

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



الإمارات العربية المتحدة
وزارة التربية والتعليم

English EOT 2 Speaking Examination

Grade 1

2-3 minutes

Sample

Please encourage the students to use the tips below as you practice with them.

Part 1 Speaking Exam Tip(s)!

1. Answer using full sentences [e.g. **What's this?** "Pen." X "It's a pen." ✓]
2. Speak loudly.
3. Don't be shy.
4. Ask the teacher to say the question again if you did not hear the first time.
5. Try to answer all the questions the teacher asks you about the pictures.

Part 2 Speaking Exam Tip(s)!

1. Answer using full sentences [e.g. **How old are you?** "Six." X "I'm six. / I'm six years old." ✓]
2. Speak loudly.
3. Don't be shy.
4. Ask the teacher to say the question again if you did not hear the first time.
5. Try to answer all the questions the teacher asks about you.

Speaking Part 1 Version 1

Please note: In Part 1 you should ask a maximum of four questions.

Part 1 should not last longer than 1 minute.

Teacher's Script:

Teacher: Good morning/afternoon. My name is _____.

What's your name?

In this first part, I'm going to show you a picture and ask you some questions.

The teacher can choose four of the questions below.

Show student Source 1.

	Question
1	What's this? [Point to the room.]
2	What's this? [Point to the toy hippo on the bed.]
3	What's this? [Point to the red rug under the bed.]
4	What colour is this? [Point to the red rug.]
5	What's this number? [Point to the number 12 the girl is thinking about.]
6	Does she feel sad/happy/tired/hungry?
7	What colour is her hair?
8	Is her hair long or short?
9	What's this? [Point to the girl's arm.]
10	What are they? [Point to the pair of jeans on the bed.]

Speaking Part 1 Version 2

Please note: In Part 1 you should ask a maximum of four questions.

Part 1 should not last longer than 1 minute.

Teacher's Script:

Teacher: Good morning/afternoon. My name is _____.

What's your name?

In this first part, I'm going to show you a picture and ask you some questions.

The teacher can choose four of the questions below.

Show student Source 2.

	Question
1	How many girls can you see? [Please give the student enough time to count the girls.]
2	Does she like burgers? [Point to the girl eating a burger.]
3	What's this? [Point to the ball.]
4	Is her hair long or short? [Point to any of the girls.]
5	What colour is this? [Point to the ball.]
6	Is this short or tall? [Point to any of the trees.]
7	What colour are her eyes? [Point to the girl with blue eyes.]
8	What's this? [Point to one of the balloon.]
9	What's this? [Point to the bird.]
10	Does she feel happy/sad/cold/tired/hungry? [Point to either the girl feeling cold/sad/happy.]

Speaking Part 2

Please note: In Part 2 you should ask a maximum of four questions.

Part 2 should not last longer than 1 minute.

Teacher's Script:

Teacher: Now, in this second part, I'm going to ask you some questions about yourself and your lessons.

The teacher can choose four of the questions below.

	Question
1	How many _____ can you see? [You can use pencils or any objects that you have in the classroom which the students have been exposed to in the T2 curriculum.]
2	How are you?
3	What colours do you like?
4	What food don't you like?
5	What's this? [Point to your nose.]
6	What colour are your shoes?
7	Which animals do you like?
8	Is your friend short or tall?
9	Are your eyes big or small?
10	Does your friend like ice cream/pita bread/yoghurt/olives/?
11	What can you do with your mouth?
12	What can you do with your nose?
13	What letter 'h' words do you know?
14	What letter 'll' words do you know?
15	What letter 'b' words do you know?





Speaking Rubric

	Communicative success	Range and accuracy of language	Pronunciation	Fluency
	<ul style="list-style-type: none"> Questions answered Support given from examiner 	<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 	<ul style="list-style-type: none"> Mid-response hesitation/repetition/ pace of speech
4	<ul style="list-style-type: none"> Answers all questions clearly and promptly. Does not need the examiner to repeat or support them through back-up questions [apart from possibly 1 or 2 misunderstandings which are quickly fixed]. 	<ul style="list-style-type: none"> Uses sentences/ multi-word phrases for at least half their answers. Uses a range of vocabulary to give accurate answers. 	<ul style="list-style-type: none"> Pronunciation is sufficiently clear to understand in any context. Word stress is accurate throughout, with examples of contracted forms in phrases (e.g. "It's..."). 	<ul style="list-style-type: none"> Mostly answers in full sentences/phrases No hesitation when answering with a sentence or phrase (except maybe 1 or 2 isolated examples).
3	<ul style="list-style-type: none"> Answer most questions clearly and promptly, 2 or 3 can't be answered even with support/back-up questioning. Needs support from the examiner a few times, through some repetition and rephrasing (as a result of unresponsiveness or inappropriate responses). 	<ul style="list-style-type: none"> Uses more than one-word answers on 1 or 2 occasions. Uses appropriate vocabulary for most answers. 	<ul style="list-style-type: none"> Most answers are clear enough to be understood but one or two hard to understand. Most phonemes pronounced clearly, except for non-Arabic ones (e.g. 'p') Some inappropriate stress patterns for specific words/phrases. 	<ul style="list-style-type: none"> May not generally answer in full sentences/phrases Some hesitations when answering - particularly with a sentence or phrase - but generally doesn't affect communication.
2	<ul style="list-style-type: none"> Answers about half the questions adequately, perhaps with some delay. Needs support from the examiner for most of the questions, through some repetition and rephrasing (as a result of unresponsiveness or inappropriate responses). 	<ul style="list-style-type: none"> All one-word answers. Limited vocabulary – repeated or inaccurate words in most answers. 	<ul style="list-style-type: none"> Pronunciation means answers are routinely difficult to understand. Many inaccuracies in pronouncing phonemes and/or word stress. 	<ul style="list-style-type: none"> Responses – particularly those with more than one word – generally require patience due to slow/interrupted delivery.
1	<ul style="list-style-type: none"> Can only answer 1 or 2 questions adequately, even with support, repetition and back up questions from the teacher. 	<ul style="list-style-type: none"> Insufficient language given to show any evidence for this (apart from responses to the most basic personal questions). 	<ul style="list-style-type: none"> Finds it difficult to pronounce any words in English accurately (apart from responses to the most basic personal questions). 	<ul style="list-style-type: none"> Insufficient communication to show evidence of the above features.
0	Non-assessed: Student absent, evidence of cheating or nothing of meaning communicated.			