



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 2025B

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 best about your house and why?

B2: (for younger candidates) Describe your dream house.

B2: (for older candidates) Where would you like to live when you have retired from work? Explain why.

SET 2

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

B2: What kind of things do you forget to do sometimes?

SET 3

B1: What do you usually do during the Christmas holidays?

B2: Do you enjoy visiting places of cultural interest like museums or galleries? Why or why not?

SET 4

B1: What do you like to buy when you go shopping and why?

B2: Which is the most unusual present you ever received, who gave it to you and why was it unusual?

SET 5

B1: Imagine you meet someone at a party and you want to get to know them. What do you tell him/her about you?

B2: Tell me about a memory that makes you feel happy.

SET 6

B1: Tell me a few things about your favourite relative / friend.

B2: Where would you like to take your favourite relative / friend next weekend and what would you do there?

SET 7

- B1:** What do you usually wear at school / university / work?
- B2:** (for younger candidates) If you went out with a group of high school friends would you dress differently than if you went out with your parents and their friends? What would you wear on each occasion?
- B2:** (for older candidates) If you were a minister of education would you bring back school uniforms? Why or why not?

SET 8

- B1:** Do you prefer eating at home or at a restaurant and why?
- B2:** How has your diet changed / not changed over time and why?

SET 9

- B1:** What do you do in the evenings on weekdays?
- B2:** Do you ever read magazines / blogs? If yes, what kind? If no, why not?

SET 10

- B1:** Tell me about a day at school you will never forget and why.
- B2:** Do you think you'd like it if you had to go to school / university / work in the evening some days a week? Why or why not?

SET 11

- B1:** What do you like doing when you want to relax?
- B2:** What kind of activities would you recommend to people who get home late from school / university / work to help them lower their stress level and why?

SET 12

- B1:** Do you listen to music often? If yes, when and what kind of music? / If no, why not and what do you do in your free time?
- B2:** If you were to take part in a singing contest which song would you like to sing 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**Bad habits or ... bad manners (PAGE 5)****B1 questions**

- TASK 1:** Imagine photos 2 & 3 (or 2 & 4) are from your family's photo album. Tell me who the people in the photos are, where they were when the photos were taken, and what they were doing then.
- TASK 2:** Imagine you are one of the people in photo 6. Tell me where you were when the photo was taken, who you were with and what you did later that day.

B2 questions

- TASK 3:** Look at all the photos on this page. Choose two photos that you think could accompany an article about bad habits difficult to break. Tell me why you think the photos you have chosen are the most suitable.
- TASK 4:** Photos 4 & 6 are from a day you will remember all your life. Tell me what happened and why this day was so important to you.
- TASK 5:** Look at all the photos on this page and tell me which bad habit you think is the hardest to break and which one is the most harmful to the environment and why.

Early morning activities (PAGE 6)**B1 questions**

- TASK 6:** Imagine you know the people in photo 7 (or 10). Tell me who they are, where they were and what they were doing when the photo was taken.
- TASK 7:** 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 8:** Imagine photos 8 & 9 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.

B2 questions

- TASK 9:** Imagine that all the photos on this page accompany a magazine article. Tell me what the article is about.
- TASK 10:** Look at the women in photos 10 & 11 (or 11 & 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 11:** Imagine photos 11 & 12 are from a day you will remember all your life. Tell me what happened and why this day was so important to you.

Family life (PAGE 7)**B1 questions**

- TASK 12:** Imagine you know the people in photos 13 (or 14, or 16, or 18). Tell me who they are, where they were and what they were doing when the photo was taken.

TASK 13: 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 14: Imagine you took photos 14 & 16 last weekend. Tell me what you did last weekend.

B2 questions

TASK 15: Imagine some of the people in photo 14 are also in photos 16 and 17. Tell me what they liked doing in their free time when they were young.

TASK 16: Imagine that all the photos on this page accompany a magazine article. Tell me what the article is about.

TASK 17: Look at all the photos on this page. Choose two photos that you think could accompany an article on enjoyable outdoor activities. Tell me why you think the photos you have chosen are the most suitable.

The important role of grandparents (PAGE 8)

B1 questions

TASK 18: Imagine you took photo 19 (or 21, 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 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 the boy in photo 23 is your brother. Tell us where he was, what he was doing when the photo was taken and what he did next.

B2 questions

TASK 21: Look at all the photos on this page. Choose two photos that you think could accompany an article on the best activities for spending quality time with grandparents. Tell me why you think the photos you have chosen are the most suitable.

TASK 22: Look at photos 20 & 22 (or 20 & 21) and tell me how you think these people are related and what you think is going on.

TASK 23: Imagine you know the people in photos 19 & 20 (or 22 & 23). Tell me a few things about them (personality, hobbies and interests) and what they did later that day.

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

Home safety tips (PAGE 9)

TASK 1

B1: Imagine your friend Margaret is going to be away for Christmas. Read the text and tell her why it is a good idea to give a friend her house key while she is away.

B2: Read the text and inform your friend John about the dangers of sharing personal information on social media when on vacation.

TASK 2

B1: Read the text and tell your friend Helga why it is a good idea to install a security system in her summer house.

B2: Imagine your friend Mario is going to be away for a month. Read the text and tell him why leaving unopened letters outside one's flat is dangerous for one's home safety and what he can do with his mail.

Back from vacation? (PAGE 10)

TASK 3

B1: Imagine I have just returned to work after a long vacation and I am very stressed. Read point 1 and tell me what to do so as not to be stressed.

B2: Imagine your friend Bill is going to his office tomorrow for the first time after a long vacation. Read point 2 and explain to him why managing your workload helps reduce stress after vacation.

TASK 4

B1: Imagine I have just returned to work after a long vacation and I get easily stressed. Read point 3 and tell me what to do so as not to be stressed.

B2: Imagine you are giving a talk to your employees on their first week to work after their holidays. Read point 4 and tell me what you will advise them to do on how to manage their time.

Schools with orchards (PAGE 11)

TASK 5

B1: Imagine you visited this ecological school last week. Read the text and describe the school to me.

B2: Imagine you are giving a talk to a group of private school owners / educators about the teaching methodology followed in this ecological school. 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 this ecological school. Read the text and tell me a few things about its philosophy.
- B2:** Imagine you are writing an article for the *Modern English Teacher* magazine about interdisciplinary teaching. Read the text and tell me what points you will include in your article.

Winter travel destinations in Greece (PAGE 12)**TASK 7**

- B1:** Imagine your friend Helen is visiting Mount Pelion this Christmas. Read the text on Pelion and tell her what she can see and do there.
- B2:** Imagine your friend Steve is thinking of visiting Greece next March. Read the text on Metsovo and tell him why visiting Metsovo is an experience not to be missed.

TASK 8

- B1:** Imagine you visited Mount Pelion last week. Read the text on Pelion and tell me what you did there.
- B2:** Imagine you are writing a tourist guide for Metsovo. Read the text on Metsovo and tell us what you will include in the guide about Metsovo.

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