

		ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ ΚΡΑΤΙΚΟ ΠΙΣΤΟΠΟΙΗΤΙΚΟ ΓΛΩΣΣΟΜΑΘΕΙΑΣ
		Ministry of National Education and Religious Affairs <b>English Language Certification</b>
<b>LEVEL</b>	<b>C1</b>	on the scale set by the Council of Europe
<b>MODULE</b>	<b>4</b>	<b>EXAMINER PACK</b>
		<b>Period</b> <b>May 2008</b>
<b>ATTENTION</b>		This pack is for the Oral Test and Examiners should have it two (2) hours before the test begins. It contains: <ul style="list-style-type: none"> <li>• the Interlocutor Frame – parts 1 &amp; 2</li> <li>• the test items, i.e. questions for Activity 1 and tasks for Activity 2</li> <li>• a reminder of potential trouble spots during the exam</li> <li>• the Rating Scale</li> </ul>

The purpose of the INTERLOCUTOR FRAME is to help reduce variability in oral examiner speech and to ensure that the test-taking experience is the same for all candidates. Please, acquaint yourself with the 3 parts of the INTERLOCUTOR FRAME before the oral test begins and use it to conduct the exam.

INTERLOCUTOR FRAME – ACTIVITY 1	
Introducing ourselves – Ice-breaking questions (1 minute for both candidates) [NOT MARKED]	
Examiner:	Good morning. Welcome. Can I have your evaluation forms, please? <i>(Take them and give them to your co-assessor, making sure you don't mix up who is who.)</i> Thank you, please take a seat. My name is ..... (and) this is my co-assessor ..... (and this is an observer .....). S/he (They) will be observing us. Please speak in English, loudly and clearly, throughout the test. You may ask me to repeat task instructions or give any other clarifications necessary but only in English. So... What is your name? <i>(Write it down.)</i> And yours? <i>(Write it down.)</i>
Examiner:	<i>(Addressing candidate A)</i> So... , <i>His/her NAME</i> , what do you do ...? / where do you live? / do you have a lot of free time – any hobbies? etc. <i>(any general questions to break the ice and get to know the candidate.)</i>
Examiner:	<i>(Addressing candidate B)</i> And what about you, <i>his/her NAME</i> , why are you sitting for this exam? / what do you do ...? / are you very busy at work/school? etc. <i>(Use any general questions to break the ice and get to know the candidate.)</i>
Activity 1 (4 minutes for both candidates)	
Examiner:	Ok. Let's start with Activity 1. I will ask each one of you an opinion question and you will each have about two minutes to answer. You must clearly state your opinion and justify it.
<i>Start with candidate A.</i>	
<i>Choose 1 question from the ones given <a href="#">below</a> and ask him/her.</i>	
Examiner:	<i>(When the candidate has finished.)</i> Thank you.
<i>Choose a DIFFERENT (from the one you asked candidate A) question from the one given <a href="#">below</a> and ask him/her.</i>	
Examiner:	<i>(When the candidate has finished.)</i> Thank you.

## ACTIVITY 1: RESPONSE TO AN OPINION QUESTION

### QUESTIONS MORE APPROPRIATE FOR YOUNGER CANDIDATES

01. Do you believe that travelling broadens people's minds? Why or why not?
02. Tell us if you agree or disagree with the saying "Honesty is the best policy".
03. Do you think it is important to take each day as it comes or to plan carefully for the future?
04. Do you believe that friendship is important? Justify your opinion.
05. Do you think that school prepares you for the job market? Why or why not?
06. Some people say that teenagers aren't interested in current events. Do you agree with this statement? Why or why not?
07. Do you believe that driving lessons should be part of the school programme? Why or why not?

### QUESTIONS MORE APPROPRIATE FOR OLDER CANDIDATES

08. Some people argue that technology makes people lazy. Do you agree? Justify your opinion.
09. Tell us if you agree or disagree with the saying "Prevention is better than cure."
10. What do you think makes a happy marriage? Justify your answer.
11. Some people find job satisfaction more important than money. What do you think?
12. Do you believe that advertisements influence the way you shop? Justify your opinion.
13. Some people find it hard to start studying again once they've left school. What do you think?
14. Why do you think people don't read newspapers as much as they used to?

## INTERLOCUTOR FRAME – Activity 2

### Activity 2 (15 minutes for both candidates)

Examiner: Now, let's move on to Activity 2. I will ask each of you to read Greek texts, which are different, but in some way related to each other. These texts contain information that you need for a task which requires you to exchange information with your partner. I will be listening to you while you talk to each other but I will not take part in your conversation.  
When I tell you to begin, you [address Candidate B] *his/her NAME* will open the discussion but, remember, both of you are responsible for keeping the conversation going.

*Select a page from the Candidate Booklet and address candidate A. Hand the booklet to him/her.*

Examiner: So..., *his/her NAME*, go to page..... and...

*Address candidate B. Hand the booklet to him/her*

Examiner: *His/her NAME*, go to page.....

*Address both candidates*

Examiner: After you have read your text(s), you will have about 10 minutes to complete the following task. (*Choose and read out the task from the list [below](#).*) You now have 2-3 minutes to read your text(s) and then, before you start, I will repeat the task for you. Now, please, start reading.  
(*Allow 2-3 minutes for the candidates to read the text.*) Ready? Now, turn so that you face each other, and I will repeat the task. (*Wait until they turn and repeat the task.*) Ok. *His/her NAME*, you may start.

Examiner: (*When the candidates have finished.*) Ok. Thank you.  
This is the end of the examination. Have a nice evening.

## ACTIVITY 2: ORAL PRODUCTION AND MEDIATION

### STRETCHING (PAGE 6 for Candidate A & PAGE 11 for Candidate B)

#### TASK 1

Imagine both of you have friends who want to take up 'stretching'. Exchange information from your texts and with your partner decide which pieces of advice you would give them.

#### TASK 2

Imagine you run a gym and want to prepare a one-page leaflet, in English, to promote stretching. Exchange information from your texts and with your partner decide which pieces of information you will include in the leaflet.

### DID YOU KNOW THAT...? (PAGE 7 for Candidate A & PAGE 12 for Candidate B)

#### TASK3

Imagine that you are responsible for the column "Did you know that...?" of your local/ school magazine. Exchange information from your texts and with your partner decide which two pieces of information you will include in next month's issue.

#### TASK 4

Exchange information from your texts and with your partner decide which two pieces of information most people are unfamiliar with.

#### TASK 5

Exchange information from your texts and with your partner decide which pieces of information are most suitable for:  
(a) a school newspaper  
(b) a university student magazine.

**ECOLOGY READING (PAGE 8 for Candidate A & PAGE 13 for Candidate B) (Use PAGE 16 for a third candidate –Candidate C– if necessary.)**

**TASK 6**

Imagine that each of you has read the books reviewed on your page. Exchange information from your texts and with your partner decide which two are the most likely to become best sellers.

**TASK 7**

Exchange information from your texts and with your partner decide which four books you should buy for your local/ school library.

**TIPS FOR SMART SHOPPING (PAGE 9 for Candidate A & PAGE 14 for Candidate B)**

**TASK 8**

Exchange information from your texts about tips which might help you when shopping. With your partner decide which two tips are the easiest to follow.

**TASK 9**

Exchange information from your texts about tips which might help you when shopping. With your partner decide which two tips are the most difficult to follow.

**TASK 10**

Exchange information from your texts about tips which might help you when shopping. With your partner decide which two tips are mainly addressed to women and which to men.

**DOG BREEDS (PAGE 10 for Candidate A & PAGE 15 for Candidate B)**

**TASK 11**

Exchange information from your texts and with your partner decide on the two most suitable dogs for a family with children.

