

The INTERLOCUTOR FRAME has been introduced in order to reduce variability in oral examiner speech and to ensure that the test taking experience is the same for all candidates. Please acquaint yourself with it thoroughly and use it to conduct the exam.

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

Introducing ourselves (about 2 minutes for both candidates) [NOT MARKED]

**Examiner:** Good afternoon. Welcome. Can I have your evaluation forms, please? *(Take them and give them to your co-assessor, making sure you don't mix up the two candidates.)*

Thank you, please take a seat. My name is \_\_\_\_\_ (and) this is my co-assessor \_\_\_\_\_. S/he will be observing us.

Please speak in English, loudly and clearly, throughout the test. You may ask me to repeat task instructions or to explain something you don't understand, but only in English.

So... What is your name? *(Write it down.)* And yours? *(Write it down.)*

**Examiner:** *(Addressing candidate A)* So \_\_\_\_\_ *(his/her NAME)*, what do you do? / where do you live? / what are your plans for the future? etc. *(any general questions to break the ice and get to know the candidate.)*

**Examiner:** *(Addressing candidate B)* And what about you \_\_\_\_\_ *(his/her NAME)*, what do you do? / where do you live? / what are your plans for the future? etc. *(any general questions to break the ice and get to know the candidate.)*

Activity 1 (6 minutes for both candidates- 3 minutes each)

**Examiner:** Ok. Let's start with Activity 1. I will ask each of you some questions.

So, \_\_\_\_\_ *(candidate A's NAME)*. Choose **TWO** sets of questions from the list below and ask him/her. *(When your exchange with the candidate has finished.) Thank you.*

**Examiner:** Now, let's go on with \_\_\_\_\_ *(candidate B's NAME)*.

Choose **TWO** sets of questions **DIFFERENT** from the ones you asked candidate A, from the list below. *(When your exchange with the candidate has finished.) Thank you.*

### ACTIVITY 1: INTERVIEW

#### SET 1

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

**B2:** If you could choose what to do over the Christmas holidays, what would you do and why?

#### SET 2

**B1:** What do you do when you want to relax?

**B2:** Do you like taking walks in the countryside? Why or why not?

### ATTENTION

#### SET 13

**This pack contains:** **A.** Guidelines for the speaking test, **B.** Tasks for Activities 1 (debate), 2 (one-sided talk) and 3 (oral mediation), **C.** Potential trouble spots during the speaking test, and **D.** The oral assessment criteria and rating scale.

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

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

**SET 14**

**B1:** Do you have a big or a small family? Talk to us about your family.

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

**SET 5**

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

**B2:** Can you suggest some good tourist sites to visit in your city/ town/ village? What can one do there?

**SET 6**

**B1:** Who is your favourite singer and what do you like about him/her?

**B2:** If you could interview anybody you wanted, who would you interview and what would you ask him/her?

**SET 7**

**B1:** What do you like best about your school/college/workplace?

**B2:** Tell us how you feel before a job interview / taking a test and why?

**SET 8**

**B1:** Do you like walking in the rain? Why or why not?

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

**SET 9**

**B1:** What three things do you always take with you when you go out?

**B2:** Tell us about a time when you forgot to do something important to you.

**SET 10**

**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 11**

**B1:** What is the best pet to own and why?

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

**SET 12**

**B1:** What is the best birthday gift you have ever received? Who gave it to you and why?

**B2:** Would you rather celebrate your birthday with your relatives or your friends? Why?

**INTERLOCUTOR FRAME FOR B LEVEL – Part 2 (Activity 2)**

Activity 2 (8 minutes for both candidates - 4 minutes each)

**Examiner:** We can now go on with Activity 2. I will give each one of you one or more photos and I will ask you 2 questions. You each have about 4 minutes to answer.

