

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]
