



**Cambridge Assessment International Education**  
Cambridge International General Certificate of Secondary Education (9–1)

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**ENGLISH AS A SECOND LANGUAGE**

**0991/51**

Paper 5 Speaking Assessment A

**May/June 2019**

**Approx. 15 minutes**

No Additional Materials are required.

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This document consists of **2** printed pages.

## A National monuments

Every country has national monuments. These could be buildings or statues which celebrate important people or events.

Discuss this topic with the examiner.

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

- a national monument that you, or someone you know, has visited
- the difference between visiting a national monument and seeing it in pictures or videos
- monuments that should be built for future generations
- the suggestion that it is a waste of money to preserve national monuments
- the view that national monuments remind us of the past when we should think about 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.

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**B Our neighbours**

Most of us have other people living close to us.

Discuss this topic with the examiner.

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

- people who live next to you, and what they are like
- how people can be good neighbours to each other
- the disadvantages of having neighbours
- the idea that people in the countryside have closer relationships with their neighbours than people in the city
- the suggestion that neighbouring countries should help each other.

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

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Paper 5 Speaking Assessment C

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### C Quick thinking

Sometimes people have to think and act fast.

Discuss this topic with the examiner.

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

- a time when you had to think and act quickly, and what happened
- jobs in which you have to think quickly, and why
- the advantages and disadvantages of doing things quickly
- whether technology helps us do things more quickly
- the idea that not everything can or should be done quickly.

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

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## D Losing and finding things

We all lose things sometimes and finding them can be challenging.

Discuss this topic with the examiner.

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

- what happened when you lost or found something
- things that people often lose, and why
- ways to stop people losing things
- whether people who find valuable things should be allowed to keep them
- the idea that losing electronic data is more serious than losing physical objects.

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

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This document consists of **2** printed pages.

## E Surprises

Sometimes things happen when we don't expect them.

Discuss this topic with the examiner.

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

- a time when you were surprised
- how people react to surprises
- the challenges of preparing a surprise for somebody
- the idea that children enjoy surprises more than adults
- the view that life would be easier without surprises.

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

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## F Parties

Parties are a way of having fun with other people, or celebrating important events together.

Discuss this topic with the examiner.

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

- a party that you have been to, or have helped to organise
- an occasion when a party may not be enjoyable, and why
- whether parties to celebrate important family events should only take place at home
- the suggestion that good parties are always noisy
- the view that parties for whole communities are better than private parties.

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

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## G Older and younger generations

A generation is a group of people who are of a similar age.

Discuss this topic with the examiner.

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

- somebody from a different generation you like, and why
- things that older and younger generations can learn from each other
- reasons why different generations often misunderstand each other
- whether life for the older generation is more difficult than for the younger generation
- the suggestion that in the future more politicians should come from the younger generation.

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

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## H Playing

Everyone enjoys playing games.

Discuss this topic with the examiner.

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

- a game you played when you were younger or play now
- whether you prefer to play indoors or outdoors
- if you enjoy playing games as part of your lessons, and why
- the view that boys and girls play differently
- the idea that adults enjoy playing games as much as children do.

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

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## I Working while you study

Many people have a job while studying at school or university.

Discuss this topic with the examiner.

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

- the kinds of jobs students could do while studying
- a job you do, or would like to do, while you study, and why
- the challenges of working and studying at the same time
- the opinion that all young people must have some work experience before they leave school
- the view that governments should pay students to study.

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

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**J Confidence**

If you are a confident person, you feel sure about your knowledge and abilities.

Discuss this topic with the examiner.

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

- someone you know who is confident, and how they behave
- a situation when you felt confident, and what happened
- jobs where confidence is very important, and why
- how parents and teachers can help children become more confident
- the view that being very confident isn't always a good thing.

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

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## K Keeping things

Some people like to keep things, such as clothes, phones and toys, for a long time. Other people like to throw things away.

Discuss this topic with the examiner.

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

- something special that you have kept for a long time, and why
- reasons why some people keep things for a long time
- the advantages of not keeping things
- the suggestion that having a lot of expensive things doesn't make you happy
- the view that people should keep things for as long as possible rather than always buying new things.

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

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## L Brands

Popular products or companies are known by their brand name.

Discuss this topic with the examiner.

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

- some brands you like, and why
- whether there are brands you would never choose, and why
- whether people should judge others based on the brands they choose
- the view that only big companies can develop a successful brand
- the opinion that companies use brands simply as a way to manipulate people.

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

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**M Heroes**

Every country has its own heroes. These are people who are admired for what they have done.

Discuss this topic with the examiner.

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

- whether your country has a national hero, and what they did
- who can become a national hero, and why
- the advantages and disadvantages of being a hero
- the suggestion that ordinary people, such as nurses and teachers, are the real heroes
- the view that young people are more inspired by international heroes than heroes from their country.

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

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**N Travel**

People travel in many different ways for work and leisure.

Discuss this topic with the examiner.

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

- different ways that people you know travel, and where
- a time you enjoyed travelling, and why
- why some people prefer to travel by car instead of by train, plane or boat
- whether governments should encourage people to travel more on foot
- the opinion that all students should have the opportunity to travel to other countries.

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

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**O Virtual reality**

Virtual reality is when a computer produces images and sounds that make you think an imagined situation is real.

Discuss this topic with the examiner.

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

- a virtual reality experience you have had, or would like to have
- why some people prefer to play virtual reality games
- the disadvantages of spending a lot of time in a virtual world
- the advantages of using virtual reality to train people for certain jobs, such as doctors and pilots
- the idea that, in future, we can make all our dreams come true in a virtual world.

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

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