



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ 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 2019Β**

**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:** Do you have a bicycle? If yes, how often do you ride it and where do you go? If no, do you ride the bus, the train, the metro?

**B2:** If you had a choice, would you like to live in a big city or a small town? Why or why not?

**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:** Tell us a few things about what you don't like about your school / college / workplace and why?

**B2:** Is there anything you would like to change in your life? Why or why not?

**SET 4**

**B1:** Which is your favourite day of the year and why?

**B2:** Do you like to be with your family during the holidays and special occasions? Why or why not?

**SET 5**

**B1:** Do you have an account on facebook or some other social media? Why or why not?

**B2:** Have you ever tried to make friends online? If yes, what happened? If no, why not?

**SET 6**

**B1:** What do you usually do during the Christmas holidays?

**B2:** Would you choose to spend your holidays in a big city or in a small village and why?

**SET 7**

**B1:** What do you usually wear when you go to a party?

**B2:** If you were to organize a surprise party for your best friend, tell me what you would do.

**SET 8**

**B1:** What do you usually do on a rainy Sunday morning?

**B2:** Why do you think young people have less free time nowadays?

**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****When I grow up I want to be ... (PAGE 5)****B1 questions**

**TASK 1:** Imagine your younger sister (or your daughter) is in photo 5. Tell me what she did on this day.

**TASK 2:** Imagine photos 1 & 5 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 boy in photo 6 is your younger brother. Tell me where he was, what he was doing and what he 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 1 & 3 (or 2 & 3, or 2 & 4, or 3 & 4, or 5 & 6, or 4 & 6). Tell me a few things about them (personality, hobbies and interests).

**TASK 6:** Imagine you took photo 6 (or 2, or 4). Tell me who this boy / girl is, why you took the photo and what you did after the photo was taken.

**TASK 7:** Imagine that photos 2 & 6 accompany a newspaper article. Tell me what the article is about.

**TASK 8:** Look at all the photos on this page. Choose two photos that you think could accompany an article on "Professions of the future". Tell us why you think the photos you have chosen are suitable.

**Judging by their feet (PAGE 6)****B1 questions**

**TASK 9:** Imagine photos 7 & 9 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 10:** 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.

**TASK 11:** Imagine you took photos 8 & 9 (or 8 & 10) some days ago. Tell us whose feet are in each of these photos and what they were doing when the photo was taken.

**TASK 12:** Imagine you took photo 7 last week. Tell us where you were and what you were doing then.

### B2 questions

**TASK 13:** Imagine you took photo 12. Tell me who these people are, where they were when the photo was taken and what they did that day.

**TASK 14:** Imagine you know the woman in photo 11. Tell me who this woman is, what her problem was when the photo was taken and what she did afterwards.

**TASK 15:** Imagine you know the people in photos 7 & 10. Tell me a few things about them (personality, hobbies and interests).

## Breaking the law? (PAGE 7)

### B1 questions

**TASK 16:** Imagine you know the people in photo 14 (or 17). Tell me who they are, where they are and what they are doing there.

**TASK 17:** 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 18:** Imagine you know the man in picture 13 (or 18). Tell me who he is, where he is and where he is going.

**TASK 19:** Imagine photo 16 (or 17) is from your family's photo album. Tell me who these people are, and what happened after the photo was taken.

### B2 questions

**TASK 20:** Imagine you took photos 15 & 16 (or 13 & 18, or 13 & 16). Tell us where you were when you took each of these photos, why you took them and what you did with them.

**TASK 21:** Imagine you know the people in photos 14 & 17. Tell me a few things about them (personality, hobbies and interests).

**TASK 22:** Look at all the photos on this page. Choose two photos that you think could accompany an article on "Commonly broken laws". Tell us why you think the photos you have chosen are suitable.

**TASK 23:** Imagine photo 15 was taken in front of your house. Tell me whose the car in the photo is, what happened when a policeman saw it and what the car owner did later that day.

