

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

**English for Speakers of
Other Languages (ESOL)**
Syllabus 2016

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About Speech New Zealand

We are a not-for-profit charitable trust, founded in 1964.

We are funded only by our examination fees, which are kept to the minimum necessary to cover operating costs.

Our aim is to develop versatility in the use of verbal and non-verbal language in the New Zealand environment.

We are represented throughout New Zealand by a network of Local Secretaries.

Our goal is Helping our Nation to Communicate.



English for Speakers of Other Languages (ESOL)

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Speech New Zealand English for Speakers of Other Languages (ESOL) Syllabus

About ESOL

Grades

There are six grades:

Introductory

Foundation

Bridging

Intermediate

Senior

Advanced

Communication skills and pass levels

These are communication examinations, and the ability to communicate is paramount in all grades. There are two normal levels of achievement: *Pass* and *Merit*. An award of *Distinction* is also available for outstanding candidates.

A candidate who entertains, informs, persuades or instructs the listeners according to the advice given in each grade will normally receive *Merit*. A candidate who presents the work as required but who lacks the ability to communicate with the audience (because of excessive shyness, poor language skills or lack of understanding of communicative requirements) is more likely to receive *Pass*. A candidate who shows particular skill as a communicator or performer, beyond the requirements for the grade, may be awarded *Distinction*. Candidates may, at the discretion of the examiner, be awarded *Distinction Plus* for outstanding and exemplary work.

Candidates who fail to present the entire programme or who do not, in the opinion of the examiner, present it satisfactorily, will not achieve a *Pass*.

Choosing an appropriate grade

The grade at which candidates are entered is at the discretion of their tutors or teachers. There is sufficient flexibility at all grades for candidates to base their work on their personal, vocational, academic or business situation.

In the case of school candidates, teachers may choose a grade that best matches the work being done in class or in the general curriculum.

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:

Introductory

Linguistic skills: Vocabulary is likely to be simple and dependent on content words, especially nouns. In prepared speaking, sentences are likely to be simple and to contain some grammatical errors. Errors in pronunciation are likely and may cause some difficulty in understanding. In impromptu speaking there is likely to be a high level of inaccuracy in both grammar and pronunciation. Candidates should, however, be fluent with a range of learnt phrases.

Communicative competence: Candidates should be able to deliver prepared work audibly and clearly in public. They should be able to understand simple questions and respond with at least single word answers.

Foundation

Linguistic skills: Vocabulary is still likely to be simple and dependent on content words, especially nouns and adjectives, but candidates should be able to use appropriate story-telling language. In impromptu speaking, sentences are likely to be simple and to contain some grammatical errors. Errors in pronunciation are likely and may cause some difficulty in understanding.

Communicative competence: Candidates should be able to use a logical structure for their talk and story. They should be able to respond to simple questions with short answers, frequent pauses are likely.

Bridging

Linguistic skills: Vocabulary will be appropriate. Dependence on content words should be decreasing, with increased use of socially appropriate vocabulary. Vocabulary for the talk, drama and social speech should be connected and cohesive. Errors in pronunciation may occur, but candidates are, in general, able to be understood.

Communicative competence: Candidates should be gaining confidence and using logical structures for their talk, drama and social speech. They should be able to respond to questions with some extended sentences and a sense of coherence. There may still be hesitancy and pauses when searching for appropriate language.

Intermediate

Linguistic skills: Vocabulary should be appropriate to the topic and candidates should be able to use conjunctions to express cause and effect and be able to signal sequencing. Simple sentences should be generally correct and candidates should use simple tenses accurately and appropriately. Pronunciation should be generally comprehensible, although there may be consistent errors in certain sounds.

Communicative competence: Candidates should be able to engage with their audience, making eye contact and using non-verbal skills. They should be able to indicate a need for repetition or explanation when responding to questions, and be able to use other courtesies as required. In impromptu speaking and when answering questions, candidates may search for words.

Senior

Linguistic skills: Vocabulary should be 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.

Communicative competence: Candidates should be able to present and justify their opinions and respond appropriately to comments and questions. They should be able to self-monitor and self-correct. There may be minor hesitations, particularly in impromptu speaking, but speech should reflect English rhythm and intonation.

