



Cambridge IGCSE™

ENGLISH AS A SECOND LANGUAGE

0510/51

Paper 5 Speaking Assessment A–O

October/November 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	Writing by hand	Page 9
SPEAKING ASSESSMENT (Core and Extended)	B	Staying at home	Page 10
SPEAKING ASSESSMENT (Core and Extended)	C	New beginnings	Page 11
SPEAKING ASSESSMENT (Core and Extended)	D	Mealtimes	Page 12
SPEAKING ASSESSMENT (Core and Extended)	E	Scientists	Page 13
SPEAKING ASSESSMENT (Core and Extended)	F	Friends	Page 14
SPEAKING ASSESSMENT (Core and Extended)	G	Sounds	Page 15
SPEAKING ASSESSMENT (Core and Extended)	H	Do it again	Page 16
SPEAKING ASSESSMENT (Core and Extended)	I	A space of your own	Page 17
SPEAKING ASSESSMENT (Core and Extended)	J	Travelling	Page 18
SPEAKING ASSESSMENT (Core and Extended)	K	Social skills	Page 19
SPEAKING ASSESSMENT (Core and Extended)	L	Life online	Page 20
SPEAKING ASSESSMENT (Core and Extended)	M	A special gift	Page 21
SPEAKING ASSESSMENT (Core and Extended)	N	Choosing	Page 22
SPEAKING ASSESSMENT (Core and Extended)	O	Relaxing	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 marks and recordings at Cambridge International to allow sufficient time for external moderation. It is vital that material is submitted on time.
4. For centres with 30 or fewer candidates, only one examiner must be used. Each centre will select its own examiner. This is normally a teacher within the English Language Department, but could be someone local from outside the centre. A group of neighbouring centres might choose the same teacher to conduct all their tests; in such a case each centre is still responsible for submitting properly completed forms and recordings. Cambridge International is not responsible for any fees agreed.

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

5. Centres receive a set of speaking assessment cards with this set of examiner's notes. These cards **must not be opened** until one working day before the test. Both the cards and the notes must remain confidential and must be kept in a secure place by the centre until the end of the examination period.
6. Each centre must submit to Cambridge International the following: (a) recordings of the tests; (b) marks for all candidates; (c) completed Speaking Examination Summary Form(s).

(a) Recordings

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

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

For instructions on submitting samples, please refer to the instructions on the samples database: www.cambridgeinternational.org/samples.

(b) Candidates' marks

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

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

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

CONDUCTING THE SPEAKING TESTS

8. The speaking tests should proceed as follows:

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

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

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

Please note: the preparation period must be recorded.

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

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

Note that only (D) is to be assessed.

The speaking test must be conducted in English throughout.

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

RECORDING THE TESTS

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

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

Centre number:	[e.g.]	AZ 999
Centre name:	[e.g.]	Abcxyz Academy
Examination:	0510	English as a Second Language
Examiner name:	[e.g.]	Ms Z. Abced
Date:	[e.g.]	1 October 2022

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

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

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

Before the recordings are uploaded, spot checks must be made to ensure that every candidate is clearly audible. Each track should be renamed, giving the candidate name and number, rather than 'track 1', 'track 2', etc. A separate audio track is required for each candidate.

GENERAL ADVICE

15. Please bear in mind the following when marking:

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

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

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

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

16. To conduct speaking tests effectively:

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

Please avoid:

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

MARKING CRITERIA

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

Mark	Structure	Vocabulary	Development and Fluency
9–10	The candidate uses a range of structures accurately and consistently, and is confidently in control of the structures used.	The candidate uses a sufficient range of vocabulary to respond with precision. Shades of meaning are achieved and some sophisticated ideas are communicated.	The candidate shows sustained ability to maintain a conversation (and contribute) at some length. The candidate responds to a change of direction in the conversation, demonstrating the ability to expand and develop the topic and contribute original ideas. Pronunciation and intonation are clear.
7–8	The candidate uses a range of structures that are generally accurate (and used) with some confidence. Errors will occur when attempting to use more complex sentences.	The candidate uses a sufficient range of vocabulary to convey information and ideas with competence and some confidence.	The candidate maintains a competent conversation, responding relevantly and at length, using some original ideas. Frequent prompting is unnecessary. Pronunciation and intonation are generally clear.
5–6	The candidate uses simple structures securely, but has difficulty venturing beyond them.	The candidate uses a sufficient range of vocabulary to convey simple ideas and information clearly, but not entirely successfully.	The candidate makes an attempt to respond to questions and prompts. Effort is needed to develop the conversation which will not be entirely successful. Pronunciation and intonation are not always clear, but the candidate can be understood.
3–4	The candidate uses very simple, limited structures with errors which restrict communication.	The candidate uses a restricted range of vocabulary and has difficulty in conveying simple ideas. There is likely to be hesitation, repetition and searching for words.	The candidate has to be encouraged to go beyond responses which are brief and widely spaced. The candidate struggles to develop a conversation. Pronunciation and intonation cause some communication difficulty.
1–2	The candidate attempts a response, but rarely achieves communication.	The candidate has insufficient vocabulary to convey even simple ideas.	The candidate's responses are so brief that little is communicated. Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener.
0	No response.	No response.	No response.

Instructions to the teacher/examiner

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

First we will have a 2–3-minute general discussion about your interests and life outside school. This part isn't assessed.

Then I will give you an assessment card which has the topic we will discuss in the last part of the test. You will have 2–3 minutes to read the five prompts on the card to prepare for this part. You can't make any written notes but you can ask me to explain anything you don't understand.

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

Do you have any questions?

Then start the test.

A Writing by hand**Candidate's Card**

Nowadays, people often type on screens instead of writing by hand on paper.

