



Διαφοροποιημένες και Διαβαθμισμένες Εθνικές Εξετάσεις Γλωσσολογίας
ΕΡΓΟ ΤΟΥ ΕΘΝΙΚΟΥ ΚΑΙ ΚΑΠΟΔΙΣΤΡΙΑΚΟΥ ΠΑΝΕΠΙΣΤΗΜΙΟΥ ΑΘΗΝΩΝ



ΥΠΟΕΡΓΟ 2: Επιμόρφωση Αξιολογητών και Ανάπτυξη Εκπαιδευτικού Υλικού για την Εξ αποστάσεως
Εκπαίδευση Εξεταστών της Αγγλικής



THE B LEVEL SPEAKING TEST

ASSESSING ORAL PRODUCTION
AT B LEVEL

ORAL EXAMINER INFORMATION PACK

SEPTEMBER 2014



Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο



ΕΠΙΧΕΙΡΗΣΙΑΚΟ ΠΡΟΓΡΑΜΜΑ
ΕΚΠΑΙΔΕΥΣΗ ΚΑΙ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗ
επένδυση στην κοινωνία της γνώσης

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ
πρόγραμμα για την ανάπτυξη

1. THE B LEVEL EXAM: DISTINGUISHING CHARACTERISTICS

The B level language exam, introduced in May 2011, aims to certify B1 level and B2 level competence, on the scale set by the Council of Europe, as described by the *Common European Framework of Languages* (CEFR). The B level candidate, according to CEFR, belongs to the independent user category. The independent user:

- can understand the main ideas of complex text on both concrete and abstract topics,
- can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party,
- can produce clear and detailed text on a wide range of subjects and explain a viewpoint on a topical issue.

The theory of language underlying the B level exam is the same as that on which all other KPG exams are based. The view of language that the KPG exam battery adheres to is that language is a social phenomenon, and that to use language for a variety of purposes means to take part in social practices. Language is a dynamic, interactive, social phenomenon between the speaker and listener (or the reader and writer). We convey meanings not by single, isolated sentences which occur in a vacuum, but by more complex exchanges produced in a specific context in which the participants' beliefs, expectations, the knowledge they share about each other and of the world, and the situation in which they interact play a crucial part and determine the linguistic choices they will make. Language is not used to express grammar or vocabulary; it is used to perform or fulfil certain functions or purposes (e.g. to agree or disagree, to invite, to congratulate, to advise, to promote, to convince, to request, etc.) and the functions we want to perform will determine the shape of the text that emerges as we communicate with one another.

The B level exam has the following characteristics:

1. It is an integrated-graded exam. Each module contains an equal number of B1 and B2 level items.
2. It aims to assess the foreign language knowledge and skills developed within or outside the formal school system
3. The B level exam includes mediation activities for production. That is, candidates at this level are required to produce oral or written speech in English prompted by a Greek text.
4. Rubrics are always in English.

2. OVERVIEW OF THE B LEVEL EXAM

As with all other level exams, the B level exam consists of 4 modules or tests. Each module aims at assessing specific communicative uses of language.

Module 1: Reading comprehension

Module 1 tests reading comprehension skills and language awareness. It aims at assessing candidates' understanding of the overall or partial meanings in a text, to make inferences or intelligent guesses on the basis of the text. Moreover, some items are designed to assess their ability to make language choices that are correct and appropriate to the linguistic, discursive and social context. The test consists of 60 items, 50 multiple choice items (25 for B1 and 25 for B2) and 10 short answer items (5 for B1 and 5 for B2). The 50 multiple choice items are awarded a maximum of 40 points (0,8 marks per item) and the 10 short answer items are awarded a maximum of 10 points (1 mark per item). The duration of this test is 85 minutes.

Module 2: Writing

This module tests candidates' ability to produce written discourse and function as mediators through writing production. It consists of 4 activities: 2 activities for written production (1 for B1 and 1 for B2) and 2 activities for written mediation (1 for B1 and 1 for B2) based on a Greek text. **The candidate is required to do all four activities if she/he wants to be certified for B2 level proficiency.** The candidate who wants to be certified for B1 level language proficiency may choose to only complete the activities marked as B1. The maximum total mark the candidate can obtain from all four written activities is 30 points from marker A and another 30 points from marker B. In other words, the successful candidate can obtain a maximum of 60 points for module 2. The duration of this test is 80 minutes.

Module 3: Listening comprehension

This module aims to assess candidates' ability to understand standard spoken language on both familiar and unfamiliar topics normally encountered in personal, social, academic and vocational life. Candidates always have the opportunity to listen to the recordings twice before responding. This test consists of 15 multiple choice items (7 for B1 level and 8 for B2 level) and 10 short answer items (5 items for each level). All 25 items of the test are awarded a maximum of 50 points (2 marks per item). The duration of this test is 25-30 minutes.

Module 4: Speaking

This module aims to test candidates' speaking production and specifically, candidates' ability to (a) answer questions about him/herself and his/her environment (two sets of questions, each containing a B1 and a B2 level question, i.e., four questions in total), (b) develop a topic on the basis of a visual prompt (1 task for B1 level and 1 for B2 level) (c) relay in English a message conveyed in a Greek text and respond to two tasks related to this text (1 task for B1 level and 1 for B2 level, which belong to the same set). The maximum total mark the candidate can obtain from all three oral activities is 20 points from examiner A and another 20

points from examiner B. In other words, the successful candidate can obtain a maximum of 40 points for module 4. The duration of the test is 25 minutes.

The minimum score for achieving the B1 level certification is 60/200, whereas that for the B2 is 120/200.

3. ORAL LANGUAGE ABILITY OF THE B LEVEL CANDIDATE

The **B-level** candidate is an *independent user* of English. At this level the topics that candidates are expected to discuss are related to their immediate environment (family, friends, work/studies, hobbies/interests) and to cognitively familiar situations (e.g. leisure activities, environmental issues, personal characteristics etc). The texts used for the mediation activity (activity 3) are fairly simple linguistically (not too dense in information and with few complex sentence structures) and cognitively familiar (taken from authentic sources readily available in their immediate environment – leaflets, brochures, signs, magazines).

The B1 level candidate is expected to sustain reasonably fluently a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points. Moreover, he/she is expected to communicate with some confidence on familiar routine and non-routine matters related to everyday issues, to exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Also, he/she is expected to be able to express thoughts on more abstract, cultural topics such as films, books, music etc., to exploit a wide range of simple language to deal with most situations likely to arise whilst travelling and, finally, to enter unprepared into dialogue on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life.

The B2 level candidate is expected to be able to produce continuous oral discourse fairly fluently and coherently while drawing on his personal knowledge and experience and/or on information which is provided in the exam instructions. He/she is also expected to be able to engage in dialogue with the examiner. His/her language must be appropriate to the communicative situation while his/her pronunciation and intonation must not obstruct the communication of his/her message in the target language.

