



Cambridge IGCSE™

ENGLISH AS A SECOND LANGUAGE

0511/53

Paper 5 Speaking Assessment A–O

May/June 2022

TEACHER'S/EXAMINER'S NOTES



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

INSTRUCTIONS

- This booklet contains:
 - (a) administrative guidance on conducting the tests
 - (b) marking criteria
 - (c) copies of cards A–O with notes for the teacher/examiner.

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

CONTENTS

NOTES ON CONDUCTING AND RECORDING THE TESTS			Page 3
MARKING CRITERIA			Page 8
SPEAKING ASSESSMENT (Core and Extended)	A	Communication	Page 9
SPEAKING ASSESSMENT (Core and Extended)	B	Superheroes	Page 10
SPEAKING ASSESSMENT (Core and Extended)	C	Being a learner	Page 11
SPEAKING ASSESSMENT (Core and Extended)	D	Jobs in medicine	Page 12
SPEAKING ASSESSMENT (Core and Extended)	E	Being responsible	Page 13
SPEAKING ASSESSMENT (Core and Extended)	F	Places to meet	Page 14
SPEAKING ASSESSMENT (Core and Extended)	G	First and last	Page 15
SPEAKING ASSESSMENT (Core and Extended)	H	Hot and cold weather	Page 16
SPEAKING ASSESSMENT (Core and Extended)	I	Motivation	Page 17
SPEAKING ASSESSMENT (Core and Extended)	J	Souvenirs	Page 18
SPEAKING ASSESSMENT (Core and Extended)	K	Preferences	Page 19
SPEAKING ASSESSMENT (Core and Extended)	L	Good ideas	Page 20
SPEAKING ASSESSMENT (Core and Extended)	M	Songs and words	Page 21
SPEAKING ASSESSMENT (Core and Extended)	N	Life skills	Page 22
SPEAKING ASSESSMENT (Core and Extended)	O	Free time activities	Page 23

NOTES ON CONDUCTING AND RECORDING THE TESTS**Please note**

1. The warm-up section may give the examiner an indication of the best card to select **but the examiner must not allow the candidate to lead the choice of topic.**
2. The speaking assessment cards **must not be opened** until one working day before the test.
3. All tests must be recorded **in full throughout**. The recording must not be paused or stopped at any point during the test.

GENERAL

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

Centres with more than 30 candidates may use more than one examiner (applying the ratio of an additional examiner for each 30 candidates). If using more than one examiner, internal moderation must be carried out by the centre so that a common standard is applied to all candidates.

5. Centres receive a set of speaking assessment cards with this set of examiner's notes. These cards **must not be opened** until one working day before the test. Both the cards and the notes must remain confidential and must be kept in a secure place by the centre until the end of the examination period.
6. Each centre must send to Cambridge International the following: (a) recorded sample on a CD/USB stick; (b) printout of marks submitted electronically (Internally Assessed Marks Report); (c) completed Speaking Examination Summary Form(s).

(a) Recorded sample

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

Please ensure that you do not send the recordings of all the candidates (unless there are 10 or fewer). Ideally the sample should be transferred to one or two CDs/USB sticks. You should keep a copy of each speaking test in case of loss or damage to the original. If the sample sent to Cambridge International is inaudible or faulty in any way, you may be asked to provide a replacement.

The teacher responsible for internal moderation at the centre must ensure that the sample covers the whole mark range of the candidates at the centre, with marks spaced as evenly as possible from the top mark to the lowest mark. Where there is more than one teacher involved, the sample must include, in equal number, candidates tested by all teachers.

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

(b) Internally Assessed Marks Report (submitted electronically)

Centres must submit marks electronically using the Internally Assessed Marks Report. This is to be completed by transferring the mark for each candidate from the 'total mark' column, or the 'internally moderated mark' column if a process of internal moderation has taken place, on the Speaking Examination Summary Form.

(c) Speaking Examination Summary Form

Marks for each candidate are to be entered in detail on the Speaking Examination Summary Form. This form, and the instructions for completing it, may be downloaded from www.cambridgeinternational.org/samples. 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 printout of marks submitted electronically.

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

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

CONDUCTING THE SPEAKING TESTS

8. The speaking tests should proceed as follows:

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

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

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

Please note: the preparation period must be recorded.

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

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

Note that only (D) is to be assessed.

The speaking test must be conducted in English throughout.

