



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
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 2021 Β

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: Have you ever travelled by train or by airplane? If yes, when and where did you go? If no, why not?

B2: If you won a trip for two to London, who would you take with you? Why?

SET 2

B1: What do you do when you come back home from school/ university/ work?

B2: Do you like taking walks in the countryside? Why or why not?

SET 3

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

B2: If you could choose what to do over the Christmas holidays, what would you do and why?

SET 4

B1: Do you recycle? If yes, what do you recycle? If no, why not?

B2: Mention some ways we could save water and electricity in our daily lives.

SET 5

B1: What is the best present you have ever received? Why was it so special?

B2: What would you choose as a birthday gift for your favourite teacher at school/ university/ colleague at work and why?

SET 6

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

B2: Who would you tell a secret to and why?

SET 7 (For older candidates)

B1: What dangers can be found in the kitchen that can cause accidents?

B2: What can be done to prevent kitchen accidents?

SET 8

B1: Do you sleep early or late at night and why?

B2: Do you prefer reading a book or watching TV before you go to bed at night and why?

SET 9

B1: Which is the worst day of the week for you and why?

B2: What small things in life make you happy and why?

SET 10

B1: Have you ever visited a museum or an art gallery? If yes, when and what did you see there? If no, why not?

B2: If a new museum/art gallery were to open in your city/town/village what do you think should be exhibited there, and why?

SET 11

B1: What do you do to keep fit and how often?

B2: What kind of activities would you recommend to people living in a big city (or to people living in the countryside) to keep healthy and lose weight?

SET 12

B1: Imagine that you were on a deserted island. Which three things would you miss most and why?

B2: Imagine that you were on a deserted island. Tell us three wishes you would make.

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

Collections (PAGE 5)

B1 questions

TASK 1: Imagine the man in photo 5 (or 2, or 4) is your brother / father. Tell me where he was, what he was doing and what he did after the photo was taken.

TASK 2: Imagine photos 1 & 3 are from your family's photo album. Tell me who the people in the photos are, where they were and how they were feeling when the photos were 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.

B2 questions

TASK 4: Imagine you know the people in photos 2 & 4 (or 2 & 5, or 2 & 6, or 4 & 5, or 4 & 6, or 5 & 6). Tell me a few things about them (personality, hobbies and interests).

- TASK 5:** Imagine you took photo 6 (or 2, or 4, or 5). Tell me who this man is, why you took the photo and what you did after the photo was taken.
- TASK 6:** Imagine that photos 1 & 2 (or 2 & 4, or 2 & 5, or 2 & 6, or 4 & 6, or 5 & 6) accompany a magazine article. Tell me what the article is about.
- TASK 7:** Look at all the photos on this page. Choose two photos that you think could accompany an article on “Unusual collections”. Tell me why you think the photos you have chosen are suitable.

Happy birthday! (PAGE 6)

B1 questions

- TASK 8:** Imagine photos 7 & 9 are from your family’s photo album. Tell me who the people in the photos are, where they were and what they were doing when the photos were taken.
- TASK 9:** Imagine the boy in photo 10 is your brother (or the man in photo 12 is your brother / father). Tell me where he was, how he was feeling and what he did after the photo was taken.
- 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 took photo 8 (or 11, or 7) last Sunday. Tell me where you were, who you were with and how you were feeling when the photo was taken.

B2 questions

- TASK 12:** Imagine photos 7, 9 & 10 (or 8, 9 & 11) were taken last weekend. Tell me what you did that weekend.
- TASK 13:** Look at all the photos on this page. Choose two photos that you think could accompany an article on “The best birthday ever”. Tell me why you think the photos you have chosen are suitable.
- TASK 14 (For older candidates):** Imagine photos 9 & 12 are from a day you will remember all your life. Tell me why this day was so important to you.

Volunteering (PAGE 7)

B1 questions

- TASK 15:** Imagine you know the people in photo 16 (or 17). Tell me who they are, where they are and what they are doing there.
- 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 your mother/ grandmother is the woman in photo 15. Tell me where she was when the photo was taken, what she was doing and what she did after the photo was taken.

