**ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ**

**ΚΡΑΤΙΚΟ ΠΙΣΤΟΠΟΙΗΤΙΚΟ ΓΛΩΣΣΟΜΑΘΕΙΑΣ**

**Ενότητα 4- Επίπεδο B**

**Εξέταση προφορικού λόγου και προφορικής διαμεσολάβησης**

**ΦΥΛΛΑΔΙΟ ΕΞΕΤΑΣΤΗ**

**Εξεταστική περίοδος 2022B**

**ΚΠ**

***γ***

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.**

**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:** Do you go to bed early or late on weekends and why?

**B2:** What do you usually do to relax in the evenings, during weekdays and weekends?

**SET 2**

**B1:** Which sports do you like to watch and why?

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

**SET 3**

**B1:** Which is your favourite hour of the day and why?

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

**SET 4**

**B1:** What do you always do: (a) before you go to school/university or work, (b) when you return home, and (c) right before you go to bed?

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

**SET 5 (for older candidates)**

**B1:** Which is the best party you’ve ever been to? Tell us about it.

**B2:** Imagine that you’re organizing a party for a special occasion. Tell me how you’re preparing for it.

**SET 6**

**B1:** Which was your favourite hobby as a child? Tell us about it.

**B2:** If you were to choose a new hobby or pastime, what would it be and why?

**SET 7**

**B1:** Which is your favourite food and what ingredients do you need to make it?

**B2:** Describe your favourite eating place, at home or when you go out.

**SET 8**

**B1:** What do you like best or least about your neighbourhood?

**B2:** Suggest some good tourist sites in your city/ town/ village. What can one do there?

**SET 9**

**B1:** Do you like helping your family/ friends in the kitchen? If yes, why? If no, why not?

**B2:** Should housework be the responsibility of women, men or both? Why?

**SET 10**

**B1:** What kind of shows do you like to watch and why?

**B2:** Tell us about a show you’d like to be in and explain why.

**SET 11**

**B1:** How do you like to travel, by car, or by other means of transport and why?

**B2:** Do you prefer to stay at home or go out on weekends and why?

**SET 12**

**B1:** Do you prefer to study alone or with friends and why?

**B2:** Do you think it’s useful to know more than one foreign language? Why or why not?

**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**

**Happy people (PAGE 5)**

**B1 questions**

**TASK 1:** Imagine you know the children in photo 5. Tell me who they are, what they’re doing and what they did after the photo was taken.

**TASK 2:** Imagine photos 1 & 2 are from your family 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 photo 6. Tell me a few things about them (personality, hobbies and interests) and what they did later that day.

**TASK 5:** Imagine you took photos 1 & 2. Tell me who these men are, why you took the photos and what you did after the photos were taken.

**TASK 6:** Imagine your sister / mother is the woman in photo 3 (or 4). Tell us where she is, why she’s happy and what she did after the photo was taken.

**TASK 7:** Imagine you are the boy / the girl in photo 5. Tell us who you were with, who you were talking to and what you were talking about when the photo was taken.

**People and animals (PAGE 6)**

**B1 questions**

**TASK 8:** Imagine photo 10 is from your family~~’s~~ photo album. Tell us who the people in the photo are, where they were and how they were feeling when the photo was taken.

**TASK 9:** 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 10:** Imagine your sister / mother is the woman in photo 9 (or 11). Tell me where she was when the photo was taken, what she was doing and what she did after the photo was taken.

**TASK 11:** Imagine you know the children in photos 7 & 8. Tell me where they were and how they were feeling when the photos were taken.

**TASK 12:** Look at photos 9 & 12 and tell me what you think is going on.

**B2 questions**

**TASK 13:** Imagine you know the people in photo 12 (or 9). Tell me a few things about them (personality, hobbies and interests) and what they did later that day.

**TASK 14:** Imagine photos 9 & 10 (or 10 & 11) were taken last weekend. Tell us what you did last weekend.

**TASK 15:** Imagine that photos 9 & 12 (or 7 & 8) accompany a magazine article. Tell me what the article is about.

**TASK 16:** Look at all the photos on this page. Choose two photos that you think could accompany an article on “living dangerously”. Tell us why you think they’d be suitable.

**TASK 17:**  Look at all the photos on this page. Choose one photo that you think could appear on the cover of a magazine for animals. Tell us why you think it’d be suitable.

**I love winter! (PAGE 7)**

**B1 questions**

**TASK 18:** Imagine you know the people in photo 13 (or 17). Tell us who they are, where they were and what they were doing when the photo was taken.

