



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΚΡΑΤΙΚΟ ΠΙΣΤΟΠΟΙΗΤΙΚΟ ΓΛΩΣΣΟΜΑΘΕΙΑΣ

**Ενότητα 4 - Επίπεδο Β**

Εξέταση προφορικού λόγου και προφορικής διαμεσολάβησης  
ΦΥΛΛΑΔΙΟ ΕΞΕΤΑΣΤΗ

**ΠΡΟΣΟΧΗ**

Σας υπενθυμίζουμε ότι η χρήση του πρόχειρου βαθμολογίου, συμπληρωμένο με επιγραμματικές 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 2019Α**

## INTERLOCUTOR FRAME FOR B 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 to explain something you don't understand, but only in English.

**So... What is your name?** (Write it down, making sure you don't mix up the two candidates.) **And yours?** (Write it down.)

**Examiner:** (Addressing candidate A) **So** \_\_\_\_\_ (his/her NAME), **what do you do? / where do you live? / etc.** (question to break the ice).

**Examiner:** (Addressing candidate B) **And what about you** \_\_\_\_\_ (his/her NAME), **what do you do? / where do you live? / etc.** (questions to break the ice.)

### 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:** How would you like to spend your summer holidays this year?

**B2:** Who would you take with you if you went on a holiday to Spain and why?

### SET 2

**B1:** Tell me what you like to eat and drink at school / university / work.

**B2:** Where do you go when you want to eat out and why?

### SET 3

**B1:** Tell me a few things about the neighbourhood you live in.

**B2:** What would you change in your neighbourhood and why?

### SET 4

**B1:** What do you prefer doing in your free time?

**B2:** Do you ever read magazines? If yes, what kind? If no, why not?

### SET 5

**B1:** What is your favourite radio programme and why? [If you don't have one, tell me what you generally like to listen to]

**B2:** Do you like watching the news on TV? Why or why not?

**SET 6**

- B1:** Tell me some things about your brother/sister/close friend.  
**B2:** What do you usually talk about with your parents?

**SET 7**

- B1:** Do you like to spend a lot of your free time with your friends? Why or why not?  
**B2:** What do you disagree on with your parents/siblings/best friend(s)/teacher(s)?

**SET 8**

- B1:** What would you like to do when you finish school/your studies (jobwise)?  
**B2:** Would you like a profession that requires you to be with or talk to a lot of people? Why or why not?

**SET 9**

- B1:** What do you usually do on a sunny Sunday morning?  
**B2:** If you could change something about yourself or your life, what would it be? Why?

**SET 10**

- B1:** Do you prefer to spend time near the sea or near hills and forests. Why?  
**B2:** Is there a place that you'd never want to visit? Why?

**SET 11**

- B1:** Who is your favourite artist (actor, musician, writer) and what do you like about him or her?  
**B2:** If you could spend five days all alone with someone, who would that be and what would you do with him or her?

**SET 12**

- B1:** Tell me about a school teacher you will never forget and why will you remember him or her  
**B2:** Imagine someone offered you the chance to live the life of a celebrity for a week. Would you say yes or no and why?

**INTERLOCUTOR FRAME FOR B LEVEL – Part 2 (Activity 2)**

**Activity 2** (6 minutes for both candidates - 3 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****Facial expressions (PAGE 5)****B1 questions**

- TASK 1:** Imagine your younger sister / daughter is in photo 1. Tell me what she did on this day.
- TASK 2:** Imagine photos 1 & 4 are from your family's photo album. Tell me who the people in the photos are, where they were and how they were feeling when the photos were taken.
- TASK 3:** Imagine the girl in photo 3 is your younger sister. Tell me where she was, what s/he was doing and what she did after the photo was taken.
- TASK 4:** Choose one of the photos on this page. Don't tell me which one it is. Describe it, to help me guess which one it is.

**B2 questions**

- TASK 5:** Imagine you know the people in photos 3 & 5 (or 3 & 6, or 5 & 6). Tell me who they are, what they were talking about and how they were feeling when the photo was taken.
- TASK 6:** Imagine you took photo 2. Tell me who this boy is, why you took the photos and what you did after the photos was taken.
- TASK 7:** Imagine you were in the same room as the woman in photo 6. Tell me where you were, what you were doing there and what the woman was talking about on the phone.
- TASK 8:** Imagine that photos 1 & 6 accompany newspaper articles. Tell me what each article is about.

**People relaxing (PAGE 6)****B1 questions**

- TASK 9:** Choose one of the photos on this page. Don't tell me which one it is. Describe it and help me guess which one it is.
- TASK 10:** Imagine you know the women in photo 11 and the boy in photo 12. Tell me who they are, where they were and what they were doing when the photo was taken.
- TASK 11:** Imagine you are one of the people in photo 10. Tell me where you are, who you are with and what you were doing before the photo was taken.

