



# Cambridge IGCSE™

ENGLISH AS A SECOND LANGUAGE

0510/52

Paper 5 Speaking Assessment A–O

February/March 2022

TEACHER'S/EXAMINER'S NOTES



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 cards A–O with notes for the teacher/examiner.

This document has **24** pages. Any blank pages are indicated.

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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) printout of marks submitted electronically (Internally Assessed Marks Report); (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) Internally Assessed Marks Report (submitted electronically)**

Centres must submit marks electronically using the Internally Assessed Marks Report. This 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.

**(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 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 Internally Assessed Marks Report.

7. The sample CD(s)/USB stick(s), along with the printout of marks submitted electronically and a copy of the 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:   | 0510   | English as a Second Language |
| Examiner name: | [e.g.] | Ms Z. Abced                  |
| Date:          | [e.g.] | 1 February 2022              |

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.

| <b>Mark</b> | <b>Structure</b>                                                                                                                                                       | <b>Vocabulary</b>                                                                                                                                                       | <b>Development and Fluency</b>                                                                                                                                                                                                                                                                                 |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>9–10</b> | 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.<br><br>Pronunciation and intonation are clear. |
| <b>7–8</b>  | 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.<br><br>Pronunciation and intonation are generally clear.                                                                                                  |
| <b>5–6</b>  | 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.<br><br>Pronunciation and intonation are not always clear, but the candidate can be understood.                                                         |
| <b>3–4</b>  | 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.<br><br>Pronunciation and intonation cause some communication difficulty.                                                                                       |
| <b>1–2</b>  | 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.<br><br>Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener.                                                                                                                                      |
| <b>0</b>    | 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 Parties

### Candidate's Card

Parties are a way for friends and family to meet up or to celebrate special occasions.

Discuss this topic with the examiner.

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

- how you celebrate your birthday
- a party you went to with friends or family, and what it was like
- the advantages and disadvantages of organising a surprise party for someone
- the idea that parties are more successful if people of different ages attend together
- the view that people should always invite their neighbours when organising a party.

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.**

## B Taking care

### Candidate's Card

When we take care of things or people, we look after them and protect them.

Discuss this topic with the examiner.

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

- a time when you looked after somebody, or something, and what happened
- how you take care of your health, and why
- what people can do to protect the environment
- the view that parents don't need to take care of their children after the age of 18
- the opinion that, in the future, robots will be able to look after children.

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 Personality

### Candidate's Card

The ways people behave, think and speak make up their personality.

Discuss this topic with the examiner.

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

- how you would describe your own personality
- what personal qualities make a good friend, and why
- whether people's personalities change with age
- the opinion that people often have friends whose personalities are different from their own
- the view that only people who are kind and generous become successful.

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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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.**

## D Pictures

### Candidate's Card

Painting, drawing or taking pictures is a favourite hobby for many people.

Discuss this topic with the examiner.

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

- a painting, drawing or photo which is very special to you, and why
- whether you would like to have more lessons at school to learn to paint, draw or take pictures
- the advantages and disadvantages of taking photos of special occasions
- the suggestion that young people are only interested in taking photos of themselves
- the view that a painting or a photo of a person can never tell us everything about that person.

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 Making things better

### Candidate's Card

People can make things better by repairing their possessions or making other improvements in their lives.

Discuss this topic with the examiner.

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

- things that people often repair, and why
- a time when you, or someone you know, tried to repair something, and what happened
- jobs where people can make the lives of others better, and how
- the view that a broken friendship can't be fixed
- the opinion that the younger generation will make life on our planet better for everybody.

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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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.**

## F Housework

### Candidate's Card

Most people have to do jobs around the house, like cleaning, ironing or gardening.

Discuss this topic with the examiner.

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

- housework that you, or your siblings, have to do, and whether you enjoy it
- a time when you helped to get the house ready for a special celebration, and what happened
- the opinion that all family members should share the housework
- whether teenagers should get paid for doing jobs around the house
- the view that people can only be happy when they live in a tidy house.

