

UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



الإمارات العربية المتحدة  
وزارة التربية والتعليم

**English Speaking Examination**  
**Term 3 2017/18 (to be conducted in Term 2)**

**Grade 4**

**2-3 minutes**

**SAMPLE**

Please encourage the students to use the tips below as you practice with them.

### Part 1 Speaking Exam Tip(s)!

1. Answer using full sentences [e.g. **How old are you?** "Six." X "I'm six. / I'm six years old." ✓]
2. Speak loudly.
3. Don't be shy.
4. Ask the teacher to say the question again if you did not hear the first time.
5. Try to answer all the questions the teacher asks about you.

### Part 2 Speaking Exam Tip(s)!

1. Answer using full sentences [e.g. **What's this?** "Pen." X "It's a pen." ✓]
2. Speak loudly.
3. Don't be shy.
4. Ask the teacher to say the question again if you did not hear the first time.
5. Try to answer all the questions the teacher asks you about the pictures.

## Speaking Part 1

Please note: In Part 1 you should ask a maximum of four questions.

Part 1 should not last longer than 1 minute.

### Teacher's Script

Teacher: Good morning/afternoon. My name is \_\_\_\_\_.

What's your name?

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

**The teacher can choose four of the questions below.**

	Question
1	In what year were you born?
2	How many years ago did you start learning English?
3	How many years ago did you lose your first tooth?
4	Have you ever eaten a banana? (How did it taste?)
5	Have you ever seen a lion? (Where?)
6	Have you ever visited Al Ain? (When?)
7	What countries have you visited?
8	Have you ever been to a zoo? (When?)
9	Which is your favourite kind of exercise? Swimming, doing karate or playing football?
10	What do you smell with?
11	What do you taste with?
12	What can we do to stay healthy and strong?
13	What have you done this morning/afternoon?
14	Which do you think is unhealthy, sleeping a little or eating fruit? (Why?)
15	What exercise have you done this week?

## Speaking Part 2 Version 1

Please note: In Part 2 you should ask a maximum of four questions.

Part 2 should not last longer than 1 minute.

Teacher's Script:

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

**The teacher can choose four of the questions below.**

**Show student Source 1.**

	Question
1	What are three parts of a triceratop's body?
2	Do you think a diplodocus ate meat or plants? (Why?)
3	Which dinosaur do you think is a carnivore?
4	Do you think a diplodocus could run fast? (Why? / Why not?)
5	Do you think a triceratops could fly? (Why? / Why not?)
6	What does a t-rex look like?
7	How long was a diplodocus?
8	How fast was a t-rex?
9	How heavy was a triceratops?
10	How heavy was a diplodocus?

## Speaking Part 2 Version 2

Please note: In Part 2 you should ask a maximum of four questions.

Part 2 should not last longer than 1 minute.



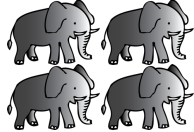



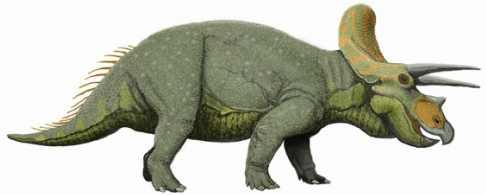
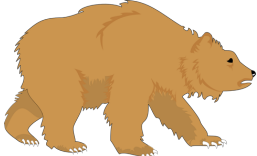

Teacher's Script:

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

**The teacher can choose four of the questions below. Choose only two questions maximum from questions 1 to 6.**

**Show student Source 2.**

	Question
1	What is Abdullah doing on Sunday?
2	What is Abdullah doing on Monday?
3	What is Abdullah doing on Tuesday?
4	What is Abdullah doing on Thursday?
5	What is Abdullah doing on Friday?
6	What is Abdullah doing on Saturday?
7	What does Abdullah need to do on Wednesday?
8	What does Abdullah do to stay healthy and strong?
9	What are you doing this Friday?
10	Are you doing anything this weekend? (What are you doing this weekend?)

Dinosaur	Name	Fact 1	Fact 2
	<p>diplodocus</p>	<p>length 100 x rulers</p> 	<p>weight 4 x elephants</p> 
	<p>t-rex</p>	<p>speed 19 km/h</p> 	<p>tooth size 1 x ruler</p> 
	<p>triceratops</p>	<p>speed 32k /ph</p> 	<p>weight 4 x giraffe</p> 

# Abdullah's Week



Day	Sunday	Monday	Tuesday
Activity			

Day	Wednesday	Thursday	Friday	Saturday
Activity				

## Speaking Rubric

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