

Edexcel International AS/A Level

French, German and
Spanish: Approaches to
speaking and listening

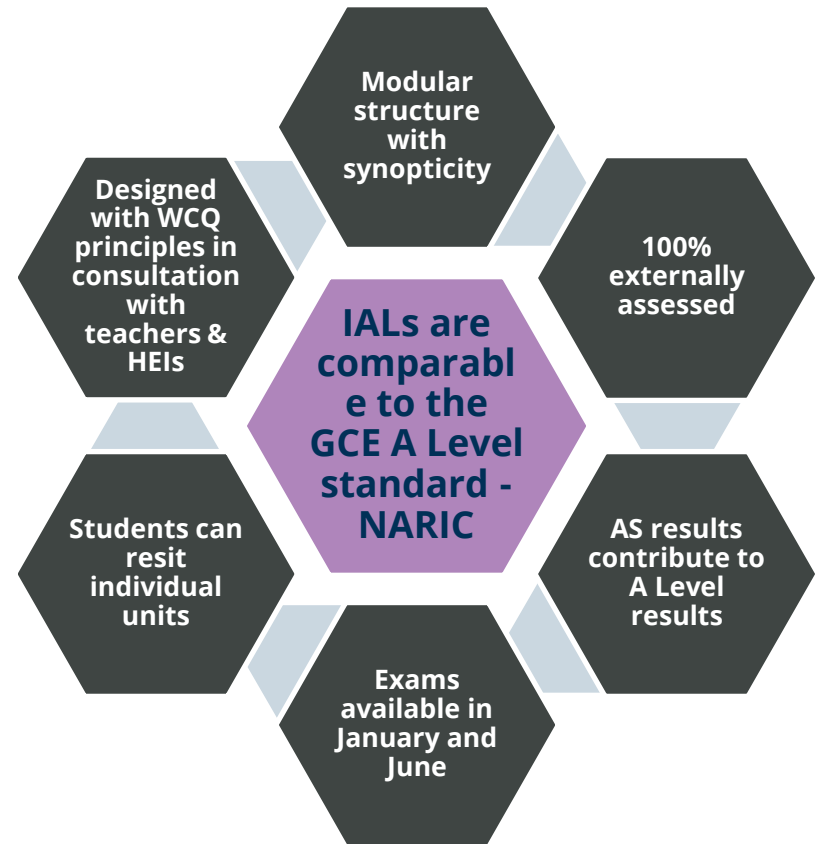
Event Code YFR01-20IO2:

First teaching in 2018, first assessment 2019



IAL Features

- International Advanced Subsidiary and International Advanced Level qualifications are created for international students
- Globally recognised



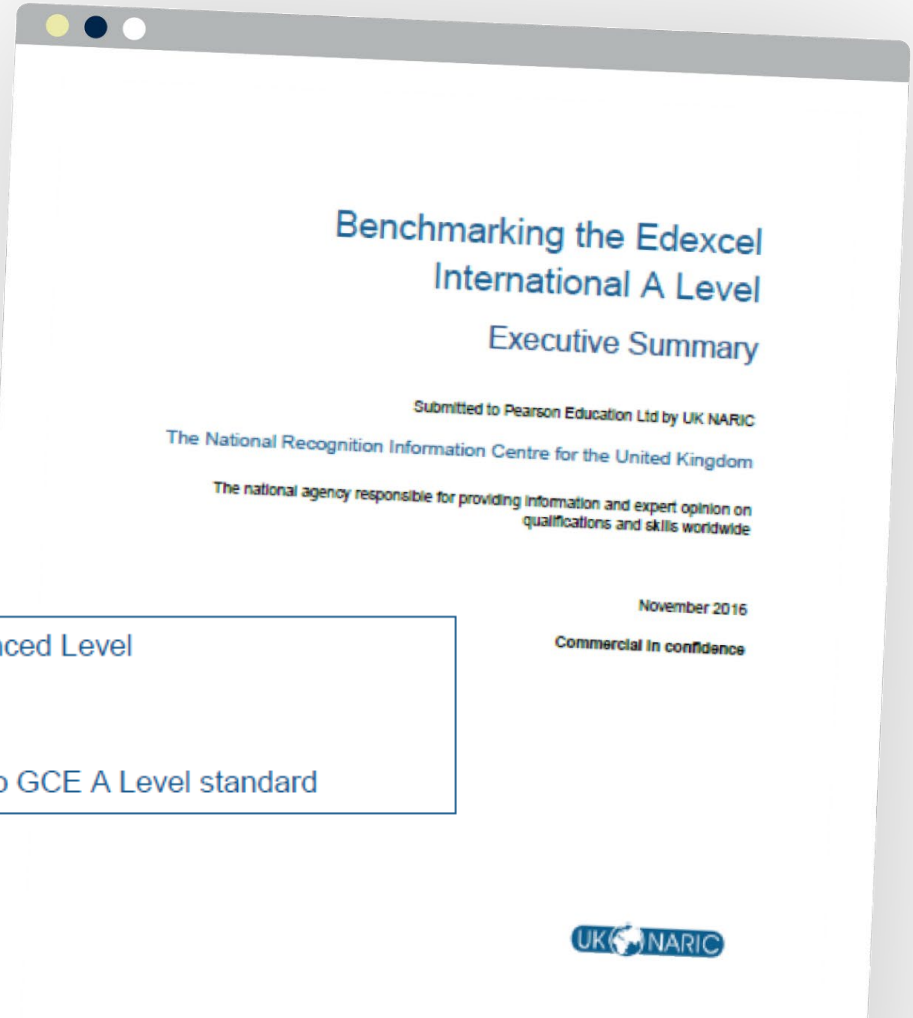
IAS and IAL subjects

Biology	Chemistry	Physics	Mathematics	Further Mathematics
Pure Mathematics	Information Technology	Business	Economics	Accounting
English Language	English Literature	History	Geography	Psychology
Arabic	French	German	Greek	Spanish
		Law (IAL only)		



Updated NARIC report for Edexcel IAL

The executive summary confirms that Edexcel IALs are considered comparable to the GCE A Level standard following reforms to the UK regulated qualifications.



Qualification:	Edexcel International Advanced Level
Awarding Institution:	Pearson Education Ltd
Comparability:	Is considered comparable to GCE A Level standard

Subject Features

International A level (French, German and Spanish)

Reviewed and updated in light of GCE A level changes

Developed to Pearson's world-class qualifications standards

Develops cognitive skills in problem solving and critical thinking

Relevant and engaging content

Transferable Skills embedded

Enables successful progression to undergraduate courses

Dedicated online resource pack

Support and training from Pearson



Poll

Do you have experience of preparing students to take International AS or International A level in French, German or Spanish?

Please answer **Yes** or **No**



Session Agenda (2 hours)

0:00 – 0:10	Welcome and introductions
0:10 – 0:25	Preparing for the Unit 1 speaking test Section A
0:25 – 0:30	Preparing for the Unit 1 speaking test Section B
0:30 – 0:40	Preparing for the Unit 3 speaking test
0:40 – 0:45	Developing Accuracy and Range in the speaking tests
0:45 – 1:00	Encouraging spontaneity in speaking (Units 1 and 3)
1:00 – 1:05	Break
1:05 – 1:25	How is listening tested in Units 2 and 4?
1:25 – 1:45	Developing listening skills
1:45 – 1:50	Summary and questions
1:50 – 2:00	Support, resources and final questions

Aims and objectives

- To consider the demands of the IAL French, German and Spanish listening and speaking tests
- To consider strategies to develop listening and speaking skills at International A level
- To consider how best to prepare students for the International A level listening and speaking tests

Poll

What is the single most important thing you hope to take away from the session?

Please write your answer in the chat box



Unit 1 (AS speaking): Section A

- Students answer 4 questions, set by Pearson, based on a stimulus text.
- Students have 15 minutes immediately before the test to read and prepare the text.
- Questions 1 and 2 are answered using information from the text.
- Questions 3 and 4 are answered using wider knowledge of the topic area.



