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Cambridge Assessment International Education

Cambridge IGCSE™

ENGLISH AS A SECOND LANGUAGE **0510/31**

Paper 3 Speaking **May/June 2024**

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.

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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.

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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 April 2024*.

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.

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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
Introduction	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. **This part is <u>not</u> assessed.**
Warm-up	Approximately 1–2 minutes	Use the warm-up to put the candidate at ease by conducting a short conversation using the questions provided. **This part is <u>not</u> assessed.**
Part 1: Interview	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. **This part is assessed.**
Part 2: Short talk	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. **This part is assessed.**
Part 3: Discussion	Approximately 3–4 minutes	Read out the examiner script and conduct a discussion using the questions related to the topic in Part 2. **This part is assessed.**

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.

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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.

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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.

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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
5	• a range of simple and complex structures used • structures are used mostly accurately; errors are rare and do not impede understanding	• a wide range of vocabulary used precisely to discuss a variety of ideas, facts and opinions	• responses are relevant and consistently well-developed • communication is maintained with ease	• pronunciation is clear • intonation is frequently used effectively to convey intended meaning	**9–10**
4	• a range of simple structures used; complex structures are attempted • simple structures are used mostly accurately; errors often occur when attempting to use more complex structures but these do not impede understanding	• a sufficient range of vocabulary used appropriately to discuss a variety of ideas, facts and opinions	• responses are relevant and mostly developed • communication is maintained with occasional support	• pronunciation is mostly clear; inaccuracies do not impede communication • intonation is sometimes used effectively to convey intended meaning	**7–8**
3	• a range of simple structures used; complex structures occasionally attempted • simple structures may not be used accurately; errors may impede understanding	• a range of vocabulary used mostly appropriately to discuss simple ideas, facts and opinions	• responses are relevant with attempts at development • communication is maintained but with frequent support	• pronunciation is mostly clear; inaccuracies occasionally impede communication • intonation is rarely used effectively to convey intended meaning	**5–6**
2	• a limited range of only simple structures used • structures rarely used accurately; errors frequently impede understanding	• a limited range of vocabulary used to discuss basic facts and opinions	• responses are mostly relevant but limited • communication may not always be maintained even with frequent support	• pronunciation is frequently unclear; inaccuracies often impede communication • intonation is not used effectively to convey intended meaning	**3–4**
1	• response limited to widely spaced single words or short phrases	• insufficient vocabulary to convey the most basic facts and opinions	• responses are brief and infrequent • communication is not achieved even with frequent support	• pronunciation is unclear and impedes communication • intonation is not a feature	**1–2**
0	No creditable response.	No creditable response.	No creditable response.	No creditable response.	**0**

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SPEAKING ASSESSMENT A

<u>Introduction</u> (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.*

<u>Warm-up</u> (1–2 minutes)

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

- What is your favourite sport?
- Do you and your friends have similar interests?
- Where would you like to live ten years from now?

<u>Part 1 Interview</u> (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 **cooking**. Try to say as much as you can for each question. Before we start, do you have any questions?*

Cooking

- Can you tell me something about the food you usually eat at home?
- Can you tell me about a special meal you had with family or friends?
- Do you think all young people should learn how to cook? Why? Why not?

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Part 2 Short talk (3–4 minutes)

Read the following script and then give the candidate the card Inventions.

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.*

Inventions

Your teacher has asked you to choose the best invention for the home. You are considering the following devices:

- a microwave
- a TV remote control.

Talk about how useful each device is. Say which option you would choose, 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?*

- Young people are more interested in new devices than older people. Do you agree?
- There is an opinion that the aeroplane is the best invention. What do you think?
- In the future, robots will do all the housework. Do you agree?
- Do you think that learning about science is more important than learning about art?

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

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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.

- Can you tell me something about your family?
- What kind of music do you listen to?
- 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* ***staying healthy****. Try to say as much as you can for each question. Before we start, do you have any questions?*

Staying healthy

- Can you tell me what you and your friends do to stay healthy?
- Can you tell me about a time when you spent time outdoors, and what you did?
- Do you think our modern lifestyle makes it difficult for people to stay healthy? Why? Why not?

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Part 2 Short talk (3–4 minutes)

Read the following script and then give the candidate the card School newspaper.