B1 LEVEL: ILLUSTRATIVE DESCRIPTORS FOR ORAL PRODUCTION

B1 level candidates can:

- describe various events, whether personal in nature or not, experiences, impressions, and feelings/emotions to one or more people,
- summarise the main points of a familiar topic from the above,
- display abilities to make an argument on a familiar issue and present opposition to what others say about it,
- suggest solutions to overcome a situation that contains a simple problem in a discussion with one or more people known to them,

- describe, explain, and make basic hypotheses based on a visual prompt,
- present the main points of a topic they have seen, heard or read about,
- speak about future personal plans and scheduled movements,
- relay into the foreign language information on a familiar topic from a short text written in their mother tongue,
- use the target language to discuss a situation that is contained in a text written in Greek, and express how they feel about it.

B2 LEVEL: ILLUSTRATIVE DESCRIPTORS FOR ORAL PRODUCTION

B2 level candidates can:

- present, characterize or describe themselves or a third person, objects and situations appropriately to the communicative situation,
- narrate a personal experience or an experience of another person through experiential/personalized language expressing directly or indirectly the feelings that the experience may have given rise to (e.g., happiness, pleasure, displeasure, denial, reservation, fear, surprise, etc.),
- narrate or recount an incident, a story, a book or a film by summarising events while making their chronological order clear,
- convey, express or restate verbatim another person's words (presented in the form of a written transcript), paraphrased or in a different style, and to comment on or summarise them,
- present an issue/topic/problem of either personal or wider social interest coherently, i.e., providing information, explanations or clarifications and expressing the feelings that it created, either for the candidate personally or for others,
- present a problem by referring to its causes and to the effects it may have if not solved,
- express their overall opinion on an issue or problem and support it with logical and concisely expressed arguments,
- take a stance in relation to an issue or incident by expressing their position in relation to it (agreement or disagreement) and/or their feelings (positive or negative),
- support an opinion or idea, suggest a solution for a problem, or present a solution suggested by others and express arguments for or against the suggested solution,
- express demands or convey the demands of others by explaining the reasons they regard them as logical or why they believe that they should be fulfilled, and
- talk about an issue using notes, other information or visual stimuli provided (e.g., diagrams, pictures, photographs, etc.).

4. CONTENT AND STRUCTURE OF THE B LEVEL SPEAKING TEST

Duration	25 minutes
Mode of participation	Candidates are tested in pairs but do not converse with each other. They interact with the Examiner / Interlocutor. In activity 1, the examiner interacts with each candidate in turn. In activities 2 and 3 the examiner does not interact with candidates; s/he sets the task and the candidates respond.
<p><u>Warm-Up/Introducing Ourselves: (2 min for both candidates)</u></p> <p>Addressing each candidate separately, the Examiner asks a few general questions (where do you live, which school do you go to, what do you do for a living) to break the ice and get to know the candidates. The questions also provide information in relation to the candidate profile, enabling the examiner to choose more appropriate tasks. <u>Candidates are not assessed.</u></p> <p><u>Activity 1: Dialogue (6 minutes for both candidates- 3 minutes each)</u></p> <p>Dialogue between the examiner and each candidate. The candidate answers two sets of questions, each containing a B1 and a B2 level question about him/herself and his/her environment (i.e., four questions in total), posed by the examiner.</p> <p><u>Activity 2: One-sided talk (8 minutes for both candidates – 4 minutes each)</u></p> <p>Each candidate responds to two tasks (one B1 level task and one B2 level task) and develops a topic on the basis of a visual prompt.</p> <p><u>Activity 3: Mediation (10 minutes for both candidates- 5 minutes each)</u></p> <p>This activity tests candidates' ability to relay in English a message conveyed in a Greek text and answer questions about this text. Each candidate responds to two tasks (a B1 and a B2 level task belonging to a set) based on input from a Greek text.</p> <p>NOTE: Grading in the B level oral test occurs on many levels. There is an equal number of B1 level and B2 level questions throughout all activities. B1 level questions and tasks are cognitively and linguistically less complex and require less complex language production than B2 level tasks.</p>	

Materials used in the test	
The Candidate Booklet	<ul style="list-style-type: none"> • information about the test and guidelines on how to carry it out, • the Speaking Test Assessment Criteria Grid, • six pages of colour photos consecutively numbered. Each page has a title reflecting the thematic and contextual arrangement of the photos, which constitute the visual prompts for Activity 2, and • five pages of Greek texts consecutively numbered. Each text has a title reflecting the theme and content of talk prompted by these texts for Activity 3.
The Examiner Pack	<ul style="list-style-type: none"> • the Interlocutor Frame, • the test items, i.e., the questions for Activity 1 and the tasks for

Activities 2 and 3,

- potential trouble spots during the Speaking Test and how to deal with them,
- the B level Oral Assessment Criteria and Rating Scale

5. POINTS TO REMEMBER WHILE CARRYING OUT THE ACTIVITIES OF THE B LEVEL SPEAKING TEST

Activity 1: Dialogue (each candidate responds to two sets of questions, each containing a B1 and a B2 level question)

- ➔ Choose two sets of questions, each containing a B1 and a B2 level question.
- ➔ If the candidate fails to respond to the first B1 level question, quickly move on to the B2 level question from the set. If the candidate is shy, confused, etc., help him/her out (repeat the question, say it slower, show support, etc.).
- ➔ If the candidate fails to respond to the first set of questions, continue with the second next set. If the candidate fails to respond again, do not insist by giving prompts, helping out, etc, but move on to the second activity.
- ➔ Make sure you choose DIFFERENT sets of questions for each candidate.

Activity 2: One-sided talk (each candidate responds to one B1 and one B2 level task that belong to the same photo text page)

- ➔ Each page with the material for Activity 2 (i.e. photos) contains a variety of B1 and B2 level tasks.
- ➔ Choose a different page with visual prompts for each candidate in a pair. When choosing activity pages and tasks, take into account what you have come to know about the candidate (e.g. age, social experiences, interests, etc.)
- ➔ Choose one B1 level task and one B2 level task that belong to the same page, at random (Note that the tasks may refer to different photos of the same page).
- ➔ If the candidate fails to respond to the B1 level task, quickly move on to the B2 level task. If the candidate fails to respond to the B2 level task, do not insist by giving prompts, helping out, etc, but move on to the third activity.

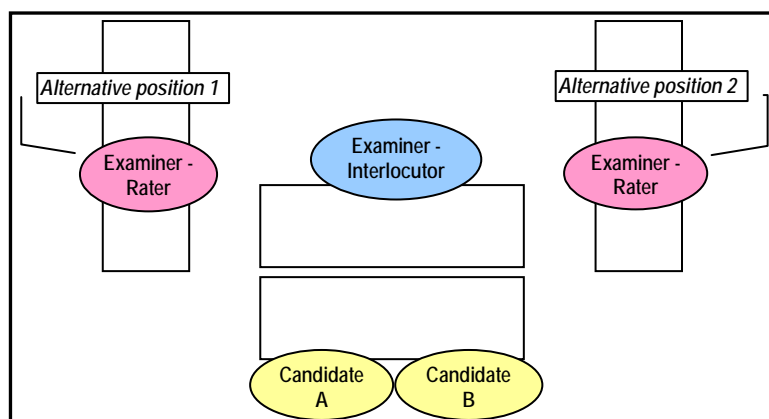
Activity 3: Mediation (each candidate responds to one B1 and one B2 level task that belong to a set and refer to the same Greek text)

- ➔ For Activity 3, there are two or more sets of B1 and B2 level tasks to be used with each Greek text or category of texts.
- ➔ Choose a different Greek text for each candidate, taking into account what you have come to know about him/her (e.g. age, social experiences, interests, etc.).

