



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 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 2023Α

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:** Where is your favourite place to go on vacation? Describe it to me.
B2: If you could spend your summer holidays anywhere in the world, where would you go, who would you take with you and what would you do there?

SET 2

- B1:** Tell me a few things about your favourite place in your home.
B2: What would be the ideal house for you?

SET 3

- B1:** What would you like to do next weekend?
B2: Do you prefer spending your free time alone, with one close friend or with several people? Why?

SET 4

- B1:** Who is your favourite singer and what do you like about him/her?
B2: If you could interview anybody you wanted, who would you interview and what would you ask him/her?

SET 5

- B1:** Tell us what you like about your best friend.
B2: Do you feel that your friends influence or change you in any way? If yes, how? If no, why not?

SET 6

- B1:** Tell us a few things about your favourite subjects at school / university.
B2: Tell us about a funny or strange incident that happened at school.

SET 7

- B1:** Which is your favourite food and what ingredients do you need to have in order to make it?
B2: If your friend Hans from Germany came to visit you, where would you take him to eat and why?

SET 8

- B1:** Do you enjoy living in ... *(candidate's city/ town)*. Why or why not?
B2: If you could live in another town/ city, which would it be and why?

SET 9

B1: What did you do during the Easter holidays?

B2: What is the funniest thing that has ever happened to you during your holidays?

SET 10

B1: Do you have breakfast every morning? If yes, what do you usually have for breakfast and why? If no, why not?

B2: What is the most unusual thing you have ever eaten? Did you like it? Why or why not?

OR

B2: (For older candidates) Are there any foods that bring special memories to you? What are they and what memories do they bring?

SET 11

B1: Tell me about some things you could not do when you were in Elementary/ Primary school.

B2: Where would you like to study/ work in the near future and why?

SET 12

B1: Do you use a mobile phone? If yes, what do you use it for? If no, why not?

B2: What age do you think is appropriate for children to be given a mobile phone 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

Gazing, looking, watching (PAGE 5)

B1 questions

TASK 1: Imagine you know the people in photo 4. Tell me who they are, what they're looking at and what they did after the photo was taken.

TASK 2: Imagine photos 2 & 6 are from your family photo album. Tell me who the people in the photos are, where they were when each of the photos was taken and what they 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.

TASK 4: Imagine you are one of the people in photo 3. Tell me where you were when the photo was taken, who you were with and what you did earlier that day.

B2 questions

- TASK 5:** Imagine you know the people in photo 1 (or 5). Tell me a few things about them (personality, hobbies and interests) and what they did later that day.
- TASK 6:** Imagine you took photos 3 & 6. Tell me why you took the photos and what you did after the photos were taken.
- TASK 7:** Imagine you are the man / the woman in photo 1. Tell me who you were with, where you were and what you were watching and how you were feeling when the photo was taken.
- TASK 8:** Look at photo 6. Suppose that the man is looking at something that will be on the news the next day. Try to guess what the story is about.

People having coffee (PAGE 6)**B1 questions**

- TASK 9:** Imagine photo 11 (or 12) is from your family's photo album. Tell me who the people in the photo are, where they were and how they were feeling when 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 your sister / mother is the woman in photo 9 (or your brother / father is the man in photo 10). Tell me where she / he was when the photo was taken, what she / he was doing and what she / he did after the photo was taken.

B2 questions

- TASK 12:** Imagine photos 7 & 12 (or 7 & 8) were taken last weekend. Tell me what you did last weekend.
- TASK 13:** Imagine that photos 9 & 10 accompany a magazine article. Tell me what the article is about.
- TASK 14:** Look at all the photos on this page. Choose two photos that you think could accompany an article entitled "Happy together". Tell me why you think they'd be suitable.

Photo album (PAGE 7)**B1 questions**

- TASK 15:** Imagine you know the people in photo 16 (or 17). Tell me who they are, where they were and what they were doing 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 your school friends are in photo 17. Tell me where they were when the photo was taken, how they were feeling and what they did after the photo was taken.
- TASK 18:** Imagine photo 13 (or 14) is from your family photo album. Tell me who the people are, where they were and how they were feeling when the photos were taken.
- TASK 19:** Look at photos 14 & 18 and tell me what you think is going on.

