



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΘΡΗΣΚΕΥΜΑΤΩΝ ΚΑΙ ΑΘΛΗΤΙΣΜΟΥ
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 2023Β

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: What did you do last weekend?

B2: If you could, what would you like to change in your daily routine? Why?

SET 2

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 and which do you like best?

B2: If you were the mayor of your city, what would you do to make residents use bicycles more often?

SET 3

B1: Which sports do you like to watch and which to play? Why?

B2: Would you ever consider taking up an extreme sport? Why or why not?

SET 4

B1: Tell us what you like to eat at home and when you're out, with friends.

B2: Have you ever complained about something in a restaurant? Tell me about it. If no, what are some of the reasons why we might need to complain in a restaurant?

SET 5

B1: Do you have a favourite book? If yes, tell me about it. If no, why not?

B2: Tell me about a piece of news that you recently read (or heard) about that impressed you.

SET 6

B1: Tell us a few things about a good friend at school or at work.

B2: What do you disagree on with your parents or siblings or best friend(s) or teacher(s)?

SET 7

B1: Have you ever travelled outside your village/ town/ city? If yes, where have you been and what did you do there? If no, which place would you like to visit and what would you like to do there?

B2: Tell us about a funny or strange thing that happened to you during your summer holidays.

SET 8

- B1:** What are the advantages and the disadvantages of living in the countryside?
B2: What or who do you think you would miss most if you had to move to another city/town/village and why?

SET 9

- B1:** Tell us some things about the members of your family.
B2: If you had the choice, would you prefer to go on holiday with your family or with your friends? Why?

SET 10

- B1:** How much free time do high school students usually have and what do they do with their free time?
B2: If you could spend your Christmas holidays anywhere in Greece, where would you go? Who would you take with you and why?

SET 11

- B1:** What do you like best about your school/college/workplace?
B2: Tell us how you feel before a job interview / taking a test and why?

SET 12

- B1:** Would you like to participate in a game like "Survivor"? Why or why not?
B2: Are there any TV programmes you do not like watching? 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

Celebrations and festivities (PAGE 5)

B1 questions

- TASK 1:** Imagine you know the people in photo 5. Tell me who they are, what they're looking at and what they did after the photo was taken.
TASK 2: Imagine photo 4 (or 6) is from your family photo album. Tell me who the people in the photo are, where they were when the photo was taken and what they did after the photo was 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.

TASK 4: Imagine you are one of the people in photo 3. Tell me where you were when the photo was taken, who you were with and what you did later that day.

B2 questions

TASK 5: Imagine you are one of the people in photo 1. Tell me who you were with, where you were and what you were watching when the photo was taken.

TASK 6: Imagine you took photos 4 & 5 (or 4 & 6, or 5 & 6). Tell me why you took the photos and how you were feeling when the photos were taken.

TASK 7: Imagine you are the man in photos 5 & 6 (or the young woman in photos 4 & 6). Tell me what you were celebrating and how you were feeling when each of the photos was taken.

TASK 8: Look at photo 2. Suppose that it is something that will be on the news the next day. Try to guess what the story is about.

Art careers (PAGE 6)

B1 questions

TASK 9: Imagine you know the woman in photo 9 (or the man in photo 11). Tell me where she/he was, what she/he was doing when the photo was taken and what she/he did next.

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 photos 8 & 10 were taken last weekend. Tell me what you did last weekend.

B2 questions

TASK 12: Imagine you know the people in photos 7 & 8 (or 11 & 12, or 7 & 10). Tell me a few things about them (personality, hobbies and interests) and what they did earlier that day.

TASK 13: Imagine you took photo 7. Tell me where these women are, what they were doing and how they were feeling, when the photo was taken.

TASK 14: Imagine that all the photos on this page accompany a magazine article. Tell me what the article is about.

TASK 15: Look at all the photos on this page. Which of these jobs would you like to do and why?

Feelings and emotions (PAGE 7)

B1 questions

TASK 16: Imagine photo 17 (or 15) is from your family photo album. Tell me who the people are, where they were and how they were feeling when the photos were taken

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 people in photo 15. Tell me where they were when the photo was taken, how they were feeling and what they did after the photo was taken.

B2 questions

TASK 19: Look at photo 14 and tell me what you think is going on.

