

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 التاسع العام اضغط هنا

<https://almanahj.com/ae/9>

* للحصول على جميع أوراق الصف التاسع العام في مادة لغة انجليزية وجميع الفصول, اضغط هنا

<https://almanahj.com/ae/9>

* للحصول على أوراق عمل لجميع مواد الصف التاسع العام في مادة لغة انجليزية الخاصة بـ اضغط هنا

<https://almanahj.com/ae/9>

* لتحميل كتب جميع المواد في جميع الفصول للـ الصف التاسع العام اضغط هنا

<https://almanahj.com/ae/grade9>

للتحدث إلى بوت المناهج على تلغرام: اضغط هنا

https://t.me/almanahj_bot

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



الإمارات العربية المتحدة
وزارة التربية والتعليم

English Speaking Examination

Term 1 2018/19

Grade 9 General

5 – 7 minutes

These materials are **strictly confidential** and are only to be held by teachers.

Any reports of these materials being distributed to students will be investigated by the MoE.

Speaking Part 1

Please note: Part One should last 2 – 2.5 minutes, but no longer than 2.5 minutes. Move on to Part Two 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, 1, 3). Try and get a range of curriculum topics in each exam.
- **Remember to consider the topic / theme in Part 2 and avoid asking questions that relate to that topic / theme in Part 1.**
- 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.
- After this response, ask Student B a new initial question and repeat the process; alternate between Student A and Student B.

	Initial / Back-up question		Follow-up question
1	How do you help at home? [Do you help in the kitchen?]	1A	What do you do in your living room?
2	What is your daily routine? [What do you do every day?]	2A	What do you like doing at the weekend?
3	What is your room like? [What is in your room?]	3A	Which room in your home do you like the most?
4	What do you and your family usually do in the morning? [What time do you wake up in the morning?]	4A	How are your school days different from weekends?
5	Which things at home are very important to you? [What things do you use at home?]	5A	What things do you have now that people didn't have in the past?
6	What shapes are cans and boxes? [What shapes can you see every day?]	6A	What three things would be on your shopping list?
7	What food does your family buy every week? [What can you buy in a supermarket?]	7A	What did you buy when you last went to a supermarket?
8	What clothes or accessories do you buy for yourself? [Do you buy your own clothes?]	8A	What clothes don't you like?

	Initial / Back-up question		Follow-up question
9	What object do you like because it has a nice design? [Do you have something with a good design?]	9A	Do you prefer clothes that are comfortable or beautiful?
10	How do you imagine life in the future? [Will life in the future be better?]	10A	What new things will you have in the future?
11	Why are rainforests important? [What are rainforests?]	11A	What do you do to help protect nature?
12	Tell me about wildlife in the UAE. [Which animals live in the UAE?]	12A	Why are wild animals in danger?
13	Tell me about the food chain. [What do different animals eat?]	13A	What happens when people cut down forests?
14	What happens in photosynthesis? [How do plants make oxygen?]	14A	Why do we need forests?
15	Why do people go on a safari? [What can you see on a safari?]	15A	What is your favourite animal?
16	What famous buildings would you like to see? [What is a famous building in the UAE?]	16A	What interesting things can you see in your Emirate?

	Initial / Back-up question		Follow-up question
17	Describe a normal home in the UAE. [Do you think your home is usual?]	17A	Would you like to live in a high-rise building?
18	Describe your last visit to a museum. [Do you like going to museums?]	18A	How were homes in the past different?
19	What was your first school like? [Did you like your first school?]	19A	How were schools in the past different?
20	Tell me about your home. [What is your home like?]	20A	Describe your dream home.

Teacher: Thank you. This is the end of Part 1.

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 2.5 minutes.

You are planning a school project about things teenagers like using.

Please note: Allow students to continue their discussion based on the prompt above for as long as they can. Use the follow-up prompts to help students continue their discussion if necessary. Part 2 should last no longer than 2.5 minutes.

