

MINISTRY OF EDUCATION, LIFELONG LEARNING AND RELIGIONS
CENTRE FOR THE GREEK LANGUAGE

Guide

to the examination for the certificate of attainment in Greek

Thessaloniki

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December 2008

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INTRODUCTION

The Guide to the Examination for the Certificate of Attainment in Greek¹ aims at providing teachers of Modern Greek as a foreign/second language, language syllabus designers, directors of language teaching centres, and candidates with the necessary relevant information. This includes the establishment of the Certificate of Attainment in Greek, the needs it may satisfy, the orientation of examination items, the how and when the examination is held, the procedures followed towards the development of test items, the way candidates are examined, the levels of attainment and the knowledge required at each, the way candidates should be prepared either by self-study or through formal instruction as well as the requirements for participating in the examination. Moreover, information is given on the time results are made known to examination centres and to candidates and on the prerequisites and the time needed for the certificates to be issued. The two appendices at the end of the Guide include the linguistic knowledge and skills expected by candidates at each level and characteristic samples of test items.

¹ This booklet is also available in Greek, French, German and, in photocopied version, in Italian and Spanish. Those interested can obtain the *Guide* from the Centre for the Greek Language or visit our site: www.greeklanguage.gr and www.greek-language.gr

GENERAL INFORMATION

The Centre for the Greek Language and its function

The Centre for the Greek Language (hereafter CGL) was established in 1994 in Thessaloniki, Greece as a non-profit organization supervised by the Greek Ministry of Education. The CGL has been designated as a national point where information on all matters concerning the Greek language and its teaching as a second or foreign language is collected and disseminated. The aims of the CGL are the following: (a) the overall support and promotion of the Greek language in Greece and abroad, (b) the subsequent reinforcement of Greek national identity in the Greeks of the diaspora, (c) the organisation of the teaching of Greek to foreigners in Greece and abroad, (d) the support to teachers of the Greek language in Greece and abroad, and (e) the production of relevant materials which may contribute to the promotion and spread of the Greek language.

Researchers at the four academic divisions of the Centre (Lexicography, Linguistics, Support and Promotion of the Greek Language, Language and Literature) work on a number of projects which aim at covering actual needs in the field of language education.

The teaching of Greek as a foreign/second language in Greece and abroad

As is well known, Greek is one of the less widely spoken/taught languages and thus learners of Greek are fewer than learners of other European languages. In the past twenty years both state and private institutions and organisations have been working towards increasing this number both in Greece and abroad.

a. Greece

It is obvious that the number of learners of Greek as a second/foreign language in Greece has risen considerably. Programmes for the teaching of Greek to foreigners (including those of Greek origin) who wish to work in Greece or live in Greece for family reasons, to teachers and students in the humanities, or to any foreigner who wants to learn Greek in order to get to know Greece and Greeks better, are organised by various institutions. Such programmes are also attended by teachers of Greek from abroad, who aim at improving their knowledge of Greek as well as getting informed on or trained in modern methods of teaching Greek as a foreign language and on new teaching materials.

Up to 1960 there was no such established programme. Greek was only taught occasionally and the number of foreign learners of Greek in Greece was extremely limited. The flow of foreign students, however, had started and these had to learn Greek before they proceeded to attending their University courses. It is on record that this was the beginning, in 1962, of the first – rather unorganised – programme of teaching Greek to potential university students at the Aristotle University of Thessaloniki (AUTH). At the same time, a similar programme was starting at the Student Mensa of the University of Athens. The first established course was that of the School of Modern Greek at the University of

Thessaloniki in 1970. Learning the language prior to registration for a higher degree becomes compulsory for foreign students. In 1974 the Institute for Balkan Studies (IMXA) starts organising a summer intensive course which is still available today. As shown in the relevant legislation, organised courses in the School of Foreign Languages at the University of Athens Mensa are established in 1975. Greek was also taught at YMCA and YWCA, the School of Military Fliers in Athens, as well as at various private language centres. Today, courses of Greek as a second/foreign language are offered in virtually all Greek universities and also by private institutions in various parts of Greece – especially on islands – by Prefectural Authorities for People's Education (NELE) and at the reception centres for foreigners of Greek origin. Greek is also taught as a second language in primary and secondary schools where some students are foreigners (or perhaps of Greek origin).

b. Outside Greece

The number of students at University departments of Greek – whether Classical or Modern Greek – abroad has been falling considerably and this may lead to the closure of such departments as a means of saving costs. The information available is more encouraging in the case of programmes organised outside universities. Greek communities, language centres and people's universities have been organising courses in Greek which involve greater numbers of students. Many of these students are of Greek origin trying to maintain the language along with their cultural heritage.

Established certificates of attainment in Greek

Up to 1998 the only certificates of attainment in Greek which were recognised by the Greek state were those issued by the School of Modern Greek of Aristotle University of Thessaloniki and by its counterpart in the School of Arts at the University of Athens. These certificates have been necessary for the registration of foreigners to Greek institutions of higher education. Any learners of Greek who happen to be in Greece may participate in the examinations held at the two universities. No provision had been made for anyone living abroad before May 1999.

The Certificate of Attainment in Greek which was established in November 1998 (Presidential Decree 363/98) by the Ministry of Education responds to a persisting request of all learners of Greek in Greece and abroad for a state certificate of attainment available at various levels. The CGL, specifically the Division for the Support and Promotion of the Greek Language, has been assigned the exclusive and overall responsibility for the examination procedure through which the certificate of attainment in Greek may be awarded and has been conducting the examinations since 1999.

