

European University

Distance Exam Guide for Candidates

What does the EU Distance Exam include?

The exam includes speaking and writing tasks. It enables an applicant to prove that he or she has the language competency skills at B2 (upper-intermediate) level.

About the exam form

The distance exam is conducted through the software of *Skype* or other relevant programs. Before and during the exam, an examiner should have an opportunity to watch the examinee via the video camera.

Procedure

Identification

1. Before the exam, the applicant should submit an ID to an examiner to get identified as an examinee.
2. After the identification, the examiner informs the applicant about the exam rules.
3. The examiner starts the exam.

Exam Rules

Forbidden behaviour and items during the exam:

- a) Off-topic conversation, noise, making gestures.
- b) Getting any help from another person.
- c) Using any printed materials.
- d) Using mobile phones during the exam.
- d) Leaving the exam for any reasons except the health cause.

Warning and Dismissal from the Exam

During the exam session, in case of the circumstances as mentioned above and another improper behaviour, at first, the examinee is warned, and the second time will be dismissed from the exam.

The First Stage - Speaking Part

4. The examiner gives 10 B2 level open questions. The examinee should respond to each question for two minutes. The speaking part does not exceed 30 minutes. Each question should be on a different topic. At a certain extent, there can be different but interconnected topics.
5. The examiner finishes the first part of the exam.

The Second Stage - Writing Task

6. After finishing the speaking part, the examiner gives 20 minutes to the examinee to do the writing task. The task will be given only after finishing the speaking session. This part includes writing a 100-120-word essay on a particular issue.

The essay should be written in the open chat window of *Skype* visible for the examiner.

7. After finishing the writing, the examinee must send the completed essay to the examiner through the open Skype chat window.
8. Immediately after the submission of the essay, the applicant orally reviews his/her fulfilled written task (essay).
9. The exam is over, and the examiner informs the examinee about the possible announcement of the results via email or other forms.

Scores

The overall score of the exam is 100 (including speaking and writing). The applicant should get a minimum of 60 points from both parts to pass the exam.

Speaking part

The maximum score of the speaking part is 80. The minimum threshold is 50 (out of 80).

Writing part

The maximum score of the writing task is 20. The minimum threshold is 10 (out of 20).

Assessment Rubrics. Speaking

SCORE	GENERAL DESCRIPTION	FLUENCY	LANGUAGE USE	TOPIC DEVELOPMENT
71-80	The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Generally well-paced flow (fluid expression). Speech is clear. It may include minor lapses, or minor difficulties with pronunciation or intonation patterns, which do not affect overall intelligibility.	The response demonstrates effective use of grammar and vocabulary. It exhibits a fairly high degree of automaticity with good control of basic and complex structures (as appropriate). Some minor (or systematic) errors are noticeable but do not obscure meaning.	Response is sustained and sufficient to the task. It is generally well developed and coherent; relationships between ideas are clear (or clear progression of ideas).
61-70	The response mostly fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Generally well-paced flow (fluid expression). Speech is mostly clear. It may include minor lapses, or minor difficulties with pronunciation or intonation patterns, which do not affect overall intelligibility.	The response mostly demonstrates effective use of grammar and vocabulary. It exhibits a fairly high degree of automaticity with good control of basic and complex structures (as appropriate). Some minor (or systematic) errors are noticeable but do not obscure meaning.	Response is mostly sustained and sufficient to the task. It is generally well developed and coherent; relationships between ideas are mostly clear (or clear progression of ideas).
51-60	The response addresses the task appropriately but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, though minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times (though overall intelligibility is not significantly affected).	The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. This may affect overall fluency, but it does not seriously interfere with the communication of the message.	Response is mostly coherent and sustained and conveys relevant ideas/information. Overall development is somewhat limited, usually lacks elaboration or specificity. Relationships between ideas may at times not be immediately clear.
41-50	The response addresses the task appropriately but may fall short of being fully developed. It is to a certain extent intelligible and coherent, with some fluidity of expression, though it exhibits 5-6 noticeable lapses in the expression of ideas.	Speech is to a certain extent clear, with some fluidity of expression, though minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times (though overall intelligibility is not significantly affected).	The response more or less demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit 5-6 imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. This may affect overall fluency, but it does not seriously interfere with the communication of	Response is to a certain extent coherent and sustained and conveys relevant ideas/information. Overall development is somewhat limited, usually lacks elaboration or specificity. Relationships between ideas may at times not be immediately clear.

