



## Are you ready to take the ECPE?

A workshop for students preparing for the updated ECPE



**HELLENIC  
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UNION**

**CENTER FOR  
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## **ECPE Writing**



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## ASSESSMENT CRITERIA EXPLAINED – SELF-CHECK QUESTIONS FOR STUDENTS

<b>Task Completion</b>	<p><b>ARE ALL TASK REQUIREMENTS FULFILLED?</b></p> <p>Have you followed the instructions given in the prompt?</p> <p>Is the response related to the topic/prompt?</p> <p>Are multiple viewpoints considered in the response along with your opinion?</p> <p>Is there at least one provided source (info from graph, diagram, etc.) integrated into the response?</p> <p><b>INCLUSION OF SOURCE (CONSIDERATION):</b></p> <p>Has it become part of the response smoothly and naturally or is it just mentioned?</p>
<b>Development</b>	<p><b>ARE THE IDEAS SUPPORTED WITH ARGUMENTS?</b></p> <p>Are your ideas developed and supported?</p> <p>Does the response convincingly show consideration of the topic?</p> <p>Are the ideas clearly and logically organized?</p> <p><b>ORGANIZATION OF IDEAS (CONSIDERATION):</b></p> <ul style="list-style-type: none"> <li>-Through linking words and phrases (no overuse)</li> <li>-Through 'strong' introductory words and phrases (e.g. noun-clauses, gerunds, etc.)</li> </ul>
<b>Language</b>	<p><b>IS THE LANGUAGE USED AT PROFICIENCY LEVEL (C2)?</b></p> <p>Is there a variety in grammatical structures?</p> <p>Have you used different grammar in your text?</p> <p>Are these grammatical structures accurate?</p> <p>Have you used these structures correctly?</p> <p>Is there a variety of words used?</p> <p>Have you used words you've seen before and know how they are used in a similar context?</p> <p>Have you repeated the same words in your text or have you used synonyms instead?</p> <p>Are the words in the text appropriate?</p> <p>Have you used words that do not cause confusion and are suitable?</p>

<b>Authorial Voice</b>	<p><b>IS THE RESPONSE ORIGINAL AND ENGAGING?</b></p> <p>Is the content original?</p> <p>Does the response engage the reader?</p> <p><b>RESPONSE ORIGINALITY (CONSIDERATION):</b> Language is neither formulaic nor copied from information already provided through the task – there are examples supporting your opinion and avoidance of generalizations/broad reasoning</p> <p><b>RESPONSE ENGAGEMENT (CONSIDERATION):</b> Is the response appealing to the reader's emotions? (e.g. through the use of rhetorical questions)</p>
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### Tips for the ECPE Writing Test

#### General

- ✓ Listen carefully to the examiner's instructions
- ✓ If you have any questions about the procedure of the writing test ask the examiner

#### Before you start writing

- ✓ Read both tasks (article/proposal or essay) carefully and decide which one to write about
- ✓ Read again the task you have chosen and underline key words
- ✓ Make a brief plan / outline of your article/proposal or essay

## During-Writing Suggested Layouts depending on task type selected

Suggested essay layout	
<b>Connection to the task</b> <b>Reference to different viewpoints</b> <b>Thesis statement: Own opinion</b>  <b>Supporting details on own opinion</b> <b>Multiple perspectives analysis and emphasis on own opinion</b>  <b>Conclusion</b>	<b>Connection to the task</b> <b>Reference to different viewpoints</b> <b>Thesis statement</b>  <b>Multiple perspectives analysis (e.g. advantages/disadvantages)</b>  <b>Conclusion</b>

Suggested article layout
<b>Connection to the task</b> <b>Reference to the main topic of the article – What is going to follow?</b>  <b>Discussion of the multiple perspectives of the impact of social media in the classroom – Own opinion</b>  <b>Summary of main points and own comment/opinion</b>

Suggested proposal layout
<b>Connection to the task</b> <b>Reference to different viewpoints - opinion</b>  <b>Evaluation of different viewpoints</b> <b>Emphasis on own opinion</b> <b>Arguments to convince the reader</b> <b>Future benefits if reader takes the proposed course of action</b>  <b>Smooth closing</b>

### After having finished writing

- ✓ Read your article/proposal or essay quickly (proofreading)
- ✓ Try to spot and correct mistakes in grammar, vocabulary, spelling, mechanics, etc.



## ECPE Tips for the Listening and Reading (GCVR) sections

### **Global tips**

- ✓ Listen to the examiner's instructions carefully
- ✓ Read instructions for all sections carefully and if you have a question raise your hand and ask
- ✓ Manage your time effectively – observe the clock in the testing room or the chart where the examiner marks the start/finish time
- ✓ Read all questions asked and all answers provided carefully before choosing the correct answer
- ✓ Record answers immediately on the answer sheet while progressing through the test
- ✓ Base your answers on information found in the text
- ✓ When you finish a section before the time is up go through the questions and your answers again

### **Tips for the ECPE Listening Section**

#### **General**

- ✓ Keep calm and focus on the recording and the instructions heard from the CD
- ✓ Record your responses directly on the test answer sheet

#### **Part 1**

- ✓ Look at the questions and answer choices before hearing each conversation
- ✓ Understand the listening purpose of each question
- ✓ Try to predict the content and get the main idea
- ✓ Select an option and go on to preview the question and answer choices of the next item

#### **Part 2**

- ✓ Look at the orientation statement to understand the main idea of the talk
- ✓ Preview the 6 questions and all answer choices during the pause
- ✓ Try to predict the content of the talk
- ✓ Understand the listening purpose of each question
- ✓ Use the appropriate strategy based on the question purpose (Why are you listening?)
- ✓ While reviewing the questions remember that some test the main idea, some others specific information, some information that is implied and some others vocabulary in context
- ✓ Finalize your answer when the narrator reads out the questions that are also printed in your test booklet

