



English End of Term 1 Speaking Examination

Grade 6

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	When you have free time what do you do? [Do you go out with your friends?]	1A	Do you practise any sports?
2	Have you done anything recently that you had not done before? [Have you ever dived?]	2A	Where would you like to go that you have never been before?
3	Is there a person you really admire? [Do you admire your father?]	3A	Have you ever met a famous person?
4	Do you read books? [Which is your favourite character from a book?]	4A	Do you go to the library?
5	How do you think life was for deaf and blind people in the past? [Do you think life is better now for people with disabilities?]	5A	Are there many charity organisations where you live?
6	Is your school similar to other schools in the UAE? [Is your school big?]	6A	How do you think schools are different in other countries?
7	Which are your favourite subjects at school? [Do you like English?]	7A	Which subjects at school don't you like at all?
8	How do you travel to school? [Do you take the bus to go to school every morning?]	8A	Is your school far away from your home?
9	Are you a good student? [Do you get good marks?]	9A	How many hours do you study at home every day?
10	Do you think you must warm up before you practise a sport? [Do you warm-up before you play football/basketball/volleyball?]	10A	Why do you think we should practise sports?

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 different sports. Talk to each other and decide which sport you like the most.

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 whether it is important to practise sports. |
| Question 2 | Talk about the sports which are popular in the UAE. |
| Question 3 | Decide if you prefer to practise any sports or watch them online. |

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 practice any sports after school? |
| Question 2 | Is basketball popular in your school? |
| Question 3 | How many hours a week do you practise sports? |

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 which show a classroom. Talk to each other and decide what is happening.

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** Decide if the pictures show a special day at school.
- Question 2** Discuss how you feel about playing games in the classroom.
- Question 3** Decide if it is good to play and learn at the same time.

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

Back-up questions

- Question 1** Which is your favourite game to play in class?
- Question 2** Do you remember things better when you learn them in a game?
- Question 3** Do you often play games in class?

Speaking exam tips!

1. Use full sentences, not just words.
2. Speak clearly and slowly.
3. Give reasons for your answers.
4. Talk to your partner. Keep the conversation going. Ask questions. Don't just wait for the teacher.



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.



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	<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.			