



DIFFERENTIATED AND GRADED NATIONAL FOREIGN LANGUAGE EXAMS
NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS



B

**EXAM
PREPARATION
IN SCHOOL**

**THE B LEVEL (B1&B2)
EXAM IN ENGLISH**

TEACHER'S BOOK

EXAM PREPARATION IN SCHOOL

THE B LEVEL (B1&B2) EXAM IN ENGLISH

TEACHER'S BOOK

Practice Tests Teacher's Book

This is one of a series of three practice test books written and designed for EFL teachers preparing their students for the national foreign language exams in English, leading to the state certificate of language proficiency (KPG). Work for this series has been carried out within the framework of the project entitled "Differentiated and Graded National Foreign Language Exams" (Greek acronym DiaPEG), which is co-financed by the European Union and Greece, with the purpose to support and further develop the national foreign language exam system of Greece. More specifically, it has been carried out as a deliverable of subproject 10, entitled "Linking foreign language education in school with the national language exams," on the basis of which a similar series will be produced for the German and Spanish exams.

ISBN: 978-960-98961-4-6

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Athens, RCeL publications

This publication book was co-funded by the European Social Fund and the Greek National State – (NSRF), under the project of the National and Kapodistrian University of Athens entitled “Differentiated and Graded National Foreign Language Exams”, MIS Code 299908



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Prologue

The B level practice test book has been designed for instructional purposes, and it can be used with classes that can afford curricular or extra-curricular time at school to be prepared for the KPG exams in English. All the test papers included in the student's book have been tested out: past papers have been used with real time candidates and new papers have been piloted by the RCeL team.

Though the student's book is intended for use in the school classroom, it can also be used in other instructional or self-directed learning situations. Moreover, it is offered to interested parties free of charge. All one has to do is to download it from the KPG e-school website, where an alternative way of accessing the test tasks is offered: through an e-repository which operates on the basis of a task directory, from which interested teachers or students can search for tasks they need by doing a single or multiple search. They can select tasks by level, task type, aim, task topic, etc.

The teacher's book that accompanies the student's B level practice test book contains:

For Module 1: the answer key for each of the reading comprehension practice tests

For Module 2: sample scripts and comments regarding task achievement (on the basis of the KPG writing evaluation criteria)

For Module 3: the answer key for each of the listening comprehension practice tests and the tapescripts for each aural text. The recorded text can be downloaded from the KPG e-school website.

For Module 4: Examiner questions for each type of task and how the speaking test is carried out in the exam situation.

There is much more information available on the KPG e-school website for those EFL teachers that would like to find out more about the KPG exams and English test papers in particular. The greater the teacher's understanding of how the rationale behind the test papers and test tasks the more s/he will be able to help his or her B level students in many different ways.

Even if no other information is accessed, the teacher who wants to help and prepare his or her students should know the basic profile of the B1 and the B2 level student, which is the following:

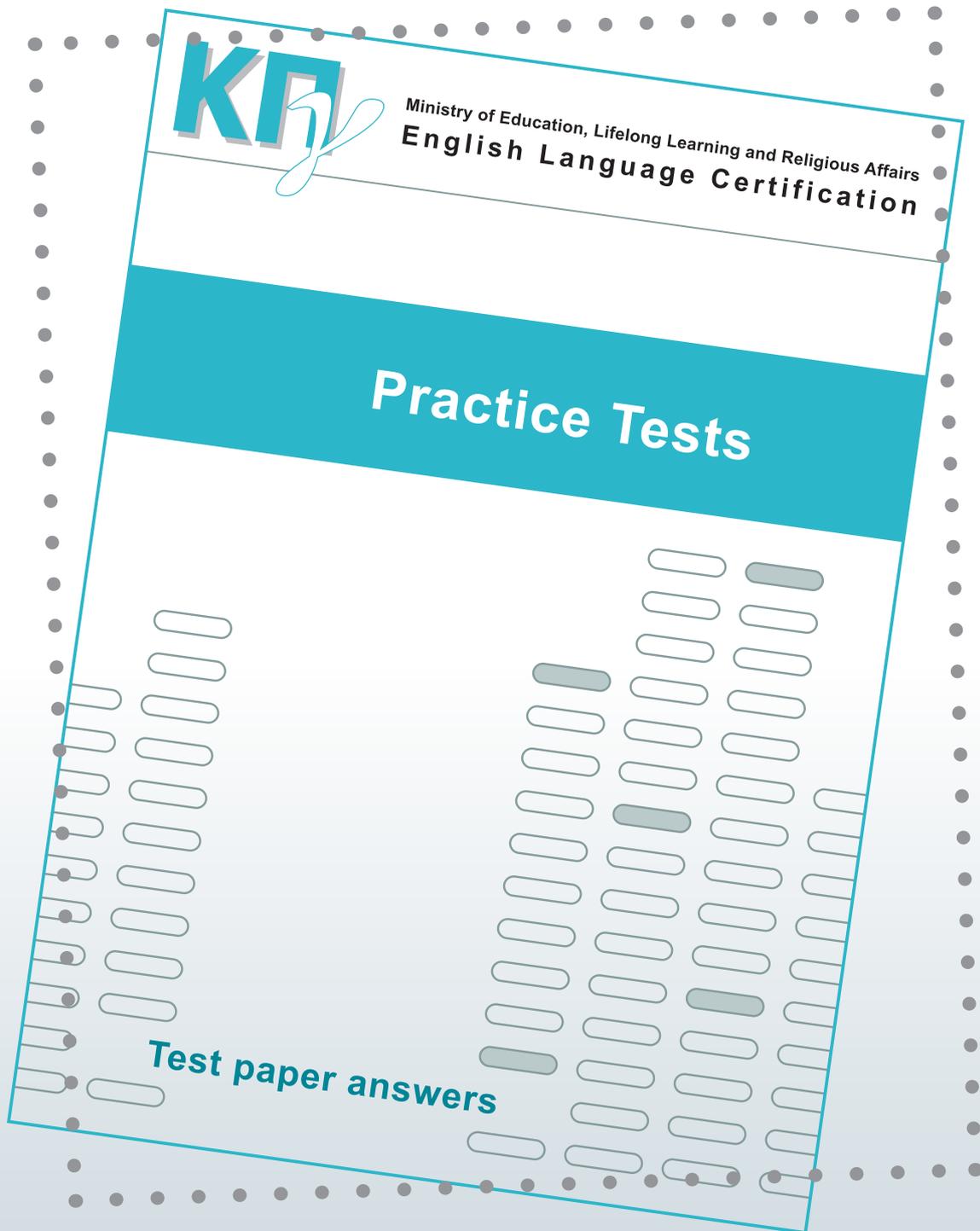
The **B-level** candidate is an independent user of English. More specifically, according to the CEFR:

The **B1 level** candidate can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. He or she can also deal with most situations likely to arise whilst travelling in an area where the language is spoken and can produce simple connected texts on topics which are familiar or of personal interest. Finally, the B1 level candidate can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

The **B2 level** candidate can understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in his/her field of specialisation. He or she can also interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Finally, the B2 level candidate can produce clear, detailed texts on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Bessie Dendrinou & Bessie Mitsikopoulou

Athens, 2012



01	C
02	A
03	B
04	C
05	C
06	A
07	C
08	A
09	B
10	F
11	D
12	D
13	F
14	A
15	E
16	B
17	A
18	C
19	B
20	C
21	A
22	A
23	A
24	C
25	A
26	C
27	B
28	C
29	C
30	B

31	C
32	C
33	B
34	A
35	C
36	B
37	A
38	G
39	E
40	C
41	F
42	C
43	A
44	C
45	B
46	C
47	A
48	C
49	D
50	B
51	CENTRAL
52	POPULARITY
53	ADMIT
54	INVALUABLE / VALUABLE
55	INFORMATIVE
56	APPRECIATE
57	BANK
58	INTEREST
59	BRIGHT
60	CLUB

ACTIVITY 1.1

Sunday, November 7, 2011

My favourite children's story is Cinderella. This story is about a young woman, who tries to survive after her father's death. Her step-mother and her two step-sisters try to make her life very difficult by doing all the housework. But, suddenly, a prince falls in love with Cinderella and she invites her to a ceremony. Her secret witch turns her into a beautiful girl with an amazing dress and shoes made from glass. I love this children's story because I can see two lovers who try to be together and win Cinderella's step mother. It's very nice to see that true love can do everything.

COMMENTS:

TASK COMPLETION - LANGUAGE PERFORMANCE

This script clearly responds to the task. The text produced is a message to be posted on a blog where people write about their favourite forms of entertainment and is similar to the given one in terms of register and style, as expected. The communicative purpose has been fully achieved as the plot of the story has been described and the reason why it is the writer's favourite story has been given in the end. The text grammar is appropriate for the text type and the ideas are generally cohesively and coherently linked. In terms of sentence grammar, the choice of vocabulary and grammar is conducive to the communicative purpose of the text. There are hardly any lexicogrammatical errors (e.g., "*shoes made from glass*") and few errors of usage and use, locally interfering with intended meaning (e.g., "*make her life very difficult by doing all the housework*", "*a prince falls in love with Cinderella and she invites her*" and "*and win Cinderella's step mother*").

ACTIVITY 2.1

In a few days the famous author Giannis Makrygiannis will come in our city. In the 5th September at 6:30 pm the famous author will appear at the local theatre to present us his new children's story. Also, many activities will take place such as songs from our school band and a performing from students. After the presentating you will have the chance to take photos with the author if you want.

This is an opportunity which must nobody lose. Don't miss it! Come and have a great time!

COMMENTS:

TASK COMPLETION - LANGUAGE PERFORMANCE

This script is fully satisfactory in terms of content, communicative purpose and genre, as the text produced is an announcement for a school paper which informs readers about the

upcoming event and urges them to attend. Also, the style of the text is appropriate and its tone is direct, as expected. Moreover, the script is coherent and the ideas flow smoothly. In terms of lexicogrammar, there is an error in the use of prepositions (e.g., “will come in our city”), errors of use (e.g., “After the presentating”), as well as an error in syntax (e.g., “an opportunity which must nobody lose”), which however do not seriously interfere with intelligibility. Finally, the script is a bit too short.

ACTIVITY 1.2

Dear Antonio,

How are you? I hope you are well. I am sending you this email because I know you use your mobile phone very frequently, almost 10 hours the day. I have just read an article which gives tips about how we should use the mobile phone to avoid health problems.

First of all, you should avoid speaking on the phone and having it close to your ear. You could use your hands free because it is healthier and it dramatically reduces the danger.

What is more, try to send messages instead of speaking. This way, you keep the phone away from your head. You mustn't use your mobile as an alarm clock. Having it close to your head all night long may be harmful to your health. Finally, avoid putting it in your pockets.

Mobile phones are a good way of communication but they harm us as well. Try to consider the above tips and you will be fine! I look forward to your reply.

Yours Nicky

COMMENTS:

TASK COMPLETION - LANGUAGE PERFORMANCE

The script is fully satisfactory though it is too long (more than double the size of the requested message and therefore the overall mark given is reduced by one point). The script fully responds to the mediation task in terms of text type (i.e., email), register and style (i.e., personal and informal), achieving the required communicative purpose (i.e., to give tips). Also, this is a well-organized text, with an appropriate opening and an informal closing, it is quite coherent and uses appropriate cohesive devices (e.g., *First of all, What is more*). In terms of sentence grammar, it makes good use of sentence structure and the selected vocabulary is appropriate for the topic and the communicative purpose in question. There are a few spelling mistakes, but they are the sort of oversights that are usually made and do not impact on the communication of the intended meaning.

ACTIVITY 2.2

Hello there!

I want to share my experience with you. As many other people, i was addicted to my mobile phone for many years. I recently have been informed about the danger of the radiation of all these devices. Reading about the damages caused by the radiation i worried a lot and i decided to change my habits.

What i did was to controll the time i use my mobile phone. I use it for emergency calls only and when i am with my family or with friends, i turn it off. I avoid to send SMS to my friends. I preffer communicate via e-mail, wich is cheaper! I don't use it anymore for playing games. If someone of you receives calls frequently and is obligated to speak all day long to the mobile, be drastic! Change, if necessary, your phone number and give the new one only to your family, your closer friends and your colleagues. It is a matter of health, guys! I advise you to do the same think. It's not easy, but be free! No more mobile phone slavery!

Greetings

B.M

COMMENTS:

TASK COMPLETION - LANGUAGE PERFORMANCE

This is a fully satisfactory B2 level script, as it successfully addresses the topic, the genre produced is appropriate (i.e., message to be posted on a blog), and its register and tone are personal and direct. The communicative purpose has been fully achieved, but in addition to the text referring to the writer's personal experience in trying to use his/her mobile phone less (as expected), it also gives tips to the readers on what to do in order to kick this habit. As a result, the script has exceeded the requested word limit. In terms of text grammar, the script is well-organised and coherent. Finally, the choice of vocabulary and grammar is conducive to the communicative purpose of the text with minor lexicogrammatical errors and spelling mistakes which do not blur intended meaning.

01	B
02	D
03	E
04	F
05	C
06	B
07	B
08	C
09	B
10	C
11	C
12	B
13	B
14	A
15	A
16	DOCTOR – PATIENT
17	AN AIRPLANE
18	PERMISSION / SOMEWHERE – SIT
19	READ FROM
20	EAT
21	INSPIRED
22	NO
23	SAN FRANCISCO / THE STATES / THE USA
24	ILL / SICK MOTHER / MOM
25	LOVE / LIKE / ADORE HIM

01	C
02	B
03	B
04	C
05	A
06	C
07	B
08	C
09	F
10	A
11	E
12	A
13	C
14	D
15	B
16	E
17	B
18	A
19	B
20	B
21	A
22	B
23	B
24	C
25	C
26	B
27	A
28	B
29	A
30	A

31	C
32	B
33	B
34	C
35	B
36	A
37	C
38	E
39	B
40	H
41	F
42	C
43	B
44	A
45	C
46	C
47	A
48	B
49	D
50	C
51	SAILOR
52	HEIGHT
53	GROWING
54	IMPOSSIBLE
55	WEIGH
56	PARTY
57	MEANS
58	POINT
59	SET
60	BAR

ACTIVITY 1.1

Hi,

I am new at school and some of the older kids make fun of me because of my clothes. It is very unhappy. They say that they are old-fashioned and cheap. My classmates always wear fashionable clothes and some of them of expensive brands. Unfortunately, I can't afford buying new clothes all the time. My mother won't leave me spend too much money on buying clothes.

What can I do to make other kids like me? Do you have any ideas?

Sad 16

COMMENTS:

TASK COMPLETION - LANGUAGE PERFORMANCE

This is a fully satisfactory response to the task. The communicative purpose has been achieved (i.e., to explain a problem and ask for advice) and the text produced meets the requirements of the genre requested (i.e., letter to be published in a teen magazine). The style of the text is informal and the tone is direct, as expected. In terms of text grammar, the script is cohesive and coherent and ideas flow naturally. In terms of sentence grammar, the lexicogrammatical choices are conducive to the topic and the communicative purpose, although there are a few errors (e.g., *“it is very unhappy”* and *“My mother won't leave me”*) and a spelling mistake (*“Unfortunately”*) which however do not impede meaning and are acceptable at the B1 level.

ACTIVITY 2.1

Being a teenager is never easy. Most youngsters have to deal with various problems and feel that noone understands them. Here are some of the most famous problems teenagers face today.

Teens have to spend half of their day at school. Most classes are boring and the teachers are always strict. Teenagers have tests all the time and study really hardly to get good grades.

In addition, teenagers have several problems at home. Their parents are overprotective and want to have total control of their lives. Teens also fight with their brothers or sisters and there is much tension at home. Finally, teenagers find out that some of their friends might be jealous of them or that they can't trust them.

To sum up, young people face various challenges today and that's why we should try to understand them.

COMMENTS:

TASK COMPLETION - LANGUAGE PERFORMANCE

This script has fully responded to task requirements. More specifically, it has succeeded in meeting the communicative purpose (i.e., to present the most common problems teenagers face today) and the text produced is a report, as requested. The style of the script is semi-formal and its tone is neutral. In terms of text organization, the text produced is well-structured and coherent and several cohesive devices have been appropriately used (e.g., *In addition*, *To sum up*). In terms of sentence grammar, there are only few lexicogrammatical errors (e.g., “*some of the most famous problems*” and “*study really hardly*”) which do not impede the intended meaning. Finally, the script has exceeded the required word limit and therefore the overall mark given may be reduced by one point, although all the ideas are relevant to the assigned topic.

ACTIVITY 1.2

Dear Cathy,

How are you? I know this will be your son’s first year in school and his life will be change now. However, you can make this new beginning easier.

First of all, say to him about the first day in school, the teacher, his classmates and all the things he will learn there. You can also visit the school together, buy useful objects for his school bag or let him take a favorite object at school. Explain your son that to go to school will be a pleasant routine.

Tell me how everything went, but I’m sure it will be fine.

Love,

Alex

COMMENTS:

TASK COMPLETION - LANGUAGE PERFORMANCE

This script is fully satisfactory as it is appropriate in terms of genre (i.e., email message), with an appropriate opening and closing, style (i.e., informal) and tone (i.e., personal and direct). Also, the communicative purpose (i.e., to advise a friend) has been fully achieved and information has been effectively relayed from the source text. In terms of text grammar, the script is well-organized and coherent with few but appropriate cohesive devices (e.g., *First of all*, *also*). Finally, there are a few lexicogrammatical errors (e.g., “*his life will be change now*” and “*Explain your son*”), which are acceptable since they do not interfere with the intelligibility of the intended meaning. Although slightly lengthier than required, the script remains relevant to the topic.

ACTIVITY 2.2

I'd like to share my experience with you.

My son's first day at school was terrible. He cried a lot. I told him that he was too strong to deal with the situation and that in a few hours I will be back to take him home. Another day he said he couldn't go to school because he had a headache. Of course, I listened to his problem carefully. I explained that he shouldn't feel so worried about his headache and that he shouldn't miss school. Every time we wake up a little earlier to get ready for school and it was easier for him. My experience showed that when I gave him a big smile his day was more beautiful.

COMMENTS:

TASK COMPLETION - LANGUAGE PERFORMANCE

The script is appropriate for a blog and has achieved the communicative purpose set for the task (i.e., to inform other parents about ways of dealing with their children's adjustment problems at school). Moreover, it is a public discourse text, written in a personal tone, including pertinent information that has been successfully relayed from the Greek text. In terms of text organization, the script is fully cohesive and coherent. In terms of lexicogrammar, the choice of grammar and vocabulary is conducive to the communicative purpose set. Although minor grammatical errors (e.g., "*he was too strong to deal with the situation*" and "*I will be back*") and spelling mistakes (e.g., "*experience*" and "*easier*") appear in the text, they do not impede the communication of the intended meaning.

01	F
02	A
03	E
04	D
05	B
06	A
07	B
08	A
09	A
10	B
11	C
12	C
13	B
14	B
15	A
16	ENGLISH
17	BORN / RAISED
18	OFTEN / FREQUENTLY
19	GRADUATED
20	EASY-GOING
21	MYTH / FABLE
22	GREED
23	RICH
24	EYES
25	HARM / HURT

01	A
02	A
03	C
04	D
05	E
06	C
07	D
08	F
09	G
10	E
11	A
12	C
13	D
14	A
15	B
16	E
17	A
18	A
19	B
20	C
21	B
22	B
23	A
24	C
25	B
26	A
27	B
28	C
29	A
30	C

31	B
32	C
33	C
34	B
35	F
36	E
37	B
38	A
39	C
40	G
41	B
42	A
43	F
44	C
45	G
46	A
47	B
48	E
49	D
50	C
51	SURVIVORS
52	CONTENT
53	GROWN
54	HEALTHY / UNHEALTHY
55	WIDELY
56	STRIKE
57	HITS
58	FINE
59	HIGH
60	ROLL

ACTIVITY 1.1

My favourite place

My favourite place is the island of Santorini. It is about 10 hour away from Athens with ship and it is probably of the most beautiful Greek islands. The island has a big volcano. I like Santorini because of it's magnificent sunsets and its blue, sandy beaches. I also like the traditional restaurants that someone can find there and that the people are always ready to help you with a smile on their faces.

That's why Santorini is always full of tourists!

