

		<b>ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ</b> <b>ΚΡΑΤΙΚΟ ΠΙΣΤΟΠΟΙΗΤΙΚΟ ΓΛΩΣΣΟΜΑΘΕΙΑΣ</b>	
		<b>Ministry of Education, Lifelong Learning and Religious Affairs</b> <b>English Language Certification</b>	
<b>LEVEL</b>	<b>B1</b>	<b>on the scale set by the Council of Europe</b>	
<b>MODULE</b>	<b>4</b>	<b>Examiner Pack</b>	
		<b>Period</b>	<b>November 2010</b>
<b>ATTENTION</b>		This pack is for the Oral Test and should be given to the Examiners two (2) hours before the test begins. It contains <ul style="list-style-type: none"> <li>• the Interlocutor Frame for B1 – parts 1, 2 &amp; 3</li> <li>• the test items, i.e. the questions for Activity 1 and the tasks for Activities 2 &amp; 3</li> <li>• a reminder of potential trouble spots during the exam</li> <li>• the Rating Scale for B1</li> </ul>	

The purpose of the interlocutor frame is to reduce variability in oral examiner speech and to ensure that the test-taking experience is the same for all candidates. Please use it to conduct the exam.

<b>INTERLOCUTOR FRAME FOR B1 LEVEL – Part 1 (warm-up &amp; Activity 1)</b>	
<b>Introducing ourselves (about 1 minute for both candidates) [NOT MARKED]</b>	
Examiner:	<b>Good afternoon. Welcome. Can I have your evaluation forms, please?</b> <i>(Take them and give them to your co-assessor, making sure you don't mix up the two candidates.)</i> <b>Thank you, please take a seat.</b> <b>My name is ..... (and) this is my co-assessor ..... (and this is an observer .....). S/he (/They) will be observing us.</b> <b>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? (Write it down.) And yours? (Write it down.)</b>
Examiner:	<i>(Addressing candidate A)</i> <b>So... , his/her NAME, what do you do ...? / where do you live? / what are your plans for the future? etc.</b> <i>(any general questions to break the ice and get to know the candidate.)</i>
Examiner:	<i>(Addressing candidate B)</i> <b>And what about you, His/her NAME, what do you do ...? / where do you live? / what are your plans for the future? etc.</b> <i>(any general questions to break the ice and get to know the candidate.)</i>
<b>Activity 1 (3-4 minutes for both candidates)</b>	
Examiner:	<b>Ok. Let's start with Activity 1. I will ask each of you some questions.</b> <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> <b>Thank you.</b>
Examiner:	<b>Now, let's go on with candidate's B NAME.</b> <i>Choose 2-4 questions DIFFERENT from the ones you asked candidate A.</i>
Examiner:	<i>(When the candidate has finished.)</i> <b>Thank you.</b>

## ACTIVITY 1: INTERVIEW

### Questions about themselves and their immediate environment

1. Tell us a few things about the neighbourhood you live in.
2. Tell us what you did last Friday.
3. What did you do during your summer holidays?
4. What would you like to do next weekend?

### Questions about school life, studies or work

5. What job would you like to do when you finish school/ your studies and why?
6. Tell us about a school teacher you will never forget and why.
7. Tell us what you don't like at your school/ work and why.
8. Tell us a few things about a good friend at school or at work.

### Questions about hobbies, free time or interests

9. Do you like watching TV in your free time? (If yes), what do you usually watch? (If no), why not?
10. How are you going to spend your Christmas holidays?
11. Do you have a lot of free time at weekends? (If yes), what do you usually do? (If no), why not?
12. Tell us about a hobby you find extremely interesting and why.

### Questions about likes and preferences

13. What kind of clothes do you like to wear and why?
14. Do you enjoy eating out or at home? Why?
15. Do you like watching talent shows? (If yes), why? (If no), why not?
16. Would you like to participate in a talent show? (If yes), why? (If no), 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 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

### NOW AND THEN (PAGE 6)

#### TASK 1

Look at photos 2 and 4 (or 1 and 2) and tell me what people used to wear when doing sports in the past, and what they wear now.

#### TASK 2

Imagine photo 3 is from your family's school album. Tell us who these people are, what their relationship is, and where they were when the photo was taken.

#### TASK 3

Imagine photos 2 and 4 are from your father's photo album. Tell us who these people are, and what they were doing when the photos were taken.

### PEOPLE'S JOBS (PAGE 7)

#### TASK 4

Imagine the woman in photo 8 (or 7 or 5) is your sister. Tell us where she was, what she was doing when the photo was taken, and what she did later that day.

#### TASK 5

Look at all the photos on this page. Which of these jobs do you think is the most tiring and which is the most dangerous (or which is the best paid, and which is the most boring) one and why?

#### TASK 6

Look at photos 6 and 8. Which of these jobs would you like or would not like to do, and why?

### FACIAL EXPRESSIONS (PAGE 8)

#### TASK 7

Imagine you know the people in photo 9 (or 12 or 10). Tell us where they were, what they were doing when the photo was taken, and what they did later that day.

