



English End of Term 1 Speaking Examination

Grade 5

Sample

Speaking Part 1

Please note: Part 1 should last at least, but no longer than, 1.5 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.)

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	What type of home do you live in? [Do you live in a flat or a villa?]	1A	How big is your home?
2	Where do you go with your friends? [Do you go to the cinema/the mall?]	2A	What do you do there?
3	Which is your favourite landmark in the UAE? [Do you like the Burj Khalifa?]	3A	Have you visited any landmarks in the UAE?
4	Which types of transport do you use? [Do you use the metro/bus?]	4A	Have you ever been on an airplane?
5	How do you go to school? [Do you go to school by bus or car?]	5A	How far is your school from home?
6	Are the roads dangerous near your home/school? [Is there a lot of traffic on the roads?]	6A	What do you do to keep safe on the road?
7	Why do you think people want to travel to space? [Would you like to travel to another planet?]	7A	Would you like to become an astronaut?
8	Have you ever got lost? [Have you ever been left all alone in the mall?]	8A	If you get lost, what do you do?
9	Do you eat lunch at school? [Do you eat sandwiches at school?]	9A	Do you bring food from home to school?
10	Do you recycle materials you don't use? [Do you throw paper and glass in special bins?]	10A	What materials can we recycle?

Speaking Part 2 Version 1

Teacher's script

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

Here are pictures of different kind of homes. Talk to each other about what you like and don't like about these pictures.

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 | Talk about what people like about these different homes. |
| Question 2 | Talk about the kind of view you have from your homes. |
| Question 3 | Discuss whether you would prefer to live in a high-rise building or a bungalow. |

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

Back up questions

- | | |
|-------------------|--|
| Question 1 | Do you live in high-rise buildings? |
| Question 2 | Do you like the view from your home? |
| Question 3 | Do small towns have high-rise buildings? |

Speaking Part 2 Version 2

Teacher's script

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

Here are pictures of landmarks. Talk to each other about what you like and don't like about these landmarks.

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 | Discuss which of these landmarks is more famous. |
| Question 2 | Talk about the first time you visited one of these landmarks. |
| Question 3 | Talk about which landmark you would like to visit. |

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

Back up questions

- | | |
|-------------------|---|
| Question 1 | Have you ever been to the Burj Khalifa? |
| Question 2 | Which is the best Mosque you have ever visited? |
| Question 3 | Do you visit UAE landmarks often? |

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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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 	<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
3	<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.
2	<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.
1	<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.
0	Non-assessed: Student absent, evidence of cheating or nothing of meaning communicated.			