

**ECCE SPEAKING**

Time: 10-15 minutes

**Stage 1 Warm up:** Candidate answers general questions. (2-3 minutes)

**Stage 2** The candidate is presented with a short text and pictures about a problem or situation. The candidate asks the examiner questions in order to get information. (3-4 minutes)

**Stage 3** The candidate chooses an option or offers advice to help solve the problem. The candidate explains why the chosen option or solution is better and must be ready to explain why the other solution or option was not chosen. (1-3 minutes)

**Stage 4** The candidate answers further questions related to the topic introduced in Stage 2. (2-4 minutes)  
The examiner conducts the interview with one student.

**ECCE SPEAKING (Stage 1): Warm-up questions**

**TIP** Always take the initiative when answering. Don't wait for the examiner to ask for more details – give examples of what you mean.

**Here are some sample questions. Write your answers.**

- Tell me something about your family.

Example: *We live in Athens. I have a sister who's younger than me. We get along really well. My parents own a restaurant.*

My answer: .....

- What is there to do in your town?

There is / are .....

- What do you do in your free time?

I do lots of things. I .....

- What do you do? Do you work or study?

.....

*(if at school)* What grade are you in? What are your favorite subjects at school?

.....

What are your plans after you graduate?

.....

*(if you work)* Where do you work? What do you do there?

.....

- What do you want to do in the future?

I would like to .....

.....

.....

**ECCE SPEAKING (Stage 2): Asking questions so that you can give advice or an opinion**

**HELP SOLVE A PROBLEM**

**Situation**

I am your friend and I have a problem. Find out what my problem is and offer me some good advice.

**First (Stage 2)**

Look at the pictures below and ask:

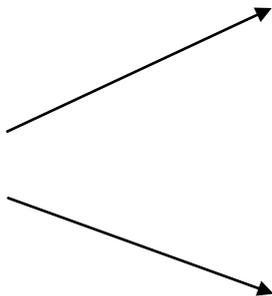
- Who is this person?
- What is the problem?
- What are the possible solutions?
- What are the disadvantages of each solution?

**Then (Stage 3)**

When you have all the information you need, you should offer some advice to help solve the problem. You can choose one of the solutions given or think of your own solution to the problem. Remember to use information you learn from asking questions when you explain your ideas.

**Finally (Stage 4)**

After you have discussed your decision, the examiner will ask you more questions about the topic.



**TIP** If you don't understand the situation, make sure you ask for clarification. The questions are given with the pictures and prompts, but you can also ask further questions of your own.

**Model Speaking (Stage 2)**

**Student:** Who is this person?

**Examiner:** She is my 15-year-old daughter.

**Student:** What is the problem?

**Examiner:** She doesn't study enough and I want her to improve her grades.

**Student:** What are the possible solutions?

**Examiner:** I can promise her a present like a new cellphone or tickets to a concert by her favorite group to encourage her.

**Student:** What are the disadvantages of each solution?

**Examiner:** One disadvantage of giving her a cellphone is that it is quite expensive. Also, she might spend too much time using the phone and neglect her studies even more. The disadvantages to the concert tickets are that she would have to stay out very late at night. Also, if she doesn't have anyone to go with, she would be disappointed.

**ECCE SPEAKING (Stages 3 and 4)**

**Model Speaking (Stage 3)**

**Examiner:** So what do you suggest I do?

**Student:** I think you should promise your daughter the cellphone because it is a more expensive gift. She will understand that you really believe that her grades are important by offering this present. A cellphone is also something that I'm sure most of her friends already have, and your daughter probably wants to have one too. I know you said that you are worried she might spend too much time using the cellphone and neglect her studies, but I don't think that will happen. Once she sees that good grades bring rewards, I think she will continue to study. She might think that if she does so, she will get another present. So my advice is to promise her that you will give her a cellphone if she improves her grades.

**Examiner:** Why didn't you choose the concert tickets?

**Student:** I don't think the concert is a good idea because it isn't so special and it's over after one night. Teenagers have the chance to go to concerts quite often, so it wouldn't make your daughter study more. Also, as you said she might not have anyone to go with so it wouldn't be fun for her.

**Add the phrases that are underlined in the model speaking to the box below. Then write your answers to the questions in Stage 4.**

**Elaboration Questions for the Topic (Stage 4)**

**Examiner:** Do you think parents should offer gifts or money to their children to encourage them to get better grades? Why? / Why not?

Example: I don't think offering gifts is a good idea because then teenagers may expect gifts for everything you ask them to do.

My answer: .....

**Examiner:** What can parents or teachers do to encourage students to study more?

Example: I think the best thing to do is to help students see the big picture. If they have poor grades, they won't be able to get into the university of their choice.

My answer: .....

USEFUL EXPRESSIONS	
<p><b>Giving advice</b></p> <ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• Why don't you ...</li> <li>• If I were you, I'd ...</li> <li>• I think the best thing to do is ...</li> </ul>	<p><b>Explaining why you didn't choose the other solution</b></p> <ul style="list-style-type: none"> <li>• .....</li> <li>• I believe ... wouldn't be ...</li> </ul> <p><b>Referring to something the examiner said</b></p> <ul style="list-style-type: none"> <li>• You said / mentioned ...</li> <li>• I know you said ... but ...</li> <li>• .....</li> </ul>

**ECCE SPEAKING (Stage 2): Asking questions so that you can make a decision**

**PLANNING A CLASS TRIP**

**Situation**

I am the principal of your school. We are planning a class trip and I would like to hear the opinions of students like you about which trip students would like best.

**First (Stage 2)**

Look at the pictures below and ask:

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

**Then (Stage 3)**

When you have all the information you need, explain to the examiner which option you think would be best and why. You can choose one of the options given or suggest your own idea. Remember to use information you learn from asking questions to explain your choice. You might also be asked why you didn't choose the other option.

**Finally (Stage 4)**

After you have discussed your decision, the examiner will ask you more questions about the topic.

**Option 1**



**Option 2**



**Model Speaking (Stage 2)**

**Student:** What are the options for the class trip?

**Examiner:** The first option is to take a trip to a historical site and the second is to visit a nearby seaside town.

**Student:** What are the advantages to each option?

**Examiner:** The advantages of visiting a historical site are that first of all, it's an important place that students should be familiar with, and secondly, students can learn about our history there. If we visit a seaside town, the advantage is that it is closer, so we would have more time to spend there. It is also a more relaxing trip. Students can play on the beach or wander around the shops.

**Student:** What are the disadvantages to each option?

**Examiner:** Some students aren't interested in learning about history or culture, so it would be a waste of time for those students if we go to the historical site. The disadvantage of the trip to the seaside town is that it is not educational at all. Going for coffee or playing on the beach are things students can do anywhere and anytime.

**ECCE SPEAKING (Stages 3 and 4)**

**Model Speaking (Stage 3)**

**Examiner:** So, have you made your decision?

**Student:** Yes, my first choice would be the trip to the seaside town because I think it would be more popular with students. Even though you said it wasn't an educational trip, I'm sure students would have a much better time there. We have so much studying to do and so many other activities that our school trip should be something fun and relaxing. While it is true that we can go for coffee or play on the beach anytime, school trips are different because all our classmates are there. So it's also a way for us to get to know each other better.

**Examiner:** What other reasons do you have for not choosing the trip to a historical site?

**Student:** Well, you said it was several hours away, so that would be a long and boring bus trip. Also, we would have very little time to spend there. As I said before, students want to have a more relaxing school trip. A trip to a historical site would almost seem like a lesson.

**Add the phrases that are underlined in the model speaking to the box below. Then write your answers to the questions in Stage 4 below.**

**Elaboration Questions for the Topic (Stage 4)**

**Examiner:** Do you think school trips should be educational or just for fun? Why?

Example: I think school trips can be both educational and fun. If students go to the beach, they can also learn about environmental awareness. They can actually see the consequences of pollution and global warming.

My answer: .....

**Examiner:** Tell me about your favorite school trip. Where did you go and what made it special?

Example: My favorite school trip was to the port of Piraeus. We learned about the history of the port and ancient shipbuilding while we walked on beautiful seaside promenades. We then built model ships and entered them in a municipal competition. The winner received two tickets for a ferry ride to Crete!

My answer: .....

**Examiner:** Do you think students tend to misbehave on school trips? What can parents and teachers do about it?

Example: I think students tend to misbehave on school trips when they are bored. Teachers should try harder to make the trips more interesting and geared to students' interests.

My answer: .....

USEFUL EXPRESSIONS	
<p><b>Making a decision</b></p> <ul style="list-style-type: none"> <li>• I'd probably choose ...</li> <li>• I think ... would be best because ...</li> <li>• .....</li> </ul> <p><b>Dismissing the other option</b></p> <ul style="list-style-type: none"> <li>• I wouldn't choose the other option because ...</li> <li>• I didn't choose the other option because ...</li> <li>• I think that ... wouldn't be ...</li> </ul> <p><b>Expressing a preference</b></p> <ul style="list-style-type: none"> <li>• I would rather ...</li> <li>• I'd prefer ...</li> <li>• I would / wouldn't like to ...</li> </ul>	<p><b>Referring to something the examiner said</b></p> <ul style="list-style-type: none"> <li>• As you said before ...</li> <li>• You mentioned ...</li> <li>• .....</li> </ul> <p><b>Introducing your own ideas</b></p> <ul style="list-style-type: none"> <li>• To tell you the truth, I would do something else.</li> <li>• Instead of those options, I suggest ...</li> <li>• There's also another possibility, ...</li> </ul>