

# > **STEP UP** TO OXFORDAQA INTERNATIONAL GCSE ENGLISH AS A SECOND LANGUAGE

Mapping of Scope from Oxford University Press to OxfordAQA International  
GCSE English as a Second Language (9280)



# ➤ THE BRIDGE TO INTERNATIONAL GCSE ENGLISH AS A SECOND LANGUAGE (9280)

In this document, we show how Scope from Oxford University Press prepares your Lower Secondary age 11–14 students for the step up to OxfordAQA International GCSE English as a Second Language (9280), by building their reading, writing, speaking and listening skills.

The following mapping grid shows which areas of Scope provide the prior knowledge and skills for the themes, syllabus areas and assessment objectives in the International GCSE English as a Second Language (9280) specification. Any stretching content that is particularly suitable for your higher ability students is clearly indicated.



## › Mapping of Scope to Oxford International GCSE English as a Second Language (9280)

OxfordAQA International GCSE English as a Second Language			Mapping of content from Scope		
Syllabus area	Section	Detail	Scope 1 (ages 11-12)	Scope 2 (ages 12-13)	Scope 3 (ages 13-14)
THEMES	IDENTITY AND CULTURE	› Topic 1: Me, my family, friends and people I know (relationships)	Starter B: Describing People Unit 2: Family Life	Unit 1: Face to Face	Unit 1: Friends Forever Unit 2: Generations Unit 8: Ups and Downs Unit 9: Moral Dilemmas
		› Topic 2: Technology in everyday life (social media, mobile technology)		Unit 2: TV Unit 4: Life Online Unit 5: In the Media	Unit 6: Money and Finance
		› Topic 3: Free-time activities (music, tv, cinema, sport, customs, festivals)	Unit 2: Hobbies Unit 5: Looking Back Unit 6: Risk Unit 9: Sport For All	Unit 8: Film and Fiction	Starter C: Irregular Verbs Unit 6: Money and Finance
	LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST	› Topic 1: Home, town, neighbourhood and region	Starter C: At Home Unit 8: City to City	Starter B: Places in Town Unit 9: Architecture	Starter B: Geographical Features Unit 7: A Perfect World
		› Topic 2: Social issues (charity, volunteering, healthy living)	Unit 4: Healthy Eating Unit 10: Are you Scared?	Starter A: Food and Drink	Unit 3: Good Health
		› Topic 3: Global issues (environment, poverty)		Unit 3: Disposable World	Unit 5: Clothing Culture Unit 10: Global Issues
		› Topic 4: Travel and tourism	Unit 1: Around The World Unit 3: Going Places	Unit 9: Architecture Unit 10: Journeys	Unit 4: Out of This World Unit 5: Clothing Culture
	CURRENT AND FUTURE STUDY AND EMPLOYMENT	› Topic 1: My studies	Starter A: School	Unit 6: School Life	
		› Topic 2: Life at school/college	Starter A: School	Unit 6: School Life	Unit 7 A Perfect World
		› Topic 3: Education post-16		Unit 7: Bright Futures	
		› Topic 4: Jobs, career choices and ambitions	Unit 7: Talent	Starter C: Skills Unit 7: Bright Futures	

