

Exam tips

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

Part 1 Speaking Exam tip(s)!

1. Please answer using full sentences [e.g. **How old are you?**
"Six" "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.

Part 2 Speaking Exam tip(s)!

1. Please answer using full sentences [e.g. **What's this?**
"Pen" "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 about the picture (s).

Grade 4 Speaking

Speaking Part 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.

In this first part, I'm going to ask you some questions about yourself.

The teacher can choose four of the questions below.

	Question
1	What do you and your friends like doing together?
2	What do you practise?
3	What's your favourite game?
4	What do you want to be?
5	What are you good at doing?
6	What are you not good at doing?
7	How do you celebrate Eid al Fitr?
8	What food do you like to eat for Eid al Fitr?
9	What traditional clothes do you wear for Eid al Fitr?
10	What's your favourite weather?
11	What can you see in the desert?
12	What animals can you see in a desert in the U.A.E.?
13	What's your favourite animal? Why?
14	What do you think is the most dangerous animal in the U.A.E.?
15	Which animal do you think has good camouflage?

Speaking Part 2 Version 1

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 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 do you think the weather is like in the desert?
2	What plants can you see in the desert?
3	What animals live in the desert?
4	What is the land like in the desert?
5	Which animal do you think is the most beautiful?
6	How are the jerboa and oryx different?
7	Why does the jerboa have long legs?
8	Where does the jerboa sleep?
9	How does the jerboa move?
10	Which animal do you think has the best camouflage?

Speaking Part 2 Version 2

Please note: In Part 2, you should ask a maximum of four questions.
Part 2 should not last longer than 1 minute.

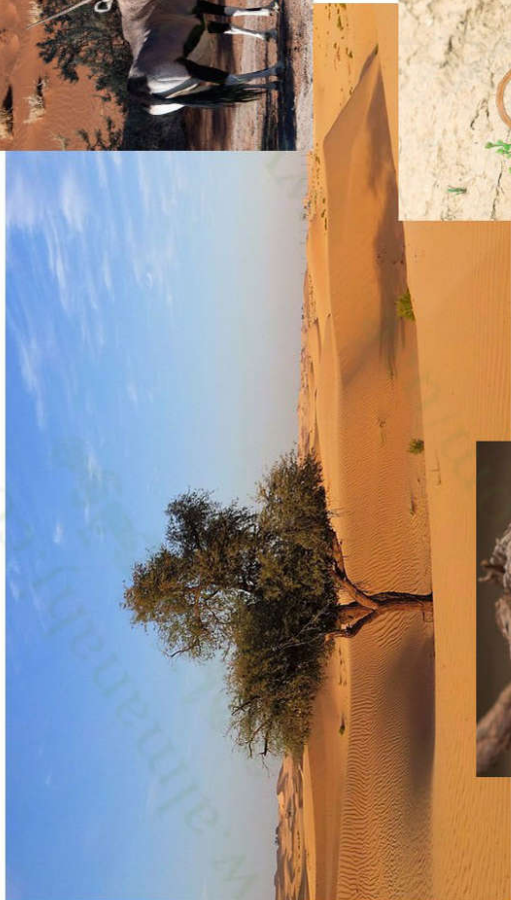
Teacher's Script:

Teacher: Now, in this second part, I'm going to show you a picture and ask you some questions.

The teacher can choose four of the questions below.

Show student Source 2.

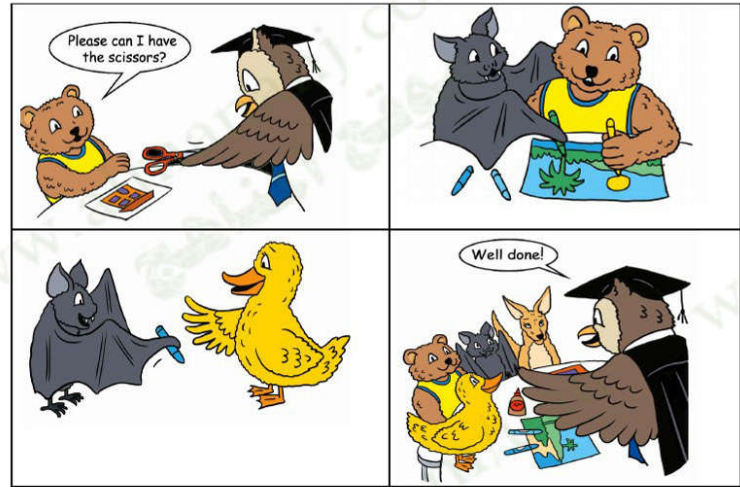
	Question
1	Pic. 1 What are the animals doing?
2	Pic. 1 How is the duck feeling?
3	Pic. 1 What is the bear doing?
4	Pic. 1 What is the bat doing?
5	Pic. 1 What is the owl's job?
6	Pic. 1 How are the duck and the bat the same?
7	Pic. 1. How are the bear and the kangaroo the same?
8	Pic. 2 What classroom sharing rules do you think the animals have?
9	Pic. 2 What classroom rules are most important?
10	Pic. 2 Is saying 'please' polite or impolite?