B2 questions

- TASK 18:** Imagine you took photos 13 & 14 (or 13 & 18, or 14 & 18). Tell me where you were when you took each of these photos and why you took them.
- TASK 19:** Imagine you know the people in photos 14 & 17 (or 14 & 18, or 13 & 17). Tell me a few things about them (personality, hobbies and interests).
- TASK 20:** Look at all the photos on this page. Choose two photos that you think could accompany an article on “Working together to make our world better”. Tell me why you think the photos you have chosen are suitable.
- TASK 21:** Look at all the photos on this page. Tell me which of these activities you would consider doing and why.

TASK 22: Look at all the photos on this page. Choose one photo that you think could accompany an article on voluntary work. Tell me why you think the photo you have chosen is the most suitable.

TASK 23: Look at photos 13 & 14 (or 13 & 18, or 14 & 18) and tell me what you think is going on.

TASK 24: Look at photo 13 and tell me what you think is inside their bags and why they are there.

Eating out (PAGE 8)

B1 questions

TASK 25: Imagine you know the people in photo 21 (or 22, or 24). Tell me who they are, what they were doing, when the photo was taken and what they did later that day.

TASK 26: Imagine you took photo 22 (or 24, or 21) last week. Tell us where you were, who you were with and how you were feeling when you took the photo.

TASK 27: Imagine the girl in photo 20 is your sister. Tell us where she was, what she was doing there and what she did after the photo was taken.

TASK 28: 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 29: Imagine you know the people in photo 19 (or 21, or 22, or 23). Tell us who they are, where they were and what they were talking about when the photo was taken.

TASK 30 (For older candidates): Imagine photo 19 (or 21, or 23) is from a day you will remember all your life. Tell me why this day was so important to you.

TASK 31 (For older candidates): Look at photo 19 (or 21). Try to guess how these people are related, what they are celebrating and how they were feeling when the photo was taken.

TASK 32: Imagine you know the people in photos 22 & 23 (or 21 & 24). Tell me who they are, where they are and why you think they are smiling.

TASK 33: Imagine photos (20 & 22, or 20 & 21, or 21 & 22) accompany a magazine article. Tell me what you think the 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

"The Great Darkroom Experience" (PAGE 9)

TASK 1

B1: Imagine I do not know anything about "The Great Darkroom Experience". Read your text and tell me how it started.

B2: Imagine your Italian friend Nicola, who is interested in photography, is visiting Thessaloniki next year. Using information from your text, tell him what he can do at "The Great Darkroom Experience".

TASK 2

B1: Imagine your friend Barbara is visiting "The Great Darkroom Experience" next weekend. Read your text and tell her where it is and what she can buy there.

B2: Imagine your Italian friend Nicola, who is interested in photography, is visiting Thessaloniki next year. Using information from your text, tell him what he can do at "The Great Darkroom Experience".

The programme "Summer Holidays" at the Botanical Gardens (PAGE 10)

TASK 3

B1: Imagine I do not know anything about the "Summer Holidays" programme. Read your text and tell me a few things about it, such as when and where it is and who can participate in the programme.

B2: Imagine you are one of the organisers of the "Summer Holidays" programme giving a talk to a group of parents about the aims of the programme. Using information from your text, tell me about the points you will include in your talk.

TASK 4

B1: Read your text and tell me what children participating in the programme "Summer Holidays" do on Wednesdays.

B2: Imagine you are one of the organisers of the "Summer Holidays" programme giving a talk to a group of parents about the aims of the programme. Using information from your text, tell me about the points you will include in your talk.

TASK 5

B1: Imagine I do not know anything about the "Summer Holidays" programme. Read your text and tell me a few things about it, such as when and where it is and who can participate in the programme.

B2: Imagine your friend's children/ cousins took part in the activities offered by the programme "Summer Holidays" last week. Tell me what they did on Friday.

TASK 6

B1: Read your text and tell me what children participating in the programme "Summer Holidays" do on Wednesdays.

B2: Imagine your friend's children/ cousins took part in the activities offered by the programme "Summer Holidays" last week. Tell me what they did on Friday.