**TASK 19:** Choose one of the photos on this page. Don’t tell me which one it is. Describe it and help me guess which one it is.

**TASK 20:** Imagine your school friends are in photo 15. Tell me where they were when the photo was taken, how they were feeling and what they did after the photo was taken.

**TASK 21:** Imagine photo 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.

**B2 questions**

**TASK 22:** Look at all the photos on this page. Choose two photos that you think could accompany an article on “Winter holidays”. Tell us why you think they’d be suitable.

**TASK 23:** 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 it’d be suitable.

**TASK 24:** Imagine photos 13, 14 & 15 (or 13, 15 & 16) were taken during the same weekend. Tell us what you did that weekend.

**TASK 25:** Imagine you took photos 17 & 18. Tell me who these people are, why you took the photo and what you did after the photo was taken.

**TASK 26:** Imagine you are one of the people in photo 18. Tell me who you were with, what you were talking about when the photo was taken and what you did later that day.

**What’s the problem? (PAGE 8)**

**B1 questions**

**TASK 27:** Look at photo 22 (or 21, or 20) and tell me what you think is going on.

**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.

**TASK 29:** Imagine you know the people in photo 19 (or 22). Tell me who they are, what they were doing and how they were feeling when the photo was taken.

**TASK 30:** Imagine you are one of the people in photo 20 (or 21). Tell us where you were, what you were doing and how you were feeling when the photo was taken.

**B2 questions**

**TASK 31:** Imagine you were there when photo number 19 (or 21, or 22) was taken. Tell me what happened before and after the photo was taken.

**TASK 32:** 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 33:** Imagine photo 19 was taken near your house. Tell us who the car on fire belongs to and how the couple in the photo reacted when they saw it.

**TASK 34:** Look at photos 23 & 24. They are from the same magazine article. Tell us what the similarities between the photos are and what you think the article is about.

**TASK 35:** Imagine that photos 20 & 24 (or 21 & 23) accompany two different articles in a magazine. Tell us what each 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**

**Takis Protestakis: The “saint” of stray animals from Ierapetra** (**PAGE 9**)

**TASK 1**

**B1:** Imagine that I don’t know anything about “Takis Shelter”. Read the text and tell us what kind of a shelter it is, where it is, and what’s special about it.

**B2:** Imagine your friend Nicolay, who loves animals, wants to know more about “Takis Shelter”. Read the text and tell him how the shelter was created.

**Dutch city bans meat advertisement** (**PAGE 10**)

**TASK 2**

**B1:** Imagine your friend Margaret wants to know about the initiative taken by the city of Harleem in the Netherlands. Read the text and tell her about the details of this initiative.

**B2:** Imagine you are one of the people against the initiative taken by the city of Harleem in the Netherlands. Using information from the text, tell me why you’re against this initiative.

**TASK 3**

**B1:** Imagine your friend Fiona is a vegetarian. Read the text and inform her about the initiative taken by the city of Harleem, in the Netherlands.

**B2:** Imagine you’re going to give a talk at your local community centre about the reactions against the initiative taken by the city of Harleem, in the Netherlands. Using information from the text, tell us which points you’ll include in your talk.

**Free visits to the Benaki Museum for people with memory difficulties or dementia** (**PAGE 11**)

**TASK 4**

**B1:** Your friend, Marta Sole, who’s a psychologist and loves art, is going to spend six months in Greece. Read the text and inform him about the purpose of the new programme at the Benaki Museum.

**B2:** Imagine you’re going to give a talk to a group of health care practitioners about the content of the new programme at the Benaki Museum. Using information from the text, tell us which points you’ll include in your talk.

**TASK 5**

**B1:** Imagine that I have no information about the new programme of the Benaki Museum. Using information from the text, tell me about it.

**B2:** Imagine you are writing an article for a magazine addressed to health-care practitioners about the new programme of the Benaki Museum. Using information from the text, tell us what points you’d include.

**Jewelry made of coffee beans : An innovative project from Syros** (**PAGE 12**)

**TASK 6**

**B1:** Your friend Marie, who is interested in jewelry making, is coming to Greece next month. Read the text and inform her about the innovative project.

**B2:** Imagine I make and sell arts and crafts. Using information from the text, tell me about the raw materials used by Eleni Vakonthiou to make her jewelry.

**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? | 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? | 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)*? | 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) |

**ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ**