

Speaking Part 1

Please note:

You should aim to ask a **minimum of three questions and a maximum of four questions** per student.

Part 1 should not last longer than 2 minutes.

Teacher's script

Teacher: Good morning/afternoon.

In this first part, I'm going to ask you some questions about yourself.

If the student cannot answer the initial question, ask the back-up question. This counts as support in the rubric.

	Initial question		Back-up question
1	What's your name?	1A	Is your name...?
2	How old are you?	2A	Are you (number) years old?
3	What colour are your eyes?	3A	Are your eyes (colour)?
4	What did you eat/drink this morning?	4A	Did you eat/drink...?
5	What did you see on your way to school this morning?	5A	Did you see your friends/a school bus etc...?
6	How many cousins have you got?	6A	Do you have (number) cousins?
7	Who do you live with?	7A	Do you live with your grandparents?
8	What is your favourite place in (Emirate student lives in)?	8A	Do you like (place of common interest)?
9	What kind of books do you like?	9A	Do you like funny books or scary books?
10	What can you do with your hands?	10A	Can you count with your hands?

Speaking Part 2

Please note:

You should aim to ask a **minimum of three questions and a maximum of four questions** per student.

Part 2 should not last longer than 2 minutes.

Teacher's script

Teacher: Now, in this second part I'm going to show you a picture and ask you some questions.

Ask students questions about one source only. Choose from Source 1 or 2.

If the student cannot answer the initial question, ask the back-up question. This counts as support in the rubric.

Source 1

	Initial question		Back-up question
1	What can you see in the picture on the left?	1A	Can you see a firefighter?
2	What clothes does a firefighter wear?	2A	Does a firefighter wear a uniform?
3	Where does a firefighter work?	3A	Does a firefighter work at a hospital?
4	What does a firefighter drive?	4A	Does a firefighter drive a taxi?
5	What is the arrow pointing at?	5A	Is the arrow pointing at a ladder?
6	What can you see in the picture on the right?	6A	Can you see a baker?
7	What clothes does a baker wear?	7A	Does a baker wear a white hat?
8	Where does a baker work?	8A	Does a baker work in a kitchen / bakery?
9	What does a baker make?	9A	Does a baker make bread?
10	Would you like to be a baker?	10A	Is being a baker a good job?

Speaking Part 2

Please note:

You should aim to ask a **minimum of three questions and a maximum of four questions** per student.

Part 2 should not last longer than 2 minutes.

Teacher's script

Teacher: Now, in this second part I'm going to show you a picture and ask you some questions.

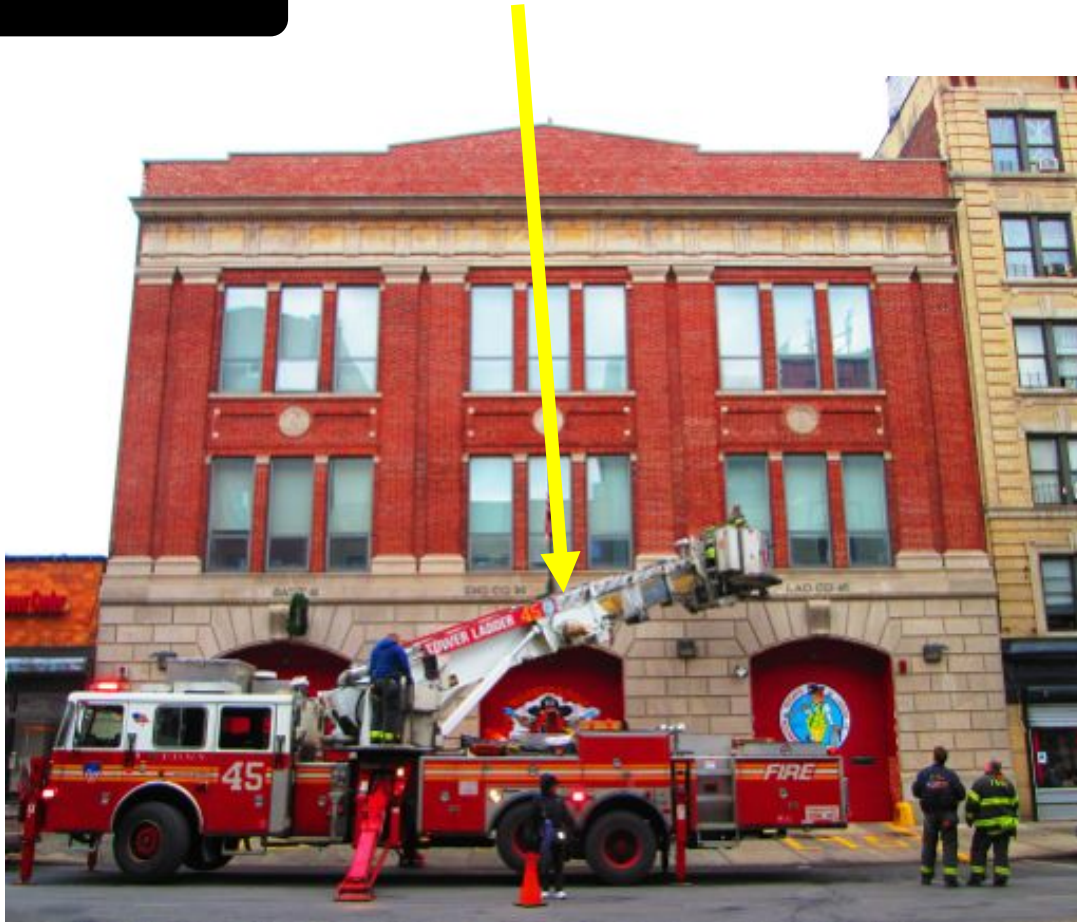
Ask students questions about one source only. Choose from Source 1 or 2.