## › Mapping of Scope to Oxford International GCSE English as a Second Language (9280)

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Syllabus area	Learning objective	Detail	Scope 1 (ages 11-12)	Scope 2 (ages 12-13)	Scope 3 (ages 13-14)
READING	UNDERSTAND AND RESPOND TO WRITTEN LANGUAGE	› Read, understand and respond to a range of written texts varying in type, style, purpose and degree of complexity	All Units	All Units	All Units
		› Develop skills in scanning and skimming texts to identify specific and general points and identify overall message	All Units	All Units	All Units
		› Understand the significance of tense and recognise the relationship between past, present and future	Unit 1: Around the World Unit 5: Looking Back Unit 6: Risk Unit 9: Sport for All Unit 10: Are you Scared?	Unit 2: TV Unit 7: Bright Futures Unit 10: Journeys	Unit 1 Friends Forever Unit 2 Generations Unit 4 Out of This World Unit 5 Clothing Culture Unit 8 Ups and Downs
		› Examine writers' purpose through close consideration of content and use of language	Unit 3: Going Places Unit 4: Healthy Eating Unit 7: Talent	Unit 1: Face to Face Unit 4: Life Online Unit 5: In the Media Unit 10: Journeys	Unit 1: Friends Forever Unit 2: Generations Unit 7: A Perfect World Unit 9: Moral Dilemmas
		› Explore what is implied but not actually stated and make appropriate inference and deduction.	Unit 1: Around the World Unit 2: Family Life Unit 5: Looking Back Unit 7: Talented People	Unit 4: Life Online Unit 7: Bright Futures Unit 8: Film and Fiction Unit 10: Journeys	Unit 5: Commerce Unit 9: Moral Dilemma
WRITING	COMMUNICATE IN WRITING	› Communicate effectively in writing for a variety of purposes across a range of specified contexts	All Units	All Units	All Units
		› Write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information	All Units	All Units	All Units
		› Produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings	Unit 1: How to write a country fact file Unit 2: How to write an internet profile Unit 3: How to write a holiday email Unit 4: How to write an opinion essay Unit 5: How to write a descriptive past event Unit 6: How to write a narrative text Unit 7: How to write a biography Unit 10: How to write an informal email	Unit 1: How to write a description of a friend Unit 2: How to write a TV review Unit 3: How to write a formal email Unit 4: How to write a comment for a website Unit 5: How to write an email giving news Unit 6: How to write an opinion essay Unit 7: How to write an information Leaflet Unit 8: How to write a book review Unit 9: How to write the description of a building Unit 10: How to write a biography	Unit 1: How to write an email invitation to a friend Unit 2: How to write an account of a decade Unit 3: How to write a discussion essay Unit 4: How to write an email about plans for a visit Unit 5: How to write a formal email Unit 6: How to write advice on a forum Unit 7: How to write an opinion essay Unit 8: How to write a story about personal experience Unit 9: How to write a report about a survey Unit 10: How to write about graphs

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Syllabus area	Learning objective	Detail	Scope 1 (ages 11-12)	Scope 2 (ages 12-13)	Scope 3 (ages 13-14)
WRITING	COMMUNICATE IN WRITING	› Make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events	Unit 1: How to write a country fact file Unit 2: How to write an internet profile Unit 3: How to write a holiday email Unit 5: How to write a descriptive past event Unit 6: How to write a narrative text Unit 7: How to write a biography Unit 8: How to write a report on a survey Unit 9: How to write a formal letter Unit 10: How to write an informal email Focus on Writing: Units 5,9 and 10	Unit 2: How to write a TV review Unit 3: How to write a formal email Unit 7: How to write an information Leaflet Unit 10: How to write a biography	Unit 1: How to write an email invitation to a friend Unit 2: How to write an account of a decade Unit 4: How to write an email about plans for a visit Unit 8: How to write a story about personal experience
		› Manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register	All Units	All Units	All Units
		› Make independent, creative and more complex use of the language to explain, inform, describe, argue or persuade.	Unit 4: How to write an opinion essay Unit 5: How to write a descriptive past event Unit 6: How to write a narrative text Unit 7: How to write a biography Unit 8: How to write a report on a survey Unit 9: How to write a formal letter Unit 10: How to write an informal email Focus on writing: Units 3-6, 9-10	Unit 1: How to write a description of a friend Unit 2: How to write a TV review Unit 3: How to write a formal email Unit 4: How to write a comment for a website Unit 5: How to write an email giving news Unit 6: How to write an opinion essay Unit 7: How to write an information Leaflet Unit 8: How to write a book review Unit 9: How to write the description of a building Unit 10: How to write a biography	Unit 2: How to write an account of a decade Unit 3: How to write a discussion essay Unit 4: How to write an email about plans for a visit Unit 5: How to write a formal email Unit 6: How to write advice on a forum Unit 7: How to write an opinion essay Unit 8: How to write a story about personal experience
LISTENING	UNDERSTAND AND RESPOND TO SPOKEN LANGUAGE	› Demonstrate general and specific understanding of different types of spoken language	All Units	All Units	All Units
		› Follow and understand clear standard speech using familiar language across a range of specified contexts	All Units	All Units	All Units
		› Identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events	Unit 5: Looking back Unit 7: Jobs Unit 9: Sports: Compound nouns	Unit 1 Present simple and adverbs of frequency Unit 3 Saving the earths resources Unit 7 Experiences Unit 7 How to make arrangements Unit 10 An incredible Journey	Unit 1: Present perfect and past simple Unit 2: Then and now <b>Unit 4: Space Travel</b> Unit 8: A positive attitude Unit 9: Reporting verbs Unit 10: Environmental problems

This stretching content is particularly suitable for your higher ability students.

