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**Preparing your students for the ECCE
Speaking test**



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Preparing your students for the ECCE Speaking test

A presentation for teachers

ECCE



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Speaking

Format

A structured interaction between 1 test taker and 1 examiner

Duration: 10 -15 minutes

4 parts (stages)

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Introduction

How comfortable are your students with Speaking?

5



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Stage 1: Introduction

Stage 2: Gather information

Stage 3: Present and defend choice

Stage 4: Answer questions about the topic

Format

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Skills elicited by the ECCE speaking task

- Ask and answer questions
- Provide suggestions or recommendations
- Present and support a decision
- Discuss a topic in detail

Skills

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Overall communicative effectiveness

Language control and resources

Delivery / Intelligibility

Assessment

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A n e d u c a t i o n a l p u b l i c c h a r i t y

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Examiner asks:

Warm-up questions about interests, hobbies, school, free time, future plans, etc.

Transition question

Duration: approx. 3 minutes

Test taker responds naturally

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Stage 1 objectives

- To make test takers feel comfortable with the exam
- To engage test takers in a natural conversation
- To introduce the roleplay of Stages 2 and 3
- **Remember: Stage 1 is not assessed!**

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Speaking stage 1

What is your name?

Are you a school student? What grade are you in?

What's your favourite school subject? Why?

What do you enjoy doing in your free time?

Have you made any plans for the weekend?

Do you like listening to music? Have you been to a concert lately?

Do you have a favorite band or singer?

Maybe you can help me with a problem I have.

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Dos

Speak naturally

Answer specific questions and elaborate

Keep eye contact with examiner

Ask for clarifications if necessary

Don'ts

Recite pre-rehearsed presentation

Give 'dry' yes-no answers

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Examiner says: Hello, what's your name?

Candidate:

Hello my name is George I'm thirteen years old I'm in the second class of junior high school my family consists of four members in my free time I play basketball and video games I like to hang out with my friends because we spend our time in a creative way and we broaden our horizons my favorite subject at school is math because I like to play with numbers and solve problems... This!

- > **Pre-rehearsed introduction**
- > **Does not answer the question**
- > **Worries about reciting paragraph right!**

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Examiner says:

George, what's your favorite subject at school?

Candidate:

Well, I would say I like most subjects at school, but of course my favorite one is PE! I really like PE because we don't have to listen to a teacher in a classroom and I can have fun playing football with my friends! I also like math, but I definitely prefer PE.

- > speaks naturally
- > gains confidence
- > warms up for next stages

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Stage 2

Gather information





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Examiner describes procedure (reads out everything except questions and points to where candidate should look)

Test taker asks questions – **Examiner** gives information

Test taker listens carefully to the information

Duration: approx. 3 minutes

Test taker reads the questions, paraphrasing is not necessary, clarifications are given

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Stage 2 objectives

- To allow the test taker to gather information from the examiner on a particular situation
- To highlight the test taker's listening skills
- To provide the basis of support of a choice to be made in Stage 3

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Dos

Ask the questions as printed

Articulate and use right intonation

Keep eye contact with examiner

Listen carefully and ask for clarifications
if necessary

Don'ts

Rephrase the questions if unsure

Read the questions mechanically

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Sample speaking prompt

Sample Prompt F

CD Contract

Situation

I am the manager of a music company and I would like to offer a contract to a singer for a new CD. I'm asking people to help me decide on the best candidate for this contract.

First

You should look at the pictures below and ask:

- What are the options?
- What are the advantages of each option?
- What are the disadvantages of each option?

Then

When you have all the information you need, explain which option you think is best and why. Be ready to explain why you didn't choose the other option. Remember to use information you learn from asking questions to explain your final choice.

Finally

After you have shared your decision, you will be asked more questions about the topic.

Option 1



Option 2



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What are the options. ↘

> **Inappropriate tone for a question**

Would you possibly have the kindness to inform me of what the matter at stake seems to be here?

> **Pre-rehearsed**
> **Inappropriate if Examiner is "your friend"**

Could you please say me what is the problem?

> **Nice try... Bad grammar!**

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Speaking examiner's information

	Option 1 (band)	Option 2 (solo artist)
What are the options?	We could offer the contract to a rock band.	We could offer the contract to a solo artist who sings pop.
What are the advantages of each option?	The advantages are that we are going to attract a lot of people who are over the age of 30 because rock music is very popular among these people.	As for the pop singer, he is a very popular singer among teenagers and his last CD was very successful.
What are the disadvantages of each option?	They frequently have fights and I'm not sure whether they'll be together for a long time.	He is not well-behaved during his concerts.

Option 1



Option 2



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Stage 3

Present and defend choice





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Dos

Elaborate as much as possible

Use info from Stage 2 to support your opinion

Explain why you didn't choose the other option

Use a wide range of grammar and vocabulary

Don'ts

Give a short answer

Only talk about the option you prefer

Rely on 'safe' grammar and vocabulary

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Test taker:

- makes a choice between the options
- justifies chosen option
- explains why rejected the other option
- personalizes the topic

Duration: approx. 3 minutes

**Test taker can create his/her own option/solution or combine given ones.
Examiner will remind the test taker to explain why he/she rejected the other option.**

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Stage 3 objectives

- The test taker is required to present and support a choice and explain why s/he rejected the other option
- Examiner information should be used for choice justification
- The focus is on the sound support and not the nature of the choice

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Examiner says:

So, which option do you think I should choose?