9. Examination conditions must prevail in the area where the speaking tests take place. Adequate supervision must be provided to ensure that candidates leaving the examination room do not communicate with those waiting to enter.
10. No other person should be present during the speaking test, with the exception of another teacher/examiner, moderator or representative of Cambridge International.
11. Candidates cannot bring any notes into the examination room. They are not allowed to consult dictionaries.
12. A range of speaking assessment cards is provided, and the examiner (not the candidate) chooses the card to be used for each candidate. As wide a variety as possible of the cards should be used during the speaking tests at the centre. In order that candidates are given every chance to do themselves justice, the speaking assessment card should be selected with care. The warm-up may give the examiner an indication of the best card to select **but the examiner must not allow the candidate to lead the choice of topic.**
13. The examiner should be positioned so that he or she is facing the candidate, with a table or desk in between, and not allow candidates to see notes made on Speaking Examination Summary Forms or similar paperwork.

RECORDING THE TESTS

14. Before the start of the speaking test session, centres must make sure their recording equipment is in good working order by testing the equipment in the room where the speaking tests will take place. Check audibility levels to avoid adjusting the volume during the speaking test and ensure there is no extraneous noise in the examination room. Checks for audibility should continue throughout the speaking test session.

Once the speaking test has begun, the recording must run without interruption. Each CD/USB stick should begin with a clear statement by the examiner as follows:

Centre number:	[e.g.]	AZ 999
Centre name:	[e.g.]	Abcxyz Academy
Examination:	0511	English as a Second Language
Examiner name:	[e.g.]	Ms Z. Abced
Date:	[e.g.]	1 April 2022

Each candidate should be clearly indicated by the examiner as follows:

Candidate number:	[e.g.]	0021
Candidate name:	[e.g.]	Abdi Zachariah

At the end of the recording the examiner should state clearly 'end of recording'.

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

GENERAL ADVICE

15. Please bear in mind the following when marking:

Be objective. Do not allow any knowledge of a candidate's personality and attributes to influence objective assessment. For example, knowledge that a candidate is very conscientious in his or her homework is irrelevant in assessing his or her speaking test. If the candidate's performance is affected because he or she faces difficult circumstances or personal problems at the time of the test, this is a matter to be dealt with via special considerations procedures, for which exams officers at centres complete separate documentation. Examiners must not make any separate allowance themselves.

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

Be consistent. It is important that the marking criteria are applied in the same way for all the candidates at the centre so that a reliable rank order for the centre is obtained.

Be positive. Marking the test should be seen as giving credit for what candidates can do, not penalising them for what they cannot do. This does not mean that matters of inaccuracy in, for example, grammar and pronunciation are to be overlooked, but is a reminder that a speaking test is intended to credit positive achievement.

16. To conduct speaking tests effectively:

- try to put candidates at their ease from the outset (smiling as they enter the room, indicating where they should sit) while maintaining a clear sense that the speaking test is being conducted in a formal examination situation
- show interest, even in mundane matters
- use 'open' questions which allow candidates to respond at length, not 'closed' questions which prompt yes/no answers.

Please avoid:

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

MARKING CRITERIA

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

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 Communication

Candidate's Card

People have many ways of contacting or communicating with each other.

Discuss this topic with the examiner.

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

- a time when you had an enjoyable conversation with a friend, and what happened
- ways you communicate with different people, and why
- the advantages and disadvantages of communicating with other people using technology
- the view that animals can communicate with each other and also with humans
- the idea that one day people will make contact and communicate with inhabitants of other planets.

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

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

Instructions to the teacher/examiner

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

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

Do you have any questions?

Then start the test.

B Superheroes

Candidate's Card

Many comics, films and video games are about people who have superhuman powers, such as being able to fly or being invisible.

Discuss this topic with the examiner.

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

- superheroes that were popular when you were younger, and what superpowers they had
- a superpower you would like to have, and why
- whether people like nurses and firefighters are real life superheroes
- the idea that superheroes in comics and games are good role models for young people
- the suggestion that, in the future, science and technology will give people superhuman powers.

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.

C Being a learner

Candidate's Card

When people learn, they gain new knowledge and skills.

Discuss this topic with the examiner.

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

- things you enjoy learning about, and why
- a time when you learned a new skill, and what happened
- the challenges of learning a new language
- whether reading books is the best way to learn
- the view that, in the future, students won't go to school because they will learn everything by themselves online.

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.

D Jobs in medicine**Candidate's Card**

Doctors, dentists and vets are examples of jobs in medicine.

