

Lion's Voice

Issue 3 January 2010



> Editor's Note

Dear Readers,

I would like to welcome you all to the third issue of our Newsletter and wish you a very happy, prosperous and creative New Year.

In this issue our featured teacher development article was written by Marisa Constantinides, well-known teacher educator, founder and Director of the Centre for English Language and Training (CELT). Marisa discusses the importance of games in education in general and language learning in particular, and gives advice on how to incorporate an element of play in our lessons!

In our psychology column, Despina Dimitraki, our school psychologist, gives us some basic information on learning difficulties, including dyslexia; this is the first in a series of articles – in the next issue, Despina will be giving us practical advice on how to deal with students with learning difficulties.

George Vassilakis, Director of Language Certification here at PeopleCert S.A., has a look at the results of the December 2009 examination session and discusses how positively the revised format and marking procedures have affected the students' performance.

Finally, as always, we've included the latest City & Guilds news:

- a report on our hugely successful Christmas party, held on our premises in Athens in December
- information on the new round of teacher development seminars which start in February
- a presentation of the new lower cut scores of the City & Guilds exams, information on the new statement of results
- information on the new registration system which allows you to register students in advance for any of the six examination periods within 2010
- exciting news about the forthcoming computer-based version of the IESOL exams, which will give schools and candidates much greater flexibility.

George Lampropoulos
Editor

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Teacher's Corner

> The power of play for education and language development

R.F.Dearden's (1967) definition of play, 'a non-serious and self-contained activity which we engage in just for the satisfaction involved in it', suggests that any activity that takes the mind of the learners away from language as a focus, any activity which gives them enjoyment and satisfaction simply through participating in it can be called a game. Given this description, many activities in the language classroom which generate laughter, enjoyment and fun can fall under the general heading of play.

The importance of play is a fact that no educator can dispute. Most language learners and parents of younger students do not dispute this either, but they somehow tend to forget this fact when it comes to language learning, or rather, they tend to think of play as a spare time activity, outside school hours, at home or in the playground.

Learning, it seems, is a serious business, and should be done through serious activities such as reciting texts, enumerating rules, doing written exercises, reading aloud, writing reams of dictation, answering teacher questions on texts, in fact, doing all the things that are not natural to children and go against the way they pro-

cess and acquire any language, starting with their own.

This acquisition process occurs mainly through observation, association, trial, error and reinforcement in play or gamelike activities where children pretend, act out parts from fairy tales or favourite TV series or film characters. They play with toys, make drawings and like to play with sand, water and household or other objects. Through play, children learn about the world, about the names of things, their properties and uses, space, time, size and weight, they learn to relate to people, be members of a team, and by extension, about relationships in the adult world.

Games in the Foreign Language Classroom

Games in the foreign language classroom tend to be used to fulfill linguistic objectives and, in fact, if a game is not suitably aligned to these aims of a lesson but is included just because "it's fun and the children needed a break", most TEFL trained teachers would frown and suggest a game more closely related to the lesson aims!

I suggest to you that while this should be a priority for adults who are on a tight time frame, in classes of young pupils, this

does not really matter, although, to be fair, a game which does fulfill the aims can usually be found!

Here are is a list of familiar TEFL classroom games and gamelike activities. Their linguistic aims have not been included, as I presume most readers will already be familiar with them, but you might be interested in reflecting for a moment on how each one fulfills the educational objectives listed above. If you have no time to think, the answers have been included at the end of this article.

a. Describe & Draw

Player A describes a picture to Player B who listens & draws the picture.

b. Find Differences or Similarities

Players A & B have a different picture each. Without looking at each other's picture, they exchange descriptions trying to spot as many differences or similarities as they can within a time limit.

c. Happy Families

Groups of four players are dealt out four cards each and by asking randomly, try to collect the four members of a family to win the game.

d. Role Plays

Students enact a part which may be based on a conversation in their book, a situation outlined on a role card, a picture showing people in a situation, a series of pictures, a video sequence, or simply, some instructions given orally by the teacher.

e. Puppet Theatre

Similar to roleplay, but here children handle a puppet each and enact a short sketch.

f. Find the Order

Groups of pupils are given the pictures making up a story. Each pupil has a picture. By describing their pictures to each other, they try to work out the se-



quence and tell the story to other groups.

g. Board Games

The pupils play a board game such as Snakes & Ladders, or one made especially for language practice, e.g. the Gift Game, in which pupils must justify why they would give a particular gift to one of the people assigned to them in order to move along the board.