THE CERTIFICATE OF ATTAINMENT IN GREEK

The nature of test items in the examination for the Certificate of Attainment in Greek

A certificate is issued for successful candidates at four levels, A, B, C and D². The examination covers all four language skills, i.e. candidates are examined in Listening, Reading, Writing and Speaking.

Even a Level D certificate does not certify the successful candidate's ability to teach Greek as a second/foreign language in Greece or abroad.

Exam questions are meant for the general public, their content is of general interest and they are communication-oriented. The communicative approach in assessment emphasizes not only on grammatical accuracy and correctness, but also on the candidate's ability to use the language efficiently in a specific place and within a specific linguistic context, whether formal or informal. The skills to be examined are clearly distinguished, the manner and the means of examination are clearly stated, and the number and length of the correct answer(s) is stated. Test items for the Certificate of Attainment in Greek:

- are clear, realistic, valid, reliable and objective
- are directly related to everyday activities
- correspond to the candidates' needs
- aim at the use of the language in contexts that are relevant to the aims and needs of candidates
- do not cause the candidates any unnecessary anxiety or stress
- involve topics as authentic and as interesting as possible, which reflect everyday situations, and what is required as the candidates' response is placed in realistic contexts and procedures
- do not involve topics which may offend any candidates (to the extent that this may be predicted)
- take into account factors like the gender, the status, and the personality of candidates to a certain extent, their possible knowledge and experience, in that they do not include topics which may involve unknown or specialized information, e.g. terminology or jargon.

Candidates, depending on the level of the examination (see Appendix A) are required:

- to be able to express their views on subjects which fall within their interests or to narrate and converse in acceptable ways and according to linguistic conventions
- to know and be able to use the appropriate speech acts to express desire, wonder, pleasure, to request and provide information, etc. always using the right style in the right context and in appropriate socio-cultural conditions
- to use those linguistic strategies which enable them to make their intentions clear

² Level A is the first and lowest level, and Level D is the final and highest level as far as the linguistic skills required are concerned.

- to be able to provide and answer to arguments using natural, dynamic, rich and explicit language.

The utility of the Certificate of Attainment in Greek

The Certificate of Attainment in Greek:

- provides any user of Greek with an expert and objective opinion of the level of their knowledge and language skills
- serves as proof of the successful candidate's level of attainment in Greek in the work market
- is a requirement for the practice of various professions in Greece
- allows citizens of European Union member states to participate in the examination of the Supreme Council of Personnel Selection (ΑΣΕΠ) for civil service positions (The Supreme Council specifies the required level of certificate in every announcement)
- at Level C allows foreigners to register at a Greek institution of higher education, in case they do not have a Greek secondary education certificate (M.R. 152/B6/1504/30-5-2001 – Official Government Gazette 659 vol.B')
- at Level D allows citizens of European Union member states to prove complete knowledge and fluent use of the Greek language and thus be employed in a Greek institution of higher education.

Examination Dates

Examinations at all levels are held, for the time being, once annually, in mid-May. Dates for the examination and the submission of applications to participate in the examination are announced to examination centres and all those interested at the beginning of each academic year. The dates are common to all examination centres worldwide.

Examination Centres

The CGL has the overall responsibility for the operation of all examination centres. Such examination centres have been established in Europe, the USA, Canada, South America, North and South Africa, Asia and Australia.

For any institution to be established as an examination centre, a completed copy of the relevant application form must reach the CGL secretariat by the end of the second week of November each year. A special committee reviews applications and decides whether the candidate centres fulfill the necessary requirements for the conduct of examinations. The decision, whether positive or negative is made known by the end of November each year. The establishment of an examination centre is valid for one year in the first instance. It is not necessary for an examination centre to submit another application for the following year, unless so required by the CGL.

Further information on the requirements for the establishment of examination centres and the terms of conduct are available on request along with the relevant application form.

PROCEDURES TOWARDS THE EXAMINATION

The structure of work teams for the Examination for the Certificate of Attainment in Greek

The Third Division of the CGL which deals with the Support and Promotion of the Greek Language is responsible for the development of the examination for the Certificate of Attainment in Greek. To ensure the smooth and unobstructed conduct of the examinations the Governing Body of the CGL has formed the following teams and committees:

- the Academic Committee: this consists of three members and is responsible for all decisions pertaining to both academic and administrative matters;
- the work team for the development of test items: responsible for the collection, selection and design of possible test items which are to be submitted to the academic committee;
- the work team for the first assessment: responsible for the first phase of assessment and evaluation of examination papers;
- the work team for the second assessment: responsible for the second phase of assessment and evaluation of examination papers;
- the academic committee: responsible for the final assessment of test papers, and the assessment of the speaking examination. This will issue the final results to be submitted to the Academic Committee;
- the research committee: responsible for the statistical analysis and evaluation of the results;
- finance department: responsible for all financial matters;
- secretariat: responsible for processing all administrative matters relating to the examination.

