

	ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ ΚΡΑΤΙΚΟ ΠΙΣΤΟΠΟΙΗΤΙΚΟ ΓΛΩΣΣΟΜΑΘΕΙΑΣ
	Ministry of Education, Lifelong Learning and Religious Affairs <b>English Language Certification</b>
<b>LEVEL</b>	<b>B1&amp;B2</b> on the scale set by the Council of Europe
<b>MODULE</b>	<b>4</b> Examiner Pack
	<b>Period</b> <b>November 2011</b>
<b>ATTENTION</b>	<p>This pack is for the Oral Test and should be given to the Examiners two (2) hours before the test begins. It contains</p> <ul style="list-style-type: none"> <li>• the Interlocutor Frame for B1&amp;B2 – parts 1, 2 &amp; 3</li> <li>• the test items (i.e., the questions for Activity 1 and the tasks for Activities 2 &amp; 3)</li> <li>• a reminder of potential trouble spots during the exam</li> <li>• the Rating Scale for B1&amp;B2</li> </ul>

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 B LEVEL – Part 1 (warm-up & Activity 1)**

Introducing ourselves (about 2 minutes for both candidates) [NOT MARKED]

Examiner: Good afternoon. Welcome. Can I have your evaluation forms, please? (*Take them and give them to your co-assessor, making sure you don't mix up the two candidates.*)

Thank you, please take a seat. My name is \_\_\_\_\_ (and) this is my co-assessor \_\_\_\_\_. S/he will be observing us.

Please speak in English, loudly and clearly, throughout the test. You may ask me to repeat task instructions or to explain something you don't understand, but only in English.

So... What is your name? (*Write it down.*) And yours? (*Write it down.*)

Examiner: (*Addressing candidate A*) So\_\_\_\_\_ (*his/her NAME*), what do you do? / where do you live? / what are your plans for the future? etc. (*any general questions to break the ice and get to know the candidate.*)

Examiner: (*Addressing candidate B*) And what about you \_\_\_\_\_ (*his/her NAME*), what do you do? / where do you live? / what are your plans for the future? etc. (*any general questions to break the ice and get to know the candidate.*)

Activity 1 (6 minutes for both candidates- 3 minutes each)

Examiner: Ok. Let's start with Activity 1. I will ask each of you some questions.

So, \_\_\_\_\_ (*candidate A's NAME*). Choose **TWO** sets of questions from the list below and ask him/her. (*When your exchange with the candidate has finished.*) Thank you.

Examiner: Now, let's go on with \_\_\_\_\_ (*candidate B's NAME*).

Choose **TWO** sets of questions **DIFFERENT** from the ones you asked candidate A, from the list below. (*When your exchange with the candidate has finished.*) Thank you.

### **ACTIVITY 1: INTERVIEW**

#### **SET 1**

B1: Which season do you like best and why?

B2: Imagine that you lived somewhere where there was no winter. Why would you like or dislike living there?

#### **SET 2**

B1: What do you do in the evenings on weekdays?

B2: Do you think you'd like it if you had to go to school /university /work in the evening some days a week? Why or why not?

#### **SET 3**

B1: What type of work do you enjoy doing?

B2: What type of job/task would you never choose to do? Why?

#### **SET 4**

B1: What do you read? Do you read this material in printed form or online?

B2: Tell us about a piece of news that you recently read (or heard) about that impressed you.

#### **SET 5**

B1: Describe a place you recently visited that you liked a lot.

B2: If you could visit one place in the world for a month –everything paid– which would it be? Why?

**SET 6**

- B1: Describe a place in Greece that you think is a tourists' paradise.  
 B2: If you could introduce changes to the city/town you live in what would these be?

**SET 7**

- B1: Tell us what you like to eat when at home and when you're out with friends.  
 B2: Imagine that you're organizing a party for a special occasion. Tell us how you'd prepare for it.

**SET 8**

- B1: What do you like to do when on holidays?  
 B2: If you won tickets to go for a week to a desert island, would you go or give the tickets to someone else? Explain your choice.

