

Grade 11 Advanced 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. **DO NOT SAY NOTHING!**
- 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.
- **Respond to questions as fully as possible** by expanding on your ideas. Use words such as 'because', 'in addition' 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 about your **opinions and personal experiences**.
- 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.
- **This part of the exam will only last for 2.5 minutes.**

Speaking Part 2

- In this part of the exam, you will need to talk with your partner and ask each other questions.
- The examiner will give you a scenario and you must discuss this with your partner.
- You can prepare by making sure that you are familiar with the themes you have learnt in class.
- **This part of the exam will only last for 2.5 minutes.**

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



الإمارات العربية المتحدة
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English Speaking Examination

Term 3 2017/18 (to be conducted in Term 2)

Grade 11 Advanced

SAMPLE

5 – 7 minutes

Speaking Part 1

Please note: Part One should last 2 – 2.5 minutes, but no longer than 2.5 minutes. Move on to Part Two 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.)

[To Student A] Now, what's your *full* name?

Thank you.

[To Student B] 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, 1, 3).**
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.**
- **After this response, ask Student B a new initial question and repeat the process; alternate between Student A and Student B.**
- **Use 'Why? / Why not? / What?' to elicit more from one-word answers.**

	Initial / Back-up question		Follow-up question
1	Would you like to be an entrepreneur one day? [Would you like to have your own business?]	1A	Do you think it is easy to start up your own business?
2	Do you enjoy reading books? [Do you like to read?]	2A	Do you think it is important to read books?
3	How can spas help you feel better? [Do you like going to spas?]	3A	Are there any spas in your emirate?
4	Why is it important to go to the doctor when you are sick? [Do you go to see a doctor when you are sick?]	4A	What kind of food should you eat when you are sick?
5	What job would you like to have after school? [Where do you want to work after school?]	5A	Do you think it is important to have a good CV when looking for a job?

Teacher: Thank you. That is the end of Part 1.

Speaking Part 2

Teacher's script

Teacher: Now, in this next part, I would like you to talk about something together for about 2.5 minutes.

You and your friend are planning a presentation about health and wellness in the U.A.E. I'd like you to decide what you will talk about in the presentation.

Please note: Allow students to continue their discussion based on the prompt above for as long as they can. Use the follow-up prompts to help students continue their discussion if necessary. Part 2 should last no longer than 2.5 minutes.

Follow-up prompts

Question 1 How can your diet affect your health?

Question 2 What can people do to stay healthy?

Question 3 What are the advantages of using fitness gadgets?

Please note: Use any of the back-up questions if students have difficulty in starting their conversation or extending their answers from the prompts above.

Back-up questions

Question 1 Why is it important to eat healthy food?

Question 2 Would going to the spa regularly help people stay healthy?

Question 3 Is it good to use heart monitors and fitness headphones?

Teacher: Thank you. This is the end of the Speaking Test.

Speaking rubric

	Communicative success	Range and accuracy of language	Pronunciation	Fluency
	<ul style="list-style-type: none"> Appropriacy of answers Support required from examiner Interaction maintenance 	<ul style="list-style-type: none"> Range of grammatical structures Range of vocabulary Effect of errors 	<ul style="list-style-type: none"> Clarity of phonemes, syllables, words Rhythm and stress Intonation 	<ul style="list-style-type: none"> Impression of confidence Pace
4	<ul style="list-style-type: none"> Answers all questions clearly and expands on them in an appropriate manner, without the need for 'why/what'. Does not need the examiner to repeat or explain questions. Shows they can maintain effective interaction – asking extra unprompted questions to their colleague, involving them in the discussion or supporting them if needed, and staying on topic. Their contribution allows Part 2 to flow for the full 3 minutes. 	<ul style="list-style-type: none"> Uses a range of verb forms and clause types in an appropriate way for the questions. Uses a range of vocabulary, including precise topic-related words and phrases from the Grade, throughout. Only makes a few minor errors that have no effect on communication. 	<ul style="list-style-type: none"> Pronunciation is sufficiently clear to understand throughout. Uses natural rhythm and stress patterns throughout. The candidate uses intonation appropriately throughout. 	<ul style="list-style-type: none"> Appears confident in speaking English with little hesitation except to formulate complex thoughts. Uses a clear but natural pace of speaking.
3	<ul style="list-style-type: none"> Answers all questions clearly without the need for back-up questions, except for possibly one or two, and expands unprompted on the majority of them. Needs support from the examiner one or two times, through some repetition and explanation. Helps the interaction in Part 2 to be smooth-flowing with just one or two lapses caused by e.g. an overly long turn, an irrelevant or insufficient response or not helping their colleague respond. 	<ul style="list-style-type: none"> Uses a range of verb forms and clause types, though sometimes inaccurately. Uses some examples of precise topic-related vocabulary from the Grade though not for all topics. May be repetitive with one or two words. One or two errors in complex vocabulary and/or grammar may render the meaning of some utterances unclear. 	<ul style="list-style-type: none"> Pronunciation is sufficiently clear to understand, possibly apart from a few isolated words. Uses clear rhythm and stress patterns for utterances, with one or two lapses. The candidate uses intonation and stress appropriately throughout most of the test, possibly with one or two lapses. 	<ul style="list-style-type: none"> Appears mainly confident in speaking English, with some examples of hesitation with more complex language/responses. Uses a natural pace of speaking for most utterances, but occasionally quite slow in more complex turns. Pace of speaking may be overly fast which can impede communication.
2	<ul style="list-style-type: none"> Answers most questions in an appropriate way though may need back-up questions. Sometimes does not expand without asking 'why/what'. Needs support from the examiner for several questions, through some repetition and explanation. Occasionally disrupts the flow of interaction in Part 2 by perhaps not asking enough questions, not involving their colleague or not giving relevant or sufficiently expanded responses. 	<ul style="list-style-type: none"> Uses mostly simple grammatical structures but some isolated examples of more complex verb forms and clauses. Uses a limited range of vocabulary, with only one or two uses of more complex topic-relevant vocabulary from the Grade. Is noticeably repetitive with certain vocabulary. Makes occasional errors in both basic and more complex vocabulary/grammar that impede communication at some points. 	<ul style="list-style-type: none"> Pronunciation means the speech is generally easy to understand but there may be consistent problems with specific phonemes. Rhythm and stress patterns may be inappropriate at times, leading to occasional difficulty understanding. A few examples of appropriate use of intonation but not maintained throughout the test. 	<ul style="list-style-type: none"> Occasionally appears confident in speaking English, but often seems hesitant when not on more basic topics. Often speaks slowly or in a stilted fashion compared to standard English pace.
1	<ul style="list-style-type: none"> Only answers half or less of the questions appropriately, even with back-up and support. Requires a lot of explanation and prompting, which means the interaction doesn't flow. Lacks the skills to maintain a smooth-flowing and shared interaction with their colleague through Part 2. 	<ul style="list-style-type: none"> While basic sentence forms may be accurate, any evidence of more complex verb forms, subordination or vocabulary is almost universally lacking or inaccurate. Consistently erroneous grammar and/or vocabulary makes following the speech difficult. 	<ul style="list-style-type: none"> Pronunciation requires significant patience and effort from the listener, due to mispronunciation of many phonemes and/or consistent lack of appropriate word or sentence stress. Rarely uses any appropriate intonation patterns (beyond one or two isolated examples) 	<ul style="list-style-type: none"> Lacks confidence in speaking English with frequent hesitation during answers. Pace and rhythm require considerable patience from the listener.
0	Non-assessed: Student absent, evidence of cheating or nothing of meaning communicated.			