The procedure towards test development

The procedure towards test development begins early each year and the course described below is followed:

- identification of the linguistic items to be examined at each level, according to what has been defined in the volume *Πιστοποίηση Επάρκειας της Ελληνομάθειας. Αναλυτικό εξεταστικό πρόγραμμα*
- collection-selection of possible texts-test items
- selection of test items

- selection and trial examination of test items
- writing up and correction/revision of test items
- test paper production
- recording of the listening texts
- dispatch of examination materials to examination centres
- conduct of the examination
- dispatch to the CGL of all examination materials
- assessment and re-assessment of test papers
- auditing of the cassettes of the speaking examination
- detailed results issued and sent to examination centres (late July)
- certificates issued and sent (end of September)

The structure of test items

Four skills are examined at each level: listening, reading, writing, speaking. The examination is structured as follows:

Listening Examination (25%)

Level	Parts	Duration	Means
A	2	25 minutes	CD
B	2	25 minutes	CD
C	2	30 minutes	CD
D	3	40 minutes	CD

Reading Examination (25%)

Level	Parts	Duration
A	2	30 minutes
B	2	30 minutes
C	2	40 minutes
D	3	50 minutes

Writing Examination (25%)

Level	Parts	Duration
A	2	35 minutes
B	2	45 minutes
C	2	85 minutes
D	2	110 minutes

Speaking Examination (25%)

Level	Examiners	Candidates	Duration
A	2	2	12 minutes
B	2	2	12 minutes
C	2	2	15 minutes
D	2	2	15 minutes

The content and types of test items

The language – whether in dialogue or text form, formal or informal – on which candidates are examined is authentic or as authentic as possible. Texts reflect a wide variety of interests. Test items are close to realistic situations, to which candidates have to respond in the same way in which they would respond in everyday situations, using the target language. Thus, the listening examination includes recorded dialogues or monologues and the reading examination contains authentic texts – possibly slightly revised if necessary. Speaking and writing are either guided or free depending on the level. The speaking examination involves two candidates to be assessed by two assessors; candidates have to respond to everyday situations, participating in role-play for the initial levels or in conversation for the more advanced levels, arguing or expressing

personal views on particular topics. Candidates' interviews should be recorded. The recordings are confidential; they are forwarded to the CGL and are kept there for two years as evidence of each candidate's oral performance. The same applies for the candidates' examination papers.

Depending on the types of the test items, candidates are required:

- to match pictures or other visual aids with a story they read or listen to
- to fill in tables with short notes or any means suggested
- to fill in drawings
- to link various pieces of information and instructions
- to put in the right order various pictures, leaving out those pictures which are not related with the story or dialogue they read or listen to
- to select the only correct answer out of four
- to select the appropriate meaning of words found in a text
- to combine paragraphs of a text according to the context provided
- to put paragraphs in the right order resulting in a meaningful text
- to recognise what is or is not included in a text
- to predict and write down the continuation of a sentence, paragraph or story
- to fill in blanks with appropriate words
- to fill in/write an application
- to write formal or informal letters
- to describe people, events or places
- to express their views or their arguments on various topics in writing.

Support material

The CGL has not yet published any teaching textbook for the purposes of preparation for the examination for the Certificate of Attainment in Greek nor has it recognised any textbook as such.

The following materials which may help candidates and teachers are available and may be obtained from the CGL:

1. *Πιστοποίηση Επάρκειας της Ελληνομάθειας. Αναλυτικό εξεταστικό πρόγραμμα (Certificate of Attainment in Greek: A comprehensive examination programme)*. The volume describes the general and specific aims for each level and for each skill, the communicative situations in which candidates should be in a position to participate as well as the morphological, syntactic and lexical features that should be known by candidates at each level. The volume is the product of a relevant project carried out by CGL researchers. Within that project, information was gathered concerning the linguistic needs of users of Greek as a second/foreign language, through research of the relevant bibliography;

through Council of Europe projects concerned with the effective teaching/learning of languages, with the means of assessment of performance in a foreign language and the means of defining levels of linguistic behaviour; through study of other systems of certification of attainment in various other languages; through the experience gained from the development of examinations for the certification of attainment in Greek in the framework of the participation of the Aristotle University School of Modern Greek in the Consortium for the Certification of Attainment in Foreign Languages.

2. The *Guide to the examination for the certificate of attainment in Greek*.
3. A series of samples of test items for all skills and all levels. This series, accompanied by cassettes for the listening examination, may be of use to candidates and teachers involved in the preparation of students for participation in the examination for the Certificate of Attainment in Greek. It includes various characteristic samples of texts and types of test items, so that it may provide a clear picture of the content and type of the examination.
4. Test papers (and cassettes) of previous years.

Moreover the academic staff involved in the Certificate of Attainment in Greek may respond to requests for information/training seminars to help teachers understand better the examination system and prepare their students more effectively.

All material published by the CGL is exclusively copyrighted by the CGL. No part of the examination papers may be reproduced without written permission from the CGL. Exam papers filled in by candidates as well as cassettes recorded during the speaking examination and all other materials completed by either the candidates or the examination centres remain with the CGL and are owned by the CGL. A part of these materials remains in the CGL archives while all exam papers are destroyed two years following the examination. Candidates' responses are statistically analysed; the results of this analysis, which may be used for research purposes, do not disclose the identity of either the examination centre or the candidates.

GUIDELINES FOR CANDIDATES AND TEACHERS

Applications, results, certificates

Anyone wishing to participate in the examination must fill in the relevant application and deposit the relevant examination fee, as specified by the CGL each year, within the time period specified by the CGL each year. Applications are submitted (and fees are paid) locally at each examination centre authorised by the CGL.

Eligible candidates are foreigners (including those of Greek origin) who are at least twelve years old on the examination date. Candidates younger than sixteen are advised to avoid taking the examination for Levels C and D, as the examination content at these levels may require general knowledge and experience they lack.

Each candidate may take part in the examination for more than one level, provided he has registered for each level. It is stressed that **under no circumstances and for no reason whatsoever can the registration fee be refunded** in case a candidate does not eventually participate in the examination. Moreover, **under no circumstances can a candidate substitute for another** candidate who does not wish to take the examination.

The CGL, at the suggestion of examination centres, may provide special arrangements for candidates with special needs (e.g. provide more time for the writing examination, or more breaks, etc.). These special arrangements may only be effected after the person responsible for an examination centre asks for them. Such a request must be submitted to the CGL at the same time as the candidates' applications are submitted.

Application forms should be filled in very carefully. The candidate's name must be written in capital letters and in the way the candidates wish it to appear on their certificate. Special care should be taken when the level of the examination is specified – no such error may be corrected after applications have been forwarded to the CGL. A candidate may change examination centre under special circumstances only, provided that the CGL is informed and approves of the change at least one month prior to the examination.

Along with their application, candidates must also fill in a questionnaire (to be used for statistical reasons) and submit to their examination centre a certified copy of some valid form of identification (ID card, passport, driver's licence etc.).

For a Certificate of Attainment in Greek to be issued, the candidate must pass all four skills (speaking, listening, reading and writing). In case they fail even one of them, they fail the whole examination.

Detailed examination results are sent to examination centres in late July and report which skills have been passed or failed using the indication Pass or Fail. **Candidates may be informed of their results at their examination centres only –and not directly from the CGL.** Certificates for the successful candidates are also sent to examination centres by the end of September. The certificates should be forwarded **immediately** to successful candidates by the examination centres.

Final assessment of successful candidates does not appear on certificates in numerical terms; only the following classifications are used: Good, Very Good or Excellent. According to the Presidential Decree 363/1998 (Government Gazette 242/A/29.10.98, article 4, paragraph 1c and article 9, paragraph 1), all candidates have the right to submit a request **in writing** for re-assessment of their examination papers paying a fee of 60 euros, within two months after the publication of the examination results from the CGL. The re-assessment is conducted by evaluators appointed by the CGL without the presence of the candidates. The overall result ranking (Good, Very Good, Excellent), but not the individual specific mark in each skill, is announced to the candidates.

In case a certificate is lost, the candidate may apply to the CGL for the certificate to be re-issued, after depositing the relevant fee specified by the CGL each year. The reason for such a request must be clearly stated in the relevant application.

Regulations for the participation in the examination

Prior to the examination, candidates should know of the following information:

- their code number, assigned to them by their examination centre upon registration;
- the dates and times of the examinations, and the rooms in which they are to be held;
- that they must be present in the examination room at least fifteen (15) minutes prior to the commencement of the examination. If they are late for the written examinations or if the listening examination has already started when they arrive, they will not be permitted to take the examinations;
- that they must bear some valid form of identification (ID card, passport, driver's licence, etc.) to be shown to invigilators when asked;
- that in examination rooms they are not allowed to bring dictionaries, books, papers or anything other than pens, pencils and rubbers;
- that they must use either black or blue **pen** to write on the test papers; pencils may be used for draft answers **only**;
- that draft answers may be written on blank pages at the back of the test papers; these should best be crossed out before the paper is handed in;
- that they should not use capital letters throughout their responses;
- that the use of correction fluids is prohibited; mistakes may be crossed out;
- that during the examination, they should not talk to or bother other candidates;
- that they must write their name and code number on each test paper very carefully;
- that they must read questions and instructions very carefully and respond to all items in the duration specified for each skill;
- that the written part of the examination consists of two test papers: one includes the listening and reading examination items and the other contains the writing examination items;

- that if their test paper is different, lacks pages, is misprinted, or is in any way irregular, they should ask their invigilator for another copy;
- that there is no break during the written examination and that they cannot leave the examination room prior to the end of the examination; they may only leave the room for some serious reason and only accompanied by an invigilator.

A candidate who does not follow the above rules may be disqualified and fail the examination, depending on the circumstances.

Choosing the appropriate level

Before choosing the appropriate level of examination, candidates should consult either their teacher, who should know the amount of Greek taught and each candidate's abilities, or (with the assistance of their teacher): (a) the contents of the *Πιστοποίηση επάρκειας της ελληνομάθειας. Αναλυτικό εξεταστικό πρόγραμμα* volume, (b) the test item samples in Appendix B of this booklet, (c) past examination papers or (d) the series with sample examination papers which is available from the CGL. These may be obtained either from examination centres or directly from the CGL.

Guidelines for teachers

Careful study of this booklet and all the support materials mentioned above may provide teachers with a quite clear picture of the orientation and content of the examination for the Certificate of Attainment in Greek.

Communicative language teaching has been more and more successful in the past twenty years in the area of foreign language teaching/learning. Teachers have been trying to provide students with the opportunity to develop fluency in oral and written language so that they can produce socially acceptable speech and communicate effectively in the target language.

The principles of the communicative approach and the predominance of communicative language teaching have also affected the means of language assessment. Communicative language testing was thus created, characterised by the features already mentioned above. (p.p. 9 and 15)

To prepare students for the participation in an examination of this kind, teachers should be aware that to develop the students' communicative competence, both oral and written, they must:

- use any means and any method which may help students learn;
- start using communicative activities at the early stages of teaching, promote communication – in speech and in writing – guide, organise and advise their students;
- provide motivation for communication in the classroom;
- create "real" situations within which students will be asked to receive and convey meaningful messages;

- urge students – and provide them with sufficient practice – to understand the meaning of a text from the context, even when they do not know the meaning of all the words in the text;
- let students speak more than the teacher;
- not correct every mistake all the time.

Practice in the listening skill, which is usually difficult for most candidates, may be based on recorded texts, video recordings or even texts read out by the teacher. Texts may include dialogues, short stories, newspaper articles, interviews, etc., depending on the students' level. Any unknown words in such texts should not discourage either teachers or students. The ability to understand using indications from the context is a skill which is developed through practice. Cassettes or video recordings may be prepared by a teacher or group of teachers. It helps if students are exposed to various voices and not just their own teacher's voice. Moreover, it is important for students to practise understanding a recording after listening to it twice only, as is the case in the examination.