**B2 questions**

- TASK 12:** Look at photo 9. Tell me where you think this man is, why you think he has fallen asleep he is sleeping and what he did when he woke up.
- TASK 13:** Imagine you are one of the people in photo 8 (or 7). Tell me where you were, who you were with and what you did after the photo was taken.
- TASK 15:** Imagine that photos 7 & 12 accompany two different magazine articles. Tell me what each article is about.

**On a bicycle (PAGE 7)****B1 questions**

- TASK 16:** Imagine you know the people in photo 13 (or 14). Tell me who they are, where they are and what they are doing there.
- TASK 17:** Imagine you took photo 15. Tell me where you were, how you were feeling, and what you did later that day.
- TASK 18:** Imagine photo 17 (or 18) is from your family's photo album. Tell me who these people are, and what happened after the photo was taken.
- TASK 19:** Choose one of the photos on this page. Don't tell me which one it is. Describe it and help me guess which one it is.

**B2 questions**

- TASK 20:** Imagine that photos 15 & 16 (or 17 & 18) accompany two different articles in a magazine. Tell me what each article is about.
- TASK 21:** Look at all the photos on this page. Tell me which one should get the 'photo of the year' award and why.
- TASK 22:** Imagine you took photos 16 & 17 (or 16 & 18, or 17 & 18). Tell me who these people are, why you took these photos and what you did after the photos were taken.
- TASK 23:** Imagine you know the people in photos 16 & 17 (or 16 & 18, or 17 & 18). Tell me a few things about them (personality, hobbies and interests).

**Unusual scenes (PAGE 8)****B1 questions**

- TASK 24:** Look at photo 20. Tell me where this woman is, why she is asleep and what she did earlier that day.
- TASK 25:** Imagine you know the women in photo 19. Tell me where they were and what they were doing, when the photo was taken and what they did later that day.
- TASK 26:** Imagine photos 19 & 21 (or 19 & 22) are from your photo album. Tell me who these people are, where they are and what they were doing when the photo was taken.
- TASK 27:** Look at all the animals on this page. Tell me which of these animals most people would not want to have as a pet and why.

**B2 questions**

- TASK 28:** Imagine you know the people in photo 21 & 22. Tell me a few things about them (personality, hobbies and interests).
- TASK 29:** Imagine you want to enter the photo of the month competition of your local newspaper. Tell me which two photos you would choose to send and why.
- TASK 30:** Look at all the photos on this page. Tell me which one should get the 'photo of the year' award and why.
- TASK 31:** Imagine photo 23 was taken in front of your house. Tell me whose the car in the photo is and what happened when its owner saw it.

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## 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

#### Educating grandad (PAGE 9)

##### TASK 1

**B1:** Read Text A and tell me what this play is about.

**B2:** Imagine you are writing an article for your school newspaper's section entitled "The event of the month". Using information from Text A, tell me what points you will include in your article about the plot of the play.

##### TASK 2

**B1:** Read Text B and tell me a few things about the people involved in the production of the performance.

**B2:** Imagine you are a psychologist giving a talk to a group of parents on the positive effects of theatre on students. Using information from Text B, tell me what points you will include about the aims of this performance.

##### TASK 3

**B1:** Read Text B and tell me a few things about the people involved in the production of this performance.

**B2:** Imagine you are the director of this performance. Using information from Text B, tell me who you will thank at the end of the performance.

#### Print and e-books (PAGE 10)

##### TASK 4

**B1:** Imagine your German friend Helga only reads e-books. Read points 1, 3 and 5 and tell her why it is better to read printed books than e-books.

**B2:** Imagine your Italian friend Sofia never reads printed books. Read points 2, 4 and 6 and tell her why she should start reading printed books.

## Old and new professions (PAGE 11)

### TASK 5

- B1:** Read your text and tell me what was announced by the World Economic Forum about professions of the present and of the future.
- B2:** Imagine your Spanish friend's brother/son cannot decide what to study when he finishes school. Using information from your text, tell him four of the professions that will be in fashion in the future.

### TASK 6

- B1:** Read your text and tell me what was announced by the World Economic Forum about professions of the present and of the future.
- B2:** Imagine you are going to give a talk in English to senior high school students of an English speaking school about the professions of the future. Using information from your text, tell me what points you will include in your talk.

## Escape rooms (PAGE 12)

### TASK 7

- B1:** Imagine I do not know anything about escape rooms. Read your text and tell me what escape rooms are.
- B2:** Imagine you and your Bulgarian friends want to visit an escape room. Using information from your text, tell me what you will tell your friends about how escape rooms work.

### 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

PROBLEM	SOLUTION
What do I do...	Follow suggestions below
...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 (for activities 2 and 3)?	<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.