B2 questions

- TASK 20:** Imagine you know the people in photo 16 (or 17). Tell me a few things about them (personality, hobbies and interests) and what they did earlier that day.
- TASK 21:** Look at all the photos on this page. Choose two photos that you think could accompany an article entitled "Happy together". Tell me why you think they'd be suitable.
- TASK 22:** Imagine photos 14 & 16 (or 15 & 18) were taken the same day. Tell me what you did that day.

TASK 23: Imagine you know one of the girls in photo 14 and one of the women in photo 15. Explain when and why these photos were taken and how the people you know were feeling then.

On wheels (PAGE 8)

B1 questions

TASK 24: Imagine photo 21 is from your family's photo album. Tell me who these people are, what they were doing when the photo was taken and what they did later that day.

TASK 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.

TASK 26: Imagine you know the people in photo 19 (or 20, or 21, or 22). Tell me who they are, where they were and how they were feeling when the photo was taken.

B2 questions

TASK 27: Imagine you were there when photo number 24 was taken. Tell me what happened before and after the photo was taken.

TASK 28: Imagine that photos 23 & 24 (or 20 & 24) accompany two different articles in a magazine. Tell me what each article is about.

TASK 29: Imagine you want to enter the photo of the month competition of your local newspaper. Tell me which two photos you would choose to send and why.

TASK 30: Imagine you are one of the people in photo 20. Tell me who you were with, what you were talking about when the photo was taken and what you 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**3 incredible destinations in Greece (PAGE 9)****TASK 1**

- B1:** Imagine your friend Margaret, who likes to travel, is coming to Greece next October. Read the text and tell her what she can do and see in Santorini.
- B2:** Imagine your friend Nicolay, who loves mountain climbing, is coming to Greece this summer. Read the text and tell him a few things about mount Olympos.

TASK 2

- B1:** Imagine you visited Santorini last Easter. Read the text and tell your friend Marie what you saw and did there.
- B2:** Imagine your friend John, who is an archaeologist, is going to spend his summer holidays in Crete.. Read the text and tell him about the palace of Knossos.

7 habits for good health (PAGE 10)**TASK 3**

- B1:** Imagine your friend Pierre wants to know about habits that promote good health. Read points 1 and 2 and tell him what he can do.
- B2:** Imagine you are writing an article for a health magazine about good habits that can contribute to our well-being. Read the text and choose the three most important tips you will include in your article.

TASK 4

- B1:** Imagine your friend Fiona, who is a bit overweight, wants to know about habits that promote good health and well-being. Read points 3 and 4 and tell her what she can do.
- B2:** Imagine you're going to give a talk at your local community centre about good habits that can affect positively one's brain health. Read the text and choose the three most important tips you will include in your talk.

A Greek teacher from... Japan! (PAGE 11)**TASK 5**

- B1:** Your friend, Marta Sole, who's a teacher, wants to know what Japanese students do during their school hours. Read the text and inform him about the students timetable during their school hours.
- B2:** Imagine you're going to give a talk to a group of school principals about what students in Japan do after their regular classes. Using information from the text, tell me which points you'll include in your talk.

Family holidays full of... action (PAGE 12)**TASK 6**

- B1:** Imagine your friend Lara has not decided where she and her family will spend their summer holidays. Read the text and tell her what they can do in a city and on the mountains.
- B2:** Imagine you are giving a talk to parents about how they can involve their children in decisions regarding their holidays. Read the text and tell me which points you will include in your talk.

TASK 8

- B1:** Imagine you and your family spent your last summer holidays in Patras, a city by the sea. Read the text and tell your friend Fiona what you did there.
- B2:** Imagine your friend John does not know how to choose his next holiday destination. Read the text and tell him what steps to take to choose the most appropriate holiday destination for him and his family.

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) 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