To practise the reading skill, various texts – depending on the students' level – may be taken from books, magazines, newspapers, advertising/information leaflets of any kind, which must be of cultural and general social interest. Students should practise –among other things– looking for particular information, completing the information provided, identifying the main idea in a text, etc.

Concerning the writing skill, teachers should see that students get enough practice in the description of people, items and places, the narration of events, the writing of formal and informal letters, the development of views and arguments in writing. At initial levels writing should be guided, in the sense that the area within which students should move must be strictly defined, whereas for more advanced levels writing is freer and students may move in a more flexible framework.

In the examination, spelling is not particularly important for the initial levels – although this does not mean that the phonetic representation of words is acceptable. For more advanced levels spelling is certainly one parameter to be considered in the evaluation of the candidates' performance in the writing skill.

To help students perform better in speaking, teachers should provide them with enough opportunities to speak, to participate in role plays in various everyday situations, to take part in conversations in which they have to express their views on various topics of general interest.

The question most frequently asked by teachers concerns the number of teaching hours presupposed for candidates at each level. Tentatively, some 180-210 hours are necessary for Level A, 230-300 hours for Level B, 350-450 hours for Level C, and over 520 hours for Level D. However, this specification is neither safe nor indicative in many cases. It should also be noted here that candidates are not obliged to provide any evidence of attending classes in Greek in order to participate in the examination.

Further factors contributing to identifying the appropriate level in each case may depend on the following:

- the extent to which the syllabus has been designed according to the needs presented at each level in the *Πιστοποίηση επάρκειας της ελληνομάθειας. Αναλυτικό εξεταστικό πρόγραμμα* volume;

- the performance and effectiveness of students throughout the learning process;
- each student's initiatives throughout the learning process;
- the frequency, the duration and regularity of classes;
- the practice each candidate has had, etc.

Advice to be given to candidates

Teachers should make sure that any students who wish to take the examination for the Certificate of Attainment in Greek are aware of the following points:

- the time available for each item is predetermined and no extensions may be given;
- candidates should be cool and never panic before an unknown item;
- they must provide an answer to all items on the exam papers;
- they should be careful in managing the time provided;
- they should read all instructions carefully and pay particular attention to any examples provided;
- they should provide as many answers as required; providing more answers may be a reason for failing a particular item;
- concerning the writing examination, they should read initial instructions carefully and decide what exactly and in what style (formal or informal) they are expected to write; they should also consider the number of words they are expected to use. Repetitions should be avoided and variety of words and expressions is recommended.

Teachers may use the points discussed above as well as any support material they consider necessary to produce their own tests for further practice and better preparation of their students.

APPENDIX A – Knowledge and skills required for each level

Level A

Candidates should be in a position to understand broadly a conversation between two native speakers about common everyday matters and to understand simple public announcements, simple advertisements, notes, programmes, simple instructions. They should be able to write short simple texts relating to everyday situations and provide basic information.

They should be in a position to perform simple everyday linguistic functions, such as greeting, introducing oneself, wishing, apologising, speaking on the telephone, writing simple letters, exchanging information on simple topics, understanding and producing simple announcements, expressing positive or negative feelings, expressing desire or obligation to do something, offering something, inviting and making suggestions. They should be in a position to communicate with civil services, travel agencies, hotels, restaurants, shops.

To perform the functions described in the above circumstances, candidates should know and be in a position to use the appropriate morphological, syntactic, lexical and other linguistic elements as indicated in the volume *Πιστοποίηση επάρκειας της ελληνομάθειας. Αναλυτικό εξεταστικό πρόγραμμα.*

Level B

Candidates should be in a position to understand – and express themselves in – simple oral and written language, in a variety of general linguistic situations/conditions which involve the exchange of information and personal views. They should also be able to comprehend essential details of a conversation between two native speakers in a variety of topics, messages, news reports and commentaries. In writing, candidates should be in a position to compose short, simple texts, to convey information and personal views on various topics.

Candidates should be in a position to use – spoken and written – Greek to a degree which allows them to participate and respond efficiently in communicative situations using more complex linguistic functions than those specified for Level A. They should be in a position to communicate, further to the situations mentioned in Level A, in situations that involve visits to museums, the theatre, etc., health services, etc.

To perform these more complex functions in a variety of appropriate circumstances, candidates should know and be in a position to use the appropriate morphological, syntactic, lexical and other linguistic elements as indicated in the volume *Πιστοποίηση επάρκειας της ελληνομάθειας. Αναλυτικό εξεταστικό πρόγραμμα.*

Level C

Candidates should be in a position to understand – and express themselves in – oral and written language with accuracy and to use the language in a wide variety of communicative situations. Candidates should also be in a position to draw specific information and views presented in the context of a conversation between at least three native speakers on a wide variety of topics; to express personal views and participate efficiently in a long conversation. They should also understand specific information as well as recognise the style and purpose of passages taken from newspapers, magazines, regulations and official letters and reports.

In writing candidates should be able to handle descriptive and narrative topics which refer to personal and everyday experience with clarity and accuracy.

Candidates should also be in a position to perform linguistic functions which reflect the degree of their linguistic competence. They should further be acquainted with basic characteristics of the Modern Greek culture which concern interpersonal relations and social life.

