

		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 May 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 <ul style="list-style-type: none"> • 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:	<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 the two candidates.)</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 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></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. <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:	<p>Ok. Let's start with Activity 1. I will ask each of you some questions.</p> <p><i>Start with candidate A. Choose 2-4 questions from the ones given below and ask him/her.</i></p>
Examiner:	<i>(When the candidate has finished.)</i> Thank you.
Examiner:	<p>Now, let's go on with candidate's B NAME.</p> <p><i>Choose 2-4 DIFFERENT questions from the ones you asked candidate A.</i></p>
Examiner:	<i>(When the candidate has finished.)</i> Thank you.

ACTIVITY 1: INTERVIEW

Questions about themselves and their immediate environment

1. Tell us about your favourite relative.
2. What did you do on the 1st of May holiday?
3. What do you usually do on Sundays?
4. What do you like best about your house and why?

Questions about school life, studies or work

5. What do you do before you go to school/ university/ work?
6. What do you do when you come back home from school/ university/ work?
7. Would you like to study/ work in another country? (If yes), why? (If no), why not?
8. Tell us what you like about your school friends/ fellow students/ colleagues?

Questions about hobbies, free time or interests

9. How would you like to spend your summer holidays this year?
10. What you generally like to read and why?
11. What kinds of things do you usually do when you are alone?
12. Can you cook? (If yes), what can you cook? (If no), what's your favourite dish and why?

Questions about likes and preferences

13. What is your favourite day of the week and why?
14. What would you do if you won the lottery?
15. Which famous person do you admire most and why?
16. Do you ever go to the cinema? (If yes) what kind of films do you like watching? (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

EATING OUT (PAGE 6)

TASK 1

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 2

Imagine the girl in photo 4 is your sister. Tell us where she was, what she was doing there and what she did after the photo was taken.

TASK 3

Imagine photo 1 (or 2, or 3) 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 4

Imagine photo 1 (or 2, or 3, or 4) is from your photo album. Tell us who these people are, and what happened before and after the photo was taken.

SCHOOL SCENES (PAGE 7)

TASK 5

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 6

Imagine you are one of the children in photo 6 (or 7, or 8). Tell us where you were, what happened that day and what you did after the photo was taken.

TASK 7

Look at photos 6 & 7 (or 7 & 8). 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.

WORK AND OCCUPATIONS (PAGE 8)

TASK 8

Imagine the woman in photo 9 (or 12) is your sister. Tell us where she was, what she was doing when the photo was taken and what she did next.

TASK 9

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 10

Imagine you are the little girl in photo 10. Tell us how you are feeling, who the woman in the photo is and what she is saying

to you.

TASK 11

Imagine you know the people in photo 11. Tell us where these men are, what they are doing and how they are feeling.

PHOTO ALBUM (PAGE 9)

TASK 12

Look at photos 13 & 14 (or 15 & 16). Tell us where the young man is, what he is doing and what he will do next.

TASK 13

Imagine you know the young man in the photos on page 9. Tell us a few things about the things he likes doing.

TASK 14

Imagine the young man in the photos on page 9 is your brother and that you took these photos yesterday. Tell us what your brother did yesterday.

FREE TIME (PAGE 10)

TASK 15

Look at photo 19 (or 20, or 18, or 17). 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 16

Imagine the man in photo 19 is your best friend. Tell us where he was, what he was doing and how he was feeling when the photo was taken.

TASK 17

Look at photo 20. Tell us who the people in this photo are, what is happening and what is going to happen 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.)**

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

FENG SHUI FOR BEGINNERS (PAGE 11)

TASK 1

Imagine you went to a talk on Feng Shui for beginners yesterday. Using information from your text, tell your friend Sophie what you learned.

TASK 2

Imagine your friend Fatima has decided to work from home and needs to turn a room into an office. Using information from your text, tell her how she can arrange the furniture in her office according to Feng Shui philosophy.

EXAMS? NO PROBLEM (PAGE 12)

TASK 3

Imagine you are going to give a talk in English to high-school students about how to reduce exam stress. Using information from your text, tell us what points you will include in your talk.

TASK 4

The end-of-year exams are coming up and my children are feeling very stressed. Using information from your text, tell me what I should tell my children to do so that they do not feel stressed.

KIDS AND HEALTHY EATING (PAGE 12)

TASK 5

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

TASK 6

Imagine you are going to give a talk in English to school children about healthy eating habits. Using information from your text, tell us what points you will include in your talk.

HOW TO BECOME THE BEST AIR GUITARIST (PAGE 13)

TASK 7

Your friend George is going to take part in a contest for air guitarists. Using information from your text, tell him what he could do to win the 1st prize.

TASK 8

Imagine you are going to give a talk in English to air guitarists who are going to take part in a contest. Using information from your text, tell us what points you will include in your talk.

TASK 9

You are going to take part in a contest for air guitarists. Using information from your text, tell us what you will do to win the 1st prize.

CARPOOLING (PAGE 14)

TASK 10

Imagine you are going to give a talk in English about carpooling and its usefulness. Using information from Text 1 (or Text 2), tell us what points you will include in your talk.

TASK 11 (for older candidates)

Imagine you are a carpooling fan. Using information from Text 2, tell me about the advantages of carpooling and try to convince me to join the group of carpoolers in my neighbourhood.

LAKE VOULIAGMENI (PAGE 15)

TASK 12

Imagine your Italian friend Nene, who is going to be in Athens next weekend, wants to visit Lake Vouliagmeni. Using information from your text, tell her about Lake Vouliagmeni.

TASK 13

Imagine you are a geography teacher and we are your students. Using information from your text, tell us the most interesting facts about Lake Vouliagmeni.

TIME FOR FUN (PAGE 16)

TASK 14

Imagine you are a teacher and your school is planning a trip. Read Texts 1 & 2 and inform us about the different places the students could visit and the kinds of music they could listen to on the bus.

TASK 15

Imagine your Italian friends and their kids are going to spend next weekend in Athens. Read Texts 1 & 3 and give them some

useful information about the places they could visit and the DVDs they could watch.

TASK 16

Imagine your English friend's 12-year-old daughter is learning Greek. Read texts 2 & 4 and tell her what CDs she could buy and which sites she could visit to practise her Greek.

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