



**Cambridge Assessment International Education**  
Cambridge International General Certificate of Secondary Education

**ENGLISH AS A SECOND LANGUAGE**

**0511/52**

Paper 5 Speaking Assessments A–O

**October/November 2019**

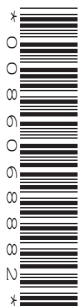
TEACHER'S/EXAMINER'S NOTES

**Great care should be taken to ensure that any confidential information given does not reach the candidates either directly or indirectly.**

**READ THESE INSTRUCTIONS FIRST**

This booklet contains:

- (a) administrative guidelines on conducting the tests
- (b) marking criteria
- (c) copies of Cards A–O, with Notes for Teacher/Examiner.



This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **23** printed pages and **1** blank page.

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## NOTES ON CONDUCTING AND RECORDING THE TESTS

### Please note

1. The warm-up section 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.**
2. The speaking assessment cards **must not be opened** until one working day before the test.
3. All tests must be recorded **in full throughout**. The recording must not be paused or stopped at any point during the test.

### GENERAL

1. The speaking tests take place in the period before the main examination series, as notified on the timetable. Each centre decides on a convenient period within these dates for its speaking tests. It is recommended that the tests are conducted within one week to allow sufficient time for a single examiner to conduct all of the tests. See Section 4 below.
2. Centres must ensure well in advance of the tests that a suitably quiet room is available and that recording equipment is in good order.
3. Centres must adhere to dates for completion of the speaking tests and for the receipt of mark sheets and recordings at Cambridge International to allow sufficient time for external moderation. It is vital that material does not arrive late.
4. For centres with 30 or fewer candidates, only one examiner must be used. Each centre will select its own examiner. This is normally a teacher within the English Language Department, but could be someone local from outside the centre. A group of neighbouring centres might choose the same teacher to conduct all their tests; in such a case each centre is still responsible for submitting properly completed forms and samples. Cambridge International is not responsible for any fees agreed.

Centres with more than 30 candidates may use more than one examiner (applying the ratio of an additional examiner for each 30 candidates). 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.

5. Centres receive a set of speaking assessment cards with this set of 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.
6. Each centre must send to Cambridge International the following: (a) recorded sample on a CD/USB stick; (b) completed MS1 Form(s) (or printout of marks submitted electronically); (c) completed Speaking Examination Summary Form(s).

#### (a) Recorded sample

Each centre must provide a sample of speaking tests, to be recorded on a CD or USB stick. The size of the sample required is given in the instructions for completing the Speaking Examination Summary Form.

Please ensure that you do not send the recordings of all the candidates (unless there are 10 or fewer). Ideally the sample should be transferred to one or two CDs/USB sticks. 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.

For instructions on recording the tests, see Section 14 below. CDs/USB sticks must be sent to Cambridge International together with completed documents. CDs/USB sticks must be clearly labelled with details of the candidates whose speaking tests have been submitted.

### (b) Form MS1

The computer-printed school-based assessment mark sheet (Form MS1) has three parts:

- The top sheet must be sent to Cambridge International in the separate envelope provided.
- The middle sheet (which is for the external moderator's use) must be sent separately to Cambridge International, together with the sample recording and Speaking Examination Summary Form(s).
- The bottom sheet must be retained by the centre, in case of postal loss or subsequent enquiries, until after the issue of results.

Form MS1 is to be completed by transferring the mark for each candidate from the 'total mark' column, or the 'internally moderated mark' column if a process of internal moderation has taken place, on the Speaking Examination Summary Form.

Centres submitting marks electronically must include a printout of the internal marks report, together with the recorded sample and Speaking Examination Summary Form.

### (c) Speaking Examination Summary Form

Marks for each candidate are to be entered in detail on the Speaking Examination Summary Form. This form, and the instructions for completing it, may be downloaded from **[www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)**. The database will ask you for the syllabus code (i.e. 0510 or 0511) and your centre number, after which it will take you to the correct form. Follow the instructions when completing the form. A copy of the form must be submitted together with the recorded sample and the middle MS1 copy (or printout of marks submitted electronically).

