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Cambridge Assessment International Education

Cambridge IGCSE™

ENGLISH AS A SECOND LANGUAGE **0510/33**

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

<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.

- Where do you live?
- What subject do you most enjoy at school?
- What is your favourite food?

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

Playing games

- Can you tell me about the games you and your friends play, and why you like them?
- Can you tell me about a game you played when you were younger, and what it was like?
- Are the best games played alone or with others?

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Part 2 Short talk (3–4 minutes)

Read the following script and then give the candidate the card A free afternoon.

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 free afternoon

You and your friends have a free afternoon at the weekend. You are considering the following options:

- going to a shopping centre
- going for a walk in the countryside.

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?*

- Should people spend more time doing outdoor activities? Why? Why not?
- Do you think that all shopping will be done online in the future? Why? Why not?
- Some people say that everyone should walk to school or work. Do you agree?
- Do you think that buying fewer things would help the environment? Why? Why not?

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.

- What do you enjoy doing after school?
- Where would you like to live ten years from now?
- 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 **celebrations**. Try to say as much as you can for each question. Before we start, do you have any questions?*

Celebrations

- Can you tell me about some celebrations that are popular in your country?
- Can you tell me about a family celebration you had, and what you did?
- Do you think small celebrations are better than big ones? 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 Learning about nature.

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.*

Learning about nature

You and your classmates are doing a project to learn more about nature. You can choose different activities as part of the project. You are considering the following options:

- helping with small animals at a local zoo
- looking after plants at a local 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?*

- Should all young people learn how to look after animals? Why? Why not?
- Some people think that animals should not live in zoos. Do you agree?
- Do you think that all young people should do some voluntary work in their local community? Why? Why not?
- How important are green spaces in cities?

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.

- Do you and your friends have similar interests?
- How do you get to school every morning?
- 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 **different places**. Try to say as much as you can for each question. Before we start, do you have any questions?*

Different places

- Can you tell me about a place you would like to visit in the future?
- Can you tell me about a place you visited recently, and what you did there?
- Do you think it is important to see a lot of different places? 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 famous speaker.

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 famous speaker

Your school would like to invite a famous person to give a talk to students. Students can choose the famous speaker who will visit the school. You are considering the following options:

- a social media star
- a sports star.

Talk about how popular 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?*

- Who are the best role models for young people?
- Do you think it is easy to become famous on social media? Why? Why not?
- Should all students learn how to speak in front of a large group? Why? Why not?
- Some people say that it is important to know about the lives of famous people. Do you agree?

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 did you do during your last holiday?
- Can you tell me something about your best friend?
- 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 **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 some clothes you like, and why you like them?
- Can you tell me about a time when you wore special clothes?
- Do you think what we wear is important? 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 day out.

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 day out

You are going to have a day out with your family. You are considering the following options:

- going to an outdoor concert
- visiting a zoo.

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 we will go to see concerts in future, or watch them online at home?
- Should all young people learn how to play a musical instrument at school? Why? Why not?
- Some people think it is wrong to keep animals in zoos. What do you think?
- Is working with animals a good career choice? Why? Why not?

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 did you do during your last holiday?
- Do you enjoy watching films?
- 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 **sport**. Try to say as much as you can for each question. Before we start, do you have any questions?*

Sport

- Can you tell me something about sports which are popular in your country?
- Can you tell me about a sports event you watched or took part in?
- Do you think everyone should do sport at school? 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 surprise.

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 surprise

You would like to organise a surprise for a friend's birthday. You are considering the following options:

- a party at your house
- a restaurant meal with family and friends.

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

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

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

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

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

Part 3 Discussion (3–4 minutes)

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

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

- Some people say that surprise parties are the best parties. Do you agree?
- Do people need to spend a lot of money to have fun with friends? Why? Why not?
- Are birthdays more important to younger people than to older people?
- Do you think working in a restaurant is an interesting job? 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.

- How do you travel to school every morning?
- Can you tell me something about your family?
- What is your favourite food?

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

Future plans

- What do you and your friends plan to do during your next school holiday?
- Can you tell me about a plan you made in the past, and what happened?
- Why do people sometimes have to change their plans?

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Part 2 Short talk (3–4 minutes)

Read the following script and then give the candidate the card Joining a club.

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.*

Joining a club

You would like to join a new after-school club. You are considering the following options:

- a fitness club
- an art club.

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?*

- What are the best ways of spending free time?
- Should schools help students to keep fit? Why? Why not?
- Do you think that being an artist is a good career choice?
- Some people think that joining an online group is the best way to make friends. Do you agree?

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.

- What kind of music do you enjoy listening to?
- What would you like to do during your next holiday?
- 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 **using a computer**. Try to say as much as you can for each question. Before we start, do you have any questions?*

Using a computer

- Can you tell me about some things you do on your computer or mobile phone?
- Can you tell me about a time when your computer or mobile phone did not work, and what happened?
- Do you think we should spend less time 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 Helping your community.

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 your community

You would like to help your local community. You are considering the following options:

- picking up litter in streets and parks
- helping older people with shopping.

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?*

- What are different ways in which students can help each other at school?
- How do young and old people benefit from spending time together?
- What makes someone a good neighbour?
- Some people think all plastic packaging should be banned to reduce litter. 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.

- Can you tell me something about your family?
- How do you get to school every morning?
- 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 **films**. Try to say as much as you can for each question. Before we start, do you have any questions?*

Films

- Do you and your friends prefer watching films at the cinema or at home?
- Can you tell me about a film you watched recently, and what it was like?
- Do you think making a film is a difficult 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 A visit from a friend.

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 visit from a friend

A friend is visiting you for a day and you are making plans for their visit. You are considering the following options:

- spending the day at your home
- showing your friend around your local town or city.

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

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

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

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

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

Part 3 Discussion (3–4 minutes)

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

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

- Is it better to relax in your free time or do a lot of activities?
- Should people get to know their local area before they explore other places? Why? Why not?
- What are the advantages of talking to friends online?
- Do friends always have the same interests?

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.

- What would you like to do when you finish school?
- Can you tell me something about your best friend?
- 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 **famous people**. Try to say as much as you can for each question. Before we start, do you have any questions?*

Famous people

- Can you tell me about some famous people you and your friends admire?
- Can you tell me about a famous person you saw on TV or online recently, and what they did?
- Do you think being famous makes people happy? 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 new room for your school.

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 new room for your school

Your school is going to have a new room for students to use during breaks. Students have been asked to decide what kind of room would be useful for them. You are considering the following options:

- a games room
- a room for quiet study.

Talk about how popular 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?*

- Is it better to study in silence or while listening to music?
- Some people say that you can learn a lot while playing computer games. Do you agree?
- Should parents decide what their children do in their free time?
- Many people think we should keep learning all our lives. Do you agree?

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.

- Can you tell me something about your family?
- How do you get to school every morning?
- 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* ***hobbies****. Try to say as much as you can for each question. Before we start, do you have any questions?*

Hobbies

- Can you tell me something about a hobby that you or your friends have?
- Can you tell me about a time when you tried a new activity, and what happened?
- Do you think everybody should have a hobby? 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 Writing an article.

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.*

Writing an article

Your teacher has asked you to write an article for the school magazine on a topic of your choice. You are considering the following options:

- describing your favourite place in your town
- writing about a recent school event.

Talk about how interesting 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 it is important to know a lot about your local area? Why? Why not?
- Should every school have its own magazine or newsletter? Why? Why not?
- Is being a journalist a good job? Why? Why not?
- Some people say that social media is the best way to find news. Do you agree?

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

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