

Grades 8-9 Access Student Tips Sheet

General Tips

- Relax
- **Listen** for the **key words** in the questions.
- Ask the examiner to **repeat** a question.
- **Do not stay silent!**
- **Use** the words you studied in your course book.
- **Pronounce** your words clearly.
- The exam will only last 4 – 5.5 minutes in total. That's around 2 - 2.5 minutes for both Parts 1 and 2.

Speaking Part 1

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- The questions are on topics you studied in Term 2.
- Review vocabulary and speaking activities in the course book on the topics of 'My Life in the U.A.E.' (Unit 1), 'Leisure activities' (Unit 2), and 'World of Work' (Unit 3).
- Answer in **full sentences**.
- This part of the exam will only last for between 2 - 2.5 minutes.

Speaking Part 2

- You will talk with your partner.
- Look at your picture, talk about it and then discuss it with your partner.
- Ask your partner questions.
- This part of the exam will only last for between 2 - 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)
Grades 8-9 Access
4 – 5.5 minutes

SAMPLE
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Speaking Part 1

Please note: You should aim to ask a maximum of three question sets per student. Part 1 should last between 2 - 2.5 minutes, but no longer than 2.5 minutes. Move on to Part 2 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. I will ask (Student A) the first question, then (Student B) a new question, and then back to (Student A).

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- Choose from any of the questions below at random (for example, 7, 1 and 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.
- Use 'Why? / Why not? / What?' to elicit more from one-word answers.

	Initial / Back-up question		Follow-up question
1	What different rooms are there in your family house? [Tell me about rooms in your house.]	1A	Which room in your family house do you like?
2	What do your parents do? [What jobs does your father have?]	2A	What job do you want to do?
3	What activities do you enjoy doing in your free time? [What do you do after school?]	3A	What activities do people do in the U.A.E.?
4	What team sports do you know? [Do you like football and basketball?]	4A	What new activities would you like to try?
5	What activities can people do in the mountains in the U.A.E.? [What can you do in the mountains?]	5A	What equipment do you need to go hiking?
6	What are the most popular jobs in the U.A.E.? [Tell me about jobs in the UAE.]	6A	What do people have to do to be doctors?
7	Where do people in the U.A.E. look for jobs? [How can people get jobs?]	7A	What skills does a policeman need?

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

Speaking Part 2

Please note: Part 2 should last 2 – 2.5 minutes, but no longer than 2.5 minutes.

Teacher's script

Teacher: Now, in this next part, I would like you to talk about something for about 2 to 2.5 minutes.

[To Student A] Look at this picture. **[Show students Resource 1A.]** Tell (Student B) what you see in your picture. [...] **[To Student B]** Ask (Student A) a question about the picture.

[To Student B] Look at this picture. **[Show students Resource 1B].** Tell (Student A) what you see in your picture. [...] **[To Student A]** Ask (Student B) a question about the picture.

Follow-up prompts

Please note: Use the follow-up prompts to help students continue their discussion if necessary, not exceeding 2.5 minutes. Introduce them by saying 'Tell your partner about' or 'Ask your partner a question about ___ / their free time'.

Prompt 1 water activities / desert activities.

Prompt 2 snorkelling / sandboarding.

Prompt 3 when people can do this activity.

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 What activities can people do in the sea / in the desert?

Question 2 What equipment do people need to go snorkelling / sandboarding?

Question 3 Do you enjoy water / desert activities?

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

	Communicative success	Range and accuracy of language	Pronunciation	Fluency
	<ul style="list-style-type: none"> • Questions answered • Support required from examiner • Interaction maintenance 	<ul style="list-style-type: none"> • Range and accuracy of vocabulary • Range and accuracy of grammatical structures 	<ul style="list-style-type: none"> • Clarity of phonemes, syllables, words • Rhythm and stress 	<ul style="list-style-type: none"> • Mid-response language-related hesitation/repetition/ pace of speech • Pace
4	<ul style="list-style-type: none"> • Answers all questions clearly and without back-up, and mostly avoiding one-word answers. • Does not need the examiner to repeat or explain questions [apart from possibly 1 or 2 misunderstandings, which are quickly fixed]. • Participates effectively with their colleague in Part 2 – describing/responding in sentences and always asking questions when prompted. 	<ul style="list-style-type: none"> • Uses full sentences for most answers, with some linking between them. • Uses a range of vocabulary appropriately and a number of different grammatical structures and modals accurately. • Any mistakes in vocabulary or grammar have no impact on communication of meaning. 	<ul style="list-style-type: none"> • Pronunciation is sufficiently clear to understand in any context. • Phonemes and syllables are generally clear and accurate. • Appropriate word stress and sentence stress in most cases, with examples of contractions. 	<ul style="list-style-type: none"> • Very little hesitation or repetition in answers. • Answers are generally spoken at a clear but natural pace.
3	<ul style="list-style-type: none"> • Answers most questions clearly, occasionally needing back-up questions. On occasion, gives full sentences to yes/no questions without prompting. • Needs support from the examiner a few times, through some repetition and explanation. • Mostly participates effectively in Part 2 but may need some extra encouragement to give further detail or to ask a question. 	<ul style="list-style-type: none"> • Uses full sentences for at least half their answers, with isolated evidence of linking between them. • Uses appropriate vocabulary for most questions. Uses a range of grammatical structures and modals though with some errors. • 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. • Most phonemes and syllables pronounced clearly. • Some examples of appropriate stress and rhythm but may be inconsistent. 	<ul style="list-style-type: none"> • Some hesitation in answers but not hindering communication. • Some answers are delivered at a quite slow (or overly fast) pace.
2	<ul style="list-style-type: none"> • Answers only about half the questions adequately, even after back-up. Generally gives one-word answers and continually needs to be prompted for further response. • Needs support from the examiner for most of their participation in the exam, through repetition and explanation. • Candidate gives very limited participation in Part 2; likely not asking any questions when prompted. 	<ul style="list-style-type: none"> • Most answers are not adequately formed sentences, with very little or no evidence of linking between them. • Vocabulary insufficient for the tasks – repeating basic words or using words inappropriately. • Basic grammatical errors impeding comprehension in several answers. 	<ul style="list-style-type: none"> • Pronunciation makes some answers difficult to understand. • Several inaccuracies in pronouncing phonemes or syllables. • Almost no evidence of stress-timing in speech. 	<ul style="list-style-type: none"> • Hesitation in giving many answers requires some patience from the listener. • Answers generally use slow pace.
1	<ul style="list-style-type: none"> • Cannot answer questions adequately even with support and back-up questions. • Requires constant repetition and explanation. • Does not adequately participate in either part of the test. 	<ul style="list-style-type: none"> • Can say a few words and phrases in English. Not able to maintain a conversation. • Consistent errors in vocabulary/ grammar make the majority of speech hard to understand. 	<ul style="list-style-type: none"> • Many basic errors in pronunciation, making them difficult to understand on numerous occasions. 	<ul style="list-style-type: none"> • Unwilling to respond and communicate, making following the discourse very difficult and/or frustrating.
0	Non-assessed: Student absent, evidence of cheating or nothing of meaning communicated.			

Speaking Part 2 - Resource 1A

[To Student A]



Speaking Part 2 - Resource 1B

[To Student B]

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