Please be careful to check all mark additions. The Speaking Examination Summary Form must show the breakdown of marks for all the candidates, not just those selected for the sample. Please put an asterisk (\*) against the names of candidates whose speaking tests have been submitted on the CD/USB stick. The candidates' names should appear in the same order on both the summary form and the MS1.

7. The sample CD(s)/USB stick(s), along with completed Form MS1 (or printout of marks submitted electronically) and a copy of Speaking Examination Summary Form, should be returned to Cambridge International as soon as the tests have been completed at the centre. Please do not wait until the end of the assessment period before sending them.

## CONDUCTING THE SPEAKING TESTS

8. The speaking tests should proceed as follows:

**Part A** Start the recording. Give the candidate's name and number. Welcome the candidate and explain briefly what is going to happen in the test, using the examiner script on one of the assessment card pages in these notes. This part should not take more than a minute.

**Part B** Warm-up section. The purpose of this section is to give the candidate time to get used to the examination situation, and put the candidate at ease by conducting a short conversation (2–3 minutes) on general topics and the candidate's hobbies and interests. The topic cards should not be discussed during this phase.

**Part C** Give the speaking assessment card to the candidate and announce the letter and the name of the card. This must take place AFTER the warm-up. Any necessary explanation is given at this point, followed by a short preparation period (about 2–3 minutes), when the candidate may ask questions. The candidate cannot make notes during this period.

Please note: the preparation period must be recorded.

**Part D** Main part of the test. Conversation based on the speaking assessment card. Either the examiner or the candidate may start the conversation. All prompts must be used, in the order they appear on the card. Do not allow candidates to deliver speeches or monologues at any point during the test. The main part of the test should last approximately 6–9 minutes.

**The total duration of the speaking test, from the beginning of (A) to the end of (D), should be approximately 10–15 minutes and recorded in full.**

**Note that only (D) is to be assessed.**

**The speaking test must be conducted in English throughout.**

9. Examination conditions must prevail in the area where the speaking tests take place. Adequate supervision must be provided to ensure that candidates leaving the examination room do not communicate with those waiting to enter.
10. No other person should be present during the speaking test, with the exception of another teacher/examiner, moderator or representative of Cambridge International.
11. Candidates cannot bring any notes into the examination room. They are not allowed to consult dictionaries.
12. 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. In order that candidates are given every chance to do themselves justice, 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.**
13. The examiner should be positioned so that he or she is facing the candidate, with a table or desk in between, and not allow candidates to see notes made on Speaking Examination Summary Forms or similar paperwork.

## RECORDING THE TESTS

14. 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 CD/USB stick should begin with a clear statement by the examiner as follows:**

Centre number:	[e.g.]	AZ 999
Centre name:	[e.g.]	Abcxyz Academy
Examination:	0511	English as a Second Language
Examiner name:	[e.g.]	Ms Z. Abced
Date:	[e.g.]	1 October 2019

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 CD/USB stick is despatched, spot checks must be made to ensure that every candidate is clearly audible. The contents of each CD/USB stick must be clearly labelled. Each track on the CD/USB stick should be renamed, giving the candidate name and number, rather than 'track 1', 'track 2', etc. A separate audio track is required for each candidate.

## GENERAL ADVICE

15. Please bear in mind 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 in his or her homework is irrelevant in 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 is a matter to be dealt with via special considerations procedures, for which exams officers at centres complete separate documentation. Examiners must not make any separate allowance themselves.

**Be realistic.** Remember that it is not necessary for a candidate to be of native speaker standard to be given maximum marks within any single category. But knowledge of a candidate's first language must not lead an examiner to ignore particular habitual errors and overlook inaccuracy.

**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.

**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.

**16.** To conduct speaking tests effectively:

- try to put candidates at their ease from the outset (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
- show interest, even in mundane matters
- use 'open' questions which allow candidates to respond at length, not 'closed' questions which prompt yes/no answers.

Please avoid:

- walking about or distracting candidates
- interrupting with your own views or correcting mistakes
- showing undue surprise or impatience
- giving the impression that there are 'right' answers to questions or that the test is a test of knowledge
- making written notes during the test
- indicating how well the candidate has performed during or after the test.

### MARKING CRITERIA

Give a mark out of 10 for each category (structure, vocabulary, development and fluency), and then add these marks to give an overall total out of 30.

