



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

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**ENGLISH AS A SECOND LANGUAGE**

**0511/53**

Paper 5 Speaking Assessment A

**May/June 2016**

**Approx. 15 minutes**

No Additional Materials are required

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**READ THESE INSTRUCTIONS FIRST**

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Your speaking assessment marks will be based on the task outlined on the back of this card. The whole test should take about fifteen minutes.



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## A Singing

Many people like to sing.

Discuss this topic with the examiner.

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

- when you, or other people you know, sing
- friends or family who you think are very good or very bad singers, and why
- whether singing for pleasure is very good for people
- the suggestion that to become a famous singer takes many years of hard work
- the idea that words that are sung are more powerful than words that are spoken.

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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Paper 5 Speaking Assessment B

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## B Collecting things

People of all ages collect many different things, such as football cards, shoes or even sports cars.

Discuss this topic with the examiner.

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

- the kinds of things that you or your friends collect, and why
- how the things that people collect now are different to the things collected by their parents and grandparents
- the disadvantages of collecting
- the view that it is wrong for people to collect animals
- the suggestion that museums and art galleries should not collect items which belong to other countries.

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

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Paper 5 Speaking Assessment C

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### C Heroes and villains

Films often feature heroes, who are good characters, and villains, who are evil.

Discuss this topic with the examiner.

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

- heroes and villains in films that you or your friends like, and why you like these characters
- if you would prefer to be the hero or the villain in a film, and why
- whether heroes and villains share common characteristics
- the view that without villains, there would be no heroes
- the idea that the hero always winning in films does not reflect real life.

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

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Paper 5 Speaking Assessment D

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## D Watching TV

Watching television is still one of our most popular free-time activities.

Discuss this topic with the examiner.

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

- the different ways you, or people you know, watch TV programmes, and why
- how you decide which TV programmes to watch
- whether you prefer to watch TV with other people, or to watch it alone
- the advantages and disadvantages of being able to watch TV programmes anywhere, at any time
- the view that governments should be able to control what people watch on TV.

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

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Paper 5 Speaking Assessment E

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## E Helping others

We often do things for other people without being asked.

Discuss this topic with the examiner.

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

- good things that we can do for other people
- a good thing you have done for someone, without being asked to do it
- the personal benefits of doing something good for someone else
- the suggestion that there are disadvantages of always putting other people first
- the idea that if individuals do good things, this will always have a wider impact on society.

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

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Paper 5 Speaking Assessment F

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**F Hot and cold**

Some people prefer being warm, while others like cooler temperatures.

Discuss this topic with the examiner.

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

- things you like doing when it's hot, and things you like doing in cooler weather
- whether your friends or family like things at similar or different temperatures
- the difficulties involved when you are feeling hot in a room and others are feeling cold
- the view that a country's weather affects the personalities of the people who live there
- the idea that global warming will make hot countries even hotter, which will have serious consequences.

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

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Paper 5 Speaking Assessment G

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**G Extreme speed**

Some people love to drive, ski or ride at top speed. Other people prefer to do things very slowly.

Discuss this topic with the examiner.

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

- things you do very quickly or very slowly, and why
- whether you think moving very quickly is exciting or frightening, and why
- the challenges involved in cycling or skiing very quickly
- the suggestion that speed sports should be banned because they are dangerous
- the view that people's health is suffering because life today is lived too fast.

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

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Paper 5 Speaking Assessment H

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## H Being lucky

It is said that some people are born lucky. They succeed in life without having to try very hard.

Discuss this topic with the examiner.

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

- if you think you are a lucky person, and why
- people that you know who are lucky, and what their good luck has been
- the advantages of being lucky
- the view that lucky people don't appreciate how others may struggle to succeed
- the suggestion that luck is more important than hard work if you want to succeed in life.

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

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Paper 5 Speaking Assessment I

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## I Punctuality

Being on time is important to some people, but not others.

Discuss this topic with the examiner.

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

- how important being on time is to you, and why
- whether your friends and family are always on time
- the difficulties that teachers and schools experience when their students are often late
- the view that teenagers should be able to start school later in the morning because they need more sleep
- the idea that the whole world would be in chaos if no one was ever on time.

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

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## J Making mistakes

We can all make mistakes at home, in our work or in our relationships.

Discuss this topic with the examiner.

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

- the kinds of mistakes that you have made
- how you, and people you know, feel about making mistakes
- the idea that the best way to learn is by making mistakes
- the view that we should always forgive people who make mistakes
- the opinion that mistakes made by governments and institutions are more serious than those made by individuals.

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

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