



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

ENGLISH AS A SECOND LANGUAGE

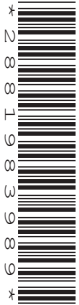
0510/53

Paper 5 Speaking Assessment A

May/June 2017

Approx. 15 minutes

No Additional Materials are required.



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

A Topics of conversation

There are many different things that people can talk about with friends, family or at school.

Discuss this topic with the examiner.

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

- the kinds of things you enjoy talking about with your friends
- the different topics you talk about with parents or teachers
- whether talking with friends is a serious activity
- the view that not all topics can be discussed with everyone
- the suggestion that relationships between countries could be improved if leaders talked to each other more.

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

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B Learning a new skill

People of all ages can learn how to do something new, such as learning to play a musical instrument or to ride a bicycle.

Discuss this topic with the examiner.

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

- a new skill that you have recently learned, or would like to learn, and why
- how easily you and your friends learn new skills
- whether young people find it easier than others to learn new skills
- the idea that some skills are more useful to learn than others
- the view that success depends on people learning a variety of skills.

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

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C Caring for the environment

People can look after their surroundings, plants and animals in different ways.

Discuss this topic with the examiner.

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

- actions you take, or would like to take, to look after the environment
- why we should take care of the environment
- the view that it is more important to care for people rather than for plants and animals
- the suggestion that even countries that are not wealthy should take care of the environment
- the idea that it is government action, not the actions of individuals, which helps the environment the most.

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

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D Trains and planes

Many people enjoy travelling by train or plane.

Discuss this topic with the examiner.

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

- a journey you would like to take by train or plane
- what you need to take with you on a train or a plane journey, and why
- the challenges of travelling by train or plane
- the view that international trade would not be possible without railways and air routes
- the suggestion that transport in the future will not involve trains and planes.

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

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E Going to a new school

Most students have to change schools at least once.

Discuss this topic with the examiner.

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

- a time when you started a new school, and how you felt
- what new students have to do to become part of a school community
- the view that extra support should be given to students starting at a new school
- the suggestion that staying at the same school throughout your studies is beneficial
- the idea that going to a new school in a different country is especially challenging when you are a teenager.

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

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F Apologising

Saying sorry is often the right thing to do, although it can be difficult.

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, apologised
- how easy it is for you to apologise, and why
- what can happen when people don't say sorry for doing something wrong
- the suggestion that just saying sorry is not enough
- the view that apologising is a sign of weakness.

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

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G Difficult jobs

Many people have to do jobs that are physically and mentally challenging, such as being a miner or a police detective.

Discuss this topic with the examiner.

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

- jobs you know about that are difficult, and what makes them difficult
- reasons why people might choose to do a difficult job
- what special qualities are needed to do physically or mentally challenging jobs
- the view that mentally challenging jobs should pay more than those which are physically challenging
- the suggestion that being a parent is the most difficult job.

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

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H Cooking

Some people love cooking.

Discuss this topic with the examiner.

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

- whether you enjoy cooking, and why
- some of the ways that people can learn to cook
- the disadvantages of not being able to cook
- the opinion that there are more male professional chefs because they are better cooks
- the suggestion that there is more to cooking than simply preparing food.

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

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I Sounds

Modern life is full of different sounds.

Discuss this topic with the examiner.

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

- the sounds you hear every day
- how different sounds can influence the way we feel
- how sound effects are used in films, TV and on the radio
- the view that people shouldn't make a sound in some public places
- the suggestion that sound is essential to our understanding of the world around us.

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

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Paper 5 Speaking Assessment J

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J Nature programmes

Many people enjoy watching television programmes about the natural world.

Discuss this topic with the examiner.

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

- whether you enjoy watching programmes about nature, and why
- why it's important for young people to watch nature programmes
- the challenges of filming nature programmes
- the view that people who watch nature programmes do more to protect plants and animals
- the suggestion that the making of nature programmes has a negative effect on the area filmed.

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

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