



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 επιγραμμaticές 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 2022Α

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: Which is your favourite day of the week and why?

B2: What is one thing you like and one thing you dislike doing in your everyday life?

SET 2

B1: What do you usually have for breakfast and what for dinner?

B2: Do you prefer eating home-made food or having your food delivered? Why?

SET 3

B1: What do you usually do during your summer holidays?

B2: Why are holidays necessary?

SET 4

B1: What three things do you always take with you when you go to school / university / work and why?

B2: Tell us about a time when you bought something that you did not really need. What did you do with it?

SET 5

B1: What is the worst present you have ever received? Why didn't you like it?

B2: If you could celebrate your own birthday the way you wanted to, what would you do?

SET 6

B1: What is the best pet to own and why?

B2: If you saw an injured dog in the street, would you help it? If yes, what would you do? If no, why not?

SET 7

B1: Which famous person do you admire most and why?

B2: If you could interview anybody you wanted, who would you interview and what would you ask him/her?

SET 8

B1: Do you wake up early or late on weekends and why?

B2: If you could spend a weekend the way you wanted to, who would you spend it with and what would you do?

SET 9

B1: Can you tell me a few things about your house?

B2: Where do you wish to live when you are old?

SET 10

B1: Do you go to the cinema? If yes, tell us about a film you saw recently. If no, why not?

B2: Do you prefer reading or watching films and why?

SET 11

B1: Do you like travelling by bus? If yes, why? If no, why not?

B2: Would you like to be a flight attendant? If yes, why? If no, why not?

SET 12

B1: Are you learning another language apart from English? If yes, which one and why? If no, would you like to learn one and why?

B2: If you had to study or work in another country, which country would you choose 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

Doing things at home (PAGE 5)

B1 questions

TASK 1: Imagine the man in photo 6 (or 2) is your brother / father. Tell me where he was, what he was doing and what he did after the photo was taken.

TASK 2: Imagine photos 2 & 3 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: 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 4:** Imagine you know the people in photos 4 & 6. Tell me a few things about them (personality, hobbies and interests).
- TASK 5:** Imagine you took photo 1. Tell me who these men are, why you took the photo and what you did after the photo was taken.
- TASK 6:** Imagine that photos 1 & 5 (or 4 & 6) accompany a magazine article. Tell me what the article is about.
- TASK 7:** Imagine your sister / mother is the woman in photo 4. Tell me where she was when the photo was taken, what she was doing and what she did after the photo was taken.
- TASK 8:** Imagine photos 2 & 3 were taken last weekend. Tell us what you did then.

Running (PAGE 6)

B1 questions

- TASK 9:** Imagine photos 8 & 9 are from your family's photo album. Tell me who the people in the photos are, where they were and what they were doing 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 photo 9 (or 10) last Sunday. Tell me where you were, who you were with and how you were feeling when the photo was taken.
- TASK 12:** Imagine you know the children in photo 9. Tell me where they were and how they were feeling when the photos were taken.

B2 questions

- TASK 13:** Imagine photos 7 & 11 (or 10 & 11, or 11 & 12) are from a day you will remember all your life. Tell me why this day was so important to you.
- TASK 14:** Look at photos 7 & 12 (or 7 & 11, or 11 & 12) and tell me what you think is going on.
- TASK 15:** Imagine photos 9 & 10 (or 10 & 11) were taken last weekend. Tell us what you did last weekend.
- TASK 16:** Imagine you know the people in photo 8. Tell me who they are, what they were talking about and how they were feeling when the photo was taken.

At the beach (PAGE 7)

B1 questions

- TASK 17:** Imagine you know the people in photo 16 (or 18). Tell me who they are, where they are and what they are doing there.
- TASK 18:** 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 19:** Imagine your grandparents / parents are in photo 16. Tell me where they were when the photo was taken, how they were feeling and what they did after the photo was taken.
- TASK 20:** Look at photos 13 & 17 and tell me what people used to wear when going to the beach in the past, and what they wear now.

B2 questions

- TASK 21:** Imagine you took photos 14 & 15 (or 15 & 18). Tell me where you were when you took each of these photos and why you took them.

TASK 22: Look at all the photos on this page. Choose two photos that you think could accompany an article entitled "Happy together". Tell me why you think the photos you have chosen are suitable.

TASK 23: Imagine photos 13 & 17 are from your grandmother's photo album. Tell me who these women are, when each photo was taken and what they did after each photo was taken.

School days (PAGE 8)

B1 questions

TASK 24: Imagine you know the people in photo 23 (or 24). Tell me who they are, what they were doing and how they were feeling when the photo was taken.

TASK 25: Imagine you took photo 23 last week. Tell us where you were, who you were with and how you were feeling when you took the photo.