Advanced

Linguistic skills: Vocabulary should be appropriate to the topic and include academic or specialist vocabulary. Candidates should be able to express their ideas clearly and concisely and be able to use a range of grammatical structures. Pronunciation should cause infrequent difficulty for listeners and candidates should be able to speak with near native-like fluency.

Communicative competence: Candidates should be able to interact confidently with their audience. They may be able to use humour naturally.

Procedure for Examination Entry

1. To enter candidates for examination, you should contact the Local Secretary for advice and assistance. He/she will supply the scale of fees and the entry forms. Contact details for your Local Secretary are available on our website www.speechnz.co.nz. Alternatively, Speech New Zealand National Office can supply contact details for your nearest Local Secretary.
2. Entry forms are required and it is the tutor's or co-ordinator's responsibility to fill in the names of the candidates and other details. **Please print names clearly** as certificates will be produced from these entry forms. A separate entry form is required for each grade entered.
3. When the entry forms are completed you should forward them, with the appropriate fees, to the Local Secretary. The entry forms and fees should be accompanied by a letter nominating the preferred day or days for examinations and stating any days which are not suitable. These entry forms should reach the Local Secretary **at least six weeks** before the required examination date.
4. When an examiner has been appointed, the Local Secretary will consult with the co-ordinator concerning specific dates and times and will supply report forms for all candidates.
5. These forms should then be collated, **in the order in which candidates will be examined** and given to the examiner on arrival.
6. When the examinations are completed, reports will be retained by the examiner for checking and then handed to the co-ordinator or Local Secretary for distribution.

Essential Information

Setting

The room provided for the examinations should be large, quiet and well lit. The examiner will require a writing table. It is the co-ordinator's responsibility to ensure any equipment, such as display boards or electronic equipment, is available for the candidate.

Audience

Examinations should be conducted in the presence of a supportive listening group, which may consist of other candidates, fellow students, teachers or family members. Except for Introductory, the audience may be invited to ask the candidate questions.

Name tags

To assist the examiner, candidates should wear clearly visible name tags.

Schedule

To create a timetable for the examinations, the co-ordinator should use the maximum times given for the grades to be examined and add five minutes per hour.

The examiner should be given a schedule showing the order of candidates and, where possible, the work they will be presenting.

Texts

Candidates **must** provide clean copies of texts or scripts where indicated in each grade.

Order of presentation

Candidates may present their prepared work in any order.

Time

Time limits must be observed. The examiner will stop candidates who go over time. Candidates whose work is too short are unlikely to achieve well.

Talks

Candidates in grades higher than Introductory **must not** present memorised talks and will not achieve well if they do. Talks should result from research, discussion and careful planning. They should never be written out as formal speeches. Small notes, cue cards or the candidate's visual aids may be used to remind the candidate of the structure and salient points she/he wishes to cover in the talk. The examiner will assess how well the candidate uses these to assist in communicating the material to the audience.

Questions and 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 an 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.

Reports and certificates

During the examination, the examiner will write a report on each candidate. This report will reflect the candidate's strengths and indicate areas for improvement. Where possible, teachers should discuss these reports with candidates to ensure they benefit from the examiner's advice.

Successful candidates will receive a certificate when all results have been processed.

Notes:

Syllabus Overview

GRADE	SECTION 1 <i>Prepared Activity</i>	SECTION 2 <i>Prepared Activity</i>	SECTION 3	SECTION 4	QUESTIONS AND DISCUSSIONS
INTRODUCTORY <i>(10 minutes)</i>	Give a talk about yourself using objects, pictures or photographs. <i>(2-3 minutes)</i>	Present a short prepared dialogue. <i>(2-3 minutes per candidate)</i>			At all grades from Introductory to Advanced, you will be asked questions related to the work you have presented. Questions will not be of a personal nature except where this is relevant to the work you have presented.
FOUNDATION <i>(15 minutes)</i>	Give a talk about a personal experience, interest or activity. <i>(2-3 minutes)</i>	Tell a story or legend, using appropriate props or pictures. <i>(2-3 minutes)</i> Or Present a story or legend as a drama. <i>(2-3 minutes per candidate)</i>	Talk about a picture or an object provided by the examiner. <i>(2-3 minutes)</i>		From Foundation to Advanced, questions may be asked by both the examiner and the audience. In Introductory only the examiner may ask questions.

