

UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



الإمارات العربية المتحدة  
وزارة التربية والتعليم

# **Grade 1**

## **Term 2**

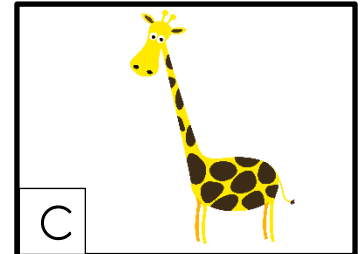
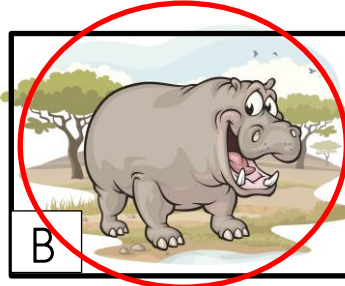
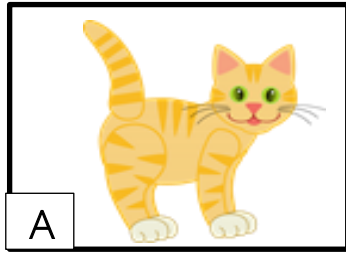
# **Sample Listening and Speaking Test**

**Listening**

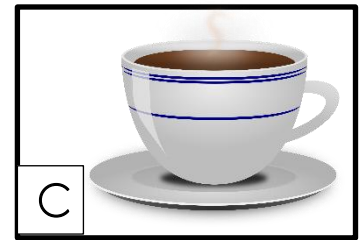
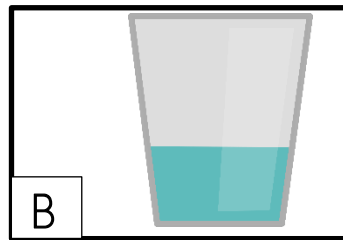
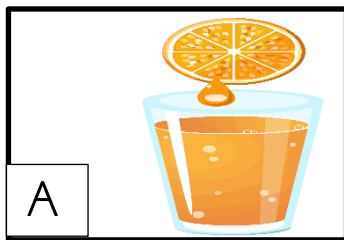
Listening

Listen and **circle** the correct picture.

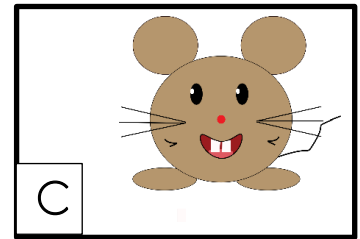
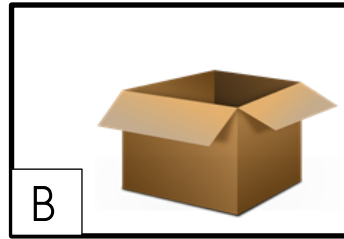
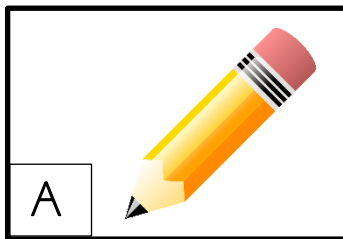
Example:



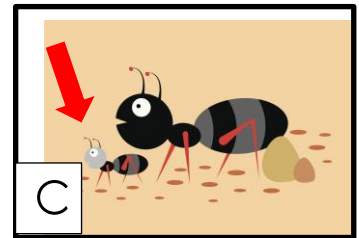
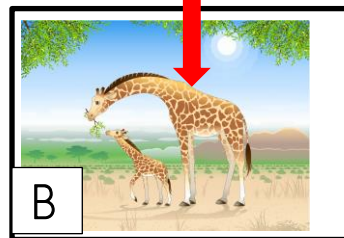
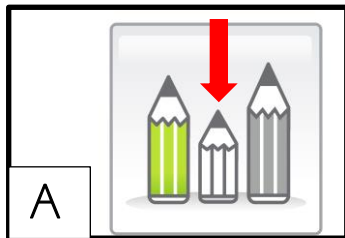
1.



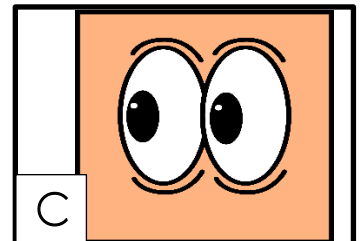
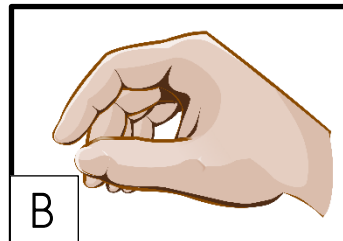
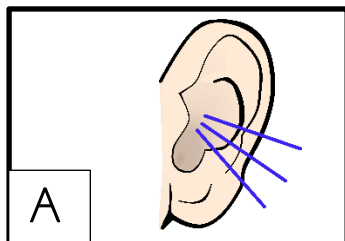
2.



3.



4.



# Speaking Part 1

[1-2-1 set up]

In Part one you should aim to ask a minimum of **three** and maximum of **four** questions per student. Part 1 should not last longer than 2 minutes. Move on to Part 2 without asking 4 questions if necessary.

Interlocutor's script

Interlocutor: Good morning/afternoon.

