

## 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  
وزارة التربية والتعليم**

**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.**

	<b>Initial / Back-up question</b>		<b>Follow-up question</b>
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

- |                   |   |
|-------------------|---|
| <b>Question 1</b> | How can your diet affect your health?             |
| <b>Question 2</b> | What can people do to stay healthy?               |
| <b>Question 3</b> | 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

- |                   |  |
|-------------------|--|
| <b>Question 1</b> | Why is it important to eat healthy food?                   |
| <b>Question 2</b> | Would going to the spa regularly help people stay healthy? |
| <b>Question 3</b> | 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"> <li>• Appropriacy of answers</li> <li>• Support required from examiner</li> <li>• Interaction maintenance</li> </ul>	<ul style="list-style-type: none"> <li>• Range of grammatical structures</li> <li>• Range of vocabulary</li> <li>• Effect of errors</li> </ul>	<ul style="list-style-type: none"> <li>• Clarity of phonemes, syllables, words</li> <li>• Rhythm and stress</li> <li>• Intonation</li> </ul>	<ul style="list-style-type: none"> <li>• Impression of confidence</li> <li>• Pace</li> </ul>
4	<ul style="list-style-type: none"> <li>• Answers all questions clearly and expands on them in an appropriate manner, without the need for 'why/what?'.</li> <li>• Does not need the examiner to repeat or explain questions.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of verb forms and clause types in an appropriate way for the questions.</li> <li>• Uses a range of vocabulary, including precise topic-related words and phrases from the Grade, throughout.</li> <li>• Only makes a few minor errors that have no effect on communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation is sufficiently clear to understand throughout.</li> <li>• Uses natural rhythm and stress patterns throughout.</li> <li>• The candidate uses intonation appropriately throughout.</li> </ul>	<ul style="list-style-type: none"> <li>• Appears confident in speaking English with little hesitation except to formulate complex thoughts.</li> <li>• Uses a clear but natural pace of speaking.</li> </ul>
3	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Needs support from the examiner one or two times, through some repetition and explanation.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of verb forms and clause types, though sometimes inaccurately.</li> <li>• Uses some examples of precise topic-related vocabulary from the Grade though not for all topics. May be repetitive with one or two words.</li> <li>• One or two errors in complex vocabulary and/or grammar may render the meaning of some utterances unclear.</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation is sufficiently clear to understand, possibly apart from a few isolated words.</li> <li>• Uses clear rhythm and stress patterns for utterances, with one or two lapses.</li> <li>• The candidate uses intonation and stress appropriately throughout most of the test, possibly with one or two lapses.</li> </ul>	<ul style="list-style-type: none"> <li>• Appears mainly confident in speaking English, with some examples of hesitation with more complex language/responses.</li> <li>• Uses a natural pace of speaking for most utterances, but occasionally quite slow in more complex turns.</li> <li>• Pace of speaking may be overly fast which can impede communication.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Answers most questions in an appropriate way though may need back-up questions. Sometimes does not expand without asking 'why/what?'.</li> <li>• Needs support from the examiner for several questions, through some repetition and explanation.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses mostly simple grammatical structures but some isolated examples of more complex verb forms and clauses.</li> <li>• 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.</li> <li>• Makes occasional errors in both basic and more complex vocabulary/grammar that impede communication at some points.</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation means the speech is generally easy to understand but there may be consistent problems with specific phonemes.</li> <li>• Rhythm and stress patterns may be inappropriate at times, leading to occasional difficulty understanding.</li> <li>• A few examples of appropriate use of intonation but not maintained throughout the test.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally appears confident in speaking English, but often seems hesitant when not on more basic topics.</li> <li>• Often speaks slowly or in a stilted fashion compared to standard English pace.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Only answers half or less of the questions appropriately, even with back-up and support.</li> <li>• Requires a lot of explanation and prompting, which means the interaction doesn't flow.</li> <li>• Lacks the skills to maintain a smooth-flowing and shared interaction with their colleague through Part 2.</li> </ul>	<ul style="list-style-type: none"> <li>• While basic sentence forms may be accurate, any evidence of more complex verb forms, subordination or vocabulary is almost universally lacking or inaccurate.</li> <li>• Consistently erroneous grammar and/or vocabulary makes following the speech difficult.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Rarely uses any appropriate intonation patterns (beyond one or two isolated examples)</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks confidence in speaking English with frequent hesitation during answers.</li> <li>• Pace and rhythm require considerable patience from the listener.</li> </ul>
0	Non-assessed: Student absent, evidence of cheating or nothing of meaning communicated.			