



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 2012

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? *(Take them and give them to your co-assessor, making sure you don't mix up the two candidates.)*

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? *(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 (6 minutes for both candidates- 3 minutes each)

Examiner: Ok. Let's start with Activity 1. I will ask each of you some questions.

So, _____ *(candidate A's NAME)*. Choose **TWO** sets of questions from the list below and ask him/her. *(When your exchange with the candidate has finished.)* Thank you.

Examiner: Now, let's go on with _____ *(candidate B's NAME)*.

Choose **TWO** sets of questions **DIFFERENT** from the ones you asked candidate A, from the list below. *(When your exchange with the candidate has finished.)* Thank you.

ACTIVITY 1: INTERVIEW

SET 1

B1: Can you tell us a few things about your house?

B2: If you could make some changes to your house, which would these be?

SET 2

B1: Do you enjoy living in ... *(candidate's city/ town)*. Why or why not?

B2: If you could live in another town/ city, which would it be and why?

SET 3 (for younger candidates)

B1: Do you like your school? Why or why not?

B2: If you had the chance, would you like to go to school in another country for a year or two? Why or why not?

SET 4

B1: Would you like to participate in a theatrical play? Why or why not?

B2: If you were to take part in a theatrical play based on your favourite story / novel, which one would it be and why?

SET 5

B1: Tell us some things about your brother/sister/close friend.

B2: Based on what you know about your brother/sister/close friend, what would you never consider doing with him/her and why?

SET 6

B1: Do you like travelling? Why/Why not?

B2: If a friend of yours was sad, do you think a trip would make him/her feel better and how?

SET 7

B1: Imagine that you were on a deserted island. Which three things would you miss most and why?

B2: Imagine that you were on a deserted island. Tell us three wishes you would make.

SET 8

B1: How do you prefer to travel, by car or by other means of transport and why?

B2: Who would you take with you if you were going on holiday in Europe and why?

SET 9

B1: If you had the money to buy anything you want, what would that be and why?

B2: If you won five million Euros, would you give part of this money to charity? Why or why not?

SET 10

B1: What do you like doing when you are at home and why?

B2: If you were asked to help a friend with the housework, what would you offer to do and what not? 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.

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 a B1 task from the ones given below).

Examiner: (When the candidate has finished) 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).
(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 a B1 task from the ones given below).

(When the candidate has finished) 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: (When the candidate has finished.) Thank you.

ACTIVITY 2: ONE SIDED TALK

VISITING MUSEUMS (PAGE 6)

B1 questions

TASK 1: Imagine you know the people in photo 5. Tell us who they are, where they are and what they will do after they leave that place.

TASK 2: Imagine you are one of the people in photo 1 (or 3). Tell us where you are, who you are with and what you saw in that place.

TASK 3: Imagine you and your family visited the museums in photos 3 and 5 last Sunday. Tell us what you did that day.

TASK 4: Look at photo 1 and tell us what is happening in this photo.

B2 questions

- TASK 5:** Imagine you took photo 4. Tell us who the women standing between the statues are and why you took that photo.
- TASK 6:** Look at all the photos on this page. Which of these museums would you like to visit and why?
- TASK 7:** Imagine you were sitting behind the two women in photo 6 when the photo was taken. Tell us who you think the women are and what they were talking about.
- TASK 8:** Look at all the photos on this page. Choose two photos that you think could accompany an article on "Weekend activities for families". Tell us why you think the photos you have chosen are suitable.
- TASK 9:** Look at all the photos on this page. Which of these museums would you never consider visiting and why?

IN THE KITCHEN (PAGE 7)**B1 questions**

- TASK 10:** Look at photo 7 (or 8 or 9 or 10 or 11). Tell us who these people are and what is happening in this photo.
- TASK 11:** Imagine you are one of the people in photo 7 (or 10). Tell us what you were doing when the photo was taken and what you did afterwards.
- TASK 12:** Imagine you are one of the people in photo 10. Tell us what you did on this day.

