
INTERNATIONAL GCSE ENGLISH AS A SECOND LANGUAGE

Speaking Paper

November 2024

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 one of the three themes and the General conversation is based on the two themes not tested by the Photo card.
- 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 about topics related to **Education post-16**.



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

- What can you see in the photo?
- Where do you want to continue your education after your examinations?
- What are the benefits of going to university?

[15 marks]

CARD A Teacher's notes

Theme 3: Current and future study and employment

Topic: Education post-16

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

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 you can see in this photo?

Prompts:

- Tell me about where the people are.
- What are the people doing?

Make sure that the candidate understands that the photo is of students studying at a university before asking the next question: Where do you want to continue your education after your examinations?

Prompts:

- What is your favourite subject?
- Why is it important to study a wide range of subjects?
- Tell me about what you want to do in the future.

Ask the third question: What are the benefits of going to university?

Prompts:

- How will going to university help you get the job you want?
- Why do you think further education is important for young people?

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 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 to listen to music?
- What are the benefits of listening to music?

[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 candidates.

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 you can see in this photo?

Prompts:

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

Make sure that the candidate understands that the photo is of a group performing in concert before asking the next question: Where do you like to listen to music?

Prompts:

- Tell me about the music you prefer.
- Why do you like listening to this type of music?
- When do you like listening to music?

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

Prompts:

- Why is it important to listen to music, in your opinion?
- Which do you prefer, streaming music online or buying CDs? Why?

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 about topics related to **The environment**.



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

- What can you see in the photo?
- What have you done to protect the environment?
- Why is it important for people to work together to protect the environment?

[15 marks]

CARD C Teacher's notes

Theme 2: Local, national, international and global areas of interest

Topic: The environment

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

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 you can see in this photo?

Prompts:

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

Make sure that the candidate understands that the photo is of people picking up rubbish from a beach before asking the next question: What have you done to protect the environment?

Prompts:

- How can people help the environment?
- How can governments encourage people to protect the environment?

Ask the third question: Why is it important for people to work together to protect the environment?

Prompts:

- Why is it important to save energy to help protect the environment?
- How do you think you can save energy on a daily basis within your 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 about topics related to **Voluntary work**.



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

- What can you see in the photo?
- What voluntary work would you like to do?
- What are the benefits of taking part in voluntary work?

[15 marks]

CARD D Teacher's notes

Theme 2: Local, national, international and global areas of interest

Topic: Voluntary work

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

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 you can see in this photo?

Prompts:

- Where do you think the people are?
- What are they doing?

Make sure that the candidate understands that the photo is of people doing voluntary work before asking the next question: What voluntary work would you like to do?

Prompts:

- Tell me why you have chosen this work.
- How often would you volunteer?

Ask the third question: What are the benefits of taking part in voluntary work?

Prompts:

- How could voluntary work help the community where you live?
- Would you consider voluntary work abroad? Why (not)?

Turn over ►

CARD E 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 about topics related to **Life at school**.



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

- What can you see in the photo?
- What do you like about your school?
- What are the benefits of taking part in extra-curricular activities?

[15 marks]

CARD E Teacher's notes

Theme 3: Current and future study and employment

Topic: Life at school

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

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 you can see in this photo?

Prompts:

- Where are the students?
- What after-school activity are they taking part in?

Make sure that the candidate understands that the photo is of students taking part in an after-school music club before asking the next question: What do you like about your school?

Prompts:

- Tell me about an activity you have enjoyed at school.
- What facilities are there for students at your school?
- How could the school be improved?

Ask the third question: What are the benefits of taking part in extra-curricular activities?

Prompts:

- What other activities would you like your school to offer students?
- Why is the opportunity to do non-academic activities at school important?

CARD F 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 about topics related to **Social media**.



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

- What can you see in the photo?
- How do you use social media?
- What are the benefits of social media?

[15 marks]

CARD F Teacher's notes

Theme 1: Identity and culture

Topic: Social media

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

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 you can see in this photo?

Prompts:

- Where do you think the girl is?
- What do you think she is doing?

Make sure that the candidate understands that the photo is of a girl checking her social media accounts before asking the next question: How do you use social media?

Prompts:

- Tell me why you like to do this.
- Which do you prefer, messaging friends or telephoning them?
- Why do you prefer that?

Ask the third question: What are the benefits of social media?

Prompts:

- Why is it important to have access to social media?
- How can social media lead to difficulties for young people?

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.

NB You must cover both of the themes not tested in the Photo card 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. 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-topics within that theme, showing development of ideas in a specific area. Other candidates may not have such an 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 1 – Identity and culture

- Who are the members of your family?
- What do you like doing with your family?
- What have you done with your family recently?
- How do you use social media to keep in contact with your friends?
- What are the best uses for mobile technology?
- How does music enrich the lives of people?
- What is the best film you have seen at the cinema? Why?
- Why do you think so many people like to play sport?
- How do you celebrate your birthday?
- Why is it important to continue local customs?

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

- What is there for young people to do in the area where you live?
- How have you helped a neighbour in the past?
- Which charity do you think most deserves support? Why?
- What are the best ways to keep fit and healthy?
- Why is it important that people eat healthily?
- 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 have you been on holiday?
- What is your ideal holiday? Why?

Theme 3 – Current and future study and employment

- Which subject do you most enjoy studying? Why?
- Tell me about something you have enjoyed at school.
- 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?
- Why is it important to have a good job?
- 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	Conversation themes
1	C	1 & 3
2	A	1 & 2
3	B	2 & 3
4	E	1 & 2
5	D	1 & 3
6	F	2 & 3
7	A	1 & 2
8	C	1 & 3
9	B	2 & 3
10	D	1 & 3
11	E	1 & 2
12	F	2 & 3
13	A	1 & 2
14	B	2 & 3
15	C	1 & 3
16	E	1 & 2
17	D	1 & 3
18	F	2 & 3

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