

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



الإمارات العربية المتحدة
وزارة التربية والتعليم

English EOT 1 Speaking Examination for Standardisation

Grade 2 General

2-3 minutes

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 show you a picture and ask you some questions.

The teacher can choose four of the questions below.

Show student Source 1.

	Question
1	How many boys are there?
2	Where is the computer?
3	What colour is the lunchbox?
4	What is in the lunchbox?
5	What sport does the big boy like?
6	What colour is the pencil?

Speaking Part 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 ask you some questions about yourself and your lessons.

The teacher can choose four of the questions below.

	Question
1	Can you spell your name, please?
2	How old are you?
3	How do you go to school?
4	What do you do at school?
5	How many children are there in your family?
6	What do you do with your family?

Source 1



Item Mapping

Student Learning Outcomes				Level 1 EN1.2 CEFR Pre-A1-A1.1		
Task	Grade	Mark	Domain	Strand	Outcome	Outcome Code
Communicative Success	2	0-16	Speaking	Interaction & Production	Ask and answer simple questions on familiar topics	En.1.S.IP.3
					Participate in very short, simple interactions on familiar topics	En.1.S.IP.4
					Express own ideas using familiar words and set phrases	En.1.S.IP.1
					Retell very simple stories and personal experiences using familiar words and set phrases	En.1.S.IP.2
					Level 1 G2 Lexis	
				Level 1 G2 Grammar		
Pronunciation				Pronunciation	Pronounce learned words using correct stress and intonation	En.1.S.P.2
Fluency				Fluency	Speak using basic language structures	En.1.S.F.1

Speaking Rubric

Band	Communicative success	Range and accuracy of language	Pronunciation	Fluency
	<ul style="list-style-type: none"> • Questions answered • Support given from examiner 	<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 	<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 through back-up questions [apart from possibly 1 or 2 misunderstandings which are quickly fixed]. 	<ul style="list-style-type: none"> • Uses sentences/ multi-word phrases for at least half their answers. • Uses a range of vocabulary to give accurate answers. 	<ul style="list-style-type: none"> • 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..."). 	<ul style="list-style-type: none"> • Mostly answers in full sentences/phrases • No hesitation when answering with a sentence or phrase (except maybe 1 or 2 isolated examples).
3	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • Uses more than one-word answers on 1 or 2 occasions. • Uses appropriate vocabulary for most answers. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • All one-word answers. • Limited vocabulary – repeated or inaccurate words in most answers. 	<ul style="list-style-type: none"> • Pronunciation means answers are routinely difficult to understand. • Many inaccuracies in pronouncing phonemes and/or word stress. 	<ul style="list-style-type: none"> • Responses – particularly those with more than one word – generally require patience due to slow/interrupted delivery.
1	<ul style="list-style-type: none"> • Can only answer 1 or 2 questions adequately, even with support, repetition and back up questions from the teacher. 	<ul style="list-style-type: none"> • Insufficient language given to show any evidence for this (apart from responses to the most basic personal questions). 	<ul style="list-style-type: none"> • Finds it difficult to pronounce any words in English accurately (apart from responses to the most basic personal questions). 	<ul style="list-style-type: none"> • Insufficient communication to show evidence of the above features.
0	Non-assessed: Student absent, evidence of cheating or nothing of meaning communicated.			