



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΚΡΑΤΙΚΟ ΠΙΣΤΟΠΟΙΗΤΙΚΟ ΓΛΩΣΣΟΜΑΘΕΙΑΣ

Ministry of Education, Lifelong Learning and Religious Affairs
English Language Certification

LEVEL

B1&B2

on the scale set by the Council of Europe

MODULE

4

Examiner Pack

Period

May 2011

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&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 B1&B2

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 B LEVEL – Part 1 (warm-up & Activity 1)	
Introducing ourselves (about 2 minutes 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 S/he 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 (6 minutes for both candidates- 3 minutes each)	
Examiner:	Ok. Let's start with Activity 1. I will ask each of you some questions. <i>Start with candidate A. Choose TWO B1 and TWO B2 questions from different thematic categories using the list below and ask him/her.</i>
Examiner:	<i>(When your exchange with the candidate has finished.)</i> Thank you.
Examiner:	Now, let's go on with candidate's B NAME. <i>Choose TWO B1 and TWO B2 questions DIFFERENT from the ones you asked candidate A, choosing from the list below.</i>
Examiner:	<i>(When your exchange with the candidate has finished.)</i> Thank you.

ACTIVITY 1: INTERVIEW

B1 LEVEL QUESTIONS

Questions about themselves and their immediate environment

1. Tell me some things about the members of your family.
2. What is your favourite day of the year and why?
3. What gift would you like to receive on your next birthday and why?
4. What is your favourite animal and why?
5. Tell us what you will do tomorrow.

B2 LEVEL QUESTIONS

Questions about themselves and their immediate environment

21. What is your favourite room in your house and why?
22. Do you like being with your family on special occasions (e.g. Christmas, birthdays, etc.)? Why or why not?
23. Describe your best friend and tell us what you have in common.
24. Do you have a favourite relative? Discuss why this person is special to you.
25. What do you usually eat in order to have a healthy diet?

B1 LEVEL QUESTIONS**Questions about school life, studies or work**

6. If you could work in the summer, what kind of job would you like to do and why?
7. Do you like to do your homework alone or with friends and why?
8. Describe your favourite person at school / work.
9. What is / was your favourite subject at school / university and why?
10. Tell us what you like about your school / university / workplace.

Questions about hobbies and interests

11. Tell us about a hobby you would like to take up if you had the opportunity.
12. What do you like to buy when you go shopping and why?
13. What do you like doing after school and why?
14. Which sports do you like to watch and why?
15. What kind of music do you prefer and why?

Questions about holidays and places

16. Describe a place where you go when you want to be alone. Why do you go there?
17. What three things do you always take with you when you go on holiday and why?
18. Do you like taking pictures when you go on holiday? What kinds of things do you take pictures of?
19. What do you usually do during the Easter holidays?
20. Describe something funny that happened to you while you were on holidays.

B2 LEVEL QUESTIONS**Questions about school life, studies or work**

26. If you had to study or work in another country, which country would you choose and why?
27. Is it important to know several foreign languages? Why or why not?
28. Have you ever used the internet for a project at school / university/ work? If yes, what information did you look for? If not, where do you search for information?
29. What would be the ideal job for you? Tell us about it.
30. Tell us about a pleasant experience you remember from your schooldays.

Questions about hobbies and interests

31. Do you enjoy cooking or having your food delivered? Why?
32. How important is it to exercise on a daily basis?
33. Do you prefer going to the movies or watching films at home? Why?
34. If you could take up a form of art like playing a musical instrument, dancing or painting, what would it be and why?
35. Do you like playing computer games or board games and why?

Questions about holidays and places

36. How do you spend your time when you go on holiday?
37. Would you ever consider travelling to space (the moon)? Why or why not?
38. Imagine you have invited an English friend to stay for the summer. Where would you take him / her and why?
39. Imagine you are attending a summer course in England. What would you like to know before you go?
40. When you go on holiday do you prefer to stay in a hotel or go camping and why?