Discuss this topic with the examiner.

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

- a time when you wrote something by hand, and why
- the advantages and disadvantages of writing using electronic devices
- whether a message written by hand is more meaningful than a printed one
- the view that we can learn a lot about someone from the way they write
- the suggestion that, in the future, children won't need to learn how to write by hand.

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 Staying at home**Candidate's Card**

Some people prefer to stay at home rather than go out.

Discuss this topic with the examiner.

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

- a time when you went out for a special occasion, and what happened
- things that you, or people you know, buy online instead of buying them in shops, and why
- whether the most relaxing holidays are the ones that people spend at home
- the view that young people should leave home and live independently as soon as possible
- the idea that, in the future, people will spend more time at home because they will have everything they need there.

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 New beginnings**Candidate's Card**

People often make a new start in their lives, for example, by moving to a new place or starting a new job.

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, started a new school, and what happened
- whether you enjoy meeting new people, and why
- the advantages and disadvantages of moving to a new home
- the view that people should be able to go back to education at any stage in their lives
- the suggestion that, in the future, people will start living on a different 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.

D Mealtimes**Candidate's Card**

Modern life is making it difficult to find time to eat regular meals.

Discuss this topic with the examiner.

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

- your favourite meal of the day, and why
- a special occasion when your family had a meal together, and what happened
- whether having a meal with other people is more enjoyable than eating on your own
- the view that children should be allowed to eat any food they like at any time of the day
- the suggestion that, in the future, most people will stop cooking at home and will eat food prepared by others.

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 Scientists**Candidate's Card**

Scientists have changed the world in many ways.

Discuss this topic with the examiner.

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

- a science lesson that you remember, and what happened
- whether you would like to be a scientist, and why
- how science could make people's lives better
- the opinion that studying science is more important than studying art at school
- the view that scientists should have more money and respect than sports stars.

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 Friends**Candidate's Card**

Friends are people we can talk to and spend time with.

Discuss this topic with the examiner.

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

- what you enjoy doing with your friends, and why
- a time when you made a new friend, and what happened
- qualities a good friend should have, and why
- the view that online friends are not real friends
- the suggestion that people should never argue with their friends.

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 Sounds**Candidate's Card**

Our world is full of sounds – some are pleasant and some are not.

Discuss this topic with the examiner.

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

- sounds that you like to hear, and why
- times when you prefer to be in a quiet place, and why
- whether shops should play music while people are shopping
- the view that noise is a kind of pollution that needs to be controlled
- the opinion that the sounds of nature are more relaxing than music.

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 Do it again

Candidate's Card

Some people like to do things many times, while others prefer trying something new every time.

Discuss this topic with the examiner.

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

- an enjoyable event you would like to experience again, and why
- the advantages and disadvantages of having the same routine every day
- whether the best way to learn a skill is to practise it again and again
- the view that re-reading a book, or watching a film again, is a waste of time
- the suggestion that it is better to discover somewhere new than to keep going back to the same familiar places.

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 A space of your own**Candidate's Card**

Many people enjoy having somewhere where they can be on their own.

Discuss this topic with the examiner.

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

- your favourite room, and why you like it
- whether you prefer studying at home or in the classroom
- whether a place can affect a person's mood
- the opinion that there should be more places for young people to meet
- the view that celebrities should allow their fans to visit their homes.

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 Travelling**Candidate's Card**

Nowadays, many people have the opportunity to travel to different places.

Discuss this topic with the examiner.

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

- a journey that you, or someone you know, made, and what happened
- your favourite method of transport, and why you like it
- whether tourism brings more disadvantages than benefits
- the view that travelling is the only way to learn about other cultures
- the idea that the best part of a holiday is returning 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, 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 Social skills**Candidate's Card**

Social skills, such as being friendly, polite and a good listener, help us have better relationships with other people.

Discuss this topic with the examiner.

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

- people you have good relationships with, and why
- a time when you worked well with someone, and what happened
- jobs where good social skills are necessary, and why
- the suggestion that having good social skills is more important than getting good grades at school
- the idea that, in the future, people will not need any social skills because they will work and study from 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, 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 Life online**Candidate's Card**

Nowadays, people can do more online than ever before.

Discuss this topic with the examiner.

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

- what you did when you last went online
- whether you spend more time online now than when you were younger
- the advantages of communicating with people online
- the suggestion that, in the future, people will do all their shopping online
- the view that spending time online affects relationships with friends and family.

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 A special gift**Candidate's Card**

People sometimes receive a gift that means a lot to them.

Discuss this topic with the examiner.

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

- types of gifts that you like to receive, and why
- a special gift that you would like to give to a family member or friend, and why
- whether a person should keep a gift even if they do not like it
- the view that young people prefer receiving money to special gifts
- the suggestion that, in the future, people will buy all their gifts 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.

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.

N Choosing**Candidate's Card**

People often have to make choices in life.

Discuss this topic with the examiner.

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

- a time when it was hard for you to choose between two things, and what happened
- who you would choose to go on a long trip with, and why
- whether social media influences the choices people make
- the view that choosing a future career is the hardest decision for young people to make
- the opinion that people should always make their own choices, and not follow advice from others.

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.

O Relaxing**Candidate's Card**

People need time to relax because of their busy lives.

Discuss this topic with the examiner.

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

- ways that you and your friends prefer to relax
- a time when you were able to relax completely, and what happened
- whether using electronic devices makes it harder to relax, and why
- the view that young people should spend all their free time doing activities organised by their parents
- the suggestion that schools should have more areas where students can relax between lessons.

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

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

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

Cambridge Assessment International Education is part of Cambridge Assessment. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which is a department of the University of Cambridge.