



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 2026Α

INTERLOCUTOR FRAME FOR B LEVEL – Part 1 (Warm-up & Activity 1)

Introducing ourselves

Examiner: Good morning/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: Can you tell me a few things about your house?

B2: Would you prefer to live in a house or an apartment and why?

SET 2

B1: Did you enjoy elementary school? Why or why not?

B2: Tell us about a pleasant experience you remember from your school years.

SET 3

B1: Describe a place you recently visited that you liked a lot.

B2: Would you ever consider travelling to space (the moon)? Why or why not?

SET 4

B1: Which sports do you like watching and which do you like playing and why?

B2: Do you exercise regularly? Why or why not?

SET 5

B1: Do you have an account on facebook or some other social media? Why or why not?

B2: What internet sites do you visit regularly and why?

SET 6

B1: What animal do you think makes the best pet and why?

B2: Do you think it is good, in general, to judge people by their attitude toward animals? Explain why.

SET 7

B1: What did you do during the Easter holidays?

B2: If you could spend your summer holidays abroad, where would you go? Who would you take with you and why?

SET 8

- B1:** Do you ever eat out? If yes, where do you usually go when you eat out and why? / If no, why not?
- B2:** Would you ever consider trying strange or exotic foods such as frog's legs, snake soup? Why or why not?

SET 9

- B1:** Do you sleep early or late at night on weekdays – Monday to Friday and why?
- B2:** Do you prefer reading a book, watching TV, or doing something else, before you go to bed at night and why?

SET 10

- B1:** What's the last thing you do before you leave school/ university/ work?
- B2:** What do you like and dislike most about your work/ study environment?

SET 11

- B1:** If you had the money to buy anything you want, what would that be and why?
- B2:** If you won 1 million Euros, would you give part of this money to charity? Why or why not?

SET 12

- B1:** Do you like taking pictures when you go on holiday? If yes, what kinds of things do you take pictures of? If no, why not?
- B2:** Would you rather take selfies or have other people take pictures of you 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

Feelings and emotions (PAGE 5)

B1 questions

- TASK 1:** Imagine photo 1 (or 2) 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 2: 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 3: Imagine you know the people in photo 3. Tell me where they were when the photo was taken, how they were feeling and what they did after the photo was taken.

B2 questions

TASK 4: Look at photo 5 (or 4) and tell me what you think is going on.

TASK 5: Photos 4 & 5 are from a day you will remember all your life. Tell me what happened and why this day was so important to you.

TASK 6: Imagine you know the women in photos 5 & 6. Tell us where they were, how they were feeling when the photo was taken and why.

In the kitchen (PAGE 6)

B1 questions

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

TASK 8: 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 9: Imagine photo 10 (or 9) was taken last Sunday. Tell us what you did before and after the photo was taken.

B2 questions

TASK 10: Imagine you know the man and the woman in photo 12. Tell us who they are, where they were when the photo was taken, how they were feeling and what they did afterwards.

TASK 11: Imagine photos 10 & 11 are from a day you will remember all your life. Tell me what happened and why this day was so important to you.

TASK 12: Look at all the photos on this page. Choose two photos that you think could accompany an article on "Having fun in the kitchen". Tell us why you think the photos you have chosen are suitable.

People sleeping (PAGE 7)

B1 questions

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

TASK 14: 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 15: Imagine photo 16 (or 17) is from your summer holidays. Tell us what you did before and after the photo was taken.

B2 questions

TASK 16: Imagine you know the people in photos 13 & 15 (or 13 & 16, or 15 & 16). Tell us why you think they have fallen asleep and what they did when they woke up.

TASK 17: Imagine you are one of the people in the photos on this page. Tell us who you are, where you are and why you fell asleep.

TASK 18: Look at photo 18. Tell me where you think this man is, why you think he has fallen asleep and what happened after the photo was taken.

Unusual scenes (PAGE 8)

B1 questions

TASK 19: Imagine you know the woman in photo 22. Tell me where she was and what she was doing, when the photo was taken and what she did later that day.

TASK 20: 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 21: 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 22: 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 23: Imagine you know the people in photos 21 & 22. Tell me a few things about them (personality, hobbies and interests).

TASK 24: Look at photo 19 and tell me what you think is going on.

