



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

ENGLISH AS A SECOND LANGUAGE

0993/51

Paper 5 Speaking Assessment A

May/June 2019

Approx. 15 minutes

No Additional Materials are required.



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.

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 the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.



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

ENGLISH AS A SECOND LANGUAGE

0993/51

Paper 5 Speaking Assessment B

May/June 2019

Approx. 15 minutes

No Additional Materials are required.

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

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.

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

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 the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.



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

ENGLISH AS A SECOND LANGUAGE

0993/51

Paper 5 Speaking Assessment C

May/June 2019

Approx. 15 minutes

No Additional Materials are required.

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

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.

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

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 the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.



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

ENGLISH AS A SECOND LANGUAGE

Paper 5 Speaking Assessment D

No Additional Materials are required.

0993/51

May/June 2019

Approx. 15 minutes

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

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.

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

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 the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.



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

ENGLISH AS A SECOND LANGUAGE

0993/51

Paper 5 Speaking Assessment E

May/June 2019

Approx. 15 minutes

No Additional Materials are required.

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.

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

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 the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.



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

ENGLISH AS A SECOND LANGUAGE

0993/51

Paper 5 Speaking Assessment F

May/June 2019

Approx. 15 minutes

No Additional Materials are required.

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

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.

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

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 the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.



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

ENGLISH AS A SECOND LANGUAGE

0993/51

Paper 5 Speaking Assessment G

May/June 2019

Approx. 15 minutes

No Additional Materials are required.

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

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.

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

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 the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.



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

ENGLISH AS A SECOND LANGUAGE

Paper 5 Speaking Assessment H

No Additional Materials are required.

0993/51

May/June 2019

Approx. 15 minutes

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

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.

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

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 the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.



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

ENGLISH AS A SECOND LANGUAGE

0993/51

Paper 5 Speaking Assessment I

May/June 2019

Approx. 15 minutes

No Additional Materials are required.

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

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.

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

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 the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.



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

ENGLISH AS A SECOND LANGUAGE

0993/51

Paper 5 Speaking Assessment J

May/June 2019

Approx. 15 minutes

No Additional Materials are required.

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

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.

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

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 the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.



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

ENGLISH AS A SECOND LANGUAGE

0993/51

Paper 5 Speaking Assessment K

May/June 2019

Approx. 15 minutes

No Additional Materials are required.

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

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.

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

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 the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.



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

ENGLISH AS A SECOND LANGUAGE

0993/51

Paper 5 Speaking Assessment L

May/June 2019

Approx. 15 minutes

No Additional Materials are required.

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

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.

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

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 the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.



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

ENGLISH AS A SECOND LANGUAGE

Paper 5 Speaking Assessment M

No Additional Materials are required.

0993/51

May/June 2019

Approx. 15 minutes

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

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.

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

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 the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.



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

ENGLISH AS A SECOND LANGUAGE

0993/51

Paper 5 Speaking Assessment N

May/June 2019

Approx. 15 minutes

No Additional Materials are required.

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

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.

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

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 the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.



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

ENGLISH AS A SECOND LANGUAGE

0993/51

Paper 5 Speaking Assessment O

May/June 2019

Approx. 15 minutes

No Additional Materials are required.

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

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.

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

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 the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.