Foreword

In its ongoing pursuit of Excellence, QLS constantly focuses on helping its member schools to be even more effective in the language services they offer.

QLS has long recognised the need to provide both teachers and test-takers with concise yet thorough guidance regarding preparation for specific exams.

READY, STEADY, GO! is the result of our endeavor to meet these needs and we are confident that it will prove a much-needed tool which will help test-takers face exams with greater confidence and enhance their performance.

QLS Education Team

Acknowledgements

For the compilation of this guide material was used from:

- CaMLA (www.cambridgetmichigan.org)
- University of Michigan
- HAU (www.hau.gr)
- QLS Education Team

We would like to thank the above organizations for kindly allowing us to use available material.
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ECCE Exam
Examination for the Certificate of Competency in English

General Information

The ECCE is a high-intermediate level exam for students of English as a foreign language. It is written, developed, and produced by Cambridge Michigan Language Assessments (CAMLCA) at the University of Michigan. It is aimed at the B2 level of the Common European Framework of Reference (CEFR).

<table>
<thead>
<tr>
<th>Section</th>
<th>&amp; Timing Description</th>
<th>Number and Type of Items</th>
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<tr>
<td><strong>Listening</strong> multiple choice, selected response</td>
<td>Part 1 dialogues each followed by a question</td>
<td>30 items 3-response options</td>
</tr>
<tr>
<td></td>
<td>Part 2 monologues followed by questions about them</td>
<td>20 items 4 monologues each with 4–6 items 4 response options</td>
</tr>
<tr>
<td></td>
<td>30 minutes</td>
<td>50 total items</td>
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<tr>
<td><strong>Grammar, Vocabulary, and Reading (GVR)</strong> Multiple choice, selected response, 4 response options</td>
<td>Grammar sentences with gaps</td>
<td>35 items</td>
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<td></td>
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<td>35 items</td>
</tr>
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<td></td>
<td>Reading passages followed by questions</td>
<td>10 items</td>
</tr>
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<td>Related text sets followed by questions</td>
<td>20 items</td>
</tr>
<tr>
<td></td>
<td>90 minutes</td>
<td>100 total items</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>short written text followed by a letter or essay task</td>
<td>Written response candidate writes either a letter or essay</td>
</tr>
<tr>
<td></td>
<td>30 minutes</td>
<td></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>Face-to-face oral interaction with an oral examiner that involves the use of a picture prompt</td>
<td>Oral response candidate talks with examiner about a topic</td>
</tr>
<tr>
<td></td>
<td>10–15 minutes</td>
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</table>
LISTENING PAPER

The whole listening test lasts 30 minutes and has two parts.

Listening Section Part 1

The first part includes 30 separate test items. In these two native speakers speak for about 20 seconds on a variety of subjects. The test taker is asked to choose between 3 different pictures.

**EXAMPLE (ECCE-2014, Sample B)**

You will see

You will hear a short conversation followed by a question. You have to choose the correct picture. You will not see the question.

REMEMBER! You will hear each conversation only once; the conversation will not be repeated.

M: I hope I’m not forgetting to pack anything... I’ve got money and my ID. That’s all that really counts, right?

F: Well, and a suitcase, but I see that one’s covered.

M: Can you think of anything else? What about small stuff?

F: Hmm. How about sunglasses? I always forget those then wish I had them.

M: Oh, good call!

**Question:** What does he need to pack?

**TIPS:**

- Most sets of pictures have similarities and differences. Make sure that you spot the differences before you hear the speakers. It will help you choose the correct answer which is based on the similarities and differences.
- Be alert of the speaker’s question and practice wh- questions (Who/When/Where/What/Why etc).
- You will probably hear all three items of the pictures mentioned in the conversation. Only one answers the question though. Make sure you understand the question and try to keep in your short term memory everything mentioned previously.
- Try to remember dates, prices and events.
- Focus on instructions and directions and try to understand diagrams.
- Do not choose or finalise your answer too soon. Wait till the end of the conversation.
Listening Section Part 2
The second part of the listening section includes 20 test items based on four short talks on different topics.
Each talk is followed by questions about it. It is under two minutes in length (210–280 words) and is delivered at a normal speech rate.

EXAMPLE (ECCE-2014, Sample B)
You will see
31 Why does the speaker expect many people to attend?
   a. Participants will receive free movie tickets.
   b. Participants don’t have to go to literature class.
   c. Many students enjoy studying literature.
You will hear: a teacher talking to his class.

Select the best answer to each question and mark it on the separate answer sheet. You should mark A, B, C, or D.
You will have 12 seconds to mark your answer to each question.
There are a total of 20 questions in Part 2.
If you want to, you may take notes in your test booklet as you listen.

TIPS
✓ Read the instructions so as to have a general idea of the context.
✓ You have time to pre-read the questions as well as the answer choices before you listen to the talks. Try to predict what the dialogue is going to be about.
✓ When you listen to a talk, start considering who is talking, what is the topic, who he is talking to, what it is about etc).
✓ Pay attention to the time the question you must answer refers to; is it about the past, present or future?
✓ You may keep notes in your test booklet (especially when they refer to dates, numbers or minor details) so as to remember the information provided about each one of them.
✓ Write your answers on your answer sheet. It will save you time as no extra time is allowed for transferring the answers to the answer sheet.
✓ If you can’t find the answer to a question don’t panic. Choose one at random and forget about it. Move on to the next one as you have no time to waste on the listening.
✓ Don’t leave unanswered questions. Answer all of them even if you are not sure!
✓ The last question on the listening paper is a question of interpretation on the whole listening item. Usually it is phrased as “What is the general meaning of the talk”.

Total marks for the Listening: 50
This is later converted into a mark out of 1000
GVR PAPER
The whole GVR part lasts 90 minutes and has 100 questions.