**SET 9**

- B1: Do you like to spend a lot of time with your friends? Why or why not?  
 B2: Have you ever tried to make friends online? If yes, what happened, if no why not?

**SET 10**

- B1: What is one activity that you really like(d) or dislike(d) doing in school? Why?  
 B2: Which is, in your opinion, an important change to be introduced in school?

**INTERLOCUTOR FRAME FOR B 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 photos and I will ask you 2 questions. 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 picture(s) \_\_\_\_\_ (Select one or more pictures from this page) and \_\_\_\_\_ (choose and read out a B1 task from the ones given below).

Examiner: (When the candidate has finished) Now, look at picture(s) \_\_\_\_\_ (Select one or more pictures from the same page) and \_\_\_\_\_ (choose and read out a B2 task from the ones given below).  
*(When the candidate has finished.) Thank you.*

Examiner: Now, \_\_\_\_\_ (candidate A's NAME), it's your turn. Please, go to page \_\_\_\_\_ (Select a different page from the Candidate Booklet) and look at picture(s) \_\_\_\_\_ (Select one or more pictures from this page) and \_\_\_\_\_ (choose and read out a B1 task from the ones given below).

*(When the candidate has finished) Now, look at picture(s) \_\_\_\_\_ (Select one or more pictures from the same page) and \_\_\_\_\_ (choose and read out a B2 task from the ones given below).*

Examiner: (When the candidate has finished.) Thank you.

**ACTIVITY 2: ONE SIDED TALK****IN THE PARK (PAGE 6)****B1 questions**

- TASK 1: Imagine you know the women in photo 2 (or 4). Tell us who they are, what they are doing and how they are feeling.  
 TASK 2: Imagine you are one of the people in photo 4 (or 5). Tell us where you are, who you are with and what you are doing there.  
 TASK 3: Imagine you and your family are going to spend next Sunday at the park. Look at photos 1, 3 & 4 and tell us what you will do there.  
 TASK 4: Imagine you know the people in photo 4 (or 6). Tell us who they are, what they are doing and what they will do the rest of the day.

**B2 questions**

- TASK 5:** Imagine you spent last Saturday at the park. Look at all the photos on this page and tell us what you did all day.
- TASK 6:** Imagine I want to spend Sunday morning outdoors with my family. Look at all the photos on this page and tell me what we could do at the park.
- TASK 7:** Look at all the photos on this page. Which of these activities, in your opinion, is the most entertaining one and why?

**WAITING FOR SOMETHING (PAGE 7)****B1 questions**

- TASK 8:** Imagine you are one of the people in photo 7 (or 9 or 10 or 11). Tell us who you are with and what you are doing there.
- TASK 9:** Look at photo 7 (or 10) and tell us what is happening in this photo.
- TASK 10:** Imagine you are one of the people in photos 9, 10 & 11. Tell us what you did on this day.

**B2 questions**

- TASK 11:** Look at the people in the queue in photo 10 and tell us where they are, how they are feeling and what they will do the rest of the day.
- TASK 12:** Imagine you took photos 7, 8 & 12 when you were on holiday in London. Tell us what you did on this day.
- TASK 13:** Choose one of the photos on the page. Don't tell me which one it is. Imagine you are one of the people in this photo. Tell me what happened on this day to help me guess which one it is.

**VIDEO GAMES (PAGE 8)****B1 questions**

- TASK 14:** Imagine you know the people in photos 13 & 15 (or 14 & 17). Tell us who they are and what they are doing.
- TASK 15:** Look at photos 15 & 16 and tell us what you think is happening in each of these photos.
- TASK 16:** Imagine you are one of the people in photo 18. Tell us where you are and what you are doing there.

**B2 questions**

- TASK 17:** Imagine you are one of the people in photo 18. Tell us who the other people are and what you did the rest of that day.
- TASK 18:** Imagine you know the man in photos 16 & 17. Tell us who he is, what he is doing in each of these photos and what he likes doing in his free time.
- TASK 19:** Imagine the people in photo 14 are your grandparents / parents. Tell us what they are doing and what other activities they like doing.

