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Cambridge Assessment International Education

# Cambridge IGCSE™

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

Paper 3 Speaking **October/November 2025**

TEACHER'S/EXAMINER'S NOTES **Approximately 15 minutes**



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

**INSTRUCTIONS**

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



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**CONTENTS**

**PREPARATION IN ADVANCE OF THE SPEAKING TESTS** **3**

**ON THE DAY OF THE SPEAKING TESTS** **3**

**RECORDING THE TESTS** **4**

**CONDUCTING THE SPEAKING TEST** **5**

Additional instructions on conducting Part 2 of the test 6

Additional instructions on conducting Part 1 and Part 3 of the test 6

General advice 6

**AFTER COMPLETING ALL THE SPEAKING TESTS AT THE CENTRE** **7**

**MARKING CRITERIA** **8**

**SPEAKING ASSESSMENT A** **10**

**SPEAKING ASSESSMENT B** **12**

**SPEAKING ASSESSMENT C** **14**

**SPEAKING ASSESSMENT D** **16**

**SPEAKING ASSESSMENT E** **18**

**SPEAKING ASSESSMENT F** **20**

**SPEAKING ASSESSMENT G** **22**

**SPEAKING ASSESSMENT H** **24**

**SPEAKING ASSESSMENT I** **26**

**SPEAKING ASSESSMENT J** **28**

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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 2025.*

At the end of the recording the examiner should state clearly ‘end of recording’.

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

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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.<br><br>**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.<br><br>**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.<br><br>**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><br>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.<br><br><u>Short talk</u><br>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.<br><br>**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.<br><br>**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<br>• 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<br>• communication is maintained with ease | • pronunciation is clear<br>• intonation is frequently used effectively to convey intended meaning | **9–10** |
| **4** | • a range of simple structures used; complex structures are attempted<br>• 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<br>• communication is maintained with occasional support | • pronunciation is mostly clear; inaccuracies do not impede communication<br>• intonation is sometimes used effectively to convey intended meaning | **7–8** |
| **3** | • a range of simple structures used; complex structures occasionally attempted<br>• 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<br>• communication is maintained but with frequent support | • pronunciation is mostly clear; inaccuracies occasionally impede communication<br>• intonation is rarely used effectively to convey intended meaning | **5–6** |
| **2** | • a limited range of only simple structures used<br>• 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<br>• communication may not always be maintained even with frequent support | • pronunciation is frequently unclear; inaccuracies often impede communication<br>• 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<br>• communication is not achieved even with frequent support | • pronunciation is unclear and impedes communication<br>• intonation is not a feature | **1–2** |
| **0** | No creditable response. | No creditable response. | No creditable response. | No creditable response. | **0** |



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# SPEAKING ASSESSMENT A

**<u>Introduction</u> (approximately 1 minute)**

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

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

**<u>Warm-up</u> (1–2 minutes)**

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

- What is your favourite sport?
- How do you get to school every morning?
- 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 **watching television**. Try to say as much as you can for each question. Before we start, do you have any questions?*

**Watching television**

- Can you tell me about the types of television programmes young people enjoy watching, and why?
- Can you tell me about a television programme you watched recently?
- Is it better to watch television programmes with friends and family or alone on your phone? Why?

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**Part 2 Short talk (3–4 minutes)**

**Read the following script and then give the candidate the card Working with animals.**

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.*

**Working with animals**

You and your friends have an opportunity to work with animals for a weekend. You are considering the following options:

- helping at a nearby farm
- helping at a local zoo.

**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 working with animals is a good career choice? Why? Why not?
- Should every family have a pet? Why? Why not?
- In the future, nobody will eat meat. What do you think?
- Some people think that all young people should do voluntary work. Do you agree?

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

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# SPEAKING ASSESSMENT B

**<u>Introduction</u> (approximately 1 minute)**

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

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

**<u>Warm-up</u> (1–2 minutes)**

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

- What is your favourite food?
- What kind of job would you like to do in the future?
- How do you get to school every morning?

**<u>Part 1 Interview</u> (2–3 minutes)**

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

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

**Family life**

- Can you tell me about someone in your family?
- Can you tell me about a time when you and your family did something together, and what happened?
- Do you think that young people prefer spending time with their family or with their friends? Why?

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**Part 2 Short talk (3–4 minutes)**

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

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

**A sports prize**

You and your classmates have won a school sports competition. You can choose one of the following prizes:

- a training day with a sports professional
- tickets to a sports event.

**Talk about how popular each option would be with your classmates. 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 believe that everyone who takes part in a competition should be given a prize. What do you think?
- Is sport as important as other school subjects? Why? Why not?
- Some people think that money is always the best reward. Do you agree?
- People achieve the best results by working together. What do you think?

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.**

- What kind of job would you like to do in the future?
- Can you tell me something about your family?
- What subject do you most enjoy at school?

**Part 1 Interview (2–3 minutes)**

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

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

**Weekends**

- Can you tell me what you and your friends usually do at weekends?
- Can you tell me about a weekend when you did something you really enjoyed?
- Is it better to do a lot of activities at weekends or just relax, and why?

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**<u>Part 2 Short talk</u> (3–4 minutes)**

**Read the following script and then give the candidate the card <u>A school website</u>.**

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 school website**

You are going to write a weekly article for your school website. You are considering the following options:

- writing about events in your local area
- writing about school news and activities.

**Talk about how interesting each option would be to readers. 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.*

**<u>Part 3 Discussion</u> (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 being able to write well important? Why? Why not?
- Do you think that students should help organise all school events?
- Reading about the news is better than watching news reports. Do you agree?
- Some young people believe there is nothing for them to do in their local area. What do you think?

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

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## SPEAKING ASSESSMENT D

**Introduction (approximately 1 minute)**

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

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

**Warm-up (1–2 minutes)**

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

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

**Part 1 Interview (2–3 minutes)**

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

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

**The weather**

- What is your favourite type of weather, and why?
- Can you tell me about a time when the weather made you change your plans?
- Do you think that scientists will be able to control the weather in the future? 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 Outdoor activities.**

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.*

**Outdoor activities**

You and your friends are going to spend a day together trying a new outdoor activity. You are considering the following options:

- horse riding
- sailing a boat.

**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 think that all young people enjoy trying new sports. Do you agree?
- Friends should have the same interests and hobbies. Do you agree?
- How important is it for people to spend time outdoors?
- Do you think group activities are better than individual ones? 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 kind of music do you like listening to?
- How do you get to school every morning?
- 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 **friends**. Try to say as much as you can for each question. Before we start, do you have any questions?*

**Friends**

- Can you tell me about one of your friends?
- Can you tell me about a day you and your friends spent together, and what happened?
- Do you think that online friends can be good friends? 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 Practical skills.**

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.*

**Practical skills**

You would like to attend an after-school club to learn a practical skill. You are considering the following options:

- learning how to cook
- learning how to repair things.

**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 think that practical skills are more important than academic qualifications. What do you think?
- Young people should learn practical skills at home and not at school. Do you agree?
- Do you think that working as a chef in a restaurant is a good career choice? Why? Why not?
- Some people think that the only skills we will need in the future are computer skills. What do you think?

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

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# SPEAKING ASSESSMENT F

**<u>Introduction</u> (approximately 1 minute)**

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

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

**<u>Warm-up</u> (1–2 minutes)**

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

- Can you tell me about your family?
- What is your favourite food?
- What subject do you most enjoy at school?

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

**Actors**

- Can you tell me about actors who are popular with young people, and why?
- Can you tell me about a film starring your favourite actor, and what you thought about it?
- Do you think that it is easy to become a successful actor? 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 Saving 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.*

**Saving the environment**

People in your town want to be more environmentally friendly. They are considering the following options:

- turning off heating or air conditioning in all local shops
- using only public transport for travelling around the town.