Use “Street View” to explore the Amazon rainforest virtually (PAGE 11)**TASK 7**

- B1:** Read your text and tell me two things that one can experience when using “Street View”.
- B2:** Imagine you are a member of the “Amazonas Sustainable Foundation” giving a talk to a group of tourists about the foundation’s achievements and future plans. Using information from your text, tell me about the points you will include in your talk.

TASK 8

- B1:** Imagine your friend John does not know anything about the tropical forest of the Amazon. Read your text and tell him a few things about it.
- B2:** Imagine you are a member of the “Amazonas Sustainable Foundation” giving a talk to a group of tourists about the foundation’s actions and future plans. Using information from your text, tell me about the points you will include in your talk.

World Food Day (PAGE 12)**TASK 9**

- B1:** Imagine your friend Helen does not know anything about World Food Day. Read your text and tell her a few things about it, such as when it is celebrated and what its aim is.
- B2:** Imagine you are giving a talk to high school students about the commitments of the countries participating in the United Nations Summit. Using information from your text, tell me what points you will include in your talk.

TASK 10

- B1:** Read your text and tell me about the information on healthy eating nowadays given by the United Nations Organisation.
- B2:** Imagine you are giving a talk to high school students about the commitments of the countries participating in the United Nations Summit. Using information from your text, tell me what 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 DURING THE SPEAKING TEST

PROBLEM	SOLUTION
What do I do...	Follow suggestions below
...if the candidate is hesitant, makes long pauses or produces little output?	<ol style="list-style-type: none"> 1. Repeat the candidate's last phrase with rising intonation. 2. Ask a few prompting questions (Is there anything else you would like to add...?). 3. Try to break down the task into simpler questions.
...if the candidate is nervous and has difficulty in speaking?	<ol style="list-style-type: none"> 1. Smile, use body language, facial expressions and intonation to make the candidate feel more comfortable. 2. If you asked the nervous candidate to begin first, switch to the other candidate and then come back to the nervous candidate.
...if the candidate draws a blank and seems unable to answer (for activities 2 and 3)?	<ol style="list-style-type: none"> 1. Repeat the question/task. 2. If the candidate still hesitates, change the task but stick to the same visual prompt/ text.

NOTE:

- Any extra help or guidance (as described above) given to a candidate should be taken into account in the assignment of the final mark.
- Remember that you are there to assess candidates and not to help them or teach them. It is very easy to slip into the teacher's role and supply the candidate with a word s/he is searching for or to complete the candidate's phrase in order to keep the candidate going. Avoid providing unnecessary help as much as possible.
- Care has been taken to phrase task instructions using simple lexis and sentence structure. Do not change or add more information to task instructions.
- If a candidate does not understand a word in the task instructions, you may give a synonym if you are asked to.

B LEVEL ORAL ASSESSMENT CRITERIA & RATING SCALE

TASK COMPLETION			
	1 Unsatisfactory	3 Moderately satisfactory	5 Fully satisfactory
ACTIVITY 1 Interview	Responds poorly to the questions posed, gives wrong or irrelevant answers, or no answer at all.	Responds to the B1 questions effectively, with some hesitations, including most of the main content points, but has difficulty responding to B2 questions (or does not respond at all to the B2 questions). Is comprehensible with some effort.	Responds to all questions spontaneously, with few hesitations, including all content points. Is fully comprehensible with minor, if any, effort.
ACTIVITY 2 One-sided talk	Responds poorly to both the B1 and B2 tasks, gives wrong or irrelevant answers or no answer at all. Ineffective use of visual prompts.	Responds to the B1 task using the visual prompts quite effectively and including most content points, but has difficulty with or does not respond at all to the B2 task. Is comprehensible with some effort.	Responds to both the B1 and B2 tasks in a fully satisfactory manner, using the visual prompts effectively and including all content points. Is fully comprehensible with minor, if any, effort.
ACTIVITY 3 Oral Mediation	Responds poorly to both the B1 and B2 tasks, gives wrong or irrelevant answers or no answer at all. Information from the Greek text is only marginally used or inappropriately relayed into English.	Responds to the B1 task, relaying information from the Greek text into English (and occasionally translating) fairly adequately, but has difficulty with or does not respond at all to the B2 task. Is comprehensible with some effort.	Responds to both the B1 and B2 tasks in a fully satisfactory manner, relaying relevant information from the Greek text into English, paraphrasing effectively. Is comprehensible with minor, if any, effort.

