



# Cambridge IGCSE™

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**ENGLISH AS A SECOND LANGUAGE**

**0510/52**

Paper 5 Speaking Assessment A–O

**May/June 2021**

TEACHER'S/EXAMINER'S NOTES



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**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. Any 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 April 2021

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 Making a video

### Candidate's Card

Nowadays, many people make videos on their mobile phones.

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, made a video, and what happened
- events you would like to make a video about, and why
- whether you would choose a job making videos or films, and why
- the view that making videos for the public should only be done by experts
- the suggestion that photographs and videos can communicate more than words.

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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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 Family and friends

### Candidate's Card

People often have good relationships with their family and friends.

Discuss this topic with the examiner.

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

- what you and your friends enjoy doing together, and why
- a family member you have a good relationship with, and why
- how relationships with family and friends are different
- the advantages and disadvantages of being in a large family
- the suggestion that we can't have a close connection with someone who lives far away.

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.**

**C Useful jobs****Candidate's Card**

Some people think that being a nurse or a firefighter is more useful to society than other jobs.

Discuss this topic with the examiner.

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

- a time when you helped someone, and how it made you feel
- different jobs that you think are useful to society, and why
- whether you would like a job where you help people, and why
- the view that doing a useful job is more important than earning a lot of money
- the suggestion that, in the future, robots will do most jobs better than humans.

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 Making choices

### Candidate's Card

People often have to make choices, such as what to wear or what to study.

Discuss this topic with the examiner.

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

- some choices you make every day
- an important choice you, or someone you know, made recently, and what happened
- whether it is best to make choices on your own or with the help of others, and why
- the suggestion that the choices we make as young adults are the most important choices we make
- the view that having a lot of choice means we can't make decisions easily.

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.**

## E Sport at school

### Candidate's Card

Many young people around the world do sport as part of a school day.

Discuss this topic with the examiner.

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

- a sport you do, or would like to do, at school, and what it is like
- the advantages and disadvantages of doing sport at school
- whether there should be sports competitions at schools, and why
- the idea that it is more enjoyable to play sport in a team than to play sport as an individual
- the suggestion that, in the future, everyone will only exercise using technology at home.

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

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

### Instructions to the teacher/examiner

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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.**

## F Being popular

### Candidate's Card

A person or thing that is popular is liked by many people.

Discuss this topic with the examiner.

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

- someone you know who is popular, and why
- a TV show or a game that is popular in your country, and why
- whether being popular is always a good thing
- the view that anything can become popular if it is advertised a lot
- the opinion that the most popular leaders are not always the best leaders.

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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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 A typical day****Candidate's Card**

Many people do the same things every day.

Discuss this topic with the examiner.

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

- some activities you do every day, and whether you like doing these things
- how your typical day now is different from when you were a small child
- the advantages of doing the same things every day
- the view that the best thing about a holiday is not having a daily routine
- the opinion that people's daily routines will change completely over the next hundred years.

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 International competitions

### Candidate's Card

Most countries take part in international sports competitions such as the Olympic Games.

Discuss this topic with the examiner.

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

- a popular sport in your country, and whether you like it
- a time when you, or someone you know, watched an international sports event, and what happened
- the advantages and disadvantages of international sports competitions
- the view that all schools should have time for students to play sport during the day
- the suggestion that international sports stars are paid too much money.

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 Persuading others

### Candidate's Card

We persuade people when we make them change what they believe or what they do.

Discuss this topic with the examiner.

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

- a time when you tried to persuade someone to do something, and what happened
- ways that companies try to persuade people to buy things
- reasons why people are not easily persuaded to change their opinions
- the view that the most important skill of a leader is to be able to persuade others
- the idea that using social media is the best way to persuade people to change.

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 Watching a screen

### Candidate's Card

Most people spend some time every day looking at a screen, either on their phones, TVs or computers.

Discuss this topic with the examiner.

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

- the different types of screen you, or people you know, look at, and why
- a time when you spent a long time looking at a screen, and what you watched
- the advantages and disadvantages of watching films on smartphones
- the idea that children should spend as much time as they want looking at a screen
- the view that watching events, like concerts or football matches, on a screen is better than seeing them in real 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**

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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 Being comfortable****Candidate's Card**

Being comfortable is important for many people.

Discuss this topic with the examiner.

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

- some clothes you find comfortable, and what they are like
- how you would make your room or home more comfortable
- whether classrooms should be comfortable, and why
- the view that what something looks like is more important than how comfortable it is
- the idea that people always feel most comfortable with the people they know.

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 Shopping habits

### Candidate's Card

Nowadays, many people shop online and then have their shopping delivered to their homes.

Discuss this topic with the examiner.

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

- items people often buy online, and why
- a time when you went shopping with friends or family, and what happened
- reasons why people still enjoy going out shopping
- the advantages and disadvantages of items being delivered to your home
- the idea that, in the future, all shopping will be done online and cash will no longer exist.

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

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Do you have any questions?

**Then start the test.**

**M Style****Candidate's Card**

We like to look a certain way and this is known as our style.

Discuss this topic with the examiner.

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

- how you like to dress and the style that you create
- someone's style you admire, and why
- the suggestion that uniforms stop people from showing their own style
- the view that style is important only to young people
- the idea that everybody looks the same nowadays and nobody has their own style.

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 Personal belongings

### Candidate's Card

Everyone has some personal belongings, such as a bag or a mobile phone.

Discuss this topic with the examiner.

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

- your favourite personal belongings, and what they are like
- whether you like to keep things for a long time or prefer to replace them
- the advantages and disadvantages of lending your personal belongings to others
- the view that other people judge us by our personal belongings
- the suggestion that people care more about their belongings than about other people.

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

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

### Instructions to the teacher/examiner

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Do you have any questions?

**Then start the test.**

### O Near or far

#### Candidate's Card

Some people live very close to their school or workplace, other people live further away.

Discuss this topic with the examiner.

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

- whether you live near your school, and what your journey is like
- a place close to your home that you like, and why you like it
- the disadvantages of travelling long distances
- the view that it is not possible to remain friends with people who move far away
- the idea that, in the future, all students will have all their lessons at home rather than travel to school.

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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