#### **Part 3 (heard twice)**

- ✓ Look at the questions and underline key words
- ✓ Look at the three answer choices and try to predict the content
- ✓ Listen for specific information (the underlined key words will help you)
- ✓ Take notes in the area provided (if it helps)
- ✓ Mark a tentative answer after the first listening time
- ✓ Finalize your answers after the second listening time

## Tips for the ECPE Grammar, Cloze, Vocabulary, Reading (GCVR) Section

### General

- ✓ Manage your time (55 minutes) effectively not spending too much time on any one question
- ✓ Don't leave any questions unanswered – answer even difficult questions by guessing

### Grammar / Vocabulary

- ✓ Read the **whole** question and try to guess the missing word(s) before you see the answer choices
- ✓ Read **all** answer choices for each of the questions
- ✓ If you do not recognize the correct answer immediately, eliminate as many answer choices as possible
- ✓ Select the option you think is the correct one and go on to the next question

### Cloze

- ✓ Read carefully the orientation statement before each cloze passage (the sentence in bold letters above the text)
- ✓ Read the **whole** passage quickly and focus on the main idea
- ✓ Find the right answer by checking information in the immediate context (e.g. check words and sentences coming before and after the gap)
- ✓ Answer the questions in order

### Reading

- ✓ Read carefully the orientation statement before each passage (the sentence in bold letters above the text)
- ✓ Read the **whole** passage before looking at the questions and focus on the main idea of each paragraph
- ✓ Look at the questions, underline key words and scan the passage to locate information in the text
- ✓ Pay attention to questions which focus on reference words (e.g. *they*, *he*, *she*, *it*, *this* etc.)



## **ECPE Speaking Tips**



## Tips for the ECPE Speaking Test

### Stage 1 – Introduction

- ✓ Keep eye contact with the examiner and your partner
- ✓ Try to speak naturally as in normal, everyday conversation
- ✓ Be prepared to speak about your class (university or work), favorite subjects at school (university or nature of work), personal interests and future plans
- ✓ Give brief but complete answers to the examiner's questions

### Stage 2 – Explaining and Recommending

- ✓ Check whether there are unknown words or terms in the information you are given and ask the examiner to explain during the 2 minutes you are given to look through it
- ✓ Explain the information to your partner using your own words as much as possible without repeating language as it appears in the prompts
- ✓ Explain the information using logical assumptions without fabricating new information
- ✓ Move from point to point in a smooth, natural way using effective connectors and transitions
- ✓ Listen to the information taking notes and not relying only on what you remember

### Stage 3 – Consensus reaching

- ✓ Remember that the conversation with your partner is NOT necessarily a debate
- ✓ Compare the options (your notes will help you a lot!) and decide on the most appropriate one – the test taker whose option is chosen does not get extra marks
- ✓ Try to spot common elements between the options, acknowledge them, and then focus on the differences that will help you decide
- ✓ Discuss almost all the features on the prompts
- ✓ Try to come to a decision in about 5-6 minutes

### Stage 4 – Presenting and Convincing

- ✓ Use more formal language to present points
- ✓ Justify choice in a formal presentation (ideally one with an introduction, convincing justification, turning the floor to your partner who will also conclude the presentation)

### Stage 5 – Justifying and defending

- ✓ Defend points when asked the challenge questions by the examiner
- ✓ Avoid vague, general, answers – try to be specific and reassuring using appropriate language and examples



## SPEAKING PROMPT SAMPLE

Examiner's instructions – Setting the Context:

### **Speaking Prompt**

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#### **Selecting a Location for a Class Trip**

- The two of you are students in a high school class that's going on a three-day trip in the spring.
- You are on the selection committee to decide the location.
- Four locations have made it to the final selection process.
- Each of you will be given descriptions of two of the four locations.
- You will need to describe the two locations to the members of the committee so that both will know the four locations.

**Examiner 2 is the school principal.**



## Test Taker 1

### Selecting a Location for a Class Trip

#### New York City, New York

The following list provides some relevant information about New York:

- 2 hours by train
- 20°C
- tours of art museums
- discounted Broadway show tickets
- shopping at specialty stores
- visit to Statue of Liberty
- accommodations will be expensive

#### Aspen, Colorado

The following list provides some relevant information about Aspen:

- 4-hour flight and 1-hour bus ride
- 16°C
- bicycles available for rent
- camping in mountains
- well-marked hiking trails
- optional river rafting
- students may suffer from altitude sickness

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**Test Taker 2**

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**Selecting a Location for a Class Trip****Orlando, Florida**

The following list provides some relevant information about Orlando:

- 2-hour flight
- 31°C
- discounted tickets to Disney World
- golf lessons provided
- trip to alligator park
- hotel near new shopping mall
- weather very humid

**Washington, DC**

The following list provides some relevant information about Washington, DC:

- 4 hours by train
- 23°C
- White House tour
- walking tour of national monuments
- bus trip to zoo
- Air and Space Museum visit
- high crime rate



## Test Taker 3

### Selecting a Location for a Class Trip

#### Vancouver, Canada

The following list provides some relevant information about Vancouver:

- 6-hour flight
- 18°C
- whale-watching tour
- beach campfire on last night
- free aquarium tickets
- scuba diving lessons available
- only for students with passports

#### Williamsburg, Virginia

The following list provides some relevant information about Williamsburg:

- 5-hour drive
- 25°C
- tour of historic village
- small amusement park
- camp in nature preserve
- stop at waterfall on way
- parents must drive



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