

		ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ ΚΡΑΤΙΚΟ ΠΙΣΤΟΠΟΙΗΤΙΚΟ ΓΛΩΣΣΟΜΑΘΕΙΑΣ
		Ministry of Education, Lifelong Learning and Religious Affairs English Language Certification
LEVEL	B2	on the scale set by the Council of Europe
MODULE	4	EXAMINER PACK
		Period November 2010
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 B2 – 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 B2

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.

INTERLOCUTOR FRAME FOR B2 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 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. (any general questions to break the ice and get to know the candidate.)
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. (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.
<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 questions DIFFERENT 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

- How would you describe yourself to a new penfriend?
- How do you imagine yourself ten years from now?
- Is it easy for you to make friends? Why?/ Why not?
- Is there anything you would like to change in your life? Why?/Why not?
- What can make you feel easily bored? Why?

Questions about free time or preferences

- Do you like watching the news on TV? Why?/ Why not?
- Would you join an environmental organisation? Why?/ Why not?
- Do you have a lot of free time? Why?/ Why not? How do you usually spend it?
- Do you like shopping for other people? Why?/ Why not?
- Do you prefer to shop at local shops or big shopping centres? Why?

Questions about school life, studies or work

- Which is the most precious memory from your schooldays? Why? (older candidates)
- Tell us how you feel before a job interview / taking a test. Why?
- Tell us about something you regret having done to a friend at school or at work.
- If you were asked to organize a five-day trip for your Canadian friends, which place would you choose? Why?
- Do you think it is easy to find a job after finishing school? Why?/ Why not?

Questions about holidays and places

14. Would you prefer to go on holidays with your family, or with your friends? Why?
15. What is the most beautiful place you have ever visited? Why did you like it?
16. Do you think you can have enjoyable holidays even with little money? Why?/ Why not?
17. What kind of holidays would be the ideal for you? Why?
18. What could ruin your holidays?

INTERLOCUTOR FRAME FOR B2 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 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: (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

IN THE WORLD OF ART (PAGE 6)

TASK 1

Look at all the paintings on this page and tell us which two you would like to have in your living room/bedroom and explain why.

TASK 2

Look at all the paintings on the page and tell us which one you would give as a present to your sixty year old aunt and which to your ten year old nephew. Tell us why.

TASK 3

Imagine that you have to organise an art exhibition in your school and you are asked to include only three of the paintings on this page. Tell us which ones you would choose and why.

PEOPLE IN ACTION (PAGE 7)

TASK 4

Look at photos 7 & 10 (or 9 & 12). Imagine that these people are friends of yours. Tell us who they are, what they're doing there, and how they are feeling.

TASK 5

Look at photos 8 & 11. Try to guess where these people are, what they are doing, and what they are going to do next.

SIGNIFICANT MOMENTS (PAGE 8)**TASK 6**

Imagine people in photos 14 & 17 (or 13 & 15) are friends of yours. Tell us the occasion they were celebrating, and how they were feeling.

TASK 7

Imagine that you took photos 15 & 18 (or 14 & 17) and that these people are relatives of yours. Tell us who they are, and why you took their photo at that moment.

TASK 8

Imagine that photos 16 & 17 accompany newspaper articles. Tell us what each article is about.

PEOPLE SOCIALIZING (PAGE 9)**TASK 9**

Look at photos 19 & 24 (or 20 & 21). Imagine that you are one of the people in the photos. Explain when these photos were taken, what you were doing, and how you were feeling then.

TASK 10

Look at photos 22 & 23. Try to guess what these people are talking about. Why do you think they are smiling?

TASK 11

Imagine that you took photos 19 & 21 (20 & 23) and that these people are friends of yours. Tell us who they are, and why you took their photo at that particular moment.

PEOPLE'S BACKS (PAGE 10)**TASK 12**

Look at photos 27 & 30. Tell us where these people are, what they are doing, and what they are going to do next.

TASK 13

Imagine that you took photos 26 & 29. Tell us who these people are, where they are, and why you took that photo at that particular moment.

TASK 14

Look at photos 25, 28 & 30. Try to guess where these people are, and why they are dressed the way they are.

INTERLOCUTOR FRAME FOR B2 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 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

SEA LIFE UNDER THREAT (PAGE 11)

TASK 1

Imagine you are a member of an environmental group and you have been asked to give a talk to highschool students. Read the text and tell us what information you will present.

TASK 2 (younger candidates)

Imagine that you are working on a school project about 'the threats to sea life'. Using information from the text, tell us what points you will include in your project.

PSYCHOLOGY AND COLOURS (PAGES 12-13)

TASK 3

Imagine you are about to move in your new house and you are experimenting with different colours. Read texts 1, 3 & 5 and tell us what colours you would paint your kitchen, your dining room and your bathroom and why.

TASK 4

Imagine that your friend Peter has recently painted his office yellow. Read texts 2, 4 & 6, and explain why this was a bad choice and recommend another colour.

TASK 5

Imagine you are a decorator and your friend Steve wants some advice about what colours to use to paint his new house. Read texts 2, 4 & 6 (or 1, 2 & 6) and tell him which colours he should avoid for specific rooms and why.

LET KIDS PLAY OUTDOORS (PAGE 14)

TASK 6

Imagine I rarely let my children play outdoors. Using information from the text, tell me why I should let them play outdoors more often.

TASK 7

Imagine you are going to give a talk in English to a group of parents of young children about the benefits of letting their children play outdoors. Using information from the text, tell us what points you will include in your talk.

SLEEP WELL, LEARN BETTER (PAGE 14)

TASK 8

Imagine that you are a teacher and your students are going to take a test next week. Read the text and tell them what else they should do, apart from preparing well for the test.

TASK 9

Imagine you are going to give a talk in English about the effect of a good night's sleep on learning. Using information from the text, tell us what points you will include in your talk.

BOOK CORNER (PAGE 15)

TASK 10

Read the book reviews on this page, and tell us which one of the books you would buy for your twelve-year-old cousin Nick, who loves adventures, and why.

TASK 11

Imagine that you want to buy your thirteen-year-old niece Stella an interesting book. Read the book reviews on this page and tell us which book you would choose, and why.

TASK 12

Imagine you have won a book competition and your prize is one of the two books on this page. Tell us which one you would choose, and why.

TIPS FOR A CHEAPER PHONE BILL (PAGE 16)**TASK 13**

Imagine that your friend Karen is complaining about the huge phone bill she has to pay every month. Read the text and tell her what she should do in order to reduce the cost.

TASK 14

Imagine that your friend Tom is about to change the telephone company he uses. Read the text and tell him what he should consider before doing it.

TASK 15

Imagine that your telephone company has offered you a new contract which includes great discounts. Read the text and tell us what you should take into consideration before deciding what to do.

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 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 (<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

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