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	**November 2008**

ATTENTION

This pack is for the Oral Test and Examiners should have it two (2) hours before the test begins. It contains:

- the Interlocutor Frame for parts 1, 2 & 3
- the test items, i.e. the questions for Activity 1and the tasks for Activities 2 & 3
- a reminder of potential trouble spots during the exam
- the Rating Scale for B2

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 this frame 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? *(Take them and give them to your co-assessor, making sure you don't mix up who is who.)* 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? (*Write it down.)* And yours? *(Write it down.)*
Examiner	*(Addressing candidate A)* 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	*(Addressing candidate B)* 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.
Start with candidate A. Choose 2-4 questions from the ones given in the Examiner Pack and ask him/her.	
Examiner	(*When the candidate has finished.*) Thank you.
Examiner	Now, let's go on with *candidate's B NAME*.
Choose 2-4 DIFFERENT (from the ones you asked candidate A) questions from the ones given in the Examiner Pack and ask him/her.	
Examiner	(*When the candidate has finished.*) Thank you.

ACTIVITY 1: INTERVIEW

Questions about themselves and their immediate environment

1. Do you discuss your problems with other people or not? Why?
2. If you could change something about yourself, what would it be? Why?
3. Tell us about a special day in your life.
4. What makes you angry or really annoys you? Why?

Questions about free time or preferences

5. Are there any TV programmes you do **not** like watching? Why?
6. If you could choose a new hobby or interest, what would it be? Why?
7. Do you or anybody else you know collect things? What do you/they collect? Tell us about your/ their collection.
8. Tell us one thing you like and one thing you dislike doing in your everyday life? Why?

Questions about school life, studies or work

9. Do you prefer working on a project on your own or with a group of people? Why?
10. What do you enjoy most about school / work?
11. What would be the ideal job for you? Tell us about it.
12. Tell us about a funny or strange incident that happened when you were (still) in school.

Questions about holidays and places

13. If you had the choice, would you live in a country with a warm or a cool climate? Why?
14. How do you like to spend your Christmas holidays? Why?
15. Tell us about the worst holiday you have ever had.
16. Is there something you'd change in your neighbourhood? 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 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

STREET SCENES (PAGE 6)

TASK 1

Look at photos 1 & 4 (or 2 & 3, or 5 & 6). Try to guess who these people are, where they are and what they are doing.

TASK 2

Look at photos 2 & 4. Imagine that you are one of the people in the photos. Explain when and why these photos were taken and what you were feeling then.

TASK 3

Imagine that you took photos 1 & 2 (or 5 & 6) and that these people are relatives of yours. Tell us who they are and why you took their photo at that particular moment.

FACIAL EXPRESSIONS (PAGE 7)

TASK 4

Imagine that you know the people in photos 7 & 8 (or 9 & 10). Tell us who they are and what they are doing.

TASK 5

Look at photos 8 & 9 (or 11 & 12) Tell us how you think the people in the photos are feeling, what has happened and what is going to happen next.

TASK 6

Imagine that photos 8 & 9 (or 8 & 11) accompany newspaper articles. Tell us what each article is about.

WHAT ARE THEY LOOKING AT? (PAGE 8)

TASK 7

Look at photos 13 & 14 (or 15 & 17, or 16 & 18). Try to guess where these people are, what they are looking at and what they are going to do next.

TASK 8

Imagine that you took photos 16 & 18 (or 15 & 17) and that these people are relatives of yours. Tell us who they are, what they are looking at and why you took their photo at that moment.

TASK 9

Look at all the photos on page 8. Choose one photo that you think could accompany an article on hobbies.Tell us why you think the photo you have chosen is the most suitable.

PEOPLE IN ACTION (PAGE 9)

TASK 10

Look at photos 19 & 20 (or 21 & 22, or 23 & 24) and tell us what is happening and what is going to happen next.

TASK 11

Look at photos 19 & 22 (or 22 & 23). Imagine that you know the people in them very well. Tell us who they are, what they're doing there and why they have sent you the photo.

TASK 12

Look at photos 19 & 20 (or 21& 22, or 23 & 24). Tell us what these people were thinking when the photo was taken.

CROWD SCENES (PAGE 10)

TASK 13

Look at photos 25 & 26 (or 27 & 29, or 28 & 30) and tell us what you think is going on and how the people in them are feeling.

TASK 14

Imagine photos 25 & 29 accompany articles in a magazine. Tell us what each article is about.

TASK 15

Imagine you are one of the people in photos 26 (or 29, or 30). Tell us where you were when the photo was taken and what you did there.

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

GREEN HABITS (PAGE 11)

TASK 1

Using information from Text 1 (or Text 2), give us some practical tips on how to make 'green' changes at home or at school.