Example of Unit 1 Speaking Card and questions

I love storms. Most children in Guyana are scared of storms. They hide when they hear thunder. However, as for me, this meteorological phenomenon has always fascinated me. They do not scare me. I could spend hours with my nose against the window, watching these events take place.

And lightning? There is nothing, in my opinion, more beautiful than these flashes of light which streak across the sky. It's true, storms enthrall me. And you?

Justine, 12 years old, Guyana

1. According to the first paragraph, why is Justine different from other children in Guyana?
2. According to the text, what does she think of lightning?
3. What are the consequences of extreme weather?
4. In your opinion, which natural catastrophe most scares people? Explain your reply.

Section A mark grid (share this with students)

Mark	Understanding (stimulus specific): AO2
0	No rewardable material.
1	Limited answers to prescribed questions, demonstrating poor understanding of stimulus text.
2	Satisfactory answers to prescribed questions, demonstrating adequate understanding of stimulus text.
3	Detailed answers to prescribed questions, demonstrating good understanding of stimulus text and its wider implications.
4	Full and detailed answers to prescribed questions, demonstrating excellent understanding of stimulus text and its wider implications.



Preparation for Section A

- Practise using the 15 minutes preparation time effectively
- Practise answering factual questions about a text
- Practise manipulating the language of a text in order to answer the question
- Practise giving extended answers to questions about the topic area
- Use past exam papers for practice



Ideas for practising vocabulary

- Give students a topic. How many words relating to that topic can they list in one minute?
- Give students a letter of the alphabet. How many words beginning with that letter can they list in one minute?
- Gap-fill vocabulary
e.g. e _ _ _ r _ _ m _ _ t (*environment*)
- 'Lotto' or 'Bingo' using topic specific vocabulary
- Online tools such as Quizlet



Make a list of useful phrases

- Please repeat the question
- In my opinion
- Firstly ... secondly ...
- On one hand ... on the other hand ...
- Finally ...
- Many people think that ...
- I read in the newspaper



Any questions or ideas?



Unit 1 (AS speaking): Section B

- Students answer questions on the same topic area as that of the stimulus card, but which moves away from the subject on the card to cover other aspects of the General Topic Area
- Students are expected to demonstrate evidence of reading and research into the topic area, for example by referring **by name** to newspaper or internet articles



Section B mark grid (share this with students)

Mark	Knowledge and understanding (General topic area): AO1
7–8	Many relevant ideas and opinions, demonstrating good knowledge and understanding of general topic area.
9–10	Wealth of relevant ideas and opinions, demonstrating excellent knowledge and understanding of general topic area.



Preparation for Section B

- Practise giving extended answers to questions about the topic area
- Practise demonstrating **evidence** of research of the topic area by referring, for example, to news articles, and by giving facts and figures
- As for Section A, use class activities which ask students to give extended answers
- As for Section A, learn and use 'useful' phrases to help to express the points made



Any questions or ideas?



Unit 3 (A level speaking)

Section A

- Students introduce and debate a controversial issue they have chosen
- Students need to provide evidenced research to support their arguments
- Students need to use the language of argument and debate

Section B

- Students discuss at least two further issues



Preparation for Unit 3 Section A (chosen issue)

- Choose a suitable issue for debate
- Research this issue
- Note sources of information
- Note facts and figures to support the argument
- Practise using the language of debate and argument
- Practise giving extended and developed answers to questions



Phrases for argument and debate

- In my opinion
- I read in *Le Monde** that ...
- I do not agree. I think that ...
- It is obvious that ...
- I agree with those who believe that ...
- An expert in this field, (*name*), said in 2019 that
- I think that the opposite is true ...
- I cannot agree with the idea that ...

(* *Le Monde* is a French newspaper)



Any questions or ideas?



