

Cambridge IGCSE™

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

Paper 3 Speaking

February/March 2026

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

PREPARATION IN ADVANCE OF THE SPEAKING TESTS	3
ON THE DAY OF THE SPEAKING TESTS	3
RECORDING THE TESTS	4
CONDUCTING THE SPEAKING TEST	5
Additional instructions on conducting Part 2 of the test	6
Additional instructions on conducting Part 1 and Part 3 of the test	6
General advice	6
AFTER COMPLETING ALL THE SPEAKING TESTS AT THE CENTRE	7
MARKING CRITERIA	8
SPEAKING ASSESSMENT A	10
SPEAKING ASSESSMENT B	12
SPEAKING ASSESSMENT C	14
SPEAKING ASSESSMENT D	16
SPEAKING ASSESSMENT E	18
SPEAKING ASSESSMENT F	20
SPEAKING ASSESSMENT G	22
SPEAKING ASSESSMENT H	24
SPEAKING ASSESSMENT I	26
SPEAKING ASSESSMENT J	28

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 February 2026*.

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

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

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
5	- a range of simple and complex structures used - structures are used mostly accurately; errors are rare and do not impede understanding	a wide range of vocabulary used precisely to discuss a variety of ideas, facts and opinions	- responses are relevant and consistently well-developed - communication is maintained with ease	- pronunciation is clear - intonation is frequently used effectively to convey intended meaning	9–10
4	- a range of simple structures used; complex structures are attempted - simple structures are used mostly accurately; errors often occur when attempting to use more complex structures but these do not impede understanding	a sufficient range of vocabulary used appropriately to discuss a variety of ideas, facts and opinions	- responses are relevant and mostly developed - communication is maintained with occasional support	- pronunciation is mostly clear; inaccuracies do not impede communication - intonation is sometimes used effectively to convey intended meaning	7–8
3	- a range of simple structures used; complex structures occasionally attempted - simple structures may not be used accurately; errors may impede understanding	a range of vocabulary used mostly appropriately to discuss simple ideas, facts and opinions	- responses are relevant with attempts at development - communication is maintained but with frequent support	- pronunciation is mostly clear; inaccuracies occasionally impede communication - intonation is rarely used effectively to convey intended meaning	5–6
2	- a limited range of only simple structures used - structures rarely used accurately; errors frequently impede understanding	a limited range of vocabulary used to discuss basic facts and opinions	- responses are mostly relevant but limited - communication may not always be maintained even with frequent support	- pronunciation is frequently unclear; inaccuracies often impede communication - intonation is not used effectively to convey intended meaning	3–4
1	response limited to widely spaced single words or short phrases	insufficient vocabulary to convey the most basic facts and opinions	- responses are brief and infrequent - communication is not achieved even with frequent support	- pronunciation is unclear and impedes communication - intonation is not a feature	1–2
0	No creditable response.	No creditable response.	No creditable response.	No creditable response.	0

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.

- How do you get to school every morning?
- What films or TV series do you enjoy watching?
- What kind of job would you like to do in the future?

Part 1 Interview (2–3 minutes)

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

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

Feeling hot and cold

- What do people like to do when it is cold outside?
- Can you tell me about a time when you felt really hot, and what happened?
- Do you think that people could live without air conditioning? Why? Why not?

Part 2 Short talk (3–4 minutes)

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

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.*

Bringing people together

You have decided to organise an activity to help people living in your area get to know each other better. You are considering the following options:

- a friendly football match in your local park
- a meal in a local restaurant.

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

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

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

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

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

Part 3 Discussion (3–4 minutes)

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

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

- Do you think that people should be friends with their neighbours? Why? Why not?
- Do we need more green spaces, such as parks, in cities? What is your opinion?
- Playing football is the best way to keep fit. Do you agree?
- Is it a good idea for families to spend a lot of time together? 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.

