



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 2008

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 (from the ones you asked candidate A) questions from the ones given below 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. Do you have a big or a small family? Talk to us about your family.
2. Tell us a few things about your favourite room at home.
3. What did you do yesterday?
4. Do you have a bicycle? If yes, how often do you ride it and where do you go? If no, do you ride the bus, the train, the metro?

Questions about school life, studies or work

5. Tell us a few things about your favourite teacher at school / university / colleague at work.
6. When did you start learning English and why?
7. Tell us what you like about your school / university / workplace.
8. Do you play a musical instrument? If yes, which one do you play and how often? If no, would you like to learn to play one? Which one and why?

Questions about hobbies, free time or interests

9. How do you usually spend your evenings?
10. Do you go to concerts? If yes, tell us about one you went to recently. If no, do you listen to music from the radio, TV, CD player, an MP3?
11. What do you usually do during the Christmas holidays?
12. Do you often go to friends' houses and do they come to yours? If yes, what do you do together? If no, why not?

Questions about likes and preferences

13. Who is your favourite singer and why?
14. What do you usually eat and drink when you go out with friends?
15. What do you like to have for breakfast?
16. Do you prefer the winter or the summertime? 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 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

UNUSUAL HOUSES (PAGE 6)

TASK 1

Imagine I want to rent one of these houses for a week. Which of the houses in photos 1-4 should I rent? Explain why.

TASK 2

If your family could buy a summer house, which of the houses in photos 1-4 do you think they would buy? Explain why.

TASK 3

Imagine you spent a weekend in the house of photo 1 (or 2, or 3, or 4). Tell us what you did there.

TASK 4

Look at the house in photo 1 (or 2, or 3, or 4). Imagine you were there last summer. Tell us what you liked (or didn't like) about it.

TASK 5

A family you know has just bought the house in photo 1 (or 2, or 3, or 4). Tell us where it is and what it looks like inside.

A DAY TO REMEMBER (PAGE 7)

TASK 6

Imagine photo 5 (or 6, or 7, or 8) 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 7

Imagine photo 6 (or 8) is from your photo album. Tell us who these people are, and what happened before and after the photo was taken.

TASK 8

Imagine you are one of the children in photo 8. Tell us where you were, what happened that day and what you did afterwards with your team.

PEOPLE ON HOLIDAY (PAGE 8)

TASK 9

Imagine the people in photo 10 are your grandparents. Tell us where they are, why they went there and what they did there.

TASK 10

Imagine the girls in photo 11 are your friends from Spain. Tell us how you met them and what you did with them when they came to Greece last summer.

TASK 11

Imagine the man in photo 9 is your brother (or the woman in photo 12 is your sister). Tell us where s/ he was, how s/ he was feeling when the photo was taken and what s/ he did next.

MY DREAM HOLIDAY (PAGE 9)

TASK 12

Imagine that photo 13 (or 14, or 15, or 16) is from a place where you stayed during your holidays last summer. Tell us about this place and what you did there.

TASK 13

Imagine that photo 13 (or 14, or 15, or 16) is from a place where you stayed during your holidays last summer. Tell us what you liked (or did not like) about it.

TASK 14

Imagine you won a one-week holiday at the hotel in photo 13 (or 16). Tell us what the hotel was like and what you did there.

PEOPLE ON HOLIDAY (PAGE 8) & MY DREAM HOLIDAY (PAGE 9)

TASK 15

Look at photo 9 (or 12) on p. 8. Imagine this is your brother/ sister. Which place on p. 9 would you recommend for a weekend with his friends during the break from university exams?

TASK 16

Look at photo 10 on p. 8. Imagine these are your parents/ grandparents. Which place on p. 9 would you recommend to them for the Christmas holidays and why?

TASK 17

Look at photo 11 on p. 8. Imagine these are your friends from Portugal who are coming to Greece for Easter. Which place on p. 9 would you recommend to them for the Easter holidays and why?

PEOPLE TALKING (PAGE 10)

TASK 18

Look at photo 17. Imagine you were there when the photo was taken. Tell us who the people in this photo are, who else was there and what the young woman is talking about.