#### TASK 8

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

#### TASK 9

Imagine you are the woman in photo 11. Tell us how you were feeling, who the young girl in the photo is, and what you were telling her.

#### TASK 10

Imagine you are one of the people in photo 9 (or 12). Tell us where you were, who was with you, and what you were talking

about.

## E-CARDS (PAGE 9)

### TASK 11

Look at all the e-cards on this page. Tell me which one you would give the “best e-card of the year” award to, and why.

### TASK 12

You sent your father who is away e-card number 14, but he cannot open it on his PC. Call him and tell him why you sent it, and describe the card to him.

### TASK 13

Last weekend you stayed at a friend's house in Korinthos and you sent her e-card number 13, but she cannot open it on her PC. Call her and tell her why you sent it, and describe the card to her.

## SCHOOL ACTIVITIES (PAGE 10)

### TASK 14

Look at photo 20 (or 17 or 18 or 19). Imagine you are one of the people in the photo. Tell us where you were, what happened that day, and what you did after the photo was taken.

### TASK 15

Imagine that photos 18 and 20 (or 17 and 19), which were both taken on the same day, are from your photo album. Tell us about that day.

### TASK 16

Look at photos 18 and 20. Imagine that these photos were taken when you were a young child. Tell us where you were, what you were doing, and who else was with you.

## 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.)**

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 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

## HOW TO PACK YOUR SUITCASE (PAGE 11)

### TASK 1

Imagine your 18-year-old cousin from Italy is preparing for a long trip abroad for the first time. Using information from the text, give her some tips on how to pack her things.

### TASK 2

Imagine you have been asked to prepare a 'good traveller's' guide. Using information from the text, tell us what points you will include in the section 'How to pack your suitcase'.

**NO TV FOR LITTLE KIDS (PAGE 12)****TASK 3**

Imagine my 3 year-old daughter watches TV all day. Using information from your text, tell me why I should not let my daughter watch TV so many hours a day.

**TASK 4**

Imagine you are a teacher of pre-school children and you are going to give a talk in English to their parents about the effects of watching TV. Using information from your text, tell us what points you will include in your talk.

**HOW TO GIVE PILLS TO YOUR CAT (PAGE 12)****TASK 5**

My kitten is sick and has to take pills. Using information from your text, tell me what I should do to give my kitten her pills.

**TASK 6**

Imagine you are a vet and that you are going to give a talk in English at your clinic about how people should give pills to cats. Using information from your text, tell us what points you will include in your talk.

**STUDENT'S BREAKFAST (PAGE 13)****TASK 7**

Imagine your two children are spending a week at your French friend's house. Read the text and tell her what she could give them for breakfast.

**TASK 8**

Imagine you are going to give a talk in English to parents of primary schoolchildren. Using information from your text, tell us what you will tell them about the ideal breakfast.

**HOW TO FEEL LESS TIRED (PAGE 14)****TASK 9**

Imagine I am feeling tired these days. Using information from your text, tell me what I can do to feel better.

**TASK 10**

Imagine you are going to give a talk in English to students who are studying for their exams and feel tired all the time. Using information from your text, tell us what points you will include in your talk.

**INTERNET CAFÉ (PAGE 15)****TASK 11**

Imagine I do not know what an internet café is. Using information from Text 1, tell me what an internet café is.

**TASK 12**

Imagine your Italian aunt Ornella cannot understand why young people like going to internet cafés. Using information from Text 2, tell her why young people like going to internet cafés.

**TASK 13**

Using information from Text 2, tell us why internet cafés have become so popular nowadays.

**HOW TO AVOID GETTING THE FLU (PAGE 16)****TASK 14**

Imagine I am the owner of a karate/ dance school. Using information from Text 1, tell me what advice I should give my students to protect themselves from the flu.

**TASK 15**

Imagine I am a school owner and I am thinking of closing my school for some weeks this winter because of the flu. Using information from Text 2, tell me what I can do to protect my students and teachers from the flu.

## 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"> <li>1. Repeat the candidate's last phrase with rising intonation.</li> <li>2. Ask a few prompting questions (Is there anything else you would like to add...?).</li> <li>3. Try to break down the task into simpler questions.</li> </ol>
...if the candidate is very nervous/ tense and has difficulty in speaking?	<ol style="list-style-type: none"> <li>1. Smile, use body language, facial expressions and intonation to make the candidate feel more comfortable.</li> <li>2. If you asked the tense candidate to begin first, switch to the other candidate and then come back to the tense candidate.</li> </ol>
...if the candidate draws a blank and seems unable to answer ( <i>for activities 2 and 3</i> )?	<ol style="list-style-type: none"> <li>1. Repeat the question/task.</li> <li>2. If the candidate still hesitates, change the task but stick to the same visual prompt/ text.</li> </ol>

### 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.
<b>Marks:</b>	<div style="display: flex; justify-content: space-between; padding: 0 10px;"> <span>2 = Fully satisfactory for B1 level</span> <span>1 = Moderately satisfactory</span> <span>0 = Unsatisfactory</span> </div>

## 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.				
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.				
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.				
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