To satisfy the requirements of these advanced linguistic functions and communicative situations at Level C, candidates should know and be in a position to use the appropriate morphological, syntactic, lexical and other linguistic elements as indicated in the volume *Πιστοποίηση επάρκειας της ελληνομάθειας. Αναλυτικό εξεταστικό πρόγραμμα.*

Level D

Candidates should be in a position to understand – and express themselves in – oral and written language with a high degree of accuracy, to use complex expressions and perform linguistic functions within their personal and professional experiences, and to respond to situations which are unfamiliar to them. They should be able to extract information and to understand implied statements in conversations, which may involve some unknown topics and a number of speakers talking at normal rate.

In writing candidates should be in a position to perform in a wide variety of topics related to everyday needs and aspects of personal and professional activities.

At this level candidates should not have any serious difficulties in speaking or writing in any style or kind of Greek. They should be in a position to develop arguments and answer to any arguments fluently, using the appropriate grammatical structures and expressions, depending on the appropriate socio-cultural conventions.

APPENDIX B

Samples of test items

Level A

LISTENING

(The text of the recording follows immediately after the test items)

Μαλώσατε με το φίλο σας, τον Κώστα, μπροστά σε όλη την παρέα. Γυρίζετε στο σπίτι και ακούτε δύο (2) φορές τα μηνύματα του τηλεφωνητή σας. Μερικά από αυτά είναι από φίλους σας για τον καβγά που είχατε με τον Κώστα. Καθώς ακούτε την κασέτα σημειώστε το σωστό με (X), όπως στο παράδειγμα. Μόνο μία απάντηση σε κάθε ερώτηση είναι σωστή.

1. Ο Πέτρος θα κάνει πάρτι με:

- | | | |
|----|--------------------|-------------------------------------|
| α. | τον Κώστα. | <input type="checkbox"/> |
| β. | την Κατερίνα. | <input type="checkbox"/> |
| γ. | τη Μαίρη. | <input checked="" type="checkbox"/> |
| δ. | όλη την παρέα του. | <input type="checkbox"/> |

παράδειγμα

2. Η θεία Ελευθερία λέει στον Πέτρο:

- | | | |
|----|------------------------------|--------------------------|
| α. | να μη μαλώνει με όλους. | <input type="checkbox"/> |
| β. | να μη βγάζει το σκύλο βόλτα. | <input type="checkbox"/> |
| γ. | να μην της τηλεφωνεί. | <input type="checkbox"/> |
| δ. | να ζητά συγγνώμη. | <input type="checkbox"/> |

3. Ο Λάκης ζητά από τον Πέτρο 10.000 ευρώ, γιατί:

- | | | |
|----|--------------------------------------|--------------------------|
| α. | δε θέλει να ξοδέψει τα δικά του. | <input type="checkbox"/> |
| β. | δεν έχει λεφτά. | <input type="checkbox"/> |
| γ. | θέλει να πληρώσει τη θεία Ελευθερία. | <input type="checkbox"/> |
| δ. | θέλει να αγοράσει υπολογιστή. | <input type="checkbox"/> |

4. Ο Πέτρος πρέπει το βιβλίο που έχει:
- α. να το πληρώσει.
 - β. να το δανείσει.
 - γ. να το πουλήσει.
 - δ. να το επιστρέψει.
5. Όταν μάλωσαν ο Πέτρος και ο Κώστας, δεν ήταν μπροστά:
- α. η Ελένη.
 - β. ο Κώστας.
 - γ. η Κατερίνα.
 - δ. ο Πέτρος.
6. Ο Πέτρος το απόγευμα πρέπει:
- α. να βγάλει βόλτα το σκύλο του.
 - β. να πάρει τηλέφωνο την Κατερίνα.
 - γ. να πάρει τηλέφωνο τη μαμά του.
 - δ. να πάρει τον υπολογιστή του.
7. Ο Πέτρος και ο Κώστας πρέπει:
- α. να συζητήσουν.
 - β. να μαλώσουν.
 - γ. να βγάλουν βόλτα το σκύλο.
 - δ. να τηλεφωνήσουν στο σχολείο.
8. Στο μήνυμα 10 μιλά:
- α. η Μαίρη.
 - β. ο Κώστας.
 - γ. η μητέρα του Πέτρου.
 - δ. κάποιος ξένος.

9. Στο σχολείο πρέπει να τηλεφωνήσει:

- α. ο Πέτρος.
- β. η μαμά του Πέτρου.
- γ. η αδελφή του Κώστα.
- δ. ο Κώστας.

(Transcript)

Μήνυμα 1

Έλα, είμαι η Μαίρη. Όταν γυρίσεις πάρε με στο σπίτι γιατί πρέπει να μιλήσουμε για το πάρτι που θα κάνουμε εσύ κι εγώ. Περιμένω, ε!

Μήνυμα 2

Καλημέρα, η θεία Ελευθερία είμαι. Βρε, Πέτρο, μη μαλώνεις με όλον τον κόσμο!

Μήνυμα 3

Ο Λάκης είμαι. Δεν έχω καθόλου λεφτά. Μπορείς να μου δανείσεις 10.000 ευρώ; Θα σου τα δώσω πίσω τη Δευτέρα.

Μήνυμα 4

Καλημέρα σας. Σας τηλεφωνώ από τη βιβλιοθήκη. Δεν επιστρέψατε ένα βιβλίο. Παρακαλώ τηλεφωνήστε μας.

Μήνυμα 5

Η Αλίκη είμαι. Ελπίζω να σε δω το βράδυ. Θέλω κάτι να σου πω.

Μήνυμα 6

Σας τηλεφωνώ για τον υπολογιστή σας. Είναι έτοιμος. Μπορείτε να τον πάρετε σήμερα το απόγευμα.