B2 questions

- TASK 13:** Look at photo 12. Tell us who this woman is, why you think this photo was taken and how this woman was feeling that day.
- TASK 14:** Imagine the boy in photo 7 is the man in photo 9 (or the girl in photo 7 is the woman in photo 8). Tell us a few things about his/her life.
- TASK 15:** 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.
- TASK 16:** Look at all the photos on this page. Choose two photos that you think could accompany an article on "Having fun in the kitchen". Tell us why you think the photos you have chosen are suitable.

HOBBIES (PAGE 8)**B1 questions**

- TASK 17:** Imagine you are the person in photo 13 (or 14 or 15 or 16 or one of the people in photo 18). Tell us what you were doing when the photo was taken and what you did afterwards.
- TASK 18:** Look at photos 14 and 15 and tell us what you think these people will do when they finish school and why.

B2 questions

- TASK 19:** Imagine that you know the men in photos 13 and 16 (or the women in photos 15 and 17). Tell us a few things about them (about their jobs, their families, their hobbies and interests).
- TASK 20:** Look at all the photos on this page. Which of these hobbies do you think is the most boring and which is the most entertaining one and why?
- TASK 21:** Look at all the photos on this page. Choose two photos that you think could accompany an article entitled "Hobbies have no sex". Tell us why you think the photos you have chosen are suitable.

GIVE US A KISS (PAGE 9)**B1 questions**

- TASK 22:** Imagine the people in photo 22 are your grandparents / parents. Tell us where they were, what they were doing and what they did after the photo was taken.
- TASK 23:** Imagine photo 21 (or 23) is from your photo album. Tell us who these people are and how they were feeling when the photo was taken and why.
- TASK 24:** Imagine you took photos 21 and 24. Tell us who these people are and why you took these photos.

B2 questions

- TASK 25:** Imagine you know the people in photo 21 (or 23, or 19). Tell us who they are, where they were when the photo was taken and what they did later that day.
- TASK 26:** Imagine the people in photo 19 are the people in photo 20 (or the people in photo 23 are the people in photo 22). Tell us who these people are, what their relationship is and where they were when each of the photos was taken.
- TASK 27:** Imagine photos 19 and 20 (or 19 and 22) are from your family's photo album. Tell us why each photo was taken and how the people in the photos were feeling.
- TASK 28:** Imagine photos 21, 23 and 24 are from your mother's / sister's photo album. Tell us a few things about your mother's/ sister's life.

CITY SCENES (PAGE 10)**B1 questions**

- TASK 29:** Imagine you took photos 25 & 26. Tell us who these people are, where they were and what they were doing when the photo was taken.
- TASK 30:** Imagine you are on one of the buses in photo 27. Tell us where you are, where you are going and how you are feeling.
- TASK 31:** Imagine you are one of the people in photo 28. Tell us a few things about this place.

B2 questions

- TASK 32:** Imagine that you know two of the people in photo 30. Tell us who they are, what they were doing and how they were feeling when the photo was taken.
- TASK 33:** Imagine that you took photos 25, 26, and 29 (or 26, 27 and 28) last Saturday. Tell us what you did that day.
- TASK 34:** 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 you were doing when the photo was taken to help me guess which one it is.

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.
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 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.
After about two minutes
Let's start with _____ (*candidate A's NAME*).
Ready? Ok (*Repeat the B1 task*).
- Examiner:** Now, _____ (*candidate B's NAME*), let's continue with you. Ready? OK (*Repeat the B1 task*). (*When the candidate has finished.*) 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*), let's continue with you. 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*), 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 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.
This is the end of the examination. Have a nice afternoon/ evening.

ACTIVITY 3: ORAL MEDIATION**A WEEKEND IN METSOVO (PAGE 11)****TASK 1**

- B1:** Imagine I am visiting Metsovo next weekend. Read Text 1 and tell me what I can see in the folk museum.
- B2:** Imagine your Italian friends and their kids are going to spend next weekend in Metsovo. Read Text 1 and tell them what they can do there.

TASK 2

- B1:** Imagine I am visiting Metsovo next weekend. Read Text 1 and tell me what I can see in the folk museum which is in a house that was built by Evangelos Averof.
- B2:** Imagine you and your family spent last weekend in Metsovo. Read Text 1 and tell us what you did there.

TASK 3

- B1:** Imagine your Dutch friend Anna is going to be in Metsovo next weekend. Read Text 2 and tell her about the food in Metsovo.
- B2:** Imagine I am a wine lover. Read Text 2 and tell me why I should visit Metsovo.

TASK 4

- B1:** Imagine your English friend Peter wants to go to Metsovo. Read Text 2 and tell him how he can get there.
- B2:** Imagine I am a wine lover. Read Text 2 and tell me why I should visit Metsovo.

TASK 5

- B1:** Imagine your English friend Peter wants to go to Metsovo. Read Text 2 and tell him how he can get there.
- B2:** Imagine you are writing a tourist guide for Metsovo. Read Text 2 and tell us what you will include in the guide about Metsovo.

PICNIC SAFETY TIPS (PAGE 12)**TASK 6**

- B1:** Imagine I am going on a picnic for the first time. Using information from Text 1, tell me what kinds of things I should take with me.
- B2:** Imagine your English friend John is going on a picnic for the first time. Using information from Text 1, give him some tips related to food and going on a picnic.

TASK 7

- B1:** Imagine I am going on a picnic for the first time. Using information from Text 2, tell me what I should do before I leave the place where I was having a picnic.
- B2:** Imagine your Spanish friend Maria is going on a picnic for the first time. Using information from Text 2, give her some safety tips.

SAFE SWIMMING (PAGE 13)**TASK 8**

- B1:** Read your text and tell us which two of these tips you follow when you go swimming.
- B2:** Your Belgian friend Stephanie is going to spend her summer holidays on a remote island. Read your text and tell her what she should avoid doing when going swimming.

TASK 9

- B1:** Your Austrian friend and her family are going to spend their summer holidays on a Greek island. Read the text and tell her what she should be extra careful about when she takes her kids to the beach.
- B2:** Imagine that you are giving a talk to new members of a sea diving club about the dangers of swimming. Read your text and tell us what you will say.

HEALTHY EATING IQ (PAGE 14)**TASK 10**

- B1:** Imagine your brother buys a lot of junk food. Read your text and tell him what to do to improve his eating habits.
- B2:** Imagine you are giving a talk about healthy eating habits at a health centre. Read your text and tell us what information you will include in your talk.

TASK 11

- B1:** Imagine I like eating in front of the TV. Read your text and tell me why I should not do this.
- B2:** Imagine your Italian friend Mina buys only certain brands of food. Read your text and tell her why she should stop doing this and what she should do instead.

HOW TO RECYCLE... THE RIGHT WAY (PAGE 15)**TASK 12**

- B1:** Imagine I do not know what to recycle. Read your text and tell me what kinds of things I should not throw in the recycle bins.
- B2:** Imagine your Bulgarian friend Sofia wants to start recycling. Read your text and tell her how she should recycle.

TASK 13

- B1:** Imagine I do not know what to recycle. Read your text and tell me what kinds of things I should not throw in the recycling bins.
- B2:** Imagine you are giving a talk at a health center about good recycling habits. Read your text and tell us what information you will include in your talk.

HELPING AUTISTIC CHILDREN (PAGE 16)**TASK 14**

- B1:** Imagine I want to learn more about this voluntary programme. Read your text and tell me when the programme will start and how I can participate in it.
- B2:** Imagine you have decided to participate in this voluntary programme. Using information from your text tell us what you will do with autistic children.

TASK 15

- B1:** Imagine I want to learn about this voluntary programme. Read your text and tell me when the programme will start and how I can participate in it.
- B2:** Imagine you participated in this voluntary programme last year. Using information from your text tell us what you did with autistic children.

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 (for activities 2 and 3)?	<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
--------------	---	--	---	--	---

ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