TASK 19

Imagine you are one of the people in photo 18 (for younger candidates) or 20 (for older candidates). Tell us who the people in the photo are, where they are, and what they are talking about.

TASK 20

Look at photo 19. Imagine it is from your photo album. Tell us who the people in this photo are, where it was taken and what they were talking about.

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.
<i>Start with candidate A this time.</i>	
Examiner:	Let's start with <i>his/ her name</i> . Go to page.....(<i>Select a page from the Candidate Booklet</i>) and look at (the) text (number.....) (<i>Select a text</i>) and(<i>choose and read out the task from the below</i>). You can read the text for about a minute and then, before you start, I will repeat the task for you. (<i>Allow 1 minute for the candidate to read the text.</i>) Ready? Ok (<i>Repeat the task.</i>)
Examiner:	(<i>When the candidate has finished.</i>) Thank you.
Examiner:	Now, <i>Candidate B's NAME</i> , it's your turn. Please, go to page.....(<i>Select a page from the Candidate Booklet</i>) and look at (the) text (number) (<i>Select a text</i>) and(<i>choose and read out the task from the ones below</i>). You can read the text for about a minute and then, before you start, I will repeat the task for you. (<i>Allow 1 minute for the candidate to read the text</i>) Ready? Ok (<i>Repeat the task.</i>)
Examiner:	(<i>When the candidate has finished.</i>) Thank you. This is the end of the examination. Have a nice afternoon/ evening.

ACTIVITY 3: ORAL MEDIATION

LEARNING LATIN AMERICAN DANCES (PAGE 11)

TASK 1

Your friend Sabena, who's in Greece for a year, wants to learn Latin American dances. Tell her about this dance school.

TASK 2

Imagine you go to this dance school. I am your French friend. Tell me about this dance school and what you've been doing there.

DAD, LET'S LISTEN TO MUSIC (PAGE 12)

TASK 3 (for older candidates)

Read your text and give me some advice on what I should do to get my children to listen to music.

TASK 4 (for older candidates)

Imagine you are going to give a talk about how parents can get their children to listen to music. Using information from your text, tell us what points you will include in your talk.

FEELING TIRED AFTER LUNCH? (PAGE 12)

TASK 5 (for older candidates)

Imagine you are going to give a talk in English to the employees of a big company about how to avoid feeling tired after lunch. Using information from your text, tell us what points you will include in your talk.

TASK 6

I am always feeling tired after lunch. Read your text and give me some advice on what I should do.

TRIP TO PARIS (PAGE 13)

TASK 7

Your friend Nena, who is a university student, wants to visit Paris. Read text 1 and tell her about the advertised trip to Paris.

TASK 8

Imagine you are a travel agent and I am a student and I want to go on this 5 day trip to Paris. Read text 2 and give me details about the trip.

TASK 9

Imagine you have decided to go on this 5 day trip to Paris. Read text 1 and tell me what you will do in Paris.

TASK 10

I am your friend. I want to go to Paris but I think the trip is too expensive for me. Read text 2 and try to convince me to go.

SAFE TOYS FOR CHILDREN (PAGE 14)

TASK 11

Imagine you are to give a talk in English about how to buy *safe* toys. Using information from your text, tell us what points you'll include in your talk.

TASK 12

Christmas is coming and we are going to buy toys for our young children. Read your text and give us a few tips on what we should do in order to buy safe toys.

WHAT TO WEAR IN THE WINTER (PAGE 15)

TASK 13

I am going to Scotland for Christmas this year. Read your text and tell me how to protect myself from the cold.

TASK 14

Your friend Richard will be in Florina this winter. Read your text and give him some advice on what type of clothing to bring with him.

TASK 15

Imagine you are going to go to London for Christmas. Using information from your text, tell us what clothes you will take with you and how you will dress when you are in London.

GET A PET NOW! (PAGE 16)

TASK 16

Imagine you are to give a talk in English to old people (or parents with young children) who do not have a pet. Using information from text 1 (or 2), tell us what points you will include in your talk to persuade them to get a pet.

TASK 17

Imagine your grandparents do not have a pet at home. Using information from text 1 (or 2), tell us why they should get one.

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?	<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