

UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



الإمارات العربية المتحدة  
وزارة التربية والتعليم

## **English EOT 2 Speaking Examination**

**Grade 2**

**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. **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.

### Part 2 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.

## Speaking Part 1 Version 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	What animals can you see?
2	What is the girl doing?
3	What are the boys doing?
4	What is the man doing?
5	What are the ducks doing?
6	What is the cow doing?
7	How many ducklings are there?
8	Are the ducks eating?
9	Are the boys sitting on the grass?
10	Is the girl collecting eggs?

## Speaking Part 1 Version 2

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 2.**

	Question
1	What does the boy use to see?
2	What can the boy see?
3	What does the boy use to hear?
4	What can the boy hear?
5	Do you think the birds are loud or quiet?
6	What does the boy use to smell?
7	What can the boy smell?
8	What is the boy eating?
9	What is the boy touching?
10	Do you think the cat feels rough?

## Speaking Part 2

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

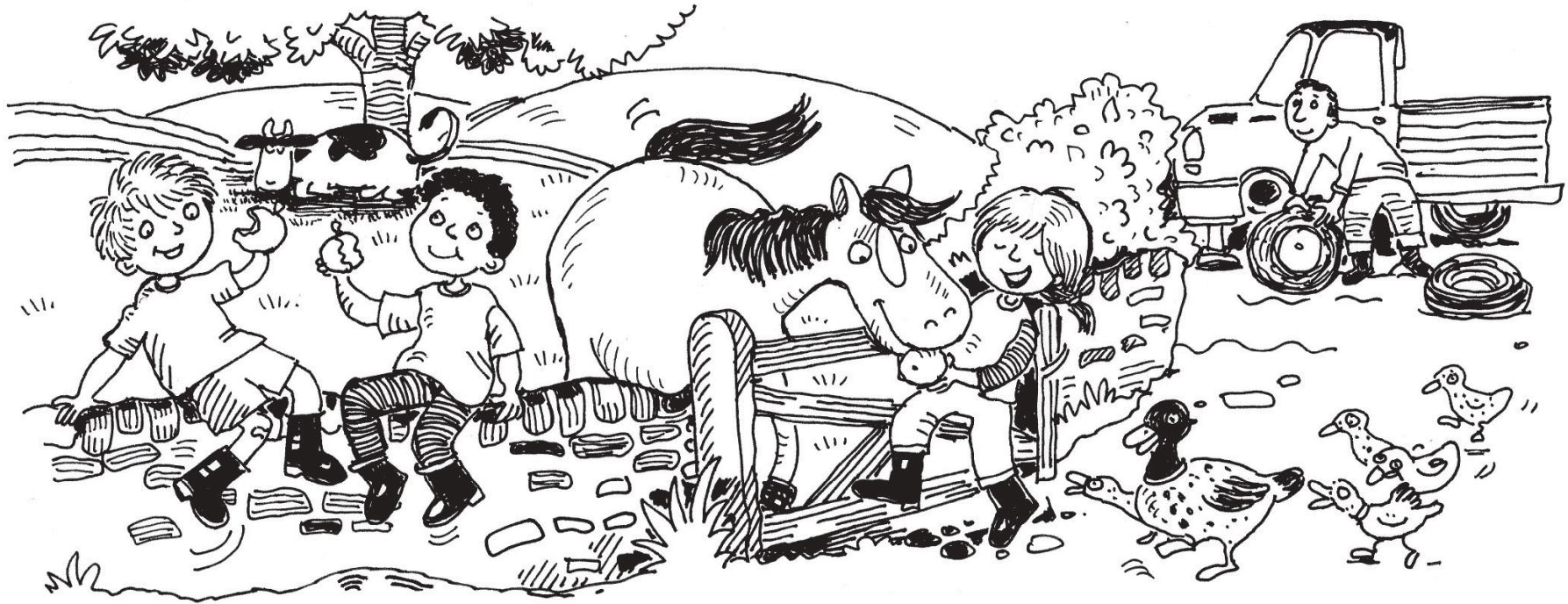
Part 2 should not last longer than 1 minute.