*Start with candidate B this time.*

**Examiner:** Let's start with \_\_\_\_\_ (candidate B's NAME), \_\_\_\_\_ (his/her NAME), turn to page \_\_\_\_\_ (Select a page from the Candidate Booklet) and look at picture(s) \_\_\_\_\_ (Select one or more pictures from this page) and \_\_\_\_\_ (choose and read out a B1 task from the ones given below).

**Examiner:** (When the candidate has finished) Now, look at picture(s) \_\_\_\_\_ (Select one or more pictures from the same page) and \_\_\_\_\_ (choose and read out a B2 task from the ones given below).

(When the candidate has finished.) Thank you.

**Examiner:** Now, \_\_\_\_\_ (candidate A's NAME), it's your turn. Please, go to page \_\_\_\_\_ (Select a different page from the Candidate Booklet) and look at picture(s) \_\_\_\_\_ (Select one or more pictures from this page) and \_\_\_\_\_ (choose and read out a B1 task from the ones given below).

(When the candidate has finished) Now, look at picture(s) \_\_\_\_\_ (Select one or more pictures from the same page) and \_\_\_\_\_ (choose and read out a B2 task from the ones given below).

**Examiner:** (When the candidate has finished.) Thank you.

**ACTIVITY 2: ONE SIDED TALK****People reading (PAGE 6)****B1 questions**

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

**TASK 2:** Imagine the woman in photo 2 (or 3) is your sister. Tell us where she was, what she was doing and what she did after the photo was taken.

**TASK 3:** We are going to play a game. Choose one of the photos on this page. Don't tell me which one it is. Describe it, to help me guess which one it is.

**TASK 4:** Imagine photo 5 is from your summer holidays. Tell us what you did before and after the photo was taken.

**B2 questions**

**TASK 5:** Imagine you know the man in photo 6 (or the woman in photo 1). Tell us who he/she is, where he/she was when the photo was taken and what he/she was doing.

**TASK 6:** Look at photo 6 (or 1). Tell us who this man/ woman is, how he/she was feeling and what he/she did afterwards.

**TASK 7:** Imagine you took photos 2 & 5 (or 3 & 4). Tell us when you took them and why.

**TASK 8:** Look at all the photos on this page. Choose two photos that you think could accompany an article on "Reading can be enjoyable". Tell us why you think the photos you have chosen are suitable.

**People carrying something (PAGE 7)****B1 questions**

**TASK 9:** Look at photo 8 (or 10) and tell us what you think is happening in this photo.

**TASK 10:** Imagine you know the man in photo 7. Tell us what he does for a living, where he is going and why.

**TASK 11:** We are going to play a game. Choose one of the photos on this page. Don't tell me which one it is. Describe it, to help me guess which one it is.

**TASK 12:** Imagine you are one of the people in photo 12. Tell us who you are, where you were when the photo was taken and what you were doing.

**TASK 13:** Look at the woman in photo 9 and tell us what you think she is doing and what she will do next.

### B2 questions

**TASK 14:** Imagine you know the people in photo 11. Tell us who they are and describe what they are doing in the picture and why.

**TASK 15:** Imagine you know the people in photos 7 and 9. Tell us a few things about them (personality, hobbies and interests).

**TASK 16:** Imagine you are one of the people in photo 4. Tell us why this photo was taken, how you were feeling when the photo was taken and what you did afterwards.

**TASK 17:** Imagine you took photo number 8. Tell us who these people are where they are going and how they were feeling when the photo was taken.

## What's the problem? (PAGE 8)

### B1 questions

**TASK 18:** Imagine you took photos 17 and 18. Tell us what is funny about them.

**TASK 19:** We are going to play a game. Choose one of the photos on this page. Don't tell me which one it is. Describe it to help me guess which one it is.

**TASK 20:** Imagine you were there when photo number 13 (or 17) was taken. Tell us what happened afterwards.

### B2 questions

**TASK 21:** Imagine you are the driver of the car in photo 14 (or 15 or 18). Tell us what has happened, how you are feeling and what you are going to do next

**TASK 22:** Imagine the people in photo 16 are your friends. Tell us where they were, what they were doing and how they were feeling when the photo was taken.

**TASK 23:** Photos 13 & 14 (or 13 and 15) are from a day you will remember all your life. Tell us why this day was so important to you.

**TASK 24:** Imagine you were there when the accident in photo 14 (or 15 or 18) happened. Tell us where you were going, what you saw, and what happened after the photo was taken.

## People and dogs (PAGE 9)

### B1 questions

**TASK 25:** Look at photo 19. Tell us where the two women are, what they are doing and what they did later that day.

**TASK 26:** Imagine you were there when photo 23 was taken. Tell us where you were, what happened that day and how the blonde woman was feeling when the photo was taken.

**TASK 27:** We are going to play a game. Choose one of the photos on this page. Don't tell me which one it is. Describe it, to help me guess which one it is.

**TASK 28:** Imagine you were there when photo number 20 (or 12) was taken. Tell us what happened afterwards.

### B2 questions

**TASK 29:** Imagine you know the women in photos 19. Tell us a few things about them (personality, hobbies and interests)

**TASK 30:** Imagine you took photo 21 (or 23). Tell us when you took it and why.

**TASK 31:** Look at all the photos on this page. Choose two photos that you think could accompany an article on "Dogs are a man's best friend". Tell us why you think the photos you have chosen are suitable.

**TASK 32:** Look at all the photos on this page. Choose one photo that you think could appear on the cover of a magazine for animals. Tell us why you think the photo you have chosen is suitable.

**Winter holidays (PAGE 10)**

**B1 questions**

- TASK 33:** Imagine you are one of the people in photo 26 (or 29). Tell us where you are, who you are with and what you are doing there.
- TASK 34:** We are going to play a game. Choose one of the photos on this page. Don't tell me which one it is. Describe it, to help me guess which one it is.
- TASK 35:** Imagine photos 26 and 28 are from your family's photo album. Tell us who these people are, where they were when these photos were taken and how they were feeling then.

**B2 questions**

- TASK 36:** Imagine you know the people in photo 27 (or the man in photo 30). Tell us where they were/ he was when the photo was taken how they were / he was feeling and what he did afterwards.
- TASK 37:** Imagine you took photo 25 (or 28). Tell us what the people on the photo were doing and what they did later that day.
- TASK 38:** Imagine photos 25, 26 & 28 were taken in the same weekend. Tell us what you did that weekend.
- TASK 39:** Imagine you know the people in photos 27 & 30 (or 29 & 30). Tell us a few things about them (personality, hobbies and interests).

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

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

- Examiner:** Now, let's move on to Activity 3. I will give each one of you a Greek text to read and two tasks to do. After reading your texts, you will each have about three minutes to perform these tasks.  
*Start with candidate A this time.*
- Examiner:** Let's start with \_\_\_\_\_ (his/her NAME). Go to page \_\_\_\_\_ (Select a page from the Candidate Booklet) and look at (the) text (number \_\_\_\_\_) (Select a text) and \_\_\_\_\_ (choose and read out the B1 level task). You can read the text for about two minutes and then, before you start, I will repeat the task for you.  
**Now,** \_\_\_\_\_ (candidate B's NAME), Go to page \_\_\_\_\_ (Select a different page from the Candidate Booklet) and look at (the) text (number \_\_\_\_\_) and \_\_\_\_\_ (choose and read out the B1 level task). You can read the text for about two minutes and then, before you start, I will repeat the task for you.  
*After about two minutes*
- Let's start with** \_\_\_\_\_ (candidate A's NAME).  
**Ready? Ok** (Repeat the B1 task).
- Examiner:** Now, \_\_\_\_\_ (candidate B's NAME), let's continue with you. Ready? OK (Repeat the B1 task). (When the candidate has finished.) I will give you some time to read the text again to do another task (give him/her the B2 level task).
- Examiner:** Now, \_\_\_\_\_ (candidate A's NAME), let's continue with you. I will give you some time to read the text again to do another task (give him/her the B2 level task).
- Examiner:** Now, \_\_\_\_\_ (candidate B's NAME), it's your turn to do the second task. Ready? Ok (Repeat the B2 task.) (When the candidate has finished.) Thank you.
- Examiner:** Now, \_\_\_\_\_ (candidate A's NAME), it's your turn to do the second task. Ready? Ok (Repeat the B2 task.) (When the candidate has finished.) Thank you.  
**This is the end of the examination. Have a nice afternoon/ evening.**

**ACTIVITY 3: ORAL MEDIATION**

**TRIP2ATHENS : The electronic tourist guide of Athens (PAGE 11)**

**TASK 1**

- B1:** Read your text and tell us what kinds of information a visitor of the TRIP2ATHENS site can get about Attica.
- B2:** Imagine I own a tourist company. Tell me why I should advertise it in the TRIP2ATHENS site.

**TASK 2**

- B1:** Read your text and tell us in which languages the information of the TRIP2ATHENS site is given, how much it costs to visit the site and what kinds of information is given about each place of interest in Attica.
- B2:** Imagine I own a tourist company. Tell me why I should advertise it in the TRIP2ATHENS site.

**TASK 3**

- B1:** Imagine your German friend Hans is going to be in Athens next weekend. Tell him what information he can find in the TRIP2ATHENS site about what he can do during his stay in Athens.
- B2:** Imagine you are presenting the TRIP2ATHENS at a travel agencies' forum. Using information from your text, tell us what points you will include in your presentation.

**TASK 4**

- B1:** Imagine your German friend Hans is going to be in Athens next weekend. Tell him what information he can find in the TRIP2ATHENS site about what he can do during his stay in Athens.
- B2:** Imagine I own a tourist company. Tell me why I should advertise it in the TRIP2ATHENS site.

**Eating together (PAGE 12)****TASK 5**

- B1:** Imagine your Italian friend's Monica children do not like eating with their parents. Read your text and tell her about a game she can play with her children during family meals.
- B2:** Read your text and tell us why it is important for families to cook and eat together.

**TASK 6**

- B1:** Imagine your Italian friend's Monica children do not like eating with their parents. Read your text and tell her about a game she can play with her children during family meals.
- B2:** Imagine you are a psychologist giving a talk to a group of parents about the benefits of regular family meals. Read your text and tell us what information you will include in your talk.

**Kids and the Internet (PAGE 13)****TASK 7**

- B1:** Read your text and tell us what research has shown about the time primary school children spend on the Internet.
- B2:** Imagine you are a psychologist giving a talk to a group of parents about the benefits of using the Internet from a very young age. Read your text and tell us what information you will include in your talk.

**TASK 8**

- B1:** Read your text and tell us what research has shown about the kinds of things primary school children use the Internet for.
- B2:** Imagine you are a psychologist giving a talk to a group of parents about the harmful effects of the use of the Internet at a very young age. Read your text and tell us what information you will include in your talk.

**Plaka (PAGE 14)****TASK 9**

- B1:** Imagine your Italian friend Maria is visiting Plaka net week. Read your text and tell her what she can see and do there.
- B2:** Imagine I do not know anything about Plaka. Using information from your text, tell me why it was named so and why I should have a map with me, if I decide to visit Plaka.

**TASK 10**

- B1:** Imagine I do not know anything about the Museum of the University of Athens in Plaka. Using information from your text, tell me a few things about it.

- B2:** Imagine I do not know anything about Plaka. Using information from your text, tell me why it was named so and why I should have a map with me, if I decide to visit Plaka.

**TASK 11**

- B1:** Imagine your Italian friend Maria is visiting Plaka next week. Read your text and tell her what she can see and do there.
- B2:** Imagine you are visiting Plaka with a group of tourists next weekend. Using information from your text, tell us what you will tell them about Anafiotika.

**TASK 12**

- B1:** Imagine I do not know anything about the Museum of the University of Athens in Plaka. Using information from your text, tell me a few things about it.
- B2:** Imagine you are visiting Plaka with a group of tourists next weekend. Using information from your text, tell us what you will tell them about Anafiotika.

**E-books and sleep (PAGE 15)****TASK 13**

- B1:** Imagine I do not know anything about the research the University of Harvard carried out. Using information from your text, tell me who participated in the research, how long it lasted and how it was carried out.
- B2:** Imagine you have been asked to give a talk to university students about the negative effects of reading e-books on one's sleep. Using information from your text, tell us what points you will include in your presentation.

**TASK 14**

- B1:** Imagine I do not know anything about the research the University of Harvard carried out. Using information from your text, tell me who participated in the research, how long it lasted and how it was carried out..
- B2:** Imagine you have been asked to present the positive effects of reading paper books on one's sleep to a group university students. Using information from your text, tell us what points you will include in your presentation.

**Super granny (PAGE 16)****TASK 15**

- B1:** Imagine your Irish friend Ian does not know anything about Tamae Watanabe. Using information from Text 1, tell him what she is famous for.
- B2:** Read Text 1 and tell us what Tamae Watanabe did ten years ago and what Ang Tshering says about her.

**A huge cake (PAGE 16)****TASK 16**

- B1:** Read Text 2 and tell us how many chefs, how much time and what materials were used to make the largest cake in the world.
- B2:** Read Text 2 and tell us why a huge cake was made and what happened to it.

**POTENTIAL TROUBLE SPOTS DURING THE SPEAKING TEST**

Remember that especially at B1 level, candidates' language output is characterised by frequent instances of hesitations, extended pauses, false starts, lexical searching and planning. Therefore, special attention is required on the part of the examiner to phrase instructions slowly and clearly and to allow the candidate time to formulate his/her response.

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

**NOTE:**

- Any extra help or guidance (as described above) given to a candidate should be taken into account in the assignment of the final mark.
- Remember that you are there to assess candidates and not to help them or teach them. It is very easy to slip into the teacher's role and supply the candidate with a word s/he is searching for or to complete the candidate's phrase in order to keep the candidate going. Avoid providing unnecessary help as much as possible.
- Care has been taken to phrase task instructions using simple lexis and sentence structure. Do not change or add more information to task instructions.
- If a candidate does not understand a word in the task instructions, you may give a synonym if you are asked to.

**B LEVEL ORAL ASSESSMENT CRITERIA & RATING SCALE**

<b>TASK COMPLETION</b>			
	<b>1 Unsatisfactory</b>	<b>3 Moderately satisfactory</b>	<b>5 Fully satisfactory</b>
<b>ACTIVITY 1</b> Interview	Responds poorly to the questions posed, gives wrong or irrelevant answers, or no answer at all.	Responds to the B1 questions effectively, with some hesitations, including most of the main content points, but has difficulty responding to B2 questions (or does not respond at all to the B2 questions). Is comprehensible with some effort.	Responds to all questions spontaneously, with few hesitations, including all content points. Is fully comprehensible with minor, if any, effort.
<b>ACTIVITY 2</b> One-sided talk	Responds poorly to both the B1 and B2 tasks, gives wrong or irrelevant answers or no answer at all. Ineffective use of visual prompts.	Responds to the B1 task using the visual prompts quite effectively and including most content points, but has difficulty with or does not respond at all to the B2 task. Is comprehensible with some effort.	Responds to both the B1 and B2 tasks in a fully satisfactory manner, using the visual prompts effectively and including all content points. Is fully comprehensible with minor, if any, effort.
<b>ACTIVITY 3</b> Oral Mediation	Responds poorly to both the B1 and B2 tasks, gives wrong or irrelevant answers or no answer at all. Information from the Greek text is only marginally used or inappropriately relayed into English.	Responds to the B1 task, relaying information from the Greek text into English (and occasionally translating) fairly adequately, but has difficulty with or does not respond at all to the B2 task. Is comprehensible with some effort.	Responds to both the B1 and B2 tasks in a fully satisfactory manner, relaying relevant information from the Greek text into English, paraphrasing effectively. Is comprehensible with minor, if any, effort.