Follow-up prompts

- | | |
|-----------------|---|
| Prompt 1 | Talk about things you often use in school. |
| Prompt 2 | Talk about things that you keep in your room. |
| Prompt 3 | Say what things you like because of their design. |

Please note: Use any of the back-up questions if students have difficulty in starting their conversation or extending their answers from the prompts above.

Back-up questions

- | | |
|-------------------|---|
| Question 1 | What things do you need in school? |
| Question 2 | What things do you use at home? |
| Question 3 | What things do you have that look nice? |

Teacher: Thank you. This is the end of the Speaking Test.

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 2.5 minutes.

You are planning a school project about the most useful invention in the world.

Please note: Allow students to continue their discussion based on the prompt above for as long as they can. Use the follow-up prompts to help students continue their discussion if necessary. Part 2 should last no longer than 2.5 minutes.

Follow-up prompts

- | | |
|-----------------|--|
| Prompt 1 | Talk about inventions that have changed the way we travel. |
| Prompt 2 | Talk about inventions that help us at home. |
| Prompt 3 | Talk about things that help us learn. |

Please note: Use any of the back-up questions if students have difficulty in starting their conversation or extending their answers from the prompts above.

Back-up questions

- | | |
|-------------------|---|
| Question 1 | Are more cars more important than planes? |
| Question 2 | What is more useful: a lightbulb or a fridge? |
| Question 3 | Do you prefer studying on a computer or a mobile phone? |

Teacher: Thank you. This is the end of the Speaking Test.

Speaking Part 2 Version 3

Teacher's script

Teacher: Now, in this next part, I would like you to talk about something together for about 2.5 minutes.

You are planning a school project about living in cities in the future.

Please note: Allow students to continue their discussion based on the prompt above for as long as they can. Use the follow-up prompts to help students continue their discussion if necessary. Part 2 should last no longer than 2.5 minutes.

Follow-up prompts

Prompt 1 Say what you think about buildings in the future.

Prompt 2 Decide how people will travel in the future.

Prompt 3 Discuss the future problems in cities.

Please note: Use any of the back-up questions if students have difficulty in starting their conversation or extending their answers from the prompts above.

Back-up questions

Question 1 Will buildings in the future be different?

Question 2 Will people use cars in the future?

Question 3 How many people will live in cities?

Teacher: Thank you. This is the end of the Speaking Test.

Speaking Part 2 Version 4

Teacher's script

Teacher: Now, in this next part, I would like you to talk about something together for about 2.5 minutes.

I'd like you to decide on the best place you can visit in the UAE.

Please note: Allow students to continue their discussion based on the prompt above for as long as they can. Use the follow-up prompts to help students continue their discussion if necessary. Part 2 should last no longer than 2.5 minutes.

Follow-up prompts

- | | |
|-----------------|---|
| Prompt 1 | Decide which cities you would like to visit. |
| Prompt 2 | Decide where you can see interesting buildings. |
| Prompt 3 | Discuss where you can go to see nature. |

Please note: Use any of the back-up questions if students have difficulty in starting their conversation or extending their answers from the prompts above.

Back-up questions

- | | |
|-------------------|--|
| Question 1 | Would you like to visit a city in another country? |
| Question 2 | Where can you see interesting museums? |
| Question 3 | Where can you go on a safari? |

Teacher: Thank you. This is the end of the Speaking Test.