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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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.**

## G Things to look forward to

### Candidate's Card

People are often excited about things which are going to happen. This could be a family holiday or meeting someone they like.

Discuss this topic with the examiner.

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

- a time when you looked forward to something exciting, and what happened
- things you look forward to in your adult life, and why
- ways different people show their excitement about something
- the view that not everybody looks forward to family celebrations
- the opinion that all parents look forward to their children growing up and leaving home.

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.**

## H The neighbourhood

### Candidate's Card

A neighbourhood is the area around somebody's home and the people who live there.

Discuss this topic with the examiner.

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

- things you like about your neighbourhood, and why
- a time when you, or someone you know, helped a neighbour, and what happened
- the view that neighbours in the countryside are friendlier than neighbours in the city
- whether it is a good thing to live in the same neighbourhood all your life
- the opinion that everybody should do something to help improve their neighbourhood.

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 Going to the movies

### Candidate's Card

Many people go to see films at the cinema in their free time.

Discuss this topic with the examiner.

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

- a time you went to the movies, and what film you saw
- how you decide what film you would like to see
- the opinion that going to the movies is the best way to spend your free time
- the view that most people prefer watching films at home nowadays
- the suggestion that movie stars are good role models for 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

**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 Working as a chef

### Candidate's Card

Working as a chef in a restaurant can be a very exciting career.

Discuss this topic with the examiner.

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

- whether you enjoy cooking, and why
- a time you, or someone you know, cooked a meal, and what happened
- the advantages and disadvantages of working as a chef
- the view that people should praise somebody's cooking even if they don't enjoy the meal
- the suggestion that cooking is a form of art.

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 Green spaces

### Candidate's Card

Many people spend time outdoors in green spaces, like gardens, parks, fields and woods.

Discuss this topic with the examiner.

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

- how much time you spend in green spaces, and what you do there
- whether there are a lot of green spaces in the area where you live, and what they are like
- the advantages and disadvantages of having lessons outdoors
- whether green spaces should be protected for the benefit of everyone
- the suggestion that every person on the planet should plant at least one tree in their lifetime.

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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Do you have any questions?

**Then start the test.**

## L Technology

### Candidate's Card

Technology is very quickly changing the way everyone lives.

Discuss this topic with the examiner.

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

- the different types of technology you and your family use every day, and why
- a time when you, or someone you know, had no access to technology, and what happened
- the advantages and disadvantages of instant messaging
- the view that online learning is more effective than learning face to face
- the idea that, in the future, thanks to technology, nobody will need to leave their home to shop, work or meet friends.

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 Being in charge

### Candidate's Card

Someone who is in charge of a group is the leader or the boss and is responsible for that group.

Discuss this topic with the examiner.

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

- whether you enjoy being in charge, and why
- a time when you worked in a team where someone else was in charge, and what happened
- the view that anyone can become a good leader
- the idea that it is only parents who are responsible for their children's behaviour
- the suggestion that it is always the leader's fault when things go wrong.

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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Do you have any questions?

**Then start the test.**

## N Fame

### Candidate's Card

Famous people are well known for a variety of reasons, such as success in sport or acting in films.

Discuss this topic with the examiner.

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

- a famous person you like, and why
- a time when you were successful at something, and what happened
- the advantages and disadvantages of being famous
- the suggestion that anyone can become a celebrity on social media
- the view that scientists and doctors should be the most admired people in every country.

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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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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Do you have any questions?

**Then start the test.**

## O Research

### Candidate's Card

When people research something, like their family history or a topic they like, they try to find out more information about it.

Discuss this topic with the examiner.

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

- a time when you had to research something, and what it was about
- something you would like to find more information about, and why
- whether doing research without the internet is possible
- whether it is a good idea to find out more about a product before buying it
- the view that the only research scientists should do now is how to save the environment.

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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