



**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

November 2009

ATTENTION

This pack is for the Oral Test and should be given to the Examiners two (2) hours before the test begins. It contains

- the Interlocutor Frame for B1 – parts 1, 2 & 3
- the test items, i.e. the questions for Activity 1 and the tasks for Activities 2 & 3
- a reminder of potential trouble spots during the exam
- the Rating Scale for B1

The INTERLOCUTOR FRAME has been introduced in order to reduce variability in oral examiner speech and to ensure that the test taking experience is the same for all candidates. Please, acquaint yourself with it thoroughly 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? <i>(Take them and give them to your co-assessor, making sure you don't mix up the two candidates.)</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 to explain something you don't understand, 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... , his/her NAME, 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, His/her NAME, 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 below and ask him/her.</i>
Examiner:	<i>(When the candidate has finished.)</i> Thank you.
Examiner:	Now, let's go on with candidate's B NAME. <i>Choose 2-4 DIFFERENT questions from the ones you asked candidate A.</i>
Examiner:	<i>(When the candidate has finished.)</i> Thank you.

ACTIVITY 1: INTERVIEW

Questions about themselves and their immediate environment

1. What do you usually do on Saturdays?
2. What do you like best or least about your neighbourhood?
3. What did you do on the last October 28th holiday?
4. Do you use a mobile phone? (If yes), what do you use it for? (If no), why not?

Questions about school life, studies or work

5. Tell us a few things about your favourite subjects at school/ university.
6. Think of your favourite person and tell us what you'd buy as a Christmas present for him or her. Explain why.
7. Would you mind moving to another city in Greece in the future? (If yes), why? (If no), why not?
8. What do you think is the ideal job for you? Why do you think so?

Questions about hobbies, free time or interests

9. What would you like to do during the Christmas holidays this year?
10. Have you ever done an extreme sport? (If yes), which one and how did you feel about it? (If no), why not?
11. What do you talk about with your friends/ people at work?
12. What would you do if you had more free time?

Questions about likes and preferences

13. What is the best present you have ever received? Why was it so special?
14. If you could meet a famous singer, who would you choose and why?
15. Which holiday do you prefer: Christmas or Easter? Explain why.
16. Do you like Greek food or do you prefer other cuisines? Explain why.

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 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 his/ her 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 given 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 given below).

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

ACTIVITY 2: ONE-SIDED TALK

TALKING ON THE PHONE (PAGE 6)

TASK 1

Imagine the man in photo 3 (or 4) is your brother/ father (or the woman in photo 2 is your sister/ mother). Tell us where she/ he was, what she/ he was doing there and how she/ he was feeling when the photo was taken.

TASK 2

Imagine you are one of the people in photo 1 (or 2, or 3, or 4). Tell us where you are, what you are doing and what you did after the photo was taken.

TASK 3

Imagine photo 2 (or 3, or 4) is from your photo album. Tell us who this person is, who she/he is talking to and what she is talking about.

PEOPLE AND ANIMALS (PAGE 7)

TASK 4

Imagine photo 5 (or 6, or 7, or 8) is from your photo album. Tell us who these people are, where they were, and what they were doing when the photo was taken.

TASK 5

Imagine you are the girl in photo 5 (or the woman in photo 6, or 8). Tell us where you were, what happened that day and how you were feeling when the photo was taken.

TASK 6

Look at all the animals on this page. Tell us which of these animals most people would want to have as a pet and why.

WINTER HOLIDAYS (PAGE 8)

TASK 7

Imagine you know the people in photo 9 (or 10, or 11, or 12). Tell us who they are, where they were when the photo was taken and what they did next.

TASK 8

Imagine photo 10 (or 11, or 12) is from your photo album. Tell us who these people are and what they did the day the photo was taken.

TASK 9

Imagine you took photo 9. Tell us who these people are, where they were and what they were waiting for when the photo was taken.

FALLING ASLEEP (PAGE 9)

TASK 10

Look at photo 13. Tell us where the three women are, why they are sleeping and what they did later that day.

TASK 11

Imagine you know the woman in photo 14 (or the man in photo 15, or 16). Tell us what she/ he did before the photo was taken and what she/ he did later that day.

TASK 12

Imagine you are one of the people in the photos on this page. Tell us who you are, where you are and why you are sleeping.

CHILDREN ON HOLIDAY (PAGE 10)

TASK 13

Imagine the boy in photo 19 (or 18) is your brother/ son. Tell us where he was, what he was doing and how he was feeling when the photo was taken.

TASK 14

Look at photo 20 (or 17 or 18). Imagine you were there when the photo was taken. Tell us who the people in this photo are, where they are and what they are doing.

TASK 15

Imagine you know the people in photo 18 (or 17 or 20). Tell us who these people are, what they are doing and what they are going to do next.

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 **his/ her 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 ones given 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.)

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

Examiner:

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 given 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.)

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

Examiner:

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

ACTIVITY 3: ORAL MEDIATION

GREEK RAP EVENT (PAGE 11)

TASK 1

Using information from your text, tell your friend Thomas about the rap event in Greece.

TASK 2

Imagine that Candidate B is a fan of rap music. Inform him/her about this event.

FEELING BLUE AT CHRISTMAS (PAGE 12)

TASK 3

Imagine I am one of those people who feels sad during the holidays. Using information from Text 1, tell me what I can do to feel better.

TASK 4

Imagine your grandmother always feels blue at Christmas time. Using information from Text 2, tell us what you would do to help him/her feel better.

TASK 5

Imagine that you are going to give a talk to people who take care of old people. Using information from Text 2, tell us what advice you would give them.

TAKING CARE OF STRAY ANIMALS (PAGE 12)

TASK 6

Imagine you are going to give a talk in English at your local community centre about how people can take care of stray animals. Using information from your text, tell us what points you will include in your talk.

TASK 7

Imagine your friend Roger cannot read Greek but is interested in this text. Tell him what it is about.

THE VIRUS OF HAPPINESS (PAGE 13)

TASK 8

Imagine you are going to give a talk in English at your local community centre about professor Nikolas Christakis. Using information from your text, tell us what points you will include in your talk.

TASK 9

Imagine I must introduce professor Nikolas Christakis to an audience. Using information from your text, tell me a few things about him.

TASK 10

Everybody is talking about professor Nikolas Christakis these days. Using information from your text, tell us why.

SAFE SURFING ON THE NET (PAGES 14 & 15)

TASK 11

Imagine your 10 year old brother/ child uses the internet often. Using information from Text 1, tell him what to do when surfing the internet.

TASK 12

Imagine your teenage sister/ child uses the internet often. Using information from Text 2, tell her what to do when surfing the internet.

TASK 13 (for older candidates)

Imagine your friend Jane and her children use the internet often. Using information from Text 3, tell her what to do when she or her children are surfing the internet.

TASK 14

Imagine you are going to give a talk in English about safe surfing on the net. Using information from Text 1 (or Text 2, or Text 3), tell us what points you will include in your talk.

ROAD SAFETY FOR CHILDREN (PAGE 16)

TASK 15

Imagine you are going to give a talk in English about road safety rules for children. Using information from your text, tell us what points you will include in your talk.

TASK 16

Imagine you are a teacher in an English primary school. Using information from your text give the children some information about road safety.

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....	Follow suggestions below
...if the candidate hesitates, makes long pauses or 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 very nervous/ tense 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 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 (<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

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	Not succeeding to relay in English the required information in the Greek text, wrong response or no response.
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

