



# ENGLISH LANGUAGE LEARNERS' SYLLABUS 2024



Speech New Zealand  
Founded 1964  
as New Zealand Speech Board  
Incorporated as a Charitable Trust

# English Language Learners' Syllabus

## 2024

### Contents

- 3 Rationale
- 5 Overview of examinations
- 7 Overview of learning progressions
- 9 Results
- 10 Procedure for entry
- 11 General guide for teachers
- 13 Guide to options

#### **Learning Progressions**

- 15 Introductory
- 18 Foundation
- 21 Elementary
- 25 Intermediate
- 31 Senior
- 38 Advanced Senior
- 47 References

# Speech New Zealand welcomes you to Aotearoa New Zealand and acknowledges your culture, lineage, and history as you embark on this journey of English Language Learning.

Nei rā te mihi o Speech New Zealand ki a koutou kua whakatau mai ki Aotearoa, ki te hāpai i te ara mātauranga reo Pākehā. E mihi hoki ana ki ō kāhui whakapapa, me ō iwi taketake hei arataki i tō ara ako.

## ARABIC

Speech New Zealand كبتس نو كفتفاق تبت فرت عتو Aotearoa New Zealand كبتس نو كفتفاق تبت فرت عتو  
ةيزيل جن إلة غللا مل عتل قل حرلا هذه يف عورشلا ءانثأ كخيراتو.

## BOSNIAN

Speech New Zealand vam želi dobrodošlicu u Aotearoa Novi Zeland i priznajte svoju kulturu, lozu i istoriju dok krećete na ovo putovanje učenja engleskog jezika.

## TRADITIONAL CHINESE

Speech New Zealand 歡迎您來到紐西蘭，並在您踏上英語語言學習之旅時了解您的文化、血統和歷史。

## FILLIPINO

Inaanayahan ka ng Speech New Zealand sa Aotearoa New Zealand at kinikilala ang iyong kultura, angkan at kasaysayan habang sinisimulan mo ang paglalakbay na ito ng English Language Learning.

## GREEK

Speech New Zealand σας καλωσορίζει στο Aotearoa New Zealand και αναγνωρίστε τον πολιτισμό, την καταγωγή και την ιστορία σας καθώς ξεκινάτε αυτό το ταξίδι εκμάθησης αγγλικής γλώσσας.

## JAPANESE

スピーチ・ニュージーランドはあなたをアオテアロア・ニュージーランドへ歓迎し、英語学習の旅に乗り出すあなたの文化、血統、歴史を認めてください。

**KOREAN**

Speech New Zealand 는 아오테아로아 뉴질랜드에 오신 것을 환영하며 영어 학습 여정을 시작하면서 여러분의 문화, 혈통, 역사를 인정합니다.

**ROMANIAN**

Speech New Zealand vă urează bun venit în Aotearoa Noua Zeelandă și recunoașteți-vă cultura, descendența și istoria pe măsură ce vă porniți în această călătorie a învățării limbii engleze.

**RUSSIAN**

Speech New Zealand приветствует вас в Аотеароа, Новая Зеландия, и признает вашу культуру, происхождение и историю, отправляясь в путешествие по изучению английского языка.

**SAMOAN**

Fa'afeiloa'i lau tautalaga Niu Sila i Aotearoa Niu Sila ma fa'afetaia lau aganu'u, gafa ma lou tala fa'asolopito a'ou e aga'i atu i lenei faigamalaga o le A'oa'oina o le Gagana Peretania.

**SPANISH**

Speech New Zealand le da la bienvenida a Aotearoa Nueva Zelanda y reconoce su cultura, linaje e historia mientras se embarca en este viaje de aprendizaje del idioma inglés.

**UKRANIAN**

Speech New Zealand вітає вас в Аотеароа Нова Зеландія та визнає вашу культуру, родовід та історію, коли ви починаєте цю подорож вивчення англійської мови.

**VIETNAMESE**

Speech New Zealand chào mừng bạn đến với Aotearoa New Zealand và ghi nhận văn hóa, dòng dõi và lịch sử của bạn khi bạn bắt đầu hành trình Học tiếng Anh này.

**YIDDISH**

וועו עטכיגעג ווא סעכיי, רוטלוק יייד וקוטעטשאב ווא דנאליו וינ Aotearoa וצ ריא וסיגרא וינ  
וענרעל גארפ שוילגעגע ופ העיסט מעד פיא ובייהנא ריא

**HINDI**

स्पीच न्यूज़ीलैंड आपका एओटेरोआ न्यूज़ीलैंड में स्वागत करता है और अंग्रेजी भाषा सीखने की इस यात्रा पर निकलते समय आपकी संस्कृति, वंश और इतिहास को स्वीकार करता है।

Website:

[www.speechnz.co.nz](http://www.speechnz.co.nz)

Refer to our website for details of all syllabi and resources

Please direct enquiries to:

Email: [info@speechnz.co.nz](mailto:info@speechnz.co.nz)

Telephone: (04) 498 9660

ISBN: 978-0-9922559-3-0

© Speech New Zealand 2023

# Rationale

These examinations are designed for students who have English as an additional language. Oral language is an important and easily transferable skill for English Language Learners' to develop confidence and to enable them to communicate and interact in a range of situations. The options in this syllabus have been crafted to prepare and empower students to fully participate in enjoying and exercising their linguistic skills and communicative capability.

