

تم تحميل هذا الملف من موقع المناهج الإماراتية



\*للحصول على أوراق عمل لجميع الصفوف وجميع المواد اضغط هنا

<https://almanahj.com/ae>

\* للحصول على أوراق عمل لجميع مواد الصف الثاني عشر المتقدم اضغط هنا

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\* للحصول على جميع أوراق الصف الثاني عشر المتقدم في مادة لغة انجليزية وجميع الفصول, اضغط هنا

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**Overview**

The speaking exam is a structured conversation between an examiner and a candidate that encourages the authentic use of English through open-ended questions. These are intended to elicit extended responses which are focused on the two broad NELCF outcomes: express, elaborate on and justify own ideas and respond to those of others (En.8.S.IP.1), and participate in structured discussions, responding to and building on contributions of others (En.8.S.IP.2).

**Format**

Duration	Structure	Record
3 minutes	One-to-one conversation between the examiner and the candidate	Recorded and stored for moderation

**Instructions**

Step	Action	Management
1	Use the <i>Examiner Script</i> to capture the candidate's details.	<ul style="list-style-type: none"> <li>Administer the exam in a quiet, secure space.</li> <li>Check your recording device before you begin.</li> </ul>
2	For each portion of the exam ( <i>Parts 1, 2 and 3</i> ), use an <i>Initial</i> prompt to elicit at least 45 seconds to 1 minute of speech.	<ul style="list-style-type: none"> <li>If a short answer to the <i>Initial</i> prompt is given, use gestures to prompt continued speech.</li> <li>If the candidate is unable to answer, use one or more of the <i>Support</i> questions to encourage further dialogue.</li> <li>Create <i>Follow-up Lexical, Functional or Grammatical</i> questions to expand on a topic.</li> <li>You may cover one, two or three parts during the exam. You must spend three minutes in total.</li> </ul>
3	Use the <i>Examiner Script</i> to close the exam.	<ul style="list-style-type: none"> <li>Stop recording, label the recording and store it.</li> <li>Mark the exam using the provided <i>Rubric</i> and store the recording and evidence of marking.</li> <li>As candidates are released, take reasonable steps to ensure that they do not share assessment content with their peers.</li> </ul>

**Examiner Script**

Opening	Closing
<p>Good morning/afternoon. My name is _____.</p> <p>Now, what's your full name?</p> <p>Thank you.</p> <p>How are you today?</p> <p>Now, I'm going to ask you a few questions. Please answer in full sentences.</p>	<p>This is the end of the speaking exam.</p> <p>Thank you.</p>

<b>Part 1</b>  Unit 5: Entrepreneurship and Business	<b>Initial</b>	Tell me about entrepreneurs in the UAE.		
	<b>Support</b>	What is the role of business people in the UAE?  Describe someone who has a business.		
	<b>Follow-Up</b>	<b>Lexis</b>	<b>Functional Language</b>	<b>Grammar</b>
		<ul style="list-style-type: none"> <li>• <i>Explain why ... is needed?</i></li> <li>• <i>What kind of ...?</i></li> </ul> Business Jobs	<ul style="list-style-type: none"> <li>• <i>Why is it hard/easy to ...?</i></li> <li>• <i>What are the ...?</i></li> </ul> Describing advantages and disadvantages	<ul style="list-style-type: none"> <li>• <i>What would you ...?</i></li> <li>• <i>Why will ... be important ...?</i></li> </ul> Would - future possibility Future simple passive
<b>Part 2</b>  Unit 6: Weather	<b>Initial</b>	Tell me about extreme weather conditions.		
	<b>Support</b>	What is extreme weather?  What is the weather like in the UAE?		
	<b>Follow-Up</b>	<b>Lexis</b>	<b>Functional Language</b>	<b>Grammar</b>
		<ul style="list-style-type: none"> <li>• <i>Explain why ...</i></li> <li>• <i>What is the best/worst ...?</i></li> </ul> Weather Natural disasters	<ul style="list-style-type: none"> <li>• <i>Talk about a time when ...</i></li> <li>• <i>Describe ...</i></li> </ul> Describing past experiences/events	<ul style="list-style-type: none"> <li>• <i>What will happen if ...?</i></li> <li>• <i>Why is it hard to predict ...?</i></li> </ul> Future perfect
<b>Part 3</b>  Unit 7: Money	<b>Initial</b>	Tell me about currency and coin collecting.		
	<b>Support</b>	Why do people collect coins?  Why is coin collecting an interesting hobby?		
	<b>Follow-Up</b>	<b>Lexis</b>	<b>Functional Language</b>	<b>Grammar</b>
		<ul style="list-style-type: none"> <li>• <i>What do you buy when ...?</i></li> <li>• <i>What makes you ...?</i></li> </ul> Money Advertising	<ul style="list-style-type: none"> <li>• <i>Explain how to get a good deal.</i></li> <li>• <i>What do you do if ...?</i></li> </ul> Expressing opinion	<ul style="list-style-type: none"> <li>• <i>What would you do if ...?</i></li> <li>• <i>How can you ...?</i></li> </ul> Modals of probability

## Level 8 Speaking Rubric

LEVEL 8	Appropriacy of Responses	Coherence and Fluency	Range of Vocabulary	Use of Grammar	Pronunciation
3	All responses are fully appropriate, both stylistically and functionally, and related to the examiner's prompts and input.	Responses are extended and coherent with minimal need for maintenance and repair.	A range of appropriate words, phrases and expressions relevant to the task and topic are applied to express, elaborate on and justify ideas. Instances of misuse, omission and / or repetition are minimal.	Responses consistently show strong control over a range of basic and complex language structures with very few, if any, errors or inappropriate usage.	Connected speech is used, including appropriate stress, rhythm and intonation, with only minor lapses. Accurate pronunciation makes speech easy to understand.
2	Most responses are appropriate to the examiner's prompts and input, both stylistically and functionally, with some instances of misunderstanding.	At least half of the responses are extended and coherent, with some instances of effective maintenance and repair.	Most responses include appropriate words, phrases and expressions relevant to the task and topic and applied to express, elaborate on and justify ideas. There may be some instances of misuse, omission and repetition.	Responses show generally good control over a range of both basic and complex language structures. There are occasional errors, particularly in complex structures, but rarely impede meaning.	Connected speech is generally used, including accurate rhythm and intonation. Pronunciation is mostly clear, although errors make some utterances difficult to understand.
1	Responses to the examiner's prompts and input are irrelevant and / or inappropriate.	Responses are consistently short and lack coherence.	Responses do not demonstrate control over a sufficient range of lexis to elaborate on any topic.	Responses only show evidence of control over basic language structures, with frequent and occasionally distracting errors beyond this.	Speech is limited and flawed, with few instances of connected speech. Pronunciation makes many utterances difficult to understand.
0	Absent without excuse throughout entire assessable period; clear evidence of cheating; nothing of meaning communicated				