

		ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ ΚΡΑΤΙΚΟ ΠΙΣΤΟΠΟΙΗΤΙΚΟ ΓΛΩΣΣΟΜΑΘΕΙΑΣ
		Ministry of Education, Lifelong Learning and Religious Affairs English Language Certification
LEVEL	B2	on the scale set by the Council of Europe
MODULE	4	EXAMINER PACK
		Period May 2010
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:	<p>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></p> <p>Thank you, please take a seat.</p> <p>My name is (and) this is my co-assessor (and this is an observer). S/he (They) will be observing us.</p> <p>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.)</p>
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. (any general questions to break the ice and get to know the candidate.)
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. (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.
<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 questions DIFFERENT 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's the most important day of the year for you and why?
2. Who is the person you admire most in your family and why?
3. What kind of things do you forget to do sometimes?
4. What qualities should a person have in order to become your friend?
5. [For adults] If you had to choose between personal happiness and a successful career, which one would you choose and why?

Questions about free time or preferences

6. Do you prefer eating out or at home and why?
7. Do you prefer talking on the phone with your friends or sending an SMS to them and why?
8. What do you like to do when you go out and why?
9. Do you prefer to travel by boat, train or plane? Why?
10. What's your favourite film/movie and why?

Questions about school life, studies or work

11. Do you enjoy school/ university/ your job? Why or why not?
12. What is/ was your least favourite subject at school? Why?
13. Do you use a computer at school/ work/ home? What do you use it for? If you don't use it, tell us why not.
14. Where would you like to study/ work in the near future and why?

15. Have you ever had a summer job? If yes, could you tell us about it? If no, would you like to have one this summer? Why or why not?

Questions about holidays and places

16. What is the funniest thing that has ever happened to you during your holidays?
 17. What kind of place would you choose for an ideal dinner with your family/ friends and why?
 18. If you had a choice, would you like to live in a big city or a small town? Why or why not?
 19. If you had the chance to travel abroad, which country would you visit and why?
 20. How would you like to spend your summer holidays this year and why?

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 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

EATING OUT (PAGE 6)

TASK 1

Look at photos 3 & 5 (or 4 & 6). Imagine that you are one of the people in the photos. Explain when these photos were taken, what you were doing and how you were feeling then.

TASK 2

Imagine that you took photos 1 & 2 and that these people are friends of yours. Tell us who they are, where they are and why you took their photo at that particular moment.

TASK 3

Look at photos 3 & 4. Try to guess where these people are and what they are talking about. Why do you think they are smiling?

FAMILY AND FRIENDS (PAGE 7)

TASK 4

Look at photos 8 & 10 (or 9 & 11). Suppose that you are one of the people in the photos. Explain when these photos were taken, what you were doing and how you were feeling then.

TASK 5

Imagine that you took photos 7 & 9 (or 8 & 10) and that these people are friends of yours. Tell us who they are, what their relationship is and why you took their photo at that particular moment.

TASK 6

Imagine that photos 7 & 8 (or 11 & 12) accompany newspaper articles. Tell us what each article is about.

FACIAL EXPRESSIONS (PAGE 8)

TASK 7

Look at photos 14 & 17 (or 15 & 18). Tell us how you think the people in the photos are feeling, what has happened and what is

going to happen next.

TASK 8

Imagine that you know the people in photos 13 & 16 (or 17 & 18). Tell us who they are and why they have the particular expression on their face.

TASK 9

Imagine that photos 14 & 18 (or 15 & 17) accompany magazine articles. Tell us what each article is about.

PEOPLE TALKING (PAGE 9)

TASK 10

Look at photos 19 & 20 (or 21 & 22). Try to guess where these people are, what their relationship is and what they are talking about.

TASK 11

Look at photos 23 & 24 (or 19 & 24). Suppose you are one of the people in the photos. Explain what you were doing, what you were talking about and how you were feeling then.

