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Cambridge Assessment International Education

Cambridge IGCSE™

ENGLISH AS A SECOND LANGUAGE **0510/32**

Paper 3 Speaking **October/November 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 October 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

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 music do you like listening to?
- How do you get to school every morning?
- What kind of job would you like to do in the future?

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 **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 about some food that is popular in your country?
- Can you tell me about a time when you helped to cook something, and what happened?
- Do you think that all tasty food is 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 Choosing a holiday.

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.*

Choosing a holiday

You are planning where to go for your next school holidays. You are considering the following options:

- going to the seaside with your family
- going to the mountains with your friends.

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 planning your own holiday is better than someone else planning the holiday for you? Why? Why not?
- Some people think that all young people should travel abroad as part of their education. What do you think?
- Why do you think some people prefer to visit places in their own countries rather than travel abroad?
- Some people say that travelling on your own is better than travelling in a group. Do you agree?

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.

- Where do you live?
- How do you get to school every day?
- What kind of job would you like to do in the future?

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 **exciting activities**. Try to say as much as you can for each question. Before we start, do you have any questions?*

Exciting activities

- Can you tell me about exciting activities people can do in their free time?
- Can you tell me about an exciting event you went to, and what happened?
- Do you think it is always possible to avoid doing boring activities? 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 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.*

School event

Your school wants to hold a special event to celebrate the end of the school year. You and other students are involved in organising this event. You are considering the following options:

- a fashion show, with clothes made by students
- a music concert, with students performing.

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?*

- When organising events, is it better to work as a team or should one leader decide everything?
- Do you think that inviting celebrities to perform at school events is a good idea? Why? Why not?
- Some people think that organising events helps students learn useful skills. Do you agree?
- Do you think a school trip is a good way to celebrate the end of the school year? Why? Why not?

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

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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.

- Can you tell me something about your best friend?
- What kind of films do you enjoy watching?
- 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 **your home**. Try to say as much as you can for each question. Before we start, do you have any questions?*

Your home

- Can you tell me about your home or the area where you live?
- Can you tell me about a time when someone visited your home, and what happened?
- Do you think that young people spend too much time at home 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 Photographs.

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.*

Photographs

You want to change the photograph on the screen of your computer. You want to take the photograph yourself. You are considering the following options:

- taking a picture of a beautiful landscape while on holiday
- taking a picture of your friends or family during a celebration.

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?*

- Many people store a lot of photographs on their mobile phones. Is this a good idea? Why? Why not?
- Is being a professional photographer an interesting career choice? Why? Why not?
- Do you think that a picture can tell a story more effectively than words? Why? Why not?
- Apart from taking pictures, what are some other ways of keeping memories?

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.

- Can you tell me something about your family?
- What would you like to do during your next holiday?
- How do you travel 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 **art**. Try to say as much as you can for each question. Before we start, do you have any questions?*

Art

- Can you tell me whether you enjoy drawing or painting? Why? Why not?
- Can you tell me about a time you went to an exhibition or an art gallery, and what happened?
- Do you think that people should have to pay money to see famous pieces of art? 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 Enjoying 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.*

Enjoying music

You are keen on music and would like to join after-school music classes. You are considering the following options:

- learning to play a musical instrument
- learning traditional dance.

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 it is more enjoyable to go to a live performance than to watch one on TV. Do you agree?
- Are young people more interested in music than their parents and grandparents? What is your opinion?
- Do you think it is fair that pop stars make a lot of money from their music? Why? Why not?
- Some people say that students are too busy to attend extra classes after school. What do you think?

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.

- What subject do you most enjoy at school?
- What kind of music do you enjoy listening to?
- Can you tell me something about your family?

<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* ***watching films****. Try to say as much as you can for each question. Before we start, do you have any questions?*

Watching films

- Can you tell me about the type of films you and your friends enjoy watching?
- Can you tell me about a time when you went to see a film with somebody, and what happened?
- Do you think that film stars deserve to earn a lot of money? 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 Keeping fit.

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 fit

You want to improve your fitness, and you are considering the following options:

- going jogging in your neighbourhood
- joining a local sports team.

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 they do not have enough time to keep fit. What do you think?
- Apart from exercising, what can people do to improve their health?
- Do you think that giving everyone free gym membership would make people fitter?
- Watching successful professional sportspeople inspires everyone to try new sports. Do you agree?

