**English - Paper 4 (Oral)**

**Spoken Interaction and Reading Aloud**

Scheme of assessment:

| **Paper 4 Oral Communication [30 marks]**  Approximate duration of Paper 4: 20 mins per candidate (including 10 mins of preparation time)  This paper comprises two parts which are thematically linked.  Part 1: Reading Aloud [10 marks]  Candidates read aloud a short text presented on a computer screen bearing in mind the purpose, audience and context. A short instruction will guide candidates on the context in which the given text is to be read aloud. The text may be a short narrative, news report, speech, or an announcement, or a mixture of types and forms. Candidates are assessed on their ability to accurately pronounce and clearly articulate the words in the text, and read fluently and expressively, showing an awareness of purpose, audience and context.  Part 2: Spoken Interaction [20 marks]  Candidates view a visual stimulus in the form of a video clip, which is thematically linked to the text in Part 1, in order to engage in a discussion with the Examiners. Candidates will not be asked any questions about what people say in the video clip. |
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Band descriptors:

| **Reading Aloud** | **Spoken Interaction** |
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| * **Pronunciation & Articulation**: read aloud with accurate pronunciation and clear articulation * **Rhythm & Fluency**: read with appropriate rhythm and stress to achieve a well-paced, fluent rendering of the text * **Awareness of purpose, audience and context**: read with appropriate variations in voice qualities given the purpose, audience and context | * **Personal Response**: give considered and developed personal responses * **Clarity of Expression**: express oneself clearly with apt use of vocabulary, structures and with good pronunciation * **Interaction**: engage actively with the Examiners in a sustained discussion |
| Band 1 (9 - 10)   * Very clear pronunciation and articulation that conveys meaning effectively * Read with appropriate pace and fluency using appropriate rhythm and stress to good effect * Read with full awareness of the purpose, audience and context | Band 1 (16 - 20)   * Offer well-considered personal responses which are coherent and well-developed * Express ideas clearly using a wide range of well-chosen vocabulary and structures, and supported by good pronunciation * Engage actively with the Examiners to sustain the discussion, introducing new ideas, opinions or issues where appropriate |

Organise thoughts

* Identify keywords / ideas / phenomenon
* Use mental mind maps → plan main points / arguments
* Develop each point / argument with elaboration and examples
* Present answers in a clear, organised and well-developed manner

**Spoken Interaction**

| Qn | Type | Examples | Answering technique |
| --- | --- | --- | --- |
| 1 | **situate** you in video | * Closely tied to events in picture / video   + thoughts or feelings of people in video   + you might enjoy / like an activity shown in video   + what the people plan to do after this video   + why this video was taken * Examples:   + How would you describe the children’s feelings in the picture here?   + Do you think the students in the picture enjoy taking part in the cooking competition? Why, or why not? | * Give 2 points, with elaboration + evidence * Sometimes, 1 point fully elaborated, would suffice * Look closely at the details in the video - they can inspire you to give alternative points |
| 2 | theme of video | * Share / describe **personal experience**   + Which game did you really like playing when you were a child, and why?   + Tell me about something you do to keep fit and healthy.   + Describe for me a competition you have taken part in at school or elsewhere. | * When asked to describe, use descriptive writing strategies:   + use vivid adjectives to describe scene   + give technical details of object / event / person   + highlight its relationship / impacts on you   + consider using imagery (similes, metaphors, …) * Share something unique and personal |
| 3 | consider theme from larger perspective (society, national, global issues) | * Consider the theme from a larger perspective * **Argumentative** → take a stand / share views   + Some people say that young people should be encouraged to do activities outside rather than stay indoors playing computer games or watching television. What is your opinion?   + Do you agree with the view that it is good for students to compete against one another? | * Aim to present 2 points   + 1 for + 1 against   + 1 reason and 1 OVR * Ensure each point is well elaborated + evidence * Use clear signalling devices   + Start PEEL: Firstly, Secondly   + Within PEEL: For example, for instance, nevertheless, however, thus, on the contrary * Offer unique point of view * Good to take a stand (can be based on an extent) → easier to develop points * Give evidence to support points   + from society / school context   + cite from global context |