**Grammar, Vocabulary and Reading (GVR)**

100 Multiple choice questions                      4 response options
- Each question has only one correct answer
- Each question counts one mark

- **Grammar** sentences with gaps 35 items
- **Vocabulary** sentences with gaps 35 items
- **Reading** passages followed by questions 30 items
  - Two passages followed by 5 questions each
  - Two related text sets followed by 10 questions each

**Time:** 90 minutes → 100 items

**GENERAL TIPS on answering multiple choice questions**

There are many strategies for maximizing your success on multiple choice exams and minimizing the risk of choosing distractors that look very similar to the correct answer.

- Take your time and read each question carefully. Spending more time on the questions reduces the time it takes to choose an answer.
- Read the body of the question before looking at the possible answers.
  - Try to come up with the correct answer before you are distracted by seeing the options provided.
  - Read all the choices before choosing your answer.
  - If you see the response that you anticipated, circle it and then check to be sure that none of the other responses is better.
  - If you have to guess, eliminate answers you know aren’t right and then pick the one you feel most confident about.
- Always check your answer by reading the whole sentence to see if it makes sense.
- **If you don’t know an answer, skip it.** Go on with the rest of the test and come back to it later. Other parts of the test may have some information that will help you out with that question.
- Don’t keep on changing your answer; usually your first choice is the right one, unless you misread the question.
EXAM TECHNIQUES for the Grammar and Vocabulary section
There are 35 grammar and 35 vocabulary questions with four possible answers each. Only one choice is correct.

✓ Pay attention to the words before and after the gap.
✓ Guess what part of speech is missing.

The lecture was so…..that everybody left before the end.

a. boring  b. bored  c. boredom  d. interested

the answer is “a” (an active adjective is missing)

✓ More than one grammar topic may be tested. (it may not only be about Modals but also about the correct form)

Jane looks happy. She must ………. the test.

a. passing  b. pass  c. have passed  d. be passed

the answer is “c” (modal perfect)

✓ Don’t translate from your mother tongue. Think about the correct English form.

✓ Look for collocations (e.g. tell the truth, say hello, commit a crime) or phrasal verbs (e.g. put up with, get along).

He was accused of ……….. the law.

a. passing  b. breaking  c. cutting  d. neglecting

the answer is “b”

✓ Look at the stems of unknown words. Look for Greek or any other familiar origin. (un-democratic, auto-biography)

✓ Break down words to find the root, prefix and suffix. This will help you to understand the words better. (in-comprehens-ible, ir-regular-ity)

✓ Read the question carefully to understand the context and get the appropriate conjunction (e.g. however, although, except, otherwise).

✓ Don’t spend more than 40-45 minutes on the Grammar and Vocabulary sections. Try to have 45-50 minutes for the Reading section.

Grammar topics
The following grammatical categories are typical of what is tested in the ECCE.

➤ Appropriate verb form (tense and subject-verb agreement)

I _____ for two months by May.

a. am going to work  b. will work  c. will have been working  d. have been working

➤ Adjectives and adverbs (comparative and superlative, modifiers, intensifiers)

I think your brother is ………….than me.

a. one year older  b. one year old  c. as old  d. one year older than
- **Nouns and pronouns** *(countable and non-countable, determiners)*

He’s sad because he has ____ friends.

a. a little  b. a few  c. not few  d. few

- **Modals** *(simple and perfect infinitive)*

It’s very hot in here. ____ I open the window?

a. Will  b. Do  c. Must  d. May

- **Prepositions and prepositional phrases**

Tim is a very good friend and I can always rely ____ him.

a. on  b. in  c. by  d. for

- **Phrasal verbs**

I refuse to ______ your bad behavior!

a. get over  b. put up with  c. get along  d. stand for

- **Conjunctions**

____ the snowstorm, we couldn’t go to the park.

a. Although  b. Due to  c. Because  d. Despite

- **Gerunds and infinitives**

There’s no point ____ for a taxi. I’ll give you a lift.

a. to have called  b. to call  c. calling  d. call

- **Relative clauses and pronouns**

The girl _____ down the street is my sister.

a. is running  b. who is running  c. runs  d. which is running

- **Reported speech and Indirect questions / commands**

The teacher asked the students _____ on the walls.

a. not to write  b. to not write  c. not write  d. don’t write

The teacher asked the students if they _____ their homework.

a. did  b. done  c. had done  d. was doing

- **Inversion**

Never before ____ such a beautiful girl.

a. I haven’t seen  b. have I seen  c. I saw  d. did I seen

- **Wish**

I wish I ____ that red dress when I went shopping.

a. Have bought  b. had bought  c. bought  d. would buy

- **Conditionals**

I’ll take a taxi in case it …………………

a. is raining  b. will have rained  c. rain  d. rains

- **Passive voice and causative form**

I ____ yesterday morning.

a. had my hair cut  b. had cut my hair  c. was cut my hair  d. did my hair cut

A new cinema complex _____ in the neighbourhood.

a. is building  b. is being building  c. has been building  d. has been built
### Word order and use of impersonal form

I really liked that small ____ box.
- round black coffee
- black round coffee
- coffee black round
- black coffee round

I couldn’t realize how difficult ____ to cross the river.
- was
- that was
- what
- it was

### Vocabulary questions

There is no pre-determined list. However, focus is on meaning and appropriacy in everyday contexts. Examinees are tested in choosing the word that best completes the sentence.