- ➔ Since in this activity candidates are expected to read the Greek text in order to respond to *two* tasks, give each candidate sufficient time to read the text and respond to each of the tasks. Suggested procedure: a) give each candidate his/her Greek text and their corresponding B1 level task, b) let the candidates read their respective texts for two minutes, c) after the reading time is over, repeat the B1 level task to candidate A and wait for his/her response, d) turn to Candidate B and repeat his/her B1 level task and wait for his/her response, e) when candidate B has finished with the B1 level task, give him/her the B2 level task, asking him/her to read the text for a second time, f) turn to Candidate A and give him/her the B2 level task, asking him/her to read the text for a second time, g) turn to candidate B, repeat the B2 level task and wait for his/her response, h) when candidate B has finished, turn to candidate A repeat the B2 level task and wait for his/her response.
- ➔ If the candidate fails to respond to the B1 level task, continue with the B2 level task when his/her turn comes.

6. THE GENERAL SPEAKING TEST PROCEDURE

- Throughout the exam, there are two assessors and two candidates in the exam room.
- Both assessors evaluate the candidate and fill in both parts of the “Oral Production Evaluation Form”.
- The assessor who has the role of *Evaluator 1* sits on the side and is silent. S/he listens, observes, takes notes, and rates each candidate’s performance on the spot, using the “Oral Production Evaluation Form”.
- The assessor who has the role of Examiner is the one who sits facing the two candidates and who conducts the test, interacting with them. S/he rates candidates when they have left the exam room. So, besides being the Examiner, s/he has the role of *Evaluator 2*.
- The candidates are examined in pairs
- The candidates take turns in doing the required task first. This means that if candidate A is the first one asked to respond to the questions of Activity 1, it is candidate B that is asked to begin Activity 2 and candidate A that is asked to begin Activity 3 and so on.
- Note: Candidate A should be asked to respond to all four questions of Activity 1 before you turn to Candidate B. Also, Candidate B should be asked to respond to both tasks of Activity 2 before you turn to Candidate A. However, in Activity 3 give both candidates their texts and their B1 level tasks at the same time, addressing candidate A first, and give them 2 minutes to read their texts. Then, starting with Candidate A, repeat the B1 level task and wait for his/her response. Turn to candidate B and do the same. When he/she finishes give him/her the B2 level task and ask him/her to read the text again. Turn to candidate A, give him/her the B2 task and ask him/her to read the text again. Turn to candidate B, repeat the B2 level task and wait for his/her response. Do the same with candidate A.
- Assessors should change roles frequently. It is recommended that they change roles as Evaluator 1 and Examiner (+Evaluator 2) when they have conducted the test with 2-3 pairs of candidates. However, the frequency of role changing is up to them.
- Both people conducting the oral test are equally responsible for carrying out the test successfully.



7. THE ROLE OF THE EXAMINER

Responsibilities of Examiners

- To assess the candidates' oral performance by taking into account the level and purpose of the B level exam.
- To create a comfortable atmosphere providing the candidates with sufficient encouragement enabling them to perform to the best of their abilities.
- To ensure test condition consistency by following the guidelines for examiner conduct.

Examiner conduct throughout the test

- Speak clearly, loudly and slowly enough for candidates to understand.
- Always use English (even if the candidate slips into his/her mother tongue).
- Smile and have a friendly, cheerful attitude towards the candidates to make them feel at ease.
- Do not interrupt candidates while they are speaking as this might affect their confidence and their flow of ideas.
- Always assess taking into account what the candidate has managed to do rather than what the candidate has done wrong. Remember that this is a stressful and unfamiliar experience for the candidates and the language produced during the exam will not resemble a natural conversation.

Before the test begins

- Bring the candidates into the exam room, show them where they are supposed to sit, introduce yourself and your colleague, and ask for the candidates' names.
- Explain the duration and procedure of the test (use body language to make your language more comprehensible) in order to prepare the candidates and to familiarize them with your speech pattern and the English speaking environment. **Use the Interlocutor Frame throughout the test..**

During the test

- Always speak clearly and slowly enough for candidates to understand. If you sense that they have not understood your instructions, repeat them more slowly and use body language to make instructions comprehensible.
- Demonstrate sensitivity and allow candidates time to respond, moving on to the next task or candidate, when it is obvious that there will be no further response. Long pauses should be avoided since they will make the candidate feel uncomfortable.
- When each task is assigned, make sure the candidates understand what they are expected to do. You may check their understanding by asking "Do you understand this task?" "Would you like me to repeat?"
- Do not show that you disapprove of their performance when they give a wrong response, but do provide positive feedback ("OK", "that's fine") when they manage to respond, despite errors.
- If the candidate gets stuck or seems unable to continue, try encouraging him/her by repeating the last part of his/her previous utterance, or prompting him/her by saying "anything else?"
- Do **not** correct candidates' errors.

- Be supportive. Never show displeasure, disappointment, surprise, even when the candidate has provided an unexpected answer.
- Use conversational signals (e.g., nodding of head, phrases like “uh hum”) to mark participation in the exchange and to help it flow.

At the end of the test

- Thank the candidates for their participation.
- Do not give any information regarding the candidates’ performance.
- Say goodbye and lead them out of the room.
- Take the completed evaluation form from the second examiner and fill in your marks.

In using the material

- You are expected to use a variety of activity pages, texts and task types, keeping the candidate’s profile in mind.
- You are not expected to use all photos, texts or tasks, nor to use all of them more than once. If you feel that one does not work for you, don’t use it.

8. 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.

9. THE INTERLOCUTOR FRAME FOR THE B LEVEL SPEAKING TEST

In order to ensure that all KPG candidates are treated fairly in oral exams and undergo the same test taking experience, and in order to reduce the variation in the talk of interlocutors (and the kind of accommodations they make) an *Interlocutor Frame* has been introduced for all levels of the speaking test. Other examination systems have introduced the same practice (e.g. Cambridge Local Examinations Syndicate) which they call Interlocutor Scripts. In essence, an Interlocutor Frame (or script – just like a script an actor reads from) spells out exactly what the interlocutor should say from the moment the candidates enter the room till the moment they depart. Research has shown (see Fulcher 2003) that interlocutor frames do minimize the differences between the talk of interlocutors and result in a fairer test.

Please acquaint yourself thoroughly with the frame and use it to conduct the speaking test.

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.

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).
- Examiner: (When the candidate has finished.) Thank you.
- Examiner: Now, _____ (candidate A's NAME), it's your turn. Please, go to page _____ (Select a different page from the Candidate Booklet) and look at picture(s) _____ (Select one or more pictures from this page) and _____ (choose and read out 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).
- Examiner: (When the candidate has finished.) Thank you.

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.

10. THE B LEVEL ORAL ASSESSMENT CRITERIA AND RATING SCALE

The new common rating scale for oral production consists of two main parts:

- **Part 1, 'Task completion'**, focuses on the extent to which the candidates have completed the set tasks. This part includes criteria which have to do with the degree to which the candidates responded appropriately and achieved the communicative purpose of the task. Candidates' performance is assessed **separately for each task**.
- **Part 2**, focuses on **overall language performance** and consists of criteria which focus on the quality of language output. The 6 criteria which make up this part relate to the **candidates' performance as a whole** during the test.

The **B level Oral Assessment Rating Scale** (see Appendix 5) consists of the following two parts:

Part 1: Criteria for 'task completion'

These are broken down into criteria for assessing activity 1 (Interview/Dialogue), activity 2 (One sided talk) and Activity 3 (Mediation), and provide descriptors on a scale from 1 to 5, each point of the scale representing a different level of achievement:

- **Point 1** describes the candidate who had a poor attempt at answering even the B1 part of the activity, gave a wrong answer or no answer at all. His/her performance is **unsatisfactory for B1 level**.
- **Point 3** describes the candidate who responded reasonably to the B1 level questions but had some difficulty with the B2 part, and whose performance is **satisfactory for B1 level**.
- **Point 5** represents a candidate who responded effectively to all questions of the activity and whose output is **fully satisfactory for B2 level**.

Part 2: Criteria for overall language performance ('Quality of production')

This part of the rating scale focuses on the candidates' quality of language performance on all activities of the speaking test. The criteria that make up the second part of the scale correspond to the components of oral communicative ability and are common across levels since they derive from a common theory of language and a common view of communicative language ability. These include:

- **Pronunciation and intonation:** whether the candidate pronounces clearly, stresses individual words correctly and uses appropriate intonation when forming sentences.
- **Lexical range and appropriacy of linguistic choices:** whether the candidate uses a sufficient range of vocabulary, appropriate for the situation as determined by the question/task.
- **Grammatical accuracy:** whether the candidate uses the language accurately.
- **Fluency:** whether the candidate produces language with spontaneity and with relative ease.

- **Communication strategies:** whether the candidate use strategies, e.g. clarification requests, use of synonyms, paraphrase etc., to overcome gaps in communication and facilitate the flow of conversation.
- **Cohesion and coherence:** whether the candidate's ideas are logically ordered and sentences appropriately linked.

The points 1 to 5 on the Likert scale for language performance, represent the following:

- 1= Unsatisfactory** (OUTPUT UNSATISFACTORY FOR B1)
- 2= Partly unsatisfactory** (OUTPUT PARTLY SATISFACTORY FOR B1)
- 3= Moderately satisfactory** (OUTPUT SATISFACTORY FOR B1)
- 4= Satisfactory** (OUTPUT PARTLY SATISFACTORY FOR B2)
- 5= Fully satisfactory** (OUTPUT SATISFACTORY FOR B2)


The points on the rating scale are not **marks**. Each point on the 5 point Likert scale represents a different qualitative judgment of the level achieved by the candidate. This judgment concerns his/her overall language performance on the test.

Although all criteria are assessed on a scale of 1 to 5, each criterion has been assigned a **different weighting** depending on the level being tested. The **final mark** for the speaking test is thus calculated automatically on the basis of the examiner's assessment of each criterion on the five point scale and on the basis of the weighting factor that has been assigned to each criterion.

The rating scale includes descriptors for points 1, 3 and 5.

11. USING THE OFFICIAL ASSESSMENT FORM

There are two columns for marking: Column 1, on the left-hand side, is filled in by Evaluator 1 who assesses while the candidates are taking the test, and Column 2, on the right hand side, which is filled in by Evaluator 2 (the Examiner/Interlocutor), as soon as the candidates leave the exam room.

- Make sure the candidates' names and code numbers are on their respective forms.
- Both Evaluators mark the boxes in the columns in ball point pen (black or blue).
- Remember when you are assessing as instructed that a **1** on an activity indicates not merely that the candidate has no competence in English whatsoever or that s/he has not talked at all but that s/he does not have the particular knowledge or competence that a B1 level user of English should have.
- Since Evaluators record their marking separately, their ratings may differ.
- Do not mark the form before you have made your final decision on the points you will award.
- The overall rating for each candidate – the total mark on the test – is electronically computed, so there is no space provided on the Form for this.
- Make sure that you know how you will be marking the Assessment Form. Corrections are not permitted on the Form, which should not be wrinkled or damaged in any way. However, if you do make a mistake and must correct it, take it to the Exam Centre Committee who will help you deal with the problem.
- Fill in the appropriate boxes for each scale like this: 

12. EVALUATING CANDIDATES' ORAL PERFORMANCE AT B LEVEL A SPEAKING TEST SIMULATION TASK

B LEVEL SPEAKING TEST SIMULATION TASK

This task serves as an overall assessment of your understanding of the B level assessment criteria and your ability to apply them effectively in assessing the oral production of two candidates, as you would do in a real KPG speaking test.

Before viewing

In order to work on the simulation, you will need:

- the *B level Oral Assessment Criteria & Rating Scale* found in Appendix 5,
- the B level Simulation Evaluation Form, which you will fill in during viewing, found in this section further down,
- the specific questions and tasks for the B level activities from the Examiner Pack used in the simulation, (see Appendix 1) and
- the actual materials for the B level tasks from the Candidate Booklet, i.e., photos and Greek texts, used in the simulation (see Appendices 2 and 3, respectively).

While viewing

While viewing, place yourself in the position of the Examiner/rater and rate each candidate's performance on the basis of the B level oral assessment criteria. You may wish to note down some examples of their language performance to help you justify your marks.

After viewing

Once you have completed your assessment, compare your answers with the KEY, which you can find in Appendix 4.

B Level Simulation – Evaluation form

	Antony		Konstantinos	
	Comments	Mark (1-5)	Comments	Mark (1-5)
ACTIVITY 1 DIALOGUE/INTERVIEW 1-5				
ACTIVITY 2 ONE SIDED TALK 1-5				
ACTIVITY 3 MEDIATION 1-5				
QUALITY OF PRODUCTION	Comments	Mark (1-5)	Comments	Mark (1-5)
Pronunciation and intonation 1-5				
Lexical range and appropriacy of linguistic choices 1-5				
Grammatical accuracy 1-5				
Fluency 1-5				
Communication strategies 1-5				
Cohesion & coherence 1-5				

APPENDIX 1: QUESTIONS AND TASKS USED IN THE B LEVEL SIMULATION

ACTIVITY 1: INTERVIEW

SET 1

B1: What gift would you like to receive for your birthday?

