

		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	May 2009
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. <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 questions 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 do you usually talk about with your friends?
2. If you could meet someone famous, who would you like to meet and why?
3. Describe your best friend to us.
4. How do you usually get in touch with your friends and why?
5. Tell us something about the most interesting person you've ever met.

Questions about free time or preferences

6. When you go out, who do you go out with and why?
7. Who do you usually go shopping with and why?
8. Would you rather play a sport or watch it on TV? Why?
9. Do you like indoor or outdoor activities? Why?
10. Do you use public transport? Why or why not?

Questions about school life, studies or work

11. How do you relax after a difficult day at school/ work/ university?
12. What do you enjoy least about school/ university/ work?
13. What job would you never choose to do? Why?
14. What other foreign language would you like to learn and why?
15. What would you change in your school/ university/ workplace? Why?

Questions about holidays and places

16. Tell us about the best holiday you have ever had.
17. Do you enjoy visiting places of cultural interest like museums or galleries? Why or why not?
18. Do you prefer going on holiday by the sea or in the mountains? Why?
19. How would you like to spend your summer holidays this year and why?
20. Who would you like to spend your summer holidays with 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.
<i>Start with candidate B this time.</i>	
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:	<i>(When the candidate has finished.) Thank you.</i>
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:	<i>(When the candidate has finished.) Thank you.</i>

ACTIVITY 2: ONE-SIDED TALK

WHAT ARE THEY LOOKING AT? (PAGE 6)

TASK 1

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

TASK 2

Imagine that you took photos 3 & 4 (or 1 & 2) 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 3

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

FACIAL EXPRESSIONS (PAGE 7)

TASK 4

Imagine that you know the people in photos 7 & 8 (or 10 & 11). Tell us who they are, where they are and what they are doing.

TASK 5

Look at photos 9 & 10 (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 7 & 8 (or 10 & 12) accompany magazine articles. Tell us what each article is about.

PEOPLE TALKING (PAGE 8)

TASK 7

Look at photos 13 & 17 (or 14 & 15 or 16 & 18). Try to guess where these people are, what their relationship is and what they

are talking about.

TASK 8

Look at photos 17 & 18 (or 14 & 16). Suppose that you are one of the people in the photos. Explain when and why these photos were taken, what you were doing and how you were feeling then.

TASK 9

Imagine that you took photos 13 & 14 (or 16 & 18) and that these people are friends of yours. Tell us who they are and why you took their photo at that particular moment.

TASK 10

Imagine that photos 15 & 17 (or 14 & 16) accompany newspaper articles. Tell us what each article is about.

TASK 11

Look at photo 18. What are these women talking about? Why do you think there is an empty chair?

SIGNIFICANT MOMENTS (PAGE 9)

TASK 12

Imagine that you took photos 19 & 20 (or 23 & 24) and that these people are relatives of yours. Tell us who they are and why you took their photo at that moment.

TASK 13

Suppose that you are one of the people in photo 20 (or 24). Explain when and why this photo was taken and what you were feeling then.

TASK 14

Imagine that photos 21 & 22 (or 19 & 20) accompany newspaper articles. Tell us what each article is about.

PEOPLE IN ACTION (PAGE 10)

TASK 15

Look at photos 25 & 26 (or 28 & 30) and tell us what is happening and what is going to happen next.

TASK 16

Look at photos 25 & 27 (or 26 & 29). Imagine that these people are friends of yours. Tell us who they are, what they're doing there and why they have sent you the photo.

TASK 17

Imagine that photos 25, 26 & 28 are from your Easter holidays. Tell us what happened.

TASK 18

Look at photo 26. What do you think is inside their bags and why?

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

IMPROVING YOUR METABOLISM (PAGE 11)

TASK 1

Imagine your Austrian friend Anna 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.

TASK 2

Imagine you are going to give a talk in English about "how to improve your metabolism". Using information from your text, tell us what points you will include in your talk.

