



Speaking Part 2

[1-2-1 set up]

In Part Two you should aim to ask a minimum of **three** and maximum of **four** questions per student. Part 2 should not last longer than 2 minutes.

Interlocutor's script

Interlocutor: Now in this second part I'm going to ask you some questions about yourself.
(choose from any of the questions below)

Initial Question	Back-Up Question (If necessary)
How does (object) feel? (Have a selection of soft and hard objects)	Does it feel soft/hard?
Do you like the smell of flowers? <i>or</i>	Do flowers smell nice?
Do you like the taste of lemons?	Do lemons taste sweet?
How do we use our five senses?	Do you use your eyes to hear? <i>or</i> Do you use your ears to taste?
What's your favourite food?	Do you like watermelon / yoghurt / ice cream?
How does (student's favourite food watermelon / yoghurt / ice cream) taste?	Does it taste sweet / sour / salty / hot / cold / juicy?
What's your favourite farm animal?	Do you like chickens?

Speaking Part 1

[1-2-1 set up]

In Part one you should aim to ask a minimum of **three** and maximum of **four** questions per student. Part 1 should not last longer than 2 minutes. Move on to Part 2 without asking 4 questions if necessary.

Interlocutor's script

Interlocutor: Good morning/afternoon.

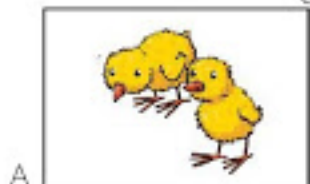
Now, in this first part I'm going to show you a picture and ask you some questions.

Show student Source 1: Picture

Initial Question	Back-Up Question (If necessary)
What can you see in the picture?	Can you see some farm animals?
What is this man doing? (point to man in red shirt)	Is he picking a plant?
What is this man doing? (point to man in tractor)	Is he driving a tractor?
Which animals lay eggs?	Do sheep lay eggs?
Where are the ducks?	Are the ducks on the grass?
What are the girls doing?	Are the girls feeding the birds?
What is this man doing? (point to man by tree)	Is he picking dates?
Do you like the taste of dates?	Do dates taste sour?

Listening

7. What can the girl see?



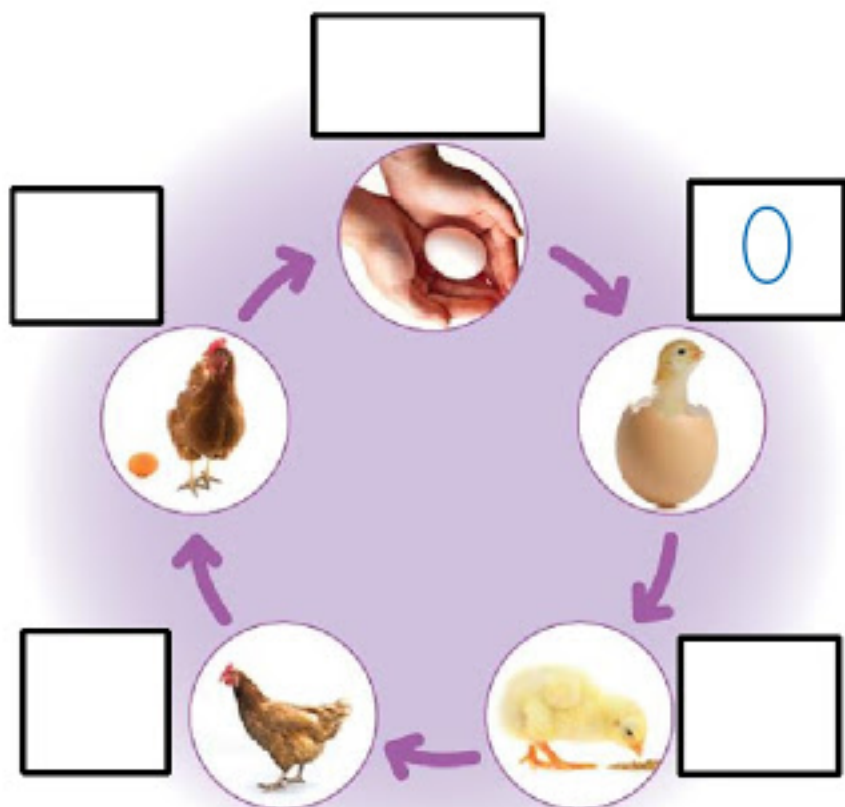
8. What is the boy's favourite vegetable?



Listening

Listening: Part 1

Listen and write the number on the picture. There is one example.



Speaking Rubric

Grade 1-2	Communicative success	Range and accuracy of language	Pronunciation	Fluency
	<ul style="list-style-type: none"> Questions answered Support given from examiner The response contains related hesitation 	<ul style="list-style-type: none"> Utterance – words, phrases or sentences Grammar and vocabulary range and accuracy 	<ul style="list-style-type: none"> Clarity of phonemes, syllables, words 	<ul style="list-style-type: none"> Mid-response language-related hesitation (repetition) pace of speech
4	<ul style="list-style-type: none"> Answers all questions clearly. Does not need the examiner to repeat or support them (apart from possibly 1 or 2 misunderstandings which are quickly fixed). 	<ul style="list-style-type: none"> Uses multi-word phrases for at least half their answers. Uses a range of vocabulary to give accurate answers. 	<ul style="list-style-type: none"> Pronunciation is sufficiently clear to understand in any context. Phonemes are generally clear and accurate. Word stress is accurate throughout, with examples of contracted forms. 	<ul style="list-style-type: none"> Very little hesitation or repetition within multi-word phrases.
3	<ul style="list-style-type: none"> Answer most questions clearly, except 2 or 3, even with support. Needs support from the examiner a few times, through some repetition and rephrasing (as a result of unresponsiveness or inappropriate responses). 	<ul style="list-style-type: none"> Uses multi-word phrases on 1 or 2 occasions. Uses appropriate vocabulary for most answers. 	<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. 'b') Some inappropriate stress for specific words/phrases. 	<ul style="list-style-type: none"> Some hesitation and/or repetition in forming certain answers but not hindering communication.
2	<ul style="list-style-type: none"> Answers about half the questions adequately. Needs support from the examiner for more than half of the questions, through some repetition and rephrasing (as a result of unresponsiveness or inappropriate responses). 	<ul style="list-style-type: none"> All one word answers. Limited vocabulary – repeats or inaccurate words in most answers. 	<ul style="list-style-type: none"> Pronunciation means answers are routinely difficult to understand except by a teacher. Many inaccuracies in pronouncing phonemes and/or word stress. 	<ul style="list-style-type: none"> Hesitation and/or repetition delivering words requires patience by the listener.
1	<ul style="list-style-type: none"> Can only answer 1 or 2 questions adequately even with support. Requires a lot of repetition and support. 	<ul style="list-style-type: none"> Insufficient language given to show any evidence for this (apart from responses to the most basic personal questions). 	<ul style="list-style-type: none"> Finds it difficult to pronounce any words in English accurately (apart from responses to the most basic personal questions). 	<ul style="list-style-type: none"> Insufficient communication to show evidence of the above features.
0	Not assessed: Student absent, evidence of cheating, or nothing of meaning communicated.			



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Grade 2 Term 2

Listening and Speaking

SAMPLE TEST PAPER

Listening

Listening: Part 2

Listen and circle the correct picture. There is one example.

Example: What is Asma doing?



5. What smell does Ahmad like?



6. Which fruit do the students feel?