#### Common collocations (e.g. tell a story, say hello, keep a record, commit a crime)

I should look for a new job as I don’t ____ a good salary.
- earn
- win
- take
- bring

#### Common phrasal verbs (e.g. come across, look after, come down with)

The teacher asked the students to stay calm when the lights ____.
- went on
- went out
- turned off
- put out

#### Conjunctions (e.g. although, despite, besides, as well)

He insisted on giving me the money ____ he’s been out of work for months.
- despite
- however
- though
- although

#### Sentence modifiers (e.g. currently, nowadays, at present, in fact, generally)

_______, I do my homework on Friday so that I’m free at weekend and I would advise you to do so.
- Accidentally
- Generally
- Intentionally
- Optionally

#### Words with similar meaning (e.g. edge/coast, raise/rise)

I always wake up before the sun ____.
- raises
- increases
- grows
- rises

#### Words with similar sounds (e.g. adapt, adopt)

I was ____ that I had passed the test.
- relieved
- released
- realised
- revealed

#### Words related to feelings (e.g. frightened, impressed, relieved, worried)

I felt really ____ when I saw him beating the little dog.
- fortunate
- relieved
- disgusted
- impressed

#### Words that express a specific function (to warn, to assure, to wonder)

Bill ____ breaking the window, although I knew it was him.
- refused
- wondered
- denied
- accepted

#### Reporting verbs (e.g. admit, accept, refuse)

The boy ____ his mother to let him go to the party.
- warned
- threatened
- suggested
- begged
EXAM TECHNIQUES for the READING Section

There are two types of reading tasks (30 items in all).
1. Two reading passages followed by five questions each
2. Two multi-text readings with ten questions each

Reading Tasks 1 & 2 (about 250 words each)
There are two short reading passages followed by 5 multiple choice comprehension questions each. The purpose of the texts is to inform the reader about a topic of interest that you would expect to find in a magazine.
✓ Read the heading so as to have an idea what the text is about (e.g. This passage is about a popular sport)
✓ Read the whole text through quickly to understand the main idea and its basic organization.
✓ As you read, make a mental note of the main idea in each paragraph or article.
✓ Read each question and underline keywords that tell you what to look for.
✓ The correct answer should match every part of the stem (the phrase that forms the question), so pay special attention to negatives ("none," "not," "neither"), superlatives ("most," "best"), and qualifiers ("usually," "often," "generally" "may").
✓ Note the author’s opinions and purpose for writing the text.
✓ Try to guess the meaning of unknown words from the context.

Reading Tasks 3 & 4
Two sets of four related passages about 50 to 220 words each found in brochures, leaflets, advertisements followed by ten multiple choice questions each. (e.g. four short texts about different ways of keeping fit.) Total number of words: about 550.
✓ Read the questions and underline key words that tell you what to look for.
✓ Use titles, photos to help you understand what the texts are about generally.
✓ Read in detail only when you think you have found the sentences containing the answer.
✓ If you can’t find an answer, go to the next question. You might find the answer further on in the text.

Remember!!! You need at least 45 min for the Reading section.

Total marks for the GVR: 100. This is later converted into a mark out of 1000.
WRITING PAPER

1 Essay or Letter based on a short article 30 minutes

EXAMPLE (ECCE-2014, Sample B)
For the writing section you will first read a short article. After you read the article, you can choose either Task 1 or Task 2. For Task 1 you will write a letter. For Task 2 you will write an essay. Do only ONE of these tasks. If you do not write on one of these topics, your paper will not be scored. Write your answer on the writing answer document they will give you.

New Supermarket
A company wants to build a very large supermarket at the edge of our city. It will be one of the largest supermarkets in the country. The company says customers will be able to find everything they want at low prices. Owners of small, local shops are worried that the new supermarket could ruin their businesses.

Task 1: Letter
The City Times is interested in citizens’ opinions about the new supermarket. Do you think it should be built in your city or not? Write a letter to the editor, giving specific reasons to explain your view. Begin your letter, “Dear Editor.”

Task 2: Essay
What are the advantages and disadvantages of shopping at very large supermarkets? How does it compare to shopping in small, local stores? Give specific examples to support your answer.

GENERAL TIPS

✓ You will have 30 minutes to write your letter or essay. You should write about one page or at least 150 words.
✓ The 30 minutes start after the examiner slowly reads the instructions, the prompt and the topics. So, use this time to start planning the task (spend a few minutes to think about the topic and decide how you will organize it)
✓ Write inside the boxes on pages 3 and 4 of your writing answer document.
✓ Use a soft (#2) pencil only.
✓ Make sure you have filled in your name and your signature exactly as you did on your registration form and answer sheet, as well as your birthdate and your registration number.
✓ Extra sheets of paper or scratch paper will not be scored.
✓ Make sure you read the prompts carefully so that you understand it completely.
✓ Underline the key words of the topic to help you focus on what you should write about and number the points you will write about.
✓ Read it again while writing to make sure you have included all the points you noted.
✓ Try to avoid copying the language of the prompts. REPHRASE!!! Use your own words as much as possible.
✓ The beginning of the Letter is always given. (e.g. Dear Editor, Dear School Board). Make sure you have the right ending and sign off with your full name.
✓ Your letter or essay requires formal language. Do not use contractions (I'm going, don't, …)
✓ Remember you are not graded on your opinions, background knowledge or ideas. You are graded on how well you can express yourself in writing.
✓ You may change or correct your writing, but you should not recopy the entire task.
✓ They will not grade you for the appearance of your paper, but your handwriting must be readable.
✓ Don't forget to use the appropriate format for a letter or essay.
✓ Do not waste time counting the words. As long as the task is fully developed, the number of words is not important. But remember to write 15-20 lines.
✓ It is not a problem if a mixture of American and British spelling is used.

Notes

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Writing Assessment

Each writing task is graded by two assessors from the University of Michigan. In case of a great difference in the two grades of certain writing this is then graded by a third assessor. Each writing task is graded according to the following criteria.

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<tr>
<th>SCORING CRITERIA</th>
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<tbody>
<tr>
<td>CONTENT AND DEVELOPMENT</td>
</tr>
<tr>
<td>Does the writing refer well to the task?</td>
</tr>
<tr>
<td>Are the ideas used relevant to the task?</td>
</tr>
<tr>
<td>Is the topic fully developed?</td>
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<tr>
<td>Are prompts developed in the test taker’s own words?</td>
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<tr>
<td>0-5 marks</td>
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</table>

A Not on Topic rating is awarded to any essay or letter that
- Is written on a topic different from those assigned,
- Is connected to the prompt so loosely that it is considered a Non Topic,
- Requires effort to see any connection between the prompt and the written topic.