GRADE	SECTION 1 <i>Prepared Activity</i>	SECTION 2 <i>Prepared Activity</i>	SECTION 3	SECTION 4	QUESTIONS AND DISCUSSIONS
BRIDGING <i>(15 minutes)</i>	Give a talk on an activity which is of interest to you. <i>(4 minutes)</i>	Prepare a short drama showing aspects of social English. <i>(3 minutes)</i> Or Give an informative talk which includes a story, fable or legend from your culture. <i>(2-3 minutes)</i>	Read aloud a passage from a book and discuss aspects with the examiner. <i>(3 minutes)</i>	Prepare a short social speech appropriate for your current course of study. <i>(3 minutes)</i>	Questions will focus on extending cohesive language and social skills in English.

Introductory

Two Sections

(Major focus: Personal language)

Time: 10 minutes per candidate

Throughout the examination, the examiner will ask you simple questions related to the work you present.

- **Section One**

Give a talk about yourself using objects, pictures or photographs.

Limit: 2 to 3 minutes

- **Section Two**

Present a short prepared dialogue.

Limit: 2 to 3 minutes per candidate

Learning Criteria

In order to achieve well in this grade, you need to know the following:

1. Talk

- You must prepare your talk.
- Your talk should have a beginning, a middle and an end.
- The examiner and audience must be able to see your objects, pictures or photographs easily. You can make your own visual aids.
- You should talk to the audience.
- You must keep to time.

2. Dialogue

- Your teacher can help you to prepare a dialogue.
- The dialogue could be a short dramatic scene involving two or more people.
- You should understand the words and memorise them. However, you can use a script to help you.
- The audience must be able to see and hear you.
- Your face and voice should show expression.
- You should interact with your partner(s) and move appropriately.

Questions from the examiner

- You may answer these in single words or short phrases.

Please note: You must give the examiner a copy of your dialogue.

Foundation

Three Sections

(Major focus: Narration and description)

Time: 15 minutes per candidate

Throughout the examination, the examiner and audience will ask you questions related to the work you present.

- **Section One**

Give a talk about a personal experience, interest or activity.

Limit: 2 to 3 minutes

- **Section Two**

Tell a story or legend, using appropriate props or pictures.

Or

Present a story or legend as a drama.

Limit: 2 to 3 minutes. For a group drama, the limit is 2-3 minutes per candidate

- **Section Three**

Talk about a picture or an object provided by the examiner.

Limit: 2 to 3 minutes

Learning Criteria

In order to achieve well in this grade, you need to know the following:

1. Talk

- You must prepare your talk, but you must not memorise it.
- Your talk should have a beginning, a middle and an end.
- You should use visual aids to help the audience understand and enjoy your talk. The examiner and audience must be able to see these visual aids easily.
- You should share your information and interest with the audience.
- You must keep to time.

2. Story or legend

- You should imagine that you are presenting the story or legend to a group of children.
- You should present your story or legend in a logical sequence.
- Your drama may have one or more scenes. If it has more than one scene, the sequence of scenes should make the development of the story or legend clear.
- You should use storytelling language and sequencing phrases e.g. “Once upon a time...”, “A long time ago...”, “After that...”, “The next day...” etc.
- You can use visual aids such as pictures, puppets, costume, etc.
- You should show imagination.
- Your face and voice should show expression.
- You should talk to your audience and you can move around.
- If you are presenting a drama, you should interact with your partner(s) and move appropriately. You should use the whole acting space. You should memorise your words or be very familiar with your script.
- You must keep to time.

Continued...

3. Picture or object

- You should name known objects in the picture and talk about what is happening.
- You should describe the size, shape, colour, weight and texture of the object, what it is made of and its uses.
- You can use your imagination.

Questions from the examiner and audience

- You should answer these in phrases or sentences.

***Please note:** If you present a drama in Section Two, you must give the examiner a copy of the script.*

Notes:

Bridging

Four Sections

(Major focus: Extensive narration and social skills)

Time: 15 minutes per candidate

Throughout the examination, the examiner and audience will ask you questions related to the work you present.

- **Section One**

Give a talk on an activity which is of interest to you. This may be a cultural, educational or sporting activity. Use appropriate visual material to support your talk.

Limit: 4 minutes

Or

Give an informative talk that includes a story fable or legend from your culture. Use appropriate visual material.

Limit: 2 to 3 minutes

- **Section Two**

Prepare a short drama showing aspects of social English and social communication skills, e.g. buying tickets, banking, shopping or other appropriate interactions.

