



Cambridge O Level

ENGLISH LANGUAGE

1120/03

Paper 3 Speaking

October/November 2025

MARK SCHEME AND EXAMINER'S NOTES

Approximately 14 minutes



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

INSTRUCTIONS

- This booklet contains:
 - (a) instructions for conducting the tests
 - (b) marking criteria
 - (c) copies of Speaking assessment cards 1–12 with notes for the examiner.

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

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PREPARATION IN ADVANCE OF THE SPEAKING TESTS

- Centres must ensure well in advance of the tests that a suitably quiet room is available to be used exclusively for the Speaking tests.
- Centres receive Speaking assessment cards with these Examiner's Notes. These cards **must not be opened** until one working day before the start of the speaking test window. 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

- 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.
- Only the Speaking examiner(s) will be present in the examination room. No other person should be present during the Speaking test, with the exception of another teacher/examiner, moderator, or a representative of Cambridge International.
- A range of Speaking assessment cards is provided, and the examiner (not the candidate) chooses the card to be used for each candidate. As wide a variety as possible of the cards should be used during the Speaking tests at the centre and any of the cards could be used on any day during the Speaking test window. In order that candidates are given every opportunity to perform to the best of their ability, the Speaking assessment card should be selected with care. The warm-up may give the examiner an indication of the best card to select **but the examiner must not allow the candidate to lead the choice of topic.**
- 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.

CONDUCTING THE SPEAKING TEST

The Speaking tests should proceed as follows:

| Task | Duration | Task focus |
|-----------------------------------|-------------|---|
| Introduction | N/A | <ul style="list-style-type: none"> State the candidate's number and name. Welcome the candidate and read out the examiner script. <p>This part is <u>not</u> assessed.</p> |
| Warm-up | 1–2 minutes | <ul style="list-style-type: none"> Use the warm-up to put the candidate at ease using the questions provided. <p>This part is <u>not</u> assessed.</p> |
| Part 1: | | |
| Candidate preparation time | 3–4 minutes | <ul style="list-style-type: none"> Give the Speaking assessment card to the candidate. The candidate has 3–4 minutes to read the card and prepare in silence. The candidate is not allowed to make any written notes. The candidate must stay in the test room during the preparation time and the examiner should not interrupt or distract the candidate during this time. <p>This part is <u>not</u> assessed.</p> |
| Individual talk | 1–2 minutes | <ul style="list-style-type: none"> The candidate gives their talk. The candidate can keep the card until the end of the test. <p>This part is assessed.</p> |
| Part 2: | | |
| Conversation | 5–6 minutes | <ul style="list-style-type: none"> Conduct a discussion using the three prompt questions related to the theme of Part 1. <p>This part is assessed.</p> |

The total duration of the Speaking test, from the beginning of the introduction to the end of Part 2, should be approximately 14 minutes.

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
- encourage candidates to develop their responses by using the additional questions provided.

Please avoid:

- distracting candidates including during candidates' preparation time
- interrupting with your own views or correcting mistakes
- showing impatience, surprise, approval or disapproval of anything candidates express
- 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, for example, that matters of inaccuracy in grammar and pronunciation are to be overlooked, but is a reminder that a Speaking test is intended to credit positive achievement.

Be consistent. It is important that the marking criteria are applied in the same way for all the candidates.

MARKING CRITERIA

The marking criteria must be applied consistently to Part 1 and Part 2 of the test, resulting in one overall mark out of 25.