Mark	Structure	Vocabulary	Development and Fluency
9–10	The candidate uses a range of structures accurately and consistently, and is confidently in control of the structures used.	The candidate uses a sufficient range of vocabulary to respond with precision. Shades of meaning are achieved and some sophisticated ideas are communicated.	The candidate shows sustained ability to maintain a conversation (and contribute) at some length. The candidate responds to a change of direction in the conversation, demonstrating the ability to expand and develop the topic and contribute original ideas.  Pronunciation and intonation are clear.
7–8	The candidate uses a range of structures that are generally accurate (and used) with some confidence. Errors will occur when attempting to use more complex sentences.	The candidate uses a sufficient range of vocabulary to convey information and ideas with competence and some confidence.	The candidate maintains a competent conversation, responding relevantly and at length, using some original ideas. Frequent prompting is unnecessary.  Pronunciation and intonation are generally clear.
5–6	The candidate uses simple structures securely, but has difficulty venturing beyond them.	The candidate uses a sufficient range of vocabulary to convey simple ideas and information clearly, but not entirely successfully.	The candidate makes an attempt to respond to questions and prompts. Effort is needed to develop the conversation which will not be entirely successful.  Pronunciation and intonation are not always clear, but the candidate can be understood.
3–4	The candidate uses very simple, limited structures with errors which restrict communication.	The candidate uses a restricted range of vocabulary and has difficulty in conveying simple ideas. There is likely to be hesitation, repetition and searching for words.	The candidate has to be encouraged to go beyond responses which are brief and widely spaced. The candidate struggles to develop a conversation.  Pronunciation and intonation cause some communication difficulty.
1–2	The candidate attempts a response, but rarely achieves communication.	The candidate has insufficient vocabulary to convey even simple ideas.	The candidate's responses are so brief that little is communicated.  Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener.
0	No response.	No response.	No response.



## Instructions to the teacher/examiner

**When you have started the recording, given the candidate's name and number and welcomed the candidate, please read the following explanation to the candidate.**

First we will have a 2–3-minute general discussion about your interests and life outside school. This part isn't assessed.

Then I will give you an assessment card which has the topic we will discuss in the last part of the test. You will have 2–3 minutes to read the five prompts on the card to prepare for this part. You can't make any written notes but you can ask me to explain anything you don't understand.

Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed. You may keep the card until the end of the test.

Do you have any questions?

**Then start the test.**

## A Sharing meals

### Candidate's Card

Some people have meals with family or friends every day, while others often eat on their own.

Discuss this topic with the examiner.

***Use the following prompts, in the order given below, to develop the conversation:***

- people you have meals with, and when
- a special meal that you enjoyed
- reasons why people eat meals at different times
- whether it's important for people to eat meals together
- the idea that television and social media are changing the way families eat together.

You may introduce **related** ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.

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Do you have any questions?

**Then start the test.**

## B Young people

### Candidate's Card

Life for young people can be both exciting and challenging.

Discuss this topic with the examiner.

***Use the following prompts, in the order given below, to develop the conversation:***

- whether you find this time of your life exciting, and why
- the opportunities young people have nowadays
- ways that parents and teachers can make life easier for young people
- the view that life becomes more challenging as you get older
- the idea that society doesn't listen to the views of young people.

You may introduce **related** ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.

## Instructions to the teacher/examiner

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Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed. You may keep the card until the end of the test.

Do you have any questions?

**Then start the test.**

## C My favourite team

### Candidate's Card

Sports teams often have many fans who support them.

Discuss this topic with the examiner.

***Use the following prompts, in the order given below, to develop the conversation:***

- a team supported by you, or someone you know, and why
- how people can show which team they support
- the opinion that a person's local team should always be their favourite team
- the idea that a person should always support the same team, even when it loses
- the view that a team can never be successful without its fans.

You may introduce **related** ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.

### Instructions to the teacher/examiner

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Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed. You may keep the card until the end of the test.

Do you have any questions?

**Then start the test.**

### D Being kind

#### Candidate's Card

A kind person is helpful and generous and thinks about others.

Discuss this topic with the examiner.