TASK 2

Imagine your friend Paola wants to make her home more environmentally friendly. Using information from Text 1 give her some tips on how to do this.

BEATING STRESS (PAGE 12)

TASK 3

Your friend, Giovanni, is tired and stressed out. Read the text and give him some tips on what he can do to feel less stressed.

TASK 4 (for older candidates)

Imagine you are going to give a talk in English about ways to overcome stress. Which points would you include in your talk?

RIDING TOWARDS A DREAM … (PAGE 13)

TASK 5

Imagine your Spanish friend Carlos would like to do some voluntary work in Greece. Read Text 2 and tell him what it takes to become a volunteer in the Therapeutic Riding Association of Greece.

TASK 6

Imagine I have money and want to help people in need. Read texts 1 & 3 and try to convince me to donate money to the Therapeutic Riding Association of Greece.

CHOOSING A BABYSITTER (PAGE 14)

TASK 7

Read Text 3 and tell your friend Marcella how to choose the right babysitter for her two year old.

TASK 8

Imagine you're going to give a talk in English to young parents about "Choosing a babysitter". Read Texts 1 & 2 (or Text 3) and tell us what pieces of advice you will include in your talk.

AN EGG A DAY… (PAGE 15)

TASK 9

Imagine your American friend Angela doesn't like eggs. Read Texts 1 & 2 and try to persuade her to start eating them.

TASK 10

Imagine we are your students in a cooking class. Read Texts 3 & 4 and tell us how to cook and keep eggs for a long time.

LET NATURE HELP YOU (PAGE 16)

TASK 12

Imagine you are responsible for the local health centre and you have to give a talk in English about "letting nature help you".

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

TASK 13

Imagine your English friend James is under a lot of stress. Read text 1 and give him some ideas for a relaxing weekend in the countryside.

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?	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?	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 (*for activities 2 and 3)*?	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: ▪ their person ▪ their private, social, professional lives ▪ personal experiences and interests	▪ Spontaneous ▪ Few hesitations ▪ Good basic interaction skills ▪ Comprehensible without any effort	▪ Not spontaneous ▪ Frequent hesitations ▪ Very basic interaction skills ▪ Comprehensible with minor effort	▪ 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: ▪ producing continuous flow of speech ▪ developing ideas coherently and appropriately for the social context	▪ Introduces and sustains talk ▪ Easy to follow what s/he says ▪ Not particularly repetitive or hesitant in discussing ideas	▪ Occasionally needs help to introduce and/or sustain talk ▪ Not always easy to follow ▪ Repetitious and hesitant	▪ 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: ▪ producing continuous flow of speech ▪ relaying information in English ▪ making effective use of the information in Greek	▪ Introduces and sustains talk ▪ Relays information from Greek to English appropriately ▪ Uses input in ways required by task ▪ Paraphrases effectively	▪ 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	▪ 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
Intonation and pronunciation Note: Candidates are NOT expected to sound like L1 speakers of English; they are expected to have a (Greek) accent.	▪ Comprehensible articulation ▪ Comprehensible stress and rhytm ▪ Intonation does not interfere with communication	▪ 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
Appropriateness of language choices Note: Candidates may make some inappropriate choices of words and expressions but these choices must NOT interfere with communication.	▪ Expression is appropriate for the situational context.	▪ Some expressions are slightly inappropriate for the situational context, but they do not interfere with communication.	▪ Expressions are often somewhat inappropriate for the situational context but talk is comprehensible.	▪ Expressions are often inappropriate for the situational context and sometimes they slightly interfere with communication.	▪ 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
Lexicogrammatical	▪ Mostly correct	▪ No serious	▪ Few serious	▪ Words sometimes distorted	▪ Morphologically wrong

accuracy Note: Candidates are expected to make some lexical, grammatical and syntactical errors but these errors must NOT cause misunderstanding.	morphology of words chosen. ▪ Mostly correct grammatical structures chosen. ▪ Mostly correct word order (syntax) – ellipsis used when required. ▪ Self-correction after lapses or mistakes.	morphological errors. ▪ 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	morphological errors but words are always comprehensible. ▪ Few serious errors in grammatical structures ▪ Few serious errors in word order (syntax) ▪ Some attempts at self-correction.	but always comprehensible. ▪ 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.	words often used, but message gets across. ▪ 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
Speech cohesion and coherence Note: Candidates are expected to be relatively fluent, but some disjunction in longer contributions is fully acceptable.	▪ 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.	▪ 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.	▪ 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.	▪ Some incorrect or inappropriate cohesive devices sometimes confuse the listener. ▪ Basically coherent discourse, but frequent disjunctions interfere with communication. ▪ Flow of speech scarcely maintained.	▪ 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