Alex

COMMENTS:

TASK COMPLETION - LANGUAGE PERFORMANCE

The script fully addresses the topic, as it is a public discourse text of an appropriate genre (i.e., a text to enter a magazine's writing contest), written in a personal and direct tone, which also responds to the communicative purpose set (i.e., to describe one's favourite island and explain why he/she likes it). In terms of text grammar, the script is well-organised and coherent. In terms of sentence grammar, the syntax is correct and appropriate and the script reveals good mastery of verb and clause structures. The choice of vocabulary and grammar is conducive to the communicative purpose of the text, with minor errors (e.g., "hour", "with ship" and "it's") which do not have an impact on the communication of the intended meaning.

ACTIVITY 2.1

Dear Mary,

I am writing to thank you for letting me stay with you for two weeks.

I really enjoyed my visit in England but what I really liked was the museums that we visited, particularly the British Museum in London that was amazing!

The food was great too. I liked fish and chips a lot and the pudding was yummy! The restaurants we visited was great and the waiters were very helpful.

I was thrilled with the festivals that I seen and all the music and theatre events that they had prepared.

Thank you so much for everything! I hope we will see each other soon. How about visiting Greece this summer? You can stay with me and my family! It'll be great!

Write soon!

Best,

Jean

COMMENTS:

TASK COMPLETION - LANGUAGE PERFORMANCE

The script is fully appropriate in terms of topic and genre (i.e., a letter to a friend) and the communicative purpose has been achieved (i.e., to thank a friend for his/her hospitality abroad, to refer to the pleasant moments of the stay and to invite him/her in return), while the letter is written in a personal, direct and informal tone, as required. In terms of text grammar, the script is well-organised and coherent, although it is slightly lengthier than expected. In terms of sentence grammar, the choice of vocabulary and grammar is conducive to the communicative purpose of the text, with minor errors, like spelling mistakes (e.g., “*writting*”), mistakes that have to do with verb-subject agreement (e.g., “*the restaurants we visited was*”) and finally a minor mistake in terms of tenses (i.e., “*I seen*”). None of these mistakes, however, impede the communication of the intended meaning.

ACTIVITY 1.2

Dear Nick,

I am glad you are “going green” and, as an ecologist, I think you made the best decision! Here are some tips to follow in your everyday life to protect the environment.

First of all, don’t spend much time in the shower. This way you will save water but you will still be clean!

Did you know that one kilo of meat needs 20 litres of water to be produced? So, try to eat less meat. It is better for your health and the planet, too.

Finally, choose walking or take the bus to go to work and not your car to protect the environment from air pollution.

I believe these tips are very easy to follow, so try them and tell me what you think!

Best,

Sam

COMMENTS:

TASK COMPLETION - LANGUAGE PERFORMANCE

The script has fully responded to task requirements. The communicative purpose has been achieved (i.e., to inform a friend about how to protect the environment), the genre is appropriate (i.e., email message) and relevant information has been successfully relayed from the Greek text. The style of the script is informal and the tone is friendly, as expected. In terms of text grammar, text organization is appropriate for an email message, with an opening and a closing remark, ideas are coherently linked and the cohesive devices used are correct and appropriate. In terms of sentence grammar, the lexicogrammatical choices are conducive to the communicative purpose

of the text. Finally, the script has exceeded the required word limit and therefore the overall mark given may be reduced by one point, although all the ideas are relevant to the assigned topic.

ACTIVITY 2.2

“Save energy, save the world!”

There are simple things we can all do to save energy and protect the environment.

If you want to help the environment, you can start from your house.

For example, when you change room in your house, remember to close the light and do all your reading and ironing in daylight.

Also, take your mobile phone away from the plug when its battery is full. This way you will save electricity. In addition, do not open the oven to check if your food is ready because you will spend more energy.

Finally, try not to open the fridge without any reason and do not leave it open for long.

Starting from our house, we can save the world!

COMMENTS:

TASK COMPLETION - LANGUAGE PERFORMANCE

The script is fully satisfactory as it is appropriate in terms of genre (i.e., article), tone (i.e., direct) and style (i.e., semi-formal). Also, the script fully responds to the communicative purpose set (i.e., to make suggestions on what can be done to save energy), while relevant information has been successfully relayed from the Greek text. In terms of text grammar, the text has been successfully organized into paragraphs, it is fully coherent and the ideas are flowing smoothly. In terms of sentence grammar, the choice of vocabulary and grammar is conducive to the communicative purpose of the text, although there are minor errors, like a spelling mistake (e.g., “*environment*”) and awkward phrasing (e.g., “*close the light*”) which however do not interfere with the intelligibility of the intended meaning.

01	E
02	D
03	C
04	A
05	B
06	C
07	A
08	B
09	B
10	B
11	C
12	A
13	A
14	B
15	C
16	YOUNG
17	BAD / SHOCKING
18	HOME / HOUSE / APARTMENT
19	LIP
20	KICKING / SWEARING
21	HE'S A DOCTOR
22	HIS KEYS
23	THEIR DOG
24	A RING
25	A (SURPRISE) PARTY

01	C
02	C
03	A
04	B
05	C
06	C
07	B
08	A
09	F
10	D
11	C
12	E
13	F
14	C
15	D
16	B
17	C
18	B
19	B
20	A
21	C
22	A
23	B
24	C
25	A
26	A
27	B
28	B
29	C
30	B

31	C
32	A
33	A
34	C
35	C
36	E
37	A
38	G
39	C
40	F
41	B
42	C
43	C
44	B
45	A
46	B
47	B
48	E
49	C
50	A
51	DIFFERENCE
52	DERIVATIVES
53	EXPLANATION
54	POLITICALLY
55	APPEALING
56	HIGH
57	TIRED
58	BOILING
59	DIFFERENCE
60	PACKAGE

ACTIVITY 1.1

I just returned from Parnassos, one of the most famous winter holiday destinations in Greece. It was the best weekend of my life! What I really enjoyed there was the well-equipped skiing centre. Besides skiing, I tried the amazing local cuisine in the traditional tavernas of the nearby Arahova, which has a breathtaking view down the mountain! Also, don't forget to walk along the picturesque alleys and buy local products or souvenirs. Finally, Parnassos is well known for its nightlife, so be prepared to have great fun in the bars and clubs there! That's what I did!

COMMENTS:

TASK COMPLETION - LANGUAGE PERFORMANCE

This script has clearly responded to task requirements. The text produced is appropriate for a blog and the communicative purpose (i.e., to describe the place one has visited) has been fully achieved. The style is appropriate for a public discourse text and the tone is personal, as expected. In terms of text organization, it is a well-structured and coherent script, while simple but appropriate cohesive devices have been used (e.g., *besides*, *also*, *finally*) and the ideas run smoothly. In terms of sentence grammar, there are few lexicogrammatical errors (e.g., “*I just returned*” and “*a view down the mountain*”) and a couple of spelling mistakes (e.g., “*picturesqua*” and “*alleys*”) which in no way impede intended meaning.

ACTIVITY 2.1

Hotel “Ariadni” is a new, four-star, boutique hotel in the famous seaside village of Batsi, in Andros, Greece. Ideally located near the sea, the hotel is famous for its spectacular view. All the rooms are cozy and comfortable with modern furniture and decoration. “Ariadni” offers two swimming pools, a tennis court and a mini gym. For our younger guests the hotel also has an electronic games room. Accommodation rates at “Ariadni” Hotel are reasonable and do not change with seasons and/or days (weekend). In this way, we offer logical prices even during peak season. Book at our hotel and experience the perfect blend of modernity and luxury that will make your stay in Greece unforgettable.

COMMENTS:

TASK COMPLETION - LANGUAGE PERFORMANCE

The script is fully acceptable and meets the communicative purpose set for the task (i.e., to promote a hotel, to explain why tourists should visit it and to invite them there) by genuinely exploiting the hints provided. The style and the tone of the script are semi-formal and impersonal,

as expected, and the text conforms to the generic conventions of the genre required (i.e., text for a leaflet). In terms of text grammar, text organization is appropriate for a leaflet and the ideas are coherently and cohesively linked. In terms of sentence grammar, the lexicogrammatical choices are appropriate and conducive to the topic and the communicative purpose.

ACTIVITY 1.2

Hi Mary!

Our friend Anna told me that you have an internet connection now, right? Good! However, you be carefully how you use the internet! Here are some tips for you!

First of all, if you get any e-mails or messages on facebook asking for any personal information and you don't know who sended it, don't answer! It is trap!

Furthermore, read carefully the sites you enter. And finally, follow your instinct! If you don't like a site, don't enter it!

Enjoy the internet!

Jean

COMMENTS:

TASK COMPLETION - LANGUAGE PERFORMANCE

The script responds to the communicative purpose set (i.e., to advise a friend about how to protect her privacy online) and relevant information has been successfully relayed from the Greek text. It is appropriate in terms of genre (i.e., email message) with a suitable opening and closing. The style is informal and the tone is personal and direct, as expected. In terms of text grammar, the script is coherent and cohesive devices have been used (e.g., *However*, *first of all*) but they are not always appropriate for the genre (e.g. *furthermore*). In terms of sentence grammar, there are few errors (e.g., “*be carefully*”, “*who sended it*” and “*it is trap*”) which however do not affect the intelligibility of the intended meaning.

ACTIVITY 2.2

Hi Jack!

I know you like surfing the internet! So did I! That's why I wanted to tell you what I did to protect myself and my PC from online traps and threats.

First of all, when I was using another PC and not my own I was very carefull with the sites I visited. I didn't want everyone to know what sites I visit. Moreover, I used a different username and password for my e-mail and my facebook account. Of corse, I didn't buy

things from the internet. And to keep my PC safe, I used an antivirus programme.

I think you should do the same!

Cheers,

Nicky

COMMENTS:

TASK COMPLETION - LANGUAGE PERFORMANCE

The script responds to the mediation task in terms of text type (i.e., e-mail to a friend), register and style (i.e., personal and informal) and achieves the required communicative purpose (i.e., to inform about what one did to protect himself/herself from online threats). Also, relevant information has been appropriately relayed from the source text. In terms of text grammar, the script is well organized and quite coherent. However, the cohesive devices used are not always appropriate (e.g., *Moreover*). In terms of sentence grammar, the lexicogrammatical choices are conducive to the topic and the communicative purpose, with only a few spelling mistakes (e.g., “*carefull*” and “*of corse*”) which however do not interfere with intended meaning.

01	E
02	B
03	C
04	A
05	A
06	C
07	A
08	C
09	B
10	C
11	A
12	B
13	C
14	B
15	A
16	(AT THE) AIRPORT
17	ART GALLERY / ART EXHIBITION / MUSEUM
18	(AT THE) DOCTOR'S / DOCTOR'S OFFICE / CLINIC / HOSPITAL
19	CLASSROOM / SCHOOL
20	(AT THE) CINEMA / MOVIE(S)
21	LOANING
22	HELPING
23	LOOKING AFTER / BABY SITTING
24	LENDING
25	PICKING UP

01	B
02	A
03	B
04	B
05	C
06	C
07	B
08	E
09	F
10	A
11	C
12	F
13	A
14	B
15	E
16	C
17	C
18	B
19	A
20	A
21	B
22	A
23	A
24	B
25	C
26	C
27	B
28	C
29	A
30	B

31	B
32	A
33	C
34	C
35	A
36	B
37	G
38	D
39	F
40	C
41	A
42	B
43	B
44	C
45	C
46	B
47	C
48	A
49	A
50	B
51	NATURALLY
52	AMBITIOUS
53	EXCUSELESS / INEXCUSABLE
54	SIMILARITIES
55	ABILITY
56	TICKET
57	TOURIST
58	DELAY
59	SUITCASE
60	SOUVENIRS

ACTIVITY 1.1

May 1st in Greece

Posted by Michael

My favourite celebration in Greece is May 1st. On May 1st, we take flowers and we put them on the balconies. It is a great view seeing the houses full of flowers. May 1st is in the middle of spring, the schools are closed and all the people are happy with their friends and families. But this day is very important for another reason, too. The workers from all over the country get to the roads, do strikes and complain about work conditions. They demand an ideal work environment. It is great fun celebrating May 1st in Greece.

COMMENTS:

TASK COMPLETION - LANGUAGE PERFORMANCE

The script clearly responds to the task as it is appropriate for a blog and the communicative purpose (i.e., to present the celebration of May 1st and describe what people do on that day) has been fully achieved. Its style is appropriate for a public discourse text and its tone is personal, as expected. In terms of text grammar, it is a well-structured, coherent script. Regarding sentence grammar, there is use of appropriate lexicogrammar which fully conveys the intended meaning.

ACTIVITY 2.1

“CARNIVAL CELEBRATIONS AROUND THE WORLD”

Carnival in Greece is celebrated with happiness all over the country and the people have a great time.

Traditions in different places

In many places the people wear carnival costumes and masks and get to the roads to celebrate the carnival. Also, they throw serpents one each other.

Activities during celebrations

Many activities take place in Greece during celebrations. The most known is the parade that masquerades and vehicles do to choose the best.

Period of time and duration of celebration

The period of time that carnival takes place is between March and April and the length is nearly one month.

COMMENTS:

TASK COMPLETION - LANGUAGE PERFORMANCE

This is a fully satisfactory script as the text produced is a report providing information about how carnival is celebrated in Greece, while the style and tone of the text are semi-formal, neutral and impersonal, as expected. In terms of text grammar, the organization of the text conforms to the generic conventions of the requested genre and all the ideas are coherently and cohesively linked. However, the script ends rather abruptly as there is no conclusion. In terms of sentence grammar, there are few lexicogrammatical errors locally interfering with the intended meaning (e.g., “*they throw serpants one each other*”, “*during celebratios*”, “*parade that masquerades and vehicles do to choose the best*” and “*the length is nearly one month*”).

ACTIVITY 1.2

Hi Hanna!

I am very happy and gay these days because I found a beautiful cat in a park near my house. I decided to keep that sweat animal home with me. I couldn't find the owner (no microchip). I named the cat “kitty”! I have done all the necessary tests and kitty is ok and healthy. I posted my email for helping the guy who lost the cat. If nobody answers my post, that's all right, I'll keep kitty, because I love my new friend, wich is adorable!

Kisses,

Jean

COMMENTS:

TASK COMPLETION - LANGUAGE PERFORMANCE

The script is fully appropriate in terms of text type (i.e., email), register and style (i.e., personal and informal) and fully achieves the communicative purpose set. As this is a mediation activity, the script also manages to successfully relay the relevant information from the source text. In terms of text grammar, the script is fully coherent and the ideas flow smoothly. In terms of sentence grammar, it makes good use of sentence structure and the selected vocabulary is appropriate for the personal tone of a friendly email. A couple of spelling errors are disregarded as they do not impact on the communication of the intended meaning.

ACTIVITY 2.2

Julio Hi!

You must take good care of your cat, dear friend, because this lovable creature is sensitive. At first, you don't have to worry when your cat is sleeping for many hours. You must know that cats like to sleep a lot!

Also, you have to remove the drugs and the cleaning products or any other thing which is dangerous for your animal. Of course, your cat will be happy with a nice basket where she can rest and sleep...In additional, you can make toys for your kitty to keep her busy! Never forget the pot with the sand...

Yours truly!

COMMENTS:

TASK COMPLETION - LANGUAGE PERFORMANCE

The script has successfully responded to task requirements. More specifically, the genre produced is an email message of an informal style and friendly tone, and the communicative purpose of the task has been fully achieved, as advice is given to Julio on how to take care of the cat he found. Moreover, source text information has been successfully mediated and text organization is appropriate for an email message, though the text opens and closes rather abruptly without an opening statement or any closing remark. However, the text is coherent and cohesive with only one linking device incorrectly and inappropriately used (*in additional*). In terms of sentence grammar, the choice of vocabulary and grammar is conducive to the communicative purpose of the text.

01	B
02	A
03	C
04	F
05	B
06	A
07	C
08	A
09	A
10	B
11	C
12	B
13	B
14	A
15	B
16	CUSTOMER – SALESPERSON
17	EMPLOYER – EMPLOYEE
18	FATHER / PARENT – CHILD / SON
19	PATIENT – DOCTOR
20	MOTHER / SISTER – DAUGHTER / SISTER
21	CAR
22	BICYCLE
23	AIRPLANE
24	MOTORBIKE / MOTORCYCLE
25	TRAIN

01	B
02	C
03	B
04	C
05	B
06	A
07	B
08	D
09	C
10	A
11	E
12	A
13	F
14	C
15	D
16	B
17	B
18	A
19	A
20	A
21	B
22	A
23	C
24	A
25	B
26	C
27	B
28	B
29	A
30	C

31	A
32	C
33	C
34	C
35	A
36	F
37	G
38	A
39	E
40	D
41	C
42	C
43	A
44	A
45	C
46	B
47	B
48	B
49	A
50	B
51	VARIETY
52	BOARDING
53	OPTIONAL
54	TENDENCY
55	ILLEGAL
56	ANGRY
57	FRIGHTENED
58	BORED
59	EXCITED
60	WORRIED

ACTIVITY 1.1

My dream city

If I could make my own dream city, I would like it to have old-style houses that people kept them the way they were and they have not built in their place ugly block of flats. My dream city will also have beautiful parks with lots of trees and flowers and places for children to play and feel safe, away from cars and motorbikes. Finally, my dream city will have no traffic and everyone will go to work very quickly. I hope my dream city will be true one day!

COMMENTS:

TASK COMPLETION - LANGUAGE PERFORMANCE

This is a fully satisfactory script, as the communicative purpose has been achieved (i.e., to describe one's ideal city), the genre is appropriate (i.e., text to enter a magazine's writing contest), the tone is personal and direct and the script has been written in an informal style, as expected. In terms of text grammar, the script is well-organised and coherent. In terms of sentence grammar, the lexicogrammatical choices are conducive to the communicative purpose of the text, with a spelling error (e.g., "beautiful") and cases of awkward phrasing (e.g., "old-style houses that people kept them the way they were") which however do not impede intelligibility.

ACTIVITY 2.1

The city of the future

I have recently visited with my class a painting exhibition called "The city of the future". It was really nice because all the paintings in the exhibition were about what will change in future cities.

Most of the paintings showed skyscrapers made from glass. Also, because of all the bad things we did to our environment, houses in the future in all the paintings were underground, but they had trees and flowers on their roofs. Finally, what I really liked is that people in the paintings used flying disks to go to work and not buses or trains!

It was a very good exhibition and I am glad we visited it with my class!

COMMENTS:

TASK COMPLETION - LANGUAGE PERFORMANCE

This is a fully satisfactory response to the task. The communicative purpose has been achieved (i.e., to present the changes made to future cities as they are depicted on exhibition paintings) and the script is appropriate in terms of genre (i.e., article for a school paper), register (i.e., semi-

formal) and tone (i.e., direct). In terms of text organization, the script is cohesive and coherent. In terms of sentence grammar, the syntax is appropriate and the lexicogrammatical choices are conducive to the communicative purpose of the text. However, there are cases of awkward phrasing (e.g., “*I have recently visited with my class*” and “*houses in the future in all the paintings*”) and minor errors (e.g., “*made from glass*”) which do not impede the intelligibility of the intended meaning.

ACTIVITY 1.2

Dear Alejandra,

you are coming to Greece this summer, aren't you? Well, I have visited a beautiful island and I believe you should go there, too.

It's an island in the centre of lake Pamvotida in Ioannina. Not many people live there and that's why there are different kinds of birds. I saw them and I'm sure you'll like them very much! Also, you must visit the Museum of Ali Pashas which is great! The place is famous for the frog legs, too. I think you should try them because they are delicious!

Bye for now. I hope you have a wonderful time in Greece.

Love,

Alex

COMMENTS:

TASK COMPLETION - LANGUAGE PERFORMANCE

The script has successfully responded to task requirements. The genre produced is appropriate (i.e., email message to a friend) and the communicative purpose (i.e., to recommend the island) has been fully achieved. Also, the style of the text is informal and the tone is personal and friendly, as expected, while the ideas have been effectively relayed from the Greek text. In terms of text grammar, the script is well-organized and ideas are coherently linked. In terms of sentence grammar, the vocabulary and grammar structures selected are conducive to the communicative purpose of the text and relevant to the topic, although there are spelling errors (e.g., “*visited*” and “*wonderful*”) and minor grammatical errors (e.g., “*different kinds*”) which however do not impede intelligibility.