- How do you get to school every morning?
- What did you do during your last holiday?
- 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 **popular trends**. Try to say as much as you can for each question. Before we start, do you have any questions?*

Popular trends

- What kind of clothes do you and your friends like to wear, and why?
- Can you tell me about a popular film you saw recently, and whether you liked it?
- Is it always easy to follow the latest trends? Why? Why not?

Part 2 Short talk (3–4 minutes)

Read the following script and then give the candidate the card **Choosing a gift**.

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

Choosing a gift

One of your classmates is moving to another country. You want to give them a goodbye gift that you will make yourself. You are considering the following options:

- a photograph of the whole class
- your classmate's favourite cake.

Compare the two options. 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?*

- We should always organise parties for people who are moving away. Do you agree?
- Is it easy to be friends with someone who lives far away? Why? Why not?
- Is baking a useful skill to have? What is your opinion?
- Should people be allowed to take photographs of everything they want? 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.

- What is your favourite sport?
- Can you tell me about the area where you live?
- 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 **being successful**. Try to say as much as you can for each question. Before we start, do you have any questions?*

Being successful

- Can you tell me about a successful person you admire, and why you admire them?
- Can you tell me about a time when you were successful, and what happened?
- Do you think that being successful in your job brings happiness? Why? Why not?

Part 2 Short talk (3–4 minutes)

Read the following script and then give the candidate the card **Using technology**.

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.*

Using technology

You would like to reduce the amount of time you spend using modern technology such as smartphones. You are considering the following options:

- using books in the library to help you with homework
- writing and sending handwritten letters to your friends.

Talk about the advantages and disadvantages of each option. Say which one 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 limit the amount of time their children spend using modern technology? Why? Why not?
- Does every town need to have a library? Why? Why not?
- Should students be allowed to bring mobile phones to school? What do you think?
- Do people have more free time because of modern technology? Why? Why not?

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 is your favourite food?
- What kind of job would you like to do in the future?
- How often do you listen to music?

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

Travelling

- What country would you like to visit, and why?
- Can you tell me about a long journey you went on, and what happened?
- Is it a good idea for students to go abroad on school trips? Why? Why not?

Part 2 Short talk (3–4 minutes)

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

Making new friends

You have just moved to another city and started school there. You want to make new friends. You are considering the following options:

- inviting some of your new classmates to the cinema
- joining an after-school book club.

Compare the two options. 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 living in the city is easier than living in the countryside? Why? Why not?
- Do we have to meet people face to face to get to know them well?
- What are the benefits of reading?
- What are the advantages and disadvantages of living in the same place your whole life?

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 often do you watch films and TV series?
- Where would you like to live ten years from now?
- 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 **different sounds and noises**. Try to say as much as you can for each question. Before we start, do you have any questions?*

Different sounds and noises

- Do you enjoy being in a quiet place? Why? Why not?
- What sounds did you hear on the way to school this morning, and how did they make you feel?
- What can a person do when other people around them are very noisy?

Part 2 Short talk (3–4 minutes)

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

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 project

Your class are working on a school project about how young people can keep fit and healthy. You are doing some research on this topic and are considering the following options:

- using the internet to find information
- interviewing other students at your school.

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 learn more from doing a project than from reading a textbook. Do you agree?
- What are the best ways to relax in our free time?
- Eating healthy food is as important as doing physical exercise. What do you think?
- Is it possible to work or study without modern technology? 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.

- What kind of job would you like to do in the future?
- Can you tell me about the area where you live?
- What subject do you most enjoy at school?

Part 1 Interview (2–3 minutes)

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

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

Being young

- What games and sports do you and your friends enjoy playing, and why?
- Can you tell me about a happy memory from your childhood, and what happened?
- How important are social media in young people's lives, and why?

Part 2 Short talk (3–4 minutes)

Read the following script and then give the candidate the card **Celebrating a special 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.*

Celebrating a special day

It is your grandmother's birthday, and you would like to do something special for her. You are considering the following options:

- organising a surprise party with all the relatives
- arranging a day trip to the capital city.

