



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

ENGLISH AS A SECOND LANGUAGE

0511/53

Paper 5 Speaking Assessment A

May/June 2018

Approx. 15 minutes

No Additional Materials are required.



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

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

A Writing a diary

Many people like to write a personal account of their daily lives.

Discuss this topic with the examiner.

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

- whether you keep or would like to keep a diary, and why
- a famous person whose diary you would like to read, and why
- how people can benefit from writing down what happens in their lives
- why some people share their lives on social media rather than writing a personal diary
- the suggestion that people do not always write the truth, even in a private diary.

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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B Cities

More people live in cities now than in the past.

Discuss this topic with the examiner.

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

- a city you know, and what it is like
- a time when you, or someone you know, visited a city for the first time, and what happened
- the advantages and disadvantages of living in a large city
- the suggestion that growing up in a city makes a person more sociable
- the view that in the future, everyone will live in megacities.

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

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C Risk

Sometimes we have to do something risky and take a chance in our lives.

Discuss this topic with the examiner.

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

- a time when you did something risky, and how you felt
- why people choose to take risks
- whether parents and teachers should encourage young people to take risks
- ways that risk could be reduced in daily life
- the view that our lives are so safe nowadays that we are less able to deal with risk.

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

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D Teamwork

Working in a team is one way to achieve goals.

Discuss this topic with the examiner.

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

- times when you worked with others in a team
- whether you prefer working with others or on your own, and why
- the opinion that girls work better in teams than boys
- the view that there should always be one person in a team who is the leader
- the suggestion that the ability to work in a team is the most important skill in life.

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

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E Speaking in public

We often find it difficult to speak in front of a large group of people.

Discuss this topic with the examiner.

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

- a time when you spoke in front of other people, and how you felt
- how you can prepare for speaking in public
- why public speaking is very important in certain jobs or situations
- the view that a good speech or presentation does not depend on technology
- the idea that a powerful public speech can change the world.

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

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F Invitations

We receive invitations to go to events, such as a wedding or a trip to the cinema.

Discuss this topic with the examiner.

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

- kinds of invitations you like to receive, and why
- a time when you, or someone you know, couldn't accept an invitation, and what happened
- the challenges involved in inviting people to an event
- the view that an invitation should never be refused
- the suggestion that an invitation is not always a sign of friendship.

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

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G Being polite

Being polite, or respectful to others, is an important social skill.

Discuss this topic with the examiner.

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

- ways that you are polite to other people
- a time when you saw someone being impolite
- the advantages of being polite
- the view that there are times when it's impossible to be polite
- the suggestion that leaders of countries are polite to each other but not honest.

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

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H Healthy eating

It is not always easy to eat healthily.

Discuss this topic with the examiner.

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

- food that you know is healthy, and whether you enjoy it
- whether eating healthily is important to you or people you know, and why
- whether parents should always decide what their children eat
- the idea that modern lifestyles make it difficult to have a healthy diet
- the view that governments should force people to eat more healthily.

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

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I Space exploration

Exploring distant planets is now becoming a reality.

Discuss this topic with the examiner.

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

- whether you would like to travel into outer space, and why
- what qualities you think a space explorer should have
- how we can benefit from exploring space
- what would happen if we discovered life on other planets
- the view that we should learn more about our own planet before exploring space.

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J Looking after people

Sometimes we need to look after other people, especially those who are very young or very old.

Discuss this topic with the examiner.

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

- a time when you looked after someone, and what happened
- what qualities you need to look after others, and why
- whether it is more challenging to look after children or older people, and why
- the view that looking after people is not always the responsibility of the family
- the idea that people who look after others should be more highly valued.

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

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