



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 2024Α

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 prefer to go on holiday near the sea or near forests and mountains. Why?

B2: What is the most beautiful place you have ever visited? Why did you like it?

SET 2

B1: Do you have a pet? If yes, how do you take care of it? If not, why not?

B2: What responsibilities does having a pet involve?

SET 3

B1: What would you like to do when you finish school/your studies (job-wise)?

B2: Have you ever had a (summer) job? If yes, could you tell us about it? If not, would you like to have one (this summer)? Why/why not?

SET 4

B1: Do you or somebody else in your family have a computer at home? If yes, in which room of the house is it, who uses it and what for? If not, why would you like to have a computer?

B2: Do you make use of social media to communicate with your friends? Which platforms (Facebook, Twitter, etc.) do you use and why?

SET 5

B1: What is your favourite season of the year and why?

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

SET 6

B1: What did you do on the 1st of May this year?

B2: If you could travel anywhere in Europe, where would you like to go and why?

SET 7

B1: Which famous person would you like to meet and why?

B2: Imagine someone offered you the chance to live the life of a famous person for a week. Would you say yes or no and why?

SET 8

B1: What are some of the disadvantages of living in a city/small town?

B2: If you had the choice, would you live in a place where it's never cold –like Seychelles or the Fiji Islands? What would be the advantages and disadvantages?

SET 9

B1: Do you go to the theatre? If yes, what kind of plays do you like? If no, why not and what do you like to do instead?

B2: If you were to take part in a theatrical play based on your favourite story/novel, which one would it be and why?

SET 10

B1: Tell us what you like to eat for lunch or dinner when at home, and what when you go out for a meal.

B2: What type of healthy, nutritious foods do you eat, and what types of food do you dislike?

SET 11

B1: Do you have a brother/sister/close friend? What do you like best or least about him/her?

B2: Who do you tell your problems and secrets to? Why?

SET 12

B1: What do you like doing when you are at home and why?

B2: If you were asked to help a friend with the housework, what would you offer to do and what not? 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

Friendships (PAGE 5)

B1 questions

TASK 1: Imagine you know the people in photo 2 (or 3, or 4, or 6). Tell me who they are, what they are doing and what they did after the photo was taken.

TASK 2: Imagine photo 1 (or 2, 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 (or 1). 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 5. Tell me who you were with, where you were and what you were talking about when the photo was taken.

- TASK 6:** Imagine you took photos 3 & 5 (or 2 & 5). Tell me why you took the photos and how you were feeling when the photos were taken.
- TASK 7:** Imagine you know the people in photos 2 & 3. Tell me a few things about them (personality, hobbies and interests) and what they did earlier that day.
- TASK 8:** Imagine the two girls in photo 1 are the two women in photo 4. Tell me what they liked doing in their free time when they were young and what they like doing now.
- TASK 9:** Look at all the photos on this page. Choose one photo that you think could accompany an article on friendship. Tell us why you think the photo you have chosen is the most suitable.

Travelling (PAGE 6)

B1 questions

- TASK 10:** Imagine you know the woman in photo 11 (or the man with the blue cap in photo 8, or the people in photo 10). Tell me where she/he was/they were, what she/he was/they were doing when the photo was taken and what she/ he/they did next.
- TASK 11:** Imagine you know the people in photo 10. Tell us who they are, where they are going and why.
- TASK 12:** Imagine you took photos 7 & 12 last weekend. Tell me what you did last weekend.
- TASK 13:** Imagine you took photo 7. Tell me where these people were, what they were doing and how they were feeling when the photo was taken.

B2 questions

- 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 means of transport do you prefer to use and why?
- TASK 16:** Imagine you know the people in photos 8 & 9. Tell me a few things about them (personality, hobbies and interests) and what they did earlier that day.
- TASK 17:** 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.