Total marks for the Writing: 20. This is later converted into a mark out of 1000.
ECCE: Letter Expressing Your Opinion

You will read a short newspaper article and will choose to write a letter to the editor giving your opinion, or an essay expressing your opinion.

CELLPHONES BANNED IN SCHOOLS
The Department of Education announced yesterday that cellphones would be prohibited in schools across the country. “We believe that cellphones have no place in classrooms today,” said a spokesperson for the department. “Cellphone activity disrupts the lessons and makes keeping order in the classroom even more difficult for the teacher,” he added. Any student caught using a cellphone during class will be suspended from school for five days.
Several student groups protested the new rule. “Cellphones are a part of life today. Students need their cellphones to arrange for their parents to pick them up after school,” said one student. “Of course we use them to send messages to our friends too, but we also need them in case of emergency."

Task A: Letter Write a letter to the editor of the newspaper expressing your views on the prohibition of cell phones in school. Give specific reasons and examples.

Begin your letter, Dear Editor,

Plan Model Letter

<table>
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<tr>
<th>Opening Paragraph 1</th>
<th>Dear Editor,</th>
</tr>
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<tbody>
<tr>
<td>• say where you saw the article</td>
<td></td>
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<tr>
<td>• say who you are</td>
<td></td>
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<tr>
<td>• say why you are writing</td>
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<tr>
<td>Body Paragraph 2</td>
<td>I am writing with regard to the article entitled, “Cell phones Banned in Schools” that appeared in your newspaper yesterday. I am a high school student and I would like to express my opinion on the government’s new rule about cell phones.</td>
</tr>
<tr>
<td>• state your opinion</td>
<td></td>
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<tr>
<td>• give examples/reasons why you agree with the letter</td>
<td></td>
</tr>
<tr>
<td>Paragraph 3</td>
<td>First of all, I would like to say that the Department of Education is completely wrong. In my opinion, banning cell phones in schools is not a good idea. Personally, I believe students need their phones in order to maintain contact with their parents during the day and after school. If I know, for example, that I am going to be late, I use my cell phone to call my parents and let them know. Also, students can use their phones to get help in an emergency.</td>
</tr>
<tr>
<td>• give examples/reasons why you disagree</td>
<td></td>
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<tr>
<td>Closing Paragraph 4</td>
<td>I would like to add I agree that it isn’t right for students to send messages during lessons while class is going on. I believe cell phones should be switched off. However, I think that having one at school is no reason to be suspended. Furthermore, teachers have also been seen using their cell phones during class time. In my opinion, something should be done about that too.</td>
</tr>
<tr>
<td>• say you hope your letter will be published</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I hope that my letter will be published and that my views will be taken into account.</td>
</tr>
<tr>
<td></td>
<td>Yours sincerely,</td>
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<tr>
<td></td>
<td>Peter Papas (FULL NAME)</td>
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USEFUL EXPRESSIONS

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<td>Expressing your opinion</td>
<td>Stating which action you want the editor to take</td>
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<td>• I have just read your article about</td>
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<tr>
<td>• I am writing with regard to the article entitled</td>
<td></td>
<td></td>
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<tr>
<td>Saying why you are writing</td>
<td>• In my opinion</td>
<td></td>
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<tr>
<td>• I would like to express my opinion on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• I would like to take this opportunity to express my opinion on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adding information</td>
<td>• Personally, I believe</td>
<td></td>
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<td></td>
<td>• Also</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• I would like to add</td>
<td></td>
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<tr>
<td></td>
<td>• Furthermore</td>
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<td></td>
<td>• What is more</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• In addition</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• I hope that my letter will be published and that my views will be taken into account.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• I hope you will take my opinion into consideration</td>
</tr>
</tbody>
</table>
ECCE: Essay Expressing Your Opinion

You will read a short newspaper article and be asked to write either a letter to the editor giving your opinion, or an essay expressing your opinion.

CELLPHONES BANNED IN SCHOOLS

The Department of Education announced yesterday that cellphones would be prohibited in schools across the country. “We believe that cellphones have no place in classrooms today,” said a spokesperson for the department. “Cellphone activity disrupts the lessons and makes keeping order in the classroom even more difficult for the teacher,” he added. Any student caught using a cellphone during class will be suspended from school for five days. Several student groups protested the new rule. “Cellphones are a part of life today. Students need their cellphones to arrange for their parents to pick them up after school,” said one student. “Of course we use them to send messages to our friends too, but we also need them in case of emergency.”

Task B: Essay Most students have cellphones these days. Do you think it is necessary for students to have cellphones or do they just waste students’ time and interrupt classes? Discuss your opinion, giving examples.

Plan Model Essay

<table>
<thead>
<tr>
<th>Opening Paragraph 1</th>
<th>Model Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>• restate the topic in your own words</td>
<td></td>
</tr>
<tr>
<td>• give your opinion</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Body Paragraph 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• give reasons/explanations for your opinion</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph 3</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>• give reasons why the other side is wrong</td>
<td></td>
</tr>
<tr>
<td>• state your opinion</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Closing Paragraph 4</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>• summarize the points made and restate your opinion in a different way</td>
<td></td>
</tr>
</tbody>
</table>

Cellphones are very popular today. It would be hard to find a teenager who doesn’t have one. In my opinion, cellphones have become a necessity for teens. Personally, I believe that they are often used at the wrong times and in the wrong places.

Cellphones are useful and even vital for teens today in several ways. First, parents can be in contact with their children at any moment with the cellphone. Teens today have so many after-school activities that they often need to be picked up or driven somewhere. Also, if they are early or late, they need to be able to contact their parents. What is more, there are many dangers in society today. Having a cellphone allows teens to call the police or their parents for help.

On the other hand, teenagers don’t seem to be able to part with their cellphones. They use their cellphone to listen to music, take photos and videos, play games, send messages and many other things, so it seems that teenagers are constantly busy with them. In my view, there should be some places where they are not allowed. For example, the classroom should be a cellphone-free area. If students are concentrating on the lesson, then they shouldn’t be using their cellphones.