**Reading Aloud**

Reading aloud:

* **Pronunciation & Articulation**: read with accurate pronunciation and clear articulation
* **Rhythm & Fluency**: read with appropriate rhythm and stress to achieve a well-paced, fluent rendering of text
* **Awareness of Purpose, Audience and Context**: read with appropriate variations in voice qualities given the purpose, audience and context

Intonation: (pause for a short while when changing intonation)

| Falling intonation | Rising intonation |
| --- | --- |
| * At the end of sentence * Mention serious topic | * Draw attention to key word / idea * Signposting words (firstly, secondly, finally) * Questions * At the end of first half of sentence * Indicate list of things / several related phrases |

Some pronunciations to take note of:

| Words | Examples |
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| 1. Definite article ‘the’ | ‘thee’: next word starts with vowel sound  ‘thuh’: next word starts with consonant sound |
| 1. End consonants   (/t/, /k/, /d/, /st/, /sk/) | * lap third * let last * did bask * leak |
| 1. /th/ sounds | * thank both * think father * therefore something * tooth |
| 1. Short & long vowel sounds | * slip VS sleep * this VS these * live VS leave * chip VS cheap * did VS deed * knit VS neat * lip VS leap * fit VS feat |

Examples of text:

| *Your teacher has asked the class to talk about interesting activities related to recycling. You recently attended a community repair project and you have decided to tell the class about it. This is what you say to them.*  The buy-and-throw-away culture is prevalent in our society. From the wobble of a chair to a tear in our jeans, we often simply discard rather than mend our items. Although it is easy to dispose of faulty items, I would like to encourage you to consider if we can salvage items by repairing them. It is true that repairing something can be challenging: the process often requires specific skills and much time and patience. However, apart from learning new skills and saving some money, we are also doing our part to save the earth as we reuse and recycle.  ‘Repair Kopitiam’ is a community repair meet-up project where people come together at a designated space to repair simple items such as broken electrical appliances, torn clothes, wobbly chairs and even engage in responsible e-waste disposal together, guided by volunteer Repair Coaches. Last week, we had a ‘Repair Kopitiam’ event at my void deck. My mum had her faulty iron repaired and my brother had his old CD player mended by a volunteer. From my experience at ‘Repair Kopitiam’, I have learnt that not all things need to be thrown away when they are not working well. Also, repairing items is not as difficult as I thought it would be.  My grandfather, who is a retiree, recently underwent training so that he could be a Repair Coach. He now volunteers regularly as a Repair Coach and helps the neighbours in our community repair simple home appliances such as microwave ovens and rice cookers. If my grandfather can do it, I’m sure you can too.  (*CCHMS Sec 3 EOY 2019*) |
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| *Your Principal has asked you to make a speech to all students to highlight the importance of International Friendship Day. This is what you say.*  Good morning teachers and students. It will soon be time for us to celebrate the annual International Friendship Day. As you are probably aware, International Friendship Day is a day dedicated to the spirit of friendship and partnership among different countries and different people. We have been celebrating this day for many years in Singapore but how many of us actually understand the meaning of this significant day?  International Friendship Day provides us with the opportunity to explore Singapore’s connection to the region and the world. We should appreciate the good ties we have built with our neighbouring countries. We also need to encourage and nurture the spirit of friendship and collaboration among people of different races and cultures. We cannot stand alone.  To celebrate International Friendship Day, students will be encouraged to come to school dressed in national costumes from various countries. It will be interesting to see our friends dressed up in costumes from Thailand, Japan or even Egypt! There will also be snack booths in the canteen featuring local delights such as laksa and satay as well as specialties from other countries, such as sushi, kebabs and more. I’m sure it will be a feast for the senses! Finally, we will gather for a short performance in the school hall.  Singapore has come a long way since her independence in 1965. We appreciate the hard work of our forefathers who toiled hard to foster close relations with nations around the world. Let us look forward to an exciting and meaningful celebration! |
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