Candidate:

Well, I think the best option is the second option because I like pop music and people will have a good time at the concert.

- **Short answer, no elaboration**
- **Doesn't use info from Stage 2**
- **Doesn't explain why they reject the other option**
- **What concert?**
- **Does not demonstrate language skills**

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Examiner says:

So, which option do you think I should choose?

Candidate:

Well, I don't really like rock music, but I think you should go for option 1 –the rock band – because, as you said, it's mainly people over 30 who enjoy this kind of music and they have more money to buy new CDs so you will make more money. I wouldn't choose the first option because you said that the pop singer doesn't behave well during his shows and I think he might have a bad influence on his fans if they are mainly teenagers.

- > elaboration
- > uses info from Stage 2
- > explains why they reject the other option
- > demonstrates language skills

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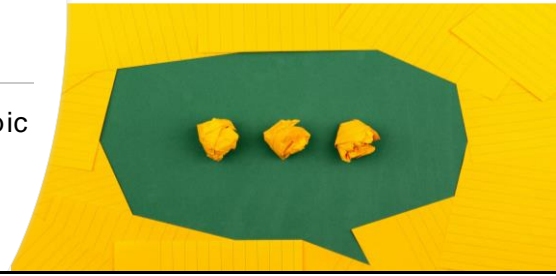
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Stage 4

Answer questions on the topic





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Examiner:

asks all elaboration questions
asks questions without paraphrasing (follows manual)
simplifies language when necessary or when asked

Test taker:

Responds
Elaborates (provides details)
Gives example(s)

Duration: approx. 3 minutes

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Stage 4 objectives

- The test taker is required to respond to 3 set questions on the same topic
- The test taker needs to produce well-structured responses with supporting details
- Focus is placed more on the volume of the language produces rather than occasional errors made

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Dos

Elaborate as much as possible

Use a wide range of grammar and vocabulary

Keep eye contact with examiner

Ask for clarifications if necessary

Don'ts

Give short answers

Rely on 'safe' grammar and vocabulary

ECCE Speaking Stage 1

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Speaking examiner's information

Stage 4 –Elaboration Questions

1. Do you like music? What is your favorite kind of music? Why?

2. What are the advantages and disadvantages of being famous?

3. Some people believe that a good voice is not enough for someone to become a successful singer. To what extent do you think this is true?

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Examiner says:

What are the advantages and disadvantages of being famous?

Candidate:

The advantage is that you are rich, but the disadvantage is that you don't have a private life.

- > **Short answer, no elaboration**
- > **Does not demonstrate language skills**

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Examiner says:

What are the advantages and disadvantages of being famous?

Well, there are several advantages and also some disadvantages too. I'll start with the advantages and say that being famous means that you have a lot of fans, people who admire you and this is great, isn't it? And you have a lot of money, which means you can buy anything you want!

Candidate:

However, there are disadvantages to being famous too. You don't have your own privacy; people ask you to take a picture of you when you don't feel like it or stop you on the street and start hugging and kissing you when you might want to be alone. Also, some people might want to be your friend just because you're famous and not because they truly like you.

- > Full answer, elaboration
- > Fully demonstrates language skills

ECCE Speaking Stage 4



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Assessment criteria

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Overall communicative effectiveness

The test taker should be able to:

- ✓ Express ideas including details and complexities
- ✓ Sustain talk without interlocutor support
- ✓ Elaborate spontaneously and being an interactive participant

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Linguistic resources

The test taker should be able to:

- ✓ Use sufficient linguistic resources to convey ideas
- ✓ Show functional control of grammar
- ✓ Combine linguistic resources with cohesive devices to function as an interactive and independent participant

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Speaking tips

Use as much natural language as possible

Ask for clarification if anything is not understood

Maintain eye contact with the examiner

Participate as actively as possible and always explain and elaborate

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Speaking tips

Use examiner information to justify your choice and add your ideas

Say why you did not choose the other option
(use examiner information to explain why not and add your ideas)

If a certain word doesn't come to mind, paraphrase, use synonyms

Don't give 'dry' answers; use examples and try to personalize the topic of discussion

Remember the examiner does not know you: it's your job to prove you are at ECCE level!

Relax! It's easy!

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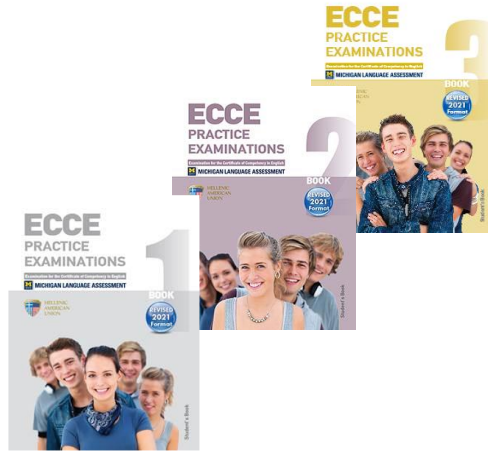
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Any questions?



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Thank you



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