



English End of Term 1 Speaking Examination

Grade 8

Speaking Part 1

Please note: Part 1 should last at least, but no longer than, 2 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.)

Now, what's your *full* name?

Thank you.

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, 19, 2, 13). 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/what?' to elicit more from one-word answers.

	Initial question/back-up question		Follow-up question
1	Do you prefer working in groups or working on your own? [Do you like to work with other people?]	1A	Why?
2	Are you part of any after-school clubs? [Do you play sport or paint after school?]	2A	What club would you like to join?
3	What facilities are there in your town? [Is there a bakery or a pharmacy?]	3A	What can you buy there?
4	What do you like about where you live? [Do you like your town/city? Why?]	4A	What is one thing you would like to change?
5	Do you prefer to live in the country or in a city? [Do you like busy cities?]	5A	Why?
6	What do people in your community do to help each other? [Do people you know pick up litter?]	6A	How could you help your community become a better place?
7	What was traditional life like in the UAE? [Did people live in tents and ride camels?]	7A	How have things changed?
8	Would you enjoy the job of a pearl diver? [Do you want to be a pearl diver?]	8A	Why/Why not?
9	What do you know about life in the desert? [Is it easy to live in the desert? Why/Why not?]	9A	Would you like to live in the desert? Why/Why not?
10	Do you enjoy reading or listening to folktales? [Do you like old stories?]	10A	Why/Why not?

Speaking Part 2 Version 1

Teacher's script

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

Here are some pictures of students studying. Talk to each other about different learning styles and which ones you prefer.

Show students Source 1.

Please note: Allow students to have an initial discussion based on the initial prompt above. Use the follow-up questions to help the students to develop their ideas when/if this discussion comes to an end.

Follow-up prompts

- | | |
|-------------------|---|
| Question 1 | Discuss the advantages and disadvantages of these learning styles. |
| Question 2 | Talk about what you do when you need to concentrate. |
| Question 3 | Discuss whether you learn by doing or by reading in practical subjects. |

Please note: Use any of these back-up questions if the students are unable to start an initial conversation.

Back-up questions

- | | |
|-------------------|---|
| Question 1 | How do you learn best? |
| Question 2 | How do you prepare for a test? |
| Question 3 | When do you think it's okay to talk in class? |

Speaking Part 2 Version 2

Teacher's script

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

Here are some pictures of life in the desert. Talk to each other about what life was like in the desert and whether you would like to live a Bedouin's way of life.

Show students Source 2.

Please note: Allow students to have an initial discussion based on the initial prompt above. Use the follow-up questions to help the students to develop their ideas when/if this discussion comes to an end.

Follow-up prompts

- | | |
|-------------------|--|
| Question 1 | Talk about what places you would visit. |
| Question 2 | Discuss how you would survive in the heat. |
| Question 3 | Discuss what you would learn. |

Please note: Use any of these back-up questions if the students are unable to start an initial conversation.

Back-up questions

- | | |
|-------------------|---|
| Question 1 | How would you travel from place to place? |
| Question 2 | How would you get food? |
| Question 3 | How would you protect yourself from the heat? |

Speaking exam tips!

1. Use full sentences, not just words.
2. Speak in a clear voice. Don't rush.
3. Support your responses with reasons.
4. Talk to your partner. Keep the conversation going. Ask questions. Don't just wait for the teacher.



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Marking rubric

	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 expands without the need to ask 'why?' or 'what?'. • Does not need the examiner to repeat or explain questions [apart from possibly 1 or 2 misunderstandings which are quickly fixed]. • Interacts effectively with their colleague in Part 2– asking questions, giving relevant answers if asked, and sharing the conversation or supporting their colleague if needed. 	<ul style="list-style-type: none"> • Uses full sentences for most answers, with some linking between them. • Uses a good range of vocabulary appropriately and a number of different grammatical structures, including a range of verb tenses and modals used 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 weak forms and/or contractions. 	<ul style="list-style-type: none"> • Very little hesitation or repetition in answers, except in some more complex longer sentences or phrases. • 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 and expands on a few without the need for 'why/what?' • Needs support from the examiner a few times, through some repetition and explanation. • Mostly interacts effectively with their colleague in Part 2 but may only ask one or two questions, give one or two irrelevant responses or attempt to dominate the conversation at times. 	<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, including different verb tenses 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 except by a teacher. • Most phonemes and syllables pronounced clearly. • Some examples of appropriate use of weak forms and/or contractions but rhythm 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 does not expand on answers unless prompted to with 'why/what?'. • Needs support from the examiner for more than half of the questions, through some repetition and explanation. • Lapses in interaction skills with their colleague means limited student-student conversation in Part 2. Candidate may not ask any questions unless prompted, may not attempt to involve their partner or may not answer their partner's questions. 	<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 except by a teacher. • Several inaccuracies in pronouncing phonemes or syllables. • Almost no evidence of stress-timing in speech. 	<ul style="list-style-type: none"> • Hesitation in many answers requires some patience from the listener. • Answers generally use slow pace.
1	<ul style="list-style-type: none"> • Can only answer 1 or 2 basic questions adequately even with support and back-up questions. • Requires a lot of repetition and explanation. • Does not show that they can participate in effective conversation with a classmate. 	<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"> • Very hesitant and slow answers, making following the discourse very difficult and/or frustrating.
0	Non-assessed: Student absent, evidence of cheating or nothing of meaning communicated.			