**NOW AND... THEN (PAGE 9)****B1 questions**

- TASK 20:** Imagine photos 19 & 20 (or 21 & 22, or 23 & 24) are from your family's photo album. Tell us who these people are, what their relationship is and where they were when the photo was taken.
- TASK 21:** Imagine photos 23 & 24 are from your sister's photo album. Tell us which one is your sister in each photo, who she was with when the photos were taken and what she was doing.
- TASK 22:** Imagine you took photos 21 & 22. Tell us who these people are and why you took these photos.

**B2 questions**

- TASK 23:** Imagine photo 20 is from your mother's / sister's holidays twenty years ago and photo 19 is from her holidays last year. Tell us where she was when each photo was taken and how she was feeling.
- TASK 24:** Imagine photos 21 & 22 are from your father's / brother's photo album. Tell us why each photo was taken and how he was feeling when the photos were taken.

- TASK 25:** Imagine photos 21 & 22 are from your father's / brother's photo album. Tell us why each photo was taken and what he did afterwards.
- TASK 26:** Imagine photos 23 & 24 are from your sister's photo album. Tell us a few things about what your sister and her friends have been doing for the last ten years.

## WHAT A JOURNEY! (PAGE 10)

### B1 questions

- TASK 27:** Look at photos 25 & 26 (or 27 & 28, or 29 & 30) and tell us where these people are and what they are doing there.
- TASK 28:** Look at photo 28. Tell us where you are going and why.
- TASK 29:** Look at photos 25 & 28 (or 29 & 30) and tell us where these people are and what they are waiting for.

### B2 questions

- TASK 30:** Imagine that the photos on this page are from the first day of your holidays. Tell us what happened that day.
- TASK 31:** Imagine you are one of the people in photos 26 & 29. Tell us how you were feeling when each of the photos was taken.
- TASK 32:** Look at all the photos on this page. Choose two photos that you think could accompany an article on "Travelling by plane". Tell us why you think the photos you have chosen are suitable.
- TASK 33:** Choose one of the photos on the page. Don't tell me which one it is. Imagine you are one of the people in this photo. Tell me what was happening / you were doing when the photo was taken to help me guess which one it is.

## INTERLOCUTOR FRAME FOR B 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 two tasks to do. After reading your texts, you will each have about three minutes to perform these tasks.  
*Start with candidate A this time.*
- Examiner: Let's start with \_\_\_\_\_ (his/her NAME). Go to page \_\_\_\_\_ (Select a page from the Candidate Booklet) and look at (the) text (number \_\_\_\_) (Select a text) and \_\_\_\_\_ (choose and read out the B1 level task). You can read the text for about two minutes and then, before you start, I will repeat the task for you.  
Now, \_\_\_\_\_ (candidate B's NAME), Go to page \_\_\_\_\_ (Select a different page from the Candidate Booklet) and look at (the) text (number\_\_\_\_) and \_\_\_\_\_ (choose and read out the B1 level task). You can read the text for about two minutes and then, before you start, I will repeat the task for you.  
*After about two minutes*  
Let's start with \_\_\_\_\_ (candidate A's NAME).  
Ready? Ok (Repeat the B1 task).
- Examiner: Now, \_\_\_\_\_ (candidate B's NAME), let's continue with you. Ready? OK (Repeat the B1 task). (When the candidate has finished.) I will give you some time to read the text again to do another task (give him/her the B2 level task).
- Examiner: Now, \_\_\_\_\_ (candidate A's NAME), let's continue with you. I will give you some time to read the text again to do another task (give him/her the B2 level task).
- Examiner: Now, \_\_\_\_\_ (candidate B's NAME), it's your turn to do the second task. Ready? Ok (Repeat the B2 task.) (When the candidate has finished.) Thank you.
- Examiner: Now, \_\_\_\_\_ (candidate A's NAME), it's your turn to do the second task. Ready? Ok (Repeat the B2 task.) (When the candidate has finished.) Thank you.
- This is the end of the examination. Have a nice afternoon/ evening.