B2: If you had the money, what gift would you buy for the person you love most and why?

SET 2

B1: What kind of music do you prefer and why?

B2: If you had the opportunity to learn how to play a musical instrument which one would that be and why?

SET 3

B1: Do you exercise often? Why/ Why not?

B2: Why is exercising body and mind important for young and old alike?

SET 4

B1: Tell us what you like about your school.

B2: If you had to go to school in another country, which country would you choose and why?

ACTIVITY 2: ONE SIDED TALK

PEOPLE TALKING (PAGE 7)

B1 questions

TASK 1: 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.

B2 questions

TASK 2: 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.

PEOPLE SHOPPING (PAGE 9)

B1 questions

TASK 3: 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.

TASK 4: Imagine you took photo 23. Tell us where the woman in the photo is and what you think she is going to buy.

B2 questions

TASK 5: 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

TASK 6: 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.

ACTIVITY 3: ORAL MEDIATION

SUMMER HOLIDAYS IN PAROS (PAGE 11)

TASK 1

- B1:** 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.
- B2:** Imagine your Belgian friend Lisa wants to visit a Greek island this summer. Read text 2 and tell us why Paros is worth visiting.

A GOOD NIGHT'S SLEEP (PAGE 12)

TASK 2

- B1:** Imagine your French friend Pauline sleeps very little and doesn't feel well. Read the text and tell her why she should sleep more.
- B2:** 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.

STAYING HAPPY AFTER THE HOLIDAYS (PAGE 14-15)

TASK 3

- B1:** Imagine your German friend Hans, has just returned from his Easter Holidays in Greece and is sad. Using information from Text 2 and tell him what to do to feel better.
- B2:** 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.

APPENDIX 2: PAGES WITH PHOTOS FROM B LEVEL CANDIDATE BOOKLET FOR ACTIVITY 2

PAGE 7

People talking



People shopping



Summer holidays in Paros

Πώς να απολαύσετε τις διακοπές σας στην Πάρο

1



Η Πάρος, ένα από τα ωραιότερα νησιά των Κυκλάδων, σας περιμένει και αυτό το καλοκαίρι. Να ανακαλύψετε τις ομορφιές της. Να χαρείτε τις διακοπές σας. Ο Δήμος Πάρου σας ενημερώνει για τις δυνατότητες και τα ιδιαίτερα πλεονεκτήματα του νησιού μας, που θα κάνουν τις διακοπές σας άνετες και απολαυστικές.

Παραλίες: Η Πάρος έχει πεντακάθαρες παραλίες.

Ναυταθλητισμός: Η Πάρος διαθέτει μοναδικές προϋποθέσεις για θαλάσσια σπορ και ιδιαίτερα για windsurfing, kite surfing, καταδύσεις και ιστιοπλοία.

Διασκέδαση: Όλο το νησί, όλο το καλοκαίρι, προσφέρει άπειρες δυνατότητες για διασκέδαση, φαγητό, χορό, εκδηλώσεις. Μαζί με πολλές ευκαιρίες για εκδρομές και εξορμήσεις σε θαυμάσια χωριά και ανεξερεύνητες - ακόμη - παραλίες.

Πολιτισμός: Στο νησί με την ωραιότερη εκκλησία της Ορθοδοξίας, την Εκατονταπυλιανή, στο νησί με ένα από τα σημαντικότερα αρχαιολογικά μουσεία της χώρας, στο νησί με το φημισμένο μάρμαρο «λυχνίτης», ο Δήμος οργανώνει κάθε χρόνο τις «Στιγμές Πολιτισμού», με καλλιτεχνικές εκδηλώσεις υψηλής ποιότητας. Παράλληλα, με το «Σπίτι της Λογοτεχνίας» που λειτουργεί από το 2004, η Πάρος έχει εξελιχθεί σε σημείο συνάντησης σημαντικών Ελλήνων και ξένων συγγραφέων.

Τοπικά προϊόντα: Στην Πάρο μπορείτε να απολαύσετε φρέσκο ψάρι και εκλεκτής ποιότητας ντόπια κρέατα. Ακόμη μπορείτε να βρείτε γνήσια παραδοσιακά προϊόντα όπως τυριά, γλυκά κ.ά. Και, βέβαια, το φημισμένο κρασί με ονομασία προελεύσεως.

2

Δρόμοι: Ένα άρτιο οδικό δίκτυο εξασφαλίζει εύκολη πρόσβαση σε όλο το νησί, με άνεση και ασφάλεια. Σας παρακαλούμε σε όλες τις μετακινήσεις σας να χρησιμοποιείτε πάντοτε ζώνη και κράνος. Μην οδηγείτε ποτέ υπό την επήρεια αλκοόλ.

Στάθμευση: Όλοι οι επισκέπτες έχουν δυνατότητα δωρεάν στάθμευσης σε όλο το νησί. Ειδικά στην Παροικιά και στη Νάουσα έχουν και τη δυνατότητα ελεγχόμενης στάθμευσης. Παρακαλούμε βοηθήστε στην ομαλή κυκλοφορία, αποφεύγοντας να παρκάρετε σε πεζοδρόμια και πλατείες.

Συγκοινωνία: Τα λεωφορεία του ΚΤΕΛ και τα ταξί του νησιού μας είναι στη διάθεσή σας 24 ώρες το 24ωρο. Μπορείτε να κινηθείτε σε όλους τους προορισμούς μέσα στην Παροικιά δωρεάν, αξιοποιώντας τη Δημοτική Συγκοινωνία που εκτελείται με το δημοτικό υβριδικό λεωφορείο.

Νερό: Το νησί μας διαθέτει άριστο, φυσικό, καθαρό νερό. Απολαύστε το, αλλά σας παρακαλούμε, μην το σταπαλάτε.

Περιβάλλον: Είναι το πρώτο νησί του Αιγαίου, στο οποίο γίνεται συστηματική ανακύκλωση. Ο Δήμος ενθαρρύνει τα ηλεκτρικά και υβριδικά αυτοκίνητα παρέχοντας δωρεάν ηλεκτρικό ρεύμα και δωρεάν στάθμευση. (Πληροφορίες στο 1562). Ακόμη, στηρίζει έμπρακτα τις πρωτοβουλίες της Greenpeace και άλλων οικολογικών οργανώσεων για την αντιμετώπιση του φαινομένου της κλιματικής αλλαγής.

Καθαριότητα: Διατηρούμε το νησί μας καθαρό. Παρακαλούμε, βοηθήστε και εσείς να το κρατήσουμε όσο πιο καθαρό γίνεται. Ο Δήμος χρησιμοποιεί πλυντήριο κάδων, ηλιακό κάδο απορριμμάτων και εκατοντάδες κάδους καθαριότητας στις παραλίες και τα χωριά.

Υγεία: Εκτός από το Πρότυπο Κέντρο Υγείας και το άριστο ιατρικό, νοσηλευτικό και λοιπό προσωπικό, η Πάρος απέκτησε πρόσφατα δικό της υγειονομικό αεροσκάφος, για κάθε επείγουσα ανάγκη Δημοτών και Επισκεπτών.



