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INTERACTIVE LANGUAGE TEACHING

MICHIGAN PROFICIENCY NEW SPEAKING TEST

STAGE 1 (*Introductions and small talk, approx. 5 minutes*)

STAGE 2 (*Summarizing and recommending, approx. 5 minutes*)

STAGE 3 (*Consensus Reaching, approx. 5 minutes*)

STAGE 4 (*Presenting and Convincing, approx. 5 minutes*)

STAGE 5 (*Justifying and defending, approx. 5 minutes*)

STAGE 1

Examiner 1 will ask you non-sensitive, factual background information (e.g. family, school, occupation, hobbies, or questions relating to the theme of the speaking task.

EXAMPLE

Q: What do you do in your free time?

A: I don't have much free time.....because I have private French lessons Mondays, Wednesdays, and Fridays. And on Tuesdays and Thursdays I work in a café after school.

STAGE 2

You will each be given a sheet with brief notes about only two of the choices.

You will have about 2 minutes to read your sheet and prepare a summary of each choice.

Then you will present these two choices to your partner.

(Use your own words and provide as much detail as you can, based on the information you have been given.)

USEFUL EXPRESSIONS

Between A and B, I would choose B because....

I think B would be better since...

I think you should choose B because...

In my opinion, B is the better choice because...

Candidate 1 Information Sheet

**Hiring A High School
Science Teacher**

Mary Thompson

The following is a list of some of Ms. Thompson's personal characteristics and comments made by other teachers and students at her previous school.

- 15 years of experience as a science teacher
- Good reputation with students and teachers
- Creative lesson plans
- Does lots of experiments
- Organizes many field trips
- Has lost students' tests several times

David Miller

The following is a list of some of Mr. Miller's personal characteristics and comments made by coaches and soccer players at your school.

- Recent college graduate
- Degree in science education
- Uses newest technology in class
- Imaginative lesson plans
- Volunteer assistant soccer coach at your school
- Gossips about students to other students

Candidate 2 Information Sheet

Hiring A High School Science Teacher

Jessica Peters

The following is a list of some of Ms. Peters' personal characteristics and comments made by her coworkers.

- 4 years experience as laboratory technician
- Recently graduated with science teaching certification
- 2003 "Employee of the Year" Award
- Good presentation skills
- Experience with newest technology
- No experience with high school students

Robert Barton

The following is a list of some of Mr. Barton's personal characteristics and comments made by students and teachers at your school.

- 20 years teaching English at your school
- Conducts training courses for teachers
- Also qualified to teach science
- Interesting classroom lessons
- Organizes many field trips
- Doesn't stay after school to help students

- *Candidate 1 presents his/her two choices to candidate 2.*

EXAMPLE:

- *“Mary has fifteen years of experience as a science teacher, I mean, she Has taught science for fifteen years.... That’s a long time to teach. So, lots of experience. Let’s see, what else...it says here that she has a good reputation as a teacher. Students like her...teachers like her, too. Uh...it seems everybody likes her, maybe because she does lots of um... experiments in class. She does them so that the students can practice what they’re studying. They like to learn that way. Let’s see what else...Another good thing about Mary, she’s creative with her lesson plans. You know, not the same way of teaching all the time, which is boring. Students also like the field trips that she organizes. They go to lots of places, like museums, to learn about science....Places outside of school. The bad thing about Mary, though, is that she has lost students’ tests more than once. That’s not such a good thing about her. Well then, lots of experience, a good reputation, creative lesson plans, lots of experiments and...uh...field trips...So many good things to recommend Mary. Losing a couple of tests is serious, but...well... it’s just one thing.”*

- *Candidate 2 recommends one of these choices to candidate1.*

EXAMPLE:

- *“Between Mary and David, I would choose David because although he isn’t as experienced as Mary..... um...I would say that 15 years of experience as a science teacher might mean that Mary is set in her ways...and having a good reputation with students”...might mean that she’s not strict enough. Let’s see, what else...it says here that David comes to class with imaginative lesson plans..um.....while Mary might come to class without a plan. Tthe fact that she does lots of experiments... um..could mean that there’s not enough material for a test. On the other hand David uses the latest technology in class and ... in my opinion that is something that will help our students a lot. He also helps the soccer coach of our school voluntarily, which I think is very kind of him. Uh ... The bad thing about David , though, is that he gossips about students to other students but ...um.. well..nobody can be perfect.”*

- *Candidate 2 presents his/her choices.*
- *Candidate 1 makes his/her recommendation.*

Choose one of your two choices and think of reasons why you believe it is better.

- *Candidate 1 presents his/her final decision to his/her partner and explains his/her reasons.*
- *Candidate 2 presents his/her final decision to his/her partner and explains his/her reasons.*

STAGE 3

(Remember that you are not allowed to look at each other's sheet.)

Work together to decide which of the 'two choices' is the best.

USEFUL EXPRESSIONS *(to disagree politely)*

I see what you're saying, but I think...
That's a good/valid point, but...
You may be right, but I also think...
I see your point, but don't you think...
But that's not always the case. Sometimes...

- *Compare and contrast the 'two choices'.*
- *Discuss the advantages and disadvantages of each.*
- *Request and supply information or opinions.*
- *Negotiate*
- *Provide reasons for your final decision and explain why they are important.*

STAGE 4

(Prepare a presentation of your recommendation and decide on the reasons each of you will present. You are allowed to read each other's sheet. You are not evaluated during the planning of your presentation.)

Formally present your final decision to the Examiner 2

You will each need to present two different reasons and explain why they are important.

USEFUL EXPRESSIONS (to formally present your decision)

Those are the reasons...

So that's why...

A second, more important reason for our decision is that...

In addition to what A said,...

Therefore, we strongly believe that X is the best option.

So, A is the best one.

- *Candidates present their recommendation to Examiner 2.*
- *Candidate 1 presents two reasons and justifies them.*
- *Candidate 2 presents two reasons and justifies them.*

STAGE 5

Examiner 2 will question each of you about the reasons you provided, and will ask you to justify and defend your final decision.

Candidates take turns in answering Teacher's questions, justifying and defending their decision.

EXAMPLE: (if you chose Mary Thompson)

Q: She has 15 years of experience as a science teacher, but isn't it possible she is set in her ways?

A: Perhaps...But if she were set in her ways, would her lessons be interesting? Would both her students and colleagues like her? I rather doubt that.