Μήνυμα 7

Πέτρο, γεια σου. Είμαι η Κατερίνα. Τι έγινε σήμερα με τον Κώστα; Τηλεφώνησέ μου να μου πεις.

Μήνυμα 8

Πέτρο, είμαι ο Κώστας και νομίζω ότι πρέπει να συζητήσουμε!

Μήνυμα 9

Πέτρο, αν είσαι εκεί, απάντησέ μου! Πέτρο! Πέτρο! ... Θα τα πούμε αύριο.

Μήνυμα 10

Νομίζω ότι έκανα λάθος! Ζητώ συγγνώμη!

Μήνυμα 11

Η μαμά είμαι. Βγάλε το σκύλο βόλτα. Έχει φαγητό στο ψυγείο.

Μήνυμα 12

Πέτρο, απάντησε. Εγώ είμαι, η Μαρία. Πέτρο! ... Τα λέμε!

Μήνυμα 13

Τηλεφωνώ από το σχολείο του Πέτρου. Ο Πέτρος δεν ήρθε σήμερα στο μάθημα. Παρακαλώ τηλεφωνήστε μας.

Μήνυμα 14

Πέτρο μη μαλώσεις ξανά με τον Κώστα. Όλοι φίλοι είμαστε! Πάρε με στο σπίτι. Φιλιά, Ελένη.

Level B

READING

Είστε δημοσιογράφος στην εφημερίδα «Σύντομα νέα». Το πρωί έγινε ένα ατύχημα σ' ένα δρόμο της πόλης σας. Μια κυρία σας έστειλε ένα γράμμα που περιγράφει με κάθε λεπτομέρεια τι έγινε ζητώντας από σας να γράψετε ένα άρθρο. Στην άλλη σελίδα έχετε κάποια ερωτήματα. Διαβάστε τα προσεκτικά και σημειώστε σταυρό (+) κάτω από το ΝΑΙ δίπλα στις προτάσεις που συμφωνούν με το γράμμα και κάτω από το ΟΧΙ δίπλα στις προτάσεις που δε συμφωνούν για να πληροφορήσετε το διευθυντή της εφημερίδας για ό,τι έγινε. ΠΡΟΣΟΧΗ: οι σωστές απαντήσεις είναι ΔΕΚΑΤΡΕΙΣ (13) χωρίς το παράδειγμα.

Αγαπητέ κύριε,

Μόλις πριν από δύο ώρες έγινε ένα τρομερό ατύχημα μπροστά στην πόρτα του μαγαζιού μου. Ξέρετε, έχω ένα κατάστημα γυναικείων ρούχων στον πεζόδρομο που ενώνει την οδό Αθηνών με την οδό Μακεδονίας. Ο πεζόδρομός μας, οδός Ειρήνης, είναι καθημερινά γεμάτος παιδιά που παίζουν και ηλικιωμένους κυρίους που ξεκουράζονται στο ωραίο μας πάρκο. Στις 11:00 ακριβώς, μία μεγάλη μηχανή, που νομίζω ότι έτρεχε πολύ γρήγορα, χτύπησε μία ηλικιωμένη κυρία που επέστρεφε από την αγορά. Η κυρία έπεσε κάτω και τα φρούτα της βγήκαν από τις σακούλες. Ο οδηγός της μηχανής έπεσε και χτύπησε, ενώ την ίδια στιγμή δύο παιδιά που έπαιζαν με τα ποδήλατά τους έπεσαν πάνω στα φρούτα της κυρίας και έχασαν τον έλεγχο. Το ένα χτύπησε σοβαρά στο πόδι και το άλλο στο χέρι.

«Θεέ μου», φώναξα και έτρεξα έξω από το μαγαζί μου. Αμέσως πήγα να βοηθήσω και δεν ήξερα ποιον να βοηθήσω πρώτο. Κοιτούσα με έκπληξη και τρόμο. Ευτυχώς, ο άντρας μου τηλεφώνησε στην αστυνομία. Γινόταν πανικός. Όλοι έτρεχαν να βοηθήσουν. Όλοι φώναζαν. Όταν ησύχασαν κάπως τα πράγματα, γύρισα στο μαγαζί μου κι έγραψα αυτό το γράμμα. Κάποιος έπρεπε να ενημερώσει κι εσάς.

Η αστυνομία ήρθε δέκα λεπτά μετά το ατύχημα. Μαζί ήρθαν και ασθενοφόρα για τους τραυματίες. Όλα έγιναν τόσο γρήγορα που κανείς δεν κατάλαβε τίποτε. Η αστυνομία άρχισε να ρωτάει όσους ήταν μπροστά για να πάρει τις απαραίτητες πληροφορίες. Τα ασθενοφόρα έφυγαν αμέσως, αλλά οι αστυνομικοί είναι ακόμη στον πεζόδρομο και κάνουν ερωτήσεις.

Θα ήθελα να σας ζητήσω να γράψετε ένα άρθρο για το ατύχημα αυτό και να ζητήσετε από το δήμαρχό μας να μην επιτρέπει τις μηχανές και τα αυτοκίνητα σε δρόμους όπου παίζουν παιδιά. Η γειτονιά μας είναι μικρή, αλλά δυστυχώς δε μας αφήνουν να ησυχάσουμε ούτε οι μηχανές ούτε τα αυτοκίνητα. Σας παρακαλώ να κάνετε κάτι! Σας ευχαριστώ πολύ.

