

3 Supported focus – English oral communication and follow-up

Name: _____ Class: _____ Date: _____

Total: 10 marks

KEY WORDS cultural connection • interaction • similarity • rehearsal
• stimulus • detail

Objective

- Describe and interpret a stimulus with a cultural connection
- Respond to questions and develop an interaction in English

Original public practice; marks below are classroom self-check points, not official criteria.

1 Key knowledge and worked examples

At SL, the oral uses a visual stimulus linked to course themes. At HL, it begins with a literary extract from a studied work.

Present clearly, then respond to the teacher's questions with relevant detail, reasons and examples.

At SL, use the supplied original repair notice image for a thematic rehearsal about community access; it is not an official oral picture. At HL, begin an extract rehearsal from the original literary text on sheet 4; do not substitute an SL picture for HL literature. Describe or interpret the actual stimulus, give a reasoned theme connection, then respond to a follow-up. A cultural connection needs a specific practice you have studied; no image proves nationality or a whole culture's habits.

A second life for a small object



Book a place by Friday

Saturday, 10:00–12:00 · Library meeting room
 Bring one battery-powered object. No damaged batteries.
 Inspection does not guarantee repair.

Need help booking? Ask at the library desk.

Original diagram of the worked relationship; read the full wording and qualifications.

Worked example from the native lesson: For a visual, describe people sharing dishes, link this to a particular cultural practice you have studied and qualify the comparison. If asked about differences, explain one specific experience rather than listing stereotypes.

■ Complete original case context

Original non-literary stimulus – Library repair session notice. Use the actual supplied notice image with this text.

Large heading: “A second life for a small object”. Main visual: a broken line becomes an unbroken line beside a lamp symbol. Prominent instruction: “Book a place by Friday”. Smaller text: “Saturday, 10:00–12:00. Library meeting room. Bring one battery-powered object. No damaged batteries. Inspection does not guarantee repair.” Footer: “Need help booking? Ask at the library desk.”

The notice is an original classroom design, not a real event announcement. Its audience is local library users who may have a small broken object. Its purpose is to encourage a booking while communicating limits. A reader’s actual response has not been measured.

2 Practice

2.1 Which opening is most careful? Explain using the worked method. [1]

3 Exam-style questions

Use the complete original case context in section 1.

3.1 SL – describe two visible choices in the notice and connect them to community access. HL – use the literary extract on sheet 4 to explain the character’s situation. Label your route clearly. [3]

3.2 Answer “What would you change, and why?” Then answer “What is one limit on your suggestion?” [3]

3.3 Add a connection to a specific studied English-speaking community practice. What must be supplied before you can make that connection responsibly? [3]

Solutions

Authored self-check guidance: accept equivalent correct methods and supported interpretations. The points check reasoning, not an official grade.

2.1 The image shows shared dishes; this may connect to a specific communal dining practice studied in class. For a visual, describe people sharing dishes, link this to a particular cultural practice you have studied and qualify the comparison. If asked about differences, explain one specific experience rather than listing stereotypes.

Correct response linked to the given case.

3.1 SL model: “The notice has a large repair heading and a smaller offer of booking help at the desk. This could make a community activity accessible to people who need assistance, although the small footer may be less noticeable.” HL model: “Leila does the shop work, but visitors still thank her father’s name. Her new card asks them to recognise her without removing the old plate.” These are stimulus-grounded rehearsals, not assessed oral certification.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence
. Accurate conditions, checks or qualification.

3.2 SL: “I would make the desk-help line more prominent because readers may need that route. I would test whether readers notice it, because prominence alone does not guarantee use.” HL: “I would ask how visitors respond later to Leila’s card. The short extract does not reveal every future response, so I cannot assume permanent recognition.” Other relevant answers with reasons and limits are valid.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence.
Accurate conditions, checks or qualification.

3.3 Name the actual practice and place from reliable class material, explain one evidenced similarity or difference, and avoid claiming everyone participates. The current original stimuli provide no verified national setting, so a specific cultural factual claim remains pending that source. Live teacher interaction and recording remain separate requirements.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence.
Accurate conditions, checks or qualification.