



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 2021Α**

## 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:** Which is your favourite food, how often do you eat it and where?

**B2:** Would you ever consider trying strange / exotic food such as frog's legs, snake and turtle soup? Why or why not?

#### SET 2 (For older candidates)

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

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

#### SET 3

**B1:** Tell me about a day at school you will never forget and why.

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

#### SET 4

**B1:** What do you usually do before you go to school/ university/ work?

**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 5

**B1:** What type of work do you enjoy doing?

**B2:** What type of job / task would you never choose to do? Why?

#### SET 6

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

**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 7

**B1:** Do you have a pet? If yes, how do you take care of it? If no, why not?

**B2:** If you saw an injured cat in the street, would you help it? If yes, what would you do? If no why not?

**SET 8****B1:** How did you meet your best friend?**B2:** What characteristics do you look for in a friend?**SET 9****B1:** What do you like best about your house and why?**B2:** Where would you like to live when you are old and retired from work? Explain why.**SET 10****B1:** What do you like to do when you travel by car?**B2:** Do you prefer to travel by boat, by train or by plane? Explain why.**SET 11****B1:** What makes you angry?**B2:** Tell us about a recent experience when you got very angry.**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:** Do you prefer listening to music at home or going to live performances and why?**INTERLOCUTOR FRAME FOR B LEVEL – Part 2 (Activity 2)****Activity 2** (6 minutes for both candidates - 4 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****People taking pictures (PAGE 5)****B1 questions****TASK 1:** Imagine you know the people in photo 3 (or 4). Tell me who they are, and what they did on this day.**TASK 2:** Imagine photos 1 & 5 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:** Imagine the man in photo 6 is your brother / father. Tell me where he was, what he was doing and what he did after the photo was taken.**TASK 4:** 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 5:** Imagine you know the people in photos 1 & 2 (or 1 & 5, or 1 & 6, or 2 & 5, or 2 & 6, or 5 & 6). Tell me a few things about them (personality, hobbies and interests).
- TASK 6:** Imagine you took photo 6 (or 2, or 5). Tell me who this man is, why you took the photo and what you did after the photo was taken.
- TASK 7:** Imagine that photos 1 & 5 (or 3 & 4) accompany a newspaper article. Tell me what the article is about.
- TASK 8:** Look at all the photos on this page. Choose two photos that you think could accompany an article on “Photographer – an adventurous profession”. Tell us why you think the photos you have chosen are suitable.

### Entertainment (PAGE 6)

#### B1 questions

- TASK 9:** Imagine photos 10 & 12 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 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 11 some days ago. Tell us whose hands are in this photo, what they were doing when the photo was taken and what they did later that day.
- TASK 12:** Imagine you took photo 8 (or 9, or 12) last week. Tell us where you were, who you were with and how you were feeling when the photo was taken.

#### B2 questions

- TASK 13:** Imagine you know the people in photos 9 & 10 (or 9 & 11, or 9 & 12, or 10 & 11, or 10 & 12, or 11 & 12). Tell me a few things about them (personality, hobbies and interests).
- TASK 14:** Imagine you took photo 9. Tell me who these people are, where they were when the photo was taken and what they did that day.
- TASK 15:** Imagine photos 7, 8 & 11 (or 8, 9 & 11) were taken in the same weekend. Tell us what you did that weekend.
- TASK 16:** Look at all the photos on this page. Choose two photos that you think could accompany an article on “Weekend activities for families”. Tell us why you think the photos you have chosen are suitable.

### Group activities (PAGE 7)

#### B1 questions

- TASK 17:** Imagine you know the people in photo 16 (or 13, or 15, or 18). Tell me who they are, where they are and what they are doing there.
- TASK 18:** Choose one of the photos on this page. Don’t tell me which one it is. Describe it and help me guess which one it is.
- TASK 19:** Imagine you know two of the people in picture 17. Tell me who they are, where they are and where they are going.
- TASK 20:** Imagine photo 16 (or 18) is from your family’s photo album. Tell me who these people are, and what happened after the photo was taken.

#### B2 questions

- TASK 21:** Imagine you took photos 15 & 16 (or 13 & 17, or 13 & 18). Tell us where you were when you took each of these photos and why you took them.

**TASK 22:** Imagine you know the people in photos 15 & 17 (or 15 & 16, or 16 & 17). Tell me a few things about them (personality, hobbies and interests).

**TASK 23:** 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 us why you think the photos you have chosen are suitable.

**TASK 24:** Imagine you know the people in photos 13 & 14. Tell me who they are, what they were talking about and how they were feeling when the photo was taken.

**TASK 25:** Imagine photos 15 & 18 (or 15 & 17, or 17 & 18) are from your school's photo album. Tell us about the activities that students of two different classes in your school did last year.

### City scenes (PAGE 8)

#### B1 questions

**TASK 26:** Imagine you took photo 20 (or 21, or 23) last week. Tell us where you were, who you were with and what you were doing there.

**TASK 27:** Imagine photo 22 (or 24) is from your photo album. Tell us where you were, who you were with and where you were going when the photo was taken.