TASK 20: Imagine you know the people in photos 16 & 18 (or 13 & 16, or 13 & 18). Explain when and why these photos were taken and how the people you know were feeling then.

TASK 21: Look at the face of the person in photo 13 (or 16, or 18). Tell me how she/he was feeling when the photo was taken and why, and what she/he did later that day.

TASK 22: Imagine that photos 14 & 17 accompany newspaper articles. Tell me what each article is about.

Visiting places (PAGE 8)

B1 questions

- TASK 23:** Imagine photo 20 is from your family's photo album. Tell me who these people are, what they were doing when the photo was taken and what they did later that day.
- TASK 24:** 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 25:** Imagine photos 21 & 24 (or 22 & 24) were taken the same weekend. Tell me what you did that weekend.

B2 questions

- TASK 26:** Look at photos 20 & 22 (or 22 & 23). Imagine that you are one of the people in the photos. Explain when and why these photos were taken, what you were doing and how you were feeling then.
- TASK 27:** Imagine you were there when photo number 21 was taken. Tell me what happened before and after the photo was taken.
- TASK 28:** Imagine that photos 19 & 21 (or 23 & 24) accompany two different articles in a magazine. Tell me what each article is about.
- TASK 29:** Look at all the photos on this page. Choose two photos that you think could accompany an article on "Weekend activities for families". Tell me why you think the photos you have chosen are suitable.

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**Colours (PAGE 9)****TASK 1**

- B1:** Imagine your friend Margaret is interested in what different colours symbolize. Read the text and tell her what red and blue symbolize.
- B2:** Imagine you are a psychologist giving a talk at a health centre. Read your text and tell me what information you will include in your talk about how colours affect our psychology.

TASK 2

- B1:** Imagine your friend Jane is interested in what different colours symbolize. Read the text and tell her what black and white symbolize.
- B2:** Imagine you are writing an article for a health magazine about what different colours say about one's personality. Read the text and tell me what points you will include in your article.

TASK 3

- B1:** Imagine your friend Jane is interested in what different colours symbolize. Read the text and tell her what black and white symbolize.
- B2:** Imagine that your friend Peter has recently painted his office red. Read the text and explain why this was a bad choice and recommend another colour.

TASK 4

- B1:** Imagine your friend Margaret is interested in what different colours symbolize. Read the text and tell her what red and blue symbolize.
- B2:** Imagine you are writing an article for a health magazine about what different colours say about one's personality. Read the text and tell me what points you will include in your article.

Screen addiction affects children's cognitive development (PAGE 10)**TASK 5**

- B1:** Your friend, Marta Sole, who has four children between the ages of 1 and 6, does not know that spending too much time in front of a screen is bad for her children. Read the text and inform her about how much time each of her children can spend in front of a screen.
- B2:** Imagine you are a psychologist giving a talk to a group of parents about the effects of screen addiction on youngsters. Using information from your text, tell me about the points you will include in your talk.

European destinations (PAGE 11)**TASK 6**

- B1:** Imagine your friend Margaret, who likes to travel, is coming to Germany with her 10 year old son next April. Read the text and tell her what she can do and see in Freiburg.
- B2:** Imagine your American friends Ben and Susan, who love art, want to travel to Europe next year. Read the text and tell them a few things about Madrid.

TASK 7

- B1:** Imagine your friend Marie and her 8 year old daughter visited Freiburg last summer. Read the text and tell me what they saw and did there.
- B2:** Imagine you are writing an article for a tourist guide about European capitals worth visiting. Using information from your text, tell me what points you will include in your article.

4 dietary mistakes teenagers make (PAGE 12)

TASK 8

- B1:** Imagine your friend Lara, whose two children are teenagers, is worried about their eating habits. Read the text and tell her what kinds of food teenagers should consume to have a healthy diet.
- B2:** Imagine you are giving a talk to parents about the kinds of food and drinks that are harmful to teenagers' health and why. Read the text and tell me which points you will include in your talk.

TASK 9

- B1:** Imagine your friend's son Jacob, who is a teenager, is doing a school project on healthy eating. Read the text and tell him what kinds of food teenagers should consume to have a healthy diet.
- B2:** Imagine you are writing an article for a health magazine about the harmful effects of drinking alcoholic beverages and eating processed food on teenagers' health. 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

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.

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