

OXFORD AQA INTERNATIONAL GCSE ENGLISH AS A SECOND LANGUAGE

Paper 4 Speaking

Specimen 2018

Teacher's booklet

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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Card A Student's photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **Customs and festivals**



Your teacher will ask you the following three questions:

- What can you see in the photo?
- Have you ever been to a wedding?
- If you were to get married, what kind of wedding would you like to have?

Card A Teacher's notes**Theme 1: Identity and culture - Topic: Customs and festivals**

The maximum time for this part of the test is **four 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 **four 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 this photo?

Prompts:

What do you notice about the way the people are dressed?
What do you think these people are doing in this place?
Tell me about the background scene.

Make sure that the candidate understands that the photo is of a wedding before asking the next question: Have you ever been to a wedding?

If the student answers 'No' ask this further question: What do you know about weddings?

Prompts:

What do people wear at a wedding?
What kind of food might they eat?
Would you like to go to a wedding?

Ask the third question: If you were to get married, what kind of wedding would you like to have?

Prompts:

Where would you hold your wedding?
Who would you ask to come to it?
What would you wear?

Card B Student's photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **Cinema and TV**.



Your teacher will ask you the following three questions:

- What can you see in the photo?
- What kind of films do you like to watch?
- What do you most like to watch on TV?

Card B Teacher's notes**Theme: Identity and culture - Topic: Cinema and TV**

The maximum time for this part of the test is **four minutes** but may well be less than that for some candidates. 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 student does not understand. You should allow the candidates to develop their responses as well as they are able. Do not go over the maximum time of **four 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 this photo?

Prompts:

What can you tell from the faces of the people?
What kind of film do you think they are watching?

Make sure that the candidate understands that the photo is of people watching a film in a cinema before asking the next question: What kind of films do you like to watch?

Prompts:

Tell me about the last film you saw.
Do you watch films at a cinema or on TV?
What is your favourite film?

Ask the third question: What do you most like to watch on TV?

Prompts:

Tell me why you like this.
What other things do you like to watch?

Card C Student's photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **Me, my family and friends.**



Your teacher will ask you the following three questions:

- What can you see in the photo?
- Who are the people in your family?
- Do you spend your free time with family or with friends?

Card C Teacher's notes

Theme: Identity and culture - Topic: Me, my family and friends.

The maximum time for this part of the test is **four 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 student does not understand. You should allow the candidates to develop their responses as well as they are able. Do not go over the maximum time of **four 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 this photo?

Prompts:

What are the children doing?

What can you tell from the faces of the children and the adults?

Make sure that the candidate understands that the photo is of a family before asking the next question: Who are the people in your family?

Prompts:

Tell me about your brother(s)/sister(s) OR what it's like to be an only child?

Do you have any aunts and uncles?

What do you know about your grandparents?

Ask the third question: Do you spend your free time with family or with friends?

Prompts:

Tell me about your friends.

What do you like to do with your friends?

Card D Student's photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **Technology in everyday life.**



Your teacher will ask you the following three questions:

- What can you see in the photo?
- When did you last use a computer?
- What do you think about social network sites such as Facebook?

Card D Teacher's notes**Theme: Identity and culture - Topic: Technology in everyday life**

The maximum time for this part of the test is **four 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 candidate 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 student 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 **four minutes** for the questions and answers on the photo card.

Begin the conversation by directing the student to look at the photo and asking the first question:
Can you tell me what you see in this photo?

Prompts:

What is the boy doing?
Where is the boy?

Make sure that the student understands that the photo is of a boy using a computer before asking the next question: When did you last use a computer?

Prompts:

Do you have a smartphone?
How much time do you spend using a computer or smartphone?

Ask the third question: What do you think about social network sites such as Facebook?

Prompts:

Do you use Facebook? Why/why not?
What are the good/bad things about social networks?

Part 2 Suggested questions for general conversation

The questions on the photo card are followed by a general conversation. The themes for the general conversation are:

- Local, national, international and global areas of interest.
- Current and future study and employment.

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

The following questions are examples of the type of questions you may ask students. 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 student's interests. When asking questions on a particular theme, some students 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 students 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?
Describe your ideal job.
Would you like to work in England? Why/why not?

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