## Children playing with parents (PAGE 8)

### B1 questions

**TASK 24:** Imagine photos 19 & 24 (or 21 & 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 25:** Imagine you know the people in photo 23 (or 24). Tell me who they are, what they were doing, when the photo was taken and what they did later that day.

### B2 questions

**TASK 26:** Look at all the photos on this page. Choose two photos that you think could accompany an article on "The most popular games for all the family". Tell us why you think the photos you have chosen are suitable.

**TASK 27:** Look at all the games on this page. Tell me which of these you liked to play when you were a child and why.

## 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

#### 5 tips for a well-organized office (PAGE 9)

##### TASK 1

**B1:** Imagine that your English friend Kate keeps complaining that her desk is a mess. Read your text and tell her what she should do.

**B2:** Imagine I cannot concentrate on work when I'm at the office. Read your text and tell me what to do.

##### TASK 2

**B1:** Read your text and tell me what I can do to add a personal note to my desk.

**B2:** Imagine your friend Hanna feels tired after being on the computer for hours. Using information from your text, give her some advice.

##### TASK 3

**B1:** Imagine that your friend Kate is complaining that her desk is a mess. Read your text and tell her what she should do.

**B2:** Imagine your friend Hans feels tired after working for hours on the computer. Using information from your text, give him some advice.

##### TASK 4

**B1:** Read your text and tell me what I can do to add a personal note to my desk.

**B2:** Imagine I cannot concentrate on work when I'm at the office. Read your text and tell me what to do.

**Eating habits : 5 things to look out for (PAGE 10)****TASK 5**

- B1:** Imagine your friend Helga lives alone and eats out all the time and usually too much. Read your text and tell her how she can control her appetite.
- B2:** Imagine your Italian friend Sofia doesn't cook. Using information from your text, give her advice about how to choose the take-away places from which to order food.

**TASK 6**

- B1:** Read your text and tell me how to avoid eating fattening desserts, when eating out.
- B2:** Imagine you are a dietician, giving a talk at a health centre. Read your text and tell me what information you will include in your talk about how to enjoy one's meal.

**TASK 7**

- B1:** Read your text and tell me how to avoid eating a lot when eating out.
- B2:** Imagine your friend Jane doesn't like to cook. Using information from your text, give her advice about how to choose the restaurants she goes to or orders food from.

**TASK 8**

- B1:** Imagine your friend Barbara lives alone and usually eats ready-made meals. Read your text and tell her what to keep in mind.
- B2:** Imagine you are a diet specialist, giving a talk at a health centre. Read your text and tell me what you will say to the audience about how people can make their meal an enjoyable experience.

**Hiking: what we need to know (PAGE 11)****TASK 9**

- B1:** Read your text and explain to your friend Ismail what hiking is, and where one can go hiking in Greece.
- B2:** Imagine I am thinking of starting to hike, as a hobby. Using information from your text, tell me what I should keep in mind about ordinary hiking.

**TASK 10**

- B1:** You are Mr/Mrs Lindsay. Your 9-year old son doesn't know the difference between walking and hiking. Explain it to him and tell him where people go hiking.
- B2:** Imagine you are giving a talk to a group of school students about how important it is to do outdoor sports. Start with mountain hiking. Read your text and tell me what you'll say about it.

**Why do today's teenagers sleep less? (PAGE 12)****TASK 11**

- B1:** Imagine your friend Eva is worried about her 15-year-old son who does not get enough sleep. Read your text and give her some tips on what to tell her son about the hours of sleep young people need.
- B2:** Imagine you are a doctor giving a talk to a group of parents on the factors that affect adolescents' sleeping habits. Using information from your text, tell me about the points you will include in your talk.

**TASK 12**

- B1:** Imagine your Dutch friend Eva complains that her 15-year-old son does not get enough sleep. Read your text and inform her about the results of the survey and how many hours adolescent should sleep.
- B2:** Imagine you are writing an article for a psychology magazine about how electronic devices affect teenagers' sleep. Using information from your text, tell me what points you will include in your article.

## 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