INTERLOCUTOR FRAME FOR B LEVEL – Part 3 (Activity 3)

Activity 3 (10 minutes for both candidates- 5 minutes each)

Examiner: Now, let's move on to Activity 3. I will give each one of you a Greek text to read and two tasks to do. After reading your texts, you will each have about three minutes to perform these tasks.

Start with candidate A this time.

Examiner: Let's start with _____ (his/her NAME). Go to page _____ (Select a page from the Candidate Booklet) and look at (the) text (number _____) (Select a text) and _____ (choose and read out the B1 level task). You can read the text for about two minutes and then, before you start, I will repeat the task for you.

Now, _____ (candidate B's NAME), Go to page _____ (Select a different page from the Candidate Booklet) and look at (the) text (number _____) and _____ (choose and read out the B1 level task). You can read the text for about two minutes and then, before you start, I will repeat the task for you.

After about two minutes

Let's start with _____ (candidate A's NAME).

Ready? Ok (Repeat the B1 task).

Examiner: Now, _____ (candidate B's NAME), let's continue with you. Ready? OK (Repeat the B1 task). (When the candidate has finished.) I will give you some time to read the text again to do another task (give him/her the B2 level task).

Examiner: Now, _____ (candidate A's NAME), let's continue with you. I will give you some time to read the text again to do another task (give him/her the B2 level task).

Examiner: Now, _____ (candidate B's NAME), it's your turn to do the second task. Ready? Ok (Repeat the B2 task). (When the candidate has finished.) Thank you.

Examiner: Now, _____ (candidate A's NAME), it's your turn to do the second task. Ready? Ok (Repeat the B2 task). (When the candidate has finished.) Thank you.

This is the end of the examination. Have a nice afternoon/ evening.

ACTIVITY 3: ORAL MEDIATION**Things to do on Sunday to start your week off right (PAGE 9)****TASK 1**

- B1:** Imagine your friend Margaret does not know what things to do on Sunday to start her week off right. Read points 1, 2 and 5 and tell her what she can do.
- B2:** Imagine you are writing an article for a magazine on psychology about what people can do so as not to feel down on Sunday evening. Read points 3 and 4 and tell us what points you will include in your article.

TASK 2

- B1:** Imagine your friend Margaret does not know what things to do on Sunday to start her week off right. Read points 1, 2 and 5 and tell her what she can do.
- B2:** Read the text and tell your friend, John, how the author of this article felt on Sundays during her schooldays and how she's feeling now that she is an adult.

It's Summer. It's time for fun! (PAGE 10)**TASK 3**

- B1:** Imagine I am the mother/father of a 5-year-old and a 10-year-old child. Read points 2 and 3. Tell me what things I can do with my children this summer.
- B2:** Imagine you are giving a talk to parents about the positive effects of playing games on children's development. Read the text and tell me which points you will include in your talk.

TASK 4

- B1:** Imagine I am the father of a 7-year-old and a 12-year-old child. Read points 3 and 4. Tell me what things I can do with my children this summer.
- B2:** Imagine your friend Jane has an 8-year-old son who does not have friends and is often bored. Read points 1, 5 and 6 and give her some ideas about what her son could do this summer.

Free architectural tours (PAGE 11)**TASK 5**

- B1:** Imagine your friend Helen, who is an architect, is going to be in Athens at the end of May. Read the text and tell her what she must do in order to participate in a guided tour offered by Open House.
- B2:** Imagine I don't know anything about Open House. Using information from your text, tell me few things about it.

TASK 6

- B1:** Imagine you went on a guided tour organized by Open House last year. Read the text and tell me what you did in order to participate.
- B2:** Imagine you are a tourist guide informing a group of tourists about the rules that must be followed when going on a guided tour organized by Open House.

THE RIGHT TO A DARK SKY (PAGE 12)**TASK 7**

- B1:** Imagine I don't know anything about IDA (DarkSky International). Read the text and tell me few things about it such as what it does and when and where it started.
- B2:** Imagine your friend Steve is thinking of visiting Kefalonia in June. Read the text and tell him why visiting mount Ainos at night is an experience not to be missed.

TASK 8

- B1:** Imagine your friend Paul visited the International Dark Sky Park in Kefalonia last summer and liked it very much. Read the text and tell him where else in Europe there are similar parks he could visit.
- B2:** Imagine you are writing a tourist guide for Kefalonia. Read the text and tell us what you will include in the guide about what one can do in Kefalonia.

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