ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ

ΚΡΑΤΙΚΟ ΠΙΣΤΟΠΟΙΗΤΙΚΟ ΓΛΩΣΣΟΜΑΘΕΙΑΣ

Ministry of National Education and Religious Affairs

English Language Certification

LEVEL	**B1**	**on the scale set by the Council of Europe**
MODULE	**4**	**EXAMINER PACK**

Period	**May 2008**

ATTENTION

This pack is for the Oral Test and Examiners should have it two (2) hours before it begins. It contains

- the Interlocutor Frame for parts 1, 2 & 3
- a reminder of potential trouble spots during the exam
- the Rating Scale.

The purpose of the INTERLOCUTOR FRAME is to help reduce variability in oral examiner speech and to ensure that the test-taking experience is the same for all candidates. Please, acquaint yourself with the 3 parts of the INTERLOCUTOR FRAME before the oral test begins and use it to conduct the exam.

INTERLOCUTOR FRAME FOR B1 LEVEL – Part 1 (warm-up & Activity 1)	
Introducing ourselves (about 1 minute for both candidates) [NOT MARKED]	
Examiner:	Good afternoon. Welcome. Can I have your evaluation forms, please? *(Take them and give them to your co-assessor, making sure you don't mix up who is who).* Thank you, please take a seat. My name is …… (and) this is my co-assessor ……. (and this is an observer ……). S/he (/They) will be observing us. Please speak in English, loudly and clearly, throughout the test. You may ask me to repeat task instructions or give any other clarifications, but only in English. So… What is your name? *(Write it down.)* And yours? *(Write it down.)*
Examiner:	*(Addressing candidate A)* So… , *his/her NAME,* what do you do …? / where do you live? / what are your plans for the future? etc. *(Any general questions to break the ice and get to know the candidate.)*
Examiner:	*(Addressing candidate B)* And what about you, *His/her NAME,* what do you do …? / where do you live? / what are your plans for the future? etc. *(any general questions to break the ice and get to know the candidate.)*
Activity 1 (3-4 minutes for both candidates)	
Examiner:	Ok. Let's start with Activity 1. I will ask each of you some questions.
Start with candidate A. Choose 2-4 questions from the ones given below and ask him/her.	
Examiner:	(*When the candidate has finished.*) Thank you.
Examiner:	Now, let's go on with *candidate's NAME*.
Choose 2-4 DIFFERENT (from the ones you asked candidate A) questions from the ones given below and ask him/her.	
Examiner:	(*When the candidate has finished.*) Thank you.

ACTIVITY 1: INTERVIEW

Questions about themselves and their immediate environment

1. What do you usually do during your summer holidays?
2. Tell us a few things about your house.
3. Tell us about a school trip you went on this year.
4. Do you have a brother/ sister/ close friend? What do you like best or least about him/her?

Questions about school life, studies or work

5. What do you usually do during breaks at school/ university/ work?
6. What things don't you like about your school/ college/ workplace and why?
7. What would you like to do when you finish school/ your studies?
8. Are you learning another language apart from English? If yes, which one and why? If no, would you like to learn one and why?

Questions about hobbies, free time or interests

9. Do you go to the cinema? If yes, tell us about a film you saw recently. If no, why not?
10. What kinds of things do you usually do with your family and your friends?
11. Do you like spending your free time alone or with others and why?
12. What do you usually do on a sunny Sunday morning?

Questions about likes and preferences

13. Who is your favourite actor / actress and why?
14. What do you usually wear when you go to a party?
15. Do you ever help with housework? Why or why not?
16. Do you ever read comics? Why or why not?

INTERLOCUTOR FRAME FOR B1 LEVEL – Part 2 (Activity 2)	
Activity 2 (5-6 minutes for both candidates)	
Examiner:	We can now go on with Activity 2. I will show each one of you one or more photos and I will ask you a question. You each have about two minutes to answer.
Start with candidate B this time.	
Examiner:	Let's start with *Candidate B's NAME*. *His/her NAME*, turn to page……(*Select a page from the Candidate Booklet)* and look at picture(s)…… (*Select one or more pictures from this page*) and ……(*choose and read out the task from the ones below*).
Examiner:	*(When the candidate has finished.)* Thank you.
Examiner:	Now, *Candidate A's NAME*, it's your turn. Please, go to page……*(Select a different page from the Candidate Booklet)* and look at picture(s)…… (*Select one or more pictures from this page*) and ……*(choose and read out the task from the ones below).*
Examiner:	(*When the candidate has finished.*) Thank you.