Limit: 3 minutes

- **Section Three**

Read aloud a prepared passage from a book you have read and enjoyed (fiction or non-fiction). Be prepared to answer questions from the examiner.

Limit: 3 minutes

- **Section Four**

Prepare a short social speech appropriate for your current course of study or job, e.g. short speech of introduction, welcome or thanks.

Limit: 3 minutes

Learning Criteria

In order to achieve well in this grade, you need to know the following:

1. Talk

- You must prepare your talk, not memorise it, and have visual material to support the talk.
- Your talk must be logically sequenced, and key points identified. You must use visual support materials. You should demonstrate interest and engagement with your topic and share this interest with your audience.

2. Short drama

- Your drama should be focused on appropriate social skills in English, with use of appropriate social courtesies.
- You should demonstrate an understanding of interpersonal communication in English with appropriate body language, including facial expressions, gesture, stance and eye contact.
- You should have increasing confidence in social interactions and demonstrate this in your short drama.

3. Reading aloud

- You should be familiar with the entire book.
- You should read with vitality, meaning and confidence.
- You should be aware of your audience while sharing your reading. You should be able to discuss the book and answer questions about it.

4. Social speech

- You should speak with clarity and confidence.
- You must use relevant background information.
- You should speak with sincerity and use appropriate social courtesies.

Intermediate

Four Sections

(Major focus: Conveying information)

Time: 20 minutes per candidate

Throughout the examination, the examiner and audience will ask you questions related to the work you present.

- **Section One**

Give an informative talk or presentation.

Limit: 3 to 4 minutes

- **Section Two**

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

Limit: 2 to 3 minutes. For a group drama, the limit is 2 to 3 minutes per candidate

- **Section Three**

Perform an impromptu interaction set by the examiner.

Limit: 1 to 2 minutes per candidate, with 1 minute preparation time

- **Section Four**

Introduce a working object or a diagram that you have provided and answer questions about it.

Or

Read aloud a passage from a book, fiction or non fiction, or short story you have enjoyed. Be prepared to discuss the passage with the examiner.

Limit: 2 to 3 minutes

Learning Criteria

In order to achieve well in this grade, you need to know the following:

1. Talk

- You must prepare your talk, but you must not memorise it.
- Your talk should give accurate information in your own words, in a way that will interest the audience. Your talk may be a factual recount or a demonstration or an explanation. Examples of possible topics are information about your home country or an explanation of how to use an office machine or instructions for milking a cow.
- Your talk should have an introduction, a main section and a conclusion.
- You should use clear, helpful visual aids, which should be integrated into your talk.
- You should be aware of the whole audience.
- You must keep to time.

2. Talk or drama about an influence on you

- Your talk or drama should be about your personal response to the person, place or event.
- You may present a talk or drama about a person known to you, such as a family member, or a person from history or a character from a film or book.
- You may present a talk or drama about an event known to you, such as arriving in NZ for the first time or an event from history or a film or book.
- You may present a talk or drama about a place known to you, such as your home town or a place from history or from a film or book.

Continued...

- For a talk, see above for performance expectations.
- If you are presenting a drama, your drama may have one or more scenes.
- For a drama, you should: use your face, voice, gestures and movements to convey the character of the person you are playing; remain in character; respond to the other characters appropriately; use the acting space effectively; show consistent awareness of the audience in the way you present the drama. You should ensure that any props or costumes you use add to the characterisation and action. If your drama has more than one scene, the links between the scenes should be clear and logical. You should memorise your words or be very familiar with your script.
- You must keep to time.

3. Impromptu interaction

- You should be prepared for a range of different possible activities. You might be asked to give a spoken message to another person or group of people, to perform a telephone dialogue with another candidate or to perform a role play. The dialogue and role play may involve making enquiries, passing on information, making plans or solving a problem.
- If you are asked to give a message you should listen carefully to the information, identify the key points and check to make sure you understand what you have to do. You should then clearly give this information to another person or group of people as directed. You should demonstrate the appropriate courtesies and ensure the recipient(s) understand the message.
- If you are asked to perform a telephone dialogue you may be asked to sit back to back. You should demonstrate the opening and closing courtesies involved in using a telephone, listen carefully and respond appropriately.

Continued...

- If you are asked to perform a role play you should use language appropriate to the situation, show an awareness of non-verbal communication and demonstrate suitable behavior for the situation. You should complete the role play satisfactorily within the time limit.