Each learning progression can be used independently. The syllabus is designed to be used by teachers, both private and in schools or language centres, working with students and migrants at any level and for them to be able to enter their students at the various learning progressions that represent where they are at. Examiners are trained in working with students for whom English is an additional language to ensure that the examination environment best supports the candidate's success.

# Overview for examinations

Examinations are carried out either online or in person at a local venue by an Examiner appointed by Speech New Zealand.

Examinations can be entered at the following:

Introductory  
Foundation  
Elementary  
Intermediate  
Senior  
Advanced Senior

There are six learning progressions. The stage at which students are entered is at the discretion of the teacher or organiser. This syllabus may be supplemented with Speech New Zealand's **Professional Speaking** syllabus for older students moving in to the workforce.

The syllabus is designed to align with the Ministry of Education's | *Te Tāhuhu o te Mātauranga* English Language Learning Progressions (ELLP)<sup>i</sup> to support the development of the key competencies in developing the following skills:<sup>ii</sup>

## **Listening**

- Understand and absorb the English language competently and correctly
- Understand language used in face-to-face contexts with simple language, instructions and questions
- Interact in small-group contexts with colloquial expressions and some te reo Māori words/phrases
- Understand extended passages of natural speech on a range of social content, including figurative language
- Interact in real-life or scripted contexts with multiple speakers and flowing dialogue



**Speaking**

- Have confidence to speak fluently and with engagement
- Respond with a mixture of first language and English with appropriate responses using gesture, body language and facial expression
- Share ideas, experiences and opinions with confidence
- Respond appropriately with relevance in an interactive group setting, asking questions and participating in role-play
- Respond in appropriate and relevant ways, using colloquial language in a relaxed and spontaneous way
- Use sophisticated language devices such as irony, satire and euphemisms appropriately

**Reading**

- Understand texts and subtext, technical language and concepts
- Sharing these texts within a group to fully express the concepts and language skills to the audience in an imaginative way
- Reflect on themes and support opinions with references to the text

## Overview of learning progressions

The progression at which candidates are entered is at the discretion of their teacher. In the case of school candidates, teachers may choose a grade that best matches the work being done in class, the general curriculum or vocational setting.

However, candidates should not be entered at a grade requiring linguistic skills and communicative competence which is currently beyond them.

The following is a guide to the expectations at each grade:

	Linguistic Skills		
	Vocabulary	Pronunciation	Prepared Speaking
<b>Introductory</b>	Simple and dependent on content words	Errors in pronunciation are likely and may cause some difficulty in understanding	Sentences are likely to be simple and to contain some grammatical errors
<b>Foundation</b>	Simple and dependent on content words, but candidates should be able to use appropriate language	Errors in pronunciation are likely and may cause some difficulty in understanding Simple sentences should be shared confidently, and candidates are able to be understood	Sentences may contain some grammatical errors, but should be developing showing students are able to use linking words and some compound sentences
<b>Elementary</b>	Dependence on content words should be decreasing with an increased use of appropriate vocabulary	Errors in pronunciation may occur but candidates are generally able to be understood	Sentences may contain some minor grammatical errors Students are able to use linking words and some compound sentences
<b>Intermediate</b>	Appropriate vocabulary to the topic Able to use conjunctions to express cause and effect and signal sequencing Simple sentences generally correct and use of simple tenses used accurately	Pronunciation should be generally comprehensible, although there may be consistent errors in certain sounds	Extempore speaking skills should be developing Reasonably fluent sentencing
<b>Senior</b>	Vocabulary appropriate to the topic and candidates should be able to use structural words and phrases	Complex sentences may contain some errors and occasional words may be mispronounced	Extempore speaking developing competency and fluent linking of topics
<b>Advanced Senior</b>	Appropriate to the topic and includes academic or specialist vocabulary Uses a range of grammatical structures	Infrequent difficulty with more sophisticated sentencing	Able to express ideas clearly and concisely

		Communicative Capability	
Impromptu Speaking	Fluency	Delivery	Responding to Questions
Likely to be high level of inaccuracy in both grammar and pronunciation, including misunderstanding of questions	Frequent pauses are likely	Candidates should be able to deliver prepared work audibly and clearly in public	Should be able to understand simple questions and respond with at least single word answers
Errors in grammar and pronunciation may occur but candidates are, in general, able to be understood and respond appropriately	Pauses are likely, especially when candidates are searching for appropriate words	Candidates should be able to use a logical structure for their prepared work	Should be able to respond to simple questions with short answers
Sentences may contain some minor grammatical errors Students are able to use linking words and some compound sentences	May still be hesitancy and pauses when searching for appropriate words	Gaining confidence in using logical structures Able to make a connection with the listeners	Able to respond to questions with some extended sentences and a sense of coherence
Candidates may search for more complicated words	Candidates may search for more complicated words	Able to engage with the audience making eye contact and use non-verbal skills	Able to indicate a need for repetition or explanation when responding to questions and be able to use other courtesies
May be minor hesitations	Should reflect English rhythm and intonation	Able to present and justify opinions Able to self-monitor and self-correct	Able to respond appropriately to comments and questions
May be able to use humour naturally	Near fluent	Interact confidently with the audience	Confident to respond in detail to comments and questions

## Results

Examinations are designed to support teaching and learning. Candidates will be full participants in the creation and presentation of options chosen.

