



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΚΡΑΤΙΚΟ ΠΙΣΤΟΠΟΙΗΤΙΚΟ ΓΛΩΣΣΟΜΑΘΕΙΑΣ

Ενότητα 4 - Επίπεδο Γ

Εξέταση προφορικού λόγου και προφορικής διαμεσολάβησης
ΦΥΛΛΑΔΙΟ ΕΞΕΤΑΣΤΗ

ΠΡΟΣΟΧΗ

Σας υπενθυμίζουμε ότι η χρήση του πρόχειρου βαθμολογίου, συμπληρωμένο με επιγραμμaticές έστω σημειώσεις για την επίδοση του κάθε υποψηφίου, είναι απαραίτητη.

Το συμπληρωμένο πρόχειρο βαθμολόγιο διευκολύνει, ιδιαίτερα σε περίπτωση ένστασης από υποψήφιους/κηδεμόνες υποψηφίων, να αιτιολογηθεί ο τελικός βαθμός που καταθέσατε στο Έντυπο αξιολόγησης του υποψηφίου, διασφαλίζοντας με αυτόν τον τρόπο την αξιοπιστία της εξέτασης.

Επίσης, μην ξεχάσετε να παραδώσετε τα πρόχειρα βαθμολόγια, μαζί με τα Έντυπα αξιολόγησης, στην Επιτροπή του Εξεταστικού Κέντρου.

Εξεταστική περίοδος 2022Α

The INTERLOCUTOR FRAME has been introduced in order to reduce variability in oral examiner speech and to ensure that the test taking experience is the same for all candidates. Please acquaint yourself with it thoroughly and use it to conduct the exam.

INTERLOCUTOR FRAME FOR C LEVEL – Part 1 (warm-up & Activity 1)

Introducing ourselves

- Examiner: Good afternoon. Welcome. Can I have your evaluation forms, please?
Thank you, please take a seat.
My name is _____ .
Please speak in English, loudly and clearly, throughout the test. You may ask me to repeat task instructions or give any other clarifications necessary but only in English. So... What is your name? (Write it down on the spot so as not to mix up the two candidates). And yours? (Write it down).
- Examiner: (Addressing Candidate A) So _____ (his/her NAME), what do you do ...? / do you have a lot of free time / etc. (any general questions to break the ice)
- Examiner: (Addressing Candidate B) And what about you _____ (his/her NAME), why are you sitting for this exam? / what do you do ...? / are you very busy at work/school? etc. (any general questions to break the ice).

Activity 1 (8 minutes for both candidates - 4 minutes each)

- Examiner: Ok. Let's start with Activity 1. First, I will introduce the topic of the debate and then I will ask each one of you two questions which are about your position on the topic in question. You will have about 4 minutes to do so. (Addressing both candidates, introduce the topic). Then, move on to the questions for each candidate:
So, _____ (Candidate A's NAME) turn to page _____ of your booklet and read the cues on card number _____. Here's your first question. (Choose a question set among those appearing below, and ask Candidate A the first part of the question related to the cue card assigned to him/her).
- Examiner: (When Candidate A has finished). Thank you.
- Examiner: (Candidate B's NAME) turn to page _____ of your booklet and look at cue card number _____. Here's your first question. (Choose the second question set – depending on the one you used for Candidate A – and ask Candidate B the first part of the question related to the cue card assigned to him/her).
- Examiner: (When Candidate B has finished). Thank you.
Now, here's your second question (it's from the same set of questions).
- Examiner: (When Candidate B has finished). Thank you.
- Examiner: Now, let's go on with _____ (Candidate A's NAME). Here's your second question. (From the same set of questions you used for Candidate A earlier).
- Examiner: (When Candidate A has finished). Thank you.

ACTIVITY 1: DEBATE**SET 1 (THE PROS AND CONS OF KEEPING POLITICS OUT OF SCHOOLS)**

Introduce the issue: While some people believe that political action has not place in schools, others believe that involvement in political action prepares young people for their social participation as tomorrow's citizens.

Candidate A (Card 1)

- You believe that political action should be kept out of schools. Justify your opinion by using the cues in CARD 1.
- Some people say that students who get involved in politics while in school are just following the flock; they're too young to think for themselves. What do you think? Justify your opinion.

Candidate B (Card 2)

- You believe that political action has an important place in schools. Justify your opinion by using the cues in CARD 2.
- Some people say that being involved in political action helps students develop their civic consciousness as tomorrow's citizens. What do you think? Justify your opinion.

SET 2 (GOAL ACHIEVEMENT: DILIGENCE OR INTELLIGENCE?)

Introduce the issue: Everyone wants to achieve their goals and dreams. What counts more? Diligence or intelligence, i.e., brain power?

