

B2 ORAL EXAM PROCEDURE CONDUCTED WITH 3 CANDIDATES

- 1) Three students enter the exam room.
- 2) The exam is conducted by two examiners. A student known to both examiners should not be examined by them unless this is unavoidable.
- 3) The exam lasts about 21 minutes.
- 4) The exam consists of two parts, preceded by an introduction.

Part 0 lasts approx. 2 minutes: INTRODUCTION, WARM-UP, not assessed

Procedure:

- ⇒ The examiner asks each of the students to identify themselves and provide their first and last name.

Aim: to familiarize the students with the new examination situation.

Part 1 lasts approx. 6 minutes: CONVERSATION IN PAIRS

Procedure:

- ⇒ Each student draws a card with two key prompts and selects one of them to talk about. The examiner asks the students to ask one of the other students questions based on the prompt they have selected (Student A asks Student B; Student B asks Student C; Student C asks Student A). (Interactional skills, in particular the ability to initiate and maintain a conversation are the focus of this part of the assessment.)
- ⇒ Instructions from the examiner (in the foreign language):
“Draw a card and talk briefly with one of the other candidates about the topic you have selected.”

Aim: to familiarize the students with the other candidates.

Sample prompts:

PROFESSIONAL PLANS (What do you plan to do after graduation?)
MOTIVATION TO STUDY (Why did you choose this field of study?)
FREE TIME (How do you spend your free time?)
FAVOURITE BOOKS (What books do you like to read?)

Part 2 lasts approx. 13 minutes: MONOLOGUE AND DISCUSSION BASED ON A TEXT

Procedure:

- ⇒ Each student is given a short text and a task by the examiner and told that they have 2 minutes to prepare a presentation on the topic expressing the opinion suggested in the task.
- ⇒ Stage 1: Each student presents their opinion for about 2 minutes, while the other students listen, optionally noting down the most important elements of their partners' presentation
- ⇒ Stage 2: The students conduct a short discussion. This stage of the task lasts about 4-5 minutes.
- ⇒ The discussion is started by the candidate who presented a negative (not the alternative) opinion on the assigned topic.

⇒ The examiner's instructions include:

- the aims of the interaction
- a description of the role for Student A
- a description of the role for Student B
- a description of the role for Student C
- information on the need to refer to the content of the source texts.

⇒ Instructions from the examiner (in the foreign language):

“Read the text you have been given and your task as described below the text. Then present the opinion assigned to you by the task, referring to the main ideas of the text you have read and your own experience. You have 2 minutes to prepare, and your presentation should last about 2 minutes. Next, listen carefully to your partners' presentations (you can take notes while listening), because in the second part of this task you will be asked to discuss the opinions expressed earlier – without directly repeating the information expressed during stage 1.”

Aims: to assess the students' interactional, mediation and argumentation skills.

Texts: (approx. 100-130 words) press release, press clipping, etc. on a social issue with a cultural element, presenting a given topic as objectively as possible.

Sample text 1:

Does catering to dietary requirements change eating habits?

Diet ready meals can now be delivered to your door. In Poland this industry is very dynamic and there are over 900 companies offering a variety of such boxed meals. The meals can be customized according to the customer's individual dietary requirements, calorie specifications and the number of meals they want to order. The most frequently ordered boxes are those for weight management, and those that are gluten-free, vegetarian or vegan. Customers specify the calorific value of the meals they require. They do this based on their own beliefs or using the calorie counters available on websites. Increasingly, however, catering companies are offering consultations with a dietician. This helps customers choose the most appropriate diet for their needs and to clarify any nutritional doubts that they may have.

Loosely translated from: <https://dietetycy.org.pl/catering-dietetyczny-nawyki-zywieniowe/>

Sample text 2:

Fresh Produce Boxes for Home Cooking

A new concept involves delivering fresh produce boxes tailored to specific dietary needs, such as vegan, gluten-free, or low-carbohydrate diets. Unlike ready-made meals, these boxes encourage home cooking, allowing families to prepare meals together, explore new recipes, and manage portion sizes. This approach offers greater flexibility and may reduce costs.

To support healthier eating habits, boxes could include recipe cards, nutritional tips, and seasonal fruits and vegetables. Each delivery would aim to provide variety and promote engagement. Additionally, the initiative could foster a sense of community by encouraging customers to share recipes, cooking ideas, and stories from local farms.

This model supports family involvement in meal preparation and presents a low-cost opportunity for entrepreneurs entering the food delivery market.

Sample instructions:

Stage 1

Student A

You are considering starting a ready meal catering business. You are convinced that it is a good idea. Present this opinion to your partners, referring to the text you have read and your own experience.

Student B

One of your partners is considering running a ready meal catering business. You are convinced that this is not a good idea. Present this opinion, referring to the text you have read and your own experience.

Student C

One of your partners is considering running a ready meal catering business. You want to present an alternative idea which you think will be more profitable. Present this opinion, referring to the text you have read and your own experience.

Stage 2

Student A, Student B & Student C

Together with your partners, discuss the opinions presented earlier and decide whether either of the options is worth pursuing and if so, which one.

Part 2 concludes the exam