequently unclear; inaccuracies often impede communication</li> <li>intonation is not used effectively to convey intended meaning</li> </ul>	<b>3–4</b>
<b>1</b>	<ul style="list-style-type: none"> <li>response limited to widely spaced single words or short phrases</li> </ul>	<ul style="list-style-type: none"> <li>insufficient vocabulary to convey the most basic facts and opinions</li> </ul>	<ul style="list-style-type: none"> <li>responses are brief and infrequent</li> <li>communication is not achieved even with frequent support</li> </ul>	<ul style="list-style-type: none"> <li>pronunciation is unclear and impedes communication</li> <li>intonation is not a feature</li> </ul>	<b>1–2</b>
<b>0</b>	No creditable response.	No creditable response.	No creditable response.	No creditable response.	<b>0</b>



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## SPEAKING ASSESSMENT A

### Introduction (approximately 1 minute)

Start the recording. State your name, the candidate's number and name, and the date. Welcome the candidate and read the following script:

Examiner script: *First, we will start with a short warm-up where I will ask you some questions to find out more about you. This part is not assessed. After the warm-up there are three assessed parts to the test: an interview, a short talk and a discussion.*

### Warm-up (1–2 minutes)

Use the following questions to find out more about the candidate.

- How often do you go to the cinema?
- What is your favourite food?
- What would you like to do when you finish school?

### Part 1 Interview (2–3 minutes)

Read the following script to the candidate and ask the questions listed below in the order given. Allow the candidate to respond to each question as fully as they can before you move on to the next one.

Examiner script: *The first assessed part of the test is an interview. I am going to ask you some questions about **reading**. Try to say as much as you can for each question. Before we start, do you have any questions?*

#### **Reading**

- Do you enjoy reading? Why? Why not?
- Can you tell me about something you read recently, and why you read it?
- Do you think that libraries will still exist in the future? Why? Why not?

**Part 2 Short talk (3–4 minutes)**

Read the following script and then give the candidate the card **Keeping in touch**.

Examiner script: *The second assessed part of the test is a short talk. I will give you a card and you will have one minute to read it and think about what you want to say. You should talk about the points on the card. You can't make any written notes, but you can ask me if there is anything you do not understand. You may keep the card until the end of the short talk. Here is your card.*

**Keeping in touch**

Your friend has recently moved away to another country. You want to keep in touch with your friend. You are considering the following options:

- writing emails to your friend
- speaking to your friend on the phone.

**Talk about the advantages and disadvantages of each option. Say which option you would prefer, and why.**

Allow one minute for preparation and then ask the candidate to start the short talk.

Examiner script: *You now have up to two minutes to talk about the topic on the card. I will stop you after two minutes, but do not worry if you have not finished your talk. Would you like to start?*

After two minutes, thank the candidate and collect the card. Then move on to Part 3 of the test.

Examiner script: *Thank you. Can I have the card back, please? Now let's move on to Part 3 of the test.*

**Part 3 Discussion (3–4 minutes)**

Select questions as appropriate to develop a discussion based on the short talk in Part 2. Avoid asking questions on aspects the candidate has already talked about. If the candidate responds at length, it may not be necessary to use all the questions.

Examiner script: *Now I am going to ask you a few questions related to the topic you have just talked about. This part of the test will last approximately three minutes. Before we start, do you have any questions?*

- Do you think that modern technology has improved the way we live?
- There is no need to teach children to write by hand anymore. What is your opinion?
- Some people say that it is difficult to stay friends with someone who moves far away. Do you agree?
- What is the best way to make new friends nowadays?

Examiner script: *Thank you. This is the end of the test. End of recording.*

## SPEAKING ASSESSMENT B

### Introduction (approximately 1 minute)

Start the recording. State your name, the candidate's number and name, and the date. Welcome the candidate and read the following script:

Examiner script: *First, we will start with a short warm-up where I will ask you some questions to find out more about you. This part is not assessed. After the warm-up there are three assessed parts to the test: an interview, a short talk and a discussion.*

### Warm-up (1–2 minutes)

Use the following questions to find out more about the candidate.

- What kind of job would you like to do in the future?
- Can you tell me something about your family?
- What is your favourite food?