**ACTIVITY 3: ORAL MEDIATION****HEADACHES (PAGE 11)****TASK 1**

- B1: Imagine your friend John who takes a lot of pain killers often has headaches. Read Text 2 and tell him why this happens.
- B2: Imagine I take pain killers for my headache at least twice a week, but my headache does not go away. Read Text 2 and tell me what I should do.

**TASK 2**

- B1: Imagine that I chew gum all day long and I complain about frequent headaches. Using information from Text 1, tell me why I have headaches and what I should do about this.
- B2: You are giving a talk at a health club about headaches. Using information from Text 1, tell us what points you will include in your talk.

**TASK 3**

- B1: Imagine I keep on getting headaches on Saturdays and Mondays. Read Text 1 and tell me why this happens.
- B2: Imagine your German friend Helga keeps getting headaches on Saturdays and Mondays. Read Text 1 and tell her what she could do about this.

**TASK 4**

- B1: Imagine your friend John who takes a lot of pain killers often has headaches. Read Text 2 and tell him why this happens.
- B2: Your mother who is always very stressed complains of having headaches. Using information from Text 2, tell her how stress can affect her health and give her some advice on what she can do about it.

**PETS (PAGE 12)****TASK 5**

- B1: Imagine I have just bought a puppy. Using information from your text, tell me a few things about how to treat it.
- B2: Imagine I am thinking of getting a pet. Using information from your text, tell me what I should take into account before I decide to get a pet.

**TASK 6**

- B1: Imagine I have just bought a puppy. Using information from your text, tell me a few things about how to treat it.
- B2: Imagine your friend Gina is thinking of giving a pet to her daughter. Using information from your text, give her some advice before she makes her final decision.

**TASK 7**

- B1: Imagine you are a teacher at an elementary school. Using information from your text, inform your 5th grade students about how they should treat their pets.
- B2: Imagine I am thinking of getting a pet. Using information from your text, tell me what I should take into account before I decide to get a pet.

**TASK 8**

- B1: Imagine I have just bought a dog. Using information from your text, tell me a few things about how to treat it.
- B2: Imagine you are writing an article for your local newspaper entitled "Pets for life". Using information from your text, tell us what points you will include in your article.

**MOZART'S EARLY YEARS (PAGE 12)****TASK 9**

- B1: Imagine I don't know anything about Mozart. Using information from your text, tell me few things about where and when he was born and about his family.
- B2: Imagine your friend Lisa does not know a lot about Mozart's life. Using information from your text, inform her about his career as a musician until the age of 5 (or after the age of 5).

**TASK 10**

- B1: Imagine I don't know anything about Mozart. Using information from your text, tell me few things about his birth and his family.
- B2: Imagine you are writing an article for your school newspaper's section entitled "wonder kids". Read the text about Mozart and tell us what points you will include in your article.

**TASK 11**

- B1: Imagine you are a music teacher at an elementary school. Using information from your text, tell your 5<sup>th</sup> grade students about where and when Mozart was born and which musical instruments he played.
- B2: Imagine your friend Lisa does not know a lot about Mozart's life. Using information from your text inform her about his career as a musician until the age of 5 (or after the age of 5).

**KEEP WALKING (PAGE 13)****TASK 12**

- B1: Imagine I want to lose some weight. Read your text and tell me how much I should walk every day and what shoes I should wear when I walk.
- B2: Imagine your French friend Pauline who does not like walking complains that her body aches and that she is gaining weight. Read the text and tell her why she should start walking more.

**TASK 13**

- B1: Imagine I want to lose some weight. Read your text and tell me how much I should walk every day and what shoes I should wear when I walk.
- B2: Imagine that you are giving a talk to members of a health club about the benefits of walking. Read your text and tell us what you will say.

**TASK 14**

- B1: Imagine your friend Lila hates walking, but her doctor told her that she should walk every day. Read your text and tell her what she can do to include walking in her everyday life.
- B2: Imagine you are writing an article for your local newspaper's section entitled "The benefits of walking". Read your text and tell us what points you will include in your article.

**WEEKEND ACTIVITIES FOR CHILDREN (PAGE 14-15)****TASK 15**

- B1: Imagine your German friend Hans is spending the weekend with you. Read Texts 1 and 2 and tell us where you will take him this weekend and what he will see there.
- B2: Imagine I have a 6 year old nephew Paul who'll be with my family this weekend. Read Text 2 and tell me why it is worth taking him to the exhibition "Ocean giants".