In conclusion, I believe that cellphones are important tools that make teens and their parents’ lives easier. However, their use should be restricted in some places like the classroom.

USEFUL EXPRESSIONS

<table>
<thead>
<tr>
<th>Expressing your opinion</th>
<th>Introducing your ideas</th>
<th>Showing the opposite view</th>
<th>Summing up</th>
</tr>
</thead>
<tbody>
<tr>
<td>• In my opinion,</td>
<td>• First of all,</td>
<td>• On the other hand,</td>
<td>• In conclusion,</td>
</tr>
<tr>
<td>• In my view,</td>
<td>• Firstly,</td>
<td>• To begin with,</td>
<td>• To conclude,</td>
</tr>
<tr>
<td>• Personally, I believe</td>
<td>• To begin with,</td>
<td>• However,</td>
<td></td>
</tr>
</tbody>
</table>

16
ECCE: Letter of Recommendation

You will read a short newspaper article and be asked to write a letter recommending someone for a program or an essay describing such a person.

### STUDENTS TO REPRESENT OUR CITY AT AN INTERNATIONAL EXHIBITION

The *City Times* newspaper is looking for students to represent our city at an international exhibition. The representative must speak English well. Knowledge of another language would be beneficial also. This person should be outgoing and well informed about our town's history as they will be required to talk to students from other countries about reasons to visit our town. The exhibition lasts three weeks. All expenses are paid and a generous sum is given to representatives.

Send your nominations to *City Times*.

**Task A: Letter** Write a letter to the editor of the *City Times*. Name one person you believe would be an ideal representative to the international exhibition. Describe the person and say why you believe this person is suitable. You many nominate yourself if you wish. Begin your letter, Dear Editor,

<table>
<thead>
<tr>
<th>Plan</th>
<th>Model Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening</strong> Paragraph 1</td>
<td>Dear Editor,</td>
</tr>
<tr>
<td>• refer to the article</td>
<td>I am writing in response to the article I read in yesterday’s newspaper about student representatives to an international exhibition. I would like to nominate my friend, Stephanie Dimou for the position for a number of reasons.</td>
</tr>
<tr>
<td>• say who you want to nominate</td>
<td></td>
</tr>
<tr>
<td><strong>Body</strong> Paragraph 2</td>
<td>I believe Stephanie would make an excellent representative of our city because she has many of the necessary qualities and qualifications. First of all, she speaks English perfectly. She has received both the ECCE and the ECPE certificates. She also speaks Italian quite well. She has lived in our city all her life and knows its history. She is a very social person who likes talking to people and also loves our town, so I believe she would be able to persuade people to visit our town or even come to study at our university.</td>
</tr>
<tr>
<td>• refer to the qualifications mentioned in the article</td>
<td>In addition, Stephanie is a hard-working person. She would have no problem working at the exhibition all day. What is more, she is a wonderful person with a happy and lively personality. She would certainly attract people to our city’s booth both with her lovely appearance and her bright smile. Finally, I know that Stephanie would love to travel abroad but her family’s financial circumstances are difficult, so she would appreciate this opportunity to travel and receive payment for her work.</td>
</tr>
<tr>
<td><strong>Paragraph 3</strong> (\text{\underline{Paragraph 3}})</td>
<td>Thank you for the opportunity to nominate my friend, Stephanie Dimou, to represent our city. I hope she is chosen because I believe she would do an excellent job representing our city at the exhibition.</td>
</tr>
<tr>
<td>• refer to the personal qualities that make the person suitable for the position</td>
<td>Yours sincerely,</td>
</tr>
<tr>
<td><strong>Closing</strong> Paragraph 4</td>
<td>Eleni Jones (FULL NAME)</td>
</tr>
<tr>
<td>• thank reader for considering your choice</td>
<td></td>
</tr>
<tr>
<td>• repeat your belief that your nominee is a good choice</td>
<td></td>
</tr>
</tbody>
</table>

**USEFUL EXPRESSIONS**

<table>
<thead>
<tr>
<th>OPENING</th>
<th>BODY</th>
<th>CLOSING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referring to the article</td>
<td>Repeat name and say why</td>
<td>Thanking the reader</td>
</tr>
<tr>
<td>• I am writing in response to the article I read in yesterday’s newspaper about</td>
<td>• I believe Stephanie would</td>
<td>• Thank you for the opportunity to…</td>
</tr>
<tr>
<td>Giving your nomination</td>
<td>Linking words</td>
<td>• I hope she is chosen because …</td>
</tr>
<tr>
<td>• I would like to nominate … for the position / scholarship / award</td>
<td>• First of all,</td>
<td></td>
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<td></td>
<td>• Also</td>
<td></td>
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<td></td>
<td>• In addition,</td>
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<td></td>
<td>• What is more,</td>
<td></td>
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<tr>
<td></td>
<td>• Finally</td>
<td></td>
</tr>
</tbody>
</table>
ECCE: Descriptive Essay

You will read a short newspaper article and be asked to write a letter recommending someone for a program or an essay describing such a person.

STUDENTS TO REPRESENT OUR CITY AT AN INTERNATIONAL EXHIBITION

The City Times newspaper is looking for students to represent our city at an international exhibition. The representative must speak English well. Knowledge of another language would be beneficial also. This person should be outgoing and well informed about our town’s history as they will be required to talk to students from other countries about reasons to visit our town. The exhibition lasts three weeks. All expenses are paid and a generous sum is given to representatives.

Task B: Essay

What kind of person would make the ideal representative of your country at an international exhibition? Describe such a person. Be specific. Send your nominees to the City Times.

