
ENGLISH AS A SECOND LANGUAGE

0511/51

Paper 5 Speaking Assessments A–O

May/June 2019

TEACHER'S/EXAMINER'S NOTES

Great care should be taken to ensure that any confidential information given does not reach the candidates either directly or indirectly.

READ THESE INSTRUCTIONS FIRST

This booklet contains:

- (a) administrative guidelines on conducting the tests
- (b) marking criteria
- (c) copies of Cards A–O, with Notes for Teacher/Examiner.



This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **23** printed pages and **1** blank page.

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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**. 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 completed MS1 (or printout of marks submitted electronically) and a copy of Speaking Examination Summary Form, should be returned to Cambridge International as soon as the tests have been completed at the centre. Please do not wait until the end of the assessment period before sending them.

CONDUCTING THE SPEAKING TESTS

8. The speaking tests should proceed as follows:

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

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

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

Please note: the preparation period must be recorded.

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

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

Note that only (D) is to be assessed.

The speaking test must be conducted in English throughout.

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

RECORDING THE TESTS

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

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

Centre number:	[e.g.]	AZ 999
Centre name:	[e.g.]	Abcxyz Academy
Examination:	0511	English as a Second Language
Examiner name:	[e.g.]	Ms Z. Abced
Date:	[e.g.]	1 April 2019

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 National monuments**Candidate's Card**

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.

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.

B Our neighbours**Candidate's Card**

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.

Instructions to the teacher/examiner

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

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

Do you have any questions?

Then start the test.

C Quick thinking**Candidate's Card**

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.

Instructions to the teacher/examiner

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

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

Do you have any questions?

Then start the test.

D Losing and finding things**Candidate's Card**

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.

Instructions to the teacher/examiner

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

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

Do you have any questions?

Then start the test.

E Surprises**Candidate's Card**

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.

Instructions to the teacher/examiner

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

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

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

Do you have any questions?

Then start the test.

F Parties**Candidate's Card**

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.

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 Older and younger generations

Candidate's Card

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.

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 Playing**Candidate's Card**

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.

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 Working while you study

Candidate's Card

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.

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 Confidence**Candidate's Card**

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.

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 Keeping things

Candidate's Card

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.

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 Brands**Candidate's Card**

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.

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 Heroes**Candidate's Card**

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.

Instructions to the teacher/examiner

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

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Do you have any questions?

Then start the test.

N Travel**Candidate's Card**

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.

Instructions to the teacher/examiner

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

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

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

Do you have any questions?

Then start the test.

O Virtual reality**Candidate's Card**

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.

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