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Syllabus area	Learning objective	Detail	Scope 1 (ages 11-12)	Scope 2 (ages 12-13)	Scope 3 (ages 13-14)
LISTENING	UNDERSTAND AND RESPOND TO SPOKEN LANGUAGE	› Deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes	Unit 6: How to express interest Unit 7: Jobs Unit 9: Women in motor racing Unit 10: Phobia	Unit 2: The history of TV Unit 3: Saving the Earth Unit 4: Talking about websites Unit 5: Media Topics and interests Unit 6: School uniform Unit 7: Achieving success	<b>Unit 1: Problems with friends</b> <b>Unit 2: Alternative Medicine</b> <b>Unit 4: Space Travel</b> Unit 5: Clothing around the world Unit 6: The history of money Unit 7: The UKS youngest councillor Unit 10: The energy crisis Unit 10: Environmental problems Unit 10: How to give a presentation
		› Recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions	All Units	All Units	All Units
SPEAKING	UNDERSTAND AND RESPOND TO SPOKEN LANGUAGE	› Communicate and interact effectively in speech for a variety of purposes, using and adapting language appropriately	All Units	All Units	All Units
		› Develop skills in conversation by responding to questions and exchanging opinions	All Units	All Units	All Units
		› Convey information and narrate events coherently and confidently, using and adapting language for new purposes	Unit 3: Holiday activities Unit 6: How to express interest Unit 7: How to talk about skills Unit 9: How to make plans and arrangements	Unit 2: TV Programmes Unit 10: Reported speech	Unit 2: How to talk about events in the past Unit 4: Travel verbs Unit 9: Reporting verbs Unit 10: How to give a presentation
		› Speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication as appropriate	Unit 2 Hobbies Unit 2 How to ask for an give opinions Unit 5 Milestones	Unit 4: How to apologise Unit 5: Present perfect with for and since Unit 5: How to talk about and react to news Unit 6: How to ask for and give advice Unit 6: Will and might Unit 8: Books and films: Features	Unit 1: How to make and respond to invitations Unit 3: Phrasal verbs: Health and lifestyle Unit 4: How to ask for and give information Unit 6: How to express annoyance Unit 9: How to make an respond to polite requests Unit 10: Energy
		› Initiate and develop conversations and discussion, producing extended sequences of speech	Unit 2: Hobbies Unit 3: Holiday Activities Unit 4: How to order food Unit 5: Was, were	All Units	All Units

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Syllabus area	Learning objective	Detail	Scope 1 (ages 11-12)	Scope 2 (ages 12-13)	Scope 3 (ages 13-14)
SPEAKING	UNDERSTAND AND RESPOND TO SPOKEN LANGUAGE	› Make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events	Unit 3: Present continuous Unit 5: Was, were Unit 5: Past simple Unit 6: Movement Unit 7: Jobs Unit 8: How to ask for and give opinions	Unit 2: TV Programmes Unit 2: Past continuous Unit 4: Present perfect and past simple Unit 5: Present perfect with still, yet and already Unit 5: Present perfect with for and since Unit 6: Will and might Unit 7: Experiences Unit 10: How to react to an interesting story	Unit 2: How to talk about events in the past Unit 4: Travel verbs Unit 10: Energy Unit 10: How to give a presentation
		› Make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view	Unit 3: Holiday activities Unit 6: Extreme Sport Unit 6: How to express interest Unit 10: How to help with problems	Unit 2: TV and broadcasting Unit 2: How to discuss TV programmes Unit 3: Saving the earths' resources Unit 3: How to discuss ideas for a presentation Unit 4: How to apologise Unit 5: Present perfect with for and since Unit 5: How to talk about and react to news Unit 6: How to ask for and give advice Unit 7: Experiences Unit 8: Books and film: Features Unit 9: How to express doubt and persuade Unit 10: How to react to an interesting story	Unit 2: How to talk about events in the past Unit 3: Phrasal verbs Unit 3: How to exchange opinions Unit 4: Travel verbs Unit 5: How to change something in a shop Unit 6: How to express annoyance Unit 7: How to express wishes Unit 8: How to console and encourage Unit 9: Reporting verbs Unit 10: Energy Unit 10: How to give a presentation
		› Use accurate pronunciation and intonation to be understood by a native speaker	All Units	All Units	All Units