| Level | Marks | Description | | | |
|-------|-------|---|---|--|---|
| | | S1: present facts, ideas and opinions | S2: demonstrate control of a range of vocabulary and grammatical structures | S3: demonstrate control of pronunciation and intonation | S4: respond appropriately and maintain communication |
| 5 | 21–25 | <ul style="list-style-type: none"> Facts/ideas/opinions are developed and detailed Well-organised presentation of relevant content | <ul style="list-style-type: none"> Wide range of appropriate vocabulary used with some precision Accurate use of a wide range of grammatical forms | <ul style="list-style-type: none"> Pronunciation, pace and intonation used effectively to convey meanings | <ul style="list-style-type: none"> Expresses fluently what is thought, felt and imagined Responds fully and confidently |
| 4 | 16–20 | <ul style="list-style-type: none"> Some development and/or detail of facts/ideas/opinions Some organisation of relevant content | <ul style="list-style-type: none"> Range of appropriate vocabulary used with occasional precision Accurate use of a range of grammatical forms | <ul style="list-style-type: none"> Pronunciation is clear and intonation is usually appropriate | <ul style="list-style-type: none"> Expresses clearly what is thought, felt and imagined Responds appropriately |
| 3 | 11–15 | <ul style="list-style-type: none"> Occasional development and/or detail of facts/ideas/opinions Straightforward use of relevant content with occasional linking | <ul style="list-style-type: none"> Range of straightforward vocabulary mainly used appropriately Accurate use of simple grammatical forms | <ul style="list-style-type: none"> Pronunciation is mostly clear | <ul style="list-style-type: none"> Some clear explanation of what is thought, felt and imagined Responds adequately |
| 2 | 6–10 | <ul style="list-style-type: none"> Facts/ideas/opinions are general and/or brief Lists some relevant facts/ideas/opinions | <ul style="list-style-type: none"> Sometimes selects appropriate vocabulary Some accurate use of simple grammatical forms | <ul style="list-style-type: none"> Pronunciation is intelligible | <ul style="list-style-type: none"> Some general sense of what is thought, felt and imagined is conveyed Sometimes able to respond |
| 1 | 1–5 | <ul style="list-style-type: none"> Gives some facts/ideas/opinions that are occasionally relevant | <ul style="list-style-type: none"> Vocabulary occasionally sufficient to convey basic ideas/facts/opinions Grammatical forms are occasionally used accurately | <ul style="list-style-type: none"> Pronunciation is sometimes intelligible | <ul style="list-style-type: none"> A little or very general sense of intended meaning is conveyed Occasionally able to respond |
| 0 | 0 | No response | No response | No response | No response |

SPEAKING ASSESSMENT CARD 1

Topic 1 Keeping fit

Introduction

Confirm 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 activity where I will ask you some questions to find out more about you. This part is not assessed. After the warm-up there are two assessed parts to the test: an individual talk and a conversation.*

Warm-up activity (1–2 minutes)

Use the following questions.

- *Can you tell me about your hobbies?*
- *What did you do during the last school holidays?*
- *What kind of films or TV programmes do you like?*

Candidate preparation time with materials (3–4 minutes)

Read the following script and then hand Speaking assessment card 1: *Keeping fit* to the candidate.

Examiner script: *Now, we will begin the assessed part of the test. The first part is an individual talk. You are going to talk for 1–2 minutes about **the different types of exercise people can do to stay fit and healthy, for example walking, dancing or playing a sport**. Then, we will have a conversation related to **Keeping fit**. You now have 3–4 minutes to prepare for both parts of the test. 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 test. Here is your card.*

Allow 3–4 minutes for preparation and then ask the candidate to start the individual talk.

Part 1: Individual talk (1–2 minutes)

Examiner script: *You now have 1–2 minutes to talk about **the different types of exercise people can do to stay fit and healthy, for example walking, dancing or playing a sport**. 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. Then move on to Part 2 of the test.

Examiner script: *Thank you. Now let's move on to Part 2 of the test.*

Additional instructions for Part 1: Individual talk

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 your talk?*

If the candidate has still not responded after another 5 seconds, prompt the candidate again by reading the following and pointing to the Speaking assessment card:

Examiner script: *Would you like to tell me about **the different types of exercise people can do to stay fit and healthy, for example walking, dancing or playing a sport?***

If the candidate still does not start, move on to Part 2 of the test by saying the following:

Examiner script: *Thank you. Now let's move on to Part 2 of the test.*

Part 2: Conversation (5–6 minutes)

Ask each of the questions in the order in which they appear below.

Examiner script: *Now I am going to ask you a few questions related to **Keeping fit**. This part of the test will last 5–6 minutes.*

- *Which type of exercise do you most enjoy doing? Why?*
- *Do your family and friends do regular exercise? Why or why not?*
- *How far do you agree with the following opinions? You can discuss one or both opinions.*

Point to the two opinions printed on the Speaking assessment card and read them to the candidate.

Examiner script: *'Physical education does not need to be taught in schools – young people can choose to do exercise in their free time.'*

'Having a healthy lifestyle is about much more than just doing physical exercise.'

Thank you. This is the end of the test.

Additional instructions for Part 2: Conversation

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.

SPEAKING ASSESSMENT CARD 2**Topic 2 Doing things for other people****Introduction**

Confirm 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 activity where I will ask you some questions to find out more about you. This part is not assessed. After the warm-up there are two assessed parts to the test: an individual talk and a conversation.*

Warm-up activity (1–2 minutes)

Use the following questions.

