

Teacher Resource Bank

GCSE Chinese (Mandarin) / French / German / Italian / Spanish / Urdu

- Additional Exemplar Tasks: Controlled Assessment Speaking

Autumn 2011



Many teachers have requested examples of tasks they can use with more able students. The tasks in this booklet show how the contexts and topics in the specification can form the basis of tasks which are both stimulating and engaging. In some cases, we have shown how they can be adapted for use with students of differing abilities. In most cases, however, these tasks will be most suitable for use with more able students. They would be particularly appropriate for students who plan to progress beyond GCSE in the future.

The notes in italics explain how this task has been constructed. We hope this will help you in the process of designing tasks for your students.

Context: Environment *(The context / theme is clearly identified).*

Task: Environment *(The task has a relevant title).*

Many people in your home town are protesting because an energy company is going to build a wind farm on a local beauty spot. You are talking to your exchange partner about the protest and about the environment. Your teacher will play the role of your exchange partner. ***(The context is explained to students. The font is simple and is large and clear enough for students to read).***

Your teacher will ask you the following;

- **describe the beauty spot where they are going to build the wind farm** *(The task bullet gives the opportunity for students to give a description and to amplify. The main task bullet is emboldened to distinguish it from the suggested content.)*
 - where the beauty spot is
 - reasons why it is a beauty spot and why it is popular *(The suggested content gives ideas to foundation tier students. This type of extension to the main task bullet should not be too long so as not to impede readability when the student is performing the assessment. Too many suggestions can be confusing rather than helpful. Too much on the page can make it appear too dense and therefore it can be daunting.)*
- **if you think it is a good idea or not to build the wind farm and your reasons** *(This task bullet gives the opportunity to present ideas and to give opinions /points of view with justifications which are necessary to access the higher mark bands under Communication.)*
 - good idea: wind produces clean energy, no pollution, no greenhouse effects
 - bad idea: wind turbines are expensive to build, are ugly and spoil the views
- **the environmental problems in your town** *(This task bullet allows the student to focus on and describe the problems of his/her choice.)*
 - traffic and pollution
 - rubbish, vandalism
- **what you and your family did at home last week to protect the environment** *(This task bullet gives the opportunity to introduce a different tense, in this case the past, in order to satisfy the requirement to use a variety of verb tenses for those students aiming to access the higher mark bands for Range and Accuracy of Language. This could be amended to the present tense for those students who struggle with past tenses. In this case the task would be: what you and your family do at home to protect the environment. The next bullet elicits the future tense so it is not vital to use the past tense here.)*
 - separated the rubbish and recycled
 - saved energy and water

- how you think the house of the future will be environmentally friendly (*This task bullet allows the student to personalise the response even more by eliciting an imaginative response. It is not necessary to elicit a third verb tense as only two verb tenses are required to satisfy the requirement for verb tenses. However, this task bullet does give an extra opportunity for the student to show an ability to use tenses. It could also be couched in the immediate future if students find it easier to manipulate.*)
 - solar panels and domestic wind turbines to give clean cheap energy
 - low energy appliances
 - tanks to recycle water and collect rain water
 - roof gardens to grow vegetables and to insulate the house

- !

! Remember, at this point, you will have to respond to something you have not yet prepared.

The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- What do you like about your town? ... Why? (*The unpredictable task bullet is designed to be very accessible. It should elicit a verbal response. This type of unpredictable task, as well as being very accessible to understand, allows for differentiation by outcome as it gives the more able student the opportunity to expand and develop the reason. However, it is not necessary to give a lengthy response and students should be discouraged from doing so as they are more likely to make errors. The main task bullets should be the ones to challenge the thinking and the linguistic skills as described in the Assessment Criteria in the specification.*)

Context: Environment

Task: Environment

Many people in your home town are protesting because an energy company is going to build a wind farm on a local beauty spot. You are talking to your exchange partner about the protest and about the environment. Your teacher will play the role of your exchange partner.