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Assessment objective	Detail	Scope 1 (ages 11-12)	Scope 2 (ages 12-13)	Scope 3 (ages 13-14)
GENERAL	› Develop their ability to communicate confidently, coherently and appropriately with native speakers in speech and writing	All Units	All Units	All Units
	› Listen to and understand clearly articulated, standard speech at near normal speed	All Units	All Units	All Units
	› Deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of English in a range of written and spoken contexts	All Units	All Units	All Units
	› Express and develop thoughts and ideas spontaneously and fluently	All Units	All Units	All Units
	› Acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material	All Units	All Units	All Units
	› Develop language learning skills for immediate use and to prepare them for further language study in school, higher education or employment.	All Units	All Units	All Units
AO1: READING	› R1: Identify and select relevant detail, key points and ideas.	All Units	All Units	All Units
	› R2: Show understanding of vocabulary, ideas and purpose	Unit 1: A Multicultural City Unit 1: Countries and Nationalities Unit 2: Helping at Home Unit 3: Holidays with a Difference Unit 3: Holiday Activities Unit 4: An experiment in Healthy Eating Unit 5: Remember This! Unit 6: Stunt Artists Unit 7: Skills and People Unit 7: Jobs Unit 8: Future Living Unit 8: In Towns and Cities Unit 8: Describing Places Unit 9: Women in Motor racing Unit 10: Phobia	Unit 1: Face to Face Unit 1: Character and Personality Unit 1: Communication and Attitude Unit 2: The History of TV Unit 3: Consumers and the Environment Unit 4: Internet Addiction Unit 5: Magazines Unit 5: Newspaper and Media Vocabulary Unit 6: School Uniform Unit 6: School Life Unit 7: Achieving Success Unit 8: Developments in Film Unit 8: Books and Film Unit 9: A World famous Building Unit 9: Buildings and Structure Unit 9: Buildings: Adjectives Unit 10: An Incredible journey	All Units