- *Can you tell me about your hobbies?*
- *What did you do during the last school holidays?*
- *What kind of films or TV programmes do you like?*

Candidate preparation time with materials (3–4 minutes)

Read the following script and then hand Speaking assessment card 2: **Doing things for other people** to the candidate.

Examiner script: *Now, we will begin the assessed part of the test. The first part is an individual talk. You are going to talk for 1–2 minutes about **the last time you helped someone**. Then, we will have a conversation related to **Doing things for other people**. You now have 3–4 minutes to prepare for both parts of the test. 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 test. Here is your card.*

Allow 3–4 minutes for preparation and then ask the candidate to start the individual talk.

Part 1: Individual talk (1–2 minutes)

Examiner script: *You now have 1–2 minutes to talk about **the last time you helped someone**. 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. Then move on to Part 2 of the test.

Examiner script: *Thank you. Now let's move on to Part 2 of the test.*

Additional instructions for Part 1: Individual talk

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 your talk?*

If the candidate has still not responded after another 5 seconds, prompt the candidate again by reading the following and pointing to the Speaking assessment card:

Examiner script: *Would you like to tell me about **the last time you helped someone?***

If the candidate still does not start, move on to Part 2 of the test by saying the following:

Examiner script: *Thank you. Now let's move on to Part 2 of the test.*

Part 2: Conversation (5–6 minutes)

Ask each of the questions in the order in which they appear below.

Examiner script: *Now I am going to ask you a few questions related to **Doing things for other people.** This part of the test will last 5–6 minutes.*

- *In what situations do people do things for other people?*
- *Do you find it easy or difficult to ask someone to help you to do something? Why?*
- *How far do you agree with the following opinions? You can discuss one or both opinions.*

Point to the two opinions printed on the Speaking assessment card and read them to the candidate.

Examiner script: *'Some people are just lazy and disorganised. That's why they ask other people to do things for them.'*

'Doing too much for someone is not a good idea.'

Thank you. This is the end of the test.

Additional instructions for Part 2: Conversation

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.

SPEAKING ASSESSMENT CARD 3

Topic 3 Feeling happy

Introduction

Confirm 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 activity where I will ask you some questions to find out more about you. This part is not assessed. After the warm-up there are two assessed parts to the test: an individual talk and a conversation.*

Warm-up activity (1–2 minutes)

Use the following questions.

- *Can you tell me about your hobbies?*
- *What did you do during the last school holidays?*
- *What kind of films or TV programmes do you like?*

Candidate preparation time with materials (3–4 minutes)

Read the following script and then hand Speaking assessment card 3: *Feeling happy* to the candidate.

Examiner script: *Now, we will begin the assessed part of the test. The first part is an individual talk. You are going to talk for 1–2 minutes about **the things that can help people to feel happier, for example taking a walk in nature or listening to music.** Then, we will have a conversation related to **Feeling happy**. You now have 3–4 minutes to prepare for both parts of the test. 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 test. Here is your card.*

Allow 3–4 minutes for preparation and then ask the candidate to start the individual talk.

Part 1: Individual talk (1–2 minutes)

Examiner script: *You now have 1–2 minutes to talk about **the things that can help people to feel happier, for example taking a walk in nature or listening to music.** 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. Then move on to Part 2 of the test.

Examiner script: *Thank you. Now let's move on to Part 2 of the test.*

Additional instructions for Part 1: Individual talk

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 your talk?*

If the candidate has still not responded after another 5 seconds, prompt the candidate again by reading the following and pointing to the Speaking assessment card:

Examiner script: *Would you like to tell me about **the things that can help people to feel happier, for example taking a walk in nature or listening to music?***

If the candidate still does not start, move on to Part 2 of the test by saying the following:

Examiner script: *Thank you. Now let's move on to Part 2 of the test.*

Part 2: Conversation (5–6 minutes)

Ask each of the questions in the order in which they appear below.

Examiner script: *Now I am going to ask you a few questions related to **Feeling happy**. This part of the test will last 5–6 minutes.*

- *Who is the happiest or most positive person you know? Why?*
- *How do you and your friends or family help each other to stay positive and happy?*
- *How far do you agree with the following opinions? You can discuss one or both opinions.*

Point to the two opinions printed on the Speaking assessment card and read them to the candidate.

Examiner script: *'Volunteering to help other people is the best way to feel happier.'*

'If people wrote down all the good things that happened each day, they would feel so much more positive.'

Thank you. This is the end of the test.

Additional instructions for Part 2: Conversation

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.

SPEAKING ASSESSMENT CARD 4

Topic 4 Fashions and trends

Introduction

Confirm 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 activity where I will ask you some questions to find out more about you. This part is not assessed. After the warm-up there are two assessed parts to the test: an individual talk and a conversation.*

Warm-up activity (1–2 minutes)

Use the following questions.

- *Can you tell me about your hobbies?*
- *What did you do during the last school holidays?*
- *What kind of films or TV programmes do you like?*

Candidate preparation time with materials (3–4 minutes)

Read the following script and then hand Speaking assessment card 4: *Fashions and trends* to the candidate.

Examiner script: *Now, we will begin the assessed part of the test. The first part is an individual talk. You are going to talk for 1–2 minutes about **something that was popular when you were younger (for example an item of clothing, a toy or a song)**. Then, we will have a conversation related to **Fashions and trends**. You now have 3–4 minutes to prepare for both parts of the test. 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 test. Here is your card.*

Allow 3–4 minutes for preparation and then ask the candidate to start the individual talk.

Part 1: Individual talk (1–2 minutes)

Examiner script: *You now have 1–2 minutes to talk about **something that was popular when you were younger (for example an item of clothing, a toy or a song)**. 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. Then move on to Part 2 of the test.

Examiner script: *Thank you. Now let's move on to Part 2 of the test.*

Additional instructions for Part 1: Individual talk

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 your talk?*

If the candidate has still not responded after another 5 seconds, prompt the candidate again by reading the following and pointing to the Speaking assessment card:

Examiner script: *Would you like to tell me about **something that was popular when you were younger (for example an item of clothing, a toy or a song)**?*

If the candidate still does not start, move on to Part 2 of the test by saying the following:

Examiner script: *Thank you. Now let's move on to Part 2 of the test.*

Part 2: Conversation (5–6 minutes)

Ask each of the questions in the order in which they appear below.

Examiner script: *Now I am going to ask you a few questions related to **Fashions and trends**. This part of the test will last 5–6 minutes.*

- *How important is it to you to follow the latest fashions or trends? Why?*
- *Do you think young people prefer to wear similar things to their friends or to look different? Why?*
- *How far do you agree with the following opinions? You can discuss one or both opinions.*

Point to the two opinions printed on the Speaking assessment card and read them to the candidate.

Examiner script: *'It's more important to buy clothes and things that last a long time rather than something that is in fashion.'*

'Designer brands have far too much influence on people's lives – from clothes to mobile phones.'

Thank you. This is the end of the test.

Additional instructions for Part 2: Conversation

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.

SPEAKING ASSESSMENT CARD 5

Topic 5 What is a friend?

Introduction

Confirm 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 activity where I will ask you some questions to find out more about you. This part is not assessed. After the warm-up there are two assessed parts to the test: an individual talk and a conversation.*

Warm-up activity (1–2 minutes)

Use the following questions.

- *Can you tell me about your hobbies?*
- *What did you do during the last school holidays?*
- *What kind of films or TV programmes do you like?*

Candidate preparation time with materials (3–4 minutes)

Read the following script and then hand Speaking assessment card 5: *What is a friend?* to the candidate.

Examiner script: *Now, we will begin the assessed part of the test. The first part is an individual talk. You are going to talk for 1–2 minutes about **the different ways people can meet and make new friends**. Then, we will have a conversation related to **What is a friend?** You now have 3–4 minutes to prepare for both parts of the test. 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 test. Here is your card.*

Allow 3–4 minutes for preparation and then ask the candidate to start the individual talk.

Part 1: Individual talk (1–2 minutes)

Examiner script: *You now have 1–2 minutes to talk about **the different ways people can meet and make new friends**. 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. Then move on to Part 2 of the test.

Examiner script: *Thank you. Now let's move on to Part 2 of the test.*

Additional instructions for Part 1: Individual talk

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 your talk?*

If the candidate has still not responded after another 5 seconds, prompt the candidate again by reading the following and pointing to the Speaking assessment card:

Examiner script: *Would you like to tell me about **the different ways people can meet and make new friends?***

If the candidate still does not start, move on to Part 2 of the test by saying the following:

Examiner script: *Thank you. Now let's move on to Part 2 of the test.*

Part 2: Conversation (5–6 minutes)

Ask each of the questions in the order in which they appear below.