### Part 1 Interview (2–3 minutes)

Read the following script to the candidate and ask the questions listed below in the order given. Allow the candidate to respond to each question as fully as they can before you move on to the next one.

Examiner script: *The first assessed part of the test is an interview. I am going to ask you some questions about **the importance of music**. Try to say as much as you can for each question. Before we start, do you have any questions?*

#### **The importance of music**

- How often do you listen to music, and why?
- Can you tell me about an event or a celebration where music was important, and what happened?
- Do you think that music should be played in shops and restaurants? Why? Why not?

**Part 2 Short talk (3–4 minutes)**

Read the following script and then give the candidate the card **Transport**.

Examiner script: *The second assessed part of the test is a short talk. I will give you a card and you will have one minute to read it and think about what you want to say. You should talk about the points on the card. You can't make any written notes, but you can ask me if there is anything you do not understand. You may keep the card until the end of the short talk. Here is your card.*

**Transport**

Your class is going on a school trip to another country. You are discussing how to travel there and considering the following options:

- travelling by air
- travelling by train.

**Talk about the advantages and disadvantages of each option. Say which option you would prefer, and why.**

Allow one minute for preparation and then ask the candidate to start the short talk.

Examiner script: *You now have up to two minutes to talk about the topic on the card. I will stop you after two minutes, but do not worry if you have not finished your talk. Would you like to start?*

After two minutes, thank the candidate and collect the card. Then move on to Part 3 of the test.

Examiner script: *Thank you. Can I have the card back, please? Now let's move on to Part 3 of the test.*

**Part 3 Discussion (3–4 minutes)**

Select questions as appropriate to develop a discussion based on the short talk in Part 2. Avoid asking questions on aspects the candidate has already talked about. If the candidate responds at length, it may not be necessary to use all the questions.

Examiner script: *Now I am going to ask you a few questions related to the topic you have just talked about. This part of the test will last approximately three minutes. Before we start, do you have any questions?*

- Some people say that it is more enjoyable to travel as a group than on your own. Do you agree?
- Why do people like travelling to different countries?
- How important is it to speak the language of the country you visit?
- What are the benefits of school trips?

Examiner script: *Thank you. This is the end of the test. End of recording.*

## SPEAKING ASSESSMENT C

### Introduction (approximately 1 minute)

Start the recording. State your name, the candidate's number and name, and the date. Welcome the candidate and read the following script:

Examiner script: *First, we will start with a short warm-up where I will ask you some questions to find out more about you. This part is not assessed. After the warm-up there are three assessed parts to the test: an interview, a short talk and a discussion.*

### Warm-up (1–2 minutes)

Use the following questions to find out more about the candidate.

- What kind of job would you like to do in the future?
- How often do you go to the cinema?
- Can you tell me something about your best friend?

### Part 1 Interview (2–3 minutes)

Read the following script to the candidate and ask the questions listed below in the order given. Allow the candidate to respond to each question as fully as they can before you move on to the next one.

Examiner script: *The first assessed part of the test is an interview. I am going to ask you some questions about **other countries**. Try to say as much as you can for each question. Before we start, do you have any questions?*

#### **Other countries**

- What country would you like to visit, and why?
- Can you tell me about a time when you or someone you know travelled to another country, and what happened?
- Is it a good idea for young people to study in another country? Why? Why not?

**Part 2 Short talk (3–4 minutes)**

Read the following script and then give the candidate the card **Imagination**.

Examiner script: *The second assessed part of the test is a short talk. I will give you a card and you will have one minute to read it and think about what you want to say. You should talk about the points on the card. You can't make any written notes, but you can ask me if there is anything you do not understand. You may keep the card until the end of the short talk. Here is your card.*

**Imagination**

Your teacher wants you to use your imagination to write an article or a story about life in the future. You are considering the following options:

- writing an article about transport of the future
- writing a story about living on another planet.

**Talk about how easy or difficult each option would be. Say which option you would prefer, and why.**

Allow one minute for preparation and then ask the candidate to start the short talk.

Examiner script: *You now have up to two minutes to talk about the topic on the card. I will stop you after two minutes, but do not worry if you have not finished your talk. Would you like to start?*

After two minutes, thank the candidate and collect the card. Then move on to Part 3 of the test.