A candidate may receive one of the following grades:

<b>High Excellence</b>	Most progress outcomes are mastered to an exemplary level.
<b>Excellence</b>	Most progress outcomes are mastered.
<b>High Merit</b>	Most progress outcomes are met at a highly competent level.
<b>Merit</b>	Most progress outcomes are met competently.
<b>Achieved</b>	Most progress outcomes are met, at a basic level, but candidate lacks the ability to communicate with the audience (because of excessive shyness, poor language skills or lack of understanding of communicative requirements).
<b>Not Achieved</b>	Progress outcomes have not been met.

Reports and certificates or badges will be distributed by National Office and remain the property of the student. The report will reflect the candidate's strengths and indicate areas for improvement. Where possible, teachers should discuss these with the candidates to ensure they benefit from the advice.

Please check our website for details on results appeals.

## Procedure for entry

Details on procedure for entry and requirements can be found on our website: [www.speechnz.co.nz](http://www.speechnz.co.nz).

Those wishing to enter candidates for examinations should enter via the online entry form:

[www.online.speechnz.co.nz](http://www.online.speechnz.co.nz).

All students are encouraged to sit examinations.

Upon application, Speech New Zealand will award a Certificate of Attainment to candidates with any additional learning or communicational needs.

Please see our website for details and applications: [www.speechnz.co.nz](http://www.speechnz.co.nz).

# General guide for teachers

The examinations may take place either online or in person at a venue appropriate to the group concerned. Sections may be presented in any order. The Examiner will encourage and help students to do their best in a friendly, relaxed atmosphere.

## Materials

Candidates are encouraged to use texts from their own culture or Aotearoa New Zealand (these must be in English).

## Our languages

Examinations are conducted in English. Other languages of significance to the speaker may also be included with appropriate translations.

## Group work

Group work is optional for some options; however, each candidate must be given an equal opportunity for their work.

## Visual aids

Candidates are encouraged to use visual aids which support key ideas and clarify these ideas for the audience. These must be an integral part of the talk/storytelling.

Visual aids may include models, equipment, charts, diagrams, graphs, illustrations, slideshow presentations etc.

It is the candidate's responsibility to provide any equipment needed and ensure it is operated safely.

## Audiences

Audiences are welcomed for the examination. This is usually another small group doing the examinations and their teacher. From time to time a trainee Examiner will be present, and, under the direction of the Examiner, may take part in the examination.

## Refunds

A copy of Speech New Zealand's full policy on refunds is available on our website or by contacting National Office. Speech New Zealand guidelines comply with the legal requirements of the various Consumer Protection Acts.

Please check the website for further entry information. [www.speechnz.co.nz](http://www.speechnz.co.nz)

# Notes:

# Guide to options

The following is intended as a guide to teachers about the accepted practice of the options with Speech New Zealand. Candidates are encouraged to use their imaginations and creativity when developing their work.

## Storytelling

These should be told in the candidate's own words. A balance of description, narration, direct speech and dialogue should be included.

Candidates may use visual representations to aid telling of the story.

## Talks

The syllabus is designed to promote extemporaneous speaking skills. Candidates in grades higher than Introductory must not present a memorised talk.

Talks should result from research, discussion, and careful planning. They should never be written out as formal speeches.

Visuals, using bullet points and pictures, or other props (in the case of a demonstration or instructive talk), may be used to remind the candidate of the structure of the talk and important points they wish to cover. The Examiner will assess how well the candidate uses these to assist in communicating the material to the audience.

## Social speeches

These should have a sense of formality and structure as appropriate to the learning progression. The talk should be prepared and presented as if for a specified occasion.

## Scripted drama

Candidates should have their script/lines memorised.

Costumes/props are optional and do not need to be elaborate; the Examiner is interested in how these are used within the performance.

Candidates should show belief in the character/situation.

A legible copy of the script being presented must be brought to the examination or provided in advance of online examinations.



**Poetry**

Candidates should have their poem memorised.

This should be delivered with understanding and the intention of engaging the interest of the audience.

Clarity, audibility and control of pace are important.

The selection should be appropriate to the learning progression and may be an original work.

A legible copy of the poem must be brought to the examination or provided in advance of online examinations.

**Reading aloud**

Candidates should read in an appropriate style for the book chosen and aim to capture the interest of the listeners.

Selections may be made from fiction or non-fiction.

A legible copy of the book being read must be brought to the examination or provided in advance of online examinations.

**Devised drama**

Costumes/props are optional and do not need to be elaborate; the Examiner is interested in how these are used within the performance.

Candidates should show belief in the character/situation.

A legible copy of the script or plan of action must be submitted to the Examiner or provided in advance of online examinations.

**Role-play**

Role-play approximates to real-life situations and uses communication skills for problem-solving.

**Discussion**

The Examiner may ask questions or invite discussion on any of the work presented. The purpose of the questions and discussion is not to test the candidate's knowledge. The Examiner will look for criteria such as:

- Understanding of the work presented
- The ability to offer a personal response
- Appropriate listening skills
- Successful use of interaction strategies
- The courtesies that facilitate discussion

# Introductory

Time: Approximately 2-3 minutes per task (10 minutes per candidate).