Plan

<table>
<thead>
<tr>
<th>Opening Paragraph 1</th>
<th>Model Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>• introduce the topic in an interesting way</td>
<td>Representing one’s country is an honor that should not be taken lightly. When choosing a representative, we should make sure that the person has an in-depth knowledge of our country, the right personality traits and a smart appearance.</td>
</tr>
<tr>
<td>• give an overview of what will be covered in your essay</td>
<td></td>
</tr>
</tbody>
</table>

Body: write a paragraph about each point mentioned in the introduction

<table>
<thead>
<tr>
<th>Paragraph 2</th>
<th>Paragraph 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• refer to the person’s knowledge</td>
<td>• talk about personality traits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• talk about appearance</td>
</tr>
</tbody>
</table>

Closing Paragraph 5

| • sum up the main points covered in the essay | |

USEFUL EXPRESSIONS

<table>
<thead>
<tr>
<th>Introducing your reasons</th>
<th>Giving more reasons</th>
<th>Summing up</th>
</tr>
</thead>
<tbody>
<tr>
<td>• First of all,</td>
<td>• Furthermore,</td>
<td>• To sum up</td>
</tr>
<tr>
<td>• Firstly,</td>
<td>• What is more,</td>
<td></td>
</tr>
<tr>
<td>• To begin with,</td>
<td>• Also,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• In addition,</td>
<td></td>
</tr>
</tbody>
</table>
ECCE: Letter Giving Solutions or Suggestions
You will read a short newspaper article and be asked to write a letter giving solutions to a problem or write an essay.

VANDALISM ON THE RISE
“Acts of vandalism have risen nearly 40% in the last six months,” said a police spokesperson yesterday. “We have seen a dramatic increase in vandalism recently,” said Mr. John Price, “and we believe the majority of it is being committed by teenagers.” Breaking streetlights throwing bottles in town squares, uprooting plants in parks and painting graffiti on walls are just some of the acts of vandalism committed every day by unknown vandals.

A group of concerned citizens has called on the mayor and the town council to take action to stop this destructive trend from continuing.

Task A: Letter
You have just read this article, which appeared in your local newspaper, and are concerned about the issue of vandalism. Write a letter to the editor suggesting measures that can be taken to stop vandalism in your town. Begin your letter, Dear Editor,

Dear Editor,
I am writing with regard to the article on vandalism which appeared in your newspaper yesterday. As a local high school student, I would like to offer some suggestions on how we can solve this serious problem of vandalism.

To begin with, we must have more police patrolling the city centre, especially at night when vandalism occurs. In this way, the vandals will either be caught or they will be frightened away. Another solution is to encourage our local citizens to be more aware. Citizens could keep an eye out for vandals and notify the police if they see any vandals committing crimes. Personally, I believe that this idea would help catch the vandals without having extra police officers on the streets.

With respect to the problem of graffiti, I strongly believe that one way to solve this problem is to give graffiti artists a place to paint. This way, they won’t paint all over buildings and walls in our town. What is more, if we were to organize a competition, graffiti artists would do their best and the paintings would be of better quality, which would make our town more attractive.

Thank you for allowing me the opportunity to express my opinion. I hope I have given your readers some food for thought. I hope you will consider publishing my letter.

Sincerely yours,
Alex Harris

USEFUL EXPRESSIONS

<table>
<thead>
<tr>
<th>OPENING</th>
<th>BODY</th>
<th>CLOSING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referring to the article</td>
<td>Listing suggestions</td>
<td>Thanking the reader</td>
</tr>
<tr>
<td>• I am writing with regard to the article</td>
<td>• To begin with,</td>
<td>• Thank you for giving me the opportunity to express my opinion</td>
</tr>
<tr>
<td>Saying who you are</td>
<td>• In this way,</td>
<td>Ending Politely</td>
</tr>
<tr>
<td>• As a local high school student</td>
<td>• Another solution,</td>
<td>• I hope you will consider publishing my letter</td>
</tr>
<tr>
<td>Saying why you are writing</td>
<td>• Explaining how your idea would work</td>
<td></td>
</tr>
</tbody>
</table>
ECCE: General Essay
You will read a short newspaper article and be asked to write a letter giving solutions to a problem or write an essay.

VANDALISM ON THE RISE
“Acts of vandalism have risen nearly 40% in the last six months,” said a police spokesperson yesterday. “We have seen a dramatic increase in vandalism recently,” said Mr. John Price, “and we believe the majority of it is being committed by teenagers.” Breaking streetlights throwing bottles in town squares, uprooting plants in parks and painting graffiti on walls are just some of the acts of vandalism committed every day by unknown vandals.
A group of concerned citizens has called on the mayor and the town council to take action to stop this destructive trend from continuing.

Task B: Essay
Vandalism is a problem that many towns and cities face. Why do you think some people, especially teenagers, destroy public property? What can the town council or the police department do to solve the problem?

Plan

<table>
<thead>
<tr>
<th>Plan</th>
<th>Model Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>Vandalism affects all of us. The destruction of public property makes the city ugly and it is a crime against all citizens. We must all work together to find solutions to this problem.</td>
</tr>
<tr>
<td>Body Paragraphs 2-3</td>
<td>Many teenagers become vandals because they have no other outlet for their anger or frustration. They try to do something daring or dangerous to show their friends they are cool. Sometimes when teenagers are in a group, they do things they probably wouldn’t do when alone.</td>
</tr>
<tr>
<td>Closing</td>
<td>There are several steps that can be taken to stop vandalism. The first is to patrol the public parks and downtown areas more, especially at night. Seeing more police officers around will surely discourage vandals from destroying public property. Another idea is to form citizens’ groups. These groups would keep their eyes open and call the police as soon as they see vandals committing a crime. One way of solving the problem of graffiti is to organize a competition for graffiti artists. In this way, the paintings would be of better quality and not on every building or wall in town.</td>
</tr>
<tr>
<td>Closing</td>
<td>In conclusion, the problem of vandalism can not be solved only by the police. I strongly believe that if we all work together, we can solve the problem of vandalism once and for all.</td>
</tr>
</tbody>
</table>

Writer’s suggestions

<table>
<thead>
<tr>
<th>Writer’s suggestions</th>
<th>How each suggestion will help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patrol public parks and downtown area more</td>
<td>Seeing more police officers will discourage vandals</td>
</tr>
<tr>
<td>Form citizen groups</td>
<td>These groups will keep their eyes open and call the police when they see vandals</td>
</tr>
<tr>
<td>Organize a competition for graffiti artists</td>
<td>The paintings will be of better quality and not on every building or wall in town</td>
</tr>
</tbody>
</table>
SPEAKING PAPER

The ECCE Speaking section is on a separate day from the written part of the test either before or after it. It is a face-to-face communication between the test taker and the oral examiner. It lasts about 10-15 minutes and it has four stages. Test takers’ performance on the speaking test is evaluated by the oral examiner according to a five-level ECCE speaking scale.