Σας περιμένουμε στο νησί μας και αυτό το καλοκαίρι.

Καλές Διακοπές!

A good night's sleep

Επιμέλεια: Ρούλα Τσουλέα / 15-11-2009

6 λόγοι για να κοιμόμαστε πολύ

Τα οφέλη του ύπνου

1 Η έλλειψη ύπνου μπορεί να προκαλέσει παχυσαρκία. Πολυάριθμες μελέτες τα τελευταία χρόνια έχουν δείξει ότι όσοι κοιμούνται 8 ώρες ή περισσότερες κάθε βράδυ είναι πιο αδύνατοι απ' ό,τι όσοι κοιμούνται 5 ώρες ή λιγότερο. Μία από αυτές έγινε στο Πανεπιστήμιο Case Western Reserve, στο Οχάιο, μεταξύ 70.000 εθελοντριών και έδειξε ότι όσες κοιμούνταν λιγότερες από 5 ώρες κάθε βράδυ, είχαν 33% περισσότερες πιθανότητες να γίνουν παχύσαρκες μέσα σε 15 χρόνια.

2 Ο ύπνος «γεννά» καλές ιδέες. Ο ένας στους τρεις ανθρώπους έχει τις πιο δημιουργικές ιδέες του όταν βρίσκεται στο κρεβάτι του, σύμφωνα με πρόσφατη βρετανική μελέτη.

3 Ο ύπνος χαρίζει μακροζωία. Ερευνητές από το Πολιτειακό Πανεπιστήμιο της Πενσυλβάνια πιστεύουν ότι οι γυναίκες ζουν περισσότερο από τους άνδρες επειδή κοιμούνται πιο πολύ και πιο βαθιά.



4 Την ώρα του ύπνου επιλύονται πολλά προβλήματα. Ερευνητές από το Πανεπιστήμιο του Λύμπεκ, στη Γερμανία, διαπίστωσαν ότι οι άνθρωποι που κοιμούνται πριν λύσουν ένα πάζλ, τα καταφέρνουν πολύ καλύτερα απ' ό,τι όσοι μένουν ξύπνιοι έως ότου τα λύσουν.

5 Ο ύπνος μπορεί να προστατεύει από τον καρκίνο. Ερευνητές από το Πανεπιστήμιο Στάνφορντ, στην Καλιφόρνια, πιστεύουν ότι ο ύπνος αλλάζει την ορμονική ισορροπία του οργανισμού, επηρεάζοντας έτσι τον κίνδυνο καρκίνου.

6 Ο ύπνος βελτιώνει την μνήμη. Επιστήμονες από το Πανεπιστήμιο του Σικάγου διαπίστωσαν ότι οι εθελοντές τους που το βράδυ δεν μπορούσαν να θυμηθούν μια σειρά αριθμών που είχαν απομνημονεύσει, τους θυμόνταν πολύ καλά το επόμενο πρωί, εφ' όσον βεβαίως είχαν κοιμηθεί.

Staying happy after the holidays

λή διάθεση...
μετά τις διακοπές

Καλή διάθεση... μετά τις διακοπές



1 Αν είστε από εκείνους που η επιστροφή στην πόλη τους μελαγχολεί, αν νιώθετε απαρηγόρητοι που θα ξαναγυρίσετε και έχετε την τάση να αναπολείτε διαρκώς τις στιγμές των διακοπών σας, είναι ώρα να αλλάξετε στάση!



Δεν είναι πάντα εύκολο να ξεφύγει κανείς από τη ρουτίνα της καθημερινότητας, ιδίως όταν επιστρέφει στην πόλη, όπου οι ανιαρές καθημερινές ασχολίες είναι το βασικό συστατικό της ημέρας. Έτσι, λοιπόν, εγκλωβισμένος σε περιορισμένους χώρους και δεσμευμένος σε προκαθορισμένα ωράρια, είναι επόμενο να χάνει κανείς την καλή του διάθεση. Γι' αυτό, πριν πέσει η ψυχολογία σας, θα πρέπει να αντλήσετε ενέργεια από τα αποθέματα των διακοπών, αρχικά επιχειρώντας να διατηρήσετε κάποιες από τις καλοκαιρινές σας συνήθειες, όπως:

- ☺ Να αφιερώνετε περισσότερο χρόνο στον εαυτό σας.
- ☺ Να γελάτε με τους φίλους σας και να μη χάνετε το χιούμορ σας.
- ☺ Να αγοράσετε κάτι καινούργιο για σας ή το σπίτι σας.
- ☺ Να εξασκείτε ένα σπορ τουλάχιστον 3 φορές την εβδομάδα ή να κάνετε βόλτες στην ύπαιθρο, για όσο ακόμη κάνει καλό καιρό και μπορείτε να εκτίθεστε στον ήλιο.

2 Μεταφερθείτε αλλού, μ' ένα βιβλίο...

Ένας άλλος αποτελεσματικός τρόπος για να βρείτε το κέφι σας είναι το διάβασμα. Αν θέλετε να ξεφύγετε, μια καλή ιδέα είναι τα αστυνομικά, γεμάτα μυστήριο και ανατροπές. Αν πάλι επιθυμείτε να αναζωογονήσετε την ερωτική σας σχέση, σας συνιστούμε ένα καλό ερωτικό μυθιστόρημα. Όσοι ξαναβρίσκετε την καλή σας διάθεση μόνο μετά από εσωτερική



αναζήτηση, αναζητήστε βιβλία πνευματικότητας. Αν πάλι το αίσθημα απογοήτευσης οφείλεται στο γεγονός ότι σας είναι αδύνατο να οργανώσετε αυτό

το διάστημα ένα ταξίδι, αποδράστε νοερά, μ' ένα βιβλίο ταξιδιωτικής περιπέτειας: θα σας ικανοποιήσει την ανάγκη να γνωρίσετε νέα μέρη. Τέλος, τα κωμικά βιβλία μπορεί να φανούν χρήσιμα σε όσους γκρινιάζουν συνέχεια, για να μάθουν τον αυτοσαρκασμό και να ξαναρχίσουν να γελάνε.

...ή μια ταινία!

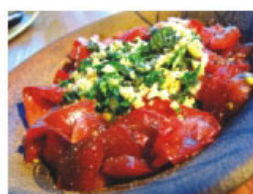
Ακόμα και για τις ταινίες δεν υπάρχει συγκεκριμένος κανόνας. Υπάρχουν αυτοί που η διάθεση τους φτιάχνει βλέποντας για πολλοστή φορά την αγαπημένη τους ταινία αλλά και εκείνοι που ελκύονται μόνο από ένα είδος ταινίας. Φυσικά, θα πρέπει να αποφεύγονται, για ευνόητους λόγους, οι δακρύβρεχτες ταινίες. Αντίθετα, το "happy end" μπορεί να βοηθήσει ψυχολογικά. Πολύ καλές είναι και οι κωμωδίες που προκαλούν γέλιο στο θεατή και ενεργοποιούν τα κέντρα της καλής διάθεσης.

3 Οι τροφές της καλής διάθεσης!

Όταν δεν έχουμε καλή διάθεση έχουμε την τάση να αδιαφορούμε για πολλά πράγματα όπως το ντύσιμο, η εμφάνιση αλλά και η διατροφή μας. Μπορούμε όμως να καταπολεμήσουμε την κακοκεφιά αφιερώνοντας λίγο χρόνο στην κουζίνα για να ετοιμάσουμε κάτι απλό που θα μας δώσει ενέργεια και ευεξία.

☺ Υδατάνθρακες: οι υδατάνθρακες (ψωμί, ζυμαρικά, δημητριακά) είναι ό,τι καλύτερο για τη διάθεση μας.

☺ Αρωματικά βότανα: στη βελτίωση της ψυχολογίας συμβάλλουν και οι μυρωδιές που αναδύονται από τα πιάτα. Γι' αυτό οι διατροφολόγοι συνιστούν τη χρήση αρωματικών



βοτάνων, όπως, ο βασιλικός, ο μαϊντανός ή η μέντα, που θα πρέπει να τρίβονται κατευθείαν στο πιάτο.

☺ Σοκολάτα, καφές, τσάι: η σοκολάτα ανήκει στις τροφές που μας φτιάχνουν τη διάθεση, καθώς περιέχει ουσίες που μας χαρίζουν ευφορία και μας προφυλάσσουν από την κατάθλιψη. Με μέτρο όμως στην κατανάλωση της για να μη χαλάσετε τη σιλουέτα σας. Επίσης, ναι στον καφέ και στο τσάι: 2 φλιτζάνια την ημέρα ενεργοποιούν το νευρικό σύστημα και μας κάνουν πιο ανθεκτικούς στην κούραση.



Προσοχή όμως: μεγαλύτερη ποσότητα φέρνει υπερδιέγερση.

APPENDIX 4: B Level Simulation KEY

TASK COMPLETION	Antony		Konstantinos	
	Comments	Mark (1-5)	Comments	Mark (1-5)
ACTIVITY 1 DIALOGUE/INTERVIEW 1-5	Responded well to questions posed, with few hesitations, including most of the main content points. Is fully comprehensible with minor, if any, effort.	4 (1,5x1=1,5)	Responded well to questions posed, with few hesitations, including all content points. Is fully comprehensible with minor, if any, effort.	5 (2x1=2)
ACTIVITY 2 ONE SIDED TALK 1-5	Responded to the tasks well, using the visual prompts effectively and including most content points. Is fully comprehensible with minor, if any, effort.	4 (1,5x1=1,5)	Responded to the tasks well, using the visual prompts effectively and including most content points. Is fully comprehensible with minor, if any, effort.	4 (1,5x1=1,5)
ACTIVITY 3 MEDIATION 1-5	Responded to the B1 level task but had difficulty responding to the B2 level task. Is comprehensible with some effort.	3 (1x1=1)	Responded to the tasks effectively. Is comprehensible with minor effort.	5 (2x1=2)
QUALITY OF PRODUCTION	Comments	Mark (1-5)	Comments	Mark (1-5)
Pronunciation and intonation 1-5	Evidence of L1 accent but articulation generally intelligible.	5 (2x0,5=1)	Evidence of L1 accent but articulation generally intelligible.	5 (2x0,5=1)
Lexical range and appropriacy of linguistic choices 1-5	Used a sufficient range of vocabulary and the word choice were, in most cases, morphologically and semantically correct for the given social context. Made incorrect word choices when expressing more complex thoughts which occasionally obstructed meaning locally, e.g., <i>Paros is very clear...</i> , e.g., <i>There is a healthy centre.</i>	3 (1x1,5=1,5)	Used a fairly wide range of vocabulary and the word choice was morphologically and semantically correct for the given social context. Made a few incorrect word choices which did not, however, impede intelligibility, e.g., <i>my school is big enough, ... there are too many classes, a gym, a music class...</i> e.g., <i>We're fighting</i> (instead of quarreling)	4 (1,5x1,5=2,25)
Grammatical accuracy 1-5	Used, reasonably accurately, a sufficient range of grammatical structures and sentence patterns, associated with more predictable situations. Errors occurred, some of which occasionally interfered with intelligibility. Made some attempts at self-correction, not always successful. e.g., <i>I think ... eee... these people... eee... may be friends are and go to buy a tennis racket...</i> e.g., <i>... you can drive easily, without problem, ...</i>	3 (1x1,5=1,5)	Used a wide range of grammatical structures and sentence patterns with a relatively high degree of grammatical accuracy in most cases. Several errors occurred which did not impede intelligibility and were often self-corrected. e.g., <i>I grow up with that kind of music</i> e.g., <i>... there are too many childrens children...</i> e.g., <i>... she might broke one of my CDs...</i> e.g., <i>...he could read a story on a book...</i>	4 (1,5x1,5=2,25)

			<p><i>e.g., He could see a comedy, if he want to laugh, if he want to have fun...</i></p> <p><i>e.g., When the Easter holidays are over, the school is back again. We are going back to school again.</i></p>	
<p>Fluency 1-5</p>	<p>Expressed himself with relative ease and maintained a fairly smooth flow of speech, even though pauses for grammatical and lexical planning, false starts and reformulation were evident, especially in longer stretches of free production, without however tiring the listener. There were some hesitations, pauses and searching for words which sometimes disrupted the flow of speech (esp. in activity 3) impeding intelligibility at places, e.g., <i>It's important because ... eee... they have... they will be healthy.</i></p>	<p>3 (1x1=1)</p>	<p>Expressed himself with spontaneity most times, showing a relatively high degree of fluency and ease of expression but was sometimes hesitant in longer stretches of speech. Few pauses for grammatical and lexical planning, false starts and reformulation were noticeable. Although there were some hesitations, pauses and searching for words which sometimes disrupted the flow of speech (esp. in the B2 task of activity 2), intelligibility was not affected.</p>	<p>4 (1,5x1=1,5)</p>
<p>Use of communication strategies 1-5</p>	<p>Occasionally used synonyms, paraphrase, circumlocutions, self-correction, e.g., <i>Especially in the Naoussa</i>, etc., to overcome gaps in communication and, generally, managed to communicate after clarifications had been given by the examiner. Asked the examiner to repeat the question/task.</p>	<p>3 (1x1,5=1,5)</p>	<p>Used synonyms, paraphrase, circumlocutions, etc., e.g., <i>I think there is a better education than everyone, every ... every other country.</i>, fairly effectively, to overcome gaps in language knowledge and occasionally asked the examiner for clarifications.</p>	<p>5 (2x1,5=3)</p>
<p>Cohesion & coherence 1-5</p>	<p>Produced a fairly smooth flow of speech by linking discrete simple elements into a connected, linear sequence of points, using, correctly, a fairly limited range of cohesive devices.</p>	<p>3 (1x1=1)</p>	<p>Although there were some hesitations, pauses and searching for words, which sometimes disrupted the flow of speech (esp. in the B2 task of activity 2) he tried to maintain a smooth flow of speech without too much effort by linking utterances into clear, coherent discourse, using a variety of cohesive devices, in most cases efficiently, to mark clearly the relationships between ideas.</p>	<p>4 (1,5x1=1)</p>
<p>TOTAL GRADE/20</p>		<p>11,5</p>		<p>17</p>

Candidates' overall performance in the simulated B level speaking test

Anthony is a borderline B1-B2 level candidate. He responded to all questions of activity 1 and tasks of activity 2 in a satisfactory manner but his response to the B2 level task of Activity 3 was not satisfactory. He made some errors but managed to self-correct in many cases. There were some instances of hesitation, especially when responding to the tasks of activity 3.