Choose TWO of the options below.

**ONE: Talk**

Give a talk about yourself or your family

**TWO: Talk**

Give a talk about an object you have brought to the examination

**THREE: Talk**

Give a talk about a country relating to your cultural heritage

**FOUR: Talk**

Give a talk about your favourite animal

**FIVE: Talk**

Bring a book you have read to the examination and tell the Examiner what you enjoyed about the story

## Progress Outcomes

### Overall:

- Attempt clear and audible speech with appropriate vocabulary to the situation
- Share enjoyment
- Be courteous
- Keep to time
- Show awareness of the audience
- Throughout the examination, the Examiner will ask simple questions related to your work
- If using visual aids, these must be integrated into your talk

### 1-4. ONE — FOUR: Talks

Share ideas in your own words

Have a beginning, a middle and an ending

### 2. TWO: Talk

Hold object so that it can be seen

Listen to questions asked and give relevant responses

### 5. FIVE: Talk

Show the book so that it can be seen

Share what you like about this book

# Notes:

# Foundation

Time: Approximately 2-3 minutes per task (12 minutes per candidate).

Choose THREE of the options below.

**ONE: Storytelling**

Tell a story from your culture

**TWO: Talk**

Give a talk about a personal experience

**THREE: Talk**

Give a talk about an activity or sport

**FOUR: Instructional talk**

Bring an object to the examination and explain its purpose

**FIVE: Reading aloud**

Share a book with the Examiner and read a short extract

**SIX: Devised drama**

Present a drama or interaction

# Progress Outcomes

## Overall:

- Attempt clear and audible speech
- Share enjoyment
- Be courteous
- Keep to time
- Throughout the examination, the Examiner will ask simple questions related to your work
- If using visual aids, these must be integrated in to your talk/storytelling

### 1. ONE: Storytelling

Give the story a beginning, a middle and an ending

Show imagination

### 2-3. TWO — THREE: Talks

Share ideas in your own words

Have a beginning, a middle and an ending

### 4. FOUR: Instructional talk

Hold object so that it can be seen

Describe the object in detail (e.g. what it is made of, size, shape, texture and purpose)

### 5. FIVE: Reading aloud

Deliver fluently and with confidence

Show the page so that it can be seen

Be familiar with the entire book and be able to discuss the reading

Listen to questions and give relevant responses

### 6. SIX: Devised drama

Attempt to create a structured scene with a beginning, middle and ending

Dialogue flows easily between characters

Choose language that reflects the mood of the chosen scene

Create believable characters using costume, props, sound effects etc

**Notes:**

# Elementary

Time: Approximately 2-3 minutes per task (15 minutes per candidate).

Choose FOUR of the options below.

**ONE: Storytelling**

Tell a story from your culture

**TWO: Talk**

Give a talk on an activity — cultural, sporting or educational

**THREE: Instructional talk**

Give a talk which includes a demonstration

**FOUR: Social Speech**

Give a speech of thanks

**FIVE: Scripted Drama**

Present a short drama

**SIX: Poetry**

Present a memorised poem

**SEVEN: Reading aloud**

Read aloud an extract from a book

**EIGHT: Impromptu task**

Perform an impromptu task set by the Examiner



# Progress Outcomes

## Overall:

- Attempt clear and audible speech
- Share enjoyment
- Be courteous
- Keep to time
- Throughout the examination, the Examiner will ask simple questions related to your work
- If using visual aids, these must be integrated and enhance your talk/storytelling

### 1. ONE: Storytelling

Have a beginning, a middle and an ending  
Show imagination

### 2 - 3. TWO — THREE: Talks

Present ideas in your own words  
Have a beginning, a middle and an ending  
Make a connection with the audience

### 3. THREE: Instructional talk

Show logical steps in the process or three aspects of demonstration  
Demonstrate engagement with the topic and convey this to the audience  
Hold object so that it can be seen

### 4. FOUR: Social speech

Include the occasion, person and reason for the speech  
Have a beginning, a middle and an ending  
Include relevant background information  
Speak with sincerity and use appropriate social courtesies  
Share your gratitude with warmth

### 5. FIVE: Scripted drama

Attempt a structured scene with a beginning, a middle and ending  
Dialogue flows easily between characters  
Choose language that reflects the mood of the chosen scene  
Use appropriate body language  
Create believable characters using costume, props, sound effects etc

Continued...

## Progress Outcomes Continued

### 6. **Six: Poetry**

Memorise the words in the poem

Understand the poem and the words used within

Show sensitivity to the poem's meaning

### 7. **SEVEN: Reading aloud**

Give the title and author of the book

Deliver with fluency and confidence

Be familiar with the entire book and be able to discuss the reading

### 8. **EIGHT: Impromptu task**

- **Range:** *improvisation, role-play or relaying a message*

Present a short scene based on information given by the Examiner

Give the scene a beginning, a middle and ending

Act out the scene using appropriate language and actions

Include all details and recount important aspects (e.g. time, place, date) in message

# Notes:

# Intermediate

Time: Approximately 4-5 minutes per task (30 minutes per candidate).