QUALITY OF PRODUCTION			
	1 Unsatisfactory	3 Moderately satisfactory	5 Fully satisfactory
Pronunciation and intonation	Articulation is not always clear. L1 interference in pronunciation, stress, rhythm and intonation is distracting and the output is partly unintelligible.	Articulation is clear and generally comprehensible. L1 interference in pronunciation, stress, rhythm and intonation may be evident, occasionally impeding intelligibility.	Articulation is clear and comprehensible. Some L1 interference in pronunciation, stress, rhythm and intonation may be evident, but it does not impede intelligibility.
Lexical range and appropriacy of linguistic choices	Uses a narrow range of vocabulary, compromising the message or makes inappropriate word choices for the given social context which may obstruct meaning.	Uses a sufficient range of vocabulary and the word choice is, in most cases, morphologically and semantically correct for the given social context. Makes incorrect word choices when expressing more complex thoughts which may locally obstruct meaning.	Uses a fairly wide range of vocabulary and the word choice is morphologically and semantically correct for the given social context. May make a few incorrect word choices which do not, however, impede intelligibility.
Grammatical accuracy	Makes errors in basic grammatical structures and word order which may impede intelligibility. No attempts at self-correction.	Uses, reasonably accurately, a sufficient range of grammatical structures and sentence patterns, associated with more predictable situations. Errors occur, some of which may interfere with intelligibility. Occasional attempts at self-correction, not always successful.	Uses a wide range of grammatical structures and sentence patterns with a relatively high degree of grammatical accuracy. Scarce errors may occur which do not impede intelligibility and are often self-corrected.
Fluency	Expresses him/herself with some difficulty, and hesitations, pauses, false starts and reformulation are very evident, impeding intelligibility at times and tiring the listener.	Expresses him/herself with relative ease and maintains a fairly smooth flow of speech, even though pauses for grammatical and lexical planning, false starts and reformulation are evident, especially in longer stretches of free production, without however tiring the listener.	Expresses him/herself with spontaneity, showing a relatively high degree of fluency and ease of expression even in longer stretches of speech. Few pauses for grammatical and lexical planning, false starts and reformulation are noticeable.
Communication strategies	Has difficulty in maintaining a smooth flow of speech and avoids using strategies to overcome communication breakdown. Cannot overcome difficulties even after clarifications have been given by the examiner.	Has some difficulty in maintaining a smooth flow of speech but occasionally uses synonyms, paraphrase, circumlocutions, etc., to overcome gaps in communication and, generally, manages to communicate after clarifications have been given by the examiner.	Tries to maintain a smooth flow of speech without too much effort. Uses synonyms, paraphrase, circumlocutions, etc., fairly effectively, to overcome gaps in language knowledge and occasionally asks the examiner for clarifications.
Cohesion and coherence	Presents some coherent chunks of speech but is unable to produce longer coherent responses. Uses only very basic linear connectors.	Produces a fairly smooth flow of speech by linking discrete simple elements into a connected, linear sequence of points, using, correctly, a fairly limited range of cohesive devices.	Produces a smooth flow of speech by linking utterances into clear, coherent discourse, using a variety of cohesive devices, efficiently, to mark clearly the relationships between ideas.

1= Unsatisfactory (OUTPUT UNSATISFACTORY FOR B1)	2= Partly unsatisfactory (OUTPUT PARTLY SATISFACTORY FOR B1)	3= Moderately satisfactory (OUTPUT SATISFACTORY FOR B1)	4= Satisfactory (OUTPUT PARTLY SATISFACTORY FOR B2)	5= Fully satisfactory (OUTPUT SATISFACTORY FOR B2)
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ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