Konstantinos is a clear B2 level candidate. He responded to all questions and tasks in a satisfactory manner. It was obvious from his responses that he was well aware of the different roles he had to take each time he was asked to do a particular task. When he made errors he often self-corrected successfully. Some lexical choices were inappropriate but on the whole did not affect intelligibility.

APPENDIX 5: B LEVEL ORAL ASSESSMENT CRITERIA & RATING SCALE

TASK COMPLETION			
	1 Unsatisfactory	3 Moderately satisfactory	5 Fully satisfactory
ACTIVITY 1 Interview	Responds poorly to the questions posed, gives wrong or irrelevant answers, or no answer at all.	Responds to the B1 questions effectively, with some hesitations, including most of the main content points, but has difficulty responding to B2 questions (or does not respond at all to the B2 questions). Is comprehensible with some effort.	Responds to all questions spontaneously, with few hesitations, including all content points. Is fully comprehensible with minor, if any, effort.
ACTIVITY 2 One-sided talk	Responds poorly to both the B1 and B2 tasks, gives wrong or irrelevant answers or no answer at all. Ineffective use of visual prompts.	Responds to the B1 task using the visual prompts quite effectively and including most content points, but has difficulty with or does not respond at all to the B2 task. Is comprehensible with some effort.	Responds to both the B1 and B2 tasks in a fully satisfactory manner, using the visual prompts effectively and including all content points. Is fully comprehensible with minor, if any, effort.
ACTIVITY 3 Oral Mediation	Responds poorly to both the B1 and B2 tasks, gives wrong or irrelevant answers or no answer at all. Information from the Greek text is only marginally used or inappropriately relayed into English.	Responds to the B1 task, relaying information from the Greek text into English (and occasionally translating) fairly adequately, but has difficulty with or does not respond at all to the B2 task. Is comprehensible with some effort.	Responds to both the B1 and B2 tasks in a fully satisfactory manner, relaying relevant information from the Greek text into English, paraphrasing effectively. Is comprehensible with minor, if any, effort.

QUALITY OF PRODUCTION			
	1 Unsatisfactory	3 Moderately satisfactory	5 Fully satisfactory
Pronunciation and intonation	Articulation is not always clear. L1 interference in pronunciation, stress, rhythm and intonation is distracting and the output is partly unintelligible.	Articulation is clear and generally comprehensible. L1 interference in pronunciation, stress, rhythm and intonation may be evident, occasionally impeding intelligibility.	Articulation is clear and comprehensible. Some L1 interference in pronunciation, stress, rhythm and intonation may be evident, but it does not impede intelligibility.
Lexical range and appropriacy of linguistic choices	Uses a narrow range of vocabulary, compromising the message or makes inappropriate word choices for the given social context which may obstruct meaning.	Uses a sufficient range of vocabulary and the word choice is, in most cases, morphologically and semantically correct for the given social context. Makes incorrect word choices when expressing more complex thoughts which may locally obstruct meaning.	Uses a fairly wide range of vocabulary and the word choice is morphologically and semantically correct for the given social context. May make a few incorrect word choices which do not, however, impede intelligibility.
Grammatical accuracy	Makes errors in basic grammatical structures and word order which may impede intelligibility. No attempts at self-correction.	Uses, reasonably accurately, a sufficient range of grammatical structures and sentence patterns, associated with more predictable situations. Errors occur, some of which may interfere with intelligibility. Occasional attempts at self-correction, not always successful.	Uses a wide range of grammatical structures and sentence patterns with a relatively high degree of grammatical accuracy. Scarce errors may occur which do not impede intelligibility and are often self-corrected.
Fluency	Expresses him/herself with some difficulty, and hesitations, pauses, false starts and reformulation are very evident, impeding intelligibility at times and tiring the listener.	Expresses him/herself with relative ease and maintains a fairly smooth flow of speech, even though pauses for grammatical and lexical planning, false starts and reformulation are evident, especially in longer stretches of free production, without however tiring the listener.	Expresses him/herself with spontaneity, showing a relatively high degree of fluency and ease of expression even in longer stretches of speech. Few pauses for grammatical and lexical planning, false starts and reformulation are noticeable.
Communication strategies	Has difficulty in maintaining a smooth flow of speech and avoids using strategies to overcome communication breakdown. Cannot overcome difficulties even after clarifications have been given by the examiner.	Has some difficulty in maintaining a smooth flow of speech but occasionally uses synonyms, paraphrase, circumlocutions, etc., to overcome gaps in communication and, generally, manages to communicate after clarifications have been given by the examiner.	Tries to maintain a smooth flow of speech without too much effort. Uses synonyms, paraphrase, circumlocutions, etc., fairly effectively, to overcome gaps in language knowledge and occasionally asks the examiner for clarifications.
Cohesion and coherence	Presents some coherent chunks of speech but is unable to produce longer coherent responses. Uses only very basic linear connectors.	Produces a fairly smooth flow of speech by linking discrete simple elements into a connected, linear sequence of points, using, correctly, a fairly limited range of cohesive devices.	Produces a smooth flow of speech by linking utterances into clear, coherent discourse, using a variety of cohesive devices, efficiently, to mark clearly the relationships between ideas.

1= Unsatisfactory (OUTPUT UNSATISFACTORY FOR B1)	2= Partly unsatisfactory (OUTPUT PARTLY SATISFACTORY FOR B1)	3= Moderately satisfactory (OUTPUT SATISFACTORY FOR B1)	4= Satisfactory (OUTPUT PARTLY SATISFACTORY FOR B2)	5= Fully satisfactory (OUTPUT SATISFACTORY FOR B2)
---	---	--	--	---



Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο



ΕΠΙΧΕΙΡΗΣΙΑΚΟ ΠΡΟΓΡΑΜΜΑ
ΕΚΠΑΙΔΕΥΣΗ ΚΑΙ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗ
επένδυση στην κοινωνία της γνώσης

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ, ΠΟΛΙΤΙΣΜΟΥ & ΑΘΛΗΤΙΣΜΟΥ
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



ΕΣΠΑ
2007-2013
πρόγραμμα για την ανάπτυξη
ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