



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ, ΠΟΛΙΤΙΣΜΟΥ & ΑΘΛΗΤΙΣΜΟΥ
ΚΡΑΤΙΚΟ ΠΙΣΤΟΠΟΙΗΤΙΚΟ ΓΛΩΣΣΟΜΑΘΕΙΑΣ

Ministry of Education & Religious Affairs, Culture & Sports
English Language Certification

LEVEL **B1&B2** on the scale set by the Council of Europe

MODULE **4** Examiner Pack

Period **November 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: What do you usually do over the Christmas holidays?

B2: If you could choose what to do over the Christmas holidays, what would you do and why?

SET 2

B1: What do you do to keep fit and how often?

B2: What kind of activities would you recommend to people living in a big city (or to people living in the countryside) in order for them to improve their health and lose weight?

SET 3

B1: What do you like doing when you want to relax?

B2: What kind of activities would you recommend to people who get home late from work to help them lower their stress level?

SET 4

B1: In your free time, do you prefer reading books or surfing on the Internet? Why?

B2: (Depending on the candidate's response)
What do you think books can offer that the Internet cannot?
What do you think the Internet can offer that books cannot?

SET 5 (for older candidates)

B1: What dangers can be found in the kitchen that can cause accidents?

B2: What can be done to prevent kitchen accidents?

SET 6

B1: Which celebrity would you like to meet and why?

B2: What would you do if you could spend a day with this person?

SET 7

B1: What makes you angry?

B2: When was the last time you got angry? Tell us about a recent experience that made you very angry.

SET 8

B1: Who is your favourite super hero and why?

B2: Which super human power would you like to have for a day and why?

SET 9

B1: How do you usually celebrate your birthday?

B2: If you could celebrate your own birthday the way you wanted, what would you do?

SET 10

B1: Do you often read books before you go to bed? Why or why not?

B2: What is your favourite children's story? 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**WEEKEND ACTIVITIES (PAGE 6)****B1 questions**

- TASK 1:** Look at photos 3 & 5 and tell us where these people are and what they are doing there.
- TASK 2:** Imagine you know the people in photos 3 & 6 (or 2 & 5). Tell us who they are and what they are doing in each photo.
- TASK 3:** We are going to play a game. Choose one of the photos on page 6. Don't tell me which one it is. Describe it to me to help me guess which one it is.

B2 questions

- TASK 4:** Imagine you know the people in photo 1 (or 4). Tell us a few things about them (about their personality, their hobbies and interests).
- TASK 5:** 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.

WHEN I WAS 4 (PAGE 7)**B1 questions**

- TASK 6:** Look at photos 7 & 8 (or 9 & 10). Tell us who you think these people are and how the little girl is feeling.
- TASK 7:** Imagine you are one of the people in photo 7 (or 8). Tell us what you were doing when the photo was taken and what you did afterwards.
- TASK 8:** Imagine your younger sister / daughter is in photos 7 & 8 (or 9 & 10 or 10 & 12). Tell us what she did on this day.
- TASK 9:** We are going to play a game. Choose one of the photos on page 7. Don't tell me which one it is. Describe it to me to help me guess which one it is.

B2 questions

- TASK 10:** Imagine the photos on this page are from your sister's / daughter's photo album and they were taken on a different day. Tell us which of these days you think she will never forget and why.
- TASK 11:** Look at all the photos on this page. Choose two photos that you think could accompany an article on "Activities for pre-school children". Tell us why you think the photos you have chosen are suitable.
- TASK 12:** Imagine photos 8, 9, 10 & 11 were taken last weekend. Tell us what the little girl did last weekend.

CROWDS (PAGE 8)**B1 questions**

- TASK 13:** Imagine you are one of the people in photo 15 (or 16). Tell us where you are, who you are with and where you are going.
- TASK 14:** Imagine you are one of the people in photo 14 (or 18). Tell us where you are, who you are with and what you are doing.
- TASK 15:** Imagine you know some of the people in photo 17. Tell us what they were doing when the photo was taken and what they did afterwards.

B2 questions

TASK 16: Imagine photos 13, 16 & 17 are from your photo collection and were taken last weekend. Tell us what you did last weekend.

TASK 17: Imagine photos 14 & 16 are from the worst day of your summer holidays. Tell us what happened that day.

TASK 18: Imagine you took photos 14 & 18. Tell us when you took them and why.

JUMPING FOR JOY (PAGE 9)**B1 questions**

TASK 19: Imagine you know the people in photo 22 (or 20, or 21). Tell us who you think these people are, where they are and how they are feeling.

TASK 20: Imagine you are one of the people in photo 19. Tell us who you are, where you are and who you are with.

TASK 21: Imagine photo 21 is from your family's photo album. Tell us who these people are, where they are and what they did the day the photo was taken.

B2 questions

TASK 22: Look at all the photos on this page. Choose two photos that you think could accompany an article on "The happiest moments of our life". Tell us why you think the photos you have chosen are suitable.

TASK 23: Imagine the man in photo 23 and the woman in photo 24 are husband and wife. Tell us what has happened to them and they are jumping for joy.

TASK 24: Imagine you are the man in photo 23 (or the woman in photo 24). Tell us where you are, what you are doing there and what you did the rest of that day.

GROUP ACTIVITIES (PAGE 10)**B1 questions**

TASK 25: Imagine you are one of the people in photo 26 (or 29 or 30). Tell us where you are, who you are with and what you are doing.

TASK 26: Imagine photo 26 (or 27, or 29) is from your photo album. Tell us who these people are and what they did the day the photo was taken.