h. Hide your Words

Groups of pupils are each given a set of cards with words or pictures and improvise a skit or story in which these words are used. When they present their story or skit, opposing teams must guess which words they 'are hiding'.

i. Making Board Games

Groups of pupils are given a board outline (or ideas for a board outline) and create their own board game which they colour in, make command cards for, tokens to move around the board and, depending on their level, write or record a set of instructions for other players.

j. Pictionary

A member of each team is called out and is given a word card which s/he has to draw on the board. His fellow team

Learning, it seems, is a serious business, and should be done through serious activities such as reciting texts, enumerating rules, doing written exercises, reading aloud, writing reams of dictation, answering teacher questions on texts, in fact, doing all the things that are not natural to children and go against the way they process and acquire any language, starting with their own.

players shout out words and must guess the word within a time limit.

k. Running or Wall Dictation

A short or longer paragraph is stuck on a wall away from the class. A runner from each group runs back and forth dictating the text to his/her group.

l. Circle Games

Students sit/stand in a circle and each player adds a new element, e.g. 1st player: 'I like apples', 2nd player: 'like apples and oranges', 3rd player: 'O like apples, oranges and bananas' and so on. Each child must remember everything said by the previous players.

m. Mingling Games

Pupils move around the class and talk to each other trying to find their partner in the crowd, e.g. "bread" must find "butter" or the "bikini" must find the "beach" through talking to other pupils.

Some thoughts for the end

Most of the TEFL games mentioned will already be familiar to the majority of my readers and a first comment may be that the distinction between learning (epistemic) and ludic (playful) activities may not be that relevant for the language classroom. For example, although roleplaying activities seem to fall under the most extreme kind of playfulness in Tyler's diagram, in the foreign language classroom they can generate a lot of language production. Physical play, though necessary, may be amended to mingling or moving around the class but is not uncommon in TPR (Total Physical Response) activities commonly used in young learners' classes.

In the young learners' classroom, language acquisition activities cannot be haphazardly selected just with linguistic aims in mind but for everything we do, we must have a deeper understanding of education principles, something which standard TEFL orthodoxy is not famous for!

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For a more extended version of this article, please visit <http://bit.ly/Wot9z>



Marisa Constantinides, (Dip.RSA, M.A. App Ling) is a teacher, teacher educator and materials designer. Marisa has trained teachers in the private and public sectors as a free-lance trainer first, and later as head of CELT Athens, established in 1993. Her wide experience of designing and implementing a wide variety of teacher education courses include Cambridge CELTA and DELTA courses as well as tailor-made programmes for foreign language centres and associations. Publications include materials for children, literature workbooks for set texts and numerous articles on TEFL, Language, Linguistics and Education topics. She is a member of IATEFL, TESOL International, & TESOL Greece.

Blog in English: TEFL Matters at <http://marisaconstantinides.edublogs.org/>
 Blog in Greek: Ξερόγλωσση Παιδεία <http://celt-athens-tefl-courses.blogspot.com/>
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Απλά Μαθήματα Σχολικής Ψυχολογίας

> Τι είναι (και τι δεν είναι) οι μαθησιακές δυσκολίες...

Καθηγητής Λοιπόν, έτοιμοι για ορθογραφία;
Μαθητής Κύριε, δεν διάβασα ορθογραφία.
Καθηγητής Πάλι, Άγγελε; Και την προηγούμενη φορά η ορθογραφία σου ήταν γεμάτη λάθη. Μου φαίνεται πως τελευταία τεμπελιάζεις πολύ και μάλλον πρέπει να καλέσω τη μαμά σου.
Μαθητής Κύριε, αλήθεια σας λέω! Διαβάζω πάντα την ορθογραφία και μετά δε θυμάμαι τίποτα. Όλο τα μπερδεύω.
Καθηγητής Όλο δικαιολογίες είσαι, Άγγελε.



Πολλές φορές οι καθηγητές χρειάζεται να αντιμετωπίσουν περιπτώσεις μαθητών με διαφορετικές μαθησιακές δυσκολίες. Πώς μπορούν όμως να βοηθήσουν ουσιαστικά το μαθητή που αντιμετωπίζει μια τέτοια δυσκολία όταν δεν γνωρίζουν ποιες ακριβώς μπορεί να είναι αυτές; Παρακάτω θα δούμε ποιες είναι μερικές από τις πιο συχνές κατηγορίες μαθησιακών δυσκολιών.