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.*

School newspaper

Your teacher has asked you to write something for the school newspaper. You are considering the following options:

- a report on a school sports event
- a short story about a holiday.

Explain how easy or difficult each option would be for you. 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 working as a journalist or a TV reporter is an interesting job? Why? Why not?
- Some people say that reading is the best way to relax. Do you agree?
- Young people are not interested in any news. What do you think?
- What are the advantages and disadvantages of writing a diary or a blog?

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

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SPEAKING ASSESSMENT C

<u>Introduction</u> (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.*

<u>Warm-up</u> (1–2 minutes)

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

- How do you get to school every morning?
- What is your favourite sport?
- What kind of music do you listen to?

<u>Part 1 Interview</u> (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 **being helpful**. Try to say as much as you can for each question. Before we start, do you have any questions?*

Being helpful

- How do you help your parents at home?
- Can you tell me about a time when someone helped you, and what happened?
- Do you think everyone should do something to help their local community? Why? Why not?

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Part 2 Short talk (3–4 minutes)

Read the following script and then give the candidate the card A holiday abroad.

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.*

A holiday abroad

You and your family are planning a holiday abroad and are considering the following options:

- a weekend in a capital city
- a week-long stay in a national park.

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 it is necessary to speak the language of the country you visit?
- Should everyone avoid travelling abroad in order to save the planet? What is your opinion?
- Some people say that countries always benefit from tourism. Do you agree?
- All young people should spend some time living and studying in another country. What do you think?

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

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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.

- What would you like to do when you finish school?
- What is your favourite food?
- 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 **your local area**. Try to say as much as you can for each question. Before we start, do you have any questions?*

Your local area

- Can you tell me about the shops where you live?
- Can you tell me about a time when you did something interesting in your local area, and what happened?
- Do you think people enjoy living in your area? Why? Why not?

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Part 2 Short talk (3–4 minutes)

Read the following script and then give the candidate the card A sports event.

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.*

A sports event

Your school is planning a sports event and your teacher has asked you to take part in one of the activities. You are considering the following options:

- a football match
- a half-marathon.

Talk about how enjoyable 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 preparing for a singing competition is more challenging than training for a race? Why? Why not?
- Sport should be played at school every day. What do you think?
- Do you think that watching sports events encourages people to be more physically active?
- Some people think that football players earn too much money. What is your opinion?

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

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SPEAKING ASSESSMENT E

<u>Introduction</u> (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.*

<u>Warm-up</u> (1–2 minutes)

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

- How often do you go to the cinema?
- What would you like to do during your next holiday?
- How do you get to school every morning?

<u>Part 1 Interview</u> (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 **jobs**. Try to say as much as you can for each question. Before we start, do you have any questions?*

Jobs

- Can you tell me about the jobs people in your family do?
- What job would you like to do and how are you planning to prepare for it?
- Do you think that everyone should work only three days a week? Why? Why not?

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Part 2 Short talk (3–4 minutes)

Read the following script and then give the candidate the card Listening to music.

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.*

Listening to music

Your friend is coming to stay with you and you want to listen to your favourite singer together. You are considering the following options:

- going to the singer's live concert
- listening to the singer online at home.

Talk about the advantages and the 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 students like listening to music while they are studying. Do you think this is a good idea?
- Young people and their parents never listen to the same music. What do you think?
- Anyone can learn how to play a musical instrument. Do you agree?
- Is it good for young people to take part in music talent shows? Why? Why not?

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

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SPEAKING ASSESSMENT F

<u>Introduction</u> (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.*

<u>Warm-up</u> (1–2 minutes)

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

- Can you tell me something about your best friend?
- What did you do during your last holiday?
- How do you get to school every morning?

<u>Part 1 Interview</u> (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 **art**. Try to say as much as you can for each question. Before we start, do you have any questions?*

Art

- What type of art do you and your family like, and why?
- Can you tell me about a time when you went to a museum or art gallery, and what happened?
- Do you think anyone can become an artist? Why? Why not?

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Part 2 Short talk (3–4 minutes)

Read the following script and then give the candidate the card Giving a presentation.

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.*

Giving a presentation

You are preparing to give a presentation about endangered animals to your class. To get more information about the animals, you are considering the following options:

- visiting a zoo
- watching a TV documentary.

