

UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



الإمارات العربية المتحدة  
وزارة التربية والتعليم

## English EOT 3 Speaking Examination

Grade 3

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	Who lives in your home with you?
2	What kind of home do you live in?
3	Who are your friends?
4	Where does a bat live?
5	Where does a rabbit live?
6	What can you see in your living room?
7	What can you see in your bedroom?
8	What would you like in your bedroom?
9	What are stilt houses made of?
10	Where can you see cave houses?
11	What would you like in your playground?
12	What did you do yesterday?
13	What did you do first this morning?
14	Would you like a robot in your school?
15	What will robots do in future schools?

## 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 kind of home does Salim live in?
2	Which room has a cooker?
3	What can you see in Salim's kitchen?
4	Which room has a cupboard?
5	What can you see in Salim's bedroom?
6	Do you think Salim's beehive house is made of concrete or mud?
7	What do you think the chair is made of?
8	Would you like to live in a home like Salim's? Why? / Why not?
9	What would Salim like in his playground?
10	Would Salim like a tunnel in his playground?

## 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.

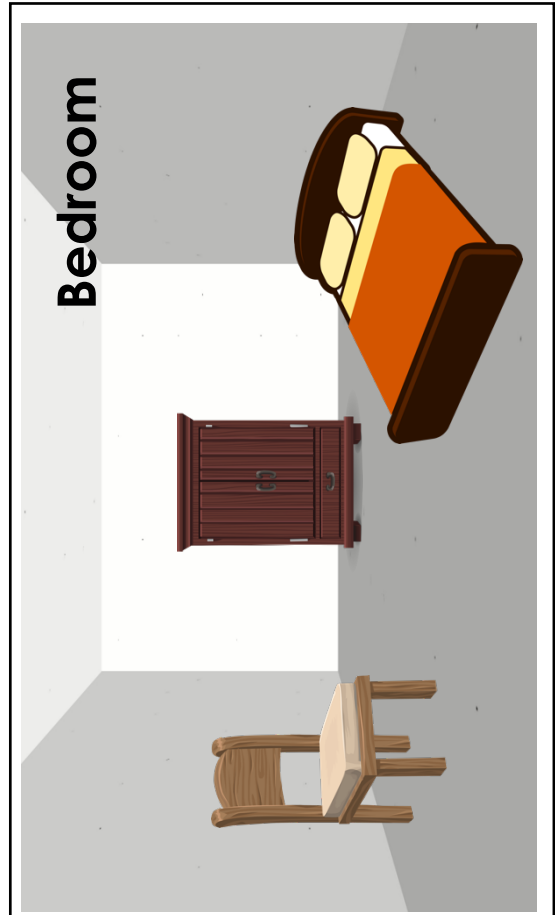
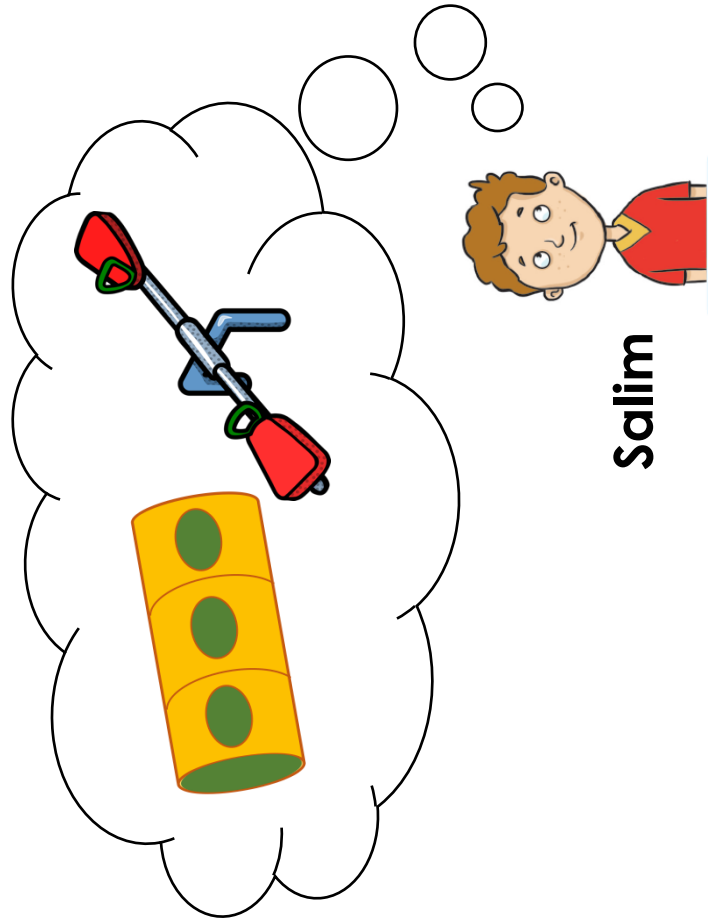
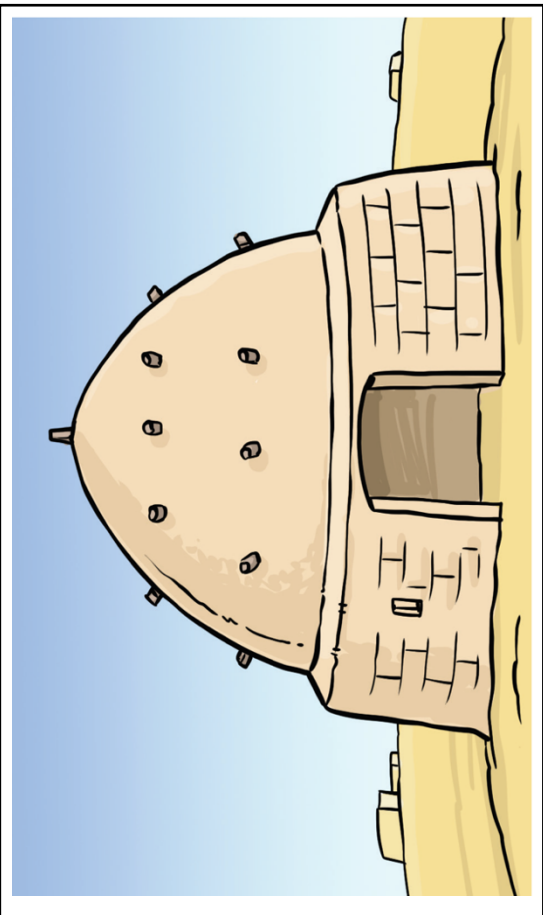
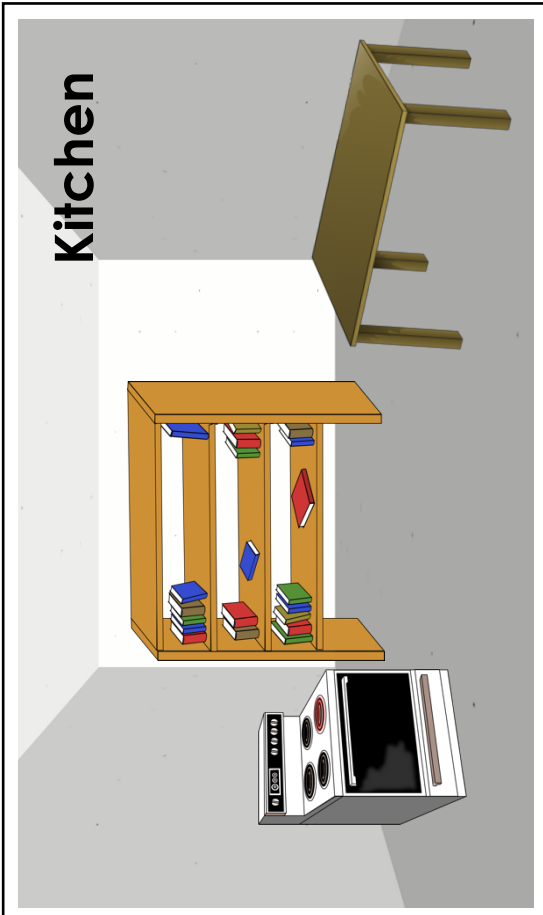
Teacher's Script:

