



# **Cambridge IGCSE™**

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**ENGLISH AS A SECOND LANGUAGE**

**0510/51**

Paper 5 Speaking Assessment A–O

**October/November 2020**

**TEACHER'S/EXAMINER'S NOTES**



**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. 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) 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 the completed MS1 (or 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 October 2020               |

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  |
|-------------|--|---|--|
| <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 Visiting somewhere

#### Candidate's Card

Visiting a place for the first time can be a challenging and exciting experience.

Discuss this topic with the examiner.

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

- a place you visited recently for the first time, and what happened
- how you make people welcome when they visit your home
- the benefits of travelling to other countries
- the view that you should always learn about a place before you go there
- the opinion that people always change their behaviour when they go somewhere different.

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.**

### **B Climbing**

#### **Candidate's Card**

There are many things that people can climb, such as stairs, hills or trees.

Discuss this topic with the examiner.

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

- something that you, or someone you know, climbed, and what happened
- whether you would like to climb a very high mountain, and why
- whether climbing is a good holiday activity
- the opinion that people should risk their lives to rescue climbers
- the view that mountains are a good place for people to live.

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.**

## C Inspiration

### Candidate's Card

Other people can give us new ideas about what to do or how to do things in a new way.

Discuss this topic with the examiner.

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

- a person who inspired you to do something, and what happened
- why and how some people copy others in the way they dress or behave
- whether it is better to be original or do the same thing as everyone else
- the view that only successful people are an inspiration to others
- the opinion that the media have too much influence on what we do.

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 Sight**

#### **Candidate's Card**

The ability to see is one of our senses. We can also hear, smell, touch and taste.

Discuss this topic with the examiner.

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

- things that you like to look at, and why
- your favourite picture or photograph, and what it is like
- whether people rely on their sight more than their other senses
- the idea that you can only believe something to be true if you see it yourself
- the suggestion that we no longer need to travel because we can see the world on our computer screens.

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 Fruit and vegetables**

#### **Candidate's Card**

Fruit and vegetables can be part of a healthy, balanced diet.

Discuss this topic with the examiner.

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

- whether you like fruit and vegetables, and why
- how often you, and your family, eat fruit and vegetables
- whether we should only eat fruit and vegetables grown in our own country
- the opinion that schools should teach students how to have a healthy, balanced diet
- the view that, in the future, fast food will replace cooking at 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, give 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.**

### F Listening to music

#### Candidate's Card

Music plays an important part in many people's lives.

Discuss this topic with the examiner.

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

- times when you listen to music, and why
- whether you prefer to listen to recorded music at home or live music at concerts
- the advantages and disadvantages of listening to music through headphones
- how music can change the way we feel
- the opinion that we should never have to pay for any music we want to listen to.

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.**

### **G Numbers**

#### **Candidate's Card**

Numbers play an important part in our daily lives.

Discuss this topic with the examiner.

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

- different ways that you, and people you know, use numbers every day
- reasons why some people don't like maths
- how using numbers can be fun
- the idea that being good with numbers is important in all jobs
- the view that, in the future, machines will do all mathematical calculations for us.

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 Habits

### Candidate's Card

Habits are things that we do regularly, sometimes without realising.

Discuss this topic with the examiner.

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

- things you do regularly every day
- a good habit you would like to have, and why
- whether your habits have changed since you were a child
- the disadvantages of keeping the same habits all your life
- the suggestion that people achieve success in life because of their habits.

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 Plastic**

#### **Candidate's Card**

Plastic is one of the most common materials in the modern world.

Discuss this topic with the examiner.

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

- some plastic items you and your family use in daily life, and how
- the advantages of making things from plastic, such as bottles or shopping bags
- how people could reduce the amount of plastic they use
- the idea that life without plastic would be easy
- the view that plastic pollution will soon be the most serious threat to our planet.

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 Laughter

#### Candidate's Card

People enjoy laughing when sharing a joke and watching comedy shows.

Discuss this topic with the examiner.

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

- things that make you laugh, and why
- whether you and your parents laugh at the same things
- the idea that laughter is good for people
- whether being a comedian is a difficult job
- the view that a good sense of humour is the most important quality for a person to have.

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 City life**

#### **Candidate's Card**

Cities are interesting places to live in, but they are often very noisy and expensive.

Discuss this topic with the examiner.

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

- where you live and what it is like
- whether you would like to live in a big city when you are older
- ways that city life can be made better for everyone
- the idea that more people should be encouraged to live in the countryside
- the view that, in the future, people will only live in cities.

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.**

### L Happiness

#### Candidate's Card

There are many different things which make people feel happy or pleased.

Discuss this topic with the examiner.

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

- things that make you happy, and why
- a situation when you felt really happy, and what happened
- whether people who are successful at work are happier in life
- the view that we are happiest when we are with happy people
- the idea that money can't buy happiness.

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.**

### **M Design**

#### **Candidate's Card**

Designers create plans and drawings of items such as clothes, buildings and cars, before they are made.

Discuss this topic with the examiner.

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

- some items which you think have been well designed, and why
- what the perfect design of your ideal house would be like
- whether you would like a job as a designer, and why
- the view that everything should be carefully designed and tested before use
- the suggestion that, in the future, computers will be used to design everything.

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 Mobile phones

#### Candidate's Card

A mobile phone is one of many electronic devices we use these days.

Discuss this topic with the examiner.

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

- the different ways you use your mobile phone
- what it would be like if you lost your mobile phone
- whether the mobile phone has replaced all other electronic devices
- the advantages of not having a mobile phone
- the idea that, in the future, people will only communicate with each other by mobile phone.

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.**

### **O Watching films and television programmes**

#### **Candidate's Card**

Nowadays, many people watch films and television programmes on their laptops or mobile phones.

Discuss this topic with the examiner.

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

- the types of films and television programmes you like to watch, and why
- whether you enjoy watching television with other people
- the different ways people watch films and television programmes, and why
- the disadvantages of spending too much time looking at a screen
- the suggestion that, in the future, cinemas will no longer exist.

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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