TASK 26: Imagine the boy in photo 21 is your brother. Tell us where he was, what he was doing there and what he did after the photo was taken.

TASK 27: 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 28: Look at photos 20 and 23 and tell us what you think these people will do when they finish school and why.

B2 questions

TASK 29: Look at photos 19 & 21 (20 & 22) and tell me what you think is going on.

TASK 30: Imagine photo 19 (or 21, or 24) is from a day you will remember all your life. Tell me why this day was so important to you.

TASK 31: Imagine you know the people in photos 19 & 22. Tell me who they are, where they are and why you think they are smiling.

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

How to say “no” politely (PAGE 9)

TASK 1

- B1:** Imagine that I always give in to my friends, when they ask me to do something for them and I feel that they are using me. Read your text and tell me how to say “no” politely.
- B2:** Imagine your friend Nicolay had agreed to lend his close friend 500 euros to buy a new smart phone but he changed his mind. Read your text and tell him how to say “no” politely.

TASK 2

- B1:** Imagine I’m afraid to say “no” to my grandparents when they ask me to do something for them. Read your text and tell me how I can say “no” to them politely when I need to.
- B2:** Imagine you’re a psychologist, giving a talk about the characteristics of people who can’t say “no”. Using information from your text, tell me which points you will include in your talk.

Dealing with stress (PAGE 10)

TASK 3

- B1:** I know it’s bad for me to be stressed all the time. Read points 1, 2 and 4 and help me – tell me what to do.
- B2:** Imagine you are a doctor giving a talk to a group of parents about the problems stress can cause. Using information from your text, tell me about the points you will include in your talk.

TASK 4

- B1:** Imagine your friend Margaret is going through a very stressful time. Read points 5, 6 and 8 and tell her what to do.
- B2:** Imagine you are a doctor – pediatrician – giving a talk to a group of parents about stress. Using information from your text, tell me about the points you will include in your talk.

TASK 5

- B1:** Imagine my father is going through a difficult time and he is really stressed out. Read points 1, 2 and 4 and tell me what to say to him.
- B2:** Imagine your friend’s teenage kids who are in high school are showing signs of extreme stress. Read points 3, 7 and 9 and tell them what they should try to do.

TASK 6

- B1:** Imagine your friend Sophie yells to her kids all the time because she’s so stressed. Read points 5, 6 and 8 and tell her what to do when she is stressed.
- B2:** Imagine my son who is in the last year of school is going through a very difficult time and is really stressed. Read points 3, 7 and 9 and give me some advice so I can help my son deal with his stress.

How to save energy at home (PAGE 12)

TASK 7

- B1:** Electricity is so expensive. I need to do something to save energy at home. Read your text and give me some advice (e.g. about lightbulbs and “smart” wash).
- B2:** Your friend Andrea is staying with you and is very careless about electricity. Using information from your text, advise him/her politely about how to use electrical appliances to save energy (e.g. the refrigerator and the air conditioner).

Art 2022: The most important art exhibitions in museums, institutions and art spaces (PAGE 11)

TASK 8

- B1:** Imagine your friend Nicole, who is a painter, is visiting Athens in May. Using information from your text, tell her about the exhibition dedicated to John Craxton and advise her to go see it.
- B2:** Imagine that I have no information about the exhibitions of the National Historical Museum that open after September. Using information from your text, tell me about them.

TASK 9

- B1:** I am visiting Crete, and specifically Hania, next month. Using information from your text, tell me about the new Archaeological Museum of Hania.
- B2:** I have no information about the exhibitions of the National Historical Museum that opens in the Fall. Tell me about them, using information from your text.

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

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

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.

POTENTIAL TROUBLE SPOTS DURING

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.

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"> 4. Repeat the candidate's last phrase with rising intonation. 5. Ask a few prompting questions (Is there anything else you would like to add...?). 6. Try to break down the task into simpler questions.
...if the candidate is nervous and has difficulty in speaking?	<ol style="list-style-type: none"> 3. Smile, use body language, facial expressions and intonation to make the candidate feel more comfortable. 4. If you asked the nervous candidate to begin first, switch to the other candidate and then come back to the nervous candidate.
...if the candidate draws a blank and seems unable to answer (for activities 2 and 3)?	<ol style="list-style-type: none"> 3. Repeat the question/task. 4. If the candidate still hesitates, change the task but stick to the same visual prompt/ text.

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 & RATING SCALE

TASK COMPLETION			
	1 Unsatisfactory	3 Moderately satisfactory	5 Fully satisfactory
ACTIVITY 1 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.
ACTIVITY 2 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.
ACTIVITY 3 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
Pronunciation and intonation	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.
Lexical range and appropriacy of linguistic choices	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.
Grammatical accuracy	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.
Fluency	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.
Communication strategies	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.
Cohesion and coherence	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.

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