DOING CHORES (PAGE 10)

TASK 12

Look at photos 25 & 27 (or 26 & 28). Imagine that these people are friends of yours. Tell us who they are, what they were doing when the photo was taken and why they have sent it to you.

TASK 13

Look at photos 29 & 30 (or 25 & 26). Try to guess where these people are, what they are doing and how they are feeling.

TASK 14

Look at all the photos on this page. Choose two photos that you think could accompany an article on "Male and Female Chores". Tell us why you think the photos you have chosen are suitable.

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 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.)**

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 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.)**

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

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

ACTIVITY 3: ORAL MEDIATION

FLOWERS DO SPEAK (PAGE 11)

TASK 1

Imagine your friend Maria often buys flowers as presents, but doesn't always know how to make the right choice. Read Text 1 (or Text 2) and give her advice on how to choose the right flowers for each occasion.

TASK 2

Imagine you are a florist and you are going to give a talk in English about "choosing the right flowers". Using information from

Text 1 (or Text 2), tell us what points you will include in your talk.

RENOVATING YOUR HOUSE (PAGE 12)

TASK 3

Imagine I want to renovate my house but I don't have much money. Read the text and tell me what I should do so as not to spend too much money.

TASK 4

Imagine you are an architect. Using information from the text, explain to your English client what he/she should do in order to renovate his/her house.

WATER IS GOOD FOR YOU (PAGE 12)

TASK 5

Imagine that I hardly ever drink water and if I do it's only during my meals. Using information from the text, give me some advice about when I should drink water and why.

TASK 6

Imagine your friend Kate puts on weight easily and is always on a diet. Using information from your text, give her some tips on how to improve her metabolism by drinking more water.

HOW TO SAVE MONEY (PAGE 13)

TASK 7

Imagine your friend Paola needs to economize. Read texts 1-5 (or texts 4-8) and give her some tips on how to save money.

TASK 8

Imagine you are a member of the European Consumers Organization and have been asked to tell new members how to economize. Using information from Texts 1-5 (or Texts 4-8), tell us what points you will include in your presentation.

AQUA AEROBICS (PAGE 14)

TASK 9

Imagine your friend Peter, who likes swimming, wants to take up a new hobby. Read the text and inform him about the benefits of this alternative way of exercising.

TASK 10

Imagine your friend Angela, who is pregnant, wants to do some exercise. Read the text and inform her about the benefits of Aqua Aerobics.

TASK 11

Imagine you are responsible for the local sports centre and you have to give a talk in English about Aqua Aerobics, an alternative way of exercising to be offered at the centre. Using information from the text, tell us what points you will include in your talk.

SUMMER TIME ACTIVITIES (PAGE 14)

TASK 12

Imagine I have a 4 year old nephew Paul, who'll be with my family this summer. Read the text and give me ideas on how to keep him occupied.

TASK 13

Imagine you work in a summer camp for young children. Using information from the text, tell us what parents can do to enjoy their summer holidays with their children.

HEALTHY SANDWICHES? (PAGE 15)

TASK 14

Imagine your friend Irene, who enjoys eating sandwiches, keeps complaining about putting on weight. Read Text 1 (or Text 2)

and tell us what advice you'd give her.

TASK 15

Imagine I'm worried about my son who eats sandwiches at school. Read Text 2 (or Text 1) and tell me what advice I should give him.

HELPING CHILDREN (PAGE 16)

TASK 16

Imagine you are 25 years old and you work as a volunteer for a children's organization in Greece. Read Text 2 and tell us what you do there.

TASK 17

Imagine your Dutch friend Marcel has never heard about this Greek non-profit organization for children. Read Text 1 and inform him about it.

TASK 18

Imagine I want to donate some money to a non-profit organization. Read Text 1 (or Text 2) and tell me why it is worth making a donation to this specific organization.

POTENTIAL TROUBLE SPOTS DURING THE ORAL EXAM

PROBLEM	SOLUTION
What do I do...	Follow suggestions below
...if the candidate is hesitant, 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 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