ACTIVITY 2: ONE-SIDED TALK

SHOPPING (PAGE 6)

TASK 1

Imagine you visited the shop in photo 2 (or 3 or 1) this morning. Tell us why you went there and what you bought.

TASK 2

Look at the shop in photo 2 (or 3). Imagine you visited it yesterday and liked it very much. Tell us what you liked about it and why.

TASK 3

Imagine you visited the open market in photo 4 this morning. Tell us who was with you and what you did there.

HANDS (PAGE 7)

TASK 4

Look at photos 5 & 6 (or 6 & 7 or 5 & 7). Imagine you took them some days ago. Tell us whose hand is in each of these photos and what s/he was doing when the photo was taken.

TASK 5

Look at photo 8. Imagine you took it last week. Tell us where you were and what you were doing then.

PEOPLE (PAGE 8)

TASK 6

Imagine photo 9 (or 10) is from your photo album. Tell us who the person is, where she was and what she was doing when the photo was taken.

TASK 7

Imagine photo 11 (or 12) is from your photo album. Tell us who the people are, where they were and what they were doing when the photo was taken.

TASK 8

Look at photo 11 (or 12). Imagine you took this photo yesterday. Tell us who these people are, where they are and how they are feeling.

TASK 9

Look at photo 12. Imagine it is from your photo album. Tell us who these people are, where they were when the photo was taken and what happened next.

TASK 10

Imagine the girl/woman in photo 9 (or 10 or 11) is your sister. Tell us where she was, what she was doing and how she was

feeling when the photo was taken.

SPORTS (PAGE 9)

TASK 11

Imagine you recently took photos 13 & 14 (or 13 & 15 or 13 & 16 or 14 & 16). Tell us who these people are, where they are and what they are doing.

TASK 12

Imagine that photos 13 & 16 are from your photo album and that they were taken on the same day. Tell us what you did on that day.

PEOPLE (PAGE 8) & SPORTS (PAGE 9)

TASK 13

Look at photo 11 on p. 8. This couple got married last month and plans to do a sport together this summer. Which sport from p. 9 would you recommend and why?

TASK 14

Look at photo 12 on p. 8. Imagine these are your best friends and that this summer you all want to try a new sport. Which sport from p. 9 would you choose and why?

TASK 15

Look at photo 9 (or 10) on p. 8. Imagine this is your German pen friend who is coming to Greece this summer. Which of the sports in the photos on p. 9 would you try with her and why?

UNUSUAL SCENES (PAGE 10)

TASK 16

Look at photo 17. Imagine this photo was taken in front of your house. Tell us who the people in this photo are and what happened.

TASK 17

Imagine you were in photo 18 when this accident happened. Tell us where you were going, what you saw, and what happened after the photo was taken.

TASK 18

Look at photo 19. Imagine it is from your photo album. Tell us who was in the photo, where it was taken and what happened next.

TASK 19

Look at photos 17 and 19 (or 17 and 20 or 19 and 20). Tell us which one should get the 'photo of the year' award and why.

INTERLOCUTOR FRAME FOR B1 LEVEL – Part 3 (Activity 3)

Activity 3 (5-6 minutes for both candidates)

Examiner:	Now, let's move on to Activity 3. I will give each one of you a Greek text to read and a task to do. You each have about two minutes to perform this task.
Start with candidate A this time.	
Examiner:	Let's start with *Candidate A's name*. Go to page……*(Select a page from the Candidate Booklet)* and look at (the) text (number……) *(Select a text)* and ……*(choose and read out the task from the below)*.You can read the text for about a minute and then, before you start, I will repeat the task for you. *(Allow 1 minute for the candidate to read the text.)* Ready? Ok *(Repeat the task.)*
Examiner:	*(When the candidate has finished.)* Thank you.
Examiner:	Now, *Candidate B's NAME,* it's your turn. Please, go to page…..*(Select a page from the Candidate Booklet)* and look at (the) text (number ……) *(Select a text)* and ……*(choose and read out the task from the ones below)*.You can read the text for about a minute and then, before you start, I will repeat the task for you. *(Allow 1 minute for the candidate to read the text)* Ready? Ok *(Repeat the task.)*
Examiner:	*(When the candidate has finished.)* Thank you.

This is the end of the examination. Have a nice afternoon/ evening.

ACTIVITY 3: ORAL MEDIATION

SAVING ENERGY IN THE SUMMER (PAGE 11)

TASK 1

Imagine I am your Belgian friend who would like to help save energy. Read your text and give me some advice on what I should do to help save energy in the summer.

TASK 2

Imagine you are going to give a talk in English about how to save energy in the summer. Using information from your text, tell us what points you will include in your talk.

ENVIRONMENTALLY FRIENDLY BAGS (PAGE 12)

TASK 3

I still use the old type of plastic bags when I go shopping. Read your text and tell me why I should start using environmentally friendly bags.

TASK 4

Imagine you are going to give a talk in English about the use of environmentally friendly bags in Greece. Using information from your text, tell us what points you will include in your talk.

SAFE BANKING (PAGE 12)

TASK 5 (for older candidates)

I just got a credit card and I am afraid to use it. Read your text and tell me how to use it safely.

TASK 6 (for older candidates)

Your Italian friend just received this text with the PIN of her credit card. Tell her what this text says about how to use credit cards safely.

HOME SAFETY (PAGE 13)

TASK 7 (for younger candidates)

Your 16-year-old friend is going to be taking care of two young children next weekend. Read your text and tell her what to do to protect the children from accidents in the home.

TASK 8 (for older candidates)

Imagine you are to give a talk in English to parents of young children about how to protect their children from accidents in the home. Using information from your text, tell us what points you will include in your talk.

TASK 9 (for older candidates)

Your two young children are going to spend the weekend with your French friend who does not have children. Give her some advice on what to do so as to protect the children from accidents in the home.

HAVE A NICE SLEEP (PAGE 14)

TASK 10

I cannot fall asleep easily and I do not know the reason. Read text 1 to explain why and to give me some advice about what I should do.

TASK 11

I cannot fall asleep easily. Read text 2 and tell me what I should do to sleep more easily.

TASK 12

Imagine you are going to give a talk in English to a group of people who have sleeping problems. Using information from text 2, tell us which points you will include in your talk.

SUMMER CAMP (PAGE 15)

TASK 13

Your Italian friends are going to spend the summer in Athens. Read your text and tell them about the summer camp advertised.

TASK 14

Read your text and try to convince me to send my son to the summer camp advertised.

SUN PROTECTION (PAGE 16)

TASK 15

Your Irish friend is going to spend the summer in Greece with her family and wants to know what to do to protect herself and her family from the sun. Read your text and tell her what to do.

TASK 16

Imagine you are going to give a talk in English about sun protection. Using information from your text, tell us what points you will include in your talk.

POTENTIAL TROUBLE SPOTS DURING THE ORAL EXAM

Remember that at this level candidates' language output is characterised by frequent instances of hesitations, extended pauses, false starts, lexical searching and planning. Therefore, special attention is required on the part of the examiner to phrase instructions slowly and clearly and to allow the candidate time to formulate his/her response.

PROBLEM	SOLUTION
What do I do….	Do what's listed below (in order of priority).
…if the candidate is very hesitant, pauses for too long and produces little output?	1. Repeat the candidate's last phrase with rising intonation. 2. Ask a few prompting questions (Is there anything else you would like to add…?). 3. Try to break down the task into simpler questions.
….if the candidate is very nervous/ tense and has difficulty in speaking?	1. Smile, use body language, facial expressions and intonation to make the candidate feel more comfortable. 2. If you asked the tense candidate to begin first, switch to the other candidate and then come back to the tense candidate.
…if the candidate draws a blank and seems unable to answer (*for activities 2 and 3)*?	1. Repeat the question/task. 2. If the candidate still hesitates, change the task but stick to the same visual prompt/ text.

NOTE:

- Any extra help or guidance (as described above) given to a candidate should be taken into account in the assignment of the final mark.
- Remember that you are there to assess candidates and not to help them or teach them. It is very easy to slip into the teacher's role and supply the candidate with a word s/he is searching for or to complete the candidate's phrase in order to keep the candidate going. Avoid providing unnecessary help as much as possible.
- Care has been taken to phrase task instructions using simple lexis and sentence structure. Do not change or add more information to task instructions.
- If a candidate does not understand a word in the task instructions, you may give a synonym if you are asked to.

RATING SCALE

The oral assessment criteria for B1 level are similar to those of the B2 level. It is important to remember that at B1 level it is not only the level of language (in terms of accuracy, lexical range, appropriacy, coherence and cohesion) that is expected to be lower *but the tasks at B1 level are linguistically and cognitively less demanding than those at B2 level.*

TASK COMPLETION

ACTIVITY 1 – Dialogue/ interview	
2	Spontaneously responded to the question posed, including all relevant content points in his/her answer.
1	Responded to the question posed, with some effort, including most content points.
0	Poor attempt to answer the question, wrong answer or no answer at all.
ACTIVITY 2 – One-sided talk	
2	Fully realized the task by using the visual prompt effectively and including all content points.
1	Reasonable achievement of the task, using the visual prompt –though not very effectively– and including most content points.
0	Poor attempt to achieve the task, wrong response or no response at all.
ACTIVITY 3 – Mediation	
2	Fully realised the task of relaying in English the required information found in the Greek text.
1	Reasonably achieved the task of relaying in English most of the required information found in the Greek text – sometimes translating or paraphrasing ineffectively.
0	Did not succeed to relay in English the required information in the Greek text, wrong response or no response at all.
Marks:	2 = Fully satisfactory for B1 level / 1 = Moderately satisfactory / 0 = Unsatisfactory

LANGUAGE OUTPUT

PHONOLOGICAL COMPETENCE: Intonation, stress pronunciation	
2	Occasional mispronunciations may occur and L1 accent is noticeable but output is clearly intelligible.
1	Generally clear articulation but L1 interference in pronunciation, stress, rhythm and intonation is distracting and occasionally unintelligible.
LINGUISTIC COMPETENCE: Accuracy of language used	
4	Limited range of vocabulary but the words used are morphologically and semantically correct. The few grammatical errors made do not impede communication.
3	Only basic vocabulary but the words used are mostly correct morphologically and semantically and the grammatical errors made do not cause a problem of intelligibility.
2	Limited range of vocabulary and structure. Errors of accuracy are not uncommon and they are sometimes self-corrected and the message definitely gets across.
1	Narrow range of vocabulary and structure. Errors of accuracy sometimes interfere with intelligibility.
0	Constant errors which obscure communication or lead to communication breakdown.
SOCIOLINGUISTIC COMPETENCE: Appropriacy of language used	
4	Vocabulary and expressions used may be limited, utterances may have overly simple structure but the language is generally appropriate for the situational context.
3	Vocabulary, expressions and grammar are mostly appropriate and utterances make sense in the given social context.
2	Vocabulary, expressions and grammar are sometimes inappropriate for the situational context but the message gets across clearly.
1	Vocabulary, expressions and grammar are mostly inappropriate for the situational context and there is a problem of intelligibility. Still, the message comes across.
0	Inappropriateness of expression seriously interferes with intelligibility. Message unclear or no message at all.
PRAGMATIC COMPETENCE: Cohesion and coherence	
4	Information effectively organised with a variety of cohesive/ linking devices.
3	Information clearly organised with suitable cohesive devices.
2	Somewhat messy organization of information linked with simple cohesive devices.
1	Information presented somewhat incoherently and the use of linking devices is rare.
0	Lack of coherence or cohesive devices.
Mark:	4 = excellent / 3 = very good / 2 = good / 1 = basic / 0 = unsatisfactory

ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