Καλή σας μέρα,

Μαρία Καραθανάση

	ΝΑΙ	ΟΧΙ
Το ατύχημα έγινε στις 11:30.	παράδειγμα	+
Μάρτυρας στο ατύχημα ήταν μόνο μία κυρία που περπατούσε στον πεζόδρομο.		
Η Μαρία Καραθανάση ψώνιζε εκείνη την ώρα σ' ένα κατάστημα.		
Η μηχανή έτρεχε με μεγάλη ταχύτητα.		
Η κυρία έπεσε πάνω στη μηχανή που έτρεχε στον πεζόδρομο.		
Τα παιδιά πάτησαν στα φρούτα της κυρίας που έτρεχε στον πεζόδρομο.		
Η κυρία από το μαγαζί έτρεξε και βοήθησε μόνο την ηλικιωμένη κυρία.		
Ο σύζυγος της Μαρίας Καραθανάση τηλεφώνησε αμέσως στο νοσοκομείο.		
Ευτυχώς δεν είχε καθόλου κόσμο και τραυματίστηκε μόνο η ηλικιωμένη κυρία.		
Η αστυνομία ήρθε στις 11:10.		
Η αστυνομία και τα ασθενοφόρα έφυγαν ύστερα από πέντε λεπτά.		
Η κυρία Μαρία Καραθανάση θέλει οπωσδήποτε να εμφανιστεί το όνομά της στο άρθρο.		
Η κυρία Μαρία Καραθανάση ζητά από το δημοσιογράφο να μιλήσει η ίδια στο δήμαρχο.		
Η κυρία Μαρία Καραθανάση δεν έδωσε πληροφορίες και στην αστυνομία.		

Level C

WRITING

Πρώτο μέρος

Η Αλίκη γράφει στη φίλη της την Ελένη τα νέα της. Της γράφει για μια δουλειά που της πρόσφεραν, αλλά την αρνήθηκε. Στο γράμμα εξηγεί τους λόγους (άσχημο ωράριο, μακριά από το σπίτι, άγνωστο περιβάλλον κτλ.) για τους οποίους αρνήθηκε τη δουλειά που, κατά τα άλλα, ήταν πολύ καλή. (200 λέξεις)

Δεύτερο μέρος

Το καλοκαίρι έρχεται. Χρήματα όμως δεν υπάρχουν, γι' αυτό αποφασίζετε να ζητήσετε τη δουλειά για την οποία διαβάσατε σε μία αγγελία. Πρόκειται για δουλειά σε παραθαλάσσιο ξενοδοχείο σ' ένα νησί. Έτσι, θα δουλέψετε και θα κάνετε και διακοπές. Γράψτε μια αίτηση για να τη στείλετε στο διευθυντή του ξενοδοχείου. Στην αίτησή σας αναφέρετε γιατί θέλετε να δουλέψετε, το τμήμα που προτιμάτε (εστιατόριο, μπαρ, ρεσεψιόν κτλ.) και τα προσόντα που έχετε σχετικά με τη δουλειά, καθώς και ό,τι άλλο νομίζετε πως είναι απαραίτητο για να πάρετε τη θέση. (200 λέξεις)

Level D

SPEAKING

(sample of an interview³)

Εδώ και αρκετά χρόνια, αλλά περισσότερο στις ημέρες μας, υπάρχει ένα ρεύμα προς την αστρολογία και τη μεταφυσική. Πολλοί είναι αυτοί που καταφεύγουν σε αστρολόγους και μέντιουμ για να λύσουν προσωπικά, οικογενειακά ή επαγγελματικά τους προβλήματα. Δεν είναι μάλιστα λίγοι αυτοί που ξοδεύουν πολλά λεφτά για να μάθουν τι τους επιφυλάσσει το μέλλον.

α' συζητητής

Είστε από αυτούς που πιστεύετε ότι το μέλλον μας κρύβεται στα άστρα και ότι τα μέντιουμ μπορούν να βρουν τι πρόκειται να γίνει στο μέλλον ή να αποκρυπτογραφήσουν σκέψεις άλλων προσώπων ή ακόμη να επικοινωνήσουν με τα πνεύματα. Πιστεύετε ότι τα άστρα είναι δυνατό να επηρεάσουν τη ζωή ενός ατόμου. Ο συνομιλητής σας έχει ακριβώς αντίθετη άποψη από τη δική σας. Πρέπει να αναπτύξετε ισχυρά επιχειρήματα για να υποστηρίξετε τις απόψεις σας και να μεταπείσετε, αν αυτό είναι δυνατό, το συνομιλητή σας.

β' συζητητής

Πιστεύετε ότι με καμιά δύναμη δεν είναι δυνατό να μάθει κανείς τι του επιφυλάσσει το μέλλον. Δεν πιστεύετε ότι τα μέντιουμ, ή τουλάχιστον αυτά τα πρόσωπα που εξασκούν αυτό το επάγγελμα, είναι σε θέση να δώσουν λύση σε οποιοδήποτε πρόβλημα. Για σας τα άστρα είναι στολίδια του ουρανού και αντικείμενο έρευνας των ειδικών επιστημόνων. Πιστεύετε ότι τέτοιες απόψεις δεν είναι δυνατό ν' ανήκουν σε μορφωμένους ανθρώπους. Ο συνομιλητής σας έχει εντελώς αντίθετες απόψεις από τις δικές σας και έχει αρκετά επιχειρήματα για να υποστηρίξει τις απόψεις του. Πρέπει να τον αντικρούσετε με εξίσου ισχυρά επιχειρήματα και να προσπαθήσετε, αν αυτό είναι δυνατό, να τον μεταπείσετε.

³ Candidates are not given any time to prepare. They are only allowed to read (for about 1-2 mins) the instructions of the role they are required to assume.

NOTES