Examiner script: *Now I am going to ask you a few questions related to **What is a friend?** This part of the test will last 5–6 minutes.*

- *Do you prefer to have a lot of friends or just a few close friends? Why?*
- *Who do you think are the most important people in a teenager's life, their family or their friends? Why?*
- *How far do you agree with the following opinions? You can discuss one or both opinions.*

Point to the two opinions printed on the Speaking assessment card and read them to the candidate.

Examiner script: *'Having lots of friends on social media is nothing like having real friends in real life.'*

'The best friends are not the people who like what you like, and think what you think, but the friends who like you for who you are.'

Thank you. This is the end of the test.

Additional instructions for Part 2: Conversation

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.

SPEAKING ASSESSMENT CARD 6

Topic 6 Learning about history

Introduction

Confirm 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 activity where I will ask you some questions to find out more about you. This part is not assessed. After the warm-up there are two assessed parts to the test: an individual talk and a conversation.*

Warm-up activity (1–2 minutes)

Use the following questions.

- *Can you tell me about your hobbies?*
- *What did you do during the last school holidays?*
- *What kind of films or TV programmes do you like?*

Candidate preparation time with materials (3–4 minutes)

Read the following script and then hand Speaking assessment card 6: **Learning about history** to the candidate.

Examiner script: *Now, we will begin the assessed part of the test. The first part is an individual talk. You are going to talk for 1–2 minutes about a **famous person from history you know something about**. Then, we will have a conversation related to **Learning about history**. You now have 3–4 minutes to prepare for both parts of the test. 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 test. Here is your card.*

Allow 3–4 minutes for preparation and then ask the candidate to start the individual talk.

Part 1: Individual talk (1–2 minutes)

Examiner script: *You now have 1–2 minutes to talk about a **famous person from history you know something about**. 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. Then move on to Part 2 of the test.

Examiner script: *Thank you. Now let's move on to Part 2 of the test.*

Additional instructions for Part 1: Individual talk

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 your talk?*

If the candidate has still not responded after another 5 seconds, prompt the candidate again by reading the following and pointing to the Speaking assessment card:

Examiner script: *Would you like to tell me about a **famous person from history you know something about?***

If the candidate still does not start, move on to Part 2 of the test by saying the following:

Examiner script: *Thank you. Now let's move on to Part 2 of the test.*

Part 2: Conversation (5–6 minutes)

Ask each of the questions in the order in which they appear below.

Examiner script: *Now I am going to ask you a few questions related to **Learning about history**. This part of the test will last 5–6 minutes.*

- *Do you find it easy to remember dates and facts from the past? Why or why not?*
- *What have you learned about life in the past from talking to older people?*
- *How far do you agree with the following opinions? You can discuss one or both opinions.*

Point to the two opinions printed on the Speaking assessment card and read them to the candidate.

Examiner script: *'Visiting a museum is the best way to find out about historical events and culture.'*

'Learning about history helps people to understand more about the world today.'

Thank you. This is the end of the test.

Additional instructions for Part 2: Conversation

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.

SPEAKING ASSESSMENT CARD 7**Topic 7 Making changes****Introduction**

Confirm 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 activity where I will ask you some questions to find out more about you. This part is not assessed. After the warm-up there are two assessed parts to the test: an individual talk and a conversation.*

Warm-up activity (1–2 minutes)

Use the following questions.

- *Can you tell me about your hobbies?*
- *What did you do during the last school holidays?*
- *What kind of films or TV programmes do you like?*

Candidate preparation time with materials (3–4 minutes)

Read the following script and then hand Speaking assessment card 7: **Making changes** to the candidate.

Examiner script: *Now, we will begin the assessed part of the test. The first part is an individual talk. You are going to talk for 1–2 minutes about **something you would change about the world today if you could**. Then, we will have a conversation related to **Making changes**. You now have 3–4 minutes to prepare for both parts of the test. 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 test. Here is your card.*

Allow 3–4 minutes for preparation and then ask the candidate to start the individual talk.

Part 1: Individual talk (1–2 minutes)

Examiner script: *You now have 1–2 minutes to talk about **something you would change about the world today if you could**. 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. Then move on to Part 2 of the test.

Examiner script: *Thank you. Now let's move on to Part 2 of the test.*

Additional instructions for Part 1: Individual talk

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 your talk?*

If the candidate has still not responded after another 5 seconds, prompt the candidate again by reading the following and pointing to the Speaking assessment card:

Examiner script: *Would you like to tell me about **something you would change about the world today if you could?***

If the candidate still does not start, move on to Part 2 of the test by saying the following:

Examiner script: *Thank you. Now let's move on to Part 2 of the test.*

Part 2: Conversation (5–6 minutes)

Ask each of the questions in the order in which they appear below.