Grade 9 Speaking Rubric

	Communicative success	Range and accuracy of language	Pronunciation	Fluency
	<ul style="list-style-type: none"> • Appropriacy of answers • Support required from examiner • Interaction maintenance 	<ul style="list-style-type: none"> • Range of grammatical structures • Range of vocabulary • Effect of errors 	<ul style="list-style-type: none"> • Clarity of phonemes, syllables, words • Rhythm and stress • Intonation 	<ul style="list-style-type: none"> • Impression of confidence • Pace
4	<ul style="list-style-type: none"> • Answers all questions clearly and expands on them in an appropriate manner, without the need for 'why/what?'. • Does not need the examiner to repeat or explain questions. • Shows they can maintain effective interaction – asking extra unprompted questions to their colleague, involving them in the discussion or supporting them if needed, and staying on topic. Their contribution allows Part 2 to flow for the full 3 minutes. 	<ul style="list-style-type: none"> • Uses a range of verb forms and clause types in an appropriate way for the questions. • Uses a range of vocabulary, including precise topic-related words and phrases from the Grade, throughout. • Only makes a few minor errors that have no effect on communication. 	<ul style="list-style-type: none"> • Pronunciation is sufficiently clear to understand throughout. • Uses natural rhythm and stress patterns throughout. • The candidate uses intonation appropriately throughout. 	<ul style="list-style-type: none"> • Appears confident in speaking English with little hesitation except to formulate complex thoughts. • Uses a clear but natural pace of speaking.
3	<ul style="list-style-type: none"> • Answers all questions clearly without the need for back-up questions, except for possibly one or two, and expands unprompted on the majority of them. • Needs support from the examiner one or two times, through some repetition and explanation. • Helps the interaction in Part 2 to be smooth-flowing with just one or two lapses caused by e.g. an overly long turn, an irrelevant or insufficient response or not helping their colleague respond. 	<ul style="list-style-type: none"> • Uses a range of verb forms and clause types, though sometimes inaccurately. • Uses some examples of precise topic-related vocabulary from the Grade though not for all topics. May be repetitive with one or two words. • One or two errors in complex vocabulary and/or grammar may render the meaning of some utterances unclear. 	<ul style="list-style-type: none"> • Pronunciation is sufficiently clear to understand, possibly apart from a few isolated words. • Uses clear rhythm and stress patterns for utterances, with one or two lapses. • The candidate uses intonation and stress appropriately throughout most of the test, possibly with one or two lapses. 	<ul style="list-style-type: none"> • Appears mainly confident in speaking English, with some examples of hesitation with more complex language/responses. • Uses a natural pace of speaking for most utterances, but occasionally quite slow in more complex turns. • Pace of speaking may be overly fast which can impede communication.
2	<ul style="list-style-type: none"> • Answers most questions in an appropriate way though may need back-up questions. Sometimes does not expand without asking 'why/what?'. • Needs support from the examiner for several questions, through some repetition and explanation. • Occasionally disrupts the flow of interaction in Part 2 by perhaps not asking enough questions, not involving their colleague or not giving relevant or sufficiently expanded responses. 	<ul style="list-style-type: none"> • Uses mostly simple grammatical structures but some isolated examples of more complex verb forms and clauses. • Uses a limited range of vocabulary, with only one or two uses of more complex topic-relevant vocabulary from the Grade. Is noticeably repetitive with certain vocabulary. • Makes occasional errors in both basic and more complex vocabulary/grammar that impede communication at some points. 	<ul style="list-style-type: none"> • Pronunciation means the speech is generally easy to understand but there may be consistent problems with specific phonemes. • Rhythm and stress patterns may be inappropriate at times, leading to occasional difficulty understanding. • A few examples of appropriate use of intonation but not maintained throughout the test. 	<ul style="list-style-type: none"> • Occasionally appears confident in speaking English, but often seems hesitant when not on more basic topics. • Often speaks slowly or in a stilted fashion compared to standard English pace.
1	<ul style="list-style-type: none"> • Only answers half or less of the questions appropriately, even with back-up and support. • Requires a lot of explanation and prompting, which means the interaction doesn't flow. • Lacks the skills to maintain a smooth-flowing and shared interaction with their colleague through Part 2. 	<ul style="list-style-type: none"> • While basic sentence forms may be accurate, any evidence of more complex verb forms, subordination or vocabulary is almost universally lacking or inaccurate. • Consistently erroneous grammar and/or vocabulary makes following the speech difficult. 	<ul style="list-style-type: none"> • Pronunciation requires significant patience and effort from the listener, due to mispronunciation of many phonemes and/or consistent lack of appropriate word or sentence stress. • Rarely uses any appropriate intonation patterns (beyond one or two isolated examples) 	<ul style="list-style-type: none"> • Lacks confidence in speaking English with frequent hesitation during answers. • Pace and rhythm require considerable patience from the listener.
0	Non-assessed: Student absent, evidence of cheating or nothing of meaning communicated.			