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# INTERNATIONAL GCSE ENGLISH AS A SECOND LANGUAGE

Paper 4 Speaking

June 2018

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## Teacher's Booklet

## Confidential

To be conducted by the teacher-examiner.

Time allowed: 10 minutes (+ supervised preparation time of 10 minutes)

The test will consist of two parts:

**Part 1      Photo card (15 marks)**  
Approximately 3–4 minutes

**Part 2      General conversation (25 marks)**  
Approximately 6–7 minutes

### Instructions

- During the preparation time candidates are required to prepare **one** Photo card.
- Candidates may make notes during the preparation time for use during the test. They must hand these notes to you before the General conversation.
- Candidates should hand the Photo card to you before the General conversation.

### Information

- The test will last a maximum of 10 minutes and will consist of a Photo card followed by a General conversation. The Photo card is based on Theme 1 and the General conversation is based on Themes 2 and 3.
- Students must **not** use a dictionary at any time during this test. This includes the preparation time.

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## Part 1 PHOTO CARDS

### CARD A Student's Photo card

- Look at the photo during the preparation period.
- You can make any notes on an additional answer sheet.
- Your teacher will then ask you about the photo and about topics related to **Mobile technology**.



Your teacher will ask you the following three questions:

- What can you see in the photo?
- How do you use mobile technology?
- What do you think are the benefits of using mobile technology?

**[15 marks]**

**CARD A Teacher's notes****Theme 1: Identity and culture Topic: Mobile technology**

The maximum time for this part of the test is **4 minutes** but may well be less than that for some students. Students may use any notes they have made during the preparation time.

You begin the conversation by asking the student the first question. After each question, there are a series of prompts which you could use depending on the response to the question. These prompts are designed to aid the teacher; they are **not** a compulsory part of the test.

Ask the remaining questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the students to develop their responses as well as they are able.

Do not go over the maximum time of **4 minutes** for the questions and answers on the Photo card.

Begin the conversation by directing the candidate to look at the photo and asking the first question:

Can you tell me what you see in the photo?

**Prompts:**

What do you notice about the people?

What are they doing?

Tell me about where the people are.

Make sure that the candidate understands that the photo is of people using mobile technology before asking the next question: How do you use mobile technology?

**Prompts:**

Do you use a mobile phone?

What do you use your phone for?

What mobile technology would you like to buy if you had the money?

Ask the third question: What are the benefits of using mobile technology?

**Prompts:**

Why is it important to use mobile technology?

How do you use mobile technology to help you?

How can mobile technology replace what people do?

**Turn over ►**

**CARD B Student's Photo card**

- Look at the photo during the preparation period.
- You can make any notes on an additional answer sheet.
- Your teacher will then ask you about the photo and about topics related to **Sport**.



Your teacher will ask you the following three questions.

- What can you see in the photo?
- What kind of sports do you like to play?
- Why is it important to be active, in your opinion?

**[15 marks]**

**CARD B Teacher's notes****Theme 1: Identity and culture Topic: Sport**

The maximum time for this part of the test is **4 minutes** but may well be less than that for some students. Students may use any notes they have made during the preparation time.

You begin the conversation by asking the student the first question. After each question, there are a series of prompts which you could use depending on the response to the question. These prompts are designed to aid the teacher; they are **not** a compulsory part of the test.

Ask the remaining questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the students to develop their responses as well as they are able.

Do not go over the maximum time of **4 minutes** for the questions and answers on the Photo card.

Begin the conversation by directing the candidate to look at the photo and asking the first question:

Can you tell me what you see in the photo?

**Prompts:**

What do you notice about the people?

Can you describe the background?

Make sure that the candidate understands that the photo is of people playing sport before asking the next question: What kind of sports do you like to play?

If the candidate answers "None", ask this further question: What do you like to do instead of sport?

**Prompts:**

Tell me about the last time you played a sport.

Do you prefer playing or watching a sport on TV?

What is your favourite sport and why?

Ask the third question: Why is it important to be active, in your opinion?

**Prompts:**

What do you do to keep active?

How does it benefit you?

How often are you active during the week?

**Turn over ►**



**CARD C Student's Photo card**

- Look at the photo during the preparation period.
- You can make any notes on an additional answer sheet.
- Your teacher will then ask you questions about the photo and about topics related to **Music**.



Your teacher will ask you the following three questions:

- What can you see in the photo?
- Where do you like listening to music?
- What are the benefits of listening to music?

**[15 marks]**

**CARD C Teacher's notes****Theme 1: Identity and culture Topic: Music**

The maximum time for this part of the test is **4 minutes** but may well be less than that for some students. Students may use any notes they have made during the preparation time.

You begin the conversation by asking the student the first question. After each question, there are a series of prompts which you could use depending on the response to the question. These prompts are designed to aid the teacher; they are **not** a compulsory part of the test.

