

## Grade 9 Student Tips Sheet

### General Tips

- If you feel anxious or stressed, remember to take a few deep breaths before you begin.
- Listen for the key words in the question.
- If you do not understand the question, politely ask the examiner to repeat it.
- Even if you have not fully understood the question, try to respond anyway. You will still receive marks for saying something of meaning!
- It is better to say something rather than nothing, even if you think it is not the right answer. **DO NOT SAY NOTHING – YOU WILL GET ZERO.**
- Make sure that you do not speak too quickly. This can easily happen when you are nervous.
- Carefully choose your words. Remember - the examiner wants you to use the correct vocabulary and grammar from your studies.
- Make sure that you pronounce your words clearly so that you are easy to understand.
- Response to questions as fully as possible by expanding on your ideas. Use words such as 'because', 'in addition', 'also' and 'on the other hand' to join up your responses.
- The questions are always based on things that you have covered in the book, so prepare for your exam by reviewing the topics that you have studied.
- The exam will only last 5 – 7 minutes in total. That's around 2.5 minutes for Part 1 and 2.5 minutes for Part 2.

### Speaking Part 1

- In this part of the exam, the examiner will choose from a selection of questions some of which will ask you and your partner.
- You can prepare by making sure that you know how to talk about the topics covered in the book, including by giving your opinion about them.
- **Try and give longer answers – give reasons and examples.**
- This part of the exam will only last for 2.5 minutes.

### Speaking Part 2

- In this part of the exam, you will be talking with your partner.
- The examiner will give you a scenario and you must ability to ask and answer questions, and express your opinions about it with your partner.
- **It is important you talk with each other, not with the teacher.**
- You can prepare by making sure that you know how to ask and answer questions, and express your opinions about topics in your course book.
- This part of the exam will only last for 2.5 minutes.

UNITED ARAB EMIRATES  
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## English End of Term Speaking Examination

Grade 9

Sample

5 – 7 minutes

### Speaking Part 1

Please note: Part 1 should last at least, but no longer than 2.5 minutes. Move on to Part 2 once this amount of time has passed.

#### Teacher's script

Teacher: Good morning/afternoon. My name is \_\_\_\_\_ (and this is \_\_\_\_\_). He / She is just going to listen to us.)

Now, what's your *full* name?

Thank you.

And what's your *full* name?

Thank you.

In this first part, I'm going to ask each of you some questions about things you have learned in class

- Choose from any of the questions below at random (for example, 4, 19, 2, 13). Try and get a range of curriculum topics in each exam.
- Ask Student A the initial question.
- If they cannot answer the initial question, ask the back-up question (in brackets underneath the question). This counts as support in the rubric.
- After Student A answers, ask them the follow-up question.
- After Student A answers the follow-up question, ask Student B 'And you?' or 'What do you think?'
- After this response, ask Student B a new initial question and repeat the process; alternate between Student A and Student B.
- Use 'why/what?' to elicit more from one word answers.

## G9 Sample Speaking

	Initial / back-up question		Follow-up question
1	What is your household routine usually like on a Sunday? [What do you do at home on Sundays?]	1A	What is your household routine like on a public holiday?
2	What do you think the design of your home will be like in the future? [What will your home look like in the future?]	2A	Do you think people will want to live in tall buildings in the future? (Why / Why not?)
3	What type of animals are at the top of the food chain? (Why?) [Why do animals like lions eat?]	3A	Who or what is at the bottom of the food chain?
4	What would happen if there were no plants in the world? [Why are plants important?]	8A	Can you tell me how plants grow?
5	How do you think robots could help our households in the future? [Would you like a robot in your home? Why/ Why not]	5A	Do you think robots will change our lives in the future? (Why / why not?)
6	If you could change one thing about your room at home, what would you change? [What would you like to change about your bedroom?]	6A	What would you like to keep the same in your room?

## **Speaking Part 2 Version 1**

### **Teacher's script**

Teacher: Now, in this next part I would like you to talk about something together for about three minutes.

I'd like you to describe what the ideal classroom in the future would look like.

Please note: Use the follow-up questions to help the students to develop their ideas.
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### **Follow-up prompts**

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|-----------------|--|
| <b>Prompt 1</b> | Decide what the main features of the classroom would be.     |
| <b>Prompt 2</b> | Discuss how it would be different to your current classroom. |
| <b>Prompt 3</b> | Decide what technology you would have and why.               |

Please note: Use any of these back-up questions if the students are unable to start a conversation.
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### **Back-up questions**

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|-------------------|---|
| <b>Question 1</b> | What will your ideal classroom look like?     |
| <b>Question 2</b> | What does your classroom look like now?       |
| <b>Question 3</b> | Why will your classroom be good for students? |

## **Speaking Part 2 Version 2**

### **Teacher's script**

Teacher: Now, in this next part I would like you to talk about something together for about three minutes.

I'd like you talk about how humans effect the food chain.

Please note: Use the follow-up questions to help the students to develop their ideas.
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### **Follow-up prompts**

- |                   |   |
|-------------------|---|
| <b>Question 1</b> | Discuss humans' place in the food chain.                          |
| <b>Question 2</b> | Decide on the main differences between herbivores and carnivores. |
| <b>Question 3</b> | Decide on three ways we can stop animals becoming extinct.        |

Please note: Use any of these back-up questions if the students are unable to start a conversation.
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### **Back-up questions**

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|-------------------|--|
| <b>Question 1</b> | What is the food chain?                      |
| <b>Question 2</b> | Which animals eat plants and which eat meat? |
| <b>Question 3</b> | How can we stop illegal hunters?             |