**TASK 16**

- B1: Imagine I want to find out more about the show at the Evgenides Institute and the Clothes' Museum. Read Texts 2 and 3 and tell me what I can do to get more information.
- B2: Imagine you took your 10 year old sister / daughter to the Evgenides Institute and the Clothes Museum last weekend. Read Texts 2 and 3 and tell us what you did there.

**TASK 17**

- B1: Imagine I want to take my children to the Cultural Centre "Ellinikos Kosmos" next weekend. Read text 4 and tell me when I can take them there and how I can book a place.
- B2: Imagine Maria, who is an elementary school teacher, wants to take her students somewhere next Sunday. Read Text 4 and tell her what activities they can do at the Cultural Centre "Ellinikos Kosmos".

**SAFE SURFING FOR CHILDREN (PAGE 16)****TASK 18**

- B1: Read points 1-5 and tell me what I should do before I open an internet account for my 10 year old son.
- B2: Imagine I want to open an internet account for my 10 year old daughter. Read points 5-9 and tell me what I should do in order to open a safe internet account for my son.

**TASK 19**

- B1: Imagine your 10 year old daughter / sister is a new internet user. Read points 11 & 12 and tell her what she must do when using the internet to communicate with other people.
- B2: Imagine my 10 year old son is a new internet user. Read points 9-13 and give me some tips on what I should tell my son about using the internet safely.

## POTENTIAL TROUBLE SPOTS DURING THE ORAL EXAM

Remember that especially at B1 level, candidates' language output is characterised by frequent instances of hesitations, extended pauses, false starts, lexical searching and planning. Therefore, special attention is required on the part of the examiner to phrase instructions slowly and clearly and to allow the candidate time to formulate his/her response.

## POTENTIAL TROUBLE SPOTS DURING THE SPEAKING TEST

<b>PROBLEM</b>	<b>SOLUTION</b>
<b>What do I do...</b>	<b>Follow suggestions below</b>
...if the candidate is hesitant, makes long pauses or produces little output?	<ol style="list-style-type: none"> <li>1. Repeat the candidate's last phrase with rising intonation.</li> <li>2. Ask a few prompting questions (Is there anything else you would like to add...?).</li> <li>3. Try to break down the task into simpler questions.</li> </ol>
...if the candidate is nervous and has difficulty in speaking?	<ol style="list-style-type: none"> <li>1. Smile, use body language, facial expressions and intonation to make the candidate feel more comfortable.</li> <li>2. If you asked the nervous candidate to begin first, switch to the other candidate and then come back to the nervous candidate.</li> </ol>
...if the candidate draws a blank and seems unable to answer ( <i>for activities 2 and 3</i> )?	<ol style="list-style-type: none"> <li>1. Repeat the question/task.</li> <li>2. If the candidate still hesitates, change the task but stick to the same visual prompt/ text.</li> </ol>

**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.

## RATING SCALE

The oral assessment criteria for B1 level are similar to those of the B2 level. It is important to remember that at B1 level it is not only the level of language (in terms of accuracy, lexical range, appropriacy, coherence and cohesion) that is expected to be lower *but the tasks at B1 level are linguistically and cognitively less demanding than those at B2 level.*