Your teacher will ask you the following;

- **describe the beauty spot where they are going to build the wind farm**
 - where the beauty spot is
 - reasons why it is a beauty spot and why it is popular

- **if you think it is a good idea or not to build the wind farm and your reasons**
 - good idea: wind produces clean energy, no pollution, no greenhouse effects
 - bad idea: wind turbines are expensive to build, are ugly and spoil the views

- **the environmental problems in your town** traffic and pollution
 - rubbish, vandalism

- **what you and your family did at home last week to protect the environment**
 - separated the rubbish and recycled
 - saved energy and water

- **how you think the house of the future will be environmentally friendly**
 - solar panels and domestic wind turbines to give clean cheap energy
 - low energy appliances
 - tanks to recycle water and collect rain water
 - roof gardens to grow vegetables and to insulate the house

- **!**

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The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- What do you like about your town? ... Why?

Context: Current and Future Jobs

Task: Holiday job interview

You want a summer job in a hotel in the target language country. You are being interviewed via a video conference by the recruitment manager of a hotel. Your teacher will play the role of your interviewer.

Your teacher will ask you the following:

- **personal details**
 - name, age, nationality
 - personal qualities and educational details
- **the kind of work in the hotel you would like and why**
 - work: kitchen, reception, restaurant, children's entertainer
 - skills: languages spoken, computer knowledge, babysitting, cooking
- **your past work experience, opinions about the work and your reasons**
 - where you worked, what you did and what you learned
 - likes/dislikes about colleagues, line manager, working environment
- **why you want to have work experience abroad**
 - reasons: practise the language, learn about people and culture, learn new things, travel around
 - how you will cope being away from home
 - self confident, keep in touch with family by mobile, email, skype
- **the questions you have about working in the hotel**
 - starting date, wage, working hours, location of hotel
 - accommodation, uniform, use of hotel facilities – meals, swimming pool
- **!**

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The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- What job would you like to do in the future? ... Why?

Context: Current and Future Jobs

Task: Holiday job interview

You want a summer job in a hotel in the target language country. You are being interviewed via a video conference by the recruitment manager of a hotel. Your teacher will play the role of your interviewer.

Your teacher will ask you the following:

- personal details
- the kind of work in the hotel you would like and why
- your past work experience, opinions about the work and your reasons
- why you want to have work experience abroad
- how you will cope being away from home
- the questions you have about working in the hotel
- !

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The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- What job would you like to do in the future? ... Why?

Context: Health

Task: Supersize vs Superskinny

You are taking part in the target language country version of *Supersize vs Superskinny*. Your teacher will play the role of the doctor.

Your teacher will ask you the following:

- your food problem and how it affects you and your lifestyle
- how you feel about having to swap diets with the other participant on the show and your reasons
- how your food problem started in the past
- the importance of a healthy diet and lifestyle and your reasons
- how you are going to reward yourself in the future if you succeed in changing your present unhealthy eating habits
- !

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The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- What is your favourite restaurant? ... Why do you like it?

Cross Context

Task: Holiday home swap

You are being interviewed about your experience of swapping your house during the holidays with a family from the target language country. Your teacher will play the role of the interviewer.

Your teacher will ask you the following:

- what the holiday home is like
- what you like about it and why
- the activities you and your family are planning to do during your stay
- if you get on well with your neighbours or not and why
- a problem you have had during the stay and how have you resolved it
- if you think it is important or not to experience life in a foreign country and your reasons
- where you would like to live in the future and why
- !

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The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- Do you prefer to live in the target language country or the UK? ... Why?

Context: Social Issues and Equality

Task: Charity

Your exchange partner is talking to you about charity and about your plans to participate in a sponsored event to raise money for a charity. Your teacher will play the role of your exchange partner.

Your teacher will ask you the following:

- details about the sponsored event and how you are going to participate
- other activities you have done in the past to raise money
- why you think it is necessary to raise money for charity
- the importance of the royal family / celebrities supporting charities
- !

! Remember, at this point, you will have to respond to something you have not yet prepared.

The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- Do you buy things in charity shops such as Oxfam? ... Why / why not?

