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format of the
New Speaking
Test, effective
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suitable for

**MICHIGAN
ECPE**

and other exams

NEW

plus

PROFICIENCY

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SPEAKING SECTION - TEACHER'S NOTES

Examiner scripts Unit 1**STAGE 1**

Examiner 1: OK, first let's get to know each other... (introductions).

Now, the topic of your task has to do with selecting an idea for a project to promote better relationships among students from various ethnic backgrounds, so I'd like to begin by asking you a few general questions related to the topic.

Do schools in your country/town usually have students from different ethnic backgrounds?

What kind of relationships do students have with each other?

What kind of problems arise / do you think might arise when schools have students from different ethnic backgrounds?

What do you think can be done to deal with these problems?

STAGE 2

Examiner 1: We'll proceed to Stage 2 now. You are serving on a school committee the aim of which is to foster goodwill and understanding among students from various ethnic backgrounds. The committee must select an idea for a project that will promote better relationships among students. Four activities have been short-listed. Here is some information about the projects. Each of you has information on two different projects. You now have 2-3 minutes to read the information. Then, one of you will describe your two options, summarizing the information. The other one will listen and decide which project he/she thinks is best. Afterwards, you switch roles.

Examiner 1: OK, I want you now to silently decide which of your own two projects you think is best. You have a couple of minutes for this. When you are ready, we will go on to the next stage.

STAGE 3

Examiner 1: What I'd like you to do now is to take turns and tell each other which project you have chosen. After that you must compare and contrast the projects in order to reach a common decision about which project you think is best.

STAGE 4

Examiner 1: In this stage you will have to present the project you chose to the principal of the school. (*Examiner 1 indicates Examiner 2, who greets the candidates.*) Each of you should present two different reasons to justify your choice. After that, the principal will ask you a few questions concerning your choice.

STAGE 5

Examiner 2: Well, there are a few questions I would like to ask you about your choice. (*Examiner 2 asks the candidates several questions to give them the opportunity to elaborate and expand on the reasons for their choice in order to defend it.*)

Examiner scripts Unit 2**STAGE 1**

Examiner 1: OK, first let's get to know each other... (introductions).

Now, the topic of your task has to do with hiring a Public

Relations Officer for an international company, so I'd like to begin by asking you a few general questions related to the topic.

Have you ever been interviewed for a job?

What kind of questions were you asked / do you think an interviewer would ask?

What responsibilities do you think a Public Relations Officer has?

What kind of qualifications should a candidate for the position of Public Relations Officer have?

STAGE 2

Examiner 1: We'll proceed to Stage 2 now. As a member of the hiring committee of an international import/export company, you are responsible for selecting a new Public Relations Officer. Four people have made it to the final selection. Here is some information about these people. Each of you has information about two different people. You now have 2-3 minutes to read the information. Then, one of you will describe your two options, summarizing the information. The other one will listen and decide which person he/she thinks is best. Afterwards, switch roles.

Examiner 1: OK, I want you now to silently decide which of your own two people you think is best. You have a couple of minutes for this. When you are ready, we will go on to the next stage.

STAGE 3

Examiner 1: What I'd like you to do now is to take turns and tell each other which person you have chosen. After that you must compare and contrast the people in order to reach a common decision about which person you think is best.

STAGE 4

Examiner 1: In this stage you will have to present the person you chose to the head of the personnel department of the company. (*Examiner 1 indicates Examiner 2, who greets the candidates.*) Each of you should present two different reasons to justify your choice. After that, the head of the personnel department will ask you a few questions concerning your choice.

STAGE 5

Examiner 2: Well, there are a few questions I would like to ask you about your choice. (*Examiner 2 asks the candidates several questions to give them the opportunity to elaborate and expand on the reasons for their choice in order to defend it.*)

Examiner scripts Unit 3**STAGE 1**

Examiner 1: OK, first let's get to know each other... (introductions).

Now, the topic of your task has to do with choosing a suitable destination for a trip at the end of the semester, so I'd like to begin by asking you a few general questions related to the topic.

Does / Did your high school or college ever organize trips to visit other cities / places?

