UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

الإمارات العربية المتحدة
وزارة التربية والتعليم

Grade 2 Term 3
Speaking
SAMPLE

Speaking Part 1

Please note: In Part 1 you should aim to ask a **minimum of three 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 show you a picture and ask you some questions.

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

Show student Source 1.

	Initial Question		Back-up Question
1	What can you see in picture one?	1A	Can you see a boat?
2	Which is your favourite kind of transport?	2A	Do you like travelling on trains?
3	What can you see in picture two?	3A	Can you see a blue car?
4	Can it go fast or slowly?	4A	Can it go on land or water?
5	What can you see in picture three?	5A	Can you see a boy jumping on a skateboard?
6	How many wheels does the skateboard have?	6A	Does it have three wheels?
7	What is the boy doing?	7A	Is he jumping on a skateboard?
8	What can you see in picture four?	8A	Can you see a yellow school bus?
9	Which kinds of transport are motor-powered?	9A	Is a skateboard motor-powered?

Speaking

	Initial Question		Back-up Question
10	Which transport do you use every day?	10A	Do you use a school bus every day?

Speaking Part 1

Please note: In Part 1 you should aim to ask a **minimum of three 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 show you a picture and ask you some questions.

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

Show student Source 2.

	Initial Question		Back-up Question
1	What can you see in the picture?	1A	Can you see a family?
2	What is the baby doing?	2A	Is the baby sleeping?
3	What is the horse doing?	3A	Is the horse eating strawberries?
4	Where is the small yellow bird?	4A	Is the bird under the horse?
5	Where is the yellow car?	5A	Is the yellow car on the grass / next to the red bag?
6	What is the father eating?	6A	Is the father eating strawberries?
7	What is the girl eating?	7A	Is she eating a red apple?
8	What is the mother doing?	8A	Is she cleaning a plate?
9	What is the man wearing on his head?	9A	Is he wearing a hat?

	Initial Question		Back-up Question
10	What is the cat doing?	10A	Is the cat running on the grass?

Speaking Part 2

Please note: In Part 2 you should aim to ask a **minimum of three 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 ask you some questions about yourself.

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

Please, use your own further personal questions from the Grade 2 curriculum during sample/practice exams. Due to limited content we are unable to provide further questions to the two examples given below as they are likely to mirror the live EOY exams.

	Initial Question		Back-up Question
1	What do you eat for breakfast?	1A	Do you eat pancakes?
2	What do you do with your family?	2A	Do you read books with your family?
3		3A	
4		4A	
5		5A	
6		6A	
7		7A	
8		8A	