Examiner script: *Now I am going to ask you a few questions related to **Making changes**. This part of the test will last 5–6 minutes.*

- *Do you think it is good to have the same routine every day, for example waking up at the same time? Why or why not?*
- *Do you and your friends enjoy making changes, for example changing hairstyles or the music you listen to? Why or why not?*
- *How far do you agree with the following opinions? You can discuss one or both opinions.*

Point to the two opinions printed on the Speaking assessment card and read them to the candidate.

Examiner script: *'Life would be so much easier if everything stayed the same.'*

'My grandmother used to say that a change is always a good thing – I agree. We all need to make changes to improve our lives and how we live them.'

Thank you. This is the end of the test.

Additional instructions for Part 2: Conversation

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.

SPEAKING ASSESSMENT CARD 8**Topic 8 The impact of tourism****Introduction**

Confirm 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 activity where I will ask you some questions to find out more about you. This part is not assessed. After the warm-up there are two assessed parts to the test: an individual talk and a conversation.*

Warm-up activity (1–2 minutes)

Use the following questions.

- *Can you tell me about your hobbies?*
- *What did you do during the last school holidays?*
- *What kind of films or TV programmes do you like?*

Candidate preparation time with materials (3–4 minutes)

Read the following script and then hand Speaking assessment card 8: *The impact of tourism* to the candidate.

Examiner script: *Now, we will begin the assessed part of the test. The first part is an individual talk. You are going to talk for 1–2 minutes about **how important tourism is in your country**. Then, we will have a conversation related to **The impact of tourism**. You now have 3–4 minutes to prepare for both parts of the test. 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 test. Here is your card.*

Allow 3–4 minutes for preparation and then ask the candidate to start the individual talk.

Part 1: Individual talk (1–2 minutes)

Examiner script: *You now have 1–2 minutes to talk about **how important tourism is in your country**. 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. Then move on to Part 2 of the test.

Examiner script: *Thank you. Now let's move on to Part 2 of the test.*

Additional instructions for Part 1: Individual talk

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 your talk?*

If the candidate has still not responded after another 5 seconds, prompt the candidate again by reading the following and pointing to the Speaking assessment card:

Examiner script: *Would you like to tell me about **how important tourism is in your country?***

If the candidate still does not start, move on to Part 2 of the test by saying the following:

Examiner script: *Thank you. Now let's move on to Part 2 of the test.*

Part 2: Conversation (5–6 minutes)

Ask each of the questions in the order in which they appear below.

Examiner script: *Now I am going to ask you a few questions related to **The impact of tourism**. This part of the test will last 5–6 minutes.*

- *Where would you recommend for a tourist in your country to visit, and why?*
- *What can people learn about a country by visiting it on holiday?*
- *How far do you agree with the following opinions? You can discuss one or both opinions.*

Point to the two opinions printed on the Speaking assessment card and read them to the candidate.

Examiner script: *'Tourism is always positive for a country – it creates interest in the country and its culture, and it helps the economy.'*

'Tourism wastes natural resources and harms the forests and oceans.'

Thank you. This is the end of the test.

Additional instructions for Part 2: Conversation

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.

SPEAKING ASSESSMENT CARD 9**Topic 9 Superpowers****Introduction**

Confirm 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 activity where I will ask you some questions to find out more about you. This part is not assessed. After the warm-up there are two assessed parts to the test: an individual talk and a conversation.*

Warm-up activity (1–2 minutes)

Use the following questions.

- *Can you tell me about your hobbies?*
- *What did you do during the last school holidays?*
- *What kind of films or TV programmes do you like?*

Candidate preparation time with materials (3–4 minutes)

Read the following script and then hand Speaking assessment card 9: *Superpowers* to the candidate.

Examiner script: *Now, we will begin the assessed part of the test. The first part is an individual talk. You are going to talk for 1–2 minutes about a **character from a game, book or film who has a special power or ability**. Then, we will have a conversation related to **Superpowers**. You now have 3–4 minutes to prepare for both parts of the test. 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 test. Here is your card.*

Allow 3–4 minutes for preparation and then ask the candidate to start the individual talk.