What cities / places did you / would you like to visit on a school

trip?

What aspects should be taken into consideration when choosing a place to visit?

How do you think students benefit from trips like that?

STAGE 2

Examiner 1: We'll proceed to Stage 2 now. You are a member of a college committee responsible for choosing where the freshman class will go for a trip at the end of the semester. There are four destinations which have been chosen. Here is some information about the cities. Each of you has information on two different cities. You now have 2-3 minutes to read the information. Then, one of you will describe your two options, summarizing the information. The other one will listen and decide which city he/she thinks is best. Afterwards, you switch roles.

Examiner 1: OK, I want you now to silently decide which of your own two cities you think is best. You have a couple of minutes for this. When you are ready, we will go on to the next stage.

STAGE 3

Examiner 1: What I'd like you to do now is to take turns and tell each other which city you have chosen. After that you must compare and contrast the cities in order to reach a common decision about which one you think is best.

STAGE 4

Examiner 1: In this stage you will have to present the city you chose to the dean of the college. (*Examiner 1 indicates Examiner 2, who greets the candidates.*) Each of you should present two different reasons to justify your choice. After that, the dean will ask you a few questions concerning your choice.

STAGE 5

Examiner 2: Well, there are a few questions I would like to ask you about your choice. (*Examiner 2 asks the candidates several questions to give them the opportunity to elaborate and expand on the reasons for their choice in order to defend it.*)

Examiner scripts Unit 4

STAGE 1

Examiner 1: OK, first let's get to know each other... (*introductions*).

Now, the topic of your task has to do with choosing an alternative source of energy for an environmental project, so I'd like to begin by asking you a few general questions related to the topic.

Where do you live? Is pollution a serious problem there?

How do you heat/cool your house? Do you think that it contributes to pollution?

Can you think of an alternative source of energy that might help reduce pollution?

The Earth's reserves of fossil fuels are rapidly diminishing, do you consider this a serious problem? What other source of energy do you think could be used?

STAGE 2

Examiner 1: We'll proceed to Stage 2 now. You are a member

of an environmental committee that is working on a project to promote alternative forms of energy. You must choose one source of energy that would be suitable for your region. There are four options available. Here is some information about these sources of energy. Each of you has information about two different sources of energy. You now have 2-3 minutes to read the information. Then, one of you will describe your two options, summarizing the information. The other one will listen and decide which source of energy he/she thinks is best. Afterwards, you switch roles.

Examiner 1: OK, I want you now to silently decide which of your own two sources of energy you think is best. You have a couple of minutes for this. When you are ready, we will go on to the next stage.

STAGE 3

Examiner 1: What I'd like you to do now is to take turns and tell each other which source of energy you have chosen. After that you must compare and contrast the sources of energy in order to reach a common decision about which one you think is best.

STAGE 4

Examiner 1: In this stage you will have to present the source of energy you chose to the project manager. (*Examiner 1 indicates Examiner 2, who greets the candidates.*) Each of you should present two different reasons to justify your choice. After that, the project manager will ask you a few questions concerning your choice.

STAGE 5

Examiner 2: Well, there are a few questions I would like to ask you about your choice. (*Examiner 2 asks the candidates several questions to give them the opportunity to elaborate and expand on the reasons for their choice in order to defend it.*)

Examiner scripts Unit 5

STAGE 1

Examiner 1: OK, first let's get to know each other...

(*introductions*). Now, the topic of your task has to do with planning an arts event for a summer festival in your town, so I'd like to begin by asking you a few general questions related to the topic.

What kind of music do you listen to?

Do you go to the theater often? Why/Why not?

Would you enjoy attending a dance performance? What kind of dance would you prefer?

What kind of visual art do you like? Do you enjoy visiting art galleries? Why/Why not?

STAGE 2

Examiner 1: We'll proceed to Stage 2 now. You are part of a committee planning an arts event for a summer festival in your town. You have to choose which of four possible events would be the best to hold. Here is some information about the events. Each of you has information about two different events. You now have 2-3 minutes to read the information. Then, one of you will describe your two events, summarizing the information. The other one will listen and decide which

event he/she thinks is best. Afterwards, you switch roles.