Choose a total of FIVE tasks made up of

ONE, TWO or THREE options from the PREPARED WORK **AND**

TWO, THREE or FOUR options from the IMPROMPTU WORK

## PREPARED WORK *(CHOOSE 1-3 OPTIONS)*

### ONE: Talk

Give an informative talk or presentation

### TWO: Prepared talk

Give a talk about a person, event or place that has influenced you

### THREE: Instructional talk — Object/Diagram

Bring a working object or diagram and answer questions about it

### FOUR: Instructional talk

Give an instructive talk

### FIVE: Social speech

Give TWO related social speeches

- i. Introduce a speaker
- ii. Thank a speaker

These must refer to the same speaker and occasion

### SIX: Poetry

Present a memorised poem OR a memorised original poem/story

### SEVEN: Reading aloud

Bring a book you have enjoyed and read a prepared extract

Be prepared to discuss the passage with the Examiner

### EIGHT: Devised drama

Present a drama about a person, place or event that has influenced you

### NINE: Report

Give a report on a topic you have researched

Be prepared to discuss your research with the Examiner

**IMPROMPTU WORK** *(CHOOSE 2-4 OPTIONS)***ONE: Reading aloud**

Bring a book you have enjoyed to the examination and read an extract at sight

The Examiner will select an extract

Be prepared to discuss the book with the Examiner

**TWO: Role-play** — Phone call

Perform an impromptu interaction set by the Examiner

**THREE: Role-play** — Interview

Perform a simple interview set by the Examiner

**FOUR: Role-play** — Running commentary

Perform a running commentary set by the Examiner

## Progress Outcomes

### Overall:

- Attempt clear and audible speech
- Share enjoyment
- Be courteous
- Keep to time
- Throughout the examination, the Examiner will ask simple questions related to your work
- If using visual aids, these must be integrated and enhance your talk/storytelling

### PREPARED WORK

#### 1-3. ONE — THREE: Talks

Present ideas in your own words

Have a logical structure

Use an engaging delivery style to a specified audience/occasion

#### 1. ONE: Prepared talk — Informative/Presentation

- **Possible topics:**
  - » *Home country*
  - » *How to use a machine*
  - » *Instructions for a craft, job etc*

#### 2. TWO: Prepared talk — Person, place or event

- **Examples:**
  - » *A family member/a person from history/a character from a film/book*
  - » *A familiar event e.g. arriving in New Zealand/an historical event*
  - » *A familiar place e.g. your hometown/a place from history*

#### 3. THREE: Instructional talk — Object/Diagram

- **Examples:**
  - » *A working object from the home or office*
  - » *The water cycle or the combustion engine (diagram)*

Be familiar with the working object or diagram

Be prepared to talk about the function and design of the object/explain the diagram

#### 4. FOUR: Instructional talk

Give at least three elements of instruction

- **Range:** *clearly specified objectives; repetition of key points; demonstration; logical progression of steps; use of verbs to indicate new steps; visual aids to support steps; summary of key points*

Continued...

## Progress Outcomes Continued

### 5. FIVE: Social speech

Use a logical structure in your own words

Introduction

- Welcome the speaker
- Give relevant aspects of their background
- Give the reason for the talk
- Invite the speaker to talk

Thanks

- Have a clear purpose
- Refer to relevant content from the talk
- State why the talk was of interest/relevance
- Give a sincere closing statement

### 6. SIX: Poetry

Memorise the words

Understand the poem/story

Show understanding of the writer's intention

### 7. SEVEN: Reading aloud

Be familiar with the entire book/story

Help the audience to understand the extract by phrasing for meaning

Show variety in vocal energy

Show awareness of the audience

### 8. EIGHT: Devised drama

Use face, voice, gestures and movement to convey the character

Know your cues

Use the acting space effectively

Show awareness of the audience

Create believable characters using costume, props, sound effects etc

### 9. NINE: Report

Relate the report to your audience

Structure the report to suit the purpose

Show clear thinking and research

Present logically with supporting data

Speak spontaneously, in your own words

Have a clear conclusion

Continued ...

## Progress Outcomes Continued

### IMPROMPTU WORK

#### 1. ONE: Reading aloud

Give the title/author and a brief introduction

Use imaginative involvement to share the narrative, description and dialogue to produce a well-shaped text

#### 2. TWO: Role-play — Phone call

Be prepared for a range of different possible activities

Spoken message

- Listen carefully to the information given
- Identify the key points/check you understand the task given
- Clearly share the information as directed
- Use courtesy and ensure the recipient understands

Phone call

- Use opening and closing courtesies as appropriate
- Listen carefully and respond appropriately

Dialogue/Role-play

- Use language appropriate to the situation
- Show awareness of non-verbal communication
- Demonstrate suitable behaviour for the situation

#### 3. THREE: Role-play — Interview

Use believable role-play for interviewer and interviewee

Show good listening skills

Show appropriate courtesies

Bring to a definite ending

#### 4. FOUR: Role-play — Running commentary

Use believable role-play

Sustain imaginative involvement for impact

Use language and description suited to the situation

Have a logical structure

Bring to a definite ending



# Notes:

# Senior

Time: Approximately 4-5 minutes per task (30 minutes per candidate).

Choose a total of FIVE tasks made up of  
THREE or FOUR options from the PREPARED WORK AND  
ONE or TWO options from the IMPROMPTU WORK

## PREPARED WORK *(CHOOSE 3-4 OPTIONS)*

### ONE: Storytelling

Create and tell an original story

### TWO: Talk - Persuasive

Give a persuasive talk for a specified audience

### THREE: Talk — Plea for a good cause

Deliver a plea for a good cause for a specified audience

### FOUR: Talk — Researched

Give a researched talk about a leader or writer for a specified audience

### FIVE: Instructional talk — Practical skill

Explain a practical skill or concept associated with an aspect of your present or intended work or study, for a specified audience

### SIX: Instructional talk — Scientific process

Give a talk about a scientific process for a specified audience

### SEVEN: TALK — Entertaining speech

Give an entertaining speech for a specified audience

### EIGHT: Poetry

Present a poem

### NINE: Reading aloud

Read a prose extract, or work-related text

### TEN: Scripted drama

Present a characterisation from a play

**ELEVEN: Report**

Give a report evaluating a short text, book, artwork, a piece of visual media (e.g. a film)

**TWELVE: Report**

Give a report to help a group make a decision or adopt a course of action

State the audience, occasion and purpose

**IMPROMPTU WORK** *(CHOOSE 1-2 OPTIONS)***ONE: Impromptu talk**

Prepare and deliver an impromptu talk

The Examiner will give the topic after a brief discussion

**TWO: Informative talk**

Prepare three topics to give an informative talk

The Examiner will choose the topic after a brief discussion

**THREE: Social Speech**

Give a speech to welcome a group of visitors

The Examiner will give the occasion

**FOUR: Reading aloud**

Bring a non-fiction book to the examination and read an extract at sight

Be prepared to reflect on the book

**FIVE: Discussion**

Discuss the choice and use of visual aids in public speaking

**SIX: Discussion**

Discuss the difference between informative and persuasive speaking

# Progress Outcomes

## Overall:

- Attempt clear and audible speech
- Share enjoyment
- Be courteous
- Keep to time
- Throughout the examination, the Examiner will ask simple questions related to your work
- If using visual aids, these must be integrated, enhance your talk/storytelling, and aid in the audience's understanding/enjoyment

## PREPARED WORK

### 1. ONE: Storytelling

Suit content, structure and style to your selected audience

Sustain imaginative involvement for impact

Identify processes used to engage the audience

### 2-7. TWO — SEVEN: Talks

Have a logical structure

Make a connection with the audience

### 2. TWO: Talk — Persuasive

#### • Examples

- » *A political speech*
- » *A sales promotion*
- » *Marketing a real/imaginary invention*
- » *Argument for/against a point of view or a course of action*

Use persuasive language

Present an opinion with reasons

Show depth of research and knowledge

### 3. THREE: Talk — Plea for a good cause

Use persuasive language

Include a call to action

Ensure your audience are aware of circumstances and requirements

Use a natural speaking style

Continued...

## Progress Outcomes Continued

### 4. **FOUR: Talk** — Researched

Choose content for your talk suited to the specified audience

Speak in a lively and spontaneous way

Link the main points

Include relevant facts and evidence of your research

Extend the audience's awareness of the person's qualities

### 5. **FIVE: Instructional talk** — Practical skill

Have a precise use of language

Explain technical terms with confidence

Include advice, suggestions and warnings throughout

If including demonstration, integrate this into your talk

Show awareness of the audience

### 6. **SIX: Instructional talk** — Scientific process

Outline the concept and process, relevant to the audience

Give a clear outline of the aspects to be included

Support opinions with reasons and examples

Give a logical evaluation

State the selected audience

### 7. **SEVEN: Talk** — Entertaining speech

State the occasion and audience

Illustrate points with appropriate anecdote(s)

Choose material to suit the occasion

Speak in a lively and spontaneous way

### 8. **EIGHT: Poetry**

Be prepared to talk about the maturity of the grade in your choice

Memorise the words of the poem

Understand the poem and the words used in it

Show sensitivity to the poem's meaning, mood and message

Show awareness of the poem's shape

Be prepared to talk about genre of your poem and your interpretation

Continued...

## Progress Outcomes Continued

### 9. **NINE: Reading aloud**

Before beginning, give the title and author

Read an extract

Use voice and speech to give colour and clarity

Be prepared to share your thoughts on ideas, themes, research and content

### 10. **TEN: Scripted drama** — Characterisation

Know the words

Create your character with movement and speech

Create believable characters using costume, props, sound effects etc

Create a structured scene with a beginning, middle and ending

Reflect on how you interpreted the character

### 11. **ELEVEN: Report** — Evaluation

Engage and hold the attention of the audience

Show your intention with clear pointing of key words and the development of ideas

Comment on the short text, book, artwork, visual media, and its key points

### 12. **TWELVE: Report** — Decision making/course of action

Relate the report to the specified audience

Have a logical structure

Include your research methods

Show clear thinking and depth of research with supporting data

Draw a clear conclusion and recommendation from the research

Continued...