4. Working object or diagram

- You should be familiar with the working object or diagram that you provide. Examples of suitable materials are an egg beater (a working object), the water cycle or the combustion engine (diagrams).
- You should be prepared to talk about the function and design of the object or to explain the diagram.
- You should imagine that you are talking to an audience with no knowledge of the object or contents of the diagram.

There are two parts to this task:

1. The candidate spends 1-2 minutes telling the examiner and audience how the object works or what the diagram represents. Good preparation is needed, because the candidate is expected to talk without prompting.
2. The examiner will then ask questions, and may ask the candidate to explain something in more detail or to talk about other aspects of the object or diagram. The candidate should be able to answer the following sorts of questions:

If I needed one of these, would it be hard to find?

What sort of people would find this useful?

Are there any disadvantages to this product?

Can anything go wrong with this process?

If the (X) fell off, how would you fix it?

I notice you didn't say much about (X). Could you tell me more about that?

Continued...

Questions from the examiner and audience

- You should answer these fully, without prompting and give additional information spontaneously.
- You should show that, if necessary, you know how to ask for questions to be repeated or clarified.

***Please note:** If you present a drama in Section Two, you must give the examiner a copy of the script.*

Notes:

Senior

Four Sections

(Major focus: Persuading and conveying opinion)

Time: 25 minutes per candidate

Throughout the examination, the examiner and audience will ask you questions related to the work you present.

- **Section One**

Give a persuasive talk.

Limit: 4 to 5 minutes

- **Section Two**

Evaluate a short text (a short story, a magazine article or a newspaper feature article), book, art work, film, video, television programme or business proposal.

Limit: 4 to 5 minutes

- **Section Three**

Give an impromptu social or work-related speech.

Limit: 1 to 2 minutes per candidate, with 1 minute preparation time

- **Section Four**

Speak or read a poem, a piece of prose or a work-related text.

Limit 2 to 3 minutes

Or

Present a dramatic scene or drama, either alone or as part of a group.

Limit: 2 to 3 minutes per candidate

Learning Criteria

In order to achieve well in this grade, you need to know the following:

1. Talk

- You must prepare your talk, but you must not memorise it.
- Your talk should attempt to persuade both the examiner and the listeners to a particular point of view.
- Your talk should present an opinion with reasons, in a logical sequence. Examples of suitable talks are a political speech, a sales promotion, the marketing of a real or imaginary invention and an argument for or against a point of view or course of action.
- Where appropriate, you should have good quality visual aids which are integrated into your talk.
- Where appropriate, you should demonstrate good research. You should keep the whole audience interested in your speech.
- You must keep to time.
- You should show depth of knowledge and be ready to give additional information if asked by the examiner and the listeners.

2. Evaluation

- You should focus on your personal response, with reasons for it.
- You should give your opinion.
- The evaluation may compare different treatments of the same material. An example would be the treatment of Bilbo's birthday party in J. R. R. Tolkien's novel and in the Peter Jackson film.
- Where appropriate, you should have good quality visual aids which are integrated into your talk.
- You can read or show a short extract from the work(s) you are evaluating.

Continued...

- You should make sure everyone in the audience feels included.
- You must keep to time.

3. Social speech

- You will be asked to make a speech suitable for a given situation. Examples are speeches of introduction, thanks, farewell, presentation or acceptance.
- You should make notes during the preparation time.
- You may use your notes during the speech. If you do use them, they should be used in a way that does not distract the audience.
- Your speech should be appropriate for the intended audience.
- You should address everyone present.
- You should speak for the allocated time.

4. Poem, prose or work-related text

- You should choose a text that offers you a challenge and is appropriate for your audience.
- You should begin with an introduction, explaining the reasons for your choice and providing any necessary background. The introduction should be no longer than one minute.
- You should use pace and pausing appropriately.
- You should use your voice effectively to convey the mood, different emotions, different characters and the difference between narrative and speech.
- You must keep to time.

Or

4. Dramatic scene or drama

- Your scene or drama can be an extract from a published play or you can write it yourself.
- Your scene or drama should be a logical and cohesive unit.
- You can memorise your words or be very familiar with your script.

Continued...

