



# Cambridge IGCSE™ (9–1)

ENGLISH AS A SECOND LANGUAGE

0991/31

Paper 3 Speaking

May/June 2025

TEACHER'S/EXAMINER'S NOTES

Approximately 15 minutes



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

## INSTRUCTIONS

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

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

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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.

## RECORDING THE TESTS

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

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

Examiner name: [e.g.] *Ms Z Abced*

Candidate number: [e.g.] *0021*

Candidate name: [e.g.] *Abdi Zachariah*

Date: [e.g.] *1 April 2025*.

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

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

## CONDUCTING THE SPEAKING TEST

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

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

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

### Additional instructions on conducting Part 2 of the test

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

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

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

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

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

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

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

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

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

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

Examiner script:

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

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

### General advice

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

Please avoid:

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

2 Please consider the following when marking:

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

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

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

## AFTER COMPLETING ALL THE SPEAKING TESTS AT THE CENTRE

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

## MARKING CRITERIA

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

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



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## SPEAKING ASSESSMENT A

### Introduction (approximately 1 minute)

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

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

### Warm-up (1–2 minutes)

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

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

### Part 1 Interview (2–3 minutes)

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

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

#### **Games and sport**

- Can you tell me about a sport popular in your country?
- Can you tell me about a game or sport you took part in, and what happened?
- Do you think sport should be played at school every day? Why? Why not?

**Part 2 Short talk (3–4 minutes)**

Read the following script and then give the candidate the card **Your future career**.

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.*

**Your future career**

You and your friends have been discussing what jobs you would like to do in the future. You are considering the following options:

- working as a lawyer
- becoming a farmer.

**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 parents choose jobs for their children? What is your opinion?
- It is more important to enjoy your job than to earn a lot of money. Do you agree?
- In the future, will all jobs be done by robots? Why? Why not?
- Are people who work outdoors happier than people who work indoors? Why? Why not?

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

## SPEAKING ASSESSMENT B

### Introduction (approximately 1 minute)

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

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

### Warm-up (1–2 minutes)

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

- Can you tell me something about your family?
- What kind of music do you enjoy listening to?
- How often do you go to the cinema?

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

#### **Towns and cities**

- What places do tourists like to visit in your capital city?
- Can you tell me about a time when you visited a town or a city, and what you did there?
- Do you think that buses are the best way to travel in a big city? Why? Why not?

**Part 2 Short talk (3–4 minutes)**

Read the following script and then give the candidate the card **A school trip**.

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 trip**

Your teacher has asked your class to choose where to go on a school day trip. You are considering the following options:

- a day at the zoo
- a day at the seaside.

**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 students be involved in planning school trips? Why? Why not?
- Do you think parents should go on school trips with their children? Why? Why not?
- Some people say that animals have a better life in zoos than in the wild. What do you think?
- Everyone should learn how to swim. Do you agree?

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

## SPEAKING ASSESSMENT C

### Introduction (approximately 1 minute)

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

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

### Warm-up (1–2 minutes)

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

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

#### **Holidays**

- Where do people from your country usually go on their holidays, and why?
- Can you tell me about a family holiday you enjoyed, and what you did?
- Do you think that people benefit from travelling to other countries? Why? Why not?

**Part 2 Short talk (3–4 minutes)**

Read the following script and then give the candidate the card **A writing competition**.

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 writing competition**

Your school is organising a writing competition, and you would like to take part. You are considering the following options:

- writing a short story
- writing a report on a local sports event.

**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?*

- Is being a writer a good job? Why? Why not?
- Why do people enjoy taking part in competitions?
- Is it more interesting to read the news in a newspaper or watch the news on TV? Why? Why not?
- In the future, will people stop writing by hand? What is your opinion?

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

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

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

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

**Warm-up (1–2 minutes)**

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

- What do you enjoy doing after school?
- What did you do during your last holiday?
- Can you tell me something about your best friend?

**Part 1 Interview (2–3 minutes)**

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

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

**Eating**

- Can you tell me about your favourite food, and why you like it?
- Can you tell me about a special meal you had with your family, and what happened?
- Do you think everyone will be vegetarian in the future? Why? Why not?



**Part 2 Short talk (3–4 minutes)**

Read the following script and then give the candidate the card **Getting work experience**.

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.*

**Getting work experience**

Your school is offering its older students the opportunity to gain some work experience. You are considering the following options:

- working on a farm
- working in an office.

**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?*

- Who should help young people choose their career, and why?
- What qualities make a good boss?
- How many days a week do you think people should work, and why?
- In the future, everyone will study and work from home all the time. What do you think?

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

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

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

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

**Warm-up** (1–2 minutes)

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

- What did you do during your last holiday?
- What kind of music do you enjoy listening to?
- 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 **celebrities**. Try to say as much as you can for each question. Before we start, do you have any questions?*

**Celebrities**

- Can you tell me about celebrities who are popular with young people?
- Can you tell me something that you have recently read about a famous person?
- Do you think it is better to be rich or famous? Why? Why not?