Ask the remaining questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the students to develop their responses as well as they are able.

Do not go over the maximum time of **4 minutes** for the questions and answers on the Photo card.

Begin the conversation by directing the candidate to look at the photo and asking the first question:

Can you tell me what you see in the photo?

**Prompts:**

How many people are in the group?

Describe the people you can see in the photo.

What instruments can you see on stage?

Make sure that the candidate understands that the photo is of people at a concert before asking the next question: Where do you like listening to music?

**Prompts:**

Tell me about a time you have listened to music at school or at a concert.

What music do you like to listen to?

Do you prefer going to concerts or just listening at home?

Ask the third question: What are the benefits of listening to music?

**Prompts:**

When do you like listening to music?

Do you listen to different types of music depending on your mood?

**Turn over ►**

**CARD D Student's Photo card**

- Look at the photo during the preparation period.
- You can make any notes on an additional answer sheet.
- Your teacher will then ask you about the photo and about topics related to **Relationships with family**.



Your teacher will ask you the following three questions:

- What can you see in the photo?
- What do you like doing with your family?
- What are the benefits of going on holiday with your family?

**[15 marks]**



**CARD D Teacher's notes****Theme 1: Identity and culture Topic: Relationships with family**

The maximum time for this part of the test is **4 minutes** but may well be less than that for some students. Students may use any notes they have made during the preparation time.

You begin the conversation by asking the student the first question. After each question, there are a series of prompts which you could use depending on the response to the question. These prompts are designed to aid the teacher; they are **not** a compulsory part of the test.

Ask the remaining questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the students to develop their responses as well as they are able.

Do not go over the maximum time of **4 minutes** for the questions and answers on the Photo card.

Begin the conversation by directing the candidate to look at the photo and asking the first question:

Can you tell me what you see in the photo?

**Prompts:**

Who is in the photo?

What do you notice about the people in the photo?

What season do you think it is?

Make sure that the candidate understands that the photo is about a family before asking the next question: What do you like doing with your family?

**Prompts:**

Where do you go with your family?

When do you go out together as a family?

Ask the third question: What are the benefits of going on holiday with your family?

**Prompts:**

Why is it good to go on holiday with your family?

How would you travel?

What would you do together?

**Turn over ►**

## Part 2 SUGGESTED QUESTIONS FOR GENERAL CONVERSATION

The questions on the Photo card are followed by a General conversation. The General Conversation for each candidate is based on two out of the three themes (ie the remaining two themes which have not been covered in the Photo Card. You must have a conversation with each candidate on a topic or topics from the two themes.

The two themes for the General conversation are:

- local, national, international and global areas of interest
- current and future study and employment.

**NB. You must cover both of these themes during the General Conversation.**

The total time of the General conversation should be approximately **6 minutes** and a similar amount of time should be spent on each of the two theme.

The following questions are examples of the type of questions you may ask candidates. There are two example questions per specification topic under each of the two themes. Whilst these questions are examples of the type of questions you may ask, they are neither prescriptive nor exhaustive.

Within the specified themes, you should choose topics which reflect the individual candidate's interests. When asking questions on a particular theme, some candidates may be able to hold an excellent conversation on just one topic or even sub-topic within that theme, showing development of ideas in a specific area. Other candidates may not have such in-depth knowledge and/or linguistic expertise to be able to concentrate on such a specific area, and so will take part in a conversation on a wider range of topics or sub-topics within each of the two themes.

Suggested questions for General conversation

### Theme 2 – Local, national, international and global areas of interest

What is there for young people to do in the area where you live?  
 What could you do to be a good neighbour?  
 Which charity do you think most deserves support? Why?  
 What are the best ways to keep fit and healthy?  
 What are the main problems faced by homeless people?  
 What are the effects of global warming?  
 Why do you think so many people like to visit other countries?  
 Where would you most like to go for a holiday? Why?

### Theme 3 – Current and future study and employment

Which subject do you most enjoy studying? Why?  
 Explain why it is important to learn other languages.  
 What could be done to improve your life in school/college?  
 In your opinion, what makes a good teacher?  
 What do you plan to study next year?  
 What could be the advantages of going to university?  
 Would you like to work in England? Why/why not?  
 Describe your ideal job.

**END OF TEST**

## Speaking Test Sequence Chart

In the grid below, *Candidate order* refers to the sequence in which the candidates are tested by each teacher, not for the school/college as a whole. The candidate must be allocated the Photo card as indicated in the grid below.

After a break in testing, eg lunch or overnight, the sequence should be restarted at the next number in column 1, *Candidate order*. For example, if there is a break after candidate 4, the next candidate will be candidate 5. If there are more candidates than this table allows for, you should start again at number 1.

Candidate order	Photo card
1	C
2	D
3	B
4	A
5	B
6	C
7	D
8	A
9	D
10	A
11	B
12	C
13	A
14	D
15	C
16	B

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