	Initial Question		Back-up Question
9		9A	
10		10A	

1

2

3

4

School Bus — حافلة مدرسية
مواصلات الإمارات Emirates Transport
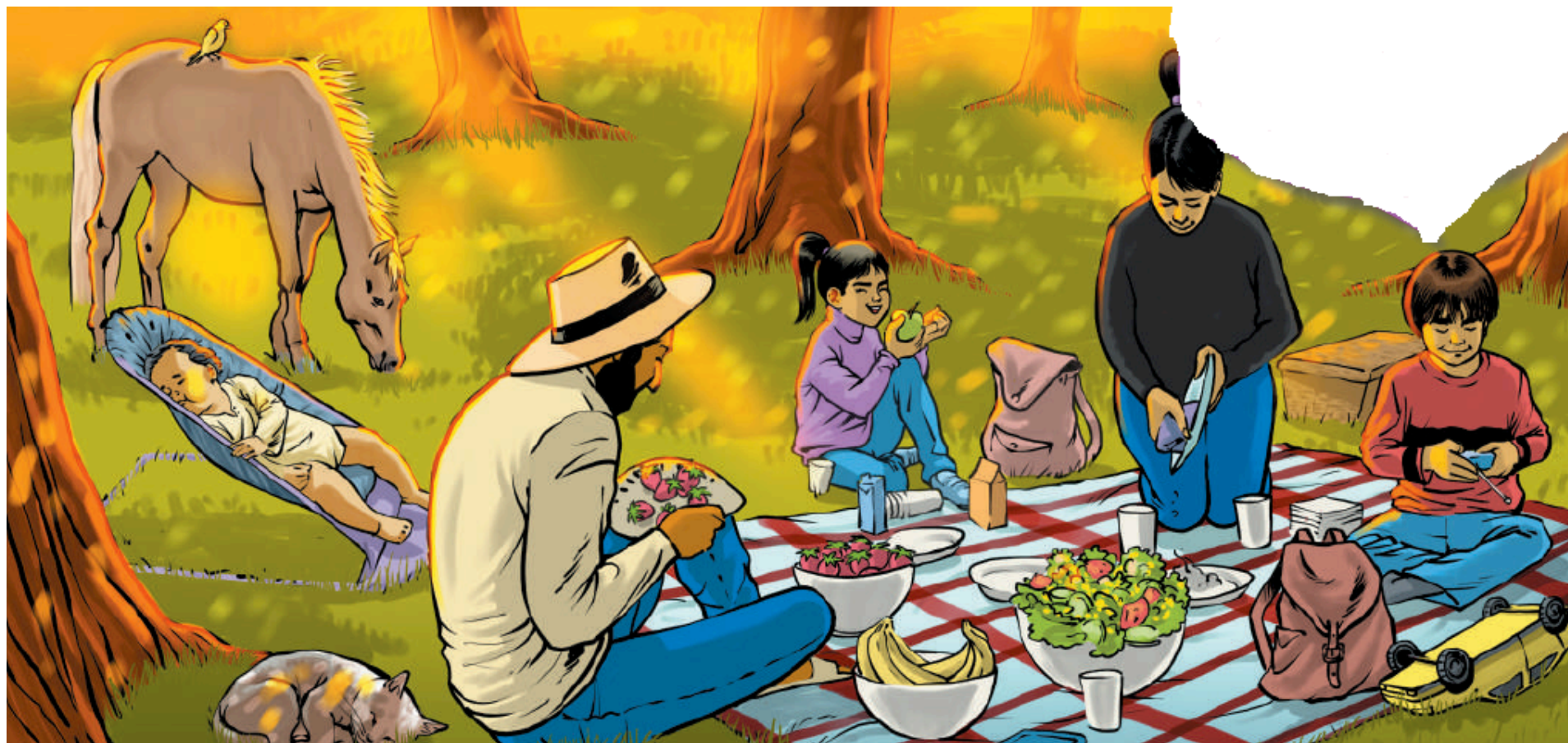
Speaking rubric

	Communicative success	Range and accuracy of language	Pronunciation	Fluency
	• Questions answered • Support given from examiner	• Utterance – words, phrases or sentences • Grammar and vocabulary: range and accuracy	• Clarity of phonemes, syllables, words	• Mid-response hesitation/repetition/ pace of speech
4	• Answers all questions clearly and promptly. • Does not need the examiner to repeat or support them through back-up questions [apart from possibly 1 or 2 misunderstandings which are quickly fixed].	• Uses sentences/ multi-word phrases for at least half their answers. • Uses a range of vocabulary to give accurate answers.	• Pronunciation is sufficiently clear to understand in any context. • Word stress is accurate throughout, with examples of contracted forms in phrases (e.g. "It's…").	• Mostly answers in full sentences/phrases • No hesitation when answering with a sentence or phrase (except maybe 1 or 2 isolated examples).
3	• Answer most questions clearly and promptly, 2 or 3 can't be answered even with support/back-up questioning. • Needs support from the examiner a few times, through some repetition and rephrasing (as a result of unresponsiveness or inappropriate responses).	• Uses more than one-word answers on 1 or 2 occasions. • Uses appropriate vocabulary for most answers.	• Most answers are clear enough to be understood but one or two hard to understand. • Most phonemes pronounced clearly, except for non-Arabic ones (e.g. 'p') • Some inappropriate stress patterns for specific words/phrases.	• May not generally answer in full sentences/phrases • Some hesitations when answering - particularly with a sentence or phrase - but generally doesn't affect communication.
2	• Answers about half the questions adequately, perhaps with some delay. • Needs support from the examiner for most of the questions, through some repetition and rephrasing (as a result of unresponsiveness or inappropriate responses).	• All one-word answers. • Limited vocabulary – repeated or inaccurate words in most answers.	• Pronunciation means answers are routinely difficult to understand. • Many inaccuracies in pronouncing phonemes and/or word stress.	• Responses – particularly those with more than one word – generally require patience due to slow/interrupted delivery.
1	• Can only answer 1 or 2 questions adequately, even with support, repetition and back up questions from the teacher.	• Insufficient language given to show any evidence for this (apart from responses to the most basic personal questions).	• Finds it difficult to pronounce any words in English accurately (apart from responses to the most basic personal questions).	• Insufficient communication to show evidence of the above features.
0	Non-assessed: Student absent, evidence of cheating or nothing of meaning communicated.			