Part 1: Individual talk (1–2 minutes)

Examiner script: *You now have 1–2 minutes to talk about a **character from a game, book or film who has a special power or ability**. 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. Then move on to Part 2 of the test.

Examiner script: *Thank you. Now let's move on to Part 2 of the test.*

Additional instructions for Part 1: Individual talk

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 your talk?*

If the candidate has still not responded after another 5 seconds, prompt the candidate again by reading the following and pointing to the Speaking assessment card:

Examiner script: *Would you like to tell me about **a character from a game, book or film who has a special power or ability?***

If the candidate still does not start, move on to Part 2 of the test by saying the following:

Examiner script: *Thank you. Now let's move on to Part 2 of the test.*

Part 2: Conversation (5–6 minutes)

Ask each of the questions in the order in which they appear below.

Examiner script: *Now I am going to ask you a few questions related to **Superpowers**. This part of the test will last 5–6 minutes.*

- *If you could have one superpower, such as the ability to become invisible, what would you choose? Why?*
- *Do you and your friends enjoy stories about characters with superpowers? Why or why not?*
- *How far do you agree with the following opinions? You can discuss one or both opinions.*

Point to the two opinions printed on the Speaking assessment card and read them to the candidate.

Examiner script: *'Real-life heroes like doctors, nurses and scientists are the ones with the real superpowers.'*

'People spend too much time in fantasy worlds where characters can do impossible things – there are real world problems to deal with.'

Thank you. This is the end of the test.

Additional instructions for Part 2: Conversation

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.

SPEAKING ASSESSMENT CARD 10**Topic 10 In business****Introduction**

Confirm 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 activity where I will ask you some questions to find out more about you. This part is not assessed. After the warm-up there are two assessed parts to the test: an individual talk and a conversation.*

Warm-up activity (1–2 minutes)

Use the following questions.

- *Can you tell me about your hobbies?*
- *What did you do during the last school holidays?*
- *What kind of films or TV programmes do you like?*

Candidate preparation time with materials (3–4 minutes)

Read the following script and then hand Speaking assessment card 10: *In business* to the candidate.

Examiner script: *Now, we will begin the assessed part of the test. The first part is an individual talk. You are going to talk for 1–2 minutes about **someone you know who has their own business (such as a shop or a café)**. Then, we will have a conversation related to **In business**. You now have 3–4 minutes to prepare for both parts of the test. 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 test. Here is your card.*

Allow 3–4 minutes for preparation and then ask the candidate to start the individual talk.

Part 1: Individual talk (1–2 minutes)

Examiner script: *You now have 1–2 minutes to talk about **someone you know who has their own business (such as a shop or a café)**. 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. Then move on to Part 2 of the test.

Examiner script: *Thank you. Now let's move on to Part 2 of the test.*

Additional instructions for Part 1: Individual talk

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 your talk?*

If the candidate has still not responded after another 5 seconds, prompt the candidate again by reading the following and pointing to the Speaking assessment card:

Examiner script: *Would you like to tell me about **someone you know who has their own business (such as a shop or a café)?***

If the candidate still does not start, move on to Part 2 of the test by saying the following:

Examiner script: *Thank you. Now let's move on to Part 2 of the test.*

Part 2: Conversation (5–6 minutes)

Ask each of the questions in the order in which they appear below.

Examiner script: *Now I am going to ask you a few questions related to **In business**. This part of the test will last 5–6 minutes.*

- *Would you like to have your own business in the future? Why or why not?*
- *What types of people are successful in business? Why?*
- *How far do you agree with the following opinions? You can discuss one or both opinions.*

Point to the two opinions printed on the Speaking assessment card and read them to the candidate.

Examiner script: *'People should support local businesses by buying from them and not buying from big international companies.'*

'Working part time in a local business helps young people to learn essential skills for their future – all students should have a part-time job.'

Thank you. This is the end of the test.

Additional instructions for Part 2: Conversation

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.

SPEAKING ASSESSMENT CARD 11

Topic 11 Machines and new technology

Introduction

Confirm 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 activity where I will ask you some questions to find out more about you. This part is not assessed. After the warm-up there are two assessed parts to the test: an individual talk and a conversation.*

Warm-up activity (1–2 minutes)

Use the following questions.

- *Can you tell me about your hobbies?*
- *What did you do during the last school holidays?*
- *What kind of films or TV programmes do you like?*

Candidate preparation time with materials (3–4 minutes)

Read the following script and then hand Speaking assessment card 11: *Machines and new technology* to the candidate.