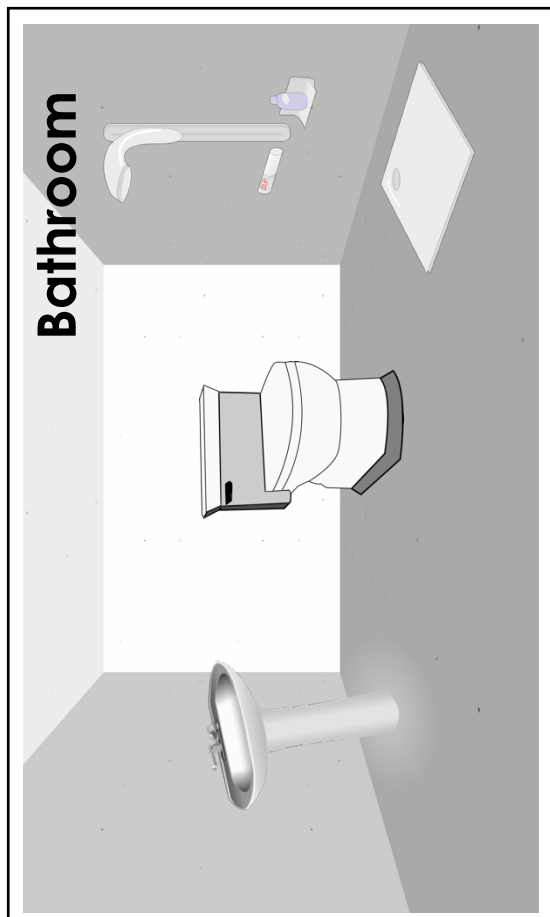
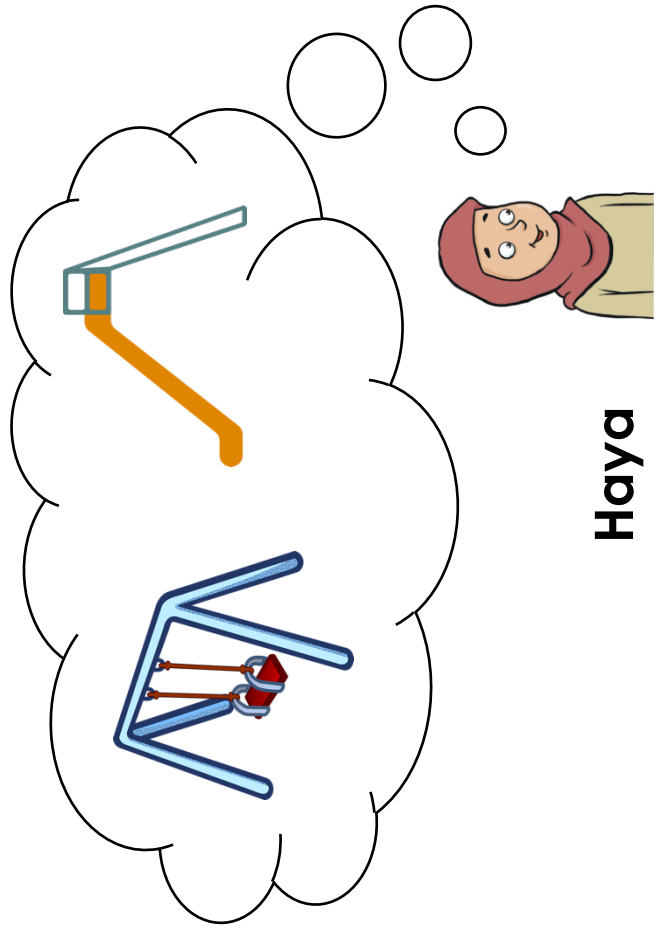
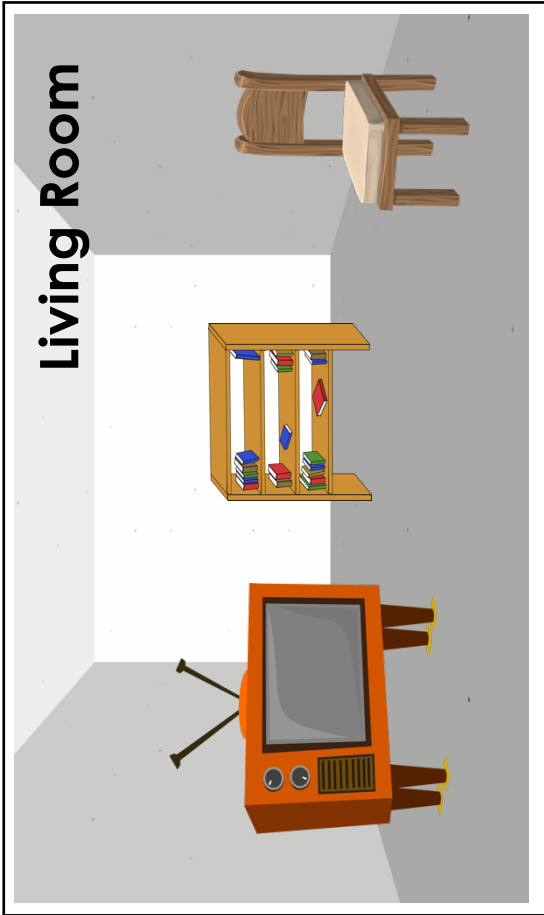
Teacher: Now, in this second part, I'm going to show you a picture and ask you some questions.

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

**Show student Source 2.**

	Question
1	What kind of home does Haya live in?
2	Which room has a chair?
3	What can you see in Haya's living room?
4	Which room has a toilet?
5	What can you see in Haya's bathroom?
6	Do you think Haya's cave house is made of rock or metal?
7	What do you think the bookcase is made of?
8	Would you like to live in a home like Haya's? Why? / Why not?
9	What would Haya like in her playground?
10	Would Haya like a seesaw in her playground?





## 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.			