



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Grade 3 Term 2

Listening and Speaking


SAMPLE TEST PAPER

Listening

Listening: Part 1

Listen and **tick** the correct picture. There is one example.

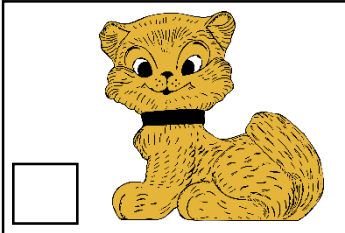
Example: How wide is the stamp?

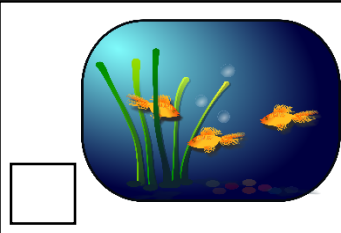
A. 1 cm 

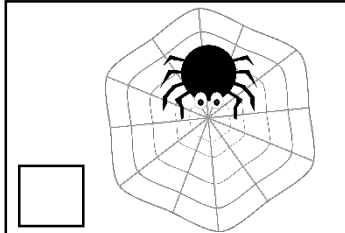
B. 2 cm 

C. 3 cm 

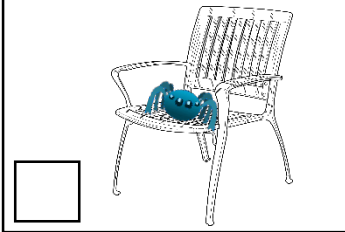
1. What did Noora see in the pet shop?

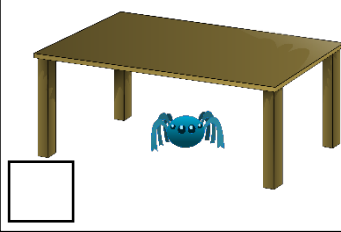
A. 

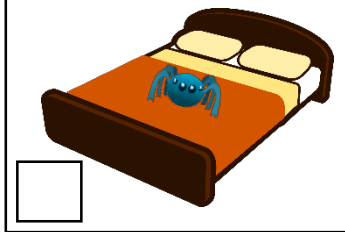
B. 

C. 


2. Where did the boy see the spider?


A. 

B. 

C. 

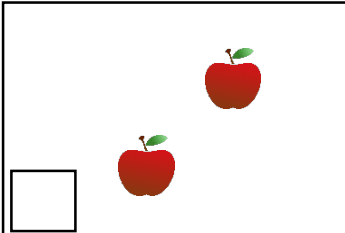
3. Which sign are they talking about?

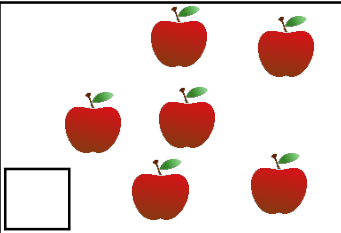
A. 

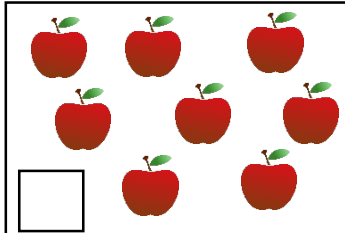
B. 

C. 

4. How many apples did the horse eat?

A. 

B. 

C. 

Listening

Listening: Part 2

Read the sentences first. Listen and **circle** the correct word.
There is one example.

Example: Mona's mum bought her a new **pencil case** / pencil at the shop.

5. Sara's **dad** / mum bought her a new ruler.
6. The girl's **measure** / count things together.
7. The ruler is **longer** / shorter than the pencil case.
8. The paintbrushes are 10cm **long** / wide.

Teacher Notes

Speaking Part 1

[1-2-1 set up]

In Part one you should aim to ask a minimum of **three** and maximum of **four** questions per student. Part 1 should not last longer than 2 minutes. Move on to Part 2 without asking 4 questions if necessary.

Interlocutor's script

Interlocutor: Good morning/afternoon.

In this first part I'm going to ask you some questions about yourself. (choose from any of the questions below)

Initial Question	Back-Up Question (If necessary)
How many (objects) can you see?	Are there two (objects)?
How high do you think your chair is? (or other appropriate object)	Do you think the chair is 50cm/ten hands high?
What did you eat/drink this morning?	Did you eat/drink?
What did you see on your way to school this morning?	Did you see your friends/a school bus etc...?
What mustn't you do in the park?	Can you play games with your friends?
What can you do in the playground?	Can you play ball games? / Can you drop litter?
How do bees help people?	What do bees make?
How are ants and spiders similar/different?	Do spiders have six legs? Can spiders fly?
What time is it?	Is it o'clock?

Teacher Notes

Speaking Part 2

[1-2-1 set up]

In Part Two you should aim to ask a minimum of **three** and maximum of **four** questions per student. Part 2 should not last longer than 2 minutes.

Interlocutor's script

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

Show student Source 1: Picture

Initial Question	Back-Up Question (If necessary)
What can you see in the picture?	Can you see a leaf?
How many ants are there?	Are there five ants?
What do ants eat?	Do they eat leaves?
What do ants look like?	Do they have (number) legs/wings/antennae?
Do you think these ants bite? Why?	Do they have jaws?

Source 1: Picture



Speaking Rubric

Grade 3-4	Communicative success	Range and accuracy of language	Pronunciation	Fluency
	<ul style="list-style-type: none"> Questions answered Support required from examiner Pre-response content-related hesitation 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 language related hesitation/repetition/pace of speech
4	<ul style="list-style-type: none"> Answers all questions clearly. Does not need the examiner to repeat or support them [apart from possibly 1 or 2 misunderstandings which are quickly fixed]. Uses clarification questions 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, 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, except 2 or 3, even with support. Needs support from the examiner a few times, through some repetition and rephrasing (as a result of unresponsiveness or inappropriate responses). Occasionally uses clarification questions when needed. 	<ul style="list-style-type: none"> Uses sentences or multi-word phrases on 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. Needs support from the examiner for more than half of the questions, through some repetition and rephrasing (as a result of unresponsiveness or inappropriate responses). 	<ul style="list-style-type: none"> Most answers are single words or simple phrases. Limited vocabulary – repeated or sometimes inaccurate. Basic grammatical errors impeding comprehension. 	<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 question adequately even with support. Requires a lot of repetition and support. 	<ul style="list-style-type: none"> Can 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 making them difficult to understand on many occasions even by a teacher. 	<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.			