Examiner 1: OK, I want you now to silently decide which of your own two events you think is best. You have a couple of minutes for this. When you are ready, we will go on to the next stage.

STAGE 3

Examiner 1: What I'd like you to do now is to take turns and tell each other which event you have chosen. After that you must compare and contrast the events in order to reach a common decision about which one you think is best.

STAGE 4

Examiner 1: In this stage you will have to present the event you chose to the mayor of the town. (*Examiner 1 indicates Examiner 2, who greets the candidates.*) Each of you should present two different reasons to justify your choice. After that, the mayor will ask you a few questions concerning your choice.

STAGE 5

Examiner 2: Well, there are a few questions I would like to ask you about your choice. (*Examiner 2 asks the candidates several questions to give them the opportunity to elaborate and expand on the reasons for their choice in order to defend it.*)

Examiner scripts Unit 6

STAGE 1

Examiner 1: OK, first let's get to know each other... (*introductions*). Now, the topic of your task has to do with advertising an event in the media, so I'd like to begin by asking you a few general questions related to the topic.

How do you usually find out about various events that are taking place in your town?

Do you read newspapers? Do you think they are a good way of being informed about what is going on in the town?

Which medium, the radio or the television do you think reaches more people? Which do you think would be more effective in advertising an event?

What about the Internet? Is it an effective means of advertising?

STAGE 2

Examiner 1: We'll proceed to Stage 2 now. You are a member of a group organizing a fund raising event. The group wants to advertise the event in the media and you must choose from the four options given which would be the most effective. Here is some information about the options. Each of you has information about two different forms of advertising media. You now have 2-3 minutes to read the information. Then, one of you will describe your two options, summarizing the information. The other one will listen and decide which advertising medium he/she thinks is best. Afterwards, you switch roles.

Examiner 1: OK, I want you now to silently decide which of your own two forms of advertising media you think is best. You have a couple of minutes for this. When you are ready, we will go on to the next stage.

STAGE 3

Examiner 1: What I'd like you to do now is to take turns and tell each other which advertising medium you have chosen. After that you must compare and contrast the media in order to reach a common decision about which one you think is best.

STAGE 4

Examiner 1: In this stage you will have to present the advertising media you chose to the chairperson of the group. (*Examiner 1 indicates Examiner 2, who greets the candidates.*) Each of you should present two different reasons to justify your choice. After that, the chairperson will ask you a few questions concerning your choice.

STAGE 5

Examiner 2: Well, there are a few questions I would like to ask you about your choice. (*Examiner 2 asks the candidates several questions to give them the opportunity to elaborate and expand on the reasons for their choice in order to defend it.*)

Examiner scripts Unit 7

STAGE 1

Examiner 1: OK, first let's get to know each other... (*introductions*).

Now, the topic of your task has to do with selecting a topic for a talk at a careers evening, so I'd like to begin by asking you a few general questions related to the topic.

Do you / Did you have career counseling at your school?

What kind of information should careers counseling provide?

Which fields of study do you think are especially promising as far as career prospects are concerned?

Would you find a talk focusing on an aspect of science and technology beneficial?

STAGE 2

Examiner 1: We'll proceed to Stage 2 now. You are on a committee organizing a careers evening for senior high school students. A specialist will be called in to give a talk on exciting developments in one particular field of Science and Technology. The committee must select one topic out of four candidate topics of discussion. Here is some information about the topics of discussion. Each of you has information about two different topics. You now have 2-3 minutes to read the information. Then, one of you will describe your two topics, summarizing the information. The other one will listen and decide which topic he/she thinks is best. Afterwards, you switch roles.

Examiner 1: OK, I want you now to silently decide which of your own two topics you think is best. You have a couple of minutes for this. When you are ready, we will go on to the next stage.

STAGE 3

Examiner 1: What I'd like you to do now is to take turns and tell each other which topic you have chosen. After that you must compare and contrast the topics in order to reach a

common decision about which one you think is best.