Examiner script: *Thank you. Can I have the card back, please? Now let's move on to Part 3 of the test.*

**Part 3 Discussion (3–4 minutes)**

Select questions as appropriate to develop a discussion based on the short talk in Part 2. Avoid asking questions on aspects the candidate has already talked about. If the candidate responds at length, it may not be necessary to use all the questions.

Examiner script: *Now I am going to ask you a few questions related to the topic you have just talked about. This part of the test will last approximately three minutes. Before we start, do you have any questions?*

- Do you use your imagination more when reading a book or watching a film?
- What is more enjoyable: reading novels or reading about real life?
- What plans do young people make for their future lives?
- What jobs require good imagination, and why?

Examiner script: *Thank you. This is the end of the test. End of recording.*

## SPEAKING ASSESSMENT D

### Introduction (approximately 1 minute)

Start the recording. State your name, the candidate's number and name, and the date. Welcome the candidate and read the following script:

Examiner script: *First, we will start with a short warm-up where I will ask you some questions to find out more about you. This part is not assessed. After the warm-up there are three assessed parts to the test: an interview, a short talk and a discussion.*

### Warm-up (1–2 minutes)

Use the following questions to find out more about the candidate.

- Can you tell me something about your family?
- What is your favourite sport?
- What did you do during your last holiday?

### Part 1 Interview (2–3 minutes)

Read the following script to the candidate and ask the questions listed below in the order given. Allow the candidate to respond to each question as fully as they can before you move on to the next one.

Examiner script: *The first assessed part of the test is an interview. I am going to ask you some questions about **daily routines**. Try to say as much as you can for each question. Before we start, do you have any questions?*

#### **Daily routines**

- What do you usually do in the morning before going to school?
- Can you tell me about a time when you did something exciting at the weekend, and what happened?
- Do you think that having the same daily routine is boring? Why? Why not?



**Part 2 Short talk (3–4 minutes)**

Read the following script and then give the candidate the card **Finding information**.

Examiner script: *The second assessed part of the test is a short talk. I will give you a card and you will have one minute to read it and think about what you want to say. You should talk about the points on the card. You can't make any written notes, but you can ask me if there is anything you do not understand. You may keep the card until the end of the short talk. Here is your card.*

**Finding information**

You and your classmates are working on a school project about the history of your local area. You are deciding where to get the necessary information. You are considering the following options:

- researching information online
- interviewing your elderly neighbours.

**Talk about the advantages and disadvantages of each option. Say which option you would prefer, and why.**

Allow one minute for preparation and then ask the candidate to start the short talk.

Examiner script: *You now have up to two minutes to talk about the topic on the card. I will stop you after two minutes, but do not worry if you have not finished your talk. Would you like to start?*

After two minutes, thank the candidate and collect the card. Then move on to Part 3 of the test.

Examiner script: *Thank you. Can I have the card back, please? Now let's move on to Part 3 of the test.*

**Part 3 Discussion (3–4 minutes)**

Select questions as appropriate to develop a discussion based on the short talk in Part 2. Avoid asking questions on aspects the candidate has already talked about. If the candidate responds at length, it may not be necessary to use all the questions.

Examiner script: *Now I am going to ask you a few questions related to the topic you have just talked about. This part of the test will last approximately three minutes. Before we start, do you have any questions?*

- Doing school projects is the best way to learn. Do you agree?
- Is learning about history more important than learning about science? Why? Why not?
- Do you think that, in the future, all students will stay at home and study online?
- Some people think that we should try to get to know all our neighbours. What is your opinion?

Examiner script: *Thank you. This is the end of the test. End of recording.*

## SPEAKING ASSESSMENT E

### Introduction (approximately 1 minute)

Start the recording. State your name, the candidate's number and name, and the date. Welcome the candidate and read the following script:

Examiner script: *First, we will start with a short warm-up where I will ask you some questions to find out more about you. This part is not assessed. After the warm-up there are three assessed parts to the test: an interview, a short talk and a discussion.*

### Warm-up (1–2 minutes)

Use the following questions to find out more about the candidate.

- What would you like to do when you finish school?
- What is your favourite food?
- What subject do you most enjoy at school?

### Part 1 Interview (2–3 minutes)

Read the following script to the candidate and ask the questions listed below in the order given. Allow the candidate to respond to each question as fully as they can before you move on to the next one.

Examiner script: *The first assessed part of the test is an interview. I am going to ask you some questions about **young people**. Try to say as much as you can for each question. Before we start, do you have any questions?*

#### **Young people**

- What do you and your friends like doing in your free time?
- Can you tell me about a time when you were with someone younger or older than you, and what you did together?
- Do you think life is easy for young people nowadays because of modern technology? Why? Why not?

**Part 2 Short talk (3–4 minutes)**

Read the following script and then give the candidate the card **Helping the environment**.

Examiner script: *The second assessed part of the test is a short talk. I will give you a card and you will have one minute to read it and think about what you want to say. You should talk about the points on the card. You can't make any written notes, but you can ask me if there is anything you do not understand. You may keep the card until the end of the short talk. Here is your card.*

**Helping the environment**

You and your classmates have been discussing what you can do to help the environment. You are considering the following options:

- not buying any new clothes for a year
- reducing the amount of water you use every day.

**Talk about how easy or difficult each option would be. Say which option you would prefer, and why.**

Allow one minute for preparation and then ask the candidate to start the short talk.

Examiner script: *You now have up to two minutes to talk about the topic on the card. I will stop you after two minutes, but do not worry if you have not finished your talk. Would you like to start?*

After two minutes, thank the candidate and collect the card. Then move on to Part 3 of the test.

Examiner script: *Thank you. Can I have the card back, please? Now let's move on to Part 3 of the test.*

**Part 3 Discussion (3–4 minutes)**

Select questions as appropriate to develop a discussion based on the short talk in Part 2. Avoid asking questions on aspects the candidate has already talked about. If the candidate responds at length, it may not be necessary to use all the questions.

Examiner script: *Now I am going to ask you a few questions related to the topic you have just talked about. This part of the test will last approximately three minutes. Before we start, do you have any questions?*

- Do you think that people who pollute the environment should pay fines?
- Some people believe that plastic pollution is the worst type of pollution on our planet. Do you agree?
- Should everyone grow their own food to help the environment? Why? Why not?
- To reduce air pollution, people should only travel by public transport. What is your opinion?

Examiner script: *Thank you. This is the end of the test. End of recording.*

**SPEAKING ASSESSMENT F****Introduction** (approximately 1 minute)

Start the recording. State your name, the candidate's number and name, and the date. Welcome the candidate and read the following script:

Examiner script: *First, we will start with a short warm-up where I will ask you some questions to find out more about you. This part is not assessed. After the warm-up there are three assessed parts to the test: an interview, a short talk and a discussion.*

**Warm-up** (1–2 minutes)

Use the following questions to find out more about the candidate.

- What is your favourite sport?
- What did you do during your last holiday?
- Can you tell me something about your best friend?

**Part 1 Interview** (2–3 minutes)

Read the following script to the candidate and ask the questions listed below in the order given. Allow the candidate to respond to each question as fully as they can before you move on to the next one.

Examiner script: *The first assessed part of the test is an interview. I am going to ask you some questions about **food**. Try to say as much as you can for each question. Before we start, do you have any questions?*

**Food**

- What do you like to eat in the morning, and why?
- Can you tell me about a time when you had a meal with other people, and what happened?
- Do you think that it is expensive to eat healthily? Why? Why not?

**Part 2 Short talk (3–4 minutes)**

Read the following script and then give the candidate the card **Buying clothes**.

Examiner script: *The second assessed part of the test is a short talk. I will give you a card and you will have one minute to read it and think about what you want to say. You should talk about the points on the card. You can't make any written notes, but you can ask me if there is anything you do not understand. You may keep the card until the end of the short talk. Here is your card.*

**Buying clothes**

You are planning to buy some new clothes for a special occasion, and you are considering the following options:

- going to a big shopping centre with a friend
- shopping online.

**Talk about the advantages and disadvantages of each option. Say which option you would prefer, and why.**

Allow one minute for preparation and then ask the candidate to start the short talk.

Examiner script: *You now have up to two minutes to talk about the topic on the card. I will stop you after two minutes, but do not worry if you have not finished your talk. Would you like to start?*

After two minutes, thank the candidate and collect the card. Then move on to Part 3 of the test.

Examiner script: *Thank you. Can I have the card back, please? Now let's move on to Part 3 of the test.*

**Part 3 Discussion (3–4 minutes)**

Select questions as appropriate to develop a discussion based on the short talk in Part 2. Avoid asking questions on aspects the candidate has already talked about. If the candidate responds at length, it may not be necessary to use all the questions.

Examiner script: *Now I am going to ask you a few questions related to the topic you have just talked about. This part of the test will last approximately three minutes. Before we start, do you have any questions?*

- Some people say that it is more important for clothes to be comfortable than fashionable. What do you think?
- Do you think that wearing smart clothes makes people feel confident?
- In the future, no one will use cash to buy things. Do you agree?
- Should students be allowed to choose the clothes they wear to school? Why? Why not?

Examiner script: *Thank you. This is the end of the test. End of recording.*

## SPEAKING ASSESSMENT G

### Introduction (approximately 1 minute)

Start the recording. State your name, the candidate's number and name, and the date. Welcome the candidate and read the following script:

Examiner script: *First, we will start with a short warm-up where I will ask you some questions to find out more about you. This part is not assessed. After the warm-up there are three assessed parts to the test: an interview, a short talk and a discussion.*

### Warm-up (1–2 minutes)

Use the following questions to find out more about the candidate.

- What would you like to do during your next holiday?
- What kind of music do you like listening to?
- How do you get to school every day?

### Part 1 Interview (2–3 minutes)

Read the following script to the candidate and ask the questions listed below in the order given. Allow the candidate to respond to each question as fully as they can before you move on to the next one.

Examiner script: *The first assessed part of the test is an interview. I am going to ask you some questions about **helping each other**. Try to say as much as you can for each question. Before we start, do you have any questions?*

#### **Helping each other**

- Can you tell me about the different ways that you and your friends help each other?
- Can you tell me about a time when you helped a neighbour or a family member, and what happened?
- Do you think everyone should help other people? Why? Why not?

**Part 2 Short talk (3–4 minutes)**

Read the following script and then give the candidate the card **Spending your money**.

Examiner script: *The second assessed part of the test is a short talk. I will give you a card and you will have one minute to read it and think about what you want to say. You should talk about the points on the card. You can't make any written notes, but you can ask me if there is anything you do not understand. You may keep the card until the end of the short talk. Here is your card.*

**Spending your money**

You have saved some money and now you are deciding what to spend it on. You are considering the following options:

- buying a bicycle for yourself
- buying a meal at an expensive restaurant for you and your friends.

**Talk about the advantages and disadvantages of each option. Say which option you would prefer, and why.**

Allow one minute for preparation and then ask the candidate to start the short talk.

Examiner script: *You now have up to two minutes to talk about the topic on the card. I will stop you after two minutes, but do not worry if you have not finished your talk. Would you like to start?*

After two minutes, thank the candidate and collect the card. Then move on to Part 3 of the test.

Examiner script: *Thank you. Can I have the card back, please? Now let's move on to Part 3 of the test.*

**Part 3 Discussion (3–4 minutes)**

Select questions as appropriate to develop a discussion based on the short talk in Part 2. Avoid asking questions on aspects the candidate has already talked about. If the candidate responds at length, it may not be necessary to use all the questions.

Examiner script: *Now I am going to ask you a few questions related to the topic you have just talked about. This part of the test will last approximately three minutes. Before we start, do you have any questions?*

- Is it important to save money? Why? Why not?
- Some people say that soon we will pay for things using our phones or cards only. Do you agree?
- Do you think that all teenagers should have a weekend job to earn some money? Why? Why not?
- Should people spend a lot of money to buy a birthday present for a friend? What do you think?

Examiner script: *Thank you. This is the end of the test. End of recording.*

## SPEAKING ASSESSMENT H

### Introduction (approximately 1 minute)

Start the recording. State your name, the candidate's number and name, and the date. Welcome the candidate and read the following script:

Examiner script: *First, we will start with a short warm-up where I will ask you some questions to find out more about you. This part is not assessed. After the warm-up there are three assessed parts to the test: an interview, a short talk and a discussion.*

### Warm-up (1–2 minutes)

Use the following questions to find out more about the candidate.

- How do you get to school every morning?
- Can you tell me something about your best friend?
- What kind of music do you enjoy listening to?

### Part 1 Interview (2–3 minutes)

Read the following script to the candidate and ask the questions listed below in the order given. Allow the candidate to respond to each question as fully as they can before you move on to the next one.

Examiner script: *The first assessed part of the test is an interview. I am going to ask you some questions about **television**. Try to say as much as you can for each question. Before we start, do you have any questions?*

#### **Television**

- Can you tell me about TV shows that are popular in your country?
- Can you tell me what you enjoyed watching on TV when you were a child?
- Do you think that watching TV is a good way to learn a foreign language? Why? Why not?



**Part 2 Short talk (3–4 minutes)**

Read the following script and then give the candidate the card **An afternoon with the family.**

Examiner script: *The second assessed part of the test is a short talk. I will give you a card and you will have one minute to read it and think about what you want to say. You should talk about the points on the card. You can't make any written notes, but you can ask me if there is anything you do not understand. You may keep the card until the end of the short talk. Here is your card.*

**An afternoon with the family**

Your family is planning to spend an afternoon with some relatives outdoors this weekend. You are considering the following options:

- having a picnic in a local park
- taking a long walk in a forest.

**Talk about the advantages and disadvantages of each option. Say which option you would prefer, and why.**

**Allow one minute for preparation and then ask the candidate to start the short talk.**

Examiner script: *You now have up to two minutes to talk about the topic on the card. I will stop you after two minutes, but do not worry if you have not finished your talk. Would you like to start?*

**After two minutes, thank the candidate and collect the card. Then move on to Part 3 of the test.**

Examiner script: *Thank you. Can I have the card back, please? Now let's move on to Part 3 of the test.*

**Part 3 Discussion (3–4 minutes)**

**Select questions as appropriate to develop a discussion based on the short talk in Part 2. Avoid asking questions on aspects the candidate has already talked about. If the candidate responds at length, it may not be necessary to use all the questions.**

Examiner script: *Now I am going to ask you a few questions related to the topic you have just talked about. This part of the test will last approximately three minutes. Before we start, do you have any questions?*

- Many people spend most of their time indoors nowadays. Why do you think this is?
- Do you think young people prefer spending time with their friends or with their family?
- Is it a good idea for people to walk everywhere? Why? Why not?
- What can we do to stop people from dropping litter in public places, like parks?

Examiner script: *Thank you. This is the end of the test. End of recording.*

## SPEAKING ASSESSMENT I

### Introduction (approximately 1 minute)

Start the recording. State your name, the candidate's number and name, and the date. Welcome the candidate and read the following script:

Examiner script: *First, we will start with a short warm-up where I will ask you some questions to find out more about you. This part is not assessed. After the warm-up there are three assessed parts to the test: an interview, a short talk and a discussion.*

### Warm-up (1–2 minutes)

Use the following questions to find out more about the candidate.

- What kind of job would you like to do in the future?
- What did you do during your last holiday?
- How do you get to school every morning?

### Part 1 Interview (2–3 minutes)

Read the following script to the candidate and ask the questions listed below in the order given. Allow the candidate to respond to each question as fully as they can before you move on to the next one.

Examiner script: *The first assessed part of the test is an interview. I am going to ask you some questions about **the way we dress**. Try to say as much as you can for each question. Before we start, do you have any questions?*

#### **The way we dress**

- What clothes do you like to wear when you are not at school, and why?
- Can you tell me about a time when you had to dress smartly for a special occasion, and what happened?
- Do you think that the way we dress is very important? Why? Why not?

**Part 2 Short talk (3–4 minutes)**

Read the following script and then give the candidate the card **The last day of term**.

Examiner script: *The second assessed part of the test is a short talk. I will give you a card and you will have one minute to read it and think about what you want to say. You should talk about the points on the card. You can't make any written notes, but you can ask me if there is anything you do not understand. You may keep the card until the end of the short talk. Here is your card.*

**The last day of term**

Your class is deciding how to celebrate the end of the school term. You are considering the following options:

- having a party with live music at school
- seeing a film at the local cinema.