***Use the following prompts, in the order given below, to develop the conversation:***

- times when you have been kind
- ways that some people have been helpful to you
- jobs where kindness and generosity are necessary qualities
- the suggestion that successful business people should not show kindness
- the idea that being kind always earns respect.

You may introduce **related** ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.

### Instructions to the teacher/examiner

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Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed. You may keep the card until the end of the test.

Do you have any questions?

**Then start the test.**

## E Dancing

### Candidate's Card

People all over the world enjoy many different types of dance.

Discuss this topic with the examiner.

***Use the following prompts, in the order given below, to develop the conversation:***

- the occasions when you, or people you know, dance
- the skills and qualities needed to be a good dancer
- whether people can learn to be good dancers
- the suggestion that traditional types of dance need more skill than modern types of dance
- the view that dance can express emotions better than words.

You may introduce **related** ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.

### Instructions to the teacher/examiner

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Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed. You may keep the card until the end of the test.

Do you have any questions?

**Then start the test.**

## F Doing your best

### Candidate's Card

There are many situations when we make an effort to do our best.

Discuss this topic with the examiner.

***Use the following prompts, in the order given below, to develop the conversation:***

- situations when it is important to do your best
- an occasion when you did your best, and what happened
- ways that other people can help us do our best
- the idea that people only do their best when there is a financial reward
- the view that there is too much pressure on sports people to always do their best and win.

You may introduce **related** ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.

### Instructions to the teacher/examiner

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Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed. You may keep the card until the end of the test.

Do you have any questions?

**Then start the test.**

### G Slow down

#### Candidate's Card

Some people are always in a hurry and should learn to slow down.

Discuss this topic with the examiner.

***Use the following prompts, in the order given below, to develop the conversation:***

- situations when you, or people you know, are always in a hurry, and why
- something you did very slowly or in a hurry, and what happened
- some things that should always be done slowly, and why
- the idea that the speed of electronic communication makes people decide and act too quickly
- the view that as life gets busier in the future, we won't have time to slow down.

You may introduce **related** ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.

### Instructions to the teacher/examiner

**When you have started the recording, given the candidate's name and number and welcomed the candidate, please read the following explanation to the candidate.**

First we will have a 2–3-minute general discussion about your interests and life outside school. This part isn't assessed.

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Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed. You may keep the card until the end of the test.

Do you have any questions?

**Then start the test.**

## H The seaside

### Candidate's Card

Some people love being at the seaside, while others don't.

Discuss this topic with the examiner.

***Use the following prompts, in the order given below, to develop the conversation:***

- whether you, or people you know, enjoy being at the seaside, and why
- a place by the sea where you would like to live or visit, and what it's like
- if it is better to live by the sea than in the mountains
- the idea that too many people visiting the seaside has a negative effect
- the view that environmental changes are making it more challenging to live and work at the seaside.

You may introduce **related** ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.



### Instructions to the teacher/examiner

**When you have started the recording, given the candidate's name and number and welcomed the candidate, please read the following explanation to the candidate.**

First we will have a 2–3-minute general discussion about your interests and life outside school. This part isn't assessed.

Then I will give you an assessment card which has the topic we will discuss in the last part of the test. You will have 2–3 minutes to read the five prompts on the card to prepare for this part. You can't make any written notes but you can ask me to explain anything you don't understand.

Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed. You may keep the card until the end of the test.

Do you have any questions?

**Then start the test.**

## I Facts

### Candidate's Card

A fact is information that is known to be true, for example about science, history, your family or local area.

Discuss this topic with the examiner.

***Use the following prompts, in the order given below, to develop the conversation:***

- how and where you find information about subjects which interest you
- different ways of remembering facts
- whether facts are all we should learn at school
- the opinion that you need to know a lot of facts to be good at your job
- the view that we shouldn't believe all the facts we read on the internet.

You may introduce **related** ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.

### Instructions to the teacher/examiner

**When you have started the recording, given the candidate's name and number and welcomed the candidate, please read the following explanation to the candidate.**

First we will have a 2–3-minute general discussion about your interests and life outside school. This part isn't assessed.

Then I will give you an assessment card which has the topic we will discuss in the last part of the test. You will have 2–3 minutes to read the five prompts on the card to prepare for this part. You can't make any written notes but you can ask me to explain anything you don't understand.

Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed. You may keep the card until the end of the test.

Do you have any questions?

**Then start the test.**

## J Planet Earth

### Candidate's Card

Earth is our planet and it is our home. That is why we all need to protect it.

Discuss this topic with the examiner.

***Use the following prompts, in the order given below, to develop the conversation:***

- special places on Earth you would like to explore, and why
- things people can do to protect our planet
- whether it would be possible to live on other planets
- the view that people living in the countryside care more about planet Earth than people in cities
- the opinion that we can only save our planet if all countries agree to work together.

You may introduce **related** ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.

### Instructions to the teacher/examiner

**When you have started the recording, given the candidate's name and number and welcomed the candidate, please read the following explanation to the candidate.**

First we will have a 2–3-minute general discussion about your interests and life outside school. This part isn't assessed.

Then I will give you an assessment card which has the topic we will discuss in the last part of the test. You will have 2–3 minutes to read the five prompts on the card to prepare for this part. You can't make any written notes but you can ask me to explain anything you don't understand.

Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed. You may keep the card until the end of the test.

Do you have any questions?

**Then start the test.**

## K Ways of travelling

### Candidate's Card

People use various forms of transport to go on holiday, to school or to work.

Discuss this topic with the examiner.

***Use the following prompts, in the order given below, to develop the conversation:***

- different forms of transport you use, and why
- how you plan and prepare to travel somewhere
- the advantages or disadvantages of long-distance travel
- the opinion that travelling to other countries is the best way to learn about their culture
- the view that governments should limit the number of people who travel to popular places.

You may introduce **related** ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.

### Instructions to the teacher/examiner

**When you have started the recording, given the candidate's name and number and welcomed the candidate, please read the following explanation to the candidate.**

First we will have a 2–3-minute general discussion about your interests and life outside school. This part isn't assessed.

Then I will give you an assessment card which has the topic we will discuss in the last part of the test. You will have 2–3 minutes to read the five prompts on the card to prepare for this part. You can't make any written notes but you can ask me to explain anything you don't understand.

Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed. You may keep the card until the end of the test.

Do you have any questions?

**Then start the test.**

## L Public art

### Candidate's Card

Different types of art, such as statues, sculptures and posters, are on show in town squares and parks.

Discuss this topic with the examiner.

***Use the following prompts, in the order given below, to develop the conversation:***

- some public art you have seen or know about, and what it's like
- types of public art you like or dislike, and why
- the challenges of being an artist
- the opinion that people should pay to see art
- the view that art improves people's lives.

You may introduce **related** ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.

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Do you have any questions?

**Then start the test.**

## M Fitness

### Candidate's Card

People do various sports and activities to keep fit.

Discuss this topic with the examiner.

***Use the following prompts, in the order given below, to develop the conversation:***

- the things people can do to keep fit
- fitness activities you enjoy doing, and why
- reasons why people might find it difficult to keep fit
- the suggestion that it is not necessary to do sports to be fit and healthy
- the opinion that it is the school's responsibility to ensure that students stay fit.

You may introduce **related** ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.

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Do you have any questions?

**Then start the test.**

## N Water

### Candidate's Card

Water is an essential resource we all use in our daily lives.

Discuss this topic with the examiner.

***Use the following prompts, in the order given below, to develop the conversation:***

- how you use water in your everyday life
- ways you could use less water in your daily activities
- the consequences of not having enough water
- the view that bottled water should be banned
- whether it is possible to make sure that everyone has enough water.

You may introduce **related** ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.

## Instructions to the teacher/examiner

**When you have started the recording, given the candidate's name and number and welcomed the candidate, please read the following explanation to the candidate.**

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Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed. You may keep the card until the end of the test.

Do you have any questions?

**Then start the test.**

## O Working in sport

### Candidate's Card

For people with an interest in sport, there are many job opportunities.

Discuss this topic with the examiner.

***Use the following prompts, in the order given below, to develop the conversation:***

- some people who work in sport, and what they do
- whether you would like to work in sport, and why
- the benefits and challenges of being a world-class athlete
- the view that you need sporting ability to have a job in sport
- the opinion that some people working in sport earn far more money than they deserve.

You may introduce **related** ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.

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