# Progress Outcomes Continued

## IMPROMPTU WORK

### 1-2. ONE — TWO: Talks

Have a logical structure

Make a connection with the audience

Ensure that the chosen topics suit the maturity of the grade

Express ideas fluently and in language appropriate to the topic/audience

#### 1. ONE: Impromptu talk

Structure the content to suit the topic/purpose and audience

Support your points with specific examples to meet the purpose

#### 2. TWO: Informative talk

Structure and present your impromptu talk to meet the scenario

Ensure the talk is audience centred

Use voice, speaking and body language to support the delivery

### 3. THREE: Social speech

Include all relevant information your audience would need

Give an outline of the event(s)

Bring to a conclusion

### 4. FOUR: Reading aloud

Before beginning, give the title and author of the book

Help the audience to understand the extract by phrasing for meaning

Read fluently to engage and maintain the audience's attention

Be prepared to discuss the themes of the text

### 5. FIVE: Discussion — Visual aids

Explain advantages/limitations of using visual aids in different circumstances

- **Range:** *Charts, posters, flip-charts, objects, whiteboard, hand-outs, PowerPoint etc*

### 6. SIX: Discussion — Informative vs persuasive

Clearly explain the difference between these types of speaking

- **Range:** *purpose, structure, language, logic, emotional responses, credibility of the speaker, deliver etc*

Continued...

# Notes:



# Advanced Senior

Time: Approximately 4-5 minutes per task (35 minutes per candidate)

Choose a total of SIX tasks made up of  
FOUR or FIVE options from the PREPARED WORK **AND**  
ONE or TWO options from the IMPROMPTU WORK

*Note: Option Nine has a time limit of 10 minutes. If selecting this option, candidates should select one fewer task from either Prepared or Impromptu Work*

## PREPARED WORK (CHOOSE 4-5 OPTIONS)

**ONE: Talk** — Critical appreciation

Give a critical appreciation of a film or play/musical you have seen recently for a specified audience

**TWO: Talk** — Instructive

Give an instructive speech for a specified audience

**THREE: Talk** — Persuasive

Give a persuasive speech for a specified audience

**FOUR: Talk** — Speech of support

Give a speech in support of a student, colleague or teammate to a position of leadership

**FIVE: Talk**

Give a talk about a topic of local, national or international interest for a specified audience

**SIX: Talk**

Give a talk about a researched leader/writer for a specified audience

**SEVEN: Talk**

Give a talk about audience analysis, connection and rapport for a specified audience

**EIGHT: Talk** — Instructive

Give a talk about voice and speaking in everyday use and in public speaking for a specified audience

**NINE: Talk** — Persuasive

Conduct a seminar with a small group on the results of an investigation you have carried out into one of the following:

- i. An issue of academic interest
- ii. An issue related to the workplace
- iii. An issue of interest to the community
- iv. An aspect of language

**TEN: Speech**

Present a speech relevant to a specified audience to whom you may be called upon to speak within your current occupation or training situation

Your talk may be informative, instructive or marketing a product/service

**ELEVEN: Speech** — Motion

Prepare and speak to a motion

**TWELVE: Scripted drama** — Characterisation

Present a scripted character from a play

**IMPROMPTU WORK** *(CHOOSE 1-2 OPTIONS)***ONE: Storytelling**

Develop and present an impromptu storytelling using mood

This will be set by the Examiner after a brief discussion

**TWO: Talk**

Give an impromptu talk about a work/study related topic

This will be set by the Examiner after a brief discussion

**THREE: Social Speech** — Toast

Give an impromptu social speech to toast or honour a person of interest to you

**FOUR: Social Speech**

Give an impromptu social speech to introduce or thank a speaker etc

The Examiner will decide the option and audience after a brief discussion

**FIVE: Reading aloud**

Bring a book of speeches to the examination and read an extract at sight

**Six: Reading aloud**

Bring a publication relevant to your work or course of study and read aloud

An extract will be chosen by the Examiner after a brief discussion

Introduce the book/author

Be prepared to reflect on the extract/book to your work or studies

**SEVEN: Devised drama** — Improvisation

Develop and perform an improvisation

This will be set by the Examiner after a brief discussion

**EIGHT: Discussion** — Instructive

Participate in a one-to-one discussion about one or more of the following:

- i. Your educational/work experience
- ii. Your current study/work programme
- iii. Your career plans
- iv. An issue of current importance or interest in your field

The topic(s) will be chosen by the Examiner after a brief discussion

## Progress Outcomes

### Overall:

- Attempt clear and audible speech
- Share enjoyment
- Be courteous
- Keep to time
- Throughout the examination, the Examiner will ask simple questions related to your work
- If using visual aids, these must be integrated and enhance your talk/storytelling and aid in the audience's understanding/enjoyment

### PREPARED WORK

#### 1-10. ONE — TEN: Talks

Have a logical structure

Before beginning, state the audience and/or occasion

Make a connection with the audience

#### 1. ONE: Talk — Critical appreciation

Set the parameters of your critique within your introduction

Give personal opinions supported by reasons

Consider the nature of the medium (film/play)

#### 2. Two: Instructional talk

Include at least three elements of instruction

- *Range: clearly specified objectives; repetition of key points; demonstration; logical progression of steps; use of verbs to indicate new steps; summary of key points*

#### 3. THREE: Persuasive talk

Show evidence of clear thinking and depth of enquiry/research

Use a persuasive structure and language

#### 4. FOUR: Talk — In support

Include the position and name of the nominee

Share information/reasons to support the suitability of your nominee

#### 5. FIVE: Talk — Current events

Research a topic of current local, national or international interest

Select a topic that suits the maturity of the level

Express ideas fluently and in language appropriate to the topic

Continued...