Stage 1 (2-3 minutes)
It is considered a warm-up stage and is not assessed

What you do
Give personal information about family, school life, friends, interest, hobbies, free time, future plans, daily routines, hometown, neighbourhood.

Useful Phrases
- I live in... I have lived here since ...
- My town is ...
- I'm IN the 2nd / 3rd class of high school, secondary school
- I've been learning English for _____ years.
- My favourite subject is ______ I'm really good at it.
- I don't really have a lot of free time, but when I do, I hang out with my friends
- There are five of us in my family
- I get on well with my brother / schoolmates
- I'd love to be a doctor, teacher...
- I haven't really decided yet, but I'm thinking of becoming a.......  

Tips
- Use simple, natural language – not a prepared speech
- Use contractions to show greater fluency (e.g. My name's…)
- Avoid Greek words as they might not be understood (e.g. Senior High School instead of Lyceum)
- Use conjunctions (also, because, however, though)

Notes

Stage 2 (3–4 minutes)

Ask the questions in order to gather information about the situation.

What you do
A prompt sheet is provided about a situation (either a problem to solve or a choice to make).
There are some photos, instructions and 4–5 questions. Ask the questions and listen to the information given by the examiner.

Questions (are printed on paper)
- Who is that person?
- What is the problem?
- What are the solutions / options? (always two)
- What are the advantages of each solution / option? And/or
- What are the disadvantages of each solution / option?
- Are there any considerations?

Useful Phrases
- Could you please repeat....?
- I’m not sure I understand ... Could you explain ..., please?
- Sorry, I didn’t hear the last part
- Do you mean...?

Tips
- There is no need to rephrase the questions. You ask the questions without changing them. Just read them aloud.
- Listen carefully to the information given by the examiner. Show interest.
- You cannot take notes but you can ask the examiner to repeat or clarify anything you did not hear or understand
- You don’t have to remember all the information, only the main points.
- Look at the pictures and try to connect the problem to the solutions or options.
- Get ready for stage 3 (offer advice or choose an activity / object / place / person...).

Notes

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Stage 3 (1-3 minutes)
Deciding, choosing, giving opinion, and supporting it.

What you do
- Explain WHICH option / solution you choose, and WHY.
- Explain WHY you did not choose the other option / solution.
- You may be asked to provide your own solution or option
- If you don’t agree with the options given you may provide your own as long as you can support it

Useful Phrases

Present the option chosen with reasons.
- Taking everything into account / consideration, I’d suggest.. because..
- If I were you I would...
- The option I have chosen is...because
- Personally I think the best choice / option is... due to the fact that...
- To begin with, you should... because ...
- Another good reason for my choice is...
- The option I have chosen is... because...
- Despite the disadvantages, I’d go for the second option
- Even though there are disadvantages, I feel that...

Say why you didn’t choose the other option, with reasons.
- Despite the advantages I wouldn’t choose the first option because...
- I’m not in favour of the second option because...
- I wouldn’t choose the second option because...

Present your own option
- Of course there could be another option or solution.
- Apart from these two options, there could be a third option, for example you could...

Tips
✓ It’s a good idea to revise comparison of adjectives for this stage,
✓ e.g. This option is better / worse
  • more / less convenient / expensive / attractive
  • the most/least suitable

Notes
Stage 4 (about 5 minutes)

Elaboration questions

What you do
You are asked 3 more general questions related to the topic of stages 2 and 3
You have to give your personal opinion, preferences or experiences

Useful Phrases
- Well, I believe... I suppose... I feel... I must admit...
- I haven't really thought about it, but...
- I don't really know, but...
- From personal experience I'd say that...
- I'd rather... / I'd prefer to...
- What I mean is that...

Tips
- You do not see the questions asked, you only hear them
- Listen carefully because the questions may have more than one part and you have to answer both, e.g. What is the difference between a holiday at a seaside resort and a holiday in a big city? Which would you prefer?
- Your answers to these questions need to be longer (more elaborate), extended.
- These answers take the most marks, so do your best.
- Train yourself to mentally think of answers to WH- questions (what – who – where – when – why). This will help you give longer answers.

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Some General Tips on the Speaking Test

- Confirm the time and place of the test with your teacher.
- Make sure you have your candidate slip and ID with you.
- Show up at least 10-15 minutes earlier so that you can gather your thoughts and not feel rushed. Being late may also have an adverse effect on your grade.
- Turn off your cell phone before taking the exam.
- Do not speak Greek during the speaking test.
- Do not chew gum during the speaking test.
- For the Speaking Test be prepared to speak as much as possible. Avoid giving one-word answers like yes or no. Try to explain yourself.
- Avoid using memorized language. It shows! Try to use natural language to express your ideas.
- Listen carefully to the Oral Examiner’s questions. If there is something you do not understand ask for clarification: “Excuse me, can you repeat the question please?” or “Would you mind saying that again please?”
- Remember you are not graded on your opinions, background knowledge or ideas. You are graded on how well you can express yourself orally.
- Body language is very important. Maintain good eye contact and posture. Don’t slouch if you’re sitting. Don’t cover your mouth when speaking.
- SMILE; it shows confidence!
- Be sure to thank the instructor for his/her time when you are finished with the test.
- Last but not least, dress appropriately.

