



Cambridge IGCSE™ (9–1)

ENGLISH AS A SECOND LANGUAGE

0991/03

Paper 3 Speaking

For examination from 2024

SPECIMEN 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–F with notes for the teacher/examiner.

This specimen paper is for general illustrative purposes. Please note the live question paper will have 10 assessment cards.

This document has **22** 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

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:

Centre number: [e.g.] *AZ999*
Centre name: [e.g.] *Abcxyz Academy*
Examination: *0991 English as a Second Language*
Examiner name: [e.g.] *Ms Z Abced*
Date: [e.g.] *1 April 2024*.

Each candidate should be clearly indicated by the examiner as follows:

Candidate number: [e.g.] *0021*
Candidate name: [e.g.] *Abdi Zachariah*

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

Before the sample 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 10–21 for details of the tests. The Speaking tests should proceed as follows:

Task	Duration	Task focus
Introduction	Approximately 1 minute	Start the recording. State the candidate's number and name. 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 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 between 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 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 a candidate has very little to say in response to a question after prompting, 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', '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 samples. You should keep a copy of each Speaking test in case of loss or damage to the original. If the sample sent to Cambridge International is inaudible or faulty in any way, you may be asked to provide a replacement.
- The teacher responsible for internal moderation at the centre must ensure that the sample covers the whole mark range of the candidates at the centre, with marks spaced as evenly as possible from the top mark to the lowest mark. Where there is more than one teacher involved, the sample must include, in equal number, candidates tested by all teachers.

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	<ul style="list-style-type: none"> a range of simple and complex structures used structures are used mostly accurately; errors are rare and do not impede understanding 	<ul style="list-style-type: none"> a wide range of vocabulary used precisely to discuss a variety of ideas, facts and opinions 	<ul style="list-style-type: none"> responses are relevant and consistently well-developed communication is maintained with ease 	<ul style="list-style-type: none"> pronunciation is clear intonation is frequently used effectively to convey intended meaning 	9–10
4	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> a sufficient range of vocabulary used appropriately to discuss a variety of ideas, facts and opinions 	<ul style="list-style-type: none"> responses are relevant and mostly developed communication is maintained with occasional support 	<ul style="list-style-type: none"> pronunciation is mostly clear; inaccuracies do not impede communication intonation is sometimes used effectively to convey intended meaning 	7–8
3	<ul style="list-style-type: none"> a range of simple structures used; complex structures occasionally attempted simple structures may not be used accurately; errors may impede understanding 	<ul style="list-style-type: none"> a range of vocabulary used mostly appropriately to discuss simple ideas, facts and opinions 	<ul style="list-style-type: none"> responses are relevant with attempts at development communication is maintained but with frequent support 	<ul style="list-style-type: none"> pronunciation is mostly clear; inaccuracies occasionally impede communication intonation is rarely used effectively to convey intended meaning 	5–6
2	<ul style="list-style-type: none"> a limited range of only simple structures used structures rarely used accurately; errors frequently impede understanding 	<ul style="list-style-type: none"> a limited range of vocabulary used to discuss basic facts and opinions 	<ul style="list-style-type: none"> responses are mostly relevant but limited communication may not always be maintained even with frequent support 	<ul style="list-style-type: none"> pronunciation is frequently unclear; inaccuracies often impede communication intonation is not used effectively to convey intended meaning 	3–4
1	<ul style="list-style-type: none"> response limited to widely-spaced single words or short phrases 	<ul style="list-style-type: none"> insufficient vocabulary to convey the most basic facts and opinions 	<ul style="list-style-type: none"> responses are brief and infrequent communication is not achieved even with frequent support 	<ul style="list-style-type: none"> 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

SPEAKING ASSESSMENT A

Introduction (approximately 1 minute)

Start the recording, give the candidate's number and name and welcome the candidate. Then read the following to the candidate:

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

Warm-up (1–2 minutes)

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

- Can you tell me about your friends?
- What would you like to do when you finish school?
- What kind of music do you like?

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

Where you live

- Can you tell me about the town or village where you live?
- What can you do in your free time in your area?
- Do you think it is healthier to live in a town or the country? Why? Why not?

Part 2 Short talk (3–4 minutes)

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

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

A school trip

Your teacher is planning a school trip and has given your class the following two options:

- a visit to a museum
- a visit to a sports and activity centre.

Compare the two options and 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 2 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 students should be involved in planning a school trip?
- Parents should join their children on school trips. What do you think?
- You learn more on a school trip than in the classroom. Do you agree?
- Is it a good idea for students to spend a short time in a school abroad?

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

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

Start the recording, give the candidate's number and name and welcome the candidate. Then read the following to the candidate:

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.

- Where do you live?
- What did you do during your last holiday?
- 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 **shopping**. Try to say as much as you can for each question. Before we start, do you have any questions?*

Shopping

- Can you tell me about your favourite place to shop?
- Can you tell me about something you bought recently and why you bought it?
- Do you think all shopping will be online in the future? Why? Why not?