If the student cannot answer the initial question, ask the back-up question. This counts as support in the rubric.

Source 2

	Initial question		Back-up question
1	What can you see in the picture on the left?	1A	Can you see some books?
2	What are the boys doing?	2A	Are the boys playing games?
3	How many red books can you see?	3A	Can you see ten books?
4	What colour is the backpack?	4A	Is the backpack blue?
5	How many pens / pencils can you see?	5A	Can you see two pens / three pencils?
6	What time is it? (point at the clock)	6A	Is it 3 o'clock?
7	Where is the purple book?	7A	Is the purple book under the table?
8	What kind of book is the green arrow pointing at?	8A	Is it a scary book?
9	What kind of book is the red arrow pointing at?	9A	Is it a non-fiction book?
10	Which book would you like to read?	10A	Would you like to read the book about pandas?

Source 1





Speaking Rubric

	Communicative success	Range and accuracy of language	Pronunciation	Fluency
	<ul style="list-style-type: none"> Questions answered Support required from examiner Interaction maintenance 	<ul style="list-style-type: none"> Utterance – words, phrases or sentences Grammar and vocabulary: range and accuracy 	<ul style="list-style-type: none"> Clarity of phonemes, syllables, words Rhythm and stress 	<ul style="list-style-type: none"> Mid-response hesitation/repetition/ pace of speech
4	<ul style="list-style-type: none"> Answers all questions clearly and promptly. Does not need the examiner to repeat or support them [apart from possibly 1 or 2 misunderstandings which are quickly fixed]. Uses clarification questions (e.g. 'what?', 'again please') when needed. 	<ul style="list-style-type: none"> Uses sentences or appropriate multi-word phrases for most or all answers. Uses a good range of vocabulary appropriately and a number of grammatical structures (e.g. examples of different tenses or modals). Any mistakes in vocabulary or grammar have no impact on communication of meaning. 	<ul style="list-style-type: none"> Pronunciation is sufficiently clear to understand in any context. Phonemes are generally clear and accurate. Appropriate word stress and sentence stress in most cases, with one or two exceptions. 	<ul style="list-style-type: none"> Very little hesitation or repetition in answers, except in some longer sentences or phrases.
3	<ul style="list-style-type: none"> Answers most questions clearly, but 2 or 3 can't be answered even with support/back-up questions. Needs support from the examiner a few times, through some repetition and explanation (as a result of unresponsiveness or inappropriate responses). Occasionally uses clarification questions when needed (e.g. 'what?'). 	<ul style="list-style-type: none"> Uses sentences or multi-word phrases in at least half their answers. Uses appropriate vocabulary for most questions. Grammatical structures limited to basic simple sentences. Makes a few mistakes in vocabulary or grammar which make 1 or 2 answers difficult to understand. 	<ul style="list-style-type: none"> Most answers are clear enough to be understood but occasional mispronunciations make one or two hard to understand except by a teacher. Most phonemes pronounced clearly, except for non-Arabic ones (e.g. 'p'). Occasional awkward rhythm or inappropriate stress at sentence or word level, especially with longer phrases or words. 	<ul style="list-style-type: none"> Some hesitation and/or repetition in answers but not hindering communication.
2	<ul style="list-style-type: none"> Answers about half the questions adequately. Others can't be answered even with support/back-up questions. Needs support from the examiner for more than half of the questions, through some repetition and explanation (as a result of unresponsiveness or inappropriate responses). 	<ul style="list-style-type: none"> Most answers are single words or simple phrases. Limited vocabulary – words often unnecessarily repeated or sometimes inaccurate. Basic grammatical errors make answers difficult to understand. 	<ul style="list-style-type: none"> Pronunciation makes several answers difficult to understand except by a teacher. Consistent problems in producing accurate phonemes. Rhythm awkward or stress errors at sentence or word level, sometimes impeding comprehension. 	<ul style="list-style-type: none"> Hesitation and/or repetition in most answers, requiring some patience by the listener.
1	<ul style="list-style-type: none"> Can only answer 1 or 2 questions, even after giving support or back-up questions. 	<ul style="list-style-type: none"> Can only say a few words in English. Only evidence of sentence forms is in very basic fixed phrases. 	<ul style="list-style-type: none"> Many basic errors in pronunciation make them difficult to understand through most the exam. 	<ul style="list-style-type: none"> Very hesitant which often impedes comprehension.
0	Non-assessed: Student absent, evidence of cheating or nothing of meaning communicated.			