ACTIVITY 2.2

Dear Edward,

I'm glad you are visiting Florina and specificial Arcturos Environment Centre! It's a place with great facilities and lots of things to do!

You can see 13 bears in the Shelter for the Bears. They were taken from their mothers and captured very young and they don't know how to survive by themselves.

Another place you can visit is the Information Centre about the brown bear. There you can learn about the brown bear, where it lives in Greece and how to protect them.

Both facilities are open in the summer from 10:00 to 17:00 and have trained staf to guide you and inform you about anything you want to know.

I hope I've helped! Let me know how everything went.

Yours,

Alex

COMMENTS:

TASK COMPLETION - LANGUAGE PERFORMANCE

This is a fully satisfactory script, as the communicative purpose has been achieved (i.e., to present the Arcturos environmental center to a friend) and the script is appropriate in terms of genre (i.e., email). Also, relevant information has been successfully relayed from the source text and the script is written in an informal register and direct tone, as expected. In terms of text grammar, ideas are coherently linked and the transitions between paragraphs are smooth. There is also an opening and a closing remark appropriate for the genre requested. In terms of sentence grammar, the lexicogrammatical choices are conducive to the topic. There are scarce errors (e.g., "*specificial*" and "*to protect them*") and spelling mistakes (e.g., "*visitting*" and "*staf*") which however do not interfere with intelligibility.

01	E
02	C
03	B
04	A
05	B
06	C
07	A
08	C
09	A
10	C
11	A
12	C
13	C
14	B
15	C
16	(IN) THE BANK
17	(IN) THE / A SHOP / STORE / SUPERMARKET
18	(AT) THE POST OFFICE
19	(AT) THE THEATRE / CINEMA
20	(ON) THE TRAIN
21	WEIGHT
22	SMOKING
23	DANCING
24	LESS
25	YOGA

01	C
02	B
03	B
04	B
05	C
06	A
07	D
08	A
09	E
10	C
11	F
12	D
13	F
14	A
15	E
16	B
17	A
18	C
19	A
20	B
21	C
22	C
23	A
24	B
25	B
26	B
27	A
28	B
29	A
30	A

31	B
32	C
33	C
34	C
35	C
36	A
37	D
38	E
39	G
40	F
41	B
42	A
43	A
44	C
45	A
46	B
47	E
48	B
49	A
50	C
51	PERSONALITY
52	INTELLIGENCE
53	DIFFERENCE
54	STRENGTH
55	HONESTY
56	DRIER
57	IRON
58	DISH
59	WASHING
60	CLEANER

ACTIVITY 1.1

My worst day at school was last Monday. First, I had forgotten that we were having a test on History, so I failed the test! Then, it was PE time and as I was playing basketball, I felt down and hurt myself. Because of my anger, I threw the ball away without looking and I broke one of the school windows. So, the headmaster came out and started shouting to me. Now, I have to pay for the broken window! So, no i-Pod for me this year I guess! If that's not a bad day, then what is it?

Chris Alexiou

COMMENTS:

TASK COMPLETION - LANGUAGE PERFORMANCE

The script is fully satisfactory in terms of topic, communicative purpose (i.e., to describe one's worst day at school) and genre (i.e., text to be published in a magazine) and it is written in a personal, direct and informal tone, as expected. In terms of text grammar, the script is well-organised and coherent. In terms of sentence grammar, the syntax is correct and the script reveals good mastery of language and clause structures. The choice of vocabulary and grammar is conducive to the communicative purpose of the text, with minor errors, like spelling mistakes (e.g., "*forgoten*") and mistakes that have to do with prepositions (e.g., "*shout to*"). None of these mistakes, however, impedes the communication of the intended meaning, with the exception of the last one which could potentially create a problem of intelligibility, namely the mixing of the verbs "feel" and "fall" (e.g., "*I felt down*").

ACTIVITY 2.1

Dear Sir,

I heard about the company's suggestion to work from home and I would like to express my opinion. Personally, I don't think working from home is a good idea for several reasons.

Firstly, employees will not be able to concentrating if they work from home because they may have calls or visits from their friends. Moreover, there will be noise from the outside, whereas in the office there is always peace and quiet. Last but not least, employers who work in an office have the opportunity to cooperate with each other, while at home they will feel isolated.

Please consider all these before making your final decision.

Yours faithfully,

Alex Nicolaou

COMMENTS:

TASK COMPLETION - LANGUAGE PERFORMANCE

This script is appropriate in terms of genre (i.e., semi-formal letter), register (i.e. neutral tone) and communicative purpose (i.e., to explain why working from home is not a good idea). In terms of text grammar, all hints provided have been incorporated in a well-organised, coherent script and text organization conforms to the conventions of the genre requested. In terms of sentence grammar, the lexicogrammatical choices are conducive to the topic and the communicative purpose set in the task, although there are a few lexicogrammatical errors (e.g., “*employees will not be able to concentrating*” and “*employers who work*”) which may interfere with intended meaning but only locally.

ACTIVITY 1.2

Dear James,

I am very happy you coming to Greece this summer! I know you like art, so I think you should visit the Museum of Greek Children’s Art with your family.

I went there last Sunday and I really liked it! Because every Sunday the museum organizes events for children and their parents. I and my parents saw paintings with forests and we also drew our own “team” forest! An artist was there to help us all the time and we got presents, too! A poster of a painting and a game.

If you go with your mum the ticket is 7 Euros, but if you go with your parents and your sister the ticket is 12 Euros.

You will love it!

Bye,

Maria

COMMENTS:

TASK COMPLETION - LANGUAGE PERFORMANCE

This is a satisfactory script in terms of communicative purpose (i.e., to say why one should visit the Museum of Greek Children’s Art), genre (i.e., e-mail), register (i.e., informal) and tone (i.e., personal and direct), while pertinent information has been successfully relayed from the Greek text. In terms of text grammar, the script is generally coherent and cohesive. Also, the lexicogrammatical choices are appropriate, although there is an error in syntax (e.g., “*Because every Sunday the museum organizes events for children and their parents.*”) which affects intelligibility. Finally, the script has exceeded the required word limit and therefore the overall mark given may be reduced by one point, although all the ideas are relevant to the assigned topic.

ACTIVITY 2.2

Dear Jean,

I am so glad you are here! In your email you said something about visiting the Acropolis Museum. That's an excellent idea!

The new museum is great and there are so many things we can see and do there! We can participate at three different games to learn about Goddess Athena and her symbols. We will follow instructions that will help us and our parents to find the twelve exhibits of the games. Also, we can watch a video showing how the marbles of the Museum are being cleaned with laser. Finally, the Museum has a very nice restaurant with an amazing view to the Acropolis. There we can enjoy delicious Greek dishes in reasonable prices.

Hope you find all this interested. Let me know so we can arrange it.

Kisses,

Chris

COMMENTS:

TASK COMPLETION - LANGUAGE PERFORMANCE

The script responds to the communicative purpose required (i.e., to recommend a visit to the Acropolis Museum and explain what one can do and see there) and the genre produced is appropriate (i.e., email message to a friend). The style and register of the text are informal and friendly, as expected, and the source text information is pertinent and has been effectively relayed. In terms of text grammar, text organization is appropriate for an email message and the ideas are coherently and cohesively linked. In terms of sentence grammar, the choice of vocabulary and grammar is conducive to the communicative purpose set for the task, although there are a few minor lexicogrammatical errors (e.g., “*participate at*” and “*find all this interested*”) which however do not interfere with intelligibility. Finally, the script has exceeded the required word limit and therefore the overall mark given may be reduced by one point, although all the ideas are relevant to the assigned topic.

01	D
02	C
03	E
04	F
05	B
06	C
07	B
08	A
09	A
10	B
11	B
12	C
13	C
14	B
15	B
16	TELEPHONE BOOK / TELEPHONE DIRECTORY
17	RECIPE BOOK / COOK BOOK
18	DICTIONARY
19	GUIDE BOOK / TRAVEL GUIDE / TOURIST GUIDE
20	STORY BOOK / CHILDREN'S BOOK
21	PAINTING
22	CAR
23	COUCH / SOFA
24	MAP
25	BOOK / NOVEL

01	A
02	B
03	A
04	C
05	A
06	C
07	C
08	A
09	D
10	E
11	B
12	C
13	A
14	F
15	D
16	E
17	A
18	B
19	C
20	B
21	A
22	C
23	C
24	A
25	B
26	A
27	A
28	C
29	B
30	A

31	C
32	C
33	C
34	A
35	B
36	C
37	G
38	H
39	A
40	D
41	B
42	B
43	A
44	C
45	A
46	B
47	B
48	A
49	D
50	E
51	RAINY
52	LIVING
53	CLOTHES
54	HUNTERS
55	FISHING
56	TOOTH
57	AIR
58	HEAD
59	HOUSE
60	UNDER

ACTIVITY 1.1

St. Andrews is my school and I'm very proud of it. It happens to be the school of my parents as well. It's placed in a hill with a very nice view down to the city. It's just ten minutes walk from the centre of our town and most of the kids use their bikes to come in our school, somebody can see the building with classrooms restaurant and teachers offices and in an open area is our gym in which we can play basket and voley. Our basketball team was the last year champion after very hard games between city schools.

COMMENTS:

TASK COMPLETION - LANGUAGE PERFORMANCE

The script clearly responds to the task, as it is an article presenting the writer's school. The text produced is similar to the one given as input in terms of register and style (as expected), it is written in a direct, personal and neutral tone and it fully achieves the communicative purpose set for the task. The text grammar and organization are appropriate and ideas are generally cohesively and coherently linked. There are few lexicogrammatical errors (e.g., "use *their bikes to come in our school*" and "see *the building with classrooms restaurant and teachers offices*") which in no way interfere with the intended meaning.

ACTIVITY 2.1

"St Andrews School"

St Andrews School was built at 1999. It is a modern school. We asked 15 students to tell us, what they would change in their School, and here are their views. The most of them wished a new gym, because the old one is a little bit small. The students from higher classes want not to share the playground with younger students, because they want to spend their free-time with people in the same age. The majority of the pupils, would like to have their school equipped with a computer lab and video projector, which will make the subjects more interesting. Finally, the student shared with us, that they would prefer to have friendlier teachers, who would understand their problems. If all these would happen, than St Andrews would be the perfect school.

COMMENTS:

TASK COMPLETION - LANGUAGE PERFORMANCE

This script clearly responds to the task as the text produced is an article reporting students' views about St Andrews school. Its style is appropriate for an article in a local magazine and its tone is direct and informal, as expected, while the communicative purpose has been fully achieved

(i.e., to report students' views). In terms of text grammar, it is a well-structured, coherent text with good (though limited) use of linking words (e.g., *Finally*, *and*, *because*). In terms of sentence grammar, there is use of appropriate lexicogrammar which fully conveys the intended meaning. However, there are few accuracy errors (e.g., "at 1999", "the most of them wished" and "If all these would happen than St Andrews") which do not interfere with intelligibility.

ACTIVITY 1.2

Dear Kate,

I'm writing to tell you about my success of the exams. I did very well. What is more I would like to inform you what I did before them.

Before the exams it is very important to sleep good, to take a shower. Furthermore it will help you if you drink a cup of tea or to talk with your friend in the telephone. In addition to this it is a good idea to eat good at the morning and to listen something relaxing. You should be there 10-15 minutes before and you shouldn't study at the last time.

The best thing for you is to relax and everything will be ok. I hope will help you.

Love,

Martha

COMMENTS:

TASK COMPLETION - LANGUAGE PERFORMANCE

The script responds to the mediation task in terms of text type (i.e., e-mail to a friend), register and style (i.e., personal and informal), while it manages to make good use of the information provided in the source text. The communicative purpose is partly achieved as the main body of the text includes suggestions on what to do (but does not refer to what the writer actually did) prior to exams. In terms of text grammar, it is a well-organized script with a proper opening and an informal closing containing a wish for good luck. The text is generally coherent and more or less cohesive, with the exception of the use of "What is more" which is inappropriate for the genre. In terms of sentence grammar, the script makes good use of sentence structure and the selected vocabulary is appropriate. A few grammar and spelling errors are disregarded as they do not impact on the communication of the intended meaning.

ACTIVITY 2.2

I would like to share with you some advices for what to do during the exams.

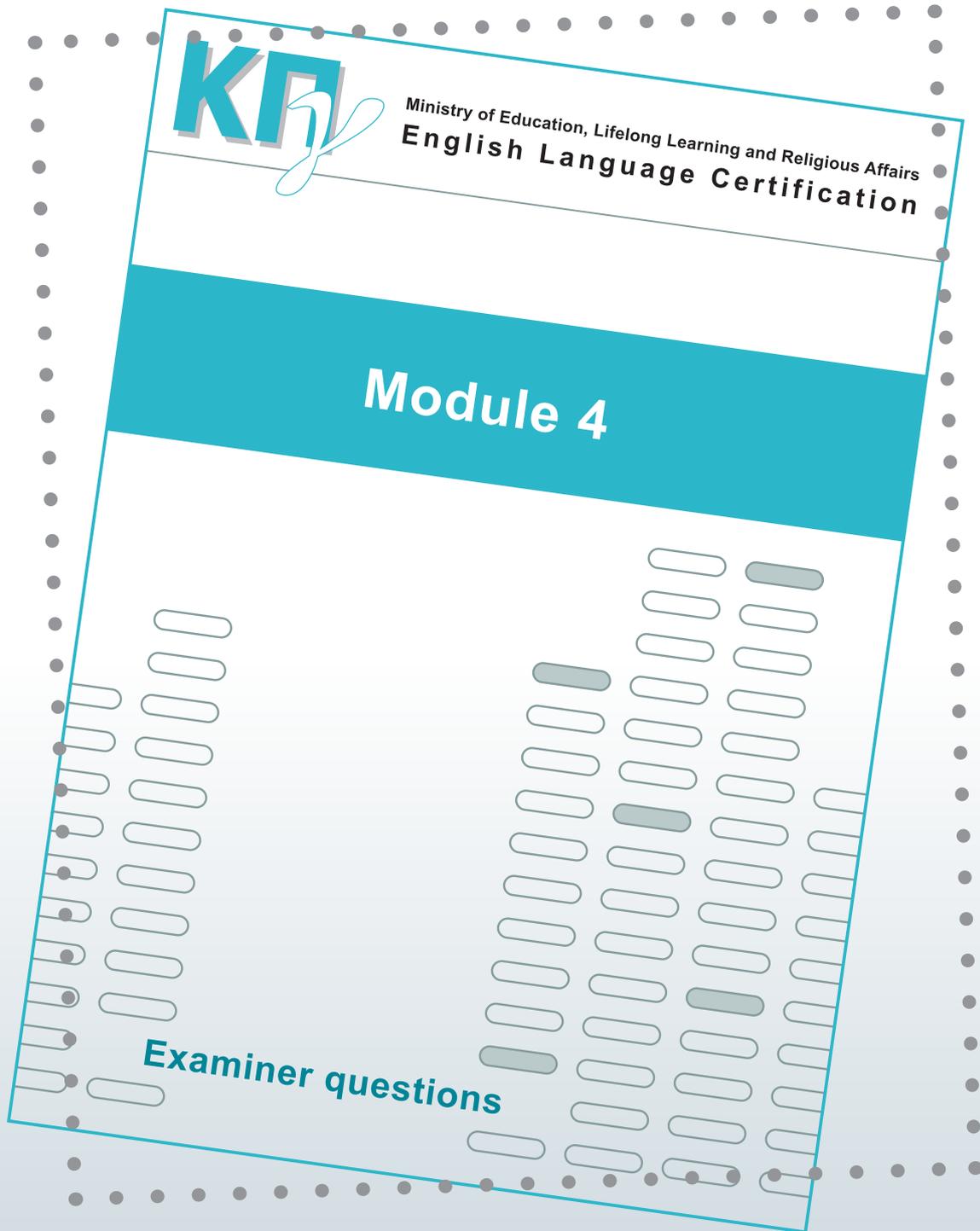
Firstly, you should read the directions carefully. Secondly, try to understand the unknown words from the rest of the text. It is helpful to note your ideas in case you will forget them. Before you begin, read all the questions in every part of the examination. Another good advice is to make the easy work first! It would be good to organize your time, have your watch near to you, but do not look at it all the time. Finally, you should not forget to leave time, to read your answers again and correct them, if it's necessary. I wish you all, good luck!

COMMENTS:

TASK COMPLETION - LANGUAGE PERFORMANCE

The script is appropriate as it fully addresses the topic, responds to the communicative purpose and is of the requested genre (i.e., a message to be posted on a blog). Its style is informal and its tone is personal and direct, as expected. In terms of text grammar, the script is well-organised and coherent. In terms of sentence grammar, the syntax is correct and the script reveals good mastery of verb and clause structures. The choice of vocabulary and grammar is conducive to the communicative purpose of the text, with minor errors (e.g., “*share with you some advices*” and “*in case you will forget them*”) which do not have an impact on the communication of the intended meaning.

01	C
02	B
03	F
04	A
05	B
06	A
07	C
08	B
09	A
10	A
11	C
12	B
13	B
14	A
15	C
16	SHOES
17	TIE
18	SLIPPERS
19	HAT
20	GLOVES
21	AWARDS / PRIZES
22	FIRST
23	PIANO LESSON
24	SLAVES
25	IMPORTANT / TALENTED AS



Activity 1: Interview

SET 1

B1: Tell us about your favourite relative.

B2: Which famous person would you like to meet and why?

SET 2

B1: Why are you learning English?

B2: If you had to learn a very difficult language, which one would it be and why?

SET 3

B1: What is your favourite food and how often do you eat it?

B2: Do you prefer homemade or takeaway food? Why or why not?

SET 4

B1: What do you do when you have some free time?

B2: How do you spend your time when you are on holiday?

SET 5

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

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

SET 6

B1: What three things do you always take with you when you go on holiday and why?

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

Activity 2: One sided talk

JUDGING BY THEIR EXPRESSIONS

B1 questions

TASK 1: Imagine the woman in photo 2 is your sister. Tell us what she was doing and how she was feeling when the photo was taken.

TASK 2: Imagine that you know the boy in photo 4. Tell us who he is and what he was doing when the photo was taken.

B2 questions

TASK 3: Look at photos 1 and 5. Tell us what each of these athletes is feeling and why.

TASK 4: Imagine the man in photo 6 is the father of the girl in photo 2. Tell us what they are feeling and what has happened between them.

HOUSES ON THE MARKET

B1 questions

TASK 5: Imagine that your family wants to rent an apartment. Look at photos 7 and 8 and tell us in which building you would prefer to rent an apartment and why.

TASK 6: Imagine your family wants to rent a holiday house for the summer. Look at photos 9, 10 and 12 and tell us which house you would prefer to rent and why.

B2 questions

TASK 7: Imagine that you are a real estate agent and I am a client. You want to sell the house in photo 11. Tell me about this house and why I should buy it.

TASK 8: A family of four and a newly-wed couple are looking for a house to rent for the summer. Look at photos 9, 10 and 12 and decide which house you would suggest for each of them and why.

Activity 3: Oral Mediation

TIPS FOR A SUCCESSFUL INTERVIEW

TASK 1

B1: Imagine that I'm your friend Nancy, who is going for an interview at an international company in Greece. I'm very anxious about it. Read the magazine article in Greek, tell me not to worry and give me a few tips on how to dress.

B2: Imagine that your friend Jim is having an interview tomorrow. Read the magazine article in Greek and tell him how to sit to appear comfortable and where to look during the interview.

TASK 2

B1: Imagine that I have an interview next week. I'm very anxious about it. Read the magazine article in Greek (next page), tell me not to worry and give me some advice on how to behave during the interview.

B2: Imagine that I have an interview at a big company next week. I'm very anxious about it. Read the magazine article in Greek and tell me how to respond if I am offered something to drink and if I am asked tricky questions.

HOW TO BRIGHTEN UP YOUR DAY

TASK 3

B1: Imagine that I'm your friend Chloe and I am feeling down. Read the magazine article in Greek and give me some tips on what and how to eat to feel better.

B2: Your friend Jim is feeling down. Read the magazine article in Greek, tell him not to worry and give him some advice on how to feel well while being at work.

TASK 4

B1: Imagine that I'm your friend Nancy and I am feeling down. Read the magazine article in Greek and tell me how exercise can help me feel better.