Free time activities (PAGE 7)

B1 questions

- TASK 18:** Imagine photo 14 (or 15, or 18) 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 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.
- TASK 20:** Imagine you took photos 13 & 18 last weekend. Tell me what you did last weekend.
- TASK 21:** Imagine you know the people in photo 17 (or 16). 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 22:** Imagine that photos 13 & 14 (or 14 & 16, or 14 & 18, or 13 & 17, or 15 & 16) accompany a newspaper article. Tell me what the article is about.
- TASK 23:** Imagine some of the people in photo 14 are also in photo 13 (or 17). Tell me what they liked doing in their free time when they were young and what they like doing now.
- TASK 24:** Imagine you know the people in photos 13 & 14 (or 13 & 17). Tell me a few things about them (personality, hobbies and interests) and what they did earlier that day.
- TASK 25:** Look at photos 13 and 17 and tell me what you think is going on.

People reading (PAGE 8)

B1 questions

- TASK 26:** Imagine photo 24 (or 21) 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 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: Imagine photos 19 & 22 of your sister (or mother) were taken the same weekend. Tell me what she did that weekend.

B2 questions

TASK 29: Imagine you know the people in photos 20 & 23. Tell me a few things about them (personality, hobbies and interests) and what they did earlier that day.

TASK 30: Imagine you were there when photo number 20 was taken. Tell me what happened before and after the photo was taken.

TASK 31: Imagine that photos 20 & 23 accompany two different articles in a magazine. Tell me what each article is about.

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

Dog that communicates at the push of a button (PAGE 9)

TASK 1

B1: Imagine your friend Margaret is a big dog lover. Read the text and explain to her how Bunny communicates with Alexis.

B2: Imagine your friend John is wondering whether dogs can really talk. Read the text and tell him what the scientist Federico Rossano says about dogs' ability to talk.

TASK 2

B1: Imagine I do not know anything about the board Alexis uses to communicate with her dog Bunny. Read the text and tell me a few things about the board and how it works.

- B2:** Imagine you are writing an article for the *Modern Dog* magazine about dogs' ability to communicate. Read the text and tell me what points you will include in your article about the aims of the research carried out by the University of California.

Greek students create a new app (PAGE 10)

TASK 3

- B1:** Your friend Jason, who is a high school computer science teacher, would like to organise a school competition. Read the text and inform him about the student competition.
- B2:** Imagine you are one of the designers of the *Fashion Lab* application addressing one of the prospective buyers of the application. Using information from your text, tell me what points you will include in your presentation of the *Fashion Lab* application.

TASK 4

- B1:** Your friend, Susan is passionate about new applications. Read the text and inform her about how one can use the *Fashion Lab* application.
- B2:** Imagine your cousin Jane would like to buy some new clothes but does not have time to go shopping. Using information from your text, tell her how the *Fashion Lab* application will solve her problem.

Tips for healthy living (PAGE 11)

TASK 5

- B1:** Imagine I do not know anything about the research carried out by the National Health Institute of the US. Read the text and tell me a few things about it.
- B2:** Imagine your friend Lara, whose two children are teenagers, is worried about their sleeping habits. Read the text and inform her about the impact of diet and physical activity on teenagers' sleep.

TASK 6

- B1:** Imagine your friend Marie complains that her 15-year-old son does not sleep well. Read the text and tell her how important a regular programme and a quiet atmosphere are for a good night's sleep.
- B2:** Imagine you are writing an article for a health magazine about good habits that can contribute to teenagers' sleep quality. Read the text and choose the three most important tips you will include in your article.

Harbin: City made of ice (PAGE 12)

TASK 7

- B1:** Imagine your friend Alice wants to visit China next February. Read the text and tell her a few things about the *International Ice and Snow Festival* in Harbin.
- B2:** Imagine you are giving a talk to a group of students who are studying architecture. Read the text and tell me which points you will include in your talk about how Harbin ice city was built.

TASK 8

- B1:** Imagine you visited Harbin last February. Read the text and tell your friend what you saw and did there.
- B2:** Imagine you are writing an article for the *Architectural Digest* magazine. Read the text and tell me which points you will include in your article about Harbin ice city.

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 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)

ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