INTERLOCUTOR FRAME FOR B LEVEL – Part 2 (Activity 2)

Activity 2 (8 minutes for both candidates- 4 minutes each)	
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 2 questions. You each have about 4 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 a B1 task from the ones given below).
Examiner:	<i>(When the candidate has finished)</i> Now, look at picture(s) (Select one or more pictures from the same page) and(choose and read out a B2 task from the ones given below). <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 a B1 task from the ones given below). <i>(When the candidate has finished)</i> Now, look at picture(s) (Select one or more pictures from the same page) and(choose and read out a B2 task from the ones given below).
Examiner:	<i>(When the candidate has finished.) Thank you.</i>

ACTIVITY 2: ONE SIDED TALK

PEOPLE CARRYING SOMETHING (PAGE 6)	
B1	<p><u>TASK 1</u> Imagine you know the man in photo 4. Tell us what he does for a living, where he is going and why.</p> <p><u>TASK 2</u> Look at the woman in photo 2 and tell us what you think she is doing and what she will do next.</p> <p><u>TASK 3</u> Imagine you are one of the people in photo 5. Tell us what you were doing when the photo was taken and what you did next.</p>
B2	<p><u>TASK 4</u> Imagine you are the person in photo 1. Describe what you are doing in the picture and why.</p> <p><u>TASK 5</u> Look at photos 5 and 6. Imagine that the man in photo 6 is one of the people in photo 5. Tell us a few things about this man.</p> <p><u>TASK 6 (For older candidates)</u> Look at photo 3 and tell us what you think this man does for a living, where he is going and why.</p>
PEOPLE TALKING (PAGE 7)	
B1	<p><u>TASK 7</u> Imagine you are sitting next to the woman in photo 7. Tell us who she is, who she is talking to and what she is talking about.</p> <p><u>TASK 8</u> Look at photo 11 (or 12) and tell us where you think these people are and what they are talking about.</p> <p><u>TASK 9</u> Look at photo 10 and tell us where the people in the photo are and what they are doing.</p>

B2	<p>TASK 10 Look at photos 9 and 12 and tell us what the relationship of the people in each photo is and how they are feeling.</p> <p>TASK 11 Imagine you are the man (or the woman) in photo 9. Tell us what has happened, how you are feeling and what is going to happen next.</p> <p>TASK 12 Imagine photo 8 is from your photo album. Tell us who the girl in the photo is, what she was doing and how she was feeling when the photo was taken.</p>
UNUSUAL SCENES (PAGE 8)	
B1	<p>TASK 13 Look at photo 16 (or 17) and tell us what you think is happening in this photo.</p> <p>TASK 14 Look at photo 15 and tell us what you think has just happened and what is going to happen next.</p> <p>TASK 15 Imagine you are one of the people in photo 13. Tell us where you are and how you are feeling at this particular moment.</p>
B2	<p>TASK 16 Imagine you are the person in photo 17. Tell us where you are, how you are feeling and what you are going to do next.</p> <p>TASK 17 Look at photo 18. What kind of person do you think owns a car like this? Would you ever buy such a car? Why or why not?</p> <p>TASK 18 Imagine you are the driver of the car in photo 14. Tell us what has happened, how you are feeling and what you are going to do next.</p>
PEOPLE SHOPPING (PAGE 9)	
B1	<p>TASK 19 Imagine you know the boy in photo 21. Tell us where he is, what he is doing, and what he is going to do next.</p> <p>TASK 20 Imagine you took photo 23. Tell us where the woman in the photo is and what you think she is going to buy.</p> <p>TASK 21 Look at the young shoppers in photos 19 & 20 (or 19 & 24). Tell us what products you think they are going to buy from each shop and for whom.</p>
B2	<p>TASK 22 Look at photo 20 (or 22, or 19). Tell us who you think these people are, what their relationship is and why their photo was taken.</p> <p>TASK 23 Imagine the people in photo 24 (or 19) are buying a present for someone. Tell us who you think they are buying a present for, what you think they will buy and why.</p> <p>TASK 24 Imagine you took photo 20. Tell us who these people are, what they are doing and what they will do when they go home.</p>

PEOPLE HAVING FUN (PAGE 10)	
B1	<p>TASK 25 Look at photos 25 & 28 (or 26 & 27 or 29 & 30) and tell us where you think these people are and what they were doing when the photo was taken.</p> <p>TASK 26 Look at photos 25 & 28 (or 26 & 27 or 29 & 30) and tell us who you think these people are and how they were feeling when the photo was taken.</p> <p>TASK 27 Look at photo 29. Tell us where these people are, what they are doing and how you think they are feeling.</p>
B2	<p>TASK 28 Look at all the photos on this page. Choose two photos that you think could accompany an article on "Holidays in Greece". Tell us why you think the photos you have chosen are suitable.</p> <p>TASK 29 Choose one of the photos on the page. Don't tell me which one it is. Imagine you are one of the people in this photo. Tell me what happened on this day to help me guess which one it is.</p> <p>TASK 30 Look at all the photos on this page. Which of these activities, in your opinion, is the most entertaining one and why?</p>

INTERLOCUTOR FRAME FOR B LEVEL – Part 3 (Activity 3)	
Activity 3 (10 minutes for both candidates- 5 minutes each)	
Examiner:	Now, let's move on to Activity 3. I will give each one of you a Greek text to read and two tasks to do. After reading your texts, you will each have about three minutes to perform these tasks.
	<i>Start with candidate A this time.</i>
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 one B1 level task). You can read the text for about two minutes and then, before you start, I will repeat the task for you. Now, candidate B's NAME, Go to page.....(Select a different page from the Candidate Booklet) and look at (the) text (number.....) and(choose and read out the B1 level task). You can read the text for about two minutes and then, before you start, I will repeat the task for you. <i>After about two minutes</i> Let's start with candidate A's NAME. Ready? Ok (Repeat the B1 task). (When the candidate has finished) Now I will give you some time to read the text again to do another task (give him/her the B2 level task).
Examiner:	Now, candidate B's NAME, let's continue with you. Ready? OK (Repeat the B1 task). (When the candidate has finished.) Now I will give you some time to read the text again to do another task (give him/her the B2 level task).
Examiner:	Now, candidate A's NAME, it's your turn to do the second task. Ready? Ok (Repeat the B2 task.) (When the candidate has finished.) Thank you.
Examiner:	Now, candidate B's NAME, it's your turn to do the second task. Ready? Ok (Repeat the B2 task.) (When the candidate has finished.) Thank you. This is the end of the examination. Have a nice afternoon/ evening.

ACTIVITY 3: ORAL MEDIATION

SUMMER HOLIDAYS IN PAROS (PAGE 11)	
B1	<p>TASK 1 Imagine your Italian friend Monika is going to spend her summer holidays in Paros. Read text 1 and tell her what she can do in Paros.</p> <p>TASK 2 Imagine I am going to spend my summer holidays in Paros and I am thinking of renting a car there. Read text 2 and tell me how I can get around in Paros.</p>
B2	<p>TASK 3 Imagine your Belgian friend Lisa wants to visit a Greek island this summer. Read text 1 (or text 2) and tell us why Paros is worth visiting.</p> <p>TASK 4 Imagine your German friend Hans who is a member of Greenpeace wants to visit a Greek island this summer. Read text 2 and tell him why he should visit Paros.</p>
A GOOD NIGHT'S SLEEP (PAGE 12)	
B1	<p>TASK 5 Imagine your French friend Pauline sleeps very little and doesn't feel well. Read the text and tell her why she should sleep more.</p> <p>TASK 6 Imagine your friend John who studies architecture is working on a difficult project these days. Read the text and tell him how more sleep will help him with his work.</p>
B2	<p>TASK 7 Imagine you are writing an article for your local newspaper's section entitled "Did you know?" about the benefits of sleep. Read the text and tell us what points you will include in your article.</p> <p>TASK 8 Imagine that you are giving a talk to members of a health club about why sleep is good for you. Read the text and tell us what you will say.</p>
ENDANGERED SPECIES (PAGE 12)	
B1	<p>TASK 9 Imagine I want to learn about the endangered animals of our planet. Read your text and tell me about the animals that are soon likely to disappear from our planet.</p> <p>TASK 10 Read your text and tell us about "the red list" of animals and plants likely to disappear and what scientists say about it.</p>
B2	<p>TASK 11 Imagine you are a member of an environmental group and you have been asked to prepare an information leaflet for highschool students. Read your text and tell us what information you will include.</p> <p>TASK 12 (For younger candidates) Imagine that you are working on a school project on endangered species. Using information from your text, tell us what points you will include in your project.</p>