STAGE 4

Examiner 1: In this stage you will have to present the topic you chose to the principal of the school. (*Examiner 1 indicates Examiner 2, who greets the candidates.*) Each of you should present two different reasons to justify your choice. After that, the principal will ask you a few questions concerning your choice.

STAGE 5

Examiner 2: Well, there are a few questions I would like to ask you about your choice. (*Examiner 2 asks the candidates several questions to give them the opportunity to elaborate and expand on the reasons for their choice in order to defend it.*)

Examiner scripts Unit 8

STAGE 1

Examiner 1: OK, first let's get to know each other... (*introductions*). Now, the topic of your task has to do with selecting a cause to donate money to, so I'd like to begin by asking you a few general questions related to the topic.

What do you consider to be the most serious problems your community faces?

How do you think these problems can be dealt with?

Have you ever participated / Would you ever consider participating in a charity drive to raise money for a cause?

Which cause? Why?

STAGE 2

Examiner 1: We'll proceed to Stage 2 now. You teach at a school that has recently held a charity drive and raised \$6,000 to be donated to a good cause. You are serving on a committee of students and teachers which must select which cause the proceeds should be given to. Four causes have been short-listed and stand to receive the money that was raised. Here is some information about the causes. Each of you has information about two different causes. You now have 2-3 minutes to read the information. Then, one of you will describe your two causes, summarizing the information. The other one will listen and decide which cause he/she thinks is best. Afterwards, you switch roles.

Examiner 1: OK, I want you now to silently decide which of your own two causes you think is best. You have a couple of minutes for this. When you are ready we will go on to the next stage.

STAGE 3

Examiner 1: What I'd like you to do now is to take turns and tell each other which cause you have chosen. After that you must compare and contrast the causes in order to reach a common decision about which one you think is best.

STAGE 4

Examiner 1: In this stage you will have to present the cause you chose to the chairperson of the committee. (*Examiner 1 indicates Examiner 2, who greets the candidates.*) Each of you should present two different reasons to justify your choice.

After that, the chairperson will ask you a few questions concerning your choice.

STAGE 5

Examiner 2: Well, there are a few questions I would like to ask you about your choice. (*Examiner 2 asks the candidates several questions to give them the opportunity to elaborate and expand on the reasons for their choice in order to defend it.*)

Examiner scripts Unit 9

STAGE 1

Examiner 1: OK, first let's get to know each other... (*introductions*). Now, the topic of your task has to do with choosing a student for the Athlete of the Year Award, so I'd like to begin by asking you a few general questions related to the topic.

Do you enjoy sports? Why / Why not?

Do you take part / Would you like to take part in competitions?

Why / Why not?

What qualities does one need to have in order to be a good athlete?

Do you think it is enough for an athlete to be good at a sport in order to receive the Athlete of the Year Award or should he/she have other qualities?

STAGE 2

Examiner 1: We'll proceed to Stage 2 now. You are part of a committee that has to choose the best athlete of the year for your college. Four athletes have made it to the final selection. Here is some information about the athletes. Each of you has information about two different athletes. You now have 2-3 minutes to read the information. Then, one of you will describe your two athletes, summarizing the information. The other one will listen and decide which athlete he/she thinks is best. Afterwards, you switch roles.

Examiner 1: OK, I want you now to silently decide which of your own two athletes you think is best. You have a couple of minutes for this. When you are ready, we will go on to the next stage.

STAGE 3

Examiner 1: What I'd like you to do now is to take turns and tell each other which athlete you have chosen. After that you must compare and contrast the athletes in order to reach a common decision about which one you think is best.

STAGE 4

Examiner 1: In this stage you will have to present the athlete you chose to the head of the Physical Education Department. (*Examiner 1 indicates Examiner 2, who greets the candidates.*) Each of you should present two different reasons to justify your choice. After that, the head of the Physical Education Department will ask you a few questions concerning your choice.

STAGE 5

Examiner 2: Well, there are a few questions I would like to ask you about your choice. (*Examiner 2 asks the candidates several questions to give them the opportunity to elaborate and expand on the reasons for their choice in order to defend it.*)

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