## Progress Outcomes Continued

### 6. **SIX: Informative talks** — Leader/Writer of interest

Research a national or international leader/writer of your choice

Include details about the person (e.g. attributes, background, influence on others, key events in their life, how they are viewed by others)

### 7. **SEVEN: Talk** — Audience analysis

Explain the importance of audience analysis in understanding the characteristics of different groups

- **Range:** gender, ethnicity, age, common interest etc

### 8. **EIGHT: Talk** - Voice and speaking

Prepare a talk about the difference between everyday speaking and delivery in public speaking

### 9. **NINE: Talk** — Seminar

Arrange for a small seminar group to be present. This may be fellow students, friends, family etc

Choose a topic which generates a discussion

Give a clear introduction to your topic

Facilitate a genuine discussion including all members of the group

Listen and give full and relevant responses

### 10. **TEN: Talk** — Work/Training environment

Show evidence of research

Show a clear purpose

### 11. **ELEVEN: Speech** — Motion

State the circumstances of the meeting for your motion

Present a motion that is unambiguous, affirmative and begins with 'That'

Use well-reasoned supporting material

Reiterate your position on this motion in your conclusion

### 12. **TWELVE: Scripted drama**

Know your cues

Demonstrate understanding of the scene being performed

Create a structured scene with a beginning, middle and ending

Create believable characters using costume, props, sound effects etc

Use face, voice, gestures and movement to convey the character

Continued...

## Progress Outcomes Continued

### IMPROMPTU WORK

#### 1. ONE: Storytelling

Use the criteria given

Identify processes used to engage the audience

Sustain imaginative involvement to make an impact

#### 2. TWO: Talk

Have a logical structure

Make a connection with the audience

Ensure that the chosen topics suit the maturity of the grade

Express ideas fluently and in language appropriate to the topic/audience

Structure the content to suit the topic/purpose and audience

Support your points with specific examples to meet the purpose

#### 3. THREE: Social speech — Toast

Meet the purpose of the social speech

Gain the attention of the audience appropriately

Use style appropriate to the occasion, audience and recipient

Have a logical structure

Share a sense of occasion

#### 4. FOUR: Social speech

You will be asked to make a speech suitable for a given situation

Make notes during your preparation time

Use the notes in a way that does not distract the audience

Deliver in a way appropriate for the intended audience

#### 5. FIVE: Reading aloud — Publication/Reflection

Make a connection with the specified audience

Look ahead and respond to clues in the text

Share fluently while turning to a new page

Use meaningful eye contact

Respond to the nature of the extract/content

Help the audience to understand the extract by phrasing for meaning

Continued...

## Progress Outcomes Continued

### 6. **Six: Reading aloud** — Work/Study related

Before beginning, state the title and author

You may take notes during preparation time

Make a connection with the specified audience

Use voice and speaking to reflect the style of the extract

Reflect on the extract in relation to the speaker

### 7. **SEVEN: Devised drama** — Impromptu

Use the criteria given

Create a structured scene with a beginning, middle and ending

Use face, voice, gestures and movement to convey the character

Sustain imaginative involvement throughout to make an impact

### 8. **EIGHT: Discussion** — Instructive

The Examiner will start the discussion

Show initiative and contribute information

Demonstrate relevant vocabulary and knowledge

Show that you can listen, agree, disagree, question, offer opinions, provide examples, clarify and expand as appropriate

# Notes:



# Notes:

## References

- i <https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Professional-support-for-teachers-and-teacher-aides/English-Language-Learning-Progressions>
- ii <https://esolonline.tki.org.nz/content/download/24612/270590/file/ELLP+Matrices.pdf>

Speech New Zealand offers the following syllabi

**Oral Communication and Language Literacy Syllabus | *Aromatawai-ā-waha Marautanga***  
**Communicating in Leadership**  
**English Language Learners’**  
**Flexi Speaking and Performing**  
**Professional Speaking**  
**Public Speaking and Communication**  
**Speech and Drama**  
**Theatre in Action**

***Aromatawai-ā-waha*** are carried out in schools | *kura*, homeschools | *kura kainga*, recreation | *hapori roopu* and community groups | *roopu*.

There are seven learning progressions | *akoranga whanake* which support the **oral communication** curriculum in New Zealand *Aotearoa* schools | *kura*.

***Communicating in Leadership*** is designed for young leaders, or can be readily adapted to suit adult situations.

***English Language Learners’*** syllabus allows for the different needs of students for whom English is an additional language.

***Professional Speaking*** is directed to those in the workplace, in business, a profession, or wanting to develop speaking skills to a professional level.

***Theatre in Action*** supports the drama curriculum in schools.

The ***Public Speaking and Communication, Flexi Speaking and Performing*** and ***Speech and Drama*** syllabi have eight grades. From there, candidates can complete a Diploma (ASB), Advanced Diploma (Adv ASB), Licentiate (LSB) and Fellowship (Fellow NZSB) in ***Public Speaking and Communication*** or ***Speech and Drama***

Speech New Zealand

PO Box 12 023

Wellington 6144

Telephone: 04 498 9660

Email: [info@speechnz.co.nz](mailto:info@speechnz.co.nz)

Website: [www.speechnz.co.nz](http://www.speechnz.co.nz)

# Notes:

# Notes:

# Notes:



