



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**

**May 2013**

**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 activities 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:** Tell us what you like about your best friend.

**B2:** Do your friends influence you? If yes, how? If no, why not?

#### SET 2

**B1:** What profession would you like to follow when you finish school/your studies?

**B2:** Would you like to have a career that requires you to talk to a lot of people? Why or why not?

#### SET 3

**B1:** What are the advantages and the disadvantages of living in the country?

**B2:** What or who do you think you would miss most if you had to move to another city/town/village and why?

#### SET 4

**B1:** Do you like living where you live? Why or why not?

**B2:** What would you do if you were the mayor of your city/town?

#### SET 5

**B1:** Where would you like to go on holiday and why?

**B2:** Why are holidays necessary?

#### SET 6

**B1:** Who is your favourite singer and what do you like about him/her?

**B2:** Imagine someone offered you the chance to live the life of a famous singer for a week. Would you accept the offer? If yes, why? If no, why not?

**SET 7**

**B1:** What things do you like doing on your own and what things do you like others to do for you?

**B2:** If you could have a robot do things for you, what would you like it to do for you?

**SET 8**

**B1:** What is the best pet to own and why?

**B2:** Why do some people not like having a pet?

**SET 9**

**B1:** What is the best birthday gift you have ever received? Who gave it to you and why?

**B2:** Would you rather celebrate your birthday with your relatives or your friends? Why?

**SET 10**

**B1:** What do you usually wear when you go to a party?

**B2:** Have you ever decided to change the way you dress? If yes, why? If no, why not?

**SET 11**

**B1:** Do you recycle? If yes, what? If no, why not?

**B2:** Mention some ways of saving water and electricity in our daily lives.

**SET 12**

**B1:** (for younger candidates) What's something adults do that you'd like to be able to do too?

**B1:** (for older candidates) What's something children do that you'd like to be able to do too?

**B2:** What was the most dangerous /risky thing that you have done? Tell us about it and how you felt after you did it. / How did you feel after you did it?

**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****SUMMER HOLIDAYS (PAGE 6)****B1 questions**

- TASK 1:** Imagine you know the people in photos 1 & 6. Tell us who they are and what they were doing when the photo was taken.
- TASK 2:** Imagine you know the people in photos 2 & 3. Tell us where they are and what they were doing when the photo was taken.
- TASK 3:** We are going to play a game. Choose one of the photos on this page. 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 2 (or 3, or 4, or 5). Tell us a few things about them (about their personality, their hobbies and interests).
- TASK 5:** Imagine you could visit one of the places in photos 1, 2 or 6. Tell us which place you would like to visit, why and what you would do there.
- TASK 6:** Imagine you know the people in photo 5 and 6. Tell us where they are, and what they did the rest of that day.
- TASK 7:** Imagine photo 2 (or 4) is from a place where you stayed during your holidays last summer. Tell us what you liked (or did not like) about it.
- TASK 8:** Imagine photo 2 & 3 (for male candidates) or 2 and 6 (for female candidate) are from the best day of your summer holidays. Tell us what happened that day.

**LET'S CELEBRATE (PAGE 7)****B1 questions**

- TASK 09:** Imagine photo 9 (or 10) is from your family's photo album. Tell us who the people in the photo are, where they are and what they are celebrating.
- TASK 10:** We are going to play a game. Choose one of the photos on this page. Don't tell me which one it is. Describe it to me to help me guess which one it is.
- TASK 11:** Imagine you are one of the people in photo (9 or 10, or 11). Tell us who you are and what you did that day.

**B2 questions**

- TASK 12:** Imagine photo 8 (or 12) is from your family's photo album. Tell us who the people in the photo are, where they are and how they were feeling when the photo was taken.
- TASK 13:** Imagine you took photos 8 & 11 (or 9 & 10) last weekend. Tell us what you did then.
- TASK 14:** Imagine photos 8 & 12 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 15:** Imagine you (or your brother) is one of the men in photo 7. Tell us where you were, what you were celebrating and what you did after the photo was taken.
- TASK 16 (For older candidates):** Look at photo 12. Try to guess what these people are celebrating and what they are talking about.

**ON WHEELS (PAGE 8)****B1 questions**

- TASK 17:** Imagine you are one of the people in photo 15 (or 18). Tell us where you are, who you are with and what you are doing.
- TASK 18:** Imagine you are one of the people in photo 16 (or 17). Tell us where you are, who you are with and where you are going.

**TASK 19:** Imagine you know the woman in photo 15. Tell us why this photo was taken and what she did afterwards.

**TASK 20:** Imagine you know the people in photo 13. Tell us who they are and what each of them was doing when the photo was taken.

### B2 questions

**TASK 21:** Imagine photos 16 & 18 (or 14 & 18) were taken last weekend. Tell us what you did last weekend.

**TASK 22:** Imagine photo 13 (or 17) is from your photo album. Tell us when the photo was taken and what you did that day.

**TASK 23:** Imagine you know the women in photos 14 & 16. Tell us a few things about them (about their personality, their hobbies and interests).

## PEOPLE READING (PAGE 9)

### B1 questions

**TASK 24:** Imagine you know the man in photo 19 (or the woman in photo 21). Tell us where he / she was, what he / she was doing when the photo was taken and what he / she did afterwards.

**TASK 25:** Imagine photo 23 is from your photo album. Tell us who these people are, what they were doing when the photo was taken and what they did later that day.

**TASK 26:** Imagine the woman in photo 20 is your sister. Tell us where she was, what she was doing when the photo was taken and how she was feeling.

### B2 questions

**TASK 27:** Imagine the man in photo 19 and the woman in photo 21 are husband and wife. Tell us a few things about them (about their personality, their hobbies and interests).

**TASK 28:** Imagine you know the woman in photo 22. Tell us what she was doing when the photo was taken and what she did afterwards.

**TASK 29:** Imagine photo 22 is from your family's photo album. Tell us who the woman is, where she is, what she is doing.

**TASK 30 (For older candidates):** Imagine you know the people in photo 24. Tell us who they are, what they are looking at and what they are talking about.

## FACIAL EXPRESSIONS (PAGE 10)

### B1 questions

**TASK 31:** Imagine you know the girls in photo 26. Tell us who they are, how they are feeling and why.

**TASK 32:** Tell us where you think the woman in photo 25 and the man in photo 28 are and how they are feeling.

**TASK 33:** Imagine the woman in photo 25 and the man in photo 28 are husband and wife. Tell us where they were and what they were doing when their photo was taken and what they did later that day.

**TASK 34:** Imagine you know the woman in photo 29. Tell us where she is, what she was doing when the photo was taken and what she did afterwards.

### B2 questions

**TASK 35:** Imagine you or your sister is in photo 30. Tell us where she is, how she was feeling when the photo was taken and why.

**TASK 36:** Imagine you know the women in photos 29 & 30. Tell us a few things about them (about their personality, their hobbies and interests).

**TASK 37:** Imagine the man and the woman in photo 27 are husband and wife. Tell us where they are, how they are feeling and why.

**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****HOLIDAYS WITHOUT PARENTS? (PAGE 11)****TASK 1**

**B1:** Imagine I am a parent of a 10 year old boy. Read your text and tell me what kinds of holidays are good for him and when is the best age to let children go on holiday on their own.

**B2:** Imagine you are giving a talk to a group of parents about their children's first holidays without parents. Read your text and tell us what advice you will give them.

**TASK 2**

**B1:** Imagine I am a mother of two teenagers. Using information from your text tell me when my children will be ready to go on holidays on their own and what kinds of holidays are good for them.

**B2:** Imagine you are giving a talk to a group of parents about their children's first holidays without parents. Read your text and tell us what advice you will give them.

**GIFTS FOR CHILDREN (PAGE 12)****TASK 3**

**B1:** Your German friend Helga does not know when and how to choose presents for children. Using information from your text tell her when she should give a child a present and how she should choose the right present for a child.

**B2:** Imagine you are a psychologist giving a talk at a health centre about giving presents to children. Read your text and tell us what information you will include in your talk.

**TASK 4**

- B1:** Your German friend Helga does not know when and how to choose presents for children. Using information from your text tell her when she should give a child a present and how she should choose the right present for a child.
- B2:** Imagine you are a psychologist giving a talk at a health centre about the consequences of buying presents for children very often. Read your text and tell us what information you will include in your talk.