TASK 3

Imagine you work as a personal trainer in a gym. Using information from your text, inform your clients about simple things they can do to improve their metabolism.

GINSENG (PAGE 11)

TASK 4

Imagine your friend Maria has been feeling very tired and stressed out lately. Using information from Texts 1 & 2 (or Texts 2 & 3), try to persuade her to take some ginseng.

TASK 5

Imagine your friend James has never heard of ginseng. Using information from Texts 1 & 2 (or Texts 2 & 3), inform him about this product.

TRAVELLERS' RIGHTS (PAGE 12)

TASK 6

Imagine your Dutch friend Marcel, who enjoys travelling by plane, keeps complaining about long delays and lost luggage. Read your text and inform him about his rights as a traveller.

TASK 7

You are a travel agent. Using information from your text inform your customers about their rights.

A LAUGH A DAY (PAGE 12)

TASK 8

Imagine your Spanish friend Monse is rather moody and stressed out. Read your text and try to persuade her to laugh more often.

TASK 9

Imagine your German friend Igrid, who is studying psychology, has never heard of the benefits of laughing. Using information from your text, inform her about them.

TASK 10

Imagine you are responsible for the local health centre and you have to give a talk in English on the topic "a laugh a day keeps the doctor away". Using information from your text, tell us what points you will include in your talk.

SUMMER SALES (PAGE 13)

TASK 11

Imagine your Italian friend's teenage daughter Maria is going shopping in the sales for the first time. Read your text and give her some tips on what to look out for.

TASK 12

Imagine you are a member of the European Consumers Organization and have been asked to tell new members what they should look out for during the summer sales. Using information from your text, tell us what points you will include in your presentation.

KIDS & TV (PAGE 14)

TASK 13

Imagine your friend Steve is worried about his five year old daughter watching TV. Read your text and give him advice on how to protect her.

TASK 14

Imagine you're going to give a talk in English to young parents about "protecting children from watching too much TV". Read your text and tell us what pieces of advice you will include in your talk.

PLAYING IN THE SAND (PAGE 14)

TASK 15

Imagine my four year old nephew Paul enjoys making things with sand. Read your text and tell me what this says about him.

TASK 16

Imagine you are a psychologist and you have to give a talk in English about how children's creations in the sand show their personality. Read your text and tell us what pieces of information you will include in your talk.

TASK 17

Imagine you are responsible for a summer camp for families with young children. Using information from your text, help parents understand what their children's sand creations mean.

BOOSTING YOUR SELF-CONFIDENCE (PAGE 15)

TASK 18

Imagine you are a psychologist and you have to give a talk in English about "boosting your self-confidence". Read Texts 1, 2 & 3 (or Texts 2, 3 & 4) and tell us what pieces of advice you will include in your talk.

TASK 19

Imagine your Spanish friend's daughter/ son lacks self-confidence. Read Texts 1, 3 & 4 and tell her how she can help her daughter/ son.

FOREST FIRE PROTECTION (PAGE 16)

TASK 20

Imagine your Australian friend Bruce and his family are going to spend their summer holidays in Greece camping in the countryside. Read Text 1 and give him some tips on what to do if there is a forest fire.

TASK 21

Imagine you are a firefighter and you have to give a talk in English about "forest fire protection". Using information from Text 1 (or Text 2), tell us what points you will include in your talk.

TASK 22

Imagine I have a house in the countryside. Using information from Text 2, give me some advice on how to protect myself and my property against a forest fire.

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

	<p>more comfortable.</p> <p>2. If you asked the nervous candidate to begin first, switch to the other candidate and then come back to the nervous candidate.</p>
...if the candidate draws a blank and seems unable to answer (<i>for activities 2 and 3</i>)?	<p>1. Repeat the question/task.</p> <p>2. If the candidate still hesitates, change the task but stick to the same visual prompt/ text.</p>

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