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

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

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

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

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

Part 3 Discussion (3–4 minutes)

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

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

- Small parties with only a few guests are more enjoyable than large parties. What is your opinion?
- What is the best way to celebrate the end of a school year? What do you think?
- Money is the best present to give people on their birthday. Do you agree?
- Is a day trip long enough to get to know a place? Why? Why not?

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.

- How do you get to school every morning?
- What would you like to do during your next holiday?
- 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 **happiness**. Try to say as much as you can for each question. Before we start, do you have any questions?*

Happiness

- What do you and your friends do when you feel happy?
- Can you tell me about an event that made you happy, and what happened?
- Do you think that the weather affects people's happiness? Why? Why not?

Part 2 Short talk (3–4 minutes)

Read the following script and then give the candidate the card **Becoming independent**.

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.*

Becoming independent

You are going to be a student at a university in another city soon. To prepare for independent living away from your family, you are considering the following options:

- learning to cook your own meals
- getting a part-time job to earn some money.

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?*

- What are the advantages of living on your own?
- Is working as a chef a good career choice for young people? Why? Why not?
- Who should help young people with important decisions like choosing a future career, and why?
- Should all schools and universities be free for students? What do you think?

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.

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

Part 1 Interview (2–3 minutes)

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

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

Role models

- What skills and personal qualities do you admire in people, and why?
- Can you tell me about a time when someone inspired you to do something, and what happened?
- Do you think that famous actors make good role models for young people? Why? Why not?

Part 2 Short talk (3–4 minutes)

Read the following script and then give the candidate the card **Reducing waste**.

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.*

Reducing waste

To help the environment, you would like to reduce the amount of waste you create. You are considering the following options:

- buying clothes only once a year
- not buying plastic products.

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?*

- How can people avoid wasting food?
- What do you think of buying and wearing second-hand clothes, and why?
- Advertising makes people buy things they do not need. Do you agree?
- Should students learn at school how to repair things such as furniture or cars?

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 food?
- How often do you listen to music?
- 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 **winning**. Try to say as much as you can for each question. Before we start, do you have any questions?*

Winning

- What type of competitions do you enjoy watching or taking part in, and why?
- Can you tell me about a time when you, or someone you know, won a competition, and what happened?
- Do you think that money is the best prize for winning a competition? Why? Why not?

Part 2 Short talk (3–4 minutes)

Read the following script and then give the candidate the card **A film night**.

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 film night

You and your friends are planning a film night. You are considering the following options:

- watching an action film at the cinema
- watching a comedy film at home.

Compare the two options. 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?*

- Watching a film with your family is better than watching it with friends. What do you think?
- It is difficult to make people laugh. Do you agree?
- People choose to watch a film mainly because of the actors who star in it. Do you think this is a good idea?
- Doing outdoor activities is more enjoyable than watching films indoors. What is your opinion?

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 about the area where you live?
- What is your favourite sport?
- 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 **digital devices**. Try to say as much as you can for each question. Before we start, do you have any questions?*

Digital devices

- How often do you use digital devices, such as smartphones and laptops, and why?
- Can you tell me about a time when you had problems with a digital device, and what happened?
- Would you like to spend a week without using any digital devices? Why? Why not?

Part 2 Short talk (3–4 minutes)

Read the following script and then give the candidate the card **Starting your own 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.*

Starting your own business

You would like to start your own business in the future. To prepare for this, you want to get some useful skills and knowledge. You are considering the following options:

- getting a weekend job in a local shop
- doing an online course in business management.

Compare the two options. Say which option you would prefer, and why.

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

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

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

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

Part 3 Discussion (3–4 minutes)

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

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

- How do you think young people should spend their weekends, and why?
- Is the salary the most important thing to consider when choosing a job? Why? Why not?
- What are the advantages and disadvantages of shopping in small local shops?
- Do you think that all education should be online? Why? Why not?

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

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 (Cambridge University Press & Assessment) 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 our Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

Cambridge International Education is the name of our awarding body and a part of Cambridge University Press & Assessment, which is a department of the University of Cambridge.