Μαθησιακές Δυσκολίες

Οι λεγόμενες μαθησιακές δυσκολίες αποτελούν μία ανομοιογενή ομάδα διαταραχών, οι οποίες είναι εγγενείς, τις έχει κανείς σε όλη τη διάρκεια της ζωής του και οφείλονται σε δυσλειτουργίες του κεντρικού νευρικού συστήματος. Εκδηλώνονται ως σημαντικές δυσκολίες στην πρόσκτηση και χρήση ικανοτήτων ακρόασης, ομιλίας, ανάγνωσης, γραφής, συλλογισμού ή μαθηματικών ικανοτήτων.

Οι μαθησιακές δυσκολίες δεν έχουν καμία σχέση με τη νοητική καθυστέρηση ή με προβλήματα που μερικές φορές παρουσιάζονται σε συμπεριφορές αυτοελέγχου, κοινωνικής αντίληψης ή κοινωνικής αλληλεπίδρασης. Επίσης, οι μαθησιακές δυσκολίες δεν έχουν να κάνουν με πολιτισμικές διαφορές ή με το είδος της διδασκαλίας που δέχεται κανείς, καθώς είναι, όπως είπαμε παραπάνω, εγγενείς.

Υποκατηγορίες Ειδικών Μαθησιακών Δυσκολιών

Οι μαθησιακές δυσκολίες που έχουν διαγνωσθεί και περιγραφεί από την επιστήμη μπορούν να χωριστούν στις παρακάτω κατηγορίες:

1. Ειδικές Γλωσσικές Δυσκολίες

Ο μαθητής δυσκολεύεται να κατανοήσει ή ακόμα και να παράγει λόγο ενώ σε περιπτώσεις που το καταφέρνει, η παραγωγή ήχων (άρθρωση) γίνεται με δυσκολία. Εμφανής είναι επίσης η δυσκολία μετατροπής ιδεών σε λόγο (έκφραση) και/ή κατανόησης των λεγομένων του συνομιλητή.

2. Ειδική Μαθησιακή Δυσκολία στην Ανάγνωση

Ο μαθητής αργεί να μάθει το μηχανισμό της ανάγνωσης σε σχέση με τους συμμαθητές του ενώ η ανάγνωσή του είναι συλλαβιστή και κομπιαστή. Κατά τη διάρκεια της ανάγνωσης έχει μειωμένη κατανόηση του κειμένου ενώ τις περισσότερες φορές αγνοεί τα σημεία στίξης. Συγχέει τα γράμματα που μοιάζουν οπτικά (π.χ. γ-χ, τ-π) και αντιστρέφει ή αλλάζει τη σειρά των γραμμάτων σε λέξεις (π.χ. αντί «έτσι» διαβάζει «έσι»). Σε ορισμένες περιπτώσεις προσπαθεί να μαντέψει λέξεις παρασυρόμενος από κάποια γνωστή του συλλαβή (π.χ. βλέπει καντήλι, διαβάζει μαντήλι)

3. Ειδική Μαθησιακή Δυσκολία στην Ορθογραφία (Δυσορθογραφία)

Ο μαθητής παρουσιάζει μια ασυνήθιστα επίμονη δυσκολία στην ικανότητα για ορθογραφημένη γραφή και μόνο ενώ η ικανότητα για ανάγνωση καλλιεργείται απρόσκοπτα και φτάνει στο αναμενόμενο επίπεδο βάσει της ηλικίας και της νοητικής ικανότητας του κάθε μαθητή. Τα γραπτά του μαθητή, λόγω δυσγραφίας, είναι συνήθως ακατάστατα με μουτζούρες και πολλά ορθογραφικά λάθη ακόμη και σε λέξεις που έχει διδαχθεί. Παράλληλα ο μαθητής αδυνατεί να τηρεί βασικούς γραμματικούς κανόνες και δεν κρατάει τις αποστάσεις μεταξύ των λέξεων.

4. Ειδική Αναπτυξιακή Δυσκολία στην Αριθμητική (Δυσαριθμησία)

Ο μαθητής με τη συγκεκριμένη δυσκολία παρουσιάζει διαταραχές στην απόκτηση των μαθηματικών ικανοτήτων του αφού δυσκολεύεται με τις βασικές πράξεις της πρόσθεσης, της αφαίρεσης και την εκμάθηση των κανόνων του πολλαπλασιασμού.

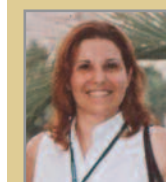
5. Δυσλεξία

Στη περίπτωση της δυσλεξίας ο μαθητής παρουσιάζει μια απροσδόκητη αποτυχία ή πολύ χαμηλή επίδοση στην ανάγνωση και τη γραφή, που δε δικαιολογεί η ηλικία, οι εκπαιδευτικές ευκαιρίες και το νοητικό επίπεδό του. Η νοημοσύνη του είναι φυσιολογική – μέχρι και πολύ υψηλή – και

η συμπεριφορά του δείχνει πως είναι πολύ πιο έξυπνος από ότι φανερώνει η επίδοσή του στην ανάγνωση, στη γραφή και μερικές φορές στην αριθμητική. Η άρθρωσή του και η ομιλία του είναι φυσιολογικές αλλά ο μαθητής χαρακτηρίζεται συχνά, εσφαλμένα βεβαίως, ως τεμπέλης και αδιάφορος για τα σχολικά μαθήματα λόγω των επιδόσεων του.

Χαρακτηριστικά της συμπεριφοράς του δυσλεκτικού παιδιού

- Δυσκολία στη διάκριση αριστερού-δεξιού
- Σύγχυση ως προς το κυρίαρχο χέρι, μάτι, πόδι
- Δυσκολίες στην αντίληψη των εννοιών της διαδοχής, σειράς και διεύθυνσης (π.χ. Βορράς- Νότος, ημέρες εβδομάδας...)
- Δεν μπορούν να συγκεντρώσουν την προσοχή τους για ικανοποιητικό χρονικό διάστημα ανάλογα με την ηλικία τους σε μια συγκεκριμένη δραστηριότητα
- Ενδεχόμενη κινητική αδεξιότητα ή υπερκινητικότητα
- Σύγχυση στην αντίληψη της έννοιας του χρόνου (π.χ. Χθες-αύριο)
- Δεν οργανώνουν καλά τη μελέτη τους, την εργασία τους, τον προσωπικό τους χώρο. Δεν συγκρατούν το πρόγραμμα των υποχρεώσεών τους και έτσι δεν ανταποκρίνονται με συνέπεια. Μπορεί να είναι ακατάστατα ή αδέξια.
- Μικρής έκτασης και διάρκειας βραχύχρονη μνήμη.



Η Δέσποινα Δημητράκη είναι αριστούχος απόφοιτος του Τομέα Ψυχολογίας και του Τμήματος Φιλοσοφίας-Παιδαγωγικής-Ψυχολογίας του Πανεπιστημίου Αθηνών. Είναι κάτοχος του μεταπτυχιακού τίτλου Σχολικής Ψυχολογίας και υποψήφια διδάκτωρ του Πανεπιστημίου Αθηνών ως υπότροφος του ΙΚΥ. Αποτελεί μέλος του Πανελληνίου Ψυχολογικού Συλλόγου. Συνεργάζεται με εκπαιδευτικούς οργανισμούς και εκδοτικούς οίκους στον σχεδιασμό, οργάνωση και διεξαγωγή σεμιναρίων. Συμμετέχει σε ευρωπαϊκά και διεθνή επιστημονικά συνέδρια.

> **The Revised City & Guilds Exam: Has it Become Harder?**



by George Vassilakis
Language Certification
Director PeopleCert S.A.

Introduction

Following the City & Guilds CEFR alignment project, which was completed in late 2008, a number of revisions were introduced to the IESOL examination suite so that the format and the content of the exam would be brought into line with CEFR specifications and best practice in the area of language testing. Although English language teachers in Greece acknowledged the fact that this would result in a more valid, more reliable, more qualitative examination format, some expressed fears that the tasks included in the revised exam would result in an increased level of difficulty and, therefore, less favourable results for their students.

In particular, teachers felt that the fact that now candidates are only allowed to hear some of the listening recordings at the more advanced levels once would negatively affect their performance and that some of the new tasks in the reading section of the C1 and C2 exams might confuse learners. These fears proved to be unjustified: in fact, the examination results of the December session are actually better than those of previous sessions, bringing the pass rate in Greece up to a level that is comparable to, and in most cases higher than, the City & Guilds IESOL results in the rest of the world.

It is well known that Greek candidates tend to do worse than candidates in the rest of the world in most English language exams; this is usually explained away by referring to the fact that Greek candidates are considerably younger and claiming that their young age negatively affects their performance, as the tests themselves are intended for adults and therefore young candidates are disadvantaged due to lack of knowledge of the world rather than linguistic inadequacy.

In the light of the December results of the IESOL and ISESOL examinations, this claim might need to be revised. It may be that it is not the age of the candidate that is the decisive factor, but the quality of the test itself, the transparency and fairness of the scoring system and the kind of preparation that the candidates are given. Indeed, the fact that the City & Guilds exams are now fully aligned to the CEFR, contain tasks that are more realistic and are designed with close reference to the descriptors in the CEFR and the associated literature seems to have had a positive impact on the learners' performance. That there is now a lot more examination practice material available and that teachers have become more familiar with the requirements of our exams has definitely helped, as well.

The table below shows the Greek December 2009 pass rates as compared to the 2009 pass rates for the rest of the world in the City & Guilds IESOL (Listening, Reading and Writing) and ISESOL (Speaking) examinations.

Level	IESOL Pass Rate		ISESOL Pass Rate	
	Greece (Dec 09)	Rest of the World	Greece (Dec 09)	Rest of the World
A1	90%	88%	100%	91%
A2	94%	84%	100%	91%
B1	70%	74%	78%	80%
B2	66%	51%	75%	65%
C1	76%	59%	68%	71%
C2	59%	55%	60%	80%

Several conclusions can be drawn from studying these figures. We, at PeopleCert S.A., feel that the most important and most relevant conclusions are as follows:

Greek candidates at the lower levels (A1 and A2) seem to be doing consistently better than candidates in the rest of the world, even though they are considerably younger. It appears, then, that age does not affect test performance as long as language preparation is of a high enough standard.

Greek candidates are almost at the same level as candidates in the rest of the world

at B1 level and considerably better at B2 level. Again, this seems to confirm that there is no age-related effect. B2 level candidates in particular appear to be very well prepared in Greece, which is unsurprising, given that there is (a) very strong motivation among Greeks to acquire a recognised B2 level certificate and (b) an exam-centred culture among both language teachers and students (and their parents!) in this country, with students focusing exclusively on exam preparation for as long as a year before they take a B2 level examination.

Advanced and very advanced candidates (C1 and C2) in Greece seem to be doing better than candidates in the rest of the world in the written exam. However, as far as the speaking skill is concerned, very advanced (C2) candidates in Greece are doing a little worse than their counterparts in the rest of the world. It may be that in the case of spoken discourse on academic and abstract topics, which is a CEFR requirement for the C2 level, there is, after all, an age-related effect. Even so, the 60% pass

rate that Greek candidates have achieved in the City & Guilds C2 exam is generally considered satisfactorily high.

Overall, the revised format of the City & Guilds exams, along with the fairer criteria used in the marking, have clearly resulted in an assessment profile for Greek candidates that puts them on a par with candidates in the rest of the world, rewarding their efforts and those of their teachers, while at the same time ensuring a high degree of validity and reliability of the assessment.

Inside City & Guilds

> Christmas OPEN DAY party

Just before the end of the previous calendar year, on **Friday 18th December 2009**, Peoplecert organised a **very successful Christmas party** not only for its employees but also for external partners, friends and family members.

The party started at 4.00pm for Peoplecert employees and just after 5.30pm the

doors opened for anyone who was in the mood to have a fantastic night!

Peoplecert employees had the chance to mingle with their colleagues and friends while the Chairman of Peoplecert gave his wishes for a truly happy 2010.



Guests starting to get together



A bird's eye view of the Christmas venue



Guests enjoying food before dance begins!





All guests had a very enjoyable evening with plenty of food, (much!) champagne and a lot of dance moves!

Members of the Sales & Marketing Team

> City & Guilds Teacher Development Seminar Days

The Language Certification Department has planned and is ready for another cycle of teacher development seminars which will last approximately 5 weeks. Below you can find the detailed agenda of the seminar days as well as the list of the 10 cities and venues that the Language Certification team will visit in February and March. Among other exam practice material, you will receive sample copies of books to help you prepare your students for the City & Guilds exams. Hope to see you all!