### Task completion

<b>ACTIVITY 1 – Dialogue</b>	
2	Responds spontaneously with few hesitations to all the questions posed including all content points, is comprehensible with minor, if any, effort.
1	Responds to the B1 questions posed effectively with some hesitations but has difficulty responding to B2 level questions (or does not respond at all to B2 level questions). Is comprehensible with some effort.
0	Poor attempt to answer any of the questions posed, wrong answer or no answer at all.
<b>ACTIVITY 2 – ONE SIDED TALK</b>	
2	Responds to both tasks, using the visual prompt effectively and including almost all content points, introduces and sustains talk with few hesitations and/or repetitions, is comprehensible without minor, if any, effort.
1	Responds to the B1 task using the visual prompt quite effectively but has difficulty in responding to the B2 task (or does not respond at all to the B2 level task). Introduces and sustains talk with occasional help, with some hesitations and repetitions, is comprehensible with some effort.
0	Poor attempt to respond to both tasks, little or no use of the prompt, wrong response or no response at all.
<b>ACTIVITY 3 – MEDIATION</b>	
2	Responds to both tasks, relaying relevant information from Greek to English, paraphrasing effectively, introduces and sustains talk with few hesitations and/or repetitions.
1	Responds to the B1 task, relaying information (and occasionally translating) from Greek to English fairly adequately with some hesitation, but has difficulty in responding to the B2 task (or does not respond at all to the B2 level task). Introduces and sustains talk with some hesitation.
0	Poor attempt to respond to both tasks. Attempts to relay in English the required information in the Greek text are not successful, wrong response or no response at all.

### Overall language performance

<b>PHONOLOGICAL COMPETENCE: Intonation, stress, pronunciation</b>	
2	Comprehensible and clear articulation, some L1 interference in pronunciation, stress, rhythm and intonation, mostly intelligible.
1	Generally comprehensible and clear articulation but L1 interference in pronunciation, stress, rhythm and intonation is distracting and may impede intelligibility.
<b>SOCIAL LINGUISTIC COMPETENCE: Appropriacy of language used</b>	
4	Vocabulary, expressions and grammar are appropriate for the situational context and facilitate effective communication, overall intelligible responses.
3	Vocabulary, expressions and grammar are mostly appropriate for the situational context and do not hinder communication, responses are mostly intelligible.
2	Vocabulary, expressions and grammar are sometimes inappropriate for the situational context but the message generally gets across.
1	Vocabulary, expressions and grammar are mostly inappropriate for the situational context, hindering communication, responses sometimes lack intelligibility.
0	Inappropriateness of expression seriously interferes with intelligibility, causing communication breakdowns.

<b>LINGUISTIC COMPETENCE: Accuracy of language used</b>	
<b>4</b>	Effective range of vocabulary. Use of vocabulary, grammatical structures, word order (syntax) with few errors, mostly self-corrected. Errors do not in any way interfere with intelligibility.
<b>3</b>	Adequate range of vocabulary, with some errors in vocabulary, grammatical structures, word order (syntax), which are occasionally self-corrected. Errors do not interfere with intelligibility.
<b>2</b>	Limited range of vocabulary with fairly frequent errors in vocabulary, grammar, word order (syntax) which are not always self-corrected but message gets across.
<b>1</b>	Use of basic vocabulary. Systematic errors in vocabulary, grammatical structures, word order (syntax), that may interfere with intelligibility and are not self-corrected.
<b>0</b>	Very limited range of vocabulary. Constant errors in vocabulary, grammatical structures and word order (syntax) which obscure communication or lead to communication breakdown.

  

<b>PRAGMATIC COMPETENCE: Cohesion and coherence</b>	
<b>4</b>	Information is effectively organised, with a variety of cohesive devices used appropriately, fully coherent discourse, smooth flow of speech with minor hesitations.
<b>3</b>	Information is suitably organised, with simple cohesive devices mostly used correctly and appropriately, coherent discourse, flow of speech is maintained with some hesitations.
<b>2</b>	Correct but repetitive use of a limited range of cohesive devices. Generally coherent discourse and mostly smooth flow of speech often interrupted by hesitations.
<b>1</b>	Information is presented somewhat incoherently with frequent hesitations/repetitions and the use of linking devices is rare, thus impeding the flow of speech.
<b>0</b>	Some coherent chunks of speech, but inability to produce longer coherent responses, little or no use of cohesive devices, requires a very patient listener.

<b>Mark:</b>	<b>4 = Fully satisfactory for B2 level</b>	<b>3 = Partly satisfactory for B2 level</b>	<b>2 = Satisfactory for B1 level</b>	<b>1 = Partly satisfactory for B1 level</b>	<b>0 = Unsatisfactory for B1 level</b>
--------------	--	---	--------------------------------------	---	--

**ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ**