

		ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ ΚΡΑΤΙΚΟ ΠΙΣΤΟΠΟΙΗΤΙΚΟ ΓΛΩΣΣΟΜΑΘΕΙΑΣ	
		Ministry of National Education and Religious Affairs English Language Certification	
LEVEL	B2	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 the test begins. It contains: <ul style="list-style-type: none"> • the Interlocutor Frame for parts 1, 2 & 3 • the test items, i.e. questions for Activity 1 and tasks for Activities 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 – ACTIVITY 1	
Introducing ourselves (about 1 minute for both candidates) [NOT MARKED]	
Examiner	Good afternoon. Welcome. Can I have your evaluation forms, please? <i>(Take them and give them to your co-assessor, making sure you don't mix up who is who.)</i> 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? <i>(Write it down.)</i> And yours? <i>(Write it down.)</i>
Examiner	<i>(Addressing candidate A)</i> So... , <i>his/her NAME</i> , what do you do ...? / where do you live? / what are your plans for the future? etc. <i>(any general questions to break the ice and get to know the candidate.)</i>
Examiner	<i>(Addressing candidate B)</i> And what about you, <i>His/her NAME</i> , what do you do ...? / where do you live? / what are your plans for the future? etc. <i>(Any general questions to break the ice and get to know the candidate.)</i>
Activity 1 (3-4 minutes for both candidates)	
Examiner	Ok. Let's start with Activity 1. I will ask each of you some questions. <i>Start with candidate A. Choose 2-4 questions from the ones given in the Examiner Pack and ask him/her.</i>
Examiner	<i>(When the candidate has finished.)</i> Thank you.
Examiner	Now, let's go on with <i>candidate's B NAME</i> . <i>Choose 2-4 DIFFERENT (from the ones you asked candidate A) questions from the ones given in the Examiner Pack and ask him/her.</i>
Examiner	<i>(When the candidate has finished.)</i> Thank you.

ACTIVITY 1: INTERVIEW

Questions about themselves and their immediate environment

1. When you are under a lot of pressure, what do you do? Why?
2. What kind of clothes do you prefer wearing? Why?
3. What would you choose as a birthday present for your best friend? Why?
4. Who do you tell your problems and secrets to? Why?

Questions about free time or preferences

5. Do you exercise regularly? Why or why not?
6. What do you like to read? Why?
7. Do you prefer watching a movie at home or going to the cinema? Why or why not?
8. Do you prefer to travel by boat, by train or by plane? Explain why.

Questions about school life, studies or work

9. What do you plan to do when you finish your education or training? Tell us about your plans.
10. Do you study better alone or with the help of someone else? Why?
11. Do you dress differently at school and when you go to a party? Why or why not?
12. What do you think will be very different in 20 years time?

Questions about holidays and places

13. What is the best trip you've ever been on? Why?
14. What do you like most/least about the city/town you live in?
15. How would you like to spend your summer holidays? Talk to us about your plans.
16. If you had the choice, would you prefer to go on holiday with your family or with your friends? Why?

INTERLOCUTOR FRAME FOR B2 LEVEL – ACTIVITY 2

Activity 2 (5-6 minutes for both candidates)

Examiner: We can now go on with Activity 2. I will give 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 [Examiner Pack](#)*).

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 [Examiner Pack](#)*).

Examiner: (*When the candidate has finished.*) Thank you.

ACTIVITY 2: ONE-SIDED TALK

FACIAL EXPRESSIONS (PAGE 6)

TASK 1

Imagine that you know the people in photos 3 & 5 (or 1 & 6). Tell us who they are, what they are doing and why you took their photo.

TASK 2

Look at photos 1 & 2 (or 1 & 4 or 5 & 6). Tell us how you think the people are feeling, what has happened and what is going to happen next.

TASK 3

Suppose photo 1 (or 2 or 3 or 4 or 5 or 6) accompanied a newspaper article. Tell us what the article is about.

STREET SCENES (PAGE 7)

TASK 4

Look at photos 7 & 8 (or 9 & 10 or 11&12). Try to guess who these people are, where they are and what they are doing.

TASK 5

Look at photos 9 & 12 (or 7 & 12 or 10 & 11). Suppose that you are one of the people in the photos. Explain when and why this photo was taken and what you were feeling then.

TASK 6

Imagine that you took photos 7 & 12 (or 8 & 10) and that these people are relatives of yours. Tell us who they are and why you took their photo at that particular moment.

PEOPLE TALKING (PAGE 8)

TASK 7

Look at photos 13 & 17 (or 14 & 16 or 15 & 18). Try to guess where these people are, what their relationship is and what they are talking about.

TASK 8

Look at photos 13 & 15 (or 17 & 18 or 14 & 16). Suppose that you are one of the people in the photos. Explain when and why this photo was taken, what you were doing and how you were feeling then.

TASK 9

Imagine that you took photos 17 & 18 (or 13 & 15) and that these people are friends of yours. Tell us who they are and why you took their photo at that particular moment.

PEOPLE IN ACTION (PAGE 9)

TASK 10

Look at photos 19 & 20 (or 21 & 22 or 23 & 24) and tell us what you think is going on.

TASK 11

Suppose photos 19 & 20 (or 21 & 22) accompany articles in a magazine. Tell us what you think the articles are about.

TASK 12

Look at photos 19 & 21 (or 22 & 24). Suppose that you know the people in them very well. Tell us what your relationship with them is, what they're doing there and why they've sent you the photo.

JUDGING BY THEIR BAGS (PAGE 10)

TASK 13

Imagine you know the people in photos 25 & 26 (or 29 & 30). Tell us about them and try to guess what they are carrying in their bags.

TASK 14

Look at photos 25 & 26 (or 27 & 28 or 29 & 30). Tell us where you think the people are going and why they need these bags.

TASK 15

Look at photos 25 & 27 (or 29 & 30 or 25 & 29). Imagine that you know the people in them. Talk to us about them (their jobs and interests).

INTERLOCUTOR FRAME FOR B2 LEVEL – 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 Examiner Pack)*. 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 Examiner Pack)*. 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

RECYCLING ELECTRICAL GOODS (PAGE 11)

TASK 1

Imagine you have been asked to present in English a new recycling programme for electrical goods. Using information from Text 1, tell us what points you will include in your presentation.

TASK 2

Imagine your German friend Ingrid wants to get rid of her old computer. Using information from Text 2, give her some advice on how to recycle it.

EATING OUT (PAGE 12)

TASK 3

Imagine your Spanish friend Maria, who enjoys eating out, keeps complaining about putting on weight. Using information from Texts 1 & 3 (or 2 & 4), tell us what advice you would give her for a healthier diet.

TASK 4

Imagine your American friend Mason, who is very friendly and sociable, is often invited for dinner. Using information from Texts 2 & 3, give him some tips on what to look out for when eating out.

DECORATION TIPS (PAGE 13)

TASK 5

Imagine your Spanish friend Ramona has just moved to a new house but cannot afford to buy new furniture. Read tips 1-4 (or 4-8) and try to give her ideas on how she can decorate her living room without spending a lot of money.

TASK 6

Imagine your Spanish friend Juan, who is studying home design, can't read Greek but would like to know what this text is about. Read tips 1-4 (or 4-8) and tell him about them.

ARCHERY (PAGE 14)

TASK 7

Imagine your Dutch friend Marcel wants to take up a new hobby. Read the text about archery and inform him about the benefits of the sport and the necessary equipment.

TASK 8

Imagine you are responsible for the local sports centre. You're going to give a talk in English about archery, a new sport to be offered at the centre. Using information from the text, tell us what points you will include in your talk.

A SUCCESSFUL JOB INTERVIEW (PAGE 14)

TASK 9

Imagine your Portuguese friend Paolo is very anxious because he has got an important job interview next week. Read tips 1-4 and give him some advice on how to be successful at his interview.

TASK 10

Imagine you're going to give a talk in English to young people who have just started looking for a job. Read tips 1-4 and tell us what pieces of advice for a successful job interview you will include in your talk.

A SAFER HOME (PAGE 15)

TASK 11

Imagine your German friend Helga is a new mother. Read texts 1, 2 & 3 (or 3, 4 & 5) and tell her what she can do to make

her home safer for the baby.

TASK 12

Imagine you're going to give a talk in English to young parents about "Safety at home". Read texts 1, 2 & 3 (or 3, 4 & 5) and tell us what pieces of advice you will include in your talk.

ATTICA ZOOLOGICAL PARK (PAGE 16)

TASK 13

Imagine you are a teacher and your school is planning a trip to Attica zoological park. Read the text and inform us about the park, its facilities and the rules all students should follow during the visit.

TASK 14

Imagine your Italian friends and their kids who enjoy outdoor activities are going to spend their summer holidays in Athens. Read the leaflet about the Attica zoological park and give them useful information about the place (rules, ticket prices etc.).

POTENTIAL TROUBLE SPOTS DURING THE ORAL EXAM

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?	<ol style="list-style-type: none"> 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 nervous and has difficulty in speaking?	<ol style="list-style-type: none"> 1. Smile, use body language, facial expressions and intonation to make the candidate feel more comfortable. 2. If you asked the nervous candidate to begin first, switch to the other candidate and then come back to the nervous candidate.
...if the candidate draws a blank and seems unable to answer (<i>for activities 2 and 3</i>)?	<ol style="list-style-type: none"> 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

TASK COMPLETION ASSESSMENT CRITERIA					
ACTIVITY	FULLY SATISFACTORY B2 LEVEL - 2		MODERATELY SATISFACTORY B2 LEVEL - 1		UNSATISFACTORY B2 LEVEL - 0
1. Dialogue CAN provide concrete information about: <ul style="list-style-type: none">▪ their person▪ their private, social, professional lives▪ personal experiences and interests	<ul style="list-style-type: none">▪ Spontaneous▪ Few hesitations▪ Good basic interaction skills▪ Comprehensible without any effort		<ul style="list-style-type: none">▪ Not spontaneous▪ Frequent hesitations▪ Very basic interaction skills▪ Comprehensible with minor effort		<ul style="list-style-type: none">▪ Responds to the task after effort▪ Hesitations and stuttering▪ Low interaction skills▪ Comprehensible with effort
2. One-sided talk CAN develop topic from visual prompts: <ul style="list-style-type: none">▪ producing continuous flow of speech▪ developing ideas coherently and appropriately for the social context	<ul style="list-style-type: none">▪ Introduces and sustains talk▪ Easy to follow what s/he says▪ Not particularly repetitive or hesitant in discussing ideas		<ul style="list-style-type: none">▪ Occasionally needs help to introduce and/or sustain talk▪ Not always easy to follow▪ Repetitious and hesitant		<ul style="list-style-type: none">▪ Cannot introduce and sustain talk on his/her own▪ Effort is required to follow▪ Uses a limited range of words and grammar structures
3. Mediation CAN develop topic from Greek input: <ul style="list-style-type: none">▪ producing continuous flow of speech▪ relaying information in English▪ making effective use of the information in Greek	<ul style="list-style-type: none">▪ Introduces and sustains talk▪ Relays information from Greek to English appropriately▪ Uses input in ways required by task▪ Paraphrases effectively		<ul style="list-style-type: none">▪ Occasionally needs help to introduce and/or sustain talk▪ Translates rather than relays Greek input▪ Uses Greek input when developing ideas in English but not in ways required by task▪ Paraphrases, but not always effectively		<ul style="list-style-type: none">▪ Cannot introduce and sustain talk on his/her own▪ Translates from Greek, not always successfully▪ Uses a few of the ideas in the Greek input
LANGUAGE USE ASSESSMENT CRITERIA					
Phonological competence		COMPETENT SPEAKER - 2		MODERATELY COMPETENT B2 - 1	
<i>Intonation and pronunciation</i> <u>Note:</u> Candidates are NOT expected to sound like L1 speakers of English; they are expected to have a (Greek) accent.		<ul style="list-style-type: none">▪ Comprehensible articulation▪ Comprehensible stress and rhythm▪ Intonation does not interfere with communication		<ul style="list-style-type: none">▪ Clear articulation but L1 interference is very noticeable and may impede intelligibility.▪ Stress and rhythm intelligible but sometimes distracting▪ Intonation is intelligible but sometimes distracting	
Sociolinguistic competence	COMPETENT SPEAKER - 4	NEARLY COMPETENT - 3	MODERATELY COMPETENT - 2	MARGINALLY COMPETENT -1	LIMITED SPEAKER - 0
<i>Appropriateness of language choices</i> <u>Note:</u> Candidates may make some inappropriate choices of words and expressions but these choices must NOT interfere with communication.	<ul style="list-style-type: none">▪ Expression is appropriate for the situational context.	<ul style="list-style-type: none">▪ Some expressions are slightly inappropriate for the situational context, but they do not interfere with communication.	<ul style="list-style-type: none">▪ Expressions are often somewhat inappropriate for the situational context but talk is comprehensible.	<ul style="list-style-type: none">▪ Expressions are often inappropriate for the situational context and sometimes they slightly interfere with communication.	<ul style="list-style-type: none">▪ Expressions are often inappropriate for the situational context and they interfere with communication.
Linguistic competence	COMPETENT SPEAKER - 4	NEARLY COMPETENT - 3	MODERATELY COMPETENT - 2	MARGINALLY COMPETENT -1	LIMITED SPEAKER - 0
<i>Lexicogrammatical</i>	<ul style="list-style-type: none">▪ Mostly correct	<ul style="list-style-type: none">▪ No serious	<ul style="list-style-type: none">▪ Few serious	<ul style="list-style-type: none">▪ Words sometimes distorted	<ul style="list-style-type: none">▪ Morphologically wrong

<p><i>accuracy</i> <u>Note:</u> Candidates are expected to make some lexical, grammatical and syntactical errors but these errors must NOT cause misunderstanding.</p>	<p>morphology of words chosen.</p> <ul style="list-style-type: none"> Mostly correct grammatical structures chosen. Mostly correct word order (syntax) – ellipsis used when required. Self-correction after lapses or mistakes. 	<p>morphological errors.</p> <ul style="list-style-type: none"> No serious grammatical errors. No complex syntactic structures used, even when required and there's minor L1 interference in word order. Attempts at self-correction after lapses or mistakes 	<p>morphological errors but words are always comprehensible.</p> <ul style="list-style-type: none"> Few serious errors in grammatical structures Few serious errors in word order (syntax) Some attempts at self-correction. 	<p>but always comprehensible.</p> <ul style="list-style-type: none"> Some serious grammatical errors (e.g. tense, modality, transitivity), but message gets across. Some serious errors of syntax may sometimes interfere with meaning The few attempts at self-correction are ineffective. 	<p>words often used, but message gets across.</p> <ul style="list-style-type: none"> Frequent serious grammatical errors but communication does not break down. Frequent serious errors in word order, but message gets across No self-correction.
Pragmatic competence	COMPETENT SPEAKER - 4	NEARLY COMPETENT - 3	MODERATELY COMPETENT - 2	MARGINALLY COMPETENT - 1	LIMITED SPEAKER - 0
<p><i>Speech cohesion and coherence</i></p> <p><u>Note:</u> Candidates are expected to be relatively fluent, but some disjunction in longer contributions is fully acceptable.</p>	<ul style="list-style-type: none"> Use of correct / appropriate cohesive devices to link utterances and chunks of talk. Fully coherent discourse Smooth flow of speech with minor hesitations, stuttering, etc. 	<ul style="list-style-type: none"> Mostly correct and appropriate use of cohesive devices to link utterances and chunks of talk. Fully coherent discourse even if some hesitations and stuttering cause some discomfort to the listener. 	<ul style="list-style-type: none"> Correct use of cohesive devices but sometimes inappropriate or repetitive. Coherent discourse though some disjunctions tax the listener. Mostly smooth flow of speech but often interrupted by long hesitations. 	<ul style="list-style-type: none"> Some incorrect or inappropriate cohesive devices sometimes confuse the listener. Basically coherent discourse, but frequent disjunctions interfere with communication. Flow of speech scarcely maintained. 	<ul style="list-style-type: none"> Lack of or misuse of cohesive devices sometimes causes misunderstanding. Coherent bits of talk but inability to produce a longer coherent oral text. Lack of fluency requires great patience on the part of the listener.

ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