**TASK 28:** Imagine you know some of the people in photo 21 (or 23). Tell me who they are, what they were doing, when the photo was taken and what they did later that day.

**TASK 29:** 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 30:** Imagine photos 19, 20 & 21 (or 19, 22 & 23, or 19, 20 & 24) were taken last Sunday. Tell me what happened that day.

**TASK 31:** Imagine photos 19 & 21 are from a day you will remember all your life. Tell me why this day was so important to you.

**TASK 32:** Imagine photos 20 & 23 (or 21 & 22) accompany articles in a magazine. Tell us what each article is about.

**TASK 33:** Choose one of the photos on the page. Don't tell me which one it is. Imagine you are one of the people in this photo. Tell me what you were doing when the photo was taken to help me guess which one it is.

### 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**

#### **Summer holidays in Rhodes (PAGE 9)**

##### **TASK 1**

**B1:** Read your text and tell me where the valley of the butterflies is and how one can get there.

**B2:** Imagine your friend Barbara is visiting Rhodes next month. Read your text and tell her why she should visit the Natural History Museum.

##### **TASK 2**

**B1:** Imagine that your friend Kate, who is visiting Rhodes next week, is going to be staying in "Theologos". Read your text and tell her what she can do there.

**B2:** Imagine I do not know anything about the monastery of "Kalopetra". Read your text and tell me a few things about it.

##### **TASK 3**

**B1:** Read your text and tell me where the valley of the butterflies is and how one can get there.

**B2:** Imagine I do not know anything about the monastery of "Kalopetra". Read your text and tell me a few things about it.

##### **TASK 4**

**B1:** Imagine that your friend Kate, who is visiting Rhodes next week, is going to be staying in "Theologos". Read your text and tell her what she can do there.

**B2:** Imagine your friend Barbara is visiting Rhodes next month. Read your text and tell her why she should visit the Natural History Museum.

#### **A restaurant under the sea (PAGE 10)**

##### **TASK 5**

**B1:** Read your text and tell me where one can find underwater restaurants and what one can do there.

**B2:** Imagine you visited the underwater restaurant in Norway last month. Tell me a few things about its entrance and what you can see there.

##### **TASK 6**

**B1:** Read your text and tell me where one can find underwater restaurants and what one can do there.

**B2:** Imagine you visited the underwater restaurant in Norway last month. Tell me a few things about its interior// what it looks like on the inside.

#### **Keep our beaches clean (PAGE 11)**

##### **TASK 7**

**B1:** Imagine your friend John does not know anything about "Archipelagos". Read your text and tell him what "Archipelagos" is and the research that was carried out.

**B2:** Read your text and tell me three things we can do to help keep the beaches clean in the summer.

#### **TASK 8**

**B1:** Imagine your friend John does not know anything about “Archipelagos”. Read your text and tell him what “Archipelagos” is and the research that was carried out.

**B2:** Imagine you are giving a talk to a group of school students about what one can do to keep beaches clean in the summer. Using information from your text, tell me about the points you will include in your talk.

#### **Winners in the “Educational Robotics Olympiad” (PAGE 12)**

#### **TASK 9**

**B1:** Read your text and tell me about the medals the Greek team of robotics got in the robot Olympiad and about the “Smartbirds” project // what the robots “Smartbirds” can do.

**B2:** Imagine you are giving a talk to a group of school students about the benefits of educational robotics. Using information from your text tell me what Mr Somalakidis said about the achievements of the Greek robotics team.

#### **TASK 10**

**B1:** Read your text and tell me about the medals the Greek team of robotics got in the robot Olympiad and about the “Alex Bear” project.

**B2:** Imagine you are giving a talk to a group of school students about the benefits of educational robotics. Using information from your text tell me what Mr Gavriilidis said about the achievements of the Greek robotics team.

#### **TASK 11**

**B1:** Read your text and tell me about the medals the Greek team of robotics got in the robot Olympiad and about the “Smartbirds” project // what the robots “Smartbirds” can do.

**B2:** Imagine you are giving a talk to a group of school students about the benefits of educational robotics. Using information from your text tell me what Mr Gavriilidis said about the achievements of the Greek robotics team.

#### **TASK 12**

**B1:** Read your text and tell me about the medals the Greek team of robotics got in the robot Olympiad and about the “Alex Bear” project.

**B2:** Imagine you are giving a talk to a group of school students about the benefits of educational robotics. Using information from your text tell me what Mr Somalakidis said about the achievements of the Greek robotics team.



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

### 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 &amp; RATING SCALE

TASK COMPLETION			
	1 Unsatisfactory	3 Moderately satisfactory	5 Fully satisfactory
<b>ACTIVITY 1</b> 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.
<b>ACTIVITY 2</b> 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.
<b>ACTIVITY 3</b> 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
<b>Pronunciation and intonation</b>	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.
<b>Lexical range and appropriacy of linguistic choices</b>	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.
<b>Grammatical accuracy</b>	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.
<b>Fluency</b>	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.
<b>Communication strategies</b>	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.
<b>Cohesion and coherence</b>	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.

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