**Talk about the advantages and disadvantages of each option. Say which option you would prefer, and why.**

**Allow one minute for preparation and then ask the candidate to start the short talk.**

Examiner script: *You now have up to two minutes to talk about the topic on the card. I will stop you after two minutes, but do not worry if you have not finished your talk. Would you like to start?*

**After two minutes, thank the candidate and collect the card. Then move on to Part 3 of the test.**

Examiner script: *Thank you. Can I have the card back, please? Now let's move on to Part 3 of the test.*

**Part 3 Discussion (3–4 minutes)**

**Select questions as appropriate to develop a discussion based on the short talk in Part 2. Avoid asking questions on aspects the candidate has already talked about. If the candidate responds at length, it may not be necessary to use all the questions.**

Examiner script: *Now I am going to ask you a few questions related to the topic you have just talked about. This part of the test will last approximately three minutes. Before we start, do you have any questions?*

- Do you think school holidays should be shorter? Why? Why not?
- Some people think that all students should go to university. What is your opinion?
- Is listening to live music more enjoyable than listening to recorded music? Why? Why not?
- Is it easy to work as an actor or a film director? What do you think?

Examiner script: *Thank you. This is the end of the test. End of recording.*

## SPEAKING ASSESSMENT J

### Introduction (approximately 1 minute)

Start the recording. State your name, the candidate's number and name, and the date. Welcome the candidate and read the following script:

Examiner script: *First, we will start with a short warm-up where I will ask you some questions to find out more about you. This part is not assessed. After the warm-up there are three assessed parts to the test: an interview, a short talk and a discussion.*

### Warm-up (1–2 minutes)

Use the following questions to find out more about the candidate.

- What is your favourite sport?
- What did you do during your last holiday?
- Can you tell me something about your family?

### Part 1 Interview (2–3 minutes)

Read the following script to the candidate and ask the questions listed below in the order given. Allow the candidate to respond to each question as fully as they can before you move on to the next one.

Examiner script: *The first assessed part of the test is an interview. I am going to ask you some questions about **communication skills**. Try to say as much as you can for each question. Before we start, do you have any questions?*

#### **Communication skills**

- What do you and your friends enjoy talking about, and why?
- Can you tell me about a time when you spoke in front of a group of people, and what happened?
- Do you think that, in the future, people will talk less to each other? Why? Why not?

**Part 2 Short talk (3–4 minutes)**

Read the following script and then give the candidate the card **Making things by hand**.

Examiner script: *The second assessed part of the test is a short talk. I will give you a card and you will have one minute to read it and think about what you want to say. You should talk about the points on the card. You can't make any written notes, but you can ask me if there is anything you do not understand. You may keep the card until the end of the short talk. Here is your card.*

**Making things by hand**

You would like to take up a new hobby so that you can make things by hand. You are considering the following options:

- painting pictures of people
- making clothes.

**Talk about how easy or difficult each option would be to learn. Say which option you would prefer, and why.**

Allow one minute for preparation and then ask the candidate to start the short talk.

Examiner script: *You now have up to two minutes to talk about the topic on the card. I will stop you after two minutes, but do not worry if you have not finished your talk. Would you like to start?*

After two minutes, thank the candidate and collect the card. Then move on to Part 3 of the test.

Examiner script: *Thank you. Can I have the card back, please? Now let's move on to Part 3 of the test.*

**Part 3 Discussion (3–4 minutes)**

Select questions as appropriate to develop a discussion based on the short talk in Part 2. Avoid asking questions on aspects the candidate has already talked about. If the candidate responds at length, it may not be necessary to use all the questions.

Examiner script: *Now I am going to ask you a few questions related to the topic you have just talked about. This part of the test will last approximately three minutes. Before we start, do you have any questions?*

- Some people say that hobbies take too much time. What do you think?
- What kind of things do people enjoy collecting, and why?
- Is it a good idea to learn new skills from online tutorials? What do you think?
- Do you think that working in fashion is an interesting career? Why? Why not?

Examiner script: *Thank you. This is the end of the test. End of recording.*

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