Seminar Programme

10.00 - 11.15	City & Guilds English Exams: Test Tasks and Student Performance / Presenter: George Lampropoulos
	 <p>This presentation looks at the task types used in the IESOL and ISESOL exams as well as the performance of the thousands of Greek candidates that have taken the exams so far. The requirements of each task will be analysed, the candidates' performance will be discussed and tips will be given for more effective preparation of students at all levels.</p>
11.15 - 11.45	Coffee Break
11.45 - 13.00	Developing and Assessing Speaking / Presenter: George Vassilakis
	 <p>This presentation looks at the assessment criteria and requirements of various spoken exams at levels B2 and above and attempts to describe the kind of abilities that students need in order to succeed. Using examples from City & Guilds Spoken ESOL tests, we will demonstrate how different speaking activities in the classroom can help students develop different aspects of the speaking skill that will result in effective and efficient oral communication as well as success in oral exams.</p>

Seminar Schedule

Town	Date	Venue
Alexandroupoli	Saturday, 6 February 2010	Egnatia Grand
Thessaloniki	Sunday, 7 February 2010	Hotel Grand Palace
Ioannina	Monday, 8 February 2010	Hotel Du Lac
Larissa	Tuesday, 9 February 2010	Hotel Imperial
Lamia	Wednesday, 10 February 2010	Hotel Samaras
Patra	Thursday, 18 February 2010	Hotel Tzaki
Calamata	Friday, 19 February 2010	Hotel e-Filoxenia
Athens	Saturday, 20 February 2010	Hotel Imperial
Herakleion	Wednesday, 3 March 2010	Hotel Atrion
Rhodes	Friday, 5 March 2010	Hotel Best Western Plaza

Latest News

> Registration

Acknowledging your need for organising your schedule throughout the academic year, City & Guilds has announced detailed information on the exam dates and cities for 2010.

You can now log on our website www.cityandguilds.gr and register your students for any of the 6 exam periods of 2010. On the right you will find detailed information on the March 2010 examinations including deadlines for registrations and cities where exams will be administered.

Do not forget to check our site regularly because the number of examination cities for March as well as other exam periods might increase depending on the demand. For instance, if you want the March exams to be administered in one of the cities which is not included above, call the Exams Administrations Department on 210 3729150 or email support@cityandguilds.gr by 8th February 2010.

CB PILOT TESTING

Living in the era of new technologies, City & Guilds takes pride in the new computer-based testing system which will be piloted in some of our authorised exam centres in spring. The on-line exams do not differ from the paper-based ones in the format and type of tasks or the duration. The only difference is that the whole paper in the computer-based exams, including the Listening Parts with the use of headphones, will be conducted on a PC.

Computer-based exams will be available on demand in authorised exam centres throughout Greece. In this way, apart from the 6 exam sessions available already, students will have the opportunity to take the exam on-line whenever they want making things even more convenient for them. The assessment and marking of the computer-based exams will be done according to the same criteria used in the paper-based exams. Available centres for computer-based testing along with detailed information on how to register will be available on our website soon.

March Examinations

Exam Dates	Deadline for On-line registrations	Deadline for mailed registrations
20-21 March 2010	1 March 2010	22 February 2010

March 2010 Examination Cities

Athens, Herakleion, Thessaloniki, Ioannina, Larissa & Patra

March 2010 Examination Schedule

IESOL Date	IESOL Time	Level	IESOL Dates
20 Mar. 2010	09:00 - 12:00	C2	20-28 Mar. 2010
20 Mar. 2010	13:00 - 16:00	C1	20-28 Mar. 2010
20 Mar. 2010	17:00 - 19:00	A1	20-28 Mar. 2010
21 Mar. 2010	09:00 - 11:30	B2	20-28 Mar. 2010
21 Mar. 2010	12:30 - 15:00	B1	20-28 Mar. 2010
21 Mar. 2010	16:00 - 18:00	A2	20-28 Mar. 2010

NEW LOWER IESOL CUT SCORES

Following the recent alignment project of the City & Guilds exams to the CEFR, as of December 2009 City & Guilds has introduced new lower cut scores for all IESOL levels. Indicatively for **B2 level the new cut score is 50%** which, in practice, means that a candidate would need 15 correct questions out of 30 for the Listening part and another 15 correct for the Reading part in order to pass the exam. So, along with the changes in the format and task types of the City & Guilds exams implemented in December 2009, the changes in the cut scores confirm the reliability and fairness of the exams.

You can find more information on all levels on our website www.cityandguilds.gr.

NEW BOOKS / MATERIAL

Books with practice tests on City & Guilds exams are out by various publishers! These include new or revised version of older ones which will give your students the chance to prepare efficiently for the City & Guilds Exam. Two Practice Tests for each level are available on our website and the first Past Paper will also be uploaded soon so don't forget to log on our website!

