
INTERNATIONAL GCSE ENGLISH AS A SECOND LANGUAGE

Speaking Paper

November 2019

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 should be given one Photo card according to the sequence at the back of this booklet.
- 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.
- Candidates must **not** use a dictionary at any time during this test. This includes the preparation time.

Part 1 PHOTO CARDS

CARD A Candidate'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 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 to do together as a family?
- Why is it important to get on with members of your family?

[15 marks]

CARD A 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.

Candidates 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 candidate does not understand. You should allow the candidate 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 can you see in the photo?

Prompts:

- Tell me about where the people are.
- What do you notice about the people?
- What time of year do you think it is?

Make sure the candidate understands that the photo is of a family before asking the next question: What do you like to do together as a family?

Prompts:

- Where do you like to go?
- How often do you go out as a family?

Ask the third question: Why is it important to get on with members of your family?

Prompts:

- Who do you have the best relationship with?
- Why do you get on so well?
- What are his/her best qualities?

Turn over ►

CARD B Candidate'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 topics related to **Music**.



Your teacher will ask you the following **three** questions.

- What can you see in the photo?
- What types of music do you like listening to?
- What do you think are the benefits of taking part in musical activities?

[15 marks]

CARD B 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.

Candidates 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 candidate does not understand. You should allow the candidate 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 can you see in the photo?

Prompts:

- Where are the people?
- What are they doing?

Make sure the candidate understands that the photo is of people playing music before asking the next question: What types of music do you like listening to?

Prompts:

- Who is your favourite singer or group?
- Tell me about the last time you listened to music.

Ask the third question: What do you think are the benefits of taking part in musical activities?

Prompts:

- If you had the choice, what musical instrument would you like to play?
- Why would you choose this instrument?

Turn over ►

CARD C Candidate'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 topics related to **Cinema and TV**.



Your teacher will ask you the following **three** questions.

- What can you see in the photo?
- What is the best film you have watched recently and why?
- What are the benefits of watching films online?

[15 marks]

CARD C Teacher's notes

Theme 1: Identity and culture

Topic: Cinema and TV

The maximum time for this part of the test is **4 minutes** but may well be less than that for some students.

Candidates 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 candidate does not understand. You should allow the candidate 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 can you see in the photo?

Prompts:

- How many people are in the picture?
- Where do you think they are watching the film?
- What type of film do you think they are watching?

Make sure the candidate understands that the photo is of people watching a scary film at home before asking the next question: What is the best film you have watched recently and why?

Prompts:

- Who did you watch the film with?
- Tell me a little about the film.

Ask the third question: What are the benefits of watching films online?

Prompts:

- How often do you watch films?
- Why do you think some people prefer to go to the cinema rather than watch films at home?

Turn over ►

CARD D Candidate'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 topics related to **Mobile technology**.



Your teacher will ask you the following **three** questions.

- What can you see in the photo?
- Why do you think many schools are banning the use of smartphones in school?
- What are the benefits of having a smartphone?

[15 marks]

CARD D 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.

Candidates 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 candidate does not understand. You should allow the candidate 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 can you see in the photo?

Prompts:

- Where are the people?
- What are the people doing?

Make sure the candidate understands that the photo is of using a smartphone to take a photo before asking the next question: Why do you think many schools are banning the use of smartphones in school?

Prompts:

- Why should students be allowed to use a smartphone in school?
- What are the problems of smartphones in schools?

Ask the third question: What are the benefits of having a smartphone?

Prompts:

- What do you use your smartphone for?
- How can mobile technology replace what people do?

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 themes.

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 for 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	A
3	D
4	C
5	B
6	C
7	D
8	B
9	A
10	B
11	C
12	D
13	A
14	D
15	A
16	B

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