Part 2 Short talk (3–4 minutes)

Read out the following script and then give the candidate the card **Moving house**.

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.*

Moving house

Your family are planning to move house and are considering the following options:

- an apartment in the city
- a house in the countryside.

Discuss 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 2 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 children should be involved in making the decision about moving house?
- There is an opinion that people who live in the city and people who live in the countryside are different. What do you think?
- In many cultures, older family members live with the younger family members. Do you think this is a good idea?
- Many people think it is a good idea to live in different countries if you can. Do you agree?

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

SPEAKING ASSESSMENT C

Introduction (approximately 1 minute)

Start the recording, give the candidate's number and name and welcome the candidate. Then read the following to the candidate:

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

Warm-up (1–2 minutes)

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

- Can you tell me about your friends?
- What subject do you most enjoy at school?
- What kind of music do you like?

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

Travel

- Can you tell me about the things you always take with you when you go on holiday?
- Can you tell me about a journey you enjoyed?
- Do you think flying is the best way to travel long distances? Why? Why not?

Part 2 Short talk (3–4 minutes)

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

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 film

A new film is coming out and there are two options for watching it:

- in a cinema
- online on your phone or laptop.

Compare the two options and 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 2 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 film stars make good role models?
- Is working in the film industry a good career choice?
- Many people store a lot of information and photos on their mobile phones. Is this a good idea?
- How important is to have the latest smartphone?

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

SPEAKING ASSESSMENT D

Introduction (approximately 1 minute)

Start the recording, give the candidate's number and name and welcome the candidate. Then read the following to the candidate:

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.

- Where do you live?
- Can you tell me something about your interests?
- 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 **holidays**. Try to say as much as you can for each question. Before we start, do you have any questions?*

Holidays

- Can you tell me about places where people like to go on holiday in your country?
- Can you tell me about your last holiday?
- Do you think it is a good idea to go on holiday abroad? Why? Why not?

Part 2 Short talk (3–4 minutes)

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

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 birthday

It is your friend's birthday soon. You are considering the best way to make it memorable for your friend. You can either:

- organise a surprise party
- give a special gift.

Discuss 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 2 minutes to talk about the topic on the card. I will stop you after two minutes, but do not worry if you have not finished your talk. Would you like to start?*

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

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

Part 3 Discussion (3–4 minutes)

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

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

- Is it better to celebrate special occasions with family or friends? What do you think?
- What is more satisfying: to receive a gift or to give one?
- Some people think that you can only be friends with people who have similar interests to you. Do you agree?
- Many people think that it is better to go to a shop to buy certain things rather than buy them online. What do you think?

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

SPEAKING ASSESSMENT E

Introduction (approximately 1 minute)

Start the recording, give the candidate's number and name and welcome the candidate. Then read the following to the candidate:

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 subject do you most enjoy at school?
- Can you tell me something about your family?
- Where would you like to go on 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 **food**. Try to say as much as you can for each question. Before we start, do you have any questions?*

Food

- Can you tell me about your favourite food?
- Do you prefer eating at home or in a restaurant?
- Do you think young people should learn about healthy eating habits? Why? Why not?

Part 2 Short talk (3–4 minutes)

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

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 pollution

You want to help reduce pollution in your local area and you are thinking about doing the following:

- not using plastic
- walking or cycling to school.

Discuss how easy or difficult these options would be for you. 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 2 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?*

- Young people care more about the environment than the older generation. Do you agree?
- Is it the school's responsibility to teach young people about the environment and other global issues?
- Some people think that all air travel should stop to protect the environment. What do you think and why?
- Some people think that we should buy fewer things to reduce pollution. Do you agree?

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

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

Start the recording, give the candidate's number and name and welcome the candidate. Then read the following to the candidate:

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.

- Where do you live?
- 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 **keeping fit**. Try to say as much as you can for each question. Before we start, do you have any questions?*

Keeping fit

- Can you tell me about games or sports activities that people enjoy in your country?
- Can you tell me about some of the things you do to keep fit?
- Do you think sport or exercise should be compulsory at school? Why? Why not?

Part 2 Short talk (3–4 minutes)

Read out the following script and then give the candidate the card **Your local area**.

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 local area

Your local authority wants to improve the area. There are two suggestions for doing this:

- building a new shopping mall
- building a new airport.

Discuss 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 2 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 important do you think it is to have green spaces, like parks, in towns and cities?
- Many young people are not interested in exploring their local area. Do you agree?
- Do you think large numbers of tourists have a negative effect on the places they visit?
- Tourists should always try to speak the language of the country they visit. What do you think?

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.

Cambridge Assessment International Education is part of Cambridge University Press & Assessment. Cambridge University Press & Assessment is a department of the University of Cambridge.