**Part 2 Short talk (3–4 minutes)**

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

**Family activities**

Your family want to do an activity together this weekend and are considering the following options:

- going to the cinema
- going on a bike ride.

**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 is more enjoyable: going shopping with family or with friends?
- Is it better to exercise indoors than outdoors? Why? Why not?
- Some people say that parents should not help their children with schoolwork. Do you agree?
- Do young people prefer reading to watching films?

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

## SPEAKING ASSESSMENT F

### Introduction (approximately 1 minute)

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

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

### Warm-up (1–2 minutes)

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

- What kind of job would you like to do in the future?
- How do you get to school every morning?
- 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 **using plastic**. Try to say as much as you can for each question. Before we start, do you have any questions?*

#### **Using plastic**

- What plastic products do you use every day, and what for?
- Can you tell me something that you have heard or read about plastic pollution?
- Do you think that people will be able to stop using all plastic products in the future? Why? Why not?

**Part 2 Short talk (3–4 minutes)**

Read the following script and then give the candidate the card **Organising a birthday celebration**.

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.*

**Organising a birthday celebration**

It is your best friend's birthday soon, and you have decided to organise a birthday celebration. You are considering the following options:

- a surprise birthday party at your house
- a dinner at a local restaurant.

**Talk about how easy or difficult it would be to organise each celebration. 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 celebrating people's birthdays is important? Why? Why not?
- In some countries, people receive money on their birthday. What do you think about this?
- It is better to celebrate special occasions with your family rather than with your friends. Do you agree?
- The best celebrations cost a lot of money. What is your opinion?

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

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

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

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

**Warm-up** (1–2 minutes)

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

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

**Films**

- Can you tell me about films which are popular with young people?
- Can you tell me about your favourite film character when you were a child?
- Do you think that watching films is more enjoyable than reading books? Why? Why not?

**Part 2 Short talk (3–4 minutes)**

Read the following script and then give the candidate the card **Making a change**.

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

**Making a change**

Your headteacher has asked her students what change to their school they would like to see. You have been discussing this with your classmates and are considering the following options:

- building a new sports hall
- improving the school library.

**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?*

- In some countries, students help to clean and repair their school building. Do you think this is a good idea?
- All schools should have accommodation for students to stay in during the week to avoid travelling. What is your opinion?
- What are the most important facilities in a town or city, and why?
- What can young people do to improve their local area for everybody?

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

## SPEAKING ASSESSMENT H

### Introduction (approximately 1 minute)

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

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

### Warm-up (1–2 minutes)

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

- What is your favourite sport?
- How do you get to school every morning?
- What would you like to do during your next 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 **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 something about your family?
- Can you tell me about an important family celebration, and what happened?
- Do you think that friends are more important than family? Why? Why not?



**Part 2 Short talk (3–4 minutes)**

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

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

**A school event**

Your school is organising several events for the end of the school year. You would like to take part in one of them. You are considering the following options:

- a photographic exhibition
- a talent show.

**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?*

- Should parents be invited to all school events? Why? Why not?
- Is being a photographer an interesting job? Why? Why not?
- Do you think it is important for students to go on school trips? Why? Why not?
- Some people say that you have to be talented to become successful. Do you agree?

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

## SPEAKING ASSESSMENT I

### Introduction (approximately 1 minute)

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

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

### Warm-up (1–2 minutes)

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

- What is your favourite sport?
- Do you and your friends have similar interests?
- What kind of music do you enjoy listening to?

### Part 1 Interview (2–3 minutes)

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

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

#### **Modern technology**

- Can you tell me about machines in your home that you use every day?
- Can you tell me about a time when you could not use your mobile phone, and what happened?
- Do you think modern technology makes life easier or more challenging, and why?

**Part 2 Short talk (3–4 minutes)**

Read the following script and then give the candidate the card **A new home**.

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

**A new home**

Your parents have decided to move to a new home. They are considering the following options:

- a small house with a swimming pool
- a large apartment with a balcony.

**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 the people you live with are more important than the place you live in? Why? Why not?
- Should the younger generation live close to their parents? What is your opinion?
- How important is it for a house to have a garden, and why?
- What are the advantages of living in the countryside?

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

## SPEAKING ASSESSMENT J

### Introduction (approximately 1 minute)

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

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

### Warm-up (1–2 minutes)

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

- Can you tell me something about your best friend?
- What job would you like to do in the future?
- 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 a **healthy lifestyle**. Try to say as much as you can for each question. Before we start, do you have any questions?*

#### **A healthy lifestyle**

- What are the different ways you like to relax, and why?
- Can you tell me about a time when you did something to keep fit, and what happened?
- Do you think a healthy diet is more important than doing exercise? Why? Why not?

**Part 2 Short talk (3–4 minutes)**

Read the following script and then give the candidate the card **Learning a language**.

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 a language**

You have decided to learn another language. You are considering the following options:

- attending language classes
- using language learning apps and watching videos in this language.

**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?*

- Why do you think people want to learn new languages?
- The best way to learn a language is to visit the country where it is spoken. Do you agree?
- How does technology help in teaching and learning?
- Young people learn a lot about the world from social media. Do you agree?

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





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