**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?*

- Everyone should work and study from home to protect the environment. Do you agree?
- Do you think that young people are environmentally friendly? Why? Why not?
- Is it difficult to stop using plastic in everyday life? Why? Why not?
- In the future, we will only use natural forms of energy, such as sun and wind. What do you think?

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

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## SPEAKING ASSESSMENT G

**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 much time do you spend with your friends?
- What is your favourite sport?
- What did you do during your last holiday?

**Part 1 Interview (2–3 minutes)**

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

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

**Buying things**

- Can you tell me about the kinds of things you enjoy buying, and why?
- Can you tell me about a time when you went shopping, and what happened?
- Do you think that it is necessary to spend a lot of money when you buy things, for example clothes? Why? Why not?

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**<u>Part 2 Short talk</u> (3–4 minutes)**

**Read the following script and then give the candidate the card <u>Enjoying art</u>.**

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 art**

Your school is offering some activities to encourage students to enjoy art. You are considering the following options:

- joining an after-school art class
- going on trips to art galleries.

**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.*

**<u>Part 3 Discussion</u> (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 being an artist is a good job? Why? Why not?
- Should all museums and art galleries be free to enter? Why? Why not?
- Some people think that art is more important than science. What do you think?
- Is fashion design a form of art? Why? Why not?

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.**

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

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

**Plans**

- Can you tell me about something your family is planning to do in the future?
- Can you tell me about a time when you planned an activity with your friends, and what happened?
- Do you think that all activities should be planned in advance? Why? Why not?

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**Part 2 Short talk (3–4 minutes)**

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

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

**Lifestyle changes**

You are thinking about the best way to have a healthy lifestyle. You are considering the following options:

- eating a lot of fruit and vegetables every day
- walking for at least 15 minutes a day.

**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?*

- Going to the gym is the best type of exercise. What do you think?
- Some people think that all fast food should be banned. Do you agree?
- Do you think people should only buy fruit and vegetables grown in their own country? Why? Why not?
- How do sports stars influence young people?

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

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# SPEAKING ASSESSMENT I

**<u>Introduction</u> (approximately 1 minute)**

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

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

**<u>Warm-up</u> (1–2 minutes)**

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

- Can you tell me something about your best friend?
- What subject do you most enjoy at school?
- What would you like to do during your next holiday?

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

**Transport**

- What are your favourite ways of travelling, and why?
- Can you tell me about a time when you, or someone you know, used public transport?
- Do you think people will still drive cars in the future? 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 person you admire.**

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 person you admire**

You are going to give a talk to your class about a person you admire. You are considering the following options:

- a person you know, in your family or local area
- a famous person from history.

**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?*

- People in our own families are the best role models. Do you agree?
- Is it important to know your neighbours well? Why? Why not?
- What are the advantages and disadvantages of being famous?
- What skills does a good public speaker need?

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

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## SPEAKING ASSESSMENT J

**<u>Introduction</u> (approximately 1 minute)**

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

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

**<u>Warm-up</u> (1–2 minutes)**

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

- What is your favourite sport?
- How do you get to school every day?
- What kind of films do you enjoy watching?

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

**Work**

- Can you tell me about some jobs that people in your family do?
- Can you tell me about a job you would like to do in the future, and why?
- Do you think that all young people should have a part-time job in the school holidays? 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 Library resources.**

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.*

**Library resources**

You have been asked to help choose some new resources for the school library. You are considering the following options:

- novels, short stories and textbooks
- laptops and tablets.

**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?*

- A library is the best place to study. What do you think?
- Books about history are always more interesting than science fiction stories. Do you agree?
- Do you think that it is better to read a book or watch the film of the book? Why?
- Laptops are all that students need for learning. Do you agree?

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

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