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

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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 subject do you most enjoy at school?
- What would you like to do when you finish school?
- Where would you like to live ten years from now?

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 birthday**. Try to say as much as you can for each question. Before we start, do you have any questions?*

Your birthday

- Can you tell me how people in your country usually celebrate their birthday?
- Can you describe a special present that you received, and what you thought of it?
- Do you think students should have a day off school on their birthday? 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 Staying 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.*

Staying in touch

Your best friend has moved away from your area. You want to stay in touch with them and are considering the following options:

- visiting them once a month
- having a video call once a week.

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 important to stay in touch with school friends throughout your life? Why? Why not?
- Has technology made it easier for people to communicate with each other? What is your opinion?
- Are the things we talk about with our friends the same as those we talk about with our family? Why? Why not?
- Is it possible to be friends with someone who does not share your interests? Why? Why not?

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

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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.

- Can you tell me something about your family?
- What kind of music do you enjoy listening to?
- What is your favourite sport?

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 **meeting friends**. Try to say as much as you can for each question. Before we start, do you have any questions?*

Meeting friends

- Can you tell me about your favourite places for meeting friends?
- Can you tell me about a special occasion that you celebrated with your friends?
- Do you think that meeting friends face to face is more enjoyable than talking to them online? 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 Eating at home.

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.*

Eating at home

You have invited your best friend to come and have dinner in your home. You are considering the following options:

- cooking a meal yourself
- ordering food from a restaurant.

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 learning how to cook more useful than learning how to drive? Why? Why not?
- How important do you think it is for families to eat meals together?
- Why do you think some people eat too much unhealthy food?
- Some people say that food made by others always tastes better. What is your opinion?

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

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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.

- What is your favourite food?
- Do you enjoy watching films?
- What kind of music do you like 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 **shopping**. Try to say as much as you can for each question. Before we start, do you have any questions?*

Shopping

- Can you tell me about some of the places where people go shopping in your area?
- Can you tell me about a time when you were disappointed with something you bought, and why?
- Do you think working in a shop is a good job? 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 New experiences.

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.*

New experiences

In your school holidays, you would like to do something you have never done before. You are considering the following options:

- going on a trip to a place that you have never visited
- taking a course to learn a practical skill, such as sewing or home repairs.

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 students learn more on a school trip than in the classroom? Why? Why not?
- Do you think it is better to travel during the holidays, or to relax at home?
- Some people say that having practical skills is useful when looking for a job. Do you agree?
- Why do you think some people prefer to learn on their own rather than in a group?

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.

- How do you travel to school every day?
- What job would you like to do in the future?
- 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 **your family**. Try to say as much as you can for each question. Before we start, do you have any questions?*

Your family

- Can you tell me about what you and your family like doing together?
- Can you tell me about a special family celebration, and what it was like?
- Do you think that young people need their friends as much as their parents? 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 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 want to reduce your impact on the environment. You are considering the following options:

- using less electricity in your home
- buying fewer new clothes.

Explain 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?*

- How important do you think it is to reuse or recycle items?
- What are the ways in which you and your friends could improve your local area?
- Some people say that young people have more awareness of environmental problems than older people. Do you agree?
- Do you think that everyone can help reduce pollution and global warming? Why? Why not?

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 subject do you most enjoy at school?
- What kind of music do you like?
- 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 **clothes**. Try to say as much as you can for each question. Before we start, do you have any questions?*

Clothes

- Can you tell me about the clothes you often wear, and why?
- Can you tell me about a time when you wore something very uncomfortable, and what happened?
- Do you think it is important to wear uniforms for certain jobs? 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 special visit.

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 special visit

Your cousin is coming to spend the weekend at your house, and you are planning an outing to make the visit special. You are considering the following options:

- going to your favourite shopping mall
- visiting a new museum and art gallery in the town centre.

Talk about how enjoyable each option would be. Say which 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?*

- How can people make someone visiting their home feel comfortable?
- Some people say that any activity you do is more fun if you do it with a friend. Do you agree?
- Some people say that small local shops are more important for the community than huge shopping malls. What do you think?
- Do you think people should spend more time outdoors than indoors? Why? Why not?

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

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