Context: Relationships and Choices

Task: Being in a celebrity relationship

Imagine you are a celebrity partner in a famous relationship. You are being interviewed about your relationship and your life together. Your teacher will play the role of the interviewer.

Your teacher will ask you the following:

- personal details about you and your partner and why you are both famous
- what you most admire about your partner and your reasons
- how you met your partner and your first impressions of your partner
- the advantages and disadvantages of being in a famous relationship and your reasons
- your plans for the future
- !

! Remember, at this point, you will have to respond to something you have not yet prepared.

The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- Tell me about your house

Cross Context

Task: Being a volunteer

You are talking to your exchange partner about your recent experience as a volunteer working on a project in a developing country. Your teacher will play the role of your exchange partner.

Your teacher will ask you the following:

- details about where you went as a volunteer, who you went with and how you travelled
- a typical day working on the project
- the main problem facing the people you went to help
- what rich countries can do to help
- if you would recommend volunteering to other people or not and your reasons
- if you think there are disadvantages to living in a rich country and your reasons
- !

! Remember, at this point, you will have to respond to something you have not yet prepared.

The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- What do you like about the country where you volunteered? ... Why?

Cross Context

Task: Being a global citizen

You are talking to your exchange partner about being a global citizen. Your teacher will play the role of your exchange partner.

Your teacher will ask you the following:

- the celebrity global citizen you admire most and why, eg Shakira, Angelina Jolie, Bob Geldof, Bono etc.
- the global problem that worries you most and why
- what people can do now and in the future to resolve the problem
- what you have already done to help others
- your opinions about shops selling cheap fashion made by children in developing countries and your reasons
- if you would like to work as a volunteer or not in the future and why
- !

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The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- Which would be the most interesting country to work in and why?

Context: Free Time and the Media

Task: The role of technology in young people's lives

You are talking to your exchange partner who is carrying out a survey about the role of technology in young people's lives. Your teacher will play the role of your exchange partner.

Your teacher will ask you the following:

- the technology you use and how often you use it
- the advantages of the internet and your reasons
- what you have used the internet for recently
- the disadvantages of the internet and your reasons
- if you think young people are addicted to technology and your reasons
- !

! Remember, at this point, you will have to respond to something you have not yet prepared.

The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- Do you like computer games? ... Why / why not?

Cross Context

Task: Pressures and problems at school

You are talking to your exchange partner about pressures and problems at school and how you deal with them. Your teacher will play the role of your exchange partner.

Your teacher will ask you the following:

- the pressures of being at school
- a problem you had in the past and what you did to resolve it
- if you think teachers and parents understand the pressures and why/why not
- what teachers and parents can do to help
- what you are going to do this week to relax from the pressures at school
- !

! Remember, at this point, you will have to respond to something you have not yet prepared.

The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- What is your favourite subject? ... Why?

Context: Life Style

Task: Interview with an immigrant

You are being interviewed on an internet forum about your life as an immigrant. You will play the role of an immigrant. Your teacher will play the role of the interviewer.

Your teacher will ask you the following:

- personal details – name, age, country of origin
 - who you came with
 - when you came
 - name
 - age
 - country of origin

- your opinions of this country and the people and your reasons

- why you emigrated to this country

- the disadvantages of being an immigrant

- your future plans

- !

! Remember, at this point, you will have to respond to something you have not yet prepared.

The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- What do you like most about living in this country? ... Why?

Context: Leisure

Task: Money and fashion

You are participating in a survey about money and fashion. Your teacher will play the role of the interviewer.

Your teacher will ask you the following:

- your money
 - how much you receive
 - who gives it to you
 - if you have to earn it
- what you did with your money last week
- what you like to wear
- if celebrities and fashion magazines influence your choice of fashion or not and why
- your opinions about size zero models and your reasons
- if you think earning a lot of money in the future is important and your reasons
- !

! Remember, at this point, you will have to respond to something you have not yet prepared.

The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- Which is your favourite fashion shop? ... Why do you like it?