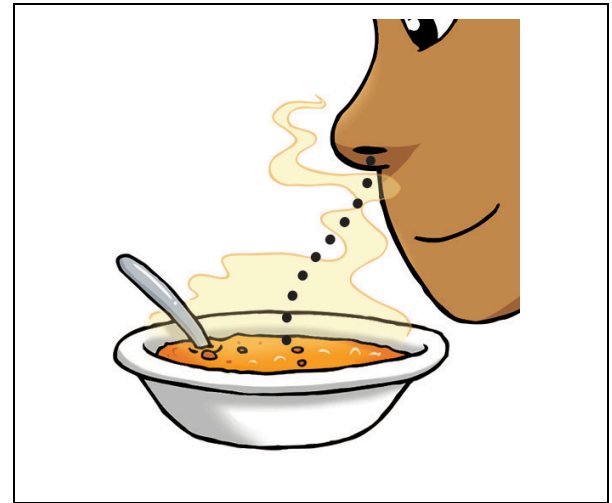
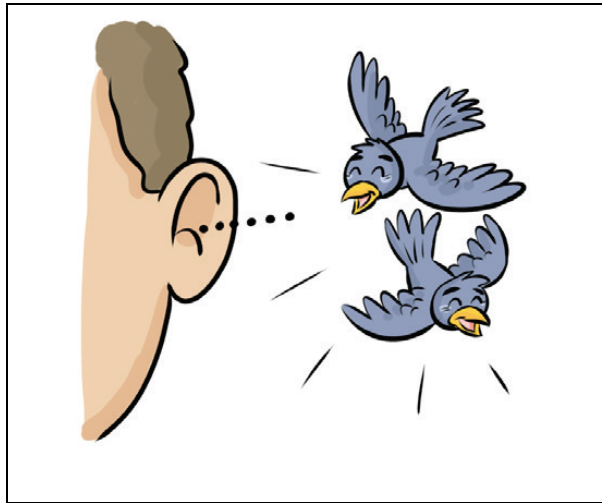
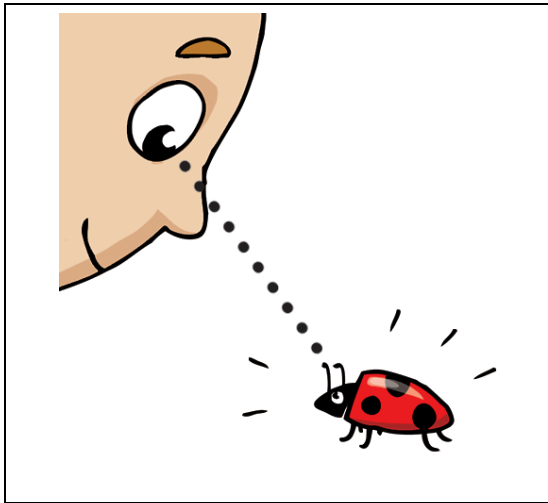
Teacher's Script:

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	What can you see on a farm?
2	Which animals lay eggs?
3	Which vegetables grow under the ground?
4	Does a tiger lay eggs?
5	Which body parts start with 'h'?
6	Do you like the smell of perfume?
7	Do you like the smell of soap?
8	What's your favourite smell?
9	Do you like the taste of ice cream?
10	How does a lemon taste?
11	How does a ruler feel?
12	How does a teddy bear feel?
13	What can you see in this room?
14	What can you see in a park?
15	Which part of an elephant feels like a giant fan?





# Speaking Rubric

	Communicative success	Range and accuracy of language	Pronunciation	Fluency
	<ul style="list-style-type: none"> <li>Questions answered</li> <li>Support given from examiner</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> </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 through back-up questions [apart from possibly 1 or 2 misunderstandings which are quickly fixed].</li> </ul>	<ul style="list-style-type: none"> <li>Uses sentences/ multi-word phrases for at least half their answers.</li> <li>Uses a range of vocabulary to give accurate answers.</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation is sufficiently clear to understand in any context.</li> <li>Word stress is accurate throughout, with examples of contracted forms in phrases (e.g. "It's...").</li> </ul>	<ul style="list-style-type: none"> <li>Mostly answers in full sentences/phrases</li> <li>No hesitation when answering with a sentence or phrase (except maybe 1 or 2 isolated examples).</li> </ul>
3	<ul style="list-style-type: none"> <li>Answer most questions clearly and promptly, 2 or 3 can't be answered even with support/back-up questioning.</li> <li>Needs support from the examiner a few times, through some repetition and rephrasing (as a result of unresponsiveness or inappropriate responses).</li> </ul>	<ul style="list-style-type: none"> <li>Uses more than one-word answers on 1 or 2 occasions.</li> <li>Uses appropriate vocabulary for most answers.</li> </ul>	<ul style="list-style-type: none"> <li>Most answers are clear enough to be understood but one or two hard to understand.</li> <li>Most phonemes pronounced clearly, except for non-Arabic ones (e.g. 'p')</li> <li>Some inappropriate stress patterns for specific words/phrases.</li> </ul>	<ul style="list-style-type: none"> <li>May not generally answer in full sentences/phrases</li> <li>Some hesitations when answering - particularly with a sentence or phrase - but generally doesn't affect communication.</li> </ul>
2	<ul style="list-style-type: none"> <li>Answers about half the questions adequately, perhaps with some delay.</li> <li>Needs support from the examiner for most of the questions, through some repetition and rephrasing (as a result of unresponsiveness or inappropriate responses).</li> </ul>	<ul style="list-style-type: none"> <li>All one-word answers.</li> <li>Limited vocabulary – repeated or inaccurate words in most answers.</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation means answers are routinely difficult to understand.</li> <li>Many inaccuracies in pronouncing phonemes and/or word stress.</li> </ul>	<ul style="list-style-type: none"> <li>Responses – particularly those with more than one word – generally require patience due to slow/interrupted delivery.</li> </ul>
1	<ul style="list-style-type: none"> <li>Can only answer 1 or 2 questions adequately, even with support, repetition and back up questions from the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient language given to show any evidence for this (apart from responses to the most basic personal questions).</li> </ul>	<ul style="list-style-type: none"> <li>Finds it difficult to pronounce any words in English accurately (apart from responses to the most basic personal questions).</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient communication to show evidence of the above features.</li> </ul>
0	Non-assessed: Student absent, evidence of cheating or nothing of meaning communicated.			