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

## Show student Source 1: Picture

	INITIAL QUESTION	BACK-UP QUESTION(S)
1	What's this? <i>[Point to the hippo]</i>	Is it a hippo? Can you say hippo?
2	What colour is the sun? <i>[Point to the sun if the student did not identify it correctly]</i>	Is it orange? Can you say yellow?
3	How many pandas are there? <i>[Point to the pandas if the student counts the wrong object or incorrectly]</i>	<i>[Pointing to each panda have the student count]</i>
4	Can you eat it? <i>[Point to the fish]</i>	Do you like fish?
5	Are the ears big or small? <i>[Point to the rabbit]</i>	What's this? <i>[Point to the rabbit]</i>
6	Can it fly?	What's this?

## Teacher's Notes

	<i>[Point to the frog]</i>	<i>[Point to the frog]</i>
7	What shape is it? <i>[Point to the sun]</i>	Is it a square/triangle/circle?
8	Do fish eat rice?	Do you eat rice?

# Speaking Part 1

[1-2-1 set up]

In Part one you should aim to ask a minimum of **three** and maximum of **four** questions per student. Part 1 should not last longer than 2 minutes. Move on to Part 2 without asking 4 questions if necessary.

Interlocutor's script

Interlocutor: Good morning/afternoon.

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

## Show student Source 2: Picture

	INITIAL QUESTION	BACK-UP QUESTION(S)
1	What's this? <i>[Point to the lion]</i>	Is it an elephant or a lion?
2	What's this? <i>[Point to the giraffe]</i>	Is it a cat or giraffe?
3	Who is she? <i>[Point to the princess]</i>	Is she mum or a princess?
4	Has she got a pink dress? <i>[Point to the princess's dress]</i>	Is her dress blue or brown?
5	Is her hair long or short? <i>[Point to the princess's hair]</i>	Do you like long or short hair?
6	How many lollipops are there? <i>[Point to the lollipops if the student counts the wrong object or incorrectly]</i>	<i>[Pointing to each lollipop have the student count]</i>
7	Does the lion like lollipops?	Does the giraffe like lollipops?

## Teacher's Notes

8	What colours can you see?  <i>[Allow the student to identify as many colours in the picture as possible]</i>	Can you see pink/blue/yellow/green?  <i>[Ask this question if the student struggles to identify colours]</i>
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## Teacher's Notes

# Speaking Part 2

[1-2-1 set up]

In Part Two you should aim to ask a minimum of **three** and maximum of **four** questions per student. Part 2 should not last longer than 2 minutes.

Interlocutor's script

Interlocutor: Now, in this second part I'm going to ask you some questions about yourself.

Please ask students questions about:

\* their name    \* their age    \* what they like/don't like    \* what they do every day (wash face/brush teeth/go to bed) etc.

	INITIAL QUESTION	BACK-UP QUESTION(S)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

**Teacher's Notes**

11		
12		
13		
14		
15		
16		



Source 1



Source 2



## Speaking Rubric

Grade 1-2	Communicative success	Range and accuracy of language	Pronunciation	Fluency
	<ul style="list-style-type: none"> <li>▪ Questions answered</li> <li>▪ Support given from examiner</li> <li>▪ Pre-response content-related hesitation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Utterance – words, phrases or sentences</li> <li>▪ Grammar and vocabulary: range and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clarity of phonemes, syllables, words</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mid-response language-related hesitation/repetition/pace of speech</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>▪ Answers all questions clearly.</li> <li>▪ Does not need the examiner to repeat or support them [apart from possibly 1 or 2 misunderstandings which are quickly fixed].</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses multi-word phrases for at least half their answers.</li> <li>▪ Uses a range of vocabulary to give accurate answers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pronunciation is sufficiently clear to understand in any context.</li> <li>▪ Phonemes are generally clear and accurate.</li> <li>▪ Word stress is accurate throughout, with examples of contracted forms.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Very little hesitation or repetition within multi-word phrases.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>▪ Answer most questions clearly, except 2 or 3, even with support.</li> <li>▪ Needs support from the examiner a few times, through some repetition and rephrasing (as a result of unresponsiveness or inappropriate responses).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses multi-word phrases on 1 or 2 occasions.</li> <li>▪ Uses appropriate vocabulary for most answers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Most answers are clear enough to be understood but occasional mispronunciations make one or two hard to understand except by a teacher.</li> <li>▪ Most phonemes pronounced clearly, except for non-Arabic ones (e.g. 'p')</li> <li>▪ Some inappropriate stress for specific words/phrases.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Some hesitation and/or repetition in forming certain answers but not hindering communication.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>▪ Answers about half the questions adequately.</li> <li>▪ Needs support from the examiner for more than half of the questions, through some repetition and rephrasing (as a result of unresponsiveness or inappropriate responses).</li> </ul>	<ul style="list-style-type: none"> <li>▪ All one word answers.</li> <li>▪ Limited vocabulary – repeated or inaccurate words in most answers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pronunciation means answers are routinely difficult to understand except by a teacher.</li> <li>▪ Many inaccuracies in pronouncing phonemes and/or word stress.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hesitation and/or repetition delivering words requires patience by the listener.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>▪ Can only answer 1 or 2 questions adequately even with support.</li> <li>▪ Requires a lot of repetition and support.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Insufficient language given to show any evidence for this (apart from responses to the most basic personal questions).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Finds it difficult to pronounce any words in English accurately (apart from responses to the most basic personal questions).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Insufficient communication to show evidence of the above features.</li> </ul>
<b>p</b>	Non-assessed: Student absent, evidence of cheating or nothing of meaning communicated.			