Ideas for developing accuracy of language

- Practise aspects of pronunciation that students find difficult e.g.
 - in French – vowel combinations: oi, ou, ai, au *etc.*
 - in Spanish – pronouncing the letter 'j'
- Say this sentence using the correct form of the verb:
Usually on Saturdays my brother (*to go*) ____ to the stadium where he (*to play*) ____ tennis but last week he (*to go*) ____ to the cinema where he (*to watch*) ____ a film.
- Conjugate this verb in the present, perfect, imperfect, future and conditional:
we + eat

(answer: we are eating, we have eaten, we were eating *etc.*)



Ideas for developing range of language

- **Synonyms:** How many different ways can you find to say 'In my opinion'?
- **Opposites:** What is the opposite of 'to agree', 'to allow', 'to clean', 'to destroy' *etc.*
- **Words:** Find a word beginning with each letter of the word *POLICE*. Can you find words linked to the topic?

P people

O order

L law

I integrity

C criminal

E enemy



Spontaneity and development



AO1 : Spontaneity and development

- Unit 1 16 marks out of 40
- Unit 3 20 marks out of 40

The student is rewarded for:

- degree of spontaneity
- initiative and development
- engaging with examiner



Encouraging spontaneity and development teacher/examiner role

Do not stick to a pre-prepared list of questions

Do not allow the student to recite large chunks of pre-learned material during the discussion sections

Do listen to what the student says and use this to inform your next question

Do encourage the student to give more detail and to expand on what he or she says

Useful phrases for encouraging spontaneity and development:

Why do you say that ...?

What do you mean by ...?

Can you tell me a bit more about ...?

Can you give me an example of ...?



Ideas for encouraging spontaneity and development in the classroom (1)

Give students a topic (e.g. *Environment* or *Education*). They have 30 seconds to write down 10 words or phrases linked to the topic, then must try to speak for one minute about the topic without stopping while another student times them.

Give one student a sentence (e.g. '*I read in the newspaper yesterday that 85% of the population is against testing on animals*'). The next student has to add to this a sentence that makes sense (e.g. '*I was not surprised by this figure*') and so on round the class, with each student adding a sentence.

Ideas for encouraging spontaneity and development in the classroom (2)

Each student writes a question on a piece of paper (e.g. '*Do you think it is important to study at university?*'). Collect in the pieces of paper, hand them out at random and each student must then answer the question they are given.

Students take on the role of the teacher/examiner.

Using the phrases on slide 29:

Why do you say that ...? What do you mean by ...? etc.

students talk to each other, with one taking the role of teacher/examiner and prompting the other student(s) to speak for as long as they can about a chosen topic.

Any questions or ideas?



Break



Listening

- Section A of Unit 2 (AS level) and Unit 4 (A level)
- Students have control of the recording and can listen to it as many times as they wish
- Recommended time for Section A: 45 minutes
- 3 types of questions:
 1. Multiple choice
 2. Gap fill
 3. Short answers



Multiple choice listening question

The student hears:

The national airline has increased its capacity, going from two to four weekly flights in the month of March last year between Paris and the islands.

Question:

Coming from Paris, there are now ...

- A two flights per day.
- B two flights per week.
- C four flights per week.
- D four flights per month.



Gap fill listening question

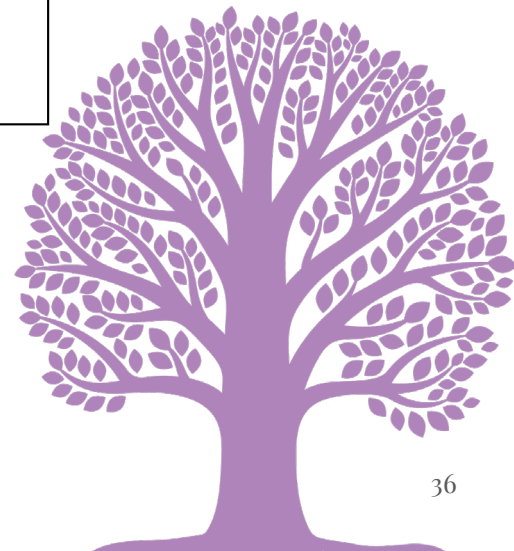
The student hears:

The evidence jumps out at you: global warming is transforming a good number of regions of The Hexagon*.