**TASK 12**

Exchange information from your texts and with your partner decide on the two most suitable dogs for a woman living on her own.

**TASK 13**

Exchange information from your texts and with your partner decide on the two most suitable dogs for someone who has no time to train them.

**POTENTIAL TROUBLE SPOTS DURING THE ORAL EXAMS**

PROBLEM	SOLUTION
What do I do....	Do what's listed below (in order of priority).
...if the candidate is very hesitant, pauses for too long and 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 very 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 one later.</li> </ol>
...if the candidate does not/cannot take part in the conversation or cannot continue it	<ol style="list-style-type: none"> <li>1. Ask if the candidate is alright and ask if he/she would like the task repeated.</li> <li>2. To get the candidate started ask what information from the Greek text is useful for the task.</li> </ol>

	<ol style="list-style-type: none"><li>3. If the candidate gets stuck in the middle of the conversation rephrase what he/she has last said</li><li>4. If the candidate still hesitates, give the turn to the other candidate</li><li>5. If the candidate still is unable to continue, take on the role of the interlocutor.</li></ol>
...if the candidate addresses the examiner instead of the other candidate in activity 2	Interrupt the candidates and tell them to address one another. It is advisable to ask the candidates to turn their chairs a little so that they are facing each other before you start activity 2.

**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 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, without however altering the task instructions.

## RATING SCALE

### OVERALL PERFORMANCE FOR TASKS 1 & 2

#### PHONOLOGICAL COMPETENCE: INTONATION AND PRONUNCIATION

COMPETENT C1 SPEAKER – 2	MODERATELY COMPETENT C1 – 1
<ul style="list-style-type: none"> <li>• Clear articulation and fully intelligible pronunciation</li> <li>• Varies intonation to express finer shades of meaning</li> <li>• Changes sentence stress correctly to give emphasis on specific meanings</li> </ul>	<ul style="list-style-type: none"> <li>• Clear articulation and intelligible pronunciation</li> <li>• Clear, natural, intelligible intonation</li> <li>• Stress patterns and rhythm fully intelligible</li> </ul>

#### LINGUISTIC COMPETENCE

##### LEXICAL RANGE AND CONTROL

COMPETENT C1 SPEAKER – 3	MODERATELY COMPETENT C1 – 2	MARGINALLY COMPETENT C1 -1	BELOW C1 LEVEL – 0
<ul style="list-style-type: none"> <li>• The form and meaning of the words s/he uses are correct.</li> <li>• His/her lexical repertoire does not restrict him/her in what s/he wants to say.</li> <li>• Gaps are scarce and overcome by circumlocutions.</li> <li>• No evidence of avoidance strategies</li> <li>• Good command and effective use of idiomatic expressions and colloquialisms, when required by the task.</li> </ul>	<ul style="list-style-type: none"> <li>• The form and meaning of the words s/he uses are mostly correct –errors are infrequent.</li> <li>• On some occasions, his/her lexical repertoire seems limited for the topic in question.</li> <li>• Little obvious searching for expressions; few lexical gaps which are successfully overcome with circumlocution.</li> <li>• Limited evidence of avoidance strategies.</li> <li>• S/he uses some idiomatic expressions and colloquialisms, when required by the task.</li> </ul>	<ul style="list-style-type: none"> <li>• S/he makes a few (insignificant) meaning errors and there are only minor errors in form.</li> <li>• His/her lexical repertoire is quite limited for the topic in question.</li> <li>• Lexical gaps are generally overcome with circumlocution</li> <li>• Strong evidence of avoidance strategies.</li> <li>• Scarce use of idiomatic expressions and colloquialisms, when required by the task.</li> </ul>	<ul style="list-style-type: none"> <li>• S/he makes some form and meaning errors which however do not seriously hinder communication.</li> <li>• His/her lexical repertoire is obviously limited and s/he uses some standard expressions but not always correctly.</li> <li>• Lexical gaps which cause obvious hesitation and circumlocutions which are frequently unsuccessful.</li> <li>• No use of idiomatic expressions and colloquialisms, when required by the task.</li> </ul>

##### GRAMMATICAL ACCURACY

COMPETENT C1 SPEAKER - 3	MODERATELY COMPETENT C1 - 2	MARGINALLY COMPETENT C1 -1	BELOW C1 LEVEL - 0
<ul style="list-style-type: none"> <li>• Consistently high degree of grammatical accuracy.</li> <li>• Good command and successful use of complex sentence forms.</li> <li>• Errors are difficult to spot; when they occur, they are successfully corrected.</li> </ul>	<ul style="list-style-type: none"> <li>• High degree of grammatical accuracy which is not always consistent.</li> <li>• Frequent and successful use of complex sentence forms.</li> <li>• Errors are rare; when they do occur, they are usually corrected.</li> </ul>	<ul style="list-style-type: none"> <li>• Fairly high degree of grammatical accuracy.</li> <li>• Occasional use of complex sentence forms which are successfully used.</li> <li>• Errors are quite infrequent and often corrected when they occur.</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly correct grammatical structures chosen.</li> <li>• Some use of complex sentence forms but always correctly used.</li> <li>• Some incorrect grammatical choices but they do not hinder communication.</li> </ul>

### APPROPRIATENESS OF LANGUAGE CHOICES

COMPETENT C1 SPEAKER - 3	MODERATELY COMPETENT C1 - 2	MARGINALLY COMPETENT C1 - 1	BELOW C1 LEVEL - 0
<ul style="list-style-type: none"> <li>Expresses ideas by making language choices which are appropriate for the situational context.</li> <li>Uses appropriate register and makes appropriate register shifts if required by the situation.</li> </ul>	<ul style="list-style-type: none"> <li>Ideas are conveyed clearly but some language choices are ineffective or awkward.</li> <li>Uses appropriate register but cannot make register shifts even if required by the situation.</li> </ul>	<ul style="list-style-type: none"> <li>Ideas are sometimes confused because his/her language choices are not always appropriate.</li> <li>Does not always use fully appropriate register.</li> </ul>	<ul style="list-style-type: none"> <li>Ideas are somewhat confused because of frequent inappropriate language choices but communication is established.</li> <li>Choice of register is inappropriate.</li> </ul>

### COHESION, COHERENCE OF SPEECH AND FLUENCY

COMPETENT C1 SPEAKER - 3	MODERATELY COMPETENT C1 - 2	MARGINALLY COMPETENT C1 - 1	BELOW C1 LEVEL - 0
<ul style="list-style-type: none"> <li>Clear, smoothly flowing, well-structured, fully coherent speech.</li> <li>Effective and correct use of connectors and cohesive devices.</li> <li>Makes elaborate descriptions and narrates when this is required, integrating sub-themes, developing particular topics, rounding off with appropriate conclusions fluently, spontaneously, almost effortlessly.</li> </ul>	<ul style="list-style-type: none"> <li>Generally smoothly flowing, coherent speech, but sometimes not well structured.</li> <li>Generally correct and appropriate use of cohesive devices and connectors.</li> <li>Expresses him/herself fluently, and spontaneously, with almost no hesitations, stuttering etc.</li> </ul>	<ul style="list-style-type: none"> <li>Flow of speech is not always smooth; though talk is coherent, it is not well structured.</li> <li>Use of correct but not always appropriate cohesive devices to link utterances and chunks of talk.</li> <li>Does not always express him/herself spontaneously, while there are some hesitations and stuttering which may tire the listener.</li> </ul>	<ul style="list-style-type: none"> <li>Generally coherent discourse but not well structured speech.</li> <li>Generally correct use of cohesive devices to link utterances and chunks of talk.</li> <li>Though s/he is able to deal with the topic, there is an obvious lack of spontaneity and hesitations or interruptions that sometimes tire the listener.</li> </ul>