Candidate A (Card 3)

- You believe that diligence is more important than a high IQ, when trying to achieve your goals and dreams. Justify your opinion by using the cues in CARD 3.
- Some people believe that if you plan carefully, work towards your goal, and not be side-tracked by hundreds of things that come along your way, is sure to get you where you want to go. What do you think? Justify your opinion.

Candidate B (Card 4)

- You believe that intelligence is much more important than diligence in life. Justify your opinion by using the cues in CARD 4.
- Some people believe that super-intelligent people tend to ignore their heart and follow their head. What do you think? Justify your opinion.

SET 3 (THE PROS AND CONS OF ONLINE TEACHING AND LEARNING)

Introduce the issue: Online teaching and learning in schools and universities is viewed as a panacea by some and as a necessary evil by others. Neither of these is 100% true. There are advantages and disadvantages to using online teaching and learning.

Candidate A (Card 5)

- You believe that online teaching and especially learning should be part of the educational process. Justify your opinion by using the cues in CARD 5.
- Some people believe that online teaching and learning is the way to the future. What do you think? Justify your answer with examples.

Candidate B (Card 6)

- You believe that online teaching has only negative effects. Justify your opinion by using the cues in CARD 6.
- Some people believe that online teaching has no place in schools, especially for elementary school students. What do you think? Justify your opinion.

INTERLOCUTOR FRAME FOR C LEVEL – Part 2 (Activity 2)

Activity 2 (8 minutes for both candidates- 4 minutes each)

Examiner: We can now go on with Activity 2. I will give each one of you one or more texts and I will ask you a question in two parts. You each have about 4 minutes to answer.

Start with Candidate B this time.

Examiner: Let's start with _____ (Candidate B's NAME). _____ (his/her NAME), turn to page _____ (Select a page from the Candidate Booklet) and look at text (s) _____ (Select text (s) A or B from the set on this page) and _____ (read out its question, which is given below). Look at your text (s) for about a minute and I will repeat the question for you.

Examiner: After about a minute. Ready? Ok (Repeat the task).

Examiner: (When Candidate B has finished). Thank you.

Examiner: Now, _____ (Candidate A's NAME), it's your turn. Please, go to page _____ (Select the same page, as for Candidate B, from the Candidate Booklet) and look at text (s) _____ (Select the other text (s), A or B, from the same set on this page, different from the one given to Candidate B) and _____ (read out its question, which is given below). Look at your text (s) for about a minute and I will repeat the question for you.

Examiner: After about a minute. Ready? Ok (Repeat the task).

Examiner: (When Candidate A has finished.) Thank you.

ACTIVITY 2: ONE-SIDED TALK**SET 1****TASK 1A (Page 6)**

Look at this poster (Text A), explain the message it conveys, and tell us if you agree or disagree with it. Then, tell us in what ways you think we can help other people when they have a problem. Provide examples.

TASK 1B (Page 6)

Look at this poster (Text B), explain the message it conveys and tell us if you agree or disagree with it. Then, tell us why you think that school students should be required to do volunteer work in their communities. Provide examples of the kinds of volunteer work they could do.

SET 2**TASK 2A (Page 7)**

Look at this poster (Text A), explain the message it conveys and tell us if you agree or disagree with it. Then, tell us which you think are the most important skills that one should have in order to be able to survive in the 21st century.

TASK 2B (Page 7)

Look at this poster (Text B) and tell us where you think it could appear and why. Then, tell us if you think that all people learn in the same way. Justify your answer, using examples and explaining how you learn best.

SET 3**TASK 3A (Page 8)**

Look at this poster (Text B), explain the message it conveys and tell us if you agree or disagree with it. Then, support the view that telling others what you think of them does not always help.

TASK 3B (Page 8)

Look at this comic (Text A), explain the message it conveys and tell us if you agree or disagree with it.

Then, support the view that a university degree does not guarantee success in life and that it is important to appreciate/respect all jobs equally.

INTERLOCUTOR FRAME FOR C LEVEL – Part 3 (Activity 3)

Activity 3 (10 minutes for both candidates- 5 minutes each)

