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

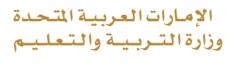
- In this part of the exam, the examiner will choose from a selection of questions some of which will ask you and your partner.
- You can prepare by making sure that you know how to talk about the topics covered in the book, including by giving your opinion about them.
- Try and give longer answers give 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 MINISTRY OF EDUCATION





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.

	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.

Follow-up prompts

Prompt 1	Decide what the main features of the classroom would be.
Prompt 2	Discuss how it would be different to your current classroom.
Prompt 3	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.

Back-up questions

Question 1	What will your ideal classroom look like?
Question 2	What does your classroom look like now?
Question 3	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.

Follow-up prompts

Question 1	Discuss humans' place in the food chain.
Question 2	Decide on the main differences between herbivores and carnivores.
Question 3	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.

Back-up questions

Question 1	What is the food chain?
Question 2	Which animals eat plants and which eat meat?
Question 3	How can we stop illegal hunters?