



# **Cambridge IGCSE™**

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**ENGLISH AS A SECOND LANGUAGE**

**0510/53**

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.  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.  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.  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.  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.  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 Jobs

### Candidate's Card

Jobs such as a waiter, a builder or a teacher are popular job choices for many people.

Discuss this topic with the examiner.

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

- popular jobs in your country, and why people choose these jobs
- a job that you would like to have, and why
- the advantages and disadvantages of working far away from home
- the opinion that some jobs are more important than other jobs
- the suggestion that, in the future, all jobs will be replaced by 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**

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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 Your home**

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

People's homes are often important to them.

Discuss this topic with the examiner.

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

- your home and who lives there
- the things that make a perfect home, and why
- whether you think you will be living in the same home in ten years' time, and why
- the view that studying at home is easier than studying at school
- the idea that governments should provide free homes for anyone who needs them.

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 Films

#### Candidate's Card

Watching films is a popular free time activity.

Discuss this topic with the examiner.

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

- types of films you enjoy watching, and why
- whether you prefer watching films in English or in your own language
- whether films from different countries help people understand other cultures
- the suggestion that popular films don't reflect real life
- the view that, in the future, people will no longer watch films in cinemas.

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 Science fiction**

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

Science fiction is the name we give to stories about the future, especially about space travel or life on other planets.

Discuss this topic with the examiner.

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

- a science fiction book, film or television series that you like, and why
- whether you would enjoy travelling in space
- the view that science fiction stories are only for children
- the suggestion that science fiction makes young people more interested in science
- the idea that people prefer stories set in the present day to stories set in the future.

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.**

### **E Household chores**

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

Cleaning the house, washing clothes and cooking are necessary jobs. We call them household chores.

Discuss this topic with the examiner.

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

- who does all the different household chores in your home, and why
- whether young people should help with the household chores, and why
- the disadvantages of not doing household chores regularly
- the view that there is no point in doing any household chores as they always need doing again
- the opinion that, in the future, we will have more free time because machines will do all the chores.

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.**

## F Cities and villages

### Candidate's Card

Some people live in big cities and some live in small villages.

Discuss this topic with the examiner.

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

- whether you live in a city or a village, and what it's like
- if it's easier to make friends in a small village than in a big city
- the disadvantages of living in a small village
- the difficulties people may have after moving from a small village to a big city
- the view that, in the future, everyone will want to live in large 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.**

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 Going abroad**

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

Many people enjoy going abroad to visit other countries.

Discuss this topic with the examiner.

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

- a time when you, or someone you know, went abroad, and what happened
- whether you prefer visiting places in your own country or going abroad
- the advantages and disadvantages of travelling abroad alone
- the view that it is better to go somewhere new rather than always visit the same place
- the opinion that it isn't necessary to visit a country to discover more about it.

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 Travelling on foot

#### Candidate's Card

There are some places where cars can't go so people have to go on foot.

Discuss this topic with the examiner.

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

- a place that you had to walk to, and what happened
- things we can do to make travelling on foot more fun
- the advantages and disadvantages of travelling on foot
- the view that cars should be banned from all cities
- the suggestion that, in the future, people will no longer need to walk anywhere.

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 Staying connected

#### Candidate's Card

Staying connected to the internet by phone or by computer is very important to most people.

Discuss this topic with the examiner.

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

- ways you use the internet to contact friends and family, and why
- what you would do if you had to live without access to the internet
- whether being connected to many people on social media makes our lives better
- the opinion that everyone should have free access to the internet
- the view that internet providers should be allowed to share our personal details.

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 Exhibitions

#### Candidate's Card

Exhibitions in galleries and museums are a way of showing paintings, or other cultural objects, to visitors.

Discuss this topic with the examiner.

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

- whether you enjoy going to exhibitions, and why
- objects you would like to see displayed in an exhibition, and why
- ways organisers can attract young people to exhibitions
- whether people should always pay to visit an exhibition
- the suggestion that, in the future, online exhibitions will make it unnecessary to visit galleries and museums.

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 Practical skills

#### Candidate's Card

Being able to make or repair things is a useful practical skill.

Discuss this topic with the examiner.

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

- practical skills that you, or people you know, have
- things that people often repair, and why
- the advantages of being able to repair things
- whether it is better to have academic skills or practical skills
- the view that schools should teach practical skills like cooking or woodwork to all students.

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 Water activities**

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

People use water for different activities, such as sport, travel or leisure.

Discuss this topic with the examiner.

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

- a water sport you have done, or would like to try, and why
- places where people can do water activities, and what these places are like
- the challenges of doing water sports
- whether it is better for the environment to travel by boat or train
- the idea that, in the future, water will be our most precious natural resource.

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 How we behave**

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

People behave in different ways in different situations.

Discuss this topic with the examiner.

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

- a situation when you behaved extremely well, and what happened
- whether teenagers behave differently from young children
- whether we should judge people by their behaviour
- the view that celebrities have the responsibility to behave well
- the suggestion that, in the future, we will have to change our behaviour to protect 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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Do you have any questions?

**Then start the test.**

## N   Reviews

### Candidate's Card

When someone writes a review, they give their opinion of something.

Discuss this topic with the examiner.

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

- whether you would like to write a review of your favourite film, book or game
- an occasion when you, or people you know, were influenced by a review
- whether we should always believe reviews
- the idea that people are more likely to give negative than positive reviews
- the suggestion that nowadays too many people share their opinions online.

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.**

### **O Machines**

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

People use many different machines every day, such as washing machines, cars and computers.

Discuss this topic with the examiner.

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

- machines you and your family use every day
- a machine you think is difficult to use, and why
- whether buying a new machine is always a good idea
- the suggestion that the computer is the worst machine ever invented
- the opinion that our lives would be better without any machines.

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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