

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



الإمارات العربية المتحدة
وزارة التربية والتعليم

English EOT 1 Speaking Examination for Standardisation

Grade 4 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 ask you some questions about yourself and your lessons.

The teacher can choose four of the questions below.

	Question
1	What did you eat yesterday? I ate fruits and bread.
2	What did you do on Eid Al Fitr? I visited my family.
3	What are you good at doing? I am good at drawing.
4	What do you like to eat? I like to eat fruits and harees.
5	What is your favourite desert animal? My favorite desert animal is the camel.
6	What will you do this weekend? I will go to the park.

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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 show you a picture and ask you some questions.

The teacher can choose four of the questions below.

Show student Source 1.

	Question
1	Where are the girls? They are in the classroom.
2	What are the girls doing on the yellow chairs? They are making a project.
3	What are the girls in the blue shirts doing? They are drawing.
4	What is the girl in the red shirt doing? She is cutting the paper.

5	How many mammals do you see? There are two mammals.
6	How many birds do you see? There are three birds.

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Student Learning Outcomes				Level 2 EN2.2 CEFR A1.1-A1.2		
Task	Grade	Mark	Domain	Strand	Outcome	Outcome Code
Communicative Success	4	0-16	Speaking	Interaction & Production	Ask and answer questions on familiar topics	En.2.S.IP.3
					Participate in short, simple interactions on familiar topics	En.2.S.IP.4
Range and Accuracy of Language					Express own ideas using a range of familiar words, set phrases and expressions	En.2.S.IP.1
					Retell simple stories and personal experiences using a range of familiar words, set phrases and expressions	En.2.S.IP.2
Level 2 G4 Lexis						
Level 2 G4 Grammar						
Pronunciation				Pronunciation	Pronounce words and sentences using correct stress, intonation and rhythm	En.2.S.P.2
Fluency				Fluency	Speak using basic language structures	En.2.S.F.1

Band	Communicative success	Range and accuracy of language	Pronunciation	Fluency
	<ul style="list-style-type: none"> • Questions answered • Support required from examiner • Interaction maintenance 	<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 • Rhythm and stress 	<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 [apart from possibly 1 or 2 misunderstandings which are quickly fixed]. • Uses clarification questions (e.g. 'what?', 'again please') when needed. 	<ul style="list-style-type: none"> • Uses sentences or appropriate multi-word phrases for most or all answers. • Uses a good range of vocabulary appropriately and a number of grammatical structures (e.g. examples of different tenses or modals). • Any mistakes in vocabulary or grammar have no impact on communication of meaning. 	<ul style="list-style-type: none"> • Pronunciation is sufficiently clear to understand in any context. • Phonemes are generally clear and accurate. • Appropriate word stress and sentence stress in most cases, with one or two exceptions. 	<ul style="list-style-type: none"> • Very little hesitation or repetition in answers, except in some longer sentences or phrases.
3	<ul style="list-style-type: none"> • Answers most questions clearly, but 2 or 3 can't be answered even with support/back-up questions. • Needs support from the examiner a few times, through some repetition and explanation (as a result of unresponsiveness or inappropriate responses). • Occasionally uses clarification questions when needed (e.g. 'what?'). 	<ul style="list-style-type: none"> • Uses sentences or multiword phrases in at least half their answers. • Uses appropriate vocabulary for most questions. Grammatical structures limited to basic simple sentences. • Makes a few mistakes in vocabulary or grammar which make 1 or 2 answers difficult to understand. 	<ul style="list-style-type: none"> • Most answers are clear enough to be understood but occasional mispronunciations make one or two hard to understand except by a teacher. • Most phonemes pronounced clearly, except for non-Arabic ones (e.g. 'p'). • Occasional awkward rhythm or inappropriate stress at sentence or word level, especially with longer phrases or words. 	<ul style="list-style-type: none"> • Some hesitation and/or repetition in answers but not hindering communication.
2	<ul style="list-style-type: none"> • Answers about half the questions adequately. Others can't be answered even with support/backup questions. • 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). 	<ul style="list-style-type: none"> • Most answers are single words or simple phrases. • Limited vocabulary – words often unnecessarily repeated or sometimes inaccurate. • Basic grammatical errors make answers difficult to understand. 	<ul style="list-style-type: none"> • Pronunciation makes several answers difficult to understand except by a teacher. • Consistent problems in producing accurate phonemes. • Rhythm awkward or stress errors at sentence or word level, sometimes impeding comprehension. 	<ul style="list-style-type: none"> • Hesitation and/or repetition in most answers, requiring some patience by the listener.
1	<ul style="list-style-type: none"> • Can only answer 1 or 2 questions, even after giving support or back-up questions. 	<ul style="list-style-type: none"> • Can only say a few words in English. Only evidence of sentence forms is in very basic fixed phrases. 	<ul style="list-style-type: none"> • Many basic errors in pronunciation make them difficult to understand through most the exam. 	<ul style="list-style-type: none"> • Very hesitant which often impedes comprehension.



0	Non-assessed: Student absent, evidence of cheating or nothing of meaning communicated.
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