



# Cambridge IGCSE™

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**ENGLISH AS A SECOND LANGUAGE**

**0510/52**

Paper 5 Speaking Assessment A–O

**October/November 2022**

TEACHER'S/EXAMINER'S NOTES



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

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## 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.

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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 marks and recordings at Cambridge International to allow sufficient time for external moderation. It is vital that material is submitted on time.
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 recordings. 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 submit to Cambridge International the following: (a) recordings of the tests; (b) marks for all candidates; (c) completed Speaking Examination Summary Form(s).

#### **(a) Recordings**

Each centre must provide recordings of the speaking tests which have been selected for the sample.

You should keep a copy of each speaking test. If any of the recordings submitted to Cambridge International is inaudible or faulty in any way, you may be asked to provide a replacement.

For instructions on submitting samples, please refer to the instructions on the samples database: [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples).

**(b) Candidates' marks**

Centres must submit marks for **all** candidates. For instructions on submitting marks, please refer to the instructions on the samples database: **[www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)**.

**(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. The form must be submitted together with the recordings and marks for all candidates.

7. The recordings, candidates' marks and the Speaking Examination Summary Form(s) should be submitted to Cambridge International in accordance with the submission deadlines for each series, which are detailed in the Submit for Assessment platform and the samples database.

## 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 recording 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 October 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 recordings are uploaded, spot checks must be made to ensure that every candidate is clearly audible. Each track 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 Meeting friends

### Candidate's Card

People enjoy meeting their friends face to face or online.

Discuss this topic with the examiner.

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

- your favourite place to meet with friends, and why
- a time when you had to cancel your plans to meet friends, and why
- whether it is better to meet just to talk, or to do an activity together
- the view that people do not need to have the same interests to become friends
- the opinion that, in the future, the only way people will communicate with their friends is on social media.

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 Personal appearance****Candidate's Card**

People take care of their personal appearance, for example, by looking after their hair and clothes.

Discuss this topic with the examiner.

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

- what you do to take care of your personal appearance every day
- a time when you dressed for an important occasion, and why you chose those clothes
- the advantages and disadvantages of spending a lot of time on your appearance
- the view that all young people like to look the same
- the opinion that looking good is more important than having talent or skills.

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 Stories****Candidate's Card**

People all over the world love stories in books, magazines or films.

Discuss this topic with the examiner.

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

- the kind of stories you like best, and why
- a story you were told as a child, and who told it to you
- whether it's better to read a story or watch a film, and why
- the suggestion that the best stories are people's real-life experiences told in videos and comments on social media
- the idea that different people always tell different stories about the same event.

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.**

## D Education

### Candidate's Card

Many people continue studying after completing their education at school.

Discuss this topic with the examiner.

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

- what you plan to do after you leave school
- someone you know who went to university, and what it was like
- whether people need a university degree to achieve success
- the view that online classes are as good as classes taught face to face
- the opinion that people need to keep learning and get new skills throughout their lives.

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.**

## E Favourites

### Candidate's Card

Everyone has a possession, a film or a person that they like most.

Discuss this topic with the examiner.

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

- your favourite possession, and why you like it
- the film you have enjoyed most, and why
- whether best friends always have the same characteristics
- the advantages and disadvantages of being very popular
- the idea that students should be allowed to study only their favourite subjects.

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 Hotels

### Candidate's Card

People often stay in hotels when they go away on holiday or on business.

Discuss this topic with the examiner.

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

- a hotel you, or someone you know, stayed in, and what it was like
- whether you would prefer to stay with relatives or in a hotel when on holiday
- the advantages and disadvantages of staying in a luxury hotel
- the opinion that staying in places such as campsites or apartments is a better way of discovering the local area
- the view that building more hotels is good for tourists and for the local community.

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 Mathematics****Candidate's Card**

Being able to do mathematics, or understand numbers, is important for everyone.

Discuss this topic with the examiner.

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

- what you like or don't like about learning mathematics, and why
- how you use numbers in your daily life
- jobs where it is important to be good at mathematics
- the view that music and art are more important subjects than mathematics
- the opinion that, in the future, people will no longer learn mathematics as computers will do all calculations.

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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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 Helping others

### Candidate's Card

Many people help others by giving time or money to individuals or organisations such as charities.

Discuss this topic with the examiner.

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

- a time when you helped someone, and how
- whether it is more useful to give your time than money
- whether charities that help people are more important than charities that help animals
- the suggestion that all rich people and businesses should give to local charities
- the view that most people help others so that they feel good about themselves.

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 Keeping memories

### Candidate's Card

People have different ways of keeping memories of important events.

Discuss this topic with the examiner.

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

- a special occasion that you will never forget, and why
- what you, and people you know, keep as reminders of past events
- whether you like to see yourself in photos of places you have visited
- the suggestion that a photo or a video can capture an important moment better than words can
- the view that many people focus more on recording an event than on experiencing it as it happens.

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 Free time

### Candidate's Card

People like to spend their free time, such as evenings and weekends, in different ways.

Discuss this topic with the examiner.

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

- how you, or people you know, spend free time
- whether you prefer to do lots of activities during your free time, or to relax and do as little as possible
- the opinion that students should go to school only three days a week
- the idea that parents should organise their children's free time
- the suggestion that, in the future, people will have a lot more free time because of technology.

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 Advertisements

### Candidate's Card

Businesses spend a lot of money on advertising their products or services.

Discuss this topic with the examiner.

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

- an advertisement that you like, and why
- a time when you, or someone you know, found an advertisement annoying, and why
- the suggestion that there are too many adverts and people do not pay any attention to them
- the view that celebrities should not be used to advertise products
- the opinion that advertising encourages people to spend too much money.

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 Electricity****Candidate's Card**

Electricity provides the power for many things in our daily lives.

Discuss this topic with the examiner.

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

- ways that you use electricity every day
- a time when you, or someone you know, had no electricity, and what happened
- whether people rely too much on electric devices and machines
- the opinion that, in the future, all transport should be electric
- the suggestion that countries should share their electricity with their neighbours.

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.**

**M The business of sport****Candidate's Card**

Many professional sportspeople and clubs make a lot of money.

Discuss this topic with the examiner.

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

- whether you enjoy watching sport, and why
- a sports event that you, or someone you know, paid to see, and what it was like
- whether all sports events should be free to watch on TV
- the view that there is too much advertising in sport
- the opinion that sportspeople don't deserve the high salaries they earn.

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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Do you have any questions?

**Then start the test.**

## N Travelling the world

### Candidate's Card

People travel to different parts of the world for many reasons.

Discuss this topic with the examiner.

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

- a country you would like to visit, and why
- a time when you travelled to a place you hadn't visited before, and what happened
- whether flying is always the best way to travel
- the advantages and disadvantages of going to a place that few tourists visit
- the suggestion that it is better to spend holidays in your local area rather than travel abroad.

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.**

## O Being organised

### Candidate's Card

Organised people plan what they need to do, and know where everything is.

Discuss this topic with the examiner.

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

- whether you find it easy to be organised
- a time when you couldn't find something you needed, and what happened
- the advantages of making a list of things you have to do
- the idea that it is easier to organise yourself than it is to organise other people
- the opinion that organised people can't also be creative.

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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