CONCERT HALL – SMART DEALS FOR YOUNG PEOPLE (PAGE 13)	
B1	<p>TASK 13 Imagine I am visiting Athens with my four children. Read your text and tell me what I can do with my children on Sunday morning.</p> <p>TASK 14 Imagine your friend Lilit is a Romanian university student. Read your text and tell her about the Concert Hall's smart deals for young people.</p>
B2	<p>TASK 15 Imagine you are responsible for the programme of the new Concert Hall in Patras. Read your text and inform the board members of the Patras Concert Hall about the smart deals for young people of the Concert Hall in Athens.</p> <p>TASK 16 Imagine you are a teacher at the Music school of Ilion in Athens. Using information from your text, tell me what you would tell your students' parents about the smart deals for young people of the Concert Hall in Athens.</p>
STAYING HAPPY AFTER THE HOLIDAYS (PAGE 14-15)	
B1	<p>TASK 17 Imagine your German friend Hans, has just returned from his Easter Holidays in Greece and is sad. Using information from Text 1 (or Text 2, or Text 3), tell him what to do to feel better.</p> <p>TASK 18 Imagine I am in a bad mood these days. Read text 3 and tell me what I should eat to feel better.</p>
B2	<p>TASK 19 Imagine your French friend Marie is sad now that the Easter holidays are over. Read text 2 and tell her how reading a book or watching a film will make her feel better.</p> <p>TASK 20 (for older candidates) Imagine you are going to give a talk in English to employees who have just returned from their holidays and do not feel like working. Using information from Text 1(or Text 2, or Text 3), tell us what points you will include in your talk.</p>
NOISE POLLUTION (PAGE 16)	
B1	<p>TASK 21 Imagine I live in a very noisy city. Read your text and tell me why too much noise is bad for my health.</p> <p>TASK 22 Imagine your German friend Helga and her family live in a very noisy city. Read your text and tell her why noise pollution is bad for children, plants and animals.</p>
B2	<p>TASK 23 Imagine you are going to give a talk in English at the city council about noise pollution. Read your text and tell us what points you will include in your talk.</p> <p>TASK 24 (For younger candidates) Imagine that you are working on a school project about the causes of noise pollution and what we can do to avoid it. Using information from your text, tell us what points you will include in your project.</p>

POTENTIAL TROUBLE SPOTS DURING THE ORAL EXAM

Remember that especially at B1 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.

POTENTIAL TROUBLE SPOTS DURING THE SPEAKING TEST

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

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	
2	Responds spontaneously with few hesitations to all the questions posed including all content points, is comprehensible with minor, if any, effort.
1	Responds to the B1 questions posed effectively with some hesitations but has difficulty responding to B2 level questions (or does not respond at all to B2 level questions). Is comprehensible with some effort.
0	Poor attempt to answer any of the questions posed, wrong answer or no answer at all.
ACTIVITY 2 – ONE SIDED TALK	
2	Responds to both tasks, using the visual prompt effectively and including almost all content points, introduces and sustains talk with few hesitations and/or repetitions, is comprehensible without minor, if any, effort.
1	Responds to the B1 task using the visual prompt quite effectively but has difficulty in responding to the B2 task (or does not respond at all to the B2 level task). Introduces and sustains talk with occasional help, with some hesitations and repetitions, is comprehensible with some effort.
0	Poor attempt to respond to both tasks, little or no use of the prompt, wrong response or no response at all.
ACTIVITY 3 – MEDIATION	
2	Responds to both tasks, relaying relevant information from Greek to English, paraphrasing effectively, introduces and sustains talk with few hesitations and/or repetitions.
1	Responds to the B1 task, relaying information (and occasionally translating) from Greek to English fairly adequately with some hesitation, but has difficulty in responding to the B2 task (or does not respond at all to the B2 level task). Introduces and sustains talk with some hesitation.
0	Poor attempt to respond to both tasks. Attempts to relay in English the required information in the Greek text are not successful, wrong response or no response at all.

Overall language performance

PHONOLOGICAL COMPETENCE: Intonation, stress, pronunciation	
2	Comprehensible and clear articulation, some L1 interference in pronunciation, stress, rhythm and intonation, mostly intelligible.
1	Generally comprehensible and clear articulation but L1 interference in pronunciation, stress, rhythm and intonation is distracting and may impede intelligibility.
SOCIAL LINGUISTIC COMPETENCE: Appropriacy of language used	
4	Vocabulary, expressions and grammar are appropriate for the situational context and facilitate effective communication, overall intelligible responses.
3	Vocabulary, expressions and grammar are mostly appropriate for the situational context and do not hinder communication, responses are mostly intelligible.
2	Vocabulary, expressions and grammar are sometimes inappropriate for the situational context but the message generally gets across.
1	Vocabulary, expressions and grammar are mostly inappropriate for the situational context, hindering communication, responses sometimes lack intelligibility.
0	Inappropriateness of expression seriously interferes with intelligibility, causing communication breakdowns.
LINGUISTIC COMPETENCE: Accuracy of language used	

4	Effective range of vocabulary. Use of vocabulary, grammatical structures, word order (syntax) with few errors, mostly self-corrected. Errors do not in any way interfere with intelligibility.
3	Adequate range of vocabulary, with some errors in vocabulary, grammatical structures, word order (syntax), which are occasionally self-corrected. Errors do not interfere with intelligibility.
2	Limited range of vocabulary with fairly frequent errors in vocabulary, grammar, word order (syntax) which are not always self-corrected but message gets across.
1	Use of basic vocabulary. Systematic errors in vocabulary, grammatical structures, word order (syntax), that may interfere with intelligibility and are not self-corrected.
0	Very limited range of vocabulary. Constant errors in vocabulary, grammatical structures and word order (syntax) which obscure communication or lead to communication breakdown.
PRAGMATIC COMPETENCE: Cohesion and coherence	
4	Information is effectively organised, with a variety of cohesive devices used appropriately, fully coherent discourse, smooth flow of speech with minor hesitations.
3	Information is suitably organised, with simple cohesive devices mostly used correctly and appropriately, coherent discourse, flow of speech is maintained with some hesitations.
2	Correct but repetitive use of a limited range of cohesive devices. Generally coherent discourse and mostly smooth flow of speech often interrupted by hesitations.
1	Information is presented somewhat incoherently with frequent hesitations/repetitions and the use of linking devices is rare, thus impeding the flow of speech.
0	Some coherent chunks of speech, but inability to produce longer coherent responses, little or no use of cohesive devices, requires a very patient listener.

Mark:	4 = Fully satisfactory for B2 level	3 = Partly satisfactory for B2 level	2 = Satisfactory for B1 level	1 = Partly satisfactory for B1 level	0 = Unsatisfactory for B1 level
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