Discuss this topic with the examiner.

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

- some jobs in medicine, and what you know about them
- the qualities you need to have a job in medicine, and why
- whether you would like to have a job in animal medicine, and why
- the view that people who have a job in medicine should always be paid more than people in other jobs
- the opinion that, in the future, robots will replace doctors.

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 Being responsible**Candidate's Card**

When you are responsible, you have a duty to take care of something or someone.

Discuss this topic with the examiner.

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

- things you are responsible for at home or at school
- a time when you were responsible for something important, and what happened
- the challenges of taking care of young children
- the view that young people should not have any other responsibilities apart from their studies
- the opinion that everyone should take care of the natural environment around 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.

F Places to meet

Candidate's Card

We can meet people in many different places.

Discuss this topic with the examiner.

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

- places where you meet your friends, and why
- a time when you met someone in a busy place, and what happened
- whether places where we meet friends are different from places where we meet family members
- the suggestion that it's better to meet people online than in person
- the view that the people we meet are more important than where we meet 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.

G First and last**Candidate's Card**

There is a first and last to everything in life.

Discuss this topic with the examiner.

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

- your first day at a new school, and what happened
- the last time you celebrated something, and what happened
- whether you would like to be the first person to live on a different planet
- the view that it is good to be the youngest child in a family
- the opinion that it isn't always important to come first in a competition.

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 Hot and cold weather**Candidate's Card**

The weather can sometimes be hot or cold.

Discuss this topic with the examiner.

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

- the weather where you live, and what it is like
- activities that people enjoy in hot or cold weather, and why
- reasons why the weather may be very important to some people
- the benefits and challenges of living in a hot or cold climate
- the opinion that, in the future, there will only be extremely hot weather.

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 Motivation**Candidate's Card**

Motivation is having the energy and interest to do something.

Discuss this topic with the examiner.

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

- things you are motivated to do at home or at school, and why
- a time when you encouraged someone to do something, and what happened
- ways that parents and teachers motivate children to do something
- why people do very challenging things, such as running a marathon or writing a novel
- the opinion that money is the only motivation in life.

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 Souvenirs

Candidate's Card

People buy souvenirs to remind them of a holiday or a special event.

Discuss this topic with the examiner.

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

- souvenirs that you, or people you know, have kept to remember a holiday or a special event
- souvenirs that visitors might choose to buy in your country, and why
- whether people should spend a lot of money buying souvenirs
- the view that photographs are the best souvenirs
- the opinion that people don't need souvenirs to remember special times.

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 Preferences

Candidate's Card

When people like one thing more than another, they have a preference.

Discuss this topic with the examiner.

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

- clothes and accessories you prefer to wear, and why
- a time when you preferred to do something different from your family or friends, and what happened
- reasons why people prefer different types of music
- the view that advertising is the biggest influence on people's choices in food and fashion
- the opinion that people's preferences stay the same as they get older.

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 Good ideas

Candidate's Card

When people have a good idea, they have a suggestion or a plan for something interesting or useful.

Discuss this topic with the examiner.

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

- a plan or a good idea for something to do at the weekend
- a time when you, or someone you know, had a good idea, and what happened
- whether having a pet is a good idea
- whether the most successful projects are a result of teamwork and sharing ideas
- the view that it is easier to have a good idea than to put it into practice.

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 Songs and words**Candidate's Card**

Lyrics are the words of a song.

Discuss this topic with the examiner.

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

- some songs that you like, and why
- a song you remember from childhood, and what it is about
- how listening to songs in English can help students to learn the language
- the view that it isn't interesting to listen to music without words
- the opinion that lyrics can change people's feelings and behaviours.

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 Life skills

Candidate's Card

There are some skills which help us in life, such as managing money, cooking meals and teamwork.

Discuss this topic with the examiner.

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

- life skills which you think will help you in the future, and how
- skills you would like to learn, and why
- whether it should be parents or teachers who teach life skills
- whether the most important skill in life is being able to communicate well with other people
- the view that, in the future, technology will do everything 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.

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Do you have any questions?

Then start the test.

O Free time activities

Candidate's Card

People do different activities in their free time, such as playing games, watching films or going for a walk.

Discuss this topic with the examiner.

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

- activities you enjoy doing on your own in your free time, and why
- an activity you recently did with friends or family, and what happened
- the advantages and disadvantages of doing physical activities in your free time
- the view that everyone should read books in their free time
- the opinion that students should have less homework and more free time.

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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