



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 2024B

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: How do you like to spend your time when you are on holiday?

B2: If you could spend New Year's Eve anywhere in the world, where would you go, who would you take with you and why?

SET 2

B1: Do you have a big or a small family? Talk to me about them.

B2: Do you like being with your family on special occasions (e.g. Christmas, birthdays, etc.)? Why or why not?

SET 3 (For older candidates)

B1: Do you have a car? If yes, how often do you use it and where do you go? If no, why not and how do you travel?

B2: If you could afford to buy any car you wanted, what kind of car would you buy and why?

SET 4

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

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

SET 5

B1: What is your favourite radio programme and why? [If you don't have one, tell me what you generally like to listen to on internet or FM radio.]

B2: If you were to take part in a TV game show or any other TV show, which one would it be and why?

SET 6

B1: Do you wake up early or late in the morning and why?

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

SET 7

B1: Tell me a few things about your favourite room in your house.

B2: If you could change some things in your house, what would these be?

SET 8

B1: Tell me a few things about what you don't like about your school / college / workplace and why.

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

SET 9

B1: What do you usually eat during breaks at school/ university/ work?

B2: Where do you go when you want to eat out and why?

SET 10

B1: Would you prefer to learn a foreign language with a private tutor or in a group and why?

B2: If you had to learn another foreign language, which one would you learn and why?

SET 11

B1: Can you think of some things that children do that annoy adults around them?

B2: Is there anything that bothers you about the place you live in now? What is it? Why/why not?

SET 12

B1: What is one activity that you really like(d) or dislike(d) doing in school? Why?

B2: Which vocations have disappeared in our days, and what others are disappearing fast?

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

School days (PAGE 5)

B1 questions

TASK 1: Imagine photos 1 & 4 (or 5 & 6) are from your school photo album. When were the photos taken, who are the people in the photos and what they were doing then.

TASK 2: Imagine you are one of the people in photo 2 (or 6). 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 are one of the people in photo 3. Tell me who you were with, where you were and what you were doing when the photo was taken.

TASK 5: Imagine you know the people in photos 1 & 5. Tell me why you took the photos and how you were feeling when the photos were taken.

TASK 6: Imagine you know the people in photos 3 & 5. Tell me a few things about them (personality, hobbies and interests) and what they did later that day.

TASK 7: Look at all the photos on this page. Choose two photos that you think could accompany an article about arts and crafts at school / after school activities / clubs. Tell me why you think the photos you have chosen are the most suitable.

People waiting (PAGE 6)**B1 questions**

TASK 08: Imagine you know the people in photo 11 (or 9). Tell me who they are, where they were and what they were doing when the photo was taken.

TASK 09: Imagine you took photos 7 & 11 last weekend. Tell me what you did last weekend.

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 know some of the people in photo 7 (or 9). Tell me who they are, where they are going and why.

B2 questions

TASK 12: Imagine that all the photos on this page accompany a magazine article. Tell me what the article is about.

TASK 13: Look at photos 8 & 10 (or 10 & 12). 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 14: Imagine the woman in photo 10 (or the man in photo 8, or 12 is your friend / mother's friend. Tell me where she/he was, what she/he was doing there, and what happened after the photo was taken.

TASK 15: Photos 7 & 8 (or 8 & 10, or 10 & 12, or 7 & 12) are from a day you will remember all your life. Tell me what happened and why this day was so important to you.

Snapshots of life (PAGE 7)**B1 questions**

TASK 16: Imagine you know the people in photos 13 & 14 (or 15 & 17). Tell me who they are, where they were and what they were doing when the photo was taken.

TASK 17: 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 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.

B2 questions

TASK 19: Imagine that photos 13 & 14 accompany two different newspaper articles. Tell me what each article is about.

TASK 20: Look at photos 16 & 18 and tell me what you think is going on.

TASK 21: Imagine you visited the shops in photos 15 & 17 yesterday and liked them very much. Tell me what you liked about them and why.

TASK 22: Imagine photos 13 & 14 are from your younger sister's photo album. Tell me a few things about her school days.

Street scenes (PAGE 8)**B1 questions**

TASK 23: Imagine you took photo 22. Tell me where these people were, what they were doing and how they were feeling when the photo was taken.

TASK 24: Imagine you know the people in photo 19 (or some of the people in photo 20). Tell me where they were when the photo was taken, who they were with and what they did after the photo was taken.

TASK 25: 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.

B2 questions

- TASK 26:** Imagine that photos 20 & 23 (or 21 & 23) accompany two different articles in a magazine. Tell me what each article is about.
- TASK 27:** Imagine some of the people in photo 20 are also in photo 23. Tell me what they liked doing in their free time when they were young and what they like doing now.
- TASK 28:** Look at photos 21 and 24 and tell me what you think is going on.
- TASK 29:** Imagine you are one of the people in photo 19 (or 24). Tell me who you are, who else is with you and what you were talking about when the photo was taken.
- TASK 30:** Imagine you took photo 21. Tell me who these people are, what they were doing when the photo was taken and what they were talking 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

Learning to draw at the Metropolitan Museum of Art (PAGE 9)

TASK 1

- B1:** Imagine your friend Margaret wants to learn how to draw. Read the text and tell her who is offering drawing lessons, how long they last and what you need to have with you to take part in the lessons.
- B2:** Imagine I do not know anything about the cultural activities the different cultural institutions are offering. Read the text and tell me about some of these activities and explain to me how the drawing lessons of the Metropolitan Museum of Art are carried out.

TASK 2

- B1:** Imagine your friend Margaret wants to learn how to draw. Read the text and tell her who is offering drawing lessons, how long they last and what you need to have with you to take part in the lessons.

- B2:** Imagine you are writing an article for the *Arts and Crafts* magazine about learning opportunities offered by museums. Read the text and tell me what points you will include in your article about the 2nd cycle of drawing lessons offered by the Metropolitan Museum of Art.

Collecting stamps (PAGE 10)**TASK 3**

- B1:** Imagine your friend Janet does not know anything about stamps. Read the text and tell her a few things about the first stamp that was printed.
- B2:** Imagine your friend John would like to take up a hobby. Read the text and explain to him what philately is and what its benefits are.

TASK 4

- B1:** Imagine I do not know anything about Greek stamps. Read the text and tell me a few things about the first Greek stamp that was printed.
- B2:** Imagine your friend John would like to take up a hobby. Read the text and explain to him what philately is and what its benefits are.

TASK 5

- B1:** Imagine your friend Janet does not know anything about stamps. Read the text and tell her a few things about the first stamp that was printed.
- B2:** Imagine you are doing a project at school about the history of the Greek stamp. Using information from your text, tell me what points you will include in your project.

A much-needed vacation (PAGE 11)**TASK 6**

- B1:** Imagine your friend George did not enjoy his summer holidays this year. Read the text and tell him what he should do so as to enjoy his next holidays.
- B2:** Imagine you are writing an article for a travel magazine about the ideal vacation length. Using information from your text, tell me what points you will include in your article.

Keeping fit cheaply (PAGE 12)**TASK 7**

- B1:** Imagine I want to start doing some kind of exercise. Read the text and tell me a few things about cycling and its benefits.
- B2:** Imagine you are giving a talk at a health centre about ways to keep fit cheaply, such as walking and running. Read the text and tell me which points you will include in your talk.

TASK 8

- B1:** Imagine your friend Jane wants to keep fit but does not want to spend a lot of money. Read the text and tell your friend a few things about dancing and its benefits.
- B2:** Imagine you are giving a talk at a health centre about ways to keep fit cheaply, such as high intensity training. 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