- You should use the acting space effectively and move naturally.
- You should show consistent awareness of the audience in all aspects of your acting.
- You should become the character by using your face, voice, gestures and movements imaginatively.
- You should handle all props and costumes with ease.
- You should interact effectively with the other characters and work cooperatively to make the scene or drama successful.
- You must complete your dramatic scene or drama within the allocated time.

Questions from the examiner and audience

- You should answer these fully, without prompting. You should give additional information spontaneously to demonstrate your understanding of the work you have presented.
- You should show that, if necessary, you can confidently handle questions that you don't understand.

Please note: You must give the examiner a copy of the text or script for Section Four.

Advanced

Four Sections

(Major focus: Academic and professional language)

Time: 30 minutes per candidate

Throughout the examination, the examiner and audience will ask you questions related to the work you present.

- **Section One**

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

- an issue of academic interest
- an issue related to the workplace
- an issue of interest to the community
- an aspect of language

Limit: 8 to 10 minutes

- **Section Two**

Give a talk about a topic of local, national or international interest.

Limit: 5 to 6 minutes

Or

Explore a current issue through drama.

Limit: 5 to 6 minutes per candidate

- **Section Three**

Give an impromptu talk on a topic given to you by the examiner.

Limit: 1 to 2 minutes, with 1 minute preparation time

- **Section Four**

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

- your educational or work experience
- your current study or work programme
- your career plans
- an issue of current importance or interest in your field

Limit 3 to 4 minutes

Learning Criteria

In order to achieve well in this grade, you need to know the following:

1. Seminar

- You must arrange for a small seminar group to be present.
- You should choose a topic which generates a discussion.
- You should give a clear introduction which presents your topic.
- You should facilitate a genuine discussion which includes all members of the group.
- If you include handouts or visual aids these must be relevant and useful.
- You must keep to time.
- You should show depth of knowledge and be ready to give additional information if asked by the examiner and the listeners.

2. Talk

- You must prepare your talk, but you must not memorise it.
- You should have a specific audience in mind.
- Your talk should present the background to your topic.
- Your talk should be well structured and you should use appropriate language to link the arguments logically.
- You must keep to time.
- You should show depth of knowledge and be ready to give additional information if asked by the examiner and the listeners.

Or

2. Drama

- Your scene or scenes should create a cohesive exploration of the issue.
- You can memorise your words or be very familiar with your script.

Continued...

- You should use the acting space effectively and move naturally.
- You should show consistent awareness of the audience in all aspects of your acting.
- You should become the character by using your face, voice, gestures and movements imaginatively.
- You should handle all props and costumes with ease.
- You should interact effectively with the other characters and work cooperatively to make the drama successful.
- You must complete your drama within the allocated time.
- You should be prepared to explore the issue further in response to questions from the examiner and the listeners.

3. Impromptu talk

- The topic may require you to present an argument or justify an opinion.
- You may make notes during the preparation time.
- You may use your notes during the talk. If you do use them, they should be used skillfully and unobtrusively.
- You should inform or entertain the whole audience.
- You should speak for the allocated time.

4. Discussion

- The examiner will start the discussion.
- You will be expected to show initiative and contribute information to the discussion.
- You should demonstrate relevant vocabulary and knowledge.
- You should show that you can listen, agree, disagree, question, offer opinions, provide examples, clarify and expand as appropriate.
- You should show a confident manner.

Continued...

Questions from the examiner and audience

- You should answer these fully, in a way that demonstrates your knowledge and understanding of the work you have presented.
- You should show that, if necessary, you can confidently handle questions to which you don't know the answer.

***Please note:** If you present a drama in Section Two, you must give the examiner a copy of the script.*

Notes:

Notes:

Speech New Zealand offers the following syllabuses

Speech and Drama
Public Speaking and Communication
Oral Communication Assessments
Professional Speaking
Theatre in Action
English for Speakers of Other Languages
Leadership Communication

The Public Speaking and Communication and Speech and Drama syllabuses have eight grades, followed by Diploma (ASB), Advanced Diploma (Adv ASB), Licentiate (LSB) and Fellowship (Fellow NZSB).

Oral Communication Assessments are carried out in schools, recreational and community groups. There are 12 levels which support the oral communication curriculum in schools.

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.

English for Speakers of Other Languages (ESOL) syllabus allows for the different needs of students and is examined by specialists in English as a second language.

Leadership Communication is designed for young leaders, senior students, or can be readily adapted to suit adult situations.

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