## B LEVEL ORAL ASSESSMENT CRITERIA &amp; RATING SCALE

TASK COMPLETION			
	1 Unsatisfactory	3 Moderately satisfactory	5 Fully satisfactory
<b>ACTIVITY 1</b> Interview	Responds poorly to the questions posed, gives wrong or irrelevant answers, or no answer at all.	Responds to the B1 questions effectively, with some hesitations, including most of the main content points, but has difficulty responding to B2 questions (or does not respond at all to the B2 questions). Is comprehensible with some effort.	Responds to all questions spontaneously, with few hesitations, including all content points. Is fully comprehensible with minor, if any, effort.
<b>ACTIVITY 2</b> One-sided talk	Responds poorly to both the B1 and B2 tasks, gives wrong or irrelevant answers or no answer at all. Ineffective use of visual prompts.	Responds to the B1 task using the visual prompts quite effectively and including most content points, but has difficulty with or does not respond at all to the B2 task. Is comprehensible with some effort.	Responds to both the B1 and B2 tasks in a fully satisfactory manner, using the visual prompts effectively and including all content points. Is fully comprehensible with minor, if any, effort.
<b>ACTIVITY 3</b> Oral Mediation	Responds poorly to both the B1 and B2 tasks, gives wrong or irrelevant answers or no answer at all. Information from the Greek text is only marginally used or inappropriately relayed into English.	Responds to the B1 task, relaying information from the Greek text into English (and occasionally translating) fairly adequately, but has difficulty with or does not respond at all to the B2 task. Is comprehensible with some effort.	Responds to both the B1 and B2 tasks in a fully satisfactory manner, relaying relevant information from the Greek text into English, paraphrasing effectively. Is comprehensible with minor, if any, effort.

QUALITY OF PRODUCTION			
	1 Unsatisfactory	3 Moderately satisfactory	5 Fully satisfactory
<b>Pronunciation and intonation</b>	Articulation is not always clear. L1 interference in pronunciation, stress, rhythm and intonation is distracting and the output is partly unintelligible.	Articulation is clear and generally comprehensible. L1 interference in pronunciation, stress, rhythm and intonation may be evident, occasionally impeding intelligibility.	Articulation is clear and comprehensible. Some L1 interference in pronunciation, stress, rhythm and intonation may be evident, but it does not impede intelligibility.
<b>Lexical range and appropriacy of linguistic choices</b>	Uses a narrow range of vocabulary, compromising the message or makes inappropriate word choices for the given social context which may obstruct meaning.	Uses a sufficient range of vocabulary and the word choice is, in most cases, morphologically and semantically correct for the given social context. Makes incorrect word choices when expressing more complex thoughts which may locally obstruct meaning.	Uses a fairly wide range of vocabulary and the word choice is morphologically and semantically correct for the given social context. May make a few incorrect word choices which do not, however, impede intelligibility.
<b>Grammatical accuracy</b>	Makes errors in basic grammatical structures and word order which may impede intelligibility. No attempts at self-correction.	Uses, reasonably accurately, a sufficient range of grammatical structures and sentence patterns, associated with more predictable situations. Errors occur, some of which may interfere with intelligibility. Occasional attempts at self-correction, not always successful.	Uses a wide range of grammatical structures and sentence patterns with a relatively high degree of grammatical accuracy. Scarce errors may occur which do not impede intelligibility and are often self-corrected.
<b>Fluency</b>	Expresses him/herself with some difficulty, and hesitations, pauses, false starts and reformulation are very evident, impeding intelligibility at times and tiring the listener.	Expresses him/herself with relative ease and maintains a fairly smooth flow of speech, even though pauses for grammatical and lexical planning, false starts and reformulation are evident, especially in longer stretches of free production, without however tiring the listener.	Expresses him/herself with spontaneity, showing a relatively high degree of fluency and ease of expression even in longer stretches of speech. Few pauses for grammatical and lexical planning, false starts and reformulation are noticeable.
<b>Communication strategies</b>	Has difficulty in maintaining a smooth flow of speech and avoids using strategies to overcome communication breakdown. Cannot overcome difficulties even after clarifications have been given by the examiner.	Has some difficulty in maintaining a smooth flow of speech but occasionally uses synonyms, paraphrase, circumlocutions, etc., to overcome gaps in communication and, generally, manages to communicate after clarifications have been given by the examiner.	Tries to maintain a smooth flow of speech without too much effort. Uses synonyms, paraphrase, circumlocutions, etc., fairly effectively, to overcome gaps in language knowledge and occasionally asks the examiner for clarifications.
<b>Cohesion and coherence</b>	Presents some coherent chunks of speech but is unable to produce longer coherent responses. Uses only very basic linear connectors.	Produces a fairly smooth flow of speech by linking discrete simple elements into a connected, linear sequence of points, using, correctly, a fairly limited range of cohesive devices.	Produces a smooth flow of speech by linking utterances into clear, coherent discourse, using a variety of cohesive devices, efficiently, to mark clearly the relationships between ideas.

<b>1= Unsatisfactory</b> (OUTPUT UNSATISFACTORY FOR B1)	<b>2= Partly unsatisfactory</b> (OUTPUT PARTLY SATISFACTORY FOR B1)	<b>3= Moderately satisfactory</b> (OUTPUT SATISFACTORY FOR B1)	<b>4= Satisfactory</b> (OUTPUT PARTLY SATISFACTORY FOR B2)	<b>5= Fully satisfactory</b> (OUTPUT SATISFACTORY FOR B2)
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## ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