B2: Imagine that I'm your friend Maria and I'm feeling down. Read the magazine article in Greek, tell me not to worry and inform me about what can help me feel better.

Activity 1: Interview

SET 1

B1: Do you have a close friend? Tell us a few things about him or her.

B2: What do you usually do when friends visit you?

SET 2

B1: What would you like to do when you finish school or your studies?

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

SET 3

B1: What do you usually watch on TV and why?

B2: Do you prefer watching a movie at home or going to the cinema? Why or why not?

SET 4

B1: Which sports do you like to watch? Why?

B2: Which sport/hobby would you never consider taking up and why?

SET 5

B1: Do you like taking pictures when you go on holiday? What kinds of things do you take pictures of?

B2: Imagine you have invited an English friend to stay for the summer. Where would you take him / her and why?

Activity 2: One sided talk

PEOPLE CARRYING SOMETHING

B1 questions

TASK 1: Imagine you know the man in photo 4. Tell us what he does for a living, where he is going and why.

TASK 2: Look at the woman in photo 2 and tell us what you think she is doing and what she will do next.

TASK 3: Imagine you are one of the people in photo 5. Tell us what you were doing when the photo was taken and what you did next.

B2 questions

TASK 4: Imagine you are the person in photo 1. Describe what you are doing in the picture and why.

TASK 5: Look at photos 5 and 6. Imagine that the man in photo 6 is one of the people in photo 5. Tell us a few things about this man.

TASK 6: (For older candidates) Look at photo 3 and tell us what you think this man does for a living, where he is going and why.

PEOPLE TALKING

B1 questions

TASK 7: Imagine you are sitting next to the woman in photo 7. Tell us who she is, who she is talking to and what she is talking about.

TASK 8: Look at photo 11 (or 12) and tell us where you think these people are and what they are talking about.

TASK 9: Look at photo 10 and tell us where the people in the photo are and what they are doing.

B2 questions

TASK 10: Look at photos 9 and 12 and tell us what the relationship of the people in each photo is and how they are feeling.

TASK 11: Imagine you are the man (or the woman) in photo 9. Tell us what has happened, how you are feeling and what is going to happen next.

TASK 12: Imagine photo 8 is from your photo album. Tell us who the girl in the photo is, what she was doing and how she was feeling when the photo was taken.

Activity 3: Oral Mediation

SUMMER HOLIDAYS IN PAROS

TASK 1

B1: Imagine your Italian friend Monika is going to spend her summer holidays in Paros. Read text 1 and tell her what she can do in Paros.

B2: Imagine your Belgian friend Lisa wants to visit a Greek island this summer. Read text 1 (or text 2) and tell us why Paros is worth visiting.

TASK 2

B1: Imagine I am going to spend my summer holidays in Paros and I am thinking of renting a car there. Read text 2 and tell me how I can get around in Paros.

B2: Imagine your German friend Hans who is a member of Greenpeace wants to visit a Greek island this summer. Read text 2 and tell him why he should visit Paros.

A GOOD NIGHT'S SLEEP

TASK 3

B1: Imagine your French friend Pauline sleeps very little and doesn't feel well. Read the text and tell her why she should sleep more.

B2: Imagine you are writing an article for your local newspaper's section entitled "Did you know?" about the benefits of sleep. Read the text and tell us what points you will include in your article.

TASK 4

B1: Imagine your friend John who studies architecture is working on a difficult project these days. Read the text and tell him how more sleep will help him with his work.

B2: Imagine that you are giving a talk to members of a health club about why sleep is good for you. Read the text and tell us what you will say.

Activity 1: Interview

SET 1

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

B2: If you could introduce changes to the village, town or city you live in, what would these be?

SET 2

B1: What profession would you like to follow when you finish school/your studies?

B2: What do you think the professions of the future will be?

SET 3

B1: Do you often read books before you go to bed? Why or why not?

B2: What is your favourite children's story? Why?

SET 4

B1: Do you like travelling? Why or why not?

B2: Can you tell us about a place you've really enjoyed visiting? What did you like most about it?

SET 5

B1: What do you usually do during the Easter holidays?

B2: Do you think you can have enjoyable holidays even with little money? Why?/ Why not?

Activity 2: One sided talk

UNUSUAL SCENES

B1 questions

TASK 1: Look at photo 4 (or 5) and tell us what you think is happening in this photo.

TASK 2: Look at photo 3 and tell us what you think has just happened and what is going to happen next.

TASK 3: Imagine you are one of the people in photo 1. Tell us where you are and how you are feeling at this particular moment.

B2 questions

TASK 4: Imagine you are the person in photo 5. Tell us where you are, how you are feeling and what you are going to do next.

TASK 5: Look at photo 6. What kind of person do you think owns a car like this? Would you ever buy such a car? Why or why not?

TASK 6: Imagine you are the driver of the car in photo 2. Tell us what has happened, how you are feeling and what you are going to do next.

PEOPLE SHOPPING

B1 questions

TASK 7: Imagine you know the boy in photo 9. Tell us where he is, what he is doing, and what he is going to do next.

TASK 8: Imagine you took photo 11. Tell us where the woman in the photo is and what you think she is going to buy.

TASK 9: Look at the young shoppers in photos 7 & 8 (or 7 & 12). Tell us what products you think they are going to buy from each shop and for whom.

B2 questions

TASK 10: Look at photo 8 (or 10, or 7). Tell us who you think these people are, what their relationship is and why their photo was taken.

TASK 11: Imagine the people in photo 12 (or 7) are buying a present for someone. Tell us who you think they are buying a present for, what you think they will buy and why.

TASK 12: Imagine you took photo 8. Tell us who these people are, what they are doing and what they will do when they go home.

Activity 3: Oral Mediation

NOISE POLLUTION

TASK 1

B1: Imagine I live in a very noisy city. Read your text and tell me why too much noise is bad for my health.

B2: Imagine you are going to give a talk in English at the city council about noise pollution. Read your text and tell us what points you will include in your talk.

TASK 2

- B1: Imagine your German friend Helga and her family live in a very noisy city. Read your text and tell her why noise pollution is bad for children, plants and animals.
- B2: (For younger candidates) Imagine that you are working on a school project about the causes of noise pollution and what we can do to avoid it. Using information from your text, tell us what points you will include in your project.

CONCERT HALL - SMART DEALS FOR YOUNG PEOPLE

TASK 3

- B1: Imagine I am visiting Athens with my four children. Read your text and tell me what I can do with my children on Sunday morning.
- B2: Imagine you are responsible for the programme of the new Concert Hall in Patras. Read your text and inform the board members of the Patras Concert Hall about the smart deals for young people of the Concert Hall in Athens.

TASK 4

- B1: Imagine your friend Lilit is a Romanian university student. Read your text and tell her about the Concert Hall's smart deals for young people.
- B2: Imagine you are a teacher at the Music school of Ilion in Athens. Using information from your text, tell me what you would tell your students' parents about the smart deals for young people of the Concert Hall in Athens.

Activity 1: Interview

SET 1

B1: Tell me some things about the members of your family.

B2: Do you have a favourite relative? Discuss why this person is special to you.

SET 2

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

B2: Do you like being with your family on special occasions (e.g. Christmas, birthdays, etc.)? Why or why not?

SET 3

B1: If you could work in the summer, what kind of job would you like to do and why?

B2: If you had to study or work in another country, which country would you choose and why?

SET 4

B1: When did you start learning English and why?

B2: Is it important to know several foreign languages? Why or why not?

SET 5

B1: Tell us about a hobby you would like to take up if you had the opportunity.

B2: Do you like playing computer games or board games and why?

SET 6

B1: What do you like to buy when you go shopping and why?

B2: Do you like shopping for other people? Why?/ Why not?

Activity 2: One sided talk

IN THE PARK

B1 questions

TASK 1: Imagine you know the women in photo 2 (or 4). Tell us who they are, what they are doing and how they are feeling.

TASK 2: Imagine you are one of the people in photo 4 (or 5). Tell us where you are, who you are with and what you are doing there.

TASK 3: Imagine you and your family are going to spend next Sunday at the park. Look at photos 1, 3 & 4 and tell us what you will do there.

TASK 4: Imagine you know the people in photo 4 (or 6). Tell us who they are, what they are doing and what they will do the rest of the day.

B2 questions

TASK 5: Imagine you spent last Saturday at the park. Look at all the photos on this page and tell us what you did all day.

TASK 6: Imagine I want to spend Sunday morning outdoors with my family. Look at all the photos on this page and tell me what we could do at the park.

TASK 7: Look at all the photos on this page. Which of these activities, in your opinion, is the most entertaining one and why?

WAITING FOR SOMETHING

B1 questions

TASK 8: Imagine you are one of the people in photo 7 (or 9 or 10 or 11). Tell us who you are with and what you are doing there.

TASK 9: Look at photo 7 (or 10) and tell us what is happening in this photo.

TASK 10: Imagine you are one of the people in photos 9, 10 & 11. Tell us what you did on this day.

B2 questions

TASK 11: Look at the people in the queue in photo 10 and tell us where they are, how they are feeling and what they will do the rest of the day.

TASK 12: Imagine you took photos 7, 8 & 12 when you were on holiday in London. Tell us what you did on this day.

TASK 13: 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 happened on this day to help me guess which one it is.

Activity 3: Oral Mediation

HEADACHES

TASK 1

B1: Imagine your friend John, who takes a lot of pain killers, often has headaches. Read Text 2 and tell him why this happens.

B2: Imagine I take pain killers for my headache at least twice a week, but my headache does not go away. Read Text 2 and tell me what I should do.

TASK 2

B1: Imagine that I chew gum all day long and I complain about frequent headaches. Using information from Text 1, tell me why I have headaches and what I should do about this.

B2: You are giving a talk at a health club about headaches. Using information from Text 1, tell us what points you will include in your talk.

TASK 3

B1: Imagine I keep on getting headaches on Saturdays and Mondays. Read Text 1 and tell me why this happens.

B2: Imagine your German friend Helga keeps getting headaches on Saturdays and Mondays. Read Text 1 and tell her what she could do about this.

TASK 4

B1: Imagine your friend John who takes a lot of pain killers often has headaches. Read Text 2 and tell him why this happens.

B2: Your mother, who is always very stressed, complains of having headaches. Using information from Text 2, tell her how stress can affect her health and give her some advice on what she can do about it.

PETS

TASK 5

B1: Imagine I have just bought a puppy. Using information from your text, tell me a few things about how to treat it.

B2: Imagine I am thinking of getting a pet. Using information from your text, tell me what I should take into account before I decide to get a pet.

TASK 6

B1: Imagine I have just bought a puppy. Using information from your text, tell me a few things about how to treat it.

B2: Imagine your friend Gina is thinking of giving a pet to her daughter. Using information from your text, give her some advice before she makes her final decision.

TASK 7

B1: Imagine you are a teacher at an elementary school. Using information from your text, inform your 5th grade students about how they should treat their pets.

B2: Imagine I am thinking of getting a pet. Using information from your text, tell me what I should take into account before I decide to get a pet.

TASK 8

B1: Imagine I have just bought a dog. Using information from your text, tell me a few things about how to treat it.

B2: Imagine you are writing an article for your local newspaper entitled "Pets for life". Using information from your text, tell us what points you will include in your article.

Activity 1: Interview

SET 1

B1: What gift would you like to receive on your next birthday and why?

B2: Which was the most unusual present you've ever received and who gave it to you?

SET 2

B1: What is your favourite animal and why?

B2: Do you or any of your friends own animals? (If yes), what kind of animals do you or they have and what is your or their relationship with them?

SET 3

B1: Do you have a computer at home? If yes, what do you use it for? If no, would you like to have one? Why or why not?

B2: Have you ever used the internet for a project at school / university / work? If yes, what information did you look for? If not, where do you search for information?

SET 4

B1: What is / was your favourite subject at school / university and why?

B2: Imagine you are attending a summer course in England. What would you like to know before you go?

SET 5

B1: What do you like doing after school and why?

B2: Do you prefer going to the movies or watching films at home? Why?

SET 6

B1: What do you usually do during weekends?

B2: If you could take up a form of art like playing a musical instrument, dancing or painting, what would it be and why?

Activity 2: One sided talk

VIDEO GAMES

B1 questions

TASK 1: Imagine you know the people in photos 1 & 3 (or 2 & 5). Tell us who they are and what they are doing.

TASK 2: Look at photos 3 & 4 and tell us what you think is happening in each of these photos.

TASK 3: Imagine you are one of the people in photo 6. Tell us where you are and what you are doing there.

B2 questions

TASK 4: Imagine you are one of the people in photo 6. Tell us who the other people are and what you did the rest of that day.

TASK 5: Imagine you know the man in photos 4 & 5. Tell us who he is, what he is doing in each of these photos and what he likes doing in his free time.

TASK 6: Imagine the people in photo 2 are your grandparents / parents. Tell us what they are doing and what other activities they like doing.

NOW AND THEN

B1 questions

TASK 7: Imagine photos 7 & 8 (or 9 & 10, or 11 & 12) are from your family's photo album. Tell us who these people are, what their relationship is and where they were when the photo was taken.

TASK 8: Imagine photos 11 & 12 are from your sister's photo album. Tell us which one is your sister in each photo, who she was with when the photos were taken and what she was doing.

TASK 9: Imagine you took photos 9 & 10. Tell us who these people are and why you took these photos.

B2 questions

TASK 10: Imagine photo 8 is from your mother's / sister's holidays twenty years ago and photo 7 is from her holidays last year. Tell us where she was when each photo was taken and how she was feeling.

TASK 11: Imagine photos 9 & 10 are from your father's / brother's photo album. Tell us why each photo was taken and how he was feeling when the photos were taken.

TASK 12: Imagine photos 9 & 10 are from your father's / brother's photo album. Tell us why each photo was taken and what he did afterwards.

TASK 13: Imagine photos 11 & 12 are from your sister's photo album. Tell us a few things about what your sister and her friends have been doing for the last ten years.

Activity 3: Oral Mediation

HOW TO RECYCLE... THE RIGHT WAY

TASK 1

B1: Imagine I do not know what to recycle. Read your text and tell me what kinds of things I should not throw in the recycle bins.

B2: Imagine your Bulgarian friend Sofia wants to start recycling. Read your text and tell her how she should recycle.

TASK 2

B1: Imagine I do not know what to recycle. Read your text and tell me what kinds of things I should not throw in the recycling bins.

B2: Imagine you are giving a talk at a health center about good recycling habits. Read your text and tell us what information you will include in your talk.

KEEP WALKING

TASK 3

B1: Imagine I want to lose some weight. Read your text and tell me how much I should walk every day and what shoes I should wear when I walk.

B2: Imagine your French friend Pauline who does not like walking complains that her body aches and that she is gaining weight. Read the text and tell her why she should start walking more.

TASK 4

B1: Imagine I want to lose some weight. Read your text and tell me how much I should walk every day and what shoes I should wear when I walk.

B2: Imagine that you are giving a talk to members of a health club about the benefits of walking. Read your text and tell us what you will say.

TASK 5

B1: Imagine your friend Lila hates walking, but her doctor told her that she should walk every day. Read your text and tell her what she can do to include walking in her everyday life.

B2: Imagine you are writing an article for your local newspaper's section entitled "The benefits of walking". Read your text and tell us what points you will include in your article.

Activity 1: Interview

SET 1

B1: Which season do you like best and why?

B2: Imagine that you lived somewhere where there was no winter. Why would you like or dislike living there?

SET 2

B1: What do you do in the evenings on weekdays?

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 3

B1: What type of work do you enjoy doing?

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

SET 4

B1: What do you read? Do you read this material in printed form or online?

B2: Tell us about a piece of news that you recently read (or heard) about that impressed you.

SET 5

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

B2: If you could visit one place in the world for a month –everything paid– which would it be? Why?

Activity 2: One sided talk

WHAT A JOURNEY

B1 questions

TASK 1: Look at photos 1 & 2 (or 3 & 4, or 5 & 6) and tell us where these people are and what they are doing there.

TASK 2: Look at photo 4. Tell us where you are going and why.

TASK 3: Look at photos 1 & 4 (or 5 & 6) and tell us where these people are and what they are waiting for.

B2 questions

- TASK 4: Imagine that the photos on this page are from the first day of your holidays. Tell us what happened that day.
- TASK 5: Imagine you are one of the people in photos 2 & 5. Tell us how you were feeling when each of the photos was taken.
- TASK 6: Look at all the photos on this page. Choose two photos that you think could accompany an article on “Travelling by plane”. Tell us why you think the photos you have chosen are suitable.
- TASK 7: 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 was happening / you were doing when the photo was taken to help me guess which one it is.

VISITING MUSEUMS

B1 questions

- TASK 8: Imagine you know the people in photo 11. Tell us who they are, where they are and what they will do after they leave that place.
- TASK 9: Imagine you are one of the people in photo 7 (or 9). Tell us where you are, who you are with and what you saw in that place.
- TASK 10: Imagine you and your family visited the museums in photos 9 and 11 last Sunday. Tell us what you did that day.
- TASK 11: Look at photo 7 and tell us what is happening in this photo.

B2 questions

- TASK 12: Imagine you took photo 10. Tell us who the women standing between the statues are and why you took that photo.
- TASK 13: Look at all the photos on this page. Which of these museums would you like to visit and why?
- TASK 14: Imagine you were sitting behind the two women in photo 12 when the photo was taken. Tell us who you think the women are and what they were talking about.
- TASK 15: 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.
- TASK 16: Look at all the photos on this page. Which of these museums would you never consider visiting and why?

Activity 3: Oral Mediation

WEEKEND ACTIVITIES FOR CHILDREN

TASK 1

B1: Imagine your German friend Hans is spending the weekend with you. Read Texts 1 and 2 and tell us where you will take him this weekend and what he will see there.

B2: Imagine I have a 6 year old nephew Paul who'll be with my family this weekend. Read Text 2 and tell me why it is worth taking him to the exhibition "Ocean giants".

TASK 2

B1: Imagine I want to find out more about the show at the Evgenides Institute and the Clothes' Museum. Read Texts 2 and 3 and tell me what I can do to get more information.

B2: Imagine you took your 10 year old sister / daughter to the Evgenides Institute and the Clothes Museum last weekend. Read Texts 2 and 3 and tell us what you did there.

TASK 3

B1: Imagine I want to take my children to the Cultural Centre "Ellinikos Kosmos" next weekend. Read text 4 and tell me when I can take them there and how I can book a place.

B2: Imagine Maria, who is an elementary school teacher, wants to take her students somewhere next Sunday. Read Text 4 and tell her what activities they can do at the Cultural Centre "Ellinikos Kosmos".

SAFE SURFING FOR CHILDREN

TASK 4

B1: Read points 1-5 and tell me what I should do before I open an internet account for my 10 year old son.

B2: Imagine I want to open an internet account for my 10 year old daughter. Read points 5-9 and tell me what I should do in order to open a safe internet account for her.

TASK 5

B1: Imagine your 10 year old daughter / sister is a new internet user. Read points 11 & 12 and tell her what she must do when using the internet to communicate with other people.

B2: Imagine my 10 year old son is a new internet user. Read points 9-13 and give me some tips on what I should tell my son about using the internet safely.

Activity 1: Interview

SET 1

B1: Describe a place in Greece that you think is a tourists' paradise.

B2: If you could introduce changes to the city/town you live in what would these be?

SET 2

B1: Tell us what you like to eat when you are at home and when you are out with friends.

B2: Imagine that you're organizing a party for a special occasion .Tell us how you'd prepare for it.

SET 3

B1: What do you like to do when on holidays?

B2: If you won tickets to go for a week to a desert island, would you go or give the tickets to someone else? Explain your choice.

SET 4

B1: Do you like to spend a lot of time with your friends? Why or why not?

B2: Have you ever tried to make friends online? If yes, what happened, if no why not?

SET 5

B1: What is one activity that you really like(d) or dislike(d) doing in school? Why?

B2: Which is, in your opinion, an important change to be introduced in school?

Activity 2: One sided talk

IN THE KITCHEN

B1 questions

TASK 1: Look at photo 1 (or 2 or 3 or 4 or 5). Tell us who these people are and what is happening in this photo.

TASK 2: Imagine you are one of the people in photo 1 (or 4). Tell us what you were doing when the photo was taken and what you did afterwards.

TASK 3: Imagine you are one of the people in photo 4. Tell us what you did on this day.

B2 questions

- TASK 4: Look at photo 6. Tell us who this woman is, why you think this photo was taken and how this woman was feeling that day.
- TASK 5: Imagine the boy in photo 1 is the man in photo 3 (or the girl in photo 1 is the woman in photo 2). Tell us a few things about his/her life.
- TASK 6: 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 happened on this day to help me guess which one it is.
- TASK 7: 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.

HOBBIES

B1 questions

- TASK 8: Imagine you are the person in photo 7 (or 8 or 9 or 10 or one of the people in photo 12). Tell us what you were doing when the photo was taken and what you did afterwards.
- TASK 9: Look at photos 8 and 9 and tell us what you think these people will do when they finish school and why.

B2 questions

- TASK 10: Imagine that you know the men in photos 7 and 10 (or the women in photos 9 and 11). Tell us a few things about them (about their jobs, their families, their hobbies and interests).
- TASK 11: Look at all the photos on this page. Which of these hobbies do you think is the most boring and which is the most entertaining one and why?
- TASK 12: Look at all the photos on this page. Choose two photos that you think could accompany an article entitled "Hobbies have no sex". Tell us why you think the photos you have chosen are suitable.

Activity 3: Oral Mediation

A WEEKEND IN METSOVO

TASK 1

- B1: Imagine I am visiting Metsovo next weekend. Read Text 1 and tell me what I can see in the folk museum.
- B2: Imagine your Italian friends and their kids are going to spend next weekend in Metsovo. Read Text 1 and tell them what they can do there.

TASK 2

B1: Imagine I am visiting Metsovo next weekend. Read Text 1 and tell me what I can see in the folk museum which is in a house that was built by Evangelos Averof.

B2: Imagine you and your family spent last weekend in Metsovo. Read Text 1 and tell us what you did there.

TASK 3

B1: Imagine your Dutch friend Anna is going to be in Metsovo next weekend. Read Text 2 and tell her about the food in Metsovo.

B2: Imagine I am a wine lover. Read Text 2 and tell me why I should visit Metsovo.

TASK 4

B1: Imagine your English friend Peter wants to go to Metsovo. Read Text 2 and tell him how he can get there.

B2: Imagine I am a wine lover. Read Text 2 and tell me why I should visit Metsovo.

TASK 5

B1: Imagine your English friend Peter wants to go to Metsovo. Read Text 2 and tell him how he can get there.

B2: Imagine you are writing a tourist guide for Metsovo. Read Text 2 and tell us what you will include in the guide about Metsovo.

PICNIC SAFETY TIPS

TASK 6

B1: Imagine I am going on a picnic for the first time. Using information from Text 1, tell me what kinds of things I should take with me.

B2: Imagine your English friend John is going on a picnic for the first time. Using information from Text 1, give him some tips related to food and going on a picnic.

TASK 7

B1: Imagine I am going on a picnic for the first time. Using information from Text 2, tell me what I should do before I leave the place where I was having a picnic.

B2: Imagine your Spanish friend Maria is going on a picnic for the first time. Using information from Text 2, give her some safety tips.

Activity 1: Interview

SET 1

B1: Can you tell us a few things about your house?

B2: If you could make some changes to your house, which would these be?

SET 2

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 3

B1: Do you like your school? Why or why not?

B2: If you had the chance, would you like to go to school in another country for a year or two?
Why or why not?

SET 4

B1: Would you like to participate in a theatrical play? Why or why not?

B2: If you were to take part in a theatrical play based on your favourite story / novel, which one would it be and why?

SET 5

B1: Tell us some things about your brother/sister/close friend.

B2: Based on what you know about your brother/sister/close friend, what would you never consider doing with him/her and why?

Activity 2: One sided talk

GIVE US A KISS

B1 questions

TASK 1: Imagine the people in photo 4 are your grandparents / parents. Tell us where they were, what they were doing and what they did after the photo was taken.

TASK 2: Imagine photo 3 (or 5) is from your photo album. Tell us who these people are and how they were feeling when the photo was taken and why.

TASK 3: Imagine you took photos 3 and 6. Tell us who these people are and why you took these photos.

B2 questions

TASK 4: Imagine you know the people in photo 3 (or 5, or 1). Tell us who they are, where they were when the photo was taken and what they did later that day.

TASK 5: Imagine the people in photo 1 are the people in photo 2 (or the people in photo 5 are the people in photo 4). Tell us who these people are, what their relationship is and where they were when each of the photos was taken.

TASK 6: Imagine photos 1 and 2 (or 1 and 4) are from your family's photo album. Tell us why each photo was taken and how the people in the photos were feeling.

TASK 7: Imagine photos 3, 5 and 6 are from your mother's / sister's photo album. Tell us a few things about your mother's/ sister's life.

CITY SCENES

B1 questions

TASK 8: Imagine you took photos 7 & 8. Tell us who these people are, where they were and what they were doing when the photo was taken.

TASK 9: Imagine you are on one of the buses in photo 9. Tell us where you are, where you are going and how you are feeling.

TASK 10: Imagine you are one of the people in photo 10. Tell us a few things about this place.

B2 questions

TASK 11: Imagine that you know two of the people in photo 12. Tell us who they are, what they were doing and how they were feeling when the photo was taken.

TASK 12: Imagine that you took photos 7, 8, and 11 (or 8, 9 and 10) last Saturday. Tell us what you did that day.

TASK 13: 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.

Activity 3: Oral Mediation

SAFE SWIMMING

TASK 1

B1: Read your text and tell us which two of these tips you follow when you go swimming.

B2: Your Belgian friend Stephanie is going to spend her summer holidays on a remote island. Read your text and tell her what she should avoid doing when going swimming.

TASK 2

B1: Your Austrian friend and her family are going to spend their summer holidays on a Greek island. Read the text and tell her what she should be extra careful about when she takes her kids to the beach.

B2: Imagine that you are giving a talk to new members of a sea diving club about the dangers of swimming. Read your text and tell us what you will say.

HEALTHY EATING IQ

TASK 3

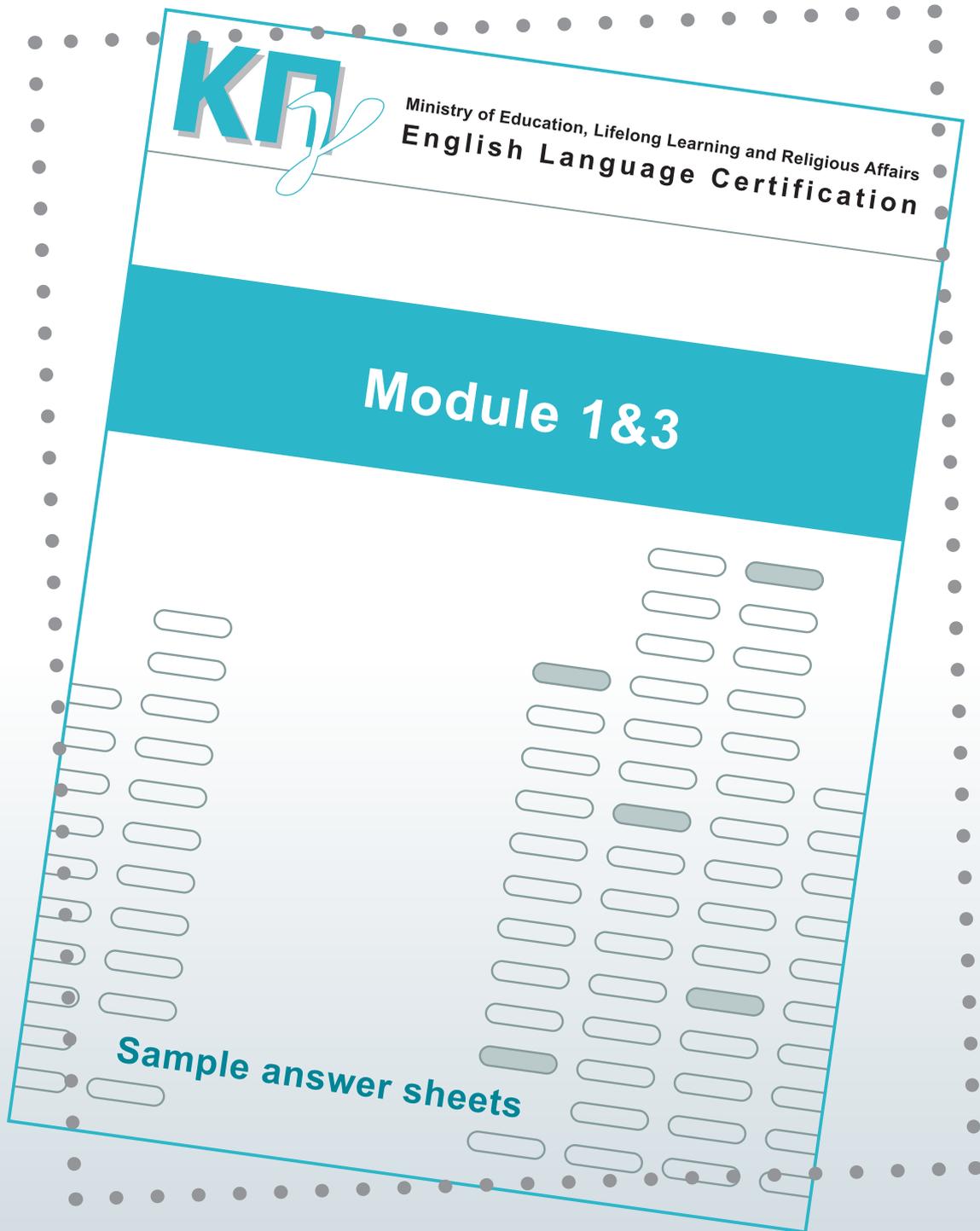
B1: Imagine your brother buys a lot of junk food. Read your text and tell him what to do to improve his eating habits.

B2: Imagine you are giving a talk about healthy eating habits at a health centre. Read your text and tell us what information you will include in your talk.

TASK 4

B1: Imagine I like eating in front of the TV. Read your text and tell me why I should not do this.

B2: Imagine your Italian friend Mina buys only certain brands of food. Read your text and tell her why she should stop doing this and what she should do instead.





ΚΩΔΙΚΟΣ ΕΝΤΥΠΟΥ
ΓΙΑ ΤΟ ΒΑΘΜΟΛΟΓΙΚΟ ΚΕΝΤΡΟ

Στοιχεία υποψηφίου
(γράφονται αλογράφως)

ΘΕΣΗ ΕΤΙΚΕΤΑΣ ΜΕ ΤΟΝ
ΚΩΔΙΚΟ ΑΡΙΘΜΟ ΥΠΟΨΗΦΙΟΥ

ΠΡΟΣΟΧΗ
Συμπληρώνεται
ΜΟΝΟ
από τον βαθμολογητή

51		Σ	Λ
52		Σ	Λ
53		Σ	Λ
54		Σ	Λ
55		Σ	Λ
56		Σ	Λ
57		Σ	Λ
58		Σ	Λ
59		Σ	Λ
60		Σ	Λ

ΕΠΙΠΕΔΑ Β (B1+B2) ΕΝΤΥΠΟ ΕΝΟΤΗΤΑΣ 1 ΚΑΤΑΝΟΗΣΗ ΓΡΑΠΤΟΥ ΛΟΓΟΥ

• Στα ερωτήματα 1 - 50 απαντάτε μαρτζώντας το κουτάκι έτσι —
• Στα ερωτήματα 51 - 60 απαντάτε γράφοντας μόνο εκεί όπου υπάρχουν τελείες.
Άλλες οδηγίες: Βλέπε πίσω σελίδα

- 1 A B C D E F G H
- 2 A B C D E F G H
- 3 A B C D E F G H
- 4 A B C D E F G H
- 5 A B C D E F G H
- 6 A B C D E F G H
- 7 A B C D E F G H
- 8 A B C D E F G H
- 9 A B C D E F G H
- 10 A B C D E F G H
- 11 A B C D E F G H
- 12 A B C D E F G H
- 13 A B C D E F G H
- 14 A B C D E F G H
- 15 A B C D E F G H
- 16 A B C D E F G H
- 17 A B C D E F G H
- 18 A B C D E F G H
- 19 A B C D E F G H
- 20 A B C D E F G H
- 21 A B C D E F G H
- 22 A B C D E F G H
- 23 A B C D E F G H
- 24 A B C D E F G H
- 25 A B C D E F G H
- 26 A B C D E F G H
- 27 A B C D E F G H
- 28 A B C D E F G H
- 29 A B C D E F G H
- 30 A B C D E F G H
- 31 A B C D E F G H
- 32 A B C D E F G H
- 33 A B C D E F G H
- 34 A B C D E F G H
- 35 A B C D E F G H
- 36 A B C D E F G H
- 37 A B C D E F G H
- 38 A B C D E F G H
- 39 A B C D E F G H
- 40 A B C D E F G H
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- 45 A B C D E F G H
- 46 A B C D E F G H
- 47 A B C D E F G H
- 48 A B C D E F G H
- 49 A B C D E F G H
- 50 A B C D E F G H



**ΕΠΙΠΕΔΑ Β (B1+B2)
ΕΝΤΥΠΟ ΕΝΟΤΗΤΑΣ 3
ΚΑΤΑΝΟΗΣΗ ΠΡΟΦΟΡΙΚΟΥ ΛΟΓΟΥ**

ΟΔΗΓΙΕΣ ΣΥΜΠΛΗΡΩΣΗΣ ΕΝΤΥΠΟΥ

1. Βεβαιωθείτε ότι στο αυτοκόλλητο υπάρχει το όνομά σας, ο κωδικός σας, το επίπεδο και η γλώσσα εξέτασης.
2. Χρησιμοποιήστε μόνο σκούρο μπλε ή μαύρο στυλό.
3. Δεν επιτρέπεται το σβήσιμο με οποιονδήποτε τρόπο.
4. Στα ερωτήματα 1 - 15 απαντάτε μαρρίζοντας το κουτάκι έτσι ■
5. Στα ερωτήματα 16 - 25 απαντάτε γράφοντας μόνο εκεί όπου υπάρχουν τελείες.

1	A	B	C	D	E	F	G	H
2	A	B	C	D	E	F	G	H
3	A	B	C	D	E	F	G	H
4	A	B	C	D	E	F	G	H
5	A	B	C	D	E	F	G	H
6	A	B	C	D	E	F	G	H
7	A	B	C	D	E	F	G	H
8	A	B	C	D	E	F	G	H
9	A	B	C	D	E	F	G	H
10	A	B	C	D	E	F	G	H
11	A	B	C	D	E	F	G	H
12	A	B	C	D	E	F	G	H
13	A	B	C	D	E	F	G	H
14	A	B	C	D	E	F	G	H
15	A	B	C	D	E	F	G	H

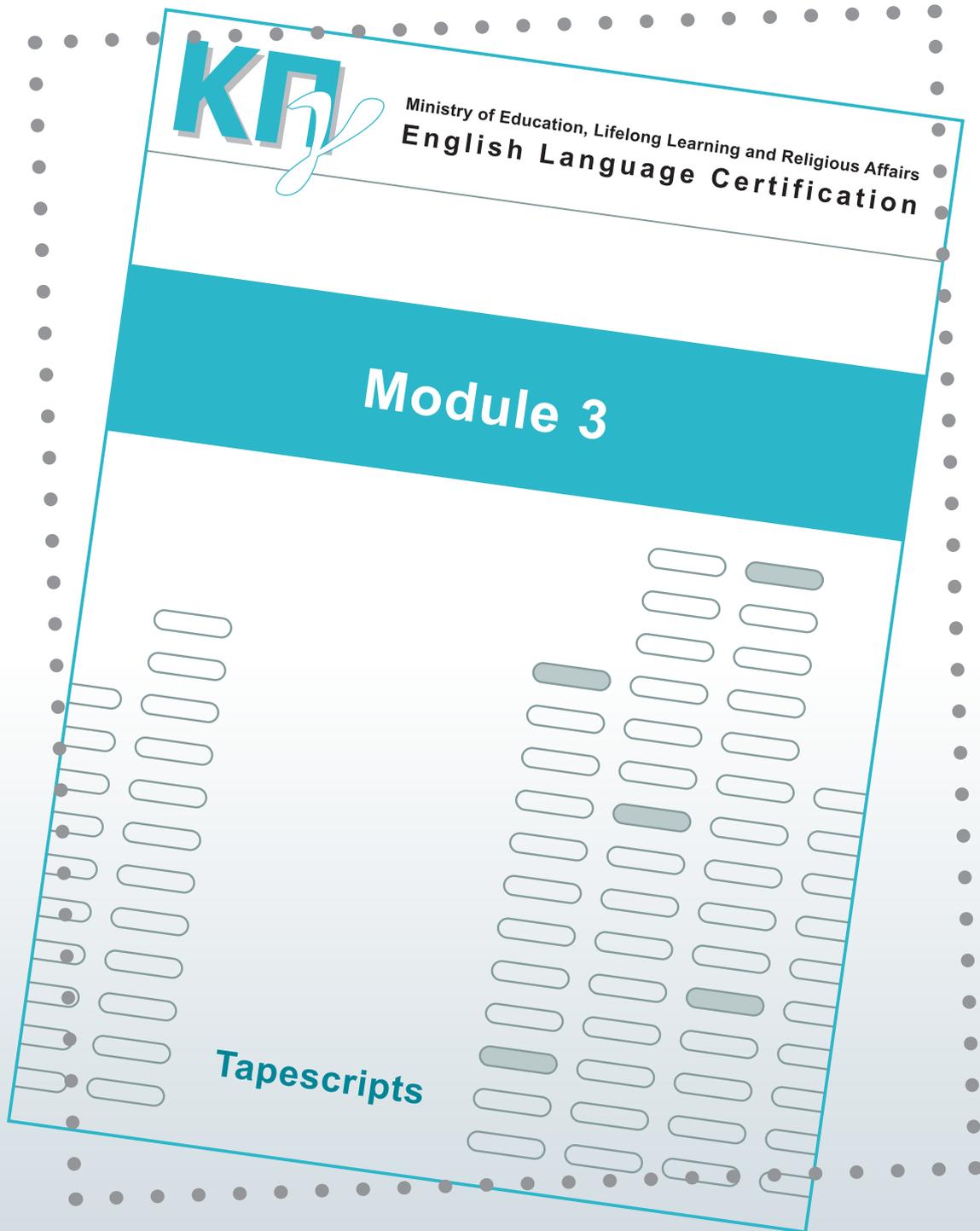
ΠΡΟΣΟΧΗ
Συμπληρώνεται
ΜΟΝΟ
από τον βαθμολογητή

16	.....	Σ	Δ
17	.....	Σ	Δ
18	.....	Σ	Δ
19	.....	Σ	Δ
20	.....	Σ	Δ
21	.....	Σ	Δ
22	.....	Σ	Δ
23	.....	Σ	Δ
24	.....	Σ	Δ
25	.....	Σ	Δ

Στοιχεία υποψηφίου
(γράφονται ολογράφως)

ΘΕΣΗ ΕΤΙΚΕΤΑΣ ΜΕ ΤΟΝ
ΚΩΔΙΚΟ ΑΡΙΘΜΟ ΥΠΟΨΗΦΙΟΥ

ΚΩΔΙΚΟΣ ΕΝΤΥΠΟΥ
ΓΙΑ ΤΟ ΒΑΘΜΟΛΟΓΙΚΟ ΚΕΝΤΡΟ



ACTIVITY 1

Listen to items 1-4 and choose the best photo (A-F). There are two photos you do not need.

01. Wow! That bridge is unbelievable. Is that your company that designed that?
02. How long ago did you decide that you wanted to study science?
03. Gosh, it must be overwhelming having all that paperwork stack up on your desk like that...
04. Well, you've been open for 30 years now. D' you think you'll retire soon and then pass the business on to your son?

Listen again and check your answers.

ACTIVITY 2

Read items 5-7. Listen and choose the best answer (A, B, or C) for each item.

- A traveler sees a fisherman sleeping in the shade of a tree. He wakes the sleeping man up and asks him why he isn't catching fish.
- "I already caught two fish for my family's evening meal," he says.
- "But, if you had a bigger net and worked longer, you could catch ten fish," says the stranger.
- "But I only need two. What would I do with ten?"
- "Well... you could sell them. Do the same every day until you have enough money to buy a boat."
- "And why would I do that?"
- "To catch even more fish! You could employ people, and send them out to catch more. You would grow rich."
- "And what would I do with the money?"
- "You could enjoy yourself. You could relax, sit and enjoy yourself and go to sleep in the shade."
- "But isn't that what I'm doing now?" asks the fisherman.

Listen again and check your answers.

ACTIVITY 3

Read items 8-10. Listen and choose the best answer (A, B, or C) for each item.

08. British director Peter Brook recently assumed the role of presenter of an interesting exhibit entitled "Theatre: an Art of Arts" that will take place at the Foundation of the Hellenic World in Athens. With over 100 items that will be on display starting next Monday, visitors will have the opportunity to view some of the magic of the theatrical world, from costume and set designs to the actual point where audiences met the stars of each exhilarating performance. The exhibit aims to unravel the history of theatre, and evolution in the relationship between audience and actor.

- 09.** ...3-7-2, and our email address is anything@kera.org
Starting us off today, Vincent N. Wiley wants to know—well, he wrote into the e-mailbox last Saturday—he said “I want to plant and harvest an orange-tree in my back yard. I would like to know if this is possible and, if yes, what care is needed in Texas weather conditions”.
- 10.** ...if you'd like to see the inner workings of WAMU885 and help make our fund raising a success, volunteer during our winter membership campaign. You'll enjoy the company of fellow public radio fans plus food and beverages donated by local chefs and caterers. Our campaign runs from February 3rd through the 10th. Please sign up at 202 885 1254 or visit WAMU.org.

Listen again and check your answers.

ACTIVITY 4

Read items 11-15. Listen and choose the best answer (A, B, or C) for each item.

The best thing about my job is that you can make a lot of money, especially if you run extremely fast, OK. You have to be very quick, you have to have a lot of patience, and... you can end up with a good salary in your pocket, OK, a lot of tips. But there is also a down side to the whole situation. I mean, especially when you have to deal with these... ridiculous and unfair and very demanding... um... customers. They just walk in there and... they like to order things that are not really on the menu, in the meantime they want... special offers which aren't really offered on that specific day, and they would ask you to do them... to do favours for them, like... “Oh, can you please give me a refill on this?”

Listen again and check your answers.

ACTIVITY 5

Listen and fill in items 16-20 with the right word.

- 16. Doctor:** We have had your... test results. May I be blunt with you?
Patient: No.
Doctor: Right. Well... everything is fine. You are not gonna die.
Patient: Oh, that's brilliant! Thank you. Bye.
Doctor: Bye bye.
- 17. Speaker:** Ladies and gentlemen, we're about to land. Please note that the cabin lights have been turned off as this is a normal procedure for a night time landing.
- 18. Male:** Excuse me, is there anyone sitting here?
Female: Oh no, please.
Male: Ah, thanks.
Female: Mm. Ah, it's a long flight.
Male: Yeah, yeah eleven hours.
Female: I know...

19. Speaker: ... reading from his new anthology. I'm very excited to welcome here onto this stage Mr Julian Ramon.

20. Male (speaking to female friend/ spouse): OK, so I'm meeting Paul for a drink tonight, so we'll grab some food on the way.

Female: OK, no problem.

Listen again and check your answers.

ACTIVITY 6

Read items 21 and 22. Listen and fill in items with the right word.

Oh, yeah. I mean, I think you're right and I felt like once I met him I was driven to make a film that fleshed out Carmelo the man, and the person and... if it happened to touch on... immigration issues, the fact that he was an undocumented immigrant then, that would be part of it, but the most important thing after I met him and was inspired by him, was making a film about this guy. Because it was the guy that compelled me, not... any sort of symbolic value he had.

Listen again and check your answers.

Read items 23 and 24. Listen and fill in items with the right word.

So what ends up happening is that you basically watch him as he's doing his life in San Francisco, that's the beginning of the film but then something happens where Carmelo the Mexicano who, you know, again is in the background in a community like "The Mission" decides that he's got to go back home because his mom is sick and then you see the return of the Mexicano to his... his home country and it isn't... it isn't that easy.

Listen again and check your answers.

Read item 25. Listen and fill in item with the right word.

- But... if this...
- He's so sweet. I have to say that the thing about Carmelo is that you just fall in love with him from the moment you see him and you see him in that tiny little room...

Listen again and check your answers.

ACTIVITY 1

Listen to items 1-4 and choose the best photo (A-F). There are two photos you do not need.

01. Well, he wants me to throw this picture out. It reminds him of how angry he was when they hadn't paid him for three months.
02. He works all day long and then brings work home! Honestly... lawyers! My cousins always used to complain when they were little.
03. Oh, I treasure this picture. It brings back so many happy memories. We were so carefree then!
04. Well, this picture was taken just before they took off, but she wants me to get rid of it. She doesn't like it because she says that she looks fat.

Listen again and check your answers.

ACTIVITY 2

Read items 5-7. Listen and choose the best answer (A, B, or C) for each item.

Right then, everybody. Who wants to play a game? Come on, then. Great. So, shshsh. OK fine. So, listen. What we're going to do is this: we're going to play a game called "The Taste Game". Now, I've got a few things here on the tray, lots of different tastes of apple, and a bit of sugar and a bit of salt. Nothing... nothing yucky, don't worry. And what we're going to do is this. Listen, listen, listen... right, OK. So I'm going to blindfold you and... yes... and then I'm going to put something in your mouth, and you have to guess what it is. Does that sound easy? OK then. Let's go for it. Who wants to go first?

Listen again and check your answers.

ACTIVITY 3

Read items 8-10. Listen and choose the best answer (A, B, or C) for each item.

08. A new report is warning that Alpine ski resorts and the regional economies that depend on them are under serious threat from global warming. The organization for economic cooperation and development says the Alps are particularly sensitive to climate change and an increased need for artificial snow, for example, is gonna push up prices for skiers and lead to a fall in tourism.
09. Hello, Mr. Granger. This is Mark with Global Airlines from the service department. I'm calling in regards to your September 2nd flight 268 from JFK to London Heathrow. I want to confirm that we have located your luggage and we will ship it to you immediately. We sincerely apologize for any inconvenience. Have a nice evening.
10. After an absence of eight years, Thessaloniki's song festival has been revived with a new updated image and structure, starting tomorrow October 6th. The new festival has been divided into two stages, the first to be presented tomorrow, where contestants will compete for three prizes. Twelve songs have been selected out of the 442 submitted.

Listen again and check your answers.

ACTIVITY 4

Read items 11-12. Listen and choose the best answer (A, B, or C) for each item.

How do I know that? Because the Modern Language Association has given us a way to find out what languages are spoken where, at the touch of a button. With data from the 2000 census, they created interactive maps and tables that show the linguistic composition of the entire US, state by state, county by county, city by city, down to the neighbourhoods defined by a zip code. There are dozens of ways that planners, academics, corporations, librarians or just plain folks can use this information now that it is in the form of an electronic map.

Listen again and check your answers.

Read items 11-12. Listen and choose the best answer (A, B, or C) for each item.

If you're the Department of Justice, the map can tell you in which languages to inform new Americans of their rights and responsibilities. If you are the Office of Trade and Information, it can help you tell a company with interests in China where to find Americans who know the language. And think of this: if you are learning a language, you can find a place to practice it without spending money to go abroad.

What the language map shows is that the US is far from being a place where languages other than English go to die in the melting pot. If you still think the US is a vast island where English is essentially the only language spoken, you may get a surprise.

Listen again and check your answers.

ACTIVITY 5

Listen and fill in items 16-20 with the right word.

- So, you're English.
- Well, I can see how you'd be confused in thinking I was English seeing as I've got red hair and blue eyes, but the truth is my mom is English and my dad is Greek, which would make me a half-half person.
- I see.
- Yes, um, I was born in Greece raised in Greece, and basically spent my entire life here. Um, but I go back to England every summer for holidays to see my grandmother and my aunt.
- Mmm. And you're planning to stay in Greece in the future?
- I'm not so sure. I've just graduated, so I'm thinking of doing my master's programme in England, in Edinburgh, um, and as far as professional plans go, I think I'll stay in England for a bit and work, ah, and maybe come back to Greece to retire.
- Oh, I see. What's it that attracted you to Greece?
- Well, I've never really known any other situation, but I really like Greece's easy-going attitudes. You know, you can turn up late and these things and no one will think any less of you.
- Ah!
- I also really like the weather and the beaches are fantastic.

Listen again and check your answers.

ACTIVITY 6

Listen and fill in items 21-25 with the right word.

Here is one of Aesop's Myths. It goes like this: Greedy and Envious. Two neighbours came before Jupiter and prayed to him to grant their heart's desire. Now the one was full of greed and the other eaten up with envy. So, to punish them both, Jupiter granted that each might have whatever he wished for himself but only on condition that his neighbour had twice as much. The greedy man prayed to have a roomful of gold. No sooner said than done, but all his joy was turned to grief when he found that his neighbour had two rooms full of the precious metal. Then came the turn of the envious man, who could not bear to think that his neighbour had any joy at all. So he prayed that he might have one of his eyes put out, by which means his companion would become totally blind. Vices are their own punishment.

Listen again and check your answers.

ACTIVITY 1

Listen to items 1-4 and choose the best photo (A-F). There are two photos you do not need.

- 01. – Oh, look at her there. Really! How old is she?
 - Well, she’s 94 and you don’t turn 94 very often.
 - No, you don’t.
- 02. – Oh, are they good friends these two? They look as if they might be.
 - Yes, it’s my sister’s son and my son. They spend all their time together when they’re in the village.
- 03. – That doesn’t look too good either! Poor thing! What’s happening here?
 - Well, it’s only physiotherapy. It wasn’t something really serious.
 - Mm, mm.
 - But he had to go for, I think, three months, if I remember correctly!
 - Gosh!
- 04. – Oh, so... so, whose birthday is it here then?
 - It was George’s birthday, but they both had a really great day and when he blew out the candles, she clapped.
 - Oh, sweet!

Listen again and check your answers.

ACTIVITY 2

Read items 5-7. Listen and choose the best answer (A, B, or C) for each item.

Hey, John! Oh, my God! You can’t believe this! Can’t believe what I got in the mail. I got this letter from the University in Amsterdam, you know. I applied to their graduate program in English and I got accepted! Oh, my God! I... I... I just can’t, start to conceive... you know to think of words right now to express myself. Anyway, listen: give me a call. So maybe we can, you know, go... go... go... grab a bite tonight, or... or... coffee. I know I’m losing my words right now but, hey, I’m so excited! OK. So give me a call when you get this message and we’ll do something else tonight and, you know, we’ll talk about this. OK? Take it easy. Bye.

Listen again and check your answers.

ACTIVITY 3

Read items 8-10. Listen and choose the best answer (A, B, or C) for each item.

- 08. Normally, in fact most of the time, I sit down on... on Thursdays. It’s... it’s taped in New York and then flown to England and then played around the world. I sit down about, I would say, 11 in the morning is a comfortable time and then I... I do type out “Good evening” and I also type out “Good morning” for people who are hearing it in the morning. And then quite honestly I say “now what?” and... because I do trust to free association. This is not being casual or glib about it. I used to in the old days make notes all through the week about what I felt it would be responsible to talk about...

09. I had a dog when I was about 13 years old. He lived for quite a few years. He was a larger dog than Snoopy but he was... he was marked in a similar manner. And he was a very wild dog. Almost uncontrollable in that he never really would do what you told him. And he had quite an extensive vocabulary of understanding. Quite a smart dog. And Snoopy was patterned after him in appearance.

10. Interviewer: This fascination with filming animals did eventually lead on to another series about primitive people who you also filmed and recorded. Do these primitive ways of life have a fascination for you, as such?

Speaker1: I would question these who are primitive. If it means that the way such people manage to come to terms with their environment in their lives. Then, in many ways we are more primitive than they are, because certainly we are not as well attuned, or as well adjusted, or so successful in many aspects of our daily lives as many, so called, primitive people...

Listen again and check your answers.

ACTIVITY 4

Read items 11-15. Listen and choose the best answer (A, B, or C) for each item.

11. In the last few days there's been a lot of discussion on the women's "Our message board" about women's magazines.

12. Interviewer: Peppermint Patty kicked it off with this comment:

Speaker 1: "I can't find a quality women's magazine to read. Recently I read that Red was the magazine for women of my age. So I bought a copy. Sadly, absolutely nothing of interest! I'd like a glossy magazine that celebrates women's achievements."

13. Speaker 2: "I gave up buying women's magazines several years ago as I felt they were ridiculously patronising: sex, diets, clothes and make-up seem to fill 99% of them. Even the ones that claim to be different."

14. Interviewer: Well, Women's Alison is clearly unimpressed with what they're being offered at the moment. Kate Saunders, do you sympathise?

Speaker 3: "I do, actually. I used to absolutely adore magazines. Well, I used to work for them, write for them and still do, in fact. But I don't buy them. They don't seem to speak to me at all. Um, I think it's quite sweet though that... that... um... lady said that there's nothing in it for us, meaning: "can we have women's achievements and things". I think you've got to be very careful about what you prescribe for the new style magazine that's going to appeal to old bags like me—I'm 47!"

15. Speaker 3: "I do, actually. I used to absolutely adore magazines. Well, I used to work for them, write for them and still do, in fact. But I don't buy them. They don't seem to speak to me at all. Um, I think it's quite sweet though that... that... um... lady said that there's nothing in it for us, meaning: "can we have women's achievements and things". I think you've got to be very careful about what you prescribe for the new style magazine that's going to appeal to old bags like me—I'm 47!"

Listen again and check your answers.

ACTIVITY 5

Listen and fill in items 16-20 with the right word.

I had an accident when I was about 4 years old, when technically I shouldn't be able to remember it now, I'm 26. But I do remember it because it wasn't a very nice experience. I was running around in my apartment with my socks on, on a marble floor. I know, silly. My parents did tell me to stop running around but, being a child, I didn't listen. Two minutes later and before I could say anything I was smacked down on the door and my lip had ripped open. From the shock, I started crying and then I went to sleep. Amazing! Once they got me to the hospital, the doctors had laid me down and started stitching up my lip without any anesthetic! I remember it very well. I wasn't the easiest of customers, shall we say, because I was spitting at them, kicking at them and swearing at them. It's a miracle my mouth came out normal... [fades out]

Listen again and check your answers.

ACTIVITY 6

Listen and fill in items 21-25 with the right word.

21. Now, Mrs Jones, let me take a look at your leg. Is the pain getting any better?
22. Let me think. Where did I put them? I must have had them when I left the house because I remember locking the door.
23. I'm so glad we decided to get one. I know he's not very well trained yet. He does jump up on everybody who comes along and the neighbours really don't enjoy the barking, but he's really part of the family.
24. Well, my dad gave it to me for my birthday. It's really beautiful, but... it's the wrong size. I can't get it on my finger!
25. It's going to be a surprise. I've invited all his friends and I've organised food and everything. I can't wait to see his face when he sees everyone!

Listen again and check your answers.

ACTIVITY 1

Listen to items 1-4 and choose the best photo (A-F). There are two photos you do not need.

01. Mmm... no, I don't think she's put on weight. It's not that. She's pregnant again! This will be their fourth!
02. I am not quite sure what they were looking at, but they seem to be having fun.
03. I took that picture. I took that picture of him myself. Doesn't he look all grown up with his beard and all? And he reminds me so much of his dad!
04. Oh, my God, she gained so much weight! It's unbelievable! I just can't believe she let herself go like that!

Listen again and check your answers.

ACTIVITY 2

Read items 5-7. Listen and choose the best answer (A, B, or C) for each item.

- So you're... Australian, are you?
- Oh yes I'm Australian, but I'm also Greek. I guess I... you could call me a Greek-Australian because I have Greek roots. I was actually born in Greece and, um, when we were... when I was very young... I was about seven... we moved to Australia.
- What was that like?
- Well, those early-early days I can't really remember very much. But I just remember going to the local primary school there and... which... I... was very fond of... I am very fond of that school... and the teachers and the friends I've made there that they have now become my happiest memories of Australia.
- Really?
- Yeah
- Cou... could you speak English when you... moved there?
- No... I had... no... no... ability in English at all... so all the English I learned was there. In fact, I actually missed a year of school because I had finished grade two here and... when we got to Australia, I... I was tested, I didn't know any English, so I had to star... I had to miss a year of school. So my brother and I, actually, although he's a year younger than me, we started off in the same level and everyone thought we were twins. All through school we were taken as twins.

Listen again and check your answers.

ACTIVITY 3

Read items 8-10. Listen and choose the best answer (A, B, or C) for each item.

08. Hel... hello, Mr. Davis. I'm Peter's mother. You wanted to see me. Um, I hope there's nothing wrong. Peter said he's been doing his homework and everything.

09. – What time do you call this?
 – Didn't you get my text message? I told you I was going to be late.
 – What text message?
 – I sent a text message to you about half an hour ago.
 – Oh. I haven't checked it. But anyway that's not the point.
 – What's your problem?
 – You said you'd be back by twelve o'clock. It's already half past twelve. In fact it's twenty five to one.
 – Well it's only forty minutes and I am not five years old. I am seventeen!
 – That is not the point either. As long as you live under my roof, you'll abide by my rules.
 – God that's so old fashioned!
 – Well it may be old fashioned but I am old fashioned!
10. – Well, it was really useful being able to learn the Greek alphabet today. It was um... mostly just because... now I am able to read signs out and about and a lot of the time, when the words are similar in English and Greek, you wouldn't recognize that because you couldn't really read them so...
 – ...make out the letters, yeah.
 – So now if you can go through it, and sometimes when you say it aloud, suddenly you realize... "oh, I know what that is". So it has been really useful.
 – Good, good, good... well I think actually between you... you pretty much knew all the alphabet anyway... so that was quite easy and actually the lesson went quite a lot more quickly today than it does sometimes, because you were able to get it...

Listen again and check your answers.

ACTIVITY 4

Read items 11-13. Listen and choose the best answer (A, B, or C) for each item.

- Good morning to you all and Dr Simpson welcome to our show. You'll be talking to parents about something very disturbing, um, about cyber bullying. But first, could you explain to our listeners what it is exactly?
- Yeah, of course. Well, um, cyber-bullying, to put it in simple terms, is when a child or a teenager is targeted by another youngster, either via the Internet, you know, digital technologies such as mobile phones, cell phones, you know, you name it. Um, cyber bullying may be a hateful message such as "I hate you" or even worse "Everybody hates you. You've got no friends". It may be a bashing website asking children for example to vote for the ugliest kid in school. Or it may even be a death threat.
- It's shocking to think that this is actually going on, isn't it?
- It is... but you know how cruel children can be to each other sometimes. Well, cyber bullying is just that and far worse. Kids don't even realize the damage they might cause others or even themselves. This is why many countries have laws against cyber bullying and in Australia most schools have anti-bullying programs targeting this problem.

Listen again and check your answers.

Read items 14-15. Listen and choose the best answer (A, B, or C) for each item.

- According to the Western Australian Education Minister, up to 15% of students have been harassed over the internet or by mobile phone. The WA government is funding a five-year study to find out how to reduce cyber bullying. Professor Donna Cross from Edith County University is directing the research.
- Hello, Richard.
- Now 15%. How... how reliable is that figure?
- We've been collecting data for a little over a year from over 2,000 children and those children are reporting that they have been engaged or have seen, or have personally experienced cyber bullying. As everybody would know children under-report any sort of bullying because of the shame and humiliation that comes with it, so we expect it to be much higher than that.

Listen again and check your answers.

ACTIVITY 5

Listen and fill in items 16-20 with the right word.

- 16.** - Good afternoon sir, where are you flying to today?
 - I'm going to Budapest.
 - Budapest. Can I have your tickets and passport please?
 - Sure. Is there a delay on the flight today?
 - No, we're leaving right on time. Would you like a window or an aisle seat?
 - Window.
 - Here you go. Have a nice flight!
 - Thanks!
- 17.** - Yes, I am here to see the Picasso paintings. Ah...which floor are they on?
 - I'm sorry, sir. Our Picasso exhibit is closed today.
 - Oh! Ah... when do you open?
 - Um, let me check that for you. We'll be open in two weeks time.
 - In two weeks. Ok. Thank you very much.
 - Hope to see you then!
- 18.** - So what are the results of my X-ray?
 - Well, I'm afraid, Ms. Smith, that you've fractured your leg and you are gonna have to have it in plaster for about a month.
 - Oh that's why it's been hurting so much.
 - Absolutely!
- 19.** - Right everybody, turn to page 14 and let's begin with exercise A. So...
 - Ah, Miss, did you say page 40 or 14?
 - Um, page 14.
 - Ok.
- 20.** - Ok, we have five minutes before the movie starts. Ah... do you wanna go get some pop corn?

Listen again and check your answers.

ACTIVITY 6

Listen and fill in items 21-25 with the right word.

- EX.** Early to bed, early to rise. That's me. Um... I always get up early in the mornings. I'm at my best. I can get so much done. Um... that's why I have to get to bed early as well. I just hate it when I have to have a late night.
- 21.** So a friend of mine asked me to loan her some money the other day and I was put in such an uncomfortable position. I had the money on me but I told her I didn't, and then I felt guilty but I've just... I know in the past every time I've loaned someone money they either forget about it, and I have to keep asking them for it, or they... pay it back but... not all of it, so loaning people money is just something I'd rather not do.
- 22.** I really hate helping people move into their apartments. I hate moving chairs and desks and furniture up and downstairs. It's one favour I really can't stand doing.
- 23.** It's something I really dislike doing. Whenever my sister asks me to go round and babysit at the weekends, I'll do almost anything to avoid it.
- 24.** Um... often with friends we sit and talk about common interests and books we really like and books we want to read and CDs we've been listening to. Well, the conversation usually goes on "well, I am gonna have to buy that" and... eventually one of the two will... will buy it whether it's a book or CD, but it's often me that does it and then I find that the friend will ask me to borrow the book or CD. Um... so I find that frustrating that it's always I who would buy the book or the CD and lend it out to somebody else and I think that's gonna have to change in the future.
- 25.** ...would be arriving from Australia and often flights from Australia are quite awkward like early morning arrivals... 1 am, 2 am... um... and I... accepted and I said I would do it. Um... as it turned out, the flight was delayed and... by the time my brother's friend arrived, it was about 4am. So... um... you know, sometimes you... you want to help out and then when you get there and... and the time it takes to... to wait... wait around... at an odd time that... sometimes makes you feel like you shouldn't have accepted it in the first place and it's often very frustrating.

Listen again and check your answers.

ACTIVITY 1

Listen to items 1-4 and choose the best photo (A-F). There are two photos you do not need.

01. What? Kill the English language? What are you talking about? I didn't know you could kill a language!
02. Text messages? It's great. Um... I can't fault it. I can't say anything bad about it. It's exciting... it's interesting... it's a lot of fun. It keeps you in touch with people and friends.
03. I can't believe some people prefer to send me messages instead of picking up the phone and saying what they have to say to me over the phone. I mean I have to stop what I am doing just to respond to them and sometimes, you know, when I'm very-very busy... I... I... I can't deal with it. I would prefer that people just say what they have to say over the phone. I mean this is ridiculous!
04. Oh, all this sms-ing! Uh... it really worries me... I ju... I just... you know... think about what could happen to... to the English language. I mean the way kids use all these, you know, messages. I think it's really... really gonna damage the language.

Listen again and check your answers.

ACTIVITY 2

Read items 5-7. Listen and choose the best answer (A, B, or C) for each item.

There was once an old man. Some people said he was a thousand years old! He was also very wise and he knew many, many things. And many people came to visit him in his cave near the sea. And they always told him their problems and he always gave good advice.

One day, a young man came to see this wise old man. "Oh wise father," said the young man, "I want to be useful to people. I want to serve them all my life. How can I do this?"

"That's very good," said the old man. "Here is a magic box. But do not open it until you reach home. If you open it now, something might happen to you."

"Oh, thank you, wise father," said the young man. And he took the box and left. When he was outside the cave, he stopped. "I wonder what is in this box," he said to himself. "I'm going to look."

And he opened the box and at once he turned into a tall tree, a coconut tree. That was his punishment for disobeying the old man; but, he still had his wish because the coconut tree is very useful to people.

Listen again and check your answers.

ACTIVITY 3

Read items 8-10. Listen and choose the best answer (A, B, or C) for each item.

08. I love living on an island year round, and it's so quiet and it's such a change from Athens, and... but the one thing that I just really find amazing is how all my city friends, and especially the ones from Athens, never call me during the year, never call to see how I'm doing, forget

my birthday, which is in December, and they'll remember me in May. And they'll call up and they'll say "So how is life on the island?" and "We were thinking about visiting Crete this year. Are you going to be there?" Well, obviously I'm going to be here and they're calling because they want a free place to stay. And, ugh, it just... it really frustrates me.

- 09. Look, I'm not really a very adventurous person and I'd never do anything dangerous, like bungee jumping, but I wasn't really that afraid when I had to do a parachute jump, but then again that was back in the army and this was a while back, many years ago.
- 10. So last night I was already in bed and my phone rings and it was my friend who always calls me at the very last minute to help him with... ah... the essay or article he's writing, 'cause he needs someone to read it and edit it. So he did it again last night. It was 11. 30 and he said it was due at midnight. And I had to get out of bed, and turn on my computer and sit there and edit his twenty page essay. And I had half an hour to do it. And I really just hate it when people ask me to do things at the last minute.

Listen again and check your answers.

ACTIVITY 4

Read items 11-13. Listen and choose the best answer (A, B, or C) for each item.

When my sons were seven and eight, I joined a mothers' workshop led by the gifted psychologist Dr Alice Guinot. In these workshops, I became acutely aware of the effect my words were having on my children. "Watch out, you'll spill the juice!" made Eric feel clumsy, so he became defensive: "Stop nagging, leave me alone". My words certainly did not inspire him to move the glass. Over time, as I learnt to catch myself before uttering my automatic responses, I began to hear my children differently. The atmosphere started to change dramatically in our family. I didn't learn new alternatives to yelling, threatening and criticising overnight; acquiring any worthwhile skill is a process that takes time and practice.

Listen again and check your answers.

Read items 14-15. Listen and choose the best answer (A, B, or C) for each item.

As I saw what an enormous difference skills and information could make within my own family, I wanted to share this powerful knowledge with other parents who, like me a few years earlier, had no alternatives to lecturing, punishing or bribing their children into obedience. I believed that other parents could benefit, as I had, from a knowledge of these skills. So after 14 years of teaching, I earned an advanced degree in counselling and founded parent guidance workshops in New York City. My goal was to help parents become more aware of the way they talk, to see and hear the effect of their words and begin to respond in new ways to improve relationships with their children.

Listen again and check your answers.

ACTIVITY 5

Listen and fill in items 16-20 with the right word.

- EX.** Ladies and gentlemen, welcome to this evening's show. We've got some great things lined up for you tonight: magic, pantomime, and lots of signing and of course dancing!
- 16.** No, no, no, that's not good enough. Look, I'm not satisfied with the quality of these shoes. I only wore them once and one of the heels fell off! No, I'd like a refund.
- 17.** John, I need these files as soon as possible. Could you have them typed by 3 o'clock d'you think?
- 18.** Ok, wise guy, this is the 5th time I am coming in here and you're still glued to that TV. Ok, you get up right now, you go to your room and you're gonna do your homework. That's it! I had enough of this!
- 19.** I've been taking the pills for the pain like you told me to, but my back's not getting any better, in fact I think it's getting worse. I'm finding it really difficult to sleep at night and then it takes me ages to get going in the morning. You mentioned something about getting an X-ray last time I saw you...
- 20.** Katie that... that's the dress I bought yesterday! I can't believe you took my new dress and wore it! Don't you dare come into my bedroom again and take things without asking!

Listen again and check your answers.

ACTIVITY 6

Listen and fill in items 21-25 with the right word.

- 21.** It's fine as long as you're not going into the centre, but if you are, what with the traffic and then circling around trying to find a place to park, it's a total waste of time.
- 22.** Yeah, they have... um... special lanes for cyclists in many European cities and drivers seem to be more aware and more tolerant, as well, of other users of the road. I usually just use mine in the nearby park. Um... but my friend goes to work on hers. Rather her than me. I think it's really risky on these roads.
- 23.** Well, I travel quite often... um... but I'm still always nervous about the whole thing, especially landing. Um... I usually have an aisle seat so I can get up and leave easily if I need to. Um... I'm one of those people who keeps their seatbelt fastened the whole time and every time there's the slightest turbulence I always imagine the worst.
- 24.** Well, it's the quickest way of getting round the city. It doesn't use very much petrol. The only bad thing is when it rains it's a bit unpleasant.
- 25.** I got to the platform just in the nick of time. I thought I was going to miss it and have to wait another 2 hours for the next one. You know, they don't run all that frequently to Wrexham. Um... anyway... ah... I managed to get a seat by the window. You know, I love the journey...

Listen again and check your answers.

ACTIVITY 1

Listen to items 1-4 and choose the best photo (A-F). There are two photos you do not need.

01. This one is of my niece having a wonderful time celebrating her university graduation. What a wonderful holiday that was!
02. And here's one of her all ready to go to the party. She was so happy in her lovely dress and tall hat! She thought she was a witch or something.
03. This is when he was in his first year at university. It's one of his favourite photos because it reminds him of when they first met and they were both so happy together.
04. This is him all dressed up to go for a ride on his little bike. Ah, and he's only just started to walk! He's so funny, always making us laugh!

Listen again and check your answers.

ACTIVITY 2

Read items 5-7. Listen and choose the best answer (A, B, or C) for each item.

- How was Christmas with your dad then?
- It was fine, very traditional, you know. And you, did you spend the holiday with your parents?
- No, not this year. I went up to Manchester for Christmas and then we went to Paris for New Year.
- How did you get on?
- Well, I was with John, you know, and we'd never spent Christmas together before, so it was kind of different, makes a change from mum and dad, but John was sort of quiet, a bit too quiet really. To be frank, it was a bit dull. I would've liked to have a few more friends around I suppose. I quite like having loads of people around at that time of year, you know. I missed all the usual fun.
- Oh well, next year perhaps.
- But Paris made up for it!
- Tell me more! I bet it was really nice!

Listen again and check your answers.

ACTIVITY 3

Read items 8-10. Listen and choose the best answer (A, B, or C) for each item.

08. Hello. This is Monica Wilson from the Legal and General with a message for Mr. Havers. Um... we've been asked by the Coventry Building Society to come and do a valuation of the property... and our surveyor Mr. Davies would like to come next Thursday afternoon—um... that's the eighth—some time after two. Um... if that's OK with you, could you give me a ring to confirm it? My number here is 0800 634 3372. Thank you.
09. Ah... excuse me, we've been waiting here nearly an hour! You took our order nearly an hour ago and we're still here waiting at an empty table! This is ridiculous! I mean, how long can it take? We only came in for a quick snack. I want to talk to whoever's in charge here.

10. Man: Do you want me to come back?

Woman: Well, I think the best thing to do is to see how the treatment works, and see how you feel in a week or so. You know, the problem with back pain is that it's very difficult to know exactly what's causing it and we may have to try different things. But for the moment, take the medication, and if it all clears up, that's fine, but if you're still having problems in a week or so, by all means come back and then we'll see what we can do.

Listen again and check your answers.

ACTIVITY 4

Read items 11-15. Listen and choose the best answer (A, B, or C) for each item.

- Oh, my back's really killing me today.
- Oh, have you been to the doctor's?
- Yes, he's given me some pills and I don't like taking pills to be honest with you and... um... it's not getting any better.
- You should try acupuncture. I had a bad back a couple of years ago and I went to the doctor and he gave me some pills. And I took them for the first week and nothing happened; I still had a really bad back. It was so painful I couldn't sleep. So the following week I went back to the doctor and he gave me some more pills. So I took them for a week and nothing changed; I still had a really bad back. I was in so much pain that I couldn't sleep again. The following week I saw a different doctor and she said, "Oh try some acupuncture". So she did some acupuncture on me.
- The GP? The doctor?
- Yeah, the GP. And that was on a Thursday. Friday morning, better!
- Wow!
- So I think you should try some acupuncture. She did say it depends on the person, so some people... it works better on some people than others.
- And it works for c... for certain ailments, doesn't it?
- I think, I'm not quite sure how it works but I know for me it does work. So, I mean, I don't know if all alternative therapy works, but certainly I would advocate acupuncture.
- I might give it a go then.
- Well, it'll be worth it if it does work, and you've got nothing to lose.
- No, exactly.

Listen again and check your answers.

ACTIVITY 5

Listen and fill in items 16-20 with the right word.

EX. Ok, we have five minutes before the movie starts. Uh... do you wanna go get some popcorn?

- 16.** – Good morning. Can I help you?
 – Yes, I'd like to open an account please.
 – Right. Please take a seat.
 – Thanks.
 – Now, have you ever had an account with us before?
 – No, this is the first one with you.
 – I see. And what amount would you like to open the account with?
- 17.** – Sir, that'll be 21 dollars and 50 cents.
 – Right.
 – Do you have a discount card?
 – I do, but I've not got it with me I'm afraid.
 – Ok. Well, will you be paying cash or credit card?
 – Cash.
 – And would you like a bag?
 – No, that's ok, thanks.
- 18.** – Can I send this by registered mail please?
 – Ok. Where's it going?
 – Italy.
 – Right, let's see. That's 3.40 please.
 – Sorry, how much more will it cost if it goes express?
 – That would be another 1.50. So that's 4.90 altogether.
 – Ok. I'll send it registered and express then. Thank you.
- 19.** – Oh hurry up! The curtain goes up in a minute. We can't spend all evening in the bar.
 – All right. I'm coming. I just want to get a programme. Have you got the tickets?
- 20.** – I'm sorry, miss, this ticket is for economy and you're in a first class carriage.
 – Yes, um, I know, but I... I couldn't find a seat anywhere else.
 – Well, I'm sorry, miss, but you'll have to change or pay the difference in the fare.
 – Oh, that's ok. I'll be getting off at the next station anyway.

Listen again and check your answers.

ACTIVITY 6

Listen and fill in items 21-25 with the right word.

- EX.** A friend of mine told me that he helps out once week in a shelter for the homeless. I was really impressed! I've never volunteered for things like that before but now I'm determined. My church runs a shelter like that. I'll see how I can help out.
- 21.** Well, you know what it's like. I'm dreading it, having to just shift those last few pounds. I mean, the wedding's booked, I'm so pleased for my sister, she'll make a beautiful bride, but the dress she's got me to wear. It's gorgeous but... I just can't fit into it right now. And having to start counting calories and cutting back on all the things I love! Oh! I must think of the end result: those photos!
- 22.** I just have to give it up. It's such a nasty habit. I've tried to in the past, but I've only ever managed to last a week before lighting up again. Looks like I'll have no choice now what with the ban and everything. Anyway, I finished my last packet yesterday. It was like saying goodbye to a faithful friend.
- 23.** My friend Nancy's just joined a sea diving club and she's enjoying it so much. I'm really envious! I told her so, too. Well, she suggested that I do something unusual too, you know, such as parachute jumping or tae-kwon-do. I mean could you just see me doing that? Anyway, Angus suggested that we do Latin dances together. I think I'll take him up on his offer.
- 24.** This economic crisis has really made people think about what's important to them. There's more to life than work, work, work. As for me, I'm fed up with long hours, never being around for the kids and I'm definitely gonna do something about it!
- 25.** Well, I've stopped watching the news. It's just so depressing! All the crime and disaster and negative stories, ugh, makes me more anxious. So I think yoga's the best thing to help me deal with feeling stressed and worried. Just to relax, do something for me, because I desperately don't want to go on any pills!

Listen again and check your answers.

ACTIVITY 1

Listen to items 1-4 and choose the best photo (A-F). There are two photos you do not need.

01. Yeah, I really like books about... about body language and what... and what gestures mean. Em... well, you probably know this. In Latin America... er... when friends meet, they embrace each other and they kiss on one cheek, you know. You know, that's between friends.
02. Em... I didn't know this but I think it's in France... probably other countries, as well. When they count, they put... they put their thumb up first—that means 1. Then when they put this... the index finger up—that's 2. Em... and then another finger—that means 3. But they begin with the thumb.
03. In Thailand, I remember... I think it was Thailand or Japan... when they see you in the street and when they greet you they put their hands together like this. They make a little bow.
04. I suppose in most countries of the world but... not all... I don't think... if you stick one thumb up, it means you think, you know, something is ok, you like it, you know, you approve.

Listen again and check your answers.

ACTIVITY 2

Read items 5-7. Listen and choose the best answer (A, B, or C) for each item.

Did you hear the one about the three professors? Um... there were three professors and they had walked down to the train station from the University. Now, these professors had known each other for a long time, so they always had something to talk about.

So they were having tea in the waiting room and were enjoying their chat so much that they didn't hear the train arrive. But when they heard the guard shouting "take your seats, please; the train is about to depart" the professors rushed on to the platform and ran towards the train.

After a desperate rush, two of them managed to get onboard the train before it started. The third one, who was a bit older and slower, didn't manage to get onto the train and was left behind. He looked sad as he watched the train leave the station. Just then the guard came up to him and said, "Well, don't feel bad, at least two of you made it." "True," sighed the professor, "but it was my train; the other two were only here to say goodbye to me!"

Listen again and check your answers.

ACTIVITY 3

Read items 8-10. Listen and choose the best answer (A, B, or C) for each item.

08. Hello? Diane Nielson speaking. Hello? Yes... Margaret? Margaret who? Oh my God Margaret! You're back! How long have you been here? Oh great! Well, will we see you? Oh Aberdeen! Why are you going to Aberdeen? Lucy? Lucy's getting married? How old is she? Oh my god! That's great! Well yes, yes! Of course! Yes, I'd love to come. Ok. All right then. Talk to you soon. Bye!

- 09.** Nicholas Jameson speaking. Yes? An opinion poll? No, no, no... no, no... I'm not interested in politics. I'm sorry. I'm too busy to talk on the phone. I'm sorry. But what... the children's library? The authorities are trying to shut down the library? Not enough children in the area. And what... they want to turn it into some sort of internet café. Oh yes, yes... carry on then... my name is Nicholas Jameson... J-A-M-E-S-O-N... oh yes I'm a strong supporter of the library. Yes indeed! Ok... bye!
- 10.** Hello! Hey Jane what's up? Yeah... oh... oh ok... oh you have a meeting today? Ok well, good luck with that. Oh... well, I would like to look after your daughter... you know something Jane... to be honest with you... I was really planning on working on some proposals and I'm really going to be very swamped. Yeah, I know, I mean, but... wait a second... how about... yeah ok... you said that you have to meet some people from... ok you have out of town clients... all right... but how about your boss? I mean... oh... his wife came back from the hospital... oh... ok... eye surgery... I know, I get it... ok yeah. All right then well... I'll come by and pick her up... fine. You know something, I'll just make some sandwiches. She's gonna stay the night, right? Your daughter I mean. Ok. She can stay over and sleep over... all right... yeah... ok... well then, I'll put them to bed early and maybe I'll stay up all night and work on these proposals then... Ok what time do you want me to...? Ok all right. I'll be there at 5. All right. Take it easy... Yeah. Bye.

Listen again and check your answers.

ACTIVITY 4

Read items 11-12. Listen and choose the best answer (A, B, or C) for each item.

Woman: So I met this guy at a bar.

Man: You did....

Woman: Yes... I gave him my number but we ended up talking and it turns out he's a vegetarian.

Man: I am, as well. D' you know that?

Woman: Oh I didn't know that!

Man: So what happened with your guy?

Woman: Well, it turns out his reasoning is that he doesn't agree with the treatment of the animals, which I agree... but I like meat too much so I eat it anyway. But he, if you were on a date with him... (fade out)

Listen again and check your answers.

Read items 13-15. Listen and choose the best answer (A, B, or C) for each item.

Woman: (fade in) ...but I like meat too much so I eat it anyway. But he, if you were on a date with him and you order something that has meat or fish, he won't pay for you.

Man: Ah... that's cool, that's a great idea!

Woman: I don't think so. Then you're forcing your views on somebody else.

Man: No, you're just not paying for it. You're not paying for animals to be killed.

Woman: Yes, but if you're on a date you pay for the woman.

- Man:** I do personally, but then the woman I date doesn't eat meat... so...
- Woman:** Well, why are you a vegetarian?
- Man:** Same thing with what you said... I don't agree with the way animals are treated, factory farming, generally being raised to be killed and it's very inhumane.

Listen again and check your answers.

ACTIVITY 5

Listen and fill in items 16-20 with the right word.

- EX.** Venus is named after the Roman goddess of love. Sometimes it can be seen shining brightly just before dawn or just after sunset. For a long time many scientists thought that Venus had plants, animals and possibly life. However, because it is so hot, we now know...
- 16.** Ah, here it is, under J... Jackson... Peter, John, Cindy... no... ah... found it. Sylvia Jackson 250 840456.
- 17.** It says here that Bara Brith is Welsh for currant bread and that there are lots of variations on it. It looks really easy to make but the only thing is that you have to soak the dried fruit overnight... mm...
- 18.** A teacher's pet: idiomatic expression "A student who is seen to be favoured by the teacher".
- 19.** This is one of the best ones I've come across. Look at these maps and information about Barcelona. There is even a bit of history on the sites and attractions. Oh, and this is very important: where to eat... how to avoid the touristy places...
- 20.** "Every afternoon, as they were coming home from school, the children used to go and play in the Giant's garden. It was a lovely garden with soft green grass. Here and there stood beautiful flowers, like stars, and there were twelve peach trees that in Spring broke out into delicate blossoms of pink and peach..."

Listen again and check your answers.

ACTIVITY 6

Listen and fill in items 21-25 with the right word.

- EX.** Mm... I can't decide what to have. Everything looks delicious. I think I'll go with the seafood pasta. Oh, wait. Maybe I should get the spinach and ricato lasagna. That sounds good, too. Oh, I don't know. There's too much to choose from.
- 21.** Oh, this is amazing! It's so life-like. Oh, just look at the blues and the sky and the sea. It's breathtaking, really. Definitely a work of a genius. I'm so glad we came to this gallery after all.
- 22.** Well, I like it. The colour, the style, the design, even though it's slightly out of my budget. Ok, let's recap then. All right, you said that the sun roof is included. The leather seats are extra. The steering wheel is adjustable. The DVD player is included and there are no other hidden costs.

- 23.** Mm, don't you think it's a bit too big for our living room? I mean I like the color and everything, but I'd prefer something smaller... maybe one for two people instead... with large cushions, you know, but not in leather... I can't stand leather... it makes you feel so uncomfortable every time you sit on it. Oh, wouldn't it be better if we got one that we can turn into a bed, you know, one for that unexpected guest...
- 24.**
- Hang on... where are we? This doesn't look very familiar. I think we're lost.
 - Ok. Wait a minute... let's not panic. Alright, according to this, we... if we walk down this street right here and make a left... I mean, we should be able to find, you know, the cathedral right there, it's... it's... it's right there... in our reach...
 - Ok... right...
 - It shows here that... it's... it's... it's in the area....
 - Fine... ok then...
 - Ok? Let's take the street...
 - Ok, good, you're in charge...
- 25.** Oh, here is what I'm gonna get Mark. Since he is into science fiction, he'll definitely love this. It just came out and it's getting great reviews from what I hear. Fast-paced plot with many fascinating characters, all packed in 300 pages! A real page-turner!

Listen again and check your answers.

ACTIVITY 1

Listen to items 1-4 and choose the best photo (A-F). There are two photos you do not need.

01. When you look at this image, you see two people ready to kiss each other. But, if you take a closer look, you'll also see a big candle holder. Can you see it?
02. This picture shows a man on one side—he looks Indian or Pakistani—but if you look at the same picture upside down, you'll see a boy.
03. When you first look at this picture, you see old men laughing. But when you turn it upside down you'll see men looking very serious and a little frightening.
04. If you look really closely, you'll see a female face on the left side and a man's face on the right side. He's even got a moustache!

Listen again and check your answers.

ACTIVITY 2

Read items 5-7. Listen and choose the best answer (A, B or C) for each item.

Uh... well, good morning everyone and... uh... I'd like to thank you for coming along this morning. We know the weather has not been very good... what with all this snow... it's always the same this time of year... and there've been the usual delays of trains all morning. But all is well now... you're here and... if you're ready, my assistant here, Mr Jones, and I would like to ask a few questions to find out a bit about your previous work... um... and what you can offer the company and what we can offer you, of course. Now, when we've finished, we will show you around the building and if you would like to ask us anything, please feel free to do so. Right, well, first of all...

Listen again and check your answers.

ACTIVITY 3

Read items 8-10. Listen and choose the best answer (A, B, or C) for each item.

08. German runner, Lukas Gens, has won one of the world's toughest races retracing the steps of a legendary Greek soldier, who ran from Athens to Sparta. Gens finished the two hundred and forty six kilometer course from Athens city to Sparta in twenty-four hours, twenty minutes and thirty-nine seconds to win for a second year in a row. Frenchman, Jean Jack Monroe, came in second with a time of twenty-five hours, three minutes and thirty seconds.
09. We begin with the international book exhibit in Spain. Greek publishers and authors together with the national book centre are on the road to Spain in order to participate in the twenty third international book exhibit entitled "Liber" which takes place from October 12th through the 15th and where, this year, Greece will be the honored country. In Madrid forty-two Greek publishers and fifteen Greek authors will aim to promote Greek literature and poetry books to the international book markets.
10. Now, an item of cultural interest. The seventh international puppet and mime festival of the municipality of Kilkis, which started last Sunday, features puppet and mime theatre

companies from several European countries. This exciting festival running to October 10th is the only event in Greece to be financed by the Ministry of Culture and a local municipality.

Listen again and check your answers.

ACTIVITY 4

Read items 11-15. Listen and choose the best answer (A, B or C) for each item.

11. How do you keep languages in a museum? Is there such a place? Yes, America, as of 1997, there is such a place, located in the suburbs of Washington D.C. It's not yet open to the public but the national museum of language is gradually taking shape.
12. What a unique institution! A museum dedicated entirely to the subject of language. Everyone visits museums to see and sometimes touch physical objects like airplanes, paintings, bleached bones and antique coins, but language? Language is mainly sounds and words and books and they're in libraries.
13. What do you do in a language museum and why? Most of us want to know more about language. How it developed. How languages differ. How the body works as a language machine. A museum's purpose is to demonstrate what we know about language, how we know it, why it's important and give you a chance to explore it enjoyably.
14. So what would the museum look like? What's in it? Well, there will be a library, one that pulls together the nation's most comprehensive collection of information on language. Some will be in the form of books and journals; much of it will be online, accessible wherever you are on the planet.
15. A unique feature of the library will be its collection of speech samples. Samples from hundreds of languages and many dialects, with the eventual goal of having a sample of every language in the world. It'll be an extraordinary resource for language research.

Listen again and check your answers.

ACTIVITY 5

Listen and fill in items 16-20 with the right word.

- EX.** In the summer, it's just too hot for long trousers. I've got an old pair of Bermudas that come all the way down to my knees, but don't cover them. Everyone can see my hairy legs but, hey... that's OK.
16. I probably have about 30 pairs, but some of them I just don't wear anymore. My feet have swollen so a lot of them don't fit me anymore. And they're a bit tight, they hurt my toes.
 17. I don't often wear one. I'd wear one with a suit and a shirt at interviews and weddings. They take ages to do up and the knot always comes out wrong anyway. And I can never find a shirt to match it.
 18. I need a new pair for sitting around the house. I've had my old pair for years now and they're really worn out. They should have a thick rubber soul so I don't slip on the stairs. I wear them one size bigger than my shoes.

- 19. You should choose the right size for your head of course. If it's too big, it'll come down to your ears. It should also suit the shape of your face. But it should be big enough to protect you from bad weather.
- 20. I cycle to work and in winter I need something to keep my hands warm—the handlebars get really cold. I wear a pair that cover all my fingers but I've also got a fingerless pair for when I want to use my hands freely.

Listen again and check your answers.

ACTIVITY 6

Listen and fill in items 21-25 with the right word.

August Wilson is a major American playwright whose work has been consistently acclaimed as among the finest of the American theatre. His first play, *Ma Rainey's Black Bottom*, won the New York Drama Critics Circle Award for the best play of 1984-85. His second play, *Fences*, won numerous awards for best play of the year 1987, including the Tony award, the New York Drama Critics Circle Award, the Drama Desk Award and the Pulitzer Prize. Joe Turner's *Come and Gone*, his third play, was also voted best play of 1987-88 by the New York Drama Critics Circle. All three are available in Plume Editions. Critical acclaim for August Wilson's *The Piano Lesson*: "Jubilant just jubilant, there are moments in this play that simply take your breath away. The issues that emerge hide within them the whole haunted history of American slavery and its legacy. It's a triumph of language, music, unforgettable characters and above all, of faith and resurrection. August Wilson has established himself as the richest theatrical voice to emerge in the U.S. since Tennessee Williams and Arthur Miller."

Listen again and check your answers.

APPENDIX

1. ΚΡΙΤΗΡΙΑ ΑΞΙΟΛΟΓΗΣΗΣ ΠΡΟΦΟΡΙΚΟΥ ΚΑΙ ΓΡΑΠΤΟΥ ΛΟΓΟΥ

ΚΡΙΤΗΡΙΑ ΑΞΙΟΛΟΓΗΣΗΣ ΠΡΟΦΟΡΙΚΟΥ ΛΟΓΟΥ

ΔΟΚΙΜΑΣΙΑ 1 – ΔΙΑΛΟΓΟΣ

Ανταπόκριση σε ερωτήματα που αφορούν τον υποψήφιο και το περιβάλλον του

ΔΟΚΙΜΑΣΙΑ 2 – ΜΟΝΟΛΟΓΟΣ

Ανάπτυξη ενός θέματος (με αφορμή οπτικό ερέθισμα, λ.χ. φωτογραφία ή σχέδιο)

ΔΟΚΙΜΑΣΙΑ 3 – ΔΙΑΜΕΣΟΛΑΒΗΣΗ

Ανάπτυξη ενός θέματος με αφορμή πληροφορίες που δίνονται στην ελληνική γλώσσα (με τη μορφή κειμένου, διαγράμματος, πίνακα, κτλ.)

ΕΠΙ ΜΕΡΟΥΣ ΧΑΡΑΚΤΗΡΙΣΤΙΚΑ ΤΗΣ ΓΛΩΣΣΙΚΗΣ ΠΑΡΑΓΩΓΗΣ ΔΟΚΙΜΑΣΙΕΣ 1, 2 ΚΑΙ 3

- Επιτονισμός και προφορά
- Καταλληλότητα γλωσσικών επιλογών
- Ορθότητα λεξικογραμματικών επιλογών
- Συνοχή και συνεκτικότητα λόγου

ΚΡΙΤΗΡΙΑ ΑΞΙΟΛΟΓΗΣΗΣ ΓΡΑΠΤΟΥ ΛΟΓΟΥ

1Ο ΚΡΙΤΗΡΙΟ ΑΞΙΟΛΟΓΗΣΗΣ:

Ανταπόκριση στο ζητούμενο (επικοινωνιακός στόχος, κειμενικός τύπος, ύφος).

Παραγωγή γραπτού κειμένου με βάση την επικοινωνιακή περίσταση που δίνεται και την επιλογή του απαιτούμενου ύφους (επίσημο - ανεπίσημο) και είδους λόγου σε σχέση με το κειμενικό τύπο που ζητείται.

Παραγωγή γραπτού κειμένου με μεταφορά των κατάλληλων για τη δεδομένη επικοινωνιακή περίσταση πληροφοριών.

2Ο ΚΡΙΤΗΡΙΟ ΑΞΙΟΛΟΓΗΣΗΣ:

Γραμματική κειμένου

Επιλογή των κατάλληλων συνδετικών στοιχείων και μηχανισμών συνοχής για τη σύνταξη ενός συνεκτικού κειμένου που απαντά στη δεδομένη επικοινωνιακή περίσταση.

3Ο ΚΡΙΤΗΡΙΟ ΑΞΙΟΛΟΓΗΣΗΣ:

Γραμματική πρότασης

Επιλογή των κατάλληλων γλωσσικών στοιχείων και γραμματικών δομών που συνάδουν με τον κειμενικό τύπο και την επικοινωνιακή περίσταση.

2. Η ΠΡΟΦΟΡΙΚΗ ΕΞΕΤΑΣΗ ΓΙΑ ΤΟ ΕΠΙΠΕΔΟ Β

ΠΕΡΙΕΧΟΜΕΝΟ ΚΑΙ ΔΟΜΗ ΤΗΣ ΠΡΟΦΟΡΙΚΗΣ ΕΞΕΤΑΣΗΣ

ΔΙΑΡΚΕΙΑ	25 λεπτά
ΤΡΟΠΟΣ ΕΞΕΤΑΣΗΣ	Οι υποψήφιοι εξετάζονται σε ζεύγη χωρίς να συνομιλούν μεταξύ τους.

- 1. Δοκιμασία 1: Διάλογος μεταξύ εξεταστή και υποψηφίου.** Κάθε υποψήφιος καλείται να απαντήσει σε τέσσερις (4) ερωτήσεις που αφορούν τον ίδιο και το περιβάλλον του (δύο ερωτήσεις επιπέδου B1 και δύο επιπέδου B2). Η δοκιμασία διαρκεί 6 λεπτά της ώρας συνολικά και για τους δύο υποψηφίους (3 λεπτά για τον καθένα). Ο εξεταστής συνομιλεί με τον κάθε υποψήφιο εναλλάξ.
- 2. Δοκιμασία 2: Μονόλογος.** Κάθε υποψήφιος καλείται να απαντήσει σε δύο ερωτήματα που έχουν ως ερέθισμα μία ή περισσότερες εικόνες. Το πρώτο ερώτημα είναι επιπέδου B1 και το δεύτερο επιπέδου B2. Η δοκιμασία διαρκεί συνολικά 8 λεπτά της ώρας και για τους δύο υποψηφίους (4 λεπτά για τον καθένα). Στην περίπτωση αυτή, ο εξεταστής δεν συνομιλεί με τους υποψηφίους. Θέτει τα ερωτήματα και οι υποψήφιοι καλούνται να τα απαντήσουν.
- 3. Δοκιμασία 3: Διαμεσολάβηση.** Κάθε υποψήφιος καλείται να ανταποκριθεί σε δύο ερωτήματα με βάση ένα ελληνικό κείμενο. Το ένα ερώτημα είναι επιπέδου B1 και το άλλο επιπέδου B2. Η δοκιμασία διαρκεί συνολικά 10 λεπτά της ώρας και για τους δύο υποψηφίους (5 λεπτά για τον καθένα). Στην περίπτωση αυτή, ο εξεταστής δεν συνομιλεί με τους υποψηφίους. Θέτει τα ερωτήματα και οι υποψήφιοι καλούνται να τα απαντήσουν.

Η ΔΙΑΔΙΚΑΣΙΑ ΤΗΣ ΠΡΟΦΟΡΙΚΗΣ ΕΞΕΤΑΣΗΣ

- Οι δύο εξεταστές, καθ' όλη τη διάρκεια της εξέτασης, βρίσκονται στην αίθουσα των εξετάσεων.
- Οι δύο εξεταστές αξιολογούν βάσει της σχάρας αξιολόγησης και συμπληρώνουν τον βαθμό του κάθε υποψηφίου στο Έντυπο Αξιολόγησης Παραγωγής Προφορικού Λόγου.
- Ο ένας εξεταστής, που έχει τον ρόλο του Αξιολογητή 1, κάθεται σε κάποια απόσταση από τους υποψηφίους και δεν συμμετέχει στην εξέταση. Ακούει, παρατηρεί, κρατάει σημειώσεις και βαθμολογεί την προφορική παραγωγή του κάθε υποψηφίου.
- Ο δεύτερος εξεταστής, που έχει τον ρόλο του Αξιολογητή 2, κάθεται απέναντι από τους δύο υποψηφίους και θέτει τα ερωτήματα. Μπορεί να κρατά σημειώσεις, αλλά βαθμολογεί όταν έχει τελειώσει η εξέταση και έχουν αποχωρήσει οι υποψήφιοι από την αίθουσα.
- Ο εξεταστής/Αξιολογητής 2 θέτει εναλλάξ τα ερωτήματα στους υποψηφίους: δηλαδή, εάν αρχίσει την εξέταση από τον Υποψήφιο Α για τη Δοκιμασία 1, συνεχίζει με τον Υποψήφιο Β τα ερωτήματα της Δοκιμασίας 2 και επανέρχεται στον Υποψήφιο Α για τα ερωτήματα της Δοκιμασίας 3.
- Τον ρόλο του Αξιολογητή 2 αναλαμβάνει, μετά την εξέταση 2-3 ζευγών υποψηφίων, ο άλλος Εξεταστής.

ΣΗΜΑΝΤΙΚΕΣ ΠΛΗΡΟΦΟΡΙΕΣ ΓΙΑ ΚΑΘΕ ΔΡΑΣΤΗΡΙΟΤΗΤΑ

Ερωτήσεις γνωριμίας και εξοικείωσης (διάρκεια: 1-2 λεπτά)

Πριν αρχίσετε την Εξέταση Προφορικού Λόγου (Δοκιμασία 1, 2 και 3), είναι σκόπιμο να κάνετε μία-δύο προσωπικές ερωτήσεις στους υποψηφίους (το όνομά τους, σε ποια τάξη πάνε στο σχολείο ή πού εργάζονται, αν είναι ενήλικες, κλπ). Η διαδικασία αυτή θα βοηθήσει τους υποψηφίους να προσαρμοστούν στο περιβάλλον της εξέτασης, ενώ θα επιτρέψει σε σας να διαμορφώσετε μια εικόνα για τον κάθε υποψήφιο και να επιλέξετε τα πιο κατάλληλα ερωτήματα για τον καθένα. **Οι απαντήσεις των υποψηφίων σε αυτήν τη φάση ΔΕΝ αξιολογούνται.**

Δοκιμασία 1: Διάλογος μεταξύ εξεταστή/Αξιολογητή 2 και υποψηφίου (διάρκεια: 6 λεπτά)

- Η Δοκιμασία 1 περιλαμβάνει ερωτήσεις επιπέδου B1 και επιπέδου B2 που ανήκουν σε διαφορετικές θεματικές κατηγορίες.
- Επιλέξτε 2 ερωτήσεις επιπέδου B1 από δυο διαφορετικές θεματικές κατηγορίες και 2 ερωτήσεις επιπέδου B2 από δύο διαφορετικές κατηγορίες ερωτήσεων για τον κάθε υποψήφιο, λαμβάνοντας υπόψη το προφίλ του καθενός (από την προηγούμενη φάση της εξέτασης).

Δοκιμασία 2: Μονόλογος (διάρκεια: 8 λεπτά)

- Σε κάθε σελίδα με εικόνες αντιστοιχούν 2 (ή περισσότερα) ερωτήματα B1 και 2 (ή περισσότερα) ερωτήματα B2.
- Επιλέξτε διαφορετική σελίδα εικόνων για κάθε υποψήφιο (έχοντας υπόψη ότι κάποια θέματα προσφέρονται περισσότερο για μικρούς και κάποια για μεγάλους, μερικά για αγόρια και άλλα για κορίτσια, κτλ.). Υποβάλετε ένα ερώτημα επιπέδου B1 και ένα ερώτημα επιπέδου B2 στον κάθε υποψήφιο.

Δοκιμασία 3: Διαμεσολάβηση (διάρκεια: 10 λεπτά)

- Κάθε σελίδα περιλαμβάνει κείμενα στην ελληνική γλώσσα, τα οποία συνοδεύονται από ένα ή περισσότερα ερωτήματα επιπέδου B1 και αντίστοιχα επιπέδου B2 και βρίσκονται στο Φυλλάδιο του Εξεταστή.
- Επιλέξτε διαφορετικό κείμενο για τον κάθε υποψήφιο, λαμβάνοντας υπόψη ό,τι γνωρίζετε για αυτόν, θέτοντας ένα ερώτημα επιπέδου B1 και ένα επιπέδου B2.
- Επειδή στη διάρκεια της Δοκιμασίας 3 περιλαμβάνεται και ο χρόνος ανάγνωσης των ελληνικών κειμένων, δώστε και στους δύο υποψηφίους 2 λεπτά στην αρχή της Δοκιμασίας 3, για να διαβάσουν τα αντίστοιχα κείμενά τους, αφού προηγουμένως τους έχετε θέσει και τα ερωτήματα, ώστε να είναι «στοχευμένη» η ανάγνωση.

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