



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 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 2025Α

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 do you like about your school / college / university / workplace?

B2: If you could make some changes to your school / college / university / workplace, which would these be?

SET 2

B1: What kinds of things do you usually do with your family and your friends?

B2: Occasionally we all argue with members of our family or friends. What is the most common reason you argue with a member of your family and one reason you sometimes argue with your friends?

SET 3

B1: Suppose that you ended up on a deserted island. Which three things from your everyday life do you think you would miss most and why?

B2: What kind or which places aren't you interested in visiting and why?

SET 4

B1: Tell me about a weekend you will never forget and why.

B2: Would you like to spend your summer holidays with your family or with your friends and why?

SET 5

B1: Do you like to wake up early on weekends? Why or why not?

B2: Do you like to read a book, or do something else before you go to bed at night? Why?

SET 6

- B1:** Tell me a few things about the neighbourhood you live in.
B2: If you had the choice, would you live in a country with a warm or a cool climate? Why?

SET 7

- B1:** How would you like to spend your summer holidays this year?
B2: Tell me about a funny or strange thing that happened to you sometime in the past.

SET 8

- B1:** Which is your favourite food, how often do you eat it and where?
B2: Do you or someone else you know enjoy cooking? Why or why not?

SET 9

- B1:** Do you go to concerts? If yes, tell us about one you went to recently. If no, why not?
B2: If you could take up a form of art like playing a musical instrument, dancing or painting, what would it be and why?

SET 10

- B1:** Do you like animals in general and what do you like about them? Tell me about an animal you would like to have and explain why.
B2: If you saw an injured dog or cat in the street, would you try to help? If yes, what would you do? If no, why not?

SET 11

- B1:** What is the best present you have ever received? Why was it so special?
B2: Think of your favourite person and tell me what you'd buy as a birthday present for him or her and why.

SET 12

- B1:** Describe your favourite person at school / college / university / work.
B2: If you had a choice, which school subjects would you choose **not** to study 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**Life skills (PAGE 5)****B1 questions**

- TASK 1:** Imagine photos 1 & 5 (or 4 & 6) are from your family's photo album. Tell me when the photos were taken, who the people in the photos are and what they were doing then.
- TASK 2:** Imagine you are one of the people in photo 6 (or 3, or 4). Tell me where you were when the photo was taken, who you were with and what you did later that day.
- 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 1 & 5 (1 & 4). Tell me why you took the photos and how you were feeling when the photos were taken.
- TASK 5:** Imagine you know the people in photos 2 & 3 (or 2 & 6). Tell me a few things about them (personality, hobbies and interests) and what they did later that day.
- TASK 6:** Look at all the photos on this page. Choose two photos that you think could accompany an article about essential life skills. Tell me why you think the photos you have chosen are the most suitable.
- TASK 7:** Photos 1 & 4 (or 4 & 5) are from a day you will remember all your life. Tell me what happened and why this day was so important to you.

People at work (PAGE 6)**B1 questions**

- TASK 8:** Imagine you know the people in photo 12 (or the woman in photo 8). Tell me who they are, where they were and what they were doing when the photo was taken.
- TASK 9:** Look at all the photos on this page. Which of these jobs do you think is the most tiring and which is the most dangerous (or which is the best paid and which is the most boring) one and why?
- 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.

B2 questions

- TASK 11:** Imagine that all the photos on this page accompany a magazine article. Tell me what the article is about.
- TASK 12:** Look at the women in photos 7 & 8 (or 8 & 12, or 7 & 12). Suppose that you know them very well. Tell me what your relationship with them is, what they're doing there and how they were feeling when the photo was taken.
- TASK 13:** Imagine photos 9 & 10 (or 9 & 11) are from a day you will remember all your life. Tell me what happened and why this day was so important to you.