**THE MEDITERRANEAN SEAL (PAGE 12)****TASK 5**

- B1:** Imagine your Dutch friend Helga does not know anything about mediterranean seals. Read your text and tell her where mediterranean seals used to live in the past and where they can be found now.
- B2:** Imagine you are giving a talk to elementary school children about the life of the mediterranean seal. Read your text and tell us what points you will include in your talk.

**TASK 6**

- B1:** Imagine your German friend Hans has never seen a mediterranean seal. Read your text and tell him what mediterranean seals look like.
- B2:** Imagine you are giving a talk to elementary school children about the life of the mediterranean seal. Read your text and tell us what points you will include in your talk.

**WHY I ALWAYS LOVED SUNDAYS (PAGE 13) (For candidates out of Attica)****TASK 7**

- B1:** Imagine I live in Athens and have a 10-year old boy. Read Text 1 and tell me what I can do with him on a Sunday morning.
- B2:** Read Text 1 and tell me what the author of this article used to do with his father when he was a child.

**TASK 8**

- B1: (for younger candidates)**  
Imagine you are doing a project at school about the hidden beauties of the centre of Athens. Read Text 2 and tell us what you will say about Anafiotika.
- B2: (for older candidates)**  
Imagine your son is doing a project at school about the hidden beauties of the centre of Athens. Read Text 2 and tell him about Anafiotika.
- B2:** You have seen an article for tourists about seeing Athens on foot. Read Text 2 and tell me what places you would suggest foreign visitors should visit.

**HOLIDAYS AT HOME (PAGES 14&15)****TASK 9**

- B1:** Imagine I cannot go on holiday this summer. Read Text 1 and tell me what activities I can do with my children who like sports.
- B2:** Imagine you are giving a talk to parents about how their children can spend their time creatively during the summer holidays. Read Text 1 and tell us what information you will include in your talk.

**TASK 10**

- B1:** Imagine your Irish friend Jane cannot go on holiday this summer. Read Text 2 and tell her what activities she can do with her children who do not like sports.
- B2:** Imagine you are giving a talk to parents about how they can educate their children during the summer holidays. Read Text 2 and tell us what information you will include in your talk.

**PLACES TO VISIT NEAR ATHENS (PAGE 16)****TASK 13**

**B1:** Imagine your Italian friend Mina, who likes swimming and good food, is going to be in Athens next weekend. Using information from Texts 1, 2 & 3 (or Texts 1, 4 & 5) tell her which places she could visit and what she could do there.

**B2:** Imagine your Russian friend Nikolai, who is a history student, is going to be in Athens next weekend. Using information from Texts 1, 2 & 3 (or Texts 1, 4 & 5) tell him which places he could visit and what he can see there.

**TASK 14**

**B1:** Imagine your Spanish friend Jose, who likes winter sports, is visiting Athens in November. Using information from Texts 1, 4 & 5, tell him which place he could visit, where it is, how he can get there.

**B2:** Imagine your German friend Monica, who is studying architecture is going to be in Athens next weekend. Using information from Texts 1, 4 & 5 tell her which places she should visit and what she can see there.

**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"> <li>1. Repeat the candidate's last phrase with rising intonation.</li> <li>2. Ask a few prompting questions (Is there anything else you would like to add...?).</li> <li>3. Try to break down the task into simpler questions.</li> </ol>
...if the candidate is nervous and has difficulty in speaking?	<ol style="list-style-type: none"> <li>1. Smile, use body language, facial expressions and intonation to make the candidate feel more comfortable.</li> <li>2. If you asked the nervous candidate to begin first, switch to the other candidate and then come back to the nervous candidate.</li> </ol>
...if the candidate draws a blank and seems unable to answer ( <i>for activities 2 and 3</i> )?	<ol style="list-style-type: none"> <li>1. Repeat the question/task.</li> <li>2. If the candidate still hesitates, change the task but stick to the same visual prompt/ text.</li> </ol>

**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.

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

<b>Mark:</b>	<b>4 = Fully satisfactory</b> for B2 level	<b>3 = Partly satisfactory</b> for B2 level	<b>2 = Satisfactory</b> for B1 level	<b>1 = Partly satisfactory</b> for B1 level	<b>0 = Unsatisfactory</b> for B1 level
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## ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