- Examiner:** Now, let's move on to Activity 3. I will give each one of you a Greek text to read and a question with two parts to answer. After reading your texts, you will each have about 5 minutes to respond to the question. You can use the blank paper to take a few notes if you wish. You can both read your texts for about two minutes and then, before you start, I will repeat the questions for you.
Start with candidate A this time.
- Examiner:** Let's start with _____ (his/her NAME). Go to page _____ (Select a page with a text from the Candidate Booklet) and look at the text and _____ (choose and read out the question). You can read the text for about two minutes and then, before you start, I will repeat the question for you.
Now, _____ (Candidate B's NAME), Go to page _____ (Select a different page with a text from the Candidate Booklet) and look at the text and _____ (choose and read out the question). You can read the text for about two minutes and then, before you start, I will repeat the question for you.
After about two minutes
Now, _____ (Candidate B's name) please close your booklet until _____ (Candidate A) has finished responding. Let's start with _____ (Candidate A's NAME).
Ready? Ok (Repeat the question). (When Candidate A has finished). Thank you.
- Examiner:** Now, _____ (Candidate B's NAME), let's continue with you. Ready? Open your booklet again. Ok, (Repeat the question). (When Candidate B has finished). Thank you.
This is the end of the examination. Have a nice morning/afternoon/ evening.

ACTIVITY 3: ORAL PRODUCTION & MEDIATION

GENERATION Z breaks down stereotypes that it is uninformed and apolitical (PAGE 9)

TASK 1

Read your text and tell us a few things about the Generation Z age group (people born from 2000 onwards) and its relationship to traditional media. Then, on the basis of the same text, explain to us how Generation Z acquires information and its relationship to politics.

Neighborhood nannies ready for action (PAGE 10)

TASK 2

Read your text and tell us a few things about the programme "Neighborhood Nannies". Then, on the basis of the same text, explain to us how the programme "Neighborhood Nannies will work.

How to turn Brain Drain to Brain Gain (PAGE 11)

TASK 3

Read your text and tell us a few things about Brain Drain. Then, on the basis of the same text, tell us about Brain Drain in Greece and explain to us what the "Rebrain Greece" programme is.

The downside of "dark stores? And fast delivery (PAGE 12)

TASK 4

Read your text and tell us what "dark stores" are and how they will affect city life. Then, on the basis of the same text, tell us what actions could be taken so that traditional retail stores are supported.

POTENTIAL TROUBLE SPOTS DURING THE ORAL EXAM	
PROBLEM	SOLUTION
...if the candidate is very hesitant, pauses for too long and produces little output?	<ol style="list-style-type: none"> 1. Repeat the candidate's last phrase with rising intonation. 2. Ask a few prompting questions (Is there anything else you'd like to add...?). 3. Try to break down the task into simpler questions.
...if the candidate is tense and has difficulty speaking?	<ol style="list-style-type: none"> 1. Smile, use body language, facial expressions and intonation to make the candidate feel more comfortable. 2. If you asked the tense candidate to begin first, switch to the other candidate and come back to her/him later.
...if the candidate does not take part in the conversation or cannot continue it	<ol style="list-style-type: none"> 1. Ask if the candidate is alright, if s/he'd like the task repeated. 2. To get the candidate started, ask what information from the Greek text is useful for the task. 3. If the candidate gets stuck, rephrase what s/he has last said. 4. If the candidate is still hesitating, turn to the other candidate. 5. If the candidate is still unable to talk, you take his/her place to converse with the other candidate.
...if the candidate addresses the examiner instead of the other candidate in activity 2	Interrupt the candidates and tell them to address one another. It is advisable to ask the candidates to turn their chairs a lit bit so that they are facing each other before you start activity 2.

NOTE:

- Any extra help or guidance (as described above) given to a candidate should be taken into account in the assignment of the final mark.
- Remember that you are there to assess candidates and not to help them or teach them. It is very easy to slip into the teacher's role and supply the candidate with a word s/he is searching for or to complete the candidate's phrase in order to keep the candidate going. Avoid providing unnecessary help as much as possible.
- Care has been taken to phrase task instructions using simple lexis and sentence structure. Do not change or add more information to task instructions.
- If a candidate does not understand a word in the task instructions, you may give a synonym if you are asked to, without however altering the task instructions.

C LEVEL ORAL ASSESSMENT CRITERIA & RATING SCALE

TASK COMPLETION

	1 Unsatisfactory	3 Moderately satisfactory	5 Fully satisfactory
ACTIVITY 1 Debate	The candidate responds minimally to task instructions by simply repeating the prompts provided for the debate with no further elaboration and/or provides a brief uninformative response to the second part of the question.	The candidate responds to the task assigned satisfactorily. S/He uses the prompts provided as a starting point to develop his/her arguments without extensive elaboration and responds to the second part of the question justifying some of his/her arguments.	The candidate responds to the task assigned in a fully satisfactory manner. S/He uses the prompts provided as a starting point to develop a comprehensive argument and provides a clear, well justified response to the second part of the question.
ACTIVITY 2 Justification/ Support of an opinion	The candidate has difficulty in identifying and discussing the main issue presented in the multimodal text(s) and fails to provide a clear and justified response to the second part of the question.	The candidate partly responds to the requirements of the task. S/He either addresses part of the question or responds in a partly satisfactory manner to both parts i.e., without elaborating his/her response, or without referring to all the information provided.	The candidate responds to the task in a fully satisfactory manner, effectively using the information given to answer the first part of the question and providing a clear and justified response to the second part of the question.
ACTIVITY 3 Mediation	The candidate transfers in the foreign language some of the required information in the Greek text or alters some pieces of information displaying misunderstanding of the Greek text or inability to transfer the information required correctly.	The candidate responds to what s/he was asked by transferring information, views, arguments in the foreign language, but does so with some difficulty, avoiding to transfer linguistically challenging pieces of information. The candidate is frequently forced to paraphrase extensively without it being required by the communicative situation.	The candidate mediates effectively and accurately making a judicious choice of information appropriate to the task set.

QUALITY OF PRODUCTION

	1 Unsatisfactory	3 Moderately satisfactory	5 Fully satisfactory
Pronunciation and intonation	The candidate's articulation of speech is clear but s/he makes mistakes in pronunciation or intonation, which sometimes require effort from the listener to understand him/her.	The candidate has acquired a clear and natural intonation and pronunciation.	The candidate articulates clearly and effortlessly. S/He can vary intonation and place sentence stress correctly in order to express finer shades of meaning.
Lexical range and appropriacy of linguistic choices	The candidate has a relatively rich vocabulary but gaps in lexical knowledge frequently force him/her to use paraphrase or give an example. S/He may use words, phrases and expressions that do not fully match the context of the situation.	The candidate has a broad lexical repertoire which allows him/her to overcome gaps easily with circumlocutions, without obvious searching for expressions or use of avoidance strategies. S/He has a good grasp of idiomatic expressions and colloquial speech. S/He may make occasional minor lapses but no serious lexical errors.	The candidate shows great flexibility in reformulating ideas using different language forms to accurately convey subtle nuances of meaning, to emphasize, to make distinctions and to eliminate ambiguity. S/He also has extensive knowledge of many idioms and colloquial terms. There are no evident signs that show that the candidate is obliged to restrict what s/he wants to say because of gaps in language knowledge.
Grammatical accuracy	The candidate is comprehensible but makes errors in the morphology of parts of speech, in syntax or in the use of structures that are appropriate to the context of the situation (e.g. s/he uses the passive voice and not the active when this is required by the communicative situation).	The candidate consistently maintains a high degree of grammatical accuracy and appropriacy; mistakes are few and generally difficult to spot.	The candidate has consistent control of complex grammatical structures, even when his/her attention is focused elsewhere (e.g., in forward planning).
Fluency	The flow of speech is relatively slow because the candidate does not have all the language resources s/he needs. So s/he frequently needs to pause in search for expressions.	Can express him/herself fluently and spontaneously with few hesitations. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	The candidate expresses him/herself fluently and spontaneously at length with a natural flow of everyday language, avoiding or bypassing any difficulty so smoothly that the interlocutor hardly notices it. S/He shows great flexibility in reformulating ideas using different linguistic forms to give emphasis, to respond appropriately in relation to the communicative situation, and to eliminate ambiguity.
Communication strategies	When the candidate does not know how to say something or when s/he has already said something and s/he realises that s/he has not been understood, s/he has some difficulty in overcoming the problem by using the appropriate communication strategy.	The candidate uses paraphrase and circumlocutions to overcome gaps in language knowledge. When encountering a problem, s/he can reformulate what s/he wants to say without completely disrupting the flow of speech.	The candidate replaces a word that s/he cannot remember with a corresponding form, in such a smooth way that it is rarely noticed. S/He can reformulate speech effortlessly and expertly.
Cohesion and coherence	The speech that the candidate produces sometimes has reasoning gaps (e.g. unconnected ideas, wrongly connected ideas, abrupt topic changes). S/He is able to use words and phrases that serve as connectives of individual segments of the oral text but they still appear partially disconnected.	The candidate produces well-structured oral speech with smooth flow, showing controlled use of organizational patterns, connectives and other cohesive devices.	The candidate produces speech that is coherent and cohesive, using appropriately and accurately a variety of organizational patterns and a wide range of connectives and other cohesive devices.

1= Unsatisfactory
(OUTPUT UNSATISFACTORY FOR C1)

2= Partly unsatisfactory
(OUTPUT PARTLY SATISFACTORY FOR C1)

3= Moderately satisfactory
(OUTPUT SATISFACTORY FOR C1)

4= Satisfactory
(OUTPUT PARTLY SATISFACTORY FOR C2)

5= Fully satisfactory
(OUTPUT SATISFACTORY FOR C2)

ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