Examiner script: *Now, we will begin the assessed part of the test. The first part is an individual talk. You are going to talk for 1–2 minutes about **the different machines or technology that people use to help them in their daily lives**. Then, we will have a conversation related to **Machines and new technology**. You now have 3–4 minutes to prepare for both parts of the test. 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 test. Here is your card.*

Allow 3–4 minutes for preparation and then ask the candidate to start the individual talk.

Part 1: Individual talk (1–2 minutes)

Examiner script: *You now have 1–2 minutes to talk about **the different machines or technology that people use to help them in their daily lives**. 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. Then move on to Part 2 of the test.

Examiner script: *Thank you. Now let's move on to Part 2 of the test.*

Additional instructions for Part 1: Individual talk

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 your talk?*

If the candidate has still not responded after another 5 seconds, prompt the candidate again by reading the following and pointing to the Speaking assessment card:

Examiner script: *Would you like to tell me about **the different machines or technology that people use to help them in their daily lives?***

If the candidate still does not start, move on to Part 2 of the test by saying the following:

Examiner script: *Thank you. Now let's move on to Part 2 of the test.*

Part 2: Conversation (5–6 minutes)

Ask each of the questions in the order in which they appear below.

Examiner script: *Now I am going to ask you a few questions related to **Machines and new technology**. This part of the test will last 5–6 minutes.*

- *Which one machine or piece of technology could you not live without? Why?*
- *Are you and your friends interested in the development of new technology, such as artificial intelligence (AI), robots and virtual reality? Why or why not?*
- *How far do you agree with the following opinions? You can discuss one or both opinions.*

Point to the two opinions printed on the Speaking assessment card and read them to the candidate.

Examiner script: *'Music or art made by AI is still music or art – it doesn't matter that a human hasn't created it.'*

'If machines and new technology can do things quicker and more cheaply than humans can, it's not a problem.'

Thank you. This is the end of the test.

Additional instructions for Part 2: Conversation

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.

SPEAKING ASSESSMENT CARD 12**Topic 12 Customs and traditions****Introduction**

Confirm 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 activity where I will ask you some questions to find out more about you. This part is not assessed. After the warm-up there are two assessed parts to the test: an individual talk and a conversation.*

Warm-up activity (1–2 minutes)

Use the following questions.

- *Can you tell me about your hobbies?*
- *What did you do during the last school holidays?*
- *What kind of films or TV programmes do you like?*

Candidate preparation time with materials (3–4 minutes)

Read the following script and then hand Speaking assessment card 12: *Customs and traditions* to the candidate.

Examiner script: *Now, we will begin the assessed part of the test. The first part is an individual talk. You are going to talk for 1–2 minutes about a **typical custom or tradition that a visitor to your country might find interesting**. Then, we will have a conversation related to **Customs and traditions**. You now have 3–4 minutes to prepare for both parts of the test. 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 test. Here is your card.*

Allow 3–4 minutes for preparation and then ask the candidate to start the individual talk.

Part 1: Individual talk (1–2 minutes)

Examiner script: *You now have 1–2 minutes to talk about a **typical custom or tradition that a visitor to your country might find interesting**. 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. Then move on to Part 2 of the test.

Examiner script: *Thank you. Now let's move on to Part 2 of the test.*

Additional instructions for Part 1: Individual talk

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 your talk?*

If the candidate has still not responded after another 5 seconds, prompt the candidate again by reading the following and pointing to the Speaking assessment card:

Examiner script: *Would you like to tell me about a **typical custom or tradition that a visitor to your country might find interesting?***

If the candidate still does not start, move on to Part 2 of the test by saying the following:

Examiner script: *Thank you. Now let's move on to Part 2 of the test.*

Part 2: Conversation (5–6 minutes)

Ask each of the questions in the order in which they appear below.

Examiner script: *Now I am going to ask you a few questions related to **Customs and traditions**. This part of the test will last 5–6 minutes.*

- *What different special occasions does your family celebrate together?*
- *Are you interested in learning about the customs or traditions of other countries? Why or why not?*
- *How far do you agree with the following opinions? You can discuss one or both opinions.*

Point to the two opinions printed on the Speaking assessment card and read them to the candidate.

Examiner script: *'Customs and traditions bring people of different generations together – they are an essential part of a country's culture.'*

'Some customs and traditions are out of date and make no sense in today's society.'

Thank you. This is the end of the test.

Additional instructions for Part 2: Conversation

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.

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