Question:

In France, climate change affects (a) regions.

all the	often	negative	surprised
beneficial	happy	many	rarely



Short answer listening question

The student hears:

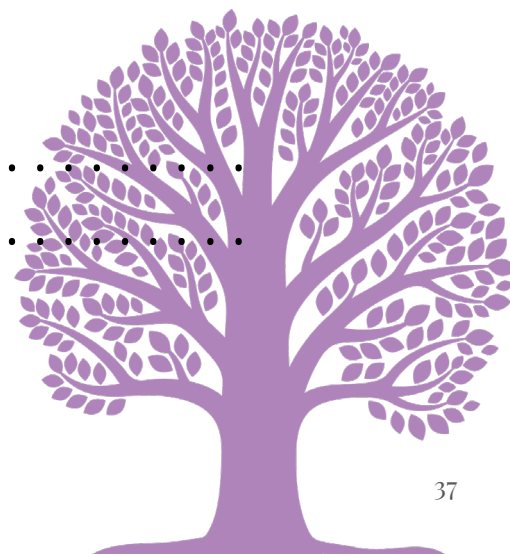
Well, we must remember that some schools do not provide even a third of the hours needed to learn English, and also that not all teachers speak it as well as others.

Question:

What does the speaker doubt when it comes to the quality of English teaching? Give two details. (2)

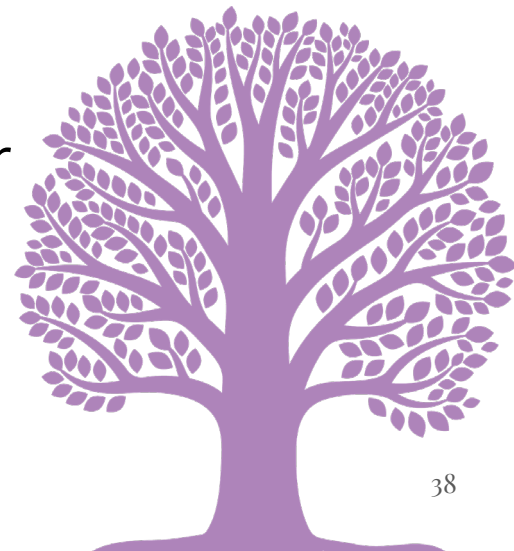
1

2



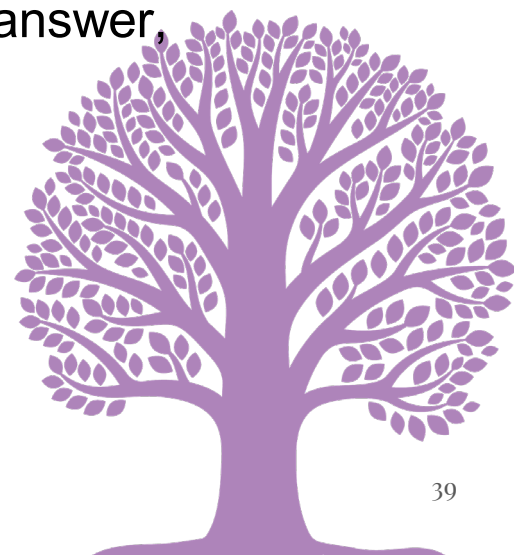
Answering listening questions – Advice for students (multiple choice and gap fill)

- Listen to the entire recording for each question in order to understand the gist of the text
- Read the questions and possible answers very carefully
- Listen to the recording very carefully before choosing the answer; do not jump to conclusions
- If you change your mind, indicate the answer you have chosen as correct very clearly



Answering listening questions – Advice for students (short answer questions)

- Listen to the entire recording for each question in order to understand the gist of the text
- Read the questions very carefully and make sure you are answering the question which is being asked
- If there are two marks for a question, write one idea clearly on each line of the space on the exam paper
- You can use words and phrases from the text in your answer, but do not copy indiscriminately
- Check what you have written and make sure your language is as accurate as possible



Developing listening skills (1)

- When watching a film / video clip, switch on the target language subtitles; reading a text while listening to it at the same time can make it more accessible. This is also good for improving pronunciation.
- Give students the text of a song with some words blanked out. Students listen to the song and fill in the missing words. If necessary, for extra support, the missing words can be given (on the board, or on the sheet) so that students have to choose the correct word.