<b>QUALITY OF PRODUCTION</b>			
	<b>1 Unsatisfactory</b>	<b>3 Moderately satisfactory</b>	<b>5 Fully satisfactory</b>
<b>Pronunciation and intonation</b>	Articulation is not always clear. L1 interference in pronunciation, stress, rhythm and intonation is distracting and the output is partly unintelligible.	Articulation is clear and generally comprehensible. L1 interference in pronunciation, stress, rhythm and intonation may be evident, occasionally impeding intelligibility.	Articulation is clear and comprehensible. Some L1 interference in pronunciation, stress, rhythm and intonation may be evident, but it does not impede intelligibility.
<b>Lexical range and appropriacy of linguistic choices</b>	Uses a narrow range of vocabulary, compromising the message or makes inappropriate word choices for the given social context which may obstruct meaning.	Uses a sufficient range of vocabulary and the word choice is, in most cases, morphologically and semantically correct for the given social context. Makes incorrect word choices when expressing more complex thoughts which may locally obstruct meaning.	Uses a fairly wide range of vocabulary and the word choice is morphologically and semantically correct for the given social context. May make a few incorrect word choices which do not, however, impede intelligibility.
<b>Grammatical accuracy</b>	Makes errors in basic grammatical structures and word order which may impede intelligibility. No attempts at self-correction.	Uses, reasonably accurately, a sufficient range of grammatical structures and sentence patterns, associated with more predictable situations. Errors occur, some of which may interfere with intelligibility. Occasional attempts at self-correction, not always successful.	Uses a wide range of grammatical structures and sentence patterns with a relatively high degree of grammatical accuracy. Scarce errors may occur which do not impede intelligibility and are often self-corrected.
<b>Fluency</b>	Expresses him/herself with some difficulty, and hesitations, pauses, false starts and reformulation are very evident, impeding intelligibility at times and tiring the listener.	Expresses him/herself with relative ease and maintains a fairly smooth flow of speech, even though pauses for grammatical and lexical planning, false starts and reformulation are evident, especially in longer stretches of free production, without however tiring the listener.	Expresses him/herself with spontaneity, showing a relatively high degree of fluency and ease of expression even in longer stretches of speech. Few pauses for grammatical and lexical planning, false starts and reformulation are noticeable.
<b>Communication strategies</b>	Has difficulty in maintaining a smooth flow of speech and avoids using strategies to overcome communication breakdown. Cannot overcome difficulties even after clarifications have been given by the examiner.	Has some difficulty in maintaining a smooth flow of speech but occasionally uses synonyms, paraphrase, circumlocutions, etc., to overcome gaps in communication and, generally, manages to communicate after clarifications have been given by the examiner.	Tries to maintain a smooth flow of speech without too much effort. Uses synonyms, paraphrase, circumlocutions, etc., fairly effectively, to overcome gaps in language knowledge and occasionally asks the examiner for clarifications.
<b>Cohesion and coherence</b>	Presents some coherent chunks of speech but is unable to produce longer coherent responses. Uses only very basic linear connectors.	Produces a fairly smooth flow of speech by linking discrete simple elements into a connected, linear sequence of points, using, correctly, a fairly limited range of cohesive devices.	Produces a smooth flow of speech by linking utterances into clear, coherent discourse, using a variety of cohesive devices, efficiently, to mark clearly the relationships between ideas.

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