B2 questions

TASK 27: Imagine you are one of the people in photo 25 (or 28). Tell us who you are, what you are doing there and what you did the rest of that day.

TASK 28: Look at all the photos on this page. Choose two photos that you think could accompany an article on "Working together to make our world better". Tell us why you think the photos you have chosen are suitable.

TASK 29: Imagine photos 25 & 27 (or 28 & 30) are from your school's photo album. Tell us about the activities that students of two different classes in your school did last year.

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**KEEP YOUR HOME SAFE (PAGE 11)****TASK 1**

B1: Imagine I don't have enough money to install an alarm system in my house. Read Text 1 and tell me why I should leave some lights on in the house when I go out.

B2: Imagine a foreign student has just rented the apartment next to yours. Read Text 1 and tell us what information you will give him about cheap ways of keeping his home safe.

TASK 2

B1: Imagine I don't have enough money to install an alarm system in my house. Read Text 2 and tell me what I could do with my keys to help me protect my home from burglars.

B2: Imagine I don't have enough money to install an alarm system in my house. Read Text 2 and tell me what I could do to protect my home from burglars.

TASK 3

B1: Imagine I don't have enough money to install an alarm system in my house. Read Text 2 and tell me what I could do with my keys to help me protect my home from burglars.

B2: Imagine a foreign student has just rented the apartment next to yours. Read Text 2 and tell us what information you will give him about cheap ways of keeping his home safe.

EATING OUT (PAGE 12)**TASK 4**

- B1:** Imagine your Dutch friend Peter eats out often. Read your text and tell him what he should be careful of when eating in a restaurant.
- B2:** Imagine I want to open an Italian restaurant. Read your text and tell me what I should pay attention to.

TASK 5

- B1:** Imagine I work all day and I have to eat fast food. Read your text and tell me what I should check in a fast food restaurant to make sure that it is safe to eat there.
- B2:** Imagine your English friend Sue wants to open a snack bar. Read your text and tell her how she should preserve different kinds of food in her snack bar.

TASK 6

- B1:** Imagine your Dutch friend Peter eats out often. Read your text and tell him what he should be careful of when eating in a restaurant.
- B2:** Imagine your English friend Sue wants to open a snack bar. Read your text and tell her how she should preserve different kinds of food in her snack bar.

MYTHS AND TRUTHS ABOUT STRESS (PAGE 13)**TASK 7**

- B1:** Imagine I believe that all people are stressed for the same reasons. Read your text and tell me why this is not true.
- B2:** Imagine you are a psychologist giving a talk at a health centre. Read your text and tell us what information you will include in your talk.

TASK 8

- B1:** Imagine I believe that all people are stressed for the same reasons. Read your text and tell me why this is not true.
- B2:** Read your text and inform me about how one can understand when a young child suffers from stress and what one could do to control it.

ATHLETIC ACTIVITIES FOR CHILDREN (PAGE 14)**TASK 9**

- B1:** Imagine I do not know anything about the programme “Αθλοπαιδιές”. Using information from your text tell me what this programme is.
- B2:** Imagine my children want to join a sports programme. Using information from your text tell me about the two cycles of the “Αθλοπαιδιές” programme.

TASK 10

- B1:** Imagine I do not know anything about the programme “Αθλοπαιδιές”. Using information from your text tell me a few things about this programme.
- B2:** Imagine your English friend Peter likes playing basketball. Read your text and tell him about the “3 on 3” Tournament.

INSECTS ARE USEFUL AFTER ALL (PAGE 15)**TASK 11**

B1: Imagine I hate spiders. Read your text and tell me why spiders are useful to us.

B2: (for younger candidates)

Imagine you are doing a project at school about the usefulness of worms and bees. Read your text and tell us what information you will include in your project.

B2: (for older candidates)

Imagine your daughter is doing a project at school about the usefulness of worms and bees. Read your text and tell us what information you will tell your daughter to include in her project.

TASK 12

B1: Imagine your Spanish friend Maria doesn't like insects. Read your text and tell her what she should do when she sees an insect on the pavement or at home.

B2: (for younger candidates)

Imagine you are doing a project at school about the usefulness of insects. Read your text and tell us what information you will include in your project.

B2: (for older candidates)

Imagine your daughter is doing a project at school about the usefulness of insects. Read your text and tell us what information you will tell your daughter to include in her project.

CHILDREN'S TRANSPORTATION RIGHTS (PAGE 16)**TASK 13**

B1: Imagine your German friend Hans does not always drive carefully. Read Text 1 and tell him what UNICEF says about road accidents.

B2: Imagine I have a 3-year-old son. Using information from Text 1, tell me what I should do when I take my son for a walk.

TASK 14

B1: Imagine your German friend Hans does not always drive carefully. Read Text 1 and tell him what UNICEF says about road accidents.

B2: Imagine you have been asked to give a talk to the foreign parents living in your local community on "Teaching School Children Road Safety". Using information from Text 1, tell us what information you will include in your talk.

TASK 15

B1: Imagine I have just bought a bicycle. Read Text 2 and tell me what UNICEF suggests that we do when we ride a bicycle.

B2: Imagine I have a 5-year-old son. Using information from Text 2, tell me what I should do when I take my son for a ride on my motorcycle or with the car.

TASK 16

B1: Imagine I have just bought a bicycle. Read Text 2 and tell me what UNICEF suggests that we do when we ride a bicycle.

B2: Imagine you have been asked to give a talk to the foreign parents living in your local community on "Getting to School Safely". Using information from Text 2, tell us what advice you will give them.

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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