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Assessment objective	Detail	Scope 1 (ages 11-12)	Scope 2 (ages 12-13)	Scope 3 (ages 13-14)
AO1: READING	› R3: Collate, organise and present relevant detail	Unit 1: A Multicultural City Unit 2: All about Me Unit 2: Helping at Home Unit 3: Holidays with a Difference Unit 3: Holiday Activities Unit 4: An Experiment with Healthy Eating Unit 5: Remember This! Unit 6: Movement Unit 7: Talented People Unit 8: Future Living Unit 9: Women in Motor Racing Unit 10: Phobia	Unit 1: Face to Face Unit 2: The History of TV Unit 3: Consumers and the Environment Unit 4: Internet Addiction Unit 5: Magazines Unit 5: Newspaper and Media Vocabulary Unit 6: School Uniform Unit 6: School Life Unit 8: Developments in Film Unit 8: Books and Film Unit 9: A World famous Building Unit 9: Buildings and Structure Unit 10: An Incredible journey Unit 10: Phrasal verbs for travel	<b>Unit 1: Problem with Friends</b> Unit 1: Friendships Unit 2: Generations Unit 2: History and Society Unit 3: Good Health Unit 4: Out of This World Unit 4: Space Exploration Unit 5: Clothing and the World Unit 6: The History of Money Unit 6: Shopping Habits Unit 7: The UKs Youngest Councillor Unit 8: A Positive Attitude Unit 9: Morality Unit 10: The Energy Crisis
	› R4: Draw inferences, make deductions, and recognise implicit meaning	Unit 1: A Multicultural City Unit 1: Countries and Nationalities Unit 2: All About Me Unit 4: An Experiment in Unhealthy Eating Unit 5: Remember This! Unit 6: Stunt Artists Unit 7: Talented People Unit 7: Jobs Unit 8: In Towns and Cities Unit 10: Phobia	Unit 1: Face to Face Unit 2: TV and Broadcasting Unit 2: TV Programmes Unit 3: Consumers and the Environment Unit 4: Internet Addiction Unit 5: Magazines Unit 6: School Uniform Unit 6: School Life Unit 7: Achieving Success Unit 8: Developments in Film Unit 8: Books and Film Unit 9: A World famous Building Unit 10: Phrasal verbs for travel	<b>Unit 1: Problem with Friends</b> Unit 1: Friendships Unit 2: Generations Unit 2: History and Society Unit 3: Phrasal Verbs: Health and Lifestyle Unit 4: Out of This World Unit 4: Space Exploration Unit 4: Travel Verbs Unit 5: Clothing and the World Unit 6: The History of Money Unit 8: A Positive Attitude Unit 9: Morality Unit 10: The Energy Crisis
AO2: WRITING	› W1: Write short texts to convey meaning and exchange information	All Units	All Units	All Units
	› W2: Produce clear and coherent text of extended length to present key points, details and ideas	Unit 1 How to write a country fact file Unit 2 How to write an internet profile Unit 3 How to write a holiday email Unit 5 How to write a descriptive past event Unit 6 How to write a narrative text Unit 7 How to write a biography Unit 8 How to write a report on a survey Unit 9 How to write a formal letter Unit 10 How to write an informal email Focus on Writing Units 3-6, 9-10	Unit 1 How to write a description of a friend Unit 2 How to write a TV review Unit 3 How to write a formal email Unit 4 How to write a comment for a website Unit 5 How to write an email giving news Unit 6 How to write an opinion essay Unit 7 How to write an information Leaflet Unit 8 How to write a book review Unit 9 How to write the description of a building Unit 10 How to write a biography Focus on writing Units 1-10	Unit 1 How to write an email invitation to a friend Unit 2 How to write an account of a decade Unit 3 How to write a discussion essay Unit 4 How to write an email about plans for a visit Unit 5 How to write a formal email Unit 6 How to write advice on a forum Unit 7 How to write an opinion essay Unit 8 How to write a story about personal experience Unit 9 How to write a report about a survey Unit 10 How to write about graphs Focus on Writing 1-10

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AO2: WRITING	› W3: Make accurate use of vocabulary and grammatical structures; spell and punctuate accurately	All Units	All Units	All Units
	› W4: Manipulate the language with increasing fluency and creativity for a variety of purposes	Unit 4: How to write an opinion article Unit 5: How to write a descriptive past event Unit 6: How to write a narrative text Unit 7: How to write a biography Unit 8: How to write a report on a survey Unit 9: How to write a formal letter Unit 10: How to write an informal email Focus on Writing: Units 3-6 and 10	Unit 1: How to write a description of a friend Unit 4: How to write a comment for a website Unit 5: How to write an email giving news Unit 6: How to write an opinion essay Unit 8: How to write a book review	Unit 1: How to write an email invitation to a friend Unit 2: How to write an account of a decade Unit 3: How to write a discussion essay Unit 4: How to write an email about plans for a visit Unit 7: How to write an opinion essay Unit 8: How to write a story about personal experience
AO3: LISTENING	› L1: Identify key details from a range of short and longer texts	All Units	All Units	All Units
	› L2: Identify the overall message and key points in a variety of short and longer spoken texts, involving some more complex language	Unit 10: Phobia	Unit 7: Achieving Success Unit 10: An incredible journey	<b>Unit 3: Alternative Medicine</b> <b>Unit 4: Space Travel</b> Unit 5: Clothing around the world Reviews 5-6: Listening Unit 8: A positive attitude Unit 9: Morality Unit 10: The energy crisis Unit 10: Environmental problems
	› L3: Understand and collate information from a variety of short and longer spoken texts, involving some complex language and more abstract material	Unit 5: Looking Back Unit 8: How to ask for an give opinions Unit 10: Phobia	Unit 3: Saving the earths resources Unit 7: Achieving success	<b>Unit 1: problems with friends</b> <b>Unit 3: Alternative medicine</b> <b>Unit 4: Space travel</b> Unit 8: A positive attitude Unit 8: How to console and encourage Unit 9: Morality
	› L4: Recognise purpose, implied meaning, attitudes and feelings in extended texts	Reviews 5-6: Listening Unit 8: How to ask for an give opinions Unit 10: Phobia	Unit 1: Present simple and adverbs of frequency Unit 1: Communication and attitude Unit 3: Saving the earths resources Unit 8: Books and films: features Unit 9: How to express doubt and persuade Unit 10: An incredible journey	<b>Unit 1: Problems with friends</b> Unit 3: How to exchange opinions Unit 5: How to change something in a shop Unit 6: Shopping habits Unit 6: How to express annoyance Unit 7: How to express wishes Unit 8: A positive attitude Unit 8: How to console and encourage
AO4: SPEAKING	› S1: Communicate clearly using speech appropriate to situation and audience	All Units	All Units	All Units
	› S2: Make appropriate and accurate use of a variety of vocabulary and grammatical structures	All Units	All Units	All Units

