

يمكنك الحصول على جميع الملفات من أوراق عمل وامتحانات ومذكرات وملخصات لجميع الصفوف وجميع المواد الخاصة بالمنهاج الإماراتي من خلال الرابط التالي

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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.

	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.			