1



2



Speaking Rubric

	Communicative success	Range and accuracy of language	Pronunciation	Fluency
4	<ul style="list-style-type: none"> Questions answered Support required from examiner Interaction maintenance Answers all questions clearly and promptly. Does not need the examiner to repeat or support them [apart from possibly 1 or 2 misunderstandings which are quickly fixed]. Uses clarification questions (e.g. 'what?', 'again please') when needed. 	<ul style="list-style-type: none"> Utterance – words, phrases or sentences Grammar and vocabulary: range and accuracy Uses sentences or appropriate multi-word phrases for most or all answers. Uses a good range of vocabulary appropriately and a number of grammatical structures (e.g. examples of different tenses or modals). Any mistakes in vocabulary or grammar have no impact on communication of meaning. 	<ul style="list-style-type: none"> Clarity of phonemes, syllables, words Rhythm and stress Pronunciation is sufficiently clear to understand in any context. Phonemes are generally clear and accurate. Appropriate word stress and sentence stress in most cases, with one or two exceptions. 	<ul style="list-style-type: none"> Mild response hesitation/repetition/pace of speech Very little hesitation or repetition in answers, except in some longer sentences or phrases.
3	<ul style="list-style-type: none"> Answers most questions clearly, but 2 or 3 can't be answered even with support/back-up questions. Needs support from the examiner a few times, through some repetition and explanation (as a result of unresponsiveness or inappropriate responses). Occasionally uses clarification questions when needed (e.g. 'what?'). 	<ul style="list-style-type: none"> Uses sentences or multi-word phrases in at least half their answers. Uses appropriate vocabulary for most questions. Grammatical structures limited to basic simple sentences. Makes a few mistakes in vocabulary or grammar which make 1 or 2 answers difficult to understand. 	<ul style="list-style-type: none"> Most answers are clear enough to be understood but occasional mispronunciations make one or two hard to understand except by a teacher. Most phonemes pronounced clearly, except for non-Arabic ones (e.g. 'p'). Occasional awkward rhythm or inappropriate stress at sentence or word level, especially with longer phrases or words. 	<ul style="list-style-type: none"> Some hesitation and/or repetition in answers but not hindering communication.
2	<ul style="list-style-type: none"> Answers about half the questions adequately. Others can't be answered even with support/back-up questions. Needs support from the examiner for more than half of the questions, through some repetition and explanation (as a result of unresponsiveness or inappropriate responses). 	<ul style="list-style-type: none"> Most answers are single words or simple phrases. Limited vocabulary – words often unnecessarily repeated or sometimes inaccurate. Basic grammatical errors make answers difficult to understand. 	<ul style="list-style-type: none"> Pronunciation makes several answers difficult to understand except by a teacher. Consistent problems in producing accurate phonemes. Rhythm awkward or stress errors at sentence or word level, sometimes impeding comprehension. 	<ul style="list-style-type: none"> Hesitation and/or repetition in most answers, requiring some patience by the listener.
1	<ul style="list-style-type: none"> Can only answer 1 or 2 questions, even after giving support or back-up questions. 	<ul style="list-style-type: none"> Can only say a few words in English. Only evidence of sentence forms is in very basic fixed phrases. 	<ul style="list-style-type: none"> Many basic errors in pronunciation make them difficult to understand through most of the exam. 	<ul style="list-style-type: none"> Very hesitant which often impedes comprehension.
0	Non-assessed: Student absent; evidence of cheating or nothing of meaning communicated.			