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Assessment objective	Detail	Scope 1 (ages 11-12)	Scope 2 (ages 12-13)	Scope 3 (ages 13-14)
AO4: SPEAKING	› S3: Produce extended sequences of speech, answering and, as appropriate, asking questions, and expressing opinions with spontaneity and fluency	Unit 2: Hobbies Unit 2: How to ask for and give opinions Unit 5: How to talk about your weekend Unit 6: Extreme sports Unit 7: Questions with How	Unit 2: Communication and attitude Unit 3: Consumer and the environment Unit 3: Saving the earths resources Unit 3: How to discuss ideas for a presentation Unit 4: How to apologise Unit 6: How to ask for an give advice Unit 7: Experiences Unit 8: Books and films: Features Unit 9: How to express doubt and persuade Unit 10: How to react to an interesting story	Unit 2: How to talk about events in the past Unit 3: How to exchange opinions Unit 5: How to change something in a shop Unit 6: How to express annoyance Unit 7: How to express wishes Unit 8: How to console and encourage Unit 9: Reporting verbs Unit 9: How to make and respond to polite requests Unit 10: Energy Unit 10: How to give a presentation
	› S4: Demonstrate appropriate pronunciation and intonation	All Units	All Units	All Units

# LAY STRONG FOUNDATIONS FOR OXFORDAQA INTERNATIONAL GCSE ENGLISH AS A SECOND LANGUAGE

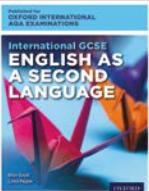
## Scope

	Student Books	Teacher Books	Teacher Toolkits
Scope 1	 <p>978 019 450600 7</p>	 <p>978 019 450603 8</p>	 <p>978 019 450608 3</p>
Scope 2	 <p>978 019 450612 0</p>	 <p>978 019 450615 1</p>	 <p>978 019 450620 5</p>
Scope 3	 <p>978 019 450624 3</p>	 <p>978 019 450627 4</p>	 <p>978 019 450632 8</p>

Additional resources including Workbooks and Audio CDs are also available.

[Find out more about Scope.](#)

## OxfordAQA International GCSE English as a Second Language (9280)

Student Book and Audio CD	Teacher Pack and Audio CD
 <p>978 019 841713 2</p>	 <p>978 019 841716 3</p>

## YOUR NEXT STEPS

### **Support from Oxford University Press**

**Talk to your local educational consultant:**

[oxfordsecondary.com/contact-us](http://oxfordsecondary.com/contact-us)

**Evaluate or place an order:**

Call: +44 (0)1536 452620

Email [schools.orders.uk@oup.com](mailto:schools.orders.uk@oup.com)

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### **Support from OxfordAQA**

**Find out more about the OxfordAQA International GCSE  
English as a Second Language specification:**

[oxfordaqaexams.org.uk/english](http://oxfordaqaexams.org.uk/english)

**Talk to your local qualifications consultant:**

Email [enquiries@oxfordaqaexams.org.uk](mailto:enquiries@oxfordaqaexams.org.uk) to arrange a visit