### ASSESSMENT OF TASK 2

#### INTERACTIONAL SKILLS

COMPETENT C1 SPEAKER - 3	MODERATELY COMPETENT C1 - 2	MARGINALLY COMPETENT C1 - 1	BELOW C1 LEVEL - 0
<ul style="list-style-type: none"> <li>Initiates, sustains, intervenes and ends a discussion using appropriate conversational strategies.</li> <li>Relates his/her own contribution skilfully to those of his/her interlocutor and (counter) argues opinions, positions, etc.</li> <li>Interrupts without causing offence, asks questions to clarify points and ensures that his/her interlocutor understands what s/he is saying.</li> <li>Accommodates to his/her interlocutor effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates, sustains, intervenes and ends a discussion using mostly appropriate conversational strategies.</li> <li>Relates his/her ideas to those of his/her interlocutor and makes attempts to contribute effectively to an argument.</li> <li>Takes the floor in appropriate ways, responds appropriately to requests for clarification, makes attempts to help his/her interlocutor understand, participate, etc.</li> <li>Makes rather awkward attempts to accommodate to his/her interlocutor.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates, sustains and ends a discussion but his/her conversational strategies are somewhat ineffective.</li> <li>Sometimes his/her ideas are unrelated to those of his/her interlocutor and s/he does not argue points effectively.</li> <li>Though s/he participates in the discussion/argument, s/he does not show appropriate initiative to keep it going.</li> <li>Does not always accommodate to his/her interlocutor.</li> </ul>	<ul style="list-style-type: none"> <li>His/her skills to initiate and sustain a discussion are limited but s/he does participate when initiating moves are made by the other.</li> <li>Can take his/her turn but not always appropriately or may use an unsuitable strategy to get the floor.</li> <li>Is not systematically concerned with his/her interlocutor and has limited participation in the discussion.</li> <li>Makes inappropriate/inrequent attempts to accommodate to his/her interlocutor.</li> </ul>

MEDIATION			
COMPETENT C1 SPEAKER - 3	MODERATELY COMPETENT C1 - 2	MARGINALLY COMPETENT C1 - 1	BELOW C1 LEVEL - 0
<i>Depending on the task, the candidates are expected to either:</i> 1. relay in English bits of information in the source text which are relevant to the task in question, <i>or</i> 2. paraphrase / reformulate / summarize the source text.			
<ul style="list-style-type: none"> <li>• Responds to task expectations in fully satisfactory manner, i.e.               <ul style="list-style-type: none"> <li>✓ Relays required information.</li> <li>✓ Systematically re-negotiates information by adjusting effectiveness, efficiency, relevance to context of situation.</li> <li>✓ Summarises, paraphrases and/ or selects relevant information (when this is required by the task).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Responds to task expectations in a nearly satisfactory manner, i.e.               <ul style="list-style-type: none"> <li>✓ Relays some of the required information from the source text.</li> <li>✓ Makes successful attempts to strategically re-negotiate information by adjusting effectiveness and relevance to context of situation.</li> <li>✓ Makes successful attempts to summarise, paraphrase and/ or select relevant information (when this is required by the task).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Responds to task expectations in a partially satisfactory manner, i.e.               <ul style="list-style-type: none"> <li>✓ Tends to translate more than relay information from or reformulate the source text.</li> <li>✓ Makes some successful attempts to strategically re-negotiate information by adjusting relevance to context of situation.</li> <li>✓ Makes some attempts to summarise, paraphrase and/ or select relevant information (when this is required by the task).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Does not truly respond to task expectations, i.e.               <ul style="list-style-type: none"> <li>✓ Translates form the source text rather than relay information / paraphrase / summarize.</li> <li>✓ Makes attempts to strategically re-negotiate information, but efforts are unsuccessful.</li> <li>✓ Makes attempts to summarise, paraphrase and/ or select relevant information (when this is required by the task), but they are not successful.</li> </ul> </li> </ul>

### ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