			the message.	
31-40	The response addresses the task, but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur; meaning may be obscured in places. A response at this level is characterized by at least two of the following:	Speech is basically intelligible, though listener effort is needed because of unclear articulation, awkward intonation, or choppy rhythm/pace; meaning may be obscured in places.	The response demonstrates limited range and control of grammar and vocabulary. These limitations often prevent full expression of ideas. For the most part, only basic sentence structures are used successfully and spoken with fluidity. Structures and vocabulary may express mainly simple (short) and/or general propositions, with simple or unclear connections made among them (serial listing, conjunction, juxtaposition).	The response is connected to the task, though the number of ideas presented or the development of ideas is limited. Mostly basic ideas are expressed with limited elaboration (details and support). At times relevant substance may be vaguely expressed or repetitious. Connections of ideas may be unclear.
21-30	The response addresses the task, but development of the topic is significantly limited. It mostly contains intelligible speech, although frequent problems with delivery and/or overall coherence occur; meaning may be obscured in places.	Speech is basically intelligible, though listener effort is needed because of frequent unclear articulation, awkward intonation, or choppy rhythm/pace; meaning may be obscured in places.	The response demonstrates very limited range and control of grammar and vocabulary. These limitations often prevent full expression of ideas. For the most part, only basic sentence structures are used successfully and spoken with fluidity. Structures and vocabulary may express mainly simple (short) and/or general propositions, with simple or unclear connections made among them (serial listing, conjunction, juxtaposition).	The response is to a certain extent connected to the task, though the number of ideas presented or the development of ideas is very limited. Mostly basic ideas are expressed with limited elaboration (details and support). At times relevant substance may be vaguely expressed or repetitious. Connections of ideas may be unclear.
11-20	The response is very limited in content and/or coherence or is only minimally connected to the task, or speech is largely unintelligible. A response at this level is characterized by at least two of the following:	Consistent pronunciation, stress and intonation difficulties cause considerable listener effort; delivery is choppy, fragmented, or telegraphic; frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limit or prevent expression of ideas and connections among ideas. Some low-level responses may rely heavily on practiced or formulaic expressions.	Limited relevant content is expressed. The response generally lacks substance beyond expression of very basic ideas. Speaker may be unable to sustain speech to complete the task and may rely heavily on repetition of the prompt.
1-10	The response is very limited in content and/or coherence or is almost not connected to the task, or speech is largely unintelligible	Consistent pronunciation, stress and intonation difficulties cause considerable listener effort; delivery is choppy, fragmented, or telegraphic; permanent pauses and hesitations.	Range and control of grammar and vocabulary severely limit or prevent expression of ideas and connections among ideas. Some low-level responses may rely heavily on practiced or formulaic expressions.	Limited relevant content is expressed. The response lacks substance beyond expression of very basic ideas. Speaker may be unable to sustain speech to complete the task and may rely heavily on repetition of the prompt.
0	Speaker makes no attempt to respond OR response is unrelated to the topic.			

Assessment Rubrics. Essay

SCORE	TASK DESCRIPTION
16-20	<p>An essay at this level largely accomplishes all of the following:</p> <ul style="list-style-type: none"> • Effectively addresses the topic and task. • Is well organized and well developed, using clearly appropriate explanations, exemplifications and/or details. • Displays unity, progression and coherence. • Displays consistent facility in the use of language, demonstrating syntactic variety, appropriate word choice, though it may have minor lexical or grammatical errors.
11-15	<p>An essay at this level largely accomplishes all of the following:</p> <ul style="list-style-type: none"> • Addresses the topic and task well, though some points may not be fully elaborated. • Is generally well organized and well developed, using appropriate and sufficient explanations, exemplifications and/or details. • Displays unity, progression and coherence, though it may contain occasional redundancy, digression, or unclear connections. • Displays facility in the use of language, demonstrating syntactic variety and range of vocabulary, though it will probably have occasional noticeable minor errors in structure, word form that do not interfere with meaning.
6-10	<p>An essay at this level is marked by one or more of the following:</p> <ul style="list-style-type: none"> • Addresses the topic and task using somewhat developed explanations, exemplifications and/or details. • Displays unity, progression and coherence, though connection of ideas may be occasionally obscured. • May demonstrate inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning. • May display accurate but limited range of syntactic structures and vocabulary.
1-5	<p>An essay at this level is seriously flawed by one or more of the following weaknesses:</p> <ul style="list-style-type: none"> • Serious disorganization or underdevelopment. • Little or no detail, or irrelevant specifics, or questionable responsiveness to the task. • Serious and frequent errors in sentence structure or usage.
0	<p>The task is not fulfilled according to the above mentioned criteria or is blank.</p>

Warm-Up

- Where are you from?
- What is your motivation to study medicine?
- Why have decided to study in Georgia?

The Level-Check

- Do you like to spend time alone or spend time with your friends? Use details and examples to support your explanation.
- Many people think that students study course materials more effectively by taking exams, while others think that students learn more effectively through doing other activities like completing projects, which one do you think is more effective?
- Do you agree or disagree that grades encourage students to learn? Use details and examples to support your explanation.
- When going to a restaurant, do you prefer to meet your friends at home or at the restaurant? Use details and examples to support your explanation.
- Do you prefer to go someplace you have never been before or someplace you have been before? Use details and examples to support your explanation.

- When going on a trip, do you prefer to drive or take a train? Use details and examples to support your explanation.
- Do you prefer to live in a traditional house or in a more modern apartment? Use details and examples to support your explanation.
- Do you agree or disagree with the statement that experienced doctors are better than young doctors?
- Is it better to use your extra money to buy some objects like clothes or electronic products, or is it better to use the extra money to increase your experience like going for a vacation or a concert?
- Do you prefer to eat at food stands or restaurants? Use details and examples to support your explanation.
- Do you agree or disagree that students should have a job while they are studying at university? Use details and examples to support your explanation.

Sample Essay Questions

- What are the challenges for doctors at work?
- Should the state finance hospitals or it would be better private companies to manage the hospitals?