Speaking Assessment

Speaking is graded by the oral examiners during the test.

The table below shows how the eight individual scores are awarded during the speaking test. Each tick can be 1-5 marks. Notice that stages 2 and 3 are awarded 3-15 marks while the questions in stage 4 are awarded 5-20 marks.

<table>
<thead>
<tr>
<th></th>
<th>Overall communicative Effectiveness</th>
<th>Language Control &amp; Resources</th>
<th>Intelligibility / Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 1</strong></td>
<td><strong>Unscored Warm-Up</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Stage 2 &amp; 3</strong></td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td><strong>Stage 4</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 1</td>
<td>✔</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Question 2</td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Question 3</td>
<td></td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>
Total marks for the Speaking: 40. This is later converted into a mark out of 1000.

**Speaking Grading Criteria**

Grading is done according to the following criteria:

<table>
<thead>
<tr>
<th>OVERALL COMMUNICATION</th>
<th>LANGUAGE CONTROL AND RESOURCES</th>
<th>DELIVERY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conveys:</strong> Does the test taker express his/her ideas in a comprehensible way?</td>
<td>Are grammatical errors minor and do not obstruct comprehension?</td>
<td>Does the test taker speak in normal speech rate without too many pauses?</td>
</tr>
<tr>
<td><strong>Understands:</strong> Does he/she understand the interlocutor completely?</td>
<td>Does the test taker show that he/she has grammatical control in spite of minor errors?</td>
<td>Does he/she use correct tone, intonation and stress</td>
</tr>
<tr>
<td><strong>Sustains:</strong> Can he/she keep the conversation going without too much intervention from the interlocutor?</td>
<td>Does the test taker have sufficient vocabulary according to the level to convey his/her ideas?</td>
<td>Is his/her mother tongue interfering with the meaning and sentence structure?</td>
</tr>
<tr>
<td><strong>Expresses:</strong> Can he/she express his/her ideas including details?</td>
<td>Can he/she self-correct and paraphrase to convey meaning?</td>
<td></td>
</tr>
<tr>
<td><strong>Interacts:</strong> Does he/she interact easily and expresses new ideas spontaneously?</td>
<td>Can he/she self-monitor his/her expression?</td>
<td></td>
</tr>
</tbody>
</table>

**you did it!!**
TIPS FOR THE DAY OF THE EXAM

✓ On the day of the Exam bring with you:
  • Your receipt,
  • A valid ID or Passport
  • A number 2 soft pencil
  • A soft rubber (NO Blanco allowed)
  • A pencil sharpener
  • A watch
  • A ruler (it might be useful to locate the items on the separate answer sheet)
  • REMEMBER to have all these items ready the previous day!

✓ Do NOT bring books or notes in the test room.
✓ Do NOT bring cell phones or other electronic devices.
✓ Mark your answers on the Listening, Grammar, Vocabulary and Reading sections on the answer sheet. Do NOT mark them on the Test Booklet as they will not be scored. There is no time allowed at the end of the test to transfer your answers!
✓ Answer all questions even if you are not sure about the correct answer. You have a chance to score correctly!
✓ You should use a pencil to mark your answers on the answer sheet. You can use a pencil in the writing section too as this will help you erase more easily and present a neat paper.
✓ Keep your eyes on your own paper, you don't want to appear to be cheating and cause unnecessary trouble for yourself
✓ Check your work before you hand in the answer sheet
✓ There are no breaks during the written part of the ECCE.
✓ Total time of the exam: 2 hrs and 30 minutes.
✓ You are not allowed to leave until the time is up and everybody is finished.

GENERAL TIPS on completing the answer sheet

All answers are written on a computerised answer sheet IN PENCIL (B2 soft pencil).
✓ Do not bend or fold your answer sheet.
✓ Mark all your answers on the separate answer sheet, not in the test booklet. It will save you time as they don't allow for extra time for transferring the answers to the answer sheet.
✓ Make sure you mark your answers correctly on the computerised sheet without leaving any gaps. Always check the numbers. A ruler may be useful for this.
✓ Your marks must be dark enough to be read by the scanning machine. The scanner cannot read very light marks.
✓ Do not make any other marks on your answer sheet.
✓ If you change your mind about an answer, erase your first mark completely.
✓ Fill in only one circle for each question.
✓ Any question with more than one answer marked will be counted wrong.

< Good luck! >
Sample: Report of the Examination Result

## Report of the Examination Results

<table>
<thead>
<tr>
<th>Examinee's Full Name</th>
<th>Examinee's Birthday (m/d/y)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>05/03/2014</td>
</tr>
</tbody>
</table>

**City, Country**

**RETHYMNO, GREECE**

<table>
<thead>
<tr>
<th>Examination Result:</th>
<th>PASS</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Speaking</th>
<th>HP</th>
<th>840</th>
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</thead>
<tbody>
<tr>
<td>Writing</td>
<td>LP</td>
<td>685</td>
</tr>
<tr>
<td>Listening</td>
<td>P</td>
<td>775</td>
</tr>
<tr>
<td>GVR</td>
<td>LP</td>
<td>700</td>
</tr>
</tbody>
</table>

### General Notes

1. **This Examination Report is not a Certificate.** Certificates are awarded only to examinees who pass the overall examination. The last administration will inform successful examinees when the certificates have arrived from CaMLA.

2. The purpose of this report is to provide information to examinees on their performance on the ECCE. ECCE section scores are reported in five bands ranging from Honors (H) to Fail (F). Examinees who achieve an average score of 650 or higher will be awarded a certificate. Additionally, ECCE examinees who achieve a score of 840 or higher in all four sections will be awarded a Certificate of Competency with Honors.

3. The ECCE evaluates high-intermediate English language proficiency and is aimed at the B2 level of the Common European Framework of Reference.

4. Examinees may be exempt from the listening and/or speaking sections of the ECCE if appropriate medical documentation is provided.

5. CaMLA reserves the right to update information before issuing certificates to successful examinees.