Keeping fit (PAGE 7)**B1 questions**

TASK 14: Imagine you know the people in photos 13 & 15 (or 15 & 17, or 17 & 18). Tell me who they are, where they were and what they were doing when the photo was taken.

TASK 15: Imagine you took photo 16. Tell me where these people were, what they were doing and how they were feeling when the photo was taken.

TASK 16: 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 17: Imagine you took photos 17 & 18 last weekend. Tell me what you did last weekend.

TASK 18: Imagine you know the people in photo 15 (or 18). Tell me who they are, where they are going and why.

B2 questions

TASK 19: Imagine I'm your doctor and I have strongly advised you to exercise. So, you've decided to do something to keep fit. Look at all the photos on this page and tell me what you will do and justify your choice to me.

TASK 20: Look at photos 13 & 14. Suppose that you know these people very well. Tell me what your relationship with them is, what they're doing there and how they were feeling when the photo was taken.

TASK 21: Imagine some of the people in photo 18 are also in photo 13. Tell me what they liked doing in their free time when they were young and what they like doing now.

Greetings and farewells (PAGE 8)**B1 questions**

TASK 22: Imagine you took photo 19 (or 20, or 21, or 22, or 23, or 24). Tell me where these people were, what they were doing and how they were feeling when the photo was taken.

TASK 23: Imagine you are one of the people in photo 23 (or 24). Tell me where you were when the photo was taken, who you were with and what you 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 the woman in photo 20 is your sister. Tell us where she was, what she was doing when the photo was taken and what she did next.

B2 questions

TASK 26: Imagine you took photo 22. Tell me who this young man is, who he was talking to before the photo was taken and about what.

TASK 27: Imagine you are one of the people in photo 24. Tell me who you are, who else is with you and what you were talking about when the photo was taken.

TASK 28: Look at photos 19 & 24 (or 20 & 22) and tell me what you think is going on.

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

The importance of dogs in our lives (PAGE 9)

TASK 1

B1: Imagine your friend Margaret is thinking of adopting a dog. Read the text and tell her about the expenses of owning a dog and other problems owning a dog might cause.

B2: Imagine you are writing an article for the *Modern Dog* magazine about how dogs make our lives better. Read the text and tell me what points you will include in your article.

TASK 2

B1: Imagine your friend's children are begging her for a puppy. Your friend does not want to adopt a puppy. Read the text and tell her of the benefits of having a dog in your life.

B2: Imagine you are writing an article for the *Modern Dog* magazine about how dogs make our lives better. Read the text and tell me what points you will include in your article.

Being socially healthy (PAGE 10)

TASK 3

B1: Imagine I spend a lot of time alone these days. Read the text and tell me what I can do to remain socially healthy.

B2: Imagine you are giving a talk to a group of health-care practitioners about the consequences of social isolation. Using information from the text, tell me what points you'd include in your talk.

TASK 4

B1: Read the text and tell me what I can do to have a healthy body.

B2: Imagine you are writing an article for a health magazine about the consequences of social isolation. Using information from the text, tell me what points you will include in your article.

Travel Tuesday: Low budget travel (PAGE 11)

TASK 5

B1: Imagine your friend George enjoys traveling. Read the text and tell him about the *Travel Tuesday* offers.

B2: Imagine you are giving a talk to a group of people training to to promote *Travel Tuesday* offers. Using information from your text, tell me what points you'd include in your talk.

TASK 6

B1: Imagine I don't know anything about *Travel Tuesday* offers. Read the text and tell me what their benefits are.

B2: Imagine your friend Joseph wants to make use of *Travel Tuesday* offers. Using information from your text, tell him what he must do so as to make the most of them.

Read more, live longer (PAGE 12)

TASK 7

B1: Imagine your friend Helen does not know what to do in her free time. Read the text and explain to her how reading books can help her live longer.

B2: Imagine you are giving a talk at a health centre about ways to reduce stress. Read the text and tell me which points you will include in your talk.

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) 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 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 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., 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 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