



# Cambridge IGCSE™ (9–1)

ENGLISH AS A SECOND LANGUAGE

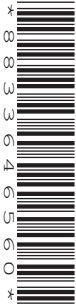
0991/32

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.

## CONTENTS

|                                                                     |           |
|---------------------------------------------------------------------|-----------|
| <b>PREPARATION IN ADVANCE OF THE SPEAKING TESTS</b>                 | <b>3</b>  |
| <b>ON THE DAY OF THE SPEAKING TESTS</b>                             | <b>3</b>  |
| <b>RECORDING THE TESTS</b>                                          | <b>4</b>  |
| <b>CONDUCTING THE SPEAKING TEST</b>                                 | <b>5</b>  |
| 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         |
| <b>AFTER COMPLETING ALL THE SPEAKING TESTS AT THE CENTRE</b>        | <b>7</b>  |
| <b>MARKING CRITERIA</b>                                             | <b>8</b>  |
| <b>SPEAKING ASSESSMENT A</b>                                        | <b>10</b> |
| <b>SPEAKING ASSESSMENT B</b>                                        | <b>12</b> |
| <b>SPEAKING ASSESSMENT C</b>                                        | <b>14</b> |
| <b>SPEAKING ASSESSMENT D</b>                                        | <b>16</b> |
| <b>SPEAKING ASSESSMENT E</b>                                        | <b>18</b> |
| <b>SPEAKING ASSESSMENT F</b>                                        | <b>20</b> |
| <b>SPEAKING ASSESSMENT G</b>                                        | <b>22</b> |
| <b>SPEAKING ASSESSMENT H</b>                                        | <b>24</b> |
| <b>SPEAKING ASSESSMENT I</b>                                        | <b>26</b> |
| <b>SPEAKING ASSESSMENT J</b>                                        | <b>28</b> |

## 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.<br><br><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.<br><br><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.<br><br><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><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><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.<br><br><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>    |



**BLANK PAGE**

## 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?
- What kind of music do you enjoy listening to?
- What would you like to do when you finish 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 **being creative**. Try to say as much as you can for each question. Before we start, do you have any questions?*

#### **Being creative**

- Can you tell me about the creative activities you enjoyed when you were a child?
- Can you tell me about a creative person you know, and what they do?
- Do you think people like to receive handmade gifts? Why? Why not?

**Part 2 Short talk (3–4 minutes)**

Read the following script and then give the candidate the card **Clothes for school**.

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

**Clothes for school**

Your teacher has asked your class to discuss what type of clothes students should wear to school. You are considering the following options:

- a school uniform
- jeans and a T-shirt.

**Talk about the advantages and disadvantages of wearing each type of clothes. 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 what you wear to a job interview important? Why? Why not?
- What are the disadvantages of following fashion?
- Only young people are interested in fashion. Do you agree?
- We should mend our clothes instead of buying new ones. What do you think?

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.

- What is your favourite sport?
- What did you do during your last holiday?
- How do you get to school every day?

### Part 1 Interview (2–3 minutes)

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

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

#### **Eating out**

- Can you tell me where people like to go out for a meal in your local area?
- Can you tell me about a meal you enjoyed in a café or restaurant?
- Do you think it is a good idea to ban fast food restaurants? Why? Why not?

**Part 2 Short talk (3–4 minutes)**

Read the following script and then give the candidate the card **Important people**.

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.*

**Important people**

Your teacher has asked you to write an article for the school magazine about a person who has influenced you in a positive way. You are considering the following options:

- writing about someone you know
- writing about a famous person.

**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?*

- There is an opinion that celebrities influence people in a positive way. Do you agree?
- What are the best ways of getting information or news nowadays?
- What are the advantages and disadvantages of being extremely talented in sport?
- Is being a journalist a good career choice? Why? Why not?

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.**

- How do you get to school every day?
- Can you tell me something about your best friend?
- What kinds of films do you enjoy watching?

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

#### **Favourite places**

- Can you tell me something about a room in your house that you like?
- Can you tell me about a place you visited regularly when you were a child?
- Do you think it is more enjoyable to go on holiday to a place you know or somewhere new?

**Part 2 Short talk (3–4 minutes)**

Read the following script and then give the candidate the card **A family surprise**.

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

**A family surprise**

You and your parents are planning a surprise for your grandparents' wedding anniversary. You are considering the following options:

- making an album of family photos
- organising a weekend away for them.

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

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

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

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

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

**Part 3 Discussion (3–4 minutes)**

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

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

- Is it a good idea to organise a surprise party for someone? Why? Why not?
- People prefer to receive money rather than a gift for a special occasion. Do you agree?
- Some people think it is interesting to read about the family lives of celebrities. What is your opinion?
- What can young people learn from older generations?

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 kind of music do you like listening to?
- How often do you go to the cinema?
- What would you like to do when you finish 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 **finding information**. Try to say as much as you can for each question. Before we start, do you have any questions?*

#### **Finding information**

- What type of information do people search for on the internet?
- Can you tell me about a time when you used the internet to help you with your homework?
- Do you think that books are more useful for finding information than the internet? Why? Why not?



**Part 2 Short talk (3–4 minutes)**

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

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.*

**Friends**

You are moving to another town and want to stay in touch with your old group of friends. You are considering the following options:

- having a weekly video chat
- meeting up in person every month.

**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?*

- Writing letters to friends and family is the best way to keep in touch. Do you agree?
- How useful is the internet for making new friends?
- Should parents choose their children's friends? Why? Why not?
- Is it important to be friends with our neighbours? Why? Why not?