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 wild animals should be kept in places like zoos?
- Many people are becoming vegetarian or vegan nowadays. What is your opinion about this?
- Is it important for students to learn how to give presentations? Why? Why not?
- Some people say that children benefit from having a pet. What do you think?

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

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SPEAKING ASSESSMENT G

<u>Introduction</u> (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.*

<u>Warm-up</u> (1–2 minutes)

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

- Can you tell me something about your best friend?
- What kind of job would you like to do in the future?
- What kind of music do you listen to?

<u>Part 1 Interview</u> (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 **clothes**. Try to say as much as you can for each question. Before we start, do you have any questions?*

Clothes

- What type of clothes do you like to wear, and why?
- Can you tell me about a special occasion when you had to wear smart clothes, and what happened?
- Do you think young people buy too many clothes nowadays? Why? Why not?

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Part 2 Short talk (3–4 minutes)

Read the following script and then give the candidate the card Being environmentally friendly.

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.*

Being environmentally friendly

You and your family have decided to be more environmentally friendly. To achieve that, you are considering the following options:

- stopping travelling by plane
- using the same thing, like your smartphone, for many years.

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 pollution in big cities can be reduced? Why? Why not?
- Should young people be involved in making all family decisions? What is your opinion?
- Some people say that it is the responsibility of governments, rather than individuals, to protect the environment. What do you think?
- Advertising should be banned because it encourages people to buy things they do not need. Do you agree?

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

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SPEAKING ASSESSMENT H

<u>Introduction</u> (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.*

<u>Warm-up</u> (1–2 minutes)

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

- How much time do you spend with your friends?
- What kind of music do you listen to?
- What is your favourite sport?

<u>Part 1 Interview</u> (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 **animals**. Try to say as much as you can for each question. Before we start, do you have any questions?*

Animals

- What animals do you find interesting, and why?
- Can you tell me about a time when you saw some animals, and what happened?
- Do you think that animals can help people in their daily lives? Why? Why not?

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Part 2 Short talk (3–4 minutes)

Read the following script and then give the candidate the card Ways of learning.

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.*

Ways of learning

Your teacher has asked you to discuss different ways of learning. You are considering the following options:

- working with others on a school project
- studying online from home.

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 students should not be given any homework. What is your opinion?
- Do you think that being a teacher is one of the hardest jobs to do? Why? Why not?
- All young people should spend some time studying in another country. What do you think?
- What motivates people to learn and develop their skills?

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

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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.

- Where would you like to go for your next holiday?
- How often do you go to the cinema?
- Can you tell me 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 **popular music**. Try to say as much as you can for each question. Before we start, do you have any questions?*

Popular music

- Can you tell me something about your favourite singer or group?
- Can you tell me about a time when you enjoyed listening to music, and what happened?
- Do you think people need music in their daily lives? Why? Why not?

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Part 2 Short talk (3–4 minutes)

Read the following script and then give the candidate the card Lifestyle.

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.*

Lifestyle

You have decided to make some changes to your lifestyle to improve your health and fitness. You are considering the following options:

- cooking fresh meals every day
- cycling to school once a week.

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?*

- Some people say that going to the gym is the best way to stay fit. What is your opinion?
- Looking after your mind is as important as looking after your body. Do you agree?
- Should junk food be banned? Why? Why not?
- What are the advantages and disadvantages of working as a doctor?

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

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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 food?
- Can you tell me something about your family?
- 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 **free-time activities**. Try to say as much as you can for each question. Before we start, do you have any questions?*

Free-time activities

- How do young people spend their free time nowadays?
- Can you tell me about a free-time activity you did recently, and what you liked about it?
- Do you think people can only be friends with someone who has the same interests as them? Why? Why not?

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Part 2 Short talk (3–4 minutes)

Read the following script and then give the candidate the card Studying a story.

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.*

Studying a story

Your English teacher has asked you and your classmates to study a famous story for homework. You are considering the following options:

- reading the story
- watching a film version of the story.

Explain how enjoyable 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?*

- Some people say that schools no longer need to have libraries. What do you think?
- Do you think it is more enjoyable to see a film at home rather than at the cinema? Why? Why not?
- Being an actor is one of the most exciting jobs. Do you agree?
- Is reading books the best way to learn a language? What is your opinion?

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

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