Developing listening skills (2)

- Spot the mistake: give students a text. The teacher (or a willing student) reads out the same text, changing some of the details. Students listen for the differences and change their text to match what the teacher says.
- Dictation: The teacher (or a willing student) reads out sentences or a text, which students write down. Read the entire text out, then read it again twice in small sections. This activity also makes students revise spellings and aspects of grammar such as verb endings and adjective endings.



Developing listening skills (3)

- Say what comes next: Read out a text, stopping at certain points. Students have to suggest a word or words that could come next e.g.

'Global warming is a problem which ...'

'Many people think that young people ...'



Identifying words from context

Words that sound the same or very similar.

These will be different in every language.

Example:

French: **père** **pair**

Students need to identify from context which is the correct meaning.



Understanding individual words

Possible activities:

Students spell out the letters in a word for a partner, mixing up the order of the letters. Their partner has to work out what the word is:

e.g. Student 1	a t c v i y i t
Student 2	'activity'

Give students words or phrases in L1 (their first language). They listen for these words in an L2 (the language they are learning) recording and note down what they hear.



Any questions or ideas?



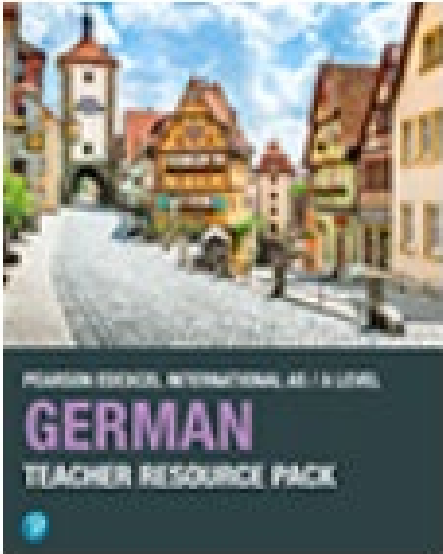
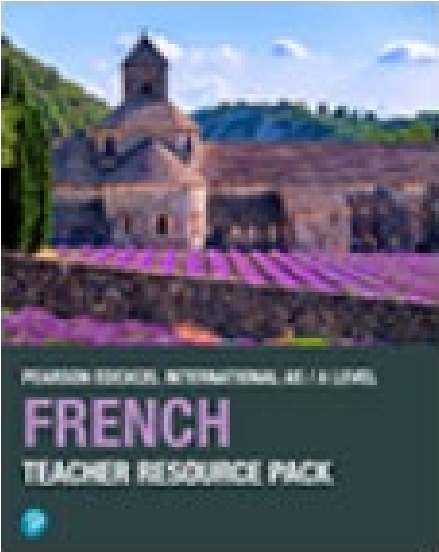
Support for teachers

<https://qualifications.pearson.com/>

- Specifications for IAL French, German and Spanish
- Past exam material, including question papers, mark schemes, recordings of the listening tests and examiners' reports.
- Teaching and learning materials
- Forms and administrative support guides
- Exam dates
- Grade boundaries



Published resources (available to buy)



Contact your dedicated Subject Advisor

Your subject advisor is **Alistair Drewery**

- Phone: **+44 333 016 4092**
- Twitter: **@PearsonMFLquals**
- Email: teachinglanguages@pearson.com
- Sign up to:

<https://support.pearson.com/uk/s/groups>

to stay on top of qualification updates, training, course materials and industry news.

ALWAYS LEARNING