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.

- How do you get to school every morning?
- What is your favourite food?
- Where would you like to live ten years from now?

### Part 1 Interview (2–3 minutes)

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

Examiner script: *The first assessed part of the test is an interview. I am going to ask you some questions about **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 like doing at weekends?
- Can you tell me something about a weekend that you enjoyed with your family?
- Do you think that young people should have to do homework at the weekend? Why? Why not?

**Part 2 Short talk (3–4 minutes)**

Read the following script and then give the candidate the card **Local history**.

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.*

**Local history**

You are researching the history of your local area for a school project. You need to find a lot of information about your neighbourhood. You are considering the following options:

- interviewing an elderly neighbour about their life as a child
- visiting a local museum.

**Compare the two options and 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 makes a good neighbour?
- All historic buildings and museums should be free to visit. Do you agree?
- Some people say that history is the most important school subject. What is your opinion?
- Do you think school projects are an interesting way to learn? Why? Why not?

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.

- Can you tell me something about your best friend?
- What do you and your family enjoy doing together?
- 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 **being famous**. Try to say as much as you can for each question. Before we start, do you have any questions?*

#### **Being famous**

- Would you like to be famous in the future? Why? Why not?
- Can you tell me about a time when you saw someone famous on TV or online, and what happened?
- Do you think it is easy to become famous nowadays? Why? Why not?

**Part 2 Short talk (3–4 minutes)**

Read the following script and then give the candidate the card **World Environment Day**.

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.*

**World Environment Day**

Your school is organising an event to promote World Environment Day. You would like to contribute to the event and are considering the following options:

- designing a poster about endangered plants and animals
- giving a talk about saving water and energy at home.

**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?*

- Animals benefit from living in a zoo. Do you agree?
- Young people are more interested in environmental issues than their parents. What is your opinion?
- Should all city centres be car-free to protect the environment? Why? Why not?
- What are the best ways of advertising products and events?

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.

- What would you like to do during your next holiday?
- What is your favourite food?
- How much time do you spend with your friends?

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

#### **Advertisements**

- Where do people usually see advertisements in their daily life?
- Can you tell me about an advertisement you saw or heard recently, and what it was like?
- Are you interested in products advertised by celebrities? Why? Why not?

**Part 2 Short talk (3–4 minutes)**

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

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 skill**

You and your friends have decided to learn a new skill. You are considering the following options:

- learning a new language
- learning to play a musical instrument.

**Talk about how easy or difficult each skill would be to learn. 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 the best way of learning a new language?
- Speaking more than one language helps people achieve success. Do you agree?
- Do you think that listening to music is the best way to relax? Why? Why not?
- Some people believe that we are never too old to learn a new skill. Do you agree?

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 kind of job would you like to do in the future?
- Can you tell me something about your family?
- 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 **laughter**. Try to say as much as you can for each question. Before we start, do you have any questions?*

#### **Laughter**

- Can you tell me about things that make people laugh?
- Can you tell me about a film or TV programme that made you laugh, and why?
- Do you think that it is important for friends to have the same sense of humour? Why? Why not?



**Part 2 Short talk (3–4 minutes)**

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

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

**Your school**

Your school wants to provide new facilities for students. The students have been asked to consider the following options:

- an indoor swimming pool
- a music studio and instruments.

**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?*

- Students should decide what food is offered in their school cafeteria. Do you agree?
- Should students be allowed to use school computers to play games and use social media? Why? Why not?
- What are the benefits of doing sport?
- How does music affect how people feel?

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 kind of music do you like listening to?
- Can you tell me something about your best friend?
- Where would you like to live ten years from now?

### Part 1 Interview (2–3 minutes)

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

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

#### **Writing**

- Can you tell me about some things that you write every day?
- Can you tell me about something you enjoyed writing, and why?
- Do you think that writing is easier by hand or on a computer? Why? Why not?

**Part 2 Short talk (3–4 minutes)**

Read the following script and then give the candidate the card **Outdoor learning**.

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

**Outdoor learning**

Your school would like to give students more opportunities for outdoor learning. There are two options:

- a school vegetable garden
- a school camping trip.

**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 young people are more interested in technology than in nature? Why? Why not?
- Some people say that history is a more useful school subject than biology. Do you agree?
- Are museums and galleries good places to visit on school trips? Why? Why not?
- It is not possible to do homework outdoors. Do you agree?

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.

- What did you do during your last holiday?
- What is your favourite food?
- Can you tell me something about your friends?

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

#### **Competitions**

- What competitions or game shows do you enjoy watching on television, and why?
- Can you tell me about a time when you took part in a competition, and what happened?
- What do you think people can learn from taking part in competitions?

**Part 2 Short talk (3–4 minutes)**

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

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 business**

Your older cousin is planning to start a new business. They have asked family members for their opinion on the following ideas:

- recycling plastic bottles to make toys
- organising courses to teach older people computer skills.

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

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

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

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

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

**Part 3 Discussion (3–4 minutes)**

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

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

- Do you think it is better to work for someone else or have your own business? Why? Why not?
- Some people say that all schools should teach their students how to run a business. Do you agree?
- What are the advantages of getting older?
- Young people prefer to get advice from friends rather than from family. Do you agree?

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

**BLANK PAGE**



**BLANK PAGE**

---

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at [www.cambridgeinternational.org](http://www.cambridgeinternational.org) after the